



## **Finance, Budget and Enrolment Committee Revised Agenda**

FBEC:016A

Tuesday, November 2, 2021

4:30 p.m.

Electronic Meeting

Trustee Members

Parthi Kandavel (Chair), Shelley Laskin, Zakir Patel, Robin Pilkey, David Smith,  
Jennifer Story, 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. Contract Awards</b>	
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<b>13. Adjournment</b>	

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## **Contract Awards, Operations**

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

**Date:** 2 November, 2021

**Report No.:** 11-21-4190

### **Strategic Directions**

- Allocate Human and Financial Resources Strategically to Support Student Needs

### **Recommendation**

It is recommended that:

- (a) 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 unless indicated otherwise. Actual amounts depend on the volume of products/services actually 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 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 & Enrolment Committee Approval
- Appendix C: Contracts Requiring Board Approval
- Appendix D: Briefing Note – Indigenous Elder/Mentor/Artist in Residence

### **From**

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Marisa Chiu, Executive Officer – Finance (Interim) at [marisa.chiu@tdsb.on.ca](mailto:marisa.chiu@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.

## APPENDIX A

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

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## APPENDIX B

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

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**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	Indigenous Education	<p><b>Indigenous Elder/ Mentor/ Artist in Residence</b> to support the Indigenous Education Centre (IEC).</p> <p>The highly specialized services of an Indigenous Elder/Mentor are required to support the multi-year IEC plan.</p> <p><b>See Appendix 'D'</b></p>	N/A	Dr. Duke Redbird	N/A	N/A	Sole Source	<p>\$90,000</p> <p>(\$270,000 over 3-year term pending funding for years 2 &amp; 3)</p>	<p>February 2022/ January 2025</p>	Indigenous Education



**BRIEFING NOTE**

**Date** 2 November 2021

**To** Finance, Budget & Enrolment Committee

**From** Jim Spyropoulos, Executive Superintendent – Human Rights and Indigenous Education  
Tanya Senk, System Superintendent – Indigenous Education

**Subject** **Indigenous Elder/Mentor/Artist in Residence to Support the Indigenous Education Centre**

**Purpose** Dr. Duke Redbird was first hired as a Senior Curator consultant to the TDSB in 2013. He designed the concept and created supporting curriculum for the Indigenous K-12 program visual arts exhibition “Debwewin”, part of the public TDSB Collection located at 16 Phin Avenue. Since the launch of the exhibition in October 2014, Dr. Redbird has provided in depth program support students and teachers who are part of the Expressing Aboriginal Cultures (NAC10) program as well as the Senior Team, the Ministry of Education and parents.

The NAC10 program expanded in 2015-16 and involved 45 secondary schools and over 3,500 students. In February 2016 a Sole Source contract for Dr. Redbird was approved by the Board. It was a 1-year agreement, with renewal for up to two additional years. This agreement, which was extended for two additional years, expires in February 2019. In 2018-19 there are 66 schools involved in the NAC10 program.

A second Sole Source agreement was approved by Board in November 2018 with the final extension year ending January 31, 2022. During this time, Dr. Redbird’s skills as an Elder/Mentor have been used for teacher training (NAC10), Learning Network training, at Learning Network Leadership Team meetings, and has supported Superintendents of Education in sensitive negotiations including the repatriation of sacred Indigenous objects. His support as an Elder of Indigenous Education Centre (IEC) staff and the First Nations School of Toronto has evolved to become his key role.

It is recommended that a new Sole Source engagement be established with Dr. Redbird. With the current IEC plan in place to develop the leadership capacity of TDSB staff in the area of Indigenous Education, Dr. Redbird will play an integral role working with the IEC staff to develop learning resources to support anti-oppression learning. The need for Dr. Redbird’s services is based on a commitment that the TDSB has made to ensure that K-12 curriculum recognizes the history of residential schools and treaty rights and acts on the recommendations of the Truth and Reconciliation committee in

the area of education.

Dr. Redbird's unique life experiences, his role as an artist, his international status as an Indigenous Elder and lifelong commitment to education leave him uniquely positioned to fulfil this role.

The source of the funding is incremental GSN funding tied to the Native studies courses, namely the NAC10 program.

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



## **Contract Awards, Facilities**

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

**Date:** 2 November, 2021

**Report No.:** 11-21-4191

### **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;
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.

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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.

**Special Note:** Funding from the federal government, tied to the COVID-19 pandemic, has been 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
- Appendix C: Contracts Requiring Board Approval
- Appendix D: Summary of Select Facilities Contracts

### **From**

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## OTHER

2	Design and Renewal	<b>PCM22-045P Westmount PS</b> Professional Services, Replace Roofing and Siporex Roof Deck at C, C1 and C2, and Replace Roofing at C3 and BD1	2	Spectra Engineering Ltd.	Yes	No	4	\$53,130	October 2021/ November 29, 2021	Design and Renewal	School Condition Improvement
3	Design and Renewal	<b>PCM22-059P Guildwood Junior PS</b> Professional Services, Siporex Deck and Roof Replacement at Roof A, B, C and C1	19	Sense Engineering Ltd.	Yes	No	3	\$56,900	October 2021/ December 3, 2021	Design and Renewal	School Condition Improvement
4	Design and Renewal	<b>SX22-025P Hodgson MS</b> Professional Services, Steam to Hot Water Conversion and Air Handlers Replacement.	11	Spectra Engineering Ltd.	Yes	No	3	\$70,500	October 2021/ November 26 2021	Design and Renewal	School Condition Improvement
5	Design and Renewal	<b>VK22-047P Woburn CI</b> Professional Services, Siporex Deck and Roofing Replacement.	19	Remy Consulting Engineers Ltd	Yes	No	3	\$54,450	October 2021/ November 30, 2021	Design and Renewal	School Condition Improvement
6	Design and Renewal	<b>PM22-058P Three Valleys PS</b> Professional Services, Siporex Deck and Roof Replacement.	14	MTE Consultants Inc.	Yes	No	5	\$56,650	October 2021/ December 3, 2021	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)

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OTHER											
3	Design and Renewal	MP21-643P Supply only of Window Covering/ Roller Shades for TDSB Sites. Installation is done by In-House Trades.	N/A	Art Venetian Blind Ltd.	No	No	2	\$1,600,000	November 2021/ February 28, 2026	Design and Renewal	School Operations Grant

**APPENDIX D**

Summary of Select Facilities Contracts

(September 1, 2021 to Present)

-	Project Classification	Total Number of Projects for this Report	Total Number of Projects 2021/22 to date	Total Expenditures for this Report	Total 2021/22 Contract Awards Reported to Date	Current Backlog
1	ROOFING	1	1	\$ 1,086,500	\$ 1,086,500	\$ 73,918,032
2	MECHANICAL	1	14	\$ 125,963	\$ 4,281,229	\$ 1,660,226,066
3	STRUCTURAL / BRICK WORK	0	1	-	\$ 84,000	\$ 146,843,259
4	WINDOWS	1	1	\$ 1,579,333	\$ 3,047,110	\$ 73,067,794
5	ELECTRICAL	0	2	-	\$ 219,500	\$ 425,691,172
6	BARRIER FREE	0	0	-	-	
7	PARKING LOTS	0	0	-	-	\$ 96,192,052
8	FIELD RESTORATION	0	0	-	-	\$ 242,432,336
9	INTERIOR COMPONENTS / FASCIA / PAINTING	0	3	-	\$ 354,358	\$ 931,643,271
10	OTHER (FDK, EL4, and Compliance)	5	5	\$ 291,630	\$ 291,630	-

-	Project Classification	Total Number of CVRIS Projects for this Report	Total Number of CVRIS Projects Sept. 2021 to Date	Total CVRIS Expenditures for this Report	Total CVRIS Contract Awards Reported Sept. 2021 to Date
-	COVID Resilience Infrastructure Funding Stream (CVRIS) Projects *	0	12	-	\$ 5,499,555

\* 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>	<b>75</b>	<b>Total April 2021 to Date:</b>	<b>\$ 46,095,451</b>
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## **Hodgson Middle School Relocation to 529 Vaughan Road During Construction of Addition and Renovation**

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

**Date:** 2 November, 2021

**Report No.:** 11-21-4163

### **Strategic Directions**

- Allocate Human and Financial Resources Strategically to Support Student Needs

### **Recommendation**

It is recommended:

- a) That Hodgson Middle School be relocated to the 529 Vaughan Road building, effective 1 September 2022, until the addition and renovation to the current school building located at 282 Davisville Avenue is constructed and ready for occupancy; and
- b) That the timing of the above recommendation be adjusted, with adequate community notice, in the case of unexpected delays in the design and construction process.

### **Context**

The purpose of this report is to provide the rationale for relocating Hodgson Middle School to 529 Vaughan Road while the school building undergoes a large capital project.

Hodgson Middle School is located at 282 Davisville Avenue in Ward 11 (Trustee Chernos Lin). A locational map and aerial photo of the site can be found in Appendix A. In November 2016, the Ministry of Education provided \$5.8M in funding through the Capital Priorities program to support a 12-classroom addition at the school. The addition was required to support the implementation of a Grade 6-8 model to respond to accommodation pressures at the four junior schools that feed into Hodgson MS.

In the fall of 2017, enrolment projections were refreshed to reflect over 8,000 newly proposed residential developments within the school's catchment area, along with higher pupil yields from newly constructed dwellings. It was determined that the approved 12-classroom addition would be insufficient to accommodate enrolment growth over the long term.

A new business case was submitted to the Ministry of Education in September 2019 requesting funds to construct a larger addition at the school that fully addressed the long-term accommodation pressure. In August 2020, the Ministry of Education announced an additional \$12.45M for the project. Once complete, the school will have a capacity of 838 pupil places.

In June 2021, the Board of Trustees approved the program and sketch plan for the Hodgson MS project. The school will undergo a large addition and renovation that will see the 1960's portion of the building demolished and replaced with a new, fully accessible, three-storey addition, directly connected to the 1920's portion of the building. The 1920's portion of the building will also be renovated as part of the project.

### **Accommodation of Students During Construction**

After careful consideration, staff are recommending that Hodgson MS be relocated offsite during construction to provide the necessary classrooms to accommodate the projected enrolment, protect the health and safety of students and staff, ensure students have access to specialized instructional spaces to support the programming, and minimize the timeline for completing the capital project.

### **Site Configuration, Construction Area and Portables**

Due to rapid enrolment growth in the Yonge-Eglinton community, projections suggest that up to 19 portables could be required on the Hodgson MS site by 2025. There are currently nine portables onsite. Of the additional ten portables projected to be required, seven are to address enrolment growth, two would replace existing classrooms to be demolished in the 1960's portion of the building, and one is a washroom portable.

An assessment of the Hodgson MS site shows that a maximum of only 12 portables are feasible. This is insufficient to accommodate the projected number of students.

### **Impact on Health and Safety**

TDSB engaged an external Safety Consultant to review the site configuration during construction with students remaining on the site and accommodated in 19 portables.

The report highlighted that the proximity of an active school and construction site presents a risk of construction-related incidents that could impact the safety of students

and staff. An active construction site also presents other significant health and safety risks including noise and air quality, and personal injury.

For the school administration and staff, student supervision would be very challenging with students traveling from portables to the building, or to the washrooms, throughout the day. Lastly, there would be no central space to gather in the event of an emergency.

#### Impact on Program for Students

The existing gymnasium, along with an art room and instrumental music room, are situated within the portion of the building to be demolished and replaced.

This means that students would be without a gymnasium or any onsite greenspace for at least a two-year period. As a result, any physical activity or instruction would need to be held offsite, and assemblies, team sports etc. would not be possible during construction.

If the students were to remain on the site then offsite opportunities for a gymnasium and greenspace would need to be identified and leased, if available. A preliminary scan of the area suggests that these opportunities are limited.

#### Impact on Timelines for the Project

By relocating the students offsite during construction, the timeline for the project is reduced by one year. If students are kept onsite during construction, the project is anticipated to take 39 months to complete (the addition and renovation would be ready for occupancy by September 2025). If students are relocated offsite during construction, this timeline is reduced to 25 months (the addition and renovation would be ready for occupancy by September 2024).

#### Summary

To summarize, the addition and renovation to the Hodgson MS building is a substantial undertaking that requires a large portion of the site to be encumbered with active construction. This presents significant health and safety concerns that are best addressed by relocating the school offsite until the project is complete.

Enrolment growth requires that additional portables be added to the site. A review of the site suggests that the number of portables required is not achievable given the physical and logistical constraints that exist.

The project requires that a significant amount of the site and existing building be removed from the daily operations of the school during the construction period. This restriction on site utilization will place additional pressures on school operations by

severely limiting green space and removing access to a gymnasium and specialized instructional spaces.

The duration of construction is reduced by making the site free and clear for that purpose. The risk of additional costs and construction delays is reduced.

### **529 Vaughan Road**

529 Vaughan Road is the site of the former Vaughan Road Academy, a TDSB secondary school that was closed in June 2017 due to low enrolment. A map can be found in Appendix B. In February 2017, the Board of Trustees voted to retain ownership of the building to be used for TDSB purposes such as a holding site during the construction of major capital projects.

Most recently, Davisville Junior Public School and Spectrum Alternative Senior School were accommodated at 529 Vaughan Road from September 2018 until their new facility opened in September 2021. The building currently accommodates an operating child care centre and TDSB administrative functions. Two rooms are available for lease to a community agency. Aside from these uses, the building is otherwise vacant.

The 529 Vaughan Road building offers many advantages and benefits to the Hodgson MS community during the holding period. Most importantly, there are no health and safety risks to students or staff due to an active construction site.

The capacity of the Vaughan Road building provides space to accommodate all current and projected students that allows them to continue their programming. There are no portables required for the holding period.

In addition to instructional classrooms and specialized spaces like science labs, the Vaughan Road building offers a full range of facilities such as a swimming pool, two full-size gymnasiums, an auditorium for assemblies and concerts, as well as a large library.

Several facility improvements were undertaken prior to the relocation of Davisville Jr PS and Spectrum Alt Sr PS in 2018. These included interior renovations to ensure classrooms were in a state of good repair, and exterior renovations to the field, track and upgraded hard-surface play area. The facility offers an opportunity to provide a full range of extra-curricular activities.

### **Transportation to 529 Vaughan Road**

The 529 Vaughan Road building is located approximately 5.6 km west of Hodgson MS. To ensure that all students can access the facility, staff have determined that transportation to and from the Vaughan Road building should be provided.



For September 2022, students will be able to choose to take a school bus or receive TTC tickets as some families may find the TTC more convenient for them. The Hodgson attendance area has numerous existing TTC stops, while school bus stops will be distributed throughout the Hodgson MS attendance area. Moving forward, each school year the students will be able to choose their transportation option.

## **Action Plan and Associated Timeline**

During the 2021-22 school year, committees will be established as necessary to ensure a smooth transition offsite during construction. Further, an open house will be arranged in the fall of 2021 for students and parents to visit 529 Vaughan Road.

A survey will be conducted around March 2022 to determine each family's choice for transportation (school bus or TTC).

Hodgson MS will begin at the 529 Vaughan Road building for the start of the 2022-23 school year. The school will return to the site at 282 Davisville Avenue once the capital project is complete, which is anticipated to be September 2024.

