



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

### **Agenda**

FBEC:064A

Wednesday, November 25, 2020

4:00 p.m.

Electronic Meeting

Trustee Members

Parthi Kandavel (Chair), Shelley Laskin, Zakir Patel, Robin Pilkey, Jennifer Story, David Smith,  
Manna Wong

### **Pages**

<b>1. Call to Order and Acknowledgement of Traditional Lands</b>	
<b>2. Declarations of Possible Conflict of Interest</b>	
<b>3. Delegations</b>	
To be presented	
<b>4. Contract Awards</b>	
4.1. Contract Awards, Facilities [3975]	1
4.2. Contract Awards, Operations [3996]	13
<b>5. Reserve Status as a Result of 2019-20 Operations: Update [3991]</b>	29
<b>6. 2020 Actual Enrolment: Update [3977]</b>	33
<b>7. 2020-21 Revised Estimates: Update [3998]</b>	69
<b>8. 2021-22 Operating Budget Communications Overview [3994]</b>	79
<b>9. Draft 2021-22 Budget Strategic Drivers and Consultation Plan [3995]</b>	85
<b>10. Adjournment</b>	



## **Contract Awards, Facilities**

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

**Date:** 25 November, 2020

**Report No.:** 11-20-3975

### **Strategic Directions**

- Allocate Human and Financial Resources Strategically to Support Student Needs

### **Recommendation**

It is recommended that:

1. the contract awards on Appendix A be received for information; and
2. the contract awards on Appendices B and 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. Actual

amounts depend on the volume of products/services actually used during the term of the contract.

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.

## **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
- Appendix C: Contracts Requiring Board Approval
- Appendix D: Summary of Select Facilities Contracts

**From**

Maia Puccetti, Executive Officer – Facility Services and Planning, at 416-393-8780 or [maia.puccetti@tdsb.on.ca](mailto:maia.puccetti@tdsb.on.ca)

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APPENDIX A

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
ROOFING											
1	Design and Renewal	<b>JJ21-075T Charles G Fraser JPS</b> Roof Structure Replacement Area B. Section B steel deck and supporting angles are severely corroded. Replacement of the existing steel roof deck and supporting angles to facilitate a roof replacement project is required.	9	Phoenix Restoration	Yes	No	9	\$119,500	November 2020/ March 15, 2021	Design and Renewal	School Condition Improvement
2	Design and Renewal	<b>JM21-065T Islington JMS</b> Roof assemblies (GH, GH1, GH2 and GH3) are deteriorated past life expectancy and require a full replacement.	3	Dufferin Roofing Ltd	Yes	No	9	\$349,500	January 15,2020/ July 31, 2021	Design and Renewal	School Condition Improvement
3	Design and Renewal	CN21-035T - Roof Retrofit at Various Schools (6)	10  11  18  9	Sample Gooder Roofing Corporation (Central Technical School)  Triumph Roofing & Sheet Metal Inc. (Denlow PS)  Triumph Roofing & Sheet Metal Inc. (Fairmount PS)  Triumph Roofing & Sheet Metal Inc.	Yes	No	12	\$75,085  \$80,900  \$174,900  \$172,500	October 2020/ March 21, 2021	Design and Renewal	School Condition Improvement

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			19	(General Mercer PS) Triumph Roofing & Sheet Metal Inc. (Tredway Woodsworth PS)				\$63,800			
			7	Crawford Roofing Corporation (Parkdale CI)				\$115,125			
MECHANICAL											
4	Design and Renewal	JJ21-062T Western Technical CS Emergency Generator Replacement. The existing generator is in poor condition and numerous deficiencies have been identified by TSSA. Replacement of the existing generator is required.	7	Bomben Plumbing & Heating Limited	Yes	No	15	\$249,400	July 2020 / August 31,2021	Design and Renewal	School Condition Improvement
5	Design and Renewal	JJ21-062T Parkdale JSPS Emergency Generator Replacement. The existing generator is in poor condition and numerous deficiencies have been identified by TSSA. Replacement of the existing generator is required.	7	S.I.G. Mechanical Services Ltd.	Yes	No	15	\$332,000	July 2020 / August 31,2021	Design and Renewal	School Condition Improvement
6	Design and Renewal	MP21-076T York Humber HS The generator requires replacement. The system will be replaced with a new gas-fired unit located on the roof.	6	Vanguard Mechanical Inc.	Yes	No	13	\$229,200	January 2021/ August 2021	Design and Renewal	School Condition Improvement
7	Design and Renewal	JJ21-083T David Hornell Junior School Heating Pipes Replacement. The hot water piping distribution throughout the school is all under the slab and leaking in numerous locations. All buried piping to be abandoned, and supply and install of new piping in the ceiling space is required.	3	Active Mechanical	Yes	No	11	\$148,765	November 2020/ August 31,2021	Design and Renewal	School Condition Improvement

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8	Design and Renewal	<b>DK21-070T Bellmere JPS.</b> Boiler Replacement. The heating plant single boiler has failed unexpectedly and there is no back-up. The new plant shall include two boilers. The pumps, new venting, expansion tank and controls shall be upgraded.	19	Black Creek Mechanical Ltd.	Yes	No	6	\$469,900	November 2020/ March 31, 2021	Design and Renewal	School Condition Improvement
9	Design and Renewal	<b>VK21-067T Jarvis CI</b> Emergency Generator Replacement. Numerous deficiencies with existing generator have been identified by TSSA. It is cost effective to replace with a new gas fired generator located on the roof and reconnected to transfer switch.	10	LCD Mechanical Inc.	Yes	No	13	\$213,142	November 2020/ August 31, 2021	Design and Renewal	School Condition Improvement
STRUCTURAL / BRICK WORK											
10	Design and Renewal	<b>MP21-069Q Jack Miner SPS</b> Cracks approximately 1metre long are visible on the two sides of the brick veneer pier at the south east corner of the building. These cracks need to be restored.	19	Trinity Custom Masonry Limited	Yes	No	3	\$64,833	November 2020/ August 27, 2021	Design and Renewal	School Condition Improvement
11	Design and Renewal	<b>SX21-046P North Preparatory JPS</b> Design Services for Foundation Waterproofing and Exterior Stair Replacement.	8	Weiss Architecture & Urbanism Ltd.	Yes	No	3	\$71,450	November 2020/ March 30, 2021	Design and Renewal	School Condition Improvement
12	Design and Renewal	<b>CN21-066T Hodgson MS</b> Exterior Upgrades Water Proofing Foundations. School site requires waterproofing and drainage system upgrade to stop water Infiltration.	11	Trinity Custom Masonry Limited	Yes	No	6	\$240,633	November 2020/ July 31, 2021	Design and Renewal	School Condition Improvement
WINDOWS											
-	Nil Items	-	-	-	-	-	-	-	-	-	-
ELECTRICAL											

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-	Nil Items	-	-	-	-	-	-	-	-	-	-
BARRIER FREE											
-	Nil Items	-	-	-	-	-	-	-	-	-	-
PARKING LOTS											
13	Design and Renewal	JM21-071T Fairmount PS Parking lot is deteriorated and requires replacement. Concrete pads for garbage bins are also required to prevent further wear on the surface. Drainage concerns need to be addressed in areas where accumulating water creates safety concerns.	18	Nortown Paving & Construction Inc.	Yes	No	8	\$164,750	June 2021/August 2021	Design and Renewal	School Condition Improvement
FIELD RESTORATION											
-	Nil Items	-	-	-	-	-	-	-	-	-	-
INTERIOR COMPONENTS / FASCIA / PAINTING											
-	Nil Items	-	-	-	-	-	-	-	-	-	-
OTHER											
14	Design and Renewal	DK21-024P Lanor JMS Supply only of Curtain Wall and Entranceway. Fabricated to TDSB requirements and delivered to site, to be installed by in-house trades.	3	Windspec Inc.	Yes	No	1	\$79,700	December 15, 2020	Design and Renewal	School Condition Improvement
15	Design and Renewal	DK21-024P Faywood Arts Based Curriculum School. Supply only of Curtain Wall and Entranceway. Fabricated to TDSB requirements and delivered to site, to be installed by in-house trades.	5	Windspec Inc.	Yes	No	1	\$60,800	December 15, 2020	Design and Renewal	School Condition Improvement



## APPENDIX B

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

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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
ROOFING											
-	Nil Items	-	-	-	-	-	-	-	-	-	-
MECHANICAL											
1	Design and Renewal	MP21-064T Kipling CI Steam conversion and Building Automation System upgrade. Steam plant needs to be replaced due to age and current condition. Replace all controls with electronic.	2	S.I.G. Mechanical Services Ltd.	Yes	No	14	\$2,094,500	May 2021/ December 2021	Design and Renewal	School Condition Improvement
STRUCTURAL / BRICK WORK											
-	Nil Items	-	-	-	-	-	-	-	-	-	-
WINDOWS											
-	Nil Items	-	-	-	-	-	-	-	-	-	-
ELECTRICAL											
-	Nil Items	-	-	-	-	-	-	-	-	-	-
BARRIER FREE											
-	Nil Items	-	-	-	-	-	-	-	-	-	-
PARKING LOTS											
-	Nil Items	-	-	-	-	-	-	-	-	-	-
FIELD RESTORATION											
-	Nil Items	-	-	-	-	-	-	-	-	-	-
INTERIOR COMPONENTS / FASCIA / PAINTING											

-	Nil Items	-	-	-	-	-	-	-	-	-	-
OTHER											
2	Design and Renewal, Operations	OECM 2019-335 Apparel and Related Products & Services To provide Employee Uniforms for Unit D staff.	N/A	Mark's Work Wearhouse	Yes	No	5	\$2,844,923	May 29, 2020/ May 28, 2024	Design and Renewal, Operations	School Operations Grant/ Renewal (Design and Renewal, Operations)

**APPENDIX D**

Summary of Select Facilities Contracts

(September 1, 2020 to Present)

-	Project Classification	Total Number of Projects for this Report	Total Number of Projects 2020/21 to date	Total Expenditures for this Report	Total 2020/21 Contract Awards Reported to Date	Current Backlog
1	ROOFING	3	15	\$ 1,151,310	\$ 7,057,731	\$ 96,863,677
2	MECHANICAL	8	14	\$ 4,305,157	\$ 5,093,933	\$ 1,392,378,295
3	STRUCTURAL / BRICK WORK	4	10	\$ 968,121	\$ 2,072,081	\$ 185,811,586
4	WINDOWS	0	0	-	-	\$ 80,695,191
5	ELECTRICAL	0	2	-	\$ 564,512	\$ 529,102,976
6	BARRIER FREE	0	0	-	-	-
7	PARKING LOTS	1	5	\$ 164,750	\$ 1,536,991	\$ 92,314,489
8	FIELD RESTORATION	0	5	-	\$ 2,359,700	\$ 271,123,483
9	INTERIOR COMPONENTS / FASCIA / PAINTING	0	2	-	\$ 585,380	\$ 906,561,010
10	OTHER (FDK, EL4, and Compliance)	2	6	\$ 140,500	\$ 1,342,101	-



## **Contract Awards, Operations**

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

**Date:** 25 November, 2020

**Report No.:** 11-20-3996

### **Strategic Directions**

- Allocate Human and Financial Resources Strategically to Support Student Needs

### **Recommendation**

It is recommended that:

1. the contract awards on Appendix A be received for information; and
2. the contract award on Appendices B and 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 unless indicated otherwise. Actual amounts depend on the volume of products/services actually used during the term of the contract.

