

## **OUR MISSION**

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

## **OUR VISION**

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



# **EDUCATION COUNCIL MEETING AGENDA**

**Meeting#-xx-xxxx**

**Monday, November 28, 2016**

**9:00 am - 1:00 pm**

	<b>Pages</b>
<b>1. Prayer</b>	<b>4 - 6</b>
<u>Prayer Leader: John Wujek</u>	
<b>2. Approval of:</b>	
2.1 Agenda	
2.2 Minutes of November 21, 2016.	<b>7 - 11</b>
<b>3. OPEN DISCUSSION</b>	<b>9:00 AM - 10:00 AM</b>
(1) Math Data - Grade 9 Math Results and Intermediate Results	
<b>4. PRESENTATION(S)</b>	
<b>5. ACTION AFTER COMMITTEES/BOARD</b>	
<b>6. PENDING LIST - STUDENT ACHIEVEMENT AND WELL-BEING</b>	
<b>7. Student Achievement and Well being</b>	
7.1 Decision Items	
7.1.1 Excursions to France - J. Shanahan (5 min)	
7.2 Discussion Items	
7.2.1 Secondary Long Term Program Plan Consultation with Principals - R. McGuckin (5 min)	
7.2.2 MFIPPA & Safe School implications - V. Burzotta (2 min)	
Presentation at January/February K-12 Principal Meetings.	
7.2.3 Invitation to the Blanket Exercise - N. D'Avella (2 min)	

7.2.4 Reading for the Love of It - N. D'Avella (2 min)

7.3 Special Education

## **8. Excellence in Governance**

8.1 Decision Items

8.2 Discussion Items

## **9. Living our Values**

9.1 Decision Items

9.2 Discussion Items

9.3 Values List

## **10. Inspired & Motivated Employees**

10.1 Decision Items

10.2 Discussion Items

10.2.1 SSPA Meeting - R. McGuckin/D. Koenig (30 min)

10.2.2 Private - SO Retreat - L. DiMarco (10 min)

10.2.3 LLOYD PD Day - N. D'Avella (2 min)

10.2.4 SSAC - D. Koenig (2 min)

## **11. Stewardship of Resources**

11.1 Decision Items

11.1.1 Update to Donation Policy FF 02 - M. Silva/S. Coray - (5 min) 12 - 21

11.1.2 Update to Sponsorship Policy FF26 - M. Silva/S. Coray (5 min) 22 - 34

11.1.3 Report - Community Hubs Capital Funding for Minor Retrofits and Accessibility - M. Silva/S. Coray (5 min) 35 - 51

11.1.4 Custodial Overtime and Replacement - M. Puccetti (5 min) 52 - 60

11.1.5 Water & Waste Water Rates Update November - M. Puccetti (2 min) 61 - 69

11.1.6 Report - Update to Real Property Policies - M. Silva (2 min) 70 - 101

11.1.7	Report - Block 31 - M. Silva/M. Lobreto (2 min)	102 - 158
11.2	Discussion Items	
12.	<b>Strengthening of Public Confidence</b>	
12.1	Decision Items	
12.2	Discussion Items	
13.	<b>PRINCIPAL MEETINGS</b>	159
14.	<b>SCHEDULE OF EDUCATION COUNCIL</b>	160
15.	<b>SYSTEM CALENDAR</b>	161 - 162

# ADVENT PRAYER SERVICE

## God Draws Near Prayer Service for Lighting the Advent Wreath

### Needed:

- Advent Wreath
- Matches
- CD player
- CD's or musical accompaniment
- Tapers (optional)

*"What came to be through  
God was life, and this life  
was the light of the human  
race; the light shines in the  
darkness, and the darkness  
has not overcome it."*

*-John 1:4-5*



### Invitation to Prayer:

[Lower the lights, or begin in darkness. Pause for some minutes and allow the silence to enfold those present. While still in darkness, play an instrumental piece of music appropriate to Advent.]

#### Suggestions:

- CD: December (Artist: George Winston)
- CD: Solstice – Piano Solos or CD: Christmas Eve (Artist: David Lanz)
- CD: Peace (Artist: Jim Brickman)

### Introduction:

Leader: Advent is the time we are reminded that our God draws near. Long ago God came as one of us. Through the ages God continues to come as Spirit, as Word, as bread and wine, and in each one of us when we reach out to those in need. Believing in a God who draws near to his children, we wait; we hope and we labor for a more just, loving and peaceful world. As we make this Advent journey we invite God to come again and again so that our waiting, our hoping and our laboring may give way to the fulfillment of God's promise to come in glory.

### Opening Prayer:

Leader: Let us Pray: O God, your promise to come in glory will be a reality when our hearts are one, our hands extend to one another in peace and our earth is renewed. Be with us in this Advent moment as we come together to celebrate this season of waiting.

All: We ask this in the name of Jesus who draws near, who lives and reigns with You  
and the Holy Spirit, one God forever and ever. Amen.

### Lighting of the Advent Wreath:

As we light the Advent wreath, we bring to mind all the children of God who wait.

We bring to mind those who long to be treated with dignity, and we ask that we may be committed to respect every individual we encounter, in our words and in our deeds.



# ADVENT PRAYER SERVICE

We bring to mind those who wait for peace in our day, and we ask that we may be persuasive in asking our leaders to put away weapons of war.

We bring to mind those who work for the healing of the earth, and we ask that we may be willing to make personal choices that make a difference.

We bring to mind those who search for meaningful work, and we ask that we may advocate forcefully for just economic systems that provide jobs with justice.

We bring to mind those who are hungry, and we ask that we may take more of a role in transforming our food systems so all may partake of the banquet.

We bring to mind those who have no home, and ask that we may help them through our friendship and our resources.

All: May the needs of our world that we bring before you today make us aware of how much our world is in need of your presence. Let us be a sign of that presence to our brothers and sisters in need. We ask this in Jesus' name. Amen.

**Readings:** Isaiah 35: 1-6; 10;

The desert and the parched land will exult; the steppe will rejoice and bloom.

They will bloom with abundant flowers, and rejoice with joyful song. The glory of Lebanon will be given to them, the splendor of Carmel and Sharon; They will see the glory of the LORD, the splendor of our God.

Strengthen the hands that are feeble, make firm the knees that are weak,

Say to those whose hearts are frightened: Be strong, fear not! Here is your God, he comes with vindication;

With divine recompense he comes to save you.

Then will the eyes of the blind be opened, the ears of the deaf be cleared.

Those whom the LORD has ransomed will return and enter Zion singing, crowned with everlasting joy;

They will meet with joy and gladness, sorrow and mourning will flee.

**The Word of the Lord**



**Psalm 25:** 4-5; 8-9; 10, 14 - **Response:** O Lord, we look for your coming.

Make known to me your ways, LORD; teach me your paths.

Guide me in your truth and teach me, for you are God my savior. For you I wait all the long day, because of your goodness, LORD.

**Response:** O Lord, we look for your coming.

Good and upright is the LORD, who shows sinners the way,

Guides the humble rightly, and teaches the humble the way.

All the paths of the LORD are faithful love toward those who honor the covenant demands.



# ADVENT PRAYER SERVICE

**Response: O Lord, we look for your coming.**

The counsel of the LORD belongs to the faithful; the covenant instructs them.  
My eyes are ever upon the LORD, who frees my feet from the snare.  
Relieve the troubles of my heart; bring me out of my distress.

**Response: O Lord, we look for your coming.**

**Reflection:**

Let us remember that during this busy time of year, we need to stop and reflect on how the Christ child entered the human community, a small, helpless child in a dark night, bringing light that we long to experience again and again.

Let us take a moment to sit in silence, to open ourselves up to the God who draws near, to remember that we need to create an interior space so we can be ready to welcome the Sacred Child for whom the world had no room, so we can be ready for His light.

**(Silent reflection)**

**Prayer Intentions:**

Leader: We pray now for the needs of all those who wait in our world, for the light of Christ, for our love and for our work for justice and peace. Please offer your prayers of petition and respond, "Hear us, O God."

**Response: Hear us, O God.**

**Closing Prayer:**

**Leader:**

Emmanuel, our broken world waits for you. In the darkness of winter, we choose hope. Trusting in your promise to bless us with your light, we proclaim, "Our God draws near."

God of goodness and love, we thank you for your promises. We welcome your coming into our lives, and we commit ourselves to be a means of your coming to those in need.

We offer this prayer in Jesus name, Amen.

## **OUR MISSION**

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

## **OUR VISION**

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



# **EDUCATION COUNCIL MEETING MINUTES**

**Monday, November 21, 2016**

**9:00 am - 1:00 pm**

**St. Andrew Catholic School**

---

## **1. Prayer**

**Meeting opened with prayer and the national anthem by St. Andrew Catholic School opening exercises.**

## **2. Approval of:**

### **2.1 Agenda**

### **2.2 Minutes of November 14, 2016.**

Approved.

## **3. PRESENTATION(S)**

### **3.1 St. Andrew School - Learning Walk - Gym**

Presentation and Learning Walk very well received by all.

## **4. ACTION AFTER COMMITTEES/BOARD**

## **5. RPENDING LIST - STUDENT ACHIEVEMENT AND WELL-BEING**

Reviewed.

## **6. Student Achievement and Well being**

### **6.1 Decision Items**

**6.1.1 Welcome to Kindergarten Bags - K. Malcolm (10 min)**

Further discussion to continue.

**6.1.2 Report - Business Case Model for Expanding SAL Program - V. Burzotta/P. De Cock (10 min)**

Approved with amendments to DC and Student Achievement for December 1, 2016.

**6.1.3 Report - Charter of Rights for Children - N. D'Avella (10 min)**

Approved with amendments to DC and Student Achievement of December 1, 2016.

**6.1.4 Final - Transition to Secondary ISP Classes - Procedures - C. Fernandes (10 min)**

Provided input from the APTs and PATs. Model to be finalized.

**6.1.5 After School Program - L. Di Marco (10 min)**

Discussion on the process of offering After School Programs for Numeracy or Literacy at 50 schools.

**6.1.6 Extended French Ministry Grant - L. DiMarco (5 min)**

Approval granted to St Martin de Porres Catholic School to be the recipient of the Extended French Ministry Grant.

**6.1.7 Excursions to France - J. Shanahan (5 min)**

Deferred to November 28th EC.

**6.2 Discussion Items**

**6.2.1 Code 92 - L. DiMarco (5 min)**

SOs to review and track the usage of CODE 92 Days for both teachers and ECEs.

**6.2.2 Achieving Excellence Applied Courses(AEAC) Update - V. Burzotta (5 min)**

Reminder that SOs to sign off on the plans inputted by the Principals and ensure that the November 30th deadline is met.

**6.3 Special Education**

**7. Excellence in Governance**

**7.1 Decision Items**

**7.1.1 Update to Opening and Closing Exercises Policy (s.s.02) - C. Kavanagh/N. D'Avella (5 min)**

Approved with amendment to DC and Governance and Policy of December 5, 2016.

**7.2 Discussion Items**

**8. Living our Values**

**8.1 Decision Items**

**8.2 Discussion Items**

**8.3 Values List**

**9. Inspired & Motivated Employees**

**9.1 Decision Items**

**9.1.1 Report - Teacher Absenteeism - D. Koenig (20 min)**

Approved with amendments to DC and Student Achievement of December 1st.

## **9.2 Discussion Items**

### **9.2.1 Contacting Union in emergency situations - R. McGuckin/D. Koenig (10 min)**

Reminder of contacts in a school emergency.

Request that unions are contacted about any emergency situations at the schools.

### **9.2.2 CODE 24 - Absences - D. Koenig (10 min)**

SOs to review the data of CODE 24 absences, identify the teacher vacancies and provide the names to D. Koenig.

## **10. Stewardship of Resources**

### **10.1 Decision Items**

### **10.2 Discussion Items**

#### **10.2.1 Childcare - M. Puccetti/K. Malcolm (10 min)**

Announced that 5 TCDSB schools were approved for funding of Child Care Centers.

## **11. Strengthening of Public Confidence**

### **11.1 Decision Items**

### **11.2 Discussion Items**

## **12. PRINCIPAL MEETINGS**

Reviewed.

## **13. SCHEDULE OF EDUCATION COUNCIL**

## 14. SYSTEM CALENDAR



REPORT TO

GOVERNANCE AND POLICY  
COMMITTEE

UPDATE TO DONATION POLICY F.F.02

And looking at them Jesus said to them, "With people this is impossible,  
but with God all things are possible."

Matthew 19:26

Created, Draft	First Tabling	Review
November 15, 2016	November 21, 2016	<a href="#">Click here to enter a date.</a>
S. Coray, Sr. Manager, Partnership Development C. Kavanagh, Sr. Manager, Employee Relations and Policy Development M. Loberto, Senior Coordinator of Development M. Silva, Comptroller of Planning and Development 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.*



R. McGuckin

Associate Director of Academic Affairs

A. Sangiorgio

Associate Director of Planning and  
Facilities

C. Jackson

Executive Superintendent of Business  
Services and Chief Financial Officer

Angela Gauthier

Director of Education



## **A. EXECUTIVE SUMMARY**

In order to provide parameters and clarify the process required for school donations, staff recommend updating the current Donation policy (F.F.02) along with adding an appendix to the policy entitled, “Components of a Letter Regarding Terms of Reference for Gifts.” An update of the policy in meta format is attached as APPENDIX A.

## **B. PURPOSE**

This Recommendation Report is on the Order Paper of the Governance and Policy Committee as it recommends a policy.

## **C. BACKGROUND**

1. The Donation policy was approved at Board on August 26, 2010 and has not been reviewed since.
2. At the November 8, 2016 meeting of the Governance and Policy Committee, staff provided a verbal update regarding the Sponsorship policy to the Committee. During that update by staff, the Trustees discussed the donation process for schools and stakeholders to reference.
3. Although there was no motion passed and/or direction provided by the Committee to revise the current Donation policy, it was prudent to bring back a draft of the Donation policy to the Governance and Policy Committee.

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

1. Given the need for clarity and what can or cannot be done in terms of acceptance of donations by schools, the policy has been updated to include an appendix outlining the donation process for schools and stakeholders to reference (see Appendix B).

2. The appendix includes all considerations to take into account when considering a donation.

#### **E. METRICS AND ACCOUNTABILITY**

1. Recommendations in this report will be monitored by policy development staff and the Partnership Development department.
2. Further reports to Board will be brought as necessary.

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

1. Implementation will include updating the policy on the TCDSB policy register.
2. The updates will be communicated to all schools and stakeholders to ensure compliance.

#### **G. STAFF RECOMMENDATION**

Staff recommends that the updated Donation policy (F.F.02) provided in APPENDIX A be adopted.



**POLICY SECTION:** FINANCE  
**SUB-SECTION:** FUNDS & FOUNDATIONS  
**POLICY NAME:** SPONSORSHIP  
**POLICY NO:** F. F. 26

<b>Date Approved:</b> August 26, 2010	<b>Date of Next Review:</b> October 2021	<b>Dates of Amendments:</b> October 2016
<b>Cross References:</b> S.S.04 Access to Students in Schools S. 16 Access to Pupil Information S.M.04 Fundraising in Schools Education Act, Reg. 298, Sec. 24 Advertising and Announcements Education Act, Reg. 474/00 Access to School Premises		
<b>Appendix</b> Appendix A- Determining Whether to Have a Sponsorship - The Sponsorship Process		

**Purpose:**

To provide parameters and clarify procedures for the approval of sponsorship arrangements at the Board and/or school level.

**Scope and Responsibility:**

This Policy extends to all persons, groups, communities and business entities and organizations. The Director of Education is responsible for this policy.

**Alignment with MYSP:**

Living Our Catholic values  
Strengthening Public Confidence  
Fostering Student Achievement and Well-Being  
Providing Stewardship of Resources



**POLICY SECTION: FINANCE**  
**SUB-SECTION: FUNDS & FOUNDATIONS**  
**POLICY NAME: SPONSORSHIP**  
**POLICY NO: F. F. 26**

**Policy:**

It is the purpose of the Toronto Catholic District School Board to endorse the use of sponsorships that support the Mission, Vision and Goals of the Board for the purposes of enhancing learning opportunities for students.

Sponsorships are permitted for the on-going business functions of the Board in accordance with, but not limited to acceptance to hospitality or gifts, offering of hospitality and gifts, access to school premises, purchasing and procurement, fundraising, advertising, advertising in schools and sweatshop-free policies and procedures.

All sponsorships shall be related to charitable, humanitarian, educational, or service activities consistent with the tenets of Catholicism.

**Regulations:**

1. The Toronto Catholic District School Board will seek sponsorships with and from persons, groups, communities and business entities and organizations which will benefit the educational objectives of the Board, and are consistent with the goals of the Board, will not compromise or exploit students or staff, and will strive to balance educational opportunities for students.
2. The Board shall encourage contributions from sponsors whose ethical and political values correspond to the common good as defined in Ontario Catholic Education and the Corporate Sector published by the Institute for Catholic Education: *"the common good balances harmoniously the recognition, respect, and interests of the human person with the needs and expectations of the community"*.



POLICY SECTION: FINANCE

SUB-SECTION: FUNDS & FOUNDATIONS

POLICY NAME: SPONSORSHIP

POLICY NO: F. F. 26

3. Sponsorships are to fall under the auspices of the Partnership Development Department, and under its guidance.
4. The responsibility for implementation of this policy and any supporting procedure shall be with the Director of Education.

### Procedures

1. All school based sponsorships require the approval of the Principal, in consultation with the School Council, appropriate Superintendent of Education **and Partnership Development Department.** The Superintendent **and/or Partnership Development Department** may discuss the proposal with Director's Council before rendering a decision.
2. **Any sponsorships involving instances which will affect school property will be referred to the Superintendent and/or Partnership Development Department prior to acceptance.**
3. **The Superintendent and/or Partnership Development Department will assess the sponsorship opportunity with regards to system impact and strategic direction and may discuss the proposal with Director's Council, for appropriate action.**
4. **The principal may evaluate school based sponsorships, governed by and in accordance with Appendix A, Determining Whether to Have a Sponsorship - The Sponsorship Process.**
5. **In order to limit liability and ensure consistent business practices, schools may not enter into written contractual arrangements regarding sponsorships without a central review of the contractual documents.**



POLICY SECTION: FINANCE  
SUB-SECTION: FUNDS & FOUNDATIONS  
POLICY NAME: SPONSORSHIP  
POLICY NO: F. F. 26

**This review will be facilitated through the Superintendent of Education and/or Partnership Development Department.**

6. All board-wide **sponsorships** fall under the auspices of the Partnership Development Department and require the approval of the Board of Trustees.
7. **Sponsorships from organizations that manufacture or promote products or services such as tobacco products, alcoholic beverages, weapons, gambling or pornography, or other products that violate TCDSB policies, are not eligible.**
8. **In accordance with O. Reg. 298/24, no advertisement or announcement shall be placed in a school or on school property or distributed or announced to the pupils on school property without the consent of the board.**
9. Before the acceptance of and/or approval of a sponsorship the following must be considered:
  - a) The compatibility of the sponsorship with the mission, vision and goals of the Board;
  - b) The compatibility of the sponsorship with the policies and procedures of the Board;
  - c) Products and services of the Sponsor are consistent with all applicable policies set by the TCDSB, as well as all applicable laws, rules, and regulations in their own country, as well as meet internationally



**POLICY SECTION: FINANCE**  
**SUB-SECTION: FUNDS & FOUNDATIONS**  
**POLICY NAME: SPONSORSHIP**  
**POLICY NO: F. F. 26**

recognized standards, in order to advance social and environmental responsibility;

- d) Value of the sponsorship to the school's educational program;
- e) Location of the sponsorship in the school's building or on school property;
- f) Applicable installation or repair costs;
- g) Safety, security and maintenance requirements;
- h) Board-established standards for equipment (e.g. computers, audio-visual);
- i) Financial commitment required by the school or the Board (e.g. ongoing costs).
- j) All of the above needs to comply with the TCDSB Trustee Services and Expenditures Policy T.17 and TCDSB Policy Sweatshop Free Purchasing Policy P.04 and where necessary, requirements of the OFSAA Uniform Sponsorship Policy.

#### **Definition Sponsorship**

**Sponsorship is where another party makes an arrangement to exchange advertising for the responsibility of funding an event or entity with a view to promoting their name, trade mark, image, activities or products. Sponsorship is distinct from advertising because a sponsor is credited for their direct investment, providing them with a closer association with the content.**



**POLICY SECTION: FINANCE**  
**SUB-SECTION: FUNDS & FOUNDATIONS**  
**POLICY NAME: SPONSORSHIP**  
**POLICY NO: F. F. 26**

### **Sponsor**

A corporation or organization that enters into a sponsorship agreement with a “property” and pays cash or value-in-kind in return for access to exploitable commercial potential associated with the property.

For the purpose of this Policy, a sponsor is any organization or individual providing resources to the TCDSB, for use in achieving TCDSB objectives, in return for specific benefits. A sponsor is not an organization or individual providing a ‘gift’ with no benefits in return.

### **Evaluation and Metrics:**

**The effectiveness of the policy will be determined by measuring the following:**

**Metrics and accountability will be on-going based on impact measures related to, but not exclusive to, incremental revenues (cash and in-kind) generated and sponsorships established.**

**In addition, the effectiveness of the policy will be evaluated against its support of the goals outlined in TCDSB Multi-Year Strategic Plan. This will be further measured by participation rates and engagement of schools and community groups.**



## **Components of the Letter Regarding the Terms of Reference for Gifts**

### **Components of the Letter Regarding the Terms of Reference for Gifts**

The donor to submit a letter outlining the donation and terms of reference for the gift:

- description of the gift
- details of cash and/or in-kind (i.e. installation services) portions
- information regarding costs of on-going support and maintenance, if any
- recognition and stewardship activities, if any
- timing
- any other requirements by the donor in terms of satisfying the gift
- confirmation that “the transfer is made without expectation of return, and there is no benefit of any kind that may be provided to the donor or to anyone designated by the donor”
- if a charitable tax receipt is to be issued, confirmation that this donation is an “arms length” relationship between the donor and TCDSB
- any other information that the donor may feel is pertinent to ensuring the gift can be satisfied

Since school sites are the property of and owned by TCDSB, the letter from the donor can be addressed to the school or TCDSB.



REPORT TO

GOVERNANCE AND POLICY  
COMMITTEE

UPDATE TO SPONSORSHIP POLICY F.F.26

And looking at them Jesus said to them, "With people this is impossible,  
but with God all things are possible."  
Matthew 19:26

Created, Draft	First Tabling	Review
November 7, 2016	November 8, 2016	<a href="#">Click here to enter a date.</a>
S. Coray, Sr. Manager, Partnership Development C. Kavanagh, Sr. Manager, Employee Relations and Policy Development M. Loberto, Senior Coordinator of Development M. Silva, Comptroller of Planning and Development 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.*



R. McGuckin

Associate Director of Academic Affairs

A. Sangiorgio

Associate Director of Planning and  
Facilities

C. Jackson

Executive Superintendent of Business  
Services and Chief Financial Officer

Angela Gauthier

Director of Education

## **A. EXECUTIVE SUMMARY**

In order to provide parameters and clarify the process required for school sponsorships, staff recommend updating the current Sponsorship policy (F.F.26) along with adding an appendix to the policy entitled, “Determining Whether to Have a Sponsorship—The Sponsorship Process.” An update of the policy in meta format is attached as APPENDIX A.

## **B. PURPOSE**

1. This Recommendation Report is on the Order Paper of the Governance and Policy Committee by a Trustee request through approved motion on September 13, 2016:

*That the Committee recommends to Board that the Sponsorship Policy F.F.26 be added as high priority review for the Governance and Policy Committee.*

## **C. BACKGROUND**

1. The Sponsorship policy was approved at Board on August 26, 2010 and has not been reviewed since.
2. At the November 8, 2016 meeting of the Governance and Policy Committee, staff provided a verbal update regarding the Sponsorship policy to the Committee. Staff are to report back to the December 2016 meeting of the Governance and Policy Committee with a final draft of the Sponsorship policy.

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

1. Given the need for clarity and what can or cannot be done in terms of school sponsorship, the policy has been updated to include an appendix outlining the sponsorship process for principals and stakeholders to reference (see Appendix B).

2. The appendix includes all considerations to take into account when considering a sponsorship.

## **E. METRICS AND ACCOUNTABILITY**

1. Recommendations in this report will be monitored by policy development staff and the Partnership Development department.
2. Further reports to Board will be brought as necessary.

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

1. Implementation will include updating the policy on the TCDSB policy register.
2. The updates will be communicated to all schools and stakeholders to ensure compliance.

## **G. STAFF RECOMMENDATION**

Staff recommends that the updated Sponsorship policy (F.F.26) provided in APPENDIX A be adopted.

## **DETERMINING WHETHER TO HAVE A SPONSORSHIP – THE SPONSORSHIP PROCESS**

The process can be segmented into five general phases. Each phase is designed to assure alignment with TCDSB Multi-Year Strategic Plan and foster student well-being and achievement. TCDSB appreciates the unique characteristics of school-based fundraising, sponsorships, advertising, donations and/or partnership activities and has accounted for this in the flexibility of the process.

This approach is to be used whether contacted by and/or approaching an organization regarding a school based fundraising, sponsorships, advertising, donations and/or partnership activities.

### **PHASE 1: ESTABLISH GOALS**

Articulate goals to get a clear understanding of the challenges and how the opportunity you are thinking of doing will link to TCDSB Multi-Year Strategic Plan and foster student achievement and well-being. Categories of interest include:

- teaching and learning
- research collaboration
- institution and program-building
- applied and development work
- enhancing community connections
- faculty and staff development

### **PHASE 2: EXPLORATION**

Identify and start a dialogue with all relevant external organizations and/or individuals and review resources before moving into a more formal evaluation process.

### **PHASE 3: IN-DEPTH EVALUATION**

Work in collaboration with appropriate TCDSB central departments (see TCDSB Central Staff Contacts) and enter into a more formal evaluation process (due diligence). Since due diligence is such a critical part of the process, serious

## **Determining Whether to Have a Sponsorship - The Sponsorship Process.docx**

attention is given to the topic before getting involved with any organization or individual. Planning is essential, as it may take some time to gather appropriate information, consult subject matter, analyze the information, etc. before consideration can be given to working or cooperating with any organization or individual.

### **STEP 3 - COMPETITORS**

Now that you have a feel for the proposed initiative, it's time to size it up and see if there are other companies that may provide the same and/or comparable opportunity.

### **PHASE 4 –COLLABORATION AND BUILDING**

Build a working relationship with appropriate TCDSB central departments, through agreeing on the goals, objectives and core principles that will underpin the opportunity you are thinking of doing. Also in this stage, a deal structure is established and formalized with an opportunity that will produce success. As a contingency, it is prudent in this phase to agree on an appropriate conclusion (termination) to the opportunity.

### **PHASE 5 – MAINTENANCE**

School staff working in collaboration with external organizations and/or individuals regarding the initiative and central TCDSB departments, implement the joint initiative and monitor, evaluate and review the initiative to ensure longer-term commitment and continuity. A key element in this phase is to sustain and embed the initiative by communicating with all stakeholders with the goal to ensure a growing productive relationship to maximize the chances of success.

## **OTHER FACTORS TO CONSIDER**

- Whether or not to have the activity?
- What is the form of the activity?
- What is the identity of the activity?
- What are the benefits of the activity?
- What are the obligations upon TCDSB arising from the activity?
- What are the risks associated with the activity?
- Is it within the principal's power and capability to carry out those obligations?
- Will the school have the resources to carry out those obligations?
- What are the risks, if any, to TCDSB in relation to those obligations, and how are they assessed?
- Is legal documentation required for the activity?
- Is all the information in the Activity Proposal factually accurate and correct?
- Are there any predictive statements or forecasts in the Activity Proposal which cannot be supported?
- Are any statements in the Activity Proposal at risk of being perceived to be misleading or deceptive?
- Are promises made in the Activity Proposal made which the school cannot perform?
- Has copyright been breached in relation to any of the contents of the Activity Proposal, and if applicable, have any copyright consents or permissions been obtained to reproduce any copyright works, including photographs?
- Are any trademarks or logos included in the Activity Proposal, and if so, have all licenses, consents or permissions been obtained to use that trade mark or logo?
- Is any organization or person being mentioned in the Activity Proposal, and if so, have they consented to being named in the Activity Proposal?

APPENDIX B





**POLICY SECTION:** FINANCE  
**SUB-SECTION:** FUNDS & FOUNDATIONS  
**POLICY NAME:** SPONSORSHIP  
**POLICY NO:** F. F. 26

<b>Date Approved:</b> August 26, 2010	<b>Date of Next Review:</b> October 2021	<b>Dates of Amendments:</b> October 2016
<b>Cross References:</b> S.S.04 Access to Students in Schools S. 16 Access to Pupil Information S.M.04 Fundraising in Schools Education Act, Reg. 298, Sec. 24 Advertising and Announcements Education Act, Reg. 474/00 Access to School Premises		
<b>Appendix</b> Appendix A- Determining Whether to Have a Sponsorship - The Sponsorship Process		

**Purpose:**

To provide parameters and clarify procedures for the approval of sponsorship arrangements at the Board and/or school level.

**Scope and Responsibility:**

This Policy extends to all persons, groups, communities and business entities and organizations. The Director of Education is responsible for this policy.

