

**Appendix C,  
Supporting Indigenous Learners at the  
OCDSB Financial Expenditures**

In Ontario school boards are funded separately for Indigenous Education. The majority of this funding is in the form of the Indigenous Supplemental Grant, which has three allocations:

- I. Native Language
- II. Native Studies
- III. Per-pupil Amount

Indigenous Supplement Grant	
Native Studies	\$1,963,886
Per-Pupil Amount	Elementary \$476,008 Secondary \$218,902
Native Languages	0
Board Action Plan	\$126,240
<b>Total</b>	<b>\$2,785,036</b>

	Operating Budget		
	2018-2019		
Compensation	FTE	Budget	Actual
Indigenous - Vice Principal	1.00	\$129,199	\$124,177
Indigenous - Native Studies Sections - Teacher	3.67	\$393,375	\$397,395
Urban Aboriginal High School Teacher	2.00	\$214,373	\$214,995
Indigenous - Instructional Coach (K-12)	1.00	\$107,187	\$108,282
Indigenous - Itinerant Instructional Coach (K-8)	1.00	\$104,697	\$107,498
Native Studies - Inuit Center Teacher	1.00	\$104,697	\$104,697

Native Studies - Inuit Center - Early Childhood Educator	1.00	\$ 57,879	\$ 53,241
Indigenous Office Support	1.00	\$ 77,913	\$ 49,179
Supplies, Services and Release Time		\$166,909	\$157,609
<b>Total Operating Expenses</b>	<b>1.00</b>	<b>\$1,356,149</b>	<b>\$1,317,073</b>

*\* The budget shown for supplies, services and release time has been adjusted to equal actual funding provided by the Indigenous Education Supplemental Grant.*

School districts also receive funding through Education Programs Other (EPO). These funds are enveloped for specific initiatives and there is a Ministry reporting requirement attached to their use. The chart below outlines the allocations and expenditures for the 2018-2019 school year.

<b>Education Programs Other (EPO)</b>		
	Budget	Expenditures
Support for Implementation of Revised Curriculum	\$56,845	\$12,399
Student Support Re-Engagement Coordinator	\$100,000	\$84,520
<b>Total EPO</b>	<b>\$172,215</b>	<b>\$96,919</b>
<b>Total Operating + EPO</b>	<b>\$1,528,364</b>	<b>\$1,413,992</b>

*\* In the 2018-2019 school year, the shortage of occasional teaching staff had a direct impact on the delivery of professional development. This resulted in an inability to spend funds.*