

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

AGENDA
May 9, 2019

Nancy Crawford, Chair
Trustee Ward 12

Norman Di Pasquale, Vice Chair
Trustee Ward 9

Frank D'Amico
Trustee Ward 6

Markus de Domenico
Trustee Ward 2

Michael Del Grande
Trustee Ward 7

Daniel Di Giorgio
Trustee Ward 10

Taylor Dallin
Student Trustee

Angela Kennedy
Trustee Ward 11

Ida Li Preti
Trustee Ward 3

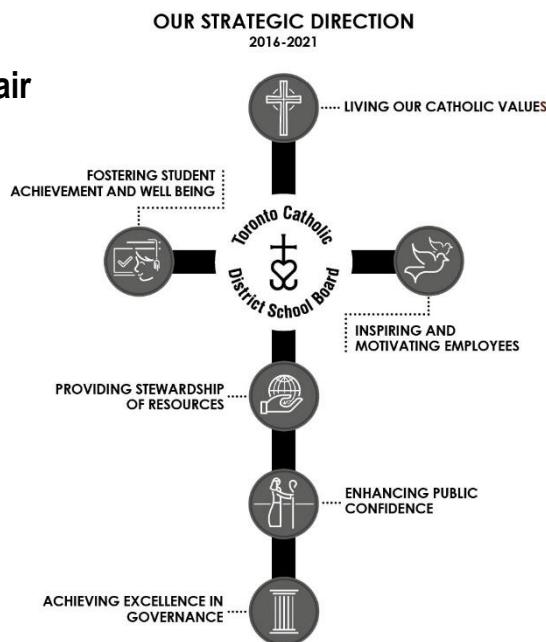
Teresa Lubinski
Trustee Ward 4

Joseph Martino
Trustee Ward 1

Maria Rizzo
Trustee Ward 5

Garry Tanuan
Trustee Ward 8

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

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

PUBLIC SESSION

Nancy Crawford, Chair

Norman Di Pasquale, Vice-Chair

Thursday, May 9, 2019

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 April 11 for Public Session.
9. Delegations
10. Presentation
11. Notices of Motion
12. Consent and Review

1 - 22

13. **Unfinished Business**
14. **Matters referred or deferred**
15. **Staff Reports**
 - 15.a Liquor Waiver for St. John Paul II Catholic Secondary School Event on May 31, 2019 (Recommendation) 23 - 24
 - 15.b A.18 - Development Proposals, Amendments of Official Plan and By-Laws Annual Reporting Requirement (Information) 25 - 29
 - 15.c Cooling Strategy Status Update (All Wards) (Recommendation) 30 - 48
 - 15.d 2019-20 Budget Impacts and Grants for Student Needs Announcement - Overall and Instructional Related (Information) 49 - 92
 - 15.e 2019-20 Budget Impacts and Grants for Student Needs Announcement - Non-Instructional Related (Information) 93 - 101
16. **Listing of Communications**
17. **Inquiries and Miscellaneous**
18. **Updating of the Pending Lists**
 - 18.a Annual Calendar of Reports and Policy Metrics 102 - 103
 - 18.b Monthly Pending List 104
19. **Resolve into FULL BOARD to Rise and Report**
20. **Closing Prayer**
21. **Adjournment**

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

PUBLIC SESSION

HELD APRIL 11, 2019

Trustees: N. Crawford, Chair
N. Di Pasquale, Vice Chair
F. D'Amico
M. de Domenico
M. Del Grande
D. Di Giorgio
A. Kennedy
I. Li Preti
T. Lubinski
J. Martino
M. Rizzo
G. Tanuan

Student Trustees: T. Dallin
N. Ndongmi

Staff: R. McGuckin
D. Koenig
L. Noronha
A. Della Mora
S. Camacho
P. De Cock
D. Friesen

M. Loberto
E. Szekeres Milne

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

External Guest: A. Robertson, Parliamentarian

5. Approval of the Agenda

MOVED by Trustee Di Pasquale, seconded by Trustee Tanuan, that the Agenda, as amended to include the Addendum and to add Item 18a) Inquiry from Trustee Rizzo regarding Provincial Budget, be approved.

Results of the Vote taken, as follows:

In favour

Opposed

Trustees Crawford
D'Amico
Del Grande
de Domenico
Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

Student Trustees Dallin and Ndongmi wished to be recorded as voted in favour.

Trustee Kennedy left the horseshoe at 7:21 pm due to a Declaration of Interest, as indicated in the PRIVATE Session.

6. **Report from Private Session**

MOVED by Trustee Di Pasquale, seconded by Trustee Tanuan, that the labour matter discussed in PRIVATE Session be approved:

Results of the Vote taken, as follows:

In favour

Opposed

Trustees Crawford
D'Amico
Del Grande
de Domenico
Di Giorgio
Di Pasquale
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

Student Trustees Dallin and Ndongmi wished to be recorded as voted in favour.

Trustee Kennedy returned to the horseshoe at 7:23 pm.

7. **Declarations of Interest**

Trustee Kennedy declared an interest in PRIVATE Session. There were none in DOUBLE PRIVATE Session.

The following Declarations of Interest were received from Trustees Del Grande, Kennedy, and Rizzo as their family members are employees of this Board. Trustees Del Grande, Kennedy, and Rizzo indicated that they would neither vote nor participate in the discussions regarding the Items:

16g) Budget 2019-20 Funding Update - Trustees Del Grande and Kennedy, and Rizzo; and

18a) Inquiry from Trustee Rizzo regarding the Provincial Budget – Trustee Kennedy

8. **Approval and Signing of the Minutes of the Meeting**

MOVED by Trustee Di Pasquale, seconded by Trustee Kennedy, that the Minutes of the Regular Meeting held March 21, 2019 for PUBLIC Session be approved with the following amendment:

Page 1 – Replace Trustee Di Pasquale, *Acting Chair* with *Vice-Chair*; Trustee Crawford, *Chair*.

Results of the Vote taken, as follows:

In favour

Opposed

Trustees Crawford
D'Amico
Del Grande
de Domenico
Di Giorgio

Di Pasquale
 Kennedy
 Li Preti
 Lubinski
 Martino
 Rizzo
 Tanuan

The Motion was declared

CARRIED

9. Delegations

- 9a) **Jennifer Di Francesco, Chair of the Catholic School Parent Committee (CSPC) at St. Eugene Catholic School, regarding St. Eugene Traffic Safety** delegate was absent and requested to delegate instead at the June 6, 2019 Corporate Services, Strategic Planning and Property Committee meeting.

10. Presentations

MOVED by Trustee Del Grande, seconded by Trustee Tanuan, that Item 10a) be adopted as follows:

- 10a) **From Kevin Hodgkinson, representative of the Toronto Student Transportation Group (TSTG), regarding TSTG Annual Report 2017-18 (Refer Item 16a)** received.

Time for business expired and the Chair declared a 15 minute-extension that was approved by majority consent, as per Article 12.6, as follows to complete the debate on the Item:

Results of the Vote taken, as follows:

In favour

Opposed

Trustees	Crawford	Del Grande
	D'Amico	
	de Domenico	
	Di Giorgio	
	Di Pasquale	
	Kennedy	
	Li Preti	
	Lubinski	
	Martino	
	Rizzo	
	Tanuan	

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

In favour

Opposed

Trustees	Crawford
	D'Amico
	Del Grande
	de Domenico
	Di Giorgio
	Di Pasquale
	Kennedy
	Li Preti
	Lubinski
	Martino
	Rizzo
	Tanuan

The Motion of Receipt was declared

CARRIED

Student Trustees Dallin and Ndongmi wished to be recorded as voted in favour.

12. Consideration of Motion for which previous notice has been given

MOVED by Trustee Lubinski, seconded by Trustee Tanuan, that Item 12a) be adopted as follows:

- 12a) From Teresa Lubinski regarding Brain Cancer Awareness Day, May 24, 2019** that the Toronto Catholic District School Board (TCDSB) declare May 24, 2019 as Brain Cancer Awareness Grey Day, and henceforth declare a day in May of each year as Brain Cancer Awareness Grey Day.

Results of the Vote taken, as follows:

In favour

Opposed

Trustees Crawford
D'Amico
Del Grande
de Domenico
Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

Student Trustees Dallin and Ndongmi wished to be recorded as voted in favour.

12. Consent and Review

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

- 16a) Trustee Di Pasquale;
- 16b) Trustee Kennedy;
- 16c) Trustees Kennedy and Tanuan;
- 16e) Trustee Del Grande;
- 16f) Trustee Kennedy;
- 16g) Trustee Di Pasquale; and
- 18a) Trustees Rizzo

MOVED by Trustee Martino, seconded by Trustee Di Pasquale, that the Items not held be received and that the staff recommendations be approved.

Results of the Vote taken, as follows:

In favour

Opposed

Trustees Crawford
D'Amico
Del Grande
de Domenico
Di Giorgio
Di Pasquale

Kennedy
 Li Preti
 Lubinski
 Martino
 Rizzo
 Tanuan

The Motion was declared

CARRIED

Student Trustees Dallin and Ndongmi wished to be recorded as voted in favour.

ITEMS AS CAPTURED IN THE ABOVE MOTION

- 15a) For the Ontario Catholic School Trustees' Association (OCSTA) 2019 Annual General Meeting Resolutions: A-19 Amendment to the "Amended and Restated By-law Number 2016-1, A By-law Relating Generally to the Conduct of Its Affairs" ("OCSTA By-Law") *approve and that the members confirm the amendments to the OCSTA By-Law as set out in Schedule 1 to this Resolution;*
- 16d) The Holy Trinity Catholic School Capital Project Budget Increase with Revised Appendix A (Ward 4) that a revised project budget of \$13,340,872 for the construction of The Holy Trinity Catholic School be approved as detailed in Appendix A;
- 19a) Annual Calendar of Reports and Policy Metrics; and
- 19b) Monthly Pending List

16. Staff Reports

MOVED by Trustee Kennedy, seconded by Trustee Di Pasquale, that Item 16a) be adopted as follows:

16a) Toronto Student Transportation Group Annual Report 2017-18 (Refer Item 10a):

- 1) Received; and
- 2) That the Chair of the Board on behalf of the TCDSB write to the Ministry of Transportation, provincially and federally, to advocate for legislation to require seat belts on all school buses, copied to all school Boards in Ontario, TCDSB union partners, Transport Canada and W5.

Trustee Del Grande requested that the Question be split.

Results of the Vote taken on Part 2 of the Motion, as follows:

In favour

Trustees Crawford
D'Amico
de Domenico
Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski
Rizzo
Tanuan

Opposed

Del Grande
Martino

Part 2 of the Motion was declared

CARRIED

Student Trustees Dallin and Ndongmi wished to be recorded as voted in favour.

Results of the Vote taken on Part 1 of the Motion, as follows:

In favour

Opposed

Trustees Crawford
D'Amico
Del Grande
de Domenico
Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

Part 1 of the Motion was declared

CARRIED

Student Trustees Dallin and Ndongmi wished to be recorded as voted in favour.

MOVED by Trustee Kennedy, seconded by Trustee Tanuan, that Item 16b) be adopted as follows:

- 16b) Liquor Waiver for St. Patrick Catholic Secondary School Event on June 14, 2019** that Regulation 6 of Appendix A of the Permits Policy B.R.05 be waived and that permission be granted to serve alcohol at St. Patrick Catholic Secondary School on June 14, 2019 for the Staff social.

Trustee Li Preti left the horseshoe at 8:35 pm and returned at 8:37 pm.

Results of the Vote taken, as follows:

In favour

Opposed

Trustees Crawford
D'Amico
Del Grande
de Domenico
Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

Student Trustees Dallin and Ndongmi wished to be recorded as voted in favour.

Trustee Di Giorgio left the horseshoe at 8:39 pm.

MOVED by Trustee Kennedy, seconded by Trustee Tanuan, that Item 16c) be adopted as follows:

16c) Annual Portable Plan and Other Accommodation Needs 2019-20:

1. That the Director of Education be authorized to implement the portable and other Accommodation Needs Strategy as outlined in this report.
2. That the 2019-20 Portable Plan and Other Accommodation Needs budget amount of \$2,019,152 be approved as detailed (Appendix 'C'). Funding in the amount of \$1.4M is available in the 2018-19 School Renewal Plan while the remaining cost of \$619,152 is to be included in the 2019-20 School Renewal Plan.

Trustee Martino left the horseshoe at 8:43 pm.

Trustee Di Giorgio returned to the horseshoe at 8:45 pm.

Trustee Martino returned to the horseshoe at 8:48 pm.

MOVED in AMENDMENT by Trustee Rizzo, seconded by Trustee Di Pasquale, that the implementation of portables at St. Agnes and St. Jerome Catholic Schools be deferred for one (1) month so that community consultation can take place.

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

<u>In favour</u>	<u>Opposed</u>
Trustees D'Amico	Crawford
De Domenico	Del Grande
Di Giorgio	
Di Pasquale	
Kennedy	
Li Preti	
Lubinski	
Martino	
Rizzo	
Tanuan	

The Amendment was declared

CARRIED

Student Trustees Dallin and Ndongmi wished to be recorded as voted in favour.

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

<u>In favour</u>	<u>Opposed</u>
Trustees Crawford	
D'Amico	
Del Grande	
de Domenico	
Di Giorgio	
Di Pasquale	
Kennedy	

Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion, as amended, was declared

CARRIED

Student Trustees Dallin and Ndongmi wished to be recorded as voted in favour.

Student Trustees Dallin and Ndongmi left the meeting at 9:05 pm.

MOVED by Trustee Martino, seconded by Trustee Di Pasquale, that Item 16e) be adopted as follows:

16e) 2018-19 Second Quarter Financial Status Update received.

Results of the Vote taken, as follows:

In favour

Opposed

Trustees Crawford
D'Amico
Del Grande
de Domenico
Di Giorgio
Di Pasquale
Kennedy

Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Kennedy, seconded by Trustee Rizzo, that Item 16f) be adopted as follows:

- 16f) Senator O'Connor College School Estate Building (Ward 11)** that a meeting be convened of staff, Trustee (s) and key members of the O'Connor Heritage House Committee to determine what kind of partnership would be feasible going forward; and

Further, that a report be presented to the Board after the meeting.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
Del Grande
de Domenico
Di Giorgio
Di Pasquale
Kennedy
Li Preti

Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

The Chair declared a 10-minute recess.

PRESENT (following the Recess):

Trustees: N. Crawford, Chair
N. Di Pasquale, Vice Chair
F. D'Amico
M. de Domenico
M. Del Grande
A. Kennedy
I. Li Preti
T. Lubinski
J. Martino
M. Rizzo
G. Tanuan

.

Trustees Del Grande and Kennedy left the horseshoe at 9:49 pm due to a Declaration of Interest, as earlier indicated.

MOVED by Trustee Di Pasquale, seconded by Trustee Tanuan, that Item 16g) be adopted as follows:

16g) Budget 2019-20 Funding Update received.

Trustee Rizzo left the horseshoe at 9:52 pm

Trustee Di Giorgio returned to the horseshoe at 9:52 pm.

MOVED in AMENDMENT by Trustee Di Pasquale, seconded by Trustee Tanuan, that the Chair of the Board on behalf of the TCDSB write to the Minister of Education requesting that the TCDSB get funded fairly to meet the student / teacher ratio of 24.5:1 or be allowed to maintain our current student / teacher ratio. In that communication, the TCDSB should include our additional costs for consideration.

Trustee Rizzo returned to the horseshoe at 10:04 pm.

Trustee Rizzo also declared an interest in the Item and left the horseshoe at 10:07 pm.

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

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
Di Giorgio
Di Pasquale
Li Preti
Lubinski
Martino
Tanuan

The Amendment was declared

CARRIED

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

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
Di Giorgio
Di Pasquale
Li Preti
Lubinski
Martino
Tanuan

The Motion, as amended, was declared

CARRIED

Trustees Del Grande and Rizzo returned to the horseshoe at 10:15 pm.

MOVED by Trustee Rizzo, seconded by Trustee Di Pasquale, that Item 18a) be adopted as follows:

18a) Inquiry from Trustee Rizzo regarding the Provincial Budget received.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
 D'Amico
 Del Grande
 de Domenico
 Di Giorgio
 Di Pasquale
 Li Preti
 Lubinski
 Martino
 Rizzo
 Tanuan

The Motion was declared

CARRIED

Trustee Kennedy returned to the horseshoe at 10:19 pm.

20. Resolve into FULL BOARD to Rise and Report

MOVED by Trustee de Domenico, seconded by Trustee Di Pasquale, that the meeting resolve into FULL BOARD to Rise and Report.

Results of the Vote taken, as follows:

In favour

Opposed

Trustees Crawford
D'Amico
Del Grande
de Domenico
Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Di Pasquale, seconded by Trustee de Domenico, that the meeting resolve back into PRIVATE Session.

Results of the Vote taken, as follows:

In favour

Opposed

Trustees Crawford
D'Amico
Del Grande
de Domenico

Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

SECRETARY

CHAIR



REPORT TO

CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY COMMITTEE

LIQUOR WAIVER FOR ST. JOHN PAUL II CATHOLIC SECONDARY SCHOOL

Ephesians 5:18 - And be not drunk with wine, wherein is excess; but be filled with the Spirit;

Created, Draft

Click or tap to enter a date.

Choose an item.

First Tabling

May 9, 2019

Review

Click here to enter a review date

RECOMMENDATION REPORT

Vision:

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

Mission:

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R. McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

L. Noronha
Associate Director of Facilities,
Business and Community
Development, and Chief
Financial Officer

A. EXECUTIVE SUMMARY

Notification was received from Trustee Nancy Crawford that St. John Paul II staff are planning a 35th anniversary alumni event at St. John Paul II Catholic Secondary School on Friday, May 31, 2019

B. PURPOSE

A request was received from St. John Paul II Catholic Secondary School to serve alcohol at their alumni event, from 4 p.m. to 11 p.m. on May 31, 2019.

