



## Finance, Budget and Enrolment Committee Agenda

FBEC:015A

Wednesday, October 11, 2023

4:30 p.m.

Boardroom, Main Floor, 5050 Yonge Street, Toronto

Trustee Members

Michelle Aarts (Chair), Matias de Dovitiis, Shelley Laskin, James Li, Dan MacLean,  
Zakir Patel, Manna Wong

	<b>Pages</b>
<b>1. Call to Order and Acknowledgement of Traditional Lands</b>	
<b>2. Approval of the Agenda</b>	
<b>3. Declarations of Possible Conflict of Interest</b>	
<b>4. Delegations</b>	
To be presented	
<b>5. Staff Reports</b>	
5.1 Contract Awards, Operations [4600]	1
5.2 Contract Awards, Facilities [4599]	11
5.3 Update on Honoraria for Trustees [4605]	23
5.4 Comments on Regulations Changes - Disposition of Surplus Property and Schools on a Shared Site [4610]	31
5.5 2024-25 Grant for Student Needs Consultation by Ministry of Education [4611]	49
<b>6. Adjournment</b>	

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## **Contract Awards, Operations**

**To:** Finance, Budget and Enrolment Committee

**Date:** 11 October, 2023

**Report No.:** 10-23-4600

### **Strategic Directions**

- Allocate Human and Financial Resources Strategically to Support Student Needs

### **Recommendation**

It is recommended:

(a) that the contract award on Appendix C be approved;

### **Context**

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

- The Director or designate may approve operations contracts over \$50,000 and up to \$175,000 and report such contracts to Finance, Budget and Enrolment Committee;
- Finance, Budget and Enrolment Committee may approve operations contracts in excess of \$175,000 and up to \$250,000; and
- The Board shall approve all operations contracts over \$250,000. All contracts for consulting services (as defined in the Broader Public Sector Procurement Directive) 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 and Enrolment Committee approval, and Appendix C outlines contracts requiring Board approval. The amounts shown are based on the estimated annual consumption using historical data unless indicated otherwise and are exclusive of applicable taxes. Actual amounts depend on the volume of products/services used during the term of the contract.

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Purchasing Services invited bids from a minimum of three firms except where sole/single source is indicated. Requirements expected to exceed \$100,000 were posted on the Bids & Tenders e-Tendering portal ([www.bidsandtenders.ca](http://www.bidsandtenders.ca)), to advertise procurement opportunities in compliance with the Broader Public Sector Procurement Directive, applicable trades treaties (e.g. Canadian Free Trade Agreement, Comprehensive Economic and Trade Agreement, etc.) and Board policy and procedure.

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 end users in the development of specifications and the bid evaluation process. Copies of all bids received and detailed information regarding all recommended awards are available in the Purchasing Services department.

### **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: Contract Awards Provided for Information – Nil Items This Report
- Appendix B: Contracts Requiring Finance, Budget & Enrolment Committee Approval – Nil Items This Report
- Appendix C: Contracts Requiring Board Approval
- Appendix D: Briefing Note – Microsoft Enrollment for Education Solutions (EES) Licensing

**From**

Craig Snider, Executive Officer - Finance, at [craig.snider@tdsb.on.ca](mailto:craig.snider@tdsb.on.ca) or at 416-397-3188.

Chris Ferris, Senior Manager, Administrative Services, at [chris.ferris@tdsb.on.ca](mailto:chris.ferris@tdsb.on.ca) or at 416-395-8036.

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Contract Awards Provided for Information (contracts over \$50,000 and up to \$175,000)

#	User/Budget Holder School/Department	Products/Services Details	Recommended Supplier	Low Bid/ Highest Score	Objections	# of Bids Rec'd	Estimated Annual Amount	Projected Start/End Date of Contract	Customer Involvement
-	Nil Items	-	-	-	-	-	-	-	-

Contracts Requiring Finance, Budget and Enrolment Committee Approval  
 (contracts over \$175,000 and up to \$250,000)

#	User/Budget Holder School/Department	Products/Services Details	Recommended Supplier	Low Bid/ Highest Score	Objections	# of Bids Rec'd	Estimated Annual Amount	Projected Start/End Date of Contract	Customer Involvement
-	Nil Items	-	-	-	-	-	-	-	-



Contracts Requiring Board Approval (contracts over \$250,000 and Consulting Services over \$50,000)

#	User/Budget Holder School/Department	Products/Services Details	Recommended Supplier	Low Bid/ Highest Score	Objections	# of Bids Rec'd	Estimated Annual Amount	Projected Start/End Date of Contract	Customer Involvement
1	IT Services	<b>Microsoft Enrollment for Education Solutions (EES) Licensing</b>  AS23-615P  See Appendix "D"	Softchoice	Yes	No	3	\$3,376,784	October 2023 / August 2026	IT Services

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**BRIEFING NOTE**

**Date** 11 October 2023

**To** Finance, Budget & Enrolment Committee

**From** Peter Singh, Executive Officer, Information Technology and Information Management Services

**Subject** **MICROSOFT ENROLLMENT FOR EDUCATION SOLUTIONS (EES) LICENSING**

**Purpose** The Board's current three-year Microsoft Enrollment for Education Solutions (EES) agreement expires in October, 2023. The EES agreement licenses our staff and students for various traditional Microsoft products including Microsoft 365 (i.e. Word, Excel) and the Windows Desktop and Server operating systems. It also includes licensing for enhanced cloud-based user security and productivity tools via titles such as Azure Advanced Threat Protection, Azure Identity Protection and Viva Insights.

To ensure the continuity of this service, a Request for Proposals (RFP) was issued and pricing was requested for a term length of 3 years. Bids were received from three Microsoft Licensing Solution Partners (LSP); Compugen, Dell and Softchoice.

Softchoice's bid was the lowest cost and scored highest overall. Pricing accounted for 80% of the total score with the balance of 20% allocated to service requirements.

It is recommended that Softchoice be awarded the contract to provide Microsoft EES licensing. The annual value of the contract will be \$3,376,784 for a total of \$10,130,352 over the three-year term.

**Strategic Direction** • Allocate human and financial resources strategically to support student needs.

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## **Contract Awards, Facilities**

**To:** Finance, Budget and Enrolment Committee

**Date:** 11 October, 2023

**Report No.:** 10-23-4599

### **Strategic Directions**

- Allocate Human and Financial Resources Strategically to Support Student Needs

### **Recommendation**

It is recommended:

- (a) that the contract awards on Appendix A be received for information;
- (b) that the contract awards on Appendix B be received for Committee approval;
- (c) that the contract awards on Appendix C 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, exclusive of applicable taxes. 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](http://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: Contract Awards Provided for Information
- Appendix B: Contracts Requiring Finance, Budget & Enrolment Committee Approval – Nil Items This Report
- Appendix C: Contracts Requiring Board Approval
- Appendix D: Summary of Select Facilities Contracts

## **From**

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Chris Ferris, Senior Manager – Administrative Services at 416-395-8036 or [chris.ferris@tdsb.on.ca](mailto:chris.ferris@tdsb.on.ca)

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**Facility Services Contracts Provided for Information Only (over \$50,000 and up to \$500,000)**

#	User/Budget Holder School/Dept.	Products/Services Details	Ward	Recommended Supplier	Low Bid / Highest Score	Object -ions	No. of Bids Rec'd	Total Contract Amount	Projected Start/End Date of Contract	Customer Involvement	Funding Source
<b>ROOFING</b>											
<b>MECHANICAL</b>											
<b>STRUCTURAL / BRICK WORK</b>											
<b>WINDOWS</b>											
<b>ELECTRICAL</b>											
<b>BARRIER FREE</b>											
<b>PARKING LOTS</b>											
<b>FIELD RESTORATION</b>											
<b>INTERIOR COMPONENTS / FASCIA / PAINTING</b>											
	Design and Renewal	<b>DM23-779P Winchester JSPS TR-22-1093.</b> KG Classroom and Girls washroom renewal. Existing Kindergarten Classroom 3 does not fit up to TDSB guideline standards for kindergarten classrooms. Existing girl's washroom is deteriorated. Existing ceilings in lobby and Kindergarten Classrooms 2, 4, & 5 have deteriorating ceiling finish	10	G.Bruce Stratton Architects	Yes	No	3	\$56,000	January 19, 2024	Design and Renewal	School Condition Improvement
	Design and Renewal	<b>DJ23-754T Oakridge JPS TR-18-1114.</b> Refinish Gym Floor. The existing maple wood gym floor is in need of refinishing due to wear and tear.	18	Gym-Con Limited	Yes	No	1	\$61,750	December 2023/ January 2024	Design and Renewal	School Condition Improvement
	Design and Renewal	<b>DJ23-788T Bowmore Road JPS TR23-0744</b> Classroom Restoration. Restoration of classroom 25 due to fire damage.	16	Baycrest Project & Construction Management	Yes	No	5	\$478,480	October 2023/ December 31, 2023	Design and Renewal	Renewal
<b>OTHER</b>											

**Facility Services Contracts Requiring Finance, Budget and Enrolment Committee Approval (over \$500,000 and up to \$1,000,000)**

#	User/Budget Holder School/Dept.	Products/Services Details	Ward	Recommended Supplier	Low Bid / Highest Score	Object-ions	No. of Bids Rec'd	Total Contract Amount	Projected Start/End Date of Contract	Customer Involvement	Funding Source
<b>ROOFING</b>											
	Design and Renewal	<b>HT24-012T Wedgewood JS TR-23-0454</b> Existing roof has exceeded its useful lifespan and requires replacement.	2	Provincial Industrial Roofing & Sheet Metal Company Limited	Yes	No	9	\$708,800	September 2023/ August 15, 2024	Design and Renewal	School Condition Improvement
<b>MECHANICAL</b>											
	Design and Renewal	<b>JM24-009T Henry Kelsey SPS TR-22-0552</b> Heating Plant Replacement. Existing hot water packaged boilers and pumps are in poor condition, corroded, and have exceeded their life expectancy. Replacement is required.	21	Active Mechanical	Yes	No	5	\$534,568	September 2023/ August 31, 2024	Design and Renewal	School Condition Improvement
<b>STRUCTURAL / BRICK WORK</b>											
<b>WINDOWS</b>											
<b>ELECTRICAL</b>											
<b>BARRIER FREE</b>											
<b>PARKING LOTS</b>											
<b>FIELD RESTORATION</b>											
<b>INTERIOR COMPONENTS / FASCIA / PAINTING</b>											

