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2015: B07

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

From: Gabriel F. Sékaly
Assistant Deputy Minister
Financial Policy and Business Division

Date: March 26, 2015

Subject: Grants for Student Needs Funding for 2015–16

I am writing today to provide you with information about the 2015–16 Grants for Student Needs (GSN). This information is being provided in conjunction with the release of the 2015–16 school year allocations for the Education Programs – Other (EPO) transfer payments and information about revisions to the Pupil Accommodation Review Guideline and the Facility Partnerships Guideline.

NOTICE:

Section 234 of the *Education Act* authorizes the Lieutenant Governor in Council to make regulations governing the making of grants. Such regulations, as they relate to the 2015–2016 fiscal year, have not yet been made. The information set out in this memorandum would come into effect only if such regulations are made that coincide with this memorandum.

The information included in this memorandum is provided for information purposes only and is not binding.

It is anticipated that the grant regulations for the 2015–2016 fiscal year would be entitled: Grants for Student Needs – Legislative Grants for the 2015–2016 School Board Fiscal Year; Calculation of Average Daily Enrolment for the 2015–2016 School Board Fiscal Year; and Calculation of Fees for Pupils for the 2015–2016 School Board Fiscal Year.

The Ministry will advise if such regulations are made.

The 2015–16 GSN funding to school boards is projected to be stable year-over-year while building further efficiencies into the funding model. This will help ensure that our publicly funded education system is fiscally sustainable to realize the province's renewed goals for education. For the elementary and secondary education sector, sound management of program spending in 2015–16 means keeping the focus on setting priorities and making strategic choices about how best to use resources to improve student achievement.

A. School Board Efficiencies and Modernization (SBEM)

In 2014–15, the Ministry introduced the School Board Efficiencies and Modernization (SBEM) strategy to provide incentives and supports for boards to make more efficient use of school space. The introduction of SBEM established that the goal of promoting more efficient use of school space is an important priority for the government. As many education stakeholders have told the Ministry through the annual GSN consultations, the current approach to managing school space, which diverts significant funding to support underutilized space, is fiscally unsustainable.

Five pillars of SBEM, introduced in 2014–15, demonstrate that the government has heard – and is acting on – the feedback from school boards that supports are required to achieve this transformation. The five pillars are summarized in the following table:

What Stakeholders Said	SBEM Pillars	Status
Underutilized space is a significant issue	<u>Pillar 1</u> Revisions to grants to incent boards to make more efficient use of school space	<u>Pillar 1</u> Further revisions to grants, many of which are being phased in over three years
	<u>Pillar 2</u> Revisions to the Pupil Accommodation Review Guideline (PARG) to ensure boards have a more effective tool to review their facilities, while continuing to ensure constructive public input	<u>Pillar 2</u> Broad consultations conducted and new guideline released
Investments needed to realize savings over the longer term	<u>Pillar 3</u> School Consolidation Capital (SCC) program funding to support consolidations and right-sizing of school facilities (\$750 million over four years beginning in 2014–15)	<u>Pillar 3</u> First round of SCC funding approvals released in March 2015
	<u>Pillar 4</u> Funding to boards to build planning capacity where there is a need to address underutilized schools (\$8.3 million per year)	<u>Pillar 4</u> For 2014–15, a total allocation of \$8.3 million was released on February 13, 2015, in <i>2015: B3 – Capital Planning Capacity Program</i>

What Stakeholders Said	SBEM Pillars	Status
Working together is key	<u>Pillar 5</u> Continued and meaningful consultation with the education sector on a regular basis on issues related to the GSN, including issues related to making more efficient use of school space	<u>Pillar 5</u> Education funding consultations with stakeholders in the fall of 2014; summary of consultations now available on Ministry website. PARG consultations conducted in fall/winter of 2014 and early 2015. Ministry will hold regional information sessions on the 2015–16 GSN for school board officials in Spring 2015.

