

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

## AGENDA September 12, 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

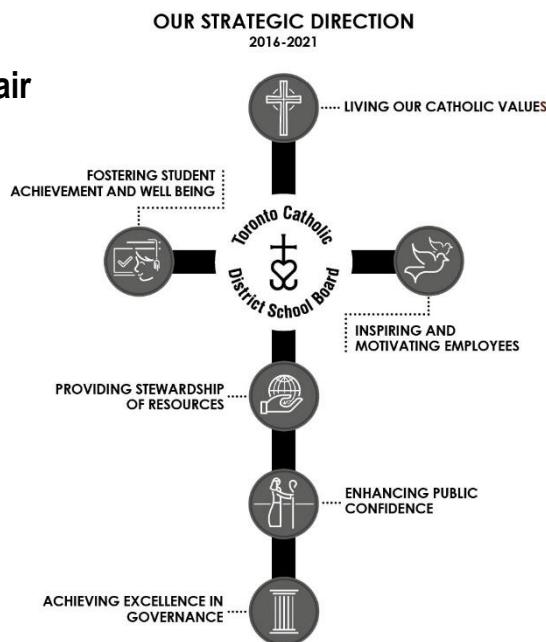
**Teresa Lubinski**  
Trustee Ward 4

**Joseph Martino**  
Trustee Ward 1

**Maria Rizzo**  
Trustee Ward 5

**Garry Tanuan**  
Trustee Ward 8

**Kathy Nguyen**  
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: TBC, 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, September 12, 2019

7:00 P.M.

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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 for Public Session - Nil
9. Delegations
10. Presentation
  - 10.a Net Zero Study Report (Refer 15a)

- 10.b MPP Kinga Surma regarding Urgent Need for a Catholic High School in Etobicoke Centre

**11. Notices of Motion**

- 11.a From Trustee Crawford regarding October 3, 2019 Student Achievement and Well Being and Human Resources Committee Meeting 1 - 2
- 11.b From Trustee de Domenico regarding Paperless Agendas 3

**12. Consent and Review**

**13. Unfinished Business**

**14. Matters referred or deferred**

**15. Staff Reports**

- 15.a Net Zero Study (Recommendation) (Refer 10a) 4 - 48
- 15.b Capital Priorities 2019-2020 (All Wards) (Recommendation) 49 - 78
- 15.c Boardroom Audio-Visual RFP Award (Recommendation) 79 - 84
- 15.d Monthly Procurement Approvals (Recommendation) 85 - 88
- 15.e Student Information System (SIS) Project Update (Information) 89 - 104
- 15.f Delegated Authority Update (Information) 105 - 118
- 15.g Capital Program Update 2019 (Information) 119 - 129
- 15.h 2018-2019 Third Quarter Financial Status Update (Information) 130 - 140

**16. Listing of Communications**

**17. Inquiries and Miscellaneous**

**18. Updating of the Pending Lists**

- 18.a Annual Calendar of Reports and Policy Metrics 141 - 142



19. **Resolve into FULL BOARD to Rise and Report**
20. **Closing Prayer**
21. **Adjournment**



*Nancy Crawford  
Trustee Ward 12*

*E-mail: [Nancy.Crawford@tcdsb.org](mailto:Nancy.Crawford@tcdsb.org)*

*Voicemail: 416-512-3412*

**To:** Corporate Services Committee Meeting , September 12, 2019

**From:** Nancy Crawford, Trustee Ward 12

**Subject: Notice of Motion – October 3, 2019 Student Achievement and Well Being Committee Meeting**

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**MOVED BY:** Nancy Crawford, Toronto Catholic District School Board

**WHEREAS:** A Federal Election in Canada has been called for Monday, October 21, 2019

**WHEREAS:** The Roman Catholic Archdiocese of Toronto will host a live-audience election debate at the Metro Toronto Convention Centre on Thursday, October 3, 2019, at 7:30 p.m.;

**WHEREAS:** Representatives from all major political parties are invited to speak at this event;

**WHEREAS:** Roman Catholics have many concerns about the implementation of the Church's Social Teachings in today's post-modern culture and seek to make a positive contribution to the electoral process in Canada;

**WHEREAS:** The Toronto Catholic District School Board respects, welcomes and supports the Archdiocese of Toronto's leadership in our Catholic Faith;

**WHEREAS:** The Student Achievement and Well Being, Catholic Education and Human Resources Standing Committee regular meeting is scheduled for October 3, 2019;

**THEREFORE BE IT RESOLVED THAT:** the Student Achievement and Well Being, Catholic Education and Human Resources Standing Committee regular meeting be rescheduled to Wednesday, October 2, or another suitable date, to make it possible for Trustees and Staff to register to attend this live election debate;

**BE IT FURTHER RESOLVED THAT:** this motion be debated at the Regular Board Meeting of September 19 2019.

**Nancy Crawford**  
**Trustee, Ward 12**



*Markus de Domenico  
Trustee Ward 2*

*E-mail: Markus.deDomenico@tcdsb.org*

*Voicemail: 416-512-3402*

**To:** Corporate Services Committee Meeting , September 12, 2019

**From:** Markus de Domenico, Trustee Ward 2

**Subject: Notice of Motion – Paperless Agendas**

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**MOVED BY:** Markus de Domenico, Toronto Catholic District School Board

**WHEREAS:** As part of the 2019/2020 the Board of Trustees approved a motion targeting a reduction of paper use across the TCDSB;

**WHEREAS:** Trustees and senior staff have the ability to view the agendas electronically and online through Board provisioned devices;

**WHEREAS:** The reduction in paper use and CO2 generated by printing and delivering agendas is an easy, achievable means of reducing the TCDSB's environmental impact;

**WHEREAS:** Eliminating staff hours involved in printing and delivery of the agenda to Trustees provides additional cost savings to the Board;

**BE IT RESOLVED THAT:** the printed agendas no longer be provided to Trustees and Senior Board staff;

**Markus de Domenico  
Trustee, Ward 2**



## REPORT TO

## CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY COMMITTEE

### NET ZERO ENERGY STUDY (ALL WARDS)

*"I can do all things through HIM who strengthens me."*

*Philippians 4:13 (NRSVCE)*

Created, Draft	First Tabling	Review
September 3, 2019	September 12, 2019	

D. Friesen, (Acting) Superintendent, Capital Development and Asset Renewal

M. Farrell, (Acting) Superintendent, Environmental Support Services

### RECOMMENDATION REPORT

**Vision:**

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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 presents the *path towards Net Zero* research study findings and recommends next steps. Based on the findings that the Toronto Catholic District School Board is one of the most intense energy consumers among GTA boards and that Net Zero buildings are, so far, very rare and require very low energy use intensity, the research study report has been titled “***Conserve First.***”

Net Zero Emissions, rather than Net Zero Energy, is recommended as a long-term goal, as this is a more achievable target and reduction of greenhouse gas emissions is the critical concern in addressing climate change. While the TCDSB is likely decades away from being able to achieve Net Zero, there are many lessons to be learned from other school boards in Ontario and similar climates in North America. Energy-conserving practices can be developed that can lead to significant reductions in energy use and emissions. Creation of a “conservation culture,” with sustained effort from a host of people, including external partners, over a period of years, even decades, is essential for success. Based on Pope Francis’ “*Laudato Si*”, this approach could also be construed as aligning with Catholic values.

The staff recommendation is that trustees commit to the creation of a “conservation culture” at the TCDSB. This would require consultation with trustees, staff, students, parents and other school boards, to determine a target for TCDSB’s energy conservation strategy, a roadmap to achieving this target and how to create a conservation culture extending into the core business of teaching students.

***The cumulative staff time required to prepare this report was 14 hours***

## B. PURPOSE

1. ***At the Corporate Services, Strategic Planning and Property Committee meeting on March 10, 2016, the Board resolved to become a net zero energy school board.*** In December 2017, in order to define a feasible long-term energy target and map out strategies to achieve this target, a consultant was appointed to carry out comprehensive research to:
  - .1 *Benchmark TCDSB existing schools’ energy use, construction standards and Capital costs and compare to other GTA boards;*
  - .2 *Summarize relevant policies and standards;*

- .3 *Track Capital cost implications of energy-saving design strategies that have been employed by others;*
  - .4 *Set specific short and long-term targets and identify risks;*
  - .5 *Make recommendations and identify next steps.*
2. ***This report presents the “Path towards Net Zero” consultant study findings and recommends next steps.*** The study has been titled “Conserve First,” to emphasize the finding that reduction of energy consumption is the critical first step.

## C. BACKGROUND

1. ***The Research in Architecture Studio provides research services to public agencies and agencies serving the profession of architecture, focussing on the performance of buildings, the reliability of emerging “green” building technology and risk management.*** In December 2017, following a competitive procurement process, The Research in Architecture Studio was retained to carry out a research study to investigate the challenges and potential for the TCDSB to move toward Net Zero Energy, to provide the Board with a solid basis for decision-making.
2. ***The Board’s Energy Conservation and Demand Management (ECDM) Plan outlines a short-term goal for energy conservation that is still a long way from net zero.*** A new five-year ECDM Plan, prepared by Enerlife Consulting Inc., was approved by the Board on June 6, 2019, targeting a reduction in energy use of 11% over five years. The Board’s commitment of \$2M in School Renewal funding per year for five years is a start on the road to net zero. The “Conserve First” study details just how long that road is and provides options and recommendations for the Board to consider.
3. ***In his 2015 Encyclical, Laudato Si’, Holy Father Francis brings addressing climate change to the forefront as an issue of Catholic Faith.*** The “Conserve First” study outlines three Guiding Principles derived from the Laudato Si’, noting that the Holy Father calls out to all people to integrate their thinking about environmental stewardship with their thinking about disenfranchised people. “*When we speak of the ‘environment,’ what we really mean is a relationship existing between nature and the society which lives in it. . . We are faced not with two separate crises, one environmental and the other social, but rather with one complex crisis which is both social and*

*environmental.*” (Laudato Si’, article 139). It can be seen as a moral imperative for a Catholic school board to take real steps to address this crisis.

## **D. EVIDENCE/RESEARCH/ANALYSIS**

**1. *The Conserve First Net Zero Research Study comprises an Introduction and five parts as follows:***

Introduction: What would “Net Zero” mean for the TCDSB?

Part 1: Starting position and guiding principles;

Part 2: Regulations, standards and conservation culture;

Part 3: Cold-climate Net Zero schools: the new and the few (case studies);

Part 4: “Conserve first” demands a whole array of design strategies;

Part 5: Financing the transition toward Net Zero readiness.

**2. *The Executive Summary of the “Conserve First” report is attached as Appendix A.*** The full report will be available on the Board’s website under the Environment page at the following link:

<https://www.tcdsb.org/Board/environment/Documents/ConserveFirstNetZeroResearch.pdf>

**3. *The findings from each section of the “Conserve First” report can be summarized as follows:***

Intro: • Definitions of Net Zero (NZ) – NZ-Energy at the site, NZ-Emissions (or Carbon) at the site, NZ-Emissions (or Carbon) at the source, NZ-Ready (Energy or Emissions), Near-Zero;

• Key indicator is Energy Use Intensity (EUI), most commonly measured in Ontario in ekWhr/m<sup>2</sup>/yr;

• Thermal Energy Demand Intensity (TEDI), the energy used for space heating, is the most important component of EUI in our Ontario climate to reduce;

• GTA median for EUI for schools is 176 ekWhr/m<sup>2</sup>/yr;

• Target maximum for NZ-Emissions schools is 75 ekWhr/m<sup>2</sup>/yr.

Part 1: • Guiding Principles found in the Laudato Si’ caution against partial solutions in favour of an “integral ecology,” against harmful habits of consumption, and against a “superficial ecology” in favour of a “broader vision” that helps the poor;



- On a per square metre basis, the TCDSB is one of the most intense energy consumers among GTA boards with the highest EUI at 371 ekWhr/m<sup>2</sup>/yr and two-thirds of the schools above the GTA median;
- Nearly all TCDSB elementary schools use more than 1.5 times the energy of a NZ-Emissions ready school;
- Some TCDSB schools use 4 times the energy that others do;
- Part 1 analyzes the factors influencing energy use in TCDSB schools and suggests 12 New Directions that are critical to pursuing a greatly reduced level of energy consumption;

- Part 2:
- Applicable laws today – Ontario Building Code, Regulation 507/18 under the Electricity Act, Toronto Green Standard Tier 1;
  - Roadmap for future regulation - Toronto Green Standard Tiers 2-4, Toronto Zero Emissions Buildings Framework;
  - Guidelines available for voluntary adoption – CaGBC Zero Carbon Building Standard, REALPac’s 20 by 15 program, BOMA Canada Net Zero Challenge, Passive House Canada guideline;
  - Toronto Regional Conservation Authority (TRCA) Sustainable Schools ranking of most energy-conserving schools in Ontario;
  - Six principal elements of conservation culture practiced by the ten TRCA-ranked most energy-conserving school boards.

- Part 3:
- Net Zero schools are, so far, very rare;
  - The only three Net Zero or Near Net Zero projects that have been completed in Ontario and Quebec are profiled;
  - Five projects in similar U.S. climates were identified and three of these were studied in depth;
  - All six case studies shared three key approaches – partnering with multiple external agencies, engagement of teachers and students and training of building operators;
  - *“Where ambitious conservation or Net Zero have been realized, success has been the product of the sustained effort of a host of people over a period of years, even decades.”*

- Part 4:
- Technical strategies used in the case study schools in Part 3 are identified and compared to TCDSB’s recently constructed schools;
  - Air tightness testing is essential to achieving exemplary energy performance;

- All five Net Zero schools studied use ground source heat pumps to deliver heating and cooling;
- Insulation levels, window-to-wall ratios, lighting power density, energy-recovery ventilation, HVAC and lighting controls and reduction of “plug loads” are all key strategies;
- Quality control during construction is essential and blower door testing for air-tightness is recommended.

Part 5: • The Capital cost of Net Zero buildings studied ranged from 50% to 120% more than the 2018 Ministry of Education benchmark funding for schools;

- To add only enclosure upgrades to reduce energy consumption would require at least 10-12% above benchmark funding;
- Creation of an Energy Conservation Capital Fund is suggested with the potential to generate funds for one NZ-Emissions school every 5-7 years.

4. ***In relation to Part 5 of the Conserve First study, TCDSB has also carried out costing of upgrades for a potential pilot Net Zero new school.*** Staff requested a Net Zero upgrade design brief and cost estimate from the architect for the St. Bruno/St. Raymond replacement school. The estimated additional cost was \$3,039,945. On April 4, 2018, staff submitted a request to the Ministry of Education for additional funding to make this TCDSB’s first Net Zero school. This request was not approved.
5. ***The study report outlines a number of options that the TCDSB may choose to set targets and to map a path forward.*** The general conclusion of the study is that the TCDSB is a long way from being able to achieve a target of Net Zero Energy, but that there are many lessons that can be learned from other school boards in Ontario and in similar climates in North America. Energy-conserving practices can be developed that can lead to significant reductions in energy use and greenhouse gas emissions.
6. ***It is essential to develop a “conservation culture” within the Board.*** The other important finding from the study is that school boards and other organizations that have made significant gains in energy conservation and greenhouse gas reduction could not have done so without support from the full range of stakeholders. Trustees, Directors, senior staff, as well as staff at all levels have contributed something substantive and of long duration. A “conservation culture” should extend into the core business of teaching

students. Fostering student achievement includes environmental stewardship literacy and commitment.

## **E. METRICS AND ACCOUNTABILITY**

1. ***Consultation on creation of a conservation culture should be carried out with trustees, staff, students, parents and other school boards.*** The findings of the “Conserve First” Net Zero research study will help determine a target for TCDSB’s energy conservation strategy, a roadmap to achieving this target and, most importantly, how to create a conservation culture at TCDSB. Consultation methods will be assessed on an ongoing basis and modified as required.
2. ***A report on the results of consultation and recommendations for next steps will be presented within one year to the Corporate Services Committee meeting.***

## **F. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN**

1. ***The Environment Committee will review the “Conserve First” Net Zero Study report at its next meeting on September 20, 2019.*** The Committee will develop a Consultation Plan, to include:
  - Trustees, including Student Trustees
  - Director of Education
  - Education Council
  - Environmental Support Services management staff
  - Capital Development and Asset Renewal staff
  - Energy Management staff
  - Environmental Support Services front line staff
  - Technical Services staff
  - STEM/Environmental Resource Teachers
  - Principals
  - Students
  - CPIC/OAPCE
  - Parents/Catholic School Parent Councils
  - Other School Boards

2. ***Stakeholder consultation will be carried out between October 2019 and March 2020.*** The intent of the proposed consultation is to arrive at a direction towards combatting climate change devised by, and strongly supported by, all stakeholders, that will be used to develop an implementation plan. This will include:
- identification of an achievable long-term energy performance/ greenhouse gas reduction target;
  - identification of means to monitor and demonstrate progress towards this target;
  - identification of a reasonable timeline to achieve the target;
  - understanding by all stakeholders of the challenges involved in achieving substantial energy use and greenhouse gas emission reductions and the need to create a conservation culture;
  - collection of ideas from all stakeholders about opportunities to create a conservation culture within their sector/influence;
  - selection of the most promising options for methods to achieve the desired improvements for further research/exploration;
  - identification of resources needed to explore options and develop an implementation plan
  - identification of policy changes needed to help create and sustain a conservation culture.
3. ***Following the initial consultation, the next steps will be to:***
- recommend required policy changes needed to help create and sustain a conservation culture;
  - secure approval and resources to explore the most promising options identified by the consultation;
  - carry out research to identify the costs/benefits of the shortlisted options;
  - carry out further consultation with stakeholders and select a path;
  - collaborate with stakeholders to develop a long-term implementation plan;
  - continuously monitor progress of the implementation plan and adapt as needed to ensure continuous, sustainable commitment and improvement.

## **G. STAFF RECOMMENDATION**

1. That trustees commit to the creation of a conservation culture at TCDSB.
2. That consultation on the creation of a conservation culture and identification of targets for energy conservation be carried out, as detailed in the Implementation, Communications and Stakeholder Engagement Plan in this report.

## APPENDIX A

# CONSERVE FIRST: NET ZERO RESEARCH STUDY

## *Executive Summary*

*“... If you are successful, you will win some false friends and some true enemies;  
Succeed anyway. ...  
What you spend years building, someone could destroy overnight;  
Build anyway. ...  
Give the world the best you have, and it may never be enough;  
Give the world the best you’ve got anyway ...”*



*inscribed on the wall of Mother Teresa's children's home in Calcutta,  
the “Anyway” Poem, or The Paradoxical Commandments, was written by Kent M. Keith in 1968*

**Purpose of this study:**

**to help refine the TCDSB's 2016 resolution & chart a path forward**

In 2016, the TCDSB passed a resolution to “become a Net Zero energy school board.”\* The Chair was to write to the Minister of Education and to the provincial and federal Ministers of the Environment and Climate Change (to request financial support). Staff were to work in partnership with the Ministries of the Environment and Climate Change (assuming commitments were made by the other agencies) and report back to the Board on progress.

In 2017\*\*, Facilities Services Staff tabled a number of issues or questions requiring research, among them:

- which of the various definitions of “Net Zero” to adopt (i.e. where to aim?),
- how to understand the implications of adopting one definition over another,
- which design or procedural strategies have the greatest potential to deliver value,
- whether it would be technically feasible to offset all energy used in existing schools with renewable energy generated at new schools, and
- how to prepare a project to take advantage of external funding support, should it materialize, in future.

This *Conserve First* report responds, by describing how the concept of Net Zero might be applied to the design, construction and ongoing operation of the TCDSB's elementary and secondary schools. It introduces broad policy options for the long term. It also highlights an array of small practical steps that might be taken right away.

The TCDSB may, with the information presented here, choose to revise, continue, or revoke its 2016 resolution regarding Net Zero. **We hope the Board will renew its commitment to energy conservation and greenhouse-gas reduction in all of its daily actions** respecting buildings – as the poem (opposite) says, anyway.

\* *Corporate Services, Strategic Planning and Property Committee meeting, March 10, 2016*

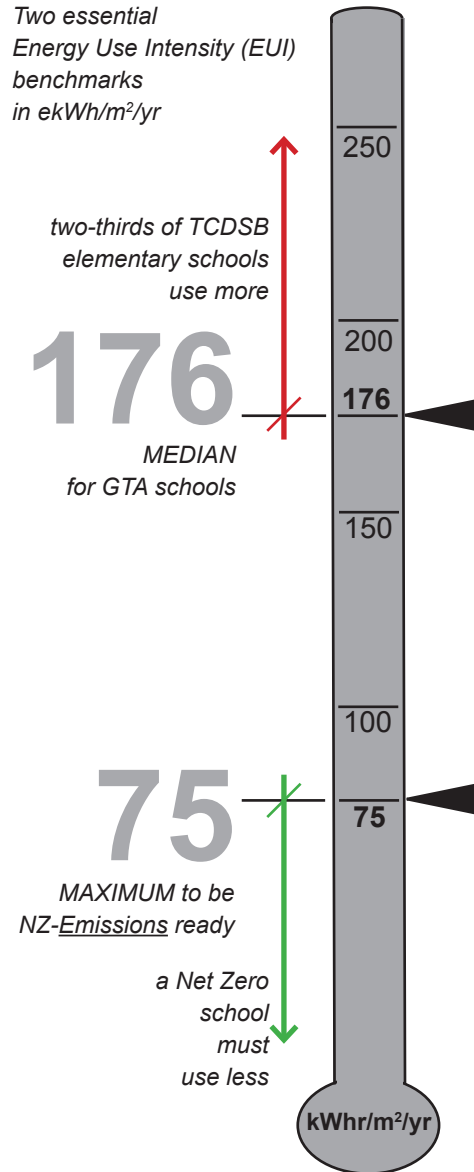
\*\* *Net Zero Energy Status Update (All Wards), Report to Regular Board, First Tabling April 19, 2017 and*

*Net Zero Energy Study Consultant Appointment, Report to Associate Directors' Council, Review December 4, 2017*



## Executive Summary

Figure ES.01  
Two essential  
Energy Use Intensity (EUI)  
benchmarks  
in  $\text{kWh}/\text{m}^2/\text{yr}$



Net Zero is an ideal state in which measures are taken to balance a load that human activity places on an ecosystem. In 2016, the TCDSB expressed an interest in “Net Zero Energy”, and this report addresses energy consumption and the resulting emission of greenhouse gasses (which are associated with climate change) in TCDSB school buildings.

This report neither promotes the continued pursuit of Net Zero, nor argues for abandonment of the TCDSB’s 2016 resolution. Rather, it aims to help the TCDSB understand what may lie ahead - by suggesting an overall approach, and a number of steps with which to start, immediately, to travel the long road toward its goal. We suggest re-naming the goal “Net Zero Emissions readiness”, which has a technical definition that is related to, but distinct from “Net Zero Energy”. (See Core Observation 2.)

The first step on the path to Net Zero (no matter how it is defined) is ambitious energy conservation. Figure ES.01 illustrates two key benchmarks that are used throughout the *Conserve First* report. Energy Use Intensity (EUI) is for buildings what calories per serving is for a food label or miles-per-gallon is for a car. Lower is more conserving.

As Figure ES.01 shows, there is a very wide gap between today’s typical TCDSB school and that of a Net Zero school. To close it will require not just careful design, but continuous monitoring and adjustment of behaviours in reference to these benchmarks.

In renewing its commitment to energy conservation and greenhouse-gas reduction, we hope the TCDSB would endorse the following approach:

- **Make a host of small decisions, daily, in alignment with its values.**
- **Conserve first, conserve anyway.** Set an energy budget for every building. Track and communicate real energy usage to everyone who occupies, manages,

## Executive Summary

helps build, or helps design every TCDSB building.

- **Adopt step goals**, to increase conservation over time. To begin, try to realize an ambitious level of conservation in many buildings, and Net Zero Emissions readiness in a few.
- **Employ construction quality-control strategies**, as well as an array of design strategies to help optimize building performance.
- **Involve everyone**. Ambitious conservation depends on the active participation of occupants, throughout the life of a building.

At the end of this Executive Summary, we list all of the many ideas about how the TCDSB might proceed toward its goal, which are contained in the chapter summaries, within the longer *Conserve First* report. Each of the following ten core observations stems from what that research has shown us. Together they describe what “becoming Net Zero” would mean for the TCDSB.

1. Accept that the road to Net Zero will involve a journey of decades
2. Target for buildings: Net Zero Emissions ready
3. Hold fast to values expressed in the 2015 *Laudato Si'*
4. Technical strategies: Commit to do more than the minimum
5. Human factors: important as technical strategies
6. Responding to the financial challenge
7. Defer construction of renewable energy generation until usage is reduced
8. Focus on heating
9. Help everyone continue to learn about what drives energy use
10. Further study

### TWO ESSENTIAL TERMS

#### EUI

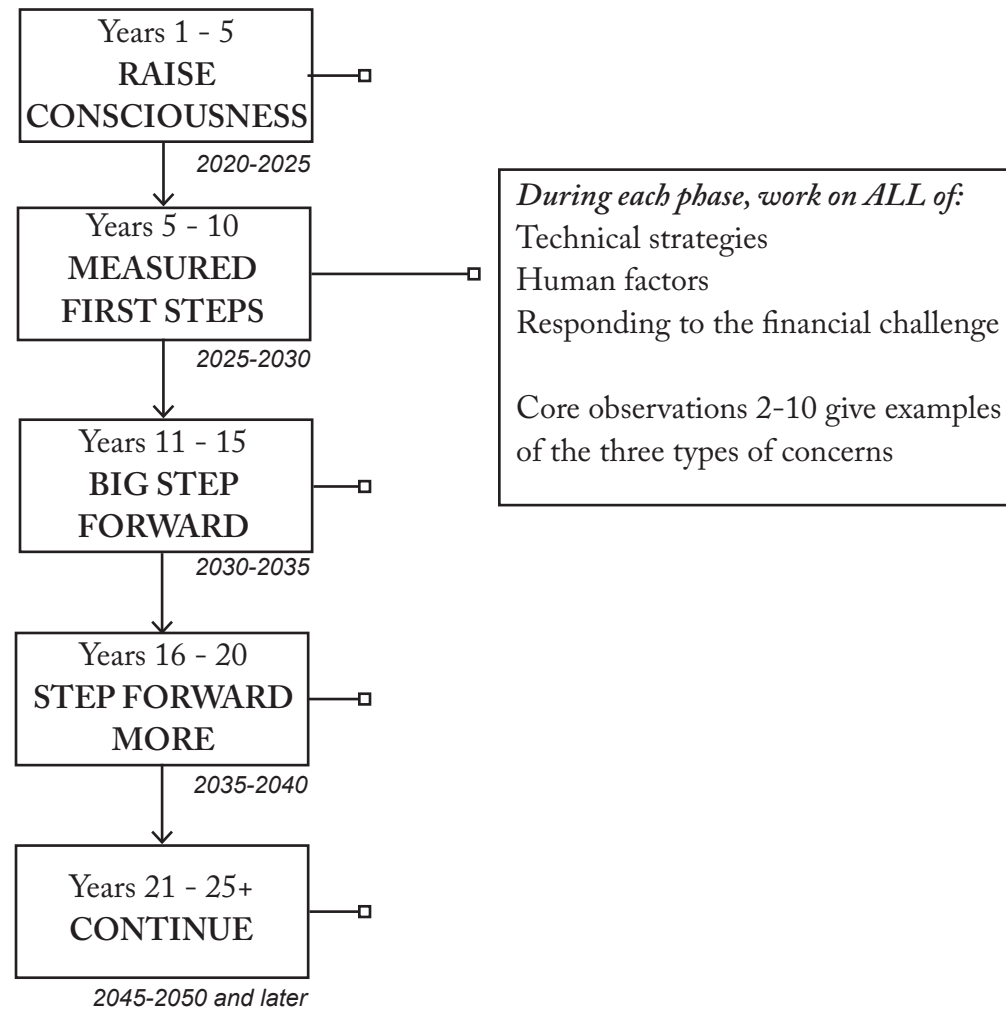
**Energy Use Intensity** allows a comparison of how much energy is used in two or more buildings of unequal size. It should include all usage of all fuels for all purposes, namely: space heating and cooling, ventilation, and site and indoor lighting, as well as any equipment that is plugged in. It can be measured in  $\text{ekWhr/m}^2/\text{yr}$  or other units.

