

THAMES VALLEY DISTRICT SCHOOL BOARD

PLANNING AND PRIORITIES ADVISORY COMMITTEE AGENDA

February 11, 2020, 6:00 p.m.
Board Room, Education Centre

	Pages
1. Call to Order and Approval of the Agenda	
2. Conflicts of Interest	
3. Minutes of the Previous Meeting	2
The minutes of the 2020 January 14 meeting are provided for information.	
a. Business Arising from the Previous Meeting	
4. Southwestern Ontario Student Transportation Services - Annual Report to Stakeholders, 2018-2019 Fiscal Year - C. Lynd/ S. Macey	4
5. 2019-2020 Interim Financial Report - 2019 November 30 - C. Lynd/ S. Macey	53
6. Overview of Budget Challenges and Review of Public Input Process - C. Lynd/ S. Macey	60
7. Budget Planning Engagement Session - J. Pratt/ C. Lynd/ T. Testa/ S. Macey	62
8. Other Business	
9. Questions and Comments by Members	
10. Date and Time of Next Meeting	
The next meeting is scheduled for 2020 March 10.	
11. Adjournment	

THAMES VALLEY DISTRICT SCHOOL BOARD

PLANNING AND PRIORITIES ADVISORY COMMITTEE

January 14, 2020, 6:00 p.m.
London Room

Members: Trustees B. McKinnon, S. Polhill, A. Morell, S. Hunt, P. Cuddy, B. Yeoman, L. Pizzolato, B. Smith, M. Ruddock, C. Antone, J. Skinner, C. Rahman; Student Trustee S. Chun(-7:16)

Regrets: J. Bennett; Student Trustees C. Kennedy, E. Butler

Administration: S. Builder, A. Canham, R. Culhane, K. Edgar, M. Fisher, L. Griffith-Jones, R. Kuiper, D. Macpherson, M. Moynihan, L. Nicholls, S. Powell, J. Pratt, P. Sydor, K. Wilkinson, T. Testa, S. Smith, D. Munro(-6:34), S. Macey(-6:34), C. Kent(-7:16), B. Coveney(-7:16), T. Testa(-7:16)

1. Call to Order and Approval of the Agenda

The agenda was approved on motion.

2. Conflicts of Interest

None declared.

3. Election of Vice-Chair

Trustee Cuddy was elected to the position of Vice-Chair of the Planning and Priorities Advisory Committee for the term ending 2020 November 30.

The ballots were destroyed.

4. Minutes of the Previous Meeting

The minutes of the 2019 November 12 meeting were provided for information.

a. Business Arising from the Previous Meeting

None.

5. 2020-2021 Preliminary Budget Documents

J. Pratt presented for information and input the 2020-2021 Preliminary Budget Assumptions and Processes and the 2020-2021 Guiding Principles. The components and timeline were outlined.

Questions of clarification regarding the previous budget, the transportation contract and class size funding/reimbursement were answered by Administration.

6. Preliminary 2020-2021 Budget Calendar

J. Pratt presented the Preliminary Draft 2020-2021 Budget Calendar. It was noted the dates are subject to change dependent on the timing of the grants announcement and release of EFIS.

The proposed dates are 2020 April 21 for a Special Planning and Priorities Advisory Committee meeting and 2020 June 16 for a Special Board meeting.

Questions of clarification regarding Trustee budget initiatives and the Special Education budget were answered by Administration.

A review of the budget initiative process will be presented at the next meeting.

7. Priorities and Partnerships Funds (PPF's) for 2019-2020

J. Pratt provided an update on the Priorities and Partnership Funds (PPFs) for 2019-20 (formerly Education Programs Grants – Other (EPOs)).

It was noted no PPFs were included in the 2019-20 budget.

Questions of clarification regarding funding for the Indigenous Graduation Coaches and the After School Skills Development Program were answered by Administration.

8. Developing TVDSB's Accommodation Plan - Engagement Session

J. Pratt advised the committee on the multi phased approach for developing TVDSB's Accommodation Plan.

T. Testa introduced the Thoughtexchange platform, an interactive, real-time digital platform used to share thoughts and rate the ideas of others. It was noted that Thoughtexchange is anonymous.

C. Kent facilitated an engagement session focused on developing TVDSB's Accommodation Plan. It was noted the purpose of the exercise was to gather feedback from the Planning and Priorities Advisory Committee and Senior Administration related to the development of the foundational elements of the Board's Accommodation Plan.

9. In-Camera

On motion the committee moved in-camera at 7:16 p.m., reconvening in public session at 7:34 p.m.

10. Other Business

None.

11. Questions and Comments by Members

In response to a question, Administration advised on the status of the capital approval process pertaining to the new Southeast London P.S. noting it continues to be in progress.

An update will be provided at the next meeting.

In response to a question the tender process for capital projects was outlined.

12. Date and Time of Next Meeting

The next meeting is scheduled for 2020 February 11.

13. Adjournment

On motion the meeting adjourned at 7:34 p.m.

Corrine Rahman
Committee Chair



Date of Meeting: 2020 Feb 11

Item #: 4.0

REPORT TO:	<input type="checkbox"/> Administrative Council <input type="checkbox"/> Program and School Services Advisory Committee <input type="checkbox"/> Policy Working Committee <input checked="" type="checkbox"/> Planning and Priorities Advisory Committee <input type="checkbox"/> Board <input type="checkbox"/> Other:
	For Board Meetings: <input checked="" type="checkbox"/> PUBLIC <input type="checkbox"/> IN-CAMERA
TITLE OF REPORT:	Southwestern Ontario Student Transportation Services - Annual Report to Stakeholders, 2018-2019 Fiscal Year
PRESENTED BY: (list ONLY those attending the meeting)	Cathy Lynd, Superintendent of Business Services Sandra Macey, Manager Financial Reporting and Budget
PRESENTED FOR:	<input type="checkbox"/> Approval <input type="checkbox"/> Input/Advice <input checked="" type="checkbox"/> Information
Recommendation(s):	
Purpose:	To provide a summary of the transportation consortium activities for the 2018-2019 school year.
Content:	
Cost/Savings:	N/A
Timeline:	N/A
Communications:	N/A
Appendices:	Appendix A: Annual Report to Stakeholders and Financial Statements (2018-2019 Fiscal Year)

Strategic Priority Area(s):

Relationships:	<input checked="" type="checkbox"/> Students, families and staff are welcomed, respected and valued as partners. <input checked="" type="checkbox"/> Promote and build connections to foster mutually respectful communication among students, families, staff and the broader community. <input checked="" type="checkbox"/> Create opportunities for collaboration and partnerships.
Equity and Diversity:	<input type="checkbox"/> Create opportunities for equitable access to programs and services for students. <input type="checkbox"/> Students and all partners feel heard, valued and supported. <input type="checkbox"/> Programs and services embrace the culture and diversity of students and all partners.
Achievement and Well-Being:	<input type="checkbox"/> More students demonstrate growth and achieve student learning outcomes with a specific focus on numeracy and literacy. <input type="checkbox"/> Staff will demonstrate excellence in instructional practices. <input checked="" type="checkbox"/> Enhance the safety and well-being of students and staff.

Form Revised June 2019

We build each student's tomorrow, every day



Southwestern Ontario
Student Transportation Services

ANNUAL REPORT TO STAKEHOLDERS

2018-2019 Fiscal Year

*The summary of service and related activities of Southwestern Ontario
Student Transportation Services*



6-1106 Dearness Drive London, ON N6E 1N9
www.mybigyellowbus.ca
Tel 519 649 1160

Table of Contents

To Our Stakeholders..... 3

Governance Structure 4

Human Resources 6

Service Area Profile 7

Home to School Transportation Service Design 8

Service Delivery Roles 11

School Bus Routes..... 12

Kilometers Travelled 13

School Purpose Vehicles 14

Transported Students 15

Travelling to the Bus Stop..... 17

Ride Time on the Vehicle 19

Inclement Weather 24

Safety Programs..... 27

Charter Services Division..... 29

Active Travel Division 30

Policy Revisions 31

Problem Resolution..... 32

Financial Performance..... 34

Financial Statements 36

To Our Stakeholders

Southwestern Ontario Student Transportation is pleased to present its annual report for the 2018-2019 year.

Since 2008, STS has continually sought to deliver a safe and efficient transportation service to support the education goals of the students within our service area. This report represents an ongoing commitment to improve communications and information sharing with key stakeholders.

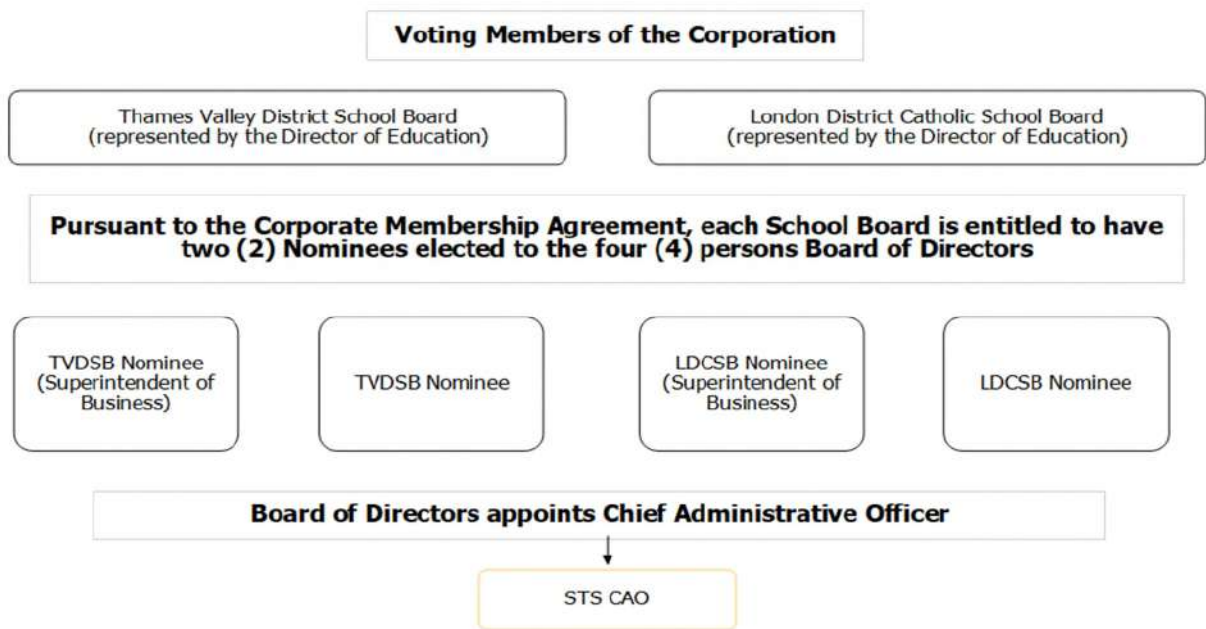


Maureen Cosyn Heath, M.P.A
Chief Administrative Officer
November 16, 2019

Governance Structure

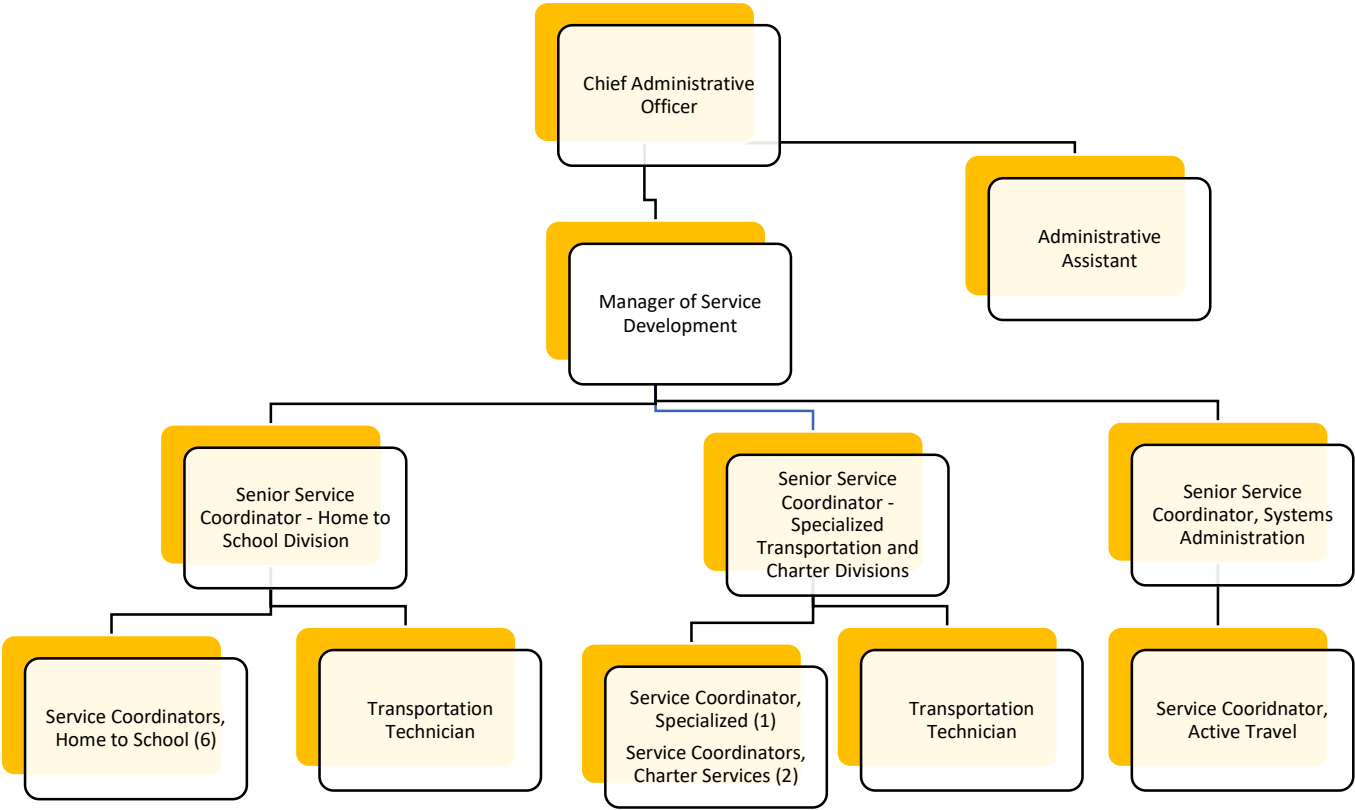
Southwestern Ontario Student Transportation Services (STS) is the jointly held transportation consortium acting on behalf of its member school boards, the London District Catholic and Thames Valley District School Boards. Established in 2008 as a result of a mandate from the Ministry of Education, STS is a separate legal entity which operates at an arm's length from the member boards. STS was incorporated under the *Incorporations Act* on September 29, 2008.

Each of its member boards set distance and program-based eligibility policy through the Board of Trustees. STS is governed by a four-person Board of Directors comprised of two senior officials from each member school board. The Board of Directors provide governance oversight, approve the policies of STS and provide strategic direction to the corporation.



The daily activities of the corporation are under the direction of the Chief Administrative Officer, who reports to the Board of Directors.

