

EDUCATION CAPITAL POLICIES AND PROGRAMS MANUAL

Ministry of Education
May 2025

Cette même publication est offerte en français sous le titre suivant *Education Capital Policies and Programs Manual 2025-26* sur le [site Web du ministère de l'Éducation](#).

Table of Contents

EDUCATION CAPITAL POLICIES AND PROGRAMS MANUAL	1
PREAMBLE	5
BUILDING, EXPANDING, AND RENEWING SCHOOLS (BERS).....	7
SECTION 1: PLANNING AND CONSTRUCTION.....	9
Ministry Grant Programs	9
Capital Priorities Program	9
Child Care Capital.....	15
Land Priorities.....	19
Temporary Accommodation.....	23
Other Revenue Sources	25
Education Development Charges	25
Capital Planning Capacity Funding.....	27
Ministry Policy, Guidelines, Legislation and Regulations	28
Capital Planning	28
Schools in Joint-Use Facilities.....	28
SECTION 2: OPERATING AND RENEWAL	29
Ministry Grant Programs	29
School Renewal Funding	29
School Facilities Fund (SFF)	29
School Renewal Allocation (SRA)	30
School Condition Improvement (SCI).....	39
Other Revenue Sources	41
Proceeds of Disposition (POD)	41
Ministry Policy, Guidelines, Legislation, and Regulations	43
School Condition Assessment Program (SCAP).....	43

Ventilation Improvement Measures	45
Reinforced Autoclaved Aerated Concrete (RAAC)	46
School Board Leasing and Other Agreements	47
Education Capital Information System	48
SECTION 3: CLOSURE, DISPOSITION AND ACQUISITION	49
Ministry Policy, Guidelines, Legislation, and Regulations	49
Pupil Accommodation Review Guideline (PARG)	49
Ontario Regulation 374/23 – Acquisition and Disposition of Real Property	49
Demolition of School Board Building	51
SECTION 4: DEBT SERVICE AND FINANCING	53
Debt Service Costs	53
SECTION 5: COMMUNICATIONS PROTOCOL: PUBLIC COMMUNICATIONS, EVENTS, AND SIGNAGE	54
Public Communications and Events	61
Key Contacts.....	63
Glossary.....	65
SECTION 6: APPENDICES.....	69
Appendix A: Breakdown of Eligible Components under School Condition Improvement (SCI) and School Renewal Allocation (SRA)	69
Appendix B: Project Commitment Process Framework.....	72

PREAMBLE

The Ministry of Education (ministry) is working with school boards to build modern schools faster, better utilize current school capacity, and enhance accountability and transparency.

The Education Capital Policies and Programs Manual (manual) for the 2025-26 School Year builds on the initial version created in 2024-25.

The manual will support boards in:

- Developing capital plans, infrastructure projects, capital funding requests, and other considerations for student accommodation planning; and
- Understanding their roles and responsibilities regarding the prioritization, implementation, and funding of approved school infrastructure projects.

The manual offers:

- A central reference for policies and processes applicable to the planning, approval, and implementation of school board led infrastructure projects; and
- Guidelines and minimum standards for school boards to prepare capital funding requests, capital plans and other considerations for school board accommodation planning.

Funding for isolate board school authorities will be adjusted, as appropriate, to reflect changes in funding to district school boards. The ministry will provide further information to isolate board school authorities through an updated Addendum to the 2025-26 Overview for Isolate Board School Authorities.

School board capital planning and implementation is based on a legal and policy framework that supports the accountability of all parties. Some of the key aspects of this framework are:

Acts

- [Education Act](#)
- [Better Schools and Student Outcomes Act, 2023](#)
- [Child Care and Early Years Act](#)

Regulations

- Regulation 374/23: Acquisition and Disposition of Real Property
- Regulation 20/98: Education Development Charges – General
- [Regulation 193/10: Restricted Purpose Revenues](#)
- [Regulation 298: Operation of Schools – General](#)
- [Regulation 348/24: Core Education Funding - Legislative Grants for the 2024-2025 School Board Fiscal Year](#)

Other Documents and Agreements

- [Memorandum B02: 2025-26 Education Funding](#)
- [Core Education Funding: Technical Guide for School Boards](#)

Please note that the information provided above does not constitute legal advice.

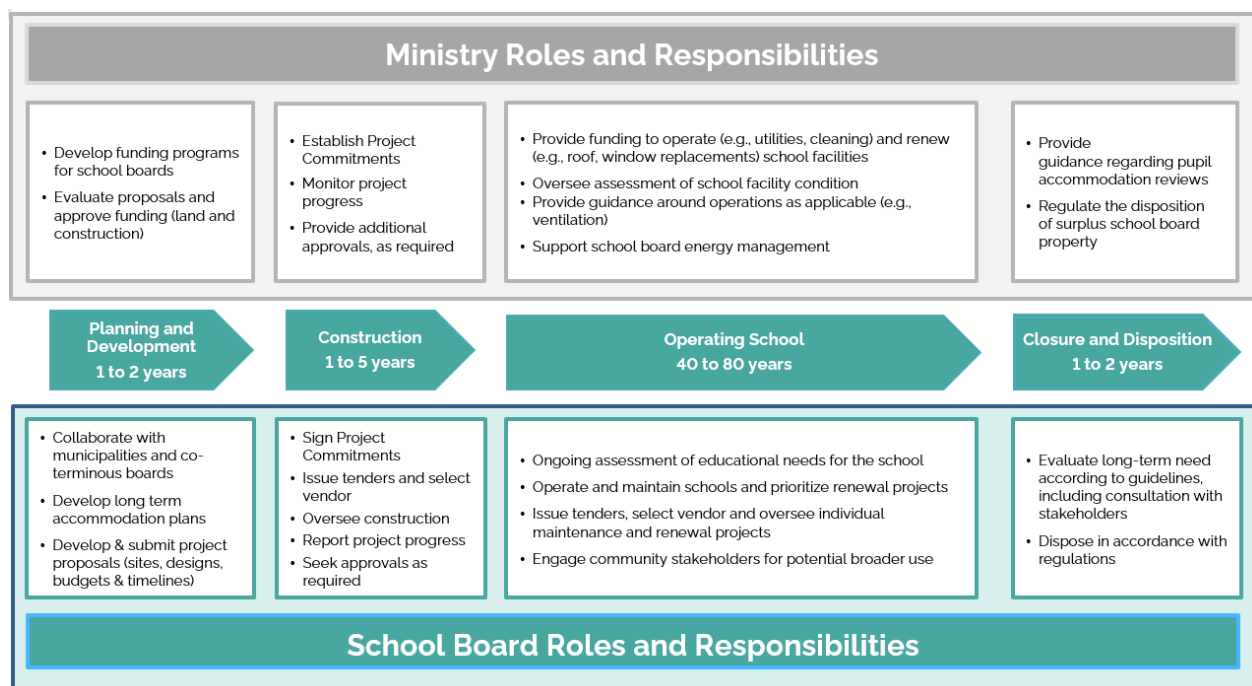
For advice on how the law applies to their situations, school boards should seek independent legal advice. The information included in this manual is provided for information purposes only and is not binding. If there are discrepancies between this manual and the regulations made under the [Education Act](#), the regulations prevail.

BUILDING, EXPANDING, AND RENEWING SCHOOLS (BERS)

As part of the provincial government's efforts to build and invest in infrastructure, the ministry is working closely with school boards to ensure infrastructure investments meet the needs of the community and deliver good value for Ontario taxpayers.

Sections 1 and 2 of the manual outline the capital funding programs available to school boards for construction, purchase, additions, and renovations of schools and to maintain and improve the condition of schools.

The Life Cycle of a School



	<u>Ministry Role and Responsibilities</u>	<u>School Board Role and Responsibilities</u>
<u>Planning and Development</u> (1 to 2 years)	<ul style="list-style-type: none"> • Develop funding programs for school boards • Evaluate proposals and approve funding (land and construction) 	<ul style="list-style-type: none"> • Collaborate with municipalities and co-terminous boards • Develop long-term accommodation plans • Develop & submit project proposals (sites, designs, budgets & timelines)
<u>Construction</u> (1 to 5 years)	<ul style="list-style-type: none"> • Establish Project Commitments • Monitor project progress • Provide additional approvals, as required 	<ul style="list-style-type: none"> • Sign Project Commitments • Issue tenders and select vendor • Oversee construction • Report project progress • Seek approvals as required
<u>Operating School</u> (40 to 80 years)	<ul style="list-style-type: none"> • Provide funding to operate and renew school facilities • Oversee assessment of school facility condition • Provide guidance around operations as applicable • Support energy management 	<ul style="list-style-type: none"> • Ongoing assessment of schools' educational needs • Operate and maintain schools and prioritize renewal projects • Issue tenders, select vendor and oversee individual maintenance and renewal projects • Engage community stakeholders for potential broader use
<u>Closure and Disposition</u> (1 to 2 years)	<ul style="list-style-type: none"> • Provide guidance regarding pupil accommodation reviews • Regulate the disposition of surplus school board property 	<ul style="list-style-type: none"> • Evaluate long-term need according to guidelines, including consultation with stakeholders • Dispose in accordance with regulations

SECTION 1: PLANNING AND CONSTRUCTION

Ministry Grant Programs

Capital Priorities Program

Overview

The Capital Priorities program is an annual program that provides school boards with an opportunity to identify their most urgent pupil accommodation needs for ministry funding consideration. Capital Priorities is the prime means of funding new schools (built or acquired), additions or major renovations.

In 2023-24, the Capital Priorities program was enhanced to reflect key government commitments to build and invest in infrastructure. Program improvements were made to speed up the construction of new schools through enhanced design standardization, streamlined approval requirements and greater transparency and accountability.

These updated requirements continue to be in place. Successful submissions will include detailed information regarding site identification, design plans, project timelines and cost estimates. Priority will be given to projects that are best positioned to be completed in a timely manner. Submissions must include details regarding site status, design plans with cost estimates, and a clear schedule with project milestones indicating a path to project completion.

Details of submission requirements will be shared with the sector as part of each annual program launch.

Eligibility Criteria

Projects can be submitted under one or more of the following categories:

- Accommodation pressures;
- Replacing schools due to their condition;
- Supporting past consolidation decisions;
- Providing access to French-language education rights holders in under-served areas; and
- Creating new licensed child care spaces in schools as part of larger capital requests.

The following projects are not considered eligible for Capital Priorities funding purposes:

- Projects for child care spaces that are not associated with a school project request (i.e., child care only project requests);
- Projects associated with consolidations and/or closures where a Pupil Accommodation Review has not been completed;
- Projects addressing the renewal needs of a facility; and
- Projects addressing school board administrative space.

Evaluation Criteria

The ministry assesses all submitted projects using project-specific quantitative and qualitative measures depending on the category of the project. Special consideration may be given to solutions that promote innovative approaches, such as schools in joint-use facilities with coterminous school boards or other third parties.

School boards can refer to the latest annual Capital Program Guidelines that can be downloaded from the Capital and Business Support Division SharePoint site for more detail.

Need Assessment

To be considered for funding approval, project submissions must demonstrate a critical and urgent pupil accommodation need. Pupil accommodation needs may include accommodation pressures, replacement schools and French language access. New licensed child care spaces in schools may also be considered as part of larger capital requests.

In the 2024-25 Capital Priorities program, each capital project submitted by school boards was initially assessed based on the identified "need" to address accommodation pressures caused by increased enrolment. This evaluation was guided by the following metrics and criteria:

Accommodation Pressure Metric

- Current utilization (SY 2023-24) had to be equal to or greater than 95%, including nearby area schools; and
- For the proposed scenario with the new project, utilization for the project and area schools had to reach 100% or higher by year five, after the project's completion.

