

SPECIAL EDUCATION ADVISORY COMMITTEE REGULAR MEETING

AGENDA May 15, 2019

TBD, Chair

Sandra Mastronardi, Vice Chair
Autism Ontario

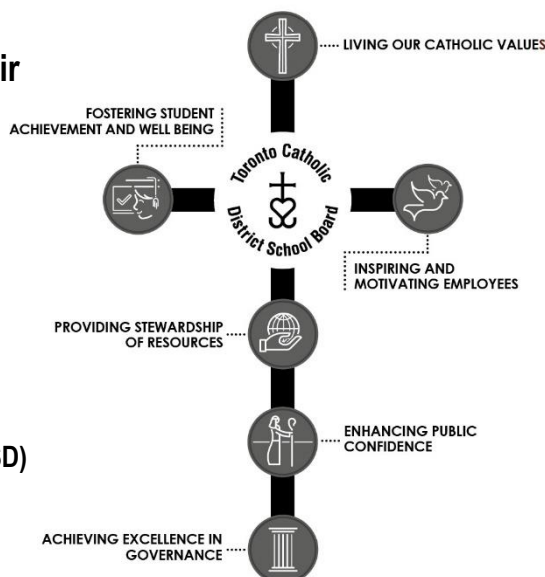
Melanie Battaglia
Community Representative

Lori Ciccolini
Community Representative

Lori Mastrogiuseppe
Fetal Alcohol Spectrum Disorder (FASD)

Tyler Munro
Integration Action for Inclusion
Representative

OUR STRATEGIC DIRECTION 2016-2021



Gizelle Paine
LD Toronto Chapter Representative

Mary Pugh
VOICE for Hearing Impaired

Glenn Webster
Ontario Assoc. of
Families of Children
with Communication
Disorders

George Wedge
Easter Seals

Trustee Members
Nancy Crawford
Daniel Di Giorgio
Angela Kennedy

MISSION

*The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.
We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.*

VISION

At Toronto Catholic we transform the world through witness, faith, innovation and action.

Recording Secretary: Sophia Harris, 416-222-8282 Ext. 2293
Assistant Recording Secretary: Sonia Tomaz, 416-222-8282 Ext. 2298

Rory McGuckin
Director of Education

Maria Rizzo
Chair of the Board

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AGENDA THE REGULAR MEETING OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

PUBLIC SESSION

Wednesday, May 15, 2019

7:00 P.M.

	Pages
1. Roll Call & Apologies	
2. Approval of the Agenda	
3. Election of Chair	
4. Election of Vice Chair (if necessary)	
5. Declarations of Interest	
6. Approval & Signing of the Minutes of the Meeting held April 23, 2019 for Public Session	1 - 14
7. Delegations	
8. Presentations	
8.a 2019-20 Budget Impacts and Grants for Student Needs Announcement - Overall and Instructional Related	15 - 58
8.b My Blueprint	59 - 64
9. Unfinished Business	
10. Notices of Matters and Trustee Matters: (for which seventy-two hours'	

notice has been given)

11. Communications

11.a	SEAC Monthly Calendar Review	65 - 66
11.b	Special Education Superintendent Update	67 - 103
11.c	Draft Special Education Advisory Committee (SEAC) A.23 Policy Update for Review	104 - 113
11.d	Gym Skills Flyer	114
11.e	Summer Skills Flyer and Application Form	115 - 117
11.f	Xceptional Biking Flyer and Application Form	118 - 119

12. Matters Referred/Deferred

12.a	Inquiry from George Wedge regarding Educational Assistants (EAs) and Child and Youth Workers (CYWs): How does Human Resources (HR) determine which temporary EAs or CYWs are submitted to a Principal for interview on a permanent posting in the absence of any Permanent EA or CYW having applied?	
12.b	Inquiry from Sandra Mastronardi regarding Accessibility at a Toronto Catholic District School Board (TCDSB) School	
12.c	Ministry of Education (MOE) 2019: SB01 Update: Special Education Funding in 2018-19	120 - 136
12.d	MOE 2019: B07 Supporting Students with Autism Spectrum Disorder	137 - 140
12.e	MOE 2019: B08 New Vision for Education	141 - 151
12.f	Inquiry from Tyler Munro regarding Special Equipment Amount (SEA) Claims	
12.g	Inquiry from Tyler Munro regarding Expulsion Rates	

- 12.h Inquiry from Tyler Munro regarding Classroom Windows
- 12.i Inquiry from Melanie Battaglia regarding Ministry Enrollment Register on Exclusion 2018-2019 152 - 214
- 12.j Inquiry from Lori Mastrogiuseppe regarding Bill 44
- 12.k Inquiry from Tyler Munro regarding Special Needs Advanced Program
- 12.l Inquiry from Tyler Munro regarding the Gap in the Individualized Education Program (IEP) Process
- 12.m Inquiry from Sandra Mastronardi regarding Student Transportation and Budget

From the April 24, 2019 Regular Board Meeting and the May 7, 2019 Governance and Policy Committee Meeting

- 12.n Suspension and Expulsion Policy S.S.01 215 - 316

Motion from the April 24, 2019 Regular Board Meeting:

That the policy be referred to the Governance and Policy (GAP) Committee with the following changes, and also to SEAC for consultation:

- Page 178, Cross Reference: Include The Ontario Human Rights Code and The Ontario Human Rights Policy on Accessible Education for Students with Disabilities;
- Page 188: Add not related to a disability after Item (2) Refractory conduct;
- Page 189: Add or the Pupil would benefit from one after ...an individual education plan has been developed,; and
- Page 259, Regulation 13: include explanation of mitigating and other factors.

Motion from the May 7, 2019 Governance and Policy Committee:

That the Policy be amended to include:

Recommendation 1: Page 51, Cross Reference: Include The Ontario

Human Rights Code and The Ontario Human Rights Policy on Accessible Education for Students with Disabilities; and

Recommendation 4: Page 132, Regulation 13: include explanation of mitigating and other factors.

And that it not include:

Recommendation 2: Page 61: Add not related to a disability after Item (2) Refractory conduct; and

Recommendation 3: Page 62: Add or the Pupil would benefit from one after ...an individual education plan has been developed; and

That Recommendations 2 and 3 be sent to SEAC with an explanation as to why the GAP Committee is not recommending them; and

That the Policy come back to the GAP Committee.

From the May 2, 2019 Student Achievement and Wellbeing, Catholic Education and Human Resources Committee

- 12.o Responses to Concerns Raised by Delegations to the March 18, 2019 317 - 331
Special Board Meeting on Special Education

Referred to SEAC for the consideration of the responses from staff.

- 12.p Parent Voice Survey regarding Students Receiving Special 332 - 334
Education Programs and Services (Information)

A working committee will need to be struck in anticipation of next year's survey administration, and a decision made regarding whether Special Education content questions will be included with the existing Parent/Guardian Voice survey format, or if a separate, content-specific survey will be created.

13. **Reports of Officials, and Special and Permanent Committees Requiring Action**
14. **Reports of Officials for Information**
 - 14.a Grants for Student Needs (GSN) Projections for the 2019-20 School Year 335 - 411
15. **Inquiries and Miscellaneous**
 - 15.a Toronto Catholic District School Board (TCDSB) to recognize September 9 as Fetal Alcohol Spectrum Disorder (FASD) Awareness Day annually - Verbal from Lori Mastrogiuseppe
16. **Association Reports**
17. **Update from Trustees on resolutions recommended to the Board by the Committee**
18. **Pending List** 412 - 419
19. **Adjournment**

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MINUTES OF THE REGULAR MEETING OF THE SPECIAL EDUCATION ADVISORY COMMITTEE PUBLIC SESSION

HELD TUESDAY, APRIL 23, 2019

PRESENT:

External

Members: Sandra Mastronardi, Acting Chair
Melanie Battaglia
Lori Mastrogiuseppe
Tyler Munro
Mary Pugh- via Teleconference
George Wedge

Trustee: N. Crawford

Staff: D. Koenig
L. Maselli-Jackman
A. Coke
M. J. Gendron
R. Macchia
J. Mirabella
D. Reid
P. Stachiw

S. Harris, Recording Secretary
S. Tomaz, Assistant Recording Secretary

External Guest: A. Robertson, Parliamentarian

1. Roll Call & Apologies

Apologies were extended on behalf of Trustees Di Giorgio and Kennedy, Lori Ciccolini and Gizelle Paine.

2. Approval of the Agenda

MOVED by Trustee Crawford, seconded by Melanie Battaglia, that the Agenda, as amended to reorder Item 11a) Resignation of Ashleigh Molloy, Chair of SEAC as the next Item of Business for discussion followed by a discussion regarding filling the vacancy of Chair, and if necessary, Vice Chair; reorder Item 15e) Inquiry from Sandra Mastronardi regarding 2019-2020 Special Education Budget as Item 11e); and add a new Item 15f) Inquiry from Lori Mastrogiuseppe regarding Bill-44...

Trustee Crawford left the table. Quorum was lost.

The Chair declared a recess.

The meeting continued with Sandra Mastronardi in the Chair.

PRESENT (Following the Recess):

External

Members: Sandra Mastronardi, Acting Chair
 Melanie Battaglia
 Lori Mastrogiuseppe
 Tyler Munro
 Mary Pugh- via Teleconference
 Glenn Webster
 George Wedge

Trustee: N. Crawford

2. Approval of the Agenda (Continued)

.. add Items 15g) Inquiry from Tyler Munro regarding Special Needs Advanced Program and 15h) Inquiry from Tyler Munro regarding the gap in the Individualized Education Program process.

Sandra Mastronardi relinquished the Chair to Melanie Battaglia.

MOVED in AMENDMENT by Sandra Mastronardi, seconded by Tyler Munro, that Item 15i) Inquiry from Sandra Mastronardi regarding Student Transportation and Budget be added.

On the Vote taken, the Amendment was declared

CARRIED

On the Vote taken, the Motion, as amended, was declared

CARRIED

Sandra Mastronardi reassumed the Chair.

11. Communications

MOVED by Melanie Battaglia, seconded by Glenn Webster, that Item 11a) be adopted as follows:

11a) Resignation of Ashleigh Molloy, Chair of SEAC received.

On the Vote taken, the Motion was declared

CARRIED

MOVED by Glenn Webster, seconded by Trustee Crawford, that the election of a new Chair, and Vice-Chair if necessary, be deferred to the May 15, 2019 SEAC meeting.

On the Vote taken, the Motion was declared

CARRIED

4. Declarations of Interest

There were none.

5. Approval & Signing of the Minutes of the Meeting

MOVED by Trustee Crawford, seconded by Glenn Webster, that the Minutes of the Regular Meeting held March 27, 2019 be approved.

On the Vote taken, the Motion was declared

CARRIED

7. Presentations

MOVED by George Wedge, seconded by Glenn Webster, that Item 7a) be adopted as follows:

- 7a) From Peter Stachiw, Chief of Autism, regarding Autism Awareness Day: Flag Raising and Mass / Autism Awareness: Asperger's Conference** received.

On the Vote taken, the Motion was declared

CARRIED

10. Consent and Review

The Chair reviewed the Order Paper and the following Items were held:

- 11d) Melanie Battaglia;
- 12a) Tyler Munro;
- 12b) Melanie Battaglia;
- 12c) George Wedge;
- 12d) Sandra Mastronardi;
- 12e) Tyler Munro;
- 12f) Sandra Mastronardi;
- 12g) Tyler Munro and Glenn Webster;
- 15a) Tyler Munro;
- 15b) Tyler Munro;
- 15c) Tyler Munro;
- 15d) Melanie Battaglia;
- 15e) Trustee Crawford;
- 15f) Lori Mastrogiuseppe;
- 15g) Tyler Munro;
- 15h) Tyler Munro; and
- 15i) Sandra Mastronardi

MOVED by Tyler Munro, seconded by Lori Mastrogiuseppe, that the Items not held be received.

On the Vote taken, the Motion was declared

CARRIED

ITEMS AS CAPTURED IN THE ABOVE MOTION

11b) SEAC Monthly Calendar Review;

11c) Special Education Superintendent Update; and

12h) Ministry of Children, Community and Social Services News Release:
Ontario Enhancing Support for Children with Autism, March 21, 2019

11. Communications

MOVED by Trustee Crawford, seconded by George Wedge, that Item 11d) be adopted as follows:

- 11d) Service Animal Protocol (Consultation Draft) and Draft Policy/Program Memorandum (PPM)** received pending further information about the Ministry's policy at a future meeting.

On the Vote taken, the Motion was declared

CARRIED

Sandra Mastronardi relinquished the Chair to Glenn Webster.

15. Inquiries and Miscellaneous

MOVED by Sandra Mastronardi, seconded by George Wedge, that Item 15e) be adopted as follows:

- 15e) From Sandra Mastronardi regarding 2019-2020 Special Education Budget** that SEAC recommend to the Board that more opportunities be provided for Special Education Needs (SEN) Students to participate in Science, Technology, Engineering, and Math (STEM) / Science, Technology, Engineering, Art and Math (STEAM) special programs and extra-curriculars with a focus on providing equity-based skill learning based on their particular needs.

On the Vote taken, the Motion was declared

CARRIED

MOVED by Sandra Mastronardi, seconded by Tyler Munro, that funding be allocated to hire a Board Certified Behaviour Analyst (BCBA) to provide consultative services to schools, and to train and supervise resource staff in data collection as part of the current services offered to classrooms to assist teachers.

On the Vote taken, the Motion was declared

CARRIED

Mary Pugh disconnected via Teleconference.

Trustee Crawford left the table. Quorum was lost.

The Chair declared a recess.

The meeting continued with Glenn Webster in the Chair.

The attendance list remained unchanged.

15e) From Sandra Mastronardi regarding 2019-2020 Special Education Budget (Continued)

MOVED by Melanie Battaglia, seconded by Sandra Mastronardi, that at the very least, the Board maintain the current level of support staff and provide funding for them to obtain Registered Behaviour Training (RBT) certification on, at least, a voluntary basis, including the 40 hours of training and the examinations. These support staff are to be supported by the BCBA.

On the Vote taken, the Motion was declared

CARRIED

MOVED by Tyler Munro, seconded by George Wedge, that an Inclusion Coach position be created to further support our Mission Statement, and the hiring/promotion of eight persons to the Inclusion Coach Position, focused on accommodating special education students in classrooms.

On the Vote taken, the Motion was declared

CARRIED

Trustee Crawford, Lori Mastrogiuseppe and Glenn Webster voted against the Motion.

Sandra Mastronardi reassumed the Chair.

12. Matters Referred/Deferred

From the March 27, 2019 Special Education Advisory Committee (SEAC) Meeting

MOVED by Tyler Munro, seconded by Trustee Crawford, that Item 12a) be adopted as follows:

- 12a) Annual Report on the Accessibility Standards Policy (A.35)** received and that SEAC recommend to Board that the Ontario Human Rights Commission Policy on Accessible Education for Students with Disabilities be added to the Cross reference section of the Accessibility Standards Policy (A.35).

Sandra Mastronardi relinquished the Chair to Trustee Crawford.

MOVED in AMENDMENT by Sandra Mastronardi, seconded by Lori Mastrogioseppe, that a representative from SEAC be included in Section 5, Members of Accessibility Working Group, page 72.

On the Vote taken, the Amendment was declared

CARRIED

On the Vote taken, the Motion, as amended, was declared

CARRIED

Sandra Mastronardi reassumed the Chair.

MOVED by George Wedge, seconded by Tyler Munro, that Item 15b) be adopted as follows:

15b) Motion from Trustee Li Preti regarding Emergency Plan for accommodating Special Education Students and/or Students with a Physical Disability that may be excused from regular hours of School:

WHEREAS families with children who have special need children with intellectual and/or developmental disabilities are being asked to pick up children early, start their school day later or keep children at home for indefinite periods of time; and

WHEREAS families with special need children may not have the flexibility or the financial means to leave their employment and pick up children from school - sometimes on a daily basis; and

WHEREAS asking parents to alter regular school hours for special need students is a further obstacle to many families and causes undue hardship for the child and the family; and

WHEREAS it is recognized that some students may present challenges and one of the common causes of excusing students from school may be due in part to behavioural issues; and

WHEREAS TCDSB school personnel may not have the resources available to them to resolve issues regarding classroom management; and

WHEREAS it is not in the best interest of the school community if a student poses a safety concern; and

WHEREAS the practice of excusing special need students may deny some students inclusive educational opportunities; and

WHEREAS TCDSB does not formally track soft exclusions at the present time; and

WHEREAS the provision in the Education Act to exclude children from school is outdated and may violate the rights of children to an inclusive education; and

WHEREAS it is recognized that some students may present challenges, alternatives to exclusion should be available to students and families first; and

Therefore, be it resolved that the TCDSB create an emergency plan for accommodating special education students and/ or students with a physical disability that may be excused from regular hours of school; and

Further be it resolved than a central on call service be available to principals on an emergency basis when the parent(s) are not available to pick up their child; and

Further be it resolved that staff prepare a report on the implementation of an Emergency Plan for Special Education Disability Accommodation Needs and projected costs; and

Further be it resolved that staff bring this motion to the next SEAC meeting for discussion, review and further recommendation (s); and

Further be it resolved that staff review deploying existing staff on an on call basis and investigate other possible contract/part time resources to accommodate an Emergency Plan for Special Education Disability Accommodation Needs; and

Further be it resolved that funding for Emergency Special Education Disability Accommodation Needs be added to the budget and considered during budget deliberations; and

Further be it resolved that the Ministry of Education be requested to fund the Emergency Special Education Disability Accommodation Needs;

Be it further resolved that this motion take effect immediately

That SEAC recommend to Board:

1. That the existing resources be trained and utilized more effectively in preemptive de-escalation to prevent behavioral based exclusions;
2. That the school Board provide assistance for alternate arrangements instead of calling parents/caregivers; and
3. That accurate data be collected to better assess the current impact and create a plan to move forward.

On the Vote taken, the Motion was declared

CARRIED

MOVED by Tyler Munro, seconded by George Wedge, that all the Items not discussed be deferred to the May 15, 2019 SEAC Meeting.

On the Vote taken, the Motion was declared

CARRIED

ITEMS AS CAPTURED IN ABOVE MOTION

- 12c) Inquiry from George Wedge regarding Educational Assistants (EAs) and Child and Youth Workers (CYWs);
- 12d) Inquiry from Sandra Mastronardi regarding Accessibility at a TCDSB School;
- 12e) Ministry of Education (MOE) 2019: SB01 Update: Special Education Funding in 2018-19;

- 12f) MOE 2019: B07 Supporting Students with Autism Spectrum Disorder;
- 12g) MOE 2019: B08 New Vision for Education;
- 15a) Inquiry from Tyler Munro regarding Special Equipment Amount (SEA) Claims;
- 15b) Inquiry from Tyler Munro regarding Expulsion Rates;
- 15c) Inquiry from Tyler Munro regarding Classroom Widows;
- 15d) Inquiry from Melanie Battaglia regarding Ministry Enrollment Register on Exclusion 2018-2019;
- 15f) Inquiry from Lori Mastrogiuseppe regarding Bill 44;
- 15g) Inquiry from Tyler Munro regarding Special Needs Advanced Program;
- 15h) Inquiry from Tyler Munro regarding the Gap in the Individualized Education Program (IEP) Process; AND
- 15i) Inquiry from Sandra Mastronardi regarding Student Transportation and Budget

17. Adjournment

MOVED by George Wedge, seconded by Tyler Munro, that the meeting be adjourned.

On the Vote taken, the Motion was declared

CARRIED

SECRETARY

CHAIR



REPORT TO

SPECIAL EDUCATION ADVISORY COMMITTEE

2019-20 BUDGET IMPACTS AND GRANTS FOR STUDENT NEEDS ANNOUNCEMENT - OVERALL AND INSTRUCTIONAL RELATED

"A generous man will himself be blessed, for he shares his food with the poor."

Proverbs 22:9

Created, Draft	First Tabling	Review
April 30, 2019	May 15, 2019	Click here to enter a date
D. De Souza, Coordinator of Grants & Ministry Reporting G. Sequeira, Coordinator of Budget Services P. De Cock, Comptroller of Business Services & Finance		
INFORMATION REPORT		

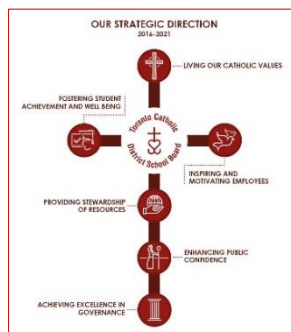
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Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

L. Noronha
Associate Director of Facilities,
Business and Community
Development, and
Chief Financial Officer

A. EXECUTIVE SUMMARY

1. ***Two budget reports have been submitted to facilitate Trustees with conflicts of interest on instructional related funding, at their own discretion, the opportunity to participate in non-instructional funding discussions.*** This report will focus on the overall and instructional issues that have been identified through the GSN announcements and the B Memos released by the Ministry of Education.
2. ***Announcements made by the Ministry of Education will entail further release of data and more analysis to develop the budget.*** The Grant for Student Needs (GSN) funding and regulations released on April 26th, 2019 by the Ministry of Education (EDU) provided a first look at ongoing funding commitments, funding reductions and new education funding investments into the education sector. The Education Funding Technical Paper and Education Financial Information System (EFIS) tools did not accompany the announcement as in past years. The funding projections for the Toronto Catholic District School Board (TCDSB) contained within this report are preliminary and subject to change pending the release of further documents and formulas. These preliminary impacts have been developed with cautious assumptions in mind and therefore represent a scenario that could be considered fiscally conservative.
3. ***The late release of data by the Ministry will impact the budget approval timelines previously communicated to the Board.*** Given the delay of the technical details and the Electronic Financial Information System (EFIS) release by the Ministry to mid-May, staff will not be in a position to develop preliminary budget estimates in time for May 16th Regular Board meeting. The tentative revised plan would be to bring the preliminary budget estimates to Student Achievement Committee on May 28th, 2019.
4. ***Based on a preliminary analysis and review of the announcements to date, staff expect that service levels across all program and service areas will need to be reduced in order to develop a balanced budget.*** The Ministry of Education announcements on April 26th impacts many program and service areas, and if the impacts are not addressed then the operating budget would enter an unbalanced (deficit) position. Consequently, the 2019-20 Budget Estimates must contain service level reductions in order to develop a balanced budget in compliance with the Education Act.

The cumulative staff time required to prepare this report was 80 hours.

B. PURPOSE

1. ***This annual report has been prepared to provide highlights and preliminary projections of the education funding announcements for the TCDSB.*** This report responds to the recent GSN announcement for key policy and funding changes for 2019-20. The calculated financial and operational impact of last week's announcement on the GSNs for 2019-20 utilized information available at the time of preparing this report.
2. This report has been prepared to allow Trustees and members of the public a preview of potential staff recommendations that may be incorporated in to the Preliminary Budget Estimates expected to be presented at Student Achievement Committee on May 28th, 2019.

C. BACKGROUND

Previous Announcements

1. ***Staff have been working on analysing the impacts of previous announcements.*** The following paragraphs provide a brief recap of previous announcements on March 15th, 2019. The full memo from the Ministry has been attached as Appendix A for reference.
2. ***Announcements for class size changes in some areas were made on March 15, 2019 (2019:B08).*** The new class size requirements for grades 4-8 and 9-12 impacts the TCDSB budget by approximately \$18M for the 2019-20 school year and reduces teacher positions by approximately 350 Full-Time Equivalent (FTE) positions over the course of the next four years.
3. ***Current Collective Agreement Local Priorities Funding will expire.*** The expiration of the Local Priorities funding associated with the 2 year Collective Extension Agreements will decrease GSN funding by approximately \$9.7M. It equates to 119 Full-Time Equivalent (FTE) positions that spans almost all employee groups. The provincially negotiated extension agreements expire as of August 31st 2019.

International Languages Program

4. ***The continuance of the International Language (IL) Program has been signalled as a primary focus for this Board.*** While the value of the IL program has been confirmed by both Trustees as well as through parent surveys, based on current labour arbitration settlements as well as certain legislative prescriptions, the TCDSB may see the IL program lose all funding for the 2019-20 school year. Staff have yet to hear from the Ministry on whether all or part of the funding for this program will be provided for the 2019-20 school year. The assumptions in this report contain the notion that the program will continue at TCDSB, but that funding from the Province will be eliminated. This will create a cost pressure of \$8.9M.

D. EVIDENCE/RESEARCH/ANALYSIS

New Announcements

1. ***New announcements were made on April 26th, 2019 regarding GSNs.*** The following paragraphs contain some of the highlights from the GSN announcements. The full memo from the Ministry and related appendices have been included as Appendix B for reference.
2. ***No further funding changes forecasted.*** The Ministry of Education confirmed that there will be no further changes to grants and allocations in the GSN not already identified in the Ministry Memorandum. The other GSN announcements are consistent with the information provided to the Trustees on March 31, 2019 regarding class size changes and attrition protection.
3. ***The Province will now recover a portion of International Student fees.*** Beginning in 2019-20, a school board's GSN will be reduced by \$1,300 per international student. The impact to TCDSB is a funding reduction of \$1.6M.
4. ***Investments in Behaviour Expertise have increased.*** This investment will allow school boards to hire more professional staff at the board level who have expertise in applied behaviour Analysis (ABA). The impact to TCDSB is an increase in funding of \$0.5M.

5. ***Slightly more School Administration will be added to schools operating in a campus set-up.*** This is the third year of the four-year phase-in of the new School Foundation Grant definition of a school, which accounts for campus facilities. This funding increase allows school boards to place more principals/vice-principals at schools that have more than one building. The impact to TCDSB is an increase in funding of \$0.1M.
6. ***Province-wide Priorities and Partnerships Funding (PPF) (formerly Education Payments Other or EPO) were announced.*** While Province wide figures were provided in the April 26th memo (see Appendix B), the details specific to TCDSB have not been released. Below are the Provincial level highlights to the newly named PPFs. Staff have received verbal confirmation from Ministry staff that the Focus on Youth Program funds for summer 2019 have been renewed with a minimal (\$53K) reduction, but summer 2020 has not yet been confirmed. The Priority School Initiative (PSI) under the Community Use of Schools program has been confirmed as discontinued for 2019-20. Much of this grant had already been reduced for the 2018-19 school year.
- **Curriculum Implementation:** \$2.25M for Boards to support implementation of changes to the Health and Physical Education Curriculum and the Grade 10 Career Studies Course.
 - **Engaging Parents:** Continuation of the Parents Reaching Out Grants.
 - **Indigenous Education:** Continued funding.
 - **Math:** \$40.5M to support math strategy and math leads.
 - **Mental Health and Well Being:** \$34.5M to continue support for mental health workers in secondary schools and for School Mental Health Assist.
 - **Special Education:** \$17M to continue a number of pilots including After School Skills Development, School-Based Supports for Students with ASD, Pilots for Students with Developmental Disabilities and Students with Severe Learning Disabilities.
 - **Student Pathways:** \$35.7M to continue the Specialist High Skills Major program and experiential learning board leaders.
 - **Student Potential:** \$17M to continue support for the summer Focus on Youth program, transition funding for students at risk, human rights and equity advisors at each Board.
 - **System Support and Efficiencies:** \$30M to continue the roll-out of broadband modernization, teacher learning program and apprenticeship training for CUPE and OSSTF education workers.

Analysis of Funding Reductions

7. *Year over year funding impacts are conservatively estimated at \$31M.*

Based on a preliminary analysis by staff, the year over year impacts, inclusive of all Provincial announcements, enrolment impacts and the continuance of the IL Program, results in a funding shortfall of \$31M. The analysis below provides a high level summary of this shortfall.

	\$M
Negative Impacts of Provincial Announcements	(33.70)
Positive Impacts of Provincial Announcements	10.08
Enrolment Impacts	1.20
IL Program Extended Day Elimination	<u>(8.90)</u>
	(31.32)

8. *Determination of the funding impacts are preliminary and require the detailed technical release from the Ministry before verification.* Staff recognize that these calculations are preliminary in nature, but believe it is important to show the high level impacts in order to provide context for the difficult decisions that are ahead for bringing the budget to a balanced position. The first page of Appendix C provides a detailed version of the analysis provided above. The Preliminary Budget Estimates that will be provided at the May 28th Student Achievement Committee will also provide more detailed explanations of each of the line items.

Preliminary List of Offsets to Balance Budget

9. *Several offsets were either mandated or directly associated with certain funding sources that were lost.*

Many of the offsets that staff have identified as preliminary reductions to balance the budget were mandated by the Ministry. For instance, the grades 9-12 class size increases were mandated to be funded through attrition (e.g. normal retirements). The Local Priorities Fund, as previously reported, had many specific funded positions associated with it such as 5th Block literacy teachers, Education Assistants / Child and Youth Workers, and Custodial / Maintenance staff to name a few.

10. *Senior staff were challenged to identify other areas for reductions as a starting point for the Board of Trustees.* Due to the fact that the “surplusing” deadline for teaching staff was on April 12th, senior staff mobilized quickly to ensure that reductions were made in accordance with Collective Agreements. This involved a thorough analysis of staffing models throughout the system to identify opportunities to reduce positions where classroom teacher to

student ratios would remain unaffected and where service level impacts might be the least intense. Senior staff fully recognize that any reductions have a negative impact on the system and did not take these decisions lightly.

11. ***Senior staff were able to identify a preliminary list of reductions that fully offset the funding shortfall in order to balance the budget.*** Staff consolidated all mandated reductions, along with any mandated increases and offsets from Local Priority Funds. They then identified several preliminary labour and non-labour related reductions or revenue increases that could potentially fully offset the estimated funding shortfall. The following analysis provides a high level summary of those potential recommendations (FTE = Full Time Equivalent). The full detail of this analysis is provided on the 2nd and 3rd page of Appendix C.

	\$M	FTE
Increase based on enrolment change	1.20	12.5
Mandated Impacts from Elementary Class Size	3.30	32.1
Mandated Reductions from Secondary Class Size	(10.20)	(94.9)
Reductions Associated with Local Priority Fund	(9.70)	(118.9)
Other Elementary Panel Reductions	(3.20)	(31.0)
Other Net Secondary Panel Reductions	(0.40)	(4.0)
Board Administration and Governance Reductions	(1.15)	(10.0)
Other Non-Labour Impacts	<u>(11.35)</u>	<u> </u>
	(31.50)	(214.2)

12. ***Other Non-Labour Impacts contain several potential recommendations that may impact specific communities.*** In particular the harmonization of bell times for IL schools would bring about cost savings, but will impact these schools specifically in terms of bus pick-up times. The potential 3% increase in permitting fees may also impact on certain community groups that rent TCDSB facilities.

13. ***The total FTE impact would be a reduction of 214.2 staff positions.*** Reductions would be completed by way of attrition and senior staff are confident that no layoffs would occur, however the impact on the system will certainly be felt through service level reductions to students. The following table provides a high level analysis of the employee groups that would be affected if the potential recommendations carried through the Preliminary Budget Estimates in June.

GROUP	FTE
Toronto Secondary Unit (TSU)	(129.4)
Canadian Union of Public Employees (CUPE)	(60.7)
Toronto Elementary Catholic Teachers (TECT)	(12.6)
Management, Administrative and Professional Association (MAPA)	(7.0)
The Education Worker's Alliance of Ontario (EWAO)	(2.0)
Principals and Vice-Principals (P&VPs)	(1.5)
Executive Staff	<u>(1.0)</u>
	(214.2)

14. *Preliminary potential recommendations have been provided to facilitate Trustee discussion.* The options outlined in Appendix C have been provided to illustrate senior staff's preliminary estimate of what recommendations may appear in the Preliminary Budget Estimates presented on May 28th. Should Trustees disagree or agree with these recommendation it would be prudent to provide that input during the presentation of this report. Additionally, should a Trustee wish staff not bring one of these potential recommendations forward it would be ideal for the Board to simultaneously identify other areas for staff to look at reducing.

15. *The preliminary potential recommended reductions bring about a minor surplus of \$0.18M to the budget.* Taking the expected shortfall and offsetting it with both mandatory increases and decreases as well as the preliminary potential recommendations for balancing produces a minor surplus. This minor surplus need not remain and could be redistributed to eliminate a portion of a reduction, however it would be premature to do so as these numbers will undoubtedly change once detailed Ministry data is available. Below is a brief analysis of the shortfall and potential offsets.

	\$M
Total Estimated Year Over Year Impacts (Shortfall)	31.32
Preliminary Potential Offsets to Balance the Budget	<u>31.50</u>
	0.18

16. *Other options are also available to balance the budget.* Senior staff have also provided a few other options that could be used to balance the budget. This list is non-exhaustive, however, it should be kept in mind that the large majority of the Board's budget is restricted in terms of being applied to either

specified programs or to classroom ratios. The following is a short list of other potential ideas that are flexible type funding.

	\$M
Move IL Programs to Evenings/Weekend Format	7.30
Introduce Paid Parking for Employees	3.20
Eliminate Non-Qualifying Student Transportation	1.00
School Block Budget Reductions	1.00

17. ***Other opportunities for balancing the budget may arise.*** Staff recognize that a cautious approach has been taken in developing these preliminary shortfall estimates. It is possible that once detailed Ministry data is available that the shortfall may be less than expected. Unfortunately, while less likely, it is possible for the reverse to be true as well. In the case where the shortfall is less, Trustees may wish to signal to staff which areas of the preliminary recommended reductions they would like to see reinstated in the budget.

18. ***Over the course of the year, the Board of Trustees passed previous motions for items to be considered in 2019-20 Budget.*** Appearing in the table below is a list of budget items that require consideration and decision to be included in this year's operating budget. In summary, the budget impact amounts to another \$2.1M to the operating budget for which additional service level changes are required. Trustees also recently passed a motion to maintain Special Education funding at the same level as the previous year. This was done without the benefit of knowing the shortfall faced by the Board and the GSN announcements. If Trustees wish to maintain this direction then staff will bring back recommendations on May 28th for further reductions elsewhere depending on the GSN technical details. Otherwise, it is assumed that annual operating budget decisions act to supersede all previous funding related motions and decision as per normal practice.

Restoration of School Block Budget to the 2014-15 budget allocation levels	(1.70)
Maximize the funding entitlement for Lunchtime Student Supervisors	(0.30)
Establish an Integrity Commissioner (Subject to Verification)	(0.10)
	<u>(2.10)</u>

E. NEXT STEPS

1. ***Public consultation and input from Trustees will help develop final recommendations for the Preliminary Estimates.*** Staff will be taking any feedback received on this report as well as the results from the Online Budget Survey Tool, feedback received at the Public Consultation meeting and Virtual Town Hall, various deputations and feedback from union and federation partners and develop Preliminary Estimates for the May 28th Student Achievement Meeting. Development of those estimates will also be heavily dependent on the technical details behind the GSNs.
2. ***This is another opportunity for the Board to provide input on changing service levels.*** Staff will be developing Preliminary Budget Estimates for presentation at Student Achievement Committee pending the further release of data from the Ministry of Education. However, should the Board wish to provide any immediate input or direction at this point they can do so by providing input for consideration in the development of preliminary budget estimates.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.

Ministry of Education

Deputy Minister

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Sous-ministre

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2019:B08

Date: March 15, 2019

Memorandum to: Directors of Education
Secretary/Treasurers of School Authorities

From: Nancy Naylor
Deputy Minister

Subject: New Vision for Education

Today, the government released its new vision for education, [Education that Works for You](#). I am writing to provide you with an overview of the vision and its key elements.

MODERNIZING CLASSROOMS IN ONTARIO

As you know, the ministry has been consulting with education partners to seek feedback on class size considerations.

The ministry held in-person meetings in January 2019 with the teachers' federations, trustees' associations and education worker unions to gather feedback. School boards, principals/vice-principals' associations and other education sector partners were also invited to provide written feedback between January 23 and February 22, 2019.

The ministry received almost 500 written submissions from the public, including parents, teachers and early childhood educators. While the prior phases of the consultation are now complete, the ministry has invited partners to continue this important dialogue through the next [consultation](#).

This consultation will ensure partners can provide feedback on the government's proposed plans.

The consultation period will continue until May 31, 2019. To provide families, staff, and school boards with certainty on the government's direction, the government will move

forward on next steps, including any required legislation, in time for the next school year.

Class Size

The government is committed to supporting students and families as education funding is modernized in a responsible manner.

The government looks forward to the continued consultation with education partners to help shape the government's plans. The proposed changes for 2019-20 are as follows:

- Kindergarten – There are no proposed changes to either the caps or the average class size requirements. Funded average class sizes would remain at the current level of 25.57 and there would be a minimal reduction to funded Registered Early Childhood Educators (RECEs) from 1.14 to 1.0. This will not change the educator to student ratio. The ministry will also introduce new funding to assist with RECE supply costs.
- Primary (grades 1 to 3) – hard caps remain in place. There are no proposed changes to either the caps or the average class size requirements.
- Intermediate (grades 4 to 8) – all school boards would be required to maintain a board wide average class size of 24.5 or less, while the funded average class size would be minimally increased from 23.84 to 24.5. This would standardize funding and class sizes across the province as historically, there has been variability for these grades.
- Secondary (grades 9 to 12) – average class size requirements adjusted from 22 to 28 students to align secondary class sizes more closely with other jurisdictions across Canada. School boards would be required to maintain a board wide average class size of 28 or less and the funded average class size would be increased to 28 to support this change. In addition, school operations funding would be adjusted accordingly.

The consultation period will continue until May 31, 2019. To provide families, staff, and school boards with certainty on the government's direction, the government will move forward on next steps, including any required legislation, in time for the next school year.

E-learning

The government is committed to modernizing education and supporting students and families in innovative ways that enhance their success. A link to e-learning courses can be found here: www.edu.gov.on.ca/elearning/courses.html

Starting in 2020-21, the government will centralize the delivery of all e-learning courses to allow students greater access to programming and educational opportunities, no matter where they live in Ontario. The average class size would be adjusted to an average of 35.

Secondary students will take a minimum of four e-learning credits out of the 30 credits needed to fulfill the requirements for achieving an Ontario Secondary School Diploma. That is equivalent to one credit per year, with exemptions for some students on an individualized basis. These changes to graduation requirements will be phased in, starting in 2020-21.

With these additional modernizations, the secondary programming amount in the Pupil Foundation Grant will no longer be provided, effective September 2019.

Attrition Protection

The government is committed to achieving greater financial sustainability in the education system without involuntary front line lay-offs. The proposed changes to class sizes may have implications for teacher staffing in Ontario school boards.

The ministry plans to introduce a new funding allocation that will top-up school boards where the change in funded teachers exceeds the actual attrition and other voluntary leaves. With this support in place, it is expected that boards will not be required to initiate lay-offs of teachers associated with the proposed changes in class sizes. The ministry will provide attrition protection for up to four years, allowing boards to phase in the proposed class sizes.

The attrition protection would apply to the proposed class size policy changes, including e-learning. Regarding declining enrolment, school boards should follow their normal processes, but should account for teacher retirements, voluntary departures, and their declining enrolment allocation to avoid lay-offs. Some Ontario school boards may be in this position, as in previous years.

School boards are advised to exercise restraint in hiring to replace retiring teachers or teachers leaving voluntarily.

Hiring Practices

Ontario Regulation 274/12, under the *Education Act*, established mandatory processes that all English-language school boards must follow when hiring long-term occasional and permanent teachers.

However, since its implementation in 2012, stakeholders, including parents, principals, directors of education and teachers, have raised concerns about the regulation – such as increased principal workload and classroom teacher turnover.

The ministry held in-person meetings in January 2019 with the teachers' federations, trustees' associations and education worker unions to gather feedback. Stakeholders were also invited to provide written feedback. The ministry received 80 written submissions from stakeholders and the public. The majority of submissions were supportive of increased teacher mobility. While the prior phases of the consultation are now complete, the ministry has invited partners to continue this important dialogue through the next [consultation](#).

To address these concerns, the government's objective is to work with its education partners to improve teacher mobility while increasing transparency, fairness, consistency, and accountability in teacher hiring across all school boards. The government's goal is to ensure that students are supported by qualified teachers and that principals are able to hire teachers based on merit who are a good fit for the role.

Grants for Student Needs Funding

There will be limited changes made to the GSN in the following areas:

Local Priorities Fund

The Local Priorities Fund (LPF), first established in 2017-18 during the last round of collective bargaining, expires on August 31, 2019. Whether the funding for staffing is extended is an issue subject to the upcoming central collective bargaining process. The increases related to salary will continue as well as the principals' and vice-principals' funding which is not set to expire until August 31, 2020.

Cost Adjustment Allocation

Historically, the base amount of the Cost Adjustment Allocation was providing supplemental funding for education worker benchmarks. As school boards have flexibility through other grants in the GSN to address their staffing needs, this amount has been discontinued for the 2019-20 school year.

Human Resource Transition Supplement

The Human Resource Transition Supplement was intended to be a temporary support to assist school boards with the negotiated 2017-19 agreements. This temporary transitional supplement amount has been discontinued for the 2019-20 school year.

Classroom Loading Factors

To reflect the proposed secondary class size changes, the factors that determine the amount of funding for the operation of school facilities will be adjusted.

Utilities Funding

As in previous years, funding will be increased to support increased costs associated with the heating and lighting of school facilities.

Student Transportation Funding

As in previous years, funding will be increased to support higher costs associated with student transportation. Also, additional funding supports are planned for school boards that run efficient transportation operations but for which the costs of student transportation exceed the funding provided for that purpose.

Finally, the ministry intends to undertake a review of the student transportation funding formula in order to achieve a more efficient and accountable student transportation system in Ontario.

Continued Implementation of 2017-19 Central Labour Agreements

As in previous years, funding will be increased to reflect the salary adjustments related to the 2017-19 Central Labour Agreements.

Timing of Annual Grant Announcement

More details, including board-by-board allocations, will be available as part of the annual funding formula announcement planned for later this spring. The summarized information in Appendix A is intended to guide school boards about key policy changes to assist in upcoming planning and budgeting cycles prior to the funding announcement planned to be released prior to the end of April.

Technology (Broadband)

Broadband is foundational for supporting modernized, digital learning in the classroom.

Ontario students and educators will have access to reliable, fast, secure and affordable internet services at school at a speed of one megabit per-second per-student in all regions of the province. The project will be completed by 2021-22 and will include all boards, schools and students.

To complete this project, the needs of each school will be individually assessed, and then individual technical solutions will be implemented. Broadband expansion is already underway at a majority of northern and rural schools. Thirty-two per cent of northern schools have completed their upgrades, and 35 per cent of rural schools have been completed.

Cellphones

During the government's consultation on education reform in fall 2018, parents, students and teachers expressed the view that cell phones have the potential to be useful learning tools – but too often they are a distraction from learning and have a negative impact on the classroom experience.

In response to this feedback, the Provincial Code of Conduct will be updated to prohibit cell phone use in schools during instructional time as of September 2019.

Use of personal mobile devices (e.g. cell phones) during instructional time will be permitted under the following circumstances:

- For educational purposes, as directed by the educator
- For health and medical purposes
- To support special education needs.

Boards and stakeholders will be consulted to ensure students and parents are clear on the new guidelines, including exceptions.

Education Quality and Accountability Office

Student achievement is one of the keys to success in a competitive global economy. The Education Quality and Accountability Office (EQAO) can provide vital data and research to reinvigorate education in Ontario, help improve student learning at the provincial, board and school level, and help identify achievement gaps to promote greater equity in the publicly funded education system.

Therefore, the government is committed to working with EQAO to modernize the agency and its processes while using data to build better assessment and evaluation models that have a greater focus on equity.

MODERNIZING LEARNING IN ONTARIO

The government's new vision for education will modernize learning throughout the province's education system.

Following the feedback from the consultation on education held last fall, the province will be moving forward with changes in the following areas:

Math

The government has announced a new four-year math strategy to ensure students have a strong understanding of math fundamentals and how to apply them. This strategy will:

- Improve student performance in math
- Help students solve everyday math problems
- Increase students' employability into the jobs of tomorrow.

The strategy will feature a new math curriculum for all students in all grades phased in over four years. The curriculum will emphasize basic concepts and skills contributing to students' future success and be accompanied by parent and teacher resources. The first elements of the new curriculum will be available in September 2019.

In addition to an improved curriculum, online resources will be available to support student learning. The government has also introduced legislation that will require new

teachers to pass a math content knowledge test before they enter the classroom in a professional capacity. If passed, this legislation will ensure teachers are confident and capable in teaching math and by the spring of 2020, will be required to pass the test in order to be certified by the Ontario College of Teachers.

For teachers already in the system, the government will provide funding to support additional qualification courses in math.

Science, Technology, Engineering and Math

The government is committed to preparing Ontario students for success by equipping them with the skills they need in Science, Technology, Engineering and Math (STEM).

The new STEM Education Strategy will enable Ontario to become a global leader in STEM learning. By partnering with educators, students, parents, post-secondary institutions as well as industry leaders, the government will create new and enriched learning experiences in STEM.

An immediate step will be a revised mandatory Career Studies Grade 10 course. This revised course will explore high-growth industries, including STEM, which will reflect new mandatory learning for students. This course will be released in late May for implementation in September 2019.

The strategy will also include revised Business Studies and Computer Studies curricula focused on developing job skills such as entrepreneurial skills, computational thinking and coding. In 2019-20, the ministry will begin research and benchmarking against other jurisdictions as a foundation for revisions to these curricula.

Skilled Trades

Ontario students have experienced significant success through the Specialist High Skills Major and Dual Credit programs, which have provided opportunities for students to experience skilled trades and apprenticeships. The Ministry of Education will work closely with the Ministry of Training, Colleges and Universities to increase student and parent exposure to skilled trades, technology and apprenticeship training, and focus on promoting this high-demand career pathway.

We want to ensure that students are exposed to:

- A broad range of opportunities that will offer exposure to skilled trades and technology careers, and that they are exposed to these opportunities starting in elementary school.
- Experiential, hands-on learning through community partnerships and co-op placements.

Financial Literacy

Financial literacy learning is essential to student success to build a well-educated responsible workforce and prepare Ontarians for a more prosperous future.

Financial literacy will be a major component of the mandatory learning in the revised Grade 10 Career Studies course which will be released in late May for implementation in September 2019.

It will also be an area of focus in the revised math curriculum being phased in for all grades.

Indigenous Education

A revised First Nations, Métis, and Inuit Studies curriculum for Grades 9-12 will be released in late May for implementation in September 2019. The curriculum was developed in collaboration with Indigenous partners to increase learning about Indigenous perspectives, cultures, contributions and histories.

Building on this, the government will continue to work with Indigenous partners to develop an approach for more curriculum revisions across subjects, grades and courses, to strengthen Indigenous content and learning.

Health and Physical Education (HPE)

Following feedback from the largest provincial consultation on education, the government heard the need for an HPE curriculum that is age-appropriate and relevant. The revised elementary HPE curriculum will be released in late May for September 2019 implementation. From now until the end of the 2018-2019 school year, educators will continue using the 2018 curriculum, their professional judgement, and age-appropriate resources to teach the students in their classroom.

To ensure parents are respected, the ministry will provide an opt-out policy similar to other jurisdictions. The ministry will also be introducing online modules for parents who may want to introduce topics at home whenever their child is ready. Both of these options will be available for the 2019-20 school year.

Digital Curriculum

A new digital platform will be phased in to modernize access to Ontario's curriculum. This new digital space will help educators, parents and students access curriculum and learning resources in a user- and mobile-friendly manner and will become increasingly interactive over time. The first phase of the new platform will be launched in September 2019 and will grow steadily with more content and features, in line with user needs and feedback.

The initiatives set out in this memorandum would be supported by proposed changes to the GSN regulation, and other legislation, where necessary. The ministry will provide further information about any legislative changes as they are brought forward.

We want to thank school boards for their ongoing dedication to providing programs and supports to all students. We look forward to continued consultation with education partners and collaboration on the government's priorities for education.

Original signed by

Nancy Naylor
Deputy Minister

Appendix A: Planning Assumptions

To support board planning, the table below summarizes the changes that boards can plan for with respect to funding subject to consultations, negotiations and potential legislative changes.

The ministry anticipates the annual funding formula to be released in late April.

Description	Funding Changes *
Kindergarten	<ul style="list-style-type: none"> Funded Early Childhood Educators (ECE) classroom staffing ratio change from 1.14 FTE to 1.0 FTE
Grades 1 to 3	<ul style="list-style-type: none"> Funded average class sizes remains at 19.8
Grades 4 to 8	<ul style="list-style-type: none"> Funded average class size adjusted from 23.84 to 24.5
Grades 9 to 12	<ul style="list-style-type: none"> Funded average class size adjusted from 22 to 28
E-learning	<ul style="list-style-type: none"> Funded average class size adjusted to 35 starting in 2020-21 school year
Secondary Programming amount in Pupil Foundation Grant	<ul style="list-style-type: none"> Funding to end August 31, 2019
Local Priorities Fund	<ul style="list-style-type: none"> Funding to end August 31, 2019
Cost Adjustment Allocation	<ul style="list-style-type: none"> Base amount to end August 31, 2019
Human Resource Transition Supplement	<ul style="list-style-type: none"> Funding to end August 31, 2019
Classroom Loading Factors in School Facility Operations and Renewal Grant	<ul style="list-style-type: none"> Five-year phase-in of a new Supplementary Area Factor for school facility operations to reflect proposed secondary class size changes.
School Facility Operations and Renewal Grant (Utilities)	<ul style="list-style-type: none"> A 2 per cent update to the non-staff portion of the operating cost benchmark under the School Facility Operations and Renewal Grant (School Operations Allocation) to assist in managing increases in commodity prices (electricity, natural gas, facility insurance, and other costs).
Student Transportation	<ul style="list-style-type: none"> A 4 per cent cost update adjustment, net of previous years' transportation surplus, if any. Funding for school boards running transportation deficits and have demonstrated efficient consortia operations.
Attrition Protection for Teachers for Class Size Changes (including e-Learning)	<ul style="list-style-type: none"> Funded class sizes and staffing parameters in the Pupil Foundation Grant as well as other related components in the GSN would be adjusted to reflect the above proposed changes to class sizes. If the reduction in the funded teacher FTE amount after these changes exceeds attrition, a top-up in funding will be provided so that the funded change does not exceed attrition.

Description	Funding Changes *
	<ul style="list-style-type: none"> • Attrition is the sum of actual retirements and other voluntary leaves. This calculation will be done for each panel separately. Declining enrolment is not covered by attrition protection. • With this support in place, boards can avoid teacher lay-offs.
Salary Benchmarks	<ul style="list-style-type: none"> • To be adjusted by 1 per cent to support previously negotiated central collective agreements, as well as the amount for the provincial terms and conditions agreement for Principals and Vice-Principals.

* Proposed funding changes are subject to consultations, negotiations and potential legislative changes.

Ministry of Education

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**2019: B14**

MEMORANDUM TO: Directors of Education
Senior Business Officials
Secretary/Treasurers of School Authorities

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

DATE: April 26, 2019

SUBJECT: *Grants for Student Needs (GSN) Funding for 2019–20*

As a follow-up to the Ministry of Education's memorandum, *2019:B08 Education that Works for You*, I am writing to provide you with further information about the Ministry of Education's GSN funding for 2019–20.

GSN funding for 2019–20 is projected to be \$24.66 billion. The average provincial per-pupil funding is projected to be \$12,246 in 2019–20.

The government is committed to investments that have the greatest impact on the classroom, while ensuring tax dollars are used more effectively. Ten of the thirteen special purpose grants are either maintained or increasing from 2018–19 funding levels. These include, for example, Indigenous Education, Special Education, Languages, Geographic Circumstances, Safe and Accepting Schools, and Student Transportation.

The 2019–20 GSN also reflects funding for increased enrolment, ongoing investments to meet labour agreements, and regular updates to the GSN.

A. CLASS SIZE AND ATTRITION PROTECTION: (\$214 Million)

Class Size

As indicated in 2019:B08, the ministry shared proposed changes to class sizes effective for the 2019–20 school year and also launched the next [consultation phase](#) on class size inviting partners to continue this important dialogue ending on May 31, 2019.

To support board planning, the table below re-summarizes the proposed changes, subject to ongoing consultations, labour negotiations and potential legislative changes.

Description	Funded	Regulated
Kindergarten	UNCHANGED - Funded average class size remains at 25.57. Funded Early Childhood Educators (ECE) classroom staffing ratio change from 1.14 FTE to 1.0 FTE; Ministry will provide a new per-pupil amount of \$87.32 per average daily enrolment (ADE) in the Pupil Foundation Grant to support ECE supply costs.	UNCHANGED - Maximum board-wide average remains at 26.0 with a hard cap of 29 (flexibility for 10% of classes to be up to 32 if purpose-built accommodation is not available (this exception will sunset after 2021–2022); if a program will be negatively affected (e.g., French immersion; or where compliance will increase kindergarten/Grade 1 combined classes).
Primary (Grades 1 to 3)	UNCHANGED - Funded average class size remains at 19.8.	UNCHANGED - Board-wide cap remains at 20.0 (flexibility for 10% of classes to be up to 23).
Intermediate (Grades 4 to 8)	Funded average class size adjusted from 23.84 to 24.5.	Maximum board-wide average adjusted to 24.5 for all school boards.
Secondary (Grades 9 to 12)	Funded average class size adjusted from 22.0 to 28.0.	Maximum board-wide average adjusted to 28.0.

Other Impacts Resulting from Class Size Changes

- The secondary programming amount of 1.02 staff per 1,000 ADE will no longer be provided, effective September 2019. It is projected that the impact of removing the secondary programming amount from the Pupil Foundation Grant will be approximately \$52 million; this amount is included in the estimated class size impact for the 2019–20 school year, along with other related impacts.
- The Supported Schools Allocation benchmarks are being updated to reflect the changes to class size.

- To align with the proposed changes to secondary class size and to reflect other data updates, the Supplementary Area Factor for school facility operations, within the School Facility Operations and Renewal Grant, will be updated. These changes would be phased in over five years. Additional details will be provided in a subsequent memorandum.

Attrition Protection

The ministry is introducing a new Attrition Protection Allocation (within the Cost Adjustment and Qualifications and Experience Grant) for up to four years to protect front-line staff impacted by the proposed changes to class sizes and e-learning; allowing school boards to phase in the proposed class sizes.

Through this four-year attrition protection, funding will be provided to top-up school boards where the change in funded classroom teachers exceeds the actual attrition and other voluntary leaves. Information on how this is calculated will be available in EFIS.

With this support in place, it is expected that school boards will not lay-off teachers associated with the proposed changes to class sizes and e-learning.

Other key elements of the attrition protection funding include:

- **School board forecast protection** to address situations where actual attrition is higher than the school board's forecasts; and,
- **An additional 5 per cent attrition protection** to further support the staffing complement for the continuity of STEM and specialized programming. This means boards are being provided with 105 per cent attrition protection funding.

For more information, please refer to 2019: SB02 *Key Planning Details for Attrition Protection*.

B. SPECIAL EDUCATION

Behaviour Expertise Amount: \$15.2 million

The ministry is investing \$15.2 million in the Behaviour Expertise Amount allocation, an increase of approximately one hundred per cent over 2018–19. This investment will allow school boards to hire more professional staff at the board level who have expertise in Applied Behaviour Analysis (ABA) and to double the training opportunities that will build school board capacity in ABA.

This investment will increase the:

- ABA Expertise Professionals Amount to a total of \$24.4 million; and the
- ABA Training Amount to a total of \$6.0 million.

C. OTHER GRANTS FOR STUDENT NEEDS FUNDING CHANGES

There will also be changes made to the GSN in the following areas:

Local Priorities Fund (LPF)

The LPF, first established in 2017–18 during the last round of collective bargaining, expires on August 31, 2019. Whether the funding for staffing is extended is an issue subject to the upcoming central collective bargaining process.

The investments related to adult day school teachers will be transferred to the Continuing Education and Other Programs Grant.

Cost Adjustment Allocation – Base Amount: (\$36 Million)

The base amount of the Cost Adjustment Allocation, providing supplemental funding for education worker benchmarks, has been discontinued for the 2019–20 school year.

Human Resource Transition Supplement: (\$10 Million)

The Human Resource Transition Supplement, provided to assist school boards in managing the negotiated 2017–19 central collective agreements, expires on August 31, 2019.

D. CAPITAL

Details of all capital funding programs, including board-by-board allocations, will be provided in the coming weeks in a separate memorandum.

School Renewal Funding

For the 2019–20 school year, the ministry continues to invest \$1.4 billion in funding to support the repair and renewal of school facilities. This includes:

- School Condition Improvement (SCI): \$1 billion in funding towards SCI, which will allow boards to revitalize and renew aged building components that have exceeded or will exceed their useful life.
- School Renewal Allocation (SRA): An additional \$40 million in capital funding towards SRA, which will allow boards to address the renewal needs of their schools and undertake capital improvements to older buildings.

Investments in school renewal will allow school boards to continue to address facility condition, provide healthy and safe learning environments, and address energy efficiency and accessibility requirements of their school facilities.

Update on School Construction Programs

Further details regarding the launch of the next round of Capital Priorities including child care, will be included in a separate memorandum to follow.

E. STUDENT TRANSPORTATION

Stabilization funding will be provided to school boards that run efficient transportation operations but for which the costs of student transportation exceed the funding provided for that purpose. This funding will be provided in 2019–20 based on boards' 2018–19 transportation deficits while the Ministry of Education undertakes a review of the student transportation funding formula in order to achieve a more efficient and accountable student transportation system in Ontario.

F. KEEPING UP WITH COSTS: \$52 Million

The GSN has been updated to assist school boards in managing increases to transportation, electricity, and other non-staff school operations costs. In 2019–20, the projected investment is \$52 million:

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

G. ONGOING IMPLEMENTATION AND OTHER CHANGES

In 2019–20, the ministry will continue to implement GSN reforms that began in prior years. A list of these reforms as well as other in-year changes can be found below.

School Foundation Grant (SFG) Definition Change Funding Impacts

This is the third year of a four-year phase-in of the funding impacts of the new SFG definition of a school, based on campus. A campus is defined as property or properties which are owned, leased or rented by a school board, that are linked by a contiguous property line. This change includes funding impacts on other grants in the GSN that are based on the SFG definition of a school.

Retirement Gratuities

This is the eighth 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 Special Purpose Grants to reflect the reduction in benefits funding.

For school boards that provided one-time payouts of retirement gratuities in 2015–16, funding will continue to be recovered from school boards in 2019–20. This recovery, which began in 2016–17, will be over the number of years' equivalent to the estimated average remaining service life of school board employees eligible for retirement gratuities as at August 31, 2012. The funding recovered from school boards will be to the extent that school boards received funding from the ministry and to the extent that boards reported a one-time gain in the early payout of retirement gratuities in 2015–16.

Salary Increases

The ministry will provide a 1 per cent salary benchmark increase for staff¹ in 2019–20, to reflect the 2017–19 central labour agreements.

Reciprocal Education Approach (REA)

As you know, the ministry continues to engage with the Education Service Agreement and Reverse Education Service Agreement (ESA/RESA) Working Group regarding the REA. This approach is intended to improve access and reduce barriers for First Nation students who wish to attend First Nation schools or provincially funded schools, and for students transitioning between school systems.

The focus of this work over the coming months is the development of a regulatory framework to support the legislative amendments made to the *Education Act* in April 2018. These amendments and related regulatory changes will come into effect September 1, 2019. More details will be communicated in the coming months.

As we move forward with the proposed regulatory amendments to implement the REA, we continue to strongly encourage school boards to begin discussions with First Nation communities and education authorities interested in developing ESAs and/or RESAs.

For planning purposes, school boards should also be mindful that if there is sufficient demand expressed (i.e., a minimum number of pupils enroll in the course) the ministry expects that school boards will offer Indigenous languages and studies courses (which are funded through the Pupil Foundation and the Indigenous Education Grants within the GSN).

Rural and Northern Education Funding (RNEF) – Schools List

As a reminder, school boards continue to be required to spend RNEF funding using the List of Schools Eligible for Rural and Northern Education Fund Allocation:

<http://www.edu.gov.on.ca/eng/policyfunding/funding.html>. School boards may modify this list by passing a board motion.

School boards must submit to the ministry, by June 14, 2019, the list of all the additional schools approved by board motion. Please submit these board motions along with the list of these additional schools to EDULABFINANCE@ontario.ca, including the school

¹ Does not include directors of education or senior administration staff. Funding for principal and vice-principal salary increases are provided separately. More details will be available in the Technical Paper.

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.**

For more information on any of these items, please refer to the Technical Paper, available soon on the ministry’s website.

H. INTERNATIONAL STUDENT RECOVERY AMOUNT (ISRA)

Beginning in 2019–20, a school board’s total GSN operating grants shall be reduced by an amount equal to a flat fee of \$1,300 multiplied by the international student enrolment, pro-rated where the students are not full-time.

School boards continue to be responsible for setting tuition fee amounts for international students per the tuition fees regulation which sets the minimum amount that must be charged to non-resident students.

I. MODERNIZATION OF SCHOOL BOARDS AND SCHOOL AUTHORITIES

The government is committed to ensuring that every dollar spent in the classroom is having the greatest impact on student achievement. This involves looking at all aspects of the education system, including school board operations, while respecting the four publicly funded education systems in Ontario. The Ministry of Education will be undertaking a thorough review of how boards can conduct their operations in the most efficient manner to best serve students and parents while ensuring their long-term sustainability. This process will be kicked off by the creation of a minister’s task force. The government looks forward to engaging with experts and education partners in this important conversation.

J. SCHOOL AUTHORITIES

As in previous years, funding for school authorities will be adjusted in 2019–20, as appropriate, to reflect changes in funding to district school boards. The ministry will provide further information concerning funding in 2019–20 for school authorities in the near future.

K. OTHER GRANTS

For greater clarity, the ministry wishes to confirm that there will be no changes to the remaining grants and allocations in the Grants for Student Needs not identified in this memo. The stability in this funding should allow school boards to finalize their staffing plans for the 2019–20 school year with minimal changes.

L. NOTICE

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

M. REPORTING

Dates for Submission of Financial Reports

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

Date	Description
June 28, 2019	Board Estimates for 2019–20 <i>Please advise your ministry finance officer, as soon as possible, if you would like to take advantage of a 4-week extension (until July 24, 2019) to submit.</i>
November 15, 2019	Board Financial Statements for 2018–19
November 22, 2019	Board Enrolment Projections for 2020–21 to 2023–24
December 13, 2019	Board Revised Estimates for 2019–20
May 15, 2020	Board Financial Report for September 1, 2019, to March 31, 2020

The ministry expects that Estimates forms will be available in EFIS by May 9, 2019.

N. INFORMATION RESOURCES

If you require further information, please contact:

Subject	Contact	Telephone and email
Benefits Transformation and Retirement Gratuities	Romina Di Pasquale	(416) 903-9479 romina.diPasquale@ontario.ca
Capital Policies	Colleen Hogan	(416) 325-1705 colleen.hogan@ontario.ca
Capital Priorities and Project Accountability	Paul Bloye	(416) 325-8589 paul.bloye@ontario.ca
Financial Accountability and Reporting Requirements	Med Ahmadoun	(416) 326-0201 med.ahmadoun@ontario.ca
Indigenous Education	Taunya Paquette	(647) 290-7142 taunya.paquette@ontario.ca
Operating Funding	Doreen Lamarche	(416) 326-0999 doreen.lamarche@ontario.ca
Special Education	Claudine Munroe	(416) 325-2889 claudine.munroe@ontario.ca
Student Transportation	Cheri Hayward	(416) 327-7503 cheri.hayward@ontario.ca

General questions regarding the 2019–20 GSN release can be emailed to:
EDULABFINANCE@ontario.ca.

Other GSN Materials

GSN projections for the 2019–20 school year are available on the ministry's website. All other GSN materials will be available in the coming weeks, including the 2019–20 Education Funding Technical Paper. Further communication will be sent to inform school boards of the documents' availability.

Original signed by

Andrew Davis
Assistant Deputy Minister
Education Labour and Finance Division

Ministry of Education

Deputy Minister

438 University Avenue, 5th Floor
Toronto ON M7A 2K8**Ministère de l'Éducation**

Sous-ministre

438, avenue University, 5^e étage
Toronto ON M7A 2K8**2019: B15**

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

FROM: Nancy Naylor
Deputy Minister

DATE: April 25, 2019

SUBJECT: 2019-20 Priorities and Partnerships Fund

The Ministry of Education is pleased to launch the new Priorities and Partnerships Fund (PPF).

On March 15, 2019, the government released Memo 2019:B08 *Education that Works for You*, the new vision for Ontario's education system. The vision will be implemented using a responsible approach that will modernize education to maximize student performance and well-being.

On April 11, 2019, the government tabled its 2019 Budget. This year's budget reflects the outcomes of a comprehensive multi-year planning process that's built on the findings of EY Canada's line-by-line review, and the ideas identified in the Planning for Prosperity Survey and the Big Bold Ideas Challenge. The government conducted a thorough review of all government programs in order to ensure investments are sustainable and modernized. The review is also meant to ensure that duplication is eliminated, and valuable programs and services are sustainable and delivering outcomes for the people of Ontario.

In addition to this review, all ministries were required to identify administrative savings. This was to be done by identifying opportunities to modernize services in order to reduce administrative costs and burden, while improving services across ministries, agencies and transfer-payment partners. Ministries considered how they could eliminate duplicative and non-value added processes, and implement automation and other streamlining solutions where repetitive and routine tasks existed previously.

The PPF is being launched in alignment with this year's Budget and supports Ontario's new vision for education. The approach will prioritize education funding, supplemental to the Grants for Student Needs (GSN), on high impact initiatives that directly support students in the classroom. The funding will replace the previous Education Programs – Other funding and will be evidence-based and outcome-focused while providing streamlined, accountable, and time-limited funding that will be reviewed and assessed by the Ministry each year.

Funding

For 2019-20 the PPF will provide up to \$330 million in funding to education partners to support students.

To facilitate school boards' budget planning for 2019-20, today the Ministry is confirming approximately \$185 million of PPF funding to school boards and school authorities to support Ministry priorities. The program allocations are outlined in the following table and school board allocations will follow:

Key Priority	Objective	Amount (\$M)
Curriculum Implementation	To support school boards with the implementation of recently released curriculum	\$2.25M
Engaging Parents and Communities	To involve parents and communities in their children's education. Parents are a child's first teacher. When parents are involved everyone benefits – schools become better places to learn and student performance improves	\$1.25M
French-Language Education	To provide opportunities and tailored supports to students in Ontario's French-Language Education (FLE) system guided by the <i>Aménagement linguistique policy</i>	\$2.13M
Indigenous Education	To improve student performance and well-being and close the performance gap between Indigenous students and all students	\$3.73M
Math	To support Ontario's students in meeting provincial math standards	\$40.50M

Key Priority	Objective	Amount (\$M)
Mental Health and Well-Being	To support the critical linkage between mental health and well-being and student success	\$34.54M
Special Education	To improve support for families of children and youth with special education needs	\$17.14M
Student Pathways	To support students as they transition to postsecondary destinations including, apprenticeship, college, university, and the workplace	\$35.7M
Supporting Student Potential	To support vulnerable students, including youth at risk, to stay in school, graduate and succeed	\$17.89M
System Support and Efficiencies	To provide support to help ensure that the education system is running efficiently and effectively	\$30.00M

Further information on additional school board PPF initiatives will be provided as it becomes available.

Descriptions of the initiatives for each of the school board PPF initiatives are as follows:

Curriculum Implementation (\$2.25M)

Curriculum implementation funding will support the implementation of recently released curriculum, including the revised elementary Health and Physical Education curriculum (2019), and the revised Grade 10 Career Studies course (2019). This funding is in addition to funding announced in the budget to support implementation of Indigenous-focused curriculum revisions, including the revised First Nations, Métis and Inuit Studies curriculum (2019). Funding can be used to support professional learning and release time for educators.

Engaging Parents and Communities

Parents Reaching Out Grants (\$1.25M)

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 (\$0.1200M)

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.

Compass for Success (\$0.0960M)

Funding to support six French-language school boards, with a view to build the capacity of system leaders, principals and teachers in data collecting, analysis and identifying next steps.

Regional inter-council meetings (\$0.0680M)

Specialist High Skills Major (SHSM) meetings organized regionally by French-language school boards to facilitate the implementation of SHSM programs in schools, share expertise and facilitate networking among school boards.

Special Education Investment (\$1.8500M)

Final installment in support of a Memorandum of Settlement (MoS) with l'Association des enseignantes et enseignants franco-ontariens (AEFO) and Council of Trustee's Association (CTA) to promote the success of French-language students with special needs.

Indigenous Education

New Indigenous Strategic Priorities (\$3.18M)

Programs and supports to assist Indigenous learners to graduate, supports successful transition into secondary schools or the labor market, inclusive school environments, innovation. This initiative includes funding for the Indigenous Grad Coach and Rapid Response Northern Schools Team initiatives.

Aboriginal Youth Entrepreneurship Program (AYEP) (\$0.35M)

AYEP gives Grade 11 and 12 Indigenous students in selected schools 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 (\$0.2M)

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

Math (\$40.5M)

The Ministry announced a four-year Math Strategy to improve student math performance.

This funding will allow boards to hire a board-based math learning lead to implement the revised math curriculum and to coordinate board improvement efforts in mathematics. Funding will also be provided to hire math learning facilitators to support student performance in targeted elementary and secondary schools. Math learning facilitators will provide training and coaching opportunities for principals and math teachers and support parent engagement.

Release time funding will be provided to all boards, with additional funding provided for targeted schools, to allow educators to engage in school and classroom-based training, coaching, and other co-learning opportunities.

Mental Health and Well-Being*Well-Being and Mental Health Bundle (\$3M)*

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.

Mental Health Workers in Secondary Schools (\$25M)

In keeping with the government's commitment to invest in mental health and addictions services in Ontario, in 2019-20 the province will continue to fund the approximately 180 new mental health workers (FTEs) in secondary schools that were initially hired by district school boards in 2018-19. The purpose of this investment is to continue to have regulated mental

health professionals (e.g., social workers, psychologists and psychotherapists) with specialized training in student mental health in secondary schools, providing mental health promotion, prevention, and intervention to students and their families.

This continuing investment will also include annual funding of \$50,000 per school board to support the collection and use of data and information to determine the impact of the initiative on students, families, and schools.

School Mental Health Ontario (SMHO) (\$6.5M)

As part of the government's commitment to build a comprehensive and connected multi-year mental health and addiction system across the lifespan, funding for School Mental Health Ontario (SMH ON), formerly School Mental Health ASSIST, will continue. SMH ON will receive \$6.5M in 2019-20 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, including the new mental health workers in secondary schools.

Special Education

After School Skills Development Program (\$6.1M)

The After School Skills Development Program will provide funding to all school boards in the province to support students with Autism Spectrum Disorder (ASD) in social, communication, self-regulation and life-planning skills development.

Pilot to Improve School-Based Supports for Students with ASD (\$0.374M)

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 eleven pilot school boards.

Transition Pilot for Students with Developmental Disabilities (\$0.478M)

Pilot to support select school boards to explore successful practices in transitioning students with developmental disabilities to work, community or postsecondary education.

Supporting Students with Severe Learning Disabilities (LD) in Reading through LD Pilots (\$1.75M)

Funding to support an intensive reading intervention pilot project in eight district school boards. Pilots were designed to enhance educators' intervention pilot project in eight district (LD) and increase the availability of supports for students with LD in their local communities.

Northern Supports Initiatives (NSI) (\$7M)

Northern Supports Initiative (NSI) is intended to mitigate the challenges faced by all northern school boards with respect to lack of available services in their communities; difficulty in attracting and retaining service professionals at the board level or accessing these services through community partners; and higher costs of service provision. NSI funding is utilized in a regional collaboration model that serves all northern school boards and school authorities through three regional cooperatives. The cooperatives determine local special education priorities, to deliver joint, innovative and cost-effective special education programs and services.

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

The Integrated Services for Northern Children (ISNC) provides 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 of Northern Ontario. This funding provides access to services from teacher diagnosticians, psychology professionals and speech and language professionals.

Student Pathways*Specialist High Skills Major (SHSM) (\$23.7M)*

Specialist High Skills Major supports students to focus on a career path that matches their skills and interests while meeting the requirements of the Ontario Secondary School Diploma (OSSD). Students receive the SHSM seal on their diploma when they:

- complete a specific bundle of 8-10 courses in the student's selected field
- earn valuable industry certifications including first aid and CPR qualifications
- gain important skills on the job through cooperative education placements.

All school boards with secondary schools receive funding to support this program.

Enhancements to Experiential Learning (EL) (\$12M)

Each board receives enhancements to experiential learning funding, separated into two categories:

- Funding used to hire a full-time, dedicated Leader of Experiential Learning (LEL) for their board.
- Funding to support and to provide effective experiential learning opportunities for students in their board.

Beginning in the 2019-20 school year, the focus of LELs will be to provide direction and support to help students in Grades 7-12 continue to engage in experiential learning opportunities, in collaboration with community and industry partners, with a particular focus on increasing

exposure to and awareness of technology, the skilled trades and apprenticeship as viable pathway options for all students.

Supporting Student Potential

Focus on Youth 2019 Summer Program (\$7.6M)

The Focus on Youth (FOY) Program creates summer employment opportunities for high school students who may be disengaged from school and/or experience barriers to employment as a result of home or school environments, including conflict with the law, poverty and/or low academic achievement. Through the program, school boards and community partners offer free or low-cost summer camps for young children.

Transportation Supports for Children and Youth in Care (\$6.6M)

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 (\$2.4M)

This project provides support for school boards to employ the services of Human Rights and Equity Advisors (HREAs). HREAs work with the Director of the board 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 human rights compliance.

Demographic Data Gathering (\$1M)

Funding to prepare school boards for, or engage in, the collection of voluntary student or staff identity-based data. The funding supports boards to build their capacity to meet the growing needs and expectations of their increasingly diverse communities for evidence-based decision making. This project allows boards to construct the necessary structures and protocols to meet the legal, ethical and research standards for the collection, analysis and use of demographic data.

Broadening Horizons (\$0.25M)

Funding to address equity and human rights issues in priority areas such as rural and northern areas and target barriers that limit student success in schools, for example, to continue the Indigenous Cultural Safety initiative.

System Support and Efficiencies

Broadband Modernization Program (BMP) (\$24M)

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

As part of the BMP, the ministry will also work jointly with boards to strengthen cyber protection measures.

New Teacher Induction Program – Enhancing Teacher Development Fund (NTIP-ETD) (\$1M)

This program addresses gaps in the GSN funding formula – specifically:

- Significant changes in number of new permanent hires from the previous year
- NTIP required permanent hires past Year 2 on the Teacher Qualifications and Experience Grid

Teacher Learning and Leadership Program (TLLP) (\$3.5M)

This program provides direct funding to front-line teachers, or teams of teachers to build teachers' expertise in effective teaching. The learning projects are teacher-led and influenced by real local needs; for example in math or special education.

Apprenticeship and Professional Development Training Funding of Education Workers Represented by the Canadian Union of Public Employees (CUPE) (\$1.35M)

As a result of the 2017 education sector labour negotiations, a grant to school boards with CUPE local bargaining units is to be used on the basis of joint applications received from school boards and CUPE locals for apprenticeship training under the OCT and or professional development opportunities.

Apprenticeship Training Funding of Education Workers Represented by the Ontario Secondary School Teachers' Federation – Education Workers (OSSTF-EW) (\$0.15M)

As a result of the 2017 education sector labour negotiations, a grant has been allocated to school boards with OSSTF education worker local bargaining units to be used on the basis of joint applications received from school boards and OSSTF locals for apprenticeship training under the Ontario College of Trades.

Next Steps

If you require further information about these initiatives, please contact your regular Ministry program contacts or the office of the Assistant Deputy Minister responsible for the program.

The Ministry looks forward to continuing our strong partnership with the school boards and school authorities and working towards maximizing student performance and well-being.

Nancy Naylor
Deputy Minister of Education

Copy: Superintendents of Business and Finance

Frank Kelly, Executive Director, Council of Ontario Directors of Education
 Anna Marie Bitonti, Chair, Council of Ontario Directors of Education
 Andrew Davis, Assistant Deputy Minister, Education Labour & Finance Division
 Warren McCay, Assistant Deputy Minister, Chief Administrative Officer, Corporate Management and Services Division
 Denise Dwyer, Assistant Deputy Minister, Indigenous Education and Well Being Division
 Denys Giguère, Assistant Deputy Minister, French Language, Teaching Learning and Achievement Division
 Joshua Paul, Assistant Deputy Minister, Capital and Business Support Division
 Martyn Beckett, Assistant Deputy Minister, Student Achievement Division
 Patrick Case, Assistant Deputy Minister, Education Equity Secretariat
 Richard Franz, Assistant Deputy Minister, System Planning, Research & Innovation Division
 Shannon Fuller, Assistant Deputy Minister, Early Years and Child Care Division
 Shirley Kendrick, Assistant Deputy Minister, Student Support and Field Services Division

Draft 2019-2020 TCDSB Year Over Year Budget Impacts

Provincial Announcements	\$M	
Negative Impacts		
Loss of Local Priorities Funding	(9.70)	
Grades 9 to 12 Class Size Change (Year 1 Impact)	(7.70)	
Grades 4 to 8 Class Size Change Impact	(4.50)	
Loss of Secondary Programming Funds	(2.50)	
Reduction in Benefit Grant	(2.00)	
Capital Debt Financing Adjustment	(1.90)	
Decrease to Facilities Loading Factor (Class Size Changes)	(1.60)	
Addition of International Student Recovery Amount	(1.60)	
Loss of Cost Adjustment Allocation	(1.20)	
Partial Loss of Early Childhood Educator Funding	(0.50)	
Loss of Human Resource Transition Funding	(0.50)	
	<u>(33.70)</u>	A
Positive Impacts		
Increase in Transportation Funding	7.60	
Attrition Protection 5% Specialized Programming Exemption	1.13	
Increase in Utilities Funding	0.75	
Increase in Behavior Expertise Amount	0.50	
Increase School Foundation Grant (P/VPs for Campuses)	0.10	
	<u>10.08</u>	B
Total Estimated Impacts from Provincial Announcements	(23.62)	C=A+B
Net Impact of Enrolment Driven Changes		
Increase in Elementary Enrolment	2.50	
Decrease in Secondary Enrolment	(1.30)	
	<u>1.20</u>	D
International Language Program Extended Day Elimination		
Loss of International Language Program Funding	(5.00)	
Additional Teachers Due to Shortened Day	(2.30)	
Transportation Impacts from Modified Day School Schedules	(1.60)	
	<u>(8.90)</u>	E
Total Estimated Year Over Year Impacts (Funding Shortfall)	(31.32)	F=C+D+E

Draft 2019-2020 TCDSB Offsets to Balance Budget

(Positive figures denote increases in expenditure / Full Time Equivalent (FTE) where mandated)

	\$M	FTE
Increases / Reductions Based on Enrolment Changes		
Elementary Teacher Positions (Regular)	2.50	24.5
Secondary Teacher Positions (Regular)	<u>(1.30)</u>	<u>(12.0)</u>
	1.20	12.5
Mandated Impacts from Elementary Class Sizes		
Elementary Teacher Positions	3.30	32.1
Mandated Reductions Based on Secondary Class Size Changes		
Secondary Teacher Positions (Regular)	(7.70)	(72.0)
Secondary Teacher Positions (Programming)	<u>(2.50)</u>	<u>(22.9)</u>
	(10.20)	(94.9)
Draft Reductions Associated with Local Priority Funding		
Elementary Teachers - 5th Block	(2.40)	(24.0)
Education Assistants / Child and Youth Workers	(1.70)	(30.5)
Elementary Teachers - Regular Classroom	(1.40)	(14.2)
Secondary Teachers - ESL/ELL	(1.30)	(12.5)
Custodians, Trades and Maintenance Staff	(0.80)	(10.9)
Secondary Teachers - Special Education	(0.60)	(6.0)
School Secretaries	(0.40)	(6.7)
ESL and Nursery Instructors	(0.30)	(3.3)
Programmers, SS Supervisors, Other	(0.20)	(3.6)
Professional Student Services Personnel	(0.20)	(2.0)
Principals and Vice-Principals	(0.20)	(1.5)
Library Technicians	(0.10)	(2.2)
Board Administration, Clerical and Technical Staff	<u>(0.10)</u>	<u>(1.5)</u>
	(9.70)	(118.9)
Other Draft Labour Impacts to Offset Funding Shortfall		
Other Elementary Panel Reductions		
ESL Teachers	(2.50)	(24.0)
Resource Teachers	<u>(0.70)</u>	<u>(7.0)</u>
	(3.20)	(31.0)

Other Secondary Panel Reductions / Increases

Secondary Teachers	(0.60)	(6.0)
Secondary Teacher - 5% Additional Attrition Protection	1.00	10.0
Resource Teachers	(0.60)	(6.0)
Workplace Accommodation Contingency	<u>(0.20)</u>	<u>(2.0)</u>
	(0.40)	(4.0)

Board Administration and Governance Reductions

Non-Academic Staff Positions	(0.20)	(2.0)
Non-Academic Management Positions	(0.80)	(7.0)
Non-Academic Executive Position	<u>(0.15)</u>	<u>(1.0)</u>
	(1.15)	(10.0)

Total Other Draft Labour Impacts to Offset Funding Shortfall	(4.75)	(45.0)
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Other Draft Non-Labour Impacts to Offset Funding Shortfall

Adjust Non-Labour Budgets to Align with Historical Actuals	(3.05)
Capital Debt Interest Expense Reduction	(1.90)
Increase International Student Fees to Offset Recovery	(1.85)
Optimize Bell Times at International Language Schools	(1.60)
Reduce Central Religious Materials Allocation	(1.50)
Benefit Trust Rate Reduction	(1.10)
Reduction in Non-Labour Facilities Expenditures	(0.25)
Increase Permitting Fees (By 3%)	<u>(0.10)</u>
	(11.35)

Total Draft Offsets to Balance Budget	(31.50)	(214.2)
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ESL = English as a Second Language

ELL = English Language Learner

Draft 2019-20 Funding Shortfall Offsets Summary

	\$M	FTE
Total Estimated Year Over Year Impacts (Funding Shortfall)	(31.32)	
Current Total Draft Offsets to Balance Budget	<u>(31.50)</u>	(214.20)
Outstanding Offset (Amount of Further Reductions Required)	0.18	

Other Potential Ideas for Offsetting Funding Shortfall

Move IL Programs to Evenings/Weekend Format	(7.30)
Introduce Paid Parking for Employees	(3.20)
Eliminate "Non-Qualifying" Student Transportation	(1.00)
School Block Budget Reductions	<u>(1.00)</u>
	(12.50)

The Forwards Plan

For the student who is unsure what they want to pursue after high school

Step 1: High School Plan

Create a full high school plan that meets all graduation requirements based on your interests. Not sure what to add? Check out the Knowledge Survey to learn more about which courses are a good match for you!