The organizational structure at STS is set out below:



Human Resources

Human Resources Plan

STS created its Human Resources Plan in 2012. The framework for the plan sets out the five key items:

- Effective People-Management Strategy
- Leadership and Mentorship
- Performance Feedback Framework
- Learning-Focused Organization
- Flexible and Motivating Work Environment

During the 2018-2019, STS undertook the following activities to support the HR plan:

- On-boarded 2 new full-time employees to replace permanent vacancies and an additional 3 contract personnel to cover position vacancies.
- Provided additional customer service training for all Service Coordinators and Senior Service Coordinators.
- Provided Resiliency Training for Service Coordinators and Senior Service Coordinators.
- Attended the annual transportation software training event.
- 2 employees completed First Aid Certification to support Health and Safety in the workplace.
- Established a Wellness Committee to promote employee well-being.
- Participated in the annual Ontario Association of School Business Officials (OASBO) Student Transportation Fall Safety Conference, including as presenters.
- Chief Administrative Officer served as the co-chair for the biennial Canadian Pupil Transportation Conference (CPTC) in Niagara Falls, Ontario. The multi-day, international conference featured an industry tradeshow and multiple professional development sessions for staff.
- Sent several staff members to CPTC to benefit from professional development opportunities.
- Senior Service Coordinator assumed the role as Lead for the OASBO Transportation Committee Best Practice Group.
- Service Coordinator, Active Travel joined the OASBO Active Routes Leading Practices Group.
- Served on the Ontario Education Collaborative Marketplace (OECM) working group to create school bus safety videos and a universal crossing signal as funded by the Ministry of Education.

Service Area Profile

Schools Serviced

STS coordinated home to school transportation services for 213 schools during the 2018-2019 school year.

Description	LDCSB 2018-2019	TVDSB 2018-2019
Elementary Schools	45	132
Secondary Schools	9	27
Change from 2017-2018	0	0

Service Area

The service area is expansive, covering a mix of both urban and rural environments. The area covers more than 7,000 square kilometers, making STS one of the largest service areas in southern Ontario.

- City of London
- Elgin County
- Middlesex County
- Oxford County



Home to School Transportation Service Design

STS is responsible for designing school transportation service which is in keeping with policy to ensure that students receive similar service throughout the area regardless of school board affiliation.

Transportation eligibility is established by policy. The first governing policy is distance-based as established at the school boards. The remaining policies are established at STS as approved by its Board of Directors.

Transportation Eligibility

Distance-based eligibility is established by policy at the school boards. Under the *Education Act*, school boards are not required to provide transportation to students but have elected to do so. Based on the decision to provide transportation, the boards established a distance-based criterion to establish qualification for school bus service. The distance to qualify for transportation is harmonized, or the same, at both school boards. This is a critical component of equitable and efficient transportation planning.

The distance-based policy applies to all families and students enrolled in a school belonging to the member school boards. Students attending their board-designated school are eligible for transportation based on the following distances:

- Elementary aged students that reside greater than 1.6 kms from the school site
- Secondary aged students that reside greater than 3.2 kms from the school site

While there is no provincial standard for distance-based transportation eligibility, the above distances are consistent with the normative distance across the province.

Determination of Transportation Eligibility

The technical determination of whether an address is eligible for transportation is made by STS and is based on a distance computation done by a planning software system to ensure consistency throughout the district. The software uses Geographic Information System (GIS) data provided by the municipalities, including the road and walkway network. The computation determines if an address is eligible based on the location of the perimeter property edges of the address relative to the school address using the shortest travel route.

If a residence does not qualify for transportation based on distance as solely determined by STS, it is the responsibility of the parent/guardian to determine how the student will arrive at and depart from school.

Primary Address of Student

STS will coordinate home to school transportation based on the student's primary address to their board-designated school based on the address registered with the school board. A student can only have one primary address.

Transportation eligibility is determined based on the primary address of the student as registered in the school board's Student Information System. This data is securely transferred electronically to STS through the agreed-upon transfer process and confidentiality protections.

Alternate Addresses

Students who are eligible for transportation may have service based on one additional alternate address, typically used for the purpose of receiving childcare/babysitting at the elementary panel. Secondary panel requests are less common but are approved in keeping with the policy.

Both the primary address and the alternate address must be within the transportation boundary. A student can have a bus stop based on the primary address and another based on an alternate address within the same travel day, however the schedule must remain consistent Monday through Friday. Under normal circumstances, alternate address transportation must be accommodated on existing bus runs and bus stops.

Joint Custody Transportation

Transportation may be provided to a secondary address based on joint custody arrangements. Because of the safety issues with varying bus schedules, particularly at the elementary level, the policies governing this type of transportation are different based on the student's grade.

Use of a Vacant Seat

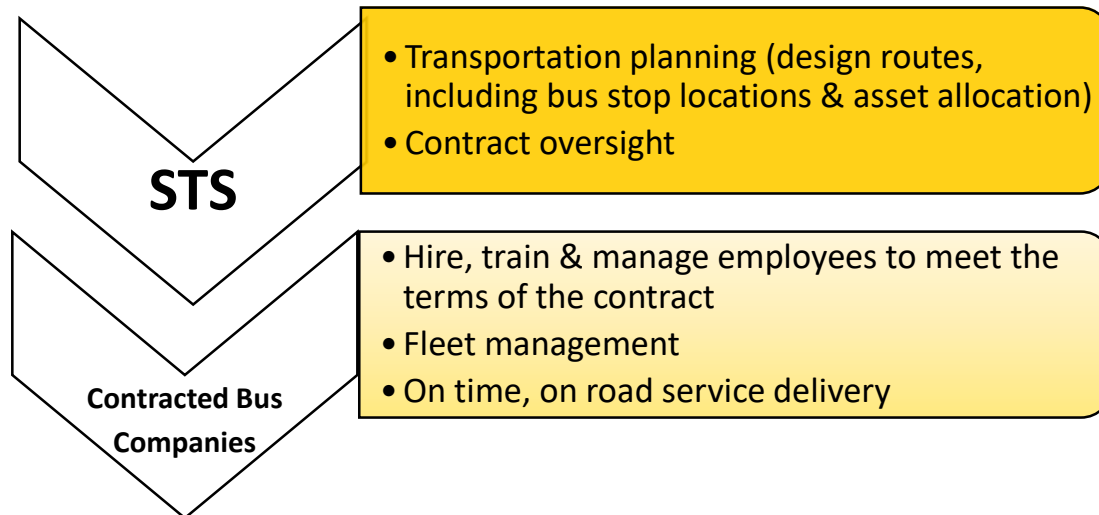
Transportation may be provided to elementary age students who are not eligible for transportation but who attend a daycare facility or home daycare where the daycare address is eligible for transportation.

Choice of School

Students who choose to attend a school other than their board-designated may apply for choice of school transportation. This type of transportation is approved on an exception basis and is not guaranteed; it requires an annual application and there must be an available seat on an existing bus run. Additionally, the student must attend the closest existing bus stop, irrespective of distance from the residence. The service can be revoked from the choice of school student if a student eligible under policy requires the seat. These seats are approved only after all other eligible students have been assigned.

Service Delivery Roles

The on-road service delivered to students and their families is planned by STS and delivered daily by contracted school bus companies.



Student Transportation Services

Student Transportation Services manages the contracts with the bus companies who are responsible for delivering the daily service which encompasses all operational matters including employee and fleet management.

Contracted Bus Companies

For the 2018-2019 school year, a total of seven (7) bus companies provided service under the home to school contracts with STS.

- Badder Bus Lines
- First Student Canada
- Langs Bus Lines
- Murphy Bus Lines
- Sharp Bus Lines
- STC o/a Elgie Bus Lines
- Voyago Transportation

School Bus Routes

In 2018-2019, a total of 1,153 school bus routes operated throughout the service area.

Description	Total Routes Prior Year (16-17)	Total Routes Prior Year (2017-2018)	Elgin County	Middlesex County	Oxford County	City of London	Total
Regular Bus Routes	812	815	188	206	166	256	816
Specialized Bus Routes	321	353	52	54	67	164	337
Total	1,133	1,168	240	260	233	420	1,153

For greater clarity, a school bus run is the loop picking up students for a school (noting more than one school may be served on the same run). A school bus route is the total number of school bus runs serviced by a vehicle. Typically, the first bus run serves a high school and the second bus run serves the elementary school. These two runs combined (both morning and afternoon) equal the total route serviced by one vehicle. STS uses single, double and triple runs where practical to do so.



Kilometers Travelled

A key component of transportation planning is the distance that each bus travels as kilometers are a significant part of route planning and budget forecasting. Bus contracts are paid based on a formula which includes a per kilometer component.

Transportation has two key types of kilometers: planned and actual. Actual kilometers can vary widely from planned kilometers based on student distribution and weather events which result in service cancellations.

School Purpose Vehicles

Types of Vehicles Used

STS uses a variety of vehicle types to provide effective and efficient student transport while recognizing unique transportation solutions for students with special needs. Vehicle mix can vary from one year to the next based on geographic distribution of students and student needs.

The 2018-2019 figures also illustrate the changes in the vehicle mix throughout the school year to meet student needs.

Vehicle Type	2018-2018 Year June	2018-2019 Year September	2018-2019 Year June
Full Size Passenger Bus	642	640	641
Mid Size Passenger Bus	68	57	58
Mini Size Passenger Bus	111	117	115
Mini Size Passenger Bus – Accessible	103	106	108
Minivan	241	226	232

Public Transit

Public transit tickets may be provided to students. The use of public transit tickets is largely restricted to special programs.

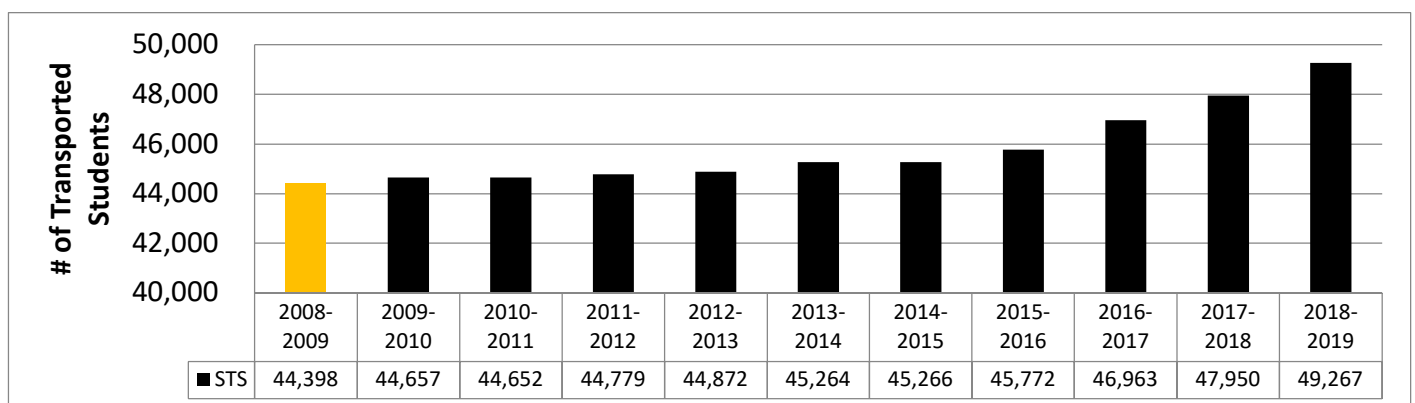
Transported Students

Students who are eligible for transportation under policy are assigned to a seat on a vehicle in the morning and afternoon. The majority of students are eligible to their board-designated schools based on distance. Under limited circumstances, bus service may be provided based on “hazard” conditions. In 2014, STS began a periodic review of all legacy hazard designations in the service area, many of which predate the formation of STS. This review has been completed at the secondary level and the elementary level is in progress.

Transportation Eligibility Type	2017-2018	2018-2019
Eligible (Distance)		
• Regular Track	32,785	34,091
• French Immersion	6,492	6,553
• Specialized Education	1,705	1,699
Eligible (Distance Based Exemption)		
• Elementary Panel	3,041	3,157
• Secondary Panel	479	491

Ridership Growth – The Decade in Review

Ridership growth has been consistent and steady over the decade. Since the 2008-2009 baseline year, ridership has increased by 11%.



Some transported students require additional service to/from additional addresses or access a vacant seat for childcare purposes. The figures below represent transported students who benefit from the additional services offered by STS.

Additional Services	(2016-2017)	(2017-2018)	2018-2019
Alternate Address	1,966	1,941	1,885
Joint Custody - Elementary	193	211	268
Joint Custody - Secondary	263	283	306
Vacant Seat	381	382	400
Choice of School	581	689	627
Out of District	69	76	50
Total Transported Students Using Additional Services	3,453	3,582	3,536

Did you know?

Based on the number of transported students, **STS is the 5th largest consortia** in Ontario, behind Peel Region, Ottawa, Toronto and York Region.

Travelling to the Bus Stop

Parents/guardians are responsible for their student's safety to, from and at the school bus stop location. This practice is consistent with parent/guardian responsibility for student safety to and from school sites for those who do not qualify for transportation.

Students are required to meet transportation at community-based bus stop locations. The travel distances are:

- Elementary students: up to 800 meters (0.8 kilometers)
- Secondary students: up to 1600 meters (1.6 kilometers)

The travel distances represent half of the distance travelled by students who do not qualify for transportation.

Community bus stop locations are designed to be accessible for multiple students. Typically located at community mailboxes, greenspaces and corners, these stops often remain in the same location year after year. However, bus stops are reviewed annually and may be relocated based on routing changes and student locations.

While the permissible policy distance provides for much greater travel to stop distances, the figures below illustrate the average distance students travel to meet transportation.

	Elementary Panel			Secondary Panel		
Geographic Area	2016 - 2017	2017 -2018	2018 -2019	2016 -2017	2017 -2018	2018 -2019
Elgin County	110 m	100 m	100 m	260 m	200 m	210 m
Middlesex County	90 m	90 m	90 m	280 m	290 m	270 m
Oxford County	120 m	120 m	120 m	320 m	260 m	300 m
City of London	190 m	180 m	180 m	370m	410 m	400 m

Kindergarten Students and School Bus Stops

JK/SK students must be accompanied to and met at a bus stop location by a responsible person.

Active Travel and School Bus Stops

Students who ride the bus lose the opportunity for crucial daily physical exercise compared to their peers who actively travel (walk, bike, scooter) to and from school. School bus service is a fixed-route, shared ride mode of transport and is not designed as a door to door service model. By using community stops centrally located for multiple students and by placing stops on collector and secondary roads and off of local streets, we encourage daily physical activity for bus riders as they travel to and from their bus stop locations consistent with the Service Design Standards.