#### $\text{ekWhr/m}^2/\text{yr}$

**Equivalent kilowatt-hours per meter squared per year** measures the EUI of a building. All usage reported on all fuel bills is captured in one unit. In the TCDSB's case, bills are for natural gas and electricity. Alternative units, which measure the same thing, are presented with conversion factors in Part 1 of the *Conserve First* report.

## Executive Summary

Figure ES.02  
Roadmap to Net Zero readiness:  
The first 25 years



## Executive Summary

### 1. A journey of decades

The road to a state of Board-wide Net Zero Emissions readiness will be a long one: likely to take at least 40 years to travel, if not more. Figure ES.02 outlines the first few phases.

The TCDSB's starting position lengthens the journey. Today, on a per-square foot basis, the TCDSB is one of the most intense consumers of energy among the GTA Boards. It has the largest proportion of floor area operating above the GTA median Energy Use Intensity (EUI) and no floor area operating within the "exemplary" top 2% of GTA schools. Some TCDSB schools consume four times the energy that others consume, and many exhibit wild variations in energy use from year to year.

Net Zero is a long way away for many other school boards in Ontario, as well. Net Zero schools are very special buildings, consuming less than 75 ekWhr/m<sup>2</sup>/yr of energy - less than 40% of the energy that a middle-of-the-pack GTA school uses. To sustain this level of conservation, they must be very carefully monitored and occupied conscientiously.

Further, at the current "rate of churn", not all 200 TCDSB schools will be replaced or substantially renewed during the next 40 years. To walk the road from here to Net Zero, the TCDSB would need to turn in new directions (labelled NDs), namely:

- Lower the EUI of every school to 40-75% of 2017 levels (ND1),
- Narrow the range from energy-consuming to energy-conserving (ND2), and
- Establish more control over energy use than has been feasible to date (ND3).

Technically speaking, ND1, ND2 and ND3 would have to take precedence over every other recommendation made in the *Conserve First* report. Though the road will be long, the approach to Net Zero can only be made by taking the first step.

### CORE OBSERVATION

#### 1

#### *Responses requested to Core Observation 1:*

a - Will the Board adopt New Directions ND1, ND2, and ND3, starting its efforts in these respects now?

b - Given, 1a, will the Board accept 2060-2080 as the horizon at which to reach Board-wide Net Zero readiness?

## Executive Summary

### 2. Target for buildings: Net Zero Emissions ready

#### CORE OBSERVATION 2

The TCDSB's 2016 resolution may be characterized (we think fairly) as extremely ambitious. While some cities are working to realize Net Zero districts, and more than one college or university hopes to create a Net Zero campus, the TCDSB is the first agency we've heard declare an intent to reach Net Zero across a portfolio of buildings which occupy small sites that are dispersed throughout a large region. There is not, as yet, a Net Zero school in the GTA, and there is just one in all of Ontario.

The general concept of Net Zero (which is illustrated in Figure ES.03) is not new, but its application to real, occupied buildings is still being tested. Only recently, have various agencies in the USA and Canada defined the term - and it may be defined in a variety of ways. When designing a single Net Zero building, the choice of one definition or the other will have a significant impact on capital cost, space allocation, and how the building is operated. To envision the future of the entire portfolio, it is essential to choose the version of Net Zero that best suits the values and intentions of the agency who is taking the initiative. There are three main variations:

- Net Zero Energy
- Net Zero Emissions
- Net Zero Emissions ready

In a **Net Zero Energy** building, every unit of energy that is used (on an annual basis) is matched by energy generated by renewable energy equipment on the site (solar panels, wind generators, or both). To reach Net Zero Energy, the renewable energy power plant must be large enough to produce 100% of the energy that everyone at the site uses for every purpose – heating, lighting (indoors and out), ventilation, cooling, and any equipment that is plugged in, such as computers, printers, water coolers, and so on. While

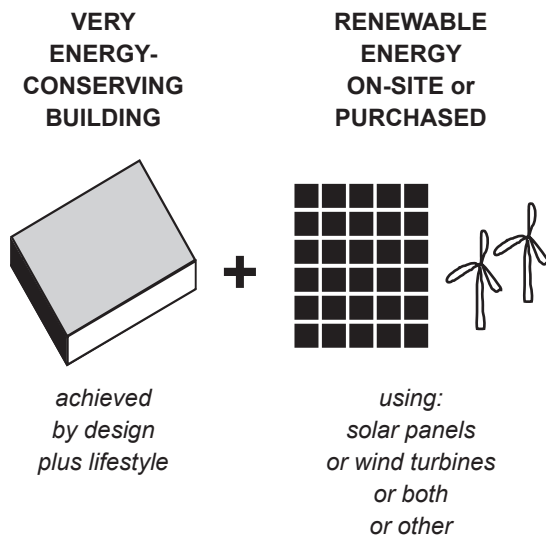


Figure ES.03  
The general concept of Net Zero applied to energy use and GHG emissions in a building

## Executive Summary

Net Zero Energy can be reached at any level of EUI, the higher the EUI, the larger the space needed to construct the power plant. Costs naturally increase or decrease in proportion to the size of the equipment. In the rare places where we have seen Net Zero Energy achieved to date, there has been either a driving research interest or concerns about the local energy supply. Given that Ontario's electricity grid is largely free of greenhouse gas (GHG) emissions, we see no compelling environmental reason for the TCDSB to prefer Net Zero Energy to the alternate definitions of Net Zero, at this time.

2

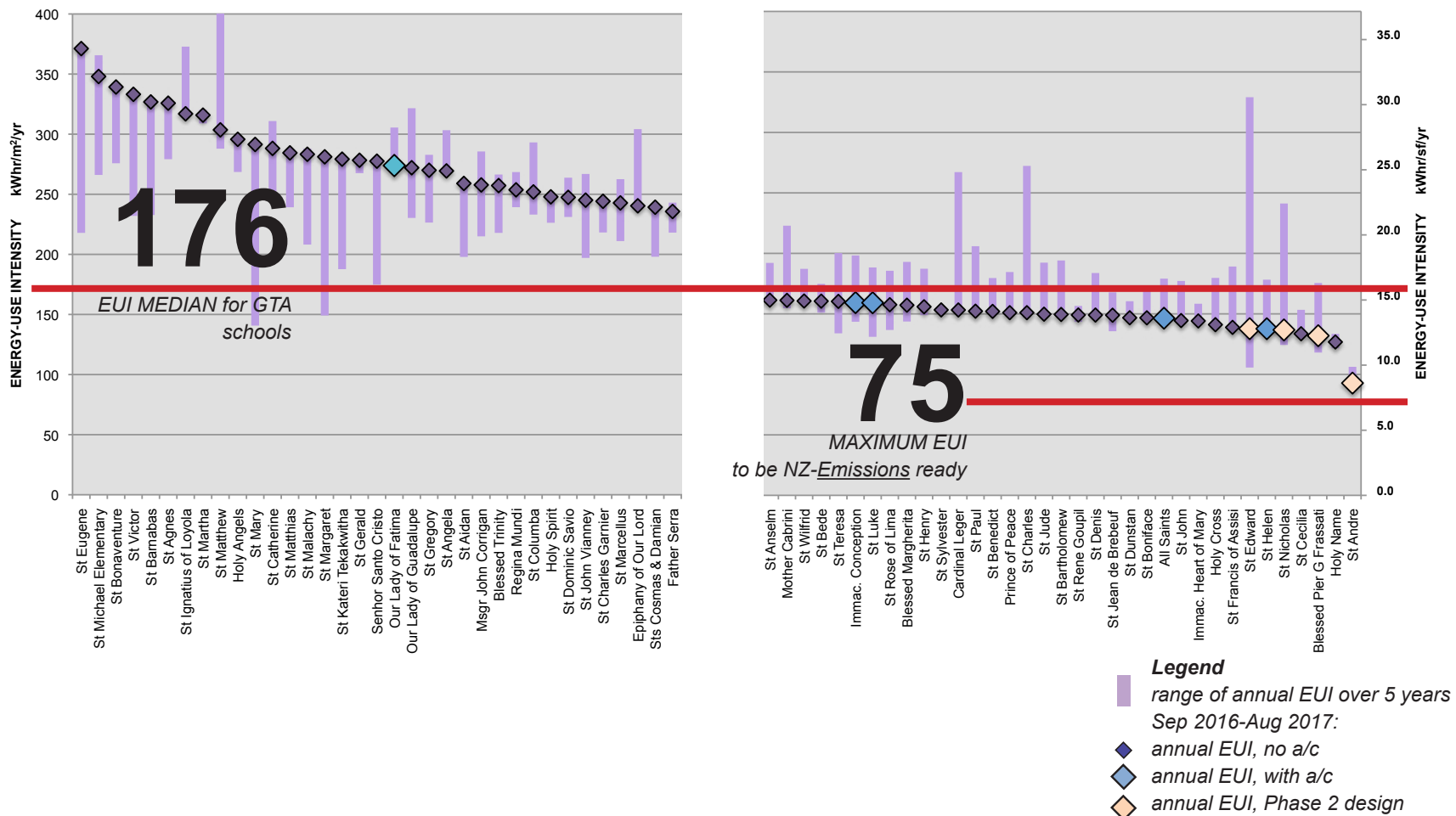
In a **Net Zero Emissions** building, some of the energy the users consume is balanced by renewable energy – which is either generated on the site, or purchased from someone who runs an off-site renewable energy plant. How much offsetting renewable energy is needed depends on how much GHG-emitting energy is used. Since space heating has proven the most GHG-emitting user of energy, every effort is made to keep the heat in and deliver supplementary heat with utmost efficiency, while conserving in all other areas as well. From the limited evidence we have so far, it appears that Net Zero Emissions schools operate with an overall EUI in the range of 40-95 kWhr/m<sup>2</sup>/yr (perhaps higher). In some of the cases where space heating is powered electrically (which is relatively costly to install and operate), renewable energy offsets as little as 5-10% of the overall energy usage.

A **Net Zero Emissions ready** building is similar in almost every respect to a Net Zero Emissions building – except it does not incorporate a power plant to generate electricity on site on opening day. The agency that constructs it has a plan to achieve balance in the future in one of two ways: to physically install electricity generation equipment (such as solar panels) on site, or to buy “clean” energy, generated off-site, from a larger-scale generator. The option remains open – to build or buy, or to combine building and buying – at such time as funding becomes available and a cost-benefit analysis is deemed acceptable.

## Executive Summary

Figure ES.04

Energy use in TCDSB elementary schools at the high (left) and low (right) ends of the EUI spectrum (excerpts from Part 1 of the Conserve First report)



## Executive Summary

The TCDSB is, in a way, “starting with a handicap”. As Figure ES.04 (left) shows, many TCDSB schools operate well above the GTA median for schools. Meanwhile, as Figure ES.04 (right) shows, very few schools operate below the benchmark.

Also, TCDSB school sites are typically in built up areas, and not large enough to contain much generating equipment. The Board must work with very constrained funding parameters. Given these challenges, Net Zero Emissions readiness is an ambitious goal.

Net Zero Emissions (rather than Net Zero Energy) would:

- focus the TCDSB’s efforts on addressing climate change, by lowering the greenhouse gas emissions associated with space heating, and
- in so doing, align the Board with the principles driving the City of Toronto’s emerging policies.

Readiness (rather than full Net Zero on opening day) would:

- avoid costs related to renewable energy generation equipment in the near term (which ran in the millions of dollars, in the cases we studied),
- help the Board focus its first-stage efforts on the all-important challenge of reducing EUI to something like 40% of today’s norm, and
- retain the option, long term, to realize Net Zero Emissions status - assuming that, during the design of new schools, plans are made to either build or buy future renewable energy capacity. (See Core Observation 7.)

The *Conserve First* report highlights alternative ways to reach toward Board-wide Net Zero Emissions readiness, in incremental steps. Core Observations 4, 5 and 6 suggest approaches that might be taken individually, but ideally should be taken in tandem.

## CORE OBSERVATION

### 2 continued

*Response requested to Core Observation 2:*

Would the Board to modify the 2016 resolution to:

“move toward Net Zero Emissions readiness”.



## Executive Summary

### 3. Net Zero as an expression of firm values

#### CORE OBSERVATION 3

The TCDSB has guidance that not all agencies have, in Holy Father Francis' 2015 Encyclical, *Laudato Si'*. Among other ideas expressed there, the following "starting assumptions" seem to be of particular relevance to the TCDSB's interest in Net Zero:

#### *Response requested to Core Observation 3:*

The Board's affirmation of the beliefs expressed in the 2015 *Laudato Si'* is assumed.

*"What kind of world do we want to leave to those who come after us ...? ... what is at stake is our own dignity." (LS1, article 160)*

*"The climate is a common good, belonging to all and meant for all." (LS2, article 23)*

*"The gravest effects of all attacks on the environment are suffered by the poorest." (LS3, article 48)*

Studying other agencies who own very-conserving buildings, we have often witnessed firmly held values at work. Focussing on the education sector, this report features:

- three institutions of higher education that teach and do research about environmental issues (*The Joyce Centre at Mohawk College, the Adam Joseph Lewis Center at Oberlin College, and Vermont Law School*),
- a municipal library that serves a community in which energy research institutes are the major employers (*Varennnes Library*),
- a school/community centre devastated by tornados and a changing economy, which found new purpose (*Greensburg-Kiowa County K-12*), and
- two schools with extra focus on environmental protection in their curricula (*Dr. David Suzuki Elementary, and Locust Trace AgriScience High*).

See Core Observation 5, for more from 2015 *Laudato Si'* to guide the way forward.

### 4. Technical strategies: Commitment to do more than the minimum

Net Zero Emissions readiness is technically feasible but not easy to achieve in Toronto's climate. An exceptional effort is needed to produce an exceptionally energy-efficient or Net Zero building. Committing to do "more than the minimum" would entail:

## CORE OBSERVATION 4

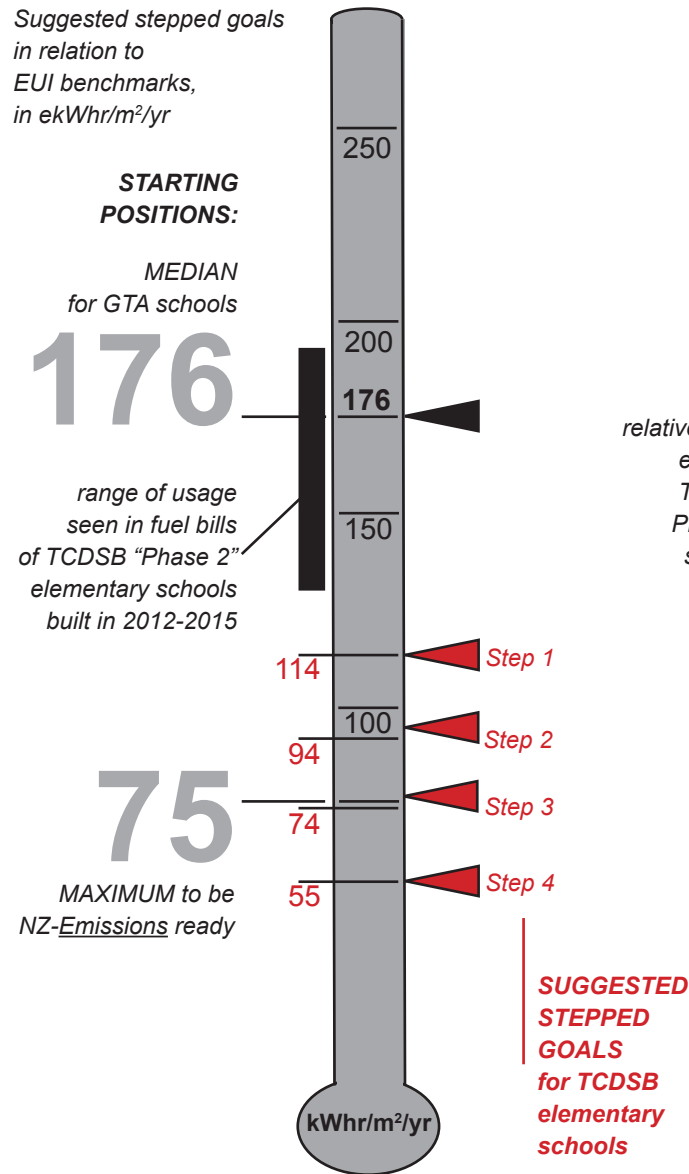
- exceeding the requirements of today's mandatory codes,
- exceeding today's "standard practice" in school construction,
- expanding the scope of renewal work to address energy-conservation,
- perhaps working with a third-party guideline (voluntarily),
- allocating additional staff time, and
- investing in additional time and expertise from consulting design professionals.

Exceeding the mandatory minimum requirements of the *Ontario Building Code (OBC)* or the *Toronto Green Standard (TGS)* by a substantial margin is a hallmark of the Net Zero schools featured as case studies in the *Conserve First* report. While these regulations have evolved in significant ways to encourage more energy conservation, they lack three critical elements that would help drive a design all the way to Net Zero.

The City of Toronto's *Zero Energy Buildings Framework (ZEB)*, picking up where the *OBC* and *TGS* leave off, describes regulations-to-come - and includes all three of these elements. The TCDSB will not (according to public documents available today) be obliged to comply with the *ZEB* - but it might elect to develop its own goals in a way that mirrors the City's "step goals" for other building types. Doing so might help the TCDSB better collaborate with the City to co-ordinate aspects of mutual benefit, such as the planning of district energy zones or renewable energy generation sites.

## Executive Summary

Figure ES.05  
Suggested stepped goals  
in relation to  
EUI benchmarks,  
in kWhr/m<sup>2</sup>/yr



relative to an  
existing  
TCDSB  
Phase 2  
school:

TCDSB Stepped Goals - for NEW elementary schools			
Step 1	Step 2	Step 3	Step 4
must v3 T1 EUI 114, TEDI 64	n/a	n/a	n/a
83%			
may v3 T2 EUI 94, TEDI 54	must v4 T1 EUI 94, TEDI 54	n/a	n/a
68%			
may v3 T3 EUI 74, TEDI 45	may v4 T2 EUI 74, TEDI 45	must v5 T1 EUI 74, TEDI 45	n/a
54%			
may v3 T4 EUI 55, TEDI 35	may v4 T3 EUI 55, TEDI 35	may v5 T2 EUI 55, TEDI 35	must v6 T1 EUI 55, TEDI 35
40%			

Note: "v3 T1" refers to Toronto Green Standard (TGS) version 3, Tier 1, which is now mandatory for all building types, including schools. Compliance with Tiers 2-4 is voluntary.

Neither the TGS nor Toronto's ZEB Framework stipulates EUI or TEDI targets for schools; the figures here are tabled for the consideration of the TCDSB, and have been developed based on assumptions, which are described in Part 2 of the Conserve First report

## Executive Summary

Figure ES.05 suggests how the City's *ZEB Framework* might be filled with goals for new TCDSB schools. All figures are preliminary, and may be subject to later refinement - but this illustrates an approach in which goals are "stepped" to be increasingly demanding, over time. The City of Toronto's *Framework* demands that a step be taken every four years (with Step 4 in 2030), but the TCDSB might elect to take its steps at another interval. At each step, yesterday's least ambitious EUI goal drops out of the framework. Core Observation 8, "Focus on heating" suggests that every EUI goal be accompanied by a goal to limit Thermal Energy Demand Intensity, or TEDI.

### CORE OBSERVATION 4 continued

Exceeding today's standard of practice is another hallmark of the Net Zero case study school designs. When design and construction quality control measures were compared, using a 24-point diagnostic, the Net Zero case studies (as a group) employed 20 strategies regularly. Each individual Net Zero school used at least 14 of the strategies in its design. The selection and arrangement of components and measurement of air tightness of the whole building exceeded those in what are considered the finest of the GTA's current schools. Both a high-performance enclosure (roof, exterior walls, windows and floors), and ultra-efficient heating and cooling equipment were always used. In short, there is no "magic bullet" design tactic which alone can leverage a Net Zero result.

Expanding the scope of renewal work to address energy conservation will be one of the most challenging - yet one of the essential - initiatives on the road to Net Zero. As Figure ES.04 shows (in Core Observation 2), there is much to be gained by conserving in the 130+ TCDSB schools that today operate at a very high-EUI. Annual operating costs may be saved and greenhouse gas emissions may be eliminated where both are currently running high. If stepped goals are to be confirmed for new TCDSB schools, then ambitious energy-conservation goals for renewal projects should also be developed. The challenge will be to find a reasonable goal for each individual school to be renewed - depending on its design, and its future life expectancy (as determined by many other factors).

## Executive Summary

### CORE OBSERVATION 4 continued

Voluntary compliance to guidelines that exceed today's minimum regulations might help the TCDSB hone its short- and mid-term goals and inform the design of a Net Zero school. Among nine alternatives, the *Conserve First* report identifies some with good potential to be adopted now, as-is, and others that have potential to be tailored to the TCDSB's needs, including:

- EUI targets, air tightness testing & feedback loops,
- Passive House certification (by external or newly trained staff),
- step goals for new school designs,
- step goals for all schools, using an approach similar to REALPac's 20 by '15 (a successful program formerly run by owners of commercial buildings),
- a transition plan for heating systems in new designs (described by the CaG-BC), or
- an internal "Road to Net Zero" Challenge Award program.

#### *Response requested to Core Observation 4:*

Will the Board support:

a - further development of step goals followed by an exploratory conversation with the City of Toronto Planning Department about ways to work together to realize the interest shared by the TCDSB in conservation,

b - development of an energy-conservation target for every school to be renewed, and

c - further evaluation of selected voluntary guidelines for their suitability to a TCDSB project (e.g. Passive House Canada or a re-tailored version of REALPac's 20 by 15).

Finally, doing "more than the minimum" naturally implies investing more time and attention to the myriad choices that are made when designing a school, whether it will be new or is being renewed. Additional staff time will be required to measure progress, share information and reflect lessons learned from one project to the next. Additional consulting time (and fees) will be required to evaluate alternative components, assemblies, and systems, predict the energy-conservation impact of various combinations of alternates, document and communicate requirements to the builders, and monitor air tightness tests.

### 5. Human factors are as important as technical strategies

Effective environmental stewardship requires technical expertise, but that alone is insufficient to achieve and sustain it. Where Net Zero has been realized, success has been the product of the sustained efforts of a host of people over a period of years, even decades. These truths have surfaced repeatedly during our research.

Ontario's most energy-conserving school boards cite a "conservation culture" as critical to the successes they have enjoyed so far. Its elements are:

- a substantive commitment from Trustees, Directors, and staff for 15 years or more ("substantive" entails time and money),
- the engagement of teachers and students,
- the training of building operations staff,
- the optimization of retrofits as well as new buildings, and
- non-stop benchmarking (feedback loops about what worked and what didn't).

The Net Zero schools featured in the *Conserve First* report were all made in a different process environment than the one that typically surrounds projects in the GTA today. Figures ES.06 and ES.07 show two examples. The important human factors included:

- engagement of staff and students in conservation - during all project stages,
- very careful monitoring and analysis of energy use (in real time) and comparison to benchmarks established during design,
- training of operations and maintenance staff throughout the entire process of design, construction and occupancy, and
- external partners - agencies of the city, province/state and federal governments, local utilities or research institutes - in combinations unique to each project.

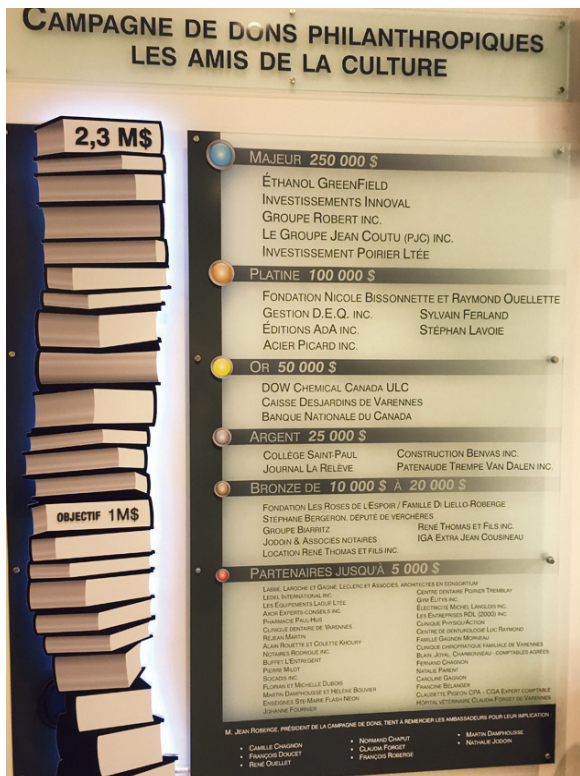
## CORE OBSERVATION 5

*Holy Father Francis' new notion of growth:*

*"learning to live wisely,  
to think deeply and  
to love generously."*



## Executive Summary



*Figure ES.06*  
Varennes Library, near Montréal - a product of many community partnerships and a high level of staff engagement - characterizes Net Zero buildings.

