

CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY COMMITTEE REGULAR MEETING Public Session

AGENDA
June 6, 2018

Jo-Ann Davis, Chair
Trustee Ward 9

Garry Tanuan, Vice Chair
Trustee Ward 8

Ann Andrachuk
Trustee Ward 2

Patrizia Bottoni
Trustee Ward 4

Nancy Crawford
Trustee Ward 12

Frank D'Amico
Trustee Ward 6

Rhea Carlisle
Student Trustee

Michael Del Grande
Trustee Ward 7

Angela Kennedy
Trustee Ward 11

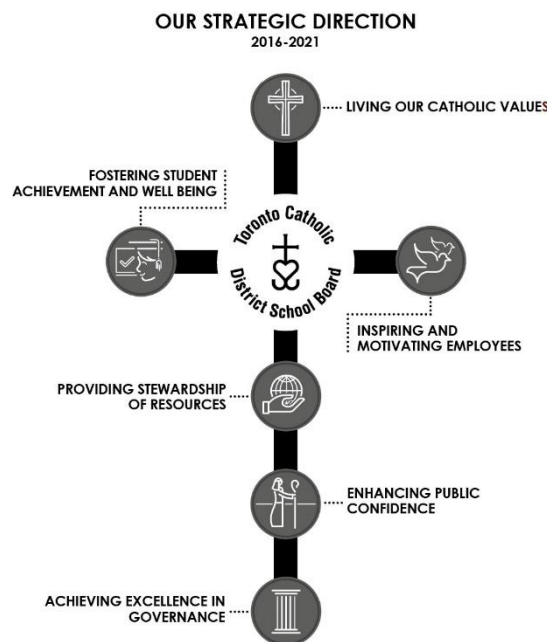
Joseph Martino
Trustee Ward 1

Sal Piccininni
Trustee Ward 3

Barbara Poplawski
Trustee Ward 10

Maria Rizzo
Trustee Ward 5

Joel Ndongmi
Student Trustee



MISSION

*The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.
We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.*

VISION

At Toronto Catholic we transform the world through witness, faith, innovation and action.

Recording Secretary: Sophia Harris, 416-222-8282 Ext. 2293
Assistant Recording Secretary: Sonia Tomaz, 416-222-8282 Ext. 2298

Rory McGuckin
Director of Education

Barbara Poplawski
Chair of the Board

**TERMS OF REFERENCE FOR CORPORATE SERVICES, STRATEGIC
PLANNING AND PROPERTY COMMITTEE**

The Corporate Services, Strategic Planning and Property Committee shall have responsibility for considering matters pertaining to:

- (a) Business services including procurement, pupil transportation risk management/insurance and quarterly financial reporting
- (b) Facilities (buildings and other), including capital planning, construction, custodial services, design, maintenance, naming of schools, enrolment projections and use permits
- (c) Information Technology including, computer and management information services
- (d) Financial matters within the areas of responsibility of the Corporate Services, Strategic Planning and Property Committee including budget development
- (e) Policy development and revision in the areas of responsibility of the Corporate Services, Strategic Planning and Property Committee
- (f) Policies relating to the effective stewardship of board resources in the specific areas of real estate and property planning, facilities renewal and development, financial planning and information technology
- (g) The annual operational and capital budgets along with the financial goals and objectives are aligned with the Board's multi-year strategic plan
- (h) Any matter referred to the Corporate Services, Strategic Planning and Property Committee by the Board
- (i) Intergovernmental affairs and relations with other outside organizations
- (j) Advocacy and political action
- (k) Partnership development and community relations
- (l) Annual strategic planning review and design

OUR MISSION

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through witness, faith, innovation and action.*



AGENDA THE REGULAR MEETING OF THE CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY COMMITTEE

PUBLIC SESSION

Jo-Ann Davis, Chair

Garry Tanuan, Vice-Chair

Wednesday, June 6, 2018

7:00 P.M.

Pages

1. Call to Order
2. Opening Prayer (Chair or Designate)
3. Singing of O Canada
4. Roll Call and Apologies
5. Approval of the Agenda
6. Report from Private Session
7. Declarations of Interest
8. Approval & Signing of the Minutes of the Meeting held May 10, 2018 for Public Session. 1 - 14
9. Delegations
- 9.a Jennifer Di Francesco, Chair - Catholic School Parent Council (CSPC), regarding Proposed Catholic School Parent Council Fundraising Revenue Sharing 15 - 16

9.b	Jennifer Di Francesco, Chair - Catholic School Parent Council (CSPC), regarding Bus Loop for St. Eugene Catholic Elementary School	17 - 18
9.c	Anna Szumilas regarding 2018-2019 Budget Input Discussion	19 - 20
10.	Presentation	
11.	Notices of Motion	
12.	Consent and Review	
13.	Unfinished Business	
14.	Matters referred or deferred	
	<u>Referred from May 31, 2018 Student Achievement and Wellbeing, Catholic Education and Human Resources Committee Meeting</u>	
14.a	Report On Narcolepsy	21 - 24
14.b	Inquiry from Trustee Kennedy regarding ID Badges	
14.c	Inquiry from Trustee Kennedy regarding Safety in Windows	
14.d	Inquiry from Trustee Rizzo regarding Hot Classrooms	
14.e	Inquiry from Trustee Rizzo regarding Cross Guards	
15.	Staff Reports	
15.a	2018-19 Budget Estimates - Volume 1, 2, 3 - Instructional (Recommendation)	25 - 95
15.b	2018-19 Budget Estimates - Volumes 4, 5 - Non Instructional (Recommendation)	96 - 135
15.c	Delegation of Authority for Approval of Summer Contract Awards 2018 (All Wards) (Recommendation)	136 - 139
15.d	New Baycrest Avenue Catholic School (Ward 5) Consultant and Project Budget Approval (Recommendation)	140 - 147

15.e	Ministry Memo 2018: B11 – Capital Funding for the 2018-19 School Year (Information)	148 - 170
15.f	Greenhouse Gas Reduction Fund – Energy Retrofit Projects 2018-2019 (All Wards) (Recommendation)	171 - 177
15.g	Ministry Memo 2018: B10 - Final Pupil Accommodation Review Guidelines (PARG) and Updated on Integrated Planning and Supports for Urban Education	178 - 219
15.h	Response to Delegations from Nativity of Our Lord Community (Ward 2) (Information)	220 - 226
15.i	Financial Update as at April 30, 2018 (Information)	227 - 241
15.j	Liquor Waiver Request for Our Lady of Peace Catholic School Fun Fair Event, September 15, 2018 (Recommendation)	242 - 243
16.	Listing of Communications	
17.	Inquiries and Miscellaneous	
18.	Updating of the Pending List	
18.a	Annual Calendar of Reports and Policy Metrics	244 - 245
18.b	Monthly Pending List	246
19.	Resolve into FULL BOARD to Rise and Report	
20.	Closing Prayer	
21.	Adjournment	

**MINUTES OF THE REGULAR MEETING OF THE
CORPORATE SERVICES, STRATEGIC PLANNING
AND PROPERTY COMMITTEE**

HELD MAY 10, 2018

PUBLIC SESSION

PRESENT:

Trustees: G. Tanuan, Acting Chair
A. Andrachuk
N. Crawford
F. D'Amico
M. Del Grande
A. Kennedy
J. Martino
B. Poplawski
M. Rizzo

Staff: R. McGuckin
D. Koenig
M. Puccetti
L. Noronha
P. De Cock
D. Friesen
J. Volek
J. Yan

External Guest: E. Roher, External Legal Counsel

A. Robertson, Parliamentarian

S. Harris, Recording Secretary
S. Tomaz, Assistant Recording Secretary

1. Call to Order

Trustee Kennedy wished for her apology to be recorded regarding her comments at the May 2, 2018 Student Achievement and Wellbeing, Catholic Education and Human Resources Committee Meeting about a member of the Communications Department, as well as the department itself, that she felt might had been interpreted as negative. Trustee Kennedy thanked the staff of the Communications Department for their ongoing work.

4. Roll Call and Apologies

Apologies were received on behalf of Trustee Bottoni, Davis and Piccininni, as well as Student Trustees Carlisle and Ndongmi who were unable to attend the meeting.

5. Approval of the Agenda

MOVED by Trustee Andrachuk, seconded by Trustee Crawford, that the Agenda, as amended to include the Addendum, Items 17a) and 17b) Inquiries from Trustee Kennedy regarding St. Patrick Catholic School Field Complaints, and Notre Dame High School and St. John Catholic School Facility Consultations respectively, Item 17c) Inquiry from Trustee Rizzo regarding Transportation, and Items 17d) and 17e) Inquiries from Trustee Crawford regarding Budget and Budget Consultations, respectively. be approved.

Results of the Vote taken, as follows:

In favour

Trustees Andrachuk
Crawford

Opposed

D'Amico
 Del Grande
 Kennedy
 Martino
 Poplawski
 Rizzo
 Tanuan

The Motion was declared

CARRIED

6. Report from Private Session

MOVED by Trustee Poplawski, seconded by Trustee Andrachuk, that the matters discussed in PRIVATE and DOUBLE PRIVATE Sessions regarding a sub-lease agreement and a Human Resources matter respectively, be approved.

Results of the Vote taken, as follows:

In favour

Opposed

Trustees Andrachuk
 Crawford
 D'Amico
 Del Grande
 Kennedy
 Martino
 Poplawski
 Rizzo
 Tanuan

The Motion was declared

CARRIED

7. Declarations of Interest

There were none.

8. Approval and Signing of the Minutes

MOVED by Trustee Andrachuk, seconded by Trustee Rizzo, that the Minutes of the Regular Meeting held April 12, 2018 for PUBLIC Session be approved, as amended:

Page 10 – Item 16a) – revise the motion to include: *That St. Demetrius be removed* and that a boundary review for the Josyf Cardinal Slipyj and St. Josaphat school communities ...

Page 15 – Delete the sentence: Trustee Andrachuk left the horseshoe at 9:20 pm and Trustee Martino left the horseshoe at 9:20 pm.

Results of the Vote taken, as follows:

In favour

Opposed

Trustees Andrachuk
Crawford
D'Amico
Del Grande
Kennedy
Martino
Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

9. Delegations

MOVED by Trustee Martino, seconded by Trustee Andrachuk, that Item 9a) be adopted as follows:

- 9a) **Joe DaSilva regarding Not-for-Profit Youth Sports Organization Permit Fee Rebate** received and referred to staff for immediate response.

Results of the Vote taken, as follows:

In favour

Opposed

Trustees Andrachuk
Crawford
D'Amico
Del Grande
Kennedy
Martino
Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

12. Consent and Review

The Chair reviewed the Order Paper and the following Items were questioned/held:

15a) Trustees Andrachuk and D'Amico

15c) Held

15d) Held

MOVED by Trustee Poplawski, seconded by Trustee Crawford, that the Items not questioned be approved.

MATTERS AS CAPTURED IN THE ABOVE MOTION

15b) St. Bruno-St. Raymond Catholic School Capital Project Demolition Tender Award and Revised Project Budget (Ward 9); and

15e) Revised Appendix A St. Raymond Demolition and Funding Approval

1. That a contract for the demolition of St. Raymond Catholic School at 270 Barton Avenue be awarded to GFL Infrastructure Group Inc. (Demolition Division) in the amount of \$1,388,818.00, plus net HST of \$29,998.47 for a total of \$1,418,816.47 utilizing a CCDC 2 contract;
2. That a revised project budget of \$14,068,541.00 as detailed in Table 2 be approved, subject to the Ministry of Education approval of additional funding for unique site costs; and
3. That funding for the demolition contract be made available as per the Ministry of Education funding approval dated April 30, 2018.

Results of the Vote taken, as follows:

In favour

Opposed

Trustees Andrachuk
Crawford
D'Amico
Del Grande
Kennedy
Martino
Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

15. Staff Reports

MOVED by Trustee D'Amico, seconded by Trustee Andrachuk, that Item 15a) be adopted as follows:

15a) St. John The Evangelist Catholic School Capital Project Change Orders and Revised Project Budget (Ward 6):

1. That a revised project budget of \$19,604,695.00 be approved for the construction of the new St. John the Evangelist Catholic School, as detailed in Table 1, in order to allocate additional Education Development Charges for mandatory Change Orders related to site preparation;

2. That the project budget increase of \$855,870.00 be funded from Education Development Charges; and
3. That staff shall investigate and pursue recovery of the additional costs related to the purchased residential properties.

Results of the Vote taken, as follows:

In favour

Opposed

Trustees Andrachuk
Crawford
D'Amico
Del Grande
Kennedy
Martino
Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Rizzo, seconded by Trustee Crawford, that Item 15c) be adopted as follows:

- 15c) Toronto Catholic District School Board Natural Gas Purchasing Strategy 2018-2021 (All Wards) received.**

MOVED in AMENDMENT by Trustee Rizzo, seconded by Trustee Andrachuk:

1. That a three-year natural gas purchasing strategy be approved as follows:
 - i. Price for 67% of the Board's natural gas requirement to be fixed for the period of September 1, 2018 to August 31, 2019 at \$1.80/GJ or lower, with the price of the remaining 33% of gas purchases to remain variable, to be fixed when a predicted target price of \$1.60/GJ or lower is reached;
 - ii. Price for 50% of the Board's natural gas requirement to be fixed for the period of September 1, 2019 to August 31, 2020 at \$1.90/GJ, with the price of the remaining 50% of gas purchases to remain variable, to be fixed when a predicted target price of \$1.70/GJ or lower is reached; and
 - iii. Fixed price for 33% of the Board's natural gas requirement for the period of September 1, 2020 to August 31, 2021 at a price of \$2.00/GJ, with the remaining 67% of natural gas purchases to remain variable, to be fixed when a predicted targeted price of \$1.80/GJ or lower is reached.
2. That the following three-year pricing strategy for transportation of natural gas from Alberta to Enbridge in Ontario be approved:
 - i. Transportation rate to be locked in as of September 1, 2018 until August 31, 2019 at \$1.75/GJ or lower;
 - ii. Transportation rate to be locked in as of September 1, 2019 until August 31, 2020 at \$1.50/GJ or lower; and
 - iii. Transportation rate to be locked in as of September 1, 2020 until August 31, 2021 at \$1.35/GJ or lower.
3. That the following natural gas costs be incorporated in to the respective year's budget estimates:
 - i. for fiscal year 2018 - 2019 in the amount of \$3,783,662.00;
 - ii. for fiscal year 2019 - 2020 in the amount of \$3,873,486.00; and
 - iii. for fiscal year 2020 - 2021 in the amount of \$3,963,876.00

Results of the Vote taken on the Amendment, as follows:

In favour

Opposed

Trustees Andrachuk
Crawford
D'Amico
Del Grande
Kennedy
Martino
Poplawski
Rizzo
Tanuan

The Amendment was declared

CARRIED

Results of the Vote taken on the Motion, as amended, as follows:

In favour

Opposed

Trustees Andrachuk
Crawford
D'Amico
Del Grande
Kennedy
Martino
Poplawski
Rizzo
Tanuan

The Motion, as amended, was declared

CARRIED

MOVED by Trustee Rizzo, seconded by Trustee Andrachuk, that Item 15d) be adopted as follows:

15d) Development Proposals, Amendments and Official Plan and Bylaws received.

MOVED in AMENDMENT by Trustee Rizzo, seconded by Trustee Kennedy, that the action plan described in the report be approved and that we communicate with the local principal around any development application(s) that may occur.

Results of the Vote taken on the Amendment, as follows:

In favour

Opposed

Trustees Andrachuk
Crawford
D'Amico
Del Grande
Kennedy
Martino
Poplawski
Rizzo
Tanuan

The Amendment was declared

CARRIED

Results of the Vote taken on the Motion, as amended, as follows:

In favour

Opposed

Trustees Andrachuk
Crawford
D'Amico
Del Grande
Kennedy
Martino
Poplawski
Rizzo
Tanuan

The Motion, as amended, was declared

CARRIED

The Chair declared a five-minute recess.

The meeting resumed with Trustee Tanuan in the Chair. The attendance list was unchanged.

17. Inquiries and Miscellaneous

17a) Inquiry from Trustee Kennedy regarding St. Patrick Catholic School Field Complaints noted.

17b) Inquiry from Trustee Kennedy regarding Notre Dame High School and St. John Catholic School Facility Consultations

MOVED by Trustee Rizzo, seconded by Trustee Poplawski, that Item 17c) be adopted as follows:

- 17c) Inquiry from Trustee Rizzo regarding Transportation** received and referred to staff for a report to come back at the May 17, 2018 Regular Board meeting.

Results of the Vote taken, as follows:

In favour

Opposed

Trustees Andrachuk
Crawford
D'Amico
Del Grande
Kennedy
Martino
Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

- 17d) Inquiry from Trustee Crawford regarding Budget** noted.
- 17e) Inquiry from Trustee Crawford regarding Budget Consultations** noted.
- 19. Resolve into FULL BOARD to Rise and Report**

MOVED by Trustee Martino, seconded by Trustee Kennedy, that the meeting resolve into FULL BOARD to Rise and Report.

Results of the Vote taken, as follows:

In favour

Opposed

Trustees Andrachuk
Crawford
D'Amico
Del Grande
Kennedy
Martino
Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

The Chair declared a recess, prior to the meeting resolving back in to DOUBLE PRIVATE Session.

21. Adjournment

The meeting did not adjourn as Quorum was lost in DOUBLE PRIVATE Session and hence the meeting did not resolve back into PUBLIC Session.

SECRETARY

CHAIR



TORONTO CATHOLIC DISTRICT SCHOOL BOARD

DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES

**PLEASE BE ADVISED THAT ALL STANDING
COMMITTEE MEETINGS ARE BEING RECORDED**

For Board Use
Only

Delegation No. _____

☐ Public Session
☐ Private Session
☐ Three (3) Minutes

Name	Jennifer Di Francesco
Committee	Corporate Affairs Strategic Planning and Property
Date of Presentation	6/6/2018
Topic of Presentation	Proposed CSPC Fundraising Revenue Sharing
Topic or Issue	The TCDSB is proposing to have all schools pool together their fundraising revenue and share it equally amongst the schools.
Details	We at St. Eugene adamantly are against this. Our parents raise money for our children. This is not to say we would not be open to the Community Market of idea sharing, going to lower income schools and helping them organize and raise funds outside of the school and maybe by our choice helping a school monetarily but again by our own choice as a parent Council.
Action Requested	To not approve this proposal and leave parent funds in hands of the school's parents. Let us decide what we do with the funds. Not have the tcdsb mandate that we give our money to the board.
I am here as a delegate to speak only on my own behalf	{ 1) I am here as a delegation to speak only on my own behalf }
I am an official representative of the Catholic School Parent Committee (CSPC)	Yes St Eugene Chair
I am an official representative of student government	
I am here as a spokesperson for another group or organization	

I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T.14.

I Agree



TORONTO CATHOLIC DISTRICT SCHOOL BOARD

DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES

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Only

Delegation No. _____

☐ Public Session
☐ Private Session
☐ Three (3)
 Minutes

Name	Jennifer Di Francesco
Committee	Corporate Affairs Strategic Planning and Property
Date of Presentation	6/6/2018
Topic of Presentation	Bus Loop for St. Eugene
Topic or Issue	If the Bus Loop will be approved and installed by September 2018/2019 school year.
Details	We have come before the Board previously and asked for a Bus loop in front of St. Eugene. We received a good response but have not heard anything since. We are back again to ask that the loop be installed by September 2018/2019 school start. This is a matter of safety for the students and a matter of calming the congestion we have been experiencing with the increase of student population because of the school expansion.
Action Requested	That a Bus Loop is installed by September 2018//2019 School year star .
I am here as a delegate to speak only on my own behalf	{ 1) I am here as a delegation to speak only on my own behalf }
I am an official representative of the Catholic School Parent Committee (CSPC)	Yes St Eugene Chair
I am an official representative of student government	
I am here as a spokesperson for another group or organization	
I have read, understand and agree to comply with the rules	I Agree

for Delegations as per the
TCDSB Delegations Policy
T.14.

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TORONTO CATHOLIC DISTRICT SCHOOL BOARD

DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES

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For Board Use
Only

Delegation No. _____

☐ Public Session

☐ Private Session

☐ Three (3)

Minutes

Name	Anna Szumilas
Committee	Budget
Date of Presentation	6/7/2018
Topic of Presentation	2018-2019 budget input discussion
Topic or Issue	Reinvestment in school libraries
Details	Fair per pupil dedicated allocation funds for library staffing assigning dedicated budget to school libraries
Action Requested	Provide input in the discussion

I am here as a delegate to speak only on my own behalf	{ 1) I am here as a delegation to speak only on my own behalf }
I am an official representative of the Catholic School Parent Committee (CSPC)	
I am an official representative of student government	
I am here as a spokesperson for another group or organization	Yes Secondary Teacher Librarians
I have read, understand and agree to comply with the rules for Delegations as per the	I Agree

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REPORT TO

STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE

REPORT ON NARCOLEPSY

And you will have confidence, because there is hope; you will be protected and take your rest in safety. Job 11:18

Created, Draft	First Tabling	Review
May 22, 2018	May 31, 2018	Click here to enter a date.
C. Fernandes, Superintendent of Special Services		
RECOMMENDATION REPORT		

Vision:

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Mission:

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Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

T.B.D.
Associate Director
of Planning and Facilities

L. Noronha
Executive Superintendent
of Business Services and
Chief Financial Officer

A. EXECUTIVE SUMMARY

This report outlines strategies to address students identified with Narcolepsy in schools

The cumulative staff time required to prepare this report was 10 hours

B. PURPOSE

1. This report arose from a report to trustees at the Student Achievement and Well-Being Committee by Dr. Shelly Weiss from the Hospital for Sick Children, regarding Childhood Narcolepsy.
2. Trustees requested a report to see how we might be able to provide education to teachers and parents on the topic of Narcolepsy.

C. BACKGROUND

1. On April 6, 2018, Dr. Shelly Weiss from the hospital for Sick Children presented to the Student Achievement and Well Being Committee information on Narcolepsy.
2. Narcolepsy is a serious, life-long disorder caused by the brain's inability to regulate sleep-wake cycles normally. The onset of narcolepsy is typically from age 10 to 17 but can occur at any age. Individuals with narcolepsy usually have Excessive Daytime Sleepiness (EDS) which are daytime sleep attacks that may occur without warning and which may be uncontrollable. It involves the need to sleep during the day and persistent drowsiness for prolonged periods during the day.
3. Symptoms of narcolepsy may also include other symptoms such as: cataplexy (brief loss of muscle tone that can happen when you feel a strong emotion); Disrupted/fragmented night-time sleep (involves multiple periods of awakening); hypnagogic hallucinations (vivid, realistic and frightening dreams or hallucinations during sleep onset or when waking); and, sleep paralysis (a temporary inability to move).

4. The known incidence of narcolepsy is 1 in 2000 individuals. Thus in approximately 92000 students, there may be about 46 individuals that may have the disorder.
5. Narcolepsy is not a well-known disorder but one that mimics other issues that students may have, which can have an impact on their learning. A student with narcolepsy can be misinterpreted by their peers and staff as lazy and unmotivated.
6. Narcolepsy is diagnosed through a primary care physician.

D. EVIDENCE/RESEARCH/ANALYSIS

1. Students come to school with a variety of medical conditions. At registration, parents are provided with the opportunity to disclose any medical condition that requires the attention of school staff.
2. If upon registration, parents disclose a medical condition, the school is able to contact the Assessment Programming Teacher - APT (in elementary schools) or the Programming Assessment Teacher - PAT (in secondary schools) to assist in developing a plan of care for the student to address the medical condition.
3. Schools consult with the School Based Support Learning Team (SBSLT) members when students display behaviours that are outside of the regular behaviours of students. This is the process by which possible medical conditions such as narcolepsy can be discussed in light of a student's demonstrated behaviours.
4. It is also at the SBSLT that parents are able to offer information that can assist the school in supporting the student's needs.
5. The School Principal and Special Services support staff (specifically APTs and PATs as well as psychologists), would be the best candidates to receive information on Narcolepsy that could help school staff to understand student needs and identify potential symptoms. Information will be shared with these staff members via team meetings.

E. METRICS AND ACCOUNTABILITY

1. As is the case for other medical conditions, an annual communication be sent to school administrators and special services staff to share some preliminary information on narcolepsy via the www.learnaboutnarcolepsy.org site. This would afford schools a point of contact with respect to this rare disorder.
2. In circumstances where a student is diagnosed with narcolepsy, then both the principal/vice-principal and special services support staff are able to provide support through the development of a **student plan of care** for the individual student. This plan will outline student needs, including any necessary accommodations to support the student in the classroom.

F. CONCLUDING STATEMENT

Staff recommends the following:

1. A **student plan of care** be developed for students with a diagnosis of narcolepsy as per the new medical conditions protocol (PPM 161- Other Medical conditions) to include any necessary accommodations.
2. That a communication be sent to principals/vice-principals and special education staff with respect to narcolepsy that may be used identify potential symptoms and support school staff with diagnosed students.



REPORT TO

CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY COMMITTEE

2018-19 BUDGET ESTIMATES (VOLUMES 1, 2, 3 – INCLUDES INSTRUCTIONAL)

*“Rejoice always, pray continually, give thanks in all circumstances; for this is
God’s will for you in Christ Jesus”*

1 Thessalonians 5:16-18

Created, Draft	First Tabling	Review
May 29, 2018	June 6, 2018	

P. De Cock, Comptroller of Business Services & Finance

RECOMMENDATION REPORT

Vision:

*At Toronto Catholic we transform the world through
witness, faith, innovation and action.*

Mission:

*The Toronto Catholic District School Board is an inclusive
learning community uniting home, parish and school and
rooted in the love of Christ.*

*We educate students to grow in grace and knowledge to
lead lives of faith, hope and charity.*



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

T. Robins
Acting Associate Director
of Planning and Facilities

L. Noronha
Executive Superintendent
of Business Services and
Chief Financial Officer

A. EXECUTIVE SUMMARY

As per the requirements set out in the Education Act, TCDSB's budget estimates are balanced. The 2018-19 budget expenditure and revenue estimates appearing in Volumes I to V of the Budget Book are balanced; based on consensus enrolment and staffing projections, and calculated Grants for Student Needs (GSNs) and Other Program funding projections.

Two budget related reports have been submitted to facilitate Trustees with conflicts of interest on instructional related funding, at their own discretion, the opportunity to participate in non-instructional and reserve funding related discussions. Volumes I to III focus on both the overall budget as well as instructional related expenditures, while Volume IV focuses on non-instructional expenditures and Volume V on financial sustainability.

The first volume appearing in the 2018-19 Budget Book provides an overall contextual summary. The Volume is meant to provide trustees, parents and other stakeholders a snapshot of TCDSB's profile as a large, urban, diverse and Catholic school board. Enrolment data refers to the number of students projected to attend TCDSB schools in 2018-19, and is the key driver for revenue and expenditure calculations. Enrolment projections show an increase of 397 elementary students and 10 Secondary students for the 2018-19 school year. The total student population is expected to be 91,215

The overall Grants for Student Needs are projected to increase. TCDSB is projected to derive 92.8% of its operational revenues from the Provincial Grants for Student Needs (GSNs). The remaining funds are received in the form of Education Programs - Other (EPOs) and other government agencies. Total funding is expected to increase by approximately \$20.6M. 2018-19 Revenue projections are as follows:

<i>Panel</i>	<i>2017-18 (\$B)</i>	<i>2018-19 (\$B)</i>	<i>Change (\$B)</i>
GSNs	1.04	1.06	0.02
EPOs	0.08	0.08	0.00
Total	1.12	1.14	0.02

The projected enrolment and estimated GSNs provide the capacity to determine the TCDSB's instructional and support service levels. The Education Act and its regulations concerning class sizes and required instructional minutes, consequently, prescribes TCDSB's service levels. The projected expenditures in the Instructional expenditure category are estimated in the table below:

<i>Instructional Expenditure Categories</i>	<i>2017-18 (\$M)</i>	<i>2018-19 (\$M)</i>	<i>Change (\$M)</i>
Classroom Teachers	619.2	631.6	12.4
Professionals & Paraprofessionals	51.4	53.8	2.3
In School Administration	67.4	68.7	1.2
Textbooks & School Computers	35.0	35.9	0.9
Education Assistants	53.7	54.4	0.7
Continuing Education	23.6	23.8	0.2
Resource Teachers	5.4	5.5	0.1
Occasional Teachers	29.3	29.4	0.1
Early Childhood Educators	27.3	27.2	(0.1)
Staff Development	3.2	2.9	(0.3)
Other Non-Operating	42.7	41.9	(0.8)
Total	958.2	975.1	16.9

The 2018-19 Budget Estimates includes additional investments in Instructional Expenditure Categories. The 2018-19 GSN announcement considered service level increases to both **non-discretionary** and **discretionary** areas of the Instructional expenditure budget. “Non-discretionary” investments are considered to be investments largely related to enrolment growth, restricted funding from the Province or required through arbitration settlements. “Discretionary” investments are generally those using remaining unrestricted GSN funding. In total, staff are recommending an increase of complement of 94.9 Full Time Equivalent (FTE) staff inclusive of new Elementary Teachers, Elementary Guidance Teachers, Secondary Teachers, Special Education Teachers, Special Education Professionals, and Vice-Principals.

(Please note that three additional FTEs for Non-Instructional are also recommended through the second report concerning budget on this same agenda.)

In addition to investments from the GSNs, the 2018-19 budget estimates recommends one-time Strategic Instructional Expenditure investments from the

Accumulated Surplus for Computer and Telephony Technology in the amount of \$1.4M.

The cumulative staff time required to prepare this report was 210 hours.

B. PURPOSE

1. This report has been prepared for the Board of Trustees in order to receive the Introduction Volume I and approve the 2018-19 Budget Estimates for Revenues (Volume II) and Instructional Expenditure Categories (Volume III), appearing in the attached 2018-19 Budget Book.

C. BACKGROUND

1. ***Total GSN funding for the TCDSB is increasing.*** The overall 2018-19 GSNs are increasing (refer to Volume II). The increased GSN amounts sets out the key provincial policy and funding changes supported by these regulations, such as investments in Special Education Supports, Mental Health Resources and a continuing reduction to class sizes to name just a few initiatives. It also sets out the funding measures intended to help boards keep up with inflationary costs and provincial discussion table labour agreements, salary and benefits increases.
2. ***GSN updates are necessary to match funding with ongoing cost pressures from growth and inflation.*** The 2018-19 GSNs also reflect funding for increased enrolment, ongoing investments to meet prior year's labour agreements, and regular updates to the GSNs, informed by recent Ministry consultation engagement sessions.
3. ***EPO and Other funding amounts are declining.*** Other revenues, i.e. Education Programs - Other (EPO) and Tuition Fees are declining compared to 2017-18. The decline is primarily due to a reduced projection of international Visa student tuition fees.
4. ***New Investments in the education sector will increase TCDSB's service and support levels.*** The TCDSB was in a Multi-Year Recovery Plan (MYRP) for the last few years and difficult decisions reduced service levels across all functional areas of the Board. As a result, the 2018-19 GSN projections, has created an opportunity to reinvest in TCDSB's instructional expenditure areas (refer to Volume III) and recommend a balanced budget. These investment recommendations are provided at a high level for "Non-Discretionary"

investments and more specifically for “Discretionary” investments below. Further details can be found in Volume III of the Budget Book.

<i>Non-Discretionary GSN Investments in Instructional Expenditures</i>	<i>FTE</i>	<i>(\$M)</i>
Special Education Teachers	34.4	3.4
Elementary Teachers	33.5	3.3
Special Education – Other Professionals	12.0	0.8
Principals and Vice-Principals	4.0	0.7
Secondary Teachers	1.0	0.1
Total	84.9	8.3

<i>Discretionary GSN Investments in Instructional Expenditures</i>	<i>FTE</i>	<i>(\$M)</i>
Elementary Guidance Teachers	8.0	0.6
SHSM / Student Success Resource Teacher Leads	2.0	0.2
Total	10.0	0.8

<i>Total Non-Discretionary and Discretionary GSN Investments</i>	<i>FTE</i>	<i>(\$M)</i>
Grand Total	94.9	9.1

5. Staff are also recommending that a strategic investment of \$1.4M be made out of the Accumulated Surplus to support Computer and Telephony technology. Staff believe this is achievable given the surplus and still fiscally prudent, while responding to some urgent technology upgrade needs. Volume V provides context for how this fits in with the Reserve Strategy.

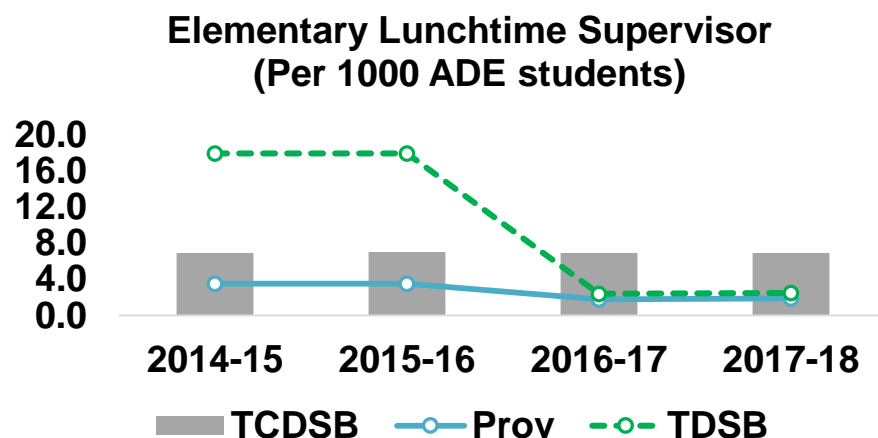
<i>Discretionary Surplus Investments in Instructional Expenditures</i>	<i>(\$M)</i>
Increase Investment in Computer & Telephony Technology	1.4

D. BUDGET CONSULTATION RESULTS:

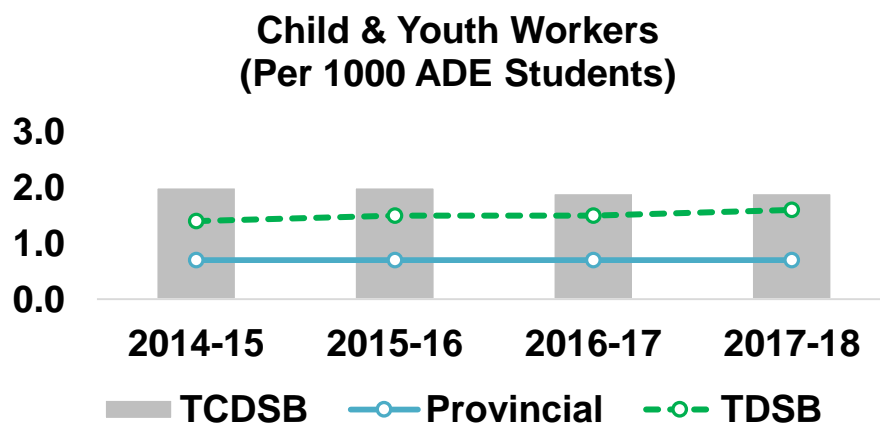
1. The 2018-19 budget consultation survey was administered to stakeholders between April 27, 2018 to May 10, 2018. Four hundred and thirty-five (435) stakeholders responded to the survey questions. Key questions posed for the Instructional areas were in Safe Schools, Special Education, Student Success, Equity in School Funding and Living our Catholic Values. The remainder of

this section provides both a summary of key consultation results and in some cases some additional data for context.

2. For Lunch Room Supervisors, opinions were split on this issue with just over 40% agreeing to strongly agreeing that supervision is adequate while 43% disagreed with the statement. The table below is provided to illustrate that the TCDSB is currently above both the Provincial average and the Toronto Public School Board (TDSB) allocation for Lunchtime Supervisors.



3. Over 50% of the respondents do not believe levels of Child and Youth Workers (CYW) is adequate in the classroom. While staff acknowledge the value of these workers and increased service levels in many areas of the instructional budget is in fact desirable, this year's budget has very little room for discretionary new investments. Additionally and for context, staff have provided a chart below indicating that TCDSB currently has a higher number of CYW's per 1000 students then both the TDSB and the Provincial average.



4. Over 80% of respondents agree or strongly agree that additional investments in technology for the classroom should be pursued. Staff advise that the current budget has proposed additional investments in this area.
5. Over 46% want more implementation of Before and After school programs. Staff advise that a Before and After school program report was before the Board earlier this year. The Board approved a recommendation whereby staff will continually monitor the need for Before and After school programs and add new programs where a need is identified and it is financially feasible to do so on a not for profit basis. It should also be noted that the TCDSB currently has Before and After school programs at 75% of its elementary schools.
6. 62% of respondents wanted the current method of allocating school block budgets based on socio-economic factors to be maintained. Staff advise that this same methodology has been maintained in the 2018-19 budget estimates.
7. On Resources and Learning materials provided to TCDSB students, over 55% agree that current resource levels are adequate. On the question of Catholic Faith-based activities, two thirds of respondents feel it is adequate. Staff advise that there have been no reductions in resources and learning materials. Funding for Catholic Faith-based activities have also been maintained for the 2018-19 budget estimates.
8. In addition, there were budget presentations to a large number of TCDSB stakeholders. This included two rounds of consultations with Unions and Federations, Audit committee, and the Ontario Association Parents in Catholic Education (OAPCE). An initial presentation was provided to the Special Education Advisory Committee (SEAC), but unfortunately due to some scheduling conflicts within SEAC a second round of consultation did not occur. Individual SEAC members were still invited to a subsequent consultation with OAPCE and Catholic Parent Involvement Committee (CPIC).
9. OAPCE was the only organization to provide a formal communication with regard to the budget consultation. That letter is appended at the end of this report. The communication describes a few issues and questions that were discussed during the meeting with staff. Finance and academic staff responded to these inquiries in-person. The most relevant part of this communication to the deliberation of the Instructional part of the budget is that they have asked

that the allocation of new resources to CYWs, Education Assistants (EAs) and Social Workers be revisited.

10. Staff responded to a great deal of questions and comments through all consultations and it was fruitful for both staff and stakeholders alike. Some exchange of information is still ongoing with some stakeholders (union groups) and members of SEAC, but staff recommend that the budget be approved as is and ongoing dialogue can continue and lead in to the 2019-20 budget process.

E. STAFF RECOMMENDATION

1. That the Board of Trustees approve a balanced budget with a base budget increase in the Instructional Category by \$16.9M, inclusive of 94.9 new FTEs, as further detailed in Volume III of the Budget Book.
2. That the Board of Trustees approve for inclusion into the Instructional Expenditure Category budget a strategic one-time investment from Accumulated Surpluses of \$1.4M for Computer and Telephony Technology, as further detailed in Volume III of the Budget Book.

Toronto Catholic District School Board

2018 – 2019 Budget Estimates



May 17, 2018

***Draft – Until approved by
Board of Trustees (Expected
June 6, 2018)***



Board of Trustees

Catholic school trustees are the critical link between communities and school boards. Catholic ratepayers in City of Toronto elect 12 English Language Trustees to the Toronto Catholic District School Board during each municipal election. The Chair of the Board and the Vice-Chair are elected at the Inaugural meeting of the Board, and serve for one year.

Working together, a school trustee is responsible, as a member of the Board:

- To govern and set policy.
- To govern for the provision of curriculum, facilities, human and financial resources.
- To advocate for the needs of their communities.
- As a constituency representative, to explain the policies and decisions of the TCDSB to residents.

Trustees are available to help taxpayers, parents and others



Trustee Joseph Martino
Ward 1: Etobicoke



Trustee Ann Andrachuk
Ward 2: Etobicoke



Trustee Sal Piccininni
Ward 3: North York



Trustee Patrizia Bottoni
Ward 4: North York



Trustee Maria Rizzo
Ward 5: North York



Trustee Frank D'Amico, CD
Ward 6: York



Trustee Michael Del Grande
Ward 7: Scarborough/North York



Trustee Garry Tanuan
Ward 8: Scarborough



Trustee Jo-Ann Davis
Ward 9: Toronto



Trustee Barbara Poplawski
Ward 10: Toronto



Trustee Angela Kennedy
Ward 11: East York/Toronto



Trustee Nancy Crawford
Ward 12: Scarborough



Trustee Rhea Carlisle
Student Trustee: All TCDSB Schools



Trustee Joel Ndongmi
Student Trustee: All TCDSB Schools

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EXECUTIVE SUMMARY

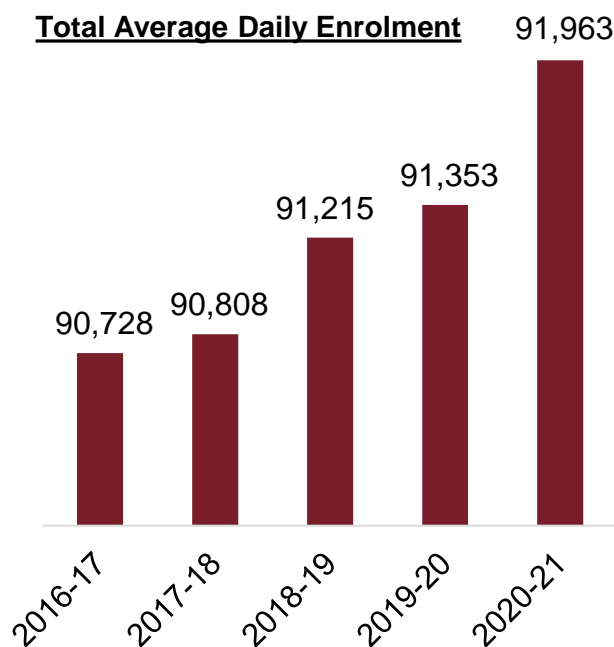
Balancing fiscal responsibility with service to our students

The Toronto Catholic District School Board's (TCDSB) budget process is largely about balancing the ongoing cost pressures associated with operating a large urban school board, and ensuring that students receive the best possible environment to encourage achievement and well-being through the lens of Catholic Faith.

TCDSB has made difficult decisions over the last few fiscal years to reduce staffing service levels in order to solve an ongoing deficit issue within the Board's previous budgets. This plan was called the "Multi-Year Recovery Plan" and has been achieved two years earlier than expected.



The 2018-19 Operating Budget Estimates focus on some new investments, while remaining conscious of fiscal restraint and planning for the future.

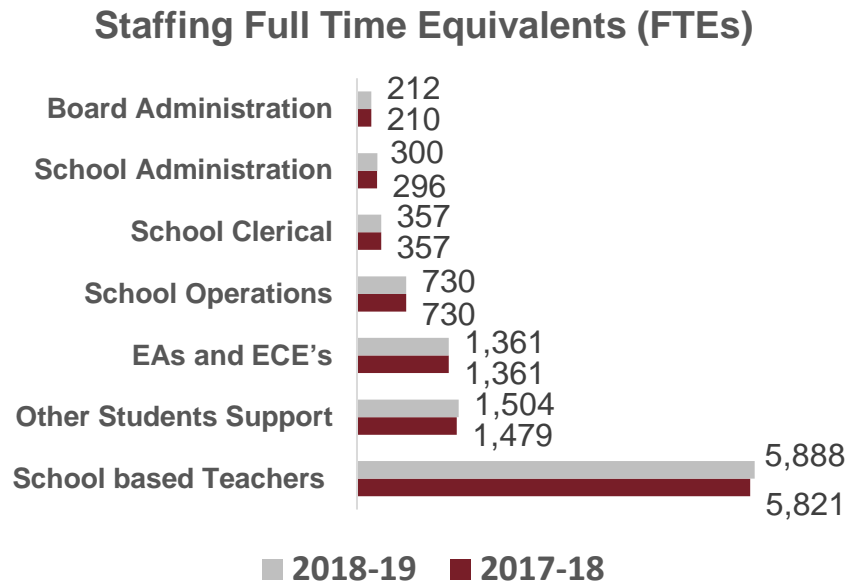


Our students and staff are at the centre of the budget

The primary cost drivers of TCDSB's budget are student enrolment and the related staffing levels required in the classroom. TCDSB is a growing board. 407 students are expected to be added in the 2018-19 school year. The Board will continue to grow in the foreseeable future.

As a result, staffing levels are also expected to grow. TCDSB currently has 10,255 Full Time Equivalent (FTE) positions

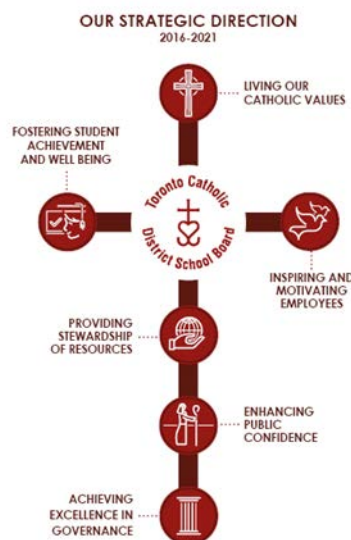
working at its 195 schools, Board Office and other administrative facilities. 2018-19 will see an additional 97.9 new FTEs added to the complement to address growth and increase service levels in specific areas. 97% of this year's budget increase is directly related to student and classroom related increases.