Ride Time on the Vehicle

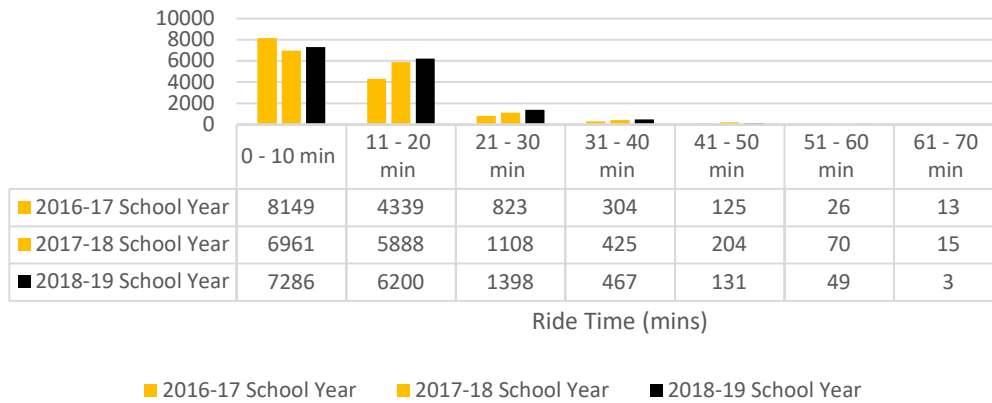
Students may spend a maximum of 70 minutes one way on the bus. Under certain limited circumstances, based on geography or program choice, this travel time may be exceeded.

Factors that influence ride time include:

- Geographical location of school
- School boundary
- Student-selected specialty program offerings
- Student location related to geographic location of school
- Number of students assigned to the bus run
- Number of bus stops assigned to the bus run
- Traffic conditions, congestions and construction
- Distance between the house and bus stop location the student is assigned to.

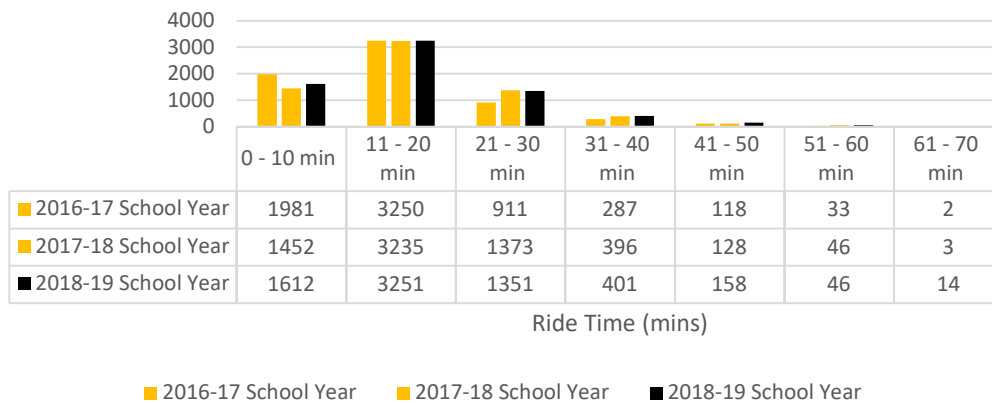
Ride times are reviewed annually as part of the planning cycle and periodically throughout the year. Ride times are also addressed, where possible, in response to inquiries.

City of London - Elementary Students



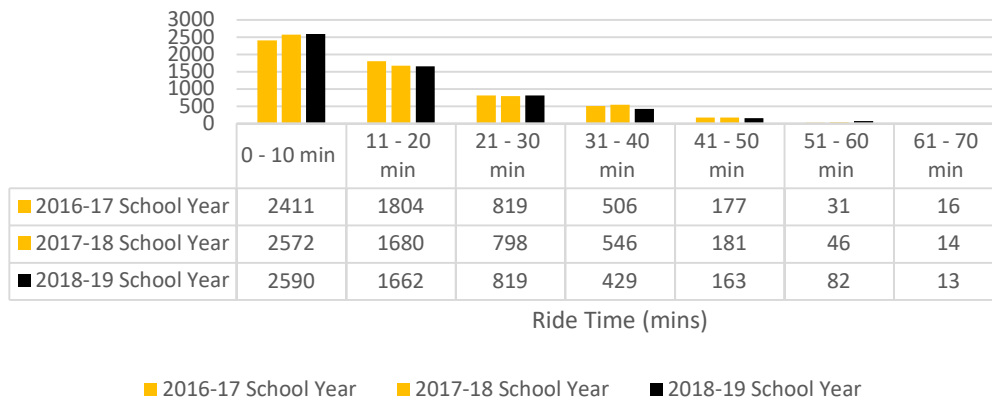
87% of elementary riders are on the bus for 20 minutes or less.

City of London - Secondary Students



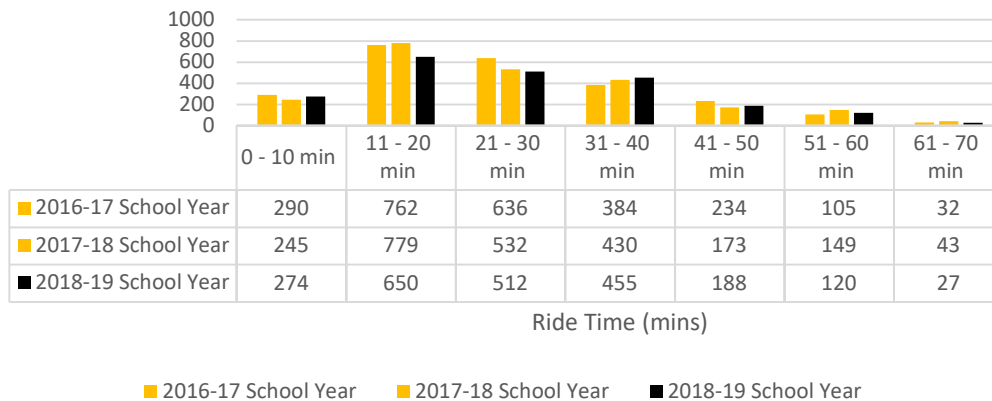
91% of secondary riders are on the bus for 30 minutes or less.

Elgin County - Elementary Students



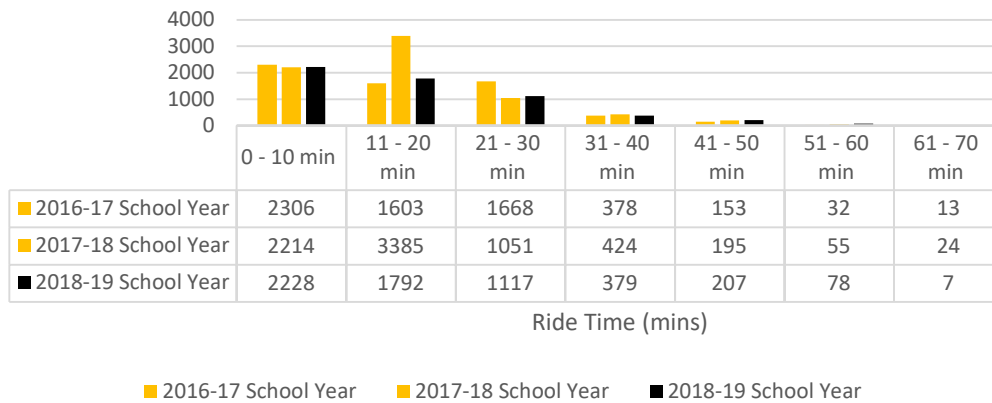
74% of elementary riders are on the bus for 20 minutes or less

Elgin County - Secondary Students



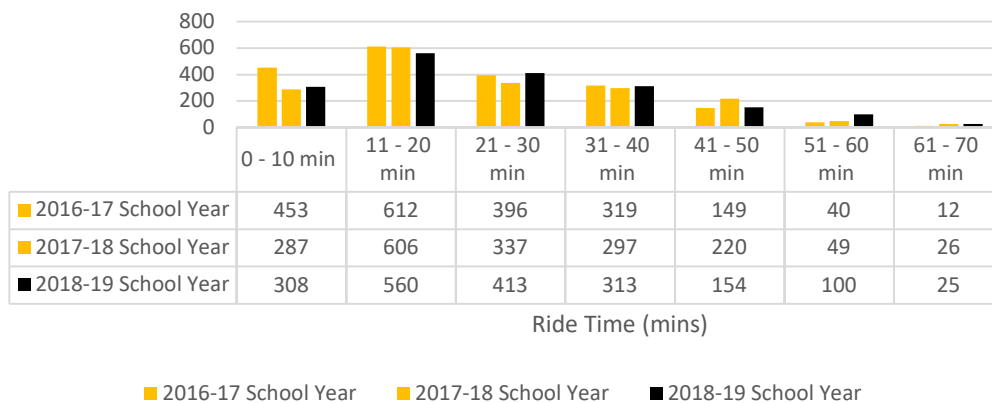
64% of secondary riders are on the bus for 30 minutes or less.

Oxford County - Elementary Students



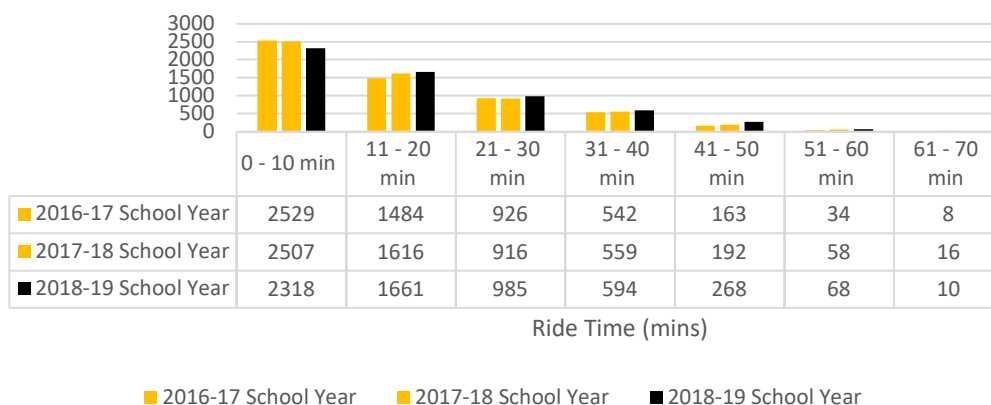
69% of elementary riders are on the bus for 20 minutes or less.

Oxford County - Secondary Students



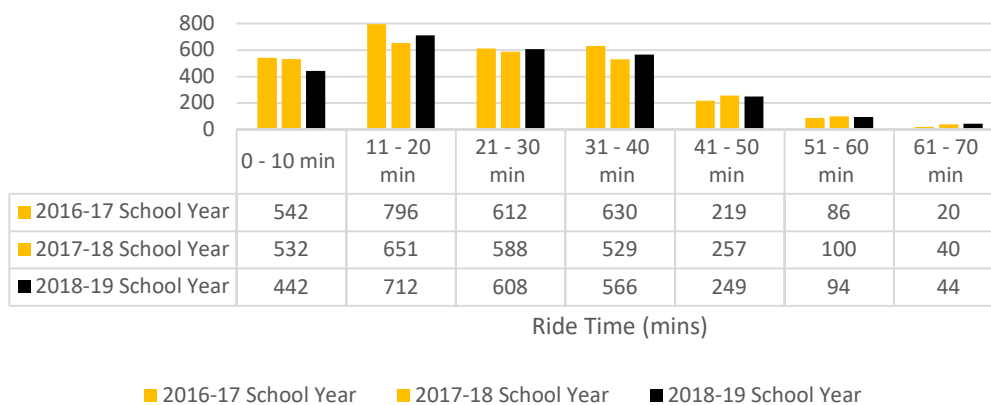
67% of secondary riders are on the bus for 30 minutes or less.

Middlesex County - Elementary Students



84% of elementary riders are on the bus for 20 minutes or less.

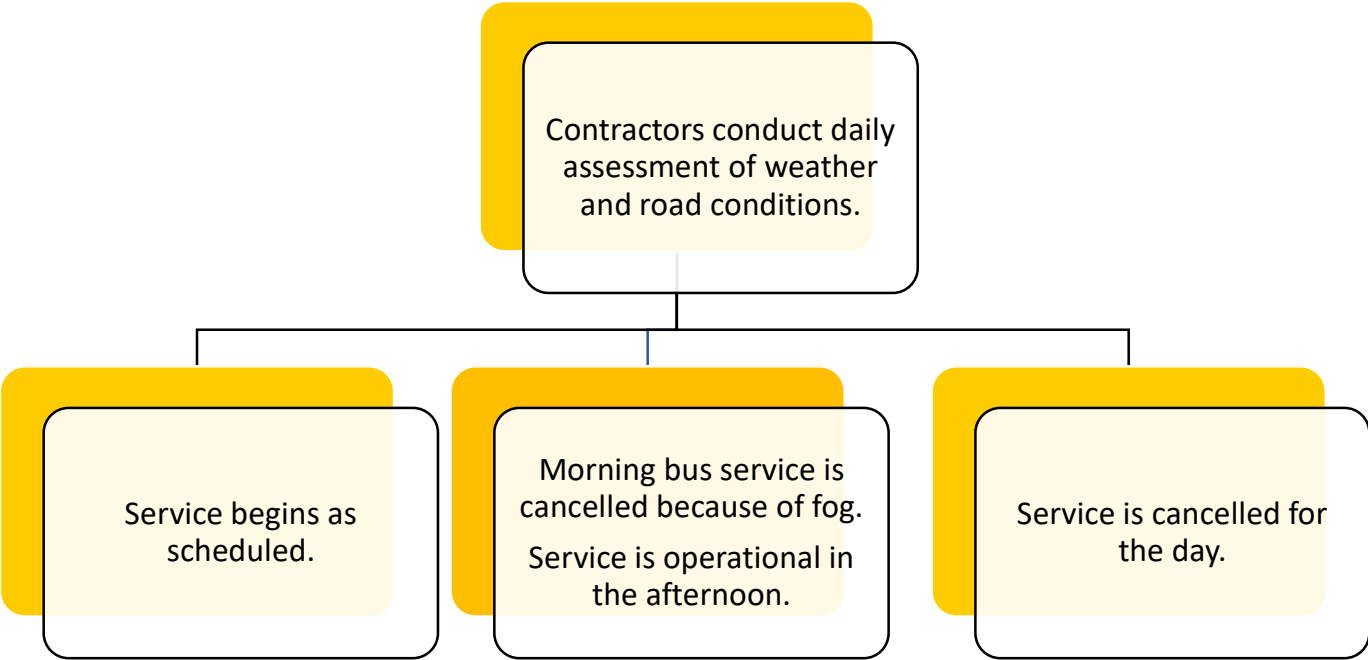
Middlesex County - Secondary Students



65% of secondary riders are on the bus for 30 minutes or less.

Inclement Weather

During inclement weather, the bus companies determine whether school purpose vehicles operate. When area-wide inclement weather events occur, the following processes occur:



Inclement weather is a disruptive part of the business which has significant impact on family routines. School bus routes and runs are planned to avoid unnecessary disruptions whenever possible but given the size of the service area and location of programs, bus routes travel many kilometers each day. While the bus companies are responsible for determining if the service operates, during times of inclement weather, parents/guardians are ultimately responsible for deciding if their student will use the service.

The following chart illustrates the inclement weather cancellation events during 2018-2019.