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 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
- Appendix B: Contracts Requiring Finance, Budget and Enrolment Committee Approval
- Appendix C: Contracts Requiring Board Approval
- Appendix D: Briefing Note – External IT Technical Support – Office 365 Email Migration

- Appendix E: Briefing Note – External IT Technical Support – Service Now
- Appendix F: Briefing Note – Various Digital Resources to Support Virtual Schools
- Appendix G: Briefing Note – Provision of Executive Search Services

## **From**

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

#	User/Budget Holder School/Department	Products/Services Details	Ward	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 - Enterprise Administration	<b>Provision of External IT Technical Support Services Provider</b> To provide support in the migration of Exchange email mailboxes and other content from current on-premises solution to Office 365 Exchange Online.  <b>See Appendix 'D'</b>	N/A	Softlanding	Yes	No	3	\$66,580	July 2020 / December 2020	IT Services  Enterprise Administration
2	IT Services Mobile & Web Development	<b>Provision of External IT Technical Support Services MGCS IT TENDER 6484</b> Services of one Application Developer to provide assistance in the development of Phase 3 and 4 features for the Community Connected Experiential Learning application (CCEL) to improve the submission, assessment and monitoring of student applications for the accelerated Ontario Youth Apprenticeship Program (OYAP) and central Co-op programs. This developer worked on earlier phases of this project and will continue work on the final phases.	N/A	Altis Professional	Sole Source	N/A	N/A	\$77,618	October 2020/ April 2021	IT Services Mobile & Web Development

3	IT Services Mobile & Web Development	<b>Provision of External IT Technical Support Services OECM RFP 2019-327</b>  Services of one Application Developer to provide assistance in the development of Phase 2 features for the TDSB Connects app to provide additional communication and productivity features to students and staff. The same developer used for Phase 1 will be continuing the work with Phase 2.	N/A	Step By Step Professional Services	Sole Source	N/A	N/A	\$79,380	October 2020/ April 2021	IT Services Mobile & Web Development
4	Experiential Learning	<b>Ontario Tourism Education Corporation (OTEC) Service Excellence Dynamics Online e- Learning Course for teachers and students.</b>  This online course allows students to obtain their Service Excellence Certification for SHSM programs to meet Ministry certification and training requirements. It can also be used by technical education and co-op students to help prepare them for the workforce. Also included is the Designated Trainer program that allows teachers to be trained to deliver the certification.	N/A	Ontario Tourism Education Corporation (OTEC)	Sole Source	N/A	N/A	\$57,460	November 2020	Experiential Learning

5	Information Technology  Service Now	<b>Provision of External IT Technical Support Services OECM RFP 2019-327</b>  The services of a Developer/Administrator is required to implement various enhancements on <i>Service Now</i> platform.  <b>See Appendix 'E'</b>	N/A	Randstad Technologies	Yes	No	5	\$132,825	November 2020 / July 2021	Information Technology  Service Now
6	Leadership, Learning and School Improvement	<b>Provision of Digital Resources in Support of Virtual Schools – Mathology –</b> additional licences to cover all Kindergarten to Grade 3 teachers in the Virtual School.  <b>See Appendix 'F'</b>	N/A	Pearson Education Canada	Sole Source	N/A	N/A	\$96,400	November 2020/ November 2021	Leadership, Learning and School Improvement
7	Leadership, Learning and School Improvement	<b>Provision of Digital Resources in Support of Virtual Schools – Echos/Mon</b> reseau ma vie  <b>See Appendix 'F'</b>	N/A	Pearson Education Canada	Sole Source	N/A	N/A	\$72,050	November 2020/ November 2021	Leadership, Learning and School Improvement
8	Leadership, Learning and School Improvement	<b>Provision of Digital Resources in Support of Virtual Schools – Nelson's</b> PM eCollection  <b>See Appendix 'F'</b>	N/A	Nelson Canada	Sole Source	N/A	N/A	\$117,810	November 2020/ November 2021	Leadership, Learning and School Improvement

**APPENDIX B**

**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	Ward	Recommended Supplier	Low Bid/ Highest Score	Objections	# of Bids Rec'd	Estimated Annual Amount	Projected Start/End Date of Contract	Customer Involvement
1	Leadership, Learning and School Improvement	<b>Provision of Digital Resources in Support of Virtual Schools – Portal/Spark</b>  <b>See Appendix 'F'</b>	N/A	Pearson Education Canada	Sole Source	N/A	N/A	\$230,605	November 2020/ November 2021	Leadership, Learning and School Improvement

**APPENDIX C**

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

#	User/Budget Holder School/Department	Products/Services Details	Ward	Recommended Supplier	Low Bid/ Highest Score	Objections	# of Bids Rec'd	Estimated Annual Amount	Projected Start/End Date of Contract	Customer Involvement
1	Director / Associate Director/ Senior Team	<b>Executive Search Services JL20-469P</b>  Provision of executive search services for senior level positions as and when required.  <b>See Appendix "G"</b>	N/A	Four Corners Group  Lough Barnes Consulting Group  Mandrake Management Consultants  The Phelps Group Inc.	Yes	No	12	\$245,000	December 10, 2020/ December 31, 2022	Business Services/ Associate Directors

## **BRIEFING NOTE**

**Date** 25 November 2020

**To** Finance, Budget & Enrolment Committee

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

**Subject** **External IT Technical Support – Office 365 Email Migration**

**Purpose** IT Services obtained quotations for the support of an external service provider to use their expertise in the creation of the technical design and assist in the migration from the current Microsoft Exchange email on premise solution (run on servers in the TDSB Data Centre) to the new Microsoft Office 365 Exchange online (runs in the Cloud) without service interruption. Softlanding's quotation demonstrated their ability to conduct the work and also was the lowest cost. In addition, Softlanding is creating a technical solution to be used for migration of TDSB's current Dynamic Distribution lists to the new Exchange online environment in order to ensure service continuity to the system.

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

**APPENDIX E**

**BRIEFING NOTE**

**Date** 25 November 2020

**To** Finance, Budget & Enrolment Committee

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

**Subject** **External IT Technical Support – Service Now**

**Purpose** IT Services requires the support of an external service provider to assist in the implementation of several digital transformation projects in ServiceNow (an existing technology platform where the “ServiceIT” functionality resides) to help the organization move away from paper-based processes and enhance support for students, parents and the community. These efforts will help us adapt to changing needs recently magnified by the pandemic.

Key projects include Governance & Risk, Virtual Agent, Parent/Student IT portal, and mobility (providing an app to access ServiceIT as an alternative to using a browser).

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

**BRIEFING NOTE**

**Date** 25 November 2020

**To** Finance, Budget & Enrolment Committee

**From** Andrew Gold, Interim Associate Director – Leadership, Learning, and School Improvement

**Subject** **Various Digital Resources to Support Virtual Schools**

**Purpose** Immediate access to levelled resources is essential and urgent to support educators and students in Virtual Schools. The condensed timeframe for Virtual School Implementation requires timely provision of these content resources. The following products are being rolled out pending successful cyber risk assessments by the IT Security Operations department.

These resources are copyrighted and unique products. They are copyrighted by the publishers and are not available through other suppliers.

<b>Vendor:</b> Pearson Education Canada	<b>Product:</b> Portal/Spark
<p>Pearson Portal/Spark is a comprehensive digital literacy portal that contains 700 titles or levelled books, including Canadian content, Indigenous titles, STEAM readers, etc. (including, but not limited to the following series: Sails Literacy Series, Turtle Island Voices, Celebrate Canada, Smithsonian STEAM readers, TCM Fiction/Nonfiction books, etc.) Can be used for Shared, Guided, Independent reading. These resources support Access for educators and students is through a live link that can be posted in any Virtual Classroom.</p> <p>Pearson Portal/Spark Supports the TDSB Multi-Year Strategic Plan in the Following way:</p> <ul style="list-style-type: none"> <li>• Promotes the use of a comprehensive literacy program to ensure all students are reading by the end of Grade One</li> <li>• Content includes culturally relevant and responsive texts, including those written by Indigenous authors</li> <li>• Support literacy diagnostic assessments such as Running Records</li> <li>• Promote Differentiated Instruction and Assessment Strategies</li> </ul>	
<b>Vendor:</b> Pearson Education Canada	<b>Product:</b> Mathology
<p>Mathology is a comprehensive math program for K-3 students. Each license includes access to 72 “little books” in interactive digital formats that link</p>	



stories to the big ideas in the mathematics curriculum. It includes over 380 full lessons with activity cards that allow teachers to differentiate learning for students. Teachers can track student progress and identify learning gaps in the curriculum through online assessments in real time.

Mathology supports the TDSB multi-year strategic plan in the following ways:

- Promotes the use of research-informed instructional and assessment practices through an engaging program to help students develop strong math skills.
- Content supports students with special education needs through “read-aloud” functions and expressing math ideas using various representations.
- Content includes culturally relevant and responsive texts, including those written by Indigenous authors.
- Teachers and principals will have an increased understanding of the content of the new curriculum, high-impact instructional and assessment strategies, equitable and culturally relevant and responsive pedagogy in math, and differentiated support for students who may face barriers to achievement in math.

In October, an initial purchase of Mathology licenses was reported through the FBEC committee on report 10-20-3959 supporting approximately 25% of Kindergarten to Grade 3 teachers. This additional purchase provides licensing for the remaining 75%.

<b>Vendor:</b> Pearson Education Canada	<b>Product:</b> Echos/Mon Réseau ma vie

Echos is a Trillium listed Core French program for Grades 4-6. Mon réseau, ma vie is a Trillium listed Core French program for Grades 7 and 8. This program offers reading texts, audio texts and tasks for all 4 strands of the curriculum (listening, speaking, reading and writing). The program includes aspects of the CEFR and the Action-oriented approach. It includes some features that support differentiation and multiple points of access for students, the representations of people and places are varied and diverse to support student engagement.

<b>Vendor:</b> Nelson	<b>Product:</b> PM eCollection

Nelson PM eCollection is a collection of 350 levelled texts available on any device, as well as a student management system that can be used for guided reading Independent Reading and Diagnostic Assessment. The Nelson eCollection will serve as a core resource to supporting literacy assessment and instruction in K-3 classrooms. The eCollection platform allows students to create a personal wordlist, and record themselves reading. Teachers can track student reading and personalize students bookshelves to meet individual student needs and interests.

Nelson eCollection support the TDSB Multi-Year Strategic Plan in the following ways.

- Promotes the use of a comprehensive literacy program to ensure all students are reading by the end of Grade One
- Support personalized and differentiated literacy instruction in the development of functional literacy skills
- Support Literacy Diagnostics including running records

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

**BRIEFING NOTE**

**Date** 25 November 2020

**To** Finance, Budget & Enrolment Committee

**From** Kathy Witherow, Interim Director of Education

**Subject** **Provision of Executive Search Services**

**Purpose** A Request for Proposals (RFP) for the provision of Executive Search Services was issued to secure a vendor or several vendors, to be available to provide recruitment services for senior level positions as and when required by the Director and Associate Directors offices. Agreements will be for a term of two years with two additional one-year extension options that may be exercised at the Board's discretion.

The RFP was issued on August 14, 2020 and closed on August 28, 2020. Twelve (12) submissions were received by the closing date and time.

All submissions were thoroughly reviewed and scored in accordance with the established evaluation criteria set out in the RFP. A short-list of four (4) firms were invited for second-stage interviews held on November 19, 2020.

With the conclusion of the evaluation process, it is recommended that the four (4) shortlisted vendors be awarded an agreement to provide the services on an as and when required basis. As vacancies occur, the Director and/or Associate Directors would have the ability to approach these pre-qualified vendors with their position-specific requirements requesting quotes. The firm that can best meet the needs for the specific vacancy to be filled will be offered that engagement. The four successful firms are:

- Four Corners Group
- Lough Barnes Consulting Group
- Mandrake Management Consultants
- The Phelps Group

Overall spend during the term of the agreement is unknown at this time as it would be dependent on the number of times a firm(s) is/are engaged. Based on the last agreement period with the previous provider of these services, the average annual spend over a three (3) fiscal year period was approximately \$245,000.

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



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## **Reserve Status as a Result of 2019-20 Operations: Update**

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

**Date:** 25 November, 2020

**Report No.:** 11-20-3991

### **Strategic Directions**

- Allocate Human and Financial Resources Strategically to Support Student Needs

### **Recommendation**

It is recommended that the Reserve Status as a Result of 2019-20 Operations: Update be received.

### **Context**

As part of the budget process for 2020-21, the use of reserves to balance the operating budget of the Board was approved. This report provides an update on the status of Board reserves at the completion of the 2019-20 school year.

The initial budget passed by the Board on 5 August 2020 for the 2020-21 school year was projected to be a deficit of approximately 1% or \$29.3M. This original budget submission was to be offset by use of working funds.

Subsequently, the Ministry of Education announced on 13 August 2020 that school boards could use up to 2% of their reserves to support smaller class sizes. The Board decided on 20 August 2020 to use an additional \$29.5M of reserves to support smaller class sizes in elementary schools. The reserves identified to support these additional teachers were as follows: School Budget Carryover, Contractual Professional Development, Environmental Legacy Fund, Artificial Turf Fund and Long-Term Disability.

The chart below provides a preliminary update on the status of all available reserve funds as of 31 August 2020. These amounts will be finalized upon the approval of the Financial Statements for 2019-20 by both the Audit Committee and Board.

<b>Reserve</b>	<b>Forecasted Reserve Amount</b>	<b>Actual Reserve Amount</b> (as at 31 August 2020)	<b>Budget Planned Use of Reserves</b>
Working Fund Reserve	\$29.7M	\$16.3M	\$29.3M
Benefit Funds on Deposit	\$105.6M	\$106.2M	\$8.4M
School Support	\$18.6M	\$34.9M	\$18.6M
Environmental Legacy Fund	\$2.9M	\$2.7M	\$2.3M
Artificial Turf Fund	\$0.7M	\$0.4M	\$0.2M
Sinking Fund Interest (restricted to fund debt)	\$15.7M	\$15.7M	
Total Working Funds and Internally Restricted	\$155.8M	\$176.2M	\$58.8M

Note: Variance in Working Funds due to timing of benefit fund transfer of benefit surplus which will occur in 2020-21, resulting in a working fund balance of \$10.0M increase to \$26.3M.

Currently the Board is applying to the Ministry of Education to utilize \$10.3M of Proceeds of Disposition to offset construction labour costs incurred during pandemic shutdown. Should approval be given, the Working Fund balance will increase an additionally to \$36.6M.

A complete breakdown of reserve balances will be provided in the year-end financial statements report to the Audit Committee in December.

## **Action Plan and Associated Timeline**

Staff will continue to provide updates on the financial position of the Board as additional information becomes available and through the Board's quarterly financial updates.

## **Resource Implications**

School boards are required to have a balance operating budget, which includes the use of reserves.

## **Communications Considerations**

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

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

Not applicable.

## **Appendices**

Not applicable.

## **From**

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Marisa Chiu, Interim Executive Officer, Finance at [marisa.chiu@tdsb.on.ca](mailto:marisa.chiu@tdsb.on.ca) or at 416-395-3563.

Sabrina Wang, Comptroller, Budget, Revenue and Financial Planning at [sabrina.wang@tdsb.on.ca](mailto:sabrina.wang@tdsb.on.ca) or at 416-395-3562.