If there are unexpected delays in the design and construction process, the timeline for relocating Hodgson MS may be adjusted.

## **Resource Implications**

The relocation of Hodgson MS to 529 Vaughan Road will require transportation through a combination of school buses and the TTC. The estimated cost for transportation is approximately \$1M each year.

There is no retrofit or renovation of the 529 Vaughan Road building that is required to support the relocation of Hodgson MS.

## **Communications Considerations**

Two virtual public consultation meetings were held with the Hodgson MS community in the spring of 2021: May 3 and May 21. Notice of these meetings was circulated to all current Hodgson MS families, along with all families enrolled at the feeder schools: Davisville Jr PS, Eglinton Jr PS, Maurice Cody Jr PS and Oriole Park Jr PS. Notice was also provided to the residential properties that abut the site. There were a total of 302 registrations for the May 3 meeting and 261 registrations for the May 17 meeting.

Following the consultation meetings, a Question and Answer document was prepared and posted on the TDSB public website. This document will be expanded as the plans for relocation evolve. The website also contains copies of both PowerPoint presentations, notes from the public meetings and the safety consultant's report.

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

Not applicable.

## **Appendices**

- Appendix A: Location of Hodgson Middle School and Aerial Photo of the Site
- Appendix B: Location of 529 Vaughan Road

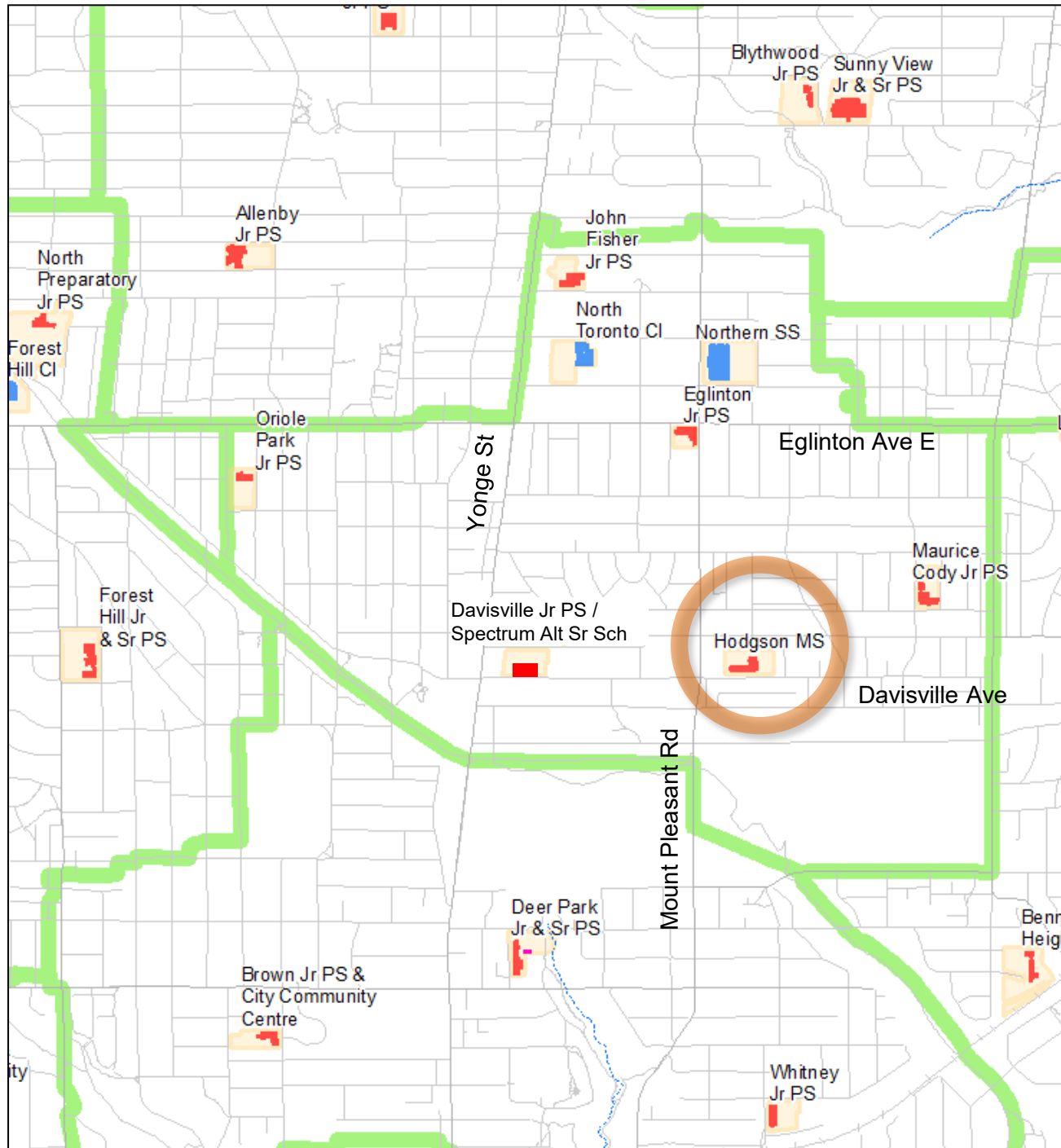
## **From**

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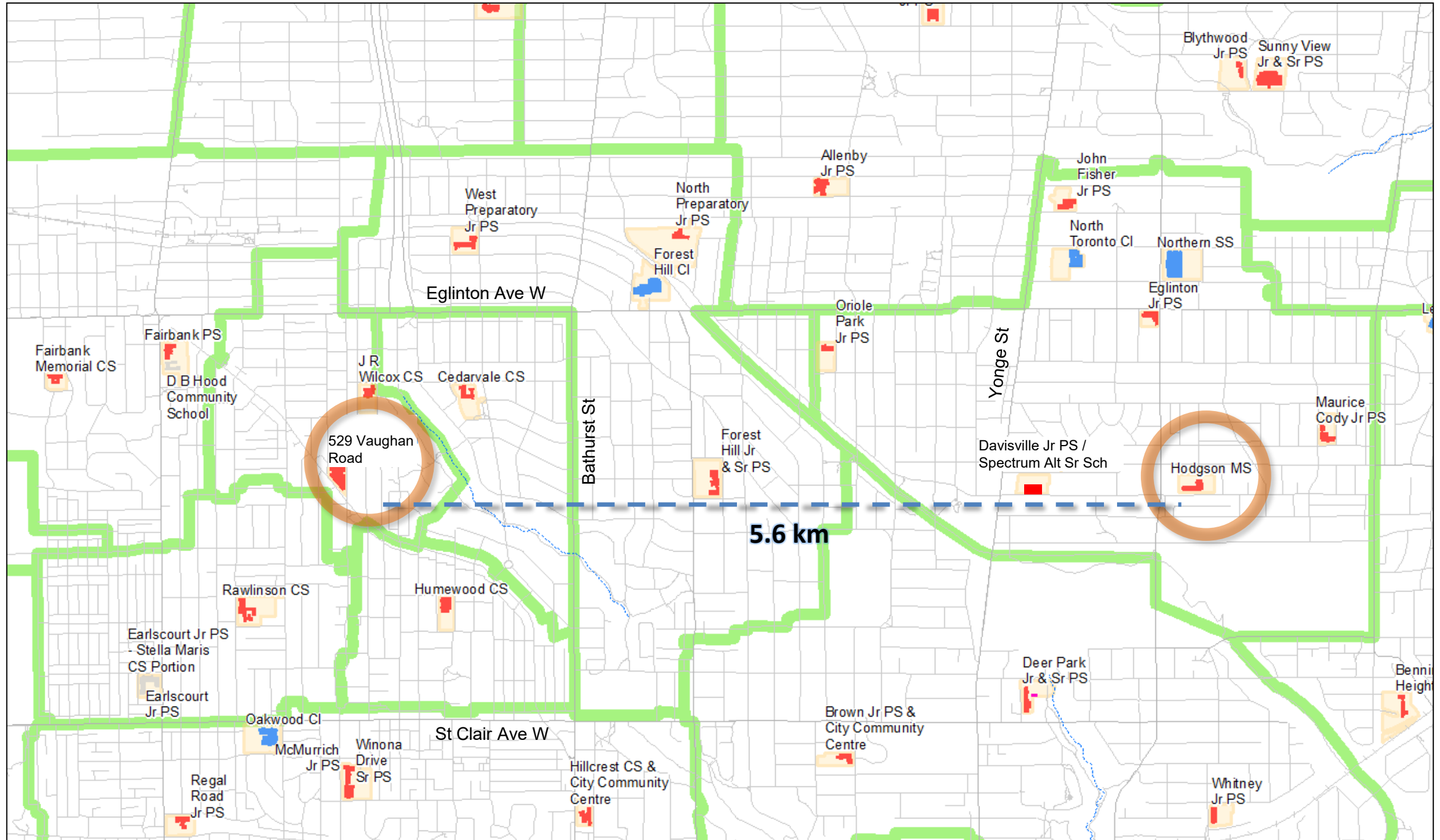
Maia Puccetti, Executive Officer, Facilities and Planning, at [maia.puccetti@tdsb.on.ca](mailto:maia.puccetti@tdsb.on.ca)  
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Andrew Gowdy, System Planning Officer, Strategy and Planning, at  
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# Location of Hodgson Middle School and Aerial Photo of the Site



# Location of 529 Vaughan Road







## **Update on Pandemic Funding and Costs**

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

**Date:** 2 November, 2021

**Report No.:** 11-21-4193

### **Strategic Directions**

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

### **Recommendation**

It is recommended that the Update on Pandemic Funding and Costs report be received.

### **Context**

#### **2020-21 Pandemic Funding**

During the 2020-21 school year, TDSB received a total of approximately \$84.7M in pandemic funding through the Safe Return to Class Fund. This funding was partially supported by the Federal government and was intended to support student learning as well as health and safety in schools. In addition, the Ministry announced a one-time funding stabilization on November 26, 2020, based on B Memo 2020:B22 2020-21 Grants for Student Needs Funding Stabilization, to mitigate against the financial impact of unexpected enrolment decreases due to the pandemic and to ensure ongoing supports and programming for students.

#### **Funding Stabilization Amount**

At the January 20, 2021 FBEC meeting, staff presented the projected funding stabilization amount of \$45.6M in the 2020-21 financial projections report. The amount is primarily based on the decline in projected enrolment between the Estimates report submitted to the Ministry in June 2020 and the Revised Estimates report submitted to the Ministry in December 2020, net of other adjustments.

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The final funding stabilization amount will be calculated based on the difference between the actual enrolment at the October 31, 2020 and March 31, 2021 count dates, compared to the projected enrolment reported in the original Estimates report.

Based on actual 2020-21 enrolment data, which was finalized and submitted to the Ministry through the Ontario School Information System (ONSIS) on October 26, 2021, there was a decrease in total average daily enrolment (ADE) of 7,942.54 between the originally estimated amount and the actual amount. As a result, this will result in approximately \$20M in increase to the funding stabilization amount, compared to what was presented back in January 2021. As staff are still currently finalizing the 2020-21 financial statement figures, the funding stabilization is still subject to change, but is estimated to be approximately \$65M.

In a typical year, the actual enrolment for the two count dates are finalized around June. However, the virtual school arrangement in 2020-21 and the additional workload related to the PowerSchool project, resulted in a delay in the finalization of the student enrolment data. The change in the funding stabilization amount will be reflected in the revised 2020-21 financial position, which will be presented at the FBEC meeting in December 2021.

Below is a summary of the student enrolment ADE changes:

<b>Average Daily Enrolment</b>	<b>Original Estimates (Ministry Submission – June 2020)</b>	<b>Revised Estimates (Ministry Submission – December 2020)</b>	<b>Year-End Actuals (Ministry Submission – November 2021)</b>
Elementary ADE	174,369.00	169,241.00	167,626.34
Secondary ADE	69,379.50	68,791.50	68,179.62
Total ADE	243,748.50	238,032.50	235,805.96
ADE Change from Original Estimates	-	5,716.00	7,942.54

### **2021-22 Pandemic Funding**

During the 2021-22 school year, the Ministry of Education continued to provide COVID-19 supports to school boards through the Grants for Student Needs (GSN) and Priorities and Partnership funding (PPF). From the announced COVID-19 funding supports, school operations, transportation, staffing, special education, and mental health were only granted for half of the school year. The Ministry had committed to confirming the second half of the funding in the fall of 2021. As of October 26, 2021, TDSB is still awaiting this confirmation from the Ministry.

A comparison of the pandemic funding from the 2021-22 and 2020-21 fiscal years are provided in Table A below.

**Table A: Comparison of Ministry COVID-19 Funding 2021-22 vs. 2020-21**

<b>Funding Categories</b>	<b>21-22 (\$M)</b>		<b>20-21 (\$M)</b>	
ESL/Newcomers Funding	33.9	<b>G</b>	-	
Technology	1.7	<b>G</b>	21.4	<b>S</b>
Technology - 2021-22 & 2022-23 Connectivity in Schools Funding \$32.8M approval pending (see section below)	TBD		-	
Air Ventilation	0.5		13.9	<b>S</b>
School Operations	1.9	<b>H</b>	-	
Student Transportation	2.0	<b>H</b>	3.0	<b>S</b>
Staff Training	-		1.1	<b>S</b>
Caretaking	3.0	<b>H</b>	6.0	<b>S</b>
Teacher, School-based Costs	12.8	<b>H</b>	20.9	<b>S</b>
Virtual School Administrative Staff Costs			5.4	<b>S</b>
Special Education and Mental Health (including \$1.77M in 2020-21 summer program supports)	1.5	<b>H</b>	4.76	<b>S</b>
Re-engaging Students & Reading Assessment Supports	2.2		-	
Personal Protective Equipment (PPE), Health & Safety	-		8.2	<b>S</b>
<b>Subtotal</b>	<b>59.5</b>		<b>84.7</b>	
Estimated Funding Stabilization amount – Final amount to be provided after finalization of 2020-21 financial statements)	-		65.0	
<b>Total</b>	<b>59.5</b>		<b>149.7</b>	

Note: “H” represents half-year COVID PPF announced. “S” represents part of the Safe Return to Class Fund (58.5% Federal / 41.5% Provincial). “G” represents part of the Grants for Student Needs funding.

On June 11, 2021, the Ministry of Education released the 2021:SB12 memo which outlined the methodology in determining eligibility of the Supplemental COVID-19 Support Funding and Stabilization COVID-19 Support funding for 2021-22. Based on the parameters, and after applying TDSB’s financial data, staff have determined that TDSB is not eligible for this funding.

Based on the Ministry’s funding methodology, school boards are required to fund their 2020-21 and 2021-22 pandemic costs up to 2% of their operating allocation through

their reserves, and the Ministry will only fund pandemic costs beyond 2% of the Board's operating allocation.

In addition to the above pandemic funding, TDSB also received \$1.15M in other priorities and partnership funding, comprised of \$0.83M relating to reading intervention, \$0.18M relating to de-streaming math transition, \$0.01M relating to Child and Youth In Care (CYIC) Transportation and stability grant, \$0.05M in research guide funding and \$0.06M in funding for graduation coaches for black students.