Linking the budget to the Multi-Year Strategic Plan

The Multi-Year Strategic Plan (MYSP) provides the overarching directions and principles that should drive the budget process. Students are always the Board's primary focus and are represented in all six strategic directions found within the MYSP. TCDSB is committed to offering programs and

services, which challenge all students to achieve their personal best. TCDSB also strives to make efficient, effective, and innovative use of resources, based on sound planning, and the best available information. Inherent in the budget process is the allocation of available resources to address student needs.



This budget process includes some preliminary work on linking the budget to the MYSP. Staff attempted to allocate various portions of the budget to each of the six strategic directions to provide a conceptual level view of how the budget delivers on the MYSP. It is expected that future budgets will contain even

more detail on these allocations and will start to create a reciprocal relationship or "feedback loop" between these two strategic discussions.

Operating revenues are estimated to balance with operating expenditures

Based on legislation, school boards are not permitted to plan for in-year deficits in their budget setting process, with very few exceptions. TCDSB has followed some fiscally prudent approaches over the last several years to balance its budget. Given the announcements by the Ministry of Education on additional funding, the 2018-19 budget has provided an opportunity to make several new investments while maintaining a balanced budget.

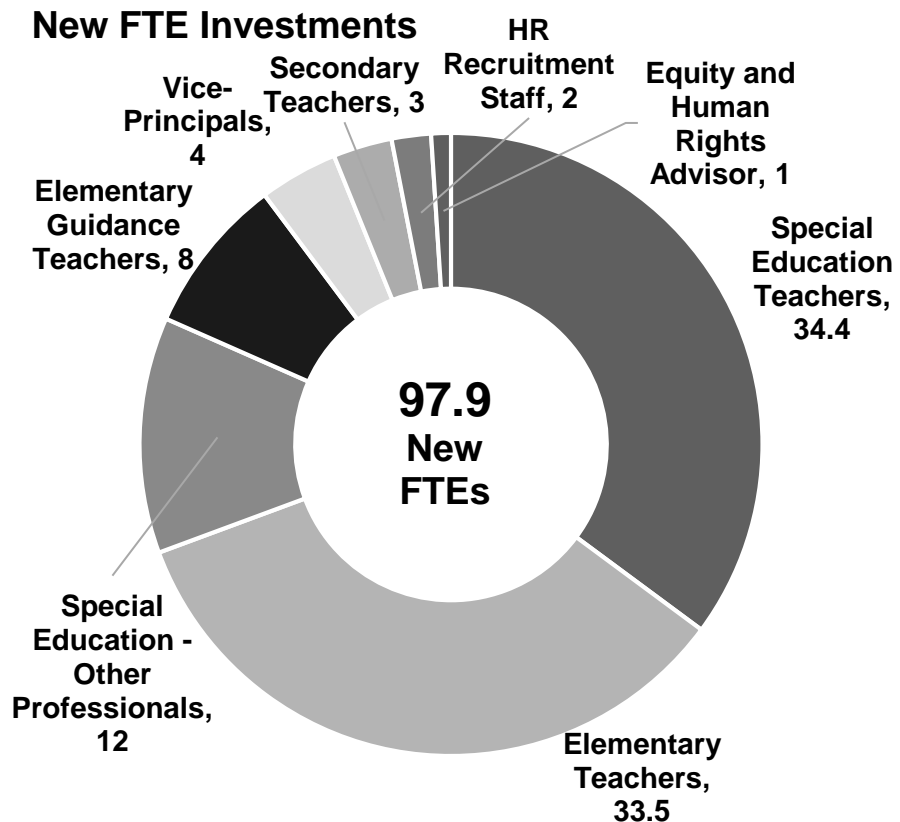
(\$M)	2017-18	2018-19
Operating Revenues	\$1,120.3	\$1,140.8
Less: Operating Expenditures	<u>\$1,120.2</u>	<u>\$1,140.7</u>
Operating Surplus	\$0.1	\$0.1

Several factors such as restrictions on funding eligibility, arbitration decisions with labour unions and new legislative requirements have caused pressures that have constrained TCDSB on how much new funding can be allocated to discretionary type investments. Despite these challenges, the TCDSB is planning for a notional surplus of \$0.1M in the 2018-19 fiscal year.

New investments in the system are recommended to bolster service levels

The 2018-19 budget contains several new investments ranging from classroom teachers to special education workers to an Equity and Human Rights advisor, that will help the board continue to provide high service levels to its students. The majority of these investments are based on restricted funding and arbitration decisions, but nevertheless are seen as critical and

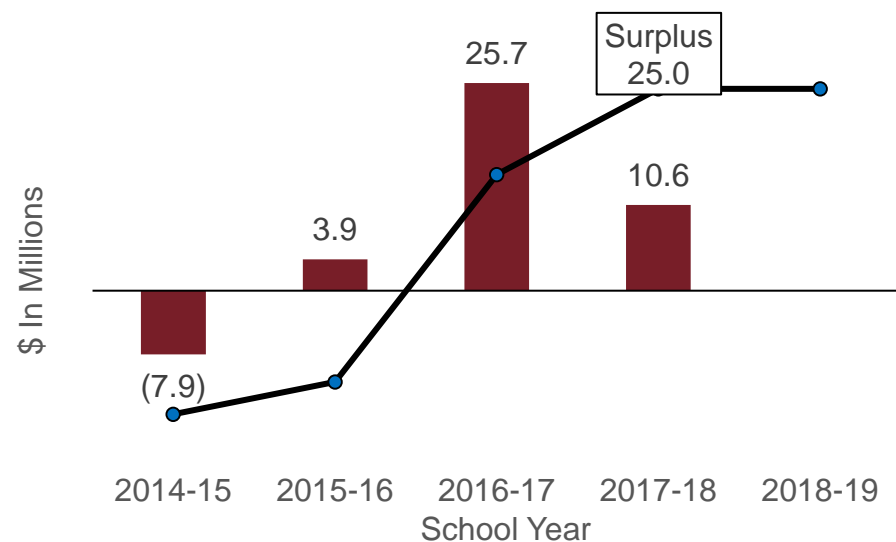
positive new resources in a board that has had to reduce staffing in several areas to balance its fiscal position over the last few years.



Planning for the future requires a strategy to reserve funding

As the TCDSB emerges from the deficit and the MYRP, it has become especially important to consider how the Board treats accumulated deficits, surpluses and plans for future strategic investments. The Education Act allows boards to create reserves for specific intended purposes. As long as

In-Year and Accumulated Surpluses / (Deficits)



these reserved funds are uncommitted then they still contribute towards the Board's accumulated surplus.

At the end of the 2017-18 fiscal year, the TCDSB is expected to have an accumulated surplus of \$25.0M. \$10.5M is related to moving employees and retirees to new Provincially mandated benefit trusts. This surplus amount has not yet been confirmed by the Province. This leaves \$14.5M available to be reserved for specific purposes.

In recent history TCDSB has made some fiscally prudent decisions to begin informally reserving funding. This year's budget process recommends formalizing this approach. For instance, a motion was passed in the 2017-18 budget year that 1% of the accumulated surplus be set aside as a contingency to address potential in-year deficits in future years. This budget process recommends setting this aside in a "Operating Contingency Reserve". Once the potential benefit surpluses materialize then this amount would also be added to this reserve to work towards a contingency that is equivalent to 2% of the TCDSB's operating budget.

The reserve strategy has four primary action components for this year:

1. Consolidate some existing reserves into newly formed strategic reserves.

2018-19 New Consolidated Reserves (\$M)	
I.T. Infrastructure Reserve	\$2.18
Admin Facility Reserve	\$1.20
Total	\$3.38

2018-19 One-Time Strategic Investments (\$M)	
IT Hardware Replacements	\$1.40
HR Recruitment Initiatives	\$0.12
School Board Cooperative Inc. Services	\$0.22
Total	\$1.74

2. Identify one-time strategic investments for 2018-19 to be funded by the accumulated surplus.

3. Apportion the remaining available accumulated surplus in to new strategic reserves.

2018-19 New Strategic Reserves (\$M)	
Operating Contingency Reserve	\$11.20
IT Strategic Systems Reserve	\$1.50
Total	\$12.70

% Allocation of In-Year Surpluses to Strategic Reserves	
Operating Contingency Reserve (To Max of 2% Contingency)	50%
IT Strategic Systems Reserve	40%
Admin Facility Reserve	5%
Student Equity Strategic Reserve	5%
Total	100%

4. Formulate a strategy to apportion in-year surpluses or fund in-year deficits at year end.

Toronto Catholic District School Board

Volume I: The TCDSB Context



This book provides both an overview and details of the proposed 2018-19 Budget Estimates

As Toronto Catholic District School Board (TCDSB) grows, so does its method of communicating a large and complex budget. The format of this book is the first step in creating a format that can be used by trustees, parents, staff, students and other stakeholders to understand and navigate the budget.



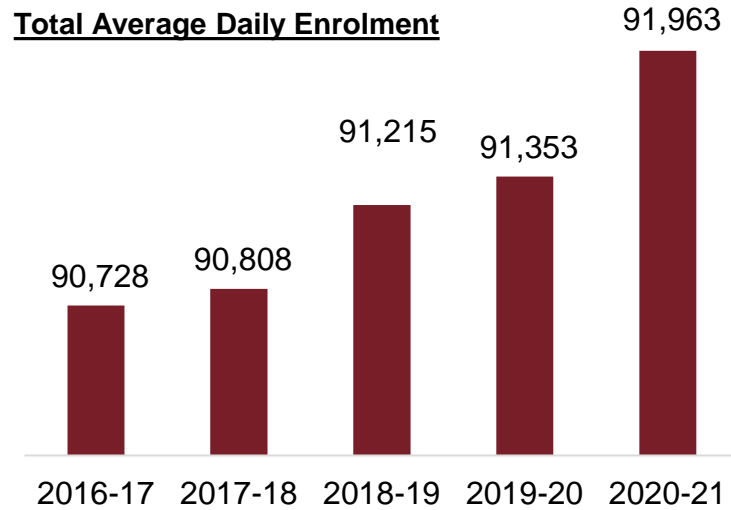
This changed format is still in the early stages of its evolution and will likely improve as we move to future budget cycles.

The book starts in this Volume by providing some context on the TCDSB in terms of its students, staff, transportation issues and the budget process. It then provides an overview of

revenue sources and how the TCDSB is funded in Volume II. Volumes III and IV provide an overview and details of expenditures and new investments in Instructional and Non-Instructional activities in the organization, respectively. Finally, Volume V provides context on Financial Sustainability and recommends a Reserve Strategy to consider as we move forward.

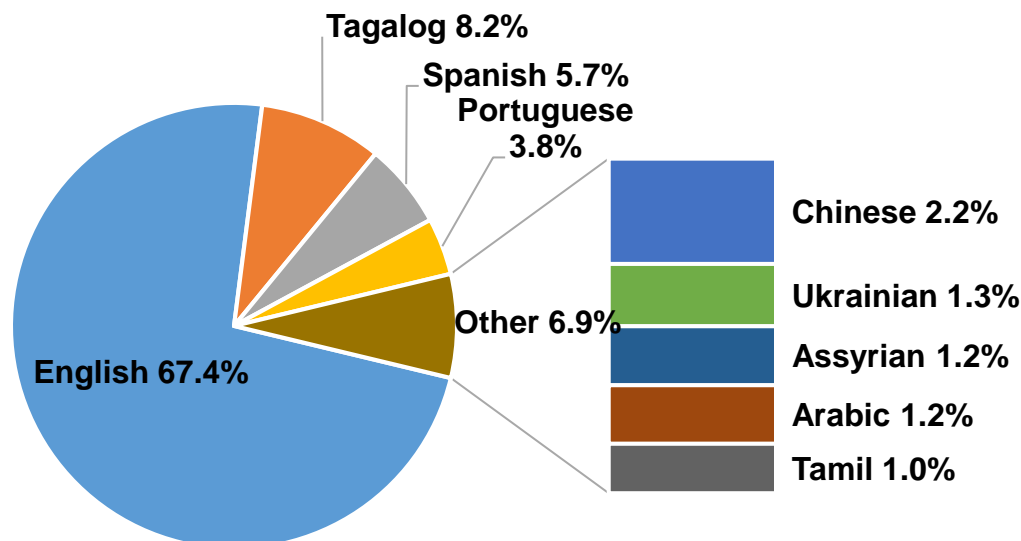
Our Students are the most valuable part of this organization

Our student enrolment is what drives the organization and consequently also the budget process. With a student population of 90,808 in 165 Elementary Schools and 31 Secondary Schools, the TCDSB is one of the five largest Boards in Ontario (including Catholic and Public).



The TCDSB thrives in a large urban environment in Canada's largest City.

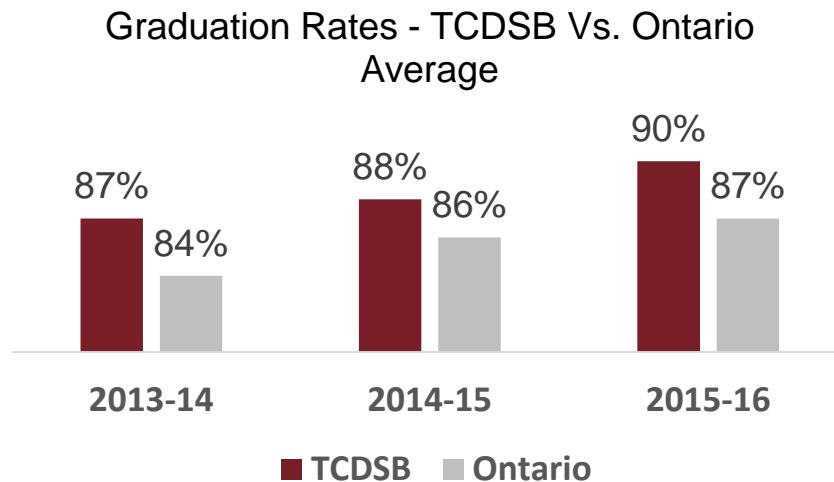
Student Population by Language Spoken 2017-18



It is a diverse population and TCDSB serves the catholic population by embracing this diversity. The chart below describes the

demographics through the lens of languages spoken. The information contains groups that are above 1% of the Population.

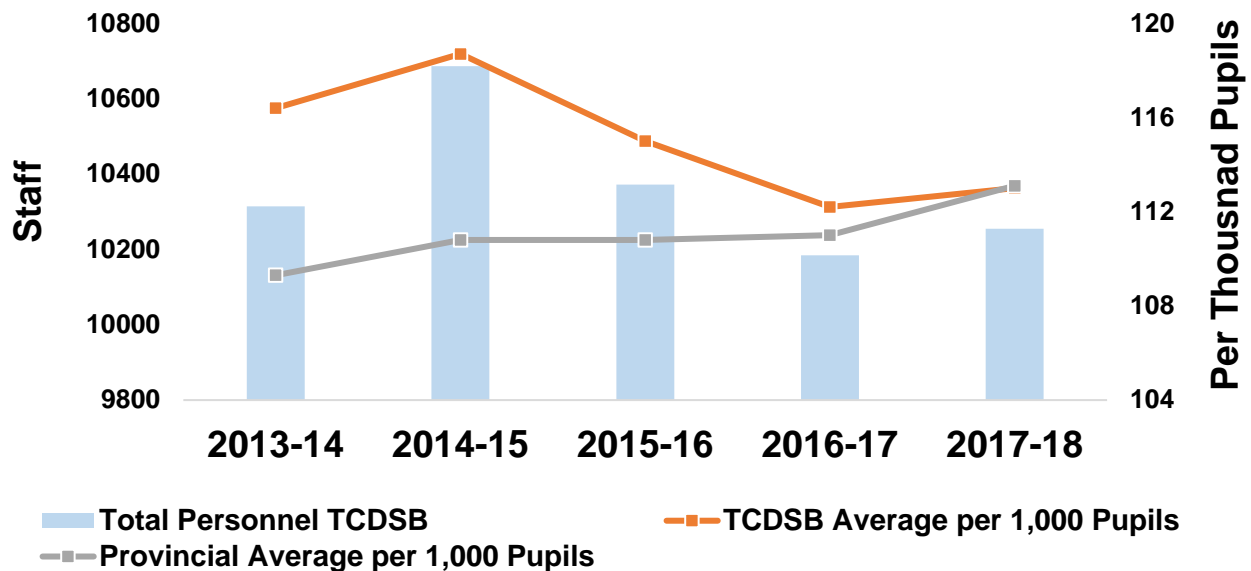
Our students are achievers and our system is built to graduate educated, Catholic and contributing members of society. Our graduation rates have consistently trended higher than that of provincial averages over the last few years.



Our Staff provide the necessary human resources to fulfill our mandate as Catholic educators

TCDSB has a total of 10,255 FTE positions as of the 2017-18 school year. A little more than 50% of this staff is comprised of school based teachers, while another 30% make up Education Assistants, Early Childhood Educators and other Student Support staff. Another 18% of staff is for School Administration (Principals and Vice-Principals), school clerical staff, school operations, while the remaining 2% is for Board Administration. Over the last 5 years, the TCDSB has reduced its staffing levels to meet financial pressures it faced in terms of matching staffing expenditures to the funds received by the Province. As can be seen by the chart below, the TCDSB has moved to a point where overall service levels from a staffing point of view are matching those of provincial averages, while remaining fiscally sustainable. Certain specific areas such as School Administration, School Operations and Board Administration are below the provincial average, while other classroom based areas are still trending above the provincial average.

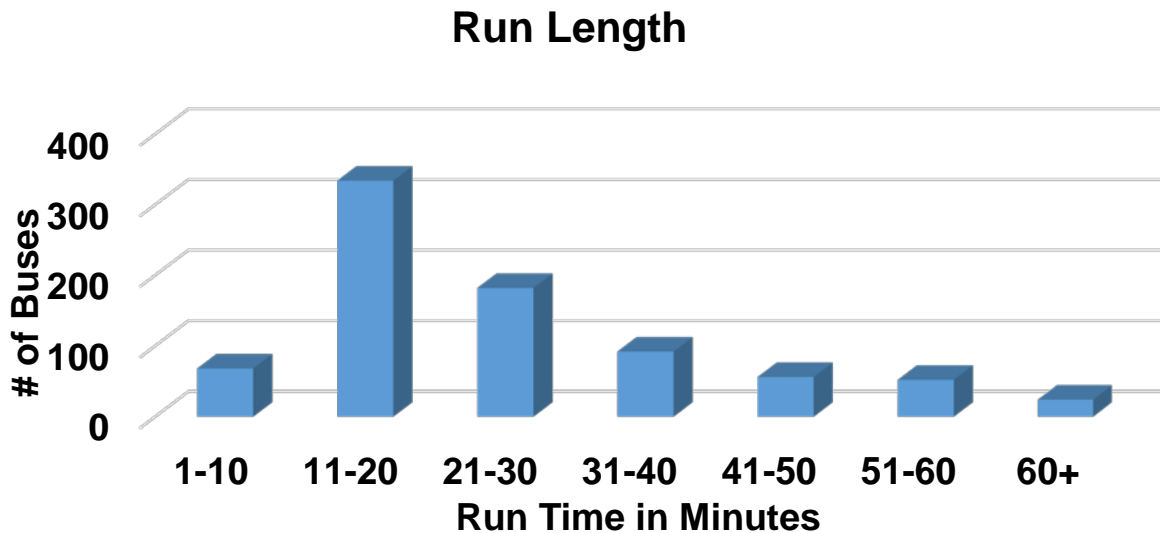
5 year Trend of Total Personnel (FTE) TCDSB



Transportation is one of the largest non-staffing related expenses for the Board

The Toronto Student Transportation Group (TSTG) is a consortium between the Toronto Public Board and the Toronto Catholic Board. It services a large and dynamic student population within the City of Toronto. A majority of funding dollars are directed towards the student transportation services for students with special needs. Unique needs, geography, and modified program hours are just some of the factors impacting the delivery of transportation services for special needs students.

For large capacity buses the routing methodology that provides the most cost effective solution given the geography and student density is the coupling of runs. This means that bus runs will service one school community and then proceed out again to service another school community. This maximizes the use of the bus while improving the level of service for students.



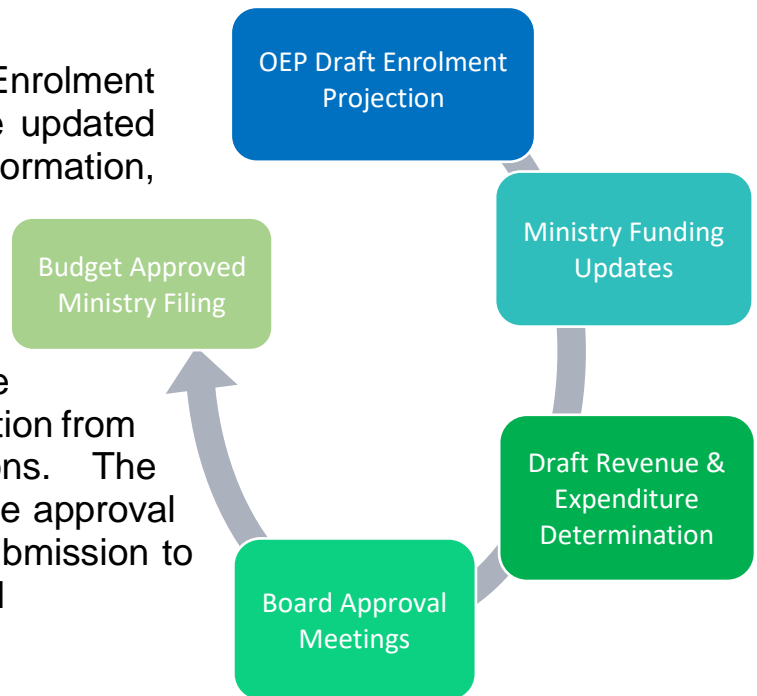
Technology in the school bus industry has been expanding rapidly in the last few years. Additional communication tools will be launched to provide schools and parents better access to the buses that are servicing their schools. School bus delay notifications will no longer be isolated to e-mail but expanded to include text messages, RSS feeds, and applications to better communicate delays and service announcements to our school communities and families.

Creating a budget is an iterative and consultative process

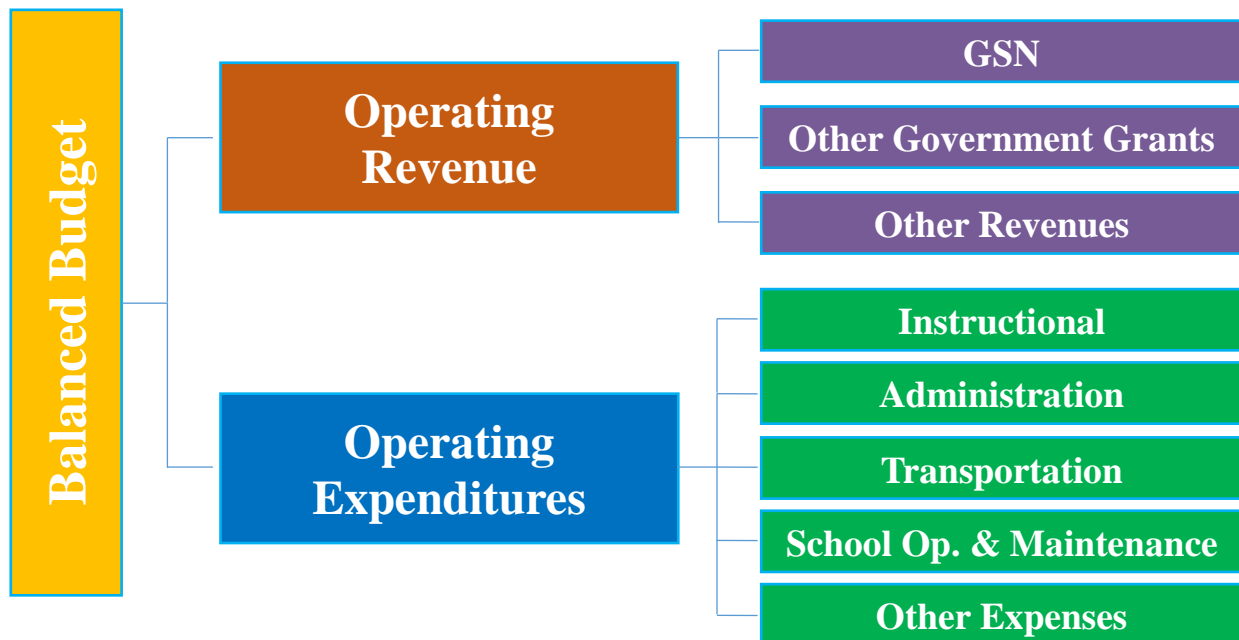
School boards are required to submit the 2018-2019 Estimates (budget) forms to the Ministry by June 30, 2018. The 2018-19 Budget includes Operating Budget sections that have been prepared on a modified cash basis, which is consistent with prior years. However, school boards are required to prepare their budgets in accordance with Public Sector Accounting Board (PSAB) standards.

Based upon the draft Official Enrolment Projections (OEP) along with the updated Ministry of Education funding information, budget staff build draft revenue and expenditures for the deliberations of the Board and consultation with the public. Through several meetings, the Board of Trustees receive information from board staff and public deputations. The end-result of these meetings is the approval of the budget by the Board for submission to the Ministry of Education. The goal is for the Board to have a transparent and accountable

budget to stakeholders which ties into the goals of Multi-Year Strategic Plan and Ministry guidelines.



The basic breakdown of the TCDSB budget is depicted in the illustration below, however a considerable amount of detail and complexity lies beneath each of the boxes represented by the revenues and expenditures.



Boards are required by the Education Act to submit a balanced budget to the Ministry of Education. This means that the following simple equation must be met (with few exceptions):

Operating Revenue	=	Operating Expenditures
--------------------------	----------	-------------------------------

Preliminary linkages have been identified to illustrate how the budget delivers on the Multi-Year Strategic Plan (MYSP)

The following section provides a brief overview of the linkages that staff have identified between the budget and the MYSP. This should only be considered as preliminary in nature and more work will be completed in future budget cycles to deepen the understanding of these linkages. The figures below are provided as one way of viewing the budget. They are not for approval purposes, but rather for informational purposes. Subsequent sections of this book provide budget figures for approval in a more functional format. *Please note that all expenses are rounded to the nearest \$0.1M, therefore some expenses noted as \$0.1M may be lower.*



LIVING OUR CATHOLIC VALUES

To understand and apply Catholic Teachings to all that we do

1. Chaplaincy	\$2.5M
2. Religious Program Materials & Resources	\$1.5M
3. Religious Retreats	<u>\$0.1M</u>
	<u>\$4.1M</u>

It should be noted that “Living Our Catholic Values” figure has been derived by including “direct” expenses. TCDSBs “indirect” expenses, which include hundreds of millions of dollars of teaching and support staff costs, truly reflect an overall investment in our Catholic system and “Living Our Catholic Values”.



FOSTERING STUDENT ACHIEVEMENT AND WELL-BEING

To support our students in achieving academic excellence and meeting the Ontario Catholic School Graduate Expectations

1. Instructional Day School Staff & Supplies	\$760.7M
2. Student Support Services	\$68.5M
3. Special Education Programs & Services	\$4.3M
4. Safe School Team	\$0.2M
5. Student Transportation Services	\$35.7M
6. Student Nutrition Program – Angel Foundation	\$0.1M
7. Student Pediculosis Program	\$0.1M
	<u>\$869.6M</u>



ENHANCING PUBLIC CONFIDENCE

To create enhanced, regular communication with all stakeholders

1. Executive Offices	\$5.1M
2. Communications Office	\$0.6M
	<u>\$5.7M</u>



PROVIDING STEWARDSHIP OF RESOURCES

To establish integrated decision-making structures and processes to support responsive and responsible allocation of resources

1. Business Administration	\$4.8M
2. Corporate Services	\$1.1M
3. Facility & Planning Services	\$1.7M
4. Computer & Information Technology	\$23.5M
5. School Operations & Maintenance	<u>\$98.1M</u>
	<u>\$129.2M</u>



ACHIEVING EXCELLENCE IN GOVERNANCE

To lead and model best practices in Board governance

1. Trustees & Trustee Services	\$0.9M
2. Parliamentarian Services	<u>\$0.1M</u>
	<u>\$1.0M</u>



INSPIRING AND MOTIVATING EMPLOYEES

To create a learning and work environment that is equitable and diverse, and that supports professional learning, innovation and collaboration

Human Resources

\$6.3M

Toronto Catholic District School Board

Volume II: Operating Revenue



School Board Operating Revenues come from three major sources

Grants for Student Needs (GSNs) <i>Provincial Source</i>	Education Programs - Other (EPOs) <i>Provincial Source</i>	Other Revenues <i>Various Sources</i>
<ul style="list-style-type: none"> • Classrooms • Schools • Locally managed system • Specific Priorities 	<ul style="list-style-type: none"> • Time limited • Specific • Enveloped • Uncertain and unpredictable • Not always incorporated in to the operating budget as a result of the above 	<ul style="list-style-type: none"> • Adult education fees • VISA or non-resident tuition • Interest revenue • Daycare • Fundraising by schools

Grants for Student Needs (GSN) funding is primarily driven by student enrolment

The majority of operating funding received by TCDSB comes from the annual GSN. The GSN is a collection of grants, which supports funding for the classroom, school leadership and operations, specific student-related priorities and local management by school boards. The key determinant for these grants is enrolment. The measure of enrolment used for funding purposes is the average daily enrolment (ADE) of pupils. Boards report the full-time equivalent of pupils enrolled for each school year as of October 31st and March 31st, the two '**count dates**' during a school board's fiscal year. The calculation of ADE is based on an average of the full-

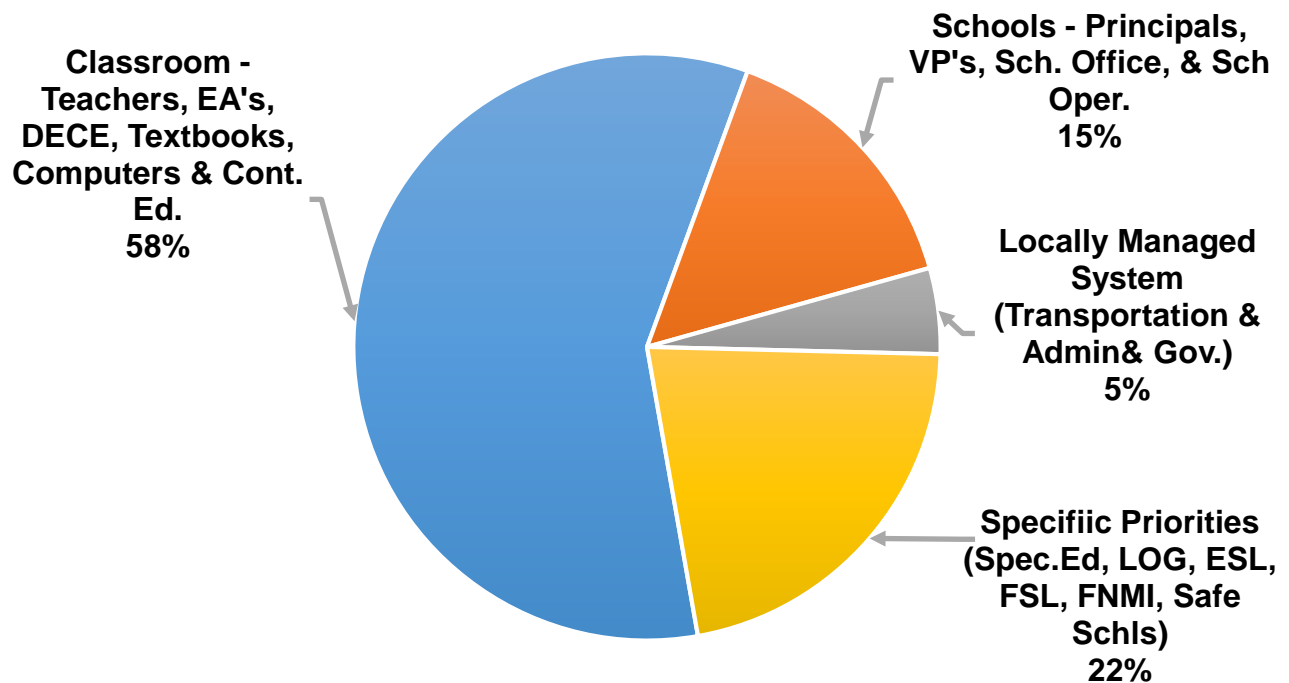


time equivalent pupils reported on the two count dates. The GSN is a collection of grants by grouping grants under the following headings:

<p>Funding for classrooms focuses on providing classroom resources.</p>	<p>Funding for schools provides the resources to ensure schools have the leadership they need and are clean and well-maintained facilities for learning.</p>	<p>Funding a locally managed system aims to ensure board leadership carries out focused activities to support alignment of resources.</p>	<p>Funding for specific priorities speaks mainly to the Achieving Excellence goal of closing gaps by, for example, meeting special education needs and improving language proficiency.</p>
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The Following Chart Breaks the GSN in the four areas described above Funding for Classrooms (Foundation & Continuing Ed.), Funding for Schools (Principals, VP's, Sch. Office & School Operations), locally managed systems (Transportation & Administration & Governance), and Specific Priorities (English as Secondary Language (ESL), French as Secondary Language (FSL), Learning Opportunities Grant (LOG), First Nations, Métis, and Inuit (FNMI), Safe Schools).

2018-19 Operating Allocation Percentages by 4 Major Categories



The ministry recognizes that conditions vary widely across Ontario and the funding formula cannot take every situation into account. So local school boards have flexibility in how they use funding, within the overall accountability framework. Appendix 2A provides a description of the specific grants under each of the headings above as well as the expected increase for TCDSB in the 2018-19 school year.

The following Chart summarizes the Grants for Student Needs (GSN's), EPO's and Other revenues estimated to be received in 2018-19 with a comparison to the 2017-18 Revised Estimates. An increase of \$23M in GSN's is estimated with an estimated decrease in EPO and Other revenues of (\$2.4M) for a net increase in operating revenues of \$20.6M.

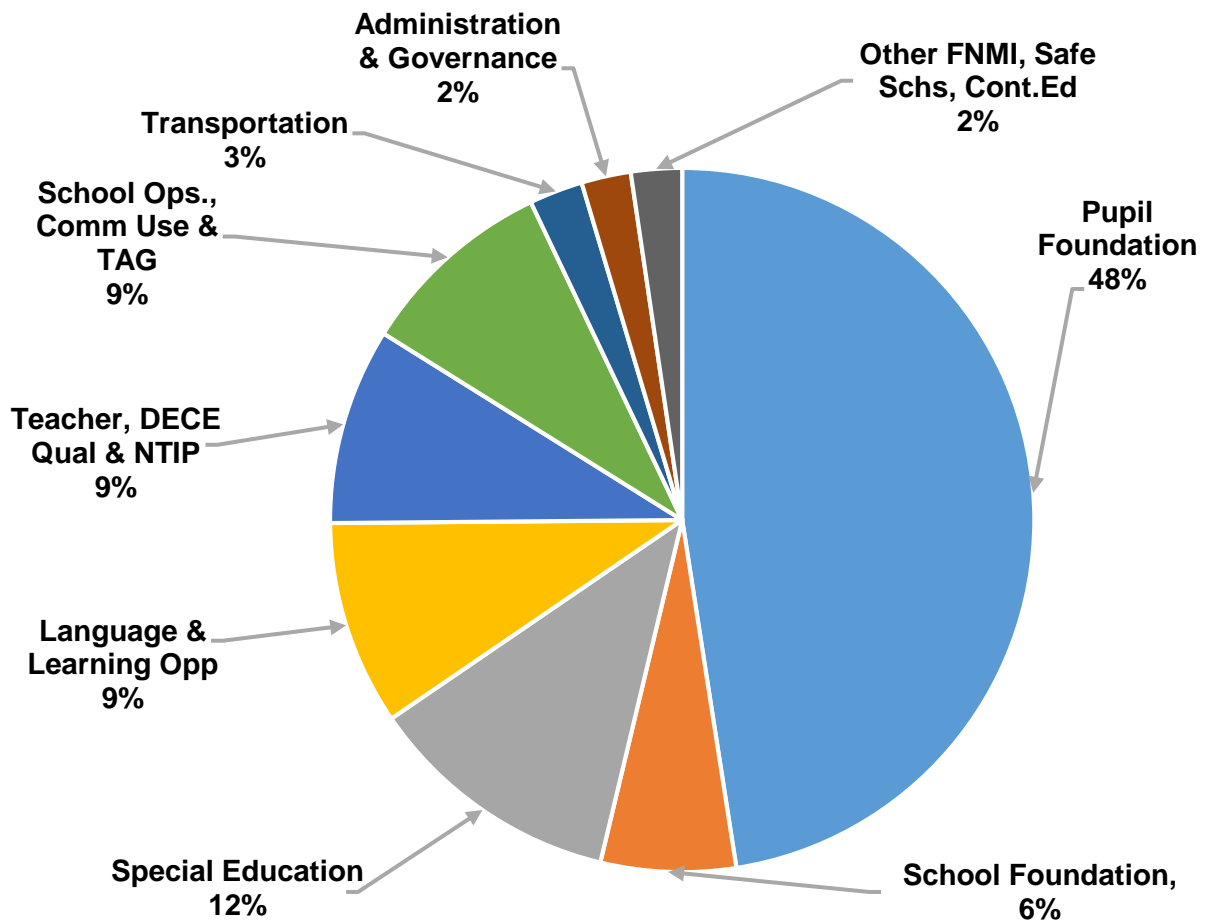
TCDSB 2018/19 Operating Grants & Other Revenues Estimates (000's)

Revenues	2017/18 Budget Revised Estimates	2018/19 Budget Estimates	Variance Incr./ (Decr.)
Pupil & School Foundation	554,097	568,710	14,613
Special Education	119,949	124,132	4,183
Language	37,418	39,588	2,170
Learning Opportunity	59,070	59,882	812
Continuing Education and Summer School	16,667	17,408	741
Teacher Qualification and Experience/NTIP	99,997	95,456	(4,541)
Transportation	24,963	26,066	1,102
Administration and Governance	22,761	24,019	1,257
School Operations	88,130	90,334	2,204
Community Use of Schools	1,262	1,253	(9)
Declining Enrolment Adjustment	95	24	(71)
Temporary Accommodation	3,674	4,056	382
First Nation, Métis and Inuit Education	4,415	4,590	175
Safe Schools	2,817	2,820	2
Total Operating Grants	1,035,316	1,058,336	23,020
Grants Anticipated due to New Contracts	0	0	0
Other Grants & Other Revenues	84,910	82,505	(2,406)
Total Operating Grants and Other Revenues	1,120,227	1,140,841	20,614

**Numbers may not add due to rounding.*

The following chart provides a percentage breakdown of the grant allocations proposed for the 2018-19 budget.

2018-19 GRANT ALLOCATIONS (\$1,058.3 MILLIONS)



VOLUME II - APPENDICES

APPENDIX 2A**DESCRIPTION OF GSN FUNDING:****Pupil Foundation Grant (Increase by \$13.1M)**

For 2018-19, funding through the Pupil Foundation Grant is projected to be \$503.1M for TCDSB.

The largest single element of the GSN TCDSB receives, provides funding for the salaries of classroom teachers, early childhood educators for full-day kindergarten, educational assistants, and other teaching staff such as teacher librarians and guidance counsellors. It also funds textbooks, classroom supplies and classroom computers.

In 2018-19, additional funding is being provided through this grant for more teachers to help grade 7 and 8 students make successful academic transitions and engage in career and pathways planning.

The grant is calculated on a per-pupil basis. There are four different per-pupil amounts at the elementary level, depending on the grade in which a student is enrolled – kindergarten, primary (grades 1 to 3), junior (grades 4 to 6), intermediate (grades 7 to 8) – and for (grades 9 to 12) secondary students. Funding for (grades 4 to 8) class size of 24.96 were \$1.9M; Enrolment increases, 1.5% Salary increase and Benefits decrease of 0.167% or \$9.8M.

For classroom teachers, the per-pupil amounts reflect benchmark salaries and benefits, class size requirements and preparation time. For other staff, the per-pupil amount is based on salaries and benefits and staffing levels.

Qualifications and Experience Grant (Decreased by \$4.5M)

This grant provides additional support for classroom staff who have qualifications and experience above those provided for through the Pupil Foundation Grant.



- The **Teacher Qualifications and Experience** allocation provides funding to boards with teachers who, because of their qualifications and experience, have average salaries different from the benchmark level used in the Pupil Foundation Grant. (Hiring 78.9 FTE new teachers combined with retirements reduced this grant by (\$4.5M) as new teachers are typically paid less than their more experienced counterparts)
- The **Early Childhood Educators Qualifications and Experience** allocation is provided for boards with early childhood educators who, because of their qualifications and experience have average salaries different from the benchmark. (ECE Q&E increased by \$0.4M)
- The **Benefits Trusts** allocation provides the incremental funding required to support the transition of benefit plans for staff to the Employee Life and Health Trusts. (Increase of \$1.9M which will flow to the Trust Funds)
- The other allocations under this grant include historical adjustments to the funding of non-teaching salary costs and funding for programs to mentor and train new teachers (NTIP decrease by \$0.07M). The 2017-18 0.5% for centrally negotiated PD of \$4.4M was removed in 2018-19 as it was a one-time amount)

Continuing education and other programs (Increase by \$0.7M)

This grant supports a range of programs aimed at adult learners and day school students, including secondary students who have completed more than 34 credits and wish to continue their studies. The grant is projected to total \$17.4M in 2018-19 for TCDSB:

- The adult day school allocation supports day school programming for students who are at least 21 years of age as of December 31 of the current school year.



- The high-credit day school allocation is for day school programming for secondary students who have completed more than 34 credits and wish to continue their studies at the continuing education funding rate.
- The summer school allocation supports programming offered during the summer for day school pupils. (Increase of \$0.5M due to more student accessing summer school and e-Learning courses)
- The continuing education allocation supports a variety of programs delivered inside and outside the classroom (for example, through correspondence, self-study or e-learning), including credit courses for the purpose of e-learning a secondary school graduation diploma. (\$0.07M increase in projected students taking Night, Saturday & e-learning credit courses through Continuing Education)
- The other allocations of this grant support the teaching of international and indigenous languages at the elementary level and assessments of mature students' prior learning. (1.5% Salary increase and Benefits decrease of \$0.3M)

FUNDING FOR SCHOOLS:

School Foundation Grant (Increase by \$1.5M)

This grant provides funding for principals, vice-principals and office support staff, as well as administrative supplies. The total School Foundation Grant for TCDSB is projected to be \$65.6M in 2018-19. It is divided into an elementary school and a secondary school portion. This grant includes measures which:

- Recognize a school's size as well as its remoteness and whether it is operating in a minority language context; and
- Provide greater funding overall for principals in combined elementary and secondary schools (subject to minimum enrolment limits),



and in elementary or secondary schools with multi-buildings subject to minimum enrolment limits. (Increase of \$0.5M due to multiple campuses and plus \$0.5M due to 1.5% Salary and Benefits 0.167% decrease)

School Operations Grant

This grant supports the costs of operating, maintaining and repairing school facilities. Under the formula, funding is adjusted for boards that have older schools with unique design features such as wide hallways, large shop spaces, and auditorium spaces. TCDSB is projected to receive \$95.6M in school operation, community use of schools and temporary accommodations grants.

- The **school operations** allocation, which addresses operating costs such as heating, lighting, maintenance and cleaning of schools, consists of several components. The largest component is based on a benchmark operating cost associated with a standard floor area for each elementary and secondary pupil. (2% Utility increase of \$0.8M; plus Enrolment increase of \$0.5M and a 1.5% Salary and 0.167% Gratuity decrease of \$0.8M)

FUNDING FOR A LOCALLY MANAGED SYSTEM:

School Board Administration and Governance Grant **(Increase by \$1.3M)**

This grant provides funding for board administration and governance costs, including those related to board-based staff and board offices and facilities. In 2018-19, TCDSB is projected to receive \$24.1M.

- The board administration funding model, developed in consultation with school boards, provides funding for board-level leadership, staff and related supplies and services. The model recognizes ten core functions that all boards, regardless of size, must perform. At the same time, it recognizes that enrolment is an important driver of higher administrative expenses. This new model replaces a way of



allocating funding that relied more heavily on the size of boards' enrolment. (1.5% Salary increase and -0.167% Benefits decrease results in an overall increase of \$0.2M)

- New for 2018-19, the program leadership allocation provides funding to support six lead positions that were previously funded through other allocations within the GSN as well as funding outside of the GSN. (Increase of \$1M as 7 Program Leadership FTE move into board admin from other GSN and EPO Grants)
- The other allocations of this grant include funding for trustee compensation, parent engagement, consolidation accounting, internal audit, supports to improve school boards' information management, and the transformation of learning and teaching in the physical and virtual environment.
- Following Ministry consultations with the education sector, the GSN provides base funding for trustees honoraria increased by \$400 for a new base limit of \$6,300. Further updates to this grant component are expected in the future.