C. BACKGROUND

Notification was received from Trustee Nancy Crawford to waive Regulation 6, of Appendix A of the Permits Policy B.R. 05, in order to be able to serve alcohol at St. John Paul II Catholic Secondary School on May 31, 2019 for the alumni event.

D. STAFF RECOMMENDATION

Staff recommends that this report be presented for the action of the Board.



REPORT TO

CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY COMMITTEE

A. 18 - DEVELOPMENT PROPOSALS, AMENDMENTS OF OFFICIAL PLAN AND BYLAWS ANNUAL REPORTING REQUIREMENT

"But the Lord said to my father David, 'You did well to consider building a house for my name.'" 1 Kings 8:18

Created, Draft	First Tabling	Review
April 24, 2019	May 9, 2019	Click here to enter a date.

A. Brutto, Senior Manager, Planning and Admissions
B. Leporati, Senior Coordinator, Planning
E. Pallotta, Senior Coordinator Development Services
M. Loberto, Superintendent Planning and Development Services

INFORMATION REPORT

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Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

L. Noronha
Associate Director of Facilities,
Business and Community
Development, and
Chief Financial Officer

A. EXECUTIVE SUMMARY

Policy “*A.18 Development Proposals, Amendments of Official Plans and Bylaws*”, addresses the procedure for responding to development proposals, amendments to official plans or proposed zoning by-law changes. This report provides information to the Board regarding the revised development applications response protocol and an update on city-wide housing development statistics. Student yields projected from new housing development are incorporated into the annual enrolment projection process.

The cumulative staff time required to prepare this report was 30 hours.

B. PURPOSE

This report addresses the requirement for an annual report as found in Toronto Catholic District School Board (TCDSB) policy A.18 Development Proposals, Amendments of Official Plans and Bylaws.

C. BACKGROUND

1. *The TCDSB formally responds to all development proposals, official plan amendments and zoning by-law amendments, which affect the Board.* TCDSB facilities can be impacted by, insufficient space to accommodate students, site implications or community concerns resulting from development proposals, official plan or zoning by-law amendments.

Development Application Assessment

2. *The TCDSB is a receiving and commenting agency for all development applications submitted to the City of Toronto.* All applications circulated to the Board are reviewed and comments are provided to the City planner regardless of impact. Additionally, staff regularly communicates with development consultants prior to the submission of a development application with respect to requests for information. Development applications are tracked in an internal system to ensure that development is accounted for in the Board’s annual enrolment projection process. The Board’s internal database is updated on a daily basis to reflect key milestones in the development process.

3. ***Staff attend community consultations and public meetings on behalf of the TCDSB.*** The Board is represented at these meetings when the local school will be impacted by either site implication (proximity/distance) or enrolment pressures. Staff also engage in City of Toronto initiated planning studies as a stakeholder to ensure proper representation of Board interests.

Development Tracking

4. ***As of January 2019, the Board receives development applications electronically from the City of Toronto.*** This protocol allows for the expedited review of development applications as staff can submit comments electronically through the City's e-circulation portal. This eliminates the latency associated with postal delivery and ensures that staff receive each application submitted to the City. Consultant request forms have been introduced to ensure that TCDSB receives timely pre-application information and provides input throughout the lifecycle of a development project.
5. ***Comments are prepared for submission to the City following a staff review of TCDSB specific impacts.*** Applications are assessed for impact to TCDSB sites with a focus on enrolment pressures, construction concerns, physical impacts such as shadows, noise, dust and/or traffic impacts as well as the Board's Long Term Accommodation Plan. Comments are submitted electronically through the City's e-circulation portal.

D. EVIDENCE/RESEARCH/ANALYSIS

City-Wide Development Statistics

1. ***Currently, over 800 active and recently constructed development applications are being tracked across the City.*** This amounts to an approximate total of over 300,000 residential units. A significant majority of these units are proposed to take the form of high-density housing.
2. ***The Board is experiencing significant student accommodation pressures resulting from development in various areas of the City.*** These areas are closely monitored and include but are not limited to; Downsview Park, South/Central Etobicoke, Six Points, High Park, Scarborough Town Centre, The Golden Mile and the Yonge Street corridor (*Appendix A*). The downtown core is the most active development area of the City with over 270

development applications, totalling approximately 125,640 development units.

3. ***The Board leverages Education Development Charges (EDCs) to accommodate future student growth generated from new development.*** These growth areas are identified in the EDC Background Study. The Board is actively seeking student accommodation opportunities to address growth related needs.

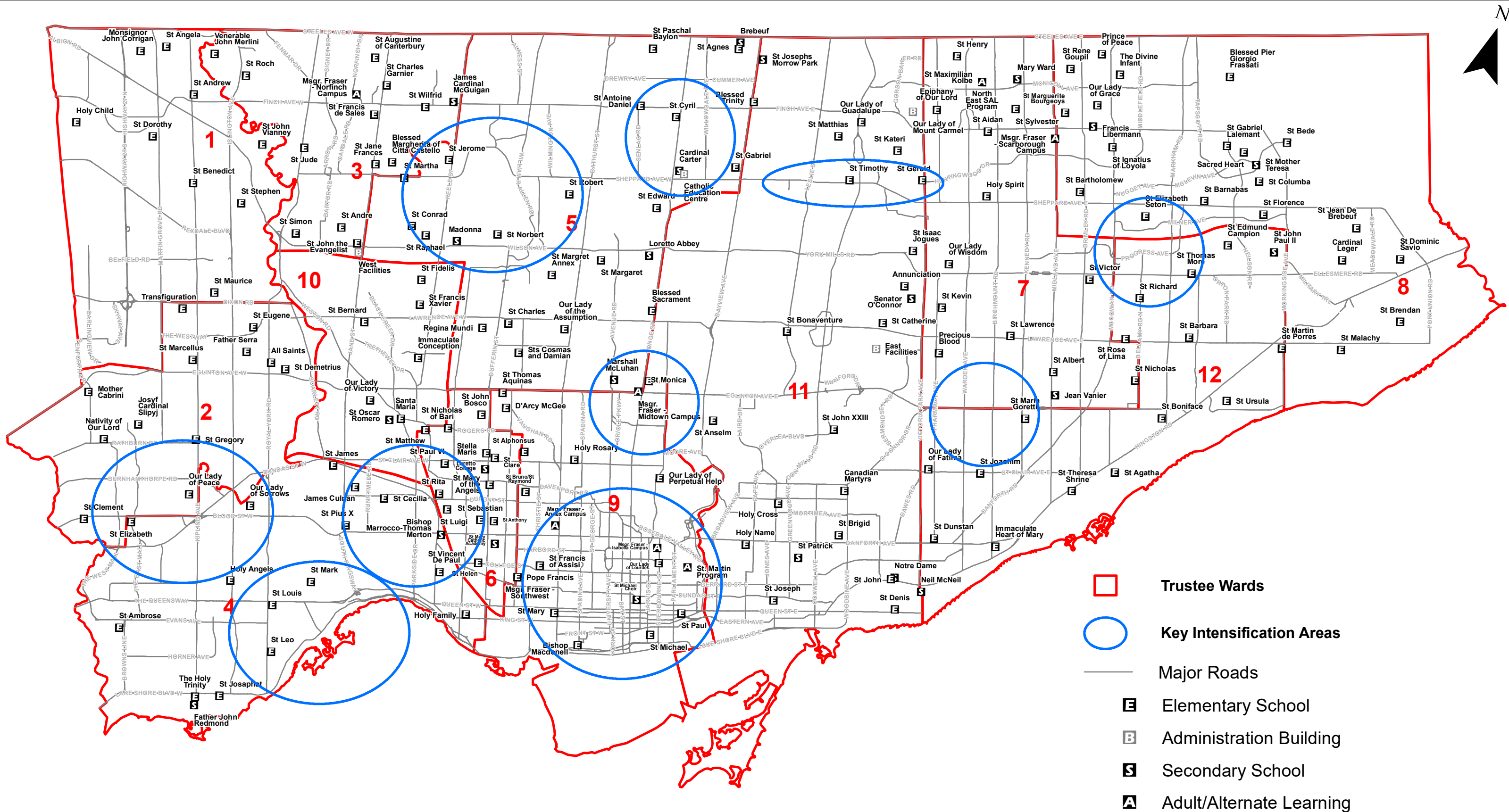
E. IMPLEMENTATION, STRATEGIC COMMUNICATIONS, AND STAKEHOLDER ENGAGEMENT PLAN

1. ***The Board is initiating a pre-application consultation process with the City of Toronto.*** This process will ensure, in areas of significant growth, that the Board is engaged as a stakeholder in early discussions related to the impacts of development on TCDSB schools.
2. ***Staff will inform Trustees of development proposals which will significantly impact their school communities.***

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.

APPENDIX 'A' - Key Development Intensification Areas - City of Toronto





REPORT TO

CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY COMMITTEE

COOLING STRATEGY STATUS UPDATE (ALL WARDS)

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

Created, Draft	First Tabling	Review
April 30, 2019	May 9, 2019	

M. Iafrate, Senior Coordinator, Renewal
M. Farrell, Coordinator, Materials Management
P. de Cock, Comptroller, Business Services
D. Friesen, (Acting) Executive Superintendent of Facilities Services

RECOMMENDATION REPORT

Vision:

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Mission:

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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

L. Noronha
Associate Director of Facilities,
Business and Community
Development, and
Chief Financial Officer

A. EXECUTIVE SUMMARY

This report provides an update on the status of various initiatives undertaken by the Facilities Department to address the comfort of students and staff during hot weather. The approach is multi-pronged, consisting of the following:

- A phased program to install air conditioning in libraries or gymnasiums to create cooling centres in the 146 TCDSB schools that do not have air conditioning;
- A phased program to provide pedestal fans in classrooms in schools with no mechanical ventilation, starting with third floor classrooms, which tend to be the hottest;
- Phased relocation of newer air conditioned portables to replace older portables without air conditioning, along with installation of air conditioning units in older portables that are being retained;
- Evaluating the effectiveness of solar film on windows exposed to solar heat gain, with the intent to roll out installation if proven effective at a test school; and
- Working with Parent Councils who have raised funds to install portable air conditioning units in libraries (or other suitable room) as temporary cooling centres in schools in Phases 3 and 4 of the Cooling Centre roll-out.

Phase 1 of the Cooling Centre Program, consisting of 37 schools, is well underway with installation to start in June and completion expected by September 2019. It has been determined that installation can be carried out while a school is occupied, therefore Phase 2 may be able to commence in the fall of 2019 after completion of Phase 1.

The cumulative staff time required to prepare this report was 20 hours.

B. PURPOSE

To update Trustees on the various cooling strategies that are currently under review or in the process of implementation in non- air conditioned schools as we approach the cooling season.

C. BACKGROUND

1. ***The evolution of the Board's current cooling strategy since 2016 is documented in various reports and Board motions as follows:***
 - March 2016, Corporate Services, Strategic Planning and Property Committee (CS), Board resolution to become an "Net Zero Energy" board;
 - June 6, 2016, CS, *Passive Cooling for Schools Without Air Conditioning*;
 - March 9, 2017, CS, collection of indoor air temperatures at 12 schools approved;
 - May 13, 2017, Student Achievement and Well-being Committee, *Revisions to TCDSB Hot Weather Standard Operating Procedure for Schools* approved;
 - June 8, 2017, CS, *Status Update Regarding Amendments to TCDSB Hot Weather Standard Operating Procedure*, including appended report: *Status Update on the Collection of Indoor Air Temperatures in Non-Air Conditioned Schools*;
 - December 13, 2017, CS, *Status Update Regarding the Collection of Interior Temperatures in Non-Air Conditioned Schools*, including approval of a four-year phased plan to add cooling centres to non-air conditioned schools, funded by the School Renewal Grant (SRG);
 - April 12, 2018, CS, *Annual Portable Plan*, including approval of a phased plan to install air conditioning in all portables over a period of five years with a budget of \$160,000 per year, funded by SRG;
 - June 6, 2018, CS, trustee inquiry regarding the feasibility of portable air conditioning units for classroom cooling;
 - September 13, 2018, CS, *Cooling Centres Program Status Update*, including an outline of a pilot program to provide pedestal fans for third storey classrooms in 12 schools;
 - December 12, 2018, CS, *2018-2019 School Renewal Plan*, including approval of a project budget of \$2.25 million (M) for Phase 1 of the Cooling Centre roll out.
2. ***Phase 1 of the Cooling Centre Program consists of 44 schools.*** The installation of Cooling Centres in 8 of these schools is being carried out in

conjunction with Child Care and/or Capital addition projects. The remaining 37 schools are listed in Appendix A.

D. EVIDENCE/RESEARCH/ANALYSIS

COOLING CENTRES

1. ***A Project Manager has been retained to coordinate and expedite the installation of Cooling Centres that are not part of Child Care or Capital projects.*** In February, 2019, Jones Lang LaSalle (JLL) Real Estate Services Inc. was appointed through a competitive Request for Proposal (RFP) process, to provide project management (PM) services for 37 schools in Phase 1 of the cooling centre installation program. Following evaluation of their performance in Phase 1, the contract may be extended to complete the program, for which a fee proposal has been received.
2. ***Engineering and Environmental consultants have been retained to prepare performance and designated substances specifications for 37 Phase 1 schools.*** In April, 2019, contracts were awarded to Mat4site Engineering Inc. and to Safetech Environmental, through a competitive Request for Quotation (RFQ) process. Under the direction of the PM, the specification will be tendered to design-build contractors. This methodology will be piloted with 9 schools which were previously identified for May, June and September indoor air temperature data collection in in 2017. These 9 school are highlighted in the Phase 1 list in Appendix A.
3. ***The 9 school pilot is intended to optimize the process such that a typical Cooling Centre can be installed within a week or two from start to finish.*** Tendering of a design-build contract for the 9 schools is expected in May-June, with installation in June-July. The remaining 28 Phase 1 schools will follow shortly after, through multiple teams of contractors. All 37 Cooling Centres are expected to be completed by September 2019.

AIR CONDITIONING IN PORTABLES

4. ***All portables at TCDSB schools will eventually be air conditioned through both relocation and refurbishment.*** Planning and Maintenance staff are developing a comprehensive five-year implementation plan to provide air conditioning in all portables. The plan will include removal of older portables without air conditioning and relocation of newer air conditioned

portables, following completion of new schools and additions, along with installation of air conditioning units in older portables that are being retained and/or refurbished.

FANS

5. ***Fans are a quick, low cost, low energy-use means of providing relief in hot classrooms.*** The use of fans is recommended in the TCDSB approved Hot Weather Standard Operating Procedure (SOP), by the City of Toronto Medical Officer of Health and by the Ontario Association of Parents in Catholic Education (OAPCE) in feedback received during consultation in 2017. Sample pedestal fans have been tested in a few locations in order to select the appropriate type and size. Feedback has been mixed, with cooling effectiveness confirmed, but with concerns about noise and the blowing of papers around the classroom.
6. ***Pedestal fans will be installed in third floor classrooms in 12 pilot schools this spring.*** Competitive quotes have been received for the type of fan selected based on the sample testing, and the contract award approval process is underway to purchase 116 fans. These fans are heavy enough that they cannot easily “walk away,” but still portable enough to be moved around within the classroom or between classrooms, to provide optimal relief depending on factors such as solar heat gain, natural ventilation available and activity level. If the feedback is positive, additional fans will be purchased for the remaining non-air conditioned third storey classrooms. This initiative is funded from the Operations and Maintenance budget.
7. ***The feasibility of installing ceiling fans in some locations is being explored.*** As suggested during the Hot Weather SOP consultation, large industrial ceiling fans may be an effective means of providing relief in hot classrooms. However, insufficient ceiling height and the presence of asbestos in ceiling finishes in many TCDSB schools may limit the application of this solution. The feasibility in each non-air conditioned school will be investigated in conjunction with the Cooling Centre implementation.

SOLAR WINDOW FILM

8. ***Solar heat gain is a major contributor to the higher temperatures experienced in schools.*** Facilities staff have installed a solar reducing film

on a sample large window area at St. Gregory Catholic School to test its effectiveness in reducing temperatures in the building. Temperature in the area will be monitored with the use of temperature data loggers.

9. ***If proven to be effective, solar window film could be a significant component of the Board's cooling strategy.*** Following evaluation of the temperature data and a positive cost/benefit analysis, an implementation plan will be developed for the application of the film on windows where solar gain is significant. This would be funded from the Operations and Maintenance budget.

PORTABLE AIR CONDITIONING FOR CLASSROOMS

10. ***Portable air conditioning units are in use in some TCDSB classrooms.*** Most of these units have been installed to provide medically required cooling for students with special needs, or installed in areas that operate in the summer. Some units serve child care spaces, funded and installed by the child care operators.
11. ***In response to the trustee inquiry in June 2018 regarding the feasibility of portable air conditioning units for classroom cooling, an engineering consultant was engaged to carry out a study.*** One of the Phase 1 Cooling Centre pilot schools, St. Cecilia Catholic School, was chosen as a test site to review system cost, and impact to school infrastructure and operations, of portable air conditioning vs. permanent VRF (variable refrigerant fluid) split system air-conditioning (the system to be installed for library cooling centres). Refer to Appendix B for the detailed report by SAB Engineering Inc.
12. ***Electrical system upgrades would be required in many non-air conditioned TCDSB schools in order to air condition all classrooms at a cost of approximately \$200,000.00 per school.*** As noted in the SAB report, this is true whether installing portable air conditioners or VRF split systems, however, due to their more efficient design, the VRF system could cover approximately 40% more space at St. Cecilia than portable air conditioners without a power upgrade (12 classrooms for the VRF vs. 7 classrooms for the portable units).