Projects within this metric threshold were reviewed to determine if temporary accommodations or alternative accommodation solutions were available.

The ministry recognizes that many of the projects that were not funded will be ongoing priorities for school boards and support an updated business case submission in future Capital Priorities rounds.

In addition, projects were assessed for other policy-related needs such as French language access, health and safety considerations, or projects with limited temporary accommodation options that were outside of the metric threshold. Site readiness factors were also applied to ensure recommended projects would progress in a timely manner.

For projects that included a consolidation solution and/or addressing facility condition, value for money was assessed based on whether the resulting Net Present Value (NPV) was negative, as communicated with the sector.

Project Readiness Assessment

When preparing Capital Priorities submissions, school boards are required to complete a project readiness assessment, which will be taken into consideration along with the need assessment. The submission should include detailed information regarding site identification, design plans, project timelines and cost estimates. Priority is given to projects that are best positioned to be completed in a timely manner.

In order to support project readiness with regards to project design, the ministry has created an EDU Design Catalogue. The EDU Design Catalogue is intended to be a primary point of reference for school boards to identify potential project designs for their submissions.

To leverage standardization of design and provide flexibility to school boards, school boards are required to identify and provide a design with their project submission from the following options:

- A.** Selection from EDU's Design Catalogue
- B.** Other Recently Used Repeat Designs (tendered since 2021)

Note: School boards are encouraged to leverage option A or B for new elementary school projects.

- C.** New Design: For other projects where a repeat design may not be feasible, school boards may be provided an exception and submit a new design. These projects include:

- Additions/renovations;
- Projects with unique site constraints;
- Podium or vertical schools;
- Secondary schools; and

- Schools in joint-use facilities.

Joint Use Facilities

The ministry encourages all school boards to consider collaborative capital project arrangements. This includes maximizing the opportunities of co-location, particularly in rural, northern, or smaller communities.

There are two types of joint use schools that will be considered for funding:

- Schools in joint-use facilities shared with a coterminous board; and
- Schools in joint-use facilities shared with municipalities, local community organizations and other third-party partners.

School boards must ensure that joint-use capital proposals meet the capital and accommodation needs of the boards involved in the solution. Prior to submitting a project proposal for funding approval, school boards must explore joint-use opportunities with their coterminous boards.

Examples of joint-use arrangements may include:

- Two school boards both operating elementary or secondary programs in the same building and sharing the gymnasium, playing fields and/or specialty classrooms such as science and shop labs; or
- Two school boards operating in different wings and attached through common areas such as a shared school library or public library.

Examples of what would not be considered schools in a joint-use facility, for the purposes of this program, include arrangements where:

- Schools of two distinct school boards are situated on one campus but are not located in one building; or
- Two schools of two distinct school boards are situated in different buildings, but schedule access to the same sport field, sport facility or any other education related facility (e.g., outdoor learning centres, etc.).

Urban and Innovative Schools

The ministry encourages school boards to pursue opportunities to explore new, innovative ways to build schools, such as vertical schools and podium schools. The ministry looks forward to working with school boards on advancing these and other initiatives that are part of the ministry's ambitious capital agenda to ensure funding, programs and supports continue to meet the needs of students and school boards across the province.

Board Performance Assessment

As part of the Capital Priorities evaluation process, school boards are assessed on their performance history in delivering capital projects, including the following:

- School board's demonstrated willingness to participate with coterminous school boards in joint-use opportunities;
- School board's ability to manage project costs in alignment with the ministry benchmarks as evidenced by past projects. Whether a school board is leveraging standardized designs through repeat designs is also taken into consideration.;
- School board's ability to deliver projects within the target timeframes as evidenced by the past projects;
- School board's history of meeting the ministry's capital accountability measures; and
- Number and status of the projects a school board currently has underway.

Funding Methodology

Project Funding

Project funding amounts are determined using cost estimations submitted by a school board and include ministry adjustments to account for cost escalation, site and municipal costs, space benchmark compliance and construction rate caps. Details of project funding are included in the project approval letter sent to school boards.

If additional project costs are required after ministry approval, school boards can request additional funding by providing further information to the ministry for consideration.

School Board Reporting/Accountability

Financial Reporting

Once a school board receives an allocation approval through the Capital Priorities program, the project funding allocation will be reported in the List of Schools Eligible for Funding Under Capital Priorities, Land Priorities, Community Hub Replacement, Child Care Capital, and EarlyON Child and Family Centres Capital as enacted through the most up to date regulation.

School boards are required to report expenditures when incurred against the project allocation through Education Financial Information System submissions for the Estimates, Revised Estimates, March Report and Financial Statements.

Cash Flow

Capital Priorities funding operates on a modified grant payment process where cash flow is based on school board spending. There are two annual reporting periods for this program:

- For the period of September 1 to March 31, all related expenditures are recorded in the school board's March Report; and,
- For the period of April 1 to August 31, all related expenditures are recorded in the school board's financial statements.

School boards are provided funding for the short-term interest costs related to these capital programs, reflecting that cash flows occur on a twice-annual basis.

Project Reporting

As a result of the ministry's Lean review of the Capital Accountability Framework, the ministry has redesigned the accountability framework for major capital construction projects. The ministry's new streamlined process will reduce administrative burden while allowing for a clear path for project success.

Capital accountability measures apply to all new school board capital projects related to new schools, additions, and major school retrofits, including child care and EarlyON projects.

School boards need to follow the ministry's Enhanced Capital Accountability Framework:

- As of the 2023-24 school year, all successful Capital Priorities projects will be subject to a Project Commitment, which will include a clear schedule, budget and scope of the project as submitted by the school board and agreed upon by the ministry. The Project Commitment will establish ministry expectations for successful project delivery.
- School boards will be responsible and accountable for implementing appropriate measures to ensure that projects are completed within the schedule, budget and scope established in the Project Commitment.
- The ministry will meet with school boards to review project progress reports on a regularly scheduled basis to monitor the progress of approved projects. Project progress status updates will be included as part of the monthly meetings.
- Through regular monthly meetings with school boards, the ministry will be seeking updates from school board staff on key project milestones as projects proceed from funding to opening. During these conversations, school boards will have the opportunity to advise the ministry of any risks or unforeseen events that could either delay construction or increase the project cost.

For more information regarding Capital Priorities, please contact your Capital Analyst.

Child Care Capital

Overview

Child Care Capital funding can be accessed through broader project submissions made on an annual basis through the Capital Priorities program. The ministry will consider funding child care centre capital projects in schools where there is a need for new child care construction and/or renovations to existing child care spaces for children 0 to 3.8 years of age.

All submissions must be linked to a larger capital priorities project submission.

All licensed child care space must be built in accordance with the *Child Care and Early Years Act*.

Eligibility Criteria

Eligible capital expenses include the following:

- First-time equipping; and
- Expenses incurred to meet Building Code standards that qualify under the District School Board & School Authority Tangible Capital Assets: Provincial Accounting Policies & Implementation Guide (TCA Guide).

Ineligible capital expenses:

- Capital funding for child care cannot be used to address other school board capital needs.
- Capital funding is not provided for school-age child care spaces, as the ministry does not fund exclusive space for before and after school child care programs. Child care funding must be directed only towards child care capital projects.
- Accommodation costs (e.g., rent, heating, lighting, cleaning, maintenance, and repair costs) are the sole responsibility of the early years' operator on a cost-recovery basis, and are not eligible for capital child care funding.

Evaluation Criteria

All child care projects must have support from their local Consolidated Municipal Service Managers (CMSM) or District Social Services Administration Boards (DSSAB).

For all child care project requests submitted through Capital Priorities, the school boards and CMSMs/DSSABs are required to complete the Joint Child Care Submission - Capital Funding for Child Care Template.

- The Joint Submission includes project details and confirms that the child care centre program meets all eligibility and viability requirements.
- The Joint Submission template affirms that the proposed new space will not result in an operating pressure for the CMSM or DSSAB.
- The requests for capital funding must be signed by both the school board and the CMSM/DSSAB.

A proposal for child care capital funding should include the following:

- Any trends or significant changes in neighbourhood demographics for children 0 to 3.8 years of age;
- Statistics regarding the demand for child care (example: waitlists);
- Considerations for school selection for child care, including analysis of other potential school locations;
- Details on how the space will be built (example: new space or a retrofit), site and floor plans, if available, including whether it will displace any existing rooms;
- Any alternative plans for accommodating the child care if the project is not funded;
- Identification of existing child care at the proposed site - does the current building layout support an addition to be constructed near the existing child care; and
- Plans for relocating child care in facilities being closed as part of a solution.

When selecting a school to build a child care centre, school boards and CMSMs/DSSABs should consider available operating funding, cost effectiveness of the capital project including unique site costs, child care service gaps, school capacity, location, long-term viability, age groups, demand, and the local child care plan, prior to signing the Joint Child Care Submission.

Please see the annual Capital Priorities program guidelines that can be downloaded from the Capital and Business Support Division SharePoint site for more detail.

Funding Methodology

Child Care Centre Capital Funding

Project funding amounts are determined using cost estimations submitted by a school board and include ministry adjustments to account for cost escalation, site and municipal costs, space benchmark compliance and construction rate caps. Details of project funding are included in the project approval letter sent to school boards.

If additional project costs are required after ministry approval, school boards can request additional funding by providing further information to the ministry for consideration.

School Board Reporting/Accountability

Financial Reporting

Once a school board receives a child care allocation approval, the project funding allocation will be reported in the List of Schools Eligible for Funding Under Capital Priorities, Land Priorities, Community Hub Replacement, Child Care Capital, and EarlyON Child and Family Centres Capital as enacted through the most up to date regulation.

School boards are required to report expenditures when incurred against the project allocation through Education Financial Information System submissions for the Estimates, Revised Estimates, March Report and Financial Statements.

Cash-Flow

Capital Priorities funding operates on a modified grant payment process where cash flow is based on school board spending. There are two annual reporting periods for this program:

- For the period of September 1 to March 31, all related expenditures are recorded in the school board's March Report; and,
- For the period of April 1 to August 31, all related expenditures are recorded in the school board's financial statements.

School boards are provided funding for the short-term interest costs related to these capital programs reflecting that cash flows will occur on a twice-annual basis.

Project Reporting

School boards are to adhere to the same requirements as for the Capital Priorities program.

Child Care Licensed Spaces – Floor Plan Approval

For all school based child care capital projects:

School boards, CMSMs and DSSABs and/or child care operators should contact their child care licensing representative as soon as possible, as all child care centre capital projects require a floor plan approval letter issued by the ministry's Child Care Quality Assurance and Licensing Branch.

This letter must be shared with the school board's capital analyst prior to receiving the ministry's approval to proceed or starting construction.

To streamline the floor plan approval process, school boards, CMSMs and DSSABs and/or child care operators should note to their child care licensing representative if the child care floor plan has been used in the past (i.e., a repeat child care floor plan design) or if the child care floor plan will be used for multiple child care sites in the near future.

For more information regarding child care capital, please contact your Capital Analyst.

Land Priorities

Overview

The Land Priorities Grant program is one of two funding sources available to school boards to acquire land to support an approved or future capital project, or for health and safety reasons. It is the source of funding to buy land or prepare sites for school boards that are not eligible to collect revenue from Education Development Charges (EDCs).

