

SPECIAL EDUCATION ADVISORY COMMITTEE REGULAR MEETING

AGENDA June 12, 2019

Angela Kennedy, Chair
Trustee Ward 11

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

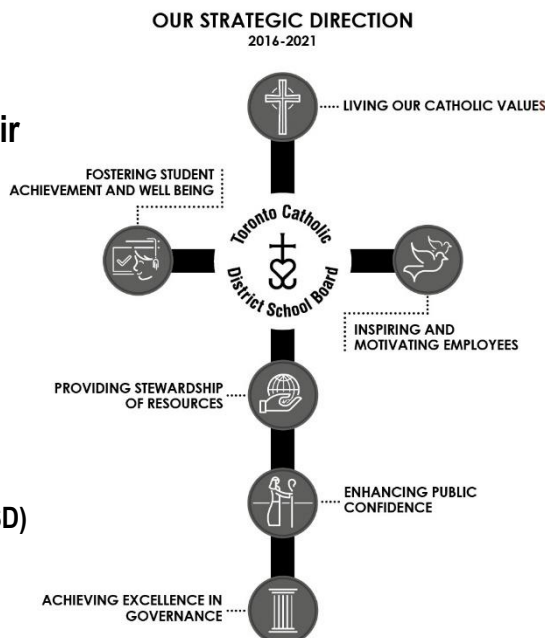
Gizelle Paine
LD Toronto Chapter Representative

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



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

OUR 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.*

OUR VISION

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



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

Wednesday, June 12, 2019
7:00 P.M.

	Pages
1. Roll Call & Apologies	
2. Approval of the Agenda	
3. Declarations of Interest	
4. Approval & Signing of the Minutes of the Meeting held May 15, 2019 for Public Session	1 - 15
5. Delegations	
6. Presentations	
6.a 2019-20 Budget Estimates	16 - 133
https://www.tcdsb.org/Board/BudgetandFinance/Documents/2019-20_Budget_Book_Instructional_Non-Instructional.pdf	
6.b Mental Health Strategy	134 - 158
7. Unfinished Business	
8. Notices of Matters and Trustee Matters: (for which seventy-two hours' notice has been given)	
9. Communications	

9.a	SEAC Monthly Calendar Review	159 - 160
9.b	Special Education Superintendent Update	161 - 167
9.c	District School Board Ontario North East Letter to Minister Lisa Thompson on Autism Funding Model	168 - 169
9.d	Peel District School Board Letter to Minister Lisa Thompson on Special Education Funding	170
9.e	Durham Catholic District School Board Letter to Minister Lisa Thompson on Special Education Funding	171 - 172
9.f	Award Presentation to Marilyn Taylor at Year-End Mass, June 26, 2019 at 11:00 am (Verbal)	
9.g	Special Education Checklist (Verbal)	
9.h	Special Education Plan (Verbal)	
9.i	Update to the Special Education Advisory Committee (SEAC) Policy A.23 from the Governance and Policy (GAP) Committee	173 - 187
10.	Matters Referred/Deferred to the Committee by the Board and Other Committees	
	<u>From the May 15, 2019 Special Education Advisory Committee (SEAC) Meeting</u>	
10.a	Inquiry from Tyler Munro regarding Special Equipment Amount (SEA) Claims	
10.b	Inquiry from Tyler Munro regarding Classroom Windows	
10.c	Inquiry from Melanie Battaglia regarding Ministry Enrollment Register on Exclusion 2018-2019	188 - 250
10.d	Inquiry from Tyler Munro regarding Special Needs Advanced Program	
10.e	Inquiry from Tyler Munro regarding the Gap in the Individualized Education Program (IEP) Process	

- 10.f Responses to Concerns Raised by Delegations to the March 18, 2019 Special Board Meeting on Special Education 251 - 265

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

- 10.g Parent Voice Survey regarding Students Receiving Special Education Programs and Services (Information) 266 - 268

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.

11. Reports of Officials, and Special and Permanent Committees Requiring Action

12. Reports of Officials for Information

13. Inquiries and Miscellaneous

14. Association Reports

- 14.a Learning Disabilities Association of Ontario (LDAO) June Circular 269 - 369

15. Update from Trustees on resolutions recommended to the Board by the Committee

16. Pending List 370 - 377

17. Adjournment

OUR 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.*

OUR VISION

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



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

HELD WEDNESDAY, MAY 15, 2019

PRESENT:

Trustees: A. Kennedy, Chair
N. Crawford
D. Di Giorgio

External

Members: Sandra Mastronardi, Vice-Chair
Melanie Battaglia
Lori Ciccolini
Lori Mastrogiuseppe
Tyler Munro
Glenn Webster
George Wedge – via Teleconference

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 A. Robertson, Parliamentarian

The meeting commenced with Sandra Mastronardi in the Chair.

1. Roll Call & Apologies

Apologies were extended on behalf of Gizelle Paine and Mary Pugh.

2. Approval of the Agenda

MOVED by Tyler Munro, seconded by Trustee Crawford, that the Agenda, as amended to include the Addendum, to reorder Item 8b) My Blueprint prior to Item 8a) 2019-20 Budget Impacts and Grants for Student Needs Announcement – Overall and Instructional Related, Items 12n) Suspension and Expulsion Policy S.S.01 and 14a) Grants for Student Needs (GSN) Projections for the 2019-20 School Year after Item 10) Notices of Matters and Trustee Matters and to add Items 15b), 15c) and 15c) Inquiries from Sandra Mastronardi, be approved.

3. Election of Chair

MOVED by Trustee Crawford, seconded by Glenn Webster, that Trustee Kennedy be nominated as Chair of the Special Education Advisory Committee (SEAC).

Trustee Kennedy accepted.

On the Vote taken, the Motion was declared

CARRIED

MOVED by Glenn Webster, seconded by Tyler Munro that nominations be closed.

On the Vote taken, the Motion was declared

CARRIED

Trustee Kennedy was declared the Chair of SEAC.

Sandra Mastronardi relinquished the Chair to Trustee Kennedy.

5. Declarations of Interest

Trustee Kennedy declared an interest in Items 8a) 2019-20 Budget Impacts and Grants for Student Needs Announcement – Overall and Instructional Related; 12c) Ministry of Education (MOE) 2019: SB01 Update: Special Education Funding in 2018-19; and 14a) Grants for Student Needs (GSN) Projections for the 2019-20 School Year as she have family members who are employees of the Board. Trustee Kennedy declared that she would neither participate in the discussions nor vote on the Items.

6. Approval & Signing of the Minutes of the Meeting

MOVED by Trustee Di Giorgio, seconded by Trustee Crawford, that the Minutes of the Regular Meeting held April 23, 2019 be approved.

On the Vote taken, the Motion was declared

CARRIED

8. Presentations

MOVED by Lori Mastrogiuseppe, seconded by Tyler Munro, that Item 8b) be adopted as follows:

8b) My Blueprint received.

On the Vote taken, the Motion was declared

CARRIED

Trustee Kennedy relinquished the Chair to Sandra Mastronardi and left the table due to a Declaration of Interest in Item 8a) 2019-20 Budget Impacts and Grants for Student Needs Announcement – Overall and Instructional Related, as earlier indicated.

Sandra Mastronardi relinquished the Chair to Trustee Crawford.

George Wedge joined the meeting via Teleconference.

MOVED by Glenn Webster, seconded by Melanie Battaglia, that Item 8a) be adopted as follows:

8a) 2019-20 Budget Impacts and Grants for Student Needs Announcement – Overall and Instructional Related received.

On the Vote taken, the Motion was declared

CARRIED

Sandra Mastronardi wished to be recorded as voted against the Motion.

MOVED by Sandra Mastronardi, seconded by Trustee Di Giorgio, that Item 14a) be adopted as follows:

- 14a) Grants for Student Needs (GSN) Projections for the 2019-20 School Year** that SEAC recommend to Board that the shortlist of other potential ideas that are flexible type funding be employed in an effort to save programs, services and staffing for special education during the budget process.

MOVED in AMENDMENT by Trustee Di Giorgio, seconded by Sandra Mastronardi, that school block budget be excluded from the shortlist.

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 Glenn Webster, seconded by Trustee Di Giorgio, that a member of SEAC delegate at either the May 16, 2019 Board meeting or the May 28, 2019 Student Achievement and Well Being, Catholic Education and Human Resources and Committee meeting regarding Item 14a) above.

On the Vote taken, the Motion was declared

CARRIED

Trustee Kennedy returned to the table.

Sandra Mastronardi relinquished the Chair to Trustee Kennedy.

Consent and Review

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

11b) Sandra Mastronardi;

11c) Sandra Mastronardi;

12a) George Wedge;

12b) Sandra Mastronardi;

12c) Tyler Munro;

12d) Sandra Mastronardi;

12e) George Wedge;

12f) Tyler Munro;

12g) Tyler Munro;

12h) Tyler Munro;

12i) Melanie Battaglia;

12j) Lori Mastrogiuseppe;

12k) Tyler Munro;

12l) Tyler Munro;

12n) Tyler Munro;

- 12o) Tyler Munro;
- 12p) Melanie Battaglia;
- 15a) Lori Mastrogiuseppe;
- 15b) Sandra Mastronardi;
- 15c) Sandra Maastronardi; and
- 15d) Sandra Mastronardi

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

On the Vote taken, the Motion was declared

CARRIED

ITEMS AS CAPTURED IN THE ABOVE MOTION

- 11a) SEAC Monthly Calendar Review;
- 11d) Gym Skills Flyer;
- 11e) Summer Skills Flyer and Application Form;
- 11f) Xceptional Biking Flyer and Application Form; and
- 12m) Inquiry from Sandra Mastronardi regarding Student Transportation and Budget

12. Matters Referred/Deferred

MOVED by Glenn Webster, seconded by Trustee Di Giorgio, that Item 12n) be adopted as follows:

- 12n) Suspension and Expulsion Policy S.S.01** received and referred back to the Governance and Policy Committee.

George Wedge disconnected via Teleconference.

On the Vote taken, the Motion was declared

CARRIED

Sandra Mastronardi and Tyler Munro wished to be recorded as voted against the Motion.

George Wedge reconnected via Teleconference.

MOVED by Trustee Crawford, seconded by Sandra Mastronardi, that the Agenda be reopened to reorder Item 12b) Inquiry from Sandra Mastronardi regarding Accessibility at a Toronto Catholic District School Board (TCDSB) School, as the next Item of business.

On the Vote taken, the Motion was declared

CARRIED

12. Matters Referred/Deferred

- 12a) Inquiry from Sandra Mastronardi regarding Accessibility at a Toronto Catholic District School Board (TCDSB) School**

The Chair ruled the Inquiry out of order.

11. Communications

MOVED by Trustee Crawford, seconded by Glenn Webster, that Item 11b) be adopted as follows:

11b) Special Education Superintendent Update received.

On the Vote taken, the Motion was declared

CARRIED

MOVED by Sandra Mastronardi, seconded by Tyler Munro, that Item 11c) be adopted as follows:

11c) Draft SEAC A.23 Policy Update for Review received.

MOVED in AMENDMENT by Trustee Crawford, seconded by Glenn Webster, that SEAC recommend to Board that the SEAC Policy A.23 be referred by Board to staff for a report to come back recommending changes and updates to SEAC.

With the consent of the Committee, Trustee Crawford withdrew her Amendment.

MOVED in AMENDMENT by Trustee Crawford, seconded by Glenn Webster, that SEAC recommend to Board that it is too early in the process for SEAC to offer a helpful opinion regarding the update of the SEAC A.23 Policy, and therefore recommend that the policy be referred back to Staff and/or the Governance and Policy Committee for further consideration.

On the Vote taken, the Amendment was declared

CARRIED

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

CARRIED

12. Matters Referred/Deferred

MOVED by Lori Ciccolini, seconded by Sandra Mastronardi, that Item 12a) be adopted as follows:

- 12a) 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?*** received.

On the Vote taken, the Motion was declared

CARRIED

Trustee Kennedy relinquished the Chair to Sandra Mastronardi and left the table due to a Declaration of Interest in Item 12c), as earlier indicated.

MOVED by Tyler Munro, seconded by Lori Ciccolini, that Item 12c) be adopted as follows:

- 12c) Ministry of Education (MOE) 2019: SB01 Update: Special Education Funding in 2018-19** received.

On the Vote taken, the Motion was declared

CARRIED

Trustee Kennedy returned to the table.

Sandra Mastronardi relinquished the Chair to Trustee Kennedy.

MOVED by Sandra Mastronardi, seconded by Lori Ciccolini, that Item 12d) be adopted as follows:

- 12d) MOE 2019: B07 Supporting Students with Autism Spectrum Disorder** received.

On the Vote taken, the Motion was declared

CARRIED

MOVED by George Wedge, seconded by Lori Ciccolini, that Item 12e) be adopted as follows:

- 12e) MOE 2019: B08 New Vision for Education** received.

MOVED in AMENDMENT by George Wedge, seconded by Glenn Webster, that SEAC recommend to Board that they reach out to the Unifor Skilled Trades Council to help plan a path forward for skilled trade educational primers.

On the Vote taken, the Amendment was declared

CARRIED

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

CARRIED

MOVED by Tyler Munro, seconded by Melanie Battaglia, that the following Items be deferred to the June 12, 2019 SEAC meeting.

- 12f) Inquiry from Tyler Munro regarding Special Equipment Amount (SEA) Claims;**
- 12h) Inquiry from Tyler Munro regarding Classroom Windows;**
- 12k) Inquiry from Tyler Munro regarding Special Needs Advanced Program;**
- 12l) Inquiry from Tyler Munro regarding the Gap in the Individual Education Plan (IEP) Process; and**
- 12o) Responses to Concerns Raised by Delegations to the March 18, 2019 Special Board Meeting on Special Education**

On the Vote taken, the Motion was declared

CARRIED

MOVED by Sandra Mastronardi, seconded by Glenn Webster, that Item 12g) be adopted as follows:

- 12g) Inquiry from Tyler Munro regarding Expulsion Rates** received and that the comparative report regarding students with an Individualized Education Program (IEP) and without IEP be included in the Minutes to Board.

On the Vote taken, the Motion was declared

CARRIED

MOVED by Melanie Battaglia, seconded by Tyler Munro, that Item 12i) be adopted as follows:

- 12i) Inquiry from Melanie Battaglia regarding Ministry Enrollment Register on Exclusion 2018-2019** that the Item be deferred to the June 12, 2019 SEAC meeting.

On the Vote taken, the Motion was declared

CARRIED

MOVED by Lori Mastrogiuseppe, seconded by Lori Ciccolini, that Item 12j) be adopted as follows:

- 12j) Inquiry from Lori Mastrogiuseppe regarding Bill 44** that SEAC recommend to Board that the Board support Bill 44 and that the letter (refer to draft attachment) be sent to the Ministry of Education.

On the Vote taken, the Motion was declared

CARRIED

MOVED by Melanie Battaglia, seconded by Trustee Di Giorgio, that Item 12p) be adopted as follows:

- 12p) Parent Voice Survey regarding Students receiving Special Education Programs and Services** that the Item be deferred to the June 12, 2019 SEAC meeting.

On the Vote taken, the Motion was declared

CARRIED

15. Inquiries and Miscellaneous

MOVED by Lori Mastrogiuseppe, seconded by Lori Ciccolini, that Item 15a) be adopted as follows:

- 15a) TCDSB to Recognize Annually September 9 as Fetal Alcohol Spectrum Disorder (FASD) Awareness Day – Verbal Report from Lori Mastrogiuseppe** that SEAC recommend to Board that the TCDSB annually recognize September 9 as Fetal Alcohol Spectrum Disorder (FASD) Awareness Day.

On the Vote taken, the Motion was declared

CARRIED

MOVED by Sandra Mastronardi, seconded by Trustee Crawford, that Item 15b) be adopted as follows:

- 15b) Inquiry from Sandra Mastronardi regarding Transition Programs for Students Transitioning out of K-21** received.

On the Vote taken, the Motion was declared

CARRIED

MOVED by Sandra Mastronardi, seconded by Trustee Crawford, that Item 15c) be adopted as follows:

- 15c) Inquiry from Sandra Mastronardi regarding Recognition of Marilyn Taylor, former Chair of SEAC received.**

On the Vote taken, the Motion was declared

CARRIED

19. Adjournment

MOVED by Sandra Mastronardi, 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 ESTIMATES

“Dear children, let us not love with words or speech but with actions and in truth”

1 John 3:18

Created, Draft	First Tabling	Review
May 20, 2019	May 28, 2019	June 12, 2019

D. De Souza, Coordinator of Grants & Ministry Reporting

G. Sequeira, Coordinator of Budget Services

P. De Cock, Comptroller of Business Services & Finance

RECOMMENDATION 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

As per the requirements set out in the Education Act, TCDSB's proposed budget estimates are balanced. The 2019-20 budget expenditure and revenue estimates appearing in Volumes 1 to 6 of the Budget Book are balanced; based on consensus enrolment and staffing projections, calculated Grants for Student Needs (GSNs), Other Program funding projections and numerous recommended reductions to service levels.

Two budget related 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 and reserve funding related discussions. Volumes 1 to 4 focus on both the overall budget as well as instructional related expenditures, while Volume 5 focuses on non-instructional expenditures and Volume 6 on financial sustainability.

The first volume appearing in the 2019-20 Budget Book provides an overall contextual summary. The Volume is meant to provide trustees, parents and other stakeholders a snapshot of TCDSB's profile as a large, urban, diverse and Catholic school board. Enrolment data refers to the number of students projected to attend TCDSB schools in 2019-20, and is the key driver for revenue and expenditure calculations. Enrolment projections show an increase of 441 elementary students and a decrease of (338) Secondary students for the 2019-20 school year. The total student population is projected to be 91,962

The overall Grants for Student Needs are projected to decrease. TCDSB is projected to derive 92.5% of its operational revenues from the Provincial Grants for Student Needs (GSNs). The remaining funds are received in the form of Priorities and Partnership Funds (PPF) (formerly known as Education Programs – Other or EPOs) and other government agencies. Total funding is expected to decrease by approximately \$4.3M. 2019-20 Revenue projections are as follows:

<i>Panel</i>	<i>2018-19 (\$B)</i>	<i>2019-20 (\$B)</i>	<i>Change (\$B)</i>
GSNs	1.06	1.06	(0.03)
Other Revenues	0.09	0.09	(0.02)
Total	1.15	1.14	(0.05)

The projected enrolment and estimated GSNs provide the capacity to determine the TCDSB's instructional and support service levels. The Education Act and its regulations concerning class sizes and required instructional minutes, consequently, prescribes TCDSB's service levels. The projected expenditures in the Instructional expenditure category are estimated in the table below. It should be noted that reductions in almost all areas of budget have been made in order bring the budget into balance. These reductions are almost exactly consistent with those cited in the May 9, 2019 Corporate Services Committee report. An updated listing of these reductions is separately provided in Appendix B and is also detailed in the Budget Book appearing in Volume 3.

<i>Instructional Expenditure Categories</i>	<i>2018-19 (\$M)</i>	<i>2019-20 (\$M)</i>	<i>Change (\$M)</i>
Classroom Teachers	641.0	638.9	(2.1)
Professionals & Paraprofessionals	57.3	56.0	(1.3)
In School Administration	68.7	69.2	0.5
Textbooks & School Computers	36.0	34.2	(1.7)
Education Assistants	54.3	53.1	(1.2)
Continuing Education	23.2	22.3	(0.9)
Resource Teachers	5.6	4.2	(1.4)
Occasional Teachers	32.6	32.5	(0.2)
Early Childhood Educators	27.1	27.9	0.7
Staff Development	2.9	2.9	0.0
Other Non-Operating	41.1	38.7	(2.4)
Total	989.8	979.9	(9.9)

B. PURPOSE

This report has been prepared for the Board of Trustees to receive and deliberate on the draft 2019-20 budget in preparation for approval at an upcoming June Committee or Board meeting. Any approved and balanced changes to the draft budget will be captured in the next iteration of the budget presented for approval.

C. BACKGROUND

1. ***Based on analysis and review of the announcements to date, service levels across almost all program and service areas need to be reduced in order to develop a balanced budget.*** The Ministry of Education announcements on April 26th impacted 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.
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 \$12.5M for the 2019-20 school year and reduces secondary 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 \$11.1M. 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.
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 IL program may lose all funding for the 2019-20 school year. Staff have yet to hear from the Ministry on whether Ministerial approval and 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.
5. ***The Ministry has not provided TCDSB specific PPF data.*** While Province wide figures were provided in the April 26th memo, the details specific to TCDSB have not been released. Similarly, the Technical Paper containing specific funding data and criteria was released on May 24th 2019, subsequent to the release of this report. Staff have made assumptions about the

continuation of various funds in order to produce the Budget Book. Staff do not expect large-scale swings in funding based on the unavailable data, but minor amendments may be necessary over the following week(s) depending on any TCDSB specific data that is released by the Ministry.

D. EVIDENCE/RESEARCH/ANALYSIS

Budget Consultation Feedback

1. The 2019-2020 budget consultation launched on April 3, 2019, and included an enhanced webpage with supporting documents and tools for local school communities to initiate consultations in a number of ways. Consultation tools included website, online and paper surveys with feature for Catholic School Parent Council (CSPC) identification, budget video, Frequently Asked Questions (FAQs), social media posts, and letters to schools, parents, parishes and other stakeholders.
2. A public consultation and virtual town hall was held on May 1, 2019, and staff held several meetings with stakeholders including unions, associations, Catholic Parent Involvement Committee (CPIC), Ontario Association of Parents in Catholic Education (OAPCE), Special Education Advisory Committee (SEAC) and Catholic Student Leadership Impact Team (CSLIT).
3. This broad, multi-faceted plan was designed to reflect the compassion and care dictated by applying the Catholic lens when considering how best to support our students. Emphasizing the importance of parent and community voice in these consultations underscores the Board's commitment to maintaining public confidence to ensure feedback is considered while complying with the Ministry of Education's directive to submit a balanced budget for the 2019-2020 fiscal year.
4. A report to Regular Board on May 16, 2019 provides a detailed version of the results of the public consultation. At a high level, public consultation showed a great deal of support for special education supports in both the elementary and secondary panel, 5th Block literacy program in the elementary panel, guidance teachers in the secondary panel, literacy/numeracy/tech-enabled resource materials, STEM and specialty focused programs and air-cooling/classroom furniture/playgrounds from a facilities perspective.

5. Staff attempted to use much of the public input provided as a guide towards recommended appropriate reductions, however it should be noted that considerations towards legislative restrictions, collective agreement restrictions and funding restrictions are also all factors in making these difficult decisions.

Overall Service Level Impacts

1. *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). Appendix A provides a segregated view of these reductions in a similar format provided at Corporate Services Committee on May 9, 2019. The Budget Book (Volume 3) provides a detailed analysis of the proposed service levels adjustments (Appendix B).

Description	\$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	(12.65)	-
	(32.80)	(214.2)

2. *The overall service level impact to the TCDSB amounts to a reduction of 214.2 FTE 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.

Employee 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	(1.0)
	(214.2)

3. *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 either to specified programs or to classroom ratios. The following is a short list of other potential strategic offsets that are flexible types of funding and related to "Instructional". Another shortlist is provide under the complementary "Non-Instructional" report (inclusive of transportation related analysis).

Description	\$M
Move IL Programs to Evenings/Weekend Format	7.30
Introduce Paid Parking for Employees	3.20
Eliminate Non-Qualifying Student Transportation	3.00
School Block Budget Reductions	1.00

4. *Over the course of the year, the Board of Trustees passed previous motions for items to be considered in the 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. As part of the annual operating budget planning process, the Board of Trustees will make budget decisions, which in effect supersede all previous funding related motions and decisions as per normal practice. None of the amounts listed below have been included in the balanced

budget thus far. Should any of these items be included then an offsetting reduction in another expense area would be required.

Description	\$M
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	(0.10)
Maintain Special Education Budget at Previous Year's Level	(3.00)
Total Impact	(5.10)

E. STAFF RECOMMENDATION

1. That the Special Education Advisory Committee receive this report for further consideration of the 2019-20 Preliminary Budget Estimates.

TORONTO CATHOLIC
DISTRICT SCHOOL

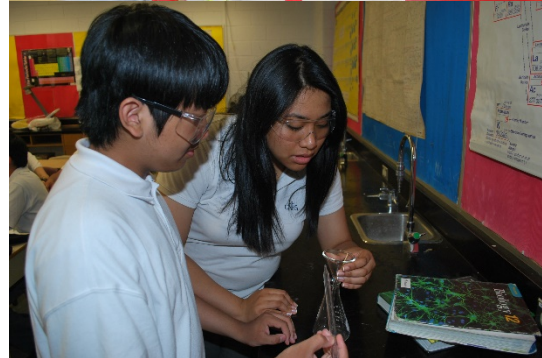
2019 - 2020 BUDGET ESTIMATES

*Instructional
+
Non-Instructional
Book*



Draft- until approved by Board of
Trustees

Expected on June 6, 2019



Board of Trustees

Catholic school trustees are the critical link between communities and school boards. Catholic ratepayers in City of Toronto elect 12 English Language Trustees to the Toronto Catholic District School Board during each municipal election. The Chair of the Board and the Vice-Chair are elected at the Inaugural meeting of the Board, and serve for one year.

Working together, a school trustee is responsible, as a member of the Board:

- To govern and set policy.
- To govern for the provision of curriculum, facilities, human and financial resources.
- To advocate for the needs of their communities.
- As a constituency representative, to explain the policies and decisions of the TCDSB to residents.

Trustees are available to help taxpayers, parents and others address any issues they may have about the Catholic school system.



Trustee Joseph Martino
Ward 1: Etobicoke



Trustee Markus de Domenico
Ward 2: Etobicoke



Trustee Ida Li Preti
Ward 3: North York



Trustee Teresa Lubinski
Ward 4: North York



Trustee Maria Rizzo
Ward 5: North York



Trustee Frank D'Amico, CD
Ward 6: York



Trustee Michael Del Grande
Ward 7: Scarborough/North York



Trustee Garry Tanuan
Ward 8: Scarborough



Trustee Norm Di Pasquale
Ward 9: Toronto



Trustee Daniel Di Giorgio
Ward 10: Toronto



Trustee Angela Kennedy
Ward 11: East York/Toronto



Trustee Nancy Crawford
Ward 12: Scarborough



Trustee Taylor Dallin
Student Trustee: All TCDSB Schools



Trustee Joel Ndongmi
Student Trustee: All TCDSB Schools

TABLE OF CONTENTS

Executive Summary	Page	5
Volume I:		
The TCDSB Context	Page	14
Book Introduction		15
Our Students		16
Our Staff		17
Transportation		17
How We Develop the Budget		18
Linking the Budget to the Multi-Year Strategic Plan		19
Volume II:		
TCDSB Operating Revenues	Page	23
Grants for Student Needs Overview		24
TCDSB Revenue Overview		25
TCDSB 2019-20 Operating Grants & Other Revenues		27
Appendix 2A: Description of GSN Funding		30
Volume III:		
Instructional Related Operating Expenditures	Page	40
Expenditure Overview		41
Expenditure Variance Analysis		42
TCDSB - Offset to Balance the Budget		46
Appendix 3A: Detailed Budget Sheets - Elementary		51
Appendix 3B: Detailed Budget Sheets - Secondary		54
Appendix 3C: Detailed Budget Sheets - Central		57
Volume IV:		
Special Education	Page	67
Special Education Grant		68
Special Education Grant and Expenditure		69
Appendix 4A: Detailed Budget Sheets - Revenue		72
Appendix 4B: Detailed Budget Sheets - Expenditure		73

Volume V:**Non-Instructional Related Operating Expenditures** **Page** **76**

Expenditure Overview 77

Expenditure Variance Analysis 78

TCDSB – Draft 2019-20 Offsets to Balance Budget 80

Appendix 5A: Detailed Budget Sheets 82

Volume VI:**Financial Sustainability** **Page** **96**

Reserve Strategy 97

Reserve Fund Classification and Types 98

Appendix 6A: List of Reserves 102

EXECUTIVE SUMMARY

Balancing fiscal responsibility with service to our students

The Toronto Catholic District School Board's (TCDSB) budget process is largely about balancing the ongoing cost pressures associated with operating a large urban school board, and ensuring that students receive the best possible environment to encourage achievement and well-being through the lens of Catholic Faith.



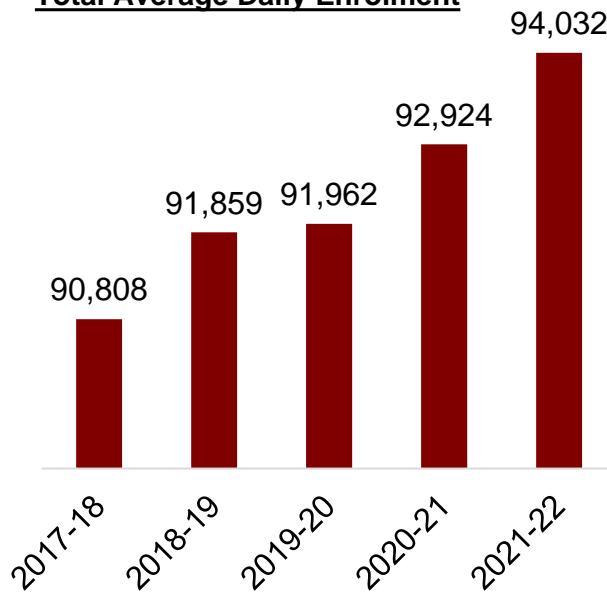
TCDSB has made difficult decisions over the last few fiscal years to reduce staffing service levels in order to solve an ongoing deficit issue within the Board's previous budgets. This plan was called the "Multi-Year Recovery Plan" and has been achieved two years earlier than expected.



For the 2019-20 Operating Budget Estimates, staff expect that service levels across all program and services areas will need to be reduced in order to develop a balanced budget based on the announcements made by the Ministry of Education – New Vision for Education.

Our students and staff are at the Centre of the budget

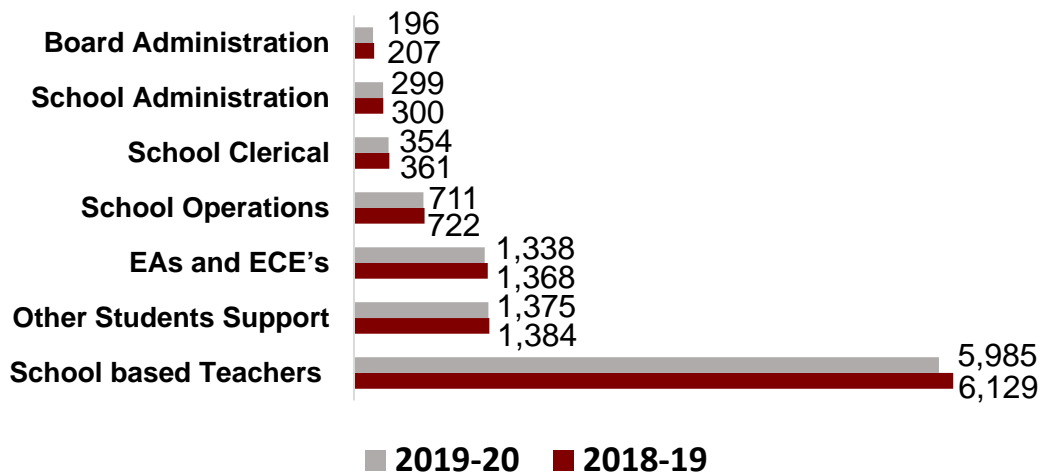
Total Average Daily Enrolment



The primary cost drivers of TCDSB's budget are student enrolment and the related staffing levels required in the classroom. TCDSB is a growing board. 103 students are expected to be added in the 2019-20 school year. The Board will continue to grow in the foreseeable future.

TCDSB currently has 10,471.2 Full Time Equivalent (FTE) positions working at its 195 schools, Board Office and other administrative facilities. 2019-20 will see a decrease in staffing of (214.2) FTEs due to the announcements made by the Ministry of Education (EDU)

Staffing Full Time Equivalents (FTEs)



Provincial Announcement Highlights of New Vision for Education

1. *Grades 4 to 8 Class Size changing to 24.5 students to 1 teacher.*

The TCDSB is one of a few school boards with a class size greater than 24.5 to 1 teacher. The move from the 2018-19 current 24.97 ratio to the 2019-20 ratio of 24.5 students to 1 teacher requires additional funded teacher positions as previously committed by the Ministry of Education. Under the former government, the GSNs provided additional funding for school boards with a class size greater than 24.5 to 1 teacher class size staggered over a 4-year transitional period. The TCDSB is currently in the second year of the 4-year period.

As a result of TCDSB staff's recent inquiries to confirm the continuance of funding to complete the 4-year transition, the Ministry of Education responded on April 9, 2019 indicating the following:

- School Boards are encouraged to use the information in the 2019:B08 Memo for planning purposes;
- School Boards are expected to move to a 24.5 to 1 regulated teacher class size for grades 4 to 8, and School Boards have the flexibility to use existing funding within the GSNs to make local staffing decisions;
- These proposed changes are subject to ongoing class size consultations running until May 31, 2019 and subject to approvals and regulations made by the Minister of Education or Lieutenant Governor in Council under the Education Act.

The resulting cost and funding impact to the TCDSB is an additional 32 FTE Elementary Teacher positions at a cost of \$3.3M and a funding reduction of \$4.5M, for a total financial impact of \$7.8M.



2. Grades 9 to 12 Class Size changing to 28 students to 1 teacher.

The move from the 2018-19 current 22:1 ratio to the 2019-20 ratio of 28 students to 1 teacher requires a reduction of teacher positions, which is anticipated to be achieved by normal teacher retirements over the course of 4 years.



3. Secondary Programming Funding terminated.

The elimination of funding for Secondary Programming Teachers will decrease Grants for Student Needs (GSN) funding for TCDSB by approximately \$2.5M and reduce 22.9 full-time equivalent Secondary Teacher positions achieved by normal teacher retirements.



4. E-learning class sizes increasing to 35 students to 1 teacher in the 2020-21 school year. The full impact of this announcement is unknown until the program delivery model is further defined.

5. Increasing the Student Transportation and School Operations Grant. Increasing the Student Transportation Grant by 4% to assist with increased transportation costs. In addition, the School Operations Grant will increase by 2% for increased utilities costs.

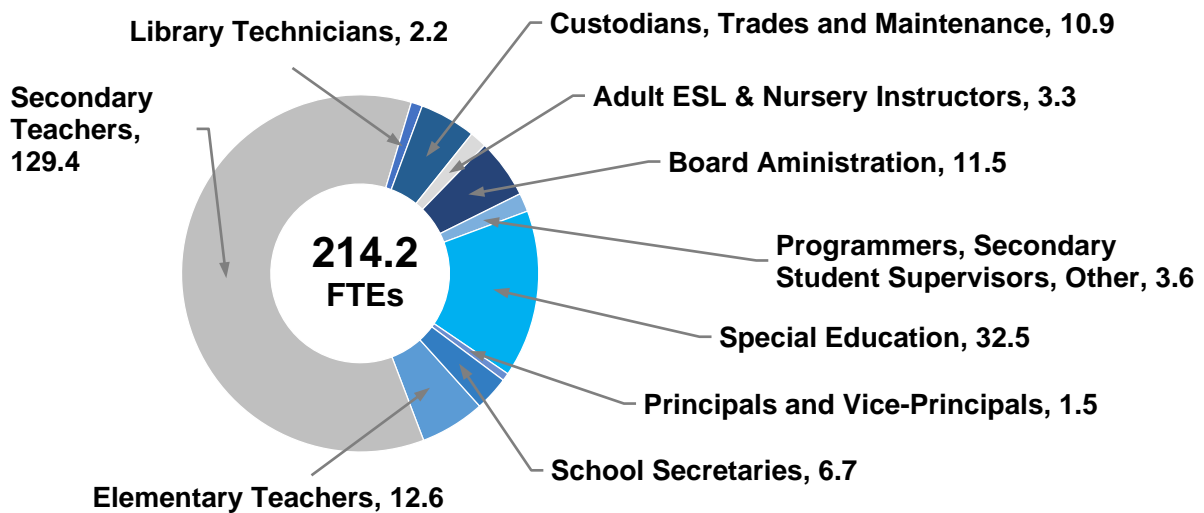
- 6. Year over year funding impacts are estimated at \$32.27M.** Based on all Provincial announcements, enrolment impacts and the continuance of the International Languages (IL) Program, results in a funding shortfall of (\$32.27) M. The analysis below provides a high level summary of this shortfall.