Take a tour online (with french narration) at:  
<https://ici.radio-canada.ca/tele/decouverte/2015-2016/segments/reportage/3145/edifice-net-zero>



*Figure ES.07*  
Grade 5 students help University of Kansas  
President understand energy use in their school  
(Photo warrencountyschools.org)

Watch a video at:  
<https://vimeo.com/156705254>

## Executive Summary

The acknowledgement of the importance of human factors is consistent with ideas expressed in the 2015 *Laudato Si'*, in which the climate is valued as a common good, climate change seen as a global problem with grave implications, and the environment is defined as a set of relationships, not a mere physical setting. Three guiding principles found in the 2015 *Laudato Si'* (labelled GP) seem to have particular relevance to the TCDSB's interest in Net Zero, namely:

- cautions against partial solutions (that is, those that are purely technical), in favour of projects which invest in both natural systems and people (GP1),
- cautions against harmful habits (of consumption), in favour of a new notion of growth (GP2), and
- cautions against a “superficial ecology”, in favour of the poor (GP3).

All of the above also applies to efforts the TCDSB might make to reach an interim energy-conservation goal, such as an elementary school at 80 to 100 kWh/m<sup>2</sup>/yr (the level that the *Conserve First* report labels as “exemplary”).

All evidence suggests that it is essential for any building project to which an energy-conservation goal is introduced (new or retrofit) to incorporate the elements listed above. We suggest the following New Directions as first steps:

- Encourage experienced EcoSchools to realize measurable effects. (ND9)
- Keep everyone aware of energy conservation all year. (ND10)
- (Perhaps) Use the existing framework of wards to stimulate energy-conservation initiatives. (ND6)

## CORE OBSERVATION 5 continued

### *Response requested to Core Observation 5:*

Whether the goal is Net Zero or “exemplary” energy conservation, will the Board commit to:

- a - Help develop a “conservation culture”, including all elements identified by Ontario’s most energy-conserving school boards
- b - Reflect on the three guiding principles from the 2015 *Laudato Si'* (identified here) to identify areas for improvement within TCDSB projects, and
- c - Support the active pursuit of one, two or all of New Directions ND6, ND9 and ND10 within the next 1-5 years.



## Executive Summary

Figure ES.08  
Energy  
Conservation  
Capital Fund

If TCDSB runs new schools at 176 EUI		Savings/Premiums Year over Year New GFA vs Vacated GFA										Total
	0%	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	
Utility Escalation excluded												
1 St Andre Catholic School (2019)		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2 St Raymond/ St Bruno		\$57,388	\$57,388	\$57,388	\$57,388	\$57,388	\$57,388	\$57,388	\$57,388	\$57,388	\$57,388	\$573,875
3 St Leo			-\$5,991	-\$5,991	-\$5,991	-\$5,991	-\$5,991	-\$5,991	-\$5,991	-\$5,991	-\$5,991	-\$53,922
4 St Matthias/Our Lady Guada/+1				\$9,552	\$9,552	\$9,552	\$9,552	\$9,552	\$9,552	\$9,552	\$9,552	\$76,413
5 St Antoine Daniel/+1					-\$1,953	-\$1,953	-\$1,953	-\$1,953	-\$1,953	-\$1,953	-\$1,953	-\$13,673
6 Holy Angels/+1						-\$9,025	-\$9,025	-\$9,025	-\$9,025	-\$9,025	-\$9,025	-\$54,148
Accumulated Savings		\$57,388	\$108,784	\$169,732	\$228,726	\$278,696	\$328,666	\$378,636	\$428,606	\$478,576	\$528,546	<b>\$528,546</b>

A If TCDSB runs new schools at 130 EUI		Savings Year over Year (130 EUI vs 176EUI)										Total
	0%	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	
Utility Escalation excluded												
1 St Andre		\$11,198	\$11,198	\$11,198	\$11,198	\$11,198	\$11,198	\$11,198	\$11,198	\$11,198	\$11,198	\$111,982
2 St Raymond/ St Bruno			\$9,977	\$9,977	\$9,977	\$9,977	\$9,977	\$9,977	\$9,977	\$9,977	\$9,977	\$89,789
3 St Leo			\$12,701	\$12,701	\$12,701	\$12,701	\$12,701	\$12,701	\$12,701	\$12,701	\$12,701	\$114,305
4 St Matthias/Our Lady Guada/+1				\$14,002	\$14,002	\$14,002	\$14,002	\$14,002	\$14,002	\$14,002	\$14,002	\$112,016
5 St Antoine Daniel/+1					\$13,823	\$13,823	\$13,823	\$13,823	\$13,823	\$13,823	\$13,823	\$96,764
6 Holy Angels/+1						\$15,915	\$15,915	\$15,915	\$15,915	\$15,915	\$15,915	\$95,488
Accumulated Savings		\$11,198	\$45,073	\$92,951	\$154,651	\$232,267	\$309,882	\$387,497	\$465,113	\$542,728	\$620,343	<b>\$620,343</b>

B If TCDSB runs new schools at 100 EUI		Savings Year over Year (100 EUI vs 176EUI)										Total
	0%	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	
Utility Escalation excluded												
1 St Andre		\$16,962	\$16,962	\$16,962	\$16,962	\$16,962	\$16,962	\$16,962	\$16,962	\$16,962	\$16,962	\$169,622
2 St Raymond/ St Bruno			\$15,112	\$15,112	\$15,112	\$15,112	\$15,112	\$15,112	\$15,112	\$15,112	\$15,112	\$136,007
3 St Leo			\$19,238	\$19,238	\$19,238	\$19,238	\$19,238	\$19,238	\$19,238	\$19,238	\$19,238	\$173,138
4 St Matthias/Our Lady Guada/+1				\$20,250	\$20,250	\$20,250	\$20,250	\$20,250	\$20,250	\$20,250	\$20,250	\$162,004
5 St Antoine Daniel/+1					\$19,992	\$19,992	\$19,992	\$19,992	\$19,992	\$19,992	\$19,992	\$139,943
6 Holy Angels/+1						\$23,016	\$23,016	\$23,016	\$23,016	\$23,016	\$23,016	\$138,096
Accumulated Savings		\$16,962	\$68,274	\$139,836	\$231,390	\$345,960	\$460,530	\$575,100	\$689,670	\$804,240	\$918,810	<b>\$918,810</b>

C If TCDSB runs new schools at 75 EUI		Savings Year over Year (75 EUI vs 176EUI)										Total
	0%	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	
Utility Escalation excluded												
1 St Andre		\$25,056	\$25,056	\$25,056	\$25,056	\$25,056	\$25,056	\$25,056	\$25,056	\$25,056	\$25,056	\$250,558
2 St Raymond/ St Bruno			\$22,322	\$22,322	\$22,322	\$22,322	\$22,322	\$22,322	\$22,322	\$22,322	\$22,322	\$200,902
3 St Leo			\$28,416	\$28,416	\$28,416	\$28,416	\$28,416	\$28,416	\$28,416	\$28,416	\$28,416	\$255,748
4 St Matthias/Our Lady Guada/+1				\$31,331	\$31,331	\$31,331	\$31,331	\$31,331	\$31,331	\$31,331	\$31,331	\$250,645
5 St Antoine Daniel/+1					\$30,930	\$30,930	\$30,930	\$30,930	\$30,930	\$30,930	\$30,930	\$216,509
6 Holy Angels/+1						\$35,609	\$35,609	\$35,609	\$35,609	\$35,609	\$35,609	\$213,652
Accumulated Savings		\$25,056	\$100,850	\$207,976	\$346,031	\$519,695	\$693,358	\$867,022	\$1,040,686	\$1,214,350	\$1,388,013	<b>\$1,388,013</b>

### 6. Responding to the financial challenge

The GTA's construction context is full of challenges for those who would try to improve energy conservation and reduce GHG emissions in buildings. Overall construction activity is as intense as anywhere in North America, which tends to inflate costs. The pressure to work quickly argues against making changes to established procedures. A dire lack of skilled trades is reported in the popular press. Because of these challenges - and the fact that the capital cost of the Net Zero case studies exceeded the 2018 Ministry of Education funding allocation by roughly 50% to 130% - the *Conserve First* report tried to imagine what a stepped approach to financing the journey to Net Zero might involve.

First, professional cost consultants estimate that upgrades to the building skin (to mimic the Net Zero case studies) would add in the order of at least 10%-12% to the capital cost of a 50,000 sf elementary school, bid in the fall of 2019. Upgrades to heating systems would be over and above these amounts. This has the potential to reduce the EUI of the school by roughly 15-25% (assuming construction-phase quality control procedures optimize the potential performance of the design). Given today's utility rates, to realize a full return on such an investment would take in the order of at least 25 years.

Next, we wondered how long it might take to save enough in fuel costs to be able to afford the cost premium to upgrade the building skin. Figure ES.08 shows the potential for the TCDSB to accrue funds from energy conservation during the next ten years, should it be able to monitor its savings and earmark funds not spent on utilities - in an "Energy Conservation Capital Fund". It seems six buildings operating for roughly 7 years may pay for building skin upgrades at one building, depending on how much the EUI is reduced. This is a very preliminary exploration, to get a sense of the orders of magnitude involved. If the concept of earmarking operating savings to top up capital funds for new construction is realizable, then the inputs and results could be refined.

### CORE OBSERVATION 6

*Response requested to Core Observation 6:*  
Will the Board ...

a - endorse an investment of 10% over the 2018 Ministry of Education funding formula, in a new school project during the next five years,

and

b - support further exploration of the mechanisms needed to create an Energy Conservation Capital Fund.

## Executive Summary

### 7. Defer renewable energy generation until usage is reduced

#### CORE OBSERVATION 7

Were it to embark on widespread development of power plants on school sites (to generate renewable energy from wind, solar or another source) - without changing its current patterns of use - there are at least three significant challenges that would face the TCDSB.

#### *Response requested to Core Observation 7:*

Will the Board defer the installation of equipment to generate renewable energy for at least the next 5-10 years in order to focus its efforts on energy conservation?

First, very few of the TCDSB's sites are large enough to accommodate the equipment to balance the current rate at which GHG-emitting natural gas is consumed for space heating. Lowering the rate of consumption would mean that less power generation equipment would be needed to achieve balance. One of the principal reasons why Net Zero schools operate below 75 kWhr/m<sup>2</sup>/yr (and many convert to all-electric heating systems) is to make it practical to build renewable energy generation equipment on site.

Next, looking at the whole portfolio (of roughly 200 schools), balancing the TCDSB's current rate of consumption with renewables would require a utility-scale power plant, and many hundreds of hectares of land. We imagine that the TCDSB's 2016 resolution did not anticipate entry into the electricity utility business.

Finally, a technical question is emerging about the readiness of the Ontario electricity grid for widespread generation of power from a large number of dispersed sites. This question is unanswerable at the present time, but does appear to be driving limitations in even the most advanced Net Zero standards on how much independently-generated power can be uploaded into the grid from a single site.

Once the TCDSB has several schools operating at an exemplary level (100 kWhr/m<sup>2</sup>/yr), consistently from year to year, its need for renewable energy will be much easier to estimate accurately. We think this will help it to choose wisely - where, when and how much renewable energy to generate or purchase.

### 8. Focus on heating

To achieve an exemplary or Net Zero ready level of EUI, it is essential to reduce the largest energy-consuming function - space heating. Energy use for heating represents more than 60% of all energy use in TCDSB schools. In nearly all TCDSB schools, at present, heating alone demands more than the maximum energy budget would be in a Net Zero school for all functions (such ventilation, lighting, cooling, plug-in equipment).

The advanced guidelines for Net Zero design all demand that a maximum budget be allocated for space heating energy, within the overall energy budget for a building. This is called TEDI (Thermal Energy Demand Intensity), and is referenced in the City of Toronto's *Zero Emissions Buildings Framework*, the CaGBC's *Zero Carbon Building Standard* and *Passive House Canada's* guidelines.

As for cooling, air-conditioned TCDSB schools today use noticeably more electricity than their non-air-conditioned counterparts. However, cooling has been achieved at schools with an otherwise very low overall EUI. Cooling remains a concern because the number of days requiring cooling in Toronto is predicted to increase, over the long term future.

A change of course, toward Net Zero, for the TCDSB would, therefore involve:

- explicit goals for the reduction of heating energy (TEDI) alongside goals for overall energy use (EUI) (ND7), and
- further design input to determine the most energy-efficient means to achieve comfort in schools on hot and humid Toronto days (ND8).

### CORE OBSERVATION 8

*Response requested to Core Observation 8:*

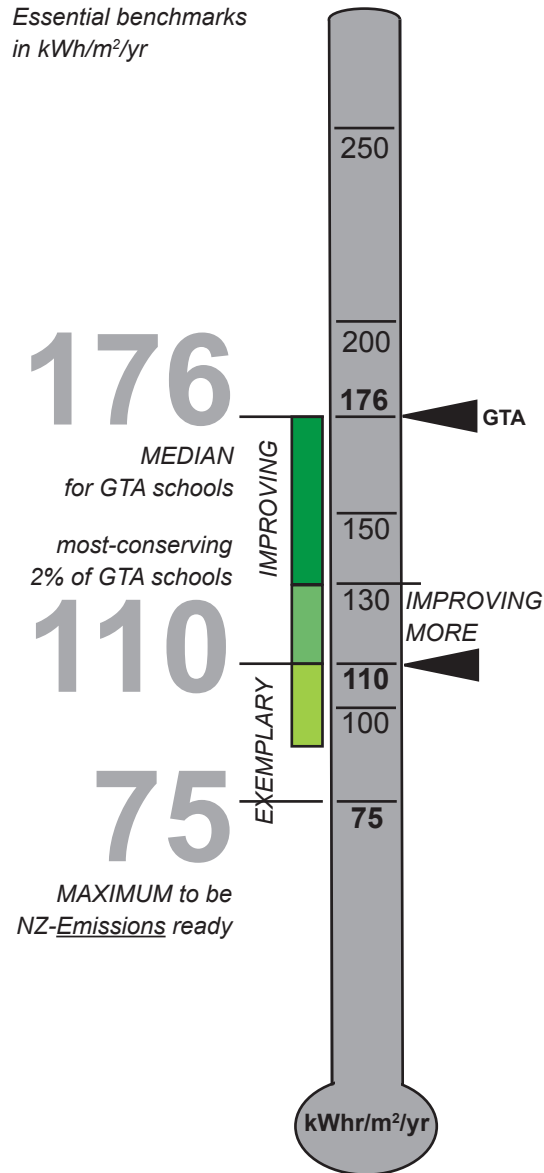
Will the Board ...

a-endorse the adoption of an “energy budget” approach for space heating energy (TEDI) and for overall energy use intensity (EUI), and

b-support a continuing search for design options with respect to cooling systems.

## Executive Summary

Figure ES.09  
Essential benchmarks  
in kWh/m<sup>2</sup>/yr



### 9. Help everyone continue to learn about what drives energy use

As both the target and actual EUI figures for TCDSB schools become known - to students, parents, teachers, staff, consulting architects and engineers, and trustees - everyone will be acquiring the foundation of energy literacy. The person who compares real-life numbers from the fuel bills of his or her school to the benchmarks in Figure ES.09 learns whether the school is “improving” (relative to the GTA median school), “improving more” (than other schools) or “exemplary” (in the top 2% of GTA schools).<sup>\*</sup> This creation of meaning in context is an essential to making the daily decisions necessary to achieve an “exemplary” level of conservation or to reaching toward Net Zero.

To build on the literacy foundation described above, certain commonly-held perceptions may need to be unlearned. The degree to which a TCDSB building’s age, size, and location influence energy use intensity have been clarified by the benchmarking exercise in the *Conserve First* report.

First, age of building does not seem to matter. There has been no consistent trajectory, over time, towards energy conservation. While today’s Ontario Building Code and Toronto Green Standard demand energy-conservation measures be incorporated in every design, they stop short of demanding that buildings in fact reach verifiable levels of energy use intensity. Also, energy use for equipment is on the rise. Therefore, newer schools in the TCDSB portfolio are not necessarily more energy-conserving than older schools. (The oldest 16 schools in the TCDSB portfolio operate at roughly 200 kWh/m<sup>2</sup>/yr, while the newest 16 operate at roughly 187 kWh/m<sup>2</sup>/yr. Even the six elementary schools constructed between 2012 and 2015 exhibit a notable range of energy use intensity, or EUI). We expect this is due to a combination of design and lifestyle factors. For designers and

<sup>\*</sup>The top 2% represented here was established by the data for the school year that ended in August 2015. It will change with the passing of time; in what direction and how much should be analyzed in the future.

## Executive Summary

occupants alike, this fact may serve as a caution against “*complacency and cheerful recklessness*”, to use the words in the 2015 *Laudato Si*’.

The overall size (floor area) of a building does matter - in elementary schools - even when designing to meet today’s advancing codes. Secondary schools are more consistent than elementary schools in both EUI and in size. Smaller elementary schools in the TCDSB portfolio tend to have a relatively high EUI, which also varies more, year-to-year, than the EUI of their larger counterparts.

Location does not seem to matter. No ward can lay claim to significantly better performance than another. While some wards use both more gas and more electricity per unit of floor area than others, every ward has schools that conserve and schools that consume much more than others.

To help change course, we suggest:

- Analysis of design components and testing of the air tightness of the building enclosures of the most and least energy-intense schools (we think a more significant factor than building age). (ND4)
- Development of special (more stringent) building-enclosure standards for both the renewal and new construction of schools with a floor area of less than 30,000 sf - to help keep the heat in. (ND5)
- A Pilot program in one or two select wards to determine how much conservation can be effected when students and teachers work together (aided by environmental education programmers as well as operations and facilities services staff) toward explicit EUI goals. (ND6)

## CORE OBSERVATION 9 continued

*Response requested to Core Observation 9:*

Will the Board endorse one, two or all of initiatives ND4, ND5 and ND6?

## Executive Summary

### 10. Further study

#### CORE OBSERVATION 10

Several new questions surfaced during the research. The following lie outside the consulting mandate that commissioned the *Conserve First* report, but are suggested for consideration by the TCDSB, as it moves forward. They are listed in descending order of priority and are more thoroughly described in Part 1 of the report.

*Response requested  
to Core Observation 10:*

Will the Board endorse one, two or all of the further studies AQ1.1, AQ1.2, AQ1.3, AQ1.4 and/or AQ1.5?

Why do the Phase 2 schools perform so differently? (AQ1.1)

- method: air-tightness tests in all six schools, plus follow-up analysis
- outcome: prioritize quality-control measures in new schools

What is the EUI and TEDI of each Ward per student? (AQ1.2)

- method: more detailed calculations, taking student population into account
- outcome: local targets for any Ward embarking on a Pilot program

Compare the 20 highest-EUI and 20 lowest-EUI elementary schools. (AQ1.3)

- method: review of designs, using the 24 diagnostic points used in Part 4
- outcome: identify productive opportunities to upgrade the building skin

Where are the highest-potential opportunities to test the concept of Net Zero Emissions readiness? (AQ1.4)

- method: planning exercise, involving mapping of various factors
- outcome: identify school sites that have a concentration of factors

Why do many of the air-conditioned elementary schools seem to use less gas for heating than their non-air-conditioned counterparts? (AQ1.5)

- method: field visits, review of documents, query staff
- outcome: predict the impact on EUI of introducing air-conditioning



## Executive Summary

### Contained in the *Conserve First* report

The Introduction, “What would “Net Zero” mean for the TCDSB?” defines:

- Net Zero Emissions readiness
- Energy Use Intensity (EUI) and
- Thermal Energy Demand Intensity (TEDI).

Parts 1 through 5 then each contain a single introductory page (which describes the theme of the material to come) and a chapter summary (which tables observations, options and recommendations). Some readers may choose to focus on just the introductory and summary pages within each Part. Illustrations and detailed analysis will be found in the body of each Part.

**Part 1, “Starting Position and Guiding Principles”** benchmarks the school buildings in the TCDSB’s portfolio and analyzes factors that are influencing energy use in them. The analysis suggested 12 New Directions that are critical to the pursuit of either Net Zero or an exemplary level of energy conservation, (beginning with those already identified in Core Observation 1):

- Lower the EUI in all schools in the whole portfolio. (ND1)
- Narrow the overall range of EUI in the portfolio. (ND2)
- Gain far greater control of energy use, across the portfolio. (ND3)



## Executive Summary

- Verify whether heat loss through the building enclosure is the main reason why some schools use so much more energy for heating than others. (ND4)
- Develop specific solutions for small elementary schools. (ND5)
- Use the existing framework of wards to stimulate energy-conservation initiatives. (ND6)
- Set TEDI (heating energy) goals as well as EUI (overall energy use) goals. (ND7)
- Challenge designers to find the most energy-efficient means of cooling. (ND8)
- Encourage experienced EcoSchools to realize measurable effects. (ND9)
- Keep everyone aware of energy conservation all year. (ND10)
- Lower the EUI and TEDI of the median (middle-of-the-pack) TCDSB school. (ND11)
- Couple a normal rate of replacement with an aggressive approach to renewal. Sustain both programs for the next 30 years. (ND12)

Part 1 makes the following observations about renewable energy:

- For a school to balance its annual usage by generating power on site, it must consume much less energy than is typical today. (R1)

## Executive Summary

- R2 Building (or buying) renewable energy costs less when energy is conserved first. (R2)
- R3 The Ontario electricity grid may not yet be ready for widespread two-way traffic. (R3)

Part 1 also discusses the reasons why some items are suggested for Further Study (listed above under Core Observation 10).

Finally, Part 1 contains a slightly extended discussion of the three guiding principles taken from the 2015 *Laudato Si'* (listed above in Core Observation 5), namely:

- Cautions against partial solutions, in favour of an “integral ecology” (GP1),
- Cautions against harmful habits, in favour of a new notion of growth (GP2), and
- Cautions against a “superficial ecology”, in favour of the poor (GP3).

**Part 2, “Regulations, Standards, and Conservation culture”** looks at the extent to which local laws encourage energy conservation in buildings, and at the potential in elective guidelines to realize Net Zero buildings. Also, it summarizes how some school boards in Ontario have made it onto the “ten most energy-conserving” list. Part 2 observes:

- Merely meeting today’s regulations will not create Net Zero ready schools. (2.1)

## Executive Summary

- Tomorrow's regulations may result in buildings that approach Net Zero readiness. (2.2)
- Selected strategies from voluntary programs may help the TCDSB progress. (2.3)
- A “conservation culture” is essential. (2.4)

Part 2 tables a number of options for the TCDSB to consider, as it develops future programs in detail. Listed in no implied order, these include:

*Option A.* Comply with all elements of the Toronto Green Standard, version 3, Tier 2 (as City of Toronto buildings are committed to do).

*Option B.* Apply new protocols to capital (and perhaps renewal) projects, including EUI targets, quality control and feedback loops.

*Option C.* Develop step goals (EUI and TEDI targets) to mirror the City of Toronto's *Zero Emissions Buildings Framework* (see Core Observation 4), and discuss with City Planning how else to work together (e.g. negotiate relief from project constraints, share plans for district energy zones, share in the development of criteria for procurement of renewably-generated electricity).

*Option D.* Certify a new school under the CaGBC's *Zero Carbon Buildings Standard*.

## Executive Summary

*Option E.* Commission, as part of the initial design of a new school, a transition plan to switch heating systems to non-GHG emitting sources after the service life of gas-fired systems is over.

*Option F.* Establish step goals for every building in the portfolio, in the manner of REALPac’s “20 by ‘15” program.

*Option G.* Develop an internal “Net Zero Challenge” to celebrate each year’s most energy-conserving schools (using the evidence of fuel bills).

*Option H.* Apply Passive House Canada criteria to the design and construction of a new elementary school.

The summary to Part 2 indicates that Options B and H have good potential and are immediately adoptable, and that Options C, E, F and G also offer good potential, but would need to be tailored to the TCDSB’s needs. We recommend all of these options be carefully considered further by the TCDSB, as it develops its programs in detail.

**Part 3, “Cold-climate “Net Zero” schools: the few and the new”** features eight Net Zero case studies. It looks at the motivations behind the projects, and at partnerships that made the projects possible.

The designs are immensely inspiring, because they address a range of social issues while also achieving an exemplary level of energy-conservation. However, the case studies also highlight hurdles that had to be faced before and long after construction. We strongly urge the TCDSB to dispatch representatives to visit the case study buildings in person, to talk with people who occupy or were directly involved in these projects.

## Executive Summary

As preparation for such visits, Part 3 makes the following observations:

- Net Zero schools are, so far, very rare. (3.1)
- The TCDSB operates in a very challenging construction context. (3.2)
- Technical expertise is essential, but insufficient on its own. (3.3)
- Ideas expressed in the 2015 *Laudato Si'* are evident in Net Zero schools. (3.4)

**Part 4, “An array of design strategies”** continues a comparison of the case studies featured in Part 3, in a way we hope will serve as a technical reference for Facilities Services staff, as they guide future projects.

This part of the research shows that there is no “magic bullet” to guarantee that a design will reach Net Zero readiness. Part 4 observes:

- Each cold-climate Net Zero design makes use of at least 14 strategies. (4.1)
- Strategies of three types are all used - including the selection of components, arrangements in the design and construction quality control procedures. (4.2)
- Both enclosure and equipment are high performance in Net Zero design. (4.3)
- Net Zero designs arrange high-performance components carefully. (4.4)
- Net Zero designs involve pro-active airtightness testing. (4.5)

## Executive Summary

**Part 5, “Financing the transition toward Net Zero readiness”** looks at the potential relationship between capital cost premiums and operating cost savings in a Net Zero school. It demonstrates as follows:

- The capital cost of the Net Zero case studies ranged from 50% to 130% more than the 2018 Ministry of Education funding allocation. (5.2)
- To add only the enclosure upgrades seen in the Net Zero case studies (setting aside changes to indoor climate control systems and construction of renewable energy generation equipment) would add in the order of at least 10%-12% to the cost of a typical recent TCDSB design, perhaps more. (5.3)
- The payback on item 5.2 from operating cost savings would likely be in the order of magnitude of at least 25 years. (5.3)
- An Energy Conservation Capital Fund, should it be possible to create one, may have the potential to generate the funds to upgrade the building skin of a limited number of new schools. (5.4)

We hope the *Conserve First* report helps readers better visualize the contours of the road ahead. The journey toward Net Zero will demand that careful choices, small and large, be made by many participants, over a period of decades, toward a shared goal. We hope that the specific initiatives the research has identified will prove useful, as the TCDSB moves into its next phase.