Phasing-In Key Changes to the GSN

Another important message the Ministry heard from school boards is that time is needed to make adjustments to their cost structures and especially to make a more efficient use of school space, which may require the building or renewal of school space in addition to consolidating existing space.

In 2015–16, the Ministry will broaden the SBEM initiative with further measures to encourage the management of underutilized school space, while maintaining support for the schools that need it most, and measures to update and modernize the funding formula. These changes, as a whole, will continue to encourage boards to focus on using education resources and facilities to support students rather than supporting school space that may be surplus to students' education needs.

These measures will result in changes to (1) Top-up funding and benchmarks under the School Facility Operations and Renewal Grant; (2) the School Foundation Grant; (3) the Geographic Circumstances Grant; and (4) the Declining Enrolment Adjustment.

With the exception of the Declining Enrolment Adjustment, the changes being introduced in 2015–16 will be phased in over three years. This phase in means that, in 2015–16, two-thirds of the funding will be generated by the 2014–15 allocation method and one-third of the funding will be generated by the new allocation method described below. Both of these methods are described in the 2015–16 GSN Technical Paper.

The following table summarizes the projected impact of these changes in 2015–16:

Impact of SBEM changes in 2015–16	\$M
1. Top-up funding, benchmarks and reinvestment under the School Facility Operations and Renewal Grant (first year of phase in)	(38.7)
2. School Foundation Grant (first year of phase in)	1.3
3. Geographic Circumstances Grant (first year of phase in)	(7.1)

Impact of SBEM changes in 2015–16	\$M
4. Declining Enrolment Adjustment	(14.1)
Net Change	(58.6)

1. Top-up funding under the School Facility Operations and Renewal Grant (Three-year phase in)

The Ministry will begin to eliminate Base Top-up Funding through the School Facility Operations and Renewal Grant, while continuing to protect Enhanced Top-up funding support for schools that are isolated from other schools of the same board. Some of the savings will be reinvested in operating and renewal cost benchmarks that support students in all schools.

The Ministry will also be updating the board specific adjustment factors that apply to this Grant. The new adjustment factors, as well as investments in operating and renewal cost benchmarks and changes to top-up funding, will be phased in over three years.

Base Top-up funding

Base Top-up funding is currently provided as part of both the School Operations and School Renewal allocations in the School Facility Operations and Renewal Grant. This funding is provided for eligible schools to support the operation and maintenance of facilities where enrolment is less than capacity.

One effect of this funding has been to sustain schools in areas where it would make more sense from a program, fiscal, demographic and geographic perspective to rationalize school space through measures that might include closure or consolidation with nearby facilities and partnerships with coterminous school boards. Starting in 2015–16, the Ministry will begin a complete phase out of Base Top-up funding.

Schools that are eligible for Enhanced Top-up in 2015–16 (under the new criteria described below) will be eligible for top-up to 100 percent of capacity under the new allocation method.

Reinvestment in Benchmarks

As part of the new allocation method, a portion of the savings from the elimination of Base Top-up will be reinvested in the per-pupil operating and renewal cost benchmarks. This reinvestment is intended to redirect funding from underutilized space to serve pupils in all schools across the province.

The benchmark changes are:

- The Benchmark for Operating Costs will increase by \$3.23/m². With an additional increase for utilities (page 12), the benchmark will be \$84.38/m² under the new allocation method. While the increase for utilities will be fully implemented in 2015–16 the \$3.23/m² increase will be phased in.
- The Benchmark for Renewal Costs under the new allocation method will increase by almost 4 percent:
 - For schools under 20 years old, the benchmark will increase from \$7.59/m² to \$7.89/m²;

- For schools 20 years old or older, the benchmark will increase from \$11.38/m² to \$11.83/m².

It should be noted that this reinvestment is being phased in over three years. In 2015–16, two-thirds of the funding generated will be based on the 2014–15 allocation method and one-third of the funding generated will be based on the new allocation method.