**Alignment with MYSP:**

Living Our Catholic values  
Strengthening Public Confidence  
Fostering Student Achievement and Well-Being  
Providing Stewardship of Resources



<b>POLICY SECTION:</b>	<b>FINANCE</b>
<b>SUB-SECTION:</b>	<b>FUNDS &amp; FOUNDATIONS</b>
<b>POLICY NAME:</b>	<b>SPONSORSHIP</b>
<b>POLICY NO:</b>	<b>F. F. 26</b>

### **Policy:**

It is the purpose of the Toronto Catholic District School Board to endorse the use of sponsorships that support the Mission, Vision and Goals of the Board for the purposes of enhancing learning opportunities for students.

Sponsorships are permitted for the on-going business functions of the Board in accordance with, but not limited to acceptance to hospitality or gifts, offering of hospitality and gifts, access to school premises, purchasing and procurement, fundraising, advertising, advertising in schools and sweatshop-free policies and procedures.

All sponsorships shall be related to charitable, humanitarian, educational, or service activities consistent with the tenets of Catholicism.

### **Regulations:**

1. The Toronto Catholic District School Board will seek sponsorships with and from persons, groups, communities and business entities and organizations which will benefit the educational objectives of the Board, and are consistent with the goals of the Board, will not compromise or exploit students or staff, and will strive to balance educational opportunities for students.
2. The Board shall encourage contributions from sponsors whose ethical and political values correspond to the common good as defined in Ontario Catholic Education and the Corporate Sector published by the Institute for Catholic Education: *"the common good balances harmoniously the recognition, respect, and interests of the human person with the needs and expectations of the community"*.



POLICY SECTION: FINANCE  
SUB-SECTION: FUNDS & FOUNDATIONS  
POLICY NAME: SPONSORSHIP  
POLICY NO: F. F. 26

3. Sponsorships are to fall under the auspices of the Partnership Development Department, and under its guidance.
4. The responsibility for implementation of this policy and any supporting procedure shall be with the Director of Education.

### Procedures

1. All school based sponsorships require the approval of the Principal, in consultation with the School Council, appropriate Superintendent of Education **and Partnership Development Department.** The Superintendent **and/or Partnership Development Department** may discuss the proposal with Director's Council before rendering a decision.
2. Any **sponsorship** deemed by the Superintendent of Education **and/or Partnership Development Department** to be unique or the first of its kind for the Board shall be brought to Director's Council for discussion.
3. **The principal may evaluate school based sponsorships, governed by and in accordance with Appendix A, Determining Whether to Have a Sponsorship - The Sponsorship Process.**
4. All board-wide **sponsorships** fall under the auspices of the Partnership Development Department and require the approval of the Board of Trustees.
5. **Sponsorships from organizations that manufacture or promote products or services such as tobacco products, alcoholic beverages, weapons, gambling or pornography, or other products that violate TCDSB policies, are not eligible.**



POLICY SECTION: FINANCE

SUB-SECTION: FUNDS & FOUNDATIONS

POLICY NAME: SPONSORSHIP

POLICY NO: F. F. 26

**6. In accordance with O. Reg. 298/24, no advertisement or announcement shall be placed in a school or on school property or distributed or announced to the pupils on school property without the consent of the board.**

7. Before the acceptance of and/or approval of a sponsorship the following must be considered:

- a) The compatibility of the sponsorship with the mission, vision and goals of the Board;
- b) The compatibility of the sponsorship with the policies and procedures of the Board;
- c) Products and services of the Sponsor are consistent with all applicable policies set by the TCDSB, as well as all applicable laws, rules, and regulations in their own country, as well as meet internationally recognized standards, in order to advance social and environmental responsibility;
- d) Value of the sponsorship to the school's educational program;
- e) Location of the sponsorship in the school's building or on the school property;
- f) Applicable installation or repair costs;
- g) Safety, security and maintenance requirements;



**POLICY SECTION:** FINANCE  
**SUB-SECTION:** FUNDS & FOUNDATIONS  
**POLICY NAME:** SPONSORSHIP  
**POLICY NO:** F. F. 26

- h) Board-established standards for equipment (e.g. computers, audio-visual);
- i) Financial commitment required by the school or the Board (e.g. ongoing costs).
- j) All of the above needs to comply with the TCDSB Trustee Services and Expenditures Policy T.17 and TCDSB Policy, Sweatshop Free Purchasing Policy F.P.04, and where necessary, requirements of the OFSAA Uniform Sponsorship Policy.

#### **Definitions:**

##### **Sponsorship**

**Sponsorship is where another party makes an arrangement to exchange advertising for the responsibility of funding an event or entity with a view to promoting their name, trade mark, image, activities or products. Sponsorship is distinct from advertising because a sponsor is credited for their direct investment, providing them with a closer association with the content.**

##### **Sponsor**

A corporation or organization that enters into a sponsorship agreement with a “property” and pays cash or value-in-kind in return for access to exploitable commercial potential associated with the property.

For the purpose of this Policy, a sponsor is any organization or individual providing resources to the TCDSB, for use in achieving TCDSB objectives, in return for specific benefits. A sponsor is not an organization or individual providing a ‘gift’ with no benefits in return.

##### **Evaluation and Metrics:**



**POLICY SECTION:** FINANCE  
**SUB-SECTION:** FUNDS & FOUNDATIONS  
**POLICY NAME:** SPONSORSHIP  
**POLICY NO:** F. F. 26

**The effectiveness of the policy will be determined by measuring the following:**

**Metrics and accountability will be on-going based on impact measures related to, but not exclusive to, incremental revenues (cash and in-kind) generated and sponsorships established.**

**In addition, the effectiveness of the policy will be evaluated against its support of the goals outlined in TCDSB Multi-Year Strategic Plan. This will be further measured by participation rates and engagement of schools and community groups.**

**APPENDIX**



REPORT TO

## CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY COMMITTEE

### COMMUNITY HUBS CAPITAL FUNDING FOR MINOR RETROFITS AND ACCESSIBILITY

*And looking at them Jesus said to them, "With people this is impossible,  
but with God all things are possible."*

*Matthew 19:26*

Created, Draft	First Tabling	Review
October 31, 2016	November 9, 2016	<a href="#">Click here to enter a date.</a>
S. Coray, Senior Manager, Partnership Development M. Loberto, Senior Coordinator of Development M. Silva, Comptroller of Planning and Development Services		
<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.*



R. McGuckin

Associate Director of Academic Affairs

A. Sangiorgio

Associate Director of Planning and  
Facilities

C. Jackson

Executive Superintendent of Business  
Services and Chief Financial Officer

Angela Gauthier

Director of Education

## **A. EXECUTIVE SUMMARY**

This report provides information on the Ministry of Education announcement regarding the Community Hubs Capital Funding for Minor Retrofits and Accessibility initiative.

The Toronto Catholic District School Board has been allocated \$1,684,748 to retrofit available space in existing schools for use by new community partners/expand existing community hub spaces in schools, or improve the accessibility of schools to allow greater opportunities for use by the community.

*The cumulative staff time dedicated to developing this report was 14.5 hours.*

## **B. BACKGROUND**

1. On May 6, 2016, the Ministry announced four separate capital funding initiatives to support community hubs in schools (*Appendix 'A'*), including:
  - \$20 million to create space for new child care and child/family support programs;
  - \$18 million to retrofit existing child care space within a school to create additional spaces for children under four years old; and
  - \$50 million to renovate surplus school space to make it available for use by community partners and the public.
2. On October 14, 2016, the Ministry released Memorandum 2016:B8 *Community Hubs Capital Funding: Minor Retrofits and Accessibility* (*Appendix 'B'*), which provided details on the \$50 million capital funding initiative to support the expansion of community hub use in schools.
3. The TCDSB was allocated a total of \$1,684,748 from this initiative, with the funds to be used to retrofit available space in schools into community hub space and improve the accessibility of schools to allow greater opportunities for use by the community.
4. The memorandum from the Ministry broadens the Community Planning and Partnerships Guidelines, and as set out in TCDSB Community and Planning Partnerships Policy B.R.07.



## **C. EVIDENCE/RESEARCH/ANALYSIS**

1. The \$1,684,748 allocated to the TCDSB from this initiative can only be used to:
  - Retrofit available school space into space for use by a new community partner(s) or expand existing community hubs spaces in schools; or
  - Improve the accessibility of a school to enable use by a broader range of community partners.
2. It is important to note that these funds cannot be spent on the following:
  - To expand the existing building footprint or gross floor area;
  - In a school that is scheduled to close within the next five years;
  - To undertake capital work to accommodate a child care or child and family support program operator; and
  - To make space available exclusively for use after regular school day hours
3. The payments to school boards will be made twice a year based on reported expenditures:
  - Expenditures from September 1, 2016 to March 31, 2017 (and reported by April 2017) will be paid in June 2017; and
  - Expenditures from April 1, 2017 to August 31, 2017 (and reported by October 31, 2017) will be paid in February 2018.
4. Furthermore, the Memorandum sets out communications protocols for projects undertaken with this funding. School boards should not issue a news released or any other media-focused public communication associated with this initiative without publicly recognizing the Ministry of Education's role in funding the project.

The intent is to secure as much coverage for these events as possible, and in doing so, help promote the role of both the Ministry of Education and the school board in bringing exciting new capital projects to local communities.
5. Board staff will evaluate all potential options in order to maximize the use of this funding, and determine the best opportunities to create or expand community hubs.

## **D. CONCLUDING STATEMENT**

This report is for the consideration of the Board.



**2016: B9  
APPENDIX A**

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

**FROM:** Nancy Matthews  
Assistant Deputy Minister  
Early Years Division

Gabriel F. Sékaly  
Assistant Deputy Minister  
Financial Policy and Business Division

**DATE:** **May 6, 2016**

**SUBJECT:** **Ministry of Education Initiatives to Support Community  
Hubs in Schools**

---

In August 2015, the Premier's Community Hub Framework Advisory Group, chaired by Karen Pitre, special advisor to Premier Wynne on community hubs, issued its report entitled *Community Hubs in Ontario: A Strategic Framework and Action Plan* ("Action Plan"). The government accepted all of the recommendations in the Action Plan and since its release, the Ministry of Education has been working with other government ministries, school boards, and other community partners to implement the recommendations in the Action Plan that were specific to the education sector.

We are pleased to announce that the Ministry is taking steps to respond to the recommendations provided in the Action Plan to promote community hubs in schools. Together, the initiatives detailed in this memorandum will support the government's objectives of removing barriers to community hubs, providing integrated service delivery to communities, and respecting the importance of local planning decisions.

## Highlights

- The Ministry of Education has made amendments to Ontario Regulation 444/98 – *Disposition of Surplus Real Property*, to ensure additional consideration of community and provincial interests when disposition of surplus school property occurs.
- The Ministry is introducing the following new capital funding programs for school boards to support community hubs in schools:
  - \$20 million to create space for new child care and child and family support programs through Ontario Early Years Child and Family Centres in schools
  - \$18 million to retrofit existing child care space within a school to open up more spaces for children under four years old
  - \$50 million to renovate surplus school space to make it available for use by community partners and the public
  - Expanding eligibility for school capital funding to include building replacement space for eligible community partners in new schools or additions in the event their original school location is closed or sold.

### 1. Amendments to Ontario Regulation 444/98

In memorandum **2016:B6**, *Grants for Student Needs changes for 2015-16 and 2016-17*, the Ministry of Education announced that amendments would be made to Ontario Regulation 444/98 – *Disposition of Surplus Real Property* as a result of consultations in Fall 2015. The following amendments have now been made to O. Reg. 444/98:

1. Extending the current surplus school circulation period from 90 days to 180 days, providing listed public entities with 90 days to express interest in the property and an additional 90 days to submit an offer;
2. Expanding the list of public entities to receive notification of surplus school property disposition;
3. Require all board-to-board sales to be at fair market value;
4. Introduce a maximum rate a school board can charge for leasing a school to another board;
5. Provide a school board with a leasehold interest in a surplus school property being circulated to have the highest priority ranking of all listed entities; and
6. Ensure that private education providers are not eligible to lease surplus property unless the property has first been circulated to listed public entities.

Please note that amendments 1 to 5 will come into effect as of September 1, 2016, while amendment 6 is effective upon filing.

As a result of these changes, all school boards will be required to circulate surplus school properties that they are seeking to sell or lease to a list of public entities that will be expanded to include Section 23 Agencies, DSSABs/CMSMs, Children's Mental

Health Agencies, Local Health Integration Networks , Public Health Boards and First Nations and Métis Organizations.

These amendments will provide more opportunities for community organizations to purchase or lease surplus school properties in order to allow for continued community use.

More information regarding the changes to Ontario Regulation 444/98 will be provided in a separate SB memorandum that will be released shortly to school boards. In addition, communication will be sent to all of the agencies that will benefit from these changes including Consolidated Municipal Service Managers and District Social Service Administration Boards.

## **2. Funding Programs to Support Community Hubs in Schools**

The Ministry is announcing three new capital funding initiatives to support the expansion of community hubs in schools, as detailed below.

### **a) Child Care and Child and Family Support Programs (\$20 million for the 2016-17 school year)**

Building upon the Ministry's existing capital funding for new child care space in schools, the Ministry is supplementing this funding for further new builds, expansion, replacement and retrofits of child care space.

The Ministry is aware that the demand for child care capital funding in schools outweighs the existing capital funding available for these services. There have also been capital funding requests from the education sector for school-based child and family support programs. This new funding will allow us to address the need for new and replacement child and family support programs.

Under this program, the Ministry will provide funds to:

- i. Supplement existing Ministry child care capital funding to be used in schools that is provided through the following two allocations:
  - Schools-First Child Care Capital Retrofit Policy (SFCCCRP)
    - Support the conversion of existing school-based licensed child care spaces for four- and five-year olds to spaces that can be licensed for younger children (i.e., 0 to 3.8 years of age), or to convert surplus space in open schools to child care space for the children 0 to 3.8 years of age.
  - Capital Funding for New Construction of Child Care
    - Supports the construction of new child care spaces for children 0 to 3.8 years of age in new schools and schools approved for major expansions and renovations, in areas where there is high demand.

- Supports the need for expansion of child care spaces in schools in areas where there is high demand and limited or no space to retrofit in schools.
  - Includes replacement of child care spaces in replacement schools resulting from school closures.
- ii. New and replacement child and family support programs to support the recent Ministry announcement regarding the implementation of Ontario Early Years Child and Family Centres (OEYCFCs) by 2018.

School boards will be able to apply for this funding with their CMSM/DSSAB partners as part of the 2016 Capital Priorities program. Information about eligibility and submission requirements to request this funding will be communicated in a separate B memorandum that will be released later this month.

**b) Minor Retrofits and Upgrades to Accessibility to Increase the Number of Community Partners in Schools (\$50 million for the 2016-17 school year)**

Under this program, the Ministry will allocate funding to school boards to renovate existing surplus school space into space required by a community partner. Alternatively, the funding can be used to improve the accessibility of a school to contribute towards its use by a community partner.

The Ministry intends to provide specific allocations to each school board based on a funding formula which is currently under development. Eligible expenses must be depreciable and can include the conversion of space from an existing use to suit the needs of a community partner, as well as investments to improve accessibility.

Additional details about this program, including reporting and accountability requirements will be available later this year. The Ministry intends to launch this program for the 2016-17 school year.

**c) Replacement Community Partner Space**

The Ministry will fund school boards to build replacement space in a school to accommodate a community partner that is in an operating school that is closing or being consolidated. This funding will also be available, under certain circumstances, to construct space at an open school for a community partner that is currently located in a school board property that is going to be sold. Funding would be limited to those situations where the continuation of services would otherwise be at risk. The Ministry will be developing criteria to determine which partners in schools that are closing would be eligible for space to be created in another school to accommodate them.

The Ministry will provide additional details on this program in the Fall. School boards and their partners will be required to submit business case requests for this funding through the Ministry's existing intake processes for capital programs. The 2017 School

Consolidation Capital program is currently being targeted as the first opportunity to request this funding.

### **3. Additional \$18 Million in Child Care Retrofit Funding**

The Ministry is also announcing an additional \$18 million in child care retrofit funding for school boards to support the Schools-First Child Care Capital Retrofit Policy. Further information about how school boards can request this funding will be provided in the 2016 Capital Priorities B-memorandum, which will be released later this month.

The Ministry looks forward to working with our partners in implementing these initiatives to support community hubs in schools and providing more opportunities for services and programs to be delivered to the communities they serve.

If you have questions or require additional information, please contact Grant Osborn, Director, Capital Policy and Programs Branch at (416) 325-1705 or [Grant.Osborn@ontario.ca](mailto:Grant.Osborn@ontario.ca), or Julia Danos, Director, Early Years Implementation Branch at (416) 314-8192 or [Julia.Danos@ontario.ca](mailto:Julia.Danos@ontario.ca)

*Original signed by:*

Gabriel F. Sékaly  
Assistant Deputy Minister  
Financial Policy and Business Division

Nancy Matthews  
Assistant Deputy Minister  
Early Years Division

c.c. Senior Business Officials  
Superintendents and Managers of Facilities  
Managers of Planning  
CAOs of Consolidated Municipal Service Managers  
CAOs of District Social Service Administration Boards



**2016: B18  
APPENDIX B**

**MEMORANDUM TO:** Directors of Education  
Senior Business Officials

**FROM:** Gabriel F. Sékaly  
Assistant Deputy Minister  
Financial Policy & Business Division

**DATE:** October 14, 2016

**SUBJECT:** Community Hubs Capital Funding: Minor Retrofits and Accessibility

---

Earlier this year the Ministry announced four separate capital funding initiatives to support community hubs in schools (see Memorandum **2016:B9, *Ministry of Education Initiatives to Support Community Hubs in Schools***, dated May 6, 2016). Today, we are providing details on the \$50 million capital funding initiative to support the expansion of community hub use in schools that will benefit both students and the local community. This funding is to be used to retrofit available space in schools into community hub space and to improve the accessibility of schools to allow greater opportunities for use by the community (see Appendix A for specific board allocations).

School boards are encouraged to work with their community partners to explore mutually advantageous opportunities to share space in schools that would benefit both the board and the broader community as explained in the *Community Planning and Partnerships Guideline*. The Ministry recognizes that in many cases, when a community partner is prepared to occupy available school space in an operating school, some minor retrofits may be required to allow the partner to operate most effectively in the space.

School boards' approved community planning and partnership policies continue to govern the criteria and principles that school boards will use to determine partner eligibility, partner prioritization, school eligibility, student safety and all other items pertaining to school operations.

School boards are reminded that community partners are still expected to fully cover the operating and administrative costs to the board of the space occupied by the partner.



Included in this memorandum is information on:

- a) Eligible capital projects
- b) Allocation methodology
- c) Capital and financial reporting requirements
- d) Communication protocols

## **A. Eligible Capital Projects**

Minor Retrofits and Accessibility funding can be used to:

- Retrofit available school space into space for use by a new community partner(s) or to expand existing community hubs spaces in schools, or
- Improve the accessibility of a school to enable use by a broader range of community partners.

The objectives of this funding are to remove capital cost barriers to community use of available school space and to create or improve space for community partners that provide services or supports that satisfy the requirements of section 234 of the *Education Act*. Those requirements can generally be described as promoting the care and/or development of children (emotional, social or physical) or promoting student success.

Examples of how this funding could be used include renovating two available classrooms into a redesigned space for use by a community partner, adding security doors or addressing accessibility barriers through the installation of ramps or automatic doors. Eligible renovations can contribute to expanded public use by a new or existing community hub.

School boards will decide what available spaces and schools provide the best opportunities to meet the needs of the board, the school and a community hub partner. Capital expenses must be depreciable and qualify for amortization.

This funding is NOT to be used:

- To expand the existing building footprint or gross floor area;
- In a school that is scheduled to close within the next five years;
- To undertake capital work to accommodate a child care or child and family support program operator as Child Care Retrofit and Schools-First Child Care Capital Retrofit funding exists for this type of work; or
- To make space available exclusively for use after regular school day hours as Community Use of Schools funding exists for this purpose.

## **B. Allocation Methodology**

School board allocations were determined using two types of data – facility utilization and a combination of socio-economic variables. Since the Minor Retrofits and Accessibility funding is intended to be used in viable schools with excess space available for community partners, only those schools with available space generated funding.

Allocations were also determined using various social indicators, all of which are currently used by the Ministry of Education to provide program funding to school boards, as proxy measures of community socio-economic status. For example, the Demographic Allocation, one of the components comprising the Learning Opportunities Grant, utilizes social indicators data to calculate board funding.

### Utilization

Board utilization data was based on information in the School Facilities Inventory System (SFIS) and included all schools that met the following criteria:

- Open since 2011 or earlier;
- Owned by the school board;
- Between 60 to 90 percent utilized OR is eligible for Enhanced Top-Up funding (e.g. isolated schools).

The intent behind this approach was to focus on schools that have available space and are less likely to close. As such these schools are better suited to support community partners. This approach also ensures that isolated schools are not disadvantaged due to low school enrolment. Any school built and opened in 2012 or later was removed from the list of schools used to calculate allocations because enrolment at newer schools tends to take a few years to stabilize and in the medium term there should be little or no excess space available in the school.

### Socio-Economic Variables

At this time, the government does not have a standard measure in place to determine anticipated need for community space. Therefore, the Ministry incorporated various socio-economic statistics into its allocation model as proxies. The variables used were lone parent family, parental education, family income, income source, immigration and senior kindergarten Early Development Instrument (EDI) scores. EDI measures readiness of students to transition to Grade 1 based on various areas of child development (e.g. physical health to language and cognitive development).

In recognition that these social indicators are only proxies for community need, utilization was given twice the weighting (2:1 ratio) as the socio-economic variables. Using all the above data, allocations were generated at a school-level and subsequently rolled-up into an overall allocation amount. No school board received an allocation less than \$100,000.

## **C. Capital and Financial Reporting Requirements**

The Ministry intends to introduce streamlined reporting requirements for boards for Minor Retrofits and Accessibility funding. All Minor Retrofits and Accessibility expenditures made by boards must be reported in VFA facility and will then be uploaded by the Ministry directly into EFIS, similar to the manner in which School Condition Improvement (SCI) expenditures are treated.

Similar to SCI funding, cash payments to boards will be made twice a year based on reported expenditures; specifically:

- Expenditures from September 1, 2016 to March 31, 2017 (and reported by April 2017) will be paid in June 2017; and,
- Expenditures from April 1, 2017 to August 31, 2017 (and reported by October 31, 2017) will be paid in February 2018.

The Ministry will also fund short-term interest related to these expenditures on a semi-annual basis, which is consistent with other capital programs. Any unspent funds by the end of the 2016-17 school year can be carried-over for one additional year, however, any 2016-17 amounts unspent by the end of the 2017-18 school year will be recovered.

The Ministry intends to collect information from boards on the projects they are planning to undertake using their Minor Retrofits and Accessibility funding. The Ministry will provide more details through a separate communication on the specific types of information that will be required, however, it is anticipated that school boards will be required to report by February 28, 2017 on such things as:

- The projects the board plans to undertake using their Minor Retrofits and Accessibility funding;
- What type of community space was created or improved or what is the nature of the capital work (e.g. installation of walls/firewalls, accessible ramp to parking lot);
- The name and/or type of community partner(s) to occupy the renovated space; and/or
- The additional community use, and positive outcomes for the school and potentially the broader community that will be realized due to the capital investment.

Please note Minor Retrofits and Accessibility allocations will be included in an amended 2016-17 Grants for Student Needs funding regulation this fall, subject to approval by the Lieutenant Governor in Council.

## **D. Communication Protocols**

School boards should not issue a news release or any other media-focused public communication regarding projects undertaken with this funding without publicly recognizing the Ministry of Education's role in funding the project. In addition, school boards can contact the Ministry of Education to receive additional content for the media-focused public communications, such as quotes from the Minister.

The intent is to secure as much coverage for these events as possible, and in doing so, help promote the role of both the Ministry of Education and the school board in bringing exciting new capital projects to local communities.

Important: For all openings of new or expanded community partnerships in schools funded through this initiative, the Minister of Education must be invited as early as possible to the event. Invitations can be sent to [Minister.EDU@ontario.ca](mailto:Minister.EDU@ontario.ca), with a copy sent to the ministry's Regional Manager, Field Services Branch, in your area. School boards are not to proceed with their public event until they have received a response

from the Minister's Office regarding the Minister's attendance. School boards will be notified at least four to six weeks in advance of their opening event as to the Minister's attendance. Please note that if the date of your event changes at any time after the Minister has received the invitation, please confirm the change at the email address above.

If the Minister of Education is unavailable, the invitation may be shared with a government representative who will contact your school board to coordinate the details (e.g., a joint announcement). School boards are not expected to delay their announcements to accommodate the Minister or a Member of Provincial Parliament (MPP); the primary goal is to make sure that the Minister is aware of the announcement opportunity.

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.

You must acknowledge the support of the Government of Ontario in media-focused communications of any kind, written or oral, relating to the agreement or the project. This could include but is not limited to, any report, announcement, speech, advertisement, publicity, promotional material, brochure, audio-visual material, web communications or any other public communications. For minor interactions on social media, or within social media such as Twitter, Vine, etc. where there is a tight restriction on content, school boards are not required to include government acknowledgement. In addition, when engaged in reactive communications (e.g., media calls) the school board does not have to acknowledge government funding; however, if possible, such an acknowledgement is appreciated.

## **Ministry Contacts**

For any communications-related questions, please contact Ryan Rigby at (416) 325-2540 or via email at [Ryan.Rigby@ontario.ca](mailto:Ryan.Rigby@ontario.ca). For all other questions or requests for additional information, please contact Cettina Cuffaro, Senior Policy Specialist, Capital Policy and Programs Branch, at 416-325-2034 or [cettina.cuffaro@ontario.ca](mailto:cettina.cuffaro@ontario.ca).

*Original signed by:*

Gabriel F. Sékaly  
Assistant Deputy Minister  
Financial Policy and Business Division

cc: Superintendents of Facilities  
Managers of Plant

Appendix A: List of board-by-board allocations

## Appendix A: Allocations

### Community Hubs Education Capital - Minor Retrofits and Accessibility

District School Board Name	Board by Board Funding Total
Algoma District School Board	\$713,876
Algonquin and Lakeshore Catholic District School Board	\$228,440
Avon Maitland District School Board	\$571,101
Bluewater District School Board	\$799,541
Brant Haldimand Norfolk Catholic District School Board	\$342,661
Bruce-Grey Catholic District School Board	\$114,220
Conseil des écoles publiques de l'Est de l'Ontario	\$599,656
Conseil scolaire catholique Providence	\$513,991
Conseil scolaire de district catholique des Grandes Rivières	\$571,101
Conseil scolaire de district catholique Centre-Sud	\$599,656
Conseil scolaire de district catholique de l'est Ontarien	\$428,326
Conseil scolaire de district catholique des Aurores boréales	\$256,995
Conseil scolaire de district catholique du Centre-Est de l'Ontario	\$628,211
Conseil scolaire de district catholique du Nouvel-Ontario	\$628,211
Conseil scolaire de district catholique Franco-Nord	\$314,106
Conseil scolaire de district du Grand Nord de l'Ontario	\$399,771
Conseil scolaire de district du Nord-Est de l'Ontario	\$114,220
Conseil scolaire Viamonde	\$713,876
District School Board of Niagara	\$913,761
District School Board Ontario North East	\$485,436
Dufferin Peel Catholic District School Board	\$1,085,092
Durham Catholic District School Board	\$371,216
Durham District School Board	\$856,651
Eastern Ontario Catholic District School Board	\$428,326
Grand Erie District School Board	\$942,317
Greater Essex County District School Board	\$856,651
Halton Catholic District School Board	\$256,995
Halton District School Board	\$542,546
Hamilton-Wentworth Catholic District School Board	\$456,881
Hamilton-Wentworth District School Board	\$1,113,647
Hastings and Prince Edward District School Board	\$770,986
Huron-Perth Catholic District School Board	\$228,440
Huron-Superior Catholic District School Board	\$314,106
Kawartha Pine Ridge District School Board	\$942,317
Keewatin-Patricia District School Board	\$485,436
Kenora Catholic District School Board	\$100,000
Lakehead District School Board	\$599,656
Lambton Kent District School Board	\$1,027,982

<b>District School Board Name</b>	<b>Board by Board Funding Total</b>
Limestone District School Board	\$742,431
London District Catholic School Board	\$656,766
Near North District School Board	\$542,546
Niagara Catholic District School Board	\$656,766
Nipissing-Parry Sound Catholic District School Board	\$142,775
Northeastern Catholic District School Board	\$256,995
Northwest Catholic District School Board	\$100,000
Ottawa Catholic School Board	\$828,096
Ottawa-Carleton District School Board	\$742,431
Peel District School Board	\$2,255,849
Peterborough Victoria Northumberland and Clarington Catholic DSB	\$256,995
Rainbow District School Board	\$799,541
Rainy River District School Board	\$285,550
Renfrew County Catholic District School Board	\$199,885
Renfrew County District School Board	\$542,546
Simcoe County District School Board	\$599,656
Simcoe Muskoka Catholic District School Board	\$542,546
St. Clair Catholic District School Board	\$399,771
Sudbury Catholic District School Board	\$285,550
Superior North Catholic District School Board	\$256,995
Superior-Greenstone District School Board	\$342,661
Thames Valley District School Board	\$1,741,858
Thunder Bay Catholic District School Board	\$314,106
Toronto Catholic District School Board	\$1,684,748
Toronto District School Board	\$6,710,436
Trillium Lakelands District School Board	\$656,766
Upper Canada District School Board	\$1,142,202
Upper Grand District School Board	\$656,766
Waterloo Catholic District School Board	\$485,436
Waterloo Region District School Board	\$885,206
Wellington Catholic District School Board	\$256,995
Windsor-Essex Catholic District School Board	\$599,656
York Catholic District School Board	\$656,766
York Region District School Board	\$1,456,307
<b>Total</b>	<b>\$50,000,000</b>



REPORT TO

## CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY COMMITTEE

# CUSTODIAL OVERTIME AND REPLACEMENT COST REDUCTION

*"I can do all this through Him who gives me strength."  
Philippians 4:13 (NIV)*

Created, Draft	First Tabling	Review
November 29, 2016	December 8, 2016	
A. Rashid, Senior Coordinator, Operations P. de Cock, Comptroller, Business Services D. Koenig, Superintendent of Human Resources M. Puccetti, Superintendent of 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 rooted in the love of  
Christ. We educate students to grow in grace and  
knowledge and to lead lives of faith, hope and  
charity.*



R. McGuckin

Associate Director of Academic Affairs

A. Sangiorgio

Associate Director of Planning and  
Facilities

C. Jackson

Executive Superintendent of Business  
Services and Chief Financial Officer

Angela Gauthier

Director of Education



## **A. EXECUTIVE SUMMARY**

This report is in response to a Trustee request made at June 2016 Student Achievement Board meeting, regarding reduction strategies for replacement and overtime costs for Custodial and Maintenance staff. An overview of supply deployment and overtime costs for the past five years is provided in the report. Replacement staff are deployed typically to cover absences of permanent staff resulting from vacancies, medical leaves, vacation, family or urgent personal business as defined in the Collective Agreement.