	\$M
Negative Impacts of Provincial Announcements	(35.94)
Positive Impacts of Provincial Announcements	12.09
Enrolment Impacts	0.52
IL Program Extended Day Elimination	(8.94)
	<u>(32.27)</u>

- 7. Senior staff were able to identify a 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. In addition staff 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).

	\$M	FTE
Increase based on enrolment change	1.20	12.50
Mandated Impacts from Elementary Class Size	3.30	32.10
Mandated Reductions from Secondary Class Size	(10.20)	(94.90)
Reductions Associated with Local Priority Fund	(9.70)	(118.90)
Other Elementary Panel Reductions	(3.20)	(31.00)
Other Net Secondary Panel Reductions	(0.40)	(4.00)
Board Administration and Governance Reductions	(1.15)	(10.00)
Other Non-Labour Impacts	(12.65)	
	<u>(32.80)</u>	<u>(214.20)</u>

FTE Reductions 214.2



Linking the budget to the Multi-Year Strategic Plan

The Multi-Year Strategic Plan (MYSP) provides the overarching directions and principles that should drive the budget process. Students are always the Board's primary focus and are represented in all six strategic directions found within the MYSP. TCDSB is committed to offering programs and

services, which challenge all students to achieve their personal best. TCDSB also strives to make efficient, effective, and innovative use of resources, based on sound planning, and the best available information. Inherent in the budget process is the allocation of available resources to address student needs.



This budget process includes some preliminary work on linking the budget to the MYSP. Staff allocated various portions of the budget to each of the six strategic directions to provide a conceptual level view of how the budget delivers on the MYSP.

Operating revenues are estimated to balance with operating expenditures

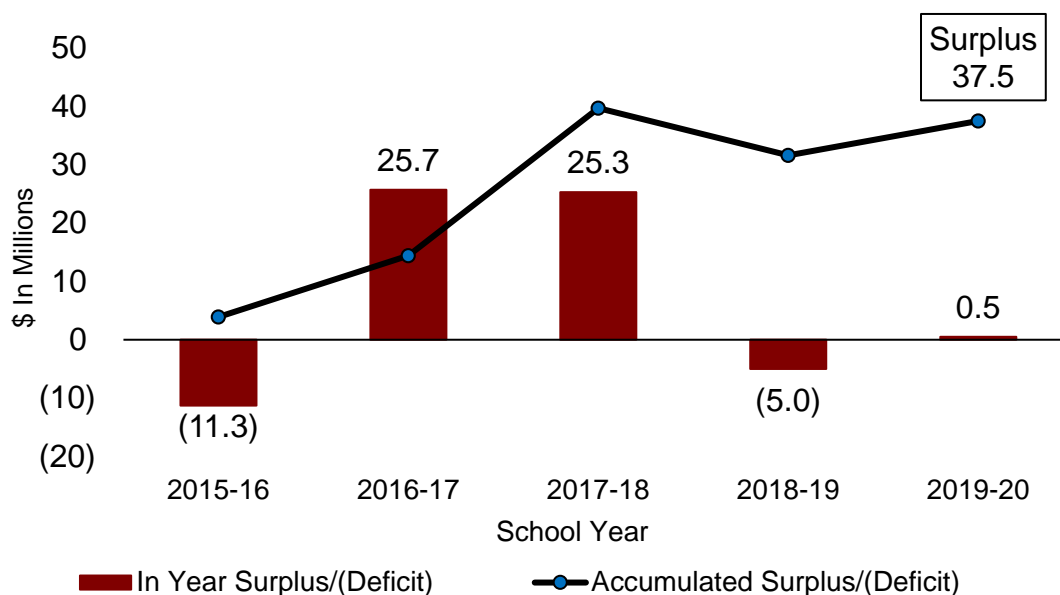
Based on legislation, school boards are not permitted to plan for in-year deficits in their budget setting process, with very few exceptions. TCDSB has followed some fiscally prudent approaches over the last several years to balance its budget. Several factors such as restrictions on funding eligibility, arbitration decisions with labour unions and new legislative requirements have caused funding pressures on

(\$M)	2018-19	2019-20
Operating Revenues	\$1,149.5	\$1,143.8
Less: Operating Expenditures	<u>\$1,154.5</u>	<u>\$1,143.3</u>
Operating Surplus	\$(5.0)	\$0.5

TCDSB. Despite these challenges, the TCDSB is planning for a surplus of \$0.5M in the 2019-20 fiscal year. The deficit in 2018-19 was due to the International Languages Extended day program funding shortfall and is to be covered from the accumulated surplus. In 2019-20 TCDSB shows a small surplus of \$0.5M this is after implementing all of the offsets identified in previous report to the Corporate Service Committee.

Planning requires a strategy to reserve funding

In-Year and Accumulated Surpluses / (Deficits)



As the TCDSB emerged from the deficit and the MYRP, it has become especially important to consider how the Board treats accumulated deficits, surpluses and plans for future strategic investments. The Education Act allows boards to create reserves for specific intended purposes. As long as these reserved funds are uncommitted then they still contribute towards the Board's accumulated surplus.

At the end of the 2019-20 fiscal year, the TCDSB is expected to have an accumulated surplus of \$37.5M. This accumulated surplus Includes the



anticipated ASO surplus estimated at \$5.3M related to moving employees and retirees to new provincially mandated benefit trusts is expected. The Province has not yet confirmed this surplus amount.

In recent history, TCDSB has made some fiscally prudent decisions to begin informally reserving funding. For instance, a motion was passed in the 2017-18 budget year that 1% of the accumulated surplus be set aside as a contingency to address potential in-year deficits in future years. In the 2018-19 budget process the board approved setting this aside in an "Operating Contingency Reserve". Once the potential benefit surpluses materialize then this amount would also be added to this reserve to work towards a contingency that is equivalent to 2% of the TCDSB's operating budget.

In the 2018-19 Budget process, the Board also approved the setting up of the following reserves.

% Allocation of In-Year Surpluses to Strategic Reserves	
Operating Contingency Reserve (To Max of 2% Contingency)	50%
IT Strategic Systems Reserve	40%
Administrative Facility Reserve	5%
Student Equity Strategic Reserve	5%
Total	100%



Staff are currently working on a Reserve Policy that will provide a basis on how reserve funds are to set up and used in a consistent manner.

Toronto Catholic District School Board

Volume I: The TCDSB Context

This book provides both an overview and details of the proposed 2019-20 Budget Estimates

As Toronto Catholic District School Board (TCDSB) grows, so does its method of communicating a large and complex budget. The format of this book is the first step in creating a format that can be used by trustees, parents, staff, students and other stakeholders to understand and navigate the budget.



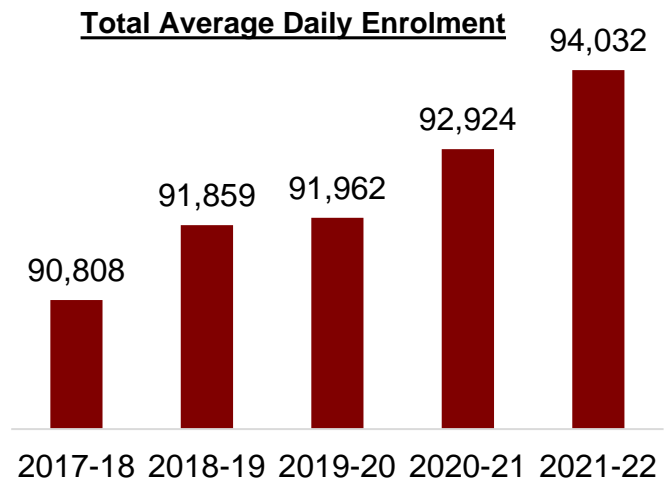
The book starts in this Volume by providing some context on the TCDSB in terms of its students, staff, transportation issues and the budget process. It then provides an overview of revenue sources and how the TCDSB is funded in Volume II. Volumes III, Volume IV and Volume V provide an overview and details of expenditures in

Instructional, Special Education and Non-Instructional activities in the organization, respectively. Finally, Volume VI provides additional context on Financial Sustainability and provides the Reserve balances at the present time.

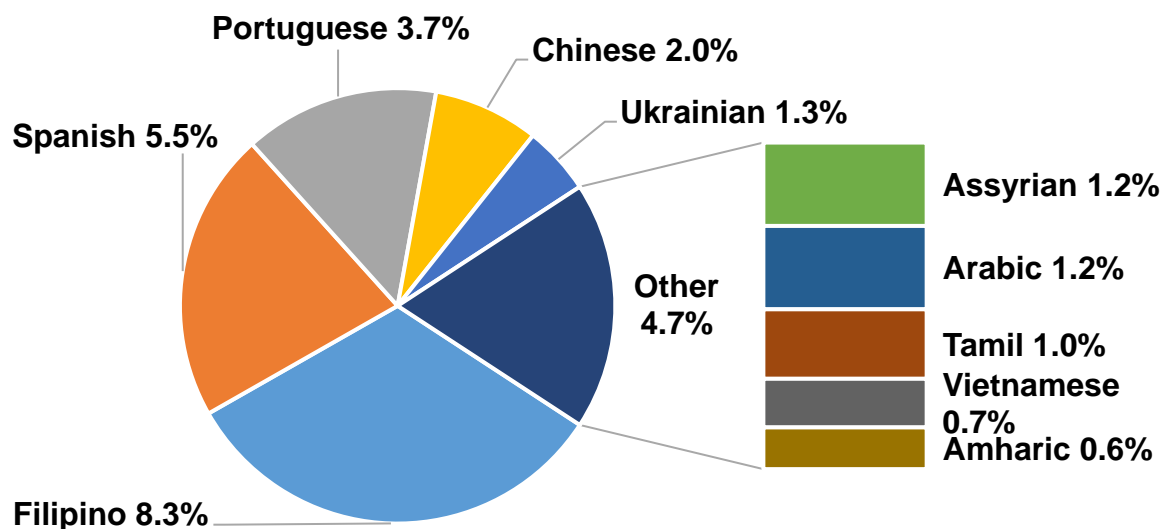
Our Students are the most valuable part of this organization

Our student enrolment is what drives the organization and consequently also the budget process. With a student population of 91,859 in 165 Elementary Schools and 31 Secondary Schools, the TCDSB is one of the five largest Boards in Ontario (including Catholic and Public).

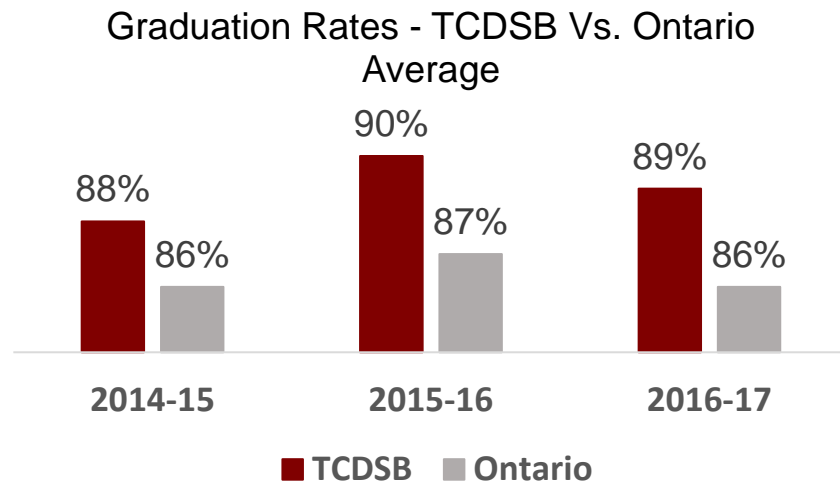
The TCDSB thrives in a large urban environment in Canada's largest City. It is a diverse population and TCDSB serves the catholic population by embracing this diversity. The chart below describes the demographics through the lens of languages spoken. The information presented in the chart below contains groups that are above 1% of the total student population.



Top 10 languages (other than English) within the TCDSB



Our students are achievers and our system is built to graduate educated, Catholic and contributing members of society. Our graduation rates have consistently trended higher than that of provincial averages over the last few years.



Our Staff provide the necessary human resources to fulfill our mandate as Catholic educators

TCDSB has 10,471.2 FTE positions as of the 2018-19 school year. A little more than 58% of this staff is comprised of school-based teachers, while another 25% make up Education Assistants, Early Childhood Educators and other Student Support staff. Another 6% of staff is for School Administration (Principals and Vice-Principals), school clerical staff, school operations and transportation have about 8%, while the remaining 2% is for Board Administration. Over the last 5 years, the TCDSB has reduced its staffing levels to meet financial pressures it faced in terms of matching staffing expenditures to the funds received by the Province.

Transportation is one of the largest non-staffing related expenses for the Board

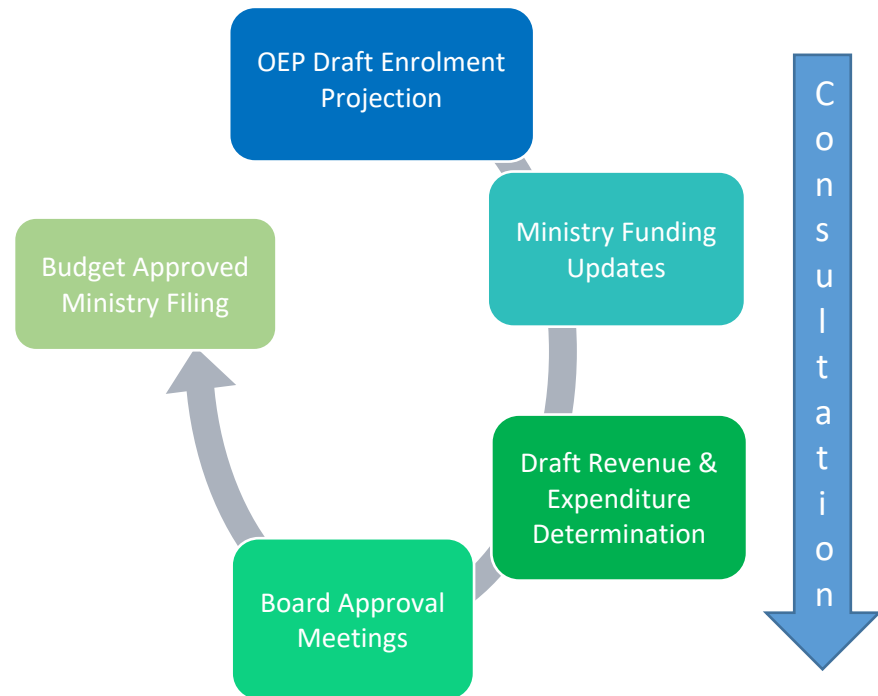
The Toronto Student Transportation Group (TSTG) is a consortium between the Toronto District School Board and the Toronto Catholic District School Board. It services a large and dynamic student population within the City of Toronto. The TSTG provides transportation services for approximately 50,000 students in more than 800 schools and centres throughout the City of Toronto. Six different school bus operators provide more than 1800 vehicles to provide transportation services for students with a budget of just over \$95M.

Creating a budget is an iterative and consultative process

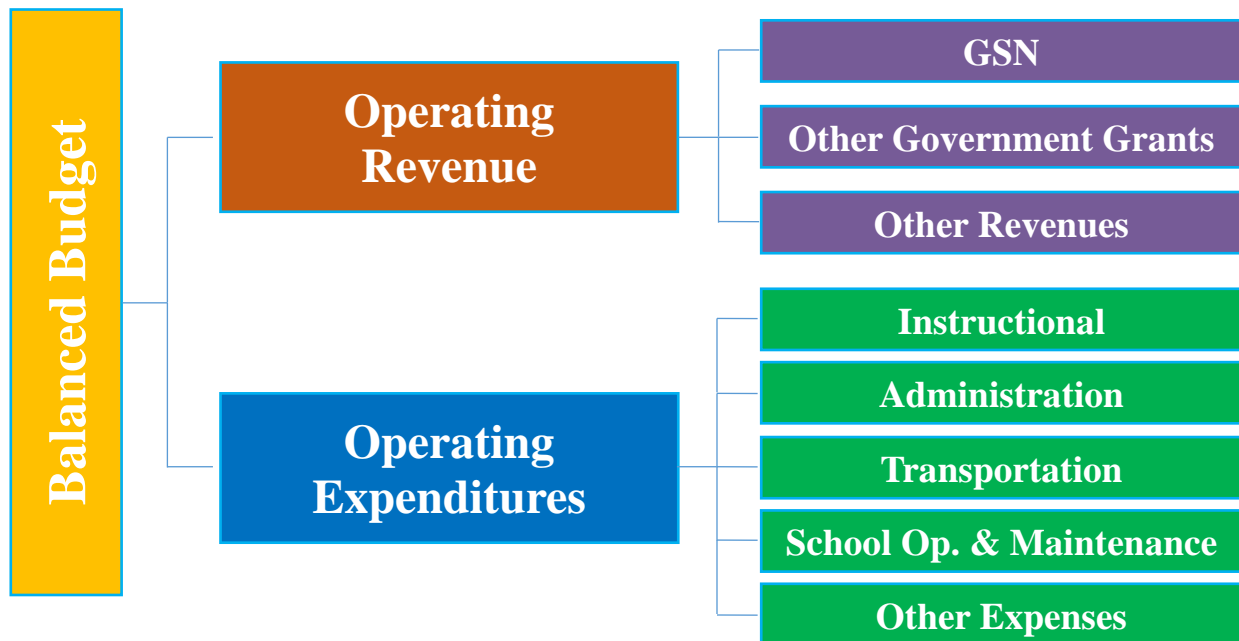
School boards are required to submit the 2019-2020 Budget Estimates forms to the Ministry by June 28, 2019. The 2019-20 Budget includes Operating Budget sections that have been prepared on a modified cash basis, which is consistent with prior years. However, school boards are required to prepare their budgets in accordance with Public Sector Accounting Board (PSAB) standards.

Based upon the draft Official Enrolment Projections (OEP) along with the updated Ministry of Education funding information, budget staff build draft revenue and expenditures for the deliberations of the Board and consultation with the public.

Through several meetings, the Board of Trustees receive information from board staff and public deputations. The end-result of these meetings is the approval of the budget by the Board for submission to the Ministry of Education. The goal is for the Board to have a transparent and accountable budget to stakeholders, which ties into the goals of Multi-Year Strategic Plan and Ministry guidelines.



The basic breakdown of the TCDSB budget is depicted in the illustration below; however, a considerable amount of detail and complexity lies beneath each of the boxes represented by the revenues and expenditures.



Boards are required by the Education Act to submit a balanced budget to the Ministry of Education. This means that the following simple equation must be met (with few exceptions):

Operating Revenue	=	Operating Expenditures
-------------------	---	------------------------

Preliminary linkages have been identified to illustrate how the budget delivers on the Multi-Year Strategic Plan (MYSP)

The following section provides a brief overview of the linkages that staff have identified between the budget and the MYSP. The figures below are provided as one way of viewing the budget. They are not for approval purposes, but rather for informational purposes. Subsequent sections of this book provide budget figures for approval in a more functional format. *Please note that all expenses are rounded to the nearest \$0.1M, therefore some expenses noted as \$0.1M may be lower.*



LIVING OUR CATHOLIC VALUES

To understand and apply Catholic Teachings to all that we do

1. Chaplaincy	\$2.6M
2. Religious Retreats	<u>\$0.1M</u>
	<u>\$2.7M</u>

It should be noted that “Living Our Catholic Values” figure has been derived by including “direct” expenses. TCDSBs “indirect” expenses, which include hundreds of millions of dollars of teaching and support staff costs, truly reflect an overall investment in our Catholic system and “Living Our Catholic Values”.



FOSTERING STUDENT ACHIEVEMENT AND WELL-BEING

To support our students in achieving academic excellence and meeting the Ontario Catholic School Graduate Expectations

1. Instructional Day School Staff & Supplies	\$769.1M
2. Student Support Services	\$69.0M
3. Special Education Programs & Services	\$4.3M
4. Safe School Team	\$0.2M
5. Student Transportation Services	\$36.7M
6. Student Nutrition Program – Angel Foundation	\$0.1M
7. Student Pediculosis Program	<u>\$0.1M</u>
	<u>\$879.5M</u>



ENHANCING PUBLIC CONFIDENCE

To create enhanced, regular communication with all stakeholders

1. Executive Offices	\$5.4M
2. Communications Office	<u>\$0.6M</u>
	<u>\$6.0M</u>



PROVIDING STEWARDSHIP OF RESOURCES

To establish integrated decision-making structures and processes to support responsive and responsible allocation of resources

1. Business Administration	\$4.9M
2. Corporate Services	\$1.1M
3. Facility & Planning Services	\$1.4M
4. Computer & Information Technology	\$23.2M
5. School Operations & Maintenance	<u>\$97.9M</u>
	<u>\$128.5M</u>



ACHIEVING EXCELLENCE IN GOVERNANCE

To lead and model best practices in Board governance

1. Trustees & Trustee Services	\$0.8M
2. Parliamentarian Services	<u>\$0.1M</u>
	<u>\$0.9M</u>



INSPIRING AND MOTIVATING EMPLOYEES

*To create a learning and work environment
that is equitable and diverse, and that supports professional learning,
innovation and collaboration*

Human Resources

\$6.3M

Toronto Catholic District School Board

Volume II: Operating Revenue

School Board Operating Revenues come from three major sources

Grants for Student Needs (GSNs) <i>Provincial Source</i>	Priorities and Partnership Fund (PPF)	Other Revenues <i>Various Sources</i>
<ul style="list-style-type: none"> • Classrooms • Schools • Locally managed system • Specific Priorities 	<ul style="list-style-type: none"> • Time limited • Specific • Enveloped • Uncertain and unpredictable • Not always incorporated into the operating budget as a result of the above 	<ul style="list-style-type: none"> • Adult education fees • VISA or non-resident tuition • Interest revenue • Daycare • Fundraising by schools

Grants for Student Needs (GSN) funding is primarily driven by student enrolment

The majority of operating funding received by TCDSB comes from the annual GSN. The GSN is a collection of grants, which supports funding for the classroom, school leadership and operations, specific student-related priorities and local management by school boards. The key determinant for these grants is enrolment. The measure of enrolment used for funding purposes is the average daily enrolment (ADE) of pupils. Boards report the full-time equivalent of pupils enrolled for each school year as of October 31st and March 31st, the two '**count dates**' during a school board's fiscal year. The calculation of ADE is based on an average of the full-time equivalent pupils reported on the two count dates.



The GSN is a collection of grants by grouping grants under the following headings:

Funding for classrooms

focuses on providing classroom resources.

Funding for schools

provides the resources to ensure schools have the leadership they need and are clean and well-maintained facilities for learning.

Funding a locally managed system

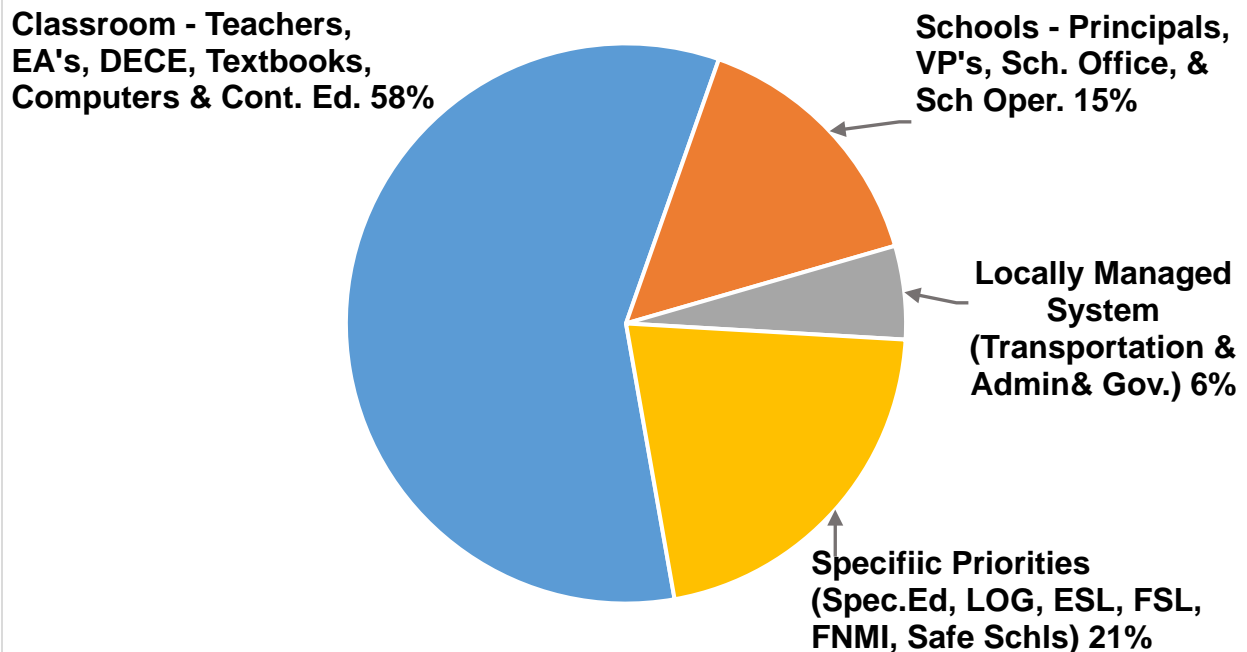
aims to ensure board leadership carries out focused activities to support alignment of resources.

Funding for specific priorities

speaks mainly to the Achieving Excellence goal of closing gaps by, for example, meeting special education needs and improving language proficiency.

The Following Chart Breaks the GSN in the four areas described above Funding for Classrooms (Foundation & Continuing Ed.), Funding for Schools (Principals, VP's, School Office & School Operations), locally managed systems (Transportation & Administration & Governance), and Specific Priorities (English as Secondary Language (ESL), French as Secondary Language (FSL), Learning Opportunities Grant (LOG), First Nations, Métis, and Inuit (FNMI), Safe Schools).

2019-20 OPERATING ALLOCATION PERCENTAGES BY 4 MAJOR CATEGORIES



The ministry recognizes that conditions vary widely across Ontario and the funding formula cannot take every situation into account. So local school boards have flexibility in how they use funding, within the overall accountability framework. Appendix 2A provides a description of the specific grants under each of the headings above as well as the expected increases or decreases for TCDSB in the 2019-20 school year.

The following Chart summarizes the Grants for Student Needs (GSN's), PPF's and Other revenues estimated to be received in 2019-20 with a comparison to the 2018-19 Revised Estimates. A decrease of (\$2M) in GSN's is estimated with an estimated decrease in PPF's and Other revenues of (\$2.2M) for a net decrease in operating revenues of (\$5.6M).

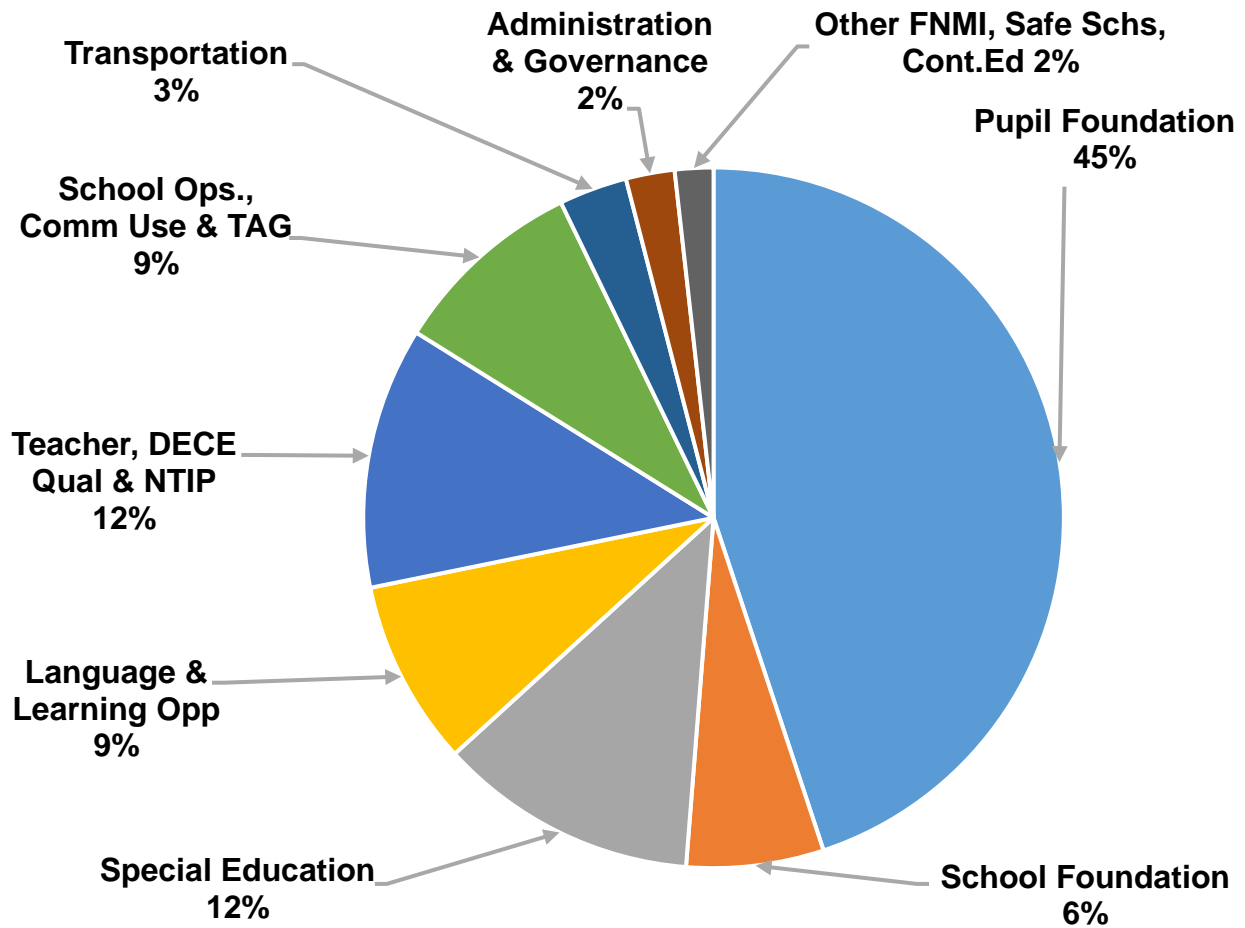
TCDSB 2019-20 Operating Grants & Other Revenues Estimates (000's)

Revenues	2018/19 Budget Revised Estimates	2019/20 Budget Estimates	Variance Incr./ (Decr.)
Pupil & School Foundation	572,599	542,146	(30,453)
Special Education	125,406	126,673	1,267
Language	39,903	41,151	1,248
Learning Opportunity	60,059	49,404	(10,655)
Continuing Education and Summer School	11,590	11,813	223
Teacher Qualification and Experience/NTIP	98,813	127,715	28,902
Transportation	25,788	33,301	7,513
Administration and Governance	24,084	23,847	(237)
School Operations	90,578	90,682	104
Community Use of Schools	1,253	1,256	2
Declining Enrolment Adjustment	91	0	(91)
Temporary Accommodation	4,056	2,703	(1,353)
First Nation, Métis and Inuit Education	4,019	4,174	154
Safe Schools	2,831	2,845	14
Total Operating Grants	1,061,071	1,057,711	(3,360)
Grants Anticipated due to New Contracts	0	0	0
Other Grants & Other Revenues	88,411	86,124	(2,287)
Total Operating Grants and Other Revenues	1,149,482	1,143,835	(5,647)

**Numbers may not add due to rounding.*

The following chart provides a percentage breakdown of the grant allocations proposed for the 2019-20 budget.

2019-20 GRANT ALLOCATIONS (\$1,058 MILLIONS)



VOLUME II - APPENDICES

DESCRIPTION OF GSN FUNDING:

Pupil Foundation Grant (Decreases by (\$31.8M))

For 2019-20, funding through the Pupil Foundation Grant is projected to be \$475.1M for TCDSB.

The largest single element of the GSN TCDSB receives, provides funding for the salaries of classroom teachers, early childhood educators for full-day kindergarten, educational assistants, and other teaching staff such as teacher librarians and guidance counsellors. It also funds textbooks, classroom supplies and classroom computers.

In 2019-20, reduced funding is being provided through this grant for increased grade 4-8 class sizes going from 23.84 to 24.5 in grades 4 to 8 reducing the funding by (\$4.5M) for TCDSB. This is offset by \$2.3M in enrolment increase in elementary. There is also a large reduction in Secondary Teacher funding as secondary program teacher funding is eliminated at (\$2.5M) and secondary class sizes increase from 22 to 28 which results in a funding loss of (\$31.7M) over a 4 year period.

The grant is calculated on a per-pupil basis. There are four different per-pupil amounts at the elementary level, depending on the grade in which a student is enrolled – kindergarten, primary (grades 1 to 3), junior (grades 4 to 6), intermediate (grades 7 to 8) – and for (grades 9 to 12) secondary students.; Enrolment increases, 1.0% Salary increase and Benefits decrease of 0.167%.

For classroom teachers, the per-pupil amounts reflect benchmark salaries and benefits, class size requirements and preparation time. For other staff, the per-pupil amount is based on salaries and benefits and staffing levels.

Qualifications and Experience, DECE's & NTIP Grant (Increase of \$28.9M)

This grant provides additional support for classroom staff who have qualifications and experience above those provided for through the Pupil Foundation Grant.

- The **Teacher Qualifications and Experience** allocation provides funding to boards with teachers who, because of their qualifications and experience, have average salaries different from the benchmark level used in the Pupil Foundation Grant. The secondary teacher qualification and experience allocation has been affected by the secondary class size increase of 22:1 to 28:1 decreasing the secondary Q&E by (\$6.4M) due to changes in the Q&E Benchmark funding changing from \$5,259 to \$4,183.
- To offset the grade 9-12 class size increases of 22:1 to 28:1 the ministry has provided a \$29.7M Job Protection Funding Allocation (attrition funding which includes a 1% Salary Increase) in the Qualification and Experience grant. This grant defers the 28:1 secondary teacher losses and allows boards to match a boards teacher retirement numbers so that no teacher loses a job due to this secondary class size and secondary teacher program change.
- The **Early Childhood Educators Qualifications and Experience** allocation is provided for boards with early childhood educators who, because of their qualifications and experience have average salaries different from the benchmark. This year the ECE benchmark funding is being decreased by (\$0.5M)
- The **Benefits Trusts** allocation provides the incremental funding required to support the transition of benefit plans for staff to the Employee Life and Health Trusts. (decrease of \$0.7M which will flow to the Trust Funds)
- The other allocations under this grant include historical adjustments to the funding of non-teaching cost adjustment a decrease of (\$1.2M) and funding for programs to mentor and train new teachers (NTIP increase by \$0.047M).

Continuing education and other programs (Increase by \$0.2M)

This grant supports a range of programs aimed at adult learners and day school students, including secondary students who have completed more

than 34 credits and wish to continue their studies. The grant is projected to total \$11.8M in 2019-20 for TCDSB:

- The adult day school allocation supports day school programming for students who are at least 21 years of age as of December 31 of the current school year has been moved into the Continuing Education category at \$1.9M.
- The high-credit day school allocation is for day school programming for secondary students who have completed more than 34 credits and wish to continue their studies at the continuing education funding rate.
- The summer school allocation supports programming offered during the summer for day school pupils. (Increase of \$0.45M due to more student accessing summer school and e-Learning courses)
- The continuing education allocation supports a variety of programs delivered inside and outside the classroom (for example, through correspondence, self-study or e-learning), including credit courses for the purpose of e-learning a secondary school graduation diploma. (\$0.04M increase in projected students taking Night, Saturday & e-learning credit courses through Continuing Education)
- The other allocations of this grant support the teaching of international and indigenous languages at the elementary level and assessments of mature students' prior learning. There is also a 1.0% Salary increase and 0.167% Benefits decrease)
- New in 2019-20, there is an international students recovery amount of (\$1,300) per student resulting in an estimated decrease of (\$1.77M)

FUNDING FOR SCHOOLS:

School Foundation Grant (Increase by \$1.3M)

This grant provides funding for principals, vice-principals and office support staff, as well as administrative supplies. The total School Foundation Grant

for TCDSB is projected to be \$67.0M in 2019-20. It is divided into an elementary school and a secondary school portion. This grant includes measures which:

- Recognize a school's size as well as its remoteness and whether it is operating in a minority language context; and
- Provide greater funding overall for principals in combined elementary and secondary schools (subject to minimum enrolment limits)
- School Administration funding has been added to schools operating in more than one campus. This is the third year of the four-year phase-in of the new School Foundation Grant definition of a school, which accounts for multiple 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 \$0.37M.
- A 1% Salary Increase and 0.167% Benefits decrease

School Operations Grant (Increase of \$0.104M) & Temporary Accommodations Grant (Decrease of \$1.3M)

This grant supports the costs of operating, maintaining and repairing school facilities. Under the formula, funding is adjusted for boards that have older schools with unique design features such as wide hallways, large shop spaces, and auditorium spaces. TCDSB is projected to receive \$94.M in school operations, community use of schools and temporary accommodations grants.

