

## COMMITTEE OF THE WHOLE, BUDGET PUBLIC AGENDA

Tuesday, June 15, 2021, 7:00 pm  
Zoom Meeting

	<b>Pages</b>
1. Call to Order - Chair of Committee of the Whole, Budget <i>Continuation of the 9 June 2021 Committee of the Whole Budget Meeting</i>	
2. Approval of Agenda	
3. Delegations	
3.1. Katie Gibbs, re Funding Concerns-Safety of Students	1
4. Matters for Action	
4.1. Report 21-047, 2021-2022 Staff-Recommended Budget	3
a. Supplementary Information, Memo 21-077, 2021-2022 Staff-Recommended Budget Questions and Answers (Release 2)	60
b. Supplementary Information, Memo 21-083, 2021-2022 Staff-Recommended Budget Questions and Answers (Release 3)	76
c. Status of Budget Motion	96
d. Notice of Motion to Amend Budget:	
a. Amendment, Trustee Bell	97
5. New Business - Information and Inquiries	

## 6. Adjournment



# Creating a Culture...

## of Innovation, Caring and Social Responsibility.



### REGISTER TO BECOME A DELEGATE

Fostering a Culture of Caring

(Reference: [Ottawa-Carleton District School Board By-Laws and Standing Rules](#))

Individuals or groups are welcome to appear as a delegation to express their concerns, provide comments or ask questions on any matter within the mandate of the Board or Committee. In accordance with the Board's bylaws, delegations shall be permitted up to four (4) minutes to address the Board where the delegation has provided a written submission no later than 4:00 p.m. on the Thursday prior to the meeting. Delegations registering after the cutoff shall be granted two (2) minutes. All interested delegates must complete and submit the following form.

Once you have submitted your request, a member of the Board Services team will be in touch with you to confirm the delegation and provide the necessary meeting details and instructions.

If you have any questions regarding the delegation process please contact Nicole Guthrie, Manager of Board Services at [nicole.guthrie@ocdsb.ca](mailto:nicole.guthrie@ocdsb.ca)

Also, please note that the Board and Committee of the Whole meetings are video and audio recorded.

### Contact Information

**First Name:** \*

Katie

**Last Name:** \*

Gibbs

**Address:** \*

[REDACTED]

**Address 2:**

**City:** \*

Ottawa

**Province or Territory:** \*

Ontario

**Postal Code:** \*

[REDACTED]

(S0S 0S0)

**Phone Number:** \*

([REDACTED])

**Email Address:** \*

[REDACTED]

**Confirm Email Address:** \*

Please re-enter your email address.

[REDACTED]

### Delegation issue information

Fields marked with an \* are required

**Meeting Type:** \*

Committee of the Whole, Budget

**Meeting Date:** \*

6/15/2021

**Summary of issue/concern: \***

I am concerned that there does not appear to be new safety measures being planning for next school year to keep our children safe. And based on the OCDSB survey I'm concerned that the board might be planning to prematurely reduce some of the safety measures that are currently in place. It is very unlikely that young children will be fully vaccinated by September and there are new variants circulating that are much more contagious. The board needs to be planning now, and pushing the provincial government, to ensure that concrete measures are put in place to protect our kids next year and ensure that they have an uninterrupted school year.

**Recommendation(s) for resolution of issue: \***

Pushing the province to ensure that there is adequate funding for COVID-19 safety measures for the 2021-2022 school year.

**Date: \***

6/14/2021

*Personal Information as defined by the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) is collected under the authority of the Education Act and the Municipal Act, in accordance with the provisions of MFIPPA. Please be aware that your name and the summary of concern and remedies sought are subject to disclosure by way of publication of the agenda on the Board's website.*



## **COMMITTEE OF THE WHOLE (BUDGET)**

### **Report No. 21-047**

**1 June 2021**

### **2021-2022 Staff-Recommended Budget**

**Key Contact: Mike Carson, Chief Financial Officer, 613-596-8211 ext. 8881.**

### **PURPOSE:**

1. To present and seek approval of the 2021-2022 Staff-Recommended Budget.

### **CONTEXT:**

2. The District operates on a fiscal year that runs from 1 September to 31 August. Prior to the start of each fiscal year, and in compliance with the *Education Act*, the Board is required to approve a budget before the end of June that articulates how the District will use its resources to meet the needs of its students and the broader school community.

The Committee of the Whole Budget (COW Budget) has had several meetings this year that has helped to inform the process for the development of the 2021-2022 Staff-Recommended Budget. To date, the Committee has received an overview of the District's projected financial position for the current year, discussed the continuing challenges presented by the COVID-19 pandemic, considered risks that are relevant to the development of the budget and approved academic staffing recommendations. In addition, members of the Committee have expressed opinions regarding the priorities for the Ottawa-Carleton District School Board (OCDSB) in the coming year. In developing its recommendations, staff has considered those suggestions as well as input provided by principals, managers and others throughout the year.

The development of a budget is always complicated because of the necessity to rely on estimates. Line items for both revenues and expenses rely on the estimates of enrolment, general price increases and trends in staff recruitment and retention, and benefit costs. The capacity to use the accumulated surplus in balancing the budget also relies on forecasts of the current year's financial results. A conservative approach has been employed in establishing the budget recommendations.

For 2021-2022, the staff-recommended budget is mainly focused on maintaining services for students while continuing to manage the additional costs of measures designed to maintain safe and healthy schools and working environments as the effects of the pandemic continue. However, the budget also continues to include funds to support the work required for progress towards the achievement of the goals of the strategic plan. This will support:

- The continued need to support investments in technological devices given an expectation to maintain the enhancements to the inventory acquired during the current year;
- The recognition that important investments in staff must be made to support equity and inclusion objectives;
- The continued focus on reengagement with students and on supporting the mental health of students and staff; and
- The viability of the District's Extended Day Program (EDP) in light of the temporary reduction in rates of participation that have been experienced during the pandemic.

The 2019-2023 Strategic Plan, a copy of which is attached as Appendix A, has guided the development of the budget recommendations. Staffing enhancements are aligned to provide students with excellent learning opportunities reflective of the caring, supportive and innovative culture envisioned by the Board and to ensuring staff contributions to the learning environment are appropriately supported. The recommendations reflect the District's commitment to the responsible stewardship of environmental, human and financial resources. The continued use of the District's accumulated surplus is reflected in the recommendations in response to a number of unique circumstances.

### 3. Consideration of the Ministry's Budget Requirements

The Ministry of Education has provided initial guidance on its expectations for the coming year. As stated in Ministry Memo 2021:B07 Planning for the 2021-22 School Year, school boards are to operate elementary schools on a full-time, in-person basis with continued cohorting of classmates and their homeroom teacher. Secondary schools are expected to observe the general requirement that student schedules be limited to two in-person classes and that they will operate in a manner to limit student-to-student contact with an emphasis on cohorting. Further information regarding school operations is expected during the summer.

To further support student learning, the Ministry has provided supplemental funding to respond to continued challenges posed by the pandemic. The funds will support incremental student-focused staffing and will also be used to acquire consumable products such as personal protective equipment (PPE) and cleaning and disinfecting supplies. In addition, the Ministry of Consumer and Government Services will continue to provide additional PPE and essential supplies from its central inventory.

The recommended budget is designed to carry the District through to the fall when there will be better information available to review existing estimates and enrolment projections. In addition, staff anticipates that there may be additional announcements regarding revisions to the Grants for Student Needs (GSN) to support COVID-19-related costs and a safer return to school.

It is important to recognize that the Board is required to adopt a "compliant" budget by 30 June 2021. The *Education Act* allows the use of accumulated surplus to balance the operating budget, but it also restricts the use in any school year to 1.0% of the operating grants provided by the Ministry. In the case of the budget currently recommended by staff, the approval of the Minister will be required and staff is in the

process of obtaining that approval. The following excerpt from the *Education Act* highlights the budget requirements.

The *Education Act* states:

Board shall adopt estimates

232 (1) Every board, before the beginning of each fiscal year and in time to comply with the date set under clause (6) (c), shall prepare and adopt estimates of its revenues and expenses for the fiscal year. 2009, c. 34, Sched. I, s. 4.

Same

(2) Where final financial statements are not available, the calculation of any amount for the purposes of this Act or the regulations shall be based on the most recent data available. 2009, c. 34, Sched. I, s. 4.

Balanced budget

(3) A board shall not adopt estimates that indicate the board would have an in-year deficit for the fiscal year. 2009, c. 34, Sched. I, s. 4.

Exception

(4) Despite subsection (3), a board may adopt estimates for a fiscal year that indicate the board would have an in-year deficit for the fiscal year if,

(a) a regulation is made under subsection 231 (2) and the estimated in-year deficit would be equal to or less than the maximum amount determined in accordance with that regulation;

(b) the Minister has approved a deficit under clause 231 (1) (b) and the estimated in-year deficit would be equal to or less than the amount approved by the Minister;

(c) an in-year deficit is permitted as part of a financial recovery plan under Division C.1; or

(d) the board is subject to an order under subsection 230.3 (2) or 257.31 (2) or (3). 2009, c. 34, Sched. I, s. 4; 2019, c. 7, Sched. 20, s. 3.

Minister's approval

(5) In deciding whether to grant his or her approval for a fiscal year for the purpose of clause (4) (b), the Minister shall consider the factors set out in subsection 231 (3). 2009, c. 34, Sched. I, s. 4.

Should additional information arise regarding funding or the Ministry's requirement for a deficit elimination plan, members of COW Budget will be immediately advised.

## KEY CONSIDERATIONS:

### 4. Budget Risk

Annually, staff evaluates significant risk factors that could affect the following year's financial outcomes. Variability in projected enrolments (and consequently funding) is always considered, as well as assumptions around future cost pressures in response to unforeseen service needs. Key risks include:

- Enrolment variability;
- Fluctuations in revenues and expenses;
- Normal in-year budget pressures;
- Reduced capacity to support planned deficits; and
- The political environment.

Repercussions of the ongoing COVID-19 pandemic represent a continuing uncertainty that permeates all key risk areas. That said, the provincial initiative to ramp up the delivery of vaccinations, combined with the recent eligibility of adolescents to receive vaccinations, bodes well for the return to a more normal learning environment during the coming year.

### 5. Enrolment Variability

Student enrolment projections for the school year are one of the most critical elements affecting budget development. Enrolment is measured twice each year and reflected as average daily enrolment (ADE). The enrolment projections are based on trends, knowledge of changing municipal demographics and District initiatives such as the opening of new schools, boundary and program changes, as well as the opening of new schools by other school districts. On a system basis, enrolment projections have usually been close to 1.0% of actual enrolment; however, there can be larger school-by-school variances that can create staffing pressures or savings opportunities.

The COVID-19 pandemic has had a significant effect on enrolment in the current year. In fact, enrolment is expected to be 1,951 students less than that reflected in the 2020-2021 Budget. The main cause of the lower enrolment is the pandemic's effect on kindergarten enrolment and reduced immigration levels.

Although 2021-2022 is expected to improve over current year actuals, a cautious approach has been adopted when forecasting enrolment given the continuing uncertainty caused by the pandemic. The recommended budget shows projected 2021-2022 day school ADE of 72,978. This number represents an ADE decrease of 1,376 (1.85%) relative to the 2020-2021 budgeted ADE of 74,354. The projection aligns with the Ministry's expectation to plan for anticipated enrolment levels.

As the pandemic wanes and public confidence in resuming normal activities improves, it is expected that in-year enrolment will occur. Increased enrolment will be accompanied by additional funding and, potentially, additional student support costs. Should enrolment be greater than projected, staff would proceed with the mandatory teacher and early childhood educator (ECE) staffing required by the collective agreements and/or regulation. If necessary, a report identifying any additional required investments would be presented to COW during the 2021-2022 school year.



6. Fluctuations in Revenues and Expenses

The revenues and expenses in the recommended budget have been prepared based on recent experience and influenced by assumptions regarding both known and anticipated changes. For example, compensation costs will change as a result of modified staffing levels as well as the general wage increase for unionized staff provided for by collective agreements. Although the additional budget provisions are believed appropriate, there are always fluctuations in the actual staffing patterns as compared to the assumptions used for budget purposes. These fluctuations create variances that must be monitored on a continual basis in an effort to improve budget accuracy and to mitigate any adverse financial consequences.

7. Normal In-Year Budget Pressures

From time to time, departments and schools must respond to emerging needs not specifically provided for in the annual budget. In the past, the District has had to address pressing health, safety and student accommodation issues, provide additional staff resources to support students in special education programs and respond to extenuating weather-related maintenance needs that created spending pressures. Monitoring actual performance in relation to the Board's approved budget allows for the identification of opportunities to reallocate resources to meet such needs.

8. Reduced Capacity to Support Planned Deficits

In recent years, the District has used its accumulated surplus to support planned deficits. This is a strategic approach: It recognizes that there are often operational savings within budgets that result from in-year spending decisions. Budgeting for a small deficit provides an opportunity to meet student needs that may not otherwise be met. In addition, the accumulated surplus has been used to acquire portables given the growth of the student population. There is reduced capacity to support planned deficits as the accumulated surplus is drawn upon.

