

COMMITTEE OF THE WHOLE, BUDGET PUBLIC AGENDA

Wednesday, May 26, 2021, 7:00 pm
Zoom Meeting

	Pages
1. Call to Order - Chair of Committee of the Whole, Budget	
2. Approval of Agenda	
3. Delegations	
4. Discussion Items	
4.1. Report 21-045, 2020-2021 Updated Financial Forecast (March) (M. Carson)	1
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6. New Business - Information and Inquiries	
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7.1. 01 June 2021	
8. Adjournment	



**AUDIT COMMITTEE
COMMITTEE OF THE WHOLE (BUDGET)
Report No. 21-045**

**19 May 2021
26 May 2021**

2020-2021 Updated Financial Forecast (March)

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

PURPOSE:

1. To explain changes reflected in the District's 2020-2021 Updated Financial Forecast as compared to the District's 2020-2021 Budget.

CONTEXT:

2. Financial forecasts are prepared periodically during the year to show the District's anticipated year-end position.

The 2020-2021 Revised Estimates submitted to the Ministry of Education in December 2020 served as the first forecast of the year. They reflected the impact of net enrolment reductions that resulted in reduced grant revenue, lower revenues from Community Use of Schools (CUS) and Extended Day and Child Care programs, and various changes identified as part of ongoing monitoring of operations. Importantly, enhanced spending capacity provided by grants targeted to support the District's response to the COVID-19 pandemic were included in the projections as was a financial sustainability grant to offset the funding reduction due to lower enrolment.

The updated forecast is based on year-to-date experience up to 31 March 2021. Significantly, additional funding has been provided by the Ministry as part of the continued effort to address the many challenges resulting from the COVID-19 pandemic.

Explanations provided in the revised estimates are repeated and additional commentary explaining further changes has been included.

The updated forecast anticipates the use of \$18.7 million of accumulated surplus to support operations.

KEY CONSIDERATIONS:

3. In August 2020, the Board approved the 2020-2021 Budget authorizing expenses totaling \$1,014.2 million. Funding of the expenses was provided through grants and other revenues totaling \$996.5 million. This would result in a planned deficit of \$17.7 million.

The District's 2020-2021 Updated Financial Forecast projects a deficit of \$18.7 million. Table 1 compares the anticipated deficit reflected in the updated forecast with the amount originally budgeted.

Table 1 – Comparison of Updated Forecast and Budget

	Updated Forecast	Budget	Change	Change
	\$	\$	\$	%
Revenues	1,001,372,424	996,537,510	4,834,914	0.48
Expenses	1,020,024,736	1,014,191,165	5,833,571	0.58
Deficit	(18,652,312)	(17,653,655)	(998,657)	

Changes to revenues and expenses since the approval of the 2020-2021 Budget are expanded upon in Appendix A - Analysis of Changes in Revenues and Expenses. Costs by program area for the current and prior year are presented in Appendix B - Comparative Summary of Operating Expenses by Program Area. Additional detail regarding grants is provided in Appendix C - Grants for Student Needs and a list of special purpose grants is provided in Appendix D - Priorities and Partnerships Fund and Other Deferred Revenues.

4. **Enrolment Estimates and Grants**

The 2020-2021 Budget was developed using enrolment estimates established in early 2020. Average daily enrolment (ADE) levels have a direct impact on funding and also affect related instructional expenses. The approved budget reflected ADE of 50,894 for elementary and 23,460 for secondary (excluding high credit and adult day school enrolment).

The COVID-19 pandemic has had a significant effect on enrolment. The revised elementary ADE for 2020-2021 is 49,237 students which is a decrease of 1,657 students (3.3%) from the approved budget. Secondary day school enrolment ADE is projected to be 23,166 students which is a decrease of 294 students (1.3%) from the approved budget.

As previously mentioned, enrolment has a direct impact on various grants and in particular the Pupil Foundation Grant (PFG). This grant applies to students of the District under 21 years of age and excludes high credit and adult day school ADE. Table 2 shows that the District's PFG is \$11.5 million less than budgeted. The amount reflects decreased elementary and secondary enrolment.

Table 2 – Effect of Decreased Average Daily Enrolment on Pupil Foundation Grant

	Enrolment (Pupils of the Board)			Pupil Foundation Grant		
	Updated Forecast	Approved Budget	Change	Updated Forecast	Approved Budget	Change
Elementary	49,237	50,894	(1,657)	\$ 270,771,393	\$ 280,580,230	\$(9,808,837)
Secondary	23,166	23,460	(294)	134,772,904	136,481,192	(1,708,288)
Total	72,403	74,354	(1,951)	405,544,297	417,061,422	(11,517,125)

Other allocations that comprise the Grants for Student Needs (GSN) are affected by changes in enrolment and student demographics, those with the more significant changes are identified on Appendix A. Notably, the lower enrolment has resulted in the District once again qualifying for the declining enrolment allocation.

One grant that shows significant growth is the Indigenous Education grant. The District's grant is comprised of a base amount to support the Board's action plan on Indigenous education, a per pupil amount reflective of the enrolment of Indigenous students and an Indigenous studies amount which provides funding based on student enrolment in qualifying secondary panel courses. The \$1.1 million increase in funding relates to Indigenous studies where 2,867 pupil credits are anticipated as compared to the 1,900 pupil credits assumed during budget development. The increase is attributable to enrolment in compulsory English credit courses which qualify for the supplemental funding.

Special mention must be made regarding the Cost Adjustment and Teacher Qualifications and Experience grant. The grant is used to provide funding for teacher compensation relative to the provincial benchmark that is used in the PFG. It also provides funding to cover the Ministry's contributions to employee life and health trusts (ELHT). The grant shows an increase of \$1.6 million relative to the budget. The increase is comprised of two amounts:

- A \$679,726 increase in the teacher qualifications and experience allocation. The 2020-2021 Budget assumed that the qualifications and experience of teachers would result in lower average compensation costs for the District. The updated forecast reflects the actual placement of teachers on the salary grid as at 31 October 2020. The change reflects a modest increase in average costs; and
- A \$928,484 increase in ELHT funding reflective of the staff complement and funding benchmarks used to fund employee benefit costs.

The updated forecast reflects two other changes to the grants:

- A \$3.9 million increase in operating funding as a result of being able to use other funding sources to support capital investments. The additional

revenue relating to minor tangible capital assets (MTCA) funds is discussed in Section 14; and

- A \$1.1 million decrease in the transportation grant to reflect the Ministry's expectations of savings on fuel costs.

In recognition of the significant decrease in anticipated enrolment shown in the updated forecast and the resulting GSN funding shortfall, the Ministry has provided a GSN Stabilization grant. This grant tops-up the GSN enrolment-generated funding shown in the forecast. The effect of the grant is to provide overall GSN funding in line with that expected using the enrolment originally budgeted. This grant was expected to provide \$15.3 million, but it has since been recalculated and only \$14.4 million is anticipated. The grant is separately identified on Appendix A, but it is one of the Priorities and Partnerships Fund (PPF) grants discussed in Section 5.

Appendix C compares the GSN with the approved budget and reflects the effect of revenue deferrals. GSN funding, exclusive of the GSN Stabilization grant, is expected to decrease by \$11.1 million.

5. **Priorities and Partnerships Fund Grants and Other Deferred Revenues**

In addition to GSN funding, the District receives special funding which targets Ministry priorities. The grants are termed PPF grants and the funding received must be used for the specified purpose. Amounts not spent are recovered by the Ministry or, if the funding agreements permit, are carried forward for use in the subsequent year. In recent years, the Ministry has announced the majority of PPF grants at the same time as the GSN; however, it is common practice to receive additional funding throughout the school year.

The District initially reports PPF grants as deferred revenue. Revenue from the grants is recognized in an amount equal to the associated expense. Certain grants from other ministries and non-government organizations are treated in a similar manner and, for this analysis, are also reported alongside the PPF grants.

A significant increase in PPF operating grants and other deferred revenues is shown in the updated forecast. The increase, exclusive of the GSN Stabilization grant referenced in Section 4, is \$17.3 million.

Appendix D presents the amounts originally budgeted and the in-year changes. PPF operating grants and deferred revenues anticipated during the year total \$43.9 million. The spending impacts are reflected in the changes shown in subsequent sections.

It is important to highlight that PPF grants are temporary, and often project-based, meaning that the funding may not be received in subsequent years. Although the grants may require the creation of a position, they quite often are used to purchase goods and services or to pay for casual staff to backfill established positions while employees participate in identified priorities. That said, the COVID response grants totaling \$25.8 million have added significant temporary staffing to support students in the classroom and to promote a healthy workplace. In total, these grants are projected to support \$14.4 million in

compensation costs and \$7.6 million in supplies and services. In addition, \$3.8 million has been directed to the capital budget to cover the acquisition of computer technology.

6. **Compensation-Related Instruction Costs**

Compensation-related instruction costs are those incurred in meeting the needs of students in the classroom. Examples of staff whose costs are reported in the Instruction category include classroom teachers, school-based administrators, learning consultants and professional and support staff such as psychologists, educational assistants (EAs) and early childhood educators (ECEs).

The forecast of compensation-related instruction costs shows that an overall increase of \$11.9 million is likely in comparison to the 2020-2021 Budget. A number of factors have contributed to this net cost pressure:

- Increase of \$2.3 million resulting from the realignment of supplemental COVID response grants that had originally been reported as a non-operating cost in the approved budget;
- Additional COVID response grants totaling \$9.9 million which have been identified to support additional elementary teachers, virtual school administration and additional student supports; and
- Net other savings of \$272,913.

7. **Teacher Absences**

Occasional teachers (OTs) provide coverage when teachers are absent due to illness and medical appointments. In addition, OTs provide coverage when teachers are attending certain professional development and student support activities on a school day.

In the updated forecast, the District has assumed supply teaching costs of \$22.1 million (\$15.6 million for elementary and \$6.5 million for secondary). The projection is \$4.7 million more than budgeted, but it is a \$1.3 million decrease relative to the revised estimates. Reduced OT costs have been observed during periods of remote learning and this has contributed to lower forecasted costs.

OT use will continue to be monitored as will the continued promotion of a healthy workplace that fosters employee well-being and improved student outcomes.

It is important to note that OTs are also used to staff vacant contract teaching positions, but that such costs are reported in the Instruction category.

8. **International Students**

The Ottawa-Carleton Education Network (OCENET) is a not-for-profit organization that offers international students the opportunity to learn alongside the District's students. OCENET helps prospective students to submit their applications and fees and also supports their transition into the school and community. Fees collected cover OCENET's administrative costs and approximately 60% of the fee is remitted to the District. The percentage is an estimate of the amount of tuition fees necessary to support instruction-related costs.

The District's 2020-2021 Budget reflected revenue of over \$6.4 million based on 454 students. The updated forecast reflects anticipated revenue of just over \$5.2 million based on 372 students. Reduced enrolment of 82 students accounts for close to a \$1.2 million revenue decrease. The decrease in revenue as a result of reduced enrolment is partially offset by an anticipated increase of \$243,450 in payments from OCENET to cover facility costs. The net change in projected revenue is \$921,415.

Administrative fees paid to OCENET by the District are reported as a fee in the Instruction category. These costs are expected to decrease by \$457,260 to \$2.1 million.

9. Other Instruction-Related Costs

Other instruction-related costs are those that are not specifically identified elsewhere in the report, but which form part of the overall spending classified as Instruction. It is common practice to combine the spending reported under the Staff Development, Supplies and Services category with the Fees, Contractual and Rentals category. Combining the categories recognizes that the approved budget traditionally does not align with the ultimate reporting of costs as a result of in-year decisions and their categorization for Ministry reporting purposes.

On a combined basis, the costs represent an overall decrease relative to the budget of \$5.0 million. This is in line with results observed in past years. One of the more significant influences on the amount reported is the classification of spending as an operating cost or capital investment. Although spending may initially be planned as an operating cost, application of Ministry guidelines may require that the cost actually be reported as a capital expense. Capital expenses are flowed to the capital accounts and these costs are amortized into expense over an extended period of time. In addition, schools may not fully expend their operating budget and this, too, affects forecasted costs.

10. Student Transportation

Transportation of the District's students is provided by the Ottawa Student Transportation Authority (OSTA). Amounts reflected in the 2020-2021 Budget were based on information received from OSTA. The estimates have been updated and costs are expected to be \$7.1 million less than budgeted. These are attributable to savings resulting from lower transportation costs in both large and small bus contracts as well as a reduced need for student transit passes. This change reflects the pandemic's impact on transportation decisions for students attending in-person learning and the effect of virtual schools.

As previously noted, the Ministry has imposed a grant reduction to recognize that carriers are not using as much fuel as they would in a normal year. The amount of the reduction is forecasted to be in the \$1.1 million range.

Transportation expenses of \$39.9 million are shown in the updated forecast. This is supported by the \$42.4 million Transportation allocation and supplemented by \$2.0 million in PPF grants provided in response to the pandemic.

11. **Facility Operations**

Spending on school facilities represents the largest operating cost category outside of the instruction envelope. Projected compensation costs have remained relatively stable and show a \$2.4 million increase, almost all of which is the result of COVID response grants.

Non-compensation costs are expected to increase by over \$7.0 million. The significant contributors to this amount include the following:

- \$3.4 million to enhance classroom ventilation to reduce possible infections as a result of the COVID-19 virus lingering in an airborne state;
- \$1.8 million to support the acquisition of additional supplies and equipment to promote a healthy learning and working environment;
- \$1.1 million in additional costs to relocate portables during the year;
- \$1.2 million in additional school renewal maintenance needs such as roof and floor repairs, masonry work and supporting consulting services; and
- \$463,342 in net savings on supplies and services.

A review of the costs in this area may provide an opportunity to reduce the projected deficit. For example, school renewal projects may be deemed to be operating or capital expenses depending on the nature of the work. Changes to the work plan to ensure that more of the planned projects qualify as a capital expense will relieve the anticipated increase in operating costs and make greater use of capital funding allocations.

12. **Other Non-Instruction Costs**

Other non-instruction costs relate to the activities of the Continuing Education department and central administrative departments.

Continuing Education programs are supported by specific funding, including funding from the federal government and various government ministries. Compensation costs shown in the updated forecast are \$226,756 less than budgeted while supplies and services costs are expected to increase by \$337,437. The latter costs relate to the Literacy and Basic Skills (LBS) and Language Instruction for Newcomers to Canada (LINC) programs.

Central departments show increased compensation costs of \$991,285 as a result of additional staffing needs to respond to increased workloads resulting from the pandemic, to manage ongoing technology projects and to account for increased employee future benefit costs that were reflected in the most recent actuarial valuation. These costs are substantially offset by the projected \$435,859 savings in supplies and services.

Extraordinary costs of \$3.2 million relating primarily to an increased provision for legal claims has been incorporated in the forecast; however, this pressure is offset by the realignment of amounts previously budgeted as a non-departmental cost in the Other category. When netted, the net change in the budget is a reduction of \$2.1 million.

13. **Deferred Capital Contributions and Amortization Expenses**

Funding received for the purpose of acquiring or developing a depreciable tangible capital asset is termed a deferred capital contribution (DCC). Such contributions are recognized as revenue at the same rate as the related tangible capital asset is amortized into expense. Straight-line amortization is based on the remaining service life (RSL) of the asset.

In addition to the contributions discussed above, certain capital projects are supported internally through the use of the District's accumulated surplus. Internally supported tangible capital assets are amortized into expense in the same manner as those supported by contributions from others, but there is no related revenue. Examples of such assets are new portables and major improvements to administrative buildings.

Various capital projects will be completed and a variety of capital assets will be acquired during the year. In addition, adjustments to incorporate prior year actual results are reflected in the forecast. These items increase the net value of the tangible capital assets managed by the District. In accordance with accounting requirements, the amortization of an asset's value commences immediately upon completion of the capital project. This has a direct impact on both revenues and expenses.

The approved budget projected amortization expenses of \$56.8 million and related revenues of \$56.1 million. The updated forecast shows \$56.2 million in expenses which is supported by \$55.8 million in revenues. Expenses have decreased by \$518,930 and revenues have decreased by \$312,655.

14. **Minor Tangible Capital Assets**

A portion of the annual GSN is budgeted for the acquisition of MTCA such as furniture, equipment and computers. If the funds are not required for capital purposes, they are reported as operating revenue and support overall operating costs. In total, \$3.9 million previously identified for the acquisition of MTCA will instead be used to support operating costs. The reduction reflects the confirmation that school renewal capital grants can be used to fund the Broadband Modernization Project. The project is an ongoing initiative to upgrade internet connectivity in all of the District's schools.

The updated forecast also reflects the anticipated use of \$1.8 million of the accumulated surplus to support capital investments in new classroom portables and for upgrades at the 133 Greenbank Road Administration Building and the Confederation Education Centre. The use of accumulated surplus for these investments is compliant with Ministry requirements, but it does not directly affect the amounts reported in the operating analysis because they are reported as a capital expense. Requests to proceed with underlying projects and the use of accumulated surplus are submitted for approval according to Board policy.

15. **Extended Day Program**

The Extended Day Program (EDP) commenced operations in 2010. Significant growth in the program ensued and it now operates District-run programs in 66 schools and, prior to the pandemic, served approximately 5,500 children. The program is closely tied to the operations of the District's kindergarten programs.

In fact, ECEs who staff the EDP, before and after school, also partner with teachers during the core day to provide the kindergarten program.

Participation in the program continued to be strong prior to the pandemic. Unfortunately, a significant decrease in the number of students attending the program has occurred following the outbreak and this has continued into the current year. The program is currently operating with approximately 1,400 students representing 25% of pre-pandemic participation rates. The reduction in student participation, including lower participation on days where full care is provided, has substantially contributed to the reduction in program revenues. The projected revenue decrease would have been higher in the absence of the COVID response grants totaling \$2.5 million.

Costs of the program have also changed, but not in direct proportion to the decrease in revenues. A net decrease in compensation costs totaling \$5.0 million is anticipated. The savings are a direct result of lower demand, but are also influenced by mandated staffing levels and program operation.

The budget for supplies and services has also decreased by \$660,662 or 49%. Again, the lower participation rates have reduced the costs of program supplies, including the expenses associated with snacks.

Table 3 shows the original budget and updated forecast by category. The program is expected to have a large deficit for the year in the absence of additional support. To that end, staff continues to work with the Ministry and the City of Ottawa to obtain financial sustainability funding determined in the same manner as last year. This funding would substantially reduce or eliminate the projected deficit.

Table 3 – Extended Day Program Comparative Amounts

	Updated Forecast	Budget	Change
	\$	\$	\$
Revenues			
Direct Revenues	6,655,632	17,888,719	(11,233,087)
Benefit Trust Allocation	393,174	598,665	(205,491)
	7,048,806	18,487,384	(11,438,578)
Expenses			
Compensation	11,561,669	16,536,002	(4,974,333)
Administrative Transfers (Comp)	588,144	588,144	-
Supplies and Services	365,840	1,026,502	(660,662)
Facility Transfers (Supplies)	333,573	333,573	-
	12,849,226	18,484,221	(5,634,995)
Surplus (Deficit)	(5,800,420)	3,163	(5,803,583)

The revenue decrease shown includes a \$205,491 reduction relating to the internally allocated funding provided by the Ministry to defray employee benefit costs. Actual funding is received through the GSN.

A comprehensive analysis of the costing methodology and participation rates was recently completed. The information was used in determining the recommended fees presented in Report 21-015, Extended Day Program and Infant, Toddler, Preschool Program Daily Fee Rates for the 2021-2022 School Year.

16. **Child Care Program**

The Infant, Toddler and Preschool (ITP) program operates at two sites and provides 96 licensed child care spaces.

The ITP program is eligible for general operating (GO) funding. GO funding is the grant provided to licensed not-for-profit child care programs by the City of Ottawa and covers direct operating, pay equity, and wage enhancement grants. The program also derives revenue from user fees and child care subsidies.

Table 4 shows the original budget and updated forecast by category. Similar to the EDP challenges, the revenues and expenses have both been updated to reflect the impact of reduced participation following the outbreak of the pandemic. Currently, 67 children are receiving services which accounts for the revenue loss. The District is also pursuing additional financial sustainability funding to support the program.

Table 4 – Child Care Program Comparative Amounts

	Updated Forecast	Budget	Change increase (decrease)
	\$	\$	\$
Revenues			
Direct Revenues	1,746,594	1,791,000	(44,406)
Benefit Trust Allocation	47,432	-	47,432
	1,794,026	1,791,000	3,026
Expenses			
Compensation	1,890,508	1,913,527	(23,019)
Supplies and Services	125,000	135,000	(10,000)
	2,015,508	2,048,527	(33,019)
Deficit	(221,482)	(257,527)	(36,045)

The revenue decrease shown is fully offset by \$47,432 relating to the internally allocated funding provided by the Ministry to defray employee benefit costs. Actual funding is received through the GSN.

17. **Benefit Plan Surplus and Other Net Revenue Adjustments**

The 2020-2021 Budget reflected a provision of over \$3.2 million relating to the return of surplus funds that had been held by the District's former employee benefits plan administrator to support benefit claims during the transition to ELHTs. The updated forecast reflects that only \$2.4 million will be returned which is a decrease of \$825,000. The reduction reflects the surplus sharing provisions that were incorporated into the centrally-bargained collective agreements. The employee share of the surplus will be distributed to respective ELHTs.

CUS oversees the public's after-hours use of school facilities such as gymnasiums and sports fields. The pandemic has resulted in a significant revenue loss as a result of the cancellation of these activities and revenues are expected to be \$1.0 million less than expected.

Other net revenue adjustments account for a revenue decrease of \$1.4 million. The reduction is primarily the result of a prior year grant adjustment and lower miscellaneous revenues.

18. **Accumulated Surplus**

An accumulated surplus is the excess of revenues over expenses that has resulted over time.

The *Education Act* allows the Board to use its accumulated surplus to balance its operating budget, but it also restricts the use in any school year to 1% of the operating grants provided by the Ministry. For the 2020-2021 Updated Financial Forecast, this amount is \$8.7 million. However, the Ministry has allowed the use of an additional 1% to respond to COVID-related needs during the current year. Approval to use accumulated surplus in excess of 2% must be obtained from the Ministry.

Table 5 presents the components of accumulated surplus and shows the anticipated use of \$18.7 million and the proposed alignment of accumulated surplus at the end of the year.

Table 5 – Accumulated Surplus Available for Compliance

	Projected as at 31 Aug 2021	Actual as at 31 Aug 2020	Change increase (decrease)
	\$	\$	\$
Available for compliance			
Restricted-committed capital	9,265,435	7,950,687	1,314,748
Internally appropriated			
Extended Day Program	(5,337,264)	677,710	(6,014,974)
Budgets carried forward	1,700,000	3,938,107	(2,238,107)
Business Systems	500,000	2,000,000	(1,500,000)
Contingencies	5,000,000	17,200,000	(12,200,000)
Unappropriated	9,991,823	8,005,802	1,986,021
	21,119,994	39,772,306	(18,652,312)

The District is not compliant with Ministry requirements as a result of the pandemic's impact on revenues, particularly the revenue shortfalls relating to CUS and the Extended Day and Child Care programs. The Ministry is aware of the current projected deficit.

19. **In-Year Deficit Elimination Plan**

The Ministry's requirement for the Board to approve a deficit elimination plan when a district is projecting an adjusted in-year deficit has been waived for this year. Despite this exemption, staff continues its work to ensure that the proposed deficit spending continues to be supported by the Ministry. As part of the ongoing efforts, the District is looking to secure additional funding to defray lost revenues,

maximize the use of PPF grants, and to minimize or defer discretionary expenses, where appropriate.

Any reduction in the projected deficit will have a beneficial effect on the financial resources held as accumulated surplus. A higher balance in these reserves will provide more flexibility when responding to challenges in the coming years.

20. Summary

The District's 2020-2021 Updated Financial Forecast includes the impact of net enrolment changes and funding stabilization supports, changes in staffing and other costs supported by targeted COVID response grants, and reductions in revenues relating to a number of programs including EDP, ITP, CUS and OCENET.

The updated forecast shows expenses of \$1.020 billion, revenues of \$1.001 billion and a projected deficit of \$18.7 million.

RESOURCE IMPLICATIONS:

21. The District's 2020-2021 Budget showed a planned deficit of \$17.7 million. The District's 2020-2021 Updated Financial Forecast shows a planned deficit of \$18.7 million. The deficit is not compliant with the Ministry's budget compliance framework; however, staff continues its work to further reduce the deficit and to ensure that the proposed spending continues to be supported by the Ministry.

COMMUNICATION/CONSULTATION ISSUES:

22. The 2020-2021 Updated Financial Forecast was prepared by Finance staff in consultation with other departments.

STRATEGIC LINKS:

23. The 2019-2023 Strategic Plan calls for the development of a culture of social responsibility with the stated goal of fostering "progressive stewardship of the environment, and human and financial resources." Development and approval of an annual budget is a key component of strong governance and financial stewardship. Monitoring actual performance in relation to the Board's approved budget allows staff to identify opportunities to reallocate resources to address emerging needs and to respond to changes in revenue streams and expense patterns.

GUIDING QUESTIONS:

24. The following questions are provided to support the discussion of this item:
- Does the analysis explain the significant changes in revenues and expenses?
 - Are steps being taken to mitigate adverse financial impacts and to leverage opportunities that were identified during the preparation of the analysis?

