



Report on the Use of the Distant and Remote and Rural Schools Funding Allocations Based on the Board's Estimates for the 2005 – 2006 School Year

What Are The Distant and Remote and Rural School Allocations?

The distance and rural school allocations form part of the Geographic Circumstances Grant which is designed to recognize the additional operating costs of operating small schools in isolated areas and costs that are associated with the geography of boards, including board size and school dispersion.

The components of the Geographic Circumstances Grant are as follows:

- Distant Schools Allocation
- Remote and Rural Allocation

These allocations are provided in addition to The Foundation Grant which is a per-pupil allocation that supports the components of classroom education that are required by, and generally common to, all students.

The Distance Schools Allocation was introduced to help school boards ensure student success in small, rural and northern schools.

The additional distance allocation applies to elementary schools that are located 8 or more kilometres from other elementary schools of the board and secondary schools that are located 32 kilometres from other secondary schools of the board.

The closer schools are the more flexibility the board has to use resources and staff effectively and efficiently through sharing or consolidation. As distance increases, this flexibility decreases. The Distant Schools Allocation also includes a Distance Factor. This Distance Factor adjusts funding so that schools that are at a relatively greater distance from other schools generate a higher level of resources.

Also, lower-enrolment schools, which generate less Foundation Grant funding, generate a higher amount of revenue through this allocation than schools with higher enrolment.

The remote and rural allocation responds to the higher cost of purchasing goods and services for smaller school boards, as well as for boards that are distant from major urban centres and boards with schools that are distant from one another. Three factors are used in determining the funding: board enrolment, distance from an urban centre and school dispersion.

How Much Does The Board Receive?

District School Board Ontario North East estimates that it's Distant and Remote and Rural Schools Allocations for the 2005–2006 school year total \$6,868,606. The allocations consist of two initiatives, the first \$1,996,670 to help offset the additional costs of operating schools such as cleaning, heating and maintenance, the second, \$4,871,936 to provide additional instructional resources including teachers, textbooks, classroom supplies, learning resources and extra secretarial staff.

Which Schools Generate Additional Funds?

The elementary schools that benefit from the Distant Schools and/or the Remote and Rural Allocations are:

Clayton Brown Public School – Hearst
Diamond Jubilee Public School – Kapuskasing
Smooth Rock Falls Public School- Smooth Rock Falls
Cochrane Public School - Cochrane
Iroquois Falls Public School – Iroquois Falls
Joseph H. Kennedy Public School – Matheson
Bertha Shaw Public School – South Porcupine
Golden Avenue Public School – South Porcupine
Schumacher Public School – Schumacher
Frank P. Krznicaric Public School – Whitney Township
Larder Lake Public School – Larder Lake
Swastika Public School - Swastika
Englehart Public School – Englehart
Charlton Savard Public School – Charlton
Elk Lake Public School – Elk Lake
Kerns Public School – Kerns Township, Thornloe
New Liskeard Public School – New Liskeard
Haileybury Public School – Haileybury
Cobalt Public School – Cobalt
Temagami Public School – Temagami

The secondary schools that benefit from the Distant Schools and/or the Remote and Rural Allocation are:

Hearst High School – Hearst
Kapuskasing and District High School – Kapuskasing
Smooth Rock Falls Secondary School – Smooth Rock Falls
École secondaire Cochrane High School – Cochrane
Iroquois Falls Secondary School – Iroquois Falls
Roland Michener Secondary School – South Porcupine
Englehart High School – Englehart
Timiskaming District Secondary School – New Liskeard

How Does The Board Use The School Operations Portion Of The Distant and Remote and Rural Schools Allocations?

The Board uses the school operations portion of the Distant and Remote and Rural Schools Allocations to offset the high costs of cleaning, heating and maintaining its distant and remote and rural schools. In most cases, the schools' enrolments are much less than their rated capacities, however the whole or most of school is used on a daily basis and must be cleaned, heated and maintained.

The estimated cost of operating the elementary schools generating the Distant and Remote and Rural Schools Allocations for the 2005-2006 school year is \$4,604,201. The regular grants provided to operate these schools amounts to \$2,698,978, leaving \$1,905,223 to be funded from other sources. The Distant and Remote and Rural Schools Allocations for these schools total \$1,063,592 and are used to help make up the difference in cost. The Board funds the remaining \$841,631 from other revenues.