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

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

On September 16, 2021, TDSB submitted the application for Ministry approval, outlining 1,767 projects totalling \$32.8M. The projects comprised of installation of new Uninterruptible Power Supply (UPS) units to protect services and systems in the TDSB Data Centre, and to provide backup power and resiliency to mitigate against network service outages. The submission also included projects relating to the installation of Wi-Fi access points and credential management hardware enhancements. As of October 26, 2021, TDSB is still awaiting the results of the funding application.

#### 2020-21 Pandemic Costs

Majority of the 2020-21 pandemic funding provided to TDSB has been fully spent to date, except for the PPE funding, which was underspent by \$0.46M. As the Ministry of Government and Consumer Services (MGCS) had taken on the role to provide PPE and related supplies to all Ontario school boards, TDSB did not need to commit any funding for items provided by MGCS. The available \$8.22M in COVID-19 funding was mainly used to subsidize any urgent needs not immediately supported through MGCS, and other health & safety supplies, such as wall and floor COVID-19 decals, outdoor playground markings for cohort purposes and disinfectant wipes.

A summary of the 2020-21 pandemic related costs are outlined in the chart in Appendix A.



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Below is a description of the 2020-21 pandemic funding spending to date.

**Technology** – \$21.39M was spent on the purchase of approximately 51,845 Chromebooks and 9,000 iPads, as well as virtual school digital resources, Zoom and Airwatch licenses.

**Air Ventilation** - \$13.84M was spent on purchase of 17,000 HEPA filter units, and filter replacements to allow for filter changes 6 times per year instead of 3 times per year.

**PPE / Health & Safety** - \$7.76M was spent on purchase of various PPE supplies, including face covering, gloves, disinfectants, decals and signs, hand sanitizer, soap, wipes, health screening support and other COVID-19 supplies.

**Student Transportation** - \$3.85M was spent on enhanced cleaning and PPE for drivers, and additional staff and operating costs for running routes at less than full capacity to facilitate physical distancing. This amount also includes costs relating to noon-hour service to facilitate program schedule changes due to the pandemic.

**Special Education and Mental Health** - \$4.76M was spent on purchases of devices for teachers in the intensive support program and other technology needs. Part of the funding was also spent on licenses and resources, as well as summer support for 1,200 students and hiring of social workers, psychologists, speech language pathologists, child and youth workers, occupational therapist, and physiotherapists.

**Staff Training** - \$1.18M was spent on health and safety training for occasional teachers and casual education workers.

**Caretaking** - \$5.95M was spent on caretaking staffing costs and overtime to support healthy and safe schools.

**Teachers, School-based Costs** - \$21.03M was spent on an additional 197 in elementary teachers.

**Virtual School Staff Costs** - \$8.9M was spent on the hiring of Principals, Vice principals, clerical staff and Superintendents of Education relating to the Virtual school arrangement in 2020-21.

### **2021-22 Pandemic Costs**

Staff are still working on the reallocation of 2021-22 pandemic expenses and the actual spending amount to date is not yet available. Staff will provide a follow-up report to the pandemic funding and expenses at a future FBEC meeting.

Below is a summary of the 2021-22 pandemic PPFs and designated areas of spending:

<b>21-22 PPF Funding</b>	<b>\$Mil</b>	<b>Intended use of the funding</b>
Staffing Supports*	15.8	Approximately \$13M of this funding will be used towards the hiring of additional teachers and Early Childhood Educators. The remainder will be used towards caretaking staffing needs.
Mental Health and Special Education*	1.5	This funding will be used for the hiring of Educational Assistants, staff training and resources.
Student Transportation - Health & Safety*	2.0	This funding will be used for enhanced cleaning, PPE and costs associated with the inability to fully optimize routing due to physical distancing requirements.
School Operations & Ventilation*	1.9	Increased utility costs of running ventilation and changing of filters more frequently.
Re-engaging Students and Reading Assessment Supports	2.2	Customized plans to support students including Black Indigenous, Special Education, socially and economically challenged and disproportionately impacted by the pandemic.
Air Purification (HEPA units)	0.5	Received 648 HEPA units from the MGCS.

\* Half year funding confirmed.

## Action Plan and Associated Timeline

Staff will provide updates around the status of the second half of the 2021-22 pandemic funding, the Connectivity in Schools funding application and total pandemic related costs incurred at future meetings.

## Resource Implications

N/A

## Communications Considerations

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

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

N/A

## **Appendices**

- Appendix A: Summary of 2020-21 Pandemic Funding and Expenses to date

## **From**

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395 3563

Summary of 2020-21 Pandemic Funding and Expenses - as of October 27, 2021

2020-21 Funding Category (in \$Millions)	Targeted Funding	School Emerging Issues Funding (Flexible)	High Priority Areas Funding (Flexible)	Total Funding Available	2020-21 Ministry Funded Pandemic Expenses	2020-21 Board Funded Pandemic Expenses	Total 2020-21 Pandemic Expenses
Technology	11.09	1.78	8.52	21.39	21.39	-	21.39
Air Ventilation	13.84			13.84	13.84	-	13.84
PPE / Health & Safety	8.22			8.22	7.76	-	7.76
Student Transportation	3.04			3.04	3.04	0.81	3.85
Special Education & Mental Health	4.26		0.50	4.76	4.76	-	4.76
Staff Training	1.14			1.14	1.14	0.04	1.18
Caretaking	5.95			5.95	5.95	-	5.95
Teachers & School Based Costs	12.74	6.80	1.40	20.94	20.94	0.09	21.03
Virtual School Admin Staff Costs	5.37			5.37	5.37	3.53	8.90
<b>Total</b>	<b>65.65</b>	<b>8.58</b>	<b>10.42</b>	<b>84.65</b>	<b>84.19</b>	<b>4.47</b>	<b>88.66</b>



## **2022-23 Ministry of Education Budget Consultation**

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

**Date:** 2 November, 2021

**Report No.:** 11-21-4194

### **Strategic Directions**

- Transform Student Learning
- Create a Culture for Student and Staff Well-Being
- Provide Equity of Access to Learning Opportunities for All Students
- Allocate Human and Financial Resources Strategically to Support Student Needs
- Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being

### **Recommendation**

It is recommended that the 2022-23 Ministry of Education Budget Consultation report be received.

### **Context**

On October 22, 2021 the Ministry of Education provided the 2022-23 Education Funding Guide (Appendix A) to school boards for feedback from the sector. They identified that feedback must be submitted by November 26, 2021 to the Ministry. Staff contacted Ministry staff and requested an extension of the deadline to December 17, 2021 to allow the Finance, Budget and Enrolment Committee (FBEC) to review and approve the submission to the Ministry. The Ministry approved staff's extension request.

The Ministry consultation document asks for feedback in the following areas through targeted questions in each area:

- Mental health supports
- Reducing administrative burden and red tape

- The Learning Opportunities Grant (LOG)
- Urban and Priority High Schools (UPHS)
- The New Teacher Induction Program (NTIP)

In each area, many of the questions are operational in nature. Staff are working to prepare responses to these operational questions and will amend these responses based on feedback provided by Trustees and stakeholders.

The Ministry of Education will also be accepting feedback on education funding topics outside the areas identified in this guide.

Included for your reference is a copy of the 2021-22 Ministry Consultation Guide submission. Please refer to Appendix B.

In Appendix C of this report, is a draft document outlining key discussion points that will be captured in the final response to the Ministry.

## Action Plan and Associated Timeline

Due to the tight timelines provided by the Ministry, staff are recommending that Trustee and stakeholder feedback be provided by November 19, 2021, so that staff can use this feedback to prepare a draft submission and report to FBEC on December 15, 2021. To assist in collecting feedback, staff have prepared the Budget Feedback Survey Tool attached in Appendix D of this report.

The planned consultation schedule will be:

Target Group	Action Plan
SEAC	To be presented at upcoming SEAC meeting on November 8, 2021
PIAC	To be presented at upcoming PIAC meeting on November 16, 2021
Community Advisory Committees	Contacted the Staff Lead of each Community Advisory Committee to request that the link to the survey tool be shared for feedback, by November 19, 2021
Stakeholder Input	Posted to the Board website with link to the survey tool for feedback. The survey will be open until November 19, 2021
Trustee Feedback	E-mail comments to staff by November 19, 2021

Feedback received during this process will be considered when drafting the response to the Ministry.

In the report back to FBEC, staff will include copies of the actual feedback received from Trustees and stakeholders that informed the final submission draft. The response to the Ministry will be provided to FBEC for review and approval.

Public consultation timelines and process around the development of the 2022-23 operating budget and strategic budget drivers will be provided at the upcoming December 2021 FBEC meeting.

## **Resource Implications**

School boards are required to submit a balanced operating budget to the Ministry of Education as outlined in Ministry funding parameters and timelines.

## **Communications Considerations**

The Ministry of Education Budget Consultation Guide and a feedback survey tool will be posted to the Board website to allow stakeholders to provide feedback for consideration in developing the final submission. The survey will be open until 19 November 2021 for stakeholders to provide feedback.

This report and the final submission to the Ministry of Education on the feedback to the 2022-23 Ministry of Education Budget Consultation Guide will be posted on the TDSB Budget website.

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

Not applicable.

## **Appendices**

- Appendix A: 2022-23 Ministry Education Funding Guide
- Appendix B: 2021-22 Ministry Budget Consultation Submission
- Appendix C: 2022-23 Draft response notes to Ministry Budget Consultation Guide
- Appendix D: Copy of Budget Feedback Survey Tool

## **From**

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# 2022-23 Education Funding Guide

### INTRODUCTION

All students deserve to have every opportunity to reach their full potential and succeed personally and academically, with access to rich learning experiences that provide a strong foundation of confidence that continues throughout their lives. Schools should be safe and welcoming places where all students are provided the opportunity to gain the knowledge and skills they need to achieve success and follow their chosen pathways after graduation including work, college, apprenticeship or university. Educators and school/system leaders need to have the knowledge and skills to create conditions that better support and serve all students. Together with our renewed focus on achievement, equity and mental health and well-being, Ontario's publicly funded education system commits to addressing systemic barriers and combating racism and all forms of discrimination to foster an inclusive learning environment for all students and staff.

Since COVID-19 has emerged as an unprecedented public health issue, the government has been diligently monitoring the situation, including ongoing risks related to variants of concern and alignment with broader provincial guidance and direction. The ministry will continue to work with the Chief Medical Officer of Health and local public health units (PHUs) to assess key measures to inform and update provincial guidance and direction, as necessary.

While there is important progress being made in the delivery of vaccines, the health and safety of students and staff remains a top priority. In advance of the 2021-22 school year, the Ontario government announced more than \$1.6 billion in resources to protect schools against COVID-19 with a continued focus this school year on supporting the health, safety and well-being of students, families and staff.

As you are aware, this year's Grants for Student Needs (GSN) is projected to be \$25.6 billion – representing an increase in funding of \$561 million over the 2020-21 school year. This historic level of support reflects the third straight year it has increased under the current government. In addition, funding through the Priorities and Partnerships Fund (PPF) will include over \$288 million to fund approximately 150 initiatives that include a focus on strengthening math skills, access to mental health supports, anti-racism and support for children with disabilities.

For more information about the current education funding model, please see the [2021-22 Education Funding](#) page of 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:

- Mental Health Supports
- Reducing Administrative Burden and Red Tape
- The Learning Opportunities Grant (LOG)
- Urban and Priority High Schools
- The New Teacher Induction Program (NTIP)

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 **Friday November 26, 2021** 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.

### MENTAL HEALTH SUPPORTS

The mental health and well-being of students continues to be an important priority for the Ministry of Education. The ministry has been working with school boards, community organizations, and across government to put in place a range of resources to support the mental health of all students, including access to service at all tiers of intervention across the system of care.

In addition, the ministry has made unprecedented investments to support student mental health and well-being since the beginning of the COVID-19 pandemic. To support student mental health priorities, including learning recovery and renewal, for the 2021-22 school year the ministry will be investing over \$80M in student mental health funding directly to school boards. This includes more than \$45M directed to student mental health in the GSN.

As the government continues to transform the way in which mental health services and supports are delivered provincially, schools are an important part of this comprehensive provincial integrated mental health and addictions system. Schools provide mental health promotion and prevention programming to help equip students with the knowledge and skills to care for their own mental health and make available early intervention high quality mental health and addiction services when students need them.

#### Considerations:

1. How are ministry supports helping school boards meet the mental health needs of their students?
2. What can the Ministry of Education, other ministries, school boards and other partner agencies do to better support the mental health needs of students?

### REDUCING ADMINISTRATIVE BURDEN AND RED TAPE

The government continues on its path to eliminating burdensome, outdated and unnecessary regulation to help restore Ontario's competitiveness, retain high-quality jobs and attract investment.

To further support the ministry's efforts to streamline reporting while also reducing administrative burden for transfer payment recipients, for 2021-22 the ministry has transferred three PPF allocations into the GSN.

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.

### Considerations:

1. What initiatives could support the reduction of red tape and administrative burden for the education sector?
2. Are there areas of overlap or duplication within the GSN (e.g., funding or reporting)? If so, what are they?

## LEARNING OPPORTUNITIES GRANT

The LOG provides funding for a range of programs to help students who are at greater risk of poor academic achievement, including providing supports for de-streaming as well as learning recovery programming and supports that are responsive to the challenges that students are experiencing as a result of the COVID-19 pandemic.

The largest portion of LOG funding is flowed through the Demographic Allocation, which provides funding based on social and economic indicators derived from 2006 Statistics Canada's census data that are associated with students having a higher risk of academic difficulty. Indicators include low household income, low parental education, a one-parent household and recent arrival in Canada. This allocation supports school boards in offering a wide range of programs tailored to the local needs of their students.

While the LOG and several other allocations within the GSN still rely on 2006 Census data and socio-economic indicators, the ministry continues to review the impacts of updating the census information for the upcoming school year and beyond. Any updates to the census data would require a redistribution of funding between school boards in recognition of increasing needs.

### Considerations:

1. Given that the 2021 census is nearing completion, what is the best way to integrate updated census information into the GSN?
2. Should the Demographic Component of the LOG be focused on a specific outcome(s)? If so, what are they?

## URBAN AND PRIORITY HIGH SCHOOLS

The ministry recognizes the personal and academic challenges that hinder students learning, achievement and full participation in school. The Urban and Priority High Schools Allocation within the GSN provides funding to 12 school boards with schools in urban areas that face challenges such as students experiencing poverty, conflict with the law, academic achievement

issues, and lack of access to community resources. School boards are required to spend these funds on programs and initiatives that support at-risk students in ministry-approved secondary schools.

Schools work with community partners to develop annual action plans to create supportive conditions necessary for learning, including socio-emotional and academic supports, a safe environment, and opportunities aimed at increasing engagement, student well-being and academic achievement.

### Considerations:

1. Should the school board list be updated to respond to changing demographics and growth within school boards? If so, what factors should be considered in updating the school board list?
2. How can the ministry ensure that the funding allocation is spent on supports for the most academically challenged at-risk students?

## NEW TEACHER INDUCTION PROGRAM

The NTIP Allocation is designed to support the growth and professional development of new teachers in the publicly funded education system. The NTIP provides professional support to help new teachers develop the requisite skills and knowledge to be effective as teachers in Ontario.

