

## **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/](http://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](mailto:dianew@LDAO.ca)

2019-20 Education Funding

# A Guide to the Special Education Grant



Spring 2019

Ontario 

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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 boards<sup>1</sup>. 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.

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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.



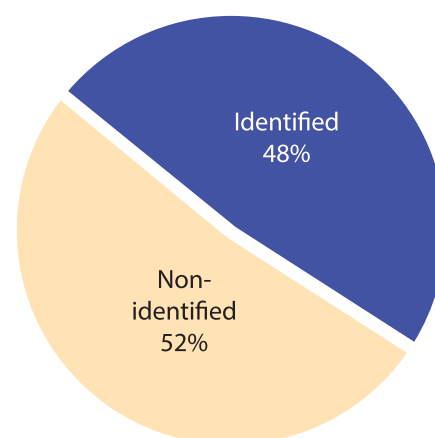
# Overview of Students Receiving Special Education Programs and/or Services

Data from the Ontario School Information System showed that in 2017-18<sup>2</sup>, 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%
<b>Total</b>	<b>171,946</b>		<b>8.5%</b>



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%
<b>Total</b>	<b>183,452</b>		<b>9.1%</b>

\*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 boards<sup>3</sup> 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.

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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**

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**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

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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 exceptionalities<sup>1</sup>, 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.

<sup>1</sup> 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.

<b>Table 1: Provincial Funding for Each Factor of MOV</b>			
<b>Category</b>	<b>Factor(s)</b>	<b>% of MOV Funding for Category</b>	<b>% of MOV Funding for Sub-Category</b>
1 Students reported as receiving special education programs and/or services	2016-17 data as reported by boards (one factor)	<b>30.2%</b>	
2 Participation and achievement in EQAO assessments by students with special education needs	2017-18 data for:	<b>30.2%</b>	
	<b>Sub-Category 2A:</b> Grade 3 students (including gifted) with special education needs who were exempt, below, or reached Level 1 (six factors)		10.4%
	<b>Sub-Category 2B:</b> Grade 6 students (including gifted) with special education needs who were exempt, below, or reached Level 1 (six factors)		10.4%
	<b>Sub-Category 2C:</b> 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**

<b>Category</b>	<b>Factor(s)</b>	<b>% of MOV Funding for Category</b>	<b>% of MOV Funding for Sub-Category</b>
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:	<b>15.1%</b>	
	<b>Sub-Category 3A:</b> 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%
	<b>Sub-Category 3B:</b> Grade 9 and Grade 10 Students with special education needs enrolled in Locally Developed Courses (two factors)		1.3%
	<b>Sub-Category 3C:</b> 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:	<b>12.8%</b>	
	<b>Sub-Category 4A:</b> Board Enrolment This component recognizes that smaller school boards often have higher per-pupil costs for goods and services. (one factor)		6.4%
	<b>Sub-Category 4B:</b> 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%
	<b>Sub-Category 4C:</b> School Dispersion This component recognizes the higher costs of providing goods and services to students in widely dispersed schools (one factor)		5.0%

<b>Table 1: Provincial Funding for Each Factor of MOV</b>			
<b>Category</b>	<b>Factor(s)</b>	<b>% of MOV Funding for Category</b>	<b>% of MOV Funding for Sub-Category</b>
5 Indigenous Education Grant Adjustment	Indigenous Education Grant's Per-Pupil Amount Allocation (one factor)	<b>7.6%</b>	
6 French-language School Board Adjustment	Recognition of school boards operating in an official language minority context and their size.	<b>4.1%</b>	
	<b>Sub-Category 6A:</b> Base amount of \$459,873.86 per board (one factor).		2.0%
	<b>Sub-Category 6B:</b> 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:

<b>Weight</b>	<b>Data ranges (DSB vs. Provincial Average)</b>
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)

<b>Prevalence of students reported as receiving special education programs and services: 30.2% of MOV</b>	
<b>Weight</b>	<b>Range</b>
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).

<b>2A – EQAO Achievement – Grade 3; 10.4% of MOV</b>						
<b>Weight</b>	<b>Males Reading (20% of 2A)</b>	<b>Females Reading (15% of 2A)</b>	<b>Males Writing (20% of 2A)</b>	<b>Females Writing (15% of 2A)</b>	<b>Males Math (15% of 2A)</b>	<b>Females Math (15% of 2A)</b>
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).

<b>2B – EQAO Achievement – Grade 6; 10.4% of MOV</b>						
<b>Weight</b>	<b>Males Reading (20% of 2B)</b>	<b>Females Reading (15% of 2B)</b>	<b>Males Writing (20% of 2B)</b>	<b>Females Writing (15% of 2B)</b>	<b>Males Math (15% of 2B)</b>	<b>Females Math (15% of 2B)</b>
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).

<b>2C – EQAO accommodations; 9.4% of MOV</b>		
<b>Weight</b>	<b>Grade 3 (50% of 2C)</b>	<b>Grade 6 (50% of 2C)</b>
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).

<b>3A – Credit accumulation; 12.3% of MOV</b>		
<b>Weight</b>	<b>Earned five or less credits in Grade 9 (40% of 3A)</b>	<b>Earned 13 or less credits in Grade 10 (60% of 3A)</b>
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).

<b>3B – Enrolled in LD Courses; 1.3% of MOV</b>		
<b>Weight</b>	<b>Enrolled in LD Courses Grade 9 (40% of 3B)</b>	<b>Enrolled in LD Courses Grade 10 (60% of 3B)</b>
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).