9. The Political Environment

Significant costs have been incurred by all levels of government in response to the pandemic. These costs include staff replacement and supports, additional costs for multi-faceted health needs and expanded requirements for PPE. Many of these pressures, which are expected to continue for some time to come, have been accompanied by significant revenue losses for each level of government as a result of the ensuing economic downturn.

These large deficits will have to be managed in future years. It can be expected that all levels of government will be looking for opportunities to reduce costs. It is likely that the District may have reduced funding at some point and this will translate into a need to identify savings in all areas of the District's services while continuing to respond to the needs of students and families.

10. Summary of Changes in the Operating Budget

Table 1 compares the total revenues and expenses for 2021-2022 with the current year. The deficit is expected to be \$14.3 million.

Table 1 - Comparison of Staff-Recommended Budget to Approved Budget

	2021-2022 Recommended Budget	2020-2021 Approved Budget	Decrease	Change
	\$	\$	\$	%
Revenues	995,997,568	996,537,510	(539,942)	0.05
Expenses	1,010,296,957	1,014,191,165	(3,894,208)	0.38
Deficit	(14,299,389)	(17,653,655)	(3,354,266)	

Appendix B presents a summary of planned expenses by funding envelope. The amounts shown in the summary are expanded upon in the subsequent sections.

11. Revenues

As illustrated in Table 1, a projected revenue decrease of \$539,942 is expected in 2021-2022. This is a modest decrease relative to the 2020-2021 Budget. The decrease reflects reduced grants resulting from anticipated lower enrolment, the effect of funding benchmark increases to support the 1.0% negotiated wage settlements established by collective agreements, and a significant decrease in EDP fees due to a temporary decrease in participation rates stemming from pandemic-related concerns.

The anticipated revenues from all sources are summarized in Appendix C; however, additional commentary on the effect of lower enrolment and program participation is warranted.

*Enrolment Estimates and Grants*

Enrolment estimates have a direct impact on various grants and in particular the Pupil Foundation Grant (PFG). This grant applies to students of the District under 21 years of age and excludes high credit and adult day school ADE. Table 2 shows that the District's PFG is expected to be \$4.6 million less than last year. The decrease would have been somewhat larger had the funding benchmarks not increased to reflect negotiated wage increases.

Table 2 - Effect of Decreased Average Daily Enrolment on Pupil Foundation Grant

	Enrolment (Pupils of the Board)			Pupil Foundation Grant		
	2021-22 Rcmd. Budget	2020-21 Budget	Change	2021-22 Recommended Budget	2020-21 Budget	Change
				\$	\$	\$
Elementary	49,362	50,894	(1,532)	274,092,287	280,580,230	(6,487,943)
Secondary	23,616	23,460	156	138,376,478	136,481,192	1,895,286
Total	72,978	74,354	(1,376)	412,468,765	417,061,422	(4,592,657)

Some notable increases to other grants are:

- The Indigenous Education grant is expected to provide close to \$1.9 million in additional revenue. The District's grant is comprised of a base amount to support the Board's action plan on Indigenous education, a per pupil amount reflective of the enrolment of Indigenous students and an Indigenous studies amount which provides funding based on student enrolment in qualifying secondary panel courses. The increase in funding relates primarily to Indigenous studies where 3,503 pupil credits are anticipated as compared to the 1,900 pupil credits assumed in last year's budget. The increase is attributable to enrolment in compulsory English credit courses which qualify for the supplemental funding;
- The Cost Adjustment and Teacher Qualifications and Experience allocation will increase by \$3.7 million. The increase reflects changes to the 2021-2022 funding benchmarks. It also accounts for the anticipated qualifications and experience of teachers for the coming year. The grant would have been even higher had the District required the same number of classroom teachers as it had in last year's budget; and
- The Declining Enrolment Adjustment allocation will provide \$718,857 in temporary funding. The funding is intended to mitigate the effect of lower enrolment and provides an opportunity for boards to respond to a change in funding levels.

#### *Extended Day Program*

EDP participation was strong prior to the onset of the pandemic. Unfortunately, a significant decrease in the number of students attending the program occurred following the outbreak and this is expected to continue into 2021-2022. Previously, the program was serving approximately 5,500 students but registration trends suggest that the number of students will decrease to close to 2,900 students. Accordingly, the revenue generated to support this not-for-profit operation is expected to decrease by \$9.4 million; however, the costs of the program have not decreased in direct proportion to revenues and an operating deficit of \$4.4 million is anticipated.

Staff believe that the EDP is an integral part of the District's Early Learning programs. In fact, it is highly integrated with the kindergarten program in that the ECEs who work in the EDP also spend a portion of their day working in kindergarten classes. Recognizing recent government commitments to increase investments in childcare in the coming years, the retention of qualified staff is extremely important. Furthermore, even though the current participation estimates are conservative in nature, it is expected that interest in the program will increase by the end of 2021-2022 as confidence in vaccine effectiveness is observed and the economy reopens.

Staff will continue to work with the Ministry and the City of Ottawa to secure funding to offset any revenue shortfall.

Additional information on the EDP budget is shown in the 2021-2022 Staff-Recommended Budget Binder.

## 12. Expenses

There has been significant discussion during COW Budget meetings around the importance of ensuring that resources are allocated in a manner that enhances the cultures of innovation, caring, and social responsibility as identified in the District's 2019-2023 Strategic Plan.

A key task when developing the annual budget is an assessment of how the limited resources can best be used to achieve the desired outcomes. The staff-recommended budget attempts to balance needs to:

- Align with the strategic priorities identified by the Board for improving student achievement and well-being;
- Meet Ministry, regulatory and collective agreement obligations related to the number and/or the nature of positions established by the District;
- Maintain, to the extent possible, existing core services and supports provided by teachers and support staff; and
- Prioritize services and supports for students who may be at risk, for students who have traditionally been underserved as a result of systemic barriers, and for students with the highest needs.

The net decrease in expenses for 2021-2022 in comparison to last year's approved budget is \$3.9 million.

The most significant cost adjustments relate to the level of academic staffing. Most of the adjustments were previously approved by the Board through Report 21-034, Academic Staffing Plan for 2021-2022. The reductions are primarily due to lower enrolment, although some refinements to staffing were made in response to the special education needs of students and confirmation of the use of the Supports for Students Fund (SSF) grants. In total, elementary staffing decreased by 93.39 FTE while secondary staffing decreased by 50.16 FTE. In addition, 6.0 FTE principal and vice-principal positions were added to staff Ottawa-Carleton Virtual Schools as the need to continue to provide this learning option was identified as a priority.

The staff-recommended budget also presents a number of changes to the staff complement. These include:

- Reductions in response to lower enrolment in the kindergarten programs and the EDP (-152.04 FTE);
- Formalizing as part of the complement a number of positions that provide support to Indigenous and transgender/gender diverse students (+4.0 FTE);
- Additional special education supports addressing both learning and mental health needs (+15.53 FTE);
- Augmenting central office staff in response to increased needs to support the system in the areas of human resources and labour relations (+7.0 FTE);
- Adding to the Facilities department complement of evening area supervisors to assist with workload balancing (+1.0 FTE); and
- A minor adjustment to the FTE count was identified during the reconciliation of the staff complement but has no financial impact (-1.71 FTE).

The recommendations, inclusive of those previously approved by the Board, reflect a net reduction of 263.77 FTE, which if fully approved, would decrease the staff complement to 8,106.40 FTE.

Other compensation adjustments are also reflected in the recommendations. Foremost of these is the cost of living adjustment established by collective agreements. Effective 01 September 2021, each agreement provides for an annual 1.0% wage increase while adjustments to the employer's contribution to benefit plans administered through employee life and health trusts range from 1.0% to 4.0%, annually. Additional adjustments relate to statutory benefit costs as well as to incremental costs that result from staff's movement on salary grids in response to increased qualifications and experience.

Last year, the Board approved a \$4.5 million provision in response to the evolving pandemic. The provision was made in anticipation of the need to implement enhanced cleaning protocols, the increased use of supplies and to be able to employ additional resources to ensure safe learning and work environments. Subsequent to the introduction of the provision, the Ministry provided a series of Priorities and Partnerships Fund (PPF) grants to address pandemic-related needs. The Ministry's early announcement of PPF grants totaling \$7.7 million to meet such needs has allowed staff to recommend that the provision be eliminated. This approach ensures that the funds are made available for other important priorities.

A significant non-cash adjustment totaling \$4.9 million is reflected in the staff-recommended budget. The adjustment relates to the tangible capital assets that are managed by the District. As a result of the increased capital investments that are projected to be completed by the end of 2021-2022, the net value of the asset portfolio is expected to increase. In accordance with accounting requirements, the amortization of an asset's value commences immediately upon completion of the capital project or upon acquisition of depreciable property. This accounts for the increased expenses that are shown. A similar increase in deferred capital contribution revenue has also been reported in the recommended budget.

The changes in expenses are summarized in Appendix D based on cost groupings. Appendix E expands on these changes with additional detail which includes explanations of how and/or why a change was recommended. Appendix F presents a comparative expense summary by program area.

### 13. Capital Budget

The 2021-2022 capital budget is a high-level spending plan that identifies the cumulative amount of planned spending by funding source. Total capital spending authorization is expected to be \$119.8 million.

Use of funding identified as education development charges (EDC), school condition improvement (SCI), and the school renewal allocation (SRA) have either been previously approved by the Board with expected completion in 2021-2022 or are subject to further Board approval. Such approvals may be submitted individually (e.g., land acquisition) or be identified as part of the Facilities department's comprehensive capital spending program.

Of the total capital budget, \$7.5 million has been identified to acquire physical assets such as furniture, equipment and computers. These assets, commonly referred to as minor tangible capital assets (MTCA), are supported by the use of GSN funding that has been set aside for such investments. If not used during the school year, the GSN funds identified for MTCA will be redirected to support operating costs in accordance with Ministry requirements. Acquisitions using MTCA are subject to procurement limits and processes authorized by Board policy.

Table 3 summarizes the anticipated capital spending capacity as presented in the 2021-2022 Staff-Recommended Budget.

Table 3 - Capital Spending Capacity by Funding Source (amounts in millions)

	Ministry Grants	MTCA Funding	EDC	Total
	\$	\$	\$	\$
Capital Priorities	44.5	-	-	44.5
Resilience Infrastructure Stream (CVRIS)	5.5	-	-	5.5
Land (Development Charges)	-	-	2.3	2.3
School Renewal	9.9	-	-	9.9
School Condition Improvement	50.1	-	-	50.1
Furniture and Equipment	-	7.5	-	7.5
	110.0	7.5	2.3	119.8

Almost all capital funding sources have strict guidelines on the types of eligible expenses that may be incurred. For example, EDC are collected solely for the acquisition and/or servicing of land for new schools or for major renovations to existing schools. Similarly, school boards are required to direct 70% of their SCI funding to address major building components (e.g., foundations, roofs, windows) and systems (e.g., plumbing and heating, ventilation and air conditioning). The remaining 30% of SCI funding can be used to address the above listed building components or, alternatively, building interiors and surrounding site components (e.g., utilities, parking and pavements). SCI spending is restricted to depreciable assets and must also be reported to the Ministry in its prescribed format. Other capital grants have similar restrictions.

The most flexible funding source is the MTCA allocation established using the GSN operating allocation. The use of the funding is highly flexible in that any unused money can be used for any operating need, but it is also the only grant funding specifically identified for the acquisition of furniture and equipment, including computers.

#### 14. Accumulated Surplus

An accumulated surplus is the excess of revenues over expenses that has resulted over time.

The *Education Act* allows the Board to use its accumulated surplus to balance its operating budget, but it also restricts the use in any school year to 1.0% of the operating grants provided by the Ministry. This amount is \$8.8 million for 2021-2022.

Approval to use accumulated surplus in excess of this amount must be obtained from the Ministry.

Table 4 presents the components of accumulated surplus and shows the anticipated use and alignment of the projected 2021-2022 net operating deficit of \$14.3 million. The District's recommended budget deficit is almost double that permitted without additional approval. The Ministry has been advised of the circumstances underlying the increased reliance on the accumulated surplus and a formal application will be submitted requesting Ministry approval of the additional funds.

Table 4 - Accumulated Surplus Available for Compliance

	Projected as at 31 Aug 2022	Projected as at 31 Aug 2021	Change increase (decrease)
	\$	\$	\$
Available for compliance			
Restricted-committed capital	8,465,360	8,866,534	(401,174)
Internally appropriated			
Extended Day Program	(9,983,493)	(5,337,264)	(4,646,229)
Budgets carried forward	1,700,000	1,700,000	-
Business Systems	500,000	500,000	-
Contingencies	5,000,000	5,000,000	-
Unappropriated	1,138,738	10,390,724	(9,251,986)
	6,820,605	21,119,994	(14,299,389)

The most recent forecast presented to COW Budget was used as the basis for projecting the accumulated surplus available at 31 August 2021.

15. In-Year Deficit Elimination Plan

The Ministry normally requires that a board approve a deficit elimination plan when a district is projecting an adjusted in-year deficit. The plan would identify how the deficit would be eliminated within two fiscal years; however, this requirement has been suspended for the 2021-2022 school year.

## RESOURCE IMPLICATIONS:

16. For 2021-2022, the recommended budget reflects positive changes in the level of services for students while also addressing a number of one-time pressures relating to the COVID-19 pandemic.

