



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