



**Finance, Budget and Enrolment Committee
(Special Meeting)
Agenda**

FBEC:007A

Tuesday, April 26, 2022

4:00 p.m.

Electronic Meeting

Trustee Members

Parthi Kandavel (Chair), Stephanie Donaldson, James Li, Zakir Patel, Robin Pilkey, David Smith,
Manna Wong

The purpose of the meeting is to consider contract awards, the preliminary operating budget and an update on pandemic funding.

Pages

1. **Call to Order and Acknowledgement of Traditional Lands**
2. **Declarations of Possible Conflict of Interest**
3. **Delegations**
To be presented
4. **Contract Awards**
 - 4.1. **Contract Awards, Facilities [4305]** 1
5. **2022-23 Grants for Student Needs Update and Preliminary Operating Budget [4306]** 11
6. **2021-22 Pandemic Funding and Expense Update [4307]** 67
7. **Adjournment**

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Contract Awards, Facilities

To: Special Finance, Budget and Enrolment Committee

Date: 26 April, 2022

Report No.: 04-22-4305

Strategic Directions

- Allocate Human and Financial Resources Strategically to Support Student Needs

Recommendation

It is recommended that the contract awards on Appendix B be approved.

Context

In accordance with the Board's Policy P.017 - Purchasing:

- The Director or designate may approve facility related contracts over \$50,000 and up to \$500,000 and report such contracts to Finance, Budget & Enrolment Committee;
- Finance, Budget & Enrolment Committee may approve facility related contracts in excess of \$500,000 and up to \$1,000,000; and
- The Board shall approve all facility related contracts over \$1,000,000. All contracts for Consulting Services in excess of \$50,000 must be approved by the Board;

The recommended suppliers and the term of each contract are shown in the attached appendices. Appendix A outlines contract awards provided for information; Appendix B outlines contracts requiring Finance, Budget & Enrolment Committee approval and Appendix C outlines contracts requiring Board approval. The amounts shown are based on the total value over the term of the contract unless indicated otherwise. Actual amounts depend on the volume of products/services actually used during the term of the contract.

Note: Appendix E has been added to this report to enhance transparency and accountability around changes to Facilities Services project costs. Any previously approved vendor contracts with change orders exceeding \$500,000 will be captured in

this Appendix of the report. Staff will also incorporate any changes in project costs, in the Capital Projects status report in April and October.

Contractors bidding on Board construction/maintenance projects must be pre-qualified. Consideration is given to bonding ability, financial stability, depth of experience, references, on-site safety record, and proof of union affiliation (applies to projects less than \$1.3M or additions less than 500 square feet). Issuing a market call to pre-qualify is periodically advertised in the Daily Commercial News and on electronic public bidding websites to facilitate broader public access.

When a Request for Tender is issued, the lowest cost bid is accepted where quality, functionality, safety, environmental and other requirements are met.

When a Request for Proposals is issued, a variety of evaluation criteria are used, including price. Each of those criteria is weighted based on relative importance to the Board. The bidder with the highest overall score is recommended for contract award.

Every effort is made to include input from the users in the development of specifications and the evaluation process.

Opportunities to bid on Tenders and Proposals are posted on the Bids & Tenders e-Tendering portal www.bidsandtenders.ca .

Copies of all bids received and detailed information regarding all recommended awards are available in the Purchasing Services department.

In 2021, funding from the federal government, tied to the COVID-19 pandemic, was made available to school boards for pre- approved capital infrastructure projects. This funding comes with extremely short and rigid timelines. According to the funding criteria, school boards are responsible for the cost of any projects that are not completed by the stated Ministry deadline. As a result, it is critical that projects get tendered and materials get ordered as quickly as possible to take full advantage of all funding available. The established emergency COVID purchasing process will be followed to expedite completion of all projects. As tenders/RFPs for projects and/or materials close, they will be reported to the Finance, Budget and Enrolment Committee for information.

Action Plan and Associated Timeline

Not applicable.

Resource Implications

Funding sources have been identified for each award listed in the attached appendices.

Communications Considerations

Not applicable.

Board Policy and Procedure Reference(s)

PO:17 - Purchasing

Appendices

- Appendix A: Nil Items
- Appendix B: Contracts Requiring Finance, Budget & Enrolment Committee Approval
- Appendix C: Nil Items
- Appendix D: Summary of Select Facilities Contracts
- Appendix E: Facilities Services Contract Change Orders Exceeding \$500,000

From

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**Summary of Select Facilities Contracts
(September 1, 2021 to Present)**

-	Project Classification	Total Number of Projects for this Report	Total Number of Projects 2021/22 to date	Total Expenditures for this Report	Total 2021/22 Contract Awards Reported to Date	Current Backlog
1	ROOFING	2	54	\$ 1,550,290	\$ 61,172,001	\$ 73,918,032
2	MECHANICAL	1	60	\$ 512,000	\$ 40,139,961	\$ 1,660,226,066
3	STRUCTURAL / BRICK WORK	0	17	-	\$ 6,100,453	\$ 146,843,259
4	WINDOWS	0	16	-	\$ 18,300,059	\$ 73,067,794
5	ELECTRICAL	0	32	-	\$ 6,757,218	\$ 425,691,172
6	BARRIER FREE	0	0	-	-	-
7	PARKING LOTS	0	5	-	\$ 1,230,850	\$ 96,192,052
8	FIELD RESTORATION	2	6	\$1,378,796	\$ 3,153,522	\$ 242,432,336
9	INTERIOR COMPONENTS / FASCIA / PAINTING	0	9	-	\$ 4,806,626	\$ 931,643,271
10	OTHER (FDK, EL4, and Compliance)	0	19	-	\$ 4,946,471	-

-	Project Classification	Total Number of CVRIS Projects for this Report	Total Number of CVRIS Projects to date	Total CVRIS Expenditures for this Report	Total CVRIS Contract Awards Reported to Date
-	COVID Resilience Infrastructure Funding Stream (CVRIS) Projects *	0	13	-	\$ 5,857,555

* Note: these CVRIS values are also reflected in the main Appendix D table above under their appropriate trade category.

Overall Running Total (CVRIS) Projects from April 2021 to Date:	75	Total April 2021 to Date:	\$ 46,095,451
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Facilities Services Contract Change Orders Exceeding \$500,000

Nil Items



2022-23 Grants for Student Needs Update and Preliminary Operating Budget

To: Special Finance, Budget and Enrolment Committee

Date: 26 April, 2022

Report No.: 04-22-4306

Strategic Directions

- Provide Equity of Access to Learning Opportunities for All Students
- Allocate Human and Financial Resources Strategically to Support Student Needs

Recommendation

It is recommended that the 2022-23 Grants for Student Needs Update and Preliminary Operating Budget report be received.

Context

Staff have prepared this draft operating budget based on the Grants for Student Needs (GSN) technical papers released on March 25, 2022, and projected enrolment estimates for the upcoming school year. Based on this information, the 2022-23 preliminary financial projection is \$44.7M, or 1.5% of operating allocation and represents the current financial position before any adjustments arising from deficit reduction strategies.

Over the next few weeks, staff will engage in further analysis to identify strategies to reduce the 2022-23 projected deficit, while aligning with the Board's strategic budget drivers and Multi-year Strategic Plan. Staff will be bringing the deficit reduction recommendations to the Finance, Budget & Enrolment Committee (FBEC) meeting on May 16, 2022 for discussion and approval.

As reported at the FBEC meeting on April 7, 2022, the TDSB is forecasting a \$59.8M (2.1%) operating deficit for the 2021-22 school year. School boards are permitted to utilize reserves over 2% of their operating budgets across the 2020-21 and 2021-22 school years. However, for 2022-23, school boards are required to return to the 1%

deficit requirement and must seek the Ministry's pre-approval if they anticipate an in-year deficit of greater than 1%, or \$29.3M based on TDSB's operating allocation.

2022-23 Grants for Student Needs (GSN) Update

The following are key budget changes based on the 2022-23 Ministry funding announcement:

- The 2021-22 Supports for Student Fund was used for additional elementary and secondary teachers, central and school support staff, caretakers, and trades staff, as outlined in respective collective agreements. This funding will continue in 2022-23 and the TDSB will receive \$24.4M of this funding in the next school year.
- The additional COVID-19 staffing support funding from 2021-22 will continue in 2022-23. The TDSB will receive \$31.5M of this COVID-19 Learning Recovery funding supports and plans to fully utilize this funding for incremental staffing needs in 2022-23.
- The Recent Immigrant Supplement was introduced in 2021-22 to help maintain ESL supports during the decline in newcomer enrolment and this funding will continue in 2022-23. The TDSB will receive \$25.3M of this funding (\$24.7M in 2021-22). As such, the TDSB's 2022-23 ESL supports will continue to be maintained at pre-pandemic levels.
- The Ministry is providing additional investments of \$10M across the province for student mental health. Half of this amount will be used for evidence-based mental health programs and resources to support student resilience and mental well-being. There has also been an increase to the mental health and well-being base amount and per pupil amount in the GSN. The overall increase in the TDSB's mental health funding allocation is \$2.4M.
- The Ministry announced an increase to the Special Education Equipment (SEA) per pupil amount to support assistive technology for students with Special Education needs. The TDSB anticipates a \$0.6M increase in this funding compared to 2021-22.
- Increase of \$39.9M in funding provincially for Broadband Network Operations support in the GSN to help support network connectivity, infrastructure and security needs. The TDSB will receive \$4.4M of this funding for 2022-23.

- The Ministry is providing an increase of 5.45% for non-staff school operations allocation (includes 2.3% commodity price increases and 3.15% higher cost of running ventilation systems), and another 2.3% for other non-staff amounts outside of school operations allocation throughout the GSN.
- Cost increase of 2% to the Student Transportation grant.
- \$7.9M in province-wide funding to support the additional costs of French as a Second Language initiatives.
- A slight funding increase from a change to the online learning credit load benchmark calculation. The percentage of secondary students taking one course online will be changed from 16% (as announced last year) to 15%.
- The TDSB experienced significant declines in student enrolment in the last two years. This has resulted in negative impacts to the Board's financial position. The Ministry provided \$68.2M in funding stabilization in 2020-21, to help offset the revenue impact of declining enrolment, but this funding is no longer available to the TDSB in 2021-22 and 2022-23.

Priorities & Partnership Fund Update

The TDSB will receive approximately \$27M in Priorities & Partnership Fund (PPF) supports in 2022-23 based on the Ministry announcement. Please refer to Appendix C for more information:

- Tutoring Supports Program of \$20.8M – Half of this funding must be spent from April 2022 to August 2022 and the remainder from September 2022 to December 2022.
- Math Strategy of \$4.5M – To support student math performance and the implementation of de-streamed Grade 9 math course and elementary math curriculum.
- Indigenous Graduation Coach of \$0.23M – For recruitment of Indigenous Graduation Coaches.
- Summer Learning Special Education Supports of \$0.6M – For transition programs and staffing during the summer for students with special education needs.
- Various other PPF supports totalling \$0.83M.

In addition, the following items will be transferred from Priorities & Partnership Fund (PPF) to the GSN:

- Supporting Student Mental Health and Well-being and Positive School Climates allocation to the Mental Health and Well-Being grant.
- Special Education PPF funding to the Differentiated Special Education Needs Amount (DSENA).
- Aménagement Linguistique initiatives funding from PPF to the Language grant.
- Parent Reaching Out (PRO) grants from PPF to a new component of the Parent Engagement Allocation of GSN.
- Learning and Innovation Fund for Teachers funding from PPF to the GSN.

2022-23 Revised Forecast and Working Funds Reserves

At the February 16 meeting, staff presented a preliminary 2022-23 forecast. Below is a revised forecast and explanation of the changes based on current information:

TORONTO DISTRICT SCHOOL BOARD		
2022-23 Projected Financial Projection		
(\$ million)	\$M	%
21-22 Financial deficit as reported at the January 13, 2022 FBEC	(\$65.1)	-2.2%
Revenue changes		
GSN decrease relating to declining enrolment	(18.8)	
GSN increase - Teacher qualification & experience funding	8.5	
GSN increase - Broadband, mental health and other funding	8.4	
One-time COVID Learning Recovery Fund	31.5	
Decrease in EWPF and ISP funds	(14.8)	
Increase in international student tuition revenues	4.5	
Increase in interest income	2.5	
Increase in permit revenues	3.0	
Total Revenue Changes	24.8	
Compensation expense changes		
Reduction in school-based staffing due to enrolment, net of rate changes	18.2	
Cost reduction from end of EWPF and ISP funds	14.8	
Increase in staffing costs from use of COVID Learning Recovery Fund	(31.5)	
Increase in central staffing costs, and CPP and EI increases	(4.6)	
Increase in long term disability costs due to rate changes	(3.3)	
Central staff gapping savings	5.0	
Total Compensation Changes	(1.4)	
Operational expense changes		
Insurance cost savings	2.0	
Reduction in Board funded COVID expenses	1.0	
Utilities and other facilities cost increases	(6.0)	
Total Operating Expense Changes	(3.0)	

Changes to financial position	20.4
Updated 2022-23 Financial Position – (Deficit)	(44.7) -1.5%

Explanation of Changes:

Revenue Changes:

Item and Amount	Description
GSN decrease relating to declining enrolment – (\$18.8M)	The projected enrolment is anticipated to decrease by over 3,700 ADEs in 2022-23. Although there is a slight increase to the March 2022 enrolment compared to original projections, enrolment is still expected to decline. This decrease is offset by slight increase in recent immigrant supplement and other GSN changes.
GSN increase – Teacher Q&E funding - \$8.5M	Average teacher salary costs are based on the experience and qualifications of teachers. Based on the projections, there will be an increase in funding under this grant to offset anticipated costs.
GSN increase – Broadband, mental health and other - \$8.4M	\$4.4M from the new \$19.34 Broadband per pupil amount in the Pupil foundation grant will be used to offset IT infrastructure costs to be incurred in 2022-23. There is an increase of \$2.4M in student mental health allocation and PPF transferred to the GSN in 2022-23. There is also \$1M in local special education priorities grant, and \$0.6M increase in school operations allocation.
Increase in international student revenue - \$4.5M	There is a projected increase in international student enrolment of approximately 342 students in 2022-23 due to the gradual lifting of restrictions on international travel.
Increase in interest revenue - \$2.5M	There is a projected increase in interest revenues next year compared to 2021-22 due to recent increases in the bank prime rate in March and April 2022.
Increase in permit revenue - \$3M	There is a projected increase in permit revenues due to lifting of government restrictions and resumption of permit activities.