Mike Carson
Chief Financial Officer

Camille Williams-Taylor
Director of Education and Secretary of
the Board

Appendices:

Appendix A – Analysis of Changes in Revenues and Expenses

Appendix B – Comparative Summary of Operating Expenses by Program Area

Appendix C – Grants for Student Needs

Appendix D – Priorities and Partnerships Fund and Other Deferred Revenues

	Report Reference	Revised Estimates	Forecast
		\$	\$
Planned Deficit in Original Estimates		(17,653,655)	(17,653,655)
Revenues Increase (Decrease)			
Grants for Student Needs			
Pupil Foundation	4	(11,517,125)	(11,517,125)
School Foundation	4	(1,107,968)	(1,107,968)
Special Education	4	(2,324,690)	(2,324,690)
Language	4	(2,492,400)	(2,492,400)
Learning Opportunity	4	(948,437)	(948,437)
School Operations	4	(1,873,446)	(1,873,446)
Indigenous Education	4	1,141,828	1,141,828
Cost Adjustment and Qualifications and Experience	4	1,608,210	1,608,210
Transportation	4,10	(410,555)	(1,130,186)
Minor Tangible Capital Assets	4,14	(969,383)	3,912,389
Declining Enrolment	4	3,547,090	3,547,090
Net Other (ECE Cost, NTIP, Portables, etc.)	4	97,224	97,224
		(15,249,652)	(11,087,511)
Other Revenue			
Priorities and Partnerships Fund GSN Stabilization Grant	4,5	15,314,728	14,386,244
Priorities and Partnerships Fund and Other Deferred Revenues	5	12,781,395	17,300,812
International Student Fees (OCENET)	8	(911,350)	(921,415)
Amortization of Capital Assets	13	(312,655)	(312,655)
Extended Day Program	15	(11,205,656)	(11,233,087)
Child Care Program	16	(351,347)	(44,406)
Share of Former Employee Benefits Plan Surplus	17	(825,000)	(825,000)
Property Leases and Short-Term Rentals	17	(2,716,328)	(1,028,632)
Other Net Revenue Adjustments	17	(264,236)	(1,399,436)
		11,509,551	15,922,425
Total Decrease in Revenues		(3,740,101)	4,834,914
Expenses (Increase) Decrease			
Compensation Costs			
Compensation-Related Instruction Costs	6	(8,205,476)	(11,874,801)
Teacher Absences	7	(6,000,000)	(4,689,067)
Student Transportation	10	-	(145,892)
Facilities	11	(2,694,002)	(2,395,938)
Other Non-Instruction	12	(66,132)	(764,529)
Extended Day Program	15	4,991,624	4,974,333
Child Care Program	16	23,019	23,019
		(11,950,967)	(14,872,875)
Non-Compensation Costs			
International Student Fees (OCENET)	8	(209,234)	457,260
Other Instruction	9	(501,890)	5,004,140
Student Transportation	10	4,998,897	7,196,244
Facilities	11	(5,359,294)	(7,040,794)
Other Non-Instruction	12	5,123,549	2,232,862
Amortization of Capital Assets	13	518,930	518,930
Extended Day Program	15	665,912	660,662
Child Care Program	16	10,000	10,000
		5,246,870	9,039,304
Total Increase in Expenses		(6,704,097)	(5,833,571)
Projected Deficit	18	(28,097,853)	(18,652,312)

Ottawa-Carleton District School Board
Comparative Summary of Operating Expenses by Program Area
2020-2021 Updated Financial Forecast

Appendix B
to Report 21-045

In \$ Millions EXPENSE CATEGORY	2020-21						2019-20					
	Budget	Revised Estimates	YTD Mar 2021	Year End Forecast	Variance		Budget	Revised Estimates	YTD Mar 2020	Year End Actual	Variance	
					Forecast minus Budget	Change from Budget					Year End minus Budget	Change from Budget
Instruction												
Salaries and Benefits	686.6	694.8	392.9	698.4	11.9	1.7%	658.8	657.4	372.1	658.2	(0.6)	-0.1%
Salaries and Benefits (Occasional Teachers)	17.4	23.4	17.6	22.1	4.7	27.0%	17.0	18.0	15.5	17.7	0.7	4.2%
Staff Development, Supplies and Services	30.1	30.5	16.7	19.5	(10.6)	-35.2%	27.3	27.4	10.6	16.4	(10.8)	-39.8%
Fees, Contractual and Rentals	8.4	8.6	8.2	13.5	5.1	61.4%	10.4	10.4	9.1	13.1	2.7	26.2%
Instruction Sub-Total	742.3	757.2	435.5	753.4	11.1	1.5%	713.5	713.3	407.3	705.5	(8.0)	-1.1%
Continuing Education												
Salaries and Benefits	10.0	9.7	4.7	9.7	(0.2)	-2.3%	10.7	10.5	5.1	10.1	(0.6)	-5.6%
Staff Development, Supplies and Services	0.5	0.5	0.2	0.8	0.3	68.0%	0.5	0.6	0.2	0.3	(0.2)	-46.4%
Fees, Contractual and Rentals	0.5	0.5	0.4	0.5	-	0.0%	0.5	0.5	0.4	0.4	(0.1)	-17.0%
Continuing Education Sub-Total	10.9	10.7	5.3	11.0	0.1	1.0%	11.6	11.5	5.7	10.7	(0.9)	-7.9%
Transportation												
Salaries and Benefits	1.3	1.3	0.8	1.4	0.1	11.3%	1.2	1.2	0.8	1.4	0.2	13.4%
Staff Development, Supplies and Services	0.5	2.3	0.4	2.3	1.9	408.1%	0.4	0.4	0.4	0.4	(0.0)	-2.3%
Fees, Contractual and Rentals	45.1	38.3	25.1	36.1	(9.1)	-20.1%	44.5	44.5	29.8	38.4	(6.0)	-13.6%
Transportation Sub-Total	46.9	41.9	26.4	39.9	(7.1)	-15.0%	46.0	46.1	31.0	40.2	(5.9)	-12.8%
School Facilities												
Salaries and Benefits	54.2	56.9	28.8	56.6	2.4	4.4%	51.6	51.8	29.2	52.3	0.7	1.4%
Staff Development, Supplies and Services	26.4	29.5	15.3	31.2	4.7	17.9%	24.9	25.4	13.7	23.3	(1.5)	-6.2%
Fees, Contractual and Rentals	9.0	9.0	8.7	9.0	-	0.0%	8.5	10.0	6.5	8.4	(0.1)	-0.8%
Other/Temporary Pupil Accommodation	1.9	3.0	0.6	3.0	1.1	56.9%	1.9	3.0	0.9	2.5	0.6	31.5%
Interest Charges on Capital	4.1	4.1	2.1	4.1	-	0.0%	4.3	4.3	2.2	4.3	-	0.0%
School Facilities Renewal Expense	5.1	6.3	8.3	6.3	1.2	23.8%	5.1	5.7	3.7	6.3	1.2	23.7%
School Facilities Sub-Total	100.7	108.7	63.7	110.1	9.4	9.4%	96.3	100.1	56.3	97.2	0.9	0.9%
Central Administration												
Salaries and Benefits	17.7	18.0	10.3	18.7	1.0	5.6%	17.2	17.4	10.0	17.9	0.6	3.6%
Staff Development, Supplies and Services	2.1	2.1	2.8	2.3	0.2	10.1%	2.1	2.1	1.4	3.1	1.0	48.0%
Fees, Contractual and Rentals	1.8	1.9	0.8	1.2	(0.6)	-35.8%	2.1	1.9	0.7	1.2	(0.8)	-39.5%
Central Administration Sub-Total	21.6	21.9	13.9	22.2	0.6	2.6%	21.4	21.5	12.1	22.3	0.8	3.9%

Ottawa-Carleton District School BoardComparative Summary of Operating Expenses by Program Area
2020-2021 Updated Financial ForecastAppendix B
to Report 21-045

In \$ Millions EXPENSE CATEGORY	2020-21						2019-20					
	Budget	Revised Estimates	YTD Mar 2021	Year End Forecast	Variance		Budget	Revised Estimates	YTD Mar 2020	Year End Actual	Variance	
					Forecast minus Budget	Change from Budget					Year End minus Budget	Change from Budget
Other												
Extended Day Program Compensation	17.1	12.1	6.2	12.1	(5.0)	-29.0%	16.3	15.2	1.4	15.1	(1.2)	-7.5%
Extended Day Program Supplies/Int Svcs	1.4	0.7	0.2	0.7	(0.7)	-48.6%	1.4	1.1	0.1	0.7	(0.6)	-45.4%
Child Care Program Compensation	1.9	1.9	0.8	1.9	(0.0)	-1.2%	1.9	1.9	1.0	1.8	(0.1)	-3.9%
Child Care Program Supplies/Int Svcs	0.1	0.1	0.1	0.1	(0.0)	-7.4%	0.1	0.1	0.0	0.1	(0.1)	-55.1%
Recoverable Compensation (Secondments)	6.6	6.6	7.0	6.6	-	0.0%	7.3	7.3	11.5	6.8	(0.5)	-6.8%
COVID Response, Legal Provisions	5.4	0.2	-	3.2	(2.1)	-39.7%	-	-	0.1	0.2	0.2	n/a
Fifty-Five Board Trust (Capital and Interest)	2.5	2.5	-	2.5	-	0.0%	2.5	2.5	-	2.5	-	0.0%
Other Sub-Total	35.0	24.2	14.3	27.2	(7.8)	-22.3%	29.5	28.1	14.2	27.2	(2.3)	-7.8%
Amortization												
Ministry Approved Projects	56.1	55.8	34.2	55.8	(0.3)	-0.6%	61.8	56.9	31.5	50.7	(11.0)	-17.9%
Board Approved Projects	0.7	0.5	0.2	0.5	(0.2)	-31.2%	0.1	0.4	-	0.3	0.2	302.4%
Amortization Sub-Total	56.8	56.2	34.4	56.2	(0.5)	-0.9%	61.8	57.2	31.5	51.0	(10.8)	-17.5%
Grand Total	1,014.2	1,020.9	593.4	1,020.0	5.8	0.6%	980.2	977.8	558.0	954.0	(26.2)	-2.7%

Finance 2021.05.05 (numbers may not add due to rounding)

	2020-21 Budget	2020-21 Revised Estimates	2020-21 Updated Forecast	Forecast minus Budget incr (decr)
	\$	\$	\$	\$
Revenue				
Pupil Foundation	417,061,422	405,544,297	405,544,297	(11,517,125)
School Foundation	54,326,824	53,218,856	53,218,856	(1,107,968)
Special Education	103,140,937	101,284,253	101,284,253	(1,856,684)
Language	36,647,317	34,154,917	34,154,917	(2,492,400)
Rural and Small Community Allocation	197,694	197,694	197,694	-
Learning Opportunity	20,113,906	19,165,469	19,165,469	(948,437)
Adult Education, Continuing Education and Summer School	6,987,933	7,086,031	7,086,031	98,098
Cost Adjustment and Qualifications and Experience	79,153,040	80,761,250	80,761,250	1,608,210
ECE Qualifications and Experience Allocation	3,776,930	3,948,159	3,948,159	171,229
New Teacher Induction Program (NTIP)	675,500	569,709	569,709	(105,791)
Restraint Savings	(279,158)	(279,158)	(279,158)	-
Transportation	43,537,476	43,126,921	42,407,290	(1,130,186)
Administration and Governance	20,304,976	19,954,744	19,954,744	(350,232)
School Operations	79,947,129	78,073,683	78,073,683	(1,873,446)
Community Use of Schools	1,073,525	1,073,525	1,073,525	-
Declining Enrolment Adjustment	-	3,547,090	3,547,090	3,547,090
Indigenous Education Allocation	3,054,479	4,196,307	4,196,307	1,141,828
Mental Health and Well-Being (Safe and Accepting)	2,569,591	2,535,942	2,535,942	(33,649)
Supports for Students Fund	6,871,859	6,871,859	6,871,859	-
Program Leadership	998,303	998,303	998,303	-
Permanent Financing of NPF (Board 55 Trust)	2,523,115	2,523,115	2,523,115	-
Support for COVID-19 Outbreak Allocation	-	711,084	711,084	711,084
	882,682,798	869,264,050	868,544,419	(14,138,379)
Revenue Deferrals				
Minor Tangible Capital Assets (MTCA) Allocation	(22,067,070)	(21,731,601)	(21,713,610)	353,460
Rural and Northern Education Fund	(197,694)	(197,694)	(197,694)	-
Special Education	(103,140,937)	(101,284,253)	(101,284,253)	1,856,684
Library Staffing	(243,049)	(243,049)	(243,049)	-
Targeted Student Supports Envelope	(5,875,262)	(4,947,093)	(4,947,093)	928,169
Indigenous Education	(773,168)	(753,929)	(753,929)	19,239
Experiential Learning Envelope	(1,315,606)	(1,295,338)	(1,295,338)	20,268
Mental Health Workers Envelope	(576,656)	(576,656)	(576,656)	-
	(134,189,442)	(131,029,613)	(131,011,622)	3,177,820
Deferred Revenue Recognition and Adjustments				
Special Education	102,186,423	99,861,733	99,861,733	(2,324,690)
Library Staffing	243,049	243,049	243,049	-
Targeted Student Supports Envelope	5,875,262	4,947,093	4,947,093	(928,169)
Indigenous Education	773,168	753,929	753,929	(19,239)
Experiential Learning Envelope	1,315,606	1,295,338	1,295,338	(20,268)
Mental Health Workers Envelope	576,656	576,656	576,656	-
Minor Tangible Capital Assets (MTCA) Allocation	9,272,672	7,967,820	12,831,601	3,558,929
School Renewal (Operating)	5,087,333	5,087,333	5,087,333	-
Interest on Capital Projects	4,501,263	4,337,575	4,337,575	(163,688)
Temporary Accommodation (Portables)	1,228,470	1,228,470	1,228,470	-
Rural and Northern Education Fund	229,827	-	-	(229,827)
Trustees' Association Fee	43,316	43,316	43,316	-
	131,333,045	126,342,312	131,206,093	(126,952)
Total Operating and Capital Support GSN	879,826,401	864,576,749	868,738,890	(11,087,511)

	2020-21 Budget \$	2020-21 Revised Estimates \$	2020-21 Forecast \$	Forecast minus Budget \$
Priorities and Partnerships Fund				
General				
After School Skills Development	138,500	138,500	138,500	-
Autism Additional Qualification Subsidy	50,000	150,000	75,000	25,000
Pilot to Improve School-Based Supports for Students with Autism	34,000	34,000	25,000	(9,000)
Physical Activity through Cricket Program (By Application)	12,500	12,500	8,927	(3,573)
New Cricket Program	-	-	8,750	8,750
Focusing on Fundamental Mathematics	1,236,000	1,236,000	734,000	(502,000)
De-streaming Targeted Math and Literacy Program	-	-	69,032	69,032
French as a Second Language	-	313,683	163,683	163,683
Additional Qualification Subsidy for Math Courses	-	-	74,750	74,750
Human Rights and Equity Advisor	170,430	170,430	170,430	-
Focus on Youth	-	-	476,000	476,000
First Nations, Metis & Inuit Studies	69,600	-	-	(69,600)
Graduation Coach Program: Indigenous Students	-	65,517	115,385	115,385
Graduation Coach Program: Pilot for Black Students	224,162	224,162	212,162	(12,000)
Graduation Coach Program: Indigenous Students-Summer Learning	-	-	22,728	22,728
Graduation Coach Program: Pilot for Black Students-Summer Learning	-	-	56,143	56,143
Keeping Students in School Pilot Project	-	-	43,659	43,659
Recreational Cannabis and Vaping	-	-	37,741	37,741
Mental Health and Well-Being	90,482	90,482	65,000	(25,482)
Parents Reaching Out	39,986	39,986	39,986	-
Demographic Data Gathering	-	-	70,000	70,000
Specialist High Skills Major	367,548	352,773	286,173	(81,375)
OSSTF Education Workers Apprenticeship	-	-	212,682	212,682
OSSTF Education Workers Professional Learning	-	-	157,764	157,764
Transportation Funding for Children and Youth in Care	192,193	192,193	340,000	147,807
	2,625,401	3,020,226	3,603,494	978,093
COVID-Related				
GSN 1 - Allocation for Technology-Related Costs (COVID)	528,561	-	-	(528,561)
GSN 2 - Mental Health Supports (COVID)	198,891	-	-	(198,891)
TPA 1 - Schedule C -Enhanced Cleaning Supplies	140,798	140,798	140,798	-
TPA 2 Amended - Schedule B-Additional Mental Health Supports	198,891	343,767	697,831	498,940
TPA 2 - Schedule C-Special Education	265,217	410,092	410,092	144,875
TPA 2 Amended - D1 Summer Learning for Students with Special Education Needs	-	-	381,276	381,276
TPA 2 Amended - E1 Reading Supports for Students Affected by COVID	-	-	124,220	124,220
TPA 2 Amended - F1 Additional Summer Reading Supports for Students	-	-	180,125	180,125
TPA 3 - Project B1-Additional Custodial Staff	1,816,446	1,816,446	1,816,446	-
TPA 3 - Project B2-Health & Safety Training	369,988	369,988	369,988	-
TPA 3 - Project B3 (i)-Additional Teachers	1,301,325	1,301,325	1,301,325	-
TPA 3 - Project B4-Remote Learning	552,323	552,323	552,323	-
TPA 3 - Project B5-Additional Non-Permanent Teachers	-	2,147,532	2,147,532	2,147,532
TPA 3 - Project B6-Additional Funding for Remote Learning	-	1,089,445	1,089,445	1,089,445
TPA 3 - Project B7-School Reopening Emerging Issues	-	3,242,261	3,242,261	3,242,261
TPA 3 - Project B8-Funding for High Priority Areas	-	2,801,382	2,801,382	2,801,382
TPA 4 - Project B1-Ventilation	-	1,681,500	1,681,500	1,681,500
TPA 4 - Projects B2 and B3-Transportation	-	1,877,130	1,807,930	1,807,930
TPA 5 - B1-Optimizing Air Quality in Schools (Grant 2)	-	-	1,681,500	1,681,500
TPA 5 - B2 Health & Safety Funding	-	-	2,346,306	2,346,306
TPA 5 - B3-Student Transportation School Reopening	-	-	207,055	207,055
TPA 6 - Additional Technological Devices (Capital)	-	-	2,856,375	2,856,375
TPA 7 - COVID Transportation-Children and Youth in Care	-	-	9,825	9,825
	5,372,440	17,773,989	25,845,535	20,473,095
less: Technological Devices (Capital)	-	-	(3,766,504)	(3,766,504)
	5,372,440	17,773,989	22,079,031	16,706,591
Other Deferred Revenues				
Literacy and Basic Skills (Advanced Education & Skills Dev)	832,665	728,854	820,916	(11,749)
English as a Second Language (Citizenship & Immigration)	1,707,817	1,742,817	1,710,201	2,384
Ottawa Network for Education (ONFE) Breakfast Program	601,926	580,000	400,000	(201,926)
Ontario Works	558,261	516,071	516,071	(42,190)
Ontario Early Years Child & Family Centre	563,952	576,900	328,561	(235,391)
CODE Summer Learning Program	-	105,000	105,000	105,000
	4,264,621	4,249,642	3,880,749	(383,872)
Total General, COVID-Related PPF and Other Deferred Revenue	12,262,462	25,043,857	29,563,274	17,300,812
GSN Stabilization Funding	-	15,314,728	14,386,244	14,386,244
Total Funding	12,262,462	40,358,585	43,949,518	31,687,056



Report 21-045

2020-2021

Updated Financial Forecast

(March)

26 May 2021

Updated Forecast

Comparative Summary of Revenues and Expenses

Projected for the year ended 31 August 2021

(\$ in millions)

	Projected \$	Budget \$	Change \$	Change %
Revenues	1,001.3	996.5	4.8	0.5
Expenses	1,020.0	1,014.2	5.8	0.6
Deficit	(18.7)	(17.7)	(1.0)	

Updated Forecast

Comparative Summary of Net Results and Accumulated Surplus

(\$ in millions)

School Year	Net Actual \$	Net Budget \$	Change \$	Accumulated Surplus (YE) \$
2015-16	(12.3)	(11.9)	(0.4)	4.5
2016-17	15.2	-	15.2	19.7
2017-18*	15.1	-	15.1	34.9
2018-19	7.5	-	7.5	42.4
2019-20	(2.6)	(8.4)	5.8	39.8
2020-21**	(18.7)	(17.7)	(1.0)	21.1

*Does not add due to rounding

** Projected. YE \$9.3 million committed for capital amortization expenses

Significant Items

- **Average daily enrolment (ADE) decreased by 1,951 ADE which decreased the majority of allocations that make up the Grants for Student Needs (GSN) (- \$16.6M).**
- **Indigenous Education allocation increased and reflects higher enrolment in secondary courses that qualify for the Indigenous studies amount (+ \$1.1M).**

Significant Items

- **Teacher Qualifications and Experience grant increased (+ \$1.6M) and reflects:**
 - **Higher funding from teacher demographics; and**
 - **Increased funding of benefit costs.**
- **Minor Tangible Capital Assets (MTCA) funding redirected to operations (+ \$3.9M).**
- **Decreased transportation funding reflecting savings on fuel costs during periods of remote learning (- \$1.1M).**

Significant Items

- **Priorities and Partnerships Fund (PPF) grants reflect:**
 - **GSN Stabilization funding offsets COVID-related enrolment-driven revenue losses (+ \$14.4M);**
 - **New funding to meet COVID-related needs in areas such as ventilation, remote learning and additional teachers (+ \$16.7M); and**
 - **Other net grant adjustments include funding of French as a Second Language and Autism additional qualification subsidies (+ \$630,000).**



COVID-Related Funding Update! Page 25 of 117

Priorities and Partnerships Fund - COVID-Related	2020-21 Budget	2020-21 Revised Estimates	2020-21 Forecast	Forecast minus Budget
	\$	\$	\$	\$
GSN 1 - Allocation for Technology-Related Costs (COVID)	528,561	-	-	(528,561)
GSN 2 - Mental Health Supports (COVID)	198,891	-	-	(198,891)
TPA 1 - Schedule C -Enhanced Cleaning Supplies	140,798	140,798	140,798	-
TPA 2 Amended - Schedule B-Additional Mental Health Supports	198,891	343,767	697,831	498,940
TPA 2 - Schedule C-Special Education	265,217	410,092	410,092	144,875
TPA 2 Amended - D1 Special Education Summer Learning	-	-	381,276	381,276
TPA 2 Amended - E1 Reading Supports for Students Affected by COVID	-	-	124,220	124,220
TPA 2 Amended - F1 Additional Summer Reading Supports for Students	-	-	180,125	180,125
TPA 3 - Project B1-Additional Custodial Staff	1,816,446	1,816,446	1,816,446	-
TPA 3 - Project B2-Health & Safety Training	369,988	369,988	369,988	-
TPA 3 - Project B3 (i)-Additional Teachers	1,301,325	1,301,325	1,301,325	-
TPA 3 - Project B4-Remote Learning	552,323	552,323	552,323	-
TPA 3 - Project B5-Additional Non-Permanent Teachers	-	2,147,532	2,147,532	2,147,532
TPA 3 - Project B6-Additional Funding for Remote Learning	-	1,089,445	1,089,445	1,089,445
TPA 3 - Project B7-School Reopening Emerging Issues	-	3,242,261	3,242,261	3,242,261
TPA 3 - Project B8-Funding for High Priority Areas	-	2,801,382	2,801,382	2,801,382
TPA 4 - Project B1-Ventilation	-	1,681,500	1,681,500	1,681,500
TPA 4 - Projects B2 and B3-Transportation	-	1,877,130	1,807,930	1,807,930
TPA 5 - B1-Optimizing Air Quality in Schools (Grant 2)	-	-	1,681,500	1,681,500
TPA 5 - B2 Health & Safety Funding	-	-	2,346,306	2,346,306
TPA 5 - B3-Student Transportation School Reopening	-	-	207,055	207,055
TPA 6 - Additional Technological Devices (Capital)	-	-	2,856,375	2,856,375
TPA 7 - COVID Transportation-Children and Youth in Care	-	-	9,825	9,825
	5,372,440	17,773,989	25,845,535	20,473,095
GSN Stabilization Funding	-	15,314,728	14,386,244	14,386,244
	5,372,440	33,088,717	40,231,779	34,859,339
less: Funding used for computer equipment	-	-	(3,766,504)	(3,766,504)
Funding used for operating purposes	5,372,440	33,088,717	36,465,275	31,092,835



Significant Items

- **Increased spending on instructional supports such as teachers and school office staff as a result of COVID grants (+ \$11.9M).**
- **Increased provision for occasional teacher costs (+ \$4.7M).**
- **Decrease in overall costs of supplies and services (- \$5.0M).**
- **Student transportation costs are expected to show substantial savings as a result of lower transportation contract costs and the reduced use of transit passes (- \$7.1M).**

Significant Items

- **Increased school custodial spending as a result of COVID grants (+ \$2.4M).**
- **Increased spending on COVID-related safety supplies, equipment and ventilation (+ \$5.2M).**
- **Increased spending on portable relocations as a result of demographic changes and program needs and additional school renewal investments are anticipated (+ \$2.3M).**
- **Reduced costs for various supplies and services (- \$463,000).**

Significant Items

- **Reduced Community Use of Schools revenue (- \$1.0M).**
- **Reduced share of former benefit plan surplus as a result of central agreement (- \$825,000).**
- **Reduced international student fees and facility recovery transfers (- \$921,000) and related OCENET administrative fees (- \$457,000).**
- **Increased extraordinary costs relating to a provision for legal claims (+ \$2.2M).**
- **Other revenue decreases (- \$1.7M) and cost increases (+ \$246,000).**

Significant Items

- **A significant loss of revenue in both the Extended Day and Child Care programs is projected to result in a net operating deficit (- \$5.8M).**
- **Staff continues to look at revenue opportunities and cost savings including working with the City of Ottawa to obtain sustainability funding for the Extended Day and Child Care programs.**

Summary:

The projected \$18.7M operating deficit will reduce the flexibility to use accumulated surplus in future years. Of this amount, \$9.3M is committed to support capital amortization.



Scheduled dates:

02 Feb	Budget process discussion
09 Mar	Academic staffing discussion
30 Mar	Academic staffing approval
26 May	Update, including GSN information
01 Jun	Presentation of staff-recommended budget
09 Jun	Public delegations, budget debate commences
15 Jun	Budget debate continues, recommendation
21 Jun	Board approval*

* A special Board meeting may be held following COW Budget's recommendation



MEMORANDUM

Memo No. 21-060

TO: Committee of the Whole (COW) Budget

FROM: Camille Williams-Taylor, Director of Education and Secretary of the Board
Michael Carson, Chief Financial Officer

DATE: 26 May 2021

RE: **2021-2022 Grant Announcements**

On 04 May 2021, the Ministry of Education released information to assist school boards with planning for the 2021-2022 school year. As is its usual practice, the Ministry conveyed the information through a series of memoranda. These confirmed a number of changes in funding and provided insight into the Ministry's approach to continue to support the extraordinary costs arising from the COVID-19 pandemic. The memoranda are attached for reference and additional commentary highlighting some of the key changes is noted below.

Memo 2021:B07 Planning for the 2021-22 School Year

The Ministry may provide guidance on key issues or funding changes that need to be considered when planning for a new school year. Significant guidance has been provided this year in recognition of the challenges presented by the COVID-19 pandemic. Highlights include:

- Guidance will be provided during the summer months to confirm health and safety strategies required for the upcoming school year. This will include guidance on requirements such as masking, hand hygiene and screening, as well as the designation of school boards that will continue with an adapted secondary school delivery model in September;
- School boards are to plan to operate elementary schools full-time, in-person with cohorting, while secondary schools will use cohorting and alternate schedules (e.g., quadmester) to minimize student-to-student contact;
- The Ministry of Government and Consumer Services will continue to supply personal protective equipment (PPE) and critical supplies and equipment;
- Information on multiple initiatives supporting student success and achievement and school board operations; and
- Availability to use 1% of accumulated surplus with potential to use a further 1% conditional on evolving needs.

Memo 2021:B08 2021–22 Grants for Student Needs Funding

In Ontario, funding of education is a provincial responsibility. Funding is based on a variety of factors including the number of students in a district, the number and condition of school facilities, the number of students whose first language is neither English nor French, and the special education needs of the student population. Funding uses a formula intended to provide equitable resources to give students equal educational opportunities.

