

York Catholic District School Board

MEMO

Memo To: Accommodation and Business Affairs Committee

From: J. Sabo, Associate Director: Corporate Services and Treasurer of the Board

Date: January 20, 2015

Subject: **Accommodation and Business Affairs Committee Meeting: January 20, 2015**

The January 20, 2015 meeting of the Accommodation and Business Affairs Committee has been scheduled as follows:

January 20, 2015

Board Room – Catholic Education Centre

Regular Session – 7:00 p.m.–10:00 p.m.

In-Camera Session – following regular session

Note: Adjournment targeted to be NO LATER than 10:30 P.M.

The Accommodation and Business Affairs Committee Meeting has been scheduled immediately following the SARC meeting. The Committee Agenda has been structured to include both a regular and an in-camera session.

Of note, the Regular session will include the election of the Chair and Vice-Chair of the Committee. The remainder of the agenda is comprised of, one Staff Presentation, one Action Item, four Discussion Items, as well as 17 Information Items. The In-Camera agenda contains one Sub-Committee Report and five Discussion/Information Items.

Note: There are a series of reports with supplementary material included separately with the agenda; the material is education-based and may be referred to in future reports or for training.

Should Trustees have any questions regarding any items on the agenda, please contact John Sabo or Patricia Preston.

Should time not permit review/processing all of items on the agenda, these items will be deferred to a future meeting.

To ensure quorum, please inform Karen Errett (ext. 12301) or Silvana Greco (ext. 13102) should you be unable to attend.

YORK CATHOLIC DISTRICT SCHOOL BOARD

AGENDA

ACCOMMODATION AND BUSINESS AFFAIRS COMMITTEE

Board Room, Catholic Education Centre

Tuesday, January 20, 2015

7:00 P.M. – 10:00 P.M.

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1. OPENING PRAYER	
2. ROLL CALL	
3. ELECTION OF CHAIR	
4. ELECTION OF VICE CHAIR	
5. APPROVAL OF THE AGENDA	
6. REVIEW OF THE TERMS OF REFERENCE	1
7. APPROVAL OF THE PREVIOUS MINUTES	2-7
8. PROPOSED FUTURE MEETING DATES	
a) March 10, May 12 and June 9 (<i>tentative</i>), 2015	
9. BUSINESS ARISING FROM MINUTES OF PREVIOUS MEETING	
a) Nil	
10. DECLARATION OF CONFLICT OF INTEREST	
- PREVIOUS MEETINGS:	
11. OUTSIDE PRESENTATION(S):	
a)	
12. STAFF PRESENTATIONS:	
a) BPS Procurement Training Module	A. Chan 8-20
13. ACTION ITEM (S):	
a) Development of the Long-Term Accommodation Plan	D. McCowell/F. Bagley 21-30
14. SUB-COMMITTEE REPORT(S):	
a)	
15. DISCUSSION ITEM(S):	
a) Ministry of Education Financial Orientation for Trustees	J. Sabo 31
b) Submission of 2014-15 Revised Estimates	J. Sabo/J. Porter/A. Chan 32-49
c) Bill 10, " <i>Childcare Modernization Act, 2014</i> "	F. Zeppieri/J. Porter 5-59
d) Bill 8, " <i>Public Sector and MPP Accountability and Transparency Act, 2014</i> " Update	J. Sabo 60-69
16. INFORMATION ITEM(S):	
a) Trustee Requested Information Re Hand Dryers	J. McLoughlin 70-73
b) Design & Construction Update	B. Eldridge 74-77
c) Development of Artificial Fields Update	B. Eldridge 78
d) Field Assessment Information Update	B. Eldridge 79-82
e) Radon Update	B. Eldridge 83
f) Semi-Annual Sub-Division Report	A. McDonald 84-88
g) Kleinburg CES Childcare	F. Zeppieri 89
h) STSYR Request for Proposal (RFP): Wheelchair & Minivans	D. McCowell 90-91
i) CAPT Submission	A. Chan 92-94
j) Procurement Activity Reports	A. Chan 95-110
k) Solar Photovoltaic Update	N. Vezina 111-113
l) Print/Document Management	N. Vezina 114
m) FRP/SCI 2014-15 Program Update	B. Eldridge/J. McLoughlin/N. Vezina 115-119
n) Miscellaneous Grant Reports	J. Porter 120-132
o) RFP Consulting Services	J. Porter 133-134
p) OSBIE Help Audit	J. Porter 135-139
q) Property Insurance Claims Tracking Chart	J. Porter 140-141

17. NOTICES OF MOTION:

Nil

18. FUTURE ITEM (S):

- a) St. Cecilia CES Air Quality
- b) Hand Sanitizer Update
- c) CUS Funding for New Parishes Update
- d) OLGCA Architect Appointment/New Design

J. McLoughlin
F. Bagley
J. McLoughlin
B. Eldridge

ADJOURNMENT

YORK CATHOLIC DISTRICT SCHOOL BOARD

TERMS OF REFERENCE 2015

ACCOMMODATION and BUSINESS AFFAIRS COMMITTEE

Mandate:

1. To review and report to the Board on all relevant accommodation management and business administration issues facing the Board.
2. To review and provide input into the development of the Accommodation Management Plan for Elementary and Secondary schools to be approved periodically by the Board.
3. To regularly review all Board policies and procedures related to accommodation management and business administration issues and make recommendations for amendments, if required.
4. To receive presentations related to accommodation management and business administration issues as directed by the Board.
5. To receive and review all Ministry of Education directives and communications related to accommodation management and business administration issues.
6. To make recommendations to the Board (as required) related to the accommodation management and business administration functions of the Board.
7. To review any other matters as requested by the Board or senior administration related to any accommodation management and business administration related activities of the Board.

Meeting Structure:

To include both an In-Camera and Regular session

Meeting Frequency:

Meetings to be held four times per year as a minimum, subject to Executive Committee direction.

Committee Membership:

All Trustees

Term of Membership:

Annual appointment of Board members

Resource Personnel:

Associate Director: Corporate Services and Treasurer of the Board
Superintendent of Plant
Senior Manager of Administrative Services
Senior Manager of Facilities and Maintenance Services
Senior Manager of Environmental & Office Services
Senior Manager of Business Services and Assistant Treasurer
Senior Manager of Budget and Audit Services
Other Staff as Required

Ex-Officio:

Director of Education and Secretary of the Board (Ex-Officio)

Reporting:

Reports to the Board

York Catholic District School Board

MINUTES

ACCOMMODATION and BUSINESS AFFAIRS COMMITTEE (Public Session)

A meeting of the regular session of the Accommodation and Business Affairs Committee was held in the Board Room of the Catholic Education Centre, 320 Bloomington Road West, Aurora, Ontario, on Tuesday, November 18, 2014, commencing at 7:02 p.m.

PRESENT:

Committee Members: M. Mogado, C. Ferlisi, A. Stong, C. Cotton, D. Mazzotta, T. Ciaravella, D. Giuliani, M. Carnovale, E. Crowe

Administration: P. Preston, J. Sabo, B. Eldridge, D. McCowell, J. McLoughlin, T. Pechkovsky, N. Vezina, A. Chan, J. Porter, C. Gastis, F. Bagley, D. Hackett, M. Battista, N. DiNardo, M. Nasello, R. Crocco, S. Gallo, M. Covatta

Other Guests: D. Corazza, N. DeCastro, OECTA Representatives

Absent with Notice: T. McNicol

Recording: K. Errett

Presiding: T. Ciaravella, Committee Chair

1. CALL TO ORDER AND PRAYER

T. Ciaravella, Committee Chair, called the meeting to order at 7:02 p.m. and led the attendance in the opening prayer.

2. APPROVAL OF THE AGENDA

Motion: Crowe/Coton

THAT the agenda be approved as presented.

— MOTION CARRIED —

3. APPROVAL OF THE MINUTES

Motion: Ferlisi/Cotton

THAT the Minutes of the May 20, 2014 Accommodation Meeting be approved as presented.

— MOTION CARRIED —

4. FUTURE MEETING DATES

The next meeting date: targeted for January 20, 2015.

5. BUSINESS ARISING FROM MINUTES OF PREVIOUS MEETING: Nil

6. DECLARATION OF CONFLICT OF INTEREST

- PREVIOUS MEETINGS: Nil

7. RECOGNITIONS:

a) Eco Schools – Plaques Presentations

Director of Education, Patricia Preston, welcomed the 63 Eco Schools that were in attendance at the meeting. The schools were commended for their efforts and dedication to the important initiative.

An introduction of Ontario EcoSchools was provided by L. Tadman, who explained that EcoSchools began in 2003; the Board first participated with EcoSchools in 2007 with Sir Richard Scott and St. Jerome CESs. L. Tadman informed the Committee school EcoTeams that participate at EcoSchools, include many individuals, including the school principal, school secretary, caretakers, teachers and students of all levels, and that a total of 63 schools received their EcoSchools certification in 2013-14, an increase from 58 schools last year. This year, St. Theresa of Lisieux CHS was honoured for becoming the YCDSB's first Platinum school. There were also 28 gold certifications, 24 silver and 10 bronze certifications in 2013-14.

The Ontario EcoSchools program helps grade 1-12 students to develop ecological literacy and to learn the best practices to become environmentally responsible, to assist in reducing environmental impacts and address environmental issues in the formal classroom setting. The six beneficial areas of focus in the Eco Schools, include teamwork and leadership, energy conservation, waste minimization, school ground greening, curriculum/ecological literacy and environmental stewardship.

The 63 YCDSB Eco Schools attended the November 18, 2014 Accommodation and Business Affairs Committee meeting to receive their plaques and to take part in a photo opportunity.

8. OUTSIDE PRESENTATION:

b) BEFORE & AFTER CHILDCARE – ST. BRENDAN CES: VENDOR PERSPECTIVE

J. Harlow, Executive Director of Upper Canada Child Care (UCCC), presented to the Committee an overview of the operations at Upper Canada Child Care with regard to the May, 2014 a new fee schedule which resulted in a 12% increase to the cost of before and after and full-day childcare programs. The Committee was informed Upper Canada Child Care's intention to terminate service to one parent which was directly related to the increase in the fees.

A lengthy discussion ensued with regard to the administration of childcare services at Upper Canada Child Care at St. Brendan CES and it was suggested that the issue be forwarded to the Policy Committee for further review and consideration.

9. STAFF PRESENTATIONS:

a) Before & After Day School – Child Care Services Update

T. D'Acunto, Superintendent of Education: Exceptional Learners and F. Zeppieri, Manager, Child Care Services, reviewed a PowerPoint presentation in order to provide some context, history and a better understanding of relationships with the Before and After Child Care services and YCDSB.

A lengthy discussion was held and it was agreed that the issue will be forwarded to the Policy Committee.

b) October 2014 Ministry Update Re Capital Planning, Funding and Approvals

N. Vezina, Senior Manager of Environmental and Office Services and T. Pechkovsky, Manager of Planning Services, reviewed a brief PowerPoint and discussed highlights of the Ministry of Education "Joint OASBO OMC Planning/Enrolment and Admissions Committee Meeting" PowerPoint which was presented at the OASBO/OMC Committee meeting of October 10, 2014.

Recent organizational changes have been made to the Ministry's Capital Policy and Programs Branch (CPPB). A strong focus is being made on the School Condition Improvement (SCI) Program and on School Board Efficiency and Modernization (SBEM). The Ministry is investing in additional capital planning tools to support the SBEM.

The SCI Program changes have resulted in more complex processes, longer timelines and the greater level of detail required in applying for and approval Capital Programs; boards are not as free to use funding dollars as in the past. The Board was strongly urged to review the Long-Term Plan in terms of addressing underutilized /unfunded space which is directly linked to the funding shortfall. However, it was noted that an increase in funding (\$2m) is expected as a result of the Ministry's school inspections.

Accommodation reviews and updating of the existing policy and guidelines will be forthcoming. With new levels of approvals, steps must be put in place to facilitate.

10. ACTION ITEM(S): Nil

11. SUB-COMMITTEE REPORTS: Nil

12. DISCUSSION ITEM(S):

[Committee Chair, Trustee Ciaravella called for questions on the Discussion and Information Items.]

a) Development of Long-Term Accommodation Plan

D. McCowell, Senior Manager of Administrative Services, provided a report to bring forward the Long-Term Accommodation Plan (LTAP) as was presented in at the November 11, 2014 Trustee workshop.

The LTAP provides direction for accommodating students over the coming years in accordance with Ministry of Education expectations and in conjunction with the Board's Multi-Year Strategic Plan. Further input and approvals will be required in regard to the next steps as identified at the November 11, 2014 workshop. An updated report will be provided at the January 20, 2015 Accommodation and Business Affairs Committee meeting.

b) School Generated Funds 2013-2014 Year-End

J. Porter, Senior Manager of Budget and Audit Services, provided a report on the Catholic School Council Funds as reported to the Audit Committee through the Board's Financial Statements. As requested by the Audit Committee, the information was presented to the Accommodation and Business Affairs Committee for discussion.

As the per-pupil dollar amounts raised by Catholic School Councils vary greatly between schools, a further review with a smaller group of stakeholders (e.g. principals) will be arranged in order to receive feedback on a schools perspective of decisions made regarding fundraising. There is a concern regarding equity and access to resources. Sharing the information among schools administration, councils and YCPIC will be considered.

c) Capital Program and Projects 2013-2014 Year-End

A report was provided in the agenda to provide information further to the discussions held at the November 10, 2014 Audit Committee meeting, regarding 2013-14 year-end balances for capital projects and the current Ministry capital project and capital program funding as reflected by the Ministry's School Board Efficiency and Modernization initiative.

d) POD 2013-2014 Year-End and Outstanding Requests

A report was provided in the agenda to provide supplementary information as requested at the November 10, 2014 Audit Committee regarding the status of outstanding requests to the Ministry with regard to the use of Proceeds of Disposition (POD) funds (St. Teresa Lisieux CHS cafeteria addition) and to provide supplementary information regarding the Board's 2013-14 Year-End Financial report regarding the Deferred Revenues for POD and the reconciliation of the uncommitted balance (\$2.73m).

13. INFORMATION ITEMS:**a) Design & Construction Update and Change Order Summary Report**

A report was provided in the agenda with regard to the design status of the Kleinburg CES and Queensville (OLGC replacement school). The construction status was provided for Guardian Angels CES and Cornell (St. Joseph CES, Markham, replacement school). The status of Change Orders received to-date for St. Joseph (M) and Guardian Angels CESs and associated notes was reported.

Trustee M. Mogado expressed her appreciation to B. Eldridge and the team for the success and joy experienced at the opening of St. Joseph (M) replacement school.

b) Review of Repeat Design Practice

A report was provided in the Agenda to provide information regarding the review of the repeat design process which is being proposed. The proposal is reflective of changes to educational programs, additional spaces requirements (reflection rooms, music programs and FDK-related spaces) and as well as changes to the Ministry approval process which now cancels-out the time savings that were gained in the past through the use of repeat designs.

c) Facility Renewal/SCI Programs 2014-2015

A report was provided in the Agenda to provide an update of the FRP & SCI capital renewal projects proposed for 2014-2015. The goal of designing and tendering projects earlier in the year is a focus. It was also noted that the proposed project list is dynamic and changes due to emergencies, cost variances and reprioritizing of projects may occur. An update will be provided at the January 20, 2015 Accommodation and Business Affairs Committee meeting.

d) Update on the Summer Usage of Schools by Childcare Operators

A report was provided in the Agenda to provide an update on the restrictions to the use of schools by Child Care Operators which limited the number of schools available to 26 schools in order to enable the use of vacation taken by elementary custodians. It was concluded that the program continue to be evaluated over a longer period of time.

e) Ministry Memo 2014: School Consolidation Capital Projects

A report was provided in the agenda to provide information on the Ministry of Education Memo 2014: B08 Request for School Consolidation Capital Projects. The Board's Long-Term Accommodation Project is now underway which may result in the need for capital funding in future to support accommodation solutions.

f) Procurement Activity Reports

The Purchasing Bid Activity Report, redirected from the Business & Finance Committee, was provided for the period May 5, 2014 – November 3, 2014 for information purposes. There was one exception for a bid exceeding \$100,000 during the period of this report for Tender 2014-118-T Portable Classroom Units which received only two bid submissions.

g) Uniforms RFP Update

A report was included in the Agenda to provide an update of the status of the pending Student Uniforms RFP. Additional representation is required for the RFP Committee; Trustee Crowe will communicate with Trustees in order to select Trustee representation.

h) Solar PV Update

A report was provided in the Agenda with regard to the Board's Solar Photovoltaic (PV) initiative. It was highlighted that the 25 solar PV projects will be completed in mid-2015. It was also noted that five additional projects are being applied for to the OPA. A list of the YCDSB Approved Contracts (i.e. schools approved) was provided in the Agenda. It was also noted that the Board has applied for five additional projects for which approvals are currently in-progress.

i) Green Energy Act Reporting

The Green Energy Act (GEA) O. Reg. 397-11 requires school boards to report annual energy consumption and greenhouse gas emissions; submissions are due for to the Ministry on July 1, 2014 in two phases (Annual Energy Consumption and Greenhouse Gas Emissions Report and Energy Conservation and Demand Management Plan).

The Board's Energy Conservation Plan guides the Board to achieve the energy conservation goals and objectives. The Plan includes information on the Board's annual energy consumption data.

j) Print Management Strategy

A report was provided in the Agenda to provide an update from the last report on Print Management. It was reported that a Print Management Committee will be formed to address the development and implementation of the Print Management Strategy. Updates will continue to be provided.

k) Revised Estimates – Process and Status Update

A report was provided in the Agenda to inform the Committee of the filing of the 2014-2015 Revised Estimates with the Ministry of Education by December 15, 2014. The three areas that will be addressed in updating the 2014-2015 Revised Estimates are Enrolment, Revenue and Expenditures (including staffing). An update will be provided at the next regularly scheduled Labour Relations and Accommodation and Business Affairs Committee meetings.

l) Whistleblowing Initiative Update

A report was provided in the Agenda to provide an update on the Whistleblowing Initiative. As directed by Trustees, the implementation of a Whistleblowing policy, procedures and reporting hotline has been initiated. The Toronto and Area Regional Internal Audit Coordinating Steering Committee (TA RIA CSC) is working with its member boards to assist each other in developing and implementing the initiative. YCDSB will be holding a workshop on December 5, 2014 to review this initiative and potentially develop cooperative approaches with other school boards.

m) Property Insurance Claims Tracking Chart

A Property Insurance Claims Tracking Chart Report as at November 13, 2014 was included in the agenda which included updates to the property report. There were no new Theft and Damage reports during this period.

13. NOTICE(S) OF MOTION

a) Construction of a Child Care Centre - Kleinburg CES

A Notice of Motion will be provided from Trustee T. Ciaravella at the November 25, 2014 Board Meeting.

14. FUTURE ITEM(S)

- CUS Subsidy for New Parishes
- Canada's Anti-Spam Law (CASL) Update
- Long-Term Accommodation Plan (LTAP) Update

Adjournment: 10:40 P.M.

On Motion: Stong/Carnovale and CARRIED

York Catholic District School Board

REPORT

Report To: Accommodation & Business Affairs Committee

From: Administration

Date: January 20, 2015

Report: Broader Public Sector (BPS) Procurement Directive Training Modules

EXECUTIVE SUMMARY

This report is intended to provide information to Committee members on the Ministry's Broader Public Sector (BPS) Procurement Directive (the Directive) Training Module initiative.

Attached for presentation to Committee:

- 1. BPS Procurement Directive Training Module Presentation; and*
- 2. BPS Procurement Directive Training Module Access Presentation.*

BACKGROUND INFORMATION

As reported previously, the Ministry of Finance introduced the BPS Procurement Directive, 2011 (Directive) in February of 2011. "The purpose of the Directive is to:

- Ensure that publicly funded goods and services, including construction, consulting services and information technology, are acquired by BPS organizations through a process that is open, fair and transparent;
- Outline responsibilities of BPS organizations throughout each stage of the procurement process; and
- Ensure that procurement processes are managed consistently throughout the BPS."

To be compliant, Administration updated the Board's Purchase, Lease and Rental of Products and Services Policy #802, the Purchase Reference Guide (PRG), and instituted an Authority Approval Schedule (AAS). Administration is continuing on a path to full compliance.

As last reported to Accommodation & Business Affairs Committee on May 20, 2014, the Council of Senior Business Officials (COSBO) Effectiveness & Efficiency (E&E) Advisory Committee was allocated funding to support the costs for the development of BPS Procurement Directive sector resources and compliance strategies as identified by the Ministry BPS Procurement Working Committee. The development of Procurement Training Modules for the sector was one of two initiatives identified by the Committee.

BPS PROCUREMENT DIRECTIVE TRAINING MODULES

The April 11 2014 Ministry memorandum 2014: SB08 (*Appendix B*), *BPS Procurement Directive Training Modules for Ontario School Boards*, announced the completion of the Training Modules, “a standard training tool for all school boards to increase awareness of the Directive and to help staff and stakeholders understand their roles and responsibilities in effectively using public funds in school board procurements.”

These training modules are customized for four user groups (with total estimated time for six modules):

1. Governance and Senior Leadership (Approx. 1 hr.)
2. Operations Staff (Approx. 2 hrs.)
3. School Administrative Staff (Approx. 1 hr.+)
4. Teachers, Parents and Student Councils (Approx. 1 hr.)

These self-directed training modules include the following six modules (with range of estimated time for the modules):

1. BPS Accountability Act (Approx. 20 to 30 minutes)
2. Competitive Procurement (Approx. 15 to 30 minutes)
3. Procurement Evaluation (Approx. 10 to 20 minutes)
4. Procurement Award (Approx. 5 to 10 minutes)
5. Post Award and Contract Management (Approx. 10 to 20 minutes)
6. Non-Competitive Procurement (Approx. 5 to 15 minutes)

Note that these modules are generic and school board procurement must also comply with its own established policies (Board Policy #802), guidelines (PRG) and approval authorities (AAS).

BPS PROCUREMENT DIRECTIVE TRAINING MODULE DEPLOYMENT PLAN

Along with the training modules for each user group, an introductory Powerpoint presentation was included in the delivery of the Ministry’s training modules. Since the modules are designed for self-directed training, the deployment plan for the delivery of the training modules will primarily be the presentation and an introduction to training module access. The following summarizes the BPS Procurement Directive Training Module deployment plan for targeted groups:

Presentation Schedule as at January 20, 2015					
Audience	Content	Duration	Session Delivery Method	Date	Presenter
Trustees, Director of Education, Superintendents and Senior Managers	Presentation and Intro to Module 1	15 Minutes	ABA Committee Meeting	1/20/2015	Anna Chan / Steve Mills
Principals	Presentation and Intro to Module 1	15 Minutes	Director's Council	TBD (Feb, 2015?)	Anna Chan / Steve Mills
Bursars and Head Secretaries	Presentation	15 Minutes	August Training (completed)	August-14	Julia Rose
Parent Councils	Via memorandum to School Councils for Principals to communicate (no presentation)			TBD	
Operations Staff (bid management targetted users)	Presentation and Intro to Module 1	30 Minutes	Feb to March training sessions	TBD (Feb to March, 2015)	Purchasing Staff
Note: Completion of all modules are to be self-directed. Conflict of Interest Forms (for bid participants & CEC Managers) will be revised to include attestation for completion of modules.					

It is important to note that the Regional Internal Audit Team (RIAT) conducted a review of the board’s compliance with the Directive. One of the findings or recommendations is that “Management should continue with their efforts to increase awareness of the BPS Procurement Directive requirements across

the organization. On-going support from the board's leadership team should be demonstrated by performing activities such as:

- Ensuring BPS training is completed by new employees as part of the on boarding process;
- Providing access to tools and training materials (e.g. Ministry training modules) on the board's website."

The deployment of these training modules employs a methodology reflective of this RIAT recommendation.

SUMMARY

To support sector compliance with the BPS Procurement Directive, the Ministry has delivered BPS Procurement Directive Training Modules for Ontario School Boards. This report presents the board's deployment plan to deliver the training modules to targeted users and stakeholders.

Prepared & Submitted by: Anna Chan, Sr. Manager, Business Services/Assistant Treasurer
Endorsed by: John Sabo, Associate Director, Corporate Services/Treasurer

Appendix A

BPS Procurement Directive Training Modules for Ontario School Boards

Proposed Training Deployment Plan

May 20, 2014

		Governance and Senior Leadership			Teachers, Parents and Student Councils		Operations		School Administration		
		Trustees, Directors of Educations, Supervisory Offices (SOs) and SO Assistants					CIO/IT Managers, Senior Business Officials (SBO), Finance Managers, Corporate Service Managers, Administrative Staff, Supply Chain Management/Procurement Staff, Transportation Managers/Staff, Facility Managers, Construction Managers, Maintenance/Custodial Managers and any other staff that would play a significant role in the procurement process		Principals, Vice Principals Department Heads, Teacher Consultants, Secretaries, Office Clerks, and any staff involved in procurement activities at the school level		
		Directors of Educations, Supervisory Offices (SOs)	Trustees	SO Assistants	Teachers and Student Councils	Parent Councils	Bid Management Targeted User (1)	Other	Principals	Secretaries	VPs Dept Heads, Teacher Consult, Office Clerks
PowerPoint Presentation, Training Preamble & Module 1	Presentaton	Mandatory Deliver at SSLT	Mandatory Deliver at ABA Committee Meeting			Highly Recommended Deliver at Fall School Council Training			Mandatory Deliver at Director's Council	Mandatory Deliver at August Training	
	Module 1 - Preamble										
	Module 1 - BPS Accountability Act										
Training Modules 2 through 6	Module 2 - Competitive Procurement	Mandatory Available on the YCDSB Website	Highly Recommended Available on the YCDSB Website	Mandatory Deliver at Lunch and Learns and Department/ Workgroup Meetings or the YCDSB Website	Optional Available on the YCDSB Website	Optional Available on the YCDSB Website	Mandatory Deliver at Lunch and Learns and Department/ Workgroup Meetings or on the YCDSB Website	Optional Offer Lunch and Learns and Available on the YCDSB Website	Highly Recommended Available on the YCDSB Website	Highly Recommended Available on the YCDSB Website	Optional Available on the YCDSB Website
	Module 3 - Procurement Evaluation										
	Module 4 - Procurement Award										
	Module 5 - Post Award & Contract Management										
	Module 6 - Non-competitive Procurement										

Note: Completion of all modules and Conflict of Interest Form is mandatory for all participants involved in bid activities (2).

NOTES:

(1) Purchasing maintains a master list of Bid Management Targeted Users which includes all levels of management and targeted employees who are expected to be involved with bid activities. These employees must also complete the "master" Conflict of Interest form.

(2) All participants in bid activities (i.e. evaluation, team etc.) must complete all modules and conflict of interest form. Note: The Conflict of Interest form will be updated with an attestation for completion of modules. In future this will be part of employee onboarding for identified positions.

RECOMMENDED REQUIREMENT FOR COMPLETION AND DEPLOYMENT

Mandatory: Completion in group setting (council meeting, department/workgroup Meeting or lunch & learn) or individually self directed (YCDSB website). Completion status maintained in SAP HR or by Purchasing Dept. **Current staff deadline for completion: 2014/2015 YE.** In future, this training will be part of HR onboarding for targeted positions. "Retraining" strategies will also be deployed by Purchasing.

Highly Recommended: Completion in group setting (lunch & learn) or individually self directed (YCDSB website). Completion status maintained in SAP HR or by Purchasing Dept.

Optional: Completion self directed (YCDSB website). Completion status not maintained. Completion status maintained in SAP HR or by Purchasing Dept.



BPS Procurement Directive Training Modules for School Boards

York Catholic District School Board

January 20, 2015

Accommodation & Business Affairs Committee



Why does Procurement Training Matter?

- **Responsible Management of Public Funds**
 - Across the York Catholic District School Board (YCDSB), staff and stakeholders are involved in various types of procurement activities. These individuals are entrusted to manage school funds responsibly and effectively.
 - Effective and responsible purchasing/procurement practices support value for money, promote open, fair and transparent processes for suppliers and protect the school board from risks and liabilities.
- **It's the law** - All school boards are required to be fully compliant with the *Broader Public Sector (BPS) Accountability Act, 2010* including the BPS Procurement Directive.
- The Auditor General of Ontario **assumes school board compliance** with the BPS Procurement Directive.
- York Catholic District School Board is required to attest to compliance requirements.



Roles & Responsibilities – Who is accountable?

- Whether you are a Trustee, Director of Education, Superintendent, Supervisory Officer, Principal, Vice Principal, Secretary/Clerk, Teacher, Operational or Business Staff, Parent or Student Council member or other board staff, you need to understand your role and responsibilities in procurement activities and/or decisions based on the BPS Procurement Directive.

School Board Procurement Accountability	
Stakeholder	Accountabilities
Trustees	- Establishing and approving school board procurement/purchasing policies that support the BPS Procurement Directive. - Approving high value procurement decisions in line with the board's Approval Authority Schedule (AAS).
Director of Education	- Implementing and maintaining procurement policies and administration procedures at an operational level in support of the BPS Procurement Directive. - Responsible for staff compliance with the school board's procurement policies and procedures and the BPS Procurement Directive. - Approving high value procurement decisions in line with the board's Approval Authority Schedule (AAS).
Senior Business Official, Supervisory Officers, Managers, Administrative Staff, Principals, Vice Principals, etc.	- Ensuring that school board and school level staff are adhering to the board's procurement policies and procedures in all procurement activities. - Monitoring to ensure staff compliance with the board's policies and procedures in line with the BPS Procurement Directive. - Approving procurement decisions in line with the board's Approval Authority Schedule
All other school board and school level staff and stakeholders	- Knowledge and awareness of the school board's procurement policies and procedures - Knowledge and awareness of the BPS Procurement Directive. - Adhering to the school board's procurement policies and procedures and the BPS Procurement Directive in all procurement activities.



The BPS Procurement Directive

- The BPS Procurement Directive issued by the Province of Ontario:
 - ***provides consistent procurement practices*** for BPS organizations;
 - helps to ensure that publicly funded goods and services are acquired by BPS organizations through a ***process that is open, fair and transparent***;
 - ***promotes accountability*** through each stage of the procurement process; and
 - ***maximizes the value*** that school boards receive from the use of public funds.
- **York Catholic District School Board has met the following Requirements:**
 - Develop a Supply Chain Code of Ethics
 - Ensure that Procurement Policies and Procedures are in place
 - Policy 802 Purchase, Lease & Rental of Goods and Services
 - Adhere to the 25 Mandatory Requirements of the Directive
 - Purchase Reference Guide (PRG)
 - Approval Authority Schedule (AAS)



Current Status: Procurement Practices

- Currently York Catholic District School Board is in compliance with all of the 25 mandatory requirements of the BPS Directive. Board staff have identified some gaps. Through training and updates to procedures, the board is working towards full compliance.

Key BPS Directive Requirement/Category

Adoption of Supply Chain Code of Ethics

Segregation of Duties and Approval Authority Levels

Competitive Procurement Thresholds

Supplier Prequalification's

Competitive Procurement Processes (Timing, Posting, Evaluation etc.)

Non-Competitive Procurement Processes (Use of Single or Sole Sourcing)

Contract Award

Contract Management

Conflict of Interest



Current Status: Procurement Practices at York Catholic District School Board

- Currently York Catholic District School Board is in compliance with all of the 25 mandatory requirements of the BPS Directive.

Key Requirements:

- Segregation of Duties
- Consulting Service (threshold \$0)
- Competitive procurement (ie. tender, proposal, quote)
- Non competitive procurement (ie. trade agreements, single source, sole source)
- Approval Authority Schedule (AAS ie. Who is able to sign for what?)
- Contract (ie. award, execution, management)



Supports for Compliance

- To reach full compliance, school board officials from across Ontario identified the following key supports:
 - An increased awareness of the Accountability Act and the BPS Procurement Directive across school boards; and
 - Consistent training across all boards to help staff and stakeholders understand their roles and associated responsibilities relating to the procurement activities.
- As of April 2010, all school boards were required to be in compliance with the BPS Procurement Directive and have procurement policies publicly available. The YCDSB's policy is available in the board's website.
- The training we are launching today will promote effective, responsible value for money procurement and support compliance with the Directive across our school board.



New Procurement Training Modules

- In 2012, the BPS Procurement Directive Working Committee was established, chaired by the Ministry of Education with representation from school boards including Directors, Senior Business Officials, procurement, finance, operations, transportation, construction and maintenance, information technology, human resources and internal audit staff.
- With support from the Ontario Association of School Business Officials (OASBO), the Committee collaborated and developed procurement training modules to help school boards:
 - Understand their collective roles and responsibilities in procurement activities and/or decisions;
 - Maximize the value that school boards receive from the use of public funds;
 - Help manage procurement risks; and
 - Comply with the BPS Procurement Directive.



New Procurement Training Modules Cont.

- The training modules we are introducing today should help you answer the following key questions:
 - Why is the BPS Procurement Directive important? Why do schools boards have to follow it?
 - Who is responsible for procurement decisions? (Segregation of Duties and Approval Authority Schedule (AAS)? What is my role?
 - What are the Procurement Thresholds for Goods and Services?
 - What is the difference between a competitive procurement and a non-competitive procurement? When can each method be used?
 - Those in governance and leadership roles and those involved in procurement activities must adhere/ be in compliance with the Board's procurement policy and procedures. These training modules are provided to ensure compliance.



Key Features of the Training Modules

The training package includes 6 modules which cover the BPS Procurement Directive and its 25 mandatory requirements:

1. BPS Accountability Act
2. Competitive Procurement
3. Procurement Evaluation
4. Procurement Award
5. Post Award and Contract Management
6. Non-Competitive Procurement

The content is **user-friendly, bilingual, AODA compliant** and the content is customized **to 4 different user groups**:

- 1. Governance and Senior Leadership Staff*
- 2. Operations Staff*
- 3. School Administration Staff*
- 4. Teachers, Parents and Student Councils*



Key Features of the Training Modules

The modules also include:

- Illustrative case studies** with **questions and answers** to affirm learning principles
- 8 procurement checklists**
- a glossary of common terms and definition**

(See Appendix A for screen shots).

Note: The training modules are generic and comply with the BPS Procurement Directive. The Board's Purchasing Policy, PRG, and AAS have more stringent thresholds. Where possible, the Board's specific procedures and/or thresholds are highlighted in the Toolkits.



Notes

- The training modules are designed to be self-directed
- The module durations differ for each module for each user group
- The training modules are mandatory for those involved in bid activity (Conflict of Interest forms have been updated for attestation clause)
- The training modules are available in the board's website:
 - <http://departments.ycdsb.ca/ls/business/purchasing/BPS>

The dollar thresholds shown in the modules are for information purposes only. Refer to YCDSB Purchasing Reference Guide (PRG) and Approval Authority Schedule (AAS) for YCDSB values.



Appendix A: Features of Modules

- 4 Streams / User Groups

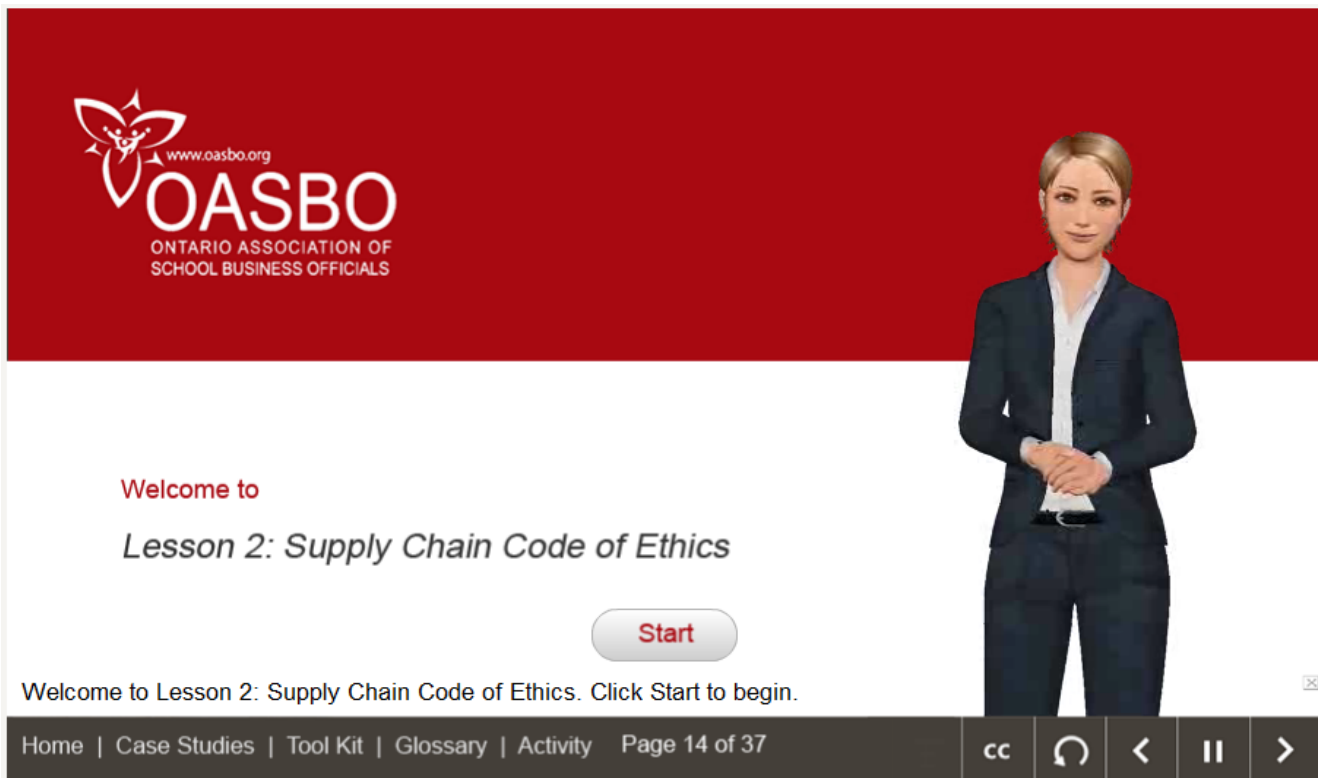
Module 1: BPS Accountability Act
Introduction

Governance and Senior Leadership Who is this?  Trustees, Directors, and Supervisory Officers (SO) Close Begin	Operations CIO/IT Managers, Senior Business Officials (SBO), Finance Managers, Corporate Service Managers, Administrative Staff, Supply Chain Management/Procurement Staff, Transportation Managers/Staff, Facility Managers, Construction Managers, Maintenance/Custodial Managers, and any other staff that would play a significant role in the procurement processes. Close Begin	School Administration Who is this?  Principals, Vice Principals, Department Heads, Teacher Consultants, Secretaries, Office Clerks, and any staff involved in procurement activities at the school level. Close Begin	Teachers, Parents, and Student Councils Who is this?  Teachers, Parent Council, and Student Councils Close Begin
--	---	--	---

[Home](#) | [Case Studies](#) | [Tool Kit](#) | [Glossary](#) | [Activity](#)
    



Appendix A: Features of Modules - AODA Compliant

A screenshot of a digital module interface. The top half has a red background with the OASBO logo (a stylized flower) and the text "www.oasbo.org", "OASBO", and "ONTARIO ASSOCIATION OF SCHOOL BUSINESS OFFICIALS". On the right side of this red section is a 3D-rendered woman in a dark blue suit. The bottom half has a white background with the text "Welcome to" in red, followed by "Lesson 2: Supply Chain Code of Ethics" in italics. Below this is a grey button with the word "Start" in red. At the bottom of the white section, it says "Welcome to Lesson 2: Supply Chain Code of Ethics. Click Start to begin." The very bottom is a dark grey navigation bar with links: "Home | Case Studies | Tool Kit | Glossary | Activity" and "Page 14 of 37". To the right of the links are media control icons: "cc", a circular arrow, a left arrow, a pause icon, and a right arrow.