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REPORT TO

## CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY COMMITTEE

### CAPITAL PRIORITIES 2019-2020 (ALL WARDS)

*“For which of you, desiring to build a tower, does not first sit down and count the cost, whether he has enough to complete it?” Luke 14:28*

Created, Draft	First Tabling	Review
August 28, 2019	September 12, 2019	Click here to enter a date.
J. Howley, Sr. Manager, Planning & Accountability B. Leporati, Sr. Coordinator, Planning Services M. Loberto, Superintendent, Planning and Development Services D. Friesen, Superintendent, Facilities Services		
<b>RECOMMENDATION REPORT</b>		

**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

On July 22, 2019, the Ministry of Education announced the 2019-2020 Capital Priorities Program (CPP). This report recommends that business cases for the following ten Capital Priorities be submitted to the Ministry of Education for funding consideration (E = Elementary, S = Secondary):

Rank	Project	Description
1	ST MONICA (E)	Replacement School
2	“BUTTONWOOD” SITE (E/S)	New Elementary/Secondary School
3	LORETTO ABBEY (S)	Addition/Retrofit
4	OUR LADY OF THE ASSUMPTION (E)	Replacement School
5	NOTRE DAME (S)	Replacement School
6	ST MICHAEL / ST PAUL (E)	Replacement School
7	CHAMINADE (S)	Replacement School
8	ST CYRIL (E)	Replacement School
9	BISHOP ALLEN (S)	Replacement School
10	ST RAPHAEL (E)	Replacement School

*The cumulative staff time required to prepare this report was 6 hours.*

## B. PURPOSE

*This report seeks approval of the priority ranked list of schools identified for the Capital Priorities Program Funding request.* Business cases supporting the capital needs of each project will be submitted to the Ministry of Education prior to the deadline of *September 30, 2019*.

## C. BACKGROUND

1. *On July 22, 2019, Ministry of Education Memorandum 2019: B17 was released, which announced the launch of 2019-20 Capital Priorities Program, including Child Care Capital Funding (Appendix ‘A’).* Similar to previous iterations of the Capital Priorities Program (CPP), funding for Capital Priorities projects will be allocated on a business case basis for new schools, retrofits, and additions to be completed by the 2023-2024 school year.

2. ***The Ministry memorandum identifies four key eligibility criteria for projects considered for CPP funding.*** Projects eligible for funding consideration as part of the CPP must meet one or more of the following category descriptions

Accommodation Pressure	Assessments will be based on capacity, historical and projected enrolment trends, and geographic distribution of students, as well as the amount of portables.
School Consolidations and Facility Condition.	Assessments will be based on the projected operating and renewal savings and the removal of renewal backlog relative to the project cost. These projects may also provide benefits such as improved program offerings, accessibility or energy. Projects will be considered if the renewal needs exceed the cost of constructing a new facility of a similar size.
French-language Accommodation	Assessments will be based on demographics demonstrating the need for French-language facilities not already serviced by the existing French-language school Board's facilities.

3. ***At the August 22, 2019 Board Meeting, the Board approved 'Capital Priorities Criteria 2019-2020' report recommending the criteria used to rank TCDSB capital priorities.*** All schools have been assessed and ranked applying the approved criteria. The following are the top ten capital priorities:

1	ST MONICA (E)
2	"BUTTONWOOD" SITE (E/S)
3	LORETTO ABBEY (S)
4	OUR LADY OF THE ASSUMPTION (E)
5	NOTRE DAME (S)
6	ST MICHAEL / ST PAUL (E)
7	CHAMINADE (S)
8	ST CYRIL (E)
9	BISHOP ALLEN (S)
10	ST RAPHAEL (E)

4. ***Business cases, for the top ten capital priorities, must be submitted by September 30, 2019.*** Business cases are comprised of relevant facility and enrolment data, a detailed description of the proposed scope of work, interest in participating in a pilot for modular construction, as well as potential joint-

use school project considerations. A condensed version of the information that will be provided in each of the business cases appears in the Capital Priority School Profiles (*Appendix 'B'*).

#### **D. STAFF RECOMMENDATION**

It is recommended that business cases for the following ten capital priorities be submitted to the Ministry of Education for funding consideration by **September 30, 2019**.

Rank	Project	Description
1	ST MONICA (E)	Replacement School
2	"BUTTONWOOD" SITE (E/S)	New Elementary/Secondary School
3	LORETTO ABBEY (S)	Addition/Retrofit
4	OUR LADY OF THE ASSUMPTION (E)	Replacement School
5	NOTRE DAME (S)	Replacement School
6	ST MICHAEL / ST PAUL (E)	Replacement School
7	CHAMINADE (S)	Replacement School
8	ST CYRIL (E)	Replacement School
9	BISHOP ALLEN (S)	Replacement School
10	ST RAPHAEL (E)	Replacement School

**Ministry of Education**

Office of the Assistant Deputy Minister  
Capital and Business Support Division

15<sup>th</sup> Floor  
315 Front St West  
Toronto ON M7A 0B8  
**Tel.:** 416 212-9675  
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**Ministère de l'Éducation**

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Division du soutien aux immobilisations et aux affaires

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315, rue Front ouest  
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**2019: B17**

**MEMORANDUM TO:** Directors of Education  
Children's Service Leads, Consolidated Municipal Service  
Managers (CMSMs) and District Social Services  
Administration Boards (DSSABs)  
Secretary/Treasurers of School Authorities

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

**DATE:** July 22, 2019

**SUBJECT:** **Announcement of launch of 2019-20 Capital Priorities  
Program, including Child Care Capital Funding and  
review of School Construction Standards**

---

This memorandum provides details of the launch of the 2019-20 Capital Priorities Program, including requests for child care capital. Additionally, the ministry will initiate a review of its School Construction Standards.

The Capital Priorities Program (CPP) provides school boards with an opportunity to identify and address their most urgent pupil accommodation needs, including:

- accommodation pressures;
- replacing schools in poor condition;
- supporting past consolidation decisions;
- providing facilities for French-language rights holders in under-served areas; and
- creating child care spaces in schools.

# APPENDIX 'A'

## Summary of the 2019-20 Capital Priorities Program

- The submission deadline for all capital funding requests is **September 30, 2019**.
- The 2019-20 Capital Priorities projects are expected to be completed and open no later than the 2023-24 school year.
- School boards have an opportunity to request child care capital funding for Capital Priorities projects, if the local Consolidated Municipal Service Manager (CMSM) or District Social Services Administration Board (DSSAB) support the need and confirm the proposed new space will not result in an operating pressure for the CMSM or DSSAB.
- School boards are encouraged to standardize the design of new school construction. The ministry will be exploring ways to leverage this opportunity going forward.
- School boards are encouraged to identify opportunities to use modular construction methods for any one of their project submissions. The ministry will work with those boards to further develop those opportunities as appropriate.
- School boards are encouraged to identify opportunities to work together on joint-use school project submissions.
- School boards are required to seek ministry approval during key project milestones. The ministry is developing options to increase school board compliance to the existing capital approval process.
- All public announcements regarding capital investments in the publicly funded education system, including those previously funded, are joint communications opportunities for the provincial government, the school board, the CMSM or DSSAB, and/or community partners.

# APPENDIX 'A'

## Design Standardization and Benchmark Review

School boards are encouraged to standardize and repeat the design of new school construction. Going forward, the ministry will explore opportunities to drive efficiencies in the design and procurement of new school construction.

This work will recognize the need to review the existing cost and space benchmarks, building on the work first developed by the Expert Panel on Capital Standards in 2009-10.

School boards are encouraged to look at creative and lower-cost solutions (e.g., locating a school within a podium instead of purchasing acres of land) when developing business cases for consideration that also address accessibility in the design and meet requirements of the Accessibility for Ontarians with Disability Act (AODA).

## Project Submissions

As with previous rounds of the Capital Priorities Program, funding for Capital Priorities projects will be allocated on a business case basis for new schools, retrofits, and additions that need to be completed by the 2023-24 school year. School boards are invited to identify up to their 10 most urgent Capital Priorities and submit the associated business cases through the School Facilities Inventory System (SFIS) in order to be considered for funding approval.

New for the 2019-20 Capital Priorities Program, there are **two template reports** that are required to be submitted per submission:

### 1) Business Case - Part A (Enrolment and School Capacity Data)

Boards are required to provide an overview of current and projected accommodation needs for the proposed capital project, including schools within the local proximity of the selected project site.

### 2) Business Case - Part B (Written Report)

Boards are required to provide a written description of the project, including detailed information on the rationale, proposed scope of work and demonstrate why alternate options have not been pursued.

For information regarding the eligibility and evaluation criteria for project submissions, please see Appendix A.



# APPENDIX 'A'

## **Child Care Space in Schools**

With support from their local CMSM or DSSAB, school boards have an opportunity to request capital funding for the creation of new child care space as part of their Capital Priorities submission.

For all child care project requests through Capital Priorities, school boards and their local CMSM or DSSAB partner must complete and submit a *Joint Submission - Capital Funding for Child Care* form with their Capital Priorities business case.

For information regarding the child care project submissions, please see Appendix B.

## **Other Considerations for Project Submissions**

### **Pilot of Modular Construction Methods**

The ministry continues to seek opportunities to identify efficiencies related to the provision of pupil accommodation. For this round of the Capital Priorities Program, the ministry will run a pilot program to assess the merits of modular construction. As such, the ministry will be considering for selection projects to be constructed using modular methods.

As part of their written submission, school boards are asked to identify whether they are interested having a project participate in the pilot program. Proposals should illustrate the benefits of the using modular construction over traditional construction to address their pupil accommodation needs.

### **Joint-Use Capital Projects**

The ministry encourages all school boards to consider collaborative capital project arrangements between school boards. This includes maximizing the opportunities of co-location, particularly in rural, northern or smaller communities.

The ministry will be reviewing all capital proposals submitted by boards for ministry funding to ensure joint-use opportunities between boards have been explored before funding is granted.

School boards seeking Capital Priorities funding approval must:

- Document efforts made to explore joint-use opportunities for each capital project funding request as part of the business case submissions; and
- Demonstrate a willingness to participate with co-terminus school boards in joint-use school opportunities.

# APPENDIX 'A'

For joint-use school proposals, all participating boards must:

- Include the project as part of their Capital Priorities submission; and
- Explain the role of the joint-use nature of the project on expected improvements to student programming and operational efficiency.

## Submission Requirements Summary

The 2019-20 Capital Priorities submission requirements include the following documents:

- 1) **Business Case - Part A (Enrolment and School Capacity Data)**
- 2) **Business Case - Part B (Written Report)**
- 3) **Joint Submission - Capital Funding for Child Care Form (If Applicable)**

School boards will be able to access Capital Priorities submission templates and *Joint Submission - Capital Funding for Child Care* form through SFIS.

School boards are required to submit their completed submissions through SFIS no later than September 30, 2019. The ministry will not accept submissions after this date.

## Capital Priorities Program – Project Accountability Framework

The ministry has established a series of measures and guidelines regarding the development and construction of major capital projects. As part of the ministry's capital approval process, boards are required to seek ministry approval during key project milestones. Please see Appendix C: Capital Approval Process Chart for further details.

In recent years, there has been an increase in the frequency of projects proceeding without following the Project Accountability Framework. As a result, ministry staff are developing options to increase school board compliance to the existing capital approval process.

## Communications Protocol

School boards are reminded to follow the ministry's communications protocol requirements for all ministry funded major capital construction projects as outlined in Appendix D.

Should you have any questions related to the communication requirements, please contact Dylan Franks, Senior Information Officer, Communications Branch at 437-225-7712 or [Dylan.Franks@ontario.ca](mailto:Dylan.Franks@ontario.ca).

# APPENDIX 'A'

## Ministry Contact

### ***Capital Priorities Program***

If you have any Capital Priorities Program questions, or require additional information, please contact the Capital Analyst assigned to your school board or:

Patrizia Del Riccio, Manager, Capital Program Branch at 416-885-2950 or  
[Patrizia.DelRiccio@ontario.ca](mailto:Patrizia.DelRiccio@ontario.ca) or

Paul Bloye, Director, Capital Program Branch at 416-325-8589 or at  
[Paul.Bloye@ontario.ca](mailto:Paul.Bloye@ontario.ca)

### ***Child Care Program***

If you have any child care program questions, or require additional information, please contact Jeff O'Grady, Manager, Capital Policy Branch at 416-918-1879 or at  
[Jeff.OGrady@ontario.ca](mailto:Jeff.OGrady@ontario.ca).

We look forward to working with you to identify and develop your capital projects.

*Original signed by:*

Joshua Paul  
Assistant Deputy Minister  
Capital and Business Support Division

Appendices:

Appendix A: Eligibility and Evaluation Criteria  
Appendix B: Child Care Capital Project Submission Requirements  
Appendix C: Capital Approval Process Chart  
Appendix D: Communications Protocol Requirements

C: Senior Business Officials  
Superintendents and Managers of Facilities  
Managers of Planning  
Early Years Leads  
CAOs of Consolidated Municipal Service Managers  
CAOs of District Social Services Administration Boards  
Debra Cormier, Director, Field Services Branch, Ministry of Education

# APPENDIX 'A'

## Appendix A: Eligibility and Evaluation Criteria

### Eligible Project Categories

Projects eligible for funding consideration for this round of the Capital Priorities Program must meet one or more of the following category descriptions:

- 1) Accommodation Pressure: Projects will accommodate pupils where enrolment presently is or is projected to persistently exceed capacity at a school or within a group of schools, and students are currently housed in non-permanent space (e.g., portables).
- 2) School Consolidations: Projects that support the reduction of excess capacity in order to decrease operating and renewal costs and address renewal need backlogs. These projects may also provide other benefits such as improved program offerings, accessibility or energy efficiency. Projects associated with consolidations and/or closures that require a Pupil Accommodation Review will not be eligible for funding purposes.
- 3) Facility Condition: Projects will replace schools that have higher renewal needs than the cost of constructing a new facility of approximately the same size.
- 4) French-language Accommodation: Projects will provide access to French-language facilities where demographics warrant. Such projects will only be considered eligible if the school board can demonstrate that there is enough French-language population not being served by an existing French-language school facility.

Projects matching the following descriptions will not be considered for Capital Priorities funding purposes:

- Projects addressing an accommodation pressure as a result of a specialized or alternative program such as French Immersion;
- Projects for additional child care space that is not associated with a priority school project (i.e., stand-alone child care project);
- Projects associated with consolidations and/or closures where a Pupil Accommodation Review has not been completed;
- Requests for Land Priorities funding;
- Projects that have been previously funded by either the ministry or the school board;
- Projects that should be funded through renewal funding; and
- Projects addressing school board administrative space.

If school boards are considering resubmitting previously submitted projects that did not receive Capital Priorities funding approval, they are encouraged to review ministry

# APPENDIX 'A'

comments in funding decision letters. Please contact your Capital Analyst for further clarification.

## **Project Evaluation**

The ministry will assess all proposed projects using project-specific quantitative and qualitative measures depending upon the category of the project.

For Accommodation Pressures and French-Language Accommodation projects:

- Assessments will be based on school-level capacity of impacted schools, including those in close proximity, historical enrolment trends, enrolment forecasts, and geographic distribution of students; and
- Priority consideration will be given to projects that are addressing accommodation pressures with a utilization greater than 100%, including consideration of available capacity in nearby schools, within the next five to nine years.

For Facility Condition and past School Consolidation projects:

- Assessments will be based on the projected operating and renewal savings and the removal of renewal backlog needs relative to the project cost; and
- Priority will be given to projects with the highest expected Internal Rate of Return. This will be calculated using the expected cost of the project compared to the expected savings resulting from the project.

For child care projects:

- Assessments will also be based on an evaluation of the project's cost-effectiveness, including any anticipated site costs or costs related to the displacement of school space, and how the project addresses community needs and service gaps; and
- Priority will be given to projects in new schools.

In addition to project specific assessments, the following school board performance measures will also be considered for all Capital Priorities project categories:

- School board's demonstrated willingness to participate with co-terminus school boards in joint-use school opportunities;
- School board's ability to build to ministry benchmark costs as evidenced by past projects;
- School board's ability to deliver projects within target timeframes as evidenced by past projects;
- School board's history of meeting the ministry's capital accountability measures;
- Enrolment and utilization trends for projects of the school board which have previously been funded; and
- Number of projects the school board currently has underway and the status of these projects in relation to approved funding and opening dates.

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The ministry will expect that school boards will explore various options before submitting their business cases for a specific option. School boards must be able to identify the cost differentiation and considerations of various options within its submitted business case.

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## **Appendix B: Child Care Capital Project Submission Requirements**

### **Child Care Eligibility**

The ministry will consider funding child care capital projects as part of new school and larger school construction projects under Capital Priorities, where there is a need for new child care construction and/or renovations to existing child care spaces for children 0 to 3.8 years of age. School boards will need to have the support of the corresponding Consolidated Municipal Service Manager (CMSM) or District Social Services Administration Board (DSSAB) regarding the eligibility and viability requirements to build or renovate child care rooms in the identified school.

When selecting a school for child care, school boards, CMSMs and DSSABs should consider available operating funding, school capacity, location, long-term viability, cost effectiveness, age groups, accommodation pressures/service gaps, demand, local child care plan, etc. prior to signing the child care joint submission. When considering long-term school viability, school board planners, CMSMs and DSSABs must consider at least the next five years and use population projections as well as other local data to inform submission decisions including an assessment of:

- Existing empty space within the school.
- Whether or not the school is in an accommodation review, and could potentially close, consolidate or remain open.
- Whether or not the child care could potentially be part of a joint use capital project, especially in rural, northern, and small communities.
- Whether the school has existing child care space.
- The average daily enrollment and the on-the-ground capacity of the school.
- Current utilization rates, and historical/forward trend analysis.
- Number of existing empty classrooms.

### **Ministry Prioritization of Eligible Child Care Capital Projects**

The ministry will use the following factors to prioritize child care capital projects under this policy should the number of eligible submissions surpass available funding:

- whether the child care space is part of a new school (projects in new school are a priority);
- cost effectiveness of project;
- community need/service gaps;
- child care replacement due to school closure/accommodation review; and
- equitable geographic disbursement of new child care spaces.

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## Child Care Operational and Accountability Requirements

Approved new construction of child care rooms must meet the following operational and accountability requirements:

- The child care rooms will not result in an operating pressure for the CMSM or DSSAB.
- The physical space will be owned by the school board and leased to the child care operator, CMSM or DSSAB. School boards are not to charge operators beyond a cost-recovery level.
- School boards will operate on a cost-recovery basis and recover their accommodation costs (e.g., rent, heating, lighting, cleaning, maintenance, and repair costs) directly from child care operators and/or CMSMs and/or DSSABs as per the school board's usual leasing process. School boards are not expected to take on additional costs to support facility partnerships, although school boards will continue to use their discretion in supporting partnerships based on their student achievement strategy.
- School boards are required to follow the capital construction approval process for the new construction and/or renovations of child care rooms. As per the ministry's Capital Accountability Requirements, school boards will be required to submit a space template before designing the project, where applicable. School boards will require an approval to proceed (ATP) before the project can be tendered.
- School boards, CMSMs and DSSABs should contact their child care licensing representative as soon as possible as all child care capital projects require a floor plan approval letter issued by the Ministry of Education's Child Care Quality Assurance and Licensing Branch prior to receiving an ATP or starting construction. In order to streamline the floor plan approval process, school boards, CMSMs and DSSABs should note to their child care licensing representative if the child care floor plan has been used in the past (i.e., a repeat child care floor plan design) or if the child care floor plan will be used for multiple child care sites in the near future.
- Child care space will not count as loaded space for the purposes of the facility space template. The facility space template should provide details of the child care space under the section "Community Use Rooms."
- School boards will be held accountable for implementing appropriate measures to ensure that the cost and scope of approved child care capital projects are within the approved project funding and do not exceed the ministry's benchmarks.
- Rooms must be built in accordance with the *Child Care and Early Years Act, 2014* (CCEYA).



# APPENDIX 'A'

- It is expected that all new child care rooms funded under this policy will be built to accommodate a maximum group size for each age grouping for children 0 to 3.8 years (e.g., 10 infant spaces, 15 toddler spaces, 24 preschool spaces, and 15 family age grouping spaces), and that child care rooms will be for exclusive use during the core school day. Although unobstructed space requirements are per child, infant and toddler group sizes require additional space for separate sleep areas, change area, etc. These should be considered when developing child care floor plans. Considerations should also include the long-term use of the room, including the ability to convert to other child care age groups or for classroom use.
- It is important that school boards, CMSMs and DSSABs are taking into consideration licensed child care operator viability, and flexibility where appropriate, when determining appropriate mix of age groupings. Programs created will support continuity of services for children and families in order to accommodate children as they age out of programs. For example, if a toddler room is included in the child care capital project proposal a preschool room should also be available, unless a family age grouping room is in place.
- For the purpose of this policy, an eligible child care operator:
  - is a third-party operator or municipal operator; and
  - is expected to continue operating in the location for at least five years; and
  - has a purchase of service agreement with the CMSM or DSSAB; or
  - is a licensed child care centre that is eligible to receive fee subsidy payments from the CMSM or DSSAB.
- Capital funding for child care cannot be used to address other school board capital needs. Funding will not be provided for school-age child care spaces as the ministry will not fund exclusive space for before and after school child care programs.

## **Child Care Capital Funding Calculation and Eligible Expenses**

The construction of child care rooms will be funded using the current elementary school construction benchmarks (for both elementary and secondary schools under this policy), including the site-specific geographic adjustment factor (GAF). For this policy, the loading factor used to calculate the capital funding will be 26 pupil places per room regardless of age groupings (e.g., infant, toddler, preschool, and family age grouping rooms will all be funded based on 26 pupil places per room). This approach allows school boards to build child care rooms at maximum group size and allow flexibility to address potential changes under the CCEYA. This funding formula will apply to all new construction of child care, including the replacement of existing child care due to school closure or accommodation review.

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$$\begin{array}{ccccccccc} \text{Capital Funding for} & & & & \text{Elementary} & & \text{Elementary} & & \text{Site} \\ \text{New Construction of} & = & 26 & \times & \text{Construction} & \times & \text{Area} & \times & \text{Specific} \\ \text{Child Care Rooms} & & \text{Pupil} & & \text{Cost} & & \text{Benchmark} & & \text{GAF} \\ & & \text{Places} & & \text{Benchmark} & & & & \end{array}$$

**Note: The capital funding for renovation projects for child care will be a maximum of 50 per cent of the capital funding for new construction projects.**

Eligible expenses include:

- first-time equipping; and
- expenses incurred to meet CCEYA and Building Code standards, which qualify under the Tangible Capital Assets Guideline (TCA), revised April 2015.

## **Application Process – Child Care Joint Submission**

The Child Care Joint Submission includes project details and confirms that the child care program meets all eligibility and viability requirements.

In order to be considered for funding for the construction of new child care rooms, school boards must work with their CMSM or DSSAB to submit a jointly signed Child Care Joint Submission. School boards must submit a Child Care Joint Submission signed by both the CMSM or DSSAB Manager of Child Care and Early Years System, the school board Early Years Lead, Capital Lead, and Director of Education.

The Child Care Joint Submission is to be downloaded, completed, and uploaded into the School Facility Information System (SFIS) as well as submitted to school board's Ministry Early Years Regional Staff and Capital Analyst.

Early Years Joint Submissions must be received by the ministry by **September 30, 2019**.

The ministry may request supporting documentation following a review of the Child Care Joint Submission.

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## Appendix C: Capital Approval Process Chart

Capital Construction Approval Process Updated Spring 2019		New Schools*		All Additions* (incl. Early Years)		All Major Retrofits* (incl. Early Years)		Small Early Years* (Child Care, Child & Family)
		Repeat Design	New Design	>50% or >\$3.0M	<50% and <\$3.0M	>50% or >\$3.0M	<50% and <\$3.0M	Individual Projects <\$250K
Pre-Design	Facility Space Template	Complete template with most recent adaptation (<5 years)	Board to submit template before hiring architect	Board to submit template before hiring architect	Not Required	Board to submit template before hiring architect	Not Required	Not Required
	Project Manager	Board to appoint a Project Manager (either internal staff or external resource). Board to notify Ministry of name and contact info.						
	Ministry Approval	Ministry must approve scope of project based upon submitted Space Template	Ministry must approve scope of project based upon submitted Space Template	Ministry must approve scope of project based upon submitted Space Template	Not Required	Ministry must approve scope of project based upon submitted Space Template	Not Required	Not Required
	GOAL	Board to retain an architect.						
Pre-Tender	Independent Cost Consultant Report	Board to submit final cost of recent adaptation (<5 years)	Board to submit an Independent Cost Consultant Report before issuing tender	Board to submit an Independent Cost Consultant Report before issuing tender	Not Required	Board to submit an Independent Cost Consultant Report before issuing tender	Not Required	Not Required
	Approval to Proceed (ATP) Request	Board's senior business official to submit the ATP Request Form confirming total estimated project costs does not exceed board's identified funding, including a floor plan approval letter for the child care component.						
	Capital Analysis & Planning Tool (CAPT)	Board to confirm that data entered in the CAPT for the requested project is in line with the data provided through the ATP Request Form.						
	Ministry Approval	Ministry's approval required before proceeding to tender. Approval based on identification of sufficient funding.						
Post-Tender	GOAL	Board to proceed to tender.						
	Tender exceeds approved funding	Board to either identify additional funding available or make design changes to reduce the project cost. In either case, the board must demonstrate to the Ministry that sufficient funding is available to complete the project.						
Notes:	Tender meets approved funding	Board to accept tender bid. Important to ensure all project costs are identified and considered.						
		<ul style="list-style-type: none"> <li>Ministry approvals are not required for retrofits that are 100% funded through School Condition Improvement and Early Years Funding less than \$250K.</li> <li>Consultant to review the design, provide costing analysis and advice, and report on options to ensure cost containment. To be based on drawings that are at least 80% complete.</li> <li>50% determined by the following: (Estimated project cost / Latest construction benchmark value of the existing OTG (pre-construction) of the facility).</li> </ul> <p>* If a child care component is included as part of the project, a floor plan approval letter issued by the Child Care Quality Assurance and Licensing Branch of the Ministry of Education must be submitted as part of the ATP request.</p>						
Definitions:		<p><b>Addition:</b> Expansion of the gross floor area of a facility, including child care and child and family program rooms.</p> <p><b>Major Retrofit:</b> Major structural renovation or reconstruction of the existing building envelop, including child care and child and family program rooms. It does not include expansion of the existing gross floor area. Any project that does expand the gross floor area, but is funded with Ministry funds or &gt;\$1M in Accumulated Surplus is treated as a Major Retrofit.</p>						

# APPENDIX 'A'

## **Appendix D: Communications Protocol**

### **Public Communications, Events and Signage**

All public announcements regarding capital investments in the publicly funded education system are **joint** communications opportunities for the provincial government, the school board, the CMSM/DSSAB, and/or community partners.