13. *In addition to electrical requirements, portable air conditioning units are not suitable as a large scale permanent solution to TCDSB hot classrooms for the following reasons:*

- They cannot be tied into the Building Automation System (BAS). Lack of adequate control of indoor temperatures is cited in the 2019-2023 Energy Conservation and Demand Management (ECDM) Plan (which is the subject of another report due to June Corporate Services Committee) as one of the reasons why energy conservation from 2014-2018 fell far short of the goal set out in the previous ECDM Plan.
- They must be vented to the outside, requiring cutting through windows, increasing the risk of break-ins and rain penetrations, and reducing daylighting and natural ventilation.
- The condensate reservoir must be manually emptied; large scale installation would create a large burden on custodial staff.
- They are designed for residential applications, therefore a minimum of two units is required to adequately cool a classroom, three units for larger classrooms;
- Life expectancy is only about 10 years.
- They are inefficient and the electricity usage would increase utility costs significantly and thwart the energy conservation goals of the ECDM Plan.
- The benefits for a few days each school year do not justify the system-wide cost, particularly if electrical system upgrades are required. Use of School Renewal funds would divert a large proportion of the Renewal budget from necessary building component replacements and upgrades.
- They are noisy and unattractive and take up floor space.

14. *Portable air conditioning units may be suitable to provide temporary cooling in small areas.* For schools in Phases 3 and 4 of the Cooling Centre Program, three portable units could provide temporary cooling in a typical library until the more efficient, permanent VRF equipment can be installed. While Ministry of Education fundraising guidelines for acceptable use of CSPC funds do not allow purchases that add an operating cost to the system, the funds could be used for this purpose as the Board is planning to create the operating cost anyway. Portable units are also an acceptable solution to address medical needs and they can (and should) be moved to follow a student as they change classrooms from year to year.

D. METRICS AND ACCOUNTABILITY

1. Project budgets for Phases 2 to 4 of the Cooling Centre Program will require approval in the 2019-2023 Renewal Plan report to Board expected in the fall of 2019.
2. The performance of the PM in implementing the Cooling Centre Program will be evaluated upon completion of Phase 1. If successful, and pending approval of the project budgets in the Renewal Plan, the PM contract will be extended for Phases 2 to 4.
3. A further report outlining the five year phased implementation plan for air conditioning of portables will be provided to the Board.
4. Every Ontario school board is required to prepare a five year Energy Conservation and Demand Management (ECDM) Plan, and post it on the board website by July 1, 2019. TCDSB's 2019-2023 ECDM Plan, to be presented in a report to the Corporate Services Committee in June, does not take into account the addition of air conditioning to existing schools. With an energy use reduction goal of 11% with respect to the 2017-2018 baseline year, it will be critical to closely monitor the use of air conditioning in the new cooling centres, and of existing portable air conditioning units, to ensure that the indoor air temperature is not lower than Board approved set point of 25°C during schools hours and that rooms are not cooled when not in use.
5. Another report anticipated for the June 2019 Corporate Services Committee will outline the findings from the Net Zero Energy Study that has been underway for the past year. This report will address the impact of air conditioning on the Board's 2016 resolution to become a Net Zero Energy board. As with the ECDM Plan, this report will emphasize the need for indoor temperature control.

E. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. It is anticipated that a standard cooling centre installation will take one to two weeks with minimal disruption, therefore staff recommend that the installation work can be carried out during the school year. Board staff will

work with the school administration staff to safely coordinate the work. The Phase 1 cooling centre work is expected to be completed by September 2019.

2. Subject to the availability and approval of funding, Phases 2 to 4 of the Cooling Centre implementation may be able to follow immediately after completion of Phase 1. This would result in completion of the installation of cooling centres in all schools sooner than originally anticipated.
3. A communication announcing the installation of the cooling centre will be provided to the school prior to the work commencing. A letter to send home to parent/guardians will also be provided to the school principal.
4. Facilities staff will work with Parent Councils who have raised funds to install portable air conditioning units in libraries (or other suitable room) as temporary cooling centres in schools in Phases 3 and 4 of the Cooling Centre roll-out.
5. Parent Councils inquiring about the purchase of portable air conditioning units for classrooms will be provided with the information in this report as to why this is not allowable and advised to consider the purchase of pedestal fans instead.
6. The potential to expand the provision of fans to second floor non-air conditioned classrooms will be reviewed once fans have been supplied to all third floor classrooms, subject to availability of funding. The PM team will also evaluate the feasibility and expedite installation of ceiling fans on the upper floor of schools with three or more storeys, where feasible.
7. The current cooling strategy implements all recommendations related to facilities made by OAPCE in April 2017. In addition to OAPCE, consultations on the 2017 Hot Weather SOP were carried out with Toronto Public Health, the Joint Health and Safety Committees, Elementary and Secondary Principals' Association presidents, Toronto Children's Services, child care operators in TCDSB schools, and other Ontario school boards.

F. RECOMMENDATION

That the Board of Trustees endorse the cooling strategy outlined in this report.

Phase 1 - Cooling Centre Installation 2018-19					
Count	School Code	Name	Elementary	Address	Trustee Ward
1	295	St Andrew	Elementary	2533 Kipling Avenue Rexdale ON M9V 3A8	1
2	361	St Angela	Elementary	220 Mount Olive Drive Rexdale ON M9V 3Z5	1
3	267	St Benedict	Elementary	2202 Kipling Avenue Rexdale ON M9W 4K9	1
4	284	St Stephen	Elementary	55 Golfdown Drive Rexdale ON M9W 2H8	1
5	288	Nativity of Our Lord	Elementary	35 Saffron Crescent Etobicoke ON M9C 3T8	2
6	253	Our Lady of Peace	Elementary	70 Mattice Avenue Islington ON M9B 1T6	2
7	262	St Gregory	Elementary	126 Rathburn Road Islington ON M9B 2K6	2
9	509	Chaminade	Secondary	490 Queen's Drive Toronto ON M6L 1M8	3
10	240	St Matthew	Elementary	18 Lavender Road Toronto ON M6N 2B5	3
11	506	Madonna	Secondary	20 Dubray Ave North York ON M3K 1V5	4
12	363	St Charles Garnier	Elementary	20 Stong Court Downsview ON M3N 2X9	4
13	294	St Jerome	Elementary	111 Sharpecroft Boulevard Downsview ON M3J 1P5	4
8	266	St Joesphat	Elementary	110 Tenth Street Toronto ON M8V 3G1	4
14	313	St Wilfrid	Elementary	1685 Finch Avenue West Downsview ON M3J 2G8	4
15	511	Loretto Abbey	Secondary	101 Mason Blvd North York ON M5M 3E2	5
16	263	St Bonaventure	Elementary	1340 Leslie Street Don Mills ON M3C 2K9	5
17	250	St Charles	Elementary	50 Claver Avenue Toronto ON M6B 2W1	5
18	270	St Cyril	Elementary	18 Kempford Boulevard Willowdale ON M2N 2B9	5
19	236	St Thomas Aquinas	Elementary	636 Glenholme Avenue Toronto ON M6E 3G9	5
20	214	St Clare	Elementary	124 Northcliffe Boulevard Toronto ON M6E 3K4	6
21	289	Blessed Trinity	Elementary	3205 Bayview Avenue Willowdale ON M2K 1G3	7
22	282	Holy Spirit	Elementary	3530 Sheppard Avenue East, Scarborough M1T 3K7	7
23	264	St Lawrence	Elementary	2216 Lawrence Avenue East Scarborough ON M1P 2P9	7
24	380	St Columba	Elementary	10 John Tabor Trail Scarborough ON M1B 1M9	8
25	365	St Ignatius of Loyola	Elementary	2350 McCowan Road Scarborough ON M1S 4B4	8
26	414	The Divine Infant	Elementary	30 Ingleton Boulevard Scarborough ON M1V 3H7	8
27	225	Holy Rosary	Elementary	308 Tweedsmuir Avenue Toronto ON M5P 2Y1	9
28	205	St Mary	Elementary	20 Portugal Square Toronto ON M6J 3P2	9
29	218	St Cecilia	Elementary	355 Annette Street Toronto ON M6P 1R3	10
30	275	St James	Elementary	230 Humbercrest Boulevard Toronto ON M6S 4L3	10
31	215	Holy Name	Elementary	690 Carlaw Avenue Toronto ON M4K 3K9	11
32	235	St Brigid	Elementary	50 Woodmount Avenue Toronto ON M4C 3X9	11
33	220	St John (Toronto)	Elementary	780 Kingston Road Toronto ON M4E 1R7	11
34	209	St Joseph	Elementary	176 Leslie Street Toronto ON M4M 3C7	11
35	277	St Boniface	Elementary	20 Markanna Drive Scarborough ON M1M 2J1	12
36	269	St Rose Of Lima	Elementary	3220 Lawrence Avenue East Scarborough ON M1H 1A4	12
37	248	St Theresa Shrine	Elementary	2665 Kingston Road Scarborough ON M1M 1M2	12

Note: Schools listed in Phase 1 subject to change based on PM evaluation of school. Schools removed from this list will be replaced with the next highest scoring phase 2 school.

COOLING STRATEGY STATUS UPDATE
APPENDIX B

**TORONTO CATHOLIC DISTRICT SCHOOL
BOARD
ST. CECILIA CS**

Feasibility Study for Air Conditioning Upgrade



Prepared by: **SAB Engineering Inc.**

March 2019

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1. EXECUTIVE SUMMARY

SAB Engineering Inc. was retained to inspect the St Cecilia CS and assess two systems for providing air conditioning, respectively:

- Portable air equipment
- VRF air conditioning equipment

The site visit took place on March 15th 2019. Classrooms, corridors and service areas were visually reviewed in all three sections of the building and at all three floors. The inspection included a review of the existing power supply to the school and the demand of the building over a 24 month period.

Subsequent to our site inspection, we held discussions with several equipment manufacturers, in both categories selected for evaluation.

The conclusions of our review can be summarized as follows:

1. The total cooling load of the instructional spaces and offices/admin areas is in the 60 ton range. This does not include corridors, service spaces, washrooms or the Gym.
2. The current power service to the school is single phase and has an estimated spare of about 200A; this is the equivalent of approx. 10-15 ton of cooling, depending on equipment efficiency and diversity. In its current configuration, the power supply of the school cannot cover the anticipated 60 ton load.
3. Should a power upgrade be considered, the estimated cost to switch to a pad-mounted transformer and 3 phase power is \$200,000.
4. The estimated cost of installing portable air conditioners is estimated at \$120,000 at full 60 ton capacity or \$20,000 if no power upgrade is considered.
5. The estimated cost of installing a VRF system is estimated at \$395,000 at full 60 ton capacity, or \$60,000 if no power upgrade is considered.
6. The larger cost of the VRF equipment is a reflection of its complexity and increased efficiency including controllability; without a power upgrade, the VRF system can cover approx. 40% more space than the portable air conditioners.

The advantages and disadvantages of each system are detailed in the report below.

2. BUILDING DESCRIPTION

The school is a three-floor and appears to consist of an original building (the north-end) and two subsequent additions. The total footprint of the building is approx. 52,000 sq.ft plus 2,500 sq.ft. Gym. This includes corridors, washrooms, stairwells, storage and service spaces. The net instructional areas (classrooms and kindergartens) are in the 30,000 sq.ft. range.

The lower floor is partially underground and includes daycare areas, a music room and three more classrooms; it also allows access to the double-height Gym. Also at the lower floor, there are large sanitary groups (male/female) and service rooms (caretaker, three mechanical rooms and the main electrical room)

The second floor consists almost exclusively of classrooms (10 of them) plus offices and administration. There are no student washrooms at the second floor

The third floor includes 12 classrooms and several storage/custodial areas.

With the exception of the partial basement level, the upper two floors have high ceilings, covered with plaster. The original building has a patterned plaster ceiling which appears original to the time it was built. In all areas, lighting fixtures are either suspended by hanging rods or affixed to the ceiling. The only area which has a dropped ceiling (approx. 16" clearance from structure) is a section of the corridor in the basement, leading to the entrance of the Gym.

The basement ceiling is somewhat lower, but still covered with plaster, with the exception of a corridor section leading into the Gym. The Gym ceiling is a steel deck supported by OWSJ.

In all areas, the windows appeared new and recently installed. They generally run from approx. 36" above the floor to the ceiling. Most have operable sections.

3. EXISTING BUILDING SERVICES

Heating is provided by hot water prepared in two boiler rooms; one located at the south end which includes a pair of new sectional cast iron boilers and the other one located in the original south-side building, which includes a single firebox boiler, likely to be original to the building.

The heating is distributed throughout the building through exposed piping running along the corridor and classroom walls. The terminal heating equipment is a mix of sloped top copper-tube convectors and cast iron radiators. Generally, the terminal equipment at the upper floors is fed from the floor below. In the basement, the hot water pipes also run exposed, feeding the terminal equipment from the top. The hot water piping appears relatively recently installed, and likely to have replaced older piping which may have run under the slab.

At the partial basement level, the music room and the kindergarten classrooms include horizontal unit ventilators which provide both ventilation and air conditioning. Staff reported that at least

three out of five unit ventilators are defective. For the rest of the school, there is sanitary exhaust from the washrooms (with the fans located on the roof) and some general exhaust in some classrooms, running in the cubicles at the back of those classrooms.

The Gym is separately ventilated through two grilles located at the upper level; heating is provided by sloped top baseboards running at approx. 10 ft above the floor.

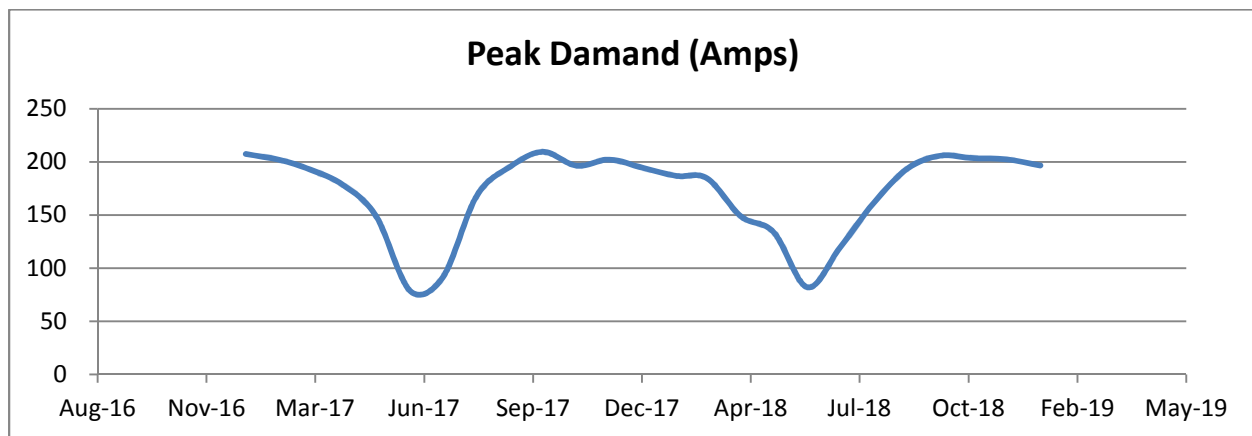
The domestic hot water is prepared in a pair of gas-fired heaters located in a separate mechanical room in the basement. This room is connected to the main electrical room.

4. POWER SUPPLY

Power supply to the building comes from Evelyn Ave via aerial cables fed from a pole mounted transformer. The supply wiring drop underground along a separate wood pole and resurface in the electrical room.

The main switchgear serving the building appeared new and in good condition. It was manufactured by Siemens and is rated at 120V/240V/1phase/3 wire/450Amps. From the main switchgear, the power is distributed throughout the school via a breaker panel board and serves multiple breaker panels. The new panel board has multiple spare slots available.

For the last consecutive 24 months, the school demand varied as follows:



The graph confirms that during the winter months, there are peaks in demand caused by the operation of the burners and pumps, while in the summer, the average demand is in the 150 Amp range (discounting the lowest values associated with the summer vacation).

Limiting the demand to 80% of the rated service, it appears reasonable to assume that the school has a summer spare capacity of approx. 200 Amp single phase.

5. ESTIMATED COOLING LOAD AND HYDRO SERVICE

If the instructional areas only are taken into account and the spaces already conditioned by unit ventilators are deducted, we estimate the cooling load of the building at 60 ton (211 kW).

With the current single phase service, the cooling load and associated heat rejection fans converts into an additional summer load of 980 Amps. This is clearly impossible to achieve with a 200 Amp spare capacity.

The only feasible conclusion is that if substantial air conditioning is included (without taking into account ancillary spaces and the Gym), a new 3-phase service is required to service the school, sized at min. 208V/3ph/4W/1,000A (unless 575V/3ph power is available on the street, in which case the service size can drop to 400 Amps).

6. PORTABLE AIR CONDITIONERS

Any air conditioning system contains two heat exchanging coils: a cooling coil located in the space to be conditioned (where heat is absorbed) and another coil usually located outdoors, through which the heat absorbed from the conditioned space is rejected to the ambient.

Portable air conditioners combine both coils and the refrigeration section in a single enclosure. However, the heat extracted from the space needs to be rejected, so portable air conditioners are equipped with flexible round ducts, through which air from outside the conditioned space is drawn in, picks up the heat, and is rejected back outside the conditioned space.

Where one or two such units are used as a temporary solution, heat rejection air is drawn from and return back to the corridor. Clearly, this is not feasible if multiple portable units are employed; the corridor would become unbearable hot and beyond a certain point, would no longer be able to accept the rejected heat.

With portable air conditioners, heat rejection will have to use the outdoor air, using new dedicated openings in the windows to which the two flexible ducts will be connected.



Another point of interest is dehumidification; conditioned air loses some of its moisture content which becomes liquid and needs to be removed. Usually, with portable air conditioners, the

condensate accumulates in a dedicated reservoir, which needs to be periodically emptied. More sophisticated models include a switch which will disable the equipment if the condensate receiver is full.

Portable air conditioners are typically in the 1 to 2 ton cooling capacity range and can use a regular 115V plug, provided that it is dedicated to it and has a rating of 20 Amps or more.