- The **school operations** allocation, which addresses operating costs such as heating, lighting, maintenance and cleaning of schools, consists of several components. The largest component is based on a benchmark operating cost associated with a standard floor area for each elementary and secondary pupil. To align with the proposed changes to secondary class size, the Supplementary Area Factor for school facility operations has been adjusted. This change will be phased in over five years. The 2019-20 impact to TCDSB is a reduction in funding of (\$0.97M). An increase in funding is provided to recognize inflation in utilities. For the TCDSB this equates to approximately \$0.75M. The net impact on Facilities Maintenance and

Operations is estimated to be a decrease of (\$0.85M).

- Temporary Accommodation Grant has decreased by (\$1.35M) to \$2.7M; however there is a 1 year lease of \$1.1M that will end in 2019-20 that the Ministry has not funded.

FUNDING FOR A LOCALLY MANAGED SYSTEM:

School Board Administration and Governance Grant (Decrease by \$0.23M)

This grant provides funding for board administration and governance costs, including those related to board-based staff and board offices and facilities. In 2019-20, TCDSB is projected to receive \$23.8M.

- The board administration funding model, developed in consultation with school boards, provides funding for board-level leadership, staff and related supplies and services. The model recognizes ten core functions that all boards, regardless of size, must perform. At the same time, it recognizes that enrolment is an important driver of higher administrative expenses. This new model replaces a way of allocating funding that relied more heavily on the size of boards' enrolment. (1.0% Salary increase and -0.167% Benefits decrease results in an increase of \$0.22M)
- The Human Resource Transition Supplement, a fund within the Board Administration & Governance Grant to assist in managing the extension agreements, has been eliminated. This results in a funding decrease of (\$0.46M) for TCDSB
- The program leadership allocation provides funding to support seven and a half lead positions that were previously funded in 2017-18 through other allocations within the GSN as well as funding outside of the GSN.
- The other allocations of this grant include funding for trustee compensation, parent engagement, consolidation accounting, internal

audit, supports to improve school boards' information management, and the transformation of learning and teaching in the physical and virtual environment.

- Following Ministry consultations with the education sector, the GSN provides base funding for trustees honoraria.

Student Transportation Grant (Increase by \$7.5M)

This grant provides school boards with funding to transport students to and from school. It is projected to be \$33.3M in 2019-20 for TCDSB:

- The enrolment adjustment is made available only for school boards with increasing enrolment, and is based on the percentage increase in enrolment. The cost update adjustment factor, which recognizes the increasing costs of providing transportation services, is 4% for 2019-20. The calculation applies the adjustment factor to each board's 2018-19 transportation grant. (Increase of \$0.9M)
- The fuel escalator and de-escalator provides for funding increases or decreases by comparing the actual price of diesel fuel for southern school boards and northern school boards to a benchmark price.
- The GSNs will provide stabilization funding to school boards that run efficient transportation operations wherein the costs of student transportation exceed the funding provided for that purpose. TCDSB will receive \$6.5M in additional funding to help with the transportation deficit.
- Details on the other allocations within this grant, which cover transportation to provincial or demonstration schools, school bus rider safety training (Increase \$0.045M).

Declining Enrolment Adjustment (Decreased by \$0.091M)

Much of a school board's revenue is determined by enrolment. When enrolment goes down, funding also declines. School boards can adjust their costs downward as well, but this may take more than one year. The declining

enrolment adjustment recognizes this need for extra time. The grant, is projected to be \$0.0M in 2019-20 as over all enrolment has increased.

FUNDING FOR A SPECIFIC PRIORITY:

Learning Opportunities Grant (Decrease by \$10.65M)

The Learning Opportunities Grant (LOG) provides funding to help students who are at greater risk of lower academic achievement. TCDSB is projected to receive a total \$49.4M in 2019-20.

- The **demographic allocation**, which represents the largest share of LOG funding, is based on social and economic indicators that signal a higher risk of academic difficulty for students. The indicators are low household income, low parental education, one-parent households, and recent arrival to Canada. This allocation is distributed to boards based on the ranking of each of their schools on these measures, and a weighting of the measures themselves. Boards can use this funding for initiatives such as breakfast programs, homework clubs, reading recovery and independent supports. (Increase of \$0.36M in demographic allocation, 1.0% increase for Salaries and a decrease of 0.167% for Benefits)
- The **Local Priorities Fund** addresses a range of local priorities and needs. This may include more special education staffing to support children in need, “at-risk” students and adult education. This funding is removed from the 2019-20 GSN in the total amount of (\$11.13M--\$9.7M for 118.0FTE Staffing positons & \$1.43M for PD, Salary & Benefit Increases provide in 2017-18& 2018-19 to those 118FTE positions)
- The **student achievement envelope** comprises six discrete allocations. These allocations, which directly support programs introduced over the past decade to improve student achievement, include the following:
 - **Literacy and Math outside the school day**, which funds remedial courses or classes for students who are at risk of not

meeting the curriculum standards for literacy or math and/or the requirements of the Grade 10 literacy test. (Increase of \$0.04M)

- **Student Success, Grade 7 to 12**, which funds a range of resources and activities to improve student engagement in secondary schools.
 - **Grade 7 and 8 Student Success Literacy and Numeracy teachers**, which recognizes the need to help students in earlier grades so they are better prepared for the transition to secondary school and beyond.
 - **Ontario Focused Intervention Partnership Tutoring**, which helps boards set up and/or expand tutoring programs for students who are not achieving the provincial standard in reading, writing, or math.
 - The **Specialist High Skills Major** program, which allows students to customize their secondary school experience and build on their strengths and interests by focusing on a specific economic sector.
 - The **Outdoor Education** program, which provides elementary and secondary students with learning experiences in the outdoors. There is flexibility in how boards may use the individual allocations, as long as the total funding is spent on the programs within the envelope. Any unspent funding must be used on the programs within the envelope in a future school year. (Increase for 1.0% Salary and (0.167%) Benefits decrease)
- The other allocations of this grant provide funding for teacher-librarians and/or library technicians.

Language Grant (Incr. of \$1.2M)

This grant provides funding to meet school boards' costs for language instruction. It includes five allocations, and projected to total \$41.1 million in the 2019-20 school year for TCDSB:

- **English as a Second Language / English Literacy Development** funding is provided to English-language school boards to support students who need extra help developing proficiency in English. It consists of a recent immigrant component to supports students who are eligible based on their country of birth and who have been in Canada four years or less, and a Diversity in English-Language Learner's (DELL) component that reflects an estimate of the number of children in a board whose language spoken most often at home is neither English nor French. (Increase of \$0.031M for the DELL plus \$1.0M increase for new students estimated to arrive from a non-English speaking countries in the last 4 years)
- **French as a Second Language** funding, available only to English-language boards, supports the costs of French instruction. It provides a per-pupil amount for each student. (Increase in enrolment for French \$0.166M plus \$0.08M for 1%Salary & (0.167) Benefits decrease)

Indigenous Education Grant (Inr. of \$0.155M)

The Indigenous Education Grant, supports programs designed for Indigenous learning. It is made up of four allocations, and is projected to total \$4.1M in 2019-20 for TCDSB as detailed below:

- The **Indigenous Languages** allocation supports elementary and secondary Indigenous Language programs. At the elementary level, funding is based on the number of pupils enrolled in the Indigenous Language program and the average daily minutes of instruction. At the secondary level, funding is provided for each Grade 9 to 12 pupil enrolled in a credit course.
- The **Indigenous Studies** allocation supports secondary credit courses in Indigenous Studies, providing a per-pupil amount for Grade 9 to 12 students. (\$0.15M increase in enrolment and 1.0% Salary Incr. & (0.167) Benefits decrease)
- The **Per-Pupil Amount** allocation supports Indigenous students, and reflects the estimated percentage of Indigenous students in a board's

schools, based on census data. Some of these funds may be used to support a dedicated Indigenous Education Lead in each school board.

- The **Board Action Plan's** allocation supports the implementation of programs and initiatives aligned with the 16 strategies and actions identified in the Ontario First Nation, Métis, and Inuit Framework Implementation Plan.

Safe and Accepting Schools Supplement (Increase by \$0.014M)

This funding supports the Safe Schools Strategy and provides targeted support to secondary schools in priority urban neighbourhoods. The grant, made up of two allocations, is projected to total \$2.85M in 2019-20:

- The **Safe and Accepting Schools** allocation includes two components. One supports non-teaching staff such as social workers, child and youth workers, psychologists, and attendance counsellors who work to prevent and mitigate risks to the school environment. The other supports programs for long-term suspended and expelled students, and prevention and intervention resources. Both components provide a per-pupil amount and also reflect a board's demographic characteristics and dispersion distance. (Enrolment increase of \$0.014M)
- The **Urban and Priority High Schools** allocation helps boards respond to challenges in select secondary schools, e.g. lack of access to community resources, poverty, conflict with the law, academic achievement issues or a combination of these factors.

Toronto Catholic District School Board

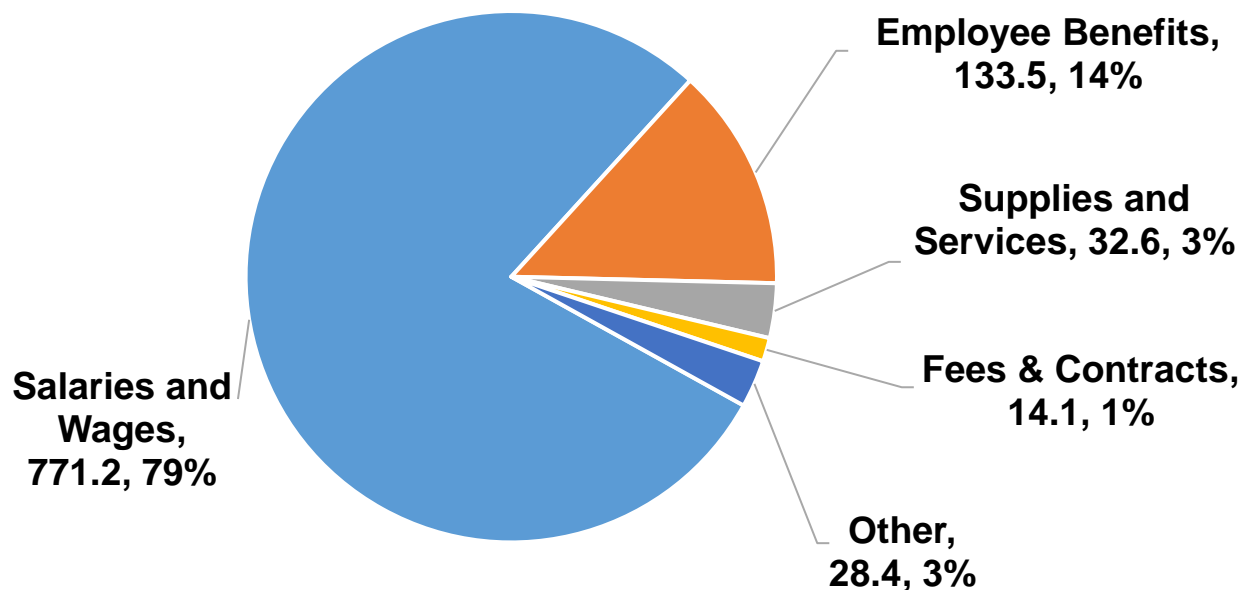
Volume III: Instructional Related Expenditures

Instructional Related Operating Expenditures are mostly wages and benefits for teaching staff

Instructional operating expenditures are comprised mostly of wages and benefits for teachers, special education workers, other support staff and school administration. The remainder of the expenditures are also directly classroom related and include school based supplies as well as technology in the classroom.

The following chart provides an overview of instructional-related expenditures by functional category. Appendix 3A, 3B and 3C provides a detailed breakdown of the entire instructional-related budget.

2019-20 INSTRUCTIONAL EXPENDITURES BY CLASSIFICATION (\$M)



The chart below provides a comparison between the 2018-19 revised budget and the 2019-20 budget estimates by category. On the following page is a brief analysis of each line item (referenced by line #) explaining the differences between each year's budget. As noted, the overwhelming changes originate from classroom teachers and service level reductions.

Ln.#	Instructional Related Expenditure Categories	2018/19 Budget Revised Estimates	Net Change Increase / (Decrease)	2019/20 Budget Estimates
1	Classroom Teachers	640,999	(2,057)	638,942
2	Occasional Teachers	32,645	(185)	32,461
3	Education Assistants	54,286	(1,226)	53,060
4	Designated Early Childhood Educators	27,145	721	27,866
5	Professional & Para-professionals	57,285	(1,268)	56,017
6	Textbooks & Classroom Supplies	25,950	(1,955)	23,995
7	Computers	10,017	216	10,233
8	Staff Development	2,896	(3)	2,893
9	In School Administration	68,708	452	69,160
10	Teacher Consultants	5,556	(1,357)	4,199
11	Continuing Education (incl. International Language/Summer Schools)	23,213	(909)	22,304
12	Other Non-Operating	41,097	(2,374)	38,723
	Total Instructional	989,797	(9,944)	979,853

Instructional Related Expenditures Variance Analysis – Additional Details see Appendix 3A, 3B, 3C

- 1 Classroom Teacher costs have decreased by (\$2.1M) due to the following changes:

Increase to Budget	FTE	\$M
Elementary Teachers Due to Enrolments	24.5	2.5
Elementary Teachers due to Mandated class size in Grades 4 to 8	32.1	3.3
Secondary Teacher - 5% Additional Attrition Protection	10.0	1.0
Increase in Average Salary and Benefits (1%) - Elementary		8.7
Increase in Average Salary and Benefits (1%) - Secondary		3.0
Total Increases	66.6	18.5
Decrease to Budget		
Elementary Teachers due to loss of Local Priorities Funding		
Elementary Teachers - 5th Block	24.0	2.4
Elementary Teachers - Regular Classroom	14.2	1.4
ESL Teachers	24.0	2.5
Secondary Teachers due to Mandated class size		
Secondary Teacher Positions (Regular)	72.0	7.7
Secondary Teacher Positions (Programming)	22.9	2.5
Secondary Teachers due to enrolment	12.0	1.3
Secondary Teachers due to loss of Local Priorities Funding		
Secondary Teachers - ESL/ELL	12.5	1.3
Secondary Teachers - Special Education	6.0	0.6
Labour Impacts to Offset Funding Shortfall		
Secondary Teachers	6.0	0.6
Workplace Accommodation Contingency	2.0	0.2
Library Technicians due to loss of Local Priorities Funding	2.2	0.1
Total Decreases	197.8	20.6
Net Decrease	131.2	2.1

- 2 The Occasional Teachers' salary and benefit costs have decreased by (\$0.2M) due to the reduced teacher staffing complement.
- 3 Education Assistants costs have decreased by (\$1.2M) mainly due to the reduction of 28.5 FTE positions attributed to the loss of the Local Priorities funding.

- 4 Designated Early Childhood Educators costs have increased by \$0.7M mainly due to increases in salary and benefit costs.
- 5 Professionals and Para-professionals have decreased by (\$1.3M) mainly due to funding increases for salary, and benefit costs of \$0.7M, and reduction in 9.4 FTE position due to loss of the Local Priorities funding of (\$2.0M)
- 6 Textbook and Classroom Supplies have decreased (\$2.0M) due to reduction in religious program resources of (\$1.5), reduction in Curriculum departments budget of (\$0.3M) and decrease in technology related equipment of (\$0.2M)
- 7 Increase in computer leasing costs of \$0.2M
- 8 Decrease in New Teacher Induction Program (NTIP) funding.
- 9 In School Administration, costs have increased by \$0.4M due to the addition of 1 Principal for a new school of \$0.12 and increase in salary, and benefits of \$1.0M. Reductions of 6.7 School secretaries and 1.5 FTE for Vice Principals due to the loss of the Local Priorities funding totalling (\$0.7M).
- 10 Teacher Consultants and Coordinators Decreased by (\$1.4M) due to reduction of 7 FTE elementary resource teachers, 6 FTE Secondary resource teachers and 1.5 FTE for secretary positions.
- 11 Continuing Education decreased by (\$0.9M) due to an expected decrease in enrolment projections for International Languages and also due to decreased Language Instruction for New Comers and Ontario Training Adjustment Board.
- 12 Other Operating costs have decreased due to a reduction in funding for other Education Program (EPO) projects of (\$2.4M). This program name has now been changed and it is now called Priorities and Partnerships Fund (PPF).

Highlights of the Service Level Adjustments include the following:

1. **Senior staff were able to identify a 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. Several labour and non-labour related reductions or revenue increases have been identified that could 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 in Appendix 3A.

	\$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	(8.80)	(106.5)
Other Elementary Panel Reductions	(3.20)	(31.0)
Other Net Secondary Panel Reductions	(0.40)	(4.0)
Other Non-Labour Impacts	(8.24)	
	(26.34)	(191.8)

2. **The total FTE impact would be a reduction of 191.8 staff positions for Instructional.** 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.

Draft 2019-2020 TCDSB Offsets to Balance Budget - Instructional

(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)	(1.30)	(12.0)
	<u>1.20</u>	<u>12.5</u>
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)	(2.50)	(22.9)
	<u>(10.20)</u>	<u>(94.9)</u>
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)
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)
	<u>(8.80)</u>	<u>(106.5)</u>
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>
	<u>(3.20)</u>	<u>(31.0)</u>

Other Secondary Panel Reductions / Increases	\$M	FTE
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)
Total Other Draft Labour Impacts to Offset Funding Shortfall	(3.60)	(35.0)

Other Draft Non-Labour Impacts to Offset Funding Shortfall

English as a Second Language Revenue Increase	(2.10)
All other areas of underspend Non-Salary	(0.50)
Curriculum and Accountability	(0.30)
Increase International Student Fees to Offset Recovery	(2.72)
Reduce Central Religious Materials Allocation	(1.50)
Benefit Trust Rate Reduction	(1.10)
Occasional Teacher Est Usage Due to Staff Reductions	<u>(0.02)</u>
	(8.24)

Total Draft Offsets to Balance Budget	(26.34)	(191.8)
--	----------------	----------------

ESL = English as a Second Language

ELL = English Language Learner

Staff have further broken down the Instructional Budget into Elementary, Secondary and Central so that trustees can have a more detailed view of each section.

The Elementary Panel consists of two main areas including Instructional Day School and School Office. Instructional Day School is made up of Classroom teachers, Educational Assistants, Early Childhood Educators, and textbooks and supplies. The School office is made up of Principals, Vice Principals, School Secretary and other office expenses. More details can be found in Appendix 3B

Elementary Panel	2018/19 Rev. Estimates (\$M)	2019/20 Estimates (\$M)
Instructional Day School	507.1	514.6
School Office	45.6	46.3
Total Expense for Elementary Panel	\$552.6	\$560.9

The Secondary Panel consists of two main areas including Instructional Day School and School Office. Instructional Day School is made up of Classroom teachers, Educational Assistants, Early Childhood Educators, and textbooks and supplies. The School office is made up of Principals, Vice Principals, School Secretary and other office expenses. More details can be found in Appendix 3C

Secondary Panel	2018/19 Rev. Estimates (\$M)	2019/20 Estimates (\$M)
Instructional Day School	258.6	248.1
School Office	22.9	22.7
Total Expense for Secondary Panel	\$281.5	\$270.8

The Central program area consists of many groups that work in both the Elementary Panel and the Secondary Panel. The Central program area encompasses Instructional day school, student supports, curriculum and accountability, student success and many other areas listed below. More details can be found in Appendix 3C.

Central	2018/19 Rev. Estimates (\$M)	2019/20 Estimates (\$M)
Instructional Day School	7.9	6.4
Student Support Services	44.8	43.8
Curriculum and Accountability	6.8	5.2
Staff Development	1.1	1.1
Student Success	2.8	2.8
Special Education Departments	4.3	4.3
Safe School Teams	0.2	0.2
Continuing Education	23.2	22.3
Computer Services and Information technology	23.5	23.3
Other Non-Operating Expenditures	41.1	38.7
Total Expense for Central	\$155.7	\$148.1

VOLUME III – APPENDICES

2019-20 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

CLASSROOM INSTRUCTION - ELEMENTARY

Expenditures	2017/2018 Actuals	2018/2019 Revised Estimates	2019/2020 Estimates	Difference	
				\$	%
Instructional Day School	\$ 489,363,789	\$ 507,020,302	\$ 514,575,520	\$ 7,555,218	1.5%
School Office	44,061,655	45,568,567	46,349,446	780,879	1.7%
TOTAL	\$ 533,425,444	\$ 552,588,870	\$ 560,924,966	\$ 8,336,097	1.5%

2019-20 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION
Instructional Day School

Expenditures	2017/2018 Actuals	2018/2019 Revised Estimates	2019/2020 Estimates	Difference	
				\$	%
Classroom Teacher - Elem					
Classroom Teachers Salaries	\$ 341,696,642	\$ 353,931,524	\$ 360,892,035	\$ 6,960,511	2.0%
Classroom Teachers Benefits	51,668,880	51,630,044	52,934,752	1,304,708	2.5%
Librarian Teachers & Technicians Salaries	3,313,697	4,241,620	4,160,666	(86,368)	-1.9%
Librarian Teachers & Technicians Benefits	804,008	1,102,350	1,087,726	(15,419)	-1.3%
Guidance Teachers Salaries	1,155,915	1,810,240	1,852,280	42,040	2.3%
Guidance Teachers Benefits	136,902	264,295	271,905	7,610	2.9%
Mileage Provision	406,503	406,000	406,000	-	0.0%
Total Classroom Teachers	399,182,547	413,386,074	421,605,363	8,219,290	2.0%
Occasional Teachers					
Elementary - Salaries	18,981,631	18,140,182	18,318,343	178,161	1.0%
Elementary - Benefits	3,636,994	3,679,493	3,843,206	163,713	4.4%
Total Occasional Teachers	22,618,625	21,819,675	22,161,549	341,874	1.6%
Educational Assistants					
Elementary - Salaries	28,765,559	29,469,991	27,842,641	(1,627,350)	-5.5%
Elementary - Benefits	9,727,174	10,090,525	9,956,528	(133,996)	-1.3%
Total Educational Assistants	38,492,733	39,560,516	37,799,170	(1,761,346)	-4.5%
Designated Early Childhood Educators					
Elementary - Salaries	17,846,425	21,212,503	21,796,269	583,766	2.8%
Elementary - Benefits	5,554,779	5,932,077	6,069,694	137,618	2.3%
Total Designated Early Childhood Educators	23,401,204	27,144,580	27,865,963	721,383	2.7%
Textbooks & Classroom Supplies					
Elementary School Block Allocation	5,513,680	4,947,458	4,981,475	34,017	0.7%
Invest 100k in each of the next 5 years in Elementary Music	145,000	152,000	152,000	-	0.0%
Elementary CSLIT Student Leadership Fund	10,000	10,000	10,000	-	0.0%
Total Textbooks & Classroom Supplies	5,668,680	5,109,458	5,143,475	34,017	0.7%
TOTAL	\$ 489,363,789	\$ 507,020,302	\$ 514,575,520	7,555,218	1.5%

2019-20 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

School Office

Expenditures	2017/2018 Actuals	2018/2019 Revised Estimates	2019/2020 Estimates	Difference	
				\$	%
Elementary					
Elementary Principal Salaries	\$ 20,839,378	\$ 21,396,458	\$ 21,931,984	\$ 535,525	2.5%
Elementary Principal Benefits	2,622,797	2,777,566	2,863,218	85,653	3.1%
Elementary Vice Principal Salaries	5,093,692	5,684,801	5,431,136	(253,665)	-4.5%
Elementary Vice Principal Benefits	738,763	721,117	693,230	(27,887)	-3.9%
Elementary Professional Development Provision	11,734	431,308	433,455	2,147	0.5%
Secretaries					
School Secretary Salaries	9,464,074	9,725,293	9,703,931	(21,362)	-0.2%
School Secretary Benefits	3,346,517	2,961,644	3,157,088	195,445	6.6%
Supply Secretary Costs	918,720	1,105,574	1,039,417	(66,157)	-6.0%
Office Expenses					
Principals & Vice Principal Expenses	35,781	28,420	28,410	(10)	0.0%
Principals & Vice Principal Mileage Expenses	41,694	93,231	57,231	(36,000)	-38.6%
School Office Supplies allocation	79,403	83,655	83,655	-	0.0%
School Office Furniture, Equipment and Computers	312,435	45,000	45,000	-	0.0%
Orientation Centre, Program Ads	-	20,000	20,000	-	0.0%
Course Reimbursement	-	10,000	10,000	-	0.0%
School Telephones	556,668	484,500	851,690	367,190	75.8%
TOTAL	\$ 44,061,655	\$ 45,568,567	\$ 46,349,446	\$ 780,879	1.7%

2019-20 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

CLASSROOM INSTRUCTION - SECONDARY

Expenditures	2017/2018 Actuals	2018/2019 Revised Estimates	2019/2020 Estimates	Difference	
				\$	%
Instructional Day School	\$ 253,426,391	\$ 258,551,004	\$ 248,141,545	\$ (10,409,459)	-4.0%
School Office	21,120,668	22,937,706	22,658,666	(279,040)	-1.2%
TOTAL	\$ 274,547,059	\$ 281,488,710	\$ 270,800,211	\$ (10,688,499)	-3.8%

2019-20 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Instructional Day School

Expenditures	2017/2018 Actuals	2018/2019 Rev Estimates	2019/2020 Estimates	Difference	
				\$	%
Classroom Teachers - Secondary					
Classroom Teachers - Salaries	\$ 182,996,302	\$ 189,379,375	\$ 180,100,092	\$ (9,279,282)	-4.9%
Classroom Teachers - Benefits	27,612,714	27,212,934	25,999,847	(1,213,087)	-4.5%
Librarian Teachers - Salaries	2,586,319	2,548,698	2,589,979	41,281	1.6%
Librarian Teachers - Benefits	311,527	372,110	380,185	8,075	2.2%
Guidance Teachers - Salaries	7,722,084	6,831,797	6,942,374	110,577	1.6%
Guidance Teachers - Benefits	815,625	997,442	1,019,165	21,723	2.2%
Mileage Provision	270,878	271,000	305,250	34,250	12.6%
Total Classroom Teachers	222,315,449	227,613,356	217,336,892	(10,276,464)	-4.5%
Occasional Teachers					
Secondary - Salaries	9,093,091	8,968,801	8,477,336	(491,465)	-5.5%
Secondary - Benefits	1,834,613	1,856,858	1,821,878	(34,980)	-1.9%
Total Occasional Teachers	10,927,704	10,825,659	10,299,214	(526,445)	-4.9%
Educational Assistants					
Secondary - Salaries	11,801,485	10,969,811	11,241,398	271,587	2.5%
Secondary - Benefits	2,841,641	3,756,063	4,019,924	263,861	7.0%
Total Educational Assistants	14,643,126	14,725,875	15,261,322	535,448	3.6%
Textbooks & Classroom Supplies					
Secondary School Block Allocation	3,821,508	3,563,711	3,521,712	(41,999)	-1.2%
Secondary High Cost Course Allocation	337,900	337,900	337,900	-	0.0%
International Baccalaureate Programme - Michael Power & St. Joseph's	75,000	75,000	75,000	-	0.0%
International Baccalaureate Programme - Pope John Paul II	58,94	58,943	58,943	-	0.0%
International Baccalaureate Programme - St Mary CSS	50,000	50,000	50,000	-	0.0%
International Baccalaureate Programme - TBD	-	100,000	-	(100,000)	-100.0%
Alternative Program & Placement for Limited Expulsion (A.P.P.L.E.)	15,761	18,000	18,000	-	0.0%
Arrowsmith Programme (4 Sites Licenses and Supplies)	21,570	46,920	46,920	-	0.0%
Student Council	16,000	16,000	16,000	-	0.0%
Urban & Priority High School Grants - Msgr. Fraser	397,798	296,003	296,003	-	0.0%
Urban & Priority High School Grants - J.C. McGuigan CSS	285,857	285,857	285,857	-	0.0%
Urban & Priority High School Grants - St. Patrick's CSS	266,696	266,696	266,696	-	0.0%
Urban & Priority High School Grants - Father Henry Carr	193,078	271,085	271,085	-	0.0%
Total Textbooks & Classroom Supplies	5,540,112	5,386,115	5,244,116	(141,999)	-2.6%
TOTAL	\$ 253,426,391	\$ 258,551,004	\$ 248,141,545	\$ (10,409,459)	-4.0%

2019-20 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION
School Office

Expenditures	2017/2018 Actuals	2018/2019 Revised Estimates	2019/2020 Estimates	Difference	
				\$	%
SECONDARY					
Secondary Principal Salaries	\$ 4,358,376	\$ 4,647,054	\$ 4,491,054	\$ (156,000)	-3.4%
Secondary Principal Benefits	489,137	589,479	573,238	(16,241)	-2.8%
Secondary Vice Principal Salaries	6,419,163	6,383,253	6,473,516	90,263	1.4%
Secondary Vice Principal Benefits	838,978	809,716	826,280	16,564	2.0%
Secondary Professional Development Provision	3,702	107,242	104,970	(2,272)	-2.1%
SECRETARIES					
School Secretary Salaries	6,642,235	6,812,168	6,855,232	43,064	0.6%
School Secretary Benefits	1,811,499	2,074,509	2,253,566	179,057	8.6%
Supply Secretary Costs	160,057	663,171	592,727	(70,445)	-10.6%
OFFICE EXPENSES					
Principals & Vice Principal Expenses	2,695	9,000	8,960	(40)	-0.4%
Principals & Vice Principal Mileage Expenses	22,276	36,769	22,769	(14,000)	-38.1%
School Office Supplies allocation	15,840	16,345	16,345	-	0.0%
School Office Furniture, Equipment and Computers	-	45,000	45,000	-	0.0%
Orientation Centre, Program Ads	-	20,000	20,000	-	0.0%
Course Reimbursement	-	10,000	10,000	-	0.0%
School Telephones	356,709	714,000	365,010	(348,990)	-48.9%
TOTAL	\$ 21,120,668	\$ 22,937,706	\$ 22,658,666	\$ (279,040)	-1.2%

2019-20 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

CLASSROOM INSTRUCTION - CENTRAL

Expenditures	2017/2018 Actuals	2018/2019 Revised Estimates	2019/2020 Estimates	Difference	
				\$	%
Instructional Day School	\$ 7,060,831	\$ 7,877,539	\$ 6,448,685	\$ (1,428,854)	-18.1%
Student Support Services	41,739,081	44,782,435	43,817,670	(964,765)	-2.2%
Curriculum & Accountability	5,883,630	6,821,545	5,161,530	(1,660,015)	-24.3%
Staff Development	992,091	1,084,010	1,081,415	(2,595)	-0.2%
Student Success	3,391,657	2,837,773	2,869,467	31,694	1.1%
Special Education Departments	4,300,582	4,300,061	4,309,768	9,707	0.2%
Safe School Team	103,467	201,500	151,500	(50,000)	-24.8%
Continuing Education	23,373,449	23,213,357	22,303,632	(909,725)	-3.9%
Computer Services & Information Technology	18,727,043	23,505,064	23,261,140	(243,924)	-1.0%
Other Non-Operating Expenditures	28,859,737	41,096,626	38,722,900	(2,373,726)	-5.8%
TOTAL	\$ 134,431,568	\$ 155,719,909	\$ 148,127,706	\$ (7,592,203)	-4.9%

2019-20 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION
Instructional Day School

Expenditures	2017/2018 Actuals	2018/2019 Revised Estimates	2019/2020 Estimates	Difference	
				\$	%
Textbooks & Classroom Supplies					
French Immersion - Support	68,000	121,600	121,600	\$ -	0.0%
Religious Program Resources	709,962	1,500,000	-	(1,500,000)	-100.0%
Regional Arts Programs		40,000	-	(40,000)	-100.0%
Outdoor Education	764,355	774,583	820,104	45,521	5.9%
Classroom Needs Provision	93,492	100,000	100,000	-	0.0%
Superintendents Special Project Funds	23,869	26,950	26,950	-	0.0%
School Nutrition Programs - Angel Foundation for Learning	100,000	100,000	100,000	-	0.0%
International Languages & Other Programs Learning Resources	81,834	93,000	93,000	-	0.0%
School Projects	-	50,000	50,000	-	0.0%
Mini Olympics	20,000	20,000	20,000	-	0.0%
Pediculosis Program	36,831	45,000	45,000	-	0.0%
Religious Retreats & Chaplains	61,362	50,000	50,000	-	0.0%
Commission, Health Insurance and School Budget Transfer for VISA Students	4,318,600	4,008,953	4,008,953	-	0.0%
FNMI - Native Studies & Aboriginal Amount	782,526	947,453	1,013,078	65,625	6.9%
Total Textbooks & Classroom Supplies	7,060,831	7,877,539	6,448,685	(1,428,854)	-18.1%
TOTAL	\$ 7,060,831	\$ 7,877,539	\$ 6,448,685	\$ (1,428,854)	-18.1%

2019-20 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION
Student Support Services

Expenditures	2017/2018 Actuals	2018/2019 Revised Estimates	2019/2020 Estimates	Difference	
				\$	%
Student Support Salaries	\$ 5,857,540	\$ 6,025,579	\$ 5,954,252	\$ (71,327)	-1.2%
Student Support Benefits	1,658,260	1,765,812	1,607,660	(158,152)	-9.0%
Child Youth Worker Salaries	8,933,895	9,170,467	9,078,719	(91,748)	-1.0%
Child Youth Worker Benefits	2,579,315	2,690,585	2,447,310	(243,274)	-9.0%
Psychologist Salary	4,460,990	5,057,825	5,233,148	175,323	3.5%
Psychologist Benefits	1,167,207	1,509,423	1,400,283	(109,140)	-7.2%
Social Worker Salaries	5,259,877	5,736,572	5,751,272	14,700	0.3%
Social Worker Benefits	1,341,183	1,683,091	1,526,221	(156,871)	-9.3%
Speech & Language Salaries	3,726,436	3,741,856	3,768,282	26,426	0.7%
Speech & Language Benefits	916,215	1,097,849	1,003,482	(94,367)	-8.6%
Elementary Lunchtime Student Supervisors	1,347,201	1,364,569	1,364,569	-	0.0%
Translators & Interpreter Services	100,183	100,000	100,000	-	0.0%
EAP Costing - Shepell	438,716	650,000	650,000	-	0.0%
Ontario Focused Intervention Partnership (OFIP) Tutoring	259,719	378,913	379,102	189	0.0%
Car Allowance	28,469	32,928	20,580	(12,348)	-37.5%
Student Information Services Supplies	49,872	60,000	-	(60,000)	-100.0%
Mileage & Cellular Phone Provision	512,315	814,096	664,096	(150,000)	-18.4%
Specialist High Skills Major (SHSM)	493,093	514,829	505,463	(9,366)	-1.8%
TDSB Vision Services	284,671	424,852	424,852	-	0.0%
Secondary Student Supervisors	1,588,980	1,696,537	1,671,711	(24,826)	-1.5%
Contracted Child Support Workers	668,577	200,000	200,000	-	0.0%
MISA - Managing Information for Student Achievement	66,368	66,651	66,667	16	0.0%
TOTAL	\$ 41,739,081	\$ 44,782,435	\$ 43,817,670	\$ (964,765)	-2.2%

2019-20 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION
Curriculum & Accountability