### **Acknowledgement of Support**

Acknowledge the support of the Government of Ontario in your proactive media-focused communications of any kind, written or oral, relating to the agreement or the project. This could include but is not limited to:

- Reports
- Announcements
- Speeches
- Advertisements, publicity
- Promotional materials including, brochures, audio-visual materials, web communications or any other public communications.

This is not required for:

- Minor interactions on social media, including social media such as Twitter where content is restricted
- Reactive communications, such as media calls.

### **Issuing a Media Release**

When issuing a media release or other media-focused communication, school boards, CMSMs/DSSABs, and or community partners must:

- Recognize the Ministry of Education's role in funding the project
- Contact the Ministry of Education to receive additional content for public communications, such as a quote from the minister.

You can **send your public communications to [Dylan.Franks@ontario.ca](mailto:Dylan.Franks@ontario.ca)** to obtain a quote or other information for your public product.

**Note:** The ministry may also choose to issue its own news release about various project milestones. If the ministry chooses to do so, school boards, CMSMs/DSSABs, and/or community partners will be contacted in advance.

### **Invitations to the Minister of Education**

The Minister of Education must be invited to all public events relating to ministry-funded capital projects. This includes:

# APPENDIX 'A'

- Openings of new schools
- Openings of additions and major renovations including those with new child care spaces, child and family programs, or community hubs.
- Sod turnings and ground breakings
- Ribbon cuttings
- Official blessings

To invite the minister to your event:

- Send an email invitation **at least six weeks in advance of your event** to [minister.edu@ontario.ca](mailto:minister.edu@ontario.ca)
- Where appropriate please copy the ministry's regional manager in the Field Services Branch, for your area
- Inform the ministry via the email address above if the date of your event changes.

**Note:** If the minister is unable to attend, your invitation may be shared with another government representative. Their office will contact you directly to coordinate details. Announcements do not need to be delayed to accommodate the minister. The goal is to make sure that the minister is aware of the opportunity.

## Signage

The government is currently reviewing its approach to signage on capital projects, you will be notified of changes, if appropriate.

## Contact

Should you have any questions related to this communications protocol, please contact Dylan Franks at 437-225-7712 or via email at [dylan.franks@ontario.ca](mailto:dylan.franks@ontario.ca).

**Note:** This communications protocol does not replace school boards' existing partnership with the Ministry of Education's regional offices. Regional offices should still be regarded as school boards' primary point of contact for events and should be given updates in accordance to existing processes.

# APPENDIX 'B'



## ST MONICA CAPITAL PRIORITY SCHOOL PROFILE



St Monica Sept S (E)  
12 Broadview Ave, Markham, Ontario

### School Details

Trustee Ward: 11  
Trustee: Angela Kennedy

Portables: 0  
EDC Review Area:  
CE08 Year Built: 1923  
Projected FCI (%): 52



Current Utilization (%)



Current Enrolment / OTG Capacity

317/288

Based on Pupil Count (all JK/SE/1,2/3/4/5/6/7/8/9/10/11/12) Trilium Board, October 31st 2019  
OTG is based on 2018-2019 capacities

### Rationale for St Monica Replacement School

Significant residential intensification in the Yonge Eglinton area is creating enrolment pressures.

Surrounding schools do not have sufficient space to accommodate overflow from this area.

Potential joint venture opportunity.

Current building condition is in a poor state of repair at an anticipated 52% FCI by 2024

Site size of 1.2 acres cannot accommodate portable classrooms and has limited playspace for the growing student population.



# APPENDIX 'B'

## FORMER BUTTONWOOD CAPITAL PRIORITY SCHOOL PROFILE

**Buttonwood School**  
100 Allenhurst Dr, M9A4K4, Etobicoke

### School Details

Trustee Ward: 2

Trustee: Markus de Domenico

EDC Review Area: CE01

Projected FCI (%): 66



### **Rationale for Buttonwood (New Elementary/ Secondary School)**

Significant growth in both elementary and secondary panels in the Central Etobicoke area.

Existing right-sized TCDSB schools are oversubscribed and projected to remain so into the future.

Current building condition is in a poor state of repair at an anticipated 66% FCI by 2024.

The current capacity (380 pupil places) of the existing facility is not sufficient to accommodate oversubscription in the surrounding area schools.

# APPENDIX 'B'



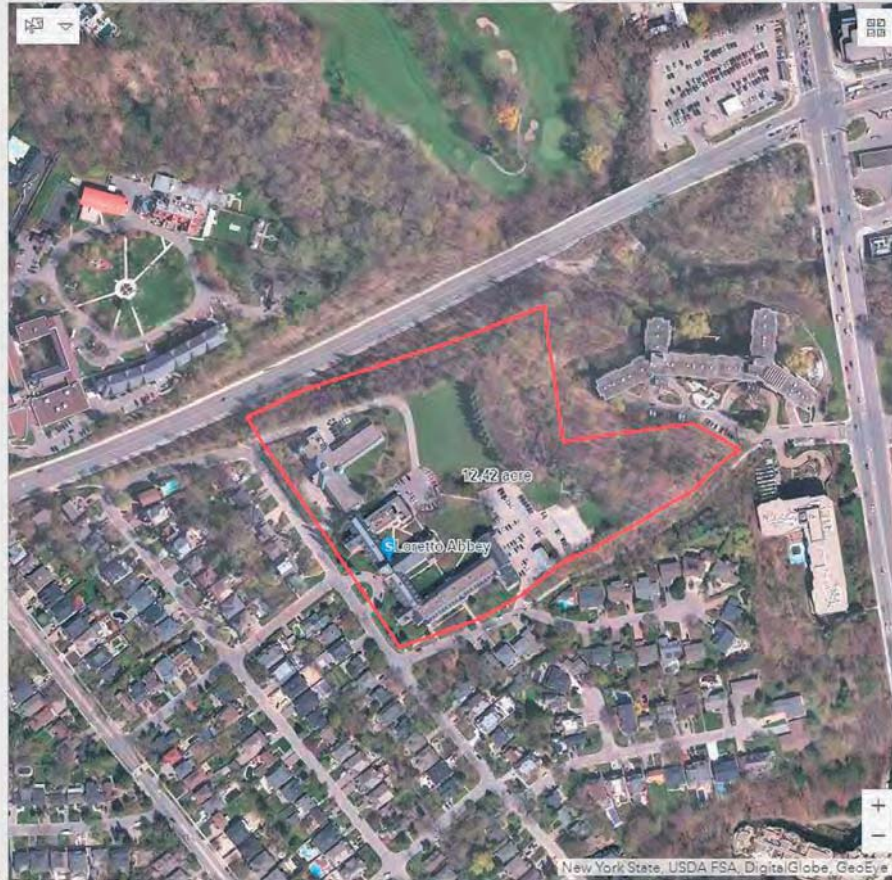
## LORETTO ABBEY CAPITAL PRIORITY SCHOOL PROFILE



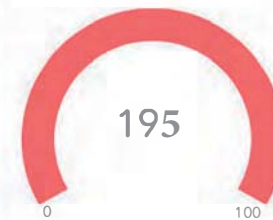
Loretto Abbey CSS (S)  
101 Mason Blvd, MSM52, North York

### School Details

Trustee Ward: 5  
Trustee: Maria Rizzo  
Portables: 0  
EDC Review Area: CS02  
Year Built: 1950  
Projected FCI (%): 90



Current Utilization (%)



Current Enrolment / OTG Capacity

935/480

Based on Pupil Count (all JK/SK/Gr 1-6) Tillium Street: October 31st 2019  
OTG is based on 2018-2019 capacities

### Rationale for Loretto Abbey Addition and Retrofit

School building is oversubscribed and operating at 195% with no excess capacity in the surrounding area.

Facility condition index projected to be 90% by 2024.

Heritage elements of the building make renewal and/or replacement very costly.

The current classroom configuration is below standard for a secondary facility.

Infirmary section of the building is not suitable for classroom use. A feasibility study has shown that a revised building configuration involving an addition and retrofit of existing spaces is more cost efficient than a replacement facility.



# APPENDIX 'B'



## OUR LADY OF THE ASSUMPTION CAPITAL PRIORITY SCHOOL PROFILE



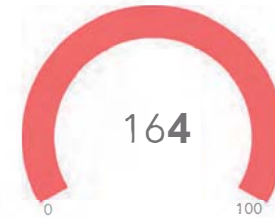
Our Lady of the Assumption CS (E)  
125 Glenmont Ave, M653C2, North York

### School Details

Trustee Ward: 5  
Trustee: Maria Rizzo  
Portables: 10  
EDC Review Area: CE08  
Year Built: 1956  
Projected FCI (%): 38



Current Utilization (%)



Current Enrolment / OTG Capacity

368/225

Based on Reg. Count 10/10/2019, OTG Based on 2018-2019 response

### Rationale for Our Lady of the Assumption Replacement School

Severely over utilized facility operating at 164% utilization.

There are 10 portables on site to accommodate eligible students.

Site size of 2.7 acres has limited playspace for the growing student population.

Anticipated growth in the Lawrence Allen area will result in continued enrolment pressures.

# APPENDIX 'B'

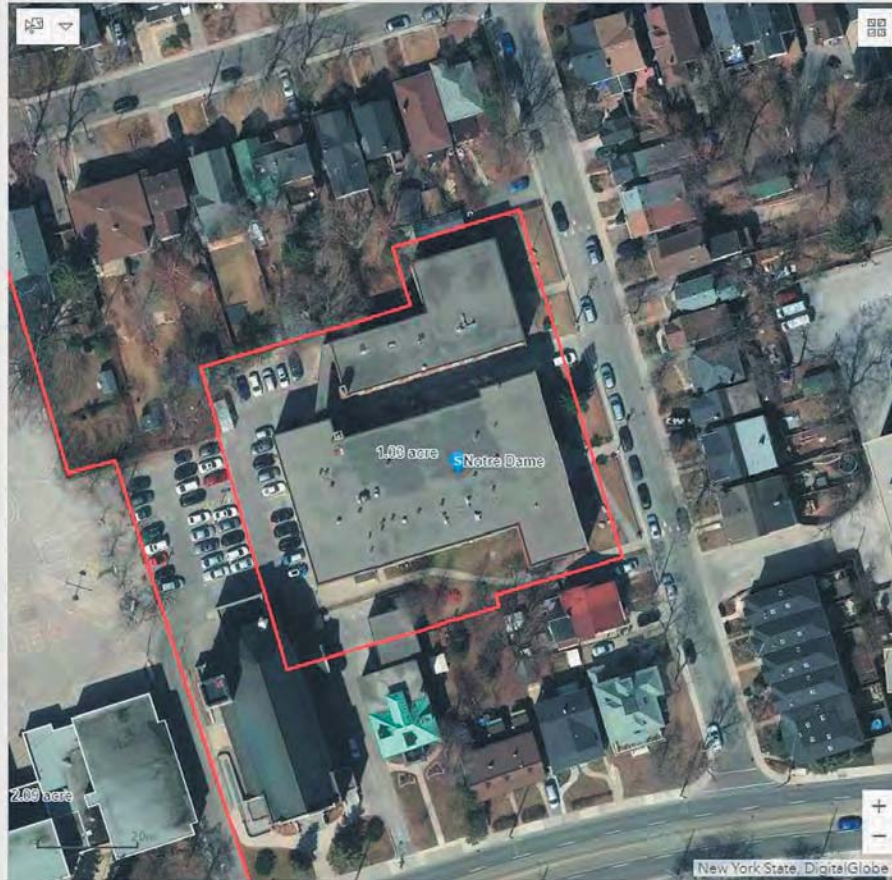
## NOTRE DAME CAPITAL PRIORITY SCHOOL PROFILE



Notre Dame CHS(S)  
12 Malvern Ave. M6E5B1, Toronto

### School Details

Trustee Ward: 11  
Trustee: Angela Kennedy  
Portables: 0  
EDC Review Area: CS02  
Year Built: 1949  
Projected FCI (%): 63



Current Utilization (%)



Current Enrolment / OTG Capacity

671/441

Based on Pupil Count (all JK/SK/Gr 1-2) Trillium District, October 31st 2019  
OTG is based on 2018-2019 capacities

### Rationale for Notre Dame Replacement School

Severely over utilized facility operating at 152% with overflow being accommodated on the 3rd floor of neighbouring St. John Catholic Elementary School.

Site size is extremely small at 1 acre.

Facility condition index is projected to be 63% by 2024.

School is historically oversubscribed with no excess capacity in the surrounding area and is projected to remain so into the future.



## APPENDIX 'B'

### ST MICHAEL / ST PAUL CAPITAL PRIORITY SCHOOL PROFILE

#### School Details

Trustee Ward: 9  
Trustee: Norm Di Pasquale  
Portables: 0  
EDC Review Area: CE07



#### Rationale for St Michael / St Paul Replacement school

A Pupil Accommodation Review (PAR) concluded in February 2017 with a Board approved recommendation to consolidate St. Michael and St. Paul into a new school to be constructed on the former Duke of York Site pending the Ministry approval of funding.

St. Michael is operating in two buildings with a low Ministry rated capacity due to four classrooms that are below standard size and configuration.

St. Michael operates at 197% utilization.

Facility condition index is projected to be 78% by 2024.

St. Paul has space to accommodate students however maintenance, upkeep and improvement to the building is limited due to extreme site conditions.

# APPENDIX 'B'



## CHAMINADE COLLEGE CAPITAL PRIORITY SCHOOL PROFILE



Chaminade College S (S)  
450 Queens Cr. M6L1M8, North York

### School Details

Trustee Ward: 10

Trustee: Daniel Di Giorgio

Portables: 5

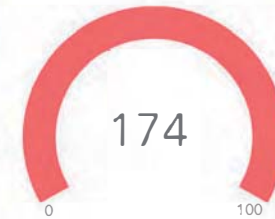
EDC Review Area: CS02

Year Built: 1964

Projected FCI (%): 46.00



Current Utilization (%)



Current Enrolment / OTG Capacity

926/531

Based on Roll Count as of October 31st 2018  
OTG is based on 2018-2019 enrollment

### **Rationale for Chaminade College (Replacement School)**

Severely over utilized facility at 174% with a capacity of 531 pupil places.

Enrolment is projected to remain at or above this level in the near future.

The site size (3.12 acres) is significantly smaller than is required for the amenities and play space associated with a secondary school facility.



# APPENDIX 'B'



## ST CYRIL CAPITAL PRIORITY SCHOOL PROFILE



St Cyril CS (E)

18 Kempford Blvd, M2H2B9, North York

### School Details

Trustee Ward: 5

Trustee: Maria Rizzo

Portables: 3

EDC Review Area: CE13

Year Built: 1958

Projected FCI (%): 59



Current Utilization (%)



Current Enrolment / OTG Capacity

351/280

Based on Pupil Count (all JK/SGK at 1.0) Tillium Extract: October 31st 2018  
OTG is based on 2018-2019 capacities

### Rationale for St Cyril Replacement School in the Yonge Corridor

Oversubscription in the Yonge Corridor has triggered oversubscription in the area schools.

Enrolment projections indicate an increase in enrolment to 400 students by 2023 in spite of recent capital construction to address enrolment pressures in neighbouring school communities.

The Facility Condition Index at St. Cyril is projected to be 59% by 2024.

# APPENDIX 'B'



## BISHOP ALLEN ACADEMY CAPITAL PRIORITY SCHOOL PROFILE



Bishop Allen Academy (S)  
721 Royal York Rd. M3Y2T3, Etobicoke

### School Details

Trustee Ward: 4  
Trustee: Teresa Lubinski  
Portables: 24  
EDC Review Area: CS01  
Year Built: 1962  
Projected FCI (%): 48



Current Utilization (%)



Current Enrolment / OTG Capacity

1592/717

Based on Pupil Count (all JK/SE at 1.0) Trillium School: October 31st 2019  
OTG is based on 2018-2019 capacities

### Rationale for Bishop Allen Replacement School

School is oversubscribed at 222% utilization and with a capacity of 717 pupil places, the facility is not sufficient to accommodate current student population of 1,592.

Projections indicate enrolment rising even further to approximately 1,800 students by 2023.

There a TCDSB high of 24 portables on site.



# APPENDIX 'B'

## ST RAPHAEL CAPITAL PRIORITY SCHOOL PROFILE



St Raphael CS (E)  
3 Gade Dr. M3M2K2 North York

### School Details

Trustee Ward: 5  
Trustee: Maria Rizzo  
Portables: 5  
EDC Review Area: CE06  
Year Built: 1962  
Projected FCI (%): 52



Current Utilization (%)



Current Enrolment / OTG Capacity

510/392

Based on Pupil Count (all JK/SE at 1.0) Tillam Street, October 31st 2019  
OTG is based on 2018-2019 capacities

### Rationale for St Raphael Replacement School

Future Downsview Park development will require more capacity in the surrounding area to accommodate projected student growth.

The school is operating at 130% utilization with 5 portables on site.

Site size is 2.39 acres



## REPORT TO

# CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY COMMITTEE

## BOARDROOM AUDIO/VISUAL RFP AWARD

“The Lord is not slow about his promise, as some think of slowness, but is patient with you, not wanting any to perish, but all to come to repentance.” 2 Peter 3:9

Created, Draft	First Tabling	Review
September 3, 2019	September 12, 2019	<a href="#">Click here to enter a date.</a>

Steve Camacho, Chief Information Officer  
Joe Di Fonzo, Senior Coordinator, Technical Services

## RECOMMENDATION REPORT

### Vision:

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

### Mission:

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

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



Rory McGuckin  
Director of Education

D. Koenig  
Associate Director  
of Academic Affairs

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



## **A. EXECUTIVE SUMMARY**

The public boardrooms at the CEC have not received a major refresh to their audio/visual (AV) equipment and related systems since approximately 2005 (13 years). The best practice refresh cycle for AV equipment is approximately between 3 to 5 years.

The Board approved a refresh of the boardroom AV technology design in fall 2018 and staff issued a RFP for the bulk of the work in spring of 2019.

This report describes the process staff used to recommend the RFP award and seek approval to award the RFP (P-047-19) for the provisioning of AV equipment and associated services within the CEC public meeting spaces to Applied Electronics Ltd. for \$1,026,765.27 plus net taxes for a total amount of \$1,048,993.40.

In addition to the above RFP costs, the project still needs to fund the work of the AV design specialist, some preliminary electrical work, and maintain a roughly 10% contingency for unforeseen issues during construction. Given this, the staff are recommending a project budget of a maximum of \$1,332,103.70 including contingency. The funds are available in the IT Infrastructure Reserve and have no impact on the Board's operating budget.

*The cumulative staff time required to prepare this report was 24 hours*

## **B. PURPOSE**

1. The purpose of this report is to seek approval to award the RFP (P-047-19) for the provisioning of AV equipment, millwork, and associated installation services within the CEC public meeting spaces and to approve an overall project budget.

## **C. BACKGROUND**

1. The public boardrooms at the CEC have not received a major refresh to their AV equipment and related systems since approximately 2005 (13 years). The best practice refresh cycle for AV equipment is approximately between 3 to 5 years. As a result, the rooms have had numerous problems with the equipment in the last few years and staff have received many complaints about sound and video quality in the public boardrooms from employees, trustees, and the public. These issues are exasperated during heavily attended public meetings.
2. Connecting and communicating with the public and other TCDSB stakeholders promotes good governance and transparency, which in turn enhances public confidence in the Board's decisions and TCDSB operations. As such, staff believe the upgrade to existing public boardrooms is critical to the TCDSB as a publicly funded organization.
3. If the boardrooms are not upgraded, staff believe significant disruptions to board and committee meetings will occur in the near future as result of failing equipment. In addition, if the boardrooms are not upgraded, some cost will still need be incurred for preliminary design and electrical work.
4. The use of IT Infrastructure Reserve to fund this project means that the funds used for this project would have no impact on the Board's structural yearly operating budget.
5. Between December 2018 and February 2019, staff worked with the Audio Visual specialist and Architect to develop conceptual design and layout for the public boardroom meeting spaces. The concept drawings were reviewed with trustees on February 14<sup>th</sup>.
6. The detailed technical specifications and construction drawings of the upgrades to the CEC Boardroom and public meeting spaces were developed between mid-February and April to create the RFP document.

7. Some advance work has occurred to run electrical conduits and network cabling to prepare the CEC Boardroom and public meeting spaces to be ready for the start of the installation of the AV equipment and millwork.

#### **D. EVIDENCE/RESEARCH/ANALYSIS**

1. The RFP was issued to the market on April 26, 2019 in accordance with Board's purchasing policy. The RFP was advertised on the Bids and Tenders website.
2. A mandatory bidders meeting was held on May 2, 2019 attended by ten (10) firms representing potential contractors for the planned scope of work. Led by the Audio Visual specialist, a site review and walk-through of the public boardroom meeting spaces was conducted for the bidders.
3. The RFP closed on May 30, 2019. There were three (3) proposals received from the following firms.

Applied Electronics Ltd.  
Solotech  
Westbury National

4. Proposals to this RFP must include the mandatory documents and attendance at the bidders meeting in order to be considered further. Bidders to the RFP were required to submit a two part submission for the Technical requirements proposal and Price proposal. As part of the initial RFP evaluation process, submissions were reviewed to determine compliance with the mandatory requirements. All submitted proposals were determined compliant and passed to the next step, the evaluation of Technical requirements proposal.
5. An RFP evaluation team was assembled that included the Audio Visual specialist, Architect, staff from the Facilities and Information Technology departments and staff from the Material Management department to provide RFP and evaluation process oversight and audit.
6. The evaluation criteria and associated points for scoring were divided between several technical requirements and pricing. The pricing section

accounted for the largest single criteria weight and was 40% of the overall total evaluation. The pricing proposal remains sealed and is only considered in the evaluation process for those bidders passing the technical section of evaluation.

7. The evaluation team reviewed and evaluated the submissions based on technical and price proposal requirements using the defined evaluation criteria. Where required, questions were addressed to the bidders to clarify and confirm details of the bidder's proposal. The recommendation is that the RFP be awarded to Applied Electronics Ltd. being the highest ranked, lowest cost bid meeting the technical requirements as defined in the RFP at cost of \$1,048,943.40
8. Staff have reviewed the project timeline with the recommended bidder, Applied Electronics Ltd., to align the equipment procurement and construction schedules. The project timeline would be as follows.

<b>Room</b>	<b>Build Start</b>	<b>Build End</b>
Catholic Teachers Centre	Oct. 8, 2019	Nov. 15, 2019
Boardroom	Dec. 13, 2019	Jan, 31, 2020
Large CR & Small CR	Dec. 13, 2019	Jan, 31, 2020

9. The construction timeline would have an impact on the use of the Boardroom for the Board of Trustee meetings in January. As a result, Board of Trustee meetings in late December and January would likely need to be moved to the Catholic Teachers Centre. A temporary setup would be in place in the Catholic Teachers Centre to accommodate these meetings.
10. In addition to the above RFP costs, the project still needs to fund the work of the AV design specialist, some preliminary electrical work, and maintain a roughly 10% contingency for unforeseen issues during construction. Given this, staff are recommending a project budget of a maximum of \$1,332,103.70 including contingency net taxes. The breakdown is as follows:

RFP cost	\$1,048,943.40
Preliminary electrical work	\$81,401.09
Estimated cost for AV design & review	\$80,658.87
Sub Total	\$1,211,003.36
<b>Total with 10% contingency</b>	<b>\$1,332,103.70</b>

11.The above funds are available in the IT infrastructure reserve and do not impact the Board’s operating budget.

## **E. STAFF RECOMMENDATION**

This report recommends that the RFP (P-047-19) for the provisioning of A/V equipment, millwork and associated installation services within the CEC public meeting spaces be awarded to Applied Electronics Ltd. for \$1,048,993.40 net taxes; the overall project budget to be set at \$1,332,103.70 inclusive of contingency; and that the project be funded from IT Infrastructure Reserve.



## REPORT TO

## CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY COMMITTEE

### MONTHLY PROCUREMENT APPROVALS

*“What you heard from me, keep as the pattern of sound teaching, with faith and love in Christ Jesus. Guard the good deposit that was entrusted to you—guard it with the help of the Holy Spirit who lives in us.”*

**2 Timothy 1:13-14**

Created, Draft	First Tabling	Review
September 4, 2019	September 12, 2019	<a href="#">Click here to enter a date</a>
D. Reid, Sr. Coordinator of Material Management J. Charles, Purchasing Manager P. De Cock, Comptroller of Business Services & Finance		
<b>RECOMMENDATION REPORT</b>		

**Vision:**

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**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**

As required by the TCDSB Purchasing Policy (FP.01), the Board of Trustees approve any procurement activity/awards in excess of \$50,000. This report submits to the Board of Trustees all procurement activity/awards in excess of \$50,000 subsequent to August 22<sup>nd</sup> for review and approval, and further reports will be prepared on a monthly basis for the Corporate Services, Strategic Planning and Property Committee.

*The cumulative staff time required to prepare this report was 2 hours.*

## **B. PURPOSE**

1. This report responds to a TCDSB Purchasing Policy regulation requiring Board of Trustees approval for any procurement activity/award equal to or greater than \$50,000.

## **C. BACKGROUND**

1. The Board Purchasing Policy FP01 provides delegation of authority to the Director of Education to approve the award of all contracts and expenditures not to exceed a threshold of \$50,000 where the Board of Trustees has approved the budget, project or report.
2. In order to facilitate procurement activity and/or awards in excess of the \$50,000 limit, this report recommends approval for the attached list of procurement requisitions and/or awards.

## **D. EVIDENCE/RESEARCH/ANALYSIS**

1. A complete listing and description of procurement requisitions and/or awards appears in Appendix A.

## **E. CONCLUDING STATEMENT**

That the Board of Trustees approve all procurement activities/awards listed in Appendix A.

