

# 2010-11 ESTIMATES FORMS

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## SUBMISSION INSTRUCTIONS AND CONTACT INFORMATION

The estimates forms are provided under the Education Finance Information System (EFIS). Boards are required to:

- submit their estimates to the Ministry under EFIS
- send two signed copies of the following, printed out from the active EFIS submission of the 2010-11 Estimates:
  - Certificate of Director of Education
  - Compliance Report (including the BPS supply chain compliance)
  - Schedule 9
  - Schedule 10
  - Schedule 10ADJ
  - Section 1A summary

The above should be sent by July 30, 2010 to:

Ms. Diane Strumila  
Project Manager, Grant Services  
Financial Analysis and Accountability Branch  
17th Floor, Mowat Block, 900 Bay Street  
Toronto, Ontario  
M7A 1L2

- submit the warning message explanation report to the following mailbox:

[Estimates.met@ontario.ca](mailto:Estimates.met@ontario.ca)

For user/navigation assistance on EFIS, contact:

Martin Fry                      Tel: (416) 327-9061 E-mail : [martin.fry@ontario.ca](mailto:martin.fry@ontario.ca)  
Stephen Shek                    Tel: (416) 325-8396 E-mail: [stephen.shek@ontario.ca](mailto:stephen.shek@ontario.ca)

For log in and Appendix C data upload assistance, contact:

Mark Bonham                    Tel: (416) 325-8571 E-mail: [Mark.bonham@ontario.ca](mailto:Mark.bonham@ontario.ca)

## CHANGES FROM REVISED ESTIMATES

### *List of Form Additions, Deletions and Changes*

- The following schedules have been removed from the Estimates:
  - Schedule 2.1 – Schedule of Operating Fund
  - Schedule 2.2 – Schedule of Capital Fund
  - Schedule 2.3 – Schedule of Reserve Funds
  - Schedule 2.4 – Schedule of School Activities Fund
  - Schedule 3A – Good Places to Learn
  - Schedule 10.3 – Textbooks, Classroom Supplies and Equipment Expenditure
  - Section 1A – Adjustment to Entitlement
  - Section 1.2 – Primary Class Size Reduction Allocation
  - Data Form A.3 – Revenue Recognition/Enveloping Criteria – Pupil Accommodation
  
- The following schedules have been renamed in the Estimates. The schedules have been modified; some were modified significantly, with a new purpose:
  - Compliance Report
  - Schedule 1.1 – Consolidated Statement of Operations
  - Schedule 3 – Capital Expenditure Budget
  - Schedule 5 – Detail of Accumulated Surplus/(Deficit)
  - Schedule 5.1 – Deferred Revenue Continuity
  - Schedule 9 – Revenues
  - Schedule 10 – Expenses
  - Schedule 10ADJ – Adjustments for Compliance Purposes
  - Schedule 10.1/10.2 – Elementary/Secondary School Based Expenses
  - Schedule 10.4 – Supplementary Information on Salary and Benefit Expenses
  - Schedule 10A/B – Special Education Expenses – Elementary/Secondary
  - Schedule 10C – School Operations and Maintenance Expenses
  - Schedule 13 – Day School Enrolment
  - Section 1A – Summary of Allocations
  - Section 1B – Summary of Allocations for Transfer Payment Purposes
  - Data Form A.2 – Enveloping
  - Data Form B – Allocation of Funding to Expense Categories – Elementary
  - Data Form C – Allocation of Funding to Expense Categories – Secondary
  - Data Form D – Allocation to Net Expenses
  - Appendix F/F1 – Daily Transportation and Other Expenses to/from Provincial Schools
  
- The following schedules have been added to the Estimates:
  - Schedule 3C – Tangible Capital Asset Continuity Schedule
  - Schedule 5.2 – Accounts Receivable/Payable Continuity - Government of Ontario – Approved Capital
  - Schedule 5.3 – Deferred Capital Contributions Continuity Schedule
  - Schedule 14 – School Generated Funds Schedule

## **Description of Form Changes**

- Compliance Report

Special Education has been removed from the compliance report as all boards are inherently compliant due to Data Form A.2. The functionality of Data Form A.2 is to automatically include in deferred revenue any allocation received for special education that has not yet been spent on special education.

A new section has been added to the Compliance Report. As per Education Act 231.(1), the calculation is used to determine if the board has a balanced budget.

As stated in memorandum 2010:SB15, school boards are required to report on the compliance on the implementation of the requirements in the Broader Public Sector (BPS) Supply Chain Guideline.

- Schedule 1.1 - Consolidated Statement of Operations

The name of this form has been changed from Statement of Financial Activities to Consolidated Statement of Operations. The presentation of the form has been changed to conform to public Sector Accounting Board (PSAB) sections PS-1200 and PSG-4 with respect to the presentation of funds and reserves. The impact of deferred capital contributions (DCC) has been added to the form.

As per PSG-4, paragraph 7, when a government chooses to provide information about any funds or reserves, it does so only in the notes and schedules and not on the statement of financial position. The creation of, addition to or deduction from funds and reserves does not create a revenue or expense, and would therefore not be reported on the statement of operations.

- Schedule 2.1 – Schedule of Operating Fund
- Schedule 2.2 – Schedule of Capital Fund
- Schedule 2.3 – Schedule of Reserve Funds
- Schedule 2.4 – Schedule of School Activities Fund

These schedules have been deleted to conform to Public Sector Accounting Board (PSAB) sections PS-1200 and PSG-4 with respect to the presentation of funds and reserves. As per PSG-4, paragraph 7, the creation of, addition to or deduction from funds and reserves does not create a revenue or expense, and would therefore not be reported on the statement of operations. As a result, all revenues will be recorded on Schedule 9 (Revenues) and all expenses will be recorded on Schedule 10 (Expenses).

- Schedule 3 - Capital Expenditure Budget

The name of this form has been changed from Capital Fund – Expenditures and Financing to Capital Expenditure Budget. The purpose of the form is still to capture capital expenditures; however, only expenditures that are *capitalized* as per the School Board and School Authority Tangible Capital Assets Provincial Accounting Policies and Implementation Guide (TCA Guide) will be recorded here. The expenditures will be compared to the approval room available in the year. The expenditures will also be compared to capital allocations received. This form will also

be used to determine the board's receivable from the province related to funded capital programs.

- Schedule 3A – Good Places to Learn

#### Capital Wrap Up

As part of the Capital wrap up described in memorandum 2010:B2, this schedule is removed.

The Ministry will support the amount of outstanding long-term financed debt as of August 31, 2010 related to the eligible expenditures under the above programs. The Ministry will also support the eligible expenditures under these programs that have not been long term financed as of August 31, 2010. The supported amounts will become the School Board's allocation in 2009-10, which the boards will need to set up as receivable from the Province.

Any remaining approval room under these programs that the School Boards have not used will also be identified. Details of the process to identify the supported long term and not permanently financed debt and the remaining approval room are outlined in the instructions to the Capital Wrap-Up Template provided to boards as part of the release of the estimate forms.

Funding for the supported long term financed debt is the related debt servicing costs incurred in the school year, where the interest portion will be the allocation (revenue) for the school year and the principal portion will be used to pay down the receivable set up at the end of 2009-10.

- Schedule 5 – Detail of Accumulated Surplus/(Deficit)

This schedule was formerly known as Reserve Funds (Internally Restricted) – Statement of Continuity. It has been deleted to conform to Public Sector Accounting Board (PSAB) sections PS-1200 and PSG-4 with respect to the presentation of funds and reserves. As per PSG-4, paragraph 7, the creation of, addition to or deduction from funds and reserves does not create a revenue or expense, and would therefore not be reported on the statement of operations. As a result, all revenues will be recorded on Schedule 9 (Revenues) and all expenses will be recorded on Schedule 10 (Expenses).

Schedule 5 will now be called Detail of Accumulated Surplus/Deficit. This schedule has been added to conform to Public Sector Accounting Board (PSAB) section PS 1200, paragraph 37, requiring the board to report, on their statement of financial position, their accumulated surplus or deficit. This amount is defined as the residual interest in its assets after deducting its liabilities. Another way to express this is that the accumulated surplus (or deficit) is the sum of all prior annual surpluses (or deficits).

The schedule will track the portion of the accumulated surplus/deficit that is:

- (i) Available for Compliance – Unappropriated
- (ii) Available for Compliance - Internally Appropriated
- (iii) Unavailable for Compliance

This information is required for the determination of the board's compliance with the Balanced Budget provision of the Education Act, section 231.(1), which is effective September 1, 2010.

- Schedule 5.1 – Deferred Revenue Continuity

This form has changed from Deferred Revenue (Externally Restricted Reserves) – Statement of Continuity, to Deferred Revenue Continuity.

Lines have been added to this schedule to have a more comprehensive list of deferred revenues, under both the Operating and Capital sections (now categorized as Legislative Grants, Other Ministry of Education Grants, Other Provincial Grants and Third Party Grants).

The schedule contains two new columns for amounts to be transferred out of deferred revenue and into deferred capital contributions (DCC). Previously, amounts were only transferred out of deferred revenue to revenue. Due to the implementation of DCC, Capital Deferred Revenues that have been used to purchase capitalizable assets will be transferred to DCC (previously, these amounts were transferred to revenue). When deferred revenue is used for its intended purpose and capitalizable assets are *not* purchased, the amount will be transferred to revenue.

As part of this change, two new columns were added. Column 4 will be used to transfer amounts to DCC related to prior year expenditures and column 5 will be used to transfer amounts to DCC related to current year expenditures.

- Schedule 5.2 – Accounts Receivable/Payable Continuity – Government of Ontario – Approved Capital

This is a new schedule that will be used to track the boards' account receivable from the Province and account payable to the Province for current and prior eligible capital expenditures.

Starting in 2010-11 the Ministry will recognize capital grant entitlements on all existing capital programs (NPP, Best Start, Growth Schools, Prohibitive to Repair, French Capital transition, Good Places to Learn Stages 1 to 4, Capital Priorities and Primary Class Size) based on the eligible capital expenditures. The Province will recognize and support all the debt of school boards on approved expenditures that were previously supported by these grants.

This process will be called the Capital Wrap-Up, and it will be implemented through a one-time grant that recognizes all the existing capital debt as of August 31, 2010, relating to eligible expenditures that are supported by existing capital programs. This grant will be cash flowed to boards over the remaining term of their existing capital debt instruments. This means that school boards will record a receivable from the Province, and corresponding revenue.

Boards will continue to long term finance capital expenditures related to these prior capital programs through the Ontario Financing Authority (OFA), and will receive a cash flow from the Ministry to meet their annual debt repayments. This means that a board's cash flow will be different than the revenue recorded (a timing difference only).

Given that the Province will recognize, for funding purposes, the supported debt on existing capital programs, pupil accommodation debt reserves as of August 31, 2010 will be recovered through offsets against amounts owing for future capital grant entitlement or against cash payable to school boards for supported debt servicing costs, or a combination of the two. This action is necessary to ensure that the debt from approved capital expenditures is not funded twice, once through funding allocated for capital purposes but not spent, and a second time, by covering the cost of the same capital asset through the one time grant.

- Schedule 5.3 – Deferred Capital Contribution Continuity

This is a new schedule that will be used to track deferred capital contributions (DCC).

PSAB currently requires that boards recognize the value of their Tangible Capital Assets (TCA) and report on the use of their TCA, that is, the amortization of the assets that will appear as an operating expense. With the new accounting treatment for capital assets, the Province wants to ensure that capital does not distort how the board's financial position is presented. Specifically, deficits or surpluses should not be created from building a school that is fully funded. The Province will require boards to follow a policy of Deferred Capital Contributions (DCC) for capital grants. This policy will ensure that financial reporting is more transparent and will help avoid large swings between surpluses and deficits caused by a misalignment of capital grants and the amortization expense. For example, in the absence of a DCC policy, if the Province provides \$10 million for a school, this revenue would be recorded in year one, creating a surplus of about \$10 million, followed by 39 years of deficits related to the amortization expense. DCC will eliminate distortions to school boards' financial positions.

- Schedule 9 – Revenues

The name of this form has changed from Operating Fund – Revenues, to Revenues.

Since funds will no longer be presented under PSAB (as per PS-1200), all of the operating revenues that were previously recorded in the funds (operating, capital, reserve and school activities funds) will now all be recorded on Schedule 9.

This schedule has been reorganized to align the headings in Schedule 9 with the summary categories presented on Schedule 1.1 (Consolidated Statement of Operations).

The other main change is that the amortization of deferred capital contributions (DCC) has been included at item 9.1.

- Schedule 10 – Expenses

The name of this form has changed from Operating Fund –Expenditures, to Expenses. Information will continue to be entered on an expense (accrual) basis, not an expenditure (cash) basis.

Since funds will no longer be presented under PSAB (as per PS-1200), all of the expenses that were previously recorded in the funds (operating, capital, reserve and school activities funds) will now all be recorded on Schedule 10.

Since TCA is being capitalized per PSAB (PS-3150), capital spending that meet the capitalization threshold per the TCA Guide will no longer be expensed on Schedule 10; they will be recorded on the capital expenditure budget (Schedule 3). Only the amortization related to TCA will be recorded on Schedule 10. Amortization will be split into five categories:

- (i) Instruction
- (ii) Administration
- (iii) Transportation
- (iv) Pupil Accommodation
- (v) Other

Capital expenses that do not meet the capitalization threshold as per the TCA Guide will continue to be recorded in column 5 (Supplies and Services). Column 6 (Replacement Furniture and Equipment) has been deleted. Any expenses related to the replacement furniture and equipment that does not meet the capitalization threshold will be recorded in column 5.

- Schedule 10ADJ – Adjustments for Compliance Purposes

The name of this form has changed from Operating Fund - Adjustments for Compliance Purposes, to Adjustments for Compliance Purposes.

This form has been changed in that column 13 (Principal payments and increase in sinking funds on long term debt) has been deleted. This is because the changes in the Education Act (section 231.(1), effective September 1, 2010) on budget compliance bring more alignment to PSAB; principal debt repayment are not an expense; rather amortization expense that is reported in schedule 10 is included in budget compliance and on the revenue side, the amortization of deferred capital contributions is brought into revenue.

Similarly, the functionality of column 17 has changed. Previously, the column was called Increase/(Decrease) in Non-Financial Assets. This adjustment to expenses is also no longer required.

Now, column 17 is called Change to Employee Benefit Expense Due to Plan/Benefit Changes. Effectively, boards are now responsible for any changes to the PSAB benefit expense that arises due to net enhancements to benefits. This definition will be in place for 2010-11 and 2011-12, consistent with the labour framework agreements that call for benefit levels to remain unchanged, with the exception of the introduction, effective 2010-11 of the \$33 million enhancement. A longer-term solution will be developed addressing funding and compliance in connection with benefits through future labour and benefit discussions. When determining the impact of the \$33 million enhancement, it is important to cost out the PSAB expense, not just the cash requirements. If the PSAB expense is higher than the enhancement funding, boards will have to fund this pressure from other sources.

Column 14 (Increase/(Decrease) in Unfunded Liabilities – Interest Accrued) continues to exclude interest accrued on approved debt from compliance. Column 15 (Increase/(Decrease) in Unfunded Liabilities – Vacation Accrued) remains the same for 2010-11; however, starting in 2011-12, this amount will no longer be excluded from compliance. As vacation accruals are determined by boards' vacation policy, boards are encouraged to start looking at options to address this expense.

- Schedule 10.1 and 10.2 – School Based Expenses – Elementary and Secondary

The name of this form has changed from Elementary/Secondary School Based Expenditures, to

Elementary/Secondary School Based Expenses. Information will continue to be entered on an expense (accrual) basis, not an expenditure (cash) basis.

To be consistent with the changes made on Schedule 10, column 6 (Replacement furniture and equipment) was deleted. Amounts that were previously entered in column 6 that do not meet the capitalization threshold per the TCA Guide will now be entered in column 5 (Supplies and services). Any replacement furniture and equipment that does meet the capitalization threshold will be recorded in the Capital Expenditure Budget.

- Schedule 10.4 – Supplementary Information on Salary and Benefits Expenses

The name of this form has changed from Supplementary Information on Salary and Benefits Expenditures, to Supplementary Information on Salary and Benefits Expenses. Information will continue to be entered on an expense (accrual) basis, not an expenditure (cash) basis.

- Schedule 10 A and B – Special Education Expenses, Elementary and Secondary

Schedules 10 A and B have been renamed from Special Education Expenditures to Special Education Expenses. The main change to the forms is that capital will no longer be fully expensed on these forms. Boards will now record the amortization, to the extent it applies to the Special Education category. It is expected that the amortization amount will be minimal, since special education equipment (formerly known as ISA 1 equipment) is not capitalized per the TCA Guide. As a result, column 6 (Replacement furniture and equipment), column 7 (Capital funded from operating) and column 13 (Principal payments) have been deleted.

- Schedule 10C – School Operations and Maintenance Expenses

The name of this form has changed from School Operations and Maintenance Expenditures, to School Operations and Maintenance Expenses. Information will continue to be entered on an expense (accrual) basis, not an expenditure (cash) basis.

- Schedule 13 – Enrolment

This schedule now allows school boards to enter students over age of 21 years old who are enrolled in the Elementary Panel. These pupils will be funded at the same level as students over age of 21 years old enrolled in the Secondary Panel.

New lines 4.1 and 4.2 are added for boards to report Full Time ADE of JK and K pupils in Early Learning Pilot schools.

- Schedule 14 – School Generated Funds

This new schedule shows the activity for school generated funds that have been consolidated into the board's financial statements. It includes total school-based revenues and total school-based expenses, which are to be reported separately in the Elementary and Secondary panels in Columns 1 and 2.

- Section 1 – Summary of Allocations

Section 1 has been divided into two sections:

- (i) Section 1A – Summary of Allocations
- (ii) Section 1B – Summary of Allocations for Transfer Payment Purposes

The purpose of Section 1A is to show the operating and capital allocations that will be granted in the year. The purpose of Section 1B is to show the transfer payments that will flow to the board in the year, in cash. The two forms are substantially similar in the operating sections; differences in the capital sections are highlighted below.

#### Section 1A - Summary of Allocations – screen 1

A new line is added to the operating allocation for the operating component of the new Temporary Accommodation allocation for relocation and leasing of portables and instructional spaces. This new allocation replaces the previous funding for leasing costs and portable relocation costs under the NPP and PCS programs.

Section 1A now contains an allocation called Minor Tangible Capital Assets. This amount is not new funding; it is simply a reclassification of a portion of the operating allocation into a capital allocation.

Short Term Interest on Capital is a new capital allocation that is to be used to support short-term interest expenses related to capital. This is not a new funding source.

Capital Debt Support Payments – Interest Portion is new capital allocation meant to support interest expenses on long-term borrowing.

The last new capital allocation is called Capital Grants. This amount represents the board's entitlement to record a receivable from the Province based on eligible capital spending.

These allocations are described in detail in the 2010-11 Grants for Student Needs Regulation.  
Section 1A - Summary of Allocations – screen 2

A new screen has been added to reconcile how the total of the yearly allocations flow to revenue (Schedule 9), deferred revenue (Schedule 5.1) and deferred capital contributions (Schedule 5.3).

This screen also shows the Operating Allocation that is used in the Balanced Budget Compliance calculation.

#### Section 1B – Summary of Allocations for Transfer Payment Purposes – screen 3

Section 1B also includes the new Temporary Accommodation allocation for relocation and leasing of portables and instructional spaces.

This schedule shows the transfer payments the board will receive.

The main difference between Section 1A and 1B relates to the Principal Portion of Capital Debt

Support Payments. An amount is transferred to boards yearly to support their principal payments, sinking fund contributions and retirement of supported capital debt. The transfer payment will be shown on Section 1B, but a yearly allocation will not be shown on Section 1A. This is because the boards have recognized the entire amount of the supported capital debt at August 31, 2010 as part of the Capital Wrap-Up (i.e. the entire allocation was recognized as revenue in 2009-10).

- Section 1.1 – Pupil Foundation Allocation

The elementary Pupil Foundation allocation is divided into two allocations, for JK to Grade 3 and Grade 4 to Grade 8, to align funding with elementary class size standards.

The primary class size reduction amount is dropped because of this alignment.

The base amount per pupil for JK to Grade 3 is \$5,327.63 and for Grade 4 to Grade 8 is \$4,395.60. In the case of English Public school boards, the base amount per pupil for JK to Grade 3 is \$5,231.64 and for Grade 4 to Grade 8 is \$4,317.65.

The base amount per pupil for secondary is changed from \$5,387.19 to \$5,589.60.

- Section 1.2 – Primary Class Size Reduction Allocation

This allocation is removed and realigned with the Pupil Foundation allocation.

- Section 1.3 – School Foundation Allocation

The funding benchmarks reflect 3 % salary increase for principals, vice-principals and secretaries. The new funding benchmarks are:

	Elementary	Secondary
Principal salary including benefits	\$ 122,660.44	\$ 133,771.59
Vice-Principal salary including benefits	\$ 116183.11	\$ 122,571.33
Secretary salary including benefits	\$ 50,461.89	\$ 53,157.46

- Section 2 – Special Education Allocation

The new SEPPA amounts are as follows

JK to Grade 3	\$799.76
Grade 4 to 8	\$615.66
Secondary	\$406.18

In the case of English Public school boards, the SEPPA for elementary are:

JK to Grade 3	\$783.65
Grade 4 to 8	\$603.26

The transitional stable funding approach with regards to the High Needs Amount (HNA) will continue for the declining enrolment boards, but will be based on 50% of the board’s HNA stabilization amount as part of the constraint measures in 2010-11.

HNA Measures of Variability funding is increased by \$10M with the introduction of the MOV Special Education Statistical Prediction Model component.

There is an increase of approximately 7% to the Special Equipment Amount (SEA) through the introduction of the SEA formula based amount and continued support for SEA claims-based application.

The Behavioural Expertise Amount, previously funded under EPO, is now funded through GSN and provides \$10.8M funding for boards to build capacity by hiring staff with Applied Behaviour Analysis (ABA) expertise.

- Section 3 – Language Allocation

The following benchmark increases have been incorporated in this section, where the ESL/ELD and ALF benchmarks also reflects the use of updated 2006 Census data:

FSL Elementary per pupil amounts	
20 – 59 minutes gr. 4 - gr.8	From \$279.31 to 285.92
60 – 149 minutes gr.4 – gr.8	From \$318.23 to \$325.76
Immersion JK to gr.8	From \$356.00 to \$364.42

In the case of English Public school boards, the FSL Elementary per pupil amounts are:

20 – 59 minutes gr. 4 - gr.8	From \$275.28 to \$281.77
60 – 149 minutes gr.4 – gr.8	From \$313.64 to \$321.03
Immersion JK to gr.8	From \$350.86 to \$359.13

FSL secondary per pupil credit amounts	
Gr. 9 and 10 French	From \$71.47 to \$73.28
Gr. 11 and 12 French	From \$94.52 to \$96.92
Gr. 9 and 10 Other subjects taught in French	From \$117.58 to \$120.56
Gr. 11 and 12 Other subjects taught in French	From \$183.30 to \$187.95

French as a First Language	
Elementary per pupil amount	From \$699.29 to \$715.83
Secondary per ADE	From \$796.60 to \$816.81
New Elementary schools start up	From \$17,362.88 to \$17,773.61

ALF	
Elementary per pupil amount	From \$845.91 to \$865.26
Secondary per pupil amount	From \$371.90 to \$379.67
Elementary school amount	From \$44,362.51 to \$45,612.46
Secondary school amount	From \$82,605.01 to \$85,104.92
<i>(see enrolment based amount below)</i>	
Board amount	From \$277,195.77 to \$285,999.76
ESL per pupil amount	From \$3,682 to \$3,792

In the case of English Public school boards, the ESL per pupil amount is changed from \$3,618 to \$3,726 for Elementary.

PANA per pupil amount (formerly PDF)	From \$3,682 to \$3,792
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Reflecting the increasing diversity of students admitted to French-language schools, the criteria for the Programme d'appui aux nouveaux arrivants (PANA) has been amended to make immigrant students who were born in any country except France or Belgium eligible for funding.

- Section 4 – Supported Schools Allocation

As part of the Ministry's commitment to ensuring that grants remain current and reflect the changing needs and cost structures of school boards, the Distant Schools Allocation (DSA) - Learning Resources Component and related funding will be phased out over three years by reducing the current allocation by one third in each of the next three years starting 2010-11.

The reduced funding amounts are now listed as Table amounts in the 2010-11 Grant Regulation and the learning resources component of distant schools are no longer shown on the Excel Appendix C.

The following new benchmarks have been incorporated in this section (through the detailed calculation in the Excel Appendix C file):

<u>Elementary Supported School Size (2010/11 ADE)</u>	<u>Funding</u>
ADE greater than 1 and less than 50	\$ 68,507.33 + (ADE x \$ 6,694.21)
ADE equal to or greater than 50 and less than 150	\$ 592,386.90 - (ADE x \$ 3,783.38)
ADE equal to or greater than 150	\$ 24,880.25

In the case of English Public school boards:

ADE greater than 1 and less than 50	\$ 67,182.80 + (ADE x \$ 6,564.79)
ADE equal to or greater than 50 and less than 150	\$ 580,933.65 - (ADE x \$ 3,710.23)
ADE equal to or greater than 150	\$ 24,399.21

<u>Secondary Supported School Size (2010/11 ADE)</u>	<u>Funding</u>
ADE greater than 1 and less than 50	\$ 58,029.74 + (ADE x \$ 16,337.72)
ADE equal to or greater than 50 and less than 200	\$ 1,105,788.88 - (ADE x \$ 4,617.46)
ADE equal to or greater than 200 and less than 500	\$ 269,601.86 - (ADE x \$ 436.52)
ADE equal to or greater than 500	\$ 51,340.20

- Section 5 – Remote & Rural Allocation

New benchmarks are reflected in the description of section 5 in this document.

- Section 6 – Continuing Education Allocation

The funding for continuing education has been increased from \$3,153 to \$3,243 per ADE.

