



**COMMITTEE OF THE WHOLE (BUDGET)
Report No. 18-072**

30 May 2018

2018-2019 Staff-Recommended Budget

Key Contact: Mike Carson, Chief Financial Officer, 613-596-8211 ext. 8881.

PURPOSE:

1. To introduce and seek approval of the 2018-2019 Staff-Recommended Budget.

CONTEXT:

2. The Committee of the Whole (COW) Budget has had three meetings this year which have helped to inform the process for the development of the 2018-2019 Budget. To date, the Committee has received an overview of the District's financial position, the provincial outlook and possible areas of focus and investment in the coming year. In addition, members of the Committee expressed opinions regarding priorities for the OCDSB in the coming year. In developing its recommendations, staff has considered those suggestions as well as input provided by principals and others throughout the year.

On 26 March 2018, Ministry staff released Memo 2018:B06 (attached as Appendix A) outlining in general the changes to next year's education funding. Among the highlights was the announcement of additional funding to support:

- the improvement of services to students with special needs;
- the hiring of additional mental health workers;
- the funding of guidance services to grade 7 and 8 students on the same level as in secondary school; and
- continuation in funding changes announced in prior year for grades 7 and 8 class size.

In addition, the GSN announced increases in funding to support negotiated 2018-2019 wage increases, benefit costs, inflationary costs of student transportation, and other technical changes.

On 27 March 2018, Board approved academic staffing for the 2018-2019 school year. This represented approval of approximately 59% of the annual operating budget. In addition to increases in staffing to comply with contractual and

regulatory requirements, the approval included an additional investment of 31.8 FTEs with an estimated 2018-2019 cost of \$3.6 million.

On 6 April 2018, the OCDSB was advised by the Ministry of Education that it was being released from the terms of the Multi-Year Financial Recovery Plan (MYFRP), as it had exceeded the Ministry's requirement for an accumulated surplus and had strong financial results for 2016-2017 and projected similar results for 2017-2018. At the same time, Ministry staff expressed the view that the District would still need to be cautious as there were still significant cost pressures, such as expenditures on replacement staff, and the uncertainty around funding upon the expiry of the extension agreements at the end of 2018-2019. These agreements provided approximately \$6.8 million in Local Priorities Funding which reduced the need to eliminate 87.67 FTEs across all bargaining units. A new initiative in support of mental health in the coming year was recently announced and will provide \$622,600 to support an additional 5.8 FTEs mental health workers and, this too, is for a limited duration.

On 27 April 2018, the Ministry released the technical paper and the updated software which is necessary for staff to complete the detailed calculations of the coming year's revenue. This delay by the Ministry resulted in the need to cancel the 14 May 2018 meeting and to delay the presentation of the staff recommended budget until 30 May 2018.

Staff is pleased to present recommendations for the 2018-2019 Budget which provides for \$973.7 million of operating expenditures as well as capital investments of \$105.5 million. The budget balances revenues and expenditures and does not rely upon the use of the unappropriated accumulated surplus.

The 2018-2019 Budget has been designed to align the provision of resources to support student learning and well-being while demonstrating the Board's continued prudent and sustainable management of the District's financial position. In evaluating new areas of investment for 2018-2019 staff has also continued to address the objectives of the Board's 2015-2019 Strategic Plan.

KEY CONSIDERATIONS:

3. Budget Risk

Annually, staff evaluates significant risk factors that could affect next year's financial outcomes. Variability in projected enrolments (and consequently funding) is always considered as well as assumptions around future cost pressures in response to as yet unforeseen service needs. Key risks include:

- variability in enrolment;
- fluctuations in revenues and expenses;
- in-year budget pressures; and
- political environment.

Enrolment Variability

Student enrolment projections for the coming year are one of the most critical elements affecting budget development. Enrolment is measured twice each year and reflected as average daily enrolment (ADE). The enrolment projections are based on trends, knowledge of changing municipal demographics and District initiatives such as the opening of new schools, boundary and program shifts, as well as the opening of new schools by other school districts. On a system basis, enrolment projections have usually been close to 1% of actuals; however, there can be larger school-by-school variances and these can create staffing pressures or savings opportunities.

The District has recently experienced enrolment growth and staff is cautiously optimistic that this will continue, but it is unlikely to be as strong as what has been experienced in the past 2 years. The recommended budget shows projected 2018-2019 day school ADE of 72,249. This number represents an ADE increase of 2,003 (2.9%) relative to the 2017-2018 budgeted ADE of 70,246.

Increased enrolment is accompanied by additional funding and, potentially, additional student support costs. If enrolment is greater than projected, staff proceed with the teacher staffing required by the collective agreements and/or regulation. If necessary, a report identifying any additional needed investments, would be brought to Committee of the Whole during the 2018-2019 school year.

Fluctuations in Revenues and Expenses

The revenues and expenses in the recommended budget have been prepared based on recent experience and influenced by assumptions regarding anticipated changes. For example, the recommended budget continues to show an increase in costs associated with staff replacement based on recent experience. Although the increased provision is believed appropriate, there are always fluctuations in the actual patterns experienced. Most recently, our challenge has been finding sufficient replacement workers. These uncertainties and fluctuations create variances that must be monitored on a continual basis in an effort to improve budget accuracy.

In-Year Pressures

From time to time, departments and schools must respond to emerging needs not specifically provided for in the budget. In the past, the District has had to address pressing health and safety issues and respond to extenuating weather-related maintenance needs which create spending pressures. Monitoring actual performance in relation to the Board's approved budget allows for the identification of opportunities to reallocate resources to meet such needs. This approach is particularly important because the District's accumulated surplus cannot readily support significant overspending.

Political environment

The pending provincial election could have a significant impact on provincial spending priorities. Recognizing that potential, staff has tried to be prudent in planning. Regardless of the outcome of the election, it is reasonable to expect that the growth that has been experienced in education funding may not continue at the same rate as in recent years. With that in mind, the proposed budget tries to address the current needs of our students, in a manner that would provide flexibility should the future funding stream deteriorate.

Summary of Changes in the Operating Budget

As shown in Table 1, there is a projected increase of approximately 4.9% in revenue for the coming year. The majority of this addresses the cost of salary increases and some other inflationary adjustments. In addition, it also includes the new funding provided by the Ministry to support additional staffing in the areas of special education, mental health services and guidance services for grade 7 & 8 students.

Table 1 – Comparison of Approved Budget and Staff-Recommended Budget

	2018-2019 Recommended Budget	2017-2018 Approved Budget	Change increase (decrease)
	\$	\$	%
Revenues	973,727,900	928,126,900	4.9
Expenses	973,727,900	928,122,900	4.9
Surplus	-	4,000	

Further detail is available in Appendix B, Comparative Budget Summary which shows both the increase in revenue and the corresponding increase in projected costs. Additional detail is available in 2018-2019 Staff Recommended Budget binder.

Overview of New Initiatives for 2018-2019

The 2018-2019 recommended budget includes a significant investment in staffing, most notably academic staffing. During the academic staffing process, the Board approved an additional 139.64 FTE. The staff recommended budget provides for an additional 77.0 FTE which includes increases to academic staffing, and professional and support staff. The vast majority of these positions are in schools or are positions which provide direct support to schools and students. In making these recommendations, staff has been mindful of the uncertainty around the 93.47 FTE positions currently funded under the extension agreements and other targeted funding which will expire in August 2019. In addition to the staffing enhancements, the recommended budget includes increases to operating budgets for supplies, services and technology investments, totalling \$2,046,000. Table 2 summarizes the changes.

Table 2 - Summary of Required and Recommended Changes

	FTE	Amount
		\$
Total changes in academic staffing required by contract or legislation	139.64	14,890,300
Discretionary changes in academic staffing		
Teaching staff	26.80	2,898,000
Administration	5.00	673,300
	31.80	3,571,300
Recommended changes in professional and support staff	45.20	3,131,700
Recommended Increase to operating budgets (including provision for technology costs)		2,046,000
Total Discretionary and Recommended Changes	77.00	8,749,000
Total of all changes	216.64	23,639,300

Additional increases totaling \$22.0 million relating to net cost adjustments such as salary increments are reported in the recommended budget.