Date	Affected Areas	Reason	Morning ONLY Cancellation	All Day Cancellation
13-Sep-18	Oxford	Fog	CANCEL (AM ONLY)	
27-Nov-18	Central and East Elgin	Ice		CANCEL (ALL DAY)
23-Jan-19	Elgin, Oxford, Middlesex, Red Zone	Freezing Rain		CANCEL (ALL DAY)
25-Jan-19	Elgin, Oxford, Middlesex, Red Zone	Blowing Snow		CANCEL (ALL DAY)
29-Jan-19	Elgin, Oxford, Middlesex, Red Zone	Blowing Snow		CANCEL (ALL DAY)
31-Jan-19	ALL ROUTES	Extreme Cold		CANCEL (ALL DAY)
6-Feb-19	ALL ROUTES	Freezing Rain		CANCEL (ALL DAY)
7-Feb-19	Oxford, East Elgin Zone	Road Conditions		CANCEL (ALL DAY)
12-Feb-19	ALL ROUTES	Freezing Rain		CANCEL (ALL DAY)
13-Feb-19	Elgin, Oxford, Middlesex, Red Zone	Blowing Snow, Icy Road Conditions		CANCEL (ALL DAY)
15-Feb-19	Oxford	Icy Road Conditions		CANCEL (ALL DAY)
21-Feb-19	Elgin, Oxford, Middlesex, Red Zone	Icy Road Conditions		CANCEL (ALL DAY)
25-Feb-19	Oxford	Blowing Snow, Visibility		CANCEL (ALL DAY)
17-Apr-19	Oxford	Fog	CANCEL (AM ONLY)	

The 2018-2019 year had a total of 3 system-wide cancellation events, compared to 2 during the 2017-2018 year. 11 partial cancellation events were recorded, compared to 7 during the 2017-2018 year.

Inclement weather cancellations are posted publicly on the website by 6:30 AM on the morning of the weather event. There are multiple channels used to notify stakeholders of cancellations resulting from inclement weather:

- STS's website, mybigyellowbus.ca is updated by 6:30 AM at the latest;
- Notification posted to Twitter account;
- Notification posted to Facebook page;
- Notifications issued via email to subscribers;
- Notifications pushed to BusPlanner Delays app for subscribers.

The BusPlanner Delays app was introduced in 2017 and is free to use. More information can be found on the website in the policy document entitled “Public Notification of School Bus Delays and Cancellations or by clicking on the following link: <http://www.mybigyellowbus.ca/uploads/delaysandcancellations.pdf>

Inclement weather cancellations can create significant challenges for families. Parents/guardians are encouraged to have plans in place in the event of service cancellations caused by inclement weather.

STS created a video to explain the behind-the-scenes look at the decision-making process to help guide stakeholders understand the complexity of the task.



The video can be viewed using the following link: <http://bit.ly/BusCancellations>

Safety Programs

STS is pleased to offer a variety of safety programs to students, their families and schools.

First Rider Day (August)

STS hosts a First Rider Day at five locations each year in August. There are two London locations and a location in each of the three counties. Approximately 1,000 students and their families attend this event each year at no cost to attendees. Both full sized yellow and wheelchair accessible vehicles are on site to ensure inclusivity and promote integrated accessibility.

Students and their parents receive a safety lesson, learn how to properly board and de-board and evacuate the bus and be a safe school bus rider. The program session lasts approximately 30 minutes.

STS is proud to collect school supply donations for “Best First Day” at First Rider Day and has supported this since the inaugural First Rider Day held in 2010.

Kindergarten Bus Tag Program

STS introduced a bus tag program to assist school staff and bus drivers with the management of kindergarten students. The bus tag is a visual cue for school staff who load the buses at dismissal time and for the bus driver to be on the lookout for a responsible person to meet the student at the bus stop.

The tags are brightly colored for visibility and match the bus number sign in the side of the vehicle. STS mails bus tags in late August to all registered kindergarten students. Replacement tags are available at the school office.

In-School Safety Programs

STS provides annual school bus safety training programs to each elementary school. The programs, developed and delivered by Intertrain Inc. are specifically designed to support student learning through engaging, modern technology and in an interactive environment.

The programs offer both a primary program for students in kindergarten through grade 3 and an intermediate program for students in grade 4 through 8. Most people are familiar with the memorable “Buster the Bus”, the beloved bus who talks and interacts with students through the session. Intertrain is responsible for refreshing program content annually so students never tire of the program.

School Bus Safety Week

School Bus Safety Week is held annually during the third week of October. Supported by news releases and social media campaigns, Wednesday of School Bus Safety Week is School Bus Driver Appreciation day. Parents and schools alike are encouraged to recognize the valuable contributions of school bus drivers and bus monitors on this day.

Transportation consortia across the province use a series of coordinated messages and social media graphics to promote School Bus Safety Week. STS was the lead participant on the Ontario Association of School Business Officials task force that created harmonized materials for province-wide use.

Bus Travel Days Forms

The STS website hosts a form entitled “Bus Travel Days”, designed to collect information about when your student uses the bus service, as every student’s usage may vary. The information collected from the parent/guardian is recorded on the manifest for the bus driver and the school. This creates accurate bus lists for school loading procedures and helps the driver know when to expect your student on board.

Communication Tools

To promote safety messaging and on-going information for stakeholders, STS has an active presence on social media channels, including Facebook, Twitter and Instagram.



Charter Services Division

STS began supporting charter bookings in 2016-2017, which included developing a software platform to manage bookings and serving as a conduit between the contractors who provide the service and the schools who request it. The availability of school buses during peak home to school operations remains a challenge for schools who wish to travel during the same times as when students are being taken to and from school.

Consistent with 2016-17 and 2017-18, 12,000 charter bookings were processed during the 2018-19 school year.

The table highlights the most common travel destinations during the 2018-19 year:

Ranking		Area & Destination	
	London	Out of District	
1	TVDSB Education Centre	Canada's Wonderland	
2	Pond Mills Environmental Centre	Niagara Falls	
3	Western University (including TD Stadium)	Toronto Core (including Ripley's Aquarium, Air Canada Centre, Rogers Centre)	
4	Fanshawe Conservation Area (Pioneer Village, Children's Safety Village)	Ontario Science Centre	
5	City Wide Field	Royal Ontario Museum	

Active Travel Division

In June of 2017, STS became a member of the St Thomas, Elgin, London, Middlesex and Oxford Safe and Active and Safe Routes to School (ASRTS) committee. ASRTS is an established partnership model with local school boards, police, health units, municipalities and research agencies who encourage parents/guardians and children to choose active travel as a preferred mode choice.

In March of 2018 the London District Catholic School Board (LDCSB) was awarded a grant, in partnership with the city of London and Can-Bike and supported by ELMO ASRTS, under the Ontario Active School Travel Fund (OASTF). LDCSB entered into a service agreement with STS to engage a Service Coordinator, Active Travel, for the purpose of supporting LDCSB schools in developing active travel plans for their school communities.

During the first year of the two-year grant, STS built capacity to support school travel planning initiatives at three LDCSB elementary school sites. Now in the second year of the grant, STS is extending its support to TVDSB sites as well.

In addition to supporting school communities in developing an active travel program, STS's involvement in active travel has strengthened its community relations with other municipal stakeholders throughout the district.

Active Travel is supported by STS through policy, participation and education.

Active Travel has many benefits: academic, environmental, health, safety and community-building.



Policy Revisions

STS began a policy review process in 2016 which remains ongoing. During the course of the year, a number of policies were revised and updated. The approved policies are posted online at www.mybigyellowbus.ca

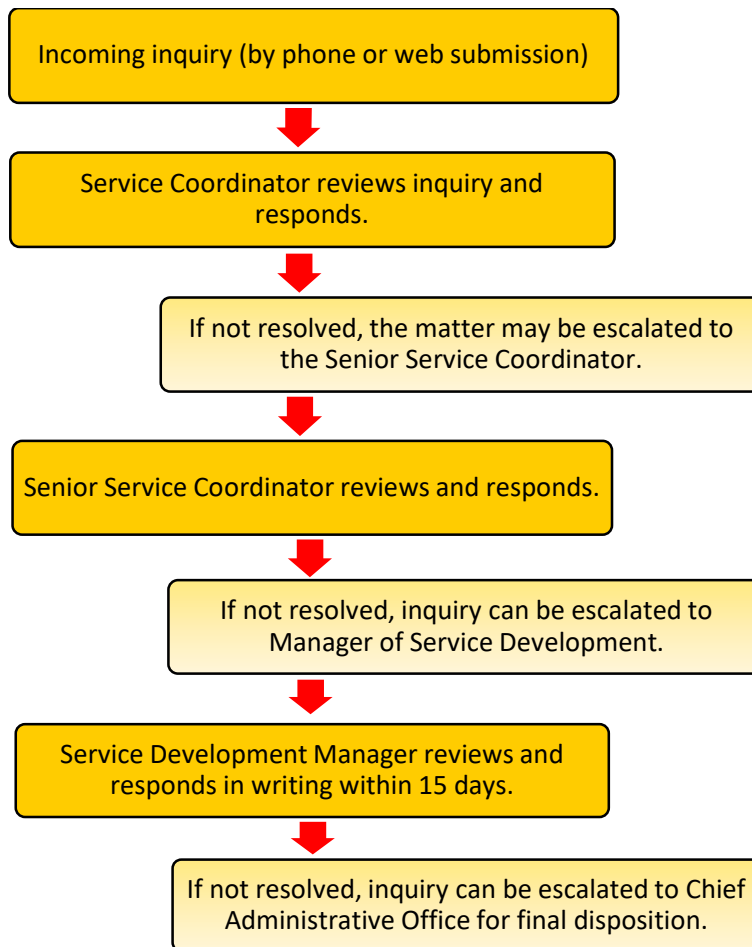
The following policies were updated in 2018:

- Inclement Weather Causing School Bus Cancellations
- Public Notification of School Bus Delays and Cancellations
- Oversized Equipment on Buses

Periodic reviews are conducted in response to legislative changes or identified items which may require further consideration.

Problem Resolution

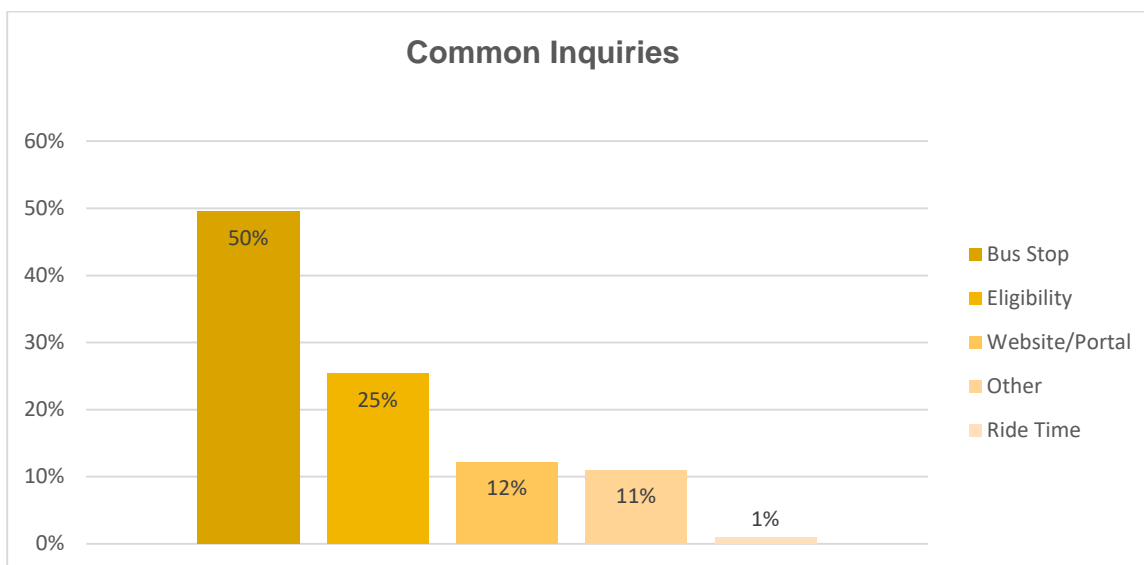
STS has a robust process for addressing inquiries. Parents/guardians can contact STS by phone or by completing an online form on the website. STS response times are typically within 2 business days. During start-up (mid-August to the end of September) responses are provided within 5 business days due to the volume of inquiries.



STS uses a tracking system to log contacts received either by telephone or web submission. Generally, most inquiries fall into five broad categories. The most common inquiry received surrounds bus stop locations as most contacts would prefer a closer bus stop as a matter of preference. Other typical inquiries relate to eligibility, use of the online parent portal, address inquiries (alternate address, moving) and ride time.

Most contacts are informational in nature. To provide faster service, the website has been designed to provide answers to the most common inquiries. A tool is available on the website to determine if the address qualifies for bus service. A Frequently Asked Questions (FAQ) section addresses the other most common topics.

Topic	Inquiry
Bus Stop	Location, time, request a different stop, request a new stop, homeowner concerns.
Eligibility	Expects bus service based on distance or program.
Website/Portal	Technical problems logging on, unknown Student ID.
Other	Inclement weather inquiries, bus tag program, moving/change of address.
Ride Time	Bus ride time is longer than preferable.

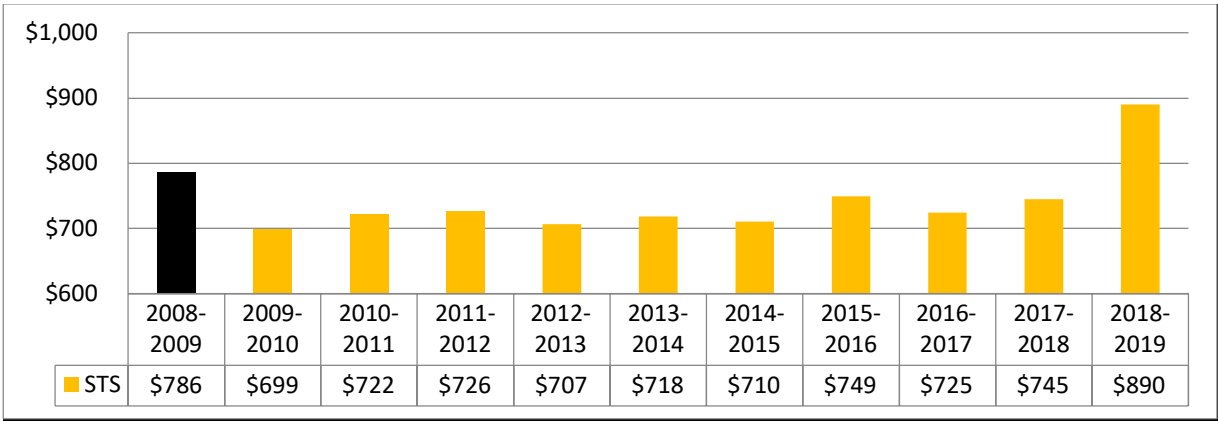


Financial Performance

Cost Per Transported Student

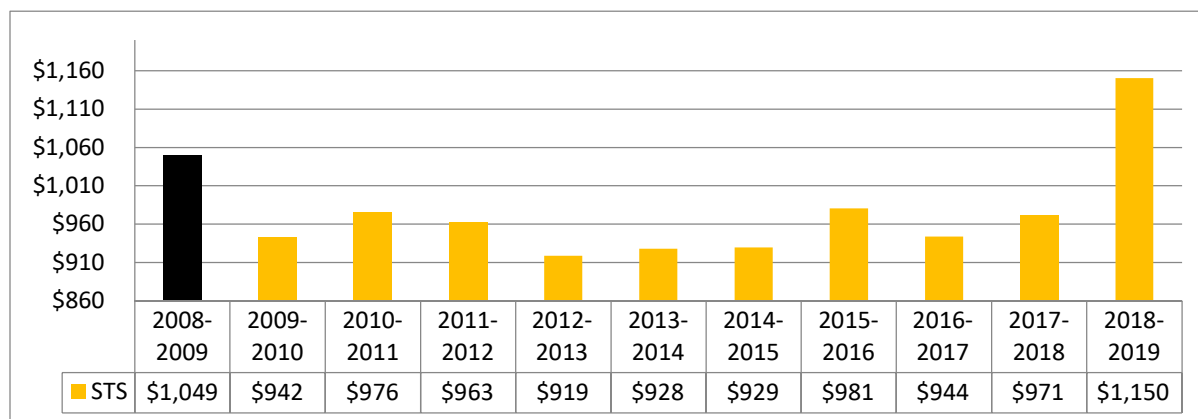
The main measurement of financial performance for STS is cost per transported student. STS has continued to stay below the original cost per transported student from its first operational year in 2008-2009, the baseline year, while accommodating ridership growth and contractual rate increases up until the end of the 2017-2018 school year. A rate increase was awarded to the contractors as a result of an arbitrated settlement in the 2018-2019 year which accounts for the increase over prior years. This represents a 13% increase from the 2008-2009 base year.