In the summer of 2016, Staff completed a system-wide update of the *TechniClean* Program, which is a work-loading program to assess cleaning requirements based on space and use, for every TCDSB building. At the same time, as part of the Multi-year Recovery Plan, the Board approved a \$1.0M of cleaning efficiencies, which resulted in the closing of un-occupied rooms/spaces in under-utilized schools. Given the detailed information provided through TechniClean, further reductions to the replacement and over-time budgets for Custodial Staffing would impact the cleaning standards at schools. Other strategies to manage the costs associated with replacement and overtime include optimizing the use of space in buildings, closing more buildings in the summer, increasing permit fees and tenant leases, and generating other revenues to off-set costs.

<i>The cumulative staff time dedicated to developing this report was 55 hours.</i>
--

## **B. PURPOSE**

At the Student Achievement Board Meeting of June 2, 2016, there was a Trustee motion regarding strategies to “reduce replacement and overtime cost”, as it pertains to the Facilities Operations and Maintenance staffing budgets.

The majority of replacement and over-time costs are attributable to custodial staffing needs rather than maintenance staff. Maintenance staff have specialized trades designations such as plumber, electrician, carpenter, building automation system (BAS) technicians. These trades can only be replaced by another qualified tradesperson. Typically, this is done by issuing the work to an external contractor - in which case the costs are carried under the Time and Materials Repairs or Preventative Maintenance section of the Maintenance budget rather than under a staffing budget. The Board has 71 permanent trade positions within the Maintenance department.

## C. BACKGROUND

1. For the past five years, with the exception of 2015/2016, the combined Replacement and Overtime Costs have been under \$5.0 M. In 2015/2016 as noted in the table below, the costs increased due to the high number of vacant/unfilled permanent positions. The posting of these positions had been deferred pending resolution of the Board's Multi-year Recovery Plan.

<u>Year</u>	<u>Replacement Costs</u>	<u>Overtime Costs</u>	<u>Total</u>
2015-16	\$5,525,109	\$413,945	\$5,939,054
2014-15	\$4,691,320	\$286,268	\$4,977,588
2013-14	\$4,196,309	\$265,872	\$4,462,181
2012-13	\$4,550,230	\$172,071	\$4,722,301
2011-12	\$4,415,380	\$179,217	\$4,594,597

On the other hand, the costs for permanent staffing, under regular wages and benefits for 2015/2016 was approximately \$1.0M lower than the previous year – corresponding to the increase in Supply/Over-time costs.

<b>Year</b>	<b>Wages+Benefits</b>	<b>Budget expended</b>
2015-16	\$37,277,921	\$1,001,608 less in 2015-16 as compared to 2014-15 due to unfilled vacancies
2014-15	\$38,279,529	
Change	(\$ 1,001,608)	

2. On May 12, 2016 a report regarding the Techni Clean survey results was presented to the Corporate Services, Strategic Planning and Property Committee in Private. The report identified \$1.0M of cleaning efficiencies that could be achieved through the closing of rooms/spaces in twenty-one (21) under-utilized schools.
3. In June 2016, at the Special Budget meeting, the Board approved \$1.0M reductions for cleaning efficiencies and \$300,000 reductions in energy costs, effective for 2016 – 2017 as part of the Multi-Year Recovery Plan.
4. At the end of June and start of July, Staff met with Principals and where possible, with school staff and parents, to review the room closures and room relocations. Staff also met with the CUPE 1280 Executive to facilitate

a smooth transition to adjust shifts and work locations. In total, 47 custodians participated in a one-day “shift pick” exercise to determine new positions and shifts. All the CUPE 1280 staff were accommodated – the reductions were achieved through attrition from retirements.

5. The Techni Clean updates included adjusting cleaning tasks and custodial staffing needs at every school. Over the fall, Staff met with the custodial staff per school area to review the revised cleaning tasks and assignments, and information was provided to each Principals regarding the updates. Each school has been provided with colour-coded floor plans indicating the various cleaning assignments and areas of responsibility for each position (Head Custodian/Assistant Caretaker - Day and Afternoon shifts).

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

1. There are a variety reasons for deployment of replacement custodial staff - primarily when the regular/permanent staff are on vacation, or absent for medical reasons, or for family/personal reasons and a supply custodian is required to cover the absence. In the majority of cases, in particular for smaller elementary schools, the absence must be filled as the school cannot be left unattended without custodial staff.

As noted in the summary table below, 68% of custodians in permanent positions have 20 days plus vacation and 65% of Trades and Warehouse staff have 20 days plus vacation. As the majority of schools are used during the summer – for childcare, summer camps and summer schools – the permanent school custodians are replaced when they are on vacation with supply caretakers. Summer is also when the bulk of the heavy cleaning takes place – in particular stripping and waxing of floors. Typically, two custodians at minimum are required for a portion of the work to relocate furniture or for high bay cleaning. If a school is not occupied during the summer, Operations staff will schedule the cleaning to occur over a shorter timeframe and then close building thereby saving on custodial staffing (notwithstanding, that a custodian will do regular periodic inspections of the closed facility).

Summary of Vacation Entitlement for CUPE 1280 Permanent Custodial Employees as of 2015/2016		
# of days entitled	# of employees	% of employees
10 days or less	81	13%
10.50 to 12.50	25	4%
15	97	15%
20	169	27%
25	65	10%
26-29	71	11%
30	126	20%
Grand Total	634	100%

Summary of Vacation Entitlement for CUPE 1280 Trades & Warehouse Employees as of 2015/2016		
# of days entitled	# of employees	% of employees
10 days or less	12	15%
15	17	21%
20	17	21%
25	18	22%
26-29	7	9%
30	11	12%
Grand Total	82	100%

2. Facilities Services has had an Attendance Management system in place for the past fifteen years. The system tracks absenteeism by category; personal illness, family illness, urgent personal business, bereavement, union business, training etc. as defined under the current Collective Agreement with CUPE 1280. Supply staff are also used to replace custodial staff who are absent for reasons as noted above has been the corner stone of managing our wages and benefits budget until now. As noted below, the percentage of *true* absenteeism (related to family and personal illness) for the past three years has remained relatively stable, at less than 7% primarily due to our Absence Management Program,

2015-16	2014-15	2013-14	2012-13	2011-12
6.72%*	6.15%	6.43%	7.11%	6.67%

3. TechniClean is a work loading software that provides a detailed level of assessment in order to balance and determine custodial FTE. In larger schools with several Custodial FTEs, Techni Clean provides a clear break down and distribution of tasks and facilitates the integration and accommodation of staff that may require a return to work accommodation. Currently there are seventeen permanently modified staff and they are integrated as supplemental labour in addition to workers included under TechniClean.
4. Over time is used when the regular custodian is absent due to personal illness, family illness, etc. and we cannot find a supplement in which case the custodian on duty is asked to do overtime to cover the absence usually up to four hours. These OT costs are not covered by other budgets as we are obliged to provide custodial coverage for the day care and some Board programs.
5. The recent TechniClean updates reflect changes in building uses and size, such as increased number of kindergarten rooms in elementary schools as well as construction of new additions, new buildings, addition and removal of portable classrooms, increase of childcare spaces and identification of under-utilized rooms/spaces. As noted in the May 2016 report to Board, TechniClean takes into account all of these factors – and provides a recommended cleaning schedule per building, which determines the necessary staffing to maintain the Board’s standard of cleaning. In order to reduce the recommended FTE, and thereby potentially reduce Replacement or Overtime costs, there are certain cleaning tasks that would need to be eliminated or undertaken with less frequency such as project work like high dusting, gathering mulch around trees, other grounds keeping and exterior window cleaning. In addition, custodians would be hard pressed to both complete their regular cleaning tasks and still undertake some of the other activities that they carry out such as assisting teachers and students to move furniture or hang art, and undertaking some minor repairs.
6. The Board has approved some recent initiatives that will assist in the management of Supply and Overtime budgets – such as the recent amendments to Policy B.R.05, (2015), to increase Permit Fees, which includes custodial services/costs. Other cost-control measures have included charging individual Renewal or Capital project budgets – if the additional custodial supply time is related to construction. The closing of under-utilized

spaces to effect cleaning efficiencies as per the June 2016 Multi-Year Recovery Plan also impacted the Supply and Overtime budgets.

7. Other strategies for reducing the Replacement and Overtime Costs include the following:
  - Optimizing use of space and utilization in schools, through implementation of the Long Term Accommodation Plan;
  - Optimizing use of buildings during the summer – by congregating summer camp and summer school programs into common buildings and closing un-occupied buildings;
  - Continuation of the Permit Fee changes approved in the revised Policy B.R.05;
  - Implementation of a more proactive Return to Work program;
  - Adoption of cost-recovery leases to childcare tenants and other community use tenants.

## **E. METRICS AND ACCOUNTABILITY**

1. Annual updating of Techni Clean to reflect changes in the building that may impact cleaning assignments and staffing requirements will be undertaken by Operations staff. In addition, regular cleaning inspections are undertaken by Operations staff throughout the school year, as well as responding to concerns raised by an individual Principal. Any subsequent requests to increase staffing at a school are vetted by senior staff and the Superintendent of Facilities.
2. Reconciliation of custodial overtime and supply costs arising from Permits and/or construction activity at the school is administered and updated on a regular basis by the Board's Finance department. Any discrepancies are followed up by both the Permits and Operational department.
3. Annual training session, usually held during March break, are provided for all custodial and maintenance staff, including workshops related to health and safety topics such as how to reduce back injuries, safe use of chemicals and/or equipment and recently, how to work safely during periods of extreme heat. These sessions are conducted by either external providers or by the Board's Occupational Health and Safety department. Safety training is also provided to newly hired supply caretakers and maintenance trades.

4. Operations staff review monthly the absenteeism data for each school and school area, to determine whether costs and trends are in keeping with the budget. The custodial and maintenance staffing budgets, which are funded through Grants for Student Needs (GSN), are further monitored by both Operations/Maintenance and the Finance departments. The two areas of greatest concern in terms of impacting the budget are related to declining enrolment which would reduce the GSN, and increases in absenteeism, which would increase replacement and overtime costs.
5. The other cost pressure impacting the Replacement and Overtime Budget is delays in posting and filling vacancies. Staff from both Facilities and Human Resource departments have been working on measures to streamline and speed up the job posting and awards process. The job posting process is currently on-line, which significantly reduces the amount of paperwork and delays associated with availability of information – more postings available at one time for example.

## **F. ACTION PLAN**

1. Staff will continue to meet with individual principals and attend Principals meetings to facilitate the implementation of the Techni Clean updates and respond to concerns.
2. As part of the monthly review of absenteeism rates, Staff will work in consultation with the Benefits department to identify trends and cost-pressures. It is important to note that the current Attendance Management system is a critical tool to assist in the collection and analysis of all absenteeism data for Operations and Maintenance CUPE staff.
3. In consultation with Focus on Youth, Renewal, Permits and Strategic Support departments, Operations staff will develop a list of schools that could be used for a variety of programs thereby allowing other schools to be closed for the duration of or part of the summer.

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

1. Work with the CUPE 1280 Union Executive and Human Resources to address concerns regarding absenteeism and other costs pressures at regular Union-Management meetings;
2. In consultation with Strategic Support, solicit feedback from various stakeholders – childcare, summer camps, FOY, and the City Parks, Recreation and Forestry regarding changes to use of buildings for the summer – if stakeholders can share a building, in order to allow closing of more buildings in the summer to reduce cleaning and caretaking needs. The results will be provided in a further report to Board in the spring.

## **H. STAFF RECOMMENDATION**

This report recommends that the Board continue to explore other strategies to manage the CUPE 1280 Replacement and Overtime costs as detailed in the report – through closing of under-utilized rooms/spaces as well as closing schools in the summer, and through implementation of permit fee changes, as noted in the revised Policy B.R.05.

Further reductions to the custodial staffing budget would impact the level of cleaning in schools, unless there was a corresponding decrease of building area.





## REPORT TO

## CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY COMMITTEE

### CITY OF TORONTO WATER AND WASTEWATER RATES UPDATE NOVEMBER 2016 (ALL WARDS)

*"I can do all this through Him who gives me strength."  
Philippians 4:13 (NIV)*

Created, Draft	First Tabling	Review
November 24, 2016	December 8, 2016	
K. Elgharbawy, Senior Coordinator, Maintenance and Energy Management M. Farrell, Coordinator, Materials Management P. de Cock, Comptroller, Business Services A. Della Mora, D. Yack, J. Shanahan, J. Wujek, K. Malcolm, M. Caccamo, P. Aguiar, S. Campbell Superintendents of Learning, Student Achievement and Well-Being M. Puccetti, Superintendent of 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.*



**R. McGuckin**

Associate Director of Academic Affairs

**A. Sangiorgio**

Associate Director of Planning and Facilities

**C. Jackson**

Executive Superintendent of Business Services and Chief Financial Officer

**Angela Gauthier**

Director of Education

## **A. EXECUTIVE SUMMARY**

This is an update to the report regarding City of Toronto Water and Wastewater Utility Rates (October 15, 2016, Corporate Affairs Strategic Planning and Property Committee).

*The cumulative staff time dedicated to developing this report was 15 hours.*

## **B. PURPOSE**

This report also provides an update to the April 14, 2015 Corporate Affairs Strategic Planning and Property Committee report which recommended:

*“That the Toronto Catholic District School Board objects to the proposed increase and that staff be directed to approach the other school boards in the City to jointly pursue Ministry of Education support in seeking an exemption from the proposed City of Toronto water surcharge, and,*

*That staff look at a cost benefit of installing technology to reduce water usage”.*

## **C. BACKGROUND**

1. On April 14, 2015 and October 15, 2016, Board staff provided an update to Corporate Affairs Strategic Planning and Property Committee regarding the proposed City of Toronto Water and Wastewater Utility Rates.
2. The City is planning to change the way we pay for our water use. Currently we pay based on the quantity consumed. The city is proposing to change this to a combination of water consumption and storm water runoff charge (SWC). As a result, the consumption rate will decrease and there will be a new SWC which will be a net increase in the Board’s utility costs.
3. At the City of Toronto’s latest Stakeholder Consultation Meeting (October 24, 2016) regarding the proposed storm water charge, Board staff have learned that City of Toronto staff intend to take a report to the Executive Committee on May 27, 2017 recommending the implementation of the storm water charge. If approved, the implementation of the program would begin in 2018 and the storm water rate increases/charges would start on January 1, 2019.
4. The City of Toronto initially intended to implement the wastewater surcharge by the year 2017. Based on information available at that time,

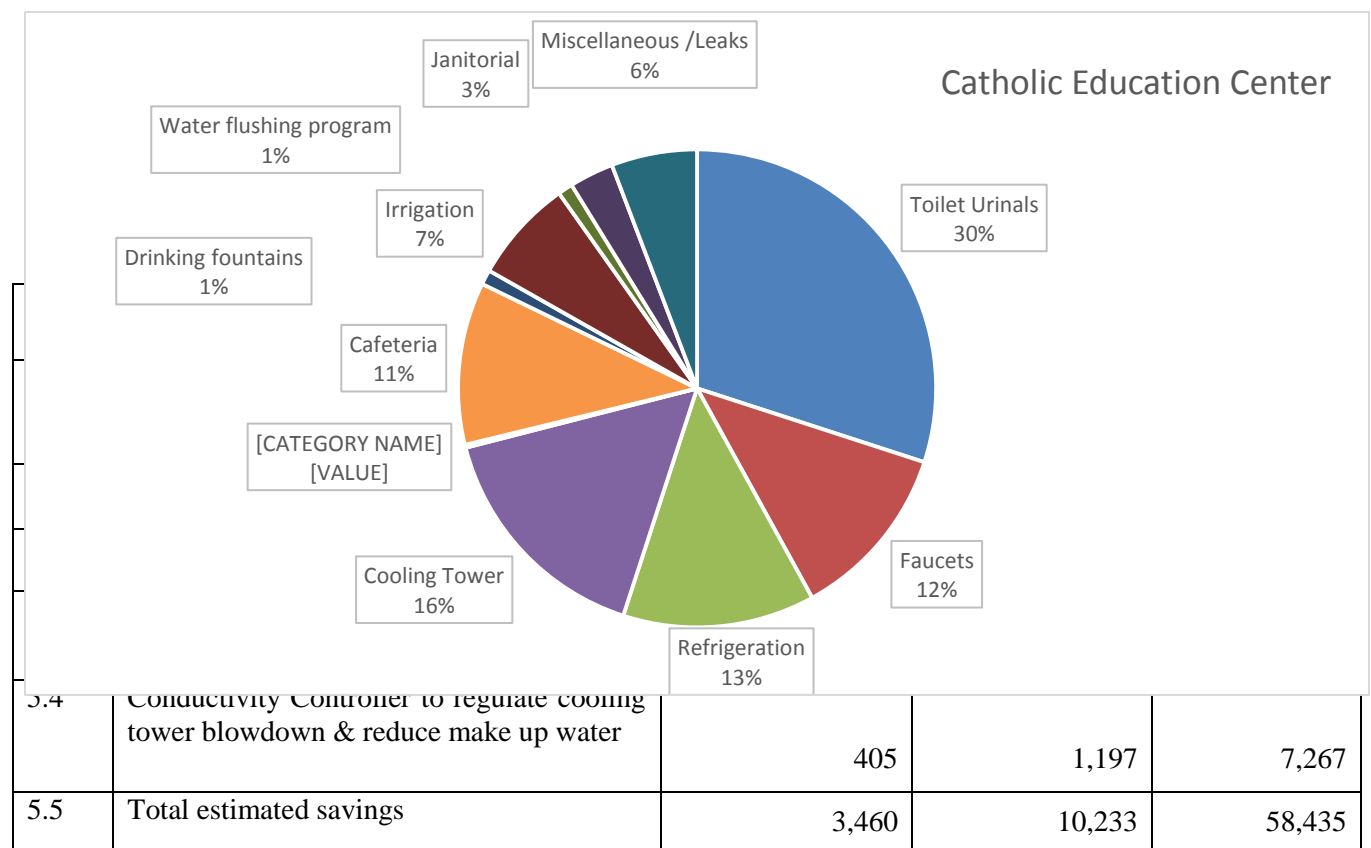
Board staff estimated this increase to be on the order \$3.5M for the first year. Board staff are currently working with City staff to determine the actual first year surcharge if fully implemented.

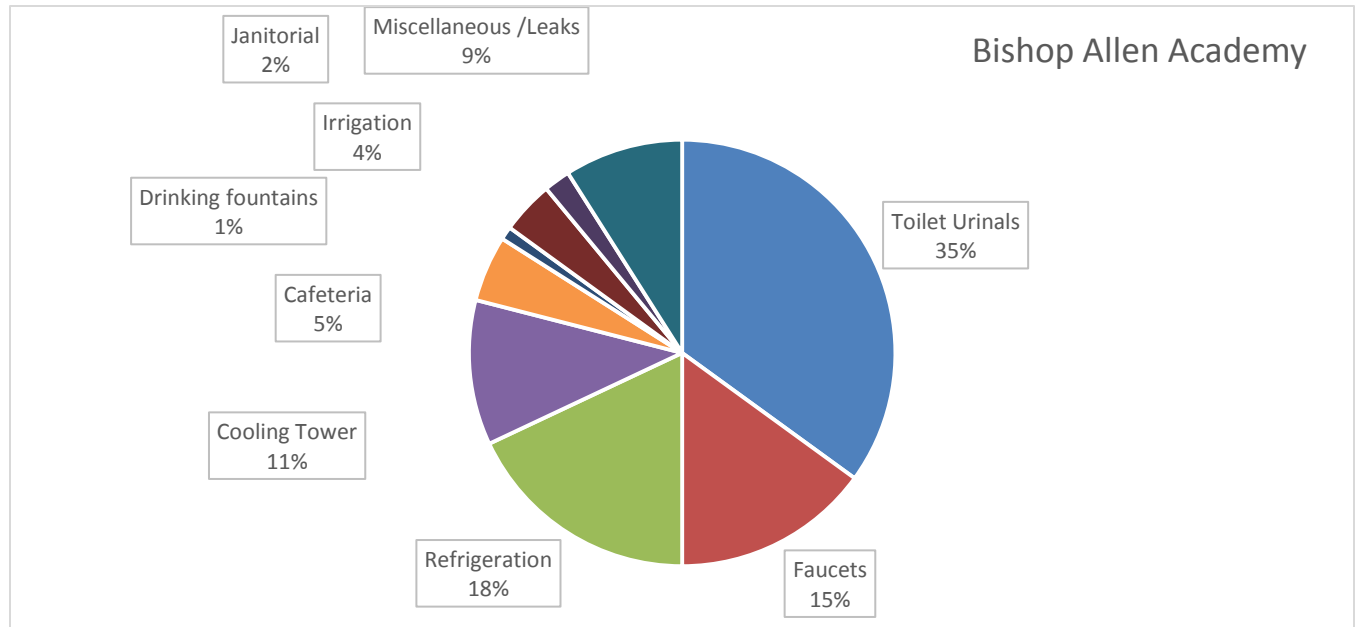
5. In 2015 and 2016, Board staff submitted a letter to the City of Toronto regarding the contemplated surcharge stating that the Board was seeking an exemption to this surcharge. There has been no formal response from the City.
6. Board staff also contacted the three other boards within the City of Toronto to see if they would like to jointly issue a letter to the Ministry of Education requesting an exemption to the storm water surcharge.

## **EVIDENCE/RESEARCH/ANALYSIS**

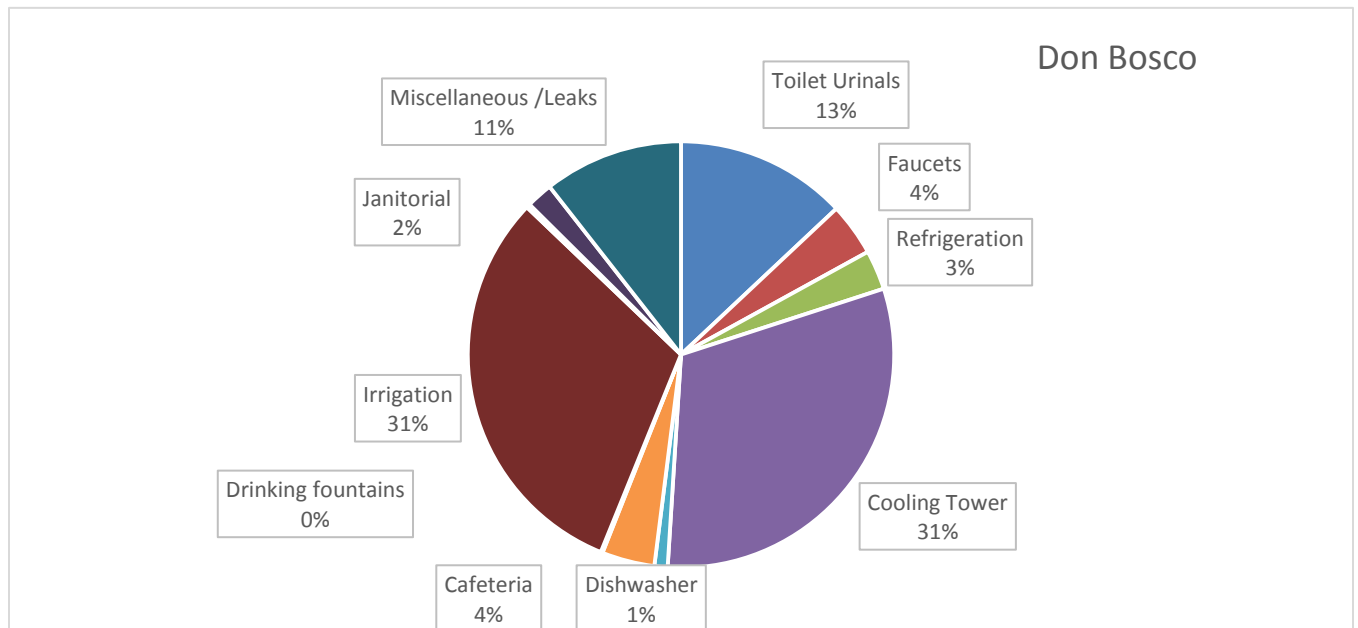
1. Board staff have also investigated technologies to reduce water consumption by conducting water audits at several sample schools (i.e. CEC, Bishop Allen Academy, Don Bosco Catholic Secondary, Michael Power/St Joseph, St Patrick, Bishop Marrocco/Thomas Merton).
2. The auditor estimated that approximately 15% of water utilization in the sample schools noted above is from tap or faucet use and recommended retrofitting existing 5.7 to 8.3 Litres Per Minute (LPM) faucet aerators with 1.9 LPM faucet aerators.
3. The auditor also estimated that approximately 35% of water utilization is from toilets and urinals. He recommended replacement of existing 13 Litres per Flush (LPF) toilets in all board facilities with 4.8 LPF toilets where there is the necessary drain slope and water pressure to meet the water flow requirements for these types of low flush fixtures.
4. The water audit also recommended conversion of (Air conditioning) water cooled refrigeration units to air cooled units as well as installing conductivity controllers to automatically control the blowdown of the cooling tower and reduce the makeup water required.
5. Each school is currently mandated to flush the water on one or more drinking fountains for 20 minutes per day. There are approximately 200 fountains running every school day under this program at a cost of \$0.20 per fountain per day (for the 20 minutes). This results in an estimated additional cost of \$7,600.00 per year based on a 190-school-day year for this flushing program.

