

Indigenous Services Canada

Ontario First Nations K-12 Comparability Funding Model Overview

Based on Indigenous Services 2020-2021 Nominal Roll & Ontario's Education
Funding Technical Paper for 2020-2021

Education Branch, Indigenous Services
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INTRODUCTION

The Government of Canada is committed to transforming its support for First Nations education by establishing a new fiscal relationship for First Nations education through regional approaches that provide sufficient, predictable, and sustainable funding and support strong student outcomes. In taking steps to fulfill this commitment, the Ontario Technical Table for the Interim Funding Approach has co-developed a provincially-comparable funding model, with the intent to continue to engage with First Nations to further develop the formula and its proposed implementation. The funding model approximates how much funding First Nations would receive if the provincial formula was applied to on-reserve education, and enables a starting point to inform discussions with respect to what specific enhancements and adaptations are required to address the unique context and specific needs of First Nations schools and students.

In Ontario, the Provincial funding framework known as the Grant for Student Needs (GSN) allocates funding to school authorities based on the demographic and geographic environment in which services are delivered to students. It responds to variable cost factors such as school size, remoteness, language and culture, socio-economic status, and incidence rates for vulnerable students and students with special needs.

The purpose of this document is to outline the assumptions made, the proxies used, and the supporting rationale at a high level for the comparability approach. For grants and components where a straightforward application of the formula is not possible, school district proxies and/or formula modifications are used. Some specific enhancements and adaptations have been applied and more are still being discussed to address the unique context of First Nations communities (ex: a special adaptation was made to the Interim Funding Model for fly-in communities as the provincial grants do not deal with this specific reality).

This overview summarizes the proposed funding model to support First Nations students ordinarily resident on reserve in Ontario. The proposed funding model follows the provincial funding model, applying proxies and notional school authorities where necessary. Although the model generates amounts under certain headings, it is not meant to dictate how those funds should be used by the

community. Just as in the provincial education system where a school board has authority over how it will budget and expense the funds, this Interim Funding Model generates a pool of funds which can then be used at the discretion of the community to fund the education of its students.

PART A – First Nations Students in Ontario

Schools attended by First Nations students in Ontario (2017-18):

124 First Nation operated schools on Reserve

Total Student Full-Time Equivalent Enrolment (First Nation Operated): 12,813.5 (~64% of Ontario First Nation Students)

83 Principals, 27 Vice Principals, 338 Classroom teachers (*16-17 staff census)

314 Provincial schools and 26 Private schools

Total Student Full-Time Equivalent Enrollment (Provincial and Private): 6,360 (~36% of Ontario First Nation Students)

6 Federal Government operated schools

Funded Student Eligibility

The Nominal Roll is the registry of all eligible elementary and secondary students funded by Indigenous Services to attend a band-operated, federal, provincial, or private/independent school.

The recipient must demonstrate the eligibility of a student to be included on the Nominal Roll before being eligible for funding. To be eligible for the Nominal Roll, a student must be:

- enrolled in and attending a band-operated, federal, provincial, or a private/independent school (including E-learning institutions and Alternative/Outreach schools) recognized by the province in which the school is located as an elementary/secondary institution;
- aged 4 to 21 years (or the age range eligible for elementary and secondary education support in the province of residence) on December 31 of the school year in which funding support is required; and
- ordinarily resident on reserve.

Ordinarily resident on reserve means that the student usually lives at a civic address on reserve, is a child in joint custody that lives on reserve most of the time, or is staying on reserve and has no usual home elsewhere. Students continue to be considered ordinarily resident on reserve if they return to live on reserve with their parents, guardians or maintainers during the year, even if the students live elsewhere while attending school or working at a summer job. (In this context, reserves are deemed to include all land set aside by the federal government for the use and occupancy of an Indian band, along with all other Crown lands which are recognized by DIAND as settlement lands of the Indian band of which the student is a resident.)

PART B – Public Funding of K-12 Education in Ontario

Each year the Ontario Ministry of Education provides funds to school boards through a series of grants. The Ministry publishes a technical paper that contains an overview of the grant formulas and other criteria for education funding through the Grants for Student needs (GSN) that are used to calculate school board allocations for budgeting and financial reporting.

Ontario provincial Schools and School Boards 2018/19

31 English Public school boards

29 English Catholic school boards

4 French Public school boards

8 French Catholic school boards

5,000 schools (approximate)

2,000,000 students (approximate)

Funding for Ontario school boards

School boards are funded through a funding formula. The Ontario Ministry of Education allocates funding to each board using a formula that is based on student enrolment and the unique needs of the students in each board. The number of schools, their distribution and their physical condition are also factors. School boards use their allocated funds to make local decisions needed to educate their students. They do this by funding and staffing schools and designing programs to meet their students' needs. School boards allocate funding to the local schools and the schools spend this money according to the plans and priorities of the school board and the province. Schools also have some choice in how they spend their money. For example, a group of schools might decide to pool their resources to fund a specific program and benefit from their economies of scale and share the services provided by any resources hired to work specifically for the program.

The proposed First Nations funding model is based on Ontario's approach to supporting provincial school boards. The following pages outline the application of Ontario's Grants for Student Needs (GSN) to First Nations students and school data as captured in Indigenous Services Nominal Roll report. The formula follows the same order in which the Ministry of Education outlines its funding formula in the [Education Funding Technical Paper](#) for 2020-21 (Annex A)

PART C – Assumptions and Adaptations for Comparability

Ontario's Grant for Student Needs (GSN) is part of a comprehensive education system governed by legislation, regulations, policies, reporting requirements, and many other standards and structures all of which impact funding allocations. However, equivalent standards or methodologies cannot always be applied in a First Nations education context because the necessary data is not available or the context is too different. In these cases, assumptions must be made and proxies used to determine funding allocations.

First Nations School Groupings (Notional First Nation Education Authorities)

For the purpose of funding calculations only made in the GSN at the school board level, First Nations schools have been grouped into notional First Nation Education Authorities (FNEA) based on geography and service centres. The amounts generated at this level are always redistributed to the individual school level. The notional FNEAs are:

- Fort Frances
- James Bay
- Kenora
- Lakehead
- London
- Nakina
- Peterborough
- Sioux Lookout
- Sudbury
- Brantford/Bruce

For some of the model components that generate amounts at the school board level (generally those related to board level administration and planning), the amount is split in a 60:40 ratio. 60 percent is divided by the number of schools in the FNEA and the remaining 40% is divided by the number of students in each school.

Comparable Provincial School Districts and Proxy Rates

Where comparable incidence rates or other data are unavailable for First Nations schools and students, the funding model applies proxy rates based on four provincial school boards that are generally small in number of students and schools, northern and have high dispersion factors¹. They are:

- Keewatin-Patricia District School Board
 - School board size of 7,245 km²

¹ Government of Ontario, GSN Regulation 284 section 77 Table 1

- Population dispersion of 95.84 km
- 4,267 average daily enrolment
 - 17 Elementary schools (2,842)
 - 6 Secondary schools (1,425)
- Northwest Catholic District School Board
 - School board size of 11,965 km²
 - Population dispersion of 128.72 km
 - 1,214 average daily enrolment
 - 6 Elementary schools (1,214)
- Conseil scolaire de district du Nord-Est de l'Ontario
 - School board size of 46,499 km²
 - Population dispersion of 123.84 km
 - 2,260 average daily enrolment
 - 9 Elementary schools (1,863)
 - 7 Secondary schools (397)
- Conseil scolaire de district catholique des Aurores boréales
 - School board size of 38,587 km²
 - Population dispersion of 188.95 km
 - 893 average daily enrolment
 - 10 Elementary schools (733)
 - 1 Secondary school (160)

For some components, First Nation Schools are assigned a proximate school board (the English Public school board in which the school is located or which is closest to the school) in order to attribute amounts which may be more geographically/demographically adjusted but for which the data for First Nation Schools is not available.

Because using a proxy rate levels all variability that normally exists in the GSN distribution, the model looks to a First Nation School's proximate school board to assist in the distribution to more closely match the GSN's consideration for local socio-economics and needs. The total amount generated by the proxy rate is redistributed based on a school's proportional share based on its proximate school board amount (variable distribution).

Support Tiers and distance between schools

The GSN uses the distance between schools of the same type (Elementary, Secondary/Combined) to determine which tier of support (School Foundation Grant and Geographic Circumstances Grant) a school is eligible to (regardless of school board and using road distance). For the purpose of this approach and in order to recognize that First Nation schools are distinct from the provincial education system, the tiers only look at the linear distance between First Nation schools of the same type to determine the support tier.

PART D – Interim Funding Approach: Explaining Comparability

Pupil Foundation Grant

[Annex A 2020-21 Technical Paper - Pupil Foundation Grant p.14](#)

The Pupil Foundation grant is a per-pupil allocation that supports the elements of a classroom education that are required by, and generally common to, all students. The Pupil Foundation Grant has four allocations with specific rates: Kindergarten (JK/SK), Primary (Grades 1-3), Junior & Intermediate (Grades 4-8), and Secondary (Grades 9-12). In 2019-20, this grant has a supplementary amount for intermediate grades to support successful academic transitions. The rates are multiplied against the average daily enrollment (ADE). For the purpose of the comparability model, the First Nation student population is calculated using Full Time Equivalent (FTE).

Applying the Pupil Foundation Grant in the proposed Comparability Model

The rates from this grant are applied directly to the FTEs based on their grades in First Nation Schools for students under 21.

EX:

School ABC is a combined school (both elementary and secondary) with 172 students under 21. .

25 in JK-SK x 6,403.54

38 in 1-3 x 5,884.85

62 in 4-8 x 4,899.33

20 in 7-8 x 224.77 (supplementary)

47 in 9-12 x 5,817.63

School Foundation Grant

[Annex A 2020-21 Technical Paper - p.24](#)

The School Foundation Grant supports the costs of in-school administration and leadership (salaries and benefits for principals, vice-principals, and office support staff), as well as supplies for

school administration purposes. New in the 2020-21 GSN, the Library Staff Allocation has been moved into the School Foundation Grant to better align with the purpose of this grant

There are three tiers of funding supports for school administration. The tiers provide differentiated support for in-school administration based on distance criteria.

Supported School (also referred to as outlying schools in the Grants for Student Needs legislation): An elementary school where the next closest elementary school of the board is at least 20 km away, or a secondary or combined school where the next closest secondary or combined school of the board is at least 45 km away. These schools are also eligible to receive funding through the Supported Schools Allocation in the Geographic Circumstances Grant

Distant School: An elementary school that is not a supported school but where the next closest elementary school of the board is at least 10 km away, or a secondary or combined school that is not a supported school but where the next closest secondary or combined school of the board is at least 20 km away.

Regular School: A school that is neither distant nor supported.

Applying the School Foundation Grant in the proposed Comparability Model

The rates from this grant are applied directly to the FTEs under 21 in First Nation Schools based on a school's funding support tier and the number of funded positions.

As per the Assumptions section in this document, school tiers are based on proximity to the nearest First Nation school of the same type (Elementary or Secondary/Combined).

EX:

School ABC is a combined school with 172 students under 21. The nearest FN school is a high school 46 km away.

Funding Support Tier: Supported

Number of funded Principal: $(172=1) \times 131,254 + 9.86\%$

Number of funded Vice-principal: $(172/500=0.344) \times 120,897 + 9.86\%$

Number of funded Office support staff: $((1+172-100) \times 0.003125=1.225) \times 47,488 + 25.59\%$

Funding for Office supplies: $172 \times 7.07 + 3,080.50$

Special Purpose Grants

[Annex A 2020-21 Technical Paper – p.32](#)

The Special Purpose Grants generate a significant amount of funding for school boards based on the varying circumstances and unique needs of boards, schools, and students. These grants are designed to recognize the different levels of support required by boards to provide quality education in different locations, to respond to particular student and school needs, and support varying demographic profiles.

1. Special Education Grant

[Annex A 2020-21 Technical Paper – p.34](#)

The Special Education Grant provides additional funding for students who need special education programs, services, or equipment. For Ontario school boards, this grant is made up of six allocations which may only be used for special education.

1. 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.

2. Differentiated Special Education Needs Amount (DSENA) Allocation

The DSENA Allocation addresses the variation among boards with respect to students with special education needs and board's abilities to respond to those needs. The DSENA includes the Measures of Variability amount, the Special Education Statistical Prediction Model amount, the Base Amount for Collaboration and Integration, and the Multi-disciplinary Supports Amount.

Measures of Variability (MOV) amount

- The MOV uses six categories of data to reflect differences in each school board's population of students with special education needs and the board's ability to respond to those needs. The provincial MOV amount is distributed among all school boards based on the six categories of data where each category has an assigned percentage of the total MOV.
- MOV categories 1-3:
 - 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
- Credit accumulation and participation in locally developed and alternative non-credit courses (K-courses) by students with special education needs
- The MOVs 4th, 5th, 6th and 7th categories address each school board's ability to respond to its population of students with special education needs by taking into account other external factors that affect the board's ability to meet these needs.
 - Remote and Rural Adjustment
 - Indigenous Education Grant Adjustment
 - French-language School Board Adjustment
 - **New in 2020-21 – Northern Adjustment**

Special Education Statistical Prediction Model (SESPM Amount)

- The SESPAM amount uses demographic factors to estimate a predicted number of students in a school board who will need special education programs and/or services. The board-by-board predicted value is then multiplied by the board's average daily enrolment to determine each board's proportion of the SESPAM allocation.