In addition to the NTIP induction elements, new permanent hires are evaluated twice within their first 12 months of employment through the Teacher Performance Appraisal process.

School boards will receive funding for the NTIP Allocation that is the lesser of the following:

- \$50,000 per school board plus \$1,058.52 multiplied by the number of teachers on Rows 0, 1, and 2 of a school board's previous year's Teacher Qualifications and Experience Grid

OR

- a school board's eligible current year's expenditure for NTIP

### Considerations:

1. Given that there is no fixed benchmark for the NTIP, are school boards facing challenges due to funding varying every year with the fluctuation in the number of teachers?
2. What would be the benefits and/or challenges to having a fixed benchmark?

### Conclusion

The ministry would like to acknowledge the ongoing efforts of school board teams to support students, staff, families, and the broader community. We recognize that the past two school years have been challenging and we are grateful for the continued hard work of our partners to ensure a high-quality education for all students across the province. We continue to see our education system rise to the challenge and provide innovative, flexible solutions in the best interest of students.

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



## **TDSB's 2021-22 Education Funding Guide Response to the Ministry**

### **Introduction**

The Toronto District School Board (TDSB) is Canada's largest and most diverse school board, with approximately 245,000 students at 582 schools, including nearly 80,000 students attending the TDSB Virtual School, which opened in September 2020 in response to the COVID-19 pandemic. We also serve more than 140,000 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. And, especially during these unprecedented times, it is even more critical for school boards to receive adequate financial support to help address the widening gaps in student achievement and learning loss resulting from the COVID-19 pandemic.

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

1. Special Education and Mental Health Support
2. Technology
3. Pandemic Impacts
4. Capital Needs
5. Education Development Charges



## **1) Special Education and Mental Health Support**

The TDSB has consistently spent more than the government funding provided for Special Education. Last year, the TDSB spent \$47.4M more on Special Education than we were funded for by the province. Additionally, the number of students requiring Special Education support increases each year, putting even more financial pressure on school boards to support students' unique and complex needs.

To ensure that all TDSB students receive the support they need, we urge the province to modify the Special Education funding model while providing the appropriate enhancements to meet the financial needs of school boards and the educational needs of the students of Ontario. This is becoming even more essential as the demand for special education continues to grow.

Additional financial resources to support students' mental health and well-being, and help students cope with issues such as stress, anxiety and depression, are also critical and needed. Mental health and well-being is essential to student success. We know that one in five Ontario students has a mental health problem and we also know that schools can promote positive mental health, identify and intervene early to prevent the onset of problems and respond to children and youth in distress.

Additional resources will be needed next year to support all students as they cope with the unprecedented physical, social and emotional impact of the pandemic and return to the post-pandemic school environment.

## **2) Technology**

The continuation of funding for technology is vital to allow school boards to provide collaborative and communication platforms as well as digital devices, tools and resources for students and staff. Investments in hardware and services are also required to close the digital divide between students who have access to devices, internet connectivity, digital resources and tools and those who do not.

This need for technology -- hardware, software and digital resources -- within the TDSB has been accentuated by the COVID-19 pandemic.

Our Board's goal is to achieve a one device per student (1:1) ratio and to continue to develop our library of digital content resources and program materials to support our 21st century learners in all environments.

To build a sustainable digital and virtual learning ecosystem, additional investments in technology are needed to ensure an equitable learning environment for students.

### **3) Pandemic Impacts**

The health and safety of staff and students has been a priority to the Toronto District School Board throughout the COVID-19 pandemic. Over the past 10 months, the TDSB provided students with regular and meaningful learning opportunities while maintaining a safe environment for our entire school community.

Responding to the pandemic included a significant and urgent shift to remote learning in the spring, including ensuring access to technology for approximately 245,000 learners as well as opening two Virtual Schools for nearly 80,000 of these learners in September 2020. We know there is a disproportionate number of students of families with lower socio-economic status enrolled in the Virtual Schools and many families do not have adequate financial means to provide technology devices or broadband internet access to support their children's participation in remote learning. The TDSB has already supported students with more than 70,000 devices and helped families with internet connectivity and purchasing digital resources to accommodate these growing demands.

In addition, we recognize the tremendous emotional, social and physical strains of the pandemic on students and must continue to provide additional resources and supports to help students during this time.

The Board is concerned about the learning gaps created by the pandemic on students. To minimize this impact, additional resources will be needed, including additional teachers, professional support services and professional development.

At this point, it is unclear what impact the pandemic will continue to have, however, we can anticipate the following needs:

- Additional support learners to help address achievement gaps and learning loss as a result of the pandemic.
- Mental health supports to help students' address the physical, social and emotional impact of the pandemic.

- Additional staffing to help ease the transition for students returning to in-person learning, in some cases, after more than a year out of school.
- Continued financial support of IT infrastructure to support students during the pandemic and beyond, to support learning in the 21st century.
- Funding support to acquire virtual curriculum materials to support student learning in both the classroom and library.
- Funding to invest in research to help gather and analyze data to further identify those gaps and develop related action plans to provide targeted support for students.

#### **4) Capital Needs**

The TDSB is the largest school board in the province with hundreds of aging building infrastructures, with an average age of 64 years. However, over the past two years, the TDSB has only been approved for three out of the 10 Capital Priorities projects submitted for approval consideration. TDSB would like to request that the Ministry consider the size of the school board when determining the number of submissions to be considered.

We also request that the Ministry expedite the capital construction's Approval to Proceed (ATP) process. Faster timelines will avoid significant cost increases due to timing between submission and approval and minimize accommodation pressures due to project delays.

The province has provided multiple years of additional School Condition Index (SCI) funding for school repairs which has allowed the TDSB to address the growing facilities renewal needs in our schools. The additional funding, however, has not been enough to decrease the significant \$3.5 billion backlog in TDSB's repairs. One solution that would assist the TDSB in managing the renewal backlog would be the elimination of the school closure moratorium, which would allow the TDSB to address over capacity and program issues, reduce renewal needs and lower operating costs. It is also imperative that the province commit to providing predictable and sustainable funding for school repairs to a level that will allow for the TDSB to continue to implement its long-term plan for renewal, reduce the repair backlog, and modernize our schools as 21<sup>st</sup> century learning environments.

As an urban board, the TDSB continues to face unique challenges relating to the capital program, including higher construction costs in Toronto compared to other rural school

board jurisdictions. This is a result of constricted site access, building code requirements and price inflations in the high-density urban construction market. TDSB would ask that the Ministry update construction benchmarks to take into account urban building costs.

## **5) Education Development Charges**

In Ontario, school boards, with the exception of the TDSB, are eligible for Education Development Charges (EDCs), a significant source of revenue. The TDSB does not qualify because it has excess capacity when assessed on a district-wide basis, regardless of significant capacity pressures and challenges faced in many neighborhood schools. This puts the TDSB at a disadvantage.

Education Development Charges (EDCs) are a critical funding tool that would help the TDSB meet growth-related infrastructure needs. While there are pockets of space within our system, many of our schools are over capacity as a result of significant residential intensification in certain areas. Lack of sufficient space in local schools in some areas of the City has forced the TDSB to adopt different accommodation strategies for managing enrollment growth including redirecting students from new residential developments to other TDSB schools located outside the area, using portables and changing program and school boundaries. In our view, the same way that developers pay for services such as roads, transit, water, sewer infrastructure and community centres, they should also contribute to education. TDSB continues to be at a disadvantage due to its inability to collect EDCs from developers which could generate approximately \$500M in additional revenue for the Board over the next 15 years.

We continue to advocate that the government modify or remove the restrictions in Section 10 of Ontario Regulation 20/98 to allow all school boards to qualify for EDCs and be able to use those funds for expansion of existing schools or building new schools.

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

### **COVID-19 OUTBREAK RESPONSE**

#### **1. How do we ensure that the GSN remains agile to continue to respond to the COVID-19 outbreak?**

It is recommended that the government provides full funding of pandemic-related costs to ensure a safe return to classrooms and to support the well-being of both staff and students. School boards could benefit from additional in-year funding in 2021-22, as well as increased flexibility in the use of the funding to help address evolving operational needs.

We are also seeking the Ministry's direction on recommended program delivery options corresponding to the next GSN announcement so that school boards can adequately plan and forecast costs.

Ongoing communication between the Ministry and school board officials, educators and support staff will ensure effective understanding and awareness of program needs and to address any gaps in funding.

#### **2. What is required to successfully help students post COVID-19?**

It is recommended that the government provides additional resources to school boards to address the widening gaps in student achievement and learning loss as a direct result of the COVID-19 pandemic. We would also like to advocate for funding to invest in research to help gather and analyze data to further identify those gaps and develop related action plans to provide targeted support for students.

There is also an increased need for additional mental health supports for both students and staff to help address the physical and emotional impact of the pandemic.

It is anticipated that remote learning will continue in some form post COVID-19, and therefore it is important that all students have equitable and continued access to technology and learning resources.

## **ONLINE LEARNING ADJUSTMENT**

**1. As future adjustments to the funding methodology for online learning courses are to be confirmed through the 2021-22 FSB, do changes and/or adjustments need to be made to the Online Learning Adjustment in order to be more responsive?**

Below are some general considerations relating to online learning:

- Students in online learning may be at a disadvantage compared to in-person learning, due to higher class sizes.
- Adjustments should be considered for the number of students who are formally identified by IPRC or have IEPs so that teachers can best address the needs of students effectively.
- Ongoing technology training for teachers and students is necessary.
- There should be equity of access to technological devices for students.
- Technology Enabled Learning Teacher (TELT) funding needs to reflect the needs of TDSB's student enrolment. Currently, every Board receives the same funding regardless of Board enrollment.
- There needs to be adequate staff training to meet the needs of English Language Learners (ELL) and French students.
- Clarification is required on whether the two "online courses" will be selected from a menu of courses, or mandated by the school, school board or Ministry.
- The Online Learning Adjustment should consider future changes relating to the Continuing Education credit courses.

With all of these considerations in mind, the TDSB is concerned about the impact this change will have on our delivery model and would like to seek further consultation with the Ministry to ensure that students' programs are not adversely affected as a result of funding changes.

## **PRIORITIES AND PARTNERSHIP FUND**

**1. Are there further opportunities to improve the administration of transfer payment agreements to continue supporting a reduction in administrative burden?**

The consolidation of the transfer payment agreement would not save the Board a lot of administrative time. Some additional rationale and recommendations are provided below:

The most time-consuming part of the PPF process is the financial reporting review and approval processes and not the administration of the transfer payment agreements.

The transfer payment agreements (TPA) would contain multiple different grants with different expiry dates and reporting deadlines, which may create confusion when sent to separate departments with oversight of individual grants.

One suggestion to reduce the reporting requirement for some of the grants and to help reduce the administrative time, would be for the Ministry to develop a central electronic reporting portal (similar to the PRISA platform) for tracking of all or the majority of PPFs to be used by both the Ministry and the Board. This change would help reduce administrative time for both organizations. Notifications could be communicated through the portal as well to allow for the use of a central repository of all information. TPA and reports could be uploaded, stored and downloaded from the portal and accessible to individuals with authorization of access to the grants.

The Ministry may also consider aligning the PPF reporting deadlines to the Board's Ministry financial reporting timeframes to streamline the financial reporting involved.

## **2. Are there other PPF initiatives that should be transferred to the GSN?**

We suggest the following Program Priorities Funding (PPF) initiatives to be reconsidered to the GSN:

- SHSM (Specialist High Skills Major) – currently, half of the grant is part of GSN. It would be more efficient to have both parts of the grant in GSN for planning and reporting purposes.
- FSL (French as secondary language initiatives) to be part of the FSL grant as a table amount.
- The Parents Reaching Out grant and another grant in the GSN called the Parent Engagement grant are similar in nature. There could be consideration to consolidate these grants.
- Human Rights and Equity Advisor grant – this grant could be consolidated with the Administrative grant in the GSN.

**3. What potential areas of overlap exist within currently funded programs? What opportunities might there be to streamline funding, and to streamline reporting?**

Boards require more flexibility to address evolving needs. Combining some of the PPFs or consolidating with the GSN would allow for greater ease of tracking and create operational efficiencies.

The Specialist High Skills Major, French as a Second Language and Parent Reaching Out grants could be combined.

With regards to CODE summer learning, if CODE is receiving funds from the Ministry and then passing the funding through to TDSB, the Ministry could consider funding the school boards directly to streamline the process.

**REDUCING ADMINISTRATIVE BURDEN AND RED TAPE**

**1. Are there opportunities to reduce the number of non-financial reports and PPF reports school boards currently submit to the Ministry?**

There are significant, non-financial reporting requirements for certain PPFs, such as Human Rights and Equity Advisor (HREA), Autism Spectrum Disorders (ASD), Focus on Youth, Graduation Coach program for Black students and French as a Second Language (FSL). The Ministry could consider reducing the reporting requirements for these PPFs by, for example, requesting only one consolidated year-end report instead of multiple reports with different reporting timelines.

**2. Are there areas of overlap or duplication in the current reports school boards submit to the ministry?**

There are currently no areas of overlap or duplication in the current reports school boards submit to the Ministry.

**SCHOOL BOARD ADMINISTRATION AND GOVERNANCE GRANT**

**1. Are there areas of overlap between this grant and other grants within the current funding formula to support school board administration and governance? Are there opportunities to streamline funding to eliminate duplication and find savings?**



There is no overlap with additional funding provided by the Ministry. While compliance and other requirements for school board administration continues to increase, there is no incremental funding to offset the additional resources required.

**2. How can compliance with the enveloping provisions of this grant be consistently measured across school boards?**

Data Form D in the Ministry reporting packages provides provisions which can be used to measure compliance.

**MANAGING INFORMATION FOR STUDENT ACHIEVEMENT (MISA)**

**1. How can the ministry better support boards in the annual MISA plan and final reporting template submissions?**

The current process ties with the MISA Local Capacity Building (LCB) plan for building system capacity and status reporting. It would be preferred if this can be made available online.

**2. Boards currently have discretion to utilize MISA funding in alignment with the 4 priority funding areas (per below) - how relevant are these priority areas for boards moving forward?**

As stated in the Education Funding Guide,

*MISA funds are used to sustain and advance local capacity to use quality evidence, by targeting funds in at least two of the following four priority funding areas:*

- 1. Build and sustain capacity by continuing work on high priority common core activities to achieve/maintain level(s), as set out in the MISA Common Core Capacities Continuum.*
- 2. Create more collaboration at the classroom, school, board, and/or professional network level(s) in activities related to identifying, analysing, implementing, monitoring, and/or evaluating improvement strategies/initiatives.*

3. *Promote prioritized availability and usability of information for end-users (e.g. teacher, principal, superintendent), while having regard for privacy protection.*
4. *Data quality management projects that will improve the timeliness, accuracy and completeness of school board data/information submitted through the Ontario School Information System (OnSIS).*

All of these four priorities are relevant to the TDSB. In addition to these four priority funding areas, TDSB would also like to advocate for priority funding relating to data analytic solutions and systems.