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## **Actual Enrolment as of October 2020**

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

**Date:** 25 November, 2020

**Report No.:** 11-20-3977

### **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 report regarding Actual Enrolment as of October 2020 be received.

### **Context**

In a typical school year, actual enrolments for the schools are collected and compiled at the end of each week in September and then at the end of each month for the rest of the year. For this school year, enrolments were also collected on 13 October 2020, the first transition point in the school year for the elementary panel where students could switch between the in-person schools and the virtual schools. The purpose of this report is to provide the actual enrolments as of 13 October 2020 and contrast it with the projected enrolments for the current school year.

Appendix A contains a presentation that reports on the actual and projected enrolments for October 2020.

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

Not applicable

### **Resource Implications**

Not applicable

## **Communications Considerations**

Not applicable

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

Not applicable

## **Appendices**

- Appendix A: Presentation: Actual Enrolment as of October 2020

## **From**

Maia Puccetti, Executive Officer, Facilities and Planning at [maia.puccetti@tdsb.on.ca](mailto:maia.puccetti@tdsb.on.ca) or at 416-393-8780

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**Appendix A**

**Presentation to Finance, Budget and Enrolment Committee**

# **Actual Enrolment as of October 2020**

**25 November 2020**



# Presentation Outline

- Background
- Elementary:
  - Projected and actual enrolment for 13 October 2020
  - Schools that are over and under projection
- Secondary:
  - Projected and actual enrolment for 13 October 2020
  - Schools that are over and under projection
- System Total:
  - Projected and actual enrolment for 13 October 2020
- Questions and Answers

# Background

## Annual Process for Projecting and Reporting Enrolment

- The system projection for the upcoming school year is calculated in November.
- The school-based projections for the upcoming school year are calculated in December to February.
- Projections are used for setting budgets and allocating staff to schools.
- This presentation will report on October 13 enrolments. This was the date the first reorganization took place. Note:
  - there is always variance between actual enrolment and projected enrolment; and
  - at the system level, actual enrolment is usually within 1% of the projected enrolment.

### COVID-19 Adjustment:

- When COVID-19 restrictions emerged in March 2020, staff revised school-by-school projections at that time to account for a reduction of newcomer students.

## Three Types of Enrolment

- **Head Count (HC):** A count of the students attending a school where each student is counted as one.
- **Full Time Equivalent (FTE):** A count of the students attending a school by the amount of time they are registered for instruction. For example, a student registered for half a day of instruction is counted as 0.5.
- **Average Daily Enrolment (ADE):** The average of Full Time Equivalent enrolments measured on October 31 and March 31 of a school year. The ADE is used for funding purposes by the Ministry of Education and is reported in the Estimates, Revised Estimates and Financial Statements.
- **ADE Calculation for the Quadmester Model:** The ADE is still based on the average of enrolments for October and March except that the October measure is based on the average of FTE enrolments taken on the 16<sup>th</sup> day of Quadmester 1 and Quadmester 2, and the March measure is based on the average of FTE enrolments taken on the 16<sup>th</sup> day of Quadmester 3 and Quadmester 4.
- **Note:** ADE will be lower than enrolments reported in October because secondary enrolment generally declines slightly between October and March. In addition, the ADE excludes international students.

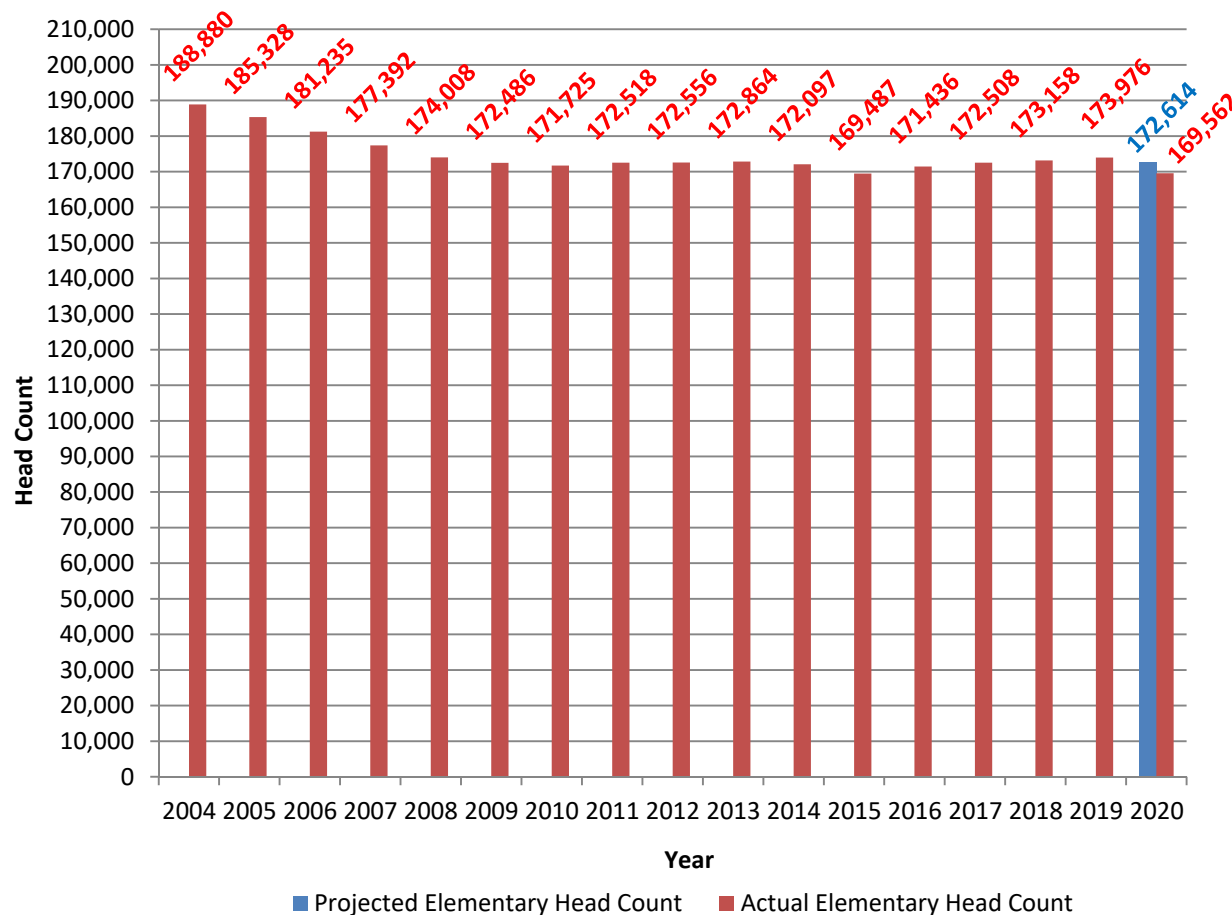
# Elementary



# Elementary

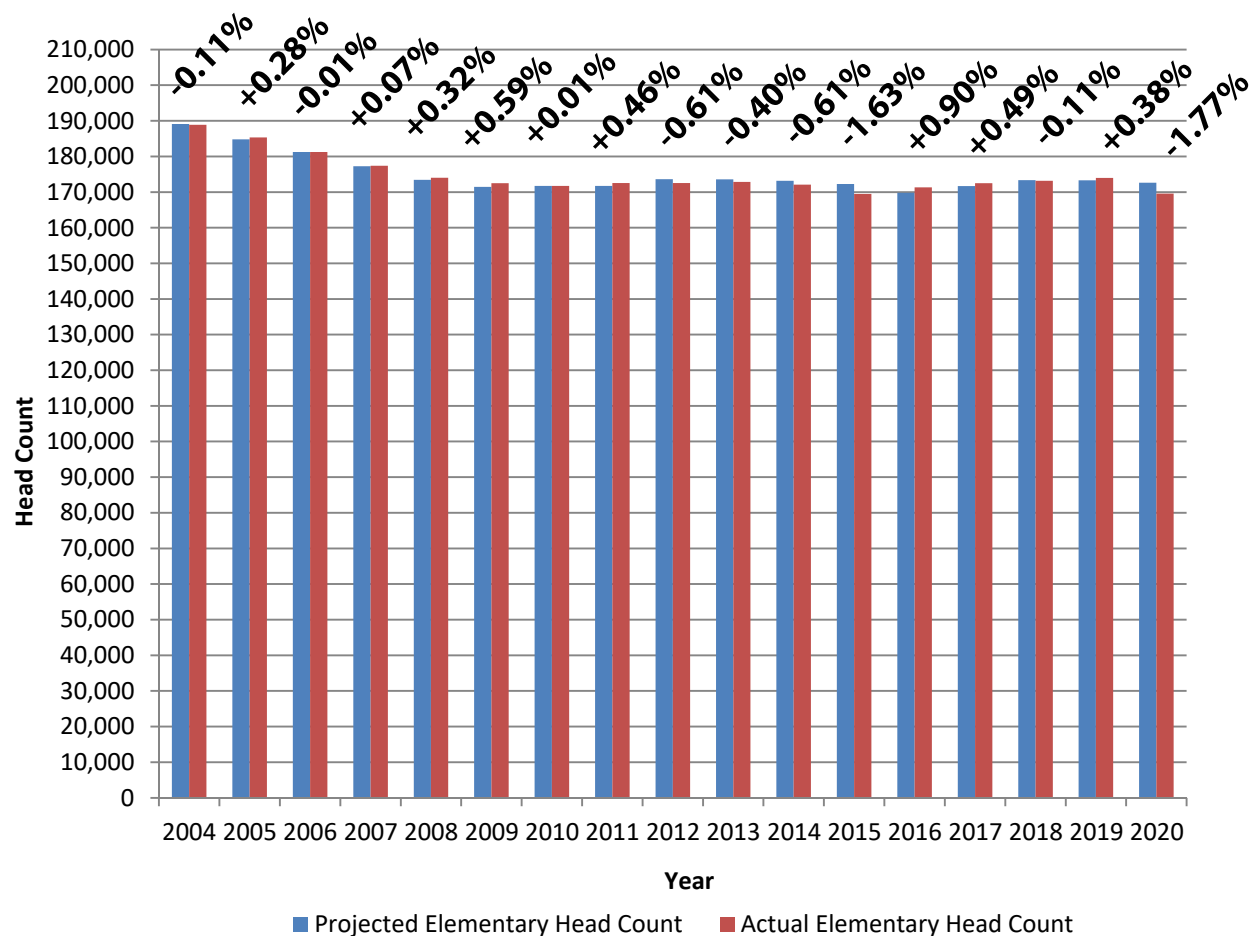
## Actual Enrolment as of 13 October 2020

- The revised **projected enrolment** for the elementary panel for October 2020 was 172,614 head count.
- Projections were revised in March 2020 to account for the anticipated reduction of newcomer students due to COVID-19 restrictions.
- The **actual enrolment** for the elementary panel as of 13 October 2020 was 169,562 head count.
- This is below projection by 3,052 head count (-1.77%).
- This is an decrease of 4,414 head count from 30 September 2019 (-2.54%).



## Elementary Comparison to Past Years

- The variance this year between actual enrolment and projected enrolment is -1.77%, which is higher than the average variance experienced in past years.
- The average variance between actual enrolment and projected enrolment from 2004 to 2019 was 0.44%.



## Actual Enrolment as of October 2020

8

# Elementary

## Actual Enrolment as of 13 October 2020

	Total (In-Person and Virtual)				In-Person Schools				Virtual Schools			
	Total HC	Total FTE	% Diff HC	% Diff FTE	Total HC	Total FTE	% Diff HC	% Diff FTE	Total HC	Total FTE	% Diff HC	% Diff FTE
Actual	169,562	169,549			106,358	106,345			63,204	63,204		
Projected	172,614	172,614			120,914	120,914			51,700	51,700		
Difference	-3,052	-3,065	-1.77%	-1.78%	-14,556	-14,569	-12.04%	-12.05%	11,504	11,504	22.25%	22.25%

HC: Head Count – a count of the students attending a school where each student is counted as one.

FTE: Full Time Equivalent – a count of the students attending a school by the amount of time they are registered for instruction. For example, a student registered for half a day of instruction is counted as 0.5.

Diff: Difference

## Comments on Elementary Enrolment

- A major reason for the decline in elementary enrolment from last school year is the decrease in **newcomer students** due to COVID restrictions. This was accommodated in the school-by-school projections by decreasing the projections by 2,100 students.
- Additional reasons for the decline from last school year that also explain the fall below projection are:
  - Most of the fall below projection is in **JK and SK**. These grades came in 2,126 students below projection which accounts for 70% of the elementary difference. This suggests that parents are keeping their 4 and 5 year old children at home rather than sending them to school (they have this option since their children are not compulsory school age yet).
  - Applications for **home schooling** are higher than they have been in past years. The average number of applications received over the past 5 years was 1,077. This year 1,377 applications have been received – an increase of 300 applications.
  - We had included 412 elementary **international students** in the projections. The number of elementary international students we currently have is 216 – a shortfall of 196 students.