For clarity, the two funding sources available to school boards along with their limitations are:

- Education Development Charges (EDC): for fully or partially eligible sites that are to address new students from development. Please see Education Development Charges section for more information; or
- Land Priorities Funding: for school boards that are not eligible to collect EDC revenue or for sites that are not fully EDC eligible.

School boards can request Land Priorities funding to:

- Support previously approved capital projects;
- For capital projects that are planned for a future Capital Priorities round to help increase the project's 'shovel readiness'; or
- For health and safety reasons that support existing schools or accommodation needs.

Land Priorities funding can be requested through the Capital Priorities program at the same time as the school board's business case submission or at any time during the year as an Ad Hoc request.

For all site acquisitions, school boards are required to follow the notification and funding requirements set out in Section 195 of the *Education Act* and *Ontario Regulation 374/23*.

Like all site acquisitions regardless of funding source, Land Priorities funding requests for land are reviewed on a 'need' and 'site-specific' basis. School boards are not required to have a previously approved project through the Capital Priorities program in order to request Land Priorities funding; however, the school board must submit documentation to demonstrate the 'need' for the site.

For detailed information, please see the Funding Methodology section below.

Eligibility Criteria

School boards can request funding through the Land Priorities program to support the following:

- The acquisition of a site for the construction of a new school, including child care centre;
- The acquisition of land adjacent to existing schools for expansion, including additions, child care centres or health and safety reasons;
- Site improvements to make the sites suitable for construction, such as soil remediation, additional fill, or demolition of existing structures; and
- Addressing extraordinary municipal requirements.

The Land Priorities grant program supports costs that are directly attributed to acquiring and servicing the site. Below provides some examples of what costs are covered by the program:

- Cost of site;
- Costs related to studies or assessments conducted for the consideration of the acquisition such as third-party appraisal, environmental assessments, soil analysis, etc.;
- Soft costs such as legal fees, agent commission fees, and land transfer taxes; and
- Costs to service the land in preparation for construction (environmental remediation, municipal service lines, grading etc.) that have not been supported through the Capital Priorities program.

School boards are required to adhere to the maximum site size depending on the number of pupil places that are estimated to be constructed for that particular size as per the Education Development Charge regulation (Ont. Reg. 20/98 – Education Development Charges - General).

The ministry does not identify specific situations in which a site size may exceed the sizes specified in the regulation. When the area of any proposed site exceeds the site designations in the below table, justification as to the need should be provided.

Number of Pupils Elementary	# of Acres Elementary	Number of Pupils Secondary	# of Acres Secondary
1 to 400	4	1 to 1000	12
401 to 500	5	1001 to 1100	13
501 to 600	6	1101 to 1200	14
601 to 700	7	1201 to 1300	15
701 or more	8	1301 to 1400	16
		1401 to 1500	17
		1501 or more	18

Funding Methodology

Once a school board has identified a site that they would like to purchase using Land Priorities funding, pursuant to subsection 195 of the *Education Act* and *O. Reg. 374/23 - Acquisition and Disposition of Real Property*, a school board is required to notify the minister of its intent to acquire (purchase, lease, or expropriate) the land before the acquisition or application.

At the time of notification, the school board should request the amount of Land Priorities funding required to support the land acquisition and site preparation costs.

All site acquisition notifications and funding requests must demonstrate the 'site-specific' suitability for the construction of a new school and, if applicable, the 'need'.

Please see the section on [O. Reg. 374/23 – Acquisition and Disposition of Real Property](#) for additional information.

School Board Reporting/Accountability

Financial Reporting

Once a school board receives an allocation through the Land Priorities program via a letter from the ministry, the allocation by project will be reported in the List of Schools Eligible for Funding Under Capital Priorities, Land Priorities, Community Hub Replacement, Child Care Capital, and EarlyON Child and Family Centres Capital as enacted through the most up to date regulation.

School boards are required to report expenditures incurred against the project allocation through Education Financial Information System submissions for the Estimates, Revised Estimates, March Report and Financial Statements.

Cash Flow

Land Priorities funding operates on a modified grant payment process where cash flow is based on school board spending. There are two annual reporting periods for this program:

- For the period of September 1 to March 31, all related expenditures are recorded in the school board's March Report; and,
- For the period of April 1 to August 31, all related expenditures are recorded in the school board's financial statements.

School boards are provided funding for the short-term interest costs related to this funding program reflecting that cash flows will occur on a semi-annual basis. School boards are also required to provide all the necessary information regarding the site as required in the Education Capital Information System.

School boards are responsible and accountable for implementing appropriate measures to ensure site acquisitions are completed efficiently and effectively to protect taxpayers' dollars.

In some cases, the Land Priorities funding granted may be reclaimed by the ministry.

Project Reporting

Through regular monthly meetings with school boards, the ministry will be seeking updates from school board staff on key project milestones as projects proceed from funding to opening. During these conversations, school boards will have the opportunity to advise the ministry of any risks or unforeseen events that could either delay construction or increase the project cost.

These monthly conversations will also include discussion of potential new sites that may be required to accommodate new schools in the future.

For more information regarding Land Priorities, please contact your Capital Analyst.

Temporary Accommodation

Overview

The ministry will continue to fund future Temporary Accommodation Allocations based on the proportion to school boards' historical share of temporary accommodation activity. This funding may be used for portable moves, leases, and purchases, as well as for lease costs for permanent instructional space.

Eligibility Criteria

All school boards are eligible to receive the Temporary Accommodation Allocation to address fluctuating accommodation needs through the use of portables and/or operating lease costs for permanent spaces.

Funding Methodology

The Temporary Accommodation Allocation is modelled on a board's portable activity (new purchases or relocations) and reported lease costs. The portable activity component of this allocation is based on the three-year historical average of the changes to school specific portable counts as confirmed during the Data Verification Process. The lease component is based on the operating lease cost for permanent spaces reported in Data form A2 – Enveloping – Temporary Accommodation of the Education Financial Information System (EFIS) Revised Estimates.

School Board Reporting/Accountability

Financial Reporting

School boards are required to provide all the necessary Temporary Accommodation information in EFIS and Education Capital Information System (ECIS) or as requested by the ministry.

The use of funds from the Temporary Accommodation Allocation is subject to audit. The ministry may follow up on reported expenditures. Failure to provide details when requested could result in the ministry either having to recover or withhold funds. Where the Temporary Accommodation Allocation is insufficient or unavailable, school boards can use funds from the School Renewal Allocation to support the repair, retrofit and replacement of existing portables.

Boards are encouraged to use their Temporary Accommodation Allocation prior to directing School Renewal Allocation funds towards existing portable costs. Renewal funding cannot be used for the addition of portables that would increase the board's inventory.

School boards can also look at using their School Operations Allocation to support operating costs such as moves/short-term leases.

For more information regarding temporary accommodation, please contact your Capital

Analyst.

Refer to Appendix A for 2025-26 Temporary Accommodation Allocations.

Other Revenue Sources

Education Development Charges

Overview

Education Development Charges (EDCs) are one of two funding sources available to school boards to acquire land to support an approved or future capital project. EDCs can be used to buy land and prepare sites for eligible school boards.

EDCs are generated by an adopted by-law charge within the school board's jurisdiction on new construction to support the need to purchase land and prepare sites for new schools to accommodate students coming from new housing development. As of 2019, lower cost alternatives to site acquisitions such as Alternative Projects can be covered by EDC revenue.

School boards are provided with the general authority to impose EDCs for new school sites. Division E of Part IX of the *Education Act, Ontario Regulation 20/98 (Education Development Charges – General)*, as amended, provides requirements for determining a school board's eligibility to impose EDCs on new development, and the calculation of the charges.

EDC revenue can only be used to purchase sites that are fully or partially eligible, as identified in the school board's EDC background study. Sites that are not fully EDC eligible will require Land Priorities funding to supplement the acquisition cost.

See the Land Priorities section of this manual for more information.

Eligibility Criteria

EDC rates are set out in by-laws approved by school boards, which are reviewed every five years. Before approving a by-law, school boards are required to submit a background study to the ministry, which outlines, among other things, anticipated enrolment growth from development, the number of school sites required, Alternative Projects, Local Education Development Agreements (LEDA) and any capacity exemption requests.

Before approving an EDC by-law, a school board is required to:

- Demonstrate that the school board's projected five-year average elementary or secondary enrolment within its jurisdiction exceeds the school board's elementary or secondary capacity; or the school board's current EDCs financial obligations exceed the revenues reported in the EDCs Reserve Fund;

- Prepare an EDCs background study (which includes details on the calculation of the EDC rate, Alternative Projects and LEDAs); and
- Receive written approval from the Minister of Education of the estimated enrolment projections, number of new school sites required, Alternative Projects, LEDAs and the exclusion of any available capacity.

Site Acquisition Process

Once a school board has identified land that it would like to purchase using EDC funding, pursuant to Subsection 195 of the *Education Act* and *O. Reg. 374/23 – Acquisition and Disposition of Real Property*, a school board is required to notify the minister of its intent to acquire (purchase, lease or expropriate) the land before the acquisition or application.

Upon receipt of that notice, the ministry will conduct a detailed review and respond accordingly. The approval of the site requirements in the EDC background study is not a determination under Section 195 of the *Education Act* but rather only subject to Section 10(1) of *O. Reg. 20/98 Conditions of Passage of By-Law*.

All site acquisition notifications and funding requests must demonstrate the 'site-specific' suitability for the construction of a new school and, if applicable, the 'need'.

School boards are responsible and accountable for implementing appropriate measures to ensure site acquisitions are completed efficiently and effectively to protect taxpayers' dollars. Any application of Education Development Charges (EDC) revenues should align with the land requirements as set out in the board's EDC background study which demonstrate the 'need'.

Please see the section on *O. Reg. 374/23 – Acquisition and Disposition of Real Property* for more information on the process for acquiring a site using EDC revenue.

Capital Planning Capacity Funding

Overview

The Capital Planning Capacity program supports school boards in acquiring additional resources to support a range of capital planning-related activities with a particular focus on data management and capacity building.

This funding is flowed through the Capital Planning Capacity Amount as part of the School Board Administration Fund in the Core Education Funding.

Data Management

Funding for Data Management supports school boards to increase decision making capacity by enhancing the ability to update and manage school facility data in a timely manner.

Capacity Building

Funding for Capacity Building supports school boards to undertake capital planning activities, including:

- Ensuring they develop capital plans to effectively right-size and manage excess capacity in their schools;
- Identifying and developing potential facility partnership opportunities; and
- Supporting the hiring of third-party mediation services to facilitate municipal/school board planning discussions.

Funding Methodology

Additional details can be found in the [Core Education Funding: Technical Guide for School Boards 2025-26](#).

Refer to Appendix A for 2025-26 Capital Planning Capacity funding.

School Board Reporting/Accountability

All reported expenditures must be reported by boards to the ministry when incurred against the project allocation through Education Financial Information System submissions for the Estimates, Revised Estimates, March Report and Financial Statements.

Ministry Policy, Guidelines, Legislation and Regulations

Capital Planning

It is the responsibility of the government and broader public entities to make the best use of public assets. Supported by Capital Planning Capacity funding and as part of effective management of school board assets, school boards should undertake regular capital planning to address current and future needs.

Boards are encouraged to share planning information publicly to enable school boards and other entities to work together to optimize the use of public assets owned by school boards.

The *Better Schools and Student Outcomes Act, 2023* also requires collaboration between school boards and municipalities to plan for the early and integrated development of school sites to meet current and future needs of the board, aligned with the Provincial Planning Statement.

