

cesba

**Ontario Association of Adult and
Continuing Education School Board
Administrators
October 19, 2022**

**Continuing Education:
OnSIS and Funding**

Presenters

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Being 'In the know': Planning Considerations.....

1. Have you taken an inventory of all programs for which your department is responsible? Are your programs recorded on the appropriate attendance register?
2. Are you in contact with:
 - Budget/Finance department for both funding and cost side of operations?
 - Information Technology/Student Information System (SIS) Department?
 - Other boards? CESBA can assist here
 - Ministry of Education:
 - [OnSIS SISOn@ontario.ca](mailto:OnSIS_SISOn@ontario.ca) *OnSIS Helpdesk OR 416 212-6366 or 1 888-275-5934*
 - enrolment@ontario.ca *for questions on registers etc.*
3. How would you do in an enrollment and/or financial audit conducted by EDU, your board or other? What systems do you have in place for tracking and monitoring expenses by programs?
4. Who determines your bottom-line budget and actual results? Are you acknowledged for all grants that you generate? How do you project revenues and expenses on a yearly basis? Do you connect revenue and expense forecasts?
5. Program data: As of 2018-19 EDU funding claim based on OnSIS reports. How will you reconcile your data? Do you have the tools to analyze achievement and enrolment data? Are you able to 'tell your story' using data?

Acronyms

| Acronyms | Meaning |
|---------------|--|
| ADE | Average Daily Enrolment |
| BSID | Board School Identification Number |
| EDU | Ministry of Education |
| EFIS | Education Finance Information System |
| GSN | Grants for Student Needs |
| IILE | International and Indigenous Languages, Elementary |
| MCU | Ministry of Colleges and Universities |
| MLITSD | Ministry of Labour, Immigration , Training and Skills Development |
| OEN | Ontario Education Number |
| OnSIS | Ontario School Information System |
| PLAR | Prior Learning Assessment & Recognition |
| PPF | Priorities and Partnerships Funding (formerly EPO) |
| SIS | Student Information System |
| TPON | Transfer Payment Ontario |

Ministry of Education (EDU)- Useful Web Links

- 2022-23 Funding Information Page
 - <http://www.edu.gov.on.ca/eng/policyfunding/funding.html>
- Instructions [Pupil Enrolment](#) 2022-23
 - [2022-23 Enrolment Register Instructions for Continuing Education Programs](#)
- B and SB Memos
 - <https://efis.fma.csc.gov.on.ca/faab/Memos.htm>
- Policy/Program Memoranda
 - <http://www.edu.gov.on.ca/extra/eng/ppm/ppm.html>

e.g., PPM 164: [Requirements for Remote Learning](#) August 13,2020

<http://www.edu.gov.on.ca/eng/policyfunding/funding.html>

Information on the 2022-23: Grants for Student Needs (GSN)

“B” and “SB” Memoranda

- Memorandum 2022 B03: [Grants for Student Needs \(GSN\) Funding for 2022-23](#)
- Memorandum 2022 B05: [2022-23 Priorities and Partnership Funding](#) (formerly EPO grants)

Appendix A – [2022-23 Priorities and Partnerships Funding Allocations](#) (by board)

Ministry Publications

- [Technical Paper 2022-23](#) (PDF, 1.52 Mb)
- [Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2016](#)

MINISTRY OF EDUCATION

CONTINUING EDUCATION PROGRAMS

Notes: Pertaining to all Continuing Education Registers

- All programs that employ non-grid teachers (hourly wage) must be recorded on Continuing Education Registers.
- All teachers/instructors must be directly employed by the Board.
- Credit course teachers must be qualified through Ontario College Teachers (OCT), if a qualified teacher is not available Board must apply for Letter of Permission (LOP) for the teacher. (example: specialty programs – Personal Support Worker (PSW))
- All registers should be generated upon program completion and then saved, e.g., electronic copy or printed copy. Follow records retention policy of both board and ministry. Ministry requires current plus 2 previous years.
- Principal sign off is required on Continuing Education Enrollment Registers.
- As of 2018-2019, all funding data is based on OnSIS reports. EDU will expect EFIS submission to match OnSIS. If they don't match the, your Board may have to explain the variances and provide an update.

Enrolment and Attendance on Con Ed Registers

Attendance Codes – Recorded on the Con Ed Registers

Funding starts the first session the student is marked 'present' in the class. Indicate **attendance** at sessions by leaving the appropriate spaces on the register **blank** and **absence** by entering an "A". If a learner is **admitted after the course begins**, a horizontal line is entered through all spaces up to the date on which the learner begins class. If a **learner withdraws**, a horizontal line is entered through the remaining spaces (dates). If a learner has been **absent for three or more consecutive sessions**, the number of consecutive sessions missed is subtracted from the total number of sessions.

Enrolment and Attendance on Con Ed Registers

(continued)

Attendance Codes – Recorded on the Con Ed Registers

“C” Day - Where an instructional session has been cancelled due to **exceptional circumstances** (e.g., inclement weather, professional development or an emergency) the session will be **recognized for funding purposes if the teacher/instructor is paid the session and the session is not rescheduled**. This session must be marked with a “C” in the register to indicate the cancellation, and the reason for the cancellation must be recorded. **Funded cancelled sessions for professional development** apply to the Continuing Education Credit Register and do not apply to Summer School, Literacy and Numeracy and International and Indigenous Languages (IILE) programs.

Example: If a school or classroom closes due to COVID-19 attendance is recorded with “G” (grant day) code which converts to "C" code on the register during the closure time.

Instructors/teachers would be paid during the school or classroom closure and funding was uninterrupted.

Enrolment and Attendance on Con Ed Registers

Attendance Codes – Recorded on the Con Ed Registers

“D” Day – Where an instructional session has been cancelled (e.g. the teacher is unavailable) and the teacher/instructor is not paid, **the session will not be recognized for funding purposes.** Your SIS system will calculate this for you. The unfunded cancelled session must be marked with a “D” on the register and the reason for the cancellation must be recorded.

Note: That a cancelled session (“C” or “D”) at the end of the register session does not break or add to a series of pupil absences.

New for the 2022-2023 School Year

- All references to math courses have been removed from the enrolment register instructions due to the de-streaming of Grade 9 math
- The gender field has been removed from the Registers it still is required field in SIS

Definitions of Remote Learning and Online Learning

Added to 2020-21 Enrolment Register Instructions and continues **Continuing for 2022-23 School Year**

Remote Learning: Learning that occurs when classes are taught at a distance and when students and educators are not in a conventional classroom setting. Remote learning takes place in times of extended interruption to in-person learning – for example, as a result of a pandemic or natural disaster. Classes can be synchronous or asynchronous and can be taught online through a Learning Management System (LMS) or by using videoconferencing tools. In some cases, they may be delivered through emails print materials, broadcast media, or telephone calls.

Online Learning: Courses that are specifically designed to be taught in a fully online format (formerly referred to as “e-learning”). Online learning relies on communication between pupils and teachers through the internet or any other digital platform and does not require pupils and teachers to be face-to-face with each other or with their teacher. For clarity, OnSIS will be reflecting these changes in future updates.

CONTINUING EDUCATION REGISTERS

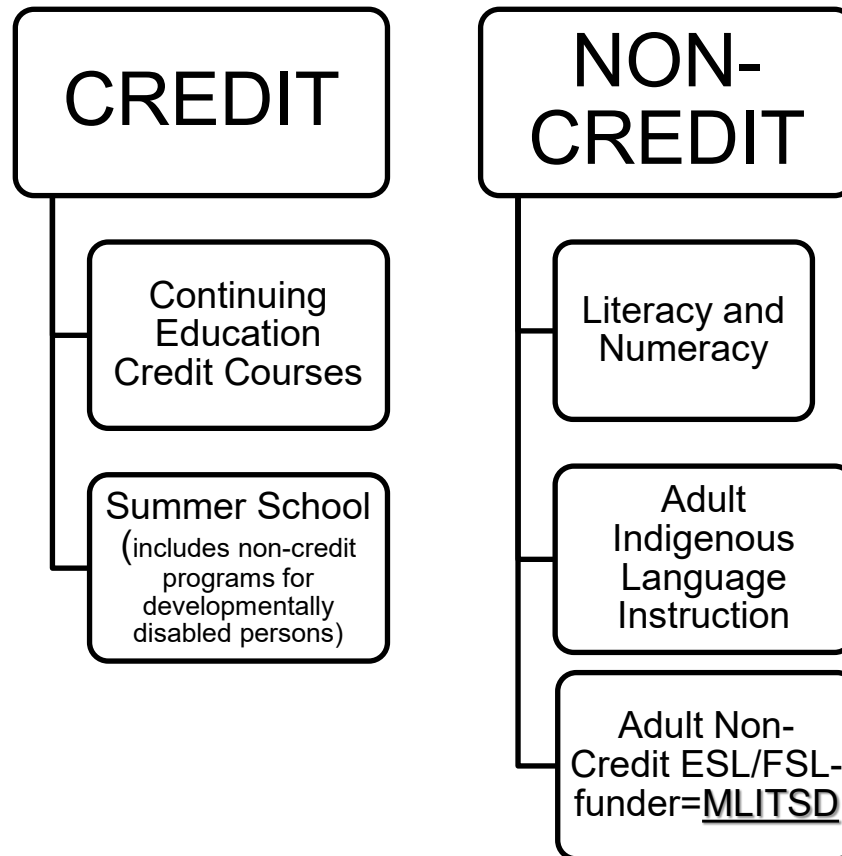
A: FUNDING BASED ON DAILY ATTENDANCE

Average Daily Enrolment (ADE) Formula

= sum of total # sessions attended by students x hours per session ÷ 950

(# sessions : deductions only if 3 or more consecutive absences)

(950 represents full time equivalent hours for a student Sept to June = 190 days x 5)



2022-23 Continuing Education Credit Courses

| REGISTER | CRITERIA | FUNDING |
|---|--|--|
| <p>(Continuing Education Grant)</p> <p>Continuing Education Credit Courses - classroom instruction</p> <ol style="list-style-type: none"> Continuing Education Credit (school day, after end of school day ending by 5pm, night, weekend) Cooperative Education Credit Recovery Additional Prep. For changing course types (OS 7.2.4) <p>If Adult School, USED FOR BOTH SCHOOL YEAR AND SUMMER PROGRAMS.</p> <p>For programs that straddle both school year and summer periods, record information under school year</p> | <ul style="list-style-type: none"> Qualified teachers <u>Excludes full time day school (grid teacher taught) pupils</u> if course is taken during the day school instructional program. Instructional hours: 90 minimum to 110 maximum | <ul style="list-style-type: none"> Continuing Education Grant: Allocation is based upon pupil daily attendance - pupil sessions deducted for grant for three or more consecutive absences <ul style="list-style-type: none"> - \$3611 times equivalent ADE (pupil hours divided by 950, approximately \$3.80 per pupil hour) - funding not contingent upon student success in earning credit Small Class Size Adjustment – Average Enrolment method -applies only to small, remote schools. Accommodation Grant (Credit programs offered during the <u>day, after end of school day or summer only</u>); EFIS section 11 <p>* <u>Components and rates for 2022-23:</u></p> <ol style="list-style-type: none"> School Operation : \$95.40 School Renewal: \$7.89– \$11.83 (secondary rate; board specific depending on school age) Benchmark Area Requirement per Pupil: 9.29 sq. metres Secondary Supplementary School Area Factor (board specific) e.g. 1.25 <p>Example accommodation calculation using maximum renewal rate: =ADE x 9.29 sq. meters x (95.40+11.83) x 1.25 =ADE x \$1245.21</p> |