The purchasing cost is in the \$800 range, to which installation costs must be added (windows modifications to accept flexible tubing connections, power supply, etc.). Our estimate is that one installed unit, fully functional, with a capacity of 1 ton of cooling, will require funding in the range of \$2,000. Each classroom will require one or two units, depending on space size and orientation. The total portable air conditioning system costs as preliminary sized herein would cost around \$120,000.

Upgrading the power to 3-phase and a pad-mounted transformer, together with new cabling and switchgear is estimated to take another \$200,000. Without a power upgrade, the existing hydro service would be able to support air conditioning 7-8 classrooms and the offices/reception area.

6.1. Advantages:

Equipment works at 115V/single phase, easy to set up once power and window kit are available, cost is reasonable. There is minimal disturbance to building elements (walls, ceilings, roofs, etc).

6.2. Disadvantages

Ungainly sight, requires cutting through the new windows, require caretaking to periodically empty the condensate reservoir. Cannot be tied into BAS, controls are basically manual. Life expectancy is not great, likely to be in the 10 year range.

7. **VRF AIR CONDITIONING EQUIPMENT**

VRF air conditioning are the latest and most efficient iteration of the multi-split systems which first appeared on the market approx. 20 years ago. The concept is based on using one single heat rejection device (located outdoors) serving multiple evaporators inside a building. All evaporators are tied by refrigerant lines to the remote condensing unit.

Since the amount of heat reject by each evaporator varies with the indoor conditions, the first generation of multi-split air conditioners had limitations in terms of how many indoor evaporators can be tied into a single condensing unit.

Over time, the equipment evolved and the latest generation of condensing units contain variable speed refrigeration compressors and condenser fans, basically varying the amount of refrigerant flowing through the system with the actual building load at all times. With this development, the number of indoor condensing units which can be served by a single condenser increased substantially. At the same time, the technology of “ganging” up multiple condensing units allows system capacities to go over 100 ton or more.

Developments took place as far as evaporators are concerned as well; there are all sorts of evaporators on the market from vertical floor mounted, to wall mounted, ceiling mounted, plenum mounted, cassette type integrated with a T-bar ceiling, etc. Multiple types of evaporators can be used with any given system. Typical evaporators range in cooling capacity from ½ ton to 3 ton.



For St Cecilia CS, we anticipate that a system consisting of four 16-ton condensers mounted on the roof and tied to approx. 30 indoor evaporators will be adequate. We see the wall-mounted evaporators as the most economical for the school, in the absence of ceiling plenums. Refrigerant lines between the evaporators and the condensing units on the roof can line exposed, along the walls. Several small openings in the walls and ceilings are anticipated.

Like with any air conditioning system, condensation will occur. The typical solution is to have a common collection pipe looping around all the evaporators at each floor and collecting the condensate from each evaporator. Then, the common collector (usually 2" diam) will discharge in a caretaker's sink or similar. No human intervention is required.

All evaporators operate based on a programmable wall mounted thermostat; remote control units are available, but they usually get misplaced, so fixed space sensors are preferred.

The purchasing cost of a 60 ton multi-split air conditioning system is estimated to be in the \$200,000 range. Labour costs to install the refrigerant lines, power supply and condensate drainage, provide roof supports and building envelope openings are estimated to be in the \$175,000 range. Unlike the portable units, engineering work is required as well, to size the refrigerant lines and support the

equipment on the roof. This is estimated to be in the \$20,000 range. The total system installation as preliminary sized herein is estimated to cost \$395,000.

Upgrading the power to 3-phase and a pad-mounted transformer, together with new cabling and switchgear is estimated to take another \$200,000. Without a power upgrade, the existing hydro service would be able to three 5 ton systems and 15 indoor evaporators which may serve 12 classrooms and the offices/administration areas.

7.1. Advantages:

Equipment works with an entire range of voltages, from 203V/1phase to 575V/3phase. It is the most energy efficient distributed equipment on the market today and it is easy to control, operate and monitor. Condensate removal does not require manual intervention.

The equipment is quiet and aesthetic, provided that refrigerant lines and power cables are mounted from behind. It does not project that “temporary” solution image, it is a permanent installation and the life expectancy is in the 25 years range.

7.2. Disadvantages

System is expensive and requires some penetrations through walls and ceilings, which may contain asbestos. Troubleshooting requires manufacturer’s intervention (there are few independent outfits which can troubleshoot and repair such equipment).

We hope you find the information contained in this report to your satisfaction. Should you have questions or concerns, please don’t hesitate to contact our office.

Sincerely,



Gabriela Strashun, P.Eng.
SAB Engineering Inc.



REPORT TO

CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY COMMITTEE

2019-20 BUDGET IMPACTS AND GRANTS FOR STUDENT NEEDS ANNOUNCEMENT - OVERALL AND INSTRUCTIONAL RELATED

“A generous man will himself be blessed, for he shares his food with the poor.”

Proverbs 22:9

Created, Draft	First Tabling	Review
April 30, 2019	May 9, 2019	Click here to enter a date
D. De Souza, Coordinator of Grants & Ministry Reporting G. Sequeira, Coordinator of Budget Services P. De Cock, Comptroller of Business Services & Finance		
INFORMATION REPORT		

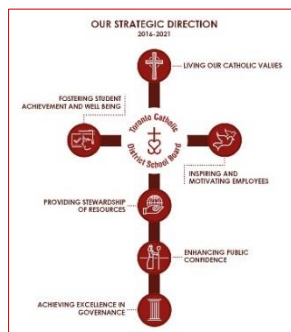
Vision:

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

L. Noronha
Associate Director of Facilities,
Business and Community
Development, and
Chief Financial Officer

A. EXECUTIVE SUMMARY

1. ***Two budget 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 funding discussions.*** This report will focus on the overall and instructional issues that have been identified through the GSN announcements and the B Memos released by the Ministry of Education.
2. ***Announcements made by the Ministry of Education will entail further release of data and more analysis to develop the budget.*** The Grant for Student Needs (GSN) funding and regulations released on April 26th, 2019 by the Ministry of Education (EDU) provided a first look at ongoing funding commitments, funding reductions and new education funding investments into the education sector. The Education Funding Technical Paper and Education Financial Information System (EFIS) tools did not accompany the announcement as in past years. The funding projections for the Toronto Catholic District School Board (TCDSB) contained within this report are preliminary and subject to change pending the release of further documents and formulas. These preliminary impacts have been developed with cautious assumptions in mind and therefore represent a scenario that could be considered fiscally conservative.
3. ***The late release of data by the Ministry will impact the budget approval timelines previously communicated to the Board.*** Given the delay of the technical details and the Electronic Financial Information System (EFIS) release by the Ministry to mid-May, staff will not be in a position to develop preliminary budget estimates in time for May 16th Regular Board meeting. The tentative revised plan would be to bring the preliminary budget estimates to Student Achievement Committee on May 28th, 2019.
4. ***Based on a preliminary analysis and review of the announcements to date, staff expect that service levels across all program and service areas will need to be reduced in order to develop a balanced budget.*** The Ministry of Education announcements on April 26th impacts many program and service areas, and if the impacts are not addressed then the operating budget would enter an unbalanced (deficit) position. Consequently, the 2019-20 Budget Estimates must contain service level reductions in order to develop a balanced budget in compliance with the Education Act.

The cumulative staff time required to prepare this report was 80 hours.

B. PURPOSE

1. ***This annual report has been prepared to provide highlights and preliminary projections of the education funding announcements for the TCDSB.*** This report responds to the recent GSN announcement for key policy and funding changes for 2019-20. The calculated financial and operational impact of last week's announcement on the GSNs for 2019-20 utilized information available at the time of preparing this report.
2. This report has been prepared to allow Trustees and members of the public a preview of potential staff recommendations that may be incorporated in to the Preliminary Budget Estimates expected to be presented at Student Achievement Committee on May 28th, 2019.

C. BACKGROUND

Previous Announcements

1. ***Staff have been working on analysing the impacts of previous announcements.*** The following paragraphs provide a brief recap of previous announcements on March 15th, 2019. The full memo from the Ministry has been attached as Appendix A for reference.
2. ***Announcements for class size changes in some areas were made on March 15, 2019 (2019:B08).*** The new class size requirements for grades 4-8 and 9-12 impacts the TCDSB budget by approximately \$18M for the 2019-20 school year and reduces teacher positions by approximately 350 Full-Time Equivalent (FTE) positions over the course of the next four years.
3. ***Current Collective Agreement Local Priorities Funding will expire.*** The expiration of the Local Priorities funding associated with the 2 year Collective Extension Agreements will decrease GSN funding by approximately \$9.7M. It equates to 119 Full-Time Equivalent (FTE) positions that spans almost all employee groups. The provincially negotiated extension agreements expire as of August 31st 2019.

International Languages Program

4. ***The continuance of the International Language (IL) Program has been signalled as a primary focus for this Board.*** While the value of the IL program has been confirmed by both Trustees as well as through parent surveys, based on current labour arbitration settlements as well as certain legislative prescriptions, the TCDSB may see the IL program lose all funding for the 2019-20 school year. Staff have yet to hear from the Ministry on whether all or part of the funding for this program will be provided for the 2019-20 school year. The assumptions in this report contain the notion that the program will continue at TCDSB, but that funding from the Province will be eliminated. This will create a cost pressure of \$8.9M.

D. EVIDENCE/RESEARCH/ANALYSIS

New Announcements

1. ***New announcements were made on April 26th, 2019 regarding GSNs.*** The following paragraphs contain some of the highlights from the GSN announcements. The full memo from the Ministry and related appendices have been included as Appendix B for reference.
2. ***No further funding changes forecasted.*** The Ministry of Education confirmed that there will be no further changes to grants and allocations in the GSN not already identified in the Ministry Memorandum. The other GSN announcements are consistent with the information provided to the Trustees on March 31, 2019 regarding class size changes and attrition protection.
3. ***The Province will now recover a portion of International Student fees.*** Beginning in 2019-20, a school board's GSN will be reduced by \$1,300 per international student. The impact to TCDSB is a funding reduction of \$1.6M.
4. ***Investments in Behaviour Expertise have increased.*** This investment will allow school boards to hire more professional staff at the board level who have expertise in applied behaviour Analysis (ABA). The impact to TCDSB is an increase in funding of \$0.5M.

5. ***Slightly more School Administration will be added to schools operating in a campus set-up.*** This is the third year of the four-year phase-in of the new School Foundation Grant definition of a school, which accounts for campus facilities. This funding increase allows school boards to place more principals/vice-principals at schools that have more than one building. The impact to TCDSB is an increase in funding of \$0.1M.
6. ***Province-wide Priorities and Partnerships Funding (PPF) (formerly Education Payments Other or EPO) were announced.*** While Province wide figures were provided in the April 26th memo (see Appendix B), the details specific to TCDSB have not been released. Below are the Provincial level highlights to the newly named PPFs. Staff have received verbal confirmation from Ministry staff that the Focus on Youth Program funds for summer 2019 have been renewed with a minimal (\$53K) reduction, but summer 2020 has not yet been confirmed. The Priority School Initiative (PSI) under the Community Use of Schools program has been confirmed as discontinued for 2019-20. Much of this grant had already been reduced for the 2018-19 school year.
- **Curriculum Implementation:** \$2.25M for Boards to support implementation of changes to the Health and Physical Education Curriculum and the Grade 10 Career Studies Course.
 - **Engaging Parents:** Continuation of the Parents Reaching Out Grants.
 - **Indigenous Education:** Continued funding.
 - **Math:** \$40.5M to support math strategy and math leads.
 - **Mental Health and Well Being:** \$34.5M to continue support for mental health workers in secondary schools and for School Mental Health Assist.
 - **Special Education:** \$17M to continue a number of pilots including After School Skills Development, School-Based Supports for Students with ASD, Pilots for Students with Developmental Disabilities and Students with Severe Learning Disabilities.
 - **Student Pathways:** \$35.7M to continue the Specialist High Skills Major program and experiential learning board leaders.
 - **Student Potential:** \$17M to continue support for the summer Focus on Youth program, transition funding for students at risk, human rights and equity advisors at each Board.
 - **System Support and Efficiencies:** \$30M to continue the roll-out of broadband modernization, teacher learning program and apprenticeship training for CUPE and OSSTF education workers.

Analysis of Funding Reductions

7. *Year over year funding impacts are conservatively estimated at \$31M.*

Based on a preliminary analysis by staff, the year over year impacts, inclusive of all Provincial announcements, enrolment impacts and the continuance of the IL Program, results in a funding shortfall of \$31M. The analysis below provides a high level summary of this shortfall.

	\$M
Negative Impacts of Provincial Announcements	(33.70)
Positive Impacts of Provincial Announcements	10.08
Enrolment Impacts	1.20
IL Program Extended Day Elimination	<u>(8.90)</u>
	(31.32)

8. *Determination of the funding impacts are preliminary and require the detailed technical release from the Ministry before verification.* Staff recognize that these calculations are preliminary in nature, but believe it is important to show the high level impacts in order to provide context for the difficult decisions that are ahead for bringing the budget to a balanced position. The first page of Appendix C provides a detailed version of the analysis provided above. The Preliminary Budget Estimates that will be provided at the May 28th Student Achievement Committee will also provide more detailed explanations of each of the line items.

Preliminary List of Offsets to Balance Budget

9. *Several offsets were either mandated or directly associated with certain funding sources that were lost.*

Many of the offsets that staff have identified as preliminary reductions to balance the budget were mandated by the Ministry. For instance, the grades 9-12 class size increases were mandated to be funded through attrition (e.g. normal retirements). The Local Priorities Fund, as previously reported, had many specific funded positions associated with it such as 5th Block literacy teachers, Education Assistants / Child and Youth Workers, and Custodial / Maintenance staff to name a few.

10. *Senior staff were challenged to identify other areas for reductions as a starting point for the Board of Trustees.* Due to the fact that the “surplusing” deadline for teaching staff was on April 12th, senior staff mobilized quickly to ensure that reductions were made in accordance with Collective Agreements. This involved a thorough analysis of staffing models throughout the system to identify opportunities to reduce positions where classroom teacher to

student ratios would remain unaffected and where service level impacts might be the least intense. Senior staff fully recognize that any reductions have a negative impact on the system and did not take these decisions lightly.

11. ***Senior staff were able to identify a preliminary list of reductions that fully offset the funding shortfall in order to balance the budget.*** Staff consolidated all mandated reductions, along with any mandated increases and offsets from Local Priority Funds. They then identified several preliminary labour and non-labour related reductions or revenue increases that could potentially fully offset the estimated funding shortfall. The following analysis provides a high level summary of those potential recommendations (FTE = Full Time Equivalent). The full detail of this analysis is provided on the 2nd and 3rd page of Appendix C.

	\$M	FTE
Increase based on enrolment change	1.20	12.5
Mandated Impacts from Elementary Class Size	3.30	32.1
Mandated Reductions from Secondary Class Size	(10.20)	(94.9)
Reductions Associated with Local Priority Fund	(9.70)	(118.9)
Other Elementary Panel Reductions	(3.20)	(31.0)
Other Net Secondary Panel Reductions	(0.40)	(4.0)
Board Administration and Governance Reductions	(1.15)	(10.0)
Other Non-Labour Impacts	<u>(11.35)</u>	<u> </u>
	(31.50)	(214.2)

12. ***Other Non-Labour Impacts contain several potential recommendations that may impact specific communities.*** In particular the harmonization of bell times for IL schools would bring about cost savings, but will impact these schools specifically in terms of bus pick-up times. The potential 3% increase in permitting fees may also impact on certain community groups that rent TCDSB facilities.

13. ***The total FTE impact would be a reduction of 214.2 staff positions.*** Reductions would be completed by way of attrition and senior staff are confident that no layoffs would occur, however the impact on the system will certainly be felt through service level reductions to students. The following table provides a high level analysis of the employee groups that would be affected if the potential recommendations carried through the Preliminary Budget Estimates in June.

GROUP	FTE
Toronto Secondary Unit (TSU)	(129.4)
Canadian Union of Public Employees (CUPE)	(60.7)
Toronto Elementary Catholic Teachers (TECT)	(12.6)
Management, Administrative and Professional Association (MAPA)	(7.0)
The Education Worker's Alliance of Ontario (EWAO)	(2.0)
Principals and Vice-Principals (P&VPs)	(1.5)
Executive Staff	<u>(1.0)</u>
	(214.2)

14. *Preliminary potential recommendations have been provided to facilitate Trustee discussion.* The options outlined in Appendix C have been provided to illustrate senior staff's preliminary estimate of what recommendations may appear in the Preliminary Budget Estimates presented on May 28th. Should Trustees disagree or agree with these recommendation it would be prudent to provide that input during the presentation of this report. Additionally, should a Trustee wish staff not bring one of these potential recommendations forward it would be ideal for the Board to simultaneously identify other areas for staff to look at reducing.

15. *The preliminary potential recommended reductions bring about a minor surplus of \$0.18M to the budget.* Taking the expected shortfall and offsetting it with both mandatory increases and decreases as well as the preliminary potential recommendations for balancing produces a minor surplus. This minor surplus need not remain and could be redistributed to eliminate a portion of a reduction, however it would be premature to do so as these numbers will undoubtedly change once detailed Ministry data is available. Below is a brief analysis of the shortfall and potential offsets.

	\$M
Total Estimated Year Over Year Impacts (Shortfall)	31.32
Preliminary Potential Offsets to Balance the Budget	<u>31.50</u>
	0.18

16. *Other options are also available to balance the budget.* Senior staff have also provided a few other options that could be used to balance the budget. This list is non-exhaustive, however, it should be kept in mind that the large majority of the Board's budget is restricted in terms of being applied to either

specified programs or to classroom ratios. The following is a short list of other potential ideas that are flexible type funding.