The budget contains previously approved adjustments in the number of teachers in response to lower enrolment, more specialized classes for students with special needs, increases to supports in Learning Support Services including additional educational assistants and additional staffing to address the ongoing behavioural and mental health issues that impact students.

The 2021-2022 Staff-Recommended Budget anticipates continued use of the District's accumulated surplus in an amount that exceeds the level specifically authorized by the *Education Act*. This amount, commonly referred to as the 1.0% compliance limit, restricts its use to \$8.8 million. Additional Ministry authorization to use the accumulated surplus to support District operations is required.

## COMMUNICATION/CONSULTATION ISSUES:

17. Staff has continued to take into account the advice received from COW Budget, Board advisory committees, principals and other staff. Information regarding pandemic-related challenges received from Ottawa Public Health, the Ministry and other organizations has also been considered as part of the overall budget recommendations. As in past years, recommendations have been guided by the Board's strategic plan.

The remaining scheduled meeting dates for COW Budget are as follows:

1 June 2021	Presentation of the 2021-2022 Staff-Recommended Budget
9 June 2021	Delegations/questions/budget debate
15 June 2021	Delegations/questions/budget debate, recommendation
21 June 2021	Board approval

Provision has been made for a Special Board meeting to immediately follow the 15 June 2021 COW Budget meeting, once a recommendation has been approved.

The District website includes a landing page for financial information with quick links to both the current budget and budgets for prior years. Relevant supporting information such as budget questions and answers is also available. The webpage has been updated so that focus is placed on the development of the 2021-2022 Staff-Recommended Budget. Access to all public documents, such as budget reports and presentations, is easily obtained from the webpage.

As has been done in the past, an email link for budget questions and comments has been established. While individual responses are not always possible, every effort is made to respond to questions in a timely manner.

## STRATEGIC LINKS:

18. The 2019-2023 Strategic Plan focuses on creating a culture of social responsibility that continues to foster responsible stewardship of financial resources. The Board's stewardship of the District's financial resources continues to be one of its primary functions and the budget will set the operating plan for the coming year. An effective debate leading to approval of the budget is a cornerstone of sound governance practice. The progress made in rebuilding its accumulated surplus, and continuing to enhance services to students is a credit to the efforts of the entire District. This has allowed the OCDSB to develop a budget that mitigates some of the immediate impacts of this year's funding challenges and financial demands, allowing time for a more complete review of how to move forward in the face of anticipated resource reductions in future years.



## RECOMMENDATIONS:

- A. THAT the unconsolidated 2021-2022 operating budget of \$1,010.3 million as presented in Report 21-047, 2021-2022 Staff-Recommended Budget and detailed in the 2021-2022 Staff-Recommended Budget Binder be approved, subject to Ministry authorization to use the accumulated surplus in the amount required to balance the budget; and
- B. THAT the 2021-2022 capital budget of \$119.8 million as presented in the 2021-2022 Staff-Recommended Budget Binder, be approved.

---

Mike Carson  
Chief Financial Officer

---

Camille Williams-Taylor  
Director of Education and Secretary  
of the Board

## APPENDICES

- Appendix A – 2019-2023 Strategic Plan
- Appendix B – Enveloping by Program Area
- Appendix C – Comparative Summary of Grants and Other Revenues
- Appendix D – Summary of Changes in Operating Expenses
- Appendix E – Explanations of Changes in Operating Expenses
- Appendix F – Comparative Summary of Operating Expenses by Program Area



# Educating for Success — Inspiring Learning, Developing Well-Being and Building Social Responsibility

Recognizing that learning, well-being and equity are the core of our work, our strategic plan is focused on building a culture that supports and engages students, staff and community. Our new plan has three key objectives —

to create a Culture of Innovation, a Culture of Caring, and a Culture of Social Responsibility. Each objective has one of three goals — one with a student focus, one with a staff focus and one with a system focus.

These goals are supported by strategies that will guide our work; outcomes that describe the change we want to happen; and key performance indicators that will help us to measure our progress.

## Culture of Innovation

*We will build a learning community where innovation and inquiry drive learning.*



### Goals

- Champion high learning expectations for all students in all programs;
- Promote collaborative environments which foster innovation and creativity; and
- Modernize instruction and administrative processes.

### Desired Outcomes:

#### For Students

- ♦ Improved student achievement;
- ♦ Increased graduation success in all pathways;
- ♦ Increased sense of relevance and motivation for students;

#### For Staff

- ♦ Increased capacity to support personalization of learning;
- ♦ Increased leadership capacity; and

#### For System

- ♦ Improved business processes and efficiency.

### Strategies:

- ♦ Establish targets for student achievement;
- ♦ Provide professional learning and tools to support quality instruction and collaboration;
- ♦ Create conditions to support creativity, innovation and evidence-based practice;

- ♦ Modernize learning and enhance student experience; and
- ♦ Optimize resources and technology to modernize business processes.

## Culture of Caring

*We will advance equity and a sense of belonging to promote a safe and caring community.*



### Goals

- Prioritize the dignity and well-being of students in inclusive and caring classrooms;
- Champion and nurture a safe, caring and respectful workplace; and
- Build authentic engagement with and among our communities.

### Desired Outcomes:

#### For Students

- ♦ Improved equity of access, opportunity and outcomes;
- ♦ Improved student well-being;
- ♦ Enhanced student safety;

#### For Staff

- ♦ Improved employee well-being;
- ♦ Improved employee engagement;

#### For System

- ♦ Increased parent voice;
- ♦ Increased community partnerships; and
- ♦ More representative workforce.

### Strategies:

- ♦ Provide learning opportunities and resources to support student well-being;
- ♦ Foster conditions to improve workplace safety and employee well-being;
- ♦ Enhance communications and develop mechanisms to build employee engagement; and
- ♦ Build system capacity to support parent and family engagement at the classroom, school and district levels.

## Culture of Social Responsibility

*We will strengthen our community through ethical leadership, equitable practice, and responsible stewardship.*



### Goals

- Remove barriers to equity of access, opportunity, and outcomes;
- Model responsive and ethical leadership and accountability; and
- Foster progressive stewardship of the environment, and human and financial resources.

### Desired Outcomes:

#### For Students

- ♦ Improved social and emotional skills;
- ♦ Increased student voice;
- ♦ Improved student behaviour;
- ♦ Reduced disproportionate representation;

#### For Staff

- ♦ Improved leadership capacity;
- ♦ Improved employee engagement and recognition;

#### For System

- ♦ Improved decision-making;
- ♦ Improved governance practices; and
- ♦ Improved environmental practice and reduction in greenhouse gas emissions.

### Strategies:

- ♦ Support and encourage the development of our Exit Outcomes and life skills in all students;
- ♦ Build leadership capacity and succession plans;
- ♦ Build system capacity in environmental stewardship, resource allocation and risk management; and
- ♦ Collect and use data to inform instructional practice, policy, and decision making.

## EXIT OUTCOMES — What we want for our graduates

### CHARACTERISTICS

### SKILLS

Appendix A  
to Report 21-047

Goal-oriented Innovative/Creative Collaborative Globally Aware Resilient Ethical Decision-makers Digitally Fluent Academically Diverse Effective Communicators Critical Thinkers



**Ottawa-Carleton District School Board**  
2021-2022 Staff-Recommended Budget  
Enveloping by Program Area

Appendix B  
to Report 21-047

	Grants and Other Revenues	Expenses	Difference
	\$	\$	\$
Instruction	617,718,589	608,512,383	9,206,206
Instruction - Special Education	119,556,309	135,212,706	(15,656,397)
Continuing Education	11,956,476	10,858,323	1,098,153
Transportation	45,427,091	46,281,675	(854,584)
Facilities/Learning Environment	93,377,024	96,686,209	(3,309,185)
Central Administration	22,717,599	22,585,633	131,966
Amortization	61,291,245	61,684,727	(393,482)
Staff Secondments	6,396,000	6,746,708	(350,708)
Net Interest Charges for Debt and Capital Works	6,828,185	6,353,314	474,871
Extended Day and Child Care Programs	10,729,050	15,375,279	(4,646,229)
<b>Total</b>	<b>995,997,568</b>	<b>1,010,296,957</b>	<b>(14,299,389)</b>

**2021-2022 Staff Recommended Budget**  
Comparative Summary of Grants and Other Revenues

Appendix C  
to Report 21-047

	2021-22 Budget	Budget minus PY Budget	Change from PY	2020-21 Budget	2020-21 Rev Est
	\$	\$		\$	\$
<b>GSN Operating Allocations</b>					
Pupil Foundation-ADE only	412,468,765	(4,592,657)	-1.1%	417,061,422	405,544,297
School Foundation	53,818,017	(508,807)	-0.9%	54,326,824	53,218,856
Special Education	102,354,193	(786,744)	-0.8%	103,140,937	101,284,253
Language	37,052,541	405,224	1.1%	36,647,317	34,154,917
Rural and Small Community Allocation	197,457	(237)	-0.1%	197,694	197,694
Learning Opportunity (includes mental health leader)	19,603,746	(510,160)	-2.5%	20,113,906	19,165,469
Adult Education, Continuing Ed, Summer School	7,088,686	100,753	1.4%	6,987,933	7,086,031
Cost Adjustment / Teacher Qualifications and Exp.	82,864,015	3,710,975	4.7%	79,153,040	80,761,250
ECE Qualifications and Experience Allocation	4,150,167	373,237	9.9%	3,776,930	3,948,159
New Teacher Induction Program (NTIP)	545,811	(129,689)	-19.2%	675,500	569,709
Restraint Savings (Regulatory)	(279,158)	-	0.0%	(279,158)	(279,158)
Transportation	43,402,687	(134,789)	-0.3%	43,537,476	43,126,921
Administration and Governance	19,736,396	(568,580)	-2.8%	20,304,976	19,954,744
School Operations	79,250,803	(696,326)	-0.9%	79,947,129	78,073,683
Community Use of Schools	1,063,885	(9,640)	-0.9%	1,073,525	1,073,525
Declining Enrolment Adjustment	718,857	718,857	n/a	-	3,547,090
Indigenous Education Allocation	4,921,521	1,867,042	61.1%	3,054,479	4,196,307
Mental Health and Well-Being (Safe and Accepting)	2,787,934	218,343	8.5%	2,569,591	2,535,942
Supports for Students Fund	6,871,859	-	0.0%	6,871,859	6,871,859
Program Leadership	1,091,687	93,384	9.4%	998,303	998,303
Permanent Financing of NPF (Board 55 Trust)	2,523,115	-	0.0%	2,523,115	2,523,115
Support for COVID-19 Outbreak Allocation	-	-	n/a	-	711,084
	882,232,984	(449,814)	-0.1%	882,682,798	869,264,050
<b>GSN Capital Allocations and Revenue Adjustments</b>					
School Renewal (Operating)	5,087,333	-	0.0%	5,087,333	5,087,333
Interest on Capital Projects (OFA)	4,305,070	(196,193)	-4.4%	4,501,263	4,337,575
Temporary Accommodation	1,495,911	267,441	21.8%	1,228,470	1,228,470
Deferred Revenue - Special Education	(904,858)	49,656	-5.2%	(954,514)	(1,422,520)
Deferred Revenue - Minor Tangible Capital Assets	(7,521,342)	5,240,923	-41.1%	(12,762,265)	(13,961,475)
Trustees' Association Fee	57,394	14,078	32.5%	43,316	43,316
Net GSN Revenue Deferrals and Transfers	884,752,492	4,926,091	0.6%	879,826,401	864,576,749
<b>Non-GSN Revenues</b>					
Priorities and Partnerships Funds	2,968,083	342,682	13.1%	2,625,401	3,020,226
COVID Response Grants	7,683,486	2,311,046	43.0%	5,372,440	33,088,717
Other Provincial Grants (LBS, ESL, OYAP))	2,879,771	9,114	0.3%	2,870,657	2,887,600
Ontario Works, Breakfast Program	1,653,271	(70,868)	-4.1%	1,724,139	1,777,971
Federal Grants (LINC)	2,406,887	(79,759)	-3.2%	2,486,646	2,199,000
Investment Income	800,000	-	0.0%	800,000	800,000
Community Use and Facility Rentals	4,045,000	(1,328)	0.0%	4,046,328	1,330,000
Extended Day Program Fees	8,449,941	(9,438,778)	-52.8%	17,888,719	6,683,063
Child Care Centre Fees	1,807,664	16,664	0.9%	1,791,000	1,439,653
Staff on Loan (Compensation Recoveries)	6,396,000	125,332	2.0%	6,270,668	6,270,668
Miscellaneous Revenue-Realizable	3,724,678	(41,157)	-1.1%	3,765,835	3,753,491
OCENET Student Fees	6,268,450	(155,650)	-2.4%	6,424,100	5,281,650
OCENET (capital return / facilities fee)	470,600	(370,200)	-44.0%	840,800	1,071,900
Solar Power Generation	400,000	(50,000)	-11.1%	450,000	400,000
Manulife Benefits Surplus-One Time Revenue	-	(3,250,000)	n/a	3,250,000	2,425,000
	49,953,831	(10,652,902)	-17.6%	60,606,733	72,428,939
Deferred Capital Contributions (re Amortization)	61,291,245	5,186,869	9.2%	56,104,376	55,791,721
<b>Revenues for Compliance Purposes</b>	995,997,568	(539,942)	-0.1%	996,537,510	992,797,409