Base Amount for Collaboration and Integration ²

- The base amount for Collaboration and Integration provides every board a minimum level of base funding to explore collaborative and integrated approaches to serving students with special education needs.

Multi-Disciplinary Supports Amount

- 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.

3. Special Equipment Amount (SEA) Allocation

The SEA allocation is made up of two components and is used for the purchase of computers, software, computing-related devices, and required supporting furniture, as identified by students with special education needs.

² Annex C Ontario Ministry of Education, A Guide to the Special Education Grant 2020-21, p7.

SEA Per-Pupil Amount

School boards must report the SEA Per-Pupil Amount separately from all other special education expenditures. Unused SEA Per-Pupil Amount funding must be treated as deferred revenue to support future purchases of computers, software, and computer-related devices and required supporting furniture identified for use by students with special education needs, as well as all training and technician costs for all SEA equipment.

SEA Claims-Based Amount

The SEA Claims-Based Amount provides funding to school boards for the purchase 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 and physical assists support equipment, through a claims-based process.

4. Special Incidence Portion (SIP) Allocation & Facilities Amount Allocation

The SIP Allocation supports students who require more than two full-time staff to address the health and safety needs of both the students who have extraordinary high needs related to their disabilities and/or exceptionalities and others at their school. Funding is based on claims submitted by school boards to the Ministry of Education for approval.

5. Education and Community Partnership Program (ECP) Allocation (previously Care, Treatment, Custody and Correctional Amount)

This funding supports school boards' provision of education programs to school-aged children and youth in care, treatment or detention facilities. Eligible facilities include hospitals, children's mental health centres, psychiatric institutions, custody and correctional facilities, community group homes, and social services agencies. A school board provides these education programs under a written agreement between the school board and the facility.

The funding, which is approved by the ministry in accordance with ministry guidelines, goes toward recognized costs that include teachers, educational assistants and classroom supplies. Further details can be found in the Guidelines for Educational Programs for Students in Government Approved Education and Community Partnership Program (ECP) facilities 2020–21 (formerly Care and/or Treatment, Custody and Correctional (CTCC) programs)

6. Behavior 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 2020-21 BEA allocation will have two components: The Applied Behaviour Analysis (ABA) Expertise Professionals Amount, and the ABA Training Amount.

Applying the Special Education Grant in the proposed Comparability Model

The Special Education Grant cannot be directly applied in its entirety in the First Nations schools context given the data required for the DSENA Allocation and the specific reports or claims-based amounts for the SEA, SIP, and ECPP allocations. The proposed comparability model applies the SEPPA and BEA allocations (using assumed FNEAs) directly and uses a proxy amount for the other four Special Education Grants: DSENA, SEA, SIP, and ECPP. This proxy amount is based on the average per-pupil rate allocated to the four proxy school boards.

Step 1: Apply the Special Education Per-Pupil Amount (SEPPA) Allocation

This allocation is applied directly and varies based on the grade of the students.

SEPPA Allocation
= JK – Grade 3 enrolment X rate
= Grade 4 – 8 enrolment X rate
= Grades 9-12 enrolment X rate

Step 2: Calculate the average Special Education Grant (SEG) per FTE proxy rate for DSENA, SEA, SIP, and ECPP

These allocations cannot be applied directly and instead the proxy rate is used.

				Average amount used in the formula
				3,328.65
School Authority	ADE Enrolment	Special Education Grant	BEA	Revised Spec Ed per FTE (SEG – BEA) / ADE
Keewatin-Patricia District School Board	4,267	12,012,665	176,642	2,773.85
Northwest Catholic District School Board	1,214	3,722,100	176,642	2,920.48
Conseil scolaire de district du Nord-Est de l'Ontario	2,260	7,887,406	176,642	3,411.84
Conseil scolaire de district catholique des Aurores boréales	893	3,934,756	176,642	4,208.41

Step 3: Apply the SEG per FTE proxy rate and account for SEPPA and BEA

This allocation uses the SEG proxy rate calculated in Step 2 and calculates an amount per school which replaces the calculations for : DSENA, SEA, SIP, and ECPP. Because this rates also includes the per Student rates of SEPPA and BEA, those amounts must be subtracted.

= (Proxy rate X FTEs per First Nation school) – SEPPA for the school – BEA per-pupil amount for the school

Step 4: Distribute DSNEA, SEA, SIP and ECPP more comparably

In order for the distribution to be more similar to the province's consideration for socio-economics and needs, the total amount generated by Step 3 is distributed based on the school's proportional share based on its proximate school board amount (variable distribution).

Step 5: Apply the Behaviour Expertise per Board Amount (BEA)

This allocation is determined through a per-pupil amount and a per-board amount:

BEA per-pupil amount:

Per-pupil amount X FTEs per First Nation school

BEA per-board amount:

The board amount is calculated on a per school basis and uses the notional FNEAs to determine the total amount available and then divide it to each school as a per-student rate.

ABA per-pupil Amount:

Per-pupil amount X FTE's per First Nation School

ABA Training Amount (per Board):

The board amount is calculated on a per school basis and uses the notional FNEAs to determine the total amount available and then divide it to each school as a per-student rate.

= (Base amount per board X # notional FNEAs / Total enrolment in First Nation schools) X enrolment per FN school

Step 6: Calculating the full Grant

The full grant amount is calculated by adding the results of each of the steps above for each First Nation School

Proposed Comparability Model Special Education Grant = SEPPA + SEG proxy for (DSNEA, SEA, SIP, ECPP) + BEA per-pupil + BEA per-board + ABA per-pupil + ABA per-board

EX:

School ABC is a combined school with 172 students under 21. The school is located in the Kenora FNEA.

SEPPA = (63 JK-3 x 1,035.38) + (62 4-8 x 795.31) + (47 9-12 x 524.95)

BEA per-pupil = (172 x 5.93)

ABA per-pupil = (172 x 2.95)

DSNEA, SEA, SIP, ECPP * proxy rate = (172 x 3,158.60) – SEPPA – BEA per-pupil

*Prorated per school based on its proximate school board ratio to the total amount (variable distribution)

BEA per board = (10 FNEAs x 179,940) / Total number of FN school students x 172

ABA per board = (10 FNEAs x 1,500) / Total number of FN school students x 172

2. Language Grant

[Annex A 2020-21 Technical Paper - p.53](#)

English as a Second Language/English Literacy Development (ESL/ESD) Allocation

ESL funding is only available to English language school boards and supports the additional costs of supporting children whose primary language is neither English nor French. It is the sum of the Recent Immigrant Component and the Pupils in Canada Component.

French as a Second Language (FSL) Allocation

FSL funding is only available to English language school boards, supports the additional costs of providing core French, extended French and French immersion programs.

French as a First Language (FFL) Allocation

FFL funding is only available to French language schools.

Programme d'appui aux nouveaux arrivants (PANA) Allocation

PANA funding is only available to French language schools.

Actualisation linguistique en français (ALF) Allocation

ALF funding is only available to French language schools.

Applying the Language Grant in the proposed Comparability Model

There is no comparable data to apply the Language Grant directly to First Nation schools. Therefore, the provincial comparability model applies a proxy rate based on the average of the total budgeted language grant allocation to the four proxy school boards divided by their respective total FTEs. Because the proxy boards are both French and English language boards and that the boards also include immersion programs, all parts of the Language Grants are included.

		1,368.85		
School Authority Code	School Authority	Total ADE Enrolment	Language Grant	LG per FTE rate
5.1	Keewatin-Patricia District School Board	4,267	501,721	117.58
33.1	Northwest Catholic District School Board	1,214	325,622	268.22
56	Conseil scolaire de district du Nord-Est de l'Ontario	2,260	5,228,008	2,313.28
62	Conseil scolaire de district catholique des Aurores boréales	893	2,479,252	2,776.32

Proposed Comparability Model Language Grant = Proxy Language Grant per FTE (\$1,368.85) x FTEs per First Nation School

In order for the distribution to be more similar to the province's consideration for socio-economics and needs, the total amount generated is distributed based on the school's proportional share based on its proximate school board ratio to the total amount.

EX:

School ABC is a combined school with 172 students under 21.

$172 \times 1,368.85$

*Prorated per school based on its proximate school board ratio to the total amount
(variable distribution)

3. Indigenous Education Grant

[Annex A 2020-21 Technical Paper - p.60](#)

Indigenous Languages Allocation

The Indigenous Languages Allocation supports elementary and secondary Indigenous Languages programs and is based on the number of students, the school level and the length of the program.

First Nations, Métis, and Inuit Studies Allocation

The First Nations, Métis, and Inuit Studies Allocation supports secondary Indigenous studies courses and is based on the number of students.

Per-Pupil Amount (PPA) Allocation

The PPA Allocation supports programs and initiatives aimed at improving Indigenous student achievement and well-being and closing the achievement gap. It uses the 2011 NHS data, a weighing factor and a per-student rate to determine an amount per board with a minimum threshold.

Board Action Plans (BAP) Allocation

The BAP Allocation supports the implementation of programs and initiatives aligned with the strategies and actions identified in the Ontario First Nation, Metis, and Inuit Framework Implementation Plan. The amount is based on total enrolment and Indigenous student enrolment.

Applying the Indigenous Education Grant in the proposed Comparability Model

The department offers a model enhancement in the first two allocations to ensure that all students attending First Nation operated schools each receive at least 1,500 for Indigenous Language and Culture. The approach is to apply the model comparably and to enhance those schools whose per-student rate falls below the enhanced target.

Total Indigenous Language Allocation

For elementary grades, it is assumed that the length of all elementary courses is 20-39 minutes. Therefore, the rates used reflect this length of class. These rates are multiplied by the number of FTEs taking an Indigenous language course per First Nation School.

EX:

School ABC is a combined school with 172 students under 21. 167 of those students take one course in an indigenous language.

A combined school uses high school rates.

$$167 \times 1,200.69$$

Total Indigenous Studies Allocation

The Indigenous Studies allocation is intended for secondary students taking Indigenous studies courses. The rate used is \$1,200.69. These rates are multiplied by the number of FTEs taking an Indigenous course per First Nation School.

EX:

School ABC is a combined school with 172 students under 21. Of the secondary students, none takes more than one course in an indigenous language.

A combined school uses high school rates.

$$0 \times 1,200.69$$

Enhancement

The enhancement of 1,500 is applied to all students (youth and adults) for whom the two previous allocations don't generate at least 1,500. The model will use whichever amount is the greatest.

EX:

School ABC is a combined school with 172 students under 21 and 11.5 students of 21 or older.

Amount of Indigenous Language and Studies Allocations: 206,518.68

Amount of Enhancement target: $(172+11.5) \times 1,500 = 275,250$

Value of the enhancement against the existing allocations: $275,250 - 195,219.66 = 68,731.32$

Indigenous Education Per-Pupil Allocation

The total amount of the Grant is divided by the estimated number of FNMI students in the provincial schools to determine a per-pupil rate.

22,500,000.00 (from the Technical Paper) / 91,220.7

246.65 / pupil

The per-pupil amount is multiplied by the Total First Nation Schools FTEs to determine the total allocation for each notional FNEA. As there is a minimum provincial allocation of \$167,401.71 per board, any notional FNEA below that threshold is bumped up. Notional FNEAs that have been bumped up are assigned a new per pupil amount for the formula by dividing the minimum amount by its student population.

EX:

School ABC is a combined school with 172 students under 21. The school is located in the notional FNEA of Kenora. The Kenora FNEA has a total student population of 785.

$785 \times 246.65 = 193,620.25$ (which is higher than 167,401.71 therefore the existing per-pupil rate of 246.65 is maintained)

Total Board Action Plan (BAP)

The total Board Action plan is calculated by dividing the total BAP allocation (\$5.8 million) by the total number of provincial FNMI students (91,220.7) to find a per-pupil rate. This rate is multiplied by the FTEs for each First Nation School and totaled back to each notional FNEA. In order to redistribute the funds to the school and student level, 40% is allocated as a per student rate and 60% is allocated equally amongst each school of a notional FNEA.

EX:

School ABC is a combined school with 172 students under 21. The school is located in the notional FNEA of Kenora. The Kenora FNEA has a total student population of 785 and 11 schools.

$$785 \times 63.58 = 49,910.3$$

$$40\% = 19,964.12 / 785 = 25.43 \text{ per student}$$

$$60\% = 29,946.18 / 11 = 2,722.38 \text{ per school}$$

$$\text{School ABC} = 2,722.38 + (172 \times 25.43)$$

4. Geographic Circumstances Grant

[Annex A 2020-21 Technical Paper - p.65](#)

Remote and Rural Allocation

This allocation supports the additional costs of purchasing goods and services for small school boards, boards that are distant from major urban centers and boards that are distant from other school boards. It is calculated using Board Enrolment, Distance/Urban Factor/French-Language Equivalence, and School Dispersion Components.

Smaller school boards (under 4,000 students) have a higher per-pupil rate for goods and services. The distance to an urban centre also affects the per-pupil rate (the largest distance considered is 1,150km). Dispersion and urban factor of a board's schools (distance between its schools and urbanization index) also affects the per-pupil rate.