Revenue/Expense Changes:

COVID Learning Recovery Fund - \$31.5M	Funds will be used for additional secondary teachers, Vice-Principals, school-based support staff and caretakers. Note: the breakdown of the positions is outlined in the March 3, 2022 FBEC report.
Decrease in EWPF and	Based on the collective agreement, the Investment in System

ISP funds – \$14.8M	Priorities and Education Worker Protection Funding will end on August 30, 2022. As such, the positions relating to this funding will also be ending this year.
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Expenditure Changes:

Reduction in school-based staffing costs - \$18.2M	There is a reduction in school-based staffing costs compared to last year due to declining enrolment and net of payroll and benefit cost increases.
Increase in central staffing costs and CPP, EI increases - \$4.6M	There are increases in the employer portion of CPP and EI payments and increases in central staffing costs due to payroll and benefit cost increases.
Long term disability cost increase - \$3.3M	Based on the Board’s employee benefits actuary report, due to the increase in LTD claims, the contribution rate will be increased from 2.35% to 2.92% of payroll to fund the expected cost of claims.
Additional in-year Central gapping savings - \$5.0M	Based on historic trends, there are normally savings relating to the timing difference in filling vacant positions. Staff will monitor and report savings realized on a quarterly basis.
Decrease in insurance costs - \$2.0M	There is a reduction in 2022-23 insurance premiums of \$2M compared to the budget at 2021-22 revised estimates.
Reduction in Board funded COVID expenses - \$1.0M	At revised estimates, the board is anticipating approximately \$1M in board-funded pandemic expenditures in 2021-22. These costs, such as PPE and other supplies not provided by the Ministry, are expected to cease in 2022-23.
Increase in utilities and other facilities costs – (\$6.0M)	There have been significant increases observed in natural gas prices and other facilities and operating costs, such as maintenance and caretaking supplies.

Other Factors impacting 2022-23 Operating Budget

The following items have been identified as factors that could impact the 2022-23 operating budget:

Revenue Impact – Revenues from permits, cafeteria sales, leases, international students, childcare, extended day programs and community programs are expected to increase compared to 2021-22 levels. However, it is still difficult to accurately project these revenues due to ongoing uncertainties around the pandemic.

Enrolment – Student enrolment has a significant impact on funding and is therefore a risk to any financial projection. Staff will review the enrolment trends and report on any significant changes prior to the final budget approval in June.

Use of Benefit Reserves – There is risk in using benefit reserves for the in-year deficit because, should actuarial costs increase above the remaining reserves, the additional cost would impact the operating budget of the Board.

Action Plan and Associated Timeline

Staff will present the 2022-23 deficit reduction recommendations at the upcoming May 16, 2022 FBEC meeting and revised budget at the June 8 FBEC meeting for approval. Once the Board approves the 2022-23 operating budget and capital budget on June 29, 2022, staff will complete and submit the required budget documentation to the Ministry of Education on or before June 30, 2022.

Resource Implications

Section 231 of the Education Act requires school boards to pass a balanced operating budget each year. Budgets are intended to align both human and financial resources to system priorities. School boards are required to submit their annual balanced operating budget to the Ministry of Education by June 30 of each year.

The TDSB will be utilizing its reserves to balance the operating budget for the 2021-22 school year. Based on the latest financial 2021-22 projection as reported on April 7, 2022, the estimated reserve balance as of August 31, 2022 is as follows:

Reserves (in \$ millions)	Actual Reserves as of August 31, 2021	2021-22 Projected use of reserves	Estimated Reserves, as of August 31, 2022
Working funds Reserve	\$22.7M	(\$22.7M)	-
Benefit funds Reserve	109.8M	(\$37.1M)	72.7M
School Support & Other	51.7M		51.7M
Environmental Legacy Fund	2.7M		2.7M
Artificial Turf Fund	0.5M		0.5M
Sinking Fund Interest (restricted)	14.3M		14.3M
Total working funds and internally restricted funds	\$201.7M	(\$59.8M)	\$141.9M

Communications Considerations

This revised report will be posted on the TDSB budget webpage.

Board Policy and Procedure Reference(s)

Not applicable.

Appendices

Appendix A – Ministry 2022: B03 Memo Grants for Student Needs Funding

Appendix B – Ministry 2022: B04 Memo – Capital Funding for the 2022-23 School Year

Appendix C – Ministry 2022: B05 Memo – Priorities & Partnership Funding (PPF)

From

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Ministry of Education

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**2022:B03**

Date: February 17, 2022

Memorandum To: Directors of Education
Senior Business Officials
Secretary/Treasurers of School Authorities

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

Subject: **2022–23 Grants for Student Needs Funding**

I am writing to provide you with information about the Ministry of Education's Grants for Student Needs (GSN) funding for the 2022-23 school year.

GSN funding is projected to be \$26.1 billion, an increase of 2.7 per cent, while the average provincial per-pupil funding is projected to be \$13,059 in 2022–23, which is an increase of \$339 or 2.7 per cent from 2021–22. This represents a historic investment in public education and demonstrates the government's commitment to providing students with access to the skills and opportunities they need to succeed.

This year's GSN includes targeted investments for a range of initiatives, with highlights including funding for staffing-related student learning needs supporting de-streaming and learning renewal; enhanced supports for mental health and special education; and enhancements to implement recently negotiated terms and conditions of employment for principals and vice-principals.

A. \$651.1 MILLION TO SUPPORT STUDENT LEARNING NEEDS

There will continue to be flexible funding through the Supports for Students Fund for one additional year, subject to upcoming labour negotiations, as well as time-limited supports through the Language Grant and the new time-limited COVID-19 Learning Recovery Fund to further support learning recovery, the implementation of de-streamed Grade 9, and other priorities.

Supports for Students Fund (SSF)

The ministry is providing \$212.7 million through the SSF (also known as Investment in Systems Priorities in some central agreements), which provides flexible funding to school boards to support the learning needs of students consistent with central agreement obligations. This fund is being continued into 2022-23 to stabilize supports for students due to learning disruption, and school boards should continue to use this funding for its intended purpose under respective collective agreements for appropriate employee groups. Any funding beyond 2022-23 is subject to the upcoming round of central bargaining for groups whose central agreements expire on August 31, 2022. As such, this is time-limited funding.

Note that funds provided through the Adult Day School/Continuing Education Supplement of the Continuing Education and Other Programs Grant may be required for compensation or staffing under the SSF, depending on the collective agreements for some employee groups.

COVID-19 Learning Recovery Fund

The ministry is providing \$304.0 million¹ in time-limited and temporary additional staffing supports to continue to hire teachers, early childhood educators, educational assistants and other education workers to address learning recovery, the implementation of the first year of a fully de-streamed Grade 9, the delivery of remote learning, supports for special education, and maintaining enhanced cleaning standards.

As part of this grant, school boards will be required to provide the option for remote learning in the 2022-23 school year. School boards are permitted to establish one virtual school per elementary and secondary panel based on local demand, where the funding can support the hiring of principals, vice-principals, school-based administrative support and/or Information Technology support. This funding can also be used to support staff previously funded under the Education Worker Protection Fund per the Canadian Union of Public Employees' central collective agreement that expires on August 31, 2022.

This support is key to meeting staffing needs for school boards so that schools can deliver stability for students and families. Funding must be spent on the priorities identified within this grant, but there is flexibility in how school boards may use the funds between any of these priorities based on local needs. Funded through a table amount, this funding is equivalent to the staffing portion previously provided under the 2021-22 COVID-19 PPF supports.

¹This amount includes district school boards and isolate board school authorities.

School boards should plan for this funding to expire at the end of August 2023.

Recent Immigrant Supplement

The ministry continues to provide \$134.4 million in time-limited funding through the Recent Immigrant Supplement of the Language Grant, which was introduced in the 2021-22 school year. This funding is intended to address the out-year financial implications of the extraordinary and temporary decline in recent immigrant enrolment as a result of the COVID-19 pandemic.

This funding is supplementary to the Recent Immigrant Component of the English as a Second Language/English Literacy Development (ESL/ELD) Allocation (for English-language school boards) and the Programme d'appui aux nouveaux arrivants (PANA) Allocation (for French-language school boards).

School boards will continue to generate top-up funding, where needed, if actual weighted enrolment falls below the level determined by the total weighted enrolment for each of the four years that generated funding through the ESL/ELD Recent Immigrant Component and the PANA Allocation in their 2019–20 Financial Statements.

B. \$103.3 MILLION FOR PRIORITY INVESTMENTS

Student Mental Health Investment

Recognizing the importance of promoting positive mental health, especially in light of the COVID-19 pandemic, an increase of \$38.3 million is being provided for student mental health within the Mental Health and Well-Being Grant. This amount includes an increase of \$25.2 million² through the Supporting Student Mental Health Allocation, transferred from Priorities and Partnerships Funding (PPF). This funding will continue to support student mental health to foster the continued learning and well-being of students. The base amount is increasing to \$301,723 per school board and the per-pupil amount is increasing to \$6.67. Starting this year, this allocation is enveloped meaning that it must be utilized for school or school board-based mental health staffing, programs, and initiatives.

A new investment of \$10.0 million is being provided, of which \$5.0 million is to be used for evidence-based mental health programs and resources to support student resilience and mental well-being. The ministry will provide more details on the use of these funds in advance of the 2022-23 school year.

The total investment in student mental health, including PPF, is about \$90 million representing a 420 per cent increase in funding since 2017-18.

²This amount includes district school boards and isolate board school authorities.

Further details on the \$3.0 million in the new Well-Being and Positive School Climates Allocation can be found in the PPF transfers to GSN section below.

Local Special Education Priorities

Funding of \$16.3 million³ to enhance support for students with special education needs, previously provided through PPF, is being provided through the Differentiated Special Education Needs Amount (DSENA) Allocation as a new Local Special Education Priorities amount. In alignment with the prior year, school boards may use this funding to address local priorities such as retaining additional educational and/or professional and paraprofessional staff (e.g., special education resource teachers, educational assistants, speech-language pathologists, occupational therapists, and psychologists, among others) and other local priorities such as evidence-based programs and interventions, as well as transition supports.

Increased Special Equipment Amount (SEA) Per-Pupil Amount

Funding of \$7.4 million is being provided through the SEA Allocation to support more assistive technology for students with special education needs. In the SEA Per-Pupil Amount component, the base is increasing to \$20,000 and the amount per pupil is increasing to \$39.461.

Increased Northern Adjustment within the DSENA

Funding of \$1.4 million is being provided through the DSENA Measures of Variability (MOV) Northern Adjustment.

- The amount for the North East cooperative, administered by District School Board Ontario North East, will be increased by \$0.6 million to \$4.1 million.
- The amount for the North West cooperative, administered by Thunder Bay Catholic District School Board, will be increased by \$0.3 million to \$2.3 million.
- The amount for the Northern French-language cooperative, administered by the Conseil scolaire public du Grand Nord de l'Ontario, will be increased by \$0.5 million to \$3.6 million.

This increase is being added through the Northern Supports component, sub-category 7A, of the DSENA MOV Northern Adjustment.

Broadband Network Operations

To support access to quality online learning opportunities for all students, funding of \$39.9 million is being provided through a combination of the Pupil Foundation Grant (PFG) and the Geographic Circumstances Grant for broadband network operations. This will help to meet the increasing network demand for digital learning in the classroom and increased network capacity. In addition to existing funding available in the GSN, this supplemental funding supports the costs associated with network connectivity, network infrastructure, network security and related network operations in schools and school board buildings as usage increases and technology evolves. There will be performance metrics that school boards are

³This amount includes district school boards and isolate board school authorities.

expected to maintain associated with this funding. Additional information on this will be shared in the near future.

This additional funding is being provided through a new Broadband Network Operations per-pupil amount (\$19.34) in the PFG, with a Broadband Network Operations Top-Up Allocation within the Geographic Circumstances Grant to ensure every district school board receives a minimum amount of \$125,000.

The support for ongoing evolution of broadband networks and network security builds on similar initiatives since 2018 that have helped all schools reach a minimum standard of secure connectivity. It is a key way that the government is helping to meet the needs of students in accessing quality learning opportunities and preparing them for success in the increasingly digital economy.

C. LABOUR-RELATED CHANGES

Updates to benchmarks and other funding elements are being made to reflect the recently negotiated memorandum of settlement on terms and conditions of employment for principals and vice-principals. Updates impacting prior years will be made through amendments to prior year GSN regulations over the coming months. A provision for upcoming labour negotiations has also been included. Since union agreements expire on August 31, 2022, school boards are to set up a provision for these expenses, subject to the outcome and conclusion of negotiations. Further information on how to budget for and record this provision will be released as part of the SB-Memo on the 2022-23 Estimates Education Finance Information System (EFIS) forms.

Salary Increase for Principals and Vice-Principals

Salary benchmarks for principals and vice-principals will be increased by one per cent.

Benefits Increase

Benefits funding adjustments are being made through the Benefits Trust Allocation for employee groups that have agreements with provisions that impact the 2022-23 school year (i.e. principals and vice-principals, Conseil des associations en éducation pour les avantages sociaux - Education Council of Associations for Benefits, and Elementary Teachers' Federation of Ontario – Education Workers).