Cost per transported student is calculated based on actual payments and reflects all transported students on any classification of vehicle.



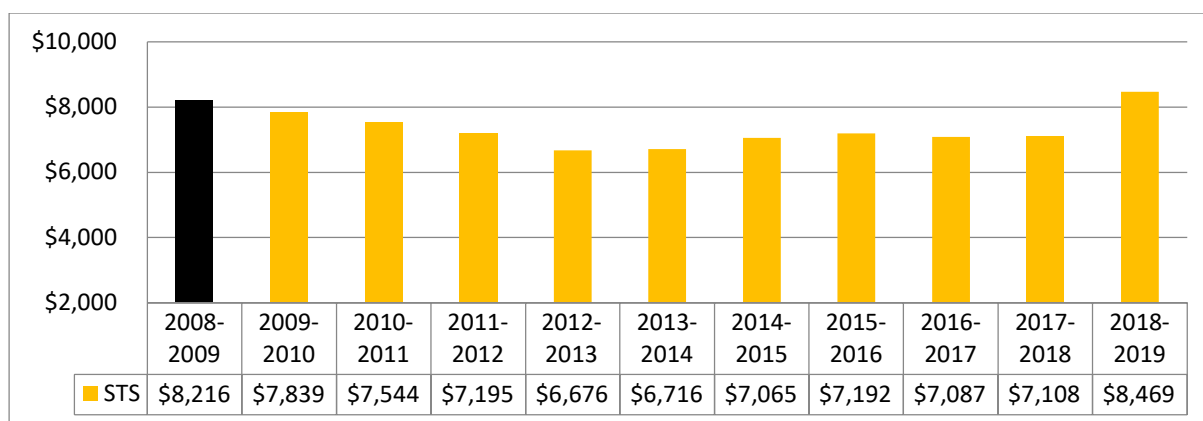
Cost Per Transported Student – Regular Service

Regular service reflects students who are transported on chrome yellow bus service of any size. The 2018-2019 year was the first year where overall cost per transported student exceeded the benchmark year of 2008-2009 by 10 percent.



Cost Per Transported Student – Specialized Service

Specialized service reflects service provided to students on chrome yellow wheelchair equipped vehicles or white minivan service. Since the 2008-09 benchmark year, the increase in cost per transported student on specialized service is 3%.



Financial Statements

STS's fiscal year end is August 31. Accordingly, the year-end process for 2018-2019 has just been completed.

Attached are the most recent audited Financial Statements for the 2018-2019 school year as presented by PriceWaterhouseCoopers and approved by the Board of Directors of STS on November 16, 2016. These statements will be presented to the Directors of Education as voting members of the corporation in January of 2020.

Southwestern Ontario Student Transportation Services

**Financial Statements
August 31, 2019**



Independent auditor's report

To the Board of Directors of Southwestern Ontario Student Transportation Services

Our opinion

In our opinion, the financial statements present fairly, in all material respects, the financial position of Southwestern Ontario Student Transportation Services as at August 31, 2019 and the results of its operations and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

What we have audited

The Company's financial statements comprise:

- the statement of financial position as at August 31, 2019;
- the statement of operations for the year then ended;
- the statement of cash flows for the year then ended; and
- the notes to the financial statements, which include a summary of significant accounting policies.

Basis for opinion

We conducted our audit in accordance with International Standards on Auditing. Our responsibilities under those standards are further described in the *Auditor's responsibilities for the audit of the financial statements* section of our report.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Independence

We are independent of the Company in accordance with the International Ethics Standards Board for Accountants' Code of Ethics for Professional Accountants (IESBA Code) and the ethical requirements that are relevant to our audit of the financial statements in Canada. We have fulfilled our other ethical responsibilities in accordance with these requirements.

PricewaterhouseCoopers LLP
465 Richmond Street, Suite 400, London, Ontario, Canada N6A 5P4
T: +1 519 640 8000, F: +1 519 640 8015

PwC refers to PricewaterhouseCoopers LLP, an Ontario limited liability partnership.



Responsibilities of management and those charged with governance for the financial statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Company's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Company or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Company's financial reporting process.

Auditor's responsibilities for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with International Standards on Auditing will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with International Standards on Auditing, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Company's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.



- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Company's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Company to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

PricewaterhouseCoopers LLP

Chartered Professional Accountants, Licensed Public Accountants

London, Ontario
November 7, 2019

Southwestern Ontario Student Transportation Services

Statement of Financial Position

As at August 31, 2019

	2019 \$	2018 \$
Assets		
Current assets		
Petty cash	1,000	1,000
Due from related parties (note 3)	6,910,939	752,564
Accounts receivable	101,886	6,566
	7,013,825	760,130
Non-financial assets		
Prepaid expenses	7,833	-
Tangible capital assets (note 4)	74,503	95,964
	7,096,161	856,094
Liabilities		
Current liabilities		
Accounts payable (note 5)	6,978,394	699,512
Due to related parties (note 3)	-	11,426
Deferred revenue (note 6)	43,264	49,192
Deferred capital contributions (note 7)	74,503	95,964
	7,096,161	856,094
Contractual obligations and contingencies (note 8)		
Contractual rights (note 9)		

Approved by the Board of Directors

R. Staudt

Director

M. Fide

Director

The accompanying notes are an integral part of these financial statements.

Southwestern Ontario Student Transportation Services

Statement of Operations

For the year ended August 31, 2019

	2019 \$	2018 \$
Revenue		
Thames Valley District School Board	46,097,526	37,365,509
London District Catholic School Board	16,533,473	12,314,670
Province of Ontario	80,428	272,914
Amortization of deferred capital contributions (note 7)	66,214	63,976
	<u>60,777,641</u>	<u>50,007,069</u>
Expenses		
Transportation services	58,031,970	47,796,782
Administrative		
Salaries and benefits	1,535,887	1,402,177
Professional fee (note 8)	479,314	286,362
Contract services	302,328	109,781
Software fees and licenses	125,895	136,853
Occupancy costs (note 8)	70,092	65,488
Office supplies and services	58,184	53,937
Telephone	31,687	40,825
Safety program materials	31,176	9,951
Furniture and equipment	23,901	11,422
Printing	10,957	11,719
Travel and meetings	5,299	4,346
Professional development	4,757	13,850
Amortization	66,214	63,976
	<u>60,777,641</u>	<u>50,007,069</u>
Annual surplus	<u>-</u>	<u>-</u>

The accompanying notes are an integral part of these financial statements.

Southwestern Ontario Student Transportation Services

Statement of Cash Flows

For the year ended August 31, 2019

	2019 \$	2018 \$
Cash provided by (used in)		
Operating activities		
Annual surplus		
Non-cash items		
Amortization expense of tangible capital assets	66,214	63,976
Amortization of deferred capital contributions	(66,214)	(63,976)
Changes in non-cash working capital components		
Increase in prepaid expenses	(7,833)	-
Increase in due from related parties	(6,158,375)	(679,818)
Increase in accounts receivable	(96,321)	(4,416)
(Decrease) increase in deferred revenue	(5,927)	49,192
Increase in accounts payable	6,278,882	635,042
Decrease in due to related parties	(11,426)	-
Cash flows from capital activities		
Tangible capital assets additions	(44,753)	-
Increase in deferred capital contributions	44,753	-
	-	-
Net change in cash	-	-
Cash – Beginning of year	1,000	1,000
Cash – End of year	1,000	1,000

The accompanying notes are an integral part of these financial statements.

Southwestern Ontario Student Transportation Services

Notes to Financial Statements

August 31, 2019

1 Significant accounting policies

The financial statements have been prepared by management in accordance with Canadian public sector accounting standards, and reflect the following policies:

Reporting entity

The Southwestern Ontario Student Transportation Services (the Consortium) is an incorporated Not-for-Profit organization established in 2008 by London and area school boards to provide transportation services.

The current member school boards are Thames Valley District School Board and London District Catholic School Board. Under the formal agreement, decisions related to the financial and operating activities are shared. No Board is in a position to exercise unilateral control.

Basis of accounting

Revenues and expenditures are reported on an accrual basis of accounting. The accrual basis of accounting recognizes revenues when transportation services have been provided in accordance with the cost sharing agreement and when collection is reasonably assured; expenditures are the cost of goods and services acquired in the period whether or not payment has been made or invoices received.

Use of estimates

The preparation of financial statements in conformity with Canadian public sector accounting standards requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenues and expenditures during the year. Actual results could differ from these estimates.

Tangible capital assets

Tangible capital assets are recorded at cost, less accumulated amortization. During the current and previous years, purchases of furniture and equipment are considered immaterial and have not been capitalized. Amortization is provided on a straight-line basis over the estimated useful lives of the assets as follows:

Computer software	5 years
Leasehold improvements	10 years

Amortization is charged at half the annual rate in the year of acquisition.

Southwestern Ontario Student Transportation Services

Notes to Financial Statements

August 31, 2019

Deferred capital contributions

Contributions received or receivable for the purpose of acquiring or developing a depreciable tangible capital asset for use in providing services, or any contributions in the form of depreciable tangible assets received, or receivable for use in providing services, shall be recognized as deferred capital contribution. These amounts are recognized as revenue at the same rate as the related tangible capital asset is amortized.

Deferred revenue

Certain revenue amounts are received pursuant to legislation, regulation or agreement and may only be used in the conduct of certain programs or in the delivery of specific services and transactions. These amounts are recognized as revenue in the fiscal year that the related expenditures are incurred or services performed.

2 Economic dependence

The Consortium's operations consist exclusively of supplying services to school boards located in the same geographic area.

3 Due from related parties

The amounts are due from members of the Consortium. They are non-interest bearing and will be repaid within the year.

	2019 \$	2018 \$
Due from related parties		
Thames Valley District School Board	5,725,521	752,564
London District Catholic School Board	1,185,417	-
	<u>6,910,939</u>	<u>752,564</u>
Due to related parties		
London District Catholic School Board	-	11,426

Southwestern Ontario Student Transportation Services

Notes to Financial Statements

August 31, 2019

4 Tangible capital assets

	Balance at August 31, 2018 \$	Additions \$	Disposals \$	Transfers \$	Cost Balance at August 31, 2019 \$
Computer software	319,880	-	-	-	319,880
Leasehold Improvements	-	44,753	-	-	44,753
	<u>319,880</u>	<u>44,753</u>			<u>364,633</u>

	Balance at August 31, 2018 \$	Amortization \$	Accumulated amortization Disposals, write offs and adjustments \$	Balance at August 31, 2019 \$
Computer software	223,916	63,978	-	287,892
Leasehold Improvements	-	2,238	-	2,238
	<u>223,916</u>	<u>66,214</u>	<u>-</u>	<u>290,130</u>

	August 31, 2019 \$	Net book value August 31, 2018 \$
Computer software	31,986	95,964
Leasehold Improvements	42,515	-
	<u>74,503</u>	<u>95,964</u>

5 Government remittances payable

In respect of government remittances payable, \$8,906 (2018 – \$21,419) is included within accounts payable and accrued liabilities.

Southwestern Ontario Student Transportation Services

Notes to Financial Statements

August 31, 2019

6 Deferred revenue

Revenues received (Ont. Active School) that have been set aside for specific purposes by legislation, regulation or agreement are included in deferred revenue and reported in the consolidated statement of financial position.

Deferred revenue set aside for specific purposes by legislations, regulation or agreement as at August 31, 2019 is comprised of:

	2019 \$	2018 \$
Opening balance	49,192	-
Deferred revenue contributions	74,500	56,750
Revenue recognized in the period	(80,428)	(7,568)
Closing balance	43,264	49,192

7 Deferred capital contributions

Deferred capital contributions represent the unamortized amount of contributions received for the purchase of tangible capital assets. The amortization of capital contributions is recorded as revenue in the statement of operations. The changes in the balance of deferred capital contribution are as follows:

	2019 \$	2018 \$
Opening balance	95,984	159,940
Deferred capital contributions	44,753	-
Revenue recognized in the period	(66,214)	(83,976)
Closing balance	74,503	95,964

Southwestern Ontario Student Transportation Services

Notes to Financial Statements

August 31, 2019

8 Contractual obligations and contingencies

The Consortium leases its head office under a new operating lease which runs from March 1, 2019 to February 28, 2029.

The sum of \$364,761 is payable with respect to property lease during the next 5 years.

	2019 \$
2019 – 20	72,952
2020 – 21	72,952
2021 – 22	72,952
2022 – 23	72,952
2023 – 24	72,952
Thereafter	328,285

9 Contractual rights

The Consortium current membership agreement is from September 2019 to August 2022. The agreement determines amounts receivable from each board based on a cost sharing formula. Transportation expenditures vary from year to year and therefore no estimated future receivables have been disclosed, as they are unknown at this time.