<b>3C – Enrolled in alternative non-credit courses (K Courses); 1.5% of MOV</b>		
<b>Weight</b>	<b>Enrolled in K-Courses Grade 9 (40% of 3C)</b>	<b>Enrolled in K-Courses Grade 10 (60% of 3C)</b>
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

<b>Item</b>	<b>Column 1 Name of Board</b>	<b>Column 2 Projected Measures of Variability Amount, in dollars</b>	<b>Column 3 Projected Special Education Statistical Prediction Model Amount, in dollars</b>	<b>Column 4 Projected Other Staffing Resources Amount, in dollars</b>
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



<b>Item</b>	<b>Column 1 Name of board</b>	<b>Column 2 Revised Estimates measures of variability amount, in dollars</b>	<b>Column 3 Revised Estimates special education statistical prediction model amount, in dollars</b>	<b>Column 4 Revised Estimates Other staffing resources, in dollars</b>
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](mailto: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.

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Une publication équivalente est disponible en français sous le titre suivant :

*Instructions pour le relevé des effectifs écoles élémentaires et secondaires, Année scolaire 2018-19.*

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## GENERAL REQUIREMENTS

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

### Collection of Data

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

### Responsibilities of the Principal

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

The principal must ensure that:

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

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.

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<sup>1</sup> 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"><li>• A printout of the year-end register Enrolment Summaries for Full-Time and Part-Time pupils that are certified as accurate by the principal</li><li>• 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</li><li>• Enrolment Details Records<sup>2</sup>, that are certified as accurate by the principal</li><li>• The Daily Attendance Records for each pupil<sup>3</sup></li><li>• The Daily Absence Report (Daily Telephone Contact List) for the school<sup>4</sup></li><li>• The school bell schedule<sup>5</sup></li><li>• Dated forms authorizing pupil external transfer or Ontario Student Record (OSR)<sup>6</sup> request letters that show external transfers signed by the principal or by a school staff member designated by the principal</li><li>• Dated forms authorizing pupil admission (<b>registration forms</b>), internal transfer, and retirement signed</li></ul>

<sup>2</sup> 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.

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

<sup>4</sup> *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.

<sup>5</sup> 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.

<sup>6</sup> **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 Form<sup>7</sup> (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 absence<sup>8</sup> 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 16<sup>th</sup> 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

<sup>7</sup> 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.

<sup>8</sup> 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"><li>• Pupil course timetables that were in effect on the last school day of October and March</li><li>• The period-by-period attendance check for all pupils in the school</li><li>• Where applicable, the Independent Study and e-Learning Register for Day School Pupils</li><li>• Dated forms authorizing pupils to add or withdraw from courses, signed by the principal or by a school staff member designated by the principal</li><li>• School course calendars and student handbooks</li><li>• A list of pupils enrolled in alternative programs</li><li>• A list of pupils enrolled in cooperative education programs</li></ul>

## 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.<sup>9</sup>

### 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"> <li>• Supervised Alternative Learning (SAL)</li> <li>• Home instruction</li> <li>• Home schooling</li> </ul>	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"> <li>• Supervised Alternative Learning (SAL)</li> <li>• Home instruction</li> <li>• Home schooling</li> <li>• E-learning courses</li> <li>• Shared students</li> </ul>

<sup>9</sup> ESL is applicable to English-language school boards and PANA is applicable to French-language school boards.

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

### 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 country<sup>10</sup>; and
- The pupil entered Canada for the first time during the current or last four school years.

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<sup>10</sup> 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.

	<b>Category of Enrolment</b>	<b>Counting Credits for Determining the Pupil's High-Credit Factor</b>	<b>Calculating the Pupil's ADE for Independent Study</b>
<b>1</b>	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.
<b>2</b>	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.
<b>3</b>	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.
<b>4</b>	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](mailto: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 <sup>th</sup> 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.<sup>11</sup>
- The pupil is participating in a field trip or school-orchestrated sports trip.<sup>12</sup>
- The pupil is under bereavement.<sup>13</sup>

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<sup>11</sup> Given the undefined nature of "cultural" days, determining what is considered a cultural day is at the discretion of the board.

<sup>12</sup> 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.

<sup>13</sup> 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 notice<sup>14</sup>.

For the pupil to remain on the register the school must provide a program of study<sup>15</sup> 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.

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<sup>14</sup> 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.

<sup>15</sup> 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 professional<sup>16</sup> 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.

<sup>16</sup> [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).<sup>17</sup>

### 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 <sup>th</sup> 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 counsellor<sup>18</sup> 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.

<sup>17</sup> 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.

<sup>18</sup> 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 16<sup>th</sup> 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 31<sup>st</sup> day, the 46<sup>th</sup> day, or the 61<sup>st</sup> 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 61<sup>st</sup> 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 16<sup>th</sup> 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"><li>• 1 credit equals 0.25 FTE</li><li>• 2 credits equal 0.50 FTE</li><li>• 3 or more credits equal 1.00 FTE</li></ul>	<ul style="list-style-type: none"><li>• 1 credit equals 0.13 FTE</li><li>• 2 credits equal 0.25 FTE</li><li>• 3 credits equal 0.38 FTE</li><li>• 4 credits equal 0.50 FTE</li><li>• 5 credits equal 0.63 FTE</li><li>• 6 or more credits equal 1.00 FTE</li></ul>

### 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](http://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.”)