### **3. Are there other funding priority areas where MISA funds could be directed to maximize impact?**

The module “Implementing a Student Management System (SMS),” was included in the Technology section under the old MISA Core Capacities Continuum (March 2015) but was later removed. Most school boards are migrating to a new SIS system, making the module more relevant. As a result of changes, new configuration work and data analytic needs must be done to adapt MISA reporting to the new SIS systems. TDSB is advocating that the module be added back into the MISA Common Capacities Continuum (2018).

## **CENSUS DATA**

### **1. How should allocations within the GSN be adjusted to reflect updated census data based on the re-distributed impacts to school boards? Should any updates be phased-in? If yes, what is an appropriate phase in period and why?**

The allocations should be based on the most recently available census data, as opposed to the 2006 Census, to better reflect the actual demographics of communities and the needs of current students. The redistribution of funds among school boards resulting from using more recent census data should be phased in over two years to allow school boards time to make the necessary adjustments to contract or expand services as required based on the changes in funding levels.

## **SECONDARY CLASS SIZE COMPLIANCE**

### **1. What are the benefits and/or challenges of implementing a compliance framework for secondary class size?**

A compliance framework needs to consider the reasons why a school board may exceed the class size parameters. Financial consequences may adversely impact school boards' ability to access human resources to support historically underserved students and result in further violations of size caps in subsequent years. There are also questions around whether there is any pedagogical rationale for the Ministry's class size caps or if they are based solely on financial considerations.

**APPENDIX C:**  
**Draft Discussion Points for TDSB's**  
**2022-23 Education Funding Guide Response to the Ministry**

Staff are in the process of developing the response to the 2022-23 Education Funding Guide to the Ministry. Below are key points that will be captured in the final response. This document is intended to facilitate discussion at the November 2, 2021 FBEC meeting. The content contained in this document will be revised, after reviewing feedback received from TDSB staff, trustees and advisory committees, prior to the presentation of the draft response to FBEC in December 2021 and final submission to the Ministry on December 17, 2021.

**Introduction**

The Toronto District School Board (TDSB) is Canada's largest and most diverse school board, with approximately 233,000 students at 582 schools. We also serve more than 140,000 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. And, especially during these unprecedented times, it is even more critical for school boards to receive adequate financial support to help address the widening gaps in student achievement and learning loss resulting from the COVID-19 pandemic.

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

**MENTAL HEALTH SUPPORTS**

**1. How are ministry supports helping school boards meet the mental health needs of their students?**

Staff have been able to utilize all of the culturally responsive daily wellbeing activities through School Mental Health Ontario, which we have put into a daily, easy-to-use calendar for staff. Staff are in the process of expanding these resources for the full school year.

Additionally, staff have developed Mental Health Tool Kits for students using the resources provided by SMHO (Ministry), which has been very useful for in-person and virtual school students to support mental wellness. The culturally responsive resources from the Ministry have been helpful.

## **2. What can the Ministry of Education, other ministries, school boards and other partner agencies do to better support the mental health needs of students?**

- a) TDSB would like more collaborations and shared leadership between the Ministry, Boards and community partners. We recommend having one central intake process for the referral of families and to have culturally responsive agencies and resources provided to the families and students in a timely manner.
- b) Providing community case managers who can bridge with the school boards and support families in ongoing connections to community agencies, supports and culturally relevant resources.
- c) More funding for support staff in school boards. For example, at TDSB we have some Social Workers who are supporting 5 to 7 schools, which impacts supporting mental health capacity building.

## **REDUCING ADMINISTRATIVE BURDEN AND RED TAPE**

### **1. What initiatives could support the reduction of red tape and administrative burden for the education sector?**

Streamline reporting requirements between EFIS and other ad hoc reporting requirements throughout the year. For example, condense or simplify EFIS schedules as there are numerous ad hoc detailed reporting requirements; redundancy reporting on MCP template and EFIS capital schedules (EFIS schedule 3.2 and 3C to simplify or condensed at a capital program or asset class level). The Ministry may also consider aligning ad hoc PPF reporting deadlines to the Board's Ministry financial reporting timeframes to streamline the financial reporting involved

Enhance TPON functionality and capabilities to allow notifications, workflow management and delegation. Example: For the Multi-Project TPA, ability to assign or tag program owners to review and acknowledge TPA prior to final sign off by the Director of Education.

Review the Trust ELHT process to streamline and reduce the amount of reporting and reconciliation work (e.g. Complexity of EFIS Appendix H, weekly Trust reporting, etc.). Since the transition to the Trust plans for ELHT, it has added significant administrative burden in management and reconciliation of the plan. Prior to transition, it was managed as one plan for the whole Board, which has now transitioned to multiple Trust plans, each with their own set of rules and exceptions. It has become very difficult to track and accommodate the different rules for different Trusts. As well, to reduce the amount of retroactive adjustments, school boards should be informed of updated rates well in advance of the effective date.

For TPA funding announced after quarter 1 of the school year, provide sufficient time to allow the use of the funds or flexibility to defer revenue. It has been a challenge to achieve full fund utilization, especially when funding will be used to hire additional staffing as recruitment efforts/finding the right talent can take quite a bit of time.

There are significant, non-financial reporting requirements for certain PPFs, such as Human Rights and Equity Advisor (HREA), Autism Spectrum Disorders (ASD), Focus on Youth, Graduation Coach program for Black students and French as a Second Language (FSL). The Ministry could consider reducing the reporting requirements for these PPFs by, for example, requesting only one consolidated year-end report instead of multiple reports with different reporting timelines.

**2. Are there areas of overlap or duplication within the GSN (e.g., funding or reporting)? If so, what are they?**

There are currently no areas of overlap or duplication in the current reports school boards submit to the Ministry.

**LEARNING OPPORTUNITIES GRANT**

**1. Given that the 2021 census is nearing completion, what is the best way to integrate updated census information into the GSN?**

The allocations should be based on the most recently available census data, as opposed to the 2006 Census, to better reflect the actual demographics of communities and the needs of current students. The redistribution of funds among school boards resulting from using more recent census data should be phased in over two years to allow school boards time to make the necessary adjustments to contract or expand services as required based on the changes in funding levels.

The LOG should be using the most current Census information to inform distribution. 2006 information is 15 years old which is way too long given the purpose of the LOG.

**2. Should the Demographic Component of the LOG be focused on a specific outcome(s)? If so, what are they?**

No, the LOG should not be focused on specific outcomes unless these outcomes are opportunities to learn. For example, specialist programs in regions of the city that have lower SES populations or families.

The LOG has been using student performance indicators as a means to fund programs like Student Success and the Literacy and Numeracy Secretariat. However the original intention of the LOG was to support learning opportunities. This is a critical potential funding source for the TDSB that the LOG could support as we work on notions of optional attendance, alternative programs in elementary, French Immersion, and Gifted programs that all are disproportionately benefiting higher SES populations in the TDSB.

As such, the LOG should not be attached to performance indicators. The LOG should be attached to learning opportunity indicators like breadth of learning opportunities within regions of the TDSB that have low SES or serve marginalized populations of students.

## **URBAN AND PRIORITY HIGH SCHOOLS**

### **1. Should the school board list be updated to respond to changing demographics and growth within school boards? If so, what factors should be considered in updating the school board list?**

Yes, the school board list should be updated to respond to the changing demographic and growth within school boards. Currently the ministry is using the Learning Opportunity Index (LOI) data to allocate funding. The LOI numbers for schools have changed however, the allocation has not changed. Presently we have schools with low LOI scores with no funding while other schools considerably higher on the LOI have a large portion of the funding.

### **2. How can the ministry ensure that the funding allocation is spent on supports for the most academically challenged at-risk students?**

The Ministry should review the data that they have collected on an interim basis (3 years) to see if the same schools require the financial support to reach in-risk students. This review would allow for restructuring internally. This would allow for changes to occur without school boards having to propose funding changes. With the system in place now funding changes can take many months to years when the proposed changes come from outside the Ministry.

## **NEW TEACHER INDUCTION PROGRAM**

### **1. Given that there is no fixed benchmark for the NTIP, are school boards facing challenges due to funding varying every year with the fluctuation in the number of teachers?**

We ask that the Ministry consider changing the \$50,000 set rate per school board to a proportion of a board's NTIP funding (e.g. at 10%). That would allow for a large board to fund a central position to coordinate NTIP support.

### **2. What would be the benefits and/or challenges to having a fixed benchmark?**

There are benefits from a budgeting perspective, as the funding allows for a permanent central position to coordinate NTIP support.

**Other Priority Areas that TDSB wishes to address:**

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

1. Mental Health Support
2. Student Re-engagement
3. Technology
4. Lifting the moratorium on school closures
5. Education Development Charges
6. Expanding the uses of Proceeds of Disposition (POD)
7. Capital funding and approval timelines

**1) Mental Health Support**

- Additional financial resources to support students' mental health and well-being, and help students cope with issues such as stress, anxiety and depression, are also critical and needed. Mental health and well-being is essential to student success.

**2) Student Re-engagement**

- Additional guidance and attendance counsellor support, and credit recovery support.
- Providing schools with necessary resources for the re-engagement of students and families as a result of the transition from remote learning back to in-person learning.

**3) Technology**

- Ongoing investments in IT hardware devices and digital resources are needed to support 21st century student learning.
- Additional resources to maintain the Board's one to one device strategy, in order to ensure an equitable learning environment for students.

**4) Lifting the Moratorium on School Closures**

- The moratorium on school closures was put in place in 2017. TDSB recommends that the school closure moratorium be lifted, so that school boards can review schools with low student enrolment.
- The lifting of the moratorium will help facilitate long-term planning and prudent utilization of Board resources.
- Recommend revisions to the Pupil Accommodation Review Guidelines (PARG).

**5) Education Development Charges**

- In Ontario, school boards, with the exception of the TDSB, are eligible for Education



Development Charges (EDCs), a significant source of revenue. The TDSB does not qualify because it has excess capacity when assessed on a district-wide basis, regardless of significant capacity pressures and challenges faced in many neighborhood schools. This puts the TDSB at a disadvantage.

- Education Development Charges (EDCs) are a critical funding tool that would help the TDSB meet growth-related infrastructure needs. While there are pockets of space within our system, many of our schools are over capacity because of significant residential intensification in certain areas.
- Lack of sufficient space in local schools in some areas of the City has forced the TDSB to adopt different accommodation strategies for managing enrollment growth including redirecting students from new residential developments to other TDSB schools located outside the area, using portables and changing program and school boundaries.

## **6) Expanding the uses of Proceeds of Disposition (POD)**

- To allow the use of POD to support modernization and redevelopment of schools.
- There are opportunities with the City of Toronto to work with other public sector organizations and developers to create new schools funded by POD.
- To allow the use of POD to support the administrative and furniture and fixture costs associated with new school developments.

## **7) Capital funding and approval timelines**

- The cost of construction in an urban environment (i.e. not green field spaces) is significantly higher than other areas of the province.
- Current benchmarks funding does not cover the actual costs to build additions or to develop new buildings.
- The multiple approvals needed from the province to complete a construction project add additional costs and time to the projects, thereby impacting student accommodation.

# 2022-23 TDSB Education Funding Consultation Feedback Form

On October 22, 2021, the Ministry of Education released the 2022-23 Education Funding Guide to school boards with the deadline of November 26, 2021 for submission to be completed. TDSB has requested an extension to the submission deadline to December 17, 2021 to facilitate our Finance, Budget & Enrolment Committee (FBEC) schedule.

We would ask that feedback be submitted through this survey form by November 19, 2021, so that staff can incorporate any feedback into the draft submission for review and approval at the upcoming December 2021 FBEC meeting prior to the deadline submission. Thank you.

marisa.chiu@tdsb.on.ca [Switch account](#)



\* Required

Email \*

Your email

1) Your First Name and Last Name

This is an optional field. If you want to remain anonymous, please leave this field blank.

Your answer

2) If this is a response on behalf of a TDSB Advisory Committee, please provide the name of the Committee. If you are not part of an Advisory Committee, please put N/A.

Your answer



3) Based on the questions asked in the consultation documents, please provide your feedback, if any, on the education funding topics outlined in the document.

Your answer

4) Please provide any other initiatives not outlined in the Education funding consultation guide, or any other comments, for consideration in the board's budget consultation submission to the Ministry.

Your answer

Submit

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## **2022-23 Operating Budget Communications: Overview of Communication Supports**

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

**Date:** 2 November, 2021

**Report No.:** 11-21-4195

### **Strategic Directions**

- Allocate Human and Financial Resources Strategically to Support Student Needs

### **Recommendation**

It is recommended that the report be received.

### **Context**

The chart in Appendix A is being presented to the Finance, Budget and Enrolment Committee to begin preliminary discussions about communications support for this year's budget process. After the discussion, this chart will be updated to reflect Trustee feedback. Please note that all dates in the chart are subject to change. As always, 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: 2022-23 Operating Budget Communications – Overview of Communications Support (Draft)

## **From**

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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: 2022-23 OPERATING BUDGET COMMUNICATIONS – Overview of Communications Supports (DRAFT)

Date/Month	Budget Milestone	Communications Support
October 2021	Board motion - letter from the Chair to request adequate pandemic funding support	<p>Worked with the Chair and the Finance department to prepare a letter to the Minister requesting adequate pandemic funding support.</p> <p>Posted to the TDSB website.</p> <p>Shared electronically with TDSB stakeholders as part of TDSB update.</p>
November 2021	Launch of TDSB Budget 2022-2023 webpage	<p>Webpage will include a section to highlight latest budget updates, background information on the budget process, and all relevant documents and presentations.</p> <p>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 will be 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> <p>Update the Capital section of the TDSB website and link to the Operating Budget section of the website.</p>
November 2, 2021	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 document.</p>
January/February 2022	Financial Facts	Finalize all edits and updates to Financial Facts for 2022-2023.

		<p>Post to budget webpage.</p> <p>Create and post an accessible version of Financial Facts to the website.</p> <p>Highlight key elements of Financial Facts on social media (infographics).</p>
February/March 2022	<p>Finalize public consultation plan on 2022-23 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 information in News You Can Use.</p> <p>Share all public consultation opportunities with SEAC, PIAC and other community advisory committees. Also share with Union/Federation partners.</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>
March/April 2022	<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>



		<p>News You Can Use item.</p> <p>Trustee Weekly.</p> <p>TDSB Connects.</p> <p>Talking points/key messages for Trustees, senior team, principals, media spokespeople, etc.</p>
May 2022	Presentation of 2022-23 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 item.</p> <p>Update website.</p> <p>TDSB Connects.</p>
June 2022	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 item and TDSB Connects.</p> <p>Update website.</p>

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## **2021-22 Vice-Principal Allocation Update**

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

**Date:** 2 November, 2021

**Report No.:** 11-21-4165

### **Strategic Directions**

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

### **Recommendation**

It is recommended that the 2021-22 Vice-Principal Allocation Update be received.

### **Context**

The TDSB currently allocates 200.0 FTE and 161.0 FTE Vice-Principal allocations at the elementary and secondary level, respectively. These positions represent key leadership roles in schools and communities and serve to enhance student achievement, improve instructional leadership and foster parent and community engagement. This update will provide Trustees with the following:

A) How is the Vice-Principal Allocation determined?