The estimated cost of operating the secondary schools generating the Distant and Remote and Rural Schools Allocations for the 2004-2005 school year is \$4,136,687. The regular grants provided to operate these schools amount to \$3,011,863 leaving \$1,124,824 to be funded from other sources. The Distant and Remote and Rural Schools Allocations for these schools total \$933,078 and are used to help make up the difference in cost. The Board funds the remaining \$191,746 from other revenues.

How Does The Board Use The Instructional Portion Of The Distant Schools Allocation?

The Board uses the instructional portion of the Distant and Remote and Rural Schools Allocations to ensure that sufficient resources, including classroom teachers, textbooks and other classroom supplies are available to our students, as well as to ensure that an adult is available within the schools at all times by providing full time or additional secretarial services where appropriate.

Elementary Schools

The elementary teacher staffing model used by the Board ensures that each school no matter its size or location receives sufficient classroom teaching staff to provide a quality program to all students. The Foundation Grant provides an estimated \$9,324,822 to fund 140.74 classroom teachers for those elementary schools that qualify for the Distant and Remote and Rural Schools Allocations. The Board's staffing model provides a teaching staff of 192.65 at a cost of \$14,017,411 to these schools. The additional cost of the 51.91 teachers and the difference between the salaries and benefits funded and those actually paid is estimated to be \$4,692,589.

Most elementary schools are allotted a full-time secretary. The Foundation Grant for those schools who qualify for the Distant and Remote and Rural Schools Allocation provides an estimated \$407,569 to fund 11 secretarial positions. The Board allocates 21 secretarial positions at an estimated cost of \$928,851 to these schools. The additional cost of the 10 secretarial positions and the compensation differential between funded and paid salaries and benefits is \$521,282.

Textbooks, learning materials, classroom and office supplies are allocated to elementary schools on a sliding scale based on enrolment. Schools with a lower enrolment receive a higher per pupil

amount so that each school will have an equitable share of available funds. The Foundation Grant provides \$507,592 for distribution to those schools who are eligible for the Distant and Remote and Rural School Allocations. The Board allocates \$783,748 to these schools. The additional amount provided by the Board is \$276,156.

The total cost of the additional teaching and secretarial staff and learning resources provided by the Board to the qualifying schools, \$5,490,027 is partially offset by the Elementary portion of the Distant and Remote and Rural Schools Allocation, \$3,097,877. The remaining \$2,392,150 is provided by the Board from other revenues.

Secondary Schools

The secondary teacher staffing model used by the Board ensures that each school no matter its size or location receives sufficient classroom teaching staff to provide a quality program to all students. The Foundation Grant provides an estimated \$9,905,388 to fund 142 classroom teachers for those secondary schools that qualify for the Distant and Remote and Rural Schools Allocations. The Board's staffing model provides a teaching staff of 158 at a cost of \$12,111,175. The additional cost of the 16 teachers and the difference between the salaries and benefits funded and those actually paid is estimated to be \$2,205,787.

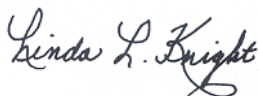
Each secondary school is allotted secretarial staff based on a formula which ensures that each school receives an equitable secretarial complement. The Foundation Grant for those schools who qualify for the Distant and Remote and Rural Schools Allocations provide an estimated \$483,797 to fund 12.44 secretarial positions. The Board allocates 23 secretarial positions at an estimated cost of \$958,479 to these schools. The additional cost of the secretarial positions and the compensation differential between funded and paid salaries and benefits is \$474,682.

Textbooks, learning materials classroom and office supplies are allocated to secondary schools on a sliding scale based on enrolment. Schools with a lower enrolment receive a higher per pupil amount so that each school will have an equitable share of available funds. The Foundation Grant provides \$702,603 for distribution to those schools who are eligible for the Distant and Remote and Rural School Allocations. The Board allocates \$953,376 to these schools. The additional amount provided by the Board is \$250,773.

The total cost of the additional teaching staff and learning resources provided by the Board, \$2,931,242 is partially offset by the Secondary portion of the Distant and Remote and Rural Schools Allocations, \$1,774,059. The remaining \$1,157,183 is provided by the Board from other revenues.

With the assistance provided through the Distant and Remote and Rural Schools Allocations, the Board is able to ensure that each student, no matter where they attend school within the large geographic area of District School Board Ontario North East, has the opportunity to a quality education delivered by an adequate number of classroom teachers utilizing a full spectrum of learning resources in a safe, clean and healthy learning environment.

Respectfully submitted for your information:



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