

2018-19 Education Funding Engagement Guide

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Ontario's publicly funded education system is recognized as one of the best in the world. Thanks to partnerships with communities and families, graduates become personally successful, economically productive and actively engaged citizens.

The Province's unprecedented investments in education have raised the high school graduation rate to a historic new high of 86.5 per cent. More students than ever before are obtaining a high school diploma and gaining the skills and experience required for the jobs of tomorrow.

As Minister, I want to take this opportunity to express my sincere gratitude to all of our partners in the education sector for coming together to discuss funding for the 2018-19 school year.

By working together, Ontario will continue to cultivate and develop a high-quality teaching profession and strong leadership at all levels of the system. Our education system will continue to promote success for all. It will be responsive, accessible, and integrated from early learning and child care to adult education.

This year, we will continue to focus on equity and accountability, but as always, remain committed to expanding the conversation based on your feedback. I am confident that together we can develop innovative ideas to build on our success. I encourage those who are interested to submit their feedback either in person or in writing.

Thank you once again for everything you do on behalf of Ontario's students and their families.

Sincerely,

A handwritten signature in black ink, appearing to read 'MH' with a stylized flourish at the end.

Mitzie Hunter, MBA
Minister

Each year, as we work to address the funding challenges and opportunities for Ontario's students and their families, the ministry benefits from the expertise and insight of our partners. I truly appreciate the collaborative approach that is demonstrated by the sector during these engagements.

I am proud of the work we do each year to ensure education funding is effective, transparent and aligned with the needs of our communities. By staying focused on our shared goals of [Achieving Excellence, Ensuring Equity, Promoting Well-Being and Enhancing Public Confidence](#), we can continue to provide a high-quality system that benefits everyone.

This year, we have once again developed this engagement guide to assist with our conversations. I encourage you to share your ideas in person at the sessions or in writing. I look forward to reading all of the incredible feedback we will receive and continuing to strengthen our partnerships.

Thank you again for your dedication and hard work on behalf of Ontario's students and their families.

Sincerely,

A handwritten signature in black ink that reads "Bruce Rodrigues". The signature is written in a cursive style with a large, sweeping initial "B".

Bruce Rodrigues
Deputy Minister of Education

Introduction

An education system that is sustainable, responsible, transparent, and returns good value for public money inspires public confidence and contributes to positive student outcomes. By working with our education partners, Ontario is committed to ensuring that our publicly funded education system is accountable and efficient.

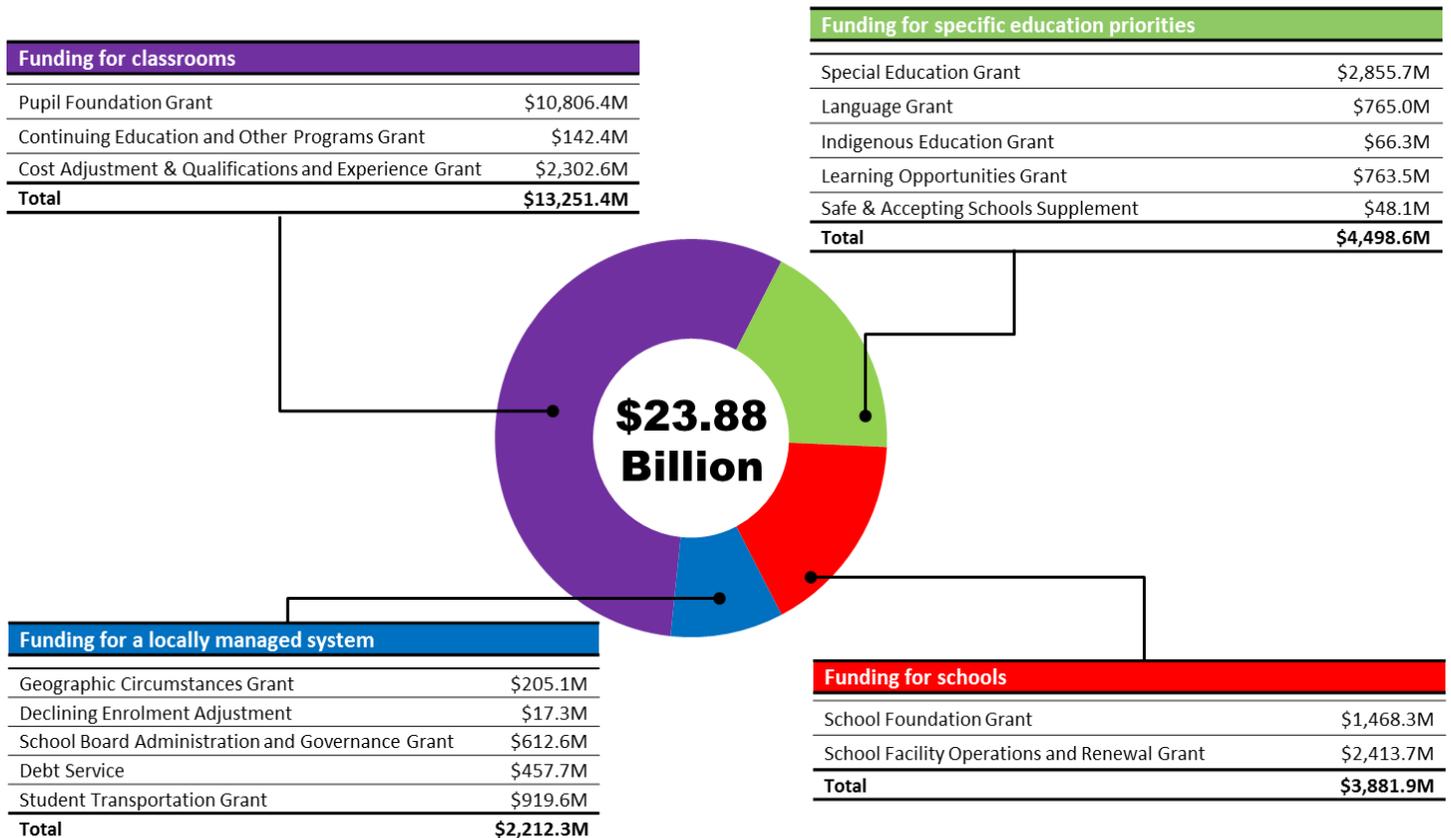
The annual education funding engagement is part of the Ministry of Education’s ongoing commitment to work with the education community to review and improve current funding mechanisms.