<b><u>LIST OF PURCHASE ORDER OVER \$50,000</u></b>			
<b>Between August 22, 2019 to September 4, 2019</b>			
<b><u>Vendor</u></b>	<b><u>Type</u></b>	<b><u>Description</u></b>	<b><u>Amount</u></b>
<b>SharePoint Professional Services</b>	Contract Renewal	On going staffing support to maintain the SharePoint environment. SharePoint is the technology platform that runs the internal Intranet and also the public website.  Budget: Funded by ICT Services Operating budget. No budget increase required.  Superintendent Contact: Steve Camacho, Chief Information Officer	\$68,250
<b>Microsoft Software Support</b>	Contract Renewal	Procurement Type: renewal of existing contract  Description: On going software support services directly from Microsoft to support Microsoft software used by the TCDSB. The TCDSB uses Microsoft software extensively including for all servers and databases that underpin many mission critical systems. The TCDSB also uses Microsoft software such	\$131,860



**APPENDIX A**

		as Windows and Office for computers in classrooms and staff area. This is a 1 year renewal from Oct 2019 to Oct 2020. Budget: Funded by ICT Services Operating budget. No budget increase required. Superintendent Contact: Steve Camacho, Chief Information Officer	
<b>Power School Canada ULC.</b>	Renewal	SmartFind Express Sub Support Renewal for 07/13/2019 to 07/12/2020	\$75,294 (USD)
<b>Yes HomeStay</b>	Contract	Commission for the hosts of 31 new arrival International VISA students 2019 – 2020.	\$85,900



REPORT TO

## CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY COMMITTEE

### STUDENT INFORMATION SYSTEM (SIS) PROJECT UPDATE

*"For surely I know the plans I have for you, says the Lord, plans for your welfare and not for harm, to give you a future with hope." Jeremiah 29:1*

#### Created, Draft

August 26, 2019

#### First Tabling

September 12, 2019

#### Review

[Click here to enter a date.](#)

Steve Camacho, Chief Information Officer

#### INFORMATION REPORT

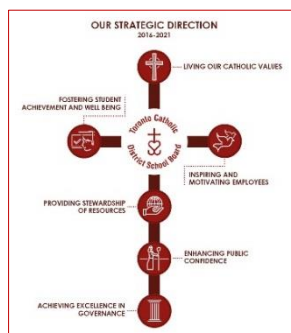
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Director of Education

D. Koenig  
Associate Director  
of Academic Affairs

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

## **A. EXECUTIVE SUMMARY**

A Student Information System (SIS) is mission-critical organization wide system that stores and manages all student records for current and past students. Beyond managing student records, the SIS is critical for to the TCDSB as a data source for funding and for staffing. The TCDSB currently uses an older (legacy) Student Information System called Trillium, which it has operated since 2001.

In 2016, PowerSchool, a large SIS vendor, purchased the Trillium SIS business in Ontario and subsequently announced that it will no longer add new functionality to Trillium; PowerSchool indicated that they would like to see school boards “upgrade” to the PowerSchool SIS, their core SIS product.

In response to Trillium’s uncertain future, several school boards participated in a RFP issued by Ontario Education Collaborative Marketplace (OECM) on behalf of all school boards in Ontario for a new SIS. In January 2019, OECM announced the winning Bidder as the joint bid from Fujitsu and Follett using the Aspen SIS software. Four bidders responded to the RFP, including PowerSchool.

The OECM award to Fujitsu/Follett does not force the TCDSB to implement the Aspen SIS. The TCDSB needs to sign a sub-agreement known as Client Services Agreement (CSA) to take advantage of the overall agreement completed by OECM. TCDSB staff have met with both Powerschool and Fujitsu/Follet in order to ensure that the TCDSB accepts the offer with the best overall value to the TCDSB within established procurement rules.

Although the implementation of a new modern SIS has many benefits, the implementation work is typically among the most complex IT projects an organization can undertake because it affects many core business processes. To manage such a large and complex IT project, the TCDSB will need to form a dedicated project team that will include experienced staff and administrators from within the TCDSB ranks as well as experts from the vendor team.

The project costs and schedule are not yet known, however, staff estimate the project will take between 3 to 4 years and cost between \$10M to \$15M to implement.

Staff anticipate that a final contract, project budget, funding plan, and high-level schedule will be ready for Board review and approval by December 2019.

***The cumulative staff time required to prepare this report was 15 hours***

## **B. PURPOSE**

1. The purpose of this report is to provide the Board with background information on the TCDSB's use of the student information system and work completed so far to select a new SIS. The report also provides updated estimates to trustees on the most critical aspects of a future SIS project.

## **C. BACKGROUND**

1. A Student Information System (SIS) is a mission-critical organization wide system that stores and manages all student records for current and past students. The SIS is often the "source of truth" for student information and holds a significant amount of key information such as student demographic data, grades, transcripts, parent information, attendance, and medical information just to name a few.
2. The SIS is critical to the TCDSB for funding because the information within it is used to gather enrolment totals, class sizes, and other information. This information is also sent regularly to the Ministry of Education to calculate the total amount of Grants for Student Needs (GSNs) that the TCDSB will receive in any given year.
3. Because the SIS holds classroom data, it is also used as a key data source to calculate staffing allocations. The data from the SIS is used to calculate staffing levels for student facing position such as teachers, Early Childhood Educators, Educational Assistants, and other similar groups, which in turn account for most of the TCDSB's daily operating costs.
4. The TCDSB currently uses an older (legacy) Student Information System called Trillium. The Trillium SIS is also used by approximately 44 schools boards across the province of Ontario including the TDSB. The software is not used in any other province or state.
5. The Trillium software was originally developed by the Ministry in partnership with school boards in the late 1990s. The government and schools boards in 1996 abandoned the Trillium product development and subsequently sold the unfinished product to an independent software development firm called SRB.

6. SRB developed Trillium into a viable product and subsequently licenced the product back to school boards in the early 2000s. TCDSB implemented Trillium around 2001.
7. SRB continued to develop and maintain Trillium until 2016, when Trillium was purchased by PowerSchool. PowerSchool is a large private firm that specializes in Student Information Systems among other products. The core product, the PowerSchool SIS, is installed in many schools across North America.
8. In 2017 PowerSchool announced that it will no longer be adding new functionality to Trillium; However, they would continue to support security and Ministry reporting compliance updates for the near future. PowerSchool, also indicated that they would like to see school boards “upgrade” to the PowerSchool SIS over time.
9. In response to Trillium’s uncertain future, in late 2017, several school boards participated in a Request for Information (RFI) process to learn about the overall SIS market. The RFI was conducted by the Educational Computing Network of Ontario (ECNO) on behalf of most school board in Ontario including the TCDSB.
10. Also in late 2017, the TCDSB set aside \$5M in one-time funding for a future SIS project. The funds were taken from in 2016/17 in year surplus. The Board also agreed to increase the base IT budget over 5 years to cover new anticipated operating costs of a new SIS. Since the SIS project has not been started, these funds have not been used and have accumulated. In addition, the project was not started pending the hiring of a new CIO, which occurred in March 2018.
11. In 2018, the unused budget from SIS project was placed into a strategic IT systems reserve as part of an overall reserve strategy that was approved by the Board. The intention of this reserve is to support major systems modernization projects such as a new SIS. The current strategic IT system reserve balance is \$7.95M.
12. In April 2018, the Ontario Education Collaborative Marketplace (OECM) issued an RFP for new SIS on behalf of all school board in Ontario. The TCDSB was heavily involved in the RFP process from the beginning and

contributed to the RFP criteria, bid response scoring, and master contract negotiations with the top bidder.

13. In January 2019, OECM announced the winning Bidder as the joint bid from Fujitsu and Follett using the Aspen SIS software. Follett will provide the Aspen SIS software while Fujitsu will provide implementation and on-going support services under a single contract. There were four bidders who responded to the RFP including the TCDSB incumbent vendor, PowerSchool. While the exact scoring cannot be released, staff are aware that the bid from Aspen/Fujitsu was the highest scoring bidder by a significant margin.
14. The Aspen SIS is also one of the most popular student information systems in North America. It is used by several schools, states and provinces. In Canada the Aspen SIS, is deployed to all school boards in British Columbia and Saskatchewan. In the USA, some notable large clients include Miami-Dade County Public Schools and Chicago Public Schools.

#### **D. EVIDENCE/RESEARCH/ANALYSIS**

1. The OECM award to Fujitsu/Follett does not force the TCDSB to implement the Aspen SIS software. As with all OECM procurements, the TCDSB needs to sign a sub-agreement known as Client Services Agreement (CSA) to take advantage of the overall agreement completed by OECM. The CSA allows boards to negotiate additional terms that are important to them as well as allows for additional pricing discounts.
2. Recent changes to public sector procurement rules set out by the Government encourage the use of central procurement contracts such the SIS software contract offered through OECM. Although the TCDSB does not have to choose the Aspen SIS software, not selecting it will likely mean the TCDSB would need to start its own separate lengthy RFP process and justify its reasons for doing so to the Ministry of Education.
3. The TCDSB has recently received a letter from PowerSchool with a proposal to “upgrade” Trillium to PowerSchool SIS under the existing contract. The TCDSB and other boards have engaged with the Ministry of Education to determine the viability of this offer by PowerSchool.

4. TCDSB staff have met with both Powerschool and Fujitsu/Follet to understand the specifics of their offers and contract. Staff are speaking to both vendors in order to ensure that the TCDSB accepts the offer with the best overall value to the TCDSB within established procurement rules.
5. The TCDSB uses Trillium for core functionality such as student demographic data and transcripts, but has built dozens of custom applications around Trillium to cover functionality that originally was not included in Trillium. These applications require extensive on-going maintenance work and are more prone to IT security threats. A new SIS could potentially eliminate some of these custom applications. Some examples of applications that TCDSB has built over the last 20 years include:
  - Individuals Education Plan (IEP) App to track plans for special needs students
  - Data Integration Platform (DIP) to track and report achievement data including EQAO
  - Report Card Creation App for teachers to create final report cards
  - Electronic data links to the Ontario College Application System (OCAS) and the Ontario University Application Centre (OUAC)
  - Progressive Discipline/Safe Schools application to manage student incidents, threats, and expulsions.
  - OnSIS report dashboard to track the data submission work to the Ministry
  - School Online Admissions and Registration (SOAR) software for parents and students to apply and register for their local school online.
6. In addition to all the custom software needed to support Trillium, the core Trillium system is built on older technology that is hosted in the TCDSB data centre and is only accessible via a software package installed on individual TCDSB computers. Most modern systems are built on cloud infrastructure and accessible via a web browser from any computer or device without the need to manage applications on each individual computers.
7. A new modern SIS will have a number of built functions not included in the core Trillium SIS such as a reporting and analytics engine, and IEP management function, case management functionality, electronic classroom attendance, and a parent access portal.



8. In addition to the reduction in custom software and better long-term viability of a supported off commercial systems, the implementation of new modern SIS brings with it a number of other benefits including:
  - improved access for teachers and principals on any device
  - simplified and streamlined Ministry compliance report
  - improved data security and privacy controls
  - the reduction of data centre hardware as the new software is hosted by the vendor
  - improved data integration with future software products such as a case management system
  - simplified reporting tool for teachers, principals, and central staff
9. The implementation of the new SIS is part of the draft I&T Strategic plan being presented to Board later this fall.
10. Although the implementation of a new modern SIS has many benefits, the implementation work is typically among the most complex IT projects an organization can undertake. There are a number of factors that drive this complexity such as the number of core business process affected by the system, the need to maintain operations while in transition to a new system, the number of staff that need to be trained on the new system, and the significant amount of data that needs to be transferred from the existing system to the new system.
11. In addition to the implementation complexity, it should be noted that an SIS is used by many staff on a day-to-day basis. Changing the system will likely disturb personal practices and working routines developed by staff over the last 20 years. As a result of this disruption, the project will require significant training, communications, and organizational change management effort in order to be completed and the software to be adopted successfully.
12. To manage such a large IT project the TCDSB will need to form a dedicated project team that will include experienced staff and administrators from within the TCDSB ranks as well as experts from the vendor team.
13. Although the exact costs and schedule are unknown until the final contract and project plan are completed, staff generally believe the project will take between 3 to 4 years to complete with an implementation cost of between \$10M and \$15M. Staff currently do not expect additional operating budget to



support the new system as this has already been planned within the current ICT operating budget.

14. Staff anticipate that a final contract, project budget, funding plan, and high-level schedule will be ready for Board review and approval by December 2019.

## **E. CONCLUDING STATEMENT**

This report is for the consideration of the Board and.

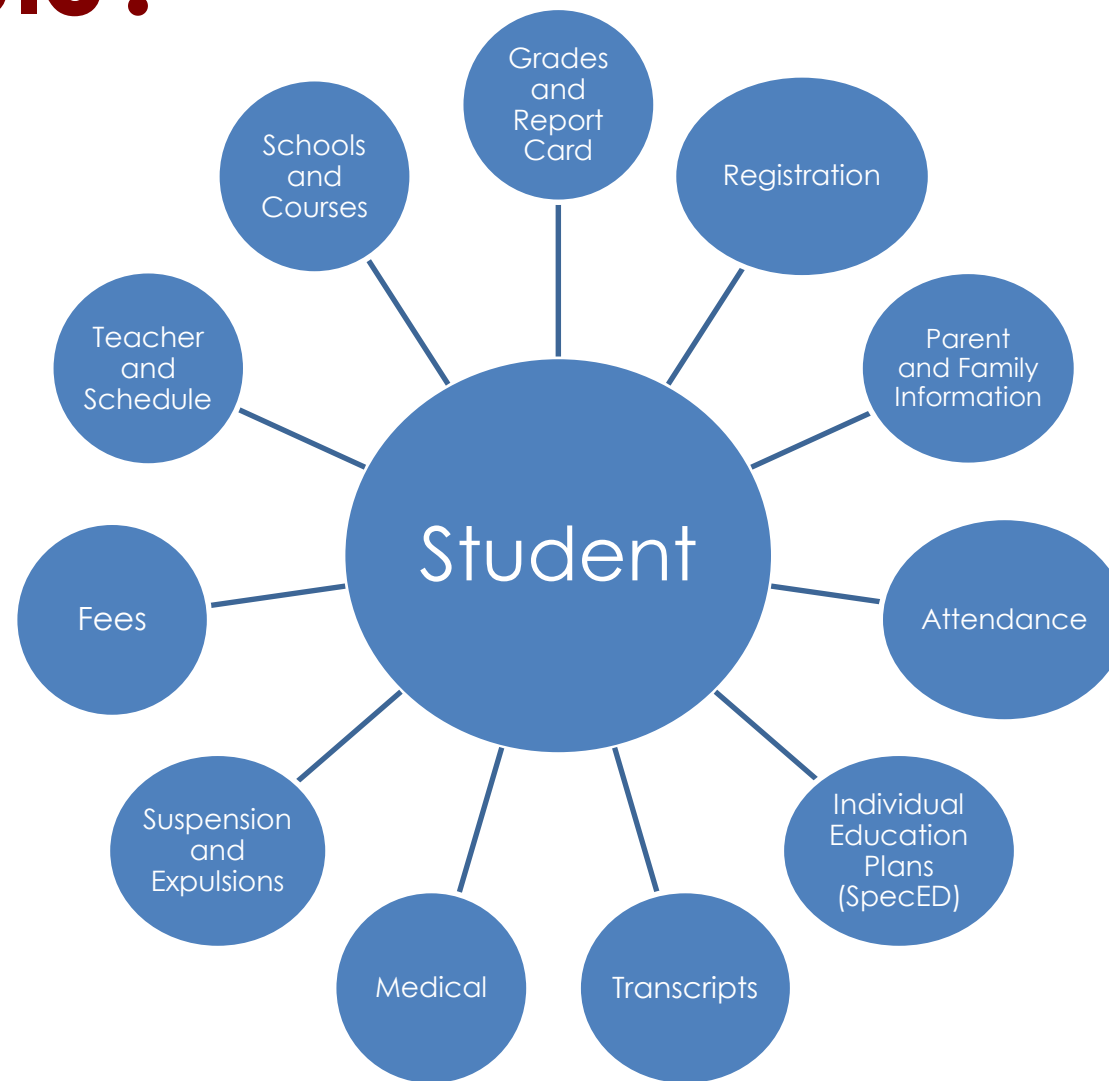


# Student Information System (SIS) Project Update

Corporate Services Committee  
Sept 2019

# What is an SIS?

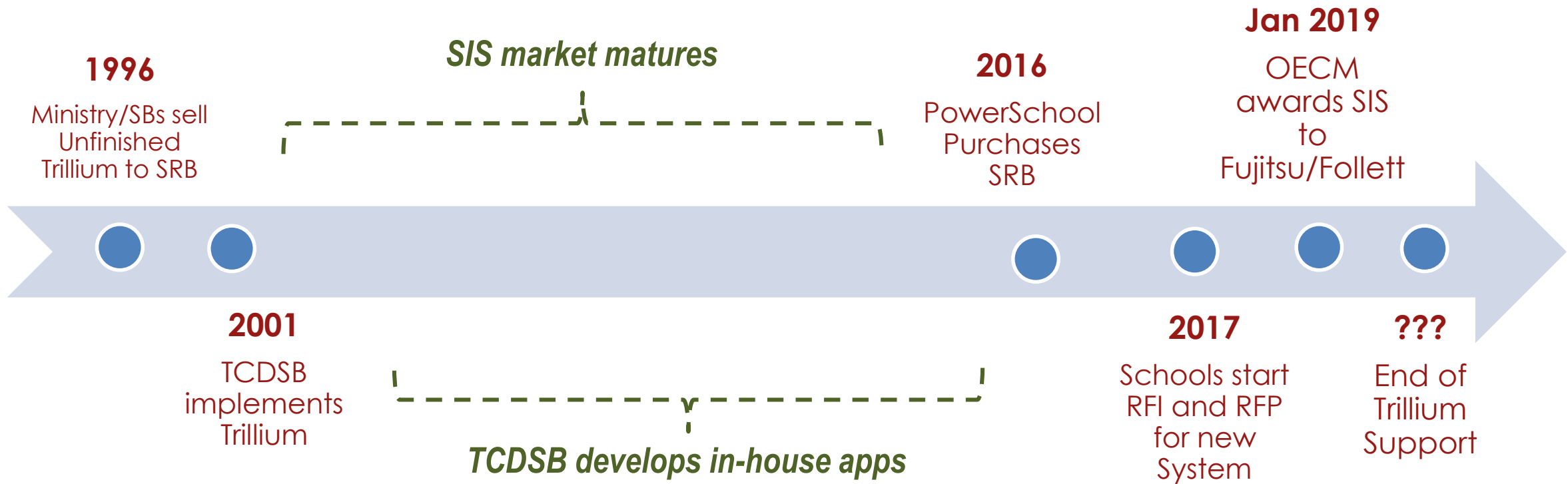
**Staffing  
Allocation  
(75% of Costs)**



**Ministry  
Funding  
(90% of  
Revenues)**



# How We Got Here



# Benefits of new SIS



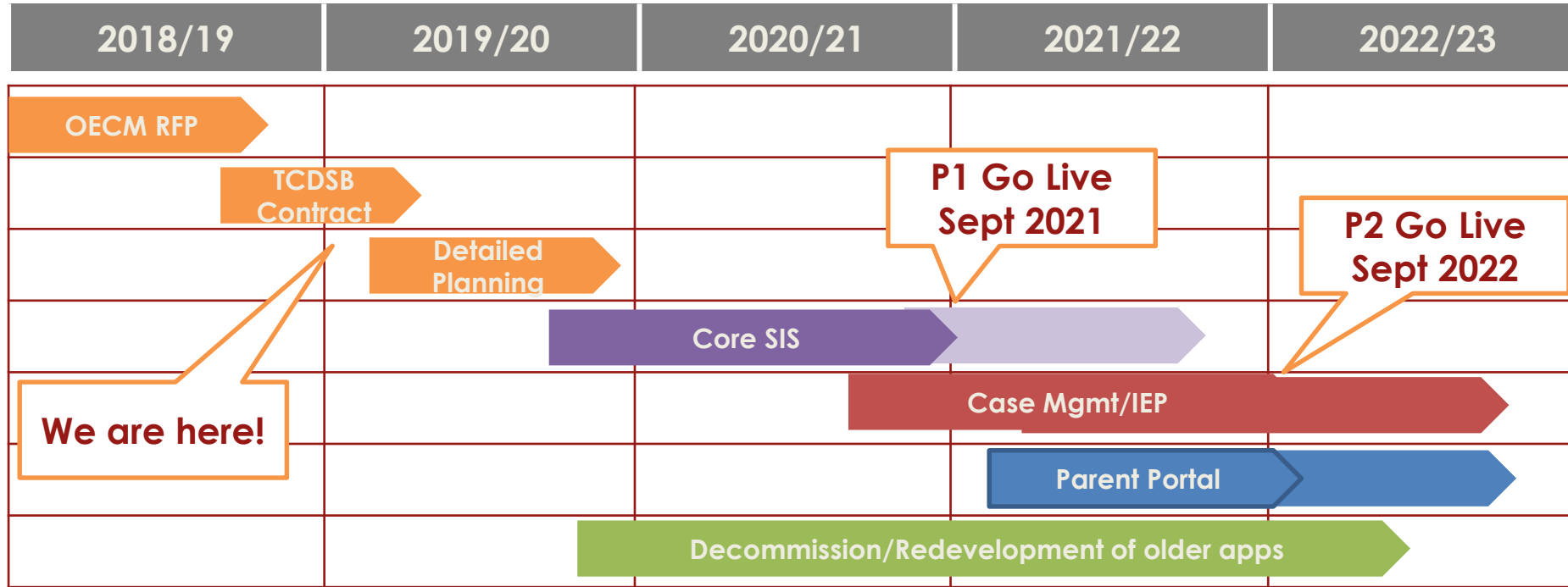
- Sustainable vendor and product
- Less custom code development and maintenance
- Better reporting tools for schools and central staff
- Easier access for teachers and principals
- Improved Ministry compliance report process
- Stronger security and privacy controls
- Better disaster recovery capabilities
- Reduction of data centre hardware
- Faster and easier integration to other systems

## A woman in a business suit stands on a ladder, drawing a complex business diagram on a large blackboard. The diagram includes various business concepts like 'NEW INFORMATION', 'INCOME', 'COMMUNITY', 'PRODUCT', 'TEAM', 'ANALYSIS', 'HELP', 'PROMOTION', 'SUCCESS', 'RESULT', 'PROCESS', 'TEAM', 'GROUP', 'IDEA', 'PRODUCTION', 'STRATEGY', and 'FINANCE'. It also features charts, graphs, and icons representing different business elements.

- **be highly complex**
- **touch many core processes**
- **impact many staff**

- **a dedicated project team**
- **a strong communications plan**
- **training for most staff**
- **sufficient time and budget**
- **trustee and leadership support**

# Rough Schedule and Cost



- 3 to 4 year project
- \$10 to \$15M in implementation Cost
- Final Estimate will be presented to Board along procurement for approval

# Next Steps

- ✓ Procurement negotiations and approval
- ✓ Updated project estimates
- ✓ Detailed planning and design
- ✓ Form dedicated project team
- ✓ Project implementation kick-off







# Questions and Answers



REPORT TO

## CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY COMMITTEE

### DELEGATED AUTHORITY UPDATE

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2 Timothy 1:13-14

Created, Draft	First Tabling	Review
September 4, 2019	September 12, 2019	<a href="#">Click here to enter a date.</a>
P. De Cock, Comptroller of Business Services & Finance D. Friesen, Superintendent of Capital Development and Asset Renewal S. Camacho, Chief Information Officer M. Farrell, Superintendent of Environmental Support Services		
<b>INFORMATION REPORT</b>		

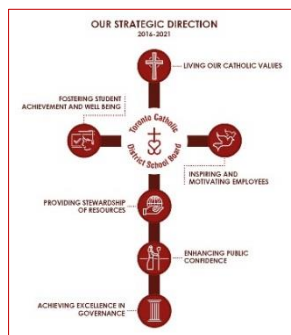
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L. Noronha  
Associate Director of Facilities,  
Business and Community  
Development, and  
Chief Financial Officer

## **A. EXECUTIVE SUMMARY**

As outlined in the June 6, 2019 report - Delegating of Authority for Approval of Summer Contract Awards 2019 (All Wards), the Board of Trustees approved the report and requested that a follow-up information report be provided in September 2019.

*The cumulative staff time required to prepare this report was 8 hours.*

## **B. PURPOSE**

1. To provide a listing of all contract awards approved by Delegated Authority over the summer months.

## **C. BACKGROUND**

1. The Board Purchasing Policy FP01 provides delegation of authority to the Director of Education to approve the award of all contracts and expenditures not to exceed a threshold of \$50,000 where the Board of Trustees has approved the budget, project or report.
2. In order to facilitate tender awards during the summer period when the Board and Committees do not meet, the Board has approved a further delegation to the Director and Chair/Vice-Chair for the Board of Trustees for any procurement activity in excess of the \$50,000 limit.

## **D. EVIDENCE/RESEARCH/ANALYSIS**

1. A complete listing of procurement awards approved by Delegated Authority over the summer months appears in Appendix A.

## **E. CONCLUDING STATEMENT**

This report is for the consideration of the Board of Trustees.