Applying the Remote and Rural Allocation in the proposed Comparability Model

The rates are applied directly to determine the allocation for First Nation Schools, with certain assumptions and adjustments. The rates are determined at the FNEA level before being multiplied by the number of students in a specific school.

Board Enrolment

Assumes all FNEAs have under 4,000 students.

Distance/Urban Factor

New in 2021-22: Assign urban factors based on the census subdivisions of a bands actual location rather than use provincial proxies that include larger city centres. Assumes that all fly-in communities have a distance of at least 1,150km (the largest distance in the model). Previously used average of each community's urban factor which was assigned based on proximate Provincial School board urban factors (from the Grants for Student Needs legislation).

Tiered Per-Pupil Amounts

Distance was calculated using the average distance from each school associated with one of the notional FNEAs to its nearest city centre (e.g. Toronto, Ottawa, Brampton, Vaughan, London).

School Dispersion

New in 2021-22: Assign First Nations school dispersion factors based on their distance to the First Nation Education Authority service center. Previously dispersion distances were based on the dispersion distance of the proximate Provincial School Board.

Rural and Northern Education Fund

2018-19 Rural and Northern Education Fund is intended to enhance the GSN for rural and northern students as per Plan to Strengthen Rural and Northern Education memo from the ministry of Education. The rate is approximately \$57 per student. This rate is applied to all students in schools where the urban factor =1.

EX:

School ABC is a combined school with 172 students under 21. The school has road access and is located in the notional FNEA of Kenora.

The Kenora FNEA has a total student population of 761.5 and 10 schools with road access. The Kenora FNEA has a dispersion rate of 95.8 for its road access communities, an average distance to city centre above 1,150km and an urban factor of 1.

Supported Schools Allocation

This allocation provides additional funding for teaching and early childhood educator (ECE) staff to improve the viability of supported schools. The following schools are deemed "supported":

- Elementary school where the next closest elementary school of the board is at least 20 kilometres away
- A secondary or combined elementary/secondary school where the next closest secondary or combined elementary/secondary school of the board is at least 45 km away

This Grant funding is designed to work with the Pupil Foundation Grant so that together:

- Supported elementary and combined elementary/secondary schools with 50 or more elementary students generate funding for a minimum of 7.5 FTE elementary teachers;
- Supported elementary and combined elementary/secondary schools with at least 16 Junior Kindergarten or Senior Kindergarten students generate funding for a minimum of 1.0 FTE early childhood educators; and
- Supported secondary and combined elementary/secondary schools with 50 or more secondary students generate funding for a minimum of 14 FTE secondary teachers

Funding for the Supported Schools Allocation is calculated as the sum of the Funding for Elementary Teachers, Funding for Early Childhood Educators and Funding for Secondary Teachers.

Elementary and Combined Supported Schools (Elementary Portion)

Funding for Elementary Teachers

Step 1:

Determine the minimum number of elementary teachers for the school (based on whether or not a school has 50 or more elementary students).

Step 2:

Determine the number of FTE elementary teachers generated through the Pupil Foundation Grant by elementary pupils enrolled in elementary or combined support school (see the Pupil Foundation Grant in this document)

Step 3:

Subtract number of FTE elementary teachers funded through the Pupil Foundation Grant from the minimum number of FTE elementary teachers determined in Step 1. Under the new allocation method, if this calculation is a negative number, the number of additional FTE elementary teachers is deemed to be 0. Funding for Elementary Teachers is calculated by multiplying the number of FTE teachers determined in Step 3 by the benchmark teacher salary with benefits.

Secondary and Combined Elementary/Secondary Supported School (Secondary Portion)

Follow the same 3 steps for the Elementary teachers but considering the secondary students, teachers and rates.

Applying the Supported Schools Allocation in the proposed Comparability Model

This allocation and its rates are applied directly to determine the allocation for First Nation Schools.

EX:

School ABC is a combined school (both elementary and secondary) with 172 students under 21. The nearest FN school is a high school 46 km away.

Funding Support Tier: Supported

For additional support for ECE, 25 in JK-SK = $(15 \text{ JK-SK} \times 0.03911) = 0.59$ funded through Pupil Foundation Grant → minimum to be supported through the Support Schools Allocation is 1.0 → the difference of 0.41 is to be supported such as $(0.41 \times 32,237) + 25.69\%$

For additional support for Elementary teachers, 115 in Elementary = $(15 \text{ JK-SK} \times 0.04677) + (38 \text{ 1-3} \times 0.06018) + (62 \text{ 4-8} \times 0.04878) = 6.01$ funded through Pupil Foundation Grant → minimum to be supported through the Support Schools Allocation is 7.5 → the difference of 1.49 is to be supported such as $(1.49 \times 78,519) + 10.10\%$

For additional support for Secondary teachers, 47 in Secondary = $(47 \text{ 9-12} \times 0.05529) = 2.60$ funded through Pupil Foundation Grant → minimum to be supported through the Support Schools Allocation is 13.2 → the difference of 10.60 is to be supported such as $(10.6 \times 78,519) + 10.10\%$

Additional Software Licensing Top-Up Allocation

This allocation provides for top-up funding to supplement the additional per-pupil funding available in the Pupil Foundation Grant to purchase educational software.

FNEA's will generate a top-up allocation where the Additional Educational Software Licensing component in the Pupil Foundation Grant does not equal at least \$30,000.

Applying the Additional Software Licensing Top-Up Allocation in the proposed Comparability Model

This allocation and its rates are applied directly to determine the allocation for First Nation Schools. Notional FNEAs, are used to represent School Boards. The amounts are then distributed

back to the schools and students composing those FNEAs with 60% divided as a per school rate and 40% as a per student rate.

Funding through this allocation is calculated as:

The greater of A or B, where:

(A) = \$30,000 minus the First Nations Education Authority's Additional Educational Software Licensing component amount in the Pupil Foundation Grant

(B) = zero

Ex.

School ABC is a combined school with 172 students under 21. The school is located in the notional FNEA of Kenora. The Kenora FNEA has 785 students under 21 and 11 schools. 13 FN communities are the FNEA's geography. The Additional Education Software Licensing component amount in the Pupil Foundation Grant is \$0.49 per-pupil.

$$\text{Kenora FNEA} = 785 \times \$0.49 = \$38.47$$

$$\$30,000 - \$38.47 = \$29,961.53$$

$$\$29,961.53 > 0$$

$$\text{Per school amount} = \$29,961.53 \times 60\% \div 11 \text{ schools} = 1,634.27$$

$$\text{Per-Pupil Amount} = \$29,961.53 \times 40\% \div 785 \text{ students} = \$15.27$$

5. Learning Opportunities Grant

[Annex A 2020-21 Technical Paper - p.76](#)

Demographic Allocation

Allocated using socio-economic indicators

Indicator	Description (2006 Census)	Weight
Low Income	Percentage of school-aged children in households with income	50%

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

School Learning Opportunities Grant Funding = School Funding Units x Funding Unit Value

1. Schools are ranked for each indicator

Funding Unit Value = Total Funding Available/Total Funding Units

2. Based on their variable ranks, schools generate per-pupil funding units according to the funding unit scale. The 40% of schools with the most at-risk indicator for a given variable receive funding units. The funding unit scale provides a gradual increase in the per-pupil amount generated based on the level of risk in the school.
3. The per-pupil funding units for each indicator are multiplied by the enrolment of the school to create a school-level funding unit total for the indicator. Funding units for all indicators are summed to produce total school funding units.
4. The total funding amount is distributed on a school basis proportional to the funding units and the socio-economic indicator weighting.
5. School funding is summed to determine total funding for each school board.

Literacy and Math Outside the School Day Allocation

Provides funding for additional support to enhance literacy and math skills for students at risk of not meeting the curriculum standards of the Grade 10 literacy test. This funding applies to students enrolled in continuing education who are not adults.

Student Success, Grade 7 to 12 Allocation

Assists students (Grade 7 – 12) who may not otherwise achieve their full potential for achievement and well being using socio-economic factors, dispersion and enrolment.

Grade 7 & 8 Student Success and Literacy and Numeracy Teachers Allocation

Supports grades 4 through 8 with additional support to ensure better student success and literacy based on a per student rate and the Average Elementary Qualifications and Experience Factor.

Tutoring Allocation

Supports boards in initiating and expanding before-and-after school, weekend and summer tutoring programs. This program aims to provide extra help to students who are not yet achieving the provincial standard in reading, writing or mathematics.

Specialist High Skills Major (SHSM) Allocation

Allows student to customize secondary school experience and build on their strengths and interests by focusing their learning on a specific economic sector.

Outdoor Education Allocation

To provide elementary and secondary students with learning experiences in the outdoors.

Experiential Learning (EL) Allocation

Previously funded through the PPF, provides funding for staffing, supports and opportunities for students to participate in learning experiences connected to a community or economic sector, reflect on those experiences to derive meaning, and then apply their learning in various aspects of their lives, including education and career/life planning.

Applying the Learning Opportunities Grant in the proposed Comparability Model

For the Learning Opportunities Grant, not all data is available to do a direct comparison. As a result, the provincial comparability model applies a proxy rate based on the average of the total budgeted Learning Opportunities grant allocation to the [four proxy school boards](#) divided by their respective total ADE. This average per ADE is then applied to each First Nation School by multiplying their FTEs by the average calculated proxy rate. The total amount of this step is then prorated back to each school based on its proximate school board's share (variable distribution).

				Average amount used in the formula
				253.06
School Authority Code	School Authority	Total ADE Enrolment	Sum of Learning Opportunities	Sum of Learning Opportunities per FTE rate
5.1	Keewatin-Patricia District School Board	4341	1,080,349	248.87
33.1	Northwest Catholic District School Board	1202	295,231	245.62
56	Conseil scolaire de district du Nord-Est de l'Ontario	2161	519,502	240.40
62	Conseil scolaire de district catholique des Aurores boréales	841	233,239	277.34

EX:

School ABC is a combined school (both elementary and secondary) with 172 students under 21.

$$172 \times 483.99$$

*Prorated per school based on its proximate school board ratio to the total amount (variable distribution)

6. Mental Health and Well-Being Grant (formerly the Safe and Accepting Schools Supplement)

[Annex A 2020-21 Technical Paper - p.86](#)

Mental Health Workers Allocation

The Mental Health Workers Allocation, previously funded through PPF, supports overall student mental health and ensures the best outcomes for students and their families.

Safe and Accepting Schools Allocation

Based on enrolment, geographic factors, and social and economic indicators, this allocation funds professional support and programs and additional support for suspended and expelled students.

Urban and Priority High Schools Allocation

\$10 million provided to 34 selected high schools in urban areas that face challenges such as poverty, conflict with the law, academic achievement issues, and lack of access to community resources.

Applying the Mental Health and Well-Being Grant in the proposed Comparability Model

For the Mental Health and Well-Being Grant, not all data is available to do a direct comparison. As a result, the provincial comparability model applies a proxy rate based on the average of the total budgeted Learning Opportunities grant allocation to the [four proxy school boards](#) divided by their respective total ADE. This average per ADE is then applied to each First Nation School by multiplying their FTEs by the average calculated proxy rate. The total amount of this step is then prorated back to each school based on its proximate school board's share (variable distribution).

				Average amount used in the formula
				70.61
School Authority Code	School Authority	Total ADE Enrolment	Sum of MHWB Grant	Sum of MHWB Grant per FTE rate
5.1	Keewatin-Patricia District School Board	4341	242,091	55.77
33.1	Northwest Catholic District School Board	1202	87,845	73.08
56	Conseil scolaire de district du Nord-Est de l'Ontario	2161	106,149	49.12
62	Conseil scolaire de district catholique des Aurores boréales	841	87,845	104.45

EX:

School ABC is a combined school (both elementary and secondary) with 172 students under 21.

$$172 \times 70.61$$

*Prorated per school based on its proximate school board ratio to the total amount (variable distribution)

7. Continuing Education and Other Programs Grant

[Annex A 2020-21 Technical Paper - p.92](#)

The Continuing Education and Other Programs Grant supports adult and high-credit day-school programs and continuing education programs. A specific rate is multiplied against the number of adult students.

Applying the Continuing Education and Other Programs Grant in the proposed Comparability Model

For the Continuing Education and Other Programs Grant, the per-pupil amount is applied directly to students 21 years of age and over in First Nation Schools to account for adult day school funding. Funding is only calculated for day school students as other continuing education factors go beyond the scope of this proposed model which currently focuses on elementary/secondary education. Any student placed on the NR who is 21 years-old or older will be funded under this grant.

EX:

School ABC is a combined school with 11.5 students of 21 or older.

$$11.5 \times 3,561$$

Prior Learning Assessment and Recognition (PLAR)

PLAR for mature students is a formal evaluation process carried out under the direction of a school principal through which the principal may grant secondary school credits to mature students.

Applying the Prior Learning Assessment and Recognition Allocation in the proposed Comparability Model

The Prior Learning Assessment and Recognition allocation has not been applied as the Adult students counted in the Nominal Roll have been assigned funding amounts through other portions of the model and summer school students are not captured in the Nominal Roll. Additional factors, such as PLAR, go beyond the current scope of this proposed model.

International Languages Program

Funding for approved classes for international languages instruction in a language other than English or French.

Applying the International Languages Program, Elementary Allocation in the proposed Comparability Model

The International Languages Program, Elementary allocation has not been applied in the proposed model as International languages are not generally offered in First Nations elementary schools.