The Education Funding Engagement Guide sets out specific priorities for discussion, including funding through the Grants for Student Needs (GSN), however as always, we remain open to conversations beyond the themes outlined in this guide.

The GSN provides the financial foundation for the delivery of education programs and services to the students of Ontario. The ministry recognizes that conditions vary widely across Ontario. This is why local school boards have flexibility in how they use some GSN funding, within the overall accountability framework.

GSN funding can be broadly categorized into four areas of support:

GSN 2017-18



Note: School authorities funding (\$3.3 million) are included in the total, but not in the pie chart. Figures may not add due to rounding.

1. **Funding for classrooms** focuses on providing classroom resources;
2. **Funding a locally managed system** aims to ensure board leadership carries out focused activities to support alignment of resources which help schools and students strive to achieve excellence;
3. **Funding for schools** provides the resources to ensure schools have the leadership they need and are clean, well-maintained and efficient facilities for learning; and
4. **Funding for specific education priorities** speaks mainly to the *Achieving Excellence* goal of addressing priority areas of equity and well-being by, for example, meeting special education needs.

2017-18 Funding Highlights

In 2017-18, the ministry is allocating a projected \$23.88 billion through the GSN. In addition, the ministry will also be providing \$140.4 million in funding outside of the GSN through transfer payments known as Education Programs – Other (EPO). For more information, please see [Memorandum 2017:B03 – 2017-18 School Year Education Programs – Other \(EPO\) Funding](#).

The 2017-18 GSN also reflects the implementation of the labour agreements ratified over spring 2017, as well as regular updates. Some key updates for 2017-18 include:

Local Priorities Funding

As a result of the education sector labour discussions, the ministry is establishing a Local Priorities Fund (LPF) of \$223.2 million in 2017-18 to address a range of priorities including more special education staffing to support children in need, "at -risk" students and adult education.

Class Size Investments

The government has committed to invest in reducing class size in FDK (\$16.7 million) and Grades 4 to 8 (\$39.6 million).

Plan to Strengthen Rural and Northern Education

Starting in September 2017, the ministry is investing an additional \$20 million through the Rural and Northern Education Fund as an enhancement to the GSN. This funding will be dedicated for school boards to further improve education for students from rural communities.

The ministry also committed to fully review and update the pupil accommodation process and to provide increased funding for co-operation between school boards including planning and building joint-use schools.

Indigenous Education

The ministry is enveloping the Per-Pupil Amount (PPA) allocation of the Indigenous Education Grant, and is updating the rules around the hiring of the full-time Indigenous lead.

The ministry is also changing the name of the First Nation, Métis, and Inuit Education Supplement and its allocations as per the figure below:

Former Title	New Title (2017-18)
First Nation, Métis and Inuit Education Supplement	→ Indigenous Education Grant
Native Languages Allocation	→ Indigenous Languages Allocation
First Nation, Métis and Inuit Studies Allocation	→ Indigenous Studies Allocation

School Foundation Grant (SFG)

The government is making additional investments in supports for school administration through the SFG:

- Multi-Building Adjustment
- French-Language Board Adjustment
- Campus Definition Change

These changes are projected to result in a net investment in the GSN of approximately \$4.6 million in 2017-18, while the total SFG is projected to be \$1.47 billion.

For more information on the 2017-18 GSN, please refer to the [technical guide](#).

About this Engagement

We are providing this Engagement Guide in advance of face-to-face discussions to ensure our partners have sufficient time to consider the details of the specific areas for which we are seeking feedback. Engagement sessions will take place through fall / winter 2017.

The ministry recognizes that there are a number of topics to be covered at the engagement sessions, and there may be times when our stakeholders have more to contribute than the time allows. To this end, we are offering all of our education stakeholders the opportunity to submit further feedback through written submissions, which will be included in the Education Funding 2018-19 Summary Discussion Report.