Grade 9 Completed	Grade 10 Current Year	Grade 11 Next Year	Grade 12 Plan Ahead
English ENG1D • 1 Credit • 83%	English ENG2D • 1 Credit	English ENG3U • 1 Credit	English ENG4U • 1 Credit
Principles of Mathema... MPM2D • 1 Credit • 78%	Principles of Mathema... MPM2D • 1 Credit	Functions MCF3U • 1 Credit	Advanced Functions MVF4U • 1 Credit
Science SNC2D • 1 Credit • 87%	Science SNC2D • 1 Credit	Information and Com... ITS2D • 1 Credit	Calculus and Vectors MCH4U • 1 Credit
Geography of Canada GOC1L • 1 Credit • 81%	Canadian History since... CHC2D • 1 Credit	Physics SPH3U • 1 Credit	Physics SPH4U • 1 Credit
Visual Arts AVO1D • 1 Credit • 85%	Career Studies/Civics CLC2D/CHC2D • 1 Credit	Introduction to Comp... ICS1U • 1 Credit	Computer Science ICS4U • 1 Credit

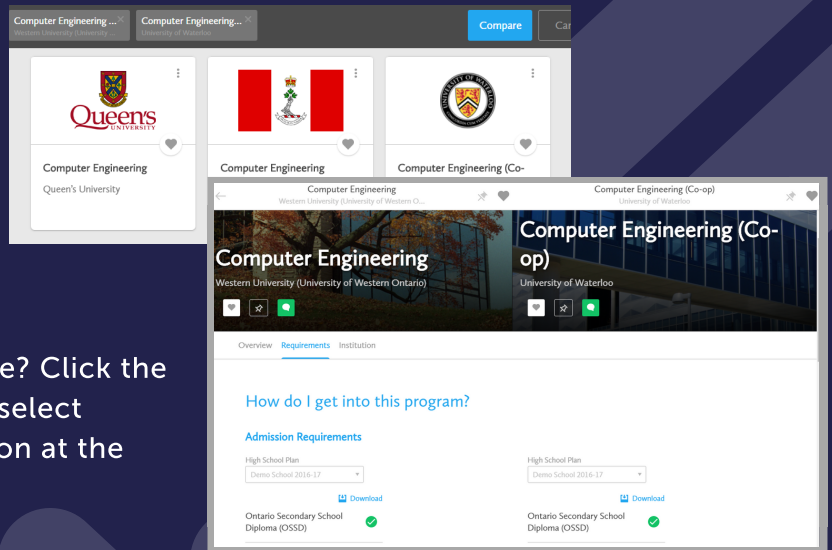
Graduation Progress		
22 Planned	8 Earned	30/30 Required
Options		
Compulsory 18/18 Credits		
4 Credits in English (1 credit per grade)	1	4/4
1 Credit in French As a Second Language	1	1/1
3 Credits in Mathematics (at least 1 credit in grade 11 or 12)	3	3/3
2 Credits in Science	2	2/2
1 Credit in Arts	1	1/1

Pathway Eligibility

Apprenticeship	159
College	4585
Community Living	View
University	3123
Workplace	133

Step 2: Pathway Eligibility

Check out the Pathway Eligibility Indicator for a list of all post-secondary opportunities across Canada that you are eligible for based on the courses in your plan. Click on the number beside your pathway of interest (apprenticeship, college, etc.) to see the list of programs.



The screenshot shows a list of programs under the heading 'Computer Engineering'. It includes a 'Compare' button and a list of programs from Queen's University, Western University, and the University of Waterloo. The detailed view for 'Computer Engineering (Co-op)' at the University of Waterloo shows admission requirements, including 'High School Plan' and 'Ontario Secondary School Diploma (OSSD)'.


Step 3: Programs of Interest

Browse the opportunities to find a program of interest. Click on the heart to add to your favourites and the program name to learn more.

Want to compare two programs side-by-side? Click the three dots to the right of the programs and select Compare, then click the blue Compare button at the top of your screen.

Step 4: Related Occupations

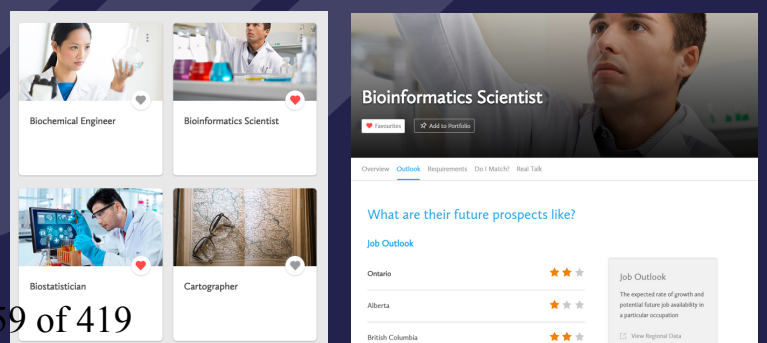
Review the post-secondary details to make sure it's a good match. Scroll to Related Occupations and click View More.



The screenshot shows a section titled 'Related Occupations' with two cards: 'Software Quality Engineer' and 'Systems Software Developer'. Each card has a heart icon to add it to favourites.

Step 5: Favourite Occupations

Explore the various occupations you can get into, should you complete the program of interest. Add a heart to add to your favourites.



The screenshot shows a section titled 'Favourite Occupations' with three cards: 'Biochemical Engineer', 'Bioinformatics Scientist', and 'Bioinformatics Scientist'. Each card has a heart icon to add it to favourites. The 'Bioinformatics Scientist' card is expanded, showing a 'Job Outlook' section with a star rating and a description of the expected rate of growth and potential future job availability in a particular occupation.

The Backwards Plan

For the student who knows exactly which occupation they want to pursue after high school

Step 1: Occupation Search

Click Work and then Occupations from the left-hand navigation to search for the occupation. Click on the heart to add to your favourites and the job title to learn more.

7 results found for Nurse

You may also be interested in: [care](#), [health](#), [nursing](#), [nurses](#), [aide](#), [healthcare](#), [pediatric](#)



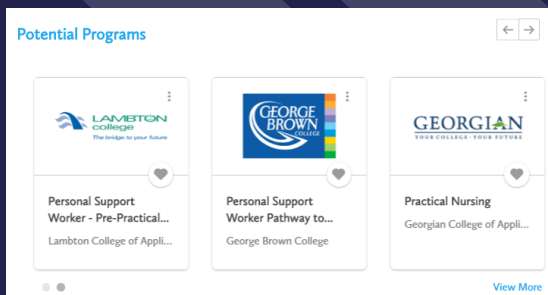
Home Health Care Worker



Midwife



Licensed or Registered Practical Nurse

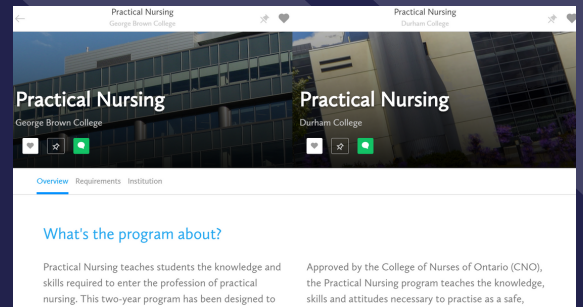


Step 2: Required Education

Click Requirements and make note of the required education and additional requirements to get into the field. Scroll to Potential Programs and click View More.

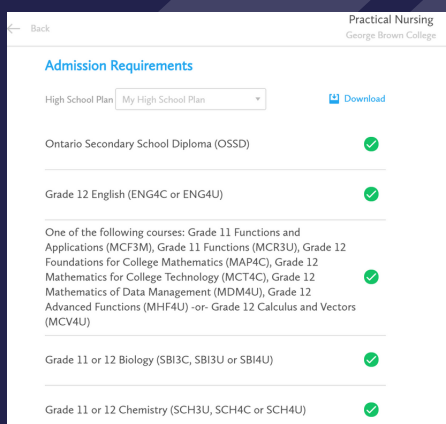
Step 3: Programs of Interest

Scroll through to find a program you are interested in, click on the heart to add to your favourites, and click on the title to learn more. Want to compare two programs side-by-side? Click the three dots to the right of the programs and select Compare, then click the blue Compare button at the top of your screen.



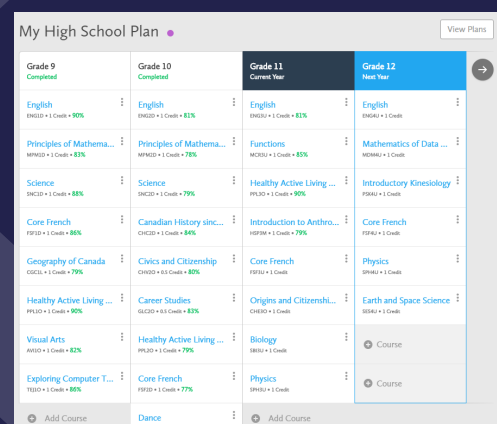
Step 4: Required Courses

Click Requirements and make note of any courses that are not met by your existing High School Plan (they will be greyed out).



Step 5: High School Plan

Go to High School and add any missing courses to your high school plan.



□ CREATE YOUR PARENT ACCOUNT

1. Visit www.myBlueprint.ca/tcdsb
2. Click **Sign Up** in the top right corner
3. Select your child's school or future high school and click **Create Account**
4. Select **Parent/Guardian**
5. Fill out the sign up form
6. Click **Create My Account**

□ LINK WITH YOUR CHILD (optional)

You can link with your child to view their myBlueprint account with these steps:

1. From the account sign up page, enter your child's TCDSB **email address** and click **Find Student**
2. Click **Add Student**
3. Click **Continue**

[Log In](#) [Sign Up](#)



Welcome

Sign up to access myBlueprint and start planning your future today.

School Account Signup

Or

School

Select School

Create Account

Link to a Student

Enter a student's email address to send a link request for permission to view their account.



Email

Add Student

Continue

Don't know your child's email address?

You can always link to them later by following these steps:

1. Log in to your account
2. Click **Add Student**
3. Enter their email address and click **Search**
4. Once matches are found, click **Send Request**




No active links to a student.

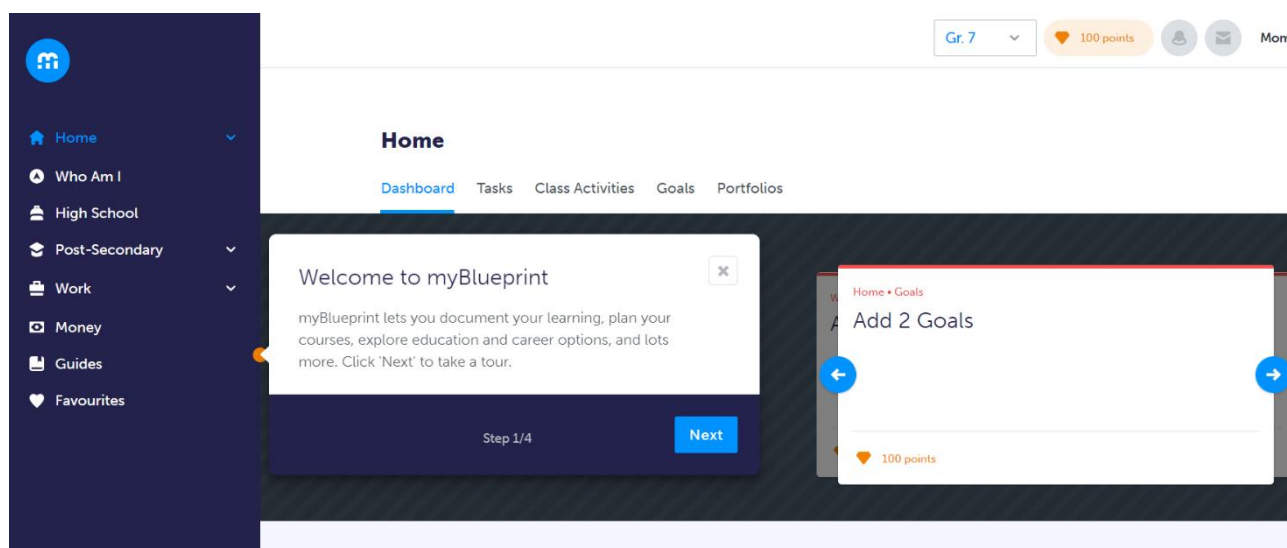
+ Add Student

□ STUDENT VIEW – EXPLORE YOUR DEMO ACCOUNT

From your Dashboard, click your name at the top right and select **Student View** to access a demo student account to explore the features of myBlueprint.

1. Click **Student View** in the top right corner of your account
2. Complete the Interests Inventory under **Who Am I** surveys
3. Go to **Home > Goals > Add a goal**
4. Go to **Post-Secondary > Select a Pathway** (e.g., College & University) > Favourite a **program**
5. Go to **Work > Occupations > Explore and favourite an occupation**
6. Go to **Home > Portfolios > Add a Portfolio > Name your portfolio**
 - a. **+ Add Box > Add Media > Upload a picture/image that represents who you are**
 - i. **+ Reflection > Give an explanation of how the image represents who you are**

 **Student View**





Growth Portfolio

Classroom Set-up

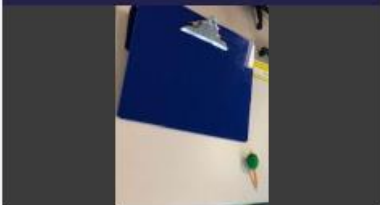


This is the set up ... you will notice....

Nov. 30, 2018



Occupational Therapy Prescribed Aids



The coloured and slanted clip board - used to prop up wrists, supports visual stimulation, allows for proper posture. The soft pencil grip - is textured allowing for pressure points and encourages grip. Student is accustomed to using...

[View More](#)

Nov. 30, 2018

Learner Profile

[Learner Profile Draft.docx](#)

2018-11-30 • 22KB



Learner profile indicating learner preferences (environmental), strengths, needs, and general mindset.

Nov. 30, 2018

Painting



With support from an adult, the student can use a paint brush, identify colours, and design a painting.

Nov. 30, 2018

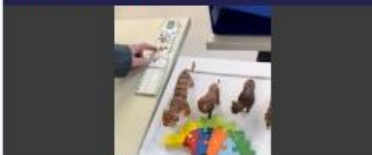
Gross Motor Options



The student thrives when given opportunity to select gross motor activities. They often select objects that allow for balance and stability to be challenged.

Nov. 30, 2018

Prompts in sequence



4 Seasons



With support from the teacher, the student is able to identify weather patterns and activities in each of the 4 seasons.

Nov. 30, 2018

Student Selected Prompts



This student often selects the following prompts when given choice.

Nov. 30, 2018

Soccer is an area of interest





myBlueprint

HOW TO LOG IN



VISIT

[**myBlueprint.ca/tcdsb**](https://myBlueprint.ca/tcdsb)



1. Click '**School Account Log In**'
2. Enter **TCDSB email + password**

SEAC Annual Calendar

Month	Annual Activities/Topics	Board Events/Deadlines
January	<ul style="list-style-type: none"> - Review of Draft SEAC Calendar - S.O. Updates - Set SEAC goals for the year - Annual Accessibility Report 2019 - Policy review of Special Education Programs (S.P.01) - Multi-year Accessibility Plan/AODA-Updates - Mental Health Annual Report 2017-18 - Auditor Report – Ministry Funding and Oversight of School Boards - Priority Budget Setting Discussion (effective January 2020) 	<ul style="list-style-type: none"> - Grade 9 EQAO Testing takes place in Secondary Schools - Long Term Accommodation Program Plan (ongoing)
February	<ul style="list-style-type: none"> - Review of SEAC Calendar - S.O. Updates - Special Education Plan: Review Program Specific Resources for Parents - TCDSB Equity Plan Presentation - Auditor Report – School Board’s Management of Financial and Human Resources 	<ul style="list-style-type: none"> - Multi-Year Strategic Plan (MYSP) - New term begins in Secondary Schools that operate on semesters - Report Cards are distributed (Elementary and Secondary) - Parent-Teacher Conferences
March	<ul style="list-style-type: none"> - Review of SEAC Calendar - S.O. Updates - Continue consultation on Special Education Programs and Services - Safe Schools Committee Update - Mental Health Committee Update - Budget Approval Updates 	Ontario Secondary School Literacy Test (OSSLT) takes place
April	<ul style="list-style-type: none"> - Review of SEAC Calendar - S.O. Updates - Financial Report as at January, 2019 - GSNs - March 31st Special Education student count - Update to Special Education Programs for 2019-20 - Budget Approval Updates 	<p>ONSIS report on identified students</p> <p>Autism Awareness Month</p>
May	<ul style="list-style-type: none"> - Review of SEAC Calendar - S.O. Updates - Student Grants 2019-2020 - Pro Grants Application Update - Budget Approval Updates 	<p>Budget Consultation continues</p> <p>EQAO Assessment</p>
June	<ul style="list-style-type: none"> - Review of SEAC Calendar - S.O. Updates - Review Special Education Checklist - Special Education Plan 	EQAO Grade 3 and 6 Testing

SEAC Annual Calendar

	<ul style="list-style-type: none"> - <i>Budget approval update</i> - <i>Status of PRO Grant application</i> 	
July		<i>School Board Submits balanced Budget for the following year to the Ministry</i>
August		
September	<ul style="list-style-type: none"> - <i>Review of SEAC Calendar</i> - <i>S.O. Updates</i> - <i>Review TCDSB accessibility Plans</i> - <i>Update re Special Needs Strategy</i> - <i>Develop or review SEAC annual Agenda/Goals</i> - <i>Association Reports (if any)</i> 	<i>Special Education Report Checklist submitted to the Ministry of Education</i>
October	<ul style="list-style-type: none"> - <i>Review of SEAC Calendar</i> - <i>S.O. Updates</i> - <i>Representation sought for Mental Health and Safe Schools Committees</i> - <i>Review of Special Education Plan – Model for Special Education, Transportation, Definitions of Exceptionalities</i> - <i>Review of Special Education Plan – Transportation</i> - <i>Review of Special Education Plan – Categories and Definitions of Exceptionalities</i> 	<ul style="list-style-type: none"> - <i>EQAO Preliminary Results for Gr. 3 and 6 and OSSLT</i> - <i>Reports on Student Numbers of Elementary and Secondary School Students to be submitted the Ministry of Education</i> - <i>Engagement and Governance Supports Discussion Guide</i>
November	<ul style="list-style-type: none"> - <i>Review of SEAC Calendar</i> - <i>S.O. Updates</i> - <i>AFSE Report: Exceptionality Frameworks-Goals & Outcomes, EQAO Student Achievement Data (for various exceptionalities as appropriate)</i> - <i>Continue to Review elements of the Special Education Plan</i> - <i>Engagement and Governance Supports Discussion</i> - <i>Professional Learning Plan</i> - <i>Mental Health Annual Report</i> - <i>Special Education Fair</i> 	<ul style="list-style-type: none"> - <i>EQAO Results for Gr. 3, 6, 9 (math), and Gr. 10 (OSSLT)</i> - <i>Engagement and Governance Supports Discussion Guide</i> - <i>ONSIS report on identified students</i> - <i>Year End for School Board Financial Statements</i>
December	<ul style="list-style-type: none"> - <i>Review of SEAC Calendar</i> - <i>S.O. Updates</i> - <i>SEAC Elections</i> - <i>SEAC Mass and Social</i> 	<i>Independent review of assessment and reporting</i>

Special Education Superintendent Update

May 2019



May is Speech, Language and Hearing Awareness Month

Celebrate with us!

Did you know that 1 in 6 Canadians will have speech, language and/or hearing difficulties?

Speak to your school Speech-Language Pathologist or the D/HH Team if you have concerns about a student's communication skills.

TCDSB DEAF/HARD OF HEARING



30TH Annual Family Picnic
Friday, May 24th, 2019
rain or shine, see you there
10 am – 2 pm

Sts Cosmas and Damian School
111 Danesbury Ave.
North York, M6B 3L3
(By TTC - Glencairn Station)

NEW
LOCATION



*You're
Invited*

PICNIC





FOR MORE INFORMATION CONTACT D/HH DEPARTMENT
416 393-5405 or email: deaf.dhh@tcdsb.org



Mental Health Week is May 6-12!

Mental health is defined as a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community (WHO). Mental health is not the same thing as mental illness. We know that in any given year, 20% of us will experience a mental health problem or illness. Regardless of whether we currently have a mental illness or not, we ALL have mental health, the same way we all have physical health. CAMH has created a great video on the topic of mental illness versus mental health, see the below link. <https://www.bing.com/videos/search?q=mental+health+mental+illness+video+camh&view=detail&mid=E70E3A5ECED20E68DDE2E70E3A5ECED20E68DDE2&FORM=VIRE>

6 Signs of GOOD MENTAL HEALTH

1. I feel like I'm reaching my potential.
2. I feel like I belong.
3. I don't worry too much about what others think of me.
4. I make the world a better place.
5. I enjoy my life.
6. Knock me down and I'll get back up again.

(CMHA)

Nature is Nurturing



Research shows that when we immerse ourselves in the natural world, our sense of well-being is heightened. You don't need to spend the day in a forest to reap the benefits. Spending time in a backyard, a schoolyard, a nearby park or near a neighborhood tree will do. The benefits can be gained whether you are actively doing something in a natural setting or simply viewing the setting. It is important to be "in the moment," so try enforcing a no electronics rule for outdoor time. Now that warmer weather is coming, it is a good time to start creating new routines that incorporate outdoor time, rain or shine (*Psychology Today*; CMHA).

Outdoor Inspiration for Children...

- Have a picnic
- Observe an insect
- Draw pictures in the dirt
- Look for different shades of green while on a walk
- Explore the design of a cobweb
- Paint on rocks with water

Outdoor Inspiration for Older Children/Youth...

- Walk to school instead of taking the bus
- Eat lunch outside
- Go for a jog or a bike ride with a friend
- Join the environmental club at school (or start one)
- Organize a neighbourhood scavenger hunt
- Take a younger sibling or neighbour outside
- Walk the family dog

If You Are Concerned About Your Child

If you are concerned your child may be struggling, look at whether there are changes in how the child is thinking, feeling or acting. Also, pay attention to how the child is functioning at home, at school and with friends (cps.ca). There are caring adults and professionals you can consult with to determine next steps and identify supports for your child. Consider the following:

- Talk to the child/adolescent to find out what's going on and how he/she is feeling
- Talk to the classroom teacher(s) to see if they also notice the changes/concerns
- Discuss your observations with the family doctor
- Inquire with the school principal about mental health supports available at school, such as the guidance counselor, social worker, psychologist, or Child and Youth Worker
- In case of emergency proceed to your local **hospital** or call 911



Studies have shown that individuals who pray to a loving and protecting God with whom they have a meaningful relationship are less likely to experience symptoms of anxiety (psychcentral.com).

A Holistic Approach to Well-Being



The Ministry of Education's model for well-being highlights the need to support our children and youth's development in each of the four domains.

PHYSICAL: Encourage good sleep patterns, physical activity, and healthy eating.

COGNITIVE: Teach and model problem solving skills and critical thinking.

EMOTIONAL: Support children/youth in recognizing different emotions; model good coping skills.

SOCIAL: Encourage positive relationships and model good communication skills.

Community Mental Health Resources

Kids Help Phone 1-800-668-6868

<https://kidshelpphone.ca/>

Professional and confidential counseling available 24/7 via phone. Text and live chat also available – see website.

What's Up Walk-In Counseling

<http://www.whatsupwalkin.ca/>

Professional and confidential walk-in counseling for children, youth, young adults and their families. No fee. No appointment. No Health Card. Six locations across Toronto. See website for locations and hours of operation.

A Laugh a Day...

"A good sense of humour is a tool that kids can rely on throughout life..." It helps children to "see beyond the surface of things" and "not take themselves too seriously" (www.kidshealth.org).







TIPS TO PROMOTE WELLNESS IN THE CLASSROOM

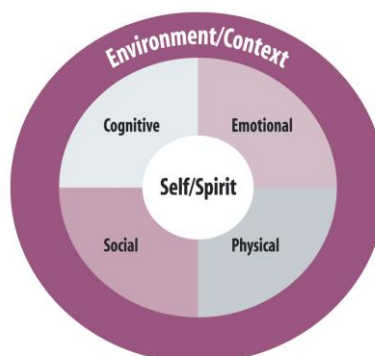


Some definitions:

Mental Health: *Mental health is defined as a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.*








Source: World Health Organization

<p>Physical Health</p> 	<p>Physical health is determined by the quantity and quality of our sleep, our nutrition and our level of physical activity. These elements impact directly on our emotional state (e.g., our mood) and our cognitive state (e.g., level of concentration, our performance, our thoughts, etc.).</p>
<p>Cognitive Wellness</p> 	<p>Our thoughts impact our behaviour and our performance. Our beliefs about ourselves influence a given outcome. "If we think you can, you can. If you think you can't, you're right". (Henry Ford).</p>
<p>Emotional Wellness</p> 	<p>Our emotional wellness is determined by maintaining a balance between our negative and positive emotions. Positive emotions improve our performance, our level of concentration and even reduce our risk of illness. Positive emotions increase our tendency to engage in positive behaviours. Negative emotions increase our tendency to either engage in negative behaviours or isolate ourselves from others. To increase happiness, research shows that the ratio of positive to negative emotions should be about 3:1.</p>
<p>Social Wellness</p> 	<p>We are social beings. We need to connect with people that support us, that validate us and with whom we feel good. Social exclusion impacts the same centers of the brain as physical pain.</p>










Source: *Stepping Stones: A Resource on Youth Development*, p. 17







Tips To Promote Wellness In The Classroom (1)

	<p>1. Practice relaxation: Practice relaxation techniques throughout the day at appropriate times (e.g., at the beginning of the day, before lunch recess, at the end of day, etc.). Relaxation reduces the reactivity of our nervous system, reduces our anxiety and improves our ability to concentrate. We are also less likely to get angry and be impulsive. Examples of relaxation techniques: stretches, deep breathing, visualization, mindfulness, progressive muscle relaxation (i.e., we tense them, and then we release them one by one).</p>
	<p>2. Expend energy: When you feel the students' level of energy needs to be expended, it might be important to do the opposite of relaxation in the classroom. We can ask them to take a few minutes at their tables, get up on their tippy toes, and stretch out their arms to push the clouds away up in the sky. These stretches will help students evacuate stress hormones (i.e., cortisol) that can sometimes accumulate in the body, rendering them hyper-vigilant to any slight trigger.</p> <p style="text-align: right;"><i>Source: Kids Have Stress Too, The Psychology Foundation of Canada</i></p>
	<p>3. Get physical: At transition times, throughout the school day, we can ask students to do 10 jumping jacks at their table. Following the jumping jacks, we can lead students in taking 10 deep breaths to come back to a calm state for classroom work.</p>
	<p>4. Validate effort not end result: When it comes to behaviour, it is preferable not to evaluate by the end result, but by the effort the student makes. If a student normally interrupts their teacher 10 times per day and with support and clear efforts, the student reduces that behaviour to 5 times a day, it is a success. We cannot expect that student to jump from 10 interruptions to 0.</p>
	<p>5. Recognize unique strengths: Help students find their unique strengths while developing their personal identity: encourage students to complete sentences like "I am ..." with one of their strengths (e.g., a good soccer player). If students have difficulty completing the sentence, it would be important to be cognizant of their strengths and help them see them as well. One can have monthly themes to structure the activity. The Ontario Catholic School Graduate Expectations (iceont.ca/resources/ontario-catholic-school-graduate-expectations) can be used for inspiration (for e.g., be a collaborative contributor, etc.).</p>
	<p>6. Choose words carefully: Take note of the vocabulary you use. Attempt to emphasize the students' strengths and efforts. If a student has specific challenges, try to avoid saying "<i>despite</i> your memory difficulties, you still did well", but instead recognize that it is surely <i>thanks</i> to their areas of need, that they developed other techniques to overcome the challenge. There are many easy examples that demonstrate that our biggest challenge can become our greatest strength (e.g., David and Goliath in the Bible, The story of the Turtle and the Rabbit Race).</p>
	<p>7. Positively validate students: Try to avoid congratulating students' non-modifiable characteristics (e.g., "you are so smart!") but instead emphasize methods used by the person (e.g., "you worked so hard", "I see that you used great organizational techniques for this presentation"). This change in perspective promotes the <i>Growth Mindset</i> that expands performance possibilities and reduces the fixed mindset, which can be limiting.</p>

Tips To Promote Wellness In The Classroom (2)

	<p>8. Problem-solving: Teach students the steps to effective problem solving. They can use their fingers to count each step:</p> <ol style="list-style-type: none"> 1. Identify the problem. 2. Evaluate the importance of the problem (e.g., the extent to which it is affecting them, do they need to resolve immediately) from 1 to 5. 3. What are some possible solutions to the problem? 4. What are the possible consequences to each proposed solution? 5. Evaluate the options and choose wisely or ask for help. <p>By offering students tools for solving their problems, but also encouraging them to come speak to you about them, you are progressively teaching them to slow down their reaction time to the problem. By slowing down the time between the problem and their reaction to the problem, you are teaching them to access the more advanced centers of their brain (i.e., not just their reptilian brain that tends to react selfishly). You can also ask them to imagine someone they admire and love, and to think about how that person would react to this situation.</p> <p style="text-align: right;"><i>Source: Friends for Life program.</i></p>
	<p>9. Reframe your thoughts: Use tools to teach students to reformulate their negative thoughts or catastrophic thoughts into more positive ones. You can play this game in the classroom where students take turns uttering a negative (or red) thought and someone else reformulates it as a positive (green) thought. You can even use a beach ball to play with students. The first student that receives the ball, says the first sentence (the red thought) and throws the ball to a second student that reframes it as a positive thought, etc.</p> <p style="text-align: right;"><i>Source: Friends for Life program.</i></p>
	<p>10. Mistakes are necessary for learning: In the classroom, adopt the philosophy that mistakes are <i>essential</i> and even <i>necessary</i> to learning. Take the example of an athlete that must practice their tasks 100 or even 1000 of times and commit multiple mistakes before perfectly mastering the task.</p>
	<p>11. Greeting: Greet students with a smile whilst saying their names. People enjoy hearing their names. Model a culture of warm greetings in your class/school. Target specific objectives: each student/adult should receive 4 greetings a day.</p>
	<p>12. Recognize something unique: Attempt to recognize something unique and positive about each student (e.g., make a chart of students for yourself and attempt to know something positive and unique for all students).</p>
	<p>13. Reassure: When attempting to reassure a student, bring yourself down to their eye level or even lower to speak to them. This will make them feel more secure and safe.</p>
	<p>14. Be a good listener: Be an active listener for students, ask open-ended questions, rather than simple yes/no questions (e.g., "how are you feeling?" vs. "are you ok?", "how was your week-end" vs. "did you have a good week-end?").</p>

Tips To Promote Wellness In The Classroom (3)

	<p>15. Mindfulness: Mindfulness can be easily practiced in classroom (e.g., make a mindfulness glitter bottle: blissfulkids.com/mindfulness-kids-teens-calming-glitter-jar-aka-mind-jar) or use a unique object (e.g., seashell, autumn leaf, etc.) to distribute to each student. After a few deep breaths, we can ask groups of 4-5 students to concentrate on their individual object for about 30 to 60 seconds (depending on the age of students). We would ask them to look at their object in all its facets, to observe it, to touch it, to close their eyes and feel the texture of the object with their hands, to smell it, etc. Then, they may place their object in the middle of the table of groups of 5 (or more). We can speak to students about the benefits of mindfulness, the importance of focusing on the present moment. Anxious people tend to worry about <i>tomorrow</i> or regret <i>yesterday</i>, whereas research shows us that happier and more content people enjoy the present moment. Finally, we would ask the students to recognize the object assigned to them, from amongst the other objects.</p>
	<p>16. Deep breathing: For younger students, we can get large eyeglasses and attach strings to them. These glasses could be used to teach students deep breathing. The strings will move with the breath giving visual feedback to the students. The important learning objective here is to help students recognize important characteristics of a calm emotional state. By practicing this technique during the day, they will come to learn to use these calming techniques in a preventative manner (before anger sets in) and they can resort to them when they feel anger or frustration.</p> <p style="text-align: right;"><i>Source: Kids Have Stress Too, The Psychology Foundation of Canada.</i></p>
	<p>17. Say Thank You: Find occasions everyday to say "Thank you" to students for small gestures that often go unnoticed. This could be a student who picks up a peer's pencil. Once you validate these behaviours publically in your class, you will see them multiply progressively.</p>
 	<p>18. Positively validate students: With a student who poses a behavioural challenge, find moments (sometimes rare) when they are on task or listening, congratulate them with a positive comment and smile at them approvingly. Try as much as possible to strike a balance between the reprimands and positive comments. For each reprimand, it takes about 3 positive comments to continue to have a positive relationship between an adult and a student. Consequently, we need to choose our moments of reprimand carefully! We can challenge ourselves to find 10 positive comments for a student that has challenges listening. You might just begin to see the behaviour transform.</p>
	<p>19. Smile! Smiling is contagious. Challenge yourself to smile at least 3 times each day for at least 3 days. See if you feel a difference in your mood. Try to smile at someone you would not normally smile at ... but it is important that your smile be authentic and sincere.</p>



SPECIAL SERVICES

TCDSB Celebrates Children's Mental Health Awareness Week

First Week of May

(May 6th to 12th, 2019)



Children’s Mental Health Awareness Week

May 6th to 12th, 2019 ToolKit

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TCDSB Celebrates Children's Mental Health Awareness Week

May 6th to 12th, 2019

Each year, Ontarians mark the first full week of May as **Children's Mental Health Week**. This important week is about:

- **Increasing awareness** of the signs of child and youth mental health problems
- **Decreasing stigma**
- Understanding that **help is available and it works!**
- For more information on Children's' Mental Health Week please see www.kidsmentalhealth.ca

One in five Ontario children and youth has a mental health problem - That is about 500,000 kids. Disorders range from anxiety, depression and conduct disorder to attention deficit hyperactivity disorder, eating disorders, schizophrenia, and bi-polar disorder. Left untreated, mental health disorders can lead to school failure, family conflicts, drug abuse, violence, and even suicide. The good news is that **help is available and treatment works!**

TCDSB is pleased to share the enclosed **Children's Mental Health Awareness Toolkit** with your school. The tool kit contains:

- Daily PA announcements
- Daily Classroom activities (elementary and secondary options are provided).
- Handout templates

5 classroom activities coincide which each day of the week. We have linked our daily activities to some of the health topics found in the Health and Physical Education Curriculum. Our 5 strategies and activities are:

- Be Mindful
- Reach Out
- Pray
- Exercise & Eat Healthy
- Get Enough Sleep

We encourage principals to share this toolkit with classroom teachers in support of Children's Mental Health Awareness week. The toolkit would be of **particular interest** to Health and Physical Education, Religion, Anthropology, Psychology, Special High Skills Major Teachers, as well as Stop the Stigma Staff Mentors! Feel free to share your school's success on twitter.

#TCDSBMHW2019! 

With sincere thanks,

On behalf of the TCDSB Mental Health Steering Committee

Marie Josée Gendron, Ph.D., C.Psych. - Chief of Mental Health Strategy and Staff Well-Being, TCDSB
Melissa Hanlon MSW, RSW – Mental Health Leader, TCDSB

Children's Mental Health Awareness Week

May 6th to 12th, 2019

ToolKit, Contents and Instructions

TCDSB is pleased to share the enclosed **Children's Mental Health Awareness Toolkit** with your school.

The tool kit contains:

- Daily PA announcements
- Daily classroom activities (elementary and secondary options are provided)
- Handout templates

5 classroom activities coincide with each day of the week. We have linked our daily activities to some of the health topics found in the Health and Physical Education Curriculum.

Our 5 activities are:

Be Mindful	Monday, May 6, 2019
Reach out	Tuesday, May 7, 2019
Pray	Wednesday, May 8, 2019
Exercise & Eat Healthy	Thursday, May 9, 2019
Get enough Sleep	Friday, May 10, 2019

Each Daily Activity Includes:

- *An Introduction Message*, which is identical to the daily PA announcement that is intended for inclusion in your school's morning announcements. You may wish to re-read the announcement as an introduction to the activity, as it explains the day's theme.
- *Suggested Activity for Elementary or Secondary Classrooms*. There is a suggested activity for both elementary and secondary teachers. Each activity gives prompts, instructions, and includes list of materials and required handout templates (where applicable/required) and/or on-line resources or web-links.
- *Suggested Script for Elementary or Secondary Teachers*. The suggested script is provided to assist teachers in introducing the daily activity. This is a suggested script, but is optional. Some will prefer to paraphrase; this is fine.

Feel free to share your school's successes/pictures on twitter.

#TCDSBMHW2019!







Introduction/PA Announcement

“Mindfulness is a way of being and thinking. When we are mindful, we focus our attention on what is happening in our body, our mind and in our environment in the moment. With mindfulness, we live in the present, focus on what is happening right now” (Mindfulness Ambassador Council Guidebook TCDSB).

Today, think about being present in the moment and being aware of your breathing. Being mindful helps us physically and emotionally & improves our mental well-being.

Suggested activities for elementary classroom:

Safari

Materials: *handout #1*

This is a classic mindfulness exercise packaged in a fun, easy and engaging format for kids. An average everyday walk will become an exciting adventure! This exercise will bring out a state of awareness and will promote “grounding” in the present.

- Discuss what it means to be mindful (i.e. focusing our attention, the concept of noticing). You may also want to review the 5 senses as ways we “notice.”
- Tell the students that you will be going on a safari in the schoolyard. Challenge them to take note of as many birds, bugs, creepy-crawlies, and any other animals as they can. Tell them they will need to use all of their senses to find them. They may hear a bird chirp, for example, before they see it. Ask them to look for anything that walks, crawls, swims, or flies.
- If you wish, use handout #1 to reference the activity.
- Alternative/Supplemental Idea: Have students focus in on one sense only (i.e. hearing). They could sit in the yard with eyes closed and identify all the nature sounds they can hear (www.positivepsychology.com/).

Go on a SAFARI

Go outside on an exciting adventure, try picking up a small rock or touching a plant or flower.



Notice the bugs or the birds. Take a moment to kneel down and touch the earth.

Walk mindfully paying close attention to everything. Make sure you walk in silence because you want to notice all those little details.



The Mindful Jar

Materials: mason jar, glitter glue (or dry glitter & liquid glue)

This activity can teach children about how **strong emotions** can take hold, and how to find peace when these strong emotions come up. The exercise not only helps children learn about how their emotions can cloud their thoughts, it also facilitates the practice of mindfulness while focusing on the swirling glitter in the jar.

- Get a clear jar, like a mason jar, and fill it almost all the way with water. Next, add a big spoonful of glitter glue or glue and dry glitter to the jar. Put the lid back on the jar and shake it to make the glitter swirl.
- Use the following script or take inspiration from it to form your own mini-lesson:

Suggested script for elementary teachers:

"Imagine that the glitter is like your thoughts when you're stressed, mad or upset. See how they whirl around and make it really hard to see clearly? That is why it is so easy to make silly decisions when you are upset – because you are not thinking clearly. Don't worry, this is normal and it happens in all of us (yep, grownups too)."



[Now put the jar down in front of them.]

Now watch what happens when you are still for a couple of moments. Keep watching. See how the glitter starts to settle and the water clears? Your mind works the same way. When you're calm for a little while, your thoughts start to settle and you start to see things much clearer" (Karen Young, 2017).

Suggested activity for secondary classroom:

Quiet Mindfulness

Materials: none

When you are trying to teach students about what mindfulness is and how it can benefit them, it is best to start with a few simple **guidelines**:

1. Make sure they are ready to give mindfulness a try; if they are full of energy and itching to be active, it may not be the best time for practicing mindfulness for the first time.
2. Explain what mindfulness is and what it is not; give examples of what might be similar to mindfulness (i.e., introspection, chasing thoughts down the "rabbit hole"), but is not truly mindfulness.
3. Say it in an age appropriate way; put it in words they will understand but take care not to make them feel like you are talking down to them.
4. Offer to practice mindfulness with them; sometimes having a model makes all the difference.
5. Assure them that it's okay to get off track, and share with them how to gently guide themselves back to mindfulness.
6. Afterwards, finish the practice by doing something they enjoy with them to ensure they have a positive experience.

Suggested script for secondary teachers:

Start by settling into a comfortable position and allow your eyes to close or keep them open with a softened gaze. Begin by taking several long slow deep breaths breathing in fully and exhaling fully. Breathe in through your nose and out through your nose or mouth. Allow your breath to find its own natural rhythm. Bring your full attention to noticing each in-breath as it enters your nostrils, travels down to your lungs and causes your belly to expand. In addition, notice each out-breath as your belly contracts and air moves up through the lungs back up through the nostrils or mouth. Invite your full attention to flow with your breath.

Notice how the inhale is different from the exhale. You may experience the air as cool as it enters your nose and warm as you exhale. As you turn more deeply inward, begin to let go of noises around you. If you are distracted by sounds in the room, simply notice them and then bring your intention back to your breath. Simply breathe as you breathe, not striving to change anything about your breath. Don't try to control your breath in any way. Observe and accept your experience in this moment without judgment, paying attention to each inhale and exhale.

If your mind wanders to thoughts, plans or problems, simply notice your mind wandering. Watch the thought as it enters your awareness as neutrally as possible. Then practice letting go of the thought as if it were a leaf floating down a stream. In your mind, place each thought that arises on a leaf and watch as it floats out of sight down the stream. Then bring your attention back to your breath. Your breath is an anchor you can return to repeatedly when you become distracted by thoughts.

Notice when your mind has wandered. Observe the types of thoughts that hook or distract you. Noticing is the richest part of learning. With this knowledge, you can strengthen your ability to detach from thoughts and mindfully focus your awareness back on the qualities of your breath. Practice coming home to the breath with your full attention. Watching the gentle rise of your stomach on the in-breath and the relaxing, letting go on the out-breath. Allow yourself to be completely with your breath as it flows in and out.

You might become distracted by pain or discomfort in the body or twitching or itching sensations that draw your attention away from the breath. You may also notice feelings arising, perhaps sadness or happiness, frustration or contentment. Acknowledge whatever comes up including thoughts or stories about your experience. Simply notice where your mind went without judging it, pushing it away, clinging to it or wishing it were different and simply refocus your mind and guide your attention back to your breath.

Breathe in and breathe out. Follow the air all the way in and all the way out. Mindfully be present moment by moment with your breath. If your mind wanders away from your breath, just notice without judging it – be it a thought, emotion, or sensation that hooks your attention and gently guide your awareness back to your breathing.

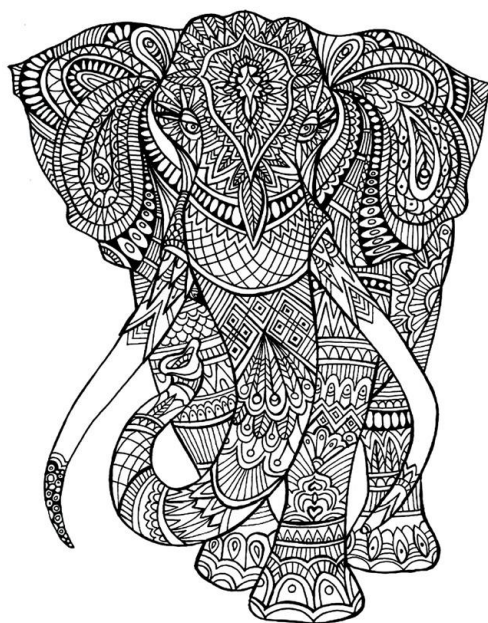
As this practice comes to an end, slowly allow your attention to expand and notice your entire body and then beyond your body to the room you are in.

When you're ready, open your eyes and come back fully alert and awake. The breath is always with you as a refocusing tool to bring you back to the present moment. Set your intention to use this practice throughout your day to help cultivate and strengthen attention (Script written by Shilagh Mirgain, PhD, for UW Cultivating Well-Being: A Neuroscientific Approach).

Adult Colouring

Materials: *coloured pencils; colouring pages - free printables found here:* <https://www.justcolor.net/>

Many youth and adults use adult coloring books to relieve stress. These coloring pages are more complex than the ones kids use and they require more concentration and focus. Consider making colouring pages available for the first few minutes of class.





Introduction/PA Announcement

One in 5 people experience mental illness. We all have mental health. Learning how to build mental health will help us to build our overall health. TCDSB has many supports and resources available. In partnership with families, the community and our Catholic education system we are committed to supporting all our students. Relationships and belonging are important to our health. Did you know that at school you can get support from your teacher, principal, vice principal, guidance counsellor and CYW? As well, additional supports, such as school social workers and school psychology staff are available. There are many caring adults in our schools and community ready to help.

Suggested activity for elementary classroom:

A Tangled Web of Support We Weave

Materials: Ball of yarn

For Supplemental Activity: string in multiple colours, glue sticks, construction paper, paper hearts (pre-cut if working with young children)

Optional: *The Invisible String Storybook* by Patrice Karst

The premise of *The Invisible String* is that we are all connected by an invisible string. Even though it is invisible, you can feel it with your heart. Everyone has an invisible string, and it can reach anywhere; no one is ever alone, even when their loved one is not physically present (summary by: barnesandnoble.com).

- If you have access to the book, read it first, and discuss the concept of support people and how we rely on each other. Highlight the concept of caring adults in addition to discussing caring friends, peers, etc. If you are not using the book, you can simply start this activity with a class discussion around community and the idea of relying on each other.
- To begin the activity, explain that when a particular student is holding the ball of yarn, he/she will identify something that they have done to support someone else. Alternatively the student can identify something they witnessed someone else do to support another person (i.e. "At recess I saw someone help another student up when he fell down"). Encourage them to refrain from using names to avoid potential embarrassment of a classmate.
- Once the student has spoken, he/she will hold the end of the string and toss the ball of yarn to any classmate. The next student does the same and it continues until each student is holding a piece of yarn and a giant "web" has formed in the classroom.
- While the web is still intact, review the concept of community and how we all support each other. Refer to the visual web to outline all the connections we have to each other. Highlight that although a particular student may not be best friends with everyone in the room, we are all connected as part of the same community and we should all support each other. Ensure that as the teacher you also participate; it is important to highlight the role of caring adults, especially when troubles become overwhelming for students.
- Alternative/Supplemental Idea - The Invisible String Intervention:
<https://static.spacecrafted.com/a5101f2d38a94cebbb5611a7005ceb53/r/dfa68582559340c8bf0a5ef00eb115e1/1/IS%20Intervention,%20Ashley%20Fussell,%20LPC-MHSP.pdf>

- If you have access to the book, read and discuss first
- Take Construction paper and glue paper heart in the middle. Have students write their name on and decorate/colour their hearts to represent them.
- Have students write names of all the people in their world that they love and want to be connected to.
- Glue various pieces of string from the heart to the person's name they wrote down

Suggested activity for secondary classroom:

Juggling Responsibilities Exercise

Materials: 5 balloons, 1 sharpie marker, 5 sticky notes

This exercise reinforces the benefits of reaching out to caring adults for help when we feel overwhelmed with all our responsibilities. Often teens can feel overwhelmed and neglect to “reach out” for help, or are unable to recognize those around them as “supports”. This exercise is aimed at helping students identify supports, and the importance of calling upon those supports when feeling overwhelmed.

Suggested script for secondary teachers:

This exercise reinforces the benefits of reaching out to caring adults for help when we feel overwhelmed with all our responsibilities.

- Encourage the students to identify their roles and responsibilities, e.g. student, friend, son or daughter, teammate, part time employee, sibling, maintaining a healthy lifestyle, chores etc.
- Blow up the 5 balloons and write the roles and responsibilities on the balloons (at least one role or responsibility per balloon is suggested).
- Ask for one student to try and juggle all 5 of the balloons in the air.
- Relate this exercise to juggling roles and responsibilities in life.
- Then ask the students, who can help them in life and at school with their roles and responsibilities? Write the titles of the people on the board, e.g. parent, teacher, principal, CYW, social worker, guidance teacher, etc.
- Ask 5 students to volunteer to be one of the people listed on the board. Write their title on a sticky note and place it on their back.
- Then invite each of the 5 students, one at a time to help the initial student to keep the balloons afloat. Each time you invite another person see how much longer they are able to keep the balloons in the air. If you want, ask someone to keep time and compare the times.
- At the very end you should have all 6 students trying to juggle the balloons together.
- Debrief: Ask the students how they felt about this exercise. Talk about how we all have responsibilities and roles and sometimes we feel overwhelmed but if we get help it is much easier.

Adapted from Helping Teens Learn Self-Regulation, Brad Chaplin, Youth Light Inc.





Introduction/PA Announcement

"God is a source of comfort, strength and love for us. Through prayer we enter into a deeper relationship with God and gain a sense of attachment to Him. Many studies have shown that individuals who pray to a loving and protecting God with whom they have a meaningful relationship are less likely to experience anxiety and stress. Prayer offers emotional comfort and reduces stress." Praying helps to improve our mental well-being.

*www.spiritualityhealth.com; www.psychcentral.com
www.psychologytoday.com;*

Suggested activity for elementary classroom:

A Letter to God

Material: handout #2

Prayer is a powerful connection to our Catholic faith as well as a significant protective factor in building resilience.

- Encourage the students to see prayer as yet another valuable tool in building their faith as well as their sense of well-being.
- Utilize the enclosed Handout # 2 to encourage the students to write down what they would say to God. Encourage the students to take it home to use at a later time or simply have them destroy it, so that it remains private.

Suggested script for elementary teachers:

- *Each day at school in our Catholic faith we start our day with traditional prayer.*
- *As God is always listening to us, think about just talking to God.*
- *Prayer can happen at any time during the day and when needed (e.g. on the bus, walking to school, before a test, when you wake up or when you go to bed, when you're anxious/stressed or feeling sad, or when we are giving thanks).*
- *Prayer can help us in supporting our faith as well as our sense of well-being. How do you feel after you "talk to" or pray to God?*

Suggested activity for secondary classroom:

Group Discussion about the Benefits of Prayer

Materials: none

Prayer is a powerful connection to our Catholic faith as well as a significant protective factor in building resilience.

- Encourage the students to think about the value and power of faith and prayer, and to see prayer as a tool in building their faith as well as their sense of well-being.
- Facilitate a group discussion by asking the following questions: “When do people talk/pray to God or ask for guidance? What does prayer mean to you? What are the benefits of prayer? How can praying support your mental health? How do you feel after you “talk to” or pray to God?
- Discuss the value of starting our school day, as a Catholic community, with traditional prayer.

[illegible]Page 90 of 419
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Exercise &
Eat Healthy



Introduction/PA Announcement

There is strong relationship between eating healthy and staying active to having good mental health and well-being. According to Health Canada children and youth require at least 60 mins of moderate-vigorous physical activity daily. Physical activity and a balanced diet is essential to one's growth and development.

Suggested activity for elementary classroom:

Eat Well and Be Active www.hc-sc.gc.ca

Materials: handout #3

This activity is aimed at helping students understand the physical and mental health benefits to eating well and being active. Often students understand the physical aspects of eating well and being healthy; we want students to become equally familiar with the mental health benefits of these practices!

Suggested script for elementary teachers:

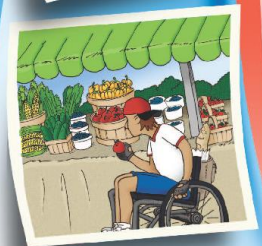
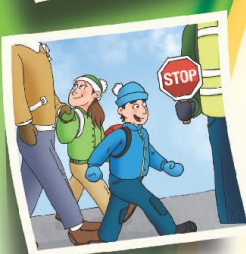
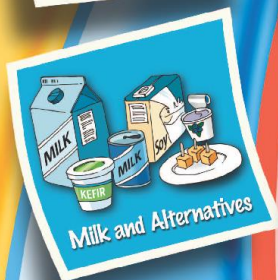
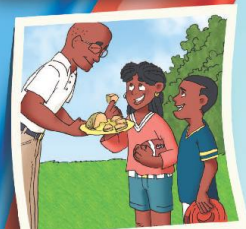
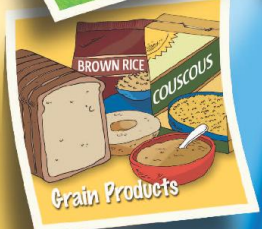
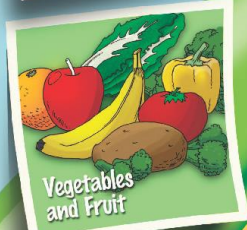
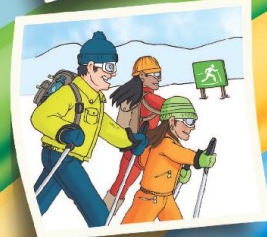
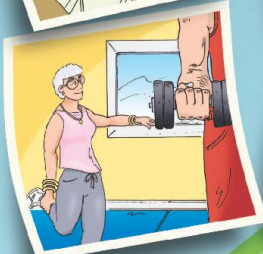
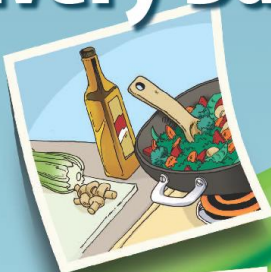
- *There are many benefits of eating well and being physically active. Such as, - having fun with your friends and family and having more energy overall.*
- *There is much evidence to suggest that eating healthy and engaging in healthy physical activity can improve our mental health.*
- *We are going to perform a group activity today that will help us understand this connection.*
- *Take a look at the images on the Eat Well and Be Active Every Day poster (sample poster included, also available on line at www.hc-sc.gc.ca for free).*
- *Let's brainstorm how you might think the people in the images are feeling. For example: happy, healthy, friendly, energized, etc. What sorts of activities are the people doing in the images that would make them feel this way?*
- *Let's build a list of benefits or reasons for eating well and being active (obtain a list of ideas from class and write those ideas on a flip chart).*
- *Supplemental Idea: For those who wish to add a bit of physical activity, we suggest you check out this **Brain Gym** video. Brain Gym benefits the mind and body. Through exercise, these easy movements help the two sides of our brain work better together*
<https://www.youtube.com/watch?v=O5ChXC-rHLE>



Government
of Canada

Gouvernement
du Canada

Eat Well and Be Active Every Day



Find related educational tools at: www.health.gc.ca/eatwell-beactive

Canada

Suggested activity for secondary school teachers:

Eating well and being active

Materials: handout #4

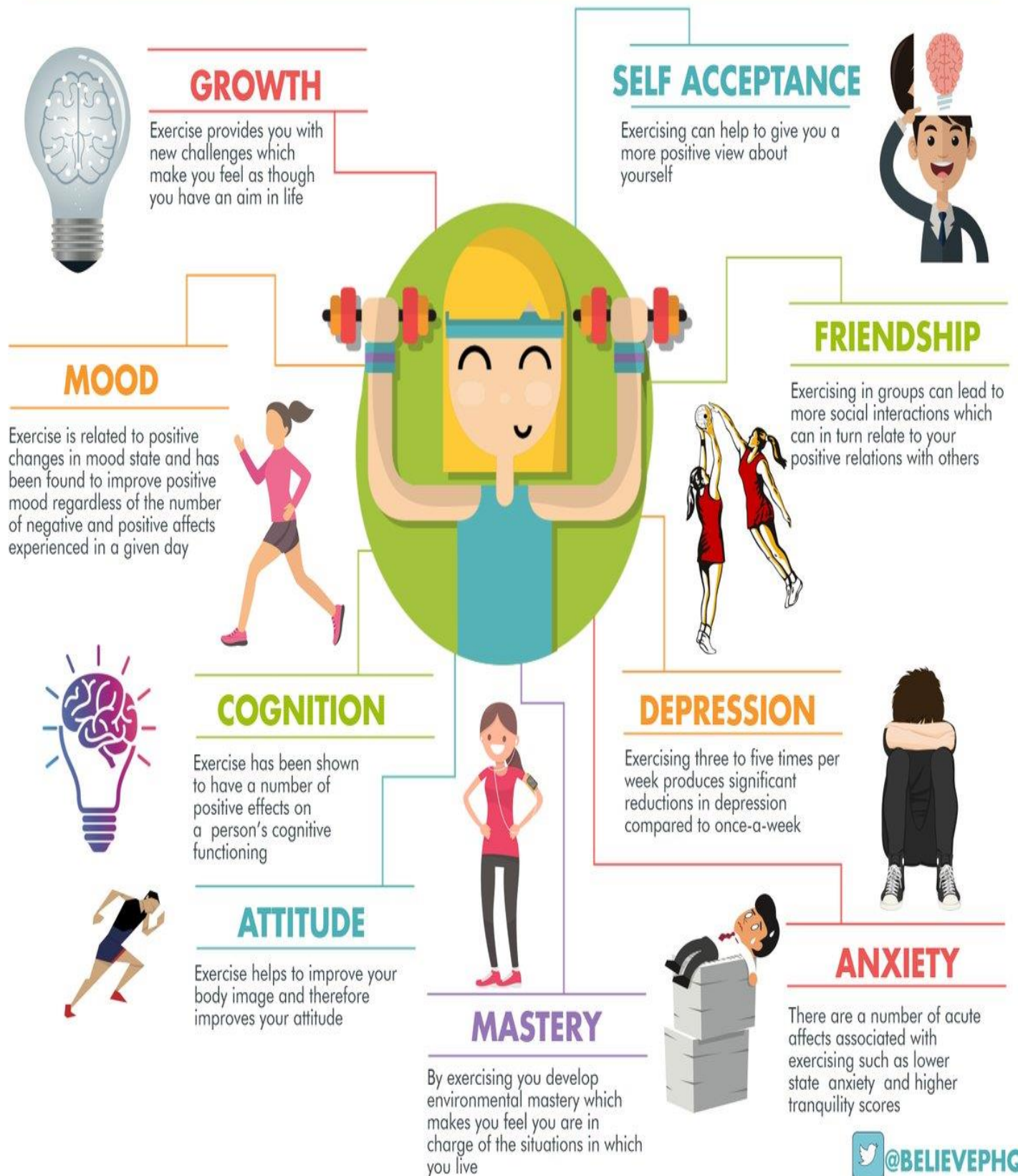
www.hc-sc.gc.ca – Canada's Food Guide-Health Canada

This activity is aimed at helping students understand the physical and mental health benefits to eating well and being active. Often students understand the physical aspects of eating well and being healthy; we want students to become equally familiar with the mental health benefits of these practices!

Suggested script for secondary teachers:

- *There are many benefits of eating well and being physically active - such as having fun with your friends and family, having more energy, fighting disease, having more energy, and maintaining independence as we get older.*
- *There is much evidence to suggest that eating healthy and engaging in healthy physical activity can improve our mental health.*
- *We are going to perform a group activity today that will help us understand this connection.*
- *Ask each student to interview another student on a new or interesting healthy eating and physical activity experience (e.g., a new food or interesting physical activity they have recently tried).*
- *Share these experiences with the group - why was it a good experience? What elements made it a good experience?*
- *List these experiences on a blackboard/flipchart as a list of benefits of eating well and being physically active.*
- *Supplemental Idea: For those who wish to add a bit of physical activity, we suggest you peruse the web to find upbeat music videos that encourage dancing! Encourage students to follow the moves on screen and challenge one-half of the class against the second half in a "dance off". Point out that we all smile when we dance, and socialize, and get physically active. Each boosts our mood and well-being. (Ensure students have enough room in the classroom to avoid bumping into each other- have fun!)*
- *Supplemental Idea: Have a Look at HANDOUT #3 "The Effect of Exercise on psychological well-Being" and circulate to the class, engage in a "did you know" discussion.*

THE EFFECT OF EXERCISE ON PSYCHOLOGICAL WELLBEING





Get Enough
Sleep



Get Enough Sleep

Introduction/PA Announcement

Sleep plays a vital role in good health and our mental well-being. Having a proper sleep routine is essential to brain development and our emotional state.

We need sleep to keep us healthy, active and able to perform our best. When we are well rested we perform better in school. This helps our mood and we can solve problems more effectively. It is recommended that “kids ages 5-12 need an average 10-12 hours of sleep, and teens and adults require approximately 10 hours per night.” (Stats Canada)

So think about how much sleep you are getting and what you can do to improve your sleep routine.

Suggested activity for elementary classroom:

Relaxation technique

The aim of this activity is to help students to better understand the value of proper sleep in supporting their physical and mental health. The students will be encouraged to learn relaxation techniques as a method to help them “prepare” for a better night’s sleep.

Suggested script for elementary teachers:

- *Sleep plays an important part in our mental health and well-being.*
- *Sleep is the bodies’ opportunity to re-charge and prepare for the day ahead.*
- *Research indicates that the brain actually “works” during sleep to make sense of our learning and memories.*
- *It can be difficult for us to fall asleep when we are restless, anxious, or worried.*
- *Relaxation helps our bodies get ready to fall asleep. Here is a relaxation technique you can try at home to help you get ready to fall asleep.*
- *In the classroom while students are seated ask them to tense and clench their whole body for a count of 5 seconds. Then ask them to release the tension for another 5 counts. Repeat up to 5 times. You can use visuals such as a scarf or ragdoll (for relaxed feeling) and a robot (for tense feeling) to assist students with this exercise.*
- *Ask the students to share how they felt after holding in all the tension and after they released it. Encourage students to try this technique when winding down for bedtime.*

Suggested activity for secondary classroom:

Sleep Hygiene

Materials: *handout #5*

These 12 tips from the Harvard School of Medicine help teens to try new sleep hygiene (readiness) habits and help to debunk some commonly held myths. Consider reading the tips in small groups and have each student choose 2 tips to keep track of over the next week. Following a brief tracking period, the group can reconvene to compare progress and trouble shoot improvement.

Suggested script for secondary teachers:

Sleep plays an important part in our mental health and well-being. Sleep is the bodies' opportunity to re-charge and prepare for the day ahead. Research indicates that the brain actually works during "sleep" to make sense of our learning and memories. Technology has the potential to prevent us from getting enough sleep.

Falling asleep may seem like an impossible dream when you're awake at 3 a.m., but good sleep is more under your control than you might think. Following healthy sleep habits can make the difference between restlessness and restful slumber. Researchers have identified a variety of practices and habits—known as "sleep hygiene"—that can help anyone maximize the hours they spend sleeping, even those whose sleep is affected by insomnia, jet lag, or shift work.

Sleep hygiene may sound unimaginative, but it just may be the best way to get the sleep you need in this 24/7 age. Here are some simple tips for making the sleep of your dreams a nightly reality:

SLEEP TIPS FOR TEENAGERS

1. **Avoid Caffeine, Nicotine, and Other Chemicals that Interfere with Sleep**

- ✓ Caffeinated products decrease a person's quality of sleep.
- ✓ As any coffee lover knows, caffeine is a stimulant that can keep you awake. So avoid caffeine (found in coffee, tea, chocolate, cola, and some pain relievers) for four to six hours before bedtime. Similarly, smokers should refrain from using tobacco products too close to bedtime.

2. **Turn Your Bedroom into a Sleep-Inducing Environment**

- ✓ A quiet, dark, and cool environment can help promote sound slumber. Why do you think bats congregate in caves for their daytime sleep? To achieve such an environment, lower the volume of outside noise with earplugs or a "white noise" appliance. Use heavy curtains, blackout shades, or an eye mask to block light. Keep the temperature comfortably cool—between 60 and 75°F—and the room well ventilated. And make sure your bedroom is equipped with a comfortable mattress and pillows (remember that most mattresses wear out after ten years).

Also, if a pet regularly wakes you during the night, you may want to consider keeping it out of your bedroom.

It may help to limit your bedroom activities to sleep only. Keeping computers, TVs, and work materials out of the room will strengthen the mental association between your bedroom and sleep.

3. **Establish a Soothing Pre-Sleep Routine**

- ✓ Light reading before bed is a good way to prepare yourself for sleep.
- ✓ Ease the transition from wake time to sleep time with a period of relaxing activities an hour or so before bed. Take a bath (the rise then fall in body temperature promotes drowsiness), read a book, watch television, or practice relaxation exercises.
- ✓ Avoid stressful, stimulating activities (i.e. doing work, discussing emotional issues). Physically and psychologically stressful activities can cause the body to secrete the stress hormone cortisol, which is associated with increased alertness. If you tend to take your problems to bed, try writing them down—and then putting them aside.

4. **Go to Sleep When You're Truly Tired**

- ✓ Struggling to fall asleep just leads to frustration. If you're not asleep after 20 minutes, get out of bed, go to another room, and do something relaxing, like reading or listening to music until you are tired enough to sleep.

5. **Don't Be a Nighttime Clock-Watcher**

- ✓ Staring at a clock in your bedroom, either when you are trying to fall asleep or when you wake in the middle of the night, can actually increase stress, making it harder to fall asleep. Turn your clock's face away from you. If you wake up in the middle of the night and can't get back to sleep in about 20 minutes, get up and engage in a quiet, restful activity such as reading or listening to music. And keep the lights dim; bright light can stimulate your internal clock. When your eyelids are drooping and you are ready to sleep, return to bed.

6. Use Light to Your Advantage

- ✓ Natural light keeps your internal clock on a healthy sleep-wake cycle. Let in the light first thing in the morning and get outside for a sun break during the day.

7. Keep Your Internal Clock Set with a Consistent Sleep Schedule

- ✓ Having a regular sleep schedule helps to ensure better quality and consistent sleep.
- ✓ Going to bed and waking up at the same time each day sets the body's "internal clock" to expect sleep at a certain time night after night. Try to stick as closely as possible to your routine on weekends to avoid a Monday morning sleep hangover. Waking up at the same time each day is the very best way to set your clock, and even if you did not sleep well the night before, the extra sleep drive will help you consolidate sleep the following night.

8. Nap Early—Or Not at All

- ✓ Many people make naps a regular part of their day. However, for those who find falling asleep or staying asleep through the night problematic, afternoon napping may be one of the culprits. This is because late-day naps decrease sleep drive. If you must nap, it's better to keep it short and before 5 p.m.

9. Lighten Up on Evening Meals

- ✓ Eating a pepperoni pizza at 10 p.m. may be a recipe for insomnia. Finish dinner several hours before bedtime and avoid foods that cause indigestion. If you get hungry at night, snack on foods that (in your experience) won't disturb your sleep, perhaps dairy foods and carbohydrates.

10. Balance Fluid Intake

- ✓ Drink enough fluid at night to keep from waking up thirsty—but not so much and so close to bedtime that you will be awakened by the need for a trip to the bathroom.

11. Exercise Early

- ✓ Exercise helps promote restful sleep if it is done several hours before you go to bed.
- ✓ Exercise can help you fall asleep faster and sleep more soundly—as long as it's done at the right time. Exercise stimulates the body to secrete the stress hormone cortisol, which helps activate the alerting mechanism in the brain. This is fine, unless you're trying to fall asleep. Try to finish exercising at least three hours before bed or work out earlier in the day.

12. Follow Through

- ✓ Some of these tips will be easier to include in your daily and nightly routine than others. However, if you stick with them, your chances of achieving restful sleep will improve. That said not all sleep problems are so easily treated and could signify the presence of a sleep disorder such as apnea, restless leg syndrome, narcolepsy, or another clinical sleep problem. If your sleep difficulties don't improve through good sleep hygiene, you may want to consult your physician or a sleep specialist.



Suggested PA Announcements

Monday, May 6, 2019



Today we are launching Mental Health Awareness Week. Each day this week a strategy will be read on the announcements to help improve our mental health. Today's strategy is: Mindfulness.

"Mindfulness is a way of being and thinking. When we are mindful, we focus our attention on what is happening in our body, our mind and in our environment in the moment. With mindfulness, we live in the present, focus on what is happening right now" (Mindfulness Ambassador Council Guidebook TCDSB).

Today, think about being present in the moment and being aware of your breathing. Being mindful helps us physically and emotionally & improves our mental well-being.

Tuesday, May 7, 2019



The second strategy for Mental Health Awareness week is: Reaching Out.

One in 5 people experience mental illness. We all have mental health. Learning how to build mental health will help us to build our overall health. TCDSB has many supports and resources available. In partnership with families, the community, and our Catholic education system we are committed to supporting all our students. Relationships and belonging are important to our health. Did you know that at school you can get support from your teacher, principal, vice principal, guidance counsellor and CYW? As well, additional supports, such as our school's social worker and psychology staff are available. There are many caring adults in our schools and community ready to help.

Wednesday, May 8, 2019



Today is our third day of Mental Health Awareness week. Our strategy for today is: Prayer.

"God is a source of comfort, strength and love for us. Through prayer we enter into a deeper relationship with God and gain a sense of attachment to Him. Many studies have shown that individuals who pray to a loving and protecting God with whom they have a meaningful relationship are less likely to experience anxiety and stress. Prayer offers emotional comfort and reduces stress." Praying helps to improve our mental well-being.

www.spiritualityhealth.com; www.psychcentral.com

www.psychologytoday.com

Thursday, May 9, 2019



Today is day four of Mental Health Awareness week. The strategy we are highlighting today is: Exercise and Healthy Eating.

There is strong relationship between eating healthy and staying active to having good mental health and well-being. According to Health Canada, children and youth require at-least 60 mins of moderate-vigorous physical activity daily. Physical activity and a balanced diet is essential to one's growth and development.

Friday, May 10, 2019



Today is our last day of Mental Health Awareness Week. Today's strategy is: Getting Enough Sleep.

Sleep plays a vital role in good health and our mental well-being. Having a proper sleep routine is essential to brain development and our emotional state.

We need sleep to keep us healthy, active and able to perform our best. When we are well rested we perform better in school. This helps our mood and we can solve problems more effectively. It is recommended that "kids ages 5-12 need an average 10-12 hours of sleep, and teens and adults require approximately 10 hours per night" (Stats Canada).

Think about how much sleep you are getting and what you can do to improve your sleep routine.

We wish you all good Mental Health! If you participated in any of the activities for Mental Health Week we hope that you had a good time!

Acknowledgements:

Children's Mental Health Awareness ToolKit Writing Team

Marci Buhagiar	Psychologist, TCDSB
Melissa Hanlon	Mental Health Leader, TCDSB
Marie-Josée Gendron	Chief of Mental Health Strategy and Staff Well-Being, TCDSB
Sarah Hogg-Silva	Social Worker, TCDSB
Patricia Marra-Stapleton	Former Mental Health Leader, TCDSB
Brenda Welsh	Social Worker, TCDSB





POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: SPECIAL EDUCATION ADVISORY COMMITTEE

POLICY NO: A. 23

Date Approved: March 27, 2014	Date of Next Review: January 2019	Dates of Amendments: January 20, 2016
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Cross References:

Education Act, Ontario Regulation 464/97, Special Education Advisory Committees
TCDSB Special Education Plan (current)

Purpose:

This policy establishes the process for the appointment of members to the Special Education Advisory Committee and its composition.

Scope and Responsibility:

This Policy extends to Toronto Catholic District School Board (TCDSB) School Trustees and all external institutions, organizations and individuals seeking to represent the achievement and well-being of students with special education needs in the TCDSB. The Director of Education is responsible for this Policy.

Alignment with MYSP:

Living Our Catholic values

Strengthening Public Confidence

Fostering Student Achievement and Well-Being



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: SPECIAL EDUCATION ADVISORY COMMITTEE

POLICY NO: A. 23

Policy:

The Toronto Catholic District School Board (TCDSB) shall establish a Special Education Advisory Committee (SEAC) at the Inaugural Meeting of the Board during the year that it is elected. The selection and composition of SEAC members shall adhere to the regulations outlined in this policy.

Regulations:

1. Local Associations Membership:

- a. Appointments shall hold office during the term of office of the members of the Board and until a new Board is elected and organized.
- b. Appointments from local associations shall not exceed 12 members representing these five broad categories of exceptionalities as defined by the Ontario Ministry of Education:
 - i. Behaviour
 - ii. Communication
 - iii. Intellectual
 - iv. Multiple Exceptionalities
 - v. Physical
- c. All nominations shall be made in writing by the executive of the local chapter to the Director of Education/Secretary of the Board no later than October 31 in the year of the Board's election.
- d. The Superintendent of Special Services shall present the names of all nominees and the associations they represent to the Student Achievement and Well Being, Catholic Education and Human Resources Committee along with an appointments recommendation.



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- e. The appointment of members will be made at the Inaugural Meeting of the Board.
 - f. In the event a member is unable to complete the full term, the association represented will be requested to nominate a replacement within two months.
 - g. If requests for membership occur during the term of office, then a recommendation will be made to the Board through SEAC.
 - h. A local association may not be represented by more than one member.
2. TCDSB Trustee Membership:
- a. The Board will appoint three Trustees who shall serve during the term of office of the members of the Board at its Inaugural Meeting.
3. TCDSB (Community) Members at Large:
- a. The Board shall appoint a minimum of 4 and/or up to a maximum calculated as 50 percent of the total number of sitting Local Association Members according to its own discretion on the advice of SEAC and in accordance with O. Reg. 464/97 (2)(5).
 - b. Recommendations for (community) membership will be made to the Board through SEAC and satisfy the requirements of the definition for Members at Large included with this policy, Definitions (2).
4. SEAC will be regularly allotted time on the order paper of the Regular Board meeting to address the board and provide information and advice on special education programs and improving student achievement and well-being. The Board will inform SEAC of its response to the advice given.



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5. Information, recommendations and advice to the Board will be augmented through the minutes of SEAC received at the Regular Board meeting.
6. The Board will annually determine the meeting dates for SEAC (minimum of 10), as per the process for its Standing and Statutory committees, at its regular meeting in December. All regular Committee meetings will take place at the TCDSB's Catholic Education Centre and are open for the public to attend. The Board shall ensure all members are able to participate fully in committee meetings by electronic means.
7. The Board will ensure that SEAC agendas and associated backup materials are distributed to members, trustees and associations at least 72 hours prior to SEAC's meeting and minutes of the meetings are recorded.
8. SEAC operations will conform to TCDSB Bylaws pertaining to statutory committee where they are not in conflict with governing legislation.
9. That the Chair and Vice-Chair of the Committee shall be a member of the committee.
10. That the associations be advised that they could appoint an alternate and that the alternates are provided with the same materials.
11. That SEAC be governed by Robert's Rules of Order and the approved By-laws of the TCDSB and that an appropriate in-service be provided to SEAC on an annual basis.



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Definitions:

1. The five broad categories of exceptionalities as defined by the Ontario Ministry of Education:

A. **Behaviour** - A learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree and of such a nature, as to adversely affect educational performance, and that may be accompanied by one or more of the following:

- a. an inability to build or to maintain interpersonal relationships;
- b. excessive fears or anxieties;
- c. a tendency to compulsive reaction;
- d. an inability to learn that cannot be traced to intellectual, sensory, or other health factors;
- e. or any combination thereof.

B. Communication

- a. Autism: A severe learning disorder that is characterized by disturbances in:
 - i. rate of educational development;
 - ii. ability to relate to the environment;
 - iii. mobility;
 - iv. perception, speech, and language; and



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- v. lack of the representational symbolic behaviour that precedes language.
- b. Deaf and hard-of-hearing: An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound.
- c. Language impairment: A learning disorder characterized by an impairment in comprehension and/or the use of verbal communication or the written or other symbol system of communication, which may be associated with neurological, psychological, physical or sensory factors, and which may involve one or more of the form, content and function of language in communication; and, include one or more of:
 - i. language delay;
 - ii. dysfluency; and
 - iii. voice and articulation development, which may or may not be organically or functionally based.
- d. Learning disability - A learning disorder evident in both academic and social situations that involves one or more of the processes necessary for the proper use of spoken language or the symbols of communication, and that is characterized by a condition that:
 - i. Is not primarily the result of:
 - 1. impairment of vision;



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2. impairment of hearing;
 3. physical disability;
 4. developmental disability;
 5. primary emotional disturbance; or
 6. cultural difference.
- ii. Results in a significant discrepancy between academic achievement and assessed intellectual ability, with deficits in one or more of the following:
1. receptive language (listening, reading);
 2. language processing (thinking, conceptualizing, integrating);
 3. expressive language (talking, spelling, writing); or
 4. mathematical computations.
- iii. And may be associated with one or more conditions diagnosed as:
1. a perceptual handicap;
 2. a brain injury;
 3. minimal brain dysfunction;
 4. dyslexia; or
 5. developmental aphasia.



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C. Intellectual

- a. Giftedness - An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.
- b. Mild intellectual disability - A learning disorder characterized by:
 - i. an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service;
 - ii. an inability to profit educationally within a regular class because of slow intellectual development; or
 - iii. a potential for academic learning, independent social adjustment, and economic self-support.
- c. Developmental disability - A severe learning disorder characterized by:
 - i. an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development;
 - ii. an ability to profit from a special education program that is designed to accommodate slow intellectual development; or



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- iii. a limited potential for academic learning, independent social adjustment, and economic self-support.

D. Physical

- a. Physical disability - A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of pupils without exceptionalities who are of the same age or development level.
- b. Blind and low vision - A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.

E. Multiple exceptionalities - A combination of learning or other disorders, impairments or physical disabilities that is of such a nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments or disabilities.

F. Members at Large – Members drawn from the TCDSB community who demonstrate to the satisfaction of the Board, through SEAC, an interest and background in special education and/or one or more of the categories of exceptionality.



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Evaluation and Metrics:

The effectiveness of the policy will be determined by measuring the following:

1. The annual Special Education Plan will serve as an assessment of the committee's work to support students with special education needs at the TCDSB.
2. Advice provided to the Board of Trustees and the Director of Education and any action arising out of this advice will be monitored, assessed and reported back to SEAC in a timely fashion.

GymSkills

***A unique and challenging physical activity program
for children of all abilities ages 3 to 18***

GymSkills offers customized physical education to develop:

- Balance
- Hand-eye coordination
- Muscular Strength, flexibility and agility
- Communication and teamwork
- Sports skills
- Self-confidence and independence

Progressive Skill Development

Participants learn specific skills at varied activity stations, using a series of achievable progressive steps which provide opportunity for continuous success at an individual level.

At each skill station, children work towards their own individual goals, and with guidance are able to frequently achieve and improve their personal best in each area.



Bounce! Pilates Fitness Program

Each class includes the Bounce! pilates routine, an innovative movement program designed to improve strength, balance, flexibility, and body awareness in a fun and inclusive group activity.



Teamwork and Social Development

Adapted and inclusive team sport games develop teamwork, communication and social skills. These sports skills provide experience to allow for successful participation in other sporting activities.



Location: Holland Bloorview Kids Rehabilitation 150 Kilgour Road (Bayview & Eglinton)
Session Dates: Sept – April
Class Times: Sundays - 1 hour classes 9:00 am and 10:00 am

For further information please call Jesse Seguin at (416)723-4745 or visit www.stepsprograms.com

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416-723-4745

Skill Development and Independence

At SummerSkills our goal is to provide an environment in which our campers can develop self-confidence and independence, feel good about their abilities and achievements, and have fun!

To accomplish this we incorporate skill development and learning opportunities into every activity. Camp days are busy but we ensure that each camper can participate as fully and independently as possible at their own level of comfort and ability.

Physical Activity

Physical activity is a priority at SummerSkills. Physical activities offer endless opportunities for both challenge and success. Increased health and fitness levels ensure that everyone feels better, mentally and physically. Every day our campers bike, participate in pilates work outs, develop sports skills, and play active games.

Biking

Every camper is provided with the equipment and support to ride a bike successfully. We regard biking as a crucial skill that all children and youth should have the opportunity to master. Regardless of ability, biking provides opportunities for increased physical activity, inclusive social interaction and greater mobility.

We have a large collection of adapted bicycles and are able to provide a suitable bike to every participant in the program. We have extensive experience teaching all levels of biking for over twenty years through our Xceptional Biking program.

Social Skills and Group Inclusion

Throughout the camp day there are many opportunities for campers to be part of both large and small groups while involved in sports, games and other special camp activities, including our 'build, paint and plant' garden box project!

Being part of a group fosters a sense of belonging and acceptance. Everyone learns to respect and appreciate each other's abilities and contributions. Older and more independent campers can choose to take a leadership role with younger or less independent campers.

Gardening, Music, Crafts and more...

Even though we spend a lot of time on the trails and in the gym, we still make time for some other great activities including music, gardening, and arts & crafts!