Appendix A: Key Features of Modules - Glossary



BPS Procurement Directive Training

Glossary

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Search:

Organization

P

Procurement

Procurement Card (P-Card)

Procurement Policies and

Procurement Value

Purchase Order (PO)

R

Request for Expressions of Interest

Request for Information (RFI)

Procurement Card (P-Card)

An organizational credit card program primarily used for low-cost, non-inventory, non-capital items, such as office supplies. The card allows procurement or field employees to obtain goods and services without going through the requisition and authorization procedure. P-cards may be set up to restrict use to specific purchases with pre-defined suppliers or stores, and offer central billings.

[Return to Course](#)



Appendix A: Key Features of Modules - Case Studies

Practical school board case studies with Knowledge Checks to affirm learning



Module 1: BPS Accountability Act
Case Study

Operations Case Study (Part 2)



When the video ends, click Next to continue.

Home | Case Studies | Tool Kit | Glossary | Activity

cc ↺ ⏮



Module 1: BPS Accountability Act
Operations Case Study Question 1

Operations Case Study

Select the best answer. What does Jack, the Facilities Manager, need to do next?

- ☐ 1. Jack speaks to the suppliers to get a quote, and then gets approval from the school board on the project.
- ☐ 2. Jack consults the school board's Approval Authority Schedule (AAS) to find the delegated purchasing authority level to obtain approval for the project, and then goes to the suppliers to get a quote.
- ☐ 3. Jack contacts the Purchasing/Procurement Department before going out for a quote and then seeking school board approval by himself.
- ☐ 4. Jack contacts the Purchasing/Procurement Department to seek the appropriate school board approvals and works with them to develop procurement documents.

⏮ BACK NEXT ⏭ ⏴ CLEAR ⏵ SUBMIT

Home | Case Studies | Tool Kit | Glossary | Activity

cc ↺ ⏮ || ⏭



Appendix A: Key Features of Modules - Procurement Checklists

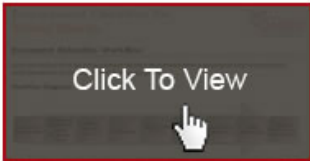
8 detailed procurement checklists included as part of the Checklist Toolkit



Module Title

Lesson Title

Tool Kit


Document Retention


Invitational Competitive Workflow


Informal Workflow


Request For Supplier Qualification Workflow


Sole Sourcing Workflow


Single Sourcing Workflow


Open Competitive Workflow


Request For Information Workflow

Return to Course

Home | Case Studies | Tool Kit | Glossary

cc



QUESTIONS?





BPS Procurement Directive Training Module Access as at January 20, 2015

Presented by:

Anna Chan, Sr. Manager, Business Services & Assistant Treasurer

Steve Mills, Manager, Purchasing Services

BPS Procurement Directive Training Modules

Purpose:

- 1. The BPS Procurement Directive training modules: How to access in the board's website?**
- 2. Four specific user groups: How to access modules for each of the 4 specific user groups?**
- 3. For Governance & Senior Leadership: How to access the 6 unique modules?**
- 4. Module 1 course content**

BPS Procurement Directive Training Modules

Purchasing Services

[HOME](#) > [DEPARTMENTS](#) > [LEADING SERVICES](#) > [BUSINESS SERVICES](#) > [PURCHASING](#)

Steve Mills

Manager of Purchasing Services

Tel. 905-713-1211 **Ext.** 12470

Fax 905-713-1268

Maureen Canclini

Purchasing Secretary

Ext. 12471

Click [Commodity by Buyer](#)
for buyer contact information

Overview

It is the policy of the Board that the purchase of goods and services follow processes that are consistent, open, and transparent, demonstrate exemplary financial practices, and provide maximum return on investment with respect to quality and quantity and to demonstrate ethical, professional and accountable behaviour in the Board's supply chain.

The Purchasing Department obtains goods and services on behalf of schools and administrative offices in compliance with the [Purchase, Lease and Rental of Products and Services](#) policy.

The Board supports the concept of centralized purchasing as a means of obtaining maximum value for each dollar spent, consistent with the educational goals of the Board and fair and open business principles.

Authority to purchase on behalf of the Board is delegated to the Manager, Purchasing Services (and his or her designates) under the authority of the Senior Manager, Business Services & Assistant Treasurer.

The York Catholic District School Board is accountable to the public for the fiscally and ethically responsible purchase, lease and rental of products and services used in the schools, facilities and departments of the Board.



Purchasing

- » Bid Information
- » Bidders
- » BPS Directive
- » Commodity by Buyer
- » How to do Business with YCDSB
- » School Uniform Suppliers
- » Return to Departments Home

BPS Procurement Directive Training Modules

Broader Public Sector (BPS) Training Modules

[HOME](#) > [DEPARTMENTS](#) > [LEADING SERVICES](#) > [BUSINESS SERVICES](#) > [PURCHASING](#) > [BPS](#)

The Ministry of Finance introduced the Broader Public Sector (BPS) Procurement Directive ("Directive") in February 2011 to:

- Ensure that publicly funded goods and services are acquired by BPS organizations (including all Ontario school boards) through a process that is open, fair, and transparent;
- Outline the responsibilities of BPS organizations throughout each stage of the procurement process; and
- Ensure that procurement practices are managed consistently throughout the BPS.

To ensure full compliance, the Ministry of Education has provided school boards with a series of Training Modules. The modules are a standard training tool for all school boards to increase awareness of the Directive, and to help both staff and stakeholders understand their roles and responsibilities in effectively using public funds.

The training modules are generic and comply with the BPS Procurement Directive. The boards purchasing policy, purchase reference guide (PRG) and approval authority schedule (AAS) have more stringent thresholds. Where possible, the boards specific procedures and/or thresholds are highlighted.

Each module has been customized for four (4) specific user groups (click to access):

1. [Governance & Senior Leadership](#);
2. [Operations staff](#);
3. [School Administrative staff](#); and
4. [Teachers, Parents & Student Councils](#).

There are six (6) modules unique for each user group:

1. BPS Accountability Act;
2. Competitive Procurement;
3. Procurement Evaluation;
4. Procurement Award;
5. Post Award & Contract Management; and
6. Non-competitive Procurement.

If you require additional information, please call the Board's Purchasing Department

Purchasing

- [Bid Information](#)
- [Bidders](#)
- [Commodity by Buyer](#)
- [How to do Business with YCDSB](#)
- [School Uniform Suppliers](#)
- [Return to Departments Home](#)

BPS Procurement Directive Training Modules

Governance and Senior Leadership

 www.oasbo.org
OASBO
ONTARIO ASSOCIATION OF
SCHOOL BUSINESS OFFICIALS


Broader Public Sector Procurement
Directive Training Course
Click Start to begin

Module 1:
BPS Accountability Act


Broader Public Sector Procurement
Directive Training Course
Click Start to begin

Module 2:
Competitive Procurement


Broader Public Sector Procurement
Directive Training Course
Click Start to begin

Module 3:
Procurement Evaluation


Broader Public Sector Procurement
Directive Training Course
Click Start to begin

Module 4:
Procurement Award


Broader Public Sector Procurement
Directive Training Course
Click Start to begin

Module 5:
Post Award & Contract
Management


Broader Public Sector Procurement
Directive Training Course
Click Start to begin

Module 6:
Non-Competitive
Procurement



Broader Public Sector Procurement Directive Training Course: Governance Stream

Click Start to begin.

Start



Ministry of Education Message

[Skip Introduction](#)

Governance and Senior Leadership

Who is this?



Operations

Who is this?



School Administration

Who is this?



Teachers, Parents, and Student Councils

Who is this?



Governance and Senior Leadership

Who is this?

Trustees, Directors, and Supervisory Officers (SO)

Close

Operations

CIO/IT Managers, Senior Business Officials (SBO), Finance Managers, Corporate Service Managers, Administrative Staff, Supply Chain Management/Procurement Staff, Transportation Managers/Staff, Facility Managers, Construction Managers, Maintenance/Custodial Managers, and any other staff that would play a significant role in the procurement processes.

Close

School Administration

Who is this?

Principals, Vice Principals, Department Heads, Teacher Consultants, Secretaries, Office Clerks, and any staff involved in procurement activities at the school level.

Close

Teachers, Parents, and Student Councils

Who is this?

Teachers, Parent Council, and Student Councils

Close

Introduction

Welcome to the BPS Procurement Directive Training Course: **Governance and Senior Leadership Stream**. This stream is focused on learners with a high level of accountability, who are involved in long-term strategic planning and policy setting.

This stream is ideally suited for individuals in the following positions:

Trustees, Directors of Education, Supervisory Officers (SO) and SO Assistants.

[Skip to Main Content](#)

Introduction

As a Trustee, Director of Education, or Supervisory Officer, you are responsible for establishing policies (Trustee) and operational procedures (Director and Supervisory Officer) to support your school board's priorities and strategic objectives. Your role requires you to have an awareness of the procurement processes involved in the acquisition of goods, services, and capital in order to support your school board's procurement policies and the BPS Procurement Directive.

Individuals in your role are accountable for high value procurement decisions as well as for ensuring that your school board is compliant with the BPS Procurement Directive. As such, it is important that you have a high level understanding of the 25 mandatory requirements and best practices related to procurement policies and procedures, and the risks involved in not applying them to procurement activities at your school board.



Course Objectives

This course will provide you with a practical understanding of the BPS Procurement Directive and the Supply Chain Code of Ethics. After completing this stream you will be able to:

- Recognize the importance of the BPS Procurement Directive and Supply Chain Code of Ethics.
- State the purpose of the Procurement Directive and its Principles.
- Procure according to the 25 mandatory requirements stated in the Procurement Directive.
- Recognize the importance of having Procurement Policies and Procedures in place at your board and the risks associated with not following them.



Navigation

Use the buttons at the bottom to search key terms in the glossary and access the tool kit. The buttons on the bottom also allow you to view closed captioning, refresh the current page, go to the previous page, pause the current page, and progress forward.

Click the tool kit button to generate checklists for the steps involved in various types of procurement events. Underlying each step is a checklist that you can use as a guide.

Click the forward arrow in the bottom right corner to begin.





Welcome to

Module 1: BPS Accountability Act

Start



Objectives

Welcome to Module 1: BPS Accountability Act. At the end of this module, you will be able to:

- Review the purpose of the BPS Accountability Act and the BPS Procurement Directive.
- State the BPS Procurement Directive Principles.
- Describe the Supply Chain Code of Ethics and how to adopt it.
- Follow the mandatory requirements pertaining to:
 - Segregation of duties.
 - Approval authority.
 - Competitive procurement thresholds.





Welcome to

Lesson 1: The BPS Accountability Act and the BPS Procurement Directive

Start



The BPS Accountability Act

The Broader Public Sector Accountability Act, 2010 brings in new rules and higher accountability standards for designated broader public sector organizations, including school boards, in the areas of procurement, expenses, and perquisites. The BPS Accountability Act includes three directives:

- 1 The BPS Procurement Directive
- 2 The BPS Expenses Directive
- 3 The BPS Perquisites Directive

This course focuses on the BPS Procurement Directive.



The BPS Procurement Directive

The BPS Procurement Directive (the Directive) is based on the Supply Chain Guideline which was developed in consultation with BPS organizations. The Procurement Directive replaces the BPS Supply Chain Guideline issued by the Ministry of Finance in 2009. It strengthens the Supply Chain Guideline to better align with procurement rules within the Ontario Public Service and related trade agreements, and introduces mandatory requirements related to:

- Competitive acquisition of consulting services regardless of dollar value.
- The approval authority framework related to consulting services.
- Effective management of BPS contracts.

For more information, click the link below.



This Procurement Directive applies to all designated BPS agencies as provided for under sections 7.2 and 7.3 of the [Broader Public Sector Accountability Act, 2010](#)



Purpose

The Broader Public Sector Procurement Directive provides consistent procurement practices for school boards to:

- Improve accountability and transparency for procurement decisions and processes.
- Maximize the value that school boards receive from the use of public funds.
- Ensure that publicly funded goods and services, including construction, consulting services, and information technology are acquired by school boards through a process that is open, fair, and transparent.
- Outline the responsibilities of school boards throughout each stage of the procurement process.
- Ensure that procurement processes are managed consistently throughout BPS organizations such as school boards.



NOTE



Purpose

The Broader Public Sector Procurement Directive provides consistent procurement practices for school boards to:

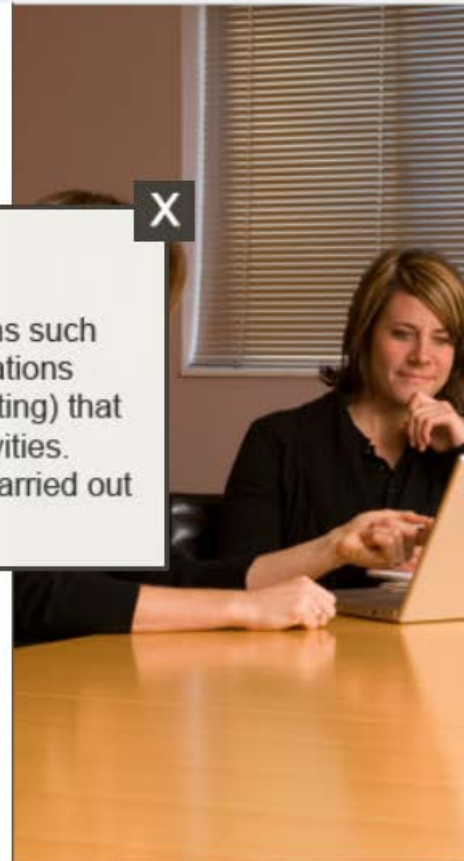
- Improve processes
- Maximize funds.
- Ensure the services, process
- Outline the procurement
- Ensure that procurement processes are managed consistently throughout BPS organizations such as school boards.

NOTE

The Procurement Directive also applies to joint purchasing organizations such as Group Purchasing Organizations (GPO) or Shared Service Organizations (SSO) in the acquisition of goods and services (including IT and consulting) that are purchased jointly with other organizations or group purchasing activities. School board staff must ensure that the activities of these entities are carried out in a manner consistent with the Procurement Directive.



NOTE



Principles

The Procurement Directive is based on the five key principles that allow school boards to achieve value for money while following a procurement process that is fair and transparent to all stakeholders.



Accountability



Transparency



Value for
Money



Quality Service
Delivery

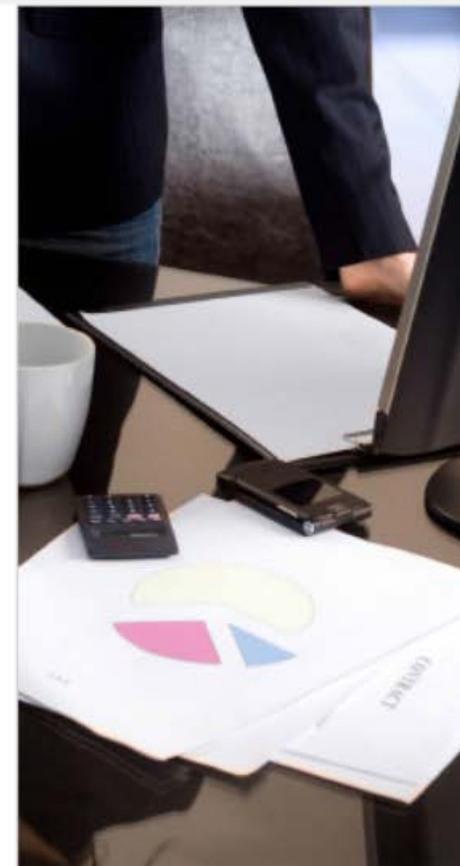


Process
Standardization

The BPS Procurement Directive has the following requirements for school boards:

1. A Supply Chain Code of Ethics
2. Procurement Policies and Procedures which consists of 25 Mandatory Requirements

Click each image to learn more.



Principles

The Procurement Directive is based on the five key principles that allow school boards to achieve value for money while following a procurement process that is fair and transparent to all stakeholders.



Accountability

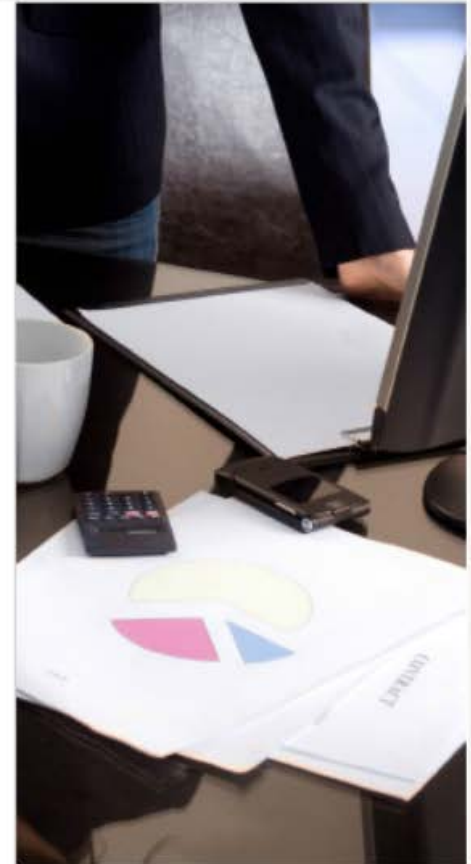


Transparency

Value for
MoneyQuality Service
DeliveryProcess
Standardization

Accountability

- School boards must be accountable for the results of their procurement decisions and the appropriateness of the processes.



Principles

The Procurement Directive is based on the five key principles that allow school boards to achieve value for money while following a procurement process that is fair and transparent to all stakeholders.



Accountability



Transparency



Value for Money



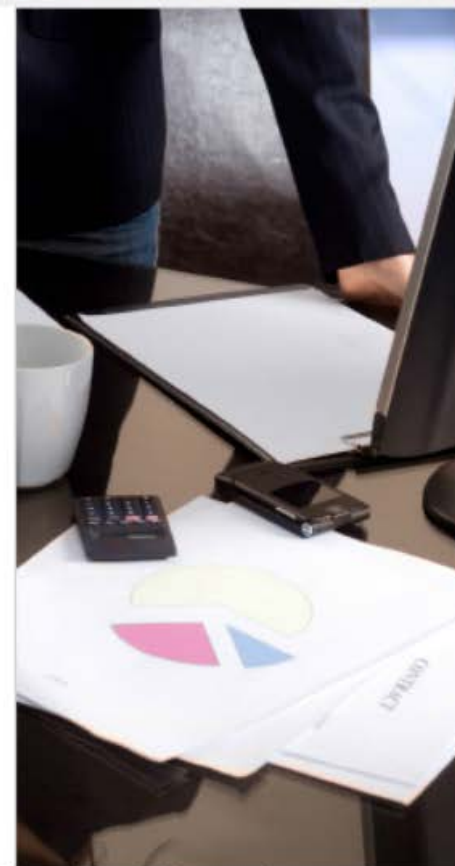
Quality Service Delivery



Process Standardization

Transparency

- School boards must be transparent to all stakeholders. Wherever possible, stakeholders must have equal access to information on procurement opportunities, processes, and results.



Principles

The Procurement Directive is based on the five key principles that allow school boards to achieve value for money while following a procurement process that is fair and transparent to all stakeholders.



Accountability



Transparency



Value for
Money



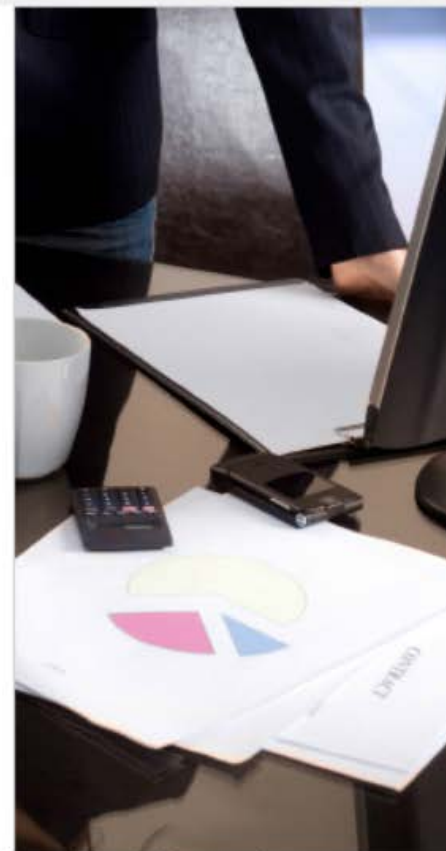
Quality Service
Delivery



Process
Standardization

Value for Money

- School boards must maximize the value they receive from the use of public funds. A value-for-money approach aims to deliver goods and services at the optimum total lifecycle cost.



Principles

The Procurement Directive is based on the five key principles that allow school boards to achieve value for money while following a procurement process that is fair and transparent to all stakeholders.



Accountability



Transparency



Value for Money



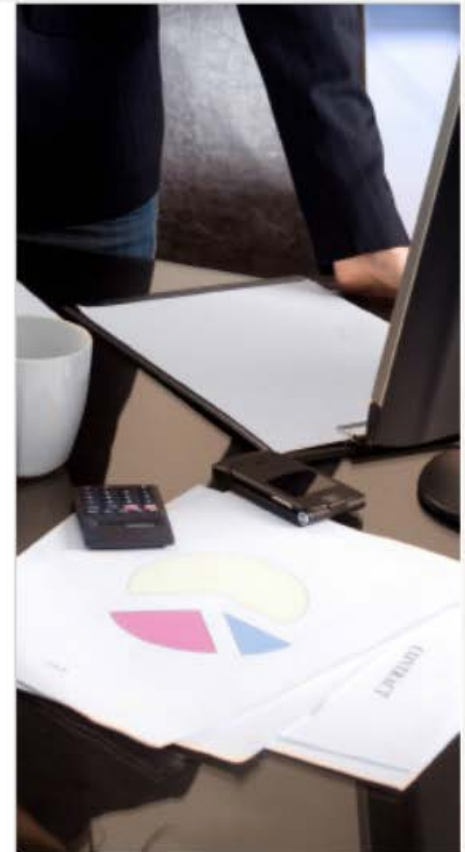
Quality Service Delivery



Process Standardization

Quality Service Delivery

- Front-line services provided by school boards, such as teaching, must receive the right product, at the right time, in the right place.



Principles

The Procurement Directive is based on the five key principles that allow school boards to achieve value for money while following a procurement process that is fair and transparent to all stakeholders.



Accountability

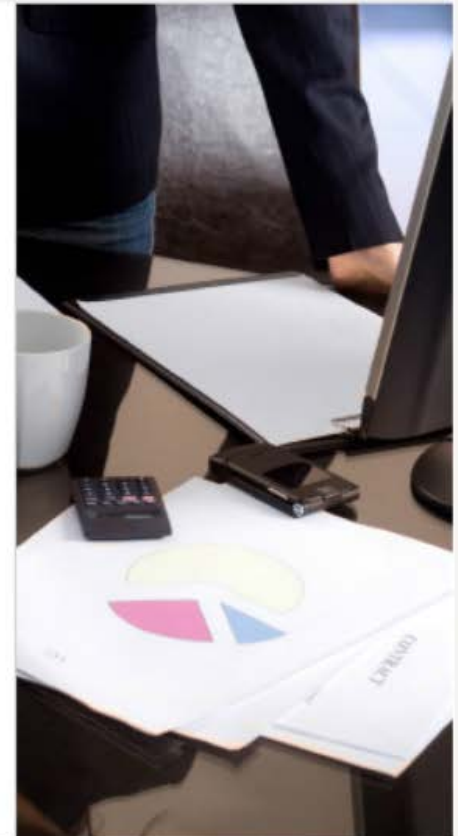


Transparency

Value for
MoneyQuality Service
DeliveryProcess
Standardization

Process Standardization

- Standardized processes remove inefficiencies and create a level playing field.





Welcome to

Lesson 2: Supply Chain Code of Ethics

Start



Purpose of the Code

The Procurement Directive contains the Supply Chain Code of Ethics (Code), which sets out basic overarching supply chain principles of conduct for school board staff, their suppliers, and other stakeholders.

The Code defines acceptable behaviours for individuals involved with supply chain and procurement activities.

The Code does not supersede codes of ethics that school boards may have in place, but supplements such codes with supply chain-specific standards of practice.



Adoption of the Code

Adoption of the Code consists of two components.

Click the images to learn more.



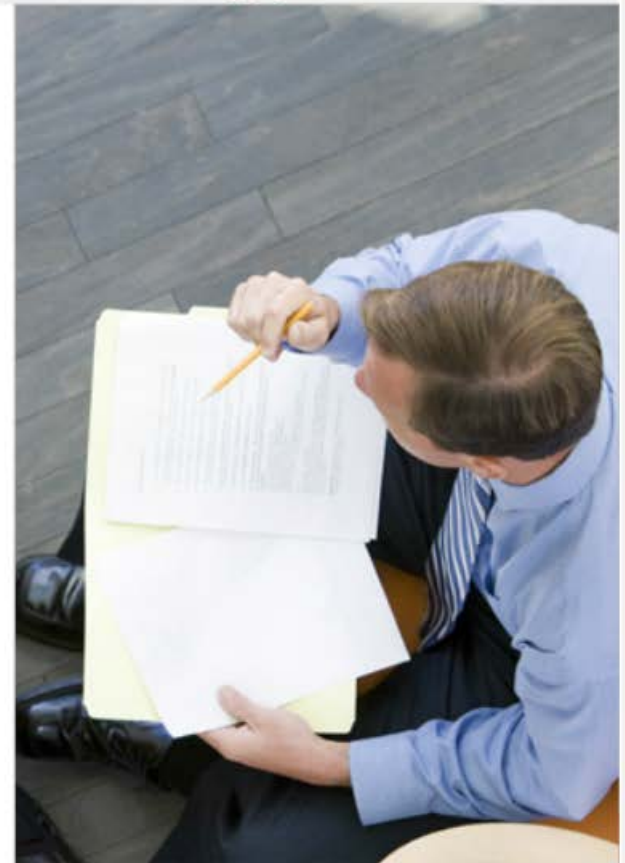
Code Adoption



Code Availability



Click here for a detailed
Code compliance checklist.



Adoption of the Code

Adoption of the Code consists of two components.

Click the images to learn more.



Code Adoption



Code Availability



Click here for a detailed
Code compliance checklist.

Code Adoption

- School boards must formally adopt the Code in accordance with their governance processes. The intent is to clearly establish that the conduct of all members of a school board involved in supply chain and procurement activities must be in accordance with the Code.

Adoption of the Code

Adoption of the Code consists of two components.

Click the images to learn more.



Code Adoption



Code Availability



Click here for a detailed
Code compliance checklist.

Code Availability

- The Code must be available and visible to the members of the school board, suppliers, and other stakeholders involved in supply chain and procurement activities.

The BPS Supply Chain Code of Ethics

The goal of the Ontario BPS Supply Chain Code of Ethics is to ensure an ethical, professional, and accountable BPS supply chain.

I. Personal Integrity and Professionalism

Individuals involved with supply chain and procurement activities must act, and be seen to act, with integrity and professionalism. Honesty, care, and due diligence must be integral to all supply chain and procurement activities within and between school boards, suppliers, third party contractors and other stakeholders. Respect must be demonstrated for each other and for the environment. Confidential information must be safeguarded. Participants must not engage in any activity that may create, or appear to create, a conflict of interest, such as accepting gifts or favours, providing preferential treatment, or publicly endorsing suppliers or products.

[Continue](#)



Welcome to

Lesson 3: Procurement Policies and Procedures: Mandatory Requirements

Start

Purpose of the Mandatory Requirements

The 25 mandatory requirements describe how school boards are required to conduct sourcing, contracting, and purchasing activities.

The mandatory requirements ensure that school boards conduct supply chain and procurement activities in an open, fair, and transparent manner.



Accountability for Procurement Decisions

Individual accountability for procurement decisions and activities in school boards varies based on roles and responsibilities.

This table illustrates school board accountabilities for procurement policies and procedures.

School Board Procurement Accountability	
Stakeholder	Accountabilities
Trustees	- Establishing and approving school board procurement/purchasing policies that support the BPS Procurement Directive. - Approving high value procurement decisions in line with the board's Approval Authority Schedule (AAS). 
Director of Education	- Implementing and maintaining procurement policies and administration procedures at an operational level in support of the BPS Procurement Directive. - Responsible for staff compliance with the school board's procurement policies and procedures and the BPS Procurement Directive. - Approving high value procurement decisions in line with the board's Approval Authority Schedule (AAS). 
Senior Business Official, Supervisory Officers, Managers, Administrative Staff, Principals, Vice Principals, etc.	- Ensuring that school board and school level staff are adhering to the board's procurement policies and procedures in all procurement activities. - Monitoring to ensure staff compliance with the board's policies and procedures in line with the BPS Procurement Directive. - Approving procurement decisions in line with the board's Approval Authority Schedule. 
All other school board and school level staff and stakeholders	- Knowledge and awareness of the school board's procurement policies and procedures - Knowledge and awareness of the BPS Procurement Directive. - Adhering to the school board's procurement policies and procedures and the BPS Procurement Directive in all procurement activities. 

Accountability for Procurement Decisions

Individual accountability for procurement decisions and activities in school boards varies based on roles and responsibilities.

This table illustrates school board accountabilities for procurement policies and procedures.

School Board Procurement Accountability	
Stakeholder	Accountabilities
Trustees	- Establishing and approving school board procurement/purchasing policies that support the BPS Procurement Directive. - Approving high value procurement decisions in line with the board's Approval Authority Schedule (AAS).
Director of Education	- Implementing and maintaining procurement policies and administration procedures at an operational level in support of the BPS Procurement Directive. - Responsible for staff compliance with the school board's procurement policies and procedures and the BPS Procurement Directive. - Approving high value procurement decisions in line with the board's Approval Authority Schedule (AAS).

- Establishing and approving school board procurement/purchasing policies that support the BPS Procurement Directive.
- Approving high value procurement decisions in line with the board's Approval Authority Schedule (AAS).

Accountability for Procurement Decisions

Individual accountability for procurement decisions and activities in school boards varies based on roles and responsibilities.

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School Board Procurement Accountability	
Stakeholder	Accountabilities
Trustees	- Establishing and approving school board procurement/purchasing policies that support the BPS Procurement Directive. - Approving high value procurement decisions in line with the board's Approval Authority Schedule (AAS).
Director of Education	- Implementing and maintaining procurement policies and administration procedures at an operational level in support of the BPS Procurement Directive. - Responsible for staff compliance with the school board's procurement policies and procedures and the BPS Procurement Directive. - Approving high value procurement decisions in line with the board's Approval Authority Schedule (AAS).
Senior Business Official,	Ensuring that school board and school level staff are adhering to the board

- Implementing and maintaining procurement policies and administration procedures at an operational level in support of the BPS Procurement Directive.
- Responsible for staff compliance with the school board's procurement policies and procedures and the BPS Procurement Directive.
- Approving high value procurement decisions in line with the board's Approval Authority Schedule (AAS).

Accountability for Procurement Decisions

Individual accountability for procurement decisions and activities in school boards varies based on roles and responsibilities.

This table illustrates school board accountabilities for procurement policies and procedures.

School Board Procurement Accountability	
Stakeholder	Accountabilities
	- Ensuring that school board and school level staff are adhering to the board's procurement policies and procedures in all procurement activities. - Monitoring to ensure staff compliance with the board's policies and procedures in line with the BPS Procurement Directive. - Approving procurement decisions in line with the board's Approval Authority Schedule.
Senior Business Official, Supervisory Officers, Managers, Administrative Staff, Principals, Vice Principals, etc.	- Ensuring that school board and school level staff are adhering to the board's procurement policies and procedures in all procurement activities. - Monitoring to ensure staff compliance with the board's policies and procedures in line with the BPS Procurement Directive. - Approving procurement decisions in line with the board's Approval Authority Schedule.
All other school board and school level staff and stakeholders	- Knowledge and awareness of the school board's procurement policies and procedures - Knowledge and awareness of the BPS Procurement Directive. - Adhering to the school board's procurement policies and procedures and the BPS Procurement Directive in all procurement activities.

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School Board Procurement Accountability	
Stakeholder	Accountabilities
	• Knowledge and awareness of the school board's procurement policies and procedures • Knowledge and awareness of the BPS Procurement Directive. • Adhering to the school board's procurement policies and procedures and the BPS Procurement Directive in all procurement activities.
Senior Business Officer, Supervisory Officers, Managers, Administrative Staff, Principals, Vice Principals, etc.	• Ensuring that school board and school level staff are adhering to the board's procurement policies and procedures in all procurement activities. • Monitoring to ensure staff compliance with the board's policies and procedures in line with the BPS Procurement Directive. • Approving procurement decisions in line with the board's Approval Authority Schedule.
All other school board and school level staff and stakeholders	• Knowledge and awareness of the school board's procurement policies and procedures • Knowledge and awareness of the BPS Procurement Directive. • Adhering to the school board's procurement policies and procedures and the BPS Procurement Directive in all procurement activities.



Welcome to

Lesson 4: Mandatory Requirement #1 - Segregation of Duties

Start



Mandatory Requirement #1: Segregation of Duties

Segregation of duties and delegation of authority are essential control mechanisms within the procurement process. They ensure integrity of the process by reducing exposure to inappropriate, unauthorized, or unlawful expenditures. Segregation of duties prevents any one person from controlling the entire procurement process.



Click the image to view Mandatory Requirement #1.



Mandatory Requirement #1: Segregation of Duties

Segregation of duties and delegation of authority are essential control mechanisms within the procurement process. They ensure integrity of the process by reducing exposure to inappropriate, unauthorized, or unlawful expenditures. Segregation of duties prevents any one person from controlling the entire procurement process.



Mandatory Requirement #1

School boards must segregate at least three of the five functional procurement roles: Requisition, Budgeting, Commitment, Receipt, and Payment. Responsibilities for these roles must lie with different departments or, at a minimum, with different individuals.

Where it is not feasible to segregate these roles, for example, in smaller school boards, adequate compensating controls approved by an external auditor must be put in place.



Welcome to

Lesson 5: Mandatory Requirement #2 - Approval Authority

Start



Mandatory Requirement #2: Approval Authority

School board staff involved in procuring goods and services must establish approval authorities for the functional procurement roles identified in Mandatory Requirement #1 to approve various dollar levels of procurement.



*Click the image to
view Mandatory
Requirement #2.*





Welcome to

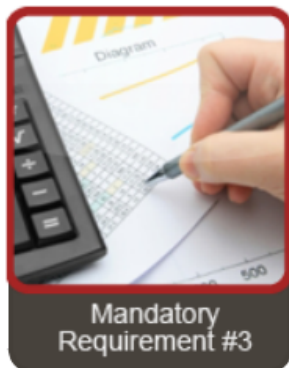
Lesson 6: Mandatory Requirement #3 - Competitive Procurement Thresholds

Start



Mandatory Requirement #3: Competitive Procurement Thresholds

School boards involved in procuring goods and services must conduct open competitive procurement when the estimated value of procurement of goods and services is \$100,000 or more.



Click the image to view Mandatory Requirement #3.

Mandatory Requirement #3: Competitive Procurement Thresholds

School boards involved in procuring goods and services must conduct open competitive procurement when the estimated value of procurement of goods and services is \$100,000 or more.



Mandatory Requirement #3

School board staff must conduct an open competitive procurement process where the estimated value of procurement of goods or services is \$100,000 or more. The exemptions must be in accordance with the applicable trade agreements.

School board staff must competitively procure consulting services irrespective of value. The exemptions must be in accordance with the applicable trade agreements.

School board staff must not reduce the overall value of procurement (for example, dividing a single procurement into multiple procurements) in order to circumvent competitive procurement thresholds.

Competitive Procurement Types

There are two types of competitive procurement.

Click each image to learn more.



Open
Competitive
Procurement



Invitational
Competitive
Procurement



Competitive Procurement Types

There are two types of competitive procurement.

Click each image to learn more.



Open
Competitive
Procurement



Invitational
Competitive
Procurement

Open Competitive Procurement

The contractual acquisition (purchase or lease) by a school board of any good or service, which enables all suppliers to compete in a fair and open environment. It ensures the highest level of fairness, impartiality, and transparency. It also maximizes suitability and the value for money of the obtained goods or services.



Competitive Procurement Types

There are two types of competitive procurement.

Click each image to learn more.



Open
Competitive
Procurement



Invitational
Competitive
Procurement

Invitational Competitive Procurement

The contractual acquisition (purchase or lease) by a school board of any good or service, which enables some but not all suppliers to compete in a fair and open environment. School board staff can conduct an invitational competitive procurement by inviting three or more qualified suppliers to submit written proposals to supply goods or services as specified by the school board.

Lesson 6: Mandatory Requirement #3 - Competitive Procurement Thresholds

Competitive Procurement Values

Goods and Non-consulting Services

School board staff members are strongly encouraged to utilize competitive procurement methods for the acquisition of goods and non-consulting services with an estimated value of less than \$100,000.

The Procurement Directive requires school boards to establish and document rules of procurement of goods and non-consulting services with an estimated value of less than \$100,000.

This table illustrates the recommended and required procurement method based on the total procurement value and type of procurement.

Goods and Non-Consulting Services and Construction		
Total Procurement Value	Means of Procurement	Recommended/Required
\$0 up to but not including \$100	Petty Cash	Recommended
\$100 up to but not including \$3,000	Procurement Card (P-Card)	Recommended
\$3,000 up to but not including \$10,000	Purchase Order	Recommended
\$10,000 up to but not including \$100,000	Invitational Competitive	Recommended
\$100,000 or more	Open Competitive	Required
Consulting Services		
Total Procurement Value	Means of Procurement	Recommended/Required
\$0 up to but not including \$100,000	Invitational/ Open Competitive	Required
\$100,000 or more	Open Competitive	Required



NOTE

Competitive Procurement Values

Goods and Non-consulting Services

School board staff members are strongly encouraged to utilize competitive procurement methods for the acquisition of goods and non-consulting services with an estimated value of less than \$100,000.

The Procurement Directive requires school boards to establish and document rules of procurement of goods and non-consulting services with an estimated value of less than \$100,000.

This table illustrates the recommended and required procurement method based on the total procurement value and type of procurement.

Goods and Non-Consulting Services and Construction		
Total Procurement Value	Means of Procurement	Recommended/Required
\$0 up to but not including \$100	NOTE Some of the processes described in this module may be slightly different at your school board. Please contact your procurement/purchasing department for more information and to confirm your board's policies and procedures.	ended
\$100 up to but not including \$3,000		ended
\$3,000 up to but not including \$10,000		ended
\$10,000 up to but not including \$100,000		ended
\$100,000 or more		
Total Procurement Value	Means of Procurement	Recommended/Required
\$0 up to but not including \$100,000	Invitational/ Open Competitive	Required
\$100,000 or more	Open Competitive	Required



NOTE



Welcome to

Knowledge Check and Summary

Start

Summary

In this module, you learned to:

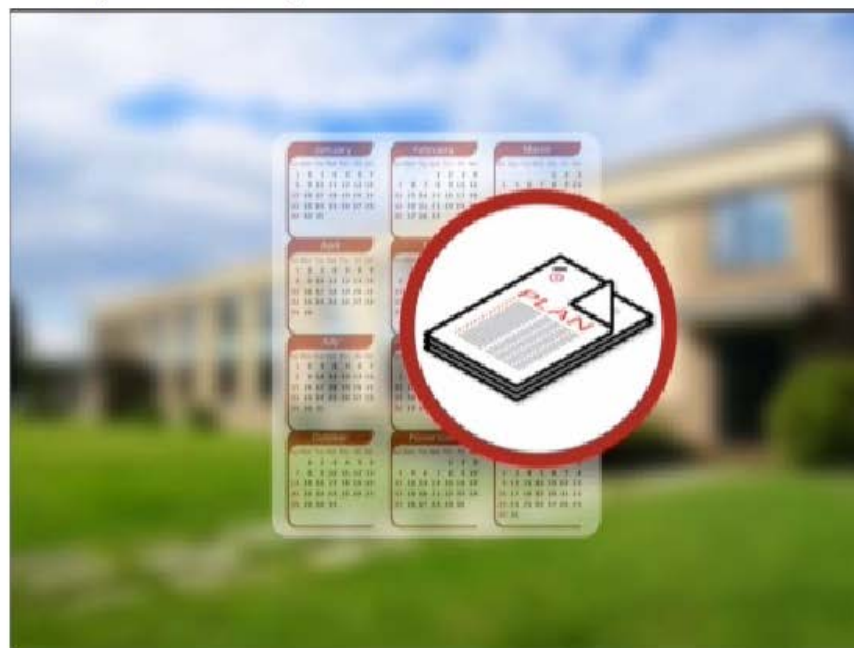
- Review the purpose of the Broader Public Sector (BPS) Accountability Act and the BPS Procurement Directive.
- State the BPS Directive Principles.
- Describe the Supply Chain Code of Ethics and how to adopt it.
- Follow the mandatory requirements pertaining to:
 - Segregation of duties.
 - Approval authority.
 - Competitive procurement thresholds.