Date of Meeting: 2020 Feb 11

Item #: 5.0

REPORT TO:	<input type="checkbox"/> Administrative Council <input type="checkbox"/> Program and School Services Advisory Committee <input type="checkbox"/> Policy Working Committee <input checked="" type="checkbox"/> Planning and Priorities Advisory Committee <input type="checkbox"/> Board <input type="checkbox"/> Other:
	For Board Meetings: <input type="checkbox"/> PUBLIC <input type="checkbox"/> IN-CAMERA
TITLE OF REPORT:	2019-2020 Interim Financial Report – 2019 November 30
PRESENTED BY: (list ONLY those attending the meeting)	Cathy Lynd, Superintendent of Business Sandra Macey, Manager of Finance
PRESENTED FOR:	<input type="checkbox"/> Approval <input type="checkbox"/> Input/Advice <input checked="" type="checkbox"/> Information
Recommendation(s): (only required when presented for approval)	
Purpose:	To present the Interim Financial Report based on the financial results for the three months ending 2019 November 30.
Content:	Ministry memorandum 2009:SB38 Interim Financial Reporting recommended that administration provide management and the board of trustees with a financial report a minimum 3 times per year. The attached reports reflect the revised budgets and actual expenses for 2019-2020 as of 2019 November 30, including the impact of Revised Estimates filed with the Ministry of Education on 2019 December 13.
Financial Implications:	
Timeline:	
Communications:	
Appendices:	2019-2020 Interim Financial Report for the Three Months Ending 2019 Nov 30 2019-2020 Interim Financial Report-Revenue Summary for the Three Months Ending 2019 Nov 30 2019-2020 Interim Financial Report-Expense Summary for the Three Months Ending 2019 Nov 30 2019-2020 Interim Financial Report-List of PPF Grants as of 2019 Nov 30 Appendix A: Staffing Changes Between 2019-2020 Budget and Revised Estimates

Strategic Priority Area(s):

Relationships:	<input type="checkbox"/> Students, families and staff are welcomed, respected and valued as partners. <input type="checkbox"/> Promote and build connections to foster mutually respectful communication among students, families, staff and the broader community. <input type="checkbox"/> Create opportunities for collaboration and partnerships.
Equity and Diversity:	<input checked="" type="checkbox"/> Create opportunities for equitable access to programs and services for students. <input type="checkbox"/> Students and all partners feel heard, valued and supported. <input type="checkbox"/> Programs and services embrace the culture and diversity of students and all partners.
Achievement and Well-Being:	<input type="checkbox"/> More students demonstrate growth and achieve student learning outcomes with a specific focus on numeracy and literacy. <input type="checkbox"/> Staff will demonstrate excellence in instructional practices. <input type="checkbox"/> Enhance the safety and well-being of students and staff.

Form Revised January 2020

We build each student's tomorrow, every day

Thames Valley District School Board
2019-2020 Interim Financial Report
for the Three Months Ended November 30, 2019

Confidential

Summary of Financial Results

	Approved Budget	Revised Budget	In-Year Change	
			(000's)	%
Revenue				
Grants for Student Needs	886,057	896,390	10,333	1.2%
Other	76,772	80,829	4,057	5.3%
Total Revenue	962,829	977,219	14,390	1.5%
Expenses				
Instruction	742,331	752,487	10,156	1.4%
Administration	25,305	25,622	317	1.3%
Transportation	44,040	46,026	1,986	4.5%
Pupil Accommodation	130,025	130,604	579	0.4%
Other Operating	25,679	27,031	1,352	5.3%
Total Expenses	967,380	981,770	14,390	1.5%
In-Year Deficit	(4,551)	(4,551)	-	-

Surplus/(Deficit) Funding (000's)

Unappropriated Surplus	1,542	35
Specific Appropriations		
Behavioural Expertise	-	28
IT Tech & Infrastructure	1,500	4,326
Board Supported Amortization	(84)	(3,462)
Future Board Supported Capital	1,712	3,743
Deficit for Compliance Purposes	4,670	4,670
Accrued Interest - OFA Debt	(119)	(119)
In-Year Deficit	4,551	4,551

Change in Revenue Budget

Change in Grants for Student Needs revenue is attributable to:	
- Revised Estimates - mainly enrolment and transportation related	10,333
Change in Other revenue is attributable to the following:	
- Revised Estimates - reduction in Tuition Fees	(556)
- Additional Priorities and Partnership Funds (PPF Grants)/2018-19 Deferred Revenues included in Revenues	4,613
Total Change in Revenue Budget	14,390

Change in Expense Budget

Change in Expenses is attributable to:	
- Projected expenses relating to Revised Estimates - \$4.1M increase in occasional teacher salaries; \$4.4M impact of CUPE Central Agreement; \$2M increase in transportation; \$2.9M increase in Unified Communications and Video Surveillance - offset by \$3.7M reduction in Teacher Qualifications and Experience	9,777
- Expenses relating to Additional PPF Grants/2018-19 Deferred Revenues	4,613
Total Change in Expense Budget	14,390

Risks & Recommendations

None at this time.

Accumulated Surplus

As at August 31, 2019	(000's)
-----------------------	---------

Unappropriated Surplus 21,877

Appropriations

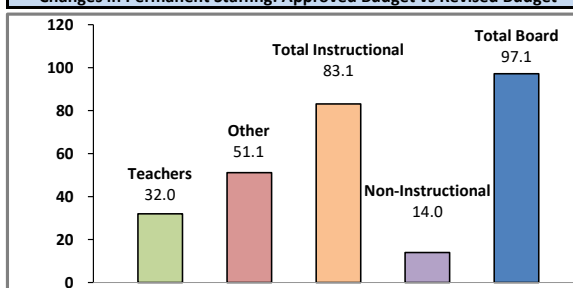
Operating Carry Forwards	29,753
Committed to Capital Projects	36,039
Thames Valley Education Foundation	7,380

Accumulated Surplus 95,049

Summary of Permanent Staffing

FTE	Approved Budget	Revised Budget	In-Year Change	
			#	%
Instructional				
Teachers	5,058.4	5,090.4	32.0	0.63%
Other	2,373.1	2,424.2	51.1	2.15%
Total Instructional	7,431.5	7,514.6	83.1	1.12%
Non-Instructional	882.5	896.5	14.0	1.59%
Total	8,314.0	8,411.1	97.1	1.17%

Changes in Permanent Staffing: Approved Budget vs Revised Budget



Highlights of Changes in Permanent Staffing:

See Appendix A

INSTRUCTIONAL

• Teachers

32.0 FTE increase in teachers due to enrolment changes and PPF staffing changes:
Elementary (+34.8 FTE), Secondary (-2.8 FTE)

• Other

51.1 FTE increase due to CUPE Local Priorities funding, PPF staffing changes and reclassifications:
Educational Assistants (+32.5 FTE), Clerical (+5.0 FTE), Social Services (+6.8 FTE), IT Services (+4.0 FTE), Various (+2.8 FTE)

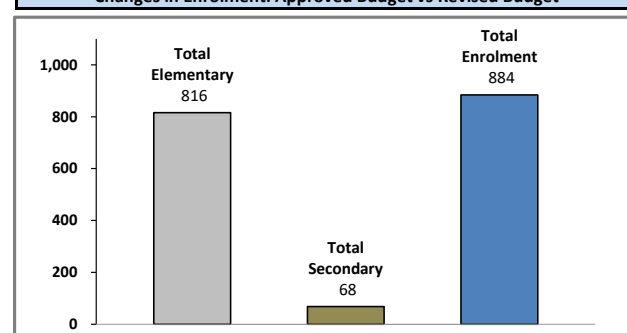
NON-INSTRUCTIONAL

2.0 FTE increase due to reclassifications
12.0 FTE increase to Facilities due to CUPE Local Priorities funding

Enrolment Summary - Current Year

ADE	Approved Budget	Revised Budget	In-Year Change	
			#	%
Elementary				
JK-3	27,259	27,729	470	1.7%
4-8	28,655	28,997	342	1.2%
Pupils of the Board	55,914	56,726	812	1.5%
Other Pupils	126	130	4	3.2%
Total Elementary	56,040	56,856	816	1.5%
Secondary <21				
Grades 9-12	21,997	22,132	135	0.6%
High Credit	229	191	(38)	-16.6%
Pupils of the Board	22,226	22,323	97	0.4%
Other Pupils	500	471	(29)	-5.8%
Total Secondary	22,726	22,794	68	0.3%
Total Enrolment	78,766	79,650	884	1.1%

Changes in Enrolment: Approved Budget vs Revised Budget



Highlights of Changes in Enrolment:

- Total enrolment is 884 ADE more than projected at Estimates
- The Revised Budget figures are based on actual counts at October 31 with projections for March 31

Enrolment Summary - 2018-2019 Actuals vs 2019-2020 Revised Budget

ADE	2018-2019 Final Actuals	2019-2020 Revised Budget	In-Year Change	
			#	%
Elementary				
JK-3	26,899	27,729	830	3.1%
4-8	28,248	28,997	749	2.7%
Pupils of the Board	55,147	56,726	1,579	2.9%
Other Pupils	128	130	2	1.6%
Total Elementary	55,275	56,856	1,581	2.9%
Secondary <21				
Grades 9-12	22,023	22,132	109	0.5%
High Credit	192	191	(1)	0.0%
Pupils of the Board	22,215	22,323	108	0.5%
Other Pupils	448	471	23	5.1%
Total Secondary	22,663	22,794	131	0.6%
Total Enrolment	77,938	79,650	1,712	2.2%

Thames Valley District School Board
2019-2020 Interim Financial Report
Revenue Summary
for the Three Months Ended November 30, 2019

Thames Valley District School Board 2019-2020 Interim Financial Report Revenue Summary for the Three Months Ended November 30, 2019	Budget Assessment				Material Variance Note	Risk Assessment								
	a	b	c = b - a	d = c/a		e	f	g = f/e	h	i	j = i/h	k = f - i	l = g - j	Revised Budget vs. Prior Year YTD
	2019-2020					2019-2020			2018-2019			(000's) Nov to Nov	% Year to Year Increase (Decrease)	
	(000's) Approved Budget	(000's) Revised Estimates at Nov 30	Change			(000's) Revised Estimates at Nov 30	(000's) Nov 30 Actuals	% of Revised Budget Received	(000's) August 31 Actuals	(000's) Nov 30 Actuals	% of Final Actuals Received			
			(000's) Increase (Decrease)	% Increase (Decrease)										
GRANTS FOR STUDENT NEEDS														
Pupil Foundation Allocation	409,988	415,152	5,164	1.3%		415,152	106,450	25.6%	431,649	112,404	26.0%	(5,954)	(0.4%)	
School Foundation Allocation	56,503	56,953	450	0.8%		56,953	14,603	25.6%	55,351	14,418	26.0%	185	(0.4%)	
Special Education Allocation	114,269	114,717	448	0.4%		114,717	29,415	25.6%	111,461	29,175	26.2%	240	(0.6%)	
Language Allocation	23,131	24,310	1,179	5.1%		24,310	6,233	25.6%	22,673	5,856	25.8%	377	(0.2%)	
Supported School Allocation	-	-	-	0.0%		-	-	0.0%	-	-	0.0%	-	0.0%	
Remote and Rural Allocation	-	-	-	0.0%		-	-	0.0%	-	-	0.0%	-	0.0%	
Rural and Northern Education Allocation	701	701	-	0.0%		701	180	25.7%	656	171	26.1%	9	(0.4%)	
Learning Opportunities Allocation	17,806	17,825	19	0.1%		17,825	4,571	25.6%	26,226	6,835	26.1%	(2,264)	(0.5%)	
Continuing Education Allocation and Other Program	3,792	3,742	(50)	(1.3%)		3,742	959	25.6%	3,448	928	26.9%	31	(1.3%)	
Cost Adjustment and Teacher Qualification Allocation	89,204	85,527	(3,677)	(4.1%)		85,527	21,930	25.6%	71,499	18,538	25.9%	3,392	(0.3%)	
New Teacher Induction Program Allocation	681	681	-	0.0%		681	175	25.7%	575	153	26.6%	22	(0.9%)	
ECE Q&E Allocation	5,283	5,555	272	5.1%		5,555	1,424	25.6%	6,079	1,581	26.0%	(157)	(0.4%)	
Restraint Savings Allocation	(308)	(308)	-	0.0%		(308)	(79)	25.6%	(308)	(80)	25.9%	1	(0.3%)	
Transportation Allocation	43,885	48,079	4,194	9.6%		48,079	12,328	25.6%	40,303	10,353	25.7%	1,975	(0.1%)	
Administration and Governance Allocation	21,485	21,654	169	0.8%		21,654	5,552	25.6%	21,416	5,514	25.7%	38	(0.1%)	
School Operations Allocation	78,855	79,706	851	1.1%		79,706	20,437	25.6%	77,837	20,289	26.1%	148	(0.5%)	
Community Use of Schools Allocation	1,078	1,078	-	0.0%		1,078	276	25.6%	1,072	280	26.1%	(4)	(0.5%)	
Declining Enrolment Adjustment	-	-	-	0.0%		-	-	0.0%	-	-	0.0%	-	0.0%	
Indigenous Education Allocation	1,348	1,325	(23)	(1.7%)		1,325	340	25.7%	1,210	323	26.7%	17	(1.0%)	
Safe and Accepting Schools Allocation	2,511	2,528	17	0.7%		2,528	648	25.6%	2,486	648	26.1%	-	(0.5%)	
Permanent Financing of NPF	7,976	7,976	-	0.0%		7,976	-	0.0%	7,976	-	0.0%	-	0.0%	
Labour-related enhancements	-	4,648	4,648	0.0%		4,648	-	0.0%	-	-	0.0%	-	0.0%	
Transfers to Deferred Revenue - GSN	(67)	(68)	(1)	1.5%		(68)	-	0.0%	(223)	-	0.0%	-	0.0%	
Transfers from Deferred Revenue - GSN	1,443	1,823	380	26.3%		1,823	1,823	100.0%	1,737	42	2.4%	1,781	97.6%	
Trustee Association Fee	43	43	-	0.0%		43	11	25.6%	43	11	25.6%	-	0.0%	
TOTAL OPERATING GRANTS	879,607	893,647	14,040	1.6%		893,647	227,276	25.4%	883,167	227,439	25.8%	(163)	(0.4%)	On Forecast
Capital and Debt Servicing	8,350	7,527	(823)	(9.9%)		7,527	3,968	52.7%	8,719	3,778	43.3%	190	9.4%	
Transfers to Deferred Capital Contributions (DCC)	(1,900)	(4,784)	(2,884)	151.8%		(4,784)	(562)	11.7%	(7,325)	(562)	7.7%	-	4.0%	
Revenue Recognized for Land	-	-	-	0.0%		-	-	0.0%	13	-	0.0%	-	0.0%	
GROSS GSN REVENUES	886,057	896,390	10,333	1.2%		896,390	230,682	25.7%	884,574	230,655	26.1%	27	(0.4%)	On Forecast
Funded Through Municipal Taxes	(193,463)	(192,535)	928	(0.5%)		(192,535)	(25,122)	13.0%	(190,597)	(22,677)	11.9%	(2,445)	1.1%	
NET GSN REVENUES	692,594	703,855	11,261	1.6%		703,855	205,560	29.2%	693,977	207,978	30.0%	(2,418)	(0.8%)	On Forecast
OTHER														
Municipal Taxation	193,463	192,535	(928)	(0.5%)		192,535	25,122	13.0%	190,597	22,677	11.9%	2,445	1.1%	
Other MOE Grants (PPF) & PPF Transfers from Deferred Revenues	117	4,730	4,613	3942.7%		4,730	1,498	31.7%	5,359	605	11.3%	893	20.4%	
Tuition Fees	8,107	7,600	(507)	(6.3%)		7,600	4,454	58.6%	7,819	4,871	62.3%	(417)	(3.7%)	
Other Revenues & Transfers from Deferred Revenues	11,843	11,960	117	1.0%		11,960	2,488	20.8%	13,995	3,050	21.8%	(562)	(1.0%)	
Transfers from Deferred Capital Contributions (DCC)	39,171	39,005	(166)	(0.4%)		39,005	-	0.0%	38,281	-	0.0%	-	0.0%	
School Generated Funds	16,784	16,784	-	0.0%		16,784	-	0.0%	18,706	-	0.0%	-	0.0%	
Thames Valley Education Foundation (TVEF)	750	750	-	0.0%		750	-	0.0%	1,041	-	0.0%	-	0.0%	
TOTAL OTHER	270,235	273,364	3,129	1.2%		273,364	33,562	12.3%	275,798	31,203	11.3%	2,359	1.0%	On Forecast
TOTAL REVENUE	962,829	977,219	14,390	1.5%		977,219	239,122	24.5%	969,775	239,181	24.7%	(59)	(0.2%)	On Forecast

EXPLANATIONS OF MATERIAL GRANT VARIANCES

(a) Grants for Student Needs have been adjusted to reflect the October 31 enrolment and corresponding March 31 enrolment projections and reflect the Revised Estimates filed with the Ministry of Education. Variances reflect the effect of the changes in enrolment.