Register of Enrolment in Continuing Education Credit Courses 2021-2022

| | |
|--|-----------------------------------|
| School Dr. Bette Stephenson Night School | Teacher ARSALAN MEHMOOD |
|--|-----------------------------------|

| | | | | | | | | | | | | | |
|---|--|-----------------|---|--------------------------------|--|--|--|--------------------------------|-----------------|--|----------------------|--|--|
| Course Data | | | | | | | | | | | | | |
| Course name(s) <input type="text" value="English as a Second Language, Level 1"/> | Common Course Code(s) <input type="text" value="ESLCO1 - 01"/> Credit value <input type="text" value="1.00"/> | | | | | | | | | | | | |
| Check (✓) one: <input checked="" type="checkbox"/> Course(s) offered at night or on the weekend | <input type="checkbox"/> Course(s) offered during the day school instructional program | | | | | | | | | | | | |
| <input type="checkbox"/> Course(s) starting after the end of the day school instructional program and ending before 5 p.m. (after school) | <input type="checkbox"/> Course(s) consisting of additional preparation for changing course types (OS, 7.2.4) | | | | | | | | | | | | |
| Dates Start <input type="text" value="05/10/2021"/> Finish <input type="text" value="03/02/2022"/> | Days Sun. <input type="checkbox"/> Mon. <input type="checkbox"/> Tues. <input checked="" type="checkbox"/> Wed. <input type="checkbox"/> Thur. <input checked="" type="checkbox"/> Fri. <input type="checkbox"/> Sat. <input type="checkbox"/> | | | | | | | | | | | | |
| Time of Day Start <input type="text" value="6:30"/> <input type="checkbox"/> a.m. <input checked="" type="checkbox"/> p.m. | Finish <input type="text" value="9:45"/> <input type="checkbox"/> a.m. <input checked="" type="checkbox"/> p.m. | | | | | | | | | | | | |
| <i>September to June</i> | <i>Summer</i> | | | | | | | | | | | | |
| <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Hours of classroom instruction</td> <td style="text-align: center;">Total Enrolment</td> </tr> <tr> <td style="text-align: center;"><input type="text" value="32"/> X <input type="text" value="3.25"/> = <input type="text" value="104.00"/></td> <td style="text-align: center;"><input type="text" value="6"/></td> </tr> <tr> <td style="text-align: center;">Number of sessions Hours per session Total number of hours</td> <td></td> </tr> </table> | Hours of classroom instruction | Total Enrolment | <input type="text" value="32"/> X <input type="text" value="3.25"/> = <input type="text" value="104.00"/> | <input type="text" value="6"/> | Number of sessions Hours per session Total number of hours | | <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Hours of classroom instruction</td> <td style="text-align: center;">Total Enrolment</td> </tr> <tr> <td style="text-align: center;"><input type="text"/> X <input type="text"/> = <input type="text"/></td> <td style="text-align: center;"><input type="text"/></td> </tr> <tr> <td style="text-align: center;">Number of sessions Hours per session Total number of hours</td> <td></td> </tr> </table> | Hours of classroom instruction | Total Enrolment | <input type="text"/> X <input type="text"/> = <input type="text"/> | <input type="text"/> | Number of sessions Hours per session Total number of hours | |
| Hours of classroom instruction | Total Enrolment | | | | | | | | | | | | |
| <input type="text" value="32"/> X <input type="text" value="3.25"/> = <input type="text" value="104.00"/> | <input type="text" value="6"/> | | | | | | | | | | | | |
| Number of sessions Hours per session Total number of hours | | | | | | | | | | | | | |
| Hours of classroom instruction | Total Enrolment | | | | | | | | | | | | |
| <input type="text"/> X <input type="text"/> = <input type="text"/> | <input type="text"/> | | | | | | | | | | | | |
| Number of sessions Hours per session Total number of hours | | | | | | | | | | | | | |

| | | | | | | | | | | | | | |
|--|---|--------------------|--|--------------------------------|---|--------------------------|---|------------------------------|--------------------|---|--------------------------------|---|--------------------------|
| Pupil Data | | | | | | | | | | | | | |
| Number of pupils as of the end of October <input type="text" value="6"/> | Number of pupils September to June <input type="text" value="6"/> | | | | | | | | | | | | |
| <i>September to June</i> | <i>Summer</i> | | | | | | | | | | | | |
| <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Hours recognized for funding</td> <td style="text-align: center;">Average Enrolment*</td> </tr> <tr> <td style="text-align: center;"><input type="text" value="173"/> X <input type="text" value="3.25"/> = <input type="text" value="562.25"/></td> <td style="text-align: center;"><input type="text" value="0"/></td> </tr> <tr> <td style="text-align: center;">Sessions recognized (from register) Hours per session Total number of pupil hours</td> <td style="text-align: center;">(small class adjustment)</td> </tr> </table> | Hours recognized for funding | Average Enrolment* | <input type="text" value="173"/> X <input type="text" value="3.25"/> = <input type="text" value="562.25"/> | <input type="text" value="0"/> | Sessions recognized (from register) Hours per session Total number of pupil hours | (small class adjustment) | <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Hours recognized for funding</td> <td style="text-align: center;">Average Enrolment*</td> </tr> <tr> <td style="text-align: center;"><input type="text" value="0"/> X <input type="text" value="3.25"/> = <input type="text" value="0"/></td> <td style="text-align: center;"><input type="text" value="0"/></td> </tr> <tr> <td style="text-align: center;">Sessions recognized (from register) Hours per session Total number of pupil hours</td> <td style="text-align: center;">(small class adjustment)</td> </tr> </table> | Hours recognized for funding | Average Enrolment* | <input type="text" value="0"/> X <input type="text" value="3.25"/> = <input type="text" value="0"/> | <input type="text" value="0"/> | Sessions recognized (from register) Hours per session Total number of pupil hours | (small class adjustment) |
| Hours recognized for funding | Average Enrolment* | | | | | | | | | | | | |
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| Hours recognized for funding | Average Enrolment* | | | | | | | | | | | | |
| <input type="text" value="0"/> X <input type="text" value="3.25"/> = <input type="text" value="0"/> | <input type="text" value="0"/> | | | | | | | | | | | | |
| Sessions recognized (from register) Hours per session Total number of pupil hours | (small class adjustment) | | | | | | | | | | | | |
| Calculation of equivalent average daily enrolment (ADE) <input type="text" value="562.25"/> + <input type="text" value="0"/> = <input type="text" value="562.25"/> ÷ 950 = <input type="text" value="0.59"/> <small>Total number of pupil hours September to June Total number of pupil hours Summer Total number of pupil hours Equivalent ADE</small> | | | | | | | | | | | | | |

*Regarding the adjustment for small classes, see Enrolment Register Instructions for Continuing Education Programs, 2021-22 School Year.

I certify that I have examined the course data and pupil data given above. To the best of my knowledge, they are correct and are in accordance with the requirements in the instructions.

| | |
|------------------------|---|
| <input type="text"/> | <input type="text" value="16/10/2022"/> |
| Signature of principal | Date |

SMALL CLASS HOURS ADJUSTMENT

applies to:

Adult Non-Credit ESL/Adult Indigenous Languages/Continuing Education Credit Courses (remote boards only)

Small Class Hours Adjustment is based on the average enrolment over the entire course. (Total Number of Learner Hours divided by the Total Number of Hours of Classroom Instruction).

Where the average course enrolment is fewer than 15, this enrolment may be increased by up to 5 to a maximum of 15 learners.

For example, a course with the following number of learners:

| Average Course Enrolment | Small Class Adjustment possible | Adjusted Total for Funding |
|--------------------------|---------------------------------|----------------------------|
| 6 | 5 | 11 |
| 8 | 5 | 13 |
| 10 | 5 | 15 |
| 12 | 3 | 15 |
| 14 | 1 | 15 |
| 16 | nil | 16 |

To determine the Small Class Hours Adjustment (column 6), the “small class adjustment possible” is multiplied by the Total Number of Hours of Classroom Instruction.

For example, for a course with an average enrolment of 10 and 100 Total Hours of Classroom Instruction, the small class hours adjustment is 500 additional hours of funding (see below for calculation).

100 total hours of classroom instruction x 5 (small class adjustment possible) = 500 learner hours.

2022-23 Summer School

| REGISTER | CRITERIA | FUNDING | ANALYSIS |
|---|---|---|---|
| <p>(Continuing Education Grant) (Regular day school students only)</p> <ol style="list-style-type: none"> 1. Credit courses delivered through classroom instruction 2. Additional Prep. For changing course types (OS 7.2.4) 3. Cooperative Education 4. Credit Recovery 5. Non-Credit programs for pupils with developmental disabilities (elementary & secondary) <p>Must be offered between 8:00am and 5:00pm</p> | <ul style="list-style-type: none"> - Qualified teachers Required - Not to be used for Online Learning - Includes programs with <u>start and end dates in summer only</u> Use school year register for programs that include both summer and school year dates - Full credit course must be scheduled for 110 hours - Coop maximum 110 funded hours including pre-placement, integration and placement; full credits only (no half credits) - register is used for students who were enrolled in a day school program offered by a board or who were enrolled in a private school. | <ul style="list-style-type: none"> • Continuing Education Grant: Allocation is based upon pupil attendance - pupil sessions deducted for grant for three or more consecutive absences <ul style="list-style-type: none"> - \$3611 times equivalent ADE (pupil hours divided by 950, approximately \$3.80 per pupil hour) • <u>Small class adjustment</u> does not apply • Accommodation Grant (all summer programs listed generate accommodation grant) <ul style="list-style-type: none"> -Components: <ul style="list-style-type: none"> - See example under Continuing Education Credit register * <p><i>May not begin until after the last school day in the 2022-23 school year, nor may they extend beyond the first school day of the 2023-24 school year.</i></p> | <ul style="list-style-type: none"> • Attendance calculations same as during school year (see notes on individual registers) |



Continuing Education: Summer School Register

2020-2021

| | |
|--------------------------------|-----------------------------|
| School Summer School | Teacher DAVID TAN |
|--------------------------------|-----------------------------|

Course Data

| | | |
|---|---|-----------------------------|
| Course Name Discovering the Workplace | Common Course Code(s) GLD201 - 03 | Credit value 1.00 |
|---|---|-----------------------------|

| | |
|---|--|
| Dates | Days |
| Start: 05/07/2021 Finish: 30/07/2021 | Sun. <input type="checkbox"/> Mon. <input checked="" type="checkbox"/> Tues. <input checked="" type="checkbox"/> Wed. <input checked="" type="checkbox"/> Thur. <input checked="" type="checkbox"/> Fri. <input checked="" type="checkbox"/> Sat. <input type="checkbox"/> |

| | |
|---|---|
| Time of Day | Hours of classroom instruction |
| Start: 8:50 <input checked="" type="checkbox"/> a.m. <input type="checkbox"/> p.m. Finish: 3:00 <input type="checkbox"/> a.m. <input checked="" type="checkbox"/> p.m. | 20 X 5.50 = 110.0000 |
| | <small>Number of sessions Hours per session Total number of hours</small> |