	\$M
Move IL Programs to Evenings/Weekend Format	7.30
Introduce Paid Parking for Employees	3.20
Eliminate Non-Qualifying Student Transportation	1.00
School Block Budget Reductions	1.00

17. ***Other opportunities for balancing the budget may arise.*** Staff recognize that a cautious approach has been taken in developing these preliminary shortfall estimates. It is possible that once detailed Ministry data is available that the shortfall may be less than expected. Unfortunately, while less likely, it is possible for the reverse to be true as well. In the case where the shortfall is less, Trustees may wish to signal to staff which areas of the preliminary recommended reductions they would like to see reinstated in the budget.

18. ***Over the course of the year, the Board of Trustees passed previous motions for items to be considered in 2019-20 Budget.*** Appearing in the table below is a list of budget items that require consideration and decision to be included in this year's operating budget. In summary, the budget impact amounts to another \$2.1M to the operating budget for which additional service level changes are required. Trustees also recently passed a motion to maintain Special Education funding at the same level as the previous year. This was done without the benefit of knowing the shortfall faced by the Board and the GSN announcements. If Trustees wish to maintain this direction then staff will bring back recommendations on May 28th for further reductions elsewhere depending on the GSN technical details. Otherwise, it is assumed that annual operating budget decisions act to supersede all previous funding related motions and decision as per normal practice.

Restoration of School Block Budget to the 2014-15 budget allocation levels	(1.70)
Maximize the funding entitlement for Lunchtime Student Supervisors	(0.30)
Establish an Integrity Commissioner (Subject to Verification)	(0.10)
	<u>(2.10)</u>

E. NEXT STEPS

1. ***Public consultation and input from Trustees will help develop final recommendations for the Preliminary Estimates.*** Staff will be taking any feedback received on this report as well as the results from the Online Budget Survey Tool, feedback received at the Public Consultation meeting and Virtual Town Hall, various deputations and feedback from union and federation partners and develop Preliminary Estimates for the May 28th Student Achievement Meeting. Development of those estimates will also be heavily dependent on the technical details behind the GSNs.
2. ***This is another opportunity for the Board to provide input on changing service levels.*** Staff will be developing Preliminary Budget Estimates for presentation at Student Achievement Committee pending the further release of data from the Ministry of Education. However, should the Board wish to provide any immediate input or direction at this point they can do so by providing input for consideration in the development of preliminary budget estimates.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.

Ministry of Education

Deputy Minister

Mowat Block
Queen's Park
Toronto ON M7A 1L2

Ministère de l'Éducation

Sous-ministre

Édifice Mowat
Queen's Park
Toronto ON M7A 1L2



2019:B08

Date: March 15, 2019

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

From: Nancy Naylor
Deputy Minister

Subject: New Vision for Education

Today, the government released its new vision for education, [Education that Works for You](#). I am writing to provide you with an overview of the vision and its key elements.

MODERNIZING CLASSROOMS IN ONTARIO

As you know, the ministry has been consulting with education partners to seek feedback on class size considerations.

The ministry held in-person meetings in January 2019 with the teachers' federations, trustees' associations and education worker unions to gather feedback. School boards, principals/vice-principals' associations and other education sector partners were also invited to provide written feedback between January 23 and February 22, 2019.

The ministry received almost 500 written submissions from the public, including parents, teachers and early childhood educators. While the prior phases of the consultation are now complete, the ministry has invited partners to continue this important dialogue through the next [consultation](#).

This consultation will ensure partners can provide feedback on the government's proposed plans.

The consultation period will continue until May 31, 2019. To provide families, staff, and school boards with certainty on the government's direction, the government will move

forward on next steps, including any required legislation, in time for the next school year.

Class Size

The government is committed to supporting students and families as education funding is modernized in a responsible manner.

The government looks forward to the continued consultation with education partners to help shape the government's plans. The proposed changes for 2019-20 are as follows:

- Kindergarten – There are no proposed changes to either the caps or the average class size requirements. Funded average class sizes would remain at the current level of 25.57 and there would be a minimal reduction to funded Registered Early Childhood Educators (RECEs) from 1.14 to 1.0. This will not change the educator to student ratio. The ministry will also introduce new funding to assist with RECE supply costs.
- Primary (grades 1 to 3) – hard caps remain in place. There are no proposed changes to either the caps or the average class size requirements.
- Intermediate (grades 4 to 8) – all school boards would be required to maintain a board wide average class size of 24.5 or less, while the funded average class size would be minimally increased from 23.84 to 24.5. This would standardize funding and class sizes across the province as historically, there has been variability for these grades.
- Secondary (grades 9 to 12) – average class size requirements adjusted from 22 to 28 students to align secondary class sizes more closely with other jurisdictions across Canada. School boards would be required to maintain a board wide average class size of 28 or less and the funded average class size would be increased to 28 to support this change. In addition, school operations funding would be adjusted accordingly.

The consultation period will continue until May 31, 2019. To provide families, staff, and school boards with certainty on the government's direction, the government will move forward on next steps, including any required legislation, in time for the next school year.

E-learning

The government is committed to modernizing education and supporting students and families in innovative ways that enhance their success. A link to e-learning courses can be found here: www.edu.gov.on.ca/elearning/courses.html

Starting in 2020-21, the government will centralize the delivery of all e-learning courses to allow students greater access to programming and educational opportunities, no matter where they live in Ontario. The average class size would be adjusted to an average of 35.

Secondary students will take a minimum of four e-learning credits out of the 30 credits needed to fulfill the requirements for achieving an Ontario Secondary School Diploma. That is equivalent to one credit per year, with exemptions for some students on an individualized basis. These changes to graduation requirements will be phased in, starting in 2020-21.

With these additional modernizations, the secondary programming amount in the Pupil Foundation Grant will no longer be provided, effective September 2019.

Attrition Protection

The government is committed to achieving greater financial sustainability in the education system without involuntary front line lay-offs. The proposed changes to class sizes may have implications for teacher staffing in Ontario school boards.

The ministry plans to introduce a new funding allocation that will top-up school boards where the change in funded teachers exceeds the actual attrition and other voluntary leaves. With this support in place, it is expected that boards will not be required to initiate lay-offs of teachers associated with the proposed changes in class sizes. The ministry will provide attrition protection for up to four years, allowing boards to phase in the proposed class sizes.

The attrition protection would apply to the proposed class size policy changes, including e-learning. Regarding declining enrolment, school boards should follow their normal processes, but should account for teacher retirements, voluntary departures, and their declining enrolment allocation to avoid lay-offs. Some Ontario school boards may be in this position, as in previous years.

School boards are advised to exercise restraint in hiring to replace retiring teachers or teachers leaving voluntarily.

Hiring Practices

Ontario Regulation 274/12, under the *Education Act*, established mandatory processes that all English-language school boards must follow when hiring long-term occasional and permanent teachers.

However, since its implementation in 2012, stakeholders, including parents, principals, directors of education and teachers, have raised concerns about the regulation – such as increased principal workload and classroom teacher turnover.

The ministry held in-person meetings in January 2019 with the teachers' federations, trustees' associations and education worker unions to gather feedback. Stakeholders were also invited to provide written feedback. The ministry received 80 written submissions from stakeholders and the public. The majority of submissions were supportive of increased teacher mobility. While the prior phases of the consultation are now complete, the ministry has invited partners to continue this important dialogue through the next [consultation](#).

To address these concerns, the government's objective is to work with its education partners to improve teacher mobility while increasing transparency, fairness, consistency, and accountability in teacher hiring across all school boards. The government's goal is to ensure that students are supported by qualified teachers and that principals are able to hire teachers based on merit who are a good fit for the role.

Grants for Student Needs Funding

There will be limited changes made to the GSN in the following areas:

Local Priorities Fund

The Local Priorities Fund (LPF), first established in 2017-18 during the last round of collective bargaining, expires on August 31, 2019. Whether the funding for staffing is extended is an issue subject to the upcoming central collective bargaining process. The increases related to salary will continue as well as the principals' and vice-principals' funding which is not set to expire until August 31, 2020.

Cost Adjustment Allocation

Historically, the base amount of the Cost Adjustment Allocation was providing supplemental funding for education worker benchmarks. As school boards have flexibility through other grants in the GSN to address their staffing needs, this amount has been discontinued for the 2019-20 school year.

Human Resource Transition Supplement

The Human Resource Transition Supplement was intended to be a temporary support to assist school boards with the negotiated 2017-19 agreements. This temporary transitional supplement amount has been discontinued for the 2019-20 school year.

Classroom Loading Factors

To reflect the proposed secondary class size changes, the factors that determine the amount of funding for the operation of school facilities will be adjusted.

Utilities Funding

As in previous years, funding will be increased to support increased costs associated with the heating and lighting of school facilities.

Student Transportation Funding

As in previous years, funding will be increased to support higher costs associated with student transportation. Also, additional funding supports are planned for school boards that run efficient transportation operations but for which the costs of student transportation exceed the funding provided for that purpose.

Finally, the ministry intends to undertake a review of the student transportation funding formula in order to achieve a more efficient and accountable student transportation system in Ontario.

Continued Implementation of 2017-19 Central Labour Agreements

As in previous years, funding will be increased to reflect the salary adjustments related to the 2017-19 Central Labour Agreements.

Timing of Annual Grant Announcement

More details, including board-by-board allocations, will be available as part of the annual funding formula announcement planned for later this spring. The summarized information in Appendix A is intended to guide school boards about key policy changes to assist in upcoming planning and budgeting cycles prior to the funding announcement planned to be released prior to the end of April.

Technology (Broadband)

Broadband is foundational for supporting modernized, digital learning in the classroom.

Ontario students and educators will have access to reliable, fast, secure and affordable internet services at school at a speed of one megabit per-second per-student in all regions of the province. The project will be completed by 2021-22 and will include all boards, schools and students.

To complete this project, the needs of each school will be individually assessed, and then individual technical solutions will be implemented. Broadband expansion is already underway at a majority of northern and rural schools. Thirty-two per cent of northern schools have completed their upgrades, and 35 per cent of rural schools have been completed.

Cellphones

During the government's consultation on education reform in fall 2018, parents, students and teachers expressed the view that cell phones have the potential to be useful learning tools – but too often they are a distraction from learning and have a negative impact on the classroom experience.

In response to this feedback, the Provincial Code of Conduct will be updated to prohibit cell phone use in schools during instructional time as of September 2019.

Use of personal mobile devices (e.g. cell phones) during instructional time will be permitted under the following circumstances:

- For educational purposes, as directed by the educator
- For health and medical purposes
- To support special education needs.

Boards and stakeholders will be consulted to ensure students and parents are clear on the new guidelines, including exceptions.

Education Quality and Accountability Office

Student achievement is one of the keys to success in a competitive global economy. The Education Quality and Accountability Office (EQAO) can provide vital data and research to reinvigorate education in Ontario, help improve student learning at the provincial, board and school level, and help identify achievement gaps to promote greater equity in the publicly funded education system.

Therefore, the government is committed to working with EQAO to modernize the agency and its processes while using data to build better assessment and evaluation models that have a greater focus on equity.

MODERNIZING LEARNING IN ONTARIO

The government's new vision for education will modernize learning throughout the province's education system.

Following the feedback from the consultation on education held last fall, the province will be moving forward with changes in the following areas:

Math

The government has announced a new four-year math strategy to ensure students have a strong understanding of math fundamentals and how to apply them. This strategy will:

- Improve student performance in math
- Help students solve everyday math problems
- Increase students' employability into the jobs of tomorrow.

The strategy will feature a new math curriculum for all students in all grades phased in over four years. The curriculum will emphasize basic concepts and skills contributing to students' future success and be accompanied by parent and teacher resources. The first elements of the new curriculum will be available in September 2019.

In addition to an improved curriculum, online resources will be available to support student learning. The government has also introduced legislation that will require new

teachers to pass a math content knowledge test before they enter the classroom in a professional capacity. If passed, this legislation will ensure teachers are confident and capable in teaching math and by the spring of 2020, will be required to pass the test in order to be certified by the Ontario College of Teachers.

For teachers already in the system, the government will provide funding to support additional qualification courses in math.

Science, Technology, Engineering and Math

The government is committed to preparing Ontario students for success by equipping them with the skills they need in Science, Technology, Engineering and Math (STEM).

The new STEM Education Strategy will enable Ontario to become a global leader in STEM learning. By partnering with educators, students, parents, post-secondary institutions as well as industry leaders, the government will create new and enriched learning experiences in STEM.

An immediate step will be a revised mandatory Career Studies Grade 10 course. This revised course will explore high-growth industries, including STEM, which will reflect new mandatory learning for students. This course will be released in late May for implementation in September 2019.

The strategy will also include revised Business Studies and Computer Studies curricula focused on developing job skills such as entrepreneurial skills, computational thinking and coding. In 2019-20, the ministry will begin research and benchmarking against other jurisdictions as a foundation for revisions to these curricula.

Skilled Trades

Ontario students have experienced significant success through the Specialist High Skills Major and Dual Credit programs, which have provided opportunities for students to experience skilled trades and apprenticeships. The Ministry of Education will work closely with the Ministry of Training, Colleges and Universities to increase student and parent exposure to skilled trades, technology and apprenticeship training, and focus on promoting this high-demand career pathway.

We want to ensure that students are exposed to:

- A broad range of opportunities that will offer exposure to skilled trades and technology careers, and that they are exposed to these opportunities starting in elementary school.
- Experiential, hands-on learning through community partnerships and co-op placements.

Financial Literacy

Financial literacy learning is essential to student success to build a well-educated responsible workforce and prepare Ontarians for a more prosperous future.

Financial literacy will be a major component of the mandatory learning in the revised Grade 10 Career Studies course which will be released in late May for implementation in September 2019.

It will also be an area of focus in the revised math curriculum being phased in for all grades.

Indigenous Education

A revised First Nations, Métis, and Inuit Studies curriculum for Grades 9-12 will be released in late May for implementation in September 2019. The curriculum was developed in collaboration with Indigenous partners to increase learning about Indigenous perspectives, cultures, contributions and histories.

Building on this, the government will continue to work with Indigenous partners to develop an approach for more curriculum revisions across subjects, grades and courses, to strengthen Indigenous content and learning.

Health and Physical Education (HPE)

Following feedback from the largest provincial consultation on education, the government heard the need for an HPE curriculum that is age-appropriate and relevant. The revised elementary HPE curriculum will be released in late May for September 2019 implementation. From now until the end of the 2018-2019 school year, educators will continue using the 2018 curriculum, their professional judgement, and age-appropriate resources to teach the students in their classroom.

To ensure parents are respected, the ministry will provide an opt-out policy similar to other jurisdictions. The ministry will also be introducing online modules for parents who may want to introduce topics at home whenever their child is ready. Both of these options will be available for the 2019-20 school year.

Digital Curriculum

A new digital platform will be phased in to modernize access to Ontario's curriculum. This new digital space will help educators, parents and students access curriculum and learning resources in a user- and mobile-friendly manner and will become increasingly interactive over time. The first phase of the new platform will be launched in September 2019 and will grow steadily with more content and features, in line with user needs and feedback.

The initiatives set out in this memorandum would be supported by proposed changes to the GSN regulation, and other legislation, where necessary. The ministry will provide further information about any legislative changes as they are brought forward.

We want to thank school boards for their ongoing dedication to providing programs and supports to all students. We look forward to continued consultation with education partners and collaboration on the government's priorities for education.

Original signed by

Nancy Naylor
Deputy Minister

Appendix A: Planning Assumptions

To support board planning, the table below summarizes the changes that boards can plan for with respect to funding subject to consultations, negotiations and potential legislative changes.

The ministry anticipates the annual funding formula to be released in late April.

Description	Funding Changes *
Kindergarten	<ul style="list-style-type: none"> Funded Early Childhood Educators (ECE) classroom staffing ratio change from 1.14 FTE to 1.0 FTE
Grades 1 to 3	<ul style="list-style-type: none"> Funded average class sizes remains at 19.8
Grades 4 to 8	<ul style="list-style-type: none"> Funded average class size adjusted from 23.84 to 24.5
Grades 9 to 12	<ul style="list-style-type: none"> Funded average class size adjusted from 22 to 28
E-learning	<ul style="list-style-type: none"> Funded average class size adjusted to 35 starting in 2020-21 school year
Secondary Programming amount in Pupil Foundation Grant	<ul style="list-style-type: none"> Funding to end August 31, 2019
Local Priorities Fund	<ul style="list-style-type: none"> Funding to end August 31, 2019
Cost Adjustment Allocation	<ul style="list-style-type: none"> Base amount to end August 31, 2019
Human Resource Transition Supplement	<ul style="list-style-type: none"> Funding to end August 31, 2019
Classroom Loading Factors in School Facility Operations and Renewal Grant	<ul style="list-style-type: none"> Five-year phase-in of a new Supplementary Area Factor for school facility operations to reflect proposed secondary class size changes.
School Facility Operations and Renewal Grant (Utilities)	<ul style="list-style-type: none"> A 2 per cent update to the non-staff portion of the operating cost benchmark under the School Facility Operations and Renewal Grant (School Operations Allocation) to assist in managing increases in commodity prices (electricity, natural gas, facility insurance, and other costs).
Student Transportation	<ul style="list-style-type: none"> A 4 per cent cost update adjustment, net of previous years' transportation surplus, if any. Funding for school boards running transportation deficits and have demonstrated efficient consortia operations.
Attrition Protection for Teachers for Class Size Changes (including e-Learning)	<ul style="list-style-type: none"> Funded class sizes and staffing parameters in the Pupil Foundation Grant as well as other related components in the GSN would be adjusted to reflect the above proposed changes to class sizes. If the reduction in the funded teacher FTE amount after these changes exceeds attrition, a top-up in funding will be provided so that the funded change does not exceed attrition.

Description	Funding Changes *
	<ul style="list-style-type: none"> • Attrition is the sum of actual retirements and other voluntary leaves. This calculation will be done for each panel separately. Declining enrolment is not covered by attrition protection. • With this support in place, boards can avoid teacher lay-offs.
Salary Benchmarks	<ul style="list-style-type: none"> • To be adjusted by 1 per cent to support previously negotiated central collective agreements, as well as the amount for the provincial terms and conditions agreement for Principals and Vice-Principals.