EXPLANATIONS OF REVENUE AND GRANT RISK ASSESSMENT

(a) The GSN variances reflect cash flow, so those variances do not represent a risk. The primary risk inherent in the GSN Revenues would be the attainment of the projected enrolments.

(b) The Non GSN Revenues variances reflect cash flow in the case of PPF grants (no risk) and Tuition Fees (no risk); the Other Revenues variance reflects timing differences between receipt of cash and establishment of corresponding budget adjustments to reflect the increase in revenue (no risk); and in the case of DCC and TVEF these entities are normally made at year end (no risk).

**Thames Valley District School Board
2019-2020 Interim Financial Report
Expense Summary
for the Three Months Ended November 30, 2019**

Budget Assessment				Risk Assessment											
a	b	c = b - a	d = c/a	Material Variance Note	e	f	g = f/e	h	i	j = i/h	k = f - i	l = g - j	Revised Budget vs Prior Year YTD		
2019-2020					2019-2020			2018-2019			(000's) Nov to Nov	% Year to Year Increase (Decrease)			
(000's) Approved Budget	(000's) Revised Estimates at Nov 30	(000's) Increase (Decrease)	% Increase (Decrease)		(000's) Revised Estimates at Nov 30	(000's) Nov 30 Actuals	% of Revised Budget Spent	(000's) August 31 Actuals	(000's) Nov 30 Actuals	% of Final Actuals Spent					
494,510	494,161	(349)	(0.1%)		494,161	112,809	22.8%	494,872	112,918	22.8%	(109)	0.0%			
19,197	24,591	5,394	28.1%		24,591	5,333	21.7%	26,527	6,506	24.5%	(1,173)	(2.8%)			
51,858	52,950	1,092	2.1%		52,950	13,339	25.2%	50,041	12,272	24.5%	1,067	0.7%			
20,638	20,632	(6)	(0.0%)		20,632	5,228	25.3%	19,226	4,715	24.5%	513	0.8%			
20,763	21,510	747	3.6%		21,510	8,214	38.2%	19,957	11,345	56.8%	(3,131)	(18.6%)			
1,703	1,790	87	5.1%		1,790	1,159	64.7%	3,869	1,298	33.5%	(139)	31.2%			
26,305	27,803	1,498	5.7%		27,803	5,805	20.9%	24,676	5,386	21.8%	419	(0.9%)			
19,415	19,477	62	0.3%		19,477	4,741	24.3%	19,271	4,759	24.7%	(18)	(0.4%)			
4,233	5,121	888	21.0%		5,121	872	17.0%	5,628	1,439	25.6%	(567)	(8.6%)			
1,087	1,087	-	0.0%		1,087	266	24.5%	1,087	267	24.6%	(1)	(0.1%)			
37,058	37,316	258	0.7%		37,316	8,355	22.4%	37,293	8,271	22.2%	84	0.2%			
22,230	21,509	(721)	(3.2%)		21,509	5,851	27.2%	21,098	4,982	23.6%	869	3.6%			
9,790	10,362	572	5.8%		10,362	2,275	22.0%	12,282	2,234	18.2%	41	3.8%			
10,914	11,426	512	4.7%		11,426	2,447	21.4%	10,474	2,478	23.7%	(31)	(2.3%)			
2,630	2,752	122	4.6%		2,752	-	0.0%	2,982	-	0.0%	-	0.0%			
742,331	752,487	10,156	1.4%		752,487	176,694	23.5%	749,283	178,870	23.9%	(2,176)	(0.4%)		On Forecast	
															On Forecast
314	315	1	0.3%		315	70	22.2%	323	64	19.8%	6	2.4%			
2,732	2,761	29	1.1%		2,761	618	22.4%	3,266	827	25.3%	(209)	(2.9%)			
21,656	21,913	257	1.2%		21,913	7,420	33.9%	20,563	6,436	31.3%	984	2.6%			
603	633	30	5.0%		633	-	0.0%	1,810	-	0.0%	-	0.0%			On Forecast
25,305	25,622	317	1.3%		25,622	8,108	31.6%	25,962	7,327	28.2%	781	3.4%			
43,514	45,324	1,810	4.2%		45,324	13,851	30.6%	45,846	13,055	28.5%	796	2.1%			
526	702	176	33.5%		702	69	9.8%	488	139	28.5%	(70)	(18.7%)			On Forecast
-	-	-	0.0%		-	-	0.0%	-	-	0.0%	-	0.0%			
44,040	46,026	1,986	4.5%		46,026	13,920	30.2%	46,334	13,194	28.5%	726	1.7%			
84,228	85,854	1,626	1.9%		85,854	18,916	22.0%	80,389	16,694	20.8%	2,222	1.2%			On Forecast
-	-	-	0.0%		-	-	0.0%	1,002	-	0.0%	-	0.0%			
8,230	7,407	(823)	(10.0%)		7,407	3,605	48.7%	7,613	3,794	49.8%	(189)	(1.1%)			
37,567	37,343	(224)	(0.6%)		37,343	-	0.0%	34,962	-	0.0%	-	0.0%			
130,025	130,604	579	0.4%		130,604	22,521	17.2%	123,966	20,488	16.5%	2,033	0.7%			On Forecast
700	700	-	0.0%		700	-	0.0%	853	-	0.0%	-	0.0%			
8,195	8,196	1	0.0%		8,196	85	1.0%	8,524	53	0.6%	32	0.4%			
-	1,351	1,351	100.0%		1,351	-	0.0%	-	-	0.0%	-	0.0%			On Forecast
16,784	16,784	-	0.0%		16,784	-	0.0%	18,888	-	0.0%	-	0.0%			
25,679	27,031	1,352	5.3%		27,031	85	0.3%	28,265	53	0.2%	32	0.1%			
967,380	981,770	14,390	1.5%	981,770	221,328	22.5%	973,810	219,932	22.6%	1,396	(0.1%)		On Forecast		

EXPLANATIONS OF MATERIAL BUDGET VARIANCES

(a) The Revised Budget reflects the change in expenses due to enrolment, increased budgets for PPF and other grants and revenues received during the year as well as increased budgets offsetting 2018-2019 deferred revenues brought into 2019-2020.

EXPLANATIONS OF SPENDING RISK ASSESSMENT

(a) The variances to this point reflect timing differences, e.g. depending upon when budgets are increased for items such as PPF grants and carry forwards the proportion of expenses to date is skewed.

(b) Overall there is no quantifiable risk at this point.

**Thames Valley District School Board
2019-2020 Interim Financial Report
Priorities and Partnerships Funds (PPF)
as at 2019 November 30**

	Revised Budget
1. Ontario Math Strategy	2,239,000
2. Mental Health Workers in Schools	588,894
3. Specialist High Skills Major	447,223
4. Reading Pilot (Supporting Students with Severe Learning Disabilities in Reading)	325,904
5. Experiential Learning	298,164
6. After School Skills Development Programs	143,670
7. French Second Language - Intervention 1	131,482 (a)
8. Tu Puente	130,000
9. Well Being: Safe Accepting and Healthy Schools and Mental Health	100,018
10. Indigenous Curriculum Implementation	93,500
11. Health and Physical Education & Careers Implementation	60,753
12. French Second Language - Intervention 2	42,938
13. Parents Reaching Out	42,473
14. Aboriginal Youth Entrepreneurs	25,312
15. French Second Language - Board Developed FSL Initiatives	23,583
16. Critically Conscious Practitioner Inquiry	21,996
17. French Second Language - Diploma of French Language Studies	15,000
Total Priorities and Partnerships Funds (PPF)	<u>4,729,910</u>

Note:

(a) \$116,900 included in approved budget - \$4,613,010 added at November 30, 2019 for Revised Estimates

Appendix A: Staffing Changes Between 2019-2020 Budget and Revised Budget

Note: Staffing funded from Priorities and Partnerships Funding (PPF) will be removed for 2020/21, unless written confirmation is received.

STAFFING CATEGORIES	2019-20 Budgeted FTE	2019-20 Revised Budget FTE	Change	Comment
Elementary Teachers - Classroom (Including Library and Guidance, Learning Support Teachers and Self-Contained Classes)	3,385.3	3,405.9	20.6	<ul style="list-style-type: none"> • Increase of 20.7 FTE due to enrolment changes; • Reduction of 0.1 FTE Care and/or Treatment, Custody and Correctional (CTCC).
Secondary Teachers - Classroom (Including Library and Guidance, Learning Support Teachers and Self-Contained Classes)	1,598.1	1,600.1	2.0	<ul style="list-style-type: none"> • Increase of 5.0 FTE Holdback teachers; • Reduction of 3.0 FTE Care and/or Treatment, Custody and Correctional (CTCC).
Elementary Teachers - Teachers on Special Assignment (TOSAs), Itinerant	50.8	65.0	14.2	<ul style="list-style-type: none"> • Movement of 2.0 FTE Special Education Teachers on Special Assignment (TOSA) from Secondary to Elementary; • Increase of 12.2 FTE Teachers on Special Assignment (TOSA) related to Priorities and Partnerships Funds (PPF).
Secondary Teachers - Teachers on Special Assignment (TOSAs), Itinerant	24.2	19.4	(4.8)	<ul style="list-style-type: none"> • Movement of 2.0 FTE Special Education Teachers on Special Assignment (TOSA) from Secondary to Elementary; • Reduction of 2.8 FTE due to allocation of Restricted Grants.
Educational Assistants (EAs)	1,026.2	1,058.7	32.5	<ul style="list-style-type: none"> • Decrease of 2.0 FTE Special Incident Portion (SIP) EAs (<i>partially funded</i>); • Increase of 34.5 FTE from CUPE Local Priorities funding.
Early Childhood Educators	413.9	413.9	-	
Clerical - Schools (Including Continuing Education)	316.0	321.0	5.0	<ul style="list-style-type: none"> • Increase of 5.0 FTE from CUPE Local Priorities funding.
Elementary Principals	132.0	132.0	-	
Secondary Principals (Including Continuing Education)	30.0	30.0	-	
Elementary Vice-Principals	68.4	68.8	0.4	<ul style="list-style-type: none"> • Increase of 0.4 FTE at Sir Arthur Currie Public School.
Secondary Vice-Principals (Including Continuing Education)	41.3	41.3	-	
School Counselling and Social Work Services	79.2	86.0	6.8	<ul style="list-style-type: none"> • Increase of 1.6 FTE due to allocation of Restricted Grant funding; • Increase of 5.2 FTE due to allocation of Priorities and Partnerships Funds (PPF).
Psychological Services	30.6	30.8	0.2	<ul style="list-style-type: none"> • Increase of 0.2 FTE due to allocation Priorities and Partnerships Funds (PPF).
Speech and Language Services	45.6	45.8	0.2	<ul style="list-style-type: none"> • Increase of 0.2 FTE due to allocation Priorities and Partnerships Funds (PPF).

Appendix A: Staffing Changes Between 2019-2020 Budget and Revised Budget

Note: Staffing funded from Priorities and Partnerships Funding (PPF) will be removed for 2020/21, unless written confirmation is received.

STAFFING CATEGORIES	2019-20 Budgeted FTE	2019-20 Revised Budget FTE	Change	Comment
Computer Services - School	67.8	71.8	4.0	<ul style="list-style-type: none"> • Increase of 3.0 FTE from CUPE Local Priorities funding; • 1.0 FTE Device Management Specialist.
Learning Coordinators	43.0	43.0	-	
Learning Supervisors	9.0	9.0	-	
Student and Teacher Support Services	70.2	72.1	1.9	<ul style="list-style-type: none"> • Increase of 3.0 FTE (1.0 FTE Finance School Secretarial, 1.0 FTE ONSIS Support Analyst, 1.0 FTE Library Clerical) from CUPE Local Priorities funding; • Reduction of 0.1 FTE Research & Assessment Associates due to funding allocation from Priorities and Partnerships Funds (PPF); • Reclassification of 1.0 FTE Assistant in Teacher Support Services.
Board Administration and Governance	180.4	182.4	2.0	<ul style="list-style-type: none"> • Increase of 1.0 FTE Media Production Assistant, conversion of casual position to permanent; • Reclassification of 1.0 FTE Assistant in Teacher Support Services.
Facility Services, Capital Projects, Capital Planning	702.1	714.1	12.0	<ul style="list-style-type: none"> • Increase of 12.0 FTE (6.0 FTE Electrician, 4.0 FTE Float Custodian, 1.0 FTE Capital Projects Clerical, 1.0 FTE Planning Clerical) from CUPE Local Priorities funding.
TOTAL	8,314.1	8,411.1	97.1	



Date of Meeting: 2020 Feb 11

Item #: 6.0

REPORT TO:	<input type="checkbox"/> Administrative Council <input type="checkbox"/> Program and School Services Advisory Committee <input type="checkbox"/> Policy Working Committee <input checked="" type="checkbox"/> Planning and Priorities Advisory Committee <input type="checkbox"/> Board <input type="checkbox"/> Other:
	For Board Meetings: <input checked="" type="checkbox"/> PUBLIC <input type="checkbox"/> IN-CAMERA
TITLE OF REPORT:	Overview of Budget Challenges and Review of Public Input Process
PRESENTED BY: <i>(list ONLY those attending the meeting)</i>	Cathy Lynd, Superintendent of Business Sandra Macey, Manager of Finance
PRESENTED FOR:	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Input/Advice <input type="checkbox"/> Information
Recommendation(s): <i>(only required when presented for approval)</i>	
Purpose:	To identify known 2020-21 budget challenges and receive input on the public input process.
Content:	<p>There is a projected deficit of \$4.6 million for 2019-20.</p> <p>A number of budget risks / pressures have been identified for the 2020-21 budget:</p> <ul style="list-style-type: none"> Increases necessary to support the operational plan Secondary class size funding: <ul style="list-style-type: none"> Currently not known how secondary teaching grants will be calculated i.e. secondary class size at 25:1 or less At 25:1 preliminary projected 2020-21 year teaching staff would be approximately 144 FTE greater than expected funding, assuming no attrition funding is provided At 24:1 preliminary projected 2020-21 year teaching staff would be approximately 108 FTE greater than expected funding, assuming no attrition funding is provided Estimate of attrition used for the Teacher Job Protection Funding - unsure if/how this funding continues Estimates for staff absence replacements—budgeted replacement costs for occasional teachers represents \$16.2 million in the 2019-20 budget (and increased to \$20.3 million in the 2019-20 revised budget). This is considered a risk given the continuation of the sick and short-term leave program and the potential increase in the number and cost of replacement staff required. <ul style="list-style-type: none"> Absences have been increasing significantly Casual salaries are approximately \$1.7 million higher in January 2020 when compared to January 2019 Special education budgeted expenses expected to exceed the grant Transportation Stabilization funding is currently provided for where costs of student transportation exceed the funding – this was provided in 2019-20 based on boards' 2018-19 transportation deficits while the Ministry of