Collectively, the various funding allocations that comprise the Grants for Student Needs (GSN) represent approximately 88% of the District's total operating revenue. The highlights from the current announcement are:

- Confirmation that \$7.7 million will be provided during the year to respond to needs relating to the COVID-19 pandemic. An equivalent grant may be provided during the second half of the school year based on an assessment of evolving needs. Grant details are provided in Memo 2021:B07;
- Increased compensation benchmarks to fund the 1% wage increase established under various collective agreements and to assist with managing the costs of operating schools;
- Enhanced funding to support the purchase of student-focused technology and the introduction of a temporary supplement to ensure that the District can maintain its current level of support to students requiring English as a Second Language/English Literacy Development (ESL/ELD) programs;
- The realignment of funding between various grants to promote awareness and accountability (e.g., moving the capital planning capacity allocation from the Board Administration and Governance grant to the School Facility Operations and Renewal grant); and
- Enhanced enveloping of funding generated by Indigenous studies.

Memo 2021:B09 Capital Funding for the 2021-22 School Year

In addition to the operating funding that is provided by the GSN, the District receives grants for investments in school infrastructure. Investments may include the construction of new schools or school additions as well as the major refurbishment of existing schools and portable classrooms.

Spending on infrastructure is considered an investment in a depreciable tangible capital asset. Accounting principles require that the investment (cost) be amortized and reported as an operating expense based on the remaining service life of the asset. The approach recognizes that the investment provides benefits over multiple years. The District uses a straight-line amortization methodology.

Funding received for acquiring or developing a depreciable tangible capital asset is termed a capital grant and it is accounted for as a deferred capital contribution (DCC). Such contributions are recognized as revenue at the same rate as the related tangible capital asset is amortized into expense.

In addition to the investments that are depreciated, certain school maintenance costs may be funded using capital grants. These costs are reported as an operating expense in the year the investment is made.

The highlights from the current announcement are:

- The School Condition Improvement (SCI) program will provide \$39.6 million. The funding is used for major investments in building foundations and above ground structures, interiors, services, fixed equipment and building site works (e.g., site lighting, sidewalks);
- The School Renewal Allocation (SRA) program will provide \$14.9 million. This funding can be used on needs discussed under SCI funding or may be used to pay for changes to a school to meet programming needs. It may also be used for building enhancements such as accessibility and building automation systems and portable repairs and retrofits;
- The Capital Priorities program continues to be available. The funding is application-based and provides for new or expanded schools to address local accommodation pressures, replace schools in poor condition, consolidate underutilized schools and create new or renovated licensed child care spaces in schools as part of the larger school capital project;
- Continued funding for temporary (portable) accommodation needs; and
- Information on a variety of accountability measures and communication protocols relating to capital projects is included in the memo.

Memo 2021:B10 2021-22 Priorities and Partnerships Funding (PPF)

In addition to GSN funding, the District receives special funding which targets Ministry priorities. The grants are termed Priorities and Partnerships Fund (PPF) grants and the funding received must be used for the specified purpose. Amounts not spent are recovered by the Ministry or, if the funding agreements permit, are carried forward for use in the subsequent year. In recent years, the Ministry has announced the majority of PPF grants at the same time as the GSN; however, it is common practice to receive additional funding throughout the school year.

The District initially reports PPF grants as deferred revenue. Revenue from the grants is recognized in an amount equal to the associated expense.

In addition to the PPF grants that will be provided to respond to needs relating to the COVID-19 pandemic (as presented in Memo 2021:B08), the following is highlighted:

- The transfer of Specialist High Skills Major (SHSM) and After School Skills Development (ASSD) PPF grants to the GSN. The transfer provides more certainty that the funding will be available on a continuing basis and assists with long range planning;
- PPF allocations that have been confirmed or are planned. The memo provides a brief description of each key priority and the underlying objective; and
- Information on accountability measures including the adoption of the Transfer Payment Ontario (TPON) system which will be used to manage transfer payment agreements.

The following table shows the grants that have been confirmed or are anticipated to be available at the start of 2021-2022. The grants will be reflected in the 2021-2022 Staff-Recommended Budget.

	2021-22 Budget
	\$
General	
After School Skills Development (transferred to GSN)	-
Specialist High Skills Major (transferred to GSN)	-
Autism Additional Qualification Subsidy	50,000
Pilot to Improve School-Based Supports for Students with Autism	34,000
New Cricket Program	8,750
Math Strategy (Focusing on Fundamental Mathematics)	1,236,000
Math Strategy-Additional Qualification Subsidy for Math Courses	74,750
Human Rights and Equity Advisor	170,430
Graduation Coach Program: Indigenous Students	115,385
Graduation Coach Program: Pilot for Black Students	224,162
Mental Health and Well-Being	90,482
Parents Reaching Out	78,800
Demographic Data Gathering	70,000
Learning and Innovation Fund for Teachers	63,000
OSSTF Education Workers Apprenticeship	212,682
OSSTF Education Workers Professional Learning	157,764
Transportation Funding for Children and Youth in Care	381,878
subtotal General	2,968,083
COVID-Related	
Additional Staffing Support	4,991,418
Additional School Operations Support	536,683
Transportation	1,342,000
Special Education Supports	203,203
Mental Health Supports	267,530
Re-engaging Students and Reading Assessment Supports	342,652
subtotal COVID-Related	7,683,486
Total PPF Grants	10,651,569

Please direct any questions to Michael Carson, Chief Financial Officer at michael.carson@ocdsb.ca.

Attach

cc Senior Staff
 Manager of Board Services
 Manager of Financial Services
 Corporate Records

Attachment to Memo No. 21-060

Memo 21-060, 2021-2022 Grant Announcements

The following hyperlinks can be used to access the noted memo within this appendix.

[Memo 2021:B07 Planning for the 2021-22 School Year](#)

[Memo 2021:B08 2021–22 Grants for Student Needs Funding](#)

[Memo 2021:B09 Capital Funding for the 2021-22 School Year](#)

[Memo 2021:B10 2021-22 Priorities and Partnerships Funding \(PPF\)](#)

Ministry of Education

438 University Avenue, 5th Floor
Toronto ON M7A 2A5

Ministère de l'Éducation

438, avenue University, 5^e étage
Toronto (Ontario) M7A 2A5

2021 : B07

Date: May 4, 2021

Memorandum to: Chairs of District School Boards
Directors of Education
Secretary/Treasurers of School Authorities

From: Stephen Lecce
Minister of Education

Nancy Naylor
Deputy Minister

Subject: Planning for the 2021-22 School Year

Over the past two school years, the COVID-19 pandemic has had a significant impact on the delivery of education in Ontario. School boards, educators, students and their families have demonstrated resiliency and flexibility in responding to changes in their learning environments and we have come a long way in embracing new ways of teaching, learning and connecting. These efforts have helped schools remain healthy and safe places to learn and work and have supported the continuity of learning for students during this difficult time.

In the year ahead, we remain committed to the health, well-being and safety of students, educators, school staff and the broader community. We recognize that disruptions as a result of the pandemic have impacted student learning, well-being and engagement, with a disproportionate impact on under-served groups. We also acknowledge that the uncertainty of the public health landscape for the upcoming school year will present ongoing challenges for the education sector.

To respond to these challenges for the 2021-22 school year, the Ontario government will place renewed focus and supports on learning recovery and renewal, equity and student mental health and well-being, while continuing to implement strategies that protect the health and safety of students and staff and support flexibility in school board operations. To support

planning and implementation we are providing initial guidance for the next school year and will remain responsive to any changes that may be required due to the evolving public health environment.

Included in this memo are funding allocations, initial school board guidance and new initiatives to support the safe operation of schools in 2021-22. The Ministry of Education (the ministry) will continue to work closely with the Ministry of Health and the Chief Medical Officer of Health, and in Summer 2021 will confirm further details of the health and safety strategies required for the upcoming school year. This will include guidance on requirements such as masking, hand hygiene and screening, as well as the designation of school boards that will continue with an adapted secondary school delivery model in September.

Planning for the 2021-22 School Year

Continued COVID-19 Funding Supports

Since the start of the pandemic, the Ontario government has made over \$1.6 billion in resources available to support the safe reopening and operation of schools across Ontario, including \$763 million in funding through the federal Safe Return to Class Fund.

Although the evolving public health landscape is difficult to predict, we recognize that the next school year may require similar health and safety measures as those implemented this year. To support the continued safe operation of schools in 2021-22, the ministry will continue to provide temporary ongoing COVID-19 funding supports, with more than \$1.6 billion in resources available to school boards throughout the year. The ministry will continue to work with the Ministry of Health and the Chief Medical Officer of Health to determine when public health measures in schools can be eased or lifted.

Investments through Priorities and Partnerships Funding (PPF) totalling \$487.9 million, include:

- \$304.0 million to help support school boards in having staffing in place to navigate a safe school year. School boards may use this funding to support teachers, early childhood educators, educational assistants, custodians, school-based administrative support, principals and vice-principals to facilitate smaller cohorts, physical distancing, enhanced cleaning and the delivery of remote learning. Funding will be allocated to school boards reflecting a base funding amount of \$600,000 per district school board and \$150,000 per isolate school board, as well as projected total 2021-22 Average Daily Enrolment (ADE). This funding may be re-directed towards COVID-19 related special education, mental health and well-being related expenses;
- \$65.5 million for enhanced cleaning protocols and other health and safety measures in student transportation;
- \$49.0 million for special education, mental health and well-being and equity initiatives;
- \$29.4 million for increased costs related to school operations in recognition of the need to operate ventilation systems longer and replace filters more frequently. This funding

will be allocated to provide for a 2% increase to the non-staff school operations benchmark, in recognition of additional costs for non-staff operations related to COVID-19. A further 1.25% will be provided to support costs related to enhanced filtration;

- \$20.0 million for re-engaging students and reading assessment supports, further detailed below. Funding will be allocated to school boards reflecting a base funding amount of \$20,000 per school board as well as a per pupil allocation, and school authorities, the Provincial and Demonstration School Branch and the Centre Jules-Léger Consortium will each be allocated \$20,000;
- \$20.0 million in connectivity supports for remote learning technology (as part of a two-year remote learning technology investment totaling \$40.0 million), such as improvements to connectivity within school buildings (an application-based funding process will be communicated in the future); and

See Appendix A for more information and funding amounts by school board, as applicable, on items above. Any remaining elements may be communicated before the start of the school year.

As part of the accountability requirements for the aforementioned PPF COVID-19 investments, school boards will be required to report to the ministry, on a monthly basis, information on spending and staffing activities (to date and projected). More information on this requirement will be provided in the coming weeks.

The ministry will also provide the following COVID-19 supports through the Grants for Student Needs (GSN), subject to Lieutenant Governor in Council approval, totalling \$104.6 million:

- \$79.6 million in time-limited supports through the Language Grant, to help school boards continue to offer the same level of support to students requiring English as a Second Language/English Literacy Development (ESL/ELD) and the Programme d'appui aux nouveaux arrivants (PANA) programs;
- \$14.9 million in continued funding to support technology-related costs, to help replace some devices that may be out-of-date and the procurement of additional student devices; and
- \$10.1 million to support mental health to foster the continued learning and well-being of students. This may include employing mental health professionals, professional learning and training, release time for professional development, collaborating with community mental health providers, student engagement opportunities, and the collection, analysis and reporting of student mental health related information.

More information on the above GSN investments can be found in 2021:B08 2021–22 Grants for Student Needs Funding.

Finally, subject to Lieutenant Governor in Council approval, school boards will continue to be allowed to unlock their reserves by accessing up to two per cent of their operating budget from

their reserve funds to support the safe operation of schools. Where school boards access more than a total of two per cent of their operating allocation from their reserves for the safe operation of schools over the 2020-21 and 2021-22 school years, the ministry would provide funding to cover the excess use of reserves up to the equivalent of two per cent of their 2021-22 operating allocation. Through the combination of ministry funding and reserves access, it is anticipated that up to \$507.9 million will be available for this purpose, detailed in Appendix A. Additional information can be found in 2021:SB08 2021-22 Estimates (District School Boards).

At this time, school boards are expected to budget for approximately half of the above resources to support the first half of the school year, including access to one per cent from their reserves. This excludes resources related to the GSN investments of \$104.6 million as well as PPF investments to improve connectivity for remote learning technology of \$20 million, and for learning recovery and renewal of \$20 million, which are being allocated in their entirety. The ministry will confirm the use of the remaining resources, if needed for the second half of the year, in the Fall, pending vaccine distribution across the province and public health advice.

The ministry intends to provide school boards with a Transfer Payment Agreement for the total 2021-22 COVID-19 Priorities and Partnerships Fund investments reflecting the funding allocations above as well as the remaining resources, if applicable, in the Fall.

In addition to the funding noted above that will be reflected in the Transfer Payment Agreements and GSN allocations, additional investments for the following COVID-19 supports are being administered centrally.

As the safety of students and staff continues to be a key priority in the reopening of Ontario schools, the government will continue to provide required personal protective equipment (PPE) and critical supplies and equipment, e.g. cleaning supplies, through the Ministry of Government and Consumer Services and the pandemic stockpile. It is estimated that for the 2021-22 school year, these products will value up to \$450.0 million.

The government is also investing \$86.0 million to support school-focused nurses in public health units and testing in schools.

Remote Learning Offerings and Virtual Learning Resources

For 2021-22, school boards will continue to be required to offer remote learning options consistent with PPM 164. While we recognize that some school boards have begun the process of seeking parental decisions on whether students will be learning in-person or remotely in September, we ask that boards delay any deadlines for parents to respond until June 1, 2021 at the earliest.

The ministry provides all school boards access at no cost to Ontario's Virtual Learning Environment for use by educators and students, powered by D2L's Brightspace for use by educators and students. This provides a secure online Learning Management System to host and deliver online, remote and blended learning. School boards should ensure that all

educators and educational support staff have an account to access their board's Learning Management System.

[Policy/Program Memorandum: 164 Requirements for Remote Learning](#) outlines remote learning requirements for school boards, including requirements respecting access to remote learning devices by students and synchronous learning requirements for school boards.

New for the 2021-22 school year and in response to educators' requests for additional elementary digital learning content, TVO and TFO are currently developing English-language and French-language elementary digital learning course packs, aligned with curriculum expectations for each subject in Grades 1-8 and Kindergarten. These supplemental resources will become available through the Summer for educators should they wish to incorporate them for in-person or remote learning with the start of the next school year. They may also support students to continue their learning: for example, students could review content online at home to help with homework or to support learning retention through the summer months.

Ensuring Health and Safety

Cohorting and Timetabling for In-Class Instruction

As in 2020/21, school boards should plan to operate elementary schools full time in-person. Elementary students should continue to be cohorted with their classmates and their homeroom teacher. Specialized teachers, for classes such as French as a second language/English (in French-language school boards), the arts, and health and physical education, are still able to go into classrooms to provide the full breadth of programming for students. Students may be pulled into smaller groups for supports (e.g., ESL, ALF and PANA) with students from other cohorts based on local health advice.

In secondary schools, school boards are to adopt secondary timetabling methods that emphasize cohorting of students as much as possible and to limit the number of student-to-student contacts. School boards will be required to limit schedules to two in-person classes (such as quadmestering) with exceptions for schools where contacts can be limited by cohorting grades or if the overall size of the school is small, making contact tracing manageable. Boards that are considering an alternative to the quadmester approach should contact Yael Ginsler, Assistant Deputy Minister of the Student Achievement Division at yael.ginsler@ontario.ca.

The intention is to plan for full time in-person learning for secondary schools. However, school boards are also asked to have plans in place to pivot to other modes of delivery if necessary while still providing students with access to the full breadth of courses:

- Adapted timetables and a study hall where instruction is split between in-person instruction and remote to allow for tighter cohorting; and
- Full remote delivery.

Full guidance on 2021-22 health and safety measures will be communicated to school boards in Summer 2021. This will include guidance on requirements such as masking, hand hygiene, cohorting for clubs and other extracurriculars and screening, as well as the designation of school boards that would need to open with an adapted secondary school delivery model in September.

Supporting Student Success and Achievement

Learning Recovery and Renewal

We know educators across Ontario have implemented measures to help mitigate learning disruption as much as possible. These include maintaining high calibre in-person learning with key health and safety measures, providing remote learning when in-person learning could not take place, and expanding summer school programs for two consecutive years.

Ontario students, like in many jurisdictions around the world, have experienced disruption to learning. Some students may have gaps in learning, with some having disengaged. Learning disruption is not easy to measure and impacts students differently.

Ontario's learning recovery and renewal approach will include a focus on student mental health and well-being, early reading and math, re-engaging students, special education, targeted French language supports, and educator readiness including professional learning communities and opportunities to share effective practices. More information will be communicated to support these priorities.

Community Involvement Graduation Requirement

Typically, secondary school students are required to earn 40 hours of community involvement activities as part of the requirements for earning an Ontario Secondary School Diploma (OSSD).

In 2021-22, the required number of hours for community involvement activities will be reduced from 40 to a minimum of 20 hours for graduating students. This is consistent with changes made in the 2020-21 school year.

The community involvement graduation requirement of 40 hours will be restored in 2022-23 and students working towards their OSSD should be supported to meet these graduation requirements in time for their graduating year.

At the principal's discretion, the following activities will be deemed eligible for all secondary students for their community involvement activities in the 2021-22 school year:

- Activities that take place during the time allotted for the instructional program on a school day (e.g., walking a younger neighbour or sibling to and from school, helping younger siblings with their homework)
- Activities that include up to 10 hours of paid work, with the requirement to complete a reflection exercise indicating how their work contributed to service for others (e.g., grocery work during the pandemic)
- Activities that consist of duties normally performed in the home (e.g., students could help an elderly relative with errands, provide after-school care for a sibling)

School boards are permitted to develop their own electronic processes for collecting, recording and validating community involvement hours, including allowing electronic signatures that validate students' hours.

With respect to notations for the report card and the Ontario Student Transcript, schools are expected to follow the guidance provided in the 2020-21 school year.

Online Learning Graduation Requirement

As announced in November 2019, it is planned that, starting with the Grade 9 cohort for the 2020-21 school year, students will be required to earn two credits online as part of the graduation requirements of the Ontario Secondary School Diploma (OSSD). While online courses will be a mandatory graduation requirement, exemptions may be made for students on an individual basis.

Further information will be provided regarding the opt-out process as well as the extent to which credits earned during remote learning due to the COVID-19 pandemic can be counted toward the online learning graduation requirement.

To this end, secondary schools should continue to keep track of student enrolment in full-time and adapted model remote learning.

Ontario Secondary School Literacy Test (OSSLT)

Students graduating in the 2021-22 school year are exempted from the literacy graduation requirement. With respect to notations for the report card and the Ontario Student Transcript, schools are expected to follow the guidance provided in the 2020-21 school year.

The literacy graduation requirement will be restored for students graduating in the 2022-23 school year. Students in Grades 10 and 11 and non-graduating students, including those who are learning remotely, are required to work towards the literacy graduation requirement,

through participating in the OSSLT, adjudication or the Ontario Secondary School Literacy Course (OSSLC).

While Grades 10 and 11 and non-graduating students are encouraged to take the OSSLT, to provide maximum flexibility for students to acquire the literacy graduation requirement, particularly for students who may not be able to enter a school building, they can be enrolled in the OSSLC or be provided with an adjudication without having an unsuccessful attempt at the OSSLT.

EQAO will provide a Fall 2021 administration of the OSSLT in addition to a Spring 2022 administration.

EQAO Assessments

In 2020-21, EQAO assessments for Grades 3 and 6 were paused while EQAO aligned assessments with the new elementary math curriculum and transitioned to a new online adaptive platform. Field tests were provided for the new online Grade 9 math assessment and the online OSSLT.

In 2021-22, regular EQAO assessments will resume, with the following adaptations:

- All students in Grade 3 and 6 attending in-person learning will participate in the online EQAO math, reading, and writing assessments.
- All students enrolled in Grade 9 math attending learning in-person will write the Grade 9 math assessment. Results of this assessment may count towards up to 10% of the student's final mark.
- Where applicable, students will continue to receive individual reports.

For EQAO assessments, including the OSSLT, students who are learning remotely and wish to participate in the assessments can, at the discretion of the school board, attend in-person for the purpose of participating in the assessment so long as all applicable health and safety measures can be met.

Specialist High Skills Major (SHSM) OSSD

In the 2020-21 school year, the ministry provided guidance to school boards regarding a formalized substitution process for students to earn the SHSM/OSSD. The same substitution parameters will be extended to students graduating in the 2021-22 school year. Further information will be shared with SHSM Board Leads in future webinars.

Cooperative Education

The requirements for offering cooperative education courses, as outlined in the Cooperative Education curriculum, including the classroom and community placement components, remain

in effect. Cooperative education placements should be offered virtually, where feasible. In-person community placements can be arranged in alignment with the direction and recommendations of local health units, the direction of the local school board, and within the safety and curriculum requirements of the Cooperative Education curriculum.

For students who are enrolled in cooperative education courses, if the in-person or virtual community placement needs to be suspended after the student has already begun their placement component (and no alternative or virtual placement is possible), students can work with their co-op teacher to modify their co-op Learning Plans so that they can still work to achieve the curriculum expectations and earn their credit(s). Where feasible, these learners should be provided with opportunities to connect virtually with industry partners on career exploration activities and experiential learning opportunities.

The Ministry of Education's policy regarding WSIB coverage remains unchanged. Please note that PPM76a, *Workplace Safety and Insurance Coverage for Students in Work Education Programs*, applies to in-person and virtual placements, as do the requirements for ensuring health, safety and well-being outlined in the [Cooperative Education curriculum](#).

Assessment, Evaluation and Reporting

Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010, provides that thirty per cent of the final grade for secondary courses is based on a final evaluation administered at or towards the end of the course. This evaluation is based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content.

For 2021-22, school boards will continue to have flexibility to determine final evaluation for up to 30% of a student's final mark.

Boards may allow for electronic signatures to be used by school principals (or their delegate) on the Communication of Learning and report cards, in accordance with their own policies and advice from their legal counsel. School boards should determine the appropriate means for sending the report card to students and families, either in paper or electronic copy, giving consideration to issues such as privacy, security, and safety. Paper copies should be provided at the parent's request. Schools continue to be required to file a signed copy of all report cards in the student's Ontario Student Record.

Early Development Instrument

Information on children's developmental health and well-being prior to Grade 1 is collected throughout the province using the Early Development Instrument (EDI). The EDI is a questionnaire that teachers complete about the skills and abilities of each of their Year 2

(senior) kindergarten students. It measures developmental health and wellbeing across five domains:

- physical health and well-being
- social competence
- emotional maturity
- language and cognitive development
- communication skills and general knowledge

Since 2004, the EDI has been collected across the province in three-year cycles: over a three-year period for Cycle 1 (2004-06), Cycle 2 (2007-09), and Cycle 3 (2010-12), and in a single year, every three years, for Cycle 4 (2015) and Cycle 5 (2018).

In the previous school year, the sixth edition of the EDI was postponed. In 2021-22, the EDI will be implemented in the winter of 2022 in all Kindergarten classes across the province.

Free one-on-one online support

TVO's Mathify will continue to offer free, one-on-one online support provided by Ontario certified teachers, to help students improve their math skills, build math understanding and confidence with the help of a math tutor.

Eurêka! is a French-language free online learning support program provided by Centre franco where qualified and certified Ontario teachers offer their help to students in French-language schools with their schoolwork and improve their learning in all subject areas.

Providing Flexibility in School Board Operations

School Board Electronic Meetings

In 2020, the Ministry of Education brought forward amendments to [Ontario Regulation 463/97](#) (Electronic Meetings and Meeting Attendance) under the *Education Act* to most recently waive the requirement for school board trustees to attend meetings in person until November 30, 2021.

To continue to support the ongoing operation of school boards in the upcoming school year, the ministry will recommend regulatory amendments that, if approved, would extend the ability for trustees to continue meeting by entirely electronic means until November 14, 2022 (the end of the next trustee period).

School Year Calendars

[Regulation 304](#) (School Year Calendar, Professional Activity Days) under the *Education Act* sets out requirements for school year calendars, including deadlines for boards to submit their school year calendars to the ministry.

The ministry will recommend regulatory amendments to Regulation 304 that, if approved, would establish:

- March 1 as the annual submission deadline for all calendars (regular and modified)
- May 1 as the annual submission deadline for a regular calendar, if modified calendars are not approved by April 15
- August 15 as the annual submission deadline for general outlines of the Professional Activity (PA) day activities

These proposed changes would not impact the upcoming submission dates for the 2021-22 school year calendars, which have already been named by the Minister. They would apply to the submission of calendars in the spring of 2022 for the 2022-23 school year and for subsequent school years.

Amendments are also being proposed that, if approved, would expedite communication of calendar submission deadlines as required in an emergency.

Please note that the proposed regulatory amendments set out above for both school board electronic meetings and school year calendars are subject to approval by the Lieutenant Governor in Council and are subject to change. We will continue to keep you informed.

Professional Activity (PA) Days

Policy/Program Memorandum (PPM) No. 151: Professional Activity Days Devoted to Provincial Education Priorities will be revised and issued to school boards reflecting the ministry's directions on PA days for the 2021-22 school year. Topics for the three mandatory PA days will include:

- health and safety protocols, mental health and well-being
- learning recovery and intervention strategies
- mathematics, including the elementary math curriculum and Grade 9 de-streamed math course
- anti-racism, anti-discrimination training
- instructional approaches to online/remote learning
- anti-sex trafficking and anti-bullying, including cyber-bullying

The mandatory PA day topics can be integrated. Consideration to supporting students with special education needs, as well as anti-racism, anti-discrimination and inclusion of all students, should be integrated across all professional learning topics. Ontario Regulation 304 provides for

each school board to determine the timing of its PA days. This should be done with adherence to any provisions in local Collective Agreements.

To ensure readiness for the 2021-22 school year, the ministry encourages school boards to address the following topics prior to the start of student instruction:

- health and safety protocols, mental health and well-being; and
- learning recovery and intervention strategies.

The ministry will provide resources to support boards in the implementation of the PA days. Materials will be available in August through the Virtual Learning Environment and throughout the 2021-22 school year.

Engagement with First Nations and Indigenous Education Partners

First Nation, Métis and Inuit students have been significantly impacted by the COVID-19 pandemic. In order to improve access to equitable, culturally appropriate and safe education for all Indigenous students, we encourage school boards to engage with their local Indigenous education partners in planning discussions for the 2021-22 school year, including the implementation of the Grade 9 de-streamed math course, to ensure that First Nation, Métis and Inuit perspectives are incorporated.

We recognize that the past two school years have been challenging and we are grateful for the continued hard work of our partners to ensure a high-quality education for all students across the province. We look forward to sharing more details on health and safety requirements for 2021-22 later in the Summer.