* Proposed funding changes are subject to consultations, negotiations and potential legislative changes.

Ministry of Education

Education Labour and Finance Division
11th Floor
315 Front Street West
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Ministère de l'Éducation

Division des relations de travail et du
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**2019: B14**

MEMORANDUM TO: Directors of Education
Senior Business Officials
Secretary/Treasurers of School Authorities

FROM: Andrew Davis
Assistant Deputy Minister
Education Labour and Finance Division

DATE: April 26, 2019

SUBJECT: *Grants for Student Needs (GSN) Funding for 2019–20*

As a follow-up to the Ministry of Education's memorandum, *2019:B08 Education that Works for You*, I am writing to provide you with further information about the Ministry of Education's GSN funding for 2019–20.

GSN funding for 2019–20 is projected to be \$24.66 billion. The average provincial per-pupil funding is projected to be \$12,246 in 2019–20.

The government is committed to investments that have the greatest impact on the classroom, while ensuring tax dollars are used more effectively. Ten of the thirteen special purpose grants are either maintained or increasing from 2018–19 funding levels. These include, for example, Indigenous Education, Special Education, Languages, Geographic Circumstances, Safe and Accepting Schools, and Student Transportation.

The 2019–20 GSN also reflects funding for increased enrolment, ongoing investments to meet labour agreements, and regular updates to the GSN.

A. CLASS SIZE AND ATTRITION PROTECTION: (\$214 Million)

Class Size

As indicated in 2019:B08, the ministry shared proposed changes to class sizes effective for the 2019–20 school year and also launched the next [consultation phase](#) on class size inviting partners to continue this important dialogue ending on May 31, 2019.

To support board planning, the table below re-summarizes the proposed changes, subject to ongoing consultations, labour negotiations and potential legislative changes.

Description	Funded	Regulated
Kindergarten	UNCHANGED - Funded average class size remains at 25.57. Funded Early Childhood Educators (ECE) classroom staffing ratio change from 1.14 FTE to 1.0 FTE; Ministry will provide a new per-pupil amount of \$87.32 per average daily enrolment (ADE) in the Pupil Foundation Grant to support ECE supply costs.	UNCHANGED - Maximum board-wide average remains at 26.0 with a hard cap of 29 (flexibility for 10% of classes to be up to 32 if purpose-built accommodation is not available (this exception will sunset after 2021–2022); if a program will be negatively affected (e.g., French immersion; or where compliance will increase kindergarten/Grade 1 combined classes).
Primary (Grades 1 to 3)	UNCHANGED - Funded average class size remains at 19.8.	UNCHANGED - Board-wide cap remains at 20.0 (flexibility for 10% of classes to be up to 23).
Intermediate (Grades 4 to 8)	Funded average class size adjusted from 23.84 to 24.5.	Maximum board-wide average adjusted to 24.5 for all school boards.
Secondary (Grades 9 to 12)	Funded average class size adjusted from 22.0 to 28.0.	Maximum board-wide average adjusted to 28.0.

Other Impacts Resulting from Class Size Changes

- The secondary programming amount of 1.02 staff per 1,000 ADE will no longer be provided, effective September 2019. It is projected that the impact of removing the secondary programming amount from the Pupil Foundation Grant will be approximately \$52 million; this amount is included in the estimated class size impact for the 2019–20 school year, along with other related impacts.
- The Supported Schools Allocation benchmarks are being updated to reflect the changes to class size.

- To align with the proposed changes to secondary class size and to reflect other data updates, the Supplementary Area Factor for school facility operations, within the School Facility Operations and Renewal Grant, will be updated. These changes would be phased in over five years. Additional details will be provided in a subsequent memorandum.

Attrition Protection

The ministry is introducing a new Attrition Protection Allocation (within the Cost Adjustment and Qualifications and Experience Grant) for up to four years to protect front-line staff impacted by the proposed changes to class sizes and e-learning; allowing school boards to phase in the proposed class sizes.

Through this four-year attrition protection, funding will be provided to top-up school boards where the change in funded classroom teachers exceeds the actual attrition and other voluntary leaves. Information on how this is calculated will be available in EFIS.

With this support in place, it is expected that school boards will not lay-off teachers associated with the proposed changes to class sizes and e-learning.

Other key elements of the attrition protection funding include:

- **School board forecast protection** to address situations where actual attrition is higher than the school board's forecasts; and,
- **An additional 5 per cent attrition protection** to further support the staffing complement for the continuity of STEM and specialized programming. This means boards are being provided with 105 per cent attrition protection funding.

For more information, please refer to 2019: SB02 *Key Planning Details for Attrition Protection*.

B. SPECIAL EDUCATION

Behaviour Expertise Amount: \$15.2 million

The ministry is investing \$15.2 million in the Behaviour Expertise Amount allocation, an increase of approximately one hundred per cent over 2018–19. This investment will allow school boards to hire more professional staff at the board level who have expertise in Applied Behaviour Analysis (ABA) and to double the training opportunities that will build school board capacity in ABA.

This investment will increase the:

- ABA Expertise Professionals Amount to a total of \$24.4 million; and the
- ABA Training Amount to a total of \$6.0 million.

C. OTHER GRANTS FOR STUDENT NEEDS FUNDING CHANGES

There will also be changes made to the GSN in the following areas:

Local Priorities Fund (LPF)

The LPF, first established in 2017–18 during the last round of collective bargaining, expires on August 31, 2019. Whether the funding for staffing is extended is an issue subject to the upcoming central collective bargaining process.

The investments related to adult day school teachers will be transferred to the Continuing Education and Other Programs Grant.

Cost Adjustment Allocation – Base Amount: (\$36 Million)

The base amount of the Cost Adjustment Allocation, providing supplemental funding for education worker benchmarks, has been discontinued for the 2019–20 school year.

Human Resource Transition Supplement: (\$10 Million)

The Human Resource Transition Supplement, provided to assist school boards in managing the negotiated 2017–19 central collective agreements, expires on August 31, 2019.

D. CAPITAL

Details of all capital funding programs, including board-by-board allocations, will be provided in the coming weeks in a separate memorandum.

School Renewal Funding

For the 2019–20 school year, the ministry continues to invest \$1.4 billion in funding to support the repair and renewal of school facilities. This includes:

- School Condition Improvement (SCI): \$1 billion in funding towards SCI, which will allow boards to revitalize and renew aged building components that have exceeded or will exceed their useful life.
- School Renewal Allocation (SRA): An additional \$40 million in capital funding towards SRA, which will allow boards to address the renewal needs of their schools and undertake capital improvements to older buildings.

Investments in school renewal will allow school boards to continue to address facility condition, provide healthy and safe learning environments, and address energy efficiency and accessibility requirements of their school facilities.

Update on School Construction Programs

Further details regarding the launch of the next round of Capital Priorities including child care, will be included in a separate memorandum to follow.

E. STUDENT TRANSPORTATION

Stabilization funding will be provided to school boards that run efficient transportation operations but for which the costs of student transportation exceed the funding provided for that purpose. This funding will be provided in 2019–20 based on boards' 2018–19 transportation deficits while the Ministry of Education undertakes a review of the student transportation funding formula in order to achieve a more efficient and accountable student transportation system in Ontario.

F. KEEPING UP WITH COSTS: \$52 Million

The GSN has been updated to assist school boards in managing increases to transportation, electricity, and other non-staff school operations costs. In 2019–20, the projected investment is \$52 million:

- The Student Transportation Grant will be increased by 4 per cent to help boards manage increased costs. As in previous years, this update will be netted against a school board's transportation surplus. In addition, funding adjustments due to fuel price changes will continue to be triggered by the fuel escalation and de-escalation mechanism throughout the school year.
- The ministry will also provide a 2 per cent cost benchmark update to the non-staff portion of the School Operations Allocation benchmark to assist boards in managing the increases in commodity prices (electricity, natural gas, facility insurance, and other costs).

G. ONGOING IMPLEMENTATION AND OTHER CHANGES

In 2019–20, the ministry will continue to implement GSN reforms that began in prior years. A list of these reforms as well as other in-year changes can be found below.

School Foundation Grant (SFG) Definition Change Funding Impacts

This is the third year of a four-year phase-in of the funding impacts of the new SFG definition of a school, based on campus. A campus is defined as property or properties which are owned, leased or rented by a school board, that are linked by a contiguous property line. This change includes funding impacts on other grants in the GSN that are based on the SFG definition of a school.

Retirement Gratuities

This is the eighth year of a 12 year phase-out of the retirement gratuities resulting in a reduction in the benefits funding benchmarks. This 0.167 per cent reduction will be applied to the benefits benchmarks in the Foundation Grants with equivalent adjustments to the benchmarks in the Special Purpose Grants to reflect the reduction in benefits funding.

For school boards that provided one-time payouts of retirement gratuities in 2015–16, funding will continue to be recovered from school boards in 2019–20. This recovery, which began in 2016–17, will be over the number of years' equivalent to the estimated average remaining service life of school board employees eligible for retirement gratuities as at August 31, 2012. The funding recovered from school boards will be to the extent that school boards received funding from the ministry and to the extent that boards reported a one-time gain in the early payout of retirement gratuities in 2015–16.

Salary Increases

The ministry will provide a 1 per cent salary benchmark increase for staff¹ in 2019–20, to reflect the 2017–19 central labour agreements.

Reciprocal Education Approach (REA)

As you know, the ministry continues to engage with the Education Service Agreement and Reverse Education Service Agreement (ESA/RESA) Working Group regarding the REA. This approach is intended to improve access and reduce barriers for First Nation students who wish to attend First Nation schools or provincially funded schools, and for students transitioning between school systems.

The focus of this work over the coming months is the development of a regulatory framework to support the legislative amendments made to the *Education Act* in April 2018. These amendments and related regulatory changes will come into effect September 1, 2019. More details will be communicated in the coming months.

As we move forward with the proposed regulatory amendments to implement the REA, we continue to strongly encourage school boards to begin discussions with First Nation communities and education authorities interested in developing ESAs and/or RESAs.

For planning purposes, school boards should also be mindful that if there is sufficient demand expressed (i.e., a minimum number of pupils enroll in the course) the ministry expects that school boards will offer Indigenous languages and studies courses (which are funded through the Pupil Foundation and the Indigenous Education Grants within the GSN).

Rural and Northern Education Funding (RNEF) – Schools List

As a reminder, school boards continue to be required to spend RNEF funding using the List of Schools Eligible for Rural and Northern Education Fund Allocation:

<http://www.edu.gov.on.ca/eng/policyfunding/funding.html>. School boards may modify this list by passing a board motion.

School boards must submit to the ministry, by June 14, 2019, the list of all the additional schools approved by board motion. Please submit these board motions along with the list of these additional schools to EDULABFINANCE@ontario.ca, including the school

¹ Does not include directors of education or senior administration staff. Funding for principal and vice-principal salary increases are provided separately. More details will be available in the Technical Paper.

name, School Facilities Inventory System (SFIS) number, Campus ID, Board School Identification number (BSID) and panel (elementary/secondary). **Please include “RNEF” in the subject line of your email.**

For more information on any of these items, please refer to the Technical Paper, available soon on the ministry’s website.

H. INTERNATIONAL STUDENT RECOVERY AMOUNT (ISRA)

Beginning in 2019–20, a school board’s total GSN operating grants shall be reduced by an amount equal to a flat fee of \$1,300 multiplied by the international student enrolment, pro-rated where the students are not full-time.

School boards continue to be responsible for setting tuition fee amounts for international students per the tuition fees regulation which sets the minimum amount that must be charged to non-resident students.

I. MODERNIZATION OF SCHOOL BOARDS AND SCHOOL AUTHORITIES

The government is committed to ensuring that every dollar spent in the classroom is having the greatest impact on student achievement. This involves looking at all aspects of the education system, including school board operations, while respecting the four publicly funded education systems in Ontario. The Ministry of Education will be undertaking a thorough review of how boards can conduct their operations in the most efficient manner to best serve students and parents while ensuring their long-term sustainability. This process will be kicked off by the creation of a minister’s task force. The government looks forward to engaging with experts and education partners in this important conversation.

J. SCHOOL AUTHORITIES

As in previous years, funding for school authorities will be adjusted in 2019–20, as appropriate, to reflect changes in funding to district school boards. The ministry will provide further information concerning funding in 2019–20 for school authorities in the near future.

K. OTHER GRANTS

For greater clarity, the ministry wishes to confirm that there will be no changes to the remaining grants and allocations in the Grants for Student Needs not identified in this memo. The stability in this funding should allow school boards to finalize their staffing plans for the 2019–20 school year with minimal changes.

L. NOTICE

Some of the elements and proposals set out in this memo can only take effect if certain regulations are made by the Minister of Education or Lieutenant Governor in Council under the *Education Act*. Such regulations have not yet been made. Therefore, the content of this memo should be considered to be subject to such regulations, if and when made.

M. REPORTING

Dates for Submission of Financial Reports

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

Date	Description
June 28, 2019	Board Estimates for 2019–20 <i>Please advise your ministry finance officer, as soon as possible, if you would like to take advantage of a 4-week extension (until July 24, 2019) to submit.</i>
November 15, 2019	Board Financial Statements for 2018–19
November 22, 2019	Board Enrolment Projections for 2020–21 to 2023–24
December 13, 2019	Board Revised Estimates for 2019–20
May 15, 2020	Board Financial Report for September 1, 2019, to March 31, 2020

The ministry expects that Estimates forms will be available in EFIS by May 9, 2019.

N. INFORMATION RESOURCES

If you require further information, please contact:

Subject	Contact	Telephone and email
Benefits Transformation and Retirement Gratuities	Romina Di Pasquale	(416) 903-9479 romina.diPasquale@ontario.ca
Capital Policies	Colleen Hogan	(416) 325-1705 colleen.hogan@ontario.ca
Capital Priorities and Project Accountability	Paul Bloye	(416) 325-8589 paul.bloye@ontario.ca
Financial Accountability and Reporting Requirements	Med Ahmadoun	(416) 326-0201 med.ahmadoun@ontario.ca
Indigenous Education	Taunya Paquette	(647) 290-7142 taunya.paquette@ontario.ca
Operating Funding	Doreen Lamarche	(416) 326-0999 doreen.lamarche@ontario.ca
Special Education	Claudine Munroe	(416) 325-2889 claudine.munroe@ontario.ca
Student Transportation	Cheri Hayward	(416) 327-7503 cheri.hayward@ontario.ca

General questions regarding the 2019–20 GSN release can be emailed to:
EDULABFINANCE@ontario.ca.

Other GSN Materials

GSN projections for the 2019–20 school year are available on the ministry's website. All other GSN materials will be available in the coming weeks, including the 2019–20 Education Funding Technical Paper. Further communication will be sent to inform school boards of the documents' availability.

Original signed by

Andrew Davis
Assistant Deputy Minister
Education Labour and Finance Division

Ministry of Education

Deputy Minister

438 University Avenue, 5th Floor
Toronto ON M7A 2K8**Ministère de l'Éducation**

Sous-ministre

438, avenue University, 5^e étage
Toronto ON M7A 2K8**2019: B15**

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

FROM: Nancy Naylor
Deputy Minister

DATE: April 25, 2019

SUBJECT: 2019-20 Priorities and Partnerships Fund

The Ministry of Education is pleased to launch the new Priorities and Partnerships Fund (PPF).

On March 15, 2019, the government released Memo 2019:B08 *Education that Works for You*, the new vision for Ontario's education system. The vision will be implemented using a responsible approach that will modernize education to maximize student performance and well-being.

On April 11, 2019, the government tabled its 2019 Budget. This year's budget reflects the outcomes of a comprehensive multi-year planning process that's built on the findings of EY Canada's line-by-line review, and the ideas identified in the Planning for Prosperity Survey and the Big Bold Ideas Challenge. The government conducted a thorough review of all government programs in order to ensure investments are sustainable and modernized. The review is also meant to ensure that duplication is eliminated, and valuable programs and services are sustainable and delivering outcomes for the people of Ontario.

In addition to this review, all ministries were required to identify administrative savings. This was to be done by identifying opportunities to modernize services in order to reduce administrative costs and burden, while improving services across ministries, agencies and transfer-payment partners. Ministries considered how they could eliminate duplicative and non-value added processes, and implement automation and other streamlining solutions where repetitive and routine tasks existed previously.

The PPF is being launched in alignment with this year's Budget and supports Ontario's new vision for education. The approach will prioritize education funding, supplemental to the Grants for Student Needs (GSN), on high impact initiatives that directly support students in the classroom. The funding will replace the previous Education Programs – Other funding and will be evidence-based and outcome-focused while providing streamlined, accountable, and time-limited funding that will be reviewed and assessed by the Ministry each year.

Funding

For 2019-20 the PPF will provide up to \$330 million in funding to education partners to support students.

To facilitate school boards' budget planning for 2019-20, today the Ministry is confirming approximately \$185 million of PPF funding to school boards and school authorities to support Ministry priorities. The program allocations are outlined in the following table and school board allocations will follow:

Key Priority	Objective	Amount (\$M)
Curriculum Implementation	To support school boards with the implementation of recently released curriculum	\$2.25M
Engaging Parents and Communities	To involve parents and communities in their children's education. Parents are a child's first teacher. When parents are involved everyone benefits – schools become better places to learn and student performance improves	\$1.25M
French-Language Education	To provide opportunities and tailored supports to students in Ontario's French-Language Education (FLE) system guided by the <i>Aménagement linguistique policy</i>	\$2.13M
Indigenous Education	To improve student performance and well-being and close the performance gap between Indigenous students and all students	\$3.73M
Math	To support Ontario's students in meeting provincial math standards	\$40.50M

Key Priority	Objective	Amount (\$M)
Mental Health and Well-Being	To support the critical linkage between mental health and well-being and student success	\$34.54M
Special Education	To improve support for families of children and youth with special education needs	\$17.14M
Student Pathways	To support students as they transition to postsecondary destinations including, apprenticeship, college, university, and the workplace	\$35.7M
Supporting Student Potential	To support vulnerable students, including youth at risk, to stay in school, graduate and succeed	\$17.89M
System Support and Efficiencies	To provide support to help ensure that the education system is running efficiently and effectively	\$30.00M

Further information on additional school board PPF initiatives will be provided as it becomes available.