Enhanced Top-up funding for isolated schools

At the same time, the Ministry recognizes that some school boards require Enhanced Top-up funding support to operate and maintain schools that are isolated from other schools of the same board. To ensure that this funding goes where it is most needed, the Ministry will phase in new criteria to determine eligibility for Enhanced Top-up funding.

Under this approach, any elementary school facility that is at least 10 km away from the next closest school facility (elementary or secondary) of the board will qualify for Enhanced Top-up funding. Any secondary school facility that is at least 20 km away from the next closest secondary school facility of the board will also qualify for Enhanced Top-up funding. (Note that the distance to the closest school is measured by road distance and that the next closest school facility does not include any school facility on the same campus.)

At the same time, the Ministry will begin phasing out the use of some of the current criteria used to determine eligibility for Enhanced Top-up funding. These criteria are: (1) a school facility is part of a “supported” school; or (2) a school facility meets one of two criteria that qualify it as “rural”. These criteria are either that the second character of the school facility's postal code is zero (0), or that the school facility is listed as a rural school in a table in the GSN regulation. All other existing eligibility criteria for Enhanced Top-up remain in place.

Update to School Facility Operations and Renewal Adjustment Factors

In 2015–16, the Ministry will update three of the Grant's board-specific adjustment factors. This data update reflects changes in school inventory data (school openings, closures, demolitions, additions, and loadings). This dataset was last updated for the 2012-13 GSN.

- Geographic Adjustment Factor (GAF) – This factor, which only applies to the School Renewal Allocation, recognizes differences in construction costs across the province. This updates the board-wide GAF to reflect school openings and closures.
- Age Factor (Over/Under 20 Years of Age) – This factor, which only applies to the School Renewal Allocation, recognizes higher renewal costs for schools that are 20 years or older.
- Supplementary Area Factor (SAF) – This factor, which applies to both the School Operations Allocation and the School Renewal Allocation, recognizes that some boards have schools with a higher per pupil space configuration than the Benchmark Area per Pupil (9.7m² for elementary and 12.07 m² for secondary).

Appendix A summarizes the changes to the School Facility Operations and Renewal Grant. Note that this update is being phased in over three years.

2. School Foundation Grant (Three-year phase in)

The Ministry has developed a new allocation method for the School Foundation Grant, which provides funding for principals, vice-principals, office support staff, and administrative supplies.

The overall impact of this new method is a net investment in schools. However, this method will shift funding away from very small schools that are not isolated. At the same time, investments are being made in schools that are larger, remote, or combined (that is, serve both elementary and secondary students.)

Under the new method, there will be three tiers of funding, based on distance, for supported, distant, and regular schools. Included in this new method is an increase in secondary vice-principal support for many schools, which will be scaled at a rate of 1 FTE to 500 ADE, starting once a school is eligible for funding for 1 principal FTE.

As well, all combined schools – whether supported, distant, or regular – will receive funding for one additional full-time equivalent principal at a threshold of at least 350 students (with at least 100 elementary students and at least 100 secondary students), rather than the previous threshold of more than 300 elementary and more than 500 secondary students.

Appendix B summarizes the changes to the School Foundation Grant.

3. Geographic Circumstances Grant including the Supported Schools Allocation (Three-year phase in)

The Geographic Circumstances Grant recognizes the additional costs of operating small schools that are isolated and costs that are associated with the geography of boards, including board size and school dispersion.

Remote and Rural and Rural and Small Community Allocations

In 2015–16, the changes will reflect more up-to-date geographic data, including more current road networks, population data, and updates to the list of urban centres to reflect cities with a population of at least 200,000. The distance factor will now be measured from the board head office, instead of the geographic centre of the board.

As the Ministry has both made investments and put in place protections for boards and schools in rural and remote communities, a decision has been made to phase out the Rural and Small Communities Allocation as part of a balanced overall package of changes.