Discussion summaries of past engagement sessions are available on the [Education Funding page of the ministry website](#).

In order to ensure your feedback is included in the summary, please forward your submission by Friday, December 1, 2017 to:

Dana Skalin
Dana.skalin@ontario.ca

Senior Policy Advisor
Education Funding Branch
Ministry of Education

Other Engagements

Each year, the ministry holds discussions with education partners, outside of the annual funding engagements, to discuss both policy and funding mechanisms. Some of the current discussions follow:

Tuition Agreements

An education services (tuition) agreement provides for the admission of First Nation pupils ordinarily resident on reserve to a publicly funded school on the payment of a fee. Section 188 of the *Education Act* authorizes, but does not require, district school boards to enter into these agreements with the Government of Canada or a First Nation. While some agreements may contain some similar components, individual First Nation communities and school boards develop their own agreements and working relationships. A board may have different agreements with two or more First Nations. Individual First Nations and district school boards decide on the terms of the agreement, within the context of the calculation of fees regulation under the *Education Act*. The ministry, school board representatives and First Nation partners are working together, beginning in fall 2017 to review the process for developing tuition and reverse tuition agreements in order to support First Nation communities and school boards in the negotiation and administration of these agreements.

Student Transportation

In response to the Auditor General's recommendation that the Ministry of Education revisit the current student transportation funding formula, the ministry will proceed with a 12 to 18 month multi-stakeholder engagement to solicit input and feedback to renew the vision of student transportation in Ontario. This renewed vision will focus on how transportation services can best support the goals of the education system. The renewed vision will also provide guidance for future policy development on matters such as funding and accountability. The ministry is working with the executive co-leads to determine the engagement process and timeline. More details will be communicated in the coming months.

Early Years Capital Funding Benchmarks

The Ministry of Education is committed to creating more accessible, affordable, high-quality early years programs for families. Ontario has committed to creating access to 100,000 new licensed child care spaces for children aged 0 to 4 over the next five years. To determine capital funding for school-based early years projects, the ministry is currently using the full-day kindergarten (FDK) elementary school capital benchmarks along with a site-specific geographic adjustment factor (GAF). Some school boards have told us that the current requirements are not always suitable for early years projects. To help address this issue, the ministry is establishing an expert panel on Early Years Capital Standards in Schools, comprised of representatives from school boards, municipalities and early years operators which will provide advice and recommendations to the government on capital funding methodology for school-based early years projects, as well as best practices for the optimization of early years capital design, planning, and construction in schools across Ontario.

Benefits Technical Advisory Committee

A Technical Advisory Committee (TAC) will be established to discuss a go-forward approach to funding benefits within the GSN. The TAC will review all benefits, including Statutory, Health, Life, and Dental. The TAC will include school business officials and financial experts from the Trustee Associations. The TAC will convene in the fall of 2017.

Learning Opportunities Grant (LOG)

The Learning Opportunities Grant (LOG) provides funding for a range of programs to help students who are at a greater risk of poor academic achievement.

The LOG provides funding for a range of programs to help students who are at a greater risk of poor academic achievement.

The total LOG is projected to be \$763.5 million in 2017-18.

The Learning Opportunities Grant comprises:

1. Demographic Allocation – \$358.2 million,
2. Mental Health Leaders Allocation – \$8.9 million,
3. Local Priorities Fund - \$223.2 million,
4. School Authorities Amalgamation Adjustment – \$0.6 million,

5. Literacy and Math Outside the School Day Allocation – \$17.5 million,
6. Student Success, Grades 7 to 12 Allocation – \$60.6 million,
7. Grade 7 and 8 Literacy and Numeracy and Student Success Teachers – \$22.1 million,
8. School Effectiveness Framework Allocation – \$18.6 million,
9. Ontario Focused Intervention Partnership (OFIP) Tutoring Allocation– \$8.3 million,
10. Specialist High Skills Major (SHSM) Allocation – \$18.7 million,
11. Outdoor Education Allocation – \$17.1 million; and

12. Library Staff Allocation– \$9.8 million

Allocations 5 -11 are currently enveloped under the Student Achievement Envelope.

Boards may use the allocations in the Student Achievement Envelope for these programs only; however, there is some flexibility in how boards may use the funds, as long as the funds in total are spent on the seven programs in the envelope.

The Library Staff Allocation (#12) of LOG is enveloped separately from the Student Achievement Envelope, as library staff funds must be spent on library staff.

Considerations

1. Should all of the allocations in LOG be enveloped?
2. Are there any other components of LOG that need to be updated, and how?

Demographic Allocation

The largest portion of LOG funding is flowed through the Demographic Allocation, which provides funding based on social and economic indicators that are associated with students having a higher risk of academic difficulty. This allocation supports boards in offering a wide range of locally determined programs for these high risk students.

Allocation Method

Funding for the Demographic Allocation provides a greater share of funding to boards with the largest number of students at risk because of social and economic factors or because the students have arrived in Canada recently.