## Elementary Schools That Are Over and Under Projection

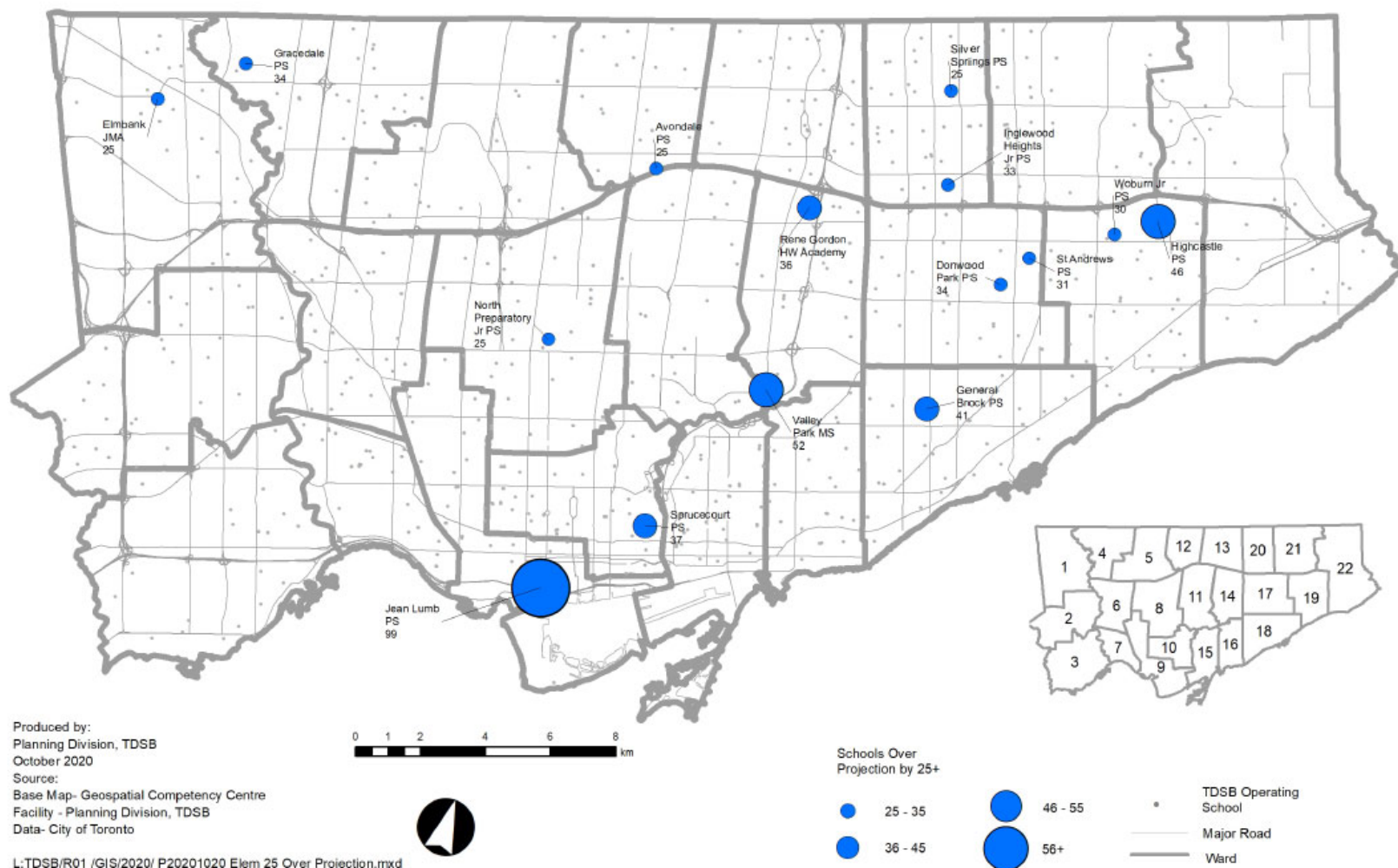
- As of 13 October 2020 there were:
  - 15 elementary schools that had actual enrolments **over** projected enrolment by 25 students or more; and
  - 70 elementary schools that had actual enrolments **under** projected enrolment by 25 students or more.

### Count of Schools Over and Under Projection by 25 Students or More

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Over by 25	33	47	43	43	36	31	24	25	18	42	36	34	42	15
Under by 25	32	29	31	42	25	43	33	52	69	19	20	28	23	70
Total	65	76	74	85	61	74	57	77	87	61	56	62	65	85

# Elementary

## Schools That Are Over Projection by 25 or More



# Elementary

## Comments on Why Schools Are Over Projection

Students have  
come from  
other TDSB  
schools

Students  
have come  
from private  
schools

**More young  
students  
beginning with  
the TDSB**

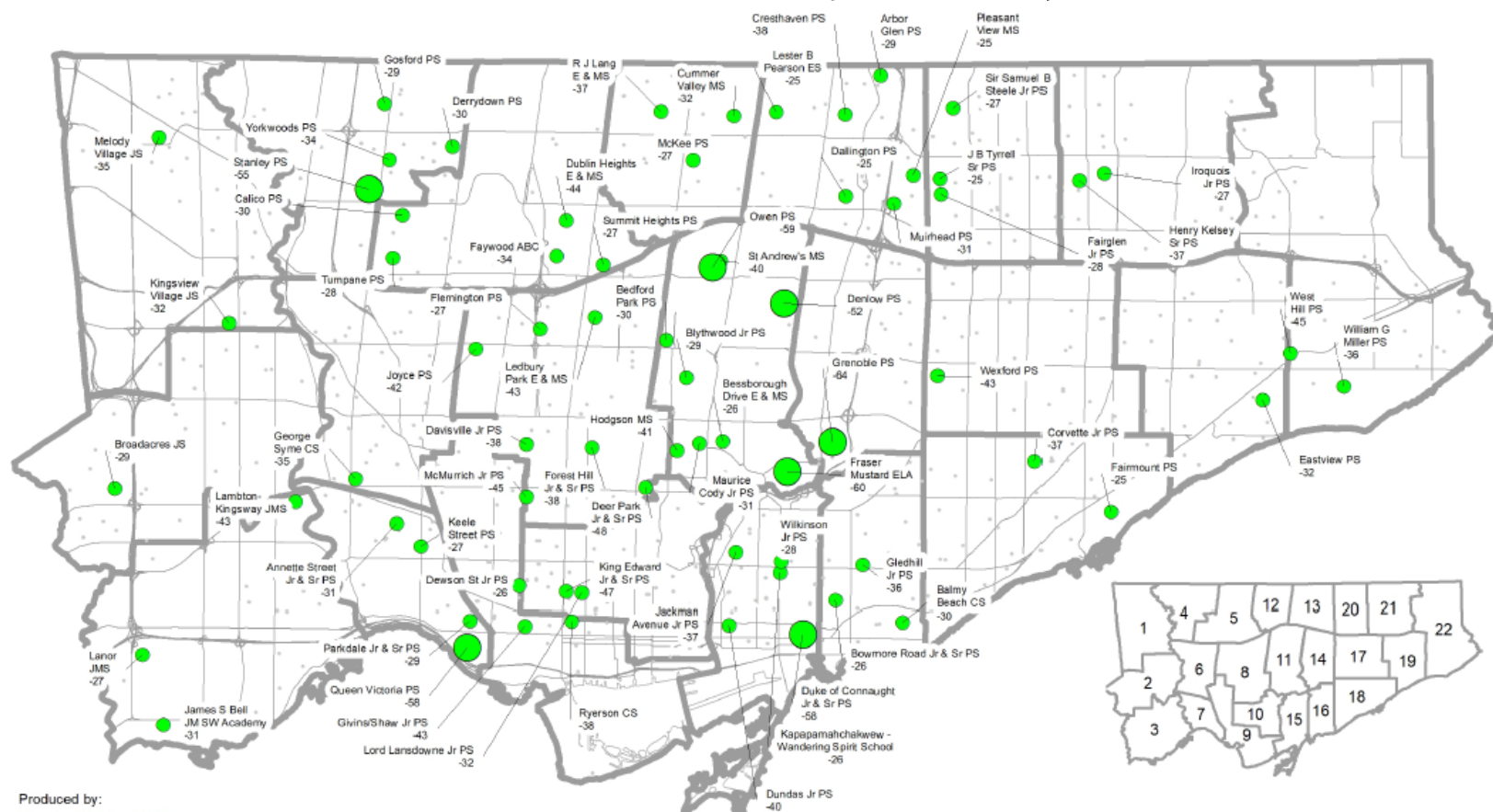
Students have  
come other  
countries

Students have come from  
other school boards

Actual Enrolment as of October 2020

13

# Elementary Schools That Are Under Projection by 25 or More



Produced by:  
Planning Division, TDSB  
October 2020  
Source:  
Base Map- Geospatial Competency Centre  
Facility - Planning Division, TDSB  
Data- City of Toronto



Schools Under  
Projection by - 25



• TDSB Operating  
School  
— Major Road  
— Ward

L:TDSB/R01 /GIS/P220/20201020 Elem 25 Under Projection.mxd



# Elementary

## Comments on Why Schools Are Under Projection

Fewer families  
moving to  
Canada

**Fewer young  
students  
beginning  
with the TDSB**

Students have  
gone to private  
schools

Students have  
gone to other  
school boards

Students have gone  
to other TDSB schools

Families changed mind  
about attending  
specialized program

# Elementary

## Entry Codes - 2019 Compared to 2020

**Students new to the TDSB (were not with the TDSB at the end of the previous year, but with the TDSB in the current year)**

Entry Code	Oct 2019	Oct 2020	Difference
Beginner	17,806	15,468	-2,338
Home Schooling	98	102	4
Other Board	1,278	1,071	-207
Other Country	3,293	1,207	-2,086
Other Province	365	207	-158
Private School	552	842	290

# Elementary

## Departure Codes - 2019 Compared to 2020

**Students who left the TDSB (were with the TDSB at the end of the previous year, but not with the TDSB in the current year)**

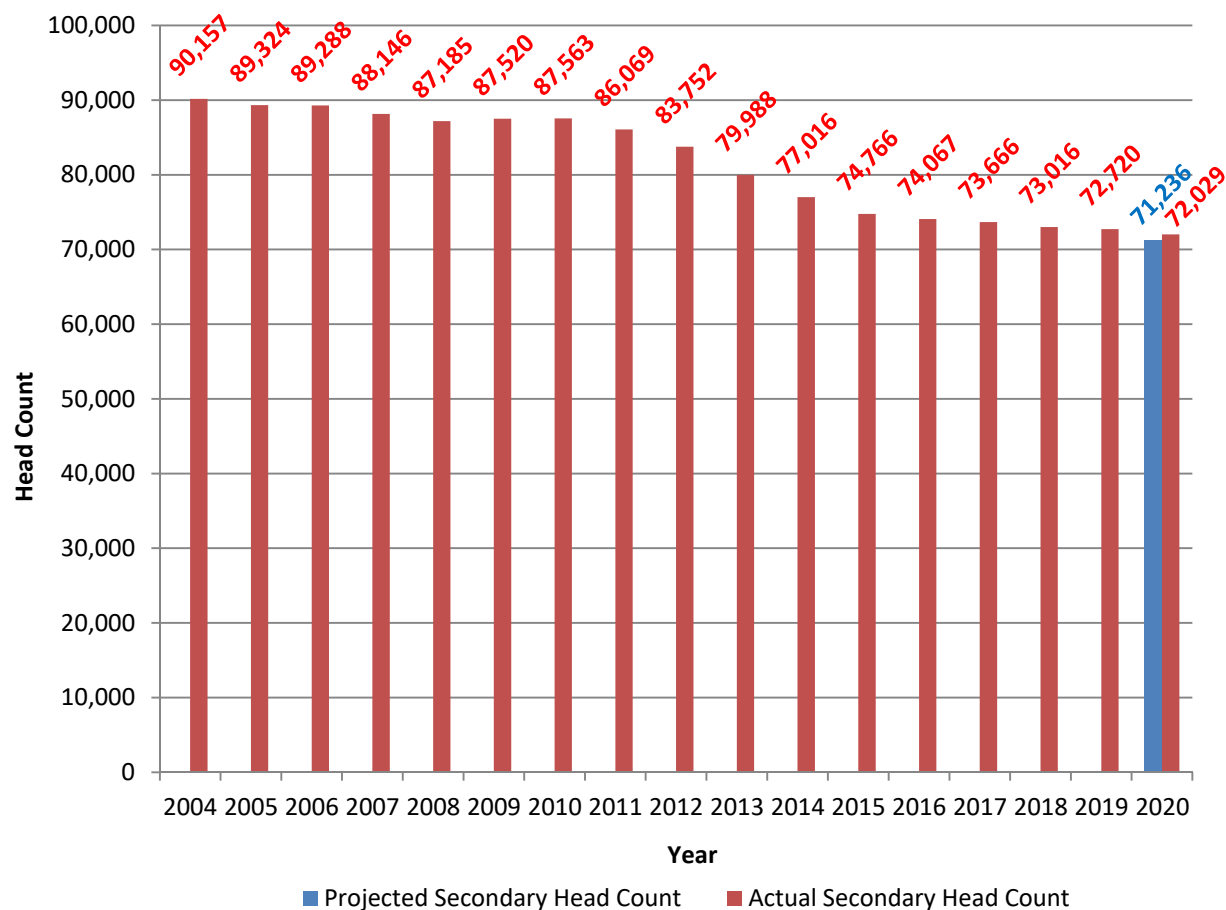
Departure Code	Oct 2019	Oct 2020	Difference
Home Schooling	147	436	289
Other Board	5,036	4,722	-314
Other Country	1,188	742	-446
Other Province	339	384	45
Private School	1,142	1,230	88