Number of pupils 11

Pupil Data

| | | |
|--|---|--|
| Hours recognized for funding | | |
| 192 | X | 5.50 |
| | | = |
| 1056.0000 | | |
| <small>Sessions recognized (from register)</small> | | <small>Hours per Session</small> |
| | | <small>Total number of pupil hours</small> |

Calculation of equivalent average daily enrolment (ADE)

| | | |
|--|---------|-------------------------------|
| 1056 | ÷ 950 = | 1.1116 |
| <small>Total number of pupil hours</small> | | <small>Equivalent ADE</small> |

I certify that I have examined the course data and pupil data given above. To the best of my knowledge, they are correct and are in accordance with the requirements in the instructions.

| | |
|------------------------|----------|
| | |
| Signature of principal | Date |

2022-23 Literacy and Math Outside the School Day

| REGISTER | CRITERIA | FUNDING | ANALYSIS |
|--|--|---|--|
| <p>(Learning Opportunities Grant – LOG) Literacy and Numeracy For students facing barriers to meeting curriculum standards; lit graduation requirements; destreamed gr. 9 program</p> <ol style="list-style-type: none"> Gr 7 or 8 Remedial Literacy and Math (in summer only, gr. 6,7,8) Non-Credit Gr 9 or 10 Remedial Literacy and Math Literacy and Numeracy for Parents and Guardians <p>Used for both School Year and Summer -Programs that straddle both school year and summer periods, record information under school year</p> <p>Delivery Codes: School Day:</p> <ol style="list-style-type: none"> Lunch Before School After School Evening Weekend | <ul style="list-style-type: none"> Qualified teachers or non-qualified teacher (1.& 2.)Pupils <u>recommended for program by principal of day school in which pupil is enrolled</u> (2.) Pupils in grades 11 and 12 may attend gr. 9 and 10 courses (3.) Parents and guardians of pupils in grades K-12 for whom the principal has recommended additional support; program <u>assists participants in supporting K -12 students</u> Principal recommendations may be based on conversations with students’ teachers, EQAO data, attendance data, report card marks, etc., and must be recorded for audit purposes. Summer 1.,2..3- to generate funding, student must have an enrolment record in a publicly funded school in the same school year. Private/home school students are not funded at this rate | <ul style="list-style-type: none"> Learning Opportunities Grant: Allocation is based upon pupil attendance - pupil sessions deducted for grant for three or more consecutive absences \$7092 times equivalent ADE (pupil hours divided by 950, approximately \$7.47 per pupil hour); applies to 1,2,3 Parent/Guardians - reported against student’s OEN; must be recorded in SIS as parent/guardian <u>Small Class Size Hours adjustment</u> does not apply <u>Accommodation Grant-</u> see Continuing Education Credit register example* for calculation <ul style="list-style-type: none"> ➤ Summer ONLY –1.,2. Transportation Grant <ul style="list-style-type: none"> ➤ Summer ONLY –1.,2. ➤ transportation grant for the board /ADE of pupils of the board x litnum ADE x 3 <p>NOTE:</p> <ul style="list-style-type: none"> ADEs reported on EFIS sch. 12 Summer Grade 6 to 10 programs ADE reported under summer school on schedule 12; <u>1,2,3 ADE reported on sch. 12, funding amount shown in EFIS LOG funding area-section 13</u> | <p>Funded at a higher rate in order to accommodate <u>smaller class sizes.</u></p> |

2022-23 Literacy and Math Outside the School Day – Continuing Education Students

| REGISTER | CRITERIA | FUNDING | ANALYSIS |
|---|--|---|----------|
| <p>(Continuing Education Grant)</p> <p>Literacy and Numeracy</p> <p>Grades 9 and 10 Remedial Literacy and Math - Continuing Education Students OR Adults on Regular Day School Register OR High Credit Day School students</p> <ul style="list-style-type: none"> - used for both School year and SUMMER - Programs that straddle both school year and summer periods, record information under school year <p>Delivery Codes: School Day:</p> <ol style="list-style-type: none"> 1. Lunch 2. Before School 3. After School 4. Evening 5. Weekend | <ul style="list-style-type: none"> • Qualified teachers or non-qualified teacher • Pupils <u>recommended for program by principal of school in which pupil is enrolled</u> • Pupils in grades 11 and 12 may attend gr. 9 and 10 courses • Principal recommendation must be kept on file • -Otherwise, students will be funded at the lower rate depending on how your SIS handles this, it will need to be manually adjusted in OnSIS • Students who don't meet the criteria for higher funding rate could possibly be counted at this lower Con Ed rate if your SIS team is able to make a manual adjustment. | <ul style="list-style-type: none"> • Learning Opportunities Grant: Allocation is based upon pupil attendance - pupil sessions deducted for grant for three or more consecutive absences • NOTE: ADULT day school or Con Ed students enrolled in a credit course - funded at CONED RATE of \$3611 times equivalent ADE (pupil hours divided by 950, approximately \$3.80 per pupil hour) • <u>Small Class Size Hours adjustment</u> does not apply • <u>Accommodation Grant</u> - see Continuing Education Credit register example* for calculation <ul style="list-style-type: none"> ➤ Summer ONLY <p>NOTE: ADEs reported on EFIS sch. 12</p> <ul style="list-style-type: none"> • Summer Grade 6 to 10 programs ADE reported under summer school on schedule 12; • <u>EFIS: ADE funding reported on section 6,</u> | |



Continuing Education: Register of Enrolment in the Literacy and Numeracy Program 2020-2021

| | |
|--|---|
| School <input style="width: 95%;" type="text" value="ASP Night School"/> | Instructor <input style="width: 95%;" type="text" value="BEN BLACK"/> |
| Location of course (if different from school) <input style="width: 95%;" type="text"/> | Campus number <input style="width: 95%;" type="text" value="577"/> |

Course Data

Check (✓) one: Grade 7 or 8 Remedial Literacy and Numeracy Non-credit Grade 9 or 10 Remedial Literacy and Numeracy Literacy and Numeracy for Parents and Guardians

Dates
 Start Finish

| Days | | | | | | |
|--------------------------|--------------------------|-------------------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|
| Sun. | Mon. | Tues. | Wed. | Thur. | Fri. | Sat. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Time of Day
 Start a.m. p.m. Finish a.m. p.m.

| <i>September to June</i> | <i>Summer</i> | | | | | | | | | | | | |
|--|---|--|---|-----------------|---|---|---|---|--|--|--|--|--|
| <table style="width: 100%;"> <tr> <th style="width: 25%;">Hours of classroom instruction</th> <th style="width: 25%;">Total Enrolment</th> <th style="width: 25%;">Hours of classroom instruction</th> <th style="width: 25%;">Total Enrolment</th> </tr> <tr> <td style="text-align: center;"><input style="width: 50px;" type="text" value="10"/> X <input style="width: 50px;" type="text" value="1.00"/> = <input style="width: 50px;" type="text" value="10.00"/></td> <td style="text-align: center;"><input style="width: 50px;" type="text" value="9"/></td> <td style="text-align: center;"><input style="width: 50px;" type="text"/></td> <td style="text-align: center;"><input style="width: 50px;" type="text"/></td> </tr> <tr> <td style="text-align: center; font-size: small;">Number of sessions Hours per session Total number of hours</td> <td></td> <td style="text-align: center; font-size: small;">Number of sessions Hours per session Total number of hours</td> <td></td> </tr> </table> | Hours of classroom instruction | Total Enrolment | Hours of classroom instruction | Total Enrolment | <input style="width: 50px;" type="text" value="10"/> X <input style="width: 50px;" type="text" value="1.00"/> = <input style="width: 50px;" type="text" value="10.00"/> | <input style="width: 50px;" type="text" value="9"/> | <input style="width: 50px;" type="text"/> | <input style="width: 50px;" type="text"/> | Number of sessions Hours per session Total number of hours | | Number of sessions Hours per session Total number of hours | | |
| Hours of classroom instruction | Total Enrolment | Hours of classroom instruction | Total Enrolment | | | | | | | | | | |
| <input style="width: 50px;" type="text" value="10"/> X <input style="width: 50px;" type="text" value="1.00"/> = <input style="width: 50px;" type="text" value="10.00"/> | <input style="width: 50px;" type="text" value="9"/> | <input style="width: 50px;" type="text"/> | <input style="width: 50px;" type="text"/> | | | | | | | | | | |
| Number of sessions Hours per session Total number of hours | | Number of sessions Hours per session Total number of hours | | | | | | | | | | | |

Pupil Data

Number of pupils as of the end of October Number of pupils September to June Number of pupils Summer

Hours recognized for funding

| | | | | | | | | | | | | | | | | | | | | | |
|---|--|--|--|---|---|-------------------------------------|--|-------------------|--|-----------------------------|--|---|---|--|---|---|-------------------------------------|--|-------------------|--|-----------------------------|
| <i>September to June</i> | <i>Summer</i> | | | | | | | | | | | | | | | | | | | | |
| <table style="width: 100%;"> <tr> <td style="text-align: center;"><input style="width: 50px;" type="text" value="64"/></td> <td style="text-align: center;">X</td> <td style="text-align: center;"><input style="width: 50px;" type="text" value="1.00"/></td> <td style="text-align: center;">=</td> <td style="text-align: center;"><input style="width: 50px;" type="text" value="64.00"/></td> </tr> <tr> <td style="text-align: center; font-size: small;">Sessions recognized (from register)</td> <td></td> <td style="text-align: center; font-size: small;">Hours per session</td> <td></td> <td style="text-align: center; font-size: small;">Total number of pupil hours</td> </tr> </table> | <input style="width: 50px;" type="text" value="64"/> | X | <input style="width: 50px;" type="text" value="1.00"/> | = | <input style="width: 50px;" type="text" value="64.00"/> | Sessions recognized (from register) | | Hours per session | | Total number of pupil hours | <table style="width: 100%;"> <tr> <td style="text-align: center;"><input style="width: 50px;" type="text" value="0"/></td> <td style="text-align: center;">X</td> <td style="text-align: center;"><input style="width: 50px;" type="text" value="1.00"/></td> <td style="text-align: center;">=</td> <td style="text-align: center;"><input style="width: 50px;" type="text" value="0"/></td> </tr> <tr> <td style="text-align: center; font-size: small;">Sessions recognized (from register)</td> <td></td> <td style="text-align: center; font-size: small;">Hours per session</td> <td></td> <td style="text-align: center; font-size: small;">Total number of pupil hours</td> </tr> </table> | <input style="width: 50px;" type="text" value="0"/> | X | <input style="width: 50px;" type="text" value="1.00"/> | = | <input style="width: 50px;" type="text" value="0"/> | Sessions recognized (from register) | | Hours per session | | Total number of pupil hours |
| <input style="width: 50px;" type="text" value="64"/> | X | <input style="width: 50px;" type="text" value="1.00"/> | = | <input style="width: 50px;" type="text" value="64.00"/> | | | | | | | | | | | | | | | | | |
| Sessions recognized (from register) | | Hours per session | | Total number of pupil hours | | | | | | | | | | | | | | | | | |
| <input style="width: 50px;" type="text" value="0"/> | X | <input style="width: 50px;" type="text" value="1.00"/> | = | <input style="width: 50px;" type="text" value="0"/> | | | | | | | | | | | | | | | | | |
| Sessions recognized (from register) | | Hours per session | | Total number of pupil hours | | | | | | | | | | | | | | | | | |

Calculation of equivalent average daily enrolment (ADE)

| | | | | | | | | |
|--|---|---|---|--|---|---|---|--|
| <input style="width: 50px;" type="text" value="64"/> | + | <input style="width: 50px;" type="text" value="0"/> | = | <input style="width: 50px;" type="text" value="64"/> | ÷ | <input style="width: 50px;" type="text" value="950"/> | = | <input style="width: 50px;" type="text" value="0.0674"/> |
| Total number of pupil hours September to June | | Total number of pupil hours Summer | | Total number of pupil hours September to August | | Equivalent ADE | | |

I certify that I have examined the course data and pupil data given above. To the best of my knowledge, they are correct and are in accordance with the requirements in the instructions.

| | |
|--|---|
| <input style="width: 95%;" type="text"/> | <input style="width: 95%;" type="text" value="04/11/2021"/> |
| Signature of principal | Date |

Additional Funding Allocation (LOG)

Tutoring Allocation (previously Ontario Focused Intervention Partnership (OFIP) Allocation) –Funding allocation appears on section 13 of EFIS schedule

The Tutoring Allocation supports school boards in initiating and expanding before- and after-school, weekend, and summer tutoring programs that provide extra help to students who are not yet achieving the provincial standard in reading, writing, or mathematics. Tutoring supports may be targeted towards supporting successful transition into a de-streamed Grade 9 program and supporting learning recovery for students that may continue to experience challenges as a result of the COVID-19 pandemic. School boards can work with schools to design and structure the tutoring programs to best fit their students' needs. The ministry encourages partnerships with existing community-based organizations that provide tutoring services. The funding is calculated using total elementary and secondary ADE and a per-pupil amount of \$4.19.