Schools in Joint-Use Facilities

To support students in attending school as close to home as possible, school boards should explore and maximize opportunities of co-location, where appropriate, particularly in rural and northern communities.

Joint-use school arrangements can provide opportunities for students to gain access to specialized classrooms, gymnasias, playing fields and library facilities to which they may not have had access in a smaller, stand-alone school.

Working with school boards, the ministry supported the development of materials to guide school boards in pursuing collaboration for schools in joint-use facilities:

- [Joint-Use Schools Experience Study](#)
- [Leading Practices Toolkit for School Boards Considering a Joint-Use School](#)

The *Better Schools and Student Outcomes Act, 2023* provides the Minister of Education with authority to direct school boards to enter into arrangements respecting the schools in joint use facilities came into effect on December 31, 2023. The ministry will continue to collaborate with Trustee Associations and school boards to build on successful examples of schools in joint-use facilities across the province.

See the Capital Priorities program section for more details on requests related to schools in joint-use facilities.

SECTION 2: OPERATING AND RENEWAL

Ministry Grant Programs

School Renewal Funding

Annual funding is provided to school boards to renew and improve schools to support safe and healthy learning environments. For the 2025-26 school year, the ministry will be investing an additional \$1.4 billion through the following two programs:

- School Condition Improvement (SCI) at \$1,070 million – part of Building, Expanding, and Renewing Schools; and
- School Renewal Allocation (SRA) projected to be about \$375 million – part of the School Facilities Fund (SFF) under Core Education Funding (Core Ed).

Time Limits on Renewal Funding

Starting with the 2023-24 school year renewal allocations, unspent funding expires two years after being allocated to support timely on the ground improvements.

- 2023-24 allocations expire on August 31, 2025.
- 2024-25 allocations and all available funds from allocations prior to 2023-24 expire on August 31, 2026.
- 2025-26 allocations expire on August 31, 2027.

To support the completion of projects initiated before the expiry dates, the ministry will recognize funds that have been legally committed to projects. To ensure commitments are recognized, school boards must report the project start date, end date, and commitments in VFA Facility to facilitate this process.

School Facilities Fund (SFF)

The School Facilities Fund, part of Core Education Funding, addresses the costs of operating (such as heating, lighting, and cleaning), maintaining, and renewing (such as repairs and ventilation and accessibility updates) school buildings. It also improves education for students from rural and northern communities.

The SFF comprises the following allocations:

- School Operations Allocation – The School Operations Allocation supports the costs of operating school facilities (e.g., heating, lighting, maintaining, cleaning). It also includes \$29.5 million to support ventilation improvement measures. Additional details on the School Operations Allocation can be found in the [Core Education Funding: Technical Guide for School Boards 2025-26](#).
- Rural and Northern Education Allocation – Additional details on the Rural and Northern Education Allocation can be found in the [Core Education Funding: Technical Guide for School Boards 2025-26](#).
- School Renewal Allocation (SRA) – The SRA allows school boards to revitalize and renew aged building systems and components. More details on the SRA can be found in the section below.

School Renewal Allocation (SRA)

Overview

Funding through this allocation is intended to maintain, renew (e.g., roof repairs), and modernize schools (e.g., addressing accessibility and adding ventilation to non-ventilated spaces in schools); and provides additional cost adjustments to account for geographic considerations impacting renewal activity (e.g., geographically isolated schools).

The SRA comprises the following components:

- Base School Renewal component;
- Enhanced Top-up for School Renewal component;
- Deferred Maintenance Needs Enhancement component; and
- School Renewal Investment component.

The SRA is primarily limited to capital renewal expenditures.

While school boards are provided the flexibility to revitalize and renew aged building systems and components under the SRA, they are encouraged to prioritize their allocation to address facility condition, accessibility, ventilation, health and safety, and general code requirements. These priorities should also be accounted for under a board's capital plan.

Caps on Operating Expenses

As of 2014-15, any increase in the amount of school renewal funding directed towards operating expenses, under this allocation, is limited to an additional 5 per cent of each school board's historical three-year average amount spent on operating (using the 2010-11, 2011-12 and 2012-13 fiscal years). This is to ensure that part of this funding continues to be used for depreciable type expenses.

Definitions to support this allocation are in the following table:

School Renewal Allocation – Key Elements

Element	Elementary Panel	Secondary Panel	Adult Education / Other Programs
Enrolment	Day-School ADE of pupils enrolled in junior kindergarten, senior kindergarten, and Grades 1 through 8.	Day-School ADE of pupils enrolled in Grades 9 through 12, excluding students 21 years of age and older.	<ul style="list-style-type: none"> Day-School ADE of pupils 21 years of age or older, high-credit portion of pupils in secondary school. ADE of pupils enrolled in continuing education credit courses during the day (excluding pupils enrolled in correspondence self-study/online learning programs). ADE of pupils enrolled in summer school programs. Approved spaces in care, treatment and custody programs that operate in school board-owned space are treated as continuing education.

Element	Elementary Panel	Secondary Panel	Adult Education / Other Programs
On the Ground Capacity (OTG)	The ministry has identified categories of instructional space for all elementary and secondary facilities of a school board using the Report of the PAR Committee (August 1998). A loading has been assigned to each category of instructional space identified, based on the number of pupils that can reasonably be accommodated in each category of instructional space. The sum of all the loading in the instructional space within a facility is its capacity.		N/A
Benchmark Area Requirement per Pupil (fixed)	9.7 m ²	12.07 m ²	9.29 m ²
	<p>The Benchmark Area Requirement per Pupil provides sufficient teaching and ancillary space to permit the effective delivery of elementary school programming (including primary class size), and secondary school programming.</p> <p>It also provides additional space required to accommodate the typical distribution of special education, learning opportunities and language (e.g., ESL, etc.) programming.</p>		The Benchmark Area Requirement for Adult Education and Other Programs is lower than the traditional secondary school panel because no additional space is required for special needs programs.
Supplementary Area Factor (SAF)	<p>The school board specific SAF recognizes unique design features of a board's school facilities such as wide hallways, large shop spaces, and auditorium space, as well as the additional space requirement associated with special needs programming.</p> <p>Each school board has an elementary and secondary SAF that is greater than or equal to an adjustment factor of 1.0 (the secondary SAF is used for adult education/other programs).</p> <p>Each school board's SAF is set out in the funding regulation.</p>		
Benchmark for Renewal Costs	<p>Allocation method benchmark for renewal costs:</p> <p>School board-specific weighted average of \$7.89 per m² and \$11.83 per m² with the weights reflecting the school board's total area under and over 20 years of age (weighted average age)</p>		

Element	Elementary Panel	Secondary Panel	Adult Education / Other Programs
	<p>respectively.</p> <p>Each school board's percentage of elementary and secondary school facility areas that are under and over 20 years of age are set out in the funding regulation.</p>		
Geographic Adjustment Factor (GAF) (2011)	<p>The GAF is a cost index used by the ministry to identify and recognize regional variations in the construction and renewal costs of school facilities.</p> <p>Each school board's GAFs are set out in the funding regulation.</p>		

Adjustment Factor Calculations

School board specific adjustment factors reflect data available in the School Facility Inventory System (SFIS) as of September 2, 2014.

Weighted School Age

To calculating the Supplementary Area Factor (SAF) and the School Renewal cost benchmark (i.e., over/under 20 age factor benchmarks), the ministry determines a weighted average age for each school to better reflect a school's age. The age of the original building and all permanent additions are weighted by their respective gross floor area. The example below demonstrates how the weighted average ages are calculated.

Example: School Age Calculation

Construction History	Age	Gross Floor Area (GFA)	Age × GFA
Original Construction	40	1,000	40,000
Addition	20	1,500	30,000
Addition	10	3,000	30,000
Demolition	40	-500	-20,000
Addition	2	500	1,000
Total	-	5,500	81,000

Weighted average age = $81,000 / 5,500 = 14.73$

The weighted ages of schools have been updated as of September 2, 2014.

Supplementary Area Factor (SAF)

A school board's SAF is determined by comparing its area per pupil, per panel, with the benchmark area per pupil of 9.7 m² for elementary and 12.07 m² for secondary. If the school board's area per pupil is less than the benchmark, it is deemed to have an SAF of 1.0. To calculate a school board's area per pupil, the total adjusted gross floor area (GFA) by panel is divided by the total on-the-ground capacity.

To determine a school board's total adjusted GFA, schools with a weighted average age of 10 years or less were subject to adjustment to reflect the construction area benchmarks introduced in 2000. This adjustment reflects that school boards should have been building their schools to these ministry construction area benchmarks. The area per pupil calculation for these schools has been adjusted to reflect the lesser of the school's actual area per pupil or the variable construction area benchmarks introduced in memorandum [2011:B6: Revised Capital Funding Benchmarks](#).

The data used to calculate the SAFs have been updated as of September 2, 2014.

The following subset of schools will be exempted from this adjustment:

- Elementary schools with a capacity of less than 200 pupil places;
- Secondary schools with a capacity of less than 300 pupil places;
- Elementary schools where the variable benchmark is less than the fixed area per pupil of 9.7 m²; and
- Secondary schools where the variable benchmark is less than the fixed benchmark area per pupil of 12.07 m².

For the first two items above, the actual gross floor area (GFA) is used, as the ministry does not have a construction area benchmark for schools below the specified capacity threshold. For the last two items above, the GFA is adjusted to reflect the lesser of the actual area per pupil or the (fixed) benchmark area requirement per pupil. This means that, for the purposes of calculating the SAF, a school's GFA was not adjusted below the fixed elementary (9.7 m²) or secondary (12.07 m²) benchmark area requirements. The table below illustrates how the SAFs have been calculated.

School Renewal Allocation SAF Example Table

The tables below illustrate how the elementary SAF has been calculated for a school board with three board-owned elementary schools, XX, YY, and ZZ.

School	Weighted Average Age	OTG	Adjusted Area Calculation [Area per Pupil = (GFA / OTG)]	GFA Final
XX	40	210	Actual GFA = 2,431 m ² No adjustment as site was built prior to benchmarks.	= 2,431 m ²
YY	5	465	Actual GFA = 5,100 m ² Benchmark (BM) GFA based on OTG of 465 pupil places: <ul style="list-style-type: none"> • BM variable area per pupil = 10.35 m² • Required GFA = 4,813 m² Take lesser of 5,100 m ² and 4,813 m ² . The adjusted GFA would be used to calculate the SAF the elementary panel.	= 4,813 m ²
ZZ	3	620	Actual GFA = 6,070 m ² Benchmark (BM) GFA based on OTG of 620 pupil places: <ul style="list-style-type: none"> • BM variable area per pupil = 10.12 m² • Required GFA = 6,295 m² Take lesser of 6,070 m ² and 6,295 m ² . The unadjusted GFA would be used to calculate the elementary SAF.	6,070 m ²
Total	-	1,295	-	13,314 m ²

Board Elementary SAF

$$= (\text{Total GFA} / \text{Total OTG}) / \text{Benchmark Area per Pupil}$$

$$= (13,314 \text{ m}^2 / 1,295) / 9.70 \text{ m}^2 = 1.060$$

Age Factor – Over/Under 20 Years of Age

The over/under 20 years of age factor is applied to the renewal allocation to reflect that a school's renewal needs increase with age. This school board-specific adjustment factor is calculated by panel and incorporates the weighted average age calculation to determine whether a school's gross floor area is under or over 20 years of age.