**LIST OF PROCUREMENT ACTIVITY/AWARDS BY DELEGATED AUTHORITY**

<b>Capital Development and Asset Renewal</b>			
<b><u>Activity/Award</u></b>	<b><u>Type</u></b>	<b><u>Description</u></b>	<b><u>Amount</u></b>
1. Laval House Demolition	Tender Award	To award a contract to demolish the property at Neil McNeil known as “Laval House”	\$597,743
2. Cooling Centres at Various Schools – First 9 Schools	Contract Award	To award the contracts for the first nine schools in Phase I	\$1,041,722
3. Blessed Cardinal Newman Portable Classroom Roof	Contract Award	To award a contract to complete necessary preventative maintenance work and roof repairs on 20 portables	\$125,429
4. St. Francis de Sales Ceiling Tile Abatement	Contract Award	To approve a budget for complete abatement and replacement of asbestos-containing ceiling tiles and to award a contract to conduct this work.	\$282,332
5. Our Lady of Peace Paving and Playground Improvement	Contract Award	To implement asphalt work in playground, reinstate staircase between upper and lower portions of main yard with costs to come from Renewal Funds. Outdoor play elements to be covered by CSPC funds.	\$484,249

**APPENDIX A**

6.	Immaculate Conception Canopy Removal and Concrete Replacement	Contract Award	To award a contract for canopy removal and concrete/brick restoration.	\$62,127
7.	St. Helen BAS and Heating Upgrades	Contract Award	To award a contract to upgrade the building automation system (BAS) and required heating systems.	\$292,995
8.	Madonna Interior Lighting and Controls Upgrade	Change Order	To complete asbestos abatement work for replacement of ceiling tiles in connection with previously approved lighting and controls upgrade work.	\$111,957
9.	D'Arcy McGee Schoolyard Paving	Contract Award	To reinstate asphalt in play area, resolve drainage issues, and addition of trees.	\$304,845
10.	St. John Paul II BAS Upgrade and Boiler Replacement	Contract Award	To replace the building automation system (BAS) and to approve and award the boiler and defer the boiler work to 2020 and include the cost in the next Renewal Plan.	Phase 1 \$1,155,430 Phase 2 \$643,194
11.	St. Vincent de Paul BAS, Cooling System, Boiler Replacement and Cooling Centre	Contract Award	To upgrade the building automation system (BAS) and complete required heating upgrades at the school and the addition of a Cooling Centre in the gym of the south building, including additional consulting costs.	\$1,110,479
12.	Bishop Allen PA System Upgrade	Contract Award	To upgrade the public address, master clock and gym sound systems.	\$231,392

**APPENDIX A**

13.	St. Eugene Exterior and Parking Lot Lighting Upgrade	Contract Award	To upgrade the exterior and parking lot lighting.	\$77,642
14.	St. John Vianney Electrical Panel Upgrades	Contract Award	To upgrade the electrical panels.	\$88,736
15.	St. Mother Teresa PA System Upgrade	Contract Award	To upgrade the public address, master clock and gym sound systems.	\$295,242
16.	Mother Cabrini Exterior Door and Window Replacement	Contract Award	To replace all aged exterior doors and windows.	\$314,142
17.	St. Lawrence Aluminum Door and Hardware Replacement	Contract Award	To replace all aged exterior doors.	\$60,172
18.	St. Vincent de Paul Exterior Doors and Windows	Contract Award	To award a contract for canopy removal and concrete/brick restoration.	\$495,476
19.	St. Anthony Video Surveillance and Exterior Lighting Upgrade	Contract Award	To upgrade the video surveillance system and the exterior lighting.	\$64,156
20.	St. Dorothy Fire Alarm and Exterior Lighting Upgrade	Contract Award	To upgrade the fire alarm system and exterior lighting.	\$180,517
21.	St. Norbert Catholic School Development	Contract Award	Consultation services related to the ongoing site expansion and development of the school property, complete site design and contract administration.	\$191,039
22.	Various Schools Washroom Retrofit	Contract Award	Consulting contracts to various firms for review, design, tender and project management of various scopes of work	\$136,241

**APPENDIX A**

			related to washroom upgrades at 10 schools.	
23.	Msgr. Fraser Isabella Campus Exterior Door Replacement and Brick Repair	Contract Award	Replacement of some exterior doors as well as brick repair and/or replacement as required.	\$122,388
24.	St. John XXIII Catholic School Heating System and BAS Upgrades	Change Order	A change to the original contract to address additional scope of work required as well as the resulting increase to the consulting fee.	\$57,324
25.	St. Paschal Baylon Catholic School Track and Rubberized Surface	Contract Award	Landscape revitalization including childcare playground, track, the area outside of the track as required, the field area, as well as installation of new goal posts.	\$279,478
26.	St. Francis Xavier Catholic School Exterior Wall Repair and Chimney Restoration	Contract Award	Repair exterior brickwork on all exterior walls, including the chimney.	\$315,918
27.	St. Clare Catholic School Wall Restoration and Interior Painting	Contract Award	Repair exterior brickwork on all exterior walls including the chimney, as well as related interior patching and painting.	\$176,532
28.	Senator O'Connor Estate House Building Envelope Restoration	Change Order	There were 5 separate instances of unforeseen work that were identified during the course of the restoration and waterproofing project that together exceeded the previously approved contingency amount.	\$21,759

**APPENDIX A**

29. Three Schools Landscape	Contract Award	Landscaping work at 3 schools as well as additional paving work necessary in order to accommodate access under AODA regulations.	\$369,988
30. St. Charles Painting	Contract Award	Painting of the main entrance, stairwells, corridors and interior doors with the work tied into Phase 2 of the washroom renovations previously approved.	\$78,642
31. Bishop Marrocco/Thomas Merton Washroom Renovation	Contract Award	Renovations and upgrades to 1 boys' washroom, 1 male staff washroom and 1 female staff washroom including abatement of asbestos-containing materials.	\$166,827
32. St. Vincent de Paul Asbestos Abatement Boiler Room	Change Order	Abatement of asbestos in both boiler rooms.	\$66,055



<b>Environmental Support Services</b>			
<b><u>Activity/Award</u></b>	<b><u>Type</u></b>	<b><u>Description</u></b>	<b><u>Amount</u></b>
33. Lamp Supply and Recycling	Unit Price Contract Extension	To exercise the 1 <sup>st</sup> of 2 one-year options to extend the existing contract to provide new lamps throughout the Board's facilities	\$73,342
34. Uniforms for Custodial and Maintenance	Contract Extension	To exercise the 1 <sup>st</sup> of 2 one-year options to extend the existing contract to provide the required uniforms for staff in Environmental Support Services Division as required by Collective Agreement	\$123,983
35. Preventative Maintenance 2019-20	Contract Extension	The extension of 4 preventative maintenance contracts previously awarded with options to renew, as well as 2 unit-price preventative maintenance contracts.	\$290,118
<b>Planning and Development</b>			
<b><u>Activity/Award</u></b>	<b><u>Type</u></b>	<b><u>Description</u></b>	<b><u>Amount</u></b>
36. Monsignor Fraser College Annex Campus License Agreement with City of Toronto	License Agreement	A 10-year License Agreement with the City of Toronto for the construction, operation and maintenance of a parkette and community garden at this campus.	\$272,962

All Other Business Areas			
<u>Activity/Award</u>	<u>Type</u>	<u>Description</u>	<u>Amount</u>
37. Renewal of AirWatch Mobile Device Management Software	Contract Renewal	To renew the software licence for AirWatch for 1 year. This product helps manage and secure all student devices such as tablets and staff phones. Province-wide contract/RFP completed by the Ontario Education Collaborative Marketplace (OECM)	\$103,180
38. Dell EMC Servers for ESX	Purchase Order	To amend the existing agreement and continue with Dell EMC as the vendor of record for servers and complete the purchase of 4 ESX host servers, used to support various academic and business systems, as part of the normal server refresh cycle. Province-wide (OECM) agreement.	\$196,283
39. Google Chrome OS Management Console Licences	RFQ Award	Purchase of an additional 2,000 Chrome OS Management Console licences, based on Province-wide OECM vendors.	\$67,998
40. Continuing Education Quest Index	Purchase Requisition	Additional binders to be printed/prepared for English as well as French language companion assessment binders for province-wide curriculum	\$176,996

# APPENDIX A

		use on behalf of the Government of Ontario funded program	
41. VMware Support	Renewal	Renewal of one-year VMware license under contract. VMware helps us run efficient data centre operations and is the underlying technology to all our core systems. The Board went to market for these licenses in 2015 and the TCDSB are under contract with Compugen until August 2020.	\$92,169
42. IBM Global Financing Canada – Elementary School Ipad	Lease Payment	Yearly payment of lease fees for 3,780 iPads deployed across elementary schools. Lease contract was tendered in 2017 for 36 months. This is year 3 of the agreement. Replacement scheduled for August 2020.	\$400,005
43. IBM Global Financing Canada – Elementary School Laptops (Cloudbooks)	Lease Payment	Yearly payment of lease fees for 3,675 laptops deployed across elementary schools. Lease contract was tendered in 2017 for 36 months. This is year 3 of the agreement. Replacement scheduled for August 2020.	\$383,112
44. Macquarie Equipment Finance Ltd. – Special Services Computers	Lease Payment	Yearly payment of lease fees of computers for all Special Services staff. Lease contract was tendered in 2017 for 41 months. This is year 3 of the	\$135,069

**APPENDIX A**

		agreement. Replacement scheduled for March 2021.	
45. Macquarie Equipment Finance Ltd. – Secondary Commtech Computer Labs	Lease Payment	Yearly payment of lease fees for Dell and Apple computers in secondary school Commtech Labs. Lease contract was tendered in 2018 for 36 months. This is year 2 of the agreement. Replacement scheduled for March 2021.	\$469,805
46. Dell Financial – Facilities and Custodial Computers	Lease Payment	Yearly payment of lease fees for Dell computers for Facilities staff at the Catholic Education Centre and schools. Lease contract was tendered in 2018 for 33 months. This is year 2 of the agreement. Replacement scheduled for 2021.	\$134,570
47. Macquarie Equipment Finance Ltd. – Office Computers	Lease Payment	Yearly payment of lease fees for computers at the Catholic Education Centre and field office staff. Lease contract was tendered in 2017 for 31 months. This is year 2 of the agreement. Replacement scheduled for May 2020.	\$170,951
48. Insignia – Library Software	Renewal	Yearly license fee for Insignia library software used by all schools to manage library inventory and borrowing. Software RFP was issued in 2012 and extended to all schools in 2014.	\$70,490

**APPENDIX A**

49.	West Unified Communications – School Messenger Software	Renewal	Yearly license fee for School Messenger software used by schools to communicate with parents and manage attendance “call outs”. Software agreement is for 36 months and agreement was signed in 2017.	\$326,667
50.	Bell – Wide Area Network (WAN) Services	Renewal	Yearly fee for Board network connecting all schools to the Catholic Education Centre and the Internet. Agreement in place until August 2022.	\$1,759,686
51.	Cogeco – Internet Access Services	Renewal	Yearly fee for Board network to connect to the Internet. Agreement in place until August 2020.	\$142,207
52.	Macquarie Equipment Finance Ltd. – School Office Computers	Lease Payment	Yearly payment of lease fees for computers in all school offices. Lease contract was tendered in early 2019 for 36 months. This is year 2 of the agreement. Replacement scheduled for August 2022.	\$356,614
53.	Cellphone Services	Yearly Payment	Yearly approval of month-to-month fees for all Board issued cellphones.	\$420,000
54.	School Landline Services	Yearly Payment	Yearly approval of month-to-month landline fees for all schools and the Catholic Education Centre.	\$711,600

# APPENDIX A

55.	Dell – Purchase of Parts for Computers Not Under Warranty	Renewal	Yearly purchase order for as-needed computer parts and repair services for any Dell computers that are still used but out of warranty. Board under contract with Dell via OECM RFP.	\$102,160
56.	PowerSchool – Trillium Student Information System Software Renewal	Renewal	Yearly license fee for Trillium SIS software used by schools to manage all student records. Software agreement is for year-to-year.	\$264,464
57.	Compugen Services – Procurement of Networking Equipment for Ministry Broadband Initiative	Renewal	Procurement of SD-WAN networking equipment for the Ministry’s Broadband Initiative. The purchase is 100% funded by a Ministry funding agreement and conditional on their funding approval. The Board has access to the equipment models via a province-wide contract from OECM.	\$1,159,180
58.	Parent Books	Purchase Order	Classroom support materials for Early Learning Program. The Ministry has provided funds to support professional learning for the 2017-18-19 year in order to build capacity among Designated Early Childhood Educators at the TCDSB, as well as support professional development growth.	\$58,460
59.	Louise Kool & Galt Limited	Purchase Order	Classroom support materials for Early Learning Program. The Ministry of	\$128,883

**APPENDIX A**

		Education has provided funds to support the professional learning for the 2017-18-19 years in order to build capacity among Designated Early Childhood Educators at the TCDSB, as well as support professional development growth.	
60. Fine Papers	Tender Award	A one-year term contract for the supply of fine papers for school and administrative use. This tender was issued through a consortium known as the Catholic School Boards Services Association (CSBSA)	\$750,000
61. Bridges Canada	Purchase Requisition	For an open purchase order for Bridges training and to cover payment of invoices submitted for Special Equipment Training.	\$100,000
62. School Board Cooperative Incorporated (SBCI)	Contract Extension	To extend the existing contract with SBCI to provide strategic attendance management and support services to our Sick Leave and Disability Department.	\$308,357



## REPORT TO

## CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY COMMITTEE

### CAPITAL PROGRAM UPDATE 2019

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

Created, Draft	First Tabling	Review
September 3, 2019	September 12, 2019	
L. Northey, Senior Manager, Capital Development P. de Cock, Comptroller, Finance and Business Services M. Farrell, (Acting) Superintendent of Environmental Support Services D. Friesen, (Acting) Superintendent of Capital Development and Asset Renewal		
<b>INFORMATION REPORT</b>		

**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**

This report updates the Board on the status of the Capital Program, consisting of six projects completed in the last year and 20 active projects in various stages of development. An additional 19 child care additions/retrofits are on hold pending confirmation of operational funding from the City of Toronto. All projects are funded largely by the Provincial Government through various Capital grants, which have been awarded over the past 10 years.

Capital projects at The Holy Trinity, St. Simon, St. Clement, St Paschal Baylon, St Stephen and St. Maurice were completed and occupied in the last year.

A new St. John the Evangelist Catholic School and an addition at St. Augustine welcomed students at the beginning of this school year and site work will be completed in the coming months.

No new projects have been initiated within the past year, as there were no new Ministry funding announcements.

*The cumulative staff time required to prepare this report was 16 hours.*

## **B. PURPOSE**

This report provides an update on the status of the Capital program, including a summary of project budget approvals by the Ministry of Education (EDU).

## **C. BACKGROUND**

- 1. Capital projects from earlier funding years (“New Pupil Place,” “Enrolment Pressures” and Full-Day Kindergarten, dating back to 2008,) that are complete are not included in this update of the Capital Program.** The value of this completed Capital Work is \$218M and includes 6 replacement elementary schools, 21 classroom additions and a number of child care and FDK retrofits and additions.
- 2. Since the last Capital Program Update issued September 2018, the Board has received no new Capital Funding.** The Ministry of Education issued no new funding announcements in this time. The last Capital Priorities funding submission was September 8, 2017, with funding granted in March, 2018.

3. ***The Ministry of Education announced the launch of the 2019-20 Capital Priorities Program on July 22, 2019.*** The Board approved the Capital Priorities ranking criteria at its meeting on August 22, 2019. Determination of the Board's Capital Funding Priorities based on the approved criteria is ongoing and will be submitted to EDU by the deadline of September 30, 2019.
4. ***In April 2019, EDU issued Memo 2019:EYCC3 putting stand-alone child-care projects on hold pending a commitment from Consolidated Municipal Service Managers (CMSM) to provide multi-year operating funding.*** Boards were to submit a joint confirmation form signed by the CMSM (City of Toronto for TCDSB) and the Director confirming the operating funding by August 31, 2019. The City of Toronto requested an extension, and on August 29, EDU granted an extension until October 31, 2019.
5. ***In addition to funding grants, the Ministry will provide additional funding for some site specific costs upon review of a detailed cost estimate.*** The Ministry recognizes that there are site specific costs that are not included in the construction standard outlined in the *Report from the Expert Panel on Capital Standards* on which the benchmark funding is based. Unique site costs can include storm water management, removal of hazardous materials, costs related to infrastructure upgrades, poor soils, difficult site grading, third-storey premium for small sites, Toronto Green Standard and green roof by-law. This additional funding must be approved prior to requesting Approval to Proceed (ATP).
6. ***In growth areas of the City, Education Development Charges (EDCs) are also available to cover site preparation costs.*** These can include storm water management, removal of hazardous materials, infrastructure upgrades and costs related to poor soils.

#### **D. EVIDENCE/RESEARCH/ANALYSIS**

1. ***The value of current active (in progress) Capital projects is \$379M.*** Refer to Appendix A for a detailed financial breakdown and project status for all projects.
2. ***The Board's current Capital Program consists of 18 elementary and secondary school projects in various development stages and funded from***

***Ministry grants, Board Proceeds of Disposition (POD) and Development levies/contributions as follows:***

<b>School</b>	<b>Ward</b>	<b>Funding Received</b>	<b>Project Type</b>	<b>Status</b>
The Holy Trinity	4	2011 Capital Priorities Grant (CPG)	Elementary School Replacement	Completed Fall 2018 Final deficiencies / remedial work being completed.
St Simon	3	2011 CPG	Elementary School Replacement	Completed Fall 2018 Final deficiencies / remedial work being completed.
St. Paschal Baylon	5	2014 Proceeds of Disposition (POD)	Elementary School Addition	Completed Fall 2018 Final deficiencies / remedial work being completed
St. Clement	2	2015 Enrolment Pressures (EP)	Elementary School Addition/ Child Care retrofit	Completed Spring 2019 Final deficiencies / remedial work being completed
St. Augustine – Phase 2	3	2015 EP	Elementary School Addition/ Child Care retrofit	Addition occupied September 2019 Soft landscaping/ Child Care fit-out to be completed by Spring 2020.

<b>School</b>	<b>Ward</b>	<b>Funding Received</b>	<b>Project Type</b>	<b>Status</b>
St. John the Evangelist	10	2011 CPG City of Toronto funded Child Care	Replacement Elementary School	School occupied September 2019  Site work to be completed end of October.  Access to tunnel deck grass area late spring.
Bishop Macdonell / Railway Lands	9	Development Levies	New Elementary School	Construction delayed by trade union strikes.  Occupancy scheduled for January 1, 2020
St. Joseph Morrow Park	11	2011 CPG	Replacement Secondary School	In Construction  Occupancy June 2020
St. Bruno / St. Raymond	9	2016 School Consolidation Capital (SCC)/ Child Care	Replacement Elementary School	Construction Documentation / Site Plan Approval
St. Leo / St. Louis	4	2016 SCC/ Child Care	Replacement Elementary School	Construction Documentation / Site Plan Approval
St. Antoine Daniel	5	2016 CPG/ Child Care	Replacement Elementary School	In Design  Architect appointed
Baycrest Avenue	5	2014 POD (originally for St. Margaret)	New Elementary School	In Design  Architect appointed

School	Ward	Funding Received	Project Type	Status
Holy Angels	4	2018 CPG/ Child Care	Replacement Elementary School	In Design Architect appointed
St. Fidelis	10	2014 CPG/ Child Care	Replacement Elementary School	In Design Architect appointed
St. Matthias	11	2018 CPG/ Child Care	Replacement Elementary School	In Design Architect appointed
Blessed Cardinal Newman	12	2015 CPG	Replacement Secondary School	In Design Architect appointed
Dante Aligheri Academy / Regina Mundi	5	2011 CPG 2016 Child Care	Replacement Secondary School/ Retrofit of existing for Elementary/ Child Care	In Design Architect appointed
St Michael Choir	9	2018 CPG Archdiocese Commitment	Replacement	Architect Selection

3. *The Board's current Capital Program also consists of seven child care projects in various development stages and funded from Ministry grants and by the City of Toronto as follows:*

<b>School</b>	<b>Ward</b>	<b>Funding</b>	<b>Project Type</b>	<b>Status</b>
St. Stephen	1	City Funded	Child Care Retrofit	Completed Spring 2019 Final deficiencies / remedial work being completed
St. Maurice	1	City Funded	Child Care Retrofit	Completed Spring 2019 Final deficiencies / remedial work being completed
St Columba	8	City Funded	Child Care Retrofit	Completed Spring 2019 Final deficiencies / remedial work being completed
St. Barnabas	8	City Funded	Child Care Addition	Construction Documentation General Contractor Prequalification
St. Bartholomew	8	City Funded	Child Care Addition	Construction Documentation General Contractor Prequalification
St. Roch	3	City Funded	Child Care Addition	Construction Documentation General Contractor Prequalification
St Margaret (Carmichael)	5	2018 CPG Child Care	Child Care Addition (potential gym addition)	In Design Costing for gym addition submitted to EDU for approval

4. ***The following are additional projects undertaken by Capital Development:***
- Development of new design standards for secondary schools is nearly complete. The draft final document is currently under review.
  - *Conserve First: Net Zero Research Study* has been finalized and will be presented to the Board in September
5. ***Nineteen Ministry-funded Child Care retrofits and additions have been put on hold until October 31, 2019, pending commitment of multi-year operational funding by the City of Toronto.*** At the time of the EDU Memorandum 2019:EYCC3, issued in April, 2019, these projects had progressed through consultant selection, design work was underway and submissions for pre-qualification from general contractors have been received.

<b>Project</b>	<b>Ward</b>	<b>Project</b>	<b>Ward</b>
Father Serra	2	St. Edmund Campion	12
Holy Family	4	St. Gerald	11
Nativity of Our Lord	2	St. Jean de Brebeuf	8
Pope Francis	9	St. Jude	3
Santa Maria	12	St. John Vianney	1
St. Albert	7	St. Kevin	7
St. Andre	3	St. Nicholas of Bari	6
St. Barbara	12	St. Pope Paul VI	6
St. Bernard	10	St. Thomas Aquinas	9
St. Dominic Savio	8		

6. ***The Board's Capital Program has resulted in the removal of 288 portables from the system since 2008,*** with an estimated further 57 by the 2022/23 school year.

## **E. METRICS AND ACCOUNTABILITY**

1. Capital project budgets are monitored through the Board's financial systems and audit processes and financial status is reported to the Ministry of Education twice a year through the Capital Asset Project Template.
2. All Capital Project Supervisor salaries are charged to the Capital project budgets on which they work, with the cost ranging from 0.8% to 3% of the project budget, depending on the size and complexity of the project.
3. Other costs such as site acquisition and site preparation that fall outside of the Capital funding benchmark are charged to Education Development Charges, if eligible, or submitted to the Ministry as unique site-related costs.

## **F. CONCLUDING STATEMENT**

This report is for the consideration of the Board.



## APPENDIX A CAPITAL PLAN SUMMARY - SEPT 2019

School/Project Name	Project Type	% Complete	Current Project Budget/Cost	EDU FUNDING		OTHER (NON-EDU) FUNDING			Total Project Funding	Funding Surplus/ (Shortfall)
				Total EDU Approved Funding	Pending Funding for Unique Site Cost	EDC Funded Costs	Other (City, Develop't Levies, Archdi etc.)	EDU Approved Board POD		
The Holy Trinity	New School - Elementary	100%	\$13,340,872	\$10,770,174		\$2,570,698			\$13,340,872	\$0
St. Simon	New School - Elementary	100%	\$12,636,416	\$11,719,798		\$916,618			\$12,636,416	\$0
St. Pashal Baylon	Addition	100%	\$14,412,653	\$2,734,933				\$11,677,720	\$14,412,653	\$0
St. Clement	Addition	100%	\$7,488,104	\$7,488,104					\$7,488,104	\$0
St. Augustine - Phase 2	Addition	93% construction	\$9,171,654	\$9,171,654					\$9,171,654	\$0
St. John the Evangelist	New School - Elementary	90% Construction	\$20,429,550	\$12,299,165		\$5,532,233	\$2,598,152		\$20,429,550	\$0
Bishop Macdonell/Railway Lands	New School - Elementary	40% construction	\$19,624,176	\$0		\$0	\$19,624,176	\$0	\$19,624,176	\$0
St. Joseph Morrow Park	New School - Secondary	45% Construction	\$32,483,045	\$22,543,937		\$9,939,108			\$32,483,045	\$0
St. Bruno/St. Raymond	New School - Elementary	75% Design	\$14,209,217	\$11,533,033	TBD	\$0			\$11,533,033	(\$2,676,184)
St. Leo/ St. Louis	New School - Elementary	75% Design	\$15,909,203	\$12,362,048	TBD	\$3,086,880			\$15,448,928	(\$460,275)
St. Antoine Daniel	New School - Elementary	5% Design	\$15,070,104	\$13,220,104	TBD				\$13,220,104	(\$1,850,000)
Baycrest Avenue	New School - Elementary	5% Design	\$14,145,400	\$3,139,978	\$418,547	\$1,768,844		\$8,818,031	\$14,145,400	\$0
Holy Angels	New School - Elementary	5% Design	\$17,819,660	\$17,358,410	TBD	TBD			\$17,358,410	(\$461,250)
St. Fidelis	New School - Elementary	5% Design	\$15,007,117	\$13,726,750	\$820,224	\$460,143			\$15,007,117	\$0
St. Matthias	New School - Elementary	5% Design	\$15,478,275	\$13,785,309	TBD	TBD			\$13,785,309	(\$1,692,966)
Bl. Cardinal Newman	New School - Secondary	5% Design	\$38,778,385	\$30,576,050	\$585,983	\$7,616,352			\$38,778,385	\$0
Dante Aligheri/ Regina Mundi	New Schools - Elementary + Secondary	10% Design	\$34,497,751	\$32,818,951		\$1,281,944	\$396,856		\$34,497,751	\$0
St. Michael Choir	New School	RFP	\$35,036,000	\$11,155,222		TBD	\$17,518,000	TBD	\$28,673,222	(\$6,362,778)
St Stephen	Child Care	100%	\$1,385,126	\$25,397			\$1,400,000		\$1,425,397	\$40,271
St. Maurice	Child Care	100%	\$1,589,076	\$117,076			\$1,472,000		\$1,589,076	\$0
St. Columba	Child Care	97% Construction	\$1,644,193	\$108,549			\$1,535,644		\$1,644,193	\$0
St. Barnabas	Child Care	85% Design	\$2,699,000	\$99,000			\$2,600,000		\$2,699,000	\$0
St. Bartholomew	Child Care	75% Design	\$2,624,000	\$24,000			\$2,600,000		\$2,624,000	\$0
St. Roch	Child Care	50% Design	\$3,312,214	\$99,000	TBD		\$1,900,000		\$1,999,000	(\$1,313,214)
St. Margaret @ Carmichael	Child Care	5% Design	\$5,879,366	\$1,942,066	\$721,758		\$596,314	\$890,606	\$4,150,744	(\$1,728,622)

## APPENDIX A CAPITAL PLAN SUMMARY - SEPT 2019

School/Project Name	Project Type	% Complete	Current Project Budget/Cost	EDU FUNDING		OTHER (NON-EDU) FUNDING			Total Project Funding	Funding Surplus/ (Shortfall)
				Total EDU Approved Funding	Pending Funding for Unique Site Cost	EDC Funded Costs	Other (City, Develop't Levies, Archdi etc.)	EDU Approved Board POD		
Holy Family	Child Care	On Hold	\$794,068	\$794,068					\$794,068	
St. John Vianney	Child Care	On Hold	\$771,380	\$771,380					\$771,380	
Blessed Pope Paul VI	Child Care	On Hold	\$529,379	\$529,379					\$529,379	
Pope Francis	Child Care	On Hold	\$794,069	\$794,069					\$794,069	
Nativity of Our Lord	Child Care	On Hold	\$2,571,267	\$2,571,267					\$2,571,267	
St. Albert	Child Care	On Hold	\$2,571,267	\$2,571,267					\$2,571,267	
St. Thomas Aquinas	Child Care	On Hold	\$2,571,267	\$2,571,267					\$2,571,267	
Father Serra CS	Child Care	On Hold	\$1,542,762	\$1,542,762					\$1,542,762	
Santa Maria	Child Care	On Hold	\$1,028,508	\$1,028,508					\$1,028,508	
St. Andre	Child Care	On Hold	\$1,542,762	\$1,542,762					\$1,542,762	
St. Barbara	Child Care	On Hold	\$1,542,762	\$1,542,762					\$1,542,762	
St. Bernard	Child Care	On Hold	\$1,542,762	\$1,542,762					\$1,542,762	
St. Dominic Savio	Child Care	On Hold	\$1,542,762	\$1,542,762					\$1,542,762	
St. Edmund Campion	Child Care	On Hold	\$1,542,762	\$1,542,762					\$1,542,762	
St. Gerald	Child Care	On Hold	\$1,542,762	\$1,542,762					\$1,542,762	
St. Jean de Brebeuf	Child Care	On Hold	\$1,542,762	\$1,542,762					\$1,542,762	
St. Jude	Child Care	On Hold	\$514,254	\$514,762					\$514,762	
St. Kevin	Child Care	On Hold	\$1,542,762	\$1,542,762					\$1,542,762	
St. Nicholas of Bari	Child Care	On Hold	\$1,542,762	\$1,542,762					\$1,542,762	
			\$378,902,763	\$255,622,121	\$2,546,512	\$30,602,122	\$52,241,142	\$21,386,357	\$362,398,254	(\$16,505,017)

Total Capital Program Budgets/ Costs 2008-2018		\$596,519,857
Completed Projects Value		\$217,617,094
Total Current Project Value		\$378,902,763



## REPORT TO

# CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY COMMITTEE

## 2018-19 THIRD QUARTER FINANCIAL STATUS UPDATE

*"Whatsoever thy hand findeth to do, do it with all thy might."*  
**Ecclesiastes 9:10**

Created, Draft	First Tabling	Review
September 3, 2019	September 12, 2019	
L. LePera, Sr. Financial Analyst D. Bilenduke, Senior Coordinator of Finance P. De Cock, Comptroller of Business Services & Finance		
<b>INFORMATION REPORT</b>		

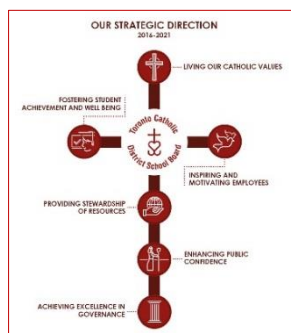
### **Vision:**

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

### **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 Financial Update Report as at May 31st, 2019 provides a year-to-date look at significant financial activities at the Board.