Expenditures	2017/2018 Actuals	2018/2019 Rev Estimates	2019/2020 Estimates	Difference	
				\$	%
Coordinators & Resource Teachers Salaries	\$ 4,446,997	\$ 4,955,822	\$ 3,617,298	\$ (1,338,525)	-27.0%
Coordinators & Resource Teachers Benefits	715,596	840,363	818,872	(21,491)	-2.6%
Mobile Phone Provision	3,523	4,365	4,365	-	0.0%
Mileage Expenses	-	10,000	10,000	-	0.0%
Supplies & Resources					
Religion	16,969	56,485	39,724	(16,761)	-29.7%
Physical Education	118,128	122,384	86,068	(36,316)	-29.7%
Dramatic Arts	19,432	20,540	14,445	(6,095)	-29.7%
Social Studies	-	16,261	11,436	(4,825)	-29.7%
Math	26,249	28,242	19,862	(8,380)	-29.7%
Language Arts	16,675	64,187	45,140	(19,047)	-29.7%
Music	65,431	80,448	56,576	(23,872)	-29.7%
French	31,571	39,368	27,686	(11,682)	-29.7%
Visual Arts	27,572	32,521	22,871	(9,650)	-29.7%
Co-operative Education	11,970	12,837	9,028	(3,809)	-29.7%
Ontario Youth Apprenticeship Program	50,000	50,000	35,163	(14,837)	-29.7%
Science & Family Studies	52,921	65,043	45,742	(19,301)	-29.7%
Technological Studies	5,474	8,558	6,019	(2,539)	-29.7%
Business Studies	-	6,746	4,744	(2,002)	-29.7%
Curriculum & Accountability	78,935	133,780	94,083	(39,697)	-29.7%
Library	3,474	38,512	27,084	(11,428)	-29.7%
Early Learning Program	2,743	10,000	7,033	(2,967)	-29.7%
Research	136,837	145,491	102,318	(43,173)	-29.7%
Guidance	17,719	34,233	24,075	(10,158)	-29.7%
English as a Second Language	3,038	8,558	6,019	(2,539)	-29.7%
Academic Technology & Computer Studies	2,375	36,800	25,880	(10,920)	-29.7%
TOTAL	\$ 5,883,630	\$ 6,821,545	\$ 5,161,530	\$ (1,660,015)	-24.3%

2019-20 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Staff Development

Expenditures	2017/2018 Actuals	2018/2019 Revised Estimates	2019/2020 Estimates	Difference	
				\$	%
Occasional Teacher Salaries & Benefits	\$ 234,235	\$ 300,000	\$ 300,000	\$ -	0.0%
New Teacher Induction Program (NTIP)	524,834	540,433	537,838	(2,595)	-0.5%
Professional Development Expenditures	233,022	243,577	243,577	-	0.0%
TOTAL	\$ 992,091	\$ 1,084,010	\$ 1,081,415	\$ (2,595)	-0.24%

2019-20 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION
Student Success

Expenditures	2017/2018 Actuals	2018/2019 Revised Estimates	2019/2020 Estimates	Difference	
				\$	%
Literacy					
Resource Materials	\$ 89,736	\$ 40,000	\$ 40,000	\$ -	0.0%
Meeting Expenses	13,644	59,000	59,000	-	0.0%
Professional Development - Occasional Teachers	217,631	225,000	225,000	-	0.0%
Professional Development - Student Success Learning Network	263,065	170,000	170,000	-	0.0%
Ontario Secondary School Literacy Test - 200 Days	5,976	30,000	30,000	-	0.0%
Conferences (Reading for the Love of it)	32,047	35,000	35,000	-	0.0%
Numeracy				-	
Resource Materials	69,577	95,000	95,000	-	0.0%
Meeting Expenses	12,393	40,000	40,000	-	0.0%
Professional Development - Occasional Teachers	319,079	190,000	190,000	-	0.0%
Professional Development - Student Success Learning Network	298,213	190,000	190,000	-	0.0%
Pathways				-	
Resource Materials	32,335	35,000	35,000	-	0.0%
Meeting Expenses	31,048	20,000	20,000	-	0.0%
Professional Development - Occasional Teachers	102,345	140,000	140,000	-	0.0%
Professional Development - Student Success Learning Network	202,057	150,000	150,000	-	0.0%
Special Initiatives	221,203	155,619	155,619	-	0.0%
Communications & Marketing	40,384	40,000	40,000	-	0.0%
Catholic Community Culture & Caring				-	
Resource Materials	13,908	40,000	40,000	-	0.0%
Meeting Expenses	52,930	50,000	50,000	-	0.0%
Professional Development - Occasional Teachers	519,224	330,000	330,000	-	0.0%
Special Initiatives	313,731	200,000	200,000	-	0.0%
Conferences	147,744	100,000	100,000	-	0.0%
Student Success Teams (SSTs)				-	
Resource Materials	4,224	20,912	20,912	-	0.0%
Meeting Expenses	71,347	40,000	40,000	-	0.0%
Professional Development - Occasional Teachers	253,905	187,000	187,000	-	0.0%
Supervisory Officer - Approved Days	1,159	140,000	171,694	31,694	22.6%
School Support	6,917	15,000	15,000	-	0.0%
Honorariums	-	10,000	10,000	-	0.0%
Supervisory Officer - Support	3,629	10,000	10,000	-	0.0%
Transportation	52,209	80,242	80,242	-	0.0%
TOTAL	\$ 3,391,657	\$ 2,837,773	\$ 2,869,467	\$ 31,694	1.1%

2019-20 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Special Education Departments

Expenditures	2017/2018 Actuals	2018/2019 Revised Estimates	2019/2020 Estimates	Difference	
				\$	%
SPECIAL SERVICES DEPARTMENT					
Special Equipment Amount (SEA)	\$ 3,859,958	\$ 3,486,785	\$ 3,496,492	\$ 9,707	0.3%
Special Services Department	162,462	199,368	199,368	-	0.0%
Fees & Services	-	100,040	100,040	-	0.0%
School Budget Allocations	43,829	165,686	165,686	-	0.0%
CURRICULUM SUPPORT UNITS					
North York	5,544	6,744	6,744	-	0.0%
Etobicoke	5,430	6,744	6,744	-	0.0%
Toronto	5,499	6,744	6,744	-	0.0%
Scarborough	3,784	6,744	6,744	-	0.0%
Social Worker Services	19,556	20,566	20,566	-	0.0%
Deaf & Hard Of Hearing	10,997	12,584	12,584	-	0.0%
Care & Treatment & Correctional Facilities (Section 23)	42,847	62,214	62,214	-	0.0%
Speech & Language	21,370	26,950	26,950	-	0.0%
Gifted Programs	44,409	51,744	51,744	-	0.0%
Autism Services	9,797	81,258	81,258	-	0.0%
Psychology Services	65,102	65,890	65,890	-	0.0%
TOTAL	\$ 4,300,582	\$ 4,300,061	\$ 4,309,768	\$ 9,707	0.2%

2019-20 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Safe School Team

Expenditures	2017/2018 Actuals	2018/2019 Revised Estimates	2019/2020 Estimates	Difference	
				\$	%
Office					
Mobile Phones & Parking	\$ 14,198	\$ 20,500	\$ 20,500	-	0.0%
Supplies, Photocopying, Printing Costs	76,853	44,500	44,500	-	0.0%
Resource Support					
Safe Schools Action Team, Symposium, Programs	-	25,000	15,000	(10,000)	-40.0%
SRO Support	-	10,000	10,000	-	0.0%
Psychiatric Consultation (APPLE)	-	31,000	16,000	(15,000)	-48.4%
Professional Development					
Safe Schools Certification Modules & Workshops	9,307	11,500	10,000	(1,500)	-13.0%
Canadian Safe School Network Conferences	-	12,000	5,000	(7,000)	-58.3%
Safe School Staff Conferences & Professional Development	1,918	10,000	10,000	-	0.0%
Shadow Box Learning Styles	1,191	17,000	10,500	(6,500)	-38.2%
Safe Schools Joint Professional Development (OECTA)	-	20,000	10,000	(10,000)	-50.0%
TOTAL	\$ 103,467	\$ 201,500	\$ 151,500	\$ (50,000)	-24.8%

2019-20 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION
Continuing Education

Expenditures	2017/2018 Actuals	2018/2019 Revised Estimates	2019/2020 Estimates	Difference	
				\$	%
Adult Credit Diploma (Day/Night)					
Salaries	\$ 2,067,879	\$ 2,285,060	\$ 2,306,566	\$ 21,506	0.9%
Benefits	140,784	159,000	159,000	-	0.0%
Other Expenses	35,218	103,000	103,000	-	0.0%
Adult Credit Diploma-Msgr Fraser					
Salaries	448,365	555,000	555,000	-	0.0%
Benefits	59,080	85,000	85,000	-	0.0%
Summer School					
Salaries	6,348,479	5,910,000	5,910,000	-	0.0%
Benefits	415,095	450,000	450,000	-	0.0%
Other Expenses	376,317	290,000	290,000	-	0.0%
Adult English as a Second Language (ESL) & Citizenship					
Salaries	2,425,330	2,150,000	2,150,000	-	0.0%
Benefits	511,111	350,000	355,810	5,810	1.7%
Other Expenses	645,338	644,190	644,190	-	0.0%
International Languages					
Salaries	4,489,071	4,735,000	4,385,000	(350,000)	-7.4%
Benefits	1,184,812	1,165,000	1,064,000	(101,000)	-8.7%
Other Expenses	26,219	45,228	45,228	-	0.0%
Language Instruction for Newcomers to Canada (LINC) / Ministry of Training, Colleges & University (MTCU)					
Salaries	2,060,690	2,207,519	1,810,000	(397,519)	-18.0%
Benefits	470,568	550,000	450,000	(100,000)	-18.2%
Other Expenses	1,669,093	1,529,360	1,540,838	11,478	0.8%
TOTAL	\$ 23,373,449	\$ 23,213,357	\$ 22,303,632	\$ (909,725)	-3.9%

2019-20 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION
Computer Services & Information Technology

Expenditures	2017/2018 Actuals	2018/2019 Revised Estimates	2019/2020 Estimates	Difference	
				\$	%
Salaries	\$ 6,280,546	\$ 6,834,232	\$ 6,686,206	\$ (148,026)	-2.2%
Benefits	1,775,476	1,955,090	1,817,784	(137,307)	-7.0%
Hardware					
End-User Devices/AV	3,673,479	4,270,878	4,087,714	(183,164)	-4.3%
Hosting/IaaS	-	84,440	243,962	159,522	188.9%
Infrastructure	310,542	2,289,337	1,093,898	(1,195,439)	-52.2%
Software Fees & Licenses					
Perpetual Software Licenses	-	45,000	-	(45,000)	-100.0%
Software Maint/Support	216,050	2,365,480	2,360,078	(5,402)	-0.2%
Subscription/SaaS	3,844,820	2,338,345	2,998,343	659,998	28.2%
IT Services					
Connectivity/Communications	2,439,175	1,903,098	2,110,408	207,310	10.9%
Other Services	19,243	184,000	205,631	21,631	11.8%
Professional/Advisory/Training	-	769,225	1,233,124	463,899	60.3%
Staffing	25,716	100,000	100,000	0	0.0%
Other					
Car Allowance	29,208	24,696	24,696	-	0.0%
Office Supplies and Printing	94,027	107,501	109,908	2,407	2.2%
Other Expenses	-	5,950	6,613	663	11.1%
Training and Pro Development	18,761	163,000	117,983	(45,017)	-27.6%
Qlik Initiative	-	64,791	64,791	-	0.0%
TOTAL	\$ 18,727,043	\$ 23,505,064	\$ 23,261,140	\$ (243,924)	-1.0%

Toronto Catholic District School Board

Volume IV: Special Education

A new section has been added to the Budget Book this year to provide an isolated view of budget details for Special Education Programs and Services. It should be noted that this section is provided for illustrative purposes only. All the amounts shown are already incorporated in to the Instructional related budget in Volume III.

Special Education Grant

These grants provides school boards with funding for programs, services, and/or equipment for students with special education needs. Boards may use the grant only for special education, and must set aside any unspent funding to use for special education in a future school year. There is flexibility in how they may use some of the individual allocations within the grant, as long as the funds are spent on special education. The grant, which is projected to total about \$134.7M in 2019-20 for TCDSB, is made up of six funding allocations:

- The **Special Education Per Pupil Amount (SEPPA)** provides every board with foundational funding toward the cost of special education supports.
- Recognizing the variation across boards in the share of students with special education needs, the nature of the needs, and boards' ability to meet them, the **Differentiated Special Education Needs Amount (DSENA)** aims to better align the allocation with boards' needs and resources.
- Under the **Special Equipment Amount (SEA)**, each board receives a base amount plus a per-pupil amount, which together may be used to buy computers, software and other equipment for students with special education needs in line with funding guidelines. In addition, boards may submit claims to recover the costs, less a deductible, of other equipment recommended by a qualified professional for a student with specific special education needs.
- The **other** allocations of the grant are the **Special Incidence Portion (SIP)** for students who require two or more full-time staff to address their health and safety needs and those of others at their school. In addition,

there is funding to provide instruction in a care, treatment, custody or correctional facility, and an amount to support board-level expertise in applied behavioral analysis.

Total Special Education Grants and Expenses:

The table below provides you with a higher-level overview of the total Special Education grants and expenses. The Special Education expenses have been more than the funding received by the Ministry over the years. TCDSB has to use flexible funding from other areas to cover for the shortfall from the grants. Appendix 4A and 4B provides a detailed breakdown.

Special Education	2018/19 Revised Estimates	2019/20 Estimates
Special Education Grants	\$137.7M	\$134.7M
Total Expenses	\$159.6M	\$159.5M
Expense above Ministry funding	(\$21.9M)	(\$24.8M)

An accountability framework was established for the annual review of Special Education programs and services in order that student achievement and well-being be reported and that programs and services could be continually renewed and improved.

1. The purpose of the Accountability Framework has been to conduct an annual review of Special Education services and programs through the lens of student achievement. As such, programs and services are reviewed for effectiveness to ensure continued improvement across the different exceptionalities.
2. The Accountability Framework for Special Education (AFSE), as applied to each of the Ministry-recognized exceptionalities and placements, consists of two distinct parts: 7a **descriptive overview** of the department's program *and* a corresponding **measure or goal for improvement**. The goals are an integral part of the TCDSB Board Learning Improvement Plan and, along with the program description, they can be found on the TCDSB public website.

3. The work of the Accountability Framework Committee is shared through the context of each exceptionality's goal setting and their analysis of student achievement results.
4. The Accountability Framework committees set and implement strategies that are exceptionality-specific with the intent of improving student outcomes through the listed goals and strategies.

Understanding the scope of students served by the Special Services department is paramount to understanding the diversity of student needs being addressed. Below is a chart for 2018-19 identifying students by their predominant exceptionality. It important to note that a number of students have more than one exceptionality.

Special Education Needs (based on predominant exceptionality)	Number of Students	Percent (%) of Total Group
Autism	1,789	11.53
Behaviour	161	1.04
Blind and Low Vision	12	0.08
Deaf and Hard-of-Hearing	89	0.57
Developmental Disability	124	0.8
Giftedness	1,932	12.45
Language Impairment	796	5.13
Learning Disability	2,199	14.17
Mild Intellectual Disability	298	1.92
Multiple Exceptionalities	167	1.08
Not Applicable	7,873	50.74
Physical Disability	73	0.47
Speech Impairment	2	0.01
Grand Total	15,515	100.00

VOLUME IV – APPENDICES

2019-20 BUDGET REVENUE ESTIMATES

Special Education

Revenues	2017/2018 Actuals	2018/2019 Revised Estimates	2019/2020 Estimates	Difference	
				\$	%
Special Education Per Pupil Amount (SEPPA)	66,708,866	69,781,681	70,563,136	\$ 781,455	1.1%
High Needs Amount (HNA)	44,380,201	46,119,280	46,111,918	(7,362)	0.0%
Special Incidence Portion (SIP)	2,419,389	2,419,389	2,419,389	-	0.0%
Special Education Equipment Amount (SEA)	3,972,565	3,724,206	3,725,832	1,626	0.0%
Section 23 Facilities Amount	2,694,583	2,880,328	2,880,328	-	0.0%
Self-Contained Transfer from Foundation and Q&E	6,062,882	7,591,631	7,267,631	(324,000)	-4.3%
Behaviour Expertise Amount	345,528	488,937	972,538	483,601	98.9%
System Priorities Funding (guaranteed for 2 years only)	3,949,500	3,949,500	-	(3,949,500)	-100.0%
EPO-Mental Health Workers in Schools (Guaranteed for 3 Years)	-	755,434	755,434	-	0.0%
TOTAL	\$ 130,533,514	\$ 137,710,386	\$ 134,696,206	\$ (3,014,180)	-2.2%

2019-20 BUDGET EXPENDITURE ESTIMATES

Special Education

Expenditures	2017/2018 Actuals	FTE	2018/2019 Revised Estimates	2019/2020 Estimates	Difference	
					\$	%
CLASSROOM TEACHERS - ELEMENTARY						
Classroom Teachers - Salaries	\$ 41,782,168	489.50	\$ 44,305,624	\$ 45,334,553	\$ 1,028,929	2.3%
Classroom Teachers - Benefits	6,267,325		6,468,621	6,664,179	\$195,558	3.0%
CLASSROOM TEACHERS - SECONDARY						
Classroom Teachers - Salaries	21,260,563	209.67	20,230,924	19,986,373	(244,551)	-1.2%
Classroom Teachers - Benefits	3,189,084		2,953,715	2,937,997	(15,718)	-0.5%
TOTAL CLASSROOM TEACHERS	72,499,141	699.17	73,958,884	74,923,103	964,219	1.3%
OCCASIONAL TEACHERS						
Elementary - Salaries	1,912,809		1,864,404	1,878,219	13,815	0.7%
Elementary - Benefits	160,369		377,848	381,149	3,302	0.9%
Secondary - Salaries	974,987		759,435	739,543	(19,892)	-2.6%
Secondary - Benefits	78,294		157,230	153,487	(3,743)	-2.4%
TOTAL OCCASIONAL TEACHERS	3,126,459		3,158,917	3,152,398	(6,519)	-0.2%
EDUCATIONAL ASSISTANTS						
Elementary - Salaries	28,418,244	593.70	24,916,154	23,595,848	(1,320,306)	-5.3%
Elementary - Benefits	7,011,083		8,531,291	8,437,875	(93,416)	-1.1%
Secondary - Salaries	11,753,630	306.00	12,651,548	12,665,099	13,551	0.1%
Secondary - Benefits	2,086,252		4,331,890	4,529,039	197,149	4.6%
Supply Educational Assistants - Salaries	2,988,984		2,240,000	2,240,000	-	0.0%
Supply Educational Assistants - Benefits	338,041		766,976	801,024	34,048	4.4%
TOTAL EDUCATIONAL ASSISTANTS	52,596,234	899.70	53,437,859	52,268,886	(1,168,973)	-2.2%

2019-20 BUDGET EXPENDITURE ESTIMATES Special Education

Expenditures	2017/2018 Actuals	FTE	2018/2019 Revised Estimates	2019/2020 Estimates	Difference	
					\$	%
PROFESSIONAL & PARAPROFESSIONAL (60% of Personnel)						
Child Youth Worker Salaries	5,360,337	103.14	5,502,280	5,447,231	(55,049)	-1.0%
Child Youth Worker Benefits	1,547,589		1,614,351	1,468,386	(145,965)	-9.0%
Psychologist Salary	2,676,594	29.94	3,034,695	3,139,889	105,194	3.5%
Psychologist Benefits	700,324		905,654	840,170	(65,484)	-7.2%
Social Worker Salaries	3,155,926	37.92	3,441,943	3,450,763	8,820	0.3%
Social Worker Benefits	804,710		1,009,855	915,733	(94,122)	-9.3%
Speech & Language Salaries	2,235,861	23.70	2,245,114	2,260,969	15,855	0.7%
Speech & Language Benefits	549,729		658,709	602,089	(56,620)	-8.6%
Other Professional & Paraprofessional Salaries	1,282,376	27.10	1,360,852	1,230,272	(130,581)	-9.6%
Other Professional & Paraprofessional Benefits	320,649		395,777	328,113	(67,663)	-17.1%
TOTAL PROFESSIONAL & PARAPROFESSIONAL	18,634,096	221.80	20,169,231	19,683,615	(485,615)	-2.4%
SECTION 23						
Principals & VPs	142,736	1	152,096	152,560	464	0.3%
Classroom Teachers	2,344,746	23	2,467,329	2,514,291	46,962	1.9%
Educational Assistants	157,951	4	194,733	222,916	28,183	14.5%
TOTAL SECTION 23	2,645,433	28.00	2,814,158	2,889,767	75,609	2.7%
BEHAVIOURAL EXPERTISE PROGRAMS						
Salaries	253,440	4	335,446	701,795	366,349	109.2%
Benefits	45,891		83,977	189,485	105,508	125.6%
TOTAL BEHAVIOURAL EXPERTISE PROGRAMS	299,331	4.00	419,423	891,280	471,857	112.5%
EPO-MENTAL HEALTH WORKERS (GURANTEED FOR 3 YEARS)						
Salaries		6	547,188	547,188	-	0.0%
Benefits			158,246	158,246	-	0.0%
Ministry Reporting Data Analysis			50,000	50,000	-	0.0%
TOTAL EPO-MENTAL HEALTH WORKERS (GURANTEED FOR 3 YEARS)	-	6.00	755,434	755,434	-	0.0%

2019-20 BUDGET EXPENDITURE ESTIMATES

Special Education

Expenditures	2017/2018 Actuals	FTE	2018/2019 Revised Estimates	2019/2020 Estimates	Difference	
					\$	%
NON SALARY						
SPECIAL SERVICES DEPARTMENT						
Special Equipment Amount (SEA)	3,844,859		3,486,785	3,496,463	9,678	0.3%
Special Services Department	154,949		199,368	199,368	-	0.0%
Fees & Services	60,000		100,040	100,040	-	0.0%
School Budget Allocations	118,283		165,686	165,686	-	0.0%
TDSB Vision Services	284,671		424,852	424,852	-	0.0%
Contracted Child Support Workers	668,577		200,000	200,000	-	0.0%
CURRICULUM SUPPORT UNITS						
North York	5,544		6,744	6,744	-	0.0%
Etobicoke	5,430		6,744	6,744	-	0.0%
Toronto	5,499		6,744	6,744	-	0.0%
Scarborough	3,784		6,744	6,744	-	0.0%
Social Worker Services	19,556		20,566	20,566	-	0.0%
Deaf & Hard Of Hearing	10,997		12,584	12,584	-	0.0%
Care & Treatment & Correctional Facilities (Section 23)	49,149		62,214	62,214	-	0.0%
Speech & Language	21,913		26,950	26,950	-	0.0%
Gifted Programs	44,409		51,744	51,744	-	0.0%
Autism Services	9,797		81,258	81,258	-	0.0%
Psychology Services	65,102		65,890	65,890	-	0.0%
TOTAL EXPENSE/FTE	\$155,173,212	1,859	\$159,638,818	\$159,499,075	(139,743)	-0.1%
TOTAL REVENUES	\$130,533,514		\$137,710,386	\$134,696,206	(3,014,180)	-2.2%
SPECIAL EDUCATION EXPENSES ABOVE MINISTRY FUNDING	\$(24,639,698)		\$(21,928,432)	\$(24,802,869)	(2,874,437)	13.1%

Toronto Catholic District School Board

Volume V: Non-Instructional Related Expenditures

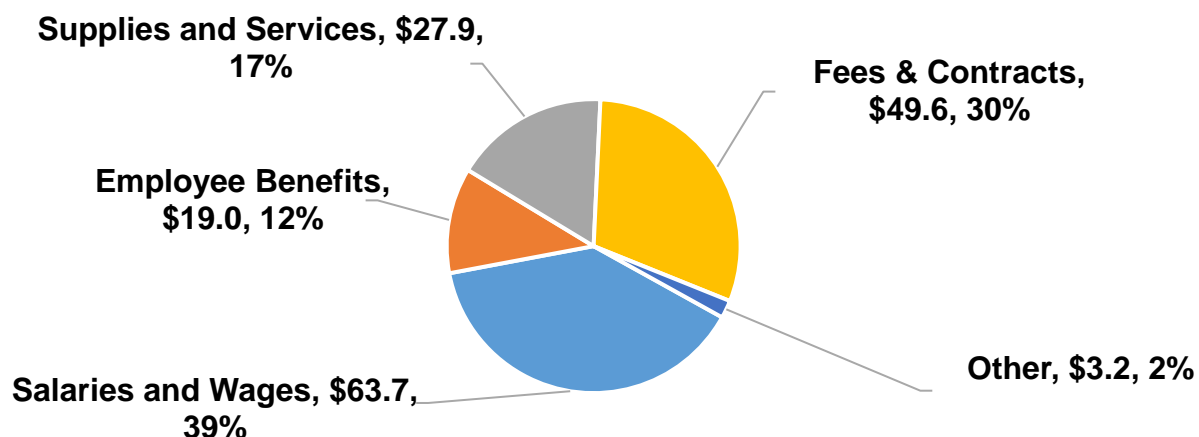
Non-Instructional Expenditures are necessary to support student achievement and well-being

While the majority of TCDSB's expenditures support Instructional related activities, there are several functions within the organization that are Non-Instructional in nature, but still play a critical role in providing safe and enriching environments for students. They are also key to ensuring that stewardship of the Board's physical assets and monies are provided for with a high degree of quality. Non-Instructional Operating Expenditures can be summarized in four main areas: Administration and Governance, Transportation, School Operations and Maintenance, and Temporary Accommodations. Appendix 5A provides a detailed breakdown.

Administration and Governance expenditures include costs such as operating the Board office (Catholic Education Centre) and central facilities, system-wide based staff and expenditures, including supervisory officers and their support staff. Transportation expenditures includes costs to transport students between home and school, as well as costs for late buses, clubs and sport teams events and field trips. School operations and maintenance includes custodial, maintenance and school operations staff salaries and benefits, utilities, insurance and other expenditures to maintain clean and safe school environments. Other expenditures include funding for special purpose projects.

The following chart provides an overview of Non-Instructional related Expenditures by functional classification.

2019-20 NON-INSTRUCTIONAL EXPENDITURES BY CLASSIFICATION (\$M)



The chart below provides a comparison between the 2018-19 Revised Budget and the 2019-20 Budget Estimates by category. On the following page is a brief analysis of each line item (referenced by line #) explaining the differences between each year's budget. The largest increase is in Transportation, mainly due to the realigning of bussing routes from the elimination of the International Languages Program Extended Day.

Non-Instructional Expenditures Increases / (Decreases) (\$000)

	2017/18 Budget Revised Estimates	Net Change Increase / (Decrease)	2018/19 Budget Estimates
Non-Instructional			
1 Administration and Governance	\$25,519	\$104	\$25,623
2 School Operations & Maintenance	98,024	(115)	97,909
3 Transportation	37,222	(532)	36,690
Sub-total Non- Instructional	160,765	(543)	160,222
Other			
4 Temporary Accommodation	3,951	(729)	3,222
Total Expenditures Non-Classroom	\$164,716	(\$1,272)	\$163,444

Non-Instructional Expenditures Variance Analysis –Appendix 5A provides further details.

- 1 Board Administration and Governance category increases in salary and benefits costs were offset by a decrease of 11.5 FTE positions, resulting in a slight net expenditure increase of \$0.1M.
- 2 School Operations and Maintenance have decreased by (\$0.1M) due to funded increases in salary and benefits of \$0.6M, utility costs of \$0.7M. These were offset by decreases in costs of (\$1.1M) due to a staffing

reduction of (10.9) FTE and a decrease in maintenance and supply costs of (\$0.3M).

- 3** Transportation costs have decreased by (\$1.6M) mainly due to optimizing bell times at the International Languages schools and was offset by increases in many other areas of transportation for a net decrease of (\$0.5M)
- 4** Temporary Accommodation costs have decreased by (\$0.7M) due to reduction in leasing costs.

The total FTE impact would be a reduction of 22.4 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.

Draft 2019-2020 TCDSB Offsets to Balance Budget – Non-Instructional

Draft Reductions Associated with Local Priority Funding	\$M	FTE
Custodians, Trades and Maintenance Staff	(0.80)	(10.9)
Board Administration, Clerical and Technical Staff	<u>(0.10)</u>	<u>(1.5)</u>
	(0.90)	(12.4)
Other Draft Labour Impacts to Offset Funding Shortfall		
Board Administration and Governance Reductions		
Communication	(0.10)	(1.0)
Information Technology	(0.10)	(1.0)
Human Resource 4, Payroll 1, Facilities 1, Information Technology 1	(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	(2.1)	(22.4)
Other Draft Non-Labour Impacts to Offset Funding Shortfall		
Increase in Insurance Recoveries - Facilities	(0.50)	
Increase in Cafeteria Revenues	(0.13)	
Capital Debt Interest Expense Reduction	(0.08)	
Optimize Bell Times at International Language Schools	(1.60)	
Reduction in Non-Labour Facilities Expenditures	(2.00)	
Increase Permitting Fees (By 3%)	<u>(0.10)</u>	
	(4.41)	
Total Draft Offsets to Balance Budget	(6.5)	(22.4)

VOLUME V – APPENDICES

2019-20 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

NON-CLASSROOM

Expenditures	2017/2018 Actuals	2018/2019 Revised Estimates	2019/2020 Estimates	Difference	
				\$	%
Director's Office	6,087,481	6,331,705	6,297,103	\$ (34,603)	-0.5%
Communications	604,486	625,214	648,404	\$ 23,190	3.7%
Human Resources	5,796,157	6,388,685	6,331,603	\$ (57,082)	-0.9%
Business Administration	4,513,031	4,842,396	4,903,358	\$ 60,962	1.3%
Legal Fees	911,275	1,000,000	1,125,000	\$ 125,000	12.5%
Corporate Services	1,024,161	1,097,062	1,127,848	\$ 30,786	2.8%
Employee Relations	793,304	832,033	1,004,122	\$ 172,088	20.7%
Facilities Services & Planning Services	1,553,561	1,688,221	1,460,008	\$ (228,213)	-13.5%
Catholic Education Centre	2,937,322	2,589,082	2,600,389	\$ 11,307	0.4%
Transportation	35,116,318	37,221,839	36,689,824	\$ (532,015)	-1.4%
Operations & Maintenance	94,525,119	98,023,896	97,908,553	\$ (115,343)	-0.1%
Other Expenditures	118,998	124,374	125,381	\$ 1,007	0.8%
Temporary Accommodation	3,673,611	3,951,482	3,222,441	\$ (729,041)	-18.4%
TOTAL	\$ 157,654,823	\$ 164,715,990	\$ 163,444,033	\$ (1,271,957)	-0.8%

2019-20 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Director's Office

Expenditures	2017/2018 Actuals	2018/2019 Revised Estimates	2019/2020 Estimates	Difference	
				\$	%
Director/Supervisory Officers Salaries	\$ 3,222,375	\$ 3,260,373	\$ 3,179,543	(80,830)	-2.5%
Director/Supervisory Officers Benefits	955,064	895,951	944,642	48,691	5.4%
Director & Supervisory Officers Professional Development	29,899	42,500	42,500	-	0.0%
Director & Supervisory Officers Other Expenses	47,886	43,680	43,680	-	0.0%
Office Support Staff Salaries	798,121	850,226	837,662	(12,564)	-1.5%
Office Support Staff Benefits	256,310	224,086	234,185	10,099	4.5%
Trustees & Student Trustees Honorariums	256,571	271,823	268,204	(3,619)	-1.3%
Trustees & Student Trustees Other Expenses	158,900	373,306	376,925	3,619	1.0%
OCSTA Annual Membership Fee	209,383	210,978	210,978	-	0.0%
OCSCA Membership Fees	31,465	32,895	32,895	-	0.0%
Director's Office					
Printing	3,578	15,000	15,000	-	0.0%
Telephone	1,200	2,500	2,500	-	0.0%
Supplies	103,102	98,388	98,388	-	0.0%
Contractual Services	13,628	10,000	10,000	-	0.0%
TOTAL	\$ 6,087,481	\$ 6,331,705	\$ 6,297,103	(34,603)	-0.5%

2019-20 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Communications

Expenditures	2017/2018 Actuals	2018/2019 Revised Estimates	2019/2020 Estimates	Difference	
				\$	%
Salaries	\$ 423,549	\$ 436,193	\$ 452,075	15,882	3.6%
Benefits	129,514	114,963	126,387	11,423	9.9%
Supplies & Services					
Car Allowance	10,982	8,232	4,116	(4,116)	-50.0%
Printing	3,910	7,500	7,500	-	0.0%
Telephone	2,415	4,000	4,000	-	0.0%
Supplies	34,116	54,326	54,326	-	0.0%
TOTAL	\$ 604,486	\$ 625,214	\$ 648,404	23,190	3.7%

2019-20 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Human Resources

Expenditures	2017/2018 Actuals	2018/2019 Revised Estimates	2019/2020 Estimates	Difference	
				\$	%
Salaries	\$ 3,920,145	\$ 4,313,372	\$ 4,215,261	(98,110)	-2.3%
Benefits	1,148,539	1,137,433	1,178,461	41,028	3.6%
Central Temporary Staffing	268,869	85,000	85,000	-	0.0%
Summer Help (Temporary Staffing)	-	85,000	85,000	-	0.0%
Negotiation Costs	15,729	125,719	125,719	-	0.0%
New Teacher Induction Program NTIP Provision	50,000	50,000	50,000	-	0.0%
Workplace Safety Team Professional Development Fund	-	50,000	50,000	-	0.0%
Whistle Blower Security	-	75,000	75,000	-	0.0%
Central Bargaining - OCSTA	43,017	43,017	43,017	-	0.0%
Car Allowance	30,812	24,696	24,696	-	0.0%
Professional Development	13,368	15,000	15,000	-	0.0%
Printing	7,820	8,000	8,000	-	0.0%
Telephone	8,284	11,406	11,406	-	0.0%
Supplies	113,757	97,250	97,250	-	0.0%
Recruitment of Staff	53,774	80,000	80,000	-	0.0%
Professional Services	53,113	117,811	117,811	-	0.0%
Software Fees & Licensing Fees	68,931	69,982	69,982	-	0.0%
TOTAL	\$ 5,796,157	\$ 6,388,685	\$ 6,331,603	(57,082)	-0.9%

2019-20 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Business Administration

Expenditures	2017/2018 Actuals	2018/2019 Revised Estimates	2019/2020 Estimates	Difference	
				\$	%
Salaries	\$ 3,564,402	\$ 3,745,698	\$ 3,746,476	778	0.0%
Benefits	991,850	987,218	1,047,402	60,184	6.1%
Supplies & Services					
Materials Management	9,056	9,116	9,116	-	0.0%
Payroll Services	27,653	28,920	28,920	-	0.0%
Business Services	45,783	46,444	46,444	-	0.0%
Printing Services	(269,203)	(100,000)	(100,000)	-	0.0%
Bank Charges & Other Fees	86,597	25,000	25,000	-	0.0%
Audit Fees	56,894	100,000	100,000	-	0.0%
TOTAL	\$ 4,513,031	\$ 4,842,396	\$ 4,903,358	60,962	1.3%

2019-20 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Legal Fees

Expenditures	2017/2018 Actuals	2018/2019 Revised Estimates	2019/2020 Estimates	Difference	
				\$	%
Legal Fees & Services - General Corporate & Safe Schools	\$ 432,647	\$ 150,000	\$ 150,000	-	0.0%
Legal Fees & Services - Employee Relations	379,116	500,000	625,000	125,000	25.0%
Legal Fees & Services - Planning & Facilities	99,512	350,000	350,000	-	0.0%
TOTAL	\$ 911,275	\$ 1,000,000	\$ 1,125,000	125,000	12.5%