Thank you for your ongoing partnership.

Sincerely,

Stephen Lecce
Minister

Nancy Naylor
Deputy Minister

- c: President, Association des conseils scolaires des écoles publiques de l'Ontario (ACÉPO)
Executive Director, Association des conseils scolaires des écoles publiques de l'Ontario (ACÉPO)
President, Association franco-ontarienne des conseils scolaires catholiques (AFOCSC)
Executive Director, Association franco-ontarienne des conseils scolaires catholiques (AFOCSC)
Executive Director, Association des gestionnaire de l'éducation franco-ontarienne (AGÉFO)
President, Ontario Catholic School Trustees' Association (OCSTA)

Executive Director, Ontario Catholic School Trustees' Association (OCSTA)
 President, Ontario Public School Boards' Association (OPSBA)
 Executive Director, Ontario Public School Boards' Association (OPSBA)
 Executive Director, Council of Ontario Directors of Education (CODE)
 President, Association des enseignantes et des enseignants franco-ontariens (AEFO)
 Executive Director and Secretary-Treasurer, Association des enseignantes et des enseignants franco-ontariens (AEFO)
 President, Ontario English Catholic Teachers' Association (OECTA)
 General Secretary, Ontario English Catholic Teachers' Association (OECTA)
 President, Elementary Teachers' Federation of Ontario (ETFO)
 General Secretary, Elementary Teachers' Federation of Ontario (ETFO)
 President, Ontario Secondary School Teachers' Federation (OSSTF)
 General Secretary, Ontario Secondary School Teachers' Federation (OSSTF)
 Chair, Ontario Council of Educational Workers (OCEW)
 Chair, Education Workers' Alliance of Ontario (EWAO)
 President of OSBCU, Canadian Union of Public Employees – Ontario (CUPE-ON)
 Co-ordinator, Canadian Union of Public Employees – Ontario (CUPE-ON)
 Executive Director, Association des directions et directions adjointes des écoles franco-ontariennes (ADFO)
 Executive Director, Catholic Principals' Council of Ontario (CPCO)
 Executive Director, Ontario Principals' Council (OPC)

Appendix A: Projected Funding Allocations for Applicable COVID-19 Supports

DSB or Isolate Board Number	DSB or Isolate Board Name	Additional Staffing Support (\$)	Additional School Operations Support (\$)	Projected Reserves Amount That Can Be Drawn Upon Up To 2% Of Their Operating Allocation (\$)	Transportation (\$)	Special Education Supports (\$)	Mental Health Supports (\$)	Re-engaging Students and Reading Assessment Supports (\$)
1	DSB Ontario North East	1,422,580	161,908	2,378,240	517,400	135,985	256,744	78,326
2	Algoma DSB	1,804,780	178,138	2,966,911	576,800	148,059	269,171	105,427
3	Rainbow DSB	2,231,298	208,436	3,817,409	883,900	161,533	283,038	135,669
4	Near North DSB	1,809,234	172,157	2,895,849	751,900	148,200	269,315	105,742
5.1	Keewatin-Patricia DSB	1,148,558	101,339	1,673,219	334,200	127,329	247,835	58,896
5.2	Rainy River DSB	860,137	51,128	866,676	202,200	118,218	238,458	38,445
6.1	Lakehead DSB	1,652,250	122,324	2,376,566	420,600	143,241	264,211	94,611
6.2	Superior-Greenstone DSB	758,748	62,121	717,510	104,200	115,015	235,161	31,256
7	Bluewater DSB	2,727,387	264,305	4,258,280	923,000	177,205	299,167	170,845
8	Avon Maitland DSB	2,486,473	256,236	3,854,403	801,500	169,594	291,334	153,763
9	Greater Essex County DSB	5,199,270	483,008	8,755,349	874,100	255,292	379,534	346,117
10	Lambton Kent DSB	3,333,239	321,547	5,336,787	857,200	196,344	318,865	213,804
11	Thames Valley DSB	11,183,958	1,146,633	19,563,063	3,122,200	444,350	574,112	770,470
12	Toronto DSB	31,499,030	3,721,149	60,746,276	3,950,600	1,086,108	1,234,608	2,210,937
13	Durham DSB	9,949,682	999,955	16,521,810	1,476,200	405,359	533,982	682,952
14	Kawartha Pine Ridge DSB	4,979,506	479,017	8,338,797	1,419,400	248,350	372,389	330,535
15	Trillium Lakelands DSB	2,598,878	267,472	4,141,855	967,100	173,145	294,989	161,733
16	York Region DSB	16,632,844	1,696,047	29,245,072	2,679,700	616,482	751,269	1,156,830
17	Simcoe County DSB	7,495,027	718,543	12,503,254	1,366,100	327,816	454,175	508,901
18	Upper Grand DSB	5,129,755	485,608	8,406,464	1,282,600	253,096	377,274	341,188
19	Peel DSB	20,492,512	2,033,872	36,377,501	3,021,300	738,410	876,757	1,430,505
20	Halton DSB	9,057,528	884,175	14,864,693	1,115,600	377,175	504,976	619,692
21	Hamilton-Wentworth DSB	7,095,159	673,025	12,137,493	1,051,000	315,184	441,174	480,548
22	DSB of Niagara	5,637,846	538,014	9,361,766	1,321,600	269,147	393,793	377,215
23	Grand Erie DSB	3,897,814	367,275	6,271,762	861,600	214,179	337,220	253,836
24	Waterloo Region DSB	8,922,865	863,236	14,700,194	1,159,900	372,921	500,598	610,144

DSB or Isolate Board Number	DSB or Isolate Board Name	Additional Staffing Support (\$)	Additional School Operations Support (\$)	Projected Reserves Amount That Can Be Drawn Upon Up To 2% Of Their Operating Allocation (\$)	Transportation (\$)	Special Education Supports (\$)	Mental Health Supports (\$)	Re-engaging Students and Reading Assessment Supports (\$)
25	Ottawa-Carleton DSB	9,982,835	1,073,366	18,063,570	2,684,000	406,406	535,060	685,303
26	Upper Canada DSB	3,888,155	438,959	7,074,677	2,033,000	213,874	336,906	253,151
27	Limestone DSB	3,101,025	313,965	5,134,243	1,037,400	189,008	311,315	197,339
28	Renfrew County DSB	1,751,537	172,559	2,602,335	560,500	146,377	267,439	101,651
29	Hastings and Prince Edward DSB	2,501,305	250,077	3,993,261	954,900	170,063	291,816	154,815
30.1	Northeastern Catholic DSB	883,609	42,093	819,949	208,300	118,959	239,221	40,110
30.2	Nipissing-Parry Sound Catholic DSB	942,550	51,728	931,215	228,100	120,821	241,137	44,289
31	Huron-Superior Catholic DSB	1,114,469	67,410	1,348,132	234,300	126,252	246,727	56,479
32	Sudbury Catholic DSB	1,397,821	93,118	1,814,889	395,700	135,203	255,939	76,571
33.1	Northwest Catholic DSB	759,538	20,789	499,351	87,500	115,040	235,187	31,312
33.2	Kenora Catholic DSB	754,895	16,799	493,680	72,200	114,893	235,036	30,983
34.1	Thunder Bay Catholic DSB	1,501,283	96,697	2,104,353	351,800	138,472	259,303	83,907
34.2	Superior North Catholic DSB	677,770	25,886	361,558	34,600	112,457	232,529	25,514
35	Bruce-Grey Catholic DSB	1,195,335	67,335	1,269,343	288,500	128,807	249,356	62,213
36	Huron Perth Catholic DSB	1,199,023	66,229	1,317,757	356,400	128,923	249,476	62,475
37	Windsor-Essex Catholic DSB	3,191,047	283,090	4,968,430	585,800	191,852	314,242	203,722
38	London District Catholic School Board	3,358,825	303,142	5,270,513	1,063,400	197,152	319,697	215,618
39	St. Clair Catholic DSB	1,731,020	125,966	2,252,219	455,600	145,729	266,772	100,196
40	Toronto Catholic DSB	11,987,735	1,221,920	22,195,225	2,063,900	469,741	600,245	827,463
41	Peterborough V N C Catholic DSB	2,526,713	211,308	3,711,079	764,300	170,865	292,642	156,616
42	York Catholic DSB	7,177,563	697,289	11,970,140	1,172,400	317,787	443,854	486,391
43	Dufferin-Peel Catholic DSB	10,405,774	1,034,393	18,090,185	1,322,500	419,767	548,811	715,292
44	Simcoe Muskoka Catholic DSB	3,467,546	311,761	5,347,941	826,700	200,587	323,231	223,327
45	Durham Catholic DSB	3,330,982	295,396	4,999,757	552,800	196,272	318,791	213,644
46	Halton Catholic DSB	5,396,529	503,317	8,248,000	592,200	261,524	385,948	360,104
47	Hamilton-Wentworth Catholic DSB	4,458,241	418,581	7,129,837	501,000	231,883	355,441	293,574
48	Wellington Catholic DSB	1,648,413	108,067	2,059,320	285,100	143,120	264,087	94,339
49	Waterloo Catholic DSB	3,825,953	344,326	5,787,582	472,100	211,909	334,884	248,741

DSB or Isolate Board Number	DSB or Isolate Board Name	Additional Staffing Support (\$)	Additional School Operations Support (\$)	Projected Reserves Amount That Can Be Drawn Upon Up To 2% Of Their Operating Allocation (\$)	Transportation (\$)	Special Education Supports (\$)	Mental Health Supports (\$)	Re-engaging Students and Reading Assessment Supports (\$)
50	Niagara Catholic DSB	3,186,533	275,261	4,905,045	677,100	191,709	314,095	203,402
51	Brant Haldimand Norfolk Catholic DSB	2,001,809	153,358	2,651,411	363,300	154,283	275,576	119,397
52	Catholic DSB of Eastern Ontario	2,322,524	192,184	3,762,369	1,203,500	164,415	286,004	142,138
53	Ottawa Catholic DSB	6,450,041	647,137	11,260,345	1,646,000	294,804	420,200	434,805
54	Renfrew County Catholic DSB	1,215,583	75,459	1,443,339	329,200	129,446	250,014	63,649
55	Algonquin and Lakeshore Catholic DSB	2,073,871	166,326	3,064,562	723,200	156,560	277,919	124,507
56	CSD du Nord-Est de l'Ontario	887,608	52,442	1,059,534	141,000	119,086	239,351	40,393
57	CSP du Grand Nord de l'Ontario	936,565	77,236	1,316,638	205,100	120,632	240,943	43,865
58	CS Viamonde	2,347,313	230,527	4,537,922	1,311,200	165,198	286,810	143,896
59	CÉP de l'Est de l'Ontario	2,782,077	266,663	5,257,178	1,007,000	178,932	300,945	174,723
60.1	CSD catholique des Grandes Rivières	1,301,479	124,091	2,187,699	432,800	132,160	252,807	69,739
60.2	CSD catholique Franco-Nord	940,033	63,604	1,135,734	241,900	120,742	241,055	44,111
61	CSD catholique du Nouvel-Ontario	1,419,488	119,952	2,351,835	434,500	135,888	256,644	78,107
62	CSD catholique des Aurores boréales	712,850	23,341	530,216	62,300	113,565	233,669	28,002
63	CS catholique Providence	1,843,703	161,917	3,109,187	648,800	149,289	270,436	108,186
64	CS catholique MonAvenir	2,803,207	264,136	5,483,110	1,803,400	179,600	301,632	176,221
65	CSD catholique de l'Est ontarien	1,928,927	197,732	3,358,991	729,600	151,981	273,207	114,229
66	CSD catholique du Centre-Est de l'Ontario	3,943,891	365,240	7,539,111	1,283,200	215,634	338,719	257,103
	DSB Total	303,261,355	29,368,836	507,889,967	65,470,000	16,135,404	25,015,270	19,880,000
15148	James Bay Lowlands Secondary School Board	173,860	13,567	Note 1	7,500	28,237	58,259	20,000
15199	Moose Factory Island District School Area Board	186,370	9,242	Note 1	7,500	28,722	58,758	20,000
15202	Moosonee District School Area Board	183,533	4,511	Note 1	7,500	28,612	58,645	20,000

DSB or Isolate Board Number	DSB or Isolate Board Name	Additional Staffing Support (\$)	Additional School Operations Support (\$)	Projected Reserves Amount That Can Be Drawn Upon Up To 2% Of Their Operating Allocation (\$)	Transportation (\$)	Special Education Supports (\$)	Mental Health Supports (\$)	Re-engaging Students and Reading Assessment Supports (\$)
79910	Penetanguishene Protestant Separate School Board	194,882	3,844	Note 1	7,500	29,024	59,068	20,000
	Centre Jules-Léger Consortium	N/A	N/A	N/A				20,000
	Provincial and Demonstration Schools	N/A	N/A	N/A				20,000
	Total	304,000,000	29,400,000	507,889,967	65,500,000	16,250,000	25,250,000	20,000,000

Note 1: Although not included in the table above, school authorities can also unlock their reserves by accessing up to two per cent of their operating budget from their reserve funds to support the safe operation of their school. Where they have accessed more than a total of two per cent of their operating allocation from their reserves for the safe operation of their school over the 2020-21 and 2021-22 school years, the ministry will provide funding to cover the excess use of reserves up to the equivalent of two per cent of their 2021-22 operating allocation. Note 2: Numbers may not add due to rounding.

Additional Information

2021-22 Transportation Health and Safety Funding

The ministry is providing a total of \$65.5 million to support enhanced COVID-19 health and safety measures in student transportation for the 2021-22 school year. This funding is intended to support enhanced cleaning protocols (e.g., additional labour, supplies), to assist in reducing the number of students on school buses to support physical distancing, and to address other pressures school boards may face in transporting students as a result of COVID-19.

The \$65.5 million in funding will be allocated to school boards proportional to school boards' 2021-22 Transportation Grant allocation. Isolate board school authorities will each receive an amount of \$7,500. See below for board-by-board allocations.

Eligible expenses for this funding include the following:

- Potential pressures/incremental costs associated with running routes at less than full capacity to allow for physical distancing. This may include additional bus routes or runs to allow for programmatic choices (i.e., at the secondary panel) to allow for appropriate cohorting.
- Additional staffing and/or overtime related to enhanced cleaning on school purpose vehicles.
- Equipment and auxiliary supplies that would support effective enhanced cleaning protocols not supplied by MGCS and purchased by student transportation service providers or school boards.
- Additional costs associated with specific cleaning and disinfection products or PPE for use on school purpose vehicles not supplied by MGCS.

Special Education, Mental Health and Well-being and Equity Funding

The ministry is providing a total of \$49 million for enhanced COVID-19 Special Education, Mental Health and Well-being and Equity supports. This funding includes \$6.45M to support equity initiatives, focused on supports for Black, Indigenous and racialized students, underserved students from low socio-economic communities and students with disabilities. Details on the specific program initiatives being supported will be communicated at a later date. Detailed information on Special Education Supports and Mental Health Supports is listed below.

Special Education Supports (\$16.25M)

To support students with special education needs, the ministry is providing school boards and isolate school authorities with a \$16.25 million investment in PPF funding for the 2021-22 school year. This one-time funding amount is available to school boards to support students with special education learning needs by providing additional staffing resources, additional learning resources such as assistive technology, interventions that can be used to address learning gaps, and/or professional assessments based on local needs.

Mental Health Supports (\$25.25M)

The purpose of this Student Mental Health 2021-22 PPF is to support school-based mental health in order to foster the continued learning and well-being of students during this school year as recovery begins from the COVID-19 pandemic.

School boards may use this funding for the following school-based mental health related purposes:

- employ mental health professionals to directly support students;
- provide professional learning and training for educators, school board employed school-based mental health professionals, and school and system leaders;
- collaborate with community mental health providers to ensure pathways to care for students requiring more intensive supports are available;
- student engagement opportunities regarding mental health; and/or
- the collection, analysis and reporting of student mental health related information.

If you require further information on the COVID-19 funding supports, please contact:

Subject	Contact	Email
Connectivity supports for remote learning technology	Jasun Fox	jasun.fox@ontario.ca
Re-engaging students and reading assessment supports	Dianne Oliphant	dianne.oliphant@ontario.ca
Personal protective equipment and critical supplies and equipment	Andrea Dutton	andrea.dutton@ontario.ca
Reserves & Reserves Funding	Med Ahmadoun	med.ahmadoun@ontario.ca
Staffing Supports other than Special Education & Student Mental Health / School Operations Enhancement Funding	Paul Duffy	paul.duffy@ontario.ca
Special Education / Student Mental Health	Claudine Munroe	claudine.munroe@ontario.ca
Student Transportation	Mehul Mehta	mehul.mehta@ontario.ca

Ministry of Education

Education Labour and Finance
Division

315 Front Street West
11th Floor
Toronto ON M7A 0B8

Ministère de l'Éducation

Division des relations de travail et du
financement en matière d'éducation

315, rue Front Ouest
11^e étage
Toronto (Ontario) M7A 0B8

2021:B08

Date: May 4, 2021

Memorandum To: Directors of Education
Senior Business Officials
Secretary/Treasurers of School Authorities

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

Subject: **2021–22 Grants for Student Needs Funding**

I am writing to provide you with information about the Ministry of Education's Grants for Student Needs (GSN) funding for 2021–22. This information is being provided in conjunction with the release of the 2021–22 school year allocations for the Priorities and Partnerships Funding (PPF) and the ministry's 2021–22 COVID-19 supports that provides for another year of resources totalling more than \$1.6 billion. At this time, school boards are expected to budget for approximately half of these resources where the remaining resources will be confirmed by the ministry in the Fall, if needed for the second half of the year. This continued support builds upon more than \$1.6 billion in resources made available in 2020–21 to support the safe reopening and operation of schools across Ontario. More information on the above PPF investments can be found in 2021:B07 and 2021:B10.

GSN funding for 2021–22 is projected to be \$25.6 billion, an increase of 2.2 per cent, while the average provincial per-pupil funding is projected to be \$12,686 in 2021–22, which is an increase of \$152 or 1.2 per cent from 2020–21¹.

This year's GSN includes updates to COVID-19 supports, changes to how online learning classes are funded, transfers from PPF, enhanced accountability measures, and ongoing investments to

¹ Excludes GSN stabilization funding for 2020–21.

reflect the third year of the labour agreements. This year's GSN also includes technical and other routine updates.

As noted in memorandum 2021: B04 *2021–22 School Year*, school boards should take a conservative approach in their planning for the 2021–22 school year given the uncertainty in enrolment.

A. COVID-19 SUPPORTS IN THE 2021-22 GSN

In 2020: B08 *2020–21 Grants for Student Needs Funding*, the ministry announced an investment of \$25 million to support extraordinary costs related to the COVID-19 outbreak in the 2020–21 school year. This was included in the more than \$1.6 billion in resources available in 2020–21. Starting in 2021–22, in recognition of the continuing need for additional funding for technology resources and mental health supports, the ministry is now planning for these allocations to be ongoing elements within the GSN.

Additionally, there will be other time-limited supports through the Language Grant in the GSN (outlined below) demonstrating the government's ongoing support for the health, safety and well-being of students and staff during the pandemic. For further details on COVID-19 resources for 2021–22 through both the GSN and PPF, please see the April 27, 2021: B07 memo from Minister Lecce and Deputy Minister Naylor, Planning for the 2021–22 School Year.

Technology Resources - Moving to the Pupil Foundation Grant (PFG) and Geographic Circumstances Grant (GCG)

The ministry will provide \$14.9 million in 2021–22 to support technology-related costs. This continued funding will help to replace some devices that may be out-of-date and support the procurement of additional student devices.

This funding is provided through a new Student Technological Devices per-pupil amount (\$7.11) for students in Kindergarten to Grade 12 in the PFG, with a Student Technological Devices Top-Up Allocation within the GCG to ensure every school board receives a minimum amount of \$50,000.

Mental Health Supports - Moving to the Mental Health and Well-Being Grant

The ministry will provide \$10.1 million in 2021–22 to support student mental health to foster the continued learning and well-being of students. This is in addition to \$49.0 million through PPF for special education, mental health and well-being and equity initiatives for temporary COVID-19 funding supports.

This funding is provided through a new Supporting Student Mental Health Allocation within the Mental Health and Well-Being Grant.

School boards may use this funding for the following student mental health related purposes:

- employ mental health professionals to directly support students
- provide professional learning and training for educators, school-based mental health professionals, and system leaders

- collaborate with community mental health providers to ensure pathways to care for students requiring more intensive supports are available
- student engagement opportunities regarding mental health
- the collection, analysis and reporting of student mental health related information

Funding will be provided to school boards through a per-board amount (\$100,858) and a per-pupil amount (\$1.34). School boards have the flexibility to utilize this funding to address local priorities both at the elementary and secondary panels to support student mental health.

Recent Immigrant Supplement

Due to the extraordinary and temporary decline in recent immigrant enrolment as a result of the COVID-19 pandemic and closed borders, \$79.6 million in time-limited mitigation funding is being provided to supplement the Recent Immigrant Component of the English as a Second Language/English Literacy Development (ESL/ELD) Allocation (for English-language school boards) and the Programme d'appui aux nouveaux arrivants (PANA) Allocation (for French-language school boards). This funding is expected to help school boards continue to offer the same level of support to students requiring ESL/ELD and PANA programs.

The Recent Immigrant Supplement will ensure school boards generate minimum funding based on total weighted enrolment for each of the four years that generated funding through the ESL/ELD Recent Immigrant Component and the PANA Allocation in their 2019–20 Financial Statements. School boards will generate top-up funding to get to this minimum if actual weighted enrolment falls below this level.

B. ONLINE LEARNING AND REMOTE LEARNING

Online Learning

The ministry is updating the funding methodology for online courses by adjusting benchmark funding for classroom teacher staffing through the Secondary Pupil Foundation Allocation and related grants based on a differentiated funded average class size for online and in-person learning.

In 2020–21, the Online Learning Adjustment Allocation was based on the number of credits offered in 2017–18, funded at an average class size of 30. To align the policy with the funding benchmarks, beginning this year the secondary benchmark will use a funded average credit load of 7.5 credits per pupil split between online learning (approximately 0.081) and in-person learning (approximately 7.419). The online learning credit load benchmark assumes approximately 8% of secondary students will take one course online in 2021–22. For planning purposes, school boards can anticipate the participation rate to be adjusted to approximately 16% in 2022–23 and 26% in 2023–24. These planning assumptions may be reviewed based on experience and policy objectives.

Under this new approach, the Online Learning Adjustment in the Cost Adjustment and Teacher Qualifications and Experience Grant has been eliminated.

Remote Learning

As noted in *2021:B04 2021–22 School Year*, school boards that are planning to deliver remote learning through virtual schools in 2021–22 should use the existing secondary class size average for staffing fully remote classes. Hybrid models should also apply in-person class size requirements.

C. KEEPING UP WITH COSTS

The ministry will provide a two per cent cost benchmark update to the non-staff portion of the School Operations Allocation benchmark to assist school boards in managing the increases in commodity prices (i.e. electricity, natural gas, facility insurance, and other costs).

D. PPF TRANSFERS TO GSN

To further support the ministry's efforts to streamline funding while also reducing administrative burden for transfer payment recipients, the following three PPF allocations will be transferred into the GSN:

Specialist High Skills Major (SHSM) \$23.6M

SHSM programs support Grade 11 and 12 students in gaining sector-specific skills, knowledge and training in the context of education and career/life planning activities that assist them in their planning and transition from secondary school to apprenticeship training, college, university, or the workplace.

This allocation will be transferred and consolidated within the existing SHSM Allocation of the Learning Opportunities Grant. The SHSM amounts will be set out in the *Grants for Student Needs – Legislative Grants for the 2021–2022 School Board Fiscal Year* regulation and adjusted in-year as necessary to reflect updated enrolment data.

After-School Skills Development (ASSD) Programs \$6.1M

ASSD Programs implemented by school boards provide students with autism spectrum disorder (ASD) and other students with special education needs who may benefit from the program with additional targeted skills development opportunities, outside of the instructional day, to better equip them for classroom success and to achieve other outcomes such as improved social and communication skills. This allocation will be transferred to, and enveloped within, the existing Behaviour Expertise Amount (BEA) Allocation of the Special Education Grant.

Integrated Services for Northern Children (ISNC) \$1.44M

The ISNC funding supports the coordinated assessment, consultation and treatment services on a multi-agency, multi-ministry basis to children and youth with physical, psychological and educational challenges in under-served rural and remote communities in Northern Ontario. This allocation will be transferred into the Northern Adjustment category, under the Measures of Variability component of the Differentiated Special Education Needs Amount within the Special Education Grant. ISNC funding will flow to the lead school board of each of the three regional Northern Adjustment cooperatives, to support regionally determined special education

priorities that are addressed through joint, innovative and cost-effective special education programs and services, including in under-served rural and remote communities.

E. ENHANCED ACCOUNTABILITY MEASURES

Indigenous Education and the Program Leadership Grant (PLG)

The Indigenous Education Grant (IEG) is being adjusted to include greater accountability measures and is being streamlined as follows:

- The Indigenous Languages Allocation and First Nations, Métis and Inuit Studies Allocation will be enveloped. School boards will be required to spend the allocations on each program and the use of any funding surplus beyond what is needed to run these courses is to be reported through the Board Action Plan (BAP). School boards are required to deliver these programs if a minimum of eight secondary pupils of the board enroll in the course.
- The Indigenous Education Lead position funding, previously funded through both the Per-pupil Amount (PPA) Allocation in the IEG and PLG, will now be fully funded through the PLG. Each school board will continue to generate 1.0 Supervisory Officer salary and benefits benchmark and will also generate 10.44 per cent in travel and professional development. The remaining PPA Allocation will be realigned within the IEG to become a component of the BAP Allocation, which will continue to be enveloped.
 - School boards continue to be required to spend at least half of the benchmark on the lead salary and benefits, and any remainder will be transferred to the BAP for current or future years' IEG spending.
 - As in previous years, the Indigenous Education Lead must be a full-time position and must be dedicated. Job splitting is not permitted, unless an exemption is requested by the school board in writing and approved by the Indigenous Education Office.

The ministry would also like to remind school boards that children and youth in care of children's aid societies (including First Nation's Caring Societies) may choose to attend a First Nation school, under the Reciprocal Education Approach (REA), subject to a First Nation school's admission policies. The REA requires that school boards provide funding support for students, who would ordinarily be eligible to be pupils of the board to attend a First Nation school when requirements and eligibility criteria are met.

Library Staffing

The ministry will be introducing additional requirements to enhance reporting for library staffing funding to get greater insight into how school boards are using the funding. School boards that are not fully utilizing this funding on library purposes will be asked for a multi-year plan highlighting their vision and next steps to address any underspending in this area.

F. PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR) MANDATORY REQUIREMENT

Starting in 2021–22, the ministry is requiring that a newly revised PLAR process be available for all eligible adult learners (mature students). The PLAR process provides recognition of adult learning towards the Ontario Secondary School Diploma, where relevant and appropriate, and helps to minimize duplication of learning required. This enables the student to more quickly earn a high school diploma, expediting their goal to gain employment, improve their employment situation, or participate in further education or training.

The ministry will provide additional details through the release of a revised Policy/Program Memorandum (PPM) 132: Prior Learning Assessment and Recognition (PLAR) for Mature Students in the spring of 2021.

G. PLANNING FOR THE FUTURE

Student Transportation

In 2020, the ministry launched a review of student transportation, which aims to achieve a more equitable, efficient, and needs-based student transportation system in Ontario. While the review is underway, the overall Student Transportation Grant will be maintained at the previous year's funding level, with adjustments for enrolment growth.

School Board Administration and Governance and Secondary Class Size Accountability Requirements

As noted in 2020:B08 *2020–21 Grants for Student Needs Funding*, the ministry is reviewing accountability requirements for compliance with the school board administration and governance enveloping provision and the secondary provisions of the Class Size Regulation (O. Reg. 132/12). The ministry aims to complete this review for the 2022–23 school year.

Starting in 2022–23, the class size compliance framework will be expanded to include the secondary provisions of Ontario Regulation 132/12 - *Class Size*.

H. ONGOING IMPLEMENTATION AND OTHER CHANGES

Labour Funding

The ministry will adjust salary benchmarks² by one per cent. The ministry will also provide benefits funding that vary by employee group, reflecting central agreements, which include up to one per cent increases for benefits' plan maintenance or improvements and additional inflationary increases. The Supports for Students Fund (SSF) will also continue, and all funds should be used consistent with the central agreement obligations.

Funding also continues to be available through the Teacher Job Protection Fund for classroom teachers, if needed, in relation to the changes to class sizes in 2019–20 and 2020–21.

² Does not include directors of education, senior administration staff, principals or vice-principals

Retirement Gratuities

This is the tenth year of a 12-year phase-out of the retirement gratuities resulting in a reduction in the benefits funding benchmarks. 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 supplemental 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 school boards in 2021–22. This recovery, which began in 2016–17, will be over the estimated average remaining service life of school board employees eligible for retirement gratuities as at August 31, 2012. The funding recovered from school boards will be to the extent that school boards received funding from the ministry and to the extent that school boards reported a one-time gain in the early payout of retirement gratuities in 2015–16.

School Operations Allocation - Supplementary Area Factor

This is the third year of the five-year phase-in of updates to the Supplementary Area Factor for base school facility operations, within the School Facility Operations and Renewal Grant, to reflect a secondary class size of 23.

Additional Educational Software Licensing

The per-pupil amount is being increased to \$0.84 and the minimum amount per school board is being increased to \$50,000 through the top-up allocation. These funds are being given directly to school boards, as the ministry's last term-limited licences for digital learning tools expire, to help support their own choice and purchase of licences. This funding is for digital tools that support learning in and outside of the classroom and is provided through a per-pupil component in the Pupil Foundation Grant, with a top-up allocation within the Geographic Circumstances Grant.

Central Employer Bargaining Agency Fees

The Central Employer Bargaining Agent Fees Allocation is being revised to better reflect the trustees' associations' cost structures since the introduction of the *School Boards Collective Bargaining Act, 2014* (SBCBA). The 2021–22 GSN reflects funding amounts per district school board which are based on the maximum annual revenue of their respective trustees' association. Starting in 2022–23, the district school boards funding amounts will be adjusted each year based on a number of factors, including changes to the GSN benchmarks and each trustees' association's total annual expenses.

As part of this revision, the Central Employer Bargaining Agency Fees – Supplemental (\$1.2 million) PPF is being transferred and consolidated within the existing Central Employer Bargaining Agency Fees Allocation within the GSN.

Parent Engagement Allocation - Moving to the School Foundation Grant (SFG)

The Parent Engagement Allocation is provided to support the parent engagement activities of a school board's Parent Involvement Committee and school councils. This committee and these school councils support the implementation of a wide range of policies, programs, strategies, and initiatives that involve parents. Moving the Parent Engagement Funding Allocation from

the School Board Administration and Governance Grant (SBAGG) to the SFG will better delineate funding for parent engagement based on local needs since the SFG provides school-based funding for in-school administration and leadership.

Capital Planning Capacity (CPC) Allocation – Moving to the School Facility Operations and Renewal Grant

The CPC program supports school boards in acquiring additional resources to undertake a range of capital planning-related activities. To better reflect the purpose of this allocation, the CPC Allocation is being moved from the SBAGG to the School Facility Operations and Renewal Grant, which addresses the costs of operating school facilities (heating, lighting, maintaining, and cleaning) as well as the costs of repairing and renovating schools.

Asset Management Software Allocation

School boards are provided with this funding to offset the cost of licensing and related fees associated with approved software that supports the implementation of effective renewal programs and tracks school condition over time. An update on this funding will be provided at a later point in time, pending completion of procurement. As such, amounts are not yet allocated on a board-by-board basis.

Non-Instructional Spaces Amount - Moving to the School Facility Operations and Renewal Grant

Funding for the Non-Instructional Spaces Amount is being moved from the SBAGG into the School Operations Allocation of the School Facility Operations and Renewal Grant. This funding is provided to support the operating costs of non-instructional spaces such as teacherages in isolate board school authorities that were merged with and continued as district school boards in 2009. As of the 2021–22 school year, three district school boards continue to maintain such non-instructional spaces as part of their facility inventory which they acquired when they merged with isolate board school authorities. The allocations provided to the three district school boards will be set out in the *Grants for Student Needs – Legislative Grants for the 2021–2022 School Board Fiscal Year* regulation.

Calculation of In-Year Deficit for Balanced Budget Compliance

To reduce school board and ministry administrative burden and simplify the calculation of in-year deficit for different purposes, O. Reg. 488/10 *Determination of Boards' Surpluses and Deficits* will be amended to exempt the following three adjustments from the calculation of in-year deficit for balanced budget compliance purposes:

- The amortization of accumulated surplus set aside to offset the amortization of unfunded employee future benefits
- The amortization of accumulated surplus set aside to offset the amortization expense of committed capital spending funded by school boards' accumulated surplus
- The amortization of accumulated surplus set aside to offset the difference between sinking fund interest earned and the amortization expense of the assets supported by the sinking fund debentures

As a result of the change above, a corresponding change is being made to O. Reg 280/19 *Calculation of Maximum In-Year Deficit* where these three adjustments will no longer be exempted from the calculation of the adjusted in-year deficit.

I. CAPITAL

Details of capital funding programs are provided in a separate memorandum, 2021:B09.

School Renewal

The ministry is committed to supporting healthy and safe learning environments. For the upcoming school year, the ministry will continue to invest approximately \$1.4 billion to maintain and improve the condition of schools. This investment is in addition to almost \$700 million in combined federal-provincial funding provided under the COVID-19 Resilience Infrastructure Stream of the Investing in Canada Infrastructure Program.

J. ISOLATE BOARD SCHOOL AUTHORITIES

As in previous years, funding for isolate board school authorities will be adjusted, as appropriate, to reflect changes in funding to district school boards. As such, funding for isolate board school authorities may include adjustments to some of the items presented in this memorandum. The ministry will provide further information to isolate board school authorities concerning their 2021–22 funding, through an updated Addendum to 2021–22 Technical Paper for Isolate Board School Authorities in the near future.

K. REPORTING

Dates for Submission of Financial Reports

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

Date	Description
June 30, 2021	School Board Estimates for 2021–22
November 15, 2021	School Board Financial Statements for 2020–21
November 19, 2021	School Board Enrolment Projections for 2022–23 to 2025–26
December 15, 2021	School Board Revised Estimates for 2021–22
May 13, 2022	School Board Financial Report for September 1, 2021 to March 31, 2022

Rural and Northern Education Funding (RNEF) – Schools List

By June 30, 2021, school boards must submit to the ministry the list of all the additional schools, approved by board of trustees' motion, to be eligible to spend the RNEF Allocation on these specific schools. Please submit these motions along with the list of these additional schools to EDULABFINANCE@ontario.ca including the school name, School Facilities Inventory System (SFIS) number, Campus ID, Board School Identification number (BSID) and panel (elementary/secondary). **Please include "RNEF" in the subject line of your email.**

L. INFORMATION RESOURCES

If you require further information, please contact:

Subject	Contact	Email
Additional Educational Software Licensing	Jennifer Chan	jennifer.Chan3@ontario.ca
Benefits Trusts Funding, Central Employer Bargaining Agency Fees Allocation, and Retirement Gratuities	Romina Di Pasquale	romina.dipasquale@ontario.ca
Capital Priorities and Project Accountability	Paul Bloye	paul.bloye@ontario.ca
Financial Accountability and Reporting Requirements	Med Ahmadoun	med.ahmadoun@ontario.ca
Indigenous Education	Taunya Paquette	taunya.paquette@ontario.ca
Operating Funding	Paul Duffy	paul.duffy@ontario.ca
Prior Learning Assessment and Recognition & Specialist High Skills Major	Dianne Oliphant	dianne.oliphant@ontario.ca
School Renewal	Andrea Dutton	andrea.dutton@ontario.ca
Special Education / Student Mental Health	Claudine Munroe	claudine.munroe@ontario.ca
Student Transportation	Mehul Mehta	mehul.mehta@ontario.ca

General questions regarding the 2021–22 GSN release can be emailed to:

EDULABFINANCE@ontario.ca

M. OTHER GSN MATERIALS

For further information, please see the 2021–22 Education Funding Technical Paper and GSN Projections for the 2021–22 School Year, which are available on the [Education Funding webpage](#).

N. 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* or other legislation as required. 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.

In closing, the ministry would like to acknowledge the ongoing work of school board teams to support students, families and the broader community during this challenging time. The ministry looks forward to working closely with you to facilitate the next school year.

Sincerely,

Original signed by

Andrew Davis
Assistant Deputy Minister
Education Labour and Finance Division

Ministry of Education

Capital and Business Support
Division

315 Front Street West
15th Floor
Toronto ON M7A 0B8

Ministère de l'Éducation

Division du soutien aux
immobilisations et aux affaires

315, rue Front Ouest
15^e étage
Toronto (Ontario) M7A 0B8

**2021: B09**

Date: May 4, 2021

Memorandum to: Directors of Education
Senior Business Officials
Secretary/Treasurers of School Authorities

From: Didem Proulx
Assistant Deputy Minister of Education
Capital and Business Support Division

Subject Capital Funding for the 2021-22 School Year

As a follow up to memorandum 2021:B08, this memo provides details related to 2021-22 school year capital funding and application-based programs and policies:

1. Funding for School Renewal
2. School Operations Allocation
3. Capital Planning Capacity
4. Lease or Sale of Site/Property
5. Site Acquisition
6. Temporary Accommodation Allocation
7. Capital Priorities
8. Early Years Capital Program
9. Capital Accountability
10. Major Capital Project Progress Report
11. Signage
12. Communications Protocol

1. Funding for School Renewal

The ministry is committed to supporting healthy and safe learning environments for our students and staff. Over the previous school year, annual funding for school renewal has supported HVAC improvements, roof repairs and renewal of building electrical and plumbing systems.

For the 2021-22 school year, the ministry will be investing approximately \$1.4 billion through the following two programs.

- School Condition Improvement at \$940 million; and
- School Renewal Allocation projected to be approximately \$373 million.

This investment is in addition to almost \$700 million in combined federal-provincial funding provided under the COVID-19 Resilience Infrastructure Stream of the Investing in Canada Infrastructure Program.

School Condition Improvement (SCI)

School Condition Improvement is a capital renewal program that allows school boards to revitalize and renew aged building components that have exceeded or will exceed their useful life cycle. Items eligible for SCI funding are identified through the ministry's School Facility Condition Assessment Program.

For the 2021-22 school year, the ministry will allocate \$940 million to school boards through this program. As in prior years, 2021-22 SCI funding has been allocated in proportion to a school board's total assessed five-year renewal needs (relative to the provincial total) and reflects assessment results from 2019. Only school facilities (school board owned or capital lease) that were open and operating in the 2020-21 school year are considered for funding.

The ministry would like to remind school boards of the appropriate use of SCI funds. School boards are required to direct 70 per cent of their SCI funds to address major building components (e.g., foundations, roofs, windows) and systems (e.g., plumbing and heating, ventilation and air conditioning). The remaining 30 per cent of SCI funding can continue to address the above listed building components or, alternatively, building interiors and surrounding site components (e.g., utilities, parking and pavements).

Unspent funds in any given school year will be carried forward to the next school year and continue to follow the "70/30" rule. School boards are also reminded that all SCI-funded expenditures must be depreciable in nature and must be reported in VFA.facility. Payments will be made twice a year based on reported expenditures.

Please see Appendix A for individual school board SCI allocations.

School Renewal Allocation (SRA)

The School Renewal Allocation is a multi-faceted program that allows school boards to revitalize and renew aged building systems and components. This includes roof replacement and replacing of aged HVAC systems. The program also allows school boards to undertake capital improvements (e.g., install new building automation systems and air-conditioning systems, address program-related needs and invest in accessibility-related enhancements such as ramps, elevators, electronic door opening systems). In addition, SRA also allows school boards to address maintenance requirements such as painting, roof patching and pavement/parking repairs.

While school boards are provided the above flexibility under SRA, the ministry encourages school boards to prioritize SRA expenditures to address facility condition, health and safety, and general code requirements (including accessibility).

For the 2021-22 school year, the ministry is projecting the funding allocation to be \$373 million.

Please see Appendix A for individual school board SRA allocations.

Renewal Expenditures on Leased Properties

For additions, alterations or improvements to a school building acquired under a lease, school boards are required to seek minister's approval.

Note that school boards:

- Are required to advise the Minister of the sale, disposition or lease, where the lease exceeds a year, of any of its schools; and
- Require the approval of the Minister to enter into an agreement with a university, college of a university, or the board of governors of a polytechnical institute or of a college of applied arts and technology, in respect of the provision, maintenance and use of educational or recreational facilities on the property of either of the parties to the agreement.

Renewal Accountability

The ministry expects that school boards will spend their renewal funds on schools that need to remain open and operating. For schools that are scheduled to be closed or are under consideration for closure, renewal funds should only be used to address renewal needs that could compromise the continuing operation of these schools in the short term (including any health and safety considerations). Renewal funds cannot be spent on administrative or operations buildings, on a community hub or to increase the gross floor area of a school facility.

Please see Appendix B for summary guidelines of eligible expenditures under the SCI and SRA programs.

Note: The use of renewal funds is subject to audit. All capital expenditures must be reported in VFA.facility. The ministry may follow up on reported expenditures. Failure to provide details when requested will result in either claw back or the ministry withholding funds.

2. School Operations Allocation

The School Operations Allocation allows school boards to address the cost of operating school facilities (e.g., heating, lighting, maintaining, cleaning). For the 2021-22 school year, funding under this allocation is projected to be approximately \$2.2 billion.

Updates for the 2021-22 school year include:

- A two per cent increase to the non-staff portion of the School Operations Allocation benchmark, to help school boards manage increases in commodity prices (electricity, natural gas, facility insurance, and other costs).

- The ministry will continue the third year of the 5-year phase-in of the Supplementary Area Factors (SAF), for both elementary and secondary, started in the 2019-20 school year (20 per cent per year).
 - Revisions to the board-specific elementary and secondary Supplementary Area Factors (SAFs) align with proposed changes of secondary class loadings of 23.
 - Changes only apply to base school operations.

See Appendix C for SAFs based on the proposed changes to secondary class size.

3. Capital Planning Capacity (CPC)

The CPC program is intended to:

- Help school boards develop capital plans to effectively manage their schools;
- Identify and develop potential facility partnership opportunities in underutilized schools that have been deemed by the board as being viable to support such arrangements; and
- Provide support to hire third-party mediation services to facilitate municipal/board planning discussions and to support cooperative planning.

For the 2021-22 school year, school board funding levels under the CPC program will be maintained from the previous year.

See Appendix D to review your funding under this program.

4. Lease or Sale of Site/Property

Please note that the following is for your information and does not constitute legal advice. For advice on how the law applies to your situation, you may wish to seek legal advice.

Boards are reminded that the *Education Act* provides opportunities for school boards to lease, sell, or otherwise dispose of real property. Ministerial approval may be required in certain instances.

Under section 194 (3) (a) of the *Education Act*, if a board proposes to lease, sell or otherwise dispose of property that is surplus to the board's requirements, a school board is required to follow Ontario Regulation 444/98 - Disposition of Surplus Real Property and Acquisition of Real Property (O. Reg. 444/98).

Under section 194 (3) (b) of the *Education Act* a school board is required to seek ministerial approval if it proposes to lease, sell or otherwise dispose of any of its property as part of a plan to provide accommodation for pupils on all or part of its property that is the subject of its proposal.

The provisions above are not intended to be exhaustive. When leasing or selling property, school boards are expected to seek their own legal advice to assess applicability of the *Education Act* and accompanying regulations.

5. Site Acquisition

School boards are reminded that they are now required to provide the ministry with advance notification of all site acquisitions, expropriations and leases, and that the Minister has the authority to deny the transaction. This requirement applies to all site acquisitions, whether funded through ministry provided funding, Education Development Charge revenues, or otherwise. School boards are to complete and submit the Site Acquisition Notification form to their Capital Analyst. The Minister's 60-day window to respond to a school board's site acquisition notification will begin with the ministry's receipt of a satisfactorily completed Site Acquisition Notification form with other supporting documents. For those school board requests that accompany the Site Acquisition Notification, such as a request for funding or an exemption to apply Proceeds of Disposition to the acquisition, the ministry review period may be longer than the required 60-day period and as such it is recommended that school boards take this into account when submitting these types of requests.

For the 2021-22 school year, the ministry will continue to provide funding support to school boards for the acquisition of land for ministry approved capital projects. School boards may request this funding support from the ministry at any time during the year through the completion and submission of the Site Acquisition Notification form to their Capital Analyst.

The ministry is also requesting that school boards engage with local municipal governments before purchasing land and before finalizing any plans about future school investments.

6. Temporary Accommodation Allocation

For 2021-22, the ministry will continue to fund \$40 million for Temporary Accommodation (TA) Allocation in proportion to school boards' historical share of temporary accommodation activity. This funding may be used for portable moves, leases and purchases, as well as for lease costs for permanent instructional space.

To ensure fair and accurate temporary accommodation funding in future years, it is recommended that school boards reflect any changes to their portable inventory in the School Facilities Inventory System before October 31 of each year.

See Appendix E to review your funding under this program.

As a reminder, a board can also use its School Renewal Allocation to support the repair/retrofit and replacement of existing portables due to condition. Boards are encouraged to use their Temporary Accommodation allocation prior to directing Renewal allocation funds towards existing portable costs. Renewal funding cannot be used for net new portables that would increase the board's inventory.

7. Capital Priorities Program

As part of the government's 10-year commitment to education infrastructure, the Capital Priorities Program provides funding for capital projects for new or expanded schools to address local accommodation pressures, replace schools in poor condition, consolidate underutilized schools, address the needs of under-served French-language rights holders, and create new or renovated licensed child care spaces in schools as part of the larger school capital project.

As outlined in Memorandum 2021: B05– Launch of 2021-22 Capital Priorities Program including Child Care Capital Funding, the Ministry of Education invited school boards to submit requests for funding consideration through the 2021-22 Capital Priorities program to address their highest priority capital needs. Requests are to be submitted through the SFIS system by May 21, 2021.

8. Early Years Capital Program

The Early Years Capital Program (EYCP) serves as the primary means for capital funding requests associated with school-based child care centre capital projects not associated with a larger school capital project which address school boards' and municipalities' child care capital needs.

As outlined in Memorandum 2020: B25 - Request for EYCP Funding, the Ministry of Education invited school boards and Consolidated Municipal Service Managers / District Social Services Administration Boards (CMSMs/DSSABs) to submit requests for funding to support capital costs associated with child care centre additions and/or renovation projects which are not associated with a larger school construction project. The ministry anticipates making announcements of approved EYCP projects in the near future.

9. Capital Accountability

The funding approved for major capital construction projects through the Capital Priorities and Child Care Capital programs represents a significant investment in school infrastructure by the Government of Ontario. School boards are responsible and will be held accountable for measures to ensure that the cost and scope of any approved projects are within the approved funding amounts.

As a reminder, school boards must receive ministry approval if the total cost of a capital project exceeds the funding source amounts approved by the ministry. School boards are expected to ensure adequate controls are in place in managing project budgets. Furthermore, school boards are reminded that they are to seek a revised Approval to Proceed if they anticipate project costs to exceed their project's existing Approval to Proceed with the school board identifying additional funding sources to support the excess costs.

Excess costs incurred prior to receiving ministry approval may remain the responsibility of the school board and may impact future Capital Priorities project approvals for school boards. School boards are reminded to adhere to accountability rules regarding the use of renewal funds (see Appendix B for guidance).

If your school board chooses to amend the project scope of an approved major capital construction project, you are required to inform your Capital Analyst prior to engaging your architect regarding the new proposed scope to confirm whether a revised Minister's approval is required. School boards may not proceed with project designs for scope amended projects without ministry approval.

If your amended project requires additional ministry funding, the school board may be required to forfeit its project approval and re-submit a revised Capital Priorities business case with the alternative project scope.

In addition, any changes to the approved child care capital component of the project will require the approval of your Consolidated Municipal Service Manager or District Social Services Administration Board (CMSM or DSSAB) and you will be required to re-submit a revised Joint Submission – Capital Funding for Child Care form.

Lean Review of the Capital Approval Process

We appreciate the efforts in completing capital projects and want to ensure efficient ministry processes are in place to assist with their successful, timely completion while continuing to address sound accountability measures. As a result, the ministry has undertaken a Lean Review of the Capital Approval Process, including approvals for space templates and Approval to Proceed requests, for both school and child care projects. The review was led by the Lean Delivery Team within the Ontario Public Service and included feedback from school boards.

As a result of the review, the ministry has made a number of internal improvements with more changes to be implemented over the coming months which will be focused on the following areas:

- Create multiple streams:
 - Simple, low-risk files are routed into a fast-track process and approved at lower levels than complex, high-risk files.
 - Establishment of services delivery times for each stream based on complexity and number of approvals required.
- Clear expectations regarding submission quality & completeness.
- Early facilitated engagement sessions: Engaging school board staff prior to submission to create higher-quality submissions that will support complete submission requirements, minimizing the need for numerous follow-up questions and delays.
- Concurrent, not sequential reviews: Restructuring the review process to achieve efficiency through concurrent review of school board requests for applicable approvals, rather than sequential approvals.
- Improving tracking, visibility and accountability on status of school board requests.

Over the next couple of months, we will continue to work closely with school board officials on effectively implementing these changes that will support the delivery of capital projects. This includes providing updates on the progress of implementing these changes through the various committees.

10. Major Capital Project Progress Report

Building on the major capital projects information collection in the Fall 2020, it is essential for the ministry to have an in-depth understanding of the status of the projects, the time to completion and the resulting multi-year funding requirements. This information serves as the base for the government's multi-year plan and is critical in minimizing reprofiling requirements that adversely impact allocation available in the future years.

The ministry plans to utilize the existing regular reporting periods to collect the information twice a year at the March Report and the Financial Statements. The objective is to minimize ad hoc requests, have a better understanding of on-the-ground activity (including planning), support provincial multi-year planning requirements for the annual budget and enhance general policy and program development.

11. Signage

As indicated in Memorandum 2020: SB28 – Ontario Builds Signage for Capital Projects, for Capital Priorities and Early Years Capital and Child Care Capital projects, school boards are required to display Ontario Builds signage at the site of construction that identifies the financial support of the Government of Ontario.

For 2019-20 & 2020-21 Capital Priorities projects where sites are owned by school boards, signage is required to be installed on site by April 30, 2021. As a reminder, school boards are to submit digital proofs of signage to the ministry for approval prior to printing of signs. If you have not done so already, we are requesting that you submit the proofs as soon as possible to ensure sufficient time to meet the April 30, 2021 deadline.

For 2019-20 & 2020-21 Capital Priorities projects where sites are not currently owned by school boards, signage is required to be installed within 60 days of the date of site acquisition.

For projects approved prior to 2019-20, these projects are not required to have Ontario Builds signage, however, if a school board would like to post a sign for projects that are currently in the planning or construction phase, they are welcome to do so.

For all projects that currently have a BuildON sign, please remove the BuildON sign. If the work is still ongoing, and is anticipated to take longer than 6 months, please consider replacing the BuildON sign with a new Ontario Builds sign.

12. Communications Protocol

School boards are reminded to follow the ministry's updated communications protocol requirements for all ministry-funded major capital construction projects as outlined in Appendix F.

Should you have any questions related to the communication requirements, please contact the ministry's Communications Branch: MinistryofEducation@ontario.ca.