Click the Case Study button to proceed to the knowledge check.

Case Study



Governance and Senior Leadership Case Study



When the video ends, click Next to continue.

Governance and Senior Leadership Case Study

Can the trustees proceed with the acquisition of services from Ice Lake Consulting on behalf of the school board? Select the best answer.

- ☐ 1. Yes, consulting services are exempt from the competitive procurement process.
- ☐ 2. Yes, if the cost is less than \$100,000
- ☐ 3. No, they must develop a business case and have all the trustees sign off on it.
- ☐ 4. No, they must refer to the school board procurement policies and procedures.

[<< BACK](#)[NEXT >>](#)[CLEAR](#)[SUBMIT](#)

Governance and Senior Leadership Case Study



When the video ends, click Next to continue.



*Thank you for taking module 1: BPS
Accountability Act, of the BPS Procurement
Directive Training Course.*

*Please close your browser to exit, or click "next"
to go to the next module.*



QUESTIONS?



YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT TO: Accommodation and Business Affairs Committee

FROM: Administration

DATE: January 13, 2015

RE: **Long-Term Accommodation Plan Update**

Executive Summary

This report is intended to provide an update on the progress of the *Long Term Accommodation Plan* (LTAP). As previously reported, the new LTAP will be aligned with a number of other strategic board documents such as the Board's Strategic Plan, EDC Background Study, Facility Renewal Planning, Budget Strategies and overall student achievement goals.

Attached for Trustee consideration are the LTAP Steering Committee *Terms of Reference* (Appendix "A"), the LTAP *Planning Principles* (Appendix "B") and LTAP *Parameters* (Appendix "C").

Background Information

On November 11th Trustees held a workshop to review the Long-Term Accommodation Planning (LTAP) Process and to facilitate discussion regarding the process. The intent of the LTAP is to set out a general direction for accommodating students over the next 4-5 years, in accordance with Ministry of Education expectations that demonstrate the efficient and effective use of capital resources in a sustainable manner.

In order to complete the required tasks Administration has established a Long Term Accommodation Plan Steering Committee. The LTAP Steering Committee is governed by the attached Terms of Reference (see Appendix "A"). The LTAPSC has created several documents to guide the evaluation of accommodation solutions including planning principle and parameters.

The next step in the process is for the LTAP Steering Committee to develop a list of accommodation priorities based on the principles and parameters which will form the basis of the new LTAP. The proposed accommodation solutions will range from new schools to accommodation reviews and include boundary reviews, program considerations and temporary accommodations.

Summary

The LTAP will contain a number of accommodation concepts based on existing data and known provincial funding. The LTAP is intended to provide an overall direction for the Board's accommodation needs. The LTAP along with the principles and parameters will help guide the analysis of accommodation needs to ensure that York Catholic students are given the best opportunity to achieve, consistent with the Board's mission and vision.

At the November 2014 Accommodation Committee meeting the following timelines were presented:

November 2014: • Establish LTAP Steering Committee • Conduct Trustee Workshop	Status Complete
December to January 2015 • Finalize Parameters/Guidelines • Finalize Projections • Presentation to Board (Guidelines & Criteria)	Complete
February to March 2015 • Analyze Data • Develop Options • Presentation of LTAP to Board	In Progress
2015 -2020 • Communicate LTAP Plan to stakeholders • Implement	TBD
Other Required Processes • Revise Policy & Procedures (Accommodation Reviews) • Research & Analyze Specific projects (i.e. Initial Board Report re: ARCs)	Pending new Ministry Guidelines TBD

The draft LTAP is anticipated to be included in the March 10th Accommodation & Business Affairs agenda and will require sufficient time for presentation to the Board. In addition to the LTAP, the Board has requested that Administration invite a Ministry or other Board representative(s) to present their experience with similar challenges. Finally, Administration was given direction to prepare a Long Term Accommodation implementation plan which identifies timelines, as well as, required resources to facilitate the implementation of the plan.

RECOMMENDATIONS:

That the Board endorse the following:

- a) Terms of Reference for the LTAP Steering Committee in Appendix “A”;
- b) Planning Principles contained in Appendix “B”;
- c) Planning Parameters contained in Appendix “C”.

Long Term Accommodation Plan Steering Committee

Terms of Reference

Background

Each board in the province is required to prepare and maintain a Long Term Accommodation Plan (“LTAP”). The intent of the LTAP is to set out general direction for accommodating students over the next 10 years. The LTAP will identify priority accommodation proposals or potential capital initiatives in preparation for the Ministry of Education Capital Priorities funding requests covering the period 2015-16 to 2019-2020. Focused on programming for student achievement and the Ministry’s funding direction, the LTAP is a comprehensive planning document illustrating the utilization of current facilities, and possible accommodation solutions to address changing demographics and student needs.

The LTAP is a dynamic “living” document, which will be updated from time to time to reflect changes in funding, enrolment shifts, ministry initiatives and the Board’s Multi-Year Strategic Plan. Accommodation proposals will require further processing including stakeholder inputs (applicable public consultation), analytical updates and appropriate approvals (Ministry and Board) prior to implementation.

1. REPORTING STRUCTURE AND ROLES AND RESPONSIBILITIES

- The LTAP Steering Committee provides reports and Minutes to the Director of Education and the Associate Director, Corporate Services & Treasurer for approval.
- The LTAP Steering Committee, upon approval by the Director of Education and the Associate Director, Corporate Services & Treasurer, will provide the final Long Term Accommodation Plan to the Board of Trustees for approval and adoption.

Roles & Responsibilities of the LTAP Steering Committee

The roles and responsibilities of the **LTAP** Steering Committee are as follows:

- Serve as the primary forum to facilitate discussion, analysis and prioritization for the development of LTAP proposals including :
 - New construction
 - School Consolidation
 - School Boundaries
 - Programs
 - Facility Partnerships
 - Temporary Accommodation

- Set guiding principles, parameters and criteria for the development of the LTAP to ensure alignment with:
 - all Board’s Strategic Plan Commitments:
 - Integration of Our Catholic Faith;
 - Continuous Improvement of student Achievement;
 - Effective Use of Our Resources; and
 - Engaging Our Communities
 - Board Improvement Plan
 - Facilities Partnership Policy
 - 4 “R’s”: Right Program, Right Facility, Right Location, Right Size
 - Available funding.
- Interpret related Ministry policies, mandates and direction to maximize capital funding opportunities and to set criteria for adherence to compulsory accountability measures
- Appoint and provide direction, advice and guidance to staff and LTAP teams to collect, analyze and summarize data relevant to capital needs assessment for the LTAP and to develop specific LTAP options (e.g. ARC’s):
 - Planning Department (Primary resource and lead for the LTAP);
 - Instructional/academic resources (for program delivery perspective);
 - Facilities/Plant resources (for facility perspective);
 - Finance resources (to uphold fiscal responsibility)
- Receive, review and endorse specific accommodation recommendations/proposals from LTAP teams;
- Set guiding principles, parameters and criteria to be used in the evaluation of future accommodation and program proposals not identified in the LTAP

2. RESPONSIBILITIES OF THE STEERING COMMITTEE CO-CHAIRS

The responsibilities of the Steering Committee Co-Chairs are as follows:

- Set meeting agendas and ensure agendas and supporting materials are delivered to members in advance.
- Make the purpose of each meeting clear to members, and clarify and summarize what is happening throughout each meeting.
- Ends each meeting with a summary of decisions and assignments.

3. MEMBERSHIP

The table below lists the membership of the Steering Committee. Membership is designed to accommodate cross sectional representation from all functional areas/units:

Title	Committee Role
Coordinating Superintendent	Co-chair
Senior Manager of Administrative Services	Co-chair
Superintendent of New Construction & Facility Renewal	Member
Superintendent of Schools (Elementary)	Member (4)
Superintendent of Schools (Secondary)	Member (2)
Superintendent of Curriculum	Member
Sr. Manager, Business Services & Assistant Treasurer	Member
Senior Manager of Facilities and Maintenance	Member
Manager of Planning Services	Member

4. FREQUENCY OF MEETINGS

The Steering Committee meets on TBD.

5. AGENDA AND MINUTES

A soft copy of committee agendas and minutes shall be filed in the LTAP Steering Committee Conference.

Long Term Accommodation Plan 2015 – 2020

PLANNING PRINCIPLES

The development and implementation of the Long-Term Accommodation Plan (LTAP) is a critical component to the success of the Board's Multi-Year Strategic Plan. Guided by Ministry of Education expectations and the Board's Strategic Plan, the LTAP will provide the framework and tools to integrate program, capital and facility renewal projects in one comprehensive approach.

In order to demonstrate the Board's strategic commitment to "effective use of resources", the LTAP will target sustainable solutions to specifically address and identify the Board's:

- Surplus space and growth needs;
- Sustainability of facility needs for "current" programs;
- Opportunities for "New Programs & Partnerships"; and,
- Opportunities to "redirect" fixed resources.

The LTAP will focus on the four (4) Rs:

- "Right Program" (student success; elementary and/or secondary initiatives);
- "Right Facility" (physical space in the building, school yard and parking lot);
- "Right-Size" (student placements, school organization); and,
- "Right Location" (geography).

As part of the Board's Multi-Year Strategic Plan, the Long-Term Accommodation Plan serves to guide us in our delivery of the Board Improvement Plan for Student Achievement and Well-Being. It will shape the Board capital and operating budgets as well as provide direction to the Board's department and operational plans and/or initiatives.

Existing Accommodation Management Principles:

Basic:

- *Ensure viable school organizations and programs;*
- *Minimize the use of portable accommodation (both number and duration);*
- *Minimize the use of transportation.*

Supplementary:

- *Support for established communities (before new communities);*
- *The provision of new pupil places will be considered in conjunction with any surplus capacity that exists within adjacent existing facilities.*

LTAP PLANNING PRINCIPLES:

1. Ensure viable school organizations and programs;
 - i. Schools should be of sufficient size to offer a range of educational opportunities and resources and be sensitive to the geographical area they serve.
 - ii. In all situations involving pupil accommodation planning, attention will be given to improving program excellence, enhancing program opportunities, and addressing school renewal requirements;
 - iii. Locations chosen for any Program Initiative should be selected based on the suitability of the physical space.

2. Minimize the use of portable accommodation (both number and duration);
 - i. The preferred models of school accommodation are:
 - a) Self-contained (within building capacity – no portables or paks).
 - b) Program initiatives will be designed and implemented in accordance with 2 (i)(a).
 - c) Programs in 1(iii) will be: capped, single tracked or additional programs initiated.
 - d) Any transitional provisions for new programs should support the board's vision and be fiscally responsible.
 - e) Paks will only be considered when supported by a funding source and pak criteria are met.
 - ii. Closure, consolidation and conversion of use opportunities may be used to achieve principle 1;

3. The preferred models of school organization are JK-8 elementary, 1-8 French Immersion elementary, 9-12 secondary. Other models may be considered as appropriate, such as single track French Immersion or 7-12 secondary.

4. In all situations involving pupil accommodation planning, attention will be given to support for and compliance with all legislated requirements and priorities, such as those of the Accessibility for Ontarians with Disabilities Act, Daily Physical Activity, and Community Use, as may be instituted and identified from time to time.

5. Other considerations:
 - a. Child Care Centres
 - i. Support for B&A programs, encourage and provide for the programs needs in accordance with the *Child Care Modernization Act*
 - ii. Develop standards for size and configuration

- iii. Incorporate flexible space or kindergarten design to allow for shared use and storage

- b. Facility Partnerships

- i. Actively market our schools as a community resource with the Region, Local Municipality and not for profit agencies.

Examples include:

- i. Joint Facilities
 - ii. Joint Builds
 - iii. York Region Community Services (public health, child care, housing, etc.)
 - iv. Welcome Centres
 - v. AOK, Early Learning Centres, etc.

Long Term Accommodation Plan 2015 to 2020

Planning Parameters

1. Accommodation Reviews
 - a. Elementary - Where the reported October 31st enrolment for any one grade is below 10 the school or program shall be reviewed.
 - b. Secondary – Where the reported October 31st enrolment for the school hinders the ability of students to graduate within 4 years, the school or program shall be reviewed.
2. Facility Partnerships
 - a. Facility Partnerships are applicable where a sustainable program is operating and excess capacity is projected to be available over a number of years.
 - i. Examples:
 1. A school with a viable program or where future development is anticipated over the long term;
 2. A school with 3 or 4 available classrooms;
 3. A school where consolidation is not an option (remote community, no available pupil places in neighbouring schools).
 - b. Potential partners must:
 - i. Be respectful of Catholic faith
 - ii. Uphold all Board policies and procedures
 - iii. Ensure the safety of students
 - iv. Not be a competing interest
 - v. Provide documentation demonstrating financial viability
3. New Schools and Additions
 - a. New schools and Additions must be sustainable over the long term and appropriate where program moves or boundary changes are not an alternative.
 - b. New schools and additions shall be sized according to the communities they serve.
4. Boundary Changes
 - a. Where possible, physical boundaries,(railways, major roads, environmental corridors, providing clear divisions should be used when possible.
 - b. Although consideration may be given to municipal and/or parish boundaries, these factors are secondary to Board-wide priorities.
 - c. When implementing boundary changes, transition provisions that are not aligned with the Board's strategic plan, such as grand-parenting they should be discouraged or minimized.
 - d. Double and Triple Feeder School boundary alignments shall be deemed as temporary measures to assist in the transition to a new boundary or program and therefore shall be reviewed every two years for their effectiveness in meeting accommodation principles.
5. Program Changes
 - a. When implementing program changes, transition provisions that are not aligned with the Board's strategic plan, such as grand-parenting will be discouraged or minimized
 - b. Program locations shall be determined considering factors, such as but not limited to:
 - Available Capacity within the building and potential to accommodate the program over the long term.
 - Access and ability of the site to address traffic and parking;

- Impact on Transportation with the goal to minimize bussing (distance and time)
 - Ability to sustain the program over the long-term.
 - Where the current program is creating an accommodation pressure at a school
 - Where an alignment with secondary or elementary feeder schools is required.
- c. Intake Grades shall be capped respective to the overall capacity available at the school.
6. Consideration for the use of port a pak units where there is a sustainable "temporary" accommodation issue over the medium term, where boundary or program changes are not appropriate.
7. Accommodation Reviews shall be prioritized as follows:
- The proposed school to close will fit entirely within another school in the area (school unit is kept together) and the proposed school is within 5 kms of the receiving school;
 - The proposed accommodation review addresses an immediate accommodation pressure
 - The proposed accommodation review addresses an immediate renewal pressure
 - The proposed accommodation review address a future accommodation or renewal pressure
 - The proposed accommodation review addresses excess pupil places which may jeopardize the approval of future new pupil places.

York Catholic District School Board

Report

Report To: Accommodation and Business Affairs Committee

From: Administration

Date: January 15, 2015

Report: Ministry of Education Financial Orientation Sessions for Trustees –
December 8 and December 11, 2014

Executive Summary:

The purpose of this report is to provide an update to Trustees on the Ministry of Education Financial Orientation Session for Trustees which was offered on two dates, December 8 and December 11, 2014.

Background Information:

The Ministry of Education offered a one-hour Financial Orientation Session via webinar which was held on two dates in December 2014. The sessions were offered to all school board trustees in Ontario and were designed to review three key areas:

1. Education Funding
2. Financial Management, and
3. Budget and Capital Planning.

The Financial Orientation Sessions were facilitated at the CEC on both dates which enabled a group setting.

Further to the training, the Ministry of Education has provided the Questions and Answers from the session and a copy of the PowerPoint “Financial Orientation for Trustees”, which was presented in three parts as noted above, both of which have been provided separately with the Agenda.

York Catholic District School Board

REPORT

Report To: Board of Trustees

From: Administration

Date: January 7, 2015

Report: 2014-15 Revised Estimates

EXECUTIVE SUMMARY

This report is intended to provide information with respect to the **2014-15 Revised Estimates**. The 2014/15 Revised Estimates have been filed with the Ministry on December 15, 2014 and include all relevant updated information since the filing to the 2014/15 Estimates.

The Revised Estimates differ from the Estimates that were filed in June. Key information has been updated which impact both the Revenue and Expenditure calculations. A balanced budget was submitted to the Ministry. This will be the new information used to compare actuals too throughout the remainder of the 2014/15 fiscal year.

Note: Time permitting; Administration will present a PowerPoint presentation providing a review of the 2014-2015 Revised Estimates.

FILING OF THE 2014-15 REVISED ESTIMATES

At the November 18, 2014 Accommodation and Business Affairs Committee meeting, the Committee was provided with an update of the Revised Estimates preparation. It was noted that preparation of the 2014-15 Revised Estimates have been impacted by a number of factors including, of note, the change in the projected enrolment and its impact on staffing projections.

As discussed at the Accommodation and Business Affairs Committee supplementary reports on the Salary & Wages and Employee Benefits modules would be provided to the Labour Relations Committee for review and endorsement. *Note: The Salary and Benefits modules were reviewed at the December 16th meeting of the Labour Relations Committee.*

Based on Ministry directives (SB25 memorandums) the 2014-15 Revised Estimates were due no later than December 15th to ensure no disruption in grant cash flow. As reported at the Labour Relations Committee meeting on December 16th staff has submitted the required Ministry documentation by the deadline date.

2014-15 REVISED ESTIMATES SUMMARY

The Revised Estimates are filed annually with the Ministry of Education and incorporates actual October 31st enrolment information, related staffing and placement changes, and any other new information. For staffing, salary and wages projections, the actual October 31, 2014 staffing and grid placements have been used.

Future reports to the Board will compare actual financial results to the Revised Estimates, i.e., the Revised Estimates will represent the **base amount** for 2014-15 operating budget estimates and monitoring.

Updated with actual enrolments at October 31, 2014 and revised projections from the Planning Department, the Average Daily Enrolment ("ADE") reflects a net decrease in enrolment of 102.93 (or -0.19%). The Elementary decrease is 19.17 ADE, (or -0.05%) and Secondary decrease is 83.76, (-0.46%) compared to the enrolments included in the original 2014/15 Estimates.

Attached under separate cover is the Revenue Module which has recalculated the projected revised revenue (Operating and Capital) for 2014-15. Included as Attachment #1 is an extract from the Revenue Module which provides summary information along with revised notes in support of the revised projections.

Note: As previously noted, the revised salary and benefits modules were reviewed at the December 16th Labour Relations Committee.

SUBMISSION OF 2014-2015 REVISED ESTIMATES

The 2014-2015 Revised Financial Estimates are based on all notes and assumptions, previous Board motions and directives, and information available as at December 15, 2014.

Submission of the Revised Financial Estimates provides Administration to proceed with its implementation in accordance with past policies, procedures and practices and current Board direction. Included in the implementation of the revised budget is the establishment of specific budget categories and the monitoring and control of those budget categories.

Submissions made to the Ministry of Education must be in the prescribed format dictated. *Note: Any material submitted to the Ministry will reflect Board approvals/directions.*

Submission of the 2014-15 Revised Estimates to the Ministry of Education includes both in-year operating and non-operating expenditure projections for 2014-2015 in the total amount of \$656,568,401.

These expenditures are to be funded in most part by 2014-15 Revenues in the projected total amount of \$656,568,401. Of the \$656.6 million in total revenue, \$569.3 million (88.9%) is comprised of regular 2014-15 operating revenue, \$31.0 million (4.7%) is available for the Capital Program, \$52.2 million (8.0%) for provision of required PSAB related items and \$4.1million (0.6%) for grants/revenue with expense offsets.

Of the \$569.3 million in operating expenditure projections, \$506.1 million (or 88.9 %) is comprised of salaries & employee benefits, while \$63.2 million (or 11.1%) is comprised of other support costs.

2014-2015		
<u>Operating Expenditures</u>		
Salaries & Benefits:	\$ 437,012,211	76.8%
Employee Benefits: (Note 1)	<u>69,041,106</u>	<u>12.1%</u>
	506,053,317	88.9%
Other Support Costs:	<u>63,254,027</u>	<u>11.1%</u>
 Total Operating:	 <u>\$569,307,344</u>	 <u>(100.00%)</u>

Note #1: Employee Benefit Expenditures above includes the PSAB adjustment for future benefits provision of \$2,216,218.

Included as Attachment #2 and #3 is a summary of the analysis by object budget which reflects the \$569.3 million revised 2014-15 Revised Operating Financial Estimates.

The complete submission of both Operating and Non-Operating is displayed below:

	<u>Operating</u>	<u>Non-Operating</u>	<u>Total</u>
Revenue Projections	\$569,307,344	\$87,261,057	\$656,568,401
Less: Expenditure Projections			
Salary and Benefits	\$506,053,317		\$ 506,053,317
Support Costs	63,254,027		63,254,027
Other Operating & Capital	<u>-</u>	<u>\$87,261,057</u>	<u>87,261,057</u>
	<u>\$569,307,344</u>	<u>\$87,261,057</u>	<u>\$656,568,401</u>
Balance	<u><u>Nil</u></u>	<u><u>Nil</u></u>	<u><u>Nil</u></u>

SUMMARY:

The 2014/15 Revised Estimates were filed with the Ministry on December 15, 2014. The 2014/15 Revised Estimates will be used as the comparator to Actuals in future reports presented at the Accommodation and Business Affairs Committee.

Note: A copy of the 2014-15 Revised Estimates PowerPoint is included as Appendix #4.

Prepared and Submitted by: Jackie Porter, Senior Manager of Budget and Audit Services
Endorsed by: John Sabo, Associate Director, Corporate Services and Treasurer of the Board

2014-15 Revenue Revised Estimates

Revenue Summary

	2014-15 Revenue Estimates	2014-15 Revenue Revised Estimates	Difference	
			#/\$	%
<u>ENROLMENT</u>				
Elementary	37,324.06	37,304.89	(19.17)	-0.05%
Secondary (1)	18,197.34	18,113.58	(83.76)	-0.46%
Total Enrolment	55,521.40	55,418.47	(102.93)	-0.19%
<u>OPERATING REVENUE</u>				
Grants for Student Needs (GSN)	\$ 555,812,542	\$ 553,251,283	\$ (2,561,259)	-0.46%
Other Grants	709,415	990,468	281,053	39.62%
Other Revenue	7,260,236	7,611,658	351,422	4.84%
Continuing Education Other	7,196,295	7,453,935	257,640	3.58%
TOTAL OPERATING REVENUE before Grants/Revenue with Expense offsets and Capital Program Revenue	\$ 570,978,488	\$ 569,307,344	\$ (1,671,144)	-0.29%
Grants/Revenue with Expense offsets	\$ 2,909,479	\$ 4,062,386	\$ 1,152,907	39.63%
<u>TOTAL OPERATING REVENUE before Capital Program Revenue</u>	\$ 573,887,967	\$ 573,369,730	\$ (518,237)	-0.09%
<u>CAPITAL PROGRAM REVENUE</u>	\$ 30,667,985	\$ 31,042,985	\$ 375,000	1.22%
<u>PSAB ITEMS</u>	\$ 52,948,633	\$ 52,155,686	\$ (792,947)	-1.50%
<u>TOTAL REVENUE</u>	\$ 657,504,585	\$ 656,568,401	\$ (936,184)	-0.14%

Notes:

(1) For 2014-15, there is no revenue recognized from Capital (FRP/POD) provision.

(2) Secondary VISA student enrolment for Estimates was adjusted from 130 to 162 to correct error in Estimates. 162 Secondary Visa students was included in VISA Revenues for Estimates.

2014-15 Revenue Revised Estimates

NOTES AND ASSUMPTIONS:

The Revenue Module incorporates the 2014-15 Estimated Grants for Student Needs (GSNs), Other Grants, Other Revenue, Adult and Continuing Education, and Capital Program grants and revenues.

Enrolment Projections: The Revenue Module projects estimated revenues based on the 2014-15 GSNs at the projected 2014-15 level of enrolments submitted to the Ministry of Education in December 2014.

Full Day Kindergarten (FDK): Commencing 2014-15, Full Day Kindergarten (FDK), previously funded through Education Programs Other (EPO) grants, will now be funded through GSNs. This material change will make comparatives difficult to interpret. Additional calculations and schedules have been prepared to provide information to analyze and to segregate the impact of this change.

Unpaid Days: Whereas there were two unpaid days for teachers and one unpaid day for principals assumed for the 2013-14 Revised Estimates, there are no unpaid days assumed for the 2014-15 Estimates or Revised Estimates.

GRANT ALLOCATION HIGHLIGHTS

The 2014-15 Grants for Student Needs have been calculated based on all available information as at November 30, 2014. Key Ministry of Education documentation used in preparing the Estimates and Revised Estimates include:

- 2014:B04 Grants For Student Needs Funding and Regulations for 2014-15
- 2014:B5 2014-15 Funding in addition to Grants for Student Needs
- 2014:SB04 Special Education Funding and Mental health Leaders

As in prior years, grants outside of the Grants for Student Needs will be tracked separately within Other Grants and Grant/Revenue with Expense Offsets. The Ministry has announced some Miscellaneous Grants (Education Programs Other (EPO)) at amounts lower than those in 2013-14.

KEY REVENUE ASSUMPTIONS:

- 1) GSNs have been updated based on projected 2014-15 level of enrolments submitted to the Ministry of Education in December 2014.
- 2) The 34-credit threshold impact is a complex per individual pupil calculation. Based on current projections, realistic placeholders of the secondary Average Daily Enrolment (ADE) are assumed to be High Credit ADE.
- 3) Funding for FDK, previously through EPO grants, has been transferred to GSN except for funding of Early Years Lead positions. Funding for ECEs will be allocated through the Pupil Foundation Grant with their salary grid recognition provided through the ECE Qualification and experience Grant (Q&E) allocation.
- 4) The Labour Framework adopted includes: a) current terms and conditions of employment other than those specifically time limited (e.g. unpaid days are specific to 2013-14 and will no longer apply for 2014-15, but 97th day provisions for grid movements still applies); b) Benchmark increase for supply teachers, in Pupil Foundation, to support an increase for sick days from 10 to 11 continues; c) Labour enhancement funding for maternity leave (\$661,224) and expansion of sick leave to other employee groups (\$82,043) continues.
- 5) Benefits benchmarks continue to be reduced annually (0.167%) as part of the phasing out of retirement gratuities.
- 6) The Q&E are based on Grid Placement rules as per the July 5, 2012 Memorandum of Understanding (MoU). The Grid placements reflect grid movements on the 97th day. The Q&E allocation will also include salary grid recognition for ECEs.
- 7) School Board Administration and Governance allocation will transition to a new funding model with the old model being phased out over 4 years. The new model will replace 3 (Directors & Supervisory Officers, Board Administration, Multiple Municipalities) of the 7 allocations with new allocations focused on 10 core functions (Director, Senior Administration, Director's Office, Human Resources, Finance, Payroll, Purchasing, Administration & Other Supports, Information Technology, Non-Staff). For 2014-15, the allocation will be based on 75% old model and 25% new model.
- 8) Special Education High Needs Amount (HNA) allocation will begin to implement a new funding model with the old model being phased out over 4 years. The new allocation will be based on a new HNA Measures of Variability Amount (MOV) and the Special Education Statistical Prediction Model (SESPM) plus a HN Base Amount for Collaboration and Integration.
- 9) Mental Health Leaders, previously funded through EPO, have been moved to Learning Opportunities Grant (LOG) for 2014-15.
- 10) School Renewal and School Operations Top-up Changes reflect new calculations reflecting: a) Base Top-up will be provided for up to 15% of a school's excess capacity to a maximum of 95% capacity; b) A two-tiered system will cap Base Top-up funding to 10% for schools at or below 65% capacity utilization.
- 11) School Operations Allocation will reflect a 2% increase to non-staff component and 7.3% increase to the electricity component.
- 12) Included in the Revenue module are the Capital Program "operating" revenues as well as the PSAB impact arising from capitalization of minor Tangible Capital Assets (mTCA) as well as the treatment of Deferred Capital Contribution (DCC). Capital Program and PSAB item Revenues have offsetting expenses.
- 13) Effective November 1, 2013, the board became the "host" board for the Ministry's Regional Internal Audit (RIA) program for six local school boards (Toronto, Peel and York). Grants for the RIA program are received through the Administration and Governance Allocation. Estimates will reflect the deferral of the entire allocation.
- 14) Additional assumptions made for specific revenue or grant allocations are noted in respective schedules.

York Catholic District School Board
2014/15 Revised Estimates

Budget Balancing Worksheet

	2014/15 Revised Estimates
Revenue: Available for Operating	
Grants (GSN)	553,251,283
Other Grants	990,468
Other Revenue	7,611,658
Continuing Education	7,453,935
Total Operating Revenue	569,307,344
Total Revenue Available for Operating	569,307,344
Expenditures: Regular Operating	
Salary and Wages: <u>Academic</u>	
Teacher	312,250,643
Principals	21,400,694
Sub total	333,651,337
Other Support Staff	95,170,159
Continuing Education	8,190,715
Sub total	437,012,211
Employee Benefits: <u>Academic</u>	
Teacher	37,791,852
Principal	2,132,556
Sub total	39,924,408
Other Support Staff	25,834,688
Continuing Education	1,065,792
Sub total Benefits	66,824,888
PSAB Provision	2,216,218
Sub total	69,041,106
Total Salaries and Benefits	506,053,317
Other Expenditures:	
Professional Development	1,204,130
Supplies and Services	30,352,284
Capital Expenditures	3,478,352
Fees & Contractual Services	27,791,945
Other	427,316
Total Other Expenditures	63,254,027
Expenditures (Regular Operating)	569,307,344
Net - Revenue less Expenditures	0
FRP P.O.D. Capital Provision	0
Surplus/(Deficit)	0

York Catholic District School Board
2014/15 Revised Estimates

Budget Balancing Worksheet

	2014/15 Estimates	2014/15 Revised Estimates	Difference 14/15 Revis.Est. to 14/15 Est.	
			\$	%
Revenue: Available for Operating				
Grants (GSN)	555,812,542	553,251,283	(2,561,259)	
Other Grants	709,415	990,468	281,053	
Other Revenue	7,260,236	7,611,658	351,422	
Continuing Education	7,196,295	7,453,935	257,640	
Total Operating Revenue	570,978,488	569,307,344	(1,671,144)	-0.30%
Total Revenue Available for Operating	570,978,488	569,307,344	(1,671,144)	-0.30%
Expenditures: Regular Operating				
Salary and Wages:				
Academic				
Teacher	315,105,520	312,250,643	(2,854,877)	
Principals	21,836,053	21,400,694	(435,359)	
Sub total	<u>336,941,573</u>	<u>333,651,337</u>	<u>(3,290,236)</u>	
Other Support Staff	94,954,224	95,170,159	215,935	
Continuing Education	8,117,340	8,190,715	73,375	
Sub total	<u>440,013,137</u>	<u>437,012,211</u>	<u>(3,000,926)</u>	<u>-0.70%</u>
Employee Benefits:				
Academic				
Teacher	37,496,838	37,791,852	295,014	
Principal	2,129,715	2,132,556	2,841	
Sub total	<u>39,626,553</u>	<u>39,924,408</u>	<u>297,855</u>	
Other Support Staff	25,450,996	25,834,688	383,692	
Continuing Education	1,058,817	1,065,792	6,975	
Sub total Benefits	<u>66,136,366</u>	<u>66,824,888</u>	<u>688,522</u>	
PSAB Provision	2,116,218	2,216,218	100,000	
Sub total	<u>68,252,584</u>	<u>69,041,106</u>	<u>788,522</u>	<u>1.17%</u>
Total Salaries and Benefits	508,265,721	506,053,317	(2,212,404)	-0.44%
Other Expenditures:				
Professional Development	1,204,130	1,204,130	0	0.00%
Supplies and Services	30,074,024	30,352,284	278,260	0.98%
Capital Expenditures	3,389,352	3,478,352	89,000	2.94%
Fees & Contractual Services	27,617,945	27,791,945	174,000	0.66%
Other	427,316	427,316	0	0.00%
Total Other Expenditures	62,712,767	63,254,027	541,260	0.91%
Expenditures (Regular Operating)	570,978,488	569,307,344	(1,671,144)	-0.30%
Net - Revenue less Expenditures	0	0	0	0.00%
FRP P.O.D. Capital Provision	0	0		0.00%
Surplus/(Deficit)	0	0	0	0.00%

York Catholic District School Board
2014/15 Revised Estimates

Budget Balancing Worksheet

	2014/15 Estimates		2014/15 Revised Estimates		Difference 14/15 Revis.Est. to 14/15 Est. \$ %
Revenue: Available for Operating					
Grants (GSN)	555,812,542		553,251,283		(2,561,259)
Other Grants	709,415		990,468		281,053
Other Revenue	7,260,236		7,611,658		351,422
Continuing Education	7,196,295		7,453,935		257,640
Total Operating Revenue	570,978,488		569,307,344		(1,671,144) -0.30%
Total Revenue Available for Operating	570,978,488		569,307,344		(1,671,144) -0.30%
Expenditures: Regular Operating					
Salary and Wages: <u>Academic</u>					
Teacher	315,105,520		312,250,643		(2,854,877)
Principals	21,836,053		21,400,694		(435,359)
Sub total	336,941,573		333,651,337		(3,290,236)
Other Support Staff	94,954,224		95,170,159		215,935
Continuing Education	8,117,340		8,190,715		73,375
Sub total	440,013,137		437,012,211		(3,000,926) -0.70%
Employee Benefits: <u>Academic</u>					
Teacher	37,496,838		37,791,852		295,014
Principal	2,129,715		2,132,556		2,841
Sub total	39,626,553		39,924,408		297,855
Other Support Staff	25,450,996		25,834,688		383,692
Continuing Education	1,058,817		1,065,792		6,975
Sub total Benefits	66,136,366		66,824,888		688,522
PSAB Provision	2,116,218		2,216,218		100,000
Sub total	68,252,584		69,041,106		788,522 1.17%
Total Salaries and Benefits	508,265,721		506,053,317		(2,212,404) -0.44%
Other Expenditures:					
Professional Development	1,204,130		1,204,130		0 0.00%
Supplies and Services	30,074,024		30,352,284		278,260 0.98%
Capital Expenditures	3,389,352		3,478,352		89,000 2.94%
Fees & Contractual Services	27,617,945		27,791,945		174,000 0.66%
Other	427,316		427,316		0 0.00%
Total Other Expenditures	62,712,767		63,254,027		541,260 0.91%
Expenditures (Regular Operating)	570,978,488		569,307,344		(1,671,144) -0.30%
Net - Revenue less Expenditures	0		0		0 0.00%
FRP P.O.D. Capital Provision	0		0		0.00%
Surplus/(Deficit)	0		0		0.00%



York Catholic District School Board

2014-15 Revised Estimates

Presented by:

**John Sabo, Associate Director: Corporate Services and
Treasurer of the Board**

Jackie Porter, Senior Manager, Budget and Audit Services

Anna Chan, Senior Manager of Business Services and Assistant Treasurer

2014-15 Revised Estimates

Objective of the Presentation:

- Overview of the 2014-15 Revised Estimates .
- Focus on two modules:
 - Revenue
 - Salary and Benefits (88.9% of Expenditures)
- Note: Included in the agenda, under separate cover, is a detailed report on the 2014-15 Revised Estimates

2014-15 Revised Estimates

The *Revised Estimates* are filed annually with the Ministry of Education. The main changes from the Estimates to the Revised Estimates normally result from:

- The actual October 31 enrolment information
- The resulting changes to grant due to actual enrolments
- Recalculating the number of staff and associated costs
- Minor adjustments due to updated information

Note: For **2014/15** any known changes have been included in the projections.