<b>School on a Semestered System</b>	<b>School on a Non-semestered System</b>
<ul style="list-style-type: none"><li>• 1 credit equals 0.25 FTE</li><li>• 2 credits equal 0.50 FTE</li><li>• 3 or more credits equal 1.00 FTE</li></ul>	<ul style="list-style-type: none"><li>• 1 credit equals 0.13 FTE</li><li>• 2 credits equal 0.25 FTE</li><li>• 3 credits equal 0.38 FTE</li><li>• 4 credits equal 0.50 FTE</li><li>• 5 credits equal 0.63 FTE</li><li>• 6 or more credits equal 1.00 FTE</li></ul>

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

<b>If the pupil's 18th birthday occurs between:</b>	<b>The last compulsory school day is:</b>
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 credit<sup>19</sup>
- 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](http://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.<sup>20</sup>
- 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.

<sup>19</sup> This also applies to SAL pupils enrolled in a non-credit "K" course that is timetabled and appropriately staffed.

<sup>20</sup> 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.

<b>School on a Semestered System</b>	<b>School on a Non-semestered System</b>
<ul style="list-style-type: none"> <li>• 1 credit equals 0.25 FTE</li> <li>• 2 credits equal 0.50 FTE</li> <li>• 3 or more credits equal 1.00 FTE</li> </ul>	<ul style="list-style-type: none"> <li>• 1 credit equals 0.13 FTE</li> <li>• 2 credits equal 0.25 FTE</li> <li>• 3 credits equal 0.38 FTE</li> <li>• 4 credits equal 0.50 FTE</li> <li>• 5 credits equal 0.63 FTE</li> <li>• 6 or more credits equal 1.00 FTE</li> </ul>

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
<b>Full-Time Pupils</b>	<ul style="list-style-type: none"><li>• Junior Kindergarten*</li><li>• Kindergarten*</li><li>• Grades 1 to 3*</li><li>• Grades 4 to 8*</li></ul>	<ul style="list-style-type: none"><li>• Grades 9 to 12, under age 21 on December 31, 2017</li><li>• Grades 9 to 12, age 21 or over on December 31, 2017</li></ul>
<b>Part-Time Pupils</b>	<ul style="list-style-type: none"><li>• Junior Kindergarten <i>and</i> Kindergarten (together)</li><li>• Grades 1 to 3</li><li>• Grades 4 to 8</li></ul>	<ul style="list-style-type: none"><li>• Grades 9 to 12, under age 21 on December 31, 2017</li><li>• Grades 9 to 12, age 21 or over on December 31, 2017</li></ul>

\*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><b>Enrolment Details Records for Full-Time and Part-Time Pupils – must show the data and information listed below:</b></p> <ul style="list-style-type: none"> <li>• Ontario Education Number (OEN)</li> <li>• Pupil name</li> <li>• Gender</li> <li>• Grade</li> <li>• Dates of admission, transfer, and retirement to date</li> <li>• “OP” for pupils who are not pupils of the board, and name of person or organization responsible for payment of fees</li> <li>• “A” in the “Adult” column for adult pupils</li> <li>• Internal transfers during the school year between JK and K and between Grades 3 and 4</li> </ul>	<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><b>Monthly Enrolment Summaries for Full-Time Pupils Only – must show the data and information listed below:</b></p> <ul style="list-style-type: none"> <li>• All changes in enrolment during each month, including total number of admissions, transfers, and retirements</li> <li>• Internal transfers during the school year between JK and K and between Grades 3 and 4</li> </ul> <p><i>For October and March, enter at the bottom of the summary:</i></p> <ul style="list-style-type: none"> <li>• Net enrolment on the last school day of the month</li> <li>• Total number of pupils of the board</li> <li>• Total number of other pupils</li> </ul>	<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><b>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:</b></p> <ul style="list-style-type: none"> <li>• Pupil name</li> <li>• “OP” for pupils who are not pupils of the board</li> <li>• Total number of minutes in cycle</li> <li>• Total number of pupils of the board and other pupils, separately</li> <li>• 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</li> <li>• “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</li> </ul>	<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	
<b>Totals</b>		<b>9</b>	<b>7</b>	<b>1</b>	<b>1</b>	<b>1</b>		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	
<b>Totals</b>		<b>17</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>3</b>		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	Principal's certification
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	Principal's certification
May	10	0	0	0	0	1	9	
June	9	0	0	0	0	0	9	
<b>Totals</b>		<b>11</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>1</b>		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	Principal's certification
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	Principal's certification
May	17	0	0	0	0	0	17	
June	17	0	0	0	0	0	17	
<b>Totals</b>		<b>13</b>	<b>8</b>	<b>1</b>	<b>0</b>	<b>3</b>		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

<b>Enrolment Details, [School Year]</b> <b>XYZ Elementary School</b> <b>Part-Time Pupils – Grades 1 to 3</b>									
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				

