

**Limestone District School Board**

**Agenda**

**Committee of the Whole Board (Budget) Meeting**

**Monday, May 16, 2016**

**Limestone Education Centre**

**220 Portsmouth Avenue, Kingston, Ontario**

**5:30 p.m.**

**Approval of the Agenda**

**Declaration of Conflict of Interest**

**1. Budget Consultations/Deputations  
Presentations**

- a) Elementary Teachers' Federation of Ontario (ETFO) – Limestone Local, Mike Lumb, President (To be distributed.)
- b) Association of Elementary School Administrators, Steve Hedderson, Principal (To be distributed.)
- c) Secondary School Administrators' Organization, Erin Pincivero, Principal (To be distributed.)

**2. Information Items**

- a) 2016-2017 Preliminary Operating Budget Revenues (Appended.)
- b) Accumulated Surplus & Deferred Revenue – Capital (Appended.)

**Other Business**

**Next Meeting Dates**

Monday, May 30, 2016	5:30 pm
Monday, June 6, 2016	5:30 pm ( <i>Tentative</i> )
Monday, June 13, 2016	5:30 pm

**Adjournment**

**Limestone District School Board**  
*Administrative Report*



**Report To:** Board of Trustees

**From:** Myra Baumann  
Manager of Financial Services

**Subject:** **2016-2017 Preliminary Operating Revenue Estimates**

**Date:** May 16, 2016

**Objectives:**

To provide Trustees with an analysis of the 2016-2017 preliminary operating revenue estimates.

**History/Background:**

The preliminary operating revenue estimates is not yet presented on a full PSAB basis. It excludes School Generated Funds at an estimated amount of \$6,100,000 and Charitable Trust donations at an estimated amount of \$150,000. These components as well as the capital revenue estimates will be incorporated at a later date.

The 2016-2017 preliminary operating revenue estimates is presented alongside the 2015-2016 revised estimates and 2015-2016 estimates for comparison purposes.

The projected enrolment that the 2016-2017 preliminary operating revenue estimates is calculated on is summarized below:

- Elementary enrolment is projected at 13,018 ADE.
- Secondary enrolment is projected at 6,162 ADE.
- Secondary-high credit enrolment is projected at 85 ADE.
- Adult, Continuing Education, and Summer School enrolment is projected at 524 ADE.

**Observations/Analysis:**

In the analysis below, the 2016-2017 preliminary operating revenue estimates is compared to the 2015-2016 revised estimates operating revenue.

Operating GSN allocations has increased \$1,306,618 or .58%.

Pupil Foundation allocation has increased \$366,732 or .36%.

- Allocation is intended to cover classroom related costs including teachers, ECE's, supply teachers, library and guidance, consultants and professional supports, textbooks, supplies, and computers.
- The elementary Pupil Foundation allocation has three groupings: Kindergarten (JK/SK), Primary (Grades 1 to 3), and Junior and Intermediate (Grades 4 to 8).
- The Ministry of Education sets funding consistent with the current labour framework meaning 1.25% salary increase, removal of the 97<sup>th</sup> day provision for grid movement, no unpaid days, funding for sick days at 11 days, minimum benefit period for maternity leave for eligible employees at 8 weeks and eligibility for short-term sick leave and disability plan benefits.

- Benefit funding benchmarks have been reduced by .167% as part of the phasing out of retirement gratuities.
- Should the labour framework differ from the current proposal, grants and expenditures will be adjusted accordingly.
- Over-all the allocation has increased as a result of the labour framework salary increase of 1.25% and restoration of grid movement at September 1, 2016 offset by a reduction in the benefit benchmark and declining enrolment.

School Foundation allocation has decreased \$34,903 or .23%.

- As part of the School Board Efficiencies and Modernization (SBEM) strategy, the Ministry of Education has continued phasing in a new allocation method. 2016-2017 is the second year of a three-year phase in of the changes.
- Based on feedback received from the 2015-2016 GSN Consultations, funding is shifting away from very small schools that are not isolated while investing in schools that are larger, remote, or combined (that is schools that serve both elementary and secondary students).
- Under the new allocation method, there are three tiers of funding support for supported, distant, and regular schools.

Supported school, defined as an elementary school where the next closest elementary school of the board is at least 20 km away or a secondary or combined elementary/secondary school where the closest secondary or combined elementary/secondary school of the board is a least 45 km away.