2014-15 Revised Estimates Changes

1. Enrolment Slight Decrease From 2014/15 Estimates

Enrolment Profile

- i. Decrease Regular Enrolment
- ii. Increase in Visa

Funding Impact

- i. Decrease in Regular G.S.N.
- ii. Decrease in Teacher Qualification & Experience
- iii. Increase in Declining Enrolment Grant
- iv. Visa Tuition Fee Increase

Enrolment:102.93ADE Decrease from Estimates to Revised Estimates

2014-15 Revised Estimates

ENROLMENT SUMMARY –

Revised Estimates to Estimates

	2014/15 Estimate	2014/15 Revised Estimates	Difference	
			Increase (Decrease)	%
ENROLMENTS				
Elementary	37,324.06	37,304.89	(19.17)	-0.05%
Secondary	18,197.34	18,113.58	(83.76)	-0.46%
Total Enrolments	55,521.40	55,418.47	(102.93)	-0.19%

Enrolment changes are a result of:

- Shifts in population through out the region
- Changing demographics
- Opening New Programs
- Boundary changes

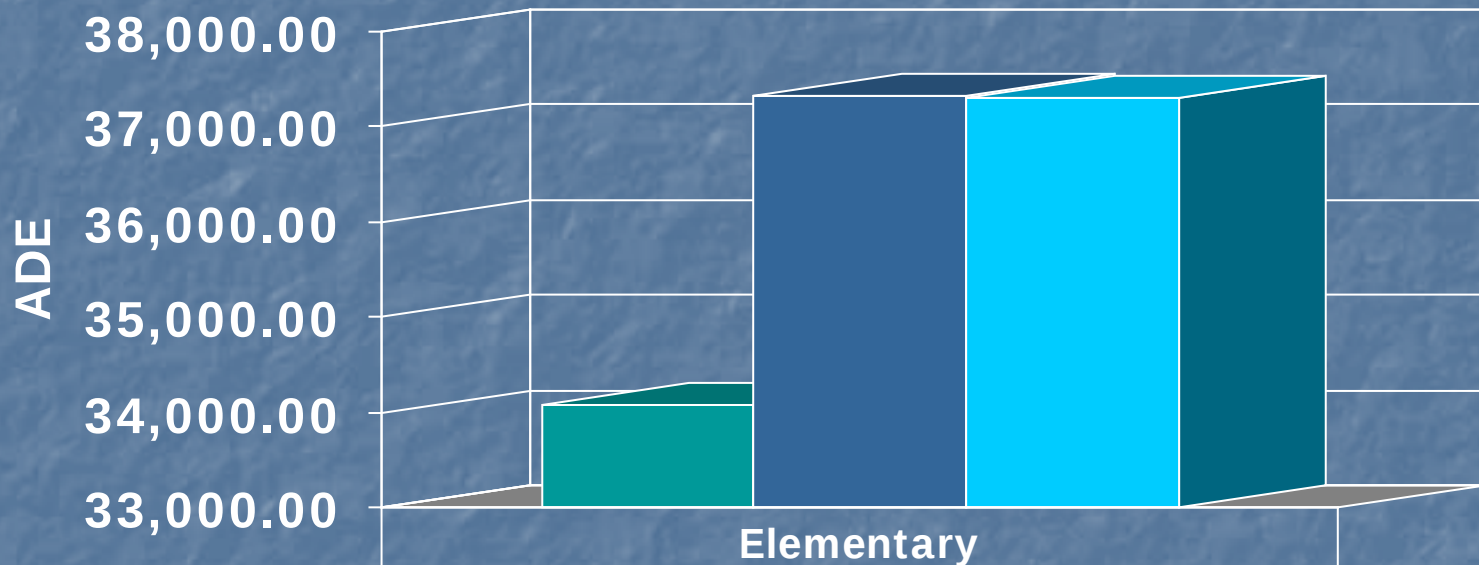
2014-15 Revised Estimates

ENROLMENT SUMMARY – Revised Estimates to 2013/14 Financial Statements

	2013/14 Financial Statements	2014/15 Revised Estimates	Difference	
			Increase (Decrease)	%
ENROLMENTS				
Elementary	34,075.11	37,304.89	3,229.78	9.48%
Secondary	18,234.10	18,113.58	(120.52)	-0.66%
Total Enrolments	52,309.21	55,418.47	3,109.26	5.94%

NOTE: Enrolment information for 2013/14 from Audited Financial Statements

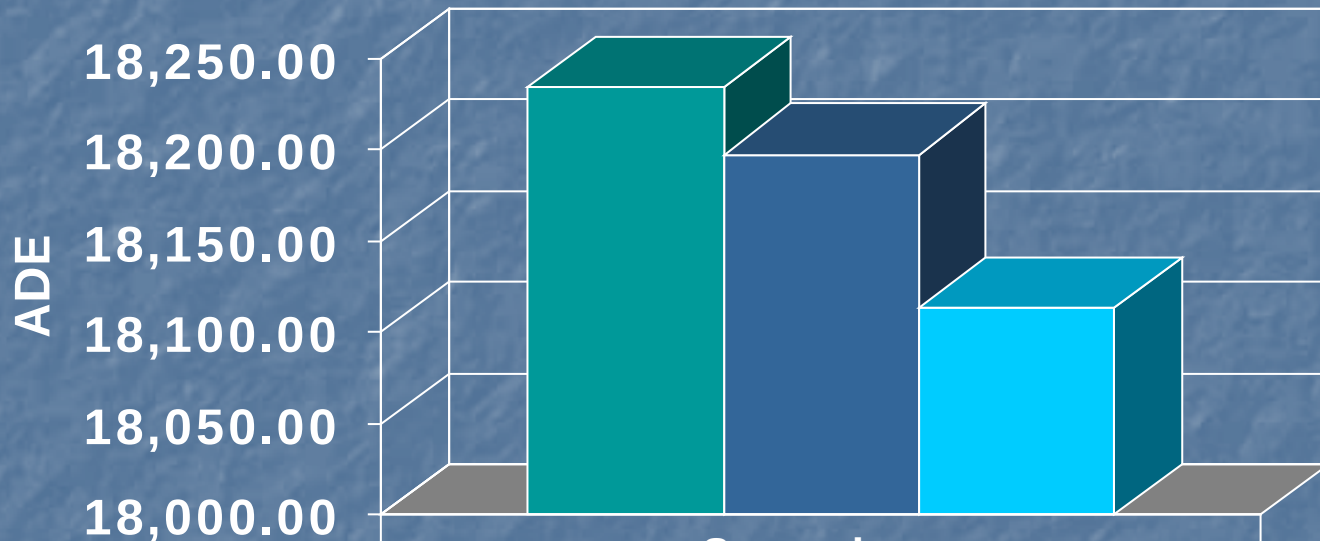
2014/15 Revised Estimates Elementary Enrolment



■ 2013/14 Financial Statements	34,075.11
□ 2014/15 Estimates	37,324.06
■ 2014/15 Revised Estimates	37,304.89

2014/15 Revised Estimates

Secondary Enrolment



Secondary	
2013/14 Financial Statements	18,234.10
2014/15 Estimates	18,197.34
2014/15 Revised Estimates	18,113.58

2014/15 Revised Estimates

	Operating	Non-Operating	Total
Revenue Projections	\$569,307,344	\$87,261,057	\$656,568,401
	-	-	-
	\$569,307,344	\$87,261,057	\$656,568,401
Less: Expenditure Projections			
Salary and Benefits	\$506,053,317		\$506,053,317
Support Costs	63,254,027		63,254,027
Other Operating & Capital	-	87,261,057	87,261,057
	\$569,307,344	\$87,261,057	\$656,568,401
Balance	\$0	\$0	\$0

2014/15 Revised Estimates

	2014/15 Operating Expenditures	
Salary and Wages	\$437,012,211	76.76%
Employee Benefits	69,041,106	12.13%
Total Salaries & Benefits	\$506,053,317	88.89%
Other Support Costs	\$63,254,027	11.11%
Total Operating:	\$569,307,344	100.00%

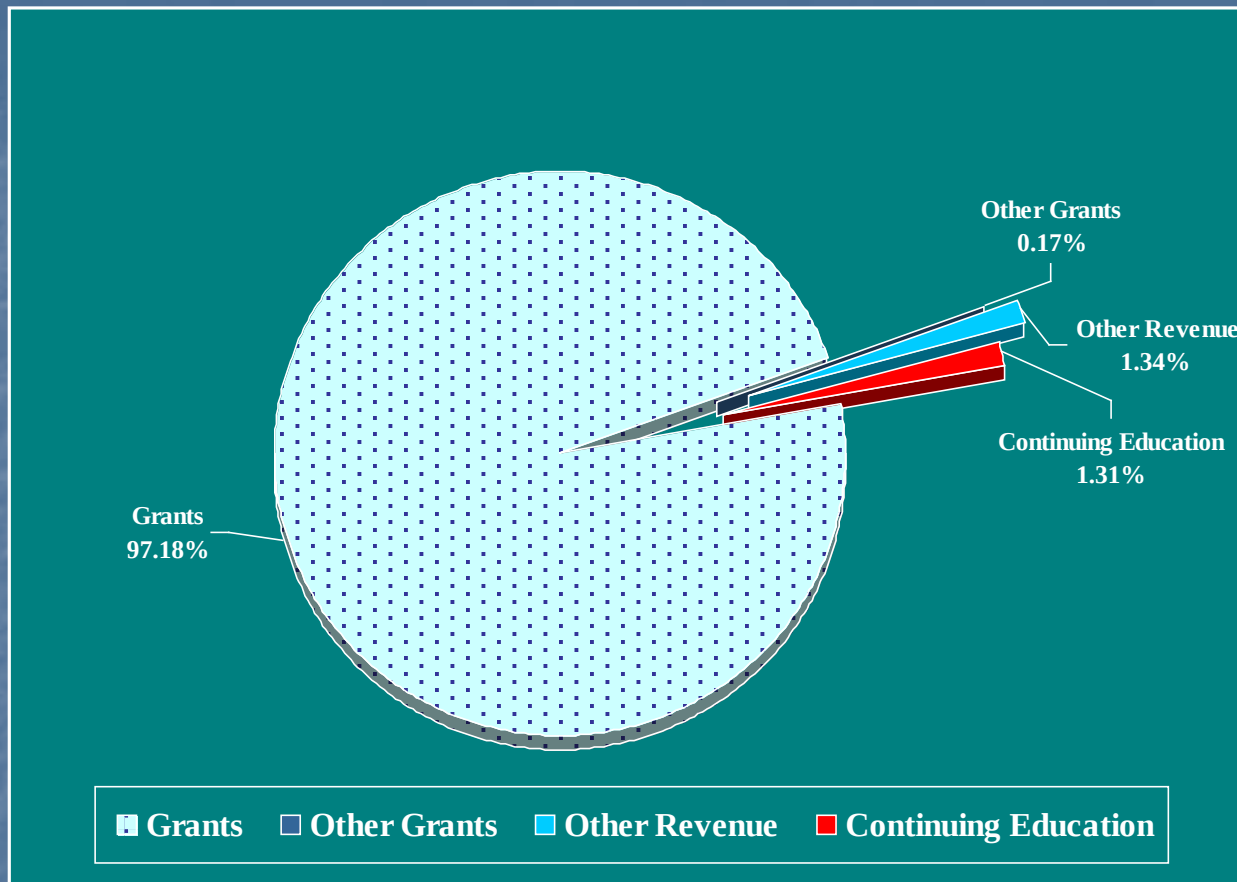
NOTE: Employee Benefit expenditures include the PSAB adjustment for employee future benefit provision of \$2,216,218

2014/15 Revised Estimates Overview Operating Budget

Summary

	2014/15 Revised		Difference	
	2014/15 Estimates	Estimates	Increase/ (Decrease)	%
OPERATING REVENUE				
Grants for Student Needs	555,812,542	553,251,283	(2,561,259)	-0.46%
Other Grants and Revenue	15,165,946	16,056,061	890,115	5.87%
TOTAL OPERATING REVENUE	570,978,488	569,307,344	(1,671,144)	-0.29%
OPERATING EXPENDITURES				
Salaries	440,013,137	437,012,211	(3,000,926)	-0.68%
Benefits	68,252,584	69,041,106	788,522	1.16%
Other Support Costs	62,712,766	63,254,027	541,261	0.86%
TOTAL OPERATING EXPENDITURES	570,978,488	569,307,344	(1,671,144)	-0.29%
VARIANCE (REVENUE LESS EXPENDITURES)	0	0	0	

2014-15 Revised Revenue Projections - Operating



Grants for Student Needs	\$ 553,251,283	97.18%
Other Grants	990,468	0.17%
Other Revenue	7,611,658	1.34%
Continuing Education	7,453,935	1.31%
	\$ 569,307,344	100.00 %

2014-15 Revised Revenue Projections

Projected Revenue: Decrease in GSN of \$(2,561,259) result from:

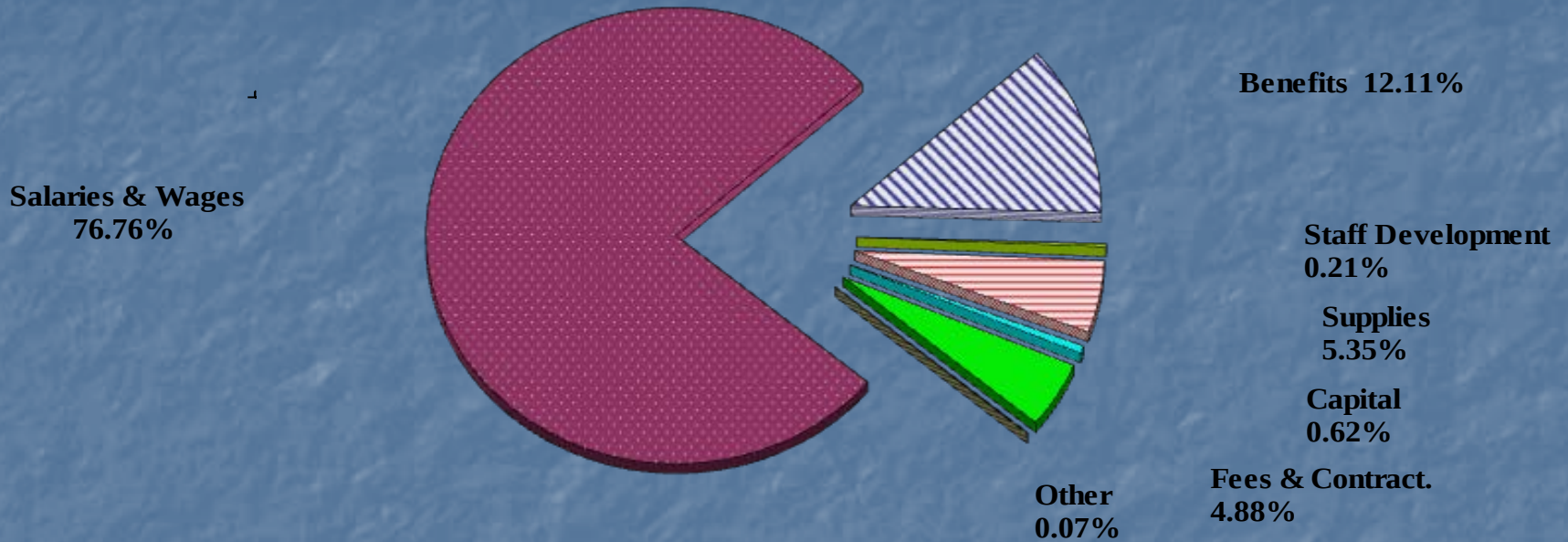
- The impact of changes in enrolment
- Number of Staff and grid placement – impacting an increase in Qualification and Experience Grant
- The impact on the Declining Enrolment Grant

2014-15 Revised Revenue Projections

Changes in Projected Revenue: Other Grant and Revenue of (\$890,115) result from:

- Other Grants: Additional announcement of EPO Grants
- Other Revenue: increase in the number of Visa students causing Tuition Fees to be higher than originally anticipated
- Continuing Education: minor net adjustments

2014-15 Revised Expenditures Projections Analysis by Object



■ Salaries & Wages	437,012,211	76.76%
■ Benefits	69,041,106	12.11%
■ Staff Development	1,204,130	0.21%
■ Supplies & Services	30,352,284	5.35%
■ Capital	3,478,352	0.62%
■ Fees & Services	27,791,945	4.88%
■ Other	427,316	0.07%
■ Total	<u>569,307,344</u>	<u>100.00%</u>

2014-15 Revised Expenditure Projections

Analysis By Object

	2014/15 Estimates	2014/15 Revised Estimates	2014/15 Revised Estimates vs 2014/15 Estimates Increase (Decrease)	
			\$	%
Salaries and Wages	440,013,137	437,012,211	(3,000,926)	-0.68%
Employee Benefits	68,252,584	69,041,106	788,522	1.16%
Staff Development	1,204,130	1,204,130	0	0.00%
Supplies and Services	30,074,024	30,352,284	278,260	0.93%
Capital Expenditures	3,389,352	3,478,352	89,000	2.63%
Fees and Contractual Services	27,617,944	27,791,945	174,002	0.63%
Other	427,316	427,316	0	0.00%
	570,978,488	569,307,344	(1,671,143)	-0.29%

2014-15 Revised Expenditure Projections

The decrease in Expenditure Projections of (\$1,671,144) resulting from:

- Salary: (\$3,000,926), changes in staff placements and the impact of the 97th day grid changes
- Benefits: \$788,522, participation rate, rate updates, and adjustments to PSAB requirements
- Remaining changes of \$541,260 are a result of refinements and realigning expenditures amongst the categories .

2014-15 Revised Estimates Salary and Wages

Analysis of Changes

	2014/15 Estimates	2014/15 Revised Estimates	Difference	
			\$	%
Teachers & Supply Teachers Teachers Supply Teachers	307,242,920	304,388,043	(2,854,877)	
	7,862,600	7,862,600	0	
	315,105,520	312,250,643	(2,854,877)	-0.91%
Principals & Vice Principals	21,836,053	21,400,694	(435,359)	-1.99%
Sub Total	336,941,573	333,651,337	(3,290,236)	-0.98%
Support Staff	94,954,224	95,170,159	215,935	0.23%
Continuing Education	8,117,340	8,190,715	73,375	0.90%
Total	440,013,137	437,012,211	(3,000,926)	-0.68%

2014-15 Revised Projection Staffing: Summary of FTE

	2014/15 Estimates	2014/15 Revised Estimates	Difference	
			FTE	%
<u>FTE Summary:</u>				
Teachers	3,562.22	3,559.92	(2.30)	
Principals & VP	178.00	176.00	(2.00)	
	3,740.22	3,735.92	(4.30)	-0.11%
Support Staff	1,897.02	1,914.50	17.48	0.92%
Total	5,637.24	5,650.42	13.18	0.23%

2014-15 Revised Estimates

Next Steps

The next enrolment count date is March 31, 2015; the result will further impact the revised revenue/ expenditure projections.

Budget vs Actuals; the Revised Estimates will be used as the comparator

On going monitoring of staffing positions at the Labour Relations Committee.

QUESTIONS ?



York Catholic District School Board

Report

Report To: Accommodation and Business Affairs Committee

From: Administration

Date: January 12, 2015

Subject: **Child Care Modernization Act, Bill 10**

Executive Summary:

On December 9, 2014, Rupert Gordon, Director of the Early Learning and Child Care Policy and Program Branch gave a presentation to Child Care Operators, Public Health, and Board staff on Bill 10.

This Bill was passed by the Legislative Assembly on December 2, 2014, and received Royal Assent on December 4, 2014.

Bill 10 repealed the Day Nurseries Act (DNA) and replaced it with the Child Care and Early Years Act 2014, and amended the Education Act, the Early Childhood Educators Act, 2007, and the Ministry of Training, Colleges and Universities Act.

With respect to the Board, there seems to be little impact to the Board with the possible exception of the Ministry regulating the fees that Boards of Education can charge operators of Before and After School Programs. Once additional details on this become available, the information will be brought back to the Board.

A copy of Rupert Gordon's presentation is included for Trustee reference.

Prepared & Submitted by: Fran Zeppieri, Manager of Child Care Services
Tina D'Acunto, Superintendent of Education, Exceptional Learners
Endorsed by: John Sabo, Associate Director, Corporate Services and Treasurer of the Board

Bill 10: Child Care Modernization Act, 2014

Ministry of Education

Technical Briefing

Overview of Legislation

- On July 10, 2014, the government introduced Bill 10, the *Child Care Modernization Act, 2014*.
- On December 2, 2014, Bill 10 was passed by the Legislative Assembly and on December 4, 2014, the Bill received Royal Assent.
- Once proclaimed, Bill 10 would do the following:
 - Repeal the *Day Nurseries Act* (DNA) and replace it with the *Child Care and Early Years Act, 2014*;
 - Amend the *Education Act* to establish a duty for school boards to ensure the provision of before and after school programs for 6-12 year olds;
 - Amend the *Early Childhood Educators Act, 2007* (ECEA) and meet the statutory duty to review the act before February 2014; and
 - Amend the *Ministry of Training, Colleges and Universities Act* to provide the Minister with authority to collect and use personal information for specific purposes.

CHILD CARE AND EARLY YEARS ACT: PART I – PURPOSE AND INTERPRETATION (sections 1-4)

Purpose

- The purposes of the proposed act would be to:
 - Foster learning, development, health and well-being of children and enhance their safety.
 - Provide a framework for the regulation of the provision of child care and operation of child care and early years services.
 - Establish a licensing and compliance scheme relating to the provision of child care.
 - Provide for funding, planning and implementation of child care and early years programs and services.
 - Provide access to information to support parents and evaluate programs.

Overview of Legislation

Clarifying Rules of What Requires a Licence and What is Exempt (See Appendix A)

- Definitions include “child”, “child care”, “early years programs and services”, “temporary care for or supervision of a child.”
- Child care is defined as the provision of temporary care for or supervision of a child except when provided in an **exempt circumstance**. Exempt circumstances include:
 - care by relatives, in-home nannies, babysitting.
 - camps operated for not more than 13 weeks for children over JK age.
 - private schools serving children over JK age.
 - programs with a primary purpose of skill-based recreation, sport, cultural and linguistic lessons.
 - additional programs prescribed by regulation.
- Exempt programs would mostly fall outside the scope of the Act but are subject to several prohibitions such as falsely presenting programs as licensed child care.

CHILD CARE AND EARLY YEARS ACT: PART II – PROTECTIVE MEASURES (sections 5 – 19)

- The legislation identifies programs and services that fall within the definition of child care but are **excepted from the requirement to be licensed**. This includes:
 - Where care is provided in a person's home for no more than 5 children, including the provider's own children who are under 6 years old, and no more than 2 children under the age of 2 (the provider's own four and five year olds children would not have to be counted if the provider has fewer than 2 children under 2, the children are enrolled in FDK and the provider meets prescribed criteria).
 - Subject to regulations, authorized recreation programs with a supervisory component serving children aged 6 years and over.
- The ministry would continue to **license child care centres and home child care agencies**.

Overview of Legislation

CHILD CARE AND EARLY YEARS ACT: PART II – PROTECTIVE MEASURES (sections 5 – 19) (CONT'D)

Requirements for Licensed Home-Based and Informal Care

- The legislation would:
 - increase the maximum number of children that can be cared for in the licensed home-based sector from 5 children to 6 pursuant to an agreement with a licensed home agency.
 - provide authority to allow for a two-provider home-based model in the licensed sector.
 - prohibit a person from providing child care at more than one premises without a licence.
- Informal child care providers would continue to be permitted to care for a maximum of 5 children and would be required to adhere to the same age restrictions as the licensed home-based sector:
 - No more than 2 children under two years of age, and providers must include their own children under 6 years of age when determining the total number of children cared for on the premises (the provider's own four and five year olds children would not have to be counted if the provider has fewer than 2 children under 2, the children are enrolled in FDK and the provider meets prescribed criteria).
 - Informal child care providers would have until January 1, 2016 or a date prescribed by regulation to come into compliance with these requirements.
- The legislation includes regulatory authority to further reduce the number of children informal providers can care for and provides that the number of children permitted in licensed home child care must be at least one child greater than the number permitted in informal care.
- Included under definitions (section 2), the legislation also states that nothing in the Act is intended to imply that a home child care agency is an employer of a person who provides home child care or in-home services.

Overview of Legislation

CHILD CARE AND EARLY YEARS ACT: PART II – PROTECTIVE MEASURES (CONT'D)

Prohibitions and Duties

- *Past Conduct:* Prohibit individuals from ever providing child care including those found guilty of certain criminal offences or offences under the proposed act; and individuals who have had their membership revoked from a relevant regulatory college due to professional misconduct.
- *Right of Parental Access:* Prohibit any child care provider from obstructing a parent's access to their child or preventing access by a parent to the premises where their child is receiving care unless the provider believes the parent has no right to access or may be dangerous or disruptive.
- *Use of Terms:* A number of terms relating to licensed child care would be prohibited from use by unlicensed providers such as "child care centre," "licensed child care," "licensed day care."
- *Holding out as Licensed:* Unlicensed child care providers would be prohibited from claiming to be licensed expressly or by implication.
- *Duty to Disclose:* Require unlicensed child care providers to disclose their unlicensed status to parents and retain proof of disclosures.
- *Duty to Post Licence:* Require licensed providers to post a licence or any other required information or signage in a conspicuous place and return a licence or signage if required. It also prohibits making copies unless required by law.
- *Duty to Provide Receipt:* Require a person paid to provide child care to provide a receipt for payment upon request.

Overview of Legislation

CHILD CARE AND EARLY YEARS ACT: PART II – PROTECTIVE MEASURES (CONT'D)

Prohibitions and Duties (cont'd)

- *Accreditation:* Would allow government to prohibit or restrict the use of certain accredited terms, if so provided by regulation, to prevent labelling of services intended to convey an unwarranted sense of oversight. Holding out as an accredited, certified or designated child care service could also be prohibited.
- *Duty to Report Matter to Director:* Require certain persons, prescribed under regulation, who in the course of their employment have reasonable grounds to suspect an imminent threat to the health or safety of children receiving child care, to report this to the ministry. The ministry would also be required to investigate this report.
- *Publication of Information:* Require the Minister to publish information about contraventions of the act or its regulations including compliance orders, protection orders, administrative penalties, and convictions of offences.
 - The Minister could publish information regarding revocations and refusals to renew or issue a licence, restraining orders and any other information prescribed by regulation.
 - Provide for the posting of information at premises where child care is provided and prohibit the removal of the posting except as permitted by the ministry or regulation.
 - Protect privacy by ensuring no identifying information could be published relating to a child who was sexually abused or subject to harm.

Overview of Legislation

CHILD CARE AND EARLY YEARS ACT: PART III – LICENSING (sections 20 – 27)

Grounds to Refuse to Issue, Renew or Revoke a Licence

- The legislation would set out a process for application and grounds for the ministry to refuse to issue, renew or revoke a licence. This would include:
 - The applicant/licensee is not competent.
 - The past conduct indicates they will not operate in accordance with the law or with integrity.
 - The accommodation does not comply with requirements.
 - A false statement has been made in the application.
 - There has been no change in circumstances where a licence was revoked or refused.
 - Advice from a service system manager, First Nation or local authority indicated that the licence would authorize child care in an area that is inconsistent with the local service plan (this does not apply to revocations or renewals).
 - Failure to comply with protection order and/or prescribed requirements, or failure to pay an administrative penalty.
- Provisions would also include:
 - Requests for hearings with the Licence Appeal Tribunal to appeal decisions.
 - Authority to set out terms and conditions of a licence.
 - Requirement to notify the applicant/licensee and parents of refusals and revocations to issue or renew a licence.
 - Ability to issue a provisional licence where the child care provider may operate upon condition that outstanding non-compliances are addressed within a time period.

Overview of Legislation

CHILD CARE AND EARLY YEARS ACT: PART IV – INSPECTIONS (sections 28 – 35)

- This section would require the appointment of inspectors who are employees of the Province and set out the powers and duties of inspectors.

Powers of Entry

- The legislation would authorize inspections without a warrant for premises that are i) operating under the authority of a licence (including home child care associated with a licensed home child care agency), ii) where there are reasonable grounds to believe that the proposed act or regulations are not being complied with (including informal child care in an individual's home), or iii) where there are reasonable grounds to believe child care is being provided.
- Where there are reasonable grounds to believe child care is being provided in a private dwelling (individual's home), consent by the occupier of the premises is required.

Powers and Duties on Inspection

- This would include power to examine records, demand documents, remove and copy a record, use data storage, IT equipment on the premises, take photos and audio video recordings of anything relevant to the inspection, question persons on matters relevant to the inspection.
- The inspector may request a criminal reference check from a licensee or person who has applied for a licence, their employees, a person who provides home child care, and any person where there are reasonable grounds to believe that he or she is in contravention of a prohibition (section 9).
- The inspector would be required to provide a report to the child care provider.

Overview of Legislation

CHILD CARE AND EARLY YEARS ACT: PART V – ENFORCEMENT (sections 36 – 46)

Enforcement Tools

- **Compliance Orders:** The ministry may issue compliance orders to require any person in contravention of the Act to stop contravening the provision within a specified time period.
- **Protection Orders:** If, upon inspection, there are reasonable grounds to believe that there is an imminent threat to the health and safety to children, the director may order a licensed or unlicensed provider to stop operating until the operator has eliminated the threat. This may be appealed to the Licence Appeal Tribunal.
- **Administrative Penalties:** The ministry may also issue an administrative (monetary) penalty for contravention of the Act. This is intended to deter infractions and prevent individuals from deriving economic benefit from contravening the Act. Persons may request a review of the notice by a designated arms-length senior ministry employee.
 - The amount of the penalty is not to exceed \$100,000 per infraction. Specific infractions and associated penalties would be set out by regulation.
- **Restraining Order:** The ministry may apply to the Superior Court of Justice for an order to restrain a person from providing child care where there is a threat to the health, safety or welfare of any children.

Offences

- Under Part VII of the proposed Act, offences would include illegally providing child care, using protected terms, obstructing the inspector, refusing parental access, falsely claiming to be licensed, failing to comply with orders, and any other provision of the Act/regulations prescribed by regulation. Conviction of an offence under this Act is liable to a fine of up to \$250,000 or term of no more than one year of imprisonment, or both.
- The limitation period to be charged with an offence is two years from the date the director/inspector becomes aware of the non-compliance.

Overview of Legislation

CHILD CARE AND EARLY YEARS ACT: PART VI – SERVICE SYSTEM PLANNING (sections 47-62)

- Provisions articulate the **provincial interest** in a system of child care and early years programs and services, that, among other things:
 - Focuses on Ontario's children and families;
 - Includes knowledgeable, self-reflective and qualified professionals and staff;
 - Promotes health, safety and well-being of children;
 - Includes a provincial framework to guide pedagogy to support a high quality experience and positive outcomes;
 - Respects equity, inclusiveness and diversity in communities (e.g. rural, urban, Aboriginal, Francophone);
 - Supports social and economic well-being of Ontarians.
- **Duty to co-operate** would be established between service system managers (municipalities), school boards and prescribed persons for the purpose of implementation of the service plan.
- Duty to co-operate and share information would be established between the Province and service system managers to promote the safety, health and well-being of children, including access to and sharing of information related to child care and early years programs.
- The ministry and First Nations would be explicitly authorized to enter into agreements to provide child care and early years services.

Overview of Legislation

CHILD CARE AND EARLY YEARS ACT: PART VI – SERVICE SYSTEM PLANNING (sections 47-62) - continued

Powers and Duties of Service System Managers (municipalities)

- Develop child care and early years service plans that address the provincial interest and are consistent with provincial policy statements.
- Administer delivery of financial assistance, coordinating the planning and operation of child care and early years services with other human services they deliver.
- Facilitate economic viability of child care and early years programs and services in the area.
- Provide advice to the ministry regarding the issuance of a licence in relation to alignment with the local service plan.
- Report to the Minister on implementation, establishment, and funding of services.

Power and Duties of the Minister

- May establish, fund, administer child care and early years services, provide financial assistance, and enter into agreements with service system managers for these purposes.
- May issue policy statements in relation to child care and early years programs with respect to provincial interest and to guide operators regarding programming and pedagogy.

Overview of Legislation

CHILD CARE AND EARLY YEARS ACT: PART VII – GENERAL (sections 63 – 84)

- This Part addresses various **administrative matters** (appointments, designation of Consolidated Municipal Service Managers and District Social Service Administration Boards as service system managers).
- Where a child care centre is in a school, the **same building standards** that apply to the school would apply to the child care centre or part of the centre that provides care only to children aged 4 and up.
- **Regulation-making authorities** for the Minister and the Lieutenant Governor in Council (LGIC) are also set out in this part.
- Public comment would be required on proposed regulations under the Act.
- **A statutory review** of the proposed act within five years would be required.

Personal Information and Ontario Education Number (Child Care and Early Years)

- Personal information could be collected directly or indirectly by the Minister, service system managers, First Nations or prescribed local authorities for the planning and delivery of programs, determining eligibility to receive financial assistance, and allocating resources local authorities for the planning to programs.
- The Ontario education number could be assigned to a child registered in licensed child care or an early years program or service.
- Privacy provisions including an offence for collecting, using, or disclosing an Ontario education number except as provided for by law, are also included.

PART VIII of the act includes regulation-making authority to deal with transition and implementation of the proposed legislation and consequential amendments to other acts.

Overview of Legislation

AMENDMENTS TO THE *EARLY CHILDHOOD EDUCATORS ACT, 2007*

- Clarify requirements for registration as a member of the College of ECEs; mandatory membership for all qualified persons within the defined scope of practice. This includes those working in the unlicensed child care sector.
- Provide the College with the authority to accredit ECE programs in post-secondary institutions and other bodies, and to accredit ongoing education programs.
- Strengthen information sharing processes/reporting requirements between the College of ECEs, employers and the ministry to support enforcement and oversight functions.
- Includes measures to parallel recommendations from the 2012 *Review of the Ontario College of Teachers Intake, Investigation and Discipline Procedures and Outcomes, and the Dispute Resolution Program* conducted by the Honourable Patrick J. LeSage (many of which are already embedded in the College of ECEs' practices).

AMENDMENTS TO THE *EDUCATION ACT*

- Require school boards to ensure before and/or after school programs are available to students 6-12 years of age, where there is sufficient demand.
- Boards could offer programs directly or enter into an agreement with a third party provider, including a licensed child care provider or another program prescribed by regulation.
- Permit programs for 6-12 year olds to be available to students off-site (subject to regulations).
- Authority to regulate accommodation fees charged by boards for third party providers in schools.
- Revisions to complement amendments to the *Ministry of Training, Colleges and Universities Act* and the *Child Care and Early Years Act, 2014*.

Overview of Legislation

AMENDMENTS TO THE *MINISTRY OF TRAINING, COLLEGES AND UNIVERSITIES ACT*

Collection and Use of Personal Information (Post-Secondary)

- Authorize the Minister of Training, Colleges and Universities (TCU) and specified persons to collect, disclose and use personal information, directly or indirectly for purposes specified under the Act (e.g. planning and delivery of post secondary programs and services funded by the ministry; monitoring and evaluating the quality and outcomes of programs and services to ensure accountability and efficient use of public funds)
- Require specified institutions and entities to disclose personal information to the Minister of TCU as reasonably necessary for the purposes identified under the Act.
- Authority for the LGIC to make regulations regarding the above.

Ontario Education Numbers (Post-Secondary)

- Authorize the Minister of TCU to assign an Ontario education number (OEN) to a person enrolled or applying to a college, university or other post-secondary institution prescribed by regulation where one has not been already assigned by the Minister of Education.
- Consistent with the *Education Act*, authorize the Minister of TCU and prescribed persons to use, disclose and directly or indirectly collect personal information to assign, validate and update the OEN.
- Authorize a college, university or other post-secondary institution to collect, use, disclose or require the production of an OEN for the provision of education/training and purposes set out in the act.
- Collection, use, disclosure or production of a person's OEN except as permitted by law would be an offence.
- Authority for the LGIC to make regulations regarding the above.

APPENDIX A: Scope of the Child Care and Early Years Act, 2014

Application of the Act

Child Care (Temporary care and supervision in absence of parent/legal guardian)

Early years programs/services funded/administered by EDU
(programs/services for children/families that involve/relate to learning, development, health and well-being of children)

Exempt

- This would include care by relatives, public schools, private schools for children over 4 years of age, in-home care such as nannies, babysitting, child minding, camps for children over 4 years of age, skill-building recreation programs, etc.

Licence Required

- A child care licence is required for child care centres and home agencies (which contract with individual home providers).
- These programs would be permitted to use title protected terms (e.g. child care, child care centre).

Exceptions to Licencing

- An individual providing child care would not require a licence if they are providing care to 5 or fewer children, including their own children under the age of 6, (with no more than 2 under 2 years of age) or are an authorized recreation program (if the regulations so provide)

Prohibitions

- An individual is prohibited from providing child care in certain situations.
- This would include certain criminal convictions (e.g. sexual abuse), convictions under the Act, and professional misconduct resulting in revocation of registration (e.g. under ECEA, etc.)

- Set out for child care and early years system:
 - Provincial interest
 - Provincial and local roles/responsibilities
 - Broad regulation-making authority related to early years programs

APPENDIX B: Overview of Child Care

- In Ontario, the provincial government sets policy, regulates including licensing, and provides funding to support child care.
- Municipalities (Consolidated Municipal Service Managers/District Social Service Boards) and First Nations manage the system at the local level.
- The *Day Nurseries Act (DNA)* and Regulation 262 under the *DNA* sets out the legislative and regulatory framework governing licensed child care in Ontario.
- Under the DNA, where care is provided to **more than five children under ten years of age, a licence is required**. The ministry licenses:
 - **Child care centres** : providers serving more than five children must be licensed.
 - 5,050 licensed centres with total licensed capacity of 294,490 (as of March 2013)
 - **Private-home day care agencies (PHDC)**: Licensing is voluntary in the home-based sector. Child care providers may choose to enter into a contract with a PHDC, licensed by the ministry. These agencies inspect and oversee individual home-based providers.
 - 127 licensed private-home day care (PHDC) agencies and 5,960 PHDC home locations with total enrolment of 16,807 (as of March 2013).
- Licensed child care centres and PHDC agencies must meet and maintain specific provincial standards under the DNA (primarily related to children's health and safety) and are inspected on an annual basis for compliance.
- Unlicensed care for five or fewer children (under the age of 10) is not monitored by provincial licensing staff as it is exempt from the Act. Licensing staff do investigate complaints from the public about a person who may be taking care of more than five children.

APPENDIX C: Context

- The government has taken the following steps to modernize child care:
 - June 2012 release of the **Modernizing Child Care in Ontario** discussion paper to guide the transition of the child care system as full-day kindergarten (FDK) rolls out across the province by September 2014. EDU received approximately 400 submissions to the paper.
 - **Schools-First Child Care Capital Retrofit Policy**, including \$113 million over three years to support child care operators convert their existing child care spaces in schools to serve younger children.
 - A new, more equitable, transparent and streamlined **funding formula and framework** for allocating child care funds to CMSMs/DSSABs that took effect January 2013.
 - January 2013 release of the **Ontario Early Years Policy Framework**.
 - Annual investments over \$1 billion, including investment of \$346 million over 4 years (announced in Ontario 2012 and 2013 Budget).

York Catholic District School Board

REPORT

Report To: Accommodation and Business Affairs Committee

From: Administration

Date: January 18, 2015

Report: *Bill 8 “Public Sector and MPP Accountability and Transparency Act, 2014” Update*

EXECUTIVE SUMMARY

The purpose of this report is to review and provide initial information on the recently approved *Bill 8 “Public Sector and MPP Accountability and Transparency Act, 2014”*.

BACKGROUND INFORMATION

On December 9, 2014, the Ontario Legislature passed *Bill 8 “Public Sector and MPP Accountability and Transparency Act, 2014”* which permits the Government to institute new compensation grids for Directors of Education and Supervisory Officers of school boards.

To help facilitate discussion, two documents have been included, as follows:

- i) OCSTA/ OPSBA/ACEPO/AFOCSC Joint Submission to the Standing Committee on General Government Re: *Bill 8 “Public Sector and MPP Accountability and Transparency Act, 2014”* (Attachment #1).
- ii) December 2014 Labour and Employment Law Alert from Borden Ladner Gervais LLP, entitled *The Public Sector and MPP Accountability and Transparency Act, 2014 Becomes Law* (Attachment #2).

It is expected that the Ministry of Education will release a briefing note with regard to this new legislation, however, as of the date of this report no information has been received. An update will be provided once available.



Joint Submission

to

The Standing Committee on General Government

Re: *Bill 8, Public Sector and MPP Accountability and
Transparency Act, 2014*

November 26, 2014

November 26, 2014

To: The Standing Committee on General Government

Re: Bill 8, Public Sector and MPP Accountability and Transparency Act, 2014

The four school board/trustee associations would like to take the opportunity to respond and comment on this omnibus piece of legislation and in particular two schedules, out of the total eleven schedules, that will directly affect our membership. The bill's title refers to accountability and transparency—two values that school boards and their elected trustees strive to ensure on a daily basis. Governed by the Education Act, school boards operate under many regulations, policies and guidelines and provide numerous reports, as required by the Ministry of Education, in order to demonstrate transparency and accountability measures.

While we believe the government's intention is to increase public confidence and to show an openness to the province's electorate, we feel that, without due consideration of the current mechanisms for accountability and transparency that apply to school boards, we have been unfairly captured in the consideration of Schedule 1 – Broader Public Sector Executive Compensation Act, 2014 and Schedule 9 – Amendments to the Ombudsman Act and Related Amendments. The reporting requirements for school boards far exceed requirements in any other sector. These include highly detailed financial reporting three times a year in addition to multiple layers of reporting with regard to students, employees and board improvement planning.

Schedule 1: Broader Public Sector Executive Compensation Act, 2014

The new proposed legislation aims to establish compensation frameworks for a lengthy list of public sector employers including those at Ornge, Metrolinx, OLG and the LCBO as well as the executives at school boards. It would give the government the power to directly control executive pay including the option to set sector specific hard caps. While we understand that these frameworks are to be developed through regulation, we have strong concerns about the inclusion of school board Directors of Education and possibly Supervisory Officers. We do not believe the compensation structure for these positions fairly compares with CEOs and senior executives at the other organizations identified in the Schedule. Considering the scope of work and amount of responsibility that comes with their positions, the compensation for Directors of Education and Supervisory Officers comes in at the lower end of market value. These are salaries that do not need to be "reined" in in the context of legislation which is otherwise directed at a small grouping of highly compensated executives. The inclusion of school boards sends an erroneous message.