2019-20 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Corporate Services

Expenditures	2017/2018 Actuals	2018/2019 Revised Estimates	2019/2020 Estimates	Difference	
				\$	%
Salaries	\$ 740,446	\$ 727,782	\$ 742,736	14,954	2.1%
Benefits	197,548	191,815	207,647	15,832	8.3%
Professional Development	39,456	82,700	82,700	-	0.0%
Printing	789	1,200	1,200	-	0.0%
Telephone	1,512	2,000	2,000	-	0.0%
Supplies	33,427	26,088	26,088	-	0.0%
Contractual Services	4,552	57,861	57,861	-	0.0%
Software Fees & Licensing Fees	2,315	3,500	3,500	-	0.0%
Car Allowance	4,116	4,116	4,116	-	0.0%
TOTAL	\$ 1,024,161	\$ 1,097,062	\$ 1,127,848	30,786	2.8%

2019-20 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Employee Relations

Expenditures	2017/2018 Actuals	2018/2019 Revised Estimates	2019/2020 Estimates	Difference	
				\$	%
Salaries	\$ 564,053	\$ 613,029	\$ 739,848	126,819	20.7%
Benefits	193,634	161,570	206,839	45,269	28.0%
Professional Development	10,311	7,500	7,500	-	0.0%
Printing	2,789	10,000	10,000	-	0.0%
Telephone	1,448	3,000	3,000	-	0.0%
Supplies	15,477	13,770	13,770	-	0.0%
Professional Services	1,475	19,048	19,048	-	0.0%
Car Allowance	4,116	4,116	4,116	-	0.0%
TOTAL	\$ 793,304	\$ 832,033	\$ 1,004,122	172,088	20.7%

2019-20 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Facilities Services & Planning Services

Expenditures	2017/2018 Actuals	2018/2019 Revised Estimates	2019/2020 Estimates	Difference	
				\$	%
Salaries	\$ 1,152,217	\$ 1,291,087	\$ 1,099,799	(191,288)	-14.8%
Benefits	345,925	340,280	307,471	(32,809)	-9.6%
Supplies & Resources					
Facilities Services Department	10,127	12,243	12,243	-	0.0%
Capital Development Department	3,387	3,500	3,500	-	0.0%
Planning Department	17,876	18,000	18,000	-	0.0%
Development Services	6,987	7,111	2,995	(4,116)	-57.9%
Admissions Department	1,002	1,000	1,000	-	0.0%
Facilities Legal Services Department	8,122	10,000	10,000	-	0.0%
Capital Planning Capacity Program	7,918	5,000	5,000	-	0.0%
TOTAL	\$ 1,553,561	\$ 1,688,221	\$ 1,460,008	(228,213)	-13.5%

2019-20 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Catholic Education Centre

Expenditures	2017/2018 Actuals	2018/2019 Revised Estimates	2019/2020 Estimates	Difference	
				\$	%
Custodial Salaries	\$ 552,956	\$ 406,126	\$ 409,881	3,755	0.9%
Custodial Benefits	155,143	107,039	114,591	7,552	7.1%
CEC Facility Utilities & Maintenance	680,319	600,000	600,000	-	0.0%
CEC Amortization of Previous Building Improvements	1,548,903	1,475,917	1,475,917	-	0.0%
TOTAL	\$ 2,937,322	\$ 2,589,082	\$ 2,600,389	11,307	0.4%

2019-20 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Transportation

Expenditures	2017/2018 Actuals	2018/2019 Revised Estimates	2019/2020 Estimates	Difference	
				\$	%
Administrative Salaries	\$ 973,914	\$ 1,009,290	\$ 1,009,290	(0)	0.0%
Administrative Benefits	250,179	248,689	248,689	(0)	0.0%
Temporary Assistance	1,391	50,000	50,000	-	0.0%
Office Supplies & Services	80,242	132,400	132,400	-	0.0%
TRANSPORTATION - REGULAR INSTRUCTION					
Music	31,222	31,846	-	(31,846)	-100.0%
Outdoor Education	13,031	13,292	-	(13,292)	-100.0%
Excursions for Handicapped Students	13,834	14,111	14,675	564	4.0%
Ontario Schools Deaf & Blind		44,519	46,300	1,781	4.0%
Regular Home to School	14,838,435	16,146,421	15,030,814	(1,115,607)	-6.9%
Student Safety	61,869	63,106	65,631	2,524	4.0%
Safe Schools	-	13,309	13,841	532	4.0%
Kindergarten	-	-	-	-	0.0%
Remedial Language	103,161	105,224	109,433	4,209	4.0%
Regular Transit Fares for Scholars & Children	29,425	29,995	34,509	4,514	15.1%
Safe Schools Transit Fares (Scholars)	13,048	13,309	15,312	2,003	15.1%
Transit Fares for Adults	-	-		-	0.0%
Summer School	437,846	446,602	474,257	27,655	6.2%
Bilingual Program Transit Fares (Scholars & Children)	26,414	26,942	30,997	4,055	15.1%
Exceptional Circumstances (Tickets)	427,951	429,714	494,386	64,672	15.1%
Fuel Escalation Charge Provision	143,175	160,000	160,000	-	0.0%
Regular Home to School for New Routes	-	-	-	-	0.0%
Software Fees & Licenses	51,769	180,926	180,926	0	0.0%
Physical Transportation	-	-		-	0.0%
Transportation Consortium	495,734	103,041	124,605	21,564	20.9%

2019-20 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Transportation

Expenditures	2017/2018 Actuals	2018/2019 Revised Estimates	2019/2020 Estimates	Difference	
				\$	%
TRANSPORTATION - SPECIAL EDUCATION					
Vision, Hearing & Speech	2,165,732	2,209,047	2,297,409	88,362	4.0%
Medical & Handicapped	8,410,466	8,578,675	8,921,822	343,147	4.0%
Special Education Transit Fares for Adults	3,965	4,044	4,653	609	15.1%
Developmentally Disabled Transit Fares for Scholars	6,796	6,932	7,975	1,043	15.1%
Special Transit Fares for Scholars & Children	209,162	213,345	245,454	32,108	15.1%
Developmentally Disabled	559,924	571,122	593,967	22,845	4.0%
Section 23 Programs	1,038,405	1,059,173	1,101,540	42,367	4.0%
Special Education	4,029,634	4,110,227	4,274,636	164,409	4.0%
Co-operative Education (Special Education & W/C) & Transit Tickets	699,596	777,366	865,350	87,984	11.3%
ONE-TIME TRANSPORTATION SERVICES					
One-time Transportation Services due to New School Construction	\$ -	\$ 429,171	\$ 140,953	(288,218)	-67.2%
TOTAL	\$ 35,116,318	\$ 37,221,839	\$ 36,689,824	(532,015)	-1.4%

2019-20 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Operations & Maintenance

Expenditures	2017/2018 Actuals	2018/2019 Revised Estimates	2019/2020 Estimates	Difference	
				\$	%
Salaries	\$ 46,506,335	\$ 47,230,180	\$ 46,902,482	(327,698)	-0.7%
Benefits	13,051,223	14,702,722	14,393,089	(309,633)	-2.1%
Utilities	20,043,848	19,068,893	19,816,492	747,599	3.9%
Insurance	2,318,837	2,350,000	2,450,000	100,000	4.3%
Professional Development Provision	89,909	126,751	135,793	9,042	7.1%
Printing and Photocopying	7,042	8,258	8,258	-	0.0%
Plant Operations Supplies	1,735,915	1,289,520	1,206,501	(83,019)	-6.4%
Automobile Reimbursement	79,980	60,709	60,709	-	0.0%
Travel Expense Allowance	99,215	110,166	110,166	-	0.0%
Vehicle Fuel	142,954	130,000	130,000	-	0.0%
Repairs-Custodial Equipment	169,476	150,000	150,000	-	0.0%
Telephone Expense	81,227	128,096	128,096	-	0.0%
Office Supplies and Services	32,323	41,275	32,597	(8,678)	-21.0%
Maintenance Supplies and Services	3,426,135	4,122,153	3,585,723	(536,430)	-13.0%
Vehicle Maintenance and Supplies	137,432	236,921	178,000	(58,921)	-24.9%
Replacement Furniture & Equipment	71,705	256,151	254,938	(1,213)	-0.5%
Additional Equipment - Vehicles	191,638	180,000	-	(180,000)	-100.0%
Rental Lease Vehicles	53,576	75,000	75,000	-	0.0%
Other Professional Fees (Health & Safety)	84,819	169,585	175,000	5,415	3.2%
Other Contractual Services	6,201,530	7,587,516	8,115,709	528,193	7.0%
TOTAL	\$ 94,525,119	\$ 98,023,896	\$ 97,908,553	(115,343)	-0.1%

2019-20 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Other Expenditures

Expenditures	2017/2018 Actuals	2018/2019 Revised Estimates	2019/2020 Estimates	Difference	
				\$	%
Parental Involvement Funding	117,604	122,374	123,381	1,007	0.8%
Partnership Development Department - Office Supplies & Services	1,393	2,000	2,000	-	0.0%
TOTAL	\$ 118,998	\$ 124,374	\$ 125,381	1,007	0.8%

Toronto Catholic District School Board

Volume VI: Financial Sustainability

Financial Sustainability requires looking forward

School Board funding is almost entirely dependent on Provincial grants. Large portions of these grants remain stable year over year and therefore the TCDSB is able, to a certain extent, to consider it is sustainable beyond an annual budget process. Historically, much concentration is placed on balancing the funding received by the Province with the planned



expenditures for the year. Often a Board may face one-time increases or decreases in expenditures, which puts the budget out of balance. It also may be faced with “structural deficits” arising from legislative or labour arbitration decisions essentially place an ongoing cost burden that is greater than the funding received by the Province. In order to remain

sustainable the TCDSB should consider funding strategies that are beyond an annual view and that works within the current legislative permissions granted to it by the Province.

The TCDSB has established an operating contingency

The Operating Contingency reserve approved by the Board in 2018-19 budget process acts as a contingency to offset future in-year deficits. This Reserve approved by the Board must operate with a minimum and maximum amount. The minimum would be 1% of the operating budget, while the maximum amount held in the reserve would be 2% of the operating budget. It should be noted that the Province has indicated that 2% is the optimal amount to be held in contingency. The Operating Contingency Reserve has balance of \$19.3M at the start of the 2018-19 fiscal year.

A Reserve Strategy is necessary to complement an Accumulated Surplus and mitigate the risk against in-year deficits

The Education Act allows School Boards to create something called “Reserves”. These are special purpose type funds that are restricted to a specific type of expenditure and can be funded by the Accumulated Surplus.

During the 2018-19 budget process, the TCDSB board approved the establishment of strategic reserves funded from accumulated surpluses,

which may fund future projects, provide for operating contingencies, and provide funding for unexpected events and/or legislated liabilities.

Reserve funds play a very important role in TCDSB finances and provides a strong indicator of TCDSB's overall financial health. For this reason, the management of reserve funds is vitally important.

Staff will bring forward a Reserve Policy in the next fiscal year. The policy is intended to establish consistent guidelines and standards, which will assist in the administration of reserve funds in a responsible and consistent manner.

Reserve Fund Classifications and Types

Reserve funds are classified into the following three categories:

Strategic Reserve Funds (Discretionary)

These reserve funds can be used to better plan for the implementation of projects over the long-term. These funds will be used for high priority projects critical to the success of the organization moving into the future. These are fiscally prudent investments given their broad impact on the organization.

Reserve Funds for One-Time Projects (Discretionary)

An allocation of funds for which the Board of Trustees earmark, at their discretion, funding for a future expenditure, liability or other purpose. Funding is typically determined during the budget estimates, revised estimates or year-end financial results. These reserves are funded from various sources including, but not limited to, allocated revenues, accumulated surpluses, and dedicated contributions, etc.

Unspent funds during a fiscal year can be transferred to the Reserve only if the financial statements of the Board reflect an in-year and accumulated surplus position in the current fiscal year. The amount of unspent funds to be transferred is subject to change depending on the available in-year surplus as reported on the final year-end financial statements.

Reserve Funds (Obligatory)

Obligatory Reserve funds prescribed for specific purposes through the Education Act, act as a contingency to offset future in-year deficits. For example, mandated reserves exist for Education Development Charges (EDCs) and Proceeds of Disposition (POD).

Appearing below is a list of Reserve funds currently set-up for the TCDSB in 2018-19.

Strategic Reserve (Discretionary)

Information Technology Strategic System Reserve - This reserve will be used for the long-term financial planning for the replacement and/or update of major enterprise-wide systems.

Administrative Facility Reserve - This reserve restricts funding for the renewal activities of administrative buildings for which most PPF and Capital grants from the Province do not provide funding.

Student Equity Strategic Reserve - This reserve sets aside monies that can be applied towards various equity initiatives across the Board.

Information Technology Infrastructure Reserve Fund - This fund will be used for the replacement of Information & Communication Technology hardware equipment.

Trustee Strategic Initiatives Reserve - This fund will be used to fund Board of Trustee strategic initiatives.

One-time Projects Reserve (Discretionary)

School Block Budget - Unexpended and Committed school block budgets carried forward to the next school year.

International Languages - One-time funding provided to support 2018-19 program deficit.

Professional Development - Funds allocated for contractual staff for professional development activities.

Contract Support Workers - Funds to hire additional support workers.

Pastoral Plan- Purchase of religious materials for the TCDSB community

Capital Planning Capacity - Resources to undertake a range of capital planning related activities.

Playground Equipment - Funds to upgrade school playground equipment

Catholic School Parent Councils - Funds raised by parents for special projects and activities.

Human Resource Initiatives – 2018-19 - One time funding for the hire of retired staff to help with the hiring processes and attendance support.

Strategic Reserve (Obligatory)

Operating Contingency Reserve - To mitigate future unforeseen costs and in-year deficits, the minimum amount should be 1% of operating budget, while the maximum amount held in a reserve would be 2% of the operating budget. The Ministry of Education has indicated that 2% is the optimal contingency amount.

Education Development Charges (EDCs) - EDCs may be imposed if a board will need to acquire new school sites to accommodate the students resulting from new residential development. The scheme provides an eligible school board with the option of collecting EDCs on new residential and non-residential developments.

VOLUME VI - APPENDICES

List of Reserves	2017-18 Year End (\$M)
Administrative Facilities	2.01
Capital Planning Capacity	0.68
Catholic School Parent Council	2.04
Committed Capital Projects	0.66
Contract Support Workers	0.70
Human Resource	0.34
International Languages	5.20
Information Technology Infrastructure	6.01
Information Technology Strategic Investment System	7.95
Operating Contingency	19.3
Pastoral Plan	0.07
Professional Development	0.16
School Block Budget	4.80
Student Equity	0.81
Trustee unspent Budgets Board Motion	0.10
Total Reserves	\$50.8

Draft 2019-2020 TCDSB Year Over Year Budget Impacts

Provincial Funding Decisions	\$M	\$M	\$M
Negative Impacts		Change	
Loss of Local Priorities Funding	(9.70)	(1.43)	(11.13)
Grades 9 to 12 Class Size Change (Year 1 Impact)	(7.70)	(0.22)	(7.92)
Grades 4 to 8 Class Size Change Impact	(4.50)	(0.04)	(4.54)
Loss of Secondary Programming Funds	(2.50)	0.04	(2.46)
Reduction in Gratuity Benefit Grant	(2.00)	-	(2.00)
Capital Debt Financing Adjustment	(1.90)	1.82	(0.08)
Decrease to Facilities Loading Factor (Class Size Changes)	(1.60)	0.63	(0.97)
Addition of International Student Recovery Amount	(1.60)	(0.17)	(1.77)
Loss of Cost Adjustment Allocation	(1.20)	0.01	(1.19)
Partial Loss of Early Childhood Educator Funding	(0.50)	(1.58)	(2.08)
Loss of Human Resource Transition Funding	(0.50)	0.04	(0.46)
Loss of TAG (Temporary Accommodation Grant)		(1.35)	(1.35)
	<u>(33.70)</u>	<u>-</u>	<u>-</u>
	(33.70) A	(2.24)	(35.94)
Positive Impacts			
Increase in Transportation Funding	7.60	(0.09)	7.51
Attrition Protection 5% Specialized Programming Exemption	1.13	0.29	1.42
Increase in Utilities Funding	0.75	-	0.75
Increase in Behavior Expertise Amount	0.50	(0.02)	0.48
Increase School Foundation Grant (P/VPs for Campuses)	0.10	0.21	0.31
Incr Adult Day Sch Supplement moved Cont Ed (Table amount)	-	1.46	1.46
Increase in Indigenous Education Allocations		0.15	0.15
	<u>10.08</u>	<u>-</u>	<u>-</u>
	10.08 B	2.01	12.09
Total Estimated Impacts from Provincial Announcements	(23.62)	=A+B	(23.85)
Net Impact of Enrolment Driven Changes			
Increase in Elementary Enrolment	2.50	(0.09)	2.41
Decrease in Secondary Enrolment	(1.30)	(0.59)	(1.89)
	<u>1.20</u>	<u>(0.68)</u>	<u>0.52</u>
	1.20 D	(0.68)	0.52
International Language Program Extended Day Elimination			
Loss of International Language Program Funding	(5.00)	-	(5.00)
Additional Teachers Due to Shortened Day	(2.30)	(0.04)	(2.34)
Transportation Impacts from Modified Day School Schedules	(1.60)	-	(1.60)
	<u>(8.90)</u>	<u>(0.04)</u>	<u>(8.94)</u>
	(8.90) E	(0.04)	(8.94)
Total Estimated Year Over Year Impacts (Funding Shortfall)	(31.32)	(0.95)	(32.27)

Draft 2019-2020 TCDSB Offsets to Balance Budget

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

	May 9/19		Change		May 28/19	
Combined	\$M	FTE	\$M	FTE	\$M	FTE
Increases / Reductions Based on Enrolment Changes						
Elementary Teacher Positions (Regular)	2.50	24.5	0.00	0.0	2.50	24.5
Secondary Teacher Positions (Regular)	<u>(1.30)</u>	<u>(12.0)</u>	<u>0.00</u>	<u>0.0</u>	<u>(1.30)</u>	<u>(12.0)</u>
	1.20	12.5	0.00	0.0	1.20	12.5
Mandated Impacts from Elementary Class Sizes						
Elementary Teacher Positions	3.30	32.1	0.00	0.0	3.30	32.1
Mandated Reductions Based on Secondary Class Size Changes						
Secondary Teacher Positions (Regular)	(7.70)	(72.0)	0.00	0.0	(7.70)	(72.0)
Secondary Teacher Positions (Programming)	<u>(2.50)</u>	<u>(22.9)</u>	<u>0.00</u>	<u>0.0</u>	<u>(2.50)</u>	<u>(22.9)</u>
	(10.20)	(94.9)	0.00	0.0	(10.20)	(94.9)
Draft Reductions Associated with Local Priority Funding						
Elementary Teachers - 5th Block	(2.40)	(24.0)	0.00	0.0	(2.40)	(24.0)
Education Assistants / Child and Youth Workers	(1.70)	(30.5)	0.00	0.0	(1.70)	(30.5)
Elementary Teachers - Regular Classroom	(1.40)	(14.2)	0.00	0.0	(1.40)	(14.2)
Secondary Teachers - ESL/ELL	(1.30)	(12.5)	0.00	0.0	(1.30)	(12.5)
Custodians, Trades and Maintenance Staff	(0.80)	(10.9)	0.00	0.0	(0.80)	(10.9)
Secondary Teachers - Special Education	(0.60)	(6.0)	0.00	0.0	(0.60)	(6.0)
School Secretaries	(0.40)	(6.7)	0.00	0.0	(0.40)	(6.7)
ESL and Nursery Instructors	(0.30)	(3.3)	0.00	0.0	(0.30)	(3.3)
Programmers, SS Supervisors, Other	(0.20)	(3.6)	0.00	0.0	(0.20)	(3.6)
Professional Student Services Personnel	(0.20)	(2.0)	0.00	0.0	(0.20)	(2.0)
Principals and Vice-Principals	(0.20)	(1.5)	0.00	0.0	(0.20)	(1.5)
Library Technicians	(0.10)	(2.2)	0.00	0.0	(0.10)	(2.2)
Board Administration, Clerical and Technical Staff	<u>(0.10)</u>	<u>(1.5)</u>	<u>0.00</u>	<u>0.0</u>	<u>(0.10)</u>	<u>(1.5)</u>
	(9.70)	(118.9)	0.00	0.0	(9.70)	(118.9)
Other Draft Labour Impacts to Offset Funding Shortfall						
Other Elementary Panel Reductions						
ESL Teachers	(2.50)	(24.0)	0.00	0.0	(2.50)	(24.0)
Resource Teachers	<u>(0.70)</u>	<u>(7.0)</u>	<u>0.00</u>	<u>0.0</u>	<u>(0.70)</u>	<u>(7.0)</u>
	(3.20)	(31.0)	0.00	0.0	(3.20)	(31.0)

Other Secondary Panel Reductions / Increases						
Secondary Teachers	(0.60)	(6.0)	0.00	0.0	(0.60)	(6.0)
Secondary Teacher - 5% Additional Attrition Protection	1.00	10.0	0.00	0.0	1.00	10.0
Resource Teachers	(0.60)	(6.0)	0.00	0.0	(0.60)	(6.0)
Workplace Accommodation Contingency	<u>(0.20)</u>	<u>(2.0)</u>	<u>0.00</u>	<u>0.0</u>	<u>(0.20)</u>	<u>(2.0)</u>
	(0.40)	(4.0)	0.00	0.0	(0.40)	(4.0)
Board Administration and Governance Reductions						
Non-Academic Staff Positions	(0.20)	(2.0)	0.00	0.0	(0.20)	(2.0)
Non-Academic Management Positions	(0.80)	(7.0)	0.00	0.0	(0.80)	(7.0)
Non-Academic Executive Position	<u>(0.15)</u>	<u>(1.0)</u>	<u>0.00</u>	<u>0.0</u>	<u>(0.15)</u>	<u>(1.0)</u>
	(1.15)	(10.0)	0.00	0.0	(1.15)	(10.0)
Total Other Draft Labour Impacts to Offset Funding Shortfall	(4.75)	(45.0)	0.00	0.0	(4.75)	(45.0)
Other Draft Non-Labour Impacts to Offset Funding Shortfall						
Adjust Non-Labour Budgets to Align with Historical Actuals	(3.05)		0.48	0.0	(3.53)	
Capital Debt Interest Expense Reduction	(1.90)		(1.82)	0.0	(0.08)	
Incr International Student Fees to Offset Recovery Plus orig	(1.85)		0.87	0.0	(2.72)	
Optimize Bell Times at International Language Schools	(1.60)		0.00	0.0	(1.60)	
Reduce Central Religious Materials Allocation	(1.50)		0.00	0.0	(1.50)	
Benefit Trust Rate Reduction	(1.10)		0.00	0.0	(1.10)	
Reduction in Non-Labour Facilities Expenditures	(0.25)		1.75	0.0	(2.00)	
Occasional Teacher Est usage due to Staff reductions	0.00		0.02	0.0	(0.02)	
Increase Permitting Fees (By 3%)	<u>(0.10)</u>		<u>0.00</u>	<u>0.0</u>	<u>(0.10)</u>	
	(11.35)	0.00	1.30	0.00	(12.65)	
Total Draft Offsets to Balance Budget	(31.50)	(214.2)	1.30	0.0	(32.80)	(214.2)

ESL = English as a Second Language

ELL = English Language Learner

Draft 2019-2020 TCDSB Offsets to Balance Budget*(Appendix A Provides Reductions by Employee Group)***Instructional***(Positive figures denote increases in expenditure / Full Time Equivalent (FTE) where mandated)*

	May 9/19		Change		May 28/19	
	\$M	FTE	\$M	FTE	\$M	FTE
Increases / Reductions Based on Enrolment Changes						
Elementary Teacher Positions (Regular)	2.50	24.5	0.00	0.0	2.50	24.5
Secondary Teacher Positions (Regular)	<u>(1.30)</u>	<u>(12.0)</u>	<u>0.00</u>	<u>0.0</u>	<u>(1.30)</u>	<u>(12.0)</u>
	1.20	12.5	0.00	0.0	1.20	12.5

Mandated Impacts from Elementary Class Sizes

Elementary Teacher Positions	3.30	32.1	0.00	0.0	3.30	32.1
------------------------------	------	------	------	-----	------	------

Mandated Reductions Based on Secondary Class Size Changes

Secondary Teacher Positions (Regular)	(7.70)	(72.0)	0.00	0.0	(7.70)	(72.0)
Secondary Teacher Positions (Programming)	<u>(2.50)</u>	<u>(22.9)</u>	<u>0.00</u>	<u>0.0</u>	<u>(2.50)</u>	<u>(22.9)</u>
	(10.20)	(94.9)	0.00	0.0	(10.20)	(94.9)

Draft Reductions Associated with Local Priority Funding

Elementary Teachers - 5th Block	(2.40)	(24.0)	0.00	0.0	(2.40)	(24.0)
Education Assistants / Child and Youth Workers	(1.70)	(30.5)	0.00	0.0	(1.70)	(30.5)
Elementary Teachers - Regular Classroom	(1.40)	(14.2)	0.00	0.0	(1.40)	(14.2)
Secondary Teachers - ESL/ELL	(1.30)	(12.5)	0.00	0.0	(1.30)	(12.5)
Secondary Teachers - Special Education	(0.60)	(6.0)	0.00	0.0	(0.60)	(6.0)
School Secretaries	(0.40)	(6.7)	0.00	0.0	(0.40)	(6.7)
ESL and Nursery Instructors	(0.30)	(3.3)	0.00	0.0	(0.30)	(3.3)
Programmers, SS Supervisors, Other	(0.20)	(3.6)	0.00	0.0	(0.20)	(3.6)
Professional Student Services Personnel	(0.20)	(2.0)	0.00	0.0	(0.20)	(2.0)
Principals and Vice-Principals	(0.20)	(1.5)	0.00	0.0	(0.20)	(1.5)
Library Technicians	<u>(0.10)</u>	<u>(2.2)</u>	<u>0.00</u>	<u>0.0</u>	<u>(0.10)</u>	<u>(2.2)</u>
	(8.80)	(106.5)	0.00	0.0	(8.80)	(106.5)

Other Draft Labour Impacts to Offset Funding Shortfall**Other Elementary Panel Reductions**

ESL Teachers	(2.50)	(24.0)	0.00	0.0	(2.50)	(24.0)
Resource Teachers	<u>(0.70)</u>	<u>(7.0)</u>	<u>0.00</u>	<u>0.0</u>	<u>(0.70)</u>	<u>(7.0)</u>
	(3.20)	(31.0)	0.00	0.0	(3.20)	(31.0)

Other Secondary Panel Reductions / Increases

Secondary Teachers	(0.60)	(6.0)	0.00	0.0	(0.60)	(6.0)
Secondary Teacher - 5% Additional Attrition Protection	1.00	10.0	0.00	0.0	1.00	10.0
Resource Teachers	(0.60)	(6.0)	0.00	0.0	(0.60)	(6.0)
Workplace Accommodation Contingency	<u>(0.20)</u>	<u>(2.0)</u>	<u>0.00</u>	<u>0.0</u>	<u>(0.20)</u>	<u>(2.0)</u>
	(0.40)	(4.0)	0.00	0.0	(0.40)	(4.0)

Total Other Draft Labour Impacts to Offset Funding Shortfall	(3.60)	(35.0)	0.00	0.0	(3.60)	(35.0)
--	--------	--------	------	-----	--------	--------

Other Draft Non-Labour Impacts to Offset Funding Shortfall

English as a Second Language Revenue Increase	(2.25)		(0.15)	0.0	(2.10)
All other areas of underspend Non-Salary	(0.50)		0.00	0.0	(0.50)
Curriculum and Accountability	(0.30)		0.00	0.0	(0.30)
Incr International Student Fees to Offset Recovery Plus orig	(1.85)		0.87	0.0	(2.72)
Reduce Central Religious Materials Allocation	(1.50)		0.00	0.0	(1.50)
Benefit Trust Rate Reduction	(1.10)		0.00	0.0	(1.10)
Occasional Teacher Est usage due to Staff reductions	0.00		0.02	0.0	(0.02)
	(7.50)	0.00	0.74	0.00	(8.24)
Total Draft Offsets to Balance Budget	(25.60)	(191.8)	0.74	0.0	(26.34) (191.8)

ESL = English as a Second Language

ELL = English Language Learner

Draft 2019-2020 TCDSB Offsets to Balance Budget*(Appendix A Provides Reductions by Employee Group)***Non- Instructional***(Positive figures denote increases in expenditure / Full Time Equivalent (FTE) where mandated)*

	May 9/19		Change		May 28/19	
	\$M	FTE	\$M	FTE	\$M	FTE
Draft Reductions Associated with Local Priority Funding						
Custodians, Trades and Maintenance Staff	(0.80)	(10.9)	0.00	0.0	(0.80)	(10.9)
Board Administration, Clerical and Technical Staff	<u>(0.10)</u>	<u>(1.5)</u>	<u>0.00</u>	<u>0.0</u>	<u>(0.10)</u>	<u>(1.5)</u>
	(0.90)	(12.40)	0.00	0.00	(0.90)	(12.40)

Other Draft Labour Impacts to Offset Funding Shortfall

Board Administration and Governance Reductions

Non-Academic Staff Positions	(0.20)	(2.0)	0.00	0.0	(0.20)	(2.0)
Non-Academic Management Positions	(0.80)	(7.0)	0.00	0.0	(0.80)	(7.0)
Non-Academic Executive Position	<u>(0.15)</u>	<u>(1.0)</u>	<u>0.00</u>	<u>0.0</u>	<u>(0.15)</u>	<u>(1.0)</u>
	(1.15)	(10.00)	0.00	0.00	(1.15)	(10.00)
Total Other Draft Labour Impacts to Offset Funding Shortfall	(2.1)	(22.4)	0.0	0.0	(2.1)	(22.4)

Other Draft Non-Labour Impacts to Offset Funding Shortfall

Increase in Insurance Recoveries - Facilities	0.00		0.50	0.0	(0.50)	
Increase in Cafeteria Revenues	0.00		0.13	0.0	(0.13)	
Capital Debt Interest Expense Reduction	(1.90)		(1.82)	0.0	(0.08)	
Optimize Bell Times at International Language Schools	(1.60)		0.00	0.0	(1.60)	
Reduction in Non-Labour Facilities Expenditures	(0.25)		1.75	0.0	(2.00)	
Increase Permitting Fees (By 3%)	<u>(0.10)</u>		<u>0.00</u>	<u>0.0</u>	<u>(0.10)</u>	
	(3.85)	0.00	0.56	0.00	(4.41)	
Total Draft Offsets to Balance Budget	(5.9)	(22.4)	0.6	0.0	(6.5)	(22.4)

ESL = English as a Second Language

ELL = English Language Learner

	(31.50)	(214.20)	1.30	0.00	(32.80)	(214.20)
--	---------	----------	------	------	---------	----------

	(31.50)	(214.2)	1.30	0.0	32.80	(214.2)
--	----------------	----------------	-------------	------------	--------------	----------------

Draft 2019-20 Funding Shortfall Offsets Summary

			Change	Change		
	\$M	FTE	\$M	FTE	\$M	FTE
Total Estimated Year Over Year Impacts (Funding Shortfall)	(31.32)		0.95	0.00	(32.27)	
Current Total Draft Offsets to Balance Budget	<u>(31.50)</u>	(214.20)	<u>1.30</u>	<u>0.00</u>	(32.80)	(214.20)
Outstanding Offset (Amount of Further Reductions Required)	0.18		(0.35)	0.00	0.53	

Other Potential Ideas for Offsetting Funding Shortfall

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

Summary of TCDSB Transportation Efficiency Opportunities

Description	# of Students Impacted	\$ Cost Savings (\$M)
Increase Transportation Boundary Increasing the transportation boundary from 1.5km to 1.6km (matching the TDSB boundary) could reduce the number of students receiving bussing services who live within the 1.5km to 1.6km boundary change. Currently, the TCDSB provides bussing services to 1,235 students within this range for Grades 1 to 8.	1,235	\$0.2
Eliminate Non-Qualifying Transportation Discontinue the practice of providing bussing services to students who live in a geographic area not qualifying on the basis of distance or hazard criteria; and such students continue to receive services on an ongoing basis year-over-year given Board approval.	6,256	\$3.0
Eliminate Courtesy Seats Discontinue the provision of courtesy seats for students who are accessing empty seats under one of the three conditions: <ol style="list-style-type: none"> 1. Empty seat (empty seat on a large capacity bus), 2. Extenuating Priority (these are mostly siblings of students with special needs so they can ride the same bus or students in fresh start programs), 3. Extenuating circumstances (when parents cannot get their child to an existing bus stop or school). 	6,068	\$0.7
Hazardous Transportation Conditions Hazard transportation is provided for students who meet the hazard criteria set out by the Board. This criteria is attached for reference. If the student encounters these hazards on their way to and from school then they are provided transportation. There is no need to apply or reapply, they are simply deemed eligible based on the transportation policy	1,261	



Student Mental Health and Well-Being Strategy: ***Being Well, Doing Well*** **2019-2022**



EXECUTIVE SUMMARY

TCDSB is committed to nurturing the relationship between our Catholic faith and Mental Health. Living our Catholic faith supports emotional well-being and teaches us about the compassion and dignity of all persons.

TCDSB maintains a strong reputation among school boards across Ontario as demonstrating exemplary practices in student mental health leadership and student success. We have made a great deal of progress and we continue to recognize the link between student mental health and student achievement. This relationship is the foundation for productive, well rounded, contributors of our community.

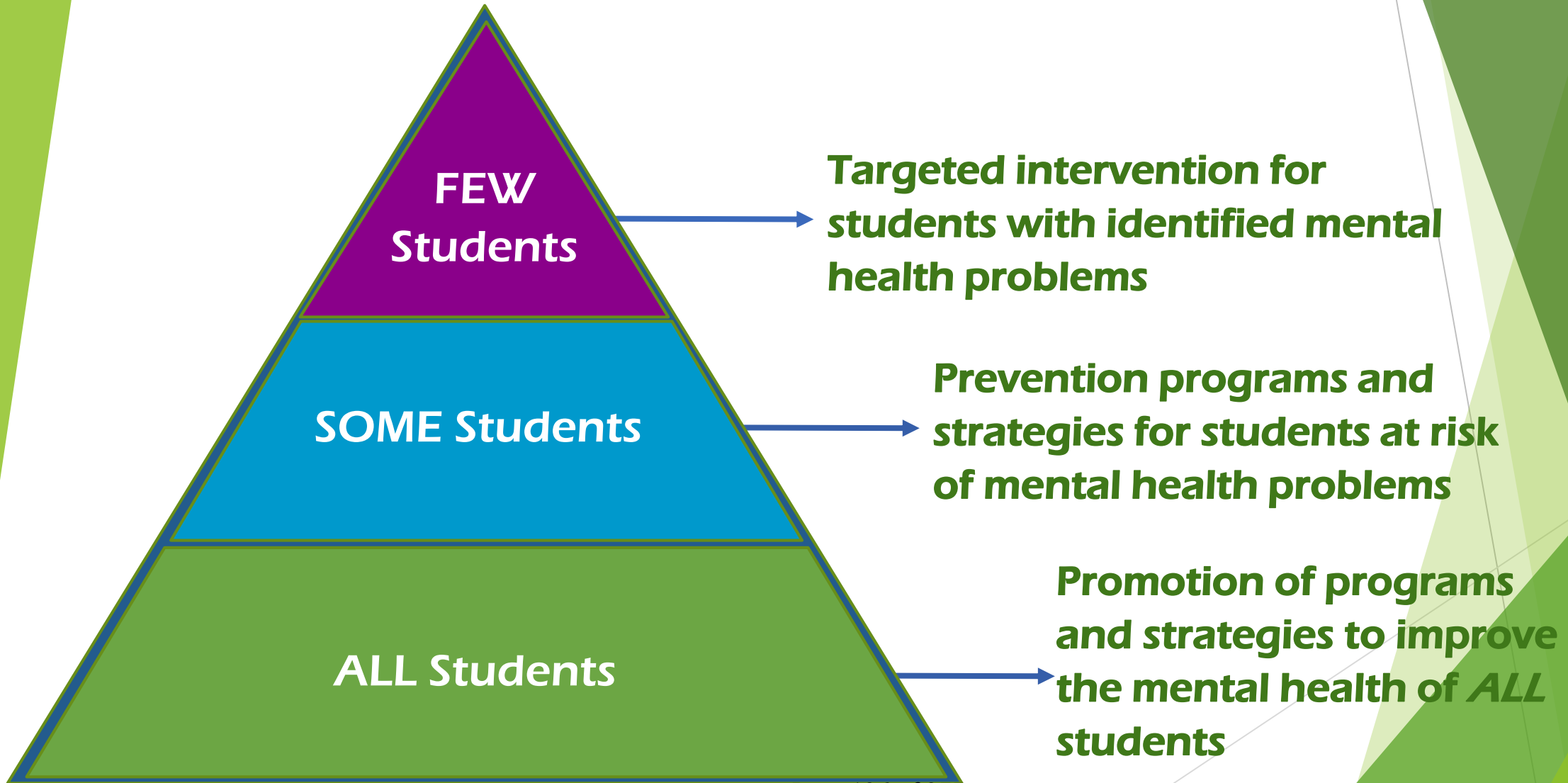
We continue to utilize a three-tiered approach to student mental health.