Distant school, defined as an elementary school that does not meet the criteria for a supported school where the next closest elementary school of the board is at least 10 km away or a secondary or combined elementary/secondary school that does not meet the criteria for a supported school where the next closest secondary or combined elementary/secondary school of the board is at least 20 km away.

Regular school is defined as a school which does not meet the criteria for either a distant or supported school.

- Included in the new allocation method is an increase in secondary vice principal supports which will be scaled at a rate of 1 FTE per 500 ADE, starting once a school is eligible for funding for 1 principal FTE.
- Combined elementary/secondary schools will now receive funding for one additional full-time equivalent principal at a threshold of at least 350 students (with at least 100 elementary students and at least 100 secondary students), rather than the previous threshold of more than 300 elementary students and more than 500 secondary students.
- Adjustments have also been made to thresholds and staffing levels for principals and school office support staff for both distant and regular schools.
- This allocation is intended to cover costs of in-school administration and leadership – principals, VP's and secretaries as well as supplies for school administration purposes.
- Same assumptions from the labour framework have been applied to this allocation although there have been no changes related to the compensation benchmark for principals and vice-principals at this time.

- Over-all the allocation has decreased as result of a reduction in the benefit benchmark, declining enrolment and fewer schools in 2016-2017 offset by the labour framework salary increase of 1.25% and restoration of grid movement at September 1, 2016 for school office support staff and the new allocation method.

Special Education allocation has decreased \$1,063,175 or 3.53%.

- Beginning in 2016-2017, the High Needs Amount (HNA) allocation will be renamed the Differentiated Special Education Needs Amount (DSENA) allocation. The new name expresses the allocation's purpose, which is to better reflect the variation among boards with respect to students with special education needs and boards' abilities to meet those needs.
- As a result of the new funding model for special education introduced in 2014-2015, the historical HNA per-pupil amounts and the transitional HNA Stabilization support are being eliminated. Funding from these changes will be gradually re-purposed over a four-year period and re-distributed to increase the proportion of funding that is allocated through both the DSENA Measures of Variability Amount (MOV) and the Special Education Statistical Prediction Model (SESPM). In addition, a DSENA Base Amount for Collaboration and Integration has been introduced which provides a base of high needs funding using the same amount for all school boards.
- Provincially, the new special education funding model changes are fiscally neutral, with a redistribution funding effect on boards over a four-year basis, with 2016-2017 being year three.
- Same assumptions from the labour framework have been applied to this allocation.
- Over-all the allocation has decreased as result of the reduction in the benefit benchmark, declining enrolment and changes to the funding model offset by labour framework salary increase of 1.25% and restoration of grid movement at September 1, 2016.

Language allocation decreased by \$48,889 or 1.40%.

- The Ministry has analyzed the 2011 NHS and Census data and determined that the data quality is sufficient to warrant updates to the Pupils in Canada (PIC) component of the English as a Second Language allocation. Using the most recent available data from the 2011 NHS and Census will help ensure that this component better reflects and supports on-the-ground needs of boards.
- In 2016-2017, the Ministry will begin a three-year phase in of these updates. The length of the phase in is designed to complete the update in advance of when it is anticipated the 2016 Census data will become available for implementation of further updates.
- The allocation represents French as a Second Language of \$2,753,655 and English as a Second Language of \$683,834.
- French as a Second Language (ESL) funding supports additional costs of providing core French, Extended French, and French Immersion programs.
- Same assumptions from the labour framework have been applied to this allocation.
- Both allocations have decreased overall as a result of the NHS and Census update, a decrease in enrolment and the reduction in the benefit benchmark offset by labour framework salary increase of 1.25% and restoration of grid movement at September 1, 2016.

Supported School allocation has decreased \$27,330 or 1.47%.

- As part of the School Board Efficiencies and Modernization (SBEM) strategy, the Ministry of Education has begun phasing in a new allocation method. 2016-2017 is the second year of a three-year phase in of the changes.
- Change to the allocation so that elementary or secondary supported schools generate a minimum of 1 FTE teacher if they have an ADE greater than zero. A combined elementary/secondary school will generate a minimum of 2 FTE teachers (1 elementary and 1 secondary) if both elementary and secondary ADE are greater than zero.
- Change to the allocation so that additional support is no longer provided once schools are large enough to generate sufficient funding through the Pupil Foundation Grant to meet the minimum teacher staffing thresholds in this allocation (7.5 elementary FTE teachers, 14 secondary FTE teachers).
- Provides additional funding for teaching and early childhood educator (ECE) staff to improve the viability of Supported Schools.
- Same assumptions from the labour framework have been applied to this allocation.
- Over-all the allocation has decreased as a result of being enrolment adjusted, a reduction in the benefit benchmark and the allocation method change offset by labour framework salary increase of 1.25% and restoration at grid movement to September 1, 2016.