School boards operate in an increasingly complex environment and succession planning is becoming a serious issue. Several school boards have or will be facing staffing gaps as retirements and resignations create vacancies in senior roles. Currently, there is research that indicates that teachers, by and large, are not enticed by the additional marginal compensation to apply for these very demanding school administrative roles. While this new Act suggests that current executive payment would be grandfathered, school boards need the ability to attract and retain the best leaders and educators for our students. The proposed legislation allows no incentive for succession planning and has the capacity to wreak havoc on internal equity

in compensation structures. It is possible that employees who collectively bargain could receive higher compensation in their current position than the person or level above them to whom they report (teachers to principals, senior board staff to Director of Education, etc.) This simply does not make sense nor would it be acceptable in most workplaces.

The challenges for school boards in recruiting for senior positions are impacted as well by practices within their municipalities. The two sectors are in competition for the same level of expertise in leaders. The proposed legislation does not apply to municipalities. Municipalities can continue to improve their compensation frameworks and can therefore offer more competitive salaries than school boards will be able to do. It is arguable that school boards and municipalities are both municipal level governments and school boards should not be included with organizations such as Hydro One or Ornge.

We note, as well, that as of last year school boards had changes introduced to their Board Administration funding line, the changes are being phased in over four years. How would the new salary frameworks that would emerge from this proposed legislation impact the benchmarks contained in the revised funding line for Directors of Education and Supervisory Officers?

Some of the unreasonable impacts of this new legislation for school boards stemming from these compensation frameworks could have the following results:

- A supervisory officer of a school board, who becomes a Director of Education after the effective date of the framework will no longer be grandfathered and could end up being paid less as a Director of Education than what the supervisory officer currently earns.
- It is possible that a new Director of Education of a particular school board may be paid within a compensation structure that is capped at a lower level than the compensation structure that applied to the outgoing Director of Education of that school board.

The proposed legislation identifies “compensation in excess of \$100,000” as the threshold which triggers its provisions. This appears to parallel the threshold in the Public Sector Salary Disclosure Act, 1996, a threshold that has not been adjusted in almost twenty years despite inflation and a range of factors affecting compensation and working conditions in the public sector. The 1996 Act was intended to capture senior employees but as the annual “Sunshine List” reveals, there are many levels of employees whose total compensation now exceeds the threshold. Of these, many are in bargaining units and, because of collective bargaining rights, are exempt from the current proposed legislation. We raise these issues to underscore logical inconsistencies that should be addressed.

This current legislation does not clarify who else might be affected at a school board, for example could it affect Chief Psychologists and Chief Social Workers? It also does not suggest any effective dates for the compensation framework to come into force.

Finally, we strongly reiterate that we do not feel school boards ought to be considered in this grouping of public sector organizations. If there are to be compensation frameworks for our sector, they need to be developed and based on consultation and research of the labour market, considerations of internal equity, as well as jurisdictional analysis. Any benchmarks or frameworks for our senior administrators must closely

reflect the reality of the education sector. Consideration must be given to frameworks to allow for differences in school board size, organizational structure and span of control within a board.

Schedule 9: Amendments to the Ombudsman Act and Related Amendments

The changes being contemplated in these amendments would now give the Ombudsman the power to investigate school board decisions, which could be triggered by an individual complaint or by the Ombudsman himself. We would emphasize that the education sector is complex and involves not just the delivery of education but the physical and mental health of students, raising issues that go beyond the expertise of an Ombudsman. Furthermore, in the education sector there are currently provisions for review of decisions, most of which involve external third parties, including internal standard reviews, objections, appeals and hearings. Examples include disagreements in the areas of special education; suspensions, expulsions, exclusions, human rights violations; privacy violations; challenging the content of an Ontario Student Record; school closings; union grievance processes for staff, and so on. These offer protections that are built into our system and this is not true, to this extent, of other sectors that the Ombudsman oversees. It must be stated as well that many complaints that school boards receive from parents and community involve matters legislated by the Ministry of Education or are restricted because of the funding model mandated by the Ministry; such complaints will need to include the Ministry of Education.

We understand that an Ombudsman's investigations would not occur until a decision review has followed all of the above-mentioned existing processes that are at the complainant's disposal, or until a right of appeal or objection has expired. The proposed provisions still allow for a thoroughly reviewed complaint to be brought to the Ombudsman, requiring a school board to undergo yet another layer of investigation and administrative process with the delays, uncertainty and costs that this would entail. Based on real experience, we have strong concerns that legitimate and necessary school board processes will be undermined and even taken advantage of by those seeking to generate attention, including media attention, for their own purposes. It is, in fact, unclear to us what the problems are that this proposed legislation aims to resolve and we would caution that the proposed solution has the potential to create even greater issues for the government.

In fact, there was a statement by a Liberal minister in the house during second reading debate that said, "The proposed act would give the Ombudsman the authority to investigate complaints about school boards. This would give parents and members of the public the option to direct their complaints to the Ombudsman, if they're not satisfied with a school board decision." "Not satisfied" covers a broad spectrum of personal perspectives that can be at odds with the reasonable exercise of one's rights to a decision review and raises concerns about the circumstances and possible agendas that would have an individual call on this additional level of intervention. Furthermore, we must point out that there already exists an effective level of provisions and protocols for provincial oversight through the office of the Provincial Auditor.

We note that this schedule proposes an addition to the *Ombudsman's Act* that would protect the denominational and linguistic rights of staff students and communities served by Catholic and French Language Boards:

Nothing in this Act adversely affects the rights and privileges guaranteed by section 93 of the *Constitution Act 1867* and section 23 of the *Canadian Charter of Rights and Freedoms*, and the Ombudsman shall exercise his or her authority under this Act with respect to school boards in a manner that is consistent with and respectful of those rights and privileges.

While we would strongly argue that there are sufficient levels of oversight and appeal to render it unnecessary to extend the purview of the Ombudsman to school boards, we would submit that, if the legislature proceeds with these amendments, they must include provisions to protect denominational and linguistic rights. Amendments should also include stronger provisions to ensure that review of school boards by an Ombudsman cannot take place in matters where provisions already exist for review and these have been followed.

Communities elect school board trustees to be their voice in the advocacy of public education. They are democratically elected local politicians who work with staff at school boards to develop policies and procedures that support parental inquiries and concerns and that provide mechanisms for appeal. They are accountable to their communities to represent their interests, as well as making decisions on behalf of the entire board. As previously noted, the options for review and appeal of school board decisions are already extensive and exceed what exists in other sectors. The Ombudsman will need additional public resources if his jurisdiction is expanded to include Education. Adding yet another unnecessary layer of review is not a reasonable act of public policy or prudent use of taxpayer's money.

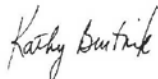
What is curious to us is the fact that this same larger bill includes a separate and exclusive Patient Ombudsman for hospitals. That schedule includes "the right of the Patient Ombudsman to refuse to investigate if the patient has not sought to resolve the complaint directly with the health sector organization." Why was this sector given its own ombudsman, including the provision that allows the ombudsman to refuse to investigate, and why wouldn't the same provisions be made for other sectors, particularly in the school board sector which has well-established and multiple layers of review and appeal already?

In closing, we emphasize that school boards are willing partners in advocacy for transparency and accountability. School boards need the ability to act responsibly in the exercise of their local governance – this includes having the mechanisms to implement effective hiring of their staff and recognition of the proven processes and procedures that work for their communities.

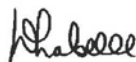
Sincerely,



Michael Barrett,
President
OPSBA



Kathy Burtnik,
President
OCSTA



Denis Labelle,
Président
ACÉPO



Jean Lemay,
Président
AFOCS



DECEMBER 2014

LABOUR AND EMPLOYMENT LAW ALERT

THE PUBLIC SECTOR AND MPP ACCOUNTABILITY AND TRANSPARENCY ACT, 2014 BECOMES LAW

On December 9, 2014 the Ontario legislature passed Bill 8, the *Public Sector and MPP Accountability and Transparency Act, 2014*. Bill 8 gives the government the authority to establish new “compensation frameworks” for certain senior public sector executives and implement new accountability and transparency measures for the broader public sector (“BPS”). Bill 8 was previously introduced as Bill 179, but died on the order paper.

Bill 8 contains amendments to several acts, including the *Broader Public Sector Accountability Act, 2010* (“BPSAA”), and creates a new statute called the *Broader Public Sector Executive Compensation Act, 2014* (“BPSECA”). The government has indicated that Bill 8 will act to expand oversight of government agencies and the broader public sector.

BPSECA applies to designated broader public sector employers, including school boards, hospitals, universities, colleges, Hydro One, the Independent Electricity System Operator, the Ontario Power Authority, Ontario Power Generation, and community care access corporations. In committee, the government amended BPSECA to also apply to additional organizations, most notably Ornge, Metrolinx, and the LCB0. BPSECA applies to employees and office holders who are “designated executives,” defined as persons who make at least \$100,000 in compensation per year, or who could potentially receive \$100,000 per year, and who are:

- the head of an organization;

- vice president or other executive (e.g., chief operating officer, chief administrative officer, chief information officer), regardless of title; or
- a director of education or supervisory officer of a school board.

Designated executives do not include full-time members of a board of directors, board of governors or board of trustees, or provosts and deans of colleges and universities.

BPSECA authorizes the government to make regulations establishing “compensation frameworks” that could impose compensation restraints on all designated executives, a limited class, or even a specific individual. These compensation frameworks could create limits on any aspect of an employer’s compensation plan, including salary, benefits, bonuses, or perquisites. These compensation frameworks would replace the existing freeze on salaries for designated executives, and may include sector specific hard caps.

A designated executive that is subject to a compensation framework cannot be paid more than is authorized by the compensation framework. However, there is an exception for designated executives holding office immediately prior to the effective date of the compensation framework. For three years following the effective date of the relevant compensation framework, executives who continue to be employed in the same position are entitled to continue under their previous compensation plan, even if the compensation under the plan exceeds the amount provided for in the compensation framework. After the third anniversary of the effective date, all designated executives will be subject to the maximum compensation provided for in the relevant compensation framework.

The government has indicated that it plans to rollout these compensation frameworks in phases, beginning approximately six months after the passing of the legislation. In devising these frameworks, the government has committed to:

- Consulting and liaising with stakeholders, including broader public sector representatives;
- Collecting and analyzing compensation information;
- Identifying and building in sector-specific considerations; and
- Using a range of comparators to determine target median compensation, with a focus on public sector comparators.

In addition, BPSECA gives the government the power to issue directives to BPS organizations, requiring these organizations to provide detailed compensation information with respect to one or more designated executives.

ENFORCEMENT OF COMPENSATION RESTRAINT MEASURES

A series of proposed measures would ensure that organizations are in compliance with any applicable compensation framework. These measures include:

- Providing the government with the ability to conduct audits;

- Requiring heads of organizations to attest to compliance with the compensation frameworks through a reporting period;
- Offence provisions to address wilful false reports, statements or attestations; and
- Overpayment provisions under which employers could be required to repay any amount that exceeds what is authorized under the Act.
- To ensure that BPS organizations would comply with their obligations under BPSECA, the Bill provides for a number of enforcement mechanisms, including:
 - New audit power that allows the government to appoint a public accountant to confirm an organization's compliance with the applicable compensation frameworks.
 - New offences resulting in a fine of up to \$5,000 for:
 - willfully failing to provide report, statement or attestation under BPSECA;
 - wilfully providing a false report, statement or attestation under BPSECA; or
 - obstructing an auditor in the performance of their auditing functions under the Act.
 - New liability for "overpayments":
 - the executive to whom an overpayment has been made can be held personally liable for a corresponding debt to the organization; and
 - the organization that made an overpayment can be held liable for a corresponding debt to the Crown, which can be deducted from future financing.

For example, a compensation framework might institute a hard salary cap for a designated executive of an organization. Exceeding that salary cap could have serious consequences for both the executive and/or the organization. The executive could be held personally liable for the debt to the organization and/or the amount could be deducted from the organization's future funding in order to account for its debt to the government.

ACCOUNTABILITY MEASURES

Bill 8 builds on existing measures under the BPSAA, and contains several amendments to the BPSAA, including:

- Government-issued directives requiring certain BPS organizations, which include hospitals, school boards, universities and colleges, to prepare and publish business plans and/or other business or financial documents specified in the directive; and
- Government-issued guidelines with respect to how publicly funded organizations must prepare and publish business plans and other financial documents.

In addition, Bill 8 amends the *Excellent Care for All Act*, which applies to hospitals, to create the Patient Ombudsman. The Patient Ombudsman has the power to receive and investigate complaints from patients and former patients and make recommendations to the health sector organization.

Bill 8 also amends the *Municipal Freedom of Information and Protection of Privacy Act* to require institutions to put "reasonable measures" in place to preserve records within their custody and control. The Bill also creates a new offence where a person has altered, concealed or destroyed a record in order to deny a right of access to the record or the information contained in it.

Finally, Bill 8 amends the *Ombudsman Act*, expanding the Ombudsman's powers to apply to matters related to school boards, universities and certain municipal entities. The Ombudsman would have the power to investigate complaints about these entities, make recommendations, and report on his findings. This new Ombudsman oversight could result in increased public scrutiny of school boards' policies and practices.

CONCERNS

Stakeholders have raised various concerns with respect to Bill 8 and, in particular, with the upcoming introduction of the compensation frameworks. Apprehensions have been voiced with respect to the apparent blanket application of the legislation across the various, unique sectors. There is also concern that the compensation frameworks may disadvantage provincial public bodies in their ability to compete with municipalities and the private sector for talent. Furthermore, it remains to be seen how the government will address equity, regional and inflationary concerns in fashioning the compensation frameworks.

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York Catholic District School Board

Report

Report To: Accommodation and Business Affairs Committee
From: Administration
Date: January 13, 2015
Report: Cost of High Efficiency Hand Dryers in High Schools

Executive Summary

As requested by Trustees at the December 16, 2014 Board meeting, this report is intended to provide initial information:

- The capital cost of retrofitting the existing electric hand dryers in secondary schools with high efficiency hand dryers.
- The capital cost of adding a second hand dryer in student washrooms that currently contain one.
- Other information about the high efficiency hand dryers.

Note: Also as requested by Trustees, a report is being developed regarding hand sanitizer. This information will be incorporated as part of this report, at a future meeting.

Background

In order to determine the number of student washrooms and existing hand dryer in the high schools, a survey was sent out to the head custodians in these schools. The results of the survey are included in Table 1, below. The survey indicated that there are 170 student washrooms with 259 electric hand dryers.

In order to determine the number of hand dryers required, the assumption was made that all student washrooms would have two hand dryers except for accessible washrooms; which would be provided with one each.

Thus, the number of existing dryers to be replaced with new high efficient hand dryers is 259. The number of additional hand dryers required to be bring the total in each washroom to two is 72.

The high efficiency hand dryers considered in this report are:

- Dyson Airblade dB
- Dyson Airblade V
- World Dryer SMARTdri.

Table 1: Survey of Number of Washrooms, Hand Dryers and Calculation for Two per Washroom

School	No. of Washrooms	No. of Hand Dryers Present	No. of Hand Dryers Operating	Additional Hand Dryers Required for 2 per washroom	Comments
Our Lady of the Lake CHS	10	16	13	4	
Sacred Heart CHS	8	8	8	8	
Cardinal Carter CHS	18	18	18	14	4 of those washrooms are Accessible
St. Theresa of Lisieux CHS	23	35	34	11	
St. Robert CHS	10	13	12	7	
St. Elizabeth CHS	18	27	27	9	excludes theatre
St. Augustine CHS	8	10	10	6	
St. Brother Andre CHS	13	25	25	1	1 washroom is Accessible
St. Brother Andre CHS/ANNEX	6	0	0	12	
Father Michael McGivney CHS	15	14	13	15	1 washroom is Accessible
St. Joan of Arc CHS	19	36	35	2	
Father Bressani CHS	12	20	17	4	1 washroom is staff washroom
Holy Cross CHS	8	16	12	0	
St. Maximilian Kolbe CHS	18	25	25	3	8 of those washrooms are Accessible
St. Jean de Brebeuf CHS	8	16	16	0	
Jean Vanier CHS	12	22	22	2	
sub-totals	170	259	248	72	
Note: Accessible washrooms provided with one hand dryer					

Cost of Replacing Existing Hand Dryers with High Efficiency

It is assumed that the replacement of each of existing hand dryer would require a transition plate to cover the existing opening and that each new dryer would be compatible with the existing electrical circuitry. For the World Dryer SMARTdri and Dyson Airblade V it was also assumed that the existing mounting height would remain, however, for the Dyson Airblade dB, it was assumed the mounting height would be lowered as the dryer is accessed from the top. Table 2 illustrates the costs to replace the existing hand dryers with the three units considered. The costs to purchase the units were obtained from the Board's suppliers. Approximate quantities were provided to the supplier, however, a formal tender may result in better pricing.

Table 2: Cost to Replace Existing Hand Dryer with High Efficiency Models

	Dyson Airblade dB	Dyson Airblade V	World Dryer SMARTdri
Cost to Purchase	\$1,350	\$799	\$533
Replace Existing	\$250	\$150	\$150

The approximate cost to replace the 259 hand dryers with high efficiency dryers with each of the following models is:

Dyson Airblade dB \$414,000

Dyson Airblade V \$246,000

World Dryer SMARTdri \$177,000

Cost of Adding a Second High Efficiency Hand Dryer Where Required

For providing additional hand dryers, it was assumed that a new electrical circuit would be required. This is for two reasons: First, the manufacturers recommend a dedicated circuit for each dryer and second, if one circuit is used and the circuit is tripped, both dryers in a washroom would be inoperable. For estimating purposes, it was assumed that each circuit would be within 50 metres of an electrical panel for which breakers for the existing electrical panel are readily available and that the conduit would be surface run in the washrooms.

Table 3: Cost to Add a Second High Efficiency Hand Dryer

	Dyson Airblade dB	Dyson Airblade V	World Dryer SMARTdri
Cost to Purchase	\$1,350	\$799	\$533
Install New 50 metres	\$600	\$600	\$600

The approximate cost to provide the additional 72 high efficiency dryers by models is:

Dyson Airblade dB \$140,000

Dyson Airblade V \$101,000

World Dryer SMARTdri \$ 82,000

Other Information:

There are a number of factors that should also be considered with the high-efficiency hand dryers.

The drying time on the three units analysed are all between 10 and 15 seconds. All have similar power consumption.

The sound levels of the three models studied is a concern. The quietest unit was the Dyson dB, with a sound level of 82 dBA. The SMARTdri unit was reported to have a sound level of 85dBA, while it was not possible to determine the sound pressure level of the Dyson V model. It should be noted that under Reg. 851 of the Occupational Health and Safety Act, the maximum sound pressure level without posting warning signs is 85dBA (Reg. 851 sec 139.10). These sound levels are a concern for classrooms adjacent the washroom, especially at schools where the washrooms do not have corridor doors. The Dyson dB model is accessed from the top and is, therefore, mounted a lower level. This mounting height and the design of the unit may make it more susceptible to vandalism.

Conclusion:

The three high efficiency hand dryers investigated would yield energy savings, however, it is difficult to determine the exact savings as it is dependent on usage. In order to maximize savings, consideration should be given to removing the paper towel dispensers from the washrooms where they exist.

The approximate cost of replacing existing hand dryers with high efficiency models varies between \$177,000 and \$414,000. The approximate cost of adding second high efficiency hand dryers where required varies between \$82,000 and \$140,000.

The sound levels of the units are a concern, as they may impact classrooms adjacent to the washrooms. The design of the dryer should also be considered, as some models may be more susceptible to vandalism.

York Catholic District School Board

REPORT

REPORT TO: Accommodation and Business Affairs
FROM: Administration
DATE: January 20, 2015
SUBJECT: Design and Construction Status Update

Executive Summary

The purpose of this report is to provide information to Trustees regarding the status of major pupil accommodation projects as of January 12, 2015, including information related to i) design status ii) construction status, iii) change order summary and iv) funding summary

i) DESIGN STATUS

Kleinburg CES

At the October 23, 2014 meeting of the Board of Trustees, the following motions were approved:

- a) *THAT the Board approve that the tendering of the Kleinburg School to be targeted for February 2015; and*
- b) *THAT the new Kleinburg Catholic Elementary School be organized to open effective for the September 2016 school year.*

The Site Plan Application has been approved and an application for the Building Permit has been made. This project is scheduled to be tendered in mid- to late-February 2015.

Information regarding the prospect of constructing a Child Care Centre at this school has been presented in previous reports to Board and Accommodation. The site can accommodate a centre. Municipal approvals for the centre would require approximately six months.

Administration has made application to the Ministry of Education requesting funding for a child care centre. A formal response from the Ministry has not been received regarding the request.

Sharon West (OLGC Replacement School)

The status of this 461 pupil place project remains unchanged. Access to the site is not expected to be available until late 2015. Construction start date would be late April/early May 2016 with construction expected to be complete by July 2017 and occupancy scheduled for September 2017.

Note: Discussions (involving local trustee along with staff) has commenced with the Town and developer in an effort to develop strategies to fast track access to site. Should efforts to fast track be successful, then then projected completion schedule would be amended accordingly.

ii) **CONSTRUCTION STATUS**

Guardian Angels CES

With the exception of the sod for the playfield, construction is complete. The contractor is addressing deficiencies.

Relocation of classrooms from St. Agnes of Assisi to Guardian Angels took place on December 17 and 18, 2014. All other furnishings and equipment were delivered during that same week in December. Classes in the new school began January 5, 2015.

Cornell (St. Joseph (M) Replacement) School

The school was occupied on the weekend of November 14-16, 2014. The contractor is addressing deficiencies outside of regular school hours.

Construction of the Child Care Centre is substantially complete. The Ministry of Education approved the license to operate the centre during the last week of December. The centre opened on January 5, 2015.

iii) **CHANGE ORDERS**

The generally accepted industry standard for Change Order value compared with tender value is 5%. The overall Change Order value compared to contract value is 3%. The following table presents information regarding the overall Change Orders received to date for the projects noted in the previous section. Those Change Orders in excess of \$25,000 are also identified for each project and attached as Appendix A.

It should be noted that the largest change order identified in this report is due to the relocation of the building on site bringing it closer to the street as required by the City of Markham. This change resulted in the need to construct a stair and ramp access from the municipal sidewalk. As previously communicated by the project architect, under the original site plan concept, there was a gradual incline from the sidewalk to the school. With the site plan change, a stair and ramp structure was required in place of a sidewalk. The change in location of the building as well as the requirement for the stair structure resulted in the school and stair foundations interfering with the underground services.

	CONTRACT	Total Change Order	% of Contract
St Joseph Replacement	\$8,888,000.00	\$433,370.56	4.88%
Guardian Angels	\$9,280,000.00	\$114,876.11	1.56%
TOTAL	\$18,168,000.00	\$548,246.67	3.02%

NOTES:

- As Maystar, the general contractor for the construction of the school, was the successful bidder for the Child Care Centre, the tendered price of the child care centre will be added to the cost of the school construction through a Change Order. The tender price of the child care centre is \$799,000.
- There are no EDC related Change Orders
- When the projects are complete, the Cash Allowances of the projects will be reconciled. There will be an overall credit due to underspent Cash Allowances that will be realized.

iv) **FUNDING SUMMARY**

All costs associated with these projects, including the changes orders, have been funded from the capital allocations received from the Ministry for these projects. The total cost of construction meets the Board's construction benchmark component.

A separate report titled Capital Analysis and Planning Template (CAPT) Ministry Submission is included in this agenda. As noted in that report, *there are 'no unsupported amounts'.* *Approved funding sources are sufficient to support the Board's major capital projects.*

Prepared and submitted by: J. B. Eldridge, Superintendent of Plant
Endorsed by: J. A. Sabo, Associate Director - Corporate Services & Treasurer of the Board

APPENDIX A

CHANGE ORDER >\$25,000		
PROJECT	DESCRIPTION	VALUE
St Joseph Replacement	Revision to Site Servicing Erosion and Sediment Control required by Markham ⁽¹⁾	118,121.85
	Monolithic curbs & sidewalk ⁽²⁾	27,712.44
	Revised footings to resolve interferences between foundation and site services due to site plan amendments required by Markham ⁽³⁾	144,242.28
Guardian Angels	Monolithic curbs & sidewalk ⁽²⁾	35,764.36

NOTES:

(1) This Change Order was issued as a Post Tender Addendum. The City of Markham Engineering Department comments during Site Plan Approval were received after the project had been tendered. This Change Order is a compilation of City requirements as follows:

- | | |
|---|--------|
| a. Storm water management | 30,260 |
| b. Erosion control excavation & grading | 28,090 |
| c. Double check valve and chamber | 25,060 |
| d. Temporary sediment control pond | 34,710 |

(2) The monolithic curbs and sidewalks were installed in lieu of regular concrete slabs and curbs. A monolithic sidewalk and curb are poured together in the same mould forming one unit as opposed to the regular sidewalk slab and separate curb. This change will reduce future maintenance costs and avoid trip hazards due to differential settling of curbs and sidewalks

(3) This Change Order is required as the result of the change in building location required through the Site Plan Approval process.

- | | |
|--|--------|
| a. Foundation reinforcement | 42,350 |
| b. Construction of stair/sidewalk | 53,102 |
| c. Interference with storm/sanitary/water services | 34,771 |
| d. Site preparation | 14,109 |

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT

REPORT TO: Accommodation & Business Affairs Committee
FROM: Administration
DATE: January 20, 2015
REPORT: Development of Artificial Surface Fields Update

Executive Summary

The purpose of this report is to provide information to Trustees regarding the current discussions and plans for artificial surface fields. The construction of a field and dome facility at Fr Michael McGivney is scheduled to begin in April 2015. A proposal to develop an artificial surface field at Holy Cross is currently being held with the City of Vaughan.

Background Information

There are artificial surface fields at three secondary school locations –St Joan of Arc, St Robert and St Maximilian Kolbe. All three of these projects were developed in partnership with outside organizations.

Current Initiatives

Administration is currently working with external partners to develop artificial surface fields at two locations - Fr Michael McGivney CA and Holy Cross CA.

i) Fr Michael McGivney

There is an agreement between the Board and FSTM to develop a field and dome at this school. Construction of this facility is scheduled to begin April 2015. The project is scheduled to be complete in September 2015.

ii) Holy Cross

Preliminary discussions regarding the development of an artificial surface field at Holy Cross are being held with the City of Vaughan. A meeting with City officials is scheduled for January 28, 2015.

Next Steps

Further information will be presented to Trustees regarding the status of these initiatives as these projects progress.

Prepared and Submitted by: J. B. Eldridge, Superintendent of Plant
Endorsed by: J. A. Sabo, Associate Director - Corporate Services & Treasurer of the Board

York Catholic District School Board

REPORT

REPORT TO: Accommodation and Business Affairs Committee
FROM: Administration
DATE: January 20, 2015
SUBJECT: Elementary School Field Status

Executive Summary

The purpose of this report is to provide information to Trustees regarding the Consultant's Condition Assessment Survey of the elementary school fields. Five fields were deemed to be Very Poor to Poor; 37 to be Fair; 34 to be Good; and, 8 to be Excellent. Six school fields were not assessed.

Background

A visual condition assessment survey of the elementary school fields was conducted by Stantec Consulting in the fall of 2014. The Consultant recorded their observations and applied a numerical rating to the observations. The following condition assessment categories were developed.

1. Very Poor
2. Poor
3. Fair
4. Good
5. Excellent

Condition Assessment Results

The results of the survey reflect the Consultant's opinion of the overall condition of the field, however, there may be areas of a field that has been rated as Very Good or Excellent that may be in need of some repair.

Six schools were not assessed: St. Stephen, Holy Jubilee, St. Emily and St. Jerome have each had a hard top surface laced on most, if not all, of the field. As Guardian Angels and St. Joseph (M) were in construction, these fields were not available at the time of the assessment. The condition assessment of all fields is included in the table attached as Appendix A.

The condition of the fields is generally the result of the amount of usage the field receives. Fields in the elementary panel are subjected to constant use throughout the entire year and are not given the time required to recover and grow. Typically, the fields on school sites where port-a-paks and portables are located are subjected to much more wear and tear and where there are no portables. There are more students who play on reduced playing surface.

The areas around soccer goal posts and at centre field tend to be areas that are in the worst condition. The area adjacent to the hard surface where salt runs off leaves these areas of the field without any vegetation. The current new school design, where possible, incorporates the goal of having the fields located at a higher elevation than the hard surface to reduce the impact of salt contamination.

The following table notes the number of schools that are assessed as being in one of the five categories identified in the previous paragraph.

Rating		Number of Schools
1	Very Poor	1
2	Poor	4
3	Fair	37
4	Good	34
5	Excellent	8
Not Assessed		6

Next Steps

The field condition assessment information will be a consideration in determining the process to undertake to resolve poor field conditions. The resolution may be a capital improvement of the entire field (e.g. asphalt, replace existing field) or major portion of the field. The use of the field and how it supports the school learning program would be a major consideration if it became necessary to replace/resurface an entire field.

This information will also be used in conjunction with the field maintenance program. As maintenance funding is very restricted, this information will assist in setting maintenance priorities.

Prepared and Submitted by: J. B. Eldridge, Superintendent of Plant

Endorsed by: J. A. Sabo, Associate Director – Corporate Services & Treasurer of the Board

School Name	School Number	Sod Rating	Condition
St Andrew	401	1	Very Poor
St David	436	2	Poor
Our Lady of Fatima	450	2	Poor
Our Lady of Hope	130	2	Poor
St Mary of the Angels	420	2	Poor
Our Lady of Peace	459	3	Fair
St Mark	316	3	Fair
Canadian Martyrs	151	3	Fair
Divine Mercy	483	3	Fair
Immaculate Conception	452	3	Fair
Our Lady Help Of Christians	211	3	Fair
San Lorenzo Ruiz	312	3	Fair
St Agnes of Assisi	445	3	Fair
St Gregory the Great	454	3	Fair
St Marguerite D'Youville	201	3	Fair
St Patrick (M)	307	3	Fair
St Raphael the Archangel	431	3	Fair
Corpus Christi	276	3	Fair
Father John Kelly	466	3	Fair
Our Lady of the Annunciation	109	3	Fair
St Joseph (A)	102	3	Fair
St Monica	386	3	Fair
St Nicholas	185	3	Fair
St Padre Pio	404	3	Fair
All Saints	301	4	Fair
Father Frederick McGinn	133	3	Fair
Notre Dame	108	3	Fair
St Angela Merici	487	3	Fair
St Anthony	221	3	Fair
St Brigid	391	3	Fair
St Catherine of Siena	442	3	Fair
St Clare	464	3	Fair
St Clement	435	3	Fair
St Gabriel the Archangel	462	3	Fair
St Joseph the Worker	257	3	Fair
St Julia Billiart	319	3	Fair
St Mary	193	3	Fair
St Patrick (S)	114	3	Fair
St Veronica	434	3	Fair
St Cecilia	473	3	Fair
St Elizabeth Seton	163	3	Fair
St Joseph (RH)	212	3	Fair
Holy Spirit	192	4	Good
Prince of Peace	189	4	Good

School Name	School Number	Sod Rating	Condition
Blessed Trinity	499	4	Good
Good Shepherd	177	4	Good
Mother Teresa	331	4	Good
St John Bosco	465	4	Good
St John XXIII	324	4	Good
St Margaret Mary	410	4	Good
St Rene Goupil - St Luke	234	4	Good
Christ the King	272	4	Good
Father Henri J.M. Nouwen	282	4	Good
Our Lady of the Rosary	229	4	Good
San Marco	455	4	Good
St Anne	241	4	Good
St Benedict	349	4	Good
St Francis of Assisi	432	4	Good
St Francis Xavier	360	4	Good
St Justin, Martyr	361	4	Good
St Peter	425	4	Good
St Thomas Aquinas	103	4	Good
St Vincent de Paul	367	4	Good
Bishop Scalabrini	239	4	Good
Holy Name	105	4	Good
Light of Christ	173	4	Good
Our Lady of Grace	101	4	Good
Sir Richard W Scott	396	4	Good
St Bernadette	104	4	Good
St Charles Garnier	227	4	Good
St Edward	353	4	Good
St John Paul II	223	4	Good
St Kateri Tekakwitha	333	4	Good
St Mary Immaculate	213	4	Good
St Paul	126	4	Good
Our Lady of Good Counsel	115	5	Excellent
St James	406	5	Excellent
Holy Family	271	5	Excellent
St Brendan	392	5	Excellent
St John Chrysostom	140	5	Excellent
St Matthew	337	5	Excellent
St Michael Academy	222	5	Excellent
St Michael the Archangel	417	5	Excellent
Guardian Angels	419	NOT ASSESSED	
Holy Jubilee	469		
St Emily	407		
St Jerome	143		
St Joseph (M)	306		
St Stephen	403		

York Catholic District School Board

REPORT

REPORT TO: Accommodation and Business Affairs Committee
FROM: Administration
DATE: January 20, 2015
SUBJECT: Status of Radon Testing Program

Executive Summary

The purpose of this report is to provide information regarding the current status of the radon testing program as well as a meeting held with the Ontario Lung Association.

Current Status

The radon measurement kits were placed in the schools in December 2014. In accordance with the recommended placement protocol, the units were placed in a room in the lowest elevation of the school. Generally, the units were placed in the school office area where the risk of interference/tampering would be minimized. These units will be retrieved in mid-March and forwarded to the consultant for review. A report is expected in early April, 2015.

The Ontario Lung Association (OLA) became aware of the Board's initiative and requested a meeting to receive more information regarding the program. The OLA appreciated the reference to their month of November radon awareness campaign. Administration met with representatives of the Ontario Lung Association to discuss the radon measurement initiative. The Association expressed an interest in outcome of the program.

Prepared and Submitted by: J. B. Eldridge, Superintendent of Plant
Endorsed by: J. A. Sabo, Associate Director - Corporate Services & Treasurer of the Board

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT TO: Accommodation and Business Affairs Committee

FROM: Administration

DATE: January 20, 2015

RE: Semi-Annual Development Circulation Report
June 2014 – January 2015

Executive Summary

The purpose of this report is to provide Trustees with a summary of low density development applications over 100 units and high density development applications over 1,000 units, which have been processed by Administration during the period of June 2014 to January 2015.

In accordance with Board practice, as part of the reporting process for major residential development applications, Administration prepares a report, twice a year outlining activity and Administration's response on behalf of the Board.

A summary of the development applications and a map are included in the Appendix. A total of ten plans meeting the criteria have been circulated during the time period. Included in the total is a plan that contains the North Leslie elementary school site which was designated by the Board on November 8, 2005.

Background

This semi-annual report is intended to highlight to Trustees the development applications within the Region and specific municipalities. Official Plans and Secondary/Block plans continue to come to the Board individually for approval as they are received.

A total of ten plans have been reviewed and comments have been provided to the respective municipality. Please refer to the attached table for further details. White-belt expansion areas continue to be monitored, however no formal applications have been received for these areas at this time.

North Leslie Development Area (Richmond Hill)

Of the 10 plans received during the time period, 7 are within the North Leslie Secondary Plan, Town of Richmond Hill. Administration anticipates occupancies within this development area to commence in 2018.

Plan of Subdivision 19T-12R13 identified as Number 4 on the attached map contains the North Leslie elementary school site which was designated by the Board on November 8, 2005. The plan was reviewed by Administration and found to be generally acceptable. Conditions of Draft Plan Approval were sent to the Town of Richmond Hill on August 21, 2014 as part of the development approval process.

Summary

This report and attached table provides Trustees with a summary of applications processed by Administration during the period of June 2014 to January 2015. The next report will be provided in June 2014.