Targeted Student Supports (TSS) Envelope -(part of LOG)

Four funding allocations including:

- **Literacy and Math Outside the School Day**
- **Tutoring Allocation.**
- Student Success Grades 7 to 12
- Grade 7/8 Literacy and Numeracy and Student Success Teachers

School boards must use the four allocations only for these programs and must report any unspent funding as deferred revenue for future spending in these programs. There is flexibility in how school boards may use allocations within the envelope, as long as the funds in total are spent on the programs within the envelope.

CONTINUING EDUCATION REGISTERS :

B: FUNDING FORMULAS NOT BASED ON DAILY ATTENDANCE

CREDIT

Correspondence
/Self-Study/ Online
Learning Courses

**Formula based on
lessons marked*

**Note: Lessons marked must be
recorded in SIS system.**

**NON-
CREDIT**

International and
Indigenous
Languages
Elementary

**Formula based on
number of
instructional hours
and class average*

2022-23 International and Indigenous Languages Program - Elementary

| REGISTER | CRITERIA | FUNDING | ANALYSIS |
|---|---|---|---|
| <p><i>(Continuing Education- Other)</i></p> <p>International and Indigenous Languages Elementary (non-credit)</p> <p>MANDATED</p> <p>OnSIS Delivery Codes:</p> <ol style="list-style-type: none"> 1. After School 2. Before School or Lunch Time 3. Integrated Extended Day 4. Late-Afternoon and Evening 5. Weekend 6. Summer <p>- used for <u>both</u> School year <i>and</i> SUMMER</p> | <ul style="list-style-type: none"> • Qualified or non-qualified teacher • Elementary day school pupils (JK to grade 8) including those from private schools or home school • Funding capped at 2.5 hours per week per language per student during school year and 2.5 hours per day during summer • Languages other than English and French • Includes American Sign Language • Must be operated in compliance with the Child Care and Early Years Act, 2014. | <ul style="list-style-type: none"> • Continuing Ed. and Other Programs Grant: Allocation is based upon: <ol style="list-style-type: none"> 1. Classroom <u>instructional hours</u> =hours/session x number of sessions (from register information in SIS) 2. Board Class Average - All Pupils of the Board from all board registers divided by number of classes (registers). Does not include Other Pupils in calculation. OnSIS does collect both POB and OP. 3. 2022-23 maximum funding per instructional hour is \$59.07. This rate applies where board class average is 23 or greater 4. Negative adjustment in per hour grant for board average (to one decimal place) less than 23, i.e., board average of 21.5 reduces hourly rate by \$1.50 (23-21.5) to \$57.57 per instructional hour. <ul style="list-style-type: none"> • Small class adjustment does not apply • Accommodation Grant - none | <p>Optimal class size depends on cost structure. If hourly instructor rate is low, there may be an advantage to having a greater number of classes and lower-class average to generate more instructional hours.</p> <p>e.g., see <i>sample scenarios slide</i></p> |



Register of Enrolment in the International & Indigenous Languages Elementary (IILE) Program 2021-2022

| | |
|--|---|
| School International Languages - 123 | Instructor First Name Last Name |
| Location of course (if different from school) | Campus number 555 |

– Course Data

| | | | | | | | | | |
|--|---|---|---|---|--|-------------------------------|-------------------|-----------------------|-----------------------|
| International or Indigenous language Yoruba | | | | | | | | | |
| Dates | | | | | | | | | |
| Start <input type="text" value="21/10/2021"/> | Finish <input type="text" value="19/05/2022"/> | | | | | | | | |
| Time of Day | | | | | | | | | |
| Start <input type="text" value="6:00"/> <input type="checkbox"/> a.m. <input checked="" type="checkbox"/> p.m. | Finish <input type="text" value="8:30"/> <input type="checkbox"/> a.m. <input checked="" type="checkbox"/> p.m. | | | | | | | | |
| <i>September to June</i> | | | | | | | | | |
| Days | | | | | | | | | |
| Sun. <input type="checkbox"/> | Mon. <input type="checkbox"/> | Tues. <input type="checkbox"/> | Wed. <input type="checkbox"/> | Thur. <input checked="" type="checkbox"/> | Fri. <input type="checkbox"/> | Sat. <input type="checkbox"/> | | | |
| Delivery code | | | | | | | | | |
| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> | 6 <input type="checkbox"/> | | | | |
| <i>Summer</i> | | | | | | | | | |
| <table border="0" style="width: 100%;"> <tr> <td style="text-align: center;"> Hours of funded classroom instruction* <input type="text" value="28"/> X <input type="text" value="2.50"/> = <input type="text" value="70.00"/> </td> <td style="text-align: center;"> Total Enrolment <input type="text" value="10"/> </td> <td style="text-align: center;"> Hours of funded classroom instruction** <input type="text"/> X <input type="text" value="2.50"/> = <input type="text"/> </td> <td style="text-align: center;"> Total Enrolment <input type="text"/> </td> </tr> <tr> <td style="text-align: center; font-size: small;">Number of sessions</td> <td style="text-align: center; font-size: small;">Hours per session</td> <td style="text-align: center; font-size: small;">Total number of hours</td> <td style="text-align: center; font-size: small;">Total number of hours</td> </tr> </table> | | Hours of funded classroom instruction* <input type="text" value="28"/> X <input type="text" value="2.50"/> = <input type="text" value="70.00"/> | Total Enrolment <input type="text" value="10"/> | Hours of funded classroom instruction** <input type="text"/> X <input type="text" value="2.50"/> = <input type="text"/> | Total Enrolment <input type="text"/> | Number of sessions | Hours per session | Total number of hours | Total number of hours |
| Hours of funded classroom instruction* <input type="text" value="28"/> X <input type="text" value="2.50"/> = <input type="text" value="70.00"/> | Total Enrolment <input type="text" value="10"/> | Hours of funded classroom instruction** <input type="text"/> X <input type="text" value="2.50"/> = <input type="text"/> | Total Enrolment <input type="text"/> | | | | | | |
| Number of sessions | Hours per session | Total number of hours | Total number of hours | | | | | | |
| <p>Includes 1 "OP" students, Only 9 "POB" students will be counted for funding formula</p> | | | | | | | | | |
| * Maximum of 2.5 hours per week ** Maximum of 2.5 hours per day | | | | | | | | | |

– Pupil Data

| | |
|---|---------------------------------|
| Number of pupils enrolled in class | <input type="text" value="10"/> |
|---|---------------------------------|

I certify that I have examined the course data and pupil data given above. To the best of my knowledge, they are correct and are in accordance with the requirements in the instructions.

| | |
|------------------------|---|
| <input type="text"/> | <input type="text" value="04/11/2021"/> |
| Signature of principal | Date |

IILE- Analysis of class size, funding and instructor costs

| | Scenario: 1) Instructional cost/hr \$20 2) Instructional Cost/hour \$35 3) Instructional Cost/hour \$45 | #instructional hrs per year per class (40 wks X 2.5 hrs) | Total number of students | # classes | Class average (max funding @23) | Total instructional hrs/year | Funding per instructional hour | Instructional Cost per hour | Instructor Cost (incl. benefits, sick day est etc. if applicable) | Funding | Surplus after Instructional Costs |
|------|--|--|--------------------------|-----------|---------------------------------|------------------------------|--------------------------------|-----------------------------|---|----------|-----------------------------------|
| (1a) | 3 classes -Instructor Cost \$20/hr Funding per hr = $\$59.07 - (23 - 15.3) = \51.37 | 100 | 46 | 3 | 15.3 | 300 | \$51.37 | \$20 | \$6,000 | \$15,411 | \$9,411 |
| (1b) | 2 classes -Instructor Cost \$20/hr Funding per hr = $\$59.07 - (23 - 23) = \59.07 | 100 | 46 | 2 | 23 | 200 | \$59.07 | \$20 | \$4,000 | \$11,814 | \$7,814 |
| (2a) | 3 classes -Instructor Cost \$35/hr Funding per hr = $\$59.07 - (23 - 15.3) = \51.37 | 100 | 46 | 3 | 15.3 | 300 | \$51.37 | \$35 | \$10,500 | \$15,411 | \$4,911 |
| (2b) | 2 classes -Instructor Cost \$35/hr Funding per hr = $\$59.07 - (23 - 23) = \59.07 | 100 | 46 | 2 | 23 | 200 | \$59.07 | \$35 | \$7,000 | \$11,814 | \$4,714 |
| (3a) | 3 classes -Instructor Cost \$45/hr Funding per hr = $\$59.07 - (23 - 15.3) = \51.37 | 100 | 46 | 3 | 15.3 | 300 | \$51.37 | \$45 | \$13,500 | \$15,411 | \$1,911 |
| (3b) | 2 classes -Instructor Cost \$45/hr Funding per hr = $\$59.07 - (23 - 23) = \59.07 | 100 | 46 | 2 | 23 | 200 | \$59.07 | \$45 | \$9,000 | \$11,814 | \$2,814 |

2022-23 Correspondence/Self Study/Online Learning

| REGISTER | CRITERIA | FUNDING | ANALYSIS |
|---|---|--|--|
| <p>(Continuing Education) Correspondence/ Self-Study / Online Learning Courses</p> <p>Courses designed for online delivery</p> <ul style="list-style-type: none"> • Use of Independent Learning Centre (ILC) materials • Correspondence/Self Study course • Online Learning through Continuing Education (courses prepared by board or offered through provincial LMS) <p>- used for both School year <i>and</i> SUMMER</p> | <ul style="list-style-type: none"> • Qualified Teachers • use for Online Learning if instruction provided by a <u>Continuing Education teacher</u> or if course offered during the summer • Lessons marked for full time (FT) day school pupils during the school year (Sept. -June) are <u>not eligible for funding</u> • Lessons marked for part time (PT) pupils taking the same course during the regular school day are <u>not eligible for funding</u> • Lesson marked for part time (PT) and Continuing Education (CE) pupils are eligible for funding • For programs that straddle both school year and summer periods, record information under school year | <ul style="list-style-type: none"> • Continuing Education Grant: • Funding contingent upon # Lessons marked, not attendance – <u>deduct lessons marked for learners that are full time day school students</u> from Sept. to June • All lessons marked are counted in summer • Maximum funding: # of lessons marked <u>capped at 20 times course credit value</u> per student; e.g., 20 for 1.0 credit course; 10 for 0.5 credit course) times .00579 (ADE per lesson) equals equivalent ADE times \$3611 (\$20.91 per lesson marked). • For courses with maximum # lessons less than the course cap of 20, funding formula prorates number of eligible lessons to maximum # funded lessons possible • 1 ADE ~ 172.71 lessons (1/.00579); at 20 lessons per credit = 8.63 credits • Accommodation Grant – none • No Small Class Adjustment | <ul style="list-style-type: none"> • # lessons completed counted regardless of official drop date; funding formula is not based on daily attendance |

Correspondence/Self-Study/Online Learning: Recording enrolment and Lessons/Work Units Marked

Category of Pupil

School Year

FT = Full-time day school pupils (scheduled average of 210 or more minutes per day)

PT = Part-time day school pupils (scheduled average of less than 210 minutes per day)

CE = Continuing Education pupils. Not enrolled in day school.