Key Contacts

Thank you for your ongoing cooperation. If you have any questions or require additional information, please contact:

Contact	Subject Area
Andrea Dutton, Director Capital Policy Branch (416) 500-8402 Andrea.Dutton@ontario.ca	Funding for School Renewal School Operations Allocation Capital Planning Capacity Program Child Care Capital Funding
Paul Bloye, Director Capital Programs Branch (416) 325-8589 Paul.Bloye@ontario.ca	Capital Priorities Funding Land Priorities Funding Temporary Accommodation Allocation Capital Accountability

Original Signed by

Didem Proulx
Assistant Deputy Minister
Capital and Business Support Division

c: School Board Facilities Managers

Appendix A: 2021–22 SCI and SRA Funding

Board ID	Board Name	SCI (\$)	SRA (projected) (\$)
1	District School Board Ontario North East	12,182,191	\$3,141,747
2	Algoma District School Board	10,937,434	\$3,283,099
3	Rainbow District School Board	11,321,682	\$3,247,027
4	Near North District School Board	3,705,655	\$2,705,743
5A	Keewatin-Patricia District School Board	6,987,019	\$1,970,097
5B	Rainy River District School Board	2,722,107	\$1,193,326
6A	Lakehead District School Board	7,170,418	\$2,336,444
6B	Superior-Greenstone District School Board	4,277,973	\$1,366,115
7	Bluewater District School Board	6,926,790	\$3,539,488
8	Avon Maitland District School Board	10,597,429	\$3,636,331
9	Greater Essex County District School Board	22,395,965	\$6,330,792
10	Lambton Kent District School Board	15,517,131	\$4,554,172
11	Thames Valley District School Board	45,944,588	\$13,898,298
12	Toronto District School Board	226,841,604	\$47,853,082
13	Durham District School Board	16,539,673	\$10,864,481
14	Kawartha Pine Ridge District School Board	11,957,271	\$6,478,762
15	Trillium Lakelands District School Board	9,440,279	\$3,432,235
16	York Region District School Board	21,811,395	\$17,752,816
17	Simcoe County District School Board	10,580,028	\$8,615,588
18	Upper Grand District School Board	8,950,428	\$6,241,332
19	Peel District School Board	41,026,324	\$21,577,074
20	Halton District School Board	17,206,018	\$10,436,962
21	Hamilton-Wentworth District School Board	17,315,245	\$8,647,720
22	District School Board of Niagara	16,349,605	\$7,830,780
23	Grand Erie District School Board	14,646,333	\$5,685,564
24	Waterloo Region District School Board	26,105,875	\$10,332,175
25	Ottawa-Carleton District School Board	39,610,054	\$14,877,393
26	Upper Canada District School Board	16,440,226	\$7,158,516
27	Limestone District School Board	16,366,511	\$4,507,978
28	Renfrew County District School Board	5,854,045	\$2,854,083
29	Hastings and Prince Edward District School Board	9,035,810	\$3,772,597
30A	Northeastern Catholic District School Board	2,595,954	\$1,043,131
30B	Nipissing-Parry Sound Catholic District School Board	1,498,599	\$891,226
31	Huron-Superior Catholic District School Board	2,343,963	\$1,209,603
32	Sudbury Catholic District School Board	4,937,356	\$1,400,005
33A	Northwest Catholic District School Board	269,810	\$701,542
33B	Kenora Catholic District School Board	1,381,953	\$559,967
34A	Thunder Bay Catholic District School Board	4,258,511	\$1,623,236
34B	Superior North Catholic District School Board	1,623,882	\$744,665
35	Bruce-Grey Catholic District School Board	1,201,751	\$1,013,939
36	Huron Perth Catholic District School Board	2,332,822	\$876,869
37	Windsor-Essex Catholic District School Board	9,267,229	\$3,493,433
38	London District Catholic School Board	4,987,722	\$3,757,615
39	St. Clair Catholic District School Board	3,451,587	\$1,556,936
40	Toronto Catholic District School Board	43,913,976	\$17,173,994
41	Peterborough Victoria Northumberland and Clarington Catholic District School Board	3,603,704	\$2,295,577
42	York Catholic District School Board	10,541,766	\$6,954,131

Board ID	Board Name	SCI (\$)	SRA (projected) (\$)
43	Dufferin-Peel Catholic District School Board	18,425,680	\$10,386,164
44	Simcoe Muskoka Catholic District School Board	3,621,190	\$3,163,209
45	Durham Catholic District School Board	4,859,913	\$3,088,259
46	Halton Catholic District School Board	4,344,921	\$4,972,226
47	Hamilton-Wentworth Catholic District School Board	6,738,601	\$4,801,552
48	Wellington Catholic District School Board	892,695	\$1,245,640
49	Waterloo Catholic District School Board	6,001,219	\$4,030,931
50	Niagara Catholic District School Board	11,912,710	\$3,751,054
51	Brant Haldimand Norfolk Catholic District School Board	2,193,544	\$1,796,335
52	Catholic District School Board of Eastern Ontario	3,716,117	\$2,146,002
53	Ottawa Catholic School Board	15,739,240	\$7,743,474
54	Renfrew County Catholic District School Board	4,202,014	\$1,102,915
55	Algonquin and Lakeshore Catholic District School Board	6,439,637	\$2,257,012
56	Conseil scolaire de district du Nord-Est de l'Ontario	718,303	\$902,640
57	Conseil scolaire public du Grand Nord de l'Ontario	4,026,687	\$1,251,953
58	Conseil scolaire Viamonde	8,892,824	\$2,924,784
59	Conseil des écoles publiques de l'Est de l'Ontario	4,338,493	\$2,934,178
60A	Conseil scolaire de district catholique des Grandes Rivières	12,679,686	\$3,096,321
60B	Conseil scolaire de district catholique Franco-Nord	3,193,500	\$1,045,288
61	Conseil scolaire de district catholique du Nouvel-Ontario	5,442,457	\$2,012,125
62	Conseil scolaire de district catholique des Aurores boréales	471,281	\$645,274
63	Conseil scolaire catholique Providence	3,694,191	\$1,893,066
64	Conseil scolaire catholique MonAvenir	7,364,220	\$2,914,870
65	Conseil scolaire de district catholique de l'Est ontarien	7,795,815	\$2,886,232
66	Conseil scolaire de district catholique du Centre-Est de l'Ontario	7,321,379	\$4,293,878

Appendix B: Eligibility Criteria under SCI & SRA

Eligible Expenditures	SCI Restricted (70%)	SCI Unrestricted (30%)	SRA
Capital – Renew / Replace Components			
Substructure (e.g., foundations, basement walls)	Yes	Yes	Yes
Shell / Superstructure (e.g., roofs, exterior walls and windows)	Yes	Yes	Yes
Interiors (e.g., stairs, floor finishes, ceilings)	No	Yes	Yes
Services (e.g., plumbing, HVAC, fire protection and electrical)	Yes	Yes	Yes
Equipment & Furnishings (e.g., <u>fixed</u> items only)	No	Yes	Yes
Special Construction & Demolition (i.e., hazardous waste removal)	No	Yes	Yes
Building Sitework (e.g., parking lots, site lighting, pavements, site utilities)	No	Yes	Yes
Capital – Other			
Portables repair and retrofits	No	No	Yes (TA funds should be used first)
Additional portable purchase (i.e., adding to board inventory)	No	No	No
Program or accommodation related changes and retrofits (e.g., science labs converted into standard classroom)	No	No	Yes
New building enhancements: Non-renewal projects (e.g., accessibility, air conditioning, building automation systems, etc.)	No	No	Yes
Administrative facilities	No	No	No
Construction (e.g., changes to gross floor area or the replacement of existing building structures)	No	No	No
Salaries and wages for school board staff	No	No	No
Service debt (SRA only for previously encumbered debt. No allowance for new debt)	No	No	No
Moveable furniture and equipment (e.g. vehicles, furniture, equipment, computer hardware and computer software)	No	No	No
Community partners	No (should operate on cost-recovery basis)		
Outdoor Education Centre	Requires minister’s approval		
Leased Site	Requires minister’s approval		
Operating			
Maintenance (e.g., costs incurred to service or maintain the tangible capital asset until the end of its estimated useful life)	No	No	Yes (with board-specific caps)

Appendix C: 2020-21 Supplementary Area Factors (SAFs)

Board ID	Board Name	Revised Elementary SAF	Revised Secondary SAF
1	District School Board Ontario North East	1.000	1.263
2	Algoma District School Board	1.000	1.193
3	Rainbow District School Board	1.000	1.164
4	Near North District School Board	1.000	1.120
5A	Keewatin-Patricia District School Board	1.000	1.069
5B	Rainy River District School Board	1.000	1.044
6A	Lakehead District School Board	1.047	1.027
6B	Superior-Greenstone District School Board	1.023	1.209
7	Bluewater District School Board	1.000	1.066
8	Avon Maitland District School Board	1.000	1.121
9	Greater Essex County District School Board	1.000	1.024
10	Lambton Kent District School Board	1.000	1.095
11	Thames Valley District School Board	1.000	1.092
12	Toronto District School Board	1.155	1.174
13	Durham District School Board	1.017	1.068
14	Kawartha Pine Ridge District School Board	1.000	1.123
15	Trillium Lakelands District School Board	1.000	1.020
16	York Region District School Board	1.000	1.064
17	Simcoe County District School Board	1.006	1.048
18	Upper Grand District School Board	1.000	1.038
19	Peel District School Board	1.000	1.021
20	Halton District School Board	1.000	1.045
21	Hamilton-Wentworth District School Board	1.009	1.032
22	District School Board of Niagara	1.000	1.097
23	Grand Erie District School Board	1.000	1.099
24	Waterloo Region District School Board	1.000	1.030
25	Ottawa-Carleton District School Board	1.073	1.131
26	Upper Canada District School Board	1.000	1.192
27	Limestone District School Board	1.000	1.245
28	Renfrew County District School Board	1.000	1.186
29	Hastings and Prince Edward District School Board	1.000	1.131
30A	Northeastern Catholic District School Board	1.014	1.629
30B	Nipissing-Parry Sound Catholic District School Board	1.101	1.078
31	Huron-Superior Catholic District School Board	1.000	1.104
32	Sudbury Catholic District School Board	1.004	1.106
33A	Northwest Catholic District School Board	1.000	1.000
33B	Kenora Catholic District School Board	1.000	1.000
34A	Thunder Bay Catholic District School Board	1.000	1.109
34B	Superior North Catholic District School Board	1.123	1.000

Board ID	Board Name	Revised Elementary SAF	Revised Secondary SAF
35	Bruce-Grey Catholic District School Board	1.006	1.087
36	Huron Perth Catholic District School Board	1.000	1.012
37	Windsor-Essex Catholic District School Board	1.000	1.097
38	London District Catholic School Board	1.000	1.040
39	St. Clair Catholic District School Board	1.002	1.000
40	Toronto Catholic District School Board	1.000	1.072
41	Peterborough Victoria Northumberland and Clarington Catholic District School Board	1.009	1.084
42	York Catholic District School Board	1.003	1.031
43	Dufferin-Peel Catholic District School Board	1.000	1.013
44	Simcoe Muskoka Catholic District School Board	1.000	1.062
45	Durham Catholic District School Board	1.048	1.000
46	Halton Catholic District School Board	1.000	1.028
47	Hamilton-Wentworth Catholic District School Board	1.000	1.078
48	Wellington Catholic District School Board	1.000	1.002
49	Waterloo Catholic District School Board	1.000	1.066
50	Niagara Catholic District School Board	1.000	1.044
51	Brant Haldimand Norfolk Catholic District School Board	1.000	1.057
52	Catholic District School Board of Eastern Ontario	1.007	1.022
53	Ottawa Catholic School Board	1.066	1.040
54	Renfrew County Catholic District School Board	1.095	1.030
55	Algonquin and Lakeshore Catholic District School Board	1.050	1.040
56	Conseil scolaire de district du Nord-Est de l'Ontario	1.030	1.146
57	Conseil scolaire public du Grand Nord de l'Ontario	1.000	1.173
58	Conseil scolaire Viamonde	1.026	1.291
59	Conseil des écoles publiques de l'Est de l'Ontario	1.046	1.197
60A	Conseil scolaire de district catholique des Grandes Rivières	1.012	1.119
60B	Conseil scolaire de district catholique Franco-Nord	1.100	1.111
61	Conseil scolaire de district catholique du Nouvel-Ontario	1.000	1.082
62	Conseil scolaire de district catholique des Aurores boréales	1.000	1.685
63	Conseil scolaire catholique Providence	1.000	1.256
64	Conseil scolaire catholique MonAvenir	1.018	1.352
65	Conseil scolaire de district catholique de l'Est ontarien	1.000	1.013
66	Conseil scolaire de district catholique du Centre-Est de l'Ontario	1.023	1.129

Appendix D: 2020-21 Capital Planning Capacity

Board ID	Board Name	CPC (\$)
1	District School Board Ontario North East	150,111
2	Algoma District School Board	150,111
3	Rainbow District School Board	150,111
4	Near North District School Board	150,111
5A	Keewatin-Patricia District School Board	111,123
5B	Rainy River District School Board	83,185
6A	Lakehead District School Board	150,111
6B	Superior-Greenstone District School Board	111,123
7	Bluewater District School Board	163,370
8	Avon Maitland District School Board	122,173
9	Greater Essex County District School Board	163,370
10	Lambton Kent District School Board	163,370
11	Thames Valley District School Board	198,728
12	Toronto District School Board	361,309
13	Durham District School Board	55,525
14	Kawartha Pine Ridge District School Board	163,370
15	Trillium Lakelands District School Board	163,370
16	York Region District School Board	66,758
17	Simcoe County District School Board	55,525
18	Upper Grand District School Board	46,217
19	Peel District School Board	80,238
20	Halton District School Board	55,525
21	Hamilton-Wentworth District School Board	179,392
22	District School Board of Niagara	207,330
23	Grand Erie District School Board	163,370
24	Waterloo Region District School Board	55,525
25	Ottawa-Carleton District School Board	235,269
26	Upper Canada District School Board	235,269
27	Limestone District School Board	135,432
28	Renfrew County District School Board	122,173
29	Hastings and Prince Edward District School Board	150,111
30A	Northeastern Catholic District School Board	111,123
30B	Nipissing-Parry Sound Catholic District School Board	83,185
31	Huron-Superior Catholic District School Board	111,123
32	Sudbury Catholic District School Board	32,095
33A	Northwest Catholic District School Board	32,095
33B	Kenora Catholic District School Board	83,185
34A	Thunder Bay Catholic District School Board	83,185
34B	Superior North Catholic District School Board	32,095

Board ID	Board Name	CPC (\$)
35	Bruce-Grey Catholic District School Board	32,095
36	Huron Perth Catholic District School Board	32,095
37	Windsor-Essex Catholic District School Board	122,173
38	London District Catholic School Board	135,432
39	St. Clair Catholic District School Board	38,514
40	Toronto Catholic District School Board	310,483
41	Peterborough Victoria Northumberland and Clarington Catholic District School Board	38,514
42	York Catholic District School Board	207,330
43	Dufferin-Peel Catholic District School Board	207,330
44	Simcoe Muskoka Catholic District School Board	46,217
45	Durham Catholic District School Board	38,514
46	Halton Catholic District School Board	46,217
47	Hamilton-Wentworth Catholic District School Board	46,217
48	Wellington Catholic District School Board	32,095
49	Waterloo Catholic District School Board	38,514
50	Niagara Catholic District School Board	46,217
51	Brant Haldimand Norfolk Catholic District School Board	122,173
52	Catholic District School Board of Eastern Ontario	122,173
53	Ottawa Catholic School Board	163,370
54	Renfrew County Catholic District School Board	111,123
55	Algonquin and Lakeshore Catholic District School Board	38,514
56	Conseil scolaire de district du Nord-Est de l'Ontario	32,095
57	Conseil scolaire public du Grand Nord de l'Ontario	111,123
58	Conseil scolaire Viamonde	46,217
59	Conseil des écoles publiques de l'Est de l'Ontario	122,173
60A	Conseil scolaire de district catholique des Grandes Rivières	178,050
60B	Conseil scolaire de district catholique Franco-Nord	32,095
61	Conseil scolaire de district catholique du Nouvel-Ontario	150,111
62	Conseil scolaire de district catholique des Aurores boréales	32,095
63	Conseil scolaire catholique Providence	94,234
64	Conseil scolaire catholique MonAvenir	46,217
65	Conseil scolaire de district catholique de l'Est ontarien	178,050
66	Conseil scolaire de district catholique du Centre-Est de l'Ontario	135,432

Appendix E: 2021-22 Temporary Accommodation Allocation

DSB	School Board Name	Allocation (\$)
1	District School Board Ontario North East	-
2	Algoma District School Board	74,796
3	Rainbow District School Board	139,019
4	Near North District School Board	-
5A	Keewatin-Patricia District School Board	-
5B	Rainy River District School Board	74,796
6A	Lakehead District School Board	-
6B	Superior-Greenstone District School Board	-
7	Bluewater District School Board	303,111
8	Avon Maitland District School Board	56,097
9	Greater Essex County District School Board	579,665
10	Lambton Kent District School Board	150,353
11	Thames Valley District School Board	2,019,480
12	Toronto District School Board	411,375
13	Durham District School Board	598,364
14	Kawartha Pine Ridge District School Board	916,245
15	Trillium Lakelands District School Board	18,699
16	York Region District School Board	1,533,309
17	Simcoe County District School Board	2,224,247
18	Upper Grand District School Board	430,074
19	Peel District School Board	488,839
20	Halton District School Board	1,786,047
21	Hamilton-Wentworth District School Board	1,117,766
22	District School Board of Niagara	1,028,439
23	Grand Erie District School Board	261,784
24	Waterloo Region District School Board	1,768,875
25	Ottawa-Carleton District School Board	1,495,911
26	Upper Canada District School Board	149,591
27	Limestone District School Board	56,097
28	Renfrew County District School Board	263,591
29	Hastings and Prince Edward District School Board	321,430
30A	Northeastern Catholic District School Board	-
30B	Nipissing-Parry Sound Catholic District School Board	18,699
31	Huron-Superior Catholic District School Board	-
32	Sudbury Catholic District School Board	-
33A	Northwest Catholic District School Board	-
33B	Kenora Catholic District School Board	-
34A	Thunder Bay Catholic District School Board	-
34B	Superior North Catholic District School Board	-

DSB	School Board Name	Allocation (\$)
35	Bruce-Grey Catholic District School Board	540,398
36	Huron Perth Catholic District School Board	130,892
37	Windsor-Essex Catholic District School Board	154,864
38	London District Catholic School Board	1,877,119
39	St. Clair Catholic District School Board	378,050
40	Toronto Catholic District School Board	2,576,534
41	Peterborough Victoria Northumberland and Clarington Catholic District School Board	56,097
42	York Catholic District School Board	149,591
43	Dufferin-Peel Catholic District School Board	464,298
44	Simcoe Muskoka Catholic District School Board	411,375
45	Durham Catholic District School Board	866,519
46	Halton Catholic District School Board	3,247,373
47	Hamilton-Wentworth Catholic District School Board	243,086
48	Wellington Catholic District School Board	18,699
49	Waterloo Catholic District School Board	4,662,081
50	Niagara Catholic District School Board	360,888
51	Brant Haldimand Norfolk Catholic District School Board	486,171
52	Catholic District School Board of Eastern Ontario	130,892
53	Ottawa Catholic School Board	1,720,297
54	Renfrew County Catholic District School Board	104,277
55	Algonquin and Lakeshore Catholic District School Board	305,001
56	Conseil scolaire de district du Nord-Est de l'Ontario	337,827
57	Conseil scolaire public du Grand Nord de l'Ontario	38,644
58	Conseil scolaire Viamonde	569,064
59	Conseil des écoles publiques de l'Est de l'Ontario	355,279
60A	Conseil scolaire de district catholique des Grandes Rivières	-
60B	Conseil scolaire de district catholique Franco-Nord	-
61	Conseil scolaire de district catholique du Nouvel-Ontario	-
62	Conseil scolaire de district catholique des Aurores boréales	-
63	Conseil scolaire catholique Providence	518,524
64	Conseil scolaire catholique MonAvenir	298,903
65	Conseil scolaire de district catholique de l'Est ontarien	37,398
66	Conseil scolaire de district catholique du Centre-Est de l'Ontario	673,160

Appendix F: Communications Protocol – Public Communications, Events and Signage

Acknowledgement of Support

School boards are required to acknowledge the support of the Government of Ontario in proactive media-focused communications of any kind, written or oral, relating to the agreement or the project. This could include but is not limited to:

- Reports
- Announcements
- Speeches
- Advertisements, publicity
- Promotional materials including, brochures, audio-visual materials, web communications or any other public communications.

This is not required for:

- Minor interactions on social media, including social media such as Twitter
- Reactive communications, such as media calls.

All public events and announcements regarding capital investments in the publicly funded education system are considered **joint** communications opportunities for the provincial government, the school board, as well as Consolidated Municipal Service Managers and District Social Service Administration Boards (CMSMs and DSSABs); and/or community partners.

Issuing a Media Release

When issuing a media release or other media-focused communication, school boards, CMSMs/DSSABs, and or community partners must:

- Recognize the Ministry of Education's role in funding the project
- Contact the ministry to receive additional content for public communications, such as a quote from the minister.

You can **send your draft public communications to** MinistryofEducation@ontario.ca to obtain a quote or other information for your public product.

Note: The ministry may also choose to issue its own news release about various project milestones. If the ministry chooses to do so, school boards, CMSMs/DSSABs, and/or community partners will be notified.

Invitations to the Minister of Education

Openings

School boards are to invite the Minister of Education to all openings of:

- New schools
- Additions that include new child care spaces, EarlyON Child and Family centres, or community hubs.

To invite the minister to your event:

- Send an email invitation as soon as possible to minister.edu@ontario.ca
- Where appropriate please copy the ministry's regional manager in the Field Services Branch for your area
- Please do not move forward with your event until you have received a response from the ministry (you will be notified within 15 business days of the event as to the minister's attendance)
- Inform the ministry via the email address above if the date of your event changes.

Note: If the minister is unable to attend, your invitation may be shared with another government representative. Their office will contact you directly to coordinate details. Announcements do not need to be delayed to accommodate the minister. The goal is to make sure that the ministry is aware of the opportunity.

All Other Events

For all other media-focused public events, (e.g. sod turnings):

- Send an invitation to the minister at minister.edu@ontario.ca with **at least three weeks' notice**
- Copy the ministry's regional manager in the Field Services Branch, in your area, where appropriate.

Note: These "other" events should not be delayed to accommodate the minister. Only an invitation needs to be sent; a response is not mandatory to proceed.

Ontario Builds Signage

NEW – The Government of Ontario is introducing Ontario Builds signage.

For approved Capital Priorities, Early Years Capital and Child Care Capital projects, school boards will be required to display Ontario Builds signage at the site of construction that identifies the financial support of the Government of Ontario.

School boards are responsible for the following:

- Producing and paying for Ontario Builds signage. For the Ontario Builds artwork and the visual identity guide, please access www.ontario.ca/page/ontario-builds-templates for templates to create the signage.
 - o These are examples of project descriptions that could be used on the school board sign: "New school and child care centre," "New school," or "New school addition."
 - o For Francophone communities, consider producing both English and French signage.
- Providing the ministry with a digital proof of the sign which to be sent via email to MinistryofEducation@ontario.ca. Ministry approval of the digital proof must be received *before* finalizing and physically producing Ontario Builds signage.
- Posting signs in a timely manner. Please ensure a sign is present at the construction site at all stages – before construction work starts and throughout construction.

- Displaying permanent sign(s) for major school and /or early years and child care projects identified by the ministry in a prominent location that does not obstruct traffic or cause safety concerns, particularly if the sign is located near roads. To avoid potential safety issues, school boards should ensure the appropriate provincial and municipal authorities are consulted on Ontario Builds signage.
- Removing the signage within six months of the completion of the project.
- Providing the ministry with a photograph after the sign has been installed; please send to MinistryofEducation@ontario.ca.
- Maintaining the signage to be in a good state of repair for the duration of the project.

Note: For projects that are co-funded, such as by a municipality or the federal government, use the Ontario Builds visual identity guide for partnership signage. Also, please facilitate signage approval from the partners.

Contact

Should you have any questions related to this communications protocol or Ontario Build signage, please send your questions via email to MinistryofEducation@ontario.ca.

Note: This communications protocol does not replace school boards' existing partnership with the Ministry of Education's regional offices. Regional offices should still be regarded as school boards' primary point of contact for events and should be given updates in accordance to existing processes.

**Ministry of Education**

Deputy Minister

438 University Avenue, 5th Floor
Toronto ON M7A 2A5**Ministère de l'Éducation**

Sous-ministre

438, avenue University, 5^e étage
Toronto (Ontario) M7A 2A5**2021: B10****Date:**

May 4, 2021

Memorandum To:Directors of Education
Secretary/Treasurers of School Authorities**From:**Nancy Naylor
Deputy Minister**Subject:****2021-22 Priorities and Partnerships Funding (PPF)**

I am writing to provide you with information about the Ministry of Education's Priorities and Partnerships Funding (PPF) for 2021-22. These projections are being released in conjunction with the 2021-22 Grants for Student Needs (GSN).

Ontario continues to modernize education funding to deliver a sustainable and world-class system so students can succeed in school and beyond – while ensuring investments have the greatest impact in the classroom, and on students, as the province continues to respond to the COVID-19 pandemic. The PPF is supplemental to the GSN and is reviewed and assessed by the ministry each year.

COVID-19 SUPPORTS

Although the evolving public health landscape is difficult to predict, we recognize that the next school year may require similar health and safety measures as those implemented this year. To support the continued safe operation of schools in 2021-22, the ministry will continue to provide temporary ongoing COVID-19 funding supports to school boards.

COVID-19 related funding will be allocated for such items as staffing to support the delivery of smaller cohorts, cleaning, remote learning, student transportation, learning recovery and renewal, special education, mental health and well-being. For further details on COVID-19 resources for 2021-22 through both the GSN and PPF, please see the May 4, 2021: B07 memo from Minister Lecce and Deputy Minister Naylor, Planning for the 2021-22 School Year.

TRANSFERS TO GSN

To further support the ministry's efforts to streamline funding while also reducing administrative burden for transfer payment recipients, some existing PPF allocations have been transferred into the GSN beginning in 2021-22. The ministry is pleased to provide continuity of funding for these programs through the GSN funding mechanism. Additional details regarding these allocations can be found in the 2021-22 GSN materials, including the B Memo and technical paper:

1. Specialist High Skills Major (SHSM) (Base Funding) – \$23.6 million
2. After School Skills Development (ASSD) Programs – \$6.1 million
3. Integrated Services for Northern Children (ISNC) – \$1.44 million

The Central Employer Bargaining Agent Fees Allocation within the GSN is being revised to better reflect the trustees' associations' cost structures since the introduction of the *School Boards Collective Bargaining Act, 2014* (SBCBA). As part of this revision, the Central Employer Bargaining Agency Fees – Supplemental (\$1.2 million) PPF is being transferred and consolidated within the existing Central Employer Bargaining Agency Fees Allocation within the GSN.

The ministry intends to continue reviewing opportunities for additional transfers in future years.

FUNDING ALLOCATIONS

For 2021-22, the PPF will provide over \$288 million in funding to education partners to support students.

To facilitate school boards' budget planning for 2021-22, the ministry is confirming approximately \$122.2 million of PPF funding to school boards and school authorities to support ministry priorities. Within this amount:

- \$60.1 million is allocated by program and by school board in this memorandum (see **Appendix A**); and
- \$62.1 million has been allocated by program, with school board allocations to be confirmed later in the year.

TRANSFER PAYMENT ADMINISTRATION

For the upcoming school year, the ministry will continue to provide school boards with integrated (multi-project) Transfer Payment Agreements (TPAs).

Starting in 2021-22, the ministry is adopting Transfer Payment Ontario (TPON) as a new enterprise-wide system to manage TPAs. All 2021-22 PPF contracts will be released on the TPON system. TPON will provide school boards with a centralized digital system for all government

transfer payments, enabling further efficiencies in the administration and management of TPAs.

TPAs will be available on TPON following a brief period to allow for TPON registration and training sessions for PPF recipients. The ministry is implementing a phased approach in the adoption of TPON in order to support a smooth transition. Initially, TPON will be used for accessing and executing TPAs. Ministry program staff and board staff will continue to work on program implementation together. PPF payments will continue to be managed through the Education Financial Information System (EFIS). There will be no change in the process used to flow funds to school boards. Once PPF TPA execution has been established through TPON, reporting will be the next phase to be added; school boards should expect that report-backs for PPF TPAs will be migrated to this digital system throughout the 2021-22 and 2022-23 school years.