# Secondary

# October

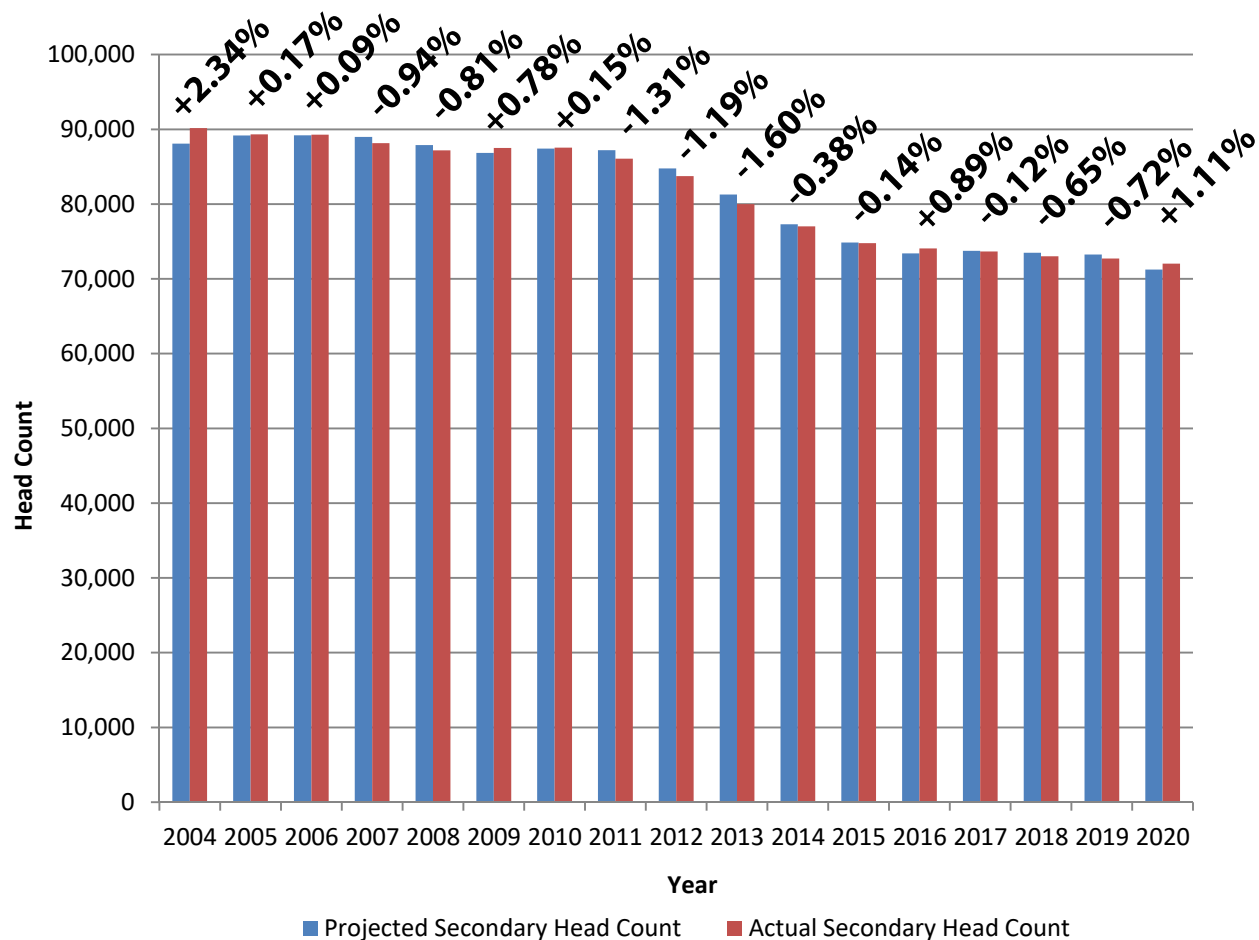
## Actual Enrolment as of 13 October 2020

- The **projected enrolment** for the secondary panel for 30 September 2020 was 71,236 head count.
- Projections were revised in March 2020 to account for the anticipated reduction of newcomer students due to COVID-19 restrictions.
- The **actual enrolment** for the secondary panel as of 13 October 2020 was 72,029 head count.
- This is above projection by 793 head count (+1.11%).
- This is a decrease of 691 head count from 30 September 2019 (-0.95%).



## Secondary Comparison to Past Years

- The variance this year between actual enrolment and projected enrolment is higher than what was experienced last year.
- The average variance between actual enrolment and projected enrolment from 2004 to 2019 was 0.77%.



## Actual Enrolment as of October 2020

20

# Secondary

## Actual Enrolment as of 13 October 2020

	Total (In-Person and Virtual)				In-Person Schools				Virtual Schools			
	Total HC	Total FTE	% Diff HC	% Diff FTE	Total HC	Total FTE	% Diff HC	% Diff FTE	Total HC	Total FTE	% Diff HC	% Diff FTE
Actual	72,029	69,605			54,503	52,521			17,526	17,084		
Projected	71,236	71,236			56,969	56,969			14,267	14,267		
Difference	793	-1,631	1.11%	-2.29%	-2,466	-4,448	-4.33%	-7.81%	3,259	2,817	22.84%	19.74%

HC: Head Count – a count of the students attending a school where each student is counted as one.

FTE: Full Time Equivalent – a count of the students attending a school by the amount of time they are registered for instruction. For example, a student registered for half a day of instruction is counted as 0.5.

Diff: Difference

## Comments on Secondary Enrolment

- A major reason for the decline in secondary enrolment from last school year is the decrease in **newcomer students** due to COVID restrictions. This was accommodated in the school-by-school projections by decreasing the projections by 988 students.
- Further, we had included 1,720 secondary **international students** in the projections. The number of secondary international students we currently have is 1,123 – a shortfall of 597 students.
- While the head count projection came in at projection, the full time equivalent projection came in below projection because there are more **part time** students this year than we forecasted. There may be more part time students this year because of the quadmester system where a student takes a maximum of two courses at a time. If a student takes two courses they are counted as full time; if they choose to take only one course they are counted as part time.



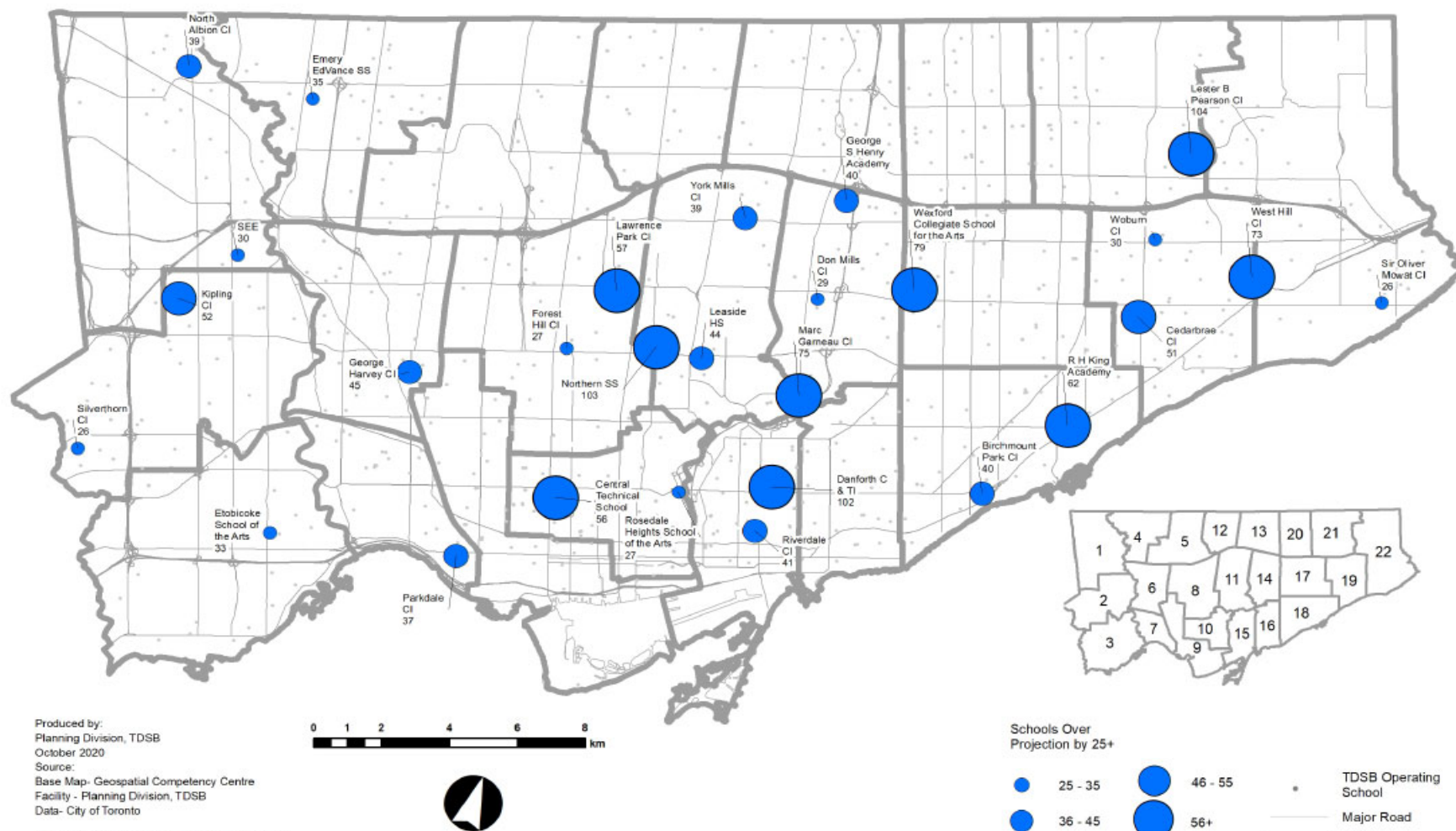
## Secondary Schools That Are Over and Under Projection

- As of 13 October 2020 there were:
  - 28 secondary schools that had actual enrolments **over** projected enrolment by 25 students or more; and
  - 13 secondary schools that had actual enrolments **under** projected enrolment by 25 students or more.

**Count of Schools Over and Under Projection by 25 Students or More**

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Over by 25	15	16	30	20	15	12	10	20	21	28	24	16	24	28
Under by 25	30	30	16	16	28	34	29	28	18	18	18	24	23	13
Total	45	46	46	36	43	46	39	48	39	46	42	40	47	41

# Secondary Schools That Are Over Projection by 25 or More



## Secondary

### Comments on Why Schools Are Over Projection

**Students  
have come  
from other  
school  
boards**

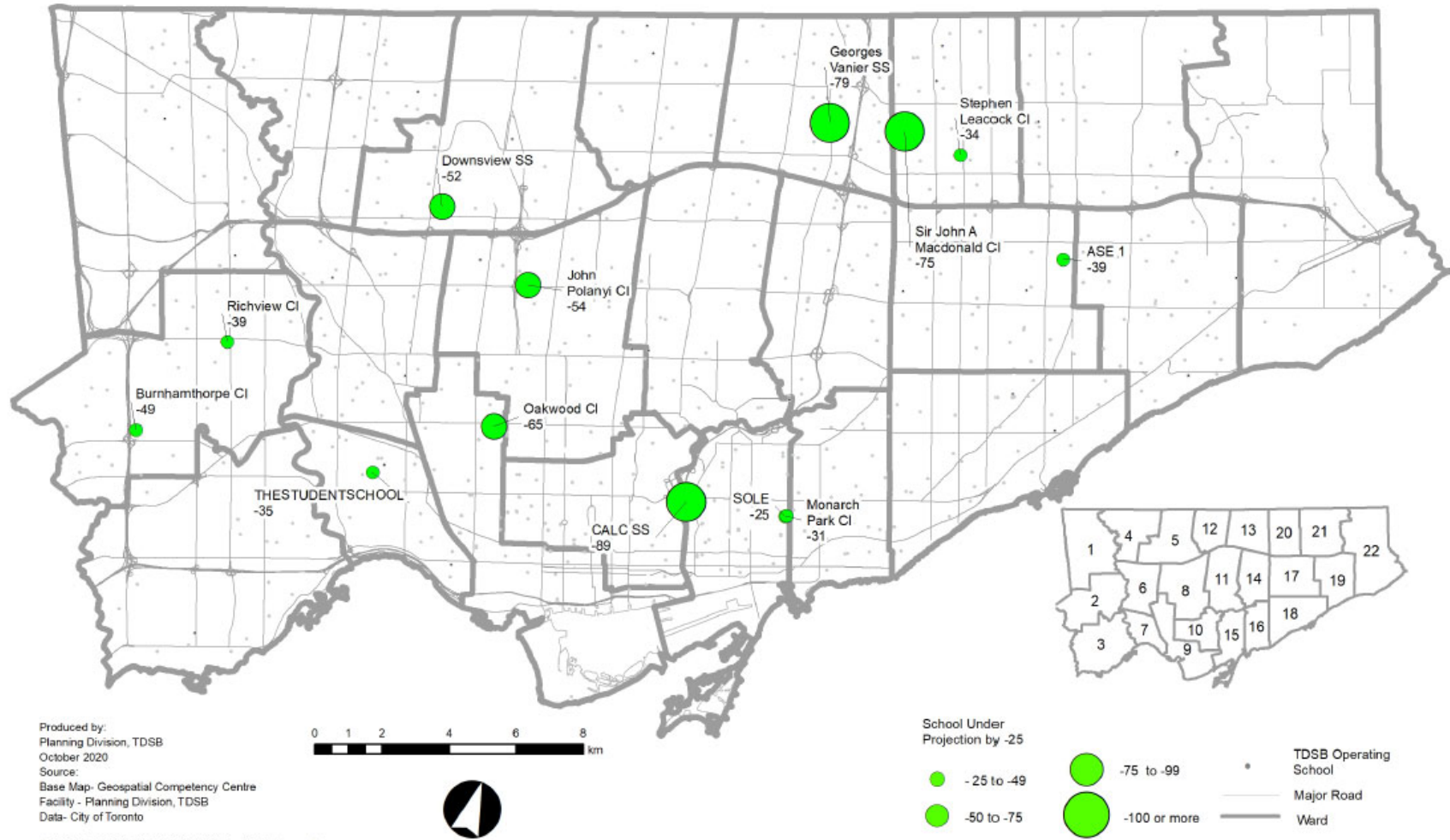
Students have come  
from home schooling