<b>Enrolment Details, [School Year]</b> <b>XYZ Elementary School</b> <b>Part-Time Pupils – Grades 4 to 8</b>									
OP	Pupil OEN*	Pupil Name	Gender	Grade	Int. Ad.	Ext. Ad.	Int. Tr.	Ext. Tr.	Retirement
	021-533-260	Acton, Marion	F	07	Sep 07				May 06
	021-533-617	Baker, Catherine	F	04	Sep 20				Sep 29
	021-533-039	Bulmer, Timothy	M	06	Sep 07		Sep 22		
	021-533-062	Dimson, Nicole	F	05		Sep 17			
	021-533-104	Ennis, Dawn	F	08	Sep 07				
	021-533-328	Figueroa, Roberta	F	07	Sep 22				
	087-453-695	Jordan, Paul	M	05	Sep 07				
	021-533-419	McCormick, Peggy	F	06	Sep 17				
	777-777-772	Lei, Man Ying	F	04	Sep 07				
	021-533-575	Morin, Robert	M	08	Sep 07				
	021-533-427	Scott, Kelly	F	07	Sep 07				
	021-533-591	Trent, Nellie	F	06	Sep 07	Jan 12			Sep 15
	021-533-435	Tumminieri, Rosa	F	05	Sep 07		Oct 22		
	089-762-494	Vezina, Philip	M	04	Sep 07			Oct 19	
	032-517-339	Weller, Marlene	F	06		Oct 12			
OP	091-423-132	Xenos, Paul	M	08	Sep 15				
		Paid by parent living outside Ontario							
	083-364-972	Yee, Cho Chip	M	04		Sep 07			
	032-534-925	Young, Malcolm	M	06	Sep 23				

\*OEN = Ontario Education Number

## Elementary School: Enrolment Summaries for Part-Time Pupils in Junior Kindergarten and Kindergarten

### Enrolment Summary, [School Year] XYZ Elementary School Part-Time Pupils – Junior Kindergarten

Minutes of instruction in cycle on last school day  
in October and March, with pupil FTEs

OP	Name of pupil	October	Pupil FTEs	March	Pupil FTEs	Enrolment Summary	October	March
	Acton, Marion	0	0	0	0	1. Total number of minutes		
	Bright, Andrew	140	0.47	140	0.47	in cycle (1 x 300)	300	300
	Blackwell, John	70	0.23	0	0	2. Total number of pupils		
	Caruso, Mary	0	0	140	0.47	Pupils of the board	8	9
	Christie, Dave	0	0	70	0.23	Other pupils	1	1
	Ennis, Dawn	0	0	140	0.47	3. Pupil FTEs		
	Figuroa, Roberta	0	0	70	0.23	Pupils of the board	3.28	3.51
	Goiree, Atheel	140	0.47	140	0.47	Other pupils	0.23	0.47
	Javed, Asim	140	0.47	140	0.47			
	Nichols, Paul	70	0.23	140	0.47			
	Scott, Kelly	140	0.47	140	0.47			
	Tumminieri, Rosa	140	0.47	0	0			
	Upton, Marie	70	0.23	70	0.23			
	Vezina, Philip	0	0	0	0			
	Wood, Susan	0	0	0	0			
	Young, Malcolm	140	0.47	0	0			

Principal's certification \_\_\_\_\_ Date \_\_\_\_\_

### Enrolment Summary, [School Year] XYZ Elementary School Part-Time Pupils – Kindergarten

Minutes of instruction in cycle on last school day  
in October and March, with pupil FTEs

OP	Name of pupil	October	Pupil FTEs	March	Pupil FTEs	Enrolment Summary	October	March
	Akoodie, Mohammed	140	0.47	140	0.47	1. Total number of minutes		
	Baker, Catherine	70	0.23	70	0.23	in cycle (1 x 300)	300	300
	Burtnyk, Wayne	0	0	0	0	2. Total number of pupils		
	Dimson, Nicole	140	0.47	0	0	Pupils of the board	12	8
	Ellis, Geoff	140	0.47	140	0.47	Other pupils	1	1
	Hare, Diane	70	0.23	0	0	3. Pupil FTEs		
	Jordan, Paul	140	0.47	70	0.23	Pupils of the board	4.20	2.80
	McCormick, Peggy	0	0	0	0	Other pupils	0.47	0.47
	Lei, Man Ying	70	0.23	70	0.23			
	Morin, Robert	0	0	70	0.23			
	Morris, Paul	140	0.47	140	0.47			
	Trent, Nellie	0	0	0	0			
	Urman, Mildred	0	0	0	0			
	Vokey, Stanley	70	0.23	0	0			
	Weller, Marlene	140	0.47	140	0.47			
OP	Xenos, Paul	140	0.47	140	0.47			
	Yee, Cho Chip	70	0.23	0	0			
	Zeppa, Roy	70	0.23	0	0			

Principal's certification \_\_\_\_\_ Date \_\_\_\_\_

## Elementary School: Enrolment Summaries for Part-Time Pupils in Grades 1 to 3 and Grades 4 to 8

### Enrolment Summary, [School Year] XYZ Elementary School Part-Time Pupils – Grades 1 to 3

Minutes of instruction in cycle on last school day  
in October and March, with pupil FTEs