**OTHER**

	Operations, Design and Renewal	<b>HT23-509P Provision of Substations Preventatives Maintenance Services for various TDSB locations.</b> Substations Preventatives Maintenance Services for various TDSB locations.	N/A	Smith and Long Limited	Yes	No	3	\$900,000	October 2023/ September, 2029	Operations, Design and Renewal	Renewal
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APPENDIX C

**Facility Services Contracts Requiring Board Approval (contracts over \$1,000,000 and Consulting Services over \$50,000)**

#	User/Budget Holder School/Dept.	Products/Services Details	Ward	Recommended Supplier	Low Bid / Highest Score	Object-ions	No. of Bids Rec'd	Total Contract Amount	Projected Start/End Date of Contract	Customer Involvement	Funding Source
<b>ROOFING</b>											
	Design and Renewal	<b>DJ24-011T Crescent Town ES TR-22-0831.</b> Roof Replacement - A, B, C1, C2, C3. Existing roofs have exceeded their useful lifespan and require replacement.	16	Triumph Roofing & Sheet Metal Inc.	Yes	No	9	\$1,173,917	October 2023/ August 30, 2024	Design and Renewal	School Condition Improvement
<b>MECHANICAL</b>											
	Design and Renewal	<b>MP24-007T Sir Wilfrid Laurier CI TR-22-1238</b> Chiller Replacement. The existing chiller has surpassed its useful lifespan and requires replacement	19	Kelson Mechanical Inc.	Yes	No	8	\$1,197,000	September 2023/ April 30, 2024	Design and Renewal	School Condition Improvement
	Design and Renewal	<b>VK24-004T Derrydown PS TR-23-0315</b> Heating Plant and Air Handlers Replacement. Existing heating plant and air handling units are in poor condition and is beyond its useful lifespan and functionality and require replacement.	4	Vanguard Mechanical Inc.	Yes	No	5	\$1,472,000	November 2023/ August 23, 2024	Design and Renewal	School Condition Improvement
	Design and Renewal	<b>DJ23-764T Lester B. Pearson CI TR 22-0864 and Dr. Marion Hilliard SPS TR-22-0863.</b> Chillers Replacement. Four air-cooled chiller units have surpassed their useful lifespan and functionality and required to be replaced.	21	Vanguard Mechanical Inc.	Yes	No	15	\$4,333,240	August 2023/ August 31, 2024	Design and Renewal	School Condition Improvement
<b>STRUCTURAL / BRICK WORK</b>											
	Design and Renewal	<b>DK24-008 Cedarbrae CI TR-23-0183</b> Existing concrete beams/columns of the façade are deteriorated with cracks in the brick masonry, missing mortars, and large pieces spalling. The existing façade needs restorations at the selected locations.	19	Martinway Contracting Ltd	Yes	No	6	\$1,588,675	September 2023/ August 29, 2024	Design and Renewal	School Condition Improvement



**Summary of Select Facilities Contracts**  
**(September 1, 2023 to Present)**

-	Project Classification	Total Number of Projects for this Report	Total Number of Projects 2023/24 to date	Total Expenditures for this Report	Total 2023/24 Contract Awards Reported to Date	Current Backlog (updated Sept. 2023)
1	ROOFING	2	3	\$1,882,717	\$2,253,217	\$ 73,694,243
2	MECHANICAL	6	6	\$7,536,808	\$7,536,808	\$ 1,933,578,760
3	STRUCTURAL / BRICK WORK	2	3	\$2,824,675	\$2,924,675	\$ 129,479,799
4	WINDOWS	0	0	-	-	\$ 68,906,615
5	ELECTRICAL	0	0	-	-	\$ 466,427,253
6	BARRIER FREE	0	0	-	-	-
7	PARKING LOTS	1	1	\$1,032,000	-	\$ 97,322,708
8	FIELD RESTORATION	0	1	-	\$1,238,752	\$ 329,643,856
9	INTERIOR COMPONENTS / FASCIA / PAINTING	5	5	\$596,230	\$2,122,407	\$ 1,036,593,641
10	OTHER (FDK, EL4, and Compliance)	1	3	\$900,000	\$1,397,918	

-	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.

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

Nil Items

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## **Update on Honoraria for Trustees**

**To:** Finance, Budget and Enrolment Committee

**Date:** 11 October, 2023

**Report No.:** 10-23-4605

### **Strategic Directions**

- Allocate Human and Financial Resources Strategically to Support Student Needs

### **Recommendation**

It is recommended that:

- (1) The honoraria for Trustees for one year commencing November 15, 2023, as presented in this report, be approved.
- (2) The honoraria for Trustees Policy, (P074), be updated accordingly.

### **Context**

The Honoraria for Trustees Policy (P074) establishes the components and calculation of honoraria for Trustees under the Education Act and the corresponding Ontario Regulation 357/06 related to Honoraria for Board Members and Ontario Regulation 7/07 related to Honoraria for Student Trustees.

The Policy sets out the Honoraria criteria for the one-year term from November 15, 2023 to November 14, 2024 including base, percentage of enrolment, and meeting attendance amounts to be applied for each of the Trustees.

As required by the relevant regulations, the base and meeting attendance amounts remain constant. The enrollment amount is adjusted annually as it is dependent on the number of students enrolled with the Board.

Based on 2022-23 enrollment estimates, the Honoraria paid to the trustees will be as follows for the term of November 15, 2023 to November 14, 2024:

<b>Type of Honoraria</b>	<b>Trustees</b>	<b>Vice Chair</b>	<b>Chair</b>	<b>Student Trustees</b>
Base amount	\$5,900	\$8,400	\$10,900	\$2,500
Enrolment amount	\$18,067	\$20,567	\$23,067	\$0
<b>Total</b>	<b>\$23,967</b>	<b>\$28,967</b>	<b>\$33,967</b>	<b>\$2,500</b>

\*Enrolment amount is based on average daily enrollment of 227,125 students.

### **Action Plan and Associated Timeline**

Subject to Committee’s recommendation and approval by Board of Trustees, the Board shall pay the Honoraria amounts as outlined in this report for the term of November 15, 2023 to November 14, 2024.

Staff will update the Honoraria for Trustees Policy (P074) to reference the Honoraria amounts along with minor language changes to make the policy more succinct as presented in Appendix A.

### **Resource Implications**

Not applicable.

### **Communications Considerations**

Not applicable.

### **Board Policy and Procedure Reference(s)**

Policy P074 Honoraria for Trustees

### **Appendices**

Appendix A – Proposed Changes to Policy P074 Honoraria for Trustees

**From**

Stacey Zucker, Associate Director, Modernization and Strategic Resource Alignment at [Stacey.Zucker@tdsb.on.ca](mailto:Stacey.Zucker@tdsb.on.ca) or 416-397-3188.

Craig Snider, Executive Officer of Finance at [Craig.Snider@tdsb.on.ca](mailto:Craig.Snider@tdsb.on.ca) or at 416-395-8469.

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## Toronto District School Board

Policy P074

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Title:	<b>HONORARIA FOR TRUSTEES</b>
Adopted:	September 7, 2010
Effected:	September 7, 2010
Revised:	October 14, 2014, October 24, 2018, November 27, 2019, October 20, 2021, September 28, 2022, <b>November 1, 2023</b>
Reviewed:	October 24, 2018, November 27, 2019, November 11, 2020, October 20, 2021, September 28, 2022, <b>November 1, 2023</b>
Authorization:	Board of Trustees

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### 1.0 RATIONALE

The Honoraria for Trustees Policy (the “Policy”) was developed in support of the Board’s legislated duties and obligations under the *Education Act* and the corresponding Ontario Regulation 357/06 related to Honoraria for Board Members (**Regulation 357/06**) and Ontario Regulation 7/07 Student Trustees (**Regulation 7/07**).

### 2.0 OBJECTIVE

To establish the components and calculation of honoraria for Trustees for the annual term of office, in accordance with the requirements as set out in **Regulation 357/06 and Regulation 7/07**. ~~section 4(1) of Ontario Regulation 357/06, Honoraria for Board Members under the *Education Act*.~~

### 3.0 DEFINITIONS

*Average Daily Enrolment (ADE)* refers to the measure of enrolment used for funding purposes of pupils in accordance to the applicable Ontario Regulation for the calculation of Average Daily Enrolment for each School Board fiscal year. Boards report the full-time equivalent of students enrolled at each school as of October 31 and March 31, which are the two count dates in the school board fiscal year. The calculation of ADE is based on an average of full-time equivalent students reported on the two count dates.

*Board* refers to the Toronto District School Board, which is also referred to as “TDSB”.

*Statutory Committee* refers to any committee that, by law, the Toronto District School Board is required to establish. The current Statutory Committees are: (1)

Audit Committee, (2) Parent Involvement Advisory Committee and (3) Special Education Advisory Committee. (4) Supervised Alternative Learning Committees, and (5) Board Disciplinary Committee.

*Term* for this Policy refers to the annual establishment and calculation of honoraria for Trustees. ~~In 2018, 2019 and 2020, the year of a member's term of office begins on December 1 and ends on the following November 30. In 2021, the year of a member's term of office begins on December 1 and ends on the following November 14. Subsequently, in 2022, A year of a member's term of office begins on November 15 and ends on the following November 14.~~

#### **4.0 RESPONSIBILITY**

The Director of Education holds primary responsibility for this Policy.

Within the Director's Office, the responsibility for the implementation, coordination, and day-to-day management of the Policy is assigned to the Associate Director, Modernization and Strategic Resource Alignment and subsequently the Executive Officer, Finance.