**Ottawa-Carleton District School Board**  
**2021-2022 Staff-Recommended Budget**  
Summary of Changes in Operating Expenses

Appendix D  
to Report 21-047

						FTE	\$
Approved 2020-2021 Budget						8,370.17	1,014,191,166
Contractual Changes							
Salary Increases							7,011,118
Net Increase in Statutory Benefits							3,227,814
Cost of Progression on Grids							9,159,416
Increase in Employee Life and Health Trust							1,397,512
							20,795,860
Changes in Costs - Appendix A							
A1	Provision for academic staff to meet emerging needs						1,072,585
A2	Workplace Safety and Insurance Board Actuarial Adjustment						(2,163,091)
A3	Change in Compensation Base Including Salary Differential						744,685
A4	Covid-19 Response Fund						(4,471,791)
A5	Principal and Vice-Principal Staff Replacement Provision						500,000
A6	Trustee Association Fees						14,078
A7	Occasional Teachers and Educational Assistants Staff Replacement Provision						1,000,000
							(3,303,534)
Changes in Grants, PSAB and Legislation - Appendix B							
B1	Priorities and Partnerships Fund						(2,861,474)
B2	Continuing Education						(50,576)
B3	Amortization on Capital Assets						4,919,901
B4	Public Sector Accounting Board (PSAB) Benefit Adjustment						(83,053)
B5	Specialized Equipment Amount (SEA)						(19,016)
B6	OCENET - Contractual Services						(504,142)
B7	Ottawa Student Transportation Authority (OSTA) - Net change in projection						(1,962,146)
B8	Debentures & Long-Term Loans						(222,700)
B9	Change in Secondments						156,040
							(627,166)
Staffing: Board Decisions - Appendix C							
		General Instruction		Spec Ed/Central			
		FTE	Amount	FTE	Amount	FTE	
C1	Elementary Academic Staffing	(91.49)	(9,914,680)	(1.90)	(209,555)	(93.39)	(10,124,235)
C2	Secondary Academic Staffing	(51.83)	(5,716,227)	1.67	186,900	(50.16)	(5,529,327)
C3	School Administration	6.00	844,075	-	-	6.00	844,075
		(137.32)	(14,786,832)	(0.23)	(22,655)	(137.55)	(14,809,487)
Recommended Changes in Staffing - Appendix D							
						FTE	
D1	Schools and Learning Support Services					15.53	1,195,602
D2	Facilities and Learning Environment					1.00	118,705
D3	Administration					7.00	663,744
D4	Extended Day and Infant-Toddler-Preschool Child Care Program Administration					2.00	234,227
D5	Indigenous and Transgender/Gender Diverse Supports					4.00	353,972
D6	Kindergarten and EDP Enrolment-Based Changes					(154.04)	(7,373,704)
D7	Reconciling Adjustments					(1.71)	-
						(126.22)	(4,807,454)
Recommended Changes in Operating Budgets - Appendix E							
E1	Breakfast Program						24,022
E2	Conversion of Priorities and Partnerships Fund to Grants for Student Needs						420,932
E3	Changes in Operating Budget for the Extended Day Program						(1,587,382)
E4	Internally Funded Translation Services						50,000
E5	Cross-Departmental Savings						(50,000)
							(1,142,428)
Total Increase in Operating Expenses						(263.77)	(3,894,209)
Recommended 2021-2022 Budget						8,106.40	1,010,296,957

**Ottawa-Carleton District School Board**  
**2021-2022 Staff-Recommended Budget**

Appendix E  
to Report 21-047

Explanations of Changes in Operating Expenses

Appendix Ref	Area of Investment	FTE			Amount
		Required by Regulation or Agreement	Board Decision	Total	

The academic staffing plan has two components. The first component is staffing to meet regulated class size requirements or obligations included in the underlying collective agreement for the bargaining unit.

The second component reflects Board decisions that allocate staff resources in alignment with the strategic plan. As discussed in the academic staffing report, all discretionary positions are reviewed to ensure that the area of focus continues to be relevant with recommended changes being prioritized to areas of need. Recent investments focused on English as a Second Language, special education, Indigenous Education and the priority area of Innovation in support of high learning expectations in all programs, including special education programs.

Subsequent to the approval of academic staffing, the need to create a system class was identified and the additional teaching complement is reflected in the staff-recommended budget.

C1	Elementary Academic Staffing	(91.49)	(1.90)	(93.39)	(10,124,235)
C2	Secondary Academic Staffing	(52.00)	1.84	(50.16)	(5,529,327)
D1	Elementary Academic Staffing	-	1.19	1.19	112,724
D7	Academic Staffing	-	(1.71)	(1.71)	-
		(143.49)	(0.58)	(144.07)	(15,540,838)

The increase in the complement of principals and vice-principals was presented as part of the academic staffing report. The positions added are in support of the Ottawa-Carleton Virtual (OCV) schools. One principal and two vice-principals will be assigned to each school.

C3	Principals and Vice-Principals	-	6.00	6.00	844,075
----	--------------------------------	---	------	------	---------

The District's kindergarten classes are supported by educator teams that include teachers and early childhood educators (ECEs), regardless of class size. The reduced complement reflects the lower enrolment in the kindergarten program and, accordingly, a lower number of kindergarten classes in the coming year. In addition, staff employed to meet the need of the Extended Day Program (EDP) also work to support the kindergarten program. Reduced EDP staffing also has an effect on the staff assigned to kindergarten classes.

D6	Early Childhood Educators	(32.00)	-	(32.00)	(1,724,477)
D6	Early Childhood Educators (EDP Shared)	-	(23.36)	(23.36)	(1,258,870)
		(32.00)	(23.36)	(55.36)	(2,983,347)

A number of new positions are reflected in the staff-recommended budget to support students. The positions are aligned with equity, inclusion and student success.

D1	Student Support Coordinator-Woodroffe	-	1.00	1.00	69,665
D5	Transgender/Diversity Support Coordinator		1.00	1.00	87,006
D5	Indigenous Student Graduation Coach		2.00	2.00	179,971
D5	Indigenous Student Support Coordinator		1.00	1.00	86,995
		-	5.00	5.00	423,637

**Ottawa-Carleton District School Board**  
**2021-2022 Staff-Recommended Budget**

Appendix E  
to Report 21-047

Explanations of Changes in Operating Expenses

Appendix Ref	Area of Investment	FTE			Amount
		Required by Regulation or Agreement	Board Decision	Total	

Significant investments in special education supports have been made in recent years. The staff-recommended budget includes adjustments to reflect the addition of a new specialized class for students with developmental disabilities, recommends the addition of itinerant educational assistants (EAs) who will promote student well-being and mental health at secondary sites, and provides for additional mental health, student development, reengagement support.

D1	Educational Assistants - Specialized Classes	-	2.00	2.00	118,158
D1	Educational Assistants - Itinerant	-	6.00	6.00	354,474
D1	Social Worker	-	2.00	2.00	204,780
D1	Psychologist	-	1.00	1.00	107,608
D1	Occupational Therapist	-	1.00	1.00	101,398
D1	Applied Behavioural Analyst Coordinator	-	0.34	0.34	24,990
D1	Speech-Language Pathologist	-	1.00	1.00	101,805
		-	13.34	13.34	1,013,213

The EDP operates on a fee for service, not-for-profit basis. The approved staffing complement, which aligns with mandated staffing levels for the program, was reduced to reflect lower enrolment. A cautious approach to staffing the positions has been taken given the uncertainty regarding the level of participation that the COVID-19 pandemic has caused.

D6	Early Childhood Educators	-	(53.64)	(53.64)	(2,828,524)
D6	Early Learning Assistants	-	(43.04)	(43.04)	(1,598,110)
D4	Program Supervisory Staff	-	2.00	2.00	234,227
D6	Child Care Centres	-	(2.00)	(2.00)	36,277
		-	(96.68)	(96.68)	(4,156,130)

A review of operational requirements to support the system has identified needs to augment the staff in central departments, and most notably, in the areas of Labour Relations (LR) and Human Resources (HR). The case manager would support students and their families by facilitating access to external support services while the investigations advisor would assist with enhancing student safety by promptly investigating allegations of professional misconduct. The other positions reflect increased volumes of work that must be managed in support of the system.

D2	Evening Area Supervisor	-	1.00	1.00	118,705
D3	LR-Case Manager -1	-	1.00	1.00	118,534
D3	LR-Investigations Advisor-1	-	1.00	1.00	105,005
D3	HR-Wellness Disability Management Coord-1	-	1.00	1.00	93,831
D3	HR-Wellness Coordinator-1	-	1.00	1.00	93,831
D3	HR Administrator	-	1.00	1.00	84,302
D3	HR-Compensation Specialist-1	-	1.00	1.00	104,037
D3	FN-Payroll Administrator	-	1.00	1.00	64,204
		-	8.00	8.00	782,449
Total Staffing Approvals		(175.49)	(88.28)	(263.77)	(19,616,941)

**Ottawa-Carleton District School Board**  
**2021-2022 Staff-Recommended Budget**  
 Explanations of Changes in Operating Expenses

Appendix E  
 to Report 21-047

Appendix Ref	Area of Investment	FTE			Amount
		Required by Regulation or Agreement	Board Decision	Total	

A cost of living increase, applicable to both wages and benefits, was incorporated into the central agreements between OPSBA, the Crown and the federations (OSSTF and ETFO). Similar adjustments are available for union exempt employees. The cost increase applicable to 2021-2022 is included in the budget to ensure financial capacity to address the resulting obligations.

Contracts	Compensation adjustments (contractual increases, increments, benefits)	20,795,860
A3	Change in compensation base and salary differential	744,685
		<u>21,540,545</u>

A provision for emerging academic staffing needs was approved as part of the academic staffing recommendations. It was created to ensure that unexpected requirements could be quickly responded to. There has also been continued pressure on staff replacement costs. The recommended increases in the budgets for temporary staffing will ensure that funds are set aside to support these costs.

A1	Provision for academic staff to meet emerging needs	1,072,585
A5	Principal and Vice-Principal Staff Replacement	500,000
A7	Occasional Teachers and Educational Assistants Staff Replacement	1,000,000
		<u>2,572,585</u>

The District is obligated to pay eligible employees a retirement gratuity when they terminate employment. Obligations also exist in cases where the Workplace Safety and Insurance Board has determined a liability exists in regards to a workplace injury. These obligations are subject to an annual actuarial review. The costs are influenced by various factors including changes in the rates of interest used in valuation calculations and obligations related to awards. The amounts reflect the actuarial reductions in the liability for these benefits.

B4	Actuarial Valuation of Employee Future Benefits (Gratuities)	(83,053)
A2	Actuarial Valuation of Workplace Safety and Insurance Board Obligations	(2,163,091)
		<u>(2,246,144)</u>

As a result of the increased capital investments that are projected to be completed by the end of 2021-2022, the net value of the asset portfolio is expected to increase. In accordance with accounting requirements, the amortization of an asset's value commences immediately upon completion of the capital project or upon acquisition of depreciable property. This accounts for the increased expenses that are shown.

B3	Increased Tangible Capital Assets Amortization Expense	4,919,901
----	--	-----------



**Ottawa-Carleton District School Board**  
**2021-2022 Staff-Recommended Budget**  
 Explanations of Changes in Operating Expenses

Appendix E  
 to Report 21-047

Appendix Ref	Area of Investment	FTE			Amount
		Required by Regulation or Agreement	Board Decision	Total	

The District has benefitted from the enrolment of international students over the past number of years. The students contribute to a diverse school community and foster an appreciation of other world cultures. The COVID-19 pandemic has resulted in a significant reduction in enrolment which will result in lower revenues. There are corresponding decreases in administrative fees paid by the District to the Ottawa-Carleton Education Network (OCENET).

B6	Reduced OCENET Administrative Fees	(504,142)
----	------------------------------------	-----------

Last year, the Board approved a provision in response to the evolving pandemic. The provision was made in anticipation of the need to implement enhanced cleaning protocols and the increased use of supplies and to be able to employ additional resources to ensure safe learning and work environments. Subsequent to the introduction of the provision, the Ministry provided a series of Priorities and Partnerships Fund (PPF) grants to address pandemic-related needs. The Ministry's early announcement of PPF grants totaling \$7.7 million to meet such needs has allowed staff to recommend that the provision be eliminated.

A4	Provision for COVID-Related Expenses and Adjustments	(4,471,791)
----	--	-------------

The District receives grants for specific purposes including those supported by the Ministry through its PPF. The funding recognized is directly tied to the expenses incurred. The recommended budget reflects a net reduction in the level of funding confirmed for the year; however, as in past years, additional funding announcements are anticipated during 2021-2022 and will be reflected in financial updates. Other adjustments are reflected in the table including a significant reduction related to EDP which recognizes the lower enrolment that is expected.