The following socio-economic indicators have been derived from 2006 Census data:

Indicator	Description (2006 Census)	Weight
Low Income	Percentage of school-aged children in households with income below the low income cut-off (LICO) point.	50%
Recent Immigration	Percentage of school-aged children who immigrated to Canada between 2001 and 2006.	25%
Low Parental Education	Percentage of the adult population having less than a high school diploma or equivalent.	12.5%
Lone Parent Status	Percentage of school-aged children in a household led by a single parent.	12.5%

The Demographic Allocation is calculated as follows:

$$\text{School LOG Funding} = \text{School Funding Units} \times \text{Funding Unit Value}$$

$$\text{Funding Unit Value} = \frac{\text{Total Funding Available}}{\text{Total Funding Units}}$$

Considerations

1. Are the socio-economic indicators included in the calculation for the Demographic Allocation appropriate?
2. Is the indicator weighting for the Demographic Allocation appropriate?

Pupil Accommodation Review Guideline (PARG) / Community Planning and Partnerships Guideline (CPPG)

As part of the province's [*Plan to Strengthen Rural and Northern Education*](#) the ministry committed to strengthening its PARG and to support improved co-ordination of community infrastructure planning, which includes revising the CPPG.

The plan responds to feedback received during the government's rural engagement in spring 2017 and aims to better support:

- Quality rural education;
- Sustainable use of school space in rural communities; and
- Decision-making around school closures.

The ministry's proposed revisions to the PARG aim to create a stronger, more collaborative process that better promotes student achievement and well-being and better recognizes the impact of school closures on rural communities. The ministry proposes to achieve this by considering the elements below.

Revising Pupil Accommodation Review (PAR) timeframes:

- Extending the current minimum PAR timeframe beyond five months;
- Eliminating the minimum modified PAR timeframe of three months; and/or
- Further extending time-frames under specific circumstances, such as if new closure recommendations are added mid-way through the accommodation review process.

Introducing minimum requirements for the initial staff report by requiring school boards to include:

- At least three accommodation options (a recommended option, an alternative option and a status quo option).
- Information on how accommodation options will impact:
 - School board budget;
 - Student programming /achievement;
 - Student well-being; and
 - Community and/or economic impact.

Promoting community input in the PAR processes by requiring:

- School boards to invite elected municipal representatives and municipal staff to a meeting to discuss the initial staff report;
- School boards to disclose municipal participation / non-participation in PAR and Community Planning and Partnership (CPP) processes;
- A broader role for trustees throughout the PAR process, beyond ad hoc membership of Accommodation Review Committees, hearing public delegations and making the final decision; and
- A participatory role for secondary student representatives in PARs involving secondary schools.

Reforming the PAR administrative review process by:

- Extending the timeframe to submit an administrative review petition from 30 to 60 calendar days; and
- Reviewing the signature thresholds and requirements for launching an administrative review request.

Developing ministry supports, such as:

- A PAR toolkit to standardise type and format of initial staff report information;
- A template for use by community partners to engage boards with proposed alternatives to school closures or other proposals for community use of schools; and
- New support for the review and validation of initial staff report information and community proposals by independent third parties.

The ministry is also supporting improved co-ordination of community infrastructure planning by working with partner ministries and key stakeholders on the following three initiatives:

- 1) Building upon the Ministry of Municipal Affairs' ongoing integrated local planning work to better facilitate local relationships and partnerships, including between school board and municipal governments, particularly in rural and northern communities.
- 2) Revising the CPPG to:
 - Better align with integrated local planning processes;
 - Encourage joint responsibility for integrated community planning, with a focus on communication between school boards, municipal governments and community partners about boards' capital plans;
 - Highlight the potential for community use of open and underutilized schools; and
 - Require that boards disclose municipal participation and non-participation in CPPG meetings.
- 3) Continuing its ongoing work with the Ministry of Infrastructure to support delivery of recommendations in *Community Hubs in Ontario: A Strategic Framework and Action Plan*, for example, by providing information to support:
 - The Community Hubs Mapper (<http://gis.communityhubsontario.ca/>)
 - The Community Hubs Surplus Property Transition Initiative (<https://www.ontario.ca/page/community-hubs-0#section-0>)

Considerations

1. Do you think the ministry's proposed revisions to the PARG will create a stronger, more collaborative process?
 - a. If not, why? Are there other elements the ministry should consider?
 - b. If yes, do you have suggested improvements or comments on the elements being proposed?
2. Do you think the above measures to support improved coordination of community infrastructure planning will work to promote sustainable use of school space in communities??
 - a. If not, why? Are there other elements the ministry should consider?

- b. If yes, do you have suggested improvements or comments on the elements being proposed?
3. When making decisions about school infrastructure within communities, what measures could be helpful to fostering collaboration and cooperation between municipalities and school boards?

Early Years Capital

Accommodation Costs

Ontario schools have been prioritized as preferred early years locations, which can increase pressure on schools to address accommodation costs and sustainability for early years providers in schools. The ministry wants to ensure that we proactively address concerns which may arise when locating programs in schools, including accommodation costs and a potential lack of consistent and long-term sustainability for their occupancy.