In-School Administration and Leadership Benchmark Alignment

The funded salary benchmarks for principals and vice-principals are being unified for the elementary and secondary panels within the In-School Administration and Leadership Allocation. The principal salary benchmark will be \$127,058 and the vice-principal salary benchmark will be \$121,496 for elementary, secondary and combined schools.

The ministry is also unifying the funded school office support staff salary benchmark to \$46,922 for elementary, secondary and combined schools. Board by board impacts of these changes

have been mitigated by providing \$818,689 in additional funding supports for combined schools.

Labour Provision

A labour provision is being included for the first year of the upcoming round of central bargaining with teachers' federations and education worker unions whose agreements expire August 31, 2022. These funds, subject to the outcome and conclusion of negotiations, are to be included as budgeted expenses and used to help manage labour costs when they are confirmed.

Central Employer Bargaining Agency Fees Allocation

As announced in 2021–22, the Central Employer Bargaining Agency Fees Allocation was revised to better reflect the trustees' associations' cost structures since the introduction of the *School Boards Collective Bargaining Act, 2014*. Starting in 2022–23, funding amounts for district school boards will be adjusted based on changes to the GSN benchmarks and their respective trustees' association's total 2021–22 annual expenses.

D. KEEPING UP WITH COSTS

Non-Staff Benchmarks

The ministry is providing a 5.45 per cent cost update to the non-staff portion of the School Operations Allocation benchmark, which consists of a 2.3 per cent cost update to assist school boards in managing the increases in commodity prices (i.e. electricity, natural gas, facility insurance, and other costs) and an additional 3.15 per cent cost update to support the increased costs related to the need to run ventilation systems longer and replace filters more frequently. The latter was previously provided as temporary PPF funding to mitigate the impacts of the COVID-19 pandemic.

In addition, the ministry is providing a 2.3 per cent cost update outside of the School Operations Allocation benchmark for other non-staff benchmarks and non-staff funding amounts throughout the GSN.

Student Transportation

The ministry continues to review student transportation with the aim to achieve a more equitable and needs-based student transportation system in Ontario. While the review is underway, the Student Transportation Grant will be maintained at the previous year's funding level with adjustments for school boards with enrolment growth. A cost update amount of 2.0 per cent is included in the Student Transportation Grant, but has not been allocated board-by-board at this time. An update on this funding will be provided at later time. In addition, funding adjustments due to fuel price changes will continue to be triggered by the fuel escalation and de-escalation mechanism throughout the school year.

E. SUPPLY CHAIN CENTRALIZATION

The ministry expects school boards to continue to make every effort to operate as efficiently as possible. This includes taking advantage of opportunities to minimize costs, as well as generate savings and efficiencies on products and services through the use of Vendor of Record (VOR) arrangements as outlined in the Interim Measures of the Broader Public Sector Procurement Directive. For clarity, a VOR arrangement could be an Enterprise VOR arrangement managed by the Ministry of Government and Consumer Services, or any other arrangement available to the school board, such as the Ontario Education Collaborative Marketplace.

Supply Ontario is a new provincial agency established to address challenges in Ontario's supply chain system. It will transform and move public procurement forward, leveraging Ontario's \$29.0 billion annual purchasing power to further advance value creation to benefit our economy, business, and Ontarians. The ministry has established an EDU Supply Chain Centralization Transition Working Group to serve as a resource for school boards as the government and Supply Ontario move forward with supply chain centralization.

F. PPF & OTHER LANGUAGES IN EDUCATION (OLE) TRANSFERS TO GSN

To further support the ministry's efforts to streamline funding while also reducing administrative burden for transfer payment recipients, the following PPF and OLE allocations are being transferred into the GSN:

Parents Reaching Out (PRO) Grants

Funding of \$2.4 million to support PRO Grants is moving from PPF into a new component of the Parent Engagement Allocation within the School Foundation Grant. This new PRO component, funded through a combined amount of \$1,500 per school board and \$500 per school committee, supports school boards to work with their Parent Involvement Committees (PICs) in order to lead initiatives that address local parent needs and/or remove barriers that prevent parents from participating and engaging fully in their children's learning and educational progress.

With this change, the Parent Engagement Allocation has three components – PIC, School Council, and PRO – each with its own funding calculation. School boards are reminded that they are expected to comply with Ontario Regulation 612/00: *School Councils and Parent Involvement Committees*.

Canada-Ontario Agreement for French as a Second Language (FSL)

Funding of \$7.9 million to support the additional costs of FSL initiatives and activities undertaken by English-language school boards in keeping with the Canada–Ontario Agreement on Minority-Language Education and Second Official-Language Instruction is moving from OLE and will be enveloped as a new Areas of Intervention component of the FSL Allocation within the Language Grant.

Funded through a table amount, the new Areas of Intervention component is provided to help English-language school boards enhance FSL-focused supports for educational staff and enrich the FSL learning environments and opportunities available to all students. With this change, the FSL Allocation has two components: Per-Pupil and Areas of Intervention.

Implementation of Aménagement linguistique Initiatives and Strategies to Retain and Engage Students

The \$120,000 for the implementation of Aménagement linguistique initiatives and strategies to retain and engage students is moving from PPF into the board component of the Actualisation linguistique en français Allocation within the Language Grant.

Funding of \$10,000 for each of the 12 French-language school boards is provided to help French-language school boards develop language planning initiatives in schools. These initiatives will help to engage students and increase their sense of belonging to the French-language school system and Francophone communities, as set forth by the Aménagement linguistique policy for French-language schools in Ontario.

Well-Being and Mental Health Bundle

Funding of \$3.0 million for the Well-Being and Mental Health Bundle is moving from PPF into a new Well-Being and Positive School Climates Allocation within the Mental Health and Well-Being Grant as previously noted above. This new Well-Being and Positive School Climates Allocation, funded through a base amount of \$10,000 per district school board and a per-pupil amount of \$1.14, supports school boards in meeting local needs and priorities that promote and support well-being and inclusive education, including strengthening positive school climates. This funding enables school boards to support activities in their improvement and multi-year strategic plans.

Learning and Innovation Fund for Teachers (LIFT)

Funding of \$3.5 million to support ongoing teacher professional learning through the LIFT is moving from PPF into a new Teacher Learning and Innovation Allocation within the Cost Adjustment and Teacher Qualifications and Experience Grant. The Teacher Learning and Innovation Allocation includes a base amount of \$20,000 per district school board and increased amounts depending on average daily enrolment (ADE), providing an additional \$25,000 for ADE of 500 or more and an additional \$18,000 for ADE of 50,000 or more. The Teacher Learning and Innovation Allocation enables school boards to support teacher collaboration, responsive learning and sharing of effective practices within schools, within school boards and across the province.

G. ENHANCED ACCOUNTABILITY MEASURES

Secondary Class Size Compliance Framework

To support the government's commitment to improving public education and advancing student achievement, the ministry is introducing a class size compliance framework to the

secondary panel starting in the 2022-23 school year. In previous years, school boards were required to report both elementary and secondary class sizes to the ministry; however, the compliance framework applied only to the elementary provisions of the regulation. There are no proposed changes to the collection process for secondary class size. The ministry will provide further information as part of the class size reporting process for the 2022-23 school year in the coming months.

H. ONGOING IMPLEMENTATION AND OTHER CHANGES

Differentiated Funding for Online Learning

The online and in-person learning credit load benchmarks are being updated for the second year of a multi-year trajectory. Reflecting the change in required online credits announced in Policy/Program Memorandum 167, the 2022-23 secondary benchmark for classroom teacher staffing through the Secondary Pupil Foundation Allocation and related grants will use a funded average credit load of 7.5 credits per pupil split between online learning (approximately 0.15) and in-person learning (approximately 7.35). The online learning credit load benchmark assumes approximately 15% of secondary students will take one course online in 2022-23.

Retirement Gratuities

This is the eleventh year of a 12-year phase-out of the retirement gratuities resulting in a reduction in the benefits funding benchmarks. This 0.167 per cent reduction is applied to the benefits benchmarks in the foundation grants with equivalent adjustments to the benchmarks in the supplemental grants to reflect the reduction in benefits funding.

For school boards that provided one-time payouts of retirement gratuities in 2015–16, funding will continue to be recovered from school boards in 2022–23. This recovery, which began in 2016–17, will be over the estimated average remaining service life of school board employees eligible for retirement gratuities as at August 31, 2012. The funding recovered from school boards will be to the extent that school boards received funding from the ministry and to the extent that school boards reported a one-time gain in the early payout of retirement gratuities in 2015–16.

School Operations Allocation - Supplementary Area Factor

This is the fourth year of the five-year phase-in of updates to the Supplementary Area Factor for base school facility operations within the School Facility Operations and Renewal Grant to reflect a secondary class size of 23.

Teacher Job Protection Funding Allocation

This is the final year of the four-year Teacher Job Protection Funding Allocation, which is available for teacher job protection for classroom teachers impacted by the changes to class sizes in 2019–20 and 2020–21. Given the reduction in the funded average secondary class size to 23 in 2020–21, it is projected that no funding will be generated through this allocation this year.

Technical Enrolment Policy Update

A regulatory clarification is planned such that students who are pursuing remote learning or exclusively online learning and reside out of province will not qualify for GSN funding. Similarly, the ministry intends to update regulations so that the right to attend for property owners, or their children, who reside outside of Ontario, is limited to in-person learning only.

I. CAPITAL

Details of capital funding programs are provided in a separate memorandum, **2022:B04**.

Amount for School Condition Improvement

The ministry is committed to supporting healthy and safe learning environments. For the upcoming school year, the ministry will continue to invest approximately \$1.4 billion to maintain and improve the condition of schools.

This continued investment in school renewal is in addition to the up to \$656.5 million in approvals that school boards have received under the federal-provincial COVID-19 Resilience Infrastructure Stream, which is part of the Investing in Canada Infrastructure Program.

J. ISOLATE BOARD SCHOOL AUTHORITIES

As in previous years, funding for isolate board school authorities will be adjusted, as appropriate, to reflect changes in funding to district school boards. As such, funding for isolate board school authorities may include adjustments to some of the items presented in this memorandum. The ministry will provide further information to isolate board school authorities through an updated Addendum to the 2022–23 Technical Paper for Isolate Board School Authorities in the coming months.

K. REPORTING

Dates for Submission of Financial Reports

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

Date	Description
June 30, 2022	School Board Estimates for 2022–23
November 15, 2022	School Board Financial Statements for 2021–22
December 15, 2022	School Board Revised Estimates for 2022–23
May 15, 2023	School Board Financial Report for September 1, 2022 to March 31, 2023

Rural and Northern Education Funding (RNEF) – Schools List

By June 30, 2022, school boards must submit to the ministry the list of all the additional schools, approved by board of trustees’ motion, to be eligible to spend the RNEF Allocation on these specific schools. Please submit these motions along with the list of these additional schools to EDULABFINANCE@ontario.ca including the school name, School Facilities Inventory System (SFIS) number, Campus ID, Board School Identification number (BSID) and panel (elementary/secondary). **Please include “RNEF” in the subject line of your email.**

L. INFORMATION RESOURCES

If you require further information, please contact:

Subject	Contact	Email
Broadband	Teresa Allen	teresa.allen@ontario.ca
Capital Renewal	Andrea Dutton	andrea.dutton@ontario.ca
Capital Priorities, Site Acquisition, Project Accountability and Child Care Capital	Paul Bloye	paul.bloye@ontario.ca
Central Labour Agreements	Cory Mitic	cory.mitic@ontario.ca
Curriculum and Assessment Implementation and Additional Educational Software Licensing	Jennifer Chan	jennifer.chan3@ontario.ca
Executive Compensation	Colleen Hogan	colleen.hogan@ontario.ca
Financial Accountability, Reporting Requirements, and Regional Internal Audit	Med Ahmadoun	med.ahmadoun@ontario.ca
French-language Education	Anne-Sophie Leduc	annesophie.leduc@ontario.ca
Indigenous Education	Taunya Paquette	taunya.paquette@ontario.ca
Online Learning	Laurie McNelles	laurie.mcnelles2@ontario.ca
Operating Funding Modelling (including Benefits Trusts Funding Model)	Paul Duffy	paul.duffy@ontario.ca
Operating Funding Policy (including Benefits Trusts Policy)	Romina Di Pasquale	romina.dipasquale@ontario.ca
Professionalism, Teaching Policy and Standards	Anshoo Kamal	anshoo.kamal@ontario.ca

Subject	Contact	Email
Regional Offices and French as a Second Language	Hanca Chang	hanca.chang2@ontario.ca
Special Education	Claudine Munroe	claudine.munroe@ontario.ca
Student Achievement	Dianne Oliphant	dianne.oliphant@ontario.ca
Student Mental Health	Shirley Kendrick	shirley.kendrick@ontario.ca
Student Transportation	Mehul Mehta	mehul.mehta@ontario.ca
Student Well-Being and Parent Engagement	Suzanne Gordon	suzanne.gordon@ontario.ca

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

M. OTHER GSN MATERIALS

For further information, please see GSN Projections for the 2022–23 School Year, which are available on the [Education Funding webpage](#). The GSN Technical Paper will be released in the coming weeks.

N. CONCLUDING REMARKS

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

In closing, the ministry would like to thank you and acknowledge the continued, ongoing and extraordinary work of school board teams to support students, families and the broader community, especially while navigating the unique challenges of the recent school years. We remain committed to working closely with you to facilitate the next school year, with the best interest of Ontario’s students in mind.