OP	Name of pupil	October	Pupil FTEs	March	Pupil FTEs	Enrolment Summary	October	March
	Akoodie, Mohammed	150	0.50	150	0.50	1. Total number of minutes		
	Bright, Andrew	200	0.67	200	0.67	in cycle (1 x 300)	300	300
	Burtnyk, Wayne	150	0.50	0	0	2. Total number of pupils		
	Ellis, Geoff	75	0.25	0	0	Pupils of the board	10	6
	Goiree, Atheel	150	0.50	200	0.67	Other pupils	1	1
	Hare, Diane	0	0	0	0	3. Pupil FTEs		
	McCormick, Peggy	150	0.50	150	0.50	Pupils of the board	5.01	3.51
	Morris, Paul	200	0.67	0	0	Other pupils	0.50	0.50
OP	Nichols, Paul	150	0.50	150	0.50			
	Upton, Marie	75	0.25	200	0.67			
	Urman, Mildred	0	0	0	0			
	Vokey, Stanley	150	0.50	0	0			
	Wood, Susan	200	0.67	0	0			
	Zeppa, Roy	0	0	150	0.50			

Principal's certification \_\_\_\_\_ Date \_\_\_\_\_

### Enrolment Summary, [School Year] XYZ Elementary School Part-Time Pupils – Grades 4 to 8

Minutes of instruction in cycle on last school day  
in October and March, with pupil FTEs

OP	Name of pupil	October	Pupil FTEs	March	Pupil FTEs	Enrolment Summary	October	March
	Acton, Marion	75	0.25	150	0.50	1. Total number of minutes		
	Baker, Catherine	150	0.50	150	0.50	in cycle (1 x 300)	300	300
	Bulmer, Timothy	0	0	0	0	2. Total number of pupils		
	Caruso, Mary	200	0.67	200	0.67	Pupils of the board	16	11
	Christie, Dave	150	0.50	0	0	Other pupils	1	0
	Dimson, Nicole	0	0	200	0.67	3. Pupil FTEs		
	Ennis, Dawn	0	0	150	0.50	Pupils of the board	7.93	6.18
	Figueroa, Roberta	200	0.67	200	0.67	Other pupils	0.50	0
	Javed, Asim	150	0.50	0	0			
	Jordan, Paul	150	0.50	150	0.50			
	Lei, Man Ying	200	0.67	0	0			
	Morin, Robert	150	0.50	150	0.50			
	Scott, Kelly	150	0.50	0	0			
	Trent, Nellie	75	0.25	0	0			
	Tumminieri, Rosa	200	0.67	200	0.67			
	Vezina, Philip	150	0.50	150	0.50			
	Weller, Marlene	75	0.25	0	0			
OP	Xenos, Paul	150	0.50	0	0			
	Yee, Cho Chip	150	0.50	0	0			
	Young, Malcolm	150	0.50	150	0.50			

Principal's certification \_\_\_\_\_ Date \_\_\_\_\_



## Secondary School: Enrolment Details Record for Full-Time Pupils

Enrolment Details, [School Year] XYZ Secondary School Full-Time Pupils										
OP	Pupil OEN*	Pupil Name	Adult	Gender	Grade	Int. Ad.	Ext. Ad.	Int. Tr.	Ext. Tr.	Retirement
	021-533-260	Acton, Marion		F	10	Sep 07				
	021-533-583	Akoodie, Mohammed		M	12	Sep 07				May 12
	021-533-617	Baker, Catherine		F	11	Sep 20				Sep 23
	021-533-286	Bright, Andrew		M	10	Sep 07				
	021-533-858	Blackwell, John		M	09		Sep 07			
	021-533-039	Burntyk, Wayne		M	11	Sep 07		Sep 22		
	021-533-062	Caruso, Mary	A	F	11		Sep 10			
	036-992-472	Christie, Dave		M	12		Oct 07			
	989-898-987	Dimson, Nicole		F	09		Sep 16			
	021-533-104	Ellis, Geoff		M	12	Sep 07				
	036-221-497	Ennis, Dawn	A	F	12		Mar 03			
	021-533-005	Figuerola, Roberta		F	12		Sep 16			
	021-533-096	Goiree, Atheel		M	10		Sep 22			
	021-533-328	Hare, Diane		F	09	Sep 22				
	079-341-222	Javed, Asim		M	11	Sep 07				
	087-453-695	Jordan, Paul		M	10	Sep 07				
	021-533-419	McCormick, Peggy	A	F	12	Sep 16				
	777-777-772	Lei, Man Ying		F	11	Sep 07				
	021-533-575	Morin, Robert		M	10	Sep 07				
	021-533-427	Morris, Paul		M	10	Sep 07				
OP	005-005-005	Nichols, Paul		M	10		Sep 15		Sep 23	
		Paid by Mnjikaning First Nation Education Authority								
	021-533-336	Scott, Kelly	A	F	12	Sep 07				
	021-533-591	Trent, Nellie		F	10	Sep 07	Jan 13			Sep 23
	444-444-444	Tumminieri, Rosa		F	09	Sep 07				
	021-453-245	Upton, Marie		F	10	Oct 01				
	021-533-435	Urman, Mildred	A	F	11	Sep 07		Oct 23		
	021-533-344	Vezina, Philip		M	12	Sep 07				
	089-762-494	Vokey, Stanley		M	12	Sep 07			Oct 07	
	032-517-339	Weller, Marlene		F	12		Oct 01			
	062-555-121	Wood, Susan		F	11	Sep 07		Sep 24		
OP	091-423-132	Xenos, Paul		M	12	Sep 20				
		Paid by parent living outside Ontario								
	083-364-972	Yee, Cho Chip		M	09		Sep 07			
	072-413-521	Young, Malcolm	A	M	11	Sep 07				Feb 10
	032-534-925	Zeppa, Roy		M	10	Sep 23				
Principal's certification:*										

\*OEN = Ontario Education Number

## Secondary School: Enrolment Summary with Regular and High-Credit Data for Full-Time Pupils Under 21 Years of Age

### Enrolment Summary, [School Year] XYZ Secondary School Full-Time Pupils Under 21 Years of Age

Regular and high-credit minutes of instruction in cycle on last school day in October and March, with regular and high-credit pupil FTEs.