Strategic Investments for 2018-2019

The following is an overview of the key strategic investments included in the recommended budget.

Supports for Students

Throughout the year, parents, teachers and principals have identified the need for additional professional staff to provide support to address behavioural, social and emotional needs of students. The 2018-2019 budget recommends an additional investment of 10.20 FTE in professional staff, which includes social workers, psychologists, speech language pathologists, and orientation and mobility supports. In addition, an increase of 25.0 FTE for educational assistants (EAs) is being recommended.

Support for Front Line School and School Based Activities

During the budget development process, the need for investment in front-line supports to schools and facilities was highlighted. The recommended budget includes the following investments to support the operation of schools and school related activities:

- Increase of 2.5 FTE school office complement will allow the District the flexibility to better address the needs of individual schools;
- Increase of 1.5 FTE for administrative assistants to support school superintendencies;
- Creation of 1.0 FTE to manage daily occasional teacher assignments;
- Creation of a 1.0 FTE school website communications coordinator to better support principals in managing school website content; and
- Annualization of 2.0 FTE positions - Finance and Human Resources departments to better support school budget/financials and human resources needs.

The budget also includes the creation of 2.0 FTE apprenticeship trades positions in the Facilities department. This recognizes the additional Ministry funding being provided to support increases in skilled trades. Our experience in this kind of approach to Facilities staffing has been quite favourable.

Increases to Operating Budgets

After several years without increases or reductions, adjustments are being made to a variety of budgets to reflect the actual increased cost of maintaining the same service levels. In addition, key investments are being made in the following areas:

- support for secondary athletics \$180,000;
- support for elementary athletics \$80,000;
- support for Volunteers in Education and Breakfast Program (ONFE) \$70,000;
- investment in technology including parent portal (\$91,000), student information management system (\$400,000) and school technology (\$600,000);
- Health and Safety Management - Asbestos Inventory Compliance Management \$375,000; and
- Snow and Ice Safety Maintenance and Prevention \$250,000.

Approximately half of these investments are dedicated to ensuring the OCDSB can efficiently meet the needs of our 21st century learners with the strong reliance on data and connectivity.

RESOURCE IMPLICATIONS:

4. For 2018-2019, the recommended budget reflects increased levels of services to students and schools. This is possible due to the expectation of modest continued growth in enrolment as well as specific ministry initiatives which were announced in March 2018. In addition, adjustments have been made to operating budgets that will allow service levels to be maintained, in spite of the unit cost increases being experienced.

The recommended budget is balanced and does not require the use of reserves. This will allow the District flexibility as it moves forward over the next three to four years. It will also enhance the ability to align future expenditures with the objectives of the next strategic plan that will be under development in 2018-2019.

COMMUNICATION/CONSULTATION ISSUES:

5. At this stage of the budget process, the key communications activities are focused on distributing and building awareness about the content of the staff recommended budget and ensuring the community is aware of how they may participate in the budget decision making process.

The 2018-2019 Budget must be approved by the Board before the end of June 2018. A revised budget approval timeline was shared with COW-Budget at the 24 April 2018 meeting. At that time, concern was expressed regarding the short period of time available between release of the budget and the scheduled public delegation night. The cancellation of the June Audit Committee meeting has enabled the budget schedule to be updated to allow an additional night for budget consideration if required. The remaining scheduled meeting dates for COW-Budget are as follows:

- 30 May 2018 – Presentation of the staff-recommended budget;
- 04 June 2018 – Public delegations and debate;
- 11 June 2018 – Debate (further delegations, if required); and
- 18 June 2018 – Budget debate (if required) and recommendation to the Board.

Provision will be made for a Special Board meeting to immediately follow the COW Budget meeting, once a recommendation has been approved. The tentative dates are June 11th and 18th.

Recognizing that school board budgeting is very complex, staff continues to try to make it easier for parents, school councils, students, OCDSB advisory groups, employees and the general public to understand the budget and decision-making process. The District website includes a landing page for financial information with quick links to both the current budget and budgets for prior years. Relevant supporting information such as budget questions and answers are also available. The webpage has been updated so that focus is placed on the development of

the 2018-2019 Budget. Access to all public documents, such as budget reports and presentations, is easily accessed from the webpage.

As has been done in the past, an email link for budget questions and comments has been established. While individual responses are not always possible, every effort is made to respond to questions in a timely manner. Staff has also attended meetings of the Special Education Advisory Committee (SEAC), Parent Involvement Committee (PIC) and the Advisory Committee on Equity (ACE).

STRATEGIC LINKS:

6. The strategic plan's stewardship objective identifies that, by 2019, the District will optimize learning conditions for all students through the responsible and sustainable management of resources. The Board's stewardship of the District's financial resources has always been one of its primary functions and the budget will set the operating plan for the coming year. An effective debate leading to approval of the budget is a cornerstone of sound governance practice. The progress made in rebuilding its accumulated surplus, and continuing to enhance services to students is a credit to the efforts of the entire District.

RECOMMENDATION:

- A. THAT the unconsolidated 2018-2019 operating budget of \$973.7 million as presented in Report 18-072 and detailed in the 2018-2019 Staff-Recommended Budget Binder be approved; and
- B. THAT the 2018-2019 capital budget of \$105.5 million as presented in Report 18-072 and detailed in the 2018-2019 Staff-Recommended Budget Binder be approved.

Mike Carson
Chief Financial Officer

Jennifer Adams
Director of Education and Secretary
of the Board

APPENDICES

Appendix A - 2018:B06 Grants for Student Needs (GSNs) 2018-2019
Appendix B - Comparative Budget Summary

Ministry of Education

Office of the ADM
Education Labour and Finance
Division
12th Floor, Mowat Block
900 Bay Street
Toronto ON M7A 1L2

Ministère de l'Éducation

Bureau du sous-ministre adjoint
Division des relations de travail et du
financement en matière d'éducation
12^e étage, Édifice Mowat
900, rue Bay
Toronto ON M7A 1L2



2018: B06

MEMORANDUM TO: Directors of Education
Secretary/Treasurers of School Authorities

FROM: Andrew Davis
Assistant Deputy Minister
Education Labour and Finance Division

DATE: **March 26, 2018**

SUBJECT: **Grants for Student Needs (GSN) for 2018–19**

I am writing to provide you with information about the Ministry of Education's GSN funding for 2018–19. This information is being provided in conjunction with the release of the 2018–19 school year allocations for the Education Programs – Other (EPO) transfer payments.

Investments in Ontario's publicly funded education system continue to increase, with total funding expected to increase from \$23.91 billion in 2017–18 to \$24.53 billion in 2018–19. Per-pupil funding is projected to increase in 2018–19 to \$12,300 – an increase of 9.4 per cent since 2012–13.

The ministry is pleased to announce the following new key investments for 2018–19:

- \$72 million in special education to address the current waitlist for assessments and increase services through multi-disciplinary teams and other staffing resources (\$52 million GSN, \$20 million EPO),
- \$30 million increase to the Special Incidence Portion allocation, to support students with extraordinary high needs to be successful in school,
- \$46 million to support more than 450 additional teachers who will help Grade 7 and 8 students engage in career and pathways planning that will prepare them for success in high school and beyond,
- \$10 million for demographic and growth adjustments through the Diversity in English Language Learners (DELL) (formerly Pupils in Canada) component within the Language Grant, and
- \$24.5 million, growing to \$49.5 million in 2019–20, to fund approximately 180 mental health workers in 2018–19 and 400 in 2019–20. These mental health workers will support students in secondary schools who have mental health concerns through continued and expanded mental health awareness and

education, early identification and assessment, and improved timely referrals to community mental health services. The investment will also include annual base funding of \$50,000 for all school boards with secondary schools to support province-wide research and evaluation of the new supports. Details regarding this investment are further outlined in the 2018–19 School Year Education Programs – Other (EPO) Funding B-Memo¹. See *Appendix A for board-by-board full time equivalents (FTEs) for 2018-19*.