- Base Allocation Based on Formula
- Impact of Local Decision Making

B) Cost Analysis of the Elementary and Secondary VP Allocation

C) Next Steps

### **How is the Vice-Principal Allocation Determined?**

The Vice-Principal allocation is determined through both a base allocation based on a specific weighted formula and through local decision making. The following represents the key steps in establishing the Elementary Vice-Principal allocation.

## Elementary Vice Principal Allocation

### Step 1: Determining Points for Each School

Vice-Principal allocation begins with the establishment of a points system to determine where Vice-Principals will be allocated. The base is created by identifying the key drivers that influence allocation. Those drivers include the categories reflected in the chart below:

Category	Description	Factor	Points								
Head Count	Total projected enrolment of the school	1.0	HC # X 1.0								
Grade 7-8	Projected enrolment of grade 7 and 8 students	0.4	GR7-8 # X 0.4								
French	Projected enrolment of French students (French Immersion, Extended & Late Extended French)	0.1	French # X 0.1								
Gifted	Number of projected enrolment of gifted students	0.1	Gifted # X 0.1								
Non-Gifted Intensive Support Programs	Number of projected enrolment of non-gifted ISP students	1.0	Non-Gifted ISP # X 1.0								
Learning Opportunities Index	Each school is given a factor based on the LOI Rank <table border="1"><tr><th>LOI Rank</th><th>Factor (i)</th></tr><tr><td>0-100</td><td>0.2</td></tr><tr><td>101-200</td><td>0.1</td></tr><tr><td>&gt;200</td><td>0.0</td></tr></table>	LOI Rank	Factor (i)	0-100	0.2	101-200	0.1	>200	0.0	(i)	Total Headcount x Factor
LOI Rank	Factor (i)										
0-100	0.2										
101-200	0.1										
>200	0.0										
School Points	Total Points Per School		Total								

**Note:** If a school is linked to another school, then the two schools' points are combined as one. For example, Avondale PS and Avondale Alternative School are combined.

### Step 2: Determining a Base Allocation from the Points

The second step in the process involves tallying the total points for each school based on the formula provided in step 1. A Vice-Principal allocation may be generated when a school reaches one of the points thresholds below; however, there will be times when a school may reach the threshold but may not be allocated a Vice-Principal or when the school does not meet the threshold and is allocated a Vice-Principal. This is primarily influenced by the next step in the process: the impact of local decision making.

Points	Vice-Principal Base Allocation
0-454	0.0
455-559	0.5
560-849	1.0
850-1099	1.5
1100-1799	2.0

>= 1800	3.0
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**Note:** Congregated Special Education schools are provided a base of 0.5 VP.

## ABC Schools

School	LOI Rank	Total Enrol	Gr7-8 Stud	French Stud	Gifted Stud	Non-Gifted ISP Stud	School Points	VP Allocation
	HC X Factor 0.2/0.1/0	HC X 1.0	HC X 0.4	HC X 0.1	HC X 0.1	HC X 1.0		
A	25	<b>347</b>	0	0	0	39	455	0.5
B	400	<b>455</b>	0	0	0	0	455	0.5
C	250	<b>379</b>	60	50	50	42	455	0.5
D	150	<b>380</b>	0	0	0	37	455	0.5

### Step 3: Local Decision Making

At this stage in the process, Executive Superintendents in each Learning Centre are provided with an opportunity to address specific local needs and priorities, above the allocation that was established through the base allocation for an individual school while working within the total allocation given. Executive Superintendents will be provided with information on the entire allocation for the year, including School Office Clerical, School Based Safety Monitors, and other support staff to allow them to better utilize all supports that may be available to a school. The Executive Superintendent will share with the Learning Network Superintendents, local Trustee and other staff to identify the needs and priorities of the individual school communities and of the Learning Centre overall.

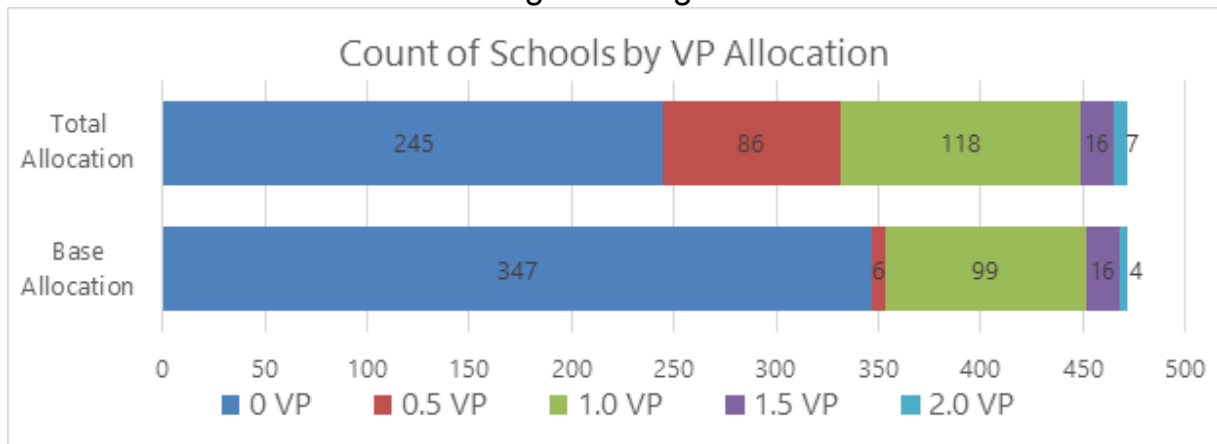
### Impact of Local Decision Making on Elementary VP Allocation

There are approximately 200.0 FTE Vice-Principal positions to be allocated. Vice-Principal allocation is a combination of formula driven and local decision making. Although local decisions accounted for 1/3 of the Vice-Principal positions to allocate, this method resulted in a total of 102 schools receiving an allocation of a 0.5 Vice-Principal.

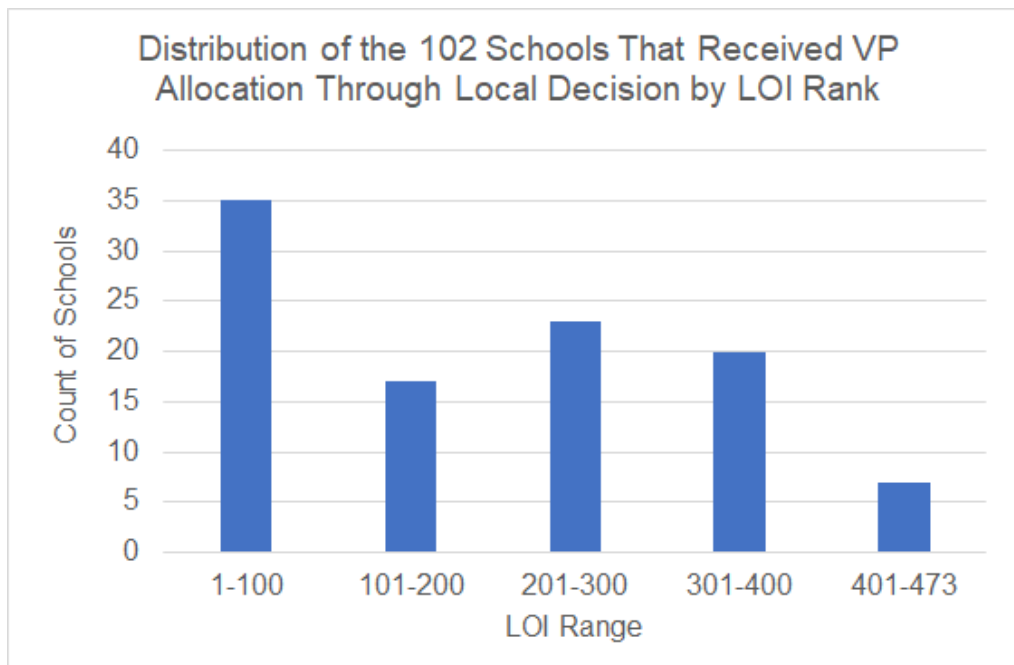
Type of Decision	# of Allocation	# of Schools Receive Allocations
Formula Driven	67% or 134.0 VP	55% or 125 Schools
Local Decision Making <ul style="list-style-type: none"> <li>Learning Network Adjustments &amp; Profile</li> </ul>	33% or 66.0 VP	45% or 102 schools

### Results of Allocation

Base allocation would have resulted in 347 schools with no Vice-Principal. After local decisions were made, another 102 schools received a Vice-Principal allocation.



In the chart below, please note of the 102 Vice-Principals allocated through the local decision-making process, almost 51% went to schools in the top 200 LOI.



## Secondary Vice-Principal Allocation

### Type of Decision and Allocation Total

There are 161.0 Vice-Principals allocated to secondary schools. Vice-Principal allocation is a combination of formula driven and local decision making.

#### ***Formula Driven Allocation***

VP allocation of each school depends primarily on the total teacher allocation of the school. Teacher allocation is determined by course type (applied, academic, college, university), ESL student enrolment, special education enrolment and overall student enrolment.

Total Teacher Allocation	Vice-Principal Base Allocation
0	0
1-10	1.0
11-42	2.0
43-100	3.0
101-128	4.0

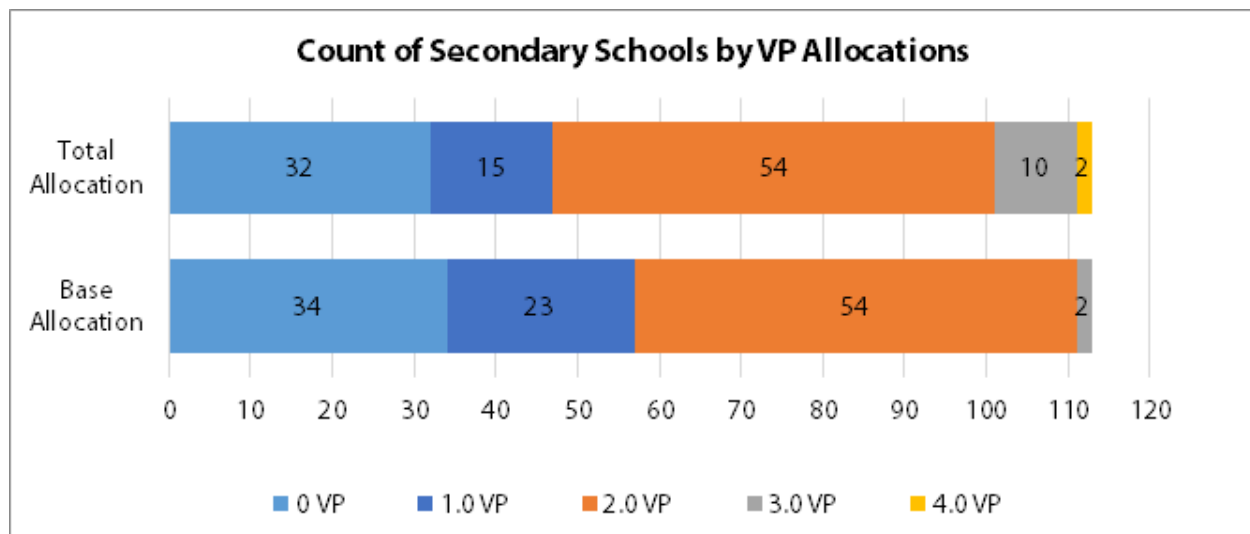
There is a total of 34 secondary schools that are not included in the Formula Driven Allocation (Adult Day School Sites, Alternative Schools, Caring and Safe Schools Programs)

## Examples of Schools

School	LOI Rank	Actual Student Headcount	Teacher Allocation	VP Allocation
A	26-50	437	30.5	0
B	1-25	138	13	1
C	51-75	635	41	2
D	1-25	870	61	3
E	51-75	1785	109.5	4

## Results of Allocation

Base allocation would have resulted in 34 schools with no VP. After local decision and profile allocation were made, another 2 schools received VP allocation and base allocation were supplemented.



Type of Decision	# of Allocation
Formula Driven	85% or 137.0 VPs
Local Decision Making <ul style="list-style-type: none"> <li>Learning Network Adjustments &amp; Profile</li> </ul>	15% or 24.0 VPs

### ***Cost Analysis of Elementary and Secondary VP Allocation***

Elementary VP Allocation is 22.04 FTE over Ministry benchmark. In addition, the salary and benefits costs are \$5,652 over benchmark per FTE. The total financial impact is \$3.9 million over benchmark funding.

	FTE (A)	Salary & Benefits Per FTE (B)	Financial (AxB)
Ministry Benchmark	177.96	\$126,133	\$22.4M
TDSB Elementary VP Allocation	200.00	\$131,785	\$26.3M
<b>Difference</b>	<b>22.04</b>	<b>\$5,652</b>	<b>\$3.9M</b>

Secondary VP Allocation is 9.65 FTE over Ministry benchmark. In addition, the salary and benefits costs are \$1,884 over benchmark per FTE. The total financial impact is \$1.6 million over benchmark funding.

	FTE (A)	Salary & Benefits Per FTE (B)	Financial (AxB)
Ministry Benchmark	151.35	\$132,612	\$20.1 M
TDSB Elementary VP Allocation	161.00	\$134,496	\$21.7M
<b>Difference</b>	<b>9.65</b>	<b>\$1,884</b>	<b>\$1.6M</b>

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

Staff will bring forward a subsequent report to the FBEC committee to allow us to consider how we can improve our work with the goal of having a more equitable distribution of resources with respect to the both the key formulas that form the basis of the allocation and to look closer at any disparity that may exist in our current approach. Collectively we continue to work towards refining our processes to ensure greater equity for students within our system.

### **Communications Considerations**

N/A

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

N/A

### **Appendices**

N/A



**From**

Andrew Gold, Associate Director, Leadership, Learning and School Improvement at [Andrew.gold@tdsb.on.ca](mailto:Andrew.gold@tdsb.on.ca).

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

Audley Salmon, Executive Superintendent, Employee Services at [Audley.salmon@tdsb.on.ca](mailto:Audley.salmon@tdsb.on.ca)

Caroline Lam, Manager Staff Allocation at [caroline.lam2@tdsb.on.ca](mailto:caroline.lam2@tdsb.on.ca)

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## **School Banking Update**

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

**Date:** 2 November, 2021

**Report No.:** 11-21-4196

### **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 School Banking Update report be received.

### **Context**

The purpose of this report is to update Trustees on the Toronto District School Board's (TDSB) school banking arrangement.

PACE Savings and Credit Union Limited (PACE), formerly North York Community Credit Union prior to 2007, has provided school banking services to the TDSB and former Toronto legacy school boards for over 30 years. There are approximately \$21M in TDSB petty cash and school generated funds accounts held at PACE.

At the June 1, 2021 Finance, Budget & Enrolment Committee private meeting, staff provided an update around PACE Credit Union's financial status and risk mitigating strategies. Staff also discussed the circumstances around the \$500M credit facility issued to PACE from the Financial Services Regulatory Authority of Ontario (FSRA) and why PACE was placed under FSRA's administration in early 2021.

TDSB has been engaging in ongoing discussions with FSRA and PACE's senior management regarding their financial status and FSRA's monitoring process. A copy of PACE's public client memorandum is enclosed in Appendix A, which provides further information around FSRA's governance role. FSRA has also indicated that they

continue to actively monitor PACE's financial condition, including daily monitoring of liquidity and weekly monitoring of capital. Based on recent communications with FSRA, there does not appear to be any immediate risk relating to TDSB's account balances. However, staff are monitoring the situation closely and are actively working on a plan to gradually migrate the accounts to another financial institution.