Sincerely,

Original signed by

Andrew Davis
 Assistant Deputy Minister
 Education Labour and Finance Division

Ministry of Education

Ministère de l'Éducation



Capital and Business Support
Division

Division du soutien aux immobilisations
et aux affaires

315 Front Street West
15th Floor
Toronto ON M7A 0B8

315, rue Front Ouest
15^e étage
Toronto (Ontario) M7A 0B8

2022:B04

Date: February 17, 2022

Memorandum to: Directors of Education
Senior Business Officials
Secretary/Treasurers of School Authorities

From: Didem Proulx
Assistant Deputy Minister of Education
Capital and Business Support Division

Subject Capital Funding for the 2022-23 School Year

As a follow up to memorandum 2022:B03, 2022-23 Grants for Student Needs Funding (GSN), this memo provides details related to 2022-23 school year capital funding and application-based programs and policies:

1. Funding for School Renewal
2. School Operations Allocation
3. Capital Planning Capacity
4. Lease or Sale of Site/Property
5. Site Acquisition
6. Temporary Accommodation Allocation
7. Capital Priorities Program
8. Rapid (Modular) Build Pilot
9. Capital Accountability
10. Major Capital Project Progress Report
11. Roll-out of the Education Capital Information System
12. Ontario Builds Signage
13. Communications Protocol

1. Funding for School Renewal

The ministry is committed to supporting healthy and safe learning environments. For the 2022-23 school year, the ministry will be investing an additional \$1.4 billion through the following two programs.

- School Condition Improvement at \$1,070 million; and
- School Renewal Allocation projected to be over \$370 million.

This investment is in addition to approximately \$656.5 million in combined federal-provincial funding provided under the COVID-19 Resilience Infrastructure Stream of the Investing in Canada Infrastructure Program.

School Condition Improvement (SCI)

School Condition Improvement is a capital renewal program that allows school boards to revitalize and renew aged building components that have exceeded or will exceed their useful life cycle. Items eligible for SCI funding are identified through the ministry's School Facility Condition Assessment Program. Projects must support the overall objective of addressing facility renewal needs (either assessed needs or on a proactive basis).

For the 2022-23 school year, the ministry will allocate \$1,070 million to school boards through this program. As in prior years, 2022-23 SCI funding has been allocated in proportion to a school board's total assessed five-year renewal needs (relative to the provincial total) and reflects assessment results from 2020. Only school facilities (school board owned or capital lease) that were open and operating in the 2021-22 school year are considered for funding.

The ministry would like to remind school boards of the appropriate use of SCI funds. School boards are required to direct 70 per cent of their SCI funds to address major building components (e.g., foundations, roofs, windows) and systems (e.g., plumbing and heating, ventilation, and air conditioning). The remaining 30 per cent of SCI funding can continue to address the above listed building components or, alternatively, building interiors and surrounding site components (e.g., utilities, parking, and pavements).

Unspent funds in any given school year will be carried forward to the next school year and continue to follow the "70/30" rule. School boards are also reminded that all SCI-funded expenditures must be depreciable in nature and must be reported in the ministry's renewal database. Payments will be made twice a year based on reported expenditures.

Please see Appendix A for individual school board SCI allocations.

School Renewal Allocation (SRA)

The School Renewal Allocation is a multi-faceted program. It allows school boards to revitalize and renew aged building systems and components. This includes roof replacement and replacing of aged HVAC systems. SRA funding also allows school boards to undertake capital improvements (e.g., add new ventilation systems to increase fresh air intake, address program-related needs and invest in accessibility-related enhancements such as ramps, elevators, electronic door opening systems). In addition, SRA also allows school boards to address maintenance requirements such as painting, roof patching and pavement/parking repairs.

While school boards are provided the above flexibility under SRA, the ministry encourages school boards to prioritize SRA expenditures to address facility condition, ventilation, health and safety, and general code requirements (including accessibility).

For the 2022-23 school year, the ministry is projecting the funding allocation to be over \$370 million.

Please see Appendix A for individual school board SRA allocations.

Renewal Expenditures on Leased Properties

For additions, alterations or improvements to a school building acquired under a lease, school boards are required to seek the minister's approval.

Note that school boards:

- Are required to advise the Minister of the sale, disposition, or lease, where the lease exceeds a year, of any of its schools; and
- Require the approval of the Minister to enter into an agreement with a university, college of a university, or the board of governors of a polytechnical institute or of a college of applied arts and technology, in respect of the provision, maintenance and use of educational or recreational facilities on the property of either of the parties to the agreement.

Renewal Accountability

The ministry expects that school boards will spend their renewal funds on schools that need to remain open and operating. For schools that are scheduled to be closed or are under consideration for closure, renewal funds should only be used to address renewal needs that could compromise the continuing operation of these schools in the short term (including any health and safety considerations). Renewal funds cannot be spent on administrative or operations buildings, on a community hub or to increase the gross floor area of a school facility.

Please see Appendix B for summary guidelines of eligible expenditures under the SCI and SRA programs.

Note: The use of renewal funds is subject to audit. The ministry may follow up on reported expenditures. Failure to provide details when requested could result in the ministry either having to recover or withhold funds.

2. School Operations Allocation

The School Operations Allocation allows school boards to address the cost of operating school facilities (e.g., heating, lighting, maintaining, cleaning). For the 2022-23 school year, funding under this allocation is projected to be approximately \$2.2 billion.

Updates for the 2022-23 school year include:

- A 5.45 per cent cost update to the non-staff portion of the School Operations Allocation benchmark, which consists of a 2.3 per cent cost update to assist school boards in managing the increases in commodity prices (i.e., electricity, natural gas,

facility insurance, and other costs) and an additional 3.15 per cent cost update to support the increased costs related to the need to run ventilation systems longer and replace filters more frequently. The latter was previously provided as temporary PPF funding to mitigate the impacts of the COVID-19 pandemic.

- The ministry will continue the fourth year of the 5-year phase-in of the Supplementary Area Factors (SAF), for both elementary and secondary, started in the 2019-20 school year (20 per cent per year).
 - Revisions to the board-specific elementary and secondary Supplementary Area Factors (SAFs) align with proposed changes of secondary class loadings of 23.
 - Changes only apply to base school operations.

See Appendix C for SAFs based on the proposed changes to secondary class size.

3. Capital Planning Capacity (CPC)

The CPC program is intended to:

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

For the 2022-23 school year, school board funding levels under the CPC program will be maintained from the previous year.

See Appendix D to review your funding under this program.

4. Lease or Sale of Site/Property

Please note that the following is for your information and does not constitute legal advice. For advice on how the law applies to your situation, you may wish to seek legal advice.

Boards are reminded that the *Education Act* provides opportunities for school boards to lease, sell, or otherwise dispose of real property. Ministerial approval may be required in certain instances.

Under section 194 (3) (a) of the *Education Act*, if a board proposes to lease, sell or otherwise dispose of property that is surplus to the board's requirements, a school board is required to follow Ontario Regulation 444/98 - Disposition of Surplus Real Property and Acquisition of Real Property (O. Reg. 444/98).

Under section 194 (3) (b) of the *Education Act*, a school board is required to seek ministerial approval if it proposes to lease, sell or otherwise dispose of any of its property as part of a plan to provide accommodation for pupils on all or part of its property that is the subject of its proposal.

The provisions above are not intended to be exhaustive. When leasing or selling property, school boards are expected to seek their own legal advice to assess the applicability of the *Education Act* and accompanying regulations.

5. Site Acquisition

School boards are reminded that they are now required to provide the ministry with advance notification of all site acquisitions, expropriations, and leases, and that the Minister has the authority to deny the transaction. This requirement applies to all site acquisitions, whether funded through ministry provided funding, Education Development Charge revenues, or otherwise. School boards are to complete and submit the Notification of Site Acquisition form to their Capital Analyst. The Minister's 60-day window to respond to a school board's site acquisition notification will begin with the ministry's receipt of a satisfactorily completed Notification of Site Acquisition form with other supporting documents if required.

For those school board requests that accompany the Notification of Site Acquisition, such as a request for funding or an exemption to apply Proceeds of Disposition to the acquisition, the ministry review period may be longer than the required 60-day period and as such it is recommended that school boards take this into account when submitting these types of requests.

For the 2022-23 school year, the ministry will continue to consider funding support to school boards for the acquisition of land for ministry approved capital projects. School boards may request this funding support from the ministry at any time during the year through the completion and submission of the Notification of Site Acquisition form to their Capital Analyst. Please note, when requesting ministry funding for a site that is not included in an Education Development Charge Background study, an appraisal completed by an independent 3rd party appraiser is required.

The ministry is also requesting that school boards engage with local municipal governments before purchasing land and before finalizing any plans about future school investments.

6. Temporary Accommodation Allocation

For 2022-23, the ministry will continue to fund \$40 million for the Temporary Accommodation Allocation in proportion to school boards' historical share of temporary accommodation activity. This funding may be used for portable moves, leases, and purchases, as well as for lease costs for permanent instructional space.

As a reminder, boards may also use their School Renewal Allocation to support the repair/retrofit and replacement of existing portables due to condition. Boards are encouraged to use their Temporary Accommodation allocation prior to directing Renewal allocation funds towards existing portable costs. Renewal funding cannot be used for net new portables that would increase the board's inventory.

To ensure fair and accurate temporary accommodation funding in future years, it is recommended that school boards reflect any changes to their portable inventory in the School Facilities Inventory System.

See Appendix E to review your funding under this program.

7. Capital Priorities Program

As part of the government's 10-year commitment to education infrastructure, the Capital Priorities Program provides funding for capital projects for new or expanded schools to address local accommodation pressures, replace schools in poor condition, consolidate underutilized schools, address the needs of under-served French-language rights holders, and create new or renovated licensed child care spaces in schools as part of the larger school capital project.

As outlined in Memorandum 2022:B01 – Launch of 2022-23 Capital Priorities Program including Child Care Capital Funding, the ministry invited school boards to submit up to five requests for funding consideration through the 2022-23 Capital Priorities program to address their highest priority capital needs. Requests are to be submitted to CapitalProgramBranch@ontario.ca with a copy to their Capital Analyst by February 25, 2022.

8. Rapid (Modular) Build Pilot

The ministry, working in partnership with Infrastructure Ontario and school boards, launched a pilot project with a select number of projects identified through the 2021-22 Capital Priorities Program. The pilot will deploy a programmatic approach in the planning, procurement, and delivery of Rapid (Modular) Build projects that will include the following elements:

- Centralized approach to procurement and project delivery through the bundling of projects, aggregated at a provincial level;
- Delivery of Rapid (Modular) construction technology; and
- The creation of standardized designs for common elements (i.e., classrooms, hallways, etc.) for new spaces to be constructed.

Selected projects are currently being assessed for feasibility requirements for the pilot and once this process is complete there will be additional communication. Projects that do not proceed in the pilot will continue to be completed by school boards.

9. Capital Accountability

The funding approved for major capital construction projects through the Capital Priorities and Child Care Capital programs represents a significant investment in school infrastructure by the Government of Ontario. School boards are responsible and will be

held accountable for measures to ensure that the cost and scope of any approved projects are within the approved funding amounts.

As a reminder, school boards must receive ministry approval if the total cost of a capital project exceeds the funding source amounts approved by the ministry. School boards are expected to ensure adequate controls are in place in managing project budgets.

Furthermore, school boards are reminded that they are to seek a revised Approval to Proceed if they anticipate project costs to exceed their project's existing Approval to Proceed with the school board identifying additional funding sources to support the excess costs.

Excess costs incurred prior to receiving ministry approval may remain the responsibility of the school board and may impact future Capital Priorities project approvals for school boards. School boards are reminded to adhere to accountability rules regarding the use of renewal funds (see Appendix B for guidance).

If your school board chooses to amend the project scope of an approved major capital construction project, you are required to inform your Capital Analyst prior to engaging your architect regarding the new proposed scope to confirm whether a revised Minister's approval is required. School boards may not proceed with scope amended project designs without ministry approval.

If your amended project requires additional ministry funding, the school board may be required to forfeit its project approval and re-submit a revised Capital Priorities business case with the alternative project scope.

In addition, any changes to the approved child care capital component of the project will require the approval of your Consolidated Municipal Service Manager or District Social Services Administration Board (CMSM or DSSAB) and you will be required to re-submit a revised Joint Submission – Capital Funding for Child Care form.

Lean Review of the Capital Approval Process

We appreciate the efforts in completing capital projects and want to ensure efficient ministry processes are in place to assist with their successful, timely completion while continuing to address sound accountability measures. As a result, the ministry has undertaken a Lean Review of the Capital Approval Process, including approvals for space templates and Approval to Proceed requests, for both school and child care projects. The review was led by the Lean Delivery Team within the Ontario Public Service and included feedback from school boards.

As a result of the review, the ministry has made a number of internal improvements with more changes to be implemented throughout the year. With the changes made to date, the ministry has been able to reduce approval timelines by up to 50% for 80% of the capital requests made to the ministry.

10. Major Capital Project Progress Report

It is essential for the ministry to have an in-depth understanding of the status of the projects, the time to completion and the resulting multi-year funding requirements. This information serves as the base for the government's multi-year plan and is critical in minimizing reprofiling requirements that adversely impact allocation available in the future years.

The ministry collects the information twice a year in the March Report and the Financial Statements. The objective is to minimize ad hoc requests, have a better understanding of on-the-ground activity (including planning), support provincial multi-year planning requirements for the annual budget and enhance general policy and program development.

11. Roll-out of the Education Capital Information System (ECIS)

ECIS is a project intended to modernize and replace the existing legacy School Facilities Inventory System (SFIS) with a new integrated and automated solution. The new solution will improve efficiency and effectiveness in the administration of Education and Child Care capital and operating funding, while automating the overall business processes, and meeting Ontario Public Service (OPS) Application and Security standards and other government mandated compliances. ECIS will be delivered to all school boards and school authorities using a phased approach starting in Spring 2022.