The 2018–19 GSN also reflects funding for increased enrolment, ongoing investments to meet prior years' labour agreements, and regular updates to the GSN, informed by our recent engagement sessions and ongoing technical discussions. As in past years, a summary of these conversations will be available on the ministry's [website](#).

A. Special Education

Addressing Waitlists for Assessments and Increasing Services

The ministry is investing nearly \$300 million over the next three school years to provide school boards with funding to address current waitlists for special education assessments and increase programs and services for students with special education needs. This investment will include two parts:

- \$125 million in EPO funding to address current waitlists for assessments over the next three school years. Further details will be provided to school boards in the 2018–19 School Year Education Programs – Other (EPO) Funding B-Memo.
- Over \$170 million in funding, over the next three years, to be allocated through the Special Education Grant, which will support increased special education programs and services. This includes:
 - Funding for a multi-disciplinary team or equivalent for all boards (four additional FTEs per school board) to build board capacity and help teachers, education assistants, and other staff better understand and adapt to the unique needs of their students;
 - Funding for other staffing resources to support students with special education needs; and
 - Funding to build capacity and provide direct support to students with special education needs in recognition of the increase in demand for services. This investment will provide for a total of approximately 600 additional FTEs in the province by 2019-20. See *Appendix B for board-by-board allocations*.

Further details regarding the implementation of this investment and reporting requirements will be communicated at a later date.

Special Incidence Portion (SIP)

The ministry is investing an additional \$30 million in the next school year to support students with extraordinary high needs to be successful in school. This increase in the

¹ Includes approximately \$0.3 million in 2018-19 and \$0.6M in 2019-20 in GSN funding to support the cost of crown contributions to the benefit trusts for these staff.

SIP allocation supports the staffing costs associated with addressing the health and safety needs of these students and others in their school. The maximum SIP amount per eligible claim will increase by over 40 per cent from \$27,000 to \$38,016 and will be adjusted annually to reflect salary benchmark increases going forward.

Behaviour Expertise Amount (BEA)

Starting in 2018–19, the Behaviour Expertise Amount (BEA) Allocation will have a new component: the Applied Behaviour Analysis (ABA) Training Amount (\$3 million). This funding was previously provided to school boards through the Autism Supports and Training Allocation in EPO. As such, beginning in 2018–19 the BEA Allocation will have two components:

1. Applied Behaviour Analysis (ABA) Expertise Professionals Amount; and
2. ABA Training Amount

Facilities Amount Name Change

Beginning in 2018–19, the Facilities Amount will be renamed to Care, Treatment, Custody and Correctional Amount (“CTCC Amount”). The CTCC Amount is provided to approved district school boards to support education programs in care and/or treatment, custody and correctional facilities. Renaming this funding amount will more accurately reflect the intention of the funds, and make the naming consistent with ministry program documentation as well as district school board language.

B. Preparing for Success in High School

The ministry is committed to ensuring that all students are equipped to explore pathways to apprenticeship, college, university, the workplace, and community. Students, parents, and educators have told us that Grades 7 and 8 are crucial years where greater support is needed.

To prepare students for success in high school and beyond, the ministry is investing more than \$140 million over the next three years to support more than 450 additional teachers who will help Grade 7 and 8 students make successful academic transitions and engage in career and pathways planning.

This targeted investment in Grades 7 and 8 will support teachers to:

- prepare students for their academic transition to high school,
- engage students in experiential learning that provides exposure to role models and positive examples of a diversity of careers, and
- encourage high expectations for all students and facilitate exploration of all pathways options.

In 2018–19, the ministry is investing \$46 million through the GSN. This additional support is equivalent to a reduction of the current student-to-guidance teacher ratio in Grades 7 and 8 (approximately 1,000:1) to match the secondary ratio (approximately 385:1). *See Appendix C for board-by-board allocations.*

C. Demographic and Growth: Investments and Review

The ministry is committed to ensuring that every student has access to the supports they need to succeed in school, regardless of their socioeconomic status.

Over the last decade, a number of communities throughout Ontario have experienced rapid change and growth. The ministry has heard, through our engagements, that there is a need for the GSN grants to be updated in order to respond to changing demographics and growth within school boards. The ministry will start this process with an update to the Diversity in English Language Learners (DELL) component within the Language Grant, and will begin examining the Learning Opportunities Grant (LOG) Demographic Allocation moving forward.

Diversity in English Language Learners (DELL)

In 2018–19, the ministry will invest \$10 million in the Diversity in English Language Learners (DELL), formerly known as Pupils in Canada (PIC) component of the English as a Second Language/English Literacy Development (ESL/ELD) Allocation in the Language Grant.

The DELL component uses census data as a proxy measure of ESL/ELD need for pupils who are not recent immigrants, but whose language spoken most often at home is neither English nor French. This investment, along with an updated distribution using 2016 Census data, will better support enrolment growth in ESL/ELD programs.

Learning Opportunities Grant (LOG) Demographic Allocation

The Learning Opportunities Grant provides funding for a range of programs to help students who are at greater risk of not achieving academic success. Funding through the largest component, the Demographic Allocation, is calculated based on weighted social and economic indicators and enrolment. In addition, it relies on 2006 Census data and socio-economic indicators.

Moving forward, the ministry will commission an external review of the methodology for the Demographic Allocation and board use of the funding. This review will provide recommendations to the ministry on an update to the formula and accountability structure based on policy research, practice and newly available census data.

D. Continued Implementation of 2017–19 Central Labour Agreements

Salary Increases

The ministry will provide a 1.5 per cent salary benchmark increase for staff² in 2018–19, to reflect the 2017–19 central labour agreements.

² Does not include Directors of Education. Funding for Principal and Vice-Principal salary increases are provided separately. More details will be available in the Technical Paper.

Community Use of Schools (CUS)

The 2017–19 central labour agreements with CUPE, EWAO and OSSTF-EW provided direction on the use of a 3 per cent increase in the amount for CUS made in the 2017–18 GSN. This funding and its requirements will continue in 2018–19.

Class Size Investments

In 2017–18, the government made a commitment to invest in reducing large classes in full-day kindergarten and Grades 4 to 8 to advance student achievement and well-being.

Full-Day Kindergarten (FDK)

In 2017–18, the government implemented a class size cap that will prevent large FDK classes. Beginning in 2018–19, the cap is being reduced to a maximum class size of 29 students for FDK classes. Up to 10 per cent of FDK classes can reach up to 32 students if they meet one of the following exceptions:

- If purpose-built accommodation is not available (this exception will sunset after 2021–22);
- If a program will be negatively affected (e.g., French Immersion); or
- Where compliance will increase FDK/Grade 1 combined classes.

Boards will still be required to maintain a board-wide average class size of 26.0 or lower. Other aspects of relevant regulations remain unchanged.

To support boards in meeting smaller FDK class sizes, the funded average class size will be reduced to 25.57 in 2018–19 (projected to be approximately \$11 million) to provide additional funding to help boards manage the costs associated with meeting the caps.

Grades 4-8 Class Size

As announced last year, any board with a regulated Grade 4-8 class size average maximum exceeding 24.5 will be required to reduce its Grade 4-8 maximum class size average to 24.5 within five years. The class size regulation outlines the specific maximum board-wide class size average for these boards in 2018–19. In 2018–19, the funded average class size will be reduced to 23.84 (projected to be approximately \$38 million).

Employee Health, Life & Dental Benefits Transformation

Increases to funding for the provincial benefits trusts to reflect the cost of providing benefits consistent with the central labour agreements and discussions will be included in updated table amounts for 2018–19. These table amounts will also reflect projected staffing in boards for 2018–19, as well as updates to the underlying board shares of the benefit costs derived from the updated 2014–15 benefit costs for school boards.

Local Priorities Funding

The ministry established a Local Priorities Fund (LPF) in 2017–18 to address a range of local priorities and needs. This may include more special education staffing to support children in need, “at-risk” students and adult education. In 2018–19, the LPF amount will be \$235 million. The LPF requirements will continue in 2018–19, as per the extension agreements.