6. The current water fountain usage is only approximately 1% of the total water utilized at most schools based on the findings from the sample schools as well as an analysis of the Board's overall water consumption rates.
7. Some of the water saving technologies recommended in the audit cannot be easily implemented in older building, as the existing plumbing systems and infrastructure would require significant upgrades in order to support the new technologies. For example, in order to install low flush toilets, the existing new floor drains would be required, which typically requires the concrete floor to be cut open and new drain pipes run the length of the corridor.
8. MP End use breakdown charts indicate how water is being used in the sample board facilities. The measures recommended for each board facility where water audits were carried out by auditors to reduce water use are shown in the tables below:





Bishop Allen Academy- Recommended Measures				
Ref#	Description of the measure	Estimated Annual Water Savings (m <sup>3</sup> )	Estimated Annual Cost savings \$	Cost \$
5.1	Low flow Toilets/Urinals	1,364	4,034	48,500
5.2	Low flow Aerators/Faucets	1,134	3,355	1,100
5.3	Convert Water cooled refrigeration unit to Air Cool	1,682	4,974	15,018
	Total estimated savings	4,183	12,371	64,668



Don Bosco – Recommended Measures				
Ref#	Description of the measure	Estimated Annual Water Savings (m³)	Estimated Annual Cost savings \$	Cost \$
5.1	Low flow Aerators/Faucets	310	916	1,200
5.2	Convert Water cooled refrigeration unit to Air Cool	360	1,064	7,904
5.3	Conductivity Controller to regulate cooling tower blowdown & reduce make up water	978	2,893	10,096
	Total estimated savings	1,647	4,873	19,200

Michael Power/St. Joseph- Recommended Measures		
Ref#	Description of the measure	Recommended next action
5.1	Investigate background water consumption	Complete 7-day flow monitoring of incoming water
5.2	Replace 13 LPF toilets with efficient models	Obtain quotes
5.3	Replace faucet aerators with 1.9LPM models	Make a list of aerator types needed
	Recommended for further action	
6.5	Investigate eliminating overnight flushing of timed-flush urinals	Eliminate overnight flushing
6.6	Investigate installation of rainwater harvesting system to supply cooling tower	
6.7	Consider completing a thermal energy study	Contact consultant to obtain quote

St. Patrick - Recommended Measures		
Ref#	Description of the measure	Recommended next action
5.1	Replace 13 LPF toilets with efficient ones	Conduct a detail toilet inventory & gather cost estimates
5.3	Replace faucet aerators with 1.9LPM models	Make a list of aerator types needed
5.4	Install aerators in family studies rooms	
5.5	Adjust timer on wood shop Bradley	Adjust timer
5.6	Fix leaking faucets in room 523	
	Recommended for further action	
6.5	Eliminate background consumption	Conduct a detail flow monitoring
6.6	Replace walk in refrigeration system	Obtain a quote

Bishop Marrocco/Thomas Merton - Recommended Measures		
Ref#	Description of the measure	Recommended next action
5.1	Replace 13 LPF toilets with efficient ones	Conduct a detail toilet inventory & gather cost estimates
5.2	Replace faucet aerators with 1.9LPM models	Make a list of aerator types needed
5.3	Adjust Boys' WC Bradly wash fountain	Contact Bradley about adjusting flow rate

15. Waste Fees:

- (a) The City has been providing waste and recycling services to the Board since 2002.
- (b) The City advised Board Facilities staff that it is currently reviewing their waste rates to ensure that they are in line with the cost to operate the waste and recycling services and that there will be an anticipated increase of 5.2% as of January 1, 2017.
- (c) The approved waste budget for waste collection provided by the City of Toronto for 2016/17 is \$940,161.91. The 5.2% projected increase by the City of Toronto Waste Division will increase the budget to \$972,754.24. This is an estimated increase of \$32,592.33 from January 1, 2017 to August 31, 2017.
- (d) The Board has submitted a letter to the City of Toronto Budget Committee expressing concerns with the increased rate of 5.2% as of January 1, 2017.
- (e) It should be noted that the increase in rates to waste by the City for household residential collection could have an indirect effect on our waste budget due to an increase in illegal dumping on Board property, and the associated costs to remove.
- (f) To reduce waste fees, Facilities staff have implemented the following:
  - Reduce the size of waste container collected;
  - Reduce the number of waste containers on site;
  - Reduce the number of lifts per week;



- Cancel waste pick-ups at certain times of the year at various school locations during Summer, Christmas and March Break.
  - Continuation of free recycling and organics programs at all school locations
  - Implementation of EcoSchools
  - Implementation of Waste Free lunch programs
- (g) Over the past year, the Facilities Staff has reduced waste collections from twice per week to once per week at approximately 20 school sites. Facilities staff continue to monitor two-times-per-week sites and will be implementing further reductions based on the findings. This reduction in waste lifts has been achieved through the diligence of our caretaking, school staff, and students working towards improved recycling and reduced garbage. Schools that participate in becoming EcoSchools and schools that participate in the Waste Free Lunch program have been the most successful.
- (h) If the Board was to have waste and recycling collections provided by a private contractor the estimated cost would be \$1,508,780.00. This represents an increase of \$568,618.00 which equates to a 60% increase. \*\*This information is based on current fees charged by our current private provider. Costs could be lower if the entire Board were on private service in conjunction with another school Board.
- (i) Facilities staff in conjunction with Materials Management are currently preparing a tender to ensure that the Board is receiving the best price possible for waste collection and recycling collections

## **D. STAFF RECOMMENDATION**

1. That the Board continue to work with the other school boards in the City to jointly pursue Ministry of Education support in seeking an exemption from the proposed City of Toronto water surcharge.
2. That Board staff prioritize the schools that would benefit the most from installing water saving technologies and develop a program to retrofit these schools.



## REPORT TO

GOVERNANCE AND POLICY  
COMMITTEE

## UPDATE TO REAL PROPERTY POLICIES (R.01; R.04; R.05; R.07; R.08; R.09; R.10)

*Let the wise hear and increase in learning, and the one who understands  
obtain guidance Proverbs 1:5*

Created, Draft	First Tabling	Review
November 7, 2016	November 21, 2016	Click here to enter a date.
Lisa Gallagher, Sr. Manager Real Property Michael Loberto, Sr. Coordinator Development Services Mario J. Silva, Comptroller Planning & Development		
<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.*



R. McGuckin

Associate Director of Academic Affairs

A. Sangiorgio

Associate Director of Planning and  
Facilities

C. Jackson

Executive Superintendent of Business  
Services and Chief Financial Officer

Angela Gauthier

Director of Education

## A. EXECUTIVE SUMMARY

This report recommends that the existing *Sharing R.01, Site Acquisition R.04, and School Sites Expansion R.05* policies be rescinded and that the *Expropriation of Real Property R.07, Disposal of Surplus Real Property R.08, Alternative Arrangements for School Facilities R.09, and School Sites – Operating Budget Surplus R.10* policies be amended to reflect updated legislation and operational procedures.

## B. PURPOSE

This Recommendation Report is on the Order Paper of the Governance and Policy Committee as it recommends a policy revision.

## C. BACKGROUND

1. The Toronto Catholic District School Board (TCDSB) approved the following seven Real Property policies:

Policy #	Policy Title	Board Approval and/or Last Revision Date
R.01	Sharing	June 1986
R.04	Site Acquisition	January 1987
R.05	School Sites Expansion	September 1968
R.07	Expropriation of Real Property	August 1968
R.08	Disposal of Surplus Real Property	January 1980
R.09	Alternative Arrangements for School Facilities	January 2000
R.10	School Sites – Operating Budget Surplus	January 2000

For more detail on the policies listed above, refer to Appendix ‘A’.

2. Due primarily to education legislative and funding changes since the time of policy approvals, particularly to *Ontario Regulation. 444/98: Disposition of Surplus Real* and the Board approved TCDSB EDC By-Law, as well as, the reality that most of these policies have not been amended in approximately 30 years, Development Services is of the opinion that the *Sharing R.01, Site Acquisition R.04, School Sites Expansion R.05* policies are obsolete and that

the *Expropriation of Real Property R.07*, *Disposal of Surplus Real Property R.08*, *Alternative Arrangements for School Facilities R.09*, and *School Sites – Operating Budget Surplus R.10* will require an amendment to reflect current legislation and operational procedures.

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

### **Sharing R.01:**

1. The *Sharing* policy approved in January 1986, permits the Board to lease, from another school board, a distinct viable unit of a school, separate wing or floor, of an existing operating school to provide pupil accommodation in a shared arrangement.

Staff recommends that this policy be rescinded based on the following reasons:

- All Board lease agreements, shared or otherwise, are dealt with on a case-by-case basis and subject to Board approval.
- The policy defines the lease term (minimum 5 years) of a shared lease arrangement as well as the renewal option. These terms are typically subject to negotiations based on the needs and approvals of both school boards involved in a shared lease arrangement and should not be limited by its definition in a policy.
- The leasing of school space between district school boards is governed by *Ontario Regulation 444/98; Disposition of Surplus Real Property*; Made under the *Education Act*.

### **Site Acquisition R.04:**

2. The *Site Acquisition* policy approved in January 1987, defines the process through which the Board will acquire school sites and specifies the minimum elementary and secondary school site sizes.

Staff recommends that this policy be rescinded based on the following reasons:

- The Board’s Educational Development Charges By-Law and Background Study, identifies the needs with respect to site acquisition and eligibility based on geographic area.
- The Board identifies site acquisition needs through the Board approved Long Term Accommodation Plan and Site Acquisition Strategy.
- All Board site acquisitions are dealt with on a case-by-case basis and are subject to Board approval.

#### **School Sites Expansion R.05:**

3. The *School Sites Expansion* policy approved in 1968, defines the minimum site size and playable area per pupil for “urban” and “suburban” schools. The policy directs the position of Deputy Director, Business Services to acquire, on the open market, properties offered to TCDSB in order to expand the school site in order to increase “playable” area per pupil to the specific measure.

Staff recommends that this policy be rescinded based on the following reasons:

- The terms “urban” and “suburban” TCDSB schools, as well as the term “playable” area per pupil are not defined or measurable.
- The Board approved Educational Development Charges By-Law and Background Study, identifies the Board’s needs with respect to site expansion.
- The Board approved Long Term Accommodation Plan and Site Acquisition Strategy outlines the requirements for schools site expansions in the future.
- Board approval is required prior to site expansions.

### **Expropriation of Real Property R.07:**

4. The *Expropriation of Real Property* policy is not so much a policy statement with respect to site acquisition by expropriation, but a detailed step-by-step process including the appointment of an appraiser, reports required, authority provided to certain Board staff positions/Ad-Hoc Committees, amounts of compensation to be paid, as well as specified amounts to be paid for appraisal, broker and agent fees.

Staff recommends that this policy be amended based on the following reason:

- Subsequent legislation, The *Expropriations Act, R.S.O., 1990, C.E.26* defines the process requirements a school board, as an expropriating authority, must adhere to.
- The procedure for hiring of consultants (appraisers, surveyors, and real estate agents/brokers) follow the Board's Material Management procurement *Purchasing Policy FP01*, to ensure transparency and accountability.
- All expropriations are subject to Board approval.

### **Disposal of Surplus Real Property R.08:**

5. The *Disposal of Surplus Real Property* policy revised in January 1980, states that the TCDSB shall dispose of surplus real properties after having been previously declared surplus by public offering and in such a manner as to obtain the maximum benefit to the Board in terms of financial benefit, or other equally significant consideration.

Staff recommends that this policy be amended based on the following reason:

- The TCDSB shall approve the method of disposition, sale or lease, and issue a proposal in accordance with *Ontario Regulation 444/98; Disposition of Surplus Property*, made under the *Education Act*.

- Should no offers in compliance with the *Ontario Regulation 444/98; Disposition of Surplus Property* be received, and subject to Ministry of Education approval, the TCDSB may proceed with the disposition of the property, at fair market value, to any other body or persons.
- All Purchase and Sale Agreements and/or Lease Agreements are subject to Board approval.

#### **Alternative Arrangements for School Facilities R.09:**

6. The *Alternative Arrangements for School Facilities* policy approved in January 2000, stipulates that a number of legislative provisions encourage school Boards to consider alternate arrangements for the accommodation of elementary and secondary school pupils to the usual arrangement under which a school site is acquired and a stand-alone school is built on it.
7. *Ontario Regulation 20/98*, as amended regarding Education Development Charges requires that the Board have a statement of the Board's policy concerning possible arrangements with municipalities, school boards, or other persons or bodies in the public or private sector, including arrangements of a long-term or co-operative nature, which would provide accommodation for the new elementary school pupils and new secondary school pupils estimated under paragraph 3 of section 7, without imposing education development charges, or with a reduction in such charges.
8. The *Alternative Arrangements for School Facilities* policy remains a statutory requirement. However, staff recommends that this policy be amended to remove paragraph (3) in Background, referencing *Regulation 446/98 (Reserve Funds)*, which was revoked on September 15, 2010 and replace Regulations (2) reference to Ministry of Education and Training to Ministry of Education.

#### **School Sites – Operating Budget Surplus R.10:**

9. *School Sites – Operating Budget Surplus* policy approved in January 2000, states where there has been or it appears that there will be surplus in the non-classroom part of the estimates of the TCDSB in a fiscal year, the Board



shall determine whether all, part, or none of the surplus will be designated as available for the purpose of acquiring school sites by purchase, lease or otherwise.

10. *Ontario Regulation 20/98*, as amended regarding Education Development Charges requires that the Board have a policy in place to address the potential use of surplus operating funds as a means of offsetting/reducing the total Growth Related Net Education Land Cost which is a component of the calculation of an Education Development Charge.
11. The *School Sites – Operating Budget Surplus* policy remains a statutory requirement under the EDC Regulation. However, staff recommend that Paragraph (3) of the policy be amended to replace the referenced General Legislative Grants Regulation to what it is officially known as “Grants for Student Needs”.

## **E. METRICS AND ACCOUNTABILITY**

1. The impact of the rescinded policies (*Sharing R.01, Site Acquisition R.04, School Sites Expansion R.05*) and the proposed amended policies (*Expropriation of Real Property R.07, Disposal of Surplus Real Property R.08, Alternative Arrangements for School Facilities R.09, School Sites – Operating Budget Surplus R.10*) will be monitored jointly by Policy Development and Development Services staff.
2. Matters related to Real Property concerns will continue to be brought to Board for approval.

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

The rescinded policies (*Sharing R.01, Site Acquisition R.04, School Sites Expansion R.05*) and the proposed amended policies (*Expropriation of Real Property R.07, Disposal of Surplus Real Property R.08, Alternative Arrangements for School Facilities R.09, School Sites – Operating Budget Surplus R.10*) will be communicated to all affected staff and departments.



## **G. STAFF RECOMMENDATION**

1. That the Board rescind the following Real Property policies:  
Sharing R.01  
Site Acquisition R.04  
School Sites Expansion R.05
2. That the Board approve as amended and in Appendix 'B' the following Real Property policies:  
Expropriation of Real Property R.07  
Disposal of Surplus Real Property R.08  
Alternative Arrangements for School Facilities R.09  
School Sites – Operating Budget Surplus R.10

## **TCDSB Policy Register – Status Quo**

### **Sharing R.01**

#### **Policy**

The TCDSB may lease a distinct viable unit of a school - a floor or a wing - on a shared basis where student accommodation needs are beyond those which can be provided by the Board and where an entire school building is not available for purchase or lease.

#### **Regulations:**

1. The lease for the sharing arrangement shall be for a minimum of five years, renewable for an additional five years.
2. The shared school shall have a separate entrance with the Catholic school name on the exterior of the school easily visible from the street.
3. The rental fee as determined by the lease/rental formula of the MET shall apply to the shared facility.
4. The sharing of the facility shall allow for the preservation of the milieu and integrity of the Catholic school.
5. A long term plan shall be worked out which will lead to a permanent solution to remove the landlord-tenant arrangement.

*BM p 126, 19 Jun 86; BM, May 72.*

### **Site Acquisition R.04**

#### **Policy**

The Toronto Catholic District School Board shall develop annually a site acquisition program.

#### **Regulations:**

1. The site acquisition program will be developed annually through the Capital Expenditure Forecast process which is submitted to the Ontario Ministry of Education in the fall of each year.
2. Size of Sites:
  - a) Elementary school sites will be:
    - 1) a minimum of five acres in size, or
    - 2) a minimum of three acres where it is adjacent to a public park and there is municipal agreement to use the park as a playing campus.

- 3) a minimum of four acres if adjacent to a proposed church where part of the site will be severed and sold.
- b) Secondary school sites will be:
- 1) a minimum of ten acres in size, or
  - 2) a minimum of six acres where it is adjacent to a public park and there is municipal agreement to use the park as a playing campus.
- c) where a school site in a suitable location becomes available which is less than the sizes referred to in a) and b), prior Board of Trustees approval is required before acquisition may be initiated.
3. The Toronto Catholic District School Board will cooperate with the Roman Catholic Episcopal Corporation in locating potential combined school/church sites.
4. The location and suitability of a site will be approved by the Board of Trustees.
5. The Toronto Catholic District School Board will proceed in accordance with the Education Act and the appropriate regulations of the Ontario Ministry of Education.
6. The cost of a school site will be approved by the Toronto Catholic District School Board before a purchase is finalized.
7. The Toronto Catholic District School Board may also acquire school sites through the process of expropriation if required.

*BM p 34, 22 Jan 87; BM p 964, Jun 71.*

## **School Sites Expansion R.05**

### **SITE ACQUISITION AND EXPANSION - PLAY AREAS 1403**

#### **Policy**

It is the policy of the Toronto Catholic District School Board that all schools have adequate play area to service the needs of the school community.

### **SITES - SIZE 1701**

#### **Policy**

School sites owned by the Board, whether occupied by a school or not, shall not be reduced to less than five acres.

### **URBAN SITES - MINIMUM PLAY AREAS AND EXPANSION 1702**

### **Policy**

All schools located in the urban areas of the City of Toronto shall be expanded, where feasible, to a minimum standard of 65 square feet of playable area per pupil, provided the total footage does not exceed 1-1/2 acres.

### **SUBURBAN SITES - AREAS AND EXPANSION 1703**

### **Policy**

(1) The Deputy Director, Business Services, in accordance with the site purchasing policy of the Toronto Catholic District School Board shall acquire on the open market, properties offered to the Toronto Catholic District School Board provided:

- (a) the property will increase the playable area to the minimum of 175 square feet per pupil and/or,
- (b) the property will enhance the shape and/or condition of the Board's site and/or,
- (c) if an addition to the existing school is contemplated within two years and the said addition will reduce the playable area below the minimum of 175 square feet per pupil,
- (d) each site will not exceed four acres of playable area.

2. Where a school site is less than 175 square feet per pupil playable area, before an addition is placed on the site, additional property shall be obtained where possible, so that the site shall contain no less than the existing playable area.

*BM p 1145, Sept 68., BM p 1028, Aug 68., BM p 165, Feb 68.*

### **Expropriation of Real Property R.07**

#### **Site Acquisition- By Expropriation 1501**

### **Policy**

(1) The Administrative and Corporate Services Committee shall submit to the Board for approval:

- (a) the Committee's choice of site location, size and boundaries, number of rooms and other facilities to be provided;
- (b) an estimate of the cost to be incurred;
- (c) the name of the surveyor proposed, in accordance with the memorandum of policy related to appointment;
- (d) the name of the Appraiser, Agent and/or Consultants to be retained, and alternates, in accordance with the memorandum of policy related to appointment;
- (e) after consultation with the Administrative and Corporate Services Committee in respect of demolition and site clearance, plan preparation and construction time, the date upon which possession of all properties on the site will be required.

(2) Upon the receipt of all appraisal reports in respect of the properties on the site, the Deputy Director, shall report to the Administrative and Corporate Services Committee the anticipated

total budget requirements for the site, by adding to the aggregate of the appraisal figures an amount of not less than 10%. The figure approved by the Board for the site shall be known as the total budget.

(3) The Deputy Director, upon receipt of the appraisal reports, shall send one copy to the Solicitor, instructing the Solicitor to give the required notice under the Expropriation Procedures Act offering to pay compensation to the owners in an amount equal to the appraisal price for the individual property.

(4) The Deputy Director shall be authorized to settle the amount of compensation to be paid to the individual owners of expropriated properties

(a) without any prior approval or consent, if the settled amount does not exceed 110% of the appraised value of the property;

(b) with the approval of the Administrative and Corporate Services Committee if the settled amount, although exceeding 110% of the appraised value of the property, will not cause the total budget to be exceeded;

(c) with the approval of the Ad Hoc Committee if the settled amount, although exceeding 110% of the appraised value of the property will not cause the total budget to be exceeded by more than 5% provided the claim for compensation for the property has, at that time, been referred to the Board of Negotiation;

The Ad Hoc Committee shall be composed of the Chair of the Board, the Chair of the Administrative and Corporate Services Committee, and one member of the Administrative and Corporate Services Committee.

(d) with the approval of the Ad Hoc Committee if the settled amount, although exceeding 110% of the appraised value of the property will not cause the total budget to be exceeded by more than 8% (in addition to the 5% increase set out in paragraph 4(c) of this memorandum), provided the claim for compensation for the property has, at that time, been submitted to arbitration; and to pay the owner's legal and appraisal fees where requested.

(5) The Board, irrespective of settlement of compensation, shall offer to the owners, prior to taking possession, an amount equal to 75% of his/her equity based on the value established by the Board's appraisal, and further offer to discharge encumbrances.

(6) Upon settlement of compensation by the Ad Hoc Committee at Board of Negotiation or Arbitration, the Board shall receive a full report of the settlement, setting out the appraisal report, the number of offers and counter offers submitted by the Agent, a report from the Coordinator of Facilities Management and/or the Deputy Director, and the Solicitor for the Board.

(7) Where compensation has not been settled but vacant possession has been delivered to the Board, the Deputy Director may order an inspection by any accredited appraiser for the purpose of obtaining evidence for arbitration.

(8) No specific procedure can be laid down in respect of possession where no agreement is made with the owner in this regard. The Board is required to give ten days' notice of possession, but in practice in the past has usually given more. The Board is entitled to take possession after the time set out in the notice.

The act provides that where resistance or opposition is encountered by the Board in taking possession, the Board may apply to a Judge for a warrant to put down the resistance, i.e., put the owner on the street. Since there could be a great deal of unfavourable publicity involved, each situation should be dealt with on its own merits.

*BM p 908, July 68.*

### **Expropriation- Payment of Legal and/or Appraisal Fees 1502**

#### **Policy**

With Respect to properties in which the Board indicates an interest and wishes to acquire through expropriation:

- (1) the Board may pay the legal fees of the vendor for the transfer of said property, reserving the Board's right to have any solicitor's bill taxed;
- (2) the Board shall produce an initial objective appraisal of the property which should be made available to the vendor, and the vendor shall be apprised of his/her right to an independent appraisal;
- (3) the Board may pay for an appraisal where requested by the vendor, and staff shall be empowered to settle any expropriation action within the limits of the Board's initial objective appraisal plus 10% for forceful taking, and all other offers outside these figures shall be presented to the Committee for a recommendation to the Board.

*BM p 1564, Nov 67.*

### **Expropriation- Use of Real Estate Agents 1503**

#### **Policy**

Qualified real estate persons shall be retained to negotiate the compensation to be paid to expropriated owners of properties for the Board; except those properties which will be negotiated by the Board or its own staff. Where the negotiations of expropriated properties are to be carried out by staff personnel, the properties shall be appraised by qualified appraisers on the basis of "Market Value".

- (1) The brokers and/or agents of the Board shall be designated appropriate brokers of property to be suitably appraised at no cost to the Board, and thereby enter into negotiations with the principals in view of successfully concluding sales that are satisfactory to the Board.
- (2) The appraisal fee on individual property negotiations (including a written appraisal) shall be \$500, based on an acceptable purchase price.

(3) If, for any reason, a negotiation to the ending property by the agent or broker is unsuccessful, only the payment of a fee of \$150 per property will be paid for a qualified written appraisal.

(4) The broker and/or agent shall be subject to appearance at any official Board of Arbitration to substantiate his/her appraisal at no cost to the Board.

(5) The appointment of retaining broker-agents in these negotiations shall be the consideration of the Administrative and Corporate Services Committee to be approved by the Board. The broker-agents shall be appointed, with Board approval, by letter with suitable solicitor's terms of reference.

All appraisals shall be submitted within 14 days to the responsible staff official for deliberation. The appraisals, with suitable staff comment, shall be presented to the committee for procedural approval. Secondary negotiations, subject to staff and committee appraisals, shall be fully completed by October 31st, 1967. An extension period of not more than two weeks shall be allowable for properties requiring special attention.

*BM p 980-1, Aug 67.*

#### **Expropriation- Appraisals 1504**

##### **Policy**

Appraisals shall not be presented to expropriated owners at the time of the initial presentation of an offer by the Board's agent.

*BM p 206 Feb 69.*

#### **Expropriation- Payment 1505**

##### **Policy**

The Board shall offer 75% of the equity of expropriated owners as payment prior to taking possession of the property, as recommended by the Deputy Director, Business Services.

*BM p 814, Jun 68.*

#### **Disposal of Surplus Real Property R.08**

##### **Policy**

1. The Toronto Catholic District School Board shall dispose of surplus real properties after having been previously declared surplus by public offering and in such a manner as to obtain the maximum benefit to the Board in terms of financial benefit, or other equally significant consideration.

2. The disposal of all surplus real properties shall be in accordance with all relevant Statutes, Regulations and Ontario Ministry of Education Memoranda.

3. The Toronto Catholic District School Board shall utilize the most appropriate method, usually by sale, to dispose of surplus real properties in order to give due consideration to the unique nature of the specific real property.

4. The Toronto Catholic District School Board shall approve the method of sale to be used for the disposal of each specific real property prior to marketing, usually one of the following:

- a) Buyer Proposal Call;
- b) Negotiated Sale Call;
- c) Listed Sale Call

5. Where:

- a) a trustee of the Toronto Catholic District School Board has, and
- b) an employee of the Toronto Catholic District School Board, if a trustee, would have an obligation pursuant to the Municipal Conflict of Interest Act to disclose an interest in any offer, proposal, contract or other type of disposition of surplus real property of the Toronto Catholic District School Board, every such trustee, in addition to the statutory obligations, and employee, shall give written notice upon becoming aware of such interest, to the Secretary of the Toronto Catholic District School Board.

6. Where the Board established and approves a confidential reserve bid, as required by the Listed Sale Call Method of Disposal, the Deputy Director of Education shall have the authority to accept an offer to purchase provided that the offer to purchase is no less than the confidential reserve bid.

7. In the event of any conflict between the provision of this policy and the provisions of any other Board Policy, this Policy shall supersede.

## **Regulations:**

### **1. Definition of Terms**

a) **A Sale** shall mean any of the following:

- i) Transfer of freehold title upon payment of the total purchase price on closing;
- ii) Transfer of title with part payment in cash and the balance by mortgage;
- iii) By agreement, with part payment in cash and the balance due at a later date prior to transfer of freehold title;
- iv) Conveyance of real property by long term lease with, or without, an option to obtain freehold title upon payment of a price previously established, or to be negotiated;
- v) Exchange of real property.

b) **Real Property** shall mean block land, building lots, relocatable schools, administration buildings and all other forms of real estate, and shall include all rights which flow from its ownership.

c) **Public Offering** shall mean a public offering of real properties which shall be advertised in:



i) A local public newspaper (i.e., one or more of the Toronto Star, the Sun, or the Globe and Mail); and ii) A daily newspaper of the Canadian Construction Industry (i.e., the Daily Commercial News); iii) Other appropriate advertising media.

d) **Buyer Proposal Call** shall mean a publicly advertised indication of the Board's intent to sell, soliciting submissions for the purchase of specific real properties at prices and terms to be negotiated.

e) **Negotiated Sale Call** shall mean a publicly advertised offer requesting submissions to purchase specific real properties. An asking price and terms shall be stipulated, which may be negotiated.

f) **Listed Sale Call** shall mean a publicly advertised listing, either open or exclusive, of a specific property through a Real Estate Board Multiple Listing Service, or an individual registered real estate broker. The asking price and terms shall be specified and may be negotiated, subject to a confidential reserve price previously established by the Board.

g) **Other** shall mean any other method of disposing of real properties which the Board may choose to use from time to time upon the recommendation of the Administrative and Corporate Services Committee.

2. The Board's solicitor shall prepare a title search of the subject lands to verify the legal description and site dimensions, and to ensure that the title is free from any restrictions and to confirm that the Board is able to convey clear marketable title.

3. All Ontario Ministry of Education disposal procedures shall be initiated.

4. Where deemed appropriate, the Board may appoint a planning consultant to determine the development potential of the surplus property.

5. The Board shall appoint an accredited appraiser to determine the fair market value of the property. The appraisal report shall take into account the planning consultant's report, if applicable.

6. The Board may appoint other specialized consultants, if deemed necessary. These may include, but not be limited to, surveyors, financial consultants and engineers.

7. The Board shall request the approval of the Ministry of Education to dispose of surplus real property.

8. The Board shall request the Ministry of Education to waive the negative grant on the proceeds of the sale. In the event that the Ministry of Education does not waive the negative grant, a report shall be submitted to the Board prior to any further action being taken respecting the surplus real property.

9. Regulations 2 through 8 shall be completed prior to the Board entering into an agreement to dispose of the real property.

10. The method of sale to be used in the disposition of the surplus real property shall be recommended by staff and approved by the Board.

11. If the method of sale is to be other than a Listed Sale Call, Negotiated Sale Call, or a Buyer Proposal Call, staff will prepare a report for the Administrative and Corporate Services Committee detailing the alternative method and requesting approval for such. The method employed will give due consideration to the nature of the asset and the existing, as well as anticipated, market conditions.

12. Where the Listed Sale Call method is used to dispose of surplus real property, the Board shall establish a confidential reserve bid based on information contained in the appropriate consultant's reports.

13. A prospectus shall be prepared on each real property offered for sale. The prospectus shall be forwarded to each trustee and made available to all interested persons. The prospectus shall contain:

- a) Location and description of the real property concerned;
- b) An area map and site plan of the real property concerned;
- c) Instructions to potential purchasers on the procedures to be followed;
- d) Terms and conditions which may be acceptable to the Board;
- e) Current zoning;
- f) Current official plan designation;
- g) Potential development schemes based on a planner's analysis, if applicable, and dates for the last day for receipt of offer;
- h) The following statements:
  - i) that the real property shall be accepted in its present condition, which implies a knowledge of contours and subsoil conditions,
  - ii) that the onus is on the prospective purchaser to verify the accuracy of information provided,
  - iii) that the Board is not required to provide a survey,
  - iv) that when offers are received through registered real estate brokers, the Board will not pay real estate commissions until such time as the transaction is closed, or an agreement for sale is completed,
  - v) that the deposit amount of the successful proponent shall be forfeited to the Board if, through the fault of the bidder, the transaction is not completed,
  - vi) that the highest, or any, offer shall not necessarily be accepted,

vii) that a disclosure of principals shall be required to be submitted with the offer.

14. When the Board is utilizing a local newspaper for marketing a property, the advertisement shall be published not less than fifteen working days prior to the closing date, if any, and shall include:

- a) The method of sale;
- b) Location of the real property;
- c) A general description of the real property being offered for sale;
- d) The location and person to whom the proponent must submit his/her offer;
- e) The closing date and time, if applicable;
- f) Instructions for obtaining further information and/or a prospectus.

15. Where the Board specifies the closing date and time for the receipt of offers, all offers received shall be opened in public in the presence of no less than two of the following persons:

- a) Director of Education;
- b) Deputy Director of Business Services;
- c) Deputy Director of Education;
- d) The Chair of the Administrative and Corporate Services Committee, or delegate;
- e) Superintendent of Planning and Facilities;
- f) Coordinator of Planning and Facilities.