Remote and Rural allocation has decreased \$354,760 or 38.67%.

- As part of the School Board Efficiencies and Modernization (SBEM) strategy, the Ministry of Education has begun phasing in a new allocation method. 2016-2017 is the second year of a three year phase in of the changes.
- Updated factors to reflect more current road networks, population data and urban centres with a population of at least 200,000. Distance factor is now measured from the central board office, instead of from the geographical centre of the board to the nearest largest urban centre, that being Ottawa.
- Same assumptions from the labour framework have been applied to this allocation.
- Over-all the allocation has decreased as a result of a reduction in the benefit benchmark, declining enrolment and the allocation method change offset by labour framework salary increase of 1.25% and restoration of grid movement at September 1, 2016.

Rural and Small Community allocation has decreased \$49,869 or 50.34%.

- As part of the School Board Efficiencies and Modernization (SBEM) strategy, the Ministry of Education has begun phasing out this allocation. 2016-2017 is the second year of a three year phase out.
- Over-all the allocation has decreased as a result of declining enrolment and the allocation being phased out.

Learning Opportunities allocation has increased by \$278,742 or 6.65%.

- Components include literacy/numeracy, student success, school effectiveness, OFIP, specialist high skills major, mental health leader, outdoor education and supplemental library funding.

- Seven components within the Learning Opportunities allocation (Literacy & Math outside the school day; Student Success Grades 7 to 12; Grades 7 & 8 Literacy & Numeracy and Student Success Teachers; School Effectiveness Framework; OFIP Tutoring; Specialist High Skills Major; Outdoor Education) will be enveloped in a new student achievement envelope.
- There is some flexibility in the use of the seven individual allocations within the student achievement envelope as long as the funds in total are spent on the seven programs in the envelope.
- Same assumptions from the labour framework have been applied to this allocation.
- Over-all the allocation has increased as a result of the transfer of two EPO programs, Outdoor Education and Supplemental Library Funding into the allocation and labour framework salary increase of 1.25% and restoration of grid movement at September 1, 2016 offset by the reduction in the benefit benchmark, declining enrolment and the year two of the three year allocation method change.

Continuing Education allocation and Other Programs has increased \$13,246 or .61%.

- Same assumptions from the labour framework have been applied to this allocation.
- Over-all allocation has increased as a result of the labour framework salary increase of 1.25% and restoration of grid movement at September 1, 2016 offset by a reduction in the benefit benchmark and declining enrolment.

Teacher Qualification and Experience allocation has increased \$1,397,173 or 7.66%.

- Intended to offset teacher compensation costs increases that are above and beyond the pupil foundation benchmark.
- The allocation is determined by considering the board's projected teacher staffing complement (FTE) as scattered across the collective agreement salary grids.
- Same assumptions from the labour framework have been applied to this allocation.

New Teacher Induction Program allocation has decreased \$26,662 or 24.23%.

- Allocation is based on board's new teacher complement from the year before.
- Funds are available to support the growth and professional development of new teachers.

ECE Qualification and Experience allocation has increased \$59,953 or 4.63%.

- Intended to offset ECE compensation costs that are above and beyond the pupil foundation benchmark.
- The allocation is determined by considering the board's projected ECE staffing complement (FTE) as scattered across the collective agreement salary grids.
- Same assumptions from the labour framework have been applied to this allocation.

Transportation allocation has increased \$261,689 or 1.77%.

- The province is providing a 2% transportation cost increase to recognize higher operating costs.

- The fuel costs escalator / de-escalator allocation is set using a benchmark pump price of \$1.058 per litre including HST (\$0.936 without HST) which is consistent with last year. This will be revisited throughout the year and resulting grant adjustments (increases or decreases) are made twice per year.

Administration and Governance allocation has increased \$368,256 or 6.43%.