TDSB currently has an existing board-level banking agreement with CIBC, as they were awarded the banking contract through the public tendering process in 2018. CIBC has been providing banking services to TDSB since prior to amalgamation. CIBC has expressed that they are interested in providing school banking services to TDSB. They are currently reviewing the funds delivery service model and will provide TDSB with a service proposal some time in November 2021.

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

Staff will provide trustees with updates around any changes to the school banking arrangement at future FBEC meetings.

### **Resource Implications**

If the TDSB cannot identify a financial institution with complimentary secure funds delivery service, these associated costs will require additional budget resources.

### **Communications Considerations**

Communication around school banking arrangement changes will be sent to Principals and School Councils once a decision has been finalized.

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

Not applicable.

### **Appendices**

Appendix A: PACE Credit Union memorandum to members April 2021

### **From**

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

Wendy Heis, Interim Assistant Comptroller of Finance at [wendy.heis@tdsb.on.ca](mailto:wendy.heis@tdsb.on.ca) or 416-395-8041.



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Sans frais : 1 800 668 0128

April 12, 2021

Dear Members of PACE Credit Union:

**Re: Update from PACE's regulator  
The Financial Services Regulatory Authority of Ontario (FSRA)**

I am writing to you to let you know of regulatory decisions we have made to protect you as a member of PACE Credit Union (PACE), and to ensure that PACE continues to be a member-focused community-based credit union serving your needs.

These decisions have been made with PACE's new CEO and management team to implement a stabilization plan that:

- Provides members with confidence that PACE has financial resources to continue operations without interruption, including a committed credit facility from FSRA for \$500 million which PACE can use to repay its deposits without disruption or delay;
- Protects PACE members by ensuring that all member deposits that can be insured, are fully insured;
- Hired a new CEO, and provides him and the PACE management team with increased authority to lead a successful recovery of PACE and to better meet its members needs;
- Allows PACE to temporarily operate with a reduced capital requirement during the recovery period; and
- Requires management to implement better governance, controls and training to ensure members are treated well when PACE sells them financial products.

I want to assure you that your insurable deposits are well protected, and PACE continues to operate to serve your needs.

### **Why was PACE placed in administration?**

FSRA is the regulator for all credit unions in Ontario.

As the regulator, our mandate is to promote high standards of business conduct and provide deposit insurance for members through the Deposit Insurance Reserve Fund (DIRF). We also protect depositors and the DIRF from loss and promote the stability of the credit union sector. We want members to have confidence in our credit unions and a strong credit union sector.

FSRA administers a deposit insurance program that uses the DIRF to protect insurable deposits held with Ontario credit unions. Deposit insurance is part of a comprehensive regulatory program that protects the safety and soundness of credit unions. Learn more about deposit insurance from PACE directly, or go to our [website \(https://www.fsrao.ca/dirf\)](https://www.fsrao.ca/dirf).

In September 2018, to protect PACE's members from failed board governance and misconduct by certain executives, the credit union was placed into Administration by our predecessor, the Deposit Insurance Corporation of Ontario. This gave the regulator control of PACE.

Since June 2019, FSRA has been responsible for supervising PACE's financial safety and soundness (prudential regulation) and its business conduct. In the absence of a board, we provide oversight for the executives managing the day-to-day operations of PACE.

### **New Regulatory Decisions**

Today, we want to inform you of the following decisions:

#### **1. Administration Order #4<sup>1</sup>**

FSRA appointed David Finnie as PACE's Chief Executive Officer in late 2020. FSRA has full confidence in Mr. Finnie and the current PACE management team. I have signed a new Administration Order which gives Mr. Finnie and his team more authority over the operations of PACE. This will allow PACE to better serve its members.

#### **2. PACE Securities Corporation (PSC) and Preferred Shares**

FSRA acknowledges that several hundred PACE members have suffered significant losses on their investments in the preferred shares of PACE Financial Limited (PFL) and First Hamilton Holdings Inc. These preferred shares were distributed by PSC, a PACE subsidiary and the owner of PFL.

We have worked with PACE to create a mediation process ordered by the Court to fairly address the claims of preferred share investors.

The law of Ontario governing credit unions (referred to as the Credit Union and Caisses Populaires Act, or CUCPA) permitted PACE to refer its members to PSC, but not to sell securities directly. FSRA has determined that a small number of PACE Credit Union employees directly sold preferred shares to PACE members in breach of the CUCPA.

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<sup>1</sup> FSRA website: [Administration Order 4 – March 26, 2021](#) or you can go to [www.pacecu.ca](http://www.pacecu.ca)

Working with Mr. Finnie and his team, we have identified measures to ensure that this won't happen again. PACE management will be required to take decisive action to reinforce all regulatory requirements, including those related to sales of financial products. This includes implementing better governance, controls and training of PACE employees.

FSRA and PACE are committed to working in good faith through the mediation process set up by the court to achieve fair treatment for all parties.

### **3. Capital Variance Decision<sup>2</sup>**

PACE management has advised FSRA that, based on PACE's 2020 financial results, PACE's regulatory capital at December 31, 2020 does not meet regulatory (CUCPA) requirements.

FSRA has decided to vary the CUCPA capital requirements for PACE so that it can continue to operate and serve its members. We can grant this variance because of PACE's proposed business and capital recovery plans, our confidence in PACE management and the anticipated proceeds from the recovery litigation against the former CEO and President of PACE and certain former directors<sup>3</sup>.

To protect the interests of members, PACE will operate under conditions, including proactively contacting uninsured depositors. During this time, PACE must avoid taking deposits which are not insured and arrange for uninsured deposits to be repaid on a timely basis.

PACE will also protect its capital by ceasing dividend payments and restricting investment share redemptions and employee bonuses.

At PACE's April 28<sup>th</sup> Annual General Meeting (AGM), you will learn more about PACE's 2020 financial statements and business plan. You will have the opportunity to review materials and ask questions of PACE's management.

### **4. Liquidity Facility**

PACE has strong liquid financial resources. However, to provide members with confidence that PACE has more than adequate financial resources to continue operations without interruption, and to pay its deposits without disruption or delay, we have agreed to provide a \$500 million credit facility and are in the process of finalizing its documentation.

As we live in unprecedented and uncertain times, this will protect PACE depositors against unexpected adverse events.

We want PACE members to know they can continue to rely on their credit union without concerns about the safety or availability of their insured deposits.

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<sup>2</sup> FSRA website: [Variance Letter](#) or you can go to [www.pacecu.ca](http://www.pacecu.ca)

<sup>3</sup> Shortly after PACE was placed in administration, FSRA, as Administrator, commenced legal proceedings under Court File No. CV-19-00616388-OOCL in the Ontario Superior Court of Justice (Commercial List) against the former CEO and President of PACE and certain former directors.

### **Looking Forward**

I understand that the Administration of PACE and the recovery litigation are taking longer to complete than you may have expected. Unfortunately, COVID-19 and other unexpected developments have impacted PACE's financial strength. This has caused FSRA, despite the hard work of the former PACE Board elected in January 2020, to step-back from the return to member-controlled governance. FSRA remains committed to working through this adversity to protect the interests of PACE and its members.

I also acknowledge the impact on certain PACE members due to the failure of PSC, and the significant loss of value in their preferred share investments. FSRA will continue to work with PACE and its counsel to seek a fair resolution of all claims through the mediation process, and to advocate for PACE's interests against those who caused the harm. Unfortunately, the timeline for resolving these matters is beyond FSRA's or PACE's control, and continuing patience and perseverance will be required as such matters involve significant uncertainty. Because of court orders in the pending legal proceedings, FSRA cannot comment further on these issues.

PACE and its members have faced much adversity since 2018. PACE's employees have also been through a difficult time, and I would like to thank them for their efforts to continue to serve you, the PACE members.

FSRA has full confidence in PACE's CEO and management team - and, with the arrangements discussed above, we believe you, the PACE members, can continue to rely on PACE as your financial partner.

PACE's members have embodied the spirit and the strength of the co-operative movement, and I thank you for that continuing support.

We have appended some Questions and Answers for your information. If you have any additional questions, you can contact the FSRA Contact Centre at 416-250-7250 or 1-800-668-0128. You can also send us an email at [contactcentre@fsrao.ca](mailto:contactcentre@fsrao.ca)

I look forward to seeing you at PACE's April 28 AGM.

Yours truly,



Mark White  
Chief Executive Officer,  
Financial Services Regulatory Authority of Ontario

cc. David Finnie, CEO, PACE Credit Union



## **Questions and Answers for PACE members**

### **1. What does this mean for me?**

- PACE remains open for business to continue serving your financial needs.
- Insurable deposits are protected and therefore such money is safe and will continue to be safe.
- PACE is making sure your deposits that can be insured, are insured.
- PACE will contact you by May 6, 2021 if you have uninsured deposits. They will help you find way to re-organize your deposits so that they can become insured and provide for additional coverage, or to discuss repayment of uninsured deposits.
- If you are unsure about your deposits, please call PACE at **1 877 588 7223**.

### **2. Should I continue with PACE?**

- Yes, given the measures put in place to protect PACE's members, you can continue to work with PACE as your financial partner with confidence.
- PACE members can continue to rely on the credit union without concerns about the safety or availability of your insured deposits.
- PACE's new CEO and his team have the experience and knowledge to ensure that the credit union continues to operate and to serve your needs.
- Insured deposits continue to be insured, and PACE will contact you by May 6, 2021 to discuss options for uninsured deposits, such as re-organizing your deposits so that they can become insured and provide for additional coverage, or to discuss repayment of such uninsured deposits.
- We have put additional measures in place to protect you. For example, PACE must avoid taking new deposits that are not insured.

### **3. Is my money safe? Should I move my money?**

- Your insured deposits are safe, and will continue to be safe.
- In Ontario, the moment you become a credit union member and make a deposit, your insurable deposits are protected. Deposits in registered accounts (such as your RRSP, RRIF and TFSA) have unlimited coverage. Non-registered insurable deposits held at an Ontario credit union – in Canadian funds, payable in Canada – have a maximum coverage amount of \$250,000. PACE will contact members with uninsured deposits by May 6, 2021 and work with them to re-organize those deposits in order to insure them if possible, or to discuss repayment of such uninsured deposits.
- PACE must avoid taking any deposits which are not insured and to arrange for such deposits to be repaid on a timely basis.
- We want to make sure that you fully understand what is covered by deposit insurance and what is not. Please contact your local PACE Branch or <https://www.fsrao.ca/dirf>

### **4. Is my retirement money safe?**

- All insurable deposits in the following registered accounts have unlimited deposit insurance coverage: Locked-in retirement account (LIRA); Life income fund (LIF); Registered retirement savings plan (RRSP); Registered retirement income fund (RRIF); Registered disability savings plan (RDSP) and Tax-free savings account (TFSA).

### **5. I thought that all my money/savings was covered by insurance – is that not the case?**

- FSRA has a deposit insurance program that protects insurable deposits held with Ontario credit unions.
  - Deposits in registered accounts have unlimited coverage.
  - Non-registered insurable deposits held at an Ontario credit union – in Canadian funds, payable in Canada – have a maximum coverage amount of \$250,000.
  - PACE will contact members with uninsured deposits by May 6, 2021 and work with them to re-organize those deposits in order to insure them if possible, or to discuss repayment of such uninsured deposits.
- Learn more about insured and uninsured deposits: <https://www.fsrao.ca/dirf>

**6. Can I see PACE's 2020 financial results?**

- Financial statements are part of the AGM package. They will be posted online by April 15<sup>th</sup> ([www.pacecu.ca](http://www.pacecu.ca)) or you can request a hard copy from your local branch (1 877 588 7223).
- The financial statements will be presented at the April 28<sup>th</sup> AGM. You will be able to ask questions of PACE Credit Union management on the financial statements at that time.

**7. What is the status of the preferred share investor claims?**

- FSRA acknowledges that many PACE members have suffered losses on their investments in the preferred shares of PACE Financial Limited and First Hamilton Holdings Inc. These preferred shares were distributed by PACE Securities Corp. (PSC), a PACE subsidiary.
- FSRA has worked with PACE to create a mediation process to work towards settling all preferred share investor claims. FSRA and PACE are committed to working in good faith through the mediation process set up by the court to achieve fair treatment for all parties.

**8. Is there a plan for PACE's return to normal operations and member-controlled governance?**

- FSRA has a comprehensive stabilization plan that it is implementing with PACE management to protect and serve PACE members.

The stabilization plan:

- Provides members with confidence that PACE has financial resources to continue operations without interruption, including a committed credit facility from FSRA for \$500 million which PACE can use to repay its deposits without disruption or delay;
- Protects PACE members by ensuring that all member deposits that can be insured, are fully insured;

- Provides PACE's new CEO, and the PACE management team, with increased authority to lead a successful recovery of PACE and to better meet its members needs;
  - Allows PACE to temporarily operate with a reduced capital requirement during the recovery period; and
  - Requires management to implement better governance, controls and training to ensure members are treated well when PACE sells them financial products.
- PACE's return to member controlled governance is dependent on PACE's management team meeting your needs and returning it to profitability, and on managing through the recovery litigation started in 2018 (against the former president and CEO of PACE and certain former directors), and the claims of investors in the preferred shares.
  - As we work through this adversity, FSRA has confidence in PACE's new CEO and management team, and with the regulatory decisions we have made, members can continue to rely on PACE as their financial partner.

**9. Why does PACE have low regulatory capital and what does it mean to me?**

- Regulatory capital is a buffer against financial loss and other adversity – it protects deposits from loss.
- COVID-19 and other unexpected developments caused losses in PACE's operations, loans and other investments - this reduced PACE's financial strength.
- FSRA's stabilization plan for PACE helps protect depositors from the increased risk due to unusually low capital.
- Anticipated proceeds from the recovery litigation (against the 2018 CEO and President of PACE, and certain directors from 2018) can restore PACE's capital.



## **Section 37 and 45 Funding for Schools**

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

**Date:** 2 November, 2021

**Report No.:** 11-21-4197

### **Strategic Directions**

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

### **Recommendation**

It is recommended that the report be received.

### **Context**

At its 17 April 2019 meeting, the Board of Trustees approved a motion directing staff to present a report summarizing Section 37 investments in schools.

This report summarizes both the Section 37 and Section 45 allocations that the City has made to TDSB schools.

### **What is Section 37 and 45?**

Section 37 of the Planning Act allows the City to collect funds from a development application in return for additional density. The City policy requires that Section 37 funds be earmarked for community benefits in the host Ward of the development application.

Section 45 of the Planning Act refers to minor variances to bylaws in respect of land, buildings, or structures, approved by the City of Toronto Committee of Adjustment. Conditions may be attached to minor variances, which may include financial contributions toward a community project. Funding must be spent in the Ward where development is located.

Recently, the Government of Ontario has introduced regulations for municipalities to levy Community Benefit Charges, (CBC) which replaces the provisions related to Section 37 contributions. As a result of this change, we are not expecting very many more schools will receive Section 37 contributions in the future.