The funding for Adult Day School and Summer School has been increased from \$3,046 to \$3,133 per ADE. Boards will be able to report the elementary day school students with ages over 21 years old separately and being funded at the same level as secondary adult day school students.

PLAR equivalency assessment amount increases from \$114 to \$117.

PLAR completed challenge for Grade 11 and 12 credit amount increases from \$342 to \$352.

Changes to the international language include the classroom hourly rate being increased from \$50.12 per hour to \$51.62 per hour.

- Section 7 – Cost Adjustment and Teacher Qualification and Experience Allocation

The elementary Teacher Q&E per pupil benchmark is split into two benchmarks, for JK to Grade 3 and for Grade 4 to Grade 8.

Teacher Q&E allocation per pupil - JK to Grade 3	\$4,788.70
Teacher Q&E allocation per pupil - Grade 4 to Grade 8	\$3,856.67
Teacher Q&E allocation per pupil - secondary	\$4,909.70

In the case of English Public school boards, the Teacher Q&E allocation per pupil - JK to Grade 3 is \$4,696.10 and the Teacher Q&E allocation per pupil - Grade 4 to Grade 8 is \$3,782.11.

The Grade 4 – 8 Class Size Reduction – teacher Q&E component is removed in this section. Cost adjustment for non-teachers is increased by 3%

The NTIP amount per new teacher is changed from \$720 to \$819.25.

- Section 9 – Transportation Allocation

For boards receiving the Cost Update Adjustment of 2 percent which is offset by any 2009-10 surplus of transportation allocation over transportation expenditures, 12 percent of this update is retained and is provided through the fuel escalation portion of the Fuel Escalator and De-escalator Component, if it applies.

The stable funding guarantee for the Student Transportation Grant is based on 50 percent of enrolment decline.

Item 9.9 now picks up Net Transportation Expenses, not Net Transportation Expenditures. This means that item 9.9 includes the amortization expense of capital assets; it no longer includes the expensing of the full cost of capital assets.

Item 9.20 is now Approved Expenses for Transportation To and From Provincial Schools. The term 'expenditure' has been replaced with the term 'expense'. Since this amount did not previously include expenditures related to capital assets, it will not include the amortization of capital assets.

- Section 10 – Administration and Governance Allocation

Benchmark changes:

Directors and SOs

Base allocation for Director and SOs	From \$520,375 to \$535,986
Per pupil amount for first 10,000 pupils	From \$13.26 to \$13.39
Per pupil amount for next 10,000 pupils	From \$19.36 to \$19.55
Per pupil amount for remaining pupils	From \$26.64 to \$26.90

Board administration

Base allocation	From \$94,782 to \$96,645
Additional Base Amount if enrolment < 26,000	From \$203,892 to 207,901
Enrolment based allocation	From \$205.31 to \$205.25

Per pupil benchmark changes above reflect a 2% reduction as part of the 2010-11 savings measures after reflecting the 3% increase in salary components.

Funding for Reporting Entity is now based on \$51,975 per board plus \$1.09 per day school ADE of pupils of the board.

The internal audit and audit committees allocation is increased to \$5 million in 2010-11 which is funded as follows:

- staffing component for salary and benefits cost, each host board will receive:  
 $\$250,000 + \$2,250,000 \times \frac{\text{average total revenue for the region over the prior 3 years}}{\text{average total revenues of all regions in the same time period}}$
- Non-salary related cost component :  
 $\$750,000 \times \frac{\text{Area of the region in square kilometers}}{\text{Total area of all school boards in square kilometers}}$

Due to the wrap up of the capital programs, the previous 1% funding of the eligible capital programs allocations under Director/SO and Board Administration is replaced by a Capital Administration amount which is a table amount in the 2010-11 GSN grant regulation. The table amount is shared equally between Director/SO and Board Administration components.

- Section 11 – School Operations Allocation

The school operation funding benchmark per square meter has been increased from \$71.81 to \$73.76.

The School Operation Top-Up funding is reduced to 18% for all schools except for rural schools and supported schools. No Top-up funding is provided to new schools, including schools opened in the 2009-10 school year, for the first five years of operation. These schools are identified in a new column in the Excel Appendix C.

The School Operation Top-Up funding for distant schools is being phased out over three years through a reduction of one third of the 2009-10 amount. The reduced amount is listed in a Table in the 2010-11 GSN grant regulation and is no longer populated from Excel Appendix C.

Community use of Schools is now moved to this section.

- Section 11 – School Renewal Allocation

The School Renewal Top-Up funding is reduced to 18% for all schools except for rural schools and supported schools. No Top-up funding is provided to new schools, including schools opened in the 2009-10 school year, for the first five years of operation. These schools are identified in a new column in the Excel Appendix C.

The School Renewal Top-Up funding for distant schools is being phased out over three years through a reduction of one third of the 2009-10 amount. The reduced amount is listed in a Table in the 2010-11 GSN grant regulation and is no longer populated from Excel Appendix C.

- Section 11 – Capital Programs

Capital Wrap Up

As part of the Capital wrap up described in the 2010:B2, the following allocations are removed from this section:

- New Pupil Places (NPP)
- Primary Class Size Reduction (PCS)
- Capital Transitional Adjustment
- Prohibitive to Repair
- Capital Priorities
- Best Start
- Outstanding Capital Commitments

The Ministry will support the amount of outstanding long term financed debt as of August 31, 2010 related to the eligible expenditures under the above programs. The Ministry will also support the eligible expenditures under these programs that have not been long term financed as of August 31, 2010. The supported amounts will become the School Board's allocation in 2009-10, which the boards will need to set up as receivable from the Province.

Any remaining approval room under these programs that the School Boards have not used will also be identified. Details of the process to identify the supported long term and not permanently financed debt and the remaining approval room are outlined in the instructions to the Capital Wrap-Up Template provided to boards as part of the release of the estimates forms.

Transfer payments for the supported long term financed debt is the related debt servicing costs incurred in the school year, where the interest portion will be the allocation (revenue) for the school year and the principal or sinking fund contribution portion will be used to pay down the receivable set up at the end of 2009-10.

### Short Term Capital Interest Funding

The Ministry will continue to provide short term capital interest funding for the eligible expenditures incurred under these programs that are not permanently financed until the expenditures are long term financed through the Ontario Financing Authority (OFA).

Pending long term financing arrangements being made later in the year, the imputed internal borrowing interest costs at 1% annually and the lower of 3-months bankers acceptance (BA) rate plus 75 basis points and actual interest cost on external short term borrowing will be funded.

### Temporary Accommodation

This allocation replaces the funding previously provided under NPP and PCS for leasing of instructional space costs and portable relocation and acquisition costs.

A table amount is provided in the 2010-11 GSN Grant Regulation that the boards can use for operating costs (portable relocation and leasing expenses) first. **This funding does not provide for leasing costs relating to capital leases that meet the criteria under PSG-2 Leased tangible capital assets.** Capital leases associated with assets that are supported under the capital programs that are part of the wrap up would be treated in a similar way as long term supported debt. The allocation used is considered as an operating allocation. Any remaining table amount could then be used for portable acquisitions.

- Section 12 – Debt Charges Allocation

This section has been revamped for the Capital wrap up.

The first screen of this section is divided into:

- Supported debt – which is further divided into pre-98 supported debt and post-98 supported debt
- Unsupported debt

Three new columns are introduced:

- Column 2 – Permanent debt retirement/NPF issue - This column allows boards to record any capital expenditures incurred in the year under the NPF line. Any debt retirement can also be recorded as negative amount in this column, however, boards should consult with the Ministry before inputting any debt retirement. The intention of the Ministry is to refinance any debt through OFA unless otherwise advised.
- Column 3 – Retirement of supported NPF debt against NPP reserve – This reflects the offset of the amount of NPP component available in the pupil accommodation debt reserve against supported NPF debt. Any remaining NPF will be financed through OFA.
- Column 4 – Refinancing - This column is used when there is a long term debt that is refinanced, or the NPF is permanently financed. Where NPF debt is permanently financed, the amount being permanently financed is to be input as negative number and a positive number must be input on the OFA loans line in this column. Where an existing non-OFA supported long term debt is re-financed through OFA, boards will report the details in this column.

Most of the cells on the first screen are input cells. The board should input the data based on the

information in the Capital Wrap-Up Template which is the tool to be used in identifying the supported and unsupported debts information in the Capital Wrap Up process.

The second screen of this section is divided into:

- Total debt – which is the summary of the information of the first screen.
- Sinking Fund Assets – which is also divided into supported and unsupported sinking fund assets.

- Section 13 – Learning Opportunities Allocation

Benchmark changes include the update to using 2006 Census data:

Base amount	from \$162,576 to \$167,197
Literacy and Numeracy assistance	from \$6,175 to \$6,351 per pupil
Student Success – Demographic component	from \$11,704,514 to \$12,037,213
Student Success (Gr. 9-12)	from \$29.16 to \$29.99
Student Success (Gr. 7-8)	from \$11.64 to \$11.97
(In the case of English Public School Boards, the Student Success (Gr. 7 – 8) is \$11.85)	
Student Success – Geographic component (Elem)	from \$0.23 to \$0.24
(In the case of English Public School Boards, Geographic component (Elem) is \$0.22)	
Student Success – Geographic component (Sec)	from \$0.59 to \$0.61

The three following programs, previously funded through EPO, are now funded through GSN under the Learning Opportunities Allocation:

- School Effectiveness Framework which consists of a per pupil funding amount of \$2.63 plus a board amount of \$167,197 plus an additional board amount of \$167,197 if the elementary ADE of the board is greater than 85,000
- Ontario Focused Intervention Partnership (OFIP) Tutoring which is funded through a per pupil amount of \$4.19
- Specialist High Skills Major which is a table amount in the 2010-11 GSN Grant Regulation

- Section 16 - Declining Enrolment Adjustment

The adjustment column to the previous year allocation amount is removed from page 1 of this section. This is replaced by the adjustment cells for previous year's enrolment or number of new elementary schools in page 2 of this section (item 16.8.2 , item 16.10.3 and item 16.10.6). This will allow board to provide updated 2009-10 data if it is different from the pre-loaded data, which is based on the Ministry's reviewed 2009-10 Revised Estimates.

The adjusted 2009-10 enrolment data is used in page 2 and page 3 of this section to calculate the 2009-10 allocations for the Declining Enrolment Adjustment (DEA) purpose that are populated in page 1 of this section under item 16.1.1 to 16.1.7.

The adjusted 2009-10 enrolment data is also populated to Section 9, item 9.3 and Section 10, item 10.3.5a for grant calculation in those sections.

The School Operation allocation before top-up for DEA purposes now includes the school operation funding for board owned Section 23 facilities.

- Section 18 – First Nation, Métis and Inuit Supplement

The following benchmark increases have been incorporated in this section:

Native Languages

Elementary per pupil amounts

20 – 39 minutes	From \$1,912.13 to \$1,974.62
40 minutes or more	From \$2,868.19 to \$2,961.93

In the case of English Public School Boards, the per pupil amounts are:

20 – 39 minutes	From \$1,875.16 to \$1,936.45
40 minutes or more	From \$2,812.74 to \$2,904.67

Native Languages Secondary per pupil credit amounts

Gr. 9 and 10	From \$1,593.44to \$1,645.52
Gr.11 and 12	From \$1,593.44to \$1,645.52

Native Studies Secondary per pupil credit amount From \$1,593.44to \$1,645.52

Native Studies Demographic component From \$93.78 to \$174.28

Per pupil amount for Aboriginal amount changed from \$93.78 to \$174.28

- Section 19 – Safe Schools Allocation

The following benchmark increases have been incorporated in this section:

Programs and Supports

Per pupil amount	From \$7.39 to \$7.61
Dispersion – Gr. 4 – 8	From \$0.177279 to \$0.182597
Dispersion – Gr. 9 – 12	From \$0.472745 to \$0.486927
Minimum allocation	From \$51,500 to \$53,045

Professional Supports

Per pupil amount	From \$3.38 to \$3.48
Dispersion – Gr. 4 – 8	From \$0.080983 to \$0.083412
Dispersion – Gr. 9 – 12	From \$0.215954 to \$0.222433
Minimum allocation	From \$25,750 to \$26,523

- Data Form A.2 – Enveloping

Special Education Envelope

- The calculation of the elementary allocation for pupils in self-contained special education classes has been split into JK to Grade 3, Grade 4 to Grade 8.
- For enveloping purposes, the special education revenues include the Special Education allocation calculated in Section 2 and the EPO funding under Early Learning – SEPPA component.
- SEA formula based amount inside the Special Education allocation is separately enveloped for eligible expenses such as related computing technology, and staff training and technician amounts reported by the board under item 2.18. Any unspent allocation will stay in a separate SEA deferred revenue (Schedule 5.1, item 1.3.1) from the special education deferred revenue (Schedule 5.1, item 1.3).
- Any amount of spending on special equipment that exceeds the non-claims component of the SEA allocation will be part of the general special education envelope
- The calculations on this dataform will determine the amount to be transferred out from the special education deferred revenue and Early Learning –SEPPA deferred revenue on a total basis (item 2.27). Boards are required to input the amount to be transferred out from Early Learning –SEPPA deferred revenue on item 2.28.

### Other Envelopes

#### Internal Audit

A new envelope for the Internal Audit Allocation is added to this Data Form (part C). Boards will be required to input the expense on this initiative on item 5.

#### School Renewal

As a result of the Capital Wrap Up, only the School Renewal allocation is required to be enveloped. School Renewal expenditures that are capitalized are reported in schedule 3 – Capital budget. The enveloping calculations take into account the net capital expenditures reported for School Renewal in that schedule, and take into account the net school renewal expense as well.

- Data Form A.3 – Revenue Recognition for Pupil Accommodation Deferred Revenues

This data form is removed as a result of the capital wrap up.

- Data Form B – Allocation of Funding to Expenses Categories - Elementary

The Pupil Foundation, Teachers' Q&E columns now reflected in five columns:

- Pupil Foundation – JK to Grade 3,
- Pupil Foundation – Grade 4 to Grade 8
- Teacher Q&E – JK to Grade 3
- Teacher Q&E – Grade 4 to Grade 8
- NTIP.

- Data Form C – Allocation of Funding to Expenses Categories - Secondary

NTIP has been separated from Teachers' Q&E for reporting the same way as in Data Form B,

- Data Form D – Variance Report – Allocation to Net Expenses

This data form has been redesigned as a result of the accounting policy changes being reflected the 2010-11 (TCA, DCC).

The first page of this data form reflects revenues to the boards primarily from GSN sources and also includes the amortization of Deferred Capital contribution into revenue. The revenues in column 7 is determined as follows:

- total operating allocations plus the interest allocation for supported debt
- plus the amount of Deferred Capital Contribution recognized as revenues
- minus any operating allocation transferred to deferred revenues (special education, internal audit)
- minus the amount of operating allocation for minor tangible capital asset allocation (mTCA) transferred to deferred revenues
- plus the amount of deferred revenues for legislative revenues being recognized as current year revenues
- plus the amount of unused mTCA deferred revenues transferred to current year revenues

The second page of this data form compares the Net Legislative revenues with the adjusted operating expenses first to obtain the variances (col. 8.1) before any recoveries from other revenue sources. Column 14 reflects the variance after netting off revenues from other sources.

- Appendix B1 – Tuition Fees Revenue

This appendix has been redesigned for better reporting of Tuition Fees Revenues.

The high cost factor columns are removed. It is replaced by two base fee revenues columns being calculated using the Appendix B calculated fee amount multiplied by the ADE data input in Column 2 and 3 of this appendix. Boards must report the additional fee revenues charged above the base fee on Column 8 and 9 where they are charging for costs beyond the regular level.

- Appendix C – Top-Up Funding and Distant Schools and School Foundation Allocations

The Appendix C in EFIS has been slightly modified to include the expansion of the ADE information into JK to Grade 3, Grade 4 to Grade 8, Secondary and the removal of amounts related to distant schools.

The changes in the Excel Appendix C include:

- Expansion of the ADE input into JK to Grade 3, Grade 4 to Grade 8
- Regular top-up percentage reduced to 18%
- New School that is not eligible for top-up funding is identified in Column 6.5
- Removal of distant school top and 2003/04 learning resources amount for distant schools and supported schools

The current procedure for applying for a School ID for a new school to initiate the school foundation and other funding calculations is now included in the detailed instructions for

Appendix C. The School ID application form is also posted on the FAAB web site (<http://faab.edu.gov.on.ca/>). Please note that School Foundation allocation will not be calculated in the Excel Appendix C for a facility without a School ID.

- Error and Warning Messages

As a result of the accounting policy changes and the capital wrap up, new error/warning messages are added and some of the existing error/warning messages that no longer applicable are removed.

- School Authority Amalgamation

Twenty School Authorities have been amalgamated with fifteen District School Boards effective September 1, 2009. Most of the funding changes in the 2009-10 Revised Estimates are removed, as the funding bases and benchmarks that are used in 2010-11 already included the funding impact from the amalgamation.

However, there are still some specific funding areas resulting from the amalgamation that remain in 2010-11:

- Section 9 – Transportation Allocation:
  - The funding for the Territorial Student Program is provided to Lakehead District School Board as the lead board, for continuing the program previously provided to School Authorities.
- Section 10 - Administration and Governance Allocation:
  - Separate funding is also provided for the non-instructional spaces from School Authorities.
- Section 11- School Operations Allocation:
  - Separate funding is provided for the leases previously provided for School Authorities.
- Section 11- Top-Up for School Operations and School Renewal:
  - The schools from School Authorities will be included in the Excel Appendix C for the top-up calculation. Where schools provided Elementary programs that include grades 9 and 10, the on the ground capacity (OTG) of the Elementary facility will be the total capacity of the school minus the Secondary enrolment, for the purpose of calculating top-up allocation. The OTG capacity of the Secondary facility will be deemed to be the same as the Secondary enrolment in that facility and therefore will not attract any top-up allocation.
  - Boards will report a negative adjustment in the Excel Appendix C to the OTG capacity of the Secondary facility, which makes it equal to the Secondary enrolment, and a corresponding positive adjustment to the OTG of the Elementary facility.
- Section 13 – Learning Opportunities Allocation:
  - Funding to Lakehead DSB for providing the program co-ordination for the isolate schools under the Territorial Student Program will remain.
  - The stabilization amount will also remain to minimize the impact of amalgamation.



## **SUGGESTED ORDER OF ENTRY**

- Capital wrap up template
- Enrolment Schedules (schedules 12 &13), taxation schedule (schedule 11A) and Grant Sections (sections 1 to 19)
- Excel based Appendix C
- Schedule 3C - Tangible Capital Asset Continuity (prior year data)
- Schedule 5 – Detail of Accumulated Surplus/(Deficit) (opening balances)
- Section 12 – Capital Debt Charges Allocation
- Schedule 5.1 – Deferred Revenue Schedule (columns 1, 2 and 3 only)
- Schedule 3 – Capital Expenditure Budget (data input on all screens relating to this schedule)
- Schedule 3C - Tangible Capital Asset Continuity (current year data)
- Schedules 10.1, 10.2, 10, 10ADJ, 10A, 10B - Expenses
- Schedule 9 – Revenues
- Schedule 14 – School Generated Funds
- Schedule 5.1 – Deferred Revenue Schedule (remainder of schedule)
- Schedule 5.2 – Accounts Receivable/Payable Continuity - Government of Ontario – Approved Capital
- Schedule 5.3 – Deferred Capital Contributions Continuity
- Schedule 5 – Detail of Accumulated Surplus/(Deficit) (remainder of schedule)
- Data Form A.2, B, C and D

# FORM INSTRUCTIONS

## ***Compliance Report***

### Balanced Budget

A new section has been added to the Compliance Report. As per Education Act s231.(1), the calculation is used to determine if the board has a balanced budget.

The Balanced Budget calculation does not apply if the board is in a financial recovery plan. In such a case, compliance would be based on the provisions of the financial recovery plan (Education Act s231.(2)).

Below is the calculation to determine if a board has a balanced budget.

A board shall not, without the Minister's approval, have an in-year deficit for a fiscal year that is greater than the amount determined as follows:

1. Take the board's accumulated surplus for the preceding fiscal year. If the board does not have an accumulated surplus, the number determined under this paragraph is deemed to be zero.
2. Take 1 per cent of the board's operating revenue for the fiscal year.
3. Take the lesser of the amounts determined under paragraphs 1 and 2.

The in-year deficit, if any, is calculated at item 1.3.

The board's accumulated surplus for the preceding fiscal year is calculated at item 1.7.

One per cent of the board's operating revenue for the fiscal year is calculated at item 1.6.

The board may not have an in-year deficit greater than the lesser of the amount at item 1.6 and item 1.7.

At item 1.10, the board would record any amount of Ministerial approval received in-year in excess of the amount at item 1.8. This approval must be obtained prior to a board's final approval of its budget. If a board's in-year deficit is caused by situations that are not permanent or non-structural in nature, approval will take no longer than five business days from the day the Ministry acknowledges receipt of the board's request. If the deficit is structural in nature, or the request represents a high financial risk that places future balanced budgets at risk, more time may be required. The Ministry will issue a memorandum shortly after release of the estimates forms to outline the approval process.

### Administration and Governance

Compliance with the Administration and Governance enveloping provision is also determined on

this form. This form shows the board's gross expenses, third parties revenues and net expense (expenses less third party revenues). If the net expense is less than the board's administration and governance allocation, then the board is in compliance.

## BPS Supply Chain Guideline

As stated in memorandum 2010:SB 15, school boards are required to report on the requirements in the Broader Public Sector (BPS) Supply Chain Guideline. This attestation will ask school boards to:

- Review existing procurement Code of Ethics and Procurement Policies and Procedures for compliance;
- Assess compliance with the required Supply Chain Code of Ethics and the 25 mandatory requirements listed in the Supply Chain Guideline;
- Post Procurement Policies and a Supply Chain Code of Ethics on the school board's public website.

### ***Schedule 1.1: Consolidated Statement of Operations***

The Consolidated Statement of Operations shows the revenues and expenses on a consolidated basis. The revenues less the expenses is the annual surplus or deficit. This schedule also shows the accumulated surplus/deficit continuity.

The presentation of the form has been changed to conform to public Sector Accounting Board (PSAB) sections PS-1200 and PSG-4 with respect to the presentation of funds and reserves. The impact of deferred capital contributions (DCC) has been added to the form.

As per PSG-4, paragraph 7, when a government chooses to provide information about any funds or reserves, it does so only in the notes and schedules and not on the statement of financial position. The creation of, addition to or deduction from funds and reserves does not create a revenue or expense, and would therefore not be reported on the statement of operations.

As per PSG-4, paragraph 10, consistent with FINANCIAL STATEMENT PRESENTATION, paragraph [PS 1200.074](#), the residual amount of the statement of operations is the ending accumulated surplus / deficit unless a separate statement reconciling the beginning and ending accumulated surplus / deficit with surplus / deficit for the period is provided. In this case, the residual amount for the statement of operations is the accumulated surplus / deficit at the end of the period.

#### Relationship to other schedules:

- All amounts on this schedule come from the revenue (Schedule 9) and expense (Schedule 10) schedules.
- Additional information on the recording of revenues and expenses are included in the instructions relating to the detailed schedules.

**Schedule 3 – Capital Expenditure Budget**

The purpose of the form is to capture capital expenditures; however, only expenditures that are *capitalized* as per the School Board and School Authority Tangible Capital Assets Provincial Accounting Policies and Implementation Guide (TCA Guide) will be recorded here. Capital expenditures that do not meet the capitalization threshold are to be expensed, thus they will be recorded on Schedule 10.

On this form, the capital expenditures are compared to the approval room available in the year. The expenditures are also compared to capital allocations received as transfer payments in the year. This form will also be used to determine the board’s receivable from the province relating to capital programs.

This schedule has seven screens. Screens 1 and 2 (Capital Expenditure Budget) are for reporting the majority of the capital expenditures. Some information comes into screens 1 and 2 from other screens. In particular, data at item 2.5 (New 40-year Buildings) on screens 1 and 2 comes from screens 6 and 7 (Capital Expenditure – New Schools). Data at item 2.19 (Moveable-type Assets) on screens 1 and 2 comes from screen 5 (Capital Expenditure – Moveable Assets). Screens 3 and 4 (Capital Grant Room and Receivable) are used to compare spending on capitalizable items versus the approval room or allocation received. The board’s receivable, if any, is calculated on these screens.

**Screens 1 and 2: Capital Expenditure Budget**

Each screen is set up similarly. The rows in each screen represent the categories that fall within the criteria for asset capitalization as stated in the School Board and School Authority Tangible Capital Assets Provincial Accounting Policies and Implementation Guide (TCA Guide). These categories include:

- Land
- Land improvements
- Buildings (40 years)
- Buildings (20 years)
- Portable Structures
- Moveable Assets
- Construction in Progress (CIP)
- Pre-Construction and Pre-Acquisition Costs

The columns represent the funding source that will be used to support the capital expenditures. Boards are to report their total capital asset expenditures during the year in the appropriate rows and columns.

The amounts to be included in each column relate to the following sources:

*Table 1: Description of Columns in Capital Expenditure Budget*

Column #	Column Name	Amounts Included
1	NPP and GPL Other	NPP relates to spending against the New Pupil Places (NPP), Best Start and Outstanding Capital Commitments.  GPL Other relates to Growth Schools, Prohibitive to Repair (PTR), French Capital Transitional Adjustment and Capital Priorities programs.
2	Temporary Accommodation	Relates to spending against the Temporary Accommodation allocation, which is for the leasing costs and relocation and acquisition costs of portables. (note that leasing costs of permanent space and portables, and relocation costs of portables are operating expenses that are reported on schedule 10. These expenses are used in schedule 3 to compare capital approval room against capital expenditures on portable acquisition costs – see further details in instructions on screen 3)
3	GPL Renewal	Relates to spending against the Good Places to Learn (GPL) stages 1 to 4 program.
4	Early Learning	Relates to spending against the Early Learning program.
5	Energy Efficient Schools	Relates to spending against the Energy Efficiency Schools program.
6	School Renewal	Relates to spending the School Renewal allocation.
7	Minor TCA	Relates to spending the Minor TCA allocation.
8	School Generated Funds	Relates to spending School Generated Funds (i.e. those amounts raised by schools <i>specifically to make a capital purchase</i> ).
9	Other	Relates to spending any source not described in columns 1 to 11.  This could include the purchase of other sites, for example, for an administration site. It could also include spending of Education Development Charges (EDCs) or proceeds of disposition. Note to spend proceeds of disposition, the board must have approval from the Capital Programs Branch.

