

PIAC Trustee Update

12/14/2021

Planning and Priorities Nov 23, 2021

Pandemic Recovery Plan: Resource Allocation

<https://pub-tdsb.escribemeetings.com/Meeting.aspx?Id=4ec68e89-9c97-4cb4-bf5a-d46ada45433c&Agenda=Agenda&lang=English&Item=17&Tab=attachments>

- (a) Allocate 16 FTE positions of Social Worker, in the amount of \$1.3M;
- (b) Allocate 35 FTE positions of Child and Youth Worker in the amount of \$1.9M;
- (c) Allocate 15 FTE positions of Child and Youth Counsellor in the amount of \$1.1M;
- (d) Allocate 40 FTE positions of School Based Safety Monitor in the amount of \$1.6M.

Increased Resource Support and Financial Flexibility to Ensure Multi-Year Strategic Plan Delivers on Equity and Students Achievement – Written Notice of motion tracking to end of Jan.

<https://pub-tdsb.escribemeetings.com/Meeting.aspx?Id=4ec68e89-9c97-4cb4-bf5a-d46ada45433c&Agenda=Agenda&lang=English&Item=15&Tab=attachments>

Board Meeting Dec 8 2021

LTPAS 2021 Report

<https://pub-tdsb.escribemeetings.com/Meeting.aspx?Id=0a724cab-09be-4f54-ac22-0606b7d445cf&Agenda=Agenda&lang=English&Item=17&Tab=attachments>

Long-Term Program and Accommodation Strategy 2021-2030

Why?

- To support our system goals, in particular to:
 - Provide Equity of Access to Learning Opportunities for All Students
 - Allocate Human and Financial Resources Strategically to Support Student Needs
 - Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being
- To approach our work from a system perspective
- To be good stewards of our resources
- To prioritize our work
- To be responsive to changes
- To be open and transparent with our communities

Long-Term Program and Accommodation Strategy 2021-2030

Guiding Principles

- The guiding principles are intended to move the TDSB forward as a system to better meet the needs of students.
- They represent broad goals to which we aspire over time. The degree to which they can be achieved will be influenced by local circumstances and availability of funding.
- The guiding principles are not intended to repeat what is already found in the TDSB’s Mission, Values and Goals, policies and procedures, but to provide supplemental guidance to these documents.
- The guiding principles are grouped under two themes:
 - **“Equity of Access” and “Efficient and Flexible Learning Space”.**

FBEC Dec 9 2021

Actual Enrollment as of September 2021

<https://pub-tdsb.escribemeetings.com/Meeting.aspx?Id=3fc10765-f2cf-4543-b0a9-e905c519276d&Agenda=Agenda&lang=English&Item=10&Tab=attachments>

Strategic Budget Drivers Consultation Plan

<https://pub-tdsb.escribemeetings.com/Meeting.aspx?Id=3fc10765-f2cf-4543-b0a9-e905c519276d&Agenda=Agenda&lang=English&Item=13&Tab=attachments>

The purpose of this report is to solicit Trustees' feedback and guidance around the suggested strategic budget drivers for 2022-23.

To allow time for consultation with internal and external stakeholders, including the Parent Involvement Advisory Committee (PIAC), the Special Education Advisory Committee (SEAC) and the Community Advisory Committees (CACs), staff are recommending presentation of the draft 2022-23 Strategic Budget Drivers at the February 2022 Finance, Budget and Enrolment Committee (FBEC) meeting. Staff will provide the prior year version of the Strategic Budget Drivers to SEAC, PIAC and the Community Advisory Committees for discussion and feedback. We ask that they submit their feedback by January 31, 2022, to inform the discussion at the February 2022 FBEC meeting. The feedback gathered from the public survey will be incorporated into the proposed 2022-23 strategic budget drivers and final report.

The prior year strategic budget drivers presented in the survey are as follows:

- Early Years
- Equitable Access to Learning Opportunities to Serve Our Students, including Indigenous Education
- Human Rights
- Student Success
- Staff Allocation to Support All Students
- Modernization and Accessibility
- Professional Development
- Parent Engagement and Student Voice
- Pandemic Support

Staff will also gather feedback around any new budget drivers that are to be considered and will incorporate them into the 2022-23 budgeting process. Action Plan and Associated Timeline Once the consultation plan outlined in this report is approved, staff will arrange to present the prior year version of the budget drivers to CACs, PIAC and SEAC, and send out a communication with instructions to submit their feedback.

2020-21 School Budget and School Generated Funds <https://pub-tdsb.escribemeetings.com/Meeting.aspx?Id=3fc10765-f2cf-4543-b0a9-e905c519276d&Agenda=Agenda&lang=English&Item=14&Tab=attachments>

Available School Funding and Use of Funds

In 2020-21, schools were allocated approximately \$74.8M from sources such as school budget allocations, prior year carryovers, central department program transfers and other supplementary funding to support school improvement, as shown in Appendix D.

In addition, school and school council fundraising provided an additional \$3.8M to support school programs in 2020-21. In total, schools had access to approximately \$78.6M million to support student achievement and well-being during the 2020-21 school year.

There were approximately \$18.6M in total school generated funds surplus balances and \$31.6M in school budget surplus balances as of the 2020-21 fiscal year-end as reported in Appendix G.

This report also analyzes the impact of Learning Opportunity Index (LOI) on school budgets and school generated funds in Appendices E and F. The data presented is used to validate whether other funding sources are available to minimize fundraising disparities across TDSB schools. The changes in the per student amount data between

Appendix E and Appendix F, demonstrates that the school budget allocation process has been effective in mitigating the impact of fundraising disparities associated with LOI.

Below is a chart outlining the overall fundraising revenue changes from 2018-19 to 2020-21. Fundraising revenue declines in 2019-20 and 2020-21 are due to the pandemic and school closures:

	2017-18**	2018-19	2019-20	2020-21
School Non-Board Fundraising Revenue*	\$34.9M	\$34.9M	\$18.6M	\$3.0M
School Council Fundraising Revenue*	8.1M	9.2M	5.4M	1.0M
Total	\$43.0M	\$44.1M	\$24.0M	\$4.0M
% change from prior year		2.6%	(45.6%)	(83.3%)

*includes fundraising for external charities

Below are the school budget and school generated funds surplus balances from 2018-19 to 2020-21:

	2017-18**	2018-19	2019-20	2020-21
Total School Budget Ending Surplus	\$15.0M	\$15.0M	\$29.3M	\$31.6M
% change from prior year		0.0%	95.3%	7.8%
School Non-Board Ending Balances	\$14.6M	\$15.1M	\$18.2M	\$14.9M
School Council Ending Balances	4.0M	5.0M	5.1M	3.7M
Total School Generated Funds Ending Balance	\$18.6M	\$20.1M	\$23.3M	\$18.6M
% change from prior year		8.1%	15.9%	(20.17%)

** As reported in 2017-18 School Budget & School Generated Funds report on June 6, 2019 FBEC

School generated funds are intended to be spent within two years to benefit current students, unless designated for future needs or long-term projects, such as school yard improvements. Schools and school councils are required to submit financial plans by October 31 of each year (although this deadline has been extended during pandemic)

outlining uses of fundraising proceeds. The deadline was extended to November 30 this year due to the pandemic. Any surpluses or deficits in the school budget and

unused school generated funds are carried forward to the following school year.