	<p>Education undertakes a review of the student transportation funding formula.</p> <ul style="list-style-type: none"> ○ Review of student transportation just started in January 2020 and it's unknown how transportation funding may be affected in the 2020-21 budget • E-Learning requirements – details of any requirements are currently unknown and therefore staffing will be budgeted based on status quo • Information Technology pressures: <ul style="list-style-type: none"> ○ Significant renewal/replacement of instructional devices ○ Continuation of 1:1 secondary pilot project – future consideration ○ Student Information System renewal and transition (Note: a separate report will be coming forward at a future meeting) ○ Video surveillance upgrade <p><u>Public Input Process – For discussion</u></p> <p>The budget calendar presented at the January 14, 2020 Planning and Priorities Committee meeting assumed the same process/timing as in prior years:</p> <ul style="list-style-type: none"> • May 26, 2020 Preliminary Budget Presentation (Board meeting) • June 2, 2020 Public Input Deadline • June 9, 2020 Review of Public Input (Planning and Priorities Advisory Committee Meeting) • June 16, 2020 Budget Debate and Approval (Special Board meeting)
Financial Implications:	
Timeline:	
Communications:	
Appendices:	

Strategic Priority Area(s):

Relationships:	<input type="checkbox"/> Students, families and staff are welcomed, respected and valued as partners. <input checked="" type="checkbox"/> Promote and build connections to foster mutually respectful communication among students, families, staff and the broader community. <input type="checkbox"/> Create opportunities for collaboration and partnerships.
Equity and Diversity:	<input type="checkbox"/> Create opportunities for equitable access to programs and services for students. <input type="checkbox"/> Students and all partners feel heard, valued and supported. <input type="checkbox"/> Programs and services embrace the culture and diversity of students and all partners.
Achievement and Well-Being:	<input type="checkbox"/> More students demonstrate growth and achieve student learning outcomes with a specific focus on numeracy and literacy. <input type="checkbox"/> Staff will demonstrate excellence in instructional practices. <input type="checkbox"/> Enhance the safety and well-being of students and staff.

Form Revised January 2020



Date of Meeting: 2020 Feb 11

Item #: 7.0

REPORT TO:	<input type="checkbox"/> Administrative Council <input type="checkbox"/> Program and School Services Advisory Committee <input type="checkbox"/> Policy Working Committee <input checked="" type="checkbox"/> Planning and Priorities Advisory Committee <input type="checkbox"/> Board <input type="checkbox"/> Other:
	For Board Meetings: <input checked="" type="checkbox"/> PUBLIC <input type="checkbox"/> IN-CAMERA
TITLE OF REPORT:	Budget Planning Engagement Session
PRESENTED BY: (list ONLY those attending the meeting)	Jeff Pratt, Associate Director and Treasurer Cathy Lynd, Superintendent of Business Services Tania Testa, Manager of Communications Sandra Macey, Manager of Financial Services
PRESENTED FOR:	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Input/Advice <input type="checkbox"/> Information
Recommendation(s):	
Purpose:	To engage and solicit input from the Planning and Priorities Advisory Committee and Senior Administration related to potential 2020/21 budget initiatives/priorities and how they align with our Operational Plan.
Content:	<p>Thought Exchange</p> <p>Leveraging the capabilities of Thought Exchange to undertake this engagement exercise is intended to gather a range of information and perspectives through open participation and collaboration.</p> <p>Thought Exchange is an interactive, real-time digital platform used to share thoughts and rate the ideas of others. A brief video will be shared to help explain how Thought Exchange is used. The Thought Exchange for this engagement session will be live and open to Trustees and Senior Administration as of February 7th and remain open during the meeting on February 11th and the remainder of the month of February. To participate, a mobile device or computer is required. Trustees and members of Senior Administration are welcome to collaborate in small groups to provide responses to the key question.</p> <p>Key Question</p> <p><i>Recognizing current financial constraints, what should we consider as a key initiative for 2020-21 budget and how does this align to the successful implementation of our Operational Plan?</i></p> <p>Next Steps</p> <p>Responses from the key question will inform budget priorities and guide the development of next steps in the budget process. Ministry of Education funding is anticipated to be released by March 31, 2020. After calculation of</p>

	the amount available for new initiatives, if any, further information will be reviewed and discussed at a future meeting.
Cost/Savings:	N/A
Timeline:	N/A
Communications:	N/A
Appendices:	<ul style="list-style-type: none"> Thames Valley District School Board Strategic Priorities and Annual Operational Plan 19/20

Strategic Priority Area(s):

Relationships:	<input type="checkbox"/> Students, families and staff are welcomed, respected and valued as partners. <input type="checkbox"/> Promote and build connections to foster mutually respectful communication among students, families, staff and the broader community. <input checked="" type="checkbox"/> Create opportunities for collaboration and partnerships.
Equity and Diversity:	<input checked="" type="checkbox"/> Create opportunities for equitable access to programs and services for students. <input type="checkbox"/> Students and all partners feel heard, valued and supported. <input type="checkbox"/> Programs and services embrace the culture and diversity of students and all partners.
Achievement and Well-Being:	<input type="checkbox"/> More students demonstrate growth and achieve student learning outcomes with a specific focus on numeracy and literacy. <input type="checkbox"/> Staff will demonstrate excellence in instructional practices. <input type="checkbox"/> Enhance the safety and well-being of students and staff.

Form Revised June 2019

Thames Valley District School Board

STRATEGIC PRIORITIES
AND ANNUAL OPERATIONAL PLAN
19/20

IN MOTION

Strategic Priorities 2018-2021

ACHIEVEMENT AND WELL-BEING

We engage in innovative learning experiences that promote excellence in student achievement and well-being.

EQUITY AND DIVERSITY

We provide an equitable and inclusive environment that champions learning opportunities for all.

RELATIONSHIPS

We build positive relationships with all members of our education community to foster an engaged and inclusive board culture.

Our 'Why'

Create a culture where educators consistently use data to inform practice

Deliver consistent and comprehensive instructional best practices

Provide students with optimal programming and supports

Engage families in their child's learning

Implement responsive policies, programs and practices for students and staff

Build positive school and work climates

Foster a culture of responsive feedback

Establish a culture of consistent service excellence

Improve student achievement in numeracy

Targeted Outcomes:

Increase in primary, junior and grade 9 mathematics provincial assessment results

Increase in students enrolled in grade 9 academic mathematics courses

Numeracy

Goal One:

To improve student achievement in mathematics with a specific focus on number and operations

Strategies

Support educator collection and use of assessment data to inform planning and instructional practice

Provide current and relevant content and high impact instructional strategies

Goal Two:

To increase student, family and educator understanding of math programming and course selection

Strategies

Support schools to understand the math learning needs of students to program effectively

Provide current and relevant information to understand the implications of secondary math course selection

Help families to understand and support what their children are learning

Improve student achievement in literacy

Targeted Outcomes:

Increase in number of grade 1 students who demonstrate early literacy skills measured by Phonological Awareness assessment

Increase in primary and junior literacy provincial assessment results

Increase in number of students meeting success on the Ontario Secondary School Literacy Test (OSSLT)

Literacy

Goal One:

To improve early literacy skills in kindergarten and grade 1 students

Strategies

Support analysis and use of early literacy data to inform planning and instructional practice

Provide high impact early literacy (phonological awareness) instructional strategies for all students

Goal Two:

a) To improve primary student reading comprehension skills and ability to demonstrate understanding (oral and written)

b) To improve secondary student reading comprehension skills and ability to demonstrate understanding of information through written response

Strategies

Support educator collection and use of assessment data to inform planning and instructional practice

Communicate expected reading instruction and assessment practices

Provide high impact reading comprehension strategies for all students

Create equitable and inclusive learning and work environments for students and staff

Targeted Outcomes:

Increase student response rate on the School Climate survey

Complete and share School Climate plan

Complete and share plan to address barriers to workplace equity and inclusion

Reduce suspension rates with a focus on students with an Individual Education Plan

Equity

Goal One:

To improve school climate

Strategies

Communicate purpose and expectations of the school climate survey process

Support the understanding and use of school climate data

Provide current and relevant strategies to inform and implement school climate action plans

Goal Two:

To reduce overall suspension rates with a focus on students with an Individual Education Plan (IEP)

Strategies

Provide learning opportunities to superintendents and administrators to analyze and use suspension data

Provide current and relevant information for administrators and educators to understand progressive discipline strategies

School teams use strategies for early intervention, de-escalation and progressive discipline

Goal Three:

To address barriers to workplace equity and inclusion for staff

Strategies

Analyze and use results from Everyone Belongs Staff Survey to inform development of work plan

**Enhance two-way
communication
and improve
engagement
within our Thames
Valley community**

Targeted Outcomes:

Increase parent/guardian
response rate on Family
Climate Survey

Increase School Council
membership

Increase followership for
school and board social
media channels and websites

Increase Parent Portal access
and interaction

Communication

Goal One:

**To increase student, family and
community engagement**

Strategies

Support student learning with face-to-face and electronic
connections

Provide current and relevant family engagement best
practices

Goal Two:

**To support two-way communication and
provide excellent service**

Strategies

Provide learning opportunities for staff to access and use
expanded communication and service technology system

Provide and leverage technology to support the
communication of student learning

Provide current and relevant service excellence
best practices

Mission

We build each student's tomorrow, every day.

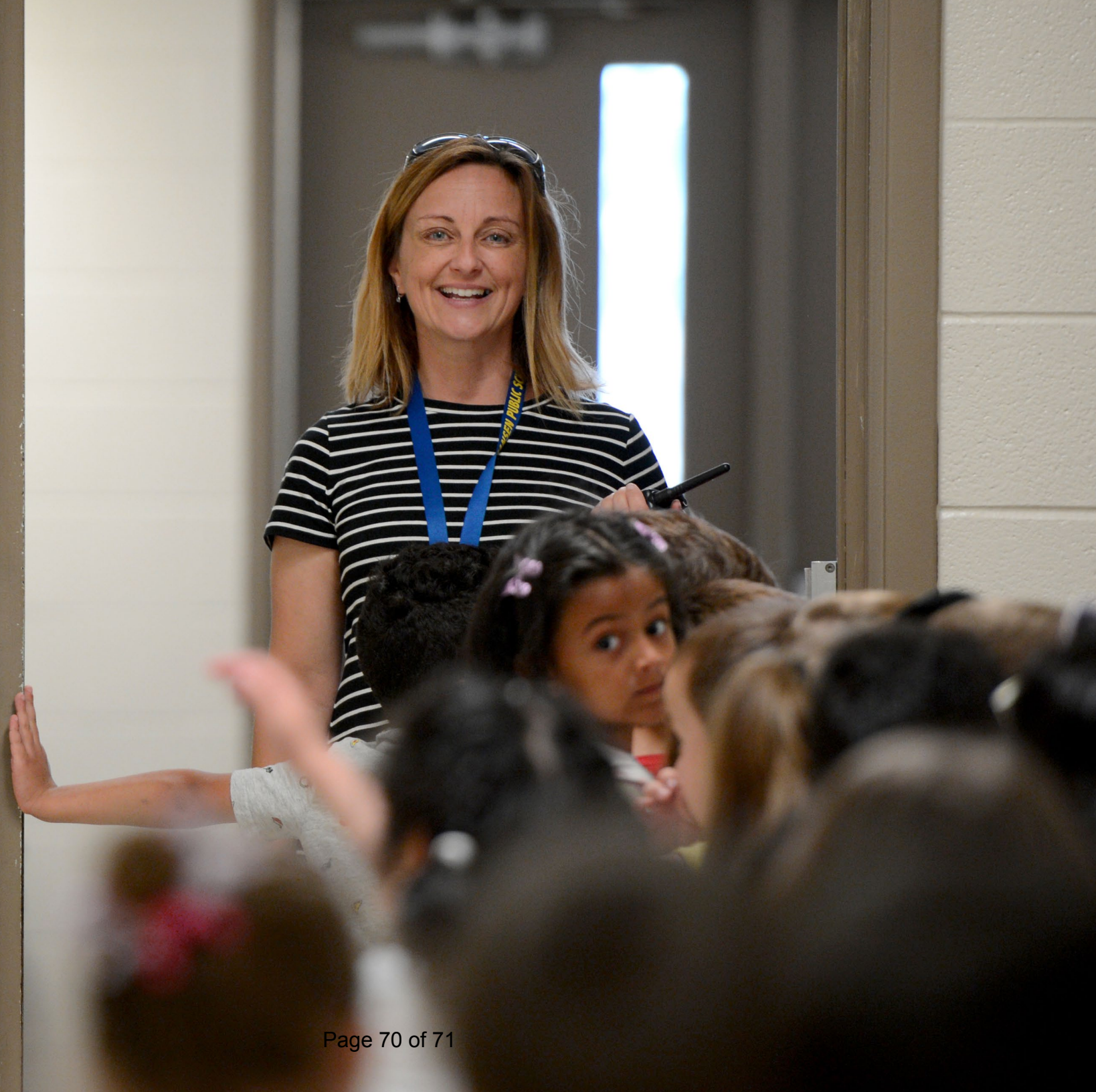
Vision

The Thames Valley learning community inspires innovation, embraces diversity, and celebrates achievement - a strong foundation for all students.

Our Commitments

We believe in:

Putting the needs of all students first;
Stimulating critical and creative thinking;
Encouraging informed risk taking and innovation;
Setting high standards and clear expectations;
Providing a safe, welcoming, and inclusive environment;
Providing access to resources, and experiences that meet students' strengths and needs;
Valuing all staff as partners in education;
Collaborating with our communities to enhance opportunities for students;
Communicating effectively in a transparent, timely and two-way fashion;
Acknowledging and welcoming parents/families as key partners in student achievement and well-being;
Supporting parents, School Councils, and Home and School Associations;
Promoting and honouring student leadership and student voice; and
Encouraging students to advocate for self and others.





For more information, contact us at:

Thames Valley District School Board
1250 Dundas Street
London, ON N5W 5P2

www.tvdsb.ca/InMotion