16. All offers received shall be reviewed by the Board's solicitor.

17. Prior to the presentation of offers to the Board, circulation of offers and reports thereon shall be limited to:

- a) Director of Education;
- b) Deputy Director of Business Services;
- c) Deputy Director of Education;
- d) Superintendent of Planning and Facilities;
- e) Coordinator of Planning and Facilities;
- f) Recording Secretary of the Board;
- g) Consultants as required.

18. Reports presented to the Board for consideration will contain a detailed analysis of each offer including the following information:

- a) Purchaser's Name;
- b) Agent;
- c) Terms and Conditions of Offer;
- d) Financial Considerations.

19. Original copies of each offer will only be available for inspection, upon request by individual trustees, as follows:

- a) At the Administrative and Corporate Services Committee meeting;
- b) In the Director of Education's office after the Administrative and Corporate Services Committee meeting and prior to the Board meeting.

20. Reports dealing with the sale of surplus real property will be dealt with at a special meeting of the Administrative and Corporate Services Committee which is no more than four days prior to any special or regular meeting of the Board at which the sale is to be considered.

21. Where the Board has established a date and time for the final receipt of offers, that date and time shall be a minimum of two days and a maximum of four days prior to the forty-eight-hour requirement for the receipt of agendas by trustees.

#### 22. Procedures Governing Disposal by Buyer Proposal Call

a) Real properties, which have been declared surplus by the Board shall be advertised in appropriate newspapers at an appropriate date which shall be no later than fifteen working days prior to the final date for the receipt of offers.

b) In addition to the general information, the advertisement shall include:

- i) The closing date, time, location and person to whom the proponent must submit his/her sealed offer to purchase;
- ii) The date, time and location for the opening of offers to purchase;
- iii) A statement that all offers shall remain irrevocable until 12:00 midnight the day following the regular or special meeting of the Board at which all offers will be considered.
- iv) Directions for obtaining further information;

#### 23. Procedures Governing Disposal By Negotiated Sale Call

a) Real properties, which have been declared surplus by the Board, shall be advertised in appropriate newspapers at an appropriate date which shall be no later than fifteen working days prior to the final date for receipt of offers to purchase.

b) In addition to the general information, the prospectus shall contain:

- i) The asking price for the property concerned;

- ii) The closing date, time, location and person to whom the proponent must submit his/her sealed offer to purchase;
- iii) The date, time and location for the opening of offers to purchase;
- iv) A statement that all offers shall remain irrevocable until 12:00 midnight the day following the regular or special meeting of the Board at which all offers will be considered;
- v) Directions for obtaining further information.

#### 24. Procedures Governing Disposal By Listed Sale Call

- a) Real properties which have been declared surplus by the Board shall be offered for sale directly through the Real Estate Board Multiple Listing Service with the Board performing the functions of the listing broker or through a registered real estate broker.
- b) When the Board utilizes the services of a registered real estate broker, the listing agreement can be either:
  - i) Multiple Listing Agreement;
  - ii) Exclusive Listing Agreement.
- c) In addition to marketing the property through the Multiple Listing Service, the following methods of advertising can be used, when considered appropriate, to market the property:
  - i) Real Estate News newspaper;
  - ii) Local newspapers;
  - iii) Direct Mail Solicitation;
  - iv) Any other means of advertising considered appropriate.
- d) Sufficient copies of the prospectus shall be supplied to real estate brokers and in addition to the general information, the prospectus shall include:
  - i) The asking price for the property concerned;
  - ii) Availability of possession in the case of a tenanted property;
  - iii) Directions for obtaining further information.

#### 25. Procedures For Disposal By Other Means

- a) The Board may wish to dispose of real property in a manner other than
  - i) Buyer Proposal Call;
  - ii) Negotiated Sale Call;
  - iii) Listed Sale Call;

b) A detailed report shall be submitted through the Administrative and Corporate Services Committee to the Board for approval. The detailed report shall contain:

- i) The reason(s) for recommending the particular method of sale;
- ii) The procedures to be followed.

*BM, 18 Oct 84; BM p 108, Jan 80.*

### **Alternative Arrangements for School Facilities R.09**

<b>Date Approved:</b> January 20, 2000 – Board Meeting	<b>Dates of Amendment:</b>
<b>Cross Reference:</b>	

#### **Background**

(1) A number of legislative provisions encourage school boards to consider alternate arrangements for the accommodation of elementary and secondary school pupils to the usual arrangement under which a school site is acquired and a stand-alone school is built on it.

(2) Ontario Regulation 20/98 provides that the education development charge background study contain:

6. A statement of the board's policy concerning possible arrangements with municipalities, school boards or other persons or bodies in the public or private sector, including arrangements of a long-term or co-operative nature, which would provide accommodation for the new elementary school pupils and new secondary school pupils estimated under paragraph 3 of section 7, without imposing education development charges, or with a reduction in such charges.

7. If a previous education development charge background study completed by the board included a statement under paragraph 6, a statement of how the policy referred to in the statement was implemented and, if it was not implemented, an explanation of why it was not implemented.

(3) Regulation 446/98 (Reserve Funds) permits a school board to utilize proceeds in the Pupil Accommodation Allocation Reserve Fund for the acquisition of "school sites that are acquired as part of transactions under which the board also acquires school buildings on the school sites".

(4) Section 210.1 of the *Municipal Act* authorizes municipalities and school boards to enter into arrangements under which they can provide for exemptions from taxation for municipal and school purposes of land or a portion of it that is “entirely occupied and used or intended for use for a service or function that may be provided by a “school board” or municipality”. It also authorizes an exemption to be given from municipal and education development charges in certain circumstances.

(5) The TCDSB recognizes that alternative arrangements can provide an opportunity to improve service delivery and peak enrolment capacity, reduce duplication of public facilities, maximize the effective use of available dollars, and reduce site size requirements. These include a variety of acquisition strategies such as forward buying, options, purchases, lease buy-back, sites exchanges and joint venture partnerships.

(6) The TCDSB’s record demonstrates this commitment:

	<b><u>AGENCIES INVOLVED</u></b>
· Humberwood Centre	<ul style="list-style-type: none"> <li>- TCDSB(elementary school)</li> <li>- TDSB (elementary school)</li> <li>- City of Toronto (community centre)</li> <li>- Library Board (library branch)</li> </ul>
· Mary Ward Catholic Secondary School	<ul style="list-style-type: none"> <li>- TCDSB (secondary school)</li> <li>- City of Toronto (community centre)</li> </ul>
· Lakeshore Grounds Campus (future school(s)/recreation centre/park campus)	<ul style="list-style-type: none"> <li>- TCDSB (secondary &amp; if necessary, elementary school)</li> <li>- Humber College (Lakeshore Campus)</li> <li>- City of Toronto (recreation centre and park)</li> </ul>
· Railway Lands (future schools/park/ community centre campus)	<ul style="list-style-type: none"> <li>- TCDSB (elementary school)</li> <li>- TDSB (elementary school)</li> <li>- City of Toronto (community centre and park)</li> </ul>
· Port Union Village (future schools/park campus)	<ul style="list-style-type: none"> <li>- TCDSB (elementary school)</li> <li>- TDSB (elementary school)</li> <li>- City of Toronto (park)</li> </ul>

## **Policy**

The TCDSB will consider possible arrangements with municipalities, school boards or other persons or bodies in the public or private sector, including arrangements of a long-term or cooperative nature, which would provide accommodation for the new elementary school pupils and new secondary school pupils who are resident pupils of the Board, subject to the Regulations set out below.

## **Regulations**

- (1) The arrangement must be cost effective and advantageous for the TCDSB compared to other possible arrangements including an acquisition of a school site and the construction of a free standing building.
- (2) The arrangement shall comply with any guidelines issued by the Ministry of Education and Training.
- (3) The TCDSB may enter into lease arrangements respecting school facilities intended to be used to accommodate peak enrolment, but shall not enter into such arrangements respecting school facilities that are necessary to accommodate long-term enrolment unless the arrangements could result in ownership at the Board's discretion.
- (4) The TCDSB shall retain sufficient governance authority over the facility to ensure that it is able to deliver the appropriate educational program to its pupils, and to ensure that its identity, ambience and integrity are preserved.
- (5) The facility shall have a separate entrance with the school name on the exterior of the school easily visible from the street."

## **School Sites - Operating Budget Surplus R.10**

### **Background**

(1) Section 9(1) paragraph 8 of O. Reg 20/98 (Education Development Charges - General) provides that an education development background charge study must contain:

8. A statement from the board stating that it has reviewed its operating budget for savings that could be applied to reduce growth-related net education land costs, and the amount of any savings which it proposes to apply, if any.

(2) It is therefore necessary that the review referred to in section 9(1) paragraph 8 be conducted annually as part of the process of setting the estimates.

(3) Under the General Legislative Grant Regulation, only a surplus from the non-classroom part of the estimates is eligible to be used to acquire school sites, thereby reducing the "growth related net education land cost" and the education development charge that may be levied by the TCDSB.

### **Policy**

Where there has been or it appears that there will be surplus in the non-classroom part of the estimates of the TCDSB in a fiscal year, the Board shall determine whether all, part, or none of the surplus will be designated as available for the purpose of acquiring school sites by purchase, lease or otherwise.



## **Regulations**

(1) If there is, or it appears that there will be a surplus in the operating budget, the Board shall pass a motion substantially as follows:

Whereas it appears that there has been or that there will be a surplus in the non-classroom part of the budget;

Moved that:

(i) The Board may designate an amount as available for the purpose of acquiring school sites by purchase, lease or otherwise;

(ii) The Board's reasons for so deciding are as follows:

[The Board may choose to direct some funds to the purchase of school sites or may decline to do so. Reasons for the decision should be included which indicate where the board will be directing the funds and its basic reasons for doing so. The purpose for this part of the motion is to ensure that a clear record of the board's decision and its reasons are available as part of the public record for inclusion in the education development charge background study. This is particularly necessary as evidence for the Ontario Municipal Board in the event of an appeal of the by-law.]

(2) If there is no surplus, or it appears that there will not be a surplus in the operating budget, no further action is required with respect to this Policy."

*BM p. 20 Jan 2000*



POLICY SECTION: REAL PROPERTY

SUB-SECTION:

POLICY NAME:

POLICY NO: R. 01

Date Approved: December 2016	Date of Next Review: December 2026	Dates of Amendments:
<b>Cross References:</b> <i>Amending: Expropriation of Real Property R. 07, Disposal of Surplus Real Property R. 08, Alternative Arrangements for School Facilities R.09, School Sites—Operating Budget Surplus R. 10</i>		
<b>Appendix ‘B’ – Proposed Real Property Policies</b>		

**Purpose:**

This policy is intended to provide guidance to the Board with respect to the expropriation, disposition and leasing of Real Property.

**Scope and Responsibility:**

This policy applies to all school sites and other TCDSB property as well as TCDSB’s ability to acquire additional property. The Director of Education is responsible for this policy with the support of the Planning and Development Services Departments.

**Alignment with MYSP:**

Strengthening Public Confidence

Providing Stewardship of Resources



**POLICY SECTION: REAL PROPERTY**

**SUB-SECTION:**

**POLICY NAME:**

**POLICY NO: R. 01**

**Policy:**

The TCDSB is committed to ensuring planning for school sites and other TCDSB property is developed in accordance with relevant legislation and in conjunction with the plans of municipal councils, other school boards and other authorities to achieve maximum service to the community.

**Regulations:**

**1. Expropriation of Real Property:**

- a. The Expropriations Act, R.S.O., 1990, C.E.26 defines the process requirements a school Board, as an expropriating authority, must adhere to.
- b. All expropriations are subject to Board approval.
- c. The procedure for hiring of consultants for expropriation such appraisers, surveyors, and real estate brokers follow the Board's Material Management procurement *Purchasing Policy FP01*.

**2. Disposal of Surplus Real Property:**

- a. The TCDSB shall dispose of surplus real properties in accordance with the requirements of section 194(3) of the *Education Act*.
- b. The TCDSB shall approve the method of disposition, sale or lease, and issue a proposal in accordance with *Ontario Regulation 444/98; Disposition of Surplus Property*, made under the Education Act.
- c. Should no offers in compliance with the *Ontario Regulation 444/98; Disposition of Surplus Property* be received, and subject to Ministry of Education approval, the TCDSB may proceed with the disposition of the property, at fair market value, to any other body or persons.



POLICY SECTION: REAL PROPERTY

SUB-SECTION:

POLICY NAME:

POLICY NO: R. 01

- d. All Purchase and Sale Agreements and/or Lease Agreements are subject to Board approval.

### 3. Alternative Arrangements for School Facilities R.09:

#### Background

- (1) A number of legislative provisions encourage school boards to consider alternate arrangements for the accommodation of elementary and secondary school pupils to the usual arrangement under which a school site is acquired and a stand-alone school is built on it.
- (2) Ontario Regulation 20/98 provides that the education development charge background study contain:
6. A statement of the board's policy concerning possible arrangements with municipalities, school boards or other persons or bodies in the public or private sector, including arrangements of a long-term or co-operative nature, which would provide accommodation for the new elementary school pupils and new secondary school pupils estimated under paragraph 3 of section 7, without imposing education development charges, or with a reduction in such charges.
  7. If a previous education development charge background study completed by the board included a statement under paragraph 6, a statement of how the policy referred to in the statement was implemented and, if it was not implemented, an explanation of why it was not implemented.
- (3) Section 210.1 of the *Municipal Act* authorizes municipalities and school boards to enter into arrangements under which they can provide for exemptions from taxation for municipal and school purposes of land or a portion of it that is "entirely occupied and used or intended for use for a service or function that may be provided by a "school board" or municipality". It also authorizes an exemption to be given from municipal and education development charges in certain circumstances.



**POLICY SECTION: REAL PROPERTY**

**SUB-SECTION:**

**POLICY NAME:**

**POLICY NO: R. 01**

(4)The TCDSB recognizes that alternative arrangements can provide an opportunity to improve service delivery and peak enrolment capacity, reduce duplication of public facilities, maximize the effective use of available dollars, and reduce site size requirements. These include a variety of acquisition strategies such as forward buying, options, purchases, lease buy-back, sites exchanges and joint venture partnerships.

(6)The TCDSB's record demonstrates this commitment:

	<b><u>AGENCIES INVOLVED</u></b>
· Humberwood Centre	<ul style="list-style-type: none"> <li>- TCDSB(elementary school)</li> <li>- TDSB (elementary school)</li> <li>- City of Toronto (community centre)</li> <li>- Library Board (library branch)</li> </ul>
· Mary Ward Catholic Secondary School	<ul style="list-style-type: none"> <li>- TCDSB (secondary school)</li> <li>- City of Toronto (community centre)</li> </ul>
· Lakeshore Grounds Campus (future school(s)/recreation centre/park campus)	<ul style="list-style-type: none"> <li>- TCDSB (secondary &amp; if necessary, elementary school)</li> <li>- Humber College (Lakeshore Campus)</li> <li>- City of Toronto (recreation centre and park)</li> </ul>
· Railway Lands (future schools/park/ community centre campus)	<ul style="list-style-type: none"> <li>- TCDSB (elementary school)</li> <li>- TDSB (elementary school)</li> <li>- City of Toronto (community centre and park)</li> </ul>
· Port Union Village (future schools/park campus)	<ul style="list-style-type: none"> <li>- TCDSB (elementary school)</li> <li>- TDSB (elementary school)</li> <li>- City of Toronto (park)</li> </ul>

### **Policy**

The TCDSB will consider possible arrangements with municipalities, school boards or other persons or bodies in the public or private sector, including



**POLICY SECTION: REAL PROPERTY**

**SUB-SECTION:**

**POLICY NAME:**

**POLICY NO: R. 01**

arrangements of a long-term or cooperative nature, which would provide accommodation for the new elementary school pupils and new secondary school pupils who are resident pupils of the Board, subject to the Regulations set out below.

### **Regulations**

- (1) The arrangement must be cost effective and advantageous for the TCDSB compared to other possible arrangements including an acquisition of a school site and the construction of a free standing building.
- (2) The arrangement shall comply with any guidelines issued by the Ministry of Education.
- (3) The TCDSB may enter into lease arrangements respecting school facilities intended to be used to accommodate peak enrolment, but shall not enter into such arrangements respecting school facilities that are necessary to accommodate long-term enrolment unless the arrangements could result in ownership at the Board's discretion.
- (4) The TCDSB shall retain sufficient governance authority over the facility to ensure that it is able to deliver the appropriate educational program to its pupils, and to ensure that its identity, ambience and integrity are preserved.
- (5) The facility shall have a separate entrance with the school name on the exterior of the school easily visible from the street.

#### **4. School Sites- Operating Budget Surplus:**

### **Background**

- (1) Section 9(1) paragraph 8 of O. Reg 20/98 (Education Development Charges - General) provides that an education development background charge study must contain:



**POLICY SECTION: REAL PROPERTY**

**SUB-SECTION:**

**POLICY NAME:**

**POLICY NO: R. 01**

8. A statement from the board stating that it has reviewed its operating budget for savings that could be applied to reduce growth-related net education land costs, and the amount of any savings which it proposes to apply, if any.

(2) It is therefore necessary that the review referred to in section 9(1) paragraph 8 be conducted annually as part of the process of setting the estimates.

(3) Under the Grants for Student Needs, only a surplus from the non-classroom part of the estimates is eligible to be used to acquire school sites, thereby reducing the "growth related net education land cost" and the education development charge that may be levied by the TCDSB.

## **Policy**

Where there has been or it appears that there will be surplus in the non-classroom part of the estimates of the TCDSB in a fiscal year, the Board shall determine whether all, part, or none of the surplus will be designated as available for the purpose of acquiring school sites by purchase, lease or otherwise.

## **Regulations**

(1) If there is, or it appears that there will be a surplus in the operating budget, the Board shall pass a motion substantially as follows:

Whereas it appears that there has been or that there will be a surplus in the non-classroom part of the budget;

Moved that:

(i) The Board may designate an amount as available for the purpose of acquiring school sites by purchase, lease or otherwise;

(ii) The Board's reasons for so deciding are as follows:

[The Board may choose to direct some funds to the purchase of school sites or may decline to do so. Reasons for the decision should be included which indicate where the board will be directing the funds and



**POLICY SECTION: REAL PROPERTY**

**SUB-SECTION:**

**POLICY NAME:**

**POLICY NO: R. 01**

its basic reasons for doing so. The purpose for this part of the motion is to ensure that a clear record of the board's decision and its reasons are available as part of the public record for inclusion in the education development charge background study. This is particularly necessary as evidence for the Ontario Municipal Board in the event of an appeal of the by-law.]

(2) If there is no surplus, or it appears that there will not be a surplus in the operating budget, no further action is required with respect to this Policy."

### **Definitions:**

(a) **Real Property** shall mean block land, building lots, relocatable schools, administration buildings and all other forms of real estate, and shall include all rights which flow from its ownership.

(b) **A Sale** shall mean any of the following:

i) Transfer of freehold title upon payment of the total purchase price on closing;

ii) Transfer of title with part payment in cash and the balance by mortgage;

iii) By agreement, with part payment in cash and the balance due at a later date prior to transfer of freehold title;

iv) Conveyance of real property by long term lease with, or without, an option to obtain freehold title upon payment of a price previously established, or to be negotiated;

v) Exchange of real property.

(c) **Expropriation** is the forced purchase of land by a public authority from a private owner.





**POLICY SECTION: REAL PROPERTY**

**SUB-SECTION:**

**POLICY NAME:**

**POLICY NO: R. 01**

- (d) **Disposition** is the act of disposing; transferring to the care or possession of another. The parting with, alienation of, or giving up of property.

**Evaluation and Metrics:**

The effectiveness of the policy will be determined by measuring the following:  
Compliance with Statutory Regulations with respect to Real Property.

APPENDIX B



REPORT TO

## CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY COMMITTEE

### RAILWAY LANDS ELEMENTARY SCHOOL (BLOCK 31) STATUS UPDATE TRUSTEE WARD 9

*“They urgently pleaded with us for the privilege of sharing in this service to the Lord’s people.” 2 Corinthians 8:4*

Created, Draft	First Tabling	Review
November 28, 2016	November 8, 2016	Click here to enter a date.
M. Loberto, Senior Coordinator of Development M. Silva, Comptroller of Planning and Development M. Puccetti, Superintendent of Facilities		
<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.*



R. McGuckin

Associate Director of Academic Affairs

A. Sangiorgio

Associate Director of Planning and Facilities

C. Jackson

Executive Superintendent of Business Services and Chief Financial Officer

Angela Gauthier

Director of Education

## **A. EXECUTIVE SUMMARY**

This report provides an update on the status of the future elementary school to be constructed on Block 31 of the Railway Lands. The 550 pupil place school is being built as part of a joint venture with the Toronto District School Board and the City of Toronto, which will include two elementary schools, a community centre, and child care centre on a multi-use site adjacent to a park. The construction of the new elementary school is being entirely funded by development levy revenue collected from all development within the Railway Land Central and West areas.

It is anticipated that construction of this community hub will begin in May 2017, and the tentative opening date of the new school is September 2019.

## **B. BACKGROUND**

1. The Railway Lands development area is located just west of the City's downtown core, and is bounded by Front Street to the north, the Gardiner Expressway to the south, and Yonge Street to the east. The City of Toronto has divided the area into three sections (Central, West, and East), and enacted Secondary Plans for each district.
2. The site identified as Block 3, located at 20 Brunel Court in the Railway Lands West area, was designated in the Secondary Plan as the location of the community uses to service the district. The 2.1 acre parcel of land is adjacent and connected to Canoe Landing Park.
3. In 1994, the Toronto Catholic District School Board (TCDSB) entered into an Umbrella, Development Levy, and Development Levy Trust Agreement which defined the framework for the provision of a multi-use facility for public uses on Block 31 and identified capital funding to construct the complex.
4. Development levies have been collected from developments within the Railway Lands Central and West to fund the construction of the elementary schools for the TCDSB and TDSB, as well as the community centre and child care centre. It is estimated that approximately \$36.2 million is available to build the two elementary schools.

5. The Development Levy Trust Agreement (DLTA) stipulates that development levies from the Railway Lands Central and West can solely be used to fund the development costs associated with the elementary schools to be constructed on Block 31.
6. The DLTA also sets out a time frame for the expenditure of the levy funds in the completion of the community uses on Block 31. The deadline to spend the levy funds is October 2020. If the funds are not spent within that timeframe, the levies must be returned to the developers.
7. Furthermore, the Umbrella Agreement stated that the City would continue to own the parcel of land, and that the TCDSB and Toronto District School Board (TDSB) would hold long term leases for their respective school buildings once occupied. The long term lease will result in the requirement to pay a land transfer tax (LTT), and the boards have retained an appraiser to assist with determining the LTT payment.
8. Initially, an affordable housing component was to be included as part of Block 31, in partnership with the Toronto Community Housing Corporation. However, in June 2011, the City of Toronto decided to move forward with developing a multi-use facility with only institutional uses.
9. In May 2014, the TCDSB, TDSB, and City of Toronto entered into a Development Agreement to move forward with the project. This Agreement included the creation of a Steering Committee, composed of staff representatives from all parties, which was tasked with making all decisions and providing approvals with respect to the design, development, construction, and budgeting of the Block 31 project.
10. In June 2014, ZAS was appointed as the architect of the facility. In the fall of 2014, Colliers Project Leaders were retained as project managers.

## **C. EVIDENCE/RESEARCH/ANALYSIS**

1. The Block 31 project will create a community hub which includes the following uses:
  - Two 550 pupil place elementary schools with a total gross floor area of 9,786 square metres;

- A child care centre which can accommodate 52 children (10 infants and 42 toddler and pre-school); and
  - A 4,300 square metre community centre, which includes a multi-purpose community space, and an active roof to accommodate a roof top basketball court, running track, fitness decks, and wellness programming space.
  - The project also includes underground parking for 76 cars (29 spaces are reserved for each school board), an outdoor play area, and the use of artificial turf playing field adjacent to Canoe Landing Park.
2. The building is divided by a City Planning mandated view corridor into a north and south wing. The south building contains most of the school spaces including classrooms, administration offices, and the shared school library. The school gyms are located in the north wing along with the community centre, and the two buildings are connected by a bridge on the second floor.

Additional information regarding the facility is provided in the presentation attached as *Appendix 'A'* to this report.

3. With respect to the building design, ZAS Architects have advanced the design and construction documents to a 50% completion stage. Altus Group has prepared a cost estimate for the 50% drawings, which indicates that at this point, the project can be delivered within the available funding.
4. On November 15, 2016, Toronto and East York Community Council approved the zoning amendment application for the Block 31 project, and the item is on the December 13, 2016 City Council agenda for final approval.
5. Based on this approval, below is the current timeline for the significant project milestones:
- Construction Tender Closing: February 2017
  - Awarding of Construction Contract: May 2017
  - Site Plan Agreement and Building Permit: May 2017

- Beginning Construction: May 2017
- School Opening: September 2019

#### **D. CONCLUDING STATEMENT**

This report is for the consideration of the Board and.



## BLOCK 31 COMMUNITY HUB presentation to the City of Vaughan



ZAS image

CITY of TORONTO PF&R & CHILDREN'S SERVICES/ TDSB/ TCDSB October 17 2016

# Agenda

1. Introductions - *Farhad*
2. Project Background/ Vision - *Lorne*
3. Planning Process - *Susan*
4. Key Project Components
  - Funding - *Lorne*
  - Schedule - *Lorne*
  - Public Consultation - *Lorne*
  - Sustainability - *Suzanne*
  - Public Art - *Suzanne*
  - Fencing/ Gate Strategy - *Suzanne*
5. Project Program and Design
  - Community Centre/ Community Space Program - *Lorne/ Suzanne*
  - Child Care Centre Program - *Gail*
  - Elementary School Program TDSB - *David*
  - Elementary School Program TCDSB - *David/ Mario*
6. Development Agreement - *Howie*
7. Shared Use Agreement - *Howie*
8. Issues/ Challenges/ Lessons Learned
  - City of Toronto - Parks Forestry & Recreation - *Howie/ Lorne*
  - City of Toronto - Children's Services - *Gail*
  - TDSB - *David*
  - TCDSB - *Mario*
9. Project Perspective Images - *Suzanne*
10. Round Table Discussion
11. Concluding Remarks - *Farhad*



# 1. Introductions

1. Howie Dayton *Director Community Recreation, PF&R, City of Toronto*
2. Lorne Cappe *Project Manager, Capital Projects, City of Toronto*
3. Susan McAlpine *Senior Planner, Community Planning, City of Toronto*
4. Gail O'Donnell *Project Manager Capital Projects, Children's Services, City of Toronto*
5. Suzanne Cooke-Wooland *Senior Project Coordinator, PF&R, Capital Projects, City of Toronto*
6. Mario Silva *Comptroller, Planning & Development Services, TCDSB*
7. David Percival *Senior Manager, Building Design & Renewal, TDSB*

## 2. Project Background/Vision *Lorne*

### Project Background/ Evolution

Block 31 is a City-owned site in the Railway Lands located west of Spadina, south of Fort York Boulevard, north of the Gardiner Expressway and adjacent to Canoe Landing Park. The City entered into an Umbrella Agreement (UA) in 1994 with Canadian National Railways (succeeded by Concord Adex), the TDSB and the TCDSB for the purpose of collecting development levies to fund construction of a community centre, child care centre and elementary school for each school board serving approximately 1100 students.



## Project Vision *Lorne*

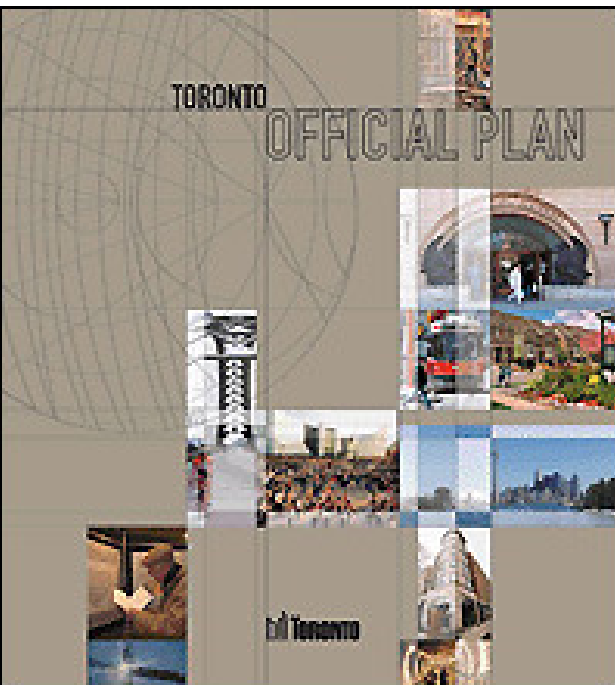
Block 31 represents a critical and unique opportunity to create a combined social, recreational and educational facility in a high density urban neighbourhood as an exemplar of a mixed-use hub richly embedded in the community.