A6	Trustee Association Collective Bargaining Fees (OPSBA)	14,078
B1	Net Reduction in Programs Supported by Priorities and Partnerships Funds	(2,861,474)
B2	Net Reduction in Continuing Education Programs	(50,576)
B5	Increased use of Special Equipment Allocation Funding	(19,016)
E1	Breakfast Program	24,022
E2	Transfer of Priorities and Partnerships Funds to GSN (SHSM & ASSD)	420,932
E3	Reduction in EDP Casual Staffing, Supplies and Services Budgets	(1,587,382)
		<u>(4,059,416)</u>

**Ottawa-Carleton District School Board**  
**2021-2022 Staff-Recommended Budget**  
 Explanations of Changes in Operating Expenses

Appendix E  
 to Report 21-047

Appendix Ref	Area of Investment	FTE			Amount
		Required by Regulation or Agreement	Board Decision	Total	

Transportation of the District's students is provided by the Ottawa Student Transportation Authority (OSTA). The OSTA Board has approved a budget reflecting costs relating to compensation, supplies and rental expenses, and the cost of student transportation contracts. The cost decrease does not reflect incremental spending that will be generated by the COVID-19 grant.

B7	Transportation Contracts	(1,962,146)
----	--------------------------	-------------

A review of operating budget provisions during the year has allowed for the internal redistribution of \$50,000 to increase translation services in support of the Roadmap on Indigenous, Equity and Human Rights. In addition, the retirement of debt obligations will result in a \$222,700 reduction in debt service costs relative to the current year.

E4	Cross-Departmental Operating Savings	(50,000)
E5	Internally Funded Translation Services	50,000
B8	Debt Charges	(222,700)
		(222,700)

At times, District staff may take assignments in other organizations. The individual remains an employee of the Board during the assignment and costs are recovered from the host organization. The costs for individuals participating in such arrangements are expected to increase in 2021-2022

B9	Increased Staff Secondments	156,040
----	-----------------------------	---------

<b>Total Increase in Operating Expenses</b>		<b>(3,894,209)</b>
---	--	--------------------

**Ottawa-Carleton District School Board**  
**Comparative Summary of Operating Expenses by Program Area**  
**2021-2022 Staff-Recommended Budget**

Appendix F  
to Report 21-047

EXPENSE CATEGORY	2021-22			2020-21				
	Budget	Variance		Budget	Revised Estimates	Year End Forecast	Variance	
		Budget minus PY Budget	Change from PY Budget				Year End minus Budget	Change from Budget
<b>In \$ Millions</b>								
<b>Instruction</b>								
Salaries and Benefits	690.5	3.9	0.6%	686.6	694.8	698.4	11.9	1.7%
Salaries and Benefits (Occasional Teachers)	18.6	1.3	7.3%	17.4	23.4	22.1	4.7	27.0%
Staff Development, Supplies and Services	26.7	(3.3)	-11.1%	30.1	30.5	19.5	(10.6)	-35.2%
Fees, Contractual and Rentals	7.9	(0.4)	-5.3%	8.4	8.6	13.5	5.1	61.4%
<b>Instruction Sub-Total</b>	<b>743.7</b>	<b>1.4</b>	<b>0.2%</b>	<b>742.3</b>	<b>757.2</b>	<b>753.4</b>	<b>11.1</b>	<b>1.5%</b>
<b>Continuing Education</b>								
Salaries and Benefits	9.9	(0.1)	-0.5%	10.0	9.7	9.7	(0.2)	-2.3%
Staff Development, Supplies and Services	0.5	-	0.0%	0.5	0.5	0.8	0.3	68.0%
Fees, Contractual and Rentals	0.5	-	0.0%	0.5	0.5	0.5	-	0.0%
<b>Continuing Education Sub-Total</b>	<b>10.9</b>	<b>(0.1)</b>	<b>-0.5%</b>	<b>10.9</b>	<b>10.7</b>	<b>11.0</b>	<b>0.1</b>	<b>1.0%</b>
<b>Transportation</b>								
Salaries and Benefits	1.4	0.1	4.2%	1.3	1.3	1.4	0.1	11.3%
Staff Development, Supplies and Services	0.3	(0.1)	-26.8%	0.5	2.3	2.3	1.9	408.1%
Fees, Contractual and Rentals	44.6	(0.6)	-1.2%	45.1	38.3	36.1	(9.1)	-20.1%
<b>Transportation Sub-Total</b>	<b>46.3</b>	<b>(0.6)</b>	<b>-1.3%</b>	<b>46.9</b>	<b>41.9</b>	<b>39.9</b>	<b>(7.1)</b>	<b>-15.0%</b>
<b>School Facilities</b>								
Salaries and Benefits	55.8	1.5	2.8%	54.2	56.9	56.6	2.4	4.4%
Staff Development, Supplies and Services	25.0	(1.5)	-5.5%	26.4	29.5	31.2	4.7	17.9%
Fees, Contractual and Rentals	9.0	-	0.0%	9.0	9.0	9.0	-	0.0%
Other/Temporary Pupil Accommodation	1.9	-	0.0%	1.9	3.0	3.0	1.1	56.9%
Interest Charges on Capital	3.8	(0.2)	-5.5%	4.1	4.1	4.1	-	0.0%
School Facilities Renewal Expense	5.1	-	0.0%	5.1	6.3	6.3	1.2	23.8%
<b>School Facilities Sub-Total</b>	<b>100.5</b>	<b>(0.2)</b>	<b>-0.1%</b>	<b>100.7</b>	<b>108.7</b>	<b>110.1</b>	<b>9.4</b>	<b>9.4%</b>
<b>Central Administration</b>								
Salaries and Benefits	18.6	0.9	5.3%	17.7	18.0	18.7	1.0	5.6%
Staff Development, Supplies and Services	2.1	-	0.0%	2.1	2.1	2.3	0.2	10.1%
Fees, Contractual and Rentals	1.9	0.1	2.8%	1.8	1.9	1.2	(0.6)	-35.8%
<b>Central Administration Sub-Total</b>	<b>22.6</b>	<b>1.0</b>	<b>4.6%</b>	<b>21.6</b>	<b>21.9</b>	<b>22.2</b>	<b>0.6</b>	<b>2.6%</b>
<b>Other</b>								
Extended Day Program Compensation	12.6	(4.6)	-26.6%	17.1	12.1	12.1	(5.0)	-29.0%
Extended Day Program Supplies/Int Svcs	0.7	(0.6)	-46.9%	1.4	0.7	0.7	(0.7)	-48.6%
Child Care Program Compensation	1.9	0.0	1.9%	1.9	1.9	1.9	(0.0)	-1.2%
Child Care Program Supplies/Int Svcs	0.1	-	0.0%	0.1	0.1	0.1	(0.0)	-7.4%
Recoverable Compensation (Secondments)	6.7	0.2	2.4%	6.6	6.6	6.6	-	0.0%
COVID Response, Legal Provisions	-	(5.4)	-100.0%	5.4	0.2	3.2	(2.1)	n/a
Fifty-Five Board Trust (Capital and Interest)	2.5	-	0.0%	2.5	2.5	2.5	-	0.0%
<b>Other Sub-Total</b>	<b>24.6</b>	<b>(10.4)</b>	<b>-29.6%</b>	<b>35.0</b>	<b>24.2</b>	<b>27.2</b>	<b>(7.8)</b>	<b>-22.3%</b>
<b>Amortization</b>								
Ministry Approved Projects	61.3	5.2	9.2%	56.1	55.8	55.8	(0.3)	-0.6%
Board Approved Projects	0.4	(0.3)	-40.4%	0.7	0.5	0.5	(0.2)	-31.2%
<b>Amortization Sub-Total</b>	<b>61.7</b>	<b>4.9</b>	<b>8.7%</b>	<b>56.8</b>	<b>56.2</b>	<b>56.2</b>	<b>(0.5)</b>	<b>-0.9%</b>
<b>Grand Total</b>	<b>1,010.3</b>	<b>(3.9)</b>	<b>-0.4%</b>	<b>1,014.2</b>	<b>1,020.9</b>	<b>1,020.0</b>	<b>5.8</b>	<b>0.6%</b>



# 2021-2022

# Staff-Recommended Budget

01 June 2021

Revised 4 June 2021

- Page 4 - Net Enveloping - Table
- Page 28 - Special Education - Revenues and Expenditures
- Page 31 - Learning Support Services - Financial Summary

# Table of Contents

Content	Page #	Content	Page #
<b>Comparative Budget Summary</b>	3	<b>Revenues</b>	
<b>Net Enveloping - Table</b>	4	a) Grants for Student Needs	25
<b>Summary of Changes in the Expense Budget</b>		b) Non Grants and Reserves	26
a) Changes in the Expense Budget	5	<b>Capital Budget</b>	27
b) Appendix A & B - Changes in Costs and Grants	6	<b>Special Education</b>	
c) Appendix C - Board Decisions: Academic Staffing - Elementary	7	a) Revenues and Expenditures	28
d) Appendix C - Board Decisions: Academic Staffing - Secondary	8	b) Comparative Staffing	29
e) Appendix C - Board Decisions: Administrative Staffing	9	c) Positions funded by COVID - Priorities Partnerships Funds	30
f) Appendix D - Recommended Changes in Staffing	10	d) Learning Support Services - Financial Summary	31
g) Appendix E - Recommended Changes in Operations	12	<b>Salary Differential</b>	32
<b>Average Daily Enrolment - Table</b>		<b>Extended Day Program and Infant, Toddler &amp; Preschool Program</b>	33
a) Table	13	<b>English as a Second Language</b>	34
b) Chart	14		
<b>Staffing</b>			
a) Staffing by Full-Time Equivalency Summary Table	15		
b) Staffing by Full-Time Equivalency Chart	16		
c) Staffing Changes by Union Affiliation	17		
d) Comparative Full-Time Equivalency (FTE) Staffing	21		

# Comparative Budget Summary

	2020-2021 Approved Budget	2021-2022 Recommended Budget
<b>Revenues</b>		
Grants for Student Needs, Capital Grants and Deferred Capital Contributions	\$ 935,332,112	\$ 945,572,291
Priorities and Partnerships Fund and Other Revenues	35,554,574	39,696,226
Ministry Funding for COVID	5,372,440	-
<b>Board Programs:</b>		
Extended Day Program and Infant, Toddler & Preschool Childcare Program	20,278,384	10,729,051
<b>Total Revenues</b>	<b>\$ 996,537,510</b>	<b>\$ 995,997,568</b>
<b>Expenditures</b>		
<b>By Funding Envelope:</b>		
Instruction	\$ 742,329,120	\$ 743,725,088
Continuing Education	10,908,889	10,858,323
Transportation	46,901,818	46,281,675
Facilities / Learning Environment	96,614,211	96,686,209
Central Administration	21,600,432	22,585,633
Amortization	56,764,826	61,684,727
<b>Other:</b>		
Extended Day Program and Infant, Toddler & Preschool Childcare Program	20,532,768	15,375,279
Debt Repayment	6,576,014	6,353,314
Staff on Loan	6,590,648	6,746,708
COVID Expenditures	5,372,440	-
<b>Total Expenditures</b>	<b>\$ 1,014,191,166</b>	<b>\$ 1,010,296,957</b>
<b>Projected Surplus (Shortfall)</b>	<b>\$ (17,653,656)</b>	<b>\$ (14,299,389)</b>

Use of Reserves	2020-2021 Approved Budget	2021-2022 Recommended Budget
<b>Appropriated Reserves</b>		
Amortization on Board Approved Capital Projects	\$ 660,451	\$ 401,174
Other Operating and Capital Needs	16,993,205	13,898,215
<b>Total Use of Reserves</b>	<b>\$ 17,653,656</b>	<b>\$ 14,299,389</b>

Numbers may not add due to rounding



# Net Enveloping - Table

## Summary

	Grants and Other Revenues	Approved Expenditures	Difference
Instruction	\$ 616,439,756	\$ 608,512,382	\$ 7,927,374
Instruction - Special Education	120,835,142	135,212,706	(14,377,564)
Continuing Education	11,956,476	10,858,323	1,098,153
Transportation	45,427,091	46,281,675	(854,584)
Facilities/Learning Environment	93,377,024	96,686,209	(3,309,185)
Central Administration	22,717,599	22,585,633	131,966
Amortization	61,291,245	61,684,727	(393,482)
Staff Secondments	6,396,000	6,746,708	(350,708)
Net Interest Charges for Debt and Capital Works	6,828,185	6,353,314	474,871
Extended Day and Child Care Programs	10,729,050	15,375,279	(4,646,229)
<b>Total</b>	<b>\$ 995,997,568</b>	<b>\$ 1,010,296,957</b>	<b>\$ (14,299,389)</b>