#### **5.0 APPLICATION AND SCOPE**

This Policy applies to all Trustees of the Board, including Student Trustees, as related to the calculation of Trustee Honoraria on an annual basis.

#### **6.0 POLICY**

##### **6.1. General**

Trustees of the Board will be paid a Trustee honorarium for each term, including both a base and enrolment amount, in accordance with ~~the Education Act and related Ontario Regulations, specifically Ontario Regulation 357/06 and 616/21.~~

Student Trustees receive a base amount different from Trustees of the Board **but are not eligible for enrolment payments** in accordance with ~~section 9 of Ontario Regulation 7/07 but are not eligible for enrolment payments.~~

Any legislative changes to the amounts prescribed will be reviewed and updated accordingly in the Policy.

##### **6.2. Base Amount**

- (a) The base amount for Trustees for each year of the term ~~beginning on or after December 1, 2018,~~ will be \$5,900.

- (b) The base amount for the Chair and Vice-Chair in all years of the term will be the amount set out in (a) above ~~in respect of the year in question~~ plus an additional \$5,000 in the case of the Chair and an additional \$2,500 in the case of the Vice-Chair.
- (c) The base amount for Student Trustees for each year of the term will be \$2,500 ~~in accordance with section 9 of Ontario Regulation 7/07.~~

**6.3. Enrolment Amount**

- (a) For each year of the Term, Trustees will receive 100% of the allowable enrolment amount permitted by ~~section 6(1) of Ontario Regulation 357/06.~~ Such amount will be calculated annually.
- (b) For each year of the Term, Trustees will receive \$1.75 per Average Daily Enrolment (ADE) ~~as defined by Ontario Regulation 616/21 and divided by the number of Trustees in accordance with section 6(2) of Ontario Regulation 357/06.~~
- (c) The enrolment amount for the Chair and Vice-Chair in all years of the Term will be the amount set out in (b) above plus ~~100% of the amount permitted by sections 6(3) and (4) of the Regulation, respectively. This is expected to generate~~ an additional \$5,000 in the case of the Chair and an additional \$2,500 in the case of the Vice-Chair.
- (d) Student Trustees are not entitled to an enrolment amount ~~and only a base amount as outlined in 6.2(c) of this Policy~~ in accordance with ~~Section 9 of Regulation 7/07.~~

**6.4. Honoraria.**

- (a) The honoraria for Trustees for one year of the Term commencing November 15, 2023 is as follows:

**Honoraria**

	Trustees	Vice-Chair	Chair	Student Trustees
Base Amount	\$5,900	\$8,400	\$10,900	\$2,500
Enrolment Amount*	\$18,067	\$20,567	\$23,067	\$0
<b>Total</b>	<b>\$23,967</b>	<b>\$28,967</b>	<b>\$33,967</b>	<b>\$2,500</b>

\*The enrolment amount (227,125 ADE) is based on what was reported in the 2022-2023 estimates in accordance with ~~sections 6(2) and 9 of Ontario Regulation 357/06.~~

## 6.5. Attendance Amount

- (a) An attendance amount of \$50 per meeting will be paid to Trustees attending Statutory Committee meetings as required by ~~the Education Act and its regulations~~ Regulation 357/06.
- (b) Student Trustees are not eligible to receive any meeting attendance payments.

## 7.0 EVALUATION

This Policy will be reviewed as required, but at a minimum every four (4) years after the effective date.

## 8.0 APPENDICES

N/A

## 9.0 SPECIFIC DIRECTIVES

The Director has authority to issue operational procedures to implement this policy.

## 10.0 REFERENCE DOCUMENTS

### Legislative Acts and Regulations:

- *Education Act*
- *Ontario Regulation 357/06, Honoraria for Board Members*
- *Ontario Regulation 7/07, Student Trustees*
- *Ontario Regulation 266/23 Grants for Student Needs – Legislative Grants for the 2022-2023 School Board Fiscal Year*





## **Comments on Regulation Changes – Disposition of Surplus Property and Schools on a Shared Site**

**To:** Finance, Budget and Enrolment Committee

**Date:** 11 October, 2023

**Report No.:** 10-23-4610

### **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 comments on the regulation changes be received.

### **Context**

The purpose of this report is to inform the Trustees of proposed changes to two provincial regulations and seek input from the Trustees on comments that staff have prepared to submit to the Ministry of Education.

Bill 98, Better Schools and Student Outcomes Act, 2023, received Royal Assent on June 8, 2023. The goal of the Act is to modernize the province's education system through broad changes to the Early Childhood Educators Act, the Education Act, and the Ontario College of Teachers Act. The Act allows for changes to be made to regulations including those governing school board property.

On September 21, 2023, the Ministry of Education informed school boards that information on changes to two regulations was posted on Ontario's Regulatory Registry. School boards were invited to review the information and provide comment to the Ministry by October 19, 2023.

The first regulation for comment is an amendment to an existing regulation, Ontario Regulation, 444/98, Disposition of Surplus Real Property. This regulation describes the process that school boards follow to sell or lease a property. Appendix A contains the information that is posted on Ontario's Regulatory Registry.

The second regulation for comment is a new regulation dealing with schools on shared sites. This regulation will provide a process for school boards to follow to construct a school on a shared site, for example, a school built in the podium of a residential tower. Appendix B contains the information that is posted on Ontario's Regulatory Registry.

TDSB and Toronto Lands Corporation staff have worked together to review the proposed changes and have prepared draft comments below for consideration by the Trustees.

## **1. Regulation Amendment: Disposition of Surplus Property**

### **Ministry Summary of the Proposed Regulation Amendment**

The proposed regulation amendment is summarized below. This summary comes directly from the posting on Ontario's Regulatory Registry. The full posting is contained in Appendix A.

The Better Schools and Student Outcomes Act, 2023 (the Act) made changes to the Education Act that will help boards maximize their capital assets to build modern schools faster and better utilize school capacity.

The current surplus property disposal process for school boards is unable to meet the changing needs of the province in a timely manner.

The changes to Ontario Regulation 444/98 would streamline and standardize the process for boards to dispose of property not required by school boards to meet current pupil accommodation needs or the board's pupil accommodation needs of the next 10 years.

Pursuant to section 193 of the Education Act, regulation 444/98 amendments would:

- Prescribe the circumstances in which a board may make or shall make a sale, lease or disposition;
- Detail the conduct of a sale, lease or disposition;

- Prescribe the circumstances in which a board shall give notice to the Minister of a sale, lease or disposition or obtain the approval of the Minister for the sale, lease or disposition; and
- Identify to whom school sites or parts of school sites or property may or must be offered.

All disposition of property by school boards would continue to be at fair market value. School boards would continue to use the proceeds of disposition of surplus property to reinvest in their school facilities as per Ontario Regulation 193/10.

The first priority for surplus school board property would continue to be public education. A surplus property would first be assessed by the government as to whether it is needed by another school board for pupil accommodation.

If the surplus property is not needed by another school board, it would be assessed by the government as to whether it is needed to address critical provincial priorities, such as long-term care and affordable housing.

If the surplus property is not needed for public education or other provincial priorities, school boards would then dispose of the property on the open market.

### **TDSB Comments on the Proposed Regulation Amendment**

We support changes being made to better leverage school board property to expedite the delivery of improved public education and other provincial priorities, such as long-term care and affordable housing.

The Toronto Lands Corporation's modernization strategy and TDSB's Long-Term Program and Accommodation Strategy (LTPAS) align with the desired outcomes of Bill 98, specifically around leveraging existing assets to deliver new schools while at the same time seeking other government and community partners in creating complete and vibrant communities on school board lands.

#### Identification of Surplus Properties

We are aware of new requirements in Section 193.1 indicating that school boards may be required to provide a strategic plan for school lands that identifies future use, acquisitions, sale, leases and potential disposition of sites. The TDSB's LTPAS process already reflects the Board's schedule for reviewing non-operating school sites for potential disposition. In addition, the modernization plan being led by the Toronto Lands

Corporation develops opportunities for leveraging underutilized sites to deliver enhancements to education through new schools and other community benefits and partnerships.

While we support the approach to school capacity being better utilized and surplus school property being leveraged to deliver other provincial priorities and municipal needs, we have concerns with regards to the Minister's ability to direct a school board to sell or dispose of sites that are not needed to meet the school board's current pupil accommodation needs or its pupil accommodation needs for the next ten years.

We strongly recommend that school boards retain the authority to identify which properties are surplus to their needs and to determine if they are surplus for sale or lease. School boards work closely with their municipalities to understand the planning of growth and consequently have the local knowledge necessary to determine the long-term needs of communities for land and buildings to support public education. The TDSB operates in a very dynamic and fast-growing city; therefore, it is important to retain opportunities that allow us to accommodate rapid changes in demographics and remain adaptable to new urban structures over the long term.

We recommend that there be no time limit in which a property that is not used as a school be considered surplus to a school board's needs. City-building initiatives take a significant amount of time. Municipalities undertake studies to support changing land uses, planned growth, and community master plans that take well over ten years to implement. For example, in Midtown Toronto, the City of Toronto is creating a plan to guide significant high-density development and population increase over the next 20 years. School boards are working with the City on this plan to ensure that they can support the growing population. School boards are examining all of their properties in the area and considering how they can be changed to accommodate the growth. They are also identifying gaps where additional properties may need to be acquired.

The use of properties should not be limited to schools. School boards need properties to support a number of functions including continuing education and adult learning, outdoor education, administration, professional learning, and facility services. Further, school boards need properties to serve as holding sites to accommodate schools during major construction projects when it is not safe for students and staff to remain on site, and to accommodate students residing in new emerging neighbourhoods until a new school can be built within the neighbourhood. Some properties need to be held for future schools.

School boards are in the best position to understand their changing communities and operational requirements, to engage stakeholders and share information, and to manage their land and buildings to support these needs.

#### Conduct of a Disposition

It is our understanding that significant changes to the existing regulation are not proposed with regards to how a sale, lease or disposition is to be conducted. However, we offer the following comments for consideration.