Expenditures on land and land improvement must be split into EDC (Education Development Charges) eligible and non-EDC eligible. EDC eligible means that the board will be using EDCs to fund the expenditure. Non-EDC eligible means the board will use any source of funding other than EDCs to fund the expenditure.

Any interest expense on projects is reported in schedule 10, *except to the extent that the interest expense needs to be capitalized per the TCA Guide*. Capitalized interest includes interest costs incurred during construction until the building is substantially completed and ready for its intended use. Therefore, capitalized interest will be included in the expenditures that are recorded at items 2.1 to 2.20, if applicable. In addition to including the interest amount in the expenditures, it must also be recorded separately at item 2.22.

Expenditure data that is entered for the two following years (2011-12 and 2012-13) is for approved projects only.

### Screens 3 and 4: Capital Grant Room and Receivable

Screens 3 and 4 (Capital Grant Room and Receivable) are used to compare spending on capitalizable items versus the approval room or allocation received. The board's receivable, if any, is calculated on these screens. The schedule also shows the amount of capital deferred revenues used to fund capital expenditures. Lastly, the schedule shows the remaining approval room or allocation available to be used in the following year.

The available capital funding room to the board as at September 1, 2010 for programs that are part of the capital wrap up are reflected in columns 1 and 3. Boards must complete information in the capital wrap up template before entering data in lines 1, 2 and 3 under these columns. The Capital wrap up template is an excel based file that includes a worksheet summarizing the information to be brought forward to this schedule on EFIS, based on the Ministry's approved projects and related capital debt information in the template.

The columns on these screens represent the funding source that will be used to support the capital expenditures. The description of these columns is the same as described in *Table 1: Description of Columns in Capital Expenditure Budget* under "Screens 1 and 2".

### Columns 1 to 5 (screen 3)

Columns 1 to 5 represent funding sources that provide an approval room under which the board can spend. Spending on capital up to the approved amount will generate a receivable from the province.

### Items 1 to 6 – Approvals/Allocations Available for 2010-11

Items 1 to 5.3 are used to calculate item 6, the total available approval room for 2010-11.

Item 1 (Total approved amounts as at August 31, 2010) is the total approved amounts under each funding source at the specified date. The capital wrap up template that is provided to boards calculates the amounts that boards should input in columns 1 and 3 on this line.

Item 2 (Less: Approved amounts long-term financed as at August 31, 2010) is the portion of total approved amount at item 1 that has been permanently financed as at August 31, 2010. This amount should be entered as a positive number and should exclude any pre-financed debt. The capital wrap up template that is provided to boards calculates the amounts that boards should input in columns 1 and 3 on this line.

Item 3 (Less: Approved amounts not permanently financed (NPF) as at August 31, 2010) is the portion of total approved amounts room at item 1 that has been spent on amounts that have not yet been permanently financed at the specified date. This amount should be entered as a positive number. Boards are to report in the capital wrap up template an estimate of the NPF amounts against their individual projects, and the supported portion of the NPF amount at the aggregate level, which is summarized on a capital budget worksheet, is the amount to be input in EFIS under columns 1 and 3.

Item 3.1 (Less: Cumulative expenditures for Energy Efficient Schools up to August 31, 2010), this line is for boards to report their cumulative spending related to the Energy Efficient Schools funding.

Item 4 (Remaining approvals/allocations as at September 1, 2010) equals item 1 less item 2, item 3 and item 3.1.

Item 5 (Plus: 2010-11 in-year approvals/allocations) represents the expected approvals to be received in the budget year. These are Ministry populated cells and would be applicable mostly for the new capital programs such as Early Learning once allocations are confirmed.

Item 5.1 (Less: Portable relocation cost) represents the amount spent on Portable relocations in 2010-11.

Item 5.2 (Less: Portable leasing cost) represents the amount spent on Portable leases in 2010-11.

Item 5.3 (Less: Leasing cost for permanent instructional space) represents the amount spent on leasing of permanent instructional space in 2010-11.

Item 5.4 (Add: Leasing costs for permanent instructional space where the lease is a capital lease that meets the conditions under PSG2 – Leased tangible capital asset) represents the amount included in 5.3 that are lease payments on capital leases, the related assets in respect of which have been capitalized and the related long term debt has been addressed through the capital wrap up template.

For column 1 (NPP and GPL Other), boards will enter the amount at items 1 to 3 as per the results obtained from the Capital Wrap-Up Template. The Capital Wrap-Up Template Instructions document will detail how these amounts will be determined.

For column 2, boards with amounts populated on line 5 will report the portable relocation and leasing expenses at items 5.1, 5.2, 5.3 and 5.4. Any remaining approval for Temporary Accommodation will be calculated at line 6, which boards can use for acquisition of portables.

For column 3 (GPL Renewal), similar to column 1, boards will enter the amount at items 1 to 2 as per the results obtained from the Capital Wrap-Up Template.

For column 4 (Early Learning), any approved amounts will be populated at item 5.

For Column 5 (Energy Efficient Schools), boards will enter the amounts at lines 1 and 3.1.

### Items 7 to 7.3 – Expenditures

The capital expenditures are pre-populated from data entered on screens 1 and 2 of the Capital Expenditure Budget.

### Items 8 to 8.3 – Application of Capital Deferred Revenue – Third Party and Other

To support capital spending, boards may use their capital deferred revenues to the extent that the spending meets the criteria of the funding source. The use of deferred revenue can only be to a maximum of the available capital deferred revenue for each category. The amount of capital deferred revenue available comes from Schedule 5.1 (Deferred Revenue), the total of columns 1 (Balance at September 1, 2010), 2 (Contributions received) and 3 (Earnings on Deferred Revenue) at items 2.9 (Improved Access for Special Education), 2.11 to 2.15 (Other Ministry of Education Capital Grants), 2.23 (Other Provincial Capital Grants), 2.25 to 2.30, and 2.32 to 2.37 (Third Party Capital Deferred Revenues excluding School Generated Funds).

The total capital deferred revenue applied on Schedule 3, screens 3 and 4, column 10, item 8.3, must match amount of deferred revenue transferred to DCC in column 5 of Schedule 5.1, the total of items 2.9, 2.11 to 2.15, 2.23, 2.25 to 2.30, and 2.32 to 2.37.

To apply the capital deferred revenues described above, boards will enter the amount used at item 8.1 (EDC related) and 8.2 (Non-EDC related). If the application of deferred revenue is to support expenditures on land and land improvement using EDCs, the amount will be recorded at item 8.1. Otherwise, the amount will be recorded at item 8.2. The reason for splitting the amounts as EDC and Non-EDC Eligible is explained in the section that describes Schedule 5.3

### Items 9 to 9.3 – Net Capital Expenditures

The net capital expenditure lines show the amount of expenditures after the application of capital deferred revenues.

### Items 10 to 10.3 – Remaining Approval Room / (Capital Budget Shortfall)

Amounts at these line items show whether or not the net capital expenditures were within the approval room calculated at item 6. A positive amount indicates the board spent within the approval room and a negative amount indicates that the board had a capital budget shortfall.

### Item 11 – Capital Grants Receivable from the Province for 2010-11

This line shows the *initial* calculation of the board's capital grant receivable from the province, *before* the adjustment at item 12. To the extent the board spent within its approval room, the board will record a receivable for its eligible capital expenditures. The receivable is to a maximum of the approval room.

### Item 12 – Application of Capital Deferred Revenue – Energy Efficiency and Pupil Accommodation

Some boards have existing Pupil Accommodation deferred revenues carried forward for 2009-10. Some boards have Energy Efficiency capital deferred revenues, having received an amount from the Ministry but not having yet made an eligible capital expenditure. If this is the case, the capital grant receivable calculated at item 11 will be reduced by any capital deferred revenue balance available under Pupil

Accommodation and Energy Efficiency.

#### Item 13 – Total Capital Grant Receivable

This is the capital grant to which the board is entitled resulting from estimated eligible capital expenditures.

#### Item 14 – Approval Remaining at August 31, 2011

This is the approval room that will be carried forward to the next year.

### **Columns 6 to 9 (screen 4)**

Columns 6 to 9 represent funding sources that are capital deferred revenues. These are amounts that have been received up-front in cash, but have not yet been spent on capital. Spending in these categories will not generate a receivable from the province, since the amounts have already been received.

#### Items 1 to 6 – Approvals/Allocations Available for 2010-11

Items 4 and 5 are used to calculate item 6, the total available allocation for 2010-11.

Item 1, 2 and 3 are not applicable as there is no approval room. This concept does not apply to capital deferred revenues, since the amounts have already been received.

Item 4 (remaining approvals/allocations as at September 1, 2010) is the opening capital deferred revenue balance for each category. This amount is populated from column 1 of Schedule 5.1 (Deferred Revenue).

Item 5 (Plus: 2010-11 in-year approvals/allocations) is the total of the contributions received in-year plus the earnings on deferred revenue for each applicable capital deferred revenue category. This amount is populated from column 2 (Contributions received) and column 3 (Earnings on deferred revenue) of Schedule 5.1 (Deferred Revenue).

For columns 6 to 8 (School Renewal, minor TCA and School Generated Funds), these amounts come from items 2.3, 2.2 and 2.31, respectively, of Schedule 5.1 (Deferred Revenue).

Column 9 (Other) is not applicable for items 4 to 6.

#### Items 7 to 7.3 – Expenditures

The capital expenditures are pre-populated from data entered on screens 1 and 2 of the Capital Expenditure Budget.

#### Items 8 to 8.3 – Application of Capital Deferred Revenue – Third Party and Other

To support capital spending, boards may use their capital deferred revenues to the extent that the spending meets the criteria of the funding source. The use of deferred revenue can only be to a maximum of the available capital deferred revenue for each category. The amount of capital deferred revenue available comes from Schedule 5.1 (Deferred Revenue), the total of columns 1 (Balance at September 1, 2010), 2 (Contributions received) and 3 (Earnings on Deferred Revenue) at items 2.9 (Improved Access for Special Education), 2.11 to 2.15 (Other Ministry of Education Capital Grants), 2.23 (Other Provincial

Capital Grants), 2.25 to 2.30, and 2.32 to 2.37 (Third Party Capital Deferred Revenues excluding School Generated Funds).

The total capital deferred revenue applied on Schedule 3, screens 3 and 4, column 10, item 8.3, must match amount of deferred revenue transferred to DCC in column 5 of Schedule 5.1, the total of items 2.9, 2.11 to 2.15, 2.23, 2.25 to 2.30, and 2.32 to 2.37.

To apply the capital deferred revenues described above, boards will enter the amount used at item 8.1 (EDC related) and 8.2 (Non-EDC related). If the application of deferred revenue is to support expenditures on land and land improvement using EDCs, the amount will be recorded at item 8.1. Otherwise, the amount will be recorded at item 8.2. The reason for splitting the amounts as EDC and Non-EDC Eligible is explained in the section that describes Schedule 5.3

#### Items 9 to 9.3 – Net Capital Expenditures

The net capital expenditure lines show the amount of expenditures after the application of capital deferred revenues.

#### Items 10 to 10.3 – Remaining Approval Room / (Capital Budget Shortfall)/ Deferred Revenue Balance before transfer to revenue

Amounts at these line items show whether or not the net capital expenditures were within the approval room calculated at item 6. A positive amount indicates the board spent within the approval room (or deferred revenue available) and a negative amount indicates that the board had a capital budget shortfall.

#### Item 11 – Capital Grants Receivable from the Province for 2010-11

These items are not applicable as there is no approval room under which to generate a receivable. This concept does not apply to capital deferred revenues, since the amounts have already been received.

#### Item 12 – Application of Capital Deferred Revenue – Energy Efficiency and Pupil Accommodation

This not applicable to this screen.

#### Item 13 – Total Capital Grant Receivable

This not applicable as per reason given at item 11.

#### Item 14 – Approval Remaining at August 31, 2011

This not applicable as per reason given at item 11.

### Screens 5: Capital Expenditures – Moveable Assets

Screen 5 is set up similarly to screens 1 and 2. The rows in each screen represent the categories that fall within the criteria for asset capitalization as stated in the TCA Guide. The columns represent the funding source that will be used to support the capital expenditures. Boards are to report their total capital asset expenditures during the year in the appropriate rows and columns.

Note that “Other moveable type assets” include all other categories not specifically detailed on the form (i.e. 5, 10 and 15 year equipment and first-time equipping).

## Screens 6 and 7: Capital Expenditures – New Schools – 40 Years

Screens 6 and 7 are set up similarly to screens 1 and 2. The rows in each screen represent the categories that fall within the criteria for asset capitalization as stated in the TCA Guide. The columns represent the funding source that will be used to support the capital expenditures. Boards are to report their total capital asset expenditures during the year in the appropriate rows and columns.

Any interest expense on projects is reported in schedule 10, *except to the extent that the interest expense needs to be capitalized per the TCA Guide*. Capitalized interest includes interest costs incurred during construction until the building is substantially completed and ready for its intended use. Therefore, capitalized interest will be included in the expenditures that are recorded on this schedule, if applicable.

Expenditure data that is entered for the two following years (2011-12 and 2012-13) is for approved projects only.

### Relationships to Other Schedules:

- The total capital expenditures for the year on Schedule 3 (Capital expenditure budget, screen 2), column 10, item 2.21 equals the total additions and betterments on Schedule 3C (Tangible capital asset continuity).
- The total of all the negative amounts on Schedule 3 (Capital grant room and receivable, screens 3 and 4), item 10.3 equal the difference between the additions to tangible capital assets (TCA) and the additions to deferred capital contributions (DCC) on Schedule 5.3 (DCC Continuity), page 2, column 2, item 2.7.
- The total capital deferred revenue applied on Schedule 3 (Capital grant room and receivable, screens 3 and 4), column 10, item 8.3, must match amount of deferred revenue transferred to DCC in Schedule 5.1, column 5, the total of items 2.9, 2.11 to 2.15, 2.23, 2.25 to 2.30, and 2.32 to 2.37.

### **Schedule 3C – Tangible capital asset continuity schedule**

Amounts that are capitalized as per the TCA Guide will be recorded on Schedule 3C. The purpose of entering the tangible capital asset (TCA) data into this schedule is to calculate the amortization of TCA for the 2010-11 budget. To estimate the 2010-11 amortization, it is necessary to enter the 2010-11 anticipated activity. It is also necessary to enter the 2009-10 estimated activity, in order to arrive at the 2010-11 opening balances. As such, the schedule is divided into two parts:

- (i) Screens 1, 2 and 3 (current year activity)
- (ii) Screens 4, 5 and 6 (prior year activity)

To begin, enter estimated 2009-10 TCA activity in screens 4, 5 and 6. Note that the opening September 1, 2009 balance is pre-populated from the 2008-09 Financial Statements. The closing balance at August 31, 2010 on the 2009-10 TCA continuity is carried forward to the opening balance at September 1, 2010 on the 2010-11 TCA continuity.

Schedule 3C has three sections: Cost (screens 1 and 4), Accumulated Amortization (screens 2 and 5), and Net Book Values and Disposals (screens 3 and 6).

In the Cost screen, the board would enter estimated additions and betterments, disposals/deemed disposals and transfers. For the 2010-11 TCA continuity (screen 1), the total additions and betterments will equal the total capital expenditures for the year on Schedule 3 (Capital expenditure budget), column 10, item 2.21. The cells on Schedule 3C, screen 1, are not pre-populated from Schedule 3 to allow boards to record additions to leased assets (which are not required to be detailed for capital budgeting purposes). Enter all expected transfers from Construction in Progress (CIP) to Assets in Service expected for the school year. Note that this column should net to zero, as all amounts out of CIP should go into Assets in Service.

In the Accumulated Amortization screen, enter the amortization expense, write-downs and deemed disposals.

In the NBV screen, enter any proceeds of disposition (POD) as well as any gain or loss on disposal. Note that the entire proceeds are also recorded in deferred revenue on Schedule 5.1, items 2.25 to 2.27 due to regulation 446/98 – Proceeds of Disposition Reserve Fund. Since the entire POD is deferred, a gain or loss on sale is not recognized in the Consolidated Statement of Operations.

#### **Relationships to Other Schedules:**

- The total capital expenditures for the year on Schedule 3 (Capital expenditure budget), column 10, item 2.21 equal the total additions and betterments on Schedule 3C (Tangible capital asset continuity). The cells on Schedule 3C are not pre-populated from Schedule 3 to allow boards to record additions to leased assets (which are not required to be detailed for capital budgeting purposes).
- The opening net book value (NBV) at September 1, 2010 on Schedule 3C, screen 3, is carried forward to Schedule 5 (Detail of Accumulated Surplus/(Deficit)), column 1, item 4.5.

## **Schedule 5 – Detail of Accumulated Surplus/(Deficit)**

This schedule has been added to conform to Public Sector Accounting Board (PSAB) section PS 1200, paragraph 37, requiring the board to report, on their statement of financial position, their accumulated surplus or deficit. This amount is defined as the residual interest in its assets after deducting its liabilities. Another way to express this is that the accumulated surplus (or deficit) is the sum of all prior annual surpluses (or deficits).

Essentially, this schedule will track the accumulated surplus/(deficit), replacing the former presentation of funds and amounts to be recovered (ATBR). Therefore, the former Schedules 2.1 to 2.4, 5 and Appendix I are being replaced by the new Schedule 5.

The schedule will track the portion of the accumulated surplus/deficit that is:

- (i) Available for Compliance – Unappropriated
- (ii) Available for Compliance - Internally Appropriated
- (iii) Unavailable for Compliance

This information is required for the determination of the board's compliance with the Balanced Budget provision of the Education Act, section 231.(1), which is effective September 1, 2010.

### **Available for Compliance – Unappropriated**

This portion of the surplus, if any, is available to address any in-year deficit, if any, as calculated in the Compliance Report, Balanced Budget Determination.

### **Available for Compliance – Internally Appropriated**

This portion of the surplus, if any, is available to address any in-year deficit, if any, as calculated in the Compliance Report, Balanced Budget Determination.

### **Unavailable for Compliance**

This portion of the surplus, if any, is *not* available to address any in-year deficit, if any, as calculated in the Compliance Report, Balanced Budget Determination.

Old Presentation

New Presentation

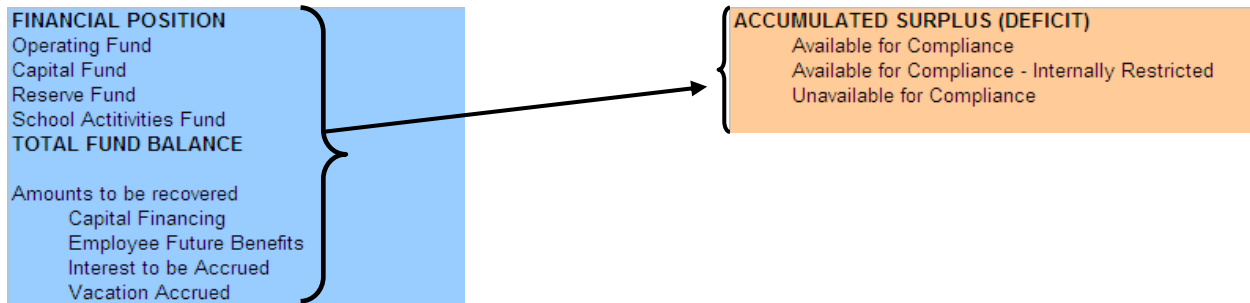


Figure 1: Old and New Presentation of Assets less Liabilities on the Statement of Financial Position

The new accounting standard is effective on September 1, 2009, meaning that this presentation is required for 2009-10. Therefore, to determine the September 1, 2010 opening balance, boards must map their 2008-09 closing fund and ATBR balances into the new accumulated surplus format as at September 1, 2010. Boards will then estimate in-year activity during 2009-10 to determine their opening September 1, 2010 balances. The estimation of the 2009-10 in-year activity must conform to PSAB section PS-1200 and PSG-4. As per PSG-4, paragraph 7, the creation of, addition to or deduction from funds and reserves does not create a revenue or expense, and would therefore not be reported on the statement of operations. This means that the estimated 2009-10 activity will be equal to the annual PSAB surplus/deficit. The 2009-10 annual surplus/deficit cannot be increased or decreased by moving amounts to or from funds.

The mapping from the old schedules to the new Schedule 5 is shown below, in *Table 2: Roll-Forward of Funds and Amounts to be Recovered (ATBR) to Accumulated Surplus*.

Table 2: Roll-Forward of Funds and Amounts to be Recovered (ATBR) to Accumulated Surplus

<b>August 31, 2009 balance recorded as:</b>	<b>August 31, 2009 balance recorded in:</b>	<b>At September 1, 2009, transfer to Accumulated Surplus (A/S)</b>	<b>Estimate 2009-10 activity as per PS1200</b>	<b>September 1, 2010 balance recorded as:</b>	<b>September 1, 2010 balance recorded in:</b>
Operating Fund	Sch 2.1	Unappropriated	Estimate 2009-10 activity	Operating Accumulated Surplus	Sch 5, item 1.1
Reserve Fund: Reserve for Working Funds	Sch 5	Unappropriated	Estimate 2009-10 activity	Operating Accumulated Surplus	Sch 5, item 1.1
Reserve Fund: Retirement Gratuities	Sch 5	Internally appropriated	Estimate 2009-10 activity	Retirement Gratuities	Sch 5, item 2.1

Reserve Fund: WSIB	Sch 5	Internally appropriated	Estimate 2009-10 activity	WSIB	Sch 5, item 2.2
Reserve Fund: School Activities	Sch 5	Unavailable for Compliance	Estimate 2009-10 activity	School Generated Funds	Sch 5, item 4.4
Reserve Fund: Pupil Accommodation Debt Reserve	Sch 5	Internally appropriated	Estimate 2009-10 activity	Accounts Payable to Government of Ontario	Sch 5.2, item 2.0, column 9
Reserve Fund: Other	Sch 5	Internally appropriated	Estimate 2009-10 activity	Other Purposes	Sch 5, item 2.3 or 2.4
School Activities Fund	Sch 2.4	Unavailable for Compliance	Estimate 2009-10 activity	School Generated Funds	Sch 5, item 4.4
ATBR – Employee Future Benefits	Appendix I	Unavailable for Compliance	Estimate 2009-10 activity	Employee Future Benefits	Sch 5, item 4.1
ATBR – Interest to be Accrued	Appendix I	Unavailable for Compliance	Estimate 2009-10 activity	Interest to be Accrued	Sch 5, item 4.2
ATBR – Vacation Accrued	Appendix I	Unavailable for Compliance	Estimate 2009-10 activity	Vacation Accrued	Sch 5, item 4.3
ATBR – CPP and EI Restatement (note 1)	Appendix I	Unappropriated	Estimate 2009-10 activity	Operating Accumulated Surplus	Sch 5, item 1.1

Note 1: Boards have been instructed in a previous period to eliminate their CPP and EI ATBR balance.

In the column called In-Year Increase/Decrease, items 1.2, and 2.1 to 2.4, enter the portion of the annual surplus/deficit that you wish to allocate to each category. Any remaining annual surplus/deficit will be automatically populated at item 1.1.

Relationships to other schedules:

The amount calculated as the in-year increase/decrease on Schedule 5 for Employee Future Benefits (item 4.1), Interest to be Accrued (item 4.2) and Vacation Accrued (item 4.3) comes from Schedule 10ADJ, item 90. For Employee Future Benefits, the amount is the total in column 16 less the total in column 17. For Interest to be accrued, the amount comes from column 14, and the Vacation Accrued, the amount comes from column 15.

- The amount calculated as the in-year increase/decrease on Schedule 5 for School Generated Funds (SGF) (item 4.4) is the total revenue from SGF on Schedule 9, item 4.3 less the total expenses related to SGF on Schedule 10, item 79.
- The September 1, 2010 Net TCA balance on Schedule 5 (item 4.5) comes from Schedule 3C (Tangible Capital Asset Continuity).
- The Unsupported Debt at August 31, 2010 balance on Schedule 5 (item 4.6) comes from Section 12 (Debt Charges), item 2.29, column 1 less item 12. 45, column 1.
- The Amount Recognized in DCC on Schedule 5 (item 4.8) is the Net TCA from Schedule 3C less the unsupported debt from section 12.

### ***Schedule 5.1 – Deferred Revenue Continuity***

#### **Background and treatment under PSAB**

Many of the current accountability and compliance mechanisms of the grant regulations and other regulations require boards to set aside unspent grant allocations until they are spent on their intended purpose. Additionally, sometimes third parties impose a restriction on how amounts can be spent. Under PSAB, these externally restricted amounts are reported as deferred revenue (a liability) until the restriction is fulfilled.

This schedule provides the information required to report on deferred revenue set up by regulation or legislation, as well as third party amounts. It reports the continuity information relating to the balance sheet account called Deferred Revenue.

This schedule contains a comprehensive list of deferred revenues, under both the Operating and Capital sections (now categorized as Legislative Grants, Other Ministry of Education Grants, Other Provincial Grants and Third Party Grants).