- Based on the advice of the School Board Administration and Governance Advisory Group (BAAG), the Ministry began to implement a new funding model in 2014-2015, with 2016-17 being the third year of the four year phase-in of the new model.
- A new allocation to support Capital Planning Capacity (CPC) was introduced in 2014-2015 and will continue for 2015-2016 and 2016-2017. This program is one of the pillars of the School Board Efficiencies and Modernization (SBEM) initiative. The intent of the program is to support boards as they undertake additional capital planning activities to make efficient use of school space, as funding supports for underutilized space (top-up funding) are phased out.
- Same assumptions from the labour framework have been applied to this allocation.
- Over-all the allocation has increased as a result of the transfer of three EPO programs, Capital Planning Capacity (CPC), Managing Information for Student Achievement (MISA) Local Capacity and Technology Learning and Teaching (TELT) Contacts into the allocation and the new funding model.

School Operations allocation increased \$436,646 or 2.08%.

- As part of the School Board Efficiencies and Modernization (SBEM) strategy, the Ministry of Education has begun phasing in a new allocation method. 2016-2017 is the second year of a three year phase out.
- Changes to the allocation include eliminating base top-up support, reinvesting a portion of this funding in per pupil operating benchmarks, updating the three board specific adjustment factors: Supplementary Area Factor (SAF); Weighted School Age; and Geographic Adjustment Factor (GAF) and introducing reduced distance thresholds to qualify for enhanced top-up, while phasing out enhanced top-up eligibility based on rural postal codes.
- In addition, the Ministry is providing a 2% cost benchmark update (excluding electricity) to assist boards in managing the increase in commodity prices.
- The electricity component of the benchmark is being increased by 3.5% to assist boards with electricity costs.
- Over-all the allocation has increased as a result of benchmark increases and the new allocation method offset by declining enrolment.

Community Use of Schools allocation increased \$3,129 or 1.08%.

- Grant is fairly consistent year over year.

Declining Enrolment Adjustment allocation decreased \$364,309 or 47.29%.

- As part of the School Board Efficiencies and Modernization (SBEM) strategy, the Ministry of Education has changed the allocation method.

- The changes are effective for 2015-2016 and include the first year component being reduced from 100% to 50%, the second year component being reduced from 50% to 25% and the elimination of the third year component.
- GSN grants are linked to enrolment, so as enrolment declines so does funding. Some costs are easy to adjust in reaction to this – i.e. teaching costs can be adjusted through the overall staffing process. However, other costs take time to adjust and restructure. The declining enrolment grant helps to offset lost grant revenue during this transition period.

First Nations, Metis and Inuit Education Supplemental allocation increased \$92,627 or 12.13%.

- Same assumptions from the labour framework have been applied to this allocation.
- Over-all the allocation has increased as a result of the transfer from the EPO program, Board Action Plan (BAP) on First Nations, Metis and Inuit Education into the allocation and labour framework salary increase of 1.25% and restoration of grid movement at September 1, 2016 offset by the reduction in the benefit benchmark and declining enrolment.

Safe Schools allocation decreased \$1,678 or .45%.

- Same assumptions from the labour framework have been applied to this allocation.
- Over-all the allocation has decreased as a result of the reduction in the benefit benchmark and, declining enrolment offset by labour framework salary increase of 1.25% and restoration of grid movement at September 1, 2016.

Other Provincial Grants decreased by \$1,536,378 or 32.34%.

- This is mainly due to the timing of when the Ministry of Education announces Education Program Other (EPO) grants and the transfer of 5 grants into the GSN funding totaling \$524,033.
- At this point in time most of the other provincial grants that have been announced have been relatively similar to the prior year.
- Grant assumptions have been made for one EPO grant, Parent and Family Literacy grant at the same level as 2015-2016. Details on this grant for 2016-2017 have yet to be made by the Ministry.

Fees decreased by \$52,640 or 2.72%.

- 2016-2017 projections on tuition fee revenues for international students is fairly consistent with the current year.
- 2016-2017 projections on tuition fee revenues for First Nations students reflect a decrease due to lower enrolment.
- Outreach fees have increased reflecting an increase in enrolment.

Other Revenues increased by \$864,744 or 34.28%.

- Term lease rentals to agencies reflects the renegotiated increase to the Morven site lease starting May 1, 2017.
- Community use revenue has increased to reflect new rates effective September 2016.



- Cafeteria and beverage revenue reduction reflects a change in accounting for recoveries. There will be also be an offsetting expense reduction due to this accounting change.
- Interest revenue has reduced to reflect lower available rates on cash holdings.
- Administrative and instructional cost recoveries increase reflect a change in accounting for recoveries. There will also be an offsetting expense increase due to this accounting change.
- International students' other fees reflect an increase in the projection for homestay fees to more accurately reflect prior year trends. As such, there will also be an offsetting increase in expenses.
- Continuing education contracts reduction reflects the expiry of a contract with the Ministry of Health and Long Term Care. There will be an expense reduction for the same amount.
- Funding from school budgets and technology infrastructure is not applicable at this time for 2016-2017.