Student Transportation Grant (Increase by \$1.1M)

This grant provides school boards with funding to transport students to and from school. It is projected to be \$26.1M in 2018-19 for TCDSB:

- The enrolment adjustment is made available only for school boards with increasing enrolment, and is based on the percentage increase in enrolment.
- The cost update adjustment factor, which recognizes the increasing costs of providing transportation services, is 4% for 2018-19. The calculation applies the adjustment factor to each board's 2017-18 transportation grant. (Increase of \$1M)
- The fuel escalator and de-escalator provides for funding increases or decreases by comparing the actual price of diesel fuel for southern school boards and northern school boards to a benchmark price.



- Details on the other allocations within this grant, which cover transportation to provincial or demonstration schools, school bus rider safety training (Increase \$0.08M).

Declining Enrolment Adjustment (\$0.07M)

Much of a school board's revenue is determined by enrolment. When enrolment goes down, funding also declines. School boards can adjust their costs downward as well, but this may take more than one year. The declining enrolment adjustment recognizes this need for extra time. The grant, is projected to be \$0.02M in 2018-19.

FUNDING FOR A SPECIFIC PRIORITY:

Learning Opportunities Grant (Increase by \$0.8M)

The Learning Opportunities Grant (LOG) provides funding to help students who are at greater risk of lower academic achievement. TCDSB is projected to receive a total \$59.9M in 2018-19.

- The **demographic allocation**, which represents the largest share of LOG funding, is based on social and economic indicators that signal a higher risk of academic difficulty for students. The indicators are low household income, low parental education, one-parent households, and recent arrival to Canada. This allocation is distributed to boards based on the ranking of each of their schools on these measures, and a weighting of the measures themselves. Boards can use this funding for initiatives such as breakfast programs, homework clubs, reading recovery and independent supports. (Increase of \$0.5M in demographic allocation, 1.5% increase for Salaries and a decrease of 0.167% for Benefits)
- The **Local Priorities Fund** addresses a range of local priorities and needs. This may include more special education staffing to support children in need, "at-risk" students and adult education.

- The **student achievement envelope** comprises six discrete allocations. These allocations, which directly support programs introduced over the past decade to improve student achievement, include the following:
 - **Literacy and Math outside the school day**, which funds remedial courses or classes for students who are at risk of not meeting the curriculum standards for literacy or math and/or the requirements of the Grade 10 literacy test. (Increase of \$0.05M for Grade 6 students)
 - **Student Success, Grade 7 to 12**, which funds a range of resources and activities to improve student engagement in secondary schools. (Moved PLA Amounts of (\$0.7M) to Board Administration)

Grade 7 and 8 Student Success Literacy and Numeracy teachers, which recognizes the need to help students in earlier grades so they are better prepared for the transition to secondary school and beyond.

- **Ontario Focused Intervention Partnership Tutoring**, which helps boards set up and/or expand tutoring programs for students who are not achieving the provincial standard in reading, writing, or math.

The **Specialist High Skills Major** program, which allows students to customize their secondary school experience and build on their strengths and interests by focusing on a specific economic sector.

- The **Outdoor Education** program, which provides elementary and secondary students with learning experiences in the outdoors. There is flexibility in how boards may use the individual allocations, as long as the total funding is spent on the programs within the envelope. Any unspent funding must be used on the programs within the envelope in a future school year. (Increase for 1.5% Salary and (0.167%) Benefits decrease)

- The other allocations of this grant provide funding for teacher-librarians and/or library technicians.

Special Education Grant

This grant provides boards with funding for programs, services, and/or equipment for students with special education needs. Boards may use the grant only for special education, and must set aside any unspent funding to use for special education in a future school year. There is flexibility in how they may use some of the individual allocations within the grant, as long as the funds are spent on special education. The grant, which is projected to total about \$124.1M in 2018-19 for TCDSB, is made up of six allocations:

- The **Special Education Per Pupil Amount (SEPPA)** provides every board with foundational funding toward the cost of special education supports.
- Recognizing the variation across boards in the share of students with special education needs, the nature of the needs, and boards' ability to meet them, the **Differentiated Special Education Needs Amount (DSENA)** aims to better align the allocation with boards' needs and resources. In 2018-19, a new multi-disciplinary supports amount is being added as new component to DSENA, which will support increased special education programs and services.
- Under the **Special Equipment Amount (SEA)**, each board receives a base amount plus a per-pupil amount, which together may be used to buy computers, software and other equipment for students with special education needs in line with funding guidelines. In addition, boards may submit claims to recover the costs, less a deductible, of other equipment recommended by a qualified professional for a student with specific special education needs.
- The **other** allocations of the grant are the **Special Incidence Portion (SIP)** for students who require two or more full-time staff to address their health and safety needs and those of others at their school. In addition, there is funding to provide instruction in a care, treatment, custody or

correctional facility, and an amount to support board-level expertise in applied behavioral analysis.

Language Grant (\$2.2M)

This grant provides funding to meet school boards' costs for language instruction. It includes five allocations, and projected to total \$39.6 million in the 2018-19 school year for TCDSB:

- **English as a Second Language / English Literacy Development** funding is provided to English-language school boards to support students who need extra help developing proficiency in English. It consists of a recent immigrant component to supports students who are eligible based on their country of birth and who have been in Canada four years or less, and a diversity in English-language learner's component that reflects an estimate of the number of children in a board whose language spoken most often at home is neither English nor French. (Increase of \$0.5M for the DELL plus \$0.3M for 1.5% Salary & Benefits plus \$1.1M for new students estimated to arrive from a non-English speaking country)
- **French as a Second Language** funding, available only to English-language boards, supports the costs of French instruction. It provides a per-pupil amount for each student. (Increase in enrolment for French \$0.01M plus \$0.1M for Salary & Benefits)

Indigenous Education Grant (\$0.2M)

The Indigenous Education Grant, supports programs designed for Indigenous learning. It is made up of four allocations, and is projected to total \$4.6M in 2018-19 for TCDSB as detailed below:

- The **Indigenous Languages** allocation supports elementary and secondary Indigenous Language programs. At the elementary level, funding is based on the number of pupils enrolled in the Indigenous Language program and the average daily minutes of instruction. At the secondary level, funding is provided for each Grade 9 to 12 pupil enrolled

in a credit course.

- The **Indigenous Studies** allocation supports secondary credit courses in Indigenous Studies, providing a per-pupil amount for Grade 9 to 12 students. (\$0.2M increase in enrolment and 1.5% Salary & Benefits)
- The **Per-Pupil Amount** allocation supports Indigenous students, and reflects the estimated percentage of Indigenous students in a board's schools, based on census data. Some of these funds may be used to support a dedicated Indigenous Education Lead in each school board.
- The **Board Action Plan's** allocation supports the implementation of programs and initiatives aligned with the 16 strategies and actions identified in the Ontario First Nation, Métis, and Inuit Framework Implementation Plan.

Safe and Accepting Schools Supplement (Increase by \$2,000)

This funding supports the Safe Schools Strategy and provides targeted support to secondary schools in priority urban neighbourhoods. The grant, made up of two allocations, is projected to total \$49.1M in 2018-19:

- The **Safe and Accepting Schools** allocation includes two components. One supports non-teaching staff such as social workers, child and youth workers, psychologists, and attendance counsellors who work to prevent and mitigate risks to the school environment. The other supports programs for long-term suspended and expelled students, and prevention and intervention resources. Both components provide a per-pupil amount and also reflect a board's demographic characteristics and dispersion distance. (Enrolment increase of \$2,000)
- The **Urban and Priority High Schools** allocation helps boards respond to challenges in select secondary schools, e.g. lack of access to community resources, poverty, conflict with the law, academic achievement issues or a combination of these factors.



Toronto Catholic District School Board

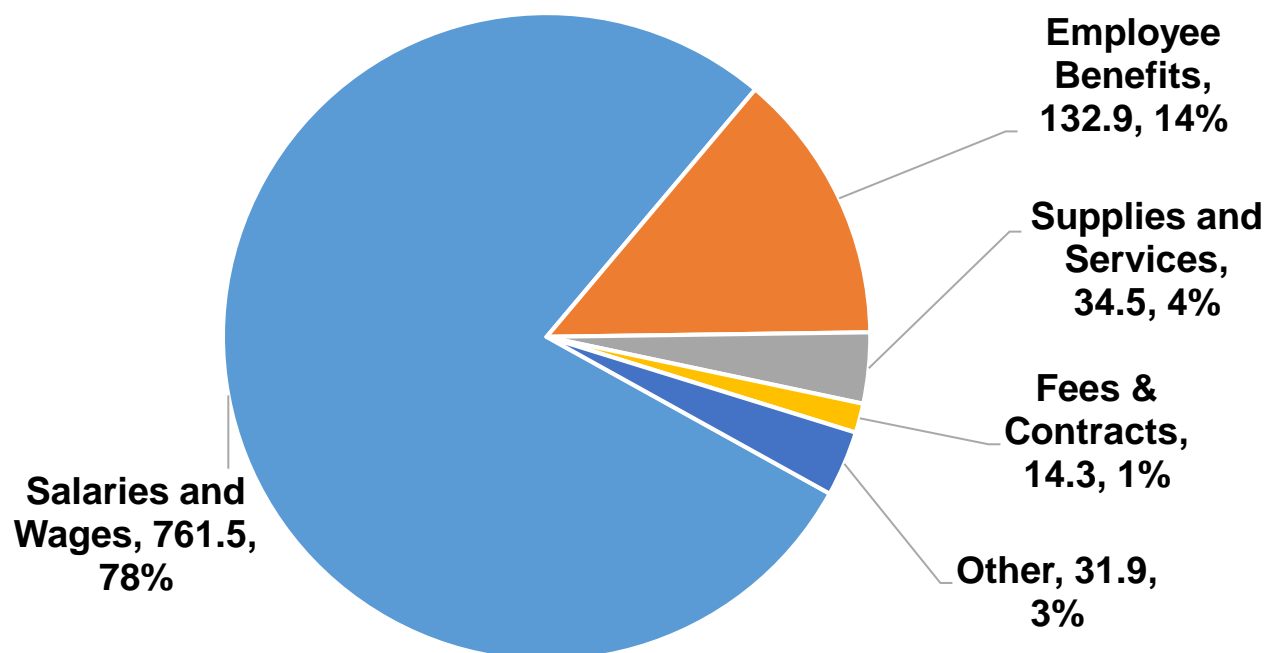
Volume III: Instructional Related Expenditures

Instructional Related Operating Expenditures are mostly wages and benefits for teaching staff

Instructional operating expenditures are comprised mostly of wages and benefits for teachers, special education workers, other support staff and school administration. The remainder of the expenditures are also directly classroom related and include school based supplies as well as technology in the classroom.

The following chart provides an overview of instructional-related expenditures by functional category. Appendix 3B provides a detailed breakdown of the entire instructional-related budget.

2018-19 INSTRUCTIONAL EXPENDITURES BY CLASSIFICATION (\$M)



The largest increases are proposed for classroom teachers and special education professionals

The chart below provides a comparison between the 2017-18 budget and the 2018-19 budget estimates by category. On the following page is a brief analysis of each line item (referenced by line #) explaining the differences between each year's budget. As noted, the overwhelming increases originate from classroom teachers and special education investments.

Classroom Expenditures Increases / (Decreases) (\$000)

	Instructional Related Expenditure Categories	2017/18 Budget Revised Estimates	Net Change Increase / (Decrease)	2018/19 Budget Estimates
1	Classroom Teachers	619,161	12,425	631,586
2	Occasional Teachers	29,253	111	29,365
3	Education Assistants	53,673	686	54,359
4	Designated Early Childhood Educators	27,328	(103)	27,224
5	Professional & Para- professionals	51,427	2,340	53,767
6	Textbooks & Classroom Supplies	25,147	717	25,864
7	Computers	9,866	151	10,017
8	Staff Development	3,202	(270)	2,932
9	In School Administration	67,431	1,249	68,680
10	Teacher Consultants & Coordinators	5,414	132	5,546
11	Continuing Education (incl. International Language./Summer Schools.)	23,581	247	23,828
12	Other Non-Operating	42,729	(828)	41,901
	Total Instructional	958,212	16,857	975,069

Instructional Related Expenditures Variance Analysis

- 1** Classroom Teacher costs have increased due to funded changes in salary and benefits of \$4.3M; new positions have been added to the classroom based on enrolment growth as well as new funding announcements.
- 2** The Occasional Teachers' salary and benefit costs have increased.
- 3** Education Assistants costs have increased by \$0.7M mainly due to an increase in funding for salary and benefits costs.
- 4** Designated Early Childhood Educators costs have decreased by \$0.1M mainly due to pay-out of the professional development costs.
- 5** Professionals and Para-professionals have increased by \$2.3M mainly due to funding increases for salary, and benefit costs of \$1.3M, and additional staff based on funding announcements have been added to this group.
- 6** Textbook and Classroom Supplies have increased by \$0.7M due to French Immersion Support for new classes and an increase in technology related expenses.
- 7** Increase in computer leasing costs.
- 8** Decrease in New Teacher Induction Program (NTIP) funding.
- 9** In School Administration costs have increased due to the addition of 4 Vice-principals and Principal professional development coverage for a total cost of \$0.6M. Salary, and benefits and professional development costs have increased by \$0.6M.
- 10** Teacher Consultants and Coordinators increased by \$0.1M due to salary and benefit increases.
- 11** Continuing Education increased by \$0.2M due to salary and benefit increases.
- 12** Other Operating costs have decreased due to a reduction in funding for other Education Program projects of \$0.8M.

Highlights of the New Investments include the following:

More teachers for careers and pathways planning. \$0.8M or 8 FTE for Guidance Teachers to provide additional support for Grade 7 and 8 students engaged in career and pathways planning that will prepare them for success in high school.

Increasing investment in Mental Health Workers. \$0.35M has been added in the budget process, to fund approximately 1 Chief of Mental Health and 6 Mental Health positions. Four of these mental health leads will be funded by converting four contract positions to permanent positions. These mental health workers will support students in secondary schools who have mental health concerns through continued and expanded mental health awareness.

More funding to address Special Education Assessment waitlists. The TCDSB is investing in four permanent FTE's for Multi-Disciplinary Teams by converting four contract positions to permanent staffing to provide schools with permanent staffing to address current waitlists for special education assessments.

Additional funding for students with Special Education needs. \$3.4M in funding, has been allocated to fund Special Education teachers allocated through the Special Education Grant, which will support increased special education programs and services. This amount includes the addition of 34.4 Teachers.

The following tables provide detail of the new FTEs being recommended for inclusion in the 2018-19 budget. It provides the FTEs in terms of "Non-Discretionary" additions (based on restricted funding, legislative changes and arbitration settlements), and "Discretionary" additions (due to GSN flexibility).

Non-Discretionary GSN Investments in Instructional Expenditures

Program	FTE	(\$M)
Special Education Teachers	34.4	3.40
Grades 4-8 Teachers	18.5	1.80
Health and Safety Elementary Teachers	7.0	0.70
Elementary Teachers Increase due to enrollment	6.0	0.60
Multi-Disciplinary Teams (Conversion of 4 FTE contract positions)	4.0	0.40
Increase of Vice-Principals	4.0	0.50
Health and Safety Secondary Teachers	3.0	0.30
Full Day Kindergarten (FDK) Teachers	2.0	0.20
Chief of Mental Health - EPO Funding	1.0	0.15
Mental Health Staff - EPO Funding	2.0	0.20
Mental Health Staff (Conversion of 4 FTE contract positions)	4.0	-
Increase in Autism Services	1.0	0.10
Secondary Teacher Reductions due to Enrolment	(2.0)	(0.20)
Increase Principal coverage for Professional Development	-	0.20
Total	84.9	\$8.35

Discretionary GSN Investments in Instructional Expenditures

Program	FTE	(\$M)
Elementary Guidance Teachers	8.0	0.6
SHSM / Student Success Resource Teacher Leads	2.0	0.2
Total	10.0	\$0.8

An additional one-time strategic investment of \$1.4M is also proposed to be made out of Accumulated Surplus to support Computer and Telephony technology. Staff believe this is achievable given the accumulated surplus amount, and still remain fiscally prudent, while responding to some urgent technology upgrade needs. Volume V provides the context for how this fits in with the proposed Reserve Strategy. Appendix 3A provides some more detail on this investment.

VOLUME III - APPENDICES

Appendix 3A

2018-19 One-time Strategic Investments	
Investment Description	\$M
Information Technology Replacements Funds will be used to make point in time investments in IT hardware for the Board, such as school computers, printers, networking and other similar needs.	1.4
Total	\$1.4

2018-19 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

CLASSROOM INSTRUCTION

Expenditures	2016/17 Actuals	2017/2018 Revised Estimates	2018/2019 Estimates	Difference	
				\$	%
Instructional Day School	\$ 710,157,620	\$ 747,792,694	\$ 760,845,698	\$ 13,053,005	1.7%
School Office	65,532,026	67,229,668	68,478,617	\$ 1,248,949	1.9%
Student Support Services	40,479,158	43,183,984	44,722,416	\$ 1,538,432	3.6%
Curriculum & Accountability	5,259,022	6,290,173	6,773,174	\$ 483,000	7.7%
Staff Development	1,026,109	1,390,183	1,120,427	\$ (269,756)	-19.4%
Student Success	2,679,460	2,966,242	2,836,861	\$ (129,381)	-4.4%
Special Education Departments	2,249,431	4,248,164	4,276,289	\$ 28,125	0.7%
Safe School Team	88,115	201,500	201,500	\$ -	0.0%
Continuing Education	23,347,568	23,580,991	23,827,952	\$ 246,961	1.0%
Computer Services & Information Technology	15,325,001	21,969,885	23,520,691	\$ 1,550,805	7.1%
Other Non-Operating Expenditures		42,728,918	41,901,155	\$ (827,763)	-1.9%
Budgets Transferred from Administration & Governance to Classroom Instruction		(3,370,491)	(3,435,884)		
TOTAL	\$ 866,143,510	\$ 958,211,911	\$ 975,068,896	\$ 16,856,985	1.8%

2018-19 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Instructional Day School

Expenditures	2016/17 Actuals	2017/18 Revised Estimates	2018/2019 Estimates	Difference	
				\$	%
CLASSROOM TEACHERS - ELEMENTARY					
Classroom Teachers - Salaries	\$ 328,172,348	\$ 337,537,172	\$ 348,224,667	\$ 10,687,495	3.2%
Classroom Teachers - Benefits	45,694,517	52,664,713	51,482,686	\$ (1,182,027)	-2.2%
Librarian Teachers & Technicians - Salaries	2,443,945	4,385,797	4,240,485	\$ (145,312)	-3.3%
Librarian Teachers & Technicians - Benefits	653,491	1,146,864	1,105,201	\$ (41,664)	-3.6%
Guidance Teachers - Salaries	1,175,406	1,062,071	1,806,580	\$ 744,509	70.1%
Guidance Teachers - Benefits	99,010	166,958	267,915	\$ 100,957	60.5%
Mileage Provision	367,902	405,000	405,000	\$ -	0.0%
CLASSROOM TEACHERS - SECONDARY					
Classroom Teachers - Salaries	179,147,452	183,022,471	185,977,061	\$ 2,954,590	1.6%
Classroom Teachers - Benefits	23,608,896	28,129,771	27,251,450	\$ (878,321)	-3.1%
Librarian Teachers - Salaries	2,592,656	2,450,024	2,512,721	\$ 62,697	2.6%
Librarian Teachers - Benefits	508,694	385,144	372,637	\$ (12,507)	-3.2%
Guidance Teachers - Salaries	7,734,798	6,567,300	6,735,361	\$ 168,061	2.6%
Guidance Teachers - Benefits	669,679	1,032,379	998,854	\$ (33,525)	-3.2%
Mileage Provision	205,803	205,000	205,000	\$ -	0.0%
TOTAL CLASSROOM TEACHERS	593,074,597	619,160,664	631,585,618	12,424,953	2.0%
OCCASIONAL TEACHERS					
Elementary - Salaries	17,217,267	15,876,286	17,085,493	\$ 1,209,207	7.6%
Elementary - Benefits	1,790,221	4,023,565	3,791,502	\$ (232,063)	-5.8%
Secondary - Salaries	7,093,754	7,335,474	6,823,998	\$ (511,476)	-7.0%
Secondary - Benefits	720,144	2,018,118	1,663,940	\$ (354,178)	-17.5%
TOTAL OCCASIONAL TEACHERS	26,821,386	29,253,443	29,364,933	111,490	0.4%



2018-19 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Instructional Day School

Expenditures	2016/17 Actuals	2017/18 Revised Estimates	2018/2019 Estimates	Difference	
				\$	%
EDUCATIONAL ASSISTANTS					
Elementary - Salaries	28,964,893	28,199,876	29,469,991	\$ 1,270,115	4.5%
Elementary - Benefits	9,103,006	9,896,754	10,143,571	\$ 246,817	2.5%
Secondary - Salaries	11,954,272	11,530,347	10,969,811	\$ (560,536)	-4.9%
Secondary - Benefits	3,482,163	4,046,356	3,775,809	\$ (270,547)	-6.7%
TOTAL EDUCATIONAL ASSISTANTS	53,504,334	53,673,332	54,359,182	685,849	1.3%
DESIGNATED EARLY CHILDHOOD EDUCATORS					
Elementary - Salaries	16,864,695	21,028,339	21,245,579	\$ 217,240	1.0%
Elementary - Benefits	4,962,547	6,299,211	5,978,506	\$ (320,705)	-5.1%
TOTAL DESIGNATED EARLY CHILDHOOD EDUCATORS	21,827,242	27,327,550	27,224,085	(103,465)	-0.4%
TEXTBOOKS & CLASSROOM SUPPLIES					
Elementary School Block Allocation	3,889,655	4,848,426	4,883,495	\$ 35,069	0.7%
Secondary School Block Allocation	3,423,581	3,568,060	3,572,046	\$ 3,986	0.1%
Secondary High Cost Course Allocation	337,900	337,900	337,900	\$ -	0.0%
International Baccalaureate Programme - Michael Power & St. Joseph's	75,000	75,000	75,000	\$ -	0.0%
International Baccalaureate Programme - Pope John Paul II	58,943	58,943	58,943	\$ -	0.0%
International Baccalaureate Programme - St Mary CSS	50,000	50,000	50,000	\$ -	0.0%
International Baccalaureate Programme - TBD	-	100,000	100,000	\$ -	0.0%
French Immersion - Support	20,000	115,000	121,600	\$ 6,600	5.7%
Religious Program Resources	509,610	1,500,000	1,500,000	\$ -	0.0%
Regional Arts Programs	-	40,000	40,000	\$ -	0.0%
Alternative Program & Placement for Limited Expulsion (A.P.P.L.E.)	11,460	18,000	18,000	\$ -	0.0%
Arrowsmith Programme (4 Sites Licenses and Supplies)	28,760	46,920	46,920	\$ -	0.0%
Outdoor Education	764,973	765,148	768,980	\$ 3,832	0.5%



2018-19 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Instructional Day School

Expenditures	2016/17 Actuals	2017/18 Revised Estimates	2018/2019 Estimates	Difference	
				\$	%
Classroom Needs Provision	57,210	100,000	100,000	\$ -	0.0%
Invest 100k in each of the next 5 years in Elementary Music	100,000	152,000	152,000	\$ -	0.0%
Superintendents Special Project Funds	21,398	26,950	26,950	\$ -	0.0%
School Nutrition Programs - Angel Foundation for Learning	-	100,000	100,000	\$ -	0.0%
Student Council	16,000	16,000	16,000	\$ -	0.0%
Elementary CSLIT Student Leadership Fund	6,017	10,000	10,000	\$ -	0.0%
International Languages & Other Programs Learning Resources	-	93,000	93,000	\$ -	0.0%
School Projects	713	50,000	50,000	\$ -	0.0%
Mini Olympics	20,000	20,000	20,000	\$ -	0.0%
Pediculosis Program	48,604	45,000	45,000	\$ -	0.0%
Religious Retreats & Chaplains	49,914	50,000	50,000	\$ -	0.0%
Urban & Priority High School Grants - Msgr. Fraser	465,613	397,798	285,857	\$ (111,941)	-28.1%
Urban & Priority High School Grants - J.C. McGuigan CSS	276,670	285,857	296,003	\$ 10,145	3.5%
Urban & Priority High School Grants - St. Patrick's CSS	262,000	266,696	266,696	\$ -	0.0%
Urban & Priority High School Grants - Father Henry Carr	-	200,000	271,085	\$ 71,085	35.5%
Commission, Health Insurance and School Budget Transfer for VISA Student	3,753,575	4,008,953	4,008,953	\$ -	0.0%
FNMI - Native Studies & Aboriginal Amount	682,465	1,032,052	947,453	\$ (84,599)	-8.2%
TOTAL TEXTBOOKS & CLASSROOM SUPPLIES	14,930,061	18,377,704	18,311,881	(65,823)	-0.4%
TOTAL	\$ 710,157,620	\$ 747,792,694	\$ 760,845,698	13,053,005	1.7%



2018-19 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

School Office

Expenditures	2016/17 Actuals	2017/18 Revised Estimates	2018/2019 Estimates	Difference	
				\$	%
ELEMENTARY					
Elementary Principal Salaries	\$ 20,476,960	\$ 20,966,304	\$ 21,394,896	\$ 428,592	2.0%
Elementary Principal Benefits	2,517,141	2,687,339	2,802,547	\$ 115,208	4.3%
Elementary Vice Principal Salaries	4,915,982	5,084,550	5,684,801	\$ 600,251	11.8%
Elementary Vice Principal Benefits	604,026	636,454	727,655	\$ 91,200	14.3%
Elementary Professional Development Provision	37,316	95,960	433,070	\$ 337,111	351.3%
SECONDARY					
Secondary Principal Salaries	4,417,369	4,625,914	4,515,858	\$ (110,056)	-2.4%
Secondary Principal Benefits	643,002	579,045	578,030	\$ (1,015)	-0.2%
Secondary Vice Principal Salaries	6,308,880	6,472,248	6,383,253	\$ (88,994)	-1.4%
Secondary Vice Principal Benefits	841,800	810,158	817,056	\$ 6,898	0.9%
Secondary Professional Development Provision	2,921	40,965	105,230	\$ 64,264	156.9%
SECRETARIES					
School Secretary Salaries	17,468,230	16,387,510	16,537,461	\$ 149,951	0.9%
School Secretary Benefits	5,115,720	5,569,757	5,643,811	\$ 74,054	1.3%
Supply Secretary Costs	920,870	1,239,129	1,239,129	\$ -	0.0%
OFFICE EXPENSES					
Principals & Vice Principal Expenses	25,796	36,770	37,320	\$ 550	1.5%
Principals & Vice Principal Mileage Expenses	67,021	130,000	130,000	\$ -	0.0%
School Office Supplies allocation	97,951	100,000	100,000	\$ -	0.0%
School Office Furniture, Equipment and Computers	239,811	575,800	90,000	\$ (485,800)	-84.4%
Orientation Centre, Program Ads	25,000	40,000	40,000	\$ -	0.0%
Course Reimbursement	-	20,000	20,000	\$ -	0.0%
School Telephones	806,230	1,131,765	1,198,500	\$ 66,735	5.9%
TOTAL	\$ 65,532,026	\$ 67,229,668	\$ 68,478,617	\$ 1,248,949	1.9%



2018-19 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Student Support Services

Expenditures	2016/17 Actuals	2017/18 Revised Estimates	2018/2019 Estimates	Difference	
				\$	%
Student Support Salaries	\$ 5,958,295	\$ 6,502,259	\$ 6,025,579	\$ (476,680)	-7.3%
Student Support Benefits	1,532,939	1,819,924	1,752,415	\$ (67,509)	-3.7%
Child Youth Worker Salaries	8,710,946	8,726,344	9,170,467	\$ 444,123	5.1%
Child Youth Worker Benefits	2,625,179	2,445,211	2,673,696	\$ 228,485	9.3%
Psychologist Salary	4,620,681	4,566,771	5,057,825	\$ 491,054	10.8%
Psychologist Benefits	1,150,546	1,279,656	1,500,136	\$ 220,481	17.2%
Social Worker Salaries	5,148,483	5,310,763	5,736,572	\$ 425,808	8.0%
Social Worker Benefits	1,215,862	1,488,130	1,672,526	\$ 184,396	12.4%
Speech & Language Salaries	3,621,813	3,670,912	3,741,856	\$ 70,944	1.9%
Speech & Language Benefits	886,315	1,028,627	1,090,957	\$ 62,330	6.1%
Elementary Lunchtime Student Supervisors	1,130,950	1,364,569	1,364,569	\$ -	0.0%
Translators & Interpreter Services	69,179	100,000	100,000	\$ -	0.0%
EAP Costing - Shepell	-	486,000	650,000	\$ 164,000	33.7%
Ontario Focused Intervention Partnership (OFIP) Tutoring	312,162	374,268	376,154	\$ 1,886	0.5%
School Effectiveness Framework	194,651	285,313	-	\$ (285,313)	-100.0%
Car Allowance	32,928	37,044	32,928	\$ (4,116)	-11.1%
Student Information Services Supplies	56,185	60,000	60,000	\$ -	0.0%
Mileage & Cellular Phone Provision	428,035	793,528	814,096	\$ 20,568	2.6%
Specialist High Skills Major (SHSM)	454,433	523,583	514,829	\$ (8,754)	-1.7%
TDSB Vision Services	341,452	424,852	424,852	\$ -	0.0%
Secondary Student Supervisors	1,636,154	1,629,967	1,696,537	\$ 66,570	4.1%
Contracted Child Support Workers	285,712	200,000	200,000	\$ -	0.0%
MISA - Managing Information for Student Achievement	66,256	66,263	66,421	\$ 158	0.2%
TOTAL	\$ 40,479,158	\$ 43,183,984	\$ 44,722,416	\$ 1,538,432	3.6%



2018-19 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Curriculum & Accountability

Expenditures	2016/17 Actuals	2017/18 Revised Estimates	2018/2019 Estimates	Difference	
				\$	%
Coordinators & Resource Teachers Salaries	\$ 3,932,986	\$ 4,592,974	\$ 4,955,822	\$ 362,849	7.9%
Coordinators & Resource Teachers Benefits	652,512	758,640	828,792	70,152	9.2%
Mobile Phone Provision	6,117	4,365	4,365	-	0.0%
Mileage Expenses	-	10,000	10,000	-	0.0%
Supplies & Resources					
Religion	32,951	56,485	56,485	-	0.0%
Physical Education	104,976	122,384	122,384	-	0.0%
Dramatic Arts	18,469	20,540	20,540	-	0.0%
Social Studies	-	16,261	16,261	-	0.0%
Math	15,887	28,242	28,242	-	0.0%
Language Arts	22,917	64,187	64,187	-	0.0%
Music	65,479	80,448	80,448	-	0.0%
French	38,356	39,368	39,368	-	0.0%
Visual Arts	27,671	32,521	32,521	-	0.0%
Co-operative Education	57,286	12,837	62,837	50,000	389.5%
Science & Family Studies	13,368	65,043	65,043	-	0.0%
Technological Studies	8,246	8,558	8,558	-	0.0%
Business Studies	947	6,746	6,746	-	0.0%
Curriculum & Accountability	114,566	126,663	126,663	-	0.0%
Library	3,015	38,512	38,512	-	0.0%
Media Services	-	17,117	17,117	-	0.0%
Research	135,019	145,491	145,491	-	0.0%
Guidance	7,522	34,233	34,233	-	0.0%
English as a Second Language	731	8,558	8,558	-	0.0%
TOTAL	\$ 5,259,022	\$ 6,290,173	\$ 6,773,174	\$ 483,000	7.7%

**2018-19 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION****Staff Development**

Expenditures	2016/17 Actuals	2017/18 Revised Estimates	2018/2019 Estimates	Difference	
				\$	%
Occasional Teacher Salaries & Benefits	\$ 99,437	\$ 300,000	\$ 300,000	\$ -	0.0%
New Teacher Induction Program (NTIP)	632,231	846,606	576,850	(269,756)	-31.9%
Professional Development Expenditures	294,441	243,577	243,577	-	0.0%
TOTAL	\$ 1,026,109	\$ 1,390,183	\$ 1,120,427	\$ (269,756)	-19.40%

2018-19 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Student Success

Expenditures	2016/17 Actuals	2017/18 Revised Estimates	2018/2019 Estimates	Difference	
				\$	%
Literacy					
Resource Materials	\$ 38,893	\$ 40,000	\$ 40,000	\$ -	0.0%
Meeting Expenses	7,638	59,000	59,000	-	0.0%
Professional Development - Occasional Teachers	255,343	225,000	225,000	-	0.0%
Professional Development - Student Success Learning Network	264,749	170,000	170,000	-	0.0%
Ontario Secondary School Literacy Test - 200 Days	17,160	30,000	30,000	-	0.0%
Conferences (Reading for the Love of it)	10,131	35,000	35,000	-	0.0%
Numeracy					
Resource Materials	17,281	95,000	95,000	-	0.0%
Meeting Expenses	11,313	40,000	40,000	-	0.0%
Professional Development - Occasional Teachers	187,287	265,000	190,000	(75,000)	-28.3%
Professional Development - Student Success Learning Network	212,832	190,000	190,000	-	0.0%
Pathways					
Resource Materials	35,083	35,000	35,000	-	0.0%
Meeting Expenses	1,717	20,000	20,000	-	0.0%
Professional Development - Occasional Teachers	10,454	140,000	140,000	-	0.0%
Professional Development - Student Success Learning Network	120,999	150,000	150,000	-	0.0%
Special Initiatives	102,778	210,000	155,619	(54,381)	-25.9%
Communications & Marketing	18,545	40,000	40,000	-	0.0%
Catholic Community Culture & Caring					
Resource Materials	21,494	40,000	40,000	-	0.0%
Meeting Expenses	34,983	50,000	50,000	-	0.0%
Professional Development - Occasional Teachers	534,007	330,000	330,000	-	0.0%
Special Initiatives	376,104	200,000	200,000	-	0.0%
Conferences	67,901	100,000	100,000	-	0.0%

2018-19 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Student Success

Expenditures	2016/17 Actuals	2017/18 Revised Estimates	2018/2019 Estimates	Difference	
				\$	%
Student Success Teams (SSTs)					
Resource Materials	355	20,000	20,000	-	0.0%
Meeting Expenses	42,595	40,000	40,000	-	0.0%
Professional Development - Occasional Teachers	195,243	187,000	187,000	-	0.0%
Supervisory Officer - Approved Days	675	140,000	140,000	-	0.0%
School Support	2,123	15,000	15,000	-	0.0%
Honorariums	-	10,000	10,000	-	0.0%
Supervisory Officer - Support	3,404	10,000	10,000	-	0.0%
Transportation	88,371	80,242	80,242	-	0.0%
TOTAL	\$ 2,679,460	\$ 2,966,242	\$ 2,836,861	\$ (129,381)	-4.4%



2018-19 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Special Education Departments

Expenditures	2016/17 Actuals	2017/18 Revised Estimates	2018/2019 Estimates	Difference	
				\$	%
SPECIAL SERVICES DEPARTMENT					
Special Equipment Amount (SEA)	\$ 1,643,422	\$ 3,504,402	\$ 3,463,013	\$ (41,389)	-1.2%
Special Services Department	210,996	225,368	225,368	-	0.0%
Fees & Services	62,410	100,040	100,040	-	0.0%
School Budget Allocations	108,772	165,686	165,686	-	0.0%
CURRICULUM SUPPORT UNITS					
North York	3,336	11,744	11,744	-	0.0%
Etobicoke	6,049	11,744	11,744	-	0.0%
Toronto	5,091	11,744	11,744	-	0.0%
Scarborough	5,845	16,244	16,244	-	0.0%
Social Worker Services	11,510	10,066	10,066	-	0.0%
Deaf & Hard Of Hearing	8,292	12,584	12,584	-	0.0%
Care & Treatment & Correctional Facilities (Section 23)	34,470	62,214	62,214	-	0.0%
Speech & Language	25,891	26,950	26,950	-	0.0%
Gifted Programs	50,291	11,744	11,744	-	0.0%
Autism Services	8,406	11,744	81,258	69,514	591.9%
Psychology Services	64,648	65,890	65,890	-	0.0%
TOTAL	\$ 2,249,431	\$ 4,248,164	\$ 4,276,289	28,125	0.7%



2018-19 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Safe School Team

Expenditures	2016/17 Actuals	2017/18 Revised Estimates	2018/2019 Estimates	Difference	
				\$	%
Office					
Mobile Phones & Parking	\$ 17,420	\$ 20,500	\$ 20,500	-	0.0%
Supplies, Photocopying, Printing Costs	44,440	44,500	44,500	-	0.0%
Resource Support					
Safe Schools Action Team, Symposium, Programs	12,149	25,000	25,000	-	0.0%
SRO Support	-	10,000	10,000	-	0.0%
Psychiatric Consultation (APPLE)	-	31,000	31,000	-	0.0%
Professional Development					
Safe Schools Certification Modules & Workshops	11,014	11,500	11,500	-	0.0%
Canadian Safe School Network Conferences	-	12,000	12,000	-	0.0%
Safe School Staff Conferences & Professional Development	2,697	10,000	10,000	-	0.0%
Shadow Box Learning Styles	395	17,000	17,000	-	0.0%
Safe Schools Joint Professional Development (OECTA)	-	20,000	20,000	-	0.0%
TOTAL	\$ 88,115	\$ 201,500	\$ 201,500	-	0.0%



2018-19 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Continuing Education

Expenditures	2016/17 Actuals	2017/18 Revised Estimates	2018/2019 Estimates	Difference	
				\$	%
Adult Credit Diploma (Day/Night)					
Salaries	\$ 2,006,033	\$ 2,240,672	\$ 2,399,655	158,983	7.1%
Benefits	148,598	174,000	159,000	(15,000)	-8.6%
Other Expenses	58,837	103,000	103,000	-	0.0%
Adult Credit Diploma-Msgr Fraser					
Salaries	400,909	540,000	555,000	15,000	2.8%
Benefits	51,558	100,000	85,000	(15,000)	-15.0%
Summer School					
Salaries	6,240,563	5,980,000	6,410,000	430,000	7.2%
Benefits	426,832	330,000	450,000	120,000	36.4%
Other Expenses	274,280	245,000	290,000	45,000	18.4%
Adult English as a Second Language (ESL) & Citizenship					
Salaries	2,433,918	2,500,000	2,150,000	(350,000)	-14.0%
Benefits	510,826	450,000	350,000	(100,000)	-22.2%
Other Expenses	758,000	780,440	644,190	(136,250)	-17.5%
International Languages					
Salaries	4,686,902	4,685,000	4,735,000	50,000	1.1%
Benefits	1,165,892	1,176,000	1,165,000	(11,000)	-0.9%
Other Expenses	41,336	45,000	45,228	228	0.5%



2018-19 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Continuing Education

Expenditures	2016/17 Actuals	2017/18 Revised Estimates	2018/2019 Estimates	Difference	
				\$	%
Language Instruction for Newcomers to Canada (LINC) / Ministry of Training, Colleges & University (MTCU)					
Salaries	2,111,265	2,237,519	2,207,519	(30,000)	-1.3%
Benefits	485,528	590,000	550,000	(40,000)	-6.8%
Other Expenses	1,546,291	1,404,360	1,529,360	125,000	8.9%
TOTAL	\$ 23,347,568	\$ 23,580,991	\$ 23,827,952	246,961	1.0%

2018-19 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Computer Services & Information Technology

Expenditures	2016/17 Actuals	2017/18 Revised Estimates	2018/2019 Estimates	Difference	
				\$	%
Salaries	\$ 6,284,718	\$ 6,817,994	\$ 6,834,232	16,239	0.2%
Benefits	1,656,503	1,877,382	1,933,917	56,535	3.0%
Supplies & Services					
Car Allowance	33,205	32,928	24,696	(8,232)	-25.0%
Membership Fees	-	9,088	9,330	242	2.7%
Printing	2,658	6,250	3,000	(3,250)	-52.0%
Repairs - Computer Technology	5,084	37,686	100,000	62,314	165.4%
Telephone	114,160	143,247	138,800	(4,447)	-3.1%
Data Communications	254,648	323,295	245,500	(77,795)	-24.1%
Office Supplies & Services	158,168	187,705	244,860	57,155	30.4%
Furniture & Equipment	4,051	216,033	32,250	(183,783)	-85.1%
Computer Lease	72,032	662,000	92,025	(569,975)	-86.1%
Contractual & Professional Services	170,020	313,784	486,500	172,716	55.0%
Software Fees & Licenses	3,152,260	3,999,651	5,181,860	1,182,209	29.6%
Computer Technology Maintenance Fee	39,002	121,251	9,126	(112,125)	-92.5%
School Computers & Printers (Purchase/Leasing costs)	1,400,593	2,248,970	3,377,175	1,128,205	50.2%
Academic Computer Repairs	121,464	373,000	490,000	117,000	31.4%
Network Equipment & Infrastructure	58,018	273,000	630,500	357,500	131.0%
WAN & Internet Service (including Amortization of WAN Project)	1,501,198	2,665,548	1,984,500	(681,048)	-25.6%
Systems Maintenance	289,676	209,482	1,200,829	991,347	473.2%
Investment in Information Technology	-	1,350,000	400,000	(950,000)	-70.4%
Academic Technology & Computer Studies	7,544	36,800	36,800	-	0.0%
Qlik Initiative	-	64,791	64,791	-	0.0%
TOTAL	\$ 15,325,001	\$ 21,969,885	\$ 23,520,691	1,550,805	7.1%



2018/19 Budget Consultation to TCDSB

As representatives and advocates for parents in the TCDSB, OAPCE Toronto is pleased to offer the following recommendations and inquiries regarding the draft TCDSB Budget for the 2018/19:

The following observations & queries were discussed during our consultation meeting TDCSB staff

1. **FTE Growth**, OAPCE expressed concerns regarding the pace of FTE growth of ~95 during 18/19. The budget includes hiring 2 HR professionals to accommodate the hiring of ~95 FTE. OAPCE is not supportive of hiring 2 HR FTE's to support the FTE growth, but rather leverage current HR resources to either allow slower organic compliment growth, alternatively current HR talent could be refreshed to support the hiring goals. Although we are in agreement with the hiring of retired Principals to support the process of new hiring, we do not support the amount of salary discussed for this task to be fulfilled.
2. **Support Staff, most importantly Child Youth Workers, Educational Assistants and Social Workers** – with the increase of Special Education Teachers, and the Ministry of Education's focus on Mental Health and Well-Being, as parents we recognize the need for our children and suggest that this be revisited.

3. **A multi year budget** would also be helpful in understanding how the current years budget ties into the Boards multi year strategic visions.
4. **Capital plan** OAPCE suggested that opportunities should be explored to generate energy savings through Solar Panels, Green & Cool roofs, leveraging government grants on both capital investment and eco friendly design. The Capital plan was not shared with OAPCE for review during the budget consultation. Upon completion, OAPCE would appreciate the opportunity to review and provide feedback on the Capital Plan.
5. **IT Strategic Plan**, OAPCE suggests seeking infrastructure investments to update telephone system which costs the board ~\$800k per year or nearly \$300 per month per school. A VoIP system would save the board a considerable amounts. Upon completion, OAPCE would like appreciate the opportunity to review and provide feedback on IT Strategic Plan.

We discussed the need for SAP (Finance) and Student Data System upgrades that we're required. OAPCE suggested partnering with Ontario Universities or Colleges to support the Requests for proposals for each of these significant core system upgrades.

Other General Queries

1. How has the actual spending in the current year aligned to the 2017/18 budget
2. Has sufficient amounts been invested to enhance curriculum, specifically for Math as it seems to be an area that can be improved.
3. How does feedback from Parents / Stakeholders get incorporated into the budget? What about Audit, how are issues raised by these groups incorporated into the budget and does a linkage exist.

4. What are the major changes from the prior year?
5. Any Risk's in the budget?
6. Do we have all the numbers on one page with a comparative from prior year? (Simpler version of the appendix)
7. Is there is a plan in order to increase the school's block budget as they were cut 35% when the board went into deficit 3 years ago.

The following Questions were discussed on the Appendix

1. Pg 47. What are Religious Resources of \$1.5m? What are the initiatives being worked on in this area? What and how should parents / students / teachers etc. see these come through? - *These costs were explained to be part of the fully alive program, however the increase from 2017 to 2018 to 2019 was being reviewed and may potentially reduced.*
2. Pg 48. What are School Nutritional Programs of \$100k? How does this impact the students? - *These cost were explain as being part of cost for administering nutritional programs where schools obtain grants.*
3. Pg. 49 School Telephones - Why so high? Seems like \$300 per month per school (200 schools) what's the nature of the expense and can't this be reduced? *See comments earlier.*
4. Pg. 59. Technology Seems to be increasing, what specifically are we doing to invest in technology? Long-term strategy is unclear.... should paper based resources be decreasing as these cost increase? If not why?
1. Licenses / Software 2. WAN / Internet 3. IT Investment *See comments earlier.*

We thank you for involving us in the consultation regarding the draft budget and always look forward to working with the TCDSB to ensure that the parent voice is present.

OAPCE Toronto Executive Team



REPORT TO

CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY COMMITTEE

2018-19 BUDGET ESTIMATES (VOLUMES 4, 5 INCLUDES NON-INSTRUCTIONAL)

“Therefore, there is now no condemnation for those who are in Christ Jesus, because through Christ Jesus the law of the Spirit who gives life has set you free from the law of sin and death.”