Benchmark

- The benchmark renewal cost for schools < 20 years of age is: \$7.89 per m²
- The benchmark renewal cost for schools ≥ 20 years of age is: \$11.83 per m²

Base School Renewal component

The Base School Renewal component is calculated using the following formula:

$$\text{Enrolment} \times \text{Benchmark Area Per Pupil} \times \text{SAF} \times \text{Benchmark for Renewal Cost} \times \text{GAF}$$

The factors used to determine the Base School Renewal component for elementary, secondary, and other programs are set in the table above.

Enhanced Top-up for School Renewal Component

The Base School Renewal component is calculated using enrolment and does not recognize excess capacity at individual school facilities. The Enhanced Top-up for School Renewal component provides funding to address the cost of repairing and renovating eligible school facilities with excess capacity.

The Enhanced Top-up for School Renewal component is calculated on an individual school-facility level for those facilities that are offering a regular day-school program (exclusive of adult day school) that are distant from one another and are operating at less than full capacity, that is, in facilities where ADE is less than capacity.

School facilities where enrolment exceeds capacity will not generate any enhanced top-up funding; however, the entire enrolment of the facility (including the portion of enrolment greater than capacity) is generating funding from the Base School Renewal component.

New school facilities that opened or have undergone significant renovations in or after 2019-20 are not eligible for this funding this year.

Definition	Description
Eligibility requirements to qualify for enhanced top-up	<p>A school facility¹ is eligible for Enhanced Top-up for School Renewal if it meets one of the following criteria:</p> <ul style="list-style-type: none"> • facility is an elementary school where the next closest elementary or secondary school of the board is at least 10 kilometres away, or • facility is a secondary school where the next closest secondary school of the board is at least 20 kilometres away.

Note: The distance to the closest school is measured by road network, and the next closest school facility does not include any school facility on the same campus.

Enhanced Top-up for School Renewal component =

$$\begin{aligned}
 & \min(100\%, 1 - ADE/OTG) \times \\
 & OTG \times \\
 & \text{Benchmark Area Per Pupil} \times \\
 & SAF \times \\
 & \text{Benchmark for Renewal Costs} \times \\
 & GAF
 \end{aligned}$$

The Enhanced Top-up for School Renewal component, along with other components of the School Renewal Allocation, will ensure that qualifying school facilities are funded at 100 per cent of their capacity.

Deferred Maintenance Needs Enhancement Component

The Deferred Maintenance Needs Enhancement component is an annual allocation provided to school boards to address deferred maintenance needs.

Each school board's Deferred Maintenance Needs Enhancement component is set out in the funding regulation. The GAF is applied to this amount.

¹ School facilities that only have remote learning ADE are not eligible for this funding.

School Renewal Investment Component

This additional capital funding is allocated in proportion to a board's relative share of provincial Base School Renewal and Enhanced Top-Up for School Renewal components.

Each school board's School Renewal Investment component is set out in the funding regulation.

Refer to Appendix A for 2025-26 School Renewal Allocation Funding Allocation by Board.

School Condition Improvement (SCI)

Overview

School Condition Improvement is a capital renewal program that allows school boards to revitalize and renew building components that have exceeded or will exceed their useful life cycle. Items eligible for SCI funding are identified through the ministry's School Facility Condition Assessment Program. Projects must support the overall objective of addressing facility renewal needs (either assessed needs or on a proactive basis).

School boards are required to direct 70 per cent of their SCI funds to address major building components (e.g., foundations, roofs, windows) and systems (e.g., plumbing and heating, ventilation, and air conditioning). The remaining 30 percent of SCI funding can continue to address the above listed building components or, alternatively, building interiors and surrounding site components (e.g., utilities, parking, and pavements).

School boards are also reminded that all SCI-funded expenditures must be depreciable in nature and must be reported in the ministry's renewal database. Payments will be made twice a year based on reported expenditures.

Funding Methodology

For the 2025-26 school year, the ministry will allocate \$1,070 million to school boards through this program. As in prior years, 2025-26 SCI funding has been allocated in proportion to a school board's total assessed five-year renewal needs (relative to the provincial total) and reflects assessment results from 2020. Only school facilities (school board owned or capital lease) that were open and operating in the 2024-25 school year (based on revised estimates) were considered for funding.

Refer to Appendix A for 2025-26 SCI Funding.

Eligibility Criteria

The ministry expects that school boards will spend their School Condition Improvement funds on schools that need to remain open. For schools that are scheduled to be closed, renewal funds should only be used to address renewal needs that could compromise the continuing operation of these schools in the short-term. Please see Appendix A for a detailed breakdown of eligible components under SCI.

School Board Reporting/Accountability (Including School Condition Improvement and School Renewal Allocation)

The ministry's expectation is that school boards will spend their renewal funds on schools that need to remain open and operating. For schools that are scheduled to be closed, renewal funds should only be used to address renewal needs that could compromise the continuing operation of these schools in the short term (including any health and safety considerations). Renewal funds cannot be spent on administrative or operations buildings, on a community hub, to increase the gross floor area of a school facility or to

service debt.

School boards are expected to use the SCI amount on expenditures categorized in the ministry's Uniform Code of Accounts as a renewal expenditure. Further, the expenditure must meet the requirements to be capitalized under the terms of the document entitled [School Board and School Authority Tangible Capital Assets: Provincial Accounting Policies and Implementation Guide](#).

Reimbursement of SCI expenditures is contingent on timely reporting.

All School Renewal Allocation and SCI expenditures must be reported in VFA Facility twice annually:

- For the period of September 1 to March 31, all related expenditures are recorded in the school board's March Report.
- For the period of April 1 to August 31, all related expenditures are recorded in the school board's financial statements.

Capital expenditures are reported in VFA Facility, which are then loaded to Education Financial Information System. Please note that the ministry may follow up on reported expenditures. Failure to provide details when requested could result in the ministry either having to recover or withhold funds.

Public Posting of Renewal Projects

School boards are required to publicly post information about renewal projects in a prominent place on their websites, including:

- Renewal projects completed over the previous school year; and
- Renewal projects underway or planned using existing SCI and/or SRA funds.

Other Revenue Sources

Proceeds of Disposition (POD)

Overview

Proceeds of Disposition are generated when school boards sell school board properties. The process for disposing of school board properties is governed by *Regulation 374/23: Acquisition and Disposition of Real Property*. School boards will continue to dispose of property at Fair Market Value and use the proceeds of disposition to reinvest back in school facilities as per *Ontario Regulation 193/10: Restricted Purpose Revenues*.

Under Section 233 of the *Education Act*, the Minister of Education is permitted to make regulations that restrict the use of any revenue. *O. Reg 193/10* outlines restrictions on the use of POD. Only the minister can provide an exemption to this requirement and permit a board to use the funds for another specified purpose.

Eligibility Criteria – Proceeds of Disposition Generated from School Facilities

Proceeds of Disposition School Facilities

POD generated through the sale of school property (i.e., land with or without facilities) must be used for the repair and renewal of existing schools. School boards are to follow the expenditure requirements that are aligned with the School Condition Improvement program. School boards are to spend a minimum 80% of their POD to target key building components and systems, with the remaining up to 20% addressing other locally identified renewal needs. Please Appendix C for SCI Expenditure Categories by Component which explains the SCI categories of restricted (80%) and unrestricted (20%) expenditures.

School boards requesting to use POD from school facilities for purposes that fall outside of the SCI expenditure requirements may request a minister's exemption to *O. Reg. 193/10*.

In requesting an exemption to this policy, school boards must demonstrate that they have plans to address their renewal and modernization needs, including improving accessibility, ventilation and energy efficiency.

Boards can submit requests to the ministry using the POD form. For more details on the POD form, please contact your Capital Analyst.

Eligibility Criteria – Proceeds of Disposition Generated from Board Administration Facilities

Proceeds of Disposition Board Administration

Boards also have the capacity to generate Administrative Proceeds of Disposition (Admin POD) through the sale of administrative buildings and sites.

POD generated from the sale (or other disposition) of a property that was used for administrative purposes, as of December 31, 1997, can be used for administrative site expenditures (purchase of real property, and additions, alterations, and repairs). These proceeds contribute to the upper limit of funds that a board can use for administrative site expenditure. If the proceeds are generated from a property that exceeds two hectares, other conditions will apply.

Boards can submit requests to the ministry using the POD form. For more details on the POD form, please contact your Capital Analyst.

See [O. Reg. 193/10: Restricted Purpose Revenues](#) for additional details and notification requirements.

School Board Reporting/Accountability

Addressing the renewal needs of schools is a ministry priority. The decision to restrict POD spending to renewal projects ensures that more resources are directed to renewal.

Financial Reporting

Boards must report POD renewal expenditures in VFA Facility as is required with School Condition Improvement expenditures. Reported expenditures will be uploaded to the Education Financial Information System.

School boards requesting to use POD from school facilities for purposes that fall outside of the SCI expenditure requirements may request a minister's exemption to *O. Reg. 193/10*.

In requesting an exemption to this policy, school boards must demonstrate that they have plans to address their renewal requirements including improving accessibility and optimizing ventilation at existing schools.

Ministry Policy, Guidelines, Legislation, and Regulations

School Condition Assessment Program (SCAP)

Overview

School Condition Assessment Program assessments are being conducted by VFA Canada Corporation, and reported in the VFA Facility database.

The school facility assessments are non-invasive. Each assessment is conducted by a team of two engineers; one with expertise in building design and construction and the other with expertise in building systems (e.g., mechanical, and electrical).

Facility Eligibility

All open and operating schools that offer K-12 programming, continuing (i.e., adult) education facilities and outdoor education centres are eligible for a facility condition assessment once every cycle (5 years). One administrative building (including board offices, maintenance facilities, etc.) will be eligible for assessment per cycle. Short-term (less than nine years) third-party leases are not eligible for assessment.

Only facilities that the board anticipates will be opening and operating for the next five years will be assessed. Facilities that are not being used by the board for programming are not eligible. In the case that a school board requires an out-of-scope facility to be assessed, written approval must be obtained prior to commencing an assessment.

Assessment Scope

Education facilities that are at least eight years old receive a full facility condition assessment. Education facilities that are five to seven years old receive a new facility condition assessment, where the number of items assessed is reduced. Facilities less than five years old are not assessed.

The assessment team look to, where possible, the renewal of existing components unless they are obsolete or have a significant negative impact on the cost, performance or energy use compared with the current standard.

To support long-term planning, assessors identify action items over a ten-year window. All renewal needs are captured by building addition. School boards review the facility data and building addition data to ensure that data is accurately captured in the system and assessment reports.

Accessibility Review

The Accessibility Review is intended to capture capital costs associated with making facilities accessible (e.g., parking, barrier free paths of travel, washrooms). The review builds on the accessibility calculator from the previous assessment program. School boards complete the survey prior to the assessment, which is reviewed and updated as required by the assessment team.

Energy Calculator

The purpose of the Energy Calculator is to support overall school board decision-making around undertaking improvements and retrofits that reduce energy use, costs, and greenhouse gas (GHG) emissions. The calculator captures associated renewal/upgrade costs and the potential impact a project could have energy on usage and GHG emissions.

School boards are expected to input the required data into the calculator. The data is validated (and modified, as needed) by assessors as they complete the condition assessment of the facility. School boards should produce reports on energy efficiency to support capital planning.

Ventilation Review

Ventilation is an important part of keeping students and staff safe. The ventilation review captures information on heating, ventilation, and air conditioning (HVAC)-related systems, their current capabilities, condition, and provide modelled costs to support upgrades. All system-related details are captured by building addition.

To support this review, school boards must provide information on their ventilation-related components within their facilities prior to the assessments, which is reviewed by the assessment team during the facility condition assessment. School boards should generate reports with a view on improving ventilation and air quality in their schools.