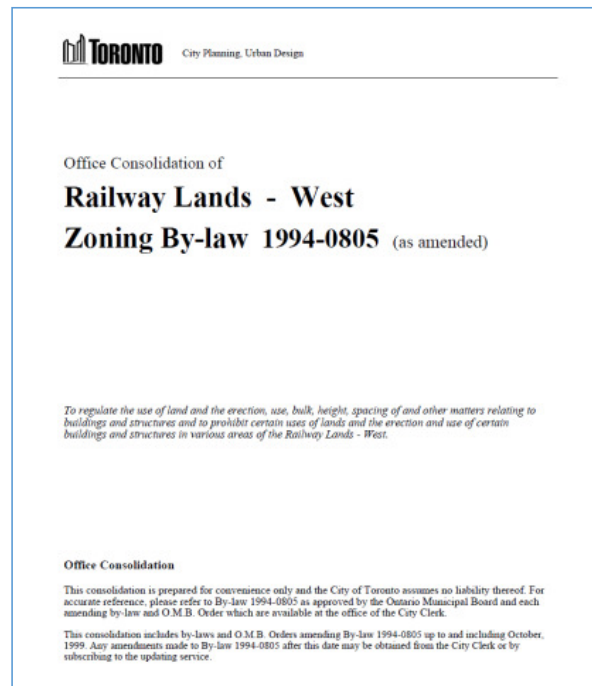
### 3. Planning Process *Sue*

#### Planning Framework specific to the Railway Lands

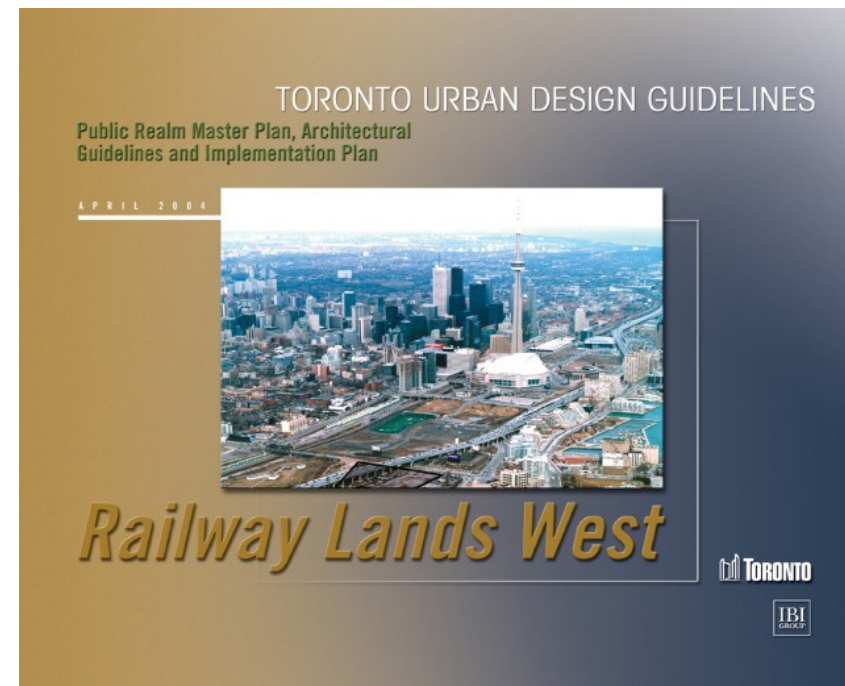
Official Plan – Secondary Plans



Zoning By-Laws

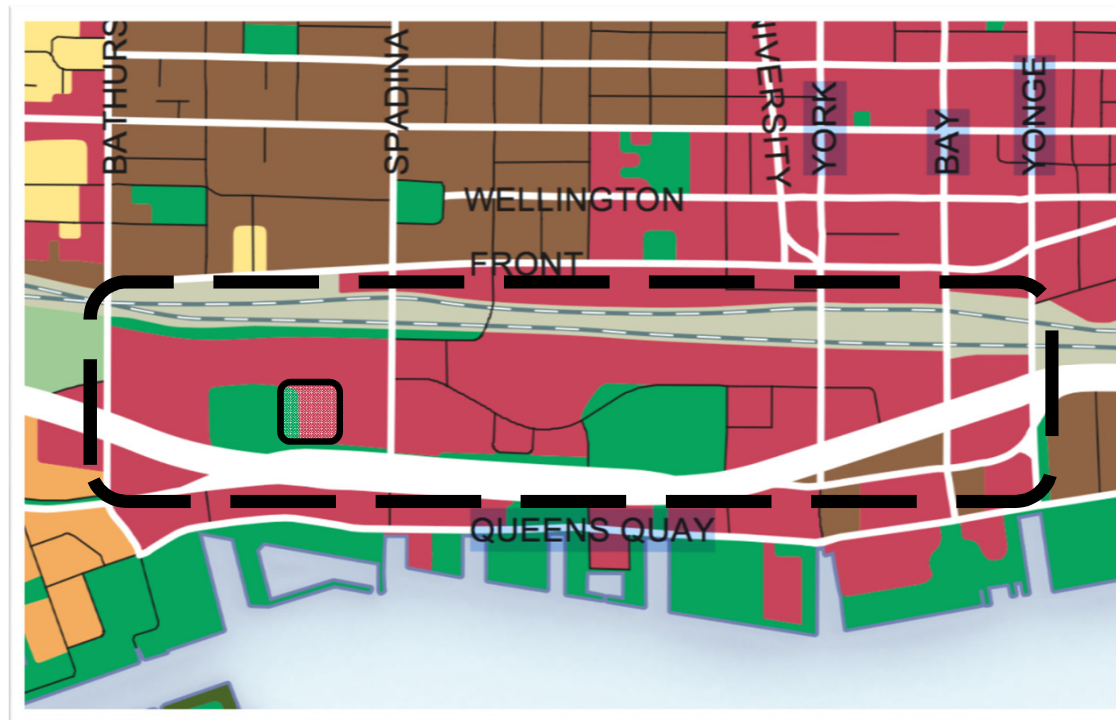


Urban Design Guidelines





# Official Plan

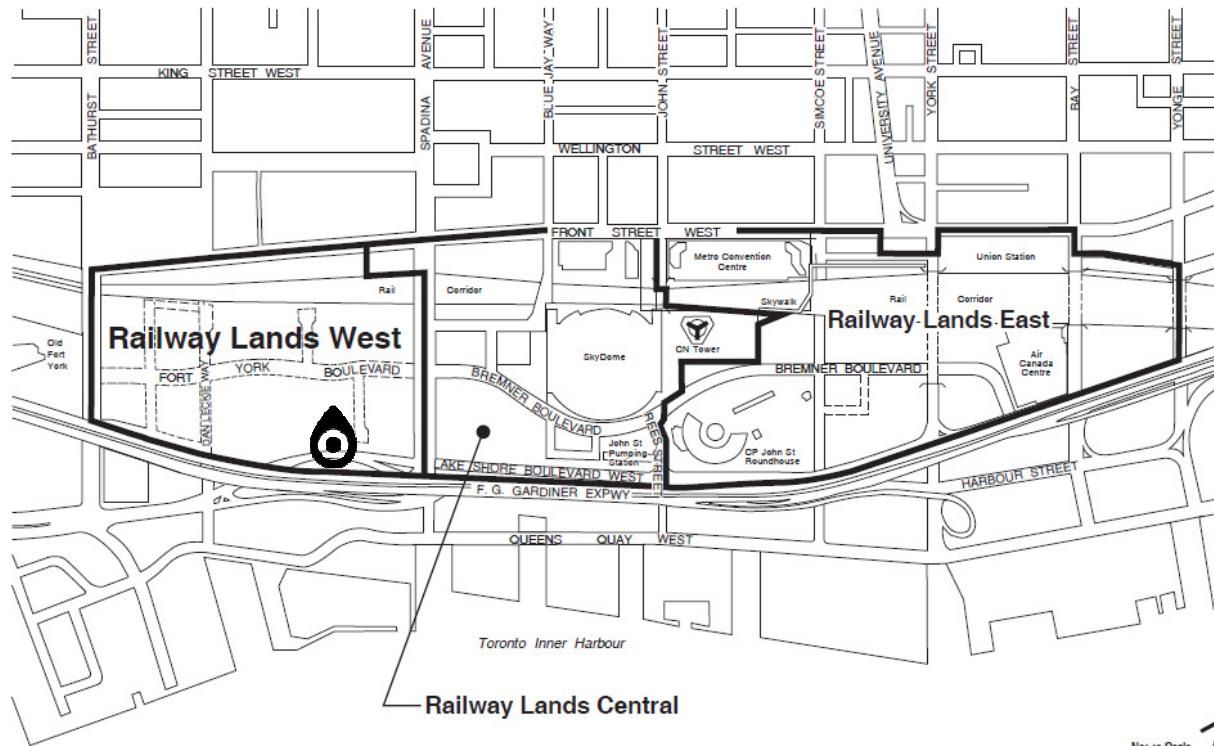


## Land Use Designations

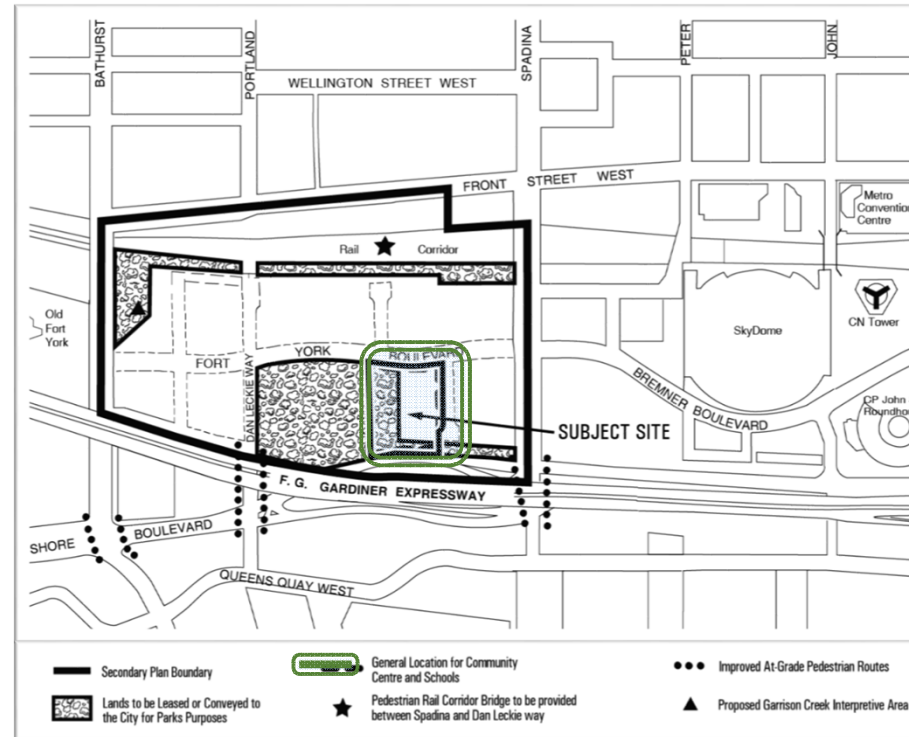
- Neighbourhoods
- Apartment Neighbourhoods
- Mixed Use Areas
- Parks and Open Space Areas
- Natural Areas
- Parks
- Other Open Space Areas  
(Including Golf Courses, Cemeteries, Public Utilities)
- Institutional Areas
- Regeneration Areas
- Employment Areas
- Utility Corridors
- Special Study Area  
See Chapter 7, Site and Area  
Specific Policies 235, 236
- Major Streets and Highways
- Local Streets
- Railway Lines
- Hydro Corridors

--- Railway Lands Boundary

# Railway Lands Secondary Plans



# Railway Lands West Secondary Plan



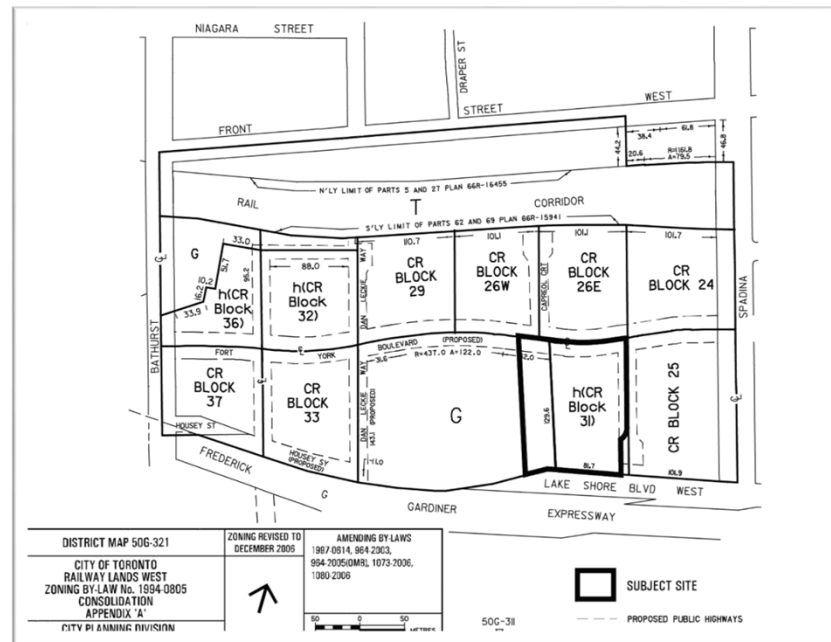
Identified the general location for the community facilities and schools within the Railway Lands West

## Railway Lands West Secondary Plan Policies

- Community facilities and schools to be developed either independently or jointly
- Funding strategy
- Design criteria for development
  - consider the shared use of the exterior and interior spaces
  - consider the size of buildings to maximize open space
  - ensure that the open space remains useable, well configured, contiguous and physically and visually accessible from public streets
  - consider sun, wind, air quality and noise conditions; and
  - consider views.
- Implementation
  - Railway Lands Zoning By-law and Design Guidelines
  - Holding symbols in the Zoning By-law
  - Shared use agreements
  - Environmental approvals



# Railway Lands West Zoning By-law



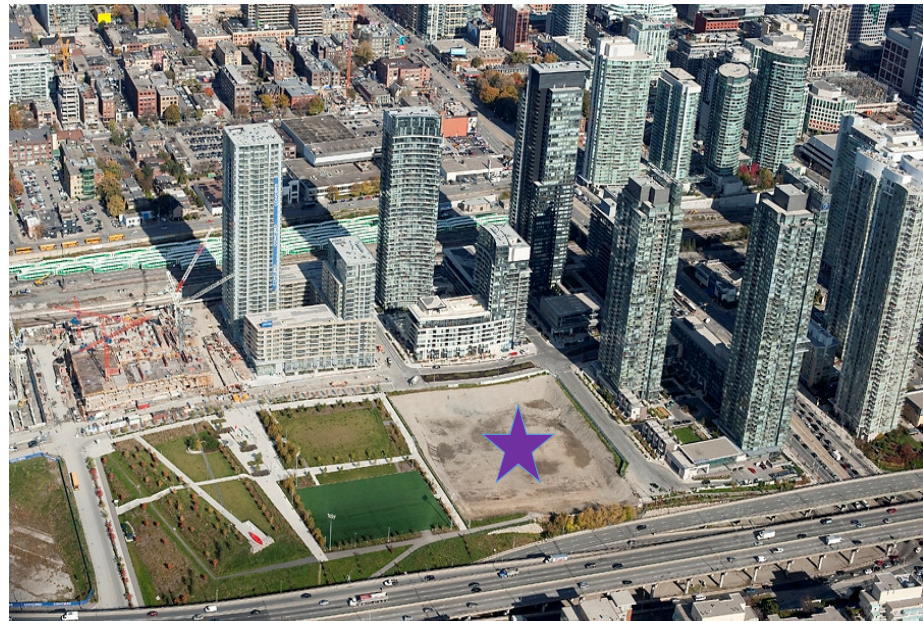
- CR - Commercial Residential (Block 31)
  - Residential & non-residential uses
  - Holding symbol (h)
  - Building envelopes, setbacks & other development standards
- G – Parks (Canoe Landing Park)
  - Park uses, with permission for schools & childcare
  - Restrictions on above-grade building elements

# Planning Applications

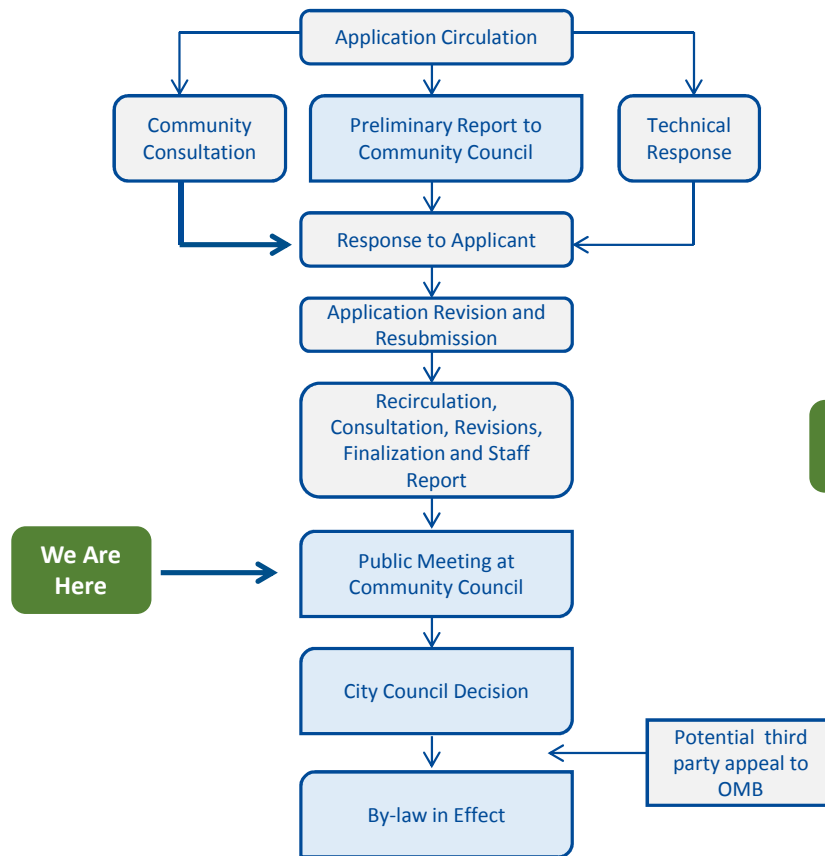


Three applications being reviewed concurrently:

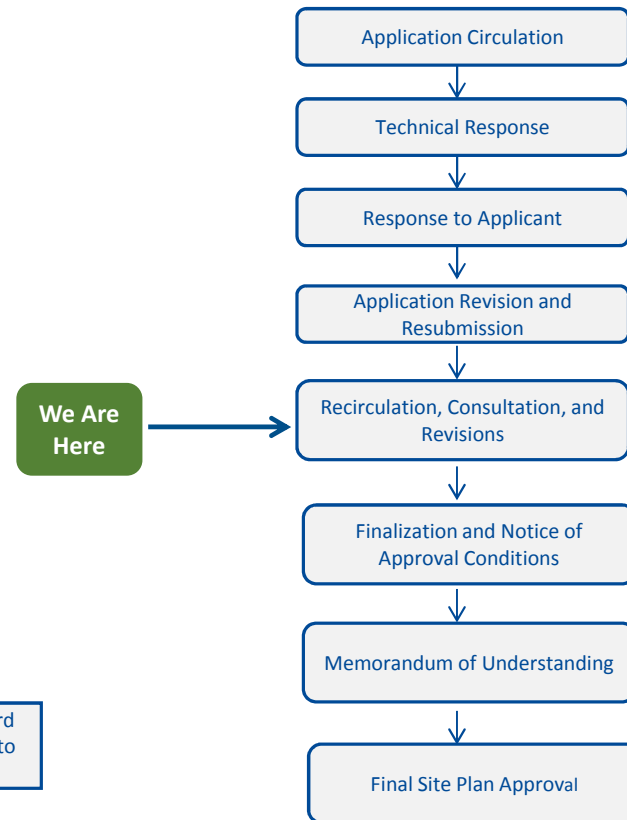
1. **Rezoning** to establish project specific development standards
2. **Rezoning** to remove the Holding Symbol
3. **Site Plan** to secure building design & materials, servicing & landscape treatments



## Rezoning Application



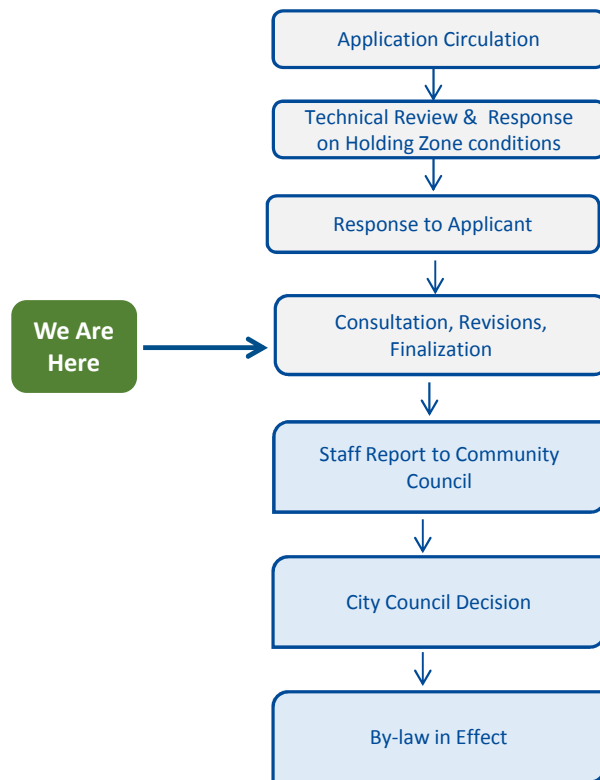
## Site Plan Application



## Main Issues Identified Through Review & Consultation Process:

- Location of **pick-up and drop-off** areas and **traffic impacts**.
- Design of the **outdoor play areas** and **integration** with the existing park.
- Sufficient **sidewalk widths** for high level of **pedestrian activity**
- Location of **street trees** and other **pedestrian amenities**.
- Design and **materiality of the proposed building** in relation to its setting and functions.
- Impacts of community centre on the **north-south views** and the **interface with the existing park**.

# Rezoning Application to Remove Holding Symbol



## Conditions for Removal of the Holding Symbol

- Shared use agreement
- Environmental approvals in relation to:
  - Noise
  - Air Quality
  - Soils

## 4. Key Project Components *Suzanne*

Funding

Schedule

Community Consultation

Sustainability

Public Art

Fencing/ Gate Strategy

Stakeholder/ Asset	Funding Source
City of Toronto Parks, Forestry & Recreation Division <b>Community Centre</b>	Development Levies + Development Charges + City Capital Budget
City of Toronto Children's Services <b>Child Care Centre</b>	Section 37
TDSB <b>Elementary School</b>	Development Levies
TCDSB <b>Elementary School</b>	Development Levies + Development Charges

## Schedule *Lorne*

2010 2011 2012 2013 2014 2015 2016 2017 2018 2019

Pre-Design Phase

Design Phase

Contract Document Phase

Approvals

Construction Phase

Occupancy (September 2019)





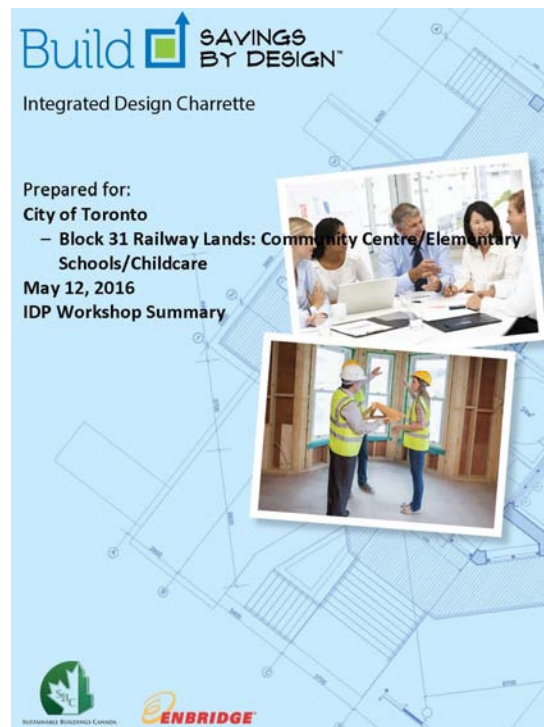
## Community Consultation *Lorne*

- Demographics - 15,000+/-, youthful population & young families
- Housing Stock - highrise condominiums





## Sustainability *Suzanne*



- Targeting **Toronto Green Standard Tier 1** including 5% renewable energy
- Participated in '**Savings by Design**' integrated design charrette facilitated by Enbridge
- Energy Initiatives included in design:
  - High energy performance building (30.3% higher than OBC)
  - Green Roof
  - Solar Panels
  - Upgraded building envelope
  - High efficiency condensing boilers
  - Occupancy & daylighting sensors
  - LED lighting throughout

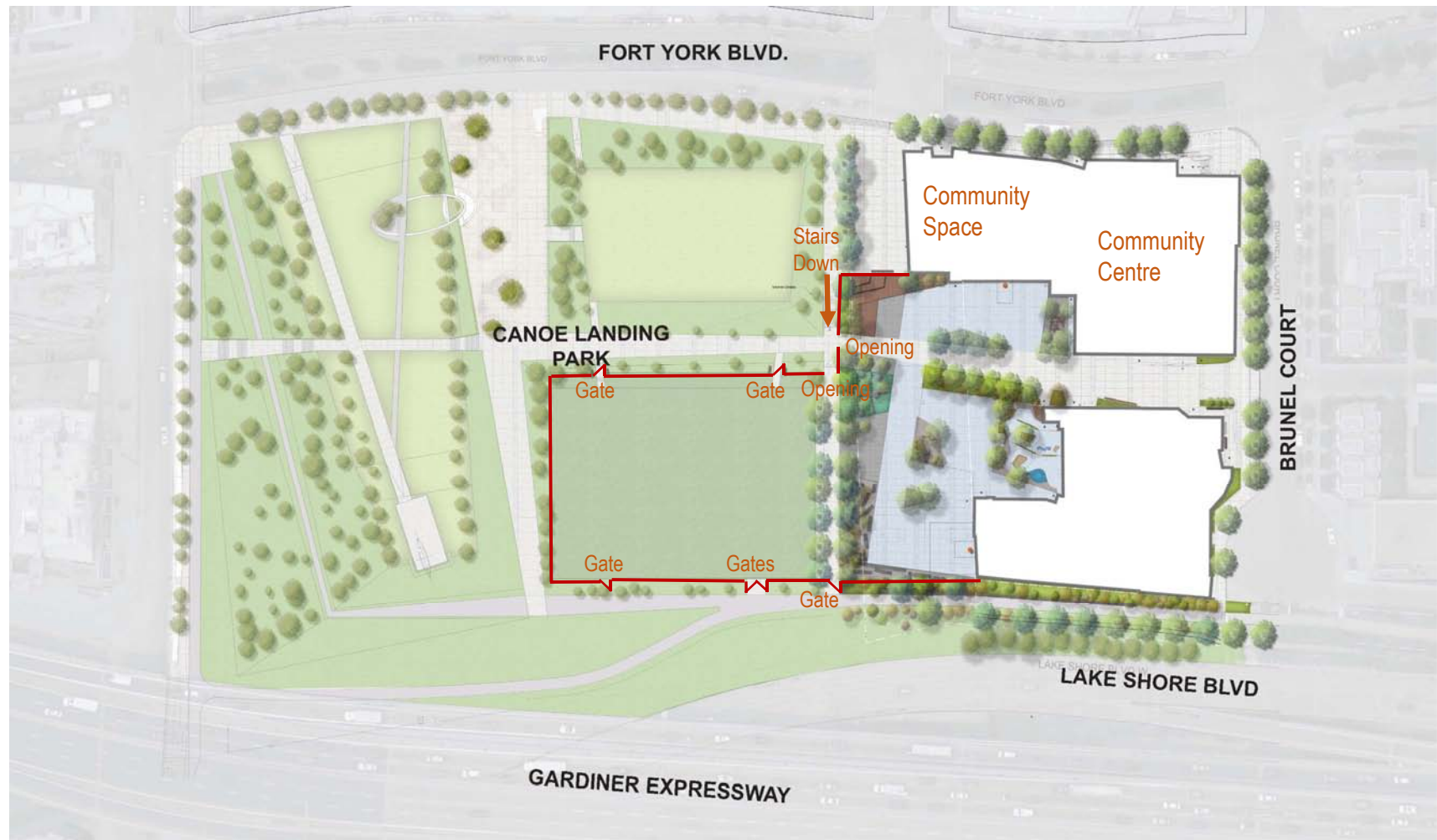
## Public Art *Suzanne*

- More than 200 City-owned pieces of outdoor public art and historical monuments are located throughout Toronto
- Public Art is an integral component of City owned projects
- Public Art represents 1% of the project construction cost
- The process for developing public art for City projects is an open competition