Romans 8:1-2

Created, Draft

May 29, 2018

First Tabling

June 6, 2018

Review

P. De Cock, Comptroller of Business Services & Finance

RECOMMENDATION REPORT

Vision:

At Toronto Catholic we transform the world through witness, faith, innovation and action.

Mission:

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

T. Robins
Acting Associate Director
of Planning and Facilities

L. Noronha
Executive Superintendent
of Business Services and
Chief Financial Officer

A. EXECUTIVE SUMMARY

As per the requirements set out in the Education Act, TCDSB's budget estimates are balanced. The 2018-19 Non-Instructional budget expenditure estimates appearing in volume IV is balanced; based on consensus enrolment and staffing projections, and calculated Grants for Student Needs (GSN) and Education Programs - Other (EPO) funding projections. Volume V provides a strategy by which, under the current legislation, the TCDSB may work towards further financial sustainability through a reserve strategy.

Two budget related reports have been submitted to facilitate Trustees with conflicts of interest on instructional related funding, at their own discretion, the opportunity to participate in non-instructional and reserve funding related discussions. Volumes I to III focus on both the overall budget as well as instructional related expenditures, while Volume IV focuses on non-instructional expenditures and Volume V on financial sustainability. The two reports and associated Volumes of the Budget Book are intended to be read together for a fulsome understand of the budget, but are separated for the purposes of public debate.

The projected enrolment and estimated GSNs provide the capacity to determine the TCDSB's non-instructional support service levels. The Education Act and its regulations concerning Board Administration and Governance, for example, upper expenditure limits and trustee's honoraria calculations, consequently prescribes TCDSB's service levels. The projected expenditures in the Non-Instructional expenditure category appear in the table below:

<i>Non-Instructional Expenditure Categories</i>	<i>2017-18 (\$M)</i>	<i>2018-19 (\$M)</i>	<i>Change (\$M)</i>
School Operations & Maintenance	95.9	98.1	2.2
Administration & Governance	27.7	28.5	0.8
Transportation	35.1	35.7	0.6
Other-Temporary Accommodations	3.2	0.1	3.3
Total	162.0	165.6	3.6

The 2018-19 Budget Estimates include additional discretionary investments in the Non-Instructional Expenditure Category. The 2018-19 GSN announcement considered service level increases to both non-discretionary and

discretionary areas of the Non-Instructional expenditure category budget. “Non-discretionary” investments are considered to be investments largely related to enrolment growth, restricted funding from the Province or required through arbitration settlements. “Discretionary” investments are generally those using remaining unrestricted GSN funding. The additional investments into the non-discretionary category primarily include investments for inflationary costs in utilities, fuel and provincial discussion table improvements to salary and benefits. It also includes a new Full Time Equivalent (FTE) for an Equity and Human Rights Advisor, which is a new restricted funded position by the Province. Recommended discretionary investments include funding for a Student Travel Planner (STP) and two FTE positions related to Human Resource Recruitment. A one-time investment from Accumulated Surplus in the amount of \$0.34M is also recommended for 2018-19.

The cumulative staff time required to prepare this report was 210 hours.

B. PURPOSE

1. This report has been prepared for the Board of Trustees in order to approve the 2018-19 Budget Estimates for Non-Instructional Expenditure Categories (Volume IV) and the Reserve Strategy (Volume V), appearing in the attached 2018-19 Budget Book.

C. BACKGROUND

1. ***Additional GSN increases in the Non-Instructional Expenditure Category are required in the future.*** The current GSNs do not adequately fund or mitigate ongoing cost pressures associated with inflation, utility and fuel rate increases, aging administrative facilities and information technology infrastructure upgrades. The 2018-19 GSNs also include funding for ongoing investments to meet prior year’s labour agreements for salary and benefits investments.
2. ***New Investments in the education sector and increased regulation of the education sector has increased TCDSB’s requirement for more service and support levels.*** The TCDSB was in a Multi-Year Recovery Plan (MYRP) for the last few years and difficult decisions reduced service levels across all functional areas of the board. As a result, the Non-Instructional Expenditure Category requires a moderate reinvestment of funds in order to mitigate current and future anticipated operational risks.

3. *Investments are recommended to continue providing the service levels necessary on the Non-Instructional side of operations to support the Instructional side.* Non-Discretionary investments are predominantly for utility increases, increases in transportation costs and labour related increases governed by collective agreements, but this year also includes a restricted funded position of a new Equity and Human Rights Advisor. Some minor discretionary investments are recommended to help bolster service levels in both the area of transportation safety and the HR capacity to recruit for vacancies predominantly found on the Instructional side of the organization. The following tables outline these proposed investments.

<i>Non-Discretionary GSN Investments in Non-Instructional Expenditures</i>	<i>FTE</i>	<i>(\$M)</i>
Equity and Human Rights Advisor	1.0	0.15
Total	1.0	0.15

<i>Discretionary GSN Investments in Non-Instructional Expenditures</i>	<i>FTE</i>	<i>(\$M)</i>
Student Travel Planner	0.0	0.05
Human Resources Recruitment Staff	2.0	0.22
Total	2.0	0.27

In addition to investments from the GSNs, the 2018-19 budget estimates recommend modest Non-Instructional strategic one-time investments from the Accumulated Surplus as follows to also help bolster operational readiness to address recruitment and absenteeism:

<i>Discretionary Surplus one time Investments in Non-Instructional Expenditures</i>	<i>(\$M)</i>
HR Recruitment	0.12
Retain School Board Cooperative Inc. (SBCI) Attendance Support Services	0.22
Total	0.34

D. BUDGET CONSULTATION RESULTS

1. The 2018-19 budget consultation survey was administered to stakeholders between April 27, 2018 to May 10, 2018. Four hundred and thirty five (435) stakeholders responded to the survey questions. Key questions posed for the Non-instructional areas focused on the areas of Transportation Services and Facilities.
2. For Transportation, 70% of those surveyed agreed or strongly agreed that TCDSB should continue to provide transportation services to non-qualifying and exceptional students. 55% of respondents also agreed that TCDSB should invest in a Student Travel Planning (STP) facilitator. Staff advise that these costs have been included in the current budget.
3. 62% of the respondents agreed or strongly agreed that their schools are clean and safe. On the question of maintaining school facilities, 97.6% agreed with this as a top priority. Staff advise that the current complement of custodial staff and various maintenance contracts have been maintained in the 2018-19 budget estimates.
4. In addition, there were budget presentations to a large number of TCDSB stakeholders. This included two rounds of consultations with Union and Federations, Audit committee, and the Ontario Association Parents in Catholic Education (OAPCE). An initial presentation was provided to the Special Education Advisory Committee (SEAC), but unfortunately due to some scheduling conflicts within SEAC a second round of consultation did not occur. Individual SEAC members were still invited to a subsequent consultation with OAPCE and Catholic Parent Involvement Committee (CPIC).
5. OAPCE was the only organization to provide a formal communication with regard to the budget consultation. That letter is appended at the end of this report. The communication describes a few issues and questions that were discussed during the meeting with staff. Finance and academic staff responded to these inquiries in-person. The most relevant part of this communication to the deliberation of the Non-Instructional part of the budget is that they are unsupportive of the hiring of two new FTEs for HR recruitment and are rather suggesting that capacity be found from within that Department. They are supportive of the onetime investment in hiring of retired Principals to assist with recruitment, but not the salary level allocated for these purposes. Finally, they

have made some suggestions on Information Technology (IT) related efficiencies that could be sought moving forward. Staff will take the IT suggestions in to consideration when approaching IT Strategic planning.

6. Staff responded to a great deal of questions and comments through these consultations and it was fruitful for both staff and stakeholders alike. Some exchange of information is still ongoing with some stakeholders (union groups) and members of SEAC, but staff recommend that the budget be approved as is and ongoing dialogue can continue and lead in to the 2019-20 budget process.

E. STAFF RECOMMENDATION

1. That the Board of Trustees approve a balanced budget with a base budget increase in the Non-Instructional Category by \$3.6M, inclusive of 3 new FTEs, as further detailed in Volume IV of the Budget Book.
2. That the Board of Trustees, for inclusion into the Non-Instructional Expenditure Category budget, approve a strategic one-time investment from Accumulated Surpluses of \$0.34M for Human Resource related initiatives, as further detailed in Volume IV of the Budget Book.
3. That the Board of Trustees approve the Reserve Strategy as detailed in Volume V of the Budget Book.

Toronto Catholic District School Board

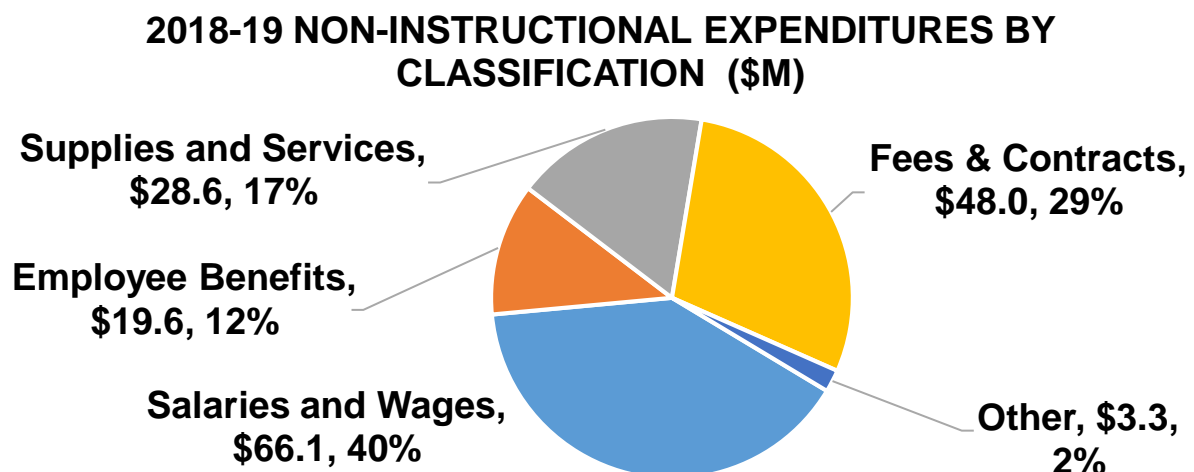
Volume IV: Non-Instructional Related Expenditures

Non-Instructional Expenditures are necessary to support student achievement and well-being

While the majority of TCDSB's expenditures are on Instructional related activities, there are several functions within the organization that are Non-Instructional in nature, but still play a critical role in providing safe and enriching environments for students. They are also key to ensuring that stewardship of the Board's physical assets and monies are provided for with a high degree of quality. Non-Instructional Operating Expenditures can be summarized in four main areas: Administration and Governance, Transportation, School Operations and Maintenance, and Other Expenditures. Appendix 4B provides a detailed breakdown.

Administration and Governance expenditures include costs such as operating the Board office (Catholic Education Centre) and central facilities, system-wide based staff and expenditures, including supervisory officers and their support staff. Transportation expenditures includes costs to transport students between home and school, as well as costs for late buses, clubs and sport teams events and field trips. School operations and maintenance includes custodial, maintenance and school operations staff salaries and benefits, utilities, insurance and other expenditures to maintain clean and safe school environments. Other expenditures include funding for special purpose projects.

The following chart provides an overview of Non-Instructional related Expenditures by functional class.



The chart below provides a comparison between the 2017-18 budget and the 2018-19 budget estimates by category. On the following page is a brief analysis of each line item (referenced by line #) explaining the differences between each year's budget. The largest increase is in School Operations and Maintenance, mainly due to inflationary pressures.

Non-Instructional Expenditures Increases / (Decreases) (\$000)

		2017/18 Budget Revised Estimates	Net Change Increase / (Decrease)	2018/19 Budget Estimates
	<u>Non-Instructional</u>			
1	Administration and Governance	\$27,727	\$746	\$28,473
2	School Operations & Maintenance	95,867	2,235	98,103
3	Transportation	35,145	588	35,733
	Sub-total Non-Instructional	158,739	3,569	162,309
	<u>Other</u>			
4	Temporary Accommodation	3,222	114	3,335
	TOTAL EXPENDITURES Non-Classroom	\$161,961	\$3,683	\$165,644

Non-Instructional Expenditures Variance Analysis

- 1 Board Administration and Governance category has increased by \$0.7M due to funded increases in salary and benefits costs of \$0.5M and Human Resource recruitment team of two FTE's for \$0.2M.
- 2 School Operations and Maintenance have increased by \$2.2M due to funded increases in salary and benefits of \$0.1M, utility costs of \$0.5M, insurance costs have increased by \$0.2M and maintenance and operating costs of \$1.4M.



- 3 Transportation costs have increased by \$0.6M mainly due to increased costs of contractual rate increases.
- 4 Temporary Accommodation costs have increased due to higher leasing costs of \$0.1M.

Highlights of New Investments include the following:

1. ***An addition of a Student Travel Planner.*** To build upon the experience and knowledge gained since the 2011 introduction of the School Travel Planning in TCDSB schools, and to fund an expanded STP Facilitator role to assist in completing the feasibility study and undertaking implementation of school-specific action plans designed to address traffic safety problems and promote sustainable modes of travel in TCDSB communities.
2. ***An addition of a Equity and Human Rights Advisor.*** The mandate of the Equity and Human Rights Advisor is to, through moral suasion, work with the Director of the Board and with the board's senior team in order to further foster cultures of respect for human rights and equity, and to help identify and address systemically based human rights and equity issues, and to make generally known the availability of regionally based concerns and complaints services and to, where appropriate, refer members of board communities to the service.
3. ***An increase in the HR Recruitment capacity.*** A 2014 Deloitte audit referenced the need for additional human and financial Recruitment resources as well as the need to leverage technology. 1000 external hires and 2500 internal hires were processed annually over the past 5 years. Two additional recruitment staff are required to maintain the unprecedented demand for new hires in the organization.
4. ***Increasing the base amount of the Trustee Honoraria.*** Increasing the base amount of the Trustee Honoraria from \$5,900 to \$6,300 annually per Provincial directive. It should be noted that this has been included for disclosure, but has no material impact on the budget.

The following tables provide detail of the new FTEs being recommended for inclusion in the 2018-19 budget. It provides the FTEs in terms of “Non-Discretionary” additions (based on restricted funding, legislative changes and arbitration settlements) as well as “Discretionary”.

<i>Non-Discretionary GSN Investments in Non-Instructional Expenditures</i>	<i>FTE (\$M)</i>	
Equity and Human Rights Advisor	1.0	0.15
Total	1.0	0.15

<i>Discretionary GSN Investments in Non-Instructional Expenditures</i>	<i>FTE (\$M)</i>	
Student Travel Planner	0.0	0.05
Human Resources Recruitment Staff	2.0	0.22
Total	2.0	0.27

An additional one-time strategic investment of \$0.3M is proposed from Accumulated Surpluses to address human resource issues related to recruitment and absenteeism. As the current complement, even with the two additional FTEs proposed, is expected to be unable to handle the work load of all new hires it is recommended that retired staff be hired on a short-term basis to help with the recruitment of staff. These investments are further detailed in Appendix 4A.

VOLUME IV - APPENDICES

Appendix 4A

2018-19 One-time Strategic Investments	
Investment Description	\$M
<u>Human Resource Recruitment Initiatives</u> Additional Human Resource capacity by engaging retired School Principals and Vice-Principals is required to ensure Recruiting Interview Panels possess the requisite skill sets and expertise. The increased volume of recruiting workload exceeds existing staffing capacity and negatively impacts upon staffing vacancy fill-rates.	0.120
<u>School Board Cooperative Inc. (SBCI) Attendance Support Services</u> Extend the contract with SBCI to address attendance management issues identified by TCDSB staff and recent internal audits as a high priority and significant cost and academic operational pressure. SBCI Support services will continue to organize and operationalize structural changes within the Sick Leave and Disability Department.	0.223
Total	\$0.343

2018-19 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

NON-CLASSROOM

Expenditures	2016/17 Actuals	2017/2018 Revised Estimates	2018/2019 Estimates	Difference	
				\$	%
Director's Office	5,643,978	5,945,986	6,005,181	\$ 59,195	1.0%
Communications	537,379	540,077	622,178	\$ 82,102	15.2%
Human Resources	5,121,653	6,053,069	6,283,453	\$ 230,384	3.8%
Business Administration	4,231,872	4,763,205	4,816,324	\$ 53,119	1.1%
Legal Fees	884,054	915,000	1,000,000	\$ 85,000	9.3%
Corporate Services	1,031,780	1,163,460	1,091,996	\$ (71,464)	-6.1%
Employee Relations	552,452	772,142	827,766	\$ 55,624	7.2%
Facilities Services & Planning Services	1,381,452	1,561,624	1,679,234	\$ 117,610	7.5%
Catholic Education Centre	1,612,379	2,518,323	2,586,256	\$ 67,932	2.7%
Transportation	33,319,894	35,145,198	35,732,608	\$ 587,410	1.7%
Operations & Maintenance	89,778,457	95,867,259	98,102,743	\$ 2,235,484	2.3%
Other Expenditures	119,437	124,106	125,262	\$ 1,156	0.9%
Temporary Accommodation		3,221,513	3,335,243	\$ 113,730	3.5%
Budgets Transferred to Classroom Instruction from Administration and Governance		3,370,491	3,435,884		
TOTAL	\$ 144,214,786	\$ 161,961,454	\$ 165,644,129	\$ 3,682,675	2.3%



2018-19 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Director's Office

Expenditures	2016/17 Actuals	2017/18 Revised Estimates	2018/2019 Estimates	Difference	
				\$	%
Director/Supervisory Officers Salaries	\$ 2,865,984	\$ 2,859,861	\$ 2,957,605	97,744	3.4%
Director/Supervisory Officers Benefits	824,075	939,059	878,113	(60,946)	-6.5%
Director & Supervisory Officers Professional Development	47,283	40,000	42,500	2,500	6.3%
Director & Supervisory Officers Other Expenses	63,303	51,912	43,680	(8,232)	-15.9%
Office Support Staff Salaries	909,850	824,456	850,226	25,770	3.1%
Office Support Staff Benefits	212,263	216,080	218,168	2,088	1.0%
Trustees & Student Trustees Honorariums	256,833	267,177	272,052	4,875	1.8%
Trustees & Student Trustees Other Expenses	126,744	377,680	373,077	(4,603)	-1.2%
OCSTA Annual Membership Fee	210,118	210,978	210,978	-	0.0%
OCSCOA Membership Fees	32,895	32,895	32,895	-	0.0%
Director's Office					
Printing	3,341	15,000	15,000	-	0.0%
Telephone	1,456	2,500	2,500	-	0.0%
Supplies	87,483	98,388	98,388	-	0.0%
Contractual Services	2,349	10,000	10,000	-	0.0%
TOTAL	\$ 5,643,978	\$ 5,945,986	\$ 6,005,181	59,195	1.0%



2018-19 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Communications

Expenditures	2016/17 Actuals	2017/18 Revised Estimates	2018/2019 Estimates	Difference	
				\$	%
Salaries	\$ 383,479	\$ 365,983	\$ 436,193	70,210	19.2%
Benefits	103,630	95,920	111,927	16,007	16.7%
Supplies & Services					
Car Allowance	11,369	12,348	8,232	(4,116)	-33.3%
Printing	6,145	7,500	7,500	-	0.0%
Telephone	3,385	4,000	4,000	-	0.0%
Supplies	29,371	54,326	54,326	-	0.0%
TOTAL	\$ 537,379	\$ 540,077	\$ 622,178	82,102	15.2%



2018-19 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Human Resources

Expenditures	2016/17 Actuals	2017/18 Revised Estimates	2018/2019 Estimates	Difference	
				\$	%
Salaries	\$ 3,558,325	\$ 4,072,019	\$ 4,253,986	181,967	4.5%
Benefits	967,887	1,067,227	1,091,587	24,360	2.3%
Central Temporary Staffing	150,295	85,000	85,000	-	0.0%
Summer Help (Temporary Staffing)	-	85,000	85,000	-	0.0%
Negotiation Costs	18,217	125,719	125,719	-	0.0%
New Teacher Induction Program NTIP Provision	50,000	50,000	50,000	-	0.0%
Workplace Safety Team Professional Development Fund	-	50,000	50,000	-	0.0%
Whistle Blower Security	-	75,000	75,000	-	0.0%
Central Bargaining - OCSTA	43,017	43,017	43,017	-	0.0%
Car Allowance	32,928	37,044	24,696	(12,348)	-33.3%
Professional Development	24,443	15,000	15,000	-	0.0%
Printing	7,362	8,000	8,000	-	0.0%
Telephone	9,493	10,000	11,406	1,406	14.1%
Supplies	72,081	97,250	97,250	-	0.0%
Recruitment of Staff	86,333	80,000	80,000	-	0.0%
Professional Services	61,953	82,811	117,811	35,000	42.3%
Software Fees & Licensing Fees	39,321	69,982	69,982	-	0.0%
TOTAL	\$ 5,121,653	\$ 6,053,069	\$ 6,283,453	230,384	3.8%



2018-19 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Business Administration

Expenditures	2016/17 Actuals	2017/18 Revised Estimates	2018/2019 Estimates	Difference	
				\$	%
Salaries	\$ 3,333,032	\$ 3,694,546	\$ 3,745,698	51,152	1.4%
Benefits	879,825	968,296	961,146	(7,150)	-0.7%
Supplies & Services					
Materials Management	8,295	9,116	9,116	-	0.0%
Payroll Services	27,186	28,920	28,920	-	0.0%
Business Services	31,675	37,328	46,444	9,116	24.4%
Printing Services	(264,409)	(100,000)	(100,000)	-	0.0%
Bank Charges & Other Fees	95,135	25,000	25,000	-	0.0%
Audit Fees	121,133	100,000	100,000	-	0.0%
TOTAL	\$ 4,231,872	\$ 4,763,205	\$ 4,816,324	53,119	1.1%

**2018-19 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION****Legal Fees**

Expenditures	2016/17 Actuals	2017/18 Revised Estimates	2018/2019 Estimates	Difference	
				\$	%
Legal Fees & Services - General Corporate & Safe Schools	\$ 70,198	\$ 150,000	\$ 150,000	-	0.0%
Legal Fees & Services - Employee Relations	620,861	450,000	500,000	50,000	-100.0%
Legal Fees & Services - Planning & Facilities	192,996	315,000	350,000	35,000	-100.0%
TOTAL	\$ 884,054	\$ 915,000	\$ 1,000,000	85,000	-100.0%



2018-19 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Corporate Services

Expenditures	2016/17 Actuals	2017/18 Revised Estimates	2018/2019 Estimates	Difference	
				\$	%
Salaries	\$ 735,059	\$ 781,241	\$ 727,782	(53,459)	-6.8%
Benefits	192,888	204,754	186,749	(18,005)	-8.8%
Professional Development	47,658	82,700	82,700	-	0.0%
Printing	1,156	1,200	1,200	-	0.0%
Telephone	1,870	2,000	2,000	-	0.0%
Supplies	36,620	26,088	26,088	-	0.0%
Contractual Services	12,412	57,861	57,861	-	0.0%
Software Fees & Licensing Fees	-	3,500	3,500	-	0.0%
Car Allowance	4,116	4,116	4,116	-	0.0%
TOTAL	\$ 1,031,780	\$ 1,163,460	\$ 1,091,996	(71,464)	-6.1%



2018-19 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Employee Relations

Expenditures	2016/17 Actuals	2017/18 Revised Estimates	2018/2019 Estimates	Difference	
				\$	%
Salaries	\$ 413,800	\$ 566,290	\$ 613,029	46,739	8.3%
Benefits	107,829	148,418	157,303	8,885	6.0%
Professional Development	5,766	7,500	7,500	-	0.0%
Printing	266	10,000	10,000	-	0.0%
Telephone	1,467	3,000	3,000	-	0.0%
Supplies	15,234	13,770	13,770	-	0.0%
Professional Services	7,747	19,048	19,048	-	0.0%
Car Allowance	343	4,116	4,116	-	0.0%
TOTAL	\$ 552,452	\$ 772,142	\$ 827,766	55,624	7.2%



2018-19 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Facilities Services & Planning Services

Expenditures	2016/17 Actuals	2017/18 Revised Estimates	2018/2019 Estimates	Difference	
				\$	%
Salaries	\$ 1,051,486	\$ 1,140,404	\$ 1,291,087	150,683	13.2%
Benefits	273,945	298,886	331,293	32,407	10.8%
Supplies & Resources					
Facilities Services Department	12,172	12,243	12,243	-	0.0%
Capital Development Department	3,527	3,500	3,500	-	0.0%
Planning Department	22,147	30,348	18,000	(12,348)	-40.7%
Development Services	6,948	11,227	7,111	(4,116)	-36.7%
Admissions Department	102	1,000	1,000	-	0.0%
Facilities Legal Services Department	8,626	10,000	10,000	-	0.0%
Capital Planning Capacity Program	2,498	54,016	5,000	(49,016)	-90.7%
TOTAL	\$ 1,381,452	\$ 1,561,624	\$ 1,679,234	117,610	7.5%

**2018-19 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION****Catholic Education Centre**

Expenditures	2016/17 Actuals	2017/18 Revised Estimates	2018/2019 Estimates	Difference	
				\$	%
Custodial Salaries	\$ 519,393	\$ 350,535	\$ 406,126	55,591	15.9%
Custodial Benefits	146,999	91,871	104,212	12,341	13.4%
CEC Facility Utilities & Maintenance	684,689	600,000	600,000	-	0.0%
CEC Amortization of Previous Building Improvements	261,298	1,475,917	1,475,917	-	0.0%
TOTAL	\$ 1,612,379	\$ 2,518,323	\$ 2,586,256	67,932	2.7%



2018-19 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Transportation

Expenditures	2016/17 Actuals	2017/18 Revised Estimates	2018/2019 Estimates	Difference	
				\$	%
Administrative Salaries	\$ 930,536	\$ 932,113	\$ 963,558	31,445	3.4%
Administrative Benefits	242,634	245,317	237,421	(7,897)	-3.2%
Temporary Assistance	-	57,000	57,000	-	0.0%
Office Supplies & Services	61,507	82,400	132,400	50,000	60.7%
TRANSPORTATION - REGULAR INSTRUCTION					
Music	34,673	36,571	37,303	731	2.0%
Outdoor Education	3,557	12,106	12,348	242	2.0%
Excursions for Handicapped Students	14,391	37,127	37,870	743	2.0%
Ontario Schools Deaf & Blind	-	37,439	38,188	749	2.0%
Regular Home to School	14,664,184	14,044,388	14,325,276	280,888	2.0%
Student Safety	43,037	92,911	94,769	1,858	2.0%
Safe Schools	8,957	10,609	10,821	212	2.0%
Kindergarten	-	-	-	-	0.0%
Remedial Language	129,363	133,244	135,909	2,665	2.0%
Regular Transit Fares for Scholars & Children	31,491	49,745	50,740	995	2.0%
Safe Schools Transit Fares (Scholars)	-	14,302	14,588	286	2.0%
Transit Fares for Adults	-	1,931	1,970	39	2.0%
Summer School	380,450	412,449	420,698	8,249	2.0%
Bilingual Program Transit Fares (Scholars & Children)	31,870	74,336	75,822	1,487	2.0%
Exceptional Circumstances (Tickets)	436,764	496,062	505,983	9,921	2.0%
Fuel Escalation Charge Provision	(75,550)	100,000	150,000	50,000	50.0%
Regular Home to School for New Routes	-	-	-	-	0.0%
Software Fees & Licenses	90,722	317,772	180,926	(136,846)	-43.1%
Physical Transportation	-	2,370	2,417	47	2.0%
Transportation Consortium	74,043	375,000	382,500	7,500	2.0%

2018-19 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Transportation

Expenditures	2016/17 Actuals	2017/18 Revised Estimates	2018/2019 Estimates	Difference	
				\$	%
TRANSPORTATION - SPECIAL EDUCATION					
Vision, Hearing & Speech	2,199,742	2,265,734	2,311,049	45,315	2.0%
Medical & Handicapped	7,955,385	8,194,047	8,357,927	163,881	2.0%
Special Education Transit Fares for Adults	3,801	12,228	12,473	245	2.0%
Developmentally Disabled Transit Fares for Scholars	8,983	7,903	8,061	158	2.0%
Special Transit Fares for Scholars & Children	165,735	116,456	118,786	2,329	2.0%
Developmentally Disabled	574,188	592,426	604,275	11,849	2.0%
Section 23 Programs	773,469	796,671	812,604	15,933	2.0%
Special Education	3,814,927	3,920,930	3,999,348	78,419	2.0%
Co-operative Education (Special Education & W/C) & Transit Tickets	721,035	967,823	987,179	19,356	2.0%
ONE-TIME TRANSPORTATION SERVICES					
One-time Transportation Services due to New School Construction	\$ -	\$ 705,788	\$ 652,399	(53,389)	-7.6%
TOTAL	\$ 33,319,894	\$ 35,145,198	\$ 35,732,608	587,410	1.7%



2018-19 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Operations & Maintenance

Expenditures	2016/17 Actuals	2017/18 Revised Estimates	2018/2019 Estimates	Difference	
				\$	%
Salaries	\$ 42,552,374	\$ 46,808,852	\$ 47,230,180	421,328	0.9%
Benefits	13,020,198	14,999,339	14,702,722	(296,617)	-2.0%
Utilities	19,894,334	18,544,856	19,068,893	524,037	2.8%
Insurance	2,228,839	2,200,000	2,350,000	150,000	6.8%
Professional Development Provision	73,275	37,806	126,751	88,945	235.3%
Printing and Photocopying	8,258	1,994	8,258	6,264	314.1%
Plant Operations Supplies	1,053,249	1,140,000	1,289,520	149,520	13.1%
Automobile Reimbursement	60,709	66,121	60,709	(5,412)	-8.2%
Travel Expense Allowance	110,166	124,537	110,166	(14,371)	-11.5%
Vehicle Fuel	119,691	120,064	130,000	9,936	8.3%
Repairs-Custodial Equipment	145,453	160,381	150,000	(10,381)	-6.5%
Telephone Expense	93,051	98,731	128,096	29,365	29.7%
Office Supplies and Services	36,275	34,624	41,275	6,651	19.2%
Maintenance Supplies and Services	3,499,503	3,993,749	4,201,000	207,251	5.2%
Vehicle Maintenance and Supplies	236,921	131,289	236,921	105,632	80.5%
Replacement Furniture & Equipment	409	92,608	256,151	163,543	176.6%
Additional Equipment - Vehicles	804	140,081	180,000	39,919	28.5%
Rental Lease Vehicles	53,978	51,073	75,000	23,927	46.8%
Other Professional Fees (Health & Safety)	169,585	93,121	169,585	76,464	82.1%
Other Contractual Services	6,421,384	7,028,033	7,587,516	559,482	8.0%
TOTAL	\$ 89,778,457	\$ 95,867,259	\$ 98,102,743	2,235,484	2.3%

**2018-19 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION****Other Expenditures**

Expenditures	2016/17 Actuals	2017/18 Revised Estimates	2018/2019 Estimates	Difference	
				\$	%
Parental Involvement Funding	117,806	122,106	123,262	1,156	0.9%
Partnership Development Department - Office Supplies & Services	1,631	2,000	2,000	-	0.0%
TOTAL	\$ 119,437	\$ 124,106	\$ 125,262	1,156	0.9%

Toronto Catholic District School Board

Volume V: Financial Sustainability

Financial Sustainability requires looking forward

School Board funding is almost entirely dependent on Provincial grants. A large portion of these grants remain stable year over year and therefore the TCDSB is able, to a certain extent, to consider its sustainability beyond an annual budget process. Historically, much concentration is placed on



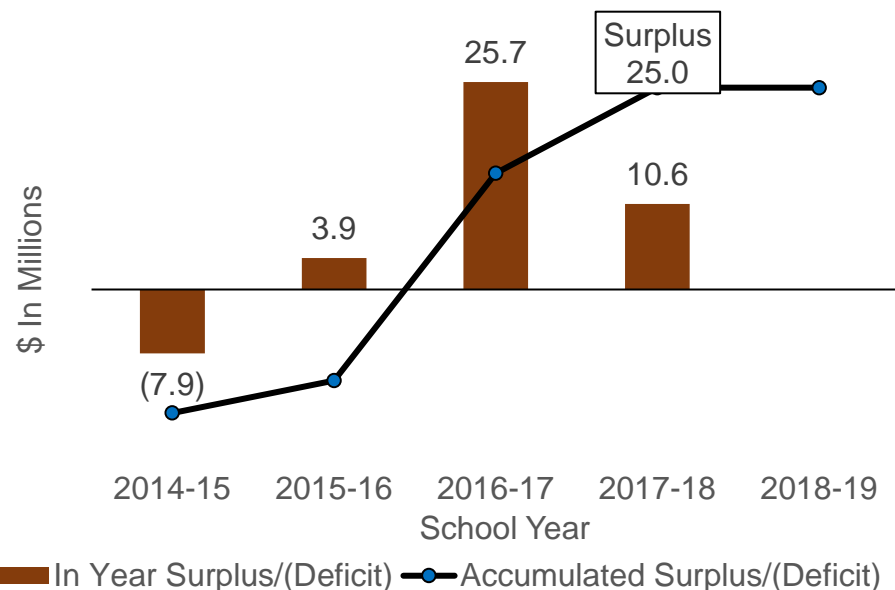
balancing the funding received by the Province with the planned expenditures for the year. Often a Board may face one-time increases or decreases in expenditures, which puts the budget out of balance. It also may be faced with “structural deficits” arising from legislative or labour arbitration decisions that essentially place an ongoing cost burden

that is greater than the funding received by the Province. In order to remain sustainable the TCDSB should consider funding strategies that are beyond an annual view and also that works within the current legislative permissions granted to it by the Province.

In isolation, an Accumulated Surplus is not a solution to Financial Sustainability

The mechanism by which most School Boards, including the TCDSB, mitigates against the risks of potential in-year deficits is by holding an “Accumulated Surplus”. These are the result of adding all of the previous year’s in-year surpluses and holding this sum of money as a type of “rainy day” fund that can be used to offset in-year deficits in future years.

TCDSB In-Year and Accumulated Surpluses / (Deficits)



The TCDSB made difficult decisions to eliminate various structural deficits in order to arrive at an expected Accumulated Surplus of \$25.0M at the end of the 2017-18 fiscal year. TCDSB Trustees were forward thinking in that they passed a motion that 1% of the Accumulated Surplus would be held as a form of contingency against future year deficits. This aligns with the Province's recommendation that a minimum of 1% be accumulated for these purposes. This year's budget process recommends taking this notion one step further to more fully embrace a sustainable path forward.

A Reserve Strategy is necessary to complement an Accumulated Surplus and mitigate the risk against in-year deficits

The Education Act allows School Boards to create something called "Reserves". These are special purpose type funds that are restricted to a specific type of expenditure and can be funded by the Accumulated Surplus. The TCDSB already has several of these types of reserve accounts, however the strategy to set these monies aside has not been previously formalized and occurs on an ad-hoc basis. This year staff are recommending that the strategy begin to be formalized so that funds from the Accumulated Surplus can be strategically set aside for potential future in-year deficits as well as for one-time large expenditures that can change from year to year. Investments in enterprise wide Information Technology (IT) systems is a good example of this.

New consolidated reserves are recommended to be created out of some existing ones

As stated earlier, the TCDSB has several reserves included in its 2017-18 Financial Statements. Many of these reserves are operational in nature and simply carryover projects/initiatives from previous years where the monies are yet to be spent. A full list of these reserves can be found in Appendix 5A. There are some reserves that lend themselves to being a part of larger strategic reserves. Those reserves concerning renewal of Administrative Facilities and IT Infrastructure make sense to consolidate and create two new strategic reserves as the projects may be phased over multiple years.

There are also areas for which TCDSB receives minimal grant funding and it is both logical and more sustainable to create strategic reserves to better plan for and implement related projects over the long term. In total, these reserves would be seeded with \$3.38M of funding. It should be noted that some of these monies may be in use within the 2017-18 fiscal year so the starting balances may be less than \$3.38M when beginning the 2018-19 fiscal year. Starting to build up these reserves will allow both Facilities and IT staff better flexibility to respond to priorities that may arise, which are not provided for through base budget GSN funding or EPO grants from the Ministry.

2018-19 New Consolidated Reserves (\$M)	
I.T. Infrastructure Reserve	\$2.18
Admin Facility Reserve	\$1.20
Total	\$3.38

One-time strategic investments are recommended for 2018-19 from the Accumulated Surplus

During the 2017-18 Revised Budget Estimate discussion, the Board of Trustees allocated various one-time strategic funding from the Accumulated Surplus. Before considering a further Reserve Strategy beginning in 2018-19, any further strategic one-time investments must be considered.

2018-19 One-Time Strategic Investments (\$M)	
IT Hardware Replacements	\$1.40
HR Recruitment Initiatives	\$0.12
SBCI Attendance Support Services	\$0.22
Total	\$1.74

For the 2018-19 fiscal year, staff are recommending in Volumes 3 and 4 of this Budget Book three one-time investments from the Accumulated Surplus totaling \$1.75M. All three investments have been assessed by Senior Staff as being high priority and critical to the success of the

organization moving in to the future. Staff believe that these are fiscally prudent investments given their broad impact on the organization.

The remainder of the Accumulated Surplus is recommended to be allocated to new Strategic Reserves

The 2017-18 Accumulated Surplus is expected to be \$25.0M. After deducting \$1.74M for one-time investments in 2018-19 this leaves a balance of \$23.26M. Further reducing this amount by an estimated ASO Benefit Surplus of \$10.50, leaves a balance to be allocated of \$12.7M. It is necessary to deduct the ASO Benefit Surplus until such time as that amount is confirmed by the Province. It is recommended that the \$12.7M be allocated to the following two Strategic Reserves: 1) Operating Contingency Reserve, and 2) IT Strategic Systems Reserve.

2018-19 New Strategic Reserves (\$M)	
Operating Contingency Reserve (<i>To max of 2% Contingency</i>)	\$11.20
IT Strategic Systems Reserve	\$1.50
Total	\$12.70

The Operating Contingency reserve is recommended to act as a contingency to offset future in-year deficits. \$11.2M is approximately 1% of TCDSB's operating budget and is in line with the motion approved by Trustees. This reserve is envisioned to operate with a minimum and maximum amount. The minimum would be 1% of the operating budget, while the maximum amount held in the reserve would be 2% of the operating budget. It should be noted that the Province has indicated that 2% is the optimal amount to be held in contingency.

The IT Strategic Systems Reserve, which is separate and distinct from the IT Infrastructure Reserve, is not for hardware replacement. Rather, it is to address long term financial planning for replacement of major enterprise wide systems. TCDSB is facing several challenges over the coming years with either completely replacing or upgrading large scale systems such as its Student Information System and its HR and Finance Enterprise system also known as "SAP". These are large multi-year and multi-million dollar investments that require careful implementation and financial planning to achieve. Some money exists in the base budget for this system work, but it is anticipated that the cost will greatly exceed the amounts allocated at this point. By creating an initial reserve with seed monies this should help to start a sustainable financial plan, but more will need to be allocated in future years.



In-Year surpluses are recommended to be apportioned to Strategic Reserves on a formula basis

In order to provide a framework by which accumulated surpluses are treated at year end, it is recommended that a formulaic approach is taken to allocate funding to strategic reserves. 50% of in-year surpluses are recommended to be allocated to the Operating Contingency Reserve as a contingency against future in-year deficits. As mentioned earlier, this contribution would continue until the reserve has reached its maximum of 2% of the operating budget. Once the maximum is attained, these funds would be redirected to other remaining reserves on a pro rata basis according to the formula or to any new strategic reserves that may be recommended in the future.

Another 40% is recommended to be allocated to the IT Strategic Systems Reserve. This once again gives recognition to the fact that the Board is going to face some severe funding challenges over the next 3-7 years as major enterprise systems are expected to be replaced or upgraded.

% Allocation of In-Year Surpluses to Strategic Reserves	
Operating Contingency Reserve	50%
IT Strategic Systems Reserve	40%
Admin Facility Reserve	5%
Student Equity Strategic Reserve	5%
Total	100%

A further 5% is recommended to be allocated to each of the Administrative Facility Reserve and a new Student Equity Reserve. The Administrative Facility Reserve is meant to largely help bolster the renewal activities for the Catholic Education Centre to which most EPO grants from the Province are ineligible. The Student Equity Reserve is a new strategic reserve being recommended to set aside monies that can be applied towards various equity initiatives across the Board. One-time increases to School Block Budgets in lower socio-economic areas of the Board is a good example of one such use, but other priorities, initiatives or projects may also arise in the future that could benefit from having funding set aside to fund equity related issues.

It should be noted that this formula would be applied by staff at year end, however should the Board of Trustees wish to adjust this formula in any given year, then a motion in that particular year could be passed to adjust the formula should a need arise to do so.

The reserve strategy is in its infancy and will require more work in the future

The reserve strategy recommendations described in this Volume of the 2018-19 Budget Book is only the start of the overall strategy. More work will be done over the next fiscal year to better define the strategy. For instance, more work will be done on a plan and multi-year budget for IT Strategic Systems investments as well as an IT asset replacement plan. An actual Reserve Policy is envisioned to be created and brought to the Governance and Policy Committee in 2018-19 so that policy and procedures are more well defined.

It is recommended that the above strategy be adopted for this fiscal year to ensure a philosophy of Financial Sustainability begins to emerge. As the largest publicly funded Catholic School Board, it is imperative that sustainability be of primary concern and that a degree of objectivity and transparency is also achieved in doing so.

VOLUME V - APPENDICES

Appendix 5A

List of Reserves	2016-17 Year End (\$M)
School Block Budget	2.20
Professional Development	0.16
Contract Support Workers	0.09
Trustee unspent Budgets Board Motion	0.04
Capital Planning Capacity	0.56
Playground Equipment	0.03
Catholic School Parent Council	2.06
Administrative Facilities*	1.20
IT Infrastructure*	2.18
Total Reserves	\$8.52

**New consolidated strategic reserves using balances from existing reserves related to administrative facilities and IT hardware replacement*



2018/19 Budget Consultation to TCDSB

As representatives and advocates for parents in the TCDSB, OAPCE Toronto is pleased to offer the following recommendations and inquiries regarding the draft TCDSB Budget for the 2018/19:

The following observations & queries were discussed during our consultation meeting TDCSB staff

1. **FTE Growth**, OAPCE expressed concerns regarding the pace of FTE growth of ~95 during 18/19. The budget includes hiring 2 HR professionals to accommodate the hiring of ~95 FTE. OAPCE is not supportive of hiring 2 HR FTE's to support the FTE growth, but rather leverage current HR resources to either allow slower organic compliment growth, alternatively current HR talent could be refreshed to support the hiring goals. Although we are in agreement with the hiring of retired Principals to support the process of new hiring, we do not support the amount of salary discussed for this task to be fulfilled.
2. **Support Staff, most importantly Child Youth Workers, Educational Assistants and Social Workers** – with the increase of Special Education Teachers, and the Ministry of Education's focus on Mental Health and Well-Being, as parents we recognize the need for our children and suggest that this be revisited.

3. **A multi year budget** would also be helpful in understanding how the current years budget ties into the Boards multi year strategic visions.
4. **Capital plan** OAPCE suggested that opportunities should be explored to generate energy savings through Solar Panels, Green & Cool roofs, leveraging government grants on both capital investment and eco friendly design. The Capital plan was not shared with OAPCE for review during the budget consultation. Upon completion, OAPCE would appreciate the opportunity to review and provide feedback on the Capital Plan.
5. **IT Strategic Plan**, OAPCE suggests seeking infrastructure investments to update telephone system which costs the board ~\$800k per year or nearly \$300 per month per school. A VoIP system would save the board a considerable amounts. Upon completion, OAPCE would like appreciate the opportunity to review and provide feedback on IT Strategic Plan.

We discussed the need for SAP (Finance) and Student Data System upgrades that we're required. OAPCE suggested partnering with Ontario Universities or Colleges to support the Requests for proposals for each of these significant core system upgrades.

Other General Queries

1. How has the actual spending in the current year aligned to the 2017/18 budget
2. Has sufficient amounts been invested to enhance curriculum, specifically for Math as it seems to be an area that can be improved.
3. How does feedback from Parents / Stakeholders get incorporated into the budget? What about Audit, how are issues raised by these groups incorporated into the budget and does a linkage exist.

4. What are the major changes from the prior year?
5. Any Risk's in the budget?
6. Do we have all the numbers on one page with a comparative from prior year? (Simpler version of the appendix)
7. Is there is a plan in order to increase the school's block budget as they were cut 35% when the board went into deficit 3 years ago.