2019 Program Details

SummerSkills is located at WillowWood School. The school is located at 55 Scarsdale which is one

Session Dates	Fees: Full Day Half Day		Campers may require extra support to participate fully in the program. SummerSkills can provide this at an added cost. We would be happy to meet with families to assess the level of support their camper might need for a successful camp experience.
July 2 – July 12	\$891.00	\$540.00	
July 15 – July 26	\$990.00	\$600.00	
July 29 – August 9	\$891.00	\$540.00	

SummerSkills 2019 Application Form

Camper Information:

Camper's Name: _____

Camper's Age: _____ Birth Date: _____

Parents' Names: _____

Address: _____

City: _____ Postal Code: _____

Home Phone: _____ Bus. Phone (Mom): _____ Cell Phone _____

Bus. Phone (Dad): _____ Cell Phone _____

Email Address: _____

Emergency Contact:

Name: _____ Relation to Camper: _____

Home Phone: _____ Bus. Phone: _____

Doctor: _____

Health Card #: _____

If your child has a disability please give a brief description:

Please indicate session choice

Session 1 July 2 - July 12 (9 days)

Session 2 July 15 - July 26 (10 days)

Session 3 July 29 - August 9 (9 days)

Full Day

☐
☐
☐

\$891.00

\$990.00

\$891.00

Half Day (please indicate AM or PM)

_____ \$540.00

_____ \$600.00

_____ \$540.00

Payment Procedures

Applications require:

- a **current deposit of \$300.00** (Half-day clients please pay the full amount)
- a **cheque dated June 1, 2019** for the remaining balance

Applications will not be accepted unless accompanied by both cheques

Please make cheques payable to Laura Hunter's STEPS Programs Inc. **Interac Transfers also accepted.**

Refund Policy

All fees less a \$100.00 administration fee are refundable before June 1, 2019

All fees are non-refundable after June 1, 2019

Completed applications can be emailed to jesse@stepsprograms.com or by postal mail to:

STEPS Programs, 2175 Avenue Road Unit #110, Toronto, Ont., M5M 4B6

I have enclosed a deposit cheque of \$200.00 plus a cheque for the balance payable to Laura Hunter's STEPS Program Inc. **Please note that applications will not be accepted unless both cheques are included.**

I agree to give the program staff permission to act on my behalf in case of an emergency

I give permission for my child to be photographed/videotaped during these programs. Photographs may be used for promotional/educational purposes.

Parent's (or Guardian's) Signature: _____ Date: _____

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Xceptional Biking 2019 Application Form

CHILD'S NAME _____
FIRST LAST

AGE _____ BIRTH DATE _____

PARENT'S NAME(S) _____

HOME ADDRESS _____

CITY _____ POSTAL CODE _____

DAYTIME PHONE NUMBER _____ NIGHTTIME PHONE NUMBER _____

EMERGENCY NAME & PHONE NUMBER _____

EMAIL ADDRESS: _____

IF YOUR CHILD HAS A MEDICAL INDICATION (E.G. ASTHMA), HEALTH NEEDS (E.G. DISLOCATES JOINTS EASILY), OR A DISABILITY, PLEASE GIVE A BRIEF DESCRIPTION:

PLEASE DESCRIBE YOUR CHILD'S CURRENT RIDING LEVEL IE. WHAT TYPE OF BIKE, TRAINING WHEELS ETC.

CLASS TIMES: PLEASE INDICATE YOUR CHOICES IN ORDER OF PREFERENCE - 1, 2, 3, 4, 5

8 class session begins May 5th at 347 Rumsey Rd. Class availability is subject to enrollment

SUNDAY: 9:00 ____ 10:00 ____ 11:00 ____ 12:00 ____ 1:00 ____ 2:00 ____ 3:00 ____

Fee: \$296.00 (including HST) 1:1 Fee (if needed): \$94 (including HST)

Children will be registered when payment accompanies application.

Please make cheques payable to Jesse Seguin's STEPS Programs

We do not issue refunds once classes have started.

Client Signature: _____ Date: _____

To register, please email this form to jesse@stepsprograms.com or mail to the address above.
Payment can be made via interac e-transfer to jesse@stepsprograms.com or mailing a cheque.

Ministry of Education

Special Education /
Success for All Branch
18th floor
900 Bay Street
Toronto ON M7A 1L2

Ministère de l'Éducation

Direction de l'éducation de l'enfance en
difficulté et de la réussite pour tous
18^e étage, édifice Mowat
900, rue Bay
Toronto ON M7A 1L2

**2019: SB01**

MEMORANDUM TO: Directors of Education
Superintendents of Special Education

FROM: Claudine Munroe
Director
Special Education / Success for All Branch

DATE: February 20, 2019

SUBJECT: Update: Special Education Funding in 2018-19

This updated memorandum provides a summary of Special Education Grant funding changes for the 2018-19 school year, including details regarding the Differentiated Special Education Needs Amount (DSENA) allocation.

The following is a list of the key changes to special education funding that are summarized in this memorandum:

- DSENA: New Investment and Allocation Details
- Special Education Per-Pupil Amount (SEPPA): New Investment and Allocation Details (*Summer 2018*)
- Special Incidence Portion (SIP): An increase to the Maximum Amount Per Eligible Claim (*Revised Summer 2018*)
- Behaviour Expertise Amount (BEA): Transition of Applied Behaviour Analysis (ABA) Training funding from Education Programs-Other funding into the BEA
- Care, Treatment, Custody and Correctional (CTCC) Amount: Name change and update to guidelines

DIFFERENTIATED SPECIAL EDUCATION NEEDS AMOUNT (DSENA) ALLOCATION

New for 2018-19

The 2018-19 DSENA allocation includes a new \$50.8 million¹ Multi-Disciplinary Supports Amount, which supports increased special education programs and services.

The new Multi-Disciplinary Supports Amount will support all students with special education needs, including some subsets of this population such as students with Autism Spectrum Disorder, and other needs such as mental health needs.

The 2018-19 DSENA Allocation will be made up of four components:

- Special Education Statistical Prediction Model (SESPM): This component is projected to be \$773.4 million;
- Measures of Variability (MOV): This component is projected to be \$273.0 million; and
- Base Amount for Collaboration and Integration: This component is projected to be \$32.8 million, which represents approximately \$456,017 per board.
- Multi-Disciplinary Supports Amount: this component is projected to be \$50.8 million
 - Multi-Disciplinary Team component (approximately \$28.4 million) and
 - Other Staffing Resources component (approximately \$22.5 million)

Further details regarding these DSENA allocation components can be found below. In addition, a copy of the projected DSENA MOV, SESPM and Other Staffing Resources Table Amounts for each school board, as found in the DSENA Table of the *Grants For Student Needs — Legislative Grants for the 2018-2019 School Board Fiscal Year*, can also be found below.

Special Education Statistical Prediction Model (SESPM)

The logistic regression Special Education Statistical Prediction Model developed by Dr. J. Douglas Willms has been updated for the 2018-19 school year. It draws from 2015-16 Ontario Ministry of Education anonymized student data (most recent available), merged with University of New Brunswick – Canadian Research Institute for Social Policy Census indicators from the 2006 Canadian Census data, to estimate the number of students predicted to receive special education programs and services in each of Ontario's district school boards. The ministry determined that some GSN funding allocations, especially those that use data at lower levels of geography, could not be reliably updated with the 2011 National Household Survey data. This includes the SESPM. Ministry staff are presently examining 2016 census data to determine its reliability for updating funding components of the GSN that use Census data, such as the SESPM.

¹ The Multi-Disciplinary Supports Amount investment totals \$52 million, which includes funding for school authorities and the benefits trusts costs of this investment. Of this \$52 million investment, \$50.8 million is provided to Ontario's 72 District School Boards through the Multi-Disciplinary Supports Amount.

The board-specific prediction value for each school board reflects the relationship between the actual percent of students reported to be receiving special education programs and/or services in the school board and the average level of socioeconomic status of all students enrolled in the school board.

The following demographic factors were used:

- Occupational structure,
- Median income,
- Parent level of education,
- Percent families below Statistic Canada's low-income cut-off occupational structure,
- Percent unemployed,
- Percent Aboriginal families,
- Percent recent immigrants,
- Percent moved in previous year, and
- Metropolitan influence zone.

The likelihood that a student will receive special education programs and/or services is estimated with a logistic regression model, which models the probability of a student being designated as reported to be receiving special education programs and/or services (e.g., $Y_1 = 1$ if reported; $Y_1 = 0$ if not reported) as a function of a set of n covariates or predictors.

The analysis entailed the estimation of 14 separate logistic regression models – one for each of the 12 definitions within the ministry's categories of exceptionalities², one for students 'non-identified with an Individual Education Plan (IEP),' and one for students 'non-identified without an IEP.'

For each school board, the prediction formulae for these 14 models were used to predict the total number of students in each category, given the demographic characteristics of all the students served by the school board, and then summed to achieve an estimate of the predicted number of students who could be expected to receive special education programs and/or services.

² There are five categories and twelve definitions of exceptionalities as follows:
BEHAVIOUR – Behaviour;
INTELLECTUAL – Giftedness, Mild Intellectual Disability, Developmental Disability;
COMMUNICATION – Autism, Deaf and Hard-of-Hearing, Language Impairment, Speech Impairment, Learning Disability;
PHYSICAL – Physical Disability, Blind and Low Vision; and
MULTIPLE – Multiple Exceptionalities

The functional form of the model is:

$$\text{Probability} \left(\begin{array}{l} Y_1 = 1, \text{ given a student's} \\ \text{set of background} \\ \text{characteristics} \end{array} \right) = \frac{1}{[1 + \exp^{-(\beta_0 + \beta_1 X_1 + \beta_2 X_2 + \dots + \beta_\eta X_\eta)}]}$$

where Y_1 denotes whether or not a student was reported as receiving special education programs and/or services; and $x_1 \dots x_n$ are the student's grade, gender and 2006 Census-derived demographic characteristics.

The regression coefficients, $\beta_0, \beta_1, \dots, \beta_n$ are estimated from the anonymized data for all Ontario students in 2015-16. With these estimates, the model estimates the probability that a student with a particular set of background characteristics would receive special education programs and/or services.

Therefore, in a school board with 10,000 students, where each student's age, grade, and census-derived demographic characteristics are known, the prediction model can be used to estimate the probability that each student would receive special education programs and/or services. The sum of these probabilities for the 10,000 students provides an estimate of the total number of students that are likely to receive special education programs and/or services in that board.

The board-by-board predicted value is then multiplied by the board's average daily enrolment (ADE) to determine each board's proportion of this allocation.

Measures of Variability (MOV)

The Measures of Variability use six categories of data to reflect differences in each school board's population of students with special education needs and in the school board's ability to respond to these needs.

Overall, the provincial MOV amount will be distributed among all school boards based on six categories of data where each category has an assigned percentage of the total MOV amount. Each category has one or more factors, and each factor has an assigned percentage of the category total.

The percent of MOV funding available for each category/subcategory (see Table 1 below) multiplied by the provincial MOV amount, determines the provincial funding for that factor.

Table 1: Provincial Funding for Each Factor of MOV

Category	Factor(s)	% of MOV Funding for Category	% of MOV Funding for Sub-Category
1	Students reported as receiving special education programs and/or services	2015-16 data as reported by boards (one factor)	30.2%
2	Participation and achievement in EQAO assessments by students with special education needs	2016-17 data for:	30.2%
		Sub-Category 2A: Grade 3 students (including gifted) with special education needs who were exempt, below, or reached Level 1 (six factors)	10.4%
		Sub-Category 2B: Grade 6 students (including gifted) with special education needs who were exempt, below, or reached Level 1 (six factors)	10.4%
		Sub-Category 2C: Grade 3 and Grade 6 students with special education needs (including gifted) with three or more accommodations (two factors)	9.4%
3	Credit accumulation and participation in locally developed and alternative non-credit courses (K-Courses) by students with special education needs	2015-16 data for:	15.1%
		Sub-Category 3A: Students with special education needs earned 5 or less credits in Grade 9 or earned 13 or less credits in Grade 10 (two factors)	12.3%
		Sub-Category 3B: Grade 9 and Grade 10 Students with special education needs enrolled in Locally Developed Courses (two factors)	1.3%
		Sub-Category 3C: Grade 9 and Grade 10 Students with Special Education Needs enrolled in K-Courses (two factors)	1.5%

Table 1: Provincial Funding for Each Factor of MOV

Category	Factor(s)	% of MOV Funding for Category	% of MOV Funding for Sub-Category
4 Remote and Rural Adjustment	2018-19 Projected allocations for:	12.8%	
	Sub-Category 4A: Board Enrolment This component recognizes that smaller school boards often have higher per-pupil costs for goods and services. (one factor)		6.4%
	Sub-Category 4B: Distance/Urban Factor/French-Language Equivalence This component takes into account the additional costs of goods and services related to remoteness and the absence of nearby urban centres, and recognizes that French-language school boards operating in minority language context face higher costs in obtaining goods and services (one factor)		1.4%
	Sub-Category 4C: School Dispersion This component recognizes the higher costs of providing goods and services to students in widely dispersed schools (one factor)		5.0%
5 Indigenous Education Grant Adjustment	Indigenous Education Grant's Per-Pupil Amount Allocation (one factor)	7.6%	
6 French-language School Board Adjustment	Recognition of school boards operating in an official language minority context and their size.	4.1%	
	Sub-Category 6A: Base amount of \$456,016.80 per board (one factor).		2.0%
	Sub-Category 6B: Board Enrolment, (one factor).		2.1%

The six MOV categories and its twenty-seven factors are described below.

MOV Categories 1 to 3:

The first three categories of MOV use data to develop a school board profile of special education needs. These categories compare each school board to the provincial average on each of the factors, to determine its special education needs profile. This is done by attributing each school board with a weight derived from their data point in relation to the provincial average. The MOV weights for categories 1 to 3 are calculated as follows:

Weight	Data ranges (DSB vs. Provincial Average)
0.8	<-30%
0.9	-30% to < -10%
1	-10% to < +10% (of Provincial Average)
1.1	+10% to < +30%
1.2	≥ +30%

The calculation for these three categories is as follows:

- The board's data for each factor determines its weight, using the ranges described above. Specific ranges for each data point can be found below.
- The board's weight for the factor multiplied by the board's ADE determines the board's factor number. The board's factor number is divided by the total of all 72 boards' factor numbers combined for that factor. This ratio is then multiplied by the amount of funding available for that factor to determine the board's funding for that factor.

The following tables summarize the proportion of the MOV total that is allocated to each category and its factors, as well as, the ranges for each category or factor.

Category 1: Prevalence of students reported as receiving special education programs and services by school boards. Prevalence for this category is the total number of students reported as receiving special education programs and services divided by total enrolment. (one factor)

Prevalence of students reported as receiving special education programs and services: 30.2% of MOV	
Weight	Range
0.8	< 12.09%
0.9	12.09% to < 15.55%
1.0	15.55% to < 19%
1.1	19% to < 22.46%
1.2	≥ 22.46%

Category 2: Participation and achievement in EQAO assessments by students with special education needs who were eligible to take that EQAO assessment (Elementary enrolment counts only).

Sub-Category 2A: Prevalence of participation and achievement in Grade 3 EQAO assessments by students with special education needs, including gifted, who were exempt, below, or reached Level 1 or less (six factors).

2A – EQAO Achievement – Grade 3; 10.4% of MOV						
Weight	Males Reading (20% of 2A)	Females Reading (15% of 2A)	Males Writing (20% of 2A)	Females Writing (15% of 2A)	Males Math (15% of 2A)	Females Math (15% of 2A)
0.8	< 13.2%	< 12.03%	< 8.42%	< 6.53%	< 16.09%	< 19.22%
0.9	13.2% to < 16.97%	12.03% to < 15.47%	8.42% to < 10.82%	6.53% to < 8.39%	16.09% to < 20.68%	19.22% to < 24.71%
1	16.97% to < 20.75%	15.47% to < 18.9%	10.82% to < 13.23%	8.39% to < 10.26%	20.68% to < 25.28%	24.71% to < 30.2%
1.1	20.75% to < 24.52%	18.9% to < 22.34%	13.23% to < 15.63%	10.26% to < 12.12%	25.28% to < 29.88%	30.2% to < 35.69%
1.2	≥ 24.52%	≥ 22.34%	≥ 15.63%	≥ 12.12%	≥ 29.88%	≥ 35.69%

Sub-Category 2B: Prevalence of participation and achievement in Grade 6 EQAO assessments by students with special education needs, including gifted, who were exempt, below, or reached Level 1 or less (six factors).

2B – EQAO Achievement – Grade 6; 10.4% of MOV						
Weight	Males Reading (20% of 2B)	Females Reading (15% of 2B)	Males Writing (20% of 2B)	Females Writing (15% of 2B)	Males Math (15% of 2B)	Females Math (15% of 2B)
0.8	< 7.1%	< 5.6%	< 7.11%	< 5.54%	< 30.27%	< 33.74%
0.9	7.1% to < 9.13%	5.6% to < 7.2%	7.11% to < 9.15%	5.54% to < 7.13%	30.27% to < 38.92%	33.74% to < 43.38%
1	9.13% to < 11.16%	7.2% to < 8.8%	9.15% to < 11.18%	7.13% to < 8.71%	38.92% to < 47.57%	43.38% to < 53.02%
1.1	11.16% to < 13.19%	8.8% to < 10.4%	11.18% to < 13.21%	8.71% to < 10.29%	47.57% to < 56.22%	53.02% to < 62.66%
1.2	≥ 13.19%	≥ 10.4%	≥ 13.21%	≥ 10.29%	≥ 56.22%	≥ 62.66%

Sub-Category 2C: Prevalence of students with special education needs, including gifted, who required 3 or more accommodations (e.g., extra time, coloured paper, SEA equipment use, etc.) for EQAO Grade 3 and Grade 6 assessments (two factors).

2C – EQAO accommodations; 9.4% of MOV		
Weight	Grade 3 (50% of 2C)	Grade 6 (50% of 2C)
0.8	< 48.95%	< 38.54%
0.9	48.95% to < 62.93%	38.54% to < 49.55%
1	62.93% to < 76.92%	49.55% to < 60.56%
1.1	76.92% to < 90.9%	60.56% to < 71.57%
1.2	≥ 90.9%	≥ 71.57%

Category 3: Credit accumulation and participation in locally developed and alternative non-credit courses (K-Courses) by students with special education needs (Secondary enrolment counts only).

Sub-Category 3A: Prevalence of Grade 9 and 10 credit accumulation for students with special education needs. Prevalence for Grade 9 is that of those who earned 5 or less credits; and prevalence for Grade 10 is that of those who earned 13 or less credits (two factors).

3A – Credit accumulation; 12.3% of MOV		
Weight	Earned 5 or less credits in Grade 9 (40% of 3A)	Earned 13 or less credits in Grade 10 (60% of 3A)
0.8	< 9.24%	< 14.79%
0.9	9.24% to < 11.89%	14.79% to < 19.01%
1	11.89% to < 14.53%	19.01% to < 23.24%
1.1	14.53% to < 17.17%	23.24% to < 27.47%
1.2	≥ 17.17%	≥ 27.47%

Sub-Category 3B: Prevalence of Grade 9 and Grade 10 students with special education needs enrolled in locally developed courses (two factors).

3B – Enrolled in LD Courses; 1.3% of MOV		
Weight	Enrolled in LD Courses Grade 9 (40% of 3B)	Enrolled in LD Courses Grade 10 (60% of 3B)
0.8	< 16.15%	< 16.66%
0.9	16.15% to < 20.77%	16.66% to < 21.42%
1	20.77% to < 25.38%	21.42% to < 26.18%
1.1	25.38% to < 30%	26.18% to < 30.94%
1.2	≥ 30%	≥ 30.94%

Sub-Category 3C: Prevalence of Grade 9 and Grade 10 students with special education needs enrolled in alternative non-credit courses (K-courses) (two factors).

3C – Enrolled in alternative non-credit courses (K Courses); 1.5% of MOV		
Weight	Enrolled in K-Courses Grade 9 (40% of 3C)	Enrolled in K-Courses Grade 10 (60% of 3C)
0.8	< 4.89%	< 4.29%
0.9	4.89% to < 6.29%	4.29% to < 5.52%
1	6.29% to < 7.69%	5.52% to < 6.75%
1.1	7.69% to < 9.09%	6.75% to < 7.97%
1.2	≥ 9.09%	≥ 7.97%

MOV Categories 4 to 6

Categories 4 to 6 address each school board's ability to respond to its population of students with special education needs. This is done by taking into account other external factors that affect the school board's ability to meet these needs. These three categories are: Remote and Rural Adjustment, Indigenous Education Grant Adjustment and French-language School Board Adjustment.

Category 4: Remote and Rural Adjustment

The MOV's Remote and Rural Adjustment will provide school boards with funding based on 3 sub-categories/factors that align with the Remote and Rural allocation of the Geographic Circumstances Grant of the GSN – they are:

- Sub-Category 4A: Board enrolment, which recognizes that school boards with fewer pupils often have higher per-pupil costs for goods and services (one factor);
- Sub-Category 4B: Distance/Urban Factor/French-Language Equivalence, which takes into account the additional costs of goods and services related to remoteness and the absence of nearby urban centres. This component also recognizes that, much like remote school boards, French-Language school boards operating in minority language context face higher costs in obtaining goods and services (one factor); and
- Sub-Category 4C: School Dispersion, which recognizes the higher costs of providing goods and services to students in schools that are widely dispersed over the school board's geographic area (one factor).

Category 5: Indigenous Education Grant Adjustment

Each school board will receive a percentage of their Indigenous Education Grant's Per-Pupil Amount Allocation. This allocation estimates the percentage of Indigenous population in a school board, while guaranteeing a minimum funding amount to each school board (please refer to *2018-19 Technical Paper* for more details regarding the Indigenous Education Grant's Per-Pupil Amount Allocation). This complements the ministry's effort to better reflect each school board's ability to respond to its population of students with special education needs. This is done by taking into account other external factors that affect the school board's ability to meet these needs (one factor).

Category 6: French-Language School Board Adjustment

This category recognizes that boards operating in a minority language context have unique challenges supporting students with special education needs; while also recognizing board size. There are two factors in this category.

- Sub-Category 6A: Base amount of \$456,016.80 per board in a minority language context (one factor).
- Sub-Category 6B: Board enrolment, (one factor).

Base Amount for Collaboration and Integration

The Base Amount for Collaboration and Integration provides every board a minimum level of base funding of \$456,016.80. Its purpose is to enable boards to explore collaborative and integrated approaches to serving students with special education needs.

Multi-Disciplinary Supports Amount

The new Multi-Disciplinary Supports Amount will allow school boards to hire specialists, including registered social workers, psychologists, behavioural specialists and speech-language pathologists. This amount will support all students with special education needs, including subsets of this population such as students with Autism Spectrum Disorder, and other needs such as mental health needs. There are two components in this amount:

a. Multi-Disciplinary Team Component

Funding will be provided for a Multi-Disciplinary Team for all boards (funding will be provided for up to four additional FTEs per school board), to build board capacity, support special education assessments and help teachers, educational assistants, and other staff better understand and respond to the unique needs of their students. The Multi-Disciplinary Team members should reflect local need, and could include any combination of a psychologist, behavioural specialist, speech-language pathologist, registered social worker, or a person in a position that requires similar qualifications.

Boards will generate funding for the Multi-Disciplinary Team component based on the number of new multi-disciplinary team members hired. Each new multi-disciplinary team member hired, up to a maximum of four, will generate \$98,575.63 for the school board.

If the cost of these new multi-disciplinary team members is less than the amount of funding generated, this unspent funding will be made available for other special education expenditures (broader special education envelope). Any eligible spending in excess of the funding for new multi-disciplinary team members will be included in the special education spending that will be measured against the broader special education envelope.

b. Other Staffing Resources Component

Funding will be provided to all school boards for other staffing to support students with special education needs. School boards have flexibility to use this funding for special education staffing that will address their local needs. This component will be allocated to school boards as per the DSENA Table of the *Grants For Student Needs — Legislative Grants for the 2018-2019 School Board Fiscal Year*, which is also included at the end of this memorandum.

SPECIAL EDUCATION PER-PUPIL AMOUNT (SEPPA) ALLOCATION (*Revised Summer 2018*)

For 2018-19, the ministry is investing a projected \$28 million in the Special Education Per-Pupil Amount Allocation. Funding will be provided to all school boards to assist with the costs of providing additional support to students with special education needs, including subsets of this population such as students with Autism Spectrum Disorder, and other needs such as mental health needs. Funding will be allocated to school boards by increasing all three Special Education Per-Pupil Amount Allocation benchmarks to the following:

- \$1,007.08 per JK to Grade 3 student,
- \$773.57 per Grade 4 to 8 student, and
- \$510.73 per Grade 9 to 12 student.

All 72 school boards will see an increase in their Special Education Per-Pupil Amount Allocation funding for 2018–19 as a result of this new investment.

SPECIAL INCIDENCE PORTION (SIP) ALLOCATION (*Revised Summer 2018*)

The ministry is investing a projected \$2 million in the Special Incidence Portion for the 2018-19 school year through an increase in the maximum SIP amount per eligible claim. This investment is intended to support students with extraordinarily high needs to be successful in school, and it will support the staffing costs associated with addressing the health and safety needs of these students and others in their school. The maximum SIP amount per eligible claim will increase by 1.5 per cent over 2017-18 to \$27,405.

BEHAVIOUR EXPERTISE AMOUNT (BEA) ALLOCATION

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

- ABA Expertise Professionals Amount (\$12.2 million); and
- ABA Training Amount (\$3 million)

ABA Expertise Professionals Amount

The use of ABA instructional approaches can support students with Autism Spectrum Disorder and other students with special education needs. The ABA Expertise Professionals Amount provides funding for school boards to hire board-level ABA expertise professionals.

The ABA Expertise Professionals Amount will support principals, teachers, educators and other school staff by providing and coordinating ABA coaching, training and resources; facilitating school boards' collaboration with community service providers, parents and schools; and support the transitions, collaboration and information sharing between community-based autism service providers, school staff and families.

ABA Training Amount

The ABA Training Amount will provide funding for training opportunities to build school board capacity in ABA. Since 2007, funding provided by the ministry has supported the successful implementation of Policy/Program Memorandum (PPM) 140, which provides direction to school boards to support their use of ABA as an effective instructional approach to support students with Autism Spectrum Disorder.

School boards are required to use the ABA Training Amount for the purpose of ABA training. The ministry expects school boards to:

- Strengthen capacity to deliver ABA instructional methods to students with Autism Spectrum Disorder and other students with special education needs;
- Strengthen capacity of ABA expertise professionals in coaching on ABA-based teaching strategies, coordinating ABA training and resources and facilitating collaboration between community partners and schools; and,
- Facilitate information sharing opportunities and contribute to professional learning communities at the board, region and provincial levels.

The ministry expects school boards to use the ABA Training Amount for:

- Professional development;
- Procurement or development of resources/programs; and
- Release time/supply costs for staff on training (Educational Assistants/Educators/school teams)

School boards should align their ABA training and other relevant activities with a list of training requirements communicated by the ministry to school boards in the memorandum from April 30, 2014 titled [Applied Behaviour Analysis \(ABA\) Training Requirements to support students with Autism Spectrum Disorder](#). The formal or informal training opportunities and/or mentoring on ABA should be practical and oriented at developing classroom educators' skills to apply and individualize ABA and should cover the following content:

- Behaviour;
- Functions of behaviour;
- Assessments and data collection to inform ABA instructional methods;
- Development, implementation and monitoring of effective Individual Education Plans and Transition Plans that incorporate ABA methods in a variety of educational settings; and
- Principles of ABA, with a focus on ABA instructional methods to support students with Autism Spectrum Disorder and other students who may benefit from it.

ABA Training Amount funding can only be used by boards for the purpose of ABA training. Any unspent ABA Training Amount funding must be reported in a deferred revenue account to be used for ABA training in future years.

CARE, TREATMENT, CUSTODY AND CORRECTIONAL AMOUNT

Beginning in 2018-19 this allocation, which was previously named the Facilities Amount, has been renamed the Care, Treatment, Custody and Correctional (CTCC) Amount. The CTCC Amount is provided to support approved education programs provided by boards in Care, Treatment, Custody, and Correctional Facilities. This funding amount was renamed to more accurately reflect the intention of the funds, and to make the naming consistent with ministry program documentation as well as district school board language.

CTCC Guidelines 2018-19

The Guidelines for the Care, Treatment, Custody and Correctional (CTCC) programs are reviewed and updated on an annual basis. Guidelines for 2018-19 have been released on the Ministry of Education's Financial Analysis and Accountability Branch website at the following link: [Guidelines for Approval and Provision of Care, Treatment, Custody and Correctional \(CTCC\) Programs 2018-19](#). The 2018-19 Guidelines set out program requirements and ministry expectations, roles and responsibilities as well as criteria for approval and funding and overall program delivery.

This funding supports school boards' provision of education programs to school aged children and youth in care, treatment centres, and in custody and correctional facilities. Eligible facilities include hospitals, children's mental health centres, psychiatric institutions, detention and correctional facilities, community group homes, and social services agencies. A school board provides these education programs under a written agreement (Memorandum of Understanding) between the school board and the facility. The funding, which must be approved by the ministry, is used for recognized costs that include teachers, educational assistants, liaison administrative positions and classroom supplies.

Funding is reduced when the projected amount approved and paid to a school board is greater than the actual final expenditure incurred.

Additional funding is provided to school boards to help offset the accommodation costs of classrooms in care and/or treatment, and custody settings that operate in school board space. This funding is included in the School Operations Allocation.

Sincerely,

Original signed by

Claudine Munroe
Director
Special Education / Success for All Branch

cc. Special Education Advisory Committees

2018-19 DIFFERENTIATED SPECIAL EDUCATION NEEDS AMOUNT

Item	Column 1 Name of board	Column 2 Projected measures of variability amount, in dollars	Column 3 Projected special education statistical prediction model amount, in dollars	Column 4 Other staffing resources, in dollars
1.	Algoma District School Board	3,151,176	4,266,824	159,207
2.	Algonquin and Lakeshore Catholic District School Board	2,283,980	4,857,411	153,270
3.	Avon Maitland District School Board	1,807,387	6,950,979	187,974
4.	Bluewater District School Board	2,179,095	7,463,652	206,955
5.	Brant Haldimand Norfolk Catholic District School Board	1,853,101	4,262,110	131,246
6.	Bruce-Grey Catholic District School Board	1,174,680	2,060,488	69,434
7.	Catholic District School Board of Eastern Ontario	2,366,513	5,690,995	172,932
8.	Conseil des écoles publiques de l'Est de l'Ontario	3,648,217	5,860,673	204,082
9.	Conseil scolaire catholique MonAvenir	3,968,498	5,721,925	207,978
10.	Conseil scolaire catholique Providence	3,427,387	3,559,610	149,956
11.	Conseil scolaire de district catholique de l'Est ontarien	3,006,344	4,175,070	154,129
12.	Conseil scolaire de district catholique des Aurores boréales	1,143,031	321,705	31,436
13.	Conseil scolaire de district catholique des Grandes Rivières	3,080,593	2,678,592	123,605
14.	Conseil scolaire de district catholique du Centre-Est de l'Ontario	4,830,765	8,441,990	284,863
15.	Conseil scolaire de district catholique du Nouvel-Ontario	3,402,075	2,678,692	130,507
16.	Conseil scolaire de district catholique Franco-Nord	1,589,490	1,280,861	61,604
17.	Conseil scolaire de district du Nord-Est de l'Ontario	1,865,376	958,680	60,611
18.	Conseil scolaire public du Grand Nord de l'Ontario	1,854,210	1,006,344	61,394
19.	Conseil scolaire Viamonde	3,731,990	4,046,432	166,942
20.	District School Board of Niagara	4,318,968	15,253,618	420,071
21.	District School Board Ontario North East	2,744,678	3,172,831	127,003
22.	Dufferin-Peel Catholic District School Board	8,052,564	28,685,298	788,476
23.	Durham Catholic District School Board	2,110,108	7,749,179	211,602
24.	Durham District School Board	7,590,810	26,440,750	730,393
25.	Grand Erie District School Board	3,298,953	11,278,136	312,857
26.	Greater Essex County District School Board	4,029,409	14,185,453	390,931
27.	Halton Catholic District School Board	3,234,842	12,070,668	328,490
28.	Halton District School Board	6,508,789	22,180,630	615,739
29.	Hamilton-Wentworth Catholic District School Board	3,099,987	11,733,666	318,363
30.	Hamilton-Wentworth District School Board	5,925,058	20,178,511	560,241
31.	Hastings and Prince Edward District School Board	2,494,736	6,781,225	199,083
32.	Huron Perth Catholic District School Board	1,144,066	1,985,445	67,166
33.	Huron-Superior Catholic District School Board	1,967,894	1,988,068	84,904
34.	Kawartha Pine Ridge District School Board	3,765,275	13,304,095	366,347
35.	Keewatin-Patricia District School Board	3,263,844	2,574,255	125,299
36.	Kenora Catholic District School Board	751,562	582,611	28,634
37.	Lakehead District School Board	2,737,757	3,688,137	137,914
38.	Lambton Kent District School Board	2,578,023	9,496,469	259,145
39.	Limestone District School Board	2,679,532	8,170,458	232,865
40.	London District Catholic School Board	2,174,888	8,006,005	218,505
41.	Near North District School Board	2,466,433	4,616,089	152,007
42.	Niagara Catholic District School Board	2,171,710	8,586,299	230,891
43.	Nipissing-Parry Sound Catholic District School Board	829,388	1,159,431	42,684
44.	Northeastern Catholic District School Board	990,012	1,010,559	42,937
45.	Northwest Catholic District School Board	903,938	543,911	31,074
46.	Ottawa Catholic District School Board	4,497,324	15,714,033	433,781
47.	Ottawa-Carleton District School Board	8,077,151	26,961,451	752,006
48.	Peel District School Board	16,705,478	53,291,210	1,502,284

Item	Column 1 Name of board	Column 2 Projected measures of variability amount, in dollars	Column 3 Projected special education statistical prediction model amount, in dollars	Column 4 Other staffing resources, in dollars
49.	Peterborough Victoria Northumberland and Clarington Catholic District School Board	1,884,841	6,159,547	172,650
50.	Rainbow District School Board	3,355,599	5,520,170	190,494
51.	Rainy River District School Board	1,096,939	1,163,359	48,511
52.	Renfrew County Catholic District School Board	1,373,105	2,171,194	76,069
53.	Renfrew County District School Board	2,082,784	4,255,095	136,025
54.	Simcoe County District School Board	7,062,206	21,383,365	610,505
55.	Simcoe Muskoka Catholic District School Board	3,181,125	8,877,786	258,811
56.	St. Clair Catholic District School Board	1,789,542	3,694,560	117,701
57.	Sudbury Catholic District School Board	1,795,859	2,523,985	92,713
58.	Superior North Catholic District School Board	387,120	267,126	14,042
59.	Superior-Greenstone District School Board	656,788	630,630	27,631
60.	Thames Valley District School Board	8,834,899	31,477,791	865,200
61.	Thunder Bay Catholic District School Board	2,240,199	3,153,753	115,766
62.	Toronto Catholic District School Board	9,164,835	35,152,967	951,158
63.	Toronto District School Board	25,832,728	90,443,894	2,495,555
64.	Trillium Lakelands District School Board	2,325,200	7,695,507	215,067
65.	Upper Canada District School Board	4,104,970	11,945,352	344,476
66.	Upper Grand District School Board	3,720,531	13,215,739	363,490
67.	Waterloo Catholic District School Board	2,359,590	8,626,327	235,782
68.	Waterloo Region District School Board	7,487,413	23,850,067	672,572
69.	Wellington Catholic District School Board	1,542,235	2,925,720	95,892
70.	Windsor-Essex Catholic District School Board	2,227,074	7,891,650	217,170
71.	York Catholic District School Board	4,911,154	18,753,808	507,903
72.	York Region District School Board	12,108,241	43,953,579	1,203,211

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2019: B07

MEMORANDUM TO: Directors of Education
Supervisory Officers of School Authorities

FROM: Nancy Naylor
Deputy Minister
Ministry of Education

DATE: March 11, 2019

SUBJECT: Supporting Students with Autism Spectrum Disorder

The Ministry of Education recognizes that as a result of the recently announced changes to the Ontario Autism Program (OAP), children and youth with ASD will be entering school and/or transitioning from part time to full time school, beginning in April 2019 and into the 2019-20 school year.

To support school boards in responding to the needs of these students, the ministry intends to provide additional funding for the remaining months of the 2018-19 school year. The ministry will also provide a range of new and ongoing supports for the 2019-20 school year.

Please note that hiring of staff with expertise to support newly enrolled students with ASD, or students with ASD transitioning from part time to full time school, should proceed in order to support these students.

2018-19 School Year

To address school boards' in-year needs, the ministry intends to provide for an extended count date for those students who have been receiving OAP services and are newly enrolling in the April to June 2019 school months. School boards will report enrolment as of March 31 as usual. However, an extended count date will allow school boards to receive full school year funding for eligible, newly enrolled students for the remaining months of the 2018-19 school year. This mechanism will provide an average of \$12,300 per pupil to allow boards to plan supports for the remainder of the current school year.

The ministry will propose a change to the 2018-19 GSN regulation to support this funding and will further advise school boards about the proposed regulation change.

2019-20 School Year

For the 2019-20 school year, the ministry intends to provide additional funding, and continued funding, to support school boards and students with ASD. The supporting initiatives are outlined below.

The ministry will propose a 2019-20 GSN regulation to support this funding and will further advise school boards about this proposed regulation.

Promoting Professional Learning

The ministry is committed to supporting school boards, school leaders, teachers and educational assistants (EAs) to be well prepared to support students with ASD.

Currently, over 70,000 of Ontario's teachers have additional qualifications in special education. Over 1,000 have additional qualifications for Teaching Students with Communication Needs (Autism Spectrum Disorder). The ministry will provide \$1 million in annual funding to fully subsidize teachers who wish to acquire the Teaching Students with Communication Needs (Autism Spectrum Disorder) additional qualification. The ministry anticipates that this support would allow up to 4,000 teachers to acquire this qualification over the next three years.

The ministry will also increase training opportunities available to school boards by doubling annual funding for the Geneva Centre for Autism to \$2 million to provide training opportunities for educators, including teachers and EAs. Training will include access to the Registered Behaviour Technician (RBT) course. The ministry anticipates that up to 4,400 educators could be trained annually through this new investment.

In 2019-20, the ministry will request that school boards focus the special education topic on the list of Professional Activity Day permitted topics on supporting students with ASD. Policy/Program Memorandum 151 will be amended to include this direction.

In 2020-21, the ministry will mandate that school boards support learning opportunities for all educators in supporting students with ASD, within a professional activity day.

The ministry will support new teachers by revising the New Teacher Induction Program (NTIP) Induction Elements Manual to include increased ABA-based training opportunities.

Funding for Student Supports

The ministry will continue all aspects of Grants for Student Needs (GSN) special education funding in 2019-20, including key allocations that are intended for students who require significant supports. Special education funding is projected to be \$3.01 billion in 2018-19, which will continue in 2019-20.

A number of components of special education funding are claims based and responsive to changes in enrolment of students with high needs. School boards are encouraged to access these allocations and to engage the ministry if additional flexibility is required to ensure this funding is fully available for students with ASD.

In particular, school boards are reminded of existing components of special education funding, which may be particularly relevant in supporting newly enrolled students with ASD:

- The Behaviour Expertise Amount Allocation (BEA) provides funding for school boards to hire board-level ABA expertise professionals. These professionals support principals, teachers, educators and other school staff by providing and coordinating ABA coaching, training and resources. They are also intended to support transitions, collaboration and information sharing between community-based autism service providers, school staff and families. This funding also provides for training opportunities to build school board capacity in ABA. The BEA allocation will be \$15.2 million in 2018-19 and will be continued in 2019-20.
- The Special Incidence Portion (SIP) provides up to \$27,405 for students who require more than two full-time staff to address the health and safety needs of both the high-need student and others at their school. School boards may submit SIP claims to the Ministry of Education regional offices for approval. The SIP allocation is projected to be \$105.3 million in 2018-19 and will be continued in 2019-20. Administrative dates for SIP claims will be extended in 2018-19 for eligible students.
- The Special Equipment Amount (SEA) provides enrolment-based and claims-based funding for school boards to support high need students. This funding can be used for computers and communication technology, and non-computer based equipment including sensory equipment. The SEA allocation is projected to be \$106.6 million in 2018-19 and will be continued in 2019-20. Administrative dates for SEA claims will be extended in 2018-19 for eligible students.
- Multi-Disciplinary Team (MDT) funding was introduced in 2018-19 to support high need students, including students with ASD. School boards are continuing to recruit staff with appropriate credentials to fully benefit from this funding. The ministry will work with MCCSS and school boards to facilitate the recruitment of staff with appropriate expertise. The MDT funding allocation will be \$50.8 million in 2018-19 and will be continued in 2019-20.

Expanding After School Skills Development Programs

The ministry has been supporting a pilot program in many boards to allow the provision of the After School Skills Development Program. The ministry will make an investment of \$6.1 million to allow this successful pilot to be extended to all school boards across the province in the 2019-20 school year.

Supporting Transitions

The Ministry of Education and the Ministry of Children, Community and Social Services will continue supporting transitions of children with ASD to school through the *Connections for Students* model, during the transition to the redesigned OAP.

The ministry will also host a series of virtual sessions about exclusions and modified days to engage parents, educators, administrators and others in a dialogue about these complex issues. The details will be communicated at a later date.

The ministry will survey school boards regularly to assess the impact of increased school enrolment and attendance by children and youth with ASD as they transition into the school system. The ministry will also ask boards to provide information on their websites for families seeking to enrol their children and youth.

If you have any additional questions, please reach out to your local EDU regional offices. A list of regional offices can be found by visiting www.edu.gov.on.ca/eng/parents/offices.html

We want to thank school boards for their ongoing dedication to providing programs and supports to all students, including those with ASD. We remain committed to safe and healthy learning environments for all students and staff.

Original signed by

Nancy Naylor
Deputy Minister

C: Council of Ontario Directors of Education (CODE)
School Business Officials

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Deputy Minister

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2019:B08

Date: March 15, 2019

Memorandum to: Directors of Education
Secretary/Treasurers of School Authorities

From: Nancy Naylor
Deputy Minister

Subject New Vision for Education

Today, the government released its new vision for education, *Education that Works for You*. I am writing to provide you with an overview of the vision and its key elements.

MODERNIZING CLASSROOMS IN ONTARIO

As you know, the ministry has been consulting with education partners to seek feedback on class size considerations.

The ministry held in-person meetings in January 2019 with the teachers' federations, trustees' associations and education worker unions to gather feedback. School boards, principals/vice-principals' associations and other education sector partners were also invited to provide written feedback between January 23 and February 22, 2019.

The ministry received almost 500 written submissions from the public, including parents, teachers and early childhood educators. While the prior phases of the consultation are now complete, the ministry has invited partners to continue this important dialogue through the next consultation.

This consultation will ensure partners can provide feedback on the government's proposed plans.

The consultation period will continue until May 31, 2019. To provide families, staff, and school boards with certainty on the government's direction, the government will move

forward on next steps, including any required legislation, in time for the next school year.

Class Size

The government is committed to supporting students and families as education funding is modernized in a responsible manner.

The government looks forward to the continued consultation with education partners to help shape the government's plans. The proposed changes for 2019-20 are as follows:

- Kindergarten – There are no proposed changes to either the caps or the average class size requirements. Funded average class sizes would remain at the current level of 25.57 and there would be a minimal reduction to funded Registered Early Childhood Educators (RECEs) from 1.14 to 1.0. This will not change the educator to student ratio. The ministry will also introduce new funding to assist with RECE supply costs.
- Primary (grades 1 to 3) – hard caps remain in place. There are no proposed changes to either the caps or the average class size requirements.
- Intermediate (grades 4 to 8) – all school boards would be required to maintain a board wide average class size of 24.5 or less, while the funded average class size would be minimally increased from 23.84 to 24.5. This would standardize funding and class sizes across the province as historically, there has been variability for these grades.
- Secondary (grades 9 to 12) – average class size requirements adjusted from 22 to 28 students to align secondary class sizes more closely with other jurisdictions across Canada. School boards would be required to maintain a board wide average class size of 28 or less and the funded average class size would be increased to 28 to support this change. In addition, school operations funding would be adjusted accordingly.

The consultation period will continue until May 31, 2019. To provide families, staff, and school boards with certainty on the government's direction, the government will move forward on next steps, including any required legislation, in time for the next school year.

E-learning

The government is committed to modernizing education and supporting students and families in innovative ways that enhance their success. A link to e-learning courses can be found here: www.edu.gov.on.ca/elearning/courses.html

Starting in 2020-21, the government will centralize the delivery of all e-learning courses to allow students greater access to programming and educational opportunities, no matter where they live in Ontario. The average class size would be adjusted to an average of 35.

Secondary students will take a minimum of four e-learning credits out of the 30 credits needed to fulfill the requirements for achieving an Ontario Secondary School Diploma. That is equivalent to one credit per year, with exemptions for some students on an individualized basis. These changes to graduation requirements will be phased in, starting in 2020-21.

With these additional modernizations, the secondary programming amount in the Pupil Foundation Grant will no longer be provided, effective September 2019.

Attrition Protection

The government is committed to achieving greater financial sustainability in the education system without involuntary front line lay-offs. The proposed changes to class sizes may have implications for teacher staffing in Ontario school boards.

The ministry plans to introduce a new funding allocation that will top-up school boards where the change in funded teachers exceeds the actual attrition and other voluntary leaves. With this support in place, it is expected that boards will not be required to initiate lay-offs of teachers associated with the proposed changes in class sizes. The ministry will provide attrition protection for up to four years, allowing boards to phase in the proposed class sizes.

The attrition protection would apply to the proposed class size policy changes, including e-learning. Regarding declining enrolment, school boards should follow their normal processes, but should account for teacher retirements, voluntary departures, and their declining enrolment allocation to avoid lay-offs. Some Ontario school boards may be in this position, as in previous years.

School boards are advised to exercise restraint in hiring to replace retiring teachers or teachers leaving voluntarily.

Hiring Practices

Ontario Regulation 274/12, under the *Education Act*, established mandatory processes that all English-language school boards must follow when hiring long-term occasional and permanent teachers.

However, since its implementation in 2012, stakeholders, including parents, principals, directors of education and teachers, have raised concerns about the regulation – such as increased principal workload and classroom teacher turnover.

The ministry held in-person meetings in January 2019 with the teachers' federations, trustees' associations and education worker unions to gather feedback. Stakeholders were also invited to provide written feedback. The ministry received 80 written submissions from stakeholders and the public. The majority of submissions were supportive of increased teacher mobility. While the prior phases of the consultation are now complete, the ministry has invited partners to continue this important dialogue through the next consultation.

To address these concerns, the government's objective is to work with its education partners to improve teacher mobility while increasing transparency, fairness, consistency, and accountability in teacher hiring across all school boards. The government's goal is to ensure that students are supported by qualified teachers and that principals are able to hire teachers based on merit who are a good fit for the role.

Grants for Student Needs Funding

There will be limited changes made to the GSN in the following areas:

Local Priorities Fund

The Local Priorities Fund (LPF), first established in 2017-18 during the last round of collective bargaining, expires on August 31, 2019. Whether the funding for staffing is extended is an issue subject to the upcoming central collective bargaining process. The increases related to salary will continue as well as the principals' and vice-principals' funding which is not set to expire until August 31, 2020.

Cost Adjustment Allocation

Historically, the base amount of the Cost Adjustment Allocation was providing supplemental funding for education worker benchmarks. As school boards have flexibility through other grants in the GSN to address their staffing needs, this amount has been discontinued for the 2019-20 school year.

Human Resource Transition Supplement

The Human Resource Transition Supplement was intended to be a temporary support to assist school boards with the negotiated 2017-19 agreements. This temporary transitional supplement amount has been discontinued for the 2019-20 school year.

Classroom Loading Factors

To reflect the proposed secondary class size changes, the factors that determine the amount of funding for the operation of school facilities will be adjusted.

Utilities Funding

As in previous years, funding will be increased to support increased costs associated with the heating and lighting of school facilities.

Student Transportation Funding

As in previous years, funding will be increased to support higher costs associated with student transportation. Also, additional funding supports are planned for school boards that run efficient transportation operations but for which the costs of student transportation exceed the funding provided for that purpose.

Finally, the ministry intends to undertake a review of the student transportation funding formula in order to achieve a more efficient and accountable student transportation system in Ontario.

Continued Implementation of 2017-19 Central Labour Agreements

As in previous years, funding will be increased to reflect the salary adjustments related to the 2017-19 Central Labour Agreements.

Timing of Annual Grant Announcement

More details, including board-by-board allocations, will be available as part of the annual funding formula announcement planned for later this spring. The summarized information in Appendix A is intended to guide school boards about key policy changes to assist in upcoming planning and budgeting cycles prior to the funding announcement planned to be released prior to the end of April.

Technology (Broadband)

Broadband is foundational for supporting modernized, digital learning in the classroom.

Ontario students and educators will have access to reliable, fast, secure and affordable internet services at school at a speed of one megabit per-second per-student in all regions of the province. The project will be completed by 2021-22 and will include all boards, schools and students.

To complete this project, the needs of each school will be individually assessed, and then individual technical solutions will be implemented. Broadband expansion is already underway at a majority of northern and rural schools. Thirty-two per cent of northern schools have completed their upgrades, and 35 per cent of rural schools have been completed.

Cellphones

During the government's consultation on education reform in fall 2018, parents, students and teachers expressed the view that cell phones have the potential to be useful learning tools – but too often they are a distraction from learning and have a negative impact on the classroom experience.

In response to this feedback, the Provincial Code of Conduct will be updated to prohibit cell phone use in schools during instructional time as of September 2019.

Use of personal mobile devices (e.g. cell phones) during instructional time will be permitted under the following circumstances:

- For educational purposes, as directed by the educator
- For health and medical purposes
- To support special education needs.

Boards and stakeholders will be consulted to ensure students and parents are clear on the new guidelines, including exceptions.

Education Quality and Accountability Office

Student achievement is one of the keys to success in a competitive global economy. The Education Quality and Accountability Office (EQAO) can provide vital data and research to reinvigorate education in Ontario, help improve student learning at the provincial, board and school level, and help identify achievement gaps to promote greater equity in the publicly funded education system.

Therefore, the government is committed to working with EQAO to modernize the agency and its processes while using data to build better assessment and evaluation models that have a greater focus on equity.

MODERNIZING LEARNING IN ONTARIO

The government's new vision for education will modernize learning throughout the province's education system.

Following the feedback from the consultation on education held last fall, the province will be moving forward with changes in the following areas:

Math

The government has announced a new four-year math strategy to ensure students have a strong understanding of math fundamentals and how to apply them. This strategy will:

- Improve student performance in math
- Help students solve everyday math problems
- Increase students' employability into the jobs of tomorrow.

The strategy will feature a new math curriculum for all students in all grades phased in over four years. The curriculum will emphasize basic concepts and skills contributing to students' future success and be accompanied by parent and teacher resources. The first elements of the new curriculum will be available in September 2019.

In addition to an improved curriculum, online resources will be available to support student learning. The government has also introduced legislation that will require new

teachers to pass a math content knowledge test before they enter the classroom in a professional capacity. If passed, this legislation will ensure teachers are confident and capable in teaching math and by the spring of 2020, will be required to pass the test in order to be certified by the Ontario College of Teachers.

For teachers already in the system, the government will provide funding to support additional qualification courses in math.

Science, Technology, Engineering and Math

The government is committed to preparing Ontario students for success by equipping them with the skills they need in Science, Technology, Engineering and Math (STEM).

The new STEM Education Strategy will enable Ontario to become a global leader in STEM learning. By partnering with educators, students, parents, post-secondary institutions as well as industry leaders, the government will create new and enriched learning experiences in STEM.

An immediate step will be a revised mandatory Career Studies Grade 10 course. This revised course will explore high-growth industries, including STEM, which will reflect new mandatory learning for students. This course will be released in late May for implementation in September 2019.

The strategy will also include revised Business Studies and Computer Studies curricula focused on developing job skills such as entrepreneurial skills, computational thinking and coding. In 2019-20, the ministry will begin research and benchmarking against other jurisdictions as a foundation for revisions to these curricula.

Skilled Trades

Ontario students have experienced significant success through the Specialist High Skills Major and Dual Credit programs, which have provided opportunities for students to experience skilled trades and apprenticeships. The Ministry of Education will work closely with the Ministry of Training, Colleges and Universities to increase student and parent exposure to skilled trades, technology and apprenticeship training, and focus on promoting this high-demand career pathway.

We want to ensure that students are exposed to:

- A broad range of opportunities that will offer exposure to skilled trades and technology careers, and that they are exposed to these opportunities starting in elementary school.
- Experiential, hands-on learning through community partnerships and co-op placements.

Financial Literacy

Financial literacy learning is essential to student success to build a well-educated responsible workforce and prepare Ontarians for a more prosperous future.

Financial literacy will be a major component of the mandatory learning in the revised Grade 10 Career Studies course which will be released in late May for implementation in September 2019.

It will also be an area of focus in the revised math curriculum being phased in for all grades.

Indigenous Education

A revised First Nations, Métis, and Inuit Studies curriculum for Grades 9-12 will be released in late May for implementation in September 2019. The curriculum was developed in collaboration with Indigenous partners to increase learning about Indigenous perspectives, cultures, contributions and histories.

Building on this, the government will continue to work with Indigenous partners to develop an approach for more curriculum revisions across subjects, grades and courses, to strengthen Indigenous content and learning.

Health and Physical Education (HPE)

Following feedback from the largest provincial consultation on education, the government heard the need for an HPE curriculum that is age-appropriate and relevant. The revised elementary HPE curriculum will be released in late May for September 2019 implementation. From now until the end of the 2018-2019 school year, educators will continue using the 2018 curriculum, their professional judgement, and age-appropriate resources to teach the students in their classroom.

To ensure parents are respected, the ministry will provide an opt-out policy similar to other jurisdictions. The ministry will also be introducing online modules for parents who may want to introduce topics at home whenever their child is ready. Both of these options will be available for the 2019-20 school year.

Digital Curriculum

A new digital platform will be phased in to modernize access to Ontario's curriculum. This new digital space will help educators, parents and students access curriculum and learning resources in a user- and mobile-friendly manner and will become increasingly interactive over time. The first phase of the new platform will be launched in September 2019 and will grow steadily with more content and features, in line with user needs and feedback.

The initiatives set out in this memorandum would be supported by proposed changes to the GSN regulation, and other legislation, where necessary. The ministry will provide further information about any legislative changes as they are brought forward.

We want to thank school boards for their ongoing dedication to providing programs and supports to all students. We look forward to continued consultation with education partners and collaboration on the government's priorities for education.

Original signed by

Nancy Naylor
Deputy Minister

Appendix A: Planning Assumptions

To support board planning, the table below summarizes the changes that boards can plan for with respect to funding subject to consultations, negotiations and potential legislative changes.

The ministry anticipates the annual funding formula to be released in late April.

Description	Funding Changes *
Kindergarten	<ul style="list-style-type: none"> Funded Early Childhood Educators (ECE) classroom staffing ratio change from 1.14 FTE to 1.0 FTE
Grades 1 to 3	<ul style="list-style-type: none"> Funded average class sizes remains at 19.8
Grades 4 to 8	<ul style="list-style-type: none"> Funded average class size adjusted from 23.84 to 24.5
Grades 9 to 12	<ul style="list-style-type: none"> Funded average class size adjusted from 22 to 28
E-learning	<ul style="list-style-type: none"> Funded average class size adjusted to 35 starting in 2020-21 school year
Secondary Programming amount in Pupil Foundation Grant	<ul style="list-style-type: none"> Funding to end August 31, 2019
Local Priorities Fund	<ul style="list-style-type: none"> Funding to end August 31, 2019
Cost Adjustment Allocation	<ul style="list-style-type: none"> Base amount to end August 31, 2019
Human Resource Transition Supplement	<ul style="list-style-type: none"> Funding to end August 31, 2019
Classroom Loading Factors in School Facility Operations and Renewal Grant	<ul style="list-style-type: none"> Five-year phase-in of a new Supplementary Area Factor for school facility operations to reflect proposed secondary class size changes.
School Facility Operations and Renewal Grant (Utilities)	<ul style="list-style-type: none"> A 2 per cent update to the non-staff portion of the operating cost benchmark under the School Facility Operations and Renewal Grant (School Operations Allocation) to assist in managing increases in commodity prices (electricity, natural gas, facility insurance, and other costs).
Student Transportation	<ul style="list-style-type: none"> A 4 per cent cost update adjustment, net of previous years' transportation surplus, if any. Funding for school boards running transportation deficits and have demonstrated efficient consortia operations.
Attrition Protection for Teachers for Class Size Changes (including e-Learning)	<ul style="list-style-type: none"> Funded class sizes and staffing parameters in the Pupil Foundation Grant as well as other related components in the GSN would be adjusted to reflect the above proposed changes to class sizes. If the reduction in the funded teacher FTE amount after these changes exceeds attrition, a top-up in funding will be provided so that the funded change does not exceed attrition.

Description	Funding Changes *
	<ul style="list-style-type: none"> • Attrition is the sum of actual retirements and other voluntary leaves. This calculation will be done for each panel separately. Declining enrolment is not covered by attrition protection. • With this support in place, boards can avoid teacher lay-offs.
Salary Benchmarks	<ul style="list-style-type: none"> • To be adjusted by 1 per cent to support previously negotiated central collective agreements, as well as the amount for the provincial terms and conditions agreement for Principals and Vice-Principals.

* Proposed funding changes are subject to consultations, negotiations and potential legislative changes.

Enrolment Register Instructions for Elementary and Secondary Schools

2018–19 School Year

This publication, *Enrolment Register Instructions for Elementary and Secondary Schools, 2018–19 School Year*, and the *Enrolment Register Instructions for Continuing Education Programs, 2018–19 School Year* are available on the Ministry of Education’s website <http://www.edu.gov.on.ca/eng/policyfunding/forms.html>.

Ministry Contact Information

If you have questions related to enrolment and admissions, please send them to the enrolment@ontario.ca mailbox. Provide all relevant information to ensure a prompt, accurate, and helpful response. The mailbox is monitored by Ministry staff, and all questions will be answered in a timely manner based on the Government of Ontario customer service standards.

The Ontario Public Service endeavours to demonstrate leadership with respect to accessibility in Ontario. Our goal is to ensure that Ontario government services, products, and facilities are accessible to all our employees and to all members of the public we serve. This document, or the information that it contains, is available, on request, in alternative formats. Please forward all requests for alternative formats to ServiceOntario at 1-800-668-9938 (TTY: 1-800-268-7095).

Une publication équivalente est disponible en français sous le titre suivant :
Instructions pour le relevé des effectifs écoles élémentaires et secondaires, Année scolaire 2018-19.

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GENERAL REQUIREMENTS

On all legal questions relating to the requirements covered in these instructions, school boards should rely on the advice of their own legal counsel.

Collection of Data

Authorization for the collection of the information required on the register is found in subsection 8.1(8) of the *Education Act*. This information is required for administrative purposes. Anyone needing additional information regarding the collection of this information should contact the Freedom of Information and Privacy Office of the Ministry of Education (the Ministry).

Responsibilities of the Principal

Subsection 265(1)(c) of the *Education Act* states that it is the duty of a principal of a school, in addition to his or her duties as a teacher, “to register the pupils and to ensure that the attendance of pupils for every school day is recorded either on the register supplied by the Minister in accordance with the instructions contained therein or in such other manner as is approved by the Minister.”

The principal must ensure that:

- A system is in place to provide school staff with all the appropriate information about each pupil that is required in keeping the enrolment register and attendance records;
- Enrolment and attendance records are accurate and up to date; and
- All required enrolment and attendance records and related documents are retained for audit purposes.¹

The principal also must ensure that:

- All teachers of pupils whose enrolment is recorded in the day school registers are regular day school teachers employed by the board or occasional teachers employed by the board to teach as substitutes for teachers who are members of the board’s regular day school teaching staff; and
- Any fees charged to pupils for learning materials and activities are in accordance with board policy developed in response to the Ministry’s *Guideline for Fees for Learning Materials and Activities*.

The following sections provide details on the principal’s responsibilities related to enrolment, attendance, recording and reporting, retention of data, audits, and other topics.

¹ The principal must sign-off on all enrolment registers even if nil FTE is reported for each category of pupils.

Retention of Pupil Enrolment Records and Related Documents

The Ministry requires that, *for audit purposes*, pupil enrolment records and various related documents (see chart below) be retained for the **current school year and the previous two school years**.

Retention beyond that minimum period is to be carried out in accordance with the school board's record management program, as specified in paragraph 38 of subsection 171(1) of the *Education Act*.

The enrolment register has two components:

1. Enrolment Details Records
2. Enrolment Summaries

See Appendix A for samples.

Records and Documents Required for Audit Purposes for **2016–17, 2017–18, and 2018–19**

A summary of the pupil enrolment records and all related documents that must be retained for elementary and secondary schools for the **2016–17, 2017–18, and 2018–19 school years** is provided below. Boards must be able to produce these records and documents if requested by the Ministry for audit purposes. These records can be stored either electronically or in a paper format, unless otherwise specified. Where a principal's certification/signature is required (**electronic signatures are acceptable**), it can also be stored in an electronic (e-mails are acceptable) or paper format.

Elementary and Secondary Schools
<ul style="list-style-type: none">• A printout of the year-end register Enrolment Summaries for Full-Time and Part-Time pupils that are certified as accurate by the principal• A printout of the Monthly Enrolment Summaries for Full-Time pupils for the October and March count dates and at year-end that are certified as accurate by the principal• Enrolment Details Records², that are certified as accurate by the principal• The Daily Attendance Records for each pupil³• The Daily Absence Report (Daily Telephone Contact List) for the school⁴• The school bell schedule⁵• Dated forms authorizing pupil external transfer or Ontario Student Record (OSR)⁶ request letters that show external transfers signed by the principal or by a school staff member designated by the principal• Dated forms authorizing pupil admission (registration forms), internal transfer, and retirement signed

² If the board does not have the capacity to store the *Enrolment Details Records* electronically, the records must be printed out at the end of the school year in June and certified by the Principal. If stored electronically, they must show the enrolment-count dates.

³ See Appendix B for a model showing the content and format of a Daily Attendance Record as well as samples.

⁴ *The Daily Absence Report (Daily Telephone Contact List)* for the school will include information on the contacts that school staff have made or attempted to make with absent pupils or their parents/guardians and will include the explanations obtained for the pupils' absence.

⁵ The school bell schedule will indicate the duration of all periods of instruction and lunch periods, and must clearly show standard travel time between classes. The configuration of the software program that is used to determine pupils' status as full-time or part-time must match the configuration of the school bell schedule in number of periods and period length.

⁶ **Ontario Student Record (OSR) Guideline, 2000:**

English - <http://www.edu.gov.on.ca/eng/document/curricul/osr/osr.html>

French - <http://www.edu.gov.on.ca/fre/document/curricul/osr/osrf.html>

by the principal or by a school staff member designated by the principal

- Dated requests for OSRs (letter or e-mail)
- Student Information and Eligibility Attestation Form⁷ (see sample in Appendix E) indicating that board-approved documentation has been reviewed to support:
 - The pupil's year of entry into Canada (as required in Section E in OnSIS)
 - The pupil's right to attend the school without payment of a fee
 - The date of birth and full legal name of the pupil
 - The residency of the pupil
- Documentation to support the residency of pupils not included in Section E in OnSIS (e.g. current utility bill, current property tax bill or current home phone bill)
- A list of pupils admitted from outside Ontario
- A list of all pupils participating in a Supervised Alternative Learning (SAL) program, including a signed copy of the pupils Supervised Alternative Learning Plan (SALP), the document showing the SAL Committee's approval, and the date on which the pupil began the program
- A list of all pupils participating in a student exchange program, including the exchange agreement and documents that support reciprocity
- A list of pupils on home instruction and the principal's approval for the provision of home instruction, including the teacher assigned to provide the instruction
- Documentation of a pupil's suspension or expulsion
- The report on pupil absences of 15 or more consecutive days
- Excused and/or unexcused absences:
 - The letter in which a parent or guardian, or the pupil (if the pupil is an adult) requests that the pupil be excused for a specified period of absence⁸ under subsection 23(3) of Regulation 298
 - The certification by the principal that a program of study was assigned to the pupil excused under subsection 23(3) of Regulation 298
 - The appropriate supporting medical documentation for a medical excusal
 - In the case of a prolonged absence, the principal's written referral to the attendance counsellor on the 16th day of absence
 - The attendance counsellor's acceptance/refusal of the principal's referral
 - Documentation of successful two way contact between the attendance counsellor and the pupil or the pupil's parent or guardian
 - A list of non-attending pupils who are 14-17 years old and who have been removed from the register of the school
- And any other documentation to support a student on the enrolment register.

Elementary Schools Only

- Class timetables indicating the minutes of instruction for Extended French and French Immersion

⁷ School boards must use a pupil eligibility attestation form to document the board's review and verification of relevant documentation to confirm pupil eligibility in the areas listed. Furthermore, a physical copy of a student's personal or immigration documentation (e.g. birth certificates and passports) should not be retained at the time of registration). Please review "Clarification of Policies and Supporting Documentation to Confirm Pupil Residency and Eligibility Status," Memorandum No. 2018:SB08, April 25, 2018. A sample Student Information and Eligibility Attestation Form is included as Appendix E.

⁸ The timeframe must be explicit and cannot be "indefinite" or "until further notice." See also "Excused Pupils."

Secondary Schools Only
<ul style="list-style-type: none">• Pupil course timetables that were in effect on the last school day of October and March• The period-by-period attendance check for all pupils in the school• Where applicable, the Independent Study and e-Learning Register for Day School Pupils• Dated forms authorizing pupils to add or withdraw from courses, signed by the principal or by a school staff member designated by the principal• School course calendars and student handbooks• A list of pupils enrolled in alternative programs• A list of pupils enrolled in cooperative education programs

Audits of Enrolment, including English as a Second Language (ESL) and Programme d'appui aux nouveaux arrivants (PANA) Eligibility

The Ministry performs audits of enrolment and English as a second language (ESL) and Programme d'appui aux nouveaux arrivants (PANA) eligibility in the fall and spring of each year.⁹

Notification of an Audit

Boards are notified that they have been selected for an audit in a letter from the director of the Ministry's Financial Analysis and Accountability Branch (FAAB) to the director of education. The letter will:

- Identify the schools selected for audit and the period under audit;
- Identify the months for the field visits; and
- Request that the school board provide the name of a liaison to work with Ministry staff.

Preparation for the Audit

The lead auditor from the Ministry will contact the school board liaison to develop an audit schedule. Prior to the site visit, the lead auditor will:

- Provide the board-level and school-level interview questions to ensure that appropriate staff are present at the interviews. The interviews are conducted prior to the field visits to the schools;
- Request enrolment registers – summaries and details – for the period under audit;
- Request data on pupils' year of entry (with the intention of remaining in Canada) (that is, the data that is entered in section E of OnSIS); and
- Select the audit sample to ensure that the appropriate documentation is available on the date of the field visit.

An interview is also conducted with the school principal and administrators at the end of the field visit to discuss the audit results.

Areas Subject to Audit

Audits may be conducted of any or all of the areas in the list below.

Elementary Schools	Secondary Schools
Register reconciliation Admissions from outside Ontario Pupil external transfers and retirements Pupil with prolonged absence (full-day) Other pupils (fee paying pupils) Year of entry in Canada (ESL/PANA) French Immersion (if applicable) Specific programs for pupils: <ul style="list-style-type: none"> • Supervised Alternative Learning (SAL) • Home instruction • Home schooling 	Register reconciliation Admissions from outside Ontario Pupil Full-Time equivalency Internal transfers from Full-Time to part-time Pupil external transfers and retirements Pupil with prolonged absence (full-day) Pupil with prolonged absence from a course Other pupils (fee paying pupils) Year of entry in Canada (ESL/PANA) Alternative program delivery Specific programs for pupils: <ul style="list-style-type: none"> • Supervised Alternative Learning (SAL) • Home instruction • Home schooling • E-learning courses • Shared students

⁹ ESL is applicable to English-language school boards and PANA is applicable to French-language school boards.

- | | |
|--|---|
| | <ul style="list-style-type: none"> • Exchange programs • Dual credit courses • Credit recovery courses • Pupils enrolled in a section 23 facility • Program for expelled pupils • Independent study |
|--|---|

The School and Board Audit Reports

Once the field work is complete, a school audit report is sent to the principal of each audited school. This report outlines the results of the school audit that were discussed with the principal and administrators in the closing interview at the field visit. The principal has one week to review and comment on the report and ensure that the findings are fairly presented. The school board liaison is copied on all correspondence.

The school audit report will become part of the board audit report that is sent from the director of the Ministry's Financial Analysis and Accountability Branch to the director of education of the school board.

The board audit report consists of a cover letter, the board audit report, and appendices summarizing all areas of adjustments.

ESL/PANA Eligibility

Pupils that generate ESL/PANA Grants for Student Needs Funding under the recent immigrant component must satisfy the following criteria:

- The pupil is a "Pupil of the Board" who is under 21 years of age, as of December 31st of the current year;
- The pupil is enrolled in a school of the board on the October count date of the current school year;
- The pupil is born in a qualifying country¹⁰; and
- The pupil entered Canada for the first time during the current or last four school years.

¹⁰ For ESL, pupils born in countries other than Canada, Great Britain, Ireland, the United States, Australia, and New Zealand would be eligible for funding. For PANA, eligible pupils must be born in countries in which neither French nor English is the first language of a majority of the population or in countries in which a majority of the population speak a variety of French that is sufficiently different from the French used as a language of instruction in schools of the board.

Determining a Pupil's Eligibility for an Exemption from Tuition Fees

On all legal questions relating to the determination of a pupil's eligibility for tuition-fee exemptions, school boards should rely on the advice of their own legal counsel.

Pursuant to **Ontario Regulation 285/18**, boards are entitled or required to charge certain pupils tuition fees. Pupils who pay tuition fees are not pupils of the board and should be recorded as "OP" ("Other Pupils") in the Enrolment Details (see the samples in Appendix A).

Boards will determine whether a pupil is eligible for a tuition-fee exemption. To determine a pupil's eligibility and the documentation required to support an exemption, boards will need to refer to the following statutory provisions, regulation, and memoranda:

- *Education Act*: subsection 32(2), subsection 46(2), section 49, and section 49.1
- **Ontario Regulation 285/18: Calculation of Fees for Pupils for the 2018-2019 School Board Fiscal Year**
- "Clarification of Policies and Supporting Documentation to Confirm Pupil Residency and Eligibility Status," Memorandum No. 2018:SB08, April 25, 2018.

Other documents that may be useful for this and other enrolment-related purposes are the following:

- *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2016*
- *The Ontario Student Record (OSR) Guideline, 2000*
- *International Languages Elementary Programs, Resource Guide 2012*

For more information, please review "Clarification of Policies and Supporting Documentation to Confirm Pupil Residency and Eligibility Status," Memorandum No. 2018:SB08, April 25, 2018.

See Appendix E for a sample of a Student Information and Eligibility Attestation Form for your board's use.

Determining Pupils' Enrolment Status

The principal will ensure that a system is in place to determine whether a pupil is to be enrolled as a Full-Time pupil or a Part-Time pupil (see below), or as a *secondary* pupil engaged in independent study (see "Independent Study").

Full-Time and Part-Time Pupils

In general, a pupil's enrolment status is based on the *number of minutes* a pupil is "registered for classroom instruction" per school day – that is, a Full-Time pupil is typically registered for 210 minutes or more of classroom instruction per school day and a Part-Time pupil for less than 210 minutes per school day. See the definitions of "full-time" and "part-time" provided in the chart below.

The term "registered for classroom instruction" refers to a pupil who is enrolled for classroom instruction and who is attending classes regularly. The amount of time specified for classroom instruction in each case is the average amount of time in the school cycle that is allocated in the pupil's timetable to the classes that the pupil is expected to attend.

Full-Time Pupil – Elementary and Secondary Schools

- A pupil who is registered for classroom instruction for an average of 210 minutes or more per school day in the school cycle
- A pupil aged 14–17 who has a Supervised Alternative Learning Plan (SALP) that provides for an

average of at least 70 minutes of instruction per school day in which the pupil may earn a credit

- A pupil who is participating in an Intensive Behavioural Intervention program, regardless of the amount of classroom instructional time for which he or she is registered

Part-Time Pupil – Elementary and Secondary Schools

- A pupil who is registered for classroom instruction for an average of less than 210 minutes per school day in the school cycle
- A pupil aged 14–17 who has a Supervised Alternative Learning Plan (SALP) that provides for an average of less than 70 minutes of instruction per school day in which the pupil may earn a credit

Full-Time Secondary Pupil under Regulation 304 (“School Year Calendar”)

A secondary pupil who is enrolled in a day school that has, in accordance with a calendar that has been approved by the Minister under Regulation 304 (“School Year Calendar”), a designated school year of twelve months and instructional days in each of those months, and in which the pupil is eligible to earn at least seven credits upon successfully completing the courses in which the pupil is enrolled in the school year will be considered a Full-Time pupil.

Using the Pupil’s Timetable to Determine Minutes of Instruction

The pupil’s timetable must be used to determine the number of minutes of classroom instruction. The timetable in effect on the enrolment-count dates – that is, on the last school day of October and March – will be used to determine whether a pupil is “full-time” or “part-time.” Travel time between classes *must not be included* in the calculation of the amount of classroom instruction.

Time Recognized as Classroom Instructional Time

Time spent by pupils in dual credit courses, multi-subject instructional periods, non-credit courses with alternative expectations (that is, courses with a course code beginning with “K”), and credit recovery courses is recognized as classroom instructional time.

Time Not Recognized as Classroom Instructional Time

Time spent by pupils participating in the Prior Learning Assessment and Recognition (PLAR) process is not recognized as classroom instructional time **unless offered as part of a credit-based course from the Ontario curriculum.**

Instances When Minutes of Classroom Instruction Are Not Used to Determine Full-Time or Part-Time Status

The following are the only three instances in which minutes of classroom instruction are *not* used in determining Full-Time or Part-Time enrolment status:

1. The pupil is taking a cooperative education course. For details, see “Cooperative Education Courses.”
2. The pupil has an Individual Education Plan (IEP) that includes an individualized study program that satisfies the following criteria:
 - a. Instructional activity in each subject is directed and guided by a qualified teacher of that subject.
 - b. Pupil is in regular attendance and has a timetable that specifies when s/he is to be in school. The full- or Part-Time status of the pupil is based on the number of minutes in her/his individual timetables.
 - c. The school has a system for accurately recording and monitoring pupil attendance.

- d. Courses are developed and offered in accordance with Ministry curriculum policy documents.
3. The pupil is receiving home instruction. For details, see “Home Instruction.”

Independent Study

A day school pupil enrolled in “independent study” is *not* registered for classroom instruction, but takes credit courses that fulfil the Ministry’s program and diploma requirements and meets with qualified teachers for scheduled times during the school day. It should be noted that a course for which a pupil is enrolled cannot be considered an independent study course if any portion of it consists of classroom instructional time that is also used to classify the pupil as either “full-time” or “part-time.”

Enrolment in non-classroom instruction offered through an independent study program *must not be included* in the enrolment register for elementary or secondary schools. The Independent Study and e-Learning Register for Day School Pupils must be used to record this enrolment.

The Independent Study and e-Learning Register for Day School Pupils may include pupils enrolled as Full-Time (FT) in a publicly funded day school on the October and/or March enrolment-count dates; however, these pupils are not eligible for funding and their work units marked must not be included in the total number of work units recognized for funding purposes.

See the section “The Independent Study and e-Learning Register for Day School Pupils” for details on using this register. See also the section “Pupils Taking Courses through Independent Study” under “Pupils Affected by the 34-Credit Threshold.”

Home Schooling

Pupils who are excused from compulsory attendance because they are receiving satisfactory instruction *exclusively* at home (that is, through home schooling) or elsewhere (e.g., at a private school) must *not* be recorded in the enrolment register.

However, if they are receiving some instruction provided by the school (classroom-delivered, independent study, or e-learning), this instructional time will be recognized for grant purposes. These pupils must be recorded in the day school register or in the Independent Study and e-Learning Register for Day School Pupils by the school that is offering the course, in accordance with the type of instruction provided. The attendance of a pupil who is recorded in the day school register will be recorded in a Daily Attendance Record.

Reporting in the Ontario School Information System (OnSIS)

Data on Full-Time and Part-Time Pupils on Enrolment-Count Dates

The Full-Time equivalent (FTE) reported for each pupil on the OnSIS School Enrolment screens for the Ministry's enrolment-count dates – the last school day of October and March – must equal the FTE recorded for each pupil on these dates in the enrolment register.

Pupils recorded as “part-time” on the register must be reported as Part-Time pupils in OnSIS. The FTE for each pupil must be included.

Data on Pupils in Independent Study

For independent study, the average daily enrolment (ADE) will be reported through OnSIS on three submission dates – the last school day of October, March, and June. The ADE reported for each pupil should be based on the portion of work units completed by the pupil since the last OnSIS submission date. See also “Pupils Taking Courses through Independent Study” under “Pupils Affected by the 34-Credit Threshold” below.

Pupils Affected by the 34-Credit Threshold

Full-Time and Part-Time Pupils

Under **Ontario Regulation 286/18, “Calculation of Average Daily Enrolment for the 2018–2019 School Board Fiscal Year,”** the calculation of the average daily enrolment (ADE) for secondary pupils is split into two categories: “regular” and “high credit.”

All or a portion of the credits of pupils affected by the 34-credit threshold may be identified as “high credits.” “High credits” are the credits above the 34-credit threshold that are for “non-exempt courses” taken in the current school year or semester by “non-exempt pupils.” (Examples of “exempt courses” are English as a Second Language and English Literacy Development. An example of an “exempt pupil” is a pupil with an Individual Education Plan [IEP].)

For each enrolment-count date, a pupil's day school FTE must be calculated in the following way:

- Determine the number of “high credits” for the pupil.
- Calculate the “high-credit factor” by dividing the number of high credits by the total number of credits for the courses in which the pupil is enrolled.
- Determine the number of “high-credit minutes of instruction” per day by multiplying the “high-credit factor” by the total number of minutes of instruction per day in the pupil's timetable. The remaining minutes are the regular day school minutes of instruction.
- Calculate the pupil's day school FTE by using the number of regular day school minutes of instruction and high-credit minutes of instruction.

For each credit that is not based on minutes of instruction – that is, for, a dual credit, or a credit for a course provided through home instruction – the calculation should be made using the number of minutes of instruction for a normal credit. For example, if most pupil timetables are based on 75 minutes of instruction per day for most credits, then 75 minutes of instruction should also be used for a credit that is not based on minutes of instruction.

Further information on the 34-credit threshold, including implementation instructions, is provided in the Ministry's memorandum “34 Credit Threshold – Implementation Details” (Memorandum No. 2013:SB1, January 30, 2013).

Pupils Taking Courses through Independent Study

The enrolment of each pupil in independent study courses must be considered under the appropriate category in the chart below for the purposes of determining a pupil's "high-credit factor" and calculating the pupil's ADE for independent study. See above for the method of calculating the "high-credit factor." The "regular" and "high-credit" ADE reported through OnSIS for each pupil should be based on the portion of work units completed by the pupil since the last OnSIS submission date.

	Category of Enrolment	Counting Credits for Determining the Pupil's High-Credit Factor	Calculating the Pupil's ADE for Independent Study
1	The pupil enrolled in the course during first term/semester, and completed it during first term/semester on or after the October count date.	Count the credit as if the pupil was enrolled in a semestered course on the October count date.	Use the high-credit factor as of the October count date.
2	The pupil enrolled in the course during second term/semester, and completed it during second term/semester on or after the March count date.	Count the credit as if the pupil was enrolled in a semestered course on the March count date.	Use the high-credit factor as of the March count date.
3	The pupil enrolled in the course during first term/semester, and completed it during second term/semester.	Count the credit as if the pupil was enrolled in a non-semestered course on the October count date.	Use the average of the high-credit factors for the October and March count dates.
4	The pupil enrolled in the course during a term/semester, and completed it or withdrew from it before the count date that falls within that term/semester.		

OnSIS Help Desk

Inquiries from schools and boards regarding the Ontario School Information System, its policies and procedures should be directed to:

Ontario School Information System (OnSIS)
Education Statistics & Analysis Branch (ESAB)
Ministry of Education, 777 Bay Street, 4th Floor, Suite 422
Toronto ON M5G 2E5

Telephone: 1-888-275-5934 or 416-212-6366
Monday to Friday (excluding holidays): 8:30 a.m. to 4:30 p.m.

E-mail: onsis_sison@ontario.ca

Pupils Enrolled in More than One School

The FTE of a pupil enrolled in more than one school within the same board must be reported in OnSIS by the school where the pupil's OSR is kept. The FTEs of the pupil at each school are combined but may not exceed one FTE.

If a pupil – other than a pupil taking e-learning courses or a pupil with a Supervised Alternative Learning Plan (SALP) – is enrolled in schools operated by two different boards, each school will report the pupil's enrolment in OnSIS. The FTE reported by each school must be based on the number of minutes of classroom instruction that the pupil receives at that school. In some instances, the combined FTEs of the pupil may exceed 1.00, but may not exceed 1.30. For a pupil taking e-learning courses or a pupil with a SALP, the combined FTEs may not exceed 1.00. (See also "E-learning Courses.")

For pupils affected by the 34-credit threshold, boards must ensure that their schools count all current credits for courses that pupils are taking in the day school program at their home school, at any other schools in their board, and at schools in other boards. See the section above, "Pupils Affected by the 34-Credit Threshold," for the method of calculating the "high-credit factor."

Junior Kindergarten and Kindergarten pupils may not under normal circumstances be enrolled in schools operated by different boards. They may not, for example, attend a program offered by one board in the morning and another program offered by a different board in the afternoon. It is recommended that they be enrolled in the program offered at a school of the board whose school(s) they have the right to attend.

MAINTAINING THE REGISTER AND ATTENDANCE RECORDS

Admission of a Pupil

Enter a pupil's name on the register on the day on which the pupil actually begins to attend classes for the current school year. Although pupils' names from the previous school year may be stored in a school's computerized system for administrative purposes, a pupil's name must not be entered into the current register until the pupil actually begins to attend classes. For clarity, even if the pupil provides medical documentation or other supporting documentation at the beginning of the new school year the pupil's name must not be entered into the register until the pupil actually begins to attend classes. Exceptions to this requirement are the following pupils, whose names may be entered on the register on the first day of school for the current school year:

- A pupil who is continuing in a Supervised Alternative Learning (SAL) program from the previous school year with the formal approval of the board's SAL Committee
- A pupil who is continuing to receive home instruction
- A pupil who was referred to an attendance counsellor in the previous school year and whose file is still active

Along with the pupil's name, enter the pupil's Ontario Education Number (OEN), gender, and grade in Enrolment Details (see the samples in Appendix A).