International Student Recovery Amounts

School Board operating allocations are reduced by the new International Student Recovery Amount (ISRA). The ISRA is based on the average daily enrolment of fee paying international visa students.

Applying the International Languages Program, Elementary Allocation in the proposed Comparability Model

The International Student Recovery Amount has not been applied in the proposed model as International Students generally do not attend First Nations schools.

8. Cost Adjustment and Teacher Qualifications and Experience Grant

[Annex A 2020-21 Technical Paper - p.97](#)

Cost Adjustment Allocation

Each board's funding rate is outlined in the [Grants for Student Needs - Legislative Grants For The 2019-20 School Board Fiscal Year](#)

Teacher Qualifications and Experience Allocation

For teachers who have qualifications and experience that places them at average salaries above benchmark levels in the Pupil Foundation Grant. The formulas below are calculated using an Instructional Salary Matrix found in the Technical Manual.

Elementary Teacher Qualifications and Experiences Allocation

Secondary Teacher qualifications and Experience Allocation

Early Childhood Educator Qualifications and Experience Allocation

Employed by a board to fill a position in JK or SK that is designated by the board as requiring an early childhood educator (ECE). Calculation of Average ECE Qualifications and Experience Factor is in the Ontario Technical Manual.

$(\text{Average ECE Qualifications and Experience Factor}) \times \text{ECE benchmark } (\$1,559.81) \times \text{JK/SKADE}$

New Teacher Induction Program (NTIP) Allocation

NTIP allocation supports the growth and professional development of new teachers in the system. School boards received funding that is the lesser of:

1. \$50,000 per board plus \$1,109.40 x number of teachers on Rows 0, 1, and 2 of a board's Teacher Qualifications and Experience Grid.
2. A board's expenditure for NTIP in 2019-20.

Teacher Job Protection Funding Allocation

The Teacher Job Protection Funding Allocation provides funding to top up school boards where the 2019–20 change in funded classroom teachers exceeds the actual attrition and other voluntary leaves. The 2019–20 school year is the first of a four-year attrition protection for classroom teachers impacted by the proposed changes to class sizes and e-learning, allowing school boards to phase in these proposed changes.

For 2019–20, this allocation consists of the following three offset components:

Base Funding + Projection Variance Protection Amount + STEM / Specialized Programming Exemption Amount

Online Learning Adjustment

The Cost Adjustment and Teacher Qualifications and Experience Grant will include a new Online Learning Adjustment to reflect the differentiated funded average class size of 30 for secondary online courses. As a transitional measure, the amount for each school board will be based on historic uptake of online courses in its secondary schools, with an adjustment to reflect the funded average class size for online courses.

Applying the Cost Adjustment and Teacher Qualifications and Experience Grant in the proposed Comparability Model

For the Cost Adjustment and Teacher Qualifications and Experience Grant, not all data is available to do a direct comparison. As a result, the provincial comparability model applies a proxy Per-pupil rate for the notional [FNEAs](#) based on the average Per-pupil amount of the provincial school boards closest in proximity.

FNEA	Average rate per-pupil as per proximate school boards
Brantford/Bruce	1,032.40
Fort Frances	1,248.77
James Bay	932.51
Kenora	1,313.87
Lakehead	944.04
London	1,101.51
Nakina	923.51
Peterborough	1,160.99
Sioux Lookout	1,083.69
Sudbury	1,295.60

EX:

School ABC is a combined school with 172 students under 21. The school is located in the notional FNEA of Kenora.

172 x 1,313.87

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9. Student Transportation Grant

[Annex A 2020-21 Technical Paper - p.118](#)

In January 2020, the ministry launched a review of student transportation, which aims to achieve a more equitable and needs-based student transportation system in Ontario. A targeted stakeholder advisory

group has been established to provide expert advice to the ministry on student transportation funding, consortia model and operations, and procurement. While the review is underway, the overall Student Transportation Grant will be maintained at the previous year's funding level, with adjustments for enrolment growth

Enrolment Adjustment Allocation

For schools boards with increasing enrolment, the difference between the two previous years transportation expenditures is multiplied against the ratio of enrolment change between the current year and the previous one.

School Bus Rider Safety Training

In response to the Auditor General's recommendations for standardized school bus safety training, the ministry is continuing to provide up to \$1.8 million to school boards that access standardized on-site school bus rider safety training through a contract established by the Ontario Education Collaborative Marketplace (OECM). Funding is intended to reflect safety training for up to 50 per cent of elementary students in each school board.

Fuel Escalator and De-Escalator Allocation

For each month from September to June in the fiscal year, the price difference is calculated and the allocation may be adjusted. Calculate

Transportation to Provincial or Demonstration Schools

Transportation funding to cover expenditures for transportation to Provincial and Demonstration schools continues to be provided based on expenditures reported by school boards, as approved by the ministry. School boards may report these expenses through financial reports and receive direct reimbursement with expenditure approval.

Applying the Transportation Grant in the proposed Comparability Model

For the Transportation Grant, not all data is available to do a direct comparison. Therefore, the calculation in the model is based on 2017-18 final transportation dollars for Indigenous Services' Ontario Region. The per-school expenditures are multiplied by a growth factor of 3% for 2019-20 and an additional 4% for 2020-21 and 2021-22, consistent with the Student Transportation Grant's growth over the past three years..

For Block funded First Nation communities, the expenditures (with the 3% + 4% growth for 2020-21) of the non-block communities are used to determine a per-student rate applied against the under 21 FTE.

EX:

School ABC is a combined school with 172 students under 21. It's student transportation expenditures from the previous year were 54,000.

54,000 + 3% for 2019-20 + 4% for 2020-21

10. Declining Enrolment Adjustment (DEA)

[Annex A 2020-21 Technical Paper - p.121](#)

2020-21 First Year Component

For a school board where the 2020-21 ADE is lower than the 2019-20 ADE, the first year component of the DEA is based on the difference between the revenue calculated under the current year's enrolment and the projected revenue if there had been no change in enrolment from the previous year.

Applying the Declining Enrolment Adjustment (DEA) in the proposed Comparability Model

For a school board where the 2020-21 ADE is lower than the 2019-20 ADE, the First Year Component of the DEA is based on the difference between the revenue calculated under the current year's enrolment and the projected revenue in the current year if there had been no change in enrolment from the previous year.

The First Year Component" is equal to

$$\max [0, A - B]$$

where,

A is the sum of the following weighting factors and grants based on 2017-18 ADE: Weighting Factor	Grants (2019-20 Benchmarks and 2018-19 ADE)
13% x	Pupil Foundation Grant
100% x	Special Education Per-Pupil Amount (SEPPA) Allocation of the Special Education Grant
100% x	French as a First Language (FFL) Allocation of the Language Grant
50% x	Remote and Rural Allocation of the Geographic Circumstances Grant

50% x	Board Administration Allocation of the School Board Administration and Governance Grant
100% x	School Operations Allocation of the School Facility Operations and Renewal Grant

B is the sum of the following weighting factors based on 2018–19 ADE:

Weighting Factor	Grants (2019–20 Benchmarks and 2018–19 ADE)
13% x	Pupil Foundation Grant
100% x	Special Education Per-Pupil Amount (SEPPA) Allocation of the Special Education Grant
100% x	French as a First Language (FFL) Allocation of the Language Grant
50% x	Remote and Rural Allocation of the Geographic Circumstances Grant
50% x	Board Administration Allocation of the School Board Administration and Governance Grant
100% x	School Operations Allocation of the School Facility Operations and Renewal Grant

2020-21 Second Year Component

The calculation of the Second Year component is equal to 25 per cent of a communities 2019–20 First Year Component.

11. School Board Administration and Governance Grant

[Annex A 2020-21 Technical Paper - p.123](#)

The School Board Administration and Governance Grant provides funding for administration and governance costs such as operating board offices and central facilities, board-based staff and expenditures, including supervisory officers and their secretarial support.

Applying the School Board Administration and Governance (SBAG) Grant in the proposed Comparability Model

For the School Board Administration and Governance Grant, Notional [FNEAs](#), are used to represent School Boards. The amounts are then distributed back to the schools and students composing those FNEAs with 60% divided as a per school rate and 40% as a per student rate.

EX:

School ABC is a combined school with 172 students under 21. The school is located in the notional FNEA of Kenora. The Kenora FNEA has 785 students under 21 and 11 schools. 13 FN communities are the FNEA's geography.

The School Board Administration and Governance Grant is comprised of a number of allocations which follow.

Trustees Allocation

Provides funding board trustees to attend and participate in the administration of the board based on the number of students in the board.

Applying the Trustee Honoraria in the proposed Comparability Model

This allocation is applied directly using the notional FNEAs and their under 21 FTE enrollment.

EX:

For the Kenora FNEA

$$\begin{aligned} &13 \text{ communities} \times (5,900 + 1,200 + 1,800 + 5,000) \\ &+ \\ &(5,000 + 2,500) \\ &+ \\ &1.75 \times (785 \text{ students} / 13 \text{ communities}) \\ &+ \\ &500 \\ &+ \\ &250 \end{aligned}$$

Student Trustees Allocation

District school boards have to have at least one, and not more than three student trustees. Boards pay an honorarium to each student trustee and provide student trustees with the same access to compensation as other trustees.

Applying the Student Trustee Honoraria in the proposed Comparability Model

This allocation is applied directly using the notional FNEAs and their under 21 FTE enrollment and it is assumed that each FNEA has 3 student trustees.

EX:

For the Kenora FNEA

$$3 \text{ student trustee} \times (2,500 + 5,000)$$

Reporting Entity Project Allocation (REP)

This allocation supports school boards with the costs of preparing and reporting financial information to the Province for the public account consolidation purpose. There is a per-pupil amount as well as a base amount per board.

Applying the Reporting Entity Project Allocation in the proposed Comparability Model

This allocation is applied directly using the notional FNEAs and their under 21 FTE enrollment.

EX:

For the Kenora FNEA

$$56,251 + (1.18 \times 785 \text{ students})$$

Parent Engagement Funding Allocation

This allocation funds the board for a parent involvement committee. The board receives a base amount, an amount for each school and an amount per-student.

Applying the Parent Engagement Funding Allocation in the proposed Comparability Model

This allocation is applied directly using the notional FNEAs and their under 21 FTE enrollment.

EX:

For the Kenora FNEA

$$5,000 + (11 \text{ schools} \times 500) + (785 \text{ students} \times 0.17)$$

Internal Audit Allocation

Supports regional audit teams whereby boards across the province are grouped into 8 regions based on geographic location. Each region is supported by a regional internal audit team. Host board is assigned within each of the 8 regions to oversee the administrative requirements of the regional audit team on behalf of other boards in the region. The internal audit funding is provided to the 8 host boards.

Applying the Internal Audit Allocation in the proposed Comparability Model

The Internal Audit Allocation provides the Funding for Staff Salary and Benefits per region amount to each FNEA. For the revenue-based component, the total allocation was divided by the total projected funding for the [Ontario Grants for Student Needs](#), which results in an approximate per revenue dollar amount. The per-dollar amount was multiplied by the total allocation Grant for Student Needs for each FNEA. For the Funding for Other Expenses, half of the total amount was divided by the total number of schools in the Ontario school system, and this per-school amount was allocated to each First Nations school. For the other half, each FNEA's dispersion factor was divided by the total of the dispersion factors for all FNEAs. This ratio was then multiplied as a proxy amount for each FNEA.

EX:

For the Kenora FNEA

327,172.45

Board Administration Allocation

The Board Administration Allocation provides funding for 10 core functions. Boards are not required to match expenditures to funding by core functions and may allocate a portion of certain GSN grants and other Non-GSN revenue sources to support board administration expenses.

Applying the Board Administration Allocation in the proposed Comparability Model

The allocation and the rates are applied directly to First Nation Schools.

The calculation for the number of senior administrators assumes the highest dispersion.

EX:

For the Kenora FNEA with 785 students in 11 schools with 122 FTE staff

$$\begin{aligned} &= 1 \text{ Director of Education} \times 202,638.90 \\ &+ \\ &= 1.79 \text{ Senior Administrator} \times 167,401.71 \\ &+ \\ &= 4.25 \text{ Office Staff} \times 69,658.33 \\ &+ \\ &= 0.173 \text{ Human Resource Funding} \times 81,891.44 \\ &+ \\ &= 3.58 \text{ Finance Staff} \times 81,891.44 \\ &+ \\ &= 0 \text{ Payroll Staff} \times 81,891.44 \\ &+ \\ &= 0.95 \text{ Purchasing Services Staff} \times 81,891.44 \\ &+ \\ &= 0 \text{ Other admin staff} \times 81,891.44 \\ &+ \\ &= 1.99 \text{ Information Technology Staff} \times 103,041.27 \\ &+ \\ &= (785 \text{ students} \times 63.33) + 153,126 \text{ for Non-Staff Funding} \end{aligned}$$

Curriculum and Assessment Implementation Allocation (Including Indigenous-Focused Curriculum)

The Curriculum and Assessment Implementation Allocation is designed to support the implementation of new or recently revised curriculum and assessment policies, including Indigenous-focused curriculum, and related training and resource development for educators and system leaders. The funding is based on fixed amounts of \$20,000 per school board and \$596 per elementary and secondary school. Combined elementary and secondary schools generate funding for each panel.