*Numbers may not add due to rounding*



# Summary of Changes in the Expense Budget

<b>Approved 2020-2021 Budget</b>		<b>\$1,014,191,166</b>
<b>Contractual Changes</b>		
	Salary Increases (Provincially Negotiated and Funded by Province)	\$ 7,011,118
	Net Increase in Statutory Benefits	3,227,814
	Cost in Progression on Grids	9,159,416
	Increase in Employee Life and Health Trust (Funded by Province)	1,397,512
	<b>Sub-Total</b>	<b>\$ 20,795,859</b>
<b>Changes in Costs - Details on Appendix A</b>		
	<b>Sub-Total</b>	<b>\$ (3,303,535)</b>
<b>Changes in Grants, Public Sector Accounting Board (PSAB) &amp; Legislation - Details on Appendix B</b>		
	<b>Sub-Total</b>	<b>\$ (627,166)</b>
<b>Board Decisions: Academic Staffing - Details on Appendix C</b>		
	Elementary Teachers	\$ (209,555)
	Elementary Teachers - Impact of Average Daily Enrolment (ADE) based changes	(8,776,805)
	Elementary Teachers - Collective Agreements / Legislative based changes	(1,137,875)
	Administration - Schools	844,075
	Secondary Teachers	205,649
	Secondary Teachers - Impact of Average Daily Enrolment (ADE) based changes	(5,734,976)
	Elementary Teachers - Collective Agreements / Legislative based changes - Net	-
	<b>Sub-Total</b>	<b>\$ (14,809,487)</b>
<b>Recommended Changes in Staffing - Details on Appendix D</b>		
	Schools & Learning Support Services	\$ 1,195,602
	Facilities and Learning Environment	118,705
	Administration	663,744
	Extended Day and Infant Toddler Program	234,227
	Mid-Year Changes	353,972
	Impact of Average Daily Enrolment (ADE) based changes	(7,373,704)
	<b>Sub-Total</b>	<b>\$ (4,807,453)</b>
<b>Recommended Changes in Operating Budgets - Details on Appendix E</b>		
	<b>Sub-Total</b>	<b>\$ (1,142,428)</b>
<b>Recommended 2021-2022 Budget</b>		<b>\$1,010,296,957</b>

Numbers may not add due to rounding





# Appendix A & B - Changes in Cost & Changes in Grants Page 31 of 97

## Changes in Costs - Appendix A

Description	Amount
Academic staff to meet emerging unanticipated needs	\$ 1,072,585
Workplace Safety Insurance Board Liability Actuarial Adjustment	(2,163,091)
Change in Compensation Base Including Salary Differential	744,685
Removal of COVID Provision	(4,471,791)
Replacement Staff for Principals and Vice-Principals	500,000
Trustee Association Fees	14,078
Replacement Staff for Occasional Teachers and Educational Assistants	1,000,000
<b>Total</b>	<b>\$ (3,303,535)</b>

*Numbers may not add due to rounding*

## Changes in Grants, PSAB and Legislation - Appendix B

Description	Amount
Priorities and Partnerships Fund	\$ (2,861,474)
Continuing Education	(50,576)
Amortization on Capital Assets	4,919,901
Employee Future Benefits Liability Actuarial Adjustment	(83,053)
Specialized Equipment Amount (SEA)	(19,016)
OCENET - Contractual Services	(504,142)
Ottawa Student Transportation Authority (OSTA) - Net change in projection	(1,962,146)
Debentures & Long Term Loans	(222,700)
Change in Secondments	156,040
<b>Total</b>	<b>\$ (627,166)</b>

*Numbers may not add due to rounding*

# Appendix C – Board Decisions on Staffing

## Board Decisions: - Elementary Academic Staffing

Position Description	Board Approval	Teachers General Instruction		Teachers Special Education		Total	
		FTE	Amount	FTE	Amount	FTE	Amount
Net Increase in Specialized Program Classes	30-Mar-21	-	\$ -	4.76	\$ 524,990	4.76	\$ 524,990
Increase in Learning Support Consultants	30-Mar-21	-	-	2.00	220,584	2.00	220,584
Decrease in Learning Resource Teachers	30-Mar-21	-	-	(5.50)	(606,606)	(5.50)	(606,606)
Increase in Teachers - Hearing and Visual	30-Mar-21	-	-	0.50	55,146	0.50	55,146
Decrease in Teachers - Learning Disabilities Specialized Intervention Program	30-Mar-21	-	-	(4.76)	(524,990)	(4.76)	(524,990)
Hearing and Visual Teachers - Reconcile to Actual	30-Mar-21	-	-	1.10	121,321	1.10	121,321
<b>Sub-Total</b>		<b>0.00</b>	<b>\$ -</b>	<b>(1.90)</b>	<b>\$ (209,555)</b>	<b>(1.90)</b>	<b>\$ (209,555)</b>
Average Daily Enrolment (ADE) based changes	30-Mar-21	(80.99)	\$ (8,776,805)	-	\$ -	(80.99)	\$ (8,776,805)
Collective Agreement / Legislative based changes	30-Mar-21	(10.50)	(1,137,875)	-	-	(10.50)	(1,137,875)
<b>Total</b>		<b>(91.49)</b>	<b>\$ (9,914,680)</b>	<b>(1.90)</b>	<b>\$ (209,555)</b>	<b>(93.39)</b>	<b>\$ (10,124,235)</b>

Numbers may not add due to rounding



Board Decisions: Secondary Academic Staffing							
Position Description	Board Approval	Teachers General Instruction		Teachers Special Education		Total	
		FTE	Amount	FTE	Amount	FTE	Amount
Decrease in Teachers - Implementation of Merivale HS IB Program	30-Mar-21	(0.83)	\$ (91,539)	-	\$ -	(0.83)	\$ (91,539)
Increase in Instructional Coaches (Board Motion 27 October 2020)	27-Oct-20	1.00	110,288	-	-	1.00	110,288
Net Increase in Specialized Program Classes	30-Mar-21	-	-	1.67	186,900	1.67	186,900
<b>Sub-Total</b>		<b>0.17</b>	<b>\$ 18,749</b>	<b>1.67</b>	<b>\$ 186,900</b>	<b>1.84</b>	<b>\$ 205,649</b>
Average Daily Enrolment (ADE) based Changes	30-Mar-21	(52.00)	\$ (5,734,976)	-	\$ -	(52.00)	\$ (5,734,976)
Collective Agreement / Legislative based changes - Net	30-Mar-21	-	-	-	-	-	-
<b>Sub-Total</b>		<b>(52.00)</b>	<b>\$ (5,734,976)</b>	<b>-</b>	<b>\$ -</b>	<b>(52.00)</b>	<b>\$ (5,734,976)</b>
<b>Total</b>		<b>(51.83)</b>	<b>\$ (5,716,227)</b>	<b>1.67</b>	<b>\$ 186,900</b>	<b>(50.16)</b>	<b>\$ (5,529,327)</b>
<b>Total Academic Staff</b>		<b>(143.32)</b>	<b>\$ (15,630,907)</b>	<b>(0.23)</b>	<b>\$ (22,655)</b>	<b>(143.55)</b>	<b>\$ (15,653,562)</b>

Numbers may not add due to rounding



## Board Decisions: School Administration

Position Description	Board Approval	Schools		Central Support		Total	
		FTE	Amount	FTE	Amount	FTE	Amount
Increase in Secondary Principals	30-Mar-21	1.00	\$ 152,271	-	\$ -	1.00	\$ 152,271
Increase in Elementary Principals	30-Mar-21	1.00	144,686	-	-	1.00	144,686
Increase in Secondary Vice-Principals to support OCV Schools	30-Mar-21	2.00	276,788	-	-	2.00	276,788
Increase in Elementary Vice-Principals to support OCV Schools	30-Mar-21	2.00	270,330	-	-	2.00	270,330
<b>Total</b>		<b>6.00</b>	<b>\$ 844,075</b>	<b>-</b>	<b>\$ -</b>	<b>6.00</b>	<b>\$ 844,075</b>

Numbers may not add due to rounding

## Summary of Recommended Changes and Board Decisions

Position Description	General Instruction		Special Education Central Support		Total	
	FTE	Amount	FTE	Amount	FTE	Amount
Elementary Academic Staffing	(91.49)	\$ (9,914,680)	(1.90)	\$ (209,555)	(93.39)	\$ (10,124,235)
Secondary Academic Staffing	(51.83)	(5,716,227)	1.67	186,900	(50.16)	(5,529,327)
School Administration	6.00	844,075	0.00	-	6.00	844,075
<b>Total</b>	<b>(137.32)</b>	<b>\$ (14,786,832)</b>	<b>(0.23)</b>	<b>\$ (22,655)</b>	<b>(137.55)</b>	<b>\$ (14,809,487)</b>

Numbers may not add due to rounding



# Appendix D – Recommended Changes in Staffing

Description	FTE	Amount
<b>Schools &amp; Learning Support Services</b>		
Student Support Coordinator - Woodroffe High School	1.00	\$ 71,212
LSS - Social Workers	2.00	204,780
LSS - Psychologist	1.00	107,608
LSS - Applied Behaviour Analyst Coordinator	0.34	24,990
LSS - Occupational Therapist	1.00	101,398
LSS - Speech Language Pathologist	1.00	101,805
LSS - Itinerant Educational Assistants	6.00	354,474
LSS - Developmental Disability Class - Elementary Teacher	1.19	111,177
LSS - Developmental Disability Class - Educational Assistants	2.00	118,158
<b>Sub-Total</b>	<b>15.53</b>	<b>\$ 1,195,602</b>
<b>Facilities and Learning Environment</b>		
Evening Area Supervisor	1.00	\$ 118,705
<b>Sub-Total</b>	<b>1.00</b>	<b>\$ 118,705</b>
<b>Administration</b>		
Case Manager - Labour Relations	1.00	\$ 118,534
Investigations Advisor - Labour Relations	1.00	105,005
Wellness Disability Management Coordinator - Human Resources	1.00	93,831
Wellness Coordinator - Human Resources	1.00	93,831
Human Resources Administrator	1.00	84,302
Compensation Specialist - Human Resources	1.00	104,037
Payroll Administrator - Finance	1.00	64,204
<b>Sub-Total</b>	<b>7.00</b>	<b>\$ 663,744</b>

Numbers may not add due to rounding



# Appendix D – Recommended Changes in Staffing

Description	FTE	Amount
<b>Extended Day and Infant Toddler Program Mid Year Changes</b>		
Extended Day Program - Program Lead Supervisor	1.00	\$ 120,303
Extended Day Program - Program Supervisor	1.00	113,924
<b>Sub-Total</b>	<b>2.00</b>	<b>\$ 234,227</b>
<b>Other Mid-Year Changes</b>		
Transgender/Gender Diversity Support Coordinator	1.00	\$ 87,006
Indigenous Student Graduation Coach - Inuit/Metis	2.00	179,971
Indigenous Student Support Coordinator - Reconciling Item	1.00	86,995
<b>Sub-Total</b>	<b>4.00</b>	<b>\$ 353,972</b>
<b>Average Daily Enrolment (ADE) based Changes</b>		
Early Childhood Educators - Core Program	(55.36)	\$ (2,983,347)
Early Childhood Educators - Extended Day Program	(53.64)	(2,828,524)
Early Learning Assistants - Extended Day Program	(43.04)	(1,598,110)
Infant Toddler Program - Support Staff (Net change in group with impact of other cost adjustments)	(2.00)	36,277
<b>Sub-Total</b>	<b>(154.04)</b>	<b>\$ (7,373,704)</b>
<b>Total</b>	<b>(124.51)</b>	<b>\$ (4,807,453)</b>

Numbers may not add due to rounding



# Appendix E – Recommended Changes in Operations

Page 37 of 97

Description	Amount
<b>Support to Schools and District</b>	
Breakfast Program	\$ 24,022
Conversion of Priorities and Partnerships Funds to Grants for Student Needs	420,932
Change in Operating Budget for the Extended Day Program.	(1,587,382)
Translation for Roadmap for Indigenous, Equity and Human Rights (Internally funded \$50,000)	-
<b>Total</b>	<b>\$ (1,142,428)</b>