OP	Name of Pupil	October				March			
		Regular Minutes	High-Credit Minutes	Regular Pupil FTEs	High-Credit Pupil FTEs	Regular Minutes	High-Credit Minutes	Regular Pupil FTEs	High-Credit Pupil FTEs
	Acton, Marion	300	0	1.00	0	300	0	1.00	0
	Akoodie, Mohammed	150	150	0.50	0.50	0	225	0	1.00
	Baker, Catherine	0	0	0	0	0	0	0	0
	Bright, Andrew	300	0	1.00	0	300	0	1.00	0
	Blackwell, John	300	0	1.00	0	300	0	1.00	0
	Burntyk, Wayne	0	0	0	0	0	0	0	0
	Christie, Dave	300	0	1.00	0	225	0	1.00	0
	Dimson, Nicole	300	0	1.00	0	300	0	1.00	0
	Ellis, Geoff	225	0	1.00	0	150	75	0.50	0.50
	Figueroa, 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

<b>Monthly Enrolment Summary, [School Year]</b> <b>XYZ Secondary School</b> <b>Full-Time Pupils Under 21 Years of Age</b>							
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
<b>Totals</b>		<b>19</b>	<b>10</b>	<b>2</b>	<b>2</b>	<b>3</b>	
		October	March				
Net last day		22	23				
Pupils of the board		21	22				
Other pupils		1	1				

<b>Monthly Enrolment Summary, [School Year]</b> <b>XYZ Secondary School</b> <b>Full-Time Pupils 21 Years of Age or Over</b>							
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
<b>Totals</b>		<b>4</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>1</b>	
		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		M	10	Sep 07		Oct 19		
		Paid by parent, Aftab Ahmed								
OP	005-005-005	Austin, Richard		M	10	Oct 07				
		Paid by Mnjikaning First Nation Education Authority								
	021-533-583	Brant, Kelley	A	F	10	Sep 07				
OP	021-533-617	Chan, Rita		F	11	Sep 07				
		Paid by parent, Joseph Chan								
	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 <sup>st</sup> week					2 <sup>nd</sup> week					3 <sup>rd</sup> week					4 <sup>th</sup> week					5 <sup>th</sup> 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					01																																			
	pm																																								
May	am		02	03	04	05	06																																		
	pm																																								
June	am				01	02	03																																		
	pm																																								
Year Totals																																									
Blank A	Present all day Absent					L G	Late G day					H B	Statutory holiday Holiday designated by board					PA N	Professional activity day Non-instructional day					C	Contact with pupil (absentee or in a SAL program) and principal referral to attendance counsellor**																

\*OEN = Ontario Education Number

\*\*See "Prolonged Absence" for details.

## Sample 1: Prolonged Absence – Pupil Absent for 60 Days, with an Active File and Consistent Contact with the Attendance Counsellor