EX:

For the Kenora FNEA with 785 students in 11 schools (3 combined)

$$= \$20,000 + (\$596 \times 8 \text{ schools}) + (\$1,192 \times 3 \text{ combined schools})$$

Central Employer Bargaining Agency Fees

Trustees associations will use these fees solely for the purpose of central labour relations activities preparing for central bargaining, participating in the central bargaining process itself, implementation and ongoing maintenance of central collective agreements, including staffing positions for central negotiations, labour-related travel and accommodation, and other SBCBA-related responsibilities, including additional operating expenses, actuarial services, legal services, and translation. The amount will fluctuate based on the need for employer bargaining in a given year. ***This component is not applied in the model.***

Human Resource Transition Supplement

To assist school boards with the recently negotiated agreements, the ministry is providing a temporary transitional supplement. ***This component is not applied.***

Funding for Capital Planning Capacity

No formula provided – \$8.1 million to support Capital Building and Data Management for 2019-20.

The CPC program is one of the pillars of the School Board Efficiencies and Modernization (SBEM) initiative. The intent of the CPC program is to support boards as they undertake additional capital planning activities to make efficient use of school space, as funding supports for underutilized space (top-up funding) are phased out. https://efis.fma.csc.gov.on.ca/faab/Memos/B2016/B4_EN_REV.pdf

Applying the Funding for Capital Planning Capacity Allocation in the proposed Comparability Model

The Capital Planning Capacity allocation consists of three amounts: Capacity Funding, Data Management and Joint Use of Schools Initiatives.

Capacity Funding:

The proxy rate of the four comparable board is used for this value.

		Average amount used in the formula	
		51,852	
School Authority Code	School Authority	Values	
		Sum of Total ADE Enrolment	Sum of Capacity Planning
5.1	Keewatin-Patricia District School Board	4,341	111,123
33.1	Northwest Catholic District School Board	1,202	32,095
	Conseil scolaire de district du Nord-Est de l'Ontario		
56		2,161	32,095

Data Management:

All FNEAS are attributed the maximum amount per board amount.

No longer Applicable

FNEAs are attributed the average available amount per board.

EX:

For the Kenora FNEA

51,852 + 30,500

Program Leadership Allocation:

The grant is being moved from the School Board Administration and Governance Grant as part of a realignment that better delineates funding for the development and delivery of student programming.

Managing Information for Student Achievement (MISA) Local Capacity:

Funding is based on a fixed amount for each board and a per student rate.

Applying the MISA Allocation in the proposed Comparability Model

The amounts and per-student rates are directly applied to the FNEAs.

EX:

For the Kenora FNEA with 785 students

35,000 for the FNEA

785 students x 0.35

To distribute this grant back to the First Nation School, the total amount generated for a FNEA is divided in a per-school amount (60%) and a per-student amount (40%).

EX:

For the Kenora FNEA with 785 students in 11 schools

The total for the School Board Administration and Governance Grant for the Kenora FNEA is 2,000,000.

$(2,000,000 \times 60\%) / 11$ schools

$(2,000,000 \times 40\%) / 785$ students

12. School Facility Operations and Renewal Grant

[Annex A 2020-21 Technical Paper - p.137](#)

The School Board Efficiencies and Modernization (SBEM) measures are being phased in, but for the purposes of this document, the phased in portion of the grant has not been outlined.

Operations Allocation

Made up of 5 components and is calculated using the following factors:

Component	Basic Definition
Enrolment	ADE (Average Daily Enrolment)
On the Ground Capacity (OTG)	Number of pupils that can be reasonably accommodated in each category of instructional space
Benchmark Area Per-pupil	Sufficient teaching/learning space per-pupil
Supplementary Area Factor (SAF)	Unique design features of a board's school facilities such as wide hallways, large shop spaces, and auditorium space, as well as the additional space requirement associated with special needs programming.
Benchmark for Renewal Costs	For each board's percentage of elementary and secondary school facility area that are over 20 years of age.
Geographic Adjustment Factor (GAF)	Cost index used to identify and recognize regional variations in the construction and renewal costs of school facilities.

Applying the School Operations Allocation in the proposed Comparability Model

For School Operations Allocation, not all data is available to do a direct comparison. As a result, the provincial comparability model applies a rate per square metre to the size of each First Nations school based on the average per square metre rate allocated to school boards in a similar region to the FNEA.

Provincial School Boards in the geographic area of the FNEAs

New FNEAs	Proximate English Prov District	Count of Schools	FTE <21 Total
Brantford/Bruce	Bluewater District School Board	1	69
	Grand Erie District School Board	4	342
Fort Frances	Keewatin-Patricia District School Board	6	11
	Rainy River District School Board	9	274
James Bay	District School Board Ontario North East	2	144
	Superior-Greenstone District School Board	8	1382.5
Kenora	Keewatin-Patricia District School Board	11	772.5
Lakehead	Keewatin-Patricia District School Board	1	14
	Superior-Greenstone District School Board	2	169
London	Lambton Kent District School Board	5	404.5
	Thames Valley District School Board	3	329
Nakina	District School Board Ontario North East	2	189
	Superior-Greenstone District School Board	3	404.5
Peterborough	Grand Erie District School Board	1	4.5
	Hastings and Prince Edward District School Board	1	6
	Kawartha Pine Ridge District School Board	1	57
	Upper Canada District School Board	4	651
	Keewatin-Patricia District School Board	7	648
Sioux Lookout	Rainbow District School Board	1	94.5
	Superior-Greenstone District School Board	22	4494
	Algoma District School Board	2	10
Sudbury	District School Board Ontario North East	2	66
	Near North District School Board	1	11
	Rainbow District School Board	7	935.5

EX:

For the Kenora FNEA with 772.5 students in 11 schools uses the average per Sq. M. of the proximate school boards of its First Nation Schools.

School ABC in the Kenora FNEA has a school 3,800 Sq. M.

$$3,800 \times 86.68$$

School Renewal Allocation

Base School Renewal

GAF (Geographic Adjustment Factor) – Cost index used by the Ministry to identify and recognize regional variations in the construction and renewal costs of school facilities. As this allocation deals with the minor and major capital, it is not included in the model. Funding for these projects is provided through a separate initiative.

13. Program Leadership Grant

[Annex A 2019-20 Technical Paper - p.111](#)

The Program Leadership Grant is a new standalone grant comprising the previous Program Leadership Allocation. The grant is being moved from the School Board Administration and Governance Grant as part of a realignment that better delineates funding for the development and delivery of student programming.

Supports lead 6 lead positions for the delivery of goals in each's respective program areas:

- Mental Health
- Technology Enabled Learning and Teaching
- Indigenous Education
- School Effectiveness
- Student Success
- Early Years

Applying the PLA Allocation in the proposed Comparability Model

The provincial PLA amount is averaged into a per board amount (60%) and a per student amount (40%) and applied to the FNEAs.

EX:

For the Kenora FNEA with 785 students in 11 schools

8279.68 for the FNEA

785 students x 13.22

14. Support for Students Fund

[Annex A 2019-20 Technical Paper - p.110](#)

New in 2020–21, the Supports for Students Fund (SSF) provides flexible funding for school boards to support the learning needs of students, which may include special education, mental health and well-being, language instruction, Indigenous education and STEM programming.

The new Supports for Students Fund, which replaces the prior LPF, is also referred to as “Investments in System Priorities” in some employee agreements. Funding may be used to reflect local priorities and agreements

Applying the Supports for Students Fund in the proposed Comparability Model

For the Supports for Students Fund, not all data is available to do a direct comparison. As a result, the provincial comparability model applies a proxy rate based on the average of the total budgeted Supports for Students fund allocation to the [four proxy school boards](#) divided by their respective total ADE. This average per ADE is then applied to each First Nation School by multiplying their FTEs by the average calculated proxy rate. The total amount of this step is then prorated back to each school based on its proximate school board’s share (variable distribution).

				Average amount used in the formula
				236.32
School Authority Code	School Authority	Total ADE Enrolment	Sum of Support for Students	Sum of Support for Students per FTE rate
5.1	Keewatin-Patricia District School Board	4267	941,813	220.72
33.1	Northwest Catholic District School Board	1214	268,375	221.07
56	Conseil scolaire de district du Nord-Est de l'Ontario	2260	484,391	214.33
62	Conseil scolaire de district catholique des Aurores boréales	893	258,232	289.17

15. Before and After School Care Formula Enhancement

Starting in 2021-22, ISC Regional Interim Funding Models include an enhancement to support First Nations-operated schools on-reserve in implementing Before-and-after-school care (BASC) programming as an extension of in-class instruction. Before and after-school care programming is intended to augment the scope of a First Nations school's academic programming, tied to instructional services, in order to contribute to overall student academic success, BASC leverages existing school assets and academic programs currently under First Nation control and is directly connected to the academic teaching and curriculum in First Nation schools.

Since BASC has been implemented as a new component in each of the interim regional funding formulas, this allocation is not prescriptive and recipients have flexibility to spend BASC funding based on local priorities, including repurposing the funding to other priorities as long as it is in line with the Elementary and Secondary Education Program Terms and Conditions and applicable Guidelines. This is consistent with the Department's support for First Nations Control of First Nations Education.

The funding allocation methodology is based on the provincial before-and-after-school care program in the province of Quebec. Based on the provincial approach in Quebec, age criteria for the enhancement to ISC Regional Interim Funding Models for Before-and-After Schools Programs is Kindergarten (starting at age 4) to grade six.

As data on actual student enrolment in before-and-after-school programming is not available through the Nominal Roll, an uptake rate of 32% is used. This rate is a proxy and is based on the uptake rate for Service de Garde for the Moyenne Cote Nord School Board in Quebec, which is one of the proxy school boards used in the Quebec Regional Interim Funding Model. There is no maximum or minimum program size, therefore any First Nation-operated school with students in at least one of those grades will generate formula funding for before- and after- school care.

In order to reflect varying levels of provincial government investment in subsidized childcare, , a provincial variance rate was calculated for each region using the [Early Childhood Education and Care in Canada 2019](#) (Table 28 – pg. 245). This variance as a percent increase/decrease was calculated by comparing each provincial government's allocation per subsidized daycare space against provincial investments in Quebec. The variance rate was applied to certain sections of the government rates for before-and-after-school care in Quebec, as detailed in the Centres de Services Scolaires et Commissions Scolaires' [Renseignements Spécifiques à l'Année Scolaire 2020-2021](#).

In order to ensure that before-and-after-school care is fully funded, ISC also provides 100% of what would be the expected parental contribution in the Quebec system. This parental contribution also takes into consideration the varying provincial investment levels, to ensure that the program is fully funded.

Provincial Government Subsidy for BASC

30011 – Base funding for Children Enrolled and Present (Amounts per Child)

A. Students Enrolled and Regularly Attending

<u>Headcount</u>	<u>2021-2022 Rate</u>
1-99	\$829.86
100-199	\$672.61
200+	\$453.48

- B. **K4 Students** – This component looks at the number of full-time versus part-time K4 students, and provides additional funding to support kindergarten students.

<u>K4</u>	<u>2021-2022 Rate</u>
Half-Day	\$1,592.77
Full-Day	\$796.38

- C. **Snack Amount** - Each student eligible for BASC is allocated \$111.60 for this component.

- a. **In 2019-20**, the province of Quebec rolled this particular funding component of measure 30011 into a separate section of the funding formula. However, in order to ensure the program is fully funded, ISC has maintained this funding under BASC specifically using the per-student amount from the [Renseignements Spécifiques à l'Année Scolaire 2018-2019](#)

30015 – Service Centres with at least 200 students

- A. Where BASC programs have a headcount of at least 200, an additional amount of \$40,942.18 is applied.

30016 – Small Service Centres

- A. Where BASC programs have a headcount of less than 45, an additional amount per child is added as per Annex K of the [Renseignements Spécifiques à l'Année Scolaire 2020-2021](#) in order to provide sufficient funding for centres to maintain a 1:20 child to staff ratio.

30840 – Start-Up Cost for a BASC Program

- A. Based on the start-up cost for a Service de Garde specified in the [Renseignements Spécifiques à l'Année Scolaire 2020-2021](#), a one-time formula amount of \$5,000 will be added to support communities in starting new BASC programs in 2021-2022 only.
 - a. There is no provincial adjustment to this amount as parental fees wouldn't contribute to start-up costs and therefore this item needs to be fully funded under this section.

30013 – Professional Development Days, Spring Break,

- A. An additional per student amount of \$8.57 is allocated based on 7 Professional Development days per school year, where it is assumed students will attend BASC programs.
- B. An additional per student amount \$4.06 is allocated per spring break day in the province, for 5 spring break days.

Special Education – Since BASC programs have some academic elements, special education supports from the school day are extended during one hour of academic support time per day during which equivalent special education funding is provided comparable to instructional time.

- A. The notional special education amount from the formula is identified
- B. The amount supporting BASC students is isolated (based on grade range, and uptake rate)
- C. That BASC special education amount is multiplied by 33%,
 - a. This is based on the 3 hour limit for BASC in Ontario and an assumption of one hour of BASC academic support (e.g. an extra 33% of the instructional hours of a school day).

Staff Benefits/Pensions - To account for additional benefits/pensions for staff employed in BASC programs, the benefits/pensions approach from the interim formula (an additional 12% as the employer contribution portion) is also applied to relevant BASC line items (excluding the snack and start-up funding).