E. School Board Administration and Governance Grant

Program Leadership Allocation (PLA)

New for 2018–19, the Program Leadership Allocation (PLA) is being introduced within the School Board Administration and Governance Grant. This allocation is comprised of six lead positions that were previously funded through other allocations within the GSN and through EPO. These leads are responsible for the organization, administration, management, and implementation of supports to achieve the goals within their respective program areas:

- Mental Health Leaders
- Technology Enabled Learning and Teaching (TELT) Contacts
- Indigenous Education Leads
- Student Success Leads
- School Effectiveness Leads
- Early Years Leads (*Formerly in EPO*)

Each board’s PLA funding is based on salary and benefits benchmark calculations and a percentage of that calculation for travel and professional development (PD):

Component	Description
Salary & Benefits	Amount equal to: 1.75 times the Professional/ Paraprofessional benchmark + 1.0 times the Information Technology benchmark + 3.5 times the Supervisory Officer (SO) benchmark + up to an additional 4.0 times the SO benchmark (based on board’s ADE)
Travel & PD	10.44% of the salary and benefits component

The PLA will be enveloped, in that the funding must be spent globally on leads’ salary, benefits, travel and PD.

Boards will have the flexibility within the envelope to address on-the-ground needs related to lead salary, benefits, travel and PD while adhering to individual requirements for each lead to best support key outcomes for these positions. The requirements* are as follows:

1. minimum hiring requirements (i.e., whether the position must equal one FTE);
2. expectations related to job splitting (i.e., whether the position can be split between one or more individuals.); and
3. dedication (i.e., whether the lead can hold any other portfolio within the board.)

The PLA is not included in the school board administration and governance enveloping provision (i.e., the board administration spending maximum excludes the Internal Audit Allocation and the new PLA.)

School boards will be funded the lesser of: a) the allocation calculated and b) the total amount spent on PLA eligible expenditures.

The ministry intends to continue to explore other leads that could be added to the PLA in the future (e.g., Community Use of Schools – Outreach Coordinators).

**See Appendix D for more details on specific lead hiring requirements and FTE allocations.*

Trustee Honoraria

In fall 2017, the ministry engaged with education partners on five governance topics, including trustee honoraria. Education partners raised a number of concerns related to the level of funding and equity among the honoraria of Ontario's school boards.

The ministry will be engaging with the Trustees' Associations to develop more detailed proposals for revising the trustee honorarium formula. In the interim, for 2018–19, the ministry is increasing the base amount for the trustees' honorarium with an additional \$400 in funding. The new limit will now be \$6,300.

Further details on the honoraria will be released in upcoming memos.

F. Capital

School Condition Improvement

The ministry is continuing its historic investment in school renewal by investing a total of \$1.4 billion in the 2018–19 school year with \$1 billion allocated towards the School Condition Improvement (SCI) program. This brings total funding committed under SCI, since 2015–16, to \$4 billion. These investments will result in critical improvements to key building components that ensure student safety and improve energy efficiency, like roofing, HVAC, electrical and plumbing systems. It will also significantly improve more visible elements of schools that impact students' well-being and public confidence, including flooring, walls, ceilings, playing fields and more.

SCI is proportionally allocated to each board's open and operating schools' renewal needs. Allocations for 2018–19 have been updated to reflect 2016 assessments, as posted on the Ministry of Education's website in October 2017.

Greenhouse Gas Reduction Fund

Ontario has taken major steps to reduce its greenhouse gas emissions and is a leader in North America in the fight against climate change. In June 2016, Ontario released its Climate Change Action Plan to outline key actions the government will take to fight climate change, reduce greenhouse gas pollution and transition to a low-carbon economy.

As part of Ontario's Climate Change Action Plan, the ministry launched the Greenhouse Gas Reduction Fund in April 2017 under the School Condition Improvement program. This initiative aims to reduce greenhouse gas emissions from facilities in the education sector.

The ministry is pleased to announce the continuation of this program for the 2018–19 school year. Another \$100 million will be made available to school boards for eligible expenditures incurred between April 1, 2018 and March 31, 2019. School boards are reminded that this funding cannot be carried over beyond March 31, 2019.

The continuation of this initiative will support boards in accelerating the replacement of inefficient equipment and encourage school boards to adopt energy-efficient technologies. Additional details will be provided in a future memo.

School Renewal Allocation

Each year, the ministry provides school boards with over \$300 million in School Renewal Allocation funding to address health and safety issues, to replace and repair building components, improve the energy efficiency of schools and improve accessibility.

Between 2015–16 and 2018–19, an additional \$40 million has been committed each year to this funding stream. For 2018–19, this additional \$40 million has been absorbed into the benchmark.

Capital Planning Capacity Funding

The Capital Planning Capacity (CPC) program, which was originally announced in memorandum 2015: B03 to help school boards undertake a range of capital planning-related activities, will continue into the 2018–19 school year. For 2018–19, board funding levels have been maintained from the previous school year.

Joint-Use Funding Supports

As part of the Plan to Strengthen Rural and Northern Education, the ministry announced additional funding supports to encourage school boards to share space. These funding supports are continuing into the 2018–19 school year and include:

- **Seed Funding:** The Joint-Use Schools Seed Funding program is available to school boards, on a first-come, first-served basis. Successful applicants will receive \$20,000 in operating funding, per school board, to support the development of a joint-use school project, whether the project involves a new build or a retrofit of underutilized space. The ministry will accept applications any time during the school year. This funding program is being doubled from \$200,000 to \$400,000 to facilitate the development of more joint-use projects.
- **Project Managers:** Providing \$1 million in funding to support one project manager per ministry approved joint-use school project. Of this amount, boards may request \$100,000 from the ministry to fund a project manager, who could be tasked with coordinating all aspects of the planning, design and construction of the joint-use school on behalf of all participating boards.

- **Project Funding:** Allowing a greater portion of ministry capital funding to be allocated to joint-use school projects. Rather than fund each joint-use school based on its combined student population, this incentive treats each school board's student population as two or more distinct school facilities and thereby increases the total capital funding allocation generated according to ministry capital construction benchmarks.

Early Years Capital

The ministry is committed to creating access to child care for 100,000 more children aged 0 to 4 over the next five years. To support this commitment, the government is investing up to \$1.6 billion in capital funding to support the creation of licensed child care spaces in schools and community-based locations. Under the ministry's Schools First policy, schools are encouraged as the preferred location for early years' programs and services, where possible.

The Early Years Capital Program (EYCP) is the primary means for capital funding requests associated with school-based child care and EarlyON child and family centres. These capital projects address school boards' and Consolidated Municipal Service Managers'/District Social Services Administration Boards' early years accommodation needs. Early years capital requests associated with a larger school construction project can continue to be submitted under the Capital Priorities (CP) Program.

In December 2017, the ministry announced over \$240 million to support 200 child care and EarlyON child and family centre projects, to create over 8,400 new child care spaces. In total, the ministry has now allocated capital funding for more than 15,000 school-based child care spaces since 2017. Capital funding support is aligned with Ontario's Renewed Early Years and Child Care Policy Framework which provides a new vision for child care and the early years that focuses on the key pillars of access, responsiveness, affordability, and quality.

The ministry anticipates future opportunities for EYCP and CP early years funding requests later in 2018.

G. Qualifications and Experience Grant

New Teacher Induction Program (NTIP)

The ministry will be making an investment of \$0.75 million in the NTIP. This increase will enable boards to provide support for new teachers over a longer period of time and will enable greater flexibility to accommodate local hiring realities.

Beginning in 2018–19, the NTIP will be expanded, requiring school boards to provide the NTIP to newly-hired long-term occasional teachers (LTOs) in positions of 80 days or more. In addition, boards will also be given the flexibility to use the NTIP Allocation to support any new teacher who falls outside of the NTIP required definition within their first five (5) years of employment.

H. Indigenous Education

Board Action Plan (BAP)

The ministry is enveloping the BAP funding. Boards are required to use this funding exclusively to support the implementation of programs and initiatives aligned to the 16 strategies and actions identified in the *Ontario First Nation, Métis, and Inuit Education Policy Framework*. This amount is projected to be \$6 million in 2018–19.