Early years providers face a wide range of accommodation costs depending on the school board from which they lease.

The ministry is establishing a working group on Early Years Accommodation Costs in Schools, comprised of representatives from school boards, municipalities and early years operators which will provide advice and recommendations on early years accommodation cost transparency and methodology in schools. They will also provide advice to address sustainability issues for early years providers in schools. Feedback provided from our education partners, through the GSN engagement, will be shared with the group.

Considerations

1. What operational costs should be included when calculating accommodation costs in schools? What shouldn't be included?
2. How can access and affordability to programs be improved?
3. What initiatives or policies should the ministry consider as it develops accommodation costs strategies for early years programs?

Indigenous Education

Enveloping the Per-Pupil Amount (PPA) Allocation of the Indigenous Education Grant

In 2017-18, the ministry is enveloping all of the PPA Allocation of the Indigenous Education Grant to ensure this funding is used to support programs and initiatives aimed at improving Indigenous student achievement and well-being and improving the knowledge and awareness of all students about First Nation, Métis and Inuit traditions, cultures and perspectives.

Considerations

1. Is the envelope effective in assisting boards to support programs and initiatives aimed at improving Indigenous education?

Updates to the Lead Position in 2017-18

All boards must allocate at least 1.0 FTE for the dedicated Indigenous Education Lead position. The Lead must be hired full-time and must be dedicated only to this role. Exceptions may be determined by the ministry in collaboration with school boards for geographic reasons (northern and rural boards). The Lead will work closely with senior board administration to implement the *Ontario First Nation, Métis, and Inuit Education Policy Framework* (2007) (Framework). Each school board will also be required to identify a Supervisory Officer who is accountable for the implementation of the Framework, and has oversight for the work of the Lead if s/he is not a Supervisory Officer.

Considerations

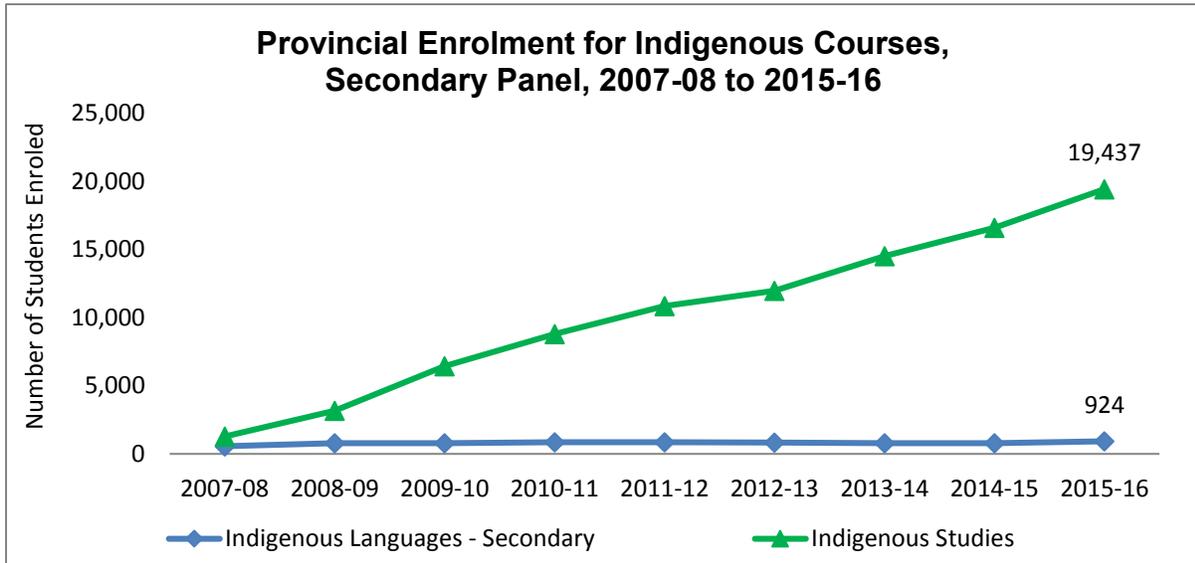
1. How successful has your lead been at working with the community?
2. What aspects of the Framework (See *appendix A*) have benefited from hiring a dedicated Lead?
3. Is the Lead's name and contact information publicly available on your board's website?