List of Attachments:

1. Summary Table of Semi-Annual Development Applications
2. Location Map of Semi-Annual Development Applications
3. Subdivision Plan of the North Leslie Elementary School Site

Prepared by: Adam McDonald, GIS Analyst and Planner
Reviewed by: Tom Pechkovsky, Manager of Planning Services
Submitted by: Dan McCowell, Senior Manager of Administrative Services

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Semi-Annual Development Application Summary
July 2014 - January 2015

Attachment # 1

Development Plan	Map ID	Date Received	Comment Letter Date	Comment Type	Municipality	Planning Area	Trustee	Timing	Number of Units	Site Required	Elementary School Boundary	Secondary School Boundary	Anticipated Elementary Yield	Anticipated Secondary Yield
19t-13R16	1	2/10/2014	2/20/2014	No comments	Richmond Hill	Oak Ridges	Ann Stong Domenic Mazzotta	2018	28 SF, 111 TH	No	Our Lady Help of Christians	Jean Vanier	12	13
19T-14E03	2	7/12/2014	7/31/2014	No comments	East Gwillimbury	East Gwillimbury	Theresa McNicol	2018	173 SF, 30 TH	No	Our Lady of Good Counsel	Sacred Heart	37	11
19T-14G02	3	7/21/2014	7/29/2014	No comments	Georgina	Georgina	Theresa McNicol	2019	910 SF, 12 SD, 49 TH	No	Prince of Peace	Our Lady of the Lake	110	62
19T-12R13	4	8/6/2014	8/21/2014	Conditions of Draft Plan Approval	Richmond Hill	Oak Ridges	Ann Stong Domenic Mazzotta	2018	350 SF, 74 TH	Yes - North Leslie	Corpus Christi	Jean Vanier	68	35
19T-03R07	5	8/6/2014	9/10/2014	No comments	Richmond Hill	Oak Ridges	Ann Stong Domenic Mazzotta	2018	204 SF, 39 TH	No	Our Lady Help of Christians	Jean Vanier	40	19
19T-03R06	6	8/6/2014	9/10/2014	No comments	Richmond Hill	Oak Ridges	Ann Stong Domenic Mazzotta	2018	223 SF, 203 TH	No	Corpus Christi	Jean Vanier	54	38
19T-14R06	7	9/10/2014	9/22/2014	No comments	Richmond Hill	Oak Ridges	Ann Stong Domenic Mazzotta	2018	129 SF, 42 SD, 528 TH, 200 Apt	No	Our Lady Help of Christians	Jean Vanier	70	68
OPA(V)-14003	8	9/23/2014	9/26/2014	No comments	Vaughan	Vaughan-Woodbridge	Dino Giuliani	2018	271 TH	No	St.Peter	Holy Cross	23	7
19T-13R15	9	10/31/2014	11/10/2014	No comments	Richmond Hill	Oak Ridges	Ann Stong Domenic Mazzotta	2018	300 SF	No	Our Lady Help of Christians	Jean Vanier	54	24
19T-04R08	10	12/17/2014	12/19/2014	No comments	Richmond Hill	Oak Ridges	Ann Stong Domenic Mazzotta	2019	200 SD / 6 TH	No	Corpus Christi	Jean Vanier	26	12

Semi-Annual Development Tracking (June 2014- January 2015)

Location of Development Applications

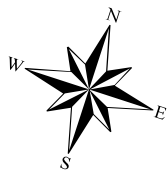
Attachement 2

Planning Services Unit

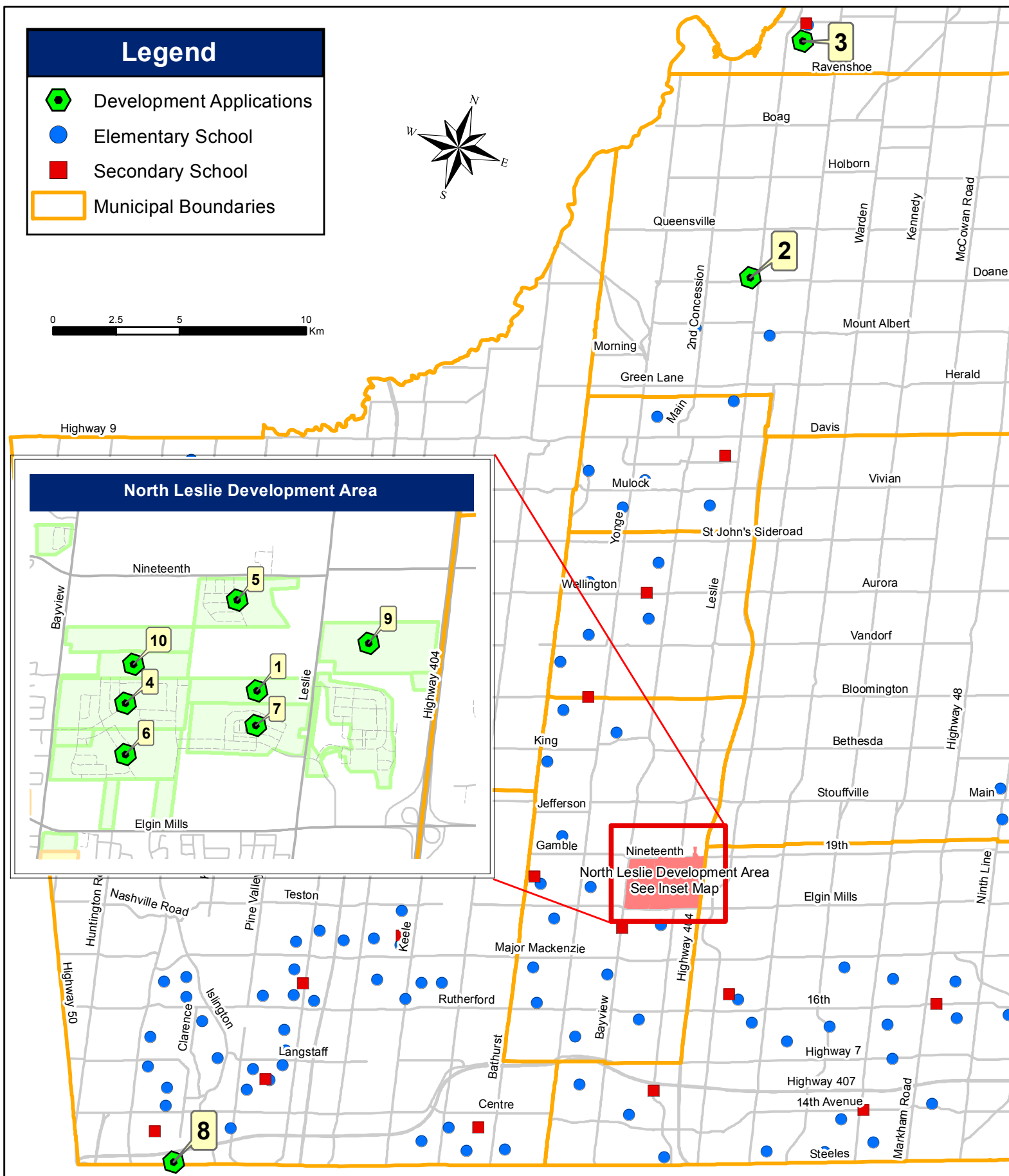
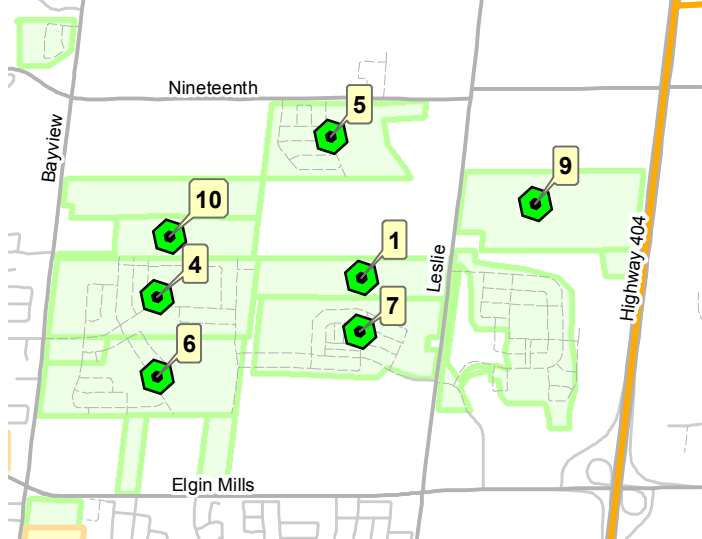
Legend

- Development Applications
- Elementary School
- Secondary School
- Municipal Boundaries

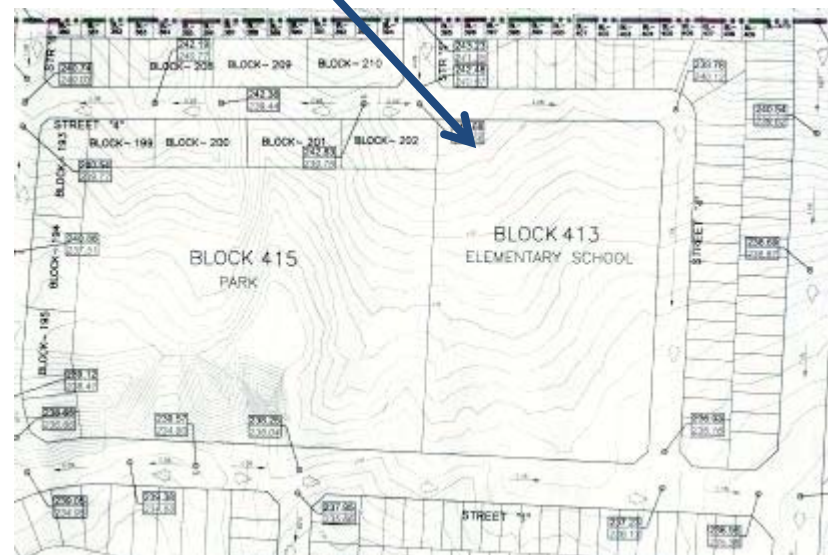
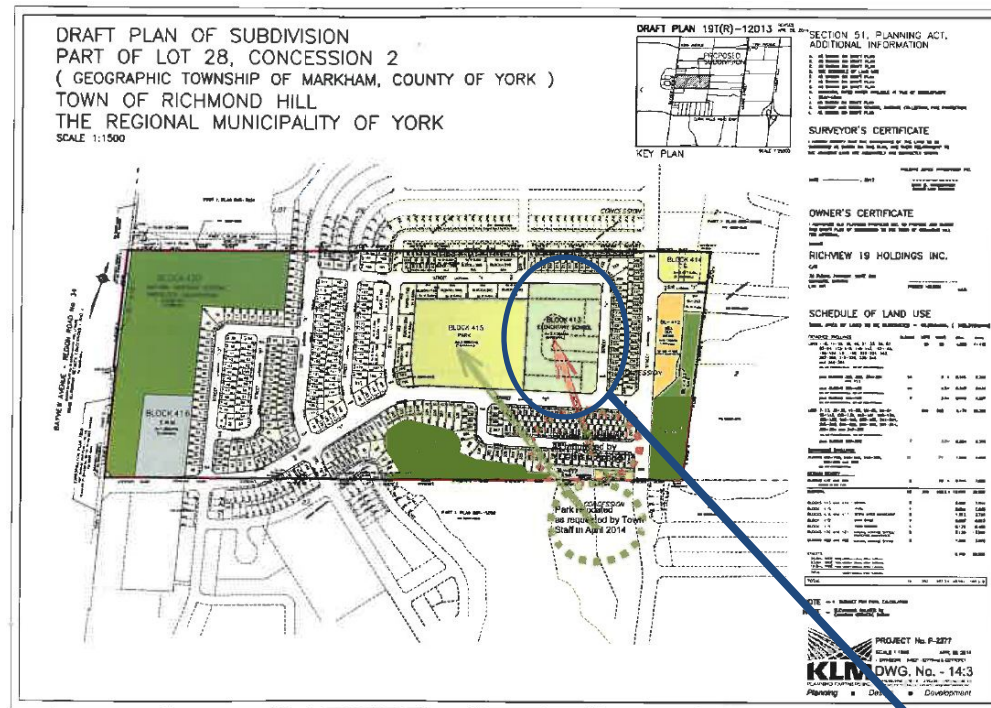
0 2.5 5 10 Km



North Leslie Development Area



North Leslie Elementary School Site (Plan of Subdivision 19T-12R13)



Report

Report To: Accommodation and Business Affairs Committee

From: Administration

Date: January 12, 2015

Subject: Kleinberg Child Care Centre

Executive Summary:

As per Board motion, staff undertook a brief study to determine the feasibility of building a Child Care centre attached to the new Kleinburg Catholic School. The study included a review of current children-based opportunities within the Kleinburg area, discussion with Child Care operators who currently offer programs in the Area, and a review of child care needs/trends within the Kleinburg Public School.

There are currently five centres that provide programs for pre-school to 12 years of age children in Kleinburg. YMCA, the operator at Kleinburg Public School, indicated that with the advent of Full Day Kindergarten, the program at that site was reduced from two Child Care rooms to one room (currently 16 pre-school children with no wait list). In order for a Child Care Centre to be viable, a program requires a sufficient enrolment over a long period of time to be sustainable.

If there are empty rooms for the first years of opening, the Board may wish to have an Ontario Early Years Centre in the new school.

Should the Ministry of Education make capital funds available to construct a Child Care Centre, the Board may wish to revisit the opportunity and pursue a partnership with one of our operators.

Prepared & Submitted by: Fran Zeppieri, Manager of Child Care Services
Tina D'Acunto, Superintendent of Education, Exceptional Learners
Endorsed by: John Sabo, Associate Director, Corporate Services and Treasurer of the Board

YORK CATHOLIC DISTRICT SCHOOL BOARD

Memo To: Accommodation and Business Affairs Committee

From: Administration

Date: January 14, 2015

Subject: **STS RFP 2015 (Wheelchair & Minivans)**

Introduction:

The intent of this report is to provide Trustees with an update as to the status of the current procurement process (RFP) for transportation services and the provincial legal challenges surrounding other consortia processes.

As previously reported to the Joint Board Consortium school vehicle services are procured from private school bus companies. Starting in 2009 these services were competitively procured consistent with provincial BPS directives to school boards and transportation consortia. Since that time the contracts for services in York Region are at or nearing the end of the approved terms and new RFP's need to be issued to update contracts and rates.

During this same time period other consortia have had their processes challenged in court. Several consortia have delayed or halted procurement processes pending resolution to a key case in Eastern Ontario. The timing of this hearing has been delayed several times and an exact start and completion timelines remain uncertain, including any potential appeals to any original ruling.

Background:

The current wheelchair and minivan contracts run from September 2009 until June 2014. STSYR exercised the first of two one year options to extend this contract to June 2015. An RFP was issued on January 13, 2015 for wheelchair and caravans with the following key dates:

January 13, 2015	Issuing of RFP Documents
January 19, 2015 10:00 a.m.	Proponents' Meeting
February 4, 2015 4:00 p.m.	Deadline for questions regarding RFP
February 5, 2015 12:00 noon	Deadline for issuance of Addenda by Consortium
February 12, 2015 4:00 p.m.	Deadline for submission of Proposals
March 12, 2015	Anticipated Award date for RFP

The current contract for 20 and 72 passenger vehicles ran from September 2010 to June 2015 and an option to extend for one year until June 2016 was exercised to allow more time for a future RFP.

Conclusion:

The 2014 -2015 school year will be a busy time for securing service agreements with our contractors. STSYR will work to continue to secure the best contracts possible to provide safe and efficient service to its member school boards.

STS is following past practice, which is consistent with BPS directives to procure competitive service. To date there have been no challenges to GTA consortia, however this could change at any time. Should this occur, the Consortium will need to engage legal services to protect the interests of the partner Boards.

Additional updates will be provided as required throughout the process.

Prepared By: Dan McCowell, Sr. Manager of Administrative Services
Submitted By: John Sabo, Associate Director of Corporate Services and Treasurer of the Board

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York Catholic District School Board

REPORT

Report To: Accommodation and Business Affairs Committee

From: Administration

Date: January 20, 2015

Subject: Capital Analysis and Planning Template (CAPT) Ministry Submission

EXECUTIVE SUMMARY

This report is intended to provide information on the Capital Analysis and Planning Template (CAPT) annual submission to the Ministry on November 26, 2014.

BACKGROUND

As previously reported, the CAPT is “a financial and planning tool that is used to track capital projects and assess the Board’s current capital financial position as well as the financial implications of any new capital projects.” This template allows the Ministry to track a school board’s capital spending against Ministry-approved amounts at a project level and to monitor a board’s fiscal ability to afford project cost overruns or unsupported projects/amounts. The Ministry has indicated that it will use the individual board’s annual CAPT to evaluate any capital project and business case requests. The CAPT also includes the board’s request for its Ontario Financing Authority (OFA) debenture financing requests (for NPP and other capital projects approved pre-June 2011).

The Ministry has updated the 2013-14 CAPT file to increase inter-relationships with the Board’s financial year-end web-based submission (EFIS), more details and more controls to enhance Ministry tracking.

Note: For more information regarding capital programs and capital projects, the November 18, 2014 “Capital Program and Projects 2013-14 Year-End” report to Committee summarizes the Ministry’s capital funding mechanisms.

CAPT SUBMISSION

The Board’s CAPT was submitted to the Ministry on November 26, 2014. The CAPT submission lists major capital projects since 1998 and identifies the funding sources:

1. Ministry-committed funding is captured under the following categories:
 - a) Full Day Kindergarten (FDK):
 - o **New:** Originally approved Yr. 1 to Yr. 5 FDK projects were all listed, necessitating transfers of funding allocations to actual projects. Of \$34.3M FDK allocation, \$14.3M remained unspent at year-end.

- b) Pre-June 2011 Major Capital Programs:
 - o New Pupil Places (NPP) including Best Starts and Prohibitive to Repair (PTR-1&2),
 - o Good Places to Learn (GPL) Capital- Other including Capital Priorities (CP) pre-June 2011, PTR, and Growth, \$120M Grant,
 - o CP- Capital (post June 2011).
 - o The following categories are not used by the Board, but are available:
 - GPL – Renewal,
 - CP – Land,
 - Energy Efficiency,
 - Other.
- 2. Board-committed funding categories include:
 - a) Proceeds of Disposition (POD),
 - b) Annual Renewal (e.g. Facilities Renewal Program (FRP) or School Condition Improvement (SCI),
 - c) Accumulated Surplus,
 - d) Education Development Charges (EDC),
 - e) Other (e.g. Third party, Old Best Starts).

CAPT Project lists identify all Ministry-approved funding commitments as well as Board-committed funding. Details for each project are extensive and include:

- Estimated total project costs,
- Funding re-allocations,
- Project financing: cash, Pupil Accommodation Grant (PAG) Reserve application, Ministry Capital Grants, Long-Term Financing (Debentures),
- Not-Permanently Financed (NPF) amounts,
- Estimated future spending
- Board-Committed funding and financing details

For control purposes, the Ministry requires that all relevant totals be tied to the Board's year-end Financial Statements submission in EFIS. The purpose of this exercise is to ensure that:

- all “unsupported” capital costs are identified,
- there's sufficient available resources (i.e., the Board's Accumulated Surplus, POD, EDC, future encumbrance of Facilities Renewal Program (FRP) allocations) that can be committed for Ministry “unsupported” amounts,
- POD activity are approved and expected future POD activities are disclosed, and
- The Board's financial position and recovery plan, if applicable, is identified, assessed and reviewed.

Submission Conclusions:

The submission concludes the following for the year ended August 31, 2014:

- There are **no “unsupported” amounts**, i.e., approved funding sources are sufficient to support the board's major capital projects,
- total costs of major capital projects identified by the CAPT is in excess of \$575M since 1998,
- the board ended the year with a positive Capital Surplus position resulting from unused POD..

ONTARIO FINANCING AUTHORITY (OFA) LONG-TERM FINANCING

As previously reported, “The Ministry requires all school boards to participate in the long-term financing arrangements for eligible capital programs through the OFA.” Relevant projects eligible for long-term financing through the OFA include those funded through the Pre-June 2011 Major Capital Programs identified above. The March 2015 OFA issue submission request is included in the CAPT submission

The following chart, extracted from the CAPT submission, summarizes the amounts submitted for the proposed March 2015 OFA long-term financing:

Project Name	% Completed	Total Project Cost	Total NPF Amount (As of August 31, 2014) = Financing Required	Eligible %	Long Term Financing Required & Eligible
St Michael Academy	100%	\$9,814,994	\$6,949	100%	\$6,949
Holy Name CES	100%	\$14,004,844	\$101,073	100%	\$101,073
St. Cecilia (Bk 18)	100%	\$12,224,515	\$81,699	100%	\$81,699
St. Patrick (Schomberg) Addition	100%	\$3,077,166	\$6,458	100%	\$6,458
TOTAL					\$ 196,179

More information and OFA loan By-Law reports will be forthcoming to the Board to execute the March OFA long term financing loan agreement.

SUMMARY

In summary, the CAPT and request for long-term financing through OFA submitted to the Ministry on November 26, 2014 reflects a positive capital financial position for year ended August 31, 2014.

Prepared by: Anna Chan, Senior Manager, Business Services & Assistant Treasurer
Endorsed & submitted by: John Sabo, Associated Director, Corporate Services & Treasurer

York Catholic District School Board

REPORT

Report To: Accommodation & Business Affairs Committee
From: Administration
Date: January 20, 2015
Report: Purchasing Bid Activity Report November 3, 2014 – January 12, 2015

EXECUTIVE SUMMARY

Attached (Appendix A) is the Purchasing Bid Activity Report showing all bid activities for the period November 3, 2014 – January 12, 2015.

BACKGROUND

The attached Purchasing Bid Activity Report, a regular report submitted for Committee information, is generated by the Bid Management System (BMS), a Purchasing Services focused database intended to capture data for every competitive bid processed through Purchasing Services. The report has multiple sections: Bids awarded within the period covered by the report; Bids Upcoming; Bids Released; Bids Closed; Bids Cancelled; Bids Deferred and Bids Terminated.

EXCEPTIONS RE BIDS

The following explanations are provided for bids exceeding \$100,000 with less than three written vendor quotes/responses for the period covered November 3, 2014 - January 12, 2015:

- **2015-58-C Wide Area Network (WAN)**
In the January 30, 2014 report from Information Systems to Committee, the report recommended and the Board subsequently “authorized Administration to extend the current contract for delivery of broadband connectivity and proceed with the replacement of required edge equipment outlined in this report”. An update was provided to the Committee in the May 20, 2014 report: “*IT Infrastructure Initiatives Update Re Wireless Expansion*”. The contract extension agreement was signed on December 3, 2014.

SUMMARY

For Committee information, attached as Appendix A, is the Purchasing Bid Activity Report covering the period November 3, 2014 – January 12, 2015.

Prepared by: Steve Mills, Manager, Purchasing Services
Submitted by: Anna Chan, Sr. Manager, Business Services and Assistant Treasurer
Endorsed by: John Sabo, Associate Director, Corporate Services and Treasurer

APPENDIX A

Purchasing Bid Activity Report Tenders, RFPs and Quotations November 3, 2014 – January 12, 2015

	<u>Page</u>
Bids Awarded.....	1-2
Bids Upcoming	3-10
Bids Released.....	11
Bids Closed	12
Bids Cancelled	
Bids Deferred	13
Bids Terminated.....	14

**Purchasing Bid Activity Report
Tenders, RFPs, and Quotations
As at 1/12/2015**

Bids Awarded - Nov 03/14 to Jan 12/15																	
Bid #	Bid Name	Est. Contract Value	Est. Annual Contract Value	Bid Status	Release Date	Closing Date	Award Date	Pur.	Company Awarded	#	Awarded Contract Value	Awarded Annual Contract Value	Effective Dates	Option Years	Bids Sent/ Recd/ Compl	Co-op Parties	Lead Agency
2015-81-T	Acer Chromebooks	> \$250k	\$75k to \$250k	Awarded	3-Dec-14	12-Dec-14	15-Dec-14	CH	CommunitEK	1	\$300,000	\$100,000	1-Jan-15 to 31-Aug-15	2	4/4/4	n/a	n/a
2015-78-T	Asbestos Abatement - St Matthew CES	\$25k to \$75k	\$25k to \$75k	Awarded	2-Dec-14	15-Dec-14	16-Dec-14	KM	Alliance Environmental & Abatemet Contractors	1	\$36,440	\$36,440	19-Dec-14 to 4-Jan-15	0	4/4/4	n/a	n/a
2015-64-T	Alterations-Interior-Multi-Use Space-St Jean de Brebeuf CHS	\$25k to \$75k	\$25k to \$75k	Awarded	7-Nov-14	25-Nov-14	26-Nov-14	KM	RJB Construction (1989) Ltd	1	\$20,630	\$20,630	27-Nov-14 to 19-Dec-14	0	6/6/6	n/a	n/a
2015-62-T	Alterations-Interior-Calming Room-Holy Spirit CES	\$25k to \$75k	\$25k to \$75k	Awarded	29-Oct-14	13-Nov-14	26-Nov-14	KM	RJB Construction (1989) Ltd	1	\$26,690	\$26,690	20-Dec-14 to 4-Jan-15	0	0/6/6	n/a	n/a
2015-61-Q	Provision of Class B Cost Estimate-New School -Kleinburg CES	< \$25k	< \$25k	Awarded	27-Oct-14	3-Nov-14	3-Nov-14	KM	Hanscomb	1	\$6,700	\$6,700	10-Nov-14 to 28-Nov-14	0	4/4/3	n/a	n/a
2015-58-C	WAN	> \$250k	> \$250k	Awarded	TBD	3-Dec-14	3-Dec-14	CH	Connex Telecommunications Corporation	1	\$1.41M	\$990,000	1-Jan-15 to 31-Dec-24	0	0/1/1	n/a	n/a
2015-50-P (OECM 2014-201)	Laboratory/Science Supplies	> \$250k	\$25k to \$75k	Awarded	30-Sep-14	30-Oct-14	24-Dec-14	ID	Boreal/Northwest, Fisher Scientific Limited	2	\$250,000	\$50,000	12-Jan-15 to 11-Jan-18	0	0/6/6	OECM	OECM
2015-49-P (15R13)	Water Treatment Chemicals & Inspection of Equipment	> \$250k	\$75k to \$250k	Awarded	21-Oct-14	7-Nov-14	19-Dec-14	ID	Rochester Midland	1	\$500,000	\$100,000	1-Jan-15 to 31-Dec-16	3	0/6/6	York boards	YRDSB
2015-42-Q	Laminating Film	< \$25k	< \$25k	Awarded	6-Nov-14	13-Nov-14	18-Nov-14	JR	Bryte Com Incorporated	1	\$16,500	\$16,500	1-Dec-14 to 30-Nov-15	0	3/4/4	n/a	n/a
2015-10-T	Alterations-Interior-Child Care Facility-St Vincent de Paul	\$25k to \$75k	\$25k to \$75k	Awarded	15-Oct-14	9-Dec-14	10-Dec-14	KM	Silver Birch Contracting Ltd	1	\$30,188	\$30,188	5-Jan-15 to 30-Jan-15	0	6/5/5	n/a	n/a

Bids Awarded - Nov 03/14 to Jan 12/15																	
Bid #	Bid Name	Est. Contract Value	Est. Annual Contract Value	Bid Status	Release Date	Closing Date	Award Date	Pur.	Company Awarded	#	Awarded Contract Value	Awarded Annual Contract Value	Effective Dates	Option Years	Bids Sent/ Recd/ Compl	Co-op Parties	Lead Agency
2015-06-Q	Library Shelving-Guardian Angels	< \$25k	< \$25k	Awarded	23-Oct-14	31-Oct-14	7-Nov-14	ID	Ven Rez Products Ltd	1	\$15,362	\$15,362	10-Nov-14 to 4-Feb-15	0	4/1/1	n/a	n/a
2015-05-P	Elevator and Lift Inspections, Maintenance and Service	> \$250k	\$75k to \$250k	Awarded	9-Sep-14	14-Oct-14	2-Dec-14	KM	CEE Elevator Service Ltd, Elevator One Inc	2	\$750,000	\$150,000	1-Jan-15 to 31-Dec-17	2	5/3/3	York boards	YCDSB

Bids Upcoming - All																	
Bid #	Bid Name	Est. Contract Value	Est. Annual Contract Value	Bid Status	Release Date	Closing Date	Award Date	Pur.	Company Awarded	#	Awarded Contract Value	Awarded Annual Contract Value	Effective Dates	Option Years	Bids Sent/ Recd/ Compl	Co-op Parties	Lead Agency
2015-129-P	Cabling for Wireless Expansion	N/A	N/A	Upcoming	TBD	TBD	TBD			0	n/a	n/a	TBD to TBD	0	0/0/0	n/a	n/a
2015-128-A	Taxi Service Provider	> \$250k	> \$250k	Upcoming	TBD	TBD	TBD	JR		0	\$6.00M	\$6.00M	TBD to TBD	0	0/0/0	York boards	YRDSB
2015-126-T	P A Replacement - Immaculate Conception	< \$25k	< \$25k	Upcoming	TBD	TBD	TBD	KM		0	n/a	n/a	TBD to TBD	0	0/0/0	n/a	n/a
2015-125-T	Alterations-Exterior Upgrades-Window Replacement-St Patrick	\$75k to \$250k	\$75k to \$250k	Upcoming	TBD	TBD	TBD	KM		0	n/a	n/a	1-May-15 to TBD	0	0/0/0	n/a	n/a
2015-124-T	Alterarions-Interior-Stair Rplacement-St Angela Merici	\$75k to \$250k	\$75k to \$250k	Upcoming	TBD	TBD	TBD	KM		0	n/a	n/a	1-May-15 to TBD	0	0/0/0	n/a	n/a
2015-123-T	Alterations-Interior-Stair Replacement-Fr Henri Nouwen	\$25k to \$75k	\$25k to \$75k	Upcoming	TBD	TBD	TBD	KM		0	n/a	n/a	1-May-15 to TBD	0	0/0/0	n/a	n/a
2015-122-T	Alterations-Interior-Stair Replacement-Our Lady of the Rosary	\$75k to \$250k	\$75k to \$250k	Upcoming	TBD	TBD	TBD	KM		0	n/a	n/a	1-May-15 to TBD	0	0/0/0	n/a	n/a
2015-121-T	Alterations-Interior-Stair Replacement-Divine Mercy	\$75k to \$250k	\$75k to \$250k	Upcoming	TBD	TBD	TBD	KM		0	n/a	n/a	1-May-15 to TBD	0	0/0/0	n/a	n/a
2015-120-T	Alterations-Interior-Stair Placement-St Bernadette	\$75k to \$250k	\$75k to \$250k	Upcoming	TBD	TBD	TBD	KM		0	n/a	n/a	1-May-15 to TBD	0	0/0/0	n/a	n/a
2015-119-T	Roofing-Replace Roof Section-St Matthew	> \$250k	> \$250k	Upcoming	TBD	TBD	TBD	KM		0	n/a	n/a	1-May-15 to TBD	0	0/0/0	n/a	n/a
2015-118-T	Roofing-Replacement Roof Section-St Rene Goupil	> \$250k	> \$250k	Upcoming	TBD	TBD	TBD	KM		0	n/a	n/a	1-May-15 to TBD	0	0/0/0	n/a	n/a

Bids Upcoming - All																	
Bid #	Bid Name	Est. Contract Value	Est. Annual Contract Value	Bid Status	Release Date	Closing Date	Award Date	Pur.	Company Awarded	#	Awarded Contract Value	Awarded Annual Contract Value	Effective Dates	Option Years	Bids Sent/ Recd/ Compl	Co-op Parties	Lead Agency
2015-117-T	Roofing-Replacement-Fr John Kelly	> \$250k	> \$250k	Upcoming	TBD	TBD	TBD	KM		0	n/a	n/a	1-May-15 to TBD	0	0/0/0	n/a	n/a
2015-116-T	Mechanical Boiler Replacement-St Charles Garnier	\$75k to \$250k	\$75k to \$250k	Upcoming	TBD	TBD	TBD	KM		0	n/a	n/a	1-May-15 to TBD	0	0/0/0	n/a	n/a
2015-115-T	Mechanical-HVAC-RTU Replacement-St Catherine of Siena	> \$250k	> \$250k	Upcoming	TBD	TBD	TBD	KM		0	n/a	n/a	1-May-15 to TBD	0	0/0/0	n/a	n/a
2015-114-T	Mechanical-Boiler Replacement-St Gabriel	\$75k to \$250k	\$75k to \$250k	Upcoming	TBD	TBD	TBD	KM		0	n/a	n/a	1-May-15 to TBD	0	0/0/0	n/a	n/a
2015-113-T	Mechanical-RTU & Boiler Replacement-St Mark	> \$250k	> \$250k	Upcoming	TBD	TBD	TBD	KM		0	n/a	n/a	1-May-15 to TBD	0	0/0/0	n/a	n/a
2015-112-T	Mechanical-HVAC-RTU Replacement-Fr John Kelly	\$25k to \$75k	\$25k to \$75k	Upcoming	TBD	TBD	TBD	KM		0	n/a	n/a	1-May-15 to TBD	0	0/0/0	n/a	n/a
2015-111-T	Mechanical-Replace Press Fit-St Joan of Arc	\$75k to \$250k	\$75k to \$250k	Upcoming	TBD	TBD	TBD	KM		0	n/a	n/a	1-May-15 to TBD	0	0/0/0	n/a	n/a
2015-110-T	Groundwork-Asphalt Improvement-Driveway/Parking-St Joan of Arc	> \$250k	> \$250k	Upcoming	TBD	TBD	TBD	KM		0	n/a	n/a	1-May-15 to TBD	0	0/0/0	n/a	n/a
2015-109-T	Groundwork-Concrete & Asphalt Improvement-Sidewalk &	> \$250k	> \$250k	Upcoming	TBD	TBD	TBD	KM		0	n/a	n/a	1-May-15 to TBD	0	0/0/0	n/a	n/a
2015-108-T	Groundwork-Retaining Wall-Light of Christ	> \$250k	> \$250k	Upcoming	TBD	TBD	TBD	KM		0	n/a	n/a	1-May-15 to TBD	0	0/0/0	n/a	n/a
2015-107-T	Flooring-Classroom Tile Replacement-St James	\$75k to \$250k	\$75k to \$250k	Upcoming	TBD	TBD	TBD	KM		0	n/a	n/a	1-May-15 to TBD	0	0/0/0	n/a	n/a

Bids Upcoming - All																	
Bid #	Bid Name	Est. Contract Value	Est. Annual Contract Value	Bid Status	Release Date	Closing Date	Award Date	Pur.	Company Awarded	#	Awarded Contract Value	Awarded Annual Contract Value	Effective Dates	Option Years	Bids Sent/ Recd/ Compl	Co-op Parties	Lead Agency
2015-106-T	Electrical-Fire Alarm Replacement-St Margaret Mary	\$75k to \$250k	\$75k to \$250k	Upcoming	TBD	TBD	TBD	KM		0	n/a	n/a	1-May-15 to TBD	0	0/0/0	n/a	n/a
2015-105-T	Alterations-Exterior Upgrades-Building Envelope Work-St Joseph	> \$250k	> \$250k	Upcoming	TBD	TBD	TBD	KM		0	n/a	n/a	1-May-15 to TBD	0	0/0/0	n/a	n/a
2015-104-T	Alteration-Exterior Upgrades-Building Envelope Work-Christ the	> \$250k	> \$250k	Upcoming	TBD	TBD	TBD	KM		0	n/a	n/a	1-May-15 to TBD	0	0/0/0	n/a	n/a
2015-103-T	Alterations-Exterior Upgrades-Building Envelope Work-St Clement	\$25k to \$75k	\$25k to \$75k	Upcoming	TBD	TBD	TBD	KM		0	n/a	n/a	1-May-15 to TBD	0	0/0/0	n/a	n/a
2015-102-T	Alterations-Exterior Upgrades-Building Envelope Work-St Matthew	\$25k to \$75k	\$25k to \$75k	Upcoming	TBD	TBD	TBD	KM		0	n/a	n/a	1-May-15 to TBD	0	0/0/0	n/a	n/a
2015-101-T	Alteration-Interior-Painting Project-Various Schools	> \$250k	> \$250k	Upcoming	TBD	TBD	TBD	KM		0	n/a	n/a	1-May-15 to TBD	0	0/0/0	n/a	n/a
2015-100-T	Alterations-Exterior Upgrades-St Nicholas	> \$250k	> \$250k	Upcoming	TBD	TBD	TBD	KM		0	n/a	n/a	1-May-15 to TBD	0	0/0/0	n/a	n/a
2015-99-T	Alterations-Exterior Upgrades-Sacred Heart	\$75k to \$250k	\$75k to \$250k	Upcoming	TBD	TBD	TBD	KM		0	n/a	n/a	1-May-15 to TBD	0	0/0/0	n/a	n/a
2015-98-T	Alterations-Exterior Upgrades-St John Chrysostom	\$75k to \$250k	\$75k to \$250k	Upcoming	TBD	TBD	TBD	KM		0	n/a	n/a	1-May-15 to TBD	0	0/0/0	n/a	n/a
2015-97-T	Alterations-Exterior Upgrades-St Joan of Arc	> \$250k	> \$250k	Upcoming	TBD	TBD	TBD	KM		0	n/a	n/a	1-May-15 to TBD	0	0/0/0	n/a	n/a
2015-96-T	Alteration-Exterior Upgrades-Effluorscence on Outside Wall-Mother	> \$250k	> \$250k	Upcoming	TBD	TBD	TBD	KM		0	n/a	n/a	1-May-15 to TBD	0	0/0/0	n/a	n/a

Bids Upcoming - All																	
Bid #	Bid Name	Est. Contract Value	Est. Annual Contract Value	Bid Status	Release Date	Closing Date	Award Date	Pur.	Company Awarded	#	Awarded Contract Value	Awarded Annual Contract Value	Effective Dates	Option Years	Bids Sent/ Recd/ Compl	Co-op Parties	Lead Agency
2015-95-T	Alteration-Interior-Renovation of Lecture Hall-Fr Michael McGivney	\$75k to \$250k	\$75k to \$250k	Upcoming	TBD	TBD	TBD	KM		0	n/a	n/a	1-May-15 to TBD	0	0/0/0	n/a	n/a
2015-94-T	Alteration-Interior-Science Room Millwork-Holy Cross	\$75k to \$250k	\$75k to \$250k	Upcoming	TBD	TBD	TBD	KM		0	n/a	n/a	1-May-15 to TBD	0	0/0/0	n/a	n/a
2015-93-T	HVAC-Cooling Centres-Immaculate Conception	\$75k to \$250k	\$75k to \$250k	Upcoming	TBD	TBD	TBD	KM		0	n/a	n/a	1-May-15 to TBD	0	0/0/0	n/a	n/a
2015-92-T	HVAC-Cooling Centre-Our Lady of the Rosary	\$75k to \$250k	\$75k to \$250k	Upcoming	TBD	TBD	TBD	KM		0	n/a	n/a	1-May-15 to TBD	0	0/0/0	n/a	n/a
2015-91-T	HVAC-RTU Replacement-Fr John Kelly CC	\$25k to \$75k	\$25k to \$75k	Upcoming	TBD	TBD	TBD	KM		0	n/a	n/a	1-May-15 to TBD	0	0/0/0	n/a	n/a
2015-90-T	Groundwork-Re-Grade Back Patio-CEC	\$75k to \$250k	\$75k to \$250k	Upcoming	TBD	TBD	TBD	KM		0	n/a	n/a	1-May-15 to TBD	0	0/0/0	n/a	n/a
2015-89-T	Groundwork-Asphalt-Repair portion of Play Area-St Clement	\$75k to \$250k	\$75k to \$250k	Upcoming	TBD	TBD	TBD	KM		0	n/a	n/a	1-May-15 to TBD	0	0/0/0	n/a	n/a
2015-88-T	Groundwork-Asphalt-Additional Parking Spaces-San Lorenzo	\$75k to \$250k	\$75k to \$250k	Upcoming	TBD	TBD	TBD	KM		0	n/a	n/a	1-May-15 to TBD	0	0/0/0	n/a	n/a
2015-87-T	Groundwork-Playground Restoration-Prince of Peace	> \$250k	> \$250k	Upcoming	TBD	TBD	TBD	KM		0	n/a	n/a	1-May-15 to TBD	0	0/0/0	n/a	n/a
2015-86-T	Flooring-Cafeteria Floor Repair-CEC	\$75k to \$250k	\$75k to \$250k	Upcoming	TBD	TBD	TBD	KM		0	n/a	n/a	1-May-15 to TBD	0	0/0/0	n/a	n/a
2015-85-T	Flooring-Gym Floor Replacement-Br. Andre	\$25k to \$75k	\$25k to \$75k	Upcoming	TBD	TBD	TBD	KM		0	n/a	n/a	1-May-15 to TBD	0	0/0/0	n/a	n/a

Bids Upcoming - All																	
Bid #	Bid Name	Est. Contract Value	Est. Annual Contract Value	Bid Status	Release Date	Closing Date	Award Date	Pur.	Company Awarded	#	Awarded Contract Value	Awarded Annual Contract Value	Effective Dates	Option Years	Bids Sent/ Recd/ Compl	Co-op Parties	Lead Agency
2015-80-T	Alterations-Interior-FDK-Light of Christ	\$75k to \$250k	\$75k to \$250k	Upcoming	TBD	TBD	TBD	KM		0	n/a	n/a	TBD to TBD	0	0/0/0	n/a	n/a
2015-79-T	New School Construction-Catholic Elementary	N/A	N/A	Upcoming	TBD	TBD	TBD	KM		0	n/a	n/a	TBD to TBD	0	0/0/0	n/a	n/a
2015-72-T	Alterations-Exterior Upgrades- Phase 2-Catholic Education	> \$250k	> \$250k	Upcoming	TBD	TBD	TBD	KM		0	n/a	n/a	TBD to TBD	0	0/0/0	n/a	n/a
2015-70-P	Natural Gas Advisory Services	> \$250k	\$75k to \$250k	Upcoming	TBD	TBD	TBD	KM		0	n/a	n/a	15-Jun-15 to 14-Jun-20	0	0/0/0	CSBSA	TO BE DETERMINED
2015-63-P	Consulting Services-Real Estate	> \$250k	\$75k to \$250k	Upcoming	TBD	TBD	TBD	ID		0	n/a	n/a	1-Dec-15 to 30-Nov-20	0	0/0/0	York boards	YRDSB
2015-59-P (YRDSB # to follow)	CYW : Student Services	> \$250k	> \$250k	Upcoming	TBD	TBD	TBD	CH		0	n/a	n/a	1-Sep-15 to 31-Aug-20	0	0/0/0	York boards	YRDSB
2015-56-P	EAP	> \$250k	\$75k to \$250k	Upcoming	TBD	TBD	TBD	ID		0	n/a	n/a	1-Sep-15 to 31-Aug-19	0	0/0/0	n/a	n/a
2015-55-P	Wellness	\$75k to \$250k	\$25k to \$75k	Upcoming	TBD	TBD	TBD	ID		0	n/a	n/a	1-Sep-15 to 31-Aug-19	0	0/0/0	n/a	n/a
2015-51-P	Uniforms-Custodial	> \$250k	\$75k to \$250k	Upcoming	TBD	TBD	TBD	ID		0	n/a	n/a	1-Mar-15 to 28-Feb-20	0	0/0/0	OECM	OECM
2015-47-P	Development of HR Training	\$25k to \$75k	\$25k to \$75k	Upcoming	TBD	TBD	TBD	JR		0	\$30,000	\$30,000	31-Mar-15 to 31-Mar-16	0	0/0/0	n/a	n/a
2015-45-P (YRDSB # to follow)	STS - Wheelchair and Minivan Vehicles	> \$250k	> \$250k	Upcoming	TBD	TBD	TBD	JR		0	\$14.00M	\$2.00M	1-Aug-15 to 31-Jul-20	2	0/0/0	York boards	YRDSB