Age of Admission

A child may be enrolled to start Junior Kindergarten in September of the calendar year in which they turn four-years-old. This means that a child may be enrolled to start Junior Kindergarten in September of 2018 as long as they turn four-years-old by December 31, 2018.

Staggered Admission in Kindergarten

Do not enter the names of pupils in Kindergarten and Junior Kindergarten classes with staggered admission dates on the register until the first day each pupil begins to attend classes. *As stated above, a pupil's name must not be entered into the current register until the pupil actually begins to attend classes.* Record the days absent with "G" (see "General Absence Days").

Academic Assessment Services before School Begins

The name of a pupil who is provided with academic assessment services by the board immediately before entering school may be entered on the register on the date that the assessment services began. Record enrolment during this assessment period with "N" (see "Non-instructional Days").

Internal and External Admission

Enter the date of admission as either an "internal admission" or an "external admission." See the definitions below. For examples, see students Akoodie, Mohammed and Caruso, Mary in Appendix A. For internal and external admissions, any relevant information should also be recorded.

Internal Admission

- A pupil whose name was on the roll of the same school on the last day of the previous school year

External Admission

- A pupil who enrolls for the first time at a school
- A pupil who re-enrolls at a school after having transferred or retired from that school

Late Admission

For pupils who are admitted after the first day of school, the reason for late admission should be recorded. For all late admissions, enter the date of admission in Enrolment Details under “internal admissions” or “external admissions,” as appropriate (see students Hare, Diane and Christie, Dave in Appendix A). It should be noted that the date of readmission of pupils who re-enroll after having transferred or retired must be entered under “external admissions” (see student Trent, Nellie in Appendix A).

If a pupil is admitted to a classroom-delivered day school course or program after an enrolment-count date, his or her enrolment in that course or program **cannot** be recorded in the Independent Study and e-Learning Register for Day School Pupils or a continuing education register.

Pupils Who Are Not Pupils of the Board

Enter “OP” in the “OP” (“Other pupils”) column in Enrolment Details beside the names of pupils who are not pupils of the board (see student Nichols, Paul in Appendix A). Also, indicate who is responsible for the payment of each pupil’s tuition fee under the pupil’s name, and record any other relevant information on each pupil. Retain documentation for audit purposes.

Pupils Who Already Have Over 34 Credits

The principal will direct pupils who already have over 34 credits and who have no regular day school FTE either to the appropriate day school courses or to continuing education courses, in accordance with the school board’s policy on admission of such pupils.

Adult Pupils

The principal will direct adult pupils – that is, pupils who are already 21 years of age or over or who will turn 21 on or before December 31, 2018 – either to the appropriate day school courses or to continuing education courses, in accordance with the school board’s policy on admission of adult pupils.

The principal will ensure that the only adult pupils who are included in the secondary school register are those who are enrolled in day school courses that are taught by teachers who are members of the board’s regular staff and who are not continuing education teachers.

Enter “A” in the “Adult” column beside the names of pupils who are twenty-one years of age or over as of December 31, 2018 (see student Ennis, Dawn in Appendix A).

Transfer and Retirement

Where a pupil transfers or retires from the school, the transfer or retirement date will be the day immediately after the last day of attendance.

Where the principal becomes aware that a pupil has transferred or retired from the school prior to an absence of 15 consecutive school days, the transfer or retirement date will be the day immediately after the last day of attendance. **When a student withdraws from a course, the retirement date from the course will be the day immediately after the last day of attendance.**

Enter the date of a pupil's internal transfer, external transfer, or retirement in Enrolment Details. See the definitions below. (For examples, see Appendix A: for "internal transfer," see Urman, Mildred; for "external transfer," see Nichols, Paul; for "retirement," see Baker, Catherine.) Pupil transfers and retirements must be recorded on the register immediately. A pupil's destination will also be recorded.

Internal Transfer

- A pupil who was previously a Full-Time pupil but who has become a Part-Time pupil, or vice versa
- A pupil whose name is taken off the roll of one organizational unit in a school and who becomes an internal admission in another organizational unit at the same school during the school year

External Transfer

- A pupil who withdraws from a publicly funded school in Ontario and enrolls in another publicly funded school in Ontario
- A pupil who is transferred to an educational program in a care and treatment or correctional facility

Retirement

- A pupil who withdraws from a publicly funded school in Ontario and does not enroll in another publicly funded school in Ontario
- A secondary school pupil who leaves the school to take part in an approved educational exchange
- A pupil who has been expelled from school and who is not participating in a program for expelled pupils

For details on documentation that must be retained for audit purposes on internal transfer, external transfer, and retirement, see the chart under "Records and Documents Required for Audit Purposes for **2016–17, 2017–18, and 2018–19.**"

Transfers That Occur around an Enrolment-Count Date

Transfers between Schools of One Board

When a pupil transfers from one school of a board just before an enrolment-count date (the last school day of October or March) but is not admitted to another school of the *same* board until just after the enrolment-count date, the result is that the pupil is not enrolled in either school of the board on the count date. If the transfer and the admission each occur within 15 school days of the enrolment-count date and if appropriate supporting documentation is retained, the external transfer date for this pupil for the sending school will be deemed to be the day immediately after the enrolment-count date.

Transfers between Schools of Different Boards

When a pupil transfers from a school of one board just before an enrolment-count date but is not admitted to a school of *another* board until just after the enrolment-count date, the result is that the pupil is not enrolled in either board on the count date *the pupil will not be recognized for funding purposes by either board.*

Transferring OSR When Students Enroll in New School

The home school (where the OSR is kept) keeps a student's OSR until it receives a request for the OSR in writing from the new school. This is the official notification that the student has registered at another school. The new school will begin to put the student on their enrolment register on the day the student begins attending classes. For more information, please refer to the OSR guideline:

<http://www.edu.gov.on.ca/eng/document/curricul/osr/osr.html>.

Daily Attendance Records

Use the following codes to indicate attendance in each pupil's Daily Attendance Record. Indicate whether "A," "L," "G," or "N" applies to the whole day or only to the morning or afternoon (see the model attendance record in Appendix B).

For explanations of when to use "A," "G," "N," and "C," refer to the specific sections indicated with each code. See also Appendix B for a model of a pupil's Daily Attendance Record and for samples showing data required for specific types of absence.

Code	Description
(Leave blank)	Present all day
A	Absent
L	Late
G	General absence day
PA	Professional activity day
N	Non-instructional day
C	Indication of contact consisting of successful two-way communication with the pupil, the pupil's parent or guardian (absentee or pupil in SAL program) Indication that the principal referred the pupil to the attendance counsellor on the 16 th day of absence
H	Statutory holiday
B	Holiday designated by board

Absence

There are different types of absence, all of which are discussed in this section. (See Samples 1-3 in Appendix B and flow charts in Appendix D and E).

It is the principal's responsibility to ensure that the school contacts the parent or guardian of a pupil – or the pupil, if the pupil is an adult – to find out why the pupil has not been in attendance. The school must retain a record of the contacts between the school and the pupil's parent or guardian, or the pupil (if the pupil is an adult). See "Records and Documents Required for Audit Purposes for 2016-17, 2017-18, and 2018-19."

If an elementary or secondary pupil has been absent for 15 consecutive school days without appropriate supporting documentation, see "Prolonged Absence."

Regular Absence ("A")

For a regular absence, enter "A" in a pupil's Daily Attendance Record indicating "absent in morning", "absent in afternoon", or "absent all day", as appropriate. Enter the reason in the school Daily Absence Report (Daily Telephone Contact List).

Absence from an Examination

If a pupil is absent from a scheduled examination, enter "A" in the pupil's Daily Attendance Record indicating "absent in morning", "absent in afternoon", or "absent all day", as appropriate. Enter "absent from an examination" and the reason for missing the examination in the school Daily Absence Report (Daily Telephone Contact List).

Elementary School Pupils – Safe Arrivals

In an elementary school, when regular attendance-taking shows that a pupil is absent and that his or her parent or guardian has not informed the school of the absence, the principal, in accordance with policies established by the board on safe arrivals, should ensure that the school immediately contacts the parent or guardian to find out if he or she is aware of the child's absence.

Secondary School Pupils

Where a secondary school pupil has been absent for several consecutive school days without an acceptable explanation, it is recommended that this absence be reported to the vice-principal or principal.

If a pupil has been absent from a course for 15 consecutive scheduled days without appropriate supporting documentation, follow the procedures given under "Absence from a Course for 15 Consecutive Scheduled Days."

General Absence Days ("G" Days)

Absence of All Pupils

Enter "G" for a General Absence day and specify the reason for the absence (type of "G" day absence) in each pupil's Daily Attendance Record. The date and the reason must also be entered in the Daily Absence Report (Daily Telephone Contact List) for the school. The following are examples of reasons for assigning a "G" day for all pupils:

- The school is closed under the Health Protection and Promotion Act.
- The day is a legally proclaimed municipal holiday.
- The day is a holy day.
- Bad weather (e.g., a snowstorm) prevents the pupils from going to school, including pupils who take the school bus, who are driven to school, or who walk to school.
- The school heating plant breaks down or a similar emergency occurs.
- The school is closed for the day by the Lieutenant-Governor or the Minister.
- The school is closed because of a withdrawal of services by board employees.

Absence of an Individual Pupil

Enter "G" for a General Absence day and specify the reason for the absence (type of "G" day absence) in each pupil's Daily Attendance Record. The date and the reason must also be entered in the Daily Absence Report (Daily Telephone Contact List) for the school. The following are examples of reasons for assigning a "G" day for an individual pupil:

- The day is a holy day for the pupil.
- The day is a cultural day for the pupil.¹¹
- The pupil is participating in a field trip or school-orchestrated sports trip.¹²
- The pupil is under bereavement.¹³

¹¹ Given the undefined nature of "cultural" days, determining what is considered a cultural day is at the discretion of the board.

¹² Determining what qualifies and what does not qualify as a school-orchestrated sports trip is at the discretion of the board as this may vary from school to school/board to board.

¹³ Determining what is considered an absence for bereavement, the length of absence, and what relationship to the deceased qualifies as a legitimate absence for bereavement purposes is at the discretion of the board.

- The pupil is participating in the non-academic component of a Supervised Alternative Learning (SAL) program in accordance with Ontario Regulation 374/10.
- Bad weather (e.g., a snowstorm) prevents the pupil from going to school, including a pupil who takes the school bus, who is driven to school, or who walks to school.
- The pupil is receiving private instruction in music for up to a half day in any week.
- The pupil is serving in the Ontario Legislature as a legislative page.
- The pupil is a Kindergarten or Junior Kindergarten pupil who is excused from class during a period of staggered admission (see “Staggered Admission in Kindergarten”).
- The pupil is absent for reasons of safety during a period when services have been withdrawn by board employees.
- The pupil is participating in a short-term educational exchange program (see “Short-Term Exchange (Less Than 5 Months)”).
- The pupil is unable to attend school because of a public transit strike.
- The pupil is absent or excused, as authorized under the *Education Act* and/or regulations made under the act.
- The pupil is not scheduled for an examination during the examination period.
- The pupil is under suspension.
- The pupil is absent for medical reasons and has provided supporting medical documentation.
- The pupil has provided supporting medical documentation that would change their absence from a “Regular Absence” to an excused “General Absence”.

Suspended Pupils

The absence of a suspended pupil is recorded with “G” on the register for the length of the suspension.

Subsections 306(4) and 306(5) of the *Education Act* refer to the duration of a suspension and the assignment of a pupil to a program for suspended pupils. Suspensions can last for no less than one school day and no more than 20 school days. The suspended pupil should be assigned a program for suspended pupils. The principal will ensure that appropriate documentation of the suspension is retained and that the appropriate school staff are given the names of all pupils who have been suspended.

Excluded Pupils

Pupils excluded under clause 265(1)(m) of the *Education Act* should not be demitted from the enrolment register as the school board is actively working to re-integrate the pupil back into the education system.

During the exclusion period, the pupil’s absence is recorded with a “G” on the Daily Attendance Record. An excluded student can remain on the enrolment register until the end of the current school year if the board is actively working to re-integrate the pupil back into the education system.

Retain the following for audit purposes:

- Documentation that shows the reason for the exclusion.
- Documentation of successful notification of exclusion and the response between the school board and the pupil (if the pupil is an adult) or the pupil’s parent or guardian
- Documentation of the plan (signed by the principal) to re-integrate the pupil into the education system.
- Documentation of communication with other parties involved with re-engaging the pupil (e.g. social agencies).

- Data on the number of students who have been excluded during the school year (including the name of student, OEN, length of exclusion, and reason for exclusion).

Non-instructional Days (“N” Days)

Non-instructional, or “N,” days are full days, mornings, or afternoons in the school calendar for which individual pupils are not scheduled for instruction.

For the purpose of keeping cumulative attendance records, “N” days are not regular days of absence (indicated with an “A”), nor are they General Absence (“G” days).

Enter “N” for the appropriate full days, mornings, or afternoons in a pupil’s Daily Attendance Record for:

- Part-Time pupils who are not scheduled for classes on certain full days, mornings, or afternoons in their school cycle (for example, a pupil on a part-time, modified schedule);
- Pupils enrolled in Intensive Behavioural Intervention programs;
- Pupils provided with initial academic assessment services by the board immediately prior to entering school.

See Sample 4 in Appendix B.

Excused Pupils

Pupils Excused under Subsection 23(3) of Regulation 298

Policies regarding excused pupils apply to all pupils (of compulsory and non-compulsory age) who are registered for classroom instruction and who are attending classes regularly. Pupils Excused under Subsection 23(3) of Regulation 298

Pupil attendance is excused by the principal, in accordance with subsection 23(3) of Regulation 298, “Operation of Schools – General.” The parent or guardian of the pupil *or* the pupil (if the pupil is an adult) must submit a letter to the principal, requesting that the pupil be excused for a specified time (e.g., a vacation or family obligation) – that is the time frame must be explicitly stated and cannot be indefinite or until further notice¹⁴.

For the pupil to remain on the register the school must provide a program of study¹⁵ for the pupil. Appropriate supporting documentation (i.e. the letter) and the certification by the principal that a program of study was assigned to the pupil must be retained on file for audit purposes. A referral to the attendance counsellor is not required.

The pupil should be marked with a “G” on the register for each day of the excusal period.

When the pupil returns to school on the date specified in the letter and begins to attend school regularly, record their attendance in the usual way.

¹⁴ The pupil can be absent for more than 15 consecutive school days if they provide the appropriate supporting documentation with the time frame of their absence explicitly stated.

¹⁵ Boards should determine an appropriate program of study for pupils. In general, a program of study should be an academic program to help the pupil fulfill curricular expectations during the period of absence and to ensure that pupil can complete all courses upon the return to school.

If the pupil does not return to school on the date specified in the letter, mark their absence with an “A.”
If the pupil is absent for 15 consecutive school days, follow the procedures required for prolonged absence (see Prolonged Absence section below).

Program of Study for Excused Pupils

The school must provide a program of study for pupils who have been excused from school for a specific time (e.g. a vacation or family obligation), especially if the pupil will be absent for more than 15 consecutive school days. The Ministry’s expectation is that the educators determine the lesson work that will be missed while the pupil is away and assign an appropriate program of study. The program of study provided should follow the curriculum of the grade/course and include the necessary materials to ensure successful completion of the course/grade.

If the school does not provide a program of study and the pupil has been excused from school for 15 or more consecutive school days, the pupil should be retired from the enrolment register on the day immediately after the last day of attendance.

Medical Absence

In the case of a pupil who is unable to attend school for medical reasons, the pupil’s name will be retained on the register either for the period of time specified on appropriate **supporting medical documentation** provided by a regulated health professional¹⁶ or only up to the end of the current school year, whichever is applicable. Appropriate supporting medical documentation must be retained on file. A referral to an attendance counsellor is not required. (See Sample 3 in Appendix B.)

The pupil should be marked with a “G” on the register for the period of medical absence.

During a medical absence, the principal may make a teacher available to provide the pupil with Home Instruction. However, homework is not the same as Home Instruction. See “Home Instruction” for details.

When the pupil returns to school on the date specified in the supporting medical documentation and begins to attend school regularly, record their attendance in the usual way.

If the pupil does not return to school on the date specified in the supporting medical documentation, mark their absence with an “A.” If the pupil is absent for fifteen (15) consecutive school days, follow the procedures required for prolonged absence (see Prolonged Absence section below).

Documentation of Excused Absences for Audit Purposes

Each board is required to retain the following for audit purposes:

- The letter in which a parent or guardian of the pupil, or the pupil (if the pupil is an adult), requests that the pupil be excused for a specified period of absence under subsection 23(3) of Regulation 298
- The certification by the principal that a program of study was assigned to the pupil excused under s. 23(3) of Regulation 298
- The appropriate supporting medical documentation for a medical excusal

See also the list of required documentation under “Prolonged Absence” if the excused absence becomes an unexcused absence.

¹⁶ [List of regulated health professionals](#)

Prolonged Absence

For a pupil that has been absent for 15 consecutive school days without appropriate supporting documentation, enter “A” for each day of absence. See the definitions below.

The prolonged absence procedure, outlined below, is divided into 15 day subsequent periods of consecutive absence (1-15, 16-30, 31-45, and 46-60 or more if applicable). A prolonged absence cannot span two school years. At the beginning of a new school year, a pupil that was on a prolonged absence at the end of the previous school year would restart the prolonged absence procedure (if applicable).¹⁷

Prolonged Absence

“Prolonged absence” is defined as the absence of a pupil for 15 consecutive school days without appropriate supporting documentation. It is an unexcused absence. A “G” day, an “N” day, or a “PA” (professional activity) day occurring within an otherwise unbroken series of 15 school days of absence does not break or add to the series.

School Day

For the purposes of determining prolonged absences, a “school day” is defined as follows:

- *Elementary schools*: the entire instructional program
- *Secondary schools*: all scheduled classes in all courses in which a pupil is enrolled

Compulsory Attendance

Subsection 21(1) of the *Education Act* states that children aged 6-17 must attend school, unless excused. Pupils must continue to attend school until they reach the age of 18 or until they graduate.

COMPULSORY SCHOOL AGE FOR 2018–19 SCHOOL YEAR

If the pupil's 18 th birthday occurs between:	The last compulsory school day is:
January 1 and June 30, 2019	The day before the pupil's birthday
July 1 and August 31, 2018	June 30, 2018
September 1 and December 31, 2018	June 30, 2018

Absence of 1–15 Consecutive School Days without Supporting Documentation

Determining whether this pupil should be shown as a retirement on the enrolment register (i.e., retired) depends on the age of the pupil (non-compulsory or compulsory age).

If the pupil is *not of compulsory school age*, a referral to the attendance counsellor¹⁸ is not required.

- Retire the pupil from the register on the day immediately after the last day of attendance.

If the pupil *is of compulsory school age* and a referral ***is not*** made to the attendance counsellor on the 16th day of consecutive absence, proceed as follows:

- Retire the pupil from the register on the day immediately after the last day of attendance.

¹⁷ A consecutive absence streak can carry over into a new semester if the absences have been full-day absences but not over two school years.

¹⁸ For more information on the roles and responsibilities of an attendance counsellor refer to Section 24 of the *Education Act*.

If the pupil *is of compulsory school age* and a referral is made to the attendance counsellor on the 16th day of consecutive absence (document the principal's referral in the pupil's file), the referral to the attendance counsellor allows the pupil to remain on the register for the first 15 day period of absence. Proceed as follows:

- Indicate the days of absence with an "A" on the pupil's Daily Attendance Record; and
- Indicate the referral with a "C" in the pupil's Daily Attendance Record on the 16th day.

See Sample 1 or 2.

Absence of 16–30 Consecutive School Days without Supporting Documentation

Determining whether this pupil is retired from the register depends on the following two conditions:

1. The attendance counsellor must acknowledge to the principal that they will take on the case (document in pupil's file); and
2. There must be successful two way contact/communication between the attendance counsellor and the pupil or the pupil's parent or guardian (enter "C" in the pupil's Daily Attendance Record on the *actual day* contact is made with the pupil, within this period). See Sample 1 or 2.

If either condition is **not** met, the pupil should be retired from the register on the 16th day of absence.

Absence of 31–45 and 46–60 Consecutive Days without Supporting Documentation

Determining whether this pupil is retired from the register depends on the following two conditions:

1. The principal must receive a report from the attendance counsellor indicating that the pupil's file is still active, sometime *within* each subsequent 15-day period (document in pupil's file); and
2. There must be successful two way contact/communication between the attendance counsellor and the pupil or the pupil's parent or guardian (enter "C" in the pupil's Daily Attendance Record on the *actual day* contact is made with the pupil, within each subsequent 15 day period).

If either condition is **not** met, the pupil must be retired from the register on the day following the last 15-day period of non-attendance (the 31st day, the 46th day, or the 61st day). (See Sample 1 in Appendix B.)

Length of Time an Absent Pupil with an Active File May Remain on the Register

A pupil with an active file may remain on the register:

- Indefinitely if the pupil is 6-13 years of age, provided that the procedures required for prolonged absence are followed.
- For a maximum of 60 consecutive school days if the pupil is 14-17 years of age (remove the pupil's name from register on the 61st day of absence).

For samples, see Appendix B, and for charts of the procedures described above see Appendix D.

Attendance Counsellor Confirms the Pupil's File Is Inactive

Where, for any reason, the attendance counsellor confirms that the pupil's file has become inactive during a subsequent 15-day period (from day 16-30; from day 31-45; day 46-60, and so on, if applicable), the pupil must be retired from the register on the day following the date of previous successful contact *prior* to the file being deemed inactive.

Expectations for Two-Way Communication:

- The attendance counsellor must attempt to make successful two-way communication with the pupil and/or the pupil's parent/guardian every 15 day-period in order to keep the pupil on the register. In order to keep a pupil on the register, it must be the attendance counsellor regularly connecting with the pupil or the pupil's parent or guardian.
- If the attendance counsellor is unsuccessful in their attempts to communicate with the pupil and/or the pupil's parent/guardian, then the pupil is retired from the register on the last day in which successful two-way contact was made or on the day immediately after the next 15-day of non-attendance if successful two-way contact was not made.
- After the pupil is removed from the register, the principal must still attempt to contact the pupil and/or the pupil's parent or guardian.
- If the principal is unsuccessful, it is the obligation of the board to contact social agencies or the police to establish if there is any knowledge of the pupil's whereabouts or to confirm a change of address for the pupil if the pupil is of compulsory school age.

Absence from a Course for 15 Consecutive Scheduled Days

In accordance with the definition of a "school day" above, if a secondary pupil has been absent from a course for 15 consecutive scheduled days without **supporting medical documentation**, the pupil will be deemed, for funding purposes, to have withdrawn from the course on the day immediately after the last day of attendance. If the pupil no longer qualifies to be a Full-Time pupil as a result of this withdrawal, the pupil's enrolment status must be changed to "part-time." The pupil's change in status must be recorded on the register as an "internal transfer," as outlined under "Transfer and Retirement."

Board and Principal Responsibilities after a Pupil's Name Is Removed from the Register

The removal of a pupil's name from the register for absenteeism does not mean that the pupil need not attend school. Attendance for pupils of compulsory school age is required under the *Education Act*, and the principal must ensure that the attendance counsellor is advised of the removal of the names of all such pupils from the register. Even after removing pupils of compulsory age from the register, boards and or schools must continue to attempt to re-engage to these pupils.

- If the pupil is 6-13 years of age, the school or board must continue to make successful two way contact with the pupil or the pupil's parent or guardian every 15 days.
- If the pupil is 14-17 years of age, the school or board is expected to contact these youth, at a minimum, before the start of every semester to encourage them to return to school.

Summary of Required Documentation of Unexcused Absences for Audit Purposes

Each board is required to retain the following for audit purposes:

- The principal's written referral to the attendance counsellor on the 16th day of absence
- The attendance counsellor's written acceptance/refusal of the principal's referral
- Documentation of successful two-way contact between the attendance counsellor and the pupil or pupil's parent or guardian
- A list of non-attending pupils who are 14-17 years old and who have been removed from the register of any of the schools of the board

Specific Programs

Cooperative Education Courses

These courses will be delivered in accordance with the Ministry document entitled *The Ontario Curriculum, Grades 11 and 12, Cooperative Education, 2018*. The principal must ensure that the employer complies with the Ministry's requirements for recording attendance.

A cooperative education course, which includes both a classroom component and a community placement component, must be scheduled, for a minimum of 110 hours per credit. The credit value of the course must be established prior to the start of the course. The credit value of the course must be one, two, three, or four credits. No half credits may be granted.

Record the attendance of pupils in the placement community component in the same way as classroom attendance.

The FTE for a pupil will be determined on the basis of the credit value of the cooperative education course, as shown in the chart below.

For audit purposes retain a list of pupils enrolled in cooperative education programs.

School on a Semestered System	School on a Non-semestered System
<ul style="list-style-type: none">• 1 credit equals 0.25 FTE• 2 credits equal 0.50 FTE• 3 or more credits equal 1.00 FTE	<ul style="list-style-type: none">• 1 credit equals 0.13 FTE• 2 credits equal 0.25 FTE• 3 credits equal 0.38 FTE• 4 credits equal 0.50 FTE• 5 credits equal 0.63 FTE• 6 or more credits equal 1.00 FTE

E-learning Courses

Enrolment and attendance of a day school pupil in e-learning courses must be recorded in either the day school register or the Independent Study Register for Day School Pupils, depending on the enrolment status of the pupil, as outlined below.

The Independent Study and e-Learning Register for Day School Pupils may include pupils enrolled as Full-Time (FT) in a publicly funded day school on the October and/or March enrolment-count dates; however, these pupils are not eligible for funding and their work units marked must not be included in the total number of work units recognized for funding purposes.

Use of the Day School Register for E-learning Courses

For regular Full-Time and Part-Time day school pupils, record enrolment in day school e-learning courses in the day school register in the same way as enrolment in courses delivered in the classroom.

Where a pupil participates in an e-learning course at any time during a week (Monday to Friday), the pupil will be marked present in the course for the entire week. Where a pupil does not participate in the course during a week (Monday to Friday), the pupil will be marked absent ("A") in the pupil's Daily Attendance Record in the course for the entire week.

Where a pupil is taking an e-learning course, the board where the pupil's OSR is kept (the home board) must report the enrolment of the pupil in the e-learning course.

Where a school of a board other than the home board is providing the instruction in the e-learning course, the board providing the instruction may charge the home board a fee that is established by the

Ministry. This fee is posted annually on the e-Learning Ontario website, at www.edu.gov.on.ca/elearning/funding.html.

For further details see Ministry memorandum “Consolidated Summary of Ministry e-learning Enrolment Recording Requirements” (Memorandum No. SB8, February 23, 2010).

Use of the Independent Study and E-learning Register for Day School Pupils

Where a pupil declines to enroll in a school of the local district school board – usually a pupil receiving home schooling or attending a private school – the enrolment and participation (attendance) of that pupil in an e-learning course must be recorded in the Independent Study and E-learning Register for Day School Pupils by the (out-of-district) school that is offering the e-learning course.

Home Instruction

If a pupil is unable to attend school for medical reasons, the principal may make a teacher available to provide the pupil with instruction at home or in hospital. Home instruction must be carried out in accordance with subsection 11(11) of Regulation 298.

Record the enrolment of pupils in Kindergarten, Junior Kindergarten, and Grades 1 to 8 who are receiving home instruction as “full-time” on the register.

Record the attendance of a secondary pupil who is receiving home instruction as if he or she were attending classes at school.

The FTE for a secondary school pupil is based on the number of courses the pupil is taking through home instruction on the October and March enrolment-count dates, as shown in the chart below.

However, if only homework is provided by the school to help the pupil keep up with school work, this assistance is not home instruction, and the pupil must be recorded as absent (“A”) for the days he or she is not in attendance (see “Medical Absence.”)

School on a Semestered System	School on a Non-semestered System
<ul style="list-style-type: none">• 1 credit equals 0.25 FTE• 2 credits equal 0.50 FTE• 3 or more credits equal 1.00 FTE	<ul style="list-style-type: none">• 1 credit equals 0.13 FTE• 2 credits equal 0.25 FTE• 3 credits equal 0.38 FTE• 4 credits equal 0.50 FTE• 5 credits equal 0.63 FTE• 6 or more credits equal 1.00 FTE

Where all of the conditions for independent study apply, the pupil’s instruction may instead be recorded in the Independent Study and e-Learning Register for Day School Pupils.

For audit purposes retain a list of pupils on home instruction including the principal’s approval for the provision of home instruction and the teacher assigned to provide the instruction.

Supervised Alternative Learning (SAL)

Supervised Alternative Learning (SAL) may be useful for encouraging some young people of compulsory school age to continue their learning, if they are at risk of not graduating because they are not attending school regularly and if other retention strategies have not been successful. A pupil must be of between the ages of 14 and 17 to be in a SAL program. The one exception is the following: If any pupils begin a

SAL program during the year when they are still of compulsory school age and then turn 18 between January 1 and June 30, they may choose to continue their SAL program until the end of that school year, as shown in the chart below.

Subsection 21(1) of the *Education Act* states that children aged 6–17 must attend school, unless excused. Pupils must continue to attend school until they reach the age of 18 or until they graduate.

COMPULSORY SCHOOL AGE FOR 2018-19 SCHOOL YEAR

If the pupil's 18th birthday occurs between:	The last compulsory school day is:
January 1 and June 30, 2019	The day before the pupil's birthday
July 1 and August 31, 2018	June 30, 2018
September 1 and December 31, 2018	June 30, 2018

All pupils in a SAL program will have a Supervised Alternative Learning Plan (SALP) to enable them to progress towards obtaining their Ontario Secondary School Diploma or achieving other educational and personal goals. The SALP will outline required activities, which may include one or more of the following:

- Enrolment in one or more courses in which the pupil may earn a credit¹⁹
- Enrolment in a life skills or other non-credit course
- Job-related training (e.g., earning workplace certifications, developing general employment skills and job-search skills)
- Full-or Part-Time employment at an approved work placement
- Volunteering (to help the pupil meet the community-involvement graduation requirement)
- Counselling (to address barriers to learning)
- Any other activity that will help the pupil reach his or her educational and/or personal goals

For more information, refer to *Supervised Alternative Learning (SAL): Policy and Implementation, 2010*, which is available on the Ministry website: www.edu.gov.on.ca/eng/policyfunding/SAL2011English.pdf.

Where a pupil is participating in a SAL program and has a SALP in accordance with Ontario Regulation 374/10, record the pupil as follows in the day school register:

- Full-time, with an FTE of 1.0, if the pupil's SALP includes an average of at least 70 minutes of instruction per school day in which the pupil may earn a credit.²⁰
- Part-time, with an FTE of 0.50, if the pupil's SALP includes an average of less than 70 minutes of instruction per school day in which the pupil may earn a credit.

For pupils who are participants in a SAL program, record their attendance in the Daily Attendance Record with "G" for the period when they are participating in the non-academic components of the SAL program.

All pupils in a SAL program have a primary contact at the school or board. There must be successful two-way communication between the pupil and the primary contact **at least once every 30 calendar days**. Record the dates of contact with "C" in the pupil's Daily Attendance Record.

¹⁹ This also applies to SAL pupils enrolled in a non-credit "K" course that is timetabled and appropriately staffed.

²⁰ Pupils in SAL can earn credits through: day school courses (with a regular or modified schedule); e-Learning; and Cooperative Education. Please record pupil enrolment in these courses in the *Day School Register*. Pupils in SAL can earn a credit through Independent Study and would be funded accordingly. Please record this enrolment in *The Independent Study and e-Learning Register for Day School Pupils*.

If a pupil participating in a SAL program is enrolled in a day school course and is absent from the course for the equivalent of 15 consecutive scheduled days without appropriate supporting documentation, follow the procedures under “Absence from a Course for 15 Consecutive Scheduled Days.”

If a pupil stops participating in their SAL program activities and there is no successful two-way communication between the pupil and the primary contact (at least every 30 calendar days), follow the procedures under “Prolonged Absence.”

The principal must refer the case to the attendance counselor in writing 16 days after the missed appointment with the primary contact. The principal’s referral must be retained in the pupil’s file for audit purposes.

If the principal or vice-principal indicates that a pupil in a SAL program is to be retired from the register, follow the instructions for recording retirements that are given under “Transfer and Retirement.”

For audit purposes, a list must be retained of all pupils participating in a SAL program. The list must include the date each pupil began to take part in the program, a signed copy of each pupil’s SALP, and documentation of the SAL Committee’s approval.

Pupils in Educational Exchange Programs

The criteria for reciprocal educational exchange programs are outlined in the Ministry’s memorandum “Educational Exchange Programs” (Memorandum No. 2004:SB7, April 23, 2004).

For audit purposes, retain copies of the pupil exchange agreements and documents that support reciprocity.

Tuition fees are waived for pupils participating in educational exchange programs.

Record the enrolment of pupils participating in educational exchange programs between school boards or other educational authorities, in accordance with clause 49(7)(a) of the *Education Act*, as described below.

Long-Term Exchange (5 Months or More)

Where the duration of an educational exchange program is five months or more, record pupil enrolment as follows:

- The pupil leaving to go on an exchange must be shown as a “retirement.” The date of the retirement is the day after the last day on which the pupil attended his or her home school.
- The pupil admitted to the school must be enrolled as a regular “external admission,” and is considered to be a pupil of the board for the duration of his or her stay at the Ontario school.

There must be pupil reciprocity – that is, an actual exchange of pupils. An exchange can occur in two separate school years.

Short-Term Exchange (Less Than 5 Months)

Where the duration of an educational exchange program is less than 5 months and each side of the exchange occurs within the same school year, the school principal, at his or her discretion, may record the pupils as follows:

- The pupil leaving the school to go on the exchange remains on the register for the duration of the exchange. The pupil’s attendance would be recorded with “G” on the register.

- The pupil admitted to the school is *not* entered into the register for the duration of the exchange.

Programs for Expelled Pupils

Record the enrolment of a pupil who is participating in a program for expelled pupils as “full-time” in the enrolment register. Record the attendance of the pupil in the same way as the attendance of pupils in regular classroom programs.

If a pupil does not complete the program requirements and is to be retired from the register, follow the instructions for recording retirements that are given under “Transfer and Retirement.” Participation in these programs is voluntary. Referral to an attendance counsellor is not required.

Pupils in Care and/or Treatment, Custody, or Correctional Programs (CTCC), Hospital Board Schools, or Provincial or Demonstration Schools

Pupils enrolled in care and/or treatment, custody, or correctional programs (CTCC), in schools operated by hospital boards (section 68 school authorities), in Provincial Schools for the deaf, blind, and deaf-blind, or in Demonstration Schools must not be included on the register for the period of time, including transition periods, that they are attending these programs/schools.

Pupils admitted to these programs/schools, in accordance with Ministry guidelines, are those who cannot attend the local school of the board on a regular basis because of their need for the services provided by these programs/schools.

Dual Credit Courses

The FTE for a pupil taking dual credit courses that are based on advanced standing agreements or delivered through team teaching must be calculated on the same basis as the FTE for a pupil taking regular classroom credit courses.

Where dual credits are based on a college course delivered by a college professor or instructor, the FTE for a pupil will be determined on the basis of the number of secondary school credits that the pupil has the potential to earn through the college course, as shown in the chart below.

School on a Semestered System	School on a Non-semestered System
<ul style="list-style-type: none"> • 1 credit equals 0.25 FTE • 2 credits equal 0.50 FTE • 3 or more credits equal 1.00 FTE 	<ul style="list-style-type: none"> • 1 credit equals 0.13 FTE • 2 credits equal 0.25 FTE • 3 credits equal 0.38 FTE • 4 credits equal 0.50 FTE • 5 credits equal 0.63 FTE • 6 or more credits equal 1.00 FTE

Record pupil enrolment and FTEs on the register in the appropriate Enrolment Details Records and Enrolment Summaries. Record the attendance of pupils who are taking a dual credit course in the same way as the attendance of pupils who are taking a regular classroom course.

THE INDEPENDENT STUDY AND E-LEARNING REGISTER FOR DAY SCHOOL PUPILS

General Requirements

The principal must sign the completed Independent Study and e-Learning Register for Day School Pupils, certifying that the information given in the “Course Data” and “Pupil Data” sections are correct. The signature can be in electronic form. This register is no longer printed and no longer available on the Ministry’s website.

As stated in the section “Reporting in the Ontario School Information System (OnSIS),” boards will report pupil enrolment data only through OnSIS.

The principal must ensure that all teachers of pupils whose enrolment is recorded in the Independent Study and e-Learning Register for Day School Pupils are regular day school teachers employed by the board or occasional teachers employed by the board to teach as substitutes for teachers who are members of the board’s regular day school teaching staff.

All pupils who are adults must be indicated with “A” in the “Adult” column on the register – that is, pupils who are already 21 years of age or over or who will turn 21 on or before December 31, 2018.

Pupil Eligibility

A pupil taking an independent study course must meet the following criteria:

- The pupil is a day school pupil.
- The pupil may be enrolled as a Full-Time day school pupil on the October and/or March enrolment-count dates. However, *these pupils are not eligible for funding* and their lessons/work units marked *must not* be included in the total number of lessons/work units submitted to OnSIS for funding purposes.
 - For pupils enrolled as FT on the October enrolment-count date, the number of lessons/work units marked must be subtracted from the total number of lessons/work units marked during the period September 1, 2018, to January 31, 2019. Likewise, for pupils enrolled as FT on the March enrolment-count date, the number of lessons/work units marked must be subtracted from the total number of lessons/work units marked during the period February 1, 2019, to June 30, 2019.
- The provisions regarding the OSR apply to the pupil.

Note that a pupil enrolled exclusively in courses taken through independent study will be included in this register.

Course Eligibility

An independent study course must meet the following criteria:

- The course is a credit course that meets Ministry program and diploma requirements.
- The course is offered during the school year from September 2017 to June 2018.
- The course is divided into a number of specific units of work that are similar in value, and these units are used to measure the pupil’s progress.
- No part of the course is used as credit towards a course in which the pupil is enrolled as a Part-Time pupil.

Teacher Contact

The following requirements must be met:

- For a course with a credit value of 1, there must be a minimum of 10 scheduled teacher-contact sessions of at least one-half hour in duration each, and the total number of hours of such sessions must be at least 10 hours. These sessions must be scheduled to occur during the regular school day.
- For a course with a credit value greater than 1, a proportionate increase is required in the minimum number of teacher-contact sessions and the total number of session hours.
- Teacher-contact sessions that are missed must be rescheduled. Pupils who are not meeting the criterion of regular attendance must be retired from the register (see “Transfer and Retirement”).

Pupils with Over 34 Credits

The work units completed must be prorated between “regular” and “high-credit” on the basis of the high-credit factor, and the totals must be indicated for pupils of the board. These data must be transferred to “Pupil Data” in the “Data Summary” section of the register.

Funding Considerations

Work units must be completed, but not necessarily successfully, in order to be recognized for grant purposes. In addition, the number of work units completed by a pupil must not exceed the number required to complete the course.

The principal should forward the register for each independent study course to the board to ensure that the school receives funding for these courses.

E-learning

Enrolment in e-learning courses is normally recorded in the day school enrolment register in the same way as enrolment in courses delivered in the classroom.

The *only exception* is the recording of enrolment for pupils who decline to enrol in a school of the local district school board – usually pupils receiving home schooling or attending a private school. The enrolment of these pupils in an e-learning course must be recorded in the Independent Study and e-Learning Register for Day School Pupils by the (out-of-district) school that is offering the e-learning course. See also the section “E-learning Courses.”

COMPLETING THE SUMMARIES

Attendance Summaries

For each month, ensure that the computerized system has entered the following in the Daily Attendance Record for each pupil:

- The number of times the pupil was late
- The number of days the pupil was absent ("A")
- The cumulative times late and days absent

At the end of the year, ensure that the system has entered the total number of times late and days absent under "Year Totals."

"G" days, "PA" days, and "N" days must not also be counted as days of absence.

Enrolment Summaries

This section outlines the requirements related to all of the components of the enrolment summaries:

- Enrolment Details Records (for Full-Time and Part-Time pupils)
- Monthly Enrolment Summaries (for Full-Time pupils)
- Enrolment Summaries (for Full-Time pupils who are under 21 years of age and for Part-Time pupils)

The principal must ensure that all enrolment summaries are reviewed for accuracy at the end of each month and retained for audit purposes for the current school year and the previous school year.

All three enrolment summaries must be retained separately for *each* of the groups of pupils indicated in the chart below.

	Elementary	Secondary
Full-Time Pupils	<ul style="list-style-type: none">• Junior Kindergarten*• Kindergarten*• Grades 1 to 3*• Grades 4 to 8*	<ul style="list-style-type: none">• Grades 9 to 12, under age 21 on December 31, 2017• Grades 9 to 12, age 21 or over on December 31, 2017
Part-Time Pupils	<ul style="list-style-type: none">• Junior Kindergarten <i>and</i> Kindergarten (together)• Grades 1 to 3• Grades 4 to 8	<ul style="list-style-type: none">• Grades 9 to 12, under age 21 on December 31, 2017• Grades 9 to 12, age 21 or over on December 31, 2017

*Note that internal transfers during the school year between Junior Kindergarten and Kindergarten and between Grades 3 and 4 must be indicated in the Enrolment Details Records and the Monthly Enrolment Summaries.

See the chart "Data and Information Required for Audit Purposes" below for the content of all summaries. Samples are provided in Appendix A.

Calculating Net Enrolment for Monthly Enrolment Summaries

Begin with a “nil” enrolment in September. To calculate the net enrolment for September, take the sum of the admissions and subtract the sum of the transfers and retirements.

To calculate the net enrolment for all subsequent months, take the enrolment for the last school day of the previous month, add the sum of the admissions for the current month, and subtract the sum of the transfers and retirements for the current month.

Data and Information Required for Audit Purposes

The required data and the requirements for the summaries are listed in the chart that follows.

Enrolment Records and Summaries	Retention Rules
<p>Enrolment Details Records for Full-Time and Part-Time Pupils – must show the data and information listed below:</p> <ul style="list-style-type: none"> • Ontario Education Number (OEN) • Pupil name • Gender • Grade • Dates of admission, transfer, and retirement to date • “OP” for pupils who are not pupils of the board, and name of person or organization responsible for payment of fees • “A” in the “Adult” column for adult pupils • Internal transfers during the school year between JK and K and between Grades 3 and 4 	<p>Print out at the end of the school year in June and retain with principal’s certification if the board does not have the capacity to store electronically.</p> <p>If stored electronically, show the enrolment-count dates and retain with the principal’s certification (paper or electronic).</p>
<p>Monthly Enrolment Summaries for Full-Time Pupils Only – must show the data and information listed below:</p> <ul style="list-style-type: none"> • All changes in enrolment during each month, including total number of admissions, transfers, and retirements • Internal transfers during the school year between JK and K and between Grades 3 and 4 <p><i>For October and March, enter at the bottom of the summary:</i></p> <ul style="list-style-type: none"> • Net enrolment on the last school day of the month • Total number of pupils of the board • Total number of other pupils 	<p>Print out for October and March count dates and at the end of school year in June and retain with principal’s certification.</p>
<p>Enrolment Summaries (for Full-Time and Part-Time secondary pupils who are under 21 years of age and for Part-Time elementary pupils) – must show the data and information listed below:</p> <ul style="list-style-type: none"> • Pupil name • “OP” for pupils who are not pupils of the board • Total number of minutes in cycle • Total number of pupils of the board and other pupils, separately • School Full-Time equivalency (FTE) data for <i>Part-Time pupils</i> of the board and separately for other pupils for the months of October and March • “Regular” and “high-credit” minutes of instruction and Full-Time equivalency for <i>secondary pupils</i> (FTE) data on the October and March enrolment-count dates 	<p>Print out at the end of school year in June and retain with principal’s certification.</p>

APPENDICES

Appendix A: Samples of Enrolment Details Records and Enrolment Summaries

Samples for both elementary schools and secondary schools are provided on the following pages. They show the enrolment information that must be recorded and reported in accordance with the requirements outlined in this document. Note that the samples are not related to a particular school year.

Elementary Schools

- Elementary School: Enrolment Details Records for Full-Time Pupils in Junior Kindergarten and Kindergarten
- Elementary School: Enrolment Details Records for Full-Time Pupils in Grades 1 to 3 and Grades 4 to 8
- Elementary School: Monthly Enrolment Summaries for Full-Time Pupils in Junior Kindergarten and Kindergarten
- Elementary School: Monthly Enrolment Summaries for Full-Time Pupils in Grades 1 to 3 and Grades 4 to 8
- Elementary School: Enrolment Details Records for Part-Time Pupils in Junior Kindergarten and Kindergarten
- Elementary School: Enrolment Details Records for Part-Time Pupils in Grades 1 to 3 and Grades 4 to 8
- Elementary School: Enrolment Summaries for Part-Time Pupils in Junior Kindergarten and Kindergarten
- Elementary School: Enrolment Summaries for Part-Time Pupils in Grades 1 to 3 and Grades 4 to 8

Secondary Schools

- Secondary School: Enrolment Details Record for Full-Time Pupils
- Secondary School: Enrolment Summary with Regular and High-Credit Data for Full-Time Pupils Under 21 Years of Age
- Secondary School: Monthly Enrolment Summaries for Full-Time Pupils
- Secondary School: Enrolment Details Record for Part-Time Pupils
- Secondary School: Enrolment Summaries for Part-Time Pupils

Elementary School: Enrolment Details Records for Full-Time Pupils in Junior Kindergarten and Kindergarten

Enrolment Details, [School Year] XYZ Elementary School Full-Time Pupils – Junior Kindergarten

OP	Pupil OEN*	Pupil Name	Gender	Grade	Int. Ad.	Ext. Ad.	Int. Tr.	Ext. Tr.	Retirement
	021-533-260	Acton, Marion	F	JK	Sep 07				
	021-533-286	Bibi, Zainab	F	JK	Sep 07				
	021-533-858	Blackwell, John	M	JK		Sep 07			
	021-533-062	Caruso, Mary	F	JK		Sep 13			
	036-992-472	Christie, Dave	M	JK		Oct 13			
	036-221-497	Ennis, Dawn	F	JK		Mar 04			
	021-533-005	Figueroa, Roberta	F	JK		Sep 09			
	021-533-096	Goiree, Atheel	M	JK		Sep 22			
	079-341-222	Javed, Asim	M	JK	Sep 07				
OP	005-005-005	Nichols, Paul	M	JK		Sep 15		Sep 29	
		Paid by Mnjikaning First Nation Education Authority							
	021-533-336	Scott, Kelly	F	JK	Sep 07				
	444-444-444	Tumminieri, Rosa	F	JK	Sep 07				
	021-453-245	Upton, Marie	F	JK	Oct 06				
	021-533-344	Vezina, Philip	M	JK	Sep 07				
	062-555-121	Wood, Susan	F	JK	Sep 07		Sep 24		
	072-413-521	Young, Malcolm	M	JK	Sep 07				Feb 04

Enrolment Details, [School Year] XYZ Elementary School Full-Time Pupils – Kindergarten

OP	Pupil OEN*	Pupil Name	Gender	Grade	Int. Ad.	Ext. Ad.	Int. Tr.	Ext. Tr.	Retirement
	021-533-583	Akoodie, Mohammed	M	K	Sep 07				May 06
	021-533-617	Baker, Catherine	F	K	Sep 23				Sep 29
	021-533-039	Burtnyk, Wayne	M	K	Sep 07		Sep 22		
	989-898-987	Dimson, Nicole	F	K		Sep 17			
	021-533-104	Ellis, Geoff	M	K	Sep 07				
	021-533-328	Hare, Diane	F	K	Sep 22				
	087-453-695	Jordan, Paul	M	K	Sep 07				
	021-533-419	McCormick, Peggy	F	K	Sep 17				
	777-777-772	Lei, Man Ying	F	K	Sep 07				
	021-533-575	Morin, Robert	M	K	Sep 07				
	021-533-427	Morris, Paul	M	K	Sep 07				
	021-533-591	Trent, Nellie	F	K	Sep 07	Jan 12			Sep 15
	021-533-435	Urman, Mildred	F	K	Sep 07		Oct 22		
	089-762-494	Vokey, Stanley	M	K	Sep 07			Oct 19	
	032-517-339	Weller, Marlene	F	K		Oct 12			
OP	091-423-132	Xenos, Paul	M	K	Sep 15				
		Paid by parent living outside Ontario							
	083-364-972	Yee, Cho Chip	M	K		Sep 07			
	032-534-925	Zeppa, Roy	M	K	Sep 23				

*OEN = Ontario Education Number

Elementary School: Enrolment Details Records for Full-Time Pupils in Grades 1 to 3 and Grades 4 to 8

Enrolment Details, [School Year] XYZ Elementary School Full-Time Pupils – Grades 1 to 3									
OP	Pupil OEN*	Pupil Name	Gender	Grade	Int. Ad.	Ext. Ad.	Int. Tr.	Ext. Tr.	Retirement
	021-533-583	Akoodie, Mohammed	M	01	Sep 07				May 12
	021-533-286	Bright, Andrew	M	03	Sep 07				
	021-533-858	Burtnyk, Wayne	M	02		Sep 07			
	021-533-104	Ellis, Geoff	M	02	Sep 07				
	021-533-096	Goiree, Atheel	M	03		Sep 21			
	021-533-328	Hare, Diane	F	03	Sep 22				
	021-533-419	McCormick, Peggy	F	02	Sep 27				
	021-533-427	Morris, Paul	M	01	Sep 07				
OP	005-005-005	Nichols, Paul	M	03		Sep 16		Sep 22	
		Paid by Mnjikaning First Nation Education Authority							
	021-453-245	Upton, Marie	F	03	Oct 06				
	021-533-435	Urman, Mildred	F	02	Sep 07		Oct 21		
	089-762-494	Vokey, Stanley	M	01	Sep 07			Oct 18	
	062-555-121	Wood, Susan	F	03	Sep 07		Sep 29		
	032-534-925	Zeppa, Roy	M	02	Sep 20				

Enrolment Details, [School Year] XYZ Elementary School Full-Time Pupils – Grades 4 to 8									
OP	Pupil OEN*	Pupil Name	Gender	Grade	Int. Ad.	Ext. Ad.	Int. Tr.	Ext. Tr.	Retirement
	021-533-260	Acton, Marion	F	07	Sep 07				May 06
	021-533-617	Baker, Catherine	F	04	Sep 20				Sep 29
	021-533-039	Bulmer, Timothy	M	06	Sep 07		Sep 22		
	021-533-062	Dimson, Nicole	F	05		Sep 17			
	021-533-104	Ennis, Dawn	F	08	Sep 07				
	021-533-328	Figuerroa, Roberta	F	07	Sep 22				
	087-453-695	Jordan, Paul	M	05	Sep 07				
	021-533-419	McCormick, Peggy	F	06	Sep 17				
	777-777-772	Lei, Man Ying	F	04	Sep 07				
	021-533-575	Morin, Robert	M	08	Sep 07				
	021-533-427	Scott, Kelly	F	07	Sep 07				
	021-533-591	Trent, Nellie	F	06	Sep 07	Jan 12			Sep 15
	021-533-435	Tumminieri, Rosa	F	05	Sep 07		Oct 22		
	089-762-494	Vezina, Philip	M	04	Sep 07			Oct 19	
	032-517-339	Weller, Marlene	F	06		Oct 12			
OP	091-423-132	Xenos, Paul	M	08	Sep 15				
		Paid by parent living outside Ontario							
	083-364-972	Yee, Cho Chip	M	04		Sep 07			
	032-534-925	Young, Malcolm	M	06	Sep 23				

*OEN = Ontario Education Number

Elementary School: Monthly Enrolment Summaries for Full-Time Pupils in Junior Kindergarten and Kindergarten

Monthly Enrolment Summary, [School Year] XYZ Elementary School Full-Time Pupils – Junior Kindergarten

Month	Previous	Int. Adm.	Ext. Adm.	Int. Trans.	Ext. Trans.	Retirement	Net Last Day	
September	Nil	8	5	1	1	0	11	
October	11	1	1	0	0	0	13	
November	13	0	0	0	0	0	13	Principal's certification
December	13	0	0	0	0	0	13	
January	13	0	0	0	0	0	13	
February	13	0	0	0	0	1	12	
March	12	0	1	0	0	0	13	
April	13	0	0	0	0	0	13	Principal's certification
May	13	0	0	0	0	0	13	
June	13	0	0	0	0	0	13	
Totals		9	7	1	1	1		Principal's certification

		October	March
Net last day		13	13
Pupils of the board		13	13
Other pupils		0	0

Monthly Enrolment Summary, [School Year] XYZ Elementary School Full-Time Pupils – Kindergarten

Month	Previous	Int. Adm.	Ext. Adm.	Int. Trans.	Ext. Trans.	Retirement	Net Last Day	
September	Nil	15	2	1	0	2	14	
October	14	1	1	1	1	0	13	
November	13	0	0	0	0	0	13	Principal's certification
December	13	0	0	0	0	0	13	
January	13	1	0	0	0	0	14	
February	14	0	0	0	0	1	14	
March	14	0	1	0	0	0	14	
April	14	0	0	0	0	0	14	Principal's certification
May	14	0	0	0	0	1	13	
June	13	0	0	0	0	0	13	
Totals		17	2	2	1	3		Principal's certification

		October	March
Net last day		13	14
Pupils of the board		12	13
Other pupils		1	1

Elementary School: Monthly Enrolment Summaries for Full-Time Pupils in Grades 1 to 3 and Grades 4 to 8

Monthly Enrolment Summary, [School Year] XYZ Elementary School Full-Time Pupils – Grades 1 to 3							
Month	Previous	Int. Adm.	Ext. Adm.	Int. Trans.	Ext. Trans.	Retirement	Net Last Day
September	Nil	10	3	1	1	0	11
October	11	1	0	1	1	0	10
November	10	0	0	0	0	0	10
December	10	0	0	0	0	0	10
January	10	0	0	0	0	0	10
February	10	0	0	0	0	0	10
March	10	0	0	0	0	0	10
April	10	0	0	0	0	0	10
May	10	0	0	0	0	1	9
June	9	0	0	0	0	0	9
Totals		11	3	2	2	1	
Principal's certification							
Principal's certification							
Principal's certification							
		October		March			
Net last day		10		10			
Pupils of the board		10		10			
Other pupils		0		0			

Monthly Enrolment Summary, [School Year] XYZ Elementary School Full-Time Pupils – Grades 4 to 8							
Month	Previous	Int. Adm.	Ext. Adm.	Int. Trans.	Ext. Trans.	Retirement	Net Last Day
September	Nil	13	4	1	0	2	14
October	14	0	2	0	0	0	16
November	16	0	0	0	0	0	16
December	16	0	0	0	0	0	16
January	16	0	1	0	0	0	17
February	17	0	0	0	0	1	16
March	16	0	1	0	0	0	17
April	17	0	0	0	0	0	17
May	17	0	0	0	0	0	17
June	17	0	0	0	0	0	17
Totals		13	8	1	0	3	
Principal's certification							
Principal's certification							
Principal's certification							
		October		March			
Net last day		16		17			
Pupils of the board		15		16			
Other pupils		1		1			

Elementary School: Enrolment Details Records for Part-Time Pupils in Junior Kindergarten and Kindergarten

Enrolment Details, [School Year] XYZ Elementary School Part-Time Pupils – Junior Kindergarten

OP	Pupil OEN*	Pupil Name	Gender	Grade	Int. Ad.	Ext. Ad.	Int. Tr.	Ext. Tr.	Retirement
	021-533-260	Acton, Marion	F	JK	Sep 07			Oct 13	
	021-533-286	Bibi, Zainab	F	JK	Sep 07				
	021-533-858	Blackwell, John	M	JK		Sep 07		Mar 08	
	021-533-062	Caruso, Mary	F	JK		Feb 16			
	036-992-472	Christie, Dave	M	JK		Oct 14			May 18
	036-221-497	Ennis, Dawn	F	JK		Mar 07			
	021-533-005	Figuroa, Roberta	F	JK		Sep 20			Apr 14
	021-533-096	Goiree, Atheel	M	JK		Sep 21			
	079-341-222	Javed, Asim	M	JK	Sep 07				Jun 08
OP	005-005-005	Nichols, Paul	M	JK		Sep 15		May 11	
		Paid by Mnjikaning First Nation Education Authority							
	021-533-336	Scott, Kelly	F	JK	Sep 07				
	444-444-444	Tumminieri, Rosa	F	JK	Sep 07			Mar 02	
	021-453-245	Upton, Marie	F	JK	Oct 05				
	021-533-344	Vezina, Philip	M	JK	Sep 07		Oct 07		
	062-555-121	Wood, Susan	F	JK	Sep 07		Sep 29		
	072-413-521	Young, Malcolm	M	JK	Sep 07				Feb 10

Enrolment Details, [School Year] XYZ Elementary School Part-Time Pupils – Kindergarten

OP	Pupil OEN*	Pupil Name	Gender	Grade	Int. Ad.	Ext. Ad.	Int. Tr.	Ext. Tr.	Retirement
	021-533-260	Akoodie, Mohammed	M	K	Sep 07				May 05
	021-533-617	Baker, Catherine	F	K	Sep 23				May 27
	021-533-039	Burtnyk, Wayne	M	K	Sep 07		Sep 22		
	021-533-062	Dimson, Nicole	F	K		Sep 09		Feb 16	
	021-533-104	Ellis, Geoff	M	K	Sep 07				
	021-533-328	Hare, Diane	F	K	Sep 22		Nov 12		
	087-453-695	Jordan, Paul	M	K	Sep 07				
	021-533-419	McCormick, Peggy	F	K	Sep 17				Oct 29
	777-777-772	Lei, Man Ying	F	K	Sep 07				
	021-533-575	Morin, Robert	M	K	Feb 08				
	021-533-427	Morris, Paul	M	K	Sep 07				
	021-533-591	Trent, Nellie	F	K	Apr 08				
	021-533-435	Urman, Mildred	F	K	Sep 07		Oct 21		
	089-762-494	Vokey, Stanley	M	K	Sep 07			Dec 09	
	032-517-339	Weller, Marlene	F	K		Oct 08			
OP	091-423-132	Xenos, Paul	M	K	Sep 16				
		Paid by parent living outside Ontario							
	083-364-972	Yee, Cho Chip	M	K		Sep 07		Jan 13	
	032-534-925	Young, Malcolm	M	K	Sep 21		Dec 15		

*OEN = Ontario Education Number

Elementary School: Enrolment Details Records for Part-Time Pupils in Grades 1 to 3 and Grades 4 to 8

Enrolment Details, [School Year] XYZ Elementary School Part-Time Pupils – Grades 1 to 3									
OP	Pupil OEN*	Pupil Name	Gender	Grade	Int. Ad.	Ext. Ad.	Int. Tr.	Ext. Tr.	Retirement
	021-533-583	Akoodie, Mohammed	M	01	Sep 07				May 04
	021-533-286	Bright, Andrew	M	03	Sep 07				
	021-533-858	Burtnyk, Wayne	M	02		Sep 07		Nov 17	
	021-533-104	Ellis, Geoff	M	02	Sep 07		Feb 02		
	021-533-096	Goiree, Atheel	M	03		Sep 23			
	021-533-328	Hare, Diane	F	03	Sep 22				Oct 28
	021-533-419	McCormick, Peggy	F	02	Sep 17				
	021-533-427	Morris, Paul	M	01	Sep 07		Mar 25		
OP	005-005-005	Nichols, Paul	M	03		Sep 11		Apr 21	
		Paid by Mnjikaning First Nation Education Authority							
	021-453-245	Upton, Marie	F	03	Oct 06				
	021-533-435	Urman, Mildred	F	02	Sep 07		Oct 27		
	089-762-494	Vokey, Stanley	M	01	Sep 07			Dec 16	
	062-555-121	Wood, Susan	F	03	Sep 07		Feb 03		
	032-534-925	Zeppa, Roy	M	02	Feb 22				

Enrolment Details, [School Year] XYZ Elementary School Part-Time Pupils – Grades 4 to 8									
OP	Pupil OEN*	Pupil Name	Gender	Grade	Int. Ad.	Ext. Ad.	Int. Tr.	Ext. Tr.	Retirement
	021-533-260	Acton, Marion	F	07	Sep 07				May 06
	021-533-617	Baker, Catherine	F	04	Sep 20				Sep 29
	021-533-039	Bulmer, Timothy	M	06	Sep 07		Sep 22		
	021-533-062	Dimson, Nicole	F	05		Sep 17			
	021-533-104	Ennis, Dawn	F	08	Sep 07				
	021-533-328	Figueroa, Roberta	F	07	Sep 22				
	087-453-695	Jordan, Paul	M	05	Sep 07				
	021-533-419	McCormick, Peggy	F	06	Sep 17				
	777-777-772	Lei, Man Ying	F	04	Sep 07				
	021-533-575	Morin, Robert	M	08	Sep 07				
	021-533-427	Scott, Kelly	F	07	Sep 07				
	021-533-591	Trent, Nellie	F	06	Sep 07	Jan 12			Sep 15
	021-533-435	Tumminieri, Rosa	F	05	Sep 07		Oct 22		
	089-762-494	Vezina, Philip	M	04	Sep 07			Oct 19	
	032-517-339	Weller, Marlene	F	06		Oct 12			
OP	091-423-132	Xenos, Paul	M	08	Sep 15				
		Paid by parent living outside Ontario							
	083-364-972	Yee, Cho Chip	M	04		Sep 07			
	032-534-925	Young, Malcolm	M	06	Sep 23				

*OEN = Ontario Education Number

Elementary School: Enrolment Summaries for Part-Time Pupils in Junior Kindergarten and Kindergarten

Enrolment Summary, [School Year] XYZ Elementary School Part-Time Pupils – Junior Kindergarten

Minutes of instruction in cycle on last school day
in October and March, with pupil FTEs

OP	Name of pupil	October	Pupil FTEs	March	Pupil FTEs	Enrolment Summary	October	March
	Acton, Marion	0	0	0	0	1. Total number of minutes		
	Bright, Andrew	140	0.47	140	0.47	in cycle (1 x 300)	300	300
	Blackwell, John	70	0.23	0	0	2. Total number of pupils		
	Caruso, Mary	0	0	140	0.47	Pupils of the board	8	9
	Christie, Dave	0	0	70	0.23	Other pupils	1	1
	Ennis, Dawn	0	0	140	0.47	3. Pupil FTEs		
	Figuroa, Roberta	0	0	70	0.23	Pupils of the board	3.28	3.51
	Goiree, Atheel	140	0.47	140	0.47	Other pupils	0.23	0.47
	Javed, Asim	140	0.47	140	0.47			
	Nichols, Paul	70	0.23	140	0.47			
	Scott, Kelly	140	0.47	140	0.47			
	Tumminieri, Rosa	140	0.47	0	0			
	Upton, Marie	70	0.23	70	0.23			
	Vezina, Philip	0	0	0	0			
	Wood, Susan	0	0	0	0			
	Young, Malcolm	140	0.47	0	0			

Principal's certification _____ Date _____

Enrolment Summary, [School Year] XYZ Elementary School Part-Time Pupils – Kindergarten

Minutes of instruction in cycle on last school day
in October and March, with pupil FTEs

OP	Name of pupil	October	Pupil FTEs	March	Pupil FTEs	Enrolment Summary	October	March
	Akoodie, Mohammed	140	0.47	140	0.47	1. Total number of minutes		
	Baker, Catherine	70	0.23	70	0.23	in cycle (1 x 300)	300	300
	Burtnyk, Wayne	0	0	0	0	2. Total number of pupils		
	Dimson, Nicole	140	0.47	0	0	Pupils of the board	12	8
	Ellis, Geoff	140	0.47	140	0.47	Other pupils	1	1
	Hare, Diane	70	0.23	0	0	3. Pupil FTEs		
	Jordan, Paul	140	0.47	70	0.23	Pupils of the board	4.20	2.80
	McCormick, Peggy	0	0	0	0	Other pupils	0.47	0.47
	Lei, Man Ying	70	0.23	70	0.23			
	Morin, Robert	0	0	70	0.23			
	Morris, Paul	140	0.47	140	0.47			
	Trent, Nellie	0	0	0	0			
	Urman, Mildred	0	0	0	0			
	Vokey, Stanley	70	0.23	0	0			
	Weller, Marlene	140	0.47	140	0.47			
OP	Xenos, Paul	140	0.47	140	0.47			
	Yee, Cho Chip	70	0.23	0	0			
	Zeppa, Roy	70	0.23	0	0			

Principal's certification _____ Date _____

Elementary School: Enrolment Summaries for Part-Time Pupils in Grades 1 to 3 and Grades 4 to 8

Enrolment Summary, [School Year] XYZ Elementary School Part-Time Pupils – Grades 1 to 3

Minutes of instruction in cycle on last school day
in October and March, with pupil FTEs

OP	Name of pupil	October	Pupil FTEs	March	Pupil FTEs	Enrolment Summary	October	March
	Akoodie, Mohammed	150	0.50	150	0.50	1. Total number of minutes		
	Bright, Andrew	200	0.67	200	0.67	in cycle (1 x 300)	300	300
	Burtnyk, Wayne	150	0.50	0	0	2. Total number of pupils		
	Ellis, Geoff	75	0.25	0	0	Pupils of the board	10	6
	Goiree, Atheel	150	0.50	200	0.67	Other pupils	1	1
	Hare, Diane	0	0	0	0	3. Pupil FTEs		
	McCormick, Peggy	150	0.50	150	0.50	Pupils of the board	5.01	3.51
	Morris, Paul	200	0.67	0	0	Other pupils	0.50	0.50
OP	Nichols, Paul	150	0.50	150	0.50			
	Upton, Marie	75	0.25	200	0.67			
	Urman, Mildred	0	0	0	0			
	Vokey, Stanley	150	0.50	0	0			
	Wood, Susan	200	0.67	0	0			
	Zeppa, Roy	0	0	150	0.50			

Principal's certification _____ Date _____

Enrolment Summary, [School Year] XYZ Elementary School Part-Time Pupils – Grades 4 to 8

Minutes of instruction in cycle on last school day
in October and March, with pupil FTEs

OP	Name of pupil	October	Pupil FTEs	March	Pupil FTEs	Enrolment Summary	October	March
	Acton, Marion	75	0.25	150	0.50	1. Total number of minutes		
	Baker, Catherine	150	0.50	150	0.50	in cycle (1 x 300)	300	300
	Bulmer, Timothy	0	0	0	0	2. Total number of pupils		
	Caruso, Mary	200	0.67	200	0.67	Pupils of the board	16	11
	Christie, Dave	150	0.50	0	0	Other pupils	1	0
	Dimson, Nicole	0	0	200	0.67	3. Pupil FTEs		
	Ennis, Dawn	0	0	150	0.50	Pupils of the board	7.93	6.18
	Figueroa, Roberta	200	0.67	200	0.67	Other pupils	0.50	0
	Javed, Asim	150	0.50	0	0			
	Jordan, Paul	150	0.50	150	0.50			
	Lei, Man Ying	200	0.67	0	0			
	Morin, Robert	150	0.50	150	0.50			
	Scott, Kelly	150	0.50	0	0			
	Trent, Nellie	75	0.25	0	0			
	Tumminieri, Rosa	200	0.67	200	0.67			
	Vezina, Philip	150	0.50	150	0.50			
	Weller, Marlene	75	0.25	0	0			
OP	Xenos, Paul	150	0.50	0	0			
	Yee, Cho Chip	150	0.50	0	0			
	Young, Malcolm	150	0.50	150	0.50			

Principal's certification _____ Date _____

Secondary School: Enrolment Details Record for Full-Time Pupils

Enrolment Details, [School Year] XYZ Secondary School Full-Time Pupils

OP	Pupil OEN*	Pupil Name	Adult	Gender	Grade	Int. Ad.	Ext. Ad.	Int. Tr.	Ext. Tr.	Retirement
	021-533-260	Acton, Marion		F	10	Sep 07				
	021-533-583	Akoodie, Mohammed		M	12	Sep 07				May 12
	021-533-617	Baker, Catherine		F	11	Sep 20				Sep 23
	021-533-286	Bright, Andrew		M	10	Sep 07				
	021-533-858	Blackwell, John		M	09		Sep 07			
	021-533-039	Burntyk, Wayne		M	11	Sep 07		Sep 22		
	021-533-062	Caruso, Mary	A	F	11		Sep 10			
	036-992-472	Christie, Dave		M	12		Oct 07			
	989-898-987	Dimson, Nicole		F	09		Sep 16			
	021-533-104	Ellis, Geoff		M	12	Sep 07				
	036-221-497	Ennis, Dawn	A	F	12		Mar 03			
	021-533-005	Figuerola, Roberta		F	12		Sep 16			
	021-533-096	Goiree, Atheel		M	10		Sep 22			
	021-533-328	Hare, Diane		F	09	Sep 22				
	079-341-222	Javed, Asim		M	11	Sep 07				
	087-453-695	Jordan, Paul		M	10	Sep 07				
	021-533-419	McCormick, Peggy	A	F	12	Sep 16				
	777-777-772	Lei, Man Ying		F	11	Sep 07				
	021-533-575	Morin, Robert		M	10	Sep 07				
	021-533-427	Morris, Paul		M	10	Sep 07				
OP	005-005-005	Nichols, Paul		M	10		Sep 15		Sep 23	
		Paid by Mnjikaning First Nation Education Authority								
	021-533-336	Scott, Kelly	A	F	12	Sep 07				
	021-533-591	Trent, Nellie		F	10	Sep 07	Jan 13			Sep 23
	444-444-444	Tumminieri, Rosa		F	09	Sep 07				
	021-453-245	Upton, Marie		F	10	Oct 01				
	021-533-435	Urman, Mildred	A	F	11	Sep 07		Oct 23		
	021-533-344	Vezina, Philip		M	12	Sep 07				
	089-762-494	Vokey, Stanley		M	12	Sep 07			Oct 07	
	032-517-339	Weller, Marlene		F	12		Oct 01			
	062-555-121	Wood, Susan		F	11	Sep 07		Sep 24		
OP	091-423-132	Xenos, Paul		M	12	Sep 20				
		Paid by parent living outside Ontario								
	083-364-972	Yee, Cho Chip		M	09		Sep 07			
	072-413-521	Young, Malcolm	A	M	11	Sep 07				Feb 10
	032-534-925	Zeppa, Roy		M	10	Sep 23				

Principal's certification:*

*OEN = Ontario Education Number

Secondary School: Enrolment Summary with Regular and High-Credit Data for Full-Time Pupils Under 21 Years of Age

Enrolment Summary, [School Year] XYZ Secondary School Full-Time Pupils Under 21 Years of Age

Regular and high-credit minutes of instruction in cycle on last school day in October and March, with regular and high-credit pupil FTEs.

OP	Name of Pupil	October				March			
		Regular Minutes	High-Credit Minutes	Regular Pupil FTEs	High-Credit Pupil FTEs	Regular Minutes	High-Credit Minutes	Regular Pupil FTEs	High-Credit Pupil FTEs
	Acton, Marion	300	0	1.00	0	300	0	1.00	0
	Akoodie, Mohammed	150	150	0.50	0.50	0	225	0	1.00
	Baker, Catherine	0	0	0	0	0	0	0	0
	Bright, Andrew	300	0	1.00	0	300	0	1.00	0
	Blackwell, John	300	0	1.00	0	300	0	1.00	0
	Burntyk, Wayne	0	0	0	0	0	0	0	0
	Christie, Dave	300	0	1.00	0	225	0	1.00	0
	Dimson, Nicole	300	0	1.00	0	300	0	1.00	0
	Ellis, Geoff	225	0	1.00	0	150	75	0.50	0.50
	Figuerola, Roberta	300	0	1.00	0	75	150	0.25	0.75
	Goiree, Atheel	300	0	1.00	0	300	0	1.00	0
	Hare, Diane	300	0	1.00	0	300	0	1.00	0
	Javed, Asim	300	0	1.00	0	300	0	1.00	0
	Jordan, Paul	300	0	1.00	0	300	0	1.00	0
	Lei, Man Ying	300	0	1.00	0	300	0	1.00	0
	Morin, Robert	300	0	1.00	0	300	0	1.00	0
	Morris, Paul	300	0	1.00	0	300	0	1.00	0
	Nichols, Paul	0	0	0	0	0	0	0	0
	Trent, Nellie	0	0	0	0	300	0	1.00	0
	Tumminieri, Rosa	300	0	1.00	0	300	0	1.00	0
	Upton, Marie	300	0	1.00	0	300	0	1.00	0
	Vezina, Philip	300	0	1.00	0	300	0	1.00	0
	Vokey, Stanley	0	0	0	0	0	0	0	0
	Weller, Marlene	225	75	1.00	0	0	225	0	1.00
	Wood, Susan	0	0	0	0	0	0	0	0
	Xenos, Paul	300	0	1.00	0	225	0	1.00	0
	Yee, Cho Chip	300	0	1.00	0	300	0	1.00	0
	Zeppa, Roy	300	0	1.00	0	300	0	1.00	0

Enrolment Summary	October	March
1. Total number of minutes in cycle (1 x 300)	300	300
2. Total number of pupils		
Pupils of the board	21	22
Other pupils	1	1
3. Pupil FTEs		
<i>Pupils of the board</i>		
Regular	20.5	18.75
High-credit	0.50	3.25
<i>Other pupils</i>		
Regular	1.00	1.00

Principal's certification _____ Date _____

Secondary School: Monthly Enrolment Summaries for Full-Time Pupils

Monthly Enrolment Summary, [School Year] XYZ Secondary School Full-Time Pupils Under 21 Years of Age							
Month	Previous	Int. Adm.	Ext. Adm.	Int. Trans.	Ext. Trans.	Retirement	Net Last Day
September	Nil	18	7	2	1	2	20
October	20	1	2	0	1	0	22
November	22	0	0	0	0	0	22
December	22	0	0	0	0	0	22
January	22	0	1	0	0	0	23
February	23	0	0	0	0	0	23
March	23	0	0	0	0	0	23
April	23	0	0	0	0	0	23
May	23	0	0	0	0	1	22
June	22	0	0	0	0	0	22
Totals		19	10	2	2	3	
		October	March				
Net last day		22	23				
Pupils of the board		21	22				
Other pupils		1	1				

Monthly Enrolment Summary, [School Year] XYZ Secondary School Full-Time Pupils 21 Years of Age or Over							
Month	Previous	Int. Adm.	Ext. Adm.	Int. Trans.	Ext. Trans.	Retirement	Net Last Day
September	Nil	4	1	0	0	0	5
October	5	0	0	1	0	0	4
November	4	0	0	0	0	0	4
December	4	0	0	0	0	0	4
January	4	0	0	0	0	0	4
February	4	0	0	0	0	1	3
March	3	0	1	0	0	0	4
April	4	0	0	0	0	0	4
May	4	0	0	0	0	0	4
June	4	0	0	0	0	0	4
Totals		4	2	1	0	1	
		October	March				
Net last day		4	4				
Pupils of the board		4	4				
Other pupils		0	0				

Secondary School: Enrolment Details Record for Part-Time Pupils

Enrolment Details, [School Year] XYZ Secondary School Part-Time Pupils										
OP	Pupil OEN*	Pupil Name	Adult	Gender	Grade	Int. Ad.	Ext. Ad.	Int. Tr.	Ext. Tr.	Retirement
OP	021-533-260	Ahmed, Aziz Paid by parent, Aftab Ahmed		M	10	Sep 07		Oct 19		
OP	005-005-005	Austin, Richard Paid by Mnjikaning First Nation Education Authority		M	10	Oct 07				
OP	021-533-583	Brant, Kelley	A	F	10	Sep 07				
	021-533-617	Chan, Rita Paid by parent, Joseph Chan		F	11	Sep 07				
	021-533-286	Doran, Gayle		F	09	Sep 07				Jan 13
	021-533-858	Engel, Marion	A	M	10	Sep 07				
	021-533-039	Fiske, Beverly		F	11	Sep 07				Jun 16
	021-453-145	Forbes, Lloyd		M	09	Oct 18				
	021-533-062	Garry, Dale	A	M	11	Sep 07				
	021-533-344	Tripathi, Raj		M	12		Jan 12			
	032-517-339	Wilson, Susan		F	12		Feb 23			
Principal's certification:* _____										

*OEN = Ontario Education Number

Secondary School: Enrolment Summaries for Part-Time Pupils

Enrolment Details, [School Year] XYZ Secondary School Part-Time Pupils Under 21 Years of Age

Regular and high-credit minutes of instruction in cycle on last school day in October and March, with regular and high-credit pupil FTEs

OP	Name of Pupil	October				March			
		Regular Minutes	High-Credit Minutes	Regular Pupil FTEs	High-Credit Pupil FTEs	Regular Minutes	High-Credit Minutes	Regular Pupil FTEs	High-Credit Pupil FTEs
OP	Ahmed, Aziz	0	0	0	0	0	0	0	0
OP	Austin, Richard	150	0	0.50	0	75	0	0.25	0
OP	Chan, Rita	75	0	0.25	0	150	0	0.50	0
	Doran, Gayle	150	0	0.50	0	0	0	0	0
	Fiske, Beverly	150	0	0.50	0	150	0	0.50	0
	Forbes, Lloyd	75	0	0.25	0	75	0	0.25	0
	Tripathi, Raj	0	0	0	0	75	75	0.25	0.25
	Wilson, Susan	0	0	0	0	0	75	0	0.25

Enrolment Summary

	October	March
1. Total number of minutes in cycle (1 x 300)	300	300
2. Total number of pupils		
Pupils of the board	3	4
Other pupils	2	2
3. Pupil FTEs		
Pupils of the board		
Regular	1.25	1.00
High-credit	0	0.50
Other pupils		
Regular	0.75	0.75

Principal's certification _____ Date _____

Enrolment Details, [School Year] XYZ Secondary School Part-Time Pupils Under 21 Years of Age

OP	Name of pupil	October	Pupil FTEs	March	Pupil FTEs	Enrolment Summary	October	March
	Brant, Kelley	75	0.25	150	0.50	1. Total number of minutes in cycle (1 x 300)	300	300
	Engel, Marion	150	0.50	150	0.50	2. Total number of pupils		
	Garry, Dale	75	0.25	75	0.25	Pupils of the board	3	3
						Other pupils	0	0
						3. Pupil FTEs		
						Pupils of the board	1.00	1.25
						Other pupils	0	0

Principal's certification _____ Date _____

Appendix B: Model of a Daily Attendance Record, with Samples

The model provided below shows all required elements for a Daily Attendance Record for a pupil. It is set up in a format that resembles a computer screen or printout. Note that the model is not related to a particular school year.

In the samples that follow, the calendar only shows the months under discussion.

Sample of a Daily Attendance Record

Daily Attendance Record, [School Year] XYZ School																												
Pupil's OEN*	Pupil's name and address										Form/Grade	Gender	Birth date	Home phone	Board pupil/OP													
Parent/guardian names										Bus. Phone					Home-room teacher													
1 st week					2 nd week					3 rd week					4 th week					5 th week					Days absent	Cumulative days absent	Times late	Cumulative times late
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F				
September	am			01	02	03																						
	pm																											
October	am					01																						
	pm																											
November	am	01	02	03	04	05																						
	pm																											
December	am			01	02	03																						
	pm																											
January	am	03	04	05	06	07																						
	pm																											
February	am		01	02	03	04																						
	pm																											
March	am		01	02	03	04																						
	pm																											
April	am					01																						
	pm																											
May	am	02	03	04	05	06																						
	pm																											
June	am			01	02	03																						
	pm																											
Year Totals																												
Blank A	Present all day Absent	L G	Late G day	H B	Statutory holiday Holiday designated by board										PA N	Professional activity day Non-instructional day					C	Contact with pupil (absentee or in a SAL program) and principal referral to attendance counsellor**						

*OEN = Ontario Education Number

**See "Prolonged Absence" for details.

Sample 1: Prolonged Absence – Pupil Absent for 60 Days, with an Active File and Consistent Contact with the Attendance Counsellor

	Week 1					Week 2					Week 3					Week 4					Week 5				
	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
September	01 H	02	03	04	05	08	09	10	11	12	15	16	17 A ¹	18 A ²	19 A ³	22 A ⁴	23 A ⁵	24 A ⁶	25 A ⁷	26 A ⁸	29 A ⁹	30 A ¹⁰			
October			01 A ¹¹	02 A ¹²	03 A ¹³	06 A ¹⁴	07 A ¹⁵	08 C ¹⁶	09 A ¹⁷	10 A ¹⁸	13 H	14 A ¹⁹	15 A ²⁰	16 A ²¹	17 C ²²	20 A ²³	21 A ²⁴	22 A ²⁵	23 A ²⁶	24 A ²⁷	27 A ²⁸	28 A ²⁹	29 A ³⁰	30 A ³¹	31 A ³²
November	03 A ³³	04 A ³⁴	05 A ³⁵	06 A ³⁶	07 A ³⁷	10 A ³⁸	11 A ³⁹	12 C ⁴⁰	13 A ⁴¹	14 A ⁴²	17 A ⁴³	18 A ⁴⁴	19 A ⁴⁵	20 A ⁴⁶	21 PA	24 A ⁴⁷	25 A ⁴⁸	26 A ⁴⁹	27 A ⁵⁰	28 A ⁵¹					
December	01 A ⁵²	02 A ⁵³	03 A ⁵⁴	04 C ⁵⁵	05 A ⁵⁶	08 A ⁵⁷	09 A ⁵⁸	10 A ⁵⁹	11 A ⁶⁰	12 X ⁶¹	15	16	17	18	19	22	23	24	25	26	29	30	31		
January				01	02	05	06	07	08	09	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
February	02	03	04	05	06	09	10	11	12	13	16	17	18	19	20	23	24	25	26	27					
March	02	03	04	05	06	09	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
April			01	02	03	06	07	08	09	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
May				01	04	05	06	07	08	11	12	13	14	15	18	19	20	21	22	25	26	27	28		
June	01	02	03	04	05	08	09	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		

- Nick is 17 years of age and has been absent for fifteen (15) consecutive school days from September 17 to October 7 without appropriate supporting documentation. Enter “A” for each day of absence in Nick’s Daily Attendance Record. (Note that the superscript numbers above are provided only for purposes of reference to the instructions below. They are not entered in the pupil’s attendance record.)
- The principal referred the case in writing to the attendance counsellor on Nick’s 16th consecutive day of absence. This referral allows Nick to remain on the register for the first 15-day period of absence (see September 17 = A¹ to October 7 = A¹⁵). To indicate this referral, enter “C” in Nick’s Daily Attendance Record on the 16th day of absence (see October 8 = C¹⁶).
- Nick remains on the register from day 16 to day 30, because both of the following two conditions have been met:
 - The attendance counsellor acknowledged to the principal that he or she would take the case (acceptance document must be retained in Nick’s file).
 - There was successful two-way contact between the attendance counsellor and Nick or Nick’s parent or guardian. (To indicate this contact, enter “C” in Nick’s Daily Attendance Record on the actual day contact is made with Nick – see October 17 = C²².)
- Nick remains on the register from day 31 to day 45 and day 46 to day 60 because both of the following two conditions have been met within both 15-day periods:
 - The principal received a report from the attendance counsellor, at some point within each 15-day period, indicating that Nick’s file was still active (the reports must be retained in Nick’s file).
 - There was successful two-way contact between the attendance counsellor and Nick or Nick’s parent or guardian. (To indicate this contact, enter “C” in Nick’s Daily Attendance Record on the actual day contact was made with Nick, within each of these 15-day periods (see November 12 = C⁴⁰ for days 31-45 and December 4 = C⁵⁵ for days 46-60).
- Although Nick has an active file, he is 17 and is only eligible to remain on the register for a maximum of 60 consecutive school days of absence. Nick must be removed from the register on the 61st day of absence (see Dec 12 = X⁶¹). (Note that the “X” is used in this sample only to indicate the date that Nick must be removed from the register. “X” is not entered in Nick’s Daily Attendance Record.)