Indigenous Education Lead

The Indigenous Education Lead, previously in the Per-Pupil Amount (PPA) portion of the Indigenous Education Grant, has been consolidated into the PLA. A portion of the lead funding previously in the PPA is now found in the PLA to support the Indigenous Education Lead. Further details can be found in the School Board Administration and Governance Grant section above (Section E).

Indigenous Studies

Funding for Indigenous Studies is intended to cover the incremental costs for boards to provide these classes. The ministry will be engaging on options for changes to the Indigenous Studies funding formula for the 2019–20 school year, including where the course is being offered on a compulsory basis.

I. Literacy and Math outside the School Day Allocation

Starting in 2018–19, adult students enrolled in Continuing Education classes/courses will now be eligible for funding in remedial literacy and/or math courses/classes.

These students, as well as adult day school and fully high-credit pupils enrolled in day school, will now be funded through the Continuing Education and Other Programs Grant (i.e., at the ADE rate for Adult Day and High-Credit Secondary Day School, Summer School students, and Continuing Education students).

J. Keeping up with Costs

The GSN has been updated to assist school boards in managing increases to transportation, electricity, and other non-staff school operations costs. In 2018–19, the projected cost is \$46 million:

- The cost update adjustment in the Student Transportation Grant will be increased from 2 per cent to 4 per cent to help boards manage increased costs. As in previous years, this update will be netted against a school board's transportation surplus. In addition, funding adjustments due to fuel price changes will continue to be triggered by the fuel escalation and de-escalation mechanism throughout the school year.
- The ministry will also provide a 2 per cent cost benchmark update to the non-staff portion of the School Operations Allocation benchmark to assist boards in

managing the increases in commodity prices (electricity, natural gas, facility insurance, and other costs).

Education Worker Cost Adjustment

The base Cost Adjustment Allocation for education workers has been updated for 2018–19 and reflects a \$7 million increase over the 2017–18 amount.

K. Ongoing Implementation and Other Changes

In 2018–19, the ministry will continue to implement important GSN reforms that began in prior years. A list of these reforms as well as other in-year changes can be found below. For more information on any of these and additional items, please refer to the Technical Paper, available soon on the ministry's website.

School Foundation Grant Definition Change Funding Impacts

This is the second year of a four-year phase-in of the funding impacts of the new School Foundation Grant (SFG) definition of a school based on campus, introduced in 2017–18. A campus is defined as property or properties which are owned, leased or rented by a school board, that are linked by a contiguous property line. This change includes funding impacts on other grants in the GSN that are based on the SFG definition of a school.

Rural and Northern Education Fund (RNEF)

In 2017–18, the ministry invested an additional \$20 million through the new RNEF as an enhancement to the GSN to further improve education for students in rural and northern communities.

This funding will be ongoing, and in 2018–19 the benchmark amounts will be adjusted to reflect impacts from the negotiated salary benchmark increases.

The list of schools eligible for RNEF funding is being updated and will be posted on the ministry's website.

2011 Census and National Household Survey (NHS)

This marks the final year of the three-year phase-in of 2011 Census and NHS data to the Indigenous Education Grant and Language Grant.

Retirement Gratuities

In 2018–19, the ministry will continue to implement a reduction in the benefits funding benchmarks as part of the phase-out of retirement gratuities, which began in 2012–13. As in previous years, the phase-out will be implemented through a reduction to all benefits benchmarks in the GSN. This 0.167 per cent reduction will be applied to the benefits benchmarks in the Foundation Grants with equivalent adjustments to the benchmarks in the Special Purpose Grants to reflect the reduction in benefits funding.

For school boards that provided one-time payouts of retirement gratuities in 2015–16, funding will continue to be recovered from boards in 2018–19. This recovery, which began in 2016–17, will be over the number of years' equivalent to the estimated average remaining service life of school board employees eligible for retirement gratuities as at August 31, 2012. The funding recovered from boards will be to the extent that boards received funding from the ministry and to the extent that boards reported a one-time gain in the early payout of retirement gratuities in 2015–16.

School Bus Safety Training

To support the sector in addressing the Auditor General's recommendations for standardized school bus safety training, the ministry is providing up to \$1.7 million in total to school boards that access standardized on-site school bus rider safety training through a contract established by the Ontario Education Collaborative Marketplace (OECM). Funding will be based on the actual number of training sessions conducted as reported through financial reports and will cover up to 50 per cent of elementary students in each school board.

New Vision for Student Transportation

The new vision for student transportation engagement is currently underway and is expected to result in short and long-term recommendations for the ministry to consider in order to achieve our student transportation goals both now and into the future. It will also provide guidance for future policy development on issues such as funding and accountability. Additional details on student transportation will be provided in an upcoming memo.

Cash Management Strategy

As of September 1, 2018, the ministry is implementing a cash management strategy to help reduce the Province's borrowing costs. Under the new policy, school boards' monthly cash flows will be refined based on each board's cash requirement. School boards' funding entitlements will remain the same under the GSN regulation; however some boards will record a receivable from the Province for the difference between their funding entitlement and the actual cash flow received. An SB memo with further details will be released in the coming weeks.

Auditor General of Ontario

The ministry is also reviewing the findings from the Office of the Auditor General of Ontario's report on the ministry's funding and oversight of school boards to see how to best respond to the recommendations.

L. School Authorities

As in previous years, funding for school authorities will be adjusted in 2018–19, as appropriate, to reflect changes in funding to district school boards. The ministry will provide further information concerning funding in 2018–19 for school authorities in the near future.

M. Reporting

Dates for Submission of Financial Reports

The ministry has established the following dates for submission of financial reports:

Date	Description
June 29, 2018	Board Estimates for 2018–19
November 15, 2018	Board Financial Statements for 2017–18
November 23, 2018	Board Enrolment Projections for 2019–20 to 2022–23
December 14, 2018	Board Revised Estimates for 2018–19
May 15, 2019	Board Financial Report for September 1, 2018, to March 31, 2019

The ministry expects that Estimates forms will be available in EFIS by April 27, 2018.

N. Information Resources

If you require further information, please contact:

Subject	Contact	Telephone and email
2017–19 Labour Agreements	Lynda Coulter	(416) 212-4460 lynda.coulter@ontario.ca
Benefits Transformation	Romina Di Pasquale	(416) 325-2057 romina.diPasquale@ontario.ca
Capital Policies and Rural Education	Colleen Hogan	(416) 325-1705 colleen.hogan@ontario.ca
Capital Priorities and Project Accountability	Paul Bloye	(416) 325-8589 paul.bloye@ontario.ca
Financial Accountability and Reporting Requirements	Med Ahmadoun	(416) 326-0201 med.ahmadoun@ontario.ca
Indigenous Education	Taunya Paquette	(416) 314-5739 taunya.paquette@ontario.ca
Operating Funding	Doreen Lamarche	(416) 326-0999 doreen.lamarche@ontario.ca
Special Education	Julie Williams	(416) 325-2889 julie.williams@ontario.ca
Student Transportation	Cheri Hayward	(416) 327-7503 cheri.hayward@ontario.ca

General questions regarding the 2018–19 GSN release can be emailed to:
EDULABFINANCE@ontario.ca.

GSN Release Materials

All other GSN release documents will be available in the coming weeks, including: the 2018–19 Education Funding Technical Paper; GSN projections for the 2018–19 School Year, 2018–19 Guide to the GSN and the 2018–19 Education Funding Discussion Summary. Further communication will be sent to inform of the documents' availability.

NOTICE:

Some of the elements and proposals set out in this memo can only take effect if certain regulations are made by the Minister of Education or Lieutenant Governor in Council under the *Education Act*. Such regulations have not yet been made. Therefore, the content of this memo should be considered to be subject to such regulations, if and when made.

Conclusion

The ministry looks forward to continuing to work with school boards throughout the 2018–19 school year to support a full continuum of learning for students, from birth to adulthood. This includes maintaining our focus on promoting student achievement, while embedding equity, inclusion and well-being into all of our work. We believe that the funding outlined in this document will be instrumental in ensuring that every student has the support they need to succeed inside and outside of the classroom.