We support the disposition of property at fair market value. School boards should be made whole in the disposition process.

We request an amendment be added to the regulation that enables school boards to request Ministerial exemption in the need to obtain fair market value where a direct benefit is being secured that enhances the education and learning opportunities for students (e.g., the Davisville Aquatic Centre adjacent to Davisville Junior Public School) or advances a provincial priority (e.g., affordable housing, long-term care, Truth and Reconciliation).

We recommend that exemptions be considered for Minister approval for the granting of minor property rights on school property that do not impact the use of the land for educational purposes and have been approved by the school board. Examples include minor leases, easement requests, and disposition of lands that are identified as non-viable remnants of land and do not support educational uses.

#### Use of Proceeds of Disposition

We recommend that amendments be made to allow greater flexibility in the use of proceeds of disposition for other purposes beyond facility renewal. We recommend that permission be given to school boards to use proceeds of disposition to improve accessibility, upgrade outdated instructional spaces, modify spaces to accommodate changes in program, and build new pupil places such as additions, replacement schools and new schools.

#### Offering of Surplus Property

We support that the first priority for surplus property continue to be public education.

We support that the second priority be other public priorities as determined by the Province such as long-term care and affordable housing.

We support that if the surplus property is not needed for the above priorities it be disposed of on the open market.

### Moratorium on School Closures

We recommend that the moratorium on school closures be lifted to allow school boards to close schools and right size their systems. The closing of schools will free up land and buildings to use for other priorities and, if disposed of, generate revenue that can be used to revitalize the remaining schools.

## **2. New Regulation: Schools on a Shared Site**

### **Ministry Summary of the Proposed New Regulation**

The proposed new regulation is summarized below. This summary comes directly from the posting on Ontario's Regulatory Registry. The full posting is contained in Appendix B.

In areas of existing and planned high-density development, there may be limited site options for school boards to build new schools. Where there is availability, sites may also be very expensive. To address these challenges, school boards may wish to explore non-traditional and innovative ways to build schools. One example of this would be locating a new school in the podium of a high-rise building where the site is shared amongst multiple parties.

Section 196 of the Education Act currently applies to this type of property acquisition but does not address the changing needs of school boards and of the province in a timely manner and would be repealed.

Section 195 of the Education Act was amended by the Better Schools and Student Outcomes Act, 2023. Once proclaimed, subsections 195(1.5) and 195(1.6) of the Act would allow for the making of regulations for acquisitions of a school site for pupil accommodation that will not be occupied or used exclusively by a school board, or exclusively with another school board, municipality, or child care center. The acquisition of a school site could include both land and/or premises.

The new regulation would set out the conditions that school boards are required to meet and hold the ministry and the school boards accountable.

The proposed new regulation under this section of the Act could include prescribing the:

- Circumstances under which a school board shall give notice to the Minister or require approval from the Minister for the acquisition of land or premises for a school to be shared with other entities;
- The specific types of notices and approvals needed to proceed with the acquisition;
- Timelines associated with providing notices and obtaining approvals; and
- Criteria for obtaining approvals.

This proposed regulation would not apply to school sites that will be shared exclusively with another school board, municipality, or child care center.

## **TDSB Comments on the Proposed New Regulation**

### Scope of the Regulation

This new regulation would apply to circumstances “Where a board plans to acquire a school site for pupil accommodation and the site will not be occupied or used exclusively by the board, or exclusively with another board, municipality, child care centre or other prescribed entity” (Section 195 (1.5)). We recommend that other prescribed entities include other public entities and non-profit entities.

We recommend that the new regulation not apply to projects that are already funded by the Ministry such as the new elementary school in the Lower Yonge Precinct that is being planned to be built in the podium of a condominium tower.

### Approvals by the Ministry

We are supportive of clear direction of the type of notices and approvals required and recommend that notice be in a format that directly ties to the approval criteria to ensure efficient reporting by school boards and review by the Ministry.

We support the removal of the original Section 196 of the Education Act that required the Minister to provide approval for a school board to begin negotiations of a Memorandum of Understanding with a person or entity other than a school board or municipality, such as a developer, for the provision of student accommodation on a shared site. This initial approval slows down the process of securing an opportunity to

build a school on a shared site. The opportunity could be lost if school boards are not able to respond in a timeframe that meets the developer's own timeline.

We do not recommend that the Memorandum of Understanding be submitted to the Minister for approval since it serves to secure an opportunity to build a school on a shared site and is not a commitment of funds.

We support that the Minister should provide approval of the proposed agreement of purchase and sale after negotiations with the developer have occurred. We recommend that the Minister provide approval within 60 days of receiving the proposed agreement of purchase and sale to ensure approval is provided in a timely manner.

### Funding Sources

We recommend that school boards be allowed to apply for funding to the Ministry to build a school on a shared site outside of the Capital Priorities Program timelines. School boards should be able to apply to the Ministry for funding for this purpose at any time of the year. The Capital Priorities Program occurs on an irregular basis and provides a small window of time for school boards to submit business cases. When working with a developer, it is important that a school board can respond to the developer in a time period that works with the developer's own plan. If the school board cannot get approvals or funds within a timeframe that works for the developer, the school board could lose the opportunity to build a school at that location. We recommend that the Ministry respond to a request for funding to build a school on a shared site within 60 days. We recommend that a separate funding process be created for schools on shared sites with flexible timelines similar to the Land Priorities Grant Program.

We recommend that the eligibility requirement for school boards to collect Education Development Charges (EDCs) from developers be changed. Currently, a school board must have a system-wide enrolment that exceeds its system-wide capacity to enact an

Education Development Charge Bylaw. The TDSB has surplus capacity at the system level but overcrowding at the regional level coming from residential development intensification. Because of this eligibility requirement, the TDSB is not able to collect EDCs to address the pockets of overcrowding where a school on a shared site may be the necessary solution to achieve a school close to where the students live.



At a minimum, the eligibility requirement should be eliminated for a school board to enter into a Localized Education Development Agreement (LEDA) which would allow school boards like the TDSB to potentially acquire a school on a shared site funded by the developer. A successful example from the past that would be beneficial to replicate was the agreement for the redevelopment of the Railway Lands in downtown Toronto (now called CityPlace) where the developers of the area paid a per-unit levy that funded the construction of a mixed-use facility consisting of a TDSB school (Jean Lumb Public School), a TCDSB school (Bishop Macdonell Catholic School), a child care centre, and a community centre – at no cost to the Ministry of Education.

### Support for School Boards in Working with Developers and Municipalities

We recommend that measures be put in place to support school boards in acquiring a school on a shared site:

- Incentives should be provided for developers to accommodate a school on a shared site when the need is identified by school board staff; and
- Municipalities should be required to share green space next to a shared site for use as the school's playfield, drop-off area, and marshalling area (the terms for sharing the green space should take into consideration exclusive use for the school during certain hours to ensure student safety).

To have real effect, we recommend that these measures be incorporated into legislation where appropriate, such as the Planning Act, to give school boards authority and leverage in working with municipalities and developers to ensure that local student accommodation needs are met.

### Unique Considerations

We offer the following unique considerations for schools on shared sites for the awareness of the Ministry, incorporation into the appropriate guiding documents, and for accommodation in the approvals process.

- It is essential that a school located within a mixed-use development has a positive and defining impact on the plan and character of the community instead of just 'fitting a school into a condo'.
- School boards should be brought in early in the developer's design process to have an opportunity to create a Memorandum of Understanding prior to Ministry approval that includes consideration for:
  - gym location;

- column spacing;
- size and location of rooftop play;
- mechanical systems;
- appropriate windowsill heights and sizes, operable window vents and shading devices where required; and
- access to natural light and views from all instructional spaces.
- Early consultation with the developer and the municipality is essential to allow for the exploration of planned local amenities for shared-use opportunities, e.g., community and recreation centres, child care facilities, city park developments.
- Cost premiums associated with a school co-located within a mixed-use development include:
  - Premiums for finishes at areas that become part of the overall architectural expression of the building;
  - Consideration for improved quality of interior space related to a dense urban environment, e.g., improved ventilation to ensure a high level of indoor air quality at dense urban locations where operable windows may not be appropriate for both air quality and/or acoustic reasons; and
  - School Identity – premiums for signage and street/community presence, which must be approved by the developer and integrated into the overall building design.
- This type of school development will have no room for portables or building future additions, so consideration must be made for purchasing additional space which may be leased out until the school needs the space due to enrolment changes. This type of school should be built to a utilization rate less than 100% for the projected peak enrolment – we recommend 80%. This additional space will function as flex space to accommodate fluctuations in enrolment.

### *School Entrances*

- Exterior marshalling area for access to the main school entrance must accommodate a minimum of three classrooms (up to 90 students) at one time. If the playground is across a road a similar sized marshalling area is required on the playground side.
- Exclusive main school entrance must be located at ground level. If the remainder of the school is at different floor levels, the entrance lobby must be large enough (approximately 250 square meters) to accommodate a minimum of two classrooms at one time (up to 60 students) and include lockable storage space, washrooms, location for a staff member to welcome and supervise students and

visitors, and large video monitor and security camera for connection to general office.

- Two oversized elevators (30-person capacity) are required to facilitate student movement during arrival, dismissal, lunch and recess. A second exclusive school entrance, with the second elevator, may be required to improve traffic flow. Location will be determined by specific site configuration.
- Two exclusive exit stairs in addition to the required exit stairs are preferred. If the school is located on more than one floor, two exclusive exits/internal circulation stairs are recommended.
- Exit stairs must be designed for the comfort and safety of small children, e.g., wider treads, shorter risers, and child-height handrails in addition to the handrails required by code.
- Exit stairs that are shared with other building occupants require additional security measures, e.g., alarms, cameras or vestibules separating the school space from the public space.