6. Since Nick is 17 years of age, his name should be added to the board's list of non-attending pupils who are 14-17 years old and who have been removed from the register of any of its schools.
7. The school or the board is expected to contact Nick, at a minimum, before the start of every semester to encourage him to return to school.

Sample 2: Prolonged Absence – Pupil whose File Becomes Inactive

	Week 1					Week 2					Week 3					Week 4					Week 5				
	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
September	01 H	02	03	04	05	08	09	10	11	12	15	16	17 A ¹	18 A ²	19 A ³	22 A ⁴	23 A ⁵	24 A ⁶	25 A ⁷	26 A ⁸	29 A ⁹	30 A ¹⁰			
October			01 A ¹¹	02 A ¹²	03 A ¹³	06 A ¹⁴	07 A ¹⁵	08 C ¹⁶	09 A ¹⁷	10 A ¹⁸	13 H	14 A ¹⁹	15 A ²⁰	16 A ²¹	17 C ²²	20 A ²³	21 A ²⁴	22 A ²⁵	23 A ²⁶	24 A ²⁷	27 A ²⁸	28 A ²⁹	29 A ³⁰	30 C ³¹	31 X ³²
November	03 A ³³	04 A ³⁴	05 A ³⁵	06 A ³⁶	07 A ³⁷	10 A ³⁸	11	12	13	14	17	18	19	20	21	24	25	26	27	28					
December	01	02	03	04	05	08	09	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
January				01	02	05	06	07	08	09	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
February	02	03	04	05	06	09	10	11	12	13	16	17	18	19	20	23	24	25	26	27					
March	02	03	04	05	06	09	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
April			01	02	03	06	07	08	09	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
May				01	04	05	06	07	08	11	12	13	14	15	18	19	20	21	22	25	26	27	28		
June	01	02	03	04	05	08	09	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		

1. Lloyd is 16 years of age and has been absent for 15 consecutive school days from September 17 to October 7 without appropriate supporting documentation. Enter "A" for each day of absence in Lloyd's Daily Attendance Record. (Note that the superscript numbers above are provided only for purposes of reference to the instructions below. They are not entered in the pupil's attendance record.)
2. The principal referred the case in writing to the attendance counsellor on Lloyd's 16th consecutive day of absence. This referral allows Lloyd to remain on the register for the first 15-day period of absence (see September 17 = A¹ to October 7 = A¹⁵). (To indicate this referral, enter "C" in Lloyd's Daily Attendance Record on the 16th day of absence – see October 8 = C¹⁶.)
3. Lloyd remains on the register from day 16 to 30, because both of the following two conditions have been met:
 - a. The attendance counsellor acknowledged to the principal that he or she would take the case (acceptance document must be retained in Lloyd's file).
 - b. There was successful two-way contact between the attendance counsellor and Lloyd or Lloyd's parent or guardian. (To indicate this contact, enter "C" in Lloyd's Daily Attendance Record on the actual day contact is made with Lloyd – see October = C²².)
4. Lloyd *may* remain on the register from day 31 to day 45 because both of the following two conditions have been met within this 15-day period:
 - a. The principal received a report from the attendance counsellor, at some point within this 15-day period, indicating that Lloyd's file was still active (the report must be retained in Lloyd's file).

- b. There was successful two-way contact between the attendance counsellor and Lloyd or Lloyd's parent or guardian. (To indicate this contact, enter "C" in Lloyd's Daily Attendance Record on the actual day contact was made with Lloyd, within this 15-day period. See October 30 = C³¹ for days 31-45.)
5. However, on November 10 = A³⁸, the attendance counsellor informed the principal that Lloyd's file became inactive (the document must be retained in Lloyd's file). Lloyd therefore must be removed from the register on the day after the last day on which successful contact occurred (see October 31 = X³²). (Note that the "X" is used in this sample only to indicate the date that Lloyd must be removed from the register. "X" is not entered in Lloyd's Daily Attendance Record.)
6. Since Lloyd is 16 years of age, his name should be added to the board's list of non-attending pupils who are 14-17 years old and who have been removed from the register of any of its schools.
7. The school or the board is expected to contact Lloyd, at a minimum, before the start of every semester to encourage him to return to school.

Sample 3: Medical Absence

	Week 1					Week 2					Week 3					Week 4					Week 5				
	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
September	01 H	02	03	04	05	08	09	10	11	12	15	16	17 G ¹	18 G ²	19 G ³	22 G ⁴	23 G ⁵	24 G ⁶	25 G ⁷	26 G ⁸	29 G ⁹	30 G ¹⁰			
October			01 G ¹¹	02 G ¹²	03 G ¹³	06 G ¹⁴	07 G ¹⁵	08 G ¹⁶	09 G ¹⁷	10 G ¹⁸	13 H	14 G ¹⁹	15 G ²⁰	16 G ²¹	17	20	21	22	23	24	27	28	29	30	31
November	03	04	05	06	07	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28					
December	01	02	03	04	05	08	09	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
January				01	02	05	06	07	08	09	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
February	02	03	04	05	06	09	10	11	12	13	16	17	18	19	20	23	24	25	26	27					
March	02	03	04	05	06	09	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
April			01	02	03	06	07	08	09	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
May				01	04	05	06	07	08	11	12	13	14	15	18	19	20	21	22	25	26	27	28		
June	01	02	03	04	05	08	09	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		

1. Alice is 14 years of age and is unable to attend school on a regular basis for medical reasons.
2. There is appropriate supporting medical documentation on file that states that Alice will be unable to attend school from September 17th until October 16th. She is absent for 21 consecutive school days.
3. Since the school has not provided a study program for Alice, record her absence with "G" in her Daily Attendance Record for the period of medical absence.
4. Although Alice has exceeded 15 days of absence, her appropriate supporting medical documentation allows her name to remain on the register for the period of time specified in the documentation. If the date was no specified in her documentation, her name could remain on the register *only* up to the end of the current school year.
5. Alice's case does not need to be referred to the attendance counsellor.

6. Alice returned to school on October 17th and began to attend regularly. Record her subsequent attendance in the usual way.

Sample 4: Pupil of Non-compulsory School Age with Modified Schedule (“N” Days)

	Week 1					Week 2					Week 3					Week 4					Week 5				
	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
September					01 H	04	05	06	07 N	08 N	11	12	13	14 N	15 N	18	19	20	21 N	22 N	25	26	27	28 N	29 N
October	02	03	04	05 N	06 N	09	10	11	12 N	13 H	16	17	18	19 N	20 N	23	24	25	26 N	27 N	28	29	30	31 N	
November	03	04	05	06 N	07 N	10	11	12	13 N	14 N	17	18	19	20 N	21 PA	24	25	26	27 N	28 N					
December	01	02	03	04 N	05 N	08	09	10	11 N	12 N	15	16	17	18 N	19 N	22	23 B	24 B	25 B	26 H	27 H	29 B	30 B	31 B	
January				01 H	02 B	05	06	07	08 N	09 N	12	13	14	15 N	16 N	19	20	21	22 N	23 N	26	27	28	29 N	30 PA
February	02	03	04	05 N	06 N	09	10	11	12 N	13 N	16	17 PA	18	19 N	20 N	23	24	25	26 N	27 N					
March	02	03	04	05 N	06 N	09	10	11	12 N	13 N	16	17 B	18 B	19 B	20 B	23	24	25	26 N	27 N	30	31 X			
April				01 N		04 A ¹	05 A ²	06 A ³	07 N	08 H	11 H	12 A ⁴	13 A ⁵	14 N	15 N	18 A ⁶	19 A ⁷	20 A ⁸	21 N	22 N	25 A ⁹	26 A ¹⁰	27 A ¹¹	28 N	29 N
May	02 A ¹²	03 A ¹³	04 A ¹⁴	05 N	06 N	09 A ¹⁵	10	11	12	13	16	17	18	19	20	23	24	25	26	27	28	29	30	31	
June	01	02	03	04	05	08	09	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		

- Mary is in Junior Kindergarten and is attending her local public school 3 days a week on Monday, Tuesday, and Wednesday and is attending a private Montessori school on Thursday and Friday.
- Indicate that Mary is not scheduled for instruction on Thursday and Friday with “N” in her Daily Attendance Record.
- Mary is absent for 15 consecutive days (see April 4 = A¹ to May 9 = A¹⁵). Record these days of absence with “A” in her Daily Attendance Record (the 15th consecutive day of absence from scheduled instructional time is May 9th = A¹⁵).
- Since Mary is not of compulsory age, she must be removed from the register on the day following her last day of attendance (see March 31 = X). (Note that the “X” is used in this sample only to indicate the date that Mary must be removed from the register. “X” is not entered in Mary’s Daily Attendance Record.)
- Mary’s case does not need to be referred to the attendance counsellor.

Appendix C: Procedures for Excused Pupils

Procedures for recording an Excused Absence. See “Excused Pupils” for full details.

Excused absence – pupil absent 15 consecutive school days with supporting documentation.

Excused absence

Pupil attendance is excused by the principal, in accordance with subsection 23(3) of Regulation 298, “Operation of Schools – General.” The parent or guardian of the pupil or the pupil (if the pupil is an adult) has submitted a letter to the principal, requesting that the pupil be excused (i.e. vacation.). For the pupil to remain on the register the school must provide a program of study for the pupil. Appropriate supporting documentation (i.e. the letter) and the certification by the Principal that a program of study was assigned must be retained on file for audit purposes. A referral to the attendance counsellor is not required.

The pupil should be marked with a “G” on the register for the excusal period and the reason for the absence indicated

Medical Absence

In the case of a pupil who is unable to attend school for medical reasons, the pupil’s name will be retained on the register for the period of time specified on appropriate supporting medical documentation provided by a regulated health professional or only up to the end of the current school year, whichever is applicable. Appropriate supporting medical documentation must be retained on file. A referral to an attendance counsellor is not required.

The pupil should be marked with a “G” on the register for the period of medical absence. (See Sample 3.)

When the pupil returns to school on the date specified in the supporting documentation (letter or medical note) and begins to attend school regularly, mark their attendance as per usual.

If the pupil does not return to school on the date specified in the supporting documentation, mark their absence with an “A.” If the pupil is absent for fifteen (15) consecutive school days, follow the procedures required for prolonged absence.

Unexcused absence

Retire

If the school does not provide a program of study and the pupil has been excused from school for 15 or more consecutive school days, the pupil should be retired from the enrolment register on the day immediately after the last day of attendance.

Appendix D: Procedures for Prolonged Absences

Procedures for recording an Extended Absence. See "Prolonged Absence" for full details.

Unexcused absence - Pupil absent 15 consecutive school days without supporting documentation. Enter an "A" for each day of absence.

Compulsory age pupil (6-17).

Non-compulsory age pupil (under 6 or 18 and over).

15 consecutive days of absence

A referral is made to the attendance counsellor on the 16th day of absence which allows the pupil to remain on the register for the first 15 day period. Indicate the referral with a "C" on the 16th day. See Samples 1 or 2.

A referral is not made to the attendance counsellor.

Retire pupil from the register on the day after the last day of attendance.

16-30 consecutive days of absence

For the pupil to remain on the register for the 16 - 30 day period:

1. Attendance counsellor must take on the case; and
2. There must be successful two way contact between the attendance counsellor and the pupil/parent/ guardian. Enter "C" on actual day of contact. (See Samples 1 or 2.)

If either condition is not met, the pupil should be retired from the register on the 16th day of absence.

31-45 / 46-60 consecutive days of absence

For the pupil to remain on the register for the 31 - 45 / 46 - 60 day period:

1. Principal must receive report from attendance counsellor indicating pupil's file is active some time within each 15 day period; and
2. There must be successful two way contact between the attendance counsellor and the pupil /parent/guardian. Enter "C" on actual day of contact within each subsequent 15-day period. (See Sample 1.)

If the attendance counsellor indicates the file is inactive during a subsequent 15-day period, the pupil must be retired from the register on the day following the last day of successful contact. (See Sample 2.)

If either condition is not met, the pupil must be retired from the register on the day following the last 15-day period of non-attendance (the 31st, 46st, 61st day). (See Sample 1.)

Maximum period an absent pupil can remain on the register

Pupils with an active file may remain on the register if:

1. They are 14-17 years of age for a maximum of 60 consecutive school days; after which the pupil must be removed from the register on the 61st day of absence.
2. They are 6-13 years of age – remain on the register indefinitely provided the prolonged absence procedure is followed (i.e. successful two-way communication is maintained).

STUDENT INFORMATION AND ELIGIBILITY ATTESTATION FORM

School Student Enrolling At: _____

The following information will be used by school staff members to collect information in keeping with the Education Act. The principle purpose for the collection of this information is to provide confirmation of Pupil Eligibility for English as a Second Language (ESL)/Programme d'appui aux nouveaux arrivants (PANA), residency and the right to attend without paying tuition fees. This form will be retained in the student's Ontario Student Record (OSR).

Important: Any section of form which is not completed, will not be considered supporting documentation and will make the form null and void.

STUDENT INFORMATION	
PROVINCIAL OEN #: _____	STUDENT #: _____
Legal Last Name: _____	Usual Last Name: _____
Legal First Name: _____	Preferred First Name: _____
Legal Middle Name: _____	Date of Birth: _____ (DD-MMM-YYYY)
Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female	
Home Phone #: (____) _____ - _____ Unlisted <input type="checkbox"/> Yes <input type="checkbox"/> No	
Enrolment Date: _____ (DD-MMM-YYYY)	For Grade: _____
Admission Status: <input type="checkbox"/> Pupil of the Board <input type="checkbox"/> Other Pupil	

STUDENT ADDRESS	
Home Address:	
Street #	Street Name Apt. #
City/Town/Municipality	Name of Township Postal Code
Mailing Address: <input type="checkbox"/> Same as Home Address	
Street #	Street Name Apt. #
City/Town/Municipality	Name of Township Postal Code
Proof of Date of Birth: <input type="checkbox"/> Birth Certificate <input type="checkbox"/> Baptismal Certificate <input type="checkbox"/> Other: _____	Proof of Address: <input type="checkbox"/> Current Agreement of Purchase and Sale <input type="checkbox"/> Current Utility Bill <input type="checkbox"/> Current Property Tax Bill <input type="checkbox"/> Current Home Phone/Cable/Internet Bill <input type="checkbox"/> Other: please specify * _____ Note: * Driver's license is not acceptable for audit purposes.

PREVIOUS SCHOOL INFORMATION	
Previous School Board: _____	If outside of province , please indicate province or country and language of instruction: Province/Country: _____ Language of Instruction: _____
Previous School: _____	
Address: _____	
Last Day of Attendance: _____ (DD-MMM-YYYY)	

CITIZENSHIP/IMMIGRATION INFORMATION

Parent must present proof of child’s entry into Canada. Date of entry is the date that the student enters Canada to live, not a short-term visit/vacation in Canada taken beforehand. Check off the document presented, and the date on the document (should match the date of entry). **Only one document is required.**

☐ **Canadian Citizenship (Child born in Canada):**

City of Birth:

Province:

Fee Paying Students

Student Study Permit for Visa Student:

Study Permit valid from:

(DD-MMM-YYYY)

 to

(DD-MMM-YYYY)

☐ Student Visa

Total Tuition Fee Paid: \$

Fee Payment Date:

(DD-MMM-YYYY)

Visitor Record:

Visitor Record valid from:

(DD-MMM-YYYY)

 to

(DD-MMM-YYYY)

☐ Visitor Visa

Total Tuition Fee Paid: \$

Fee Payment Date:

(DD-MMM-YYYY)

Exchange Student: Attending Host school

☐ Exchange Agreement

Agency:

Duration of Exchange:

(DD-MMM-YYYY)

 to

(DD-MMM-YYYY)

Name of Reciprocal Student: Country of Reciprocal Student:

Permanent Resident (check one):

☐ Parent/Guardian ☐ Student (if an adult) Date became a permanent resident:

(DD-MMM-YYYY)

☐ Stage One Approval Letter Stage 1 Approval Letter Date:

(DD-MMM-YYYY)

☐ Equivalent Documentation from Immigration, Refugees and Citizenship Canada (IRCC) confirming approval in principle (specify below type of document with date)

Type of Document Reviewed:

Date:

(DD-MMM-YYYY)

Refugee Status:

☐ Documentation from IRCC confirming Refugee Status Date of Entry (stamped date on document):

(DD-MMM-YYYY)

☐ Consideration of Eligibility (Convention Refugee) Date of Entry (stamped date on document):

(DD-MMM-YYYY)

Pupil Eligibility Form

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Parent's Study Permit:

☐Parent's Acceptance Letter confirming the parent will be a full-time student at a qualified university, college or institution in Ontario (retain copy in child's OSR)

☐Parent Study Permit

Parent's Study Permit valid from: _____ to _____

(DD-MMM-YYYY)(DD-MMM-YYYY)

Verify below that the parent is a full-time student enrolled in a degree, diploma, or certificate program that consists of a minimum of 2-3 semesters and 600+ hours of instruction (check one)

☐Degree☐Diploma☐Certificate

Parent's Work Permit

☐Documentation from IRCC confirming approval of Work Permit (i.e. actual work permit to be issued at a later date)

☐Parent Work Permit

Work Permit valid from: _____ to _____

(DD-MMM-YYYY)(DD-MMM-YYYY)

Student's Study Permit ***:

☐Student Study Permit (Parent's work permit to be issued at a later date)

Study Permit valid from: _____ to _____

(DD-MMM-YYYY)(DD-MMM-YYYY)

Note: ***This student study permit is given to a child accompanying their parent on a work permit to Ontario.

Other:

☐Diplomat Status/Minister's Permit

Valid from: _____ to _____

(DD-MMM-YYYY)(DD-MMM-YYYY)

Confirmation of Documentation and Student Eligibility for ESL/PANA Funding

Country of Birth: _____ Citizen of: _____

Original Date of First Entry into Canada: _____

(DD-MMM-YYYY)

☐Verified Canadian Stamped Date of Entry on passport

Pupil Eligibility Form

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PARENT /LEGAL GUARDIAN INFORMATION

Custody Information****: ☐ Both Parents ☐ Mother Only ☐ Father Only ☐ Shared ☐ Joint ☐ Guardian ☐ C.A.S.

Living With: ☐ Both Parents ☐ Mother Only ☐ Father Only ☐ Guardian ☐ Other ☐ C.A.S.

Note: ****Written Custody Agreement or Court Order should be available upon request for audit purposes.

Guardianship:

☐ Custody Agreement reviewed

If there is no Custody Agreement, then all the following criteria must be met (check Yes or No) in order for the child to attend school without the payment of a tuition fee:

- ☐ Yes ☐ No
- 1) The student is a Canadian citizen or a permanent resident of Canada.
- ☐ Yes ☐ No
- 2) The guardian is a member of the student's immediate family and resides in Ontario in the school board jurisdiction in which the student wants to attend school.
Immediate Family Relationship (please specify): _____
- ☐ Yes ☐ No
- 3) The guardian is assuming full responsibility for the care and well-being of the student, and the student is residing with the guardian throughout the custody period.
- ☐ Yes ☐ No
- 4) A written agreement is in place between the parents of the student and the guardian that sets out all of the above, as well as the respective responsibilities of the parents and the guardian.

Mother:

Catholic ☐ Emergency Contact ☐ Living With ☐ Correspondence ☐ Access Denied ☐ Legal Guardian ☐ Legal Custody ☐ Volunteer ☐ Migrant Worker ☐

First Name	Last name	Home Address (if different from student)	
()		()	
Home Phone # (area code)		Cell Phone # (area code)	
Employer	Work Phone # (area code & ext.)	Email Address	Language (other than English)

Father:

Catholic ☐ Emergency Contact ☐ Living With ☐ Correspondence ☐ Access Denied ☐ Legal Guardian ☐ Legal Custody ☐ Volunteer ☐ Migrant Worker ☐

First Name	Last name	Home Address (if different from student)	
()		()	
Home Phone # (area code)		Cell Phone # (area code)	
Employer	Work Phone # (area code & ext.)	Email Address	Language (other than English)

Other (please specify): _____

Catholic ☐ Emergency Contact ☐ Living With ☐ Correspondence ☐ Access Denied ☐ Legal Guardian ☐ Legal Custody ☐ Volunteer ☐ Migrant Worker ☐

First Name	Last name	Home Address (if different from student)	
()		()	
Home Phone # (area code)		Cell Phone # (area code)	
Employer	Work Phone # (area code & ext.)	Email Address	Language (other than English)



POLICY SECTION: Safe Schools

SUB-SECTION:

POLICY NAME: Suspension and Expulsion Policy (Consolidated)

POLICY NO: S.S. 01

Date Approved: November 20, 2014	Date of Next Review: September, 2019 February, 2024	Dates of Amendments: August 25, 2016
<p>Cross References</p> <ul style="list-style-type: none"> • Education Act Part XIII, Behaviour, Discipline and Safety • S.S. 09 Code of Conduct • S.S. 11 Bullying Prevention and Intervention • S.S. 10 Progressive Discipline • S.S. 04 Access to School Premises • S. 15 Access to Pupils • S. 16 Access to Pupil Information • S. 17 Suspected Child Abuse Reporting Police/School Board Protocol • Statutory Powers Procedure Act • Program/Policy Memorandum 141, <i>School Board Programs for Students on Long-Term Suspension</i> • Program/Policy Memorandum 142, <i>School Board Programs for Expelled Students</i> • Program/Policy Memorandum 144, <i>Bullying Prevention and Intervention</i> • Program/Policy Memorandum 145, <i>Progressive Discipline and Promoting Positive Student Behaviour</i> • Program/Policy Memorandum 128, <i>Provincial Code of Conduct and School Board Codes of Conduct</i> • Program/Policy Memorandum 120, <i>Reporting Violent Incidents to the Ministry of Education</i> • Human Rights Code, R.S.O. 1990, c. H.19 • Ontario Policy on Accessible Education for Students with Disabilities 		



POLICY SECTION: Safe Schools

SUB-SECTION:

POLICY NAME: Suspension and Expulsion Policy (Consolidated)

POLICY NO: S.S. 01

Operational Procedures:

Appendix A - Protocol to Suspension

Appendix B – Guidelines to Long-Term Suspension Program (TIPSS)

~~Appendix C – Protocol to Expulsion~~ **Intentionally Deleted**

~~Appendix D C~~ – Guidelines to Expulsion Program (Monsignor Fraser College – St. Martin Campus, formerly APPLE)

~~Appendix E D~~ – Protocol for Suspension Appeals and Expulsion

Hearings ~~Appendix F E~~ – Statutory Powers Procedure Act

~~Appendix G F~~ – Frequently Asked Questions for Suspension Appeal

Hearings ~~Appendix H G~~ – Frequently Asked Questions for Expulsion

Hearings ~~Appendix I H~~ – Principal Investigation Guideline

Appendix I - Search and Seizure Guideline

Purpose

This policy affirms that, consistent with our Multi-Year Strategic Plan, Catholic Social Teachings and Ontario Catholic School Graduate Expectations, the conduct of students as members of the Catholic school community is expected to be modelled upon Christ, and conduct falling below that standard requires appropriate discipline. Creating a positive school climate is a shared responsibility of all stakeholders.

“Act justly, love tenderly and walk humbly with your God.” (Micah: 8)

Scope and Responsibility

This policy extends to all individuals of the TCDSB including students, parents, teachers and school staff, support staff, administrators, ~~parish priests and~~ community school partners. Trustees and the Director of Education are responsible for this policy.



POLICY SECTION: Safe Schools

SUB-SECTION:

POLICY NAME: Suspension and Expulsion Policy (Consolidated)

POLICY NO: S.S. 01

Alignment with MYSP

Fostering Student Achievement and Well-

Being Living Our Catholic Values

Strengthening Public Confidence

Policy

The TCDSB is committed to ensuring that all schools focus on the building of healthy relationships, a safe, inclusive, and accepting learning environment rooted in the Ontario Catholic Graduate Expectations. A positive school climate is established when all aspects of the Code of Conduct Policy are respected. The enforcement of the Code of Conduct Policy, including suspension, referral to the Board for expulsion and intervention/support programs, contributes to the development and maintenance of a positive school climate. Guidelines and procedures are provided to students, parents, guardians and principals to ensure that all processes and outcomes are fair, equitable, and just.

Regulations

1. In accordance with the section 306. of *The Education Act*, ~~thereafter~~ **hereafter** known as *the Act*, a principal shall consider whether to suspend a pupil if he or she believes that the pupil has engaged in any of the Activities identified in *Operational Procedures "Protocol to Suspension"* (Appendix A) while at school, at a school related activity, or in other circumstances where engaging in the Activity will have an impact on school climate.



POLICY SECTION: Safe Schools

SUB-SECTION:

POLICY NAME: Suspension and Expulsion Policy (Consolidated)

POLICY NO: S.S. 01

2. In accordance with *the Act* and Program Policy Memorandum 141, the Board will offer the Transitional Intervention Program for Suspended Students (TIPSS) to students on a long- term suspension or suspension pending possible expulsion.

Appendix B: *Operational Procedures “Guidelines to Long-Term Suspension Program (TIPSS)”*

3. Upon re-entry from suspension, in accordance with our Catholic faith and traditions, the principal will facilitate a re-entry process that includes opportunity for reflection, reconciliation and acceptance, with appropriate supports and interventions that will be intended to maximize the opportunities for successful return to school.
4. In accordance with section 310. of *the Act* the principal shall suspend a pupil if he or she believes that the pupil has engaged in any of the Activities identified in *Operational Procedures “Protocol to Expulsion”* (Appendix C) while at school, at a school related activity, or in other circumstances where engaging in the Activity will have an impact on school climate. Given the more serious nature of these activities, the principal will conduct an ~~more~~ in-depth investigation ~~with possible report to police and consider a recommendation for~~ **recommending** a school or board expulsion.
5. In accordance with *the Act* and Program Policy Memorandum 142, the Board will offer a program (Monsignor Fraser College – St. Martin Campus, ~~formerly APPLE~~) for students approved for Board Expulsion. Appendix D: *Operational Procedures “Guidelines to Expulsion Program (Monsignor Fraser College – St. Martin Campus, formerly APPLE)”*



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6. ~~Upon re-entry from~~ **Following a** School or Board Expulsion, in accordance with our Catholic faith and traditions, the principal will ensure a ~~re-entry~~ transition plan that includes opportunity for reflection, reconciliation and acceptance, with appropriate supports and interventions that will be intended to maximize the opportunities for successful reintegration to school.
7. In accordance with section 309. of *the Act*, the parent, guardian or adult student may appeal the suspension. In accordance with section 311. of *the Act*, if the principal recommends to the board that a pupil be expelled, the board shall hold an expulsion hearing. Appendix E: *Operational Procedures "Protocol for Suspension Appeals and Expulsion Hearings"*
8. Suspension Appeal Hearings and Expulsion Hearings will be conducted in accordance with the *Statutory Powers Procedure Act*. Appendix F: *Operational Procedures "Statutory Powers Procedure Act"*
9. Suspension Appeal Hearings will be conducted according to the *Operational Procedures "Frequently Asked Questions for Suspension Appeal Hearings"*. (Appendix G)
10. Expulsion Hearings will be conducted according to the *Operational Procedures "Frequently Asked Questions for Expulsion Hearings"*. (Appendix H)



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Definitions

School Climate: The learning environment and relationships found within a school and school community. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions.

Police/School Board Protocol: This protocol has been developed by the four publicly funded district school boards operating within the city of Toronto and Toronto Police Service with the clear purpose of supporting schools as safe, caring, inclusive and accepting places for learning and teaching. The Protocol clearly outlines the roles and responsibilities of school officials and police officers in situations where the police are present at school for a school related incident or in other situations.

Code of Conduct: The Code of Conduct reflects the provincial standards that promote and support respect, civility, responsible citizenship, safety and well-being for all individuals.

Long-Term Suspension: These include suspensions issued for 6 to 20 days.

Expulsion: *The Act* permits principals to recommend to the Board of Trustees two possible types of expulsion. A **school expulsion** denies a student access to a particular TCDSB school. A **board expulsion** denies a student access to all TCDSB schools.



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Evaluation & Metrics

1. Annual review of suspension and expulsion data
2. Review of Safe Schools Progressive Discipline Application statistics
3. Anonymous safe school climate surveys administered to representative groups of TCDSB students, parents and staff
- ~~4. Review of the Toronto Police Service School Resource Officer (SRO) and Community School Liaison Officer (CSLO) activities, programs, and surveys~~
4. Review of hearings appealed to the Child and Family Services Review Board
5. Review of annual suspension appeal hearings and expulsion hearings
- ~~7. Review of annual data related to Threat Assessments and Restorative Conflict Mediation Circles (RCMC)~~
6. Review of annual TIPSS statistics
7. Review of annual Monsignor Fraser College, St. Martin Campus, ~~formerly APPLE~~ statistics
8. Safe Schools Advisory Committee consultation used to inform direction and priorities



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**OPERATIONAL PROCEDURES: Protocol to Suspension
and Protocol to Expulsion**

APPENDIX A

Protocol to Suspension and ~~Protocol to~~ Expulsion



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APPENDIX A

Operational Procedures: Protocol to

Suspension Activities Leading to Possible

Suspension

In accordance with *the Act* section 306 (1) a principal shall consider whether to suspend a pupil if he or she believes that the pupil has engaged in any of the following activities while at school, at a school related activity, or in other circumstances where engaging in the Activity will have an impact on school climate:

1. Uttering a threat to inflict serious bodily harm on another person
2. Possessing alcohol or illegal drugs
3. **Possessing cannabis, unless the pupil is a medical cannabis user**
4. Being under the influence of alcohol
5. **Being under the influence of cannabis, unless the pupil is a medical cannabis user**
6. Swearing at a teacher or at another person in a position of authority
7. Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school
8. Bullying
9. Any other activity that is an activity for which a principal may suspend a pupil under the policy of the board.

Suspension under Board Policy

Under clause 306. (1) 7 of *the Act*, a pupil may be suspended if he or she engages in an activity that is an activity for which a principal may suspend a pupil under a policy of the board.

Under Board policy, activities for which a principal may suspend a pupil include:



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- (1) Persistent opposition to authority;
- (2) Habitual neglect of duty;
- (3) Use of profane or improper language;
- (4) Theft;
- (5) Aid/incite harmful behaviour;
- (6) Physical assault;
- (7) Being under the influence of illegal drugs;
- (8) Harassment;
- (9) Fighting;
- (10) Extortion;
- (11) Inappropriate use of electronic communications/media equipment; and/or
- (12) Other – defined as any conduct injurious to the moral tone of the school or to the physical or mental well-being of others.

Activities Leading to a Suspension Pending Possible Expulsion

Under subsection 310. (1) of *the Act*, a principal shall suspend a pupil if he or she believes that the pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the Activity will have an impact on the school climate:

- (1) Possessing a weapon, including possessing a firearm
- (2) Using a weapon to cause or to threaten bodily harm to another person
- (3) Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner
- (4) Committing a sexual assault
- (5) Trafficking in weapons or in illegal drugs
- (6) Committing robbery
- (7) Giving alcohol to a minor
- (8) Giving cannabis to a minor**

8.1 Bullying, if

- (i) the pupil has been previously suspended for engaging in bullying, **and**
- (ii) the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person.



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- 8.2 Any activity listed in subsection 306. (1) of *the Act* that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar basis.
- (9) Any other activity that, under a policy of a board, is an activity for which a principal must suspend a pupil and, therefore in accordance with this Part, conduct an investigation to determine whether to recommend to the Board that the pupil be expelled.

Suspension Pending Expulsion under Board Policy

Under clause 310. (1) 8 of *the Act*, a pupil must be suspended if he or she engages in an activity that is an activity for which a principal ~~may~~ **must** suspend a pupil under a policy of the board **including**.

- (1) Possession of explosive substance;
- (2) Refractory conduct;
- (3) Serious or repeated misconduct;
- (4) Conduct injurious to the moral tone of the school or to the physical or mental well-being of others.

If a principal decides to suspend a pupil for engaging in an activity described in subsections 306. or 310. of *the Act*, the principal will suspend the pupil from his or her school and from engaging in all school-related activities.

Suspension Duration

The minimum duration of a suspension is one school day and the maximum duration is 20 school days.

In considering how long the suspension should be, a principal will take into account any mitigating and/or other factors prescribed by the regulations.

A principal may not suspend a pupil more than once for the same occurrence.



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Mitigating Factors

In recognizing the uniqueness of each child and applying a lens of pastoral care, the principal will consider the following mitigating factors in reaching a final determination:

- The pupil does not have the ability to control his or her behaviour.
- The pupil does not have the ability to understand the foreseeable consequences of his or her behaviour.
- The pupil's continuing presence in the school does not create an unacceptable risk to the safety of any person.

Other Factors

Similarly, the principal will consider the following other factors in reaching a final determination, once again in recognition of the uniqueness of each child and applying a lens of pastoral care:

- The pupil's history.
- Whether a progressive discipline approach has been used with the pupil.
- Whether the activity for which the pupil may be suspended was related to any harassment of the pupil because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other form of harassment.
- How the suspension or expulsion would affect the pupil's ongoing education.
- The age of the pupil.
- In the case of a pupil for whom an individual education plan has been developed,
 - (i) whether the behaviour was a manifestation of a disability identified in the pupil's individual education plan.
 - (ii) whether appropriate individualized accommodation has been provided, and
 - (iii) whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behaviour or conduct.



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Notice of Suspension

A principal who suspends a pupil under S. 306 or S. 310 of the *Act* shall,

- (a) inform the pupil's teacher(s) of the suspension; and
- (b) make all reasonable efforts to inform the pupil's parent or guardian of the suspension within 24 hours of the suspension being imposed, unless,
 - (i) the pupil is at least 18 years old, or
 - (ii) the pupil is 16 or 17 years old and has withdrawn from parental control.
- (c) ensure that written notice is given promptly to the following persons:
 - (1.) the pupil
 - (2.) the pupil's parent or guardian unless,
 - (i.) the pupil is at least 18 years old, or
 - (ii.) the pupil is 16 or 17 years old and has withdrawn from parental control.

Contents of the Notice of Suspension under S. 306 and S. 310 of the *Act*

The notice of suspension will include the following:

- (1) The reason for the suspension;
- (2) The duration of the suspension;
- (3) Information about any program for suspended pupils to which the pupil is assigned;
- (4) Information about the right to appeal the suspension under section 309. of *the Act* including,
 - (i) a copy of the Board policies and guidelines governing the appeal process established by the Board under subsection 302. (6) of *the Act*,
 - and



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- (ii) the name and contact information of the appropriate superintendent of education to whom notice of the appeal must be given under subsection 309. (2) of *the Act*.

Additional Contents of the Notice of Suspension under S. 310 of the *Act*

In addition to the contents of the Notice of Suspension described immediately above under S. 306 and S. 310 of the *Act*, a notice of suspension under S. 310 of the *Act* must also include:

- 1. Information about the investigation the principal will conduct under S. 311.1 of the *Act* to determine whether to recommend that the pupil be expelled; and**
- 2. A statement indicating that,**
 - (i) There is no immediate right to appeal the suspension,**
 - (ii) If the principal does not recommend to the board that the pupil be expelled following the investigation under subsection 311.1, the suspension will become subject to appeal under subsection 311.2, and**
 - (iii) If there is an expulsion hearing because the principal recommends to the board that the pupil be expelled, the suspension may be addressed by parties at the hearing.**

Suspension Program

When a Principal suspends a pupil, he or she shall assign the pupil to a program for suspended pupils in accordance with policies and guidelines issued by the Minister, under sections 306 (5) and 310.(4) of *the Act*.



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Receipt of Notice

Where notice is given, it shall be considered to have been received by the person in accordance with the following rules:

- (1) If the notice is sent by mail or another method in which an original document is sent, the notice shall be considered to have been received by the person to whom it was sent on the fifth school day after the day on which it was sent.
- (2) If the notice is sent by fax or another method of electronic transmission, the notice shall be considered to have been received by the person to whom it was sent on the first school day after the day on which it was sent.

Suspension Appeal

Under section 309. of *the Act*, the parent, guardian or adult student may appeal the decision to suspend a student. (See Appendix E)

Procedures for Suspension

- (i) Where a concern arises regarding possible student discipline, a principal will conduct an investigation and consider mitigating factors and other factors.
- (ii) With respect to serious infractions, the principal will consult with the appropriate superintendent of education.
- (iii) Following an investigation, if it is considered necessary to suspend a student, a principal/designate should contact the student's parent/guardian/adult student in order to discuss reasons for the suspension and engage them in becoming part of the plan to change behavior, consistent with our desire for faith-based reconciliation, reformation and restorative practices.



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- (iv) If the principal/designate has ~~invoked~~ **imposed** a suspension pending possible expulsion under section 310. of *the Act*, he or she will conduct a principal investigation in order that a final determination can be made.
- (v) ~~If the incident is a “violent incident” as defined in PPM 120, the principal will contact the police as per the requirements of the Police/School Board Protocol and file documentation in the OSR accordingly.~~

DEFINITIONS

Bullying – Aggressive and typically repeated behaviour (physical, verbal, electronic, written or other means) by a student where,

(a) the behaviour is intended to have the effect of, or the student ought to know that the behaviour would likely have the effect of,

- i. causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or
- ii. creating a negative environment at a school for another individual, and

(b) the behaviour occurs in a context where there is a real or perceived power imbalance between the student and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education.

Cyber-bullying—This is a form of bullying that occurs through the use of technology, including the use of a computer, cellular phone or other electronic devices, using instant/text messaging, social networks, e-mail, websites or any other electronic activities, and ~~involves~~ **includes:**

- (a) creating a web page or blog in which the creator assumes the identity of another person;
- (b) impersonating another person as the author of content or messages posted on the internet; and
- (c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.



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Cannabis Legislation - The legalization of cannabis in Canada comes with restrictions. Students under 19 years of age must not be in possession of or be under the influence of cannabis at school. In addition, it is a serious activity to give cannabis to a minor which may result in possible expulsion. If the student is a medical cannabis user, specific documentation will be required including, but not limited to, use/dosage/frequency/and location of administration. It is unlawful to smoke or hold lit cannabis within 20 metres of the perimeter of school property.

Explosive Substance – includes anything used to create an explosive device or is capable or causing an explosion.

Extortion – using threats, accusations or violence or threats of violence to induce any person to do anything or cause anything to be done.

Firearm – any barreled weapon from which any shot, bullet or other projectile can be discharged and that is capable to causing serious bodily injury or death to a person.

Harassment – harassment is ~~often, but not always, persistent~~, ongoing conduct or communication in any form, of attitudes, beliefs, or actions towards an individual or group which might reasonably be known to be unwelcome. A single act or expression can constitute harassment, for example, if it is a serious violation. Harassment may be either subtle or blunt.

Hate Material – includes literature, leaflets, posters, graffiti distributed (or sent by electronic means) to incite violence or ~~hated~~ **hatred** against ~~an~~ **a member of** ~~an~~ identifiable group and/or their property. The incitement of hatred or bias-motivated incidents against an identifiable group may include persons distinguished by their race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation or other similar factor.



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Inappropriate Use of Electronic Communications/Media – the intentional use of an electronic device or communication medium, such as, but not limited to, all features of a phone, a cell phone, digital camera, blackberry, e-mails, school hotlines, Web-based communication sites and print material, such as flyers, school newspapers and brochures, that negatively impact on the well-being of another person and/or the learning environment in accordance with the definition of Harassment (as set out above).

Non Consensual Sharing of Intimate Images – Knowingly publishing, distributing, transmitting, selling, making available, or advertising an intimate image of another person while knowing that the person depicted in the image did not give their consent, or being reckless as to whether the person gave their consent. The term “intimate image” refers to a visual recording such as a photograph, film, or video recording of a person in which the person is nude or engaged in explicit sexual activity and which was created in circumstances that gave rise to a reasonable expectation of privacy.

Physical Assault – the intentional application of force directly or indirectly in any degree at all, to a person without the person’s consent.

Physical Assault Causing Bodily Harm – physical assault is the intentional application of force in any degree at all to a person without that person’s consent. Bodily harm refers to any hurt or injury that is more than merely transient or trifling in nature which interferes with the health or comfort of the person, and includes but is not limited to injuries that receive medial attention. Any cut that requires stitches or any broken or fractured bone should be considered a serious injury. Serious injury could also include multiple minor injuries.



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Possession of a Weapon – means anything used, designed to be used or intended for use in causing death or injury to any person, or to threaten or intimidate any person. It can include objects which can be used as weapons. Objects such as a pen, or a screwdriver, if displayed to threaten or intimidate, become weapons under this definition. **A Weapon** **weapon** includes a firearm and any device that is designed or intended to ~~exactly resemble or to resemble with near precision,~~ a **firearm** **weapon**.

Racial Harassment – means engaging in a course of vexatious comment or conduct pertaining to a person's race which is known, or is reasonably **ought to be** known, to be offensive, inappropriate, intimidating, hostile and unwelcome. Race refers to a group of people of common ancestry, distinguished from others by physical characteristics, such as colour of skin, shape of eyes, hair texture or facial features. The term is also used ~~at present,~~ to designate social categories into which societies divide people according to such characteristics.

Refractory Conduct – means resisting control or discipline, unmanageable, rebellious refusal to comply with or flagrant disregard of Board policy. A single act itself can constitute refractory conduct.

Replica Firearm – is any device that is designed or intended to ~~exactly resemble or to resemble with near precision,~~ a firearm.

Robbery – a robbery occurs where a person uses violence or threats of violence to steal money or other property from a victim.

Sexual Assault – a sexual assault occurs where a person, without consent, intentionally applies force to another person in circumstances of a sexual nature such as to violate the sexual integrity of the victim.



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Sexual Harassment – sexual harassment occurs when a person receives unwelcome sexual attention from another person, whose comments or conduct are known or should reasonably be known to be offensive, inappropriate, intimidating, hostile and unwelcome. It also includes ~~an environment in which~~ sexist or homophobic jokes ~~and~~ **or** materials ~~are allowed~~.

Threat to Inflict Serious Bodily Harm – a threat to cause death or serious bodily harm to a person. ~~The term “threat”, as used here, does not apply to situations in which no real threat was intended.~~

Trafficking in Drugs and/or Harmful Substances – means to sell, administer, transfer, transport, send or deliver any harmful substance, illicit drug or narcotic as set out in the Controlled Drugs and Substance Act.



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**OPERATIONAL PROCEDURES: Guidelines to Long-Term
Suspension Program (TIPSS)**

APPENDIX B

Guidelines to Long-Term Suspension Program (TIPSS)



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APPENDIX B

Operational Procedures: Guidelines to Long-Term Suspension Program (TIPSS)

Our Gospel Values ground us in the belief that every individual has God-given talents and abilities, and the potential for redemption and reconciliation when we err.

In accordance with *the Act* and Program Policy Memorandum 141, the Board will offer the Transitional Intervention Program for Suspended Students (TIPSS).

Parents of students under the age of 18, students over 18, students 16/17 years of age who have withdrawn from parental control who receive a suspension greater than 5 days or a suspension pending possible expulsion must indicate by written signature their desire to participate in the program knowing that it has the following obligations:

- i) For students on longer than a 5 day suspension a teacher will be assigned by the ~~TIPSS Coordinator~~ **St. Martin Principal/Vice Principal** to work with the student for a two hour session 3 or 4 days a week. This schedule may alter due to PD days, conferences or other Safe Schools events.
- ii) A Student Action Plan (SAP) will be developed by the **home** school principal in collaboration with appropriate staff to delineate the academic and non-academic program needs/goals of the student.
- iii) The TIPSS teacher will meet the suspended student in a Toronto Public Library (TPL) site.
- iv) The student will identify himself/herself to the TPL staff.
- v) The student will wear appropriate attire for the TIPSS session including the school uniform if it is part of the home school's expectation.
- vi) The student will conduct himself/herself in a manner that is congruent with the expectations of the Board's Code of Conduct, as well as the expectations of the Public Library. If the TIPSS teacher or library staff feel that their safety or ability to carry on with their work is compromised by the student's behavior, then the student will forfeit **the** right to the program. The ~~TIPSS coordinator~~ **St. Martin Principal/Vice Principal** will be informed when such a situation occurs and will inform the school principal who will note this on the **Student Action Plan** (SAP).



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vii) For students on greater than 10 day suspension or suspension pending possible expulsion a social worker will be assigned by the ~~TIPSS coordinator~~ to meet with the student to address nonacademic needs. This is a mandatory expectation of the program. The TIPSS social worker will follow up with the home school social worker to support the student's transition back to community once the suspension has been served.



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~~OPERATIONAL PROCEDURES: Protocol to Expulsion~~

~~APPENDIX C~~

~~Protocol to Expulsion~~
Intentionally Deleted



~~POLICY SECTION: Safe Schools~~

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APPENDIX C

Operational Procedures: Protocol to

Expulsion Suspension Pending Possible

Expulsion

~~An expulsion is in response to serious misbehaviour by a student in a school. Under the Act, a principal is required to suspend a pupil if he or she believes that the pupil has engaged in any of certain specified activities while at school, at a school-related activity or in circumstances where engaging in the Activity will have an impact on the school climate. The Act requires the principal to conduct an investigation to determine whether to recommend to the Board that the pupil be expelled. In considering whether to recommend to the Board that a pupil be expelled, a principal is required to take into account mitigating factors and other factors set out in the regulations.~~

~~If a principal recommends an expulsion the Board is required to hold an expulsion hearing. The Board is entitled to authorize a committee of at least three members to conduct the expulsion hearing.~~

~~At the hearing, the Safe Schools Hearing Committee is required to consider the submissions of the parties, any mitigating or other factors prescribed by the regulations and any written response by the parent/guardian/adult/student that was provided to the principal's report recommending expulsion.~~

~~At the conclusion of the hearing, the Board Safe Schools Hearing Committee will decide whether to expel the pupil at all, and, if so, whether the expulsion will be a school expulsion or board expulsion.~~



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~~Where the Safe Schools Hearing Committee decides to expel a pupil, it has a further decision to make. If the Discipline Committee decides to expel the pupil from his or her school only, Safe Schools must assign the pupil to another school of the Board. The student will receive mandatory social work intervention at the new school placement. The Request for Social Work Services form will be signed by the parent/guardian/adult student during the intake meeting at the new school placement. If the Discipline Committee decides to expel the pupil from all schools of the Board, the pupil will be assigned to a program for expelled pupils.~~

~~Activities Leading to Suspension Pending Possible Expulsion (section 310)~~

~~Under subsection 310 (1) of *the Act*, a principal shall suspend a pupil if he or she believes that the pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the Activity will have an impact on the school climate:~~

- ~~1. Possessing a weapon, including possessing a firearm.~~
- ~~2. Using a weapon to cause or to threaten bodily harm to another person.~~
- ~~3. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner.~~
- ~~4. Committing a sexual assault.~~
- ~~5. Trafficking in weapons or in illegal drugs.~~
- ~~6. Committing robbery.~~
- ~~7. Giving alcohol to a minor.~~
- ~~7.1 Bullying, if~~
 - ~~(i) the pupil has been previously suspended for engaging in bullying, and~~
 - ~~(ii) the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person.~~
- ~~7.2 Any activity listed in subsection 306 (1) that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor.~~



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8. ~~Any other activity that, under a policy of a board, is an activity for which a principal must suspend a pupil and, therefore in accordance with this Part, conduct an investigation to determine whether to recommend to the Board that the pupil be expelled.~~

~~The following infractions must result in a suspension pending possible expulsion in accordance with Board policy:~~

- ~~1. Possession of explosive substance;~~
- ~~2. Serious or repeated misconduct;~~
- ~~3. Refractory Conduct;~~
- ~~4. Conduct injurious to the moral tone of the school or to the physical or mental well-being of others.~~

~~A pupil who is suspended under this section is suspended from his or her school and from engaging in all school-related activities.~~

Duration of Suspension

~~The minimum duration of a suspension is one school day and the maximum duration is 20 school days.~~

~~In considering how long the suspension should be, a principal will take into account any mitigating and/or other factors prescribed by the regulations.~~

~~A principal may not suspend a pupil more than once for the same occurrence.~~

Mitigating Factors

~~In recognizing the uniqueness of each child and applying a lens of pastoral care, the principal will consider the following mitigating factors in reaching a final determination:~~



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- The pupil does not have the ability to control his or her behaviour.
- The pupil does not have the ability to understand the foreseeable consequences of his or her behaviour.
- The pupil's continuing presence in the school does not create an unacceptable risk to the safety of any person.

Other Factors

Similarly, the principal will consider the following other factors in reaching a final determination, once again in recognition of the uniqueness of each child and applying a lens of pastoral care:

- The pupil's history.
- Whether a progressive discipline approach has been used with the pupil.
- Whether the Activity for which the pupil may be or is being suspended or expelled was related to any harassment of the pupil because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment.
- How the suspension or expulsion would affect the pupil's ongoing education.
- The age of the pupil.
- In the case of a pupil for whom an individual education plan has been developed,
 - (i) whether the behaviour was a manifestation of a disability identified in the pupil's individual education plan.
 - (ii) whether appropriate individualized accommodation has been provided, and
 - (iii) whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behaviour or conduct.

Notice of Suspension Pending Possible Expulsion

A principal who suspends a pupil under section 310 shall,

- (a) inform the pupil's teacher(s) of the suspension; and



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- (b) make all reasonable efforts to inform the pupil's parent or guardian of the suspension within 24 hours of the suspension being imposed, unless,
- (i) the pupil is at least 18 years old, or
 - (ii) the pupil is 16 or 17 years old and has withdrawn from parental control.
- (c) ensure that written notice is given promptly to the following persons:
- (i) the pupil
 - (ii) the pupil's parent or guardian unless,
 - (1) the pupil is at least 18 years old, or
 - (2) the pupil is 16 or 17 years old and has withdrawn from parental control.

Contents of the Notice

- (a) The notice of suspension pending possible expulsion will include the following:
- The reason for the suspension;
 - The duration of the suspension;
 - Information about any program for suspended pupils to which the pupil is assigned;
 - Information about the investigation the principal will conduct under subsection 311.1 to determine whether to recommend that the pupil be expelled.
- (b) A statement indicating that,
- there is no immediate right to appeal the suspension,
 - if the principal does not recommend to the board that the pupil be expelled following the investigation under subsection 311.1, the suspension will become subject to appeal under subsection 311.2, and
 - if there is an expulsion hearing because the principal recommends to the board that the pupil be expelled, the suspension may be addressed by parties at the hearing.



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Receipt of Notice

~~Where notice is given, it shall be considered to have been received by the person in accordance with the following rules:~~

- ~~(1) If the notice is sent by mail or another method in which an original document is sent, the notice shall be considered to have been received by the person to whom it was sent on the fifth school day after the day on which it was sent.~~
- ~~(2) If the notice is sent by fax or another method of electronic transmission, the notice shall be considered to have been received by the person to whom it was sent on the first school day after the day on which it was sent.~~

Investigation Following Suspension

- ~~• When a pupil is suspended under section 310, the principal is required to conduct an investigation to determine whether to recommend to the Board that the pupil be expelled.~~
- ~~• The principal's investigation must begin promptly following the suspension. The principal will endeavour to complete his/her investigation within five school days. If that is not possible due to a police investigation, a Safe Schools Co-ordinator must be informed at this time. The principal will conduct an investigation in accordance with the Guidelines for Conducting a School Investigation~~
- ~~• The Police/School Board Protocol requires principals to notify the police for specific occurrences.~~
- ~~• Police may conduct their own investigation and make decisions with respect to criminal charges based on their assessment of the circumstances. Regardless of whether or not charges are laid by the police, the principal is still responsible for conducting an investigation independent of the police and taking appropriate disciplinary action under *the Act*. The issue of double jeopardy does not apply because the purpose and nature of actions taken by the police under the Criminal Code are different from the purpose and nature of actions taken by the principal under *the Act*.~~



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• During a police investigation at school, it is the responsibility of the police to explain to a young person his or her rights in a manner that enables him or her to understand them. The principal/designate will inform police of any special circumstances which may impede the student in expressing or understanding written/oral communication.

• Whenever the police are called the principal or his/her designate will contact the parent or guardian of the student. In the absence of a parent, an adult relative, or in the absence of a parent and adult relative, any other appropriate adult chosen by the young person, as long as that person is not a co-accused, or under investigation, in respect of the same offence.

• Where there is no parent/guardian, adult relative or appropriate adult available, the principal or his/her designate will act in loco parentis to the student, in order to ensure his or her Charter Rights are maintained.

When the police have been contacted, the principal will halt his or her review of the incident until the police investigation is complete. There is a concern that if the principal persists in reviewing the incident, the principal's actions in interviewing witnesses or seizing property could prejudice the police investigation. Once the police have concluded their investigation, the principal can commence his/her investigation.

When the principal believes that an infraction has occurred which may require an expulsion, the principal will:

- follow the Police/School Board Protocol, where police are to be involved;
- suspend the pupil pending an investigation;
- conduct an investigation promptly following the suspension to determine whether to recommend to the Board that the pupil be expelled
- take into account any mitigating or other factors prescribed by the regulations;
- consult with the appropriate superintendent of education.

If Expulsion is NOT Recommended:

(a) If, on concluding the investigation, the principal decides not to recommend to the Board that the pupil be expelled, the principal will:

- (i) confirm the suspension and the duration of the suspension;



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~~(ii) confirm the suspension but shorten its duration, even if the suspension has already been served, and amend the record of the suspension accordingly; or~~
~~(iii) withdraw the suspension and expunge the record of the suspension, even if the suspension has already been served.~~

~~(b) If the principal does not recommend to the Board that the pupil be expelled, the principal will ensure that written notice containing the following information is given promptly to every person to whom he or she was required to give notice of the suspension pending possible expulsion.~~

~~(i) A statement that the pupil will not be subject to an expulsion hearing for the Activity that resulted in the suspension.~~

~~(ii) A statement indicating whether the principal has confirmed the suspension and its duration, confirmed the suspension but reduced its duration or withdrawn the suspension.~~

~~(iii) Unless the suspension was withdrawn, information about the right to appeal the suspension, including,~~

- ~~• a copy of the Board policies and guidelines governing the appeal process established by the Board; and~~
- ~~• the name and contact information of the superintendent of education to whom notice of the appeal must be given.~~

Appeal of Suspension if Expulsion is NOT Recommended:

~~If the principal does not recommend to the Board that the pupil be expelled and does not withdraw the suspension, the suspension may be appealed and section 309. of the Act applies for that purpose, with necessary modifications, subject to the following:~~

~~(1) A person who is entitled to appeal must give written notice of his or her intention to appeal within five school days of the date on which he or she is considered, in accordance with the rules set out in subsection 300 (3) of the Act, to have received the notice.~~

~~(2) If the principal confirmed the suspension but reduced its duration, the appeal is from the reduced suspension and not the original suspension.~~



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~~If Expulsion IS Recommended:~~

~~(a) If, on concluding the investigation, the principal decides to recommend to the Board that the pupil be expelled, he or she will prepare a report that contains the following:~~

- ~~(i) A summary of the principal's findings.~~
- ~~(ii) The principal's recommendation as to whether the pupil should be expelled from his or her school only or from all schools of the Board.~~
- ~~(iii) The principal's recommendation as to,~~
 - ~~• the type of school that might benefit the pupil, if the pupil is expelled from his or her school only, or~~
 - ~~• the type or program for expelled pupils that might benefit the pupil, if the pupil is expelled from all schools of the Board.~~
- ~~(iv) The principal will promptly provide a copy of the report to every person whom the principal was required to give notice of the suspension pending possible expulsion.~~

~~(b) Written Notice~~

~~The principal will ensure that written notice containing the following is given to every person to whom the principal was required to give notice of the suspension, at the same time as the principal's report is provided to that person.~~

- ~~• A statement that the pupil will be subject to an expulsion hearing for the Activity that resulted in the suspension.~~
- ~~• A copy of the Board policies and guidelines governing the expulsion hearing established by the Board.~~
- ~~• A statement that the person has the right to respond, in writing, to the principal's report provided under this section.~~
- ~~• Detailed information about the procedures and possible outcomes of the expulsion hearing.~~
- ~~• The name and contact information of a superintendent of education whom the person may contact to discuss any matter respecting the expulsion hearing.~~



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~~(c) Party may respond to Principal's Report~~

~~A person, who is entitled to receive the principal's report, may respond, in writing, to the principal and the Board.~~

Expulsion Hearing

~~If a student is recommended for expulsion (School Expulsion or Board Expulsion) an expulsion hearing will be scheduled by the 20th school day from the date that the suspension pending possible expulsion was issued unless parties agree to extend the date beyond the 20th day. The parent/guardian/adult student will be contacted by the principal, or the Safe Schools Coordinator or Corporate Services to discuss details related to the hearing. A meeting may be scheduled to discuss these details.~~

DEFINITIONS

Bullying — Aggressive and typically repeated behaviour (physical, verbal, electronic, written or other means) by a student where,

~~(a) the behaviour is intended by the student to have the effect of, or the student ought to know that the behaviour would be likely to have the effect of,~~

~~i. causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or~~

~~ii. creating a negative environment at a school for another individual, and~~

~~(b) the behaviour occurs in a context where there is a real or perceived power imbalance between the student and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education.~~

Cyber-bullying — This is a form of bullying that occurs through the use of technology, including the use of a computer, cellular phone or other electronic devices, using instant/text messaging, social networks, e-mail, websites or any other electronic activities, and involves:



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- ~~(a) creating a web page or blog in which the creator assumes the identity of another person;~~
- ~~(b) impersonating another person as the author of content or messages posted on the internet; and~~
- ~~(c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.~~

Explosive Substance—~~includes anything used to create an explosive device or is capable or causing an explosion.~~

Extortion—~~using threats, accusations or violence or threats of violence to induce any person to do anything or cause anything to be done.~~

Firearm—~~any barreled weapon from which any shot, bullet or other projectile can be discharged and that is capable to causing serious bodily injury or death to a person.~~

Harassment—~~harassment is often, but not always, persistent, ongoing conduct or communication in any form, of attitudes, beliefs, or actions towards an individual or group which might reasonably be known to be unwelcome. A single act or expression can constitute harassment, for example, if it is a serious violation. Harassment may be either subtle or blunt.~~

Hate Material—~~includes literature, leaflets, posters, graffiti distributed (or sent by electronic means) to incite violence or hatred against an identifiable group and/or their property. The incitement of hatred or bias motivated incidents against an identifiable group may include persons distinguished by their race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation or other similar factor.~~

Inappropriate Use of Electronic Communications/Media—~~the intentional use of an electronic device or communication medium, such as, but not limited to, all features of a phone, a cell phone, digital camera, blackberry, e-mails, school hotlines, Web-based communication sites and print material, such as flyers, school newspapers and brochures, that negatively impact on the well being of~~



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another person and/or the learning environment in accordance with the definition of Harassment (as set out above).

Physical Assault—the intentional application of force directly or indirectly in any degree at all, to a person without the person's consent.

Physical Assault Causing Bodily Harm—physical assault is the intentional application of force (in any degree at all) to a person without that person's consent. Bodily harm refers to any hurt or injury that is more than merely transient or trifling in nature which interferes with the health or comfort of the person, and includes (but is not limited to) injuries that receive medial attention. Any cut that requires stitches or any broken or fractured bone should be considered a serious injury. Serious injury could also include multiple minor injuries.

Possession of a Weapon—means anything used, designed to be used or intended for use in causing death or injury to any person, or to threaten or intimidate any person. It can include objects which can be used as weapons. Objects such as a pen, or a screwdriver, if displayed to threaten or intimidate, become weapons under this definition. Weapon includes a firearm and any device that is designed or intended to exactly resemble or to resemble with near precision, a firearm.

Racial Harassment—means engaging in a course of vexatious comment or conduct pertaining to a person's race which is known, or is reasonably known, to be offensive, inappropriate, intimidating, hostile and unwelcome. Race refers to a group of people of common ancestry, distinguished from others by physical characteristics, such as colour of skin, shape of eyes, hair texture or facial features. The term is also used, at present, to designate social categories into which societies divide people according to such characteristics.

Refractory Conduct—means resisting control or discipline, unmanageable, rebellious refusal to comply with or flagrant disregard of Board policy. A single act itself can constitute refractory conduct.

Replica Firearm—is any device that is designed or intended to exactly resemble or to resemble with near precision, a firearm.



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Robbery—a robbery occurs where a person uses violence or threats of violence to steal money or other property from a victim.

Sexual Assault—a sexual assault occurs where a person, without consent, intentionally applies force to another person in circumstances of a sexual nature such as to violate the sexual integrity of the victim.

Sexual Harassment—sexual harassment occurs when a person receives unwelcome sexual attention from another person, whose comments or conduct are known or should reasonably be known to be offensive, inappropriate, intimidating, hostile and unwelcome. It also includes an environment in which sexist or homophobic jokes and materials are allowed.

Threat to Inflict Serious Bodily Harm—a threat to cause death or serious bodily harm to a person. The term “threat”, as used here, does not apply to situations in which no real threat was intended.

Trafficking in Drugs and/or Harmful Substances—means to sell, administer, transfer, transport, send or deliver any harmful substance, illicit drug or narcotic as set out in the Controlled Drugs and Substance Act.



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**OPERATIONAL PROCEDURES: Guidelines to Expulsion
Program (Monsignor Fraser College – St. Martin Campus,
formerly APPLE)**

APPENDIX D C

**Guidelines to Expulsion Program (Monsignor Fraser
College – St. Martin Campus, formerly APPLE)**



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APPENDIX C

Operational Procedures: Guidelines to Expulsion Program (Monsignor Fraser College – St. Martin Campus, **formerly APPLE**)

Our Gospel Values ground us in the belief of the fundamental goodness of each person. It is our intent through our Expulsion Programs to support students in their journey back to community schools and the fulfilment of our Catholic Graduate School Expectations. Our goal is to nurture their personal development and growth, based on redemption, reconciliation, and a teaching of positive pro-social behaviours rooted in our Catholic Social Teachings.

In accordance with *the Act* and Program Policy Memorandum 142, the Toronto Catholic District School Board will offer the Program for Students on Expulsion.

Parents of a student, ~~or~~ students over 18, **students 16/17 years of age who have withdrawn from parental control** who receive expulsions from all schools of the Board must indicate by written signature their desire to participate in the TCDSB Expulsion Program knowing that it has the following obligations:

a) Secondary and elementary students will attend the expulsion program and follow the structure of the program as determined by the principal and staff of Monsignor Fraser College – St. Martin Campus.

b) A Student Action Plan (SAP) will be developed ~~at the sending school~~ to delineate the academic and non-academic program needs of the student. It must indicate goals, objectives and learning expectations; measures of success; and strategies and types of support. ~~The SAP will also include the re-entry plan with a description of the re-entry process for successful transition back.~~ **When a student has successfully met the objectives of the program for expelled students and is considered ready to be readmitted to another school of the board, a re-entry plan must be developed as part of the SAP to assist with the student's transition and successful integration.**



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c) Students attending the program are expected to follow the T.C.D.S.B. Code of Conduct and are subject to progressive disciplinary measures. In the event that an expelled student's conduct at the program is so detrimental to the program staff or other students that there is a safety risk or complete inability to teach and learn, the student forfeits his/her right to attend the program. This will be noted on the student's SAP. Ongoing social work assistance will be ~~maintained~~ **provided** with a view to assisting the youth in ~~with~~ his/her need for social/emotional **needs** assistance. Alternative academic assistance ~~programming~~ **programming** will be ~~pursued~~ **provided**.

d) **A student who has been expelled from all schools of a board and/or his/her parents may apply in writing to** The Associate Director of Academic Affairs **to request that the student be readmitted to a school of the board.** ~~is the designated Board person to whom students write in order to be readmitted back to the board or to request consideration to return to the school from which they were expelled.~~ **For** Students subject to a school expulsion, **where the student and/or his/her parent(s) wish that the student return to his/her original school, the student and/or parent may also apply in writing to the Associate Director of Academic Affairs and must provide a specific rationale.** ~~who at a later date wish to be considered for readmission back to the school from which they were expelled, must also write a letter to the Associate Director.~~

e) The decision as to whether a student has successfully met the objectives of the program as outlined in the SAP rests with the principal and staff of Monsignor Fraser College – St. Martin Campus.

f) In keeping with our faith based belief that we are all members of one community in Christ, the re-entry plan must include a meeting that includes the principal of the receiving school, expulsion program staff, the student, and staff at the receiving school. Where possible the student's parents or other significant family members should be present. Community agency staff relevant to the situation should be included.



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~~The expulsion program principal and staff will present the performance indicators for effectiveness to the Safe School Advisory Committee of the Board in order to meet the requirements of PPM 142.~~

The program for students on expulsion will be reviewed every three years.



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OPERATIONAL PROCEDURES: Protocol for Suspension Appeals and Expulsion Hearings

APPENDIX E D

Protocol for Suspension Appeals and Expulsion Hearings



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APPENDIX E

Operational Procedures: Protocol for Suspension Appeals and Expulsion

Hearings Safe Schools Legislation

The Act determines the way in which schools respond to objectionable behaviour of Ontario students while on school property, engaged in school activities or behaviour that impacts on school climate. All students, teachers, school staff and parents are subject to the Provincial Code of Conduct mandated by the Ministry of Education and defined by each School Board. *The Act* and the Board's Code of Conduct Policy require that a student be considered for suspension or expulsion for certain activities that, by definition, are unacceptable.

Purpose of this Guide

The purpose of this guide is to assist students and their parents/guardians to understand their rights and obligations if a suspension is issued or an expulsion is recommended due to an infraction listed in *the Act*. ~~In the Code of Conduct Policy~~

Cautionary Note

This guide is a simplified summary of the law, Board Policy, and the Board's Rules of Procedure. For accurate reference, further information, and more detail, please contact the principal or superintendent of your school. You may also obtain further information from the Board's Web Site "www.tcdsb.org", by clicking on "Safe Schools".

Suspensions (Section 306. of *the Act*)

It is the responsibility of the school Principal to uphold the Code of Conduct. It is at the discretion of the Principal that a pupil may be suspended for those activities listed in "Guidelines to Suspension".



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Mitigating Factors

In recognizing the uniqueness of each child and applying a lens of pastoral care, a Principal must consider all mitigating factors before a suspension is issued including the following:

- (i) The pupil does not have the ability to control his/her behaviour.
- (ii) The pupil does not have the ability to understand the foreseeable consequences of his/her behaviour.
- (iii) The pupil's continuing presence in the school does not create an unacceptable risk to the well-being or safety of any other person.

Other factors that must be taken into account are: the pupil's history; the use of a progressive discipline approach; whether the activity for which the pupil may be suspended is related to any harassment of the pupil because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment; how the suspension would affect the pupil's ongoing education; the age of the pupil; whether the behaviour was a manifestation of a disability identified in the pupil's individual education plan (IEP); whether appropriate individualized accommodation has been provided (IEP); or whether the suspension is likely to result in an aggravation or worsening of the pupil's behaviour or conduct (IEP).

A pupil may still be suspended for any such behaviour, or for other behaviour prohibited by the Board.

Length of Suspensions

Principal may suspend a pupil for a minimum of one (1) school day and a maximum of twenty (20) school days. All suspensions may be appealed.

Appeal of Suspensions

If a pupil is suspended, the parents/guardians may request an appeal in writing to the area superintendent within ten (10) school days from the start of the suspension. A pupil, if an adult or 16 or 17 years old and has withdrawn from



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parental control may also exercise this right to appeal. The area superintendent may contact the parties to the appeal and the principal to discuss the details of the possible appeal hearing. The request to appeal must state the rationale for consideration.

Appeal Hearing

A board must hold a hearing to consider the appeal of the suspension and make a decision within fifteen (15) school days from receipt of the appeal. The board may: confirm the suspension; confirm the suspension, but shorten its duration; or quash and expunge the record. The decision of the board is final.

Suspensions Pending Possible Expulsion (Section 310. of *the Act*)

A Principal shall issue a suspension pending possible expulsion if this pupil engages in an activity listed in "Guidelines to Expulsion".

A Principal must consider all mitigating factors before a recommendation for expulsion is made to the Safe Schools Hearing Committee.

A Principal must consider all mitigating factors before an expulsion is recommended including the following:

- (i) The pupil does not have the ability to control his/her behaviour.
- (ii) The pupil does not have the ability to understand the foreseeable consequences of his/her behaviour.
- (iii) The pupil's continuing presence in the school does not create an unacceptable risk to the well-being or safety of any other person.

Other factors that must be taken into account are: the pupil's history; the use of a progressive discipline approach; whether the activity for which the pupil may be expelled is related to any harassment of the pupil because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment; how the expulsion would affect the pupil's ongoing education; the age of the pupil; whether the behaviour was a manifestation of a disability identified in the pupil's Individual Education Plan (IEP); whether appropriate individualized accommodation has been provided (IEP); or whether the expulsion is likely to result in an aggravation or worsening of the pupil's behaviour or conduct (IEP).



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A pupil may still be expelled for any such behaviour, or for persistent violation of Board standards of behaviour, or for other refractory conduct.

Suspension Pending Possible Expulsion

If the principal believes that an infraction listed under section 310 of *the Act* has occurred, the pupil is immediately suspended pending possible expulsion. The principal notifies the parents/guardians, and then conducts an investigation. At the end of the investigation, the Principal completes a report with a decision to confirm the suspension; confirm the suspension, but shorten its duration; quash and expunge the record; or recommend to the Discipline Committee that a school expulsion or a board expulsion be **imposed** ~~invoked~~.

The Board may not impose an expulsion if more than twenty (20) school days have lapsed since the suspension pending possible expulsion was issued unless all parties agree to extend the date beyond the 20th day.

Expulsion Hearing

If a school or board expulsion is recommended by the principal, an expulsion hearing must be held by the board within twenty (20) days after the issuing date of the Suspension Pending Possible Expulsion unless all parties agree to extend the date beyond the 20th day.

If there is a recommendation for expulsion, the Discipline Committee will decide to impose an expulsion; or confirm the suspension; or confirm but shorten its duration; or quash and expunge the record at the expulsion hearing.

The decision of the board is final.

An expulsion hearing can be waived by the parent/guardian if the parent/guardian and the principal agree to Minutes of Settlement.



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Appeal of Decision to Expel

If the Safe Schools Hearing Committee imposes a school or board expulsion, the parents, guardians, adult pupil, or a pupil who is 16 or 17 year old and who has withdrawn from parental control can appeal the decision to the Child and Family Services Review Board. The Child and Family Services Review Board decision is final and binding.

Appeal of a Suspension When Expulsion is not Recommended (section 310. of *the Act*)

This type of suspension may not be appealed until the Principal delivers a final decision in a report following an investigation.

Written notice of appeal of the suspension must be received by the area Superintendent within five (5) days of receipt of report decision. The notice must include a written statement setting out all the reasons for the appeal, and a copy of the Notice of Suspension Pending Expulsion. The Board will hear the appeal of the suspension within fifteen (15) days after receipt of the written notice to appeal the suspension.

Procedure for the Appeal of an Expulsion

Written notice must be given to the Child and Family Services Review Board within thirty (30) days after the expulsion hearing. The Appeal Notice must include a written statement setting out all the reasons for the appeal, and a copy of the expulsion decision by the Committee. The Child and Family Services Review Board will hear the expulsion appeal within thirty (30) days of receiving the notice to appeal the expulsion. The decision of the Child and Family Services Review Board is final.



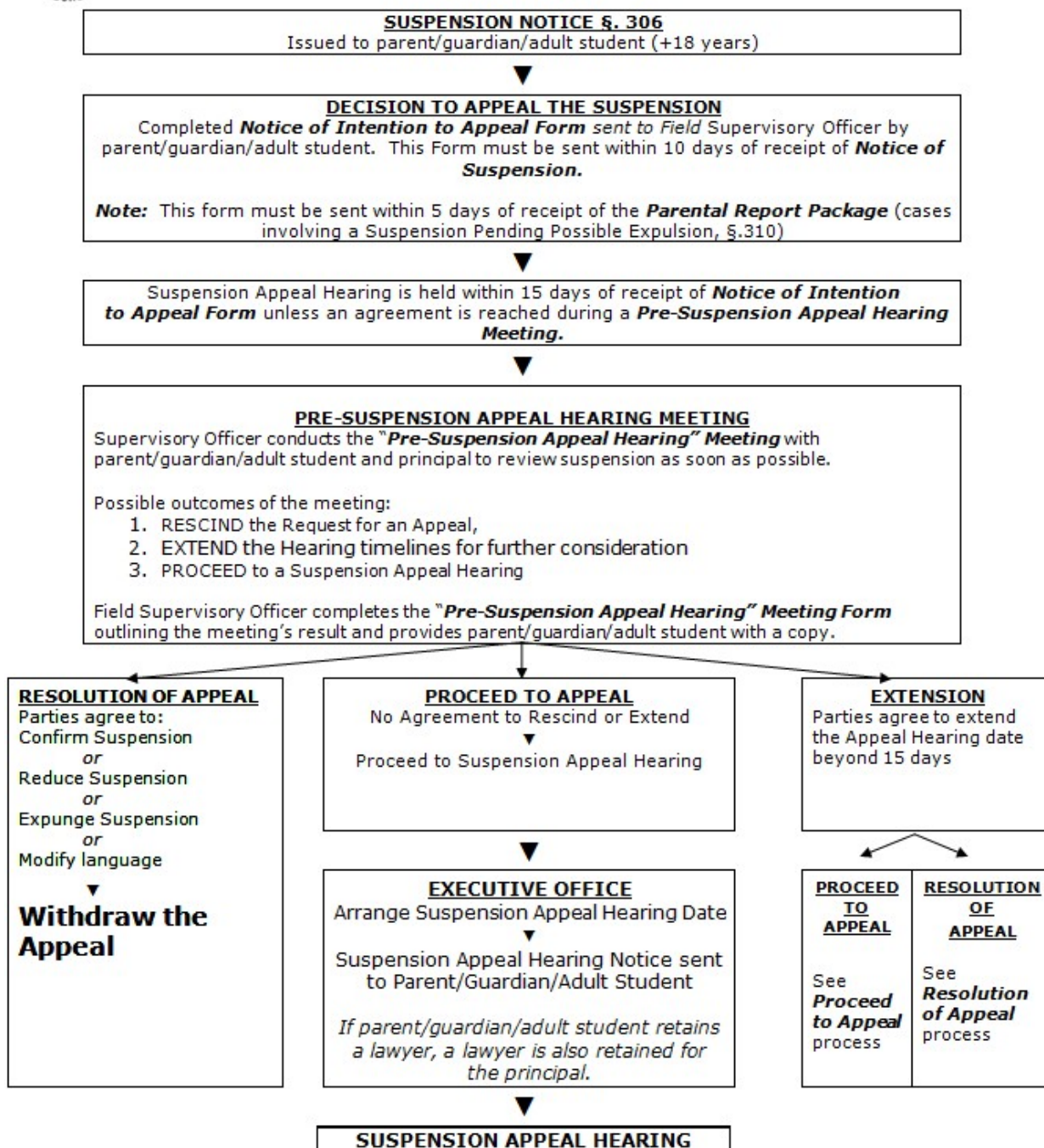
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**Safe Schools Department
SUSPENSION APPEAL PROCESS**



Decision of Suspension Appeal Hearing is FINAL



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Safe Schools Department EXPULSION HEARING PROCESS



SUSPENSION PENDING POSSIBLE EXPULSION NOTICE §. 310

Issued to parent/guardian/adult student (+18 years)

PRINCIPAL INVESTIGATION

In situations where police are not involved, the principal conducts a school investigation and reaches a determination by the 6th day of suspension.

In situations where police are conducting a police/criminal investigation, the principal will not proceed with the school investigation until permitted by police to do so. In such situations, the principal's determination may be reached beyond the 6th day.

PRINCIPAL DETERMINATION

In reaching a determination, the principal will consider one of the following outcomes after reviewing mitigating and other factors

1. Recommendation for Board Expulsion
2. Recommendation for School Expulsion
3. Confirmed Suspension
4. Reduced Suspension
5. Expungement

Recommendation for Expulsion (Board or School)

A pre-expulsion hearing meeting is scheduled. During this meeting the parent/guardian/adult student is provided with the Parental Report Package. An expulsion hearing is scheduled unless the parent/guardian/adult student agrees to sign Minutes of Settlement or to sign an Extension Form.

Minutes of Settlement

Agreement that is final and binding signed by the principal and the parent/guardian/adult student

Expulsion Hearing

Scheduled by the 20th day of suspension unless an Extension Form has been signed.

Executive Office arranges a hearing date and sends Hearing Notice to Parent/Guardian/Adult Student.

If parent/guardian/adult student retains a lawyer, a lawyer is also retained for the principal.

Confirmed or Reduced Suspension

Principal can confirm a suspension of 20 days or reduce the suspension to 1 – 19 days.

Principal provides parent/guardian/adult student with a copy of the Parental Report Package.

Suspension Appeal

Parent may request to appeal the confirmed or reduced suspension. If a suspension appeal is requested, refer to *Suspension Appeal Process* flowchart.

Expungement

Notice of Suspension Pending Expulsion and Principal Investigation documents expunged from OSR and electronically.



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OPERATIONAL PROCEDURES: Statutory Powers Procedure Act

APPENDIX F E

Statutory Powers Procedure Act



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APPENDIX E

Operational Procedures: Statutory Powers Procedure Act

The Board affords the parent (or student if an adult) a hearing following:

- a) a principal's recommendation for the expulsion (School Expulsion or Board Expulsion) of a pupil,
- b) an appeal of the suspension of a pupil

Suspension Appeal Hearings, Expulsion Hearings, and Appeals of Decisions of the Board shall be in accordance with the Rules of Procedures outlined below:

[References are to sections of Statutory Powers Procedure Act ("SPPA") or Education Act ("ACT")]

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GENERAL

1.1 Proceeding Chair

The Proceeding Chair will be appointed by the Chair of the Board. In the absence of the Chair of the Board, the Safe Schools Hearing Committee members will appoint the Proceeding Chair.

This process for appointing the Proceeding Chair will be followed for each hearing.