- Transfers to/from deferred revenue are the amounts put into or taken out of the deferred revenue liability account. The decrease in deferred revenue is the amount recognized as revenue in the current year or the amount transferred to DCC in the year.
- The transfers to/from deferred revenue that are required for enveloping purposes should correspond to the amounts determined from the enveloping calculation in Data Forms A.2. These amounts are
  - (i) Item 1.3 - Special Education excluding SEA per pupil funding

- (ii) Item 1.3.1 - Special Education Allocation (SEA) per pupil funding
- (iii) Item 1.4.1 – Internal Audit
- (iv) Item 2.3 – School Renewal

## Transfers to Revenue versus DCC

The schedule contains two new columns for amounts to be transferred out of deferred revenue and into deferred capital contributions (DCC). Previously, amounts were only transferred out of deferred revenue to revenue. Due to the implementation of DCC, Capital Deferred Revenues that have been used to purchase capitalizable assets will be transferred to DCC (previously, these amounts were transferred to revenue). When deferred revenue is used for its intended purpose and capitalizable assets are *not* purchased, the amount will be transferred to revenue.

As part of this change, two new columns were added. Column 4 will be used to transfer amounts to DCC related to prior year expenditures and column 5 will be used to transfer amounts to DCC related to current year expenditures. These columns are only open in the Capital section, since transfers to DCC are not applicable for Operating amounts.

For column 5, boards will transfer deferred revenue to DCC based on the usage of the deferred revenue in the current year. The amount recorded in column 5 will coincide with the estimated usage of deferred revenue that is entered in Schedule 3 (Capital grant room and receivable, screens 3 and 4). In Schedule 3(Capital grant room and receivable, screens 3 and 4), at item 8.1 and item 8.2, boards will enter their estimated usage of non-legislative capital deferred revenues against eligible capital expenditures for the year. Boards will have to enter the same amount on Schedule 5.1, in column 5. Specifically, The total capital deferred revenue applied on Schedule 3 (Capital grant room and receivable, screens 3 and 4), column 10, item 8.3, must match amount of deferred revenue transferred to DCC in Schedule 5.1, column 5, the total of items 2.9, 2.11 to 2.15, 2.23, 2.25 to 2.30, and 2.32 to 2.37.

The remaining amounts in Schedule 5.1, column 5 are pre-populated. Item 2.5 (Pupil Accommodation) comes from Schedule 3, screen 3, column 1, item 12. Item 2.10 (Energy Efficient Schools – Capital) comes from Schedule 3, screen 3, column 5, item 12. Items 2.2 to 2.4 (Minor TCA, School Renewal and Interest on Capital, respectively) and item 2.31 (School Generated Funds) are automatically calculated based on the data that is entered in Schedule 3, screen 4. Essentially, the amount transferred to DCC is the lesser of the deferred revenue available (opening balance plus in-year earnings and contributions) and the eligible capital expenditures entered on Schedule 3.

Column 4 is where boards will transfer amounts to DCC based on prior year eligible capital expenditures. In the current year, the board may receive a capital contribution. For example, the board may have received an amount to be spent on Education Development Charges (EDCs, these are amounts received from municipalities to purchase land for new schools). The board is required to record the receipt in deferred revenue until the amount is spent on land (recorded in column 2 of Schedule 5.1). The board, however, already purchased the land last year, in anticipation of receiving the EDCs. Therefore, the board *already made* an eligible capital expenditure in the prior year. That means that the board has *already met* the criteria of the capital

deferred revenue based on its prior year spending. Because the criterion has been met, the amount will be transferred to DCC using column 4.

This is analogous to how the old Data Form A.3 used to work (it has been removed from EFIS since the functionality of column 4 replaces it). Data Form A.3 used to track Pupil Accommodation Expenditures, both current and prior year, that had not yet been paid for with the Pupil Accommodation Allocation or other sources. That is, it tracked the eligible expenditures that had not yet been paid for with capital contributions. If the board had an opening balance of eligible capital expenditures, and the board received a capital contribution in-year, the contribution would go into deferred revenue, and then would *immediately be removed* from deferred revenue since the criteria *had already been met*.

It is no longer necessary to use Data Form A.3 to track eligible capital expenditure for which a capital contribution has not yet been received. This is because boards will now track the TCA and DCC balances. The TCA balance represents all of the past capital expenditures and DCC represents all of the past capital contributions. The TCA less the DCC represents the portion of the capital expenditures that have not had a corresponding capital contribution. Therefore, the maximum amount that a board can enter in column 4 is the TCA balance less the DCC balance. The total at item 2.39 in column 4 cannot exceed the opening TCA net book value (recorded at Schedule 5.3, page 2, column 1, item 2.0) less the opening DCC balance (recorded at Schedule 5.3, column 1, item 2.8).

## Pupil Accommodation

At item 2.5, boards will record their estimated August 31, 2010 closing Pupil Accommodation deferred revenue balance. Starting in 2010-11, boards will no longer receive an allocation called Pupil Accommodation; therefore, there will no longer be any additions to this line item. Boards can, however, continue to use any existing deferred revenue. Amounts to support pupil accommodation will flow differently (for example, separated into allocations such as School Renewal, and as capital grants). The School Renewal grant is being flowed separately starting in 2010-11. In the September 1, 2010 School Renewal opening balance cell, boards are to enter the portion of their August 31, 2010 Pupil Accommodation deferred revenue that relates to School Renewal. The sum of the September 1, 2010 School Renewal (item 2.3) and Pupil Accommodation (item 2.5) deferred revenues must equal the closing balance of the August 31, 2010 Pupil Accommodation deferred revenue balance.

### Relationships to Other Schedules:

- The total capital deferred revenue applied on Schedule 3 (Capital grant room and receivable, screens 3 and 4), column 10, item 8.3, must match amount of deferred revenue transferred to DCC in Schedule 5.1, column 5, the total of items 2.9, 2.11 to 2.15, 2.23, 2.25 to 2.30, and 2.32 to 2.37.
- The total at item 2.39 in column 4 cannot exceed the opening TCA net book value (recorded at Schedule 5.3, page 2, column 1, item 2.0) less the opening DCC balance (recorded at Schedule 5.3, column 1, item 2.8).

## **Schedule 5.2: Accounts Receivable/Payable Continuity – Government of Ontario – Approved Capital**

This is a new schedule that will be used to track the boards' account receivable from the Province and account payable to the Province for current and prior eligible capital expenditures.

Starting in 2010-11 the Ministry will recognize capital grant entitlements on all existing capital programs (NPP, Best Start, Growth Schools, Prohibitive to Repair, French Capital transition, Good Places to Learn Stages 1 to 4, Capital Priorities and Primary Class Size) based on the eligible capital expenditures. The Province will recognize and support all the debt of school boards on approved expenditures that were previously supported by these grants.

This process will be called the Capital Wrap-Up, and it will be implemented through a one-time grant that recognizes all the existing capital debt as of August 31, 2010, that is being supported by existing capital programs. This grant will be cash flowed to boards over the remaining term of their existing capital debt instruments. This means that school boards will record a receivable from the Province, and a corresponding revenue.

Boards will continue to long term finance capital expenditures related to these prior capital programs through the Ontario Financing Authority (OFA), and will receive a cash flow from the Ministry to meet their annual debt repayments. This means that a board's cash flow will be different than the revenue recorded (a timing difference only).

Given that the Province will recognize, for funding purposes, the supported debt on existing capital programs, pupil accommodation reserves as of August 31, 2010 will be recovered through offsets against amounts owing for future capital grant entitlement or against cash payable to school boards for supported debt servicing costs, or a combination of the two. This action is necessary to ensure that the debt from approved capital expenditures is not funded twice, once through funding allocated for capital purposes but not spent, and a second time, by covering the cost of the same capital asset through the one time grant.

### **Data Entry**

The total receivable shown at item 1.10, column 1 shows the board's opening accounts receivable from the Province related to the board's supported permanently financed eligible capital expenditures. This amount is populated from data entered on Section 12 (Debt Charges Allocation). Similarly, column 2 shows the supported not permanently financed eligible capital expenditures. These amounts come from Schedule 3, screen 3 (Capital Grant room and receivable), item 3, columns 1 and 3. The total of column 1 and column 2 is the opening receivable from the Province.

Column 4 shows the in-year capital grant receivable, which is populated based on data entered in the Capital Expenditure Budget (screen 4, item 13, column 10).

Column 5 shows the recovery of the payable to the Province to recover the Pupil Accommodation Debt Reserve balance (as explained above).

In column 6, boards will enter the amount of refinancing for not permanently financed (NPF)

amounts or for non-OFA permanent debt. The amount of new OFA loans as a result of the refinancing will be populated at item 1.6. Boards should enter a negative number in the open cell or cells that correspond to the amount that was refinanced. The total of column 6 will equal 0. Note that information entered in this column must correspond to information in section 12 relating to refinancing of debt (col 4).

In column 7, the amount flowed to the board to make principal payments or to retire supported debt will be deducted from the account payable. This amount is populated from Section 12.

In column 9, board will enter their Pupil Accommodation Debt Reserve balance as at August 31, 2010. In column 10, boards will enter the portion of the Pupil Accommodation Debt Reserve balance that relates to School Renewal. The remaining amount will be the portion of the Pupil Accommodation Debt Reserve that relates to New Pupil Places (NPP) at column 11.

The amount at column 12 is the recovery of the board's payable to the Province of the Pupil Accommodation Debt Reserve. This amount will be the same as the total of the amounts recorded in column 5.

### ***Schedule 5.3: Deferred Capital Contributions Continuity***

This is a new schedule that will be used to track the boards' deferred capital contributions (DCC).

#### **Screen 1**

The amount recorded at column 1, item 1.0 is the opening balance of DCC at September 1, 2010. This amount is automatically calculated based on data entered in other schedules. It is calculated as the net book value of the TCA at September 1, 2010 (from Schedule 3C) less the unsupported capital debt (from Section 12).

Column 2 shows all of the in-year contributions to the DCC account. These amounts come primarily from deferred revenue (Schedule 5.1, total of columns 4 and 5 for each item). Additionally, item 1.6 (Capital Grants) comes from Schedule 3 (screen 4, column 10, item 13).

The total at column 3 represents the opening balance plus the in-year contributions. This amount will match the total at column 7 (screen 2).

#### **Screen 2**

Screen 2 shows how the DCC relates to the TCA. DCC is calculated as the portion of the TCA balance that has been supported by capital contributions. To arrive at DCC (item 2.8), the unsupported capital debt of the board (items 2.1 to 2.7) will be deducted from the TCA balance (item 2.0).

TCA amounts at item 2.0 come from Schedule 3C (TCA Continuity).

The unsupported debt (unsupported capital spending) is divided into two categories: pre-August 31, 2010 (items 2.1 to 2.4) and post-August 31, 2010 (items 2.5 to 2.7).

In column 1, boards are to enter their pre-August 31, 2010 unsupported capital spending at items

2.1 to 2.3. The total of these amounts is the board's unsupported capital debt at August 31, 2010. The amount is split up as EDC (Education Development Charges) eligible and non-EDC eligible. Any unsupported debt related to EDCs is unsupported debt on land. The purpose of splitting the total pre-August 31, 2010 unsupported capital spending into items 2.1 to 2.3 is to capture the portion that relates to land. The reason this is stratified is that land is not amortized, thus the portion of the unsupported capital spending related to land will also not be amortized. This can be seen in column 6 (Amortization); no amortization is taken at item 2.1 (Non-EDC Eligible (Land)) and item 2.3 (EDC Eligible).

These amounts will be obtained from the Capital Debt Template, from the screen called EFIS-Sch5.3:

- (i) Non-EDC Eligible (Land) - At item 2.1, column 1, enter the portion of the unsupported capital spending on land that does not relate to EDCs.
- (ii) Non-EDC Eligible (Other) - At item 2.2, column 1, enter the portion of the unsupported capital spending on any TCA except land that does not relate to EDCs.
- (iii) EDC Eligible - At item 2.3, column 1, enter the portion of the unsupported capital spending related to EDC's (and therefore relates to spending on land). This amount must equal the sum of two amounts entered on Section 12 (Capital Debt Allocation), column 1: item 12.22 and item 12.27.1.

In column 2, the boards' post-August 31, 2010 unsupported capital spending will automatically be entered at items 2.5 (Non-EDC eligible) to 2.6 (EDC eligible). The total of these amounts is the board's unsupported capital spending in 2010-11. This represents the portion of the board's 2010-11 TCA additions that have not been supported with capital contributions. On the Capital Expenditure Budget (screens 3 and 4, items 10.1 and 10.2), a negative amount will show on these lines if the board had a capital budget shortfall. In other words, if the board's TCA purchase amount exceeds its capital contribution, there will be a capital budget shortfall. This means that the additions to DCC (column 2, item 2.8) will be less than the additions to TCA (column 2, item 2.0) by the capital budget shortfall (column 2, items 2.5 and 2.6).

- This amount at item 2.5 (Non-EDC eligible) on Schedule 5.3 comes from the Capital Expenditure Budget (screens 3 and 4, 10.2).
- This amount at item 2.6 (EDC eligible) on Schedule 5.3 comes from the Capital Expenditure Budget (screens 3 and 4, 10.1).

Column 3 is where the DCC is increased due to the recognition of deferred revenue related to prior eligible capital expenditures. The total at column 3, item 2.4 will equal the amount at Schedule 5.1 (Deferred Revenue), column 4, item 2.39. The rationale for this calculation is explained under Schedule 5.1. The amount at item 2.6 (EDC eligible) comes from Schedule 5.1, column 4, item 2.29.

Column 4 represents the total of columns 1 to 3, and will match the opening balance plus in-year contributions shown on screen 1, column 3, item 1.25.

Column 5 is used to enter the disposals to DCC in the year. The disposals to TCA are automatically entered from Schedule 3C (TCA Continuity). Generally, it is expected that most

assets that are disposed will have an equal amount disposed from TCA and from DCC. This implies that the asset that was disposed was fully supported by capital contributions. In other words, there was no unsupported capital debt on that particular asset.

A board, may, however, dispose of an asset where this is not the case. For example, a board could dispose of a building that had no capital contributions. An example could be a daycare centre, the debt on which was supported by daycare operator revenues (i.e. not capital contributions). In this case, the net book value (NBV) of the asset would be shown at column 5, item 2.0 and \$0 would be shown as the amount disposed from DCC at column 5, item 2.8. To accomplish this on the forms, the board will need to enter the NBV of the TCA disposed as a negative amount in items 2.1 to 2.3 or items 2.5 to 2.6. The reason for this is now that the asset has been disposed, the unsupported debt on this asset has also been disposed; therefore, it is removed from the DCC schedule.

Column 6 is used to calculate the amortization of DCC that will be recorded as a revenue on Schedule 9, item 9.1. Rather than calculating the amortization of the DCC directly, this schedule calculates the amortization of the unsupported capital spending (column 6, items 2.2 and item 2.5). This amortization amount is then deducted from the TCA amortization (column 6, item 2.0) to arrive at the DCC amortization (column 6, item 2.8).

As explained in relationship to columns 1, 2 and 3, the unsupported debt (unsupported capital spending) is divided into two categories: pre-August 31, 2010 (items 2.1 to 2.4) and post-August 31, 2010 (items 2.5 to 2.7). The reason for this is that the amortization of DCC related to balances accumulated up to August 31, 2010 will be automatically calculated. Any new amounts after August 31, 2010 will be tracked by the board.

### **Amortization – pre-August 31, 2010**

The amortization at column 6, item 2.2 is calculated as:

(Sum of item 2.2, column 4 and item 2.2, column 5) ÷ item 3.0 or item 3.1 (as applicable)

To explain the calculation, the amortization of the unsupported capital spending is calculated as the unsupported capital spending on *depreciable* assets, divided by the average remaining service life (RSL) of these assets.

The average remaining service life (in years) of the tangible capital assets is automatically calculated (at item 3.0) as the net book value as of August 31, 2010 for assets in service excluding land, construction in progress (CIP) and pre-acquisition costs, divided by the corresponding amortization in 2009-10.

For some boards, this automatically calculated number may not be representative of the average RSL of the assets on which there is unsupported debt. If this is the case, boards can enter an amount for the adjusted average remaining service life relating to unsupported debt (at item 3.1). This adjusted amount is only to be used when boards can substantiate the assets that relate to the unsupported debt.

### **Amortization – post-August 31, 2010**

The amortization at column 6, item 2.5 must be entered by the board. To calculate this amount,

boards will keep a sub-ledger including all assets on which overspending occurred. The unsupported spending on these assets will be divided by the expected service life to determine the yearly amortization amount. The overspending amount will correspond to the Capital Budget Shortfall that is recorded on the Capital Expenditure Budget (on screens 3 and 4, all of the negative amounts on lines 10.1 and 10.2. A sample sub-ledger is shown in *Table 3: Sample Sub-Ledger of Post-August 31, 2010 Unsupported Capital Spending*.

*Table 3: Sample Sub-Ledger of Post-August 31, 2010 Unsupported Capital Spending*

Program (Col 1)	Asset Type (Col 2)	Unsupported Spending (i.e. Capital Budget Shortfall) (Col 3)	Total Service Life / Remaining Service Life (years) (Col 4)	Yearly Amortization of Unsupported Capital Spending (Col 3 / Col 4)
GPL Renewal	Moveable	\$2,500,000	10	\$250,000
Early Learning	40 Year Building	\$400,000	40	\$10,000
Other	Land	\$4,000,000	Infinite	n/a
<b>TOTAL</b>				<b>\$510,000</b>

Relationships to Other Schedules:

- The amount at item 2.3, column 1, on Schedule 5.3, screen 2 (Pre-August 31, 2010 unsupported capital spending – EDC eligible) must equal the sum of two amounts entered on Section 12 (Capital Debt Allocation), column 1: item 12.22 and item 12.27.1.
- The total on Schedule 5.3, screen 2, column 3, item 2.4 will equal the amount at Schedule 5.1 (Deferred Revenue), column 4, item 2.39.
- The total on Schedule 5.3, screen 2, column 2, item 2.7 will equal the total of all the negative amounts shown on the Capital Expenditure Budget (screens 3 and 4, items 10.1 and 10.2).

**Schedule 9: Revenues**

This schedule is designed to collect revenue information on a PSAB basis. As per public Sector Accounting Board (PSAB) section PSG-4, paragraph 7, the creation of, addition to or deduction from funds and reserves does not create a revenue or expense. As such, movement in and out of funds will no longer impact the revenue or expenses of the board. Since funds will no longer be presented under PSAB (as per PS-1200), all of the revenues that were previously recorded in the funds (operating, capital, reserve and school activities funds) will now all be recorded on Schedule 9.

- All revenues of the board are recorded on this schedule (including all legislative grants, federal grants, third party revenues, etc.).
- Grants or other amounts received for specific or externally restricted purposes (such as Special Education grants) are *not* recognized as revenue unless they have been used for the purposes they were provided for. The amounts would be recorded in deferred revenue on

#### Schedule 5.1.

- Amounts coming from deferred revenues increase grant revenues.
- Education Development Charges (EDC) revenue is the amount recognized as revenue in the current year, *not* the amount of EDCs collected during the year. Most of the EDCs collected will be recorded as deferred revenues until they are used for the purpose for which they were collected. (the amount that is recognized into revenue is not expected to be significant in relation to the main purpose of EDC's i.e. purchase of land)
- The amortization of deferred capital contributions (DCC) is recorded as a revenue on this schedule at item 9.1.
- Most of the proceeds from sales of site and buildings are recorded as deferred revenues until they are used as prescribed by regulation 446/98 – Proceeds of Disposition Reserve Fund. For example, a property is sold in the current year and the proceeds will be used in a future year. The proceeds are *not* recognized as revenue in the current year but are recorded as a contribution to deferred revenue (Schedule 5.1, column 2, items 2.25 to 2.27). The deferred proceeds will be transferred to the DCC account (Schedule 5.3) in the year that they are used for the purposes allowed by the regulation. DCC will be recognized into revenue at the same rate as the amortization of the asset that was purchased with the proceeds.
- Report any interest on sinking fund assets at item 6.2.
- Any interest earned on debentures raised by boards to prefinance project costs should be reported as revenue.

Some Ministry of Education grants have been provided to boards that are to act as “banker boards” that will further distribute the money to other boards ("recipient boards"). For boards to which this situation applies, please report as follows.

#### Banker Boards

When the funding is received from the Ministry, the banker board should record the amount in Other Grants - Ministry of Education revenue (Schedule 9, items 2.1 to 2.14) (or Deferred Revenues where applicable).

When the banker board flows the money to the other board or sets up the payable to the other board, they will record the expense as a "Transfers to other Boards" expense (Schedule 10, column 11).

#### Recipient Boards

Amounts received or receivable from the banker board should be recorded as Other Fees and Revenue from School Boards - Other (Schedule 9, item 7.5 or 7.6) or as deferred revenues where applicable.

The expense should be recorded when incurred in the appropriate expense account(s) on Schedule 10.

Tuition fees from Ontario residents on tax-exempt land (S4 of Tuition Fee Regulation) are to be reported under item 8.2.

## Transfers To/From Deferred Revenue

### Legislative Grants

- Under PSAB, certain grants must be put into deferred revenue since they are externally restricted (eg. Special Education, certain capital grants). As a result, the allocation a board receives in Section 1A (Summary of Allocations) will not equal the Legislative Grants – Current year, that is recorded on Schedule 9, item 1.1. The portion of the year’s allocation that is being deferred can be seen on Section 1A, item 1.84.
- Amounts that are transferred to revenue on the deferred revenue schedule (in Schedule 5.1, column 6) will be populated in Schedule 9 automatically. For example, amounts transferred from deferred revenue to revenue related to legislative grants e.g. Special education would be automatically included in Schedule 9 at item 1.2 (Amounts from Deferred Revenue – Legislative Grants).

### Other Deferred Revenues

- Other deferred revenues on Schedule 5.1 that meet the criteria for revenue recognition would be transferred out of deferred revenue by recording the appropriate amount on Schedule 5.1, column 6. No data entry is required on Schedule 9, as the amount will be populated automatically. For example, if the revenue recognition criteria has been met for the Energy Efficient Schools – Operating deferred revenue, the board will record the appropriate amount in Schedule 5.1, column 6, item 1.7. This amount will flow automatically to Schedule 9, item 2.8 (Amounts from deferred revenue - Energy Efficient Schools - Operating Grant).

### Data Entry and Relationships to other schedules:

- All amounts on this schedule are to be recorded on a PSAB basis and will be input except:
  - Local taxation amount, which comes from Section 14.
  - Total current year legislative grants from Section 1A and the amounts from deferred revenues, which come from Schedule 5.1.
- Item 3.4, which is only applicable to financial statements, is to be used to accrue tax revenue adjustments (write offs and supplementary taxes) relating to 2011, where there are significant variances from adjustments boards experienced in the past. It is expected that this cell will have limited use and will only be used in extraordinary circumstances. Any amount of revenue accrued on this line will have an offsetting amount recorded at item 2.32 to reflect the grant impact.

The amortization of DCC at item 9.1 will equal the amount recorded on the DCC Continuity (Schedule 5.3, column 6, item 2.8).

## **Schedule 10 - Expenses**

This schedule is designed to collect expense information on a PSAB basis by expense category and object. As per public Sector Accounting Board (PSAB) section PSG-4, paragraph 7, the creation of, addition to or deduction from funds and reserves does not create a revenue or expense. As such, movement in and out of funds will no longer impact the revenue or expenses of the board. Since funds will no longer be presented under PSAB, all of the expenses that were previously recorded in the funds (operating, capital, reserve and school activities funds) will now all be recorded on Schedule 10.

Since TCA is being capitalized per PSAB (PS-3150), capital expenses that meet the capitalization threshold per the TCA Guide will no longer be expensed ; they will be recorded on the capital expenditure budget (Schedule 3). Only the amortization related to TCA is recorded on Schedule 10. Amortization is split into five categories:

- (i) Instruction (item 72, column 12)
- (ii) Administration (item 73, column 12)
- (iii) Transportation (item 74, column 12)
- (iv) Pupil Accommodation (item 75, column 12)
- (v) Other (item 76, column 12)

Capital expenses that do not meet the capitalization threshold as per the TCA Guide will continue to be recorded in column 5 (Supplies and Services). Any expenses related to the replacement furniture and equipment that does not meet the capitalization threshold (previously recorded in column 6) will be recorded in column 5.

The data entry on this schedule is extensive and users may wish to use the import data function provided in the application to complete this schedule.

- Debt principal payments and sinking fund contributions are not recorded as expenses under PSAB. They are shown on the Schedule 1 (Statement of Financial Position, not shown at Estimates) as a reduction of the debt liability.
- Actuarially determined amounts for retirement benefits, post-employment benefits, compensated absences and termination benefits are recorded in expenses as required by Sections 3250 and 3255 of the PSAB Handbook. To the extent that this amount differs from the amount paid, the offsetting difference is included in the Increase/(Decrease) in Unfunded Liabilities - Employee Benefits column on Schedule 10ADJ (Adjustments for Compliance Purposes) in Column 16. If the PSAB expense is greater than the amount paid in cash, the unfunded liability has increased, which is recorded as a positive number on Schedule 10ADJ.
- Interest expenses include the accrual amount to year-end, not just the cash payment during the year. This is the amount that should be recorded on Schedule 10. To the extent that this amount differs from the amount paid in cash, the offsetting difference is included in the Increase/(Decrease) in Unfunded Liabilities - Interest Accrued column on Schedule 10ADJ (Adjustments for Compliance Purposes) in Column 14. If the PSAB expense is greater than the amount paid in cash, the unfunded liability has increased, which is recorded as a positive number on Schedule 10ADJ.

- Vacation accruals are included in expenses under PSAB. This expense is the amount that should be recorded on Schedule 10. To the extent that this amount differs from the amount paid in cash, the offsetting difference is included in the Increase/(Decrease) in Unfunded Liabilities - Vacation Accrued column on Schedule 10ADJ (Adjustments for Compliance Purposes) in Column 15. If the PSAB expense is greater than the amount paid in cash, the unfunded liability has increased, which is recorded as a positive number on Schedule 10ADJ.
- Prepaid Expenses and Inventories of Supplies are to be set-up as non-financial assets in the period in which they are acquired. These assets will be drawn down and *recognized in expense in the period in which they are used* (not when acquired as was previously done).
- Amounts going into deferred revenues are *not* expenses.
- Expenses include capital purchases that do not meet the capitalization threshold in the TCA Guide.