OP = Other Pupil. Required to pay tuition. Not eligible for provincial funding.

Summer

All pupils are 'CE', Continuing Education and are funded if the POB.

Entering Lessons/Work Units Marked

Enter a check mark . Entry is not contingent upon successful completion. Check marks should be entered consecutively without spaces in between check marks. Enter total number of lessons for each pupil in 'Total number of lessons marked' column.

Deductions to Number of Lessons/Work Units Marked Recognized for Funding

School year full time pupils: Deduct lessons marked for Full Time (FT) pupils. For pupils enrolled as full time on Oct. 31, deduct lessons marked between Sept. 1 and January 31. For pupils enrolled as full time on March 31, deduct lessons marked between Feb. 1 and June 30.

School year part time pupils: Deduct lessons marked if student is also taking the same course as part of their day school instructional program.



Continuing Education: Register of Enrolment in Correspondence/Self-Study/e-Learning Courses,

| | | |
|--|---|--|
| School <input style="width: 95%;" type="text" value="Online Learning"/> | Teacher marking lessons <input style="width: 95%;" type="text" value="Last, First"/> | School Year <input style="width: 95%;" type="text" value="20212022"/> |
|--|---|--|

Course Data

| | | | |
|---|---|--|---|
| Course name <input style="width: 95%;" type="text" value="English"/> | Common Course Code <input style="width: 95%;" type="text" value="ENG4C1 - 01"/> | Credit value <input style="width: 95%;" type="text" value="1.0"/> | |
| Type of course (check (<input checked="" type="checkbox"/>) one) <input type="checkbox"/> Course purchased from the Independent Learning Center | <input type="checkbox"/> Correspondence course prepared by the board | <input checked="" type="checkbox"/> e-Learning course | |
| Calculation of Number of Lessons/Work Units Eligible for Funding | | | |
| September 2021 to June 2022 | Summer 2022 | | |
| Total number of lessons/work units marked (not to exceed 20 per credit) <input style="width: 60px;" type="text" value="84"/> | Total number of lessons/work units marked and eligible for funding (not to exceed 20 per credit) <input style="width: 60px;" type="text"/> | | |
| Subtract: Lessons/work units for full - time day school pupils - <input style="width: 60px;" type="text" value="24"/> | | | |
| Total number of lessons/work units eligible for funding = <input style="width: 60px; border: 2px solid black;" type="text" value="64"/> | | | |
| To be completed when the number of lessons/work units required for the course is less than 20 | | | |
| Total number of lessons/work units (enter total from above) <input style="width: 60px;" type="text" value="64"/> | For courses with less than 20 lessons/work units, the number of funded lesson is "adjusted" to 20 in order to generate maximum funding | | |
| Divide by: Number of lessons/work units required for the course (maximum 20) ÷ <input style="width: 60px;" type="text" value="10"/> | | | = <input style="width: 60px;" type="text" value="6.4"/> |
| Multiply by: Credit value of course x <input style="width: 60px;" type="text" value="1.0"/> | | | = <input style="width: 60px;" type="text" value="6.4"/> |
| Total (adjusted) number of lessons/work units eligible for funding = <input style="width: 60px; border: 2px solid black;" type="text" value="128"/> | | | x <input style="width: 60px;" type="text" value="20"/> |

Pupil Data

| | | |
|---|---|--|
| Number of pupils as of the end of October 2021 <input style="width: 40px;" type="text" value="13"/> | Number of pupils September 2021 to June 2022 <input style="width: 40px;" type="text" value="13"/> | Number of pupils Summer 2022 <input style="width: 40px;" type="text" value="0"/> |
| Calculation of equivalent average daily enrolment (ADE) | | |
| <input style="width: 95%;" type="text" value="128.0000"/> | x .00579 = | <input style="width: 95%; border: 2px solid black;" type="text" value=".74112"/> |
| Total number of lessons/work units Equivalent ADE eligible for funding (from above) | Equivalent ADE | |

I certify that I have examined the course data and pupil data given above. To the best of my knowledge, they are correct and are in accordance with the requirements in the instructions.

| | |
|------------------------|------|
| | |
| Signature of principal | Date |

Reminder: ADE for 'OP', Other Pupils, is not included here and is not funded. 'OP' ADE is recorded on OnSIS summary. 20 lesson x 0.00579=0.1158 ADEs for 'OP'

Changes to Coned Registers Since 2017

| School Year | Which Register | Changes |
|-------------|--|---|
| 2017-18 | Literacy and Numeracy Program | Grade 6 eligible for funding in Literacy/Numeracy Program Summer Only |
| 2018-19 | Continuing Education Credit Courses - During School Year | Professional Development for Teachers - During Scheduled Class Time - Attendance Reason Code C - Funded Day |
| 2018-19 | Literacy and Numeracy Program | Continuing Education Students eligible for funding at the Continuing Education rate |
| 2018-19 | All Registers | Retention - For Audits - retain current year plus previous two school years |
| 2020-21 | All Registers | Gender Identification on the Pupil Eligibility Attestation Form |
| 2020-21 | All Registers | Student Gender was updated including following two options: N – Prefer Not to Disclose, S – Prefer to Specify: _____ |
| 2020-21 | Literacy and Numeracy Program | Specific Breakdown of Course Type - Literacy or Math or Both to be collected |
| 2022-23 | All Registers | All references to math courses have been removed from the enrollment register instructions due the de-streaming Grade 9 math The gender field has been removed |

Prior Learning Assessment and Recognition (PLAR) Allocation

PLAR for mature¹ students is a mandatory formal evaluation and accreditation process carried out under the direction of a school principal through which the principal may grant secondary school credits to mature students. PLAR assessment services that are funded include the following:

- \$130 for an individual student assessment for Grade 9 and 10 credits (maximum of one such assessment per mature student in any one school year)
- \$130 for an individual student equivalency assessment for Grade 11 and 12 credits (maximum of one such assessment per mature student in any one school year)
- \$389 for each completed challenge assessment for a Grade 11 or 12 full credit course, whether successful or unsuccessful

School boards are funded based on the number of performed assessments.

¹ A mature student is a student who is at least 18 years of age on or after January 1 of the current school year and who is enrolled in a program for the purpose of obtaining an Ontario Secondary School Diploma (OSSD).

[Policy/Program Memorandum 132 \(Revised-Effective Feb. 2022\)](#)

[CESBA PLAR Resources](#)

- [PLAR Key Revisions Chart – Comparison to PPM 132 from 2003](#)

Example of PLAR - Board Summary



2021/11/04 10:21:00

Ontario School Information System

BRDSUM-0004MS.00 Prior Learning Assessment and Recognition (PLAR) for Mature Students - Board Summary

Region: CR

Board Number and Name: B11111 - ABC DSB

Fiscal Year: 2020-2021

FLOW OF INFORMATION #2

Board Number and Name: B11111 - ABC DSB

| School No | School Name | Grade 9 or 10 Individual Assessment | | Grade 11 or 12 | | |
|--------------|------------------------------|-------------------------------------|---------------------------------------|------------------------|---------------------------------------|-----------------------|
| | | Total # of Assessments | # of Assessments Eligible for Funding | Equivalency Assessment | | Completed |
| | | | | Total # of Assessments | # of Assessments Eligible for Funding | Total # of Challenges |
| 995777 | Night School - 1 | 11 | 11 | 5 | 3 | 1.00 |
| 990444 | Adult Day School | 120 | 118 | 210 | 171 | 0.00 |
| 995544 | Night School - 2 | 0 | 0 | 3 | 2 | 0.00 |
| 999111 | Night School - 3 | 10 | 10 | 20 | 15 | 0.00 |
| 999777 | Online Learning Night School | 0 | 0 | 1 | 1 | 1.00 |
| Total | 5 | 141 | 139 | 239 | 192 | 2.00 |

Pupil Enrolment Status – Board Status and Coned Register Impact

| Pupil's Enrolment Status | |
|--------------------------|---|
| Code | Description |
| FT | Full-Time day school pupil (210 or more minutes per day) |
| PT | Part-Time day School pupil (less than 210 minutes per day) |
| CE | Continuing Education pupil (not enrolled in regular day school) |

| Pupil of the Board or Other Pupils (Board Resident Status) | |
|--|--|
| <p>Student Board Residence Status must be reported for each student in order to distinguish between Pupils of the Board and Other Pupils. <u>Con Ed resident status must match regular day school register status for same student.</u></p> | |
| POB | <p>Pupil of the Board Pupils of the Board have the right to attend continuing education programs without payment of a tuition fee and may receive provincial funding for these courses.</p> |
| OP | <p>Other Pupil Other Pupils are required to pay a tuition fee to attend continuing education programs, and do not receive provincial funding for these courses.</p> |

Con Ed Register Types and Data Entry into Student Information System and OnSIS

| Register | Course Type | Course Offering Type/ Use of Register | School Special Condition Type(s) in OnSIS | Student Type (POB) |
|--|--|---|--|---|
| Register of Enrolment in Continuing Education Credit Courses | <ul style="list-style-type: none"> • ConEd Credit • Night School • Night Out-of-School Coop | <ul style="list-style-type: none"> • Offered at Night or on Weekend • Offered during Day School • Offered after end of Day School • Coop • Credit Recovery • Additional preparation for changing course types | N-Continuing Education Or 8 – Summer | <ul style="list-style-type: none"> • FT • PT • CE Funding Received |
| Register of Enrolment in Correspondence/Self-Study/Online Learning Courses | <ul style="list-style-type: none"> • ConEd E-Learning | <ul style="list-style-type: none"> • Independent Learning Centre (ILC) course • Correspondence Course • ConEd E-Learning Course | N-Continuing Education Or 8 – Summer | <ul style="list-style-type: none"> • FT • PT • CE Funding Received only on PT and CE In Summer full funding for all types of students |
| Register of Enrolment in the International and Indigenous Languages Elementary (IILE) Program | <ul style="list-style-type: none"> • International Languages | Non-Credit Elementary – International and Indigenous Languages | N-Continuing Education Or 8 – Summer | <ul style="list-style-type: none"> • FT • PT • CE Funding Received |