*Numbers may not add due to rounding*



# Average Daily Enrolment - Table

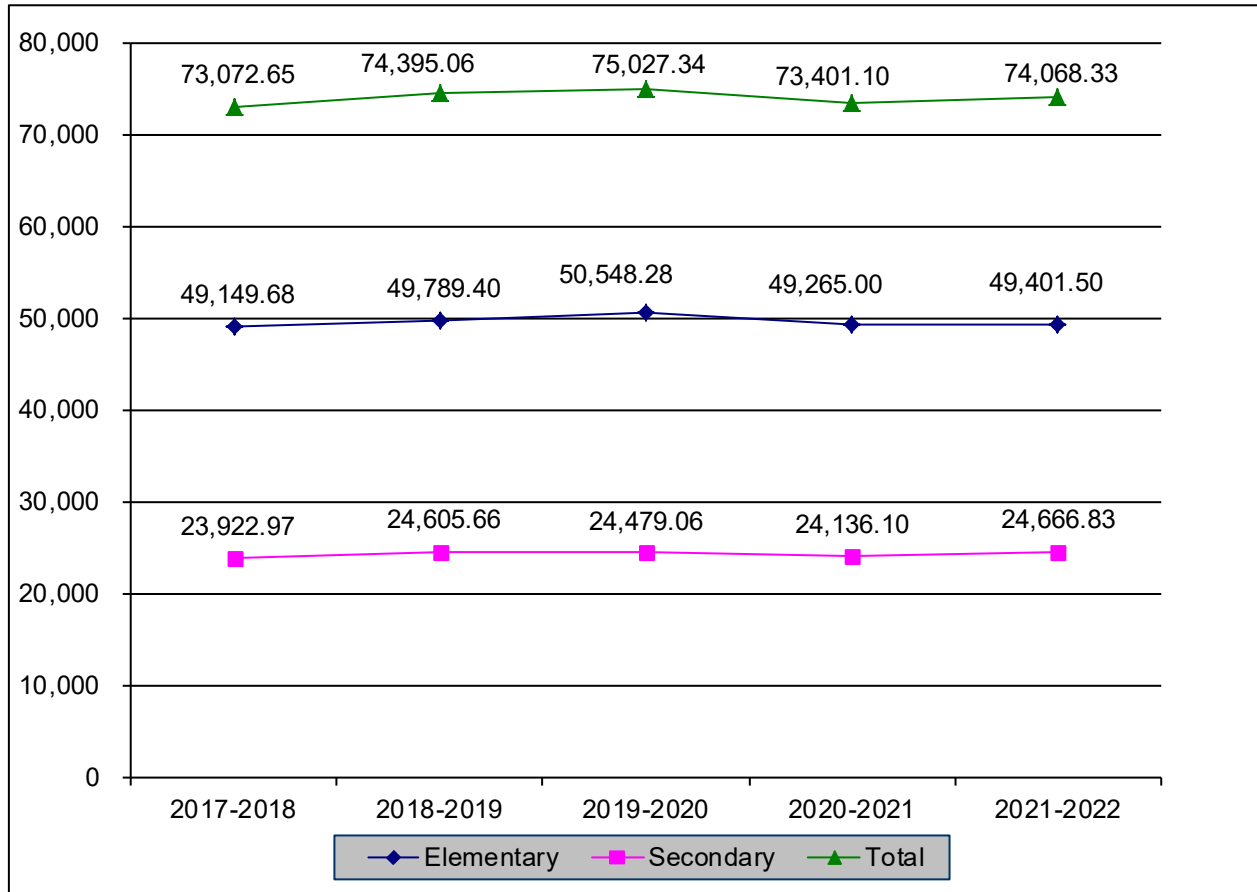
	2017-2018 Actual	2018-2019 Actual	2019-2020 Actual	2020-2021 Revised	2021-2022 Projection
<b>Elementary Students</b>					
Junior Kindergarten	4,502.59	4,523.78	4,451.00	3,797.00	4,037.00
Senior Kindergarten	4,697.70	4,774.14	4,855.23	4,524.00	4,343.00
Grades 1 to 3	14,796.35	14,920.95	15,077.19	14,881.50	14,879.00
Grades 4 to 8	25,094.04	25,504.03	26,096.36	26,034.50	26,103.50
<b>Sub-Total</b>	<b>49,090.68</b>	<b>49,722.90</b>	<b>50,479.78</b>	<b>49,237.00</b>	<b>49,362.50</b>
Tuition Paying	59.00	66.50	68.50	28.00	39.00
<b>Total Elementary Students</b>	<b>49,149.68</b>	<b>49,789.40</b>	<b>50,548.28</b>	<b>49,265.00</b>	<b>49,401.50</b>
<b>Secondary Students</b>					
Under age 21	22,350.70	22,922.31	22,966.62	23,186.79	23,636.83
Age 21 and over	827.02	897.35	772.13	614.31	626.00
<b>Sub-Total</b>	<b>23,177.72</b>	<b>23,819.66</b>	<b>23,738.75</b>	<b>23,801.10</b>	<b>24,262.83</b>
Tuition Paying	745.25	786.00	740.31	335.00	404.00
<b>Total Secondary Students</b>	<b>23,922.97</b>	<b>24,605.66</b>	<b>24,479.06</b>	<b>24,136.10</b>	<b>24,666.83</b>
<b>Grand Total</b>	<b>73,072.65</b>	<b>74,395.06</b>	<b>75,027.34</b>	<b>73,401.10</b>	<b>74,068.33</b>

Numbers may not add due to rounding





# Average Daily Enrolment – Chart



# Staffing by Full-Time Equivalency (FTE) Chart

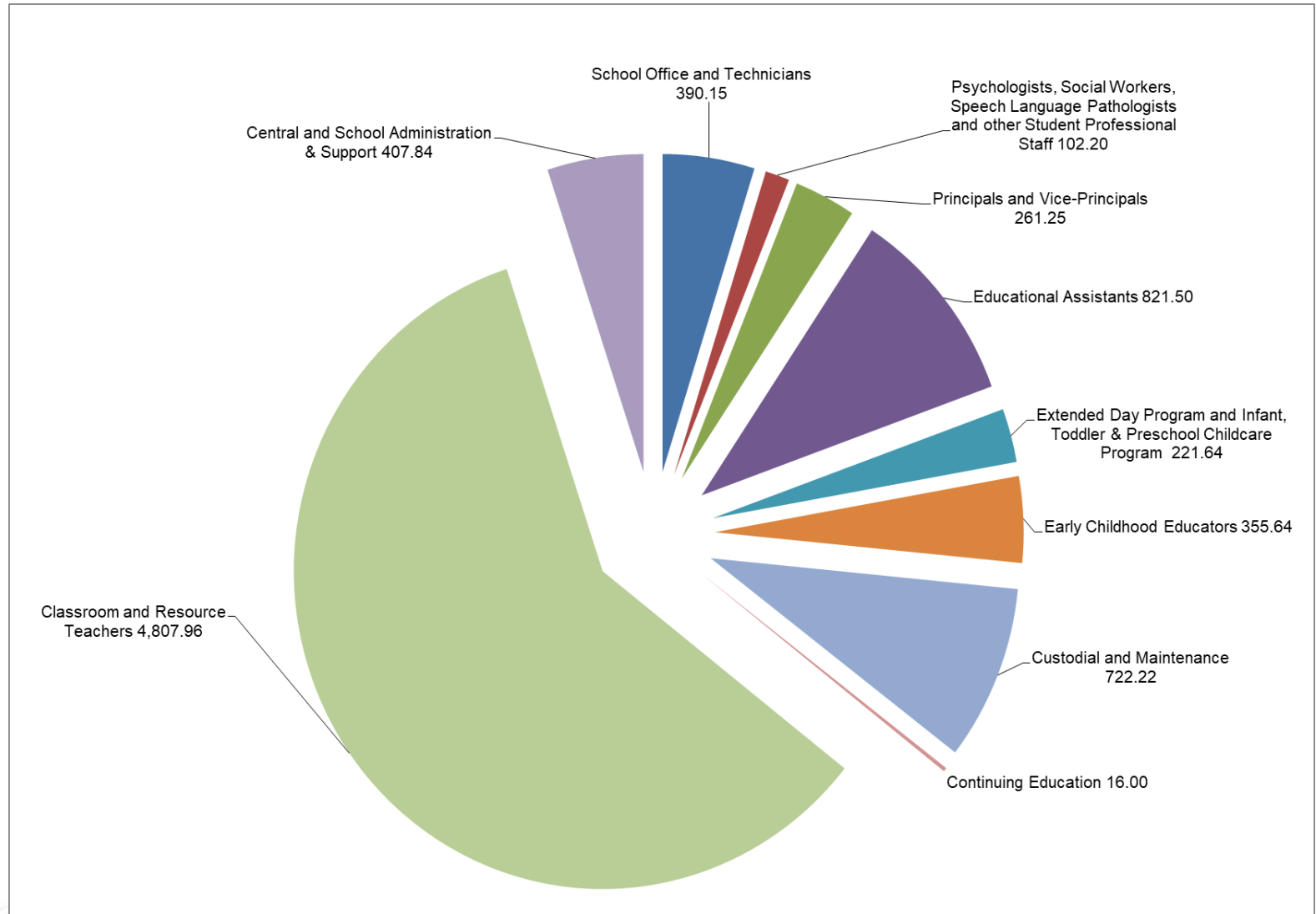
Staffing Group	Approved 2020-2021		Recommended 2021-2022	
	FTE	% Total	FTE	% Total
Classroom and Resource Teachers	4,952.03	59.16%	4,807.96	59.31%
Educational Assistants	813.50	9.72%	821.50	10.13%
Custodial and Maintenance	722.22	8.63%	722.22	8.91%
Early Childhood Educators	411.00	4.91%	355.64	4.39%
School Office and Technicians	389.15	4.65%	390.15	4.81%
Central and School Administration & Support	395.50	4.73%	407.84	5.03%
Extended Day Program and Infant, Toddler & Preschool Childcare Program	318.32	3.80%	221.64	2.73%
Principals and Vice-Principals	255.25	3.05%	261.25	3.22%
Psychologists, Social Workers, Speech Language Pathologists and other Student Professional Staff	97.20	1.16%	102.20	1.26%
Continuing Education	16.00	0.19%	16.00	0.20%
<b>Total</b>	<b>8,370.17</b>	<b>100.00%</b>	<b>8,106.40</b>	<b>100.00%</b>

*Numbers may not add due to rounding*



# Staffing by Full-Time Equivalency Pie Chart

Page 41 of 97



# Staffing Changes by Union Affiliation

	Elementary Teachers	Secondary Teachers	Principals and Vice-Principals	Professional Student Services Personnel	Educational Assistants	Early Childhood Educators	Education Support Professionals	Facilities Learning Environment	Union Exempt (Includes ITP Program)	Total
						Core and EDP				
<b>Approved 2020-2021 Staffing</b>	3,246.02	1,707.01	256.25	97.20	813.50	631.00	639.15	725.22	254.82	8,370.17
<b>Collective Agreement / Legislative based Changes</b>										
Elementary Teachers	(10.50)	-	-	-	-	-	-	-	-	(10.50)
Secondary Teachers	-	-	-	-	-	-	-	-	-	0.00
<b>Sub-Total</b>	<b>(10.50)</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>(10.50)</b>
<b>ADE Based Changes</b>										
Elementary Teachers	(80.99)	-	-	-	-	-	-	-	-	(80.99)
Secondary Teachers	-	(52.00)	-	-	-	-	-	-	-	(52.00)
Early Learning Assistants - Extended Day Program	-	-	-	-	-	-	-	-	(43.04)	(43.04)
Early Childhood Educators - Extended Day Program	-	-	-	-	-	(53.64)	-	-	-	(53.64)
Infant Toddler Program - Support Staff	-	-	-	-	-	-	-	-	(2.00)	(2.00)
Early Childhood Educators - Core Program	-	-	-	-	-	(55.36)	-	-	-	(55.36)
<b>Sub-Total</b>	<b>(80.99)</b>	<b>(52.00)</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>(109.00)</b>	<b>0.00</b>	<b>0.00</b>	<b>(45.04)</b>	<b>(287.03)</b>

Numbers may not add due to rounding



# Staffing Changes by Union Affiliation

	Elementary Teachers	Secondary Teachers	Principals and Vice-Principals	Professional Student Services Personnel	Educational Assistants	Early Childhood Educators	Education Support Professionals	Facilities Learning Environment	Union Exempt	Total
<b>Board Decisions - 30 March 2021</b>										
<b>Elementary</b>										
LSS - Specialized Classes	4.76	-	-	-	-	-	-	-	-	4.76
LSS - Learning Support Consultants	2.00	-	-	-	-	-	-	-	-	2.00
LSS - Learning Resource Teachers	(5.50)	-	-	-	-	-	-	-	-	(5.50)
LSS - Teachers for Hearing and Visual	0.50	-	-	-	-	-	-	-	-	0.50
LSS - Learning Disabilities Specialized Program	(4.76)	-	-	-	-	-	-	-	-	(4.76)
LSS - Reconciliation to Actual for Teachers for Hearing and Visual	1.10	-	-	-	-	-	-	-	-	1.10
<b>Secondary</b>										0.00
LSS - Specialized Program Classes	-	1.67	-	-	-	-	-	-	-	1.67
Merivale HS International Baccalaureate Program	-	(0.83)	-	-	-	-	-	-	-	(0.83)
Instructional Coach (Board Motion 27 October 2020)	-	1.00	-	-	-	-	-	-	-	1.00
<b>Principals and Vice-Principals</b>			6.00	-	-	-	-	-	-	6.00
<b>Sub-Total</b>	<b>(1.90)</b>	<b>1.84</b>	<b>6.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>5.94</b>

Numbers may not add due to rounding

	Elementary Teachers	Secondary Teachers	Principals and Vice-Principals	Professional Student Services Personnel	Educational Assistants	Early Childhood Educators	Education Support Professionals	Facilities Learning Environment	Union Exempt	Total
<b>Mid-Year Changes - 2020-2021 School Year</b>										
ITP Program - Lead Supervisor	-	-	-	-	-	-	-	-	1.00	1.00
ITP Program - Supervisor	-	-	-	-	-	-	-	-	1.00	1.00
Transgender/Gender Diversity Support Coordinator	-	-	-	-	-	-	1.00	-	-	1.00
Indigenous Student Graduation Coach - Inuit/Metis	-	-	-	-	-	-	2.00	-	-	2.00
<b>Sub-Total</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>3.00</b>	<b>0.00</b>	<b>2.00</b>	<b>5.00</b>