Live Facility Condition Index

As school boards report completed renewal projects that address assessed renewal needs and close these projects down, the Live Facility Condition Index (FCI) for that facility shall reflect the investments made. Historical tracking of FCI for individual facilities is available to ensure comprehensive record-tracking.

Investment Review

As facilities are assessed each year, up to 100 are selected to confirm that major renewal work is being completed as reported. This is intended to be reviewed through non-invasive assessment and is not a financial review.

Scheduling

Staff from VFA reach out to boards to develop and review assessment schedules, schedule pre-assessment meetings, facility assessments, and other meetings, as needed. In general, there should be a five-year gap between facility assessments.

Training

VFA provides training for school board staff on topics such as facility assessments and how to use the VFA Facility software.

Ventilation Improvement Measures

School boards are required to continue to improve ventilation in their schools, as per memo [2023: B11 School Ventilation 2023-24](#), building on established practices to optimize air quality to support healthy and safe learning environments for students and staff.

This includes, but is not limited to:

- Ensuring ventilation systems in all schools are inspected and in good working order;
- Using the highest rated Minimum Efficiency Reporting Value (MERV) filter that can be accommodated by the system (MERV-13 if possible); and
- Continuing to plan for and make upgrades to improve ventilation infrastructure in schools across the province. Projects should be prioritized to meet appropriate minimum ventilation guidelines as outlined by the Ontario Building Code and the American Society of Heating, Refrigerating and Air Conditioning Engineers (ASHRAE).

HEPA units continue to be required in:

- Every kindergarten class;
- All learning spaces in schools without mechanical ventilation; and
- All mechanically ventilated learning spaces that are not supported by MERV-13 filters.

Please contact Supply Ontario through sco.cse@supplyontario.ca when ministry-provided HEPA units require replacement filters.

School boards should continue to consult the latest information and guidance provided by the ASHRAE, Public Health Ontario, Health Canada and other relevant sources. School boards should review applicability of this guidance, with qualified persons, in the context of their school facilities and related building systems (including manufacturer recommendations) to ensure improvement measures are aligned with the specifications of existing systems.

School boards are also expected to continue sharing ventilation information on their website, updating prior year standardized ventilation measures reports, including school-level measures.

Reinforced Autoclaved Aerated Concrete (RAAC)

All school boards are required to have in place an investigation, assessment, and management strategy for “Reinforced Autoclaved Aerated Concrete” (RAAC) within their buildings. This may involve the use of specialized professional engineering services.

School renewal funding allocations can be used to address RAAC-related issues.

School Board Leasing and Other Agreements

Overview

Under the Education Act or its regulations, school boards are required to either notify the Minister of Education or to seek ministerial approval to:

- Lease, build on or alter/improve realty where school boards are lessees or tenants;
- Lease where school boards are lessors; and
- Enter into agreements other than leases for the provision of realty.

Realty can also be referred to as real property and includes facilities (buildings only) and sites (which may refer to land only or both land and the buildings located on the land).

School boards that plan to or are currently leasing realty, either as a tenant or owner, are encouraged to review the Act to determine where a notification from the school board or a ministerial approval may be required. The relevant Sections of the Act include, but may not be limited to, Sections 195, 183, and 171.

For more information regarding ministry requirements related to leased facilities or sites, please contact your Capital Analyst.

For information on the approval process for acquisitions through a lease arrangement as a lessee, please see the Land Priorities section of this manual.

For information and approval requirements for disposition through a lease arrangement as a lessor, please refer to a separate guideline referenced in the [Ontario Regulation 374/23 – Acquisition and Disposition of Real Property](#) section of the manual.

Education Capital Information System

Overview

The ministry has replaced its legacy School Facility Inventory System with the Education Capital Information System (ECIS). ECIS tracks capital-related data with regards to school buildings, programs and school-based child care.

All boards are required to complete the annual Data Verification process. The goal of Data Verification is to confirm school, room, and temporary asset (portable/portapak) level data to support determination of grants and school level funding.

Specific requirements and deadlines for Data Verification will be communicated to school boards after the start of each school year.

For general inquiries regarding ECIS, contact eiccu.edu@ontario.ca.

SECTION 3: CLOSURE, DISPOSITION AND ACQUISITION

Ministry Policy, Guidelines, Legislation, and Regulations

Pupil Accommodation Review Guideline (PARG)

Overview

Note: Since 2017, school boards have been asked to not begin new Pupil Accommodation Reviews (PARs).

The PARG provides a framework of minimum standards for school boards to undertake PARs to determine the future of a group of schools. School boards use the PARG to develop their own board approved local PAR policy, which governs their public consultation process. The current guide, last updated in December 2024, can be accessed here: [Pupil Accommodation Review Guideline](#).

Ontario Regulation 374/23 – Acquisition and Disposition of Real Property

Overview

Disposition

[Ontario Regulation 374/23: Acquisition and Disposition of Real Property](#) (O. Reg. 374/23) came into effect on December 31, 2023.

School boards must dispose of property at Fair Market Value and use the proceeds of disposition to reinvest back in school facilities per [O. Reg. 193/10](#).

For properties being disposed of through the standard disposition process, the ministry communicates the launch of each intake directly to school boards.

For school board inquiries regarding disposition of property, or to access a copy of the Operations Manual, contact capitalpolicy.feedback@ontario.ca.

Acquisition

For all site acquisitions, school boards are required to follow the notification requirements set out in the *Education Act* and *Ontario Regulation 374/23*.

For site acquisitions using Education Development Charges, school boards should reference the Education Development Charges section of this manual, or for site acquisitions using Land Priorities Funding, school boards should reference the Land Priorities section of this manual.

Notification Process

Once a school board has identified land that they would like to purchase, they are required to:

- Notify the ministry of their intent to acquire (purchase, lease or expropriate) the land before the acquisition or application under Section 195 of the *Education Act*; and
- At the time of notification, the school board should request the amount of funding required to support the land acquisition.

Upon receiving notification, the ministry has 60 days to respond to school boards if there is any objection to the acquisition. However, the minister is not required to respond to the school board within the 60-day notification window for acquisition notifications that require additional approval, such as for Land Priorities funding approval from the ministry.

The following documents must be submitted to support the request for both demonstrating the 'site-specific' suitability for the construction of a new school and, if applicable, the 'need':

Site-Specific Documentation Requirements

- A completed copy of the ministry's Notification of Site Acquisition form which can be requested from the school board's respective Capital Analyst;
- A copy of the completed or draft Agreement of Purchase and Sale;
- An appraisal completed by a Certified Appraiser, a member of the Appraisal Institute of Canada;
- Copy of a Phase 1 Environmental Assessment Report; and
- List of other sites considered to address the need and why they are not the most suitable option.

Need Assessment Documentation Requirements

In some cases, school boards will be seeking funding approval for a site or land that is not associated with an already approved capital project.

This could be for a future capital project that is to be submitted in a future round of Capital Priorities, a project that has already been submitted in a prior round but has not yet received funding approval, an EDC-identified site in an existing Background Study or land needed for health and safety reasons. In these cases, the school board is required

to demonstrate the 'need' for the land and may be required to provide the following, if applicable:

- 15-year enrolment numbers to support the need for a new site (only for projects that have not been previously approved through the ministry's past Capital Priorities program rounds);
- An outline of the data source and methodology for determining French language rights holder needs for the community (only for projects that are addressing French language needs);
- An outline of the poor condition of existing facility(ies), including *Net Present Value* metric showing a positive investment to replace the existing school with a new one including land value transfer (only for projects that are dealing with poor facility conditions); and
- An outline of the health and safety issue that needs to be addressed including the various options that have been considered to solve the issue and why the land acquisition solution proposed is the best option (only for projects that are dealing with a health and safety issue).

Shared-Use Site Acquisition

Additional steps and information are required for school boards seeking funding to acquire a property on a shared-use site.

O. Reg 374/23 Acquisition and Disposition of Real Property includes requirements that school boards must follow if intending to purchase a shared-use site, which is a site that will be shared among multiple parties, such as a school site in the podium of a mixed-use residential building.

Demolition of School Board Building

Overview

Under Section 196 of the *Education Act* or its regulations, school boards require the approval of the Minister of Education to demolish a building or a portion of a building of the board in addition to any other applicable jurisdictional and legislation requirements.

Eligibility Criteria

Where a demolition is required to support an approved construction project, school boards may request Land Priorities funding or acknowledgement of the use of EDC funds for costs associated with the demolition. Funding may be approved or acknowledged upon submission of a detailed estimate of the demolition costs.

School boards are required to seek funding approval or acknowledgement for these costs prior to incurring any expense. Costs incurred prior to receiving ministry approval may remain the responsibility of the school board.

Facility information is to be updated in the Education Capital Information System upon completion of the demolition or property sale.

With regards to demolition of a building related to the sale of a site, the funding of the demolition is to come from the proceeds of the property sale.

For more information regarding demolition requirements, school boards should contact their Capital Analyst.

SECTION 4: DEBT SERVICE AND FINANCING

Debt Service Costs

Overview

The ministry is adjusting the rate recognized for funding purposes from the Canadian Dollar Offered Rate (CDOR) acceptance published rates to the Canadian Overnight Repo Rate Average (CORRA). This is in response to commercial banks transitioning from the use of interbank offered rates (IBOR), such as CDORs, to the use of CORRA as IBORs are no longer considered to be reliable interest rate benchmarks.

School boards will receive funding for their short-term interest costs incurred on projects that are underway in the following cases:

- Where a school board short-term finances by borrowing from its internal reserves, the ministry recognizes these costs at an annual rate of 1 per cent; and
- Where a school board short-term finances by external borrowing, the ministry recognizes the short-term interest costs for the average daily rate for the period of borrowing plus 75 basis points.

More information, including a tool to calculate CORRA compounded between any two dates can be found at: <https://www.bankofcanada.ca/rates/interest-rates/corra/>.

Pre-1998 Capital Expenditures

Consistent with the recognition approach of capital debt for the New Pupil Places (NPP) and Good Places to Learn (GPL) programs, there was a one-time grant recognition of all the existing approved pre-1998 permanently financed capital debt as of August 31, 2010. This grant is being cash flowed to school boards over the remaining term of their existing capital debt instruments.

The existing funding and cash flow mechanism for non-permanently financed debt that was refinanced through the 55 School Board Trust vehicle remains unchanged.

Financial Reporting

In 2024-25, debt service costs on Ontario Financing Authority loans associated with the concluded NPP and GPL programs and short-term interest on capital projects are moved out of the Core Education Funding to a new transfer payment line.

School boards are required to report expenditures when incurred against the project allocation through Education Financial Information System submissions for the Estimates, Revised Estimates, March Report and Financial Statements.

SECTION 5: COMMUNICATIONS PROTOCOL: PUBLIC COMMUNICATIONS, EVENTS, AND SIGNAGE

Overview

Ontario Builds signage is required for all infrastructure projects, including constructing, modernizing, expanding, renovating, replacing and rehabilitating infrastructure. This supports increased transparency in public communications of the government's investments to build modern schools faster to support the needs of growing communities and ensure value for taxpayer dollars.

Signage is required for Capital Priorities and school-based child care projects approved since 2019-20, as well as renewal projects funded with School Renewal Allocation and School Condition Improvement funding that are supported by provincial investments that exceed \$250,000 or have a project duration of 90 days or more (may include one or more projects at a site occurring within a school year).