Con Ed Register Types and Data Entry -continued

| Register | Course Type | Course Offering Type/ Use of Register | School Special Condition Type(s) in OnSIS | Student Type |
|---|---|--|---|---|
| Register of Enrolment in the Literacy and Numeracy Program | <ul style="list-style-type: none"> Literacy and Numeracy | <ul style="list-style-type: none"> Grade 7 or 8 Remedial Literacy and Numeracy Non-credit Grade 9 or 10 Remedial Literacy and Numeracy Literacy and Numeracy for Parents and Guardians Gr. 7-10 Literacy & Numeracy – <u>Con Ed. (adults on con ed registers)</u> Gr. 7-10 Literacy & Numeracy – Adult (<i>adults on day sch. Register</i>) Gr. 7-10 Literacy & Numeracy Fully High Credit | N-Continuing Education Or 8 – Summer As of 2018 Summer students who have completed Grade 6 are eligible to take Grade 7/8 Remedial Literacy and Numeracy | <ul style="list-style-type: none"> •FT •PT •CE •Adults are also eligible for litnum funding <p><input type="checkbox"/> Funding received only if student has enrolment record in publicly funded school in same academic year</p> <p><input type="checkbox"/> Private school students are not funded</p> |
| Summer School Register | <ul style="list-style-type: none"> Summer School Summer Out-of-School Co-op Upgrading Credit Recovery | <ul style="list-style-type: none"> Credit course classroom instruction Credit course delivered through coop Credit Recovery Credit Upgrading Additional preparation for changing course types Non-Credit Programs for pupils with developmental disabilities | 8 – Summer | <ul style="list-style-type: none"> •FT •PT •CE <p>Funding Received</p> |

EFIS vs OnSIS

The Ministry of Education – Financial Branch uses two systems to receive their funding information

EFIS = Education Finance Information System

OnSIS = Ontario School Information System

OnSIS provides student enrolment information.

The EFIS Schedule Packages generate the funding dollar amounts.

Regular School Year Programs

Report through OnSIS which feeds automatically into the EFIS schedules.

- 3 count dates – October 31, March 31 and June 30 – Funding Dates are October 31 and March 31

Continuing Education Programs

- Enrolment data is manually entered into EFIS as OnSIS does not auto populate into EFIS.
- Reports once per year for September 1 to August 31 reporting cycle.

Flow of Information 2022-23

1. Generate Continuing Education Registers in SIS.
2. OnSIS reports are generated. Data comes from summary page of attendance registers. If OnSIS reports are not ready to meet EFIS deadlines, create summary report for ADEs by register type.
3. Education Finance Information System (EFIS) Forms:
 - a) Data entry into **Schedule 12 and Section 6 (for IILE only)** (unlike regular day schools, OnSIS data does not prepopulate the EFIS data must be updated manually).
 - b) The following sections will **automatically populate** following 3 a):
 - Section 13-Learning Opportunities Allocation (LOG)
 - Base grants litnum (excl. con ed litnum) and transportation grant amounts for summer gr 6-10 litnum
 - Data Form A2 – Enveloping Targeted Student Supports
 - Section 11- School Operations and Renewal (Accommodation)
 - Generated by summer litnum gr. 6-10, summer credit, summer DD, Con Ed credit school year (daytime and after school).
 - Section 6- Continuing Education Allocation and Other Programs
 - Base grant funding amounts except for LOG
4. OnSIS reports must be signed off at both school and board levels. The ministry will use board level OnSIS reports to compare to EFIS data received from boards.

Sample OnSIS Summary

FLOW OF INFORMATION #2

Data comes from summary page of attendance registers #1...ADE for Other Pupils is not funded.

| Continuing Education Average Daily Enrolment (ADE) ADEs shown are from register samples provided. Note: EFIS Schedule 12 line reference | ADE | | | |
|---|---------------------|--------------|---------------------|--------------|
| | September to June | | Summer | |
| | Pupils of the Board | Other Pupils | Pupils of the Board | Other Pupils |
| Continuing Education Credit–Offered during Day School sch 12- line 1.2 | 0.5918 | | | |
| Continuing Education Credit–Offered after end of Day School | | | | |
| Continuing Education Credit–Offered at Night or on Weekend | | | | |
| Cont Ed: Additional prep for changing course types | | | | |
| Self Study | | | | |
| Correspondence | | | | |
| E-Learning sch 12- line 1.4 | 0.7411 | | | |
| Summer credit course sch 12- line 2.2 | | | 1.1116 | |
| | | | | |
| Summer: Additional preparation for changing course types | | | | |
| Program for developmentally disabled pupils | | | | |
| 7/8 Remedial Literacy & Numeracy sch 12- line 1.9 | 0.0674 | | | |
| Non-credit 9/10 Remedial Literacy & Numeracy | | | | |
| Literacy & Numeracy - Parents / Guardians | | | | |
| Adult Indigenous Language Instruction | | | | |
| 7/8 Literacy & Numeracy – Con Ed. | | | | |
| 7/8 Literacy & Numeracy – Adult | | | | |
| 7/8 Literacy & Numeracy – Fully High Credit | | | | |
| 9/10 Literacy & Numeracy – Con Ed | | | | |
| 9/10 Literacy & Numeracy – Adult | | | | |
| 9/10 Literacy & Numeracy – Fully High Credit | | | | |
| Total Continuing Education ADE | 1.4003 | | 1.1116 | |

| Campus: 555 | | | | | | | |
|--------------------------------------|----------------------------|-------------------------|-----------------------------|--------------------------------|-------------------------|--------------------------|-----------------------|
| International & Indigenous Languages | Other Language Description | Total Number of Classes | Total Number of Instructors | Students - Pupils of the Board | Students - Other Pupils | Total Number of Students | Total Number of Hours |
| Cantonese | | 3 | 3 | 84 | 4 | 88 | 210.00 |
| Greek | | 2 | 2 | 55 | | 55 | 140.00 |
| Gujarati | | 2 | 2 | 39 | | 39 | 140.00 |
| Italian | | 1 | 1 | 24 | | 24 | 70.00 |
| Korean | | 3 | 3 | 69 | | 69 | 210.00 |
| Persian (Farsi) | | 3 | 3 | 86 | | 86 | 210.00 |
| Tamil | | 6 | 6 | 114 | | 114 | 420.00 |
| Yoruba -register sample | | 1 | 1 | 9 | 1 | 10 | 70.00 |
| Simplified Chinese | | 7 | 8 | 150 | | 150 | 490.00 |
| Total | | 28 | 29 | 630 | 5 | 635 | 1960.00 |

| Of the Total number of classes reported, how many are offered: | |
|--|-----------|
| After School | 1 |
| Before School or Lunch Time | |
| Integrated Extended-Day Program | |
| Late-Afternoon and Evening Program | 27 |
| Summer | |
| Weekends | |
| Total | 28 |

FLOW OF INFORMATION #2

-Data comes from summary page of IILE attendance registers #1

-Note, on section 6 EFIS, number of students is 630 for funding as the 5 'Other Pupils' do not count for funding

Schedule 12 - Continuing Ed and Summer School Enrolment and PLAR

| 1 | Continuing Education Average Daily Enrolment | Sept to June ADE | Sept to June ADE Small Class Adjustment | July and August ADE | July and August ADE Small Class Adjustment | Equivalent ADE |
|-------|---|------------------|---|---------------------|--|----------------|
| 1.1 | Indigenous Language Instruction for Adults | - | - | - | - | - |
| 1.2 | Adult Credit for Diploma Offered during Day School | 0.59 | - | - | - | 0.59 |
| 1.2.1 | Adult Credit for Diploma Offered after end of Day School | - | - | - | - | - |
| 1.3 | Adult Credit for Diploma Offered at Night or on Weekend | - | - | - | - | - |
| 1.4 | Correspondence, Self-Study, E-Learning | 0.74 | - | - | - | 0.74 |
| 1.5 | Cont Ed - Transfer Credit Courses on Mathematics (see Note 1 below) | - | - | - | - | - |
| 1.6 | Cont Ed - Additional Preparation for Changing Course Types (see Note 1 below) | - | - | - | - | - |
| 1.7 | Total Continuing Education ADE | - | - | - | - | 1.33 |
| |(Sum of Items 1.1 to 1.6) | | | | | |
| 1.8 | Adult Literacy & Numeracy for Parents, s3(2) of 2018-19 ADE Reg. | - | - | - | - | - |
| 1.9 | Grade 7 & 8 Literacy & Numeracy Remedial (see Note 2 below) | 0.07 | - | - | - | .07 |
| 1.10 | Grade 9 & 10 Non-Credit Literacy & Numeracy Remedial (see Note 2 below) | - | - | - | - | - |
| 1.11 | Grade 7 to 10 Literacy & Numeracy - Cont. Ed., Adult and Fully High Credit | - | - | - | - | - |
| 1.12 | Total Continuing Education ADE including Literacy and Numeracy | - | - | - | - | 1.40 |
| |(Sum of Items 1.7 to 1.11) | | | | | |

Accommodation Grant

FLOW OF INFORMATION #3 a)
Data comes from #2 OnSIS reports...ADE for Other Pupils is not funded.

Education Finance Information System (EFIS): School Board Submission of Financial Statements

Schedule 12 - Continuing Ed and Summer School Enrolment and PLAR – Continued

| | | | | | | |
|-----|--|--|--|------|--|--------------------------------------|
| |(Sum of Items 1.7 to 1.11) | | | | | |
| 2 | Summer School Average Daily Enrolment | | | | | |
| 2.1 | Program for developmentally disabled pupils | | | | | Accommodation Grant |
| 2.2 | Secondary: For Credit Course | | | 1.11 | | |
| 2.3 | Summer School - Transfer Credit Courses on Mathematics (see Note 1 below) | | | - | | |
| 2.4 | Summer School - Additional Preparation for Changing Course Types (see Note 1 below) | | | - | | |
| 2.5 | Subtotal | | | 1.11 | | |
| |(Sum of Items 2.1 to 2.4) | | | | | |
| 2.6 | Summer School - Grade 7 and 8 Literacy and Numeracy Remedial (see Note 2 below) | | | - | | Accommodation & Transportation Grant |
| 2.7 | Summer School - Grade 9 and 10 Non-Credit Literacy and Numeracy Remedial (see Note 2 below) | | | - | | |
| 2.8 | Summer School - Gr. 7 to 10 L&N - Cont Ed., Adult and fully high credit students | | | - | | Accommodation Grant |
| 2.9 | Total Summer School ADE | | | 1.11 | | |
| |(Sum of Items 2.5 to 2.8) | | | | | |
| 3 | Prior Learning Assessment and Recognition (PLAR) | | | | | |
| | (This section relates to PLAR for mature students as defined in Section 6.6 of Ontario Secondary School Grades 9 to 12. Equivalency assessments limited to one assessment per pupil during school year.) | | | | | |
| 3.1 | Number of individual student assessments for grade 9 and 10 credits | | | | | 139 |
| 3.2 | Number of individual student equivalency assessments for grade 11 and 12 credits | | | | | 192 |
| 3.3 | Number of completed challenges for grade 11 and 12 credits | | | | | 2 |
| | (where the challenge is for a partial credit, the completed challenge should be pro-rated accordingly) | | | | | |

PLAR-FLOW OF INFORMATION #2
-Data comes from OnSIS reports.