In the first tier, through the use of universal strategies that promote the well-being of ALL students, we foster mentally healthy schools.

In the second tier, prevention strategies and programming are utilized to support at-risk students.

In the third tier, interventions are geared to support the needs of students exhibiting significant functional impairment due to their struggles with mental illness. Our work in all three tiers is enhanced by the fostering of a positive climate in our schools, families, and communities, promoting mental health and wellness for all.

Three-Tiered Approach to Student Mental Health Services





WITHIN US

As children of God, our students are flourishing with positive mental health, a strong sense of well-being and resilience.

"I am able to do all things through Him who strengthens me."

Philippians 4:13



BETWEEN US

Every interaction we have is an opportunity to encounter with God, with the hope of fostering healthy interpersonal relationships that support resilient youth and healthy schools.

"This is my commandment, that you love one another as I have loved you."

John 15:12



AROUND US

Communities that are rooted in our Catholic faith support positive mental health and well-being at school, for everyone within the family, community and parish.

"A friend loves at all times, and people are born to share adversity."

Proverbs 17:17



WITHIN US

The TCDSB will support and develop the fundamentals for everyday mental health and well-being, through the use and promotion of the following:

- ▶ Development of knowledge of God's vision and mission for each of us, including the promotion of self-discovery and reflection, through prayer, study of the Religion and Family Life curriculum, and through the participation in the life of the Church;
- ▶ Development of Spiritual Wellness through the practice of various forms of prayer (e.g. Eucharist, Rosary, Christian Meditation, and other liturgical celebrations);
- ▶ Faith and Wellness, developed by School Mental Health Ontario and Ontario English Catholic Teachers' Association (OECTA);
- ▶ Health and Physical Education Living Skills emphasizing interpersonal skills, communication skills and personal skills;



Within Us Cont...

- ▶ Social Emotional Learning (self-awareness, social awareness, relationship skills, responsible decision making and self-management) in the classroom;
- ▶ Professional development for school staff to ensure best practices are employed in supporting student mental health;
- ▶ Student data related to mental health and well-being (i.e., My School, My Voice; Safe and Caring Schools surveys);
- ▶ Direct mental health service provision through prevention and education programs, individual intervention, group counselling and family support;
- ▶ Continued development and review of organizational conditions to help maintain positive student mental health (i.e. Mental Health Policy and associated guidelines);



BETWEEN US

As healthy relationships are one of the most critical protective factors that support positive mental health, the TCDSB will support and strengthen these relationships by:

- ▶ **Spreading the message of the Gospel - Beatitudes, Social Justice, Catholic Social Teachings;**
- ▶ **Building awareness about the role that positive relationships play in the protection and promotion of positive mental health through professional development opportunities;**
- ▶ **Engaging caring and supportive staff members to promote positive relationships with students;**
- ▶ **Supporting mental health awareness, promotion, and literacy among staff, students, and parents/caregivers (e.g., professional development modules developed by School Mental Health Ontario, such as The Mentally Healthy Classroom);**



BETWEEN US Cont...

- ▶ **Supporting school staff in the implementation of standardized suicide prevention and intervention practices and protocols such as SafeTalk (suicide awareness workshops for all staff) and Applied Suicide Intervention Skills Training (ASIST) for mental health service providers, guidance counselors and school administrators;**
- ▶ **Promoting positive interpersonal habits in the digital age;**
- ▶ **Supporting the mental health needs of students of all social identities, with particular focus on raising awareness of the mental health considerations of those with marginalized identities;**
- ▶ **Promoting the importance of a diverse, culturally-relevant and responsive environment where inclusion of all students is woven into all school activities and within the curriculum.**



AROUND US

Environment plays an important role in our mental health and well-being. Healthy environments support each and all of their members. TCDSB is committed to creating healthy environments by:

- ▶ **Celebrating our faith, unity, and uniqueness with the larger community through Eucharist, liturgies of the word and other empowering events;**
- ▶ **Sharing regular messages and tools about positive mental health to schools/parents (e.g., board Mental Health Newsletters, school level newsletters, board website, annual Special Education Parent Fair, etc.);**
- ▶ **Developing School Well-Being Teams to promote mental health initiatives in school communities;**
- ▶ **Expanding the Stop the Stigma campaign to an increased number of elementary schools (the campaign is already in all secondary schools) while offering ongoing support for existing Stop the Stigma initiatives;**



AROUND US Cont...

- ▶ Ensuring that school staff are aware of the TCDSB Student Mental Health and Well-Being Policy and associated guidelines;
- ▶ Supporting families with knowledge about mental health and well-being (e.g., parent fairs, parent symposiums, etc.);
- ▶ Continuing to develop collaborative partnerships with community organizations in support of student mental health and well-being.



ACTIONABLE ITEMS FOR 2019-2020

ACTIONABLE ITEMS FOR 2019-2020

1. **Rollout of Student Mental Health Strategy 2019-2022.**
2. **Highlight the connection between Mental Health and Well-Being and our Catholic Faith Values.**
3. **School Well-Being Teams.**
4. **Continued implementation of Mental Health Professional Workers in secondary schools.**
5. **Implementation of *Stress Lessons* research evaluation project.**
6. **Addition of the Supporting Minds Module “ADHD” to the roster of modules available to schools for staff presentations.**
7. **Annual review of the TCDSB Student MH Policy and associated guidelines with all principals.**
8. **Continued delivery of suicide awareness (SafeTALK) and suicide intervention (ASIST) professional development for targeted groups.**
9. **Continue to work with School Mental Health Ontario to rollout additional training for our mental health service providers (e.g. BRISC training, CBT).**

10. By focusing on areas of targeted need, pursue the development of more **Mental Health Memorandums of Understanding** with mental health agencies.
11. Continue the expansion of the **Stop the Stigma** student mental health awareness program from 54 to 74 elementary schools; ongoing support provided to all existing school teams.
12. Continue to **engage students** in mental health initiatives.
13. Continue to offer professional development using School Mental Health Ontario's ***Supporting Minds Modules*** at various system-wide PD days and upon request by various staff groups.
14. In alignment with our board's **Equity Action Plan**, support the development and delivery of an in-service for all principals to increase capacity in regards to students who identify as **transgendered**.
15. Continue to **engage the parent community** with respect to student mental health (e.g., consultation with parent representatives on the Mental Health Advisory Council; TCDSB Mental Health Newsletter, etc.).



STUDENT MENTAL HEALTH STRATEGY 2019-2022

ACTIONABLE ITEMS FOR 2019-2020

1. Rollout of Student Mental Health Strategy 2019-2022:

- Develop a communication campaign for system-wide reach (i.e., updated video, updated information on website, newsletter highlighting the strategy, presentation of strategy to principals and other stakeholder groups).
- Video showcase of the work of a *Mental Health Professional worker*.

2. Highlight the connection between *Mental Health and Well-Being* and our Catholic Faith Values:

- Support the expansion of the Faith and Wellness program in partnership with School Mental Health Ontario and OECTA.
- Continued collaboration with our Religious Education Department.
- Inclusion of Catholic faith elements in the Mental Health Newsletter.

3. School Well-Being Teams:

- Implementation of teams by January 2020.
- Delivery of PD to representatives from all teams.
- Support teams in implementing mental health goals (incorporated into the School Learning Improvement Plan where possible).
- Support the teams in championing local initiatives based on identified needs (e.g., through student surveys).

4. Continued implementation of **Mental Health Professional Workers** in secondary schools, with a focus on:
 - Student mental health literacy (tier one) classroom programs such as *Stress Lessons*.
 - Targeted individual counseling using a brief model such as the Brief Intervention for School Clinicians (BRISC).
 - Professional development opportunities for school staff.
5. Implementation of **Stress Lessons research evaluation** project:
 - Provide support to 6 teachers to implement the program.
 - Work collaboratively with the board research department and Ryerson University for the purpose of measuring program effectiveness.
6. Addition of the **Supporting Minds Module “ADHD”** to the roster of modules available to schools for staff presentations:
 - Social Work and Psychology staff will be in-serviced fall/winter 2019, with availability to schools 2019-20.
7. Annual review of the TCDSB **Student MH Policy and associated guidelines** with all principals:
 - Principals will be encouraged to enlist support from Social Work/Psychology staff to facilitate reviews with all school staff.
8. Continued delivery of **suicide awareness** (SafeTALK) and **suicide intervention** (ASIST) professional development for targeted groups:
 - This is a retraining year for all Social Work and Psychology staff.
9. Continue to work with School Mental Health Ontario to rollout **additional training for our mental health service providers** (e.g. BRISC training, CBT):
 - Implementation support for clinicians receiving the training.

10. By focusing on areas of targeted need, pursue the development of more **Mental Health Memorandums of Understanding** with mental health agencies.
11. Continue the expansion of the **Stop the Stigma** student mental health awareness program from 54 to 65 elementary schools; ongoing support provided to all existing school teams:
 - o “On-boarding” of new teams in the Fall, Student Symposiums in early Winter (elementary and secondary), and training days in early Spring.
12. Continue to **engage students** in mental health initiatives (e.g. consultation with the Student Mental Health Advisory Council - SMHAC, training for Stop the Stigma teams, training for student groups on mental health awareness and pathways to care).
13. Continue to offer professional development using School Mental Health Ontario’s **Supporting Minds Modules** at various system-wide PD days and upon request by various staff groups (e.g., Autism team, Guidance Counselors, Student Success, etc.).
14. In alignment with our board’s **Equity Action Plan**, support the development and delivery of an in-service for all principals to increase capacity in regards to students who identify as **transgendered**.
15. Continue to **engage the parent community** with respect to student mental health (e.g., consultation with parent representatives on the Mental Health Advisory Council; TCDSB Mental Health Newsletter, etc.).



Student Mental Health and Well-Being Strategy:

Being Well, Doing Well

2019 – 2022



MISSION

The Toronto Catholic District School Board (TCDSB) Student Mental Health Strategy is designed to raise awareness, build capacity and provide a coordinated and evidence-based/informed approach to mental health. With our Catholic faith embedded in this approach, we engage students, families, mental health partners and all staff in supporting student mental health and well-being within the TCDSB.

VISION

At TCDSB children and youth grow to reach their full potential. Our school board is anchored in Catholic values in which the mental health of children and youth is recognized as a key determinant of well-being and achievement. Every school in the TCDSB will be a mentally healthy school that demonstrates pervasive caring and promotes well-being and achievement for students, staff and our community.

Superintendent of Special Services
Linda Maselli-Jackman

Chief of Mental Health Strategy and Staff Well-being
Marie-Josée Gendron Ph.D., C.Psych

Mental Health Leader
Melissa Hanlon MSW, RSW

Executive Summary

TCDSB is committed to nurturing the relationship between our Catholic faith and Mental Health. Living our Catholic faith supports emotional well-being and teaches us about the compassion and dignity of all persons.

TCDSB maintains a strong reputation among school boards across Ontario as demonstrating exemplary practices in student mental health leadership and student success. We have made a great deal of progress and we continue to recognize the link between student mental health and student achievement. This relationship is the foundation for productive, well rounded, contributors of our community.

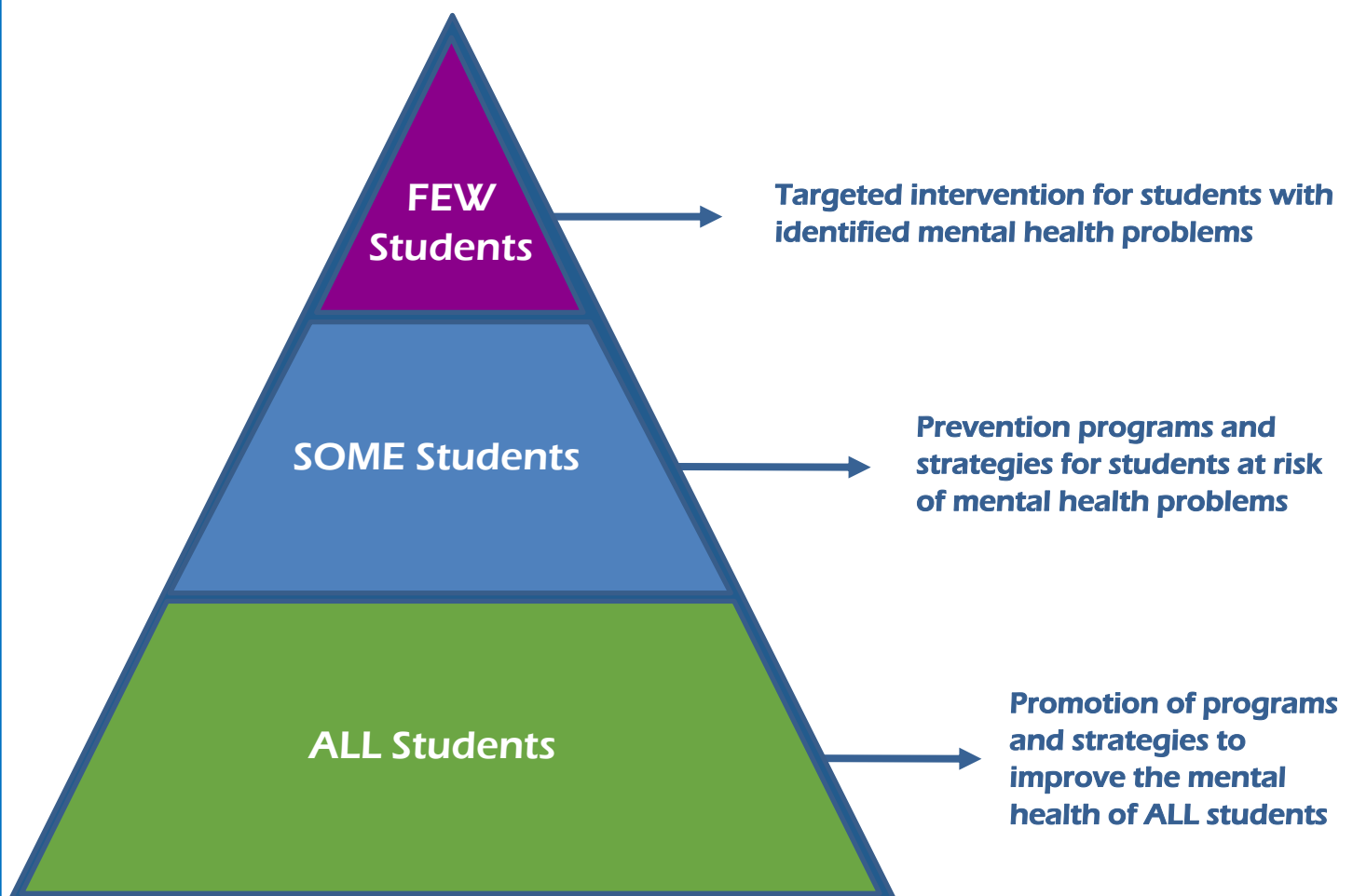
We continue to utilize a three-tiered approach to student mental health.

In the *first tier*, through the use of universal strategies that promote the well-being of ALL students, we foster mentally healthy schools.

In the *second tier*, prevention strategies and programming are utilized to support at-risk students.

In the *third tier*, interventions are geared to support the needs of students exhibiting significant functional impairment due to their struggles with mental illness. Our work in all three tiers is enhanced by the fostering of a positive climate in our schools, families, and communities, promoting mental health and wellness for all.

Three-Tiered Approach to Student Mental Health Services



Guiding Principles

- ❑ Our Catholic values instill a belief in the worth and dignity of every person; that people thrive in a safe, healthy and compassionate environment; and that each of us shares responsibility for creating collaborative communities of learning (TCDSB Multi-Year Strategic Plan).
- ❑ We are committed to the equity, and inclusive education, of all students. Our Catholic faith rejects injustice and respects the dignity of the person.
- ❑ We are committed to following the mission set out in our Board Learning Improvement Plan (BLIP) which directs us to focus on our Catholic Social Teaching, as well as provincial goals such as “promoting well-being” of all students and enhancing mental and physical health.
- ❑ We continue to recognize the inextricable link between student mental health and student achievement. This relationship is the foundation for productive, well rounded, contributors to our community.
- ❑ All children have a right to attend school and reach their fullest potential.
- ❑ We commit to the continued development of our system’s capacity to understand and serve each student with a view towards improved mental health and well-being.
- ❑ We will utilize the existing mental health expertise of our Special Services multi-disciplinary team and school-based staff in addressing mental health promotion and prevention to the fullest of our capacity.
- ❑ We will focus on the implementation of evidenced based, best practices programs and services for our schools and students.
- ❑ Our community stakeholders in mental health and well-being, parishes, and families are our partners in achieving mentally healthy schools across our school board.



WITHIN US

As children of God, our students are flourishing with positive mental health, a strong sense of well-being and resilience.

"I am able to do all things through Him who strengthens me.

"Philippians 4:13



BETWEEN US

Every interaction we have is an opportunity to encounter with God, with the hope of fostering healthy interpersonal relationships that support resilient youth and healthy schools.

"This is my commandment, that you love one another as I have loved you.

"John 15:12



AROUND US

Communities that are rooted in our Catholic faith support positive mental health and well-being at school, for everyone within the family, community and parish.

"A friend loves at all times, and people are born to share adversity."

Proverbs 17:17

WITHIN US

*"I am able to do all things through Him who strengthens me."
Philippians 4:13*



We look to Jesus' example and guidance, in all areas of development—physically, mentally, spiritually and socially. Our hope for our students is that they have every opportunity to thrive in all areas of development, flourishing with positive mental health and resilience.

The TCDSB will support and develop the fundamentals for everyday mental health and well-being, through the use and promotion of the following:

- ❑ Development of knowledge of God's vision and mission for each of us, including the promotion of self-discovery and reflection, through prayer, study of the Religion and Family Life curriculum, and through the participation in the life of the Church;
- ❑ Development of Spiritual Wellness through the practice of various forms of prayer; e.g. Eucharist, Rosary, Christian Meditation, and other liturgical celebrations;
- ❑ Faith and Wellness, developed by School Mental Health Ontario and Ontario English Catholic Teachers' Association (OECTA);
- ❑ Health and Physical Education Living Skills emphasizing interpersonal skills, communication skills and personal skills;
- ❑ Social Emotional Learning (self-awareness, social awareness, relationship skills, responsible decision making and self-management) in the classroom;
- ❑ Professional development for school staff to ensure best practices are employed in supporting student mental health;
- ❑ Student data related to mental health and well-being (i.e., My School, My Voice; Safe and Caring Schools surveys);
- ❑ Direct mental health service provision through prevention and education programs, individual intervention, group counselling and family support;
- ❑ Continued development and review of organizational conditions to help maintain positive student mental health (i.e. Mental Health Policy and associated guidelines).

BETWEEN US



“This is my commandment, that you love one another as I have loved you.” John 15:12

In our Catholic school communities, we strive to treat each other not only with tolerance and respect, but with the understanding that each of us is created in the image and likeness of God, and therefore is good and absolutely worthy of unconditional love. Every interaction we have is an opportunity to encounter with God, with the hope of fostering healthy interpersonal relationships that support resilient youth and healthy schools.

As healthy relationships are one of the most critical protective factors that support positive mental health, the TCDSB will support and strengthen these relationships by:

- ❑ Spreading the message of the Gospel - Beatitudes, Social Justice, Catholic Social Teachings;
- ❑ Building awareness about the role that positive relationships play in the protection and promotion of positive mental health through professional development opportunities;
- ❑ Engaging caring and supportive staff members to promote positive relationships with students;
- ❑ Supporting mental health awareness, promotion, and literacy among staff, students, and parents/caregivers (e.g., professional development modules developed by School Mental Health Ontario, such as *The Mentally Healthy Classroom*);
- ❑ Supporting school staff in the implementation of standardized suicide prevention and intervention practices and protocols such as SafeTalk (suicide awareness workshops for all staff) and Applied Suicide Intervention Skills Training (ASIST) for mental health service providers, guidance counselors and school administrators;
- ❑ Promoting positive interpersonal communication in the digital age;
- ❑ Supporting the mental health needs of students of all social identities, with particular focus on raising awareness of the mental health considerations of those with marginalized identities;
- ❑ Promoting the importance of a culturally-relevant and responsive environment where inclusion of all students is woven into all school activities and within the curriculum.

AROUND US



"A friend loves at all times, and people are born to share adversity." Proverbs 17:17

Rooted in the Gospel, we witness to the love of Christ in our school communities through our care and support of each other. Communities that are rooted in our Catholic faith support positive mental health and well-being at school, within the family, community and parish.

Environment plays an important role in our mental health and well-being. Healthy environments support each and all of their members. TCDSB is committed to creating healthy environments by:

- ☐ Celebrating our faith, unity, and uniqueness with the larger community through Eucharist, liturgies of the word and other empowering events;
- ☐ Sharing regular messages and tools about positive mental health to schools/parents (e.g., board Mental Health Newsletters, school level newsletters, board website, annual Special Education Parent Fair, etc.);
- ☐ Developing School Well-Being Teams to promote mental health initiatives in school communities;
- ☐ Expanding the Stop the Stigma campaign to an increased number of elementary schools (the campaign is already in all secondary schools) while offering ongoing support for existing Stop the Stigma initiatives;
- ☐ Ensuring that school staff are aware of the TCDSB Student Mental Health and Well-being Policy and associated guidelines;
- ☐ Supporting families with knowledge about mental health and well-being (e.g., parent fairs, parent symposiums, etc.);
- ☐ Continuing to collaborate with community organizations in support of student mental health and well-being.

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

June 2019

DHH Picnic – May 24, 2019

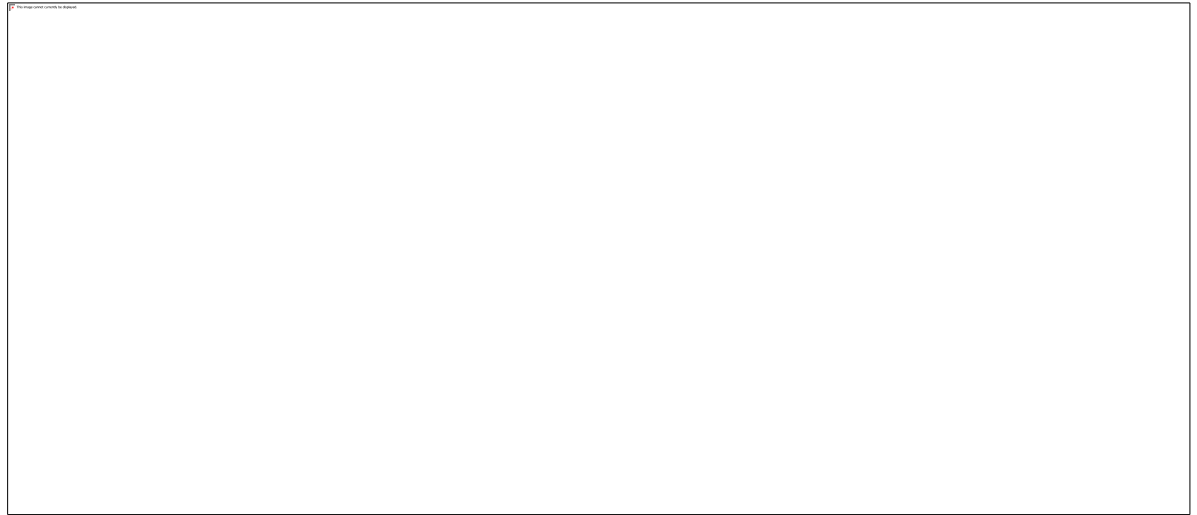


The TCDSB Deaf/Hard of Hearing department celebrated its 30th Annual Deaf/Hard of Hearing Family Picnic at Sts Cosmas & Damian on May 24th. Current and former students, teachers and alumnae attended the exciting day in celebration of friendships, community and new experiences. Thank you to all who helped make the day extra special for D/HH students.





Secondary School Students Special Olympics – May 29, 2019



Congratulations on a Job Well Done! - TCDSB Secondary Students Special Olympics 2019

I want to express my sincere gratitude to a number of individuals for the incredible job done to get this year's **22nd Annual TCDSB Secondary Students Special Olympics** off the ground.

The day's events reflected the work of a high-powered team whose deep love of our very special students was obvious in every detail of the day. Please accept my sincere thanks also to all other staff and students who worked hard to support the success of this event, whether in the foreground or the background.

Kudos and special thanks go to the project lead, host schools and the support of their Principals, organizing committee, and student volunteers for your ability to create a deep sense of welcome, particularly in our Pastoral Year of **"We Belong!"**

Project Lead: Vesna Filiplic

Host Schools: St. Joseph's College (Principal Helen Lesniak), St. Mary's (Principal Laila Velocci), Francis Libermann (Principal Clarence Pitterson), Loretto College (Principal Vince Russiello).

Organizing Committee: Jennifer Casole, Ammie Collins, Michael Consul, Fraser Gartside, Asniv Jorge, Kevin Marcos, Patt Olivieri, Kim Paganelli, Vanessa Pinto, Ana Rodrigues, Maria Filomena Silva, Elizabeth St. Pierre, Sharon Storr, Kinga Szendi, Kristina Tenaglia-Causi, Vanessa Pimentel.

Student Volunteers: From St. Joseph's College, St. Mary's, Francis Libermann, St. Mother Teresa, Bishop Marrocco/Thomas Merton.

To All Other Schools: For the support of the various staff and students from those schools who participated in the day's events and/or for your volunteerism.

Many thanks also a number of members of the Knights of Columbus 4th Degree who gave of there time, as they have done for the last 22 years, to provide an Honour Guard for the day's opening ceremonies.



*Father of all that is good and holy,
We ask that you bless us with your infinite love and mercy
As we work with all students made in your image.*

Those that lift others up.

*Those that make us smile,
And those that need a smile.*

***We ask this in the name of your son, Jesus Christ.
Amen***





Project ReconciliAction – June 5, 2019

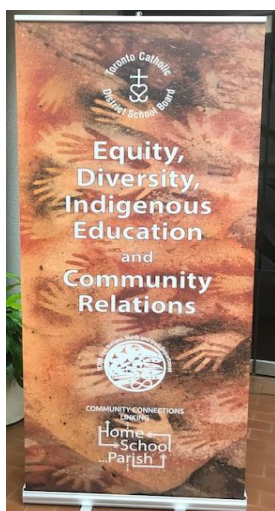


This year the Indigenous Education Department and Special Education Department joined together to provide students with a special opportunity to learn about Indigenous peoples in Canada. Under the guidance of Metis Knowledge Keeper and Artist Diane Montreuil, students in Special Education classes from 15 different schools explored the concept of reconciliation with our land's Indigenous peoples through art. The artistry that resulted from lessons learned about the life of the Indigenous peoples in Canada has been captured in a multi-panel quilt that ties together a number of key elements of the Indigenous experience. The quilt has been mounted in a stunning hand-carved, rosewood frame. The quilt and frame were created by indigenous craftspeople, Marise and Curtis, who are friends of Diane Montreuil.

The unveiling of the completed *Project ReconciliAction* took place at the CEC on Wed. June 5, during Indigenous Education Week. Students from the participating schools were invited to attend in order to witness the unveiling of the culmination of their involvement in this year-long project. They had the opportunity to meet the artists and designers, Diane, Marise, and Curtis and to interact with their peers from the other participating schools.

This project, that was the result of co-operation between the TCDSB Equity, Diversity, Indigenous Education, and Community Relations and Special Education Departments, has been an experience that won't soon be forgotten.

Special thanks to Superintendents Nick D'Avella, Linda Maselli-Jackman, Indigenous Education Resource Teachers Frank Pio and Vanessa Pinto, and all Special Education Chiefs and school staffs for your work to help students realize their artistic talents and ability to interact with the powerful story of our Indigenous people.





DISTRICT SCHOOL BOARD ONTARIO NORTH EAST

☐ **Schumacher Board Office**

Street Address:

153 Croatia Avenue, Schumacher, ON P0N 1G0

Mailing Address:

P.O. Box 1020, Timmins, ON P4N 7H7

Tel: (705) 360-1151

☐ **New Liskeard Board Office**

Mailing and Street Address:

198022 River Road

New Liskeard, ON P0J 1P0

Tel: (705) 647-7394

May 22, 2019

Minister Lisa Thompson
Minister of Education
Mowat Block 22nd Floor
900 Bay Street
Toronto, ON M7A 1L2

via email: minister.edu@ontario.ca

Dear Minister Thompson:

I am writing today, on behalf of District School Board Ontario North East Special Education Advisory Committee, to express our concern about the recent changes to the provincial funding model for Autism services and the impact that it will have on children, families and school boards.

The government and the school system, is relied upon by parents of children with special needs, regardless of the diagnosis, in order for their children to have meaningful access to education. We have been contacted by parents in our communities who fear the changes that have been made to the levels of financial support will have a devastating impact on the futures of not only their children, but other school children as well. Our community schools, already feel the pressures of often being the only hope for some parents and families, as the widening gap in the amount of available support from community agencies in North East Ontario, continues to be an obstacle for them. Our region is given 48 intensive behavioural intervention (IBI) spaces (through HANDS) for children from an area that ranges from Muskoka to the James Bay coast. Many agencies have indicated to us that the level of service that families will be able to receive will be diminished as they will have to choose what kind of service they will have to purchase with their reduced dollars. This could mean having to pick from some IBI service or respite care or groceries. Having to make these kinds of choices will no doubt put more pressure on our resources.

Another issue that requires remedy is how the waitlist for service works in Northeast Ontario. For example, if a student on the service waitlist lives in Smooth Rock Falls, service providers must attempt to meet the needs of that student in their home community. This student cannot be "leapfrogged" until every attempt is made to meet the needs of the student. The difficulty in getting service in our small, rural towns means that delays in service are inevitable and cause backlogs to be longer than necessary.

We are proud of the level and quality of programming we currently offer our students with autism, but we know we cannot provide the same level of specialization that an IBI program would offer. We have seen, time and time again, the benefits of such interventions for students who have qualified for this important skill building programming.

...2

On behalf of our many families and students with Autism Spectrum Disorder, we request that the Ministry of Education review their funding decision to reduce full funding for this important, life changing programming that these students deserve.

Sincerely,

A handwritten signature in cursive script that reads "Robert Brush".

Bob Brush
Chair of DSB Ontario North East

Phone: 705-288-4974

Email: bob.brush@dsb1.ca

Copy: Lesleigh Dye, Director of Education DSB Ontario North East
Christine Heavens, Chair, DSB Ontario North East Special Education Advisory Committee
Chairs of Ontario Special Education Advisory Committee
Members of Provincial Parliament for Northeastern Ontario

January 16, 2019

Honourable Lisa Thompson
Minister of Education
Mowat Block 22nd Floor
900 Bay Street
Toronto, Ontario M7A 1L2

Dear Minister Thompson:

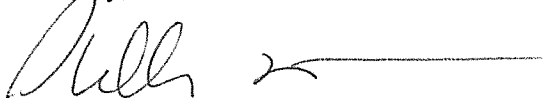
We are writing to express our concern at how Peel District School Board students are being negatively impacted by recent changes in funding to special education.

On August 24, 2018, Deputy Minister Rodrigues informed school boards of significant changes in funding for special education. Of particular concern was the decrease in the Special Incidence Portion (SIP) maximum claim amount from \$38,016 to \$27,405. Although the memo states that, "Savings incurred from this adjustment will be reinvested into the Special Education Per-Pupil Amount Allocation funding," this has not been true for the Peel Board. In fact, this change in funding resulted in a loss of \$850,000 for students with special education needs in our board.

We are concerned that the Ministry of Education has chosen to reduce funding so dramatically, especially as the number of Peel Board students eligible for the SIP continues to increase. Since 2016-2017, our number of SIP claims has increased from 298 to over 376.

As this funding provides support for some of our most vulnerable students, it is our hope that you will re-visit funding for special education programs in your planning for the 2019-2020 budget year. We urge you to increase the SIP maximum claim amount so that Peel students will be funded appropriately.

Sincerely,



Shelley Foster
Chair, Special Education Advisory Committee
Peel District School Board

c.c. Stan Cameron, Chair, Peel District School Board
Sue Lawton, Vice-Chair, Peel District School Board
Peter Joshua, Director of Education, Peel District School Board
Trustees, Peel District School Board



Trustees
Stan Cameron, Chair
Sue Lawton, Vice-Chair
Carrie Andrews
Susan Benjamin
Robert Crocker
Nokha Dakroub

Will Davies
David Green
Brad MacDonald
John Marchant
Kathy McDonald
Balbir Sohi

Director of Education and Secretary
Peter Joshua
Associate Director, Instructional & Equity Support Services
Poleen Grewal
Associate Director, Operational Support Services
Jaspal Gill
Associate Director, School Support Services
Wendy Dowling

Tuesday April 9, 2019

Dear Minister Lisa Thompson
Minister of Education
Mowat Block 22nd Floor
900 Bay Street
Toronto, ON M7A 1L2

I am writing today, on behalf of the Durham Catholic District School Board Special Education Advisory Committee to express our concern about the recent changes to the provincial funding model for class size averages and mandatory e-learning courses.

We are very concerned about the impact these changes are going to have on students with special education needs and our students who are at-risk for a variety of social, emotional and academic reasons. These most recent changes will have a detrimental impact on their education. The proposed class-size average of 28 is not in the best interest of any student, especially students for whom individual attention, additional support, and a differentiated program is essential for their success. Relationships with teachers are critical for this group of students. The research is very clear; children and youth develop resiliency when they have strong connections with one or more caring adults. Students who are not connected at school and are struggling as a result are not likely to develop the connections with teachers when they are in classes of 30 or more.

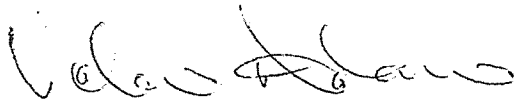
Students with special education needs or students who are at risk require significant support to have meaningful and equitable access to education. This drastic increase in the class-size averages is the opposite of such support. When secondary schools begin timetabling to meet your proposed class average, fewer teachers will mean a reduction in course options or sections. The negative impact will be multifaceted.

- Fewer courses mean fewer teachers to support our students in terms of their well-being.
- Fewer courses mean fewer electives; electives are often the glue that keep students connected to school.
- Fewer courses means specialized classes that support students with learning needs (e.g., Learning Strategies (GLEs)) will disappear because they typically have lower enrolment.
- Fewer courses means that students' options will be limited which will in turn limit the pathway choices of our students.

The proposed change requiring all students to take four mandatory e-learning credits is equally as concerning for this particular group of students. Besides the obvious issue of inequitable access to technology and Wi-Fi across the province, e-learning will simply not benefit all students. Individual learning styles are varied and not all students have the independence, problem-solving skills or resiliency to be successful in e-learning platforms. This includes, but is not limited to students with special education needs or students who are already at-risk for learning difficulties. Four mandatory courses will further erode choice from students who need to have the opportunity for as much choice as possible.

We strongly encourage you to reconsider the proposed changes to secondary education. We ask that you consider the impact that these changes are going to have on all students, but especially those with special education needs and/or students at-risk because of social, emotional and academic concerns.

Sincerely,

A handwritten signature in black ink, appearing to read 'Valerie Adamo', with a stylized, cursive script.

Valerie Adamo
Chair, Special Education Advisory Committee
Durham Catholic District School Board

cc: Chairs, District School Board Special Education Committees



REPORT TO

REGULAR BOARD

UPDATE TO SEAC POLICY A.23 FROM GOVERNANCE AND POLICY COMMITTEE

"So now, you Israelites, all of you, give your advice and counsel here." (Judges 20:7)

Created, Draft	First Tabling	Review
May 27, 2019	June 4, 2019	June 13, 2019

Linda Maselli-Jackman, Superintendent of Education, Special Services

Paul Matthews, General Legal Counsel

Nick D'Avella, Superintendent of Equity, Diversity, Indigenous Education, and Community Relations

Peter Aguiar, Superintendent of Student Achievement and Wellbeing and Governance and Policy Development.