Supported Schools Allocation

In 2014–15, the Ministry provided additional funding through the Supported Schools Allocation to better support minimum staffing levels where boards make the most use of space by combining both panels in the same school. In 2015–16, additional changes will be made so that elementary and secondary supported schools generate a minimum of one teacher. As well, additional Supported Schools Allocation funding will be eliminated for schools that already generate sufficient funding for teachers (that is, funding for 7.5 or more elementary teachers or 14 or more secondary teachers) through the Pupil Foundation Grant.

4. Declining Enrolment Adjustment (Full implementation in 2015–16)

Since 2002–03, the Declining Enrolment Adjustment has provided funding to mitigate the impact on school board revenues when enrolment is declining. School boards have had more than ten years of experience in adjusting their cost structures to enrolment decline. Beginning in 2015–16, the Ministry will be reducing this grant to encourage school boards to adjust more quickly to declining enrolment.

In 2015–16, boards will receive 50 percent protection for Remote and Rural Allocation and the per-pupil components of the School Board Administration and Governance Grant through the first year component of the Declining Enrolment Adjustment rather than the current 100 percent protection. As well, the second-year component will be reduced from 50 percent to 25 percent of the first year component. The third year of the Declining Enrolment Adjustment, which is currently 5 percent of the first year component, will be eliminated.

B. School Condition Improvement (SCI) Funding

In 2015–16, SCI funding will increase to \$500 million, or double the amount that was allocated to boards in 2014–15. The 2015–16 funding represents the second year of the \$1.25 billion investment that was originally announced in memorandum 2014:B4 – Grants for Student Needs Funding and Regulations for 2014–15, and is intended to help boards address the identified renewal backlog from the data collected to date through the Ministry’s five-year Condition Assessment Program, which began in 2011. A further \$500 million in SCI funding will be allocated to boards in 2016-17.

The Ministry is changing the funding approach for SCI starting in 2015–16. SCI funding will now be allocated in proportion to a board’s total assessed renewal needs under the Condition Assessment Program. As the Ministry has not yet assessed all eligible facilities under the Condition Assessment Program, renewal needs for buildings that will be assessed in 2015 have been estimated based on a building’s weighted age and size. This estimation is only applicable for 2015–16.

Beginning in 2015–16, school boards will be required to direct 80 percent of SCI funding to key building components (for example, foundations, roofs, windows) and systems (for example, HVAC and plumbing). School boards will be allowed to use the remaining 20 percent of their new SCI funding to address any locally identified needs.

Additional details on the 2015–16 SCI allocation can be found in the accompanying memorandum *SB:04 – Update on the School Condition Improvement Funding Program and the Condition Assessment Program*.

C. School Consolidation Experience Studies (SCES)

The Ministry is conducting pilot School Consolidation Experience Studies (SCES) as part of an effort to work with administrators, teachers, parents, students, and other members of the school community to better understand stakeholder experiences with pupil accommodation decisions (specifically, school closures and consolidations).

While the Ministry has received feedback over the years about the challenges involved with the pupil accommodation review process – the public consultation process that boards must undertake when making decisions about pupil accommodations – there is comparatively little documented information about how individuals and different groups of people are impacted before, during and after an accommodation decision is made.

The Ministry is aware that many stakeholders are concerned about how a transition to a new, or reorganized school, will impact them. However, while the accommodation review process can be challenging, the outcomes resulting from the decision are often beneficial. For example, the transition resulting from an accommodation review decision can often lead to broader programming opportunities for students, and to boards being better able to focus their resources on the students they serve rather than underutilized space.

The SCES will provide an opportunity for lessons learned with respect to school closures and consolidations to be shared across the province when the results are released in 2015.

D. Update on Community Hubs

As part of the 2015–16 GSN consultations, the Ministry heard that using eligible excess school space as a community resource is an important element in the creation of a strong, vibrant and sustainable education system.

The Ontario government has identified Community Hubs as an important priority for the province. There is great potential for communities to benefit from existing public spaces that could be used for co-ordinated delivery of education, social, and health services.