Bilingual signage requirements

School boards installing Ontario Builds signage in French Designated Areas (FDAs) are required to use bilingual templates for both Capital Priorities projects and renewal projects. A map of FDAs in Ontario can be accessed here: [Map-designated-areas EN / carte - lentille - franco](#).

Visual Identity Guidelines

New signage must comply with the latest Ontario [Visual Identity Guide](#) (April 2024). School boards may continue to use existing generic renewal signage produced in compliance with the previous Guide.

Capital Priorities and Child Care Projects




Timelines for Signage Placement:

School boards are to adhere to the following timelines for placement of signage:

- Capital Priorities projects, including child care capital projects, with existing sites: Signage is required to be installed within 60 days of receiving ministry project approval notification and release of any communication embargo.
- Capital Priorities projects, including child care capital projects, where sites are not currently owned by school boards: Signage is required to be installed within 60 days of the date of site acquisition.

Signage Process to Follow for Capital Priorities projects:

Signage Instructions	<p>To create a sign, boards can access the Ontario Builds templates, artwork and visual identity guide at www.ontario.ca/page/ontario-builds-templates.</p> <p>Project descriptions should align with the one of the following examples on the signs:</p> <ul style="list-style-type: none">• New School: “New Elementary School”; “New Secondary School”• New School with Child Care: “New Elementary School with Child Care Centre”• School Addition: “New School Addition”• School Addition with Child Care: “New School Addition with Child Care Centre” <p>For projects located in French Designated Areas, please ensure to use the bilingual templates featuring project details in both English and French, in accordance with the visual identity guide.</p>
-----------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Sample Signage</p>	 <p>New elementary school with child care centre</p> <p>Part of our \$23 billion plan to build and renew schools</p> <p>Building Ontario Ontario </p> <p>New elementary school with child care centre Nouvelle école élémentaire avec centre de garde d'enfants</p> <p>Part of our \$23 billion plan to build and renew schools Ce projet s'inscrit dans notre plan de 23 milliards de dollars pour construire et rénover les écoles</p> <p>Building Ontario Bâtir l'Ontario Ontario </p>
<p>Obtain Approval</p>	<p>Before producing a physical sign, email a digital proof to MinistryofEducation@ontario.ca to obtain approval of the design. Please cite the project identification number included in the original ministry approval funding letter.</p> <p>For projects that are co-funded by a municipality, the federal government or another partner, use the Ontario Builds visual identity guide for partnership signage. School boards are responsible for obtaining signage approval from all partners.</p>

Installation & Maintenance	<p>Once the ministry approves the design proof, school boards can arrange for the production and installation of signs. Boards are responsible for all related costs.</p> <p>Signs should be installed in a prominent location that does not obstruct traffic or cause safety concerns, particularly if the sign is located near roads.</p> <p>To avoid potential safety issues, school boards should consult appropriate provincial and municipal authorities as needed.</p> <p>Signs should be posted at all stages of a project, including prior to and throughout construction, and must be maintained in a good state of repair.</p>
Confirm Installation	<p>Once signage has been installed, school boards are required to email a photograph of the installed sign to the ministry at:</p> <p>MinistryofEducation@ontario.ca.</p> <p>When emailing the ministry, please remember to cite the project identification number included in the ministry funding approval letter.</p>
Signage Removal	<p>Signs can be removed within 90 days of project completion.</p>

Renewal Projects

School boards are required to display Ontario Builds Signage at schools benefitting from school renewal projects where the total renewal investment (individual or combination of projects supported with School Condition Improvement Funding and/or School Renewal Allocation) is greater than or equal to \$250,000 or construction duration that lasts more than 90 days.

Renewal projects associated with technical improvements (e.g., updates to an information/security/video system, etc.) do not require signage and can be excluded when assessing overall renewal investment at a school site.

To leverage existing processes and mitigate additional administrative tasks, the ministry will require school boards to report their eligible renewal projects through the VFA Facility system (VFA). Boards will need to maintain their project data over the regular financial reporting cycles to support the ministry's reporting requirements to Ministry of Infrastructure (MOI).


Timelines for Signage Placement:

School boards are to adhere to the following timelines for placement of signage:

- School renewal projects: Signage is required to be installed within 60 days of approval, and no later than the project start date. For projects already approved, signage is required within 60 days of the project start date.

Signage Process to Follow for renewal projects:

Signage Instructions	<p>To create a sign, boards can access the Ontario Builds templates, artwork and visual identity guide at www.ontario.ca/page/ontario-builds-templates.</p> <p>Recognizing the volume of school renewal activity, to minimize administrative burden, the ministry has provided a pre-approved generic signage design to be used for all renewal signage. Please refer to the template below.</p> <p>For projects located in French Designated Areas, please ensure to use the bilingual renewal template, in accordance with the visual identity guide.</p>
-----------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Sample Signage</p>	
<p>Obtain Approval</p>	<p>Renewal signage does not include project-specific details. The design for renewal signage is reusable across projects.</p> <p>School boards are not required to seek ministry approval of generic, templated renewal signage.</p> <p>For projects that are co-funded by a municipality, the federal government or another partner, use the Ontario Builds visual identity guide for partnership signage. School boards are responsible for obtaining signage approval from all partners.</p>
<p>Installation & Maintenance</p>	<p>School boards are responsible for arranging production and installation of signs. Boards are responsible for all related costs.</p> <p>Signs should be installed in a prominent location that does not obstruct traffic or cause safety concerns, particularly if the sign is located near roads.</p> <p>To avoid potential safety issues, school boards should consult appropriate provincial and municipal authorities as needed.</p> <p>Signs should be posted at all stages of a project, including prior to and throughout construction, and must be maintained in a good state of repair.</p>

Confirm Installation	<p>Ministry staff expect school boards to start installing signs on renewal projects after boards identify eligible projects.</p> <p>Once signage is in place, school boards are required to upload a photo of the installed sign as part of their school renewal project reporting on VFA Facility.</p>
Reporting Requirement	School boards are expected to complete reporting aligned with the ministry's financial reporting cycles.
Signage Removal	Signs may be removed within 90 days of project completion.

Contact

For questions or support on the communications protocol, please email the ministry at MinistryofEducation@ontario.ca.

Note: This communications protocol does not replace school boards' existing partnership with the ministry's regional offices. Regional offices should still be regarded as school boards' primary point of contact for events and should be given updates in accordance with existing processes.

Public Communications and Events

Acknowledgement of Support

School boards are required to acknowledge the support of the Government of Ontario in proactive public communications of any kind, written or oral, relating to the agreement or the project. This could include but is not limited to:

- Reports
- Announcements
- Speeches
- Advertisements, publicity
- Promotional materials including, brochures, audio-visual materials, web communications or any other public communications.

This is not required for:

- Minor interactions on social media
- Reactive communications, such as media calls.

All public events and announcements regarding capital investments in the publicly funded education system are considered joint communications opportunities for the provincial government, the school board, as well as Consolidated Municipal Service Managers (CMSMs) and District Social Services Administration Boards (DSSABs); and/or community partners.

Events and Announcements

School boards are required to provide an opportunity for the Minister of Education or their representative to participate in public communications related to:

- New schools
- Additions or retrofits that include new student spaces, child care spaces, EarlyON Child and Family centres, or community hubs.

A communications embargo applies to media releases and media/public events for the following milestones:

- Ministry capital project approvals;
- Site acquisition related to the capital project;
- Awarded construction contracts;
- Significant project scope changes (such as additional funding or capacity);
- Ground breakings; and
- Opening ceremonies.

School board meeting discussions, web postings, minor social media interactions, operational/internal communications or reactive responses to media calls related to these milestones are not included in this embargo.

To clarify, the issuance of tender documents or provision of a targeted notification to the sector of the availability of tender documents is a permitted activity during the embargo period; however, signage installation should not take place until the embargo is lifted.

To invite the minister to be quoted in your media release and/or participate in your event:

- Send a request at least 30 days in advance of the proposed communication or event to minister.edu@ontario.ca
- Copy the ministry's regional manager in the Field Services Branch for your area.
- Inform the ministry via the email address above if the proposed date changes.

Note: The ministry will respond if the minister or another government representative will be attending the event and/or providing a quote for media materials. Please do not move forward with your communication or event until you have received a response from the ministry.

The ministry may also choose to issue its own news release about various project milestones. If the ministry chooses to do so, school boards, CMSMs and DSSABs, and/or community partners will be notified.

Key Contacts

If you have any questions or require additional information, please contact:

Contact	Subject Area
<p>Andrea Dutton, Director Capital Policy Branch (416) 500-8402 Andrea.Dutton@ontario.ca</p>	<ul style="list-style-type: none"> • Capital Planning • Capital Planning Capacity Funding • Community Planning & Partnership Guideline • Schools in Joint-Use Facilities (Policy)** • School Condition Assessment Program • School Renewal Allocation • School Condition Improvement • Proceeds of Disposition (Policy) • Pupil Accommodation Review Guideline • Disposition of Property
<p>Patrizia Del Riccio, Director (A) Capital Programs Branch (416) 885-2950 patrizia.delriccio@ontario.ca</p> <p>Note: on leave May-November 2025. Please contact Teuta Dodbiba during this period.</p>	<ul style="list-style-type: none"> • Capital Priorities Program • Child Care Capital Funding • Land Priorities Funding • Education Development Charges • School Board Leasing and Other Agreements • Acquisition of Property • Temporary Accommodation Allocation • Debt Service Costs**
<p>Mehul Mehta, Director School Board Advanced Support Branch (647) 448-3862 Mehul.Mehta@ontario.ca</p>	<ul style="list-style-type: none"> • Education Capital Information System

** - Both Capital Policy and Capital Programs Contact

Contact	Subject Area
<p>Teuta Dodbiba, Director (A) Business Operations Strategic Support Branch (647) 229-5613 teuta.dodbiba@ontario.ca</p>	<ul style="list-style-type: none"> • Design Standardization • Communications Protocol (including signage requirements and communication embargos)
<p>Ministry Capital Analysts</p>	<p><u>Capital Analysts</u></p>

Glossary

B	
Benchmark	A standard with which to measure performance.
C	
Capital Planning Capacity	A program that supports school boards in acquiring additional resources to undertake a range of capital planning-related activities.
Child Care Capital Funding	Funding provided that supports school-based child care capital projects which serve children aged 0 to 3.8 years, where there is a need for new child care construction or renovations to existing space.
Community Planning and Partnerships Guideline	To assist boards in establishing more facility partnerships, and to support effective planning with community partners regarding land-use and green space/park planning.
Core Education Funding (Core Ed)	Ongoing operating funding provided to school boards that recognizes the unique circumstances of students, schools, and school boards, resulting in each school board generating different funding amounts based on their particular factors.
Education Development Charges (EDCs)	A revenue source for eligible school boards that can be imposed on residential and non-residential development in defined areas to purchase land for new schools, to accommodate students coming from new housing development.

E	
Education Capital Information System (ECIS)	A database that tracks information about school board assets, programs and building occupancy. It is used for a variety of purposes within the ministry such as supporting decision and policy making.
L	
Land Priorities Grant	Funding provided to support the purchase of land and site preparation costs where the site is not eligible to be funded through Education Development Charges.
P	
Proceeds of Disposition (POD)	Revenue generated through the sale of school board properties.
Pupil Accommodation Review Guideline (PARG)	<p>A public consultation process regarding staff recommendations to trustees. Recommendations consider potential changes to family of schools and how to best support student achievement and make effective use of facilities and funding.</p> <p>The guideline provides a consultation framework for school boards to gather feedback from parents, guardians, and community members.</p>
S	
School Condition Assessment Program (SCAP)	An assessment program where non-invasive inspections of school facilities across the province are conducted.
School Consolidation Capital (SCC) Project	The investments that are intended to help school boards adjust their cost structure in response to reductions in Ministry funding that currently supports underutilized space and where needed, replace child care spaces that would be lost due to a school closure or address demand in a new school being built as part of a school consolidation project.