**Students have  
come from other  
TDSB schools**

Students have come  
from other countries

Students have  
come from  
private schools

# Secondary Schools That Are Under Projection by 25 or More



## Secondary

### Comments on Why Schools Are Under Projection

**Fewer  
students  
returning  
for a 5<sup>th</sup>  
year**

**Students have  
gone to other  
TDSB schools**

Fewer students  
coming from  
other countries

Fewer  
students  
coming from  
other school  
boards

## Secondary

### Entry Codes - 2019 Compared to 2020

**Students new to the TDSB (were not with the TDSB at the end of the previous year, but with the TDSB in the current year)**

Entry Code	Oct 2019	Oct 2020	Difference
Home Schooling	50	66	16
Other Board	1,462	1,223	-239
Other Country	1,847	656	-1,191
Other Province	153	110	-43
Private School	562	520	-42

## Secondary

### Departure Codes - 2019 Compared to 2020

**Students who left the TDSB (were with the TDSB at the end of the previous year, but not with the TDSB in the current year)**

Departure Code	Oct 2019	Oct 2020	Difference
Home Schooling	62	33	-29
Other Board	968	688	-280
Other Country	268	171	-97
Other Province	78	70	-8
Private School	269	205	-64

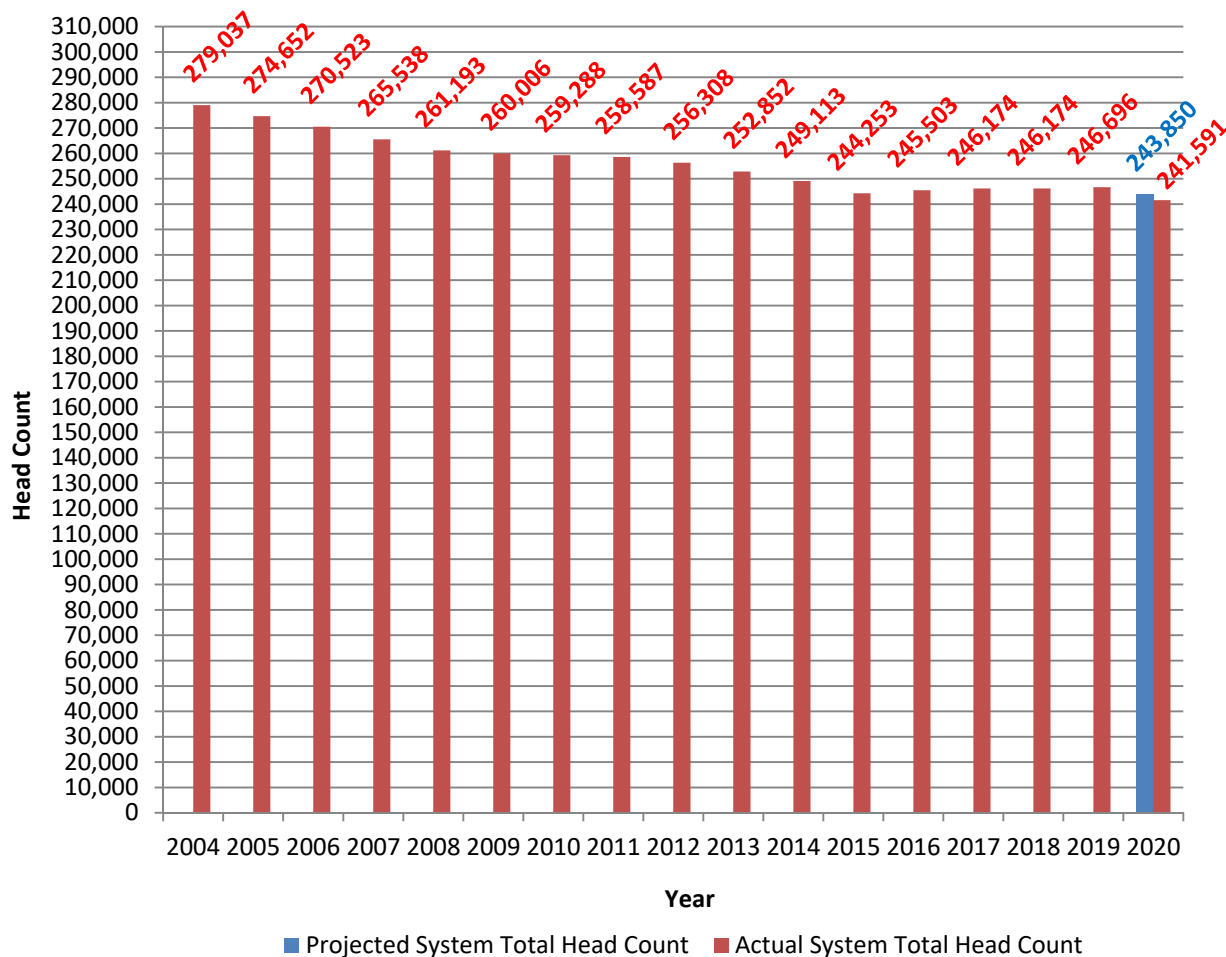
# System Total



# System Total

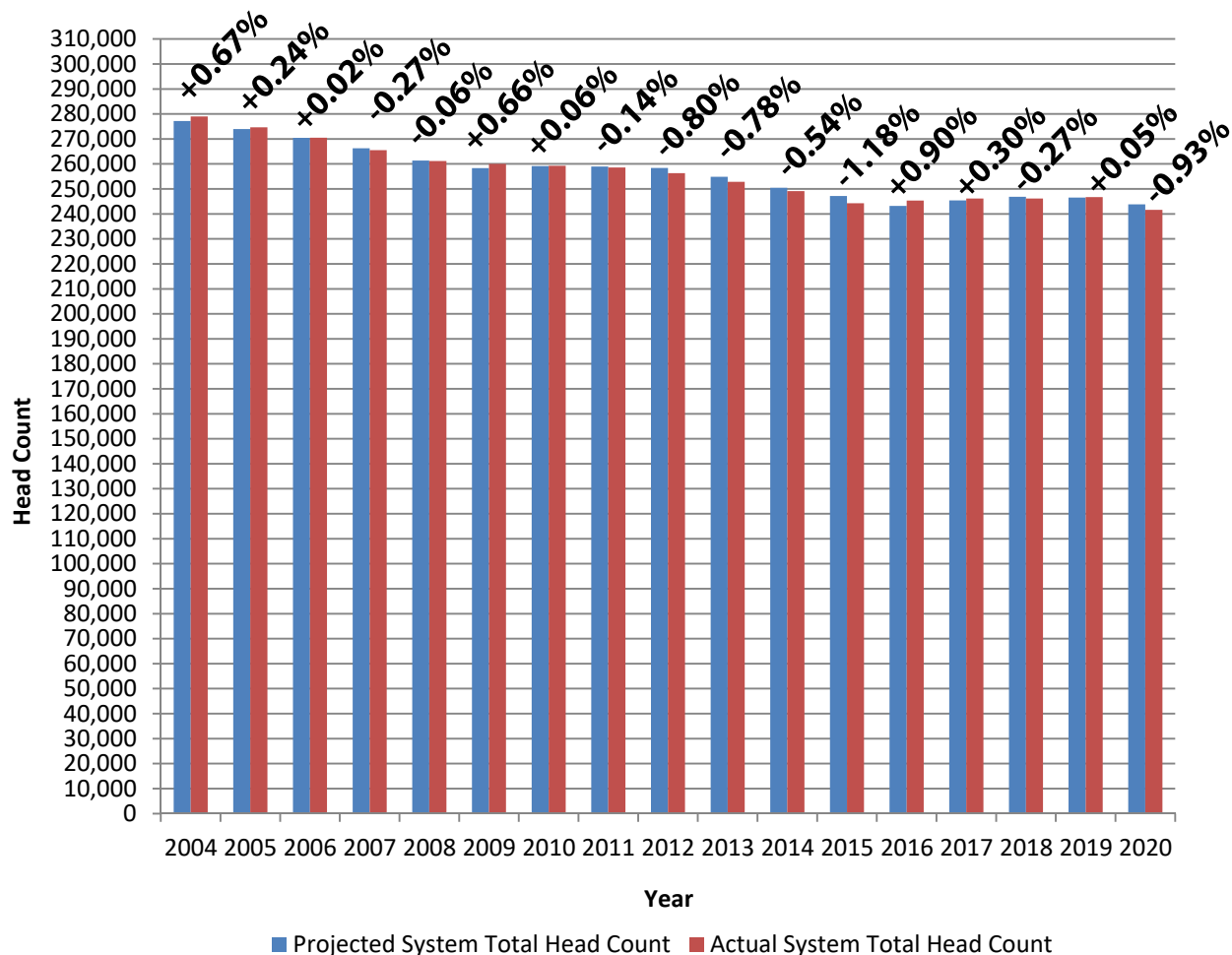
## Actual Enrolment as of 13 October 2020

- The **projected enrolment** for the system for 30 September 2020 was 243,850 head count.
- The **actual enrolment** for the system as of 13 October 2020 was 241,591 head count.
- This is below projection by 2,259 head count (-0.93%).
- This is a decrease of 5,105 head count from 30 September 2019 (-2.07%).



## System Total Comparison to Past Years

- The variance this year between actual enrolment and projected enrolment is -0.93%, which is higher than the average variance experienced in the past three years.
- The average variance between actual enrolment and projected enrolment from 2004 to 2019 was 0.43%.



## Actual Enrolment as of October 2020

32

# System Total

## Actual Enrolment as of 13 October 2020

	Total (In-Person and Virtual)				In-Person Schools				Virtual Schools			
	Total HC	Total FTE	% Diff HC	% Diff FTE	Total HC	Total FTE	% Diff HC	% Diff FTE	Total HC	Total FTE	% Diff HC	% Diff FTE
Actual	241,591	239,154			160,861	158,866			80,730	80,288		
Projected	243,850	243,850			177,883	177,883			65,967	65,967		
Difference	-2,259	-4,696	-0.93%	-1.93%	-17,022	-19,017	-9.57%	-10.69%	14,763	14,321	22.38%	21.71%

HC: Head Count – a count of the students attending a school where each student is counted as one.

FTE: Full Time Equivalent – a count of the students attending a school by the amount of time they are registered for instruction. For example, a student registered for half a day of instruction is counted as 0.5.

Diff: Difference

# Questions and Answers





## **Update on Revised Estimates 2020-21**

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

**Date:** 25 November, 2020

**Report No.:** 11-20-3998

### **Strategic Directions**

- Allocate Human and Financial Resources Strategically to Support Student Needs

### **Recommendation**

It is recommended that the Update on Revised Estimates 2020-21 be received.

### **Context**

As part of the regular reporting requirements to the Ministry of Education, the deadline for the Revised Estimates is 15 December 2020. Typically, the main purpose of the Revised Estimates is to update the Ministry of Education on changes to a school board's forecast based on actual enrolments experienced in October of each year and any known changes. This year, with the pandemic, many school boards are experiencing significant changes from their original budget. The Toronto District School Board (TDSB) is no different in this regard. The purpose of this report is to provide Trustees with the most current information regarding the impact of the pandemic on the TDSB's projections.

Due to the pandemic this year, the Ministry of Education increased school boards' maximum allowable deficit without Ministry of Education approval from 1% to 2%. Should a school board determine that its deficit will exceed 2%, either before or after the revised estimates submission, Ministry of Education approval is required. As part of the TDSB's budget process, in summer 2020, the Board approved a 2% deficit in order to support additional teachers and smaller class sizes.

As outlined in this report, the TDSB's current forecasted deficit is projected to be approximately 3.25%, which means TDSB staff will be seeking Ministry of Education approval prior to submitting the Board's Revised Estimates. It is anticipated that many boards across the province will be in a similar position due to the pandemic. An update will be provided at the January 2021 Finance, Budget and Enrolment Committee (FBEC) meeting should there be any changes to the final 2020-21 forecasted financial position.

This report outlines the TDSB's projected financial position based on the most current information available and covers the following areas:

- Assumptions used to build the forecast include:
  - o Updated enrolments for this school year
  - o Revenue Impacts due to enrolment change and other factors
  - o Cost impacts relating to staffing and operating expenses
- Projected financial position based on assumptions
- Potential risks to financial position

### **Assumptions**

In developing this revised estimate, the following assumptions were used:

#### **Enrolment Data – Elementary:**

Enrolment used for funding purposes is the Average Daily Enrolment (ADE) of pupils. This is calculated based on an average of full time equivalent (FTE) students reported as of the 31 October and 31 March count dates in each school year. The Planning department's annual enrolment projection is based on the count of students as of 31 October 2020, adjusted by the forecasted attrition rates as of the 31 March 2021 count date, to arrive at the elementary enrolment for this school year.