Schedule 12

Section 6 - Continuing Education Allocation and Other Programs

| | Benchmark | ADE | Allocation |
|---|--|---|------------------|
| 6.1 Total Adult Day School Allocation | 3,611.00 | 0.00 | 0 |
| 6.2 Total High Credit Allocation | 3,611.00 | | |
| 6.3 Total Continuing Education Allocation | 3,611.00 | 1.33 | \$4,803 |
| 6.3.1 Total Cont Ed. Gr. 7 to 10 L&N - Cont Ed. Adult and fully high credit Allocation | 3,611.00 | 0.00 | 0 |
| 6.4 Total Summer School Allocation | 3,611.00 | 1.11 | \$4,008 |
| 6.4.1 Total SS. Grade 7 to 10 L&N - Cont. Ed. Adult and fully high credit Allocation | 3,611.00 | 0.00 | 0 |
| 6.5 Adult Education, High Credit, Continuing Education and Summer School Allocation | | | \$8,811 |
|((Item 6.1 Benchmark x ADE) + (Item 6.2 Benchmark x ADE) + (Item 6.3 Benchmark x ADE) + (Item 6.3.1 Benchmark x ADE) + (Item 6.4 Benchmark x ADE) + (Item 6.4.1 Benchmark x ADE)) | | | |
| 6.5.1 Adult Day School / Continuing Education Supplement Allocation | | board by board allocation | \$XXXX |
|GSN regulation table. 2021-22 | | | |
| International and Indigenous Languages - Elementary | | | |
| 6.6 International and Indigenous Language Course enrolment | | | 630 |
| 6.7 International and Indigenous Language Number of classes | | | 28 |
| 6.8 International and Indigenous Language Average class size | | | 22.5 |
|(Item 6.6/Item 6.7) | | | |
| 6.9 International and Indigenous Language Number of hours | | | 1960 |
| International and Indigenous Amount before small class size adjustment | | | |
| 6.10 International and Indigenous Amount before small class size adjustment | Hourly Rate | | \$115,777 |
|(Item 6.9 x Hourly Rate) | | | |
| Adjustment for Small Class Size | | | |
| 6.11 Adjustment for Small Class Size | Class Size Threshold | Reduction per Hour | \$980 |
|If Class Size Threshold is greater than item 6.8, then the adjustment is equal to (Class Size Threshold - Item 6.8) x Reduction per Hour x Item 6.9, otherwise the adjustment is zero. | | | |
| 6.11 | 23 | 0.5 | |
| International and Indigenous languages amount | | | |
| 6.12 International and Indigenous languages amount | | | \$114,797 |
|(Item 6.10 - Item 6.11) | | | |
| PLAR Allocation | | | |
| 6.13 PLAR Allocation | PLAR Equivalency Assessment Amount Benchmark | PLAR Completed Challenges Grade 11-12 Benchmark | \$43,808 |
|(Schedule 12, Item 3.1 + Item 3.2) X PLAR Equivalency Assessment Amount Benchmark)) + (Schedule 12, Item 3.3 X PLAR Completed Challenges Grade 11-12 Benchmark) | | | |
| 6.13 | 130 | 389 | |
| International Student Recovery Amount | | | |
| 6.14 International Student Recovery Amount | | | \$1300 |
|International Student Recovery Amount Benchmark 1,300 x (Schedule 13 (Item 2.2 + Item 2.4.2 + Item 2.6 + Item 2.9 + Item 2.12 + Item 2.14.2 + Item 2.16 + Item 2.19) / 2) | | | |
| 6.15 Continuing Education Allocation and Other Program | | | \$166,116 |
|(Item 6.5 + Item 6.5.1 + Item 6.12 + Item 6.13 - Item 6.14) | | | |

FLOW OF INFORMATION #3 a) for IILE and 3b) for programs entered above

If Int'l student is not in your dept., report \$167,416 in your dept. report....

\$166,116

REMINDERS - Prior updates: NEW 2019-20

Adult Day School/Continuing Education Supplement (EFIS Section 6-line 6.5.1)

The Adult Day School/Continuing Education Supplement, introduced in 2019–20, supports investments related to adult day school and continuing education based on local priorities and central collective agreements. Depending on the collective agreements for some employee groups, this funding may be required for compensation or staffing under the Supports for Students Fund (SSF). Each school board's funding under the Adult Day School/Continuing Education Supplement is set out in the Grants for Student Needs regulation. - ***continuing for 2022-23 School Year***

International Student Recovery Amount (ISRA) (EFIS Section 6-line 6.14)

School boards' operating allocations will be reduced by the ISRA. The ISRA is based on the ADE of fee-paying international visa students reported in OnSIS, multiplied by \$1,300 and calculated as follows: $\$1,300 \times \text{ADE}$ for international visa students. School boards are responsible for setting tuition fee amounts for international /visa students per the tuition fees regulation, which sets the minimum amount that must be charged to non-resident students. The

From Technical Paper 2020–21, Spring 2020

Section 13 - Learning Opportunities Allocation

| | | Total Elementary | Total Secondary | Total Day School |
|--------|--|----------------------------------|--------------------|---------------------|
| 13.1 | Demographic Component Table AmountGSN regulation table. 2021-22. Col. 2 | | | |
| | | <i>FLOW OF INFORMATION #3 b)</i> | | |
| 13.2 | Literacy and Numeracy Assistance Amount | | | |
| 13.2.1 | Average Daily Enrolment, Summer School - Grade 7 to 10 Literacy and Numeracy RemedialSchedule 12, items 2.6 + 2.7 | | | |
| 13.2.2 | Average Daily Enrolment, Cont Ed - Adult Literacy & Numeracy for ParentsSchedule 12, item 1.8 | | | |
| 13.2.3 | Average Daily Enrolment, Cont Ed - Grade 7 to 10 Literacy and Numeracy RemedialSchedule 12, items 1.9 + 1.10 | | | 0.07 |
| 13.2.4 | Transportation for SS Literacy and Remedial Program Allocation(Section 9 (Item 9.22 - 9.20) / Current Year ADE Pupils of the board) X Item 13.2.1 X 3 | | | |
| 13.2.5 | Literacy and Numeracy Assistance Amount((Item 13.2.1 + Item 13.2.2 + Item 13.2.3) X \$7,092 + Item 13.2.4 | | | \$496 |
| 13.3 | Assistance for Student Success Amount | | | |
| 13.5 | Tutoring AllocationTotal Day School ADE of pupils of the board x \$4.19 | | | \$4,190 |
| 13.10 | Learning Opportunities Allocation(Item 13.1 + Item 13.2.5 + Item 13.3.12 + Item 13.3.13 + item 13.5 + item 13.6 + item 13.7 + item 13.8.6) | | | \$4,686 |

Data Form A2 - Enveloping Targeted Student Supports

FLOW OF INFORMATION #3 b)

ALLOCATION

| | | |
|------------|---|----------------|
| 3.1 | Targeted Student Supports - Literacy and Math Outside the School Day - Enveloping Current Year Allocation | \$496 |
| |Section 13, item 13.2.5 | |
| 3.2 | Targeted Student Supports - Total Student Success, Grades 7 to 12 - Enveloping Current Year Allocation | |
| |Section 13, item 13.3.12 | |
| 3.3 | Targeted Student Supports - Gr. 7 & 8 Lit. and Num. and Student Success Teachers - Enveloping Current Year Allocation | |
| |Section 13, item 13.3.13 | |
| 3.4 | Targeted Student Supports - Tutoring Allocation - Enveloping Current Year Allocation | \$4,190 |
| |Section 13, item 13.5 | |
| <hr/> | | |
| 3.5 | Targeted Student Supports Category - Enveloping Current Year Allocation | \$4,686 |
| |Sum of items 3.1 to 3.4 | |

EXPENSES

| | | |
|------------|--|----------------|
| 5.1 | Targeted Student Supports - Literacy and Math Outside the School Day - Enveloping Operating Expenses | \$225 |
| 5.1.1 | Student Success, Grades 7 to 12 - Student Learning Opportunities - Enveloping Operating Expenses | - |
| 5.1.2 | Student Success, Grades 7 to 12 - Professional Learning and Implementation - Enveloping Operating Expenses | - |
| 5.1.3 | Student Success, Grades 7 to 12 - Costs for Resources - Enveloping Operating Expenses | - |
| 5.2 | Targeted Student Supports - Total Student Success, Grades 7 to 12 Expenses - Enveloping Operating Expenses | |
| |Sum of items 5.1.1 to 5.1.3 | |
| 5.3 | Targeted Student Supports - Gr. 7 & 8 Lit. and Num. and Student Success Teachers - Enveloping Operating Expenses | |
| 5.4 | Targeted Student Supports - Tutoring Allocation - Enveloping Operating Expenses | \$4,461 |
| <hr/> | | |
| 5.5 | Targeted Student Supports Category - Enveloping Operating Expenses | \$4,686 |
| |Sum of items 5.1, 5.2, 5.3 and 5.4 | |

| | | |
|---|--|---|
| 7 | Targeted Student Supports Category - Enveloping Closing Deferred Revenue | 0 |
|---|--|---|

-Data is automatically populated into this form.

Section 11- School Operations and Renewal

FLOW OF INFORMATION #3 b)

OPERATIONS:

| | | |
|-------|--|------------------|
| | Adult, Continuing Education, High Credits and Summer School | |
| 11.4 | Adult, Cont. Ed., High Credits and Summer School Average Daily EnrolmentSchedule 13, item 3.12 and 3.16 and Schedule 12, item 1.2, 1.2.1 and 2.9 | 1.70 ADE |
| 11.5 | Adult, CE, High Credits and Summer School Area Requirement.Item 11.4 x Adult, CE, High Credits and Summer School per Pupil Area Req. Benchmark. 9.29 sq. metres | 15.79 sq. metres |
| 11.6 | Adult, CE, High Credits and Summer School Supplementary Area Factor.GSN regulation table. . Col. 4. | 1.250 |
| 11.7 | Adjusted Adult, CE, High Credits and Summer School Area Req. Total.Item 11.5 x item 11.6, in square metres | 19.74 sq. metres |
| 11.12 | Base School Operations Allocation.Item 11.11 x Benchmark for Operating Costs. \$95.40 | \$1883 |

RENEWAL:

| | | |
|-------|---|--------------|
| 11.20 | Total Elementary Weighted Average Renewal Cost Per Square Meter. | 11.63 |
| 11.21 | Total Secondary Weighted Average Renewal Cost Per Square Meter. | 11.71 |
| 11.24 | Adult, Cont. Ed., High Credits and Summer School Renewal Allocation.Item 11.7 X Item 11.21 | \$231 |

TOTAL ACCOMMODATION GRANT = 1.70 ADE X 9.29 sq metres X 1.25 X (\$95.40 + \$11.71) = \$2114

Completing the OnSIS Submission

Elemental data is collected once a year on August 31 for the entire school year (September – August). Submit data through Continuing Education and/or Summer School submission (School Special Condition Type "N – Continuing Education" or '8- Summer").

OnSIS Technical Documents Available

- Locally Developed Course Code Table (LDC)
- Ministry Defined Course Code Table (MDC)
- OnSIS Business Rules and Batch File Specifications
- OnSIS Error Format Utility
- OnSIS Reference Table

Updates from OnSIS – October 2020

Enhancement Release Notes

Following was updated in OnSIS:

Student Gender has been updated to include following two additional options:

N – Prefer Not to Disclose

S – Prefer to Specify: _____

This is also new for the Continuing Education enrolment Registers for 2020-21.