The following Questions were discussed on the Appendix

1. Pg 47. What are Religious Resources of \$1.5m? What are the initiatives being worked on in this area? What and how should parents / students / teachers etc. see these come through? - *These costs were explained to be part of the fully alive program, however the increase from 2017 to 2018 to 2019 was being reviewed and may potentially reduced.*
2. Pg 48. What are School Nutritional Programs of \$100k? How does this impact the students? - *These cost were explain as being part of cost for administering nutritional programs where schools obtain grants.*
3. Pg. 49 School Telephones - Why so high? Seems like \$300 per month per school (200 schools) what's the nature of the expense and can't this be reduced? *See comments earlier.*
4. Pg. 59. Technology Seems to be increasing, what specifically are we doing to invest in technology? Long-term strategy is unclear.... should paper based resources be decreasing as these cost increase? If not why?
1. Licenses / Software 2. WAN / Internet 3. IT Investment *See comments earlier.*

We thank you for involving us in the consultation regarding the draft budget and always look forward to working with the TCDSB to ensure that the parent voice is present.

OAPCE Toronto Executive Team



REPORT TO

CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY COMMITTEE

DELEGATING OF AUTHORITY FOR APPROVAL OF SUMMER CONTRACT AWARDS 2018 (ALL WARDS)

"I can do all things through Him who strengthens me."
Philippians 4:13 (NRSVCE)

Created, Draft	First Tabling	Review
May 14, 2018	June 7, 2018	

M. Zlomislic, (Acting) Senior Coordinator, Capital Development
M. Farrell, Coordinator, Materials Management
P. de Cock, Comptroller, Business Services
F. Cifelli, D. Yack, J. Shanahan, J. Wujek, K. Malcolm, M. Caccamo, P. Aguiar, S. Campbell
Superintendents of Learning, Student Achievement and Well-Being
D. Friesen, (Acting) Executive Superintendent of Facilities Services

RECOMMENDATION REPORT

Vision:

At Toronto Catholic we transform the world through witness, faith, innovation and action.

Mission:

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

T.B.D.
Associate Director
of Planning and Facilities

L. Noronha
Executive Superintendent
of Business Services and
Chief Financial Officer

A. EXECUTIVE SUMMARY

During the summer period when there are no scheduled Committee or Board meetings, a number of consultant contracts and tenders will require Board approval under the Board Purchasing Policy in order to initiate the design and/or construction process for projects.

This report recommends that the Board delegate authority to the Director of Education or designate, and the Chair of the Board or designate, or the Chair of the Corporate Services Committee to award contracts for the months of June, July and August 2018.

Communication by email will be sent to the local school Trustee regarding the award of the contract.

The cumulative staff time required to prepare this report was 3 hours.

B. PURPOSE

1. Board approval is required for tender awards for new school construction, major additions and other projects for which a project budget has not been approved, or the approved project budget has been exceeded. During the summer period when the Board is not scheduled to meet, the Board typically delegates approval authority to the Director of Education or designate.
2. Timely contract approvals will facilitate the scheduling and implementation of major construction projects.

C. BACKGROUND

1. The Board Purchasing Policy FP01 provides delegation of authority to the Director of Education to approve the award of all contracts and expenditures where the budget, project or report has been approved by the Board with the exception of:
 - a. New school construction and major school additions;
 - b. Contracts that have exceeded the approved budget;
 - c. Significant strategic initiative.
2. In past years, in order to facilitate tender awards during the summer period when the Board and Committees do not meet, the Board has approved a

further delegation to the Director for tender awards for Facilities projects that fall under exceptions a and b above.

3. Capital project budgets are approved on an individual case basis by the Ministry and then submitted to the Board for approval prior to the completion of design development and tender issuance. Ministry approval of additional funding is required if a Capital project is over budget.
4. On December 13, 2017, the Board approved the 2016-2018 Revised School Renewal Plan with a total budget of \$106.9 M. The program is currently being implemented and there may be construction contracts awarded during the summer months. Under the Board's Purchasing Policy, the Director has the authority to award Renewal contracts where the global budget has been approved.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The Board typically delegates approval authority to the Director of Education during the summer period from June until August. An information report is provided to the Board in the following September.
2. In May 2015, the Board amended the recommendation to delegate authority to the Director to include the Chair or Vice-chair of the Board and the appropriate local school trustee as additional approvers for a contract award:
3. In May 2016, in order to ensure that the approval can be expedited during a period when the necessary parties may not be available, the Board approved delegation of authority to the Director of Education or designate and the Chair or Vice-Chair of the Board or the Chair of the Corporate Services Committee.

E. ACTION PLAN

1. Projects will be tendered individually and a report will be provided to Director's Council that recommends the contract awards.
2. The Director of Education or designate, in conjunction with the Chair or Vice-Chair of the Board, or the Chair of the Corporate Services Committee (typically by email), will be authorized by the Board to award the contracts during the months of June, July and August 2018.

3. The appropriate local School Trustee will be informed by email of an award of contract.

F. METRICS AND ACCOUNTABILITY

1. Capital project budgets are monitored through the Board's financial systems and audit processes and the financial status will be reported to the Ministry of Education annually through Capital Asset Project Template (CAPT) system.

G. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. Facilities staff will communicate and coordinate the scope of work, schedules and progress of the work with the appropriate Superintendent of Learning, Student Achievement and Well-Being, Principals and the Operations, ICT and Permits Departments.
2. Prior to the start of the summer, staff will meet with the Principal to advise them of the anticipated activities over the summer. If the construction commences during the summer, while the school is not in session, the status of the project will be communicated to the Principal by email. Staff will meet with the Principal at the end of August 2018 to coordinate the safe return of the staff and students to the site.
3. As per the Board's Good Neighbour Policy, a communication letter will be sent to the surrounding neighbours, Principal and local Trustee, as well as to the local councillor of a school prior to the start of construction.

H. STAFF RECOMMENDATION

That the Board delegate authority to the Director of Education or designate, and the Chair or Vice-Chair of the Board, or the Chair of the Corporate Services Committee, to award contracts for the months of June, July and August 2018.



REPORT TO

CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY COMMITTEE

NEW BAYCREST AVENUE CATHOLIC SCHOOL WARD 5 CONSULTANT AND PROJECT BUDGET APPROVAL

*"I can do all things through Him who strengthens me."
Philippians 4:13 (NRSVCE)*

Created, Draft	First Tabling	Review
May 29, 2018	June 6, 2018	

M. Zlomislac, Acting Senior Coordinator, Capital Development
M. Farrell, Coordinator, Materials Management
P. de Cock, Comptroller, Business Services
P. Aguiar, Superintendent of Learning, Student Achievement and Well-Being
D. Friesen, (Acting) Executive Superintendent of Facilities Services

RECOMMENDATION REPORT

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Director of Education

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Associate Director
of Academic Affairs

T. Robins
(Acting) Associate Director
of Planning and Facilities

L. Noronha
Executive Superintendent
of Business Services and
Chief Financial Officer

A. EXECUTIVE SUMMARY

This report recommends approval of a project budget of \$14,145,400.00 for the construction of a new 500 pupil place school on Baycrest Avenue, including previously completed feasibility studies and demolition of the existing Baycrest Public School, as detailed in Table 1 and Appendix A, subject to Ministry of Education approval.

This report also recommends approval of an increase to the professional services contract with DTAH Architects Limited, in the amount of \$137,542.09, including net HST, for redesign required due to the change of scope and site for the new Catholic school to be located on Baycrest Avenue instead of Carmichael Avenue, and the addition of child care to the project.

Funding previously approved by the Ministry of Education for the replacement of St. Margaret Catholic School is available from Proceeds of Disposition, Education Development Charges and Ministry Full Day Kindergarten and Child Care grants, as outlined in Table 1 and Appendix A, subject to Ministry approval of reallocation of the funds to a new school on Baycrest Avenue.

The cost of design work completed for a 641 pupil place replacement school for St. Margaret Catholic School on Carmichael Avenue, corresponding to the \$137,542.09 fee increase, and now considered a feasibility study, will be reallocated to Education Development Charges.

A request for unique site cost funding for Toronto Green Standard and other City of Toronto premiums will be submitted to the Ministry of Education following completion of preliminary design and costing.

The cumulative staff time required to prepare this report was 25 hours

B. BACKGROUND

1. On November 24, 2011, the Board approved the appointment of DTAH Architects Limited as the consultant for the replacement of St. Margaret Catholic School at a cost of \$983,408.51, including net HST, plus \$122,796.32 for a cost/benefit analysis of an addition vs. a new school (later reduced to \$79,897.61). (*Cap 2011 012*)

2. On April 30, 2014, the Ministry of Education (EDU) approved the utilization of Proceeds of Disposition (POD), unrestricted development levies and Full-Day Kindergarten (FDK) funding for a 641-pupil place replacement school for St. Margaret at 85 Carmichael Avenue for a total project cost of \$12,693,149.00.
3. Design and preliminary costing for a three-storey school were completed and in November 2015 a request was submitted to EDU for additional funding for underground parking, an accessible green roof and other unique site costs. No response was received to this funding request.
4. On September 15, 2016, following an indication by TDSB of intent to declare Baycrest Public School surplus to their needs, Associate Directors' Council approved a fee of \$12,259.00 (including net HST, later reduced to \$6,640.40), for a site fit study of the Baycrest Avenue property for the replacement St. Margaret Catholic School by DTAH Architects Limited. *(Cap 2016 001)*
5. On August 25, 2017, formal circulation of Baycrest Public School was received from Toronto Lands Corporation (TLC) and on September 15, 2017, TCDSB submitted an Expression of Interest in the property.
6. On November 9, 2017, Corporate Services, Strategic Planning and Property Committee approved a plan to keep the existing St. Margaret Catholic School located at 85 Carmichael Avenue open, and to construct a new 500-pupil place school and a child care centre at 145 Baycrest Avenue, subject to completion of the purchase of the site from TLC and Ministry of Education approval. As per the Board approval, the funds associated with the decrease in the number of pupil places will be utilized to retrofit the existing St. Margaret Catholic School.
7. An Agreement of Purchase and Sale between TLC and TCDSB for 145 Baycrest Avenue was signed on January 29, 2018, and the agreement was forwarded to EDU on February 2, 2018. EDU staff agreed verbally at a meeting with Board staff to support the use of POD and FDK funding previously approved for the replacement of St. Margaret for a new school on Baycrest Avenue, to be confirmed in writing upon submission of a formal request.

8. On March 27, 2018, a letter was submitted by the Director of Education to EDU to request approval to:
 - i. use \$8,818,031 of the previously approved POD and \$1,597,216 of the FDK grant to fund the benchmark cost of a smaller (500-pupil place) facility at 145 Baycrest Avenue;
 - ii. use the remaining \$1,272,284 of approved POD funds towards the construction of a new gymnasium at St. Margaret (at Carmichael) and;
 - iii. convert the existing under-sized gymnasium at St. Margaret to child care (previously approved as an addition) and use remaining child care funding towards the new gymnasium.

C. ACTION PLAN

1. Given their knowledge and understanding of the program brief, the site, the school community and City of Toronto requirements, Facilities staff recommend modifying the professional services contract with DTAH Architects, originally for a school on Carmichael Avenue, to continue with the design of the new school on Baycrest Avenue.
2. In February of 2018, DTAH provided a proposal outlining a cost of \$137,542.09 (including net HST) for the redesign of the new school for 500 pupil places (previously 641 pp) at the new site on Baycrest Avenue (previously on Carmichael Avenue), preparation of new Site Plan Approval submission documents, and the addition of a child care centre to the project.
3. Staff find the proposed redesign cost fair and reasonable. This represents the cost of design work completed to determine the feasibility of a 641-pupil place school on the Carmichael site and reallocation of this completed work to Education Development Charges (EDC's) as a feasibility study is recommended.
4. The estimated project budget for the new Baycrest Avenue Catholic School and Child Care is outlined in Table 1 below (refer to Appendix A for detailed breakdown):

Table 1

New Baycrest Avenue Catholic School Project Budget	<i>Funding Source</i>					Total
	POD	FDK	Child Care	EDC	Unique Site Costs*	
Feasibility Studies	\$ -	\$ -	\$ -	\$ 232,225	\$ -	\$ 232,225
Demolition Costs (incl. consulting)	\$ -	\$ -	\$ -	\$ 438,994	\$ -	\$ 438,994
Consulting Fees/Expenses for New Build	\$ 679,428	\$ 123,065	\$ 123,435	\$ 133,555	\$ 30,820	\$ 1,090,303
Municipal Permits and Fees	\$ 142,000	\$ 25,000	\$ 20,000	\$ 72,069	\$ -	\$ 259,069
TCDSB Allowances	\$ 368,180	\$ 30,972	\$ 90,428	\$ 17,000	\$ 17,727	\$ 524,307
Estimated Construction Cost	\$ 7,187,522	\$ 1,338,318	\$ 1,231,762	\$ 800,000	\$ 350,000	\$ 10,907,602
Contingency Allowance	\$ 440,902	\$ 79,861	\$ 77,138	\$ 75,000	\$ 20,000	\$ 692,900
TOTAL PROJECT COST	\$ 8,818,031	\$ 1,597,216	\$ 1,542,762	\$ 1,768,844	\$ 418,547	\$ 14,145,400

* Request for unique site cost funding to be submitted to EDU upon completion of preliminary design and costing

C. METRICS AND ACCOUNTABILITY

1. The Baycrest Avenue site is eligible to use EDC's to offset the cost of site preparation, including feasibility studies and demolition, as outlined in Table 1 and Appendix A.
2. EDU has funding available to address unique site costs not covered by EDC's and will consider providing additional funding to the Board based on the submission of a detailed estimate of these costs.
3. Following tendering, the project budget will be revised to reflect the actual tender price and Ministry approval and a report submitted for Board approval of the tender award and, if required, a revised project budget.
4. The project budget will be monitored through the Board's financial systems and audit processes and financial status will be reported to the Ministry of Education annually through the Capital Asset Project Template (CAPT) system.

D. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. Design will begin immediately for the new school and child care. It is anticipated that documents will be ready for Site Plan Approval submission early in 2019. The closing date for the purchase of the site from TLC is expected to be late spring or summer of 2019; however, TLC has given permission for TCDSB to submit an application for Site Plan Approval prior to the closing date.
2. The Agreement of Purchase and Sale for the Baycrest site includes a provision for lease back of the school by TDSB until renovations are completed at the former Sir Sanford Fleming Secondary School to accommodate Baycrest Public School students. The lease has recently been extended to December 2020, with an option for earlier termination if renovations are completed sooner, possibly September 2020.
3. Given the timeline for completion of the new accommodation for TDSB students and the Site Plan Approval process for the new Baycrest Catholic School, occupancy of the new school is anticipated to be September 2022.

4. St. Margaret grades 5-8 students will continue to be accommodated during renovations at Sir Sanford Fleming (Beatrice campus) by TDSB and after occupancy by TDSB students.
5. The school community will be consulted throughout the design process. A Local Design Committee meeting will be scheduled in September or October 2018 to review preliminary design concepts developed over the summer.
6. A Request for Proposals (RFP) has been issued for architectural services for the approved child care and proposed gymnasium addition at the existing St. Margaret Catholic School on Carmichael Avenue.
7. The Capital department will continue to provide monthly updates to the principal of St. Margaret Catholic School on both projects and these updates will be posted on the Board's website.

E. STAFF RECOMMENDATION

1. That a project budget of \$14,145,400.00 be approved for the construction of the new Baycrest Avenue Catholic School and Child Care, including previously completed feasibility studies and demolition of the existing Baycrest Public School, as detailed in Table 1 and Appendix A, subject to Ministry of Education approval.
2. That an increase to the professional services contract with DTAH Architects Limited, in the amount of \$134,634.00, plus net HST of \$2,908.09, for total increase of \$137,542.09, be approved, for redesign required due to the change of scope and site for the new Catholic school to be located on Baycrest Avenue instead of Carmichael Avenue, and the addition of child care to the project.

CAP 2017 016 APPENDIX A

New Baycrest Avenue Catholic School Project Budget	Funding Source					Total
	POD	FDK	Child Care	EDC	Unique Site Costs	
A. Feasibility Studies						
2012 Feasibility Study Addition vs New School	\$ -	\$ -	\$ -	\$79,818	\$ -	\$ 79,818
Carmichael Property/Topo Survey	\$ -	\$ -	\$ -	\$ 5,925	\$ -	\$ 5,925
2016 Site Fit Study Baycrest Site	\$ -	\$ -	\$ -	\$ 6,640	\$ -	\$ 6,640
2015 Feasibility Study Carmichael Site	\$ -	\$ -	\$ -	\$ 137,542	\$ -	\$ 137,542
Project Management	\$ -	\$ -	\$ -	\$ 2,299	\$ -	\$ 2,299
Total Feasibility Studies	\$ -	\$ -	\$ -	\$ 232,225	\$ -	\$ 232,225
B. Demolition Costs						
Consulting Fees & Expenses	\$ -	\$ -	\$ -	\$ 30,648	\$ -	\$ 30,648
Estimated Municipal Permits	\$ -	\$ -	\$ -	\$ 4,000	\$ -	\$ 4,000
Estimated Demolition Contract	\$ -	\$ -	\$ -	\$ 400,000	\$ -	\$ 400,000
Project Management	\$ -	\$ -	\$ -	\$ 4,346	\$ -	\$ 4,346
Total Demolition Costs	\$ -	\$ -	\$ -	\$ 438,994	\$ -	\$ 438,994
C. Consulting Fees/Expenses for New Build						
Site Preparation Related Fees & Studies:						
Civil Engineering - grading, SWM, services	\$ -	\$ -	\$ -	\$ 48,015	\$ -	\$ 48,015
Traffic Study	\$ -	\$ -	\$ -	\$ 25,540	\$ -	\$ 25,540
Survey/Studies (DSS, Geotech, Arborist, etc)	\$ -	\$ -	\$ -	\$ 25,000	\$ -	\$ 25,000
SPA Administration	\$ -	\$ -	\$ -	\$ 35,000	\$ -	\$ 35,000
Sub-total Site Preparation Fees & Studies	\$ -	\$ -	\$ -	\$ 133,555	\$ -	\$ 133,555
Basic Fees Expert Panel Building:						
Basic Fees	\$ 541,086	\$ 98,007	\$ 98,302	\$ -	\$ 24,545	\$ 761,940
Specialty Allowance	\$ 104,214	\$ 19,145	\$ 19,202	\$ -	\$ 6,275	\$ 148,835
Disbursements	\$ 34,128	\$ 5,913	\$ 5,931	\$ -	\$ -	\$ 45,972
Sub-total Fees Expert Panel Building	\$ 679,428	\$ 123,065	\$ 123,435	\$ -	\$ 30,820	\$ 956,747
Consulting Fees/Expenses for New Build	\$ 679,428	\$ 123,065	\$ 123,435	\$ 133,555	\$ 30,820	\$ 1,090,303
D. Other Soft Costs						
Municipal Permits and Fees:						
Estimated SPA Application Fee	\$ -	\$ -	\$ -	\$ 60,050	\$ -	\$ 60,050
Estimated Building Permit & Urban Forestry	\$ 142,000	\$ 25,000	\$ 20,000	\$ 6,400	\$ -	\$ 193,400
Hydro Design Fee	\$ -	\$ -	\$ -	\$ 5,619	\$ -	\$ 5,619
Subtotal Municipal Permits and Fees	\$ 142,000	\$ 25,000	\$ 20,000	\$ 72,069	\$ -	\$ 259,069
TCDSB Allowances:						
Furniture & Equipment	\$ 185,000	\$ 15,000	\$ 75,000	\$ -	\$ -	\$ 275,000
Caretaking Supplies	\$ 25,000	\$ -	\$ -	\$ -	\$ -	\$ 25,000
Data Integration	\$ 50,000	\$ -	\$ -	\$ -	\$ -	\$ 50,000
Moving/Set-up/Fire Safety Plan	\$ 20,000	\$ -	\$ -	\$ -	\$ -	\$ 20,000
Project Management	\$ 88,180	\$ 15,972	\$ 15,428	\$ 17,000	\$ 4,000	\$ 140,580
Senior City Planner	\$ -	\$ -	\$ -	\$ -	\$ 13,727	\$ 13,727
Subtotal TCDSB Allowances	\$ 368,180	\$ 30,972	\$ 90,428	\$ 17,000	\$ 17,727	\$ 524,307
Total Other Soft Costs for New Build	\$ 510,180	\$ 55,972	\$ 110,428	\$ 89,069	\$ 17,727	\$ 783,376
E. Construction Costs						
Site Preparation	\$ -	\$ -	\$ -	\$ 800,000	\$ -	\$ 800,000
Benchmark School Building	\$ 7,187,522	\$ 1,338,318	\$ 1,231,762	\$ -	\$ -	\$ 9,757,602
Toronto Green Standard/SPA Premium	\$ -	\$ -	\$ -	\$ -	\$ 350,000	\$ 350,000
Total Estimated Construction Cost	\$ 7,187,522	\$ 1,338,318	\$ 1,231,762	\$ 800,000	\$ 350,000	\$ 10,907,602
F. Project Contingency Allowance	\$ 440,902	\$ 79,861	\$ 77,138	\$ 75,000	\$ 20,000	\$ 692,900
TOTAL PROJECT COST (incl feasibility studies)	\$ 8,818,031	\$ 1,597,216	\$ 1,542,762	\$ 1,768,844	\$ 418,547	\$ 14,145,400
FUNDING (EDU/EDC)	\$ 8,818,031	\$ 1,597,216	\$ 1,542,762	\$ 1,768,844	TBD*	\$ 13,726,853

* Request for unique site cost funding to be submitted to EDU upon completion of preliminary design and costing



REPORT TO

CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY COMMITTEE

MINISTRY MEMO 2018: B11 – CAPITAL FUNDING FOR THE 2018-19 SCHOOL YEAR

“For I know the plans I have for you, declares the Lord, plans for welfare and not for evil, to give you a future and a hope.”, Jeremiah 29:11

Created, Draft	First Tabling	Review
May 28, 2018	June 6, 2018	Click here to enter a date.

J. Howley, Sr. Mgr. Planning and Accountability
M. Iafrate, Sr. Coordinator, Renewal
J. Volek, Acting Comptroller of Planning and Development Services
D. Friesen, Acting Executive Superintendent of Facilities Services

INFORMATION REPORT

Vision:

At Toronto Catholic we transform the world through witness, faith, innovation and action.

Mission:

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

Tim Robins
Acting Associate Director
of Planning and Facilities

L. Noronha
Executive Superintendent
of Business Services and
Chief Financial Officer

A. EXECUTIVE SUMMARY

This report is for the consideration of the Board and provides an overview of the TCDSB Capital Funding for the 2018-19 school year.

On April 27, 2018, the Ministry of Education issued memorandum: *2018: B11 – Capital Funding for the 2018-19 School Year (Appendix ‘A’)*, announcing the continuation of \$1.4 billion for school renewal for the fourth consecutive school year, an increase in the Land Priorities program from \$60 million to \$100 million, the Ministry’s intention to undertake engagement sessions in fall 2018 to address challenges related to growth and intensification unique to urban communities, as well as, results of Joint Use Studies.

The funding amounts allocated to the TCDSB for the 2018-19 school year is as follows:

Funding Source	Amount
School Condition Improvement (SCI)	\$34,503,100
Greenhouse Gas Reduction Fund (GGRF)	\$3,833,680
School Renewal Allocation (SRA)	\$704,708
* Capital Planning Capacity Program (CPC)	\$310,483
** Temporary Accommodation	\$4,055,968

Note: * CPC funding is incorporated into the operating budget reported on May 17, 2018: “*TCDSB 2018-2019 Budget Estimates*”.

** Temporary Accommodation is not included in the operating budget and is fully expended yearly by leased facility accommodation costs.

The cumulative staff time required to prepare this report was 4 hours

B. BACKGROUND

1. **April 5, 2018**, at the meeting of the Student Achievement and Well Being Committee, Capital Priorities funding projects approved by the Ministry were reported to the Board, “*Ministry of Education Capital Priorities Funding Announcement.*”

The funding announced in *2018: B11 – Capital Funding for the 2018-19 School Year* is intended mainly for renewal purposes.

2. **School Condition Improvement (SCI)**

TCDSB's allocation for SCI funding is **\$34,503,100**.

A capital renewal program is intended to assist Boards in revitalizing and renewing aged building components that have, or will exceed their useful life cycle. SCI funding has been allocated in proportion to the Board's total assessed five-year renewal needs and has been updated to reflect the latest available Ministry assessments from 2016.

3. **Greenhouse Gas Reduction Fund (GGRF)**

TCDSB's allocation for GGRF funding is **\$3,833,680**.

GGRF is a capital renewal and improvement program that allows Boards to renew aged building components, as well as, upgrade and/or enhance a facility to reduce, or support the reduction of, greenhouse gas emissions.

4. **School Renewal Allocation (SRA)**

The TCDSB's allocation for SRA funding is **\$704,708**.

SRA is a program that allows Boards to renew aged building systems and components such as roof replacement and HVAC systems, carry out capital improvements such as installing building automation systems, air-conditioning systems, as well as, program and accessibility related enhancements. SRA funding can also be used to address maintenance requirements such as painting, roof patching and pavement repairs.

5. **Supports for Urban Education**

The Ministry acknowledges the challenges related to urban growth and intensification. In response, the Ministry has announced they will commence an engagement this fall that will focus on supports for pupil accommodation in urban areas that are experiencing rapid growth and intensification.

Additionally, funding available through the Land Priorities program is increasing from \$60 million to \$100 million this coming year to support land acquisition for identified Capital Projects. Funding is requested through the Capital Priorities process to support projects where Education Development Charges are not available for land purchase.

6. **Joint Use Studies**

The Ministry has provided information and tools to assist Boards in undertaking Joint-Use school projects.

The **Experience Study** created by external consultants provides significant insights into the benefits and challenges of joint-use schools.

The **Joint-Use Schools Toolkit** is a reference document for Trustees and staff responsible for developing and implementing joint-use schools.

School boards are encouraged to utilize the aforementioned resources found on the Ministry website.

C. METRICS AND ACCOUNTABILITY

1. The annual Renewal Plan will be the subject of a report to Board in September 2018.
2. A concurrent report to this one titled *Greenhouse Gas Reduction Fund – Energy Retrofit Projects 2018-2019 (All Wards)* provides detailed information on the Boards use of the GGRF funding.
3. Staff must report all eligible expenditures in the VFA database; the Ministry mandated renewal tracking software.
4. Board staff will maximize the use of available funding in accordance with the guidelines set 2018: *B11 – Capital Funding for the 2018-19 School Year*.

D. CONCLUDING STATEMENT

This report is for the consideration of the Board.

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Ministry of Education

Office of the ADM
Capital and Business Support Division
900 Bay Street
20th Floor, Mowat Block
Toronto ON M7A 1L2

Ministère de l'Éducation

Bureau du sous-ministre adjoint
Division du soutien aux immobilisations et
aux affaires
900, rue Bay
20^e étage, Édifice Mowat
Toronto ON M7A 1L2



2018: B11

MEMORANDUM TO: Superintendents of Facilities
Superintendents of Business

FROM: Joshua Paul
Assistant Deputy Minister
Capital and Business Support Division

DATE: April 27, 2018

SUBJECT: Capital Funding for the 2018-19 School Year

I am writing to provide you with additional information about capital funding programs available to school boards for the 2018-19 school year that were not included in Memorandum 2018:B06 Grants for Student Needs (GSN) for 2018–19 and to provide an update on new and existing capital initiatives.

Key highlights include:

- Continuation of the historic investment in school renewal by maintaining funding at \$1.4 billion for the fourth consecutive school year.
- Increase in the Land Priorities program, from \$60 million to \$100 million, to support the land acquisition needs of all boards.
- Intention to undertake engagement sessions in fall 2018 to address challenges related to growth and intensification unique to urban communities.

1. School Condition Improvement (SCI)

SCI funding is a capital renewal program intended to help boards revitalize and renew aged building components that have exceeded or will exceed their useful life cycle. Many of these items will have been identified through the Ministry's School Facility Condition Assessment Program. For the 2018–19 school year, \$1 billion will continue to be allocated to school boards through this program with the following breakdown:

- School Condition Improvement (core program): \$900 million
- Greenhouse Gas Reduction Funding: \$100 million (see section 2 for details)

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This brings total funding committed through SCI, since 2011–12, to \$4.7 billion.

As in prior years, 2018–19 SCI funding has been allocated in proportion to a board's total assessed five-year renewal needs (relative to the provincial total). It has been updated to reflect 2016 assessments as posted on the Ministry of Education's website in October 2017, for schools open and operating in the 2018–19 school year. Funds have been allocated in this manner to address the identified state of repair.

Please see Appendix A for individual school board allocations.

Program Scope & Accountability

We would like to remind school boards of the appropriate use of SCI funds. As announced in Memorandum 2016: B13 – “New Renewal Funding to Keep Schools in a State of Good Repair”, starting in 2015–16, school boards are required to direct 70 percent of their SCI funds to address major building components (for example, foundations, roofs, windows) and systems (for example, HVAC and plumbing). The remaining 30 percent of SCI funding can continue to address the above listed building components or, alternatively, building interiors and surrounding site components (for example, utilities, parking and pavements).

Unspent funds in any given school year will be carried forward to the next school year and continue to follow the “70/30” rule. Please see the table below for the categories of restricted (70 percent) and discretionary renewal (30 percent) uses of SCI funding.

SCI Expenditure Categories by Component	Restricted Renewal 70%	Unrestricted Renewal 30%
A. Substructure (e.g. foundations, basement walls)	Yes	Yes
B. Shell/Superstructure (e.g. roofs, exterior walls and windows)	Yes	Yes
C. Interiors (e.g. stairs, floor finishes, ceilings)	No	Yes
D. Services (e.g. plumbing, HVAC, fire protection and electrical)	Yes	Yes
E. Equipment & Furnishings (fixed items only)	No	Yes
F. Special Construction & Demolition	No	Yes
G. Building Sitework (e.g. parking lots, site lighting, pavements)	No	Yes

SCI funds are to cover the repair and replacement of existing building systems. These funds are not intended to:

- support new construction or facility enhancements that expand the gross floor area of the facility or alter the original intended use of the facility;
- cover salary and wages of school board staff;
- purchase, retrofit or repair temporary accommodations;
- service debt; or

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- maintain or renew administrative facilities (this also applies to the annual School Renewal Allocation).

The ministry expects that school boards will spend their renewal funds on schools that need to remain open. For schools that are scheduled to be closed or are planned to be part of an upcoming pupil accommodation review, renewal funds should only be used to address renewal needs that could compromise the continuing operation of these schools in the short-term.

School boards are also reminded that all SCI-funded expenditures must be depreciable in nature and must be reported in VFA facility. Payments will be made twice a year based on reported expenditures.

*Note that the use of these funds is subject to audit and that the ministry will continue to publicly release all reported expenditures. The ministry may also choose to follow up on reported expenditures. Failure to provide details when requested will result in either claw back or the ministry withholding funds.

2. Greenhouse Gas Reduction Fund (GGRF) 2018–19

In April 2017, as part of Ontario's Climate Change Action Plan, the ministry launched the Greenhouse Gas Reduction Fund (GGRF). The Ministry is pleased to announce that this program will continue for the 2018-19 school year with another \$100 million made available to school boards for expenses incurred between **April 1, 2018 and March 31, 2019.**

The GGRF program is a capital renewal and improvement program that allows boards to revitalize and renew aged building components and upgrade / enhance the overall facility to improve operational efficiency. As this program is funded through Cap and Trade proceeds, expenditures under this program must reduce, or support the reduction of, greenhouse gas emissions.

GGRF allocation methodology is consistent with the core SCI program. Please see Appendix B for individual school board allocations.

Program Scope

Under this program, eligible facilities are board-owned facilities (third-party leases excluded) that are expected to remain open and operating for a minimum of five years. These facilities are:

- elementary schools;
- secondary schools; and
- administrative buildings.

Eligible expenditures under this program will support the replacement, renewal and installation of new energy efficient building components, which include: energy efficient lighting systems, HVAC systems/controls and other pre-defined enhancements to the building envelope. Please see Appendix C for a list of qualifying items that can be funded through this program.

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Note that **roofing** is not an eligible expenditure under the 2018–19 GGRF program. However, roof insulation can still be funded under this program.

Remember that **this is a time limited program** for eligible expenditures incurred between April 1, 2018 and March 31, 2019. A board's allocation **cannot be carried forward beyond the program end date.**

GGRF Program Timelines	Start Date	End Date
	April 1, 2018	March 31, 2019

Accountability and Reporting

The GGRF has been established to support the reduction of GHG emissions and is being funded through proceeds from the government's Cap and Trade auctions. Bylaw, Cap and Trade proceeds must be invested in projects that reduce GHG emissions and all initiatives funded through these proceeds must report on their GHG reductions.

Eligible expenses must be reported in VFA facility using the GGRF funding source to be reimbursed. Reporting will occur as part of your 2017–18 Financial Statements and 2019 March Report.

These funds are to repair, replace or install building systems that have a proven impact on the reduction of GHG emissions. These funds are **not** intended to:

- fund operational or maintenance expenses;
- support new construction or facility enhancements that expand the gross floor area of the facility or the original intended use of the facility;
- cover salary and wages of school board staff; or
- service debt.

Note that the use of these funds is subject to audit. The ministry may also choose to follow up on reported expenditures. Failure to provide details when requested will result in either claw back or the ministry withholding funds.

Reporting of Estimated Expenditures

As this is a time-limited initiative and funds will not be carried forward to future periods, the ministry will be carefully reviewing planned expenditures reported under a board's 2018-19 Estimates in EFIS. **Reporting for GGRF in EFIS is due June 29, 2018.**

As part of reporting for 2018–19 Estimates, boards are required to adjust their available room (board allocation) under the GGRF program to reflect expenditures expected to be incurred in the 2017–18 school year (April 1, 2018 to August 31, 2018) and also specify planned expenditures over the 2018–19 school year (September 1, 2018 to March 31,

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2019). This will identify to the ministry your total estimated expenditures under this program.

Note: Failure to report this information will imply that your board will not be making use of the funds allocated under the GGRF. Funding allocations that are not intended to be used by a board, or are not included in a board's estimates due to a board's failure to report, may be redistributed to other boards in proportion to their original share.

3. School Renewal Allocation (SRA)

The SRA is a multi-faceted program that allows boards to:

- Revitalize and renew aged building systems and components: e.g. roof replacement and replacing of aged HVAC systems.
- Undertake capital improvements: e.g. install new building automation systems and air-conditioning systems, address program related needs and invest in accessibility related enhancements (e.g. ramps, elevators, electronic door opening systems).
- Address maintenance requirements: e.g. painting, roof patching and pavement/parking repairs.

For the 2018-19 school year, the ministry is projected to provide \$361 million through the SRA. This amount includes the additional \$40 million that has been committed to SRA each year since 2015–16. For 2018–19, the additional \$40 million investment has been applied to the renewal cost benchmark.

As a result, the benchmark renewal costs have been increased by 15% to:

- The benchmark renewal cost for schools < 20 years of age is: \$9.10 per m².
- The benchmark renewal cost for schools ≥ 20 years of age is: \$13.64 per m².

The additional funding has been split with 40 percent of the funds allocated towards maintenance type expenditures (e.g. painting) and the remaining 60 percent of the funds allocated towards expenditures that are capital in nature (e.g. roof repair, accessibility enhancements, portable repair). While the additional maintenance funds can be put towards capital investments, the additional capital funds cannot be put towards maintenance items. Unspent SRA funds in any given school year will be carried forward to the next school year. Any unspent maintenance funds will be carried forward to address operating/maintenance expenditures in the next school year.

Please see Appendix D to review your additional maintenance funding under this allocation.

4. Supports for Urban Education

During our rural and northern engagements, we heard from a number of stakeholders regarding the unique challenges related to growth and intensification that are unique to our province's large urban communities. This includes the challenges faced by school

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boards and municipalities with planning, partnering and building schools in these changing communities and the financial tools available to support this work. In response, the Ministry of Education is pleased to announce the following:

- **Urban Student Accommodation Engagement:** The government will undertake an engagement this fall focusing on supports for pupil accommodation in urban areas experiencing rapid growth and intensification, including Education Development Charges.
- **Land Priorities Enhancement:** The government will increase the amount of funding available through its Land Priorities program from \$60 million to \$100 million this coming year. This will support land acquisition for all boards, including those dealing with rapid enrolment growth in urban, densely populated areas within their boundaries.

5. Capital Planning Capacity Program

The Capital Planning Capacity (CPC) program, which was originally announced in memorandum **2015: B03** to help school boards undertake a range of capital planning related activities, will continue into the 2018–19 school year. For 2018–19, board funding levels have been maintained from the previous school year.

The funding allocation for the CPC program is designed to support school boards in two main areas: Capacity Building and Data Management. While CPC funds have been allocated based on these two distinct program areas, school boards have the flexibility to spend their full CPC allocation according to their capital planning needs and priorities.

As a reminder, Capacity Building funding is intended to:

- Ensure boards develop capital plans to effectively manage excess capacity in their schools;
- Identify and develop potential facility partnership opportunities in underutilized schools that have been deemed by the board as being viable to support such arrangements; and
- Provide support to hire third-party mediation services to facilitate municipal/board planning discussions and to support cooperative planning.

Data Management funds are intended to support the hiring of additional resources for:

- VFA facility updates; and
- School Facilities Inventory System updates.

Please see Appendix E to review your funding under this program.

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6. Temporary Accommodation

In 2010–11, the Ministry introduced a new allocation to address the estimated annual cost of temporary accommodation previously charged to boards' New Pupil Places Grant. This approach will continue in 2018–19 with up to \$40 million based upon a combination of expected lease costs reported by a board and a model of portable need activity. This funding may be used for portable moves, leases and purchases, as well as for lease costs for permanent instructional space. This funding will be flowed as expenses are reported through the Education Financial Information System (EFIS).

The portable funding model is based on a three-year history of school specific portable counts as reported in the School Facilities Inventory System (SFIS). Where boards had net board-wide additional portables, these were modelled as new portable purchases at \$120,000 per portable. Where boards had additional portables at schools offset by decreased portables at other schools, these were modelled as portable relocations at \$30,000 per portable. For example, if a board averaged 8 portable additions and 5 portable removals over the three-year history, the Temporary Accommodation allocation was calculated as \$510,000 (three portable purchases at \$120,000 each and five portable relocations at \$30,000 each). In order to ensure fair and accurate temporary accommodation funding in future years, it is recommended that boards reflect any changes to their portable inventory in SFIS before January 31st each year.

As introduced in 2016-17, unspent funds of a board's Temporary Accommodation allocation from the previous year will be carried forward and placed in deferred revenue for spending on temporary accommodation.

Expected lease costs are calculated by summing the board's Revised Estimates for Portable Leasing Costs and Operating Lease Cost for Instructional Space. As a reminder, pursuant to section 171 of the *Education Act*, boards are required to seek Minister's approval prior to leasing space to/from colleges or universities for the purposes of pupil accommodation.

Please see Appendix F for the board-by-board allocations.

7. Joint Use Studies

As originally announced in Memorandum 2016: B04: Capital Planning Capacity Program 2015-16 and 2016-17, the ministry procured external consultants to undertake a Joint-Use Schools Experience Study and develop a Joint-Use Schools Toolkit.

The Experience Study and the Toolkit are now complete and will be made available to all school boards at the following link:

<https://efis.fma.csc.gov.on.ca/faab/CapitalPrograms.htm>

This Experience Study provides significant insights into the benefits and challenges of those involved in joint-use schools. It captures the unique joint-use experiences of

APPENDIX 'A'

students, parents, school principals/vice-principals, school board administration and municipalities.

The Joint-Use Schools Toolkit is a reference document for School Board Trustees, School Board Administrators and Staff responsible for developing and implementing joint-use schools. The Toolkit provides school board staff with: 1) a how-to-guide for creating, designing, constructing and operating a joint-use school; 2) key conditions of success; and key legal agreement frameworks for joint-use schools.

School boards are encouraged to utilize these resources when considering joint-use opportunities.

8. Capital Funding Guide

For the 2018-19 school year, the ministry intends to release a comprehensive Capital Funding Guide, with applicable accountability rules, to ensure school board staff can readily access details pertaining to the various funding supports that are available to address their boards' day-to-day needs.