The entry data relating to this grid has been organized into two screens. The first screen captures expenses for columns 02 to 07 of the grid and the second screen captures the remaining columns. Column headings may not be visible on the screen as users scroll down the screen; therefore, users should exercise care in ensuring that expenses are reported in the appropriate input cell. Column numbers have been incorporated on the last row and in the middle row to assist users.

Item 53 – as part of the implementation of the Early Learning initiative, teacher Assistants and Early Childhood Educators (ECE's) includes teacher assistants and ECE's salaries and benefit expenses related to day school programs. Any ECE expenses related to non-day school programs (e.g. before and after school) will be reported under line 78 – Other non-operating expenses

Item 70 (School Operations and Maintenance), item 71 (School Renewal) and item 77 (Other Pupil Accommodation) do not contain any amounts that meet the capitalization threshold per the TCA Guide; these amounts would be recorded on the Capital Expenditure Budget (Schedule 3).

Item 77 (Other Pupil Accommodation) includes operating-type expenses regarding pupil accommodation, mostly interest on debt on capital programs.

The budget process is based on forecasts and assumptions. In keeping with best practices in other jurisdictions (including Provincial budget practices), and to increase transparency, the following items (only applicable for estimates and revised estimates) have been added to this schedule.

Item 80 permits a board to incorporate a Provision for Contingencies which is an unallocated expense that the board may not have distributed or allocated to a specific cost center. This may also be used to set aside a specific amount for potential cost pressures.

Expenses to be reported on this schedule are gross expenses except for HST rebates. Salary recoveries are not netted and any recoveries are to be reported on schedule 9 in the Other Revenue section. The reporting of expenses to the various categories should be in accordance with the Uniform Code of Accounts definitions and mapping except where specifically noted below.

Columns on Schedule 10 should include the following object codes:

Salaries and Wages	object codes 101 – 193
Employee Benefits	object codes 201 – 293
Staff Development	object codes 315 – 318
Supplies and Services	object codes 320 – 450, 501 – 503 and 661
Interest charges on long term debt	object codes 752, 754 and 761
Rental Expenses	object codes 601 – 630
Fees and Contractual Services	object codes 651 – 655 and 662 - 682
Other	object codes 701 – 715, 722, 725
Transfers to Other Boards	object code 720

Funding has been provided to boards under the learning opportunities grant for a board leader for the implementation of the funding initiatives for students at risk. For some boards this duty may be assigned fully or partly to a supervisory officer. Boards are required to report the associated salary cost at item 59, Coordinators and Consultants.

Interest cost for long term debt **and any interest costs relating to capital not permanently financed (including interest on short term borrowing on capital programs that are waiting for long term financing from OFA)** are to be included in column 7 items 54, 62, 66, 68, 70, 71, or 77; and short-term borrowing costs for operating purposes is to be included at column 10 item 66.

Other non-operating expenses at item 78 are to include only the extraordinary expenses as referred to in the Uniform Code of Accounts, restructuring expenses or expenses that are non-educational and for which the board receives offsetting revenues. **Payment that the board is required to place in a trust fund as a result of the financing arrangements of the not permanently financed (NPF) debt are to be reported on this line.**

Data Entry and Relationships to other schedules:

- All amounts input on this schedule (or the Elementary and Secondary School Based Expense schedules) are to be recorded on a PSAB basis.
- The amortization entered on Schedule 10, column 12, items 72 to 76 should equal the total 2010-11 amortization on Schedule 3C (TCA Continuity), screen 2.

***Schedule 10ADJ: Adjustments for Compliance Purposes***

This schedule is designed to show the adjustments required to arrive at expense Adjustments for Compliance Purposes. This is the amount that must be included as expenses in the estimates of the board under Section 231 of the Education Act and in Data Form D for classroom and enveloping purposes.

## Unfunded Liabilities – Accrued Interest

Interest expenses include the accrual amount to year-end, not just the cash payment during the year. This is the amount that should be recorded on Schedule 10. To the extent that this amount differs from the amount paid, the offsetting difference is included in the Increase/(Decrease) in Unfunded Liabilities - Interest Accrued column on Schedule 10ADJ (Adjustments for Compliance Purposes) in Column 14. If the PSAB expense in respect of long term capital debt supported by the ministry is greater than the amount paid in cash, the unfunded liability has increased, which is recorded as a positive number on Schedule 10ADJ.

## Unfunded Liabilities – Accrued Vacation

Vacation accruals are included in expenses under PSAB. This expense is the amount that should be recorded on Schedule 10. To the extent that this amount differs from the amount paid, the offsetting difference is included in the Increase/(Decrease) in Unfunded Liabilities - Vacation Accrued column on Schedule 10ADJ (Adjustments for Compliance Purposes) in Column 15. If the PSAB expense is greater than the amount paid in cash, the unfunded liability has increased, which is recorded as a positive number on Schedule 10ADJ.

Starting in 2011-12, this amount will no longer be excluded from compliance. As vacation accruals are determined by boards' vacation policy, boards are encouraged to start looking at options to address this expense.

## Unfunded Liabilities – Employee Benefits

Actuarially determined amounts for retirement benefits, post-employment benefits, compensated absences and termination benefits are recorded in expenses as required by Sections 3250 and 3255 of the PSAB Handbook. To the extent that this amount differs from the amount paid in cash, the offsetting difference is included in the Increase/(Decrease) in Unfunded Liabilities - Employee Benefits column on Schedule 10ADJ (Adjustments for Compliance Purposes) in Column 16. If the PSAB expense is greater than the amount paid in cash, the unfunded liability has increased, which is recorded as a positive number on Schedule 10ADJ.

Enter in the amount by which expenses were increased (i.e. unfunded liability increased) or decreased (i.e. unfunded liability decreased), due to the application of Section 3250 and 3255 of the PSA Handbook, over the amount required to be included for compliance purposes (the cash payout during the year).

Example 1:

Expense included in Schedule 10 based on actuarial studies and PSAB Sections 3250 and 3255	\$6 M
Cash payout	\$4 M
Increase/(Decrease) in Unfunded Liabilities – Employee Benefits	\$2 M

Example 2:

Expense included in Schedule 10 based on actuarial studies and PSAB Sections 3250 and 3255	\$5 M
Cash payout	\$8 M
Increase/(Decrease) in Unfunded Liabilities – Employee Benefits	(\$3 M)

### Changes to Employee Benefit Expense Due to Plan/Benefit Changes

By recording the increase/(decrease) in unfunded employee benefit liabilities in column 16, boards have effectively been measured for compliance in this category on a cash basis. Starting in 2010-11, this is changing. As a result, column 17 has been added (Change to Employee Benefit Expense Due to Plan/Benefit Changes). Effectively, boards are now responsible for any changes to the PSAB benefit expense that arises due to net enhancements to benefits. This definition will be in place for 2010-11 and 2011-12, consistent with the labour framework agreements that call for benefit levels to remain unchanged, with the exception of the introduction of the \$33 million enhancement. A longer-term solution will be developed addressing funding and compliance in connection with future labour and benefit discussions. When determining the impact of the \$33 million enhancement, it is important to cost out the PSAB expense, not just the cash requirements. If the PSAB expense is higher than the enhancement funding, boards will have to fund this pressure from other sources.

In column 17, record the increase or decrease to the PSAB benefit expense that is attributable to any net enhancements to benefits. If the PSAB expense increased, record a positive number on Schedule 10ADJ. Similar to how boards estimate the amount to enter in column 16 for the increase or decrease in the unfunded employee benefit liability, boards will also estimate the amount entered in column 17. Boards that negotiate plan changes should do so in consultation with an actuary, thus the board would be aware of the impact of the plan change on the PSAB expense.

### **Schedules 10.1 and 10.2 – School Based Expenses – Elementary and Secondary**

These schedules are identical to Schedule 10 with an elementary/secondary breakdown of expenses on a PSAB basis. Boards are *not* required to produce the adjustments on Schedule 10ADJ on an elementary/secondary basis.

Boards are required to report their school-based expenses by panel. The data reported on these schedules constitute the source entries for the purpose of compiling the school-based expenses for the board on schedule 10. They are to include special education expenses reported in schedule 10A and 10B.

Item 51, col. 05 of the school based expense grids should only include expenses relating to travel of personnel for instruction purposes. Item 61, col. 05 of the school based expense grids relates to

travel expenses of principals/VPs.

Amounts that were previously entered in the old column 6 (Replacement furniture and equipment) that do not meet the capitalization threshold per the TCA Guide will now be entered in column 5 (Supplies and services). Any replacement furniture and equipment that does meet the capitalization threshold will be recorded in the Capital Expenditure Budget, screens 1 and 2.

#### **Schedule 10.4 – Supplementary Information on Salary and Benefits Expenses**

This schedule captures supplementary information at the elementary and secondary panel level on salary and benefits for library teachers, guidance teachers, library technicians and other information that is required for policy review and analysis. All expenses are to be reported on a PSAB basis.

Boards are required to provide details of the school administration expenses in this schedule.

Principal and Vice-Principal expenses (item 9.3) should equal total expenses for Principals and Vice-Principals on Schedule 10, item 61, column 12.

Secretaries and other expenses (item 10.3) should equal total expenses for School Office on Schedule 10, item 62, column 12.

Total salary and benefits of library teachers, library technicians and guidance teachers must agree to the sum of item 57, column 2 and column 3 on Schedule 10.

#### **Schedule 10A and 10B – Special Education Expenses**

The purpose of this schedule is to provide special education expenses for enveloping compliance purposes. Elementary special education expenses are to be reported in schedule 10A and secondary special education expenses in schedule 10B.

Include expenses (including Section 23 programs in approved facilities) that fall within the classroom and non-classroom categories, except for those expenses which, although related (directly or indirectly) to special education pupils, fall under other funding categories (eg. transportation, administration, supervisory officers and school operations).

Expenses are to be recorded on an adjusted compliance basis only – not on a PSAB basis. This means that expenses would be recorded in a manner consistent to the recording of expenses on Schedule 10 ADJ.

Therefore boards should not include the additional expenses for (and do not have to make the adjusting entries by program for):

- (i) Interest accrual
- (ii) Vacation accrual
- (iii) Employee benefits (*however*, boards must include any changes to the Employee

### Benefit Expense resulting from plan or benefit changes)

Boards are to record the amortization, to the extent it applies to the Special Education category. It is expected that the amortization amount will be minimal, since special education equipment (SEA, formerly known as ISA 1 equipment) is not capitalized per the TCA Guide. SEA will be recorded in column 5 (Supplies and services).

The total amortization that relates to special education will be entered in column 14 on the amortization line (item 72). All amounts that do not meet the criteria for capitalization per the TCA Guide should be included in column 5 (Supplies and Services).

The revenue relating to the foundation and other allocations for special education pupils in self-contained classes is distributed under column 15 to classroom teachers and supply teachers expense categories. The Net Expenses in column 16 of the special education expense grids are used to proportionally distribute the special education allocation within the expenditure categories in Data Form B and C.

Boards are to report total expenses for classroom teachers and supply teachers related to special education self-contained classes. It should be noted that where a class has been determined by the board to be a self-contained special education class and the related expenses have been reported as special education expenses on schedules 10A and 10B, then the class is not part of the primary class size (PCS) calculation or the board's average class size calculation.

Boards are required to refer to the instructions provided in the Uniform Code of Accounts in the section 'costing for special education' in reporting data on these schedules. The Uniform Code of Accounts is available on the Ministry's extranet site for users as a reference in completing this schedule.

### ***Schedule 10C – School Operations and Maintenance Expenses***

This schedule provides a more detailed breakdown of the school operations and maintenance expenses reported on Schedule 10.

All expenses are to be reported on a PSAB basis.

### ***Schedule 10F – Employee Benefits***

This schedule is for boards to provide a breakdown of the benefit expenses (reported on schedule 10) by benefit type. All expenses are to be reported on a PSAB basis.

Total employee benefit expenses at item 18, column 6, Schedule 10F should be equal to the total employee benefit expenses at item 90, column 3, Schedule 10.

### ***Schedule 11A - Tax revenue for the calendar year 2010***

Municipalities for the board are automatically populated on this schedule. Where the populated list is incomplete, the board is required to contact the Ministry to request an update of the municipality reference table. Once updated, a recalculation of the submission will update

schedule 11A on the screen allowing the board to proceed with further input.

Information on this schedule is used in the calculation of tax revenues for 2010-11 in section 14. The residential and business taxes should reflect the revenue based on the most recent 2010 assessment data and mill rates.

Col. 3, residential taxes include:

- Residential/farm tax revenue
- Farmlands and managed forests tax revenue
- Amounts distributed under part XXII.1 of the Municipal Act

Col 4, business taxes include:

- Commercial and industrial tax revenue
- Pipeline, railway and power utility lands tax revenue
- Amounts distributed under part XXII.1 of the Municipal Act

## ***Schedule 12 – Continuing Education and Summer School Enrolment and PLAR***

Report enrolment data for continuing education and summer school (including remedial programs on literacy and numeracy) programs on this schedule. The ADE in respect of the programs are estimated by school boards in the case of the estimates submission; for financial statements, they are calculated by school boards from the course lists provided by the Ministry and filled out by boards. These course lists and corresponding registers must be retained for audit purposes.

Exclude enrolment in respect of pupils to whom the board charges fees per section 8 of the Calculation of Fees Regulation.

Include in item 1.2.1 enrolment in a continuing education credit program that begins after the end of the day school instructional program and before 5 p.m., and where the majority of the pupils enrolled are day school pupils. Enrolment reported in this row should not be included in item 1.2.

ADE for transfer courses and cross-over courses reported at items 1.5 and 1.6 respectively (and 2.3 and 2.4 if taken during the summer) generate funding to allow students to move from one stream to the other in accordance with the Ontario Secondary School Grades 9 – 12: Program and Diploma Requirements, 1999.

ADE for Literacy and Numeracy programs reported at items 1.8, 1.9, 1.10 (and 2.6, 2.7 for those programs delivered in the summer) generates the Literacy and Math for grades 7 to 10 component of the Learning Opportunities funding (calculated in section 13).

Day school pupils 21 and over (reported in schedule 13), students enrolled in summer school programs and in continuing education credit courses offered during the day (including the after school credit referred to above) are eligible for school operations and school renewal funding.

Assessment and completed challenges data required to calculate the Prior Learning Assessment and Recognition (PLAR) allocation for mature students in section 6 are captured in this schedule. Only one assessment per student is eligible for funding under PLAR.

## **Schedule 13 – Day School Enrolment**

Report enrolment data for day school programs on this schedule. Input data relating to FTE and ADE are to be reported to two decimal places. All other input enrolment data on this schedule are whole numbers.

FTE (Full Time Equivalent) enrolment is as defined in section 5 of the Grant Regulation.

Where a board offers a combined JK/SK program, the FTE enrolment of pupils in the program are to be reported under 'FTE of part time pupils' and the number of pupils enrolled are to be reported under 'Number of part-time pupils'.

Elementary and Secondary day school enrolment are reported separately for pupils who are under 21 years of age on December 31 and those who are 21 years of age or over on December 31.

Report full time JK/K ADE of Early Learning Pilot school in line 4.1 and 4.2.

### **Pupils of the board**

Pupils of the board are defined under section 4 of the Grant Regulation. They are pupils enrolled in schools operated by the board except for the following:

- pupils to whom S49(6) of the Act applies
- pupils whose parent or guardian does not reside in Ontario
- pupils in respect of whom fees are receivable from the crown in right of Canada or a band, council of a band or education authority.

### **Other pupils**

Pupils who are not pupils of the board defined above are reported as other pupils in section 2 of this schedule. The school reports (October and March) require schools to report pupils of the board by grade groupings. However, other pupils are reported by sources rather than by similar grade groupings. To enable compilation of enrolment data from the school reports to this schedule at the financial statements stage, and to maintain consistency in format from estimates to financial statements forms, this section of the schedule requires boards to report other JK/SK pupils enrolled on full time JK or SK programs as half time under the column 'Number of half-time pupils'.

## **Schedule 14 – School Generated Funds**

This schedule shows the activity for school generated funds (SGF) that have been consolidated into the board's financial statements. It includes total school-based revenues (items 1 to 1.8) and total school-based expenses (items 2 to 2.8), which are to be reported separately in the Elementary and Secondary panels in Columns 1 and 2.

This information is supplementary information, and is not subject to audit. The audited financial statements will continue to report school generated funds as a single revenue line and a single expense line in the Consolidated Statement of Operations (Schedule 1.1). The selected categories were taken in

large part from the Chart of Accounts in the OASBO Finance Committee's Guidelines for School Generated Funds – Chart of Accounts pg. 87-90, see <http://www.oasbo.org/publications/published.php>.

SGF will now be reported under five new categories:

- (i) Field Trips/Excursions (including admission, transportation and accommodation)
- (ii) Fundraising for External Charities
- (iii) Student Activities and Resources (including fees)
- (iv) Capital Assets
- (v) Other

## Field Trips/Excursions

### **Item 1.1 and item 2.1**

All amounts raised/received or costs to support the costs of in province or out of country excursions or any field trips.

Examples: trips to Science Center, farm visit, museum trip, trip to U.S.A.

## Fundraising for External Charities

### **Item 1.2 - Fundraising**

Revenues: All amounts raised/received in support of an external charity where the school provides the administrative process for collecting the funds. This charity would be registered with the Canada Revenue Agency.

Examples: Terry Fox Run, United Way

### **Item 2.2 - Donations**

Expenses: Expenses in support of an external charity where the school provides the administrative process for collecting the funds. This charity would be registered with the Canada Revenue Agency.

Examples: Cheques provided to the Cancer Society, United Way

## Student Activities and Resources

### **Item 1.3**

Revenues: All monies raised/received related to student activities and resources such as activity fees, support for student council/governments, events, resources, materials, or extracurricular activities.

Examples: student activity fees, athletic fees, graduation funds, student clubs

### **Item 2.3**

Expenses: Costs associated with student activities and resources.

Examples: purchase of locks, purchase of team uniforms

## Capital Assets

### **Item 1.6 and item 1.7 – Capital Asset Fundraising**

Funds raised specifically to purchase capital assets will flow to Schedule 5.1 (Deferred Revenue). The amount will stay in deferred revenue until the specified capital asset is purchased, then the amount will be transferred to Schedule 5.3 (DCC). Even if funds were raised for library resources or supplies (normally recorded under the Student Activities and Resources line), if these items meet the capitalization threshold as per the TCA Guide, they would be recorded in the Capital Asset category.

Examples: fundraising towards the construction of playgrounds, school gardens.

### **Item 2.6 and 2.7 – Expenditures on Capital Assets**

Expenditures made on capital assets for which there was specific fundraising will be recorded at item 2.6. This amount must also be recorded on the Capital Expenditure Budget (Schedule 3, screen 2, column 8). The total of item 2.6 columns 1 and 2 on Schedule 14 will equal the amount on Schedule 3, screen 2, column 8, item 2.21.

Examples: purchase of playground equipment, purchase of scoreboard

## Other

Includes all items that do not fit under categories above (eg. general fundraising by the school or school council, interest on accounts).

## ***Section 1A - Summary of Allocations***

The purpose of Section 1A is to show the operating and capital allocations that will be granted in the year.

### Screen 1

Item 1.11.2 is the operating component of the Temporary Accommodation allocation for the relocation and leasing of Portables and instructional spaces. This allocation replaces the previous funding for leasing costs and Portable relocation costs under the NPP and PCS programs.

Item 1.16 populates the amount of grant that will be payable to boards via the blocked account set up under the blocked account agreement between the boards and the 55 School Board Trust. This revenue is distributed to the non-operating expense line in Data form D (item 1.24).

Item 1.60 is an allocation called Capital Grants. This amount represents the board's entitlement to record a receivable from the Province based on eligible capital spending. This amount is

determined on the Capital Expenditure Budget (Schedule 3, screen 4, column 10, item 13). The calculation of this amount is explained in the Schedule 3 section.

Item 1.61, Minor Tangible Capital Assets, is a new allocation. This amount is not new funding; it is simply a reclassification of a portion of the operating allocation into a capital allocation. The amount is determined as 2.5% of the General Operating Allocation at item 1.17. Effectively, a portion of the operating allocation is available to be used for spending on minor tangible capital assets (mTCA). The amount must first be used to cover any spending on capitalizable mTCA. If there is any allocation remaining, the balance can be used for any other spending (capital or not).

Item 1.63, Short Term Interest on Capital, is a new capital allocation that is to be used to support short-term interest expenses related to capital. This is not a new funding source. During the construction of an asset, short-term interest costs should be capitalized. When the asset is substantially complete, the short-term interest costs should be expensed. The amount must first be used to cover any capitalizable short-term interest costs. If there is any allocation remaining, the balance can be used to cover non-capitalizable short-term interest costs.

Item 1.64, Capital Debt Support Payments – Interest Portion, is new capital allocation meant to support interest expenses on long-term borrowing. This amount is calculated from Section 12 as indicated on the form. This interest allocation is based on the estimated interest expense that will be incurred on the approved capital debt of the board; it is not based on a benchmark.

Capital allocations (with the exception of Capital Grants at item 1.60) will be recorded in deferred revenue upon receipt. When they are spent on their intended purpose, they will be recognized in revenue or transferred to DCC, depending on how they were spent. If the amount was spent on a capitalizable amount, the deferred revenue will transfer to DCC. Otherwise, the amount will be recognized in revenue. Capital Grants will be recorded directly in DCC. This is because in order to have a capital grant, the board would have made eligible capital expenditures, thereby bypassing the need to be recorded in deferred revenue.

## Screen 2

A new screen has been added to reconcile how the total of the yearly allocations flow to revenue (Schedule 9), deferred revenue (Schedule 5.1) and deferred capital contributions (Schedule 5.3).

This screen also shows the Operating Allocation that is used in the Balanced Budget Compliance calculation. This amount is shown at item 1.92, and its purpose is as follows. When determining if a board is in compliance with the Education Act (231.(1)) with respect to any in-year deficit incurred, it is necessary to compare the board's expenses for the year (adjusted for compliance) against the board's operating allocation for the year.

## Section 1B – Summary of Allocations for Transfer Payment Purposes

The purpose of Section 1B is to show the operating and capital transfer payments that will flow to the board in the year, in cash. For operating amounts, the transfer payment will be substantially the same as the operating allocation (there may be adjustments for flow-through amounts, and some amounts may be reclassified from capital to operating for transfer payment purposes only).

The main difference between Section 1A and 1B relates to the Principal Portion of Capital Debt Support Payments. An amount is transferred to boards yearly to support their principal payments (item 1.55 and 1.56), sinking fund contributions (item 1.56) and retirement of supported capital debt (item 1.57). The transfer payment will be shown on Section 1B, but a yearly allocation will not be shown on Section 1A. This is because the boards have recognized the entire amount of the supported capital debt at August 31, 2010 as part of the Capital Wrap-Up (i.e. the entire allocation was recognized as revenue in 2009-10).

Item 1.20 populates the amount of grant that will be payable to boards via the blocked account set up under the blocked account agreement between the boards and the 55 School Board Trust. This revenue is distributed to the non-operating expense line in Data form D (item 1.24).

Item 1.22 is the operating component of the Temporary Accommodation allocation for the relocation and leasing of Portables and instructional spaces. This allocation replaces the previous funding for leasing costs and Portable relocation costs under the NPP and PCS programs.

The cell at item 1.71 on Section 1B populates the amount of the Capital Debt Support Payments (principal and interest) on the OFA long-term loans. This amount is not paid to the school boards on a monthly basis and is therefore not part of the base for grant advances. The payment is made in October and April of each year.

### ***Section 1.1 – Pupil Foundation Allocation***

The elementary Pupil Foundation allocation is divided into two allocations, for JK to Grade 3, and Grade 4 to Grade 8 to align funding more clearly with elementary class size standards.

The Grade 4 to 8 class size reduction amount is dropped because of this alignment.

The base amount per pupil for JK to Grade 3 is \$5,327.63 and for Grade 4 to Grade 8 is \$4,395.60. In the case of English Public school boards, the base amount per pupil for JK to Grade 3 is \$5,231.64 and for Grade 4 to Grade 8 is \$4,317.65.

The base amount per pupil for secondary is changed from \$5,387.19 to \$5,589.60.

### ***Section 1.3 – School Foundation Allocation***

This allocation provides for in-school administrative costs.

The funding benchmarks reflect 3 % salary increase for principals, vice-principals and secretaries. The new funding benchmarks are:

	Elementary	Secondary
Principal salary including benefits	\$ 122,660.44	\$ 133,771.59
Vice-Principal salary including benefits	\$ 116,183.11	\$ 122,571.33
Secretary salary including benefits	\$ 50,461.89	\$ 53,157.46

Each qualifying school with enrolment greater than 50 receives funding for one principal. A school with enrolment of 50 or less receives funding for 0.5 FTE of a principal.

School facilities that are on the same site will be combined into one qualifying school for the purpose of this allocation.

Where elementary and secondary facilities are on the same site, they are treated as a combined qualifying school and the combined school will be funded as a secondary school except where the total day school ADE in the elementary facilities of the combined school exceeds 300 and the total day school ADE in the secondary facilities of the combined school exceeds 500. 2.0 FTE principals will be provided for the combined school.

Where multiple facilities of the same panel are on the same site, they are treated as one elementary (or secondary) qualifying school.

Schools facilities reported under the same BSID number are treated as one elementary (or secondary) qualifying school (facilities that are already combined under the same site rule will, however, not be part of this combination).

The school foundation amounts are calculated for each qualifying school in the Appendix C Excel file provided. The Ministry has pre-populated the school combination applying the rules above and using information in SFIS. For any questions on the combination of the schools pre-populated in the form, contact your Ministry Finance Officer.

## ***Section 2 - Special Education Allocation***

The new SEPPA amounts are as follows

JK to Grade 3	\$799.76
Grade 4 to 8	\$615.66
Secondary	\$406.18

In the case of English Public school boards, the SEPPA for elementary are:

JK to Grade 3	\$783.65
Grade 4 to 8	\$603.26

ADE used in the calculation of SEPPA are from schedule 13 as follows:

JK to Gr3	Schedule 13, total of items 3.1 to 3.3, pupils of the board
Gr4 to gr.8	Schedule 13, Item 3.4, pupils of the board
Secondary	Schedule 13, Item 3.8, pupils of the board

### High Needs

The high needs calculation is incorporated in this section under items 2.3 to 2.3.5.