RECOMMENDATION REPORT

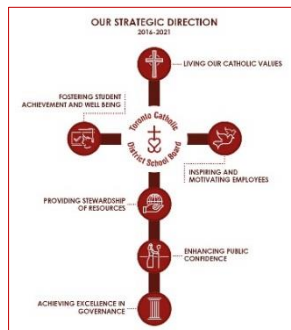
Vision:

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

Provide a brief overview of the content of the report.

The cumulative staff time required to prepare this report was 10 hours

B. PURPOSE

1. Recommended in this report is a revision to Policy A.23 Special Education Advisory Committee (SEAC).
2. This report was on the Order Paper for the 4 June 2019 Governance and Policy (GAP) Committee as a result of the mandated timeline for revision of Policy A.23 SEAC.
3. This policy has been referred back to staff for review with the SEAC.

C. BACKGROUND

1. The Special Education Advisory Committee (SEAC) A.23 Policy was approved in March 2014 and revised most recently in January 2016.
2. Updates to this policy reflect current legislation and committee protocols through the lens of equity and inclusion.

D. EVIDENCE/RESEARCH/ANALYSIS

This policy has been amended in consultation with the Equity, Diversity, Indigenous Education, and Community Relations Department, and Corporate Services.

E. METRICS AND ACCOUNTABILITY

1. Recommendations in this report will be monitored by the Director, with the support of the Superintendent of Special Services.

2. Further reports will be brought to the Board in accordance with the policy review schedule.

F. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. The updated policy, as approved, will be posted on the TCDSB policy register.
2. All involved stakeholders will be updated regarding changes to this policy at their upcoming meetings.

G. STAFF RECOMMENDATION

Staff recommends that the revised policy on the Special Education Advisory Committee A.23 be adopted.



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

January 2024

Dates of Amendments:

January 20, 2016

June 2019

Cross References:

Education Act, **Section 57.1(1)**

Ontario Regulation 464/97, Special Education Advisory Committees TCDSB

Special Education Plan (current)

Provincial Parent Associations Advisory Committee (PAAC) on SEAC

TCDSB Operating By-Law Number 175

Purpose:

This policy describes the process for the appointment of members to the Special Education Advisory Committee and, its composition, **and its terms of reference.**

Scope and Responsibility:

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

This policy applies to SEAC, an advisory committee legislated by the Ontario Ministry of Education and established by the TCDSB. Its responsibility is to make purposeful and effective advisory decisions that promote the enhancement of TCDSB Special Education Programs and Services for exceptional pupils of the Board. Such decisions shall pertain to the achievement and well-being of students with Special Education needs.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: SPECIAL EDUCATION ADVISORY COMMITTEE

POLICY NO: A. 23

Alignment with MYSP:

Living Our Catholic values

Strengthening **Enhancing** Public
Confidence

Fostering Student Achievement and Well-Being

Achieving Excellence in Governance

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, **parameters, and scope** outlined in this policy **in order to make purposeful and effective advisory decisions that promote the enhancement of TCDSB Special Education Programs and Services. The TCDSB will strive to ensure that committee membership is, to every extent possible, representative of the diverse community it serves.**

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



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: SPECIAL EDUCATION ADVISORY COMMITTEE

POLICY NO: A. 23

- 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.
- 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 **(4 years)**, 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.
- i. **A SEAC "member vacates his/her seat if he or she:**
 - (a) is convicted of an indictable offence;**
 - (b) absents himself or herself without being authorized by resolution entered in the minutes from three consecutive regular meetings of the committee; or**



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: SPECIAL EDUCATION ADVISORY COMMITTEE

POLICY NO: A. 23

(c) ceases to hold the qualifications to be appointed to the committee.”
464/97 7 (1).

2. First Nations Representative:

~~Regulation 464/97 Section 2 (3) and Section 4 requires that boards appoint one or two representatives for “Indian pupils” if the school board or school authority has a Trustee representing “Indian pupils.” The regulation also says that the representative shall be nominated by the councils of the bands with which the board has agreements. First nations representatives are voting members of SEAC and do not fill one of the 12 local association SEAC memberships.~~

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). **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). **2.**

4. SEAC Alternate Members:

- a. **The Board shall appoint alternate members for SEAC members who are local association representatives, Trustees and First Nations**



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: SPECIAL EDUCATION ADVISORY COMMITTEE

POLICY NO: A. 23

~~representatives.~~ Alternate members can ensure that a voting member is available in the absence of the SEAC member, and can assist the SEAC member in preparing for meetings and connecting with the local association and provincial parent association.

- ~~5. 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.~~
5. Information, recommendations, and advice to the Board will be augmented through **recorded in** the minutes of SEAC ~~received at the~~ and **placed on the Order Paper of** 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~~ **that all meetings meet mandated AODA accessibility compliance standards.**
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~~ **Operating by-law Number 175** pertaining to statutory committees 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.



POLICY SECTION: ADMINISTRATION
SUB-SECTION:
POLICY NAME: SPECIAL EDUCATION ADVISORY COMMITTEE
POLICY NO: A. 23

6. ~~That the associations be advised that they could appoint an alternate and that the alternates are provided with the same materials.~~

10. That SEAC be governed by Robert's Rules of Order and the ~~approved~~ **operating** By-laws of the TCDSB; and that **all SEAC members shall attend an orientation and training pertaining to a variety of areas including: purpose and scope, roles and responsibilities, legislation, regulations, policy, budget, school board obligations, and Special Education** ~~an appropriate in-service be provided to SEAC on an annual basis.~~

11. That the term of the Chair be for one year and an election of the Chair be conducted annually.

Definitions:

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

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;



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: SPECIAL EDUCATION ADVISORY COMMITTEE

POLICY NO: A. 23

e. or any combination thereof.

B. Communication

- a. ~~Autism~~ **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
- b. ~~Learning disability~~ **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;
 - 2. impairment of hearing;
 - 3. physical disability;
 - 4. developmental disability;
 - 5. primary emotional disturbance; or
 - 6. cultural difference.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: SPECIAL EDUCATION ADVISORY COMMITTEE

POLICY NO: A. 23

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.

C. Intellectual

- a. Giftedness **Giftedness** - An unusually advanced degree of general intellectual ability that requires differentiated



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: SPECIAL EDUCATION ADVISORY COMMITTEE

POLICY NO: A. 23

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



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: SPECIAL EDUCATION ADVISORY
COMMITTEE

POLICY NO: A. 23

D. Multiple eExceptionalities - 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.

E. Physical

- a. ~~Physical disability~~ **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~~ **Blind and Low Vision** - A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.

2. Local Associations - In Regulation 464/97, Section (1) a “local association” is defined as: “an association or organization of parents that operates locally within the area of jurisdiction of a board and that is affiliated with an association or organization that is not an association or organization of professional educators but that is incorporated and operates throughout Ontario to further the interests and well-being of one or more groups of exceptional children or adults.”

3. Members at Large **Members-at-Large** – Members drawn from the TCDSB



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: SPECIAL EDUCATION ADVISORY COMMITTEE

POLICY NO: A. 23

community who demonstrate to the satisfaction of the Board, through SEAC, an interest and background in sSpecial eEducation and/or one or more of the categories of exceptionality.

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.~~ **Compliance with the key requirements of SEAC's composition and purpose:**
 - i) ~~the process for the appointment of its members,~~ the Education Act,
 - ii) ~~the composition of this committee, and~~ TCDSB Operating By-Laws,
 - iii) this committee's ~~tTerms of rReference.~~
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.

Terms of Reference for the Special Education Advisory Committee (SEAC)

The Special Education Advisory Committee (SEAC) shall have responsibility for considering matters pertaining to the:

- (a) annual SEAC planning calendar;
- (b) annual SEAC goals and committee evaluation;
- (c) development and delivery of TCDSB Special Education programs and services;
- (d) TCDSB Special Education Plan;
- (e) Board Learning and Improvement Plan (BLIP) as it relates to Special Education programs, Services, and student achievement;
- (f) TCDSB budget process as it relates to Special Education; and
- (g) public access and consultation regarding matters related to Special Education programs and services.

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.

TABLE OF CONTENTS

GENERAL REQUIREMENTS	6
Collection of Data	6
Responsibilities of the Principal	6
Retention of Pupil Enrolment Records and Related Documents	7
Records and Documents Required for Audit Purposes for 2016–17, 2017–18, and 2018-19	7
Audits of Enrolment, including English as a Second Language (ESL) and Programme d'appui aux nouveaux arrivants (PANA) Eligibility	10
Notification of an Audit	10
Preparation for the Audit.....	10
Areas Subject to Audit	10
The School and Board Audit Reports	11
ESL/PANA Eligibility.....	11
Determining a Pupil's Eligibility for an Exemption from Tuition Fees	12
Determining Pupils' Enrolment Status	12
Full-Time and Part-Time Pupils	12
Using the Pupil's Timetable to Determine Minutes of Instruction	13
Time Recognized as Classroom Instructional Time.....	13
Time Not Recognized as Classroom Instructional Time.....	13
Instances When Minutes of Classroom Instruction Are Not Used to Determine Full-Time or Part-Time Status.....	13
Independent Study	14
Home Schooling	14
Reporting in the Ontario School Information System (OnSIS)	15
Data on Full-Time and Part-Time Pupils on Enrolment-Count Dates	15
Data on Pupils in Independent Study	15
Pupils Affected by the 34-Credit Threshold.....	15
Full-Time and Part-Time Pupils	15
Pupils Taking Courses through Independent Study	16
OnSIS Help Desk.....	16
Pupils Enrolled in More than One School	17
MAINTAINING THE REGISTER AND ATTENDANCE RECORDS.....	18
Admission of a Pupil	18
Age of Admission	18
Staggered Admission in Kindergarten	18
Academic Assessment Services before School Begins.....	18
Internal and External Admission.....	18
Late Admission	19

Pupils Who Are Not Pupils of the Board	19
Pupils Who Already Have Over 34 Credits.....	19
Adult Pupils	19
Transfer and Retirement	20
Transfers That Occur around an Enrolment-Count Date.....	20
Transfers between Schools of One Board.....	20
Transfers between Schools of Different Boards	21
Transferring OSR When Students Enroll in New School	21
Daily Attendance Records	22
Absence	22
Regular Absence (“A”)	22
Absence from an Examination	22
Elementary School Pupils – Safe Arrivals.....	23
Secondary School Pupils	23
General Absence Days (“G” Days).....	23
Absence of All Pupils	23
Absence of an Individual Pupil	23
Suspended Pupils	24
Excluded Pupils	24
Non-instructional Days (“N” Days).....	25
Excused Pupils.....	25
Pupils Excused under Subsection 23(3) of Regulation 298.....	25
Program of Study for Excused Pupils	26
Medical Absence	26
Prolonged Absence	27
Compulsory Attendance	27
Absence of 1–15 Consecutive School Days without Supporting Documentation	27
Absence of 16–30 Consecutive School Days without Supporting Documentation	28
Absence of 31–45 and 46–60 Consecutive Days without Supporting Documentation.....	28
Length of Time an Absent Pupil with an Active File May Remain on the Register	28
Attendance Counsellor Confirms the Pupil’s File Is Inactive	28
Expectations for Two-Way Communication:	28
Absence from a Course for 15 Consecutive Scheduled Days.....	29
Board and Principal Responsibilities after a Pupil’s Name Is Removed from the Register	29
Specific Programs	30
Cooperative Education Courses.....	30
E-learning Courses	30
Use of the Day School Register for E-learning Courses	30

Use of the Independent Study and E-learning Register for Day School Pupils.....	31
Home Instruction	31
Supervised Alternative Learning (SAL).....	31
Pupils in Educational Exchange Programs	33
Long-Term Exchange (5 Months or More).....	33
Short-Term Exchange (Less Than 5 Months)	33
Programs for Expelled Pupils	34
Pupils in Care and/or Treatment, Custody, or Correctional Programs (CTCC), Hospital Board Schools, or Provincial or Demonstration Schools.....	34
Dual Credit Courses.....	34
THE INDEPENDENT STUDY AND E-LEARNING REGISTER FOR DAY SCHOOL PUPILS	35
General Requirements	35
Pupil Eligibility	35
Course Eligibility.....	35
Teacher Contact	36
Pupils with Over 34 Credits.....	36
Funding Considerations	36
E-learning	36
COMPLETING THE SUMMARIES.....	37
Attendance Summaries	37
Enrolment Summaries	37
Calculating Net Enrolment for Monthly Enrolment Summaries.....	38
Data and Information Required for Audit Purposes	38
APPENDICES	39
Appendix A: Samples of Enrolment Details Records and Enrolment Summaries	39
Appendix B: Model of a Daily Attendance Record, with Samples	53
Appendix C: Procedures for Excused Pupils	58
Appendix D: Procedures for Prolonged Absences	59
Appendix E: Student Information and Eligibility Attestation Form	60

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	Figueroa, 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
	Burnyk, 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			06	07	08	09	10			13	14	15	16	17			20	21	22	23	24			27	28	29	30						
	pm								H							H																							
October	am					01			04	05	06	07	08			11	12	13	14	15			18	19	20	21	22			25	26	27	28	29					
	pm															H																							
November	am	01	02	03	04	05			08	09	10	11	12			15	16	17	18	19			22	23	24	25	26			29	30								
	pm																																						
December	am			01	02	03			06	07	08	09	10			13	14	15	16	17			20	21	22	23	24			27	28	29	30	31					
	pm																						B	B	B	B	B			B	B	B	B	B					
January	am	03	04	05	06	07			10	11	12	13	14			17	18	19	20	21			24	25	26	27	28			31									
	pm																																						
February	am		01	02	03	04			07	08	09	10	11			14	15	16	17	18			21	22	23	24	25			28									
	pm																						H																
March	am		01	02	03	04			07	08	09	10	11			14	15	16	17	18			21	22	23	24	25			28	29	30	31						
	pm															B	B	B	B	B																			
April	am					01			04	05	06	07	08			11	12	13	14	15			18	19	20	21	22			25	26	27	28	29					
	pm																												H						H				
May	am	02	03	04	05	06			09	10	11	12	13			16	17	18	19	20			23	24	25	26	27			30	31								
	pm																						H																
June	am			01	02	03			06	07	08	09	10			13	14	15	16	17			20	21	22	23	24			27	28	29	30						
	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: _____ to _____
(DD-MMM-YYYY) (DD-MMM-YYYY)

☐ Student Visa

Total Tuition Fee Paid: \$ _____
Fee Payment Date: _____
(DD-MMM-YYYY)

Visitor Record:

Visitor Record valid from: _____ to _____
(DD-MMM-YYYY) (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: _____ to _____
(DD-MMM-YYYY) (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)

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

Page 249 of 377

Page 3 of 4

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)



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

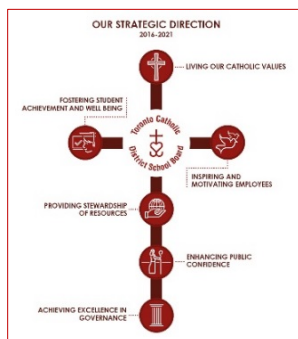
Vision:

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.

LDAO SEAC CIRCULAR

June 2019

The Learning Disabilities Association of Ontario (LDAO) SEAC Circular is published 5 times a year, in September, November, February, April and June.

The following are some topics that your SEAC should be looking at. Action items and/or recommendations for effective practices will be underlined.

Feel free to share any of this information or the attachments with other SEAC members. As always, when you are planning to introduce a motion for the consideration of SEAC, it is particularly important that you share all related background items with your fellow SEAC reps.

The topics covered by this SEAC Circular:

1. Special Education funding for 2019-20
2. MACSE Update
3. Exclusions

List of Supplementary Materials:

1. Special Education Funding Guide 2019-20
2. 2019-20 Special Education Grant Memo
3. Enrolment Register Instructions 2018-19

Note: You can access the SEAC Circular and supplementary materials at www.ldao.ca/about/public-policy-advocacy/seac-circulars/.

You can access Ministry memos by date at: <http://www.edu.gov.on.ca/eng/policyfunding/memos/> (Note: general memos have not been posted since July 2018, although some more recent funding B and SB memos are posted)

1. Special Education funding for 2019-20

Most special education funding comes in the **Special Education Grant** under the **Grants for Student Needs (GSN)**. However, funding for some aspects of special education is covered as part of the **Pupil Foundation Grant**.

Detailed information on **Grants for Student Needs** can be found in 2019-20 Funding [Technical Paper 2019-20](#) and a summary of changes in the [2019-20 GSN Funding memo](#).

An outline of the **Special Education Grant** structure can be found in the [2019-20 Education Funding: A Guide to the Special Education Grant](#) and more details in the [2019-20 Special Education Grant memo](#)

There have not been many changes to special education funding, but below are some items of interest:

Multi-Disciplinary Supports Amount (under DIFFERENTIATED SPECIAL EDUCATION NEEDS AMOUNT (DSENA) ALLOCATION)

The Multi-Disciplinary Supports Amount is intended to support all students with special education needs, including subsets of this population such as students with ASD, and other needs such as mental health. The Multi-Disciplinary Supports Amount includes the following components:

Multi-Disciplinary Team Component

Funding is provided for a multi-disciplinary team for all boards (up to four additional FTEs per school board), which will help to build board capacity, support special education assessments and help teachers, educational assistants, and other staff better understand and adapt to the unique needs of their students.

Boards will generate funding for the multi-disciplinary team component based on the number of multi-disciplinary team members, up to a maximum of four.

Other Staffing Resources Component

Funding is provided for other staffing resources to support students with special education needs.

2019-20 Multi-Disciplinary Supports amount - \$51.3 million

- Multi-disciplinary Team component -\$28.6 million
- Other Staffing Resources component -\$22.7 million

SEACs can ask how their board is planning to apply for and use **Multi-Disciplinary Supports Amount** funding.

SPECIAL EQUIPMENT AMOUNT (SEA) ALLOCATION

The SEA Allocation is projected to be \$123.4 million in 2019–20.

SPECIAL INCIDENCE PORTION (SIP) ALLOCATION

For the 2019-20 school year the maximum SIP amount per eligible claim will increase by 1 per cent over 2018-19 from \$27,405 to \$27,679. The SIP Allocation is projected to be \$126.1 million in 2019–20.

BEHAVIOUR EXPERTISE AMOUNT (BEA) ALLOCATION

The BEA allocation provides funding for school boards to hire board-level Applied Behaviour Analysis (ABA) expertise professionals, including Board Certified Behaviour Analysts (BCBAs), and to provide training opportunities that will build school board capacity in ABA. ***The ministry is investing an additional \$15.2 million in the Behaviour Expertise Amount allocation, an increase of approximately one hundred per cent over the 2018–19 school year. This is the only major increase in special education funding.***

The 2019–20 BEA allocation will have two components:

- Applied Behaviour Analysis (ABA) Expertise Professionals Amount - \$24.5 million, and
- ABA Training Amount - \$6 million.

Additional special education funding is contained in the new **Priorities and Partnerships Fund (PPF)**. You can read more details in the [2019-20 Priorities & Partnerships Fund memo](#).

The **Priorities and Partnerships Fund (PPF)** replaces the previous **Education Programs – Other** funding. Under Special Education are listed:

- *After School Skills Development Program (\$6.1M)*
- *Pilot to Improve School-Based Supports for Students with ASD (\$0.374M)*
- *Transition Pilot for Students with Developmental Disabilities (\$0.478M)*
- *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.

What is **not** contained in the PPF, which was in the 2018-19 EPO funding, is the following:

R. Supporting Special Education Assessments (\$20.0M): Over the next three school years, the ministry is providing approximately \$125 million in application-based EPO funding to address current waitlists for assessments, beginning with a projected \$20 million in 2018-19.

This specific funding for special education assessments does not continue beyond the 2018-19 school year, although the **Multi-Disciplinary Team Component** funding can be used for assessments.

2. MACSE Update

MACSE will reconvene to meet on June 11 & 12, 2019. With the resumption of Council meetings in June 2019, the ministry will resume production of the *Special Education Update*.

MACSE's mandate continues to be to advise the Minister on any matter related to the establishment and provision of special education programs and special education services. There are now 11 vacancies on the Council and applications received through the Public Appointments Secretariat (PAS) are currently being assessed.

When new calls for applications are issued, stakeholders are invited to make their communities aware of the opportunity for individuals to put their names forward for consideration through the PAS on-line application process (<https://www.ontario.ca/page/public-appointments>).

3. Exclusions

There is now an Exclusion section under absences in the *Enrolment Register Instructions for Elementary and Secondary Schools, 2018-19 School Year*, page 24 to 25 (see attachment). It refers to Education Act Section 265 (1m) - about "refusal to admit". On page 25 it says boards must keep "*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).*" During the exclusion period, the pupil's absence is recorded with a "G" on the Daily Attendance Record. This is the same category as for suspensions, expulsions and some other types of absences.

Since school boards are expected to keep data specifically on the number of students excluded, (although they only have to submit totals of all absences under the "G" category to the Ministry) SEACs can ask to get copies of their board's exclusion data.

Questions? Email Diane Wagner at dianew@LDAO.ca

2019-20 Education Funding

A Guide to the Special Education Grant



Spring 2019

Ontario 

Table of contents

Introduction	1
Special Education in Ontario	1
Overview of Students Receiving Special Education Programs and/or Services	3
How funding is structured	4
Grants for Student Needs	4
Special Education Grant	5
1. Special Education Per Pupil Amount	6
2. Differentiated Special Education Needs Amount	6
<i>Special Education Statistical Prediction Model</i>	6
<i>Measures of Variability</i>	7
<i>Base Amount for Collaboration and Integration</i>	7
<i>Multi-Disciplinary Supports Amount</i>	7
3. Special Equipment Amount	8
4. Special Incidence Portion	8
5. Care, Treatment, Custody and Correctional Amount	9
6. Behaviour Expertise Amount	9
<i>ABA Expertise Professionals Amount</i>	9
<i>ABA Training Amount</i>	10
Priorities and Partnerships Fund (PPF)	10
Accountability for Special Education Funding	10
Additional information	11
Useful terms to know	12

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

Introduction

Special Education in Ontario

This guide provides an overview of special education and how it is funded in Ontario. The goal is to provide a clear explanation of the funding model for interested partners in the education sector.

The Ministry of Education allocates funding to Ontario's 72 district school boards¹. In addition to the Pupil Foundation Grant and other grants within Grants for Student Needs funding, the ministry allocates funding for students with special education needs through the Special Education Grant. School boards also have the ability to use other allocations of the Grants for Student Needs to support students with special education needs. The goal is to ensure equity in access to learning for all students with special education needs.

The *Education Act* mandates all school boards to provide special education programs and/or services for students with special education needs. This includes students receiving special education programs and/or services who have been identified as exceptional by an Identification, Placement and Review Committee (IPRC) and students receiving special education programs and/or services who have not been identified as exceptional by an IPRC.

All students receiving special education programs and/or services, whether identified as exceptional or not, should have an Individual Education Plan. An Individual Education Plan is a written plan describing, among other things, the special education programs and/or services required by a particular student, based on a thorough assessment of the student's strengths and needs.

1. There are also 10 School Authorities, consisting of four geographically isolated boards and six hospital-based school authorities.

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
- **Multiple** – multiple exceptionalities

These five categories of exceptionalities are designed to address the wide range of conditions that may affect a student's ability to learn, and do not exclude any medical condition, whether diagnosed or not, that can lead to particular types of learning difficulties. All students with demonstrable learning-based needs are entitled to appropriate support in the form of special education programs and services, including classroom-based accommodations.

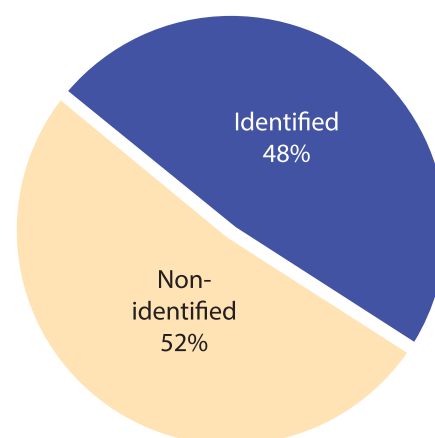
Overview of Students Receiving Special Education Programs and/or Services

Data from the Ontario School Information System showed that in 2017-18², 17.6 per cent of students in Ontario's publicly funded school system were receiving special education programs and/or services. In total there were 355,398 students receiving special education programs and/or services out of the total of 2,020,301 Junior Kindergarten to Grade 12 students. Approximately 48 per cent of students with special education needs had been identified through the IPRC process. In addition, school boards reported that approximately 85 per cent were in regular classrooms for more than half the instructional day.

OVERVIEW OF STUDENTS RECEIVING SPECIAL EDUCATION PROGRAMS AND/OR SERVICES 2017-18

Students formally identified as "Exceptional" by an IPRC*

	Number of students	Percentage of panel	Percentage of all students
Elementary	87,233	6.3%	4.3%
Secondary	84,713	13.5%	4.2%
Total	171,946		8.5%



Students NOT formally identified as "Exceptional" by an IPRC*

	Number of students	Percentage of panel	Percentage of all students
Elementary	124,225	8.9%	6.1%
Secondary	59,227	9.4%	2.9%
Total	183,452		9.1%

*IPRC – Identification, Placement and Review Committee

2. Source: As reported by schools in Ontario School Information System (OnSIS), 2017-2018 (preliminary as of November 5, 2018 with all schools that met identified criteria with signed off submissions). Data includes public and Roman Catholic schools and school authorities. Data excludes private schools, publicly funded hospital and provincial schools, care and/or treatment, custody and correctional facilities, summer, night and adult continuing education day schools. Data is based on headcount of students.

How funding is structured

Grants for Student Needs

The Ministry of Education provides the majority of operating funding to Ontario's 72 district school boards³ through the annual GSN, also known as "the funding formula." The GSN is actually a collection of grants described in detail in an annual regulation under the *Education Act*.

Many grants are made up of two or more components, which are called "allocations." The *2019-20 Education Funding: A Guide to the Grants for Student Needs* sets out the funding provided by each grant and gives an explanation of the major allocations within it, including a high-level description of the calculation.

Funding entitlements for school boards can be generated on a per-pupil, per-school, or per-board basis depending on the structure of each grant within the GSN regulation. There are two major components of the GSN:

- **The Foundation Grants** cover the basic costs of an educational experience that is common to all students, which is allocated based on student enrolment and the number of schools.
- **The Special Purpose Grants** address the unique needs of students, schools, and school boards related to location, student and school needs, and a board's demographic profile.

The ministry recognizes that conditions vary widely across Ontario and the funding formula cannot take every situation into account. This is why local school boards have flexibility in how they use funding, within the overall accountability framework discussed in the next section.

In addition to GSN funding, school boards also receive funding from the ministry for special, often time-limited programs, and from other ministries for specific purposes related to their mandates.

3. There are also 10 School Authorities, consisting of four geographically isolated boards and six hospital-based school authorities.

The *2019-20 Education Funding: A Guide to the Grants for Student Needs* provides further background on all grants and how they are calculated. As well, more detailed information on the funding formula appears in the *Education Funding Technical Paper 2019-20* and in the annual regulation under the *Education Act*.

Special Education Grant

The ministry provides school boards with the Special Education Grant funding, on top of other GSN funding. This grant supports positive outcomes for students with special education needs. It is for the additional costs of the programs, services and/or equipment they may require.

School boards may *only* use Special Education Grant funding for special education programs, services and/or equipment. Any unspent Special Education Grant funding in a given year must be put aside and spent on special education in the future. School boards have the authority and flexibility to use other Grants for Student Needs funding, as well as the Special Education Grant, to meet their responsibility to support students with special education needs.

Special education funding is allocated to school boards by provincial regulations. School boards in turn use their special education funding to implement their own local policies and priorities. As noted above, school boards are also able to use other funding to support students with special education needs.

School boards are given flexibility to use special education and other funding to support their special education policies and priorities because they have the greatest knowledge of their students and communities. They are best positioned to respond to local needs when setting budget priorities and determining what special education programs, services and/or equipment to provide. This means, for example, that individual school boards make decisions about classroom placement, classroom programming and staffing.

The Special Education Grant is made up of six allocations:

1. Special Education Per Pupil Amount
2. Differentiated Special Education Needs Amount
3. Special Equipment Amount
4. Special Incidence Portion
5. Care, Treatment, Custody and Correctional Amount
6. Behaviour Expertise Amount

The Special Education Grant is projected to be approximately \$3.1 billion in 2019–20.

The following pages outline each of the six allocations of the Special Education Grant.

1. Special Education Per Pupil Amount

The Special Education Per Pupil Amount provides funding to every school board to assist with the costs of providing additional support to students with special education needs. It is allocated to school boards on the basis of total enrolment of all students, not just students with special education needs.

This allocation provides all school boards with a foundational amount of funding for special education.

The Special Education Per Pupil Amount allocation is projected to be approximately \$1.57 billion in 2019-20.

2. Differentiated Special Education Needs Amount

This allocation addresses the variation among school boards with respect to their population of students with special education needs and school boards' ability to support these needs.

The Differentiated Special Education Needs Amount allocation includes four components:

- Special Education Statistical Prediction Model
- Measures of Variability
- Base Amount for Collaboration and Integration
- Multi-Disciplinary Supports Amount

The Differentiated Special Education Needs Amount allocation is projected to be approximately \$1.14 billion in 2019-20.

Special Education Statistical Prediction Model

The Special Education Statistical Prediction Model estimates the likelihood of students in a school board needing special education programs and/or services. The model does this by taking into account neighbourhood profiles for all students across Ontario and in each school board. This generates predicted percentages for the population likely to have special education needs in each school board, which are used to allocate Special Education Statistical Prediction Model funding.

These neighbourhood profiles, which are anonymous, use data from the federal government's long-form census and other similar sources. This includes long-form census factors such as parent level of education, family income, unemployment, and recent immigration to Canada.

Measures of Variability

The Measures of Variability uses six categories of information that 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.

Three of the categories use data to develop a school board profile of special education needs. This is done by looking at different data sets and comparing a school board to the provincial average. These three categories are: students reported as receiving special education programs and services; participation and achievement in Education Quality and Accountability Office (EQAO) assessments by students with special education needs; and credit accumulation and participation in locally developed and alternative non-credit courses (K-Courses) by students with special education needs.

This comparison is used to determine the amount of funding that each school board should receive. For example under the "credit accumulation and participation in locally developed and alternative non-credit courses" category, a component of this allocation generates more funding for school boards that report having more students with special education needs whose accumulation of curriculum credits is below the provincial average.

The remaining three categories address each school board's ability to respond to its population of students with special education needs. This is done by recognizing external factors that affect the school board's ability to meet these needs. These three categories include: Remote and Rural Adjustment, Indigenous Education Grant Adjustment, and French-language School Board Adjustment. For example, under the Remote and Rural Adjustment, a component of this allocation generates more funding for school boards whose schools are further apart.

For more detailed information on the six categories and how they are calculated, please refer to the *Special Education Funding in 2019-20* memorandum.

Base Amount for Collaboration and Integration

The Base Amount for Collaboration and Integration, provides each school board with base funding of approximately \$459,874. Its purpose is to explore collaborative and integrated approaches to serving students with special education needs.

Multi-Disciplinary Supports Amount

The Multi-Disciplinary Supports Amount supports all students with special education needs, including subsets of this population such as students with Autism Spectrum Disorder (ASD), and mental health needs. The Multi-Disciplinary Supports Amount provides funding to each school board for a

multi-disciplinary team of up to four additional staff. This team will help to build board capacity, support special education assessments and help teachers, education assistants, and other staff better understand and adapt to the unique needs of their students. The Multi-Disciplinary Supports Amount also includes funding for other staffing resources to support students with special education needs in a way that reflects their local needs.

For more detailed explanations of these four components please refer to the *Special Education Funding in 2019-20 memorandum*.

3. Special Equipment Amount

This funding supports the purchase of equipment that may be required by students with special education needs. There are two components to this allocation:

- A per-pupil amount that allows the school board to purchase computers, software, robotics, computing-related devices and required supporting furniture, as well as all Special Equipment Amount training and technician costs, maintenance and repairs. This allocation consists of a base amount for each school board plus a per-pupil amount reflecting the school board's average daily enrolment of all students.
- A claims-based process that supports the purchase by the school board of other, non-computer-based equipment required by students with special education needs. This may include hearing and/or vision support equipment, personal care support equipment and/or physical assists support equipment.

Eligibility requirements for both the per-pupil amount and claims-based amount are outlined in the Special Education Funding Guidelines: *Special Equipment Amount (SEA), 2019-20*.

The Special Equipment Amount allocation is projected to be approximately \$123.4 million in 2019-20.

4. Special Incidence Portion

The Special Incidence Portion is intended to support students with extraordinarily high needs who require more than two full-time staff to address their health and/or safety needs, and those of others at their school. Funding is based on claims submitted by school boards. The ministry provides guidance on eligibility in the Special Education Funding Guidelines: *Special Incidence Portion (SIP), 2019-20*.

The Special Incidence Portion allocation is projected to be approximately \$126.1 million in 2019-20.

5. Care, Treatment, Custody and Correctional Amount

This funding supports school boards' provision of education programs to school-aged children and youth in care and/or 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 services under a written agreement between the school board and the facility.

The funding, which must be approved by the ministry based on established guidelines, goes toward recognized costs that include teachers, educational assistants and classroom supplies. Further details can be found in the *Guidelines for Approval and Provision of Care and / or Treatment, Custody and Correctional (CTCC) Programs 2019-20*.

The Care, Treatment, Custody and Correctional Amount allocation is projected to be approximately \$110.4 million in 2019-20.

6. Behaviour Expertise Amount

The Behaviour Expertise Amount allocation has two components that provide funding for school boards to hire professional staff at the board level who have expertise in Applied Behaviour Analysis (ABA), and funding for ABA training.

ABA Expertise Professionals Amount

The ABA Expertise Professionals Amount provides funding to hire professional staff at the school board level who have expertise in applied behaviour analysis, including Board Certified Behaviour Analysts (BCBAs). Applied behaviour analysis is an instructional approach that has been shown to be helpful for many children with *autism spectrum disorder*, as well as students with other special education needs.

The main roles of the board-level professional are to:

- Support principals, teachers, educators and other school staff through applied behaviour analysis coaching, training and resources;
- Strengthen and facilitate collaborative working relationships among schools, parents, community members and agencies; and
- Support transitions, collaboration and information sharing between community-based autism service providers, school staff and families.

The funding is made up of a fixed amount for each school board plus a per-pupil amount that reflects the school board's average daily enrolment of all students.

ABA Training Amount

The ABA Training Amount provides funding for training opportunities to build school board capacity in ABA.

The Behaviour Expertise Amount allocation is projected to be approximately \$30.5 million in 2019-20.

Priorities and Partnerships Fund (PPF)

In 2019-20 the ministry is providing school boards with Priorities and Partnerships Fund (PPF) funding, which is additional funding outside the Grants for Student Needs. Some of this funding is allocated to school boards to support students with special education needs. Details on the *Priorities and Partnerships Fund (PPF)* can be found on the Ministry of Education website.

Accountability for Special Education Funding

The province, through the Ministry of Education, is accountable for the public education system as a whole and the policy decisions that determine funding for school boards. Given the key role of school boards in providing services at the local level, they have important accountabilities to students, parents, the ministry and others with a stake in public education.

School boards have a responsibility to ensure the effective stewardship of resources. Thoughtful, transparent budgeting, aligned with a focused strategy, is vital and integral to this goal.

A robust accountability framework for the Grants for Student Needs has been developed between school boards and the province. It recognizes that accountability to the ministry must be balanced with the need for school board flexibility to address local conditions.

As noted earlier, to support accountability and the mandated role of school boards, special education funding is enveloped for special education expenditures only. If a school board does not spend all of this funding in the year, it must hold the unspent amount in a reserve account to be spent on special education in future years. School boards are required to report to the ministry on their special education expenditures three times a year.

School boards are also able to use other Grants for Student Needs funding to support students with special education needs.