Ontario Education Number – Web Site

Removed – Gender requirement when assigning students an Ontario Education Number, also not search criteria anymore.

Updates from OnSIS – October 2022

Enhancement Release Notes

FR809: Online Graduation Requirement Type. Updated the Secondary/Night/Summer/ECCP input and output files.

Updated the Info that the Other Course information will be applicable for both public and private secondary school

OnSIS – Reports

Warnings/Critical Errors are shown on School and Board
Submission Validation Report

- ***School Validation Report:*** *compares the school data within the school board*
- ***Board Validation Report:*** *compares the school data with all school boards*
- ***Warnings:*** are investigated but are not necessary to correct
- ***Critical:*** need to be corrected in the SMS and the process needs to redone – Snapshot and Transmission – if critical error is not corrected the student's data will not be reported to OnSIS

OnSIS: Warnings/Critical Errors

Types of Warnings/Critical Errors

Warnings – Can Be Reviewed but doesn't necessarily need to be corrected

Critical Errors – Must be fixed before you are able to sign off on School or Board Level

School Critical Errors must be corrected, or the student's records would not be recorded in OnSIS

School Level – Sign Off – looks at the School data across your own School Board

Board Critical Errors could be different than at the school level

Board Level – Sign Off – looks at the data Board data across the Province

OnSIS: Warnings/Critical Errors

Types of Warnings/Critical Errors

Warning – Examples

Birth Country does not match Country of Birth submitted by another school in this submission cycle

- No PLAR data reported
- 60% or more of enrolled students have a Postal Code whose first two characters are NOT the same as the school's main address in "School Administration"

OnSIS: Warnings/Critical Errors

Types of Warnings/Critical Errors

Critical – Examples

- Only the school identified as the “Main School” in student’s “School Enrolment” can report the diploma
- Student must have a matching Board Residence Status in a public day school if the student also has an active enrolment record in a public day school in the same academic year
- Student is already an Ontario Scholar
- Continuing Education program Type '09 - International & Indigenous Languages Elementary (IILE) Program' must be selected under School Administration if IILE data was reported

Types of PLAR: Verifications Reports

- ▶ **VFSCCH-0004ED.00 Prior Learning Assessment and Recognition Detail:** Lists all the students who have been assessed by their name and courses are listed
- ▶ **VFSCCH-0004ES.00 Prior Learning Assessment and Recognition Summary:** Lists the courses which were accessed
- ▶ Always make sure Mature students are flagged clearly for PLAR students

Example Verification Reports -1

VFSC-0004ED.00 Prior Learning Assessment and Recognition Detail

Region: BE
Board Number and Name: BXXXXX- Public School
School Number and Name: 991111- PSW Program
Academic Year: 2017-2018
Submission Period Type: Night/ Continuing Education School

Region - Board - School

BE Barrie Regional Office
BXXXXX Public School
991111 PSW Program
Submission Status: Sign-off

| PLAR Type | OEN | Student Name | Gender | Age | Grade | Mature Flag | Course Code | Total Credit Value | PLAR Status | Approval Date |
|--|-------------|---------------|--------|-----|-------|-------------|-------------|--------------------|-------------|---------------|
| Board Residence Status:Pupil of the Board | | | | | | | | | | |
| Individual assessment for Grade 9 or 10 credits | | | | | | | | | | |
| | 489-191-111 | Help, Faith | M | 49 | | √ | PLE99 | 14.00 | NA | 2018/01/12 |
| Total Regular: 0 | | | | | | | | | | |
| Total Mature: 1 | | | | | | | | | | |
| Individual equivalency assessment for Grade 11 or 12 credits | | | | | | | | | | |
| | 489-191-111 | Help, Faith | M | 49 | | √ | LYFCO | 1.00 | NA | 2018/01/12 |
| | 222-124-763 | Shop, Amanda, | M | 51 | | √ | SPH4C | 1.00 | NA | 2018/04/24 |
| | 222-124-763 | Shop, Amanda, | M | 51 | | √ | SCH3U | 1.00 | NA | 2018/04/24 |
| | 222-124-763 | Shop, Amanda, | M | 51 | | √ | MEL3E | 1.00 | NA | 2018/04/24 |
| | 222-124-763 | Shop, Amanda, | M | 51 | | √ | SCH4U | 1.00 | NA | 2018/04/24 |
| Total Regular: 0 | | | | | | | | | | |
| Total Mature: 2 | | | | | | | | | | |
| Total Pupil of the Board - Regular: 0 | | | | | | | | | | |
| Total Pupil of the Board - Mature: 2 | | | | | | | | | | |
| Grand Total Regular: 0 | | | | | | | | | | |
| Grand Total Mature - Pupils of the Board: 2 | | | | | | | | | | |
| Grand Total Mature - Other Pupils: 0 | | | | | | | | | | |

Personal Information is confidential and must be protected

Verification Reports - 2



Ontario School Information System

2019/06/20 21:53:00

VFSCH-0004ES.00 Prior Learning Assessment and Recognition Summary

Region: BE
 Board Number and Name: BXXXXX - Public School
 School Number and Name: 991111 - PSW Program
 Academic Year: 2017-2018
 Submission Period Type: Night/ Continuing Education School

Region - Board - School

BE Barrie Regional Office
 B6XXXXX Public School
 991111 PSW Program
 Submission Status: Sign-off

| Course Name | Course Code | Course Grade/Level | Total Credit Value | Students | Number of Students | | |
|--|-------------|--------------------|--------------------|----------------------------|--------------------|------------|--------------|
| | | | | | Equivalency | Challenge | |
| | | | | | | Successful | Unsuccessful |
| Persian (Farsi) | LYFCO | Level 3 | 1.00 | Regular | 0 | 0 | 0 |
| | | | | Mature-Pupils of the Board | 1 | 0 | 0 |
| | | | | Mature-Other Pupils | 0 | 0 | 0 |
| Mathematics for Work and Everyday Life | MEL3E | Grade 11 | 1.00 | Regular | 0 | 0 | 0 |
| | | | | Mature-Pupils of the Board | 1 | 0 | 0 |
| | | | | Mature-Other Pupils | 0 | 0 | 0 |

Personal Information is confidential and must be protected

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Verification Reports (continued 2)

Prior Learning Assessment and Recognition Summary B66095 995780 Continuing Education PSW S 2019/06/20 21:53:00

| | | | | | | | |
|---|-------|-------------------|-------|----------------------------|---|---|---|
| Out-of-Province Learning or Ontario Non-Inspected Private School Credit | PLE99 | Level-Equivalency | 14.00 | Regular | 0 | 0 | 0 |
| | | | | Mature-Pupils of the Board | 1 | 0 | 0 |
| | | | | Mature-Other Pupils | 0 | 0 | 0 |
| Chemistry | SCH3U | Grade 11 | 1.00 | Regular | 0 | 0 | 0 |
| | | | | Mature-Pupils of the Board | 1 | 0 | 0 |
| | | | | Mature-Other Pupils | 0 | 0 | 0 |
| Chemistry | SCH4U | Grade 12 | 1.00 | Regular | 0 | 0 | 0 |
| | | | | Mature-Pupils of the Board | 1 | 0 | 0 |
| | | | | Mature-Other Pupils | 0 | 0 | 0 |
| Physics | SPH4C | Grade 12 | 1.00 | Regular | 0 | 0 | 0 |
| | | | | Mature-Pupils of the Board | 1 | 0 | 0 |
| | | | | Mature-Other Pupils | 0 | 0 | 0 |

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2022-23 Ontario School Information System (OnSIS) Data Submission Schedule

| Submission | Data Collected | Count Date | Board Submission Sign-Off Due Date |
|---|---|-------------------|------------------------------------|
| YEAR END | | | |
| Night / Continuing Education** School Data Submission **Continuing Education Programs include Night Schools and Adult Continuing Education Day Schools. | Elemental Student Data (e.g., enrolment in credit and/or non-credit continuing education programs, student achievement data, etc.) Aggregate School Data (e.g., International and Indigenous Languages Elementary (IILE) program data, etc.) | September 4, 2023 | October 31, 2023 |
| Summer School Data Submission | Elemental Student Data (e.g., enrolment in credit and/or non-credit continuing education programs, student achievement data, etc.) Aggregate School Data (e.g., IILE program data, etc.) | | |

NOTES:

The ministry may begin to publicly report on the data submitted through OnSIS once a submission due date has passed.

Data for schools that have not signed off their submission will not be captured in the reporting. This will be indicated in the footnotes of any products produced by the ministry.

The ministry will examine the data submitted through OnSIS for data quality purposes. Data for a particular submission will be reviewed once all schools in the board have been signed-off. Boards will be contacted based on any items that are identified.

Summary of 2022-2023 Funding Rates

| Program | 2021-22 | 2022-23 | % change | Comments |
|---|---------------------------------|---------------------------------|-----------|---|
| MLITSD Adult Non-Credit Language Training (per ADE) | \$3,588 | \$3,611 | | Usually matches EDU credit rate; new funding model beginning 2022-23. |
| Adult Indigenous Language Instruction | \$3,588 | \$3,611 | 0.64% | |
| Literacy and Math Outside School Day - (LOG) (per ADE) Grades 7 to 10 programs for students in grades 7 to 12 (Grade 6 students eligible in summer), Parents and Guardians. | \$6,989 | \$7,092 | 1.47% | Plus, accommodation & transportation grant in summer for students in grades 6 to 12 in summer |
| CON ED Literacy and Math Outside School Day (per ADE) Adult Day School, High Credit, Con Ed Credit students | \$3,588 | \$3,611 | 0.64% | Plus, accommodation in summer |
| Tutoring (LOG) -per sch board Elem&Sec pupil ADE (previously OFIP Tutoring) | \$4.19 | \$4.19 | no change | |
| Int'l and Indigenous Languages Program-Elementary -per instructional hour- rate applies where board class average is 23 or more | \$58.57 | \$59.07 | 0.85% | |
| Con Ed Credit: Summer, Night, Weekend, After School and Adult Day Con Ed Credit (per ADE) | \$3,588 | \$3,611 | 0.64% | Plus, accommodation for Adult Day Con Ed, after school and summer credit |
| Summer Program for Developmentally Disabled (per ADE) | \$3,588 | \$3,611 | 0.64% | Plus, accommodation |
| Correspondence/Self Study/Elearning (per ADE) based on number of lessons marked | \$3,588 | \$3,611 | 0.64% | |
| PLAR for Mature Students Individual Student Assessments for Grade 9/10 credits and Equivalency Assessments for grade 11/12 credits | \$129 | \$130 | 0.78% | |
| PLAR for Mature Students Completed challenges for Grades 11 and 12 credits | \$387 | \$389 | 0.52% | |
| Accommodation Grant : School Operations Allocation - Applies to Adult Con Ed Credit Day & After school Credit (full year), Summer (Litnum /Credit/Developmentally Disabled programs) | \$92.77/m ² | \$95.40/m ² | 2.83% | |
| School Renewal Allocation: Applies to Adult Day & After school Credit (full year), Summer (Litnum /Credit/Developmentally Disabled programs) | \$7.89 - \$11.83/m ² | \$7.89 - \$11.83/m ² | no change | |