#### *Instructional Areas and Student Amenity Spaces*

- The Ministry's area benchmark should be revised to accommodate the unique needs of schools in shared sites. To compensate for smaller outdoor play areas and potential challenges with access to playgrounds and outdoor learning environments, the provision of additional indoor amenities and gross motor skills space at each school level is recommended. These spaces may include multi-purpose rooms, collaboration spaces, a kitchen to accommodate nutrition programs, or lunchroom, depending on the specific need. Approximately 0.5 – 0.75 square meter per pupil place is recommended.
- Classrooms and other instructional spaces may require some flexibility in size and configuration to fit specific site or building configurations while creating exemplary learning environments.
- Space should be planned with acoustic separation to manage sound transmission between classrooms, specific program spaces, and other users in the building. If possible, avoid direct adjacency of school spaces to residential units.

#### *Safety and Security*

- Additional safety and security measures are required:
  - Additional security cameras;
  - Fire safety plan (amendment to main building); and

- Special school board fire drill and evacuation considerations, e.g., wider stairwells).

### *Play Areas*

- Kindergarten and primary students must have direct access to fenced/enclosed outdoor play. This will often be in rooftop space on the podium.
- Direct access to outdoor play for all other grade levels is preferred, e.g., on the same site, not crossing a public road.
- If outdoor play must be located with access crossing a public road, provision of safe road crossing facilities is required. Additional staff are required for supervision. A storage shed and convenient washroom facilities for exclusive use of the school are strongly recommended. Shade must be provided by planting mature trees or provision of a shade structure.
- Fencing or a landscaped enclosure must be provided at shared playgrounds, such as city parks.
- Rooftop play requires upgraded structure and roof depth to accommodate the live occupant load and play surfaces. Higher guard rails, than what is required by the Ontario Building Code, are also required. Shade structures may also be required where trees cannot be accommodated. Access to water and power is required. Consideration should be given for snow clearing for all-year access, e.g., covered play area, heat tracing, etc.
- The total area of recommended exclusive outdoor play is 8 to 10 square meters per pupil place. Kindergarten and primary students must have a secured outdoor play area with direct access to the school. For grades 4-8 direct access to the school is preferred.

### *Shared Spaces*

- Specific provisions including additional security and circulation space may be required for community access to the school (gymnasium, library, etc.) or outdoor play and amenity spaces.
- There are premium costs for underground parking and bike parking, as required by code and site-specific needs. Consideration for bus and parent drop-off requires early consultation with the developer or building owner. Premium costs may be incurred to accommodate drop-off on a dense urban site, e.g., access to underground parking and service areas.

- Requirement for handling of waste, deliveries, etc. in a different way will have space and staffing implications, e.g., service elevator with garbage holding area and storage area at below grade levels.

Schools in shared sites are new experiences for school boards and more will be learned as these schools are built which could change construction parameters. We recommend that guidelines be developed with school board staff. Flexibility should be embedded in the guidelines since high-density neighbourhoods are unique in their design; schools incorporated into these neighbourhoods will require unique design as well.

### **Action Plan and Associated Timeline**

Trustees are invited to provide input to staff on the comments to be provided to the Ministry by Friday, October 13, 2023. Staff will incorporate the input and submit the revised comments to the Ministry on Thursday, October 19, 2023. Trustees will receive the final comments through Trustees' Weekly.

### **Resource Implications**

NA

### **Communications Considerations**

Trustees will receive the final comments through Trustees' Weekly.

### **Board Policy and Procedure Reference(s)**

NA

### **Appendices**

- Appendix A: Posting of the Proposed Regulation Amendment from Ontario's Regulatory Registry – Disposition of Surplus Property
- Appendix B: Posting of the Proposed New Regulation from Ontario's Regulatory Registry – Schools on a Shared Site

**From**

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## Posting of the Proposed Regulation Amendment from Ontario's Regulatory Registry

### Regulation - Minister

#### The Better Schools and Student Outcomes Act, 2023 - Regulation Amendment: Disposition of Surplus Property

**Regulation Number(s):**

444/98

**Instrument Type:**

Regulation - Minister

**Bill or Act:**

Education Act

**Summary of Proposal:**

The Better Schools and Student Outcomes Act, 2023 (the Act) made changes to the Education Act that will help boards maximize their capital assets to build modern schools faster and better utilize school capacity.

The current surplus property disposal process for school boards is unable to meet the changing needs of the province in a timely manner.

The changes to Ontario Regulation 444/98 would streamline and standardize the process for boards to dispose of property not required by school boards to meet current pupil accommodation needs or the board's pupil accommodation needs of the next 10 years.

Pursuant to section 193 of the Education Act, regulation 444/98 amendments would:

- Prescribe the circumstances in which a board may make or shall make a sale, lease or disposition
- Detail the conduct of a sale, lease or disposition
- Prescribe the circumstances in which a board shall give notice to the Minister of a sale, lease or disposition or obtain the approval of the Minister for the sale, lease or disposition
- Identify to whom school sites or parts of school sites or property may or must be offered

All disposition of property by school boards would continue to be at fair market value. School boards would continue to use the proceeds of disposition of surplus property to reinvest in their school facilities as per Ontario Regulation 193/10.

The first priority for surplus school board property would continue to be public education. A surplus property would first be assessed by the government as to whether it is needed by another school board for pupil accommodation.

If the surplus property is not needed by another school board, it would be assessed by the government as to whether it is needed to address critical provincial priorities, such as long-term care and affordable housing.

If the surplus property is not needed for public education or other provincial priorities, school boards would then dispose of the property on the open market.

This framework would come into effect on the date the regulation is filed, unless otherwise stated. The Ministry will work with stakeholders to ensure a smooth transition from the old surplus process to the new.

**Analysis of Regulatory Impact:**

The proposed regulatory amendments would create a more efficient process to dispose of surplus property and continue to allow for re-investment of proceeds of disposition by school boards in their schools. It would also better leverage property surplus to a school board's requirements for the identified needs of other school boards and other provincial priorities such as building affordable housing and long-term care facilities.

The proposed regulatory amendments are not expected to create significant, additional administrative requirements for school boards and are supported by funding already provided by the Ministry of Education for capital planning capacity purposes.

## Posting of the Proposed Regulation Amendment from Ontario's Regulatory Registry

**Further Information:**

**Proposal Number:**

23-EDU010

**Posting Date:**

September 19, 2023

**Comments Due Date:**

October 19, 2023

**Contact Address:**

315 Front St. W. 15th Floor, Toronto, ON M5V 2A4

capitalpolicy.feedback@ontario.ca

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Comment on this proposal via email

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## Posting of the Proposed New Regulation from Ontario's Regulatory Registry

### Regulation - Minister

#### New Regulation under The Education Act: Schools on a Shared Site

**Regulation Number(s):**

N/A

**Instrument Type:**

Regulation - Minister

**Bill or Act:**

The Education Act

**Summary of Proposal:**

In areas of existing and planned high-density development, there may be limited site options for school boards to build new schools. Where there is availability, sites may also be very expensive. To address these challenges, school boards may wish to explore non-traditional and innovative ways to build schools. One example of this would be locating a new school in the podium of a high-rise building where the site is shared amongst multiple parties.

Section 196 of the Education Act currently applies to this type of property acquisition but does not address the changing needs of school boards and of the province in a timely manner and would be repealed.

Section 195 of the Education Act was amended by the Better Schools and Student Outcomes Act, 2023. Once proclaimed, subsections 195(1.5) and 195(1.6) of the Act would allow for the making of regulations for acquisitions of a school site for pupil accommodation that will not be occupied or used exclusively by a school board, or exclusively with another school board, municipality, or child care center. The acquisition of a school site could include both land and/or premises.

The new regulation would set out the conditions that school boards are required to meet and hold the ministry and the school boards accountable.

The proposed new regulation under this section of the Act could include prescribing the:

- Circumstances under which a school board shall give notice to the Minister or require approval from the Minister for the acquisition of land or premises for a school to be shared with other entities.
- The specific types of notices and approvals needed to proceed with the acquisition.
- Timelines associated with providing notices and obtaining approvals.
- Criteria for obtaining approvals.

This proposed regulation would not apply to school sites that will be shared exclusively with another school board, municipality, or child care center.

**Analysis of Regulatory Impact:**

The proposed regulatory amendments are not expected to create significant, additional administrative requirements for school boards and are supported by funding already provided by the Ministry of Education for capital planning capacity purposes.

**Further Information:**


Better Schools and Student Outcomes Act, 2023

**Proposal Number:**

23-EDU009

**Posting Date:**

September 19, 2023

**Comments Due Date:**

October 19, 2023

**Contact Address:**

## Posting of the Proposed New Regulation from Ontario's Regulatory Registry

Ministry of Education  
315 Front St. W.  
9th Floor  
Toronto, ON M5V 2A4

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Comment on this proposal via email

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## **2024-25 Grant for Student Needs Consultation by Ministry of Education**

**To:** Finance, Budget and Enrolment Committee

**Date:** 11 October, 2023

**Report No.:** 10-23-4611

### **Strategic Directions**

- Allocate Human and Financial Resources Strategically to Support Student Needs

### **Recommendation**

It is recommended that 2024-25 Grant for Student Needs (GSN) Consultation by the Ministry of Education be received.

### **Context**

On September 27, 2023, the Ministry of Education provided the 2024-25 Education Funding Consultation Guide (Appendix A) to school boards for feedback from the sector. They identified that feedback must be submitted by October 27, 2023 to be considered.

The Ministry consultation document asks for feedback in the following areas through targeted questions in each area as outlined below.

- Special Education – Special Incidence Portion (SIP) and Special Equipment Amount (SEA)
- What reforms can be made to SIP and SEA to:
- Reduce administrative burden and streamline processes?
- Recognize the complexity of student needs across the different Special Education delivery models (example: self-contained classroom setting versus fully integrated setting)?
- Ensure the allocations are meeting their intended purpose?