Bids Upcoming - All																	
Bid #	Bid Name	Est. Contract Value	Est. Annual Contract Value	Bid Status	Release Date	Closing Date	Award Date	Pur.	Company Awarded	#	Awarded Contract Value	Awarded Annual Contract Value	Effective Dates	Option Years	Bids Sent/ Recd/ Compl	Co-op Parties	Lead Agency
2015-44-P	Actuarial Services	< \$25k	< \$25k	Upcoming	TBD	TBD	TBD	JR		0	\$21,000	\$7,000	1-Jun-15 to 31-May-18	0	0/0/0	n/a	n/a
2015-43-P	Benefits - Group Life AD&D	> \$250k	> \$250k	Upcoming	TBD	TBD	TBD	JR		0	\$2.96M	\$1.48M	1-Sep-15 to 31-Aug-17	0	0/0/0	n/a	n/a
2015-40-P (YRDSB# to follow)	Fire Protection Equip.Inspection, Testing, Service and Repair	> \$250k	\$75k to \$250k	Upcoming	TBD	TBD	TBD	JR		0	\$500,000	\$100,000	1-Mar-15 to 28-Feb-20	0	0/0/0	York boards	York Region DSB
2015-39-P	Student Uniforms	> \$250k	> \$250k	Upcoming	TBD	TBD	TBD	JR		0	\$10.00M	\$2.00M	1-Jul-16 to 30-Jun-21	2	0/0/0	n/a	n/a
2015-38-P	P Cards	> \$250k	> \$250k	Upcoming	TBD	TBD	TBD	JR		0	\$10.00M	\$2.00M	30-Jan-15 to 30-Nov-19	0	0/0/0	YPC	York Region
2015-34-T	Mechanical-HVAC-Boiler-Our Lady of the Rosary-Boiler Replacement	\$75k to \$250k	\$75k to \$250k	Upcoming	TBD	TBD	TBD	KM		0	n/a	n/a	1-Jul-15 to TBD	0	0/0/0	n/a	n/a
2015-31-P	Playground Restoration-Child Care Facility-St Vincent de Paul	\$75k to \$250k	\$75k to \$250k	Upcoming	TBD	TBD	TBD	KM		0	n/a	n/a	1-Apr-15 to 1-Jun-15	0	0/0/0	n/a	n/a
2015-30-P	Playground Restoration-Child Care Facility-St Clare CES	\$75k to \$250k	\$75k to \$250k	Upcoming	TBD	TBD	TBD	KM		0	n/a	n/a	1-Apr-15 to 1-Jun-15	0	0/0/0	n/a	n/a
2015-28-P	Playground Restoration-Child Care Facility-Christ the King	\$25k to \$75k	\$25k to \$75k	Upcoming	TBD	TBD	TBD	KM		0	n/a	n/a	1-Apr-15 to 1-Jun-15	0	0/0/0	n/a	n/a
2015-27-P	Multifunctional Copiers	> \$250k	> \$250k	Upcoming	TBD	TBD	TBD	ID		0	n/a	n/a	1-Jul-15 to 30-Jun-20	0	0/0/0	OECM	OECM
2015-26-P	Administration Furniture	\$75k to \$250k	\$25k to \$75k	Upcoming	TBD	TBD	TBD	ID		0	n/a	n/a	1-Mar-15 to 28-Feb-16	2	0/0/0	n/a	n/a

Bids Upcoming - All																	
Bid #	Bid Name	Est. Contract Value	Est. Annual Contract Value	Bid Status	Release Date	Closing Date	Award Date	Pur.	Company Awarded	#	Awarded Contract Value	Awarded Annual Contract Value	Effective Dates	Option Years	Bids Sent/ Recd/ Compl	Co-op Parties	Lead Agency
2015-23-P	Services of a Mechanical & Electrical Consultant	> \$250k	\$75k to \$250k	Upcoming	TBD	TBD	TBD	KM		0	n/a	n/a	15-Nov-15 to 14-Nov-20	0	0/0/0	n/a	n/a
2015-22-P	Waste Removal Service	> \$250k	> \$250k	Upcoming	TBD	TBD	TBD	KM		0	n/a	n/a	1-Aug-15 to 31-Jul-20	0	0/0/0	York boards	YCDSB
2015-21-Q	Disposal of Electronic Equipment	N/A	N/A	Upcoming	TBD	TBD	TBD	KM		0	n/a	n/a	1-Jun-15 to 31-May-20	0	0/0/0	PB clause	Toronto DSB
2015-20-P	General Contracting Services	> \$250k	> \$250k	Upcoming	TBD	TBD	TBD	KM		0	n/a	n/a	1-Apr-15 to 31-Mar-20	0	0/0/0	n/a	n/a
2015-19-P	Ongoing Paving and Fencing Services	> \$250k	> \$250k	Upcoming	TBD	TBD	TBD	KM		0	n/a	n/a	1-Apr-15 to 31-Mar-20	0	0/0/0	n/a	n/a
2015-18-P	Glazing Services	> \$250k	\$25k to \$75k	Upcoming	TBD	TBD	TBD	KM		0	n/a	n/a	15-Mar-15 to 14-Mar-20	0	0/0/0	York boards	YCDSB
2015-17-P	Portable Classroom Environment Consultant	> \$250k	\$25k to \$75k	Upcoming	TBD	TBD	TBD	KM		0	n/a	n/a	1-Mar-15 to 31-Dec-19	0	0/0/0	n/a	n/a
2015-16-A	Prequalification-Architectural Services	N/A	N/A	Upcoming	TBD	TBD	TBD	KM		0	n/a	n/a	1-Sep-15 to 31-Aug-20	0	0/0/0	n/a	n/a
2015-15-A	Prequalification-Electrical	N/A	N/A	Upcoming	TBD	TBD	TBD	KM		0	n/a	n/a	1-Mar-15 to 31-Dec-19	0	0/0/0	n/a	n/a
2015-14-T	Portable Electrical Work	\$75k to \$250k	\$75k to \$250k	Upcoming	TBD	TBD	TBD	KM		0	n/a	n/a	1-Jun-15 to 31-Aug-15	0	0/0/0	n/a	n/a
2015-13-T	HVAC-RTU Replacement-St Robert	\$75k to \$250k	\$75k to \$250k	Upcoming	TBD	TBD	TBD	KM		0	n/a	n/a	1-Jul-15 to TBD	0	0/0/0	n/a	n/a

Bids Upcoming - All																	
Bid #	Bid Name	Est. Contract Value	Est. Annual Contract Value	Bid Status	Release Date	Closing Date	Award Date	Pur.	Company Awarded	#	Awarded Contract Value	Awarded Annual Contract Value	Effective Dates	Option Years	Bids Sent/ Recd/ Compl	Co-op Parties	Lead Agency
2015-11-T	Roofing-Gym Roof Replacement-Fr Michael McGivney	> \$250k	> \$250k	Upcoming	TBD	TBD	TBD	KM		0	n/a	n/a	1-Jul-15 to TBD	0	0/0/0	n/a	n/a
2015-01-P	Mechanical Systems-Testing, Adjusting and Balancing	> \$250k	\$75k to \$250k	Upcoming	TBD	TBD	TBD	KM		0	n/a	n/a	1-Feb-15 to 31-Oct-17	0	0/0/0	n/a	n/a

Bids Released - All																	
Bid #	Bid Name	Est. Contract Value	Est. Annual Contract Value	Bid Status	Release Date	Closing Date	Award Date	Pur.	Company Awarded	#	Awarded Contract Value	Awarded Annual Contract Value	Effective Dates	Option Years	Bids Sent/ Recd/ Compl	Co-op Parties	Lead Agency
2015-82-T	Bleacher Project-St Maximilian Kolbe CHS	\$75k to \$250k	\$75k to \$250k	Released	6-Jan-15	22-Jan-15	TBD	KM		0	n/a	n/a	1-May-15 to 1-Jun-15	0	5/0/0	n/a	n/a
2015-76-P	Implementation of the SuccessFactors Recruitment Marketing	\$25k to \$75k	\$75k to \$250k	Released	16-Dec-14	23-Jan-15	TBD	CH		0	n/a	n/a	1-Feb-15 to TBD	0	0/0/0	n/a	n/a
2015-36-T	French Immersion Resources	> \$250k	> \$250k	Released	17-Dec-14	15-Jan-15	TBD	ID		0	n/a	n/a	1-Mar-15 to 31-Dec-15	0	0/0/0	n/a	n/a

Bids Closed - All																	
Bid #	Bid Name	Est. Contract Value	Est. Annual Contract Value	Bid Status	Release Date	Closing Date	Award Date	Pur.	Company Awarded	#	Awarded Contract Value	Awarded Annual Contract Value	Effective Dates	Option Years	Bids Sent/ Recd/ Compl	Co-op Parties	Lead Agency
2015-84-P	Telecommunications: Public Switched Telephone Network(PSTN) Services	> \$250k	> \$250k	Closed	16-Dec-14	12-Jan-15	TBD	CH		0	n/a	n/a	TBD to TBD	0	0/3/0	n/a	n/a
2015-83-Q	Sound System & Installation : Sacred Heart CHS	< \$25k	< \$25k	Closed	9-Dec-14	17-Dec-14	TBD	CH		0	n/a	n/a	1-Feb-15 to 31-Mar-15	0	10/1/1	n/a	n/a
2015-69-P	Retrocommissioning-8 schools	\$75k to \$250k	\$75k to \$250k	Closed	20-Nov-14	9-Dec-14	TBD	KM		0	n/a	n/a	19-Jan-15 to 31-Aug-15	0	4/0/0	n/a	n/a
2015-67-T	Lease of Service Vans (Maintenance & E&OS)	\$25k to \$75k	< \$25k	Closed	25-Nov-14	15-Dec-14	TBD	CH		0	n/a	n/a	TBD to TBD	0	0/3/3	n/a	n/a
2015-66-A	Audit Services - Co-Sourcing Arrangement	> \$250k	\$75k to \$250k	Closed	2-Dec-14	17-Dec-14	TBD	JR		0	n/a	n/a	12-Jan-15 to 30-Nov-17	2	6/8/8	n/a	n/a
2015-57-P	Mitel Maintenance & Support Services from an Authorized Vendor	\$75k to \$250k	\$25k to \$75k	Closed	3-Nov-14	28-Nov-14	TBD	CH		0	n/a	n/a	1-Feb-15 to 31-Jan-18	2	0/6/6	n/a	n/a
2015-53-T	Alterations-Interior-FDK-St Peter CES	> \$250k	> \$250k	Closed	26-Nov-14	12-Dec-14	TBD	KM		0	n/a	n/a	15-Jan-15 to 30-Apr-15	0	9/8/8	n/a	n/a
2015-48-P	Supply, Delivery & Removal of Lamps & Ballasts	> \$250k	\$25k to \$75k	Closed	11-Nov-14	28-Nov-14	TBD	CH		0	n/a	n/a	1-Feb-15 to 30-Nov-16	3	0/8/0	York boards	YCDSB
2015-02-P	Pre-Qualification for Installers of Audio Visual Equipment(Epson)	> \$250k	\$75k to \$250k	Closed	29-Oct-14	18-Nov-14	TBD	CH		0	n/a	n/a	1-Feb-15 to 30-Sep-15	2	0/7/6	n/a	n/a

Bids Deferred - All																	
Bid #	Bid Name	Est. Contract Value	Est. Annual Contract Value	Bid Status	Release Date	Closing Date	Award Date	Pur.	Company Awarded	#	Awarded Contract Value	Awarded Annual Contract Value	Effective Dates	Option Years	Bids Sent/ Recd/ Compl	Co-op Parties	Lead Agency
2014-115-P	Multifunctional Copiers	> \$250k	> \$250k	Deferred	TBD	TBD	TBD	ID		0	\$6.00M	\$1,000,000	1-Jul-15 to 30-Jun-20	1		York boards	York Region Board

Bids Terminated - All																	
Bid #	Bid Name	Est. Contract Value	Est. Annual Contract Value	Bid Status	Release Date	Closing Date	Award Date	Pur.	Company Awarded	#	Awarded Contract Value	Awarded Annual Contract Value	Effective Dates	Option Years	Bids Sent/ Recd/ Compl	Co-op Parties	Lead Agency
2015-68-Q	Sound System & Installation Father M. McGivney	\$25k to \$75k	\$25k to \$75k	Terminated	17-Nov-14	26-Nov-14	TBD	CH		0	n/a	n/a	1-Dec-14 to 5-Jan-15	0	1/1/1	n/a	n/a
2015-07-T	Alterations-Interior-FDK-Light of Christ	\$75k to \$250k	\$75k to \$250k	Terminated	16-Sep-14	1-Oct-14	TBD	KM		0	n/a	n/a	1-Dec-14 to 15-Dec-14	0	7/6/6	n/a	n/a

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT TO: Accommodation and Business Affairs

FROM: Administration

DATE: January 20, 2015

SUBJECT: Solar Photovoltaic (PV) Update

Executive Summary

As reported on November 18, 2014 Accommodation and Business Affairs Committee Meeting, the Solar PV systems construction began in August 2014 and is scheduled to be completed in the third quarter of 2015. To date, six projects are completed and connected to the Ontario electricity grid. Another twelve systems are scheduled to be connected to the grid by mid-February. Others will follow throughout the year.

Appendix "A" includes the list of schools which will have Solar PV systems installed, including their sizes and construction status. Note that the final calculation relating to the revenue amount will only be available once the projects have been completed and verified by a third party, a process which is currently ongoing. The total estimated revenue for the year 2014/15 is in the range of \$320,000.

While the supervision of these systems may seem trivial, it actually requires a full time resource allocation. Coordination between various parties including the board, schools, contractors and utilities require constant attention. In addition, in order to maintain a safe and secured site, much of the deliveries, grid connections and site prep have to be completed on weekends. From a management perspective, there is also a large amount of paperwork associated with these projects. However, once completed, the supervision should be very limited.

Summary

As previously reported, the OPA issued 25 Feed-In Tariff (FIT) Contracts to YCDSB. A License Agreement was finalized in the fall of 2013 with AMP Solar Inc. and was subsequently assigned to Potentia Solar Limited on May 9, 2014. The license agreement was structured to provide YCDSB with the whole of the License Fee for the first year of the term upon achieving commercial operation for each project and thereafter in twelve equal monthly installments during the second and subsequent years of the term. Commercial operation is normally achieved 4 to 6 weeks after construction is completed.

YCDSB has also applied to the OPA for an additional 5 projects. While the License fee will be less than the rate negotiated for the agreement (the new FIT rates were reduced to 34.5 ¢/kWh versus 54.8 ¢/kWh), there is still value in pursuing these applications. The OPA is still processing these applications.

It is important to note that the current License Agreement was finalized in cooperation with two other school boards: Waterloo Catholic District School Board (WCDSB) and Simcoe County District School Board (SCDSB). A total of 83 projects will be completed under the Agreement;

- 25 at YCDSB
- 17 at WCDSB
- 41 at SCDSB

Further updates will be provided as construction progresses.

APPENDIX “A”

Project Name	Size (kWAC)	Construction Status
All Saints	85	Completed, waiting for connection to grid
Blessed Trinity	75	Completed, connected to grid
Divine Mercy	90	Solar panels installed, electrical underway
Father Henri Nouwen	70	Completed, waiting for connection to grid
Father John Kelly	90	Scheduled for summer 2015
Holy Jubilee	80	Completed, waiting for connection to grid
Holy Spirit	50	Scheduled for summer 2015
Mother Theresa	55	Completed, waiting for connection to grid
Notre Dame	75	Completed, waiting for connection to grid
Prince of Peace	50	Scheduled for summer 2015
San Lorenzo Ruiz CES	75	Completed, waiting for connection to grid
Sir Richard Scott	45	Completed, connected to grid
St. Agnes of Assisi	75	Completed, connected to grid
St. Andrew CES	75	Completed, connected to grid
St. Cecilia	65	Scheduled for summer 2015
St. Elizabeth CHS	185	Completed, connected to grid
St. Emily	65	Completed, connected to grid
St. James	60	Completed, waiting for connection to grid
St. Joan of Arc CHS	235	Scheduled for summer 2015
St. Mary of the Angels	65	Scheduled for summer 2015
St. Padre Pio	60	Solar panels installed, electrical underway
St. Raphael the Archangel	60	Completed, waiting for connection to grid
St. Theresa of Lisieux	210	Solar panels installed, electrical underway
St. Thomas Aquinas	55	Scheduled for summer 2015
St. Vincent de Paul	83	Completed, waiting for connection to grid

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT TO: Accommodation and Business Affairs Committee

FROM: Administration

DATE: January 20, 2015

SUBJECT: Print Management Strategy Update

Executive Summary

This report is to provide an update on the Multifunction Printers (MFP) Procurement and Paper Reduction Initiative report that was presented to the Accommodation and Business Affairs Committee on November 18, 2014.

As previously reported, the board has 337 MFPs deployed throughout schools and the CEC which are generating over 95 million total copies annually. There is also an additional 1,965 desktop printers connected to the network, not including the stand-alone printers which are independent and for which only a physical audit can provide information. Since the board had no mechanism to manage these additional printers, it was impossible to estimate the total printing volume for the board. In order to manage printing effectively, print management software was identified and tested. Staff is now in the process of procuring this software as a tool to measure and control printing. This tool will be able to provide print reporting for all desktop printers connected to the print servers including selected MFPs.

Since the cost of printing on desktop printers can be up to 10 times more expensive than on an MFP, this new software will enable the board to **“Print for Less”** by directing larger print jobs to a more efficient copier or MFP. At the same time, the objective will also be to **“Print Less”** by adding additional configurations to users’ print jobs setting when they are printing from their desktop computer. This will result in reduced costs and volume. These include strategies such as encouraging double-sided printing and using monochrome instead of color.

Another strategy will include the promotion of electronic documentation. Scanning is at no cost to the board while charges apply for copying based on whether color is used or not. Since printed copies need to be physically distributed and eventually stored, the more that is printed, the more expensive it is for the board to manage. However, the storage of electronic document is at a much lesser cost.

The current MFP contract is due to end on June 30, 2015. A Print Management Committee, comprised of CEC and school representatives, will be formed to ensure the development and implementation of a successful strategy. The main objective is to maximize services while supporting future strategies, all at a lower cost. Updates will be presented at future meetings.

York Catholic District School Board

REPORT

Report To: Accommodation and Business Affairs Committee
From: Administration
Date: January 20, 2015
Subject: FRP & SCI Capital Renewal Projects Update

Executive Summary

The purpose of this report is to update information provided to Trustees at the last Accommodation and Business Affairs Committee meeting regarding the proposed 2014-2015 Capital Project program. This program is funded through the Facilities Renewal Program (FRP) and School Condition Improvement (SCI).

Note: This report does not include information pertaining to projects or ongoing repairs funded through operating, early learning program or growth funding.

Two projects (Fire Alarm panel replacement at St Mark and interlocking stone replacement at FMMCA) have been deferred to next year and one project (classroom floor tile replacement) added to the list.

Note: It is important to note the dynamic nature of the project list and that the program may change if higher priority projects or emergencies arise that need to be addressed.

Background Information

The purpose of Facility Renewal and School Condition Improvement funding is intended to support projects that are required to implement facility upgrades, address high priority building renewal needs, including some work related to local program and accommodation needs, as well as mandatory technical upgrades required by provincial or municipal jurisdictions.

Key considerations in the capital improvement program are the databases that have been created by consultants (e.g. roofing, building envelope, environmental, etc.) who have been engaged to assess the condition of the buildings and grounds. Of particular importance is the database created through the Ministry's school condition assessment program. School Condition Improvement funding is provided to specifically address events that are identified through this assessment program. As in past years, demand for Capital Funding far exceeds the funds available. Input from stakeholders is also considered in determining the capital improvement program.

Work undertaken in the 2014 – 2015 Capital Improvement Program must adhere to the Broader Public Sector (BPS) Procurement Directive in terms of acquiring goods and services.

Current Status

There are approximately 70 FRP and SCI projects in this year's – some of which are projects being carried forward from the previous year. The roster of projects presented at the November Accommodation and Business Affairs Committee has been slightly altered. The proposed Fire Alarm panel replacement at St Mark and interlocking stone replacement at Fr Michael McGivney CA have been

deferred to 2015-2016 and one project – classroom floor tile replacement at St James – has been added to the 2014-2015 program. The revised list of proposed projects for this year with the funding source is attached as Appendix A. The department will continue to focus on the larger projects and on those projects that require equipment with long lead times in order to ensure they are tendered as soon as possible.

As previously stated, this list of projects is dynamic and subject to change depending on priorities or emergencies that arise throughout the year. Projects could be added should adequate surplus funds become available from individual projects being underspent.

Next Steps

The design process is well underway. Administration is continuing to meet with the project consultants to expedite design and tender phases of the projects. The goal is to complete these projects as economically as possible; with the least disruption to our stakeholders. As previously noted, the list of projects can change due to emergencies, costs that vary from budget estimates, and/or the identification of higher priority projects

Prepared & Submitted by: J. B. Eldridge, Superintendent of Plant
Endorsed by: J. A. Sabo, Associate Director: Corporate Services & Treasurer of the Board

APPENDIX A

Category	School	Description of project	Funding Source	Trustee
Accessibility	3 schools	Braille Signage	F	
Accessibility	Cardinal Carter CHS	Servery access	F	Stong/Mazzotta/Crowe
Accessibility	St Brigid	Barrier Free Washroom	F	Crowe
Accessibility	St Anthony	Barrier Free Lifts	A	Cotton
Accessibility	St Anthony	Barrier Free Washroom	A	Cotton
Accessibility	St Jean de Brebeuf	Calming Room	F	Marchese/Giuliani
Accessibility	Holy Spirit	Calming Room	F	Crowe
Accessibility	Yearly Budget	Annual Requests	F	
Asbestos	St Matthew	Asbestos Entrance Soffits	F	Cotton
Asbestos	Various-Re-survey	RE-survey all schools <1990	F	
Asbestos	Various-Non Friable	Non-Friable Removals	F	
Electrical	various	main switches/service	F	
Elevators/Lifts	Light of Christ	Stage Lift	F	Crowe
Elevators/Lifts	St Robert CHS	Lift for west gym access	F	Cotton/Mazzotta/Stong
Energy Management	Various	Environmental Services	F	
Fire Alarm	St Margaret Mary	Replace and Upgrade	S	Giuliani
Fire Alarm	Various	Respond to Annual Maintenance	F	
Flooring	St James	Replace classroom floor tile	S	Ciaravella
Flooring	St Brother Andre	Library floor replace	F	Cotton/Mazzotta/Stong
Flooring	CEC	Cafeteria floor repair	F	
Grounds	Light of Christ	Retaining wall	S	Crowe
Grounds	Prince of Peace	Playground	F	McNichol
Grounds	San Lorenzo Ruiz	Additional Parking Spaces	F	Mogado
Grounds	St Anne	Sidewalks and bus loop	S	Mazzotta/Stong
Grounds	St Maximilian Kolbe CHS	Bleachers & Fence	F	Crowe/McNichol
Grounds	St Joan of Arc CHS	Driveway/Parking	S	Ciaravella

Category	School	Description of project	Funding Source	Trustee
Grounds	St. Clement	repave portion of play area	F	Giuliani
Grounds	CEC	Re-grade Back patio	F	
HVAC	St Joan of Arc	Replace Press Fit--leaking	S	Ciaravella
HVAC	Fr John Kelly	RTU's replacement	S	Ciaravella
HVAC	St Mark	RTUs and boiler replacement	S	Crowe
HVAC	St Gabriel	Boiler replacement	S	Carnovale
HVAC	St Catherine of Siena	Replace library roof top unit	S	Giuliani
HVAC	St Robert CHS	Replace 1 RTU in Café	S	Cotton/Mazzotta/Stong
HVAC	St Charles Garnier	Boiler replacement	S	Mazzotta/Stong
HVAC	Our Lady of the Rosary	Boiler replacement	S	Ferlisi
HVAC	Our Lady of the Rosary	Cooling Centres	P	Ferlisi
HVAC	Immaculate Conception	Cooling Centres	P	Carnovale
HVAC	Fr Michael McGivney CA	HVAC Retrofit	P	Mogado
Inst. Program	Holy Cross CA	Science Room Millwork	F	Giuliani
Inst. Program	FMMCA	Lecture Hall	F	Mogado
Inst. Program	Various	Annual allotment	F	
Maintenance		Maintenance Small Capital Items	F	
Masonry, Walls & Structural	Mother Teresa	Effluorescence on outside walls	F	Mogado
Masonry, Walls & Structural	St Joan of Arc CHS	Metal siding, masonry, window caulking	F	Ciaravella
Masonry, Walls & Structural	St John Chrysostom	EIFS Replacement	F	McNichol
Masonry, Walls & Structural	Sacred Heart CHS	EIFS Replacement	F	Crowe/McNichol
Masonry, Walls & Structural	St Nicholas	Soffits and Fascia	F	McNichol
Masonry, Walls & Structural	CEC	Curtain wall/Effluorescence on brickwork	F	
PA Systems	St Bernadette	Replace PA	F	McNichol
PA Systems	Immaculate Conception	Replace PA	F	Giuliani

Category	School	Description of project	Funding Source	Trustee
Painting - Elementary	St Kateri Tekakwitha	Annual Program	F	Mogado
Painting - Elementary		Annual Program	F	
Painting - Elementary		Annual Program	F	
Painting - Elementary		Annual Program	F	
Painting - Secondary		Sacred Heart CHS	F	Crowe/McNichol
Roof	Father John Kelly	Replace	S	Ciaravella
Roof	Fr Michael McGivney CA	Gym Roof	S	Mogado
Roof	St Rene Goupil-St Luke	Replace failed roof sections	S	Cotton
Roof	St Matthew	Replace failed roof sections	S	Cotton
Security		CCTV	F	
Security		Security Monitoring	F	
Stairs	St. Bernadette	Replace one set	S	McNichol
Stairs	Divine Mercy	Replace two sets	S	Ciaravella
Stairs	Our Lady of the Rosary	Replace two set	S	Ferlisi
Stairs	Fr Henri JM Nouwen	Replace one set	S	Mazzotta/Stong
Stairs	St Angela Merici	Replace one set	S	Giuliani
VOIP	Various		F	
Windows, Doors & Maintenance	St Matthew	Replace skylight	F	Cotton
Windows, Doors & Maintenance	St Clement	Re-caulk exterior windows	F	Giuliani
Windows, Doors & Maintenance	St Patrick (M)	Replace exterior windows	F	Mogado
Windows, Doors & Maintenance	Christ the King	Replace Windows	F	Mazzotta/Stong
Windows, Doors & Maintenance	St Joseph (RH)	Window Caulking	F	Mazzotta/Stong
Windows, Doors & Maintenance	St Anthony	Replace exterior windows	A	Cotton

F = Facility Renewal Program
 S = School Condition Improvement
 P = Proceeds of Disposition
 A – Accommodation Review

Report

Report To: Business and Finance Committee

From: Administration

Date: January 14, 2015

Subject: Miscellaneous Grants/Programs as of January 14, 2015

Executive Summary:

This report is a standard report intended to provide information on the Miscellaneous Grants/Programs that the Board receives outside of the normal GSN allocations. This report provides information as at January 14, 2015.

NOTE: This report also provides supplementary information related to the recently (January 9, 2015) announced and much anticipated funding (year 1 of 3) related to the new Technology and Learning Fund: 21st Century Learning Grant.

Background Information:

The Board is involved in and receives many grants and additional funds that are outside of the enrolment based-Grants for Student Needs. A listing of the EPO and other Miscellaneous Grants are summarized in Appendix A. The attached grants are not included when the Operating Budget is presented, except for a defined few noted on the bottom of report.

At the time the Board is approving the Financial Estimates for the year, many of Miscellaneous Grants would not be known yet. As a result of this, traditionally we do not include them in the filing of the Estimates, with the exceptions of a few that are noted on the bottom of Appendix A. The Miscellaneous grants or other initiatives that the Board is involved in are for specific purposes and need to be tracked separately. Most of these grants and initiatives are self-contained, must be spent within a given time frame, and are subject to audit by the Ministry or an outside organization.

The Board received an allocation for Student Success, OFIP Schools in the Middle, Math literacy, Early Learning Leads Support, Utility Database Consumption, Library Staffing, Outdoor Education, plus a number of others. The funds are used to provide professional development for our teachers, develop new curriculum material, and purchase technology, with specific results in mind. The Ministry monitors the spending of these funds very closely. If the money is given for a specific purpose, to be spent within a defined period of time, and if there is any money remaining or the purchases were out of scope, the Ministry will request the funds be returned to them.

Attached is the summary for the Miscellaneous Grants as of January 14, 2015. These grants and initiatives are overseen centrally. The report displays the revenue received, and the expenditures incurred to date and

the balance. It should be noted that some of the grants' fiscal periods differ from our school board fiscal year and therefore any balances remaining at that time will be carried forward.

The Ministry of Citizenship and Immigration also offers funding for enhancing and redesigning ESL programs. Our Board is working with this funding and the on-going expansion the program to continuing to advance the ESL area.

The Board also has a number of programs that are self-funding, or other initiatives that are sponsored by outside organizations such as Children Treatment Network, OYAP, Swim to Survive, a number of other initiatives.

Recently the Board received the long awaited funding for **Technology and Learning Fund; 21st Century Learning. The Board received \$672,774.89;**

Technology Acquisition	\$467,019.91
Professional Learning	116,754.98
Innovative Research Initiative	89,000.00
Total; Year One	672,774.89

This is the initial funding of the three year allocation. The funding is issued from the Council of Ontario Directors of Education, CODE. The CODE memo announcing the funding has been included for review.

Each program enhances the educational value within our system and requires staff to use the minimal funds efficiently and effectively to develop a successful program within specific timelines.

Updated reports will be brought to future Accommodation and Business Affairs meetings.

Note: The intent of the report is to provide financial information only. Specifics with regards to program initiatives, educational outcomes, etc. can be brought to the Board on request.

Prepared & Submitted by: Jackie Porter, Senior Manager of Budget and Audit Services

Endorsed by: John Sabo, Associate Director, Corporate Services and Treasurer of the Board

York Catholic District School Board
2014/15 EPO and Miscellaneous Grants as at January 14, 2015

Grant Administrator	Name of Grant	Fund Centre	Grant Amount	Reporting Dates	Total Revenue	Total Expenditures + Commitments	Project Balance	Notes
Ministry of Education EPO Grants:								
D. Murgaski/M. WaySkinner	Aboriginal Education (FMNI)	9134	66,564.00	6-Mar-2015; 15-Jul-2015	11,760.00	21,366.73	-9,606.73	1
T. D'Acunto	Autism Supports & Training (ABA Training)	9137	83,295.00	30-Sep-15	58,306.00	65,735.26	-7,429.26	1/3
F. Bagley/P. Preston	BLDS Mentoring School Leaders	9166	81,282.00	1-Jun-15	74,654.00	41,787.81	32,866.19	1/3
C. Sousa	Career/Life Planning Programs	9076	14,403.00	18-Sep-15	0.00	1,440.00	-1,440.00	1
D. Murgaski	CILM Collaborative Inquiry in Learning Math	9014	135,000.00	15-Jul-15	94,500.00	68,349.01	26,150.99	
C. Gastis	Community Use - Outreach Co-ord	9188	113,600.00	9-Oct-2015	71,000.00	91,062.60	-20,062.60	1/3
D. Murgaski	Early Learning Leads/Support	9068	175,595.00	15-Dec-14; 31 Oct-15	166,550.08	222,516.29	-55,966.21	1/3
D. Murgaski	Early Learning - Kindergarten Program Doc	9017	28,800.00	31-Aug-15	28,800.00	-3.01	28,803.01	
N. Vezina	ECO/Inc Program Advisor (previous yrs)	9049	complete	complete	329,415.62	0.00	329,415.62	6
N. Vezina	ECO/Inc Program Advisor (Jul 1/14 - Mar 31/17)	9022	979,000.00	quarterly	133,301.61	35,714.77	97,586.84	
D. Murgaski	EDI - Teacher Release	9095	72,420.00	31-Oct-15	0.00	7,242.00	-7,242.00	1
C. Sousa	Elearning Contact Project	9032	105,000.00	15-Jul-15	0.00	42,640.46	-42,640.46	1
D. Murgaski/L. Rotino	Enrolment Reporting Initiative	9091	31,645.00	01-Dec-14; 31 Aug-15	0.00	3,165.00	-3,165.00	1
J. McLoughlin/M. Nasello	Focus on Youth (summer students)	9070	65,000.00		0.00	6,500.00	-6,500.00	1
D. Murgaski	French Proposals	9079	19,205.00	30-Jun-15	6,764.72	14,245.63	-7,480.91	1
D. Murgaski	FSL Initiatives	9002	190,305.00	17-July-2015	114,182.00	174,520.19	-60,338.19	1/3
M. Nasello/D. Scuglia	Healthy Eating St Maximilian	9084	50,000.00	2-year grant	44,343.19	22,618.78	21,724.41	
A. Chan	Labour Framework Reforms	9069	complete	complete	0.00	-183,061.19	183,061.19	4
T. D'Acunto	Learning for All K-12	9198	22,077.00	30-Jun-2015	15,454.00	3,128.52	12,325.48	
D. Murgaski	Library Staffing	9163	196,520.00	13-Mar-15	137,564.00	19,458.01	118,105.99	
T. D'Acunto	Mental Health Professional Learning	9036	28,932.00	30-Sep-15	0.00	4,988.47	-4,988.47	1
C. Sousa	MISA Local Capacity	9297	53,479.00	15-Jun-15	37,435.00	22,848.01	14,586.99	
L. Coulter	Occasional Teacher Evaluations	9060	17,020.00	extension	24,600.49	0.00	24,600.49	
D. Murgaski	OFIP Schools in the Middle	9197	315,300.00	15-Jul-15	268,710.00	51,588.67	217,121.33	
D. Murgaski	Outdoor Education	9050	543,808.00	1-May-15	342,599.00	244,185.26	98,413.74	
D. Murgaski	PANAM/PARAPAN Activities	9088	17,800.00	30-Oct-15	17,800.00	17,800.00	0.00	
P. Preston	Parents Promoting Positive Sch Climate	9285	0.00	balance fwd	9,641.81	9,641.81	0.00	
D. Murgaski	Pedagogical Leadership K-3	9092	5,000.00		5,000.00	574.84	4,425.16	
T. D'Acunto	Post Secondary ASD (2 year)	9073	60,000.00	30-Oct-15	52,492.54	15,796.73	36,695.81	
P. Preston	PRO grants (Parent Reaching Out)	9296	81,875.00	30-Jun-15	81,875.00	81,875.00	0.00	
J. Porter	RIAT Host Board	9074	200,000.00	31-Aug-15	25,305.08	6,807.02	18,498.06	
M. Nasello	Safe Schools - Accepting/Incl Schools	9052	115,600.00	31-Oct-15	80,920.00	50,156.39	30,763.61	
D. Murgaski/M. WaySkinner	Speak-Up grants (individual schools)	9176	9,000.00	25-Sep-15	0.00	0.00	0.00	
C. Sousa	Specialist High Skills Major	9164	99,558.00		0.00	24,564.31	-24,564.31	1
C. Sousa	Student Success & Cross Panel	9183	61,144.00	30-Oct-15	42,801.00	6,393.54	36,407.46	
C. Sousa	Student Success 12/12 + Reengaged	9018	11,248.00	30-Sep-15	11,248.00	1,125.00	10,123.00	
C. Sousa	Student Success CILM Middle Yrs Coll Inquiry Project	9038	87,288.00	30-Oct-15	61,102.00	61,583.44	-481.44	1
C. Sousa	Student Success Coll Inquiry Inst Impact	9045	44,954.00	30-Oct-15	31,468.00	8,958.56	22,509.44	
C. Sousa	Student Success Differentiated Instruction	9184	44,954.00	30-Oct-15	31,468.00	7,586.29	23,881.71	
C. Sousa	Student Success Literacy	9046	44,954.00	30-Oct-15	31,468.00	10,041.13	21,426.87	

York Catholic District School Board
2014/15 EPO and Miscellaneous Grants as at January 14, 2015

Grant Administrator	Name of Grant	Fund Centre	Grant Amount	Reporting Dates	Total Revenue	Total Expenditures + Commitments	Project Balance	Notes
C. Sousa	Student Success Math	9189	44,954.00	30-Oct-15	31,468.00	7,474.67	23,993.33	
D. Murgaski	Student Work Study Teachers	9034	120,000.00	15-Jul-15	84,000.00	91,848.04	-7,848.04	1/3
D. Murgaski	TLLP Fr Frederick McGinn (13/14)	9064	15,015.00	1-Nov-14	1,799.88	2,006.30	-206.42	1
D. Murgaski	TLLP Librarians 21st Century (PKE)	9096	7,793.50	30-Jun-15	0.00	0.00	0.00	
T. D'Acunto	TLLP Prov Knowledge Exchange	9080	21,890.00	19-Dec-14	18,990.92	11,134.13	7,856.79	
D. Murgaski	TLLP St. Charles (13/14)	9065	13,200.00	complete	3,000.00	3,000.00	0.00	
D. Murgaski	TLLP St. Kateri Tekakwitha (14/15)	9086	26,552.27	31-Jul-15	214.49	2,061.48	-1,846.99	1
D. Murgaski	TLLP St. Veronica (14/15)	9085	26,134.80	31-Jul-15	3,060.85	1,988.61	1,072.24	
N. Vezina	Utility Consumption Database (3 yr)	9040	521,000.00	unconfirmed	130,126.83	0.00	130,126.83	6
Subtotal Ministry of Education EPO Grants:					2,715,190.11	1,404,454.56	4,070,633.93	
Ministry of Citizenship & Immigration:								
D. Murgaski/L. Rotino	MCI Adult Non-Credit Awarenes	9087	200,000.00	31-Aug-15	187,757.07	38,026.17	149,730.90	2
D. Murgaski/L. Rotino	MCI Portfolio Based Lang Assessments (2 yr)	9090	54,000.00	2015/16	54,000.00	21,221.89	32,778.11	2
D. Murgaski/L. Rotino	MCI Program Redesign (3 yr)	9044		2014/15	98,810.26	2,957.51	95,852.75	2
Subtotal MCI Grants:					340,567.33	62,205.57	278,361.76	
Ministry of Training, Colleges and Universities:								
C. Sousa/L. Cotton	OYAP	9204	162,125.00		97,275.00	123,333.19	-26,058.19	1/3
Subtotal MTCU Grants:					97,275.00	123,333.19	-26,058.19	

York Catholic District School Board
2014/15 EPO and Miscellaneous Grants as at January 14, 2015

Grant Administrator	Name of Grant	Fund Centre	Grant Amount	Reporting Dates	Total Revenue	Total Expenditures + Commitments	Project Balance	Notes
Other Grants/Programs:								
T. D'Acunto	AQ Courses	9488		self-funded	55,792.09	31,377.48	24,414.61	
D. Murgaski	Artist in the School	9102		self-funded	26,745.14	19,722.44	7,022.70	
D. Murgaski	Arts Camp	9101		self-funded	31,792.88	2,899.70	28,893.18	
T. D'Acunto	Children's Treatment Network (CTN)	9291	755,158.00	quarterly	394,739.34	724,224.61	-329,485.27	1/3/5
D. Murgaski	CODE 21st Century Research	9082		28-Nov-14	21,258.65	21,258.65	0.00	
C. Sousa	CODE TLF 21st Century Research	9098	672,774.89	15-Jun-16	0.00	0.00	0.00	
C. Sousa	CODE Blended Learning	9097	40,000.00	end of project	0.00	0.00	0.00	
D. Murgaski	CODE Destination Reading	9057		complete	0.00	0.00	0.00	
D. Murgaski	CODE ELL	9024	10,000.00	10-Jul-15	0.00	-5.31	5.31	
J. McLoughlin	CODE Student Injury Prevention Phase 2	9089	144,817.00	15-Sep-15	140,817.00	0.00	140,817.00	
C. Sousa	Dual Credit Accelerated	9027	44,382.50	invoiced	0.00	374.00	-374.00	1
C. Sousa	Dual Credit Project	9181	64,322.14	invoiced	0.00	6,846.78	-6,846.78	1
C. Sousa	Dual Credit SWAC	9035	97,600.00	invoiced	0.00	11,582.11	-11,582.11	1
P. Preston	Food for Learning	9169		self-funded	13,390.00	13,390.00	0.00	
D. Murgaski	Leading Student Achievement Support	9093	10,000.00	not req'd	10,000.00	2,278.01	7,721.99	
C. Sousa	MISA Grade 9 Applied English	9094	5,000.00	30-Jun-15	5,000.00	0.00	5,000.00	
L. Coulter	OISE University of Toronto Practice Teaching	9067		self-funded	0.00	0.00	0.00	
M. Nasello	OLL Cafeteria	9118		self-funded	22,185.00	32,594.52	-10,409.52	1/7
P. Preston	Parents Promoting Positive Sch Climate	9285	0.00	balance fwd	704.26	704.26	0.00	
C. Sousa	Promoting Skilled Trades/Tech - Humber	9194	13,702.00	invoiced	0.00	0.00	0.00	
T. D'Acunto	Special Ed Curriculum Doc	9039		self-funded	30,758.14	0.00	30,758.14	
M. Nasello	St. Brother Andre Cafeteria	9348		self-funded	112,526.74	69,416.54	43,110.20	1/7
P. Preston	Swim to Survive	9270	41,310.00	15-Jul-15	13,772.55	14,722.59	-950.04	1
Subtotal Other Grants/Programs:					879,481.79	951,386.38	-71,904.59	
Grand Total					4,032,514.23	2,541,379.70	4,251,032.91	

Notes:

1. Revenue from source to follow.
2. MCI grant revenues include internal bank interest reallocation.
3. Commitments include salaries up to Aug 31/15.
4. Deferred revenue committed for licensing in 14/15.
5. CTN fiscal year agreements ends March 31st.
6. Balance to be reconciled & recovered by Ministry of Education
7. School operated cafeterias: income recorded after month end; payroll processed regularly. St. BA contract invoices are behind by 4 months.