	Week 1					Week 2					Week 3					Week 4					Week 5				
	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
September	01 H	02	03	04	05	08	09	10	11	12	15	16	17 A <sup>1</sup>	18 A <sup>2</sup>	19 A <sup>3</sup>	22 A <sup>4</sup>	23 A <sup>5</sup>	24 A <sup>6</sup>	25 A <sup>7</sup>	26 A <sup>8</sup>	29 A <sup>9</sup>	30 A <sup>10</sup>			
October			01 A <sup>11</sup>	02 A <sup>12</sup>	03 A <sup>13</sup>	06 A <sup>14</sup>	07 A <sup>15</sup>	08 C <sup>16</sup>	09 A <sup>17</sup>	10 A <sup>18</sup>	13 H	14 A <sup>19</sup>	15 A <sup>20</sup>	16 A <sup>21</sup>	17 C <sup>22</sup>	20 A <sup>23</sup>	21 A <sup>24</sup>	22 A <sup>25</sup>	23 A <sup>26</sup>	24 A <sup>27</sup>	27 A <sup>28</sup>	28 A <sup>29</sup>	29 A <sup>30</sup>	30 A <sup>31</sup>	31 A <sup>32</sup>
November	03 A <sup>33</sup>	04 A <sup>34</sup>	05 A <sup>35</sup>	06 A <sup>36</sup>	07 A <sup>37</sup>	10 A <sup>38</sup>	11 A <sup>39</sup>	12 C <sup>40</sup>	13 A <sup>41</sup>	14 A <sup>42</sup>	17 A <sup>43</sup>	18 A <sup>44</sup>	19 A <sup>45</sup>	20 A <sup>46</sup>	21 PA	24 A <sup>47</sup>	25 A <sup>48</sup>	26 A <sup>49</sup>	27 A <sup>50</sup>	28 A <sup>51</sup>					
December	01 A <sup>52</sup>	02 A <sup>53</sup>	03 A <sup>54</sup>	04 C <sup>55</sup>	05 A <sup>56</sup>	08 A <sup>57</sup>	09 A <sup>58</sup>	10 A <sup>59</sup>	11 A <sup>60</sup>	12 X <sup>61</sup>	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 16<sup>th</sup> consecutive day of absence. This referral allows Nick to remain on the register for the first 15-day period of absence (see September 17 = A<sup>1</sup> to October 7 = A<sup>15</sup>). To indicate this referral, enter “C” in Nick’s Daily Attendance Record on the 16th day of absence (see October 8 = C<sup>16</sup>).
- 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 = C<sup>22</sup>.)
- 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 = C<sup>40</sup> for days 31-45 and December 4 = C<sup>55</sup> 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 61<sup>st</sup> day of absence (see Dec 12 = X<sup>61</sup>). (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 <sup>1</sup>	18 A <sup>2</sup>	19 A <sup>3</sup>	22 A <sup>4</sup>	23 A <sup>5</sup>	24 A <sup>6</sup>	25 A <sup>7</sup>	26 A <sup>8</sup>	29 A <sup>9</sup>	30 A <sup>10</sup>			
October			01 A <sup>11</sup>	02 A <sup>12</sup>	03 A <sup>13</sup>	06 A <sup>14</sup>	07 A <sup>15</sup>	08 C <sup>16</sup>	09 A <sup>17</sup>	10 A <sup>18</sup>	13 H	14 A <sup>19</sup>	15 A <sup>20</sup>	16 A <sup>21</sup>	17 C <sup>22</sup>	20 A <sup>23</sup>	21 A <sup>24</sup>	22 A <sup>25</sup>	23 A <sup>26</sup>	24 A <sup>27</sup>	27 A <sup>28</sup>	28 A <sup>29</sup>	29 A <sup>30</sup>	30 C <sup>31</sup>	31 X <sup>32</sup>
November	03 A <sup>33</sup>	04 A <sup>34</sup>	05 A <sup>35</sup>	06 A <sup>36</sup>	07 A <sup>37</sup>	10 A <sup>38</sup>	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 16<sup>th</sup> consecutive day of absence. This referral allows Lloyd to remain on the register for the first 15-day period of absence (see September 17 = A<sup>1</sup> to October 7 = A<sup>15</sup>). (To indicate this referral, enter "C" in Lloyd's Daily Attendance Record on the 16<sup>th</sup> day of absence – see October 8 = C<sup>16</sup>.)
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 = C<sup>22</sup>.)
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 = C<sup>31</sup> for days 31-45.)
5. However, on November 10 = A<sup>38</sup>, 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 = X<sup>32</sup>). (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 <sup>1</sup>	18 G <sup>2</sup>	19 G <sup>3</sup>	22 G <sup>4</sup>	23 G <sup>5</sup>	24 G <sup>6</sup>	25 G <sup>7</sup>	26 G <sup>8</sup>	29 G <sup>9</sup>	30 G <sup>10</sup>			
October			01 G <sup>11</sup>	02 G <sup>12</sup>	03 G <sup>13</sup>	06 G <sup>14</sup>	07 G <sup>15</sup>	08 G <sup>16</sup>	09 G <sup>17</sup>	10 G <sup>18</sup>	13 H	14 G <sup>19</sup>	15 G <sup>20</sup>	16 G <sup>21</sup>	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 17<sup>th</sup> until October 16<sup>th</sup>. 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 17<sup>th</sup> 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 B	23 B	24 B	25 H	26 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 PA	17	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 B	17 B	18 B	19 B	20 B	23	24	25	26 N	27 N	30	31 X				
April					01 N	04 A <sup>1</sup>	05 A <sup>2</sup>	06 A <sup>3</sup>	07 N	08 H	11 H	12 A <sup>4</sup>	13 A <sup>5</sup>	14 N	15 N	18 A <sup>6</sup>	19 A <sup>7</sup>	20 A <sup>8</sup>	21 N	22 N	25 A <sup>9</sup>	26 A <sup>10</sup>	27 A <sup>11</sup>	28 N	29 N	
May	02 A <sup>12</sup>	03 A <sup>13</sup>	04 A <sup>14</sup>	05 N	06 N	09 A <sup>15</sup>					16	17	18	19	20	23	24	25	26	27						
June	01	02	03	04	05	08	09	10	11	12	15	16	17	18	19	22	23	24	25	26						

- 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 = A<sup>1</sup> to May 9 = A<sup>15</sup>). Record these days of absence with “A” in her Daily Attendance Record (the 15<sup>th</sup> consecutive day of absence from scheduled instructional time is May 9<sup>th</sup> = A<sup>15</sup>).
- 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="radio"/> Male <input type="radio"/> Female	
Home Phone #: (____) _____ - _____ Unlisted <input type="radio"/> Yes <input type="radio"/> No	
Enrolment Date: _____ (DD-MMM-YYYY)	For Grade: _____
Admission Status: <input type="radio"/> Pupil of the Board <input type="radio"/> Other Pupil	

STUDENT ADDRESS	
Home Address:	
Street #	Street Name Apt. #
City/Town/Municipality	Name of Township Postal Code
Mailing Address: <input type="radio"/> Same as Home Address	
Street #	Street Name Apt. #
City/Town/Municipality	Name of Township Postal Code
<b>Proof of Date of Birth:</b> <input type="radio"/> Birth Certificate <input type="radio"/> Baptismal Certificate <input type="radio"/> Other: _____	<b>Proof of Address:</b> <input type="radio"/> Current Agreement of Purchase and Sale <input type="radio"/> Current Utility Bill <input type="radio"/> Current Property Tax Bill <input type="radio"/> Current Home Phone/Cable/Internet Bill <input type="radio"/> Other: please specify * _____ Note: * Driver's license is not acceptable for audit purposes.