Access to the Transfer Payment Ontario (TPON) System

To access and approve 2021-22 PPF TPAs, school board staff must have registered accounts and complete training on the new TPON system. Over the next few weeks, ministry staff will deliver several training sessions to demonstrate the use and functionality of TPON, as well as respond to any questions and concerns.

Please see **Appendix B** for additional details and information on how to create an account on TPON and register for upcoming training sessions.

We appreciate your support in this transition to the TPON system for PPF contracts with the ministry.

PPF PROGRAM ALLOCATIONS

PPF priority themes are outlined in the following table, with further program details below:
Note: Numbers may not add due to rounding.

Key Priority	Objective	Amount
Engaging Parents and Communities	To involve parents and communities in their children's education and in program decision-making. Parents and communities will be vital partners in Ontario's online learning and equity initiatives.	\$2.47M
French-Language Education	To provide opportunities, tailored supports, and multimedia resources to students in Ontario's French-Language Education (FLE) system guided by the <i>Aménagement linguistique</i> policy.	\$0.12M

Key Priority	Objective	Amount
Indigenous Education	To support the academic success and well-being of Indigenous students, as well as build the knowledge of all students and educators on Indigenous histories, cultures, perspectives, and contributions.	\$6.61M
Math	To support Ontario's students in meeting provincial math standards.	\$44.32M
Mental Health and Well-Being	To support the critical linkage between mental health and well-being and student success. Also provides students with physical health and safety supports.	\$9.50M
Special Education	To improve support for children and youth with special education needs and their families and educators.	\$1.86M
Student Pathways	To support students as they transition to postsecondary destinations, including apprenticeship, college, university, and the workplace.	\$14.64M
Supporting Student Potential	To support vulnerable students, including youth at risk, to stay in school, graduate and succeed. This also includes equity initiatives, and anti-racism and de-streaming supports.	\$19.01M
System Support and Efficiencies	To provide support to help ensure that the education system is running efficiently and effectively, including labour-related commitments, broadband, administrative efficiencies, and teacher professional learning.	\$23.67M

Descriptions of the initiatives under these PPF themes are below. Where available at this time, school board allocations are provided in Appendix A. Some school board allocations will be confirmed at a later date.

Engaging Parents and Communities

Parents Reaching Out Grants (\$2.47M) – School board allocations in Appendix A

These grants will support parents in identifying barriers and opportunities to strengthen parent engagement in their own communities and enable more parents to support their child's learning and well-being.

French-Language Education

Implementation of Aménagement linguistique initiatives and strategies to retain and engage students (\$0.12M) – School board allocations in Appendix A

Funding to assist French-language school boards in the implementation of aménagement linguistique initiatives in French-language schools in Ontario with a view to engage students and develop their sense of belonging to the French-language school system and their community.

Indigenous Education

Indigenous Graduation Coach (\$3.92M)

The Indigenous Graduation Coach Program provides funding to targeted district school boards for the recruitment of Indigenous Graduation Coaches to support Indigenous students in obtaining an Ontario Secondary School Diploma and successfully transition into post-secondary education, training or labour market opportunities.

Rapid Response Northern Schools Team (\$0.80M) – School board allocations in Appendix A

The Rapid Response Northern Schools Team (RRNST) is a trained, trauma-informed team comprised of board-employed, certified educators, administrators and related positions (e.g., Elders) to respond to urgent requests made by remote First Nation communities experiencing a temporary crisis. The RRNST can be mobilized and deployed quickly upon the request of a First Nation to keep classrooms and schools open in remote First Nation communities and support the academic success and well-being of students.

Aboriginal Youth Entrepreneurship Program (AYEP) (\$0.27M)

AYEP gives Grade 11 and 12 First Nation, Métis, and Inuit students in identified school boards an opportunity to earn two senior business studies credits through a program based on the Ontario business studies curriculum and supplemented by Indigenous content, hands-on activities, guest speakers and business mentors, and funding opportunities. Students develop entrepreneurial skills and learn how to create and establish their own small business.

Keewatin Patricia District School Board (KPDSB) / Keewaytinook Okimakanak Board of Education (KOB) (\$0.21M) – School board allocations in Appendix A

KPDSB second a principal to support the capacity development of educators and administrators in partnering with First Nation-operated schools to support First Nation students' success and well-being as they transition from remote and fly-in communities, as young as age 12, into provincially funded schools.

“Anishinaabemodaa” – “Let’s speak Ojibwe” Initiative (\$1.41M) – School board allocations in Appendix A

The Rainy River District School Board (RRDSB), the Seven Generations Education Institute and SayITFirst work in partnership to develop pathways for Ojibwe speakers to become Early Childhood Education workers and certified classroom teachers. With progress, the focus will shift to developing early education language programming, with the goal of creating a cohort of children ready for immersion programming. To date, the initiative has helped to sustain and expand language learning in ten First Nation communities associated with the initiative.

Math

Math Strategy (\$40.32M) – School board allocations in Appendix A

Funding to support additional board and school positions to support student math performance. Board-based math learning leads will support the implementation of the new de-streamed Grade 9 math course, in addition to continuing to support the implementation of the elementary math curriculum. School-based math learning facilitators are a targeted support for those schools demonstrating the greatest need. In September 2021, the Ministry of Education will begin the process of ending early streaming of math for students in Grade 9 and will work with school boards as they transition students into a de-streamed Grade 9 math course.

Math Strategy – Additional Qualifications (\$4.00M)

Funding for school boards to subsidize Additional Qualifications courses in math for educators. 2021-22 will be year three of a \$20 million allocation over five-years. This program is application-based. To receive this funding, please submit an [application](#) by June 30, 2021.

Mental Health and Well-Being

Well-Being and Mental Health Bundle (\$3.00M) – School board allocations in Appendix A

Funding to support school boards and authorities to meet local needs and priorities that promote well-being and mental health, including safe, healthy, inclusive and accepting learning environments. This funding enables school boards and authorities to support activities in their improvement and multi-year strategic plans, as well as their three-year Mental Health and Addictions Strategy, and annual Action Plan for Mental Health.

School Mental Health Ontario (SMH-ON) (\$6.50M) – School board allocations in Appendix A

As part of the government’s commitment to build a comprehensive and connected multi-year mental health and addictions system across the lifespan, funding for School Mental Health Ontario (SMH-ON) will continue. SMH-ON will receive \$6.5 million in 2020-21 to provide implementation support to all 72 district school boards through clinical expertise, evidence-based resources/practical tools for educators, and the delivery of consistent professional learning to school-based mental health clinicians.

Special Education

Educators Autism Additional Qualification (AQ) Subsidy (\$1.01M) – School board allocations in Appendix A

Continuation of funding will support teacher participation in the Teaching Students with Communication Needs (Autism Spectrum Disorder) AQ Course. Boards applied in 2019-20 for funding over three years.

Pilot to Improve School-Based Supports for Students with ASD (\$0.37M) – School board allocations in Appendix A

Continuation of funding to support the provision of dedicated space on school site for external Applied Behaviour Analyst (ABA) practitioners to provide direct service to students with Autism Spectrum Disorder (ASD) in 11 pilot school boards.

Developmental Disabilities Pilot: Student Transitions (\$0.48M)

Pilot to support select school boards to explore successful practices in transitioning students with developmental disabilities to work through the use of an intensive job-placement program.

Student Pathways

Expansion of Specialist High Skills Majors (SHSM) (\$13.20M)

Application-based funding to support expansion of the number of programs and student enrolment in the 13 sectors identified as having the strongest focus on technological education and the skilled trades¹. Applications for 2021-22 funding were submitted by school boards in February 2021. As part of this expansion, funding will also be provided to support current and expanded SHSM Dual Credit programs with a technological education and skilled trades focus. This year will be the first of the three-year expansion; boards may choose to apply for this funding in any or all of the three years.

The Learn and Work Bursary Program (\$0.44M) – School board allocations in Appendix A

The Learn and Work Bursary Program provides a bursary to vulnerable and underserved students in 18 school boards who are enrolled in a cooperative education program and have financial and other barriers to completing the Ontario Secondary School Diploma (OSSD). Eligible students would be identified by guidance teams based on the selection criteria.

The Skilled Trades Bursary Program (\$1.00M)

The new Skilled Trades Bursary Program provides a bursary to students that complete two credits in a cooperative education program working in a skilled trades placement, have plans to pursue a post-secondary skilled trades pathway and have financial and other barriers to completing their Ontario Secondary School Diploma (OSSD). Eligible students would be identified by guidance teams based on the selection criteria.

¹ The 13 identified sectors are Agriculture, Aviation and Aerospace, Construction, Environment, Energy, Food Processing, Forestry, Horticulture and Landscaping, Hospitality and Tourism, ICT, Manufacturing, Mining and Transportation.

Supporting Student Potential

Graduation Coach Program for Black Students (\$2.94M)

This funding is focused on addressing systemic barriers to achievement and well-being and supporting the success of Black students. The program involves providing intensive, culturally-responsive support to Black students and hiring graduation coaches with connections to Black communities to act as mentors to Black students, with the assistance of school staff and board leadership.

Transportation Supports for Children and Youth in Care (\$6.60 M)

To improve the educational outcomes and well-being of children and youth in care, funding for transportation services enables students to stay in their school of origin when their residence changes until a more natural transition time, so they have stability at school, can focus on their learning, and maintain academic standing and graduate.

Human Rights and Equity Advisors (\$3.24M)

Funding for select school boards to employ Human Rights and Equity Advisors (HREAs) who work with the Director of Education and with the board's senior team to foster a culture of respect for human rights and equity, help identify and address systemic human rights and equity issues and increase the board's compliance with human rights law.

Demographic Data Gathering (\$2.50M)

Collecting and analyzing demographic data to gain a clearer understanding of who Ontario students and staff are in order to enable school and system leaders to more precisely apply resources to support student success and better-informed hiring decisions.

Culturally Relevant and Responsive Pedagogy (\$0.59M)

Funding to support an approach that is used to address disparities in student achievement and well-being by creating equitable and respectful learning environments that develop student responsibility, citizenship, and community engagement.

Guidance and Career Education Additional Qualifications Subsidies (\$0.69M)

Application-based funding will be available to support school boards to subsidize Guidance and Career Education additional qualification (AQ) courses for eligible teachers that are registered with the Ontario College of Teachers and self-identify as Black, Indigenous or racialized and complete one of the following:

- Guidance and Career Education – Part 1
- Guidance and Career Education – Part 2
- Guidance and Career Education Specialist

School boards may apply for this funding using an [online form](#).

Pilot to Support Early Intervention in Math for Students with Special Education Needs (Grades 4-6) (\$2.45M)

The funding is intended to support school boards in implementing early interventions in Math for students with special education needs. The focus will be on grades 4-6, with a goal of increasing student engagement, preventing learning gaps, and supporting students to prepare for de-streamed Grade 9 math. Funding and application details will be made available soon.

System Support and Efficiencies

Broadband Modernization Program (BMP) (\$8.37M)

Funding to provide access to reliable, fast, secure and affordable internet services to all students and educators in schools across Ontario – including those in rural and northern communities. The current target connectivity speed is 1 megabit per second (Mbps) per student or educator, in a secure, scalable and sustainable network that can adapt to future needs following a common network architecture across the province.

New Teacher Induction Program - Enhancing Teacher Development Fund (NTIP-ETD) (\$1.00M)

The NTIP-ETD supplements the GSN funding formula by providing funded support for boards who experience a significant increase in the number of new permanent hires from the previous year and/or have new hires past Year 2 on the Teacher Qualifications and Experience Grid. Boards apply to the ministry for funding if either of these categories impact their ability to support the development of their new teachers. For some boards this funding is critical to the delivery of NTIP as these new teachers must be supported and are required to successfully complete two teacher performance appraisals.

Learning and Innovation Fund for Teachers (\$3.50M) – School board allocations in Appendix A

These funds will enable school boards to support teacher collaboration, learning and sharing of effective practices within schools, within boards and across the province. Further program details will be communicated to boards.

Excellence in Education Administration Fund (\$10.80M)

The ministry will continue its focus on efficiency and excellence in education administration through the Excellence in Education Administration Fund (EEAF). The EEAF supports school boards in driving modernization and transformation by reviewing their operations with a goal of finding efficiencies while making sure vital programs and services are protected. The EEAF is available to all 72 district school boards and any district school boards that has not participated in the EEAF program to date, will be required to submit a report to the ministry by August 31, 2022. The ministry will be sharing further details through school board transfer payment agreements shortly.

UNDERSPENDING OF 2020-21 PPF FUNDS

While repurposing of 2019-20 PPF was permitted for emerging COVID-related supports, this approach is not being replicated for 2020-21 PPF funds, given the additional COVID-related investments that have been issued via both GSN and PPF to support students in the 2020-21 school year.

All PPF funds should be spent for the original purpose that is intended and articulated in signed transfer payment agreements. Unspent 2020-21 PPF funds must be recovered by the ministry and will not be available for repurposing or carrying forward.

The ministry will continue to work closely with the sector to support student needs in the 2021-22 school year.

NEXT STEPS

If you require further information about the 2021-22 PPF initiatives, please contact your ministry program contacts or the office of the Assistant Deputy Minister responsible for the program.

The ministry looks forward to continuing our strong collaboration with education partners. Working together, we are supporting Ontario's children and students to maximize their performance and well-being.

Nancy Naylor
Deputy Minister of Education

ATTACHMENTS

Appendix A – School Board Funding Allocations

Appendix B – Transfer Payment Ontario (TPON) System: Registration, Training and FAQs

- c: Superintendents of Business and Finance
- Executive Director, Association des conseils scolaires des écoles publiques de l'Ontario (ACÉPO)
 - Executive Director, Association franco-ontarienne des conseils scolaires catholiques (AFOCSC)
 - Executive Director, Ontario Catholic School Trustees' Association (OCSTA)
 - Executive Director, Ontario Public School Boards' Association (OPSBA)
 - Executive Director, Council of Ontario Directors of Education (CODE)
 - Executive Director and Secretary-Treasurer, Association des enseignantes et des enseignants franco-ontariens (AEFO)
 - General Secretary, Ontario English Catholic Teachers' Association (OECTA)
 - General Secretary, Elementary Teachers' Federation of Ontario (ETFO)
 - General Secretary, Ontario Secondary School Teachers' Federation (OSSTF)
 - Chair, Ontario Council of Educational Workers (OCEW)
 - Chair, Education Workers' Alliance of Ontario (EWAO)
 - Co-ordinator, Canadian Union of Public Employees – Ontario (CUPE-ON)
 - Executive Director, Association des directions et directions adjointes des écoles franco-ontariennes (ADFO)
 - Executive Director, Catholic Principals' Council of Ontario (CPCO)
 - Executive Director, Ontario Principals' Council (OPC)

Appendix A - 2021-22 Priorities and Partnerships Funding Allocations

Recipient	Initiative	Total (\$M)
Algoma District School Board		
	Math Strategy	\$ 0.4935
	Pilot to Improve School-Based Supports for Students with ASD	\$ 0.0340
	Well-Being and Mental Health Bundle	\$ 0.0265
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0023
	Learn and Work Bursary	\$ 0.0210
	Parents Reaching Out (PRO) Grant	\$ 0.0161
	Learning and Innovation Fund for Teachers	\$ 0.0450
Algoma District School Board Total		\$ 0.6384
Algonquin & Lakeshore Catholic District School Board		
	Math Strategy	\$ 0.3945
	Well-Being and Mental Health Bundle	\$ 0.0240
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0250
	Parents Reaching Out (PRO) Grant	\$ 0.0171
	Learning and Innovation Fund for Teachers	\$ 0.0450
Algonquin & Lakeshore Catholic District School Board Total		\$ 0.5056
Avon Maitland District School Board		
	Math Strategy	\$ 0.2740
	Well-Being and Mental Health Bundle	\$ 0.0274
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0023
	Parents Reaching Out (PRO) Grant	\$ 0.0207
	Learning and Innovation Fund for Teachers	\$ 0.0450
Avon Maitland District School Board Total		\$ 0.3694
Bluewater District School Board		
	Math Strategy	\$ 0.5095
	Well-Being and Mental Health Bundle	\$ 0.0316
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0228
	Learn and Work Bursary	\$ 0.0220
	Parents Reaching Out (PRO) Grant	\$ 0.0222
	Learning and Innovation Fund for Teachers	\$ 0.0450
Bluewater District School Board Total		\$ 0.6531
Brant Haldimand Norfolk Catholic District School Board		
	Math Strategy	\$ 0.2350
	Well-Being and Mental Health Bundle	\$ 0.0188
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0050
	Parents Reaching Out (PRO) Grant	\$ 0.0157
	Learning and Innovation Fund for Teachers	\$ 0.0450
Brant Haldimand Norfolk Catholic District School Board Total		\$ 0.3195
Bruce-Grey Catholic District School Board		
	Math Strategy	\$ 0.1715
	Well-Being and Mental Health Bundle	\$ 0.0110
	Parents Reaching Out (PRO) Grant	\$ 0.0122
	Learning and Innovation Fund for Teachers	\$ 0.0450
Bruce-Grey Catholic District School Board Total		\$ 0.2397

Recipient	Initiative	Total (\$M)
Catholic District School Board of Eastern Ontario		
	Math Strategy	\$ 0.3465
	Well-Being and Mental Health Bundle	\$ 0.0260
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0020
	Parents Reaching Out (PRO) Grant	\$ 0.0184
	Learning and Innovation Fund for Teachers	\$ 0.0450
Catholic District School Board of Eastern Ontario Total		\$ 0.4378
Centre Jules-Léger Consortium		
	Math Strategy	\$ 0.0590
	Parents Reaching Out (PRO) Grant	\$ 0.0050
Centre Jules-Léger Consortium Total		\$ 0.0640
Conseil des écoles publiques de l'Est de l'Ontario		
	French Language Education	\$ 0.0100
	Math Strategy	\$ 0.3021
	Pilot to Improve School-Based Supports for Students with ASD	\$ 0.0340
	Well-Being and Mental Health Bundle	\$ 0.0289
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0247
	Parents Reaching Out (PRO) Grant	\$ 0.0221
	Learning and Innovation Fund for Teachers	\$ 0.0450
Conseil des écoles publiques de l'Est de l'Ontario Total		\$ 0.4667
Conseil scolaire catholique MonAvenir		
	French Language Education	\$ 0.0100
	Math Strategy	\$ 0.3378
	Well-Being and Mental Health Bundle	\$ 0.0303
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0141
	Parents Reaching Out (PRO) Grant	\$ 0.0225
	Learning and Innovation Fund for Teachers	\$ 0.0450
Conseil scolaire catholique MonAvenir Total		\$ 0.4597
Conseil scolaire catholique Providence		
	French Language Education	\$ 0.0100
	Math Strategy	\$ 0.2865
	Well-Being and Mental Health Bundle	\$ 0.0188
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0088
	Parents Reaching Out (PRO) Grant	\$ 0.0153
	Learning and Innovation Fund for Teachers	\$ 0.0450
Conseil scolaire catholique Providence Total		\$ 0.3844
Conseil scolaire de district catholique de l'Est ontarien		
	French Language Education	\$ 0.0100
	Math Strategy	\$ 0.2739
	Pilot to Improve School-Based Supports for Students with ASD	\$ 0.0340
	Well-Being and Mental Health Bundle	\$ 0.0204
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0150
	Parents Reaching Out (PRO) Grant	\$ 0.0154
	Learning and Innovation Fund for Teachers	\$ 0.0450
Conseil scolaire de district catholique de l'Est ontarien Total		\$ 0.4137
Conseil scolaire de district catholique des Aurores boréales		
	French Language Education	\$ 0.0100
	Math Strategy	\$ 0.2268
	Well-Being and Mental Health Bundle	\$ 0.0076
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0012
	Parents Reaching Out (PRO) Grant	\$ 0.0084
	Learning and Innovation Fund for Teachers	\$ 0.0450
Conseil scolaire de district catholique des Aurores boréales Total		\$ 0.2990

Recipient	Initiative	Total (\$M)
Conseil scolaire de district catholique des Grandes Rivières		
	French Language Education	\$ 0.0100
	Math Strategy	\$ 0.2672
	Well-Being and Mental Health Bundle	\$ 0.0198
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0096
	Parents Reaching Out (PRO) Grant	\$ 0.0118
	Learning and Innovation Fund for Teachers	\$ 0.0450
Conseil scolaire de district catholique des Grandes Rivières Total		\$ 0.3633
Conseil scolaire de district catholique du Centre-Est de l'Ontario		
	French Language Education	\$ 0.0100
	Math Strategy	\$ 0.3311
	Well-Being and Mental Health Bundle	\$ 0.0368
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0083
	Parents Reaching Out (PRO) Grant	\$ 0.0308
	Learning and Innovation Fund for Teachers	\$ 0.0450
Conseil scolaire de district catholique du Centre-Est de l'Ontario Total		\$ 0.4620
Conseil scolaire de district catholique du Nouvel-Ontario		
	French Language Education	\$ 0.0100
	Math Strategy	\$ 0.2726
	Well-Being and Mental Health Bundle	\$ 0.0191
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0207
	Parents Reaching Out (PRO) Grant	\$ 0.0127
	Learning and Innovation Fund for Teachers	\$ 0.0450
Conseil scolaire de district catholique du Nouvel-Ontario Total		\$ 0.3802
Conseil scolaire de district catholique Franco-Nord		
	French Language Education	\$ 0.0100
	Math Strategy	\$ 0.2386
	Well-Being and Mental Health Bundle	\$ 0.0099
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0150
	Parents Reaching Out (PRO) Grant	\$ 0.0103
	Learning and Innovation Fund for Teachers	\$ 0.0450
Conseil scolaire de district catholique Franco-Nord Total		\$ 0.3288
Conseil scolaire de district du Nord-Est de l'Ontario		
	French Language Education	\$ 0.0100
	Math Strategy	\$ 0.2377
	Well-Being and Mental Health Bundle	\$ 0.0113
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0148
	Parents Reaching Out (PRO) Grant	\$ 0.0097
	Learning and Innovation Fund for Teachers	\$ 0.0450
Conseil scolaire de district du Nord-Est de l'Ontario Total		\$ 0.3286
Conseil scolaire public du Grand Nord de l'Ontario		
	French Language Education	\$ 0.0100
	Math Strategy	\$ 0.2436
	Well-Being and Mental Health Bundle	\$ 0.0152
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0025
	Parents Reaching Out (PRO) Grant	\$ 0.0102
	Learning and Innovation Fund for Teachers	\$ 0.0450
Conseil scolaire public du Grand Nord de l'Ontario Total		\$ 0.3264

Recipient	Initiative	Total (\$M)
Conseil scolaire Viamonde		
	French Language Education	\$ 0.0100
	Math Strategy	\$ 0.3096
	Well-Being and Mental Health Bundle	\$ 0.0230
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0210
	Parents Reaching Out (PRO) Grant	\$ 0.0182
	Learning and Innovation Fund for Teachers	\$ 0.0450
Conseil scolaire Viamonde Total		\$ 0.4268
District School Board of Niagara		
	Math Strategy	\$ 0.4565
	Well-Being and Mental Health Bundle	\$ 0.0499
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0071
	Parents Reaching Out (PRO) Grant	\$ 0.0413
	Learning and Innovation Fund for Teachers	\$ 0.0450
District School Board of Niagara Total		\$ 0.5997
District School Board Ontario North East		
	Math Strategy	\$ 0.5300
	Well-Being and Mental Health Bundle	\$ 0.0229
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0050
	Learn and Work Bursary	\$ 0.0210
	Parents Reaching Out (PRO) Grant	\$ 0.0127
	Learning and Innovation Fund for Teachers	\$ 0.0450
District School Board Ontario North East Total		\$ 0.6366
Dufferin-Peel Catholic District School Board		
	Math Strategy	\$ 0.7825
	Well-Being and Mental Health Bundle	\$ 0.1053
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0567
	Parents Reaching Out (PRO) Grant	\$ 0.0826
	Learning and Innovation Fund for Teachers	\$ 0.0630
Dufferin-Peel Catholic District School Board Total		\$ 1.0901
Durham Catholic District School Board		
	Math Strategy	\$ 0.3385
	Well-Being and Mental Health Bundle	\$ 0.0307
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0108
	Parents Reaching Out (PRO) Grant	\$ 0.0270
	Learning and Innovation Fund for Teachers	\$ 0.0450
Durham Catholic District School Board Total		\$ 0.4520
Durham District School Board		
	Math Strategy	\$ 0.9990
	Well-Being and Mental Health Bundle	\$ 0.0876
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0175
	Parents Reaching Out (PRO) Grant	\$ 0.0758
	Learning and Innovation Fund for Teachers	\$ 0.0630
Durham District School Board Total		\$ 1.2429
Grand Erie District School Board		
	Math Strategy	\$ 0.8890
	Well-Being and Mental Health Bundle	\$ 0.0396
	Learn and Work Bursary	\$ 0.0230
	Parents Reaching Out (PRO) Grant	\$ 0.0320
	Learning and Innovation Fund for Teachers	\$ 0.0450
Grand Erie District School Board Total		\$ 1.0286

Recipient	Initiative	Total (\$M)
Greater Essex County District School Board		
	Math Strategy	\$ 0.6795
	Well-Being and Mental Health Bundle	\$ 0.0521
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0187
	Learn and Work Bursary	\$ 0.0240
	Parents Reaching Out (PRO) Grant	\$ 0.0399
	Learning and Innovation Fund for Teachers	\$ 0.0450
Greater Essex County District School Board Total		\$ 0.8591
Halton Catholic District School Board		
	Math Strategy	\$ 0.2695
	Well-Being and Mental Health Bundle	\$ 0.0427
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0108
	Parents Reaching Out (PRO) Grant	\$ 0.0399
	Learning and Innovation Fund for Teachers	\$ 0.0450
Halton Catholic District School Board Total		\$ 0.4080
Halton District School Board		
	Math Strategy	\$ 0.4415
	Well-Being and Mental Health Bundle	\$ 0.0742
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0280
	Parents Reaching Out (PRO) Grant	\$ 0.0697
	Learning and Innovation Fund for Teachers	\$ 0.0630
Halton District School Board Total		\$ 0.6764
Hamilton-Wentworth Catholic District School Board		
	Math Strategy	\$ 0.4090
	Pilot to Improve School-Based Supports for Students with ASD	\$ 0.0340
	Well-Being and Mental Health Bundle	\$ 0.0396
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0106
	Parents Reaching Out (PRO) Grant	\$ 0.0332
	Learning and Innovation Fund for Teachers	\$ 0.0450
Hamilton-Wentworth Catholic District School Board Total		\$ 0.5714
Hamilton-Wentworth District School Board		
	Math Strategy	\$ 1.5885
	Pilot to Improve School-Based Supports for Students with ASD	\$ 0.0340
	School Mental Health Ontario	\$ 6.5000
	Well-Being and Mental Health Bundle	\$ 0.0638
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0256
	Learn and Work Bursary	\$ 0.0250
	Parents Reaching Out (PRO) Grant	\$ 0.0538
	Learning and Innovation Fund for Teachers	\$ 0.0450
Hamilton-Wentworth District School Board Total		\$ 8.3357
Hastings and Prince Edward District School Board		
	Math Strategy	\$ 0.5580
	Well-Being and Mental Health Bundle	\$ 0.0275
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0047
	Learn and Work Bursary	\$ 0.0220
	Parents Reaching Out (PRO) Grant	\$ 0.0202
	Learning and Innovation Fund for Teachers	\$ 0.0450
Hastings and Prince Edward District School Board Total		\$ 0.6774