As always, we are grateful for the feedback we received from school boards and ask that you continue to share your questions and concerns with us. It is through these conversations and our ongoing collaboration that we will continue to build a stronger publicly funded education system in Ontario.

Original signed by

Andrew Davis
Assistant Deputy Minister
Education Labour and Finance Division

cc: School business officials

Appendix A
Board-by-Board Mental Health Worker FTE

Index	DSB #	District School Board Name	Estimated Funded FTE
1	1	DSB Ontario North East	2.0
2	2	Algoma DSB	1.9
3	3	Rainbow DSB	2.1
4	4	Near North DSB	1.8
5	5.1	Keewatin-Patricia DSB	1.6
6	5.2	Rainy River DSB	1.3
7	6.1	Lakehead DSB	1.6
8	6.2	Superior-Greenstone DSB	1.4
9	7	Bluewater DSB	2.0
10	8	Avon Maitland DSB	2.0
11	9	Greater Essex County DSB	3.0
12	10	Lambton Kent DSB	2.4
13	11	Thames Valley DSB	4.8
14	12	Toronto DSB	14.3
15	13	Durham DSB	4.3
16	14	Kawartha Pine Ridge DSB	2.8
17	15	Trillium Lakelands DSB	2.4
18	16	York Region DSB	6.6
19	17	Simcoe County DSB	4.1
20	18	Upper Grand DSB	2.6
21	19	Peel DSB	6.9
22	20	Halton DSB	3.8
23	21	Hamilton-Wentworth DSB	3.5
24	22	DSB of Niagara	3.2

25	23	Grand Erie DSB	2.6
26	24	Waterloo Region DSB	3.8
27	25	Ottawa-Carleton DSB	5.0
28	26	Upper Canada DSB	3.5
29	27	Limestone DSB	2.5
30	28	Renfrew County DSB	1.8
31	29	Hastings and Prince Edward DSB	1.9
32	30.1	Northeastern Catholic DSB	1.1
33	30.2	Nipissing-Parry Sound Catholic DSB	1.1
34	31	Huron-Superior Catholic DSB	1.2
35	32	Sudbury Catholic DSB	1.5
36	33.1	Northwest Catholic DSB	-
37	33.2	Kenora Catholic DSB	1.1
38	34.1	Thunder Bay Catholic DSB	1.3
39	34.2	Superior North Catholic DSB	-
40	35	Bruce-Grey Catholic DSB	1.3
41	36	Huron Perth Catholic DSB	1.3
42	37	Windsor-Essex Catholic DSB	2.2
43	38	London District Catholic School Board	2.2
44	39	St. Clair Catholic DSB	1.3
45	40	Toronto Catholic DSB	6.3
46	41	Peterborough V N C Catholic DSB	1.8
47	42	York Catholic DSB	3.6
48	43	Dufferin-Peel Catholic DSB	5.3
49	44	Simcoe Muskoka Catholic DSB	2.2
50	45	Durham Catholic DSB	2.1
51	46	Halton Catholic DSB	2.6

52	47	Hamilton-Wentworth Catholic DSB	2.3
53	48	Wellington Catholic DSB	1.5
54	49	Waterloo Catholic DSB	1.8
55	50	Niagara Catholic DSB	2.2
56	51	Brant Haldimand Norfolk Catholic DSB	1.5
57	52	Catholic DSB of Eastern Ontario	2.1
58	53	Ottawa Catholic DSB	3.4
59	54	Renfrew County Catholic DSB	1.2
60	55	Algonquin and Lakeshore Catholic DSB	1.9
61	56	CSD du Nord-Est de l'Ontario	1.6
62	57	CSP du Grand Nord de l'Ontario	1.7
63	58	CS Viamonde	2.2
64	59	CÉP de l'Est de l'Ontario	2.2
65	60.1	CSD catholique des Grandes Rivières	1.9
66	60.2	CSD catholique Franco-Nord	1.3
67	61	CSD catholique du Nouvel-Ontario	1.8
68	62	CSD catholique des Aurores boréales	1.1
69	63	CS catholique Providence	1.8
70	64	CS catholique MonAvenir	2.2
71	65	CSD catholique de l'Est ontarien	1.7
72	66	CSD catholique du Centre-Est de l'Ontario	2.5
		Total for 72 District School Boards	182.9
		School Authorities Total	1.1
		Total with School Authorities	184.0

Appendix B

Board-by-Board FTE and Amounts for Multi-Disciplinary Supports

Index	DSB #	District School Board Name	Estimated Funded FTE	Projected Additional GSN Funding
1	1	DSB Ontario North East	5.3	\$ 529,401
2	2	Algoma DSB	5.6	\$ 562,105
3	3	Rainbow DSB	5.9	\$ 593,878
4	4	Near North DSB	5.5	\$ 554,793
5	5.1	Keewatin-Patricia DSB	5.3	\$ 527,607
6	5.2	Rainy River DSB	4.5	\$ 452,359
7	6.1	Lakehead DSB	5.4	\$ 540,417
8	6.2	Superior-Greenstone DSB	4.3	\$ 428,486
9	7	Bluewater DSB	6.1	\$ 610,594
10	8	Avon Maitland DSB	5.9	\$ 591,319
11	9	Greater Essex County DSB	8.0	\$ 797,428
12	10	Lambton Kent DSB	6.6	\$ 661,620
13	11	Thames Valley DSB	12.8	\$ 1,279,061
14	12	Toronto DSB	29.3	\$ 2,925,997
15	13	Durham DSB	11.4	\$ 1,142,025
16	14	Kawartha Pine Ridge DSB	7.7	\$ 770,162
17	15	Trillium Lakelands DSB	6.2	\$ 618,832
18	16	York Region DSB	16.2	\$ 1,622,129
19	17	Simcoe County DSB	10.2	\$ 1,017,568
20	18	Upper Grand DSB	7.7	\$ 767,416
21	19	Peel DSB	19.2	\$ 1,925,811
22	20	Halton DSB	10.2	\$ 1,025,726
23	21	Hamilton-Wentworth DSB	9.7	\$ 969,366

24	22	DSB of Niagara	8.3	\$	825,233
25	23	Grand Erie DSB	7.2	\$	718,141
26	24	Waterloo Region DSB	10.8	\$	1,081,101
27	25	Ottawa-Carleton DSB	11.6	\$	1,164,110
28	26	Upper Canada DSB	7.5	\$	750,251
29	27	Limestone DSB	6.4	\$	636,907
30	28	Renfrew County DSB	5.4	\$	538,499
31	29	Hastings and Prince Edward DSB	6.0	\$	601,298
32	30.1	Northeastern Catholic DSB	4.4	\$	443,977
33	30.2	Nipissing-Parry Sound Catholic DSB	4.4	\$	442,537
34	31	Huron-Superior Catholic DSB	4.9	\$	486,590
35	32	Sudbury Catholic DSB	4.9	\$	494,520
36	33.1	Northwest Catholic DSB	4.3	\$	430,696
37	33.2	Kenora Catholic DSB	4.3	\$	429,454
38	34.1	Thunder Bay Catholic DSB	5.2	\$	517,928
39	34.2	Superior North Catholic DSB	4.1	\$	414,636
40	35	Bruce-Grey Catholic DSB	4.7	\$	469,920
41	36	Huron Perth Catholic DSB	4.7	\$	468,579
42	37	Windsor-Essex Catholic DSB	6.2	\$	619,120
43	38	London District Catholic School Board	6.2	\$	620,471
44	39	St. Clair Catholic DSB	5.2	\$	519,893
45	40	Toronto Catholic DSB	13.6	\$	1,366,193
46	41	Peterborough V N C Catholic DSB	5.8	\$	574,043
47	42	York Catholic DSB	9.2	\$	913,488
48	43	Dufferin-Peel Catholic DSB	12.0	\$	1,198,551
49	44	Simcoe Muskoka Catholic DSB	6.6	\$	663,177
50	45	Durham Catholic DSB	6.1	\$	613,984