The transitional stable funding approach with regards to High Needs Amount will continue for the declining enrolment boards, but will be based on 50% of the board's HNA stabilization amount as part of

the constraint measures in 2010-11.

HNA Measures of Variability (MOV) funding, which is provided through a Table in the grant regulation, is increased by \$10M with the introduction of the MOV Special Education Statistical Prediction Model component.

Boards should provide a breakdown of the net new needs allocation between the Elementary and Secondary panel based on the proportion of its Elementary and Secondary high needs pupils.

### Special Equipment Amount (SEA)

The SEA amount now consists of two components, the SEA formula based amount and the SEA claim-based amount.

There is an increase of approximately 7% to the Special Equipment Amount (SEA) through the introduction of the SEA Formula based Amount and continued support for SEA claims-based application.

The SEA formula based amount is the sum of the board amount of \$10,000 plus total pupils of the board ADE x SEA per pupil amount for the board.

### Behavioural Expertise Amount (BEA)

The Behavioural Expertise Amount, previously funded under EPO, is now funded through GSN and provides \$10.8M funding for boards to build capacity by hiring staff with Applied Behaviour Analysis (ABA) expertise.

The BEA Amount is the sum of the board amount of \$80,000 plus total pupils of the board ADE x BEA per pupil amount of \$2.68.

## **Section 3 – Language Allocation**

The following benchmark increases have been incorporated in this section, where the ESL/ELD and ALF benchmarks also reflect the use of updated 2006 Census data:

FSL Elementary per pupil amounts	
20 – 59 minutes gr. 4 - gr.8	From \$279.31 to 285.92
60 – 149 minutes gr.4 – gr.8	From \$318.23 to \$325.76
Immersion JK to gr.8	From \$356.00 to \$364.42

In the case of English Public school boards, the FSL Elementary per pupil amounts are:	
20 – 59 minutes gr. 4 - gr.8	From \$275.28 to \$281.77
60 – 149 minutes gr.4 – gr.8	From \$313.64 to \$321.03
Immersion JK to gr.8	From \$350.86 to \$359.13

FSL secondary per pupil credit amounts

Gr. 9 and 10 French	From \$71.47 to \$73.28
Gr. 11 and 12 French	From \$94.52 to \$96.92
Gr. 9 and 10 Other subjects taught in French	From \$117.58 to \$120.56
Gr. 11 and 12 Other subjects taught in French	From \$183.30 to \$187.95
French as a First Language	
Elementary per pupil amount	From \$699.29 to \$715.83
Secondary per ADE	From \$796.60 to \$816.81
New Elementary schools start up	From \$17,362.88 to \$17,773.61

ALF	
Elementary per pupil amount	From \$845.91 to \$865.26
Secondary per pupil amount	From \$371.90 to \$379.67
Elementary school amount	From \$44,362.51 to \$45,612.46
Secondary school amount	From \$82,605.01 to \$85,104.92
<i>(see enrolment based amount below)</i>	
Board amount	From \$277,195.77 to \$285,999.76
ESL per pupil amount	From \$3,682 to \$3,792

In the case of English Public school boards, the ESL per pupil amount is changed from \$3,618 to \$3,726 for Elementary.

PANA per pupil amount (formerly PDF)	From \$3,682 to \$3,792
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This section is provided under three screens as outlined below.

## French Languages

This screen calculates allocations for French as a second Language (FSL) and French as a first language (FFL).

Items 3.1 and 3.2 are applicable to English Language Boards and Items 3.7 to 3.11 are only applicable to French Language boards.

- Item 3.1: Enter FSL enrolment at the elementary level as whole numbers.
- Item 3.2: FSL allocation at the secondary level is based on pupil credits that are reported as whole numbers. For semestered schools, pupil credits in eligible courses on October 31 and March 31 are to be reported. For non-semestered schools pupil credits in eligible courses on October 31 are included.
- Item 3.7 Number of elementary pupils of the board as of October is a derived cell that represents the total number of full time, half time and part time pupils shown in item 1.5, schedule 13.
- Item 3.8 Secondary day school ADE pupils of the board used in this calculation is item 3.8, schedule 13 and excludes pupils 21 and over.
- Item 3.10 The new Elementary school eligible for the start up allocation under French as

first language does not include the schools being amalgamated from the School Authorities.

## ESL and PDF

Item 3.12 is applicable to English language boards and captures data to calculate the first component of ESL which is based on the number of immigrant pupils born in countries where English is not a first or standard language. Boards should report number of pupils of the board (excluding pupils 21 and over) enrolled in the board's schools as of October 31 who entered Canada during the previous four school years and September/October of the current year. The factors applicable to the amount per pupil of \$3,792 depend on the year of entry and are as follows (In the case of English Public School boards, the per pupil amount for Elementary is \$3,726.):

Year of entry	Factor
Sept. 01, 2009 to Oct. 31, 2010	1.0
Sept. 01, 2008 to August 31, 2009	0.85
Sept. 01, 2007 to August 31, 2008	0.5
Sept. 01, 2006 to August 31, 2007	0.25

Schools are required to retain appropriate records for verification of year of entry into Canada and country of birth for audit purposes.

Item 3.13 represents the second component of ESL that is based on Statistics Canada data on the number of children aged 5 to 19 whose language spoken at home is neither English nor French. The data being populated reflect Table 2 of the Grant Regulation and is a proxy measure for ESL needs not provided for in the first component. The amount has been revised to reflect the impact of the School Authority amalgamation.

To support provincial policy and curriculum for French-language education, the Perfectionnement du français (PDF) allocation, which is part of the Language Grant and available only to French-language school boards, will be renamed the Programme d'appui aux nouveaux arrivants (PANA). Reflecting the increasing diversity of students admitted to French-language schools, the criteria have been amended to make immigrant students who were born in any country except France or Belgium eligible for PANA funding.

Item 3.15 calculates the entitlement of the French Language Board to the PANA allocation. The criteria is similar to ESL regarding years of entry to Canada. Factors are applicable to the PANA calculation.

Schools are required to retain appropriate records for verification of year of entry into Canada and eligibility through the admission committee for audit purposes.

## ALF

Elementary and secondary ADE used in the calculation are from schedule 13, ADE pupils of the

board.

The assimilation factor at item 3.17 is the factor listed for the board in Table 3 of the grant regulation. This factor is a proxy for the percentage of the boards' enrolment whose language spoken most often at home does not include French. The factor is based on home language data from the Statistics Canada's Census for the school aged population (0-19 year olds) in the region of the board, and the boards' enrolment and has been revised in 2005-06 to reflect at least 75% assimilation for all French language boards.

The number of schools determined under Section 1.3 for School Foundation purposes, items 1.3.1 and 1.3.10 are used in the calculation of the school amount at items 3.18.2 and 3.19.2.

The secondary school enrolment based amount at item 3.19.3 is calculated on a school by school basis in the Excel based appendix C.

#### **Section 4 – Supported Schools Allocation**

Supported schools are, in the case of elementary schools, 20 km away from the nearest elementary school within the same board, and in the case of secondary schools, 45 km away from the nearest secondary school within the same board. The definition of schools used is consistent with the definition used for school foundation purposes. Where a school consists of more than one facility, the facility with the largest capacity (OTG – on the ground) will be used to measure distance to the nearest school.

The following new benchmarks have been incorporated in this section:

<u>Elementary Supported School Size (2010/11 ADE)</u>	<u>Funding</u>
ADE greater than 1 and less than 50	\$ 68,507.33 + (ADE x \$ 6,694.21)
ADE equal to or greater than 50 and less than 150	\$ 592,386.90 - (ADE x \$ 3,783.38)
ADE equal to or greater than 150	\$ 24,880.25

In the case of English Public school boards:	
ADE greater than 1 and less than 50	\$ 67,182.80 + (ADE x \$ 6,564.79)
ADE equal to or greater than 50 and less than 150	\$ 580,933.65 - (ADE x \$ 3,710.23)
ADE equal to or greater than 150	\$ 24,399.21

<u>Secondary Supported School Size (2010/11 ADE)</u>	<u>Funding</u>
ADE greater than 1 and less than 50	\$ 58,029.74 + (ADE x \$ 16,337.72)
ADE equal to or greater than 50 and less than 200	\$ 1,105,788.88 - (ADE x \$ 4,617.46)
ADE equal to or greater than 200 and less than 500	\$ 269,601.86 - (ADE x \$ 436.52)
ADE equal to or greater than 500	\$ 51,340.20

The calculation of funding is school based and is done in the Excel based appendix C.

As part of the Ministry's commitment to ensuring that grants remain current and reflect the changing needs and cost structures of school boards, the Distant Schools Allocation

(DSA) - Learning Resources Component and related funding will be phased out over three years by reducing the current allocation by one third in each of the next three years starting 2010-11.

The DSA - Learning Resources Component funding amounts are now listed as Table amounts in the 2010-11 Grant Regulation and no longer show on Excel Appendix C.

Where the funding (on a board aggregate basis) for schools that meet the supported schools criteria is lower than the learning resources component amount of distant schools that meet the supported school criteria, boards will receive the sum of the supported school amount and 2/3 of the difference between the DSA learning resources amount and the supported school amount. This is calculated at item 4.7 and item 4.8.

### **Section 5 – Remote and Rural Allocation**

The small board amount equals the total of the day school ADE of pupils of the board by panel multiplied by the small board per pupil amount for each corresponding panel. The small board per pupil amount is calculated as follows:

Small board per pupil amount where total ADE < 4000:

[\$317.67 - (2010/11 Total day school ADE of the Board, Item 5.1.1 X \$ 0.01725)],

In the case of English Public boards, the amount for the Elementary panel is:

[\$315.22 - (2010/11 Total day school ADE of the Board, Item 5.1.1 X \$ 0.01712)]

Small board per pupil amount where total ADE is 4000 or more and less than 8000:

[\$248.67 - ((2010/11 Total day school ADE of the Board, Item 5.1.1 - 4000) X \$ 0.01981)]

In the case of English Public boards, the amount for the Elementary panel is:

[\$246.75 - ((2010/11 Total day school ADE of the Board, Item 5.1.1 - 4000) X \$ 0.01966)]

Small board per pupil amount where total ADE is 8000 or more:

[\$169.42 - ((2010/11 Total day school ADE of the Board, Item 5.1.1 - 8000) X \$ 0.02118)]

In the case of English Public boards, the amount for the Elementary panel is:

[\$168.11 - ((2010/11 Total day school ADE of the Board, Item 5.1.1 - 8000) X \$ 0.02101)]

Calculated per pupil distance amount:

- If Item 5.2.1, distance from major city, is less than 151, 0
- If Item 5.2.1, distance from major city, is greater or equal to 151, but less than 650, (Item 5.2.1 - 150) X \$ 1.08374).

In the case of English Public School Boards, the per pupil amount for Elementary is (Item 5.2.1 - 150) X \$ 1.0754).

- If Item 5.2.1, distance from major city, is greater than or equal to 650 but less than 1,150,

$[(\text{Item } 5.2.1 - 650) \times \$ 0.14586] + \$ 541.87.$

In the case of English Public School Boards, the per pupil amount for Elementary is  $[(\text{Item } 5.2.1 - 650) \times \$ 0.14474] + \$ 537.70.$

- If Item 5.2.1, distance from major city, is greater than or equal to 1,150, \$ 614.80.

In the case of English Public School Boards, the per pupil amount for Elementary is \$ 610.07.

The dispersion amount is calculated from the average school dispersion for the board listed in Table 6 of the grant regulation. The dispersion factor used in the calculation of dispersion amount is \$ 5.70232.

In the case of English Public School Boards, the amount for Elementary panel is \$ 5.65843.

### ***Section 5A – Rural and Small Community Allocation***

This allocation is based on Statistics Canada's Rural and Small Community Measure (RSCM). The RSCM uses Statistics Canada population data to represent the proportion of a school board's population residing in rural areas or small communities.

When  $RSCM < 25\%$ , the allocation is zero

When  $25\% \leq RSCM < 75\%$ , the allocation is  $\$42.10 \times 2010/11 \text{ ADE} \times (RSCM - 25\%)$

When  $RSCM \geq 75\%$ , the allocation is  $\$21.05 \times 2010/11 \text{ ADE}$

### ***Section 6 – Continuing Education Allocation***

#### **Adult Education, Continuing Education and Summer School**

The funding calculated under this component supports the provision of adult day school programs, continuing education programs, summer school programs as well as crossover and transfer courses under the secondary school program.

The funding is \$3,243 per ADE for continuing education and \$3,133 per ADE for adult education and summer school.

The day school ADE of pupils aged 21 and over at item 6.1 is derived from item 3.12 pupils of the board, schedule 13 that includes both Elementary and Secondary students over the age of 21.

The continuing education ADE at item 6.2 reflects the total continuing education ADE reported in schedule 12, item 1.7. This includes the ADE relating to the after school credit program referred to in schedule 12.

The 2011 Summer School ADE item 6.3 reflects the total summer school ADE, excluding literacy and numeracy reported in schedule 12, item 2.5.

## International Languages

This funding provides for classes for international languages instruction in a language other than English or French for elementary pupils. Funding is based on \$51.62 per classroom hour for average class sizes of 23 or more. Where the average class size is less than 23, the classroom hour rate is reduced by \$1 for every pupil less than 23.

Boards are required to maintain enrolment registers provided by the Ministry for this program and retain them for audit purposes.

## PLAR

The allocation for PLAR for mature students is calculated in this section using data reported in schedule 12.

PLAR equivalency assessment amount increases from \$114 to \$117.

PLAR completed challenge for Grade 11 and 12 credit amount increases from \$342 to \$352.

## ***Section 7 – Cost Adjustment and Teacher Qualification and Experience Allocation***

The elementary Teacher Q&E per pupil benchmark is split into two benchmarks for JK to Grade 3 and Grade 4 to Grade 8.

Teacher Q&E allocation per pupil - JK to Grade 3	\$4,788.70
Teacher Q&E allocation per pupil - Grade 4 to Grade 8	\$3,856.67
Teacher Q&E allocation per pupil - secondary	\$4,909.70

In the case of English Public school boards, the Teacher Q&E allocation per pupil - JK to Grade 3 is \$4,696.10 and the Teacher Q&E allocation per pupil - Grade 4 to Grade 8 is \$3,782.11.

The change in Table 10 amounts in the Grant regulation reflects a 3% salary increase impact for non-teachers.

## Qualification categories

Boards are required to choose from the drop down list the method of qualification categories applicable to them.

Where a qualification category of a teacher is changed after October 31 and the change for salary purposes is retroactive to October or earlier, the changed category is to be reported on the grid.

## Teacher distribution grid

Number of full years of teaching experience immediately before the start of the school year are to be reported, rounded to the nearest whole number (S40(6) of Grant Regulation). Principals and VPs reported on the grid are deemed to have 10+ years of experience, qualification category A4/GP4.

The board's teacher distribution grid should reflect the FTE of active teachers as of October 31 of the school year. The FTE should be reported to one decimal place. In general, teachers who are assigned a regular timetable as of October are included on the grid with the following exceptions:

- Exclude continuing education teachers and teachers providing instruction in respect of programs funded under Special Education Facilities amount
- Include teachers on leave of absence with pay for which the board is not reimbursed (S38(2) of Grant Regulation)
- Include occasional teachers if the teacher being replaced is not expected to resume instructional duties during the school year
- Include library/guidance teachers
- Include teachers assigned to instruct for part of their time (S40(2) of Grant Regulation)
- Include principals or vice-principals assigned to instruct for part of their time (S40(4) para.4 of Grant Regulation)

The following teachers on leave should be excluded:

- teachers on leave of absence without pay
- teachers on leave of absence with pay for which the board is reimbursed
- teachers on leave of absence resulting from participation in a deferred salary leave plan
- teachers receiving benefits from a long-term disability plan
- occasional teachers if the teacher being replaced is expected to return to a teaching position during the school year. In such case, the teacher being replaced should be reported.

## Experience factors

Total experience factors at item 7.5 reflect the total (by panel) of the product of teachers reported on the grid and the following instructional salary matrix (Table 9 of the Grant Regulation).

### INSTRUCTIONAL SALARY MATRIX

Qualification & experience	D	C	B	A1	A2	A3	A4
0	0.5825	0.5825	0.5825	0.6178	0.6478	0.7034	0.7427
1	0.6185	0.6185	0.6185	0.6557	0.6882	0.7487	0.7898
2	0.6562	0.6562	0.6562	0.6958	0.7308	0.7960	0.8397
3	0.6941	0.6941	0.6941	0.7359	0.7729	0.8433	0.8897
4	0.7335	0.7335	0.7335	0.7772	0.8165	0.8916	0.9418
5	0.7725	0.7725	0.7725	0.8185	0.8600	0.9398	0.9932

<b>6</b>	0.8104	0.8104	0.8104	0.8599	0.9035	0.9881	1.0453
<b>7</b>	0.8502	0.8502	0.8502	0.9013	0.9475	1.0367	1.0973
<b>8</b>	0.8908	0.8908	0.8908	0.9435	0.9919	1.0856	1.1500
<b>9</b>	0.9315	0.9315	0.9315	0.9856	1.0356	1.1344	1.2025
<b>10</b>	1.0187	1.0187	1.0187	1.0438	1.0999	1.2166	1.2982

## New Teacher Induction Program (NTIP)

The number of NTIP eligible teachers is preloaded using the sum of the FTE teachers with experience of two years or less reported under Section 7 of the 2009-10 Revised Estimates Ministry reviewed submission

The funding is calculated at \$50,000 per school board plus \$819.25 per NTIP eligible teacher, but limited to the lower of the actual NTIP expenses and the NTIP calculated amount.

## **Section 9 – Transportation Allocation**

Transportation allocation is the sum of:

- Enrolment based amount
- Cost adjustment
- Route efficiency amount
- Fuel escalator/de-escalator amount

### Enrolment based amount

The stable funding guarantee for the Student Transportation Enrolment Based Grant will be based on 50 percent of enrolment decline.

The enrolment adjustment factor that applies to the 2009-10 transportation base is now calculated as:

- If 2010/11 Total Day School ADE of pupils of the board (A) is greater than 2009/10 Total Day School ADE of pupils of the board (B), then A/B
- If A is less than B, then  $A/B + [(1 - A/B)] \times 50\%$

The transportation allocation base, item 9.1, includes the 2009-10 Effectiveness and Efficiency (E&E) reviews amount. Boards could include in the adjustment cell their 2009-10 E&E reviews amount where they have an estimated amount at the time of preparation of their estimates.

2009-10 enrolment data is preloaded at item 9.3 comes from Section 16, item 16.8.3.

## Route efficiency amount

An annual 1 percent routing reduction in the student transportation allocation will apply to all boards, except boards that have received a “HIGH” rating on routing and technology efficiency through the E&E reviews. This percentage is preloaded according to Table 7 of the 2010/11 grant regulation.

## Cost Update Adjustment

A 2 percent cost benchmark update for student transportation in 2010-11 is provided, offset by any 2009-10 surplus of transportation allocation over transportation expenditures.

For boards receiving the Cost Update Adjustment of 2 percent, 12 percent of this update is retained and will be provided through the fuel escalation portion of the Fuel Escalator and De-escalator Component, if it applies.

Item 9.9 picks up Net Transportation *Expenses*. This means that item 9.9 includes the amortization expense of capital assets, not the expensing of the full cost of capital assets.

## Fuel escalator/de-escalator amount

The fuel escalation/de-escalation compares the monthly average diesel benchmark rate for Southern and Northern Ontario from September to June, published by the Ministry of Energy and Infrastructure, to the adjusted diesel pegged rate for Southern and Northern Ontario. The escalator/de-escalator amount will only be calculated when the percentage difference between the two rates is greater than plus or minus 3 percent.

The monthly average diesel rates at item 9.14 are now open cells for boards to input for forecasting purposes. Since the actual rates will not be available until the school year starts, boards should not assume any escalator/de-escalator amount. Therefore, when filing the submission to the Ministry, the adjusted pegged rate plus HST shown at item 9.13.1 must be input in the cells at item 9.14 to avoid any calculation of the escalator/de-escalator amount at the estimates stage.

The September and October monthly average diesel benchmark rates will be preloaded in Revised Estimates and all the monthly average benchmark diesel rates will be preloaded in the Financial Statements.

Item 9.20 is the Approved Expenses for Transportation To and From Provincial Schools, requiring the entry of an expense amount, not an expenditure amount. Since this amount does not include capital assets, it therefore does not include the amortization of capital assets.

## **Section 10 – Administration and Governance Allocation**

This allocation provides for all board based staff and expenditures, including supervisory officers and their secretarial support.

The trustee funding component covers trustee honoraria, expenses, meeting costs and professional development (for example conferences). Dues to stakeholder organizations and secretarial costs for trustees are to be funded where necessary from board administration.

Board need to input the trustee information at items 10.2.1a to 10.2.1c. Boards should not report the Trustees for School Authority in these items. Separate funding for the remunerations for Trustees of School Authorities being amalgamated is provided at item 10.4.3 until the next Trustee election.

The 2009/10 ADE used at item 10.3.5a to calculate the Trustee enrolment amount is preloaded from item 16.8.3 in Section 16.

This section also calculates funding for student trustees honoraria and expenses. Boards can elect up to three student trustees and enter the number of student trustees at item 10.9. The funding calculation is based on the sum of the days each student trustee is in office. This is to be entered at item 10.9.1. (eg. two student trustees in office for the whole year and one student trustee in office for 300 days, enter 2 x 365 days + 300 days, 1030 days).

The Director and Supervisory Officers (SO) Component Allocation is intended to cover salaries and benefits of directors and Supervisory officers of the board and also recognizes the higher administrative costs borne by boards based on circumstances reflected in their Remote and Rural allocation, Learning Opportunities allocation and Capital activities.

The board administration component provides funding for the business and other administrative functions of a board and the costs of operating and maintaining board offices and facilities, including expenses and support staff for the director and supervisory officers as well as support staff (where necessary) for trustees.

Due to the wrap up of the capital programs, the previous 1% funding of the eligible capital programs allocations under Director/SO and Board Administration is replaced by a Capital Administration amount which is a table amount in the 2010-11 GSN grant regulation. The table amount is shared equally between Director/SO and Board Administration.

Benchmark changes:

Directors and SOs

Base allocation for Director and SOs	From \$520,375 to \$535,986
Per pupil amount for first 10,000 pupils	From \$13.26 to \$13.39
Per pupil amount for next 10,000 pupils	From \$19.36 to \$19.55
Per pupil amount for remaining pupils	From \$26.64 to \$26.90

Board administration

Base allocation	From \$94,782 to \$96,645
Additional Base Amount if enrolment < 26,000	From \$203,892 to 207,901
Enrolment based allocation	From \$205.31 to \$205.25

Per pupil benchmark changes above reflects 2% reduction as part of the 2010-11 savings measures after reflecting the 3% increase in salary components.

An additional base amount of \$207,901 is available for boards with day school pupil of the board ADE

lower than 26,000.

Funding for Reporting Entity is based on \$51,975 per board plus \$1.09 per day school ADE of pupils of the board.

Separate funding is provided for the non-instructional spaces from School Authorities at item 10.30.7b where applicable.

The multiple municipalities component recognizes the additional administrative costs associated with boards whose jurisdictions include a large number of municipalities.

Parent Engagement funding is calculated based on the following formula:

- an amount for school councils to support local communication and engagement efforts (\$500 per school). In addition to this basic per school amount of \$500, any combined school with 300 or more elementary students and 500 or more secondary students will receive a further \$500.
- an amount to support the work of each board's Parent Involvement Committee (\$5,000 per board + \$0.17 per student).

ADE pupils of the board is the total day school ADE pupils of the board calculated at item 3.9 on schedule 13.

The internal audit and audit committees allocation provides funding based on a regional model consisting of eight regions. Each region will have a host board that will be responsible for the administrative functions relating to the initiative. Funding of \$5M will be provided in 2010-11 to the host boards and consists of two components:

- staffing component for salary and benefits cost, each host board will receive:  
 $\$250,000 + \$2,250,000 \times \frac{\text{average total revenue for the region over the prior 3 years}}{\text{average total revenues of all regions in the same time period}}$
- Non-salary related cost component :  
 $\$750,000 \times \frac{\text{Area of the region in square kilometers}}{\text{Total area of all school boards in square kilometers}}$

## ***Section 11 – Pupil Accommodation Allocation***

This section has been simplified due to the capital wrap up and now consists of three screens:

- (i) School operations
- (ii) School renewal
- (iii) Short term interest on capital

### **School operations**

The allocation for school operations provides for the costs of operating schools.

The schools from School Authority are included in the Excel Appendix C for the top-up calculation. Where schools provided Elementary programs that include grades 9 and 10, the on the ground capacity (OTG) of the Elementary facility will be the total capacity of the school minus the Secondary enrolment for the purpose of calculating the top-up allocation. The OTG capacity of the Secondary facility will be deemed to be the same as the Secondary enrolment in that facility and therefore will not attract any top-up allocation.

An additional column has been added in the Excel Appendix C for boards to put in a negative adjustment to the OTG of the Elementary facility that equals the enrolment in the Secondary facility, and a corresponding positive adjustment to the OTG of the Secondary facility.

Separate funding is provided for the capital leases from School Authorities (item 11.14.5).

The school operations funding benchmark per square meter has been increased to \$73.76.

The School Operation Top-Up funding is up to 18% for all schools except for rural schools and supported schools. Top-up funding will not be provided to new schools, including schools opened in the 2009-10 school year, for the first five years of operation. These schools are identified in a new column in the Excel Appendix C.