Information to administer grants that originated from SFIS in prior years will now be collected and tracked through ECIS starting with the 2021-22 school year wrap-up. To facilitate data transfer and synchronization between SFIS and ECIS, it is important to note that SFIS is now available as "Read Only" to all users.

As part of the roll-out of ECIS, ministry staff will be scheduling training sessions with all school board users to ensure a smooth transition process. Pending the ECIS roll-out, the ministry will continue to work with school boards to ensure that the dataset required for the 2021-22 and the 2022-23 school years financial reporting are complete and reliable.

12. Ontario Builds Signage

As indicated in Memorandum 2020: SB28 – Ontario Builds Signage for Capital Projects, for Capital Priorities and Early Years Capital and Child Care Capital projects approved in 2019-20 projects and onwards, school boards are required to display Ontario Builds signage at the site of construction that identifies the financial support of the Government of Ontario.

In those circumstances where a site is not currently owned by school boards for the approved project(s), signage is required to be installed within 60 days of the date of site acquisition.

For projects approved prior to 2019-20, these projects are not required to have Ontario Builds signage, however, if a school board would like to post a sign for projects that are currently in the planning or construction phase, they are welcome to do so.

As indicated in Memorandum 2021: B12 – COVID-19 Resilience Infrastructure Stream: Education Related (CVRIS-EDU) Projects, as part of the Government of Canada’s Investing in Canada Infrastructure Plan (ICIP), all Ministry of Education capital projects must feature two digital signs of the same size on the recipient school board and schools’ websites; one digital sign will follow the visual identity as specified by the Government of Canada, the other should remain in line with the visual identity that has been established by Ontario’s Ministry of Education for Ontario Builds signage.

13. Communications Protocol

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

Should you have any questions related to the communication requirements, please contact the ministry’s Communications Branch: MinistryofEducation@ontario.ca.

Key Contacts

Thank you for your ongoing cooperation. If you have any questions or require additional information, please contact:

Contact	Subject Area
Andrea Dutton, Director Capital Policy Branch (416) 500-8402 Andrea.Dutton@ontario.ca	Funding for School Renewal School Operations Allocation Capital Planning Capacity Program
Paul Bloye, Director Capital Programs Branch (416) 325-8589 Paul.Bloye@ontario.ca	Capital Priorities Funding Child Care Capital Funding Land Priorities Funding Temporary Accommodation Allocation Capital Accountability
Colleen Hogan, Director Business Operations Strategic Support Branch (437) 997-9473 Colleen.Hogan@ontario.ca	Rapid (Modular) Build Pilot
Mehul Mehta, Director School Board Advanced Support Branch (647) 448-3862 Mehul.Mehta@ontario.ca	School Facilities Inventory System Education Capital Information System

Original Signed by

Didem Proulx
Assistant Deputy Minister
Capital and Business Support Division

c: School Board Facilities Managers

Appendix A: 2022–23 SCI and SRA Funding

Board ID	Board Name	SCI (\$)	SRA (projected) (\$)
1	District School Board Ontario North East	13,657,239	3,131,383
2	Algoma District School Board	12,013,180	3,356,727
3	Rainbow District School Board	12,672,023	3,251,464
4	Near North District School Board	4,171,531	2,718,465
5.1	Keewatin-Patricia District School Board	7,821,643	2,054,769
5.2	Rainy River District School Board	3,047,272	1,201,091
6.1	Lakehead District School Board	8,026,950	2,369,398
6.2	Superior-Greenstone District School Board	4,788,991	1,357,912
7	Bluewater District School Board	6,395,833	3,592,359
8	Avon Maitland District School Board	11,864,413	3,635,015
9	Greater Essex County District School Board	24,826,954	6,364,620
10	Lambton Kent District School Board	17,824,545	4,618,139
11	Thames Valley District School Board	51,188,107	13,860,722
12	Toronto District School Board	246,158,224	45,750,835
13	Durham District School Board	17,760,483	10,996,351
14	Kawartha Pine Ridge District School Board	15,095,457	6,696,357
15	Trillium Lakelands District School Board	10,858,974	3,469,100
16	York Region District School Board	28,393,137	17,660,872
17	Simcoe County District School Board	11,955,074	8,966,783
18	Upper Grand District School Board	10,830,906	6,273,155
19	Peel District School Board	46,150,207	21,192,170
20	Halton District School Board	21,076,858	10,483,825
21	Hamilton-Wentworth District School Board	18,541,208	8,620,098
22	District School Board of Niagara	23,700,639	7,988,327
23	Grand Erie District School Board	17,107,047	5,741,555
24	Waterloo Region District School Board	32,561,332	10,341,306
25	Ottawa-Carleton District School Board	46,198,850	15,064,366
26	Upper Canada District School Board	19,277,943	7,278,588
27	Limestone District School Board	16,751,791	4,542,774
28	Renfrew County District School Board	6,554,859	2,857,076
29	Hastings and Prince Edward District School Board	10,679,004	3,521,593
30.1	Northeastern Catholic District School Board	3,241,149	1,056,632
30.2	Nipissing-Parry Sound Catholic District School Board	1,676,648	893,503
31	Huron-Superior Catholic District School Board	2,623,555	1,151,108
32	Sudbury Catholic District School Board	5,307,414	1,371,887
33.1	Northwest Catholic District School Board	302,039	700,705
33.2	Kenora Catholic District School Board	1,561,960	569,585
34.1	Thunder Bay Catholic District School Board	4,767,205	1,610,823
34.2	Superior North Catholic District School Board	1,817,860	728,971
35	Bruce-Grey Catholic District School Board	1,345,304	1,003,527
36	Huron Perth Catholic District School Board	2,611,486	876,789
37	Windsor-Essex Catholic District School Board	10,374,674	3,522,920
38	London District Catholic School Board	6,158,117	3,968,365
39	St. Clair Catholic District School Board	4,157,272	1,553,682
40	Toronto Catholic District School Board	49,899,170	16,343,882
41	Peterborough Victoria Northumberland and Clarington Catholic District School Board	5,414,912	2,267,769

Board ID	Board Name	SCI (\$)	SRA (projected) (\$)
42	York Catholic District School Board	12,485,975	6,758,854
43	Dufferin-Peel Catholic District School Board	22,928,635	9,857,206
44	Simcoe Muskoka Catholic District School Board	4,161,543	3,220,731
45	Durham Catholic District School Board	5,614,139	3,144,624
46	Halton Catholic District School Board	5,668,670	4,867,906
47	Hamilton-Wentworth Catholic District School Board	7,722,027	4,717,397
48	Wellington Catholic District School Board	1,072,076	1,265,217
49	Waterloo Catholic District School Board	7,103,056	4,051,005
50	Niagara Catholic District School Board	12,902,606	3,789,656
51	Brant Haldimand Norfolk Catholic District School Board	2,489,977	1,828,873
52	Catholic District School Board of Eastern Ontario	4,971,760	2,158,217
53	Ottawa Catholic School Board	17,629,182	7,713,634
54	Renfrew County Catholic District School Board	4,703,893	1,122,861
55	Algonquin and Lakeshore Catholic District School Board	7,204,539	2,234,784
56	Conseil scolaire de district du Nord-Est de l'Ontario	892,114	878,101
57	Conseil scolaire public du Grand Nord de l'Ontario	4,535,999	1,264,951
58	Conseil scolaire Viamonde	9,647,892	2,905,989
59	Conseil des écoles publiques de l'Est de l'Ontario	4,856,971	3,021,495
60.1	Conseil scolaire de district catholique des Grandes Rivières	13,841,049	3,420,528
60.2	Conseil scolaire de district catholique Franco-Nord	3,574,434	1,042,928
61	Conseil scolaire de district catholique du Nouvel-Ontario	6,103,521	1,966,454
62	Conseil scolaire de district catholique des Aurores boréales	512,649	641,732
63	Conseil scolaire catholique Providence	4,134,910	1,886,490
64	Conseil scolaire catholique MonAvenir	8,787,353	2,879,607
65	Conseil scolaire de district catholique de l'Est ontarien	8,928,834	2,875,001
66	Conseil scolaire de district catholique du Centre-Est de l'Ontario	8,316,757	4,304,040

Appendix B: Eligibility Criteria under SCI & SRA

Eligible Expenditures	SCI	SCI	SRA
	Restricted (70%)	Unrestricted (30%)	
Capital – Renew / Replace Components			
Substructure (e.g., foundations, basement walls)	Yes	Yes	Yes
Shell / Superstructure (e.g., roofs, exterior walls and windows)	Yes	Yes	Yes
Interiors (e.g., stairs, floor finishes, ceilings)	No	Yes	Yes
Services (e.g., plumbing, HVAC, fire protection and electrical)	Yes	Yes	Yes
Equipment & Furnishings (e.g., <u>fixed</u> items only)	No	Yes	Yes
Special Construction & Demolition (i.e., hazardous waste removal)	No	Yes	Yes
Building Sitework (e.g., parking lots, site lighting, pavements, site utilities)	No	Yes	Yes
Capital – Other			
Portables repair and retrofits	No	No	Yes (TA funds should be used first)
Additional portable purchase (i.e., adding to board inventory)	No	No	No
Program or accommodation related changes and retrofits (e.g., science labs converted into standard classroom)	No	No	Yes
New building enhancements: Non-renewal projects (e.g., accessibility, air conditioning, building automation systems, etc.)	No	No	Yes
Administrative facilities	No	No	No
Construction (e.g., changes to gross floor area or the replacement of existing building structures)	No	No	No
Salaries and wages for school board staff	No	No	No
Service debt (SRA only for previously encumbered debt. No allowance for new debt)	No	No	No
Moveable furniture and equipment (e.g. vehicles, furniture, equipment, computer hardware and computer software)	No	No	No
Community partners	No (should operate on cost-recovery basis)		
Outdoor Education Centre	Requires minister’s approval		
Leased Site	Requires minister’s approval		
Operating			
Maintenance (e.g., costs incurred to service or maintain the tangible capital asset until the end of its estimated useful life)	No	No	Yes (with board-specific caps)

Appendix C: 2022-23 Supplementary Area Factors (SAFs)

Board ID	Board Name	Revised Elementary SAF	Revised Secondary SAF
1	District School Board Ontario North East	1.000	1.246
2	Algoma District School Board	1.000	1.180
3	Rainbow District School Board	1.000	1.151
4	Near North District School Board	1.000	1.097
5.1	Keewatin-Patricia District School Board	1.000	1.052
5.2	Rainy River District School Board	1.000	1.034
6.1	Lakehead District School Board	1.047	1.013
6.2	Superior-Greenstone District School Board	1.017	1.184
7	Bluewater District School Board	1.000	1.052
8	Avon Maitland District School Board	1.000	1.101
9	Greater Essex County District School Board	1.000	1.012
10	Lambton Kent District School Board	1.000	1.072
11	Thames Valley District School Board	1.000	1.075
12	Toronto District School Board	1.154	1.148
13	Durham District School Board	1.013	1.049
14	Kawartha Pine Ridge District School Board	1.000	1.114
15	Trillium Lakelands District School Board	1.000	1.010
16	York Region District School Board	1.000	1.050
17	Simcoe County District School Board	1.007	1.024
18	Upper Grand District School Board	1.000	1.019
19	Peel District School Board	1.000	1.011
20	Halton District School Board	1.000	1.023
21	Hamilton-Wentworth District School Board	1.012	1.016
22	District School Board of Niagara	1.000	1.081
23	Grand Erie District School Board	1.000	1.081
24	Waterloo Region District School Board	1.000	1.015
25	Ottawa-Carleton District School Board	1.064	1.115
26	Upper Canada District School Board	1.000	1.158
27	Limestone District School Board	1.000	1.225
28	Renfrew County District School Board	1.000	1.167
29	Hastings and Prince Edward District School Board	1.000	1.115
30.1	Northeastern Catholic District School Board	1.019	1.599
30.2	Nipissing-Parry Sound Catholic District School Board	1.111	1.057
31	Huron-Superior Catholic District School Board	1.000	1.052
32	Sudbury Catholic District School Board	1.002	1.090
33.1	Northwest Catholic District School Board	1.000	1.000
33.2	Kenora Catholic District School Board	1.000	1.000
34.1	Thunder Bay Catholic District School Board	1.000	1.089
34.2	Superior North Catholic District School Board	1.123	1.000

Board ID	Board Name	Revised Elementary SAF	Revised Secondary SAF
35	Bruce-Grey Catholic District School Board	1.003	1.072
36	Huron Perth Catholic District School Board	1.000	1.006
37	Windsor-Essex Catholic District School Board	1.000	1.101
38	London District Catholic School Board	1.000	1.021
39	St. Clair Catholic District School Board	1.002	1.000
40	Toronto Catholic District School Board	1.000	1.042
41	Peterborough Victoria Northumberland and Clarington Catholic District School Board	1.005	1.073
42	York Catholic District School Board	1.004	1.018
43	Dufferin-Peel Catholic District School Board	1.000	1.006
44	Simcoe Muskoka Catholic District School Board	1.000	1.044
45	Durham Catholic District School Board	1.052	1.000
46	Halton Catholic District School Board	1.000	1.014
47	Hamilton-Wentworth Catholic District School Board	1.000	1.061
48	Wellington Catholic District School Board	1.000	1.001
49	Waterloo Catholic District School Board	1.000	1.048
50	Niagara Catholic District School Board	1.000	1.022
51	Brant Haldimand Norfolk Catholic District School Board	1.000	1.038
52	Catholic District School Board of Eastern Ontario	1.009	1.011
53	Ottawa Catholic School Board	1.066	1.020
54	Renfrew County Catholic District School Board	1.127	1.015
55	Algonquin and Lakeshore Catholic District School Board	1.046	1.020
56	Conseil scolaire de district du Nord-Est de l'Ontario	1.040	1.073
57	Conseil scolaire public du Grand Nord de l'Ontario	1.000	1.135
58	Conseil scolaire Viamonde	1.014	1.274
59	Conseil des écoles publiques de l'Est de l'Ontario	1.023	1.158
60.1	Conseil scolaire de district catholique des Grandes Rivières	1.016	1.091
60.2	Conseil scolaire de district catholique Franco-Nord	1.111	1.098
61	Conseil scolaire de district catholique du Nouvel-Ontario	1.000	1.041
62	Conseil scolaire de district catholique des Aurores boréales	1.000	1.658
63	Conseil scolaire catholique Providence	1.000	1.232
64	Conseil scolaire catholique MonAvenir	1.020	1.331
65	Conseil scolaire de district catholique de l'Est ontarien	1.000	1.006
66	Conseil scolaire de district catholique du Centre-Est de l'Ontario	1.031	1.105