This is the third update for fiscal 2018-19 using the Revised Estimates approved by the Board of Trustees in December 2018. The Board is on target to end the year with a surplus. A more detailed variance summary is attached as Appendix A.

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

## **B. PURPOSE**

The Financial Update report is required to keep Trustees informed on the Board's financial performance through the year and illustrate any variance in expected outcomes. The report will provide a systematic analytical review of Operating and Capital Budgets, in the following order:

- High Level Review and Risk Assessments of Operating Budget
- High Level Review of School Renewal and Capital Projects

## **C. BACKGROUND**

1. *This report is recognized as a best practice in the province.* The Ministry of Education and the District School Board Reporting Workgroup have both identified regular periodic financial reporting as a best practice in managing the Board's financial outcomes.
2. *Year to year comparisons can be slightly skewed.* When comparing the percentage spent to this period last year, it is important to note that YTD May 2019 had 1 additional teaching day compared to YTD May 2018.

## **D. EVIDENCE/RESEARCH/ANALYSIS**

## HIGH LEVEL REVIEW AND RISK ASSESSMENTS OF OPERATING BUDGET

1. ***Salary and Benefit expenditures are expected to finish on or below target for this academic year.*** Overall, in the Salary and Benefits area, Figure 1 below illustrates the current risk exposure. This expenditure category is the most closely monitored risk as it comprises the largest portion of the operating budget. These expenditures are expected to be on track at this time.

**Figure 1:** Salary and Benefits Variance / Risk Analysis

	<b><i>Actual to Budget</i></b>		<b><i>Actual to Previous Year</i></b>		<b><i>Risk Assessment</i></b>
<i>Instructional Salaries</i>	↓	3.7%	↓	0.7%	●
<i>Instructional Benefits</i>	↑	0.7%	↓	0.7%	●
<i>Non-Instructional Salaries</i>	↑	0.9%	↓	0.8%	●
<i>Non-Instructional Benefits</i>	↓	3.5%	↓	5.9%	●

● = Low: On Track    ◆ = Medium: Monitor    ◆ = High: Action Required

Salaries are tracking very close to budget for both Instructional and Non-Instructional categories. All employee groups have been moved to the benefit trusts as of June 1<sup>st</sup> 2018. Benefits are tracking to finish on budget.

2. ***At an aggregate level, total other expenditure categories (besides salary and benefits) are expected to finish on or below target.*** Overall, in the Non-Salary area, Figure 2 below illustrates the current risk exposure.

**Figure 2:** Non-Salary Variance / Risk Analysis

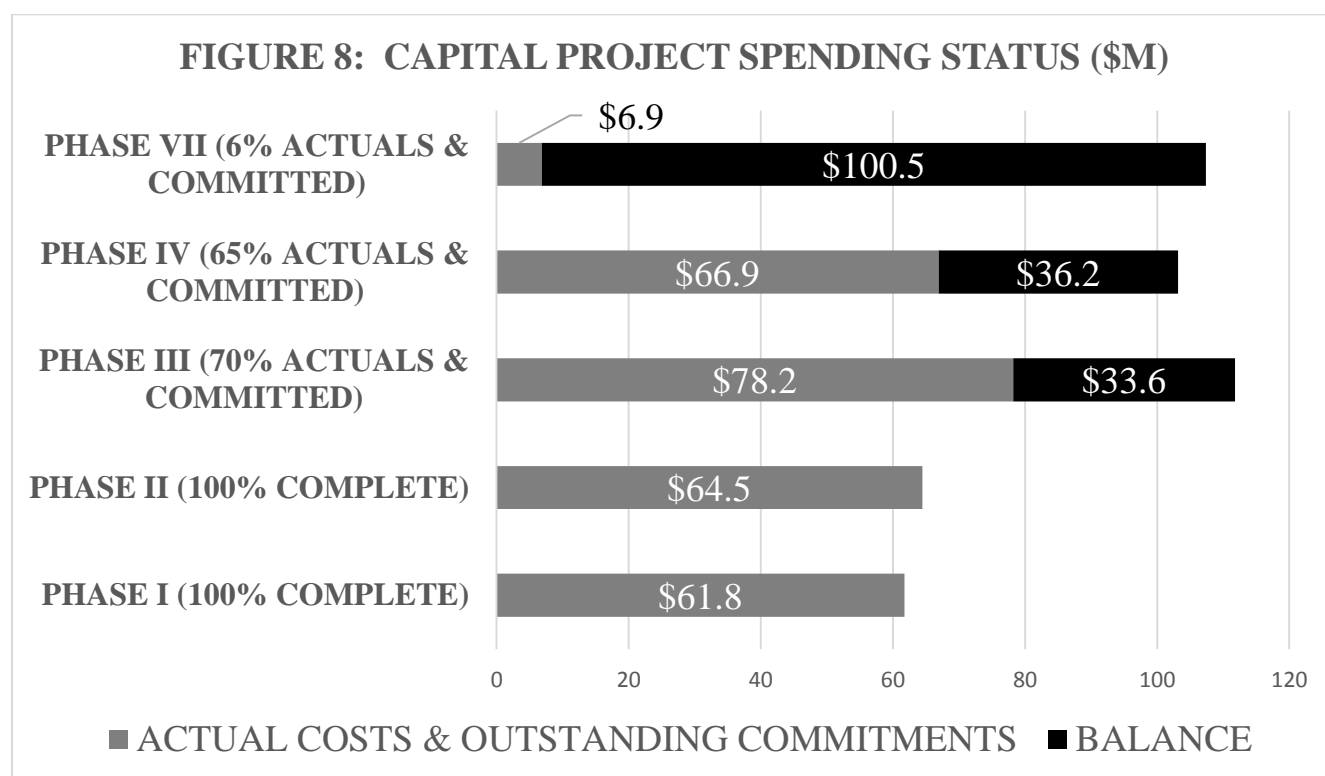
	<i>Actual to Budget</i>		<i>Actual to Previous Year</i>		<i>Risk Assessment</i>
<i>Instructional Expense</i>	↓	29.6%	↓	9.8%	●
<i>Transportation Expense</i>	↑	2.0%		0.0%	●
<i>Operations &amp; Maintenance</i>	↓	9.9%	↓	2.9%	●
<i>Other Administrative</i>	↑	30.5%	↑	26.7%	●

While Instructional expenses are tracking low compared to budget, they are considered a low risk because the timing of expenditure recognition is subject to annual variations and unspent school block funds are carried forward. Transportation costs are expected to come in on target. Although Computer expenses are trending favourable as of May, they are expected to finish on or slightly below target for this year.

3. ***Grant Revenue from the Province projected to increase by a net of \$7.635M to a maximum of \$10.135M.*** This net change is a function of a net decrease of 170 in ADE Enrolment or \$0.965M in Grants for Student Needs (GSNs), an increase in ESL Enrolment of \$5.1M and an increase in GSN Teacher Qualification & Experience Grant of \$3.5M to \$6.0M.
4. ***Priorities and Partnership Funds or PPF's (previously referred to as EPO's)*** originally indicated a decrease of \$812K. However, new PPF projects were issued reducing the amount further.
5. ***Additional Funding of \$369K for Special Education*** – TCDSB is in the process of finalizing enrolment for students arriving with Autism Spectrum Disorders in TCDSB schools. This will be completed in the next couple of weeks as enrolment is finalized for the 2018-19 ONSIS Submission.
6. ***Visa Student enrolments*** decreased by a net of 22.68 ADE. Consequently, Visa tuition fees are expected to decrease by \$0.344M.

## HIGH LEVEL REVIEW OF SCHOOL RENEWAL AND CAPITAL PROJECTS

7. ***The Capital program totals \$448 million.*** The Board received Capital Project funding for many new schools, additions and childcare spaces. The capital program funding includes Childcare funding and Full Day Kindergarten funding for projects where applicable. Figure 8 illustrates the Ministry approved capital budgets, the amount spent and/or committed, the balance remaining and the percentage completed by each Phase. Appendix B provides more detail regarding the Capital Projects Phases 1 to 7.



**Phase I** - 16 School Additions

**Phase II** - 6 New Elementary Schools

**Phase III** - 5 New Elementary Schools

**Phase IV** - 8 School Additions & 3 New Elementary Schools

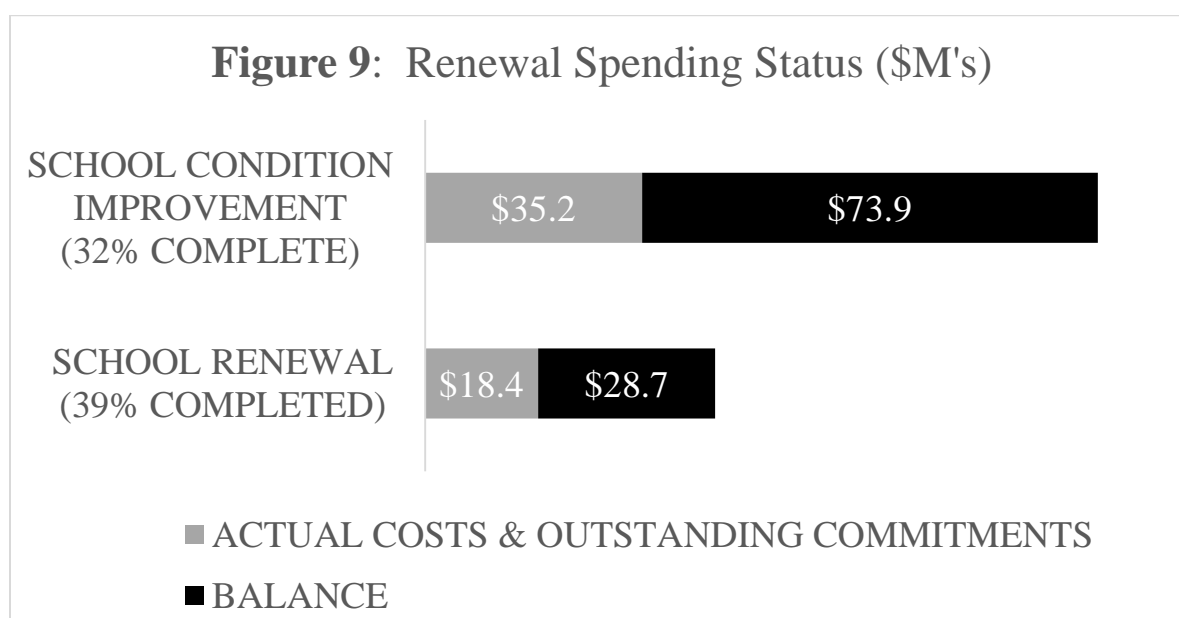
**Phase VII** - 7 New Elementary Schools

**Phase V** – Full Day Kindergarten (All Projects Completed)

**Phase VI** – Projects consolidated into **Phase VII**

8. ***The Renewal Program consists of major building component replacements and site improvements for a total available at September 1, 2018 of \$158M with funding of approximately \$102M remaining.*** The Renewal Program is funded through several grants such as Regular School Renewal Grant, School Improvement Grant and the Greenhouse Gas Reduction Grant. Staff are currently planning for the upcoming construction. Greenhouse Gas Reduction funding projects were fully completed as of March 31, 2019.

Figure 9 provides a high-level view of the Ministry Approved funding, Actual & Committed Amounts spent and the balance remaining for School Renewal and School Renewal Capital Projects to date and is detailed in Appendix C:



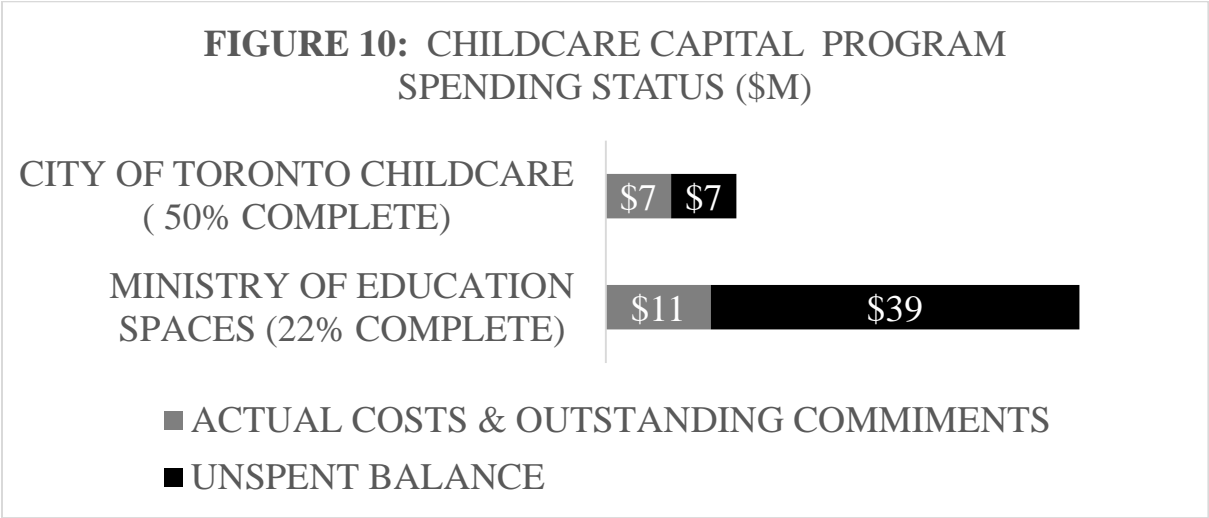
The Board received a budget of \$7.1M for Greenhouse Gas Reduction with an expenditure timeline of March 31<sup>st</sup> 2018 and an additional \$3.8M on April 1, 2018 with an expenditure timeline of March 31<sup>st</sup> 2019. The Board met the completion timeline of March 31, 2019.

9. ***The Capital budget also includes two Childcare Program capital projects.*** The childcare program consists of childcare additions, childcares as part of new school construction and retrofit of existing childcares. Childcare capital funding is received from the Ministry of Education and the City of Toronto for purposes of building childcare space at specific schools. Figure 10 presents the status of progress to date including the percentage complete,



actual and committed costs, as well as the balance remaining for both the Ministry and City of Toronto funded childcares.

The City of Toronto and the TCDSB must confirm to the Ministry of Education that any required operating funding for new child care spaces will be managed from within the CMSM’s or DSSAB existing operating budget prior to adding childcare spaces. The requirement applies to 19 Ministry of Education funded childcare projects totalling \$27,573,077. The deadline for the commitment was August 31; last week it was extended to October 31.



**E. METRICS AND ACCOUNTABILITY**

1. The actual revenues and expenditures are tracking to budget at the end of the third quarter as detailed in this report.
2. The one-time extraordinary item (ASO benefit surplus) had a projected balance of \$10.5M for the 2017-18 fiscal year of which \$4.5M was recorded as revenue in the 2017-18 financial statements. The remaining balance of the ASO benefit surplus is projected to be \$5.3M and is expected in the 2018-19 fiscal year.
3. *In compliance with the Purchasing Policy, the Contract Awards Report will list Tenders and Request for Proposals (RFP) awards.* This report has been posted on the TCDSB’s website, and provides details such as Project/Service/Products, Ward, Supplier and low bid/highest score and total contract amount:

<https://www.tcdsb.org/Board/BoardAdministration/AdministrationOffices/purchasing/TenderingInformation/Pages/Default.aspx>

A Tender award is based on the compliant low bid meeting specifications, and Contractors bidding on construction or maintenance projects must be prequalified.

The report lists the total value of the project over the term of the contract, however, the actual amount may vary depending on the volume of product or services used during the term of the contract. An RFP award is based on the overall highest scoring proposal, and the evaluation is based on the scoring of specific weighted criteria including price.

## **F. CONCLUDING STATEMENT**

This report is for the consideration of the Corporate Services, Strategic Planning and Property Committee..

**OPERATING EXPENDITURES**  
**@ May 31, 2019**

APPENDIX A

'000's	Total Revised Estimate	YTD Revised Estimate	YTD Actual	Variance '000's	Variance %	2018/19 YTD % Spent	2017/18 YTD % Spent
<b>Salaries</b>							
Teachers	540,445	486,400	477,425	8,976	1.9%	88.3%	88.2%
Occasional Teachers	27,109	24,398	27,675	(3,276)	-13.4%	102.1%	87.7%
Educational Assistants & ECE's	61,652	55,487	47,632	7,855	14.2%	77.3%	87.0%
Principal & VP	38,112	34,300	33,502	798	2.3%	87.9%	88.9%
School Office	17,777	15,999	14,483	1,516	9.5%	81.5%	82.0%
Continuing Education	17,843	16,058	9,644	6,415	40.0%	54.1%	55.7%
Other Instructional	61,925	55,732	50,127	5,605	10.1%	81.0%	86.9%
<b>Sub Total Instruction</b>	<b>764,862</b>	<b>688,376</b>	<b>660,488</b>	<b>27,888</b>	<b>4.1%</b>	<b>86.4%</b>	<b>87.1%</b>
Administration	18,173	13,630	13,433	197	1.5%	73.9%	73.9%
Transportation	1,063	798	707	91	11.4%	66.5%	71.6%
Operations & Maintenance	46,129	34,597	35,377	(781)	-2.3%	76.7%	78.0%
Other	8,591	6,443	6,612	(169)	-2.6%	77.0%	76.6%
<b>Sub Total Non Instruction</b>	<b>73,956</b>	<b>55,467</b>	<b>56,129</b>	<b>- 662</b>	<b>-1.2%</b>	<b>75.9%</b>	<b>76.7%</b>
<b>Total Salaries</b>	<b>838,818</b>	<b>743,843</b>	<b>716,617</b>	<b>27,226</b>	<b>3.7%</b>	<b>85.4%</b>	<b>86.1%</b>
<b>Benefits</b>							
Teachers	78,843	59,132	59,411	(278)	-0.5%	75.4%	76.3%
Occasional Teachers	5,536	4,152	4,822	(670)	-16.1%	87.1%	52.2%
Educational Assistants & ECE's	19,779	14,834	14,828	6	0.0%	75.0%	80.6%
Principal & VP	4,898	3,673	3,967	(294)	-8.0%	81.0%	85.8%
School Office	5,566	4,174	4,212	(38)	-0.9%	75.7%	77.9%
Continuing Education	2,759	2,069	2,058	11	0.5%	74.6%	69.0%
Other Instructional	14,079	10,559	10,173	387	3.7%	72.3%	80.3%
<b>Sub Total Instruction</b>	<b>131,460</b>	<b>98,595</b>	<b>99,472</b>	<b>- 877</b>	<b>-0.9%</b>	<b>75.7%</b>	<b>76.4%</b>
Administration	4,770	3,578	4,111	(534)	-14.9%	86.2%	74.3%
Transportation	249	187	193	(6)	-3.3%	77.5%	69.9%
Operations & Maintenance	14,703	11,027	10,191	836	7.6%	69.3%	78.0%
Other	1,675	1,256	814	443	35.2%	48.6%	84.3%
<b>Sub Total Non Instruction</b>	<b>21,397</b>	<b>16,048</b>	<b>15,309</b>	<b>738</b>	<b>4.6%</b>	<b>71.6%</b>	<b>77.4%</b>
<b>Total Benefits</b>	<b>152,857</b>	<b>114,642</b>	<b>114,781</b>	<b>- 139</b>	<b>-0.1%</b>	<b>75.1%</b>	<b>76.6%</b>
<b>Operating Expense</b>							
Instructional Expense	48,928	44,035	29,579	14,456	32.8%	60.5%	70.2%
Transportation Expense	35,910	26,932	27,654	(722)	-2.7%	77.0%	77.0%
Operations & Maintenance Expense	37,192	27,894	24,227	3,667	13.2%	65.1%	68.1%
Other Non Instructional Expense	5,116	3,837	5,398	(1,561)	-40.7%	105.5%	78.8%
<b>Total Expense</b>	<b>127,146</b>	<b>102,699</b>	<b>86,858</b>	<b>15,841</b>	<b>15.4%</b>	<b>68.3%</b>	<b>72.6%</b>
<b>Grand Total</b>	<b>1,118,821</b>	<b>961,184</b>	<b>918,256</b>	<b>42,928</b>	<b>4.5%</b>	<b>82.1%</b>	<b>83.3%</b>

Instruction %	9/10	90.0%
Non-Instruction %	9/12	75.0%

## CAPITAL PROJECT PHASES 1 TO 7

Financial Update at May-31-2019

	COMPLETED PROJECT STATUS		WORK IN PROGRESS			% Complete
	MINISTRY APPROVED BUDGET	Costs to Date	Outstanding Purchase Order/ Committment Balances	Costs & Outstanding Purchase Orders ②+③	In Planning ①-④	
	①	②	③	④		
Phase I	61,750,493	61,652,198	98,295	61,750,493	-	100%
Phase II	64,450,776	63,368,036	1,082,740	64,450,776	-	100%
Phase III	111,781,897	54,026,828	24,179,632	78,206,461	33,575,436	70%
Phase IV	103,163,780	63,880,032	3,062,046	66,942,078	36,221,702	65%
Phase VII	107,391,102	2,472,814	4,403,212	6,876,026	100,515,077	6%
	<b>448,538,048</b>	<b>245,399,908</b>	<b>32,825,925</b>	<b>278,225,833</b>	<b>170,312,215</b>	<b>55%</b>

## APPENDIX C

## SCHOOL RENEWAL / SCHOOL CONDITION IMPROVEMENT / GREENHOUSE GAS REDUCTION GRANT BALANCE

Update: June 7, 2019.

## FUNDS REMAINING

Financial Update at May 31, 2019

	SRG Renewal	SRA Renewal	Greenhouse Gas Reduction Fund	SCI 70% Restricted	SCI 30% Unrestricted	TOTAL
				70%	30%	
<b>FUNDING AVAILABLE</b>						
<b>Balance Forward</b> - August 31, 2018 (2018 Accruals incl.)	24,070,166	2,723,799	438,786	38,172,324	29,018,085	94,423,160
<b>Grant</b> - 2018/2019 (Rev. Estimates/SB11 2018)	16,418,436	704,708		24,152,170	10,350,930	51,626,244
<b>Total Grant Available for 2018/2019</b>	<b>40,488,602</b>	<b>3,428,507</b>	<b>438,786</b>	<b>62,324,494</b>	<b>39,369,015</b>	<b>146,049,404</b>
Add: Accruals (Payments incl. below)	3,002,368	148,988	1,111,473	7,439,787	0	11,702,617
Balance Available September 1, 2018 ①	<b>43,490,970</b>	<b>3,577,495</b>	<b>1,550,259</b>	<b>69,764,281</b>	<b>39,369,015</b>	<b>157,752,021</b>
<b>EXPENDITURES &amp; WORK IN PROGRESS (September 1, 2018 - May 31, 2019)</b>						
<b>Actuals</b> - Completed Work	9,713,436	480,352	1,550,259	14,394,388	16,404	26,154,840
<b>Open Purchase Orders</b> - Work in Progress	7,356,012	815,007	0	20,679,247	109,735	28,960,001
<b>EXPENDITURES AND OPEN PURCHASE ORDERS</b> ②	<b>17,069,448</b>	<b>1,295,359</b>	<b>1,550,259</b>	<b>35,073,635</b>	<b>126,139</b>	<b>55,114,841</b>
<b>BALANCE AT MAY 31, 2019</b> ①-②	<b>26,421,522</b>	<b>2,282,136</b>	<b>0</b>	<b>34,690,646</b>	<b>39,242,876</b>	<b>102,637,180</b>

## 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 &amp; 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

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

**CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY  
PENDING LIST TO SEPTEMBER 12, 2019**

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1	Mar-19 Corporate Services	Oct-19	Corporate Services	Report regarding further analysis to see how priority neighbourhoods could be assisted with bank fees ( <b>March 2019 School Cash Suite Progress Report</b> )	Associate Director of Facilities, Business & Comm. Dev & CFO
2	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 ( <b>Senator O'Connor College School Estate Building (Ward 11)</b> )	Associate Director of Facilities, Business & Comm. Dev & CFO
3	May-19 Corporate Services	Oct-19	Regular Board	Report regarding Playground <b>Forms (Inquiry from Trustee Rizzo)</b>	Associate Director of Facilities, Business & Comm. Dev & CFO