



REPORT TO

CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY COMMITTEE

SCHOOL CAPACITY AND UTILIZATION 2015- 2016 (TRUSTEES ALL)

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

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INFORMATION REPORT		

Vision:

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

Mission:

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



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A. EXECUTIVE SUMMARY

Ministry of Education initiatives on the calculation of school capacity have the potential to significantly impact on the number and funding of small schools in the TCDSB. One key objective /goal of the Ministry of Education is to make more efficient use of unused school space resulting in a reduction in operating grant but additional capital funding to support consolidations and right-sizing of school facilities.

This report identifies and provides a updated summary of how school capacity has been impacted by recent Ministry program initiatives and changes resulting from the Board-approved capital program. The report further summarizes operational and program costs of elementary and secondary schools.

B. BACKGROUND

1. Three major Ministry of Education announcements/initiatives have significantly impacted the funding of small schools in TCDSB:
 - a) Calculation of capacity and utilization for all elementary and secondary schools (reflecting change in loading factors and recent additions and replacement schools)
 - b) School Board Efficiencies and Modernization Initiative (SBEM)
 - c) School Consolidation Capital Program (SCC)

Capacity and Utilization of elementary/secondary schools:

2. The Ministry-rated Capacity (OTG or “On-the-Ground”) of each school reflects the number of pupil places for each type of teaching space as measured by the Ministry of Education. For example, each elementary classroom is rated to accommodate 23 pupils, and a Special Education room is rated to accommodate 9 pupils. Other spaces such as libraries and portables have zero capacity. The capacity of a school does not necessarily reflect the total number of students that can be accommodated in a school.
3. In the 2014-2015 school year, the loading factor for a Kindergarten classroom increased from 20 to 26 pupil places to correlate with the introduction of Full Day Kindergarten (FDK). There have also been major changes in classroom configurations due to FDK retrofits and additions, as

well as new additions and replacement schools under the completed Primary Class Size/Enrolment Pressures Capital Program. This resulted in an increase in On the Ground (OTG) capacity in the elementary panel in 2014-15. As the schools now have a larger capacity, the utilization rate in most cases has been reduced. In 2015-2016 there have been small changes in capacity resulting from demolition of facilities such as Duke of York, plus changes on room use.

4. Above noted changes are summarized below:

Year	Elem	Sec	Total OTG
2010/2011	63,124	27,619	90,743
2011/2012	66,918	28,591	95,509
2012/2013	69,019	28,696	97,715
2013/2014	70,594	28,696	99,290
2014/2015	74,171	28,734	102,905
2015/2016	73,499	28,683	102,182

Appendix 'A' provides a school-by-school analysis of the change in OTG capacity over the last five years.

School Board Efficiencies and Modernization Initiative (SBEM)

5. In 2014-2015 the Ministry of Education introduced the School Board Efficiencies and Modernization (SBEM) strategy to provide incentives for boards to make more efficient use of space. For 2015-2016, the Ministry of Education will broaden this initiative with further measures to encourage the management of underutilized school space. These changes will be phased in over three years. The elements of the SBEM initiative are:

- a) Revising Grants for Student Needs (GSN) and allocations to incent boards to make more efficient use of school space. Base facility “Top-up” funding has been provided for eligible schools to support the operation and maintenance of facilities where enrolment is less than capacity. If a school’s enrolment is within 85% of the Ministry-rated capacity the Ministry would provide funding to “top-up” Facility grants as if the school building was 100% full. As noted above, the Ministry has begun a complete phase-out of Base Top-up funding, to be fully implemented by 2017.

- b) Revising the Pupil Accommodation Review Guidelines (PARG) to make the process more effective for boards and the community to respond to efficiencies. On December 7, 2015 the Governance and Policy Committee approved the report *School Accommodation Review Policy (S.09)* that updated TCDSB's Pupil Accommodation policy in accordance with the Ministry of Education guidelines.
 - c) The Ministry of Education announced in 2014-15 a four year \$750M School Consolidation Capital (SCC) program to help boards manage their school space more efficiently. Funding is allocated on a business case basis for new schools, retrofits and additions that support school consolidations. The business cases should address the following:
 - i. How the facilities in the area will be right-sized to address underutilized space
 - ii. Impact on reducing school operating and renewal costs
 - iii. Enrolment projections for schools in the area of the project
 - iv. Existing renewal needs of schools that are part of the business case
 - v. Other benefits, such as improved programming, accessibility and/or energy efficiency
 - vi. Results of the School Accommodation Reviews
 - vii. Alternate solutions considered.
6. On December 16, 2015, the Ministry of Education released Memorandum 2015:B16 Request for School Consolidation Capital Projects and New Construction of Child Care. School Boards were requested to provide the Ministry with their consolidation projects that need to be completed at the latest by the 2019-20 school year. On February 24, 2016 the Board of Trustees approved the report *Capital Priorities 2016-2017: School Consolidation (Wards 2 &9)* that recommended projects for submission to the Ministry of Education for funding consideration. The Board submitted four Capital Priority requests. On April 28, 2016 the following projects were approved:
- a) St. Raymond/St. Bruno: Replacement School/Child Care
 - b) St. Leo/St. Louis: Replacement School/Child Care
 - c) St. Luke/Senhor Santo Cristo: Retrofit