Additional ISC Supports

Parental Contribution

- A. This provides 100% of the funding that parents would be expected to contribute in the QC provincial system.
- B. A maximum daily parental contribution amount of \$8.50 is multiplied by the number of BASC-eligible students and total number of school days (196).

Compensatory Parental Contribution

- A. This compensates for the variation in provincial investment levels, as reflected in the provincial adjustment factor.
- Because the adjustment factor is positive, that means that the amounts generated by the provincial line items (30011, 30013, 30015, and 30016) are increased, therefore the needed parental contribution is less than that in Quebec (i.e. what was generated in the previous step – “Parental Contribution”).
- B. This section is calculated by taking the total of all measures where the provincial adjustment factor is applied (30011, 30013, 30015, and 30016), and dividing it by the inverse of the provincial adjustment factor (e.g. $1 + \text{provincial adjustment factor}$). This produces the compensatory parental contribution amount.

Ex. There are 3 steps to calculate the Final Parental Contribution amount

1. Calculate Compensatory Parental Contribution

- Total for measures where adjustment factor is applied (30011, 30013, 30015, 30016) = \$32,500
- ON Provincial Adjustment Factor = 1.45%
- Compensatory Parental Contribution = $\$32,500 / (1 + 0.0145) = \$32,035.50$

2. Calculate the adjustment to Parental Contribution = (Compensatory Parental Contribution) – (Total for measures where adjustment factor is applied)

- $\$32,035.50 - 32,500.00 = -\464.50

3. Final Parental Contribution for 25 BASC eligible Students

- Calculate Initial Parental Contribution Amount = (Number of BASC-eligible students) x (maximum daily parental contribution amount) x (total number of school days)
- $25 \times 8.50 \times 196 = \$41,650$
- Calculate Final Parental Contribution amount = (Initial Parental Contribution Amount) + (Adjustment to Parental Contribution amount)
- Final Parental Contribution Amount = $\$41,650 - 464.50 = \$41,185.50$

TABLE SHOWING ADJUSTED RATE CALCULATIONS

			Ontario Provincial Adjustment Factor	1.45%
MESURES # 20-21	DEFINITION	Allocation Type 20-21	Quebec RATE 20-21	ON Adjusted Rate
30011	Childcare services - Children registered and present on a regular basis	Percentage of students in BASC	32%	32%
		Per Student in preschool and primary First 99 students	\$818.00	\$829.86
		from 100th to 199th student	\$663.00	\$672.61
MESURES # 20-21	DEFINITION	Allocation Type 20-21	RATE 20-21 - Quebec	ON Adjusted Rate
		After the 200th student	\$447.00	\$453.48
		Amount for snack	\$110.00	\$111.60
		K4 part time	\$1,570.00	\$1,592.77
		K4 full time	\$785.00	\$796.38
30013	Professional Development Days and Spring Break	Per professional development day	\$8.45	\$8.57

		Maximum number of PD days allowed	20	7
		Per day of spring break	\$4.00	\$4.06
		Number of Spring Break Days	10	5
30015	Programs with at least 200 children	Minimum number of students to receive amount per building	200	200
		Amount per building	\$40,357.00	\$40,942.18
30016	Small Programs	Minimum FTE in order to qualify	6	6
30840	One time Start Up amount	Investment to support organizing the service for the first time	\$5,000.00	\$5,000.00
	Additional ISC Supports - Parental Contribution	Quebec parental fee	\$8.50	\$8.50
		Number of school days	190	196

Part D: Tuition Funding

This part of the Ontario K-12 Comparability Funding Model Overview outlines the proposed approach for formula-based funding allocations to support eligible students attending provincial or private schools in Ontario. This approach uses information on school board grants calculated through the provincial formula to identify per student tuition funding by school board. The funding calculated does not set the amount paid to a school board for tuition fees. Rather the calculation generates a source of funds to cover tuition fees for students. For students attending private schools, funding is calculated based on the nearest provincial school to that student's First Nation of residence. For students attending First Nation operated private schools, funding is calculated based on the average per-pupil tuition for the FNEA of band of residence of the student.

The allocation methodology provides a comparable level of support to that which is provided for provincial students within school boards under Ontario's Grants for Student Needs and other relevant funding from the Ontario Ministry of Education.

The base fee for the 2019-2020 school year, which school boards will be required to charge the First Nation or pay to the entity operating the First Nation school, has now been set out in regulation to reflect the context of the Ministry of Education of Ontario Reciprocal Education Approach (please refer to B18 – The Reciprocal Education Approach (REA) or Ontario Regulation 278/19 - Calculation of Fees for the 2019-2020 School Board Fiscal Year on the MOE website for further details)

The same student eligibility requirements as outlined in the introduction to the Ontario K-12 Comparability Funding Model Overview apply in the case of tuition allocations.

Base Tuition for Provincial Schools

According to ONTARIO REGULATION 195/10 – Calculation of Fees for pupils for the School Board Fiscal Year, the base fee is calculated separately by boards whether the student is attending an elementary school, secondary school, or a school operated by an isolate board.

Applying the Tuition Funding Allocation in the proposed Comparability Model

This component includes an enhancement.

Base Tuition for Provincial Schools

The funding allocation is calculated based on Schedule B/[Base Fee Amounts per School Board for 2020-2021 under the Reciprocal Education Approach](#). (issued by the Ministry of Education and which differentiates between elementary and secondary rates). The Special Education portion from the Schedule is substitute with the rate from the proxy school board amounts.

The Provincial [School Board Funding Projections](#) (available on the Ministry of Education's website) provide data for the provincial schools attended by First Nation student and could be used as a substitute to calculate approximate tuition funding.

Room and Board (Private Home Placement) is not included because this funding is addressed separately in the interim formula.

Allocation Formula

The tuition rate used is the one found on the Ministry of Education issued Schedule B/[Base Fee Amounts per School Board for 2020-2021 under the Reciprocal Education Approach](#) which serves as a notice of tuition.

The special education amount from the Schedule is replaced with the per-student rate of the proxy board in order to increase the amount available to the community to support special needs of students attending schools off-reserve.

Tuition for Adult Students (21 and older)

The Continuing Education and Other Programs Grant allocates a per-pupil amount for adult day student learners. Tuition for adult learners attending certified alternative adult programs is calculated using this per-pupil grant amount.

Allocation Formula

The tuition rate used is the amount of the Continuing Education Grant (section 7 of this document) multiplied by the number of students 21 and over studying off-reserve.

EX:

First Nation Community ABC is in the proximate area of the Keewatin-Patricia District School Board. The community has 16 students under 21 studying off-reserve: 6 students attending a nearby off-reserve high school located in the Near North District School Board and 10 students attending a provincially recognized private high school.

6 students x Tuition rate for Near North District School Board

10 students x Tuition rate for Keewatin-Patricia District School Board

Enhancements

Two enhancements are applied to students (youth and adults) attending provincial or private schools off-reserve. An additional 5% of the tuition amount is granted to support the administration of students.

An additional 500.00 per student is also granted to help cover other costs of student supports of those same students.

EX:

6 students x Tuition rate for Near North District School Board + 5%

10 students x Tuition rate for Keewatin-Patricia District School Board + 5%

16 students x 500.00

Employee Pension Benefits

The GSN applies average employee benefits rates in the components where salaries and benefits are calculated (ex: School Foundation Grant). The various collective agreements in place between the school boards and the teachers unions set how much of the total grant is actually attributed to pension benefits.

To maintain an area of funding already provided by the department (Band Employee Benefits) but specific and adjusted to education employees, the Interim Funding Model applies an additional pension benefit rate of 12% against 70% of the GSN-generated amounts (the salary-related amount of the GSN).

EX:

The Interim Funding Model generates 500,000 for a community through the GSN components.

$$500,000 \times 70\% = 350,000 \times 12\% = 42,000$$

Remoteness Adaptations (outside of Model Comparability)

The GSN is designed to fund schools in Ontario wherever provincial schools exist. The various grants and components adjust for geographic, socio-economic and local factors. The GSN is thus suited to deal with some level of remoteness for provincial schools.

However, some First Nation schools and communities fall outside of the GSN comparability by being without road access (or “fly-in”). The Interim Funding Model has been adapted to deal with this extreme level of remoteness for those communities. Each identified community is paired with its Isolated Post Allowance amounts (or its closest/most similar counterpart in the IPA).

The Remoteness Adaptations are divided into four parts:

Part 1 - Adapting employee salaries for the cost of living in a remote area

By using the Federal Government's Isolated Post Allowance average amounts for Environment, Living Cost and Fuel & Utilities and the GSN estimated average teacher salary, an adjustment factor for each community is determined. This factor is then applied against 70% of the GSN amounts generated by the Interim Funding Model (the portion which can be considered as salary-related). The resulting amount is the first part of the remoteness adaptations addressing the remote cost of living.

<https://www.njc-cnm.gc.ca/directive/d4/v237/s624/en#s624-tc-tm>

Part 2 - Adapting operations and maintenance costs for the cost of operating a school in a remote area

By using the Indigenous Services Canada's Cost Differential analysis, an adjustment factor for each community is determined. This factor is then applied against the Model amount for the School Facility Operations grant (3.3.12.a). The resulting amount is the second part of the remoteness adaptations addressing operations and maintenance.

Part 3 - Providing travel amounts for out-of-community staff

By using the Federal Government's Vacation Travel Assistance, a travel rate and frequency is determined for each community. This amount is applied to 80% of the school's staff (this is the portion of the staff estimated to be from outside of the remote community). The resulting amount is the third part of the remoteness adaptations addressing travel costs of the out-of-community staff.

<https://www.canada.ca/en/treasury-board-secretariat/services/terms-conditions-employment/isolated-posts-government-housing/vacation-travel-assistance-effective-april-1-2018.html>

Part 4 - Providing travel amounts for students in Private Home Placements

By using the Federal Government's Vacation Travel Assistance, a travel rate is determined for each community. This amount is applied to the number of students in private home placements from remote communities (each student is entitled to 4 return trips). The resulting

amount is the fourth part of the remoteness adaptations addressing travel costs for the students in Private Home Placement.

Annexes

Annex A: Education Funding in Ontario – Technical Paper 2020-21

(<http://www.edu.gov.on.ca/eng/funding/2021/2020-21-technical-paper.pdf>)

Annex B: Ontario Comparability Model Grants and Rates Summary 2020-21

Annex B: School information (Tier, language of instruction, notional education authority)

Annex C: Acronyms

Annex B: Ontario Comparability Model Grants and Rates Summary 2019-20

Grant	Allocation	Component/Rate				
<u>PUPIL FOUNDATION GRANT</u> (per-pupil amount)	Classroom Teacher, Specialist Teacher, Early Childhood Educator, Education Assistant, Teacher Librarian, Guidance Teacher, Classroom Consultants, Supply Teacher, Education Assistants, Professional/ Para-professional supports, Elementary Supervision, Textbooks and Learning Materials, Classroom supplies, Classroom Computers	\$6,403.54 per Kindergarten (JK/SK) FTE				
		\$5,884.85 per Primary (Gr 1-3) FTE				
		\$4,899.33 per Junior & Intermediate (Gr 4-8) FTE				
		\$5,817.63 per Secondary (Gr 9-12) FTE				
<u>SCHOOL FOUNDATION GRANT</u>	In-school administration, supplies, and leadership					
	Benchmark	Elem.	Elem. Benefits (% of Salary)	Second. and Combined	Second. and Combined Benefits	
	Principal	\$120,980	9.86%	\$131,254	9.86%	
	Vice Principal	\$114,990	9.86%	\$120,897	9.86%	
	School Office Support Staff	\$45,080	25.59%	\$47,488	25.59%	
	School Office Supplies	\$2,070.50 + \$6.06 per ADE	N/A	\$3,080.50 + \$7.07 per ADE	N/A	
<u>SPECIAL PURPOSE GRANTS</u>						
<u>1. Special Education Grant</u>	Special Education Per-pupil Amount		\$1,035.38 per JK to Grade 3 student \$795.31 per Grade 4 to 8 student \$524.95 per Grade 9 to 12 student			
	Differentiated Special Education Needs Amount		Proxy based on the average per-pupil rate allocated to the four school boards in Ontario with the highest dispersion rates and a high proportion of First Nation, Métis, and Inuit students (Keewatin-Patricia DSB, Northwest,)			
	Special Equipment Amount					
	Special Incidence Portion					
	Facilities Amount					
	Behaviour Expertise Amount		Assumption based on the current FNEA affiliations: • Fort Frances			

		<ul style="list-style-type: none"> • James Bay • Kenora • Lakehead • London • Nakina • Peterborough • Sioux Lookout • Sudbury • Brantford/Bruce
2. Language Grant	English as a Second Language/English Literacy Development	This component is based on a proxy per student rate for the four comparable schools boards selected (1,368.85). These boards include English and French language boards and therefore all related programs and grants (i.e. immersion, French as a first language,...).
	French as a Second Language	
	French as a First Language (French boards only)	
	Programme d'appui aux nouveaux arrivants (French boards only)	
	Actualisation linguistique en français (French boards only)	
3. Indigenous Education Grant	Indigenous Languages	<p>Provincial funding is based on the number of pupils enrolled and the average daily length of the program for elementary students (not applicable to secondary students) per school. Due to data available, the assumption is made that the length all elementary courses are 20 to 39 minutes long. This guides the elementary rate used below.</p> <p>Elementary rate \$1,440.82</p> <p>Secondary rate \$1,200.69</p>
	Indigenous Studies	<p>Provincial funding is based on the number of secondary pupils enrolled in an Indigenous studies course per school</p> <p>Secondary rate \$1,200.69</p>