Descriptions of the initiatives for each of the school board PPF initiatives are as follows:

Curriculum Implementation (\$2.25M)

Curriculum implementation funding will support the implementation of recently released curriculum, including the revised elementary Health and Physical Education curriculum (2019), and the revised Grade 10 Career Studies course (2019). This funding is in addition to funding announced in the budget to support implementation of Indigenous-focused curriculum revisions, including the revised First Nations, Métis and Inuit Studies curriculum (2019). Funding can be used to support professional learning and release time for educators.

Engaging Parents and Communities

Parents Reaching Out Grants (\$1.25M)

These grants will support parents in identifying barriers and opportunities to strengthen parent engagement in their own communities and enable more parents to support their child's learning and well-being.

French-Language Education

Implementation of Aménagement linguistique initiatives and strategies to retain and engage students (\$0.1200M)

Funding to assist French-language school boards in the implementation of aménagement linguistique initiatives in French-Language schools in Ontario with a view to engage students and develop their sense of belonging to the French-language school system and their community.

Compass for Success (\$0.0960M)

Funding to support six French-language school boards, with a view to build the capacity of system leaders, principals and teachers in data collecting, analysis and identifying next steps.

Regional inter-council meetings (\$0.0680M)

Specialist High Skills Major (SHSM) meetings organized regionally by French-language school boards to facilitate the implementation of SHSM programs in schools, share expertise and facilitate networking among school boards.

Special Education Investment (\$1.8500M)

Final installment in support of a Memorandum of Settlement (MoS) with l'Association des enseignantes et enseignants franco-ontariens (AEFO) and Council of Trustee's Association (CTA) to promote the success of French-language students with special needs.

Indigenous Education

New Indigenous Strategic Priorities (\$3.18M)

Programs and supports to assist Indigenous learners to graduate, supports successful transition into secondary schools or the labor market, inclusive school environments, innovation. This initiative includes funding for the Indigenous Grad Coach and Rapid Response Northern Schools Team initiatives.

Aboriginal Youth Entrepreneurship Program (AYEP) (\$0.35M)

AYEP gives Grade 11 and 12 Indigenous students in selected schools an opportunity to earn two senior business studies credits through a program based on the Ontario business studies curriculum and supplemented by Indigenous content, hands-on activities, guest speakers and business mentors, and funding opportunities. Students develop entrepreneurial skills and learn how to create and establish their own small business.

Keewatin Patricia District School Board (KPDSB)/ Keewatinook Okimakanak Board of Education (\$0.2M)

KPDSB seconds a principal to support the capacity development of educators and administrators in partnering First Nation operated schools to First Nation students success and well-being as they transition from remote and fly in communities, as young as 12, into provincially-funded schools.

Math (\$40.5M)

The Ministry announced a four-year Math Strategy to improve student math performance.

This funding will allow boards to hire a board-based math learning lead to implement the revised math curriculum and to coordinate board improvement efforts in mathematics. Funding will also be provided to hire math learning facilitators to support student performance in targeted elementary and secondary schools. Math learning facilitators will provide training and coaching opportunities for principals and math teachers and support parent engagement.

Release time funding will be provided to all boards, with additional funding provided for targeted schools, to allow educators to engage in school and classroom-based training, coaching, and other co-learning opportunities.

Mental Health and Well-Being*Well-Being and Mental Health Bundle (\$3M)*

Funding to support school boards and authorities to meet local needs and priorities that promote well-being and mental health, including safe, healthy, inclusive and accepting learning environments. This funding enables school boards and authorities to support activities in their improvement and multi-year strategic plans, as well as their three year Mental Health and Addictions Strategy, and annual Action Plan for Mental Health.

Mental Health Workers in Secondary Schools (\$25M)

In keeping with the government's commitment to invest in mental health and addictions services in Ontario, in 2019-20 the province will continue to fund the approximately 180 new mental health workers (FTEs) in secondary schools that were initially hired by district school boards in 2018-19. The purpose of this investment is to continue to have regulated mental

health professionals (e.g., social workers, psychologists and psychotherapists) with specialized training in student mental health in secondary schools, providing mental health promotion, prevention, and intervention to students and their families.

This continuing investment will also include annual funding of \$50,000 per school board to support the collection and use of data and information to determine the impact of the initiative on students, families, and schools.

School Mental Health Ontario (SMHO) (\$6.5M)

As part of the government's commitment to build a comprehensive and connected multi-year mental health and addiction system across the lifespan, funding for School Mental Health Ontario (SMH ON), formerly School Mental Health ASSIST, will continue. SMH ON will receive \$6.5M in 2019-20 to provide implementation support to all 72 district school boards through clinical expertise, evidence-based resources/practical tools for educators, and the delivery of consistent professional learning to school-based mental health clinicians, including the new mental health workers in secondary schools.

Special Education

After School Skills Development Program (\$6.1M)

The After School Skills Development Program will provide funding to all school boards in the province to support students with Autism Spectrum Disorder (ASD) in social, communication, self-regulation and life-planning skills development.

Pilot to Improve School-Based Supports for Students with ASD (\$0.374M)

Continuation of funding to support the provision of dedicated space on school site for external Applied Behaviour Analyst (ABA) practitioners to provide direct service to students with Autism Spectrum Disorder (ASD) in eleven pilot school boards.

Transition Pilot for Students with Developmental Disabilities (\$0.478M)

Pilot to support select school boards to explore successful practices in transitioning students with developmental disabilities to work, community or postsecondary education.

Supporting Students with Severe Learning Disabilities (LD) in Reading through LD Pilots (\$1.75M)

Funding to support an intensive reading intervention pilot project in eight district school boards. Pilots were designed to enhance educators' intervention pilot project in eight district (LD) and increase the availability of supports for students with LD in their local communities.

Northern Supports Initiatives (NSI) (\$7M)

Northern Supports Initiative (NSI) is intended to mitigate the challenges faced by all northern school boards with respect to lack of available services in their communities; difficulty in attracting and retaining service professionals at the board level or accessing these services through community partners; and higher costs of service provision. NSI funding is utilized in a regional collaboration model that serves all northern school boards and school authorities through three regional cooperatives. The cooperatives determine local special education priorities, to deliver joint, innovative and cost-effective special education programs and services.

Integrated Services for Northern Children (ISNC) (\$1.44M)

The Integrated Services for Northern Children (ISNC) provides coordinated assessment, consultation and treatment services, on a multi-agency, multi-ministry basis, to children and youth with physical, psychological and educational challenges in under-served rural and remote communities of Northern Ontario. This funding provides access to services from teacher diagnosticians, psychology professionals and speech and language professionals.

Student Pathways*Specialist High Skills Major (SHSM) (\$23.7M)*

Specialist High Skills Major supports students to focus on a career path that matches their skills and interests while meeting the requirements of the Ontario Secondary School Diploma (OSSD). Students receive the SHSM seal on their diploma when they:

- complete a specific bundle of 8-10 courses in the student's selected field
- earn valuable industry certifications including first aid and CPR qualifications
- gain important skills on the job through cooperative education placements.

All school boards with secondary schools receive funding to support this program.

Enhancements to Experiential Learning (EL) (\$12M)

Each board receives enhancements to experiential learning funding, separated into two categories:

- Funding used to hire a full-time, dedicated Leader of Experiential Learning (LEL) for their board.
- Funding to support and to provide effective experiential learning opportunities for students in their board.

Beginning in the 2019-20 school year, the focus of LELs will be to provide direction and support to help students in Grades 7-12 continue to engage in experiential learning opportunities, in collaboration with community and industry partners, with a particular focus on increasing

exposure to and awareness of technology, the skilled trades and apprenticeship as viable pathway options for all students.

Supporting Student Potential

Focus on Youth 2019 Summer Program (\$7.6M)

The Focus on Youth (FOY) Program creates summer employment opportunities for high school students who may be disengaged from school and/or experience barriers to employment as a result of home or school environments, including conflict with the law, poverty and/or low academic achievement. Through the program, school boards and community partners offer free or low-cost summer camps for young children.

Transportation Supports for Children and Youth in Care (\$6.6M)

To improve the educational outcomes and well-being of children and youth in care, funding for transportation services enables students to stay in their school of origin when their residence changes until a more natural transition time, so they have stability at school, can focus on their learning, and maintain academic standing and graduate.

Human Rights and Equity Advisors (\$2.4M)

This project provides support for school boards to employ the services of Human Rights and Equity Advisors (HREAs). HREAs work with the Director of the board and with the board's senior team to foster a culture of respect for human rights and equity, help identify and address systemic human rights and equity issues, and increase the board's human rights compliance.

Demographic Data Gathering (\$1M)

Funding to prepare school boards for, or engage in, the collection of voluntary student or staff identity-based data. The funding supports boards to build their capacity to meet the growing needs and expectations of their increasingly diverse communities for evidence-based decision making. This project allows boards to construct the necessary structures and protocols to meet the legal, ethical and research standards for the collection, analysis and use of demographic data.

Broadening Horizons (\$0.25M)

Funding to address equity and human rights issues in priority areas such as rural and northern areas and target barriers that limit student success in schools, for example, to continue the Indigenous Cultural Safety initiative.

System Support and Efficiencies

Broadband Modernization Program (BMP) (\$24M)

Funding will be provided to provide access to reliable, fast, secure and affordable internet services to all students and educators in all regions across Ontario – including in rural and northern communities. The current target connectivity speed is 1 megabit per second per student or educator, in a scalable and sustainable network that can adapt to future needs following a common network architecture across Ontario.

As part of the BMP, the ministry will also work jointly with boards to strengthen cyber protection measures.

New Teacher Induction Program – Enhancing Teacher Development Fund (NTIP-ETD) (\$1M)

This program addresses gaps in the GSN funding formula – specifically:

- Significant changes in number of new permanent hires from the previous year
- NTIP required permanent hires past Year 2 on the Teacher Qualifications and Experience Grid

Teacher Learning and Leadership Program (TLLP) (\$3.5M)

This program provides direct funding to front-line teachers, or teams of teachers to build teachers' expertise in effective teaching. The learning projects are teacher-led and influenced by real local needs; for example in math or special education.

Apprenticeship and Professional Development Training Funding of Education Workers Represented by the Canadian Union of Public Employees (CUPE) (\$1.35M)

As a result of the 2017 education sector labour negotiations, a grant to school boards with CUPE local bargaining units is to be used on the basis of joint applications received from school boards and CUPE locals for apprenticeship training under the OCT and or professional development opportunities.

Apprenticeship Training Funding of Education Workers Represented by the Ontario Secondary School Teachers' Federation – Education Workers (OSSTF-EW) (\$0.15M)

As a result of the 2017 education sector labour negotiations, a grant has been allocated to school boards with OSSTF education worker local bargaining units to be used on the basis of joint applications received from school boards and OSSTF locals for apprenticeship training under the Ontario College of Trades.

Next Steps

If you require further information about these initiatives, please contact your regular Ministry program contacts or the office of the Assistant Deputy Minister responsible for the program.

The Ministry looks forward to continuing our strong partnership with the school boards and school authorities and working towards maximizing student performance and well-being.

Nancy Naylor
Deputy Minister of Education

Copy: Superintendents of Business and Finance

Frank Kelly, Executive Director, Council of Ontario Directors of Education
 Anna Marie Bitonti, Chair, Council of Ontario Directors of Education
 Andrew Davis, Assistant Deputy Minister, Education Labour & Finance Division
 Warren McCay, Assistant Deputy Minister, Chief Administrative Officer, Corporate Management and Services Division
 Denise Dwyer, Assistant Deputy Minister, Indigenous Education and Well Being Division
 Denys Giguère, Assistant Deputy Minister, French Language, Teaching Learning and Achievement Division
 Joshua Paul, Assistant Deputy Minister, Capital and Business Support Division
 Martyn Beckett, Assistant Deputy Minister, Student Achievement Division
 Patrick Case, Assistant Deputy Minister, Education Equity Secretariat
 Richard Franz, Assistant Deputy Minister, System Planning, Research & Innovation Division
 Shannon Fuller, Assistant Deputy Minister, Early Years and Child Care Division
 Shirley Kendrick, Assistant Deputy Minister, Student Support and Field Services Division

Draft 2019-2020 TCDSB Year Over Year Budget Impacts

Provincial Announcements	\$M	
Negative Impacts		
Loss of Local Priorities Funding	(9.70)	
Grades 9 to 12 Class Size Change (Year 1 Impact)	(7.70)	
Grades 4 to 8 Class Size Change Impact	(4.50)	
Loss of Secondary Programming Funds	(2.50)	
Reduction in Benefit Grant	(2.00)	
Capital Debt Financing Adjustment	(1.90)	
Decrease to Facilities Loading Factor (Class Size Changes)	(1.60)	
Addition of International Student Recovery Amount	(1.60)	
Loss of Cost Adjustment Allocation	(1.20)	
Partial Loss of Early Childhood Educator Funding	(0.50)	
Loss of Human Resource Transition Funding	<u>(0.50)</u>	
	(33.70)	A
Positive Impacts		
Increase in Transportation Funding	7.60	
Attrition Protection 5% Specialized Programming Exemption	1.13	
Increase in Utilities Funding	0.75	
Increase in Behavior Expertise Amount	0.50	
Increase School Foundation Grant (P/VPs for Campuses)	<u>0.10</u>	
	10.08	B
Total Estimated Impacts from Provincial Announcements	(23.62)	C=A+B
Net Impact of Enrolment Driven Changes		
Increase in Elementary Enrolment	2.50	
Decrease in Secondary Enrolment	<u>(1.30)</u>	
	1.20	D
International Language Program Extended Day Elimination		
Loss of International Language Program Funding	(5.00)	
Additional Teachers Due to Shortened Day	(2.30)	
Transportation Impacts from Modified Day School Schedules	<u>(1.60)</u>	
	(8.90)	E
Total Estimated Year Over Year Impacts (Funding Shortfall)	(31.32)	F=C+D+E

Draft 2019-2020 TCDSB Offsets to Balance Budget

(Positive figures denote increases in expenditure / Full Time Equivalent (FTE) where mandated)

	\$M	FTE
Increases / Reductions Based on Enrolment Changes		
Elementary Teacher Positions (Regular)	2.50	24.5
Secondary Teacher Positions (Regular)	<u>(1.30)</u>	<u>(12.0)</u>
	1.20	12.5
Mandated Impacts from Elementary Class Sizes		
Elementary Teacher Positions	3.30	32.1
Mandated Reductions Based on Secondary Class Size Changes		
Secondary Teacher Positions (Regular)	(7.70)	(72.0)
Secondary Teacher Positions (Programming)	<u>(2.50)</u>	<u>(22.9)</u>
	(10.20)	(94.9)
Draft Reductions Associated with Local Priority Funding		
Elementary Teachers - 5th Block	(2.40)	(24.0)
Education Assistants / Child and Youth Workers	(1.70)	(30.5)
Elementary Teachers - Regular Classroom	(1.40)	(14.2)
Secondary Teachers - ESL/ELL	(1.30)	(12.5)
Custodians, Trades and Maintenance Staff	(0.80)	(10.9)
Secondary Teachers - Special Education	(0.60)	(6.0)
School Secretaries	(0.40)	(6.7)
ESL and Nursery Instructors	(0.30)	(3.3)
Programmers, SS Supervisors, Other	(0.20)	(3.6)
Professional Student Services Personnel	(0.20)	(2.0)
Principals and Vice-Principals	(0.20)	(1.5)
Library Technicians	(0.10)	(2.2)
Board Administration, Clerical and Technical Staff	<u>(0.10)</u>	<u>(1.5)</u>
	(9.70)	(118.9)
Other Draft Labour Impacts to Offset Funding Shortfall		
Other Elementary Panel Reductions		
ESL Teachers	(2.50)	(24.0)
Resource Teachers	<u>(0.70)</u>	<u>(7.0)</u>
	(3.20)	(31.0)

Other Secondary Panel Reductions / Increases

Secondary Teachers	(0.60)	(6.0)
Secondary Teacher - 5% Additional Attrition Protection	1.00	10.0
Resource Teachers	(0.60)	(6.0)
Workplace Accommodation Contingency	<u>(0.20)</u>	<u>(2.0)</u>
	(0.40)	(4.0)

Board Administration and Governance Reductions

Non-Academic Staff Positions	(0.20)	(2.0)
Non-Academic Management Positions	(0.80)	(7.0)
Non-Academic Executive Position	<u>(0.15)</u>	<u>(1.0)</u>
	(1.15)	(10.0)

Total Other Draft Labour Impacts to Offset Funding Shortfall	(4.75)	(45.0)
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Other Draft Non-Labour Impacts to Offset Funding Shortfall

Adjust Non-Labour Budgets to Align with Historical Actuals	(3.05)
Capital Debt Interest Expense Reduction	(1.90)
Increase International Student Fees to Offset Recovery	(1.85)
Optimize Bell Times at International Language Schools	(1.60)
Reduce Central Religious Materials Allocation	(1.50)
Benefit Trust Rate Reduction	(1.10)
Reduction in Non-Labour Facilities Expenditures	(0.25)
Increase Permitting Fees (By 3%)	<u>(0.10)</u>
	(11.35)

Total Draft Offsets to Balance Budget	(31.50)	(214.2)
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ESL = English as a Second Language

ELL = English Language Learner

Draft 2019-20 Funding Shortfall Offsets Summary

	\$M	FTE
Total Estimated Year Over Year Impacts (Funding Shortfall)	(31.32)	
Current Total Draft Offsets to Balance Budget	<u>(31.50)</u>	(214.20)
Outstanding Offset (Amount of Further Reductions Required)	0.18	

Other Potential Ideas for Offsetting Funding Shortfall

Move IL Programs to Evenings/Weekend Format	(7.30)
Introduce Paid Parking for Employees	(3.20)
Eliminate "Non-Qualifying" Student Transportation	(1.00)
School Block Budget Reductions	<u>(1.00)</u>
	(12.50)



REPORT TO

CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY COMMITTEE

2019-20 BUDGET IMPACTS AND GRANTS FOR STUDENT NEEDS ANNOUNCEMENT - NON- INSTRUCTIONAL RELATED

"A generous man will himself be blessed, for he shares his food with the poor."