Included in Operating:

		Annual total	
Autism Supports & Training (ABA Training)	9137	55,300.00	
Community Use - Outreach Co-ord	9188	76,000.00	
Elearning Contact Project	9032	105,000.00	
Early Learning Leads/Support	9068	175,160.00	
ECO Energy overhead	9022	53,250.00	
FSL Initiatives	9002	91,432.00	
Mentoring School Leaders (Area Lead Princ allow)	9166	24,000.00	
Student Work Study Teachers	9034	108,000.00	
OYAP	9204	51,000.00	Annual Total
10% Admin and ECO overhead (10-5050)	5050	251,326.00	990,468
Children's Treatment Network	9291	755,158.00	755,158

January 9, 2015

Ms. Patricia Preston
Director of Education
York CDSB
320 Bloomington Road West
Aurora, ON
L4G 3G8

Dear Patricia:

This letter, when signed below by both parties, shall constitute an agreement ("Agreement") between the York CDSB (the "Participant") and the Council of Ontario Directors of Education ("CODE") to support the Participant's implementation of and financial accountability for, allocations under the **Technology and Learning Fund 2014-15 (TLF Enhanced Supports and TLF Innovation Research** ("Research Initiative")).

Context and Overall Goals

The Ministry of Education is committed to a renewed vision for education that calls for transformations to teaching and learning that will ensure graduates are prepared for a more competitive, globally connected and technologically engaged knowledge, society and economy. To support sector-wide progress toward this renewed vision, the Ministry announced a commitment to invest in the \$150M Technology and Learning Fund (TLF) over three years that will:

- invest in innovative teaching practices and instructional methods enabled by technology to more precisely engage and address the learning needs of all students;
- invest in the technology, design, and infrastructure required for the classrooms of the future to serve the needs of all communities;
- work with teachers, principals, and supervisory officials and their professional associations to identify and share effective and innovative teaching practices that include the use of technology; and
- contribute to a provincial focus on defining and developing measures for higher-order 21st century competencies such as critical thinking, communication, collaboration, creativity and entrepreneurship.

Technology and Learning Fund (TLF) allocations for 2014-15 to all district school boards, school authority boards and the Provincial Schools Branch, are comprised of two complementary components: Enhanced Supports and 21st Century Innovation Research Initiative. Both TLF components will align with Ontario's renewed vision and core priorities for education and address the TLF's focus on the following four key areas:

- Create more teacher-student learning partnerships and real-world, authentic learning tasks enabled by technology;
- Provide more opportunities in school for peer-to-peer learning enabled by technology;
- Provide professional learning about assessment practices that reflect deep learning pedagogy, aligned with *Growing Success*;
- Develop new learning partnerships among educators enabled by technology in addition to face-to-face professional learning.

TLF Enhanced Supports

This component of the TLF is intended to promote accelerated uptake of evidence-based, technology-enabled, pedagogical practices focused on important 21st century competencies such as critical thinking, problem-solving, collaboration, communication, creativity and entrepreneurship, consistent with the ministry's renewed vision and core priorities for education and with the TLF's four key areas of focus, as outlined above.

The funding allocation under the TLF Enhanced Supports (2014-15) component is designated for the acquisition of relevant digital technology and learning tools such as tablets, laptops, cameras, software, and 3D scanners and printers (up to 80% of allocation) and to support the provision of related professional learning opportunities for educators and school and/or system leaders (20% of allocation).

York CDSB allocation:

Technology Acquisition (up to 80%)	\$467,019.91
Professional Learning (20%)	\$116,754.98
Total TLF Enhanced Supports Allocation (2014-15)	\$583,774.89

TLF 21st Century Innovation Research Initiative, 2014 – 2015 (Round 4)

Support will be provided to all district school boards, school authority boards and the Provincial Schools Branch to undertake innovation research aimed at documenting local theories of action, impact evidence, progress toward systematizing and scaling-up effective teaching and learning innovation practices, and promoting knowledge mobilization and capacity building for innovative technology-enabled teaching and learning and system change. This will contribute to the evidence and research base informing system learning and local decision-making about effective 21st century teaching and learning practices, including support for student acquisition of important higher-order 21st century competencies.

Goals of the 21st Century Innovation Research Initiative

Building upon foundations to-date, aligned with Ontario's renewed vision and core priorities for education and aligned with the TLF's four key areas of focus, the overall goals of the Innovation Research Initiative (Round 4) continue to be, as in prior years, to:

- promote local innovation and leadership for 21st century (next generation) teaching and learning;
- support evidence- and research-informed decision-making that is focused on the instructional core;
- situate Ontario's local innovation efforts within the wider context of current international research on the features of strong districts, whole system reform that integrates effective technology-enabled pedagogy, and, emerging evidence on '21st century effectiveness' in innovative learning environments; and
- promote sector-wide engagement, foster common understanding, and support capacity building and knowledge mobilization in moving to scale-up pedagogy-driven, technology-enabled practices for optimizing learning.

York CDSB TLF 21st Century Innovation Research Initiative (2014-15) allocation: \$89,000.00

Funding Requirements

In keeping with the overall goals and complementary allocations under the TLF (TLF Enhanced Supports and TLF 21st Century Innovation Research (Round 4)), the funding requirements under this Agreement are:

- The Participant will organize, implement and report back to the external Research Team (the "Research Team"), once in place, on results achieved, including impact evidence on: changes to teaching practice, student engagement, learning, well-being, and acquisition of higher-order 21st century skills and habits of mind; progress toward systematizing and scaling-up effective technology-enabled innovations in teaching and learning practice; alignment with one or more of the TLF's four key areas of focus;
- The Participant will organize, implement and report back on strategies undertaken and the outcomes achieved in connection with local capacity building and knowledge mobilization in moving to scale-up

pedagogy-driven, technology-enabled practices for optimizing learning. A minimum of two artefacts will be created for local capacity building and knowledge mobilization and will be shared with the Research Team for analysis and for potential wider dissemination in the sector, including sharing with other district school boards, CODE and the Ministry of Education. At least one artefact will provide visible evidence of what changing pedagogy for deep learning looks like at the classroom level.

- The Participant will show how the lessons learned and research evidence on effective practice developed to date through its participation in the 21st Century Innovation Research Initiative are informing its inter-related plans for investments and activities that are supported by the complementary TLF Enhanced Support allocation component.
- The Participant will expend its 2014-15 allocations on or before March 31, 2015 in a responsible, efficient and cost-effective manner that seeks to maximize the benefits of its investments of scarce public resources, and will meet all TLF reporting and deliverable responsibilities through to May 31, 2016, as specified in the Letter of Agreement.

York CDSB combined allocation total (TLF Enhanced Supports plus TLF 21st Century Innovation Research Initiative (Round 4)): **\$672,774.89**

In keeping with the Technology and Learning Fund's overall goals, four key areas of focus and funding requirements, the following deliverables, terms/expectations, timelines, and funding disbursements will result from this Agreement.

Deliverables:

The following actions will be completed by the Participant to achieve the Participant's contributions to the goals of the Technology and Learning Fund:

- Collaborate and participate in the External Research Evaluation component of the TLF 21st Century Innovation Research including, but not limited to, the application and/or adoption of metrics and/or research questions as defined by the Research Team for purposes of evaluating and reporting results publicly, and the provision of related research data, including student achievement data where applicable, to the Research Team. This component may also involve meeting with and/or providing additional information as may be requested by the Research Team, for example, details on observable 21st century competencies arising through curriculum-based, technology-enabled teaching and learning practices;
- Host mutually agreed upon possible site visit(s), including virtual visits, as may be requested from time to time by other district school board(s), the Ministry of Education, CODE and /or the Research Team;
- Participate in one or more meetings (face-to-face or virtual) to be hosted by CODE, the Ministry of Education and/or the Research Team to bring together representatives of district school boards for the purpose of sharing lessons learned through the Research;
- Deliver a Year-End Report for 2014/15 and Action Plan for 2015-16 detailing information such as:
 - a) a description of how the Participant's results build upon lessons learned through prior innovation project(s) undertaken (such as inquiry focus, change in scope, system goals);
 - b) the inquiry question(s) and theory of action that underpins the Participant's goals and results achieved;
 - c) the desired impact results and outcome measures (including success indicators and data that demonstrate findings) for 2014-15;
 - d) a description of how the Participant's results contribute to system learning, scaling up, and sustainability (including lessons learned), with reference to measures established by the Participant, as well as criteria to be defined and requested by the Research Team for purposes of reporting on overall provincial findings;
 - e) results achieved through capacity-building and knowledge-mobilization activities for educators, administrators and/or professional learning facilitators in moving to scale-up pedagogy-driven, technology-enabled practices for optimizing learning (e.g. workshops, learning fairs, summer institutes, webinars, resource development, job-embedded learning supports, co-planning across departments, professional learning networks, additional research studies, exemplars, technology acquisitions to support professional/student learning, community partnerships); and,

- f) descriptions of specific dimensions of the Participant's results, such as technology-enabled components, implementation context and connections to important higher order, 21st century competencies and one or more of the TLF's four key areas of focus.
- Provide two artefacts to the Research Team, such as video narratives (digital media clips, digital books) and/or other tangible assets (such as lesson plan/learning module exemplars, research data/reports, training guides) that will contribute to knowledge mobilization, research exchange, and the ability to showcase effective technology-enabled teaching and learning practices to build provincial capacity for 21st century teaching and learning. At least one artefact will provide visible evidence of what changing pedagogy for deep learning looks like at the classroom level.
- Agree to participate in the development of digital media by a designated media provider, if requested, and at a mutually agreeable time.
- Manage and provide financial reports outlining technology acquisitions, capacity building and research activities, in accordance with eligible funding expenses: teacher release, professional learning, resource development, coordination, research, and acquisition of technology to support professional/student learning (technology acquisition may not exceed 80% of total TLF Enhanced Supports allocation) in moving to scale-up effective practice.

Terms/Expectations

The Participant will:

- Implement the deliverables related to the Technology and Learning Fund during the 2014-15 school year;
- Respect privacy and confidentiality principles when discussing and reporting on outcomes in various forums (including e.g., private e-communities of practice) and when disclosing data to the Research Team;
- Seek to provide opportunities, where appropriate and applicable, for student input and voice in contributing to the Participant's Action Plan and/or Research results; and,
- Share impact evidence and lessons learned with peers, CODE, the Ministry of Education and the Research Team in keeping with the key goals of promoting system-wide learning and knowledge mobilization about what is working at the local level and why, and, where relevant, identifying lessons, strategic vision and/or 21st century competencies frameworks/resources/data that may contribute to policy and program development at the provincial level.

Timelines

The following are anticipated timelines:

Timing	Deliverables	Recipient(s) of Deliverable(s)
By January 23, 2015	Signed LOA and completed Section A of the Action Plan	CODE
On receipt of signed LOA and Section A of Action Plan	Payment of funding allocation by CODE	District School Board*
Spring 2015	Potential communication by the Ministry of Education B-memo of possible allocations under Technology and Learning Fund (2015-16) – TBD/C	District School Board*
June 15, 2015	Year-End Report for 2014/15 and Action Plan for 2015/16 and report on acquisitions and professional development to-date.	Ministry via CODE

July 15, 2015	District School Boards, Provincial Schools, and School Authority Boards report on progress (with applicable data) through the self-reporting tool and/or selective site visits, interviews and focus group sessions. Boards to send in artefact(s) - e.g. video narratives, professional learning and/or implementation resources, related board research reports to the Vendor.	External Research Team
October 2015 (to be confirmed)	Participation by board* teams of system leaders in Annual provincial 21 st Century Teaching and Learning Roundtable Event co-hosted by CODE and the Ministry of Education to share 2014-15 results.	All
October 30, 2015 (to be confirmed with external research team)	District School Boards, Provincial Schools, and School Authority Boards report on final data from 2014-15 through the self-reporting tool and/or selective site visits, interviews and focus group sessions. The Vendor will be responsible for collecting the reports (with data) from district school boards and will be responsible for quality review to ensure artefacts are appropriate for sharing with public.	External Research Team

*For purposes of this Agreement, the terms District School Board and Board are considered to include and apply to Provincial Schools and School Authorities as participants in the Technology and Learning Fund.

Terms of Reference, Record Keeping, Reimbursement

1. Accurate and current records of all deliverables will be maintained by the Participant;
2. The Participant will provide:
 - a) an Action Plan and Year-End Report detailing the outcomes achieved and lessons learned, including progress on moving to scale-up effective innovative practice within the board, and, any lessons for consideration for provincial policy/program development (see two funding requirements above as part of this agreement);
 - b) a minimum of two artefacts that support local capacity building and knowledge mobilization and for consideration for potential wider dissemination in the sector, including to other district school boards, CODE and the Ministry of Education; and,
 - c) periodic updates as required (e.g. teleconference/Adobe Connect);
3. A detailed financial reconciliation of accounts will be received by CODE by June 15, 2016. This will include itemized details on capacity-building activities and any related technology acquisitions to implement the Technology and Learning Fund (2014-15) investments;
4. Tasks, data and/or reports as required by the research team will be completed.

Funding and Reporting Breakdown:

The Participant will be reimbursed as follows:

Date	Deliverable	Allocation
January 23, 2015	DSB signed LOA received by CODE including completed Action Plan, Section A	100% of DSB allocation = \$672,774.89 (upon receipt of deliverable)
June 15, 2016	DSB Financial Report received by CODE	

Termination

This agreement may be terminated before the end of its term only upon mutual consent of both parties and the Ministry of Education.

If you agree with the terms of this Letter of Agreement, please sign and date 1 copy and return electronically to Janette Jensen at janette@opsoa.org by January 23, 2015. Thank you for agreeing to support this important collaborative initiative.

Sincerely,



Frank Kelly
Executive Director, CODE

I AGREE WITH ALL OF THE ABOVE TERMS AND CONDITIONS OF THIS AGREEMENT. I APPROVE THE DISTRICT SCHOOL BOARD'S PARTICIPATION IN THE TECHNOLOGY AND LEARNING FUND, AND ASSOCIATED ROLE AND CONTRIBUTION OF DATA, FINDINGS AND AT LEAST TWO ARTEFACTS TO THE INITIATIVE'S EXTERNAL RESEARCH EVALUATION COMPONENT IN COLLABORATION WITH THE RESEARCH TEAM.

Director of Education (please print)

Signature

Date

21st Century Teaching and Learning Research

What We Heard at the 2014 Round Table...

CONTEXT:

Ontario is engaged in 21st Century Innovation Research to support the goals of [Achieving Excellence: A Renewed Vision for Education in Ontario \(2014\)](#). These goals include high levels of student achievement, ensuring equity of opportunity for all students, promoting well-being and enhanced confidence in publicly funded education.

On October 23rd, 2014, teams from all 72 Ontario District School Boards, Provincial Schools and School Authority Boards met to discuss, learn and share their insights about scaling effective 21st Century technology-enabled teaching and learning practices. This is “What We Heard”...

21ST CENTURY TEACHING AND LEARNING THEMATIC ROUND TABLE GOALS

- Identify and build a common understanding about key supporting conditions for scaling up effective practices in classrooms, schools, and districts that link technology, pedagogy and 21st century competencies;
- Showcase, situate and connect local innovation work within a broader context of provincial and international research about 21st century teaching and learning and in alignment with Ontario's renewed vision for education;
- Provide opportunities to develop professional networks and foster a professional learning community of innovation practitioners and change leaders.

SCALING OUR INNOVATION WORK: KEY IDEAS

Dr. Chris Dede shared his research on the process of system scaling. Here are some of the ideas presented:

- We do not scale an innovation, but rather, a model of innovation
- Scaling requires adoption, followed by adaptation to local context
- Factors of scaling to consider include elements at the classroom, school and system level
- Sources of leverage/dimensions for scaling include depth, sustainability, spread, shift and evolution

“While we can take great pride in producing something and...see it changing kids' lives, ultimately our job is not done until we've found a way to make it scale. Until we might go to a place we've never been, and see a teacher we've never met, and see them changing kids' lives using our innovation.”

- Dr. Chris Dede, Harvard University

WHAT WE HEARD...

Organizational structures are changing:

- District School Boards are adopting a system wide approach to utilizing funds
- Visions are clearly articulated, and there is alignment of goals at all levels of the system and in and across all departments
- Cross-department teams are becoming responsible for technology, or the two areas (Program, IT) are working together to determine the best technology to support learning goals
- IT is integrated into all superintendents' responsibilities to support the new system structures and belief that IT and pedagogy are not mutually exclusive
- Technology-integration coach positions (various titles) are being created to support implementation of technology-enabled teaching and learning strategies
- Community partnerships (vendors, Rotman, MaRS, local universities) are being formed and used as 'critical friends' to help identify gaps and make suggestions to move the learning forward
- Indexing methods are being used to differentiate funding based on school needs, geography and bandwidth to avoid “have and have not schools”

DSBs are developing new models of Professional Learning:

- New learning partnerships are developing among educators enabled by technology
- Teachers are learning from each other through the use of exemplary/demonstration classrooms
- Self-directed online modules and courses are being developed so educators can learn at their own pace, and when convenient
- [Collaborative Inquiry based learning](#) is focussed on technology-enabled teaching and learning strategies
- District School Boards are creating newsletters with tips/ideas to support technology-enabled teaching and learning
- E-learning contacts are taking on a new role and supporting authentic integration of technology
- DSBs are using the [SAMR model](#) to support relevant and authentic use of technology and differentiate professional learning

There is a continued focus on Digital Citizenship:

- Digital citizenship is being linked to citizenship in general; technology is a new medium in which to communicate respectfully and participate responsibly
- Teacher-librarians are supporting the development of digital citizenship by curating resources for teachers (e.g. [OSAPAC digital citizenship resource](#))
- DSBs are integrating Digital Citizenship into all aspects of the school culture

District School Boards are creating innovative spaces to learn:

- Libraries are becoming Learning Commons and the role of the teacher-librarian is changing to support this transformation (e.g. Ottawa CSB's [Library to Learning Commons](#))
- Timetables are being restructured to support innovative integration of courses (e.g. WRDSB's [Futures Forum](#))
- Blended learning is enabling greater personalization of programming for students (e.g. HPCDSB's [Blended Learning in Mathematics](#))

"The classroom is transformed where there are no walls and kids have access to all of those learning materials and each other in a way where the students' ideas and the students' thinking really becomes the content of the learning."
—Coordinator of IT

Measuring Success:

- Assessment practices are reflective of deep learning pedagogy
- District School Boards are using pre- and post-surveys about professional learning to gauge participant learning and growth over time
- Pre- and post-performance tasks are being used to gauge student achievement ([moderated marking](#))
- DSBs are seeing positive changes in student engagement, collaboration and critical thinking skills

Technology acquisition and use are purposeful:

- Mobile technology is providing more opportunities for peer-to-peer learning
- Use of mobile technology supports the development of creative and critical thinking through real world, authentic tasks (e.g. [Provincial Schools'](#) students are using Minecraft to demonstrate heat transfer)
- Students are moving from being consumers of content to producers/creators of content

- BYOD policies are being developed and supported by providing devices to those who do not have their own

Types of Digital Tools and Resources	Sample Target Outcomes for Students
Social Tools & Mobile Technologies (e.g., Blogs, online discussions, Tablets)	communication, collaboration, digital citizenship, inquiry, anytime/anywhere learning
Visualization Tools, Innovative Learning Spaces (e.g., graphing tools, 3D printers, Learning Commons)	metacognition, numeracy, problem-solving, students as creators, authentic and relevant learning tasks
Gaming and Simulations (e.g., adaptive software, interactive content)	perseverance, self-efficacy, problem solving, creativity and innovation, critical thinking

Keys to Success:

- Keep the vision of the learner and the learning process central in all decision making conversations
- Invest in the capacity building of leaders; leadership influences change and scalability
- Work with principals to include technology-enabled strategies into the SIPSA
- Partner with co-terminus or neighbouring boards

Challenges/concerns encountered:

- Effectively using formative assessment data to intervene/change practices mid-course in implementation
- Ensuring technology is supporting the learning goals
- Providing sufficient bandwidth as the number of mobile devices in use grows; ensuring equity of access
- Developing educator comfort level in using technology
- Adapting innovation to diverse community contexts
- Creating and supporting a culture of risk-taking
- Addressing concerns regarding privacy of data
- Supporting multiple platforms/devices
- Facilitating transfer of 'ownership' of the innovation model.

"I actually think that what you're doing [in Ontario] is the most sophisticated... That you really are leaders in what you're doing - a kind of a lighthouse for people across the world that are trying to do similar things."
—Dr. Chris Dede, Harvard University

For more information, please visit: www.edugains.ca

York Catholic District School Board

Report

Report To: Accommodation and Business Affairs Committee

From: Administration

Date: January 12, 2015

Subject: RFP – Audit Consulting Services

Executive Summary:

This report is intended to provide information on a recent RFP initiative generated by RIAT and related to external audit/consultative services that could be accessed by participating Boards in the future.

Background Information:

The Regional Internal Audit Team (RIAT) has a three-year Audit Plan that has been approved by each of the Toronto and Area Boards. The plan was approved for the 2013/14 until 2015/16 fiscal period. Due to the reassignment of the Regional Internal Audit initiative to York Catholic and re-establishment of Regional Internal Audit Team, many of the audits did not start until late in 2013/14. With the transfer of the Regional Internal Audit initiative along with this resulted in unused funds from this Ministry initiative. The Toronto and Area, Regional Internal Audit Coordinating Steering Committee (TA RIA CSC) along with the Regional Internal Audit Manager (RIAM) agreed that in order to get the Audit Plan up-to-date, external resources would be required.

The RIAT has been working with the Purchasing Department to issue an RFP for external Consultative/Audit Services. The intent is to create a ‘pool’ to firms that have the required skills and services for the RIAT to draw on. The RFP was issued in early December and closed just before Christmas break. The RFP was comprised of two parts: part one was for firms that could offer a variety of audit services that would take an audit from the engagement letter to issuing a report containing the recommendations. These audit services would be under the direction of the RIAM. The second part of the RFP was for audit staff services. For this area, the goal is to have firms available that would have audit staff available to work alongside the RIAT while performing audits. The staffing services would be under the direction of the Audit lead. The RFP closed with responses from eight firms. The RIAT is now evaluating the bids for completion. Purchasing will work with the RIAT to ensure that all of the proper criteria have been met before preparing a list of final proponents from which a “pool” of successful vendors will be presented to the TA RIA CSC for approval.

The RFP for Consulting Services was prepared with a 'piggyback' clause included which permits any of the six TA RIA CSC member boards or other any other Ontario school board to access the Audit Consulting Services from the 'pool' of established firms, thereby saving other boards from going through the same RFP process. Feedback from RIAT or other boards who have used the service(s) will be able to be shared among boards.

A further update on this initiative will be reported to the Audit Committee of the Board and this committee as required.

Prepared & Submitted by: Jackie Porter, Senior Manager of Budget and Audit Services
Endorsed by: John Sabo, Associate Director, Corporate Services and Treasurer of the Board

York Catholic District School Board

Report

Memo To: Accommodation Committee and Business Affairs
From: Administration
Date: January 12, 2015
Subject: Ontario School Boards' Insurance Exchange (O.S.B.I.E): Human Element Loss Prevention –H.E.L.P. Audit

Executive Summary:

The Board's Insurance Company offers the Human Element Loss Prevention –HELP Audit as a value added service. This audit is performed annually and is comprised of 13 different areas of consideration. The Board is rated and scored on each area reviewed; the score determines the Board's property insurance credit.

Overview:

2013/14 H.E.L.P. Audit:

The OSBIE H.E.L.P. audit is conducted by reviewing Board policies and actual practices in place. In 2013/14, nine sites were audited – the Catholic Education Centre, six elementary schools and two secondary schools. The following areas were audited:

- Controlled Access
- Hot Work
- Fire Inspections
- Cold Weather
- Electrical Maintenance
- Sprinklers
- Playground
- Snow Removal
- Design & Technology Safety
- Gymnasium
- Outdoor Equipment
- Science Laboratories

The last three areas noted on the list (i.e. Gymnasium, Outdoor Equipment, and Science Laboratories) are recent additions to the audit.

For each review area, documentation and physical review are conducted. The Board is rated on each area and both comments and recommendations are provided for each. For the 2013/14 H.E.L.P. Audit, the Board was compliant on six of the areas and partially compliant in the remaining areas, resulting in an overall rating of approximately 71%. The report will be shared with the Plant Department and the School Superintendents.

Summary of Property Insurance Credit:

	2014	2013
Property Insurance Credit	\$49737	\$38,280

O.S.B.I.E. has provided a comparison trends for the last five years (see Appendix A) which reflects trends on how all the Boards served by O.S.B.I.E. have changed over the past five years within the 13 different areas. Another chart reflects how the Board compares against the Provincial Average (see Appendix B). Although the Board is above some of the Provincial Averages, there are also areas within the Board that need improvement.

2014/15 H.E.L.P. Audit:

The H.E.L.P. audit for the current year will occur during the month of February. There have been 14 sites selected for audit in the current year, 11 elementary schools, two secondary schools and the Catholic Education Centre.

The sites will be advised of the audit by way of a memo including the O.S.B.I.E. Get Ready for your H.E.L.P. Audit (Appendix C). The Budget/Insurance Coordinator is the school's contact person at the Board office in case the schools have any questions regarding the audit. The Coordinator also accompanies the O.S.B.I.E. auditor on all audits.

Summary:

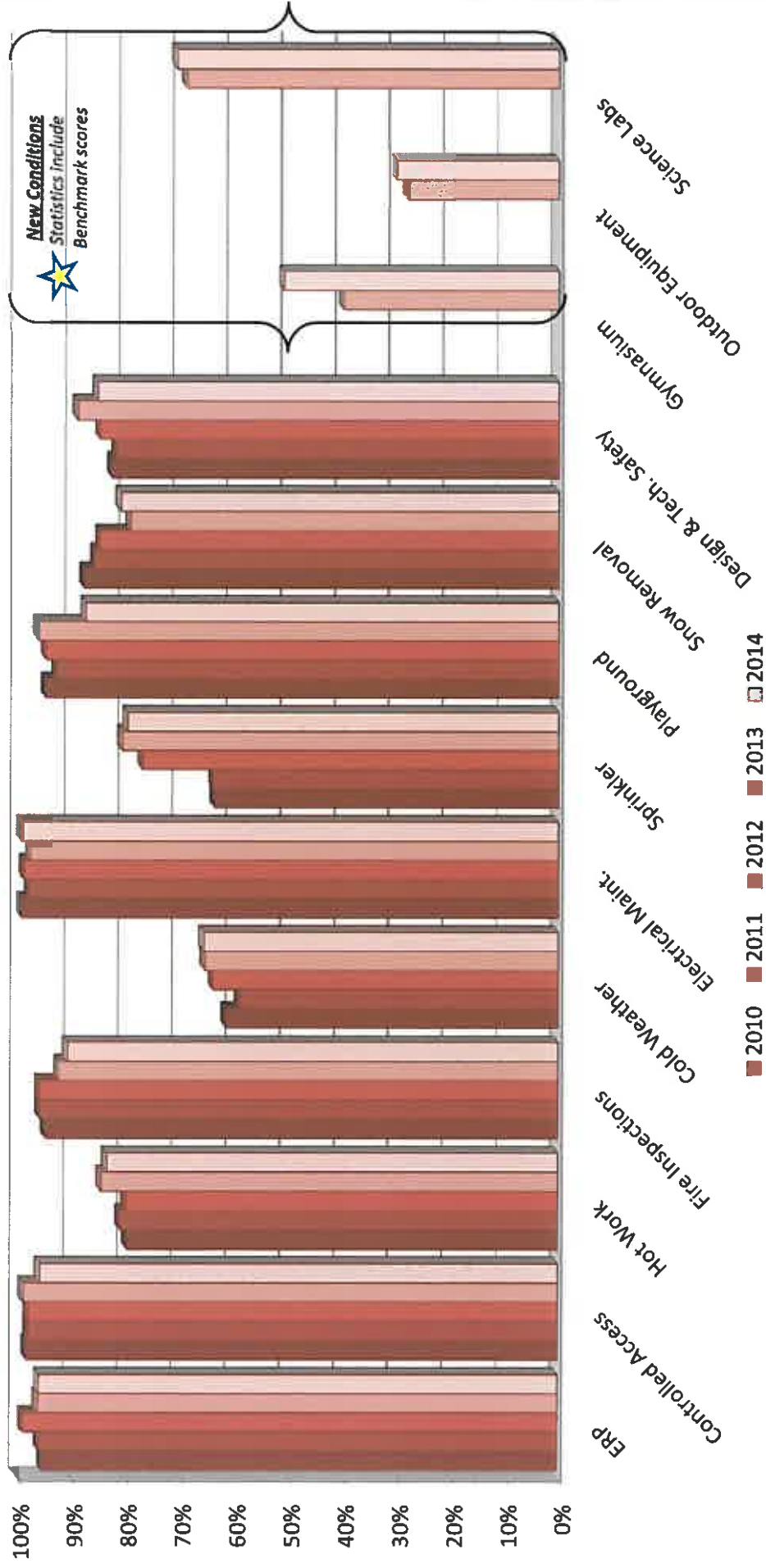
The O.S.B.I.E. H.E.L.P. audits are a very useful tool. The results of the audit allow the Board to see areas where proper processes are in place and that the processes are being adhered to. The audit also allows the Board to improve in areas where either documentation needs to be increased and/or where additional processes need to be developed. The schools have always been very accommodating through the audit process.

Prepared and Submitted by: Jackie Porter, Senior Manager of Budget and Audit Services
Endorsed by: John Sabo, Associate Director, Corporate Services and Treasurer of the Board

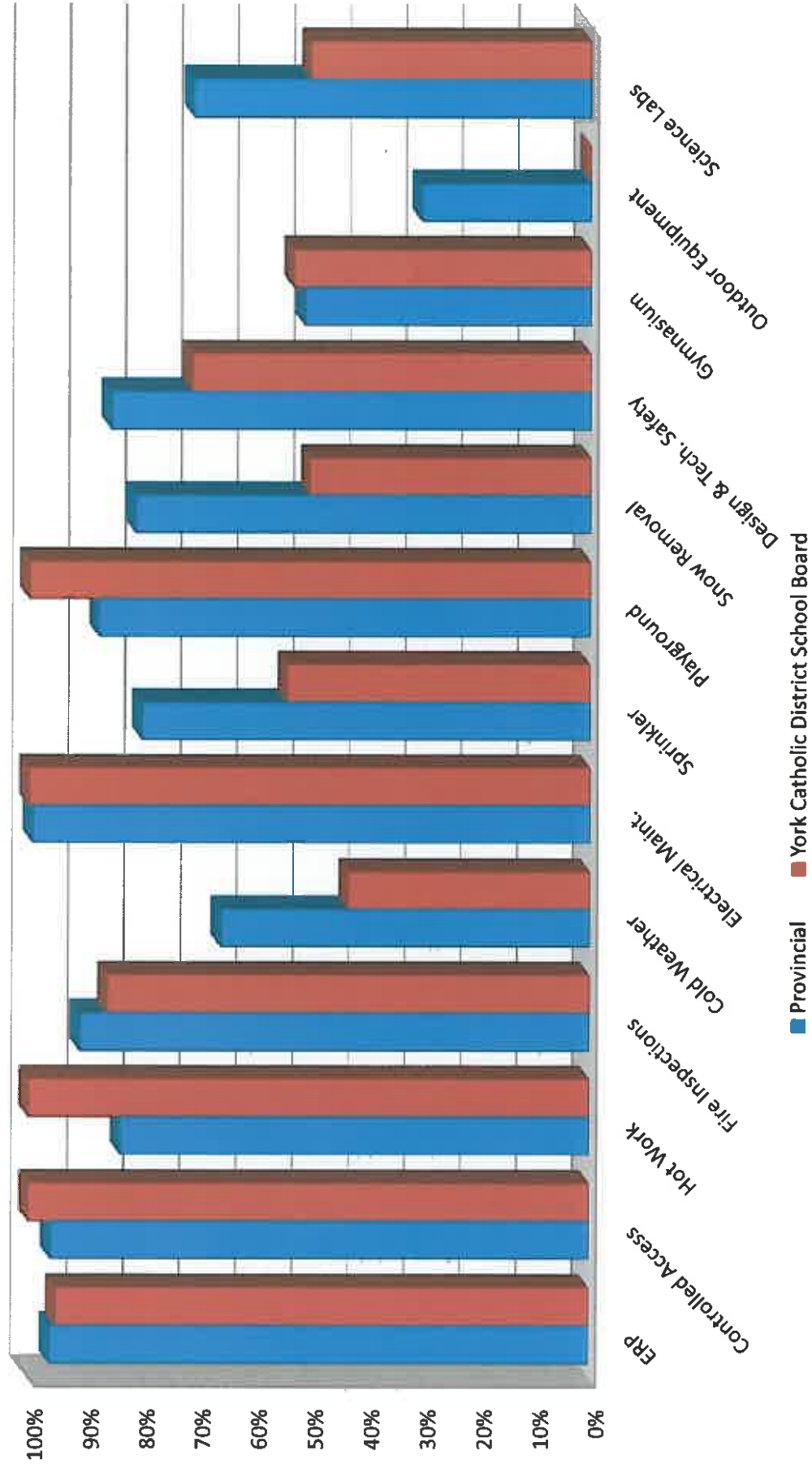


OSBIE
ONTARIO SCHOOL BOARDS'
INSURANCE EXCHANGE

5 Year Provincial Trending Results H.E.L.P. Compliance Levels 2010-2014



2014 H.E.L.P. Comparative Analysis
Provincial Average vs. York Catholic District School Board



Get Ready for your H.E.L.P. Audits!

The 2015 H.E.L.P. audits are fast approaching! In order to facilitate and to complete them in a timely manner, the following are some quick tips to prepare for your audit in advance:

1. Please have all policies and procedures for the 2015 H.E.L.P. audit conditions available at the board meeting for the inspector to review. Visit the H.E.L.P. section of our website: <http://osbie.on.ca/risk-management/#help-program>
2. If your board keeps any documentation (i.e. CSS log books, Hot Work Permits) at the maintenance facility or the board office and not at the schools, please have this documentation for the schools being audited available at the board office meeting.
3. Please notify all locations being audited with the date that the auditor will be coming and the documents that will be reviewed at the school. *Note:* Some audits take longer or proceed much faster than expected therefore making it difficult for auditors to follow a timed schedule.

Below is what the auditor will be looking for, please have the following available for review:

- Copy of the school's Emergency Plan – written evidence;
- Copies of Hot Work Permits, if they are kept at the school;
- Detailed log book of fire door and fire extinguisher inspections;
- Detailed log book of snow removal activity – including roof snow accumulation
- Detailed log book of playground inspections;
- Temporary shutdown school inspections and cold weather alert checkups documentation;
- Log books for weekly sprinkler valve inspections and quarterly sprinkler flow alarm tests;
- If the CSS logs are kept at the school level, please have those available;
- Ensure that all electrical, mechanical and sprinkler rooms are kept clean, these rooms should not be used for storage;
- All combustibles should be stored in an outside bunker or in a flammable safety storage cabinet;
- Design Technology Programs should have student safety certificates and evidence of recorded equipment inspections available in all technological studies classes for the inspector to review.
- Gymnasium Facility & Equipment & AED inspection records, and injury/concussion response protocol
- Outdoor Premises & Equipment Maintenance inspection records
- Science Laboratory Safety Guidelines – documentation supporting a science department safety and emergency procedures, including: safety training for students, laboratory rules and signed Student Laboratory Agreement, banned/allowed chemical list. Documented inspections of eyewash stations/deluge showers & fume hoods (monthly and annually).

York Catholic District School Board

Report

Memo To: Accommodation Committee

From: Administration

Date: January 12, 2015

Subject: Insurance Reports:
- Property Claims
- Theft and Damage

Executive Summary:

The attached report is for information purposes. The report is intended to keep Trustees informed of the on-going property insurance matters. The report contains information on open projects.

There is one Theft and Damage situation to report at this time.

Prepared and Submitted by: Jackie Porter, Senior Manager of Budget and Audit Services
Endorsed by: John Sabo, Associate Director, Corporate Services and Treasurer of the Board

York Catholic District School Board

Insurance Report - PROPERTY CLAIMS

as of January 12th, 2015

Property Damage

School	Date of Incident	Description	Estimated Value	Expenses To Date	Deductable	Claim Number
St. Elizabeth CHS	Dec. 29th, 2013	Fire	\$1,200,000	\$648,012	\$10,000	25760
St. Justin Martyr	1/5/2014	Flooding in school	\$14,000	\$8,479	\$10,000	25771
Cardinal Carter	5/19/2014	Leak from air handler coil in storage room ceiling caused water damage	\$25,000	\$3,769	\$10,000	26077

OPEN CLAIMS:

Theft & Vandalism

School	Date of Incident	Description	Estimated Value	Expenses To Date	Deductable	Claim Number
Father Michael McGivney	July 2014	Cart holding laptops and Ipads broken into and 35 Ipads, 3 laptops and 2 projectors were stolen	\$20,000	\$16,637	\$500	26230