PREVIOUS SCHOOL INFORMATION	
Previous School Board: _____	If <b>outside of province</b> , please indicate province or country and language of instruction:  Province/Country: _____ Language of Instruction: _____
Previous School: _____	
Address: _____	
Last Day of Attendance: _____ (DD-MMM-YYYY)	

CITIZENSHIP/IMMIGRATION INFORMATION

Parent must present proof of child’s entry into Canada. Date of entry is the date that the student enters Canada to live, not a short-term visit/vacation in Canada taken beforehand. Check off the document presented, and the date on the document (should match the date of entry). **Only one document is required.**

☐ Canadian Citizenship (Child born in Canada):

City of Birth:

Province:

Fee Paying Students

Student Study Permit for Visa Student:

Study Permit valid from: (DD-MMM-YYYY) to (DD-MMM-YYYY)

☐ Student Visa

Total Tuition Fee Paid: \$

Fee Payment Date: (DD-MMM-YYYY)

Visitor Record:

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

☐ Visitor Visa

Total Tuition Fee Paid: \$

Fee Payment Date: (DD-MMM-YYYY)

Exchange Student: Attending Host school

☐ Exchange Agreement

Agency:

Duration of Exchange: (DD-MMM-YYYY) to (DD-MMM-YYYY)

Name of Reciprocal Student: Country of Reciprocal Student:

Permanent Resident (check one):

☐ Parent/Guardian    ☐ Student (if an adult)

Date became a permanent resident: (DD-MMM-YYYY)

☐ Stage One Approval Letter

Stage 1 Approval Letter Date: (DD-MMM-YYYY)

☐ Equivalent Documentation from Immigration, Refugees and Citizenship Canada (IRCC) confirming approval in principle (specify below type of document with date)

Type of Document Reviewed:

Date: (DD-MMM-YYYY)

Refugee Status:

☐ Documentation from IRCC confirming Refugee Status

Date of Entry (stamped date on document): (DD-MMM-YYYY)

☐ Consideration of Eligibility (Convention Refugee)

Date of Entry (stamped date on document): (DD-MMM-YYYY)

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

PARENT /LEGAL GUARDIAN INFORMATION			
<b>Custody Information****:</b> <input type="radio"/> Both Parents <input type="radio"/> Mother Only <input type="radio"/> Father Only <input type="radio"/> Shared <input type="radio"/> Joint <input type="radio"/> Guardian <input type="radio"/> C.A.S.			
<b>Living With:</b> <input type="radio"/> Both Parents <input type="radio"/> Mother Only <input type="radio"/> Father Only <input type="radio"/> Guardian <input type="radio"/> Other <input type="radio"/> C.A.S.			
Note: ****Written Custody Agreement or Court Order should be available upon request for audit purposes.			
<b>Guardianship:</b> <input type="radio"/> Custody Agreement reviewed  If there is no Custody Agreement, then <u>all</u> 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:  <div><div><input type="radio"/> Yes    <input type="radio"/> No</div><div>1) The student is a Canadian citizen or a permanent resident of Canada.</div></div> <div><div><input type="radio"/> Yes    <input type="radio"/> No</div><div>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): _____</div></div> <div><div><input type="radio"/> Yes    <input type="radio"/> No</div><div>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.</div></div> <div><div><input type="radio"/> Yes    <input type="radio"/> No</div><div>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.</div></div>			
<b>Mother:</b> Catholic <input type="radio"/> Emergency Contact <input type="radio"/> Living With <input type="radio"/> Correspondence <input type="radio"/> Access Denied <input type="radio"/> Legal Guardian <input type="radio"/> Legal Custody <input type="radio"/> Volunteer <input type="radio"/> Migrant Worker <input type="radio"/>			
First Name _____		Last name _____	
( _____ ) _____		( _____ ) _____	
Home Phone # (area code) _____		Cell Phone # (area code) _____	
Employer _____		Work Phone # (area code & ext.) _____	
Email Address _____		Language (other than English) _____	
<b>Father:</b> Catholic <input type="radio"/> Emergency Contact <input type="radio"/> Living With <input type="radio"/> Correspondence <input type="radio"/> Access Denied <input type="radio"/> Legal Guardian <input type="radio"/> Legal Custody <input type="radio"/> Volunteer <input type="radio"/> Migrant Worker <input type="radio"/>			
First Name _____		Last name _____	
( _____ ) _____		( _____ ) _____	
Home Phone # (area code) _____		Cell Phone # (area code) _____	
Employer _____		Work Phone # (area code & ext.) _____	
Email Address _____		Language (other than English) _____	
<b>Other (please specify):</b> _____			
Catholic <input type="radio"/> Emergency Contact <input type="radio"/> Living With <input type="radio"/> Correspondence <input type="radio"/> Access Denied <input type="radio"/> Legal Guardian <input type="radio"/> Legal Custody <input type="radio"/> Volunteer <input type="radio"/> Migrant Worker <input type="radio"/>			
First Name _____		Last name _____	
( _____ ) _____		( _____ ) _____	
Home Phone # (area code) _____		Cell Phone # (area code) _____	
Employer _____		Work Phone # (area code & ext.) _____	
Email Address _____		Language (other than English) _____	