Proverbs 22:9

Created, Draft	First Tabling	Review
April 30, 2019	May 9, 2019	Click here to enter a date
D. De Souza, Coordinator of Grants & Ministry Reporting G. Sequeira, Coordinator of Budget Services P. De Cock, Comptroller of Business Services & Finance		
INFORMATION REPORT		

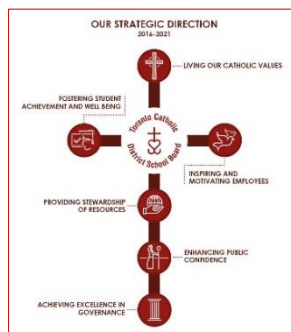
Vision:

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

L. Noronha
Associate Director of Facilities,
Business and Community
Development, and
Chief Financial Officer

A. EXECUTIVE SUMMARY

1. ***Two budget 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 funding discussions.*** This report will focus on the non-instructional issues that have been identified through the GSN announcements and the B Memos released by the Ministry of Education. All numbers that are shown in this report are already incorporated into the previous report, which provided an overall budget presentation. This report is only a subset of the earlier report relating to non-instructional items.
2. ***Announcements made by the Ministry of Education will entail further release of data and more analysis to develop the budget.*** The Grant for Student Needs (GSN) funding and regulations released on April 26th, 2019 by the Ministry of Education (EDU) provided a first look at ongoing funding commitments, funding reductions and new education funding investments into the education sector. The Education Funding Technical Paper and Education Financial Information System (EFIS) tools did not accompany the announcement as in past years. The funding projections for the Toronto Catholic District School Board (TCDSB) contained within this report are preliminary and subject to change pending the release of further documents and formulas. These preliminary impacts have been developed with cautious assumptions in mind and therefore represent a scenario that could be considered fiscally conservative.
3. ***The late release of data by the Ministry will impact the budget approval timelines previously communicated to the Board.*** Given the delay of the technical details and the Electronic Financial Information System (EFIS) release by the Ministry to mid-May, staff will not be in a position to develop preliminary budget estimates in time for May 16th Regular Board meeting. The tentative revised plan would be to bring the preliminary budget estimates to Student Achievement Committee on May 28th, 2019.
4. ***Based on a preliminary analysis and review of the announcements to date, staff expect that service levels across all program and service areas will need to be reduced in order to develop a balanced budget.*** The Ministry of Education announcements on April 26th impacts many program and service areas, and if the impacts are not addressed then the operating budget would enter an unbalanced (deficit) position. Consequently, the 2019-20 Budget

Estimates must contain service level reductions in order to develop a balanced budget in compliance with the Education Act.

The cumulative staff time required to prepare this report was 80 hours.

B. PURPOSE

1. *This annual report has been prepared to provide highlights and preliminary projections of the education funding announcements for the TCDSB related to the non-instructional side of the organization.* This report responds to the recent GSN announcement for non-instructional and key policy and funding changes for 2019-20. The calculated financial and operational impact of last week's announcement on the GSNs for 2019-20 utilized information available at the time of preparing this report.
2. This report has been prepared to allow Trustees and members of the public a preview of potential staff recommendations that may be incorporated in to the Preliminary Budget Estimates expected to be presented at Student Achievement Committee on May 28th, 2019.

C. BACKGROUND

Previous Announcements

1. *Staff have been working on analysing the impacts of previous announcements.* The following paragraphs provide a brief recap of previous announcements on March 15th, 2019 related to non-instructional impacts.
2. *Current Collective Agreement Local Priorities Funding will expire.* The expiration of the Local Priorities funding associated with the 2 year Collective Extension Agreements will decrease GSN funding by approximately \$9.7M. It equates to 119 Full-Time Equivalent (FTE) positions that spans almost all employee groups. The provincially negotiated extension agreements expire as of August 31st 2019.

International Languages Program

3. *The continuance of the International Language (IL) Program has been signalled as a primary focus for this Board.* While the value of the IL program has been confirmed by both Trustees as well as through parent

surveys, based on current labour arbitration settlements as well as certain legislative prescriptions, the TCDSB may see the IL program lose all funding for the 2019-20 school year. Staff have yet to hear from the Ministry on whether all or part of the funding for this program will be provided for the 2019-20 school year. The assumptions in this report contain the notion that the program will continue at TCDSB, but that funding from the Province will be eliminated. This will create a cost pressure of \$1.6M related to transportation at IL program schools.

D. EVIDENCE/RESEARCH/ANALYSIS

New Announcements

1. ***New announcements were made on April 26th, 2019 regarding GSNs.*** The following paragraphs contain some of the highlights from the GSN announcements related to non-instructional.
2. ***No further funding changes forecasted.*** The Ministry of Education confirmed that there will be no further changes to grants and allocations in the GSN not already identified in the Ministry Memorandum.
3. ***Student Transportation funding increased by \$7.6M.*** The GSNs will provide stabilization funding to school boards that run efficient transportation operations wherein the costs of student transportation exceed the funding provided for that purpose. A 4% inflationary increase will also be added to the transportation funding. TCDSB will receive \$7.6M in additional funding to help with the transportation deficit.
4. ***Funding for Facilities Maintenance and Operations will decrease overall.*** To align with the proposed changes to secondary class size, the Supplementary Area Factor for school facility operations will be adjusted. This change will be phased in over five years. The 2019-20 impact to TCDSB is expected to be a reduction in funding of \$1.6M. An increase in funding will be provided to recognize inflation in utilities. For the TCDSB this equates to approximately \$0.75M. The net impact on Facilities Maintenance and Operations is estimated to be a decrease of \$0.85M.

5. ***Funding for Human Resource staffing has decreased.*** The Human Resource Transition Supplement, a fund within the Board Administration & Governance Grant to assist in managing the extension agreements, has been eliminated. This results in a funding decrease of \$0.5M for TCDSB.
6. ***Province-wide Priorities and Partnerships Funding (PPF) (formerly Education Payments Other or EPO) were announced.*** While Province wide figures were provided in the April 26th memo, the details specific to TCDSB have not been released. Below are the Provincial level highlights to the newly named PPFs, which are non-instructional in nature. Staff have received verbal confirmation from Ministry staff that the Focus on Youth Program funds for summer 2019 have been renewed with a minimal (\$53K) reduction, but summer 2020 has not yet been confirmed. The Priority School Initiative (PSI) under the Community Use of Schools program has been confirmed as discontinued for 2019-20. Much of this grant had already been reduced for the 2018-19 school year.
- **Engaging Parents:** Continuation of the Parents Reaching Out Grants.
 - **Student Potential:** \$17M to continue support for the summer Focus on Youth program, transition funding for students at risk, human rights and equity advisors at each Board.
 - **System Support and Efficiencies:** \$30M to continue the roll-out of broadband modernization, teacher learning program and apprenticeship training for CUPE and OSSTF education workers.

Analysis of Funding Reductions

7. ***Year over year funding positive impacts on the non-instructional side are estimated as \$1.85M.*** Based on a preliminary analysis by staff, the year over year impacts, inclusive of Provincial announcements related to non-instructional items, transportation related costs associated with eliminating the extended day IL Program, results in a funding increase of \$1.85M. The analysis below provides a summary of this increase.

Negative Impacts Provincial Announcements	\$M
Loss of Local Priorities Funding - Custodial/Trades/Maintenance	(0.80)
Loss of Local Priorities Funding - Board Admin/Clerical/Tech	(0.10)
Capital Debt Financing Adjustment	(1.90)
Decrease to Facilities Loading Factor (Class Size Changes)	(1.60)
Loss of Human Resource Transition Funding	<u>(0.50)</u>
	(4.90)
Positive Impacts of Provincial Announcements	
Increase in Transportation Funding	7.60
Increase in Utilities Funding	<u>0.75</u>
	8.35
Transportation Impacts from IL Modified Day School Schedules	<u>(1.60)</u>
	(1.60)
Total Estimated Year Over Year Impacts (Funding Increase)	1.85

8. *Determination of the funding impacts are preliminary and require the detailed technical release from the Ministry before verification.* Staff recognize that these calculations are preliminary in nature, but believe it is important to show the high level impacts in order to provide context for the difficult decisions that are ahead for bringing the entire budget (inclusive of instructional) to a balanced position. The Preliminary Budget Estimates that will be provided at the May 28th Student Achievement Committee will also provide more detailed explanations of each of the line items.

Preliminary List of Offsets to Balance Budget

9. *Several offsets were directly associated with certain funding sources that were lost for the non-instructional side.* The Local Priorities Fund, as previously reported, had many specific funded positions associated with it such as Administrative, Custodial and Maintenance staff to name a few.
10. *Senior staff were able to identify a preliminary list of reductions applicable to the non-instructional side that would contribute to the deficit position on the instructional side to balance the budget as a whole.* Staff consolidated all mandated reductions, along with any mandated increases and offsets from Local Priority Funds. They then identified several preliminary labour and non-labour related reductions or revenue increases that could potentially fully

offset the estimated funding shortfall. The following analysis provides a high level summary of those potential recommendations.

Draft Reductions Associated with Local Priority Funding	\$M	FTE
Custodians, Trades and Maintenance Staff	(0.80)	(10.9)
Board Administration, Clerical and Technical Staff	<u>(0.10)</u>	<u>(1.5)</u>
	(0.90)	(12.4)
Other Draft Labour Impacts to Offset Funding Shortfall		
Board Administration and Governance Reductions		
Non-Academic Staff Positions	(0.20)	(2.0)
Non-Academic Management Positions	(0.80)	(7.0)
Non-Academic Executive Position	<u>(0.15)</u>	<u>(1.0)</u>
	(1.15)	(10.0)
Other Draft Non-Labour Impacts to Offset Funding Shortfall		
Adjust Non-Labour Budgets to Align with Historical Actuals	(0.50)	
Capital Debt Interest Expense Reduction	(1.90)	
Optimize Bell Times at International Language Schools	(1.60)	
Reduction in Non-Labour Facilities Expenditures	(0.25)	
Increase Permitting Fees (By 3%)	<u>(0.10)</u>	
	(4.35)	
Total Draft Offsets to Balance Budget	(6.40)	(22.40)

11. ***Other Non-Labour Impacts contain several potential recommendations that may impact specific communities.*** In particular the harmonization of bell times for IL schools would bring about cost savings for transportation, but will impact these schools specifically in terms of bus pick-up times. The potential 3% increase in permitting fees may also impact on certain community groups that rent TCDSB facilities.

12. ***Preliminary potential recommendations have been provided to facilitate Trustee discussion.*** The options outlined above for non-instructional related items have been provided to illustrate senior staff's preliminary estimate of what recommendations may appear in the Preliminary Budget Estimates presented on May 28th. Should Trustees disagree or agree with these recommendation it would be prudent to provide that input during the presentation of this report. Additionally, should a Trustee wish staff not bring

one of these potential recommendations forward it would be ideal for the Board to simultaneously identify other areas for staff to look at reducing.

13. ***The preliminary potential recommended reductions for non-instructional contribute approximately \$8.25M to the balancing of the overall budget.*** Taking the expected increase from funding announcements and adding it to the potential reductions on the non-instructional side produces a surplus that can help balance the overall budget. Below is a brief analysis of this surplus.

	\$M
Total Estimated Year Over Year Impacts (funding increase)	1.85
Draft Offsets to Balance the Overall Budget	<u>(6.40)</u>
Non-Instructional Savings to be applied to Instructional Shortfall	8.25

14. ***Other options are also available to balance the budget.*** Senior staff have also provided a few other options that could be used to balance the budget. This list is non-exhaustive, however, it should be kept in mind that the large majority of the Board's budget is restricted in terms of being applied to either specified programs or to classroom ratios. The following is a short list of other potential ideas that are flexible type funding within the non-instructional side.

	\$M
Introduce Paid Parking for Employees	(3.20)
Eliminate "Non-Qualifying" Student Transportation	<u>(1.00)</u>
	(4.20)

15. ***Other opportunities for balancing the budget may arise.*** Staff recognize that a cautious approach has been taken in developing these preliminary shortfall estimates. It is possible that once detailed Ministry data is available that the shortfall may be less than expected. Unfortunately, while less likely, it is possible for the reverse to be true as well. In the case where the shortfall is less, Trustees may wish to signal to staff which areas of the preliminary recommended reductions they would like to see reinstated in the budget.

16. ***Over the course of the year, the Board of Trustees passed previous motions for items to be considered in 2019-20 Budget.*** One such motion was to look at establishing a budget for services of an Integrity Commissioner. Early estimates may place this at approximately \$100K per year, but may be higher.

Staff are attempting to verify this number and will do so before the May 28th Preliminary Budget Estimates are submitted.

E. NEXT STEPS

1. ***Public consultation and input from Trustees will help develop final recommendations for the Preliminary Estimates.*** Staff will be taking any feedback received on this report as well as the results from the Online Budget Survey Tool, feedback received at the Public Consultation meeting and Virtual Town Hall, various deputations and feedback from union and federation partners and develop Preliminary Estimates for the May 28th Student Achievement Meeting. Development of those estimates will also be heavily dependent on the technical details behind the GSNs.
2. ***This is another opportunity for the Board to provide input on changing service levels.*** Staff will be developing Preliminary Budget Estimates for presentation at Student Achievement Committee pending the further release of data from the Ministry of Education. However, should the Board wish to provide any immediate input or direction at this point they can do so by providing input for consideration in the development of preliminary budget estimates.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.

2019 REVISED CALENDAR OF ANNUAL REPORTS & POLICY METRICS

A = Annual Report

P = Policy Metric Report

Q = Quarter Report

#	Due Date	Committee/Board	Subject	Responsibility of
1	January (P)	Corporate Services	<u>B.R.01 Rental of Surplus School Space & Properties</u> Policy Metric	A.D. Facilities, Business, Community Development
2	February (Q)	Corporate Services	Financial Status Update Report #1	A.D. Facilities, Business, Community Development
3	March (A)	Corporate Services	Budget Series Report: Financial Planning and Consultation Review	A.D. Facilities, Business, Community Development
4	March (A)	Corporate Services	Consensus Student Enrolment Projection	A.D. Facilities, Business, Community Development
5	March (A/P)	Corporate Services	Transportation Annual Report and <u>S.T.01 Transportation</u> Policy Metric	A.D. Facilities, Business, Community Development
6	April (A)	Corporate Services	Budget Series Report: Grants for Student Needs Update	A.D. Facilities, Business, Community Development
7	May (P)	Corporate Services	<u>A.18 Development Proposals, Amendments and Official Plans and Bylaws</u> Policy Metric	A.D. Facilities, Business, Community Development
8	May (Q)	Corporate Services	Financial Status Update Report #2	A.D. Facilities, Business, Community Development
9	May (A)	Corporate Services	Budget Series Report: Preliminary Budget Estimates for the Following Fiscal Year	A.D. Facilities, Business, Community Development
10	June (A)	Corporate Services	Budget Series Report: Recommended Budget Estimates for the Following Fiscal Year	A.D. Facilities, Business, Community Development
11	June (A)	Corporate Services	Delegated Authority Report	A.D. Facilities, Business, Community Development
12	September (Q)	Corporate Services	Financial Status Update Report #3	A.D. Facilities, Business, Community Development

2019 REVISED CALENDAR OF ANNUAL REPORTS & POLICY METRICS

13	September (A)	Corporate Services	Preliminary Enrolment Report for Elementary and Secondary Schools and S.A.01 <u>Elementary Admission and Placement</u> Policy Metric	A.D. Facilities, Business, Community Development
14	September (A)	Corporate Services	Capital Program Update	A.D. Facilities, Business, Community Development
15	September (A)	Corporate Services	Delegated Authority Update Report	A.D. Facilities, Business, Community Development
16	October (A)	Corporate Services	Trustee Honorarium Report	A.D. Facilities, Business, Community Development
17	November (A)	Corporate Services	Legal Fees Report	A.D. Facilities, Business, Community Development
18	November (A/Q)	Corporate Services	Audited Financial Statement and Financial Status Update #4	A.D. Facilities, Business, Community Development
19	December (A)	Corporate Services	Budget Series Report: Revised Budget Estimates for the Current Fiscal Year	A.D. Facilities, Business, Community Development
20	December (A)	Corporate Services	Annual Investment Report	A.D. Facilities, Business, Community Development

**CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY
PENDING LIST TO MAY 9, 2019**

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1	Nov-18 Corporate Services	June-19	Corporate Services	That staff return for final approval of the project once the RFP results are finalized (Public Meeting Room Audio Visual Upgrades –Funding)	Associate Director of Facilities, Business and Community Development
2	Mar-19 Corporate Services	Sep-19	Corporate Services	Report regarding further analysis to see how priority neighbourhoods could be assisted with bank fees (March 2019 School Cash Suite Progress Report)	Associate Director of Facilities, Business & Comm. Dev & CFO
3	Mar-19 Student Achievement	TBD	Corporate Services	That the consideration of the increase of wages of Lunchroom Supervisors be deferred until such time that the Board receives GSNs through the Budget process (Review of Compensation for Elementary Lunchtime Supervisors)	Associate Director of Facilities, Business & Comm. Dev & CFO
4	Apr-19 Corporate Services	TBD	Corporate Services	Report regarding meeting of staff, Trustee and key members of the O'Connor Heritage House Committee to determine what kind of partnership would be feasible going forward	Associate Director of Facilities, Business & Comm. Dev & CFO