Recipient	Initiative	Total (\$M)
Huron-Perth Catholic District School Board		
	Math Strategy	\$ 0.2005
	Well-Being and Mental Health Bundle	\$ 0.0114
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0082
	Parents Reaching Out (PRO) Grant	\$ 0.0122
	Learning and Innovation Fund for Teachers	\$ 0.0450
Huron-Perth Catholic District School Board Total		\$ 0.2773
Huron-Superior Catholic District School Board		
	Math Strategy	\$ 0.3590
	Well-Being and Mental Health Bundle	\$ 0.0157
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0023
	Learn and Work Bursary	\$ 0.0200
	Parents Reaching Out (PRO) Grant	\$ 0.0122
	Learning and Innovation Fund for Teachers	\$ 0.0450
Huron-Superior Catholic District School Board Total		\$ 0.4542
James Bay Lowlands Secondary School Board		
	Math Strategy	\$ 0.0590
	Well-Being and Mental Health Bundle	\$ 0.0015
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0007
	Parents Reaching Out (PRO) Grant	\$ 0.0050
	Learning and Innovation Fund for Teachers	\$ 0.0050
James Bay Lowlands Secondary School Board Total		\$ 0.0712
Kawartha Pine Ridge District School Board		
	Math Strategy	\$ 0.6320
	Pilot to Improve School-Based Supports for Students with ASD	\$ 0.0340
	Well-Being and Mental Health Bundle	\$ 0.0514
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0300
	Parents Reaching Out (PRO) Grant	\$ 0.0364
	Learning and Innovation Fund for Teachers	\$ 0.0450
Kawartha Pine Ridge District School Board Total		\$ 0.8287
Keewatin-Patricia District School Board		
	Math Strategy	\$ 0.4460
	Rapid Response Northern Schools Team	\$ 0.8000
	Well-Being and Mental Health Bundle	\$ 0.0190
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0037
	First Nation School Support Program	\$ 0.2100
	Parents Reaching Out (PRO) Grant	\$ 0.0124
	Learning and Innovation Fund for Teachers	\$ 0.0450
Keewatin-Patricia District School Board Total		\$ 1.5360
Kenora Catholic District School Board		
	Math Strategy	\$ 0.1500
	Well-Being and Mental Health Bundle	\$ 0.0068
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0007
	Parents Reaching Out (PRO) Grant	\$ 0.0089
	Learning and Innovation Fund for Teachers	\$ 0.0450
Kenora Catholic District School Board Total		\$ 0.2113

Recipient	Initiative	Total (\$M)
Lakehead District School Board		
	Math Strategy	\$ 0.3815
	Well-Being and Mental Health Bundle	\$ 0.0165
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0108
	Parents Reaching Out (PRO) Grant	\$ 0.0149
	Learning and Innovation Fund for Teachers	\$ 0.0450
Lakehead District School Board Total		\$ 0.4687
Lambton Kent District School Board		
	Math Strategy	\$ 0.6040
	Well-Being and Mental Health Bundle	\$ 0.0373
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0175
	Learn and Work Bursary	\$ 0.0230
	Parents Reaching Out (PRO) Grant	\$ 0.0272
	Learning and Innovation Fund for Teachers	\$ 0.0450
Lambton Kent District School Board Total		\$ 0.7540
Limestone District School Board		
	Math Strategy	\$ 0.6570
	Well-Being and Mental Health Bundle	\$ 0.0324
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0233
	Learn and Work Bursary	\$ 0.0220
	Parents Reaching Out (PRO) Grant	\$ 0.0251
	Learning and Innovation Fund for Teachers	\$ 0.0450
Limestone District School Board Total		\$ 0.8048
London District Catholic School Board		
	Math Strategy	\$ 0.3435
	Well-Being and Mental Health Bundle	\$ 0.0315
	Parents Reaching Out (PRO) Grant	\$ 0.0268
	Learning and Innovation Fund for Teachers	\$ 0.0450
London District Catholic School Board Total		\$ 0.4468
Moose Factory Island District School Area Board		
	Math Strategy	\$ 0.1180
	Well-Being and Mental Health Bundle	\$ 0.0015
	Parents Reaching Out (PRO) Grant	\$ 0.0050
	Learning and Innovation Fund for Teachers	\$ 0.0050
Moose Factory Island District School Area Board Total		\$ 0.1295
Moosonee District School Area Board		
	Well-Being and Mental Health Bundle	\$ 0.0016
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0007
	Parents Reaching Out (PRO) Grant	\$ 0.0050
	Learning and Innovation Fund for Teachers	\$ 0.0050
Moosonee District School Area Board Total		\$ 0.0123
Near North District School Board		
	Math Strategy	\$ 0.4680
	Well-Being and Mental Health Bundle	\$ 0.0234
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0080
	Parents Reaching Out (PRO) Grant	\$ 0.0160
	Learning and Innovation Fund for Teachers	\$ 0.0450
Near North District School Board Total		\$ 0.5604

Recipient	Initiative	Total (\$M)
Niagara Catholic District School Board		
	Math Strategy	\$ 0.2395
	Well-Being and Mental Health Bundle	\$ 0.0332
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0140
	Parents Reaching Out (PRO) Grant	\$ 0.0262
	Learning and Innovation Fund for Teachers	\$ 0.0450
Niagara Catholic District School Board Total		\$ 0.3579
Nipissing-Parry Sound Catholic District School Board		
	Math Strategy	\$ 0.1880
	Well-Being and Mental Health Bundle	\$ 0.0093
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0023
	Parents Reaching Out (PRO) Grant	\$ 0.0103
	Learning and Innovation Fund for Teachers	\$ 0.0450
Nipissing-Parry Sound Catholic District School Board Total		\$ 0.2549
Northeastern Catholic District School Board		
	Math Strategy	\$ 0.2880
	Well-Being and Mental Health Bundle	\$ 0.0104
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0023
	Learn and Work Bursary	\$ 0.0200
	Parents Reaching Out (PRO) Grant	\$ 0.0098
	Learning and Innovation Fund for Teachers	\$ 0.0450
Northeastern Catholic District School Board Total		\$ 0.3755
Northwest Catholic District School Board		
	Math Strategy	\$ 0.1550
	Well-Being and Mental Health Bundle	\$ 0.0080
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0011
	Parents Reaching Out (PRO) Grant	\$ 0.0088
	Learning and Innovation Fund for Teachers	\$ 0.0450
Northwest Catholic District School Board Total		\$ 0.2179
Ottawa Catholic School Board		
	Math Strategy	\$ 0.5500
	Well-Being and Mental Health Bundle	\$ 0.0557
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0198
	Parents Reaching Out (PRO) Grant	\$ 0.0480
	Learning and Innovation Fund for Teachers	\$ 0.0450
Ottawa Catholic School Board Total		\$ 0.7185
Ottawa-Carleton District School Board		
	Math Strategy	\$ 1.2360
	Pilot to Improve School-Based Supports for Students with ASD	\$ 0.0340
	Well-Being and Mental Health Bundle	\$ 0.0905
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0500
	Parents Reaching Out (PRO) Grant	\$ 0.0788
	Learning and Innovation Fund for Teachers	\$ 0.0630
Ottawa-Carleton District School Board Total		\$ 1.5523
Peel District School Board		
	Math Strategy	\$ 1.5235
	Well-Being and Mental Health Bundle	\$ 0.1884
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.1053
	Parents Reaching Out (PRO) Grant	\$ 0.1628
	Learning and Innovation Fund for Teachers	\$ 0.0630
Peel District School Board Total		\$ 2.0431

Recipient	Initiative	Total (\$M)
Peterborough Victoria Northumberland and Clarington Catholic District School Board		
	Math Strategy	\$ 0.3270
	Well-Being and Mental Health Bundle	\$ 0.0263
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0117
	Parents Reaching Out (PRO) Grant	\$ 0.0202
	Learning and Innovation Fund for Teachers	\$ 0.0450
Peterborough Victoria Northumberland and Clarington Catholic District School Board Total		\$ 0.4301
Rainbow District School Board		
	Math Strategy	\$ 0.5860
	Well-Being and Mental Health Bundle	\$ 0.0273
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0070
	Learn and Work Bursary	\$ 0.0220
	Parents Reaching Out (PRO) Grant	\$ 0.0187
	Learning and Innovation Fund for Teachers	\$ 0.0450
Rainbow District School Board Total		\$ 0.7059
Rainy River District School Board		
	Math Strategy	\$ 0.3205
	Well-Being and Mental Health Bundle	\$ 0.0106
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0012
	Ojibwe Language Revitalization Strategy	\$ 1.4085
	Parents Reaching Out (PRO) Grant	\$ 0.0102
	Learning and Innovation Fund for Teachers	\$ 0.0450
Rainy River District School Board Total		\$ 1.7960
Renfrew County Catholic District School Board		
	Math Strategy	\$ 0.1585
	Well-Being and Mental Health Bundle	\$ 0.0127
	Parents Reaching Out (PRO) Grant	\$ 0.0125
	Learning and Innovation Fund for Teachers	\$ 0.0450
Renfrew County Catholic District School Board Total		\$ 0.2286
Renfrew County District School Board		
	Math Strategy	\$ 0.2880
	Well-Being and Mental Health Bundle	\$ 0.0206
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0070
	Parents Reaching Out (PRO) Grant	\$ 0.0152
	Learning and Innovation Fund for Teachers	\$ 0.0450
Renfrew County District School Board Total		\$ 0.3759
Simcoe County District School Board		
	Math Strategy	\$ 0.7305
	Well-Being and Mental Health Bundle	\$ 0.0740
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0083
	Parents Reaching Out (PRO) Grant	\$ 0.0569
	Learning and Innovation Fund for Teachers	\$ 0.0630
Simcoe County District School Board Total		\$ 0.9328
Simcoe Muskoka Catholic District School Board		
	Math Strategy	\$ 0.6735
	Well-Being and Mental Health Bundle	\$ 0.0368
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0100
	Parents Reaching Out (PRO) Grant	\$ 0.0274
	Learning and Innovation Fund for Teachers	\$ 0.0450
Simcoe Muskoka Catholic District School Board Total		\$ 0.7927

Recipient	Initiative	Total (\$M)
St. Clair Catholic District School Board		
	Math Strategy	\$ 0.2290
	Pilot to Improve School-Based Supports for Students with ASD	\$ 0.0340
	Well-Being and Mental Health Bundle	\$ 0.0188
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0014
	Parents Reaching Out (PRO) Grant	\$ 0.0150
	Learning and Innovation Fund for Teachers	\$ 0.0450
St. Clair Catholic District School Board Total		\$ 0.3431
Sudbury Catholic District School Board		
	Math Strategy	\$ 0.1895
	Well-Being and Mental Health Bundle	\$ 0.0137
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0035
	Learn and Work Bursary	\$ 0.0200
	Parents Reaching Out (PRO) Grant	\$ 0.0123
	Learning and Innovation Fund for Teachers	\$ 0.0450
Sudbury Catholic District School Board Total		\$ 0.2841
Superior North Catholic District School Board		
	Math Strategy	\$ 0.2020
	Well-Being and Mental Health Bundle	\$ 0.0063
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0087
	Parents Reaching Out (PRO) Grant	\$ 0.0082
	Learning and Innovation Fund for Teachers	\$ 0.0450
Superior North Catholic District School Board Total		\$ 0.2701
Superior-Greenstone District School Board		
	Math Strategy	\$ 0.2630
	Well-Being and Mental Health Bundle	\$ 0.0105
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0019
	Parents Reaching Out (PRO) Grant	\$ 0.0090
	Learning and Innovation Fund for Teachers	\$ 0.0450
Superior-Greenstone District School Board Total		\$ 0.3293
Thames Valley District School Board		
	Math Strategy	\$ 2.2390
	Well-Being and Mental Health Bundle	\$ 0.1000
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0093
	Learn and Work Bursary	\$ 0.0290
	Parents Reaching Out (PRO) Grant	\$ 0.0843
	Learning and Innovation Fund for Teachers	\$ 0.0630
Thames Valley District School Board Total		\$ 2.5246
The Protestant Separate School Board of the Town of Penetanguishene		
	Math Strategy	\$ 0.0590
	Well-Being and Mental Health Bundle	\$ 0.0016
	Parents Reaching Out (PRO) Grant	\$ 0.0050
	Learning and Innovation Fund for Teachers	\$ 0.0050
The Protestant Separate School Board of the Town of Penetanguishene Total		\$ 0.0706
Thunder Bay Catholic District School Board		
	Math Strategy	\$ 0.1815
	Pilot to Improve School-Based Supports for Students with ASD	\$ 0.0340
	Well-Being and Mental Health Bundle	\$ 0.0147
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0043
	Learn and Work Bursary	\$ 0.0210
	Parents Reaching Out (PRO) Grant	\$ 0.0137
	Learning and Innovation Fund for Teachers	\$ 0.0450
Thunder Bay Catholic District School Board Total		\$ 0.3143

Recipient	Initiative	Total (\$M)
Toronto Catholic District School Board		
	Math Strategy	\$ 1.3500
	Pilot to Improve School-Based Supports for Students with ASD	\$ 0.0340
	Well-Being and Mental Health Bundle	\$ 0.1206
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0057
	Learn and Work Bursary	\$ 0.0300
	Parents Reaching Out (PRO) Grant	\$ 0.0953
	Learning and Innovation Fund for Teachers	\$ 0.0630
Toronto Catholic District School Board Total		\$ 1.6986
Toronto District School Board		
	Math Strategy	\$ 4.5320
	Pilot to Improve School-Based Supports for Students with ASD	\$ 0.0340
	Well-Being and Mental Health Bundle	\$ 0.3128
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0267
	Learn and Work Bursary	\$ 0.0460
	Parents Reaching Out (PRO) Grant	\$ 0.2531
	Learning and Innovation Fund for Teachers	\$ 0.0630
Toronto District School Board Total		\$ 5.2676
Trillium Lakelands District School Board		
	Math Strategy	\$ 0.5555
	Well-Being and Mental Health Bundle	\$ 0.0335
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0200
	Parents Reaching Out (PRO) Grant	\$ 0.0221
	Learning and Innovation Fund for Teachers	\$ 0.0450
Trillium Lakelands District School Board Total		\$ 0.6760
Upper Canada District School Board		
	Math Strategy	\$ 0.9895
	Well-Being and Mental Health Bundle	\$ 0.0509
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0047
	Parents Reaching Out (PRO) Grant	\$ 0.0323
	Learning and Innovation Fund for Teachers	\$ 0.0450
Upper Canada District School Board Total		\$ 1.1223
Upper Grand District School Board		
	Math Strategy	\$ 0.5045
	Well-Being and Mental Health Bundle	\$ 0.0479
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0133
	Parents Reaching Out (PRO) Grant	\$ 0.0384
	Learning and Innovation Fund for Teachers	\$ 0.0450
Upper Grand District School Board Total		\$ 0.6491
Waterloo Catholic District School Board		
	Math Strategy	\$ 0.3460
	Well-Being and Mental Health Bundle	\$ 0.0311
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0108
	Parents Reaching Out (PRO) Grant	\$ 0.0294
	Learning and Innovation Fund for Teachers	\$ 0.0450
Waterloo Catholic District School Board Total		\$ 0.4623

Recipient	Initiative	Total (\$M)
Waterloo Region District School Board		
	Math Strategy	\$ 1.1960
	Well-Being and Mental Health Bundle	\$ 0.0774
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0133
	Learn and Work Bursary	\$ 0.0280
	Parents Reaching Out (PRO) Grant	\$ 0.0689
	Learning and Innovation Fund for Teachers	\$ 0.0630
Waterloo Region District School Board Total		\$ 1.4467
Wellington Catholic District School Board		
	Math Strategy	\$ 0.1890
	Well-Being and Mental Health Bundle	\$ 0.0150
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0105
	Parents Reaching Out (PRO) Grant	\$ 0.0142
	Learning and Innovation Fund for Teachers	\$ 0.0450
Wellington Catholic District School Board Total		\$ 0.2737
Windsor-Essex Catholic District School Board		
	Math Strategy	\$ 0.2770
	Well-Being and Mental Health Bundle	\$ 0.0314
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0140
	Parents Reaching Out (PRO) Grant	\$ 0.0264
	Learning and Innovation Fund for Teachers	\$ 0.0450
Windsor-Essex Catholic District School Board Total		\$ 0.3938
York Catholic District School Board		
	Math Strategy	\$ 0.5050
	Well-Being and Mental Health Bundle	\$ 0.0702
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0233
	Parents Reaching Out (PRO) Grant	\$ 0.0559
	Learning and Innovation Fund for Teachers	\$ 0.0630
York Catholic District School Board Total		\$ 0.7174
York Region District School Board		
	Math Strategy	\$ 1.0800
	Well-Being and Mental Health Bundle	\$ 0.1478
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0779
	Parents Reaching Out (PRO) Grant	\$ 0.1330
	Learning and Innovation Fund for Teachers	\$ 0.0630
York Region District School Board Total		\$ 1.5017
Grand Total		\$ 60.1276

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TPON Account Registration

Step 1: Register for a ONe-key

A ONe-key/Go-Secure account is required to access TPAs on TPON. These accounts are assigned at an individual level. School board staff who typically receive and are responsible for approving (signing off on) TPAs will need to create a One-key/Go-Secure account (e.g. Directors of Education, Executive Assistants to the Directors, School Business Officials, Secretary/Treasurers of School Authorities etc.).

Individuals can sign up for a ONe-key account using [this link](#). If you already have a ONe-key/Go-Secure account, then you may skip this step.

Step by step instructions on how to access Transfer Payment Ontario can be found at this link:
<https://www.ontario.ca/page/get-funding-ontario-government#section-3>

Step 2: Ensure organization profiles are complete

Please note - If a profile for your organization already exists, you may skip this step.

Each organization that receives funding from a ministry that uses TPON (formerly Grants Ontario), must have a registered profile in TPON. Only one organization profile per organization should exist.

By logging in with their ONe-key/Go-Secure ID, users can search for their organization. If a profile exists, they can join the existing organization.

Step by step instructions on how to join an organization can be found at this link:
<https://www.ontario.ca/page/get-funding-ontario-government#section-3>

APPENDIX B – Transfer Payment Ontario (TPON) System

If the organization does not have an existing profile set up, they will need the following information to create one:

- Canada Revenue Agency Business Number (CRA BN), if applicable.
- Organization Legal Name: The legal name of your organization is the name printed on official documents (e.g., articles of incorporation, etc.)
- Organization Operating Name: The operating name of your organization is the name commonly used by your clients.
- Information for at least two contacts within the organization.

Step by step instructions on how to register an organization can be found at this link:

<https://www.ontario.ca/page/get-funding-ontario-government#section-3>

Technical Requirements for TP Ontario

- Please use Google Chrome 75 or above to access TP Ontario.
- Please have Adobe Acrobat DC Reader or above installed on your computer. Adobe Pro is not compatible with TP Ontario.
- Pop-up blocker should be disabled.

For technical assistance, please contact TPON Client Care:

Monday to Friday from 8:30 a.m. to 5:00 p.m. Eastern Standard Time

Telephone: 416-325-6691 or 1-855-216-3090

TTY/Teletypewriter (for the hearing impaired): 416-325-3408 / Toll free: 1-800-268-7095

Email: TPONCC@ontario.ca

TPON Training Schedule and Sign-Up

Once your school board is registered as an organization and you have determined who should participate in initial TPON onboarding, please use the links below to sign up for a training session. The sessions will be jointly hosted by Ministry of Education staff and staff from TPON.

Training sessions are being offered between Tuesday, May 6th and Thursday, May 26th. School boards can expect their PPF TPAs to be released on TPON by May 31st, so training should be completed by this time. If you are unable to attend a training session, or if additional training sessions are required, please reach out to Erica.vanRoosmalen@ontario.ca to ensure your board receives the support required for this transition.

APPENDIX B – Transfer Payment Ontario (TPON) System

EVENT TITLE	TPON Onboarding - Accessing and Approving Transfer Payment Agreements	
EVENT ORGANIZER	SPPD/TPON Team	
LOCATION	Virtual - Microsoft Teams	
ADDITIONAL INFO	Individual Users Can Attend Refresher Sessions if Needed	
DATE	TIME	REGISTRATION LINK
Thursday, May 6, 2021	10:00 – 11:00 am	Register
Tuesday, May 11, 2021 For French-Language Users	10:00 – 11:00 AM	Register
Thursday, May 13, 2021	10:00 – 11:00 AM	Register
Tuesday, May 18, 2021	10:00 – 11:00 AM	Register
Thursday, May 20, 2021 For French-Language Users	10:00 – 11:00 AM	Register
Wednesday, May 26, 2021	10:00 – 11:00 AM	Register

Frequently Asked Questions (FAQ)

Why is the ministry adopting this new TPON system?

The ministry is adopting Transfer Payment Ontario (TPON) as a new enterprise-wide system to manage TPAs. The TPON system provides school boards with a centralized digital system for all government transfer payments. This will enable further efficiencies in the administration and management of transfer payments.

How will TPON be used for 2021-22 PPF?

All 2021-22 PPF contracts will be released on the TPON system. Initially, TPON will only be used for accessing and approving TPAs in 2021-22. Additional features related to reporting and payments through TPON will be added in the future.

APPENDIX B – Transfer Payment Ontario (TPON) System

Will PPF payments be flowed through TPON? How will PPF payments be flowed?

PPF payments will continue to be administered through regular channels and managed through the Education Financial Information System (EFIS). School boards will not experience a change in the fiscal implementation of 2021-22 PPF transfer payment agreements.

How do I access 2021-22 TPAs?

To access and approve 2021-22 PPF TPAs, school board staff must have accounts and complete training on the new TPON system. Over the next few weeks, ministry staff will deliver several training sessions to demonstrate the use and functionality of TPON, as well as respond to any questions and concerns.

Who should participate in the TPON training?

School board staff who typically receive and are responsible for approving (signing off on) TPAs should participate in TPON Training. For example, Directors of Education, Executive Assistants to the Directors, School Business Officials and Secretary/Treasurers of School Authorities.

Will implementation of PPF programs be impacted by the transition to TPON?

Implementation of approved PPF programs will not be impacted. Ministry program staff and school board staff will continue to work on these programs together.

Who can I contact regarding the transition to TPON?

If you have any questions regarding the transition to the TPON system, please contact Erica.vanRoosmalen@ontario.ca, Director, Strategic Policy and Planning Division.

Who can I contact regarding technical issues with TPON?

For technical assistance, please contact TPON Client Care:
 Monday to Friday from 8:30 a.m. to 5:00 p.m. Eastern Standard Time
 Telephone: 416-325-6691 or 1-855-216-3090
 TTY/Teletypewriter (for the hearing impaired): 416-325-3408 / Toll free: 1-800-268-7095
 Email: TPONCC@ontario.ca



MEMORANDUM

Memo No. 21-061

TO: Trustees
Student Trustees

FROM: Camille Williams-Taylor, Director of Education
Mary Jane Farrish, Superintendent of Instruction

DATE: 26 May 2021

RE: **Update on 2021-2022 OCDSB Budget Item:
Priority School Resource Officers (SROs)**

In response to interest expressed specific to the priority school resource officer expenditure in previous years' budget deliberations, we are providing a status update at this stage in our current year's budget preparation. As the interest in this item in previous budgets resulted in a motion with actions pertinent to this year's budget allocations, we felt that this update was prudent at this time.

Feedback collected through the Police Involvement in Schools consultation process to date has revealed data that will inform the preparation of our staff recommended budget with respect to the OCDSB expenditure of \$95,000 paid to Ottawa Police Service (OPS) for two (2) priority school resource officers (SROs) who are assigned through an annual Memorandum of Understanding (MOU) to support the Urban Priority High Schools (UPHS) and their elementary feeder schools.

Context

OPS contributes the remainder of the salary expense for 2 SROs. The sum of the investment directed to two UPHS and seven elementary feeder schools through this MOU with the OPS amounts to approximately \$200,000.

This memo provides a brief rationale for our decision to discontinue this expenditure to OPS as outlined within the MOU in the 2021/2022 staff recommended budget for your reference.

Specific reports of experiences and perceptions, a summary of research and reports, and a detailed analysis of consultation activities will be provided within an upcoming report, reviewing our practices and the impacts of police involvement in schools. This full review will include recommendations in addition to the decision to discontinue the current investment through the MOU.

Consultation activities are being completed for this full review and the anticipated date for presentation of the report is June 8th, 2021 at the committee of the whole meeting. The revised Police Involvement in Schools policy will be presented to the board of trustees in fall 2021.

Impact

The participant engagement informing this decision includes voices from students, former students, parents/guardians/caregivers, community and staff as well as input from current and past SROs assigned to both schools and the staff sergeant who oversees them.

Input shared through the consultation activities includes reports of harm being experienced by students, staff and families who are minoritized, in response to the presence and involvement of police officers in school settings and processes.

Many participants in the consultation discussions expressed concerns about inbuilt systematic racism and bias in the education system combined with systemic racism in the policing system resulting in over-exposure and involvement of Indigenous, Black and racialized students with the police at school.

With police involvement in schools, some consultation participants from minoritized communities expressed that their feeling of safety was impacted negatively. The theme of feeling surveilled and targeted in their neighbourhood and school communities emerged and the connection to having police present in their schools, and the impacts shared reflected limitations to full participation in school life and in realizing the potential of a productive and successful 'home and school' partnership.

Concerns were raised that the high visibility of police officers and vehicles at the schools reinforced and perpetuated incorrect, negative stereotypes about the students, school and community as dangerous and criminal.

Next Steps

As part of the current budgetary preparation process, staff will consider opportunities for investments that can support this group of schools, consistent with the commitments stated in the Indigenous, Equity and Human Rights Roadmap and consistent with the multi-year plan strategic plan goals in the all three culture areas.

Trustees can anticipate specific details with respect to budget commitments, such as this investment, as part of the scheduled COW budget discussions.

Engagement with the steering group continues to guide our Police Involvement in Schools review process including the development of the upcoming report and a policy revision scheduled for fall 2021.

Please do not hesitate to contact Mary Jane Farrish, Superintendent of Instruction at mary.jane.farrish@ocdsb.ca if you have any questions.

cc Senior Staff
 Manager, Board Services

Corporate Records