#### **Enrolment Data – Secondary:**

As a result of the pandemic and the quadmester schedule, secondary school enrolment will be based on the count of students on the 16<sup>th</sup> day of each quadmester. Due to the count date for the second quadmester being in December, the Planning department has used actual enrolment from the first quadmester and projected enrolment for the second quadmester to arrive at the enrolment projection for the first half of the year. This data is then used to forecast the enrolment for the balance of the year.

Due to the timing of this report and the use of projections for the second quadmester, staff will report to FBEC in the January cycle of meetings on the actual enrolment for the second quadmester and the impact on funding.

## Updated Enrolments:

Outlined below are the updated average daily enrolment (ADE) projections from the Planning department based on the assumptions above:

Grade	Original Projection (ADE)	Updated Projection (ADE)	Variance (ADE)
Junior Kindergarten	16,930.0	15,115.0	(1,815.0)
Kindergarten	17,830.0	16,985.6	(844.4)
Grades 1 to 3	53,548.0	52,266.0	(1,282.0)
Grades 4 to 6	51,780.0	51,071.0	(709.0)
Grades 7 to 8	34,281.0	33,803.0	(478.0)
Grades 4 to 8	86,061.0	84,874.0	(1,187.0)
Total Elementary	174,369.0	169,240.6	(5,128.4)
Grades 9 to 12	69,296.0	69,014.0	(282.0)
Independent Study	83.5	50.0	(33.5)
Total Secondary	69,379.5	69,064.0	(315.5)
Total Day School	243,748.5	238,387.9	(5,443.9)

It should be noted that many school boards are facing similar declines in enrolment due to the pandemic. The TDSB and other boards have advocated to the Ministry of Education to fund at the original enrolment projections prior to the pandemic, as boards are facing significant funding reductions. The Ministry of Education is reviewing this request of school boards and will advise if any additional funding will be made available to address the decline in enrolment.

## Revenue Impacts:

- *Grants for Student Needs (GSN)*: Amount is based on projected enrolment data provided by the TDSB's Planning Department and funding announced by the Ministry of Education.

The impact on the GSN due to the enrolment change, and other small grant changes, is outlined below:



	Estimates	Revised Est.	Variances
Pupil Foundation Allocation	\$1,370,679,838	\$1,338,350,041	\$(32,329,797)
School Foundation Allocation	180,890,861	177,931,353	(2,959,508)
Special Education Allocation	348,799,042	343,452,230	(5,346,812)
Language Allocation <b>(Note 1)</b>	120,422,076	105,793,676	(14,628,400)
Learning Opportunities Allocation	154,579,288	154,454,576	(124,712)
Continuing Education Allocation and Other Program	27,041,868	26,913,168	(128,700)
Cost Adjustment and Teacher Qualification Allocation <b>(Note 2)</b>	280,857,016	286,405,854	5,548,838
New Teacher Induction Program Allocation	1,520,493	1,163,084	(357,409)
ECE Q&E Allocation	16,747,050	16,588,169	(158,881)
Restraint Savings Allocation	(949,625)	(949,625)	-
Transportation Allocation	63,515,116	63,455,172	(59,944)
Administration and Governance Allocation	62,312,101	61,337,096	(975,005)
School Operations Allocation	276,396,663	270,713,791	(5,682,872)
Community Use of Schools Allocation	3,723,914	3,723,914	-
Declining Enrolment Adjustment	0	14,508,256	14,508,256
Indigenous Education Allocation	5,296,734	5,279,891	(16,843)
Mental Health and Well-Being Grant	9,923,158	9,823,520	(99,638)
Supports for Students Fund	23,923,094	23,923,094	-
Program Leadership Grant	1,645,378	1,645,378	-
Support for Covid-19 Outbreak Allocation <b>(Note 1)</b>		2,111,295	2,111,295
Permanent Financing of NPF	20,498,586	20,498,586	-
Total School Renewal Allocation.	48,407,324	47,659,917	(747,407)
Trustees' Association Fee	43,316	43,316	-
Capital Debt Interest Payment - OFA	15,885,181	15,885,181	-
Total	\$3,032,158,472	\$2,990,710,931	\$(41,447,539)

Notes:

- 1) The Language Allocation and the Support for Covid-19 Outbreak Allocation were not included in the October 14 FBEC update to Trustees.
- 2) Cost Adjustment and Teacher Qualification Allocation variance is comprised of \$11.4M in increased funding due to an increase to teacher average salary.

- *Federal and Provincial Government Funding:* The first phase of federal and provincial funding (related to the pandemic) announced in the fall have been included in this forecast. Funding from the second phase has not been included in the revised estimates projection as the amount is not known at this time.
- *Permit, Parks and Recreation Revenues:* These are anticipated to decrease by a total of approximately \$4.3M due to ongoing provincial restrictions that have limited community activities and gatherings. \$2.3M of this loss was already captured in the original 2020-21 budget estimates, resulting in an additional revenue reduction of \$2.0M.
- *International Student Revenues:* The revenue from international student enrolment is anticipated to decrease by approximately \$0.8 million based on October and November 2020 enrolment data, compared to the initial budget projection.
- *Extended Day Program:* The operating deficit for the Extended Day Program is anticipated to increase by \$1.2M due to a decrease in revenues. This is based on the current 45% vacancy rate, as students pivot to virtual school, in addition to an increase in prepackaged food program costs.
- *Nutrition Services:* The operating deficit of Nutrition Services is anticipated to increase by approximately \$1.2M due to the forecasted ongoing closure of cafeterias. Cafeteria services staffing costs continue to be incurred as staff are redeployed to support school nutrition programs.

### **Cost Impacts:**

#### **Teacher Costs:**

Teacher costs have changed in the amount of approximately \$2.3M. Several factors have impacted the overall teacher costs as outlined below:

- Additional long-term occasional staffing costs are projected to be incurred, due to the running of both in-person and Virtual School, at an estimated cost of \$45.1M.
- More students have chosen Virtual School than originally anticipated. We had estimated approximately 20% of students would choose Virtual School. As of today, that number is approximately 38%. As you are aware, we established smaller class sizes at in-person schools which resulted larger class sizes in the Virtual School. The increased enrolment in virtual school, coupled with the larger

class sizes, has resulted in 220 fewer teachers being required (\$23.7M reduction).

- Short-term supply costs for the year are forecasted to be lower as a result of the decrease in teacher daily absenteeism experienced to date. The projected savings for the full year is anticipated to be \$11.4M if this trend continues.
- As a result of redeploying central teachers to support students in both in-person and virtual schools, the Board is projected to save \$18.8M in central teacher costs.
- The Board's average teacher salary costs are based on the experience and qualifications of teachers. Based on teachers' actual experience and qualifications, it is anticipated that the increase in average salary will result in an additional cost of \$11.1M. This additional cost was offset by increased funding under the Teacher Qualification and Experience grant.

### **Personal Protective Equipment (PPE) and Cleaning Supplies:**

The Ministry of Government and Consumer Services (MGCS) has been tasked with providing school boards with PPE and cleaning supplies at no cost. From September 2020 to date, the TDSB has had to procure approximately \$3.2M of PPE and cleaning supplies from its own suppliers to ensure adequate supplies for the system. While the supply chain through MGCS is improving and more supplies are being acquired through them, the TDSB forecasts the overall cost to the Board by year-end will be \$7.7M. The TDSB and other school boards are advocating to the Ministry of Education to have these costs funded. The Ministry of Education has announced \$0.46M in 2020-21 COVID-19 funding to offset these PPE costs. Initially, staff had forecasted spending \$5.7M in the first four months of the school year. Therefore, the revised forecast of \$7.7M results in an additional cost pressure of \$2.0M.

### **Future Employee Benefits Costs:**

Future Employee Benefits Costs are anticipated to increase by \$5.5M based on this year's actuary projection. The increase is attributed to costs relating to long-term disability and WSIB.

### **Virtual School Administration:**

Provincial and Federal funding for remote learning administration totaled \$5.4M for the TDSB. The projected cost for remote learning administration at the TDSB is \$8.4M. Therefore, the total cost over funding is \$3.0M.

## Designated Early Childhood Educators (DECE):

To ensure that all Kindergarten students, including those in Virtual Schools, are supported by a DECE (when the class size is over 15 as per Regulations under the Education Act), while also ensuring the least amount of disruption for staff, students and families, an additional \$2.4M was allocated to support the hiring of additional DECEs.

## Other Costs:

Various other minor variances across central departments in the amount of \$2.5M are forecasted.

## Financial Position

The chart below summarizes the items above and presents the overall projected financial position of the Board.

Projected Financial Position		
(millions)		
Forecasted 20-21 Financial Position as at July 7, 2020 Surplus/(Deficit)		(\$29.3)
Revenue Impacts		
GSN decrease due to enrolment reduction	(\$41.4)	
Permit revenue	(\$2.0)	
International student revenue reduction	(\$0.8)	
Extended Day Program	(\$1.2)	
Nutrition service operation	(\$1.2)	
Total Revenue Impacts		(\$46.6)
Costs Impacts		
Teacher Costs	(\$2.3)	
Additional PPE and cleaning supplies	(\$2.0)	
Future Employee Benefits	(\$5.5)	
Virtual School Administration Costs	(\$3.0)	
Designated Early Childhood Educators	(\$2.4)	
Other Costs	(\$2.5)	
Total Cost Impacts		(\$17.7)
Revised Financial Position for 20-21 as at Nov. 20, 2020 - Surplus/(Deficit)		(\$93.6)

## **Risks**

The following items have significant risk to the financial forecast of the Board should the assumptions underlining them not match the Board's experience:

- 1) Changes in Program and Service Delivery: Should the system be shut down for in-person classes as a result of the pandemic, there will be varying financial impacts to the Board in such areas as supply costs, technology spending, leasing, permits, construction and transportation.
- 2) Enrolment: Due to the unknown nature of the pandemic, predicting future enrolment trends is difficult. Given that enrolment is the most significant factor in determining the TDSB's overall grant revenue, any significant change in actual enrolment compared to forecast will impact the TDSB's financial position.
- 3) Supply Costs: The ongoing pandemic will significantly impact supply costs. If the TDSB needs to revert completely to virtual learning once again, there could be significant savings. However, should the pandemic continue as it is currently projected and schools remain open, supply costs could significantly increase above what is currently projected.
- 4) PPE and Cleaning Supplies: Depending on supply chain availability of PPE and cleaning supplies from MGCS, the TDSB may have to continue to purchase supplies from its own vendors at a cost to the board.
- 5) Technology and Software Supports: The TDSB is endeavouring to provide all students with access to technology and internet connectivity, as well as having the appropriate virtual academic resources. Depending on funding available and impact of the pandemic on the learning environment (i.e. bricks and mortar versus remote learning), there may be a significant need for additional technology in the future.
- 6) Other Unknown Financial Challenges: As this is the first time school boards have had to operate during a pandemic, it is difficult to forecast what unknown financial challenges there will be in the balance of the year. School boards are still awaiting information from the Ministry of Education on the second round of Federal funding, as well as what other funding the Ministry of Education will provide to address the additional costs resulting from the pandemic.

Staff will continue to monitor these risks and will update Trustees as new information or risks become known.

## **Action Plan and Associated Timeline**

Staff will continue to update Trustees as new information becomes available. In addition, quarterly updates of the financial position will be provided to FBEC, including forecasts for the balance of the year.

Staff will begin discussions with the Ministry of Education on revised projections and seek approval of the revised deficit of 3.25%. As well, staff will continue to advocate to the Ministry of Education to fully fund the costs of the pandemic to school boards and update Trustees on Ministry of Education communications.

## **Resource Implications**

School boards are required to have a balanced budget.

## **Communications Considerations**

This report will be posted on the Board budget website.

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

Not applicable.

## **Appendices**

Not applicable.

## **From**

Craig Snider, Interim Associate Director, Business Operations and Service Excellence at [craig.snider@tdsb.on.ca](mailto:craig.snider@tdsb.on.ca) or at 416-395-8469.

Marisa Chiu, Interim Executive Officer, Finance at [marisa.chiu@tdsb.on.ca](mailto:marisa.chiu@tdsb.on.ca) or at 416-395-3563.

Sabrina Wang, Comptroller, Budget, Revenue and Financial Planning at [sabrina.wang@tdsb.on.ca](mailto:sabrina.wang@tdsb.on.ca) or at 416-395-3562.

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## **2021-22 Operating Budget Communications: Overview of Communication Supports (Draft)**

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

**Date:** 25 November, 2020

**Report No.:** 11-20-3994

### **Strategic Directions**

- Allocate Human and Financial Resources Strategically to Support Student Needs

### **Recommendation**

It is recommended that the report regarding the 2021-22 Operating Budget Communications – Overview of Communications Support (Draft) be received.

### **Context**

The attached draft chart (Appendix A) is being presented to begin preliminary discussions about communications support for this year's budget process with the Finance, Budget and Enrolment Committee. After the discussion, this chart will be updated to reflect Trustee feedback. Given the unpredictability of this year, all dates below are subject to change. Similarly, communications support will be flexible and adaptable as the TDSB works through this year's budget process.

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

Appendix A provides an overview of key dates in this year's budget process and the corresponding communications support being proposed.

### **Resource Implications**

Not applicable



## **Communications Considerations**

As we proceed in the budget process, we will update this plan with a focus on strategic considerations relating to messaging, stakeholder issues management and overall strategy.