Class Size Benchmarks for Indigenous Languages & Indigenous Studies Programs

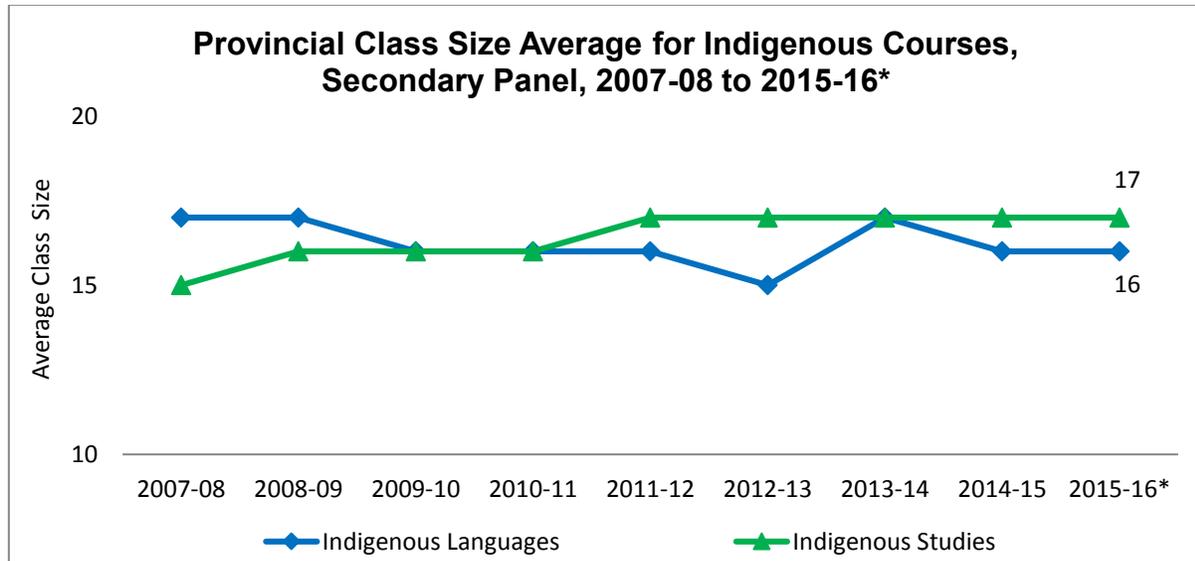
The Indigenous Education Grant was introduced in order to support broad Indigenous education and learning outcomes. Additional funding was introduced by the ministry for Indigenous Languages and Indigenous Studies to encourage school boards to offer these courses despite limited enrolment. Initially, the funding was scaled to an average class size of 8. With enrolment in these courses having increased significantly, in 2011-12 the funding benchmarks were revised to recognize an average class size of 12. While the Indigenous Languages and Indigenous Studies allocations are scaled to fund an incremental average class size of 12 pupils, the ministry does not dictate a minimum class size of 12.

Boards have the flexibility to make decisions about program delivery and staffing to meet the needs of their students and local priorities. As such, boards may organize these classes as deemed appropriate, with the expectation that some classes may be larger and others smaller than the stipulated average. Further, school boards are

funded to deliver a range of compulsory and elective courses. Pages 51 and 52 of the Ministry of Education’s 2017-18 Education Funding Technical Paper outline the formula used to calculate funding for these courses.



Source: Education Finance Information System (EFIS) 2007-08 to 2015-16



Source: As reported by schools in the Ontario School Information system (OnSIS), 2007-08 to Preliminary 2015-16.

*Data for 2015-16 is preliminary and subject to change.

Notes: Data includes only classes where all students in the class are being taught an Indigenous Language/Indigenous Studies course.

Considerations

1. Should class size funding benchmarks for Indigenous Languages be changed?
 - a. If yes, what should the new benchmark be, and why?
 - b. If no, why?
2. Should class size funding benchmarks for Indigenous Studies be changed?
 - a. If yes, what should the new benchmark be, and why?
 - b. If no, why?

Accountability Measures and Technical Updates

Expanding the New Teacher Induction Program (NTIP)

NTIP supports the growth and professional development of new teachers. It is a step in a continuum of professional learning for teachers to support effective teaching, learning, and assessment practices. It provides another full year of professional support allowing new teachers to continue developing the requisite skills and knowledge that will support increased success as teachers in Ontario.

By helping new teachers achieve their full potential, the NTIP supports Ontario's vision of achieving high levels of student performance and consists of the following induction elements:

- Orientation for all new teachers to the school and school board
- Mentoring for new teachers by experienced teachers
- Professional development and training in areas such as:
 - Literacy and Numeracy strategies, Student Success, Safe Schools, and Politique d'aménagement linguistique in French-language boards
 - Classroom management, effective parent communication skills, and instructional strategies that address the learning and culture of students with special needs and other diverse learners.

As of 2009-10, beginning Long Term Occasional (LTO) 97-day teachers were included in the induction elements of the NTIP.

For the purposes of the NTIP, a “beginning 97-day LTO teacher” is defined as a certified occasional teacher who is in his or her first long-term assignment, of 97 or more consecutive school days as a substitute for the same teacher.

Ontario Regulation 274/12 requires first year LTO teachers with 4 month (80 day) assignments to have an Occasional Teacher evaluation. These teachers, even though they are also beginning and teaching in the classroom, are not currently eligible to receive support through the NTIP as they fall below the current NTIP definition of 97 days.

Considerations

1. In order to close the support gap, should “4 month (80 day) LTO’s” be eligible to participate in the induction portion of NTIP?
 - a. Why or why not?

NTIP Allocation

In 2017-18, school boards will receive funding for the NTIP Allocation that is the lesser of \$50,000 per board plus \$1,490.49 multiplied by the number of teachers on Rows 0, 1, and 2 of a board's Teacher Qualifications and Experience Grid with movement in 2016-17, or a board's expenditure for NTIP in 2017-18. Boards are expected to use NTIP funding for eligible NTIP expenditures and are required to meet NTIP requirements according to legislation and the New Teachers Induction Program: Induction Elements Manual.