	Per-Pupil Amount	Total PPA allocation ÷ total % Indigenous student population FTE = PPA per FNMI pupil Estimated per-pupil amount= \$246.65 The Max is then taken between the minimum board amount of \$167401.71 vs. (PPA x Eligible FTE) for each FNEA. The resulting Max FNEA amount is then used to determine each FNEA's PPA.	
	Board Action Plans	Total BAP allocation ÷ total % Indigenous student population FTE = BAP per FNMI pupil Estimated per-pupil amount= \$63.58	
4. Geographic Circumstances Grant	Remote and Rural Components applied for Board Enrolment and Distance/Urban Factor/French-Language Equivalence School Dispersion. Assumes all boards have less than 4,000 students.	Board Enrolment	Per-Pupil Amount Calculation
		0 to <4,000	\$330.23 - (Day School ADE x \$0.017930)
		4,000 to <8,000	\$258.51 - [(Day School ADE - 4,000) x \$0.020600]
		Distance 0 to < 150 kms 150 to < 650 kms 650 to < 1,150 kms 1,150+ kms and fly-in / winter road access	Tiered Per-Pupil Amount \$0 \$1.12662 x (Distance -150) \$557.82+ [\$0..15016 x (Distance –650)] \$632.90
		Dispersion Amount Calculation \$5.92786 x (allocation method dispersion distance – 14 km) RNEF amount is included where applicable	
	Supported Schools Allocation (for low-enrolment schools that are far from other schools of the board)	Components applied for: Elementary/Combined Supported Schools and Secondary/Combined Support Schools	

	Additional Educational Software Licensing Top-up	Minimum board Amount = \$30,000 Per-Pupil Amount = \$0.49
<u>5. Learning Opportunities Grant</u>	Demographic Allocation	Proxy based on the average per-pupil rate allocated to the four school boards in Ontario with the highest proportion of First Nation, Métis, and Inuit students at a rate of \$271.03 per ADE
	Literacy and Math Outside of Day School	
	Student Success, Grades 7 to 12	
	Grades 7 and 8 Literacy and Numeracy and Student Success Teachers	
	School Effectiveness Framework	
	Ontario Focused Intervention Partnership	
	Specialist High Skills Major	
	Mental Health Leaders	
	Outdoor Education	
	Library Staff	
	Local Priorities Fund	
	School Authorities Amalgamation Adjustment	
<u>6. Safe and Accepting Schools Supplement</u>	Safe Schools Strategy Allocation	Proxy based on the average per-pupil rate allocated to the four school boards in Ontario with the highest proportion of First Nation, Métis, and Inuit students at a rate of \$158.08 per ADE
	Urban and Priority High Schools Allocation	
<u>7. Continuing Education and Other Programs Grant</u>	Adult Day School & High-Credit Day School	\$3,561 per ADE
	Prior Learning Assessment and Recognition	Not applied.
	International Languages, Elementary	Not applied.
<u>8. Cost Adjustment and Teacher Qualifications and Experience Grant</u>	Cost Adjustment Allocation	Proxy based on the avg. per ADE amount provided to the provincial boards proximate to First Nations or within the boundaries of assumed First Nations Education Authorities
	Teacher Qualification and Experience	
	Early Childhood Education Qualifications and Experience	
	New Teacher Induction Program	
	Support for Professional Development	
	Earned Leave Plan	
	Retirement Gratuities	
	Benefits Trusts Allocation	
<u>9. Student Transportation Grant</u>	Enrolment Adjustment Allocation	The 2019-20 Transportation funding levels with a cost adjustment factor of 4% is used.
	Cost Update Adjustment	
	Fuel Escalator and De-escalator	
	Funding for Transportation to Provincial or Demonstration Schools	

10. Declining Enrolment Adjustment	First and Second Year Components	The First Year component is applied using the max of 0 or (Applicable 20-21 Grants using 18-19 NR – Applicable 20-21 Grants using 17-18 NR) The Second Year component is applied using 25% of the 20-21 First year component
11. School Board Administration and Governance Grant <i>Applied in Comparability Model with assumptions for First Nations School Boards</i>	Trustees Allocation: Base amount (\$5,900) + attendance amount (\$1,200) for two committees of the board per month per trustee + Amount (\$5,000) for chair + amount of (\$2,500) for vice-chair per board + Distance amount (\$1,800) for dispersed boards per trustee + Enrolment amount ($\$1.75 \times \text{ADE} \div \text{the number of trustees excluding student trustees}$) per trustee + Enrolment amount ($\$0.05 \times \text{ADE}$, with a minimum amount of \$500 and a maximum amount of \$5,000) per board + Enrolment amount ($\$0.025 \times \text{ADE}$, with a minimum amount of \$250 and a maximum amount of \$2,500) per board + \$5,000 per trustee + \$2,500 per-pupil trustee for honorarium + \$5,000 per-pupil trustee for expenses	
	Reporting Entity Project: \$56,251 per board \$1.18 per-pupil	
	Parent Engagement Funding: \$5,000 per board \$0.17 per-pupil for board parent involvement committee \$500 per school council	
	Internal Audit: Regional Amount: \$259,294 per FNEA Revenue-Based Amount: $\$2,333,646 \div \$25,324,996,231 \times \text{Total GSN for each FNEA}$ Per School Amount $\$375,000 \div \text{Total Number of Schools in Province} \times \text{Number of First Nations Schools in FNEA}$ Dispersion-Based Amount: $\text{FNEA dispersion factor} \div \text{Total of all FNEA dispersion factors} \times \$375,000$	
	Board Administration formulas for: Directors Other Senior Admin Director's Office Human Resources Finance Payroll Purchasing Admin and Other Information Technology Non-Staff	
	Central Employer Bargaining Agent Fees: Not applicable for the proposed model. Not Applied	
Human Resource Transition Supplement:		

	<p>Temporary transitional supplement to assist with recently negotiated agreements. The amount is divided between boards based on each board's share of the provincial total number of education workers adjusted to exclude trustees and lunchroom supervisors.</p> <p>Not applicable for the proposed model. Not Applied</p>	
	<p>Capital Planning Capacity:</p> <p>\$518,520 in funding to support Capital Building and Data Management capacity in 10 FNEA's (calculated)</p>	
	<p>Managing Information for Student Achievement:</p> <p>\$30,500 per board</p>	
12. School Facility Operations and Renewal Grant	<p>School Operations Allocation</p> <ul style="list-style-type: none"> - Base School Operations - Enhanced Top-up for School Operations - Community Use of Schools - Licensing and Related Fees for Approved Asset Management Software - Capital Lease Amount on School Authority Amalgamation - Section 23 Facilities Amount 	<p>Comparability model applies the average funding rate per sq. meter of the proximate school boards</p> <p><i>Fly-in communities have an increase factor of 37% to address remoteness (based on Saskatchewan Remote and Isolated factor).</i></p>
	<p>School Renewal Allocation</p> <ul style="list-style-type: none"> - Base School Renewal - Enhanced Top-up for School Renewal - Enhancement to address deferred maintenance needs 	<p>Comparability model applies the average funding rate per sq. meter of the proximate school boards</p> <p><i>Fly-in communities have an increase factor of 37% to address remoteness (based on Saskatchewan Remote and Isolated factor).</i></p>
13. Program Leadership Grant	<p>The Program Leadership Grant (PLG) provides funding to support six lead positions</p>	<p>Per school rate = \$8,279.68</p> <p>Per-Pupil Amount = \$13.22</p>
14. Supports for Students Fund	<p>Provides flexible funding for school boards to support the learning needs of students, which may include special education, mental health and well-being, language instruction, Indigenous education and STEM programming.</p>	<p>Proxy based on the average per-pupil rate allocated to the four school boards in Ontario with the highest proportion of First Nation, Métis, and Inuit students at a rate of \$236.32 per ADE</p>
Part D: Tuition Funding	<p>The Provincial School Board Funding Projections provide data for the provincial schools attended by First Nation students, is used to calculate approximate tuition funding.</p>	

Annex C: First Nation Schools

First Nation School	Operating First Nation	Notional FNEA	Access2	School Type	School Program Type (Eng/Fre)	Option 2 School Tier (Band to Band)
LLOYD S KING ELEMENTARY	Mississaugas of the Credit	Brantford/Bruce	Road Access / Virtual Road	Elementary	English	Regular
KAWENNI:IO / GAWENI:YO HIGH SCHOOL	Six Nations of the Grand River	Brantford/Bruce	Road Access / Virtual Road	Combined	First Nation	Supported
KAWENNI:IO/GAWENI:YO ELEMENTARY	Six Nations of the Grand River	Brantford/Bruce	Road Access / Virtual Road	Elementary	First Nation	Regular
Kikendaasogamig Elementary School	Chippewas of Nawash First Nation	Brantford/Bruce	Road Access / Virtual Road	Elementary	English	Supported
PEGAMIGAABO SCHOOL	Big Grassy	Fort Frances	Road Access / Virtual Road	Elementary	English	Supported
SEVEN GENERATIONS - 126	Couchiching First Nation	Fort Frances	Road Access / Virtual Road	Distance	English	Regular
ZHINGWAAKO ZAAGA'IGAN SCHOOL	Lac La Croix	Fort Frances	Road Access / Virtual Road	Combined	English	Regular
SEVEN GENERATIONS - 128	Naicatchewenin	Fort Frances	Road Access / Virtual Road	Distance	English	Regular
SEVEN GENERATIONS - 129	Nicickousemenecaning	Fort Frances	Road Access / Virtual Road	Distance	English	Regular
SEVEN GENERATIONS - 130	Rainy River First Nations	Fort Frances	Road Access / Virtual Road	Distance	English	Regular
MIKINAAK ONIGAMING SCHOOL	Ojibways of Onigaming First Nation	Fort Frances	Road Access / Virtual Road	Elementary	English	Supported
SEVEN GENERATIONS - 132	Seine River First Nation	Fort Frances	Road Access / Virtual Road	Distance	English	Regular
SEVEN GENERATIONS - 133	Stanjikoming First Nation	Fort Frances	Road Access / Virtual Road	Distance	English	Regular
KINOMAUGEWGAMIK ELEMENTARY SCHOOL	Shawanaga First Nation	Sudbury	Virtual	Elementary	English	Regular
PEETABECK ACADEMY - ELEMENTARY	Albany (aka Fort Albany)	James Bay	fly in	Elementary	English/First Nation	Regular
PEETABECK ACADEMY - SECONDARY	Albany (aka Fort Albany)	James Bay	fly in	Secondary	English	Regular
PEETABECK ALTERNATIVE	Albany (aka Fort Albany)	James Bay	fly in	Adult	English/First Nation	Regular
Kattawapiskak Elementary	Attawapiskat	James Bay	fly in	Elementary	English/First Nation	Regular
VEZINA ADULT EDUCATION	Attawapiskat	James Bay	fly in	Adult	English	Regular
VEZINA SECONDARY SCHOOL	Attawapiskat	James Bay	fly in	Secondary	English/First Nation	Regular
DELORES D ECHUM ADULT EDUCATION	Moose Cree First Nation	James Bay	fly in	Adult	English	Regular
DELORES D ECHUM COMPOSITE SCHOOL	Moose Cree First Nation	James Bay	fly in	Combined	English/First Nation	Regular
MA TAH HA MAO	Weenusk First Nation	James Bay	fly in	Elementary	English	Supported
SEVEN GENERATIONS - 147	Ochiichagwe'babigo'ining First Nation	Kenora	Road Access / Virtual Road	Distance	English	Distant
MIGISI SAHGAIGAN SCHOOL	Eagle Lake	Kenora	Road Access / Virtual Road	Elementary	English	Distant
SAKATCHEWAY ANISHINABE SCHOOL	Grassy Narrows First Nation	Kenora	Road Access / Virtual	Combined	English	Supported