The City is in the process of setting up the work plan to create the new CBC by-law and background study (CBC Strategy). This work is anticipated to be a joint venture with development charges, as the City looks at these growth-related funding tools together, targeting to have the updates in place by the required September 18, 2022 date. There is still opportunity for the TDSB to receive funds under CBC as long as the school board is included in the bylaw. Further information will be provided to the Board regarding the next steps.

### **How many schools have benefited?**

As shown in more detail in Appendix A, 37 schools have received either Section 37 or 45, and in some cases, both. The value of the contributions ranged from \$8,000 to \$1.5 million. Altogether the City has directed \$7,787,924 to TDSB schools.

One of the allocations, at Jesse Ketchum Junior and Senior Public School, was for interior renovations. The remaining allocations were for site improvements, which are accessible to the community, outside of school hours.

### **Why do schools in some areas receive funding, and others do not?**

The amount of Section 37 and 45 funding that is available within a Ward depends on the amount of development activity occurring in the area. Some parts of the city have experienced extensive development and increased density. The City Councillors in those areas tend to have significant Section funding available to allocate to qualified projects.

When it comes to directing funding to school projects, many City Councillors have very little, if any Section funding available to them. And those that do, have the discretion to decide if schools will receive funding.

The parts of the city that have benefited the most from Section funding are in areas where development generates significant Section funding, and that have City Councillors that are very supportive of school projects. For insight into the geographic distribution of schools receiving Section funding, please see Appendix B.

### **Investing TDSB Resources Equitably**

The fact that Section 37 investments tend to be concentrated in areas undergoing significant development, which are often in more affluent areas, means that it is even more important for the TDSB to invest its own resources equitably.

At its May 2021 meeting, the Board approved guiding principles and priorities to guide the investment of TDSB funding into school ground infrastructure.

The guiding principles are that investments into school sites should:

- Be equitable – by prioritizing high-needs schools, ensuring projects meet AODA standards for accessibility, and creating the conditions whereby students with special needs can make full use of the outdoors.
- Reflect the developmental needs of students – by creating spaces that promote activity, imaginative play, socialization, and learning.
- Put students first – by focusing on projects that support students directly such as replacing deteriorating hard surface play areas and failing play equipment.
- Be environmentally sustainable – by seeking opportunities to invest in green solutions such as right-sizing asphalt areas when they are being replaced, directing storm water into infiltration galleries/tree groves, and making use of underground soil cells when planting trees in harsh urban environments.

Appendix C shows both the guiding principles and priorities approved by the Board.

## **Action Plan and Associated Timeline**

### **How does the process work?**

Since City Councillors play a key role in decisions about allocating Section funding, most projects that receive Section funding are initiated by parents, as local constituents in the areas experiencing significant development.

Parents tend to be the ones who contact their City Councillor and advocate for Section funding to be directed to a project at their school, which is usually playground improvements of one kind or another.

If the City Councillor agrees to allocate funding to a school, then she/he will take a Motion to City Council, which if approved, provides City staff with the authority to negotiate a Community Access Agreement with the school board. The TDSB cannot receive Section funding without entering into a Community Access Agreement with the City.

Once a Motion has been passed by City Council which secures the funding, TDSB staff will make sure that the school has an appropriate design in place, and realistic cost estimates. At the same time, TLC staff will recommend to its Board to proceed with the transaction with a negotiated agreement with the City to ensure community access for a specified time.

Upon obtaining approval, TLC staff will work with City staff to finalize the terms of a Community Access Agreement. Once the City and the TDSB sign the agreement, the City will release the money to the TDSB.

As soon as the TDSB receives the funding, then detailed design development will occur, and the project will either be tendered for construction by a contractor or built by the TDSB's in-house construction team.

For most projects, from the start of parents' advocacy with the City Councillor to project completion is at least two years, often longer.

## **Resource Implications**

Not applicable

## **Communications Considerations**

Not applicable

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

- Policy P011, Community Use of Board Facilities (Permits)
- Procedure PR666, Community Use of Board Facilities (Permits)

## **Appendices**

- Appendix A: List of Schools Receiving Funding
- Appendix B: Geographic Distribution of Section Funding, by School
- Appendix C: Investing in School Ground Infrastructure

## **From**

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Maia Puccetti, Executive Officer of Facility Services and Planning at [maia.puccetti@tdsb.on.ca](mailto:maia.puccetti@tdsb.on.ca) or at 416-397-3004.

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

Richard Christie, Senior Manager, Sustainability at [richard.christie@tdsb.on.ca](mailto:richard.christie@tdsb.on.ca) or 416-396-8554

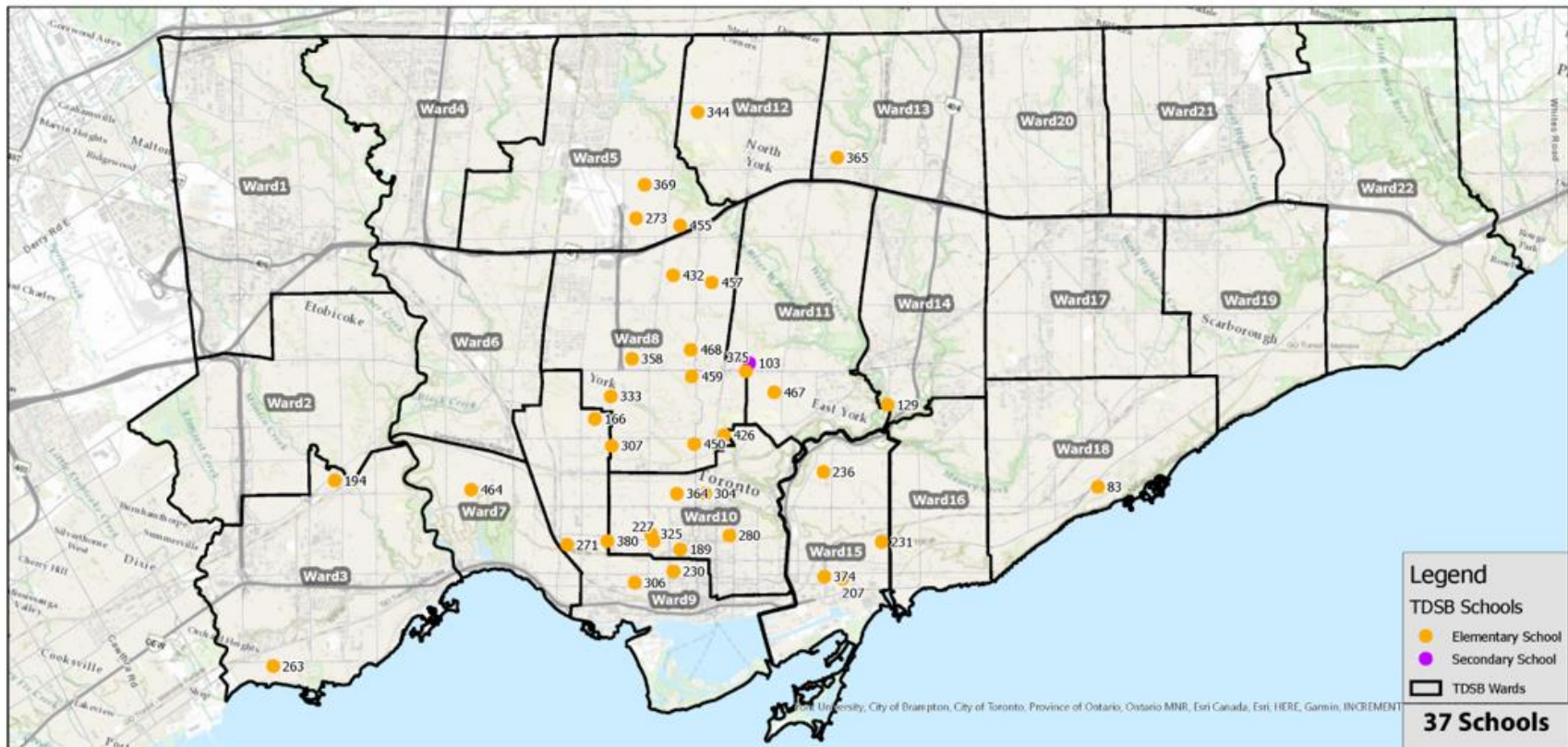


**Appendix A: List of Schools Receiving Funding**

<b>School</b>	<b>Section</b>	<b>Amount</b>	<b>Scope of Work</b>
Allenby JPS	37	\$ 52,661	Kindergarten playground
Beverley School	37	\$ 153,756	Playground improvements
Brown JPS	37	\$ 350,000	Playground improvements
Bruce PS	37	\$ 50,000	Playground improvements
Bruce PS	37	\$ 100,000	Playground improvements
Chester ES	45	\$ 10,360	Playground improvements
Church Street JPS	45	\$ 550,000	Illuminated glass guard and metal fencing
Church Street JPS	37 & 45	\$ 312,057	Illuminated glass guard and metal fencing
Church Street JPS	37	\$ 189,687	Illuminated glass guard and metal fencing
Church Street JPS	45	\$ 200,000	Playground improvements
Cliffside PS	37	\$ 100,000	New play equipment
Davisville JPS	37	\$ 85,000	New play equipment
Deer Park Jr & Sr PS	37	\$ 350,000	Accessible playground
Dublin Heights E&MS	37	\$ 110,000	Accessible playground
Eglinton JPS	37	\$ 250,000	Artificial turf and improvements in grading
Elkhorn PS	37	\$ 10,000	Enhancement to play equipment
Faywood Arts-Based Curriculum School	37	\$ 110,000	Playground improvements
Huron Street JPS	37	\$ 637,000	Playground improvements
Islington JMS	45	\$ 103,450	New asphalt path around field
James S. Bell Junior Middle Sports and Wellness Academy	37	\$ 105,000	Asphalt path around the field
Jesse Ketchum Jr & Sr PS	37	\$ 1,500,000	Interior renovations
John Wanless JPS	37	\$ 52,661	Kindergarten playground
Kensington CS	37	\$ 125,000	Landscape improvements
Kensington CS	37	\$ 80,000	New play equipment
King Edward PS	37	\$ 150,000	Playground improvements
Ledbury Park Elementary and Middle School	37	\$ 52,661	Trail and outdoor classroom
Maurice Cody JPS	37	\$ 300,000	Artificial turf field
McMurrich JPS	45	\$ 10,000	Garden

Morse Street JPS	37	\$ 45,000	New play equipment
Niagara Street JPS	45	\$ 25,631	Ecological trail
Northern SS	37	\$ 75,000	Site improvements
Ogden JPS	37	\$ 100,000	Artificial turf
Oriole Park JPS	37	\$ 350,000	Accessible playground project
Ossington Old Orchard PS	37	\$ 205,000	Playground improvements
Rawlinson CS	45	\$ 155,000	Playground improvements
Roden PS	37	\$ 45,000	Kindergarten playground
Runnymede Jr & Sr PS	37	\$ 35,000	New play equipment
Shirley Street JPS	45	\$ 8,000	Playground improvements
Summit Heights PS	37	\$ 75,000	Asphalt path around the field
Valley Park MS	37	\$ 50,000	Go Green Cricket and Sports Field
West Preparatory JPS	45	\$ 100,000	New play equipment
Yorkview PS	45	\$ 20,000	Learning circle

## Appendix B: Geographic Distribution of Section Funding, by School



L01 School Name	Funding Amount	L01 School Name	Funding Amount	L01 School Name	Funding Amount	L01 School Name	Funding Amount
83 Cliffside Public School	\$180,000.00	276 Chender Elementary School	\$10,360.40	344 Yorkview Public School	\$20,000.00	430 Brown Junior Public School	\$130,000.00
103 Northern Secondary School	\$75,000.00	263 James S Delf Junior Middle Sports and Wellness Academy	\$103,000.00	238 West Preparatory Junior Public School	\$180,000.00	435 Summit Heights Public School	\$75,000.00
129 Valley Park Middle School	\$50,000.00	271 Shirley Street Junior Public School	\$8,000.00	364 Huron Street Junior Public School	\$637,000.00	437 John Warshaw Junior Public School	\$12,660.61
166 Ramblon Community School	\$133,000.00	273 Raymond Arts-Based Curriculum School	\$110,000.00	365 Elkhorn Public School	\$10,000.00	439 Oriole Park Junior Public School	\$350,000.00
189 Beesley School	\$153,755.59	280 Church Street Junior Public School	\$1,230,745.00	369 Dublin Heights Elementary and Middle School	\$110,000.00	464 Runnymede Junior and Senior Public School	\$15,000.00
194 Islington Junior Middle School	\$183,430.40	304 Isaac Koffman Junior and Senior Public School	\$1,500,000.00	374 Mount Street Junior Public School	\$45,000.00	467 Mackenzie Cady Junior Public School	\$300,000.00
207 Beaver Public School	\$130,000.00	306 Niagara Street Junior Public School	\$25,630.85	375 Eglinton Junior Public School	\$230,000.00	468 Altonby Junior Public School	\$32,660.61
227 Kensington Community School	\$205,000.00	307 McMurich Junior Public School	\$10,000.00	380 Ossington/Old Orchard Junior Public School	\$205,000.00		
230 Ogden Junior Public School	\$180,000.00	323 King Edward Junior and Senior Public School	\$150,000.00	426 Deer Park Junior and Senior Public School	\$230,000.00		
231 Rosdon Public School	\$45,000.00	333 Glenville Junior Public School	\$85,000.00	432 Lombard Park Elementary and Middle School	\$52,660.61		

## **Appendix C - Investing in School Ground Infrastructure**

The following is an excerpt from the Long-term Plan for Outdoor Learning presented to the Board of Trustees in May 2021.

### **Guiding Principles**

Investments into school sites should:

- Be equitable – by prioritizing high-needs schools, ensuring projects meet AODA standards for accessibility, and creating the conditions whereby students with special needs can make full use of the outdoors.
- Reflect the developmental needs of students – by creating spaces that promote activity, imaginative play, socialization, and learning.
- Put students first – by focusing on projects that support students directly such as replacing deteriorating hard surface play areas and failing play equipment, and particularly if funding is limited, by putting less emphasis on replacing parking lots.
- Be environmentally sustainable – by seeking opportunities to invest in green solutions such as right-sizing asphalt areas when they are being replaced, directing storm water into infiltration galleries/tree groves, and making use of underground soil cells when planting trees in harsh urban environments.

### **Priorities**

The priorities for TDSB-funded investments should include:

- Creating rich outdoor learning environments for kindergarten students at all schools.
- Making sure special-needs students can enjoy the benefits of the outdoors with their peers.
- Identifying and investing in school grounds with serious infrastructure deficiencies.
- Providing spaces for middle school students to help keep them at school during lunch breaks.
- Making log seating for outdoor classrooms.
- Investing in tree planting and maintenance particularly in schools and neighbourhoods with low levels of tree canopy and that are impacted the most from the urban heat island effect and higher levels of air pollution.
- Ensuring grass playing fields are well-maintained for multi-purpose play, including sports.

- Installing artificial turf at elementary schools where extreme intensity of use makes growing grass impossible and replacing the turf at the end of its lifecycle.
- Investing strategically in a small number of artificial turf fields at high schools to support physical education and athletics programs in underserved communities that are socially and economically-disadvantaged.



# 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