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- Support flexibility to meet local needs?
- Strengthening accountability, enhancing transparency, and reducing complexity
- What reforms can be made to the GSN funding formula to:
  - Reduce its complexity?
  - Enhance the transparency on how school board funding is used?
- What opportunities are there to strengthen accountability while balancing administrative requirements?
- What opportunities exist to better communicate to taxpayers:
  - How GSN funding is allocated to school boards?
  - How school boards use GSN funding in alignment with government priorities?

While the Ministry has identified these as areas they would like feedback from the sector, they will also welcome any additional feedback in any other areas school boards wish to comment about.

Attached in Appendix B is TDSB's response to last years GSN consultation guide. In the Boards response to the guide TDSB also included the following areas of interest for additional funding support:

- Continuation of Staffing Supports and Support for Students Fund
- Technology and Cyber Security
- Lifting the Moratorium on School Closures
- Addressing Inflation and Cost Increases

Due to the reduced timeline for submission of a response, there will not be time for stakeholder consultation. Staff have identified the following areas to be included in this year's submission and will prepare comments on each:

- Increased staffing to support student achievement, well-being and safety including:
  - Professional and para-professional support to address student well-being and safety, including social workers
  - Additional school staff to provide a caring adult to all students
  - Additional curriculum support
  - Tutoring supports continued
  - Increased support for Safe and Caring schools
  - Literacy and Numeracy increased supports
  - Funding to support the Right to Read recommendations
  - Funding to support professional development of staff
- Funding support for increase inflation costs including:
  - Utilities
  - Materials
  - Repair and Maintenance costs
- Funding to cover the historic and current unfunded increases in statutory benefits
- Lifting the moratorium on school closures

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- Funding for wrap-around services to support violence reduction in schools and school communities including community-based programming
- Mental health supports for students and staff
- Return of the Efficiency and Modernization funding to support structure improvements in boards
- Funding to support the improved accessibility in schools for all students and staff
- Increased funding to support a 1 to 1 device strategy for all students

If there are additional areas the Trustees would like included staff will include them in the submission.

### **Action Plan and Associated Timeline**

Staff will include Trustee feedback received at FBEC into the final response to the Ministry of Education on October 27, 2023 and report back to the Special FBEC meeting on November 29, 2023 with a copy of the submission.

### **Resource Implications**

N/A.

### **Communications Considerations**

All Budget related reports will be posted on the Board's budget website for stakeholders to review.

### **Board Policy and Procedure Reference(s)**

List all Board policies and procedures that relate to this matter.

### **Appendices**

- Appendix A: 2024-25 Education Funding Consultation Guide
- Appendix B: Final Response to the 2023-24 Ministry of Education Budget Consultation

### **From**

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# 2024-25 Education Funding Consultation Guide

September 2023

## **INTRODUCTION**

For the 2023-24 school year, the Ministry of Education investments will continue to help ensure every student has the opportunity for success, by ensuring our students have the skills they need. Our actions will continue to be informed by data and evidence, including results from Education Quality and Accountability Office (EQAO) assessments, credit accumulation, and graduation rates.

The government has also implemented the first set of regulations following the passage of *The Better Schools and Outcomes Act*. These new measures will focus on getting back to the basics of education: strengthening reading, writing and math, and other STEM disciplines. These reforms include the new authority for our government to set binding priorities on school boards that focus on boosting student achievement focused on reading, writing and math. To improve school board transparency, school board plans will be benchmarked against system-wide performance indicators.

For the 2023-24 school year, total public education funding is projected to be \$27.6 billion. This is the largest investment in Ontario's history. This includes a \$693 million increase in base Grants for Student Needs (GSN) funding compared to the year prior, or a 2.7 per cent increase.

For more information about the current education funding model, please see [Education funding, 2023-24](#) on the Ministry of Education's website.

## **ABOUT THIS CONSULTATION**

As in previous years, the government remains committed to discussing education funding reform in Ontario with education stakeholders through a consultation process that allows stakeholders to provide the benefit of their expertise, experience, and ideas. This year's guide focuses on two areas:

1. Strengthening accountability, enhancing transparency and reducing complexity
2. Modernization of the Special Education Grant

However, you may also submit feedback on education funding topics not outlined in this guide.

To ensure your feedback is considered, please forward your electronic submission by **October 27, 2023** to: [EDULABFINANCE@ontario.ca](mailto:EDULABFINANCE@ontario.ca). If you have questions about this consultation, please send them to the email address noted above.



## **STRENGTHENING ACCOUNTABILITY AND ENHANCING TRANSPARENCY**

Ontario is among the top performing education systems nationally and internationally. However, there is variability in how the education system performs across the province, including in student outcomes, governance practices, and approaches to engaging and sharing information with families.

On April 17, 2023, the government introduced *The Better Schools and Student Outcomes Act* which will build on the progress Ontario has made as a world class education jurisdiction and on the continued efforts to modernize our education system by ensuring a renewed focus and commitment to student achievement.

The government is focused on ensuring school boards deliver on provincial priorities on student achievement and increasing accountability and transparency on board performance and funding.

### **Considerations:**

1. What reforms can be made to the GSN funding formula to:
  - i) reduce its complexity?
  - ii) enhance the transparency on how school board funding is used?
2. What opportunities are there to strengthen accountability while balancing administrative requirements?
3. What opportunities exist to better communicate to taxpayers:
  - i) how GSN funding is allocated to school boards?
  - ii) how school boards use GSN funding in alignment with government priorities?

## **SPECIAL EDUCATION – SPECIAL INCIDENCE PORTION (SIP) AND SPECIAL EQUIPMENT AMOUNT (SEA)**

On April 17, 2023, the Ministry of Education announced that a modernization review of key components of the Special Education Grant (SEG) was being undertaken. During the 2023-24 school year the ministry will conduct a review of the Special Incidence Portion (SIP) and Special Equipment Amount (SEA) allocations. This review seeks to improve the SIP and SEA allocations by streamlining processes, reducing administrative burden and continuing to meet student needs.

The review presents an important opportunity to transform the way funding is allocated and used and to ensure that supports on the ground are more closely aligned with student needs and our goals for student achievement through a modern process that is accountable and transparent. In addition, it will provide an opportunity to evaluate the existing allocation models, to assess student needs and outcomes, and to develop solutions that will address issues and inefficiencies that are identified.

For further information on the SIP and SEA allocations, please see the [2022-23 SIP Guidelines](#) and the [2023-24 SEA Guidelines](#).

### **Considerations:**

What reforms can be made to SIP and SEA to:

- i. Reduce administrative burden and streamline processes?
- ii. Recognize the complexity of student needs across the different special education delivery models (example: self-contained classroom setting versus fully integrated setting)?
- iii. Ensure the allocations are meeting their intended purpose?
- iv. Support flexibility to meet local priorities?

## **CONCLUSION**

As always, we thank you for your continued collaboration and partnership to support Ontario students. We remain committed to working closely with you to facilitate the next school year, with the best interest of Ontario's students in mind.

Thank you for taking the time to read this guide, and we look forward to receiving your submission.



## Final Response to the 2023-24 Ministry of Education Budget Consultation

**To:** Finance, Budget and Enrolment Committee

**Date:** 23 November, 2022

**Report No.:** 11-22-4436

### Strategic Directions

- Allocate Human and Financial Resources Strategically to Support Student Needs

### Recommendation

It is recommended that the 2023-24 Ministry of Finance Education Funding Guide Response be received.

### Context

At the 12 October 2022 Finance, Budget and Enrolment Committee (FBEC) meeting, staff presented the 2023-24 Ministry of Education Budget Consultation Guide and a survey tool to gather feedback. A draft response was also circulated to Trustees on 11 November 2022. Based on the feedback received from internal and external stakeholders, the response was finalized and submitted to the Ministry on 15 November 2022. Attached in Appendix A is a copy of the submission.

The survey tool was communicated to SEAC, PIAC and the Community Advisory Committees. A copy of their feedback received through the survey is attached in Appendix B.

### Action Plan and Associated Timeline

Not applicable.

### Resource Implications

Not applicable.

## **Communications Considerations**

The final submission has been posted on the 2023-24 budget development page on the TDSB external website.

## **Board Policy and Procedure Reference(s)**

Not applicable.

## **Appendices**

- Appendix A: TDSB Budget Consultation Response for Final Submission
- Appendix B: Feedback from Ministry of Education Funding Guide Survey
- Appendix C: 2023-24 Ministry of Education Budget Consultation Guide

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**Appendix A: 2023-24 Education Funding Consultation  
Draft Responses for November 15, 2022 Ministry Submission**

The Toronto District School Board (TDSB) is Canada's largest and most diverse school board, with approximately 233,000 students at 583 schools. We also serve more than 130,000 life-long learners in our Adult and Continuing Education programs.

As the largest and most diverse school board in the country, we have unique needs when it comes to what is required to best support our students and communities. Our students need safe and modern learning environments, appropriate special education supports, targeted supports for mental health and well-being, and access to reliable and up-to-date technology. It is critical that school boards receive adequate support to help address widening gaps in student achievement, and mental health and well-being needs in the post-pandemic environment.

**TDSB's Response to Education Funding Guide Questions**

**Question 1: EFFICIENCIES AND REDUCING ADMINISTRATIVE BURDEN**

**i) What other initiatives could support the reduction of administrative burden or further streamline reporting for the education sector?**

Although the implementation of the Transfer Payment Ontario System (TPON) Online Platform has provided some efficiencies around the reporting process, there are still possible areas of improvement. For example, the TPON functionality should allow for notifications, workflow management and delegation. It would be ideal if the system could allow Multi-Project Transfer Payment Agreements (TPA) to be shared with different program owners for review and acknowledgement prior to final sign off by the Director of Education. Also, the reporting templates should be provided to school boards at the same time as the Transfer Payment Agreements, so that staff know what information is required at the start of the funding period. This will help facilitate information gathering and expense tracking.

The Ministry may also consider aligning ad hoc Priorities and Partnerships Funding (PPF) reporting deadlines to the Board's Ministry financial reporting timeframes to streamline the financial reporting involved.