The government has appointed Karen Pitre as Special Advisor to the Premier on Community Hubs. She will chair an Advisory Group that will conduct consultations, review provincial policies, evaluate existing inventory, and develop a strategic framework to guide the development of an approach, which will include working across sectors and through partnerships, to enhance the use of community assets.

As this work unfolds, and to support Community Hubs, the Ministry is prepared to make funding and other resources available to assist school boards with retrofitting and modifying facilities where a viable community hub partner has been identified. The Ministry will continue to work with education stakeholders and other ministries to support this important initiative.

E. Collective Bargaining under the School Boards Collective Bargaining Act

Most of the collective agreements in the education sector expired August 31, 2014. Negotiations towards new agreements are ongoing. Under the statutory freeze provisions of the Ontario Labour Relations Act, existing terms and conditions of employment, unless specifically time limited in the previous collective agreements, continue into the 2015–16 school year. As in 2014–15, GSN funding for compensation and other labour costs in 2015–16 will reflect the current situation under the statutory freeze. These provisions include the delay in salary grid movement (known as the “97th day” provisions).

When negotiations result in new collective agreements, the Ministry will seek approval of the Lieutenant Governor in Council regarding any necessary amendments to the GSN.

Employer Bargaining Agent Fees for Labour Relations Activities

Under the School Boards Collective Bargaining Act (SBCBA), trustees’ associations are the statutory central employer bargaining agents for school boards in central negotiations with teachers’ federations and education worker unions.

In recognition of this role, and beginning in 2015–16, boards will be provided with the funding necessary to support the labour relations activities of their respective trustees’ associations. The funding will be provided each year through the School Board Administration and Governance Grant.

A fees regulation under the SBCBA is planned to be issued that makes the payment of labour relations fees mandatory. The trustees associations will use these fees solely for the purpose of labour relations activities: to pay for costs related to staffing positions for central negotiations, as well as travel and accommodation and other SBCBA-related

responsibilities, including additional operating expenses, actuarial services, legal services, and translation.

F. Special Education

In 2014–15, after extensive consultations with stakeholder representatives, including the Special Education Funding Working Group, the Ministry began the four-year implementation of a new High Needs Amount (HNA) funding method. This change to the HNA Allocation will provide greater fairness and equity, as the new allocation will better reflect the variation among boards with respect to students with special education needs and boards' abilities to meet those needs.

HNA funding model

In 2015–16, the Ministry will continue to eliminate the legacy HNA per-pupil amounts, which will only be funded at 50 percent. The proportion of funding that is allocated through both the HNA Measures of Variability Amount (MOV) and the Special Education Statistical Prediction Model (SESPM) will increase. In addition, the High Needs Base Amount for Collaboration and Integration will be maintained at \$450,000 per board.

To provide stability to school boards and to mitigate projected enrolment declines in 2014–15 and 2015–16, the Ministry will hold the provincial HNA total at \$1,050 million during this four-year transition.

Education Programs in Care and/or Treatment, Custody and Correctional Facilities

In 2015–16, the Ministry is inviting school boards to submit applications to address service pressures that have emerged in relation to identified system and local needs, particularly with respect to Francophone students, students who are First Nations, Métis and Inuit (FNMI), students with Fetal Alcohol Spectrum Disorder (FASD), and students in rural, remote and under-served communities. The types of new programs being sought are Enhanced Education and Treatment (EET) and Community Based Youth Justice (CBYJ) Programs. For further details on these programs, please see the CTCC Program Memo 2015–2016: [Application for Approval of Education Programs for Students in Government Approved Care and/or Treatment, Custody and Correctional \(CTCC\) Facilities \(Facilities Amount\)](#) on the [Financial Accountability and Analysis Branch website](#).

G. On-going Implementation

School Board Administration Funding

In 2014–15, the Ministry began phasing in a new allocation method for the School Board Administration and Governance Grant, as recommended by the School Board Administration and Governance Advisory Group (BAAG). 2015–16 is the second year of the four-year phase in. The new model will be fully implemented in 2017–18.