51	46	Halton Catholic DSB	7.3	\$	732,431
52	47	Hamilton-Wentworth Catholic DSB	7.2	\$	721,578
53	48	Wellington Catholic DSB	5.0	\$	497,807
54	49	Waterloo Catholic DSB	6.4	\$	637,964
55	50	Niagara Catholic DSB	6.3	\$	633,012
56	51	Brant Haldimand Norfolk Catholic DSB	5.3	\$	533,647
57	52	Catholic DSB of Eastern Ontario	5.8	\$	575,975
58	53	Ottawa Catholic DSB	8.4	\$	840,843
59	54	Renfrew County Catholic DSB	4.8	\$	477,619
60	55	Algonquin and Lakeshore Catholic DSB	5.6	\$	554,421
61	56	CSD du Nord-Est de l'Ontario	4.6	\$	461,923
62	57	CSP du Grand Nord de l'Ontario	4.6	\$	462,773
63	58	CS Viamonde	5.7	\$	569,960
64	59	CÉP de l'Est de l'Ontario	6.1	\$	607,677
65	60.1	CSD catholique des Grandes Rivières	5.3	\$	525,950
66	60.2	CSD catholique Franco-Nord	4.6	\$	461,986
67	61	CSD catholique du Nouvel-Ontario	5.3	\$	532,959
68	62	CSD catholique des Aurores boréales	4.3	\$	432,299
69	63	CS catholique Providence	5.5	\$	551,065
70	64	CS catholique MonAvenir	6.1	\$	611,633
71	65	CSD catholique de l'Est ontarien	5.6	\$	556,882
72	66	CSD catholique du Centre-Est de l'Ontario	6.9	\$	689,712
		Total for 72 District School Boards	515.8	\$	51,587,513
		School Authorities Total	4.2	\$	420,205
		Total with School Authorities	520.0	\$	52,007,718

Appendix C
Board-by-Board FTE and Amounts for Preparing
for Success in High School

Index	DSB #	District School Board Name	Estimated Funded FTE	Projected Additional GSN Funding
1	1	DSB Ontario North East	1.2	\$ 126,555
2	2	Algoma DSB	1.9	\$ 196,749
3	3	Rainbow DSB	2.7	\$ 280,566
4	4	Near North DSB	2.2	\$ 219,579
5	5.1	Keewatin-Patricia DSB	1.3	\$ 118,948
6	5.2	Rainy River DSB	0.5	\$ 53,255
7	6.1	Lakehead DSB	1.9	\$ 188,216
8	6.2	Superior-Greenstone DSB	0.2	\$ 21,930
9	7	Bluewater DSB	3.7	\$ 352,635
10	8	Avon Maitland DSB	3.5	\$ 365,446
11	9	Greater Essex County DSB	8.3	\$ 858,075
12	10	Lambton Kent DSB	4.8	\$ 481,458
13	11	Thames Valley DSB	17.7	\$ 1,725,340
14	12	Toronto DSB	50.7	\$ 5,147,509
15	13	Durham DSB	17.1	\$ 1,686,683
16	14	Kawartha Pine Ridge DSB	6.9	\$ 685,854
17	15	Trillium Lakelands DSB	3.5	\$ 354,752
18	16	York Region DSB	30.3	\$ 3,060,977
19	17	Simcoe County DSB	12.0	\$ 1,204,194
20	18	Upper Grand DSB	7.5	\$ 744,225
21	19	Peel DSB	40.1	\$ 4,058,191
22	20	Halton DSB	16.9	\$ 1,649,324
23	21	Hamilton-Wentworth DSB		\$ 1,137,658

			11.4	
24	22	DSB of Niagara	8.3	\$ 845,946
25	23	Grand Erie DSB	5.7	\$ 565,475
26	24	Waterloo Region DSB	14.8	\$ 1,479,017
27	25	Ottawa-Carleton DSB	15.7	\$ 1,552,722
28	26	Upper Canada DSB	5.8	\$ 583,277
29	27	Limestone DSB	4.4	\$ 447,449
30	28	Renfrew County DSB	1.7	\$ 173,055
31	29	Hastings and Prince Edward DSB	3.5	\$ 352,191
32	30.1	Northeastern Catholic DSB	0.7	\$ 69,017
33	30.2	Nipissing-Parry Sound Catholic DSB	0.6	\$ 59,649
34	31	Huron-Superior Catholic DSB	0.9	\$ 94,638
35	32	Sudbury Catholic DSB	1.4	\$ 139,927
36	33.1	Northwest Catholic DSB	0.4	\$ 36,609
37	33.2	Kenora Catholic DSB	0.4	\$ 38,624
38	34.1	Thunder Bay Catholic DSB	1.7	\$ 173,959
39	34.2	Superior North Catholic DSB	0.2	\$ 20,796
40	35	Bruce-Grey Catholic DSB	0.8	\$ 77,405
41	36	Huron Perth Catholic DSB	0.9	\$ 87,829
42	37	Windsor-Essex Catholic DSB	5.2	\$ 545,728
43	38	London District Catholic School Board	4.3	\$ 427,283
44	39	St. Clair Catholic DSB	2.1	\$ 200,927
45	40	Toronto Catholic DSB	21.2	\$ 2,132,707
46	41	Peterborough V N C Catholic DSB	3.4	\$ 338,201
47	42	York Catholic DSB	12.8	\$ 1,314,399
48	43	Dufferin-Peel Catholic DSB	17.7	\$ 1,790,034
49	44	Simcoe Muskoka Catholic DSB	4.9	\$ 503,297
50	45	Durham Catholic DSB		\$ 507,446

			5.0		
51	46	Halton Catholic DSB	7.1	\$	703,069
52	47	Hamilton-Wentworth Catholic DSB	6.0	\$	617,791
53	48	Wellington Catholic DSB	2.0	\$	207,085
54	49	Waterloo Catholic DSB	5.4	\$	539,089
55	50	Niagara Catholic DSB	5.1	\$	545,268
56	51	Brant Haldimand Norfolk Catholic DSB	2.2	\$	221,737
57	52	Catholic DSB of Eastern Ontario	3.2	\$	334,078
58	53	Ottawa Catholic DSB	10.2	\$	1,002,457
59	54	Renfrew County Catholic DSB	1.0	\$	103,639
60	55	Algonquin and Lakeshore Catholic DSB	2.4	\$	229,495
61	56	CSD du Nord-Est de l'Ontario	0.3	\$	30,032
62	57	CSP du Grand Nord de l'Ontario	0.6	\$	60,093
63	58	CS Viamonde	2.0	\$	186,463
64	59	CÉP de l'Est de l'Ontario	3.3	\$	302,108
65	60.1	CSD catholique des Grandes Rivières	1.3	\$	126,883
66	60.2	CSD catholique Franco-Nord	0.6	\$	59,872
67	61	CSD catholique du Nouvel-Ontario	1.5	\$	145,765
68	62	CSD catholique des Aurores boréales	0.2	\$	20,110
69	63	CS catholique Providence	2.5	\$	245,543
70	64	CS catholique MonAvenir	3.8	\$	354,460
71	65	CSD catholique de l'Est ontarien	2.1	\$	209,968
72	66	CSD catholique du Centre-Est de l'Ontario	5.2	\$	489,637
		Total for 72 District School Boards	458.41	\$	46,010,367
		School Authorities Total	0.2	\$	21,722
		Total with School Authorities	458.65	\$	46,032,089

Appendix D Program Leadership Allocation

New for 2018–19, the Program Leadership Allocation (PLA) has been introduced within the School Board Administration and Governance Grant. This allocation is comprised of six lead positions that were previously funded through other allocations within the GSN and through EPO. The table below outlines the funded benchmarks and transfer details for the leads which are now part of the PLA.