Labour Agreement Funding Assumptions decreased by \$1,513,438 or 92.01%.

- The 2015-2016 Revised Estimates funding assumptions were made for central labour agreements for teaching and CUPE staffing groups. Changes to the GSN have been made to incorporate these labour agreements, however GSN changes have yet to be made for the recent Principal and Vice-Principal labour agreements.

**Recommendations:**

That this report be received for information.




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Paul Babin  
Superintendent of Business Services




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Debra Rantz  
Director of Education

**Limestone District School Board**  
**2016 - 2017**  
**Preliminary Operating Budget - Revenue**

Revenue Categories	2015-2016 Estimates	2015-2016 Revised Estimates	2016-2017 Estimates
<b>Grants for Student Need (GSN) Operating Allocation</b>			
Pupil Foundation	\$ 102,515,400	\$ 102,419,098	\$ 102,785,830
School Foundation	15,514,372	15,511,059	15,476,156
Special Education	30,119,431	30,109,464	29,046,289
Language	3,442,095	3,486,378	3,437,489
Supported School	1,842,995	1,862,103	1,834,773
Remote and Rural	918,454	917,331	562,571
Rural and Small Community	99,187	99,066	49,197
Learning Opportunities:	4,191,429	4,191,529	4,470,271
Continuing Education and Other Program	2,581,830	2,172,533	2,185,779
Teacher Qualification and Experience	17,817,204	18,231,411	19,628,584
New Teacher Induction Program	107,369	110,050	83,388
ECE Qualification and Experience	1,203,249	1,294,003	1,353,956
Transportation	14,795,989	14,775,665	15,037,354
Administration and Governance	5,732,452	5,727,677	6,095,933
School Operations	21,157,340	21,024,432	21,461,078
Community Use of Schools	289,787	289,787	292,916
Declining Enrolment Adjustment	591,448	770,319	406,010
First Nations, Metis and Inuit Education Supplement	669,070	763,868	856,495
Safe Schools	371,152	370,317	368,639
<b>Grants for Student Need (GSN) Operating Allocation Total</b>	<b>223,960,253</b>	<b>224,126,090</b>	<b>225,432,708</b>
<b>Other Government Grants</b>			
Literacy and Basic Skills - Training, C&U	280,663	280,663	280,663
Ont Youth Apprenticeship - Training, C&U	117,908	117,908	126,900
Adult ESL - Citizenship & Immigration	173,036	200,160	165,032
MOE-EPO and Other Supplemental Grants-Original Announcement	3,109,036	3,109,036	2,641,402
MOE-EPO and Other Supplemental Grants-Announcement Throughout Year	-	1,042,608	-
<b>Other Government Grants Total</b>	<b>3,680,643</b>	<b>4,750,375</b>	<b>3,213,997</b>
<b>Tuition Fees</b>			
International Students	1,497,329	1,363,843	1,364,150
First Nations Students	197,414	198,529	129,712
Community Education & Outreach Fees	372,500	372,500	388,370
<b>Tuition Fees Total</b>	<b>2,067,243</b>	<b>1,934,872</b>	<b>1,882,232</b>
<b>Other Revenues</b>			
Term Lease Rentals to Agencies	172,409	172,409	190,056
Community Use	152,352	152,352	238,759
Cafeteria and Beverage	54,100	54,100	14,102
Interest	400,000	400,000	250,000
Administrative Cost Recoveries	46,900	93,266	115,000
Instructional Cost Recoveries	178,000	178,000	1,123,778
International Students Other Fees	500,600	470,857	1,150,140
Continuing Education Contracts	152,000	152,000	100,129
Funded From School Budget Balance, Retirement Benefits & Technology Infrastructure	-	849,247	205,011
<b>Other Revenues Total</b>	<b>1,656,361</b>	<b>2,522,231</b>	<b>3,386,975</b>
<b>Operating Revenue Before Funding Assumptions</b>	<b>\$ 231,364,500</b>	<b>\$ 233,333,568</b>	<b>\$ 233,915,912</b>
MOE-Labour Agreements Funding Assumptions	-	1,644,917	131,479
<b>Operating Revenue Total</b>	<b>\$ 231,364,500</b>	<b>\$ 234,978,485</b>	<b>\$ 234,047,391</b>



**Limestone District School Board**  
*Administrative Report*

**Report To:** Board of Trustees  
**From:** Paul Babin  
Superintendent of Business Services  
**Subject:** **Accumulated Surplus & Deferred Revenue Capital**  
**Date:** May 16, 2016

**Objectives:**

To provide Trustees with the Accumulated Surplus (deficit) balances as at August 2015.