Considerations

1. Should boards have the flexibility to use NTIP funding to support teachers in their first 5 years with assignments outside NTIP's current mandatory eligibility?
 - a. Why or why not?
 - b. If yes, what type of teachers should be eligible to participate?
 - i. teachers with multiple LTO contracts
 - ii. daily occasional teachers and teachers on short-term contracts
2. Should boards have the flexibility to use NTIP funding to direct extra support to FLL/FSL teachers, who are in such high demand that they often land permanent work immediately following graduation?

Leads

Currently, various Leads are funded by the ministry through different mechanisms, and carry with them different levels of accountability. Some leads are dedicated roles, or enveloped, or funded at the Supervisory Officer (SO) level or calculated using Average Daily Enrolment (ADE). See *appendix B for full details on Leads*.

Title	Notes
Mental Health Lead	Enveloped. Funded through GSN, one per board.
School Effectiveness Lead	Enveloped under the School Effectiveness Framework Allocation. Funded through the GSN.
Student Success Lead	Partially enveloped under the Student Achievement Envelope. Dedicated. Funded through GSN, one per board.
Indigenous Education Lead	Dedicated. Enveloped. Funded through GSN, one per board. Boards must also identify a Supervisory Officer to oversee work if the Lead is not at the SO level.
Technology Enabled Learning and Teaching Contact	One contact per board, funded through GSN as part of the larger School Board Administration and Governance Grant, but the role itself is not enveloped.
Community Use of Schools: Outreach Coordinator	Funded through EPO, minimum one per board, not dedicated, coordinators may have duties outside this role. Enveloped as part of the specific list of items eligible under the transfer payment agreement.
Early Years Lead	Funded through EPO to support a minimum of 1.0 FTE, at the SO level, one per board. Part of the larger Early Years Strategy envelope.

Considerations

1. Should all leads be dedicated? (Meaning they can only be leads and unable to carry another role as teacher, principal etc.)
2. Should all leads be limited to a FTE that can only be held by one individual? (no part-time job sharing)

3. Should funding for all leads be enveloped?
4. Are there additional leads that the ministry should consider funding directly?
5. Are all leads currently fully utilized?

EPOs

The ministry continues to evaluate opportunities to streamline and strategically bundle additional EPO programs into the GSN. This will be done with the intent of reducing administrative burden and aligning program implementation with ministry priorities, while ensuring strong accountability and value for money. *See appendix C for the full list.*

Considerations

1. Which EPOs, if any, should be moved into the GSN?
 - a. How could accountability for those grants be ensured?
2. Which grants should be moved out of the GSN?
 - a. How could accountability for those grants be ensured?
3. Should additional portions of the GSN be enveloped?
 - a. If so, which areas and why?

Identifying Efficiencies and Reinvestments

There has been over a decade of significant investments by the province in public education. Total operating funding has increased by \$9.4 billion (66 per cent) since 2002-03. Per-pupil funding has increased by 68 per cent over the same period. The ministry continued this investment despite a period which saw significant enrolment decline.

In 2016-17, enrolment in Ontario schools returned to a position of overall growth, and provincial demographic projections of the school aged population suggest continued growth in the coming years. However, enrolment patterns vary across the province. Currently, 39 of 72 boards have declining enrolment from the previous school year.

Going forward, program funding in the education sector will need to continue to be managed carefully, while ensuring reinvestments are supporting every child and reaching every student.

Considerations

1. What are the areas where there is potential to find new efficiencies and savings?
2. Where might reinvestments be most effective in supporting ongoing efficiencies or improving programs?

Conclusion

Through this Funding Engagement Guide, the ministry is seeking to speak to all of our education stakeholders to hear their views, ideas and concerns about future directions for education funding in Ontario.

Input from the sector is important for many reasons – not least that it highlights the local achievement, innovation and creativity that is a hallmark of public education throughout our province.

The ministry welcomes your feedback, your leadership, and your ongoing partnership.

Thank you.

Resources

More detail about GSN funding may be found on the [Education Funding, 2017-18 page of the ministry website](#). The documents there include:

- 2017-18 Education Funding: A Guide to the Grants for Student Needs;
- Technical Paper 2017-18;
- School Board Funding Projections for the 2017-18 School Year;
- 2017-18 Education Funding: Discussion Summary;
- Memorandum 2017: B04 – Grants for Student Needs Funding for 2017-18; and
- Memorandum 2017: B10 – Updates to the Grants for Student Needs Funding for 2017-18.

Additional resources include:

- Further information about EPO allocations may be found in [Memorandum 2017: B03 – 2017-18 School Year Education Programs – Other \(EPO\) Funding](#); and
- The [Plan to Strengthen Rural and Northern Education](#).