Appendix D: 2022-23 Capital Planning Capacity

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

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

Appendix E: 2022-23 Temporary Accommodation Allocation

DSB	School Board Name	Allocation (\$)
1	District School Board Ontario North East	-
2	Algoma District School Board	39,745
3	Rainbow District School Board	113,955
4	Near North District School Board	-
5.1	Keewatin-Patricia District School Board	-
5.2	Rainy River District School Board	79,489
6.1	Lakehead District School Board	-
6.2	Superior-Greenstone District School Board	-
7	Bluewater District School Board	378,390
8	Avon Maitland District School Board	139,106
9	Greater Essex County District School Board	139,106
10	Lambton Kent District School Board	83,619
11	Thames Valley District School Board	1,669,276
12	Toronto District School Board	317,957
13	Durham District School Board	1,073,106
14	Kawartha Pine Ridge District School Board	596,170
15	Trillium Lakelands District School Board	-
16	York Region District School Board	1,450,681
17	Simcoe County District School Board	2,466,488
18	Upper Grand District School Board	635,915
19	Peel District School Board	810,977
20	Halton District School Board	2,870,129
21	Hamilton-Wentworth District School Board	900,014
22	District School Board of Niagara	914,128
23	Grand Erie District School Board	586,703
24	Waterloo Region District School Board	1,804,547
25	Ottawa-Carleton District School Board	1,768,638
26	Upper Canada District School Board	119,234
27	Limestone District School Board	79,489
28	Renfrew County District School Board	68,496
29	Hastings and Prince Edward District School Board	238,192
30.1	Northeastern Catholic District School Board	-
30.2	Nipissing-Parry Sound Catholic District School Board	19,872
31	Huron-Superior Catholic District School Board	-
32	Sudbury Catholic District School Board	-
33.1	Northwest Catholic District School Board	19,872
33.2	Kenora Catholic District School Board	-
34.1	Thunder Bay Catholic District School Board	-
34.2	Superior North Catholic District School Board	-

DSB	School Board Name	Allocation (\$)
35	Bruce-Grey Catholic District School Board	287,498
36	Huron Perth Catholic District School Board	40,730
37	Windsor-Essex Catholic District School Board	532,952
38	London District Catholic School Board	2,060,112
39	St. Clair Catholic District School Board	488,893
40	Toronto Catholic District School Board	3,312,272
41	Peterborough Victoria Northumberland and Clarington Catholic District School Board	59,617
42	York Catholic District School Board	119,234
43	Dufferin-Peel Catholic District School Board	473,980
44	Simcoe Muskoka Catholic District School Board	675,660
45	Durham Catholic District School Board	1,022,134
46	Halton Catholic District School Board	2,557,232
47	Hamilton-Wentworth Catholic District School Board	218,596
48	Wellington Catholic District School Board	99,362
49	Waterloo Catholic District School Board	3,580,628
50	Niagara Catholic District School Board	423,943
51	Brant Haldimand Norfolk Catholic District School Board	278,213
52	Catholic District School Board of Eastern Ontario	99,362
53	Ottawa Catholic School Board	1,689,149
54	Renfrew County Catholic District School Board	-
55	Algonquin and Lakeshore Catholic District School Board	334,012
56	Conseil scolaire de district du Nord-Est de l'Ontario	79,489
57	Conseil scolaire public du Grand Nord de l'Ontario	42,197
58	Conseil scolaire Viamonde	624,649
59	Conseil des écoles publiques de l'Est de l'Ontario	99,362
60.1	Conseil scolaire de district catholique des Grandes Rivières	-
60.2	Conseil scolaire de district catholique Franco-Nord	-
61	Conseil scolaire de district catholique du Nouvel-Ontario	-
62	Conseil scolaire de district catholique des Aurores boréales	-
63	Conseil scolaire catholique Providence	583,089
64	Conseil scolaire catholique MonAvenir	297,788
65	Conseil scolaire de district catholique de l'Est ontarien	19,872
66	Conseil scolaire de district catholique du Centre-Est de l'Ontario	516,681

Appendix F: Communications Protocol – Public Communications, Events and Signage

Acknowledgement of Support

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

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

This is not required for:

- Minor interactions on social media, including social media such as Twitter
- Reactive communications, such as media calls.

All public events and announcements regarding capital investments in the publicly funded education system are considered **joint** communications opportunities for the provincial government, the school board, as well as Consolidated Municipal Service Managers and District Social Service Administration Boards (CMSMs and DSSABs); and/or community partners.

Invitations to the Minister of Education

Openings

School boards are to inform the ministry of ***all project completions*** and invite the Minister of Education to ***all*** openings of:

- New schools
- New additions, including those with new child care spaces, EarlyON Child and Family centres, or community hubs.
- Please do not move forward with your event until you have received a response from the ministry (you will be notified within 15 business days of the event as to the minister's attendance)
- Inform the ministry via the email address below if the date of your event changes.

To invite the minister to your event:

- Send an email invitation as soon as possible to minister.edu@ontario.ca
- Where appropriate please copy the ministry's regional manager in the Field Services Branch for your area

Note: If the minister is unable to attend, your invitation may be shared with another government representative. Their office will contact you directly to coordinate details. School boards may be asked to delay announcements in order to accommodate the minister or a representative. The goal is to make sure that the ministry is aware of the opportunity.

All Other Events

For all other media-focused public events, (e.g. sod turnings):

- Send an invitation to the minister at minister.edu@ontario.ca with **at least three weeks' notice**
- Copy the ministry's regional manager in the Field Services Branch, in your area, where appropriate.

Note: These "other" events should not be delayed to accommodate the minister. Only an invitation needs to be sent; a response is not mandatory to proceed.

Issuing a Media Release

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

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

You can **send your draft public communications to** MinistryofEducation@ontario.ca to obtain a quote or other information for your public product.

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

Ontario Builds Signage

The Government of Ontario introduced Ontario Builds signage to promote important investments in Ontario's education and child care system.

For Capital Priorities, Early Years Capital and Child Care Capital projects announced in 2019-20 or later, school boards are required to produce and display Ontario Builds signage at the site of construction.

Timelines for Signage Placement on Approved Project Sites

To ensure timely placement of signage school boards are to adhere to the following timelines for placement of signage:

- Projects with Acquired Sites - Signage is required to be installed **within 60 days** of receiving ministry funding approval notification and release of any communication embargo.
- Projects where sites are not currently owned by school boards: Signage is required to be installed **within 60 days** from the date of site acquisition.

Signage Installation Instructions

To create a sign, boards can access the Ontario Builds templates, artwork and visual identity guide at www.ontario.ca/page/ontario-builds-templates. Some examples of project descriptions that boards might use on signs include “New school and child care centre,” “New school,” or “New school addition.”

For Francophone communities, please use the Ontario Builds visual identity guide for French designated areas.

For projects that are co-funded, such as by a municipality or the federal government, use the Ontario Builds visual identity guide for partnership signage. Please arrange signage approval from all partners.

Obtaining approval

Before producing a physical sign, email a digital proof to MinistryofEducation@ontario.ca to obtain approval of the design. Please cite the project identification number included in the original ministry approval funding letter.

Once school boards receive design proof approval notification from the ministry, they can arrange production and installation of signs. Boards are responsible for all related costs.

Installing and Maintaining Signs

Once signage is in place, it is required that school boards email a photograph of the installed sign to the ministry at MinistryofEducation@ontario.ca. **Please remember to cite the project identification number included in the ministry funding approval letter.**

Install signs in a prominent location that does not obstruct traffic or cause safety concerns, particularly if the sign is located near roads. To avoid potential safety issues, school boards should consult appropriate provincial and municipal authorities.

Signs should be posted at all stages of a project and maintained in a good state of repair. This includes before construction work starts and throughout construction. Signs can be removed within six months of the completion of the project.

Contact

For questions or support on the communications protocol and Ontario Builds signage, please email the ministry at MinistryofEducation@ontario.ca.

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

**Ministry of Education****Strategic Policy and Planning Division**

315 Front Street West, 9th Floor
Toronto ON M7A 0B8

Ministère de l'Éducation**Division des politiques et de la planification
stratégiques**

315, rue Front Ouest, 9 étage
Toronto (Ontario) M7A 0B8

2022: B05

Date: February 17, 2022

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

From: Phil Graham
Assistant Deputy Minister
Strategic Policy and Planning Division

Subject: **2022-23 Priorities and Partnerships Funding (PPF)**

I am writing to provide you with information about the Ministry of Education's Priorities and Partnerships Funding (PPF) for 2022-23. These commitments are being released in conjunction with the 2022-23 Grants for Student Needs (GSN) and will support our plan to promote learning recovery, positive mental health, and the growth and development of students across Ontario.

Following two years of disruption due to the COVID-19 pandemic, we remain committed to supporting learning recovery and the health, well-being and safety of students, educators, school staff and the broader community. We are pleased to provide funding continuity through PPF for programs that have the greatest impact in the classroom and on students.

The PPF is supplemental to the GSN and is reviewed and assessed by the ministry each year.

Learning Recovery Supports

In response to the disruption caused by the pandemic, the ministry has released its five-point plan to support learning recovery and support student mental health and well-being. Details on this plan can be found in memorandum [2022: B02 Learning Recovery Action Plan](#), including expanded summer learning opportunities and a comprehensive tutoring supports program.

Board-delivered Expanded Summer Learning (\$10.12M)

The ministry will continue to make summer learning opportunities available including credit, upgrading and non-credit courses funded through the Grants for Student Needs (GSN). In addition, \$10.12 million in PPF is being made available to school boards for the following expanded summer learning supports for students.

Summer Learning for Students with Special Education Needs – School board allocations in Appendix A

The ministry will provide \$10 million for the 2022-23 school year school boards to deliver transition programs and additional staffing during the summer for students with special education needs.

Summer Learning for First Nation Students

The ministry will provide \$0.12 million to support school boards in covering the cost of First Nation students enrolling in school board summer learning opportunities in Summer 2022. This includes:

- First Nation students over the age of 21, who are already enrolled in a school of a school board through the Reciprocal Education Approach (REA) or through an Education Services Agreement (ESA)
- Students who will be registering with the school board in September 2022 and;
- Students, including those over the age of 21, who attend First Nation/federally-operated schools both on- and off-reserve.

Additionally, funding will continue to be available for summer learning programming focused on literacy and numeracy administered by third parties such as the Council of Ontario Directors of Education, Frontier College and Centre Franco's Eurêka!.

Tutoring Supports Program (\$175.2M) – School board allocations in Appendix A

In order to address the impacts of the COVID-19 pandemic, the ministry is making an historic investment of approximately \$175 million over the current and next school year for a new Tutoring Supports Program to be administered by school boards. Boards will receive amended 2021-22 PPF transfer payment agreements (TPAs) with 50% of the allocation to be spent by August 31, 2022. The remaining 50% will be included in 2022-23 school board PPF TPAs at the start of the school year. Program implementation can begin immediately and must begin no later than the first week of April based on the following criteria:

- An average group size of 5 students
- Smaller average group size, including 1:1 individual tutoring, for students who would benefit from more attention based on student need
- Options will be provided to students to access tutoring during a variety of time slots to meet student need (i.e., before and after school, during the school day, on weekends, and during the summer)
- Tutoring programs will prioritize math and literacy and other foundational learning skills
- Programs may be offered in collaboration with community partners

Additional parameters will be provided in the Tutoring Supports schedule of school board PPF TPAs.

Professional Assessments and Reading Intervention Programs (\$25.00M)

This funding will support school boards to provide reading intervention programs and conduct professional assessments to support struggling readers and address learning recovery following COVID-19-related disruption. In order to support immediate student needs, these funds will be made available for the remainder of the 2021-22 school year and continue into 2022-23. Additional details will be provided in school board PPF TPAs.

TRANSFERS TO GSN FOR THE 2022-23 SCHOOL YEAR

To further support the ministry's efforts to streamline funding while also reducing administrative burden for transfer payment recipients, some existing PPF allocations have been transferred into the GSN beginning in 2022-23. Additional details regarding these allocations can be found in the 2022-23 GSN B memo:

1. Parents Reaching Out Grants – \$2.4 million
2. Implementation of French-Language Aménagement linguistique Initiatives and Strategies to Retain and Engage Students – \$120,000
3. Well-Being and Positive School Climates Allocation (formerly Well-Being and Mental Health Bundle – \$3.0 million
4. Learning and Innovation Fund for Teachers (LIFT) – \$3.5 million

In addition, some 2021-22 COVID-19 PPF supports have been transferred to the 2022-23 GSN and further details can be found in memorandum [2022: B03 Grants for Student Needs Funding \(GSN\)](#).

2022-23 PPF ALLOCATIONS

The PPF will provide over \$355 million in funding to education partners for the 2022-23 school year, in addition to \$175 million for Tutoring Support referenced above.

To facilitate school boards' budget planning for 2022-23, the ministry is confirming approximately \$144.17 million of PPF to school boards and school authorities to support ministry priorities. Within this amount:

- \$ 70.46 million is allocated by program **and** by school board in this memorandum (**see Appendix A**); and
- \$ 73.71 million has been allocated by program, with school board allocations to be confirmed later in the year.