S	
School Condition Improvement (SCI)	A capital renewal program that allows school boards to revitalize and renew aged building components that have exceeded or will exceed their useful life cycle.
School Facilities Fund (SFF)	Addresses the costs of operating school facilities (heating, lighting, maintaining, and cleaning) as well as the costs of repairing and renovating schools. The SFF is comprised of the following allocations: School Operations Allocation, School Renewal Allocation, and Rural and Northern Education Allocation.
Schools in Joint-Use Facilities	Two or more school boards operating their respective (elementary/secondary) schools in a single facility and share space such as, classrooms, specialty classrooms, common areas or mechanical space.
School Renewal Allocation (SRA)	A multi-faceted program that allows school boards to revitalize and renew aged building systems and components.
School Renewal Funding	<p>Funding provided to school boards that supports the costs for maintaining and repairing school facilities.</p> <p>Includes School Renewal Allocation (SRA) and School Condition Improvement (SCI) funding.</p>
T	
Temporary Accommodation Allocation	Funding provided to school boards that may be used for portable moves, leases, and purchases, as well as for lease costs for permanent instructional space.

V	
VFA facility	A capital planning and management system that helps school boards create budgets for facilities maintenance, renovation, and capital projects.

SECTION 6: APPENDICES

Appendix A: Breakdown of Eligible Components under School Condition Improvement (SCI) and School Renewal Allocation (SRA)

Eligible Expenditures	SCI Restricted (70%)	SCI Unrestricted (30%)	SRA
Capital – Renew / Replace Components			
A. Substructure (e.g., foundations, basement walls)	Yes	Yes	Yes
B. Shell / Superstructure (e.g., roofs, exterior walls and windows)	Yes	Yes	Yes
C. Interiors (e.g., stairs, floor finishes, ceilings)	No	Yes	Yes
D. Services (e.g., plumbing, HVAC, fire protection and electrical)	Yes	Yes	Yes
E. Equipment & Furnishings (e.g., <u>fixed</u> items only)	No	Yes	Yes
F. Special Construction & Demolition (i.e., hazardous waste removal)	No	Yes	Yes
G. Building Sitework (e.g., parking lots, site lighting, pavements, site utilities)	No	Yes	Yes
Capital – Other			

Eligible Expenditures	SCI Restricted (70%)	SCI Unrestricted (30%)	SRA
Portables repair and retrofits	No	No	Yes (TA funds should be used first)
Additional portable purchase (i.e., adding to board inventory)	No	No	No
Program or accommodation related changes and retrofits (e.g., science labs converted into standard classroom)	No	No	Yes
New building enhancements: Non-renewal projects (e.g., accessibility, air conditioning, building automation systems, etc.)	No	No	Yes
Administrative facilities	No	No	No
Construction (e.g., changes to gross floor area or the replacement of existing building structures)	No	No	No
Service debt (SRA only for previously encumbered debt; no allowance for new debt)	No	No	No
Moveable furniture and equipment (e.g. vehicles, furniture, equipment, computer hardware and computer software)	No	No	No
Outdoor Education Centre	No	No	Maintenance, renewal and repair work only.

Eligible Expenditures	SCI Restricted (70%)	SCI Unrestricted (30%)	SRA
			Improvements require Minister’s approval.
Community partners	No (should operate on cost-recovery basis)		
Leased Site	Requires minister’s approval		
Operating			
Maintenance (e.g., costs incurred to service or maintain the tangible capital asset until the end of its estimated useful life)	No	No	Yes (with board- specific caps)

Appendix B: Project Commitment Process Framework

Note: Projects that have not transitioned to a Project Commitment must continue to follow the previous Capital Accountability Measures.

Project Commitment Process

As part of the ministry's Enhanced Accountability Capital Framework, a Project Commitment (PC) process has been developed to establish a clear pathway for project delivery and completion. The Project Commitment acts as a roadmap, defining key milestones and timelines to ensure projects remain on schedule and within budget. Additionally, it fosters collaboration between the board and the ministry throughout project implementation.

The attached Project Commitment Process outlines the critical milestones in the project life cycle and helps boards understand the necessary requirements at each stage of progress. The general premise of the process is not new, but rather streamlined to enhance efficiency.

Outlined in the chart below is the Project Commitment Process

Note: Reach out to your Capital Analyst for forms to support project commitment

Key Milestones and Required Actions

Milestone	Scenario	School Board Requirements for the Ministry	Ministry Action Items	Outcome
Site Acquisition	1. Project site owned when project approved	<input type="checkbox"/> N/A	<input type="checkbox"/> N/A	<input type="checkbox"/> Milestone in Project Commitment letter will indicate complete status when sent to the school board for signature
Site Acquisition (100% EDC)	2. Site Acquisition to be fully funded by EDC - Notification of Site Required	<input type="checkbox"/> Notification of Site Acquisition Form and other documents as listed in Capital Policy and Program Manual	<input type="checkbox"/> Review submitted materials <input type="checkbox"/> Follow-up questions, if required	<input type="checkbox"/> Ministry acknowledgement letter and amended Project Commitment (if applicable) to the school board for the acquisition or ministry to notify the board within 60 days of notification, not to proceed
	3. Site Acquisition Requiring Land Priorities- Site Notification and Funding Request	<input type="checkbox"/> Notification of Site Acquisition Form and other documents as listed in Capital Policy and Program Manual	<input type="checkbox"/> Review submitted materials <input type="checkbox"/> Follow-up questions, if required	<input type="checkbox"/> Ministry letter to the school board regarding response to proposed site acquisition and funding request and amendment to Project

Milestone	Scenario	School Board Requirements for the Ministry	Ministry Action Items	Outcome
Site Acquisition (Land Priorities)	Required			Commitment, if applicable.
Facility Space Template (FST) (Approved)	1. Approval confirmed via Original Funding Letter (new as of 2024-25 Appendix B)	N/A – Space template submitted in the original Capital Priorities submission approved	N/A	<input type="checkbox"/> Milestone in Project Commitment letter will indicate complete status when sent to the school board for signature
Facility Space Template (FST) (Not Approved)	2. Did not receive approval via Original Funding Letter	<input type="checkbox"/> Contact Capital Analyst to discuss outstanding issues and submit updated Space Template Form from Capital Priorities Business Case for approval <input type="checkbox"/> May require submission of other documents including schematic design and Class D cost consultant report, if project approved prior to 2023-24	<input type="checkbox"/> Review and provide response to approval request <input type="checkbox"/> Update status in ministry documents	<input type="checkbox"/> Email from Capital Analyst to School Board in response to FST request.
Site Plan Approval (SPA)	Confirmation of SPA	<input type="checkbox"/> Email to Capital Analyst when SPA is granted including conditional approval	<input type="checkbox"/> Update status in ministry documents	N/A
Pre-Tender Ministry Check-In Date (Within	1. Overall project budget (construction and soft costs) are within approved funding in the Project Commitment Letter	<input type="checkbox"/> Project Delivery Form: Pre-Tender Status <input type="checkbox"/> Cost Consultant Report (min 80% of design, Class A or B) <input type="checkbox"/> Detailed Designs <input type="checkbox"/> Capital Project Budget Form	<input type="checkbox"/> Review submitted materials	<input type="checkbox"/> School boards may proceed to tender once the signed attestation section of the Project Delivery Form: Pre-Tender Status has been submitted along with the required documentation. Ministry approval/confirmation

Milestone	Scenario	School Board Requirements for the Ministry	Ministry Action Items	Outcome
Budget)		(Former ATP Form) <input type="checkbox"/> Child Care Floor Plan Approval, if applicable		not required. <input type="checkbox"/> Ministry staff will follow-up if there are any issues with submitted information.
Pre-Tender Ministry Check-In Date (Not Within Budget)	2. Overall project budget (construction and soft costs) is NOT within approved funding in the Project Commitment Letter- Board requires additional funding including acknowledgement to apply EDC funds	<input type="checkbox"/> Project Delivery Confirmation Form: Pre-Tender Status <input type="checkbox"/> Cost Consultant Report (min 80% design, Class A or B) <input type="checkbox"/> Detailed Designs <input type="checkbox"/> Capital Project Budget Form (Former ATP Form) <input type="checkbox"/> Child Care Floor Plan Approval, if applicable	<input type="checkbox"/> Review submitted materials and prepare Ministry decision package <input type="checkbox"/> Follow-up questions, if required	<input type="checkbox"/> Ministry letter to school board with response to funding request and direction on tendering project <input type="checkbox"/> Amendment to Project Commitment, if funding request approved Note: if applicable, requests triggering \$50M budget threshold will require Treasury Board Approval prior to ministry providing direction to the school board
Tender Issue Date	Status Confirmation	<input type="checkbox"/> Update Capital Analyst via email	<input type="checkbox"/> Update Ministry Documents	<input type="checkbox"/> N/A
Post-Tender Ministry Check-In Date (Within budget)	1. Project budget based on tender results is within approved funding in the Project Commitment Letter	<input type="checkbox"/> Project Delivery Form: Post-Tender Status <input type="checkbox"/> Tender Bid Results <input type="checkbox"/> Capital Project Budget Form (Former ATP Form)	<input type="checkbox"/> Review submitted materials	<input type="checkbox"/> School boards may proceed to award tender once the signed attestation section of the Project Delivery Form: Post-Tender Status has been submitted. Ministry approval/confirmation not required. <input type="checkbox"/> Ministry staff will follow-up if there are any issues with submitted information.

Milestone	Scenario	School Board Requirements for the Ministry	Ministry Action Items	Outcome
Post-Tender Ministry Check-In Date (Not Within Budget)	2. Project budget based on tender results is NOT within approved funding in the Project Commitment Letter-Requires additional funding	<input type="checkbox"/> Project Delivery Form: Post-Tender Status <input type="checkbox"/> Tender Bid Results <input type="checkbox"/> Capital Project Budget Form (Former ATP Form) <input type="checkbox"/> Information on value engineering or other cost saving strategies applied	<input type="checkbox"/> Review submitted materials <input type="checkbox"/> Follow-up questions, if required	<input type="checkbox"/> Ministry letter to school board with response to funding request and direction on awarding tender <input type="checkbox"/> Amendment to Project Commitment, if applicable. Note: If applicable, requests triggering \$50M budget threshold will require Treasury Board approval prior to ministry providing direction to the school board
Substantial Completion Date	Status Confirmation	<input type="checkbox"/> Update Capital Analyst via email when attained	<input type="checkbox"/> Update Ministry Documents	N/A
Project Opening Date	Status Confirmation	<input type="checkbox"/> Update Capital Analyst via email on confirmed opening date	<input type="checkbox"/> Update Ministry Documents	N/A
Financial Close-Out	Final financial reconciliation of completed project (<i>Within 12 months of project opening date</i>)	<input type="checkbox"/> Financial Close-Out Ministry Form <input type="checkbox"/> Capital Project Budget Form (Former ATP Form)	<input type="checkbox"/> Review and follow-up questions with school board, if required	<input type="checkbox"/> If there are no amendment to the Project Commitment, email will be sent by the Capital Analyst to the school board confirming final review completion. <input type="checkbox"/> For changes to allocated funding, a ministry letter will be sent to the school board along with final Project Commitment Amendment