Under the new model, three of the Grant's allocations – the Directors and Supervisory Officers Allocation, the Board Administration Allocation, and the Multiple Municipalities Allocation – will become a single Board Administration Allocation made up of ten core functions. The remaining allocations in the Grant are unaffected.

In 2015–16, 50 percent of the funding to boards is being generated using the 2013–14 allocation model, while the remaining 50 percent will be allocated by applying the new model parameters.

Benefits Benchmarks

In 2015–16, the Ministry will continue to implement a reduction in the benefits funding benchmarks as part of the phase-out of retirement gratuities, which began in 2012–13. As in previous years, the phase-out will be implemented through a reduction to all benefits benchmarks in the GSN. This 0.167 percent reduction will be applied to the benefits benchmarks in the Foundation Grants with equivalent adjustments to the benchmarks in the special purpose grants to reflect the reduction in benefits funding.

H. Accountability

Student achievement allocations in the Learning Opportunities Grant

Six allocations in the Learning Opportunities Grant that directly support programs to improve student achievement will be enveloped as a group, starting in 2015–16:

- Literacy and Math Outside the School Day Allocation
- Student Success, Grades 7 to 12 Allocation
- Grade 7 and 8 Literacy and Numeracy and Student Success Teachers
- School Effectiveness Framework Allocation
- Ontario Focused Intervention Partnership (OFIP) Tutoring Allocation
- Specialist High Skills Major (SHSM) Allocation

Boards will be required to report that they have spent the total funding received from the six allocations on programs and services associated with improving student achievement through these initiatives. The enveloping applies to the sum of the six allocations, not to each allocation separately. It should be noted that this reporting requirement will not replace current program reporting or evaluation requirements specific to any one of the allocations. The Demographic Allocation, which is the largest portion of Learning Opportunities Grant funding, is not affected by these enveloping provisions.

Safe and Accepting Schools Supplement

To ensure that allocations in the Safe and Accepting Schools Supplement continue to be directed to achieving safe, inclusive, and accepting school environments, and to enhance prevention and intervention initiatives, the Ministry will introduce enhanced reporting requirements for the Safe and Accepting Schools Allocation. These requirements will complement the reporting already in place for the Urban and Priority High Schools Allocation.

School Board Administration and Governance

The School Board Administration and Governance Grant enveloping provision incorporated in the GSN requires that board's net administration and governance expenses in a fiscal year do not exceed the administration and governance limit. The expectation is that school boards are in compliance with the enveloping provision. The Ministry will be reviewing board compliance with this limit.

FDK and Primary Class Size compliance

School boards are required to organize FDK and primary classes to achieve the requirements set out in Ontario Regulation 132/12 – Class Size. Beginning in 2015–16, the Ministry may take action, including applying GSN cash withholdings, if a board’s FDK or primary class size results are not in compliance with the Class Size regulation for two years in a row beginning with its 2014–15 results.

I. Keeping Up with Costs

Student Transportation

In 2015–16, the Student Transportation Grant will be increased by 2 percent to help boards manage increased costs. As in previous years, this 2 percent cost update will be netted against a school board’s transportation surplus. In addition, funding adjustments due to fuel price changes will continue to be triggered by the fuel escalation and de-escalation mechanism throughout the school year.

Starting in 2015–16, transportation services for residential students at English-language Provincial and Demonstration schools will be delivered by the Ministry’s Provincial Schools Branch.

Starting in 2015–16, the Ministry will work with school boards and transportation consortia to begin collecting and analyzing data through available technology to better understand student transportation delivery in Ontario. Further information will be provided in the near future.

Utilities

In 2015–16, the Ministry will again provide a 2 percent cost benchmark update to the non-staff portion of the School Operations Allocation benchmark to assist boards in managing the increases in commodity prices (natural gas, facility insurance, and other costs). There will also be additional funding to further assist boards with electricity costs. In total, the electricity component of the School Operations Allocation benchmark will increase by 7.3 percent, based on projections from the Ministry of Energy’s most recent Long-Term Energy Plan.