**History/Background:**

The Accumulated surplus (deficit) as part of the 2014-2015 audited financial statements consists of the following:

	2015
Available for Compliance:	
Unappropriated:	\$ 2,005,127
Internally appropriated:	
Pupil Accommodation, School Renewal	1,076,859
Committed Capital Projects	2,595,562
School Budget Balances	1,862,631
Technology Infrastructure	525,000
Retirement Benefits	1,845,101
Workplace Safety Insurance Board	2,504,889
	<hr/> 12,415,169
Unavailable for Compliance:	
Employee Future Benefits	(14,102,125)
Accrued Interest	(998,272)
School Generated Funds	3,174,256
Net Tangible Capital Assets	2,545,892
	<hr/> (9,380,249)
	<hr/>
Accumulated surplus (deficit)	\$ 3,034,920

The Externally Appropriated - Deferred Revenue Capital as part of the 2014-2015 audited financial statements consists of the following:

Externally Appropriated:	
Proceeds of Dispositions (POD)	
School Buildings	\$ 1,532,767
Administration Buildings	409,538
	<hr/> \$ 1,942,305

The following are explanations of the various accumulated surplus and deferred revenue funds:

**Unappropriated:**

These are surplus operating funds that are not set aside for a specific purpose.

**Internally Appropriated:**

Pupil Accommodation - School Renewal are funds set aside for capital projects.

Committed Capital Projects funds are set aside to fund amortization of capital projects.

School Budget Balances are funds provided to schools that were not spent in a given period and have been allowed to be carried forward to a future period.

Technology Infrastructure are funds set aside to provide for new or replacement system servers, routers and other hardware devices.

Retirement Benefits funds have been set aside to address some of the employee future benefits liability.

Workplace Safety Insurance Board funds have been set aside to address the WSIB liability.

**Externally Appropriated Deferred Revenue Capital:**

Proceeds of Dispositions (POD) - All proceeds from the sale of school buildings and/or properties the Board has declared surplus are to be set aside. Ontario Regulation 193/10 outlines that 80% of these funds are to be used for repair or replacement of key building school components or systems and the remaining 20% addressing local renewal needs.

Similarly, all proceeds from the sale of administration buildings and/or properties are to be set aside. These funds are to be used for capital purposes and require Ministry approval prior to use.

**Observations/Analysis:**

As part of the 2015-2016 Revised Estimates, \$0 of the \$2.M unappropriated surplus funds were used to balance the budget.

However, as reported in the 2015-2016 Interim Report for Q2 that went to the Board on April 13, 2016, it was identified that we are expecting pressures to the operating budget during the second half of the year due to events not known or where sufficient information was not available for these events when the 2015-2016 Revised Estimates were prepared in November 2015. These events include:

- 1) The packing, moving and storage of materials and equipment from QECVI later this summer in preparation for the demolition of the building ahead of construction for the new intermediate/secondary school.
- 2) Legal and operating costs relating to the recent contract settlement between Tri-Board Student Transportation Services Inc. and bus operators.

These unplanned events will likely exceed \$700,000 and as such will reduce the unappropriated surplus fund balance of \$2.M to approximately \$1.3M.

Also, at the April 13, 2016 meeting, Trustees were advised that construction costs of the new Molly Brant Elementary School required a \$680,000 draw on the Pupil Accommodation, School Renewal surplus funds. This draw will reduce the Pupil Accommodation, School Renewal surplus funds from \$1.0M to approximately \$.3M.

In the Fall of 2015, the Board approved the sale of four surplus elementary school buildings. Proceeds from the sale of these buildings will be added to the Proceeds of Disposition (POD) School Buildings funds. As such, the Deferred Revenue-POD School Buildings amount will increase from \$1.5M to approximately \$1.8M.

**Recommendations:**

That this report be received for information.



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Paul Babin  
Superintendent of Business Services



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Debra Rantz  
Director of Education