PPF PROGRAM ALLOCATIONS

PPF priority themes are outlined in the following table, with further program details below:

Key Priority	Objective	Amount
French-Language Education	To provide opportunities, tailored supports, and multimedia resources to students in Ontario’s French-Language Education (FLE) system guided by the <i>Aménagement linguistique policy</i> .	\$1.20M
Indigenous Education	To support the academic success and well-being of Indigenous students, as well as build the knowledge of all students and educators on Indigenous histories, cultures, perspectives, and contributions.	\$6.61M
Math	To support Ontario’s students in meeting provincial math standards.	\$43.30M
Mental Health and Well-Being	To support the critical linkage between mental health and well-being and student success. Also provides students with physical health and safety supports.	\$7.99M
Special Education	To improve support for children and youth with special education needs and their families and educators.	\$7.48M
Student Pathways	To support students as they transition to postsecondary destinations, including apprenticeship, college, university, and the workplace.	\$20.44M
Supporting Student Potential	To support vulnerable students, including youth at risk, to stay in school, graduate and succeed. This also includes equity initiatives, and anti-racism and de-streaming supports.	\$36.15M
System Support	To provide support to the education system, including teacher professional learning.	\$21.00M

Descriptions of the initiatives under these PPF themes are below. Where available at this time, school board allocations are provided in Appendix A. Other board allocations will be confirmed at a later date.

French-Language Education

Board Math Learning Leads (\$1.2M) – School board allocations in Appendix A

French-language funding for board-based Math Learning Leads. Other projects also support student success and well-being through the development of innovative literacy and numeracy resources or student- and teacher-focused initiatives, for example.

Indigenous Education

Indigenous Graduation Coach (\$3.92M) – School board allocations in Appendix A

The Indigenous Graduation Coach Program provides funding to targeted district school boards for the recruitment of Indigenous Graduation Coaches to support Indigenous students in obtaining an Ontario Secondary School Diploma and successfully transition between the First Nation school system and the provincial school system or into post-secondary education, training or labour market opportunities.

“Anishinaabemodaa” Initiative (\$1.41M) – School board allocations in Appendix A

The Rainy River District School Board (RRDSB), the Seven Generations Education Institute and SayITFirst work in partnership to develop pathways for Ojibwe speakers to become Early Childhood Education workers and certified classroom teachers. With progress, the focus will shift to developing early education language programming, with the goal of creating a cohort of children ready for immersion programming. To date, the initiative has helped to sustain and expand language learning in ten First Nation communities associated with the initiative.

Rapid Response Northern Schools Team (\$0.80M) – School board allocations in Appendix A

The Rapid Response Northern Schools Team (RRNST) is a trained, trauma-informed team comprised of board-employed, certified educators, administrators, and related positions (e.g., Elders) to respond to urgent requests made by remote First Nation communities experiencing a temporary crisis. The RRNST can be mobilized and deployed quickly upon the request of a First Nation to keep classrooms and schools open in remote First Nation communities and support the academic success and well-being of students.

Aboriginal Youth Entrepreneurship Program (AYEP) (\$0.27M)

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

First Nation School Support Program (\$0.21M) – School board allocations in Appendix A

Keewatin Patricia District School Board (KPDSB) seconded a principal to support the capacity development of educators and administrators in partnering with First Nation-operated schools to support First Nation students' success and well-being as they transition from remote and fly-in communities, as young as age 12, into provincially funded schools.

Math

Math Strategy (\$39.30M) – School board allocations in Appendix A

Funding to support additional board and school positions to support student math performance. Board-based math learning leads will support student achievement in math and the implementation of the de-streamed Grade 9 math course and the elementary math curriculum. School-based math learning facilitators are a targeted support for schools demonstrating the greatest need.

Math Strategy – Additional Qualifications (\$4.00M)

Funding for school boards to subsidize Additional Qualifications (AQ) courses in math for educators. 2022-23 will be year four of a \$20 million allocation over five-years. This program is application-based. To receive this funding, boards are asked to submit an [application](#) by **June 30, 2022**. Teachers who have completed any of the eligible courses between September 1, 2022 to August 31, 2023 are eligible for this subsidy.

Subsidy will cover the full amount of the AQ, up to a maximum of six hundred and fifty dollars (\$650). If the total funding requested from all school boards exceeds the \$4 million allocation, the ministry will consider the number of teachers in each board to determine the final funding amounts.

Mental Health and Well-Being

School Mental Health Ontario (SMH-ON) (\$6.50M) – School board allocation in Appendix A

As part of the government's commitment to build a comprehensive and connected multi-year mental health and addictions system across the lifespan, funding for School Mental Health Ontario (SMH-ON) will continue. SMH-ON will receive \$6.5 million in 2022-23 to provide implementation support to all 72 district school boards through clinical expertise, evidence-based resources/practical tools for educators, the delivery of consistent professional learning to school-based mental health clinicians and cross-sectoral work with partners in other sectors to ensure alignment with the broader provincial system of mental health services.

Health Resources, Training and Supports (\$1.29M) – School board allocations in Appendix A

This funding is used to develop new resources and supports, and to deliver local training to principals/vice-principals, educators and other school staff related to current and emerging health and safety issues. In past years, this has included supports connected to cannabis use, vaping, gaming, and nutrition. For school year 2022-23, school boards are encouraged to continue using funds to support effective implementation the ministry's Policy Program Memorandum (PPM) on anti-sex trafficking.

Physical Activity Through Cricket (\$0.20M)

Application-based funding to encourage a maximum number of students to learn, try, practice and compete in cricket through the school setting. With the rapid increase in participation and popularity of cricket in the province, it is important to provide quality opportunities for youth to learn about cricket and be involved in organized sport. The goal of this program is for representation across all genders, including providing a supportive environment for girls to

participate in physical activity.

Period Poverty: Enhanced Student Access to Menstrual Products (in-kind provision of supplies)

This initiative provides free menstrual products to school boards to distribute to schools. Providing all students who menstruate with convenient access to free period products supports their full participation in school activities, reduces stigma and promotes gender equality.

Special Education

Supporting Students with Special Education Needs/ Students with Disabilities (\$6.00M)

Application-based funding for school boards to implement initiatives to prevent and remove accessibility barriers experienced by students with special education needs and/or disabilities. Applications would be submitted to fund projects that related to Awareness & Training, Curriculum-Instruction-Assessment, Digital Learning & Technology, and Organizational Barriers.

Special Education Additional Qualification (AQ) Subsidy for Educators (\$1.00M) – School board allocations in Appendix A

Funding will support educators' participation in approved Schedule C and Schedule D special education Additional Qualification (AQ) courses such as "D-Special Education Specialist".

Developmental Disabilities Pilot: Student Transitions (\$0.48M)

Funding to support select school boards to explore and implement successful practices in transitioning students with developmental disabilities to work through an intensive job-placement program.

Student Pathways

Expansion of Specialist High Skills Majors (SHSM) (\$13.20M)

Application-based funding to support expansion of the number of programs and student enrolment in the 13 SHSM sectors identified as having the strongest focus on technological education and the skilled trades. A call for applications was issued on January 21, 2022 and applications for 2022-23 funding are being submitted by school boards in February 2022. As part of this expansion, funding will also be provided to support current and expanded SHSM Dual Credit programs with a technological education and skilled trades focus. This year will be the second of the three-year expansion; boards may choose to apply for this funding in any or all of the three years. The Skills Development and Apprenticeship Branch (SDAB) will notify boards of their approved expansion funding amounts by the end of March via an email to Directors of Education. Feedback on expansion funding applications will also be visible on the SHSM online reporting site (Enhanced Data Collection Solution – EDCS) near that time.

Experiential Professional Learning in the Skilled Trades for Guidance Teacher-Counsellors (\$3.00M)

This new funding for school boards is to coordinate and provide experiential professional learning opportunities for all guidance teacher-counsellors to develop an enhanced understanding of the skilled trades and apprenticeship pathway and the benefits of the skilled trades as a career. The professional learning activities should be experiential in nature, a minimum of a half-day throughout the school year and developed/provided in partnership with local skilled trades employers and organizations. This year will be the first of three years of funding, and board allocations will be included in 2022-23 school board PPF TPAs at the start of the school year.

Entrepreneurship Education Pilot Projects (\$1.80M) – School board allocations in Appendix A

This new funding for school boards is to provide innovative pilot projects that promote entrepreneurship education for secondary students and are developed/provided in partnership with local third-party organizations that have expertise in entrepreneurship, for example, local Chambers of Commerce. Projects related to STEM and/or the skilled trades are encouraged, and 50 per cent of funding must be dedicated to providing students' seed funding for their entrepreneurial projects/ideas. Local and provincial events showcasing students' entrepreneurial projects/ideas will take place in Spring 2023. This year will be the first of three years of funding.

Recognition of Experiential Learning Credit (RELC) Pilot (\$1.00M)

The ministry will pilot experiential learning programs in select boards that support students to gain important job and life skills outside of the classroom. Additional information will be forthcoming.

The Skilled Trades Bursary Program (\$1.00M) – School board allocations in Appendix A

The Skilled Trades Bursary Program provide bursaries to students who have earned or are earning two credits in a cooperative education program working in a skilled trades placement, have plans to pursue a post-secondary skilled trades pathway and have financial and other barriers to completing their Ontario Secondary School Diploma (OSSD). Eligible students would be identified by guidance teams based on the selection criteria. This is the second year of funding for this pilot program. This year, in response to feedback from Year 1 of the pilot, funding will be distributed to all boards and boards that participated last year will see a change in previous funding.

The Learn and Work Bursary Program (\$0.44M) – School board allocations in Appendix A

The Learn and Work Bursary Program provide bursaries to historically underserved students in a subset of school boards who are enrolled in a cooperative education program and have financial and other barriers to completing the OSSD. Eligible students would be identified by guidance teams based on the selection criteria.

Supporting Student Potential

Early Intervention in Math for Students with Special Education Needs (\$8.32M) – School board allocations in Appendix A

The funding is intended to support school boards in implementing early interventions in Math for students with special education needs. Funding may be used to support elementary students with a goal of increasing student engagement, preventing learning gaps, and supporting students to prepare for de-streamed Grade 9 math.

Focus on Youth (FOY) (\$7.65M)

The Focus on Youth program provides learning and employment opportunities for youth in select low-income neighbourhoods who face challenges that hinder their learning, achievement and full participation in school, and barriers to employment due to circumstances directly linked to systemic inequality, racism and discrimination and their lived experiences of socio-economic disadvantage. Participating school boards collaborate with community organizations to deliver initiatives aimed at promoting engagement by offering youth employment/leadership opportunities, including by hiring youth to facilitate pro-social activities for younger students in their communities where such opportunities are limited.

Transportation and Stability Supports for Children and Youth in Care (\$6.60M)

This funding is intended to improve the educational experience and outcomes of children and youth in care by ensuring positive and stable connections to school, school supports and learning opportunities during times of instability and transition. The program promotes mental health, well-being and positive educational experiences by providing transportation to support a stable school experience and ensures that the unique identities of children and youth in care are supported by community and cultural connections, positive relationships with peers and caring adults at their school.

Graduation Coach Program for Black Students (\$4.11M)

This funding is focused on addressing systemic barriers to achievement and well-being and supporting the success of Black students. The program involves providing intensive, culturally-responsive support to Black students by hiring graduation coaches with lived experience and connections to Black communities to provide direct support and mentorship to Black students, with the assistance of school staff and school board leadership.

Human Rights and Equity Advisors (\$3.24M)

Funding for select school boards to employ Human Rights and Equity Advisors (HREAs) who work with the Director of Education and with the board's senior team to foster a culture of respect for human rights and equity, help identify and address systemic human rights and equity issues and increase the board's compliance with human rights law.

De-Streaming Implementation Supports Program (\$3.00M) – School board allocations in Appendix A

This is a continuation of funding to support the implementation of de-streamed Grade 9. The focus of this funding is to prepare Grade 8 students for their transition to Grade 9, and support Grade 9 students to be successful in the de-streamed Grade 9 program and prepare for their transition to Grade 10 and the senior program. Funding can be used to support the learning needs of Grade 8 and 9 students, capacity building for Grade 8 to 10 educators, planning for Indigenous students who are transitioning/have transitioned from First Nations elementary schools, and student and family information sessions and workshops.

Demographic Data Gathering (\$2.50M)

This funding supports school boards in collecting and analyzing demographic data to gain a clearer understanding of who Ontario students and staff are, to enable school and system leaders to more precisely apply resources to support student success and better-informed hiring decisions.

Keeping Students in School (\$0.60M) – School board allocations in Appendix A

Pilot to support select school boards to examine their discipline practices, with the goal of addressing discipline disproportionality. This pilot project has been designed to develop promising practices with a focus on identifying structural inequities related to discipline in schools, including suspensions and expulsions. The pilot includes a series of system/school leaders' working sessions, focused on principals and superintendents as equity leaders and a series of in-school ministry-supported learning sessions for school teams. Schools will critically examine and change conditions that lead to suspension/expulsion practices. School and system leaders will work on enhancing their skills for working with marginalized students, families and staff so that decisions related to addressing student behaviour are fair and equitable.

Broadening Horizons (\$0.13M)

This funding is intended to deepen school boards' capacity to address equity and human rights priorities, and target barriers that limit student success in schools, particularly in rural and northern boards.

System Support

Connectivity at Schools Program (CASP) (\$20.00M)

This is the second year of the CASP. The ministry is providing funding to school boards to support connectivity infrastructure-related projects to support online learning based on applications received. The CASP program (totalling \$40.00M over two years) will ensure that students and teachers can continue to seamlessly participate in secure, online and remote learning and support local challenges with in-school internet connectivity. Funding has been distributed to school boards based on applications received in the 2021-22 school year for multi-year projects.