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1.2 Liberal Construction Of Rules

These Rules shall be liberally construed to secure the just, most expeditious and cost-effective determination of every PROCEEDING on its merits. [SPPA §2]

1.3 Different Kinds Of Hearings In One PROCEEDING

Except as otherwise provided in these Rules, the BOARD may, in a PROCEEDING, hold any combination of written, electronic and oral hearings. [SPPA § 5.2.1]

1.4 Waiver Of Procedural Requirement

Any provision of these Rules, including the time for doing any act or thing, may be waived in the discretion of the BOARD, upon its own motion or upon the application of any party. [SPPA § 4(2)]

1.5 Disposition Without Hearing

If the parties consent, a PROCEEDING may be disposed of by a decision of the BOARD without a hearing provided that both parties agree to Minutes of Settlement. [SPPA § 4.1]

2. PROVISIONS RESPECTING TRUSTEES

2.1 The Safe Schools Hearing Committee for Procedural or Interlocutory Matters

A procedural or interlocutory matter in a PROCEEDING may be heard and determined by a discipline committee consisting of at least three members of the board, as assigned by the CHAIR. [SPPA §4.2(1)]

2.2 Decision Of Discipline Committee

The decision of a majority of the members of the Safe Schools Hearing Committee is the BOARD'S decision. [SPPA §4.2(3)]

2.3 Expiry Of Term

If the term of office of a member of the BOARD who has participated in a hearing expires before a decision is given, the term shall be deemed to continue, but only for the purpose of participating in the decision and for no other purpose. [SPPA §4.3]



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2.4 Incapacity Of Member

If the term of office of a member of the BOARD who has participated in a hearing becomes unable, for any reason, to complete the hearing or to participate in the decision, the remaining Trustee or Trustees may complete the hearing and give a decision. [SPPA §4.4(1)]

3. PROCEEDINGS GENERALLY

3.1 Classes of PROCEEDINGS

There shall be two classes of PROCEEDINGS that come before the BOARD:

3.1.1 an appeal against a decision by a principal to impose a suspension; and

3.1.2 a referral by the principal of a matter of expulsion of a pupil. [SPPA §4.7]

3.2 Parties to All Classes of PROCEEDINGS The parties to any class of PROCEEDING shall be:

3.2.1 the pupil if:

- i.) the pupil is at least 18 years old, or
- ii.) The pupil is 16 or 17 years old and has withdrawn from parental control

3.2.2 the pupil's parent or guardian, unless:

- i.) the pupil is at least 18 years old, or
- ii.) The pupil is 16 or 17 years old and has withdrawn from parental control, and

3.2.3 the principal of the school in which the pupil is or was enrolled. [ACT 309(8), 311.3(3)]

3.3 Adding Pupil as a Party

Where the PARENT is a party to any class of PROCEEDING, a pupil who is not a party to the suspension appeal or expulsion hearing has the right to be present at the hearing and to make a statement on his or her behalf. [ACT 309(9), 311.3(4)]



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3.4 Hearings To Be Private

Since intimate personal matters may be disclosed, the public will be excluded from oral, written and electronic hearings, so that undue embarrassment to any of the parties may be avoided. [SPPA §9(1)]

3.5 Presence of BOARD Solicitor

In PROCEEDINGS (including deliberations) where the Board Solicitor is not representing the principal, the BOARD Solicitor shall be present to advise the PROCEEDING CHAIR as to any legal and procedural matter that may arise, and to assist the BOARD in the preparation of formal Orders and reasons (if requested). In PROCEEDINGS where the Board Solicitor is representing the principal, an outside solicitor will be retained to be present to advise the PROCEEDING CHAIR as to any legal and procedural matter that may arise, and to assist the BOARD in the preparation of formal Orders and reasons (if requested).

3.6 Maintenance Of Order At Hearings

The BOARD may make such orders or give such directions at an oral or electronic hearing as it considers necessary for the maintenance of order at the hearing. [SPPA §9(2)]

3.7 Assistance of Peace Officer

If any person disobeys or fails to comply with any order or direction given at a hearing, the person presiding or any Trustee may call for the assistance of any peace officer to enforce the order or direction. [SPPA §9(2)]

4. WITHOLDING COMMENCEMENT OF PROCEEDINGS

4.1 Decision Not To Process Commencement Of PROCEEDING

Subject to section 4.3, upon receiving documents relating to the commencement of a PROCEEDING, the DIRECTOR may decide not to process the documents relating to the commencement of the PROCEEDING if,



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4.1.1 the documents are incomplete;

4.1.2 the documents are received after the time required for commencing the PROCEEDING has elapsed. [SPPA §4.5(1)]

4.2 Notice of Decision Not to Process

The DIRECTOR shall give the party who commences a PROCEEDING notice of the decision under section 4.1 and shall set out in the notice the reasons for the decision and the requirements for resuming the processing of the documents. [SPPA §4.5(2)]

4.3 When Documents Incomplete or Received Late For the purposes section 4.1:

4.3.1 the documents are incomplete if they do not conform to the requirements of sections 11.2, 12.2, as the case requires;

4.3.2 the documents must be received within the time limits set out in sections 11.3, 12.1, as the case requires. [SPPA §4.5(3)]

4.4 Resumption of Processing

The processing of the documents may be resumed:

4.4.1 when the documents are complete, or

4.4.2 after the CHAIR in his/her discretion extends the time for commencing the PROCEEDING, as the case requires.

4.5 Dismissal Of PROCEEDING Without A Hearing

Subject to section 4.9, the BOARD may dismiss a PROCEEDING without a hearing if,

4.5.1 the PROCEEDING is frivolous, vexatious or is commenced in bad faith;



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4.5.2 the PROCEEDING relates to matters that are outside the jurisdiction of the BOARD; or

4.5.3 some aspect of the statutory requirements for bringing the PROCEEDING has not been met. [SPPA §4.6(1)]

4.6 Notice Of Intended Dismissal

Before dismissing a PROCEEDING under section 4.5, the BOARD shall give not less than five (5) days notice of its intention to dismiss the PROCEEDING to,

4.6.1 all parties to the PROCEEDING if the PROCEEDING is being dismissed for reasons referred to in subsection 4.5.2; or

4.6.2 the party who commences the PROCEEDING if the PROCEEDING is being dismissed for any other reason. [SPPA §4.6(2)]

4.7 Reasons For Intended Dismissal To Be Set Out

The notice of intention to dismiss a PROCEEDING shall set out the reasons for the dismissal and inform the parties of their right to make written submissions to the BOARD with respect to the dismissal within the time specified in the notice. [SPPA §4.6(3)]

4.8 Right To Make Submissions

A party who receives a notice under section 4.6 may make written submissions to the BOARD with respect to the dismissal before the close of business on the fifth (5th) business day after the date of the notice, which date and time shall be specified in the notice. [SPPA §4.6(4)]

4.9 Dismissal

The BOARD shall not dismiss a PROCEEDING under this section until it has given notice under section 4.6 and considered any submissions made under section 4.8. [SPPA §4.6(5)]



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5. DISCLOSURE

5.1 Required Disclosure

Unless otherwise ordered by the BOARD, each party to a PROCEEDING shall provide to the other party (or parties if more than one) and to the BOARD not less than two (2) clear days prior to the commencement of the PROCEEDING:

5.1.1 a list of the witnesses that the party intends to call to give evidence in the PROCEEDING;

5.1.2 a summary of the evidence that each such witness will give in sufficient detail to permit the other party (or parties if more than one) and the BOARD to know the nature of the evidence intended to be presented; and

5.1.3 if a witness, other than the principal and any teacher in the school in which the pupil is (or was) enrolled, is to be called to give a professional or expert opinion, full details of the credentials of any such witness as well as the reasons why such professional or expert opinion is required for the appropriate determination of the issues in the PROCEEDING.

5.2 BOARD May Order Disclosure

Subject to the provisions of applicable legislation respecting disclosure of personal information, the BOARD, at the request of a party or on its own motion, and at any stage of the PROCEEDING before a hearing is complete, may make orders for,

5.2.1 the exchange of documents;

5.2.2 the exchange of witness statements and reports of expert witnesses;

5.2.3 the provision of particulars;

5.2.4 any other form of disclosure. [SPPA §5.4(1)]



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5.3 Exception to Disclosure of Privileged Information Nothing in section 5.1 authorizes:

5.3.1 the production of an Ontario Student Record for any pupil other than the pupil who is the subject of the PROCEEDING;

5.3.2 the making of an order requiring any disclosure that is contrary to law; and

5.3.3 the making of an order requiring any disclosure of privileged information.
[SPPA
§5.4(2)]

5.4 Where Character, Conduct Or Competence Of A Party Is In Issue
Where the good character, propriety of conduct or competence of a party is an issue in a PROCEEDING:

5.4.1 the party is entitled to be furnished with reasonable information of any allegations with respect thereto not less than 2 clear days prior to the hearing, failing which, the BOARD shall not consider any evidence of character, propriety of conduct or competence of a party; and [SPPA §8]

5.4.2 in the case of a pupil, the disclosure of the Principal's Investigation shall be deemed to be compliance with the requirements of this section.

6. PRE-HEARING CONFERENCES

6.1 Pre-Hearing Conferences



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The BOARD, at the request of a party or on its own motion, may direct the parties to participate in a pre-hearing conference to consider: [ACT 309(5)] and [ACT 311.1(9) 5]

6.1.1 the settlement of any or all of the issues;

6.1.2 the simplification of the issues;

6.1.3 facts or evidence that may be agreed upon;

6.1.4 the dates by which any steps in the PROCEEDING are to be taken or begun;

6.1.5 the estimated duration of the hearing; and

6.1.6 any other matter that may assist in the just and most expeditious disposition of the PROCEEDING. [SPPA §5.3(1)]

6.2 Who Presides At Pre-Hearing Conferences

The DIRECTOR or his/her designate, including a designated superintendent and/or Safe Schools coordinator to preside at any pre-hearing conference. [SPPA §5.3(2)]

6.3 Pre-Hearing Conference Without Prejudice Except as reflected in an order under section 6.4:

6.3.1 PROCEEDINGS at a pre-hearing conference are conducted on a "without prejudice" basis, and

6.3.2 Nothing acknowledged or asserted by one party at a pre-hearing conference may be repeated by any other party in any subsequent hearing on the matter.



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6.4 Orders At Pre-Hearing Conference

The DIRECTOR or his/her designate, including the designated superintendent and/or Safe Schools coordinator, who presides at a pre-hearing conference, may make such orders as he or she considers necessary or advisable with respect to the conduct of the PROCEEDING, including adding parties. [SPPA §5.3(3)]

6.5 Disqualification

If a Trustee acquires information related to issues that parties are attempting to settle, such Trustee shall not preside at the hearing of the PROCEEDING on its merits unless the parties consent. [SPPA §5.3(4)]

6.6 Application To Electronic Hearings

Where a PROCEEDING is conducted electronically, the provisions of Article 9 apply to a pre- hearing conference, with necessary modifications. [SPPA §5.3(5)]

7. NOTICES, AND EFFECT OF NON-ATTENDANCE

7.1 Notice Of Written Hearing

The BOARD shall give to the parties to a written PROCEEDING five (5) days prior notice of hearing and such Notice shall include:

7.1.1 a reference to § 309, 310 and/or 311 of the ACT as the statutory authority under which the hearing will be held

7.1.2 a statement of the date and purpose of the hearing, and details about the manner in which the hearing will be held;

7.1.3 a statement that the hearing shall not be held as a written hearing if a party satisfies the BOARD that there is good reason for not holding a written hearing (in which case the BOARD is required to hold it as an electronic or oral hearing) and an indication of the procedure to be followed for that purpose;



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7.1.4 a statement to the effect of section 7.2, that if the party notified neither acts under subsection 7.1.3 nor participates in the hearing in accordance with the notice, the Discipline Committee may proceed without the party's participation and the party will not be entitled to any further notice in the PROCEEDING. [SPPA §6(4)]

7.2 Effect Of Non-Attendance At Written Hearing After Due Notice
Where notice of a written hearing has been given to a party to a PROCEEDING in accordance with these Rules and the party neither acts under subsection 7.1.3 nor participates in the hearing in accordance with the notice, the BOARD may proceed without the party's participation and the party is not entitled to any further notice in the PROCEEDING. [SPPA §7(2)]

7.3 Notice of Electronic Hearing

The BOARD shall give to the parties to an electronic PROCEEDING five (5) days prior notice of hearing and such Notice shall include:

7.3.1 reference to § 309, 310 and or 311 of *the* ACT as the statutory authority under which the hearing will be held

7.3.2 a statement of the time and purpose of the hearing, and details about the manner in which the hearing will be held;

7.3.3 a statement that the only purpose of the hearing is to deal with procedural matters, if that is the case;

7.3.4 if subsection 7.3.3 does not apply, a statement that the party notified may, by satisfying the BOARD that holding the hearing as an electronic hearing is likely to cause the party significant prejudice, require the BOARD to hold the hearing as an oral hearing, and an indication of the procedure to be followed for that purpose; and



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7.3.5 a statement that if the party notified neither acts under subsection 7.3.4, if applicable, nor participates in the hearing in accordance with the notice, the Discipline Committee may proceed without the party's participation and the party will not be entitled to any further notice in the PROCEEDING. [SPPA §6(5)]

7.4 Effect Of Non-Attendance At Electronic Hearings After Due Notice
Where notice of an electronic hearing has been given to a party to a PROCEEDING in accordance with these Rules and the party neither satisfies the BOARD that holding the hearing as an electronic hearing is likely to cause the party significant prejudice if applicable, nor participates in the hearing in accordance with the notice, the BOARD may proceed without the party's participation and the party is not entitled to any further notice in the PROCEEDING. [SPPA §7(3)]

7.5 Notice Of Oral Hearing

The parties to an oral PROCEEDING shall be given five (5) days prior written notice of hearing, and such Notice shall include:

7.5.1 reference to Sections 309, 310 and or 311 as the statutory authority under which the hearing will be held

7.5.2 a statement of the time, place and purpose of the hearing; and

7.5.3 a statement that if the party notified does not attend at the hearing, the Discipline Committee may proceed in the party's absence and the party will not be entitled to any further notice in the PROCEEDING. [SPPA §6(3)(b)]

7.6 Effect Of Non-Attendance At Oral Hearing After Due Notice

Where notice of an oral hearing has been given to a party to a PROCEEDING in accordance with these Rules and the party does not attend at the hearing, the BOARD may proceed in the absence of the party, and the party is not entitled to any further notice in the PROCEEDING. [SPPA §7(1)]



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8. WRITTEN HEARINGS GENERALLY

8.1 When Written Hearing Not Permitted

Notwithstanding anything contained in these Rules, the BOARD shall not hold a hearing in writing if a party satisfies the BOARD that there is good reason for not doing so. [SPPA §5.1(2)]

8.2 Time Limit For Seeking Electronic Or Oral Hearing

A party who wishes to satisfy the BOARD that there is good reason for not holding a hearing in writing shall provide such reason to the BOARD:

8.2.1 in the case of an appeal against a suspension, at the time of delivering the appeal to the BOARD; and

8.2.2 in all other cases, within five (5) days after a determination by the BOARD to hear the appeal in writing.

8.3 Exception

Section 8.1 does not apply if the only purpose of the hearing is to deal with procedural matters. [SPPA §5.1(2.1)]

8.4 Determination by the BOARD

The BOARD shall determine whether a party has satisfied the BOARD that there is a good reason not to hold the hearing in writing.

9. ELECTRONIC HEARINGS GENERALLY

9.1 When Hearing Electronically Not Permitted

Subject to section 9.2, where the BOARD has determined to hold a hearing electronically, the BOARD shall not do so if a party satisfies the BOARD that holding an electronic rather than an oral hearing is likely to cause the party significant prejudice. [SPPA §5.2(2)]



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9.2 Exception Not Apply Where Procedural Only

Section 9.1 does not apply if the only purpose of the hearing is to deal with procedural matters. [SPPA §5.2(3)]

9.3 Determination by the BOARD

The BOARD shall determine whether a party has satisfied the BOARD that holding an electronic rather than an oral hearing is likely to cause the party significant prejudice.

9.4 Participants To Be Able To Hear One Another

In an electronic hearing, all the parties and the members of the BOARD participating in the hearing must be able to hear one another and any witnesses throughout the hearing. [SPPA § 5.2(4)]

9.5 Procedure At Electronic Hearing

At the commencement of the hearing and so often thereafter as may seem just in the circumstances:

9.5.1 the PROCEEDING CHAIR shall ascertain who is present electronically;

9.5.2 other than the clerk of the PROCEEDINGS, and except with the prior consent of the presiding chair (which consent may be arbitrarily refused), no participant or other person shall be permitted to make a recording of or broadcast any part of the PROCEEDINGS

9.5.3 the PROCEEDING CHAIR shall require each participant to prohibit any person other than:

- (a) a party,
 - (b) such party's counsel or agent as recorded present by the PROCEEDING CHAIR, and
 - (c) witnesses while giving evidence,
- from listening to anything disclosed at the hearing without the express prior approval of the PROCEEDING CHAIR;



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9.5.4 the PROCEEDING CHAIR shall require all participants to notify the PROCEEDING CHAIR before any person present electronically leaves the electronic hearing, and in default of any such notification, such person shall be deemed for all purposes to have been present throughout the whole of the electronic hearing; and

9.5.5 the procedure followed in an electronic hearing shall comply with the requirements of Article 10, and, as far as is feasible and practical, otherwise follow the same process as would be followed in the case of an oral hearing.

10. PROVISIONS AFFECTING BOTH ORAL AND ELECTRONIC HEARINGS

10.1 PROCEEDINGS Recorded by the BOARD

Except as otherwise ordered by the PROCEEDING CHAIR:

10.1.1 the PROCEEDINGS shall be recorded by the clerk of the PROCEEDING; and

10.1.2 no other recording of the PROCEEDINGS shall be permitted.

10.2 Rights of Party at Oral and Electronic Hearings

A party may call and, subject to subsection 10.5, examine witnesses and present evidence, and present submissions. [SPPA §10.1]

10.3 Cross-examination of Witnesses

Subject to section 10.5, all witnesses in an appeal of the suspension of a pupil shall be subject to cross-examination by the party other than the party calling them as may be reasonably required for a full and fair disclosure of all matters relevant to the issues. [SPPA §10.1]

10.4 Questions In Reply And From The BOARD

Subject to subsection 10.5, all witnesses in an appeal of the suspension of a pupil shall be subject to questions in reply, and questions by the BOARD.



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10.5 Limitation on Examination and Cross-examination

The BOARD may reasonably limit the number of witnesses, and further examination or cross-examination of a witness where it is satisfied that the examination or cross-examination has been sufficient to disclose fully and fairly all matters relevant to the issues in the proceeding. [SPPA §23(2)]

11. APPEAL OF A DECISION TO SUSPEND A PUPIL

11.1 Who May Appeal a Suspension

The following persons may appeal the decision of a principal to suspend a pupil:

11.1.1 the pupil if:

- i.) the pupil is at least 18 years old, or
- ii.) The pupil is 16 or 17 years old and has withdrawn from parental control

11.1.2 the pupil's parent or guardian, unless:

- i.) the pupil is at least 18 years old, or
- ii.) The pupil is 16 or 17 years old and has withdrawn from parental control [ACT 309(1)]

11.2 Appeal Required In Writing, and Minimum Content

An appeal of the decision of a principal to suspend a pupil shall be in writing, and the notice thereof shall contain at least the following:

11.2.1 a copy of the Notice of the Suspension that is the subject of the appeal;

11.2.2 a written statement identifying, with appropriate detail, every reason that the person appealing wishes the BOARD to consider as to why the suspension should not have been imposed, or why the length of the suspension should be altered.



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11.3 Time For Bringing Appeal

An appeal of the decision of a principal to suspend a pupil shall be delivered to the designated supervisory officer, with a complete copy to the principal who imposed the suspension, not later than the 5th day following the delivery of a Principal's Investigation Report after a suspension pending expulsion imposed under ACT 310 or not later than the 10th day following the delivery of a Suspension Notice imposed under ACT 306.

11.4 Response Of Board

The board shall hear and determine the appeal within 15 days of receiving notice unless the parties agree on a later deadline, and shall not refuse to deal with appeal on the ground that there is a deficiency in the notice to appeal.[ACT 309(6)] The board may initiate a pre-hearing conference as stated herein. [6.1]

11.5 Hearing In Writing

Subject to Article 8, the hearing of an appeal of the decision of a principal to suspend a pupil shall be held in writing. [SPPA §5.1(1)]

11.6 Appellant To Satisfy BOARD That Principal Was Wrong

In an appeal of the decision of a principal to suspend a pupil, the appellant shall satisfy the BOARD that the decision of the principal is wrong.

11.7 Appellant Presents First, Principal Second

Where the BOARD hears an appeal of the decision of a principal to suspend a pupil either electronically or orally, the appellant shall proceed first in the calling and examination of witnesses and presentation of evidence and submissions, and the principal shall be the second to do so.

11.8 Decision Of The BOARD

The BOARD shall deliver its decision on an appeal of a decision by a principal to suspend a pupil:



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11.8.1 in the case of an appeal heard in writing where a party has applied but failed to satisfy the BOARD that there is good reason for not doing so, within ten (10) days after the latest of

- (a) the determination described in section 8.4;
- (b) the delivery or time for delivery of the response of the board described in 11.4

11.8.2 in the case of all other appeals heard in writing, within ten (10) days after receipt of the appeal; and

11.8.3 in the case of an appeal heard orally or electronically, within a reasonable time after the conclusion of the hearing.

12. REFERRAL OF AN EXPULSION MATTER TO THE BOARD

12.1 Time For Referral

A principal who refers a matter under 311.3 of the ACT shall do so as soon practicable after the Principal's Investigation Report following the suspension of a pupil pending possible expulsion under § 310 of *the Act*.

12.2 Content Of Referral

A principal who refers a matter under §311.3 of the ACT shall prepare a report that contains the following [ACT 311.1(7)]:

12.2.1 A summary of the principal's findings;

12.2.2 The principal's recommendation as to whether the pupil should be expelled from his or her school only or from all schools of the board

12.2.3 The principal's recommendation as to,

- i.) the type of school that might benefit the pupil, if the pupil is expelled from all schools only, or
- ii.) the type of program for expelled pupils that might benefit the pupil, if the pupil is expelled from all schools of the board



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The principal shall promptly provide a copy of the report to the board and to every person whom the principal was required to give notice of the suspension under section 311.

12.3 Hearing Electronically

Subject to Section 9.1, the BOARD may determine to hear electronically the referral of a matter under §309 or §310 of *the Act*. [SPPA §5.2(1)]

12.4 Scheduling Of Hearing

Subject to section 12.5, the BOARD shall appoint a day and time for the hearing that is not later than the twentieth (20th) school day following the date when the pupil was suspended pending expulsion under §310 of *the Act*.

12.5 Extension Of Deadline

Subject to section 12.6, the BOARD may appoint a day and time for the hearing that is later than the date prescribed in section 12.4 if the parties consent to such later date. [ACT 311.3(8)]

12.6 PARENT or Pupil Application For Adjournment

Any order of the BOARD upon the application by the PARENT or the pupil for an adjournment of the date and time appointed by the BOARD under section 12.4 or section 12.5

12.6.1 shall be subject to the express condition that the parties consent to the adjourned date as the deadline within which the BOARD may impose an expulsion, and to a continuance of the suspension pending expulsion until the end of the hearing and decision of the BOARD, and

12.6.2 may be subject to such other conditions as the BOARD in its discretion may prescribe.

12.7 Decision Of The BOARD

The BOARD shall deliver its decision on referral of a matter under §310 and §311 of the ACT by a principal not later than:



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12.7.1 the twentieth (20th) school day following the date when the pupil was suspended pending expulsion if such deadline has not been extended by agreement of the parties, or

12.7.2 the extended date, as provided in either of section 12.4 or section 12.5 as the deadline within which the BOARD may impose an expulsion, as the case requires. or

12.7.3 time needed to complete the Decision in Order following signing of Minutes of Settlement presented at the pre-hearing conference.

12.8 Appeal of Decision of the Board

The parent/guardian/adult student/student 16/17 years of age and withdrawn from parental control may appeal the board's decision to expel a pupil, whether the pupil is expelled from his or her school only or from all schools of the board, to the designated tribunal. The appellant has 30 days from the hearing date and decision to inform the designated tribunal of the intent. The designated tribunal has 30 days to hear the appeal. [ACT 311.7]

The "designated tribunal" means the Child and Family Review Board under section 207 of the Child and Family Services Act. O Reg. 472/07, s.1.

13. DEFINITIONS

13.1 Except as required by the context, in these Rules, in addition to the plain meaning of the words in each case:

13.2 "ACT" means *The Act*, R.S.O. 1990, c.E.2, as amended;

13.3 "BOARD" includes the Board of Trustees, a Committee of Trustees (Discipline Committee) to which the holding of a hearing is delegated, a Trustee designated by the CHAIR of the BOARD, or the DIRECTOR of Education or designate, as the context requires;

13.4 "CHAIR" means the CHAIR of the BOARD and includes his/her delegate;



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13.5 "DIRECTOR" means the Director of Education and includes his/her delegate;

13.6 "PARENT" includes one or both parents, and one or more guardians, of a pupil, as the case requires;

13.7 "PROCEEDING" includes

- (a) an appeal against a decision by a principal to impose a suspension;
- (b) a referral by the principal of a matter of a school or board expulsion of a pupil, and
- (c) a procedural or interlocutory matter as part of any one of the foregoing;

13.8 "PROCEEDING CHAIR" means the chair of the Discipline Committee assigned to hear the PROCEEDING;



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APPENDIX G F

Operational Procedures: Guidelines to Suspension Appeal Hearings Frequently Asked Questions for Suspension Appeal Hearings

~~It is a fundamental principle of the common law that persons facing disciplinary consequences be treated fairly. Procedural fairness requires that the disciplinary consequences to a student be administered by a school administrator who conducts an investigation in an impartial and fair manner. Depending on the circumstances, fairness will include:~~

- ~~•giving the student reasonable notice of the rule involved;~~
- ~~•the opportunity to be heard—to tell his/her side of the story; and~~
- ~~•the right to know the case against him/her.~~

~~The following is a guideline regarding the rules of procedure for a suspension appeal.~~

~~1.If the suspension is appealed, what types of decisions can the Safe Schools Hearing Committee make?~~

~~Following the suspension appeal hearing, the Safe Schools Hearing Committee can make only one of the following decisions:~~

- ~~•confirm the suspension and the duration of the suspension;~~
- ~~•confirm the suspension, but shorten its duration and order that the record of suspension be amended accordingly; or~~
- ~~•quash the suspension and order that the record of suspension be expunged.~~

~~2.Does the appeal of a suspension delay the suspension?~~

~~No. Even if there is an appeal, the suspension must still be served by the student.~~

~~3.Who are the parties to the hearing? The parties to the hearing are:~~



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- the parent/guardian of a student under the age of 18;
- an adult student;
- a student who is 16 or 17 years old and has withdrawn from parental control; and
- the school principal.

4. Can the student who has been suspended attend the hearing even if he or she is not a party? Yes. The student named in the suspension has the right to be present at the hearing and to make a statement on his or her behalf.

5. Does every party have a right to representation?

Yes. A party to a proceeding may be represented by counsel or an agent. Counsel is a lawyer. An agent may be a trusted family friend, a religious advisor or other person who can assist with the presentation of the case.

6. What is the role of the Safe Schools Hearing Committee of the Board?

The Safe Schools Hearing Committee of the Board will consist of at least three members of the Board of Trustees. It will hear and determine an appeal. Members of the Discipline Committee who may have had any direct involvement in the matter prior to the commencement of the hearing will disqualify themselves and will not take part in the hearing, the deliberations, the decision or the reasons. Members of the Safe Schools Hearing Committee who have not been present through the whole of the hearing will not take part in the deliberations, the decision or the reasons.

7. Is there a requirement to provide disclosure?

Yes. Unless otherwise ordered by the Board, prior to the commencement of the hearing, each party will provide to the other party and to the Board the following information:

- a copy of all documents that a party intends to rely on at the hearing.



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8. Will the hearing be held in private?

~~Yes. The Safe Schools Hearing Committee will normally order that the hearing will be held in private session.~~

9. When will a suspension appeal hearing take place?

~~The Safe Schools Hearing Committee of the Board will hear and determine a suspension appeal within 15 school days of receiving the notice of appeal, unless the parties agree otherwise.~~

10. What is the order of presentation at the hearing?

~~When the Safe Schools Hearing Committee hears an appeal of the decision to suspend a student, the clerk or designate will provide a short summary of details related to the case. The parent or adult student will proceed first in the presentation of evidence and submissions, and the principal will proceed second, unless the parties agree otherwise.~~

11. How will the suspension appeal hearing be organized?

~~In hearing a suspension appeal, the following guidelines will apply:~~

~~(a) Five minute introduction of the parties and the Safe Schools Hearing Committee of the Board, with discussion on the issues to be addressed by the Safe Schools Hearing Committee including a short summary of the incident infraction and duration of suspension by the clerk or designate;~~

~~(b) Ten minute presentation by the parent or adult student in presenting evidence and submissions on behalf of the student;~~

~~(c) Ten minute presentation by the principal in presenting evidence and submissions on behalf of the School; and~~

~~(d) Five minute question and answer session by the Safe Schools Hearing Committee. Caucus, deliberations and decision by the Safe Schools Hearing Committee. The Safe Schools Hearing Committee has the power to reserve its decision.~~



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~~12. What if translation or interpretation services are required?~~

~~If translation or interpretation services are required, the time limit in each step may be amended at the discretion of the Safe Schools Hearing Committee.~~

~~13. What will the Discipline Committee of the Board consider in making a decision?~~

~~The Discipline Committee will assess the evidence as provided by the parties, and determine whether on a balance of probabilities, it is more probable than not that the student committed the infraction. Where the Safe Schools Hearing Committee determines that the student committed the infraction, the Safe Schools Hearing Committee will determine whether the principal considered any mitigating factors or other factors prescribed by the regulations. If the principal failed to consider the mitigating factors or other factors, then the Safe Schools Hearing Committee will do so in reaching their decision.~~

~~14. Can the Safe Schools Hearing Committee reserve its decision?~~

~~Yes. The Safe Schools Hearing Committee has the power to reserve its decision, that is, require further time for its deliberations and conclusions.~~

~~15. Will the Safe Schools Hearing Committee issue a decision in writing?~~

~~Yes. The decision of the Discipline Committee will be in writing and signed by the chair of the Discipline Committee. A copy of the decision will be sent to all parties to the proceeding who took part in the hearing at their respective addresses last known to the Board.~~

~~The Rules of Procedure for Suspension Appeals and Expulsion Hearings, which provide more detail about this process, are available on line at www.tedsb.org.~~

It is a fundamental principle of the common law that persons facing disciplinary consequences be treated fairly. Procedural fairness requires that the disciplinary consequences to a student be administered by a school administrator who conducts an investigation in an impartial and fair manner. Depending on the circumstances, fairness may include:

- giving the student reasonable notice of the rule involved;**
- the opportunity to be heard - to tell his/her side of the story; and**
- the right to know the case against him/her.**

Suspension Appeal Hearings will be conducted in accordance with the *Statutory Powers Procedure Act* (R.S.O. 1990, c. S.22). The following is a guideline regarding the rules of procedure for a suspension appeal.

1. If you decide to appeal the suspension, what types of decisions can the Committee make?

Following the suspension appeal hearing, the Committee can make only one of the following decisions:

- **confirm the suspension and the duration of the suspension;**
- **confirm the suspension, but shorten its duration and order that the record of suspension be amended accordingly; or**
- **quash the suspension and order that the record of suspension be expunged.**

2. Does the appeal of a suspension delay the suspension?

No. Even if there is an appeal, the suspension must still be served by the student.

3. Who are the parties to the hearing?

The parties to the hearing are:

- **the parent/guardian of a student under the age of 18;**
- **an adult student;**
- **a student who is 16 or 17 years old and has withdrawn from parental control; and/or**
- **the school principal.**

4. Can the student who has been suspended attend the hearing even if he or she is not a party?

Yes. The student named in the suspension has the right to be present at the hearing and to make a statement on his or her behalf.

5. Does every party have a right to representation?

Yes. A party to a proceeding may be represented by counsel or an agent. Counsel is a lawyer. An agent may be a trusted family friend, a religious advisor or other person who can assist with the presentation of the case.

6. What is the role of the Committee of the Board?

The Committee of the Board will consist of at least three members of the Board of Trustees. It will hear and determine an appeal. Members of the Committee who may have had any direct involvement in the matter prior to the commencement of the hearing will disqualify themselves and will not take part in the hearing, the deliberations, the decision or the reasons. Members of the Committee who have not been present through the whole of the hearing will not take part in the deliberations, the decision or the reasons.

7. Is there a requirement to provide disclosure?

Yes. Unless otherwise ordered by the Board, prior to the commencement of the Hearing, each party will provide to the other party and to the Board the following information:

- a copy of documents and **summary of evidence** that each party intends to rely on at the hearing.

Parties will exchange this information no later than 48 (forty-eight) hours in advance of the Hearing, unless there are extenuating circumstances preventing the exchange.

Any documents **or evidence** not disclosed 48 (forty-eight) hours in advance will be presented to the Committee of the Board for review to determine whether they can be referenced at the Hearing.

8. Will the hearing be held in private?

Yes. The Committee will order that the hearing will be held in private session.

9. When will a suspension appeal hearing take place?

The Committee of the Board will hear and determine a suspension appeal within 15 school days of receiving the notice of appeal, unless the parties agree otherwise.

10. What is the order of presentation at the hearing?

When the Committee hears an appeal of the decision to suspend a student, the parent or adult student will proceed first in the presentation of evidence and submissions, and the principal will proceed second, unless the parties agree otherwise.

11. How will the suspension appeal hearing be organized?

Subject to the discretion of the Committee hearing a suspension appeal, the following guidelines will apply:

- (a) Five minute introduction of the parties and the Committee of the Board;

- (b)
- i. Ten (10) minute presentation by the parent or adult student in presenting evidence and submissions on behalf of the student;
 - ii. Ten (10) minute cross-examination by the Principal (and/or Legal Counsel, if applicable) of the parent and the student [and their witnesses];

- (c)
- i. Ten (10) minute presentation by the principal in presenting evidence and submissions on behalf of the School;
 - ii. Ten (10) minute cross-examination by the Parent or adult student (and/or their Legal Counsel, if applicable) of the Principal [and his/her witnesses];

(d) Five (5) minute closing arguments by parent or adult student (or their Legal Counsel, if applicable);

(e) Five (5) minute closing arguments by the Principal (or their Legal Counsel, if applicable);

(f) Five (5) minute questions and answer session by the Committee. Caucus, deliberations and decision by the Committee. The Committee has the power to reserve its decision.

12. What if translation or interpretation services are required?
If translation or interpretation services are required, the time limit in each step may be altered.

13. What will the Committee of the Board consider in making a decision?

The Committee will assess the evidence as provided by the parties, and determine whether on a balance of probabilities, it is more probable than not that the student committed the infraction. Where the Committee determines that the student committed the infraction, the Committee will determine whether the principal considered the mitigating factors or other factors prescribed by the regulations. If the principal failed to consider the mitigating factors or other factors, then the Committee will do so.

Mitigating factors to be considered are as follows:

- The pupil does not have the ability to control his or her behaviour.
- The pupil does not have the ability to understand the foreseeable consequences of his or her behaviour.
- The pupil's continuing presence in the school does not create an unacceptable risk to the safety of any person.

Other factors to be considered are as follows:

- The pupil's history.
- Whether a progressive discipline approach has been used with the pupil.
- Whether the activity for which the pupil may be suspended was related to any harassment of the pupil because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other form of harassment.
- How the suspension or expulsion would affect the pupil's ongoing education.
- The age of the pupil.

- In the case of a pupil for whom an individual education plan has been developed,
 - whether the behaviour was a manifestation of a disability identified in the pupil's individual education plan.
 - whether appropriate individualized accommodation has been provided, and
 - whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behaviour or conduct.

14. Can the Committee reserve its decision?

Yes. The Committee has the power to reserve its decision; that is, require further time for its deliberations and conclusions.

15. Will the Committee issue a decision in writing?

Yes. The decision of the Committee will be in writing and signed by the chair of the Committee. A copy of the decision will be sent to all parties to the proceeding who took part in the hearing at their respective addresses last known to the Board.



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OPERATIONAL PROCEDURES: Guidelines to Expulsion Hearings

APPENDIX H G

Frequently Asked Questions for Expulsion Hearings



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APPENDIX G

Operational Procedures: Guidelines to Expulsion Hearings **Frequently Asked Questions for Expulsion Hearings**

It is a basic principle of the common law that persons facing disciplinary consequences be treated fairly. Procedural fairness requires that the disciplinary consequences to a student be imposed by a school administrator who conducts an investigation in an impartial and fair manner. This includes:

- the right to know what rule has been violated and what conduct he/she is being accused of; and
- the opportunity to respond to the allegations against him/her—to tell his/her side of the story.

The following is a guideline regarding the rules of procedure for an expulsion hearing. An expulsion hearing will be heard by the Board's Safe Schools Hearing Committee that will consist of at least three Trustees.

1. Who are the parties to the hearing?

A "party" to a hearing is a person who has a legal right to participate in the hearing. The parties to an expulsion hearing are:

- the parent/guardian of a student under the age of 18;
- an adult student;
- a student who is 16 or 17 years old and has withdrawn from parental control; and
- the school principal.

2. Can the student who has been suspended attend the hearing even if he or she is not a party? Yes. The student named in the expulsion referral has the right to be present at the hearing and to make a statement on his or her behalf.

3. Does every party have a right to representation?

Yes. A party to the hearing may be represented by counsel or an agent. Counsel is a lawyer. An agent may be a trusted family friend, a religious advisor or other person who can assist with the presentation of the case.



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~~4. What is the role of the Safe Schools Hearing Committee?~~

~~The Committee will hear and determine whether a student will be expelled. Members of the Committee who may have had any direct involvement in the matter prior to the Principal's decision to refer the matter for an expulsion hearing will disqualify themselves and will not take part in the hearing, the deliberations, the decision or the reasons. Members of the Committee who have not been present for the whole hearing will not take part in the deliberations, the decision or the reasons.~~

~~5. Is there a requirement for each party to provide its evidence to the Safe Schools Hearing Committee and to the other party before the hearing?~~

~~Yes. Unless otherwise ordered by the Committee, at least two school days before the hearing begins, each party will provide to the Committee and to the other party the following information:~~

- ~~• a list of the witnesses that the party intends to call to give evidence in the proceeding with consideration of age and exceptionality(s); and~~
- ~~• a copy of documents that the party intends to rely on at the hearing with names of witnesses and victims redacted.~~

~~6. Will the hearing be held in private?~~

~~The Committee will normally order that the hearing will be held in private session, unless there is an objection by one of the parties and the objection is approved by the Safe Schools Hearing Committee.~~

~~7. When will an expulsion hearing take place?~~

~~A hearing will be held by the committee within 20 school days from the first day of the suspension, unless the parties to the hearing agree otherwise. A decision to expel by the Safe Schools Hearing Committee may not take place if more than 20 school days from the first day of the suspension has lapsed, unless the parties to the hearing agree otherwise.~~



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8. What is the order of presentation at the hearing?

~~When the Committee hears a recommendation of a principal to expel a student, the principal will be the first party to call and examine witnesses, present evidence, and make submissions to the Safe Schools Hearing Committee. The parent or adult student will call and examine witnesses, present evidence, and make submissions to the Committee after the principal, unless the parties agree otherwise.~~

9. How will the expulsion hearing be organized?

~~The Chair of the Safe Schools Hearing Committee introduces the matter and the parties appearing. The Chair sets out the process for the Safe Schools Hearing Committee. The process includes:~~

- ~~•opening statement by the principal, counsel or agent;~~
- ~~•opening statement by the parent/guardian/adult student or counsel/representative;~~
- ~~•a presentation of evidence, including witnesses, by the principal, counsel or agent;~~
- ~~•cross examination by the parent/guardian/adult student or counsel/representative;~~
- ~~•re-examination;~~
- ~~•questions or points of clarification, through the Chair, by the Committee, on the principal's presentation;~~
- ~~•a presentation of evidence, including witnesses, by the parent/guardian/adult student or counsel/representative;~~
- ~~•cross examination by principal, counsel or agent;~~
- ~~•re-examination;~~
- ~~•questions or points of clarification, through the Chair, of the presentation of the student/parents;~~
- ~~•a statement by the student, if the student chooses to make a statement to the Safe Schools Hearing Committee, when the student is not a party and attends the hearing;~~
- ~~•reply by the principal, counsel or agent;~~
- ~~•summation by the principal, counsel or agent;~~
- ~~•summation by the parent/guardian/adult student or counsel/representative;~~



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- ~~•statement by legal counsel to the Discipline Committee on responsibilities of the Safe Schools Hearing Committee;~~
- ~~•The Safe Schools Hearing Committee debates the issue in private and comes to a decision;~~
- ~~•in the event that the recommendation for expulsion is accepted, any motion passed in the private session would be read to the parties in open session by the Chair of the Discipline Committee.~~

~~10.What will the Safe Schools Hearing Committee consider to make its decision? The Safe Schools Hearing Committee will assess the evidence as provided by the parties, and determine whether, on a balance of probabilities, it is more probable than not that the student committed the infraction. If the Committee determines that the student committed the infraction, the Committee will determine whether the principal considered any mitigating factors or other factors prescribed by the regulations. If the principal failed to consider the mitigating factors or other factors, then the Committee will do so in reaching its final decision.~~

~~The Safe Schools Hearing Committee will also consider the parties' submissions on whether the student should be expelled from his or her school only, or from all schools of the Board, and the parties' submissions on whether, if the student is not expelled, the Board should confirm the suspension, confirm the suspension but shorten its duration, or quash the suspension.~~

~~11.What types of decisions can the Safe Schools Hearing Committee make? After completing the hearing, the Committee will decide whether to expel the student; and if the student is to be expelled, whether the student is expelled from his or her school only or from all schools of the Board.~~

~~12.What if the Safe Schools Hearing Committee decides to expel the student? If the Committee expels a student, Safe Schools will assign the student to:~~

- ~~(a) in the case of a student expelled from his or her school only, another school of the Board; and~~
- ~~(b) in the case of a student expelled from all schools of the Board, a program for expelled students.~~



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~~13. What if the Safe Schools Hearing Committee decides not to expel the student?
If the Committee does not expel a student, with respect to the original suspension, it will:~~

- ~~(a) confirm the suspension and the duration of the suspension; or~~
- ~~(b) confirm the suspension, but shorten its duration, even if the suspension has already been served, and order that the record of the suspension be amended accordingly; or~~
- ~~(c) quash the suspension and order that the record of the suspension be expunged, even if the suspension has already been served.~~

~~14. Can the Safe Schools Hearing Committee reserve its decision?~~

~~Yes. The Committee has the power to reserve its decision to take more time for its deliberations and conclusions.~~

~~15. Will the Safe Schools Hearing Committee issue a decision in writing?~~

~~Yes. The decision of the Committee will be in writing and signed by the Chair of the Committee. When requested by a party, the Committee will give written reasons. Copies of the decision, along with written reasons, if requested, will be sent to all parties who took part in the hearing at their respective addresses last known to the Board.~~

~~16. Is the Safe Schools Hearing Committee's decision final?~~

~~No, not if the Committee decides to expel the student, either from his or her school only, or from all schools of the Board. There is a right of appeal to the Child and Family Services Review Board.~~

~~However, if the Committee decides not to expel the student, the Committee's decision regarding the suspension is final.~~

~~The Rules of Procedures for Suspension Appeals and Expulsion Hearings, which provide more detail about this process, are available on-line at: www.tedsb.org~~

It is a fundamental principle of the common law that persons facing disciplinary consequences be treated fairly. Procedural fairness requires that the disciplinary consequences to a student be administered by a school administrator who conducts an investigation in an impartial and fair manner. Depending on the circumstances, fairness may include:

- giving the student reasonable notice of the rule involved;
- the opportunity to be heard - to tell his/her side of the story; and
- the right to know the case against him/her.

Expulsion Hearings are to be conducted in accordance with the *Statutory Powers Procedure Act* (R.S.O. 1990, c. S.22). The following is a guideline regarding the rules of procedure for an Expulsion Hearing:

1. If you decide to have an Expulsion Hearing, what types of decisions can the Committee make?

Following the Expulsion Hearing, the Committee can make only one of the following decisions:

- whether to expel the pupil; and
- if the pupil is to be expelled, whether the pupil is expelled from his/her school only or from all schools of the Board.

If the Board does not expel the pupil, the Board shall, with respect to the suspension originally imposed under Section 310 of the *Education Act*:

- confirm the suspension and the duration of the suspension;
- confirm the suspension, but shorten its duration and order that the record of suspension be amended accordingly; or
- quash the suspension and order that the record of suspension be expunged.

2. Does the Expulsion Hearing delay the 20-day suspension?

No. Even if there is a Hearing, the suspension must still be served by the student.

3. Who are the parties to the hearing?

The parties to the hearing are:

- the school principal;
- the pupil, if:
 - the pupil is at least 18 years old (an adult student); or
 - the pupil is 16 or 17 years old and has withdrawn from parental control;
- the pupil's parent/guardian, unless:
 - the pupil is at least 18 years old; or
 - the pupil 16 or 17 years old and has withdrawn from parental control.

4. Can the student who has been recommended for expulsion attend the hearing even if he or she is not a party?

Yes. The student named in the suspension pending expulsion has the right to be present at the hearing and to make a statement on his or her behalf.

5. Does every party have a right to representation?

Yes. A party to a proceeding may be represented by legal counsel or an agent. Legal counsel is a lawyer. An agent may be a trusted family friend, a religious advisor or other person who can assist with the presentation of the case. If a pupil, or parent/guardian (in accordance with #3 above), intends to bring legal counsel to the Hearing, they must inform the Board's legal counsel of this intention at least 10 (ten) days in advance of the Hearing date.

6. What is the role of the Committee of the Board?

The Committee of the Board will consist of at least three members of the Board of Trustees. It will hear and determine the recommendation for expulsion. Members of the Committee who may have had any direct involvement in the matter prior to the commencement of the Hearing will disqualify themselves and will not take part in the Hearing, the deliberations, the decision or the reasons. Members of the Committee who have not been present through the whole of the Hearing will not take part in the deliberations, the decision or the reasons.

7. Is there a requirement to provide disclosure?

Yes. Unless otherwise ordered by the Board, prior to the commencement of the Hearing, each party will provide to the other party and to the Board the following information:

- a copy of documents and summary of evidence that each party intends to rely on at the hearing.

Parties will exchange this information no later than 48 (forty-eight) hours in advance of the Hearing, unless there are extenuating circumstances preventing the exchange. Any documents or evidence not disclosed 48 (forty-eight) hours in advance will be presented to the Committee of the Board for review to determine whether they can be referenced at the Hearing.

8. Will the hearing be held in private?

Yes. The Committee will order that the Hearing will be held in private session.

9. When will an Expulsion Hearing take place?

The Committee of the Board will hear and determine a recommendation for expulsion within 20 school days of the pupil's suspension pending expulsion under section 310 of the *Education Act*, unless the parties to the Expulsion Hearing have signed an Extension Form and/or the parties to the Expulsion Hearing agree on a later deadline.

GUIDELINES FOR AN EXPULSION HEARING

10. What is the order of presentation at the hearing?

When the Committee hears an Expulsion Hearing, the principal will proceed first in the presentation of evidence and submissions, and the parent or adult student will proceed second.

11. How will the Expulsion Hearing be organized?

In an Expulsion Hearing, the following guidelines will apply:

(a) Five (5) minute introduction of the parties and the Committee of the Board, with discussion on the issues to be addressed by the Committee;

(b) (i) Twenty (20) minute presentation by the principal/legal counsel in presenting evidence and submissions on behalf of the School, including any witness evidence*;

(ii) Ten (10) minutes total for parent or adult student (and/or legal counsel, if applicable) to ask questions of clarification of the principal (and/or legal counsel, if applicable);

(c) (i) Twenty (20) minute presentation by the parent or adult student (and/or legal counsel, if applicable) in presenting evidence and submissions on behalf of the student, including any witness evidence*;

(ii) Ten (10) minutes total for principal (and/or legal counsel, if applicable) to ask questions of clarification of the parent or adult student (and/or legal counsel, if applicable); and

(d) Five (5) minute closing arguments by the Principal (or their Legal Counsel, if applicable);

(e) Five (5) minute closing arguments by parent or adult student (or their Legal Counsel, if applicable);

(f) Ten (10) minute question-and-answer session by the Committee.

*Note: video evidence, if shown, does not count toward the 20-minute time limit

(g) Caucus, deliberations and decision by the Committee. The Committee has the power to reserve its decision.

12. What if translation or interpretation services are required?

If translation or interpretation services are required, the time limit in each step may be altered.

13. What will the Committee of the Board consider in making a decision?

The Committee will consider:

- all submissions and views of the parties, including their views as to whether the pupil, if expelled, should be expelled from his or her school only or from all schools of the board;
- (b) any mitigating or other factors prescribed by the regulations and as outlined in TCDSB Policy S.S.01; and
- (c) any written response to the principal's report recommending expulsion that a person gave to the board under subsection 311.1 (10) of the *Education Act* before the completion of the hearing.

14. Can the Committee reserve its decision?

Yes. The Committee has the power to reserve its decision; that is, require further time for its deliberations and conclusions and give its decision at a later date/time.

15. Will the Committee issue a decision in writing?

Yes. The decision of the Committee will be in writing and signed by the chair of the Committee. A copy of the decision will be sent to all parties to the proceeding who took part in the hearing at their respective addresses last known to the Board.



POLICY SECTION: Safe Schools

SUB-SECTION:

POLICY NAME: Suspension and Expulsion Policy (Consolidated)

POLICY NO: S.S. 01

OPERATIONAL PROCEDURES: Principal Investigation Guideline

APPENDIX I H

Principal Investigation Guideline



POLICY SECTION: Safe Schools

SUB-SECTION:

POLICY NAME: Suspension and Expulsion Policy (Consolidated)

POLICY NO: S.S. 01

APPENDIX H

Operational Procedures: Principal Investigation Guideline

We believe that those entrusted with leadership positions in the Catholic Schools must be conspicuous for their goodness, sincerity and attachment to the faith. In other words, they are men and women who demonstrate in practice the very reason for the Catholic school's existence: an integrated Christian maturity inspired by the Gospel and lived in authentic freedom and commitment. (Fulfilling the Promise: The Challenge of Leadership, 1993).

As outlined in the TCDSB Suspension and Expulsion Policy S.S.01, it is the policy of the Board that, whenever the principal suspends a student pending possible expulsion, the principal will conduct an investigation under the Board's Suspension and Expulsion Policy S.S. 01 to determine whether to recommend to the Board that the pupil be expelled. The student, and any other person who may reasonably be regarded as having been affected by such activity, shall be given a fair opportunity to promptly furnish information relevant to the principal's investigation, unless it is impractical to do so, eg. the student is in custody.

Guidelines:

- 1. In circumstances where there is police involvement regarding a school related incident and the principal has been given direction by police not to proceed with a school investigation, the principal may exclude the student for the duration of the police investigation according to *Education Act* Section 265 (1) (m). During this time, the principal shall continue to provide academic programming to the student. The principal will also maintain ongoing contact with police to determine when it is permissible for the principal to continue with the school investigation. Once the principal has been granted permission by police to proceed with the school investigation, the principal will conduct an investigation to determine appropriate next steps.**



POLICY SECTION: Safe Schools

SUB-SECTION:

POLICY NAME: Suspension and Expulsion Policy (Consolidated)

POLICY NO: S.S. 01

2. Where the principal believes that a student has engaged in activity for which expulsion must be considered, the principal shall suspend the student from school and from all school-related activities. The principal shall discuss with the student and parent/guardian (if minor) the TCDSB long-term suspension program (TIPSS) and will encourage the student's participation in this program. The principal shall conduct an investigation to determine whether to recommend to the Board that the student be expelled.
 - a. The investigation shall be considered as a matter of high priority and shall be conducted and completed as soon as reasonably possible. The principal shall **endeavor to** complete the school investigation within 5 school days from the start of the suspension. ~~unless the principal has been given direction by police not to proceed with a school investigation. In these cases where police prohibit investigation, the principal (i) will not begin an investigation and will contact Safe Schools or Corporate Services for consultation and direction, and (ii) will maintain ongoing contact with police to determine when it is permissible for the principal to continue with the school investigation.~~
 - b. The investigation shall be conducted by the principal who may request the assistance of a designate(s). It is recommended that interviews be conducted in the presence of another staff person designated by the principal.
 - c. The principal shall remain neutral in attitude and non-judgmental as to the matters disclosed to him/her during the investigation, and shall gather information from students, staff and other persons about the activity that has given rise to the investigation.



POLICY SECTION: Safe Schools

SUB-SECTION:

POLICY NAME: Suspension and Expulsion Policy (Consolidated)

POLICY NO: S.S. 01

- d. The principal shall inform a student what the allegations are, and shall give the accused student an opportunity to respond to those allegations prior to reaching a final determination unless it is impractical to do so, e.g. the student is in custody.
- e. During the investigation stage and before being interviewed further by the principal the subject student, and his/her parents if the student is a minor, shall be advised of the student's right to have one other adult present with the student ("accompanying person") during the interview. The principal, however, in his/her sole discretion may permit more than one accompanying person.
- f. The Principal will document information gathered from the school investigation in the Safe Schools Progressive Discipline Application, specifically the online Principal Investigation.
- g. Before making a final determination, the principal shall consider mitigating factors and other factors in accordance with the requirements of the Ministry of Education.
- h. Upon reviewing the school investigation and relevant mitigating and other factors, the principal shall make a final determination which will include one of the following:
 - i. Board Expulsion
 - ii. School Expulsion
 - iii. Confirmed Suspension
 - iv. Shortened or Reduced Suspension
 - v. Withdrawal of Suspension and Expungement of the Record



POLICY SECTION: Safe Schools

SUB-SECTION:

POLICY NAME: Suspension and Expulsion Policy (Consolidated)

POLICY NO: S.S. 01

- i. The principal shall provide a written notice outlining details related to the principal's final determination to every person to whom he/she was required to give notice of suspension under Section 311 of *Education Act*. This written notice is entitled "Parent Report Package".

APPENDIX I

Search and Seizure Guideline



APPENDIX I

Operational Procedures: Search and Seizure Guideline

1. From time to time, proper investigation of an incident in a school may require a search of a student or his/ her property.

For example,

- a. a principal or a teacher may have reason to suspect that a student is carrying a concealed weapon, or
 - b. a student questioned with regard to a fight may blurt out that one of the antagonists sells drugs and keeps some in his/her locker, or
 - c. a student reports that his/her personal property has been stolen and indicates that he/she believes it was taken by another student and may be found in that student's knapsack.
2. The Toronto Catholic District School Board prohibits the possession, on school property or at school functions, of substances or objects which may threaten good order, discipline, decorum, and public safety. Such substances or objects may include, but are not limited to:
 - a) alcoholic beverages;
 - b) cannabis/cannabis products, unless the student is a medical cannabis user;
 - c) illegal or restricted drugs;
 - d) stolen property;
 - e) weapons, either restricted or prohibited by law;
 - f) any object which may be used as a weapon and which may cause serious injury; and
 - g) hate literature, racist material, pornography, etc.

What is the proper procedure to follow in circumstances such as these?

3. Section 8 of the *Canadian Charter of Rights and Freedom* provides that: "Everyone has the right to be secure against unreasonable search and seizure". However, a student's reasonable expectation of privacy is diminished at school because the student knows that principals and teachers are responsible for providing a safe environment and maintaining order and discipline in the school.

4. Principals and teachers may conduct a search if there are reasonable grounds to believe that a school rule has been violated and that evidence will be found in school property, in student property, or on the person searched. Staff must, where possible, consult with the principal or designate prior to conducting a search of school property, student property, or a person. School property includes, but is not limited to, student lockers, student desks, student cubbies, or any other place on school property. Student property includes, but is not limited to, knapsacks, purses, and personal electronic devices.

5. The following may constitute reasonable grounds:

- a. information received from one student considered to be credible;
- b. information received from more than one student;
- c. a teacher's or principal's own observations; and
- d. any combination of these pieces of information which the school authority considers to be credible.

Random or arbitrary searches or searches on groundless suspicion are not reasonable and will likely be in contravention of the Charter.

6. All searches of property and persons may only be conducted in the presence of the principal or teacher and one other adult witness.

7. Where need for a personal search is indicated, and where it is safe to do so, all personal searches of a student should be conducted in the privacy of the principal's office or another suitable room.

8. The student involved should be given the opportunity to produce the substance or object which he or she is suspected of possessing before a search of the student is conducted. If the student is not cooperative in producing the substance or object, the principal or designate will immediately contact the police.

9. The principal or designate will make all reasonable efforts to contact the parent/guardian of the student (unless the student is 18 years of age and older or the student is 16/17 years of age and has withdrawn from parental control) once the search has been conducted, unless otherwise directed by Police. The principal will contact the parent/guardian when cleared by Police to do so. In all cases, the principal or designate will document all efforts/attempts to contact the parent/guardian and any instructions received from Police.
10. When a search is conducted, a record of all pertinent information, including action taken, witnesses present, the date, time and place of the search, and results of the search, will be documented as soon as possible. Documents will be filed appropriately and the Area Superintendent will be promptly advised. This information is subject to the provisions of Freedom of Information legislation. Confiscated property will be appropriately secured until removed from school premises by police or by other arrangement as determined by Principal and Area Superintendent.



REPORT TO

STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE

RESPONSES TO CONCERNS RAISED BY DELEGATIONS TO THE 18 MARCH, 2019 SPECIAL BOARD MEETING ON SPECIAL EDUCATION

"I cry aloud to the Lord, and he answers me from his holy hill." Psalm 3:4

Created, Draft

April 23, 2019

First Tabling

May 2, 2019

Review

Linda Maselli-Jackman, Superintendent of Education, Special Services

INFORMATION REPORT

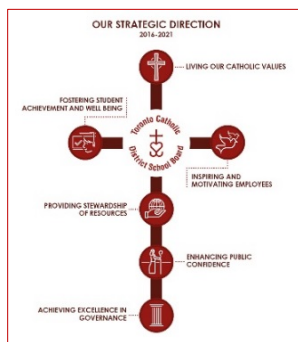
Vision:

At Toronto Catholic we transform the world through witness, faith, innovation and action.

Mission:

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

L. Noronha
Associate Director of Facilities,
Business and Community
Development, and
Chief Financial Officer

A. EXECUTIVE SUMMARY

This report summarizes responses to concerns raised by three delegations/presentations to the 18 March 2019 Special Board meeting on Special Education.

Their concerns pertain to the following areas of focus:

i) **Autism Ontario:** the statistics regarding achievement by students with ASD (Autism Spectrum Disorder) that have been referenced in the Accountability Frameworks for Special Education (AFSE) 2018 Annual Report; and the efficacy of the PAST (Program to Assist Social Thinking), and Empower and Lexia reading programs for the development of skills in a broad range of TCDSB students with ASD;

ii) **TCDSB Parent and Behaviour Analyst:** action by the Board is needed to formulate creative and collaborative transition plans in view of recent governmental budget cuts to Ontario Autism Programs (OAPs); and

iii) **The Integrated Action for Inclusion (IAI):** the concept of inclusion is not promoted in the AFSE report; and students with special needs should not be subject to progressive discipline.

The cumulative staff time required to prepare this report was 10 hours

B. PURPOSE

1. This report is on the Order Paper of the Student Achievement Committee May 2, 2019 meeting as a result of three motions passed by Trustees at the March 18, 2019 Special Board meeting on Special Education.
2. The two delegations and one presentation were received by Trustees and referred to staff for a report.
3. Three focus areas of concern raised by the delegations and presentation at this Special Board Meeting include: the accuracy of accountability for TCDSB Autism programs and services as outlined in the 2018 AFSE report; a call for the TCDSB to formulate creative and collaborative transition plans for students returning to schools following governmental budget cuts to OAPs; and perceived limitations to the promotion of student inclusion (in the

pedagogical mainstream) given the structure of the Special Education Accountability Frameworks.

C. BACKGROUND

1. The Accountability Framework for Special Education 2018 Annual Report was presented at the February 7, 2019 Student Achievement Meeting. At that meeting there was considerable discussion about the relevance of the current goals of the Accountability Framework for Special Education Committees (AFSEs), the format for the descriptions of the progress of the Framework Committees as outlined in the 2018 Annual AFSE Report, and whether or not the content of that report adequately addressed the work of *all* disciplines within the Special Services Department.
2. Given the congruence of the timing of the Special Board Meeting with the Ontario Government's Autism Funding announcement, deep concerns were raised also about TCDSB's budget planning process and the potential impacts on Special Education programs and services, as well as the Board's plans to reintegrate into full-time education students with ASD who are currently receiving outside-agency programs and services during the school day.

D. EVIDENCE/RESEARCH/ANALYSIS

1. Autism Ontario's Concern Regarding the Reported Achievement Statistics of Students with ASD

i) Students with Special Education Needs (SEN) without a formal identification

Autism Ontario indicates that half of the total number of SEN students are without a formal identification through an IPRC (not specific to TCDSB). The total number of SEN students was reduced by 8.8% but the unidentified student numbers have increased by 3.64%. The current overall population rate for ASD is 1 in 66. There is potential for a much higher percentage of ASD students.

Staff Response

There is a significant number of students who receive Special Education programs and/or services, who have an Individual Education Plan (IEP), but who are not formally identified as Exceptional. The following are possible

reasons for students' non-identification as Exceptional, while still receiving Special Education supports:

a) A student has come from another Board and is in queue for a TCDSB Psycho-educational assessment, but is receiving Special Education supports given an exceptionality that has been previously identified by either a medical professional or education professional from another Board;

b) An existing TCDSB student is in queue for a Psycho-educational assessment given conclusions made by the School Based Support Learning Team about the need for such an assessment to potentially identify the student within one of the five categories of exceptionality;

c) A Psycho-Educational assessment has been administered, but the student did not meet criteria for any exceptionality. However, the student continues to experience some needs and therefore receives Special Education supports;

d) A Psycho-Educational is not required for all identifications, such as: Language Impairment (LI), or Deaf or Hard of Hearing (D/HH). However, such students are receiving Special Education services and/or have an Individual Education Plan (IEP).

d) An IEP was created for a student in anticipation of an EQAO test administration in either Gr. 3 or Gr. 6 in order to enable the student to have access to specific accommodations. (However, with the updated EQAO universal design for learning protocols for granting accommodations during EQAO testing, there will no longer be the need to put students on an IEP in order to have access to required accommodations). Although the IEP had been implemented, it was never "end-dated" following its creation for the specific purpose/duration of said EQAO testing.

ii) PAST Program Service to A Minimal Number of Students

Autism Ontario indicated that the PAST Program serves a maximum of six high-functioning ASD/Asperger's students in six school locations (total of 36). There are 1,789 students formally identified as ASD and the PAST program serves 2% of ASD students at TCDSB. Not a large enough baseline. The PAST program is staffed daily by one Special Education Teacher and one Child/Youth Worker, and many times with the addition of the individual students' EA/teaching staff from the home school. The mainstream does not offer the same programming or level of support so the positive report on the

status of the goal is not a realistic or sustainable goal for ASD students in the mainstream without the same level of staff support and transition planning/support.

Staff Response

There are six schools with seven PAST programs. (St. Louis has two programs). These programs are three-year, evidence-based supports which house students as follows: six different students on each of the three days per week that the programs are run. Tuesdays are for Year One students, Wednesdays are for Year Two, and Thursdays are for Year Three students. Therefore, 7 programs x 6 students x 3 days = 126 total students served. As such, 126 students/1789 total TCDSB ASD students = 7% of TCDSB ASD students served.

Furthermore, regarding staff support, the program is staffed with one teacher and one Support Staff (CYW or EA). Staff from a student's home school, who work most closely with the student, are invited for a ½-day professional activity session during which the following information is provided: overviews of the program and diagnosis of Autism, along with Applied Behaviour Analysis (ABA) strategies. This session usually takes place at the beginning of the school year.

iii) Goal noted as “on target” in this intensively supported small classroom: how effectively would ASD students accomplish these targets in a mainstream class? What SMART goals are set and monitored on a system-wide basis for all ASD students, including those in the mainstream? We already know that the intervention and resource support is optimal for the acquisition of self-regulation skills in students with ASD. How does this goal translate to the mainstream for a framework built on equity for all ASD students?

Staff Response

Students with ASD in the mainstream are supported in a number of ways as are students with any other exceptionality within mainstream classrooms: with an IEP; by School Learning Improvement Plan (SLIP) SMART goals developed by School Improvement Planning Teams (SITs) for the benefit of all students and staff at the school, in accordance with a particular school's identified areas of critical need; and by engagement with required Special Education services intended to augment classroom accommodations and or modifications implemented in accordance with a student's IEP. Service

provision to students with exceptional needs is based on equity, with the caveat that equity and equality do not mean “sameness.”

iv) Note that there are several math errors in the data readings in the various EQAO charts i.e. Appendix L – OSSLT PE – not successful: 336 is not 74% of 997 (should be 33% - just one of the errors). The calculation errors are reflected in the body of the AFSE report and show inaccurate gains where there are instead greater gaps. EQAO section and reference to EQAO percentages in AFSE report should be read with caution. AFSEs prior to last year’s document focussed on decreasing the exemption rate and closing the large achievement gap between ASD students and all students. Exemption rates in previous EQAO report for ASD students ranged between 29-35% whereas the exemption rate for all SEN students was only 6-9%. What is the status of those goals? Were they met before moving onto the current goals? The EQAO website indicates a number of purposes for its assessments...Keeping in mind the EQAO accountability outcomes [*listed in the presentation and on the EQAO website*], the EQAO scores for students on the spectrum don’t create a very positive reflection on the quality of learning that is being provided to these students in TCDSB schools. Why aren’t there any SMART goals for ASD students to improve achievement in literacy/numeracy?

Staff Response

Autism Ontario’s misunderstanding about the statistics used in the AFSE report stems from their potential overlooking of the notation provided at the end of Appendix L which reads as, *successful and not successful percentages are based on those students who were “fully participating.”* The statistical relevance of this notation is that 336 ASD/452 fully participating = 74%.

Background Information

In 2017-18 TCDSB (n=146 students with ASD). Exempt from Gr. 3 EQAO were the following: Reading = 53 students (36%), Writing = 52 students (36%); and Math = 52 students (36%). Therefore, $53/146 = 36\%$ TCSB students. (Ontario students = 33%).

The following information will help to clarify why the TCDSB figures are higher than those of the province. As has been done for the last three years, a study of individual students/schools in 2017-18 has revealed the following about the students who were exempted from writing the EQAO assessment: 32 students = in an ME/DD Intensive Support Program (ISP); 2 students were

“future placed” in an ME/DD ISP (meaning a placement in this ISP was immanent). Therefore, 34/53 (64%) ASD students were exempt since they were/about to be in an ME/DD ISP. Furthermore, it would be inappropriate for them to write the EQAO standardized assessment. Of the remainder of the students, 19/53 who were exempt were not in an ME/DD ISP, but in a Regular Class with either Indirect Support or a Withdrawal Assistance placement. This figure warrants further future study.

The statistical concern for further consideration is the 19/146 (13%) of the total TCDSB students with ASD who did not write (Province = 33%). However, when comparing this total of 19 students with ASD who were exempt with the total of TCDSB students with special needs (1,064), then the total of 19/1064 = only 2% of all TCDSB students with special needs who did not write the EQAO assessment. All things considered, this figure is minimal.

In 2016-17 TCDSB (n=132 students with ASD). 46/132 (35%) students were exempt: 34/46 (74%) exempt students were in an ME/DD ISP and 12/46 (26%) were in a Regular Class placement. Of the 12 students, 1 was in Intensive Behavioural Intervention (IBI) thereapy 4 days/week; 2 had pending Psycho-educational assessments; 3 left the TCDSB (around the time of the assessment).

Therefore, the statistically relevant concern that warrants further future study is the 12/132 (9%) students with ASD who did not write.

In 2017-18 TCDSB (n=109 students with ASD). Exempt from Gr. 6 EQAO were the following: 39 students (36%) from Reading, Writing, and Math. (Ontario students = 26%).

The following information will help to clarify why the TCDSB figures are higher than those of the province. As has been done for the last three years, a study of individual students/schools in 2017-18 has revealed the following about the students exempted from writing the EQAO assessment: 31 students were in an ME/DD ISP class; 1 student was future-placed (meaning placement was pending) in the ME/DD ISP class; 7 students (6 in a placement of Regular Class with Withdrawal Assistance and 1 in a Language Impairment ISP Class) were in a position to write the EQAO assessment. Therefore, the statistic of 7/109 exemptions amounts to a 6% exemption rate (Ontario students = 26%).

In 2016-17 TCDSB (n=130 students with ASD). 38/130 (29%) students were exempt. 32/38 (84%) exempt students were in an ME/DD ISP; 1/38 exempt students was in an Autism ISP class. 6/38 exempt students were in a Regular Class placement. Of the 6 students, 1 student's IEP addressed an alternative curriculum including functional language and mathematics expectations. Therefore, the statistically relevant figure that warrants further future consideration is 7/132 (5%) students who were eligible to participate but who did not.

In 2015-16 EQAO assessments for Grades 3 and 6 were not written.

There were no other specific references made to math errors in the AFSE Report.

When taking into consideration the perceived value of EQAO assessments for TCDSB students including those Special Education needs, careful consideration must be given to the fact that such accountability outcomes can be valid only for those students whose achievement outcomes can be appropriately indicated by a standardized measure (such as EQAO). Students whose individualized outcomes are most appropriately measured in accordance with goals as established in the IEP cannot be justly measured using standardized norms. Therefore, a call to use standardized norms for many students with Special Education needs stands in contradiction to concurrent calls to treat individually the needs of these same students.

v) Empower and Lexia [reading programs] would provide a platform to help close those gaps in achievement. Students with ASD are categorically excluded from these programs due to their identification, limited entry criteria, and availability even if ASD is accompanied by LD which is often the case in dual diagnoses. What is being done to improve student achievement and success for ASD students in the field of literacy (or numeracy)? What framework of programs and services is in place and what system SMART goals are you setting in order to foster and sustain opportunities for ASD students to gain access to equitable pathway choices and independence beyond K-12?

Staff Response

It is incorrect to conclude that ASD are categorically excluded from Empower programs. Students can be considered for Empower and, alternatively, Lexia reading program training. But like any other student, students with ASD must

meet the criteria for those. In the process, the School Based Support Learning Team (SBSLT) and Empower team would both look at students' behaviour (self-regulation); how students might transition to another school, if attending a HUB (regional) program; and how they measure up to all other Empower (or Lexia) program criteria.

An SBSLT is required to meet in order to assess student's ability to meet eligibility requirements, and to recommend to the IPRC (committee) the placement of candidates into the Empower program. (It is not necessary to convene an IPRC when considering the use of the Lexia Reading Program).

Empower eligibility criteria include the following:

- a) appropriate age for entering the program;
- b) the student is formally identified as Learning Disabled (LD) or Language Impaired (LI), or has been assessed/tracked for LD/LI difficulties;
- c) the primary presenting concern is difficulty with decoding and or word identification or text comprehension;
- d) the student has an IEP;
- e) the student has demonstrated consistent attendance in past and is able to participate in the program regularly;
- f) the student is able to participate appropriately in a group setting and has no disruptive behaviours that might impact on the delivery of the program.

vi) Advocacy for the delivery of ABA (Applied Behavioural Analysis) in the school setting: How can ABA help in the school setting? It incorporates strategies, methods, techniques, and principles to improve students' abilities and quality of life (PPM 140).

Staff Response

This query is a segue to a similar query (below) made by the Louis Busch delegation on the need for TCDSB schools to formulate creative and collaborative transition plans in view of changes to the Ontario Autism Program (OAP).

2. A Call for the TCDSB to Formulate Creative and Collaborative Transition Plans for Students Returning to Schools Following Governmental Budget Cuts to OAPs

As a result of the changes to OAPs, many children who are receiving part and full-time supports in specialized treatment clinics will be forced to enrol in school full time or their families will have to find alternative ways to support them...

Behaviour Analysts work with children, youth, and adults with Autism, developmental disabilities, acquired brain injuries, and mental health issues.

To the knowledge of this delegation, the TCDSB does not employ any Board Certified Behaviour Analysts (BCBAs)...

Third party policies have been a barrier to effective collaboration in many instances. But, by opening doors to BCBAs in the community, transitions are sure to be smoother.

Staff Response

Included in Ministry funding allocated to the Ministry pilot for dedicated spaces on school sites for the delivery of ABA services was also that for the hiring of a BCBA for this school year. It was the TCDSB's intent to capitalize on this unique opportunity to enlist this specialized support for students with ASD to complement the existing multi-disciplinary ASD team. As a result, efforts were made to hire a Board Certified Behaviour Analyst. Interviews had taken place and the position offered to two different successful candidates, both of whom declined the offer. It is important to note that since Ministry funding for the BCBA is guaranteed only until the end of this school year, the window of opportunity to hire anyone at this point has virtually closed. Any future action in this regard will be dependent upon the provision of any future funding for BCBAs.

The TCDSB Third Party Protocol does not preclude school staffs' ability to collaborate with outside agency providers. In fact, it is quite possible to collaborate with Board approved agency providers within the school context, as well as, in some cases, to receive direct service support to students. With other non-board approved outside agency providers, it remains possible to collaborate with those through exchanges of information that take place with school personnel to complement and support students' classroom learning.

Other creative means to support students with ASD engaged in by the TCDSB during the 2018-19 school year are the following online certificate courses

offered for educators by the Geneva Centre and funded by the Ministry of Education:

a) Functional Behaviour Assessment (FBA) Course (January 2019);

b) Charting a Path to Success in Your Classroom: An Introductory Autism Course for Educators (December 2018);

c) Applied Behaviour Analysis Certificate Course for Educators Level 1 (December 2018);

d) ABA for Educators Level 2: Practical Applications for Reinforcement and Prompting in the Classroom (December 2018); and

e) Special Topic for Educators: Supporting Children with ASD in an Inquiry and Play-based Learning Environment Using ABA.

Other forms of support include:

f) Providing direct instruction, program, and resource support from the Multidisciplinary Autism Team;

g) Providing interventions to students on a referral basis which include a professional activities component in order to build capacity;

h) Providing focused professional activities for Support Staff during professional activity (PA) days – including regarding ABA strategies;

i) Providing professional activities to schools, as requested, focusing on ASD and ABA strategies.

3. Integrated Action for Inclusion (IAI)'s Perceived Limitations to the Promotion of Student Inclusion (In the Pedagogical Mainstream) Given the Structure of the Special Education Accountability Frameworks

i) IAI indicated that inclusion is mentioned only twice in the Accountability Framework report: once on the first page as part of the TCSB Mission Statement and the second for the goals for the students of the Board with Blindness/Low Vision. They stated that there is no reference for inclusion as a goal for any of the other 15,503 students with special needs.

A summary of the reasons stated by IAI for why inclusion matters is: better academic results for all students because teachers develop better teaching skills and students learn from each other; students learn social acceptance of those who are different; students with special needs are more successful at school and after; and lower costs [such as for bussing] are incurred when delivering services to students with special needs.

Staff Response

IAI's focus on two overt mentions of the word "inclusion" runs the risk of overlooking the TCDSB's overarching goal of inclusion for all students, including those with Special Education needs, and its intended academic and social benefits for all TCDSB students. The IAI's use of the term "segregated" for congregated learning settings is a misnomer of the intended function of congregated Special Education Placement settings. The two Special Education settings of, "Partial Integration," and "Full Time" continue to exist within the TCDSB's philosophy of integration since inclusion is achieved in many different permutations and combinations of the school day and settings.

To have a congregated setting within a broader landscape of inclusion does not diminish a Board's focus on inclusion. To the contrary, the existence of congregated settings allows for staff to consider the most appropriate placements and learning opportunities for students of a wide variety of exceptionalities, in order to help them to experience academic, social, physical, and spiritual development within the least restrictive, or better stated, the most enabling environment. Such congregated environments help educators to address the individual and sometimes highly specialized education needs of students. Then, inclusion in a wide variety of other school settings can be achieved at various other times during the school day.

ii) Where there is a causal relationship between a student's disability and the behaviour in question the student should not be subject to discipline.

Suspensions and expulsions are governed by the Education Act. There are multiple allowances to not suspend or expel a student with special needs under the mitigating and other factors provisions.

Staff Response

Staff agrees that there should be a focus on preventative action and the creation of a school climate that helps to avoid conflict and the need for escalating consequences for inappropriate student behaviours. In fact, such a

focus exists and is accompanied by continuous efforts to help staff engage in positive classroom strategies and interpersonal interactions with students of all abilities/needs. Additionally, continuous learning opportunities for all educators are offered and engaged in to address their understanding of mitigating factors and disciplinary strategies to be used in response to inappropriate behaviours. It must be noted, however, that an understanding of mitigating and other factors helps educators to better assess mitigating as well as aggravating factors when determining appropriate discipline. It is not to be understood as something that precludes staff from administering discipline in the first place.

iii) IAI suggests that staff focus on creating a positive relationship with students whose behaviour is concerning. Do not deny and ignore the relationship between disability, behaviour, and effective accommodations.

Staff Response

Staff agrees that creating positive relationships between staff and students is an effective preventative action against inappropriate and/or escalating student behaviours. In this Board's efforts to promote Universal Design for Learning (UDL) and inclusion for students of all abilities/needs, it understands the need to continuously provide learning opportunities for staff in all workgroups for all types of learner.

iv) SMART goals are specific, measurable, accountable, relevant, and timely...there is often a disconnect in the AFSE [report] between goals and how they will benefit the student or meet the Board's mission statement or other priorities...goals [are] buried in strategies and outcomes.

Staff Response

For as long as the AFSE Report has been in place, it has summarized the learning goals and strategies that have been designed by the various Accountability Framework committees to improve learning environments for students with a wide variety of learning needs.

Accountability Framework committees have long existed for most exceptionalities within the five categories of exceptionality, excluding MID (Mild Intellectual Disability) which has gotten underway only during this 2018-19 school year as a result of changes in the Ministry exceptionality

criteria (to Intellectual Disability); and Physical Disability (PD) (due to very low student numbers in this category). Following a Board motion to have it included, the PD exceptionality will be included (along with the ID exceptionality) in future.

Accountability Framework committees are comprised of a wide variety of TCDSB educators including: Subject Teachers (Secondary) curriculum Department Heads, Psychologists, Social workers, Speech/Language Pathologists, Programming and Assessment Teachers (Elementary), Assessment and Programming Teachers (Secondary), TCDSB Research Department specialists, and Special Services Chiefs.

These specialists have long met in committees that focus on the various exceptionalities and teaching/learning goal-setting for the benefit of students who fall under the various categories of exceptionality. Goals established by these committees have been a collaborative effort and intended as iterations of the most appropriate measures of progress by students with those exceptionalities. As such, it has been determined that SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) goals per se, have not always been the most ideal form of measurement of student progress. The teams' rationale for this conclusion has been that while efforts are made to address the individual needs of students with special needs, it would be incongruous for those same teams to endeavour to measure growth and progress using standardized means such as EQAO or even SMART goals in which specific percentages are identified for changes in output. The use of percentages to identify change would be arbitrary or meaningless captures of potential growth and development.

In any event, concerns that have been expressed about a lack of the use of SMART goals by the various Accountability Framework Committees are being reviewed by the AFSE committees for additional consideration about the viability of the use of SMART goals to ensure comprehensibly measurable goals for teaching of/learning by students with the various exceptionalities.

Trust continues to be placed in the professional judgment of the various members of the AFSE Committees to determine the most appropriate teaching/learning goals and outcomes for students with Special Education Needs.

E. METRICS AND ACCOUNTABILITY

1. Information in this report will be monitored by the various Accountability Framework Committees and assessed in the next Accountability Frameworks for Special Education Report (regarding the 2018-19 school year) due in November 2019.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.



REPORT TO

STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE

PARENT VOICE SURVEY REGARDING STUDENTS RECEIVING SPECIAL EDUCATION PROGRAMS AND SERVICES

*"Be strong and of good courage, and act. Do not be afraid or dismayed; for the Lord God, my God, is with you."
1 Chronicles 28:20*

Created, Draft	First Tabling	Review
April 23, 2019	May 2, 2019	Click here to enter a date.

Linda Maselli-Jackman, Superintendent of Education, Special Services

INFORMATION REPORT

Vision:

At Toronto Catholic we transform the world through witness, faith, innovation and action.

Mission:

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

L. Noronha
Associate Director of Facilities,
Business and Community
Development, and
Chief Financial Officer

A. EXECUTIVE SUMMARY

This report will provide an update on the status of the creation of a Parent Voice survey regarding students who receive Special Education programs and/or services.

The cumulative staff time required to prepare this report was 4 hours

B. PURPOSE

1. Arising from a recommendation made by SEAC at the 23 January, 2019 meeting, a motion was passed at the 21 February, 2019 Board, regarding the creation of a Parent/Guardian Voice Survey with specific content pertaining to students who receive Special Education programs and/or services.
2. This report will provide an update on the status of the creation of the recommended survey which includes: a determination regarding its scope as either a stand-alone survey or as part of the existing Parent Voice Survey format; the mechanism for its creation; and the timeline for its implementation.

C. BACKGROUND

1. SEAC members reviewed the current format of the Parent/Guardian Voice Survey 2019 whose administration is planned for the month of May. The intent was to determine the number and type of questions that could be added to make the survey relevant also for parents/guardians of students receiving Special Education programs and/or services.
2. From that committee meeting discussion, the SEAC committee endeavoured to determine two things: the viability of having updates made to this year's survey in time for the May administration; or whether or not a completely separate survey needs to be generated for parents of students receiving Special Education programs and/or services, and administered next year.

D. EVIDENCE/RESEARCH/ANALYSIS

1. Notwithstanding the SEAC committee's efforts to decide on the appropriate type/number of questions for the existing Parent/Guardian voice survey, it was unable to conclude on any action to be taken regarding this year's survey.
2. Therefore, a working committee will need to be struck in anticipation of next year's survey administration, and a decision made regarding whether Special Education content questions will be included with the existing Parent/Guardian Voice survey format, or if a separate, content-specific survey will be created.

E. METRICS AND ACCOUNTABILITY

1. An update to the Board will take place pending further action by SEAC.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.

Education Funding

**Grants for Student Needs
Projections for the 2019-20 School Year**

Spring 2019
Ministry of Education

Une publication équivalente est disponible en français sous le titre suivant : Financement de l'éducation : Subventions pour les besoins des élèves, Projections pour l'année scolaire 2019-2020, Printemps 2019 sur le [site Web](#) du ministère de l'Éducation.

ISBN : 978-1-4868-3424-2 (PDF)

Grants for Student Needs

Projections for the 2019-20 School Year

The following tables contain projected board-by-board allocations of the Grants for Student Needs (GSN) including other related information for the 2019-20 school year. The funding projections have been prepared by the Ministry of Education and are based on enrolment and other data provided by school boards. The tables also contain board-by-board allocations from prior years.*

These projections include the impact of enrolment change, new investments, savings measures, and structural refinements on GSN funding levels for the 2019-20 school year. The actual revenue that a school board receives through the GSN over the course of the school year may change as in-year information on enrolment and other factors become available. In addition, some individual grants may not be comparable year over year due to grant realignments, changes in grant structure, the introduction of new grants and allocations, as well as changes in accounting practices. The data in the tables from prior years is drawn from the most recent financial information submitted to the ministry by school boards.