The calculation of Top-up for school operations provides for (school by school amount calculated in appendix C provided under separate Excel file):

- i) Regular top-up calculated at items 11.13 and 11.14
- ii) Distant schools enhancement portions at items 11.13.1 and 11.14.1 is being phased out through a reduction of one third of its 2009-10 amount. The reduced amount is listed in a Table in the 2010-11 GSN grant regulation and is no longer populated from Excel Appendix C
- iii) Rural schools enhancement portions at item 11.13.2 and 11.14.2 up to 100% top-up
- iv) Supported schools enhancement portions at item 11.13.3 and 11.14.3 up to 100% top-up

Boards are required to input at item 11.12.2 the average FTE of pupils in approved S23 facilities programs in classrooms located in board facilities.

Elementary day school ADE used in calculating item 11.1 is the ADE pupils of the board calculated at item 3.5, schedule 13.

Secondary day school ADE used in calculating item 11.8 is the ADE pupils of the board calculated at item 3.8, schedule 13.

The supplementary area factors that are populated at items 11.2, 11.6, and 11.9 are the Ministry approved factors that are published in the technical paper on pupil accommodation grants.

Top-up allocations at items 11.13 to 11.13.3 and 11.14 to 11.14.3 are the totals that are preloaded in appendix C of the submission. Note that the detailed top-up calculations are done through a separate Excel file.

Community use of Schools is now moved to this section.

## School Renewal

The allocation for school renewal offsets the costs of repairing and renovating schools.

The schools from School Authority will be included in the Excel Appendix C for top-up calculation. Where schools provided Elementary programs that include grades 9 and 10, the on the ground capacity (OTG) of the Elementary facility will be the total capacity of the school minus the Secondary enrolment for the purpose of calculating top-up allocation. The OTG capacity of the Secondary facility will be deemed to be the same as the Secondary enrolment in that facility and therefore will not attract any top-up allocation.

An additional column has been added in the Excel Appendix C for boards to put in a negative adjustment to the OTG of the Elementary facility that equals the enrolment in the Secondary facility, and a corresponding positive adjustment to the OTG of the Secondary facility.

The School Renewal Top-Up funding is up to 18% for all schools except for rural schools and supported schools. Top-up funding will not be provided to new schools, including schools opened in the 2009-10 school year, for the first five years of operation. These schools are identified in a new column in the Excel Appendix C.

The calculation of Top-up for school renewal provides for (school by school amount calculated in appendix C provided under separate Excel file):

- i) Regular top-up calculated at items 11.26 and 11.27
- ii) Distant schools enhancement portions at items 11.26.1 and 11.27.1 for School Renewal Top-Up funding for Distant Schools is being phased out through a reduction of one third of its 2009-10 amount. The reduced amount is listed in a Table in the 2010-11 GSN grant regulation and is no longer populated from Excel Appendix C.
- iii) Rural schools enhancement portions at item 11.26.2 and 11.27.2 up to 100% top-up
- iv) Supported schools enhancement portions at item 11.26.3 and 11.27.3 up to 100% top-up

Column 1 populates the approved school area percentages that are less than 20 years old and those that are 20 years or older in respect of elementary schools and secondary schools.

The weighted benchmark in column 3 is calculated by multiplying the percentage in column 1 to the benchmark renewal cost per square meter shown in column 2.

Weighted average renewal cost per square meter at items 11.20 is the total of items 11.16 and 11.17, column 3.

Weighted average renewal cost per square meter at item 11.21 is the total of items 11.18 and 11.19, column 3.

The school renewal enhancement amount populated at item 11.27.5 represents the budget initiative of \$25M provided in 2002-03 and an additional \$25M for 2003-04 to enable school boards to make urgently needed repairs and renovations.

## Capital programs

### Capital Wrap Up

As part of the Capital wrap up described in the memorandum 2010:B2, the following allocations are removed from this section:

- New Pupil Places (NPP)
- Primary Class Size Reduction (PCS)
- Capital Transitional Adjustment
- Prohibitive to Repair
- Capital Priorities
- Best Start
- Outstanding Capital Commitments

The Ministry will support the amount of outstanding long-term financed debt as of August 31, 2010 related to the eligible expenditures under the above programs. The Ministry will also support the eligible expenditures under these programs that have not been long term financed as of August 31, 2010. The supported amounts will become the School Board's allocation in 2009-10, which the boards will need to set up as receivable from the Province.

Any remaining approval room under these programs that the School Boards have not used will also be identified. Details of the process to identify the supported long term and not permanently financed debt and the remaining approval room are outlined in the instructions to the Capital Wrap-up Template provided to boards as part of the release of the estimates forms.

Funding for the supported long term financed debt is the related debt servicing costs incurred in the school year, where the interest portion will be the allocation (revenue) for the school year and the principal or sinking fund contribution portion will be used to pay down the receivable set up at the end of 2009-10.

### Short Term Capital Interest Funding

The Ministry will continue to provide short-term capital interest funding for the eligible expenditures under these programs that are not permanently financed until the expenditures are long term financed through the OFA.

These eligible expenditures for short term financing are calculated at item 11.30.6 (Column 1 for NPP and GPL-Other, column 2 for GPL renewal, and column 3 for Temporary accommodation).

Pending long term financing arrangements being made later in the year, the imputed internal borrowing interest costs at 1% annually (item 11.30.8 to 11.30.10) and the lower of the 3-month bankers acceptance (BA) rate plus 75 basis points and actual interest cost on external short term borrowing (item 11.30.11 to 11.30.13) will be funded.

### Temporary Accommodation

This allocation replaces the funding previously provided under NPP and PCS for leasing costs and portable relocation and acquisition costs.

This allocation does not support leasing costs of permanent spaces where the lease is a capital lease

meeting the criteria for capitalization under PSG2 – Leased tangible capital assets

A table amount is provided in the 2010-11 GSN Grant Regulation, which the boards can use for operating costs (portable relocation and leasing expenses), which boards report under Schedule 3 – Capital Grant Room/Receivable, item 5.1, column 2. The allocation used is considered as an operating allocation, and is transferred to Section 1A and Section 1B, item 1.11.2. Any remaining table amount could then be used for portable acquisitions, which the board will enter under Schedule 3 – Capital Expenditure Budget, item 2.15 to 2.16, column 2.

## **Section 12 – Debt Charges Allocation**

This section has been redesigned to present the result of the capital wrap up and is organized using a layout that:

- (i) provides the information on the supported long term capital debt and supported not permanently finance debt and
- (ii) provides information on all of the other capital debt

The first screen of this section is divided into:

- Supported debt – which is further divided into pre-98 supported debts and post-98 supported debts
- Unsupported debt

Three new columns are introduced:

- Column 2 – Permanent debt retirement/NPF issue - This column allows boards to record any capital expenditures incurred in the year under the NPF (not permanently financed) line. Any debt retirement can also be recorded as negative amount in this column; however, boards should consult with the Ministry before inputting any debt retirement. The intention of the Ministry is to refinance any debt through the OFA unless otherwise advised.
- Column 3 – Retirement of supported NPF debt against NPP reserve – This reflects the offset of the amount of NPP component available in the pupil accommodation debt reserve against supported NPF debt. Any remaining NPF will be financed through OFA.
- Column 4 – Refinancing - This column is used when there is a long-term debt that is refinanced or the NPF is permanently financed. Where NPF debt is permanently financed, the amount being permanently financed is to be input as negative number and a positive number must be input on the OFA loans line in this column. Where an existing non-OFA supported long term debt is refinanced through OFA, boards will report the details in this column. In the case of unsupported debt, other third party long term financing could be used if the rates and terms are more favourable than those offered by OFA.

Most of the cells on this screen are input cells. The board should input the data based on the information in the Capital Wrap Up Template which is the tool to be used in identifying the supported and unsupported debt information in the Capital Wrap Up process.

Note that additional rows have been added to adjust sinking fund debentures to the amounts as of August 31, 2010 that the ministry will be supporting i.e. the future contributions based on earnings assumptions built into the debenture instrument, and the amounts to be refinanced upon expiry of the current term. Likewise an adjustment for an equivalent amount will be recorded in the unsupported section, so that in total the sinking fund debenture reflects the nominal amount of the debenture. The total unsupported

capital debt as of August 31, 2010 that is reflected in schedule 5 and schedule 5.3 is calculated by deducting the sinking fund assets as of August 31, 2010 (Item 12.45 col.1 from the total unsupported capital debt (item 12.29 col.1)

Some boards have been using the NPF lines to track amounts that they have pre-financed on capital projects. As a result, negative amounts are reported in the NPF balances. Negative balances must not be recorded in the NPF sections; any outstanding pre-financed long-term debt will be shown as unsupported long term debt.

Amounts reported as “Not permanently financed” in this section include internal borrowing from other funds as well as short term borrowing from external financial institutions. However, interest reported should only include interest related to external borrowing.

Total Interest must equal the total of Debt and Interest Charges on Schedule 10 and the capitalized interest on schedule 3 (Item 12.40, Column 5 = Schedule 10, row 90, column 7 + Schedule 3, item 2.22 column 10).

The second screen of this section is divided into:

- Total debt – which is the summary of the information of the first screen.
- Sinking Fund Assets.

### **Section 13 – Learning Opportunities Allocation**

Benchmark changes include the update it using 2006 Census data:

Base amount	from \$162,576 to \$167,197
Literacy and Numeracy assistance	from \$6,175 to \$6,351 per pupil
Student Success – Demographic component	from \$11,704,514 to \$12,037,213
Student Success (Gr. 9-12)	from \$29.16to \$29.99
Student Success (Gr. 7-8)	from \$11.64 to \$11.97
(In the case of English Public School Boards, the Student Success (Gr. 7 – 8) is \$11.85)	
Student Success – Geographic component (Elem)	from \$0.23 to \$0.24
(In the case of English Public School Boards, Geographic component (Elem) is \$0.22)	
Student Success – Geographic component (Sec)	from \$0.59 to \$0.61

#### **Demographic component**

Item 13.1 represents the demographic component of the Learning Opportunities that is provided in Table 7 of the grant regulation.

#### **Literacy and Numeracy Assistance**

Item 13.2 - The Grade 7 to 10 Literacy and numeracy programs component provides additional support to enhance the literacy and numeracy skills of students at risk of not meeting the new curriculum standards and the requirements of the Grade 10 literacy test.

These courses or programs can be provided during the summer, and during the regular school year outside the regular school day and are classes or courses for pupils in grade 7 and higher grades for whom a remedial program in literacy and numeracy has been recommended by the principal of the day school.

Item 13.2.1 - ADE for courses provided in the summer is the ADE input on schedule 12, items 2.6 and 2.7.

Item 13.2.2 - ADE for literacy and numeracy courses for adults is the ADE input on schedule 12, item 1.8. These are classes or courses in literacy and numeracy established for adults who are parents or guardians of pupils in all grades for whom the principal of the day school has recommended a remedial course in literacy and numeracy.

Item 13.2.3 - ADE for literacy and numeracy remedial courses provided during the school year outside of the regular school day is the total of the ADE input on schedule 12, items 1.9 and 1.10.

## Student Success

Item 13.3.1 ADE pupils of the board is from item 3.9, schedule 13.

Item 13.3.4 The enrolment based assistance for grade 7 and 8 students is calculated using the grade 4 to 8 ADE pupils of the board calculated at item 3.4, schedule 13.

Item 13.3.10 The geographic component for grade 7 and 8 students is calculated using the grade 4 to 8 ADE pupils of the board calculated at item 3.4, schedule 13.

Funding is provided to Lakehead DSB, for providing the program coordination for the isolate schools under the Territorial Student Program.

A stabilization amount is included in this section that adjusts the overall funding provided to District School Boards so that the amalgamation impact on the board in relation to the funding that the School Authorities would have received if the amalgamation did not take place is minimized.

The following programs, previously funded under EPO, are now funded through GSN under the Learning Opportunities Allocation:

- School Effectiveness Framework which consists of a per pupil funding amount of \$2.63 plus a board amount of \$167,197 plus an additional board amount of \$167,197 if the elementary ADE of the board is greater than 85,000
- Ontario Focused Intervention Partnership (OFIP) Tutoring which is funded through a per pupil amount of \$4.19
- Specialist High Skills Major which is a table amount in the 2010-11 GSN Grant

## **Section 14 – Tax Revenue and Territorial District Adjustments**

This section calculates property tax revenues for the school year, using calendar year data reported on Schedule 11. Items 14.1.2 and 14.1.3 are only applicable to the estimates and revised estimates cycle.

Since school boards report on a school year basis, tax revenue is based on two calendar year tax revenue and the conversion to school year is made using a 38% 62% split. These percentages were determined in 1998 when the province introduced the Student Focused Funding model and also introduced a transitional short year funding.

Item 14.1.2 allows boards to project the average percent assessment growth they expect within their jurisdiction in the 2011 calendar year. For example, if the board is expecting a 1.1% growth in residential assessment, 1.1000 should be entered in the residential taxes column. Where there is an assessment decline being projected, a negative number should be entered.

Item 14.1.3 captures the amount of business tax (BET) reduction estimated for 2011. This is the provincial initiative introduced in 1998 relating to the multi year phase in of the BET cuts.

Tax revenues at item 14.1.1 and tax adjustments at items 14.1.5 to 14.1.7 are populated from the totals compiled in schedule 11A.

### ***Section 16 – Declining Enrolment Adjustment (DEA)***

The calculation of the decline in operating revenues for DEA purposes in 2010-11 takes into account the following:

- (i) 13 percent of the revenue change in the Pupil Foundation Grant;
- (ii) 100 percent of the revenue change in the other grants that are used in the calculation of DEA (SEPPA, School Operations, Remote and Rural, Board Administration and FFL) is recognized;

Page 2 and 3 of this section are used to calculate the 2009-10 operating revenues for Pupil Foundation, SEPPA, FFL, Remote and Rural, Board Administration and School Operations which are preloaded at items 16.1.1 to 16.1.6, column 1.

These items are calculated using the 2009-10 ADE from Ministry reviewed Revised Estimates and applying the 2010-11 benchmarks and calculations. Where the enrolment data or the number of elementary schools eligible for FFL are different from the latest data, the boards can use the adjustment cells in item 16.8.2, 16.10.3, 16.10.6, 16.13.4 and 16.13.13 to report the difference.

The enrolment data at item 16.8.3 will also be used in Section 9, item 9.3 and Section 10, item 10.3.5a for the grant calculation in these sections.

The School Operation Top-up amounts for DEA purposes for 2009-10 and 2010-11 at item 16.1.7 are calculated in the Excel Appendix C under the worksheet “DEA – Top-up”. Only schools that have enrolment in both 2009-10 and 2010-11 will be included in the calculation. The 2009-10 ADE from the submitted 2009-10 Revised Estimates Excel Appendix C is preloaded in this worksheet to calculate the 2009-10 Top-up amount for DEA purpose using 2010-11 on the ground capacity and benchmarks. The

results are shown on column 21 and 22 of that worksheet which will be preloaded into EFIS through the Excel Appendix C submission process.

Item 16.5.1 – 2009/10 declining enrolment adjustment before phase in amount based on the 2009/10 Ministry reviewed Revised Estimates submission is preloaded. Where this amount is different from the latest data, the boards can use the adjustment cell at column B to report the difference.

Item 16.5.3 – 5% of the 2008/09 declining enrolment adjustment before phase in amount at item 16.5.2 is calculated.

### **Section 17 – Other Grants (Program Enhancement Allocation)**

The program enhancement funding provided in 2010-11 that supports programs and activities such as art, music, physical education, and outdoor education.

Based on the number of schools of the board X \$9,650.

The same definitions of schools as the ones used in the school foundation determination are applicable to this section.

It should be noted that, while each board’s level of funding is based on its number of schools, boards have flexibility to decide how to use this funding within their jurisdiction.

### **Section 18 – First Nation, Métis and Inuit Supplement**

#### Native Languages

Elementary per pupil amounts	
20 – 39 minutes	From \$1,912.13 to \$1,974.62
40 minutes or more	From \$2,868.19 to \$2,961.93
In the case of English Public School Boards, the per pupil amounts are:	
20 – 39 minutes	From \$1,875.16 to \$1,936.45
40 minutes or more	From \$2,812.74 to \$2,904.67
Native Languages Secondary per pupil credit amounts	
Gr. 9 and 10	From \$1,593.44to \$1,645.52
Gr.11 and 12	From \$1,593.44to \$1,645.52
Native Studies Secondary per pupil credit amount	From \$1,593.44to \$1,645.52
Native Studies Demographic component	From \$93.78 to \$174.28

Aboriginal amount – a weighted incidence factor for each board, derived from census-based data is listed in the 2010-11 grant regulation. Funding for this component is \$174.28 per pupil x weighted incidence

factor. The weighting factor directs more funding to boards with a higher estimated proportion of First Nation, Métis and Inuit students.

### **Section 19 – Safe Schools Allocation**

This allocation is made up of the Professional Support Staff component and the Program and Support component. The allocation is based on enrolment, geographic factors, and on social and economic indicators, with all boards receiving a minimum allocation of \$26,523 for professional support and \$53,045 for programs and support for suspended and expelled students.

The professional support component is provided as follows:

Greater of \$26,523 and the sum of the following:

Per pupil allocation = Day school pupil of the board ADE x per pupil amount of \$3.48

Demographic amount = Day school pupil of the board ADE x weighted per pupil amount listed on Table 8 of the 2010-11 Grant Regulation

Dispersion amount for Gr. 9 – 12 = Gr. 9 to 12 Day school pupil of the board ADE x dispersion distance (section 5, item 5.3.1) x \$0. 0.222433

Dispersion amount for Gr. 4 – 8 = Gr. 4 to 8 Day school pupil of the board ADE x dispersion distance (section 5, item 5.3.1) x \$0.083412

The programs and support component for expelled students and students serving long-term suspensions is provided as follows:

The greater of \$53,045 and the sum of the following:

Per pupil allocation = Day school pupil of the board ADE x per pupil amount of \$7.61

Demographic amount = Day school pupil of the board ADE x weighted per pupil listed on Table 8 of the 2010-11 Grant Regulation

Dispersion amount for Gr. 9 – 12 = Gr. 9 to 12 Day school pupil of the board ADE x dispersion distance (section 5, item 5.3.1) x \$0. 486927

Dispersion amount for Gr. 4 – 8 = Gr. 4 to 8 Day school pupil of the board ADE x dispersion distance (section 5, item 5.3.1) x \$0. 182597

### **Data Form A.2 – Enveloping**

The calculations on this form implement the enveloping provisions of the legislative grant regulation and are summarized in the compliance report that the Director of Education has to certify.

#### **Special Education**

The enrolment information requested in items 2.0 through 2.3 is used for the calculation of the special education allocation regarding pupils in self-contained classes.

For Elementary grades, report full ADE when the students spend more than 50% of their time in the self-contained classes; do not report ADE when the students spend equal or less than 50% of their time in the self-contained classes.

For grades 9 to 12, average daily enrolment (ADE) is based on the existing two count dates within the school year, October 31 and March 31, which is consistent with all reporting. Where secondary self-contained students are integrated into a regular classroom for one or more period(s), the ADE should reflect *only* the portion of the day the student is in a self-contained classroom.

The allocation in respect of the pupils in self contained classes is deducted on Schedules 10A and 10B in arriving at the total net special education expenses which are used to proportionally distribute the special education allocation in Data Form B and C to the various expenses categories.

Item 2.4 picks up the total special education expenditure reported in schedule 10A and 10B including Section 23 Facilities expenditures.

The reporting of special education expenditures outlined in the Uniform Code of Accounts requires all expenditure categories to be reported on an incremental basis, except classroom teachers and supply teachers which for self contained classes are reported on a total basis. As a result, the portions of the various allocations that are used to determine the incremental special education expenditure reflect the classroom teachers and supply teachers components only. These are reflected in the rates that are applied to the allocations in Items 2.11a to 2.17.

The calculation of the elementary allocation for pupils in self contained special education classes has been split into JK to Grade 3, Grade 4 to Grade 8 for Pupil Foundation and Teacher Q&E in item 2.11a, 2.11b, 2.15a and 2.15b.

For enveloping purposes, the special education revenues include the Special Education allocation calculated in Section 2 and the EPO funding under Early Learning – SEPPA component (item 2.22 to 2.25).

SEA formula based amount inside the Special Education allocation is separately enveloped for eligible expenses such as related computing technology, staff training and technician amounts reported by the board under item 2.18. Any unspent allocation will stay in a separate SEA deferred revenue (Schedule 5.1, item 1.3.1) from the special education deferred revenue (Schedule 5.1, item 1.3).

Any amount of spending on special equipment that exceeds the non-claims component of the SEA allocation will be part of the general special education envelope.

The calculation on this Data Form will determine the amount to be transferred out from the special education deferred revenue and Early Learning –SEPPA deferred revenue on a total basis (item 2.27). Boards are required to input the amount to be transferred out from Early Learning –SEPPA deferred revenue on item 2.28.

## Administration and Governance

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.

School boards are required to keep these expenses lower than the grant given to it. If the expenses are higher than the allocations, then the board is not compliant with the regulation requirement and this will be reflected in the compliance report.

Boards are allowed to use other revenue sources to lower their administrative and governance expenses, which should be reported under item 4.4 of this data form.

## Internal Audit

The internal audit allocation to host boards funds the staffing and non-staffing expenses related to the internal audit initiative. Boards will input these expenses in item 5 of this data form. Any unspent allocation will remain in the internal audit deferred revenue, Schedule 5.1, item 1.4.1.

## School Renewal

The use of School Renewal Allocation calculated in Section 11 is restricted by legislation to be used in eligible School Renewal expenses as defined in the Ministry's Code of Accounts, therefore it will be treated as a deferred revenues.

The available School Renewal deferred revenues is the sum of the opening balance of the deferred revenues plus the current year School Renewal Allocation plus interest earned in the deferred revenues. The available deferred revenues will be used for eligible School Renewal capital expenditures, the used amount will be transferred to DCC (Schedule 5.1, item 2.3, col. 5). The lower of the unused amount and the net non-capitalized School Renewal expenses will be recognized as current year revenues (Schedule 5, item 2.3, col. 6).

The net non-capitalized School Renewal expenses are the non-capitalized School Renewal expenses reported on Schedule 10, item 71, col. 12 offset by the amount of other third parties revenues used for school renewal purposes at item 9.1 and item 9.2 reported by the boards.

## ***Data Form B – Allocation of Funding to Expenditure Categories – Elementary***

This data form consists of seven screens:

- (i) Pupil Foundation - JK to Grade 3, Pupil Foundation – Grade 4 to Grade 8, Distant Schools, Remote and Rural (Columns 1 through 8). The pre-populated pupil foundation allocations total excludes enhancements on Elementary Supervision and professional learning.
- (ii) Teacher Q&E - JK to Grade 3, Teacher Q&E – Grade 4 to 8 and NTIP (Columns 9 to 13)
- (iii) FSL, FFL and NL, ESL/D/PANA, and Learning Opportunities (Columns 14 through 19.1)
- (iv) Special Education, Administration and Governance, School Operations, Transportation, International Language and Summer School, ALF (Columns 20 through 27)
- (v) Non-teaching staff cost adjustment, School Foundation, Declining Enrolment (Columns 28 through 33)
- (vi) Program enhancement, First Nation, Métis and Inuit Supplement, Rural and Small

- Community (Columns 34 through 39)  
(vii) Safe Schools, Elementary Supervision & Prof. Learning and Total (Columns 40 to 44)

The distribution of allocations (except Declining enrolment adjustment, special education, learning opportunities, program enhancement and First Nation, Métis and Inuit Supplement – aboriginal amount, Safe Schools amount, NTIP amount, Elementary Supervision and Professional Learning) to the various expense categories is done by using provincially determined percentages.

In allocating the Declining enrolment allocations percentages to the various expense categories, boards should apply the proportion that reflects the use of the funds.

The distribution of the special education allocation is proportional to net special education expenses on schedules 10A (or 10B).

The distribution of the learning opportunities allocation is proportional to board expenses on the program.

The literacy and numeracy component and the transportation for students at risk are split between panels based on ADE.

The distribution of the school foundation allocation is based on the actual funding generated for principals and vice-principals, secretaries and supplies.

100% of the native language and native studies component of the First Nation, Métis and Inuit Supplement is allocated to classroom teachers. The distribution percentage is for the board to allocate the aboriginal amount based on how the funds are used in the classroom categories and the coordinators and consultant category.

The Program Enhancement grant is intended to support new or to enrich existing programs and activities such as arts, music, physical education, and outdoor education. Allocation to the various expenses categories (classroom and coordinators/consultants) will be board-determined based on how they have applied the funding.

There is a separate column for NTIP to allow boards to report how the NTIP funding is spent.

The allocation of the Safe Schools grant to the various expenses categories will be board-determined based on how they have applied the funding.

The allocation of the Elementary Supervision and professional learning to the various expenses categories will be board determined based on how they have applied the funding.

### ***Data Form C – Allocation of Funding to Expenditure Categories – Secondary***

This data form consists of six screens:

- (i) Pupil Foundation, Distant Schools, Remote and Rural and Teacher Q&E and NTIP (Columns 1 through 9).
- (ii) FSL, FFL and NL, ESL/D/PANA, Learning Opportunities and Special Education (Columns 10 through 17)
- (iii) Administration and Governance, School Operations, Transportation and Adult Day

- School, Continuing Education, ALF (Columns 18 through 25)
- (iv) Non-teaching staff cost adjustment, School Foundation, Declining Enrolment (Columns 26 through 31)
- (v) Program enhancement, First Nation, Métis and Inuit Supplement, Rural and Small Community (Columns 32 through 37)
- (vi) Safe Schools and Total (Columns 38 to 40)

The distribution of most of the allocations (except Declining enrolment adjustment, special education and learning opportunities, program enhancement and First Nation, Métis and Inuit Supplement – aboriginal amount) to the various expenses categories is done by using provincially determined percentages that have been updated due to the realignment of allocations.

In allocating the Declining enrolment allocation percentages to the various expenses categories, boards should apply the proportion that reflects the use of the funds.

The distribution of the special education allocation is proportional to net special education expenses on schedules 10A (or 10B).

The distribution of the learning opportunities allocation is proportional to board expenses on the program.