New Teacher Induction Program - Enhancing Teacher Development Fund (NTIP-ETD)
(\$1.00M)

The NTIP-ETD supplements the GSN funding formula by providing funded support for boards who experience a significant increase in the number of new permanent hires from the previous year and/or have new hires past Year 2 on the Teacher Qualifications and Experience Grid. Boards apply to the ministry for funding if either of these categories impact their ability to support the development of their new teachers. For some boards, this funding is critical to the delivery of NTIP as these new teachers must be supported and are required to successfully complete two teacher performance appraisals.

TRANSFER PAYMENT ADMINISTRATION

For the upcoming school year, the ministry will continue to provide school boards with integrated (multi-project) Transfer Payment Agreements (TPAs) through Transfer Payment Ontario (TPON), the centralized digital system for government transfer payments.

The ministry is continuing to implement a phased approach in the adoption of TPON, to enable further efficiencies in the administration and management of TPAs. We appreciate your support in successfully completing the first phase: establishing PPF TPA access and execution through TPON, in 2021-22.

Reporting will be the next phase added to TPON. School boards should expect report-backs for 2022-23 PPF TPAs will be migrated to this digital system. Reduction and/or streamlining of reporting requirements will be a particular focus of this new phase. Boards will be able to access, complete, and submit PPF reporting requirements through TPON. Further details on this reporting approach, including any relevant training, will be provided in fall 2022.

2022-23 PPF contracts will be released on TPON in September 2022. To access and approve PPF TPAs, school board staff must have registered accounts on the TPON system. Additional details on how to create an account on TPON can be found in **Appendix B**.

For further inquiries related to TPON, please contact EDU-PPF-FPP@ontario.ca.

2021-22 PPF FUNDS

Given additional COVID-19 related investments to support students in the 2021-22 school year, repurposing of 2021-22 PPF will not be permitted.

All PPF funds should be spent for the original purpose intended and articulated in signed transfer payment agreements. Unspent funds from 2021-22 PPF must be recovered by the ministry and will not be available for repurposing or carrying forward.

NEXT STEPS

If you require further information about 2022-23 PPF initiatives, please contact your ministry program contacts or the office of the Assistant Deputy Minister responsible for the program.

The ministry acknowledges the ongoing and extraordinary work of school board teams to support students, families and the broader community, especially while navigating the unique challenges of the recent school years. Working together, we are supporting Ontario's children and students to maximize their performance and well-being.

Phil Graham
Assistant Deputy Minister
Strategic Policy and Planning Division

ATTACHMENTS

Appendix A – School Board Funding Allocations

Appendix B – Transfer Payment Ontario (TPON) Registration and FAQ

- c: Superintendents of Business and Finance
 - Executive Director, Association des conseils scolaires des écoles publiques de l'Ontario (ACÉPO)
 - Executive Director, Association franco-ontarienne des conseils scolaires catholiques (AFOCSC)
 - Executive Director, Ontario Catholic School Trustees' Association (OCSTA)
 - Executive Director, Ontario Public School Boards' Association (OPSBA)
 - Executive Director, Council of Ontario Directors of Education (CODE)
 - Executive Director and Secretary-Treasurer, Association des enseignantes et des enseignants franco-ontariens (AEFO)
 - General Secretary, Ontario English Catholic Teachers' Association (OECTA)
 - General Secretary, Elementary Teachers' Federation of Ontario (ETFO)
 - General Secretary, Ontario Secondary School Teachers' Federation (OSSTF)
 - Chair, Ontario Council of Educational Workers (OCEW)
 - Chair, Education Workers' Alliance of Ontario (EWAO)
 - Co-ordinator, Canadian Union of Public Employees – Ontario (CUPE-ON)
 - Executive Director, Association des directions et directions adjointes des écoles franco-ontariennes (ADFO)
 - Executive Director, Catholic Principals' Council of Ontario (CPCO)
 - Executive Director, Ontario Principals' Council (OPC)

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2021-22 Pandemic Funding and Expense Update

To: Special Finance, Budget and Enrolment Committee

Date: 26 April, 2022

Report No.: 04-22-4307

Strategic Directions

- Create a Culture for Student and Staff Well-Being
- Provide Equity of Access to Learning Opportunities for All Students
- Allocate Human and Financial Resources Strategically to Support Student Needs

Recommendation

It is recommended that the 2021-22 Pandemic Funding and Expense Update report be received.

Context

During the 2021-22 school year, the Ministry of Education continued to provide COVID-19 supports to school boards through the Grants for Student Needs (GSN) and Priorities and Partnership funding (PPF).

Please refer to the chart below for an update on the pandemic funding and costs as of March 31, 2022.

As of March 31, 2022, TDSB has also incurred additional pandemic related expenses of approximately \$2.7M that are not directly funded by the Ministry for the 2021-22 school year.

Expenses include purchase of additional IT equipment to support online learning, additional PPE items not provided by the Ministry of Government and Consumer Services (MGCS), COVID-19 decals during the first half of the school year, and additional labour and supplies to support the communication and distribution of rapid test kits and personal protective equipment (PPE) items across all schools.

2021-22 Pandemic Funding

Below is a summary of the 2021-22 pandemic funding PPFs and total funding spent as of March 31, 2022.

21-22 PPF Funding	\$ Mil Funding	\$ Mil Spent	Intended use of the funding
Staffing Supports	\$31.5	\$17.1	Hiring of additional teachers, early childhood educators, caretaking staffing needs, educational assistants, special needs assistants, social Workers, child and youth workers, child and youth counsellors, school-based safety monitors, virtual learning staffing needs, other school support staffing needs, and administrative costs related to the development and implementation of the vaccination policy and procedures.
Mental Health and Special Education	\$2.3	\$0.9	Hiring of special needs assistants, educational assistants, social workers, attendance counsellors and other mental health support staff and training.
Student Transportation - Health & Safety	\$4.0	\$2.7	For enhanced cleaning on student transportation vehicles and costs associated with the inability to fully optimize routing due to physical distancing requirements.
School Operations & Ventilation	\$3.8	\$3.9	Increased utility costs of running ventilation and purchase of additional filters for HVAC systems and HEPA units.
Re-engaging Students and Reading Assessment Supports	\$2.2	\$0.2	Customized plans to support students including Black Indigenous, Special Education, socially and economically challenged and disproportionately impacted by the pandemic.
Air Purification (HEPA units)	\$0.5	\$0	Received 648 HEPA units from the MGCS. The additional funding will be used to purchase additional HEPA units.
Tutoring Supports Program	\$10.4	Planning stage	Announced in February 2022 as part of the Ministry's Learning Recovery Action Plan. 50% of this funding will be used for tutoring support programs from April 1, 2022 to

			August 31, 2022. The remaining 50% of \$10.4M is to be used for tutoring supports between September 1, 2022 to December 31, 2022.
Federal Safe Return to Class Fund: Safe Indoor Air Top Up	\$5.8	Planning stage	New funding through the federal government announced in late March 2022 to support school ventilation during the 2021-22 school year. This funding will be used to support projects that will increase ventilation and air quality across schools, including installation of operable windows and increasing maintenance of existing systems.
Total	\$60.5	\$24.8	

Update on 2021-22 and 2022-23 Connectivity in Schools Funding

On July 21, 2021, the Ministry introduced a time-limited Connectivity in Schools Program (CASP) to provide up to \$20 million to school boards for the 2021-22 school year, and an additional \$20 million for the 2022-23 school year for infrastructure-related projects that support online learning. Eligible projects must fall under one of three themes: Facilitate in-person online learning, facilitate secure remote learning and improve network reliability, sustainability and scalability. Projects must be substantially complete for the 2021-22 school year by August 31, 2022 and August 31, 2023 for the 2022-23 school year.

On September 16, 2021, TDSB submitted the application for Ministry approval, outlining 1,767 projects totalling \$32.8M. The projects comprised of installation of new Uninterruptible Power Supply (UPS) units to ensure continuity of services and systems in the TDSB Data Centre, and to provide backup power and resiliency to mitigate against network service outages. The submission also included projects relating to the installation of Wi-Fi access points and credential management hardware enhancements.

Of the projects submitted, the Ministry approved and provided funding totaling \$2.39M for 2021-22 and 2022-23 school years.

To date, TDSB has spent \$2.04M for the purchase of Wi-Fi access points to improve network access and service reliability.

Action Plan and Associated Timeline

Staff will provide updates around the status of the 2021-22 pandemic costs and the utilization of the Connectivity in Schools funding as of August 31, 2022 at a FBEC meeting in the fall.

Resource Implications

Any pandemic related expenses that are not funded, or exceed the funding provided by the Ministry will increase the Board's 2021-22 operating deficit and utilization of Board reserves.

Communications Considerations

The report will be posted on the Board's budget website.

Board Policy and Procedure Reference(s)

Not applicable

Appendices

Not applicable

From

Craig Snider, Interim Associate Director, Business Operations & Service Excellence, at Craig.Snider@tdsb.on.ca or at 416 397 3188

Marisa Chiu, Interim Executive Officer of Finance, at Marisa.Chiu@tdsb.on.ca or at 647-463-2278

Sri Alageswaran, Comptroller, Budget and Financial Reporting at Sri.Alageswaran@tdsb.on.ca or at 416-906-7940.

Xie Kim, Assistant Comptroller, Budget and Financial Reporting at Xie.Kim@tdsb.on.ca at 416-606-9309.



Our Mission

To enable all students to reach high levels of achievement and well-being and to acquire the knowledge, skills and values they need to become responsible, contributing members of a democratic and sustainable society.

We Value

- Each and every student's interests, strengths, passions, identities and needs
- A strong public education system
- A partnership of students, staff, family and community
- Shared leadership that builds trust, supports effective practices and enhances high expectations
- The diversity of our students, staff and our community
- The commitment and skills of our staff
- Equity, innovation, accountability and accessibility
- Learning and working spaces that are inclusive, caring, safe, respectful and environmentally sustainable

Our Goals

Transform Student Learning

We will have high expectations for all students and provide positive, supportive learning environments. On a foundation of literacy and math, students will deal with issues such as environmental sustainability, poverty and social justice to develop compassion, empathy and problem solving skills. Students will develop an understanding of technology and the ability to build healthy relationships.

Create a Culture for Student and Staff Well-Being

We will build positive school cultures and workplaces where mental health and well-being is a priority for all staff and students. Teachers will be provided with professional learning opportunities and the tools necessary to effectively support students, schools and communities.

Provide Equity of Access to Learning Opportunities for All Students

We will ensure that all schools offer a wide range of programming that reflects the voices, choices, abilities, identities and experiences of students. We will continually review policies, procedures and practices to ensure that they promote equity, inclusion and human rights practices and enhance learning opportunities for all students.

Allocate Human and Financial Resources Strategically to Support Student Needs

We will allocate resources, renew schools, improve services and remove barriers and biases to support student achievement and accommodate the different needs of students, staff and the community.

Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being

We will strengthen relationships and continue to build partnerships among students, staff, families and communities that support student needs and improve learning and well-being. We will continue to create an environment where every voice is welcomed and has influence.

Acknowledgement of Traditional Lands

We acknowledge we are hosted on the lands of the Mississaugas of the Anishinaabe (A NISH NA BEE), the Haudenosaunee (HOE DENA SHOW NEE) Confederacy and the Wendat. We also recognize the enduring presence of all First Nations, Métis and Inuit peoples.

Reconnaissance des terres traditionnelles

Nous reconnaissons que nous sommes accueillis sur les terres des Mississaugas des Anichinabés (A NISH NA BAY), de la Confédération Haudenosaunee (HOE DENA SHOW NEE) et du Wendat. Nous voulons également reconnaître la pérennité de la présence des Premières Nations, des Métis et des Inuit."

Committee Mandate

- (i) To consider and make recommendations to the Board on finance matters, including procurement and contract awards, referred to it for consideration.
- (ii) To review the impact of enrolment and policy change on the Board's budget, including reviewing the impact of enrolment trends, and marketing strategies to bolster enrolment in declining areas of the city; and
- (iii) To consider strategies to balance the capital and operating budget over a multi-year period, and to make recommendations to the Board to balance the annual capital and operating budget.

Acknowledgement of Traditional Lands

We acknowledge we are hosted on the lands of the Mississaugas of the Anishinaabe (A NISH NA BEE), the Haudenosaunee (HOE DENA SHOW NEE) Confederacy and the Wendat. We also recognize the enduring presence of all First Nations, Métis and Inuit peoples.

Reconnaissance des terres traditionnelles

Nous reconnaissons que nous sommes accueillis sur les terres des Mississaugas des Anichinabés (A NISH NA BAY), de la Confédération Haudenosaunee (HOE DENA SHOW NEE) et du Wendat. Nous voulons également reconnaître la pérennité de la présence des Premières Nations, des Métis et des Inuit."

Funding Information Requirement

At the special meeting held on March 7, 2007, the Board decided that to be in order any trustee motion or staff recommendation that would require the Board to expend funds for a new initiative include the following information: the projected cost of implementing the proposal; the recommended source of the required funds, including any required amendments to the Board's approved budget; an analysis of the financial implications prepared by staff; and a framework to explain the expected benefit and outcome as a result of the expenditure.

[1]Closing of certain committee meetings

(2) A meeting of a committee of a board, including a committee of the whole board, may be closed to the public when the subject-matter under consideration involves,

- (a) the security of the property of the board;
- (b) the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;
- (c) the acquisition or disposal of a school site;
- (d) decisions in respect of negotiations with employees of the board; or
- (e) litigation affecting the board. R.S.O. 1990, c. E.2, s. 207 (2).

(2.1) Closing of meetings re certain investigations – A meeting of a board or a committee of a board, including a committee of the whole board shall be closed to the public when the subject-matter under considerations involves an ongoing investigation under the Ombudsman Act respecting the board