Grants for Operating and Other Purposes

This section shows the grant allocations for operating and other purposes for each board listed by grant and allocation, as well funding for selected capital funding costs and funding for School Authorities. Details on how operating grants are calculated are found in the Technical Paper, 2019-20 Spring 2019.

Average Daily Enrolment

The measure of enrolment used for funding purposes is the Average Daily Enrolment (ADE) of pupils. Boards report the full-time equivalent of students enrolled at each school as of October 31 and March 31, which are the two count dates in the school board fiscal year. The calculation of ADE is based on an average of full-time equivalent students reported on the two count dates.

* This document includes data beginning in 2015-16. Data from 1998-99 through 2014-15 is available on the Ministry of Education's [website](#).

Projected Grants for Student Needs for the 2019-20 School Year

(73) Provincial Totals

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	10,431,848,964	10,600,298,600	10,872,355,790	11,201,224,111	10,568,051,910
2. School Foundation Grant	1,414,029,379	1,434,823,890	1,465,759,074	1,495,071,428	1,523,080,646
3. Special Education Grant	2,713,505,497	2,763,858,659	2,840,578,282	3,012,722,677	3,103,340,138
4. Language Grant	662,799,226	723,702,331	774,154,857	824,624,034	866,759,470
5. Indigenous Education Grant	50,919,099	65,175,317	75,447,396	75,298,713	80,208,840
6. Geographic Circumstances Grant	195,819,234	190,709,857	205,344,444	207,267,277	214,706,827
7. Learning Opportunities Grant	500,401,372	532,586,737	764,791,041	744,204,791	514,210,965
8. Safe and Accepting Schools Supplement	46,919,826	47,497,498	48,301,880	49,169,069	49,651,467
9. Continuing Education and Other Programs Grant	145,855,934	141,376,389	139,813,953	132,311,692	137,823,360
10. Cost Adjustment and Teacher Qualifications and Experience Grant	2,042,837,664	2,030,725,798	2,270,049,405	2,261,134,450	2,825,571,634
11. Student Transportation Grant	863,457,288	885,215,266	919,446,395	961,403,294	1,053,655,080
12. Declining Enrolment Adjustment	39,281,341	18,152,737	13,689,161	10,099,688	11,886,992
13. School Board Administration and Governance Grant	574,510,679	596,481,263	620,019,839	687,946,518	682,980,068
14. School Operations Allocation	2,049,147,246	2,053,912,587	2,066,454,082	2,119,165,896	2,140,447,165
15. School Renewal Allocation (excluding GPL)	364,560,501	361,130,565	358,472,025	361,722,113	363,268,307
16. Interest Expense	426,642,482	412,311,078	390,266,530	362,829,382	333,685,319
17. Non-Permanently Financed Capital Debt	65,723,450	65,723,450	65,723,450	65,723,450	65,723,450
18. Sub-Total	22,588,259,182	22,923,682,022	23,890,667,604	24,571,918,584	24,535,051,639
19. Unallocated amounts ³					82,575,316
20. School Authorities	30,887,598	32,763,917	35,566,669	39,955,314	41,353,750
21. TOTAL FUNDING	22,619,146,780	22,956,445,939	23,926,234,273	24,611,873,898	24,658,980,704

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	1,356,776	1,375,827	1,390,734	1,406,015	1,415,086
Secondary	599,949	593,723	591,239	594,746	597,275
Sub-Total	1,956,724	1,969,549	1,981,972	2,000,760	2,012,361
School Authorities	1,147	1,173	1,204	1,283	1,283
TOTAL	1,957,871	1,970,722	1,983,176	2,002,043	2,013,644

Notes: Totals may not add due to rounding. Actuals as reported in school board financial statements.

1. Funding through these allocations across years is not always comparable because of grant realignments and the introduction, elimination and consolidation of various grants.
2. Includes some amounts that have not yet been allocated on a board-by-board basis.
3. Includes some amounts that have not yet been allocated to specific grants or on a board-by-board basis.

Projected Grants for Student Needs for the 2019-20 School Year

(2) Algoma DSB

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	48,600,210	48,123,803	49,206,367	50,937,217	47,150,625
2. School Foundation Grant	9,024,389	8,941,463	9,208,290	9,523,734	9,655,733
3. Special Education Grant	16,713,052	16,832,267	17,057,452	18,470,649	18,565,384
4. Language Grant	1,366,770	1,399,500	1,523,812	1,633,754	1,644,447
5. Indigenous Education Grant	1,133,691	1,330,924	1,429,277	1,707,384	1,839,021
6. Geographic Circumstances Grant	10,624,662	10,869,412	11,249,520	10,994,701	11,470,283
7. Learning Opportunities Grant	2,171,604	2,348,745	3,775,690	3,377,932	1,884,122
8. Safe and Accepting Schools Supplement	274,141	269,109	271,196	277,677	276,685
9. Continuing Education and Other Programs Grant	645,170	574,686	489,455	522,584	645,202
10. Cost Adjustment and Teacher Qualifications and Experience Grant	10,096,767	10,575,256	11,425,416	11,002,202	12,791,806
11. Student Transportation Grant	7,941,794	8,122,025	8,419,362	8,777,048	9,017,482
12. Declining Enrolment Adjustment	682,535	630,717	106,335	-	239,704
13. School Board Administration and Governance Grant	4,192,304	4,282,806	4,388,143	5,238,513	5,181,923
14. School Operations Allocation	11,521,720	12,260,953	12,272,562	12,594,321	12,545,424
15. School Renewal Allocation (excluding GPL)	3,131,978	3,209,053	3,132,683	3,183,304	3,169,268
16. Interest Expense	3,494,778	3,384,307	3,354,561	3,103,604	3,073,939
17. Non-Permanently Financed Capital Debt	-	-	-	-	-
18. TOTAL FUNDING³	131,615,565	133,155,026	137,310,121	141,344,623	139,151,050

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	6,074	6,009	6,098	6,225	6,163
Secondary	3,029	2,915	2,855	2,852	2,821
TOTAL	9,104	8,924	8,952	9,077	8,984

Notes: Totals may not add due to rounding. Actuals as reported in school board financial statements.

1. Funding through these allocations across years is not always comparable because of grant realignments and the introduction, elimination and consolidation of various grants.
2. Includes some amounts that have not yet been allocated on a board-by-board basis.
3. Total funding for the board for 2019-20 does not include amounts that have not been allocated to specific grants or on a board-by-board basis.

Projected Grants for Student Needs for the 2019-20 School Year

(55) Algonquin and Lakeshore Catholic DSB

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	60,584,479	61,213,084	62,687,931	63,913,955	60,180,639
2. School Foundation Grant	9,627,590	9,624,391	9,761,342	9,869,477	10,059,212
3. Special Education Grant	17,098,103	17,137,757	17,558,519	18,565,081	18,915,643
4. Language Grant	1,811,473	1,935,653	2,010,966	2,164,257	2,299,250
5. Indigenous Education Grant	653,834	808,547	838,328	792,426	800,278
6. Geographic Circumstances Grant	4,192,821	3,720,787	3,674,246	3,707,117	3,741,154
7. Learning Opportunities Grant	1,601,687	1,784,917	3,347,732	2,915,487	1,343,863
8. Safe and Accepting Schools Supplement	265,331	267,842	273,213	276,557	279,822
9. Continuing Education and Other Programs Grant	1,169,305	1,229,154	1,210,954	1,135,267	1,352,046
10. Cost Adjustment and Teacher Qualifications and Experience Grant	10,746,621	10,778,560	12,299,388	12,149,659	15,332,332
11. Student Transportation Grant	9,777,067	10,003,807	10,397,613	10,664,479	11,797,079
12. Declining Enrolment Adjustment	68,122	-	-	43,142	10,785
13. School Board Administration and Governance Grant	4,221,976	4,471,267	4,651,580	5,481,786	5,450,665
14. School Operations Allocation	11,870,114	11,842,233	11,917,671	12,050,315	12,137,481
15. School Renewal Allocation (excluding GPL)	2,240,893	2,208,426	2,193,480	2,184,214	2,189,908
16. Interest Expense	1,259,953	1,235,307	1,171,276	1,120,293	1,116,245
17. Non-Permanently Financed Capital Debt	116,347	116,347	116,347	116,347	116,347
18. TOTAL FUNDING³	137,305,716	138,378,079	144,110,586	147,149,858	147,122,749

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	7,723	7,792	7,917	7,950	8,014
Secondary	3,596	3,540	3,487	3,454	3,441
TOTAL	11,319	11,332	11,404	11,404	11,455

Notes: Totals may not add due to rounding. Actuals as reported in school board financial statements.

1. Funding through these allocations across years is not always comparable because of grant realignments and the introduction, elimination and consolidation of various grants.
2. Includes some amounts that have not yet been allocated on a board-by-board basis.
3. Total funding for the board for 2019-20 does not include amounts that have not been allocated to specific grants or on a board-by-board basis.

Projected Grants for Student Needs for the 2019-20 School Year

(8) Avon Maitland DSB

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	81,444,423	81,370,109	83,076,070	84,021,072	78,112,410
2. School Foundation Grant	11,924,841	12,094,902	12,550,366	12,714,768	12,902,263
3. Special Education Grant	20,626,438	21,019,841	21,992,795	22,701,439	22,873,279
4. Language Grant	1,963,547	2,171,029	2,332,033	2,480,781	2,473,264
5. Indigenous Education Grant	211,854	381,884	415,660	385,307	410,350
6. Geographic Circumstances Grant	656,974	543,033	1,210,568	1,273,293	1,303,768
7. Learning Opportunities Grant	3,104,552	3,354,612	5,154,467	4,720,420	2,916,607
8. Safe and Accepting Schools Supplement	304,364	301,141	303,492	303,934	304,800
9. Continuing Education and Other Programs Grant	531,340	436,491	468,227	472,968	563,219
10. Cost Adjustment and Teacher Qualifications and Experience Grant	18,822,132	18,507,116	20,162,413	19,172,948	23,544,255
11. Student Transportation Grant	11,356,819	11,567,093	12,021,502	12,298,393	12,755,979
12. Declining Enrolment Adjustment	728,406	417,393	64,324	205,795	210,018
13. School Board Administration and Governance Grant	4,877,627	5,101,552	5,339,284	6,148,329	6,081,696
14. School Operations Allocation	17,683,421	17,800,678	18,496,006	18,745,341	18,740,362
15. School Renewal Allocation (excluding GPL)	3,539,985	3,524,095	3,583,557	3,581,860	3,572,206
16. Interest Expense	2,099,726	2,094,392	2,040,164	2,036,082	1,884,765
17. Non-Permanently Financed Capital Debt	216,662	216,662	216,662	216,662	216,662
18. TOTAL FUNDING³	180,093,111	180,902,023	189,427,590	191,479,391	188,865,903

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	10,035	10,091	10,171	10,184	10,133
Secondary	5,202	5,002	4,947	4,797	4,780
TOTAL	15,237	15,094	15,117	14,980	14,913

Notes: Totals may not add due to rounding. Actuals as reported in school board financial statements.

- Funding through these allocations across years is not always comparable because of grant realignments and the introduction, elimination and consolidation of various grants.
- Includes some amounts that have not yet been allocated on a board-by-board basis.
- Total funding for the board for 2019-20 does not include amounts that have not been allocated to specific grants or on a board-by-board basis.

Projected Grants for Student Needs for the 2019-20 School Year

(7) Bluewater DSB

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	85,012,016	85,239,979	87,811,689	90,972,612	86,864,020
2. School Foundation Grant	12,918,008	12,980,641	13,076,240	13,316,936	13,568,370
3. Special Education Grant	23,669,500	23,364,828	24,122,968	25,550,015	26,042,206
4. Language Grant	2,335,964	2,577,527	2,800,832	2,916,818	3,009,919
5. Indigenous Education Grant	836,991	947,385	1,250,253	1,214,916	1,348,766
6. Geographic Circumstances Grant	1,570,235	1,236,496	2,020,273	2,044,674	2,083,233
7. Learning Opportunities Grant	3,074,736	3,315,222	5,244,309	4,806,093	2,908,025
8. Safe and Accepting Schools Supplement	346,020	344,470	351,639	359,300	363,498
9. Continuing Education and Other Programs Grant	310,988	282,914	293,957	309,510	353,647
10. Cost Adjustment and Teacher Qualifications and Experience Grant	15,622,884	15,162,150	15,905,111	15,041,769	18,444,782
11. Student Transportation Grant	12,754,009	13,016,460	13,543,486	14,043,039	14,676,734
12. Declining Enrolment Adjustment	478,239	749,158	161,200	-	-
13. School Board Administration and Governance Grant	5,214,297	5,452,542	5,775,238	6,670,661	6,646,289
14. School Operations Allocation	18,331,918	18,129,093	18,899,636	19,357,645	19,630,673
15. School Renewal Allocation (excluding GPL)	3,499,722	3,421,109	3,461,761	3,490,757	3,508,305
16. Interest Expense	3,583,925	3,439,654	3,478,854	3,129,840	3,092,983
17. Non-Permanently Financed Capital Debt	788,530	788,530	788,530	788,530	788,530
18. TOTAL FUNDING³	190,347,982	190,448,158	198,985,976	204,013,115	203,329,980

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	11,216	11,441	11,788	12,096	12,345
Secondary	4,717	4,406	4,242	4,167	4,066
TOTAL	15,933	15,847	16,030	16,263	16,411

Notes: Totals may not add due to rounding. Actuals as reported in school board financial statements.

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2. Includes some amounts that have not yet been allocated on a board-by-board basis.
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Projected Grants for Student Needs for the 2019-20 School Year

(51) Brant Haldimand Norfolk Catholic DSB

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	50,601,616	52,099,212	53,907,152	56,239,911	52,772,789
2. School Foundation Grant	7,919,381	8,033,562	8,113,094	8,328,337	8,478,728
3. Special Education Grant	12,372,040	13,192,354	14,139,884	16,435,134	16,715,708
4. Language Grant	1,389,443	1,414,493	1,640,218	1,718,930	1,755,243
5. Indigenous Education Grant	138,139	258,011	321,470	319,875	347,252
6. Geographic Circumstances Grant	1,364,982	1,335,330	1,532,119	1,540,412	1,542,194
7. Learning Opportunities Grant	1,693,726	1,873,333	3,021,280	2,594,592	1,422,273
8. Safe and Accepting Schools Supplement	193,935	199,478	205,310	212,524	215,411
9. Continuing Education and Other Programs Grant	331,350	341,442	435,431	313,863	346,618
10. Cost Adjustment and Teacher Qualifications and Experience Grant	11,295,499	11,447,138	12,036,317	11,604,346	14,718,356
11. Student Transportation Grant	5,057,402	5,176,134	5,335,985	5,377,410	5,615,818
12. Declining Enrolment Adjustment	94,919	21,093	-	-	-
13. School Board Administration and Governance Grant	3,584,027	3,801,861	3,950,906	4,809,438	4,791,650
14. School Operations Allocation	9,935,169	9,978,514	10,051,544	10,734,739	10,860,099
15. School Renewal Allocation (excluding GPL)	1,604,045	1,607,489	1,613,806	1,646,637	1,655,108
16. Interest Expense	2,567,983	2,465,156	2,348,736	2,242,553	2,081,626
17. Non-Permanently Financed Capital Debt	146,395	146,395	146,395	146,395	146,395
18. TOTAL FUNDING³	110,290,051	113,390,995	118,799,647	124,265,097	123,465,269

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	6,318	6,429	6,566	6,670	6,724
Secondary	3,167	3,226	3,231	3,333	3,349
TOTAL	9,485	9,655	9,797	10,003	10,073

Notes: Totals may not add due to rounding. Actuals as reported in school board financial statements.

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Projected Grants for Student Needs for the 2019-20 School Year

(35) Bruce-Grey Catholic DSB

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	21,073,863	22,466,031	23,779,541	25,389,994	23,942,930
2. School Foundation Grant	3,256,675	3,386,894	3,513,661	3,660,898	3,748,234
3. Special Education Grant	6,127,781	6,583,091	7,186,131	8,230,099	8,488,505
4. Language Grant	646,128	712,249	751,868	904,908	957,317
5. Indigenous Education Grant	194,963	401,256	435,968	315,092	375,399
6. Geographic Circumstances Grant	1,382,320	1,347,836	1,576,516	1,638,500	1,673,478
7. Learning Opportunities Grant	943,800	1,108,909	1,694,108	1,234,150	675,458
8. Safe and Accepting Schools Supplement	89,132	95,403	100,825	107,097	108,864
9. Continuing Education and Other Programs Grant	83,266	62,308	116,349	11,459	21,174
10. Cost Adjustment and Teacher Qualifications and Experience Grant	3,752,013	3,160,200	3,997,942	3,980,098	5,759,072
11. Student Transportation Grant	3,863,678	4,125,440	4,347,501	4,478,016	4,730,107
12. Declining Enrolment Adjustment	-	-	-	-	-
13. School Board Administration and Governance Grant	2,273,439	2,527,163	2,665,103	3,513,652	3,512,430
14. School Operations Allocation	4,138,186	4,417,068	4,493,271	4,733,894	4,772,984
15. School Renewal Allocation (excluding GPL)	888,938	927,359	939,034	963,743	968,587
16. Interest Expense	368,444	356,411	345,706	331,546	324,469
17. Non-Permanently Financed Capital Debt	-	-	-	-	-
18. TOTAL FUNDING³	49,082,626	51,677,618	55,943,524	59,493,147	60,059,008

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	2,579	2,720	2,809	2,937	2,988
Secondary	1,337	1,418	1,487	1,558	1,563
TOTAL	3,916	4,137	4,295	4,495	4,551

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Projected Grants for Student Needs for the 2019-20 School Year

(52) Catholic DSB of Eastern Ontario

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	67,567,712	67,690,699	68,845,110	70,511,916	65,041,831
2. School Foundation Grant	11,061,929	11,259,308	11,461,391	11,550,727	11,616,679
3. Special Education Grant	20,543,597	20,792,701	21,142,411	22,225,368	22,165,102
4. Language Grant	2,615,124	2,814,806	2,895,889	3,081,126	3,143,409
5. Indigenous Education Grant	671,118	741,382	741,025	709,813	698,690
6. Geographic Circumstances Grant	2,151,589	2,115,634	2,701,668	2,703,521	2,765,880
7. Learning Opportunities Grant	2,916,397	3,161,810	4,875,883	4,463,809	2,763,143
8. Safe and Accepting Schools Supplement	300,587	298,542	299,761	302,824	299,361
9. Continuing Education and Other Programs Grant	759,713	844,664	683,764	678,102	794,487
10. Cost Adjustment and Teacher Qualifications and Experience Grant	15,226,085	14,878,417	17,021,498	17,937,971	21,606,807
11. Student Transportation Grant	13,356,349	13,611,825	14,067,830	14,445,635	17,529,920
12. Declining Enrolment Adjustment	229,329	134,231	88,156	16,659	408,606
13. School Board Administration and Governance Grant	4,509,555	4,740,982	4,933,726	5,772,756	5,690,219
14. School Operations Allocation	12,277,314	12,756,504	12,984,066	13,349,516	13,396,494
15. School Renewal Allocation (excluding GPL)	1,963,128	1,994,403	1,990,108	2,018,129	2,004,504
16. Interest Expense	3,613,114	3,447,716	3,365,310	3,025,870	2,803,379
17. Non-Permanently Financed Capital Debt	382,827	382,827	382,827	382,827	382,827
18. TOTAL FUNDING³	160,145,467	161,666,451	168,480,423	173,176,571	173,111,337

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	8,544	8,627	8,671	8,882	8,770
Secondary	4,147	3,974	3,885	3,730	3,628
TOTAL	12,690	12,600	12,556	12,612	12,398

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Projected Grants for Student Needs for the 2019-20 School Year

(59) CÉP de l'Est de l'Ontario

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	71,654,281	75,539,363	81,319,189	87,533,157	86,982,605
2. School Foundation Grant	10,515,935	11,299,749	12,614,961	13,071,861	13,551,840
3. Special Education Grant	20,857,320	21,977,036	24,545,274	26,930,606	28,021,402
4. Language Grant	24,299,006	25,897,052	28,019,221	29,781,244	31,180,612
5. Indigenous Education Grant	134,927	227,964	233,057	168,554	179,148
6. Geographic Circumstances Grant	7,935,999	8,023,233	7,139,572	7,081,853	7,532,265
7. Learning Opportunities Grant	5,436,226	5,604,095	7,631,632	7,400,868	5,374,844
8. Safe and Accepting Schools Supplement	335,563	342,205	355,679	380,735	403,158
9. Continuing Education and Other Programs Grant	2,628,156	2,634,090	3,075,096	2,968,567	3,404,993
10. Cost Adjustment and Teacher Qualifications and Experience Grant	8,919,358	10,272,743	13,763,712	14,922,001	17,905,470
11. Student Transportation Grant	11,954,410	12,545,631	13,447,916	14,352,755	15,762,310
12. Declining Enrolment Adjustment	-	-	-	-	-
13. School Board Administration and Governance Grant	5,460,286	6,081,325	6,618,391	7,602,761	7,688,830
14. School Operations Allocation	16,673,485	17,072,603	18,222,833	19,056,721	19,496,402
15. School Renewal Allocation (excluding GPL)	2,517,115	2,537,029	2,647,421	2,737,474	2,827,441
16. Interest Expense	5,670,586	5,397,777	5,060,374	4,818,041	4,371,287
17. Non-Permanently Financed Capital Debt	210,383	210,383	210,383	210,383	210,383
18. TOTAL FUNDING³	195,203,036	205,662,278	224,904,711	239,017,578	244,892,991

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	10,414	10,910	11,530	12,191	12,702
Secondary	3,033	3,130	3,292	3,452	3,656
TOTAL	13,446	14,039	14,822	15,643	16,358

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Projected Grants for Student Needs for the 2019-20 School Year

(64) CS catholique MonAvenir

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	84,106,748	87,789,405	91,190,238	94,439,276	91,124,164
2. School Foundation Grant	13,673,159	14,545,163	15,256,960	15,693,482	16,252,962
3. Special Education Grant	23,059,268	23,964,033	26,210,631	27,269,344	27,753,246
4. Language Grant	30,569,415	31,919,859	33,432,313	34,448,214	35,002,919
5. Indigenous Education Grant	113,164	233,722	236,197	151,758	153,550
6. Geographic Circumstances Grant	5,675,062	5,654,807	5,684,197	5,720,867	5,819,392
7. Learning Opportunities Grant	3,570,154	3,883,775	5,955,572	5,538,504	3,622,860
8. Safe and Accepting Schools Supplement	381,130	391,855	401,123	417,210	427,158
9. Continuing Education and Other Programs Grant	139,244	112,660	91,329	87,727	116,845
10. Cost Adjustment and Teacher Qualifications and Experience Grant	10,332,086	11,826,515	14,336,548	15,654,951	19,210,584
11. Student Transportation Grant	22,336,469	23,607,572	24,869,469	25,785,940	29,298,636
12. Declining Enrolment Adjustment	-	-	-	-	-
13. School Board Administration and Governance Grant	5,785,193	6,550,495	6,940,197	7,904,432	7,874,856
14. School Operations Allocation	17,160,388	17,786,481	18,390,651	19,024,483	19,487,691
15. School Renewal Allocation (excluding GPL)	2,657,582	2,729,859	2,795,562	2,842,379	2,893,449
16. Interest Expense	5,346,020	5,261,700	5,057,941	4,965,609	4,545,539
17. Non-Permanently Financed Capital Debt	1,073,118	1,073,118	1,073,118	1,073,118	1,073,118
18. TOTAL FUNDING³	225,978,200	237,331,019	251,922,046	261,017,295	264,656,967

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	12,816	13,309	13,585	13,668	13,688
Secondary	3,024	3,076	3,132	3,305	3,449
TOTAL	15,839	16,386	16,717	16,973	17,137

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Projected Grants for Student Needs for the 2019-20 School Year

(63) CS catholique Providence

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	50,186,627	52,311,082	54,094,509	56,001,588	53,408,636
2. School Foundation Grant	7,568,773	7,814,524	8,103,183	8,274,541	8,375,375
3. Special Education Grant	13,384,390	14,455,544	16,308,058	17,353,872	17,617,945
4. Language Grant	18,122,921	18,939,245	19,497,964	19,885,806	19,924,390
5. Indigenous Education Grant	81,011	217,238	219,835	135,822	136,196
6. Geographic Circumstances Grant	5,980,565	6,095,540	6,563,611	6,705,875	7,048,451
7. Learning Opportunities Grant	1,998,841	2,039,522	3,675,194	3,237,130	1,904,896
8. Safe and Accepting Schools Supplement	219,980	240,510	258,912	266,592	267,786
9. Continuing Education and Other Programs Grant	271,065	316,334	297,925	282,575	345,280
10. Cost Adjustment and Teacher Qualifications and Experience Grant	3,938,728	5,400,610	8,677,613	8,448,435	10,568,237
11. Student Transportation Grant	7,801,171	8,231,180	8,621,690	8,727,074	10,926,005
12. Declining Enrolment Adjustment	-	-	-	-	152,275
13. School Board Administration and Governance Grant	4,086,234	4,611,801	4,960,612	5,812,593	5,763,239
14. School Operations Allocation	11,096,701	11,423,640	11,603,419	11,925,186	11,927,220
15. School Renewal Allocation (excluding GPL)	1,891,244	1,887,429	1,858,727	1,879,620	1,877,847
16. Interest Expense	1,933,671	1,867,234	1,820,234	1,798,528	1,669,710
17. Non-Permanently Financed Capital Debt	977,859	977,859	977,859	977,859	977,859
18. TOTAL FUNDING³	129,539,781	136,829,292	147,539,345	151,713,098	152,891,348

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	7,843	8,052	8,119	8,141	8,045
Secondary	1,654	1,750	1,814	1,904	1,947
TOTAL	9,497	9,801	9,934	10,045	9,991

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Projected Grants for Student Needs for the 2019-20 School Year

(58) CS Viamonde

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	58,691,175	61,210,514	65,536,747	70,077,098	69,072,022
2. School Foundation Grant	10,472,386	11,017,802	12,124,746	12,898,746	13,226,196
3. Special Education Grant	15,604,758	16,948,433	19,593,666	21,616,285	22,281,828
4. Language Grant	23,078,134	24,178,464	25,653,271	27,306,372	28,238,113
5. Indigenous Education Grant	85,514	232,665	238,640	155,315	157,380
6. Geographic Circumstances Grant	9,989,771	9,932,059	9,751,692	9,880,037	10,538,165
7. Learning Opportunities Grant	3,544,472	3,841,102	5,438,383	5,022,454	3,558,465
8. Safe and Accepting Schools Supplement	284,330	292,326	308,622	328,838	341,516
9. Continuing Education and Other Programs Grant	4,871	2,526	4,922	-	-
10. Cost Adjustment and Teacher Qualifications and Experience Grant	6,941,879	6,547,662	9,181,289	8,412,966	10,188,685
11. Student Transportation Grant	15,951,686	16,627,201	18,016,717	19,190,462	20,345,443
12. Declining Enrolment Adjustment	-	-	-	-	-
13. School Board Administration and Governance Grant	4,887,845	5,494,401	5,843,297	6,805,629	6,826,795
14. School Operations Allocation	13,326,667	14,220,347	15,977,760	16,802,888	17,010,797
15. School Renewal Allocation (excluding GPL)	2,478,077	2,559,658	2,741,728	2,838,064	2,871,616
16. Interest Expense	6,395,648	6,333,411	6,291,114	5,701,798	5,505,744
17. Non-Permanently Financed Capital Debt	570,114	570,114	570,114	570,114	570,114
18. TOTAL FUNDING³	172,307,327	180,008,685	197,272,708	207,607,068	210,732,880

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	9,190	9,563	10,001	10,481	10,685
Secondary	1,812	1,825	1,958	2,058	2,164
TOTAL	11,002	11,387	11,959	12,539	12,849

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Projected Grants for Student Needs for the 2019-20 School Year

(65) CSD catholique de l'Est ontarien

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	54,084,396	54,253,521	54,981,172	56,247,448	53,789,380
2. School Foundation Grant	8,686,807	8,966,001	9,544,660	9,672,953	9,822,796
3. Special Education Grant	19,194,644	19,059,034	19,967,958	20,757,259	21,231,793
4. Language Grant	17,123,708	17,165,379	17,279,156	17,521,118	17,803,461
5. Indigenous Education Grant	287,785	370,299	393,354	328,276	339,132
6. Geographic Circumstances Grant	3,313,141	3,258,047	3,787,688	3,831,676	3,861,825
7. Learning Opportunities Grant	2,561,399	2,773,192	4,216,453	3,816,872	2,352,034
8. Safe and Accepting Schools Supplement	207,360	206,485	206,704	210,547	212,758
9. Continuing Education and Other Programs Grant	677,245	487,646	616,344	483,167	611,503
10. Cost Adjustment and Teacher Qualifications and Experience Grant	12,024,067	11,883,607	12,575,794	13,128,231	14,892,521
11. Student Transportation Grant	10,757,480	10,813,830	10,985,674	11,268,061	11,898,785
12. Declining Enrolment Adjustment	272,908	292,487	158,533	-	-
13. School Board Administration and Governance Grant	4,142,643	4,513,847	4,796,427	5,632,768	5,610,194
14. School Operations Allocation	13,449,831	13,597,263	13,747,898	14,000,003	14,254,359
15. School Renewal Allocation (excluding GPL)	2,808,296	2,795,358	2,783,908	2,786,594	2,799,430
16. Interest Expense	2,437,019	2,354,985	2,232,262	2,123,415	2,048,024
17. Non-Permanently Financed Capital Debt	74,755	74,755	74,755	74,755	74,755
18. TOTAL FUNDING³	152,103,484	152,865,736	158,348,740	161,883,144	161,602,749

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	7,314	7,366	7,389	7,410	7,577
Secondary	2,820	2,715	2,635	2,647	2,576
TOTAL	10,134	10,081	10,024	10,057	10,153

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Projected Grants for Student Needs for the 2019-20 School Year

(62) CSD catholique des Aurores boréales

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	4,087,402	4,256,472	4,398,373	4,585,443	4,484,094
2. School Foundation Grant	1,522,782	1,505,500	1,540,867	1,626,351	1,656,023
3. Special Education Grant	2,358,526	2,406,654	2,925,693	3,224,333	3,359,312
4. Language Grant	2,108,817	2,196,004	2,281,401	2,338,059	2,366,049
5. Indigenous Education Grant	78,989	227,893	222,469	149,884	150,940
6. Geographic Circumstances Grant	4,289,730	4,172,041	4,235,662	4,357,991	4,567,110
7. Learning Opportunities Grant	612,805	692,840	967,279	496,587	233,239
8. Safe and Accepting Schools Supplement	83,642	84,569	85,931	87,098	87,845
9. Continuing Education and Other Programs Grant	-	-	-	-	-
10. Cost Adjustment and Teacher Qualifications and Experience Grant	474,507	356,409	655,613	600,469	580,957
11. Student Transportation Grant	809,571	836,465	864,382	940,797	973,556
12. Declining Enrolment Adjustment	-	-	-	-	-
13. School Board Administration and Governance Grant	1,908,409	2,203,649	2,368,228	3,175,040	3,180,064
14. School Operations Allocation	1,597,858	1,633,459	1,661,778	1,688,962	1,700,952
15. School Renewal Allocation (excluding GPL)	648,688	641,748	633,147	634,678	635,323
16. Interest Expense	455,328	433,213	409,847	385,155	362,756
17. Non-Permanently Financed Capital Debt	-	-	-	-	-
18. TOTAL FUNDING³	21,037,054	21,646,916	23,250,670	24,290,848	24,338,221

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	653	671	690	702	708
Secondary	124	128	121	126	133
TOTAL	777	799	811	828	840

Notes: Totals may not add due to rounding. Actuals as reported in school board financial statements.

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2. Includes some amounts that have not yet been allocated on a board-by-board basis.
3. Total funding for the board for 2019-20 does not include amounts that have not been allocated to specific grants or on a board-by-board basis.

Projected Grants for Student Needs for the 2019-20 School Year (60A) CSD catholique des Grandes Rivières

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	31,968,429	31,430,811	31,689,483	31,951,584	29,932,153
2. School Foundation Grant	7,031,075	6,856,394	7,173,467	7,168,410	7,077,814
3. Special Education Grant	10,993,835	11,368,273	12,758,383	13,442,277	13,598,731
4. Language Grant	11,836,726	11,637,379	11,642,853	11,703,109	11,763,877
5. Indigenous Education Grant	280,700	411,508	479,389	466,700	471,088
6. Geographic Circumstances Grant	10,071,432	9,766,491	9,770,745	9,951,912	10,345,228
7. Learning Opportunities Grant	1,456,410	1,630,121	2,644,926	2,189,906	1,136,419
8. Safe and Accepting Schools Supplement	194,478	188,971	187,813	187,906	187,559
9. Continuing Education and Other Programs Grant	250,870	202,074	212,230	211,191	246,111
10. Cost Adjustment and Teacher Qualifications and Experience Grant	6,294,478	6,493,117	7,346,611	7,000,610	7,837,564
11. Student Transportation Grant	6,248,412	6,390,215	6,604,940	6,745,763	6,991,896
12. Declining Enrolment Adjustment	454,779	620,764	371,763	499,202	218,560
13. School Board Administration and Governance Grant	3,543,568	3,849,775	3,987,539	4,783,658	4,749,326
14. School Operations Allocation	9,470,303	8,924,840	8,422,017	8,492,327	8,514,225
15. School Renewal Allocation (excluding GPL)	3,300,200	3,115,956	2,947,287	2,937,041	2,929,851
16. Interest Expense	778,367	772,998	769,746	857,868	655,843
17. Non-Permanently Financed Capital Debt	29,164	29,164	29,164	29,164	29,164
18. TOTAL FUNDING³	104,203,226	103,688,851	107,038,356	108,618,628	106,685,409

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	4,154	4,110	4,110	4,099	4,090
Secondary	1,828	1,715	1,646	1,595	1,573
TOTAL	5,982	5,824	5,756	5,694	5,663

Notes: Totals may not add due to rounding. Actuals as reported in school board financial statements.

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Projected Grants for Student Needs for the 2019-20 School Year

(66) CSD catholique du Centre-Est de l'Ontario

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	116,625,974	121,928,250	129,758,736	136,662,670	133,350,159
2. School Foundation Grant	16,468,893	17,396,472	18,844,082	19,409,551	19,967,068
3. Special Education Grant	31,540,253	32,250,240	34,685,078	37,393,754	38,846,970
4. Language Grant	37,470,401	39,689,822	43,059,089	44,566,972	45,958,808
5. Indigenous Education Grant	213,872	291,236	311,170	243,094	255,069
6. Geographic Circumstances Grant	6,436,131	6,454,831	7,084,341	7,043,598	7,575,053
7. Learning Opportunities Grant	6,019,026	6,415,316	9,226,784	8,913,114	6,260,040
8. Safe and Accepting Schools Supplement	667,717	685,358	728,482	774,117	795,272
9. Continuing Education and Other Programs Grant	2,321,058	2,397,604	2,851,394	2,468,151	2,757,730
10. Cost Adjustment and Teacher Qualifications and Experience Grant	17,094,972	17,713,706	21,028,491	20,614,310	25,726,505
11. Student Transportation Grant	16,281,953	16,187,730	17,358,429	18,368,801	20,149,190
12. Declining Enrolment Adjustment	-	-	-	-	-
13. School Board Administration and Governance Grant	7,897,967	8,752,864	9,355,759	10,491,757	10,534,152
14. School Operations Allocation	22,438,717	22,738,961	23,528,721	25,022,181	25,938,695
15. School Renewal Allocation (excluding GPL)	3,929,449	3,861,828	3,847,448	4,017,342	4,113,212
16. Interest Expense	7,200,211	6,740,367	6,434,366	6,143,850	5,746,439
17. Non-Permanently Financed Capital Debt	837,190	837,190	837,190	837,190	837,190
18. TOTAL FUNDING³	293,443,784	304,341,775	328,939,560	342,970,451	348,811,552

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	17,005	17,595	18,434	18,815	19,184
Secondary	4,937	5,140	5,313	5,669	5,986
TOTAL	21,941	22,735	23,747	24,484	25,170

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Projected Grants for Student Needs for the 2019-20 School Year

(61) CSD catholique du Nouvel-Ontario

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	35,363,643	35,502,307	36,147,772	37,016,760	35,152,811
2. School Foundation Grant	7,220,609	7,237,472	7,413,983	7,560,962	7,566,486
3. Special Education Grant	12,501,712	12,700,201	13,919,692	14,949,011	15,220,059
4. Language Grant	12,603,056	12,746,981	12,929,414	13,218,435	13,395,627
5. Indigenous Education Grant	336,244	504,312	600,486	608,535	616,482
6. Geographic Circumstances Grant	10,233,459	9,890,320	9,685,659	10,047,388	10,381,770
7. Learning Opportunities Grant	1,338,471	1,523,629	2,656,636	2,191,846	1,078,499
8. Safe and Accepting Schools Supplement	204,264	214,835	230,517	234,827	236,451
9. Continuing Education and Other Programs Grant	56,511	38,159	48,432	41,794	46,872
10. Cost Adjustment and Teacher Qualifications and Experience Grant	7,741,384	7,481,105	7,462,192	7,082,175	7,577,512
11. Student Transportation Grant	6,157,074	6,296,800	6,508,388	6,752,502	7,215,631
12. Declining Enrolment Adjustment	456,618	251,653	125,728	15,242	-
13. School Board Administration and Governance Grant	3,647,481	3,992,325	4,189,162	4,992,020	4,967,660
14. School Operations Allocation	9,953,291	9,480,137	9,032,027	9,153,392	9,207,506
15. School Renewal Allocation (excluding GPL)	2,286,689	2,157,507	2,038,376	2,037,558	2,039,451
16. Interest Expense	1,819,711	1,756,617	1,682,366	1,563,998	1,491,369
17. Non-Permanently Financed Capital Debt	46,920	46,920	46,920	46,920	46,920
18. TOTAL FUNDING³	111,967,137	111,821,280	114,717,750	117,513,365	116,241,107

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	5,054	5,049	4,980	4,948	4,982
Secondary	1,602	1,574	1,631	1,669	1,652
TOTAL	6,656	6,623	6,611	6,616	6,634

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Projected Grants for Student Needs for the 2019-20 School Year (60B) CSD catholique Franco-Nord

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	15,061,996	15,123,543	15,191,755	15,255,199	14,244,344
2. School Foundation Grant	2,793,115	2,827,653	2,885,107	2,972,999	3,008,336
3. Special Education Grant	7,547,892	7,724,032	8,282,388	8,881,091	9,006,870
4. Language Grant	5,288,066	5,301,826	5,310,621	5,349,033	5,335,712
5. Indigenous Education Grant	269,533	337,225	342,051	299,776	298,769
6. Geographic Circumstances Grant	2,812,908	2,710,213	2,821,706	2,926,559	2,944,053
7. Learning Opportunities Grant	830,057	925,735	1,435,196	964,273	461,029
8. Safe and Accepting Schools Supplement	83,642	84,569	85,931	87,098	87,845
9. Continuing Education and Other Programs Grant	52,675	47,556	60,465	47,706	47,554
10. Cost Adjustment and Teacher Qualifications and Experience Grant	3,385,197	3,116,156	3,561,586	4,128,948	4,681,120
11. Student Transportation Grant	3,382,879	3,459,895	3,576,158	3,656,457	3,837,389
12. Declining Enrolment Adjustment	109,911	121,848	80,600	159,859	54,436
13. School Board Administration and Governance Grant	2,207,798	2,506,665	2,673,464	3,481,622	3,469,674
14. School Operations Allocation	3,711,162	3,880,737	4,567,237	4,620,326	4,700,301
15. School Renewal Allocation (excluding GPL)	981,719	972,808	1,037,636	1,034,359	1,038,551
16. Interest Expense	2,300,506	2,220,027	2,135,914	2,048,017	1,957,597
17. Non-Permanently Financed Capital Debt	105,529	105,529	105,529	105,529	105,529
18. TOTAL FUNDING³	50,924,585	51,466,017	54,153,344	56,018,852	55,279,110

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	1,953	1,918	1,956	1,926	1,952
Secondary	862	875	802	794	752
TOTAL	2,815	2,794	2,758	2,720	2,704

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Projected Grants for Student Needs for the 2019-20 School Year

(56) CSD du Nord-Est de l'Ontario

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	10,926,757	11,414,977	11,653,120	11,923,773	11,578,060
2. School Foundation Grant	2,502,524	2,672,520	2,477,572	2,528,464	2,703,212
3. Special Education Grant	5,827,807	5,679,202	6,491,330	6,978,805	7,197,551
4. Language Grant	4,560,148	4,588,415	4,837,142	4,877,536	4,956,474
5. Indigenous Education Grant	176,534	243,357	251,344	173,149	178,231
6. Geographic Circumstances Grant	6,517,822	6,225,156	6,278,619	6,424,614	6,681,248
7. Learning Opportunities Grant	895,459	981,597	1,496,388	1,035,851	519,502
8. Safe and Accepting Schools Supplement	107,863	107,421	104,780	105,093	106,047
9. Continuing Education and Other Programs Grant	114,258	68,922	35,048	22,022	45,845
10. Cost Adjustment and Teacher Qualifications and Experience Grant	1,822,036	1,637,276	2,177,501	2,168,550	2,257,358
11. Student Transportation Grant	1,773,487	1,877,553	1,948,034	2,016,604	2,110,851
12. Declining Enrolment Adjustment	59,814	-	-	-	-
13. School Board Administration and Governance Grant	2,571,751	2,942,571	3,141,160	3,956,246	3,957,632
14. School Operations Allocation	2,992,250	3,580,996	3,913,562	4,015,613	4,076,582
15. School Renewal Allocation (excluding GPL)	782,619	859,125	912,697	917,279	921,407
16. Interest Expense	1,237,474	1,191,337	1,142,781	1,091,674	1,045,846
17. Non-Permanently Financed Capital Debt	338,050	338,050	338,050	338,050	338,050
18. TOTAL FUNDING³	43,206,653	44,408,475	47,199,128	48,573,323	48,673,896

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	1,587	1,670	1,692	1,734	1,774
Secondary	453	444	431	401	387
TOTAL	2,040	2,114	2,123	2,135	2,161

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Projected Grants for Student Needs for the 2019-20 School Year

(57) CSP du Grand Nord de l'Ontario

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	12,194,021	12,873,689	13,364,446	13,843,994	13,293,401
2. School Foundation Grant	3,340,073	3,396,846	3,372,682	3,511,958	3,600,031
3. Special Education Grant	7,231,120	7,053,444	7,428,034	8,088,295	8,305,771
4. Language Grant	5,407,688	6,521,579	6,000,692	6,068,275	6,165,667
5. Indigenous Education Grant	116,810	221,434	246,014	199,486	205,588
6. Geographic Circumstances Grant	6,762,954	6,468,569	6,272,364	6,391,708	6,529,880
7. Learning Opportunities Grant	1,183,360	1,270,325	1,802,683	1,342,013	803,707
8. Safe and Accepting Schools Supplement	120,560	119,276	113,712	117,785	118,961
9. Continuing Education and Other Programs Grant	29,891	39,843	30,078	38,082	44,658
10. Cost Adjustment and Teacher Qualifications and Experience Grant	2,744,975	2,802,165	3,072,822	3,181,423	3,383,038
11. Student Transportation Grant	2,308,870	2,468,038	2,592,784	2,695,684	3,295,454
12. Declining Enrolment Adjustment	-	-	-	-	-
13. School Board Administration and Governance Grant	2,657,098	2,967,296	3,156,774	3,946,401	3,944,351
14. School Operations Allocation	4,947,453	5,131,363	5,316,270	5,576,248	5,639,110
15. School Renewal Allocation (excluding GPL)	1,170,244	1,179,578	1,187,060	1,221,045	1,225,129
16. Interest Expense	1,275,832	1,282,927	1,258,171	1,168,685	1,147,763
17. Non-Permanently Financed Capital Debt	-	-	-	-	-
18. TOTAL FUNDING³	51,490,949	53,796,372	55,214,586	57,391,081	57,702,508

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	1,738	1,822	1,865	1,873	1,919
Secondary	553	574	572	598	583
TOTAL	2,291	2,396	2,438	2,471	2,502

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Projected Grants for Student Needs for the 2019-20 School Year (22) DSB of Niagara

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	190,895,425	193,860,643	199,369,195	207,554,636	197,120,929
2. School Foundation Grant	27,281,268	27,269,798	27,586,532	28,448,333	29,139,021
3. Special Education Grant	47,329,392	49,669,860	52,549,938	54,869,740	55,932,398
4. Language Grant	6,486,307	7,063,456	7,408,643	7,725,640	7,841,069
5. Indigenous Education Grant	590,059	691,506	891,115	840,880	956,832
6. Geographic Circumstances Grant	-	-	135,855	109,728	110,806
7. Learning Opportunities Grant	5,716,960	6,221,493	10,345,096	10,077,592	5,886,305
8. Safe and Accepting Schools Supplement	619,701	629,722	645,546	667,271	680,885
9. Continuing Education and Other Programs Grant	2,744,128	2,830,093	2,829,177	2,574,467	3,047,986
10. Cost Adjustment and Teacher Qualifications and Experience Grant	42,057,200	41,692,018	46,159,945	45,956,023	56,879,079
11. Student Transportation Grant	17,587,452	17,802,858	18,425,336	18,971,031	19,759,457
12. Declining Enrolment Adjustment	525,969	77,308	-	-	-
13. School Board Administration and Governance Grant	9,622,762	10,003,404	10,507,129	11,471,172	11,434,142
14. School Operations Allocation	37,186,107	36,482,753	36,030,801	37,233,030	37,849,583
15. School Renewal Allocation (excluding GPL)	7,626,635	7,427,473	7,270,780	7,375,996	7,450,990
16. Interest Expense	4,876,075	4,860,984	4,751,283	4,492,949	4,188,650
17. Non-Permanently Financed Capital Debt	683,672	683,672	683,672	683,672	683,672
18. TOTAL FUNDING³	401,829,112	407,267,041	425,590,043	439,052,159	438,961,804

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	24,281	24,803	25,102	25,619	26,054
Secondary	11,502	11,213	11,228	11,432	11,520
TOTAL	35,783	36,016	36,330	37,051	37,574

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Projected Grants for Student Needs for the 2019-20 School Year

(1) DSB Ontario North East

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	35,890,874	34,930,424	35,173,526	35,833,812	32,995,446
2. School Foundation Grant	6,650,572	6,548,919	6,643,828	6,932,576	7,004,527
3. Special Education Grant	12,604,643	12,566,946	13,040,471	13,768,922	13,881,821
4. Language Grant	1,101,950	1,104,251	1,156,015	1,186,766	1,249,636
5. Indigenous Education Grant	691,202	897,213	1,166,420	1,182,524	1,228,356
6. Geographic Circumstances Grant	10,517,226	10,627,260	11,345,916	11,142,919	11,812,850
7. Learning Opportunities Grant	1,798,252	1,933,737	3,066,574	2,622,882	1,458,198
8. Safe and Accepting Schools Supplement	233,819	229,921	234,826	237,565	236,744
9. Continuing Education and Other Programs Grant	274,662	257,828	211,616	250,808	295,971
10. Cost Adjustment and Teacher Qualifications and Experience Grant	6,812,835	7,339,471	8,204,701	8,647,965	9,812,610
11. Student Transportation Grant	7,229,172	7,393,227	7,641,656	7,815,071	8,301,071
12. Declining Enrolment Adjustment	620,201	676,534	272,910	141,766	153,475
13. School Board Administration and Governance Grant	3,642,105	3,748,083	3,848,653	4,657,663	4,617,000
14. School Operations Allocation	12,581,135	11,765,710	11,647,164	11,786,824	11,778,515
15. School Renewal Allocation (excluding GPL)	3,395,049	3,163,550	3,069,795	3,064,452	3,058,743
16. Interest Expense	1,907,700	1,816,035	1,718,935	1,616,041	1,544,515
17. Non-Permanently Financed Capital Debt	290,720	290,720	290,720	290,720	290,720
18. TOTAL FUNDING³	106,242,117	105,289,829	108,733,726	111,179,276	109,720,197

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	4,160	4,124	4,134	4,142	4,131
Secondary	2,513	2,316	2,237	2,223	2,180
TOTAL	6,673	6,440	6,371	6,364	6,311

Notes: Totals may not add due to rounding. Actuals as reported in school board financial statements.

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Projected Grants for Student Needs for the 2019-20 School Year

(43) Dufferin-Peel Catholic DSB

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	436,340,224	437,505,431	442,208,559	450,479,611	416,856,493
2. School Foundation Grant	53,509,450	53,970,580	54,454,834	55,327,169	56,277,344
3. Special Education Grant	96,411,524	99,472,082	101,925,521	104,655,345	106,372,458
4. Language Grant	21,341,631	22,736,947	24,085,091	26,253,006	27,819,324
5. Indigenous Education Grant	919,256	1,232,110	1,280,613	1,052,099	1,109,333
6. Geographic Circumstances Grant	-	-	119,848	82,936	88,089
7. Learning Opportunities Grant	19,273,348	20,228,065	29,068,987	29,384,817	20,009,769
8. Safe and Accepting Schools Supplement	2,056,685	2,060,787	1,933,142	1,858,588	1,871,534
9. Continuing Education and Other Programs Grant	7,583,713	7,058,300	6,059,679	7,017,566	8,397,360
10. Cost Adjustment and Teacher Qualifications and Experience Grant	89,979,359	86,804,385	96,660,701	96,433,890	125,756,041
11. Student Transportation Grant	19,585,918	19,716,945	20,094,897	19,937,264	21,237,789
12. Declining Enrolment Adjustment	1,593,167	1,868,448	2,150,689	657,987	46,942
13. School Board Administration and Governance Grant	20,533,217	20,318,126	20,442,414	21,464,785	21,232,548
14. School Operations Allocation	78,354,497	77,929,381	77,522,520	78,682,299	79,661,309
15. School Renewal Allocation (excluding GPL)	10,588,012	10,617,361	10,620,085	10,616,544	10,638,607
16. Interest Expense	26,349,327	25,233,156	21,113,943	17,227,212	15,752,174
17. Non-Permanently Financed Capital Debt	3,369,342	3,369,342	3,369,342	3,369,342	3,369,342
18. TOTAL FUNDING³	887,788,670	890,121,446	913,110,865	924,500,460	916,496,455

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	49,682	49,455	49,239	48,992	49,380
Secondary	31,666	31,283	30,873	30,983	30,840
TOTAL	81,348	80,738	80,112	79,974	80,219

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Projected Grants for Student Needs for the 2019-20 School Year

(45) Durham Catholic DSB

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	112,894,440	113,474,301	115,160,978	118,823,817	111,428,241
2. School Foundation Grant	14,878,898	14,879,973	15,095,357	15,541,934	15,802,406
3. Special Education Grant	27,681,582	28,297,779	29,472,509	31,507,397	31,881,743
4. Language Grant	3,813,380	4,075,055	4,273,342	4,993,209	5,472,024
5. Indigenous Education Grant	195,639	306,736	306,789	221,331	221,941
6. Geographic Circumstances Grant	281,914	283,725	306,757	303,396	317,608
7. Learning Opportunities Grant	2,029,902	2,262,306	4,670,067	4,333,638	1,872,767
8. Safe and Accepting Schools Supplement	356,226	357,707	360,817	369,791	373,687
9. Continuing Education and Other Programs Grant	1,845,784	2,142,707	2,066,786	2,075,033	2,520,275
10. Cost Adjustment and Teacher Qualifications and Experience Grant	25,758,737	24,403,127	25,854,310	24,393,485	28,869,624
11. Student Transportation Grant	8,599,464	8,645,317	8,782,699	8,790,248	8,799,206
12. Declining Enrolment Adjustment	913,073	369,919	324,822	158,969	-
13. School Board Administration and Governance Grant	6,163,926	6,365,275	6,588,788	7,547,135	7,483,649
14. School Operations Allocation	20,441,711	20,363,608	20,252,213	20,780,957	21,163,874
15. School Renewal Allocation (excluding GPL)	2,937,441	2,959,415	2,977,059	3,011,938	3,020,599
16. Interest Expense	2,994,013	2,783,291	2,555,887	2,451,420	2,168,771
17. Non-Permanently Financed Capital Debt	-	-	-	-	-
18. TOTAL FUNDING³	231,786,130	231,970,241	239,049,180	245,303,700	241,396,414

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	14,489	14,583	14,630	14,912	14,774
Secondary	6,692	6,521	6,383	6,349	6,512
TOTAL	21,181	21,105	21,013	21,261	21,286

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Projected Grants for Student Needs for the 2019-20 School Year

(13) Durham DSB

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	367,282,957	373,516,315	382,708,993	393,998,004	372,612,415
2. School Foundation Grant	45,532,853	46,257,704	47,164,961	48,360,629	49,433,814
3. Special Education Grant	96,841,668	98,203,731	98,831,711	102,352,310	104,126,999
4. Language Grant	12,129,360	12,804,084	13,809,669	14,811,334	15,819,524
5. Indigenous Education Grant	1,029,756	1,050,405	1,178,051	1,167,958	1,272,014
6. Geographic Circumstances Grant	-	-	49,086	46,512	45,785
7. Learning Opportunities Grant	7,752,150	8,712,451	16,029,769	15,852,480	8,376,825
8. Safe and Accepting Schools Supplement	1,131,739	1,148,242	1,168,462	1,194,731	1,211,795
9. Continuing Education and Other Programs Grant	2,664,293	2,142,111	2,495,667	2,165,093	2,732,390
10. Cost Adjustment and Teacher Qualifications and Experience Grant	70,373,482	69,096,533	77,951,409	77,100,025	98,617,236
11. Student Transportation Grant	20,335,417	20,964,575	21,771,340	22,538,128	23,367,524
12. Declining Enrolment Adjustment	-	-	-	-	-
13. School Board Administration and Governance Grant	17,375,346	17,726,124	18,325,995	19,381,158	19,244,921
14. School Operations Allocation	67,866,463	68,560,429	69,543,986	71,179,710	71,878,168
15. School Renewal Allocation (excluding GPL)	10,182,195	10,219,250	10,260,336	10,328,443	10,390,606
16. Interest Expense	25,552,882	25,714,875	23,679,174	21,289,084	15,292,702
17. Non-Permanently Financed Capital Debt	-	-	-	-	-
18. TOTAL FUNDING³	746,050,561	756,116,829	784,968,609	801,765,599	794,422,718

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	47,889	48,689	49,144	49,814	50,323
Secondary	21,099	20,820	20,710	20,683	20,704
TOTAL	68,988	69,509	69,855	70,497	71,027

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Projected Grants for Student Needs for the 2019-20 School Year

(23) Grand Erie DSB

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	137,235,728	137,806,931	140,166,376	143,395,645	134,279,225
2. School Foundation Grant	19,546,917	19,657,155	19,802,149	20,073,504	20,378,274
3. Special Education Grant	35,925,996	36,548,299	37,114,378	37,664,593	37,852,066
4. Language Grant	3,621,472	3,854,311	4,040,560	4,055,721	4,056,565
5. Indigenous Education Grant	602,415	650,072	640,840	646,714	653,826
6. Geographic Circumstances Grant	215,759	107,311	583,173	607,445	609,796
7. Learning Opportunities Grant	4,119,962	4,424,776	7,589,559	7,204,925	4,061,015
8. Safe and Accepting Schools Supplement	482,343	484,777	492,413	499,700	501,314
9. Continuing Education and Other Programs Grant	1,253,266	1,323,661	1,205,734	1,080,911	1,372,551
10. Cost Adjustment and Teacher Qualifications and Experience Grant	25,846,258	23,506,678	27,621,490	28,271,770	35,139,288
11. Student Transportation Grant	13,326,336	13,411,641	13,733,564	13,702,465	13,701,540
12. Declining Enrolment Adjustment	461,901	374,669	250,029	44,011	151,728
13. School Board Administration and Governance Grant	7,312,217	7,582,086	7,858,548	8,730,539	8,627,751
14. School Operations Allocation	27,363,280	26,739,528	26,233,361	27,109,989	27,120,180
15. School Renewal Allocation (excluding GPL)	5,869,945	5,712,849	5,561,810	5,633,827	5,619,230
16. Interest Expense	3,877,120	3,872,964	3,974,684	3,603,832	3,322,096
17. Non-Permanently Financed Capital Debt	262,276	262,276	262,276	262,276	262,276
18. TOTAL FUNDING³	287,323,191	286,319,984	297,130,944	302,587,866	297,708,722

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	17,580	17,724	17,865	18,023	18,089
Secondary	8,131	7,851	7,678	7,584	7,458
TOTAL	25,710	25,575	25,543	25,607	25,547

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Projected Grants for Student Needs for the 2019-20 School Year

(9) Greater Essex County DSB

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	186,404,840	190,399,432	197,197,431	202,097,735	189,200,788
2. School Foundation Grant	23,781,442	24,187,685	24,807,495	25,362,046	25,868,592
3. Special Education Grant	46,940,248	48,615,193	50,246,409	52,644,410	53,027,935
4. Language Grant	8,023,326	10,303,811	12,215,176	12,879,973	13,156,414
5. Indigenous Education Grant	553,707	639,498	545,147	1,209,987	1,232,704
6. Geographic Circumstances Grant	142,417	164,544	308,555	285,629	288,276
7. Learning Opportunities Grant	8,607,867	9,117,228	13,107,527	12,759,142	8,904,435
8. Safe and Accepting Schools Supplement	884,526	892,504	1,166,176	1,262,374	1,268,799
9. Continuing Education and Other Programs Grant	1,039,808	958,086	1,140,641	1,114,309	1,280,229
10. Cost Adjustment and Teacher Qualifications and Experience Grant	41,153,570	41,318,782	45,096,534	43,852,370	55,460,306
11. Student Transportation Grant	11,202,781	11,398,032	11,773,071	11,985,817	14,056,675
12. Declining Enrolment Adjustment	929,724	177,463	-	-	-
13. School Board Administration and Governance Grant	9,262,660	9,664,322	10,119,826	11,022,531	10,918,842
14. School Operations Allocation	34,472,858	34,215,579	34,367,412	35,116,027	35,529,290
15. School Renewal Allocation (excluding GPL)	6,412,140	6,301,410	6,208,895	6,261,368	6,277,472
16. Interest Expense	7,741,212	7,944,917	8,089,005	8,708,738	6,915,805
17. Non-Permanently Financed Capital Debt	1,779,682	1,779,682	1,779,682	1,779,682	1,779,682
18. TOTAL FUNDING³	389,332,808	398,078,168	418,168,982	428,342,139	425,166,246

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	23,608	24,152	24,606	24,768	24,723
Secondary	11,324	11,207	11,340	11,355	11,474
TOTAL	34,932	35,358	35,946	36,123	36,197

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Projected Grants for Student Needs for the 2019-20 School Year

(46) Halton Catholic DSB

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	172,785,021	178,810,144	188,206,457	200,150,407	190,516,879
2. School Foundation Grant	21,036,146	21,719,086	22,544,153	23,453,883	24,238,420
3. Special Education Grant	40,605,096	42,123,681	43,772,182	46,914,812	48,653,108
4. Language Grant	6,667,758	7,305,348	7,775,563	8,466,120	8,841,022
5. Indigenous Education Grant	179,380	348,036	377,237	294,466	301,008
6. Geographic Circumstances Grant	-	-	52,902	43,926	44,398
7. Learning Opportunities Grant	2,436,271	2,835,211	6,457,481	5,980,584	2,504,614
8. Safe and Accepting Schools Supplement	526,757	545,065	571,756	605,740	626,380
9. Continuing Education and Other Programs Grant	2,094,081	2,227,997	2,205,274	2,160,136	2,554,167
10. Cost Adjustment and Teacher Qualifications and Experience Grant	30,013,183	28,052,680	28,846,509	27,862,116	40,285,966
11. Student Transportation Grant	6,932,619	7,206,378	7,662,434	8,210,055	9,491,386
12. Declining Enrolment Adjustment	-	-	-	-	-
13. School Board Administration and Governance Grant	8,663,890	9,037,151	9,546,152	10,708,117	10,762,567
14. School Operations Allocation	30,684,805	31,585,708	32,836,991	34,874,483	36,072,853
15. School Renewal Allocation (excluding GPL)	4,299,852	4,345,496	4,430,977	4,630,882	4,746,500
16. Interest Expense	9,545,363	9,208,148	8,630,315	8,025,635	7,546,183
17. Non-Permanently Financed Capital Debt	47,375	47,375	47,375	47,375	47,375
18. TOTAL FUNDING³	336,517,597	345,397,504	363,963,758	382,428,739	387,232,825

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	21,966	22,387	22,725	23,259	23,684
Secondary	10,372	10,741	11,447	12,340	12,808
TOTAL	32,338	33,128	34,171	35,599	36,492

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Projected Grants for Student Needs for the 2019-20 School Year (20) Halton DSB

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	326,537,438	335,220,483	344,005,599	355,797,703	335,007,603
2. School Foundation Grant	39,769,819	40,847,174	41,791,279	42,587,991	43,330,595
3. Special Education Grant	84,355,854	84,228,422	83,893,008	87,357,307	88,719,076
4. Language Grant	17,224,526	19,373,293	20,056,028	22,607,838	24,674,341
5. Indigenous Education Grant	877,226	979,171	957,703	1,067,173	1,091,504
6. Geographic Circumstances Grant	-	-	29,622	14,753	15,177
7. Learning Opportunities Grant	6,137,473	7,013,697	13,428,109	13,182,871	6,620,509
8. Safe and Accepting Schools Supplement	965,094	994,772	1,019,479	1,046,508	1,056,577
9. Continuing Education and Other Programs Grant	3,118,425	3,169,644	3,200,382	3,156,732	3,794,423
10. Cost Adjustment and Teacher Qualifications and Experience Grant	46,120,089	47,523,791	54,072,916	57,853,567	80,845,762
11. Student Transportation Grant	14,805,641	15,459,431	16,041,345	16,622,121	17,957,188
12. Declining Enrolment Adjustment	-	-	-	-	-
13. School Board Administration and Governance Grant	15,538,857	16,245,683	16,794,166	17,859,471	17,662,673
14. School Operations Allocation	58,177,908	59,753,460	60,901,262	62,670,941	63,247,777
15. School Renewal Allocation (excluding GPL)	9,693,068	9,772,373	9,792,391	9,903,810	9,936,406
16. Interest Expense	13,510,429	13,029,596	12,772,847	12,280,927	11,501,368
17. Non-Permanently Financed Capital Debt	543,389	543,389	543,389	543,389	543,389
18. TOTAL FUNDING³	637,375,236	654,154,379	679,299,525	704,553,103	706,004,368

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	44,200	45,023	45,253	45,733	45,501
Secondary	17,440	17,727	17,942	18,242	18,572
TOTAL	61,640	62,749	63,195	63,975	64,073

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Projected Grants for Student Needs for the 2019-20 School Year

(47) Hamilton-Wentworth Catholic DSB

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	151,155,321	153,066,531	157,633,431	162,908,649	152,007,315
2. School Foundation Grant	18,880,412	19,062,101	19,518,968	19,862,904	20,215,963
3. Special Education Grant	38,225,896	38,849,580	39,226,294	41,058,580	41,661,977
4. Language Grant	5,625,971	6,062,299	6,659,665	7,635,148	8,196,243
5. Indigenous Education Grant	241,746	362,293	389,631	309,722	331,285
6. Geographic Circumstances Grant	-	-	65,727	62,333	34,103
7. Learning Opportunities Grant	6,676,722	7,146,864	10,763,862	10,487,647	6,954,830
8. Safe and Accepting Schools Supplement	485,935	494,941	510,495	524,389	530,216
9. Continuing Education and Other Programs Grant	3,302,307	3,084,407	3,226,830	3,108,505	3,717,417
10. Cost Adjustment and Teacher Qualifications and Experience Grant	32,521,350	33,591,547	37,448,360	38,035,742	47,557,098
11. Student Transportation Grant	7,002,591	7,193,970	7,507,513	7,734,703	8,092,501
12. Declining Enrolment Adjustment	540,203	127,780	-	-	-
13. School Board Administration and Governance Grant	7,633,974	7,894,976	8,305,530	9,226,865	9,145,423
14. School Operations Allocation	28,264,273	28,317,182	28,537,406	29,448,646	29,700,615
15. School Renewal Allocation (excluding GPL)	4,441,625	4,453,281	4,476,172	4,546,269	4,565,973
16. Interest Expense	6,347,236	5,929,506	5,652,612	5,256,336	4,964,400
17. Non-Permanently Financed Capital Debt	1,051,243	1,051,243	1,051,243	1,051,243	1,051,243
18. TOTAL FUNDING³	312,396,805	316,688,501	330,973,739	341,257,681	338,726,604

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	18,545	18,544	18,739	18,860	18,919
Secondary	9,709	9,775	9,869	10,111	10,184
TOTAL	28,254	28,319	28,608	28,971	29,103

Notes: Totals may not add due to rounding. Actuals as reported in school board financial statements.

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Projected Grants for Student Needs for the 2019-20 School Year

(21) Hamilton-Wentworth DSB

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	259,511,643	263,155,244	269,613,275	276,505,607	260,926,857
2. School Foundation Grant	33,806,559	34,156,105	34,519,718	34,971,864	35,504,349
3. Special Education Grant	66,928,199	68,849,398	71,072,349	73,348,380	74,042,147
4. Language Grant	10,725,842	13,512,713	15,095,041	15,012,055	15,000,720
5. Indigenous Education Grant	762,139	948,210	1,051,186	937,414	1,344,917
6. Geographic Circumstances Grant	-	-	40,087	40,400	41,457
7. Learning Opportunities Grant	16,584,033	17,186,549	22,787,975	22,649,671	17,218,131
8. Safe and Accepting Schools Supplement	1,433,900	1,446,491	1,423,243	1,438,446	1,444,435
9. Continuing Education and Other Programs Grant	2,793,041	3,180,623	3,194,813	3,061,618	3,521,654
10. Cost Adjustment and Teacher Qualifications and Experience Grant	51,122,986	51,014,738	57,518,802	57,844,601	71,207,375
11. Student Transportation Grant	14,003,463	14,395,453	14,924,647	15,513,349	16,407,676
12. Declining Enrolment Adjustment	1,732,201	304,458	-	-	-
13. School Board Administration and Governance Grant	12,563,268	12,840,348	13,375,021	14,291,922	14,126,902
14. School Operations Allocation	47,700,863	47,228,425	46,951,013	47,860,226	48,340,843
15. School Renewal Allocation (excluding GPL)	8,725,984	8,489,344	8,308,028	8,329,102	8,327,453
16. Interest Expense	6,820,543	6,526,508	6,291,146	6,464,238	5,874,111
17. Non-Permanently Financed Capital Debt	1,242,363	1,242,363	1,242,363	1,242,363	1,242,363
18. TOTAL FUNDING³	536,457,027	544,476,970	567,408,707	579,511,256	574,571,389

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	34,346	35,146	35,531	35,898	36,081
Secondary	14,391	13,815	13,654	13,521	13,386
TOTAL	48,736	48,961	49,185	49,419	49,467

Notes: Totals may not add due to rounding. Actuals as reported in school board financial statements.

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Projected Grants for Student Needs for the 2019-20 School Year

(29) Hastings and Prince Edward DSB

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	78,348,919	78,842,049	80,866,107	82,144,355	76,656,812
2. School Foundation Grant	12,137,049	11,992,852	12,032,294	11,919,280	12,100,426
3. Special Education Grant	21,882,018	22,066,554	22,633,555	23,513,464	23,655,169
4. Language Grant	1,806,651	1,912,548	2,067,549	2,090,200	2,155,414
5. Indigenous Education Grant	1,302,724	1,815,436	1,801,667	1,859,134	1,979,528
6. Geographic Circumstances Grant	2,511,584	1,924,464	1,910,640	2,123,647	2,140,182
7. Learning Opportunities Grant	2,582,534	2,831,621	4,671,815	4,235,967	2,406,183
8. Safe and Accepting Schools Supplement	302,830	303,429	308,236	310,885	311,281
9. Continuing Education and Other Programs Grant	530,779	516,887	469,595	467,431	550,486
10. Cost Adjustment and Teacher Qualifications and Experience Grant	16,943,190	17,100,885	19,298,693	18,973,533	23,058,809
11. Student Transportation Grant	13,409,338	13,509,041	13,820,033	14,071,014	15,763,053
12. Declining Enrolment Adjustment	521,811	139,834	11,186	239,233	219,916
13. School Board Administration and Governance Grant	4,920,331	5,130,434	5,345,665	6,167,139	6,101,316
14. School Operations Allocation	17,204,056	17,195,094	17,242,284	17,596,731	17,611,733
15. School Renewal Allocation (excluding GPL)	3,702,043	3,640,920	3,585,425	3,604,989	3,596,460
16. Interest Expense	1,709,475	1,790,630	1,872,066	1,617,604	1,557,596
17. Non-Permanently Financed Capital Debt	-	-	-	-	-
18. TOTAL FUNDING³	179,815,332	180,712,678	187,936,810	190,934,607	189,864,362

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	10,148	10,182	10,363	10,373	10,381
Secondary	4,549	4,473	4,392	4,323	4,243
TOTAL	14,698	14,655	14,755	14,696	14,624

Notes: Totals may not add due to rounding. Actuals as reported in school board financial statements.

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Projected Grants for Student Needs for the 2019-20 School Year

(36) Huron Perth Catholic DSB

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	23,749,898	24,183,229	24,601,063	25,660,697	24,186,578
2. School Foundation Grant	4,046,866	4,056,528	4,089,926	4,192,903	4,251,764
3. Special Education Grant	6,218,814	6,709,127	7,391,884	8,089,446	8,274,283
4. Language Grant	662,073	698,999	767,774	750,037	793,185
5. Indigenous Education Grant	37,696	216,295	221,349	131,027	136,540
6. Geographic Circumstances Grant	1,469,577	1,438,009	1,657,602	1,671,729	1,682,958
7. Learning Opportunities Grant	1,187,596	1,289,473	1,869,828	1,400,272	817,262
8. Safe and Accepting Schools Supplement	93,671	95,331	96,748	100,264	101,341
9. Continuing Education and Other Programs Grant	31,325	22,768	12,852	6,059	6,074
10. Cost Adjustment and Teacher Qualifications and Experience Grant	4,959,737	4,918,683	5,601,287	5,564,608	6,845,571
11. Student Transportation Grant	5,083,386	5,197,266	5,369,668	5,435,477	5,661,194
12. Declining Enrolment Adjustment	15,532	-	-	-	-
13. School Board Administration and Governance Grant	2,383,778	2,606,935	2,702,982	3,533,806	3,524,096
14. School Operations Allocation	4,516,865	4,547,634	4,702,536	4,755,844	4,816,519
15. School Renewal Allocation (excluding GPL)	853,760	847,705	856,593	856,579	857,704
16. Interest Expense	584,774	559,907	533,682	574,029	480,300
17. Non-Permanently Financed Capital Debt	135,868	135,868	135,868	135,868	135,868
18. TOTAL FUNDING³	56,031,216	57,523,757	60,611,642	62,858,645	62,571,235

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	3,064	3,146	3,193	3,257	3,279
Secondary	1,379	1,333	1,279	1,315	1,308
TOTAL	4,443	4,478	4,472	4,572	4,587

Notes: Totals may not add due to rounding. Actuals as reported in school board financial statements.

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Projected Grants for Student Needs for the 2019-20 School Year

(31) Huron-Superior Catholic DSB

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	23,786,144	23,426,851	23,724,266	23,913,069	22,460,059
2. School Foundation Grant	4,416,750	4,266,115	3,926,254	3,952,191	3,978,450
3. Special Education Grant	9,329,333	9,698,632	10,666,558	11,260,991	11,284,485
4. Language Grant	820,357	841,002	834,170	845,718	884,266
5. Indigenous Education Grant	603,892	710,348	803,135	662,315	743,974
6. Geographic Circumstances Grant	5,488,763	5,512,384	5,665,818	5,561,147	5,549,231
7. Learning Opportunities Grant	1,016,796	1,178,708	1,949,983	1,494,456	673,867
8. Safe and Accepting Schools Supplement	146,477	147,430	154,333	152,251	151,176
9. Continuing Education and Other Programs Grant	236,156	98,750	45,050	46,737	92,337
10. Cost Adjustment and Teacher Qualifications and Experience Grant	5,826,175	5,335,506	6,070,970	6,213,881	6,655,139
11. Student Transportation Grant	3,375,109	3,385,183	3,499,061	3,573,467	3,781,314
12. Declining Enrolment Adjustment	35,057	177,961	148,500	27,089	213,618
13. School Board Administration and Governance Grant	2,888,330	3,102,956	3,214,896	4,019,149	3,988,668
14. School Operations Allocation	5,458,494	5,321,345	5,266,042	5,241,765	5,181,578
15. School Renewal Allocation (excluding GPL)	1,328,023	1,299,274	1,276,515	1,253,658	1,238,237
16. Interest Expense	831,437	722,930	678,097	808,390	694,783
17. Non-Permanently Financed Capital Debt	-	-	-	-	-
18. TOTAL FUNDING³	65,587,293	65,225,375	67,923,648	69,026,274	67,571,181

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	3,344	3,387	3,372	3,407	3,398
Secondary	1,124	982	960	881	830
TOTAL	4,468	4,369	4,332	4,288	4,228

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Projected Grants for Student Needs for the 2019-20 School Year

(14) Kawartha Pine Ridge DSB

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	167,527,184	168,711,446	174,319,114	180,207,238	174,177,214
2. School Foundation Grant	24,284,863	24,322,147	24,798,524	25,599,327	26,476,751
3. Special Education Grant	46,635,362	46,904,276	47,774,807	50,450,675	52,039,089
4. Language Grant	4,616,762	4,906,750	5,389,546	5,520,890	5,805,095
5. Indigenous Education Grant	823,164	970,456	970,951	1,148,887	1,203,634
6. Geographic Circumstances Grant	797,177	423,797	778,058	797,939	784,534
7. Learning Opportunities Grant	4,109,998	4,574,838	8,206,092	7,856,920	4,172,034
8. Safe and Accepting Schools Supplement	620,593	618,763	631,111	645,704	667,998
9. Continuing Education and Other Programs Grant	1,245,718	1,256,186	1,264,579	1,179,415	1,510,719
10. Cost Adjustment and Teacher Qualifications and Experience Grant	36,394,516	33,923,595	36,286,643	35,476,665	41,998,502
11. Student Transportation Grant	18,499,532	18,943,810	19,881,583	20,129,589	21,563,476
12. Declining Enrolment Adjustment	885,464	286,779	46,144	-	-
13. School Board Administration and Governance Grant	8,538,997	8,836,929	9,254,694	10,189,829	10,229,564
14. School Operations Allocation	32,850,263	32,265,444	32,266,840	33,033,031	33,926,577
15. School Renewal Allocation (excluding GPL)	6,287,067	6,135,699	6,058,485	6,094,420	6,208,007
16. Interest Expense	5,066,762	4,871,789	4,742,647	4,104,968	3,858,673
17. Non-Permanently Financed Capital Debt	1,120,831	1,120,831	1,120,831	1,120,831	1,120,831
18. TOTAL FUNDING³	360,304,253	359,073,535	373,790,649	383,556,327	385,742,698

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	21,731	22,077	22,732	23,193	23,798
Secondary	9,664	9,241	9,021	8,951	9,214
TOTAL	31,395	31,318	31,752	32,144	33,012

Notes: Totals may not add due to rounding. Actuals as reported in school board financial statements.

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Projected Grants for Student Needs for the 2019-20 School Year

(5A) Keewatin-Patricia DSB

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	24,303,396	24,226,153	24,230,042	24,536,228	22,666,578
2. School Foundation Grant	4,613,549	4,708,385	4,769,565	4,899,597	4,970,987
3. Special Education Grant	10,777,439	10,639,292	11,117,665	11,752,417	11,965,418
4. Language Grant	355,892	406,075	477,940	435,587	523,283
5. Indigenous Education Grant	1,983,306	2,056,896	2,172,533	2,081,853	2,144,826
6. Geographic Circumstances Grant	8,377,793	8,549,321	9,224,794	9,347,418	9,814,994
7. Learning Opportunities Grant	1,373,414	1,531,651	2,502,236	2,035,977	1,080,349
8. Safe and Accepting Schools Supplement	207,456	224,963	241,264	241,154	241,830
9. Continuing Education and Other Programs Grant	369,962	422,302	418,626	194,064	199,449
10. Cost Adjustment and Teacher Qualifications and Experience Grant	4,262,746	4,057,082	5,003,621	5,140,842	6,022,184
11. Student Transportation Grant	4,176,969	4,272,166	4,415,720	4,516,280	5,322,413
12. Declining Enrolment Adjustment	74,605	65,602	200,585	1,546,418	401,629
13. School Board Administration and Governance Grant	3,047,957	3,272,033	3,395,492	4,204,865	4,181,170
14. School Operations Allocation	7,188,137	7,242,634	7,292,378	7,264,898	7,315,258
15. School Renewal Allocation (excluding GPL)	1,987,923	1,967,329	1,942,753	1,907,967	1,907,903
16. Interest Expense	840,507	841,413	928,332	881,160	767,912
17. Non-Permanently Financed Capital Debt	696,825	696,825	696,825	696,825	696,825
18. TOTAL FUNDING³	74,637,876	75,180,122	79,030,371	81,683,549	80,223,007

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	2,686	2,708	2,731	2,758	2,759
Secondary	1,820	1,742	1,645	1,594	1,582
TOTAL	4,506	4,451	4,376	4,353	4,341

Notes: Totals may not add due to rounding. Actuals as reported in school board financial statements.

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Projected Grants for Student Needs for the 2019-20 School Year (33B) Kenora Catholic DSB

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	7,562,771	7,344,442	7,207,447	7,298,624	6,638,120
2. School Foundation Grant	1,260,007	1,293,294	1,322,527	1,313,944	1,287,035
3. Special Education Grant	3,104,429	3,165,905	3,372,578	3,761,976	3,780,961
4. Language Grant	291,369	274,740	266,757	232,454	227,904
5. Indigenous Education Grant	1,105,394	1,108,803	1,087,072	920,621	1,018,827
6. Geographic Circumstances Grant	1,612,406	1,682,029	1,859,097	1,935,292	1,935,963
7. Learning Opportunities Grant	801,284	890,520	1,210,059	738,039	435,067
8. Safe and Accepting Schools Supplement	83,642	84,569	85,931	87,098	87,845
9. Continuing Education and Other Programs Grant	26,955	13,472	15,381	-	886
10. Cost Adjustment and Teacher Qualifications and Experience Grant	1,049,702	1,252,140	1,553,597	1,741,087	2,104,673
11. Student Transportation Grant	1,079,834	1,104,340	1,141,449	1,166,461	1,187,224
12. Declining Enrolment Adjustment	147,588	210,373	184,524	77,462	160,844
13. School Board Administration and Governance Grant	1,868,511	2,111,671	2,283,576	3,095,519	3,084,678
14. School Operations Allocation	1,413,755	1,324,528	1,269,791	1,279,384	1,258,091
15. School Renewal Allocation (excluding GPL)	608,355	588,368	571,874	569,203	561,461
16. Interest Expense	572,674	549,430	525,054	500,239	487,939
17. Non-Permanently Financed Capital Debt	-	-	-	-	-
18. TOTAL FUNDING³	22,588,676	22,998,624	23,956,714	24,717,404	24,257,518

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	1,077	1,028	993	975	927
Secondary	352	347	339	345	345
TOTAL	1,429	1,374	1,332	1,320	1,272

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Projected Grants for Student Needs for the 2019-20 School Year

(6A) Lakehead DSB

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	46,263,626	46,229,263	46,582,110	48,005,452	44,937,491
2. School Foundation Grant	7,494,243	7,403,799	7,329,434	7,287,940	7,326,822
3. Special Education Grant	15,227,829	15,420,160	16,276,254	16,404,288	16,475,293
4. Language Grant	1,301,989	1,371,381	1,503,939	1,593,435	1,637,885
5. Indigenous Education Grant	1,457,806	1,775,999	1,798,775	1,804,027	1,846,389
6. Geographic Circumstances Grant	4,891,686	5,152,635	5,496,362	5,640,358	5,648,788
7. Learning Opportunities Grant	1,810,530	2,004,132	3,244,961	2,827,225	1,547,371
8. Safe and Accepting Schools Supplement	182,248	199,621	217,462	221,684	221,926
9. Continuing Education and Other Programs Grant	1,008,036	888,178	857,060	753,841	876,321
10. Cost Adjustment and Teacher Qualifications and Experience Grant	10,628,937	10,450,678	10,505,458	10,928,369	12,474,643
11. Student Transportation Grant	6,089,840	6,120,318	6,314,897	6,496,566	6,891,710
12. Declining Enrolment Adjustment	748,486	413,156	351,043	45,024	85,831
13. School Board Administration and Governance Grant	3,777,326	3,940,550	4,040,080	4,877,282	4,840,521
14. School Operations Allocation	9,903,123	9,493,475	9,181,419	9,359,825	9,405,964
15. School Renewal Allocation (excluding GPL)	2,571,876	2,459,248	2,372,019	2,382,568	2,374,974
16. Interest Expense	1,938,744	1,916,876	1,856,552	1,802,685	1,701,602
17. Non-Permanently Financed Capital Debt	99,067	99,067	99,067	99,067	99,067
18. TOTAL FUNDING³	115,395,392	115,338,536	118,026,892	120,529,636	118,392,600

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	5,840	5,913	5,943	6,062	6,070
Secondary	2,807	2,649	2,523	2,489	2,449
TOTAL	8,647	8,562	8,467	8,551	8,520

Notes: Totals may not add due to rounding. Actuals as reported in school board financial statements.