J. School Authorities

As in previous years, funding for school authorities will be adjusted in 2015–16, as appropriate, to reflect changes in funding to district school boards. The Ministry will provide further information concerning funding in 2015–16 for school authorities in the near future.

K. Reporting

Dates for Submission of Financial Reports

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

Date	Description
June 30, 2015	Board Estimates for 2015–16
November 16, 2015	Board Financial Statements for 2014–15
November 20, 2015	Board Enrolment Projections for 2016–17 to 2019–20
December 15, 2015	Board Revised Estimates for 2015–16
May 16, 2016	Board Financial Report for September 1, 2015, to March 31, 2016

The Ministry expects that Estimates forms will be available on EFIS by late April.

L. Working Together

The Ministry will be organizing regional information sessions for school board officials in Spring 2015 to provide further information about the 2015–16 GSN. In addition to hearing questions and feedback from school boards, these sessions will also be an opportunity to review current and future challenges. As all effective organizations do, we must continue to look for best practices in managing resources and continue to work collaboratively to develop future strategies for greater efficiency and savings. I am confident that, together, we will successfully sustain Ontario's achievements in education while contributing to the important goal of a balanced provincial Budget in 2017-18.

M. Information Resources

If you require further information about school board funding please contact:

Branch	Contact	Telephone and E-Mail
Capital funding	Grant Osborn	(416) 325-1705 grant.osborn@ontario.ca
Financial accountability and reporting requirements	Marie Li	(416) 326-0201 marie.li@ontario.ca

Branch	Contact	Telephone and E-Mail
Operating funding	Joshua Paul	(416) 327-9060 joshua.paul@ontario.ca
Student Transportation Grant	Cheri Hayward	(416) 327-7503 cheri.hayward@ontario.ca
Special Education	Barry Finlay	(416) 325-2889 barry.finlay@ontario.ca

Sincerely,

Original signed by

Gabriel F. Sékaly
Assistant Deputy Minister
Financial Policy and Business Division

Copy:
Superintendents of Business and Finance
Howie Bender, Chief of Staff

Appendix A: Changes to School Facility Operations and Renewal Grant in 2015–16

2014–15 Allocation Method (Phased out over three years)

Base Top-up	Enhanced Top-up	Cost Benchmarks	Adjustment Factors
<ul style="list-style-type: none"> Eligible schools $\leq 65\%$ utilized are provided a top-up rate that recognizes 10% of their excess capacity Eligible schools $> 65\%$ utilized are provided a top-up rate that recognizes 15% of their excess capacity up to a maximum of 95% utilization 	<p>Eligibility:</p> <ul style="list-style-type: none"> Supported Schools: A school facility is part of a “supported” school, which is defined as an elementary school at least 20 km and a secondary school at least 45 km away from the nearest school of the same panel and board Rural School: A school facility meets one of two criteria that qualify it as “rural”. These criteria are either that the second character of the school facility's postal code is zero (0), or that the school facility is listed as a rural school in a table in the GSN regulation Other eligibility requirements as set out in GSN funding regulations. 	<p>Operating Cost:</p> <ul style="list-style-type: none"> $\\$81.15/m^2$ (includes increase for utilities and electricity) <p>Benchmark for Renewal Cost:</p> <ul style="list-style-type: none"> For schools under 20 years old, $\\$7.59/m^2$ For schools 20 years old or older, $\\$11.38/m^2$ 	<p>Adjustment factors announced for 2012-13 GSN in memorandum 2012: B5.</p>

New Allocation Method (Phased in over three years)