For questions about any of the information included in this memorandum, please contact:

Hitesh Chopra, Manager(A) (416) 325-1887 / Hitesh.Chopra@ontario.ca	School Condition Improvement Greenhouse Gas Reduction Fund School Renewal Allocation Capital Planning Capacity
Diamond Tsui, Senior Policy Analyst (416) 325-2017 / Diamond.Tsui@ontario.ca	Temporary Accommodation
Paul Bloye, Director Capital Programs 416-325-8589 Paul.Bloye@ontario.ca	Supports for Urban Education

Sincerely,

Original signed by:

Joshua Paul
Assistant Deputy Minister
Capital and Business Support Division

cc: Directors of Education

APPENDIX 'A'

Appendix A: 2018–19 School Condition Improvement (\$900 million)

Board ID	Board Name	SCI
1	DSB Ontario North East	7,865,680
2	Algoma DSB	10,289,590
3	Rainbow DSB	11,612,340
4	Near North DSB	4,349,550
5A	Keewatin-Patricia DSB	7,496,300
5B	Rainy River DSB	4,024,360
6A	Lakehead DSB	8,820,470
6B	Superior-Greenstone DSB	4,487,750
7	Bluewater DSB	8,821,280
8	Avon Maitland DSB	7,491,260
9	Greater Essex County DSB	22,703,400
10	Lambton Kent DSB	14,778,760
11	Thames Valley DSB	42,045,130
12	Toronto DSB	227,107,490
13	Durham DSB	20,843,880
14	Kawartha Pine Ridge DSB	9,218,450
15	Trillium Lakelands DSB	7,508,300
16	York Region DSB	19,522,250
17	Simcoe County DSB	10,550,150
18	Upper Grand DSB	7,100,050
19	Peel DSB	59,837,520
20	Halton DSB	17,674,030
21	Hamilton-Wentworth DSB	19,429,360
22	DSB of Niagara	12,332,730
23	Grand Erie DSB	11,152,120
24	Waterloo Region DSB	14,421,650
25	Ottawa-Carleton DSB	45,844,290
26	Upper Canada DSB	15,674,990
27	Limestone DSB	11,525,410
28	Renfrew County DSB	5,633,490
29	Hastings and Prince Edward DSB	10,855,450
30A	Northeastern Catholic DSB	2,199,460
30B	Nipissing-Parry Sound Catholic DSB	1,515,460
31	Huron-Superior Catholic DSB	2,214,590
32	Sudbury Catholic DSB	4,469,780
33A	Northwest Catholic DSB	1,091,190
33B	Kenora Catholic DSB	1,140,150

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Board ID	Board Name	SCI
34A	Thunder Bay Catholic DSB	5,163,670
34B	Superior North Catholic DSB	1,962,730
35	Bruce-Grey Catholic DSB	551,070
36	Huron Perth Catholic DSB	483,580
37	Windsor-Essex Catholic DSB	7,552,780
38	London District Catholic School Board	4,754,270
39	St. Clair Catholic DSB	4,021,780
40	Toronto Catholic DSB	34,503,100
41	Peterborough V N C Catholic DSB	2,124,850
42	York Catholic DSB	9,830,850
43	Dufferin-Peel Catholic DSB	15,535,800
44	Simcoe Muskoka Catholic DSB	2,083,500
45	Durham Catholic DSB	4,205,450
46	Halton Catholic DSB	4,763,730
47	Hamilton-Wentworth Catholic DSB	7,037,970
48	Wellington Catholic DSB	982,070
49	Waterloo Catholic DSB	7,042,310
50	Niagara Catholic DSB	10,826,630
51	Brant Haldimand Norfolk Catholic DSB	2,247,130
52	Catholic DSB of Eastern Ontario	3,458,330
53	Ottawa Catholic DSB	13,654,080
54	Renfrew County Catholic DSB	3,430,240
55	Algonquin and Lakeshore Catholic DSB	4,222,700
56	CSD du Nord-Est de l'Ontario	436,250
57	CSP du Grand Nord de l'Ontario	3,665,380
58	CS Viamonde	8,702,100
59	CÉP de l'Est de l'Ontario	3,802,100
60A	CSD catholique des Grandes Rivières	8,402,880
60B	CSD catholique Franco-Nord	2,615,460
61	CSD catholique du Nouvel-Ontario	5,579,750
62	CSD catholique des Aurores boréales	252,630
63	CS catholique Providence	3,096,660
64	CS catholique MonAvenir	5,488,780
65	CSD catholique de l'Est ontarien	6,758,050
66	CSD catholique du Centre-Est de l'Ontario	7,113,230

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Appendix B: 2018–19 Greenhouse Gas Reduction Fund (\$100 million)

Board ID	Board Name	GGRF
1	DSB Ontario North East	873,960
2	Algoma DSB	1,143,280
3	Rainbow DSB	1,290,260
4	Near North DSB	483,280
5A	Keewatin-Patricia DSB	832,920
5B	Rainy River DSB	447,160
6A	Lakehead DSB	980,050
6B	Superior-Greenstone DSB	498,640
7	Bluewater DSB	980,140
8	Avon Maitland DSB	832,360
9	Greater Essex County DSB	2,522,600
10	Lambton Kent DSB	1,642,090
11	Thames Valley DSB	4,671,680
12	Toronto DSB	25,234,160
13	Durham DSB	2,315,980
14	Kawartha Pine Ridge DSB	1,024,280
15	Trillium Lakelands DSB	834,250
16	York Region DSB	2,169,140
17	Simcoe County DSB	1,172,240
18	Upper Grand DSB	788,900
19	Peel DSB	6,648,610
20	Halton DSB	1,963,780
21	Hamilton-Wentworth DSB	2,158,810
22	DSB of Niagara	1,370,300
23	Grand Erie DSB	1,239,130
24	Waterloo Region DSB	1,602,400
25	Ottawa-Carleton DSB	5,093,810
26	Upper Canada DSB	1,741,670
27	Limestone DSB	1,280,600
28	Renfrew County DSB	625,950
29	Hastings and Prince Edward DSB	1,206,160
30A	Northeastern Catholic DSB	244,390
30B	Nipissing-Parry Sound Catholic DSB	168,390
31	Huron-Superior Catholic DSB	246,070
32	Sudbury Catholic DSB	496,650
33A	Northwest Catholic DSB	121,240
33B	Kenora Catholic DSB	126,690
34A	Thunder Bay Catholic DSB	573,740

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Board ID	Board Name	GGRF
34B	Superior North Catholic DSB	218,090
35	Bruce-Grey Catholic DSB	61,230
36	Huron Perth Catholic DSB	53,740
37	Windsor-Essex Catholic DSB	839,200
38	London District Catholic School Board	528,250
39	St. Clair Catholic DSB	446,860
40	Toronto Catholic DSB	3,833,680
41	Peterborough V N C Catholic DSB	236,090
42	York Catholic DSB	1,092,320
43	Dufferin-Peel Catholic DSB	1,726,200
44	Simcoe Muskoka Catholic DSB	231,500
45	Durham Catholic DSB	467,270
46	Halton Catholic DSB	529,300
47	Hamilton-Wentworth Catholic DSB	782,000
48	Wellington Catholic DSB	109,120
49	Waterloo Catholic DSB	782,480
50	Niagara Catholic DSB	1,202,950
51	Brant Haldimand Norfolk Catholic DSB	249,680
52	Catholic DSB of Eastern Ontario	384,260
53	Ottawa Catholic DSB	1,517,120
54	Renfrew County Catholic DSB	381,130
55	Algonquin and Lakeshore Catholic DSB	469,190
56	CSD du Nord-Est de l'Ontario	48,470
57	CSP du Grand Nord de l'Ontario	407,270
58	CS Viamonde	966,900
59	CÉP de l'Est de l'Ontario	422,450
60A	CSD catholique des Grandes Rivières	933,660
60B	CSD catholique Franco-Nord	290,600
61	CSD catholique du Nouvel-Ontario	619,970
62	CSD catholique des Aurores boréales	28,070
63	CS catholique Providence	344,070
64	CS catholique MonAvenir	609,870
65	CSD catholique de l'Est ontarien	750,890
66	CSD catholique du Centre-Est de l'Ontario	790,360

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Appendix C: Eligible Expenditures for GGRF

Categories	Strategies
Lighting	High Efficiency Lighting Systems (e.g. LED)
	Controls and Sensors
HVAC & Controls	Air Source Heat Pump
	Building Automation Systems - New/Upgrades
	Controls for Entrance Heaters
	De-Stratification Fans
	Demand Ventilation
	Economizers
	Energy Efficient Ventilation Units
	Ground Source Heat Pumps (Geothermal)
	Heat Recovery / Enthalpy Wheels for Ventilation
	High Efficiency Boilers and Furnaces
	High Efficiency Boiler Burners
	High Efficiency Chillers
	High Efficiency HVAC Systems
	High Efficiency Rooftop and MUA units
	High Efficiency Domestic Hot Water
	High Efficiency Motors
	Real-time Energy Monitoring
	Solar Air and Water
	Variable Frequency Drives
	Voltage Harmonizers
Building Envelope	Energy Efficient Windows/Doors/Skylights (e.g. lower thermal conductivity fenestration)
	Increased wall and roof insulation (with increased air tightness). Note: For 2018-19 roof repair/replacement is no longer an eligible expenditure under this program.
Various	Solar Photovoltaic
	Commissioning / Retrocommissioning (as part of a capital project)
	Electric Vehicle Charging Station
	Other technologies (only if approved by the Ministry of Education in advance)

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Appendix D: School Renewal Allocation – Maintenance Amount (\$16 million)

Board ID	Board Name	SRA
1	DSB Ontario North East	134,321
2	Algoma DSB	120,884
3	Rainbow DSB	136,403
4	Near North DSB	112,683
5A	Keewatin-Patricia DSB	89,297
5B	Rainy River DSB	46,393
6A	Lakehead DSB	92,704
6B	Superior-Greenstone DSB	51,205
7	Bluewater DSB	151,364
8	Avon Maitland DSB	151,619
9	Greater Essex County DSB	272,285
10	Lambton Kent DSB	193,076
11	Thames Valley DSB	618,419
12	Toronto DSB	2,211,584
13	Durham DSB	496,179
14	Kawartha Pine Ridge DSB	255,760
15	Trillium Lakelands DSB	149,880
16	York Region DSB	793,345
17	Simcoe County DSB	378,822
18	Upper Grand DSB	250,159
19	Peel DSB	1,002,362
20	Halton DSB	457,058
21	Hamilton-Wentworth DSB	355,810
22	DSB of Niagara	295,975
23	Grand Erie DSB	217,110
24	Waterloo Region DSB	448,147
25	Ottawa-Carleton DSB	606,443
26	Upper Canada DSB	258,513
27	Limestone DSB	177,910
28	Renfrew County DSB	107,282
29	Hastings and Prince Edward DSB	144,468
30A	Northeastern Catholic DSB	37,695
30B	Nipissing-Parry Sound Catholic DSB	31,899
31	Huron-Superior Catholic DSB	53,306
32	Sudbury Catholic DSB	57,341
33A	Northwest Catholic DSB	19,075

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Board ID	Board Name	SRA
33B	Kenora Catholic DSB	12,696
34A	Thunder Bay Catholic DSB	73,223
34B	Superior North Catholic DSB	23,825
35	Bruce-Grey Catholic DSB	39,923
36	Huron Perth Catholic DSB	33,682
37	Windsor-Essex Catholic DSB	151,547
38	London District Catholic School Board	146,329
39	St. Clair Catholic DSB	68,855
40	Toronto Catholic DSB	704,708
41	Peterborough V N C Catholic DSB	105,221
42	York Catholic DSB	340,478
43	Dufferin-Peel Catholic DSB	516,050
44	Simcoe Muskoka Catholic DSB	143,668
45	Durham Catholic DSB	141,920
46	Halton Catholic DSB	227,409
47	Hamilton-Wentworth Catholic DSB	208,114
48	Wellington Catholic DSB	50,577
49	Waterloo Catholic DSB	160,542
50	Niagara Catholic DSB	159,197
51	Brant Haldimand Norfolk Catholic DSB	73,020
52	Catholic DSB of Eastern Ontario	92,559
53	Ottawa Catholic DSB	323,161
54	Renfrew County Catholic DSB	46,037
55	Algonquin and Lakeshore Catholic DSB	97,512
56	CSD du Nord-Est de l'Ontario	34,059
57	CSD du Grand Nord de l'Ontario	49,814
58	CS Viamonde	122,942
59	CÉP de l'Est de l'Ontario	129,903
60A	CSD catholique des Grandes Rivières	102,021
60B	CSD catholique Franco-Nord	36,744
61	CSD catholique du Nouvel-Ontario	87,300
62	CSD catholique des Aurores boréales	17,537
63	CS catholique Providence	85,996
64	CS catholique Mon Avenir	135,357
65	CSD catholique de l'Est ontarien	108,150
66	CSD catholique du Centre-Est de l'Ontario	173,148

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Appendix E: Capital Planning Capacity Program (\$8.1 million)

Board ID	Board Name	CPC
1	DSB Ontario North East	150,111
2	Algoma DSB	150,111
3	Rainbow DSB	150,111
4	Near North DSB	150,111
5A	Keewatin-Patricia DSB	111,123
5B	Rainy River DSB	83,185
6A	Lakehead DSB	150,111
6B	Superior-Greenstone DSB	111,123
7	Bluewater DSB	163,370
8	Avon Maitland DSB	122,173
9	Greater Essex County DSB	163,370
10	Lambton Kent DSB	163,370
11	Thames Valley DSB	198,728
12	Toronto DSB	361,309
13	Durham DSB	55,525
14	Kawartha Pine Ridge DSB	163,370
15	Trillium Lakelands DSB	163,370
16	York Region DSB	66,758
17	Simcoe County DSB	55,525
18	Upper Grand DSB	46,217
19	Peel DSB	80,238
20	Halton DSB	55,525
21	Hamilton-Wentworth DSB	179,392
22	DSB of Niagara	207,330
23	Grand Erie DSB	163,370
24	Waterloo Region DSB	55,525
25	Ottawa-Carleton DSB	235,269
26	Upper Canada DSB	235,269
27	Limestone DSB	135,432
28	Renfrew County DSB	122,173
29	Hastings and Prince Edward DSB	150,111
30A	Northeastern Catholic DSB	111,123
30B	Nipissing-Parry Sound Catholic DSB	83,185
31	Huron-Superior Catholic DSB	111,123
32	Sudbury Catholic DSB	32,095
33A	Northwest Catholic DSB	32,095
33B	Kenora Catholic DSB	83,185
34A	Thunder Bay Catholic DSB	83,185

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Board ID	Board Name	CPC
34B	Superior North Catholic DSB	32,095
35	Bruce-Grey Catholic DSB	32,095
36	Huron Perth Catholic DSB	32,095
37	Windsor-Essex Catholic DSB	122,173
38	London District Catholic School Board	135,432
39	St. Clair Catholic DSB	38,514
40	Toronto Catholic DSB	310,483
41	Peterborough V N C Catholic DSB	38,514
42	York Catholic DSB	207,330
43	Dufferin-Peel Catholic DSB	207,330
44	Simcoe Muskoka Catholic DSB	46,217
45	Durham Catholic DSB	38,514
46	Halton Catholic DSB	46,217
47	Hamilton-Wentworth Catholic DSB	46,217
48	Wellington Catholic DSB	32,095
49	Waterloo Catholic DSB	38,514
50	Niagara Catholic DSB	46,217
51	Brant Haldimand Norfolk Catholic DSB	122,173
52	Catholic DSB of Eastern Ontario	122,173
53	Ottawa Catholic DSB	163,370
54	Renfrew County Catholic DSB	111,123
55	Algonquin and Lakeshore Catholic DSB	38,514
56	CSD du Nord-Est de l'Ontario	32,095
57	CSP du Grand Nord de l'Ontario	111,123
58	CS Viamonde	46,217
59	CÉP de l'Est de l'Ontario	122,173
60A	CSD catholique des Grandes Rivières	178,050
60B	CSD catholique Franco-Nord	32,095
61	CSD catholique du Nouvel-Ontario	150,111
62	CSD catholique des Aurores boréales	32,095
63	CS catholique Providence	94,234
64	CS catholique MonAvenir	46,217
65	CSD catholique de l'Est ontarien	178,050
66	CSD catholique du Centre-Est de l'Ontario	135,432

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Appendix F: 2018-19 Temporary Accommodation Allocation

Board ID	Board Name	Temporary Accommodation
1	DSB Ontario North East	0
2	Algoma DSB	0
3	Rainbow DSB	0
4	Near North DSB	60,000
5.1	Keewatin-Patricia DSB	120,000
5.2	Rainy River DSB	0
6.1	Lakehead DSB	0
6.2	Superior-Greenstone DSB	0
7	Bluewater DSB	60,000
8	Avon Maitland DSB	0
9	Greater Essex County DSB	510,000
10	Lambton Kent DSB	204,139
11	Thames Valley DSB	990,000
12	Toronto DSB	870,000
13	Durham DSB	1,260,000
14	Kawartha Pine Ridge DSB	360,000
15	Trillium Lakelands DSB	60,000
16	York Region DSB	1,200,000
17	Simcoe County DSB	2,736,800
18	Upper Grand DSB	330,000
19	Peel DSB	2,271,630
20	Halton DSB	2,106,957
21	Hamilton-Wentworth DSB	692,100
22	DSB of Niagara	510,000
23	Grand Erie DSB	330,000
24	Waterloo Region DSB	1,930,500
25	Ottawa-Carleton DSB	840,000
26	Upper Canada DSB	359,976
27	Limestone DSB	30,000
28	Renfrew County DSB	120,000
29	Hastings and Prince Edward DSB	0
30.1	Northeastern Catholic DSB	0
30.2	Nipissing-Parry Sound Catholic DSB	30,000
31	Huron-Superior Catholic DSB	0
32	Sudbury Catholic DSB	0
33.1	Northwest Catholic DSB	0
33.2	Kenora Catholic DSB	0
34.1	Thunder Bay Catholic DSB	50,000
34.2	Superior North Catholic DSB	0
35	Bruce-Grey Catholic DSB	240,000
36	Huron Perth Catholic DSB	30,000

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Board ID	Board Name	Temporary Accommodation
37	Windsor-Essex Catholic DSB	716,896
38	London District Catholic School Board	240,000
39	St. Clair Catholic DSB	212,522
40	Toronto Catholic DSB	4,055,968
41	Peterborough V N C Catholic DSB	150,000
42	York Catholic DSB	780,000
43	Dufferin-Peel Catholic DSB	1,117,534
44	Simcoe Muskoka Catholic DSB	90,000
45	Durham Catholic DSB	833,271
46	Halton Catholic DSB	3,358,000
47	Hamilton-Wentworth Catholic DSB	240,000
48	Wellington Catholic DSB	30,000
49	Waterloo Catholic DSB	1,583,575
50	Niagara Catholic DSB	750,000
51	Brant Haldimand Norfolk Catholic DSB	90,000
52	Catholic DSB of Eastern Ontario	90,000
53	Ottawa Catholic DSB	1,290,000
54	Renfrew County Catholic DSB	189,800
55	Algonquin and Lakeshore Catholic DSB	417,188
56	CSD du Nord-Est de l'Ontario	240,000
57	CSD du Grand Nord de l'Ontario	98,000
58	CS Viamonde	887,800
59	CÉP de l'Est de l'Ontario	480,000
60.1	CSD catholique des Grandes Rivières	0
60.2	CSD catholique Franco-Nord	0
61	CSD catholique du Nouvel-Ontario	0
62	CSD catholique des Aurores boréales	0
63	CS catholique Providence	1,647,863
64	CS catholique MonAvenir	900,000
65	CSD catholique de l'Est ontarien	0
66	CSD catholique du Centre-Est de l'Ontario	1,050,000



REPORT TO

CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY COMMITTEE

GREENHOUSE GAS REDUCTION FUND – ENERGY RETROFIT PROJECTS 2018-2019 (ALL WARDS)

*“I can do all things through Him who strengthens me.”
Philippians 4:13 (NRSVCE)*

Created, Draft	First Tabling	Review
May 29, 2018	June 6, 2018	
M. Iafrate, Senior Coordinator, Renewal K. Elgharbawy, Senior Coordinator, Maintenance and Energy Management M. Farrell, Coordinator, Materials Management P. de Cock, Comptroller, Business Services F. Cifelli, D. Yack, J. Shanahan, J. Wujek, K. Malcolm, M. Caccamo, P. Aguiar, S. Campbell Superintendent of Learning, Student Achievement and Well-Being D. Friesen, (Acting) Executive Superintendent of Facilities Services		

RECOMMENDATION REPORT

Vision:

At Toronto Catholic we transform the world through witness, faith, innovation and action.

Mission:

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

T. Robins
(Acting) Associate Director
of Planning and Facilities

L. Noronha
Executive Superintendent
of Business Services and
Chief Financial Officer

A. EXECUTIVE SUMMARY

This report recommends the approval of Renewal projects for a total estimated budget of \$3,833,680.00 as detailed in Appendix A, columns 5 and 6 funded through the Greenhouse Gas Reduction Fund.

In April 2018, the Ministry of Education announced that the Greenhouse Gas Reduction Fund (GGRF) program would continue for the 2018-2019 school year with an additional \$100 million available to all school boards. The fund can be utilized for prescriptive Renewal projects for existing buildings that are initiated after April 2018 and that must be completed by March 2019. The investment share allocated for the Toronto Catholic District School Board (TCDSB) totals \$3,833,680.00.

The cumulative staff time dedicated to developing this report was 20 hours.

B. PURPOSE

1. Board approval is sought for a strategic plan to upgrade/replace critical, end-of-life building components and also invest in future energy cost reduction measures at various schools and administrative facilities by utilizing the new Greenhouse Gas Reduction Fund and required project selection criteria.
2. It is of benefit to the Board to maintain and repair its buildings, to ensure the value of the capital asset and provide a safe and healthy teaching environment for students and staff. Energy-savings and improved operation are generated through the replacement of older components and systems.

C. BACKGROUND

1. In June 2014, the Board approved a five-year Energy Management Plan, to support a framework for the energy and sustainability initiatives within the built environment, and that the plan reflect our values as a Catholic Board, as stewards of the environment.
2. On March 10, 2016, the Board resolved to become a “Net Zero Energy” school board.
3. As the cost impacts of carbon pricing and hydro rate increases continue to place pressure on the Operations and Maintenance budget, staff are proposing to ease the burden by undertaking projects meeting Ministry of Education project selection criteria, such as:

- Installing new photovoltaic (solar) systems, which will offset the cost of hydro.
 - Installing power harmonizers to control the incoming power supplied by Toronto Hydro thereby decreasing power loss through heat while increasing the life of building components such as lighting, pumps and variable frequency drives (VFD's).
 - Installing energy efficient LED lighting technology.
 - Installing building automation systems.
4. On April 12, 2017, arising from the Government of Ontario's Climate Change Action Plan introduced in 2016, the Ministry announced a \$200 million initiative to help school boards reduce greenhouse gas emissions in existing facilities. The TCDSB received \$7,092,190.00, which was fully expended by the March 31, 2018 deadline. An overview of GGRF-funded projects completed in 2017-18 is provided in Appendix A, column 4.
5. On April 27, 2018, the Ministry announced in Memorandum 2018:B11 that an additional \$100 million would be available to school boards under the Greenhouse Gas Reduction Fund for the 2018-2019 school year. TCDSB's portion under this program is \$3,833,680.00 to complete projects under the following conditions and project selection criteria:
- a) Funds be utilized for projects initiated after April 1, 2018 and completed by March 31, 2019 (unspent funds cannot be carried over to the following year);
 - b) Projects estimates are submitted via VFA facility asset management software and Education Finance Information System "EFIS" by June 29, 2018;
 - c) Funds are to be used to repair, replace or install building components that are proven in the reduction of greenhouse gas emissions.
 - d) Ministry guidelines for building components that can be upgraded and/or installed and be eligible for Greenhouse Gas Reduction funding are shown in the table below:

Category	Eligible Components
Lighting	High Efficiency Lighting Systems (e.g. LED)
	Controls and Sensors
HVAC & Controls	Air Source Heat Pump
	Building Automation Systems – New or Upgrades
	Controls for Entrance Heaters
	De-Stratification Fans

	Demand Ventilation
	Economizers
	Energy Efficient Ventilation Units
	Ground Source Heat Pump (Geothermal)
	Heat Recovery/Enthalpy Wheels for Ventilation
	High Efficiency Boilers & Furnaces
	High Efficiency Boiler Burners
	High Efficiency Chillers
	High Efficiency HVAC Systems
	High Efficiency Rooftop and MUA units
	High Efficiency Domestic Hot Water
	High Efficiency Motors
	Real-time Energy Monitoring
	Solar Air and Water
	Variable Frequency Drives
	Voltage Harmonizer
Building Envelope	Energy Efficient Windows/Doors/Skylights (e.g. lower thermal conductivity fenestration)
	Increased Wall & Roof Insulation (with increased air tightness) Note: for 2018-19 roof repair/replacement is no longer an eligible expenditure under this program
Various	Solar Photovoltaic
	Commissioning/Retro-commissioning (as part of a capital project)
	Electric Vehicle Charging Stations
	Other technologies (only if approved by the Ministry of Education in advance)

Note: Table referenced from Ministry of Education 2018: B11 memorandum

6. As per the conditions and guidelines stipulated by the Ministry of Education, Facilities staff analysed the energy data for TCDSB-owned schools, administrative facilities and shortlisted **buildings that have the highest energy consumption**. It's important to note that our top 55 energy intensive buildings consume 80% of the Board's annual energy requirements, with the Catholic Education Centre being the top consumer at approximately 3%.
7. Greenhouse Gas Reduction funding can be used for projects to improve the energy efficiency of administration buildings, which are not eligible under regular School Renewal or SCI funding. The GGR-funded projects at the CEC for example, are estimated to reduce energy consumption by 23%, which amounts to approximately \$140,628.00 per year in savings at the current

utility rates. Furthermore, it has provided the opportunity to replace 40 year old HVAC equipment in administration buildings with new high efficiency equipment. The energy dollars saved can be put back into the School Operations and Maintenance budgets to offset increased utilities costing.

8. Refer to Appendix A, column 5 and 6 for projects that were selected, meeting Ministry of Education criteria, to be funded through the GGR envelope. Column 5 represents costs that were carried forward from the 2017-2018 GGR projects and column 6 represents the implementation portion of 2017-2018 projects or new proposed projects.

D. EVIDENCE/RESEARCH/ANALYSIS

1. Projects were selected based on two main criteria:
 - e) Energy consumption
 - f) Age of equipment
2. Energy data compiled from utility bills was analysed and projects were assigned to buildings that were on the top tier as highest energy consumers. Typically, targeting projects in buildings that consume the highest energy will result in the quickest payback period on capital spending.
3. Project scopes were selected based on information provided in TCPS/VFA Facility (through the Ministry of Education's School Condition Assessment program).
4. In reviewing energy data obtained from previous similar projects, the following has been observed:
 - a) Lighting and mechanical upgrades to buildings has yielded between 5% to 15% reduction in energy consumption.
 - b) Power harmonizers have shown a reduction of 8% in energy consumption.

E. METRICS AND ACCOUNTABILITY

1. The goal is to complete the projects listed in Appendix A by March 31, 2019.
2. The proposed work listed in Appendix A must follow the Board's Purchasing Policy, under the 2011 Broader Public Sector (BPS) Procurement Directive, in terms of acquiring goods and services, including receiving competitive bids for engineering and design services as well as construction contracts. The procurement process is to be open, transparent and competitive.

3. The Ministry's facility database will be updated upon completion of projects to align with the Board's financial accountability submissions as overseen by the Board's Finance department.
4. The energy consumption data for every TCDSB facility is provided annually to the Ministry of Energy, as required by the Green Energy Act of Ontario, Reg. 397/1 2009. The Ministry of Energy uses this information to provide school boards with the Greenhouse Gas Emissions (GGE) data for each building. This information is updated annually on the Board's web site, under the Environment/Energy Management link and will assist staff to analyse the rate-of-return benefits of various energy-saving initiatives.
5. Where eligible, staff will apply for rebates through the "Save on Energy" program offered by Toronto Hydro and Independent Electricity System Operator (IESO).

F. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. The approved GGRF project information will be sent to Principals, Superintendents and other relevant staff to inform them of the work to be undertaken.
2. Projects will be assigned to Renewal staff and thereafter Request for Quotation (RFQ) for engineering services will be issued to pre-qualified vendors, as per the Board's Purchasing Policy. The consultant, along with a Renewal project supervisor will meet with each school principal and/or building administrator to review the scope and timelines for the project.
3. School communities will be informed about projects as per the Good Neighbour Policy.
4. The recent Greenhouse Gas Reduction funding is for existing buildings - staff continue to pursue similar funding opportunities for new construction, with the Ministry of the Environment and Climate Change, as well as the Ministry of Education.

G. STAFF RECOMMENDATION

That the Renewal projects as listed in Appendix A, columns 5 and 6, be approved for a total estimated budget of \$3,833,680.00 funded through the Greenhouse Gas Reduction Fund.

1	2	3	4	5	6
Ministry GGRF Category	School	Project Description	2017/2018 GGRF Expenditures	Expenditure Carry Forward from 2017/2018 GGRF	2018/2019 Proposed New GGRF
Electrical - Lighting	Bishop F Marrocco/T Merton CSS	LED Lighting & Controls	\$8,990.08		\$124,979.80
	Blessed Archbishop Romero CSS	LED Lighting & Controls	\$2,988.18	\$10,007.01	Construction funded through SCI
	CEC/Cardinal Carter Annex	LED Lighting & Controls	\$363,909.93	\$13,484.29	\$300,000.00
	East Facilities	LED Lighting & Controls	\$90,758.04	\$5,075.42	\$7,875.44
	James Cardinal McGuigan CSS	LED - Cafeteria Lighting	\$6,668.50	\$2,470.30	\$29,509.82
	Loretto Abbey	LED Lighting & Controls		\$137,602.22	
	Michael Power/St Joseph CHS	LED Lighting & Controls	\$105,618.61		\$11,735.40
	Senator O'Connor CSS	LED Lighting & Controls	\$5,970.85	\$1,691.15	\$172,141.76
	St Basil-the-Great College	LED Lighting & Controls	\$183,182.01	\$17,007.66	\$26,838.29
	St John Paul II CSS	LED Lighting & Controls	\$6,640.40		\$215,029.28
	St Mother Teresa Catholic Academy	LED Lighting & Controls	\$5,618.80		\$189,979.69
	St Norbert	LED Lighting & Controls	\$27,557.66	\$102.15	\$208,278.07
	St Patrick CSS	LED Lighting & Controls	\$8,990.08		\$91,665.52
	West Facilities	LED Lighting & Controls	\$37,910.23		\$2,928.82
Electrical - Power	Bishop Allen Academy	Power Harmonizer	\$59,759.52		
	Bishop F Marrocco/T Merton CSS	Power Harmonizer	\$79,959.60		
	Cardinal Carter Academy for the Arts	Power Harmonizer	\$41,981.62		
	CEC/Cardinal Carter Annex	Power Harmonizer and Energy Monitoring	\$243,278.72	\$6,808.76	
	Francis Libermann CHS	Solar PV Study	\$2,554.00		
	James Cardinal McGuigan CSS	Power Harmonizer	\$62,517.83		
	Marshall McLuhan CSS	Power Harmonizer	\$62,517.83		
	Michael Power/St Joseph CHS	Power Harmonizer	\$90,560.75		
	Monsignor Percy Johnson	Solar PV Study	\$2,554.00		
	Senator O'Connor CSS	Solar PV	\$3,064.80	\$334,109.17	
	St Basil-the-Great College	Solar PV & Power Harmonizer	\$339,465.07	\$209,952.44	
	St John Paul II CSS	Power Harmonizer	\$83,205.24		
	St Mary Catholic Academy	Power Harmonizer	\$50,104.36		
	St Mother Teresa Catholic Academy	Power Harmonizer	\$60,678.95		
	St Patrick CSS	Power Harmonizer	\$81,824.02		
	System -Wide	Energy monitoring			\$115,776.29
Mech - Building Automation	CEC/Cardinal Carter Annex	Boiler replacement and BAS controls	\$939,708.01		\$140,000.00
Mech - Heating & Cooling	Blessed Trinity	High Efficiency Boilers	\$75,107.56		
	CEC/Cardinal Carter Annex	High Efficiency Chiller	\$461,905.68	\$73,234.05	
	East Facilities	Boiler replacement and BAS controls	\$199,303.22	\$26,119.95	
	Epiphany of Our Lord Academy	Boiler replacement and BAS controls	\$614,675.81	\$311,789.42	
	Jean Vanier CSS	Variable frequency drive			\$41,374.80
	St Benedict	Boiler replacement and BAS controls	\$739,766.62	\$28,362.07	
	St John XXIII	Boiler replacement and BAS controls	\$654,334.01	\$358,625.97	
	St Maurice	Boiler replacement and BAS controls	\$652,690.43	\$336,072.15	
	St Victor	Boiler replacement and BAS controls	\$390,040.96	\$56,128.94	
	West Facilities	Boiler replacement and BAS controls	\$193,259.70	\$62,654.93	
Building Envelope	West Facilities	Window Replacement	\$58,568.33	\$64,268.97	
Various	Francis Libermann CHS	Electric Vehicle Charging Station Pilot			\$50,000.00
	CEC/Cardinal Carter Annex	Electric Vehicle Charging Station Pilot			\$50,000.00
Grand Total			\$7,098,190.01	\$2,055,567.01	\$1,728,112.98

Note: Columns 5 & 6 represent the total GGR Funding available for the 2018-19 school year, totalling: \$3,783,680.00



REPORT TO

CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY COMMITTEE

MINISTRY MEMO 2018:B10 – FINAL PARG AND UPDATES ON INTEGRATED PLANNING AND SUPPORTS FOR URBAN EDUCATION

“For I know the plans I have for you, declares the Lord, plans for welfare and not for evil, to give you a future and a hope.”, Jeremiah 29:11

Created, Draft	First Tabling	Review
May 28, 2018	June 6, 2018	Click here to enter a date.

B. Leporati, Sr. Mgr. Planning and Admissions
J. Volek, Acting Comptroller, Planning and Development Services
D. Friesen, Acting Executive Superintendent of Facilities Services

RECOMMENDATION REPORT

Vision:

At Toronto Catholic we transform the world through witness, faith, innovation and action.

Mission:

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

Tim Robins
Acting Associate Director
of Planning and Facilities

L. Noronha
Executive Superintendent
of Business Services and
Chief Financial Officer

A. EXECUTIVE SUMMARY

This report recommends that the Pupil Accommodation Review Policy and Operating Procedures be updated to reflect changes to the Pupil Accommodation Review Guidelines.

The Ministry of Education issued memorandum 2018:B10 *Final Pupil Accommodation Review Guideline and Updates on Integrated Planning and Supports for Urban Education* on April 27, 2018 (Appendix 'A'). This final version release of the Pupil Accommodation Review Guidelines (PARG) and future revisions to the Community and Planning Partnership Guidelines (CPPG) flow from the province's plan to create a stronger, more collaborative process which promotes the well-being of students and addresses the impact of school closures on communities.

The amendments to the PARG and proposals on integrated planning respond to consultation feedback received by the ministry in fall 2017 and winter 2018.

The cumulative staff time required to prepare this report was 4 hours

B. PURPOSE

This report will provide a summary of the final Pupil Accommodation Review Guideline (PARG) in comparison to the 2015 Guidelines and current Board policy including Ministry incentives to promote joint-use opportunities.

C. BACKGROUND

1. The Ministry undertook a two-phased consultation in fall 2017 and winter 2018. Phase 1 sought feedback on proposed high-level concepts. The Ministry released draft revisions of the PARG through *Memo 2018:B02 Draft Revised Pupil Accommodation Review Guideline and Community Planning and Partnerships Guideline Updates* on February 9, 2018. Phase 2 consultation sought feedback on the draft revisions.
2. The revised PARG was released through the Ministry of Education issued memorandum 2018:B10 *Final Pupil Accommodation Review Guideline and*

D. EVIDENCE/RESEARCH/ANALYSIS

1. The amendments to the PARG affect all district school boards across the province. TCDSB will revise the Pupil Accommodation Review and Community Planning and Partnership policies to reflect the new guidelines.
2. The following table is a summary of key revisions to the PARG in comparison to the 2015 Guidelines.

Section Affected	2018 Revisions	2015 Guidelines
Initial Staff Report		
VI – Establishing an Accommodation Review	<p>-must contain at least three (3) options and must address the following four (4) impacts:</p> <ul style="list-style-type: none"> -student program -student well-being -board resources -local community 	<p>–must contain one (1) or more options to address the accommodation issue(s) with supporting rationale. – must be a recommended option if more than one option is presented.</p>
VIII – School Information Profile	<p>- Boards must utilize a ministry-approved template to write the initial staff report – currently under development considering the four (4) impacts noted above.</p> <p>-Template community partners can use to propose alternatives to closure and proposals for Community Use of Schools. Under development – tentative fall 2018.</p>	<p>-Boards use own report template.</p>

Section Affected	2018 Revisions	2015 Guidelines
<p>Community Engagement</p> <p>IX – Consultation with Local Municipal Governments & X - Public Meetings & XIII – Timelines for the Accommodation Review Process & XIV – Modified Accommodation Review Process</p>	<p>-minimum of three (3) facilitated public meetings</p> <p>-meeting between school board, affected single, lower & upper-tier municipalities that express interest prior to the review must be scheduled to take place before the first public meeting</p> <p>-Interested parties should provide response on initial staff report before the final public meeting otherwise school boards are not required to include the response in the final report</p> <p>-no fewer than 40 business days following Board approval to conduct a review before the first public meeting.</p> <p>-minimum of 60 business days between first and final public meeting</p> <p>-if new school closure is introduced as part of any option in the final staff report, an additional public meeting must be held no fewer than 20 business days from the posting of the final staff report.</p>	<p>-minimum of two (2) public meetings</p> <p>-there is no prescribed time for this meeting to occur in 2015 Guidelines and no mechanism or timeframe by which comments from interested parties can be excluded.</p> <p>-minimum of 30 business days following Board approval to conduct a review before the first public meeting.</p> <p>-minimum of 40 business days between first and final public meeting</p> <p>-there is no language in the 2015 Guidelines that speaks to the introduction of a new closure.</p>

Section Affected	2018 Revisions	2015 Guidelines
Final Staff Report XI – Completing the Accommodation Review	-in addition to community consultation and feedback from the ARC, the final report must include a section that summarizes secondary school student feedback for reviews involving one or more secondary schools. Suggestions for including students in the process include a dedicated meeting for students or an online tool for submission of anonymous feedback.	-there is no language that speaks specifically to secondary school students in the 2015 Guidelines.

3. Guidance for community members on Administrative Reviews following a PAR process has been integrated into the revised PARG. The steps and criteria to qualify for an administrative review remain unchanged. This inserted section on Administrative Reviews aims to further clarify the process by providing step-by-step instructions as well as a template letter for submission to the Minister of Education. The Ministry is also developing guidelines regarding the use of e-signatures in petitions for these reviews.
4. The **Voluntary Integrated Planning and Partnerships Initiative (VIPPI)** has been developed jointly by the Ministries of Education, Agriculture, Food and Rural Affairs, Economic Growth and Development, Municipal Affairs and Infrastructure as a measure to improve integrated planning among school boards, municipalities and community partners. A call for expressions of interest (EOI) for participation in VIPPI is anticipated in early summer 2018. Rural school boards will not likely have projects that address all of the criteria VIPPI requires. Only three communities will be selected province-wide.

5. The Ministry have advised that school boards continue using current Community Planning and Partnership Guidelines (CPPG) while they learn more from VIPPI and consult on proposed revisions to the CPPG.

E. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. The Ministry will develop associated templates and tool kits to support the Pupil Accommodation Review process.
2. Board PAR policies will require revisions to reflect the changes to the guidelines through extensive community consultation to promote understanding of the policy.
3. No new PAR processes will be initiated until policy revisions have been made and an updated priority ranked list of Pupil Accommodation Reviews is approved by the Board of Trustees. This will collectively require at least one year.

F. STAFF RECOMMENDATION

That the Pupil Accommodation Review Policy and Operating Procedures be updated to reflect changes to the Pupil Accommodation Review Guidelines.

Ministry of Education

Office of the ADM
Capital and Business Support Division
900 Bay Street
20th Floor, Mowat Block
Toronto ON M7A 1L2

Ministère de l'Éducation

Bureau du sous-ministre adjoint
Division du soutien aux immobilisations et
aux affaires
900, rue Bay
20^e étage, Édifice Mowat
Toronto ON M7A 1L2

**2018: B10**

MEMORANDUM TO: Directors of Education
Secretary/Treasurers of School Authorities

FROM: Joshua Paul
Assistant Deputy Minister
Capital and Business Support Division

DATE: April 27, 2018

SUBJECT: Final Pupil Accommodation Review Guideline and Updates on Integrated Planning and Supports for Urban Education

I am writing to inform you of the ministry's:

1. Final revised version of the Pupil Accommodation Review Guideline (PARG).
2. Next steps to support improved integrated capital and community planning among school boards, municipalities and community partners, including:
 - o A new voluntary integrated planning and partnerships initiative (VIPPI);
 - o A suite of new incentives to promote integrated project planning; and
 - o Future revisions to the Community Planning and Partnerships Guideline (CPPG).
3. New resources to incentivize school boards to share space in joint-use schools.
4. Intention to strengthen supports for urban education.

These policy initiatives flow from the province's Plan to Strengthen Rural and Northern Education, which responded to feedback received during the government's rural and northern engagement in spring 2017 and aims to better support:

- Quality rural and northern education;
- Sustainable use of school space in rural and northern communities; and
- Decision-making around school closures.

Following the government's spring engagement, the ministry undertook a two-phased consultation in fall 2017 and winter 2018. The first phase was undertaken between October and December, 2017 and sought feedback on proposed high-level concepts to revise the PARG and CPPG. Based on feedback received, the ministry posted a draft revised PARG for consultation between February 6 and March 23, 2018. Both phases of the consultation included an online posting for public feedback as well as a variety of in-person meetings with representatives from the education and municipal sectors. Our engagements with the education sector through these phases included the regional GSN meetings in the fall, meetings of the Minister's Reference Group and Technical Working Group on Community and Education Planning and Partnerships. The mandate of the Minister's Reference Group and the Technical Working Group is to advise the ministry on effective ways to improve co-ordination of community infrastructure planning from a public education perspective.

The amendments to the PARG and proposals on integrated planning presented in the following sections respond to consultation feedback received by the ministry in fall 2017 and winter 2018.

1. Final Revised PARG – Summary of Key Changes

The amendments to the PARG presented below will affect all school boards across the province, not just those that serve students in rural and northern communities. I therefore encourage your board to review these amendments closely as your board's PAR policy will need to be revised accordingly in due course. The revised PARG is posted here, along with a summary of winter 2018 consultation feedback: <http://www.edu.gov.on.ca/eng/policyfunding/reviewGuide.html>

Initial Staff Report

The initial staff report to the Board of Trustees must contain a recommended scenario and at least two alternative scenarios, which could include the status quo.

The scenarios included in the initial staff report must address the following **four** impacts:

- Impact on **student programming**;
- Impact on **student well-being**;
- Impact on **school board resources**; and
- Impact on the **local community**.

In addition, if at least one school that is eligible to receive support from the Rural and Northern Education Fund (RNEF) is included in a pupil accommodation review at any time, the initial staff report must address the following impact:

- Impact on the **local economy**.

Boards will be required to use a ministry-approved template to write their initial staff reports. This template is being developed in consultation with our Minister's Reference

Group and Technical Working Group and will be made available by the ministry in fall 2018. The template will aim to provide boards with flexibility to accommodate the varying circumstances of each pupil accommodation review while ensuring greater consistency across the province. The ministry is considering the following issues to support development of the template:

- **Student programming** issues such as multi-grade classrooms.
- While **student well-being** indicators continue to evolve, impact on extracurriculars, student transportation and school climate surveys could be considered for inclusion.
- To support analysis of the impacts on **school board resources**, the ministry will provide additional guidance where standards in reporting are required, such as school capacity and facility condition.
- The current requirement for school boards to consider **community impacts**, such as loss or gain of community use of school space, will be maintained and extended to include consideration of any possible impacts on First Nation communities on-reserve.
- If at least one school that is eligible to receive support from the Rural and Northern Education Fund (RNEF) is included in a pupil accommodation review at any time then **economic impacts** must also be given consideration for each accommodation scenario. School boards will have discretion to undertake economic impact assessments in other communities, if needed. To support boards to undertake economic impact assessments, in fall 2018 the ministry will:
 - Release a template and guidance that will define key parameters it expects the economic impact assessment to address (such as, impact on local businesses, impact on family commutes/schedules and housing starts). School boards will be required to use the ministry-approved template to undertake economic impact assessments.
 - Develop an approach for school boards to undertake economic impact assessments through the Technical Working Group on Community and Education Planning and Partnerships.

More information about RNEF can be found in *Memorandum 2017: B09 - Plan to Strengthen Rural and Northern Education*.

In addition, in fall 2018 the ministry plans to release a template that community partners may use to engage boards with proposed alternatives to closures and proposals for community use of schools.

These changes pertain to sections VI (Establishing an Accommodation Review) and VIII (School Information Profile) of the revised PARG.

Community Engagement

For all standard PARs, a minimum of **three** public meetings for broader community consultation on the initial staff report must be held. There must be a minimum period of **60 business days** between the first and final public meetings.

For all standard and modified PARs:

- School boards are expected to **provide facilitated public meetings** to solicit broader community feedback on the scenarios contained in the initial staff report. In addition to the required public meetings, school boards may use other methods to solicit community feedback.
- There must be no fewer than **40 business days** from the date of the Board of Trustees' approval to conduct a pupil accommodation review **before the first public meeting is held**.
- The meeting between the school board, affected single, lower and upper-tier municipalities and other community partners that expressed an interest prior to the pupil accommodation review **must be scheduled to take place before the first public meeting**.
- **Municipalities and community partners** should provide their **response** on the scenarios in the school board's initial staff report **before the final public meeting**, otherwise school boards will not be required to include this response in the final staff report.
- If a **new school closure** is introduced as part of any scenario in the final staff report, then an **additional public meeting** must be held no fewer than **20 business days** from the posting of the final staff report. If there is an additional public meeting, there must be no fewer than **10 business days** before the public delegations. **Feedback** from this additional public meeting should be presented to the Board of Trustees as **part of the final staff report**.

These changes primarily pertain to sections IX (Consultation with Local Municipal Governments), X (Public Meetings), XIII (Timelines for the Accommodation Review Process) and XIV (Modified Accommodation Review Process) of the revised PARG.

The Accommodation Review Committee

Although no substantive changes have been made that pertain to the Accommodation Review Committee (ARC), the revised PARG clarifies that:

- The ARC should be formed following the Board of Trustees' consideration of the initial staff report but prior to the first public meeting.
- An overview of the ARC orientation session must be included at the first public meeting.

These changes primarily pertain to sections VII (The Accommodation Review Committee) and XIII (Timelines for the Accommodation Review Process) of the revised PARG.

Final Staff Report

For all standard and modified PARs, the final staff report must include a section that summarizes secondary school student feedback for pupil accommodation reviews involving one or more secondary schools. School boards will determine how best to involve secondary school students in the pupil accommodation review process, to promote their voice and ensure their well-being. Options could include a dedicated meeting for students or an online tool for students to submit anonymous feedback. Feedback from elementary students may also be included in this section if school boards wish, although this is not a minimum requirement.

These changes pertain to section XI (Completing the Accommodation Review) of the revised PARG.

Modified PARs

A **modified PAR may be not be undertaken** if one or more **RNEF-eligible schools** have been included in any of the accommodation scenarios presented in the initial or final staff reports. That is, if a RNEF-eligible school is ever included in a PAR, that PAR must follow the standard process.

This change pertains to section XIV (Modified Accommodation Review Process) of the revised PARG.

Administrative Review Process

Guidance on administrative reviews has been integrated into the PARG and clarifies:

- That the affected school is one that trustees agreed to close as part of their final decision on the pupil accommodation review.
- That signatures from parents/guardians of students attending the affected school are eligible for inclusion in the petition regardless of whether they formally participated in the accommodation review process.
- That school boards are required to forward their response to an administrative review petition to **the Minister of Education and the petitioner** within thirty (30) calendar days of receiving the petition.
- The process associated with a ministry-appointed facilitator undertaking an administrative review.

In addition, the ministry will develop guidelines regarding the use of e-signatures in petitions for administrative reviews.

These changes pertain to section XV (Administrative Review Process) of the revised PARG.

Next Steps for Implementing the Final Revised PARG

During summer 2018 the ministry plans to develop the following templates and guidelines to assist boards in conducting PARs through the Minister's Reference Group and Technical Working Group on Community and Education Planning and Partnerships:

- initial staff report template;
- economic impact assessment template;
- community partner template; and
- e-signature guidance.

The final revised PARG will take effect in fall 2018 upon the release of these templates and guidelines. School boards may then revise their PAR policies to bring them into alignment with the minimum requirements of the final revised PARG. The ministry anticipates that these templates and guidelines should help inform school boards' local consultations with communities and municipal governments on their PAR policies and thereby promote understanding of their revised PAR policies. Only once revised PAR policies have been approved by trustees can any new PARs be started, unless PARs are required to support a joint-use school initiative between two school boards. In such cases, the 2015 version of the PARG can, in the interim, represent the framework of minimum standards for school boards to meet when undertaking PARs.

2. Updates on Integrated Capital and Community Planning

In response to consultation feedback on the need to improve integrated planning among school boards, municipalities and community partners, the Ministry of Education, in collaboration with the Ministries of Infrastructure, Municipal Affairs, Agriculture, Food and Rural Affairs and Economic Development and Growth, has developed a **Voluntary Integrated Planning and Partnerships Initiative (VIPPI)** to provide flexible support to local partners that wish to enhance their collective capacity for integrated capital and community planning. Feedback from the Minister's Reference Group was instrumental to VIPPI's development by highlighting the need for a new type of community planning table.