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

Not applicable

### **Appendices**

Appendix A: 2021-22 Operating Budget Communications – Overview of Communications Support (Draft)

### **From**

Ross Parry, Executive Officer, Government, Public and Community Relations at [ross.parry@tdsb.on.ca](mailto:ross.parry@tdsb.on.ca) or at 416-397-3951.

Zoya McGroarty, Communications Officer, Government, Public and Community Relations at [zoya.mcgroarty@tdsb.on.ca](mailto:zoya.mcgroarty@tdsb.on.ca) or 416-706-1998.

**APPENDIX A: 2020-21 OPERATING BUDGET COMMUNICATIONS – Overview of Communications Supports (DRAFT)**

<b>Date/Month</b>	<b>Budget Milestone</b>	<b>Communications Support</b>
October 2020	Ministry of Finance Pre-Budget Consultation	<p>Worked with the Finance department to prepare the speaking notes and written submission.</p> <p>Posted to the TDSB website.</p> <p>Shared electronically with TDSB stakeholders as part of TDSB update.</p>
November 2020	Launch of TDSB Budget 2021-2022 webpage	<p>Webpage includes a section to highlight latest budget updates, background information on the budget process, and all relevant documents and presentations. Once finalized, information on public consultations will be posted and promoted.</p> <p>Links to access recorded videos of all FBEC meetings moving forward will also be posted.</p> <p>Banner has been posted on the internal and external websites, as well as all school websites.</p> <p>The webpage will continue to be updated throughout the process.</p>
November 25, 2020	Preliminary discussion of communications support for this year's budget process at the Finance, Budget and Enrollment Committee meeting.	<p>Draft communications support document.</p> <p>Trustee feedback, suggestions and guidance to be incorporated into draft.</p>
January/February 2021	Financial Facts	<p>Finalize all edits and updates to Financial Facts for 2021-2022.</p> <p>Post to budget webpage.</p>

Date/Month	Budget Milestone	Communications Support
		<p>Create and post an accessible version of Financial Facts to the website.</p>
<p>February/March 2021</p>	<p>Finalize public consultation plan on 2021-22 budget</p> <p>Presentation and approval of school-based staffing</p>	<p>Public consultation dates (virtual ward forums, deputation opportunities, web chat) posted to the website and tweeted.</p> <p>Share in News You Can Use and in the Virtual School newsletters.</p> <p>Assist the Finance department with the creation of public consultation presentation.</p> <p>Virtual budget consultation/web chat where participants can hear from staff and ask questions (specific details TBD).</p> <p>Update website with school-based staffing presentation.</p> <p>Explain staffing process and this year's staffing approach in clear and easy to understand web copy.</p> <p>Talking points/key messages for Trustees.</p> <p>Media responses and preparation of spokespeople.</p> <p>Fact sheet for media and the public.</p>
<p>March/April 2020</p>	<p>Update on Grants for Student Needs announcement from Ministry (if available)</p>	<p>Possible options, depending on the nature of the announcement, include: news release, media statement, interviews, etc.</p> <p>Update web content.</p>

Date/Month	Budget Milestone	Communications Support
		<p>News You Can Use and Virtual School newsletter items.</p> <p>Trustee Weekly.</p> <p>TDSB Connects.</p> <p>Talking points/key messages for Trustees, senior team, principals, media spokespeople, etc.</p>
May 2021	Presentation of 2021-22 Operating and capital budget – Draft report	<p>Fact sheet/Q&amp;A for media and the public (website).</p> <p>Prepare spokespeople with key messages and background information.</p> <p>News You Can Use and Virtual School newsletter items.</p> <p>Update website.</p> <p>TDSB Connects.</p>
June 2021	Approval of operating and capital budget for submission to Ministry	<p>News release on the night of the Board Meeting.</p> <p>Fact sheet/Q&amp;A for media and the public (website).</p> <p>Prepare spokespeople with key messages and background information.</p> <p>News You Can Use and Virtual School newsletter items.</p> <p>Update website.</p> <p>TDSB Connects.</p>





## **Draft 2021-22 Budget Strategic Drivers and Consultation Plan**

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

**Date:** 25 November, 2020

**Report No.:** 11-20-3995

### **Strategic Directions**

- Allocate Human and Financial Resources Strategically to Support Student Needs

### **Recommendation**

It is recommended that the Draft 2021-22 Budget Strategic Drivers and Consultation Plan report be approved.

### **Context**

The purpose of this report is to solicit Trustees' feedback, guidance and suggested amendments to last year's Budget Strategic Drivers. Information gathered will be used to finalize the 2021-22 Budget Strategic Drivers. In order to allow time for consultation with the Parent Involvement Advisory Committee (PIAC), the Special Education Advisory Committee (SEAC) and the Community Advisory Committees (CACs), staff are recommending final approval of the Budget Strategic Drivers in February 2021.

Staff will present the current Budget Strategic Drivers to SEAC and PIAC for discussion and feedback. In order to allow both Statutory Advisory Committees the opportunity to provide feedback, staff will request they submit their feedback by the end of January, to inform the discussion at the February 2021 Finance, Budget and Enrolment Committee (FBEC) meeting.

Staff will also communicate with all CACs about the current Budget Strategic Drivers and the opportunity to provide feedback to FBEC. They will be asked to submit their feedback by 31 January 2021, so that it can be included in the February report.

## **Action Plan and Associated Timeline**

Once the consultation plan outlined in this report is approved, staff will arrange to present at the next PIAC and SEAC meetings and send out a communication to all CACs, with instructions to submit their feedback through this survey form:

<https://forms.gle/By6Ew7St5n4K9zFy9>, by 31 January 2021.

Staff will then present a summary of feedback received at the February FBEC meeting for consideration for the 2021-22 Budget Strategic Drivers.

## **Resource Implications**

The Board is required under the Education Act to submit a balanced budget by 30 June 2021 to the Ministry of Education.

## **Communications Considerations**

Once finalized, the 2021-22 Budget Strategic Drivers will be posted to the TDSB public website.

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

Not applicable.

## **Appendices**

- Appendix A: 2020-21 Budget Strategic Drivers
- Appendix B: 2021-22 Budget Strategic Drivers Feedback Form

## **From**

Craig Snider, Interim Associate Director, Business Operations and Service Excellence at [craig.snider@tdsb.on.ca](mailto:craig.snider@tdsb.on.ca) or at 416-395-8469.

Marisa Chiu, Interim Executive Officer, Finance at [marisa.chiu@tdsb.on.ca](mailto:marisa.chiu@tdsb.on.ca) or at 416-395-3563.

### **2020-21 Budget Strategic Drivers**

At the Board meeting on 17 April 2019, Trustees approved the following Budget Strategic Drivers (in priority sequence) to be used to inform the development of the operating budget. Subsections within each priority blend together key objectives and outcomes of the driver.

#### **Early Years**

- Early intervention supports, including early reading for students and child and family centres and early years programming.
- Reading by the end of Grade 1 and the development of foundational math skills by the end of Grade 2.
- Providing early literacy interventions and math programs aimed at improving student achievement in reading, writing and mathematics.
- Pre-Kindergarten Summer Learning and transition-to-school programs.
- Professional development for teachers and early childhood educators.

#### **Differentiated Approaches to Serve Our Students including Indigenous Education**

- Reduce the impact of poverty.
- Understand the impact of low income/poverty on education and respond effectively to our students' well-being and academic needs so all students have the opportunity to succeed.
- Raise achievement and well-being among all students and eliminate historically disproportionate low outcomes among specific groups.  
Achievement gaps can be connected to demographic factors such as family income, race, gender, ethnicity, sexual orientation and disability, among others.
- Equitable access to interventions that promote student wellbeing and student success.
- Newcomers and English Language Learners (ELL) should continue to be supported.
- Nutrition programs are an important component within schools.
- Equitable distribution of these opportunities to all students in all TDSB schools.



- Providing additional resources to specific schools through programs that fund interventions for students experiencing personal and academic challenges.
- Programs that provide equitable access to interventions that promote the well-being of students to ensure they have access to the opportunities that will contribute to their success.
- Importance of teaching Indigenous history and honouring the Truth and Reconciliation Commission's recommendations.
- Providing support to Toronto newcomers such as specialized programming to accelerate the development of their literacy skills in English, if it is not their primary language.
- Ensuring schools can access appropriate programs and resources based on the specialized local needs of their students, including students with Special Education needs.
- Support for the inclusion model provided alternate delivery models continue where they best suit student needs.

#### Student Success

- Supporting Science, Technology, Engineering, Arts and Math (STEAM) initiatives, which promote global competencies.
- Creating the conditions and programs in schools for students to personalize their programming choices to best meet their interests, strengths, and long term goals.
- Supporting teachers to meet the needs of their students experiencing challenges.
- Increasing access to programs such as Cooperative Education that provide students with relevant opportunities to apply learning in real-life employment placements.
- Variety of learning opportunities and specialized programs are critical components of students' learning. Including co-op placements, experiential learning opportunities, and apprenticeship placements.
- Concerns with larger class sizes and the demands that places on teachers.

#### Staff Allocation to Support All Students

- School based vs central supports for student and staff mental health and wellbeing supports.

- Hiring qualified staff, but also staff who represent and identify with the school communities they serve.
- Where flexibility exists, align resources with the Multi-Year Strategic Plan.
- Student mental health and well-being.
- Inclusion of students with Special Education needs.
- Academic pathways leading to improved post-secondary opportunities.
- Staff who support professional development.
- Equity, human rights, anti-oppression and anti-racism.

#### Modernization and Accessibility

- Use technology to diversify instruction, assessment, and improve accessibility.
- Accessibility and affordability of tools, devices, and infrastructure.
- Technology is used as a tool to enhance quality teaching.
- Develop modern learning spaces leading to more inclusive environments where educators and students have access to a wide range of digital learning tools, resources and mobile devices.
- Improve access for all by working to remove physical and attitudinal barriers that prevent students and staff with disabilities from accessing services by ensuring all new applications are accessibility compliant.
- Focus on improving operational efficiencies by minimizing the usage of printed material and textbooks and identifying opportunities for automation and digitization in schools and departments.
- Increase access to data to improve organizational decision-making, reduce administrative costs, and provide better access to information and services.
- Continuing to modernize and improve TDSB's IT infrastructure by expanding wireless access in our schools, increasing network capacity, and providing a robust, stable, secure, and highly available computing environment.

#### Professional Development

- PD needs to be more accessible for all members of staff.
- Importance of system-wide training related to equity, anti-racism, anti-oppression.
- More in-depth training in specific areas including Special Education Needs, behaviour management, early years, technology integration, STEAM

integration, new educational insights, practical classroom applications, student success strategies.

- Facilitate parent and community engagement and leadership opportunities, i.e., Parent Conferences, workshops, training sessions, and interpretation and translation services.
- Support Community Advisory Committees, school councils and community partnerships.
- Support parents of students with Special Education needs to ensure they are valued partners.
- Staff training on strengthening relationships and creating environments where diverse identities are valued and all voices are heard and can influence education in the TDSB.

#### Parent Engagement and Student Voice

- Improving parent involvement in school improvement process.
- Significant work underway now at TDSB in the area of parent and community engagement.
- Important work is needed to engage newcomers and parents from marginalized or racialized groups.
- Acknowledge the needs of the surrounding communities to authentically engage parents; different cultural groups may require different engagement strategies; and, understand that there are different levels of engagement possibilities for different families.
- Improve supports and relationships with parents with students with Special Education Needs.
- Improve school to parent communications.

# 2021-22 Budget Strategic Drivers Feedback Form

The TDSB is required, under the Education Act, to submit a balanced budget by June 30, 2021 for the 2021-22 school year. The purpose of this form is to gather feedback from members of TDSB Advisory Committees on the 2021-22 strategic drivers that will guide and impact budget decisions. The deadline for feedback submission is January 31, 2021. If you have any questions regarding this process, please contact Marisa Chiu, Interim Executive Officer of Finance at [Marisa.Chiu@tdsb.on.ca](mailto:Marisa.Chiu@tdsb.on.ca).

Your email address (**marisa.chiu@tdsb.on.ca**) will be recorded when you submit this form. Not you? [Switch account](#)

**\* Required**

1) Please indicate your TDSB Advisory Committee. If you are not part of an Advisory Committee, please put N/A. \*

Your answer

2) First Name \*

Your answer

3) Last Name \*

Your answer

4) Email Address \*

Your answer

5) Telephone Number \*

Your answer



6) Please select a rating from 1 to 3 in terms of level of importance. \*

	1- Not Important	2 - Moderately Important	3- Very Important
Early Years	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Differentiated Approaches to Service Our Students including Indigenous Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Success	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff Allocation to Support Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Modernization and Accessibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent Engagement and Student Voice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7) Please select the areas that you would like to provide additional written feedback on: (Check all that apply)

- ☐ Early Years
- ☐ Differentiated Approaches to Service Our Students including Indigenous Education
- ☐ Student Success
- ☐ Staff Allocation to Support Students
- ☐ Modernization and Accessibility
- ☐ Professional Development
- ☐ Parent Engagement and Student Voice
- ☐ Other: \_\_\_\_\_



8) Please provide your feedback on the selected budget drivers.

Your answer

☐ Send me a copy of my responses.

Submit

Never submit passwords through Google Forms.

This form was created inside of TDSB. [Report Abuse](#)

Google Forms





# 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.