## Fence/Gate Strategy *Suzanne*



## 5. Project Stakeholders & Programs *Suzanne*

### Stakeholders

City of Toronto – Parks Forestry & Recreation

City of Toronto – Children’s Services

Toronto District School Board

Toronto Catholic District School Board

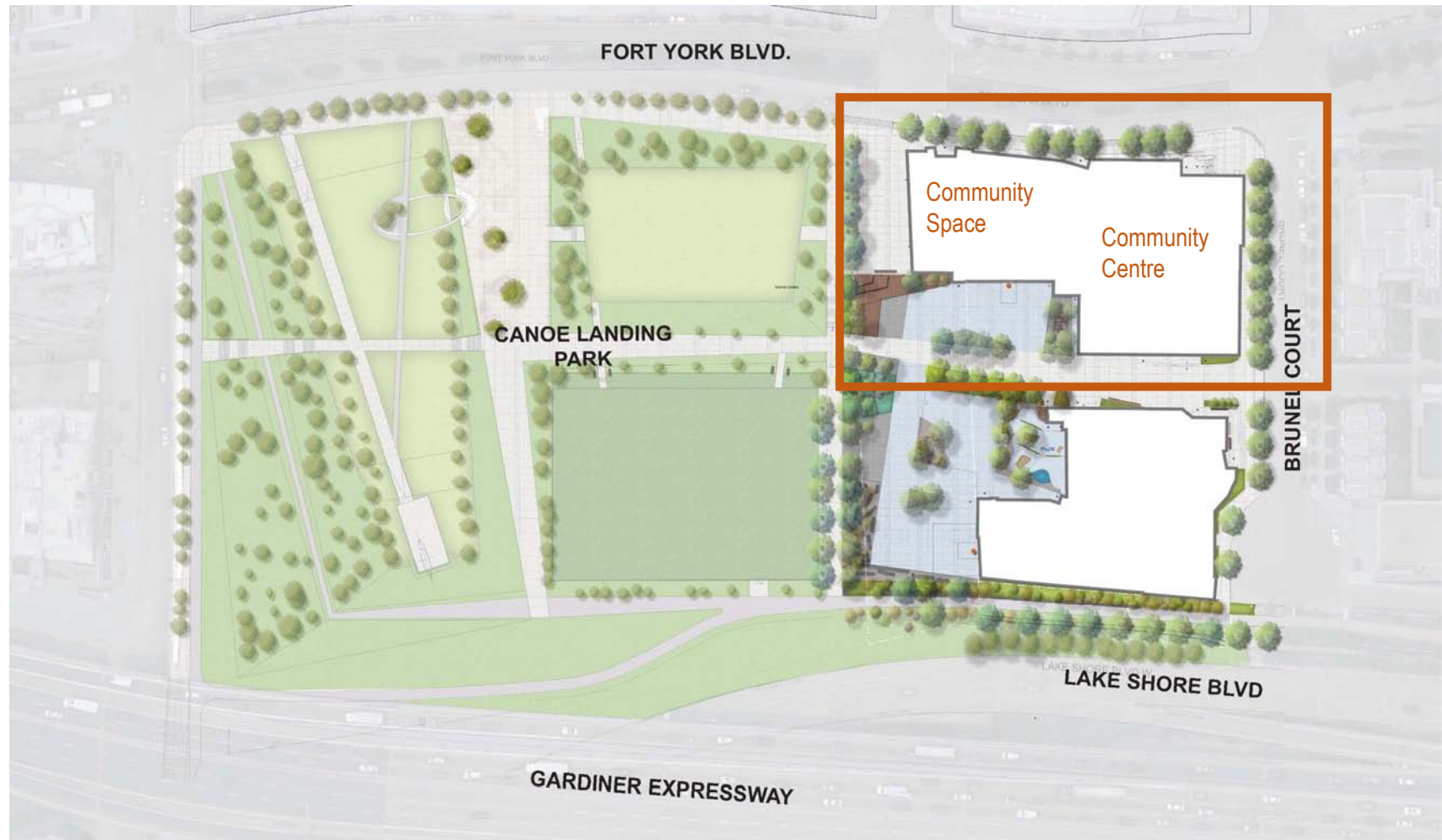
Community Centre/ Community Space

Child Care Centre

Elementary School

Elementary School

## Block 31 Site Plan *Suzanne*



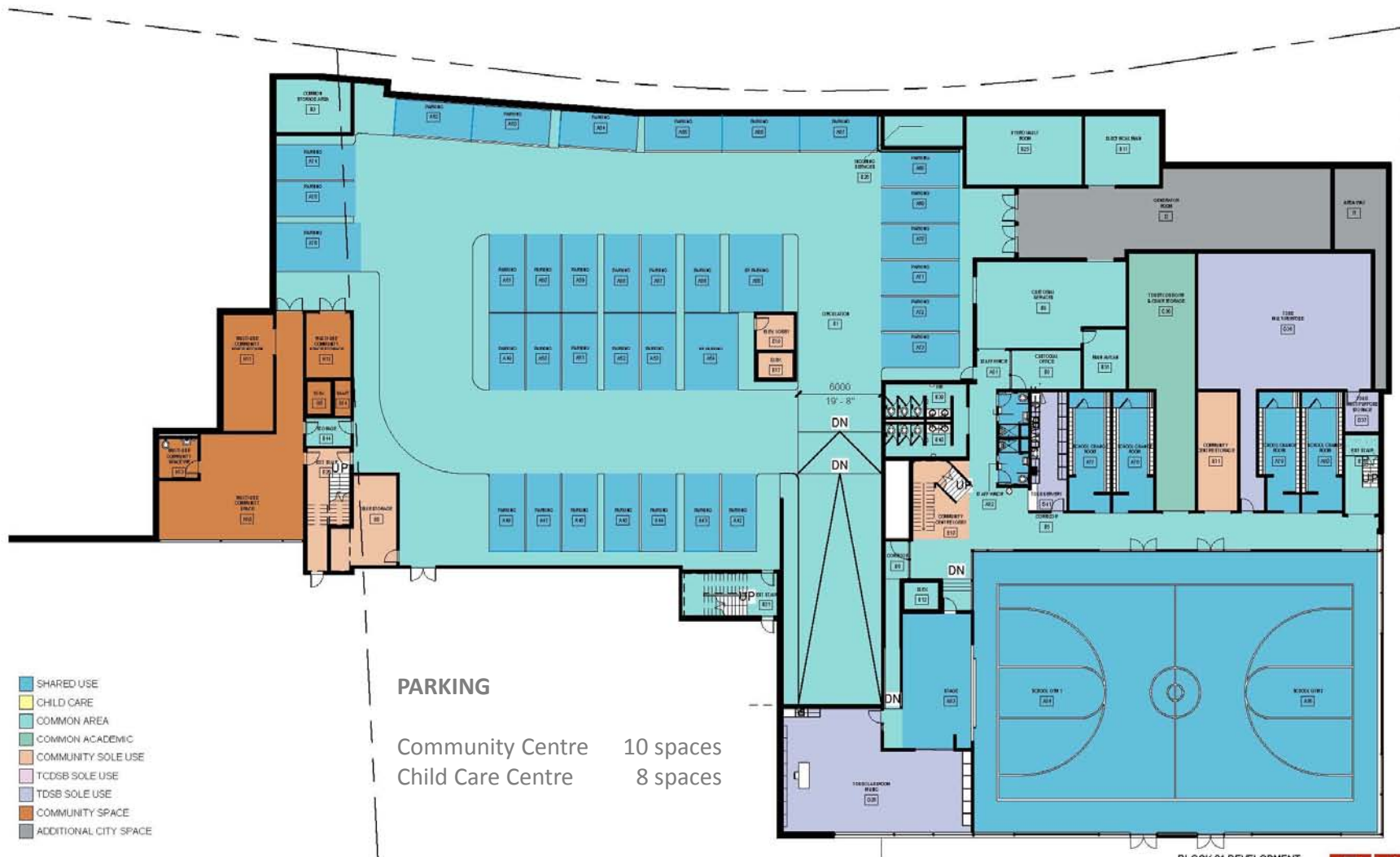
# Community Centre Program *Suzanne*

- **Gymnasium Component**
  - 1 Gym (PF&R) + **1 Shared Gym**
  - Mezzanine Running Track
  - **Some Shared Washrooms/ Some Shared Change Rooms/** Storage
- **Multi-Purpose Component**
  - General Multi-Purpose Rooms/ **Shared Multi-Purpose Room/** Servery
  - Studio Fitness/ Dance
  - Indoor Playscape Room
  - Meeting Room
  - Pre-School Room
  - Roof Garden
  - Washrooms/ Storage/ **Shared Circulation Space**
- **Public/ Administration Support**
  - Kitchen/ Teaching Area
  - Lobby/ Reception
  - Admin./ Recreation Offices
  - Staff Lounge
  - Receiving/ Mechanical Space/ Storage
- **Exterior Space**
  - **Shared Outdoor Play Space (Playing Field)**

# Community Space Program *Lorne*

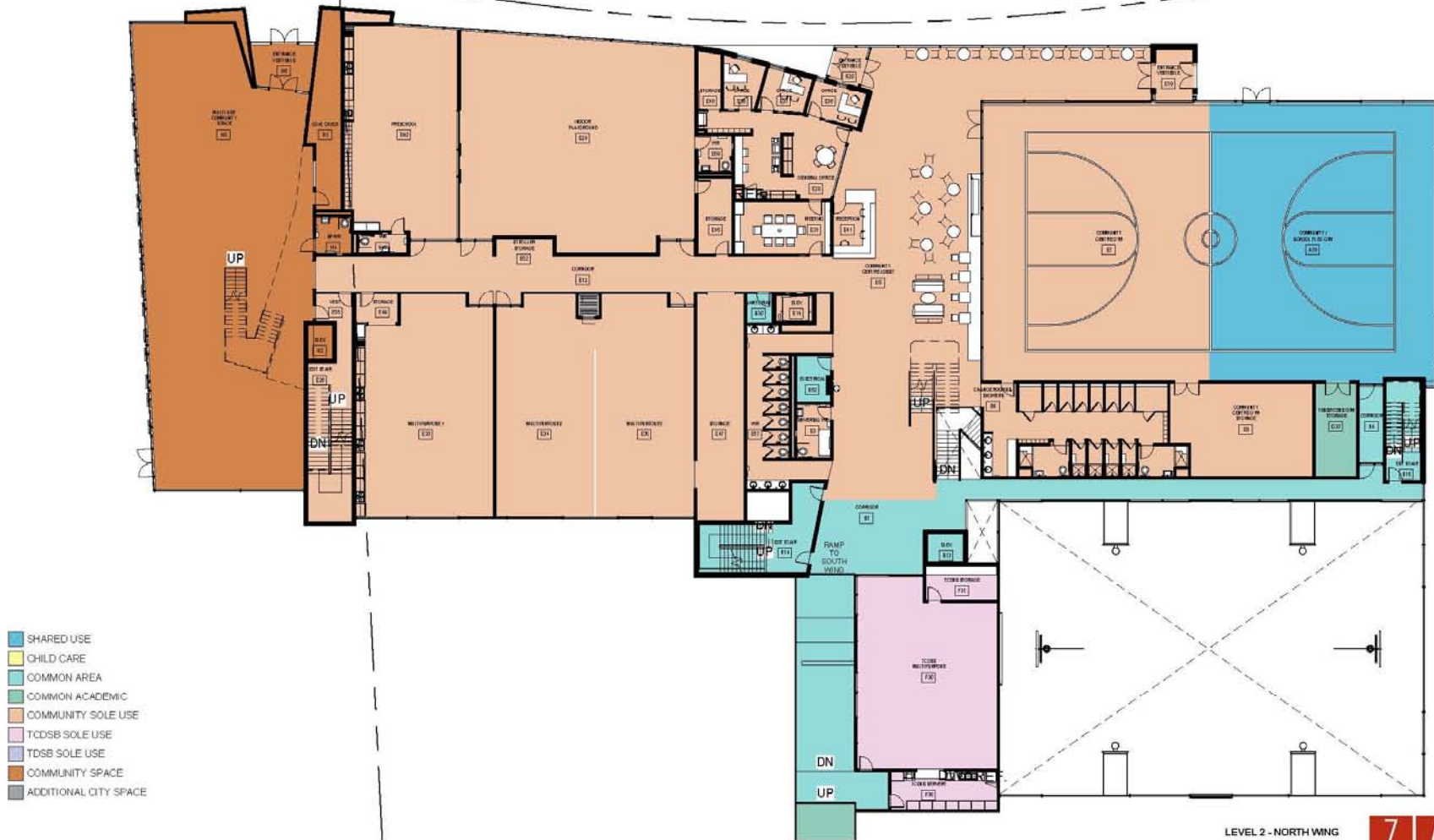
- **Level 1**
  - Multi-Use Community Space
  - Washrooms
- **Level 2**
  - Multi-Use Community Space
  - Washrooms
  - Coat Check
- **Level 3**
  - Multi-Use Community Space
  - Washrooms



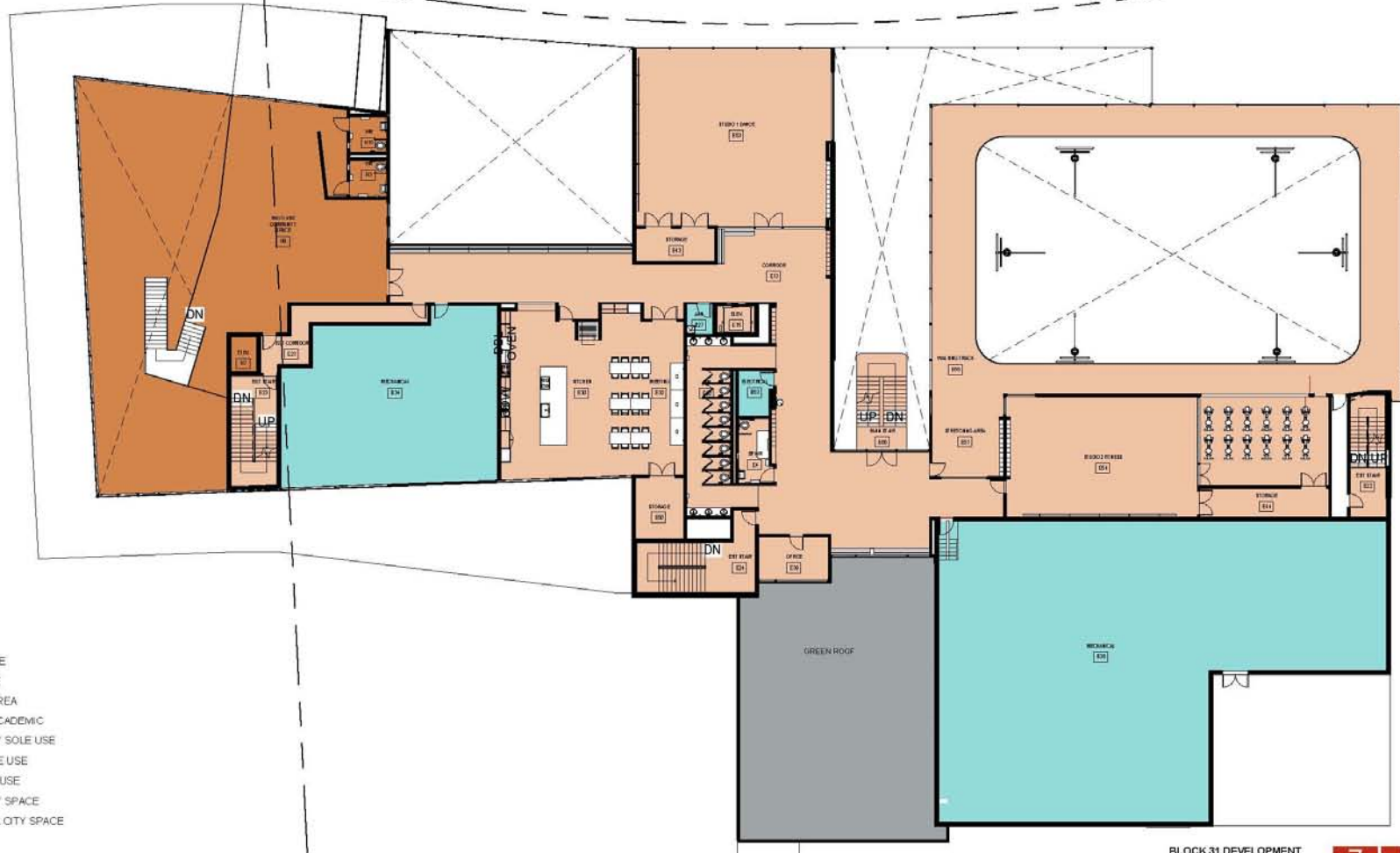


BLOCK 31 DEVELOPMENT  
LEVEL 1 - NORTH WING  
05/05/16  
1 : 250  
P001





- SHARED USE
- CHILD CARE
- COMMON AREA
- COMMON ACADEMIC
- COMMUNITY SOLE USE
- TCDSB SOLE USE
- TDSB SOLE USE
- COMMUNITY SPACE
- ADDITIONAL CITY SPACE



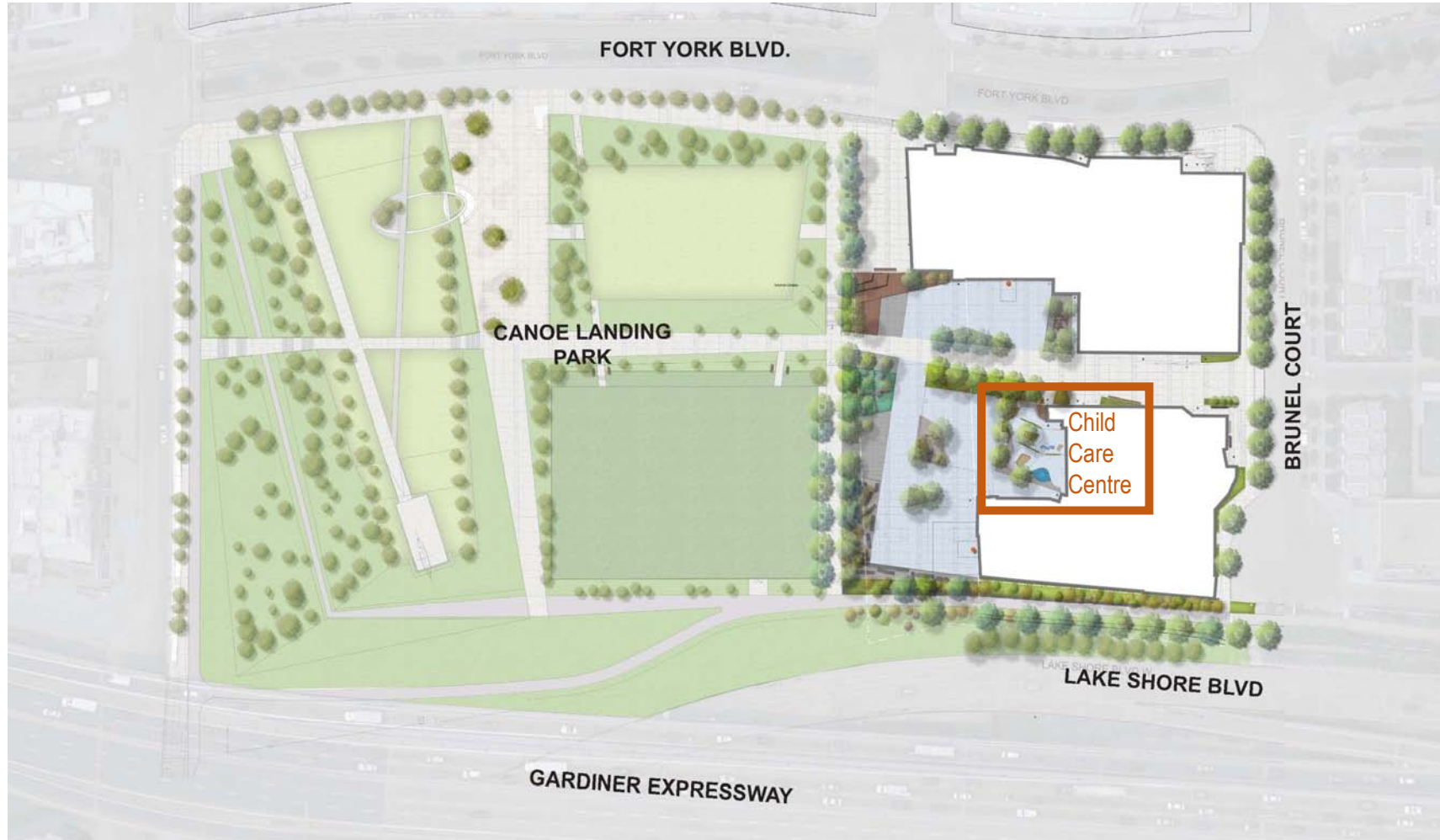
BLOCK 31 DEVELOPMENT  
LEVEL 3 - NORTH WING  
05/05/16  
1 : 250  
P005







## Block 31 Site Plan *Gail*

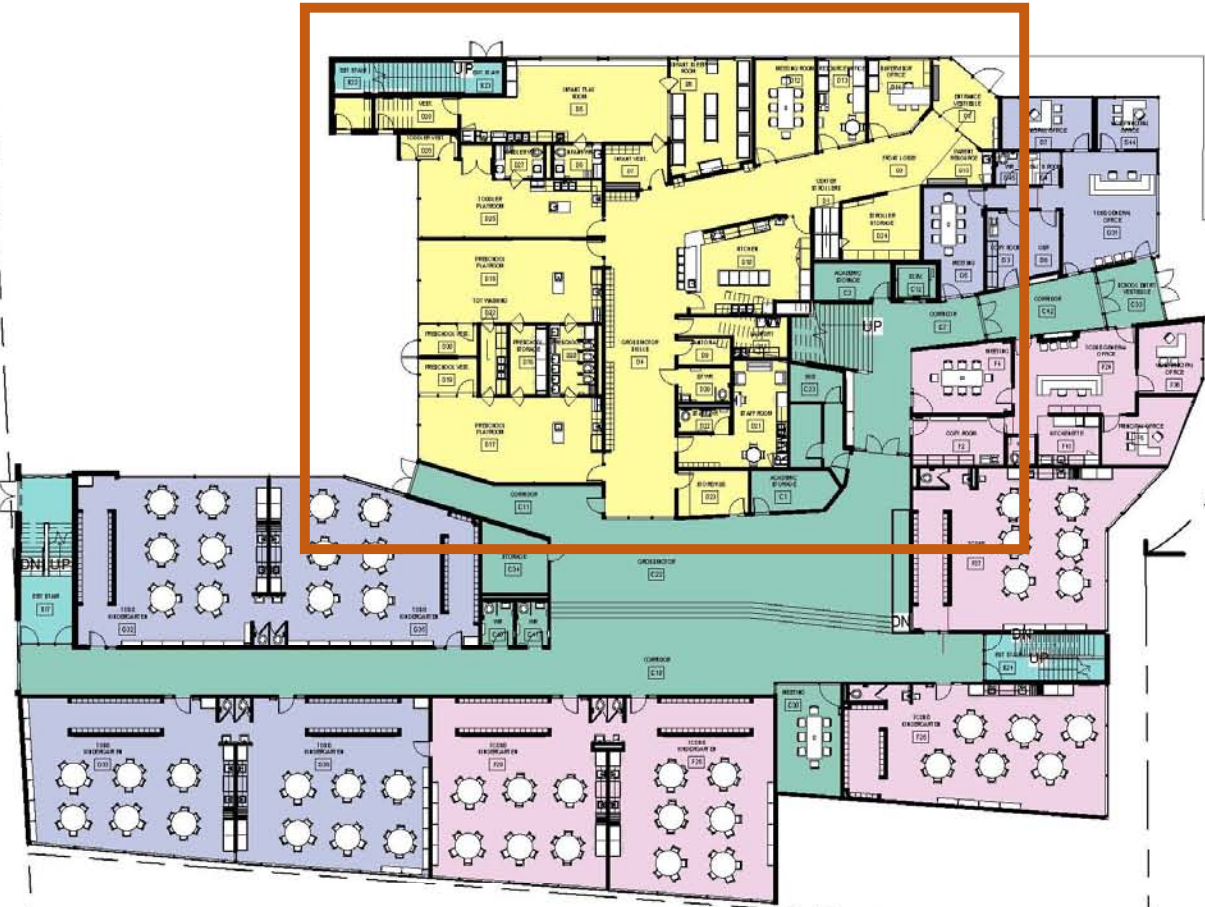


# Child Care Program

- Infant Playroom/ Sleep Room (1)
- Toddler Playrooms (1)
- Pre-School Playrooms (2)
- Office Space/ Meeting Room
- Parent/ Staff Resource Room
- Stroller Storage
- Laundry/ Washrooms/ Storage/ Mechanical Room
- Kitchen
- Staff Room
- Gross Motor Space
- Outdoor Play Space – Infant/ Toddler/ Pre-School



- SHARED USE
- CHILD CARE
- COMMON AREA
- COMMON ACADEMIC
- COMMUNITY SOLE USE
- TCDSB SOLE USE
- TCDSB SOLE USE
- COMMUNITY SPACE
- ADDITIONAL CITY SPACE



BLOCK 31 DEVELOPMENT  
LEVEL 1- SOUTH WING  
05/05/16  
1 : 250  
P002





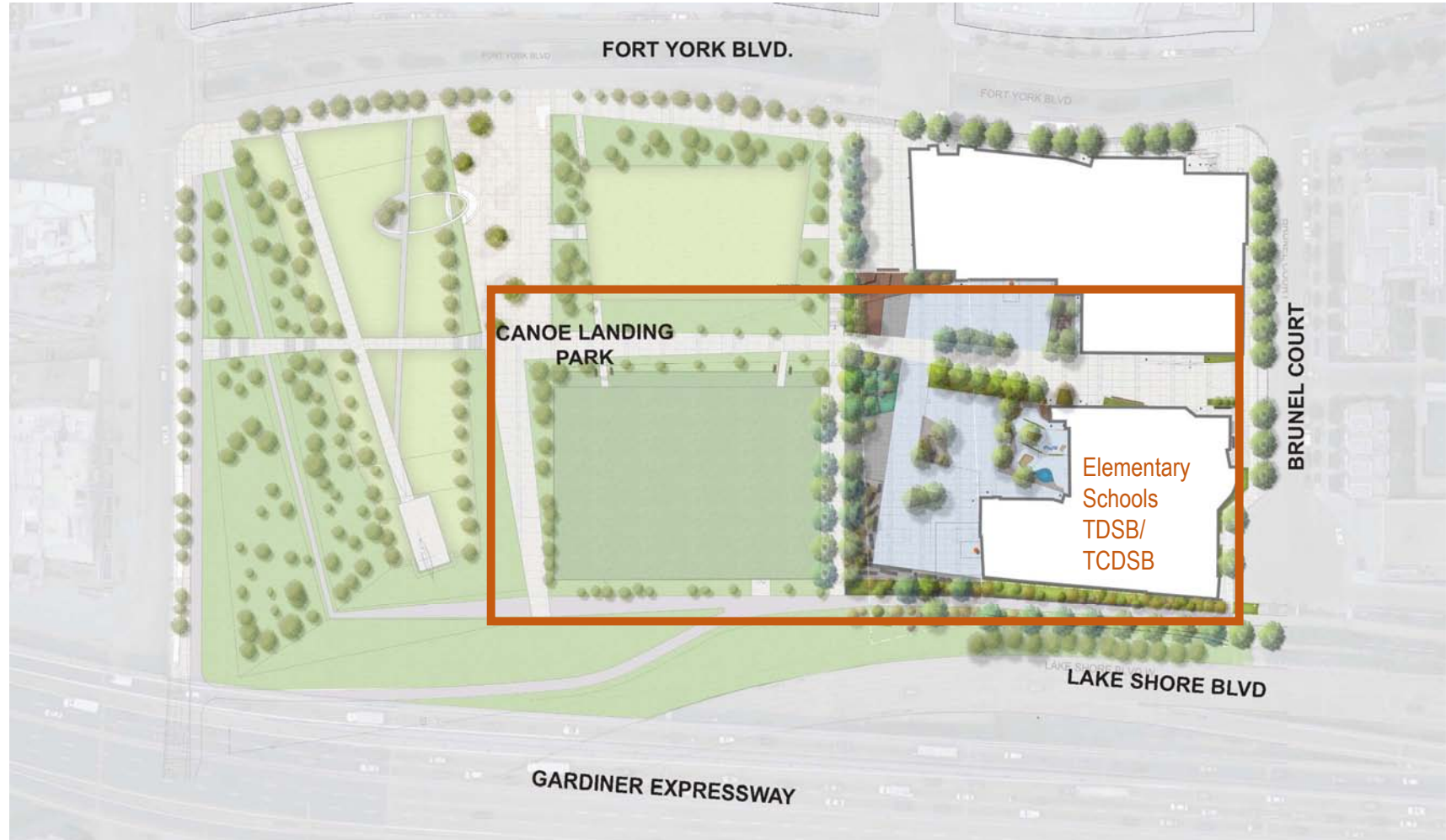


Precedent Project  
*Nelson Mandela Child Care Centre*





## Block 31 Site Plan *Maia/ David*



## Toronto District School Board Program *David*

- Kindergarten (4)
- Classrooms (16)
- Art
- Science
- Music
- Special Education (3)
- Resource Room (3)
- **Shared Gymnasium/ Stage**
- **Shared Change Rooms/** Storage/ **Some Shared Washrooms/** Mech. Room/ LAN/ WAN/ Hub Room
- Administrative Office
- Staff Lounge
- Kitchen
- Meeting Room
- **Shared Circulation Space**
- **Shared Outdoor Play Space (Playing Field// Hard Surface Area)**

## Toronto Catholic District School Board Program *Mario*

- Kindergarten (4)
- Classrooms (1)
- **Shared Library (2 schools)**
- General Purpose
- Meeting Room
- Special Education (2)
- Resource Room (3)
- **Shared Gymnasium**
- **Shared Change Rooms/** Storage/ **Some Shared Washrooms/**  
Mech. Room/ Custodial Area
- General Office
- Staff Work Room/ Teacher Workroom
- Kitchen
- Gross Motor Area
- **Shared Circulation Space**
- **Shared Outdoor Play Space (Playing Field/ Hard Surface Area)**