Additional information

This guide focuses mainly on the approaches and calculations underlying special education funding. More details on the policy process and on the allocation of other education grants are available from:

2019-20 Education Funding: A Guide to the Grants for Student Needs

Memorandum 2019 B14: Grants for Student Needs (GSN) Funding for 2019-20

Memorandum 2019 B15: PPF Funding for 2019-20

Education Funding Technical Paper 2019-20

For more information on special education policy, programs and/or services generally, please consult:

Ministry of Education website

For more information on a school board's specific special education policies and approaches, please contact the school board superintendent responsible for special education. Alternatively, you may contact a member of the school board's Special Education Advisory Committee for more information on the overall delivery of special education programs and/or services within a school board.

Useful terms to know

Special education services: Facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program.

Special education program: An educational program that is based on and modified by the results of continuous assessment and evaluation, and that includes a plan containing specific objectives and an outline of educational services that meet the needs of the student.

Identification, Placement and Review Committee (IPRC): School boards are required to establish an Identification, Placement and Review Committee (IPRC). The IPRC is made up of at least three people, one of whom must be a principal or supervisory officer of the school board. The IPRC is responsible for deciding whether a student should be identified as exceptional. It identifies the exceptionality according to the categories and definitions set out by the ministry, decides the placement and reviews the identification and placement generally once in a school year.

Individual Education Plan (IEP): A written plan describing the special education programs and/or services required by a particular student, based on a thorough assessment of the student's strengths and needs. It documents the accommodations, modifications and/or alternative expectations needed to help the student achieve. It outlines the specific knowledge and skills to be assessed and evaluated for the purpose of reporting student achievement.

Accommodations: Special teaching and assessment strategies, human supports, and/or individualized equipment required to enable a student to learn and demonstrate learning. The provincial curriculum expectations for the grade are not altered for a student receiving accommodations.

Modifications: Expectations that differ in some way from the regular grade-level expectations for a subject or course in order to meet a student's learning needs. For students with an Individual Education Plan, these changes could include: expectations from a different grade level; significant changes (increase or decrease) in the number and/or complexity of the learning expectations; and measurable and observable performance tasks. At the secondary level, a credit may or may not be granted for a course, depending on the extent to which the expectations in the course have been modified.

Alternative Learning Expectations: Alternative learning expectations are developed to help students acquire knowledge and skills that are not represented in the Ontario curriculum expectations. Because they are not part of a subject or course outlined in the provincial curriculum documents, alternative expectations are considered to constitute *alternative programs or alternative courses* (secondary school courses).

For more information, please visit the [Ministry of Education website](#).

Ministry of Education

Special Education /
Success for All Branch
12th Floor,
315 Front Street West
Toronto ON M5V 3A4

Ministère de l'Éducation

Direction de l'éducation de l'enfance en
difficulté et de la réussite pour tous
12e étage,
315, rue Front ouest
Toronto ON M5V 3A4

**2019: SB07**

MEMORANDUM TO: Directors of Education
Superintendents of Special Education

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

DATE: May 24, 2019

SUBJECT: Special Education Grant Funding for 2019-20

This memorandum provides an overview of all Special Education Grant (SEG) allocations and highlights key funding changes for the 2019-20 school year. In addition, it provides technical details regarding the Differentiated Special Education Needs Amount (DSENA) allocation, including a projected DSENA Table for 2019-20, and a revised 2018-19 DSENA Table using 2018-19 Revised Estimates information.

This information is provided in the following sections:

- A.** Key Changes for 2019-20
- B.** Overview of all Special Education Grant (SEG) allocations

Similar to previous years, Appendix 1 contains the Differentiated Special Education Needs Amount (DSENA) Tables.

As senior education leaders in the province, thank you for your continued dedication to establish programs, supports and services that help set students with special education needs up for success.

NOTICE:

Some of the elements and proposals set out in this memorandum require that regulations be made under the *Education Act*, the necessary appropriations be made by the Ontario Legislature, and/or transfer payment agreements be entered into. Therefore, the content of this memorandum should be understood as dependent on these requirements being met.

A. KEY CHANGES FOR 2019-20

Additional \$15.2 million Investment in the Behaviour Expertise Amount

The ministry is investing an additional \$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), including Board Certified Behaviour Analysts (BCBAs), and double the training opportunities that will build school board capacity in ABA.

B. OVERVIEW OF SPECIAL EDUCATION GRANT

SPECIAL EDUCATION PER-PUPIL AMOUNT (SEPPA) ALLOCATION

The Special Education Per-Pupil Amount (SEPPA) allocation recognizes the cost of providing additional assistance to the majority of students with special education needs. SEPPA is allocated to boards on the basis of total enrolment. Funding will be allocated to school boards using the following benchmarks:

- \$1,015.60 per JK to Grade 3 student,
- \$780.12 per Grade 4 to 8 student, and
- \$515.04 per Grade 9 to 12 student.

The SEPPA Allocation is projected to be approximately \$1.57 billion in 2019–20.

DIFFERENTIATED SPECIAL EDUCATION NEEDS AMOUNT (DSENA) ALLOCATION

The Differentiated Special Education Needs Amount (DSENA) allocation addresses the variation among school boards with respect to their population of students with special education needs and school boards' ability to support these needs.

The DSENA allocation is projected to be approximately \$1.14 billion in 2019-20.

It is made up of the following four components:

- Special Education Statistical Prediction Model (SESPM): This component is projected to be \$779.9 million;
- Measures of Variability (MOV): This component is projected to be \$275.3 million;
- Base Amount for Collaboration and Integration: This component is projected to be \$33.1 million, which represents approximately \$459,874 per board; and
- Multi-Disciplinary Supports Amount: this component is projected to be \$51.3 million
 - Multi-Disciplinary Team component (approximately \$28.6 million) and
 - Other Staffing Resources component (approximately \$22.7 million).

Technical details regarding these DSENA allocation components can be found below. In addition, Appendix 1 of this memorandum (*Differentiated Special Education Needs Amount (DSENA) Tables*) contains a copy of the 2019-20 projected DSENA MOV, SESPM and Other Staffing Resources Table Amounts for each school board, as will be found in the DSENA Table of the *Grants For Student Needs — Legislative Grants for the 2019-20 School Board Fiscal Year*.

Appendix 1 of this memorandum also contains a revised 2018-19 DSENA Table, based on 2018-19 Revised Estimates average daily enrolment submissions. As always, once final average daily enrolment is known for any given school year, the DSENA Table amounts will be finalized.

Special Education Statistical Prediction Model (SESPM)

In 2019-20 the SESPM amount allocation is projected to be approximately \$779.9 million. The logistic regression Special Education Statistical Prediction Model developed by Dr. J. Douglas Willms has been updated for the 2019-20 school year. It draws from 2016-17 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 Grants for Student Needs (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.

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 Statistics 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 identified as 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 exceptionalities¹, 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.

The functional form of the model is:

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

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 2016-17. 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 school board.

¹ 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 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)

In 2019-20 the MOV allocation is projected to be approximately \$275.3 million. The MOV uses 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	2016-17 data as reported by boards (one factor)	30.2%	
2 Participation and achievement in EQAO assessments by students with special education needs	2017-18 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%

Table 1: Provincial Funding for Each Factor of MOV

Category	Factor(s)	% of MOV Funding for Category	% of MOV Funding for Sub-Category
3 Credit accumulation and participation in locally developed and alternative non-credit courses (K-Courses) by students with special education needs	2016-17 data for:	15.1%	
	Sub-Category 3A: Students with special education needs earned five 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%
4 Remote and Rural Adjustment	2019-20 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%

Table 1: Provincial Funding for Each Factor of MOV			
Category	Factor(s)	% of MOV Funding for Category	% of MOV Funding for Sub-Category
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 \$459,873.86 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/or services by school boards. Prevalence for this category is the total number of students reported as receiving special education programs and/or 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	< 12.29%
0.9	12.29% to < 15.80%
1.0	15.80% to < 19.31%
1.1	19.31% to < 22.82%
1.2	≥ 22.82%

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	< 12.39%	< 10.85%	< 8.88%	< 6.94%	< 18.22%	< 22.05%
0.9	12.39% to < 15.93%	10.85% to < 13.94%	8.88% to < 11.42%	6.94% to < 8.93%	18.22% to < 23.43%	22.05% to < 28.35%
1	15.93% to < 19.47%	13.94% to < 17.04%	11.42% to < 13.95%	8.93% to < 10.91%	23.43% to < 28.63%	28.35% to < 34.65%
1.1	19.47% to < 23.01%	17.04% to < 20.14%	13.95% to < 16.49%	10.91% to < 12.90%	28.63% to < 33.84%	34.65% to < 40.95%
1.2	≥ 23.01%	≥ 20.14%	≥ 16.49%	≥ 12.90%	≥ 33.84%	≥ 40.95%

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	< 7.70%	< 6.09%	< 7.76%	< 5.78%	< 31.52%	< 34.12%
0.9	7.70% to < 9.90%	6.09% to < 7.83%	7.76% to < 9.98%	5.78% to < 7.43%	31.52% to < 40.52%	34.12% to < 43.87%
1	9.90% to < 12.11%	7.83% to < 9.57%	9.98% to < 12.20%	7.43% to < 9.08%	40.52% to < 49.53%	43.87% to < 53.61%
1.1	12.11% to < 14.31%	9.57% to < 11.31%	12.20% to < 14.42%	9.08% to < 10.73%	49.53% to < 58.53%	53.61% to < 63.36%
1.2	≥ 14.31%	≥ 11.31%	≥ 14.42%	≥ 10.73%	≥ 58.53%	≥ 63.36%

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	< 17.00%	< 15.05%
0.9	17.00% to < 21.85%	15.05% to < 19.35%
1	21.85% to < 26.71%	19.35% to < 23.65%
1.1	26.71% to < 31.57%	23.65% to < 27.95%
1.2	≥ 31.57%	≥ 27.95%

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 five 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 five or less credits in Grade 9 (40% of 3A)	Earned 13 or less credits in Grade 10 (60% of 3A)
0.8	< 9.40%	< 14.28%
0.9	9.40% to < 12.09%	14.28% to < 18.36%
1	12.09% to < 14.77%	18.36% to < 22.45%
1.1	14.77% to < 17.46%	22.45% to < 26.53%
1.2	≥ 17.46%	≥ 26.53%

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	< 15.90%	< 15.31%
0.9	15.90% to < 20.44%	15.31% to < 19.68%
1	20.44% to < 24.98%	19.68% to < 24.06%
1.1	24.98% to < 29.52%	24.06% to < 28.43%
1.2	≥ 29.52%	≥ 28.43%

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	< 4.54%	< 4.02%
0.9	4.54% to < 5.84%	4.02% to < 5.17%
1	5.84% to < 7.14%	5.17% to < 6.31%
1.1	7.14% to < 8.44%	6.31% to < 7.46%
1.2	≥ 8.44%	≥ 7.46%

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 three sub-categories/factors that align with the Remote and Rural Allocation of the 2019-20 Geographic Circumstances Grant (please refer to 2019-20 [Technical Paper](#) for more details regarding the Remote and Rural Allocation). These three sub-categories 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 2019-20 [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 school boards operating in a minority language context have unique challenges supporting students with special education needs, while also recognizing board size for all French-language school boards. There are two factors in this category.

- Sub-Category 6A: Base amount of \$459,873.86 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 \$459,873.86. Its purpose is to enable boards to explore collaborative and integrated approaches to serving students with special education needs.

Multi-Disciplinary Supports Amount

The Multi-Disciplinary Supports Amount allows school boards to hire specialists, including registered social workers, psychologists, behavioural specialists and speech-language pathologists. This amount supports all students with special education needs. There are two components in this amount:

a. Multi-Disciplinary Team Component

Funding is provided for a Multi-Disciplinary Team for all boards (funding is 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 generate funding for the Multi-Disciplinary Team component based on the number of multi-disciplinary team members hired. Each multi-disciplinary team member hired, up to a maximum of four, generates \$99,420.88 for the school board.

If the cost of these 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 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 2019-20 School Board Fiscal Year, which is also included in Appendix 1 of this memorandum.

SPECIAL EQUIPMENT AMOUNT (SEA) ALLOCATION

The Special Equipment Amount (SEA) allocation supports the purchase of equipment that may be required by students with special education needs. The 2019–20 SEA Allocation is made up of two components:

- SEA Per-Pupil Amount, and
- SEA Claims-Based Amount.

SEA Per-Pupil Amount

In 2019–20, each school board will receive a projected SEA Per-Pupil Amount component, which includes a base amount of \$10,000 for each school board plus an amount based on the board's ADE.

$$\$10,000 \text{ per school board} + (\$36.101 \times \text{ADE})$$

The SEA Per-Pupil Amount is allocated for the purchase of all computers, software, robotics, computing-related devices, and required supporting furniture, as identified for use by students with special education needs in accordance with the SEA funding guidelines.

In addition, the SEA Per-Pupil Amount funding supports school boards to provide training for staff and students, where required, and it supports the set-up, maintenance, and/or repair of SEA equipment funded through the SEA claims-based process.

SEA Claims-Based Amount

The SEA Claims-Based Amount provides funding to school boards for the purchases of other non-computer based equipment to be utilized by students with special education needs, including sensory equipment, hearing support equipment, vision support equipment, personal care support equipment, and physical assists support equipment, through a claims-based process with an \$800 deductible. Eligibility requirements for SEA are outlined in the [Special Education Funding Guidelines: Special Equipment Amount \(SEA\), 2019–20, Spring 2019](#). SEA claims are submitted to the Ministry of Education regional offices for approval.

The SEA Allocation is projected to be \$123.4 million in 2019–20.

SPECIAL INCIDENCE PORTION (SIP) ALLOCATION

The SIP Allocation supports pupils who require more than two full-time staff to address the health and safety needs of both the students who have extraordinarily high needs related to their disabilities and/or exceptionalities, and others at their school.

For the 2019-20 school year the maximum SIP amount per eligible claim will increase by 1 per cent over 2018-19 from \$27,405 to \$27,679. Eligibility criteria for SIP are outlined in the [Special Education Funding Guidelines: Special Incidence Portion \(SIP\), 2019–20, Spring 2019](#). SIP claims are submitted to the Ministry of Education regional offices for approval.

The SIP Allocation is projected to be \$126.1 million in 2019–20.

CARE, TREATMENT, CUSTODY AND CORRECTIONAL (CTCC) AMOUNT

The CTCC Amount provides funding to school boards to provide education programs for school-aged children and youth in care and/or treatment centres, and in custody and correctional facilities.

CTCC Guidelines 2019-20

The CTCC program guidelines, updated on an annual basis, set out program requirements and ministry expectations, roles and responsibilities as well as criteria for approval and funding and overall program delivery. The 2019-20 CTCC guidelines and associated materials are available on the Ministry of Education's Financial Analysis and Accountability Branch website at the following link: [Funding for Educational Programs in Care and/or Treatment, Custodial and Correctional \(CTCC\) Facilities](#).

CTCC funding supports school boards' provision of education programs to school aged children and youth in care, and/or 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 for the education component, which must be approved by the ministry, is used for recognized costs that include teachers, educational assistants, liaison administrative positions and program costs.

Funding is adjusted from the approved projected amount to the final approved expenditure.

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. School boards may fund the transportation they have authority to provide with their Student Transportation Grant.

The CTCC Amount is projected to be \$110.4 million in 2019–20.

BEHAVIOUR EXPERTISE AMOUNT (BEA) ALLOCATION

The BEA allocation provides funding for school boards to hire board-level Applied Behaviour Analysis (ABA) expertise professionals, including Board Certified Behaviour Analysts (BCBAs), and to provide training opportunities that will build school board capacity in ABA. The ministry is investing an additional \$15.2 million in the Behaviour Expertise Amount allocation, an increase of approximately one hundred per cent over the 2018–19 school year.

The 2019–20 BEA allocation will have two components:

- Applied Behaviour Analysis (ABA) Expertise Professionals Amount - \$24.5 million, and
- ABA Training Amount - \$6 million.

ABA Expertise Professionals Amount

The ABA Expertise Professionals Amount provides funding for school boards to hire professionals with an expertise in ABA, including Board Certified Behaviour Analysts (BCBAs). The use of ABA instructional approaches has proven to be effective for students with Autism Spectrum Disorder (ASD) and other students with special education needs. ABA expertise professionals 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 supporting the Connections for Students model.

The ministry will allocate ABA Expertise Professionals Amount funding based on a formula which includes a base amount of \$176,642 for each school board plus an amount based on the board's ADE.

$$\$176,642 \text{ per school board} + (\$5.83 \times \text{ADE})$$

ABA Training Amount

The ABA Training Amount provides funding for training opportunities to build school board capacity in ABA. School boards may utilize the ABA Training Amount for:

- professional development (including travel, meals, accommodation),
- procurement or development of resources/programs, and
- release time/supply costs for staff on training (EAs/Educators/school teams).

The formal or informal ABA training opportunities and/or mentoring must be practical and oriented at developing capacity to apply and individualize ABA and should comply with a list of training requirements communicated by the ministry to school boards in a memorandum from April 30, 2014 titled [Applied Behaviour Analysis \(ABA\) Training Requirements to support students with Autism Spectrum Disorder](#).

The ministry will allocate ABA Training Amount funding based on a formula which includes a base amount of \$1,500 for each school board plus an amount based on the board's ADE.

$$\$1,500 \text{ per school board} + (\$2.95 \times \text{ADE})$$

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.

The BEA Allocation is projected to be \$30.5 million in 2019–20.

I trust that you will find this information regarding the 2019-20 Special Education Grant helpful. Thank you once again for your outstanding work across your school boards to support students with special education needs.

Sincerely,

Original signed by

Claudine Munroe
Director
Special Education / Success for All Branch

cc. Special Education Advisory Committees

C. APPENDIX 1

2019-20 Projections - 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 Projected Other Staffing Resources Amount, in dollars
1.	Algoma District School Board	3,232,508	4,378,547	167,970
2.	Algonquin and Lakeshore Catholic District School Board	2,312,754	4,858,310	158,813
3.	Avon Maitland District School Board	1,768,454	6,901,031	189,997
4.	Bluewater District School Board	2,204,094	7,484,534	211,207
5.	Brant Haldimand Norfolk Catholic District School Board	1,854,439	4,331,887	138,319
6.	Bruce-Grey Catholic District School Board	1,208,452	2,191,081	80,321
7.	Catholic District School Board of Eastern Ontario	2,363,961	5,585,210	175,006
8.	Conseil des écoles catholiques du Centre-Est	4,949,997	8,729,242	294,259
9.	Conseil des écoles publiques de l'Est de l'Ontario	3,698,871	6,048,841	212,437
10.	Conseil scolaire catholique de district des Grandes Rivières	3,027,022	2,624,477	127,188
11.	Conseil scolaire catholique du Nouvel-Ontario	3,446,958	2,691,350	137,319
12.	Conseil scolaire catholique MonAvenir	3,981,681	5,750,454	212,113
13.	Conseil scolaire catholique Providence	3,519,831	3,567,141	157,063
14.	Conseil scolaire de district catholique de l'Est ontarien	3,088,883	4,188,744	161,030
15.	Conseil scolaire de district catholique des Aurores boréales	1,176,767	331,253	40,955
16.	Conseil scolaire de district catholique Franco-Nord	1,564,976	1,241,165	67,971
17.	Conseil scolaire public du Grand Nord de l'Ontario	1,897,380	1,036,233	70,624
18.	Conseil scolaire public du Nord-Est de l'Ontario	1,837,917	929,959	67,175
19.	Conseil scolaire Viamonde	3,811,031	4,273,749	177,829
20.	District School Board of Niagara	4,257,097	15,550,217	421,794
21.	District School Board Ontario North East	2,748,515	3,168,707	132,718
22.	Dufferin-Peel Catholic District School Board	8,270,855	28,739,695	779,823
23.	Durham Catholic District School Board	2,128,963	7,912,329	218,547
24.	Durham District School Board	7,652,489	26,706,332	724,636
25.	Grand Erie District School Board	3,255,652	11,187,604	310,159
26.	Greater Essex County District School Board	4,005,927	14,431,885	393,293
27.	Halton Catholic District School Board	3,375,884	12,749,978	345,177
28.	Halton District School Board	6,596,696	22,563,315	616,440
29.	Hamilton-Wentworth Catholic District School Board	2,987,848	11,892,491	319,256
30.	Hamilton-Wentworth District School Board	5,790,653	20,129,892	549,021
31.	Hastings and Prince Edward District School Board	2,469,801	6,678,455	199,961
32.	Huron Perth Catholic District School Board	1,178,769	2,002,166	75,771
33.	Huron-Superior Catholic District School Board	1,933,892	1,908,387	89,535
34.	Kawartha Pine Ridge District School Board	3,868,732	13,615,066	373,438
35.	Keewatin-Patricia District School Board	2,834,292	2,235,895	115,090
36.	Kenora Catholic District School Board	733,461	574,133	36,784

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 Projected Other Staffing Resources Amount, in dollars
37.	Lakehead District School Board	2,714,758	3,686,823	142,798
38.	Lambton Kent District School Board	2,569,205	9,455,416	259,823
39.	Limestone District School Board	2,703,601	8,132,377	235,086
40.	London District Catholic School Board	2,297,119	8,617,800	236,729
41.	Near North District School Board	2,459,236	4,572,619	155,916
42.	Niagara Catholic District School Board	2,237,833	8,541,754	233,912
43.	Nipissing-Parry Sound Catholic District School Board	845,199	1,188,275	51,891
44.	Northeastern Catholic District School Board	1,006,917	1,018,134	51,715
45.	Northwest Catholic District School Board	866,874	511,641	38,260
46.	Ottawa Catholic District School Board	4,692,061	16,180,840	443,971
47.	Ottawa-Carleton District School Board	8,287,271	27,525,639	754,898
48.	Peel District School Board	17,043,223	53,600,684	1,479,790
49.	Peterborough Victoria Northumberland and Clarington Catholic District School Board	1,898,858	6,131,672	176,700
50.	Rainbow District School Board	3,461,513	5,722,659	200,709
51.	Rainy River District School Board	1,085,536	1,158,937	56,282
52.	Renfrew County Catholic District School Board	1,342,145	2,151,033	82,270
53.	Renfrew County District School Board	2,135,585	4,194,967	141,320
54.	Simcoe County District School Board	7,205,229	21,812,135	613,471
55.	Simcoe Muskoka Catholic District School Board	3,308,512	9,314,523	272,277
56.	St. Clair Catholic District School Board	1,801,576	3,671,101	123,466
57.	Sudbury Catholic District School Board	1,739,253	2,471,649	97,207
58.	Superior North Catholic District School Board	372,257	261,676	22,764
59.	Superior-Greenstone District School Board	685,216	662,835	37,626
60.	Thames Valley District School Board	8,850,554	31,607,210	851,565
61.	Thunder Bay Catholic District School Board	2,250,274	3,101,156	120,943
62.	Toronto Catholic District School Board	9,291,323	35,031,043	931,994
63.	Toronto District School Board	25,914,716	89,834,244	2,418,502
64.	Trillium Lakelands District School Board	2,389,156	7,442,701	214,188
65.	Upper Canada District School Board	4,099,309	11,856,887	341,646
66.	Upper Grand District School Board	3,729,992	13,347,936	364,991
67.	Waterloo Catholic District School Board	2,514,839	8,882,428	246,767
68.	Waterloo Region District School Board	7,478,665	24,245,472	669,804
69.	Wellington Catholic District School Board	1,549,495	2,989,086	104,026
70.	Windsor-Essex Catholic District School Board	2,224,676	7,907,997	220,449
71.	York Catholic District School Board	4,976,207	18,625,310	500,758
72.	York Region District School Board	12,247,469	45,299,652	1,207,224

2018-19 Revised Estimates - DIFFERENTIATED SPECIAL EDUCATION NEEDS AMOUNT

Item	Column 1 Name of board	Column 2 Revised Estimates measures of variability amount, in dollars	Column 3 Revised Estimates special education statistical prediction model amount, in dollars	Column 4 Revised Estimates Other staffing resources, in dollars
1.	Algoma District School Board	3,244,508	4,400,899	168,585
2.	Algonquin and Lakeshore Catholic District School Board	2,281,272	4,805,143	156,953
3.	Avon Maitland District School Board	1,804,811	6,894,238	190,510
4.	Bluewater District School Board	2,182,218	7,462,966	210,199
5.	Brant Haldimand Norfolk Catholic District School Board	1,867,767	4,302,099	137,880
6.	Bruce-Grey Catholic District School Board	1,212,224	2,134,587	79,134
7.	Catholic District School Board of Eastern Ontario	2,375,111	5,718,895	177,920
8.	Conseil des écoles catholiques du Centre-Est	4,796,271	8,346,159	282,974
9.	Conseil des écoles publiques de l'Est de l'Ontario	3,653,777	5,845,431	207,161
10.	Conseil scolaire catholique de district des Grandes Rivières	3,041,325	2,613,160	127,155
11.	Conseil scolaire catholique du Nouvel-Ontario	3,408,850	2,663,396	135,848
12.	Conseil scolaire catholique MonAvenir	3,958,115	5,678,858	210,028
13.	Conseil scolaire catholique Providence	3,435,446	3,547,069	154,791
14.	Conseil scolaire de district catholique de l'Est ontarien	3,010,986	4,159,525	158,703
15.	Conseil scolaire de district catholique des Aurores boréales	1,160,649	328,308	40,474
16.	Conseil scolaire de district catholique Franco-Nord	1,570,140	1,250,275	68,180
17.	Conseil scolaire public du Grand Nord de l'Ontario	1,871,086	1,008,512	69,412
18.	Conseil scolaire public du Nord-Est de l'Ontario	1,801,898	907,820	65,877
19.	Conseil scolaire Viamonde	3,777,056	4,129,995	174,029
20.	District School Board of Niagara	4,351,426	15,356,710	419,602
21.	District School Board Ontario North East	2,764,499	3,172,929	133,043
22.	Dufferin-Peel Catholic District School Board	8,020,019	28,548,560	770,455
23.	Durham Catholic District School Board	2,130,486	7,830,886	216,778
24.	Durham District School Board	7,570,512	26,365,888	715,682
25.	Grand Erie District School Board	3,305,957	11,301,735	313,465
26.	Greater Essex County District School Board	4,103,704	14,430,758	395,178
27.	Halton Catholic District School Board	3,279,450	12,243,058	332,502
28.	Halton District School Board	6,486,521	22,108,101	604,523
29.	Hamilton-Wentworth Catholic District School Board	3,094,204	11,700,591	317,359
30.	Hamilton-Wentworth District School Board	5,890,308	20,072,956	549,766
31.	Hastings and Prince Edward District School Board	2,489,729	6,715,812	201,050
32.	Huron Perth Catholic District School Board	1,154,494	1,998,774	75,107
33.	Huron-Superior Catholic District School Board	1,960,662	1,963,543	91,149
34.	Kawartha Pine Ridge District School Board	3,769,388	13,312,972	364,961
35.	Keewatin-Patricia District School Board	2,814,016	2,183,185	113,478
36.	Kenora Catholic District School Board	766,832	588,131	37,685

Item	Column 1 Name of board	Column 2 Revised Estimates measures of variability amount, in dollars	Column 3 Revised Estimates special education statistical prediction model amount, in dollars	Column 4 Revised Estimates Other staffing resources, in dollars
37.	Lakehead District School Board	2,778,086	3,734,478	145,011
38.	Lambton Kent District School Board	2,567,078	9,458,482	259,733
39.	Limestone District School Board	2,679,329	8,161,261	235,074
40.	London District Catholic School Board	2,243,667	8,267,139	228,212
41.	Near North District School Board	2,498,866	4,677,873	158,832
42.	Niagara Catholic District School Board	2,182,730	8,621,153	234,310
43.	Nipissing-Parry Sound Catholic District School Board	842,019	1,167,513	51,306
44.	Northeastern Catholic District School Board	1,026,298	1,036,634	52,418
45.	Northwest Catholic District School Board	861,649	515,255	38,142
46.	Ottawa Catholic District School Board	4,522,008	15,791,329	432,195
47.	Ottawa-Carleton District School Board	8,108,590	27,048,441	741,082
48.	Peel District School Board	16,712,410	53,300,144	1,466,401
49.	Peterborough Victoria Northumberland and Clarington Catholic District School Board	1,888,303	6,063,972	174,971
50.	Rainbow District School Board	3,428,240	5,717,648	199,809
51.	Rainy River District School Board	1,084,195	1,141,228	55,799
52.	Renfrew County Catholic District School Board	1,340,639	2,100,620	81,100
53.	Renfrew County District School Board	2,080,953	4,214,862	140,501
54.	Simcoe County District School Board	7,080,225	21,427,686	602,719
55.	Simcoe Muskoka Catholic District School Board	3,197,803	8,905,840	261,358
56.	St. Clair Catholic District School Board	1,783,846	3,650,610	122,577
57.	Sudbury Catholic District School Board	1,762,306	2,456,578	97,281
58.	Superior North Catholic District School Board	380,235	259,724	22,806
59.	Superior-Greenstone District School Board	687,737	651,808	37,364
60.	Thames Valley District School Board	8,784,001	31,289,937	843,399
61.	Thunder Bay Catholic District School Board	2,246,922	3,146,393	121,720
62.	Toronto Catholic District School Board	9,135,708	35,032,287	928,594
63.	Toronto District School Board	25,675,183	89,889,076	2,414,299
64.	Trillium Lakelands District School Board	2,322,879	7,678,581	217,613
65.	Upper Canada District School Board	4,084,633	11,852,701	341,134
66.	Upper Grand District School Board	3,687,739	13,096,409	358,756
67.	Waterloo Catholic District School Board	2,355,091	8,600,634	237,470
68.	Waterloo Region District School Board	7,521,241	23,942,903	664,236
69.	Wellington Catholic District School Board	1,569,353	3,006,174	104,703
70.	Windsor-Essex Catholic District School Board	2,279,010	8,061,873	224,676
71.	York Catholic District School Board	4,924,631	18,806,500	503,317
72.	York Region District School Board	12,272,736	44,538,829	1,191,697

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.

TABLE OF CONTENTS

GENERAL REQUIREMENTS	6
Collection of Data	6
Responsibilities of the Principal	6
Retention of Pupil Enrolment Records and Related Documents	7
Records and Documents Required for Audit Purposes for 2016–17, 2017–18, and 2018-19	7
Audits of Enrolment, including English as a Second Language (ESL) and Programme d'appui aux nouveaux arrivants (PANA) Eligibility	10
Notification of an Audit	10
Preparation for the Audit.....	10
Areas Subject to Audit	10
The School and Board Audit Reports	11
ESL/PANA Eligibility.....	11
Determining a Pupil's Eligibility for an Exemption from Tuition Fees	12
Determining Pupils' Enrolment Status	12
Full-Time and Part-Time Pupils	12
Using the Pupil's Timetable to Determine Minutes of Instruction	13
Time Recognized as Classroom Instructional Time.....	13
Time Not Recognized as Classroom Instructional Time.....	13
Instances When Minutes of Classroom Instruction Are Not Used to Determine Full-Time or Part-Time Status.....	13
Independent Study	14
Home Schooling	14
Reporting in the Ontario School Information System (OnSIS)	15
Data on Full-Time and Part-Time Pupils on Enrolment-Count Dates	15
Data on Pupils in Independent Study	15
Pupils Affected by the 34-Credit Threshold.....	15
Full-Time and Part-Time Pupils	15
Pupils Taking Courses through Independent Study	16
OnSIS Help Desk.....	16
Pupils Enrolled in More than One School	17
MAINTAINING THE REGISTER AND ATTENDANCE RECORDS.....	18
Admission of a Pupil	18
Age of Admission	18
Staggered Admission in Kindergarten	18
Academic Assessment Services before School Begins.....	18
Internal and External Admission.....	18
Late Admission	19

Pupils Who Are Not Pupils of the Board	19
Pupils Who Already Have Over 34 Credits.....	19
Adult Pupils	19
Transfer and Retirement	20
Transfers That Occur around an Enrolment-Count Date.....	20
Transfers between Schools of One Board.....	20
Transfers between Schools of Different Boards	21
Transferring OSR When Students Enroll in New School	21
Daily Attendance Records	22
Absence	22
Regular Absence (“A”)	22
Absence from an Examination	22
Elementary School Pupils – Safe Arrivals.....	23
Secondary School Pupils	23
General Absence Days (“G” Days).....	23
Absence of All Pupils	23
Absence of an Individual Pupil	23
Suspended Pupils	24
Excluded Pupils	24
Non-instructional Days (“N” Days).....	25
Excused Pupils.....	25
Pupils Excused under Subsection 23(3) of Regulation 298.....	25
Program of Study for Excused Pupils	26
Medical Absence	26
Prolonged Absence	27
Compulsory Attendance	27
Absence of 1–15 Consecutive School Days without Supporting Documentation	27
Absence of 16–30 Consecutive School Days without Supporting Documentation	28
Absence of 31–45 and 46–60 Consecutive Days without Supporting Documentation.....	28
Length of Time an Absent Pupil with an Active File May Remain on the Register	28
Attendance Counsellor Confirms the Pupil’s File Is Inactive	28
Expectations for Two-Way Communication:	28
Absence from a Course for 15 Consecutive Scheduled Days.....	29
Board and Principal Responsibilities after a Pupil’s Name Is Removed from the Register	29
Specific Programs	30
Cooperative Education Courses.....	30
E-learning Courses	30
Use of the Day School Register for E-learning Courses	30

Use of the Independent Study and E-learning Register for Day School Pupils.....	31
Home Instruction	31
Supervised Alternative Learning (SAL).....	31
Pupils in Educational Exchange Programs	33
Long-Term Exchange (5 Months or More).....	33
Short-Term Exchange (Less Than 5 Months)	33
Programs for Expelled Pupils	34
Pupils in Care and/or Treatment, Custody, or Correctional Programs (CTCC), Hospital Board Schools, or Provincial or Demonstration Schools.....	34
Dual Credit Courses.....	34
THE INDEPENDENT STUDY AND E-LEARNING REGISTER FOR DAY SCHOOL PUPILS	35
General Requirements	35
Pupil Eligibility	35
Course Eligibility.....	35
Teacher Contact	36
Pupils with Over 34 Credits.....	36
Funding Considerations	36
E-learning	36
COMPLETING THE SUMMARIES.....	37
Attendance Summaries	37
Enrolment Summaries	37
Calculating Net Enrolment for Monthly Enrolment Summaries.....	38
Data and Information Required for Audit Purposes	38
APPENDICES	39
Appendix A: Samples of Enrolment Details Records and Enrolment Summaries	39
Appendix B: Model of a Daily Attendance Record, with Samples	53
Appendix C: Procedures for Excused Pupils	58
Appendix D: Procedures for Prolonged Absences	59
Appendix E: Student Information and Eligibility Attestation Form	60

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	Figuerola, 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	Figueroa, 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
	Burnyk, 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																												
	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																												
	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 N	28 N	29
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 N	31	
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: to

(DD-MMM-YYYY)(DD-MMM-YYYY)

☐ Student Visa

Total Tuition Fee Paid: \$

Fee Payment Date:

(DD-MMM-YYYY)

Visitor Record:

Visitor Record valid from: to

(DD-MMM-YYYY)(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: to

(DD-MMM-YYYY)(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)

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

Page 3 of 4

Page 368 of 377

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)

**SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO JUNE 12, 2019**

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1	February 21, 2018 SEAC	TBA	Regular 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- Academic Affairs

**SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO JUNE 12, 2019**

#	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

**SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO JUNE 12, 2019**

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
3	January 23, 2019 SEAC	June 13, 2019	Regular Board	<p>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.</p> <p><i>Motion carried at January 23, 2019 SEAC meeting; approved at February 21, 2019 Board Meeting</i></p>	Superintendent of Special Services & Superintendent of Human Resources

**SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO JUNE 12, 2019**

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
4	January 23, 2019 SEAC	June 26, 2019	TCDSB Year- End Mass	<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	June 13, 2019	Regular Board	<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

**SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO JUNE 12, 2019**

#	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	TBC	Regular Board	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

**SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO JUNE 12, 2019**

			<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>	
--	--	--	--	--

**SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO JUNE 12, 2019**

			<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>	
--	--	--	---	--

**SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO JUNE 12, 2019**

				<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>	
--	--	--	--	---	--