7. Based on the recently released Consultation Document 2015-2016 Education Funding Consultation Guide, the Ministry will be focussing on the following areas:
 - a) Identifying efficiencies
 - b) Making more efficient use of schools space
 - c) Community partnerships
 - d) Accountability
 - e) Sharing savings

There will be an emphasis on partnerships with local businesses, community groups, and individuals to help foster continued economic growth and make a positive impact on the lives of every Ontarian.

8. On August 10, 2015 the Community Hub Advisory Group submitted the document Community Hubs in Ontario: A Strategic Framework and Action Plan to the Minister of Education. The concept of community partnerships, or community “hub” is consistent with TCDSB’s emphasis on Catholic Community Hubs as viable centres for Living and Learning, as discussed in the Boards Long Term Accommodation and Program Plan (2007). Hubs can be incorporated into an existing school, and present opportunities to share common family, faith, and educational opportunities.
9. The Ministry of Education has issued Memorandum 2010:B1 Encouraging Facility Partnerships and 2013:B18 Initiative to Encourage Joint/Use Collaboration between School Boards on Capital Projects, both of which encourage more partnerships and the potential creation of community hubs.
10. As part of the creation of community hubs, any unused school space created from school consolidation in TCDSB would first be considered as a potential community partnership hub. Only if that were not possible would any property be considered for disposition.

C. EVIDENCE/RESEARCH/ANALYSIS

11. As a result of recent Ministry of Education emphasis on more efficient use of school space, Board staff have undertaken a review of elementary and secondary schools to identify small schools and any potential candidates for School Accommodation Reviews. The three factors used to define small schools are:

- a) Ministry Rated Capacity (OTG)
 - b) Enrolment
 - c) Facility Utilization Rate
12. *Appendix 'B'* provides a list of all operating schools by enrolment, capacity, and utilization.
13. *Appendix 'C'* provides the following analyses:
- a) Elementary Schools:
 - i. Program/Facilities Surplus (Shortfall) for schools by Enrolment, Capacity, and Utilization,
 - ii. Cost Comparison of the largest and smallest elementary schools,
 - iii. Matrix of smallest elementary schools by enrolment, capacity less than 200 pupil places, and utilization less than 50%.
 - b) Secondary Schools:
 - i. Program/Facilities Surplus (Shortfall) for schools by Enrolment, Capacity, and Utilization,
 - ii. Msgr. Fraser College Cost Surplus(Shortfall)
14. *Appendix 'D'* provides a list of all operating schools and summarizes Program and School Operations/Maintenance Costs. In the elementary panel, 40% of schools generate more grant revenue than expenditures. These 67 schools generate a total of \$15,037,433. This helps to offset the deficit of \$25,078,717 attributable to the other 101 elementary schools. The net expenditure over grants is **\$10,041,284**.
15. It is important to note that due to additional Program costs and the reduction in Top Up grants, schools normally must be at 100% utilization and have enrolment of at least 500 in the elementary and 1000 in the secondary panel in order to be in a surplus cost position.

16. In summary, the Program/School Operating Surplus/ (Deficit) for elementary, secondary, and Msgr. Fraser is as follows:

Panel	Program Cost Surplus/(Deficit)	School Operations Cost Surplus/(Deficit)	Total
Elementary	(7,699,846)	(2,341,438)	(10,041,284)
Secondary	(2,006,562)	5,505,562	3,499,000
Msgr. Fraser	(2,851,480)	140,394	(2,711,086)
Total	(12,557,888)	3,304,518	(9,253,370)

17. This analysis will be used to inform the Long Term Accommodation Plan and the School Accommodation Reviews anticipated to begin in the Fall of 2016.

D. CONCLUDING STATEMENT

This report is for the consideration of the Board.