# PARKING

TDSB

TCDSB

28 spaces

28 spaces

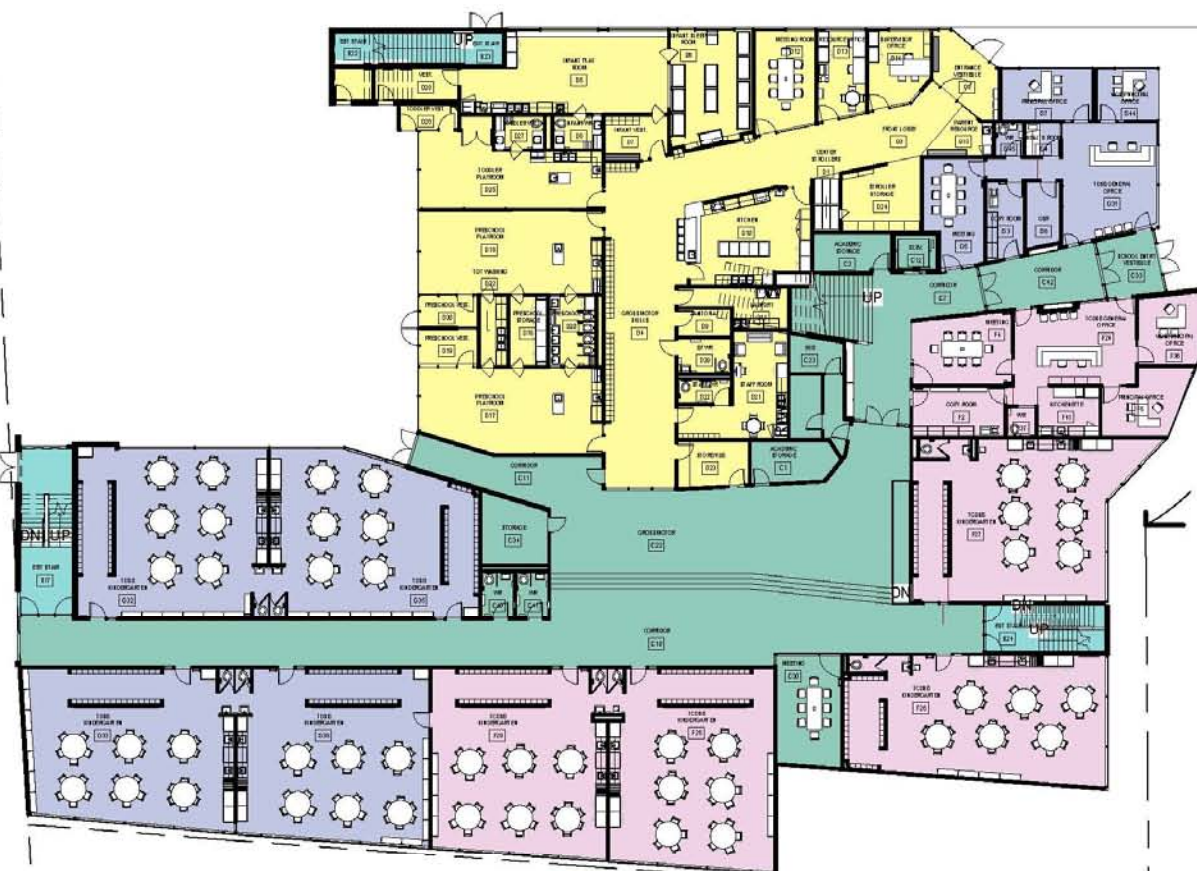
- SHARED USE
- CHILD CARE
- COMMON AREA
- COMMON ACADEMIC
- COMMUNITY SOLE USE
- TCDSB SOLE USE
- TDSB SOLE USE
- COMMUNITY SPACE
- ADDITIONAL CITY SPACE



BLOCK 31 DEVELOPMENT  
LEVEL 0 - SOUTH WING  
05/05/16  
1:250  
P000



- SHARED USE
- CHILD CARE
- COMMON AREA
- COMMON ACADEMIC
- COMMUNITY SOLE USE
- TCDSB SOLE USE
- TCDSB SOLE USE
- COMMUNITY SPACE
- ADDITIONAL CITY SPACE



BLOCK 31 DEVELOPMENT  
LEVEL 1- SOUTH WING  
05/05/16  
1 : 250  
P002



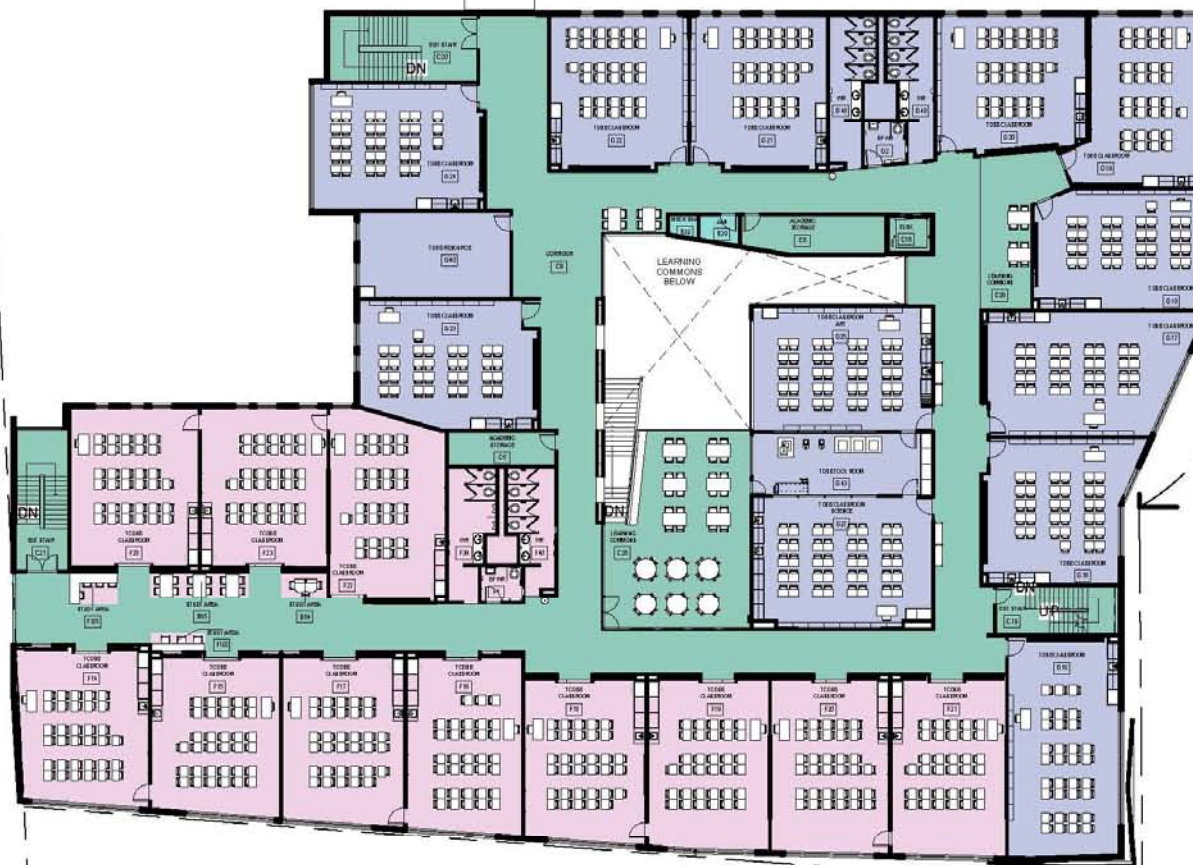


- SHARED USE
- CHILD CARE
- COMMON AREA
- COMMON ACADEMIC
- COMMUNITY SOLE USE
- TCDSEB SOLE USE
- TDSB SOLE USE
- COMMUNITY SPACE
- ADDITIONAL CITY SPACE



BLOCK 31 DEVELOPMENT  
LEVEL 2 - SOUTH WING  
05/05/16  
1 : 250  
P004



ZAS  
TEACHTER • VANDENBURG • DUBAY • ABU DHABI

## 6. Development Agreement *Howie*

### Block 31 Benefits

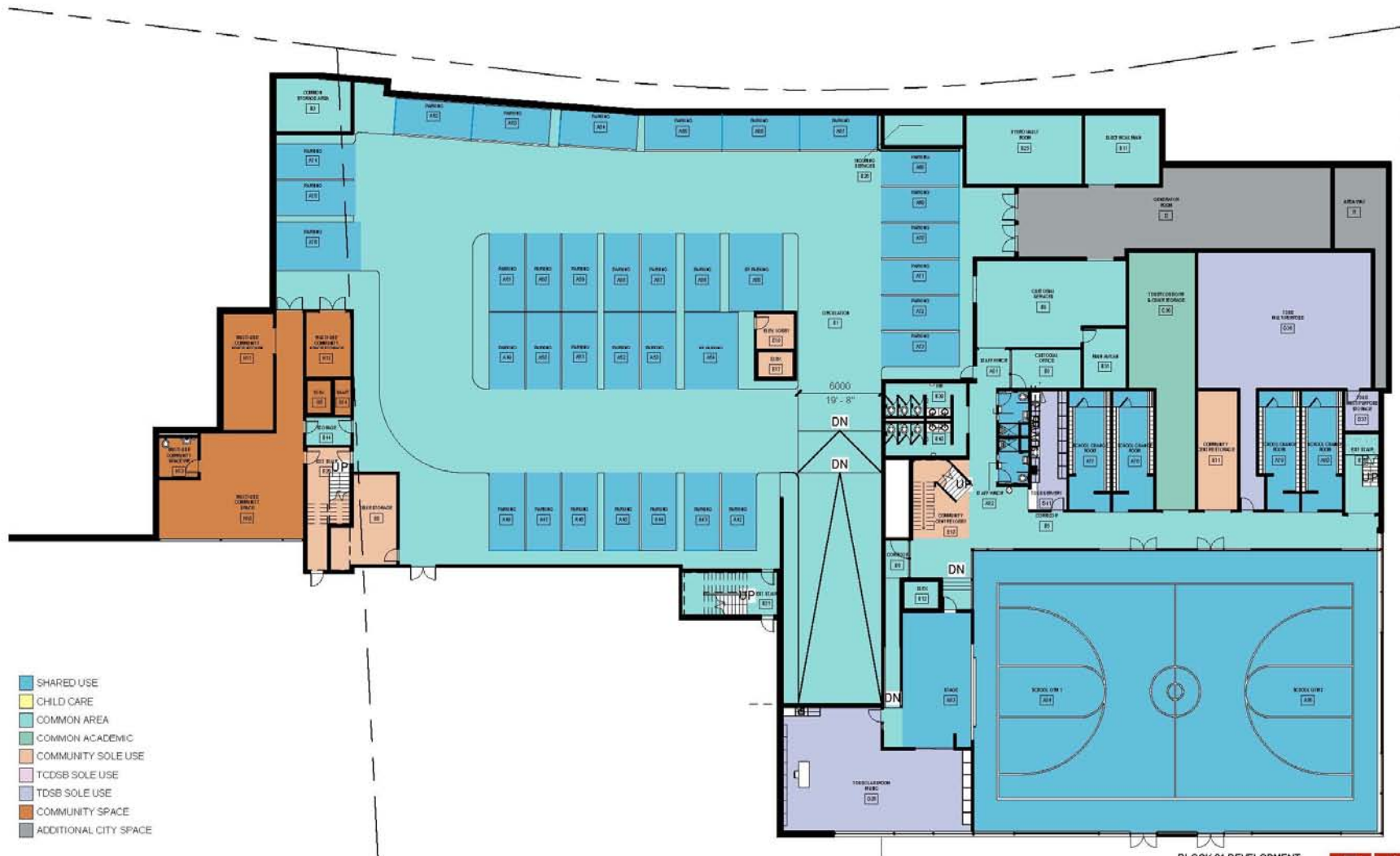
- **Place Making** - a social, recreational and educational 'community hub' embedded in the neighbourhood
- **Community Building** - a gathering space for people and an 'access point for a wide range of community activities, programs, services and events' *Rossiter*
- **Community Needs** – fulfillment of unmet recreation, education, child care and community space needs
- **Service Coordination/ Building Efficiencies**
  - Shared spaces such as gymnasium, washrooms, change rooms, family conveniences such as the adjacencies of recreation, child care and elementary school spaces
  - Shared use park (Canoe Landing Park)
  - Reduced building footprint
  - Reduced common spaces such as corridors, lobbies, vestibules, mechanical and electrical spaces, maintenance, IT, AV and other infrastructure spaces
  - Incorporation of sustainable green initiatives



## 7. Shared Use Agreement *Howie*

### Term Sheet Components

- |                              |   |
|------------------------------|---|
| 1. Definitions               | 9. Maintenance & Repair                 |
| 2. Governance                | 10. Changes to Spaces                   |
| 3. Property Manager          | 11. Operating Costs & Revenue           |
| 4. Use of Property           | 12. Capital Expenditures & Revenue Fund |
| 5. Operation of the Property | 13. Insurance                           |
| 6. Shared Facilities         | 14. Buy/ Sell Provisions                |
| 7. Permits                   | 15. Default                             |
| 8. Classroom Shifting        | 16. General                             |



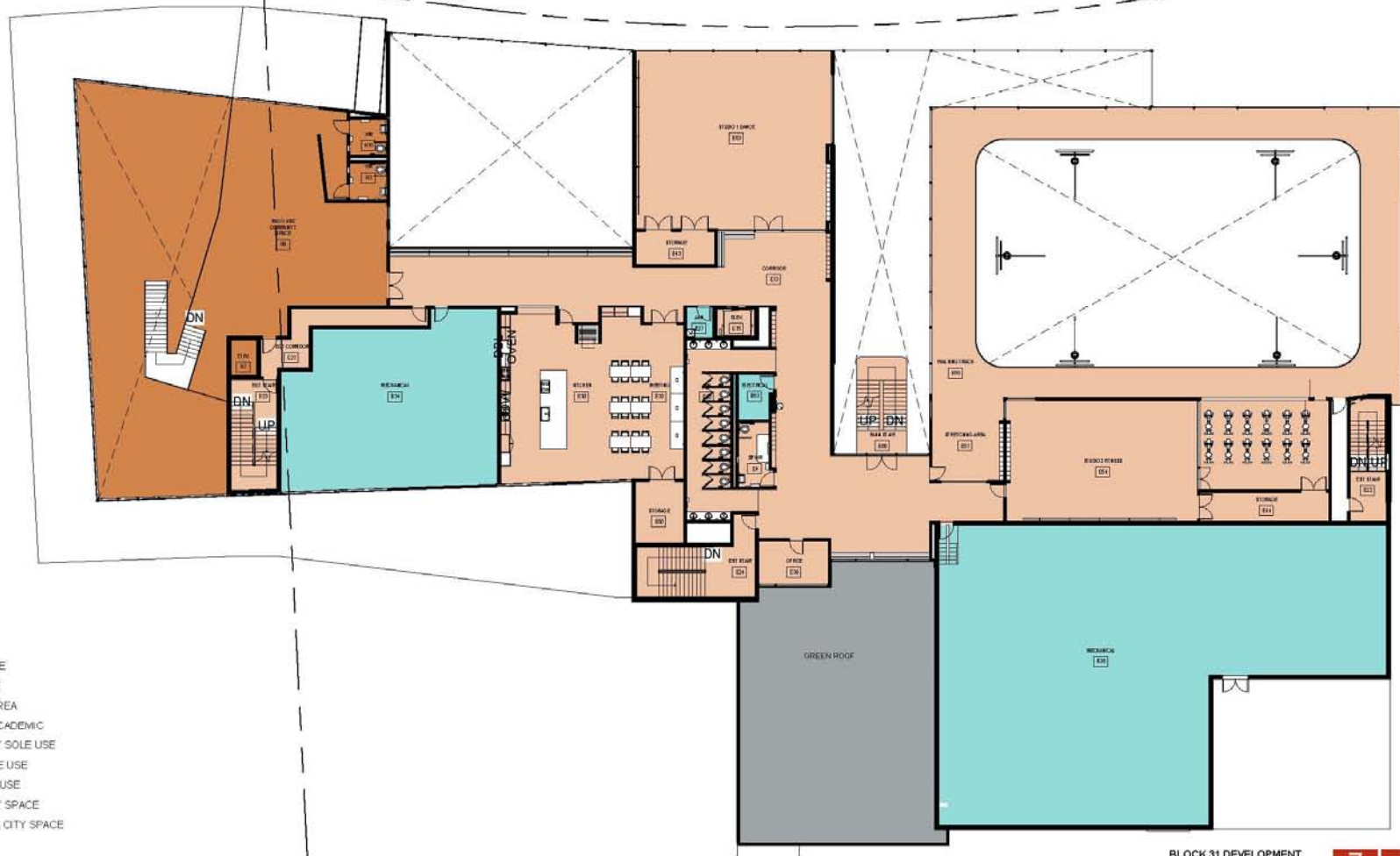
BLOCK 31 DEVELOPMENT  
LEVEL 1 - NORTH WING  
05/05/16  
1 : 250  
P001





Howie

- SHARED USE
- CHILD CARE
- COMMON AREA
- COMMON ACADEMIC
- COMMUNITY SOLE USE
- TCDSE SOLE USE
- TDSB SOLE USE
- COMMUNITY SPACE
- ADDITIONAL CITY SPACE



BLOCK 31 DEVELOPMENT  
LEVEL 3 - NORTH WING  
05/05/16  
1 : 250  
P005





**ZAS**  
TORONTO | VANCOUVER | DUBAI | ABU DHABI

## 8. Issues/ Challenges/ Lessons Learned *Howie/ Lorne/ Suzanne/ Gail/ David/ Mario*

City of Toronto PF&R	City of Toronto Children's Services	TDSB/ TCDSB
<ul style="list-style-type: none"> <li>Capital Budget/ Operating Budget</li> <li>Building Ownership (lease vs. ownership)</li> <li>Shared Use Formula - time + space <b>vs.</b> time + space + cost</li> <li>Fencing &amp; Gates –City open space concept <b>vs.</b> School secure schoolyard space</li> <li>Parking/ Drop-Off</li> </ul>	<ul style="list-style-type: none"> <li>Size of Child Care Program <b>vs.</b> other stakeholders</li> <li>Capital Budget/ Operating Budget</li> <li>Shared Use Formula - time + space <b>vs.</b> time + space + cost</li> <li>Parking/ Drop-Off</li> </ul>	<ul style="list-style-type: none"> <li>Capital Budget/ Operating Budget</li> <li>Building Ownership (lease vs. ownership)</li> <li>Shared Use Formula - time + space <b>vs.</b> time + space + cost</li> <li>Lack of stakeholder shared use framework</li> <li>Compliance with City of Toronto standards (e.g. Toronto Green Standard Tier 2, 5% renewable energy, quality of finishes)</li> <li>Fencing &amp; Gates – School secure schoolyard space <b>vs.</b> City open space concept</li> <li>Parking/ Drop-Off</li> <li>Gender neutral washroom design</li> </ul>



## 9. Project Perspectives Images *Suzanne*









NORTH-SOUTH SECTION LOOKING WEST



## 10. Round Table Discussion



good luck

bonne chance

## TRACKING FORM – PRINCIPAL MEETINGS 2016-2017

		K-8				K-12				SECONDARY	
	Areas	Date	Location	TIME	Agenda Items	Date	Location	TIME	Agenda Items	Date/Location	Agenda Items
SEPTEMBER 2016	1 & 2	Sept. 15	St. Dorothy	9-12	<ul style="list-style-type: none"><li>Welcome Reception Newcomers</li><li>TPA/PPA</li></ul>	Sept. 29	St. Roch Parish	9-12	<ul style="list-style-type: none"><li>Sp. Ed.</li><li>PD Days</li><li>Religious Accommm.</li><li>Go Purple</li><li>Communications Strategy</li><li>Occup. Health &amp; Safety</li><li>Safe Schools Rpt</li><li>Police/Board Protocol</li></ul>	September 14	
	3 & 4	Sept. 15	St. Roch Parish	9-12		Sept. 29		9-12			
	5 & 6	Sept. 13	Bishop Marrocco	9:30-12		Sept. 27	St. Bonaventure	9-3			
	7 & 8	Sept. 13	St. T. More Parish			Sept. 27					
OCTOBER 2016	1 & 2	Oct. 27	St. Dorothy	9-12	<ul style="list-style-type: none"><li>EDI Roll Out</li></ul>	Oct. 12	Arch. Bishop	9-12	<ul style="list-style-type: none"><li>Anti-Spam Legislation</li><li>Safe Schools Rpt</li></ul>	October 26	
	3 & 4	Oct. 27	Norfinch	9-12		Oct. 12	Norfinch	9-12			
	5 & 6	Oct. 25	Msgr. Fraser (Isb)	9-12		Oct. 11	Msgr. Fraser (Isb)	9:30-12			
	7 & 8	Oct. 25	St. Gab Lalemant	9-12		Oct 11	Bl. Card Newman	9-12			
NOVEMBER 2016	1 & 2	Nov. 23	St. Dorothy	9-12	<ul style="list-style-type: none"><li>TECT CA (1 hr)</li></ul>	Nov. 10	Arch. Romero	9-12	<ul style="list-style-type: none"><li>Safe Schools Rpt</li></ul>	November 23	
	3 & 4	Nov. 23	Norfinch	9-12		Nov. 10	Norfinch	9-12			
	5 & 6	Nov. 22	Msgr. Fraser	9:30-12		Nov. 8	Bishop Marrocco	9:30-12			
	7 & 8	Nov 22	Sacred Heart	9-12		Nov. 8	Bl. Card Newman	9-12			
DECEMBER 2016	1 & 2					Dec. 8	Arch. Romero	9-12	<ul style="list-style-type: none"><li>Safe Schools Rpt</li></ul>	November 28	Advent Mass
	3 & 4					Dec. 8	Norfinch	9-12			(4-8 p.m.)
	5 & 6					Dec. 6	Msgr. Fraser	9-12		December 21	
	7 & 8					Dec. 6	Jean Vanier	9-12			
JANUARY 2017	1 & 2	Jan. 26		9-12	<ul style="list-style-type: none"><li>Techni-Clean Update</li></ul>	Jan. 12		9-12	<ul style="list-style-type: none"><li>Roll-Out HPE Ed &amp; Inservice</li></ul>	January 25	
	3 & 4	Jan 26	Norfinch	9-12		Jan 12	Norfinch	9-12			
	5 & 6	Jan. 24	Bishop Marrocco	9:30-12		Jan. 10	Bishop Marrocco	9:30-12			
	7 & 8	Jan 24	St. T. More Parish	9-12		Jan 10	Bl. Mother Teresa	9-12			

**EDUCATION COUNCIL SCHEDULE – 2016-2017**  
**CATHOLIC TEACHERS' CENTRE**  
**9:00 A.M. TO 1:00 P.M. (1/2 HR BREAK)**

<b>DATE</b>	<b>PRAYER LEADER</b>	<b>SP. ED./SCHOOL VISIT</b>
Monday, August 22, 2016	Cristina Fernandes	
Monday, August 29, 2016	Vince Burzotta	
Wednesday, September 7, 2016	Rory McGuckin	
Monday, September 12, 2016	Maia Puccetti	Special Ed Mtg – 12:00 – 1:00
Monday, September 19, 2016	Mario Silva	
Monday, September 26, 2016	Paul De Cock	Special Ed Mtg – 12:00 – 1:00
Monday, October 3, 2016	John Yan	
Monday, October 17, 2016	Doug Yack	Special Ed Mtg – 12:00 – 1:00
<b>Monday, October 24, 2016</b>	<b>Adrian Della Mora</b>	<b>School Visit – Msgr. Percy Johnson</b>
Monday, October 31, 2016	Michael Caccamo	
Monday, November 7, 2016	Kevin Malcolm	Special Ed Mtg – 12:00 – 1:00
Monday, November 14, 2016	Peter Aguiar	
<b>Monday, November 21, 2016</b>	<b>John Shanahan</b>	<b>School Visit - St. Andrew's</b>
Monday, November 28, 2016	John Wujek	Special Ed Mtg – 12:00 – 1:00
Monday, December 5, 2016	Dan Koenig	
Monday, December 12, 2016	Lori DiMarco	Special Ed Mtg – 12:00 – 1:00
Monday, January 9, 2017	Cristina Fernandes	
Monday, January 16, 2017	Vince Burzotta	
Monday, January 23, 2017	Shawna Campbell	School Visit (Area 8)
Monday, January 30, 2017	Nick D'Avella	
Monday, February 6, 2017	Mario Silva	
Monday, February 13, 2017	Paul De Cock	
Monday, February 27, 2017	Michael Caccamo	School Visit (Area 3)
Monday, March 6, 2017	Doug Yack	
Monday, March 20, 2017	Adrian Della Mora	
Monday, March 27, 2017	Peter Aguiar	School Visit (Area 4)
Monday, April 3, 2017	John Yan	
Monday, April 10, 2017	Cristina Fernandes	
Monday, April 24, 2017	Kevin Malcolm	School Visit (Area 7)
Monday, May 1, 2017	Lori DiMarco	
Monday, May 8, 2017	Dan Koenig	
Monday, May 29, 2017	John Wujek	School Visit (Area 5)
Monday, June 5, 2017	Vince Burzotta	
Monday, June 12, 2017	Nick D'Avella	
Monday, June 19, 2017	Maia Puccetti	
Monday, June 26, 2017	Mario Silva	
Thursday, July 6, 2017	Paul De Cock	

December 2016

December 2016							January 2017						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3	1	2	3	4	5	6	7
4	5	6	7	8	9	10	8	9	10	11	12	13	14
11	12	13	14	15	16	17	15	16	17	18	19	20	21
18	19	20	21	22	23	24	22	23	24	25	26	27	28
25	26	27	28	29	30	31	29	30	31				

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Nov 27	28	29	30	Dec 1 <div>9:00am Angel Foundation for Learning: CEC Annual Appreciation Breakfast (CEC Atrium)</div> <div>11:30am ES VP PD</div> <div>11:30am SSVPA</div> <div>7:00pm Student Achievement &amp; Well-Being Committee (CEC - Board Room)</div>	2 <div>PA Day - Elem</div> <div>PA Day - Sec</div> <div>9:00am PD-Teaching &amp; Learning Collaborative</div>	3
4 <div>Advent</div>	5 <div>9:00am Education Council</div> <div>9:00am Education Council</div> <div>7:00pm Governance and Policy (CEC)</div>	6 <div>9:00am K-12 Prin Areas7&amp;8 Mtg (Jean Vanier (Christmas Luncheon))</div> <div>11:30am ES VP PD</div> <div>11:30am SSVPA</div> <div>4:30pm Foundations Series - Fall 2016 (CTC - and Chapel)</div>	7 <div>7:00pm Special Education Advisory Committee (SEAC) (CEC )</div>	8 <div>9:00am K-12 Prin Areas1&amp;2 Mtg</div> <div>9:00am K-12 Prin Areas3&amp;4 Mtg</div> <div>7:00pm Corporate Services, Strategic Planning &amp; Property (CEC - Board Room)</div>	9	10
11 <div>Advent</div>	12 <div>9:00am Education Council</div> <div>9:00am Education Council</div>	13 <div>8:30am Issues Series for New VPs</div> <div>12:15pm Succession Series for New Principals</div>	14	15 <div>7:00pm Regular Board (CEC - Board Room)</div>	16	17
18 <div>Advent</div>	19 <div>9:00am Education Council</div> <div>9:00am Education Council</div>	20	21 <div>9:00am SS Prin Mtg (MFC NF Library)</div>	22 <div>9:00am PD-Teaching &amp; Learning Collaborative</div>	23	24
25 <div>Christmas Day</div>	26	27	28	29	30	31
			Christmas Break			

January 2017							January 2017							February 2017						
							Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
							1	2	3	4	5	6	7				1	2	3	4
							8	9	10	11	12	13	14				8	9	10	11
							15	16	17	18	19	20	21				15	16	17	18
							22	23	24	25	26	27	28				22	23	24	25
							29	30	31							28				
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY														
Jan 1, 17	2	3	4	5	6	7														
New Year's Day			Christmas Break		Epiphany	Orthodox Christmas														
8	9	10	11	12	13	14														
	Classes Resume	9:00am K-12 Prin Areas5&6 Mtg		9:00am K-12 Prin Areas1&2 Mtg																
	9:00am Education Council	9:00am K-12 Prin Areas5&6 Mtg		9:00am K-12 Prin Areas3&4 Mtg																
	9:00am Education Council	9:00am K-12 Prin Areas7&8 Mtg (Blessed Mother Teresa)																		
15	16	17	18	19	20	21														
			EQAO Gr 9 Math Assesement Semestered Schools																	
	9:00am Education Council	8:30am Issues Series for New VPs	Renewal Series for Prin and VPs		PA Day - Elem															
	9:00am Education Council	12:15pm Succession Series for New Principals	2:00pm TCPVPA - Council of Representatives Meeting • Winter Council Dinner (St. Charles' Parish Hall - St. Charles Borromeo Church Hall, 900 Lawrence Ave., St.,)		9:00am PD-Teaching & Learning Collaborative															
22	23	24	25	26	27	28														
		EQAO Gr 9 Math Assesement Semestered Schools																		
	9:00am Education Council	9:00am K-8 Prin Areas5&6 Mtg	9:00am SS Prin Mtg (OLMC Gym)	9:00am K-8 Prin Areas1&2 Mtg																
	9:00am Education Council	9:00am K-8 Prin Areas7&8 Mtg		9:00am K-8 Prin Areas3&4 Mtg																
29	30	31	Feb 1	2	3	4														
	9:00am Education Council																			
	9:00am Education Council																			