Base Top-up	Enhanced Top-up	Cost Benchmarks	Adjustment Factors
<p>Base top-up is eliminated</p>	<p>Eligibility:</p> <ul style="list-style-type: none"> • Elementary: Eligible if the next closest elementary or secondary facility of the board is 10km apart or greater • Secondary: Eligible if the next closest secondary facility of the board is 20km apart or greater • As before, new schools and schools that have undergone major retrofits or additions are not eligible for Top-up funding for a five-year period • No change to other eligibility requirements as set out in GSN funding regulations. 	<p>Benchmark for Operating Cost (see details on page 5 - also includes increase for utilities and electricity):</p> <ul style="list-style-type: none"> • \$84.38/m² <p>Benchmark for Renewal Cost:</p> <ul style="list-style-type: none"> • For schools under 20 years old, \$7.89/m² • For schools 20 years old or older, \$11.83/m² 	<p>Revised adjustment factors to reflect school board data as of September 2, 2014</p>

Appendix B: Changes to School Foundation Grant in 2015–16

2014–15 Allocation Method (Phased out over three years)

Category	Principals FTE	Vice-Principals FTE	Office Support FTE
All Schools	<u>Elementary / Secondary:</u> <ul style="list-style-type: none"> 0.5 for less than 50 ADE 1 for 50 or more ADE Additional principal if a combined school more than 300 elementary ADE and more than 500 secondary ADE 	<u>Elementary:</u> <ul style="list-style-type: none"> Scaled starting at 250 ADE <u>Secondary:</u> <ul style="list-style-type: none"> Scaled starting at 100 ADE 	<u>Elementary / Secondary:</u> <ul style="list-style-type: none"> 1 base FTE Additional scaled starting at 100 ADE

New Allocation Method (Phased in over three years)

Category	Principals FTE	Vice-Principals FTE	Office Support FTE
Regular	<u>Elementary:</u> <ul style="list-style-type: none"> Scaled from 0 to 1 between 0 and 150 ADE 1 principal for 150+ ADE <u>Secondary:</u> <ul style="list-style-type: none"> Scaled from 0 to 1 between 0 and 200 ADE 1 principal for 200+ ADE Additional principal if a combined school of at least 350 ADE, including at least 100 elementary ADE and at least 100 secondary ADE 	<u>Elementary:</u> <ul style="list-style-type: none"> Scaled starting at 250 ADE <u>Secondary:</u> <ul style="list-style-type: none"> 0 for less than 200 ADE, then scaled starting at 0.4 for 200 ADE, 1 VP at 500 ADE 	<u>Elementary / Secondary:</u> <ul style="list-style-type: none"> Scaled from 0 to 1 FTE between 0 and 100 ADE Additional scaled at starting at 100 ADE

Category	Principals FTE	Vice-Principals FTE	Office Support FTE
Distant (10km+ elementary / 20km+ secondary)	<u>Elementary / Secondary:</u> <ul style="list-style-type: none"> • Scaled from 0 to 1 between 0 and 100 ADE • 1 principal for 100+ ADE • Additional principal if a combined school of at least 350 ADE, including at least 100 elementary ADE and at least 100 secondary ADE 	<u>Elementary:</u> <ul style="list-style-type: none"> • Scaled starting at 250 ADE <u>Secondary:</u> <ul style="list-style-type: none"> • 0 for less than 100 ADE, then scaled starting at 0.2 for 100 ADE, 1 VP at 500 ADE 	<u>Elementary / Secondary:</u> <ul style="list-style-type: none"> • Scaled from 0 to 1 FTE between 0 and 100 ADE • Additional scaled at starting at 100 ADE
Supported (20km+ elementary / 45km+ secondary)	<u>Elementary / Secondary:</u> <ul style="list-style-type: none"> • 0.5 for less than 50 ADE • 1 for 50 or more ADE • Additional principal if a combined school of at least 350 ADE, including at least 100 elementary ADE and at least 100 secondary ADE 	<u>Elementary:</u> <ul style="list-style-type: none"> • Scaled starting at 250 ADE <u>Secondary:</u> <ul style="list-style-type: none"> • 0 for less than 50 ADE, scaled starting at 0.1 for 50 ADE, 1 VP at 500 ADE 	<u>Elementary / Secondary:</u> <ul style="list-style-type: none"> • 1 base FTE • Additional scaled starting at 100 ADE