Appendix A – The Ontario First Nation, Métis, and Inuit Education Policy Framework

Ontario's Indigenous Education Strategy is helping First Nation, Métis, and Inuit students achieve their full potential. The Framework is a key part of the strategy and aims to:

- Increase the capacity of the education system to respond to the learning and cultural needs of First Nation, Métis, and Inuit students;
- Provide quality programs, services, and resources to help create learning opportunities for First Nation, Métis, and Inuit students that support improved academic achievement and identity building;
- Provide a curriculum that facilitates learning about contemporary and traditional First Nation, Métis, and Inuit cultures, histories, and perspectives among all students, and that also contributes to the education of school board staff, teachers, and elected trustees; and
- Develop and implement strategies that facilitate increased participation by First Nation, Métis, and Inuit parents, students, communities, and organizations in working to support academic success.

Appendix B - Leads and Coordinators

Mental Health Leads

In 2014-15, the ministry began providing funding through the GSN to support the salary and benefits costs of a Mental Health Leader position in each school board. In 2017-18, these positions will be funded at \$123,112.71 per board. In addition, one Mental Health leader will be funded and shared by all four isolate boards. This funding will be enveloped to ensure that each board has at least one Mental Health Leader.

School Effectiveness Leads

The School Effectiveness Framework supports elementary schools and boards in assessing school effectiveness so that plans for improvement can be put in place. In each school board, School Effectiveness Leads are responsible for the organization, administration, management, and implementation of the Framework. In 2017-18, each board receives a base amount of \$176,992 plus an additional \$176,992, if the elementary ADE of the board is greater than 85,000, plus a per-pupil release time amount of \$2.78, calculated using total elementary and secondary ADE.

Student Success Leads

In 2017-18, \$60.6 million is being provided for the Student Success, Grade 7 to 12 Allocation to assist students who may not otherwise achieve their educational goals. This funding is to be used to enhance preparation of students for passing the Grade 10 literacy test, and to increase opportunities for students to participate in successful school-to-work, school-to-apprenticeship, or school-to-college program pathways. In 2017-18, the ministry is providing each board with \$176,992 for a dedicated leader to assist schools in developing programs to improve student success.

Indigenous Education Leads

In 2017-18, all boards must allocate at least 1.0 FTE for the dedicated Lead position at a rate of at least \$84,083.77. The Lead must be hired full-time and must be dedicated only to this role of the Lead. Exceptions may be determined by the ministry in collaboration with school boards for geographic reasons (northern and rural boards). The Lead will work closely with senior board administration to implement the Framework. Each school board will also be required to identify a Supervisory Officer who is accountable for the implementation of the Framework, and has oversight for the work of the Lead if the Lead is not a Supervisory Officer.

Community Use of Schools: Outreach Coordinators

Funding is allocated to enable school boards to hire Outreach Coordinators who help ensure the effectiveness of the Community Use of Schools program at the local level through activities such as program coordination, outreach, information sharing, and data collection. The Community Use of Schools program helps all schools offer affordable access to indoor and outdoor school space to not-for-profit groups outside of school hours.

Early Year Leads

Funding will be allocated to school boards to support a minimum of 1.0 FTE of the Early Years Lead position, funded at the Supervisory Officer level. The primary role of this

position is to provide system-wide leadership for the *Ontario Early Years Policy Framework*.

Technology Enabled Learning and Teaching Contact

In 2017-18, \$7.6 million in funding will provide each school board with one Technology Enabled Learning and Teaching Contact (TELT) to support the transformation of learning and teaching in the physical and virtual environment. The funding is based on a fixed amount of \$105,000 for each board and will cover salaries, benefits and travel costs.

Appendix C - EPO Tables

Programs for 2017-18	Amount (\$M)
Autism Supports and Training	3.0
Autism: Supporting Transition to the New Ontario Autism Program	8.9
Board Leadership Development Strategy and Mentoring for All Fund	4.8
Community Use of Schools: Outreach Coordinators	6.4
Community Use of Schools: Priority Schools	7.5
Early Year Leads Program	8.9
Equity and Inclusive Education - Parent Engagement	0.9
Focus on Youth Program	8.0
French-Language eLearning Strategy	0.2
French-Language School and Student Support Grades 7 to 12	0.03
Gap Closing in Literacy Grades 7-12	1.7
Indigenous Four Directions	0.2
Indigenous Learning and Leadership Gatherings	0.3
Indigenous Re-engagement	0.1
Indigenous Support and Engagement Initiative	1.9
International Education	0.4
Managing Information for Student Achievement (MISA)	1.4
Politique d'aménagement linguistique (PAL) Initiatives	0.1
Professional Development	3.5
Re-engagement (12 & 12+)	1.2
Renewed Math Strategy K-12	55.0
Special Education - French-Language District School Boards	5.0
Specialist High Skills Major (SHSM)	6.6
Student Engagement	1.6
Support French Language Literacy Strategies	0.2
Supporting Implementation of Policies and Programs	0.4
Supporting Implementation of Revised Kindergarten Program and the Addendum to Growing Success	0.5
Teacher Learning and Leadership Program (TLLP)	4.4
Tutors in the Classroom	1.2
Well-Being: Safe, Accepting and Healthy Schools and Mental Health	6.4
Total	140.4