MIZHAKI IWETUNG MEMORIAL SCHOOL	Wabaseemoong Independent Nations	Kenora	Road Access / Virtual Road	Combined	English/First Nation	Supported
WABASEEMOONG ALTERNATIVE PROGRAM	Wabaseemoong Independent Nations	Kenora	Road Access / Virtual Road	Adult	English	Regular
WINDIGO ISLAND SCHOOL	Northwest Angle No.37 (Windigo)	Kenora	Road Access / Virtual Road	Elementary	English	Supported
DAVID KEJICK SCHOOL	Iskatewizaagegan #39	Kenora	Road Access / Virtual	Elementary	English	Regular
OJIBWAY HERITAGE SCHOOL	Shoal Lake No.40	Kenora	fly in Road	Elementary	English/First Nation	Regular
WABSHKI PENASI	Wabigoon Lake Ojibway Nation	Kenora	Road Access / Virtual Road	Elementary	English	Distant
BAIBOMBEH ANISHINABE SCHOOL	Naotkamegwanning	Kenora	Road Access / Virtual Road	Combined	English	Regular
WHITEFISH BAY ALTERNATIVE HIGH	Naotkamegwanning	Kenora	Road Access / Virtual Road	Adult	English	Regular
AHKWESAHSNE MOHAWK SCHOOL	Mohawks of Akwesasne	Peterborough	Road Access / Virtual Road	Elementary	English	Regular
AKWESASNE FREEDOM SCHOOL	Mohawks of Akwesasne	Peterborough	Road Access / Virtual Road	Elementary	English/First Nation	Regular
KANA:TAKON SCHOOL	Mohawks of Akwesasne	Peterborough	Road Access / Virtual Road	Elementary	English/First Nation	Regular
TSI SNAIHNE SCHOOL	Mohawks of Akwesasne	Peterborough	Road Access / Virtual Road	Elementary	English/French	Regular
CURVE LAKE FIRST NATION SCHOOL	Curve Lake	Peterborough	Road Access / Virtual Road	Elementary	English	Supported
KAWENNA'ON:WE PRIMARY IMMERSION SCHOOL	Mohawks of the Bay of Quinte	Peterborough	Road Access / Virtual Road	Elementary	First Nation	Supported
OHAHASE EDUCATION CENTRE	Mohawks of the Bay of Quinte	Peterborough	Road Access / Virtual Road	Adult	English	Regular
ANTLER RIVER ELEMENTARY	Chippewas of the Thames First Nation	London	Road Access / Virtual Road	Elementary	English	Regular
NIMKEE NUPIGAWAGAN HEALING CENTRE	Chippewas of the Thames First Nation	London	Road Access / Virtual Road	Recovery Centre	English	Regular
MORAVIANTOWN KINDERGARTEN	Moravian of the Thames	London	Road Access / Virtual Road	Elementary	English	Supported
STANDING STONE SCHOOL	Oneida Nation of the Thames	London	Road Access / Virtual Road	Elementary	English/First Nation/French	Regular
TSI NIYUKAWLIHO:TU LEARNING CENTRE	Oneida Nation of the Thames	London	Road Access / Virtual Road	Combined	English/First Nation	Supported
ALTERNATIVE AND CONTINUING EDUCATION CENTRE	Walpole Island	London	Road Access / Virtual Road	Adult	English	Regular
WALPOLE ISLAND ELEMENTARY SCHOOL	Walpole Island	London	Road Access / Virtual Road	Elementary	English/First Nation	Supported
ALTERNATIVE AND CONTINUING EDUCATION CENTRE	Chippewas of Kettle and Stony Point	London	Road Access / Virtual Road	Adult	English	Regular
KETTLE & STONY POINT HILLSIDE SCHOOL	Chippewas of Kettle and Stony Point	London	Road Access / Virtual	Elementary	English	Supported

WASSE ABIN HIGH SCHOOL	Wikwemikong	Sudbury	Road Access / Virtual Road	Secondary	English	Supported
WASSE ABIN JUNIOR	Wikwemikong	Sudbury	Road Access / Virtual Road	Elementary	English	Regular
WASSE ABIN PONTIAC	Wikwemikong	Sudbury	Road Access / Virtual Road	Elementary	English	Regular
BIIDAABAN KINOOMAGEGAMIK	Sagamok Anishnawbek	Sudbury	Road Access / Virtual Road	Elementary	English/First Nation	Supported
WAAWAASNOODE ADULT LEARNING CENTRE	Sagamok Anishnawbek	Sudbury	Road Access / Virtual Road	Adult	English	Regular
LAKEVIEW SCHOOL	M'Chigeeng First Nation	Sudbury	Road Access / Virtual Road	Elementary	English/First Nation	Regular
M'CHIGEENG LITERACY AND BASIC SKILL	M'Chigeeng First Nation	Sudbury	Road Access / Virtual Road	Adult	English	Regular
MNIDOO MNISING ANISHINABEK KNOOMAAGE-GAMIG	M'Chigeeng First Nation	Sudbury	Road Access / Virtual Road	Elementary	First Nation	Regular
JOSIE BLUFF MEMORIAL CHRISTIAN SCHOOL	Constance Lake	Nakina	Road Access / Virtual Road	Elementary	English	Supported
MAMAWMATAWA HOLISTIC EDUCATION CENTER	Constance Lake	Nakina	Road Access / Virtual	Combined	English/First Nation/French	Supported
JOHN C YESNO EDUCATION CENTRE	Eabametoong First Nation	Nakina	fly in	Elementary	English	Supported
HENRY COASTER MEMORIAL SCHOOL	Marten Falls	Nakina	fly in Road Access / Virtual	Elementary	English	Regular
ADULTS IN MOTION	Garden River First Nation	Sudbury	Road Access / Virtual Road	Adult	English	Regular
MISSISSAUGA ADULT ALTERNATIVE	Mississauga	Sudbury	Road Access / Virtual Road	Adult	English	Regular
MISSABAY COMMUNITY SCHOOL	Mishkeegogamang	Sioux Lookout	Road Access / Virtual	Elementary	English	Supported
NATIVE SENA SCHOOL	North Caribou Lake	Sioux Lookout	fly in	Elementary	English	Regular
ROUND LAKE CHRISTIAN LEARNING CENTRE	North Caribou Lake	Sioux Lookout	fly in	Elementary	English	Regular
MORRIS THOMAS MEMORIAL CHRISTIAN SCHOOL	Lac Seul	Sioux Lookout	fly in	Elementary	English	Regular
OBISHIKOKAANG ELEMENTARY SCHOOL	Lac Seul	Sioux Lookout	fly in	Elementary	English	Regular
WANINITAWINGAANG MEMORIAL SCHOOL	Lac Seul	Sioux Lookout	fly in	Elementary	English	Supported
REV ELEAZAR WINTER MEMORIAL SCHOOL	Wapekeka	Sioux Lookout	fly in	Elementary	English/First Nation	Supported
MICHIKAN SCHOOL	Bearskin Lake	Sioux Lookout	fly in	Elementary	English/First Nation	Supported
EENCHOKAY BIRCHSTICK SCHOOL	Pikangikum	Sioux Lookout	fly in	Combined	English/First Nation	Supported
AGLACE CHAPMAN EDUCATION CENTRE	Kitchenuhmaykoosib Inninuwug	Sioux Lookout	fly in	Elementary	English/First Nation	Supported
CHIEF SIMEON MCKAY EDUCATION CENTRE	Kasabonika Lake	Sioux Lookout	fly in	Combined	English/First Nation	Supported
SANDY LAKE RETENTION PROGRAM	Sandy Lake	Sioux Lookout	fly in	Adult	English/French	Regular
THOMAS FIDDLER ELEMENTARY SCHOOL	Sandy Lake	Sioux Lookout	fly in	Elementary	English/First Nation	Regular
THOMAS FIDDLER MEMORIAL HIGH SCHOOL	Sandy Lake	Sioux Lookout	fly in	Secondary	English	Regular
WASHTENNIGUN CHRISTIAN SCHOOL	Sandy Lake	Sioux Lookout	fly in	Elementary	English	Regular
MARY ANN AGANASH MEMORIAL SCHOOL	Kingfisher	Sioux Lookout	fly in	Elementary	English/First Nation	Supported

SAMSON BEARDY MEMORIAL SCHOOL	Muskrat Dam Lake	Sioux Lookout	fly in	Elementary	English/First Nation	Supported
MARTIN MCKAY MEMORIAL SCHOOL	Sachigo Lake	Sioux Lookout	fly in	Elementary	English/First Nation	Supported
WASAHOO CREE NATION SCHOOL	Fort Severn	Sioux Lookout	fly in	Elementary	English	Supported
LAWRENCE WESLEY EDUCATION CENTRE	Cat Lake First Nation	Sioux Lookout	fly in	Elementary	English	Supported
LYDIA LOIS BEARDY MEMORIAL SCHOOL	Wunnumin	Sioux Lookout	fly in	Elementary	English/First Nation	Supported
LAURA MCKENZIE LEARNING CENTRE	Temagami First Nation	Sudbury	fly in Road Access / Virtual	Elementary	English/First Nation	Regular
MARY JANE NAVEAU MEMORIAL SCHOOL	Mattagami	Sudbury	fly in	Elementary	English English/First Nation	Supported
Ahgwahbuush Memorial School	Poplar Hill	Sioux Lookout	fly in	Elementary	English English/First Nation	Distant
DEER LAKE FIRST NATION SCHOOL	Deer Lake	Sioux Lookout	fly in	Elementary	English English/First Nation	Supported
VICTORIA LINKLATER MEMORIAL SCHOOL	North Spirit Lake	Sioux Lookout	fly in	Elementary	English/First Nation	Supported
NEKANTAGA EDUCATION CENTRE	Neskantaga First Nation	Nakina	fly in	Elementary	English/First Nation	Supported
THE SIMON JACOB MEMORIAL CENTRE	Webequie	Sioux Lookout	fly in	Combined	English English/First Nation	Supported
NIBINAMIK EDUCATION CENTRE	Nibinamik First Nation	Lakehead	fly in Road Access / Virtual	Elementary	English English/First Nation	Supported
JOHNNY THERRIault SCHOOL	Aroland	Lakehead	fly in	Elementary	English	Supported
FRANCINE J. WESLEY SECONDARY SCHOOL	Kashechewan	James Bay	fly in	Combined	English	Regular
ST ANDREW'S	Kashechewan	James Bay	fly in Road Access / Virtual	Elementary	English	Regular
SAUGEEEN SCHOOL	Ojibway Nation of Saugeen	Lakehead	fly in	Elementary	English English/First Nation	Supported
BIMAYCHIKAMAH SCHOOL	Slate Falls Nation	Sioux Lookout	fly in	Elementary	English/First Nation	Supported
KEEWAYWIN FIRST NATION SCHOOL	Kee-Way-Win	Sioux Lookout	fly in Road Access / Virtual Road	Elementary	English/First Nation	Regular
KEEWAYTINOOK INTERNET HIGH SCHOOL	Keewaytinook Okimakanak Tribal Council	Sioux Lookout	fly in Road Access / Virtual Road	Distance	English	Regular
KENJGEWIN EDUCATIONAL INSTITUTE	United Chiefs and Councils of Manitoulin Island	Sudbury	fly in Road Access / Virtual Road	Adult	English	Regular
SEVEN GENERATIONS - 148	Seven Generations Education Institute (Fort Frances)	Fort Frances	fly in Road Access / Virtual Road	Distance	English	Regular
SEVEN GENERATIONS - 153	Seven Generations Education Institute (Fort Frances)	Fort Frances	fly in Road Access / Virtual Road	Distance	English	Regular
SEVEN GENERATIONS - 156	Seven Generations Education Institute (Fort Frances)	Fort Frances	fly in Road Access / Virtual Road	Distance	English	Regular
SEVEN GENERATIONS - 157	Seven Generations Education Institute (Fort Frances)	Fort Frances	fly in Road Access / Virtual Road	Distance	English	Regular
SEVEN GENERATIONS - 205	Seven Generations Education Institute (Fort Frances)	Fort Frances	fly in Road Access / Virtual Road	Distance	English	Regular
SEVEN GENERATIONS - 235	Seven Generations Education Institute (Fort Frances)	Fort Frances	fly in Road Access / Virtual Road	Distance	English	Regular
WAHSA	Northern Nishnawbe E.	Sioux Lookout	fly in Road Access / Virtual	Distance	English	Regular

Annex D: Acronyms

ADE	Average Daily Enrolment
ALF	Actualisation linguistique en français
BAP	Board Action Plan
BEA	Behaviour Expertise Amount
CPC	Capital Planning Capacity
CSD	Census Sub-Division
DEA	Declining Enrolment Adjustment
DSNEA	Differentiated Special Education Needs Amount
DIAND	Department of Indian Affairs and Northern Development is the legal name of the Department as set out in legislation.
E&OE	Errors and omissions excepted
ECE	Early Childhood Educator
ELD	English Literacy Development
EPO	Education Programs – Other
ESL	English Second Language
FA	Facilities Amount
FBA	Funded Board Administration (staff)
FDK	Full-Day Kindergarten
FFL	French as a First Language

FSL	French as a Second Language
FTE	Full Time Equivalent
GAF	Geographic Adjustment Factor
GFA	Gross Floor Area
GSN	Grants for Student needs
HR	Human Resources
HST	Harmonized Sales Tax
IT	Information Technology
JK	Junior Kindergarten
LICO	Low Income Cut-Off
LOG	Learning Opportunities Grant
LPF	Local Priorities Fund
LTO	Long-term Occasional Teachers
MOV	measures of Variability
NTIP	New Teacher Induction Program
OFA	Ontario Financing Authority
OSR	Ontario Student Record
OTG	On-the-Ground Capacity
OTPP	Ontario Teachers' Pension Plan
PANA	Programme d'appui aux nouveau arrivants
PCS	Primary Class Size
PFG	Pupil Foundation Grant
PLAR	Prior Learning Assessment and Recognition
Q&E	Qualifications and Experience
REP	Reporting Entity Project

RNEF	Rural and Northern Education Fund
SAF	Supplementary Area Factor
SBEM	School Board Efficiencies and Modernization
ABCBA	<i>School Boards Collective Bargaining Act</i>
SCI	School Condition Improvement
SEA	Special Equipment Amount
SEPPA	Special Education Per-Pupil Amount
SESPM	Special Education Statistical Prediction Model
SFG	School Foundation Grant
SFIS	School Facility Inventory System
SHSM	Specialist High Skills Major
SIP	Special Incidence Portion
SK	Senior Kindergarten
TCA	Tangible Capital Assets