Our intention is to issue a call for expressions of interest (EOI) for participation in VIPPI from communities across Ontario in early summer 2018. EOIs will need to demonstrate that multiple local partners are interested in pursuing this opportunity, including the school board and the municipality. Approximately three communities will be selected to represent a mix of rural, urban, Francophone and northern communities. Each community that is selected will be supported by a facilitator to undertake three to four sessions over approximately one year, to accommodate partners' planning cycles. At these sessions partners will be encouraged to establish collaborative capital and community planning processes and to share relevant data, with the ultimate goal of generating best practices. More information will be provided with the call for EOIs.

To build on VIPPI and other existing provincial supports for integrated planning, the ministry is developing a suite of new incentives to promote integrated project planning. These incentives will be launched in phases.

The ministry will introduce immediate new supports for school boards working with their communities to share and co-build facilities:

- The ministry will provide boards with **seed funding** of up to \$40,000 to assist with the planning of projects that involve a municipal or community partner. Currently, the Ministry offers seed funding to support coterminous school boards that wish to pursue joint-use opportunities.
- The ministry will also provide funding for a **project manager** to assist with approved projects as they move forward.

The ministry will also look for opportunities to support integrated planning through the capital funding processes, with a focus on better aligning the timing of capital decision-making processes with community needs. In so doing the ministry seeks to ensure that school boards and communities have flexible support that can respond to local needs.

Lastly, the ministry remains committed to updating the Community Planning and Partnerships Guideline (CPPG) within the coming year as we learn more from VIPPI and other work across government to promote integrated planning. The ministry will consult on proposed revisions to the CPPG with the Minister's Reference Group on Community and Education Planning and Partnerships. Proposed CPPG revisions will seek to improve information sharing among school boards, municipalities and community partners.

During this period, the ministry expects school boards to continue to use the existing CPPG, including the requirement of convening an annual CPP meeting. In addition to sharing planning information at the annual CPP meeting, we encourage partners to continue these important conversations outside of this meeting and to develop other processes to foster better communication at the local level.

3. New Resources for Joint-Use Schools

As originally announced in *Memorandum 2016: B04 - Capital Planning Capacity Program 2015-16 and 2016-17*, the ministry procured external consultants to undertake a Joint-Use Schools Experience Study and develop a Joint-Use Schools Toolkit. To complement this policy initiative, the ministry also announced financial incentives to promote joint-use schools in *Memorandum 2017: B09 - Plan to Strengthen Rural and Northern Education*.

The Experience Study and the Toolkit are now complete and will be made available to all school boards at the following link: <https://efis.fma.csc.gov.on.ca/faab/CapitalPrograms.htm>

This Experience Study provides significant insights into the benefits and challenges of those involved in joint-use schools. It captures the unique joint-use experiences of students, parents, school principals/vice-principals, school board administration and municipalities.

The Joint-Use Schools Toolkit is a reference document for School Board Trustees, School Board Administrators and Staff responsible for developing and implementing joint-use schools. The Toolkit provides school board staff with: 1) a how-to-guide for creating, designing, constructing and operating a joint-use school; 2) key conditions of success; and key legal agreement frameworks for joint-use schools.

School boards are encouraged to utilize these resources when considering joint-use opportunities.

4. Strengthening Supports for Urban Education

During our rural and northern engagements, we have heard from a number of stakeholders regarding the unique challenges related to growth and intensification that are unique to our province's large urban communities. This includes the challenges faced by school boards and municipalities with planning, partnering and building schools in these changing communities and the financial tools available to support this work. In response, the Ministry of Education is pleased to announce the following:

- **Urban Student Accommodation Engagement:** The government will undertake an engagement this fall focusing on supports for pupil accommodation in urban areas experiencing rapid growth and intensification, including Education Development Charges.
- **Land Priorities Enhancement:** The government will increase the amount of funding available through its Land Priorities program from \$60 million to \$100 million this coming year. This will support land acquisition for all boards, including those dealing with rapid enrolment growth in urban, densely populated areas within their boundaries.

In closing, I would once again like to express my gratitude for your contributions to these policy initiatives, which I look forward to undertaking with your support. If you require further information about these changes, please contact Colleen Hogan at 416-325-1705 or Colleen.Hogan@ontario.ca or Hitesh Chopra at 416-325-1887 or Hitesh.Chopra@ontario.ca.

Sincerely,

Original signed by:

Joshua Paul
Assistant Deputy Minister
Capital and Business Support Division

Copy: Superintendents of Business and Finance

Enclosure: Final Revised Pupil Accommodation Review Guideline



MINISTRY OF EDUCATION
PUPIL ACCOMMODATION REVIEW GUIDELINE

April 2018

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PREAMBLE

School boards are responsible for managing their school capital assets in an effective manner. They must respond to changing demographics and program needs while being cognizant of the impacts of their decisions on student programming and well-being, school board resources and the local community.

One aspect of a school board's capital and accommodation planning is reviewing schools that have underutilized space. These are schools where the student capacity of the school is greater than the number of students enrolled. When a school board identifies a school that is projected to have long-term excess space, a school board would typically look at a number of options such as:

- moving attendance boundaries and programs to balance enrolment between over and underutilized schools;
- offering to lease underutilized space within a school to a coterminous school board;
- finding community partners who can pay the full cost of operating the underutilized space; and/or
- decommissioning or demolishing a section of the school that is not required for student use to reduce operating costs.

If none of these options are deemed viable by a school board, the board may determine that a pupil accommodation review process take place which could lead to possible school consolidations and closures. These decisions are made within the context of supporting the school board's student achievement and well-being strategy and to make the most effective use of its school buildings and funding.

The Ministry of Education expects school boards to work with their community partners when undertaking capital planning, including when a school board is beginning to develop options to address underutilized space in schools. The Ministry of Education's *Community Planning and Partnerships Guideline* (CPPG) outlines requirements for school boards to reach out to their local municipalities and other community partners to share planning related information and to explore potential partnership opportunities. The *Pupil Accommodation Review Guideline* (the "Guideline") builds upon the CPPG by providing requirements for school boards to share information with and seek feedback from their local municipalities and other community partners related to any pupil accommodation reviews a school board initiates.

If a pupil accommodation review results in a school closure decision, a school board will then need to decide whether to declare that school as surplus, potentially leading to the future disposition (that is, sale or lease) of the property. These dispositions are governed by Ontario Regulation 444/98 – Disposition of Surplus Real Property. Alternately, a school board may decide to use a closed school for other school board purposes, or hold the property as a strategic long-

term asset of the school board due to a projected need for the facility in the future. Each school board decides when it is appropriate to review its strategic property holdings to determine if these properties are still required to be held or should be considered surplus to the school board's needs and considered for a future disposition.

This document provides direction to school boards on one component of their capital planning - the pupil accommodation review process. It provides the minimum standards the province requires school boards to follow when undertaking a pupil accommodation review. It is important to note that school boards have flexibility to modify their pupil accommodation review policies to meet their local needs, and can develop policies that exceed the provincial minimum standards outlined in this document.

I. PURPOSE

The purpose of the *Guideline* is to provide a framework of minimum standards for school boards to undertake pupil accommodation reviews to determine the future of a school or group of schools. This *Guideline* ensures that where a decision is taken by a school board regarding the future of a school, that decision is made with the involvement of an informed local community and is based on a broad range of criteria regarding the quality of the learning experience for students.

This *Guideline* is effective upon release and replaces the previous *Guideline* of March 2015.

II. INTRODUCTION

Ontario's school boards are responsible for deciding the most appropriate pupil accommodation arrangements for the delivery of their elementary and secondary programs. These decisions are made by school board trustees in the context of carrying out their primary responsibilities of fostering student achievement and well-being, and ensuring effective stewardship of school board resources. In some cases, to address changing student populations, this requires school boards to consider undertaking pupil accommodation reviews that may lead to school consolidations and closures.

Under paragraph 26, subsection 8 (1) of the *Education Act*, the Minister of Education may issue guidelines with respect to school boards' school closure policies.

III. GUIDING PRINCIPLES

The *Guideline* has been established to align with the Ministry of Education's vision and as such, focuses on achieving excellence, ensuring equity, promoting well-being and enhancing public confidence.

All school board pupil accommodation review policies should be designed to align with these guiding principles.

IV. SCHOOL BOARD ACCOMMODATION REVIEW POLICIES

School boards are responsible for creating and implementing a policy to address pupil accommodation reviews to serve their local needs. School boards are required to consult with local communities prior to adopting or subsequently amending their pupil accommodation review policies.

All pupil accommodation review policies must be clear in stipulating that the final decision regarding the future of a school or group of schools rests solely with the Board of Trustees. If the Board of Trustees votes to close a school or schools in accordance with their policy, the school board must provide clear timelines regarding the closure(s) and ensure that a transition plan is communicated to all affected school communities within the school board.

It is important to note that this *Guideline* is intended as a **minimum** requirement for school boards in developing their policies. School boards are responsible for establishing and complying with their pupil accommodation review policies to serve their local needs.

A copy of the school board's pupil accommodation review policy and the government's *Pupil Accommodation Review Guideline* are to be made available to the public as determined in the school board's policy, and posted on the school board's website.

The *Guideline* recognizes that pupil accommodation reviews include a school or group of schools to facilitate the development of viable solutions for pupil accommodation that support the guiding principles.

School board pupil accommodation review policies will include statements that encourage the sharing of relevant information as well as providing the opportunity for the public and affected school communities to be heard.

The Ministry of Education recommends that, wherever possible, schools should only be subject to a pupil accommodation review once in a five-year period, unless there are circumstances determined by the school board, such as a significant change in enrolment.

V. SCHOOL BOARD PLANNING PRIOR TO AN ACCOMMODATION REVIEW

As described in the *Community Planning and Partnerships Guideline*, school boards must undertake long-term capital and accommodation planning, informed by any relevant information obtained from local municipal governments and other

community partners, which takes into consideration long-term enrolment projections and planning opportunities for the effective use of excess space in all area schools.

School boards must document their efforts to obtain information from local municipal governments as well as other community partners that expressed an interest prior to the pupil accommodation review; and provide any relevant information from municipalities and other community partners as part of the initial staff report (see Section VI).

VI. ESTABLISHING AN ACCOMMODATION REVIEW

School boards may proceed to establish a pupil accommodation review only after undertaking the necessary assessment of long-term capital and accommodation planning options for the school(s).

Initial Staff Report

Prior to establishing a pupil accommodation review, the initial staff report to the Board of Trustees must contain a recommended scenario and at least two alternative scenarios, which could include the status quo, to address the accommodation issue(s). The initial staff report must also include information on actions taken by school board staff prior to establishing a pupil accommodation review process and supporting rationale as to any actions taken or not taken.

Boards must use the ministry-approved template to write their initial staff reports.

The recommended and alternative accommodation scenarios included in the initial staff report must address the following four impacts:

- Impact on student programming;
- Impact on student well-being;
- Impact on school board resources; and
- Impact on the local community.

In addition, if at least one school that is eligible to receive support from the Rural and Northern Education Fund (RNEF) is included in a pupil accommodation review at any time, the initial staff report must address the following impact:

- Impact on the local economy¹.

¹ Boards must use the ministry-approved economic impact assessment template.

Boards should refer to section 5.6 (1) of *Ontario Regulation 193/10 – Restricted Purpose Revenues* (O. Reg. 193/10) for a description of the location of the list of schools eligible for Rural and Northern Education Fund Allocation. The list of RNEF-eligible schools can be found here: <http://edu.gov.on.ca/eng/funding/>

If a school board has included a new school on the list through board motion, then the board should confirm that it has been included in the ministry's list of schools eligible for Rural and Northern Education Fund Allocation (as per O. Reg. 193/10) prior to the initial staff report to the Board of Trustees.

School boards will *have discretion* to undertake economic impact assessments in other communities, if needed, however this will only be *required* if at least one RNEF-eligible school is included in a pupil accommodation review at any time.

To support these impact analyses, the following factors should be included for each accommodation scenario:

- summary of accommodation issue(s) for the school(s) under review;
- where students would be accommodated;
- if proposed changes to existing facility or facilities are required as a result of the pupil accommodation review;
- identify any program changes as a result of the recommended and alternative scenarios;
- how student transportation would be affected if changes take place;
- if new capital investment is required as a result of the pupil accommodation review, how the school board intends to fund this, as well as a proposal on how students would be accommodated if funding does not become available; and
- any relevant information obtained from municipalities and other community partners prior to the commencement of the pupil accommodation review, including any confirmed interest in using the underutilized space.

Each recommended and alternative accommodation scenario must also include a timeline for implementation.

The initial staff report and School Information Profiles (SIPs) (see Section VIII) will be made available to the public, as determined in the school board's policy, and posted on the school board's website following the decision to proceed with a pupil accommodation review by the Board of Trustees.

School boards must ensure that individuals from the school(s) under review and the broader community are invited to participate in the pupil accommodation review consultation. At a minimum, the pupil accommodation review process must consist of the following methods of consultation:

- Accommodation Review Committee (ARC) (see Section VII);

- consultation with municipal governments local to the affected school(s) (see Section IX);
- public meetings (see Section X); and
- public delegations (see Section XI).

VII. THE ACCOMMODATION REVIEW COMMITTEE

Role

School boards must establish an ARC that represents the school(s) under review and acts as the official conduit for information shared between the school board and the school communities. The ARC may comment on the initial staff report and may, throughout the pupil accommodation review process, seek clarification of the initial staff report. The ARC may provide other accommodation scenarios than those in the initial staff report; however, it must include supporting rationale for any such scenario.

The ARC members do not need to achieve consensus regarding the information provided to the Board of Trustees.

The school board's staff resources assigned to the ARC are required to compile feedback from the ARC as well as the broader community in the Community Consultation section of the final staff report (see Section XI) to be presented to the Board of Trustees.

Membership

The membership of the ARC should include, at a minimum, parent/guardian representatives from each of the schools under review, chosen by their respective school communities.

Where established by a school board's pupil accommodation review policy, there may also be the option to include students and representation from the broader community. For example, a school board's policy may include a requirement for specific representation from the First Nations, Metis, and Inuit communities. In addition, school board trustees may be ad hoc ARC members to monitor the ARC progress.

Formation

The ARC should be formed following the Board of Trustees' consideration of the initial staff report but prior to the first public meeting. The school board will invite ARC members from the school(s) under review to an orientation session that will describe the mandate, roles and responsibilities, and procedures of the ARC.

Terms of Reference

School boards will provide the ARC with Terms of Reference that describe the ARC's mandate. The mandate will refer to the school board's education and accommodation objectives in undertaking the pupil accommodation review and reflect the school board's strategy for supporting student achievement and well-being.

The Terms of Reference will also clearly outline the school board's expectations of the roles and responsibilities of the ARC; and describe the procedures of the ARC. At a minimum, the ARC will provide feedback on the initial staff report recommended and alternative scenarios.

The Terms of Reference will outline the minimum number of working meetings of the ARC.

Meetings of the Accommodation Review Committee

The ARC will meet to review materials presented by school board staff. It is recommended that the ARC hold as many working meetings as is deemed necessary within the timelines established in their school board's pupil accommodation review policy.

VIII. SCHOOL INFORMATION PROFILE

School board staff are required to develop School Information Profiles (SIPs) as orientation documents to help the ARC and the community understand the context surrounding the decision to include the specific school(s) in a pupil accommodation review. The SIP provides an understanding of and familiarity with the facilities under review.

The SIP is expected to include data for each of the following four considerations about the school(s) under review:

- Impact on student programming;
- Impact on student well-being;
- Impact on school board resources; and
- Impact on the local community.

A SIP will be completed by school board staff for each of the schools under review. The following are the minimum data requirements and factors that are to be included in the SIP:

- Facility Profile:
 - School name and address.

- Site plan and floor plan(s) (or space template) of the school with the date of school construction and any subsequent additions.
 - School attendance area (boundary) map.
 - Context map (or air photo) of the school indicating the existing land uses surrounding the school.
 - Planning map of the school with zoning, Official Plan or secondary plan land use designations.
 - Size of the school site (acres or hectares).
 - Building area (square feet or square metres).
 - Number of portable classrooms.
 - Number and type of instructional rooms as well as specialized classroom teaching spaces (e.g., science lab, tech shop, gymnasium, etc.).
 - Area of hard surfaced outdoor play area and/or green space, the number of play fields, and the presence of outdoor facilities (e.g., tracks, courts for basketball, tennis, etc.).
 - Ten-year history of major facility improvements (item and cost).
 - Projected five-year facility renewal needs of school (item and cost).
 - Current Facility Condition Index (FCI) with a definition of what the index represents.
 - A measure of proximity of the students to their existing school, and the average distance to the school for students.
 - Percentage of students that are and are not eligible for transportation under the school board policy, and the length of bus ride to the school (longest, shortest, and average length of bus ride times).
 - School utility costs (totals, per square foot, and per student).
 - Number of parking spaces on site at the school, an assessment of the adequacy of parking, and bus/car access and egress.
 - Measures that the school board has identified and/or addressed for accessibility of the school for students, staff, and the public with disabilities (i.e., barrier-free).
 - On-the-ground (OTG) capacity, and surplus/shortage of pupil places.
- Instructional Profile:
 - Describe the number and type of teaching staff, non-teaching staff, support staff, itinerant staff, and administrative staff at the school.
 - Describe the course and program offerings at the school.
 - Describe the specialized service offerings at the school (e.g., cooperative placements, guidance counseling, etc.).
 - Current grade configuration of the school (e.g., junior kindergarten to Grade 6, junior kindergarten to Grade 12, etc.).
 - Current grade organization of the school (e.g., number of combined grades, etc.).
 - Number of out of area students.
 - Utilization factor/classroom usage.
 - Summary of five previous years' enrolment and 10-year enrolment projection by grade and program.

- Current extracurricular activities.
- Other School Use Profile:
 - Current non-school programs or services resident at or co-located with the school as well as any revenue from these non-school programs or services and whether or not it is at full cost recovery.
 - Current facility partnerships as well as any revenue from the facility partnerships and whether or not it is at full cost recovery.
 - Community use of the school as well as any revenue from the community use of the school and whether or not it is at full cost recovery.
 - Availability of before and after school programs or services (e.g., child care) as well as any revenue from the before and after school programs and whether or not it is at full cost recovery.
 - Lease terms at the school as well as any revenue from the lease and whether or not it is at full cost recovery.
 - Description of the school's suitability for facility partnerships.

School boards may introduce additional items that could be used to reflect local circumstances and priorities which may help to further understand the school(s) under review.

Each school under review will have a SIP completed at the same point-in-time for comparison purposes. The Ministry of Education expects school boards to prepare SIPs that are complete and accurate, to the best of the school board's ability, prior to the commencement of a pupil accommodation review.

While the ARC may request clarification about information provided in the SIP, it is not the role of the ARC to approve the SIP.

IX. CONSULTATION WITH LOCAL MUNICIPAL GOVERNMENTS

Following the Board of Trustees' approval to undertake a pupil accommodation review, school boards must invite affected single, lower and upper-tier municipalities as well as other community partners that expressed an interest prior to the pupil accommodation review to discuss and comment on the recommended and alternative scenarios in the school board's initial staff report.

Invitations for this meeting will be sent to the elected Mayor, Chair, Warden, Reeve or equivalent, and to the Chief Administrative Officer, City Manager or equivalent for the affected single, lower and upper-tier municipalities.

If the affected single, lower and upper-tier municipalities, as well as other community partners that expressed an interest prior to the pupil accommodation review, provide their response on the recommended and alternative accommodation scenarios in the school board's initial staff report before the final public meeting school boards must include this response in the final staff report. School boards will not be required to include responses received after the final

public meeting. School boards must provide them with advance notice of when the final public meeting is scheduled to take place.

School boards must document their efforts to meet with the affected single, lower and upper-tier municipalities, as well as other community partners that expressed an interest prior to the pupil accommodation review; and provide any relevant information from this meeting as part of the final staff report to the Board of Trustees (see Section XI).

X. PUBLIC MEETINGS

Once a school board has received an initial staff report and has approved the initiation of a pupil accommodation review, the school board must arrange to hold a minimum of three public meetings for broader community consultation on the initial staff report. School boards are expected to provide facilitated public meetings to solicit broader community feedback on the recommended and alternative scenarios contained in the initial staff report. In addition to the required public meetings, school boards may use other methods to solicit community feedback.

The public meetings are to be announced and advertised publicly by the school board through an appropriate range of media as determined by the school board.

At a minimum, the first public meeting must include the following:

- an overview of the ARC orientation session;
- the initial staff report with recommended and alternative accommodation scenarios; and
- a presentation of the SIPs.

XI. COMPLETING THE ACCOMMODATION REVIEW

Final Staff Report

At the conclusion of the pupil accommodation review process, school board staff will submit a final staff report to the Board of Trustees which must be available to the public as determined in the school board's policy, and posted on the school board's website.

The final staff report must include:

- A Community Consultation section that contains feedback from the ARC and all public consultations as well as any relevant information obtained

from municipalities and other community partners prior to and during the pupil accommodation review.¹

- A section that summarizes secondary school student feedback for pupil accommodation reviews involving one or more secondary schools. School boards will determine how best to involve secondary school students in the pupil accommodation review process, to promote their voice and ensure their well-being. Potential options could include a dedicated meeting for students or an online tool for students to submit anonymous feedback. School boards could also determine whether to include feedback from elementary students in this section.

School board staff may choose to amend their recommended and alternative accommodation scenarios included in the initial staff report. However, if a new school closure² is introduced as part of any recommended or alternative scenario in the final staff report, then an additional public meeting must be held no fewer than 20 business days from the posting of the final staff report.

School board staff will compile feedback from this additional public meeting, which will be presented to the Board of Trustees as part of the final staff report.

The recommended and alternative scenarios must also include a proposed accommodation plan, prepared for the decision of the Board of Trustees, which contains a timeline for implementation.

¹ Community partners may use the ministry-approved template to engage boards with proposed alternatives to closures and proposals for community use of schools.

² Refer to Section XVI. EXEMPTIONS.

Delegations to the Board of Trustees Meeting

Once school board staff submits the final staff report to the Board of Trustees, the school board must allow an opportunity for members of the public to provide feedback on the final staff report through public delegations to the Board of Trustees. Notice of the public delegation opportunities will be provided based on school board policy.

After the public delegations, school board staff will compile feedback from the public delegations which will be presented to the Board of Trustees with the final staff report.

Decision of the Board of Trustees

The Board of Trustees will be provided with the final staff report, including the compiled feedback from the public delegations, when making its final decision regarding the pupil accommodation review.

The Board of Trustees has the discretion to approve the recommendation(s) of the final staff report as presented, modify the recommendation(s) of the final staff report, or to approve a different outcome.

The Ministry encourages school boards not to make final pupil accommodation review decisions during the summer holiday period (typically from July 1 to the day after Labour Day).

XII. TRANSITION PLANNING

The transition of students should be carried out in consultation with parents/guardians and staff. Following the decision to consolidate and/or close a school, the school board is expected to establish a separate committee to address the transition for students and staff.

XIII. TIMELINES FOR THE ACCOMMODATION REVIEW PROCESS

The pupil accommodation review process must comply with the following minimum timelines:

- Following the date of the Board of Trustees' approval to conduct a pupil accommodation review, the school board will provide written notice of the Board of Trustees' decision within 5 business days to each of the elected Mayors, Chairs, Wardens, Reeves or equivalent and to the Chief Administrative Officers, City Managers, or equivalent of the affected single, lower and upper-tier municipalities, other community partners that expressed an interest prior to the pupil accommodation review; and

include an invitation for a meeting to discuss and comment on the recommended and alternative accommodation scenarios in the school board's initial staff report. School boards must also notify the Director(s) of Education of their coterminous school boards and the Ministry of Education through the office of the Assistant Deputy Minister of the Capital and Business Support Division.

- The meeting between the school board, affected single, lower and upper-tier municipalities and other community partners that expressed an interest prior to the pupil accommodation review must be scheduled to take place before the first public meeting.
- The affected single, lower and upper-tier municipalities, as well as other community partners that expressed an interest prior to the pupil accommodation review, should provide their response on the recommended and alternative accommodation scenarios in the school board's initial staff report before the final public meeting, otherwise school boards will not be required to include this response in the final staff report.
- The Accommodation Review Committee (ARC) should be formed following the Board of Trustees' consideration of the initial staff report but prior to the first public meeting. An overview of the ARC orientation session must be included at the first public meeting.
- Beginning with the date of the Board of Trustees' approval to conduct a pupil accommodation review, there must be no fewer than 40 business days before the first public meeting is held.
- There must be a minimum period of 60 business days between the first and final public meetings.
- The final staff report must be publicly posted no fewer than 10 business days after the final public meeting.
- From the posting of the final staff report, there must be no fewer than 10 business days before the public delegations.
- If a new school closure¹ is introduced as part of any recommended or alternative accommodation scenario in the final staff report, then an additional public meeting must be held no fewer than 20 business days from the posting of the final staff report.
- If there is an additional public meeting, there must be no fewer than 10 business days before the public delegations.
- There must be no fewer than 10 business days between public delegations and the final decision of the Board of Trustees.

¹ Refer to Section XVI. EXEMPTIONS.

XIV. MODIFIED ACCOMMODATION REVIEW PROCESS

In certain circumstances, where the potential pupil accommodation options available are deemed by the school board to be less complex and do not include one or more schools eligible to receive support from the ministry's Rural and Northern Education Fund (RNEF), school boards may find it appropriate to undertake a modified pupil accommodation review process. The *Guideline* permits a school board to include an optional modified pupil accommodation review process in its pupil accommodation review policy.

A school board's pupil accommodation review policy must clearly outline the conditions where a modified pupil accommodation review process could be initiated by explicitly defining the factors that would allow the school board the option to conduct a modified pupil accommodation review process. The conditions for conducting a modified pupil accommodation review process are satisfying condition one and two or more of conditions two to five:

1. exclusion of any RNEF-eligible school in the pupil accommodation review; and, either
2. distance to the nearest available accommodation; or
3. utilization rate of the facility; or
4. number of students enrolled at the school; or
5. when a school board is planning the relocation (in any school year or over a number of school years) of a program, in which the enrolment constitutes more than or equal to 50% of the school's enrolment (this calculation is based on the enrolment at the time of the relocation, or the first phase of a relocation carried over a number of school years).

School boards may consider additional factors that are defined in their pupil accommodation review policy to qualify for the modified pupil accommodation review process. Multiple factors may be developed by the school board to appropriately reflect varying conditions across the board (e.g., urban, rural, elementary panel, secondary panel, etc.). The Board of Trustees must approve these explicitly defined factors, after community consultation, in order to adopt a modified pupil accommodation review process as part of their school board's pupil accommodation review policy.

The guiding principles of this *Guideline* apply to the modified pupil accommodation review process.

Even when the criteria for a modified pupil accommodation review are met, a school board may choose to use the standard pupil accommodation review process.

Implementing the Modified Accommodation Review Process

The initial staff report will explain the rationale for exempting the school(s) from the standard pupil accommodation review process, in accordance with the school board's pupil accommodation review policy.

The initial staff report and SIPs must be made available to the public, as determined in the school board's policy, and posted on the school board's website.

A public meeting will be announced and advertised through an appropriate range of media as determined by the school board.

Following the public meeting, school board staff will submit a final staff report to the Board of Trustees which must be available to the public as determined in the school board's policy, and posted on the school board's website. However, if a new school closure¹ is introduced as part of any recommended or alternative accommodation scenario in the final staff report, then an additional public meeting must be held no fewer than 20 business days from the posting of the final staff report.

The final staff report must include:

- A Community Consultation section that contains feedback from all public consultations as well as any relevant information obtained from municipalities and other community partners prior to and during the modified pupil accommodation review.
- A section that summarizes secondary school student feedback for pupil accommodation reviews involving one or more secondary schools. School boards will determine how best to involve secondary school students in the pupil accommodation review process, to promote their voice and ensure their well-being. Options could include a dedicated meeting for students or an online tool for students to submit anonymous feedback. School boards could also determine whether to include feedback from elementary students in this section.

Once school board staff submit the final staff report to the Board of Trustees, the school board must allow an opportunity for members of the public to provide feedback through public delegations to the Board of Trustees. Notice of the public delegation opportunities will be provided based on school board policy.

¹ Refer to Section XVI. EXEMPTIONS.

After the public delegations, school board staff will compile feedback from the public delegations which will be presented to the Board of Trustees with the final staff report.

The Board of Trustees has the discretion to approve the recommendation(s) of the final staff report as presented, modify the recommendation(s) of the final staff report, or to approve a different outcome.

The Ministry encourages school boards not to make final pupil accommodation review decisions during the summer holiday period (typically from July 1 to the day after Labour Day).

A transition plan will be put in place following the decision to consolidate and/or close a school.

Timelines for the Modified Accommodation Review Process

The modified pupil accommodation review process must comply with the following minimum timelines:

- Following the date of the Board of Trustees' approval to conduct a modified pupil accommodation review, the school board will provide written notice of the Board of Trustees' decision within 5 business days to each of the elected Mayors, Chairs, Wardens, Reeves or equivalent and to the Chief Administrative Officers, City Managers, or equivalent of the affected single, lower and upper-tier municipalities, other community partners that expressed an interest prior to the modified pupil accommodation review; and include an invitation for a meeting to discuss and comment on the recommended and alternative scenarios in the school board's initial staff report. School boards must also notify the Director(s) of Education of their coterminous school boards and the Ministry of Education through the office of the Assistant Deputy Minister of the Capital and Business Support Division.
- The meeting between the school board, affected single, lower and upper-tier municipalities and other community partners that expressed an interest prior to the pupil accommodation review must be scheduled to take place before the first public meeting.
- The affected single, lower and upper-tier municipalities, as well as other community partners that expressed an interest prior to the modified pupil accommodation review, should provide their response on the recommended and alternative scenarios in the school board's initial staff report before the final public meeting, otherwise school boards will not be required to include this response in the final staff report.
- The school board must hold at least one public meeting. Beginning with the date of the Board of Trustees' approval to conduct a modified pupil

accommodation review, there must be no fewer than 40 business days before this public meeting is held.

- The final staff report must be publicly posted no fewer than 10 business days after the final public meeting.
- From the posting of the final staff report, there must be no fewer than 10 business days before the public delegations.
- If a new school closure¹ is introduced as part of any recommended or alternative scenario in the final staff report, then an additional public meeting must be held no fewer than 20 business days from the posting of the final staff report.
- If there is an additional public meeting, there must be no fewer than 10 business days before the public delegations.
- There must be no fewer than 10 business days between public delegations and the final decision of the Board of Trustees.

XV. ADMINISTRATIVE REVIEW PROCESS

What is an Administrative Review?

The Ministry of Education encourages students, parents and community members to get involved in the accommodation review process.

If during the course of the pupil accommodation review process, an individual or individuals become concerned that the board is not following its pupil accommodation review policy, they may want to consult the board's policy and advise the Accommodation Review Committee (ARC) of their concerns.

A copy of the board's policy can be found on its website, or can be requested from the board.

If at the end of the process, an individual or individuals believe that the board did not follow its pupil accommodation review policy, then they can request an Administrative Review from the ministry.

Steps to Request an Administrative Review

Once the trustees have made their final decision, there are 30 calendar days to submit a petition to the ministry. The ministry will notify the contact person when

¹ Refer to Section XVI. EXEMPTIONS.

the petition has been received. Within 60 calendar days, the ministry will decide whether to appoint a facilitator to undertake an Administrative Review.

A review of a school board's accommodation review process may be sought if the following conditions are met.

An individual or individuals must:

Step 1

- Review the board's policy governing pupil accommodation reviews and identify areas where they believe the board did not follow its policy. A copy of the board's pupil accommodation review policy must be submitted, highlighting how the pupil accommodation review process was not compliant with the school board's pupil accommodation review policy. Some examples could include:
 - The board policy may require that public meetings be held over a 90 day period, but the meetings were held over a 70 day period.
 - The board policy may require board staff to analyze a certain number of accommodation scenarios, and the board staff may not have done so.

Step 2

- Collect signatures of people who also believe the board did not follow its policy and who support a request for an Administrative Review. Demonstrate the support of a portion of the school community through the completion of a petition signed by a number of supporters equal to at least 30% of the affected school's student headcount (e.g., if the headcount is 150, then 45 signatures would be required). An affected school is one that trustees agreed to close as part of their final decision on the pupil accommodation review. Parents/guardians of students attending the affected school and/or other individuals that formally participated in the accommodation review process are eligible to sign the petition.
- Eligible signatures are from:
 - parents or guardians of students who attend the affected school
 - other individuals who formally participated in the accommodation review process by attending a meeting, presenting a submission in person or in writing (including by email), or as ARC members.

- The petition¹ should clearly provide a space for individuals to print and sign their name or provide an e-signature²; address (street name and postal code); and to indicate whether they are a parent/guardian of a student attending the school subject to the accommodation review, or an individual who has formally participated in the review process.

Step 3

- Write a letter or email to the Minister of Education to accompany the petition. Petitioners may want to follow the format provided in Appendix A. The letter or email must explain in detail how petitioners think the board did not follow its accommodation review policy.
- Submit the petition, letter, and justification to the school board and the Minister of Education within thirty (30) calendar days of the board's closure resolution. The letter or email must identify one person as the contact person. One copy of your letter or email is to be sent to the Ministry and another copy is to be sent to the board.

The school board is then required to:

- Confirm to the Minister of Education that the names on the petition are parents/guardians of students enrolled at the affected school and/or individuals who formally participated in the review process.
- Prepare a response to the individual's or individuals' submission regarding the process and forward the board's response to the Minister of Education and the petitioner within thirty (30) calendar days of receiving the petition.

If the conditions set out above have been met, the Ministry is then required to:

- Undertake a review to determine whether the school board accommodation review process was undertaken in a manner consistent with the board's accommodation review policy within thirty (30) calendar days of receiving the school board's response and, if warranted, appoint a facilitator to undertake an Administrative Review.

¹ Information contained in the petition is subject to the *Freedom of Information and Protection of Privacy Act, 1990*.

² Petitioners must follow ministry-approved guidelines regarding the use of e-signatures.

- If the ministry decides not to appoint a facilitator, the ministry will notify the petitioner and the school board to explain why a facilitator was not appointed. The school board may post this response on its website.
- If the ministry decides to appoint a facilitator the ministry will notify the petitioner and the school board. The school board may post this response on its website. The facilitator will consult with the community and the school board to gather information to write the report to the Minister. The facilitator will determine the timing and manner in which the consultations will be conducted. The facilitator will use the information collected to write a report that responds to the question of whether the school board followed its pupil accommodation review policy, and submit the report to the Minister. The Minister will post the report on the ministry's website.

XVI. EXEMPTIONS

This *Guideline* applies to schools offering elementary or secondary programs. However, there are specific circumstances where school boards are not obligated to undertake a pupil accommodation review. These include:

- where a replacement school is to be built by the school board on the existing site, or built or acquired within the existing school attendance boundary, as identified through the school board's policy;
- where a replacement school is to be built by the school board on the existing site, or built or acquired within the existing school attendance boundary and the school community must be temporarily relocated to ensure the safety of students and staff during the reconstruction, as identified through the school board's policy;
- when a lease for the school is terminated;
- when a school board is planning the relocation (in any school year or over a number of school years) of grades or programs, in which the enrolment constitutes less than 50% of the school's enrolment (this calculation is based on the enrolment at the time of the relocation, or the first phase of a relocation carried over a number of school years);
- when a school board is repairing or renovating a school, and the school community must be temporarily relocated to ensure the safety of students during the renovations;
- where a facility has been serving as a holding school for a school community whose permanent school is over-capacity and/or is under construction or repair; or

- where there are no students enrolled at the school at any time throughout the school year.

In the above circumstances, a school board is expected to inform school communities about proposed accommodation plans for students before a decision is made by the Board of Trustees. The school board will also provide written notice to each of the affected single, lower and upper-tier municipalities through the Clerks Department (or equivalent), as well as other community partners that expressed an interest prior to the exemption, and their coterminous school boards in the areas of the affected school(s) through the Director of Education, and to the Ministry of Education through the Assistant Deputy Minister of the Capital and Business Support Division no fewer than 5 business days after the decision to proceed with an exemption.

A transition plan will be put in place following the Board of Trustees' decision to consolidate, close or move a school or students in accordance with this section.

XVII. DEFINITIONS

Accommodation review: A process, as defined in a school board pupil accommodation review policy, undertaken by a school board to determine the future of a school or group of schools.

Accommodation Review Committee (ARC): A committee, established by a school board that represents the affected school(s) of a pupil accommodation review, which acts as the official conduit for information shared between the school board and the affected school communities.

ARC working meeting: A meeting of ARC members to discuss a pupil accommodation review, and includes a meeting held by the ARC to solicit feedback from the affected school communities of a pupil accommodation review.

Business day: A calendar day that is not a weekend or statutory holiday. It also does not include calendar days that fall within school boards' Christmas, spring, and summer break. For schools with a year-round calendar, any break that is five calendar days or longer is not a business day.

Consultation: The sharing of relevant information as well as providing the opportunity for municipalities and other community partners, the public and affected school communities to be heard.

Facility Condition Index (FCI): A building condition as determined by the Ministry of Education by calculating the ratio between the five-year renewal needs and the replacement value for each facility.

On-the-ground (OTG) capacity: The capacity of the school as determined by the Ministry of Education by loading all instructional spaces within the facility to current Ministry standards for class size requirements and room areas.

Public delegation: A regular meeting of the Board of Trustees where presentations by groups or individuals can have their concerns heard directly by the school board trustees.

Public meeting: An open meeting held by the school board to solicit broader community feedback on a pupil accommodation review.

School Information Profile (SIP): An orientation document with point-in-time data for each of the schools under a pupil accommodation review to help the ARC and the community understand the context surrounding the decision to include the specific school(s) in a pupil accommodation review.

Space template: A Ministry of Education template used by a school board to determine the number and type of instructional areas to be included within a new school, and the size of the required operational and circulation areas within that school.

APPENDIX A – ADMINISTRATIVE REVIEW PETITION TEMPLATE

Dear Minister,

I am writing to request an Administrative Review of the accommodation review process undertaken by the [name of the school board] for the following school(s): [school name] , [school name] , [school name] .

On [date] , the Board of Trustees voted to [describe board resolution to close school/s, move students, keep school/s open and/or build new school/s] .

Attached please find our petition. The petitioners believe that the board did not follow its accommodation review policy in the following ways:

1) The board's policy states: [describe relevant section of the board's policy]

Instead, the board [describe how actual events differed]

2) The board's policy states: [describe relevant section of the board's policy]

Instead, the board [describe how actual events differed]

3) The board's policy states: [describe relevant section of the board's policy]

Instead, the board _____[describe how actual events differed]_____

[other examples as appropriate]

We believe the board did not follow its accommodation review policy, we hope that you will appoint an independent facilitator to review the board's accommodation review process.

Sincerely,

[Contact person for the petitioners]

Contact information



REPORT TO

CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY COMMITTEE

RESPONSE TO DELEGATIONS FROM NATIVITY OF OUR LORD COMMUNITY – TRUSTEE WARD 2

“For I know the plans I have for you, declares the Lord, plans for welfare and not for evil, to give you a future and a hope.”, Jeremiah 29:11

Created, Draft	First Tabling	Review
May 28, 2018	June 6, 2018	Click here to enter a date.

J. Howley, Sr. Mgr. Planning & Accountability
 J. Volek, Acting Comptroller of Planning & Development Services
 D. Friesen, Acting Executive Superintendent of Facilities Services
 D. Yack, Superintendent of Student Achievement and Well Being, Area 2

INFORMATION REPORT

Vision:

At Toronto Catholic we transform the world through witness, faith, innovation and action.

Mission:

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.



Rory McGuckin
 Director of Education

D. Koenig
 Associate Director
 of Academic Affairs

Tim Robins
 Acting Associate Director
 of Planning and Facilities

L. Noronha
 Executive Superintendent
 of Business Services and
 Chief Financial Officer

A. EXECUTIVE SUMMARY

This report is for the consideration of the Board and was created in response to delegations received at the April 12, 2018 meeting of the Corporate Affairs, Strategic Planning and Property Committee regarding the report titled Staff Feasibility Study of New School at Nativity of Our Lord.

Based on the Board approved Capital Priorities Criteria, staff have determined that Nativity of Our Lord does not meet the necessary criteria to rank in the top 10 Capital Priority projects at this time. Capital Priorities are evaluated and reviewed on an annual basis for submission to the Ministry of Education for funding.

The cumulative staff time required to prepare this report was 6 hours

B. BACKGROUND

1. On **April 12, 2018**, at the Corporate Services, Strategic Planning and Property Committee, staff presented a report titled *Staff Feasibility Study for New School at Nativity of Our Lord*. Delegations presented to Board requesting clarification on the following subjects:
 - OTG Capacity Calculations
 - Projected Enrolment Numbers
 - Impact of Boundary Catchment change
 - Increase in FDK Enrolment
 - Anticipated Student Yields from Development and potential effects of Child Care.
2. The Board requested that staff report back to June 6, 2018, Corporate Services, Strategic Planning and Property Committee addressing the questions posed by the delegates.

C. EVIDENCE/RESEARCH/ANALYSIS

1. The following comments represent specific questions asked by the delegations and responses prepared by staff.

2. ***Does the capacity take into account the 3 self-contained special education classrooms currently housed by Nativity and deemed to have a capacity of 9 per classroom?***

On-the-Ground (OTG) Capacity calculations are based on the purpose-built space, not the current use. As the three self-contained special education classes are full-size classrooms, they are loaded at 23 pupil places each. Additionally, Special education classrooms are reviewed on a yearly basis and allocations may be increased or reduced as required based on students identified for the program and their exceptionalities.

3. ***Why has the recent trend of increased FDK registration not been reflected in the Projected Enrolment Number (additional 0.5 FDK classroom approved before Staff Feasibility Report requested)?***

The 0.5 FDK classroom has been added for the 2018-19 school year based on projected enrolment and is reflective of the boundary change with St. Gregory going forward. Therefore, it is captured in the current Board approved projections.

4. ***What is driving this major swing of 127 students in the 2020 enrolment projections in 1 year between the Boundary Review Interim Report (March 2017) and Staff Feasibility Report (April 2018)?***

&

Why have the student yields for known developments been revised down between the Boundary Review Interim Report and Staff Feasibility Report? And why is the West mall development expected student yield so low?

Development applications from the City are received by planning staff on a regular basis and tracked in our development database. The numbers referenced on March 2, 2017, Staff Interim Report are based on the 2016 Board Approved Projections. The Planning department tracks changes to applications during the City approval process over the years and are applied to the projections going forward.

According to the Ontario Municipal Board and City of Toronto development tracking sources, an application for a development with significant anticipated student yield (600-620 the East Mall) is no longer active.

In summary, based on current demographic and development trends, this has contributed to a decrease in the anticipated student yield in the past two years, which is reflected in the current enrolment projections.

5. ***Why were the student yields from the Child Care not included, as requested? & Child Care anticipated to open January 2020, according to LGA Architectural Partners – why is this not reflected in the 2020 projected enrolment?***

Child care space is leased by an external agency and provided to the community as a complimentary service. Therefore, children enrolled in child care spaces do not generate funding for the Board. Also, there is no guarantee that these children will attend TCDSB schools, regardless of their enrolment in child care.

Anticipated student yields are generated from development in the area, as well as, historical trending of existing community accounts for any children enrolled in the child care and is already captured in the latest Board approved projections.

6. ***Feasibility of a new addition being built to replace the old section of the building, as well as, the gym.***

The child care addition has been designed in such a way that if a new school was built, it could either be placed on the north (replacing the old section of the building), or to the south of the site, as shown in Appendix 'A'. Additionally, the previous kindergarten addition was built in such a way as to facilitate the demolition and replacement of the older part of the school.

Nativity of Our Lord has not been identified as a high priority in the Board's gym addition criteria matrix.

7. ***Does Nativity have the capacity to accept these students with a current 83% utilization rate?***

Current projections indicate that there is sufficient capacity in the school to accommodate the projected enrolment based on known parameters.