The literacy and numeracy component and the transportation for students at risk are split between panels based on ADE.

The distribution of the school foundation allocation is based on the actual funding generated for principals and vice-principals, secretaries and supplies.

The distribution of the school foundation allocation is based on the actual funding generated for principals and vice-principals, secretaries and supplies.

100% of the native language and native studies component of the First Nation, Métis and Inuit Supplement is allocated to classroom teachers. The distribution percentage is for the board to allocate the aboriginal amount based on how the fund is used in the classroom categories and the coordinators and consultants category.

The Program Enhancement grant is intended to support new or to enrich existing programs and activities such as arts, music, physical education, and outdoor education. Allocation to the various expenses categories (classroom and coordinators/consultants) will be board determined based on how they have applied the funding.

The line for staff development and board administration are now opened under the column of Teacher Q&E and NTIP to allow boards to report how the NTIP funding is spent. The funding allocation for the Teacher Q&E remains unchanged using the Ministry prescribed notional share.

The allocation of the Safe Schools grant to the various expenses categories will be board determined based on how they have applied the funding.

### ***Data Form D – Variance Report – Allocation to Net Expenditures***

This data form shows the current year's funding allocations in relation the net adjusted expenses of the board and is divided into two parts:

- (i) Calculation of net legislative revenues for compliance (Columns 1 through 7)
- (ii) Calculation of net expenses for compliance and Variance Report (Columns 8 through 14)

## **Net legislative revenues for compliance**

Net legislative revenues for compliance are:

- Total operating allocations including allocation for supported debt interest; less
- Amount of the operating allocation transferred to mTCA deferred revenue; plus
- Amount of deferred capital contribution recognized as current year revenues; less
- Amount of the operating allocations that are transferred to deferred revenues because of the enveloping requirement; plus
- Amount of unused mTCA in deferred revenue transferred to current year revenue; plus
- Amount of the enveloped operating allocation deferred revenues recognized as current year revenues

### **Column 1 – Total Allocations**

The operating allocations in Section 1 are distributed into various expense categories in Data Form B and Data Form C according to Ministry's prescribed notional shares or distributed by the boards based on the use of the allocations. The results are summarized in Column 1.

Item 1.15 includes the school operations allocation calculated in dataforms B and C, as well as the operating component of the temporary accommodation funding

Item 1.24 includes the allocation for the Financing of NPF debt (55 School Board Trust)

### **Column 2 – Minor TCA Transferred to Deferred Revenues**

2.5% of the operating allocation is designated for boards to spend on minor tangible capital assets and therefore reduces the amount of the operating allocations available for operating uses. This amount is placed in deferred revenue.

Boards must report how they will spend the mTCA amount against various expense categories. Certain expense categories that have no minor tangible capital assets component are blocked off from data input.

### **Column 3 – DCC**

This represents the amount of deferred capital contributions that is recognized as current revenues

(Schedule 5.3, item 2.8). The amount is shown on item 1.23, amortization, to offset the amortization expenses in the adjusted net expenses for compliance. The difference between the two amounts represents the portion of the amortization of the assets associated with the unsupported debt in Section 12 (i.e. the assets in respect of which there was no capital contributions).

#### **Column 4 – Transfer to Deferred Revenue – Operating Legislative Grants**

Some of the operating allocations are subject to enveloping restrictions placed on them through legislation (eg. Special Education allocation, internal audit allocation), therefore these allocations cannot be recognized as revenues right away until the boards have incurred expenses according to the restriction requirements.

The distribution of these deferred revenues should be based on the plans on how these allocations are to be used

#### **Column 5 – Transfer from Deferred Revenues – Minor TCA (mTCA)**

- Any unused Minor TCA deferred revenues, after application to capitalized minor tangible assets, will be transferred back to operating revenues to cover any spending on non-capitalized minor tangible assets as well as other operating expenses. Boards will distribute this amount to various expense categories according to its use

Please note that for Board Administration expenses (item 1.14), the amount transferred back from mTCA deferred revenues (Col. 5) cannot exceed the amount put in the same line under Minor TCA transferred to deferred revenues (Col. 2)

#### **Column 6 – Transfer from Deferred Revenues – Legislative Grants**

When the board spends the allocations that have enveloped restrictions according to the restriction requirement, the board can recognize the deferred allocations as revenues up to the lesser of the eligible expenses and the deferred revenues. The recognized revenues are shown in this column (sum of Schedule 5.1, item 1.5 and item 2.7).

The distribution of the recognized revenues should be based on how the funds are spent with the following exceptions:

- transfer from internal audit deferred revenue has been prepopulated to the Board Administration line
- transfer from the Green Schools Pilot deferred revenue has been prepopulated to the school operations line
- transfer from school renewal deferred revenue has been prepopulated to the School Renewal line
- transfer from Interest on debt deferred revenue has been prepopulated to the Other Pupil Accommodation line

Net expenses for compliance, other revenues

Net adjusted expenses are:

- (i) Adjusted expenses for compliance purposes from Schedule 10 ADJ excluding School generated funds expenses; less
- (ii) Tuition Fees; less
- (iii) Other revenues; less
- (iv) Strike savings; less
- (v) Amounts from deferred revenues not related to legislative grants

In general, revenues must be distributed to the expense categories to the extent to which the revenues relate to costs incurred in those expense categories. Otherwise revenues must be proportionally distributed to the various expense categories.

**PROPORTIONAL DISTRIBUTION is to be done by distributing the applicable revenue across the expense categories based on the proportion of allocation within that category (Col. 1) to the total of the allocations in the categories over which the revenue is to be distributed.**

#### **Column 9 - Fees Revenue**

68.49% of tuition fee revenues included in Schedule 9 Items 5.1, 8.1 and 8.3 are to be allocated to classroom expenses and are to be distributed proportionally (based on classroom allocations in column 1) across all classroom expense categories at items 1.2 to 1.10 inclusive. The remaining amount is to be allocated to other expense categories. Where boards have tuition fees revenue in respect of visa students and have charged a fee in excess of the normal fee calculated in Appendix B, boards may distribute the excess to expense categories as they deem appropriate.

Individuals – Day School, Ontario Residents (Sch. 9 Items 8.2) is not deducted from expenses, as this amount is included in the grant determination.

Individuals – Continuing Education (Sch. 9 Item 8.4) is included in column 10 – Other Revenues.

#### **Column 10 – Other Revenues Excluding School Generated Funds**

##### Individual – Continuing Education Fees

Continuing Education Fees (Sch. 9 Item 8.4) are to be distributed to Continuing Education – item 1.16.

##### Transportation Recoveries

Transportation recoveries (Sch. 9 Item 5.2, 7.1, 8.5) are to be distributed to Transportation – item 1.17.

##### Rental Revenue

Rental revenues in Schedule 9 Item 8.6 (Instructional Accommodations) should be distributed to item 1.15 (School Operations).

Schedule 9 Items 8.7 (Non-instructional Accommodations) should be distributed to item 1.14 (Board Administration).

Schedule 9 Items 8.8 and 8.9 (Community Use and Other) should generally be distributed to item 1.15 (School Operations) but may be distributed to other expense lines to the extent to which these revenues relate to costs incurred in those categories.

#### Other Revenues

Schedule 9, item 8.12 (Donations – Classroom) is to be distributed within the Classroom expense categories items 1.2 to item 1.10 inclusive.

All other revenues are to be distributed to the appropriate expense category based on the use or source of funds. General revenues not specifically related to any expense category should be distributed proportionally.

The territorial adjustment calculated in section 14 is to be included in column 10 and should be distributed to item 1.14, Board Administration and Governance. Please note however that the adjustment is not reported under other grants in the revenue schedule since the funding is already accounted for in the determination of grants in Section 1.

#### Other Provincial Grants

Schedule 9 Items 2.17, revenue from the Ministry of Citizenship and Immigration should be distributed to the continuing education line (item 1.16).

Schedule 9 Item 2.35 (Prior years' grant adjustments) should be distributed proportionally across all operating expense categories (items 1.2 through 1.17).

All other provincial grants in Schedule 9 Items 2.1 to 2.40 (Other Operating Expense Grants) except for those specified above should be distributed as appropriate based on the purpose of the grant.

#### **Column 11 – Strike Savings**

Boards that experience strikes or lockouts are to report the amount of savings as the result of the strike in Column 11 of Data Form D. It is to be distributed to the expense categories in accordance with the nature and distribution of the strike savings. Usually, this is not applicable for estimates/revised estimates reporting.

#### **Column 12 – Transfer from Deferred Revenues – Non-Legislative Grants**

There are other revenues to school boards that are subject to external restrictions that are not through legislation. In those cases, these revenues also need to be placed in deferred revenue. Once the spending meets the external restriction requirements, the deferred amount can be recognized as current year revenues. These amounts are captured in this column from Schedule 5.1 (Total of Schedule 5.1 Col. 6 minus item 1.5 and item 2.7 of that schedule).

The distribution of this amount to various expense categories should be based on how the funds are being used.

#### **Column 8.1 and Column 14 - Variances**

Two variances columns are shown in this data form.

Col. 8.1 – this variance is the result of the comparison of the net legislative revenues in column 7 with the adjusted expenses for compliance in column 8 before any application of other revenues sources.

Col. 14 – this variance is the result of the comparison of the net legislative revenues in column 7 with the adjusted expenses for compliance in column 13 after application of other revenues sources.

## ***Appendix B – Calculation of Fees***

This appendix calculates tuition fees chargeable in respect of pupils for whom fees are receivable from the crown in right of Canada, a band, a council of a band, or education authority and the maximum fee chargeable to out of province students.

The calculation of fees has been revised to reflect the funding changes in 2010/11.

NTIP is allocated to the Elementary and Secondary panel based on the number of new teachers reported in section 7. The Safe Schools grant is allocated based on the day school pupil of the board ADE by panel.

The First Nation, Métis and Inuit supplement (which includes Native languages) is included in the determination of the base fee. Before 2007/08, the Native language amount was excluded and boards could, as part of their tuition fee agreement, adjust the fee for Native students by the amount of the native language allocation that would be generated by the student if the student was a pupil of the board.

The declining enrolment adjustment is included in the determination of tuition fee per pupil.

In the case of boards that receive the school foundation allocation generated from combined schools (i.e. Elementary and Secondary facilities combined for school foundation allocation purposes), report at Item 1.13, Secondary column, an adjustment to reallocate a portion of school foundation allocation generated by the Elementary facilities from the Secondary panel to the Elementary panel. The adjustment should be calculated based on the proportion of Elementary and Secondary enrolment in the combined school.

## **Appendix B1 – Tuition Fees Revenue**

This appendix has been redesigned for better reporting of Tuition Fees Revenues.

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The high cost factor columns are removed. It is replaced by two base fee revenues columns being calculated using the Appendix B calculated fee amount multiplied by the ADE data input in Column 2 and 3 of this appendix. Boards must report the additional fee revenues charged above the base fee on Column 8 and 9 where they are charging for costs beyond the regular level.

## **Appendix C – Top-Up Funding and Distant Schools and School Foundation Allocations**

The Ministry will populate into EFIS certain board total data from the Excel based Appendix C. Boards are therefore required to submit their appendix C to the following mailbox before they complete their EFIS submission,

[Estimates.met@ontario.ca](mailto:Estimates.met@ontario.ca)

School boards will receive a confirmation from the Ministry that the Appendix C data is ready for upload in EFIS.

Appendix C, Excel file contains 3 worksheets:

- (i) Top-up
- (ii) School Foundation and others
- (iii) DEA Top-up

### **Top-up worksheet**

This worksheet is to calculate the top-up allocations for the school operation and school renewal allocations. The regular top-up percentage is reduced from 20% to 18% as part of the 2010-11 constraint measures.

When a board has an isolate elementary school from the school authority amalgamation that provides grade 9 and 10 programs, the board will need to input a negative adjustment to the OTG capacity of the Secondary facility, which makes it equal to the Secondary enrolment, and a corresponding positive adjustment to the OTG of the Elementary facility (Col. 5.2).

Top-up funding will not be provided to new schools, including schools opened in the 2009-10 school year, for the first five years of operation. These schools are identified in column 6.5.

There should be a school ID in column 4.2 for each facility listed on this worksheet for the proper calculations and groupings into the School Foundation worksheet. The foundation allocation will not be calculated for a facility without a School ID. Where school IDs have not been assigned, please refer to the procedure for applying for a school ID or contact your Ministry Finance Officer.

Report the following in respect of each facility listed:

Col. 6A	The projected 2010/11 JK to Gr. 3 ADE (pupils of the board) for each school facility
Col. 6B	The projected 2010/11 Gr. 4 to Gr. 8 ADE (pupils of the board) for each school facility
Col. 6A	The projected 2010/11 Secondary ADE (pupils of the board) for each school facility
Col. 6.1	FTE as of October 31, 2010 of principals (exclude instructional component if any)
Col. 6.2	FTE as of October 31, 2010 of vice-principals (exclude instructional component if any)
Col. 6.3	FTE as of October 31, 2010 of school clerical and secretarial support staff

Where one school administration staff is responsible for a number of facilities, the FTE of the administrative staff should be allocated in accordance to time spent in each facility.

The summary totals of the staffing data reported in the Excel file will be loaded in Appendix C in EFIS. These totals should match the totals reported in Appendix H for principals, vice-principals, clerical and secretarial staff under the non-classroom school administration categories.

The school type of each school facility is simplified to identify rural schools or supported schools because the top-up and learning resources component for distant schools are now stated in a table in the 2010/11 GSN Grant Regulation instead of calculated through Appendix C. The related columns, col. 8, col. 11, col. 19 and col. 20 are now removed.

The identification of the school type is done by the Ministry and is preloaded into the board's file.

Col. 9 and Col. 12 - calculates the additional top-up amount on school operations and school renewal for rural schools, which tops-up the funding to 100%.

Col. 9.1 and Col. 12.1 - calculates the additional top-up amount on school operations and school renewal for supported schools, which tops-up the funding to 100%.

### **School Foundation Supported Schools and ALF calculation**

This worksheet calculates the school foundation allocation for each "qualifying school" as defined in subsection 16(3) of the GSN regulation.

Facilities have been combined for school foundation purpose if

- The facilities are situated at the same site
- The facilities have the same BSID number

The Ministry assigned a unique school identification number for each school used in the calculation of the school foundation. ADE of the schools/combined schools are populated from the "Top-up" worksheet based on the unique school identification number.

Columns 11 to 14 calculate the supported schools amount for each school. The ALF amount is also calculated for each secondary school. Note that where supported secondary schools are also attracting ALF funding, the supported school amount will be adjusted. The adjustment amount is calculated in column 14.

The parent engagement school amount is calculated on Col. 15. Each school is entitled to \$500 and in the case of a combined school with elementary enrolment greater than 300 and secondary enrolment greater than 500, an additional amount of \$500 is provided.

### **DEA – Top-up**

This worksheet calculates the school operation top-up amount for declining enrolment adjustment purposes. Only schools with enrolment in both 2009-10 and 2010-11 will be included in the calculation.

The 2009-10 ADE from the submitted 2009-10 Revised Estimates Excel Appendix C is preloaded to calculate the 2009-10 Top-up amount for DEA purposes using 2010-11 on the ground capacity and benchmarks. The results on Column 21 and Column 22 will be used in Section 16, item 16.1.7.

### **In the case that boards find a school facility not appearing on Excel Appendix C or the facility is without a School ID or the OTG is not correct, please follow the procedures below:**

Boards are advised to check the Excel Appendix C for the missing information as soon as possible as it may take a few weeks to gather all the necessary information, set up in SFIS and GIS system and for the Ministry to validate the data and assign School.

#### Procedure for the Creation of New SFIS facility numbers for the 2010-11 school year:

- (i) Boards should create their new SFIS records in the 2009-10 school year with all required information (as known at that time): address, BSID, classrooms, etc. This will also create a new SFIS record for the 2010-11 school year.
- (ii) Boards will then send an e-mail to [Luminita.Popescu@ontario.ca](mailto:Luminita.Popescu@ontario.ca) and [Christie.Kapos@ontario.ca](mailto:Christie.Kapos@ontario.ca) in the Capital Programs Branch, informing them that they have created SFIS XXXXX with OTG of YYY for the 2010-11 school year.
- (iii) Capital Programs Branch staff will then update the status of the new SFIS record for 2009-10 to “PLANNED” or “UNDER CONSTRUCTION”; the new 2010-11 SFIS record will remain at status “N”. They will also update a flag on the 2010-11 record in order to stop the overwrite of the status of the 2010-11 records. This will ensure that the total OTG for the 2009-10 school year will not be affected by the addition of SFIS records for the 2010-11 school year.
- (iv) Capital Programs Branch staff will then inform the board that the record has been altered. EFIS now refreshes SFIS information at the top of each hour, so the board can see the results within the hour.

#### Procedure for Modification of Existing SFIS facility numbers for the 2010-11 school year:

- (i) If changes are required to the OTG (addition/deletion of classrooms) to existing SFIS records for the 2010-11 school year, the board should contact Capital Programs Branch staff (see e-mail address above) via e-mail and provide the necessary SFIS number/classroom details of the changes. The board will NOT make these changes to the 2009-10 school year records. Capital Programs Branch staff will make the necessary changes to the 2010-11 school year and communicate this back to the board. Again, EFIS refreshes SFIS information at the top of each hour, so the board can see the results within the hour.

Procedure to Apply for a School Identification number for the 2010-11 school year (School Foundation):

- (i) All new SFIS facility numbers for the 2010-11 school year will require that a School Identification number be assigned by the Education Finance Branch. A School ID application form is posted to in the FAAB web site (<http://faab.edu.gov.on.ca/>). Boards should forward the following information in the application form to [Stephen.Shek@ontario.ca](mailto:Stephen.Shek@ontario.ca) in Financial Analysis and Accountability Branch:
- SFIS number/name of facility.
  - BSID number of facility (if known or assigned).
  - address of the facility (provide available information on street number/street name, city, postal code).

NOTE: new SFIS facilities must be mapped to the Capital Programs Branch GIS system and confirmed by the board. Providing the geo-code will assist in processing the request. To get assistance on GIS system, please contact Jeff Holland ([Jeff.Holland@ontario.ca](mailto:Jeff.Holland@ontario.ca)).

- if the new SFIS facility is located on the same site as another SFIS facility, please provide the SFIS number/name, BSID and address of this site as well.
- (ii) Providing that all the above information has been provided, a notice will be sent to inform the board that the School Identification number has been created/assigned to the SFIS number. Again, EFIS refreshes SFIS information at the top of each hour, so the board can see the results within the hour.

**Appendix G – Board Teacher Salary Grid – 2010/11**

This appendix now has two pages:

- (i) Teacher salary grid
- (ii) Number of teachers grid

This appendix is supplementary information to be provided by all boards and is for Ministry use for the review of average salaries.

Report the salary grid applicable to the most recent agreement and indicate to which school year the grid relates. Where this grid has multiple increases scheduled during the year, the average salary grid for the year should be reported. Where a board has more than one salary grid in any one panel because it has more than one predecessor board, report the weighted average of the grids.

Where a board's teacher salary grid identifies teachers with 13 years of teaching experience or more, report the average on line 13+.

The grid for school boards to report the distribution of number of teachers (head count) as of October 31, 2010 is for Ministry's policy analysis purposes.

**Appendix H – 2010/11 Staffing**

The staffing form requests information on staffing categories for the following programs:

- (i) Regular program
- (ii) Special Education program
- (iii) Continuing Education and Summer School

The staffing is reported on a panel basis (elementary and secondary).

Specialist teachers are certified classroom teachers with rotating, regularly scheduled, full or partial teaching assignments in subject areas such as literacy and numeracy, physical education, music, arts, drama, French, and English.

Teachers hired to support the student success initiatives (which is measured by increased credit accumulation in Grades 9 to 12, improved graduation rates, and decreased dropout rates) should be reported under the line 'Student Success Teachers' for the regular secondary day school program and/or under additional support for students.

Administration, transportation and school operations Staffing is to be reported on a board total basis.

A new line, Early Childhood Educators (ECE's) has been added as part of the implementation of the Early Learning initiative. Boards should report the ECE's in day school programs under Elementary regular program, and under Elementary Special Education, if any.

ECE's in non-day school programs (before/after school and summer) should be reported under Other non-operating – all staff

Child and Youth Workers (CYW) excludes any CYW who are hired as teaching assistants (these should be reported under the teaching assistants line) or hired as Early Childhood Educators (ECE's) (these would be reported under the ECE's line). They would include CYW reported under the professional and paraprofessional grouping, including those hired under the safe schools initiative.

Library technicians are to be reported separately from the other staff – Library/Guidance.

**PLEASE ENSURE ALL SPECIAL EDUCATION STAFFING IS INCLUDED UNDER THE SPECIAL EDUCATION PROGRAM.**

Include all staff hired on a regular basis and report the FTE as of October 31 to one decimal place. Do not include hours relating to temporary assistance and overtime.

Full-time staff currently on secondment, unpaid sabbatical leave or other leave of absence without pay should not be reported.

**FTE (Full-time equivalent)**

For all personnel covered by a teachers collective agreement, use the full-time equivalent prescribed by the agreement.

For Principals and Vice-Principals use the standard full-time equivalent definition in use by the board.

For Teacher Assistants use the full-time equivalent prescribed by the applicable collective agreements or in use by the board.

For ECE's reported in day school programs, use the full-time equivalent prescribed by the applicable collective agreements or in use by the board or translate the full time equivalents using a standard 1,358 hours (based on 194 days x 7 hours per day).

For Clerical and Secretarial staff, use the full-time equivalent prescribed by the applicable collective agreements whether 10-month or 12-month. Therefore a full-time 10-month elementary school secretary will be 1.0 FTE and a 12-month board administration secretary will be 1.0 FTE.

For all other staff – use the full-time equivalent prescribed by the applicable collective agreements or policy or translate all full-time equivalents using a standard 1,820 Hours (based on 35 hrs. per week x 52 weeks)

## Staffing Categories

### **Classroom Teachers (including Preparation Time)**

#### Classroom Teachers

Include all classroom teachers including special education self-contained classes (except Approved Treatment facilities teachers). Ensure that the special education classroom teachers are included under the Special Education Program and that elementary teachers in French extended and immersion programs are included separately under the JK to grade 3 and Gr. 4 to Gr. 8 columns. (Code of Account references – Function 10 and Object 170 all Programs except 305 (ISA4)).

#### Other School Based Teachers, specialist teachers and Resource Teachers

Include all teachers within a school that are not specifically assigned a class. Examples would include itinerant French teachers, specialist teachers as defined above, special education resource teachers and home instruction teachers. Remember to include them under the appropriate Program category. (Code of Account reference – 10-171, 10-173 and 10-192)

#### Care and Treatment Facilities Teachers

Include all classroom teachers in Care and Treatment Facilities programs. (Code of Account reference – Function 10, Object 170, Program 305)

### **Teacher Assistants**

#### Teacher Assistants

General: Include all teacher assistants except those included below under Care and Treatment Facilities programs, Student Support, Library/Guidance or Continuing Education. Ensure that all special education teacher assistants are reported under the special education program section. (Code of Account reference – Function 10, Object 191 except Program 305).

#### Care and Treatment and Correctional Facilities Assistants

Include all teacher assistants in Care and Treatment Facilities programs. (Code of Account reference – Function 10, Object 191, Program 305).

#### **Student Support Services – Professionals, Paraprofessionals and Technicians**

The FTE of professional, paraprofessional and technical staff is to be prorated between the regular program, the special education program and other programs on a rational, defensible basis consistent with the services being offered to the student population.

Please ensure staffing numbers are reflective of the appropriate percentage of time each staff member or category spends on regular programs versus special education services and programs and other programs, and are consistent with the prorating of expenditures within these categories.

School boards will report the Child and Youth Workers (CYW) hired by the boards separately. These would exclude any CYW who are hired as teaching assistants (these should be reported under the teaching assistants line). They would include CYW reported under the professional and paraprofessional grouping, including those hired under the safe schools initiative.

School boards can also report the FTE of Clerical/secretarial staff providing support to this function separately.

#### **Library and Guidance**

Do not report any Library and Guidance staff under the Special Education program **except** for specific situations as described in the “Special Education Expenditure Reporting Instructions for DSBs for 2003-04”. In those cases, report the breakdown between regular and special education on a basis consistent with the prorating of expenditures.

#### Technicians and Other Staff – Library/Guidance

(Code of Account References - 23-136, 24-136, 23-135, 24-135, 23-191, 24-191). Use 10-month FTE conversion.

#### **Teacher Support Services – Coordinators and Consultants**

##### Coordinators and Consultants

Includes teachers, vice-principals or principals acting in a teacher support role as a coordinator or consultant. Also includes the board coordinator for students at risk programs. (Code of Account References – 25-161, 25-170, 25-151, 25-152)

### Clerical and Secretarial Staff

School boards can also report the FTE of Clerical/secretarial staff providing support to this function separately

### **School Administration**

#### Vice-Principals – Administrative Time

Also include here any regularly scheduled teacher-in-charge time and exclude it from classroom teachers above.

#### Department. Head Release Time

Convert FTE at a rate of number periods per school year/8 and ensure the applicable FTE is NOT included in classroom teachers above.

#### Clerical/Secretarial/Admin – School Administration

(Code of Account References – 15-112, 23-112, 24-112, 15-103).

### **Admin and Governance**

#### Other Academic Staff – Teachers, Vice-Principals, Principals

Include any academic staff with central administration responsibilities. (Code of Account References – 32-151, 33-151, 34-151, 35-151, 32-152, 33-152, 34-152, 35-152, 32-170, 33-170, 34-170, 35-170)

#### Managerial/Professional

(Code of Accounts References – 21-103, 22-103, 32-103, 25-103, 33-103, 34-103, 35-103, 44-103)

#### Clerical/Secretarial/Technical and Specialized

(Code of Accounts References – 33-110, 34-110, 35-110, 44-110, 21-112, 25-112, 31-112, 32-112, 33-112, 34-112, 35-112, 44-112).