FUNDED BENCHMARKS AND TRANSFER DETAILS

Lead	Funded Salary & Benefits Benchmark	Previously Funded GSN or EPO										
Mental Health Leaders	1.75 x Professional / Para-professional benchmark	Mental Health Leaders Allocation within Learning Opportunities Grant (LOG)										
TELT Contacts	1.0 Information Technology benchmark	TELT Contacts Allocation within SBAGG										
Indigenous Education Lead	0.5 Supervisory Officer (SO) benchmark	0.5 SO salary and benefits benchmark within the IEG's PPA Allocation										
School Effectiveness Leads	1.0 x SO benchmark + additional 1.0 x SO benchmark if board's elementary ADE > 85,000	School Effectiveness Framework Allocation within LOG										
Student Success Leads	1.0 x SO benchmark	Co-ordinator component of the Student Success, Grade 7 to 12 Allocation within LOG										
Early Years Leads	1.0 x SO benchmark + additional amount based on board's total ADE:	Transfer from the Early Years Leads Program EPO										
	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Board ADE</th> <th style="text-align: center;">Additional Amount</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">72,000 < ADE ≤ 115,000</td> <td style="text-align: center;">0.5 x SO benchmark</td> </tr> <tr> <td style="text-align: center;">115,000 < ADE ≤ 150,000</td> <td style="text-align: center;">1.0 x SO benchmark</td> </tr> <tr> <td style="text-align: center;">150,000 < ADE ≤ 200,000</td> <td style="text-align: center;">2.0 x SO benchmark</td> </tr> <tr> <td style="text-align: center;">ADE > 200,000</td> <td style="text-align: center;">3.0 x SO benchmark</td> </tr> </tbody> </table>		Board ADE	Additional Amount	72,000 < ADE ≤ 115,000	0.5 x SO benchmark	115,000 < ADE ≤ 150,000	1.0 x SO benchmark	150,000 < ADE ≤ 200,000	2.0 x SO benchmark	ADE > 200,000	3.0 x SO benchmark
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ADE > 200,000	3.0 x SO benchmark											

MINIMUM HIRING REQUIREMENTS

Mental Health Leaders

Mental Health Leaders plays a vital role in meeting the government's commitment under the Mental Health and Addictions Strategy, *Open Minds, Healthy Minds*, to create a more integrated and responsive child and youth mental health and addictions system. The Mental Health Leaders work with school and board administrators, school staff, and community partners to fulfill the Strategy's goals of:

- Providing children, youth and families with fast access to high-quality services,
- Identifying and intervening in child and youth mental health and addictions needs early, and
- Closing critical service gaps for vulnerable children and youth.

The hiring requirement is a minimum of 1.0 FTE per board, and job splitting is not allowed. This is a dedicated position with no additional reporting requirements. The Mental Health Leader must meet the following criteria unless the board is given a written exception:

- A senior mental health professional (minimum of Masters level training in psychology, psychiatry, or social work),
- A regulated mental health professional, and
- Possesses a clinical background with practical experience in schools, working with school teams to support students.

Technology Enabled Learning and Teaching (TELT) Contacts

The Technology Enabled Learning and Teaching Contacts (TELT) support the transformation of learning and teaching in the physical and virtual environment.

The hiring requirement is a minimum of 1.0 FTE per board of a staff who is a member in good standing with the Ontario College of Teachers. If the role is shared between multiple staff, the board will be required to designate a single staff person that has oversight of the work of the lead(s). This is a non-dedicated position with additional reporting requirements.

Indigenous Education Leads

The Indigenous Education Lead supports programs and initiatives aimed at improving Indigenous student achievement and well-being and closing the achievement gap between Indigenous students and all students.

The hiring requirement is a minimum of 1.0 FTE per board. Boards will continue to be required to spend at least 0.5 Supervisory Officer salary and benefits benchmark (\$85,215.23) on a dedicated Indigenous Education Lead through the PLA in 2018–19.

In 2018–19, boards will continue to generate minimum funding of a 0.5 Supervisory Officer salary and benefits benchmark through the Per-Pupil Amount (PPA) Allocation of the Indigenous Education Grant to ensure that a total of at least 1.0 Supervisory Officer salary and benefits benchmark is funded between the Per-Pupil amount Allocation of the Indigenous Education Grant and the new PLA. Boards will have flexibility through

the PPA Allocation of the Indigenous Education Grant to use up to an additional 0.5 Supervisory Officer salary and benefits benchmark to support the Indigenous Education Lead in the PLA.

The Indigenous Education Lead must be one full-time, dedicated individual unless the board is given a written exception for geographic reasons (northern and rural). If the lead is not a Supervisory Officer, each school board will also be required to identify a Supervisory Officer who is accountable for the implementation of the Framework with oversight over the work of the lead(s). There are additional reporting requirements for this position.

School Effectiveness Leads

School Effectiveness Leads are responsible for the organization, administration, management, and implementation of the School Effectiveness Framework (SEF). The SEF supports elementary schools and boards in assessing school effectiveness so that plans for improvement can be put in place.

The hiring requirement is a minimum of 1.0 FTE per board. The position must be at a Supervisory Officer level unless the board is given a written exception. If the role is not filled at a Supervisory Officer level and /or responsibilities are shared between multiple staff, the board must identify a single staff person at a Supervisory Officer level who has oversight over the work of the lead(s). This is a non-dedicated position with additional reporting required.

Student Success Leads

The Student Success Lead (SSL) assists schools in developing programs to improve student success. In conjunction with supports provided through the Student Success, Grade 7 to 12 Allocation, the SSL assists students who may not otherwise achieve their educational goals, such as enhanced preparation of students for passing the Grade 10 literacy test, and increasing opportunities for students to participate in successful school-to-work, school-to-apprenticeship, or school-to-college program pathways.

The hiring requirement is a minimum of 1.0 FTE per board. The position must be at a Supervisory Officer level unless the board is given written exception. If the role is not filled at a Supervisory Officer level and/or responsibilities are shared between multiple staff, the board must identify a single staff person at a Supervisory Officer level who has oversight over the work of the lead(s). This is a non-dedicated position with additional reporting required.

Early Years Leads

In 2018–19, funding for Early Years Leads under the Early Years Leadership Strategy will be transferred to the GSN from EPO.

Early Years Leads provide school board leadership to support the implementation of Ontario's vision of a responsive, high-quality, accessible and increasingly integrated early years system that contributes to healthy child development, as outlined in *Ontario's Renewed Early Years and Child Care Policy Framework*.

Early Years Leads are non-dedicated roles; the minimum hiring requirements are outlined below, including at least 0.5 FTE at the Supervisory Officer level at each board. Job splitting is allowed, but no FTE can be split to less than 0.5 FTE.

Additional reporting requirements will be shared by the Early Years and Child Care Division of the ministry.

Average Daily Enrolment (ADE)	Total FTE Hiring Requirement
$0 < ADE \leq 72,000$	Minimum 1.0
$72,000 < ADE \leq 115,000$	Minimum 1.5
$115,000 < ADE \leq 150,000$	Minimum 2.0
$150,000 < ADE \leq 200,000$	Minimum 3.0
$ADE > 200,000$	Minimum 4.0

Comparative Budget Summary

	2017-2018 Approved Budget	2018-2019 Recommended Budget
Revenues		
Grants for Student Needs, Capital Grants and deferred Capital Contributions	\$ 871,997,097	\$ 913,948,441
Education Programs-Other and Other Revenues	37,944,320	41,536,423
Board Programs:		
Extended Day Program and Infant, Toddler & Preschool Childcare Program	18,185,528	18,243,017
Total Revenues	\$ 928,126,945	\$ 973,727,881
Expenditures		
By Funding Envelope:		
Instruction	\$ 687,267,651	\$ 721,087,450
Continuing Education	9,935,838	10,954,538
Transportation	40,132,990	41,461,358
Facilities/Learning Environment	90,201,804	91,532,899
Central Administration	19,455,702	20,259,432
Amortization	45,821,873	53,399,661
Other:		
Extended Day Program and Infant, Toddler & Preschool Childcare Program	18,592,142	19,136,462
Debt Repayment	9,070,570	8,720,406
Staff on Loan	7,644,375	7,175,674
Total Expenditures	\$ 928,122,945	\$ 973,727,881
Projected Surplus (Shortfall)	\$ 4,000	\$ 0

	2017-2018 Approved Budget	2018-2019 Recommended Budget
Use of Reserves		
Appropriated Reserves		
Amortization on Board Approved Projects	\$ 38,999	\$ 41,613
Total Use of Reserves	\$ 38,999	\$ 41,613

Numbers may not add due to rounding