For funding that is announced mid-year, school boards should be provided with sufficient time to plan and utilize the funds, or flexibility to carryover unspent funds. It has been a challenge to achieve full funding utilization (e.g. the tutoring support funding in 2021-22), especially when the funding is used for staffing or mass procurement of goods (e.g. ventilation units). Time required for recruitment and procurement should be considered when determining the funding timelines.

The Ministry could consider reducing the reporting requirements for PPFs by, for example, requesting only one consolidated year-end report instead of multiple reports with different timelines.

**ii) What are the areas where there is potential or opportunities to find new efficiencies?**

It would be preferred if some of the recurring PPFs that the TDSB receives annually, such as the Focus on Youth funding, be transferred to the Grants for Student Needs (GSN). This will help alleviate budget uncertainties and program planning delays. It will also allow the department to hire appropriate staff to manage the program.

**Question 2: CAPITAL: REDUCING TIME TO COMPLETION FOR CAPITAL PROJECTS**

**i) What are relevant considerations and opportunities to shorten each phase of planning and construction (planning, design, municipal approvals, approval to proceed (ministry approval), procurement, construction, opening?)**

Discussions should occur between provincial ministries to identify ways to expedite the municipal approval of school projects. For example, legislation could be amended to exempt school projects from the Site Plan Approval (SPA) process, or school projects that meet certain conditions could be exempt, such as replacement buildings. Another approach could be requiring municipalities to fast track school projects through the SPA process to significantly reduce overall timelines. In Toronto, school projects should automatically be put into the “Quick” or “Routine” accelerated process by the City and receive a decision within three or four months from submission of a complete application.

The Ministry approval process is longer now due to the fact that a majority of projects are over the construction benchmark, even though buildings are typically designed to be approximately 10% below the Facility Space benchmark. Regular adjustments to the Ministry's construction funding and the “Benchmark” cost per square foot must be updated to reflect current market conditions and 2022 construction costs. In addition, the Ministry must acknowledge and fund the higher construction costs in Toronto, including the impact of building on smaller, more restrictive sites with older infrastructure and often heritage designations; the requirements of the City of Toronto's SPA and Toronto Green Standards (TGS); and, generally higher construction labour costs.

The Ministry should consider completing their review and approval of Facility Space Templates (FST) in a much shorter time frame. Approvals should not take as much time as the FST is based on programming only, prior to the start of design. By reducing the approval time to ideally one week, school boards will be able to engage architects quickly. As an example, the Sugar Wharf FST was submitted to the Ministry on June 7, 2022 and approval has not yet been received.

The length of time for Ministry approval to award a construction contract has necessitated a longer irrevocable bid period (90 to 120 days), which has in turn contributed to contractors and subcontractors submitting higher prices in order to offset the current market uncertainty. A faster contract award approval timeline would allow school boards to shorten the bid period and in turn, minimize contractors' sense of risk and create a competitive irrevocable bid period.

Given the uncertainties in the current market, with supply chain issues, increased manufacturing, transportation and labour costs, many school boards are using a construction management approach, rather than the more traditional stipulated sum approach. Both methods are well-established in the construction industry and are supported with Canadian Construction Documents Committee (CCDC) contracts.

The construction management method provides transparency with construction costs, as many sub-trades are unwilling or unable to lock in a price for work that will not be executed until 6 to 9 months after the contract has been awarded. Construction management can also result in a more compact design development/tender/construction process as packages of work are designed and issued for tender while the rest of the building continues to be designed. However, to take full advantage of this compacted process, the Ministry's Approval to Proceed (ATP) process would need to change as there would not be the time to reach 80% design development and provide a Class B estimate. For example, the Ministry needs to develop a more flexible approval review process based on both Class C and Class B estimates that would be achievable within the sequential tendering approach.

### **Question 3: CAPITAL: JOINT USE OF SCHOOLS**

#### **i) What impediments do school boards face when considering opportunities for Joint-Use schools with their co-terminus school boards?**

Due to the unique circumstances of joint-use facilities in an urban environment, there are several issues related to the capital needs of boards and the cost of transportation that need to be considered. The best example of joint-use is a truly integrated model where the needs of both boards are met. The challenge is that both school boards must be experiencing accommodation pressures in the same part of the city to facilitate building a joint facility. In Toronto, that only occurs in areas of the city where intensive urban development is being built, such as the Canoe Landing and Downsview areas in Toronto.

Establishing a joint-use facility in a school that has capacity faces the challenge that likely the co-terminus board is not seeing growth in the immediate area either.

While there may be opportunities in some cases for a joint-use facility, there are many considerations that need to be determined, such as: size of site, retrofitting of school so that both schools have unique spaces and facilities, sufficient space to accommodate drop-off/pick-up, staff parking, and school ground use for a large number of students and possible child care.

We would recommend that the Ministry establish a working group to further explore and recommend standards and practices that would assist school boards when evaluating this type of project. The working group would also look at capital submission criteria that would be used when school boards submit a business case to the Ministry for capital funding, including accommodation funding to relocate current students during construction.

**ii. There are a number of successful joint-use arrangements in place. What are the elements of success (governance, administrative practices, conflict resolution, etc.) that can be replicated and scaled up across current and potential joint use arrangements?**

**TDSB Response:**

Designing of innovative joint facilities with schools and community partners will allow for efficiencies through the sharing of elements such as below grade parking, service entries, physical plant, and even spaces like gymnasiums.

Canoe Landing is a good example of four programs co-existing in a joint facility. This facility involves a TDSB school, TCDSB school, childcare center and community center. The programs share the site spatially, including playgrounds and gymnasiums. The plant facility is centralized making for a more efficient building.

Projects of this type require project management leadership that can engage the highest levels of authority. Without high-level support, the project would not be able to move forward.

Agreements need to be established for all aspects of designing, constructing and operating a joint facility. This includes development, construction, operating, shared space, maintenance, and governance agreements, as well as agreement on the accommodation of shifts in enrolment experienced by the schools in the joint facility. A third-party facility service firm should be engaged to help set up the agreements.

It is important to have consistent involvement of academic representatives (Superintendents and Principals) in the design process and the establishment of the agreements. A Principal should be assigned well in advance of the school opening to support these processes. Additional funds should be provided to school boards to support dedicating principals to these projects.

The successful operation of a joint facility requires the principals of the schools in the building to be experienced collaborators: able to work in partnership with the co-located principal; able to develop solutions to issues that benefit both schools in the building; able to communicate with multiple stakeholders; and, able to be flexible.

With the provincial focus on housing, there is an opportunity to redevelop school sites into mixed-use developments, integrating schools and residential units. This needs to be supported by infrastructure funding for schools.

**OTHER PRIORITY AREAS**



In addition to answering the Ministry's questions above, we would also like to further highlight the following priority areas for the TDSB:

1. Continuation of Staffing Support and Supports for Students Fund
2. Technology and Cyber Security
3. Lifting the Moratorium on School Closures
4. Addressing Inflation and Cost Increases

Please note, these priority areas are not listed in order of importance. While there are many areas of priority for the TDSB, these four items have been selected because the Ministry's immediate attention is required.

### **Continuation of Staffing Support and Supports for Student Fund**

The expiration of Investment in System Priorities funding and Education Workers Protection Fund on August 31, 2022 has resulted in significant staff allocation reductions, particularly school-based support staff in 2022-23. Fortunately, the extension of the 2022-23 Supports for Student Fund and COVID-19 Learning Recovery Fund for additional staffing support has helped offset some of these negative impacts.

Student mental health and well-being, Special Education support, student re-engagement and ESL support for newcomers continue to be key priorities in 2023-24. The TDSB requires sufficient professional support staff to assess the needs of students, and to collaborate with school communities to strengthen school engagement. As the number of students requiring Special Education support increases each year, there is more financial pressure on school boards. The TDSB continues to face a funding shortfall in Special Education each year.

Addressing student re-engagement and mental health needs from the long-term impacts of the pandemic will take time. To ensure students receive the support they need, we urge the Ministry to continue providing the staffing support and Supports for Student Funding in 2023-24. We also ask that the Recent Immigrant Supplement continue until the enrollment levels return to pre-pandemic levels. In addition, TDSB also requests flexibility in the use of these funding as needs of our students continue to evolve.

### **Technology and Cybersecurity**

To support programming for students and 21st century learning, ongoing investments in IT hardware devices and digital resources are required.

In September 2021, the TDSB launched the 1:1 Student Device Program for students in Grades 5 and 9. The program offers students a district-owned and managed Chromebook for educational use. This device is assigned directly to the student and will stay with them over a four-year period, 24/7. Students are able to take them home each night, on weekends and over holidays, and are required to bring them to school each day to support their in-class learning.

This board-wide initiative supports learning through technology, digital citizenship and our commitment to equity of access to technology. This investment is critical to student learning and requires a significant investment of resources to maintain on an annual basis.

In addition, it is important that investments into cyber security protection are also made in conjunction with this increase in student technology. With the rapid increase in the use of technology and online tools, additional resources are required to promote cyber resilience, so that students and educators can operate in a safe digital learning environment. A robust Broadband and Cyber Protection Program will also help mitigate against risk of loss resulting from cyber threats and incidents.

These technology investments need to be supported with additional Ministry funding so school boards can provide a safe and effective learning environment for our students.

### **Lifting the Moratorium on School Closures**

Since 2017, there has been a moratorium on school closures imposed by the Ministry of Education. The TDSB requests that the school closure moratorium be lifted so that boards can review schools with low student enrolment. These schools face programming challenges that limit our students' choices as well as a financial burden to the Board. The lifting of the moratorium would also help facilitate long-term planning and prudent utilization of resources. In addition, the TDSB recommends revisions to the Pupil Accommodation Review Guidelines (PARG). The recommended revisions include providing the opportunity for student voice and input when a school closure is considered, and standardized tools for assessing information received during a Pupil Accommodation Review (PAR) process.

### **Addressing Inflation and Cost Increases**

Since the start of the pandemic, school boards have experienced significant supply chain and inflation pressures. The soaring inflationary costs have been seen across various areas, including school and technology supplies, food, transportation, natural gas and utilities costs, maintenance and construction materials, cost of external skilled trades, etc.