1. Funding through these allocations across years is not always comparable because of grant realignments and the introduction, elimination and consolidation of various grants.
2. Includes some amounts that have not yet been allocated on a board-by-board basis.
3. Total funding for the board for 2019-20 does not include amounts that have not been allocated to specific grants or on a board-by-board basis.

Projected Grants for Student Needs for the 2019-20 School Year

(10) Lambton Kent DSB

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	114,823,256	115,317,510	116,420,933	118,657,124	111,254,439
2. School Foundation Grant	17,067,806	17,115,484	17,342,901	17,334,261	17,616,271
3. Special Education Grant	28,363,643	29,248,123	29,974,211	31,615,366	31,960,435
4. Language Grant	3,262,885	3,387,835	3,727,001	3,433,727	3,444,514
5. Indigenous Education Grant	1,278,291	2,478,344	3,267,290	2,853,225	3,311,467
6. Geographic Circumstances Grant	372,293	297,219	834,930	822,267	813,655
7. Learning Opportunities Grant	3,189,380	3,480,580	5,969,522	5,557,786	3,014,482
8. Safe and Accepting Schools Supplement	441,537	440,785	441,897	446,714	451,796
9. Continuing Education and Other Programs Grant	943,578	880,507	1,432,738	828,410	993,799
10. Cost Adjustment and Teacher Qualifications and Experience Grant	23,359,684	21,970,915	25,572,538	26,053,448	31,736,253
11. Student Transportation Grant	11,906,530	12,174,783	12,406,839	12,698,014	13,539,193
12. Declining Enrolment Adjustment	1,092,650	521,721	499,720	111,847	-
13. School Board Administration and Governance Grant	6,331,414	6,609,447	6,818,757	7,656,690	7,591,690
14. School Operations Allocation	25,007,844	23,942,262	23,115,082	23,512,567	23,639,685
15. School Renewal Allocation (excluding GPL)	4,874,150	4,637,757	4,442,130	4,457,711	4,467,546
16. Interest Expense	1,859,541	1,849,367	1,890,802	1,635,371	1,705,207
17. Non-Permanently Financed Capital Debt	744,654	744,654	744,654	744,654	744,654
18. TOTAL FUNDING³	244,919,136	245,097,293	254,901,945	258,419,181	256,285,085

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	14,268	14,457	14,496	14,523	14,487
Secondary	7,214	6,927	6,716	6,655	6,748
TOTAL	21,481	21,384	21,211	21,178	21,235

Notes: Totals may not add due to rounding. Actuals as reported in school board financial statements.

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- Includes some amounts that have not yet been allocated on a board-by-board basis.
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Projected Grants for Student Needs for the 2019-20 School Year (27) Limestone DSB

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	102,622,409	103,451,087	104,667,386	107,389,009	100,029,471
2. School Foundation Grant	15,666,221	15,639,405	15,911,930	16,133,310	16,382,535
3. Special Education Grant	29,970,225	29,158,032	28,453,904	29,713,074	29,915,429
4. Language Grant	3,457,627	3,760,333	4,051,423	4,303,140	4,403,518
5. Indigenous Education Grant	905,090	1,180,271	1,574,622	2,392,613	2,422,234
6. Geographic Circumstances Grant	2,859,407	2,661,692	2,776,594	2,793,347	3,078,127
7. Learning Opportunities Grant	4,165,154	4,646,170	7,166,346	6,854,862	4,336,157
8. Safe and Accepting Schools Supplement	371,072	370,923	371,292	377,830	379,242
9. Continuing Education and Other Programs Grant	2,217,298	1,985,584	1,908,401	1,474,254	1,884,941
10. Cost Adjustment and Teacher Qualifications and Experience Grant	21,958,936	21,069,696	23,727,326	23,869,074	29,261,972
11. Student Transportation Grant	14,652,445	14,953,490	15,286,851	15,758,094	16,859,997
12. Declining Enrolment Adjustment	676,131	302,150	371,437	82,154	217,608
13. School Board Administration and Governance Grant	5,944,663	6,212,639	6,516,647	7,378,472	7,295,057
14. School Operations Allocation	21,427,280	21,646,171	21,440,978	22,595,362	22,463,755
15. School Renewal Allocation (excluding GPL)	4,381,706	4,349,597	4,248,005	4,367,060	4,360,829
16. Interest Expense	3,672,811	3,606,837	3,632,281	3,642,679	3,004,134
17. Non-Permanently Financed Capital Debt	457,419	457,419	457,419	457,419	457,419
18. TOTAL FUNDING³	235,405,894	235,451,496	242,562,842	249,581,753	246,752,426

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	13,050	13,101	13,061	13,228	13,102
Secondary	6,163	6,073	5,982	5,922	5,961
TOTAL	19,213	19,175	19,043	19,150	19,063

Notes: Totals may not add due to rounding. Actuals as reported in school board financial statements.

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2. Includes some amounts that have not yet been allocated on a board-by-board basis.
3. Total funding for the board for 2019-20 does not include amounts that have not been allocated to specific grants or on a board-by-board basis.

Projected Grants for Student Needs for the 2019-20 School Year

(38) London District Catholic School Board

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	99,041,310	102,675,706	108,533,475	115,695,293	112,793,451
2. School Foundation Grant	14,360,633	14,708,415	15,204,524	15,539,628	16,187,458
3. Special Education Grant	23,898,922	25,071,625	26,474,544	29,282,701	30,808,702
4. Language Grant	3,739,922	4,371,457	5,279,482	6,616,028	7,710,862
5. Indigenous Education Grant	143,621	228,277	231,619	146,291	146,278
6. Geographic Circumstances Grant	388,691	351,334	515,795	501,350	451,296
7. Learning Opportunities Grant	2,872,978	3,148,753	5,315,838	4,947,979	2,745,214
8. Safe and Accepting Schools Supplement	355,946	365,150	379,917	401,886	421,342
9. Continuing Education and Other Programs Grant	1,582,611	1,643,270	1,816,390	1,781,897	2,070,944
10. Cost Adjustment and Teacher Qualifications and Experience Grant	22,059,111	22,339,019	24,625,081	23,723,533	28,047,059
11. Student Transportation Grant	11,924,193	12,284,508	12,921,047	13,728,543	15,633,687
12. Declining Enrolment Adjustment	99,059	8,674	-	-	-
13. School Board Administration and Governance Grant	5,649,650	5,960,677	6,342,448	7,336,908	7,438,086
14. School Operations Allocation	18,777,572	19,217,728	20,032,949	21,129,437	22,042,648
15. School Renewal Allocation (excluding GPL)	3,318,478	3,346,498	3,419,447	3,545,785	3,654,141
16. Interest Expense	4,024,546	3,988,965	3,814,185	3,503,594	3,412,254
17. Non-Permanently Financed Capital Debt	397,197	397,197	397,197	397,197	397,197
18. TOTAL FUNDING³	212,634,440	220,107,253	235,303,938	248,278,050	253,960,621

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	12,139	12,608	13,251	13,832	14,537
Secondary	6,381	6,400	6,452	6,739	6,932
TOTAL	18,520	19,009	19,703	20,571	21,469

Notes: Totals may not add due to rounding. Actuals as reported in school board financial statements.

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Projected Grants for Student Needs for the 2019-20 School Year

(4) Near North DSB

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	52,240,410	51,437,282	52,604,033	53,885,391	49,086,037
2. School Foundation Grant	9,052,098	8,930,343	9,187,844	9,397,007	9,434,949
3. Special Education Grant	17,565,809	17,589,836	17,970,161	18,887,311	18,761,741
4. Language Grant	1,440,233	1,463,771	1,518,303	1,509,396	1,530,951
5. Indigenous Education Grant	663,583	915,993	1,115,948	1,020,531	1,078,000
6. Geographic Circumstances Grant	6,297,281	6,257,998	6,672,179	6,668,037	6,844,995
7. Learning Opportunities Grant	2,099,126	2,274,381	3,731,247	3,272,312	1,821,712
8. Safe and Accepting Schools Supplement	246,468	241,861	246,539	251,331	246,257
9. Continuing Education and Other Programs Grant	480,409	486,271	536,148	415,440	499,244
10. Cost Adjustment and Teacher Qualifications and Experience Grant	10,739,000	9,871,881	11,905,283	11,596,297	14,007,793
11. Student Transportation Grant	10,600,328	10,830,208	11,248,391	11,532,733	12,115,104
12. Declining Enrolment Adjustment	22,018	574,374	137,691	-	551,982
13. School Board Administration and Governance Grant	4,013,195	4,194,404	4,344,406	5,149,574	5,065,923
14. School Operations Allocation	12,341,097	12,038,741	12,519,086	12,741,346	12,618,893
15. School Renewal Allocation (excluding GPL)	2,724,091	2,638,255	2,657,714	2,685,194	2,655,957
16. Interest Expense	2,220,269	2,217,606	2,426,296	2,292,986	2,202,472
17. Non-Permanently Financed Capital Debt	393,202	393,202	393,202	393,202	393,202
18. TOTAL FUNDING³	133,138,617	132,356,407	139,214,471	141,698,089	138,915,212

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	6,548	6,482	6,559	6,569	6,446
Secondary	3,224	3,055	3,020	3,046	2,927
TOTAL	9,772	9,537	9,579	9,615	9,373

Notes: Totals may not add due to rounding. Actuals as reported in school board financial statements.

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Projected Grants for Student Needs for the 2019-20 School Year

(50) Niagara Catholic DSB

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	116,453,346	116,233,156	115,808,307	116,710,696	108,061,326
2. School Foundation Grant	16,134,486	16,200,745	16,207,760	16,310,234	16,461,590
3. Special Education Grant	28,424,735	28,797,730	28,654,408	29,354,319	29,467,251
4. Language Grant	3,803,981	3,975,087	4,143,700	4,500,138	4,780,214
5. Indigenous Education Grant	374,839	447,026	539,592	479,062	492,633
6. Geographic Circumstances Grant	-	-	118,715	149,054	149,430
7. Learning Opportunities Grant	2,922,264	3,356,757	5,828,210	5,499,607	2,805,859
8. Safe and Accepting Schools Supplement	396,883	395,983	392,880	392,639	390,964
9. Continuing Education and Other Programs Grant	1,830,916	1,840,948	1,557,860	1,635,636	1,981,299
10. Cost Adjustment and Teacher Qualifications and Experience Grant	27,514,945	26,293,959	26,646,297	26,612,482	32,934,555
11. Student Transportation Grant	10,256,595	10,311,286	10,475,145	10,433,354	10,548,201
12. Declining Enrolment Adjustment	669,581	751,732	1,452,208	975,791	705,433
13. School Board Administration and Governance Grant	6,254,017	6,412,243	6,509,796	7,300,239	7,178,289
14. School Operations Allocation	21,074,640	21,076,906	20,823,247	20,892,231	20,796,458
15. School Renewal Allocation (excluding GPL)	3,983,298	3,925,438	3,827,226	3,796,529	3,765,716
16. Interest Expense	3,597,211	3,406,348	3,207,442	2,891,910	2,755,277
17. Non-Permanently Financed Capital Debt	117,487	117,487	117,487	117,487	117,487
18. TOTAL FUNDING³	243,809,224	243,542,831	246,310,280	248,051,409	243,391,981

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	14,796	14,706	14,465	14,382	14,199
Secondary	7,069	6,902	6,662	6,478	6,434
TOTAL	21,864	21,607	21,127	20,860	20,632

Notes: Totals may not add due to rounding. Actuals as reported in school board financial statements.

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Projected Grants for Student Needs for the 2019-20 School Year (30B) Nipissing-Parry Sound Catholic DSB

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	13,942,132	13,826,837	13,827,563	14,052,355	13,306,718
2. School Foundation Grant	2,607,122	2,594,837	2,583,138	2,630,591	2,698,243
3. Special Education Grant	6,512,787	6,411,976	5,900,407	6,420,053	6,600,256
4. Language Grant	489,107	495,204	526,912	588,127	604,848
5. Indigenous Education Grant	364,063	524,742	718,488	623,085	691,241
6. Geographic Circumstances Grant	1,577,710	1,580,587	1,670,913	1,781,536	1,804,652
7. Learning Opportunities Grant	808,460	898,646	1,334,189	888,380	448,752
8. Safe and Accepting Schools Supplement	83,642	84,569	85,931	87,098	87,845
9. Continuing Education and Other Programs Grant	253,752	264,883	271,055	237,115	287,968
10. Cost Adjustment and Teacher Qualifications and Experience Grant	3,189,299	3,157,258	3,619,031	4,127,968	4,575,709
11. Student Transportation Grant	3,367,273	3,384,428	3,438,589	3,410,563	3,518,057
12. Declining Enrolment Adjustment	328,588	147,692	112,457	32,362	1,716
13. School Board Administration and Governance Grant	2,083,061	2,315,770	2,437,302	3,226,833	3,221,994
14. School Operations Allocation	3,470,727	3,503,194	3,548,031	3,668,180	3,717,125
15. School Renewal Allocation (excluding GPL)	864,273	858,954	850,959	864,086	865,520
16. Interest Expense	871,059	843,163	841,688	783,978	771,326
17. Non-Permanently Financed Capital Debt	-	-	-	-	-
18. TOTAL FUNDING³	40,813,055	40,892,740	41,766,653	43,422,309	43,201,969

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	1,808	1,797	1,782	1,757	1,770
Secondary	815	783	750	757	768
TOTAL	2,622	2,580	2,532	2,514	2,538

Notes: Totals may not add due to rounding. Actuals as reported in school board financial statements.

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Projected Grants for Student Needs for the 2019-20 School Year

(30A) Northeastern Catholic DSB

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	11,080,774	11,527,077	11,906,531	12,318,305	11,645,141
2. School Foundation Grant	2,711,910	2,750,448	2,637,635	2,679,625	2,703,534
3. Special Education Grant	4,507,949	4,404,877	4,433,285	5,030,560	5,096,752
4. Language Grant	418,080	450,427	457,457	447,834	469,765
5. Indigenous Education Grant	320,400	405,242	440,484	345,468	385,718
6. Geographic Circumstances Grant	3,504,811	3,451,558	3,454,092	3,462,438	3,473,544
7. Learning Opportunities Grant	953,262	1,050,410	1,443,419	972,617	579,077
8. Safe and Accepting Schools Supplement	83,642	84,569	85,931	87,098	87,845
9. Continuing Education and Other Programs Grant	46,424	39,296	102,464	41,994	40,109
10. Cost Adjustment and Teacher Qualifications and Experience Grant	2,991,334	2,913,314	3,635,452	3,504,274	3,890,905
11. Student Transportation Grant	2,805,938	2,951,280	3,088,719	3,204,542	3,270,804
12. Declining Enrolment Adjustment	97,335	-	-	-	146,401
13. School Board Administration and Governance Grant	2,207,557	2,478,968	2,595,415	3,412,094	3,402,098
14. School Operations Allocation	3,040,527	3,115,771	3,098,601	3,106,178	3,032,541
15. School Renewal Allocation (excluding GPL)	989,945	1,015,715	1,027,446	1,016,133	995,439
16. Interest Expense	86,523	83,558	80,443	77,169	99,779
17. Non-Permanently Financed Capital Debt	-	-	-	-	-
18. TOTAL FUNDING³	35,846,411	36,722,510	38,487,374	39,706,329	39,319,452

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	1,751	1,802	1,816	1,844	1,856
Secondary	365	376	390	390	342
TOTAL	2,116	2,177	2,206	2,234	2,198

Notes: Totals may not add due to rounding. Actuals as reported in school board financial statements.

1. Funding through these allocations across years is not always comparable because of grant realignments and the introduction, elimination and consolidation of various grants.
2. Includes some amounts that have not yet been allocated on a board-by-board basis.
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Projected Grants for Student Needs for the 2019-20 School Year (33A) Northwest Catholic DSB

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	6,353,015	6,424,221	6,633,351	6,626,856	6,461,963
2. School Foundation Grant	1,201,312	1,203,731	1,224,811	1,241,579	1,259,152
3. Special Education Grant	2,639,378	2,846,590	3,148,631	3,554,286	3,644,897
4. Language Grant	219,924	279,681	299,206	311,429	329,228
5. Indigenous Education Grant	385,241	501,830	581,898	491,596	518,867
6. Geographic Circumstances Grant	2,190,362	2,215,809	2,469,639	2,464,350	2,473,424
7. Learning Opportunities Grant	670,456	751,964	1,036,608	565,980	295,231
8. Safe and Accepting Schools Supplement	83,642	84,569	85,931	87,098	87,845
9. Continuing Education and Other Programs Grant	-	-	-	-	-
10. Cost Adjustment and Teacher Qualifications and Experience Grant	937,890	956,569	1,264,792	1,502,961	1,545,298
11. Student Transportation Grant	1,174,226	1,204,486	1,252,905	1,289,006	1,457,624
12. Declining Enrolment Adjustment	30,411	-	-	73,735	77,314
13. School Board Administration and Governance Grant	1,878,887	2,137,865	2,281,383	3,085,493	3,082,792
14. School Operations Allocation	1,365,207	1,419,914	1,409,149	1,440,194	1,448,408
15. School Renewal Allocation (excluding GPL)	675,011	683,121	676,602	677,659	675,185
16. Interest Expense	45,739	44,084	42,346	40,522	41,020
17. Non-Permanently Financed Capital Debt	-	-	-	-	-
18. TOTAL FUNDING³	19,850,701	20,754,434	22,407,252	23,452,744	23,398,249

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	1,219	1,222	1,236	1,214	1,202
Secondary	-	-	-	-	-
TOTAL	1,219	1,222	1,236	1,214	1,202

Notes: Totals may not add due to rounding. Actuals as reported in school board financial statements.

1. Funding through these allocations across years is not always comparable because of grant realignments and the introduction, elimination and consolidation of various grants.
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Projected Grants for Student Needs for the 2019-20 School Year

(53) Ottawa Catholic DSB

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	211,708,769	218,438,889	227,027,900	238,549,821	228,154,747
2. School Foundation Grant	29,172,656	30,123,546	30,983,484	32,122,605	33,086,997
3. Special Education Grant	55,224,282	58,079,919	60,594,045	64,197,971	66,062,332
4. Language Grant	12,960,891	14,123,484	15,181,049	16,764,120	18,224,982
5. Indigenous Education Grant	802,559	973,647	1,095,489	940,793	1,012,809
6. Geographic Circumstances Grant	9,865	13,634	182,649	187,709	188,001
7. Learning Opportunities Grant	9,179,533	9,904,208	14,739,894	14,601,611	9,805,022
8. Safe and Accepting Schools Supplement	1,039,631	1,060,083	1,036,683	1,022,394	1,045,345
9. Continuing Education and Other Programs Grant	4,214,525	3,740,774	3,818,436	3,819,982	4,616,334
10. Cost Adjustment and Teacher Qualifications and Experience Grant	41,041,254	39,882,785	46,064,464	49,481,609	60,427,658
11. Student Transportation Grant	23,059,304	23,690,276	24,516,648	25,286,742	25,868,281
12. Declining Enrolment Adjustment	-	-	-	-	-
13. School Board Administration and Governance Grant	11,280,812	11,882,752	12,480,913	13,638,654	13,658,638
14. School Operations Allocation	40,542,077	41,276,841	42,233,245	44,099,749	45,367,344
15. School Renewal Allocation (excluding GPL)	6,793,111	6,866,652	6,948,358	7,128,766	7,267,055
16. Interest Expense	6,213,039	6,281,508	6,203,698	5,854,830	5,514,513
17. Non-Permanently Financed Capital Debt	662,410	662,410	662,410	662,410	662,410
18. TOTAL FUNDING³	453,904,718	467,001,408	493,769,365	518,359,765	520,962,468

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	27,082	27,973	28,602	29,589	30,276
Secondary	12,596	12,580	12,721	12,993	13,266
TOTAL	39,679	40,553	41,323	42,582	43,542

Notes: Totals may not add due to rounding. Actuals as reported in school board financial statements.

1. Funding through these allocations across years is not always comparable because of grant realignments and the introduction, elimination and consolidation of various grants.
2. Includes some amounts that have not yet been allocated on a board-by-board basis.
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Projected Grants for Student Needs for the 2019-20 School Year

(25) Ottawa-Carleton DSB

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	371,209,974	378,543,607	392,378,154	407,888,931	385,608,295
2. School Foundation Grant	48,468,037	49,574,180	50,882,657	52,262,637	53,522,556
3. Special Education Grant	90,409,239	91,478,639	93,768,797	98,771,327	101,008,250
4. Language Grant	23,405,468	29,014,497	32,449,918	34,600,992	37,042,043
5. Indigenous Education Grant	995,510	1,180,859	1,346,081	2,645,232	2,700,998
6. Geographic Circumstances Grant	-	-	189,525	192,600	194,481
7. Learning Opportunities Grant	17,435,038	18,953,637	27,479,047	27,717,068	19,847,663
8. Safe and Accepting Schools Supplement	1,842,093	1,861,911	1,837,206	1,878,170	1,902,848
9. Continuing Education and Other Programs Grant	6,554,257	6,493,461	6,937,513	7,619,777	8,847,671
10. Cost Adjustment and Teacher Qualifications and Experience Grant	60,936,230	74,672,439	84,737,733	84,209,666	106,193,274
11. Student Transportation Grant	37,818,894	38,311,878	40,007,875	41,661,345	43,894,856
12. Declining Enrolment Adjustment	1,386,276	321,965	-	-	-
13. School Board Administration and Governance Grant	17,904,776	18,461,331	19,595,142	20,870,821	20,791,683
14. School Operations Allocation	75,117,695	75,109,181	76,018,378	78,891,107	79,613,537
15. School Renewal Allocation (excluding GPL)	14,490,840	14,321,696	14,282,274	14,573,183	14,715,912
16. Interest Expense	7,499,842	7,294,930	6,999,943	6,652,972	4,680,360
17. Non-Permanently Financed Capital Debt	2,523,115	2,523,115	2,523,115	2,523,115	2,523,115
18. TOTAL FUNDING³	777,997,284	808,117,326	851,433,358	882,958,943	883,087,540

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	47,659	48,273	49,091	49,685	50,246
Secondary	21,956	21,999	22,351	23,054	23,373
TOTAL	69,615	70,272	71,441	72,739	73,619

Notes: Totals may not add due to rounding. Actuals as reported in school board financial statements.

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Projected Grants for Student Needs for the 2019-20 School Year

(19) Peel DSB

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	810,780,832	827,257,283	848,044,198	869,793,769	826,349,808
2. School Foundation Grant	97,663,558	99,821,479	102,897,986	104,133,763	105,760,246
3. Special Education Grant	194,757,656	202,245,400	209,868,065	218,324,831	221,595,502
4. Language Grant	53,421,756	60,236,947	64,263,109	71,662,571	78,374,165
5. Indigenous Education Grant	567,156	712,409	830,270	644,774	683,587
6. Geographic Circumstances Grant	-	-	54,884	7,702	8,306
7. Learning Opportunities Grant	40,375,469	42,784,851	58,646,834	58,833,054	42,980,174
8. Safe and Accepting Schools Supplement	4,033,483	4,086,904	3,956,288	3,822,465	3,855,627
9. Continuing Education and Other Programs Grant	7,689,736	7,267,829	7,061,507	7,309,970	8,635,806
10. Cost Adjustment and Teacher Qualifications and Experience Grant	145,796,059	141,072,338	155,147,943	154,511,785	201,601,779
11. Student Transportation Grant	39,829,943	41,155,552	42,773,460	44,171,818	47,074,380
12. Declining Enrolment Adjustment	1,633,625	415,059	-	-	-
13. School Board Administration and Governance Grant	37,447,885	37,710,308	38,861,418	40,640,113	40,274,557
14. School Operations Allocation	141,489,292	143,782,270	145,691,241	148,641,645	150,974,288
15. School Renewal Allocation (excluding GPL)	21,147,990	21,153,072	21,112,507	21,220,026	21,332,078
16. Interest Expense	41,612,009	36,806,254	31,398,014	30,068,893	28,463,837
17. Non-Permanently Financed Capital Debt	1,035,284	1,035,284	1,035,284	1,035,284	1,035,284
18. TOTAL FUNDING³	1,639,281,733	1,667,543,239	1,731,643,008	1,774,822,462	1,778,999,425

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	111,919	114,035	114,715	115,270	115,872
Secondary	40,962	40,519	40,656	40,737	41,022
TOTAL	152,880	154,553	155,371	156,007	156,893

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Projected Grants for Student Needs for the 2019-20 School Year

(41) Peterborough V N C Catholic DSB

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	77,203,390	79,429,629	82,038,261	83,812,572	78,710,244
2. School Foundation Grant	10,613,038	10,746,588	11,021,210	11,202,017	11,417,275
3. Special Education Grant	21,810,910	22,265,239	22,990,625	24,959,177	25,357,849
4. Language Grant	2,317,896	2,510,390	2,672,001	2,672,776	2,750,380
5. Indigenous Education Grant	295,957	421,948	593,816	587,997	651,230
6. Geographic Circumstances Grant	1,025,083	648,019	819,808	880,218	875,200
7. Learning Opportunities Grant	1,405,237	1,679,545	3,399,514	2,939,257	1,216,703
8. Safe and Accepting Schools Supplement	292,583	301,780	310,919	315,679	319,589
9. Continuing Education and Other Programs Grant	252,802	223,063	288,582	289,077	347,060
10. Cost Adjustment and Teacher Qualifications and Experience Grant	16,800,265	15,622,293	17,265,206	16,541,242	20,434,459
11. Student Transportation Grant	9,985,186	10,242,726	10,691,326	10,951,666	11,600,052
12. Declining Enrolment Adjustment	-	-	-	-	-
13. School Board Administration and Governance Grant	4,598,309	4,860,116	5,042,055	5,876,036	5,837,128
14. School Operations Allocation	14,191,764	14,530,092	14,942,788	15,284,791	15,391,586
15. School Renewal Allocation (excluding GPL)	2,093,334	2,148,683	2,208,919	2,226,044	2,234,551
16. Interest Expense	3,326,536	2,897,299	2,593,881	2,426,740	2,223,768
17. Non-Permanently Financed Capital Debt	-	-	-	-	-
18. TOTAL FUNDING³	166,212,290	168,527,410	176,878,911	180,965,287	179,367,074

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	9,994	10,215	10,339	10,334	10,366
Secondary	4,465	4,525	4,587	4,608	4,634
TOTAL	14,459	14,740	14,926	14,942	15,000

Notes: Totals may not add due to rounding. Actuals as reported in school board financial statements.

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Projected Grants for Student Needs for the 2019-20 School Year

(3) Rainbow DSB

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	68,185,725	68,664,125	69,279,763	71,604,822	66,570,329
2. School Foundation Grant	11,154,042	11,243,111	10,951,292	11,442,790	11,691,576
3. Special Education Grant	25,011,850	25,916,471	27,242,362	28,592,352	28,866,729
4. Language Grant	2,158,716	2,313,240	2,412,097	2,469,507	2,521,992
5. Indigenous Education Grant	2,921,095	3,011,363	3,351,152	3,659,449	3,788,751
6. Geographic Circumstances Grant	5,127,079	4,371,852	4,268,750	4,258,216	4,507,391
7. Learning Opportunities Grant	2,435,844	2,681,272	4,418,359	3,972,609	2,205,681
8. Safe and Accepting Schools Supplement	314,137	324,580	333,218	340,272	339,298
9. Continuing Education and Other Programs Grant	691,032	632,964	504,624	557,225	656,024
10. Cost Adjustment and Teacher Qualifications and Experience Grant	14,694,975	16,106,000	16,985,017	17,582,558	21,182,538
11. Student Transportation Grant	12,860,650	13,152,506	13,594,460	14,022,121	14,614,912
12. Declining Enrolment Adjustment	765,135	317,050	323,268	72,103	167,663
13. School Board Administration and Governance Grant	4,668,240	4,865,239	5,034,825	5,897,135	5,831,985
14. School Operations Allocation	16,486,679	15,588,870	14,835,703	15,092,784	15,038,238
15. School Renewal Allocation (excluding GPL)	3,568,377	3,355,216	3,159,594	3,165,791	3,151,737
16. Interest Expense	2,366,137	2,307,672	2,245,226	2,125,181	2,043,039
17. Non-Permanently Financed Capital Debt	-	-	-	-	-
18. TOTAL FUNDING³	173,409,713	174,851,531	178,939,710	184,854,916	183,177,884

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	8,292	8,412	8,517	8,747	8,756
Secondary	4,432	4,295	4,080	4,016	3,926
TOTAL	12,724	12,707	12,596	12,763	12,682

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Projected Grants for Student Needs for the 2019-20 School Year

(5B) Rainy River DSB

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	12,247,372	12,110,396	12,256,565	12,294,154	11,286,519
2. School Foundation Grant	2,650,321	2,673,211	3,023,047	2,962,620	2,919,796
3. Special Education Grant	4,778,298	4,894,805	4,863,295	5,280,226	5,393,844
4. Language Grant	220,313	239,144	244,223	257,353	268,502
5. Indigenous Education Grant	681,804	813,911	861,412	751,120	786,151
6. Geographic Circumstances Grant	4,459,152	4,954,200	4,937,685	4,856,064	5,132,529
7. Learning Opportunities Grant	987,613	1,096,989	1,579,924	1,107,243	635,403
8. Safe and Accepting Schools Supplement	84,574	85,512	86,318	87,098	87,845
9. Continuing Education and Other Programs Grant	840,772	51,071	68,052	-	-
10. Cost Adjustment and Teacher Qualifications and Experience Grant	2,151,097	2,292,392	2,775,101	2,374,163	2,836,104
11. Student Transportation Grant	2,512,112	2,569,120	2,655,450	2,668,898	3,336,965
12. Declining Enrolment Adjustment	25,554	287,131	76,995	138,616	114,607
13. School Board Administration and Governance Grant	2,148,324	2,375,777	2,515,051	3,318,697	3,305,127
14. School Operations Allocation	3,980,040	3,810,111	3,837,742	3,862,234	3,876,998
15. School Renewal Allocation (excluding GPL)	1,284,922	1,234,380	1,220,144	1,215,340	1,210,478
16. Interest Expense	976,578	984,901	898,886	1,067,449	865,643
17. Non-Permanently Financed Capital Debt	987,614	987,614	987,614	987,614	987,614
18. TOTAL FUNDING³	41,016,460	41,460,665	42,887,504	43,228,890	43,044,125

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	1,462	1,453	1,476	1,432	1,400
Secondary	832	797	759	760	769
TOTAL	2,294	2,249	2,235	2,192	2,169

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Projected Grants for Student Needs for the 2019-20 School Year

(54) Renfrew County Catholic DSB

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	23,972,000	24,558,089	25,830,413	26,852,145	26,273,291
2. School Foundation Grant	4,249,631	4,395,575	4,552,508	4,665,452	4,811,094
3. Special Education Grant	7,506,514	7,784,177	8,288,450	8,916,597	9,238,210
4. Language Grant	538,571	539,766	594,036	595,384	604,792
5. Indigenous Education Grant	355,760	477,081	564,942	421,630	463,380
6. Geographic Circumstances Grant	2,560,185	2,525,099	2,756,019	2,757,599	2,778,466
7. Learning Opportunities Grant	1,480,195	1,615,890	2,287,691	1,827,660	1,196,051
8. Safe and Accepting Schools Supplement	105,263	106,855	111,036	114,918	119,035
9. Continuing Education and Other Programs Grant	46,871	57,660	48,092	39,778	44,563
10. Cost Adjustment and Teacher Qualifications and Experience Grant	4,923,038	5,143,417	5,777,365	6,398,195	7,467,937
11. Student Transportation Grant	4,199,883	4,350,982	4,631,782	4,817,744	5,335,618
12. Declining Enrolment Adjustment	89,727	11,134	-	-	-
13. School Board Administration and Governance Grant	2,535,578	2,779,904	2,919,061	3,748,378	3,760,153
14. School Operations Allocation	4,958,904	5,071,004	5,180,128	5,281,502	5,533,419
15. School Renewal Allocation (excluding GPL)	1,064,237	1,072,161	1,080,420	1,083,215	1,098,652
16. Interest Expense	687,161	659,287	637,711	611,536	577,717
17. Non-Permanently Financed Capital Debt	766,332	766,332	766,332	766,332	766,332
18. TOTAL FUNDING³	60,039,850	61,914,413	66,025,986	68,898,065	70,068,708

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	3,532	3,573	3,676	3,722	3,834
Secondary	990	1,009	1,048	1,086	1,112
TOTAL	4,522	4,582	4,724	4,808	4,946

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Projected Grants for Student Needs for the 2019-20 School Year

(28) Renfrew County DSB

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	48,530,920	48,752,508	49,123,609	49,719,263	46,227,059
2. School Foundation Grant	7,669,785	7,583,841	7,753,045	7,850,274	7,955,231
3. Special Education Grant	13,322,745	14,042,256	15,120,091	15,492,438	15,737,674
4. Language Grant	1,212,167	1,362,553	1,360,823	1,347,766	1,376,531
5. Indigenous Education Grant	1,393,116	1,463,938	1,493,564	1,361,487	1,342,413
6. Geographic Circumstances Grant	2,749,547	2,535,856	3,100,098	3,199,265	3,198,524
7. Learning Opportunities Grant	1,962,730	2,098,001	3,355,729	2,921,673	1,609,056
8. Safe and Accepting Schools Supplement	216,831	220,149	222,403	223,268	222,901
9. Continuing Education and Other Programs Grant	551,422	487,002	459,223	472,131	555,699
10. Cost Adjustment and Teacher Qualifications and Experience Grant	10,192,819	11,239,686	12,405,993	12,814,325	15,494,647
11. Student Transportation Grant	7,726,554	7,903,141	8,167,820	8,355,543	8,868,594
12. Declining Enrolment Adjustment	187,169	144,109	251,013	227,635	52,680
13. School Board Administration and Governance Grant	3,601,022	3,858,661	4,026,365	4,836,782	4,799,157
14. School Operations Allocation	12,549,719	12,280,916	12,416,423	12,588,754	12,594,071
15. School Renewal Allocation (excluding GPL)	2,926,186	2,840,623	2,812,375	2,805,884	2,804,269
16. Interest Expense	1,438,762	1,971,216	1,918,312	1,812,567	1,775,843
17. Non-Permanently Financed Capital Debt	250,413	250,413	250,413	250,413	250,413
18. TOTAL FUNDING³	116,481,907	119,034,869	124,237,299	126,279,468	124,864,761

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	5,840	5,894	5,907	5,885	5,969
Secondary	3,204	3,111	2,990	2,943	2,834
TOTAL	9,043	9,005	8,896	8,828	8,803

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Projected Grants for Student Needs for the 2019-20 School Year

(17) Simcoe County DSB

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	269,296,177	274,739,495	281,109,565	291,089,796	279,069,300
2. School Foundation Grant	34,632,813	34,795,657	35,367,422	36,468,171	37,573,004
3. Special Education Grant	69,902,591	70,740,901	71,755,116	75,302,302	77,324,491
4. Language Grant	7,292,245	7,786,827	8,409,537	9,112,183	9,762,912
5. Indigenous Education Grant	1,371,231	2,311,964	2,727,893	2,692,588	2,932,425
6. Geographic Circumstances Grant	-	-	546,330	571,226	572,509
7. Learning Opportunities Grant	4,268,900	4,999,005	10,875,389	10,723,151	4,748,318
8. Safe and Accepting Schools Supplement	947,072	967,017	986,552	1,012,756	1,039,194
9. Continuing Education and Other Programs Grant	2,726,799	2,213,961	2,321,408	2,138,864	2,672,040
10. Cost Adjustment and Teacher Qualifications and Experience Grant	52,679,978	52,704,042	58,261,167	59,095,546	72,768,419
11. Student Transportation Grant	18,864,374	19,506,717	19,893,447	20,811,360	21,885,483
12. Declining Enrolment Adjustment	603,449	105,649	-	-	-
13. School Board Administration and Governance Grant	13,452,165	13,876,736	14,231,958	15,265,983	15,264,273
14. School Operations Allocation	47,918,933	48,816,984	49,626,993	51,196,106	52,476,704
15. School Renewal Allocation (excluding GPL)	8,097,786	8,120,630	8,118,811	8,230,843	8,368,602
16. Interest Expense	12,703,359	12,444,422	12,228,818	12,003,842	11,633,720
17. Non-Permanently Financed Capital Debt	2,021,201	2,021,201	2,021,201	2,021,201	2,021,201
18. TOTAL FUNDING³	546,779,073	556,151,208	578,481,607	597,735,918	600,112,595

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	35,341	36,152	36,493	37,180	37,854
Secondary	15,230	14,970	14,815	14,848	15,167
TOTAL	50,571	51,121	51,308	52,028	53,020

Notes: Totals may not add due to rounding. Actuals as reported in school board financial statements.

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2. Includes some amounts that have not yet been allocated on a board-by-board basis.
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Projected Grants for Student Needs for the 2019-20 School Year

(44) Simcoe Muskoka Catholic DSB

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	108,316,770	111,480,015	116,427,958	120,695,975	117,328,844
2. School Foundation Grant	14,818,441	15,159,350	15,618,055	16,024,470	16,679,286
3. Special Education Grant	27,272,973	28,430,261	29,841,829	31,697,941	33,262,871
4. Language Grant	2,712,005	2,990,109	3,323,311	3,461,295	3,640,274
5. Indigenous Education Grant	286,903	506,124	635,138	708,594	746,330
6. Geographic Circumstances Grant	1,296,937	1,219,588	1,500,903	1,504,224	1,721,101
7. Learning Opportunities Grant	2,178,276	2,426,544	4,922,879	4,505,203	1,950,816
8. Safe and Accepting Schools Supplement	425,732	439,460	457,900	472,350	494,356
9. Continuing Education and Other Programs Grant	830,703	838,406	1,094,116	948,760	1,155,177
10. Cost Adjustment and Teacher Qualifications and Experience Grant	24,054,657	23,332,452	23,624,593	26,361,635	30,899,469
11. Student Transportation Grant	12,000,206	12,345,193	12,907,975	12,931,873	13,887,999
12. Declining Enrolment Adjustment	161,046	-	-	-	-
13. School Board Administration and Governance Grant	6,045,532	6,344,962	6,680,112	7,587,496	7,671,724
14. School Operations Allocation	20,581,895	20,907,519	21,382,654	21,959,837	22,835,106
15. School Renewal Allocation (excluding GPL)	2,801,304	2,877,048	2,956,723	2,991,207	3,087,739
16. Interest Expense	5,794,483	5,315,599	4,878,870	4,404,763	4,045,115
17. Non-Permanently Financed Capital Debt	403,127	403,127	403,127	403,127	403,127
18. TOTAL FUNDING³	229,980,990	235,015,757	246,656,143	256,658,751	259,809,335

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	13,736	14,029	14,523	14,771	15,367
Secondary	6,568	6,651	6,670	6,773	7,028
TOTAL	20,303	20,679	21,193	21,544	22,395

Notes: Totals may not add due to rounding. Actuals as reported in school board financial statements.

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Projected Grants for Student Needs for the 2019-20 School Year

(39) St. Clair Catholic DSB

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	46,078,044	46,691,659	47,227,781	48,153,321	45,731,735
2. School Foundation Grant	6,936,883	7,013,682	7,069,068	7,150,338	7,309,680
3. Special Education Grant	12,160,440	12,748,632	13,211,548	13,817,923	14,110,841
4. Language Grant	1,404,653	1,433,358	1,509,633	1,595,657	1,677,403
5. Indigenous Education Grant	93,508	223,623	226,601	162,826	164,455
6. Geographic Circumstances Grant	1,768,775	1,723,173	1,924,591	1,921,587	1,932,640
7. Learning Opportunities Grant	1,484,153	1,674,177	2,777,488	2,318,405	1,248,101
8. Safe and Accepting Schools Supplement	186,160	187,581	188,737	192,154	196,472
9. Continuing Education and Other Programs Grant	142,377	124,398	136,064	132,199	159,697
10. Cost Adjustment and Teacher Qualifications and Experience Grant	9,494,309	8,464,108	9,614,777	9,895,904	11,924,737
11. Student Transportation Grant	6,043,303	6,218,758	6,386,792	6,522,444	6,914,813
12. Declining Enrolment Adjustment	145,097	28,621	142,752	199,559	40,968
13. School Board Administration and Governance Grant	3,380,959	3,601,031	3,718,674	4,534,815	4,525,579
14. School Operations Allocation	8,846,882	8,884,293	8,949,859	9,041,235	9,177,985
15. School Renewal Allocation (excluding GPL)	1,541,486	1,534,076	1,524,681	1,518,289	1,520,828
16. Interest Expense	955,376	939,342	944,982	858,375	853,414
17. Non-Permanently Financed Capital Debt	198,423	198,423	198,423	198,423	198,423
18. TOTAL FUNDING³	100,860,828	101,688,935	105,752,451	108,213,455	107,687,771

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	6,245	6,234	6,185	6,115	6,140
Secondary	2,422	2,449	2,436	2,496	2,573
TOTAL	8,667	8,682	8,620	8,611	8,713

Notes: Totals may not add due to rounding. Actuals as reported in school board financial statements.

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Projected Grants for Student Needs for the 2019-20 School Year

(32) Sudbury Catholic DSB

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	31,408,483	31,479,971	32,033,918	32,584,847	30,557,866
2. School Foundation Grant	4,750,115	4,859,728	5,084,372	5,008,865	5,087,714
3. Special Education Grant	9,423,212	9,846,693	10,646,625	11,380,898	11,550,750
4. Language Grant	1,160,506	1,166,903	1,180,025	1,273,281	1,364,351
5. Indigenous Education Grant	700,653	1,148,069	1,431,801	1,332,979	1,406,598
6. Geographic Circumstances Grant	2,544,633	2,285,163	2,059,902	2,126,732	2,135,275
7. Learning Opportunities Grant	1,298,819	1,439,017	2,286,375	1,832,772	1,012,054
8. Safe and Accepting Schools Supplement	129,691	131,726	134,733	135,688	136,381
9. Continuing Education and Other Programs Grant	399,018	360,773	262,641	237,605	283,097
10. Cost Adjustment and Teacher Qualifications and Experience Grant	7,134,391	6,564,782	7,805,492	8,024,493	9,682,390
11. Student Transportation Grant	5,625,116	5,752,771	5,844,622	5,900,652	6,095,361
12. Declining Enrolment Adjustment	458,589	243,549	62,905	166,271	41,568
13. School Board Administration and Governance Grant	3,235,231	3,392,259	3,460,711	4,278,487	4,258,211
14. School Operations Allocation	6,428,782	6,385,351	6,408,832	6,504,315	6,514,772
15. School Renewal Allocation (excluding GPL)	1,377,531	1,341,040	1,319,693	1,321,668	1,320,617
16. Interest Expense	1,531,318	1,391,364	1,319,038	1,259,336	1,236,860
17. Non-Permanently Financed Capital Debt	13,793	13,793	13,793	13,793	13,793
18. TOTAL FUNDING³	77,619,881	77,802,952	81,355,478	83,382,682	82,697,658

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	3,974	3,944	3,999	4,071	4,090
Secondary	1,907	1,887	1,824	1,744	1,725
TOTAL	5,881	5,831	5,823	5,815	5,815

Notes: Totals may not add due to rounding. Actuals as reported in school board financial statements.

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Projected Grants for Student Needs for the 2019-20 School Year (34B) Superior North Catholic DSB

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	3,452,937	3,414,145	3,418,071	3,278,107	3,190,786
2. School Foundation Grant	1,470,016	1,452,539	1,447,103	1,396,756	1,417,757
3. Special Education Grant	1,985,246	1,981,313	1,983,946	2,319,806	2,407,324
4. Language Grant	93,855	82,536	81,143	77,387	76,672
5. Indigenous Education Grant	266,018	641,325	675,171	613,457	686,864
6. Geographic Circumstances Grant	2,087,014	2,121,179	2,246,676	2,139,395	2,200,174
7. Learning Opportunities Grant	575,474	647,445	817,629	340,567	178,708
8. Safe and Accepting Schools Supplement	83,642	84,569	85,931	87,098	87,845
9. Continuing Education and Other Programs Grant	-	-	-	-	-
10. Cost Adjustment and Teacher Qualifications and Experience Grant	466,567	347,186	592,644	582,421	599,633
11. Student Transportation Grant	469,452	480,106	496,238	510,120	574,812
12. Declining Enrolment Adjustment	65,282	47,858	42,986	109,280	52,959
13. School Board Administration and Governance Grant	1,641,310	1,964,496	2,120,995	2,920,954	2,920,844
14. School Operations Allocation	1,757,314	1,880,664	2,010,362	2,044,119	2,070,610
15. School Renewal Allocation (excluding GPL)	727,829	750,537	772,994	773,755	773,755
16. Interest Expense	402,856	383,979	366,041	343,990	321,844
17. Non-Permanently Financed Capital Debt	-	-	-	-	-
18. TOTAL FUNDING³	15,544,812	16,279,877	17,157,930	17,537,212	17,560,586

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	675	662	647	603	593
Secondary	-	-	-	-	-
TOTAL	675	662	647	603	593

Notes: Totals may not add due to rounding. Actuals as reported in school board financial statements.

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Projected Grants for Student Needs for the 2019-20 School Year

(6B) Superior-Greenstone DSB

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	7,360,632	7,294,947	7,127,604	7,142,272	6,471,485
2. School Foundation Grant	2,515,969	2,435,490	2,436,999	2,470,019	2,502,585
3. Special Education Grant	2,743,325	2,755,141	3,344,961	3,633,658	3,740,635
4. Language Grant	156,244	167,024	163,264	159,004	168,841
5. Indigenous Education Grant	439,063	562,814	597,528	534,819	565,822
6. Geographic Circumstances Grant	5,944,851	6,178,024	6,517,906	6,629,363	7,274,025
7. Learning Opportunities Grant	847,545	963,582	1,248,912	776,345	490,120
8. Safe and Accepting Schools Supplement	83,642	84,569	85,931	87,098	87,845
9. Continuing Education and Other Programs Grant	15,646	30,043	25,040	-	282
10. Cost Adjustment and Teacher Qualifications and Experience Grant	1,482,137	988,286	957,075	1,055,612	822,475
11. Student Transportation Grant	1,545,891	1,553,767	1,578,630	1,681,506	1,685,021
12. Declining Enrolment Adjustment	154,904	64,440	134,854	78,549	51,839
13. School Board Administration and Governance Grant	1,997,341	2,273,431	2,439,301	3,246,194	3,238,712
14. School Operations Allocation	4,541,457	4,466,025	4,315,796	4,377,749	4,394,633
15. School Renewal Allocation (excluding GPL)	1,346,752	1,336,048	1,307,412	1,308,568	1,307,312
16. Interest Expense	539,129	534,037	537,732	478,621	491,472
17. Non-Permanently Financed Capital Debt	128,014	128,014	128,014	128,014	128,014
18. TOTAL FUNDING³	31,842,542	31,815,682	32,946,959	33,787,391	33,421,118

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	730	741	732	742	726
Secondary	625	592	550	521	520
TOTAL	1,355	1,333	1,282	1,263	1,246

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Projected Grants for Student Needs for the 2019-20 School Year

(11) Thames Valley DSB

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	388,896,089	398,494,234	415,109,068	430,977,055	410,037,370
2. School Foundation Grant	50,654,247	51,797,335	53,887,348	55,280,547	56,520,832
3. Special Education Grant	98,061,899	100,661,221	105,193,701	111,621,061	113,780,589
4. Language Grant	14,298,231	17,677,994	20,900,449	22,660,788	23,894,644
5. Indigenous Education Grant	779,367	1,050,758	1,099,863	1,237,082	1,270,284
6. Geographic Circumstances Grant	10,238	5,196	647,850	693,920	700,827
7. Learning Opportunities Grant	16,571,301	17,729,035	26,147,881	26,206,147	17,778,134
8. Safe and Accepting Schools Supplement	2,098,313	2,129,180	2,328,077	2,484,280	2,508,891
9. Continuing Education and Other Programs Grant	4,101,656	3,688,719	3,476,575	3,558,528	4,494,078
10. Cost Adjustment and Teacher Qualifications and Experience Grant	73,860,451	75,718,029	79,620,979	77,512,994	99,778,363
11. Student Transportation Grant	34,699,582	36,100,976	38,155,277	39,693,874	43,792,280
12. Declining Enrolment Adjustment	135,850	-	-	-	-
13. School Board Administration and Governance Grant	18,740,617	19,309,322	20,060,059	21,340,552	21,232,012
14. School Operations Allocation	74,551,368	74,834,334	76,425,620	78,863,566	79,949,004
15. School Renewal Allocation (excluding GPL)	12,667,320	12,570,573	12,635,742	12,864,889	12,974,037
16. Interest Expense	8,621,846	8,484,217	8,619,215	8,544,328	7,559,023
17. Non-Permanently Financed Capital Debt	7,976,457	7,976,457	7,976,457	7,976,457	7,976,457
18. TOTAL FUNDING³	806,724,832	828,227,580	872,284,161	901,516,068	904,246,826

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	51,085	52,171	53,860	55,038	55,914
Secondary	21,869	21,885	21,871	22,012	22,007
TOTAL	72,954	74,055	75,731	77,051	77,921

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Projected Grants for Student Needs for the 2019-20 School Year

(34A) Thunder Bay Catholic DSB

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	40,238,643	40,776,228	40,998,977	41,632,741	38,819,357
2. School Foundation Grant	5,594,170	5,640,374	5,662,944	5,748,389	5,796,010
3. Special Education Grant	14,214,931	14,796,175	15,162,811	15,881,877	15,988,451
4. Language Grant	1,199,904	1,247,950	1,300,566	1,280,268	1,292,055
5. Indigenous Education Grant	1,283,223	1,383,733	1,684,632	2,271,208	2,312,876
6. Geographic Circumstances Grant	3,724,428	3,785,942	3,865,139	3,934,741	3,925,939
7. Learning Opportunities Grant	1,230,975	1,421,210	2,402,076	1,933,339	948,684
8. Safe and Accepting Schools Supplement	138,690	140,593	141,102	142,387	141,715
9. Continuing Education and Other Programs Grant	42,896	74,124	79,809	28,504	36,323
10. Cost Adjustment and Teacher Qualifications and Experience Grant	8,668,380	9,487,137	10,628,190	10,893,759	13,022,890
11. Student Transportation Grant	5,097,246	5,132,843	5,277,880	5,421,514	5,760,191
12. Declining Enrolment Adjustment	105,953	10,451	282,149	190,690	222,216
13. School Board Administration and Governance Grant	3,706,575	3,836,048	3,885,156	4,703,288	4,661,257
14. School Operations Allocation	7,381,529	7,380,419	7,286,002	7,337,833	7,273,893
15. School Renewal Allocation (excluding GPL)	1,702,442	1,698,646	1,675,981	1,663,279	1,646,974
16. Interest Expense	1,082,330	1,048,925	1,037,543	1,059,948	936,468
17. Non-Permanently Financed Capital Debt	521,809	521,809	521,809	521,809	521,809
18. TOTAL FUNDING³	95,934,124	98,382,607	101,892,766	104,645,576	103,307,105

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	5,425	5,407	5,326	5,355	5,329
Secondary	2,136	2,167	2,147	2,089	2,041
TOTAL	7,561	7,574	7,473	7,444	7,370

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Projected Grants for Student Needs for the 2019-20 School Year

(40) Toronto Catholic DSB

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	474,501,556	481,931,271	490,757,081	506,865,844	476,034,309
2. School Foundation Grant	63,097,547	63,774,881	64,424,031	65,697,392	66,811,761
3. Special Education Grant	121,925,520	121,259,337	120,521,132	125,147,229	126,703,731
4. Language Grant	34,472,305	38,240,995	40,247,664	39,902,910	40,880,891
5. Indigenous Education Grant	3,757,639	3,934,265	4,376,374	4,019,214	4,374,765
6. Geographic Circumstances Grant	-	-	-	-	-
7. Learning Opportunities Grant	46,643,174	48,525,233	59,460,296	60,057,341	49,396,965
8. Safe and Accepting Schools Supplement	2,658,602	2,684,880	2,819,800	2,831,117	2,845,640
9. Continuing Education and Other Programs Grant	15,881,541	16,954,339	15,728,132	11,590,197	13,494,617
10. Cost Adjustment and Teacher Qualifications and Experience Grant	96,211,934	91,904,391	108,909,082	98,678,087	124,099,879
11. Student Transportation Grant	23,325,571	24,041,028	24,848,669	25,788,192	33,334,804
12. Declining Enrolment Adjustment	516,531	38,580	515,874	91,074	-
13. School Board Administration and Governance Grant	22,605,141	22,730,364	23,225,859	24,486,178	24,188,674
14. School Operations Allocation	89,470,611	89,912,657	89,480,479	91,831,296	92,189,646
15. School Renewal Allocation (excluding GPL)	17,320,342	17,219,213	16,974,173	17,123,145	17,144,200
16. Interest Expense	16,266,387	15,785,659	15,024,680	15,220,749	13,292,665
17. Non-Permanently Financed Capital Debt	3,764,568	3,764,568	3,764,568	3,764,568	3,764,568
18. TOTAL FUNDING³	1,032,418,969	1,042,701,661	1,081,077,894	1,093,094,532	1,088,557,115

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	60,389	61,157	61,582	62,662	63,125
Secondary	28,574	28,315	27,774	27,771	27,567
TOTAL	88,963	89,472	89,355	90,433	90,692

Notes: Totals may not add due to rounding. Actuals as reported in school board financial statements.

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- Includes some amounts that have not yet been allocated on a board-by-board basis.
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Projected Grants for Student Needs for the 2019-20 School Year (12) Toronto DSB

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	1,289,131,234	1,306,334,134	1,333,517,999	1,359,912,494	1,280,534,910
2. School Foundation Grant	169,452,461	171,260,639	174,258,102	176,179,615	178,668,336
3. Special Education Grant	327,551,208	327,794,440	330,061,067	338,937,670	342,063,660
4. Language Grant	92,757,160	101,186,580	107,263,306	114,996,174	122,338,736
5. Indigenous Education Grant	3,542,283	4,303,199	5,357,570	5,054,465	5,655,051
6. Geographic Circumstances Grant	-	-	-	-	-
7. Learning Opportunities Grant	142,858,049	146,848,327	176,041,784	178,552,736	151,336,693
8. Safe and Accepting Schools Supplement	7,848,246	7,912,865	7,892,815	8,056,489	8,091,029
9. Continuing Education and Other Programs Grant	27,895,876	27,085,173	26,519,824	25,781,461	30,220,272
10. Cost Adjustment and Teacher Qualifications and Experience Grant	278,311,791	279,569,686	315,165,903	308,311,297	367,467,739
11. Student Transportation Grant	49,190,097	50,434,172	52,167,006	53,626,425	62,167,100
12. Declining Enrolment Adjustment	12,072,595	2,370,025	-	218,766	54,691
13. School Board Administration and Governance Grant	58,807,208	59,274,997	60,837,061	62,863,497	61,955,817
14. School Operations Allocation	278,254,358	274,545,239	271,001,152	275,136,353	275,203,056
15. School Renewal Allocation (excluding GPL)	49,487,333	48,273,770	47,115,706	47,134,917	47,200,233
16. Interest Expense	24,046,069	24,284,356	24,189,800	17,467,882	18,034,271
17. Non-Permanently Financed Capital Debt	20,498,586	20,498,586	20,498,586	20,498,586	20,498,586
18. TOTAL FUNDING³	2,831,704,554	2,851,976,188	2,951,887,681	2,992,728,828	2,971,490,181

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	169,611	171,457	172,691	173,185	173,429
Secondary	71,458	70,541	69,757	69,238	69,361
TOTAL	241,068	241,998	242,448	242,423	242,791

Notes: Totals may not add due to rounding. Actuals as reported in school board financial statements.

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Projected Grants for Student Needs for the 2019-20 School Year

(15) Trillium Lakelands DSB

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	86,798,982	87,316,454	88,937,401	89,674,973	80,854,176
2. School Foundation Grant	12,720,602	12,753,204	12,732,993	13,029,120	13,009,036
3. Special Education Grant	24,574,214	24,444,112	24,506,643	25,322,598	24,996,668
4. Language Grant	2,160,259	2,270,982	2,462,373	2,339,928	2,336,750
5. Indigenous Education Grant	338,676	384,659	412,341	328,094	313,395
6. Geographic Circumstances Grant	3,583,578	2,705,331	3,524,520	3,538,989	3,745,018
7. Learning Opportunities Grant	3,040,955	3,307,809	5,362,260	4,953,658	2,818,361
8. Safe and Accepting Schools Supplement	396,167	394,886	396,979	395,462	380,584
9. Continuing Education and Other Programs Grant	1,096,795	1,100,041	1,022,850	678,644	818,771
10. Cost Adjustment and Teacher Qualifications and Experience Grant	17,140,799	17,714,859	19,539,944	16,739,824	21,350,955
11. Student Transportation Grant	14,060,934	14,154,415	14,629,079	14,950,722	15,871,675
12. Declining Enrolment Adjustment	440,713	218,253	128,525	398,012	1,413,275
13. School Board Administration and Governance Grant	5,421,375	5,617,176	5,868,134	6,674,990	6,502,272
14. School Operations Allocation	18,533,222	18,049,715	17,718,259	17,785,297	17,432,000
15. School Renewal Allocation (excluding GPL)	3,317,157	3,225,506	3,160,194	3,142,432	3,057,486
16. Interest Expense	1,119,921	1,091,641	1,084,849	1,044,144	984,450
17. Non-Permanently Financed Capital Debt	586,743	586,743	586,743	586,743	586,743
18. TOTAL FUNDING³	195,331,092	195,335,786	202,074,087	201,583,628	196,471,615

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	10,683	10,862	10,993	11,057	10,864
Secondary	5,523	5,309	5,171	4,939	4,538
TOTAL	16,207	16,171	16,164	15,996	15,402

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Projected Grants for Student Needs for the 2019-20 School Year

(26) Upper Canada DSB

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	139,465,592	139,454,376	142,113,866	144,444,404	135,109,234
2. School Foundation Grant	23,283,330	23,645,712	23,807,050	24,128,695	24,536,114
3. Special Education Grant	39,977,511	39,215,227	38,800,562	40,178,265	40,579,546
4. Language Grant	5,411,845	5,624,041	5,994,718	6,125,804	6,407,870
5. Indigenous Education Grant	2,398,747	3,406,937	4,145,759	4,532,326	4,999,841
6. Geographic Circumstances Grant	1,928,976	1,678,831	2,641,534	2,705,930	2,707,196
7. Learning Opportunities Grant	4,413,743	4,770,365	8,285,443	8,005,634	4,418,483
8. Safe and Accepting Schools Supplement	597,227	595,103	601,564	607,227	609,300
9. Continuing Education and Other Programs Grant	2,658,171	2,549,169	2,114,239	2,147,737	2,615,929
10. Cost Adjustment and Teacher Qualifications and Experience Grant	27,717,648	27,401,642	29,928,208	29,279,125	36,727,811
11. Student Transportation Grant	24,312,027	24,819,264	25,650,611	26,240,478	31,101,668
12. Declining Enrolment Adjustment	1,091,029	786,596	480,402	273,192	109,167
13. School Board Administration and Governance Grant	7,667,998	8,038,746	8,405,658	9,246,308	9,138,492
14. School Operations Allocation	33,174,066	33,011,135	32,570,784	33,078,367	32,952,987
15. School Renewal Allocation (excluding GPL)	7,388,608	7,292,675	7,150,338	7,156,568	7,148,883
16. Interest Expense	4,063,264	3,907,198	3,740,877	3,516,552	3,344,033
17. Non-Permanently Financed Capital Debt	-	-	-	-	-
18. TOTAL FUNDING³	325,549,782	326,197,017	336,431,613	341,666,610	342,506,555

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	17,624	17,736	17,880	17,845	17,882
Secondary	8,501	8,163	8,004	7,942	7,865
TOTAL	26,124	25,899	25,884	25,787	25,747

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Projected Grants for Student Needs for the 2019-20 School Year

(18) Upper Grand DSB

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	177,971,665	181,752,619	186,198,124	191,951,462	182,575,667
2. School Foundation Grant	23,460,859	23,783,923	24,259,240	24,798,360	25,401,070
3. Special Education Grant	44,798,392	47,624,146	50,257,482	52,388,398	53,603,501
4. Language Grant	6,139,430	6,756,852	7,274,439	7,748,071	8,144,375
5. Indigenous Education Grant	699,776	904,573	1,094,759	1,003,966	1,030,375
6. Geographic Circumstances Grant	161,578	81,664	523,404	548,385	548,525
7. Learning Opportunities Grant	4,051,141	4,619,779	8,152,602	7,801,045	4,154,828
8. Safe and Accepting Schools Supplement	594,541	602,188	611,050	625,465	639,556
9. Continuing Education and Other Programs Grant	1,374,464	1,424,860	941,067	982,970	1,274,857
10. Cost Adjustment and Teacher Qualifications and Experience Grant	33,062,413	32,366,918	36,472,362	35,465,588	46,087,786
11. Student Transportation Grant	15,926,478	16,462,283	17,161,245	17,795,046	20,422,271
12. Declining Enrolment Adjustment	-	-	-	-	-
13. School Board Administration and Governance Grant	8,995,289	9,362,784	9,805,191	10,742,250	10,725,902
14. School Operations Allocation	32,297,737	33,185,841	33,659,446	34,497,341	35,181,305
15. School Renewal Allocation (excluding GPL)	5,920,888	5,956,987	5,938,910	5,982,499	6,044,851
16. Interest Expense	7,448,127	7,535,967	7,440,197	7,190,514	6,796,068
17. Non-Permanently Financed Capital Debt	847,600	847,600	847,600	847,600	847,600
18. TOTAL FUNDING³	363,750,378	373,268,984	390,637,118	400,368,961	403,478,539

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	22,569	23,088	23,378	23,770	24,134
Secondary	10,708	10,549	10,444	10,424	10,580
TOTAL	33,277	33,637	33,823	34,194	34,714

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Projected Grants for Student Needs for the 2019-20 School Year

(49) Waterloo Catholic DSB

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	111,502,071	115,197,687	121,317,397	127,607,414	124,160,310
2. School Foundation Grant	14,658,000	15,009,906	15,467,158	15,930,620	16,552,425
3. Special Education Grant	27,849,993	28,678,865	29,872,064	31,982,198	33,477,689
4. Language Grant	3,773,063	4,472,326	5,770,066	7,252,552	8,529,830
5. Indigenous Education Grant	306,815	383,000	431,127	341,725	349,180
6. Geographic Circumstances Grant	-	-	42,324	56,822	60,389
7. Learning Opportunities Grant	3,141,162	3,541,796	5,999,487	5,838,990	3,165,051
8. Safe and Accepting Schools Supplement	359,361	372,053	390,777	407,894	424,205
9. Continuing Education and Other Programs Grant	3,163,322	3,095,807	3,225,281	3,260,021	3,890,198
10. Cost Adjustment and Teacher Qualifications and Experience Grant	24,460,264	23,643,847	25,996,299	26,193,454	32,091,217
11. Student Transportation Grant	6,281,158	6,443,126	6,808,306	6,941,361	7,174,500
12. Declining Enrolment Adjustment	250,969	-	-	-	-
13. School Board Administration and Governance Grant	6,161,946	6,563,981	7,081,497	8,048,618	8,112,780
14. School Operations Allocation	20,182,429	20,792,931	21,758,624	22,802,687	23,663,280
15. School Renewal Allocation (excluding GPL)	3,387,799	3,442,389	3,533,143	3,638,996	3,737,965
16. Interest Expense	4,478,213	4,216,877	3,805,263	3,415,848	3,286,478
17. Non-Permanently Financed Capital Debt	397,975	397,975	397,975	397,975	397,975
18. TOTAL FUNDING³	230,354,540	236,252,566	251,896,788	264,117,175	269,073,471

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	14,768	15,201	15,763	16,250	16,889
Secondary	6,223	6,254	6,371	6,550	6,693
TOTAL	20,991	21,455	22,134	22,800	23,582

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Projected Grants for Student Needs for the 2019-20 School Year

(24) Waterloo Region DSB

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	327,722,625	334,477,297	346,269,224	357,828,439	337,774,761
2. School Foundation Grant	40,618,605	41,498,378	42,768,064	43,729,026	44,600,885
3. Special Education Grant	81,817,656	82,899,716	85,525,831	89,337,827	90,722,220
4. Language Grant	13,803,792	16,626,732	18,957,179	19,813,326	20,038,128
5. Indigenous Education Grant	906,498	1,024,321	1,137,983	1,028,275	1,034,192
6. Geographic Circumstances Grant	-	-	42,508	56,600	58,525
7. Learning Opportunities Grant	6,798,774	7,691,992	14,092,651	13,762,569	7,333,792
8. Safe and Accepting Schools Supplement	1,230,876	1,251,772	1,293,592	1,321,197	1,336,458
9. Continuing Education and Other Programs Grant	1,741,755	1,509,748	1,487,239	1,538,892	1,861,609
10. Cost Adjustment and Teacher Qualifications and Experience Grant	62,471,628	65,067,533	69,314,396	68,674,847	88,305,853
11. Student Transportation Grant	15,380,289	15,920,297	16,672,631	17,340,147	18,826,691
12. Declining Enrolment Adjustment	150,724	-	-	-	-
13. School Board Administration and Governance Grant	16,066,562	16,486,670	17,235,158	18,305,131	18,166,071
14. School Operations Allocation	57,879,555	58,818,237	60,126,707	61,830,859	62,757,050
15. School Renewal Allocation (excluding GPL)	9,729,365	9,753,118	9,826,835	9,947,037	10,007,699
16. Interest Expense	8,131,106	7,795,295	7,373,778	6,911,002	6,509,797
17. Non-Permanently Financed Capital Debt	104,872	104,872	104,872	104,872	104,872
18. TOTAL FUNDING³	644,554,682	660,925,978	692,228,648	711,530,045	709,438,605

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	42,499	43,352	44,163	44,623	44,942
Secondary	18,912	18,791	18,948	19,252	19,383
TOTAL	61,411	62,143	63,111	63,875	64,325

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Projected Grants for Student Needs for the 2019-20 School Year

(48) Wellington Catholic DSB

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	41,696,004	42,023,584	42,861,322	44,477,043	41,541,306
2. School Foundation Grant	5,820,587	5,956,689	6,015,764	6,145,155	6,219,749
3. Special Education Grant	10,481,296	11,128,548	11,693,073	12,515,266	12,631,825
4. Language Grant	1,706,643	1,798,145	1,892,471	2,191,205	2,337,807
5. Indigenous Education Grant	194,398	401,437	387,755	340,641	352,029
6. Geographic Circumstances Grant	1,377,901	1,375,595	1,476,063	1,505,324	1,511,452
7. Learning Opportunities Grant	1,006,836	1,154,758	2,106,348	1,624,664	708,399
8. Safe and Accepting Schools Supplement	143,514	143,745	144,901	148,342	148,137
9. Continuing Education and Other Programs Grant	219,436	272,454	298,158	128,407	138,775
10. Cost Adjustment and Teacher Qualifications and Experience Grant	8,294,200	8,233,496	9,444,325	9,691,520	12,318,148
11. Student Transportation Grant	3,709,288	3,729,067	3,798,143	3,933,397	4,509,944
12. Declining Enrolment Adjustment	38,733	27,666	6,917	-	122,634
13. School Board Administration and Governance Grant	3,172,585	3,350,627	3,449,548	4,287,567	4,254,195
14. School Operations Allocation	7,532,379	7,494,743	7,416,901	7,601,374	7,644,061
15. School Renewal Allocation (excluding GPL)	1,203,464	1,197,271	1,184,813	1,195,669	1,188,309
16. Interest Expense	3,289,474	3,103,936	2,835,454	2,549,741	2,363,470
17. Non-Permanently Financed Capital Debt	-	-	-	-	-
18. TOTAL FUNDING³	89,886,738	91,391,761	95,011,956	98,335,316	97,990,239

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	5,466	5,485	5,530	5,665	5,647
Secondary	2,398	2,363	2,318	2,292	2,255
TOTAL	7,864	7,848	7,848	7,957	7,902

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Projected Grants for Student Needs for the 2019-20 School Year

(37) Windsor-Essex Catholic DSB

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	108,042,267	108,587,190	110,100,090	113,072,290	103,853,598
2. School Foundation Grant	14,321,107	14,345,243	14,361,475	14,730,879	14,819,509
3. Special Education Grant	26,159,811	26,162,224	26,216,705	27,836,641	27,745,418
4. Language Grant	4,699,206	4,962,160	5,460,454	6,406,463	7,086,132
5. Indigenous Education Grant	306,198	392,603	523,509	399,958	398,593
6. Geographic Circumstances Grant	-	-	139,990	137,331	138,348
7. Learning Opportunities Grant	4,138,342	4,406,812	6,593,993	6,191,063	3,941,148
8. Safe and Accepting Schools Supplement	619,937	620,947	643,823	677,510	674,083
9. Continuing Education and Other Programs Grant	1,153,124	986,774	917,283	887,730	1,049,363
10. Cost Adjustment and Teacher Qualifications and Experience Grant	27,990,601	25,854,589	27,939,302	27,835,286	32,970,385
11. Student Transportation Grant	7,697,549	7,738,595	7,861,571	8,094,526	9,241,748
12. Declining Enrolment Adjustment	1,032,421	627,228	380,640	66,464	651,512
13. School Board Administration and Governance Grant	5,969,944	6,155,570	6,320,404	7,181,841	7,062,944
14. School Operations Allocation	19,823,628	19,746,025	19,788,309	20,202,680	20,066,405
15. School Renewal Allocation (excluding GPL)	3,452,587	3,409,852	3,378,379	3,404,167	3,364,000
16. Interest Expense	7,183,224	6,850,063	6,565,357	6,146,036	5,856,345
17. Non-Permanently Financed Capital Debt	1,612,745	1,612,745	1,612,745	1,612,745	1,612,745
18. TOTAL FUNDING³	234,202,691	232,458,620	238,804,029	244,883,609	240,532,276

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	13,192	13,110	13,124	13,310	13,130
Secondary	7,117	7,057	6,919	6,851	6,740
TOTAL	20,309	20,167	20,043	20,161	19,870

Notes: Totals may not add due to rounding. Actuals as reported in school board financial statements.

1. Funding through these allocations across years is not always comparable because of grant realignments and the introduction, elimination and consolidation of various grants.
2. Includes some amounts that have not yet been allocated on a board-by-board basis.
3. Total funding for the board for 2019-20 does not include amounts that have not been allocated to specific grants or on a board-by-board basis.

Projected Grants for Student Needs for the 2019-20 School Year

(42) York Catholic DSB

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	290,683,829	291,615,296	290,869,010	292,784,595	263,768,038
2. School Foundation Grant	36,326,776	36,545,639	36,346,175	36,286,276	36,069,607
3. Special Education Grant	70,978,321	70,203,717	69,201,182	70,436,755	69,713,216
4. Language Grant	10,941,954	11,832,746	12,443,000	12,970,653	12,986,229
5. Indigenous Education Grant	274,790	718,725	2,173,014	2,267,520	2,391,248
6. Geographic Circumstances Grant	-	-	95,290	92,655	94,864
7. Learning Opportunities Grant	6,167,878	6,744,478	12,322,962	12,032,508	6,326,834
8. Safe and Accepting Schools Supplement	919,211	919,781	911,895	913,311	895,220
9. Continuing Education and Other Programs Grant	3,713,241	3,713,963	3,851,363	3,943,807	4,277,658
10. Cost Adjustment and Teacher Qualifications and Experience Grant	53,763,155	52,181,475	55,979,972	56,550,467	74,866,727
11. Student Transportation Grant	16,444,264	16,791,749	17,366,127	17,453,896	18,798,826
12. Declining Enrolment Adjustment	1,373,635	1,271,402	3,189,297	2,715,734	4,362,392
13. School Board Administration and Governance Grant	15,720,600	15,962,556	16,351,013	17,343,534	16,897,750
14. School Operations Allocation	52,518,322	52,281,181	51,248,251	51,448,631	50,494,558
15. School Renewal Allocation (excluding GPL)	7,151,705	7,116,601	6,966,030	6,892,432	6,716,383
16. Interest Expense	20,093,609	19,184,594	17,974,831	16,665,406	15,619,517
17. Non-Permanently Financed Capital Debt	224,087	224,087	224,087	224,087	224,087
18. TOTAL FUNDING³	587,295,377	587,307,990	597,513,499	601,022,267	584,503,155

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	36,753	36,393	35,626	34,843	33,794
Secondary	17,864	17,856	17,508	17,563	17,158
TOTAL	54,617	54,248	53,133	52,406	50,951

Notes: Totals may not add due to rounding. Actuals as reported in school board financial statements.

1. Funding through these allocations across years is not always comparable because of grant realignments and the introduction, elimination and consolidation of various grants.
2. Includes some amounts that have not yet been allocated on a board-by-board basis.
3. Total funding for the board for 2019-20 does not include amounts that have not been allocated to specific grants or on a board-by-board basis.

Projected Grants for Student Needs for the 2019-20 School Year (16) York Region DSB

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	640,578,113	652,044,433	667,967,523	694,364,573	653,667,904
2. School Foundation Grant	77,997,588	79,333,925	81,145,487	83,517,171	85,173,884
3. Special Education Grant	152,644,658	155,714,413	158,342,307	166,332,370	169,033,988
4. Language Grant	34,335,238	36,439,930	38,559,296	44,116,918	47,829,815
5. Indigenous Education Grant	553,048	608,582	875,710	1,001,327	969,990
6. Geographic Circumstances Grant	-	-	56,574	38,507	38,573
7. Learning Opportunities Grant	17,774,862	19,341,202	31,931,640	31,881,947	19,136,395
8. Safe and Accepting Schools Supplement	1,990,094	2,025,000	2,066,250	2,133,382	2,162,374
9. Continuing Education and Other Programs Grant	7,963,294	7,545,981	7,560,637	7,297,221	8,463,782
10. Cost Adjustment and Teacher Qualifications and Experience Grant	117,186,705	113,155,152	131,656,270	134,939,786	177,625,331
11. Student Transportation Grant	35,908,967	37,034,644	38,456,066	39,984,439	43,953,155
12. Declining Enrolment Adjustment	-	-	-	-	-
13. School Board Administration and Governance Grant	29,767,961	29,951,133	30,837,769	32,646,899	32,340,121
14. School Operations Allocation	117,447,174	118,121,535	118,591,933	122,579,484	124,125,034
15. School Renewal Allocation (excluding GPL)	16,927,250	16,976,605	16,971,929	17,279,258	17,385,450
16. Interest Expense	43,490,059	42,562,121	40,702,067	38,898,015	36,839,215
17. Non-Permanently Financed Capital Debt	851,827	851,827	851,827	851,827	851,827
18. TOTAL FUNDING³	1,295,416,838	1,311,706,483	1,366,573,285	1,417,863,123	1,419,596,837

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	83,817	84,440	84,592	85,945	86,209
Secondary	36,816	37,111	37,550	38,431	38,916
TOTAL	120,633	121,550	122,142	124,376	125,124

Notes: Totals may not add due to rounding. Actuals as reported in school board financial statements.

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2. Includes some amounts that have not yet been allocated on a board-by-board basis.
3. Total funding for the board for 2019-20 does not include amounts that have not been allocated to specific grants or on a board-by-board basis.

**SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO MAY 15, 2019**

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1	February 21, 2018 SEAC	TBA	Board	<p>Board to provide SEAC with a progress report on the <i>Auditor Report – Chapter 3, Section 3.12 – School Boards’ Management of Financial and Human Resources</i> four recommendations listed on page 109 of the February 21, 2018 agenda, that have not yet been acted on namely:</p> <ul style="list-style-type: none"> • <i>An attendance support program for school board employees;</i> • <i>A performance management plan for non-academic staff;</i> • <i>A centralized database for employee behavior complaints; and</i> • <i>Case management software for centralized tracking of special-education service referrals and backlogs.</i> 	Associate Director- Academc Affairs

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#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
2	November 14, 2018	TBA	Governance & Policy	<p>The following recommendations be referred to the Governance & Policy Committee:</p> <ul style="list-style-type: none"> i. That all existing and new policies be reviewed to reflect the OHRC Accessible Education for Students with Disabilities Policy Document; ii. That the Board's Special Education Plan be reviewed and updated to reflect the OHRC Accessible Education for Students with Disabilities Policy Document; and iii. That the Board put a policy in place that will be reflective of the OHRC Accessible Education for Students with Disabilities Policy Document 	Superintendent of Governance & Policy

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#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
3	January 23, 2019 SEAC	May 28, 2019 TBC	Student Achievement & Well-Being	14b-#1 Increasing the Number of Principals who are Experienced with Students with Special Needs that to further promote the inclusion of Special Education Needs (SEN) students and to support the Toronto Catholic District School Board's (TCDSB) Mission Statement of inclusion, that staff prepare a plan to increase the number of Principals and Vice Principals in the system with special education and professional development qualifications and successfully implement the inclusion of SEN students in regular classes as an educator; SO of Special Services will develop a plan to increase the number of administrators with SE qualifications and receiving professional development in SE. <i>Motion carried at January 23, 2019 SEAC meeting; approved at February 21, 2019 Board Meeting</i>	Superintendent of Special Services & Superintendent of Human Resources

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#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
4	January 23, 2019 SEAC	TBA	SEAC	<p>7d) Former Chair, Marilyn Taylor, for her 18 Years of Service to SEAC and also to Former Committee Members that an appropriate recognition be made to Marilyn Taylor for her 18 years of service to SEAC.</p> <p><i>Motion carried at January 23, 2019 SEAC meeting; approved at February 21, 2019 Board Meeting</i></p>	Superintendent of Special Services
5	February 20, 2019 SEAC	TBA	Student Achievement	<p>How long does the Board expect a Principal and Teaching Staff to make efforts to accommodate a child in a regular class before starting the Identification, Placement and Review Committee (IPRC) to move the Student to the appropriate program?</p> <p><i>Motion carried at February 20, 2019 SEAC meeting; approved at March 28, 2019 Board Meeting</i></p>	Associate Director-Academic Affairs

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#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
6	February 20, 2019 SEAC	November 2019 TBC	Student Achievement	Physically Disabled Students Identified in the Accountability Framework that SEAC recommend to Board that the number of students with physical disability either as their primary or secondary exceptionality be identified. <i>Motion carried at February 20, 2019 SEAC meeting; approved at March 28, 2019 Board Meeting</i>	Associate Director-Academic Affairs
7	March 27, 2019 SEAC	TBA	Regular Board	That staff be asked to provide SEAC with a copy of the template letter created for school principals to adapt and send to parents/guardians in cases where Section 265(1)(m) of the Education Act has been invoked (Toronto Catholic District School Board (TCDSB) Freedom of Information Request (FOIR) Exclusions)	Superintendent of Special Services (with Legal & Safe Schools Department)
8	March 27, 2019 SEAC	September 5, 2019 TBC	Student Achievement & Well-Being	That the Board direct staff to provide a report with respect to the following Items and report back to Board: *Whether the exclusions listed were documented as "safety" exclusions or "disciplinary" exclusions, in light of page 5 of the Report, excerpted below:	Superintendent of Special Services

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			<p><i>"The Annual Safe School Report is directly linked to Safe School Legislation. However, Safety Exclusions under 265 (1)m of the Education Act are not tracked by the Safe School department as they are not associated with Safe Schools legislation; nor is there any requirement for the Board to report those to the Ministry of Education. Safety exclusions are not considered disciplinary and also include Police exclusions which school Principals are mandated to adhere to until an active police investigation is complete. In any event, there is an expectation that the student will return to a school of the TCDSB. Exclusions are thus not a metric that is linked to the Safe Schools Annual Report. Instead, Safety Exclusions deal with programming alternatives that support a successful academic and social-emotional transition back to a school." (p. 5);</i></p> <p>*Whether the students with the listed exclusions had a history of discipline issues prior to the exclusion, including but not limited to warnings, suspensions and expulsions;</p> <p>*The subcategory of students listed as excluded from December 2013 to and including February 2016 as follows: (i) students not in receipt of Special Education</p>	
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				<p>services; (ii) students with an Individualized Education Program (IEP); (iii) by exceptionality (using the Ministry's 14 categories of exceptionalities); and (iv) whether the exclusion was due to police direction/court order or the principal's discretion;</p> <p>*Whether the parents/guardians of the students listed as excluded were provided with a Written Appeal Hearing Policy and/or procedure (the "Policy") regarding the Appeal Hearing Information identified in the chart, and if so (i) to provide a copy of the Policy to SEAC; and (ii) to advise whether the Policy is publicly available on the school Board's website and, if so, to provide a copy of the web page;</p> <p>*The number of students excluded from March 2016 up to and including December 2018, subcategorized as follows: (i) students not in receipt of Special Education services; (ii) students with an IEP; (iii) by exceptionality (using the Ministry's 14 categories of exceptionalities); (iv) whether the exclusion was due to police direction/court order or the principal's discretion; and (v) whether the excluded students had a history of discipline issues prior</p>	
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**SPECIAL EDUCATION ADVISORY COMMITTEE
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				<p>to the exclusion, including but not limited to warnings, suspensions and expulsions;</p> <p>*Whether the TCDSB has a written policy and/or procedure on when and for how long the Board and/or principal may exclude a student under Section 265(1)(m) of the Education Act, and, if so, (i) to provide a copy of the Policy to SEAC; and (ii) to advise whether the Policy is publicly available on the school Board's website and, if so, to provide a copy of the web page;</p> <p>*How a teacher marks a student absent for attendance when the student has been excluded from school for all or part of a school day; and</p> <p>*Where and with what service provider(s) an excluded student continues to receive access to their education and uninterrupted learning during the period of exclusion and for how long, i.e. how many hours of academic instruction per day.</p>	
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