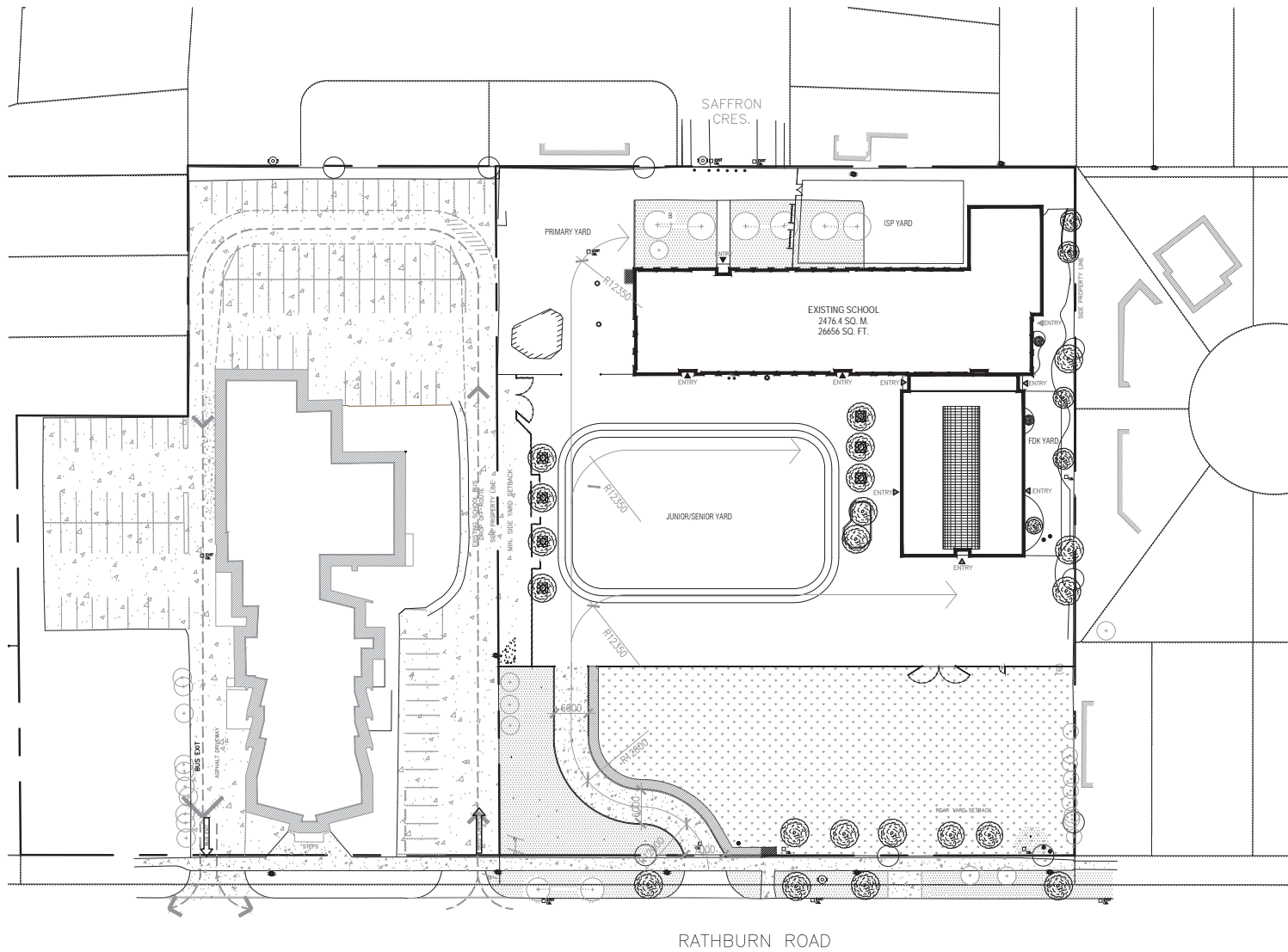
	OTG	Current	Projected Enrolment					
Nativity of Our Lord	541	2017	2018	2019	2020	2021	2022	2023
Pupil Count		414	405	404	401	404	395	398
Util. Rate (%)		77%	75%	75%	74%	75%	73%	74%

8. Based on the evidence, research and analysis, presented in this report, a replacement school at Nativity of Our Lord is not an urgent TCDSB Capital priority at this time. Staff will continue to monitor the enrolment to account for changing demographics and other factors that may influence the projection model, as well as, the facility condition to determine eligibility for future Capital Priorities submissions.

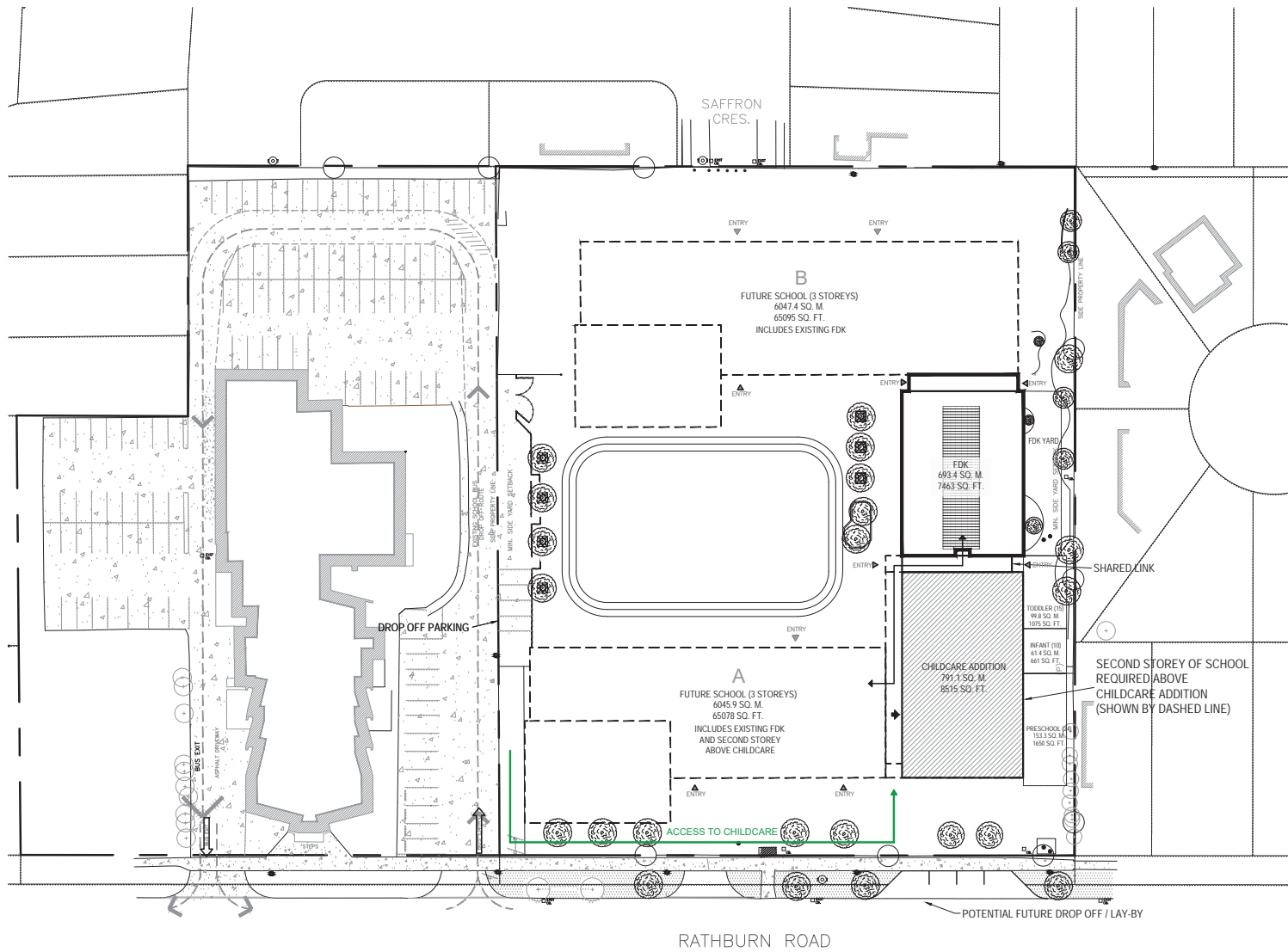
D. CONCLUDING STATEMENT

This report is for the consideration of the Board.

APPENDIX 'A'



APPENDIX 'A'



OPTION B

EXISTING SCHOOL OPEN SPACE AREA:	10 364.0 SQ.M.
PROPOSED SCHOOL OPEN SPACE AREA:	8 890.1 SQ.M.
CHILDREY PLAY AREA:	314.5 SQ.M.
TOTAL PROPOSED OPEN SPACE AREA:	9 204.6 SQ.M.

OPTION A

EXISTING SCHOOL OPEN SPACE AREA:	10 364.0 SQ.M.
PROPOSED SCHOOL OPEN SPACE AREA:	8 592.6 SQ.M.
CHILDREY PLAY AREA:	314.5 SQ.M.
TOTAL PROPOSED OPEN SPACE AREA:	8 907.1 SQ.M.





REPORT TO

CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY COMMITTEE

INTERIM FINANCIAL REPORT – APRIL 2018

Surely, you desire truth in the inner parts; you teach me wisdom in the inmost place.

Psalm 51:6

Created, Draft	First Tabling	Review
May 29, 2018	June 6, 2018	

D. Bilenduke, Senior Coordinator of Finance

P. De Cock, Comptroller of Business Services & Finance

INFORMATION REPORT

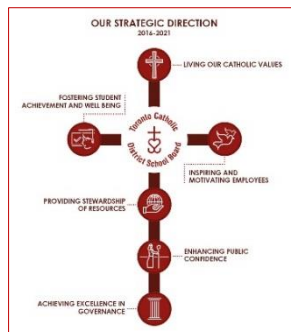
Vision:

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Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

T. Robins
Acting Associate Director
of Planning and Facilities

L. Noronha
Executive Superintendent
of Business Services and
Chief Financial Officer

A. EXECUTIVE SUMMARY

This Financial Update Report as at April 30th, 2018 provides a year-to-date look at significant financial activities at the Board. Business Services staff revised the format and consolidated the quarterly report in order to provide more analytics, a simpler format to report operating and capital expenditures in the appendices, and a more targeted expense variance analysis.

In order to comply with the Board's meeting schedule, a year-to-date April report was prepared to give the Trustees a report prior to the summer recess. The June quarterly report will be prepared for the Board meeting scheduled in August.

The Board is on target to meet and likely exceed the budgeted operating surplus of \$0.1 million for 2017-18. The anticipated surplus of \$10.5 million from the ASO benefits reserve has not been included in the preceding projected in-year operating surplus because this item is considered an extraordinary one-time revenue item. Appendix A provides a high-level summary expenditure variance analysis. When comparing the percentage spent to this period last year, it is important to know that year-to-date teaching days for April 2017 was 150 days and year-to-date for April 2018 was 151 days resulting in a .7% unfavourable variance that will disappear by year-end.

The cumulative staff time required to prepare this report was 15 hours.

B. PURPOSE

The Financial Update report is required to keep Trustees informed on the Board's financial performance through the year and illustrate any variance in expected outcomes. The report will provide a systematic analytical review of Operating and Capital Budgets, in the following order:

- High Level Review and Risk Assessments of Operating Budget
- Staff Absenteeism and Employee Family Assistance Program
- High Level Review and Risk Assessment of Impacts to MYSP
- High Level Review of School Renewal and Capital Projects

C. BACKGROUND

1. *This report is recognized as a best practice in the province.* The Ministry of Education and the District School Board Reporting Workgroup have both identified regular periodic financial reporting as a best practice in managing the Board's financial outcomes.

D. EVIDENCE/RESEARCH/ANALYSIS

HIGH LEVEL REVIEW AND RISK ASSESSMENTS OF OPERATING BUDGET

1. *Salary and Benefit expenditures are expected to finish on or below target for this academic year.* Overall, in the Salary and Benefits area, Figure 1 below illustrates the current risk exposure. This expenditure category is the most closely monitored risk as it comprises the largest portion of the operating budget.

Figure 1: Salary and Benefits Variance / Risk Analysis





	<i>Actual to Budget</i>		<i>Actual to Previous Year</i>		<i>Risk Assessment</i>
<i>Instructional Salaries</i>	↓	3.3%	↑	1.1%	●
<i>Instructional Benefits</i>	↓	16.1%	N/C	0.0%	●
<i>Non-Instructional Salaries</i>	↓	1.8%	↓	2.0%	●
<i>Non-Instructional Benefits</i>	↓	7.8%	↓	10.6%	●

● = Low: On Track ◆ = Medium: Monitor ◆ = High: Action Required

Both Instructional and Non-Instructional Benefits will continue to be monitored as they are tracking to finish significantly under budget. This will contribute to a potential surplus at year-end if this trend continues.

2. ***At an aggregate level, other expenditure categories (besides salary and benefits) are expected to finish on or below target.*** Overall, in the Non-Salary area, Figure 2 below illustrates the current risk exposure.

Figure 2: Non-Salary Variance / Risk Analysis




	<i>Actual to Budget</i>		<i>Actual to Previous Year</i>		<i>Risk Assessment</i>
<i>Instructional Expense</i>	↓	26.7%	↓	12.3%	
<i>Transportation Expense</i>	↑	0.2%	↑	1.7%	
<i>Operations & Maintenance</i>	↑	0.3%	↑	2.8%	
<i>Other Non- Instructional</i>	↑	24.1%	↑	34.4%	

While Instructional expenses are tracking low compared to budget, they are considered a low risk because the timing of expenditure recognition is subject to annual timing variations and unspent school block funds are carried forward. Transportation Expenses are being closely monitored due to higher fuel costs and the triggering of fuel escalation clauses in bus contracts. Other Non-Instructional Areas are tracking higher than budget, however, this can be attributed to prior year's remedy payments negotiated by the Ministry of Education and paid out this year. The Ministry is providing the Board with offsetting revenue against this expense.

3. ***Grant Revenue from the Province remains stable.*** There are no anticipated events affecting operating revenues received by the Ministry of Education. The March enrolment census is 80% complete and nothing of significance has come to staff's attention that would change the revenue budget. A modest increase in revenue of \$1 - \$3 million can be expected for this year.

4. ***Other Revenues are subject to external factors, which may result in variances from the Annual Plan.*** The 2017-18 revenue and expenditure estimates contained a plan to expand the number of school sites available for parking fee revenue generation in association with the Toronto Parking Authority (TPA). Permit Rate increases and increased enrolment of international Visa students also contributed to an overall increase in other revenues estimates.

Figure 3: Other Revenue Variance / Risk Analysis

	<i>Actual to Budget</i>		<i>Actual to Previous Year</i>		<i>Risk Assessment</i>
<i>Permit Revenues</i>	↓	3.0%	↑	24.8%	
<i>Parking Revenues</i>	↓	93.7%	N/C	0.0%	
<i>Visa Fees</i>	↑	9.9%	↑	16.1%	

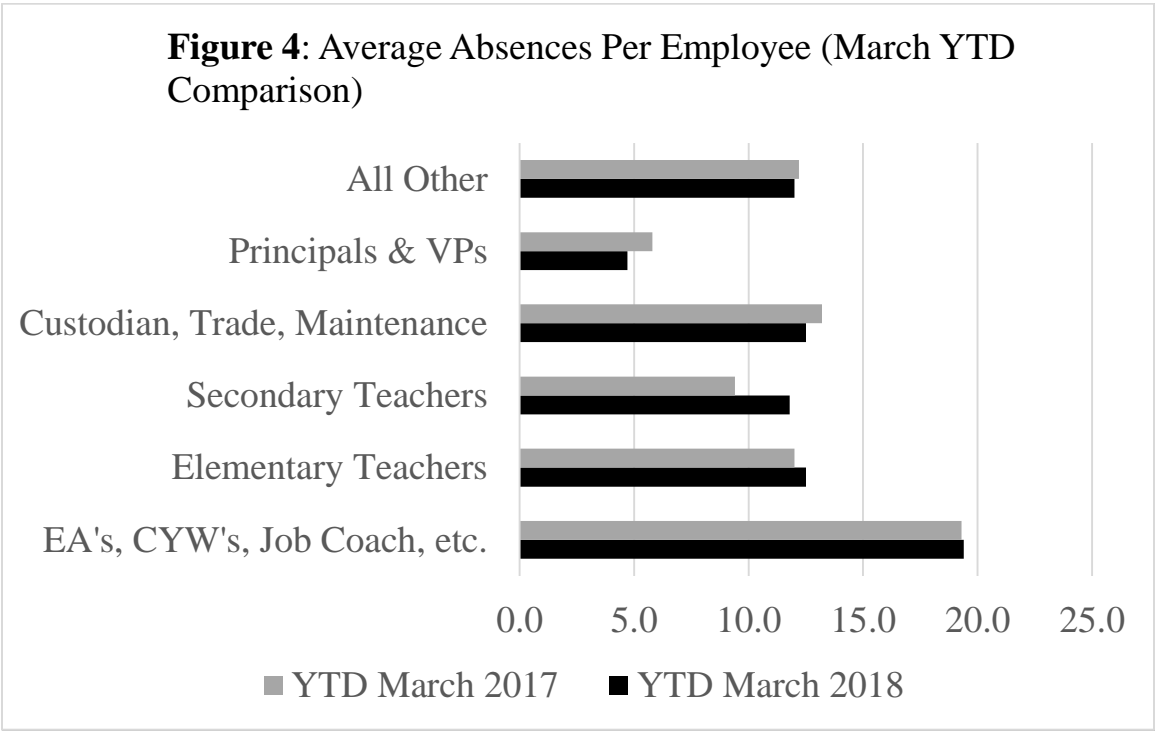
Parking revenues year-to-date have realized 9% of the planned \$400K, and the year-to-date results are in line with the previous year's actual revenues. Staff have confirmed the delayed rollout of additional school sites to the TPA, and consequently, negatively impacted upon planned parking revenue growth in 2017-18.

STAFF ABSENTEEISM AND EMPLOYEE FAMILY ASSISTANCE PROGRAM

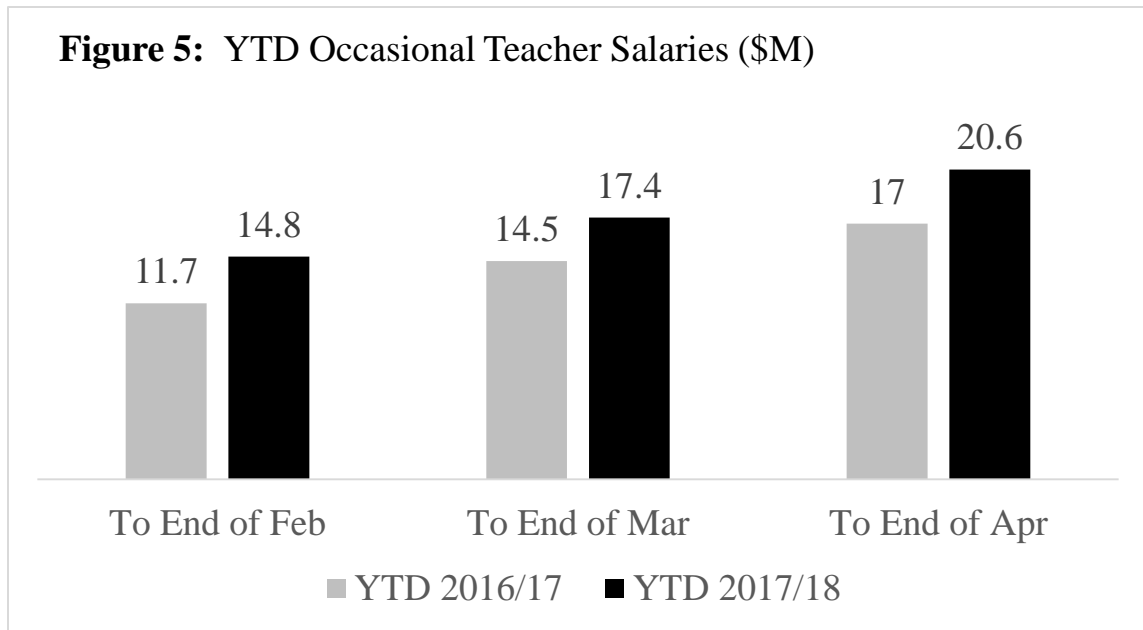
5. ***Staff Absenteeism Rates have increased and Occasional Fill Rates have declined.*** Recent statistics continue to provide evidence that staff absenteeism rates are increasing across all employee groups. Total Teacher Absence days have risen by 15% and Total Occasional Teacher expenditures have risen by 21% compared to the same time last year.

The following table provides a year-over-year comparison of staff absenteeism over the same period in the previous fiscal year. Elementary Teachers, Education Assistants (EAs), Child and Youth Workers (CYW), Job Coaches, Secondary Teachers and Other school board employees are all showing an increase in average days absent, while Custodians/Maintenance

and Principals/VP's are all showing a decrease in average days absent. The following chart compares average sick utilization by employee type as of March:



6. ***Salaries and wages account for 75% of TCDSB's operating budget.*** Staff absenteeism due to personal illness continues to be a problem at the Board. More Occasional Teachers have been made available this fiscal year resulting in 2017-18 usage rate of 18.7% higher when compared to the same period last year as illustrated in Figure 5. Staff had anticipated this increase and budgeted accordingly for the year. As a result, on an overall basis, salary and wages are expected to finish at or below the budgeted amount.



7. ***The Board has invested in employee wellness by purchasing an Employee Family Assistance Program (EFAP).*** The Board purchased an EFAP in December 2018. The data collected after 2 quarters show that usage rates have been climbing each month and the issues being dealt with mirror the national averages. Figures 6 provides the services accessed by month and Figure 7 provides information on the types of services accessed.

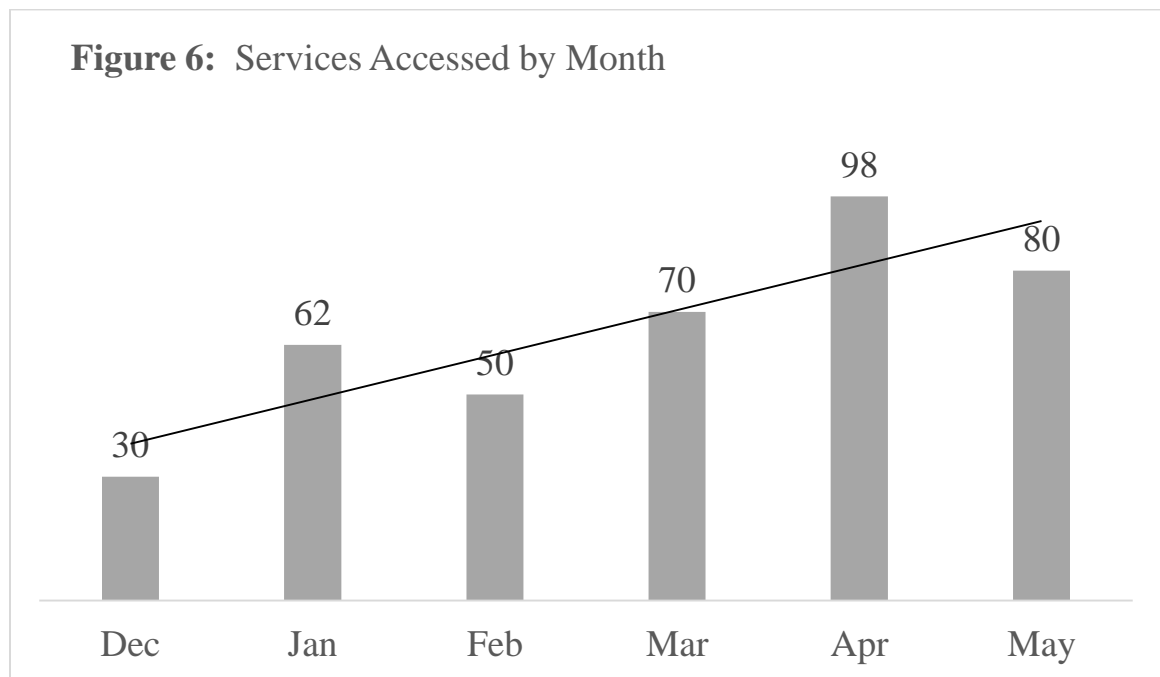








Figure 7: Counselling Service Types

	Q1	Q2	Current YTD		Industry Average	National Norm
Addiction Related	1	12	13	4.9%	1.7%	2.5%
Couple / Relationship	16	48	64	24.2%	23.5%	23.0%
Family	4	17	21	8.0%	11.9%	10.9%
Personal / Emotional	58	87	145	54.9%	50.7%	50.5%
Work Related	8	13	21	8.0%	12.2%	13.2%
Total	87	177	264	100.0%		

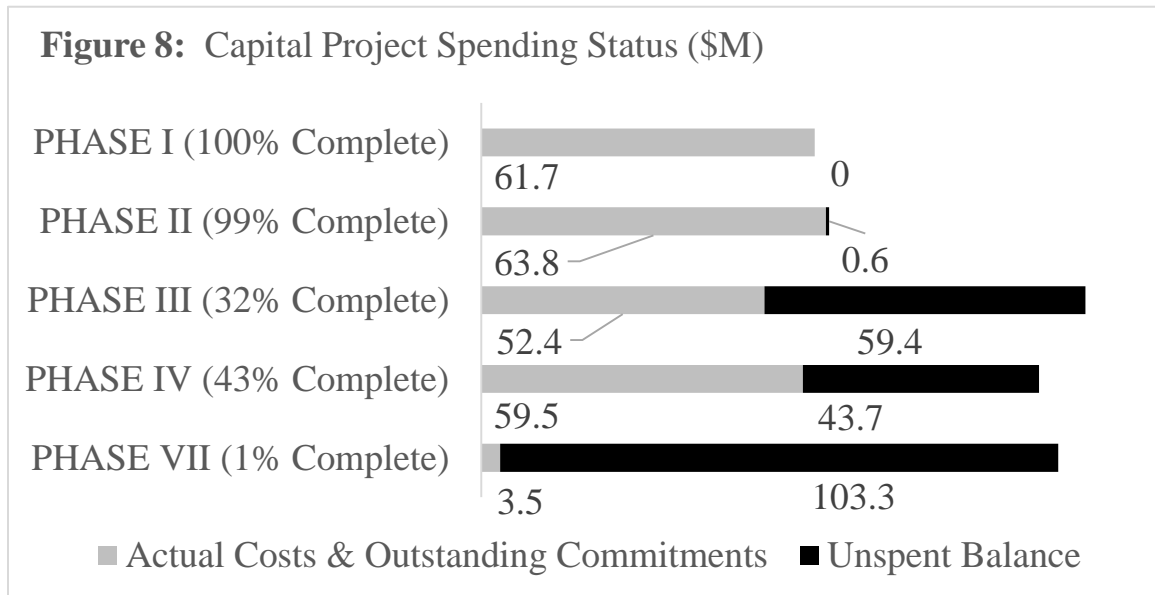
HIGH LEVEL REVIEW AND RISK ASSESSMENT OF IMPACTS TO MYSP

8. *Measuring the Overall impact to Multi-Year Strategic Plan requires constant monitoring.* The increasing trend observed in staff absenteeism and the low Occasional Teacher fill rates will negatively influence upon the primary pillar of student achievement and well-being. Suspension of new voluntary professional development initiatives may hinder the development of new instructional pedagogies and relevant curricular resources for classrooms.

TCDSB MYSP 2016-2021	IMPACTS	RISK PROFILE
Living our Catholic Values	Year of the School celebrates the Living Faith in school, students and staff	
Fostering Student Achievement and Well-being	Staff Absenteeism and Low OT Fill Rates jeopardizing Student Assessment and Instructional Strategies, and limited professional development initiatives due to low OT Supply Roster.	
Inspiring and Motivating Employees	Recent rollout of Employee Assistance Program focusing on staff well-being	
Providing Stewardship of Resources	Labour Grievances creating Cost Pressures, and Short Term Disability Leave Management Initiatives to mitigate staff absenteeism related cost pressures	
Enhancing Public Confidence	Increased Accountability Measures and Reporting Requirements	
Achieving Excellence in Governance	Ministry Review planned	

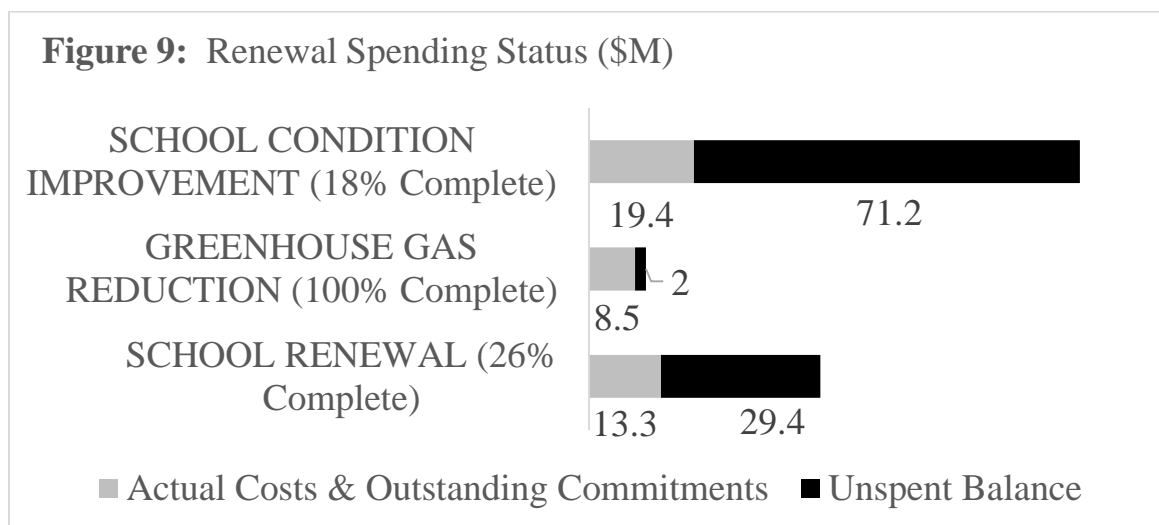
HIGH LEVEL REVIEW OF SCHOOL RENEWAL AND CAPITAL PROJECTS

9. ***The Capital program totals \$448 million.*** The Board received Capital Project funding for many new schools, additions and childcare spaces. The capital program funding includes Childcare funding and Full Day Kindergarten funding for projects where applicable. Figure 8 illustrates the Ministry approved capital budgets, the amount spent and/or committed, the balance remaining and the percentage completed by each Phase. Appendix B provides more detail regarding the Capital Projects Phases 1 to 7.



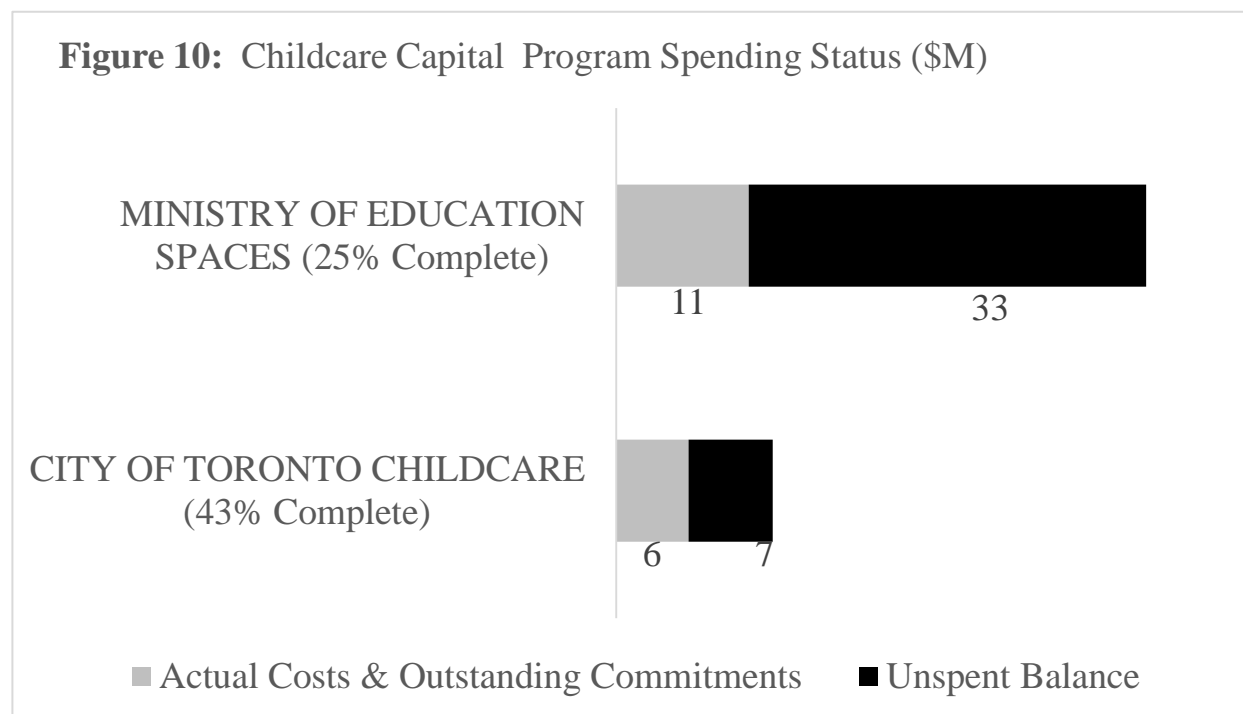
10. ***The Renewal Program consists of major building component replacements and site improvements for a total available at September 1, 2017 of \$140M with funding of approximately \$98M remaining.*** The Renewal Program is funded through several grants such as Regular School Renewal Grant, School Improvement Grant and the Greenhouse Gas Reduction Grant. Staff are currently issuing tender documents so construction can begin in the summer months and this will reduce the funding available.

Figure 9 provides a high-level view of the Ministry Approved funding, Actual & Committed Amounts spent and the balance remaining for School Renewal, Greenhouse Gas Reduction and School Renewal Capital Projects to date:



The Board received a budget of \$7.1M for Greenhouse Gas Reduction with an expenditure timeline of March 31st 2018 and an additional \$3.8M on April 1, 2018 with an expenditure timeline of March 31st 2019. The Board met the completion timeline of March 31, 2018. The Board continues to complete work already underway to meet the expenditure timeline for March 31, 2019.

11. ***The Capital budget also includes two Childcare Program capital projects.***
The childcare program consists of childcare additions, childcares as part of new school construction and retrofit of existing childcares. Childcare capital funding is received from the Ministry of Education and the City of Toronto for purposes of building childcare space at specific schools. Figure 10 presents the status of progress to date including the percentage complete, actual and committed costs, as well as the balance remaining for both the Ministry and City of Toronto funded childcares.



E. METRICS AND ACCOUNTABILITY

1. ***The Board is on track to finish the year with a surplus.*** Expenditures and Revenues are on track to finish the year with the expected surplus of \$0.1M and efficiencies in benefit expenditures should push this surplus higher.
2. ***The one-time extraordinary item of \$10.5M is subject to continuing review by the Ministry of Education and outstanding grievances.*** The Revised Estimates had forecasted the \$10.5M ASO Benefits Surplus be released by the Ministry of Education during 2017-18 fiscal year. The Board is in continued talks with the Ministry and Unions. The accounting for this surplus has become a moving target and it is expected to land somewhere between \$7 and \$13 million, but not likely by the end of this fiscal year.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.

OPERATING EXPENDITURES

@ April 30, 2018

'000's	Total Revised Estimate	YTD Revised Estimate	YTD Actual	Variance '000's	Variance %	2017/18 YTD % Spent	2016/17 YTD % Spent
Salaries							
Teachers	517,852	414,282	403,258	11,023	2.7%	77.9%	76.9%
Occasional Teachers	23,212	18,569	20,608	(2,038)	-11.0%	88.8%	70.1%
Educational Assistants & ECE's	60,759	48,607	44,677	3,929	8.1%	73.5%	76.2%
Principal & VP	37,149	29,719	28,455	1,264	4.3%	76.6%	77.2%
School Office	17,627	14,101	12,411	1,691	12.0%	70.4%	65.0%
Continuing Education	18,183	14,547	8,574	5,972	41.1%	47.2%	50.0%
Other Instructional	59,684	47,747	45,324	2,423	5.1%	75.9%	76.2%
Sub Total Instruction	734,465	587,572	563,307	24,265	4.1%	76.7%	75.6%
Administration	16,759	11,173	11,241	(69)	-0.6%	67.1%	65.7%
Transportation	993	662	618	44	6.7%	62.2%	62.4%
Operations & Maintenance	46,809	31,206	30,269	936	3.0%	64.7%	70.9%
Other	8,591	5,727	5,328	399	7.0%	62.0%	50.7%
Sub Total Non Instruction	73,152	48,768	47,456	1,312	2.7%	64.9%	66.9%
Total Salaries	807,617	636,340	610,763	25,577	4.0%	75.6%	74.8%
Benefits							
Teachers	80,794	64,636	52,663	11,973	18.5%	65.2%	60.8%
Occasional Teachers	6,042	4,833	2,307	2,526	52.3%	38.2%	58.6%
Educational Assistants & ECE's	20,242	16,194	12,858	3,336	20.6%	63.5%	70.3%
Principal & VP	4,713	3,770	3,539	232	6.2%	75.1%	69.6%
School Office	5,570	4,456	3,527	929	20.8%	63.3%	67.6%
Continuing Education	2,820	2,256	1,684	572	25.4%	59.7%	64.2%
Other Instructional	13,367	10,693	8,694	1,999	18.7%	65.0%	69.6%
Sub Total Instruction	133,548	106,838	85,272	21,566	20.2%	63.9%	63.9%
Administration	4,563	3,042	3,029	13	0.4%	66.4%	68.9%
Transportation	245	164	157	6	3.8%	64.1%	63.3%
Operations & Maintenance	14,999	10,000	8,939	1,060	10.6%	59.6%	69.3%
Other	1,804	1,203	592	611	50.8%	32.8%	76.8%
Sub Total Non Instruction	21,612	14,408	12,718	1,690	11.7%	58.9%	69.5%
Total Benefits	155,160	121,246	97,990	23,256	19.2%	63.2%	64.6%
Operating Expense							
Instructional Expense	47,471	37,977	25,300	12,677	33.4%	53.3%	65.6%
Transportation Expense	33,907	22,604	22,688	(83)	-0.4%	66.9%	65.2%
Operations & Maintenance Expense	34,059	22,706	22,831	(125)	-0.6%	67.0%	64.2%
Other Non Instructional Expense	5,770	3,847	7,409	(3,563)	-92.6%	128.4%	54.4%
Total Expense	121,207	87,134	78,228	8,906	10.2%	64.5%	64.0%
Grand Total	1,083,984	844,720	786,981	57,739	6.8%	72.6%	72.4%

Instruction %	8/10	80.0%
Non-Instruction %	8/12	66.7%

CAPITAL PROJECT PHASES 1 TO 7

APRIL 30, 2018

SUMMARY

	①	②	③	④	⑤	⑥	
	COMPLETED PROJECT STATUS			WORK IN PROGRESS STATUS			
	MINISTRY APPROVED BUDGET	SAP COSTS TO DATE (excluding purchase order balances)	REMAINING APPROVED BALANCE LESS ACTUALS ① - ②	Outstanding Purchase Order Balances & Committed Work	SAP Costs & Outstanding Purchase Orders ② + ④	BALANCE REMAINING WORK NOT STARTED ① - ⑤	% Complete
Phase I	61,750,493	61,652,172	98,321	-	61,652,172	98,321	100%
Phase II	64,450,776	63,279,163	1,171,613	569,443	63,848,606	602,170	98%
Phase III	111,781,897	35,646,062	76,135,835	16,730,922	52,376,984	59,404,913	32%
Phase IV	103,163,780	44,067,559	59,096,221	15,417,812	59,485,371	43,678,409	43%
Phase VII	106,764,690	654,096	106,110,594	2,798,368	3,452,464	103,312,226	1%
	447,911,636	205,299,053	242,612,583	35,516,545	240,815,598	207,096,038	46%

Phase II - Includes Phase I & II post construction; SAP actuals includes \$63,113,632 + Post construction completion of \$165,531 for a total of \$63,279,163

Phase V - FDK complete and not included in the table above.

Phase VI - Railway/Bishop MacDonnell consolidated with Phase IV Capital Projects.

SCHOOL RENEWAL / SCHOOL CONDITION IMPROVEMENT / GREENHOUSE GAS REDUCTION GRANT BALANCE

Update: May 18, 2018

FUNDS REMAINING

Financial Update at April 30, 2018

	SRG Renewal	SRA Renewal	Greenhouse Gas Reduction Fund	School Condition Improvement (70% Restricted)	School Condition Improvement (30% Unrestricted)	TOTAL
FUNDING AVAILABLE						
Balance Forward - August 31, 2017 (incl. Accruals)	24,620,934		6,580,280	39,056,766	20,972,814	91,230,794
Grant - 2017/2018 (Rev. Estimates/SB08 2017)	15,196,883	1,762,806		19,847,939	8,517,831	45,325,459
Grant - April 1, 2018 (Memo: 2018:B11)			3,833,680			
Total Grant Available for 2017/2018	39,817,817	1,762,806	10,413,960	58,904,705	29,490,645	136,556,253
Add: Accruals (Payments incl. below)	1,017,926	82,198	90,801	2,052,666	175,910	3,419,501
Balance Available ①	40,835,743	1,845,004	10,504,761	60,957,371	29,666,555	139,975,754
EXPENDITURES & WORK IN PROGRESS (September 1, 2017 - April 30, 2018)						
Actuals - Completed Work	5,337,924	748,681	5,757,073	8,108,025	400,314	20,352,017
Open Purchase Orders - Work in Progress	6,798,219	411,091	2,741,531	10,607,330	274,860	20,833,030
EXPENDITURES AND OPEN PURCHASE ORDERS ②	12,136,143	1,159,772	8,498,603	18,715,355	675,174	41,185,048
BALANCE AT APRIL 30, 2018 ① - ②	28,699,600	685,232	2,006,158	42,242,016	28,991,381	98,790,707



REPORT TO

**CORPORATE SERVICES, STRATEGIC
PLANNING AND PROPERTY
COMMITTEE**

**LIQUOR WAIVER FOR OUR LADY OF PEACE
CATHOLIC SCHOOL**

Proverbs 3:10 Then your barns will be filled with plenty, and your vats will be bursting with wine.

Created, Draft

May 31, 2018

First Tabling

June 6, 2018

Review

[Click here to enter a review date](#)

Ann Andrachuk, Trustee Ward 2

RECOMMENDATION REPORT

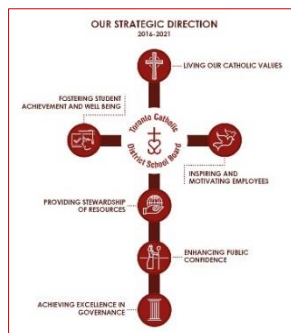
Vision:

At Toronto Catholic we transform the world through witness, faith, innovation and action.

Mission:

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.



R. McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

T. Robins
Associate Director
Planning and Facilities

L. Noronha
Executive Superintendent of
Business Services and Chief
Financial Officer

A. EXECUTIVE SUMMARY

Notification was received from Trustee Ann Andrachuk that the CSPC is planning an event at Our Lady of Peace Catholic School on Saturday, September 15, 2018

B. PURPOSE

A request was received from the Principal to serve alcohol at the Our Lady of Peace Catholic School Fun Fair event, from 12:00pm until 2:30pm on Saturday, September 15, 2018

C. BACKGROUND

Notification was received from Ann Andrachuk to waive Regulation 6, of Appendix A of the Permits Policy B.R. 05, in order to be able to serve alcohol at Our Lady of Peace Catholic School on Saturday, September 15, 2018, for the school Fun Fair event.

D. STAFF RECOMMENDATION

Staff recommends that this report be presented for the action of the Board.

REVISED ANNUAL REPORTS & POLICY METRICS CORPORATE SERVICES

A = Annual Report

P = Policy Metric Report

Q = Quarter Report

#	Due Date	Committee/Board	Subject	Responsibility of
1	January (Q)	Corporate Services	Financial Status Update Report #1	Executive SO Business Services
2	January (P)	Corporate Services	<u>B.R.01 Rental of Surplus School Space & Properties</u> Policy Metric	Associate Director Planning & Facilities
3	February (A)	Corporate Services	Annual Investment Report	Executive SO Business Services
4	March (A)	Corporate Services	Budget Report: Financial Planning and Consultation Review	Executive SO Business Services
5	March (A)	Corporate Services	Planning Enrolment Projection	Associate Director of Planning and Facilities
6	March (A/P)	Corporate Services	Transportation Annual Report and <u>S.T.01 Transportation</u> Policy Metric	Associate Director Planning & Facilities
7	April (Q)	Corporate Services	Financial Status Update Report #2	Executive SO Business Services
8	May (P)	Corporate Services	<u>A.18 Development Proposals, Amendments and Official Plans and Bylaws</u> Policy Metric	Associate Director Planning & Facilities
9	June (Q)	Corporate Services	Financial Status Update Report #3	Executive SO Business Services
10	June (A)	Corporate Services	Report: Annual Budget Estimates	Executive SO Business Services
11	October (A/P)	Corporate Services	Preliminary Enrolment Reports Elementary and Secondary Schools and <u>S.A.01 Elementary Admission and Placement</u> Policy Metric	Associate Director Planning & Facilities
12	October (A)	Corporate Services	Trustee Honorarium Report	Executive SO Business Services
13	November (A)	Corporate Services	Legal Fees Report	Executive SO Business Services

**REVISED ANNUAL REPORTS & POLICY METRICS
CORPORATE SERVICES**

14	November (Q)	Corporate Services	Financial Status Update #4 and Audited Financial Statements	Executive SO Business Services
15	December (A)	Corporate Services	Budget Report: Revised Budget Annual Estimate	Executive SO Business Services

**CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY
PENDING LIST TO JUNE 6, 2018**

	Date Requested & Committee / Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1	June-17 Corporate Services	Sep-18	Corporate Services	Report regarding possibility of finding money in the Capital Improvement Fund this year or in the near future (Delegation from Maria Del Rizzo, representative of CSPC regarding field at MPSJ)	Associate Director Planning and Facilities
2	May-18 Regular Board	Nov-18	Corporate Services	Updated Report regarding School Cash Suite Implementation Progress	Associate Director Planning and Facilities