Also, in 2022, the CPP maximum pensionable earnings and employer rate increased by 0.25% and there will be another 0.25% increase in 2023. This increase is anticipated to result in an additional \$2.5M negative budget impact in 2022-23, this pressure has been growing since 21-22 with no funding increase. In prior years, the TDSB was able to absorb the increase to CPP and EI costs through operational savings, but given TDSB's deficit position, additional funding is needed to cover these cost increases. The Ministry has not provided funding to cover CPP cost adjustments, hence this will continue to be a cost pressure for school boards in years with a high increase in rates.

In addition, currently the employer contributions for OMERS pension are not funded by the Ministry. Starting in January 2023, non-full-time employees will be eligible to enroll in the plan and it is anticipated that this plan change will increase the TDSB's contribution costs by approximately \$0.4M per year.

We ask that the Ministry provide additional funding to support these incremental costs (e.g. employer portion of CPP, EI, OMERS) which the Board has no control over and review the salary and benefit benchmarks.

The sick leave entitlement changes in 2012, which provided employees with additional sick days per year, has also resulted in a gradual increase in employee absenteeism. This includes short term sick leave, work related injuries and long-term disability and illness (LTDI). This has resulted in cost pressures for the TDSB as supply costs, premiums and LTDI claims continue to increase. To address increasing costs in these areas, school boards require resources to manage absenteeism, and to ensure staff have the support and accommodations they need to return to work.

**APPENDIX B: 2023-24 EDUCATION FUNDING GUIDE SURVEY RESPONSES**

A survey tool was posted on the TDSB website from October 12 to November 9, 2022, to gather feedback from the community. Below are the consultation guide questions and survey responses received from members of the public, presented as received. There were no responses submitted on behalf of the TDSB Community advisory committees.

**Survey Questions:**

**Q1:** What other initiatives could support the reduction of administrative burden or further streamline reporting for the education sector? What are the areas where there is potential or opportunities to find new efficiencies?

**Q2:** What are the relevant considerations and opportunities to shorten each phase of planning and construction (planning, design, municipal and Ministry approvals, procurement, construction and opening)?

**Q3:** What impediments do school boards face when considering opportunities for joint-use schools with their co-terminus school boards? There are many successful joint-use arrangement in place. What are the elements of success (governance, admin practices, conflict resolution, etc.) that can be replicated or scaled up across current and potential joint-use arrangements?

**Q4:** Please provide any other initiatives not outlined in the Education funding guide, or other comments for consideration in the Board’s 2023-24 budget consultation submission to the Ministry.

**Survey Responses (as submitted):**

	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
<b>1</b>	Hiring individuals to take on certain administrative duties that are not outlined for teachers.	In-class support, strong administrative systems with accountability and support for teachers, education consultants for PLL	Management of space, coordination of personnel involved in joint-use, equitable allocation of usage and space. Administrative practices, conflict resolution	

	Q1	Q2	Q3	Q4
2	Less Superintendents	Rent out schools for other purposes. Don't single source purchasing. Use size to get better pricing on purchases. Developments that impact school populations should pay for added capacity	Safety and security of materials in schools. Understaffed caretaking. Facilities in schools are in poor condition and underfunded already - puts additional stress on already underfunded resources. Needs to make sense - not just money making or savings. Should be about building strong communities - not an excuse to underfund education	Fund education properly like other provinces
3	Technology update and technology education. If done correctly it can reduce the time spent on these tasks.	Recording of absences. This task is done via phone or email at our school. So someone needs to process and record the absences. How about if there was a way parents could enter it themselves via an online form as well. This will reduce the burden on administrative staff.		
4	Defund catholic schools.	Reduce Ministry of Education staff. End principals' retreats. Cluster extracurricular activities like sports team or lunchtime/etc., arts programs with nearby schools. Larger list of approved vendors of record so there are more options.	Political cowardice on the subject of defunding religious (catholic) schools	

	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
<b>5</b>	I feel the TDSB is already down to bare bones			Bring back elementary guidance to help with crushing mental health needs at schools
<b>6</b>	More education workers. Bring back spec Ed.	More education workers. Less superintendents.	Treat your employees like people. Be educators NOT business.	Stop trying to be 'efficient'. It makes the tdsb horrible at education. Be better!

# 2023-24 Education Funding Consultation Guide

## **INTRODUCTION**

After two years of pandemic disruptions, the government is looking ahead and remains focused on ensuring students receive the best stable learning experience possible. Ontario has launched its [Plan to Catch Up](#), focused on getting students back on track and strengthening the skills they need for the jobs of tomorrow. For the 2022-23 school year, the province will continue to support the learning recovery journey of all students, including those disproportionately affected by learning disruptions.

Ontario is also investing record funding for the 2022-23 school year of over \$26.6 billion – the highest investment in public education in Ontario’s history. This includes a \$683.9 million increase in Grants for Student Needs (GSN) funding, with projected total funding of \$26.1 billion. In addition, over \$500 million is being provided in Priorities and Partnership Funding (PPF).

Finally, as you are aware, the ministry is currently engaging with its education labour partners in the bargaining process for new collective agreements with teachers and education workers in Ontario’s publicly funded education system. The government is committed to a fair and fiscally responsible approach for new collective agreements, while ensuring stability for students and families. Once new collective agreements have been reached and ratified, the GSN will be updated accordingly.

For more information about the current education funding model, please see [Education funding, 2022-23](#) on the Ministry of Education’s website.

## **ABOUT THIS CONSULTATION**

As in previous years, the government remains committed to discussing education funding reform in Ontario with education stakeholders through a consultation process that allows stakeholders to provide the benefit of their expertise, experience, and ideas. This year’s guide focuses on three key priorities:

- Efficiencies and reducing administrative burden
- Capital: Reducing time to completion for capital projects
- Capital: Joint use of schools

You may also submit feedback on education funding topics not outlined in this guide.

To ensure your feedback is considered, please forward your electronic submission by **November 15, 2022** to: [EDULABFINANCE@ontario.ca](mailto:EDULABFINANCE@ontario.ca). If your organization would benefit from a virtual meeting to provide feedback on this year’s consultation, please submit a request to the ministry at this same email address, and the ministry would be pleased to



arrange one. If you have questions about this consultation, please send them to the email address noted above.

## **EFFICIENCIES AND REDUCING ADMINISTRATIVE BURDEN**

The ministry continues to look for ways of reducing administrative burden and aligning program implementation with ministry priorities, while ensuring strong accountability and value for money.

To further support the ministry's efforts to streamline reporting while also reducing administrative burden for transfer payment recipients, for 2022-23 the ministry has transferred five Priorities and Partnerships Funding (PPF) and Other Languages in Education (OLE) allocations into the GSN.

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. Reporting will be the next phase added to TPON focusing on the reduction and/or streamlining of reporting requirements. School boards will be able to access, complete, and submit PPF reporting requirements through TPON, with further details to be provided in the Fall.

### **Considerations:**

- 1. What other initiatives could support the reduction of administrative burden or further streamline reporting for the education sector?**
- 2. What are the areas where there is potential or opportunities to find new efficiencies?**

## **CAPITAL: REDUCING TIME TO COMPLETION FOR CAPITAL PROJECTS**

Schools and child care centers are crucial in supporting the well-being and positive development of students and children. The Ontario government's education infrastructure plan includes providing \$14 billion over 10 years to support school construction, repair, and renewal. There are over 400 major capital projects at various stages of development worth \$4B.

The time to completion for capital projects, from original funding approval by the Ministry to completion of the project/opening of a school/child care, varies considerably across the province. Some school boards have completed their major capital construction projects in as little as two years while other school boards have taken more than ten years to complete projects.

To ensure needs of communities are met in a timely manner and to deliver good value for Ontario taxpayers, the ministry will be working with school boards to reduce the time to completion for approved projects.

### **Considerations:**

- 1. What are the relevant considerations and opportunities to shorten each phase of planning and construction (planning, design, municipal approvals, approval to proceed (Ministry Approval), procurement, construction, opening)?**

## **CAPITAL: JOINT USE OF SCHOOLS**

The ministry continues to look for ways of optimizing the use of existing educational infrastructure. Overall, school utilization across Ontario is about 90%. On the whole, there is significant surplus school capacity throughout the province.

With student migration and changing demographics, it is an ongoing exercise to try to ensure that school capacity meets the needs of all four school systems at a local level. Where a school board may experience an enrolment decline, there may be a coterminous school board experiencing growth. While new developments often require the construction of new local schools by multiple school boards, there are also areas, both rural and urban areas, with declining enrolments and increasing surplus school capacity. In both circumstances, joint use schools may provide increased program opportunities for students and capital and operating efficiencies through better utilization of school facilities, as currently demonstrated on various arrangements throughout the province. In developing accommodation plans, school boards are encouraged to consider collaborative capital project arrangements between school boards to maximize the opportunities for co-

location. This may include two or more school boards working together to improve the utilization of existing school facilities and reduce surplus space by co-locating into an existing facility, or by exchanging schools to better utilize existing capacity.

**Considerations:**

- 1. What impediments do school boards face when considering opportunities for Joint-Use schools with their co-terminus school boards?**
- 2. There are a number of successful joint-use arrangements in place. What are the elements of success (governance, administrative practices, conflict resolution, etc.) that be replicated and scaled up across current and potential joint use arrangements?**

**CONCLUSION**

Each year, the ministry holds discussions with education partners, outside of the annual funding engagements, to discuss both policy and funding mechanisms. As student mental health and well-being will continue to play a critical role in students catching-up, beginning this Fall, the government looks forward to hearing from consultations with parents, students, and experts like children's hospitals, on how to best strengthen learning to support student mental health and well-being.

As always, we thank you for your continued collaboration and partnership to support Ontario students. We remain committed to working closely with you to facilitate the next school year, with the best interest of Ontario's students in mind.

Thank you for taking the time to read this guide, and we look forward to receiving your submission.

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# 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**

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### **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