Numbers may not add due to rounding



# Staffing Changes by Union Affiliation

	Elementary Teachers	Secondary Teachers	Principals and Vice-Principals	Professional Student Services Personnel	Educational Assistants	Early Childhood Educators/ Assistants	Education Support Professionals	Facilities Learning Environment	Union Exempt	Total
<b>Recommended Staffing Changes</b>										
LSS - Social Workers	-	-	-	2.00	-	-	-	-	-	2.00
LSS - Psychologist	-	-	-	1.00	-	-	-	-	-	1.00
LSS - Occupational Therapist	-	-	-	1.00	-	-	-	-	-	1.00
LSS - Applied Behavior Analyst Coordinator	-	-	-	-	-	-	0.34	-	-	0.34
LSS - Speech Language Pathologist	-	-	-	1.00	-	-	-	-	-	1.00
LSS - Itinerant Educational Assistants	-	-	-	-	6.00	-	-	-	-	6.00
LSS - Developmental Disability Class - Elementary Teacher	1.19	-	-	-	-	-	-	-	-	1.19
LSS - Developmental Disability Class - Educational Assistants	-	-	-	-	2.00	-	-	-	-	2.00
Case Manager - Labour Relations	-	-	-	-	-	-	-	-	1.00	1.00
Investigations Advisor - Labour Relations	-	-	-	-	-	-	-	-	1.00	1.00
Wellness Disability Management Coordinator - Human Resources	-	-	-	-	-	-	-	-	1.00	1.00
Wellness Coordinator - Human Resources	-	-	-	-	-	-	-	-	1.00	1.00
Human Resources Administrator	-	-	-	-	-	-	-	-	1.00	1.00
Compensation Specialist - Human Resources	-	-	-	-	-	-	-	-	1.00	1.00
Student Support Coordinator (Woodroffe High School)	-	-	-	-	-	-	1.00	-	-	1.00
Evening Area Supervisor - Facilities	-	-	-	-	-	-	-	-	1.00	1.00
Payroll Administrator - Finance	-	-	-	-	-	-	1.00	-	-	1.00
<b>Sub-Total</b>	<b>1.19</b>	<b>0.00</b>	<b>0.00</b>	<b>5.00</b>	<b>8.00</b>	<b>0.00</b>	<b>2.34</b>	<b>0.00</b>	<b>7.00</b>	<b>23.53</b>

Numbers may not add due to rounding



# Staffing Changes by Union Affiliation

	Elementary Teachers	Secondary Teachers	Principals and Vice-Principals	Professional Student Services Personnel	Educational Assistants	Early Childhood Educators/ Assistants	Education Support Professionals	Facilities Learning Environment	Union Exempt	Total
<b>Total 2021-2022 Changes in Staffing</b>	(92.20)	(50.16)	6.00	5.00	8.00	(109.00)	5.34	0.00	(36.04)	(263.06)

<b>Total 2021-2022 Staffing</b>	3,153.82	1,656.85	262.25	102.20	821.50	522.00	644.49	725.22	218.78	8,107.11
---------------------------------	----------	----------	--------	--------	--------	--------	--------	--------	--------	----------

Numbers may not add due to rounding

	Elementary Teachers	Secondary Teachers	Principals and Vice-Principals	Professional Student Services Personnel	Educational Assistants	Early Childhood Educators	Education Support Professionals	Facilities Learning Environment	Union Exempt	Total
<b>Reconciliation to Approved Staffing</b>										
Hearing and Visual (1.10) FTE and rounding .41 FTE	(0.69)	-	-	-	-	-	-	-	-	(0.69)
Instructional Coach (1.0) Board Motion 27 October 2020 and rounding .02 FTE	-	(1.02)	-	-	-	-	-	-	-	(1.02)
Indigenous Student Support Coordinator ( 2020-2021 position)	-	-	-	-	-	-	1.00	-	-	1.00
<b>Sub-Total</b>	<b>(0.69)</b>	<b>(1.02)</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>1.00</b>	<b>0.00</b>	<b>0.00</b>	<b>(0.71)</b>

<b>Recommended 2021-2022 Staffing</b>	3,153.13	1,655.83	262.25	102.20	821.50	522.00	645.49	725.22	218.78	8,106.40
---------------------------------------	----------	----------	--------	--------	--------	--------	--------	--------	--------	----------

Numbers may not add due to rounding



# Comparative Full-Time Equivalency (FTE) Staffing Page 46 of 97

OPERATIONS / DEPARTMENTS	2017-2018 Approved FTE	2018-2019 Approved FTE	2019-2020 Approved FTE	2020-2021 Approved FTE	2021-2022 Recommended FTE
<b>Instructional Day School</b>					
Elementary Principals / Vice-Principals	159.00	164.25	167.25	169.25	172.25
Elementary Teachers	2,565.49	2,668.97	2,704.32	2,770.57	2,674.33
Elementary Office Administrators & Assistants	182.00	193.50	192.00	205.00	205.00
Elementary Library Technicians	65.80	55.90	56.30	55.90	55.90
Early Childhood Educators - Full-Day Kindergarten	389.20	389.20	392.20	410.00	354.64
Administration & Support-Regular Instruction / Learning Support Services	6.00	6.00	6.00	5.00	6.00
Executive Director - OCDSB Foundation	0.00	0.00	1.50	1.50	1.50
Equity / Diversity Coordinator	1.00	1.00	1.00	1.00	1.00
<b>Total Elementary Schools</b>	<b>3,368.49</b>	<b>3,478.82</b>	<b>3,520.57</b>	<b>3,618.22</b>	<b>3,470.62</b>
Secondary Principals / Vice-Principals	74.00	73.50	73.50	74.00	77.00
Secondary Teachers	1,486.99	1,541.50	1,543.33	1,536.00	1,483.49
Secondary Office Administrators, Assistant Administrators & Assistants	103.75	107.75	110.75	110.75	111.75
Secondary Technicians	31.00	33.50	34.00	17.50	17.50
Secondary Assistant Chef, Kitchen Helpers & Technological Studies Technician	5.00	5.50	5.50	5.50	5.50
<b>Total Secondary Schools</b>	<b>1,700.74</b>	<b>1,761.75</b>	<b>1,767.08</b>	<b>1,743.75</b>	<b>1,695.24</b>
<b>Total Elementary &amp; Secondary Schools</b>	<b>5,069.23</b>	<b>5,240.57</b>	<b>5,287.65</b>	<b>5,361.97</b>	<b>5,165.86</b>
<b>Associate Director, Safe Schools and Urban Priorities</b>					
Associate Director & Administrative Assistant	2.00	2.00	2.00	2.00	2.00
Safe Schools - Secondary Principal	0.00	1.00	1.00	1.00	1.00
Safe Schools - Secondary Teachers	3.00	4.00	4.00	4.00	2.00
Safe Schools - Student Counsellor	1.00	1.00	1.00	1.00	1.00
Safe Schools - Itinerant Educational Assistants	21.00	21.00	21.00	21.00	21.00
Safe Schools - Psychologists & Social Workers	2.00	2.00	2.00	2.00	2.00
Urban Priorities - Psychologists & Social Workers	2.80	2.80	2.80	2.80	2.80
Urban Priorities - Student Counsellor	1.00	1.00	1.00	1.00	1.00
<b>Total Associate Director, Safe Schools and Urban Priorities</b>	<b>32.80</b>	<b>34.80</b>	<b>34.80</b>	<b>34.80</b>	<b>32.80</b>
<b>Other School Support Programs</b>	<b>16.67</b>	<b>18.67</b>	<b>18.67</b>	<b>18.67</b>	<b>37.00</b>
<b>Total Associate Director, Safe Schools, Urban Priorities &amp; School Support Programs</b>	<b>49.47</b>	<b>53.47</b>	<b>53.47</b>	<b>53.47</b>	<b>69.80</b>
<b>Total Instruction</b>	<b>5,118.70</b>	<b>5,294.04</b>	<b>5,341.12</b>	<b>5,415.44</b>	<b>5,235.66</b>





# Comparative Full-Time Equivalency (FTE) Staffing Page 47 of 97

OPERATIONS / DEPARTMENTS	2017-2018 Approved FTE	2018-2019 Approved FTE	2019-2020 Approved FTE	2020-2021 Approved FTE	2021-2022 Recommended FTE
<b>Learning Support Services / Special Education</b>					
Superintendent of Learning Support Services & Administrative Assistant	2.00	2.00	2.00	2.00	2.00
Elementary Teachers	454.36	449.16	444.82	448.95	452.30
Secondary Teachers	121.17	133.84	135.00	142.67	144.00
Professional Student Services Personnel (Includes Regular Instruction)	74.10	83.80	83.80	86.40	91.40
Orientation Mobility Instructors / Board Certified Behaviour Analysts / Communication Disorder Assistants	0.50	1.00	6.00	6.00	6.00
Educational Assistants	672.00	699.00	729.00	792.50	800.50
Elementary Principal / Secondary Vice-Principal	2.00	2.00	2.00	2.00	2.00
Administration & Support	7.00	7.00	8.00	9.00	9.34
<b>Total Learning Support Services</b>	<b>1,333.13</b>	<b>1,377.80</b>	<b>1,410.62</b>	<b>1,489.52</b>	<b>1,507.54</b>
<b>Finance Department</b>					
Chief Financial Officer & Administrative Assistant	1.00	1.00	1.00	1.00	1.00
Budget Services	5.00	5.00	5.00	5.00	5.00
Financial Reporting / School Support / Enterprise Resource Planning	18.50	22.50	21.50	21.50	21.50
Payroll	14.00	14.00	14.00	14.00	15.00
Supply Chain Management / Risk Management	11.50	11.50	13.00	13.00	13.00
Mail & Courier	1.00	1.00	1.00	1.00	1.00
Document Reproduction	5.00	5.00	5.00	5.00	5.00
<b>Total Finance Department</b>	<b>56.00</b>	<b>60.00</b>	<b>60.50</b>	<b>60.50</b>	<b>61.50</b>
<b>Planning and Facilities</b>					
Superintendent of Facilities & Administrative Assistant	1.00	1.00	1.00	1.00	1.00
Custodial Services, Trades & Maintenance	709.12	711.12	711.12	727.72	728.72
Facilities Management, Design & Construction	47.00	47.00	47.00	47.00	47.00
Physical Planning	11.00	11.00	11.00	11.00	11.00
Facilities & Planning Office, Real Estate & Community Use	6.00	6.00	6.00	6.00	6.00
Admissions & Enrolment	4.00	4.00	4.00	4.00	4.00
<b>Total Planning and Facilities</b>	<b>778.12</b>	<b>780.12</b>	<b>780.12</b>	<b>796.72</b>	<b>797.72</b>

Numbers may not add due to rounding



# Comparative Full-Time Equivalency (FTE) Staffing

Page 48 of 97

OPERATIONS / DEPARTMENTS	2017-2018 Approved FTE	2018-2019 Approved FTE	2019-2020 Approved FTE	2020-2021 Approved FTE	2021-2022 Recommended FTE
<b>Curriculum Services</b>					
Superintendent of Curriculum Services & Administrative Assistant	2.00	2.00	2.00	2.00	2.00
Elementary Principals / Vice-Principals	3.00	3.00	3.00	3.00	2.00
Secondary Principals / Vice-Principals	2.00	2.00	2.00	2.00	1.00
Elementary Teachers	21.00	22.00	16.00	20.00	17.00
Secondary Teachers	13.00	13.00	14.00	15.00	8.67
Administration & Support	5.00	5.00	5.00	5.00	4.00
<b>Total Curriculum Services</b>	<b>46.00</b>	<b>47.00</b>	<b>42.00</b>	<b>47.00</b>	<b>34.67</b>
<b>Family Reception Centre</b>					
Secondary Teacher	1.00	0.00	0.00	0.00	0.00
Administration & Support	4.00	4.00	4.00	4.00	4.00
<b>Total Family Reception Centre</b>	<b>5.00</b>	<b>4.00</b>	<b>4.00</b>	<b>4.00</b>	<b>4.00</b>
<b>Office of the Director</b>					
Director's Office	3.00	3.00	2.00	3.00	3.00
Superintendents & Administrative Assistants & Central Principals	10.50	12.00	12.00	14.00	14.00
Legal Advisor	1.00	1.00	1.00	1.00	1.00
<b>Total Office of the Director</b>	<b>14.50</b>	<b>16.00</b>	<b>15.00</b>	<b>18.00</b>	<b>18.00</b>
<b>Corporate Services</b>					
Executive Officer, Administrative Assistant & Analyst	3.00	3.00	3.00	3.00	3.00
Board Services	6.00	6.00	6.00	6.00	6.00
Communications	9.00	10.00	10.00	10.00	10.00
Corporate Records	6.00	6.00	6.00	6.00	6.00
Research, Evaluation and Analytics Division (Included in Curriculum Services prior to 2017-2018 )	8.00	8.00	8.00	8.00	8.00
Trustees	12.00	12.00	12.00	12.00	12.00
<b>Total Corporate Services</b>	<b>44.00</b>	<b>45.00</b>	<b>45.00</b>	<b>45.00</b>	<b>45.00</b>



# Comparative Full-Time Equivalency (FTE) Staffing

OPERATIONS / DEPARTMENTS	2017-2018 Approved FTE	2018-2019 Approved FTE	2019-2020 Approved FTE	2020-2021 Approved FTE	2021-2022 Recommended FTE
<b>Human Resources</b>					
Superintendent of Human Resources & Administrative Assistant	2.00	2.00	2.00	2.00	2.00
Recruitment and Operations	38.50	40.50	31.50	33.50	35.50
Employee Wellness	0.00	0.00	8.00	8.00	10.00
Staff Development	2.00	2.00	3.00	3.00	3.00
Labour Relations	5.00	5.00	7.00	7.00	9.00
Occupational Health & Safety (Includes .50 FTE Elementary Teacher)	5.50	5.50	6.50	6.50	5.50
Elementary Staffing Resource Teacher	1.00	1.00	1.00	1.00	1.00
Secondary Staffing Resource Teacher	0.67	0.67	0.67	0.67	0.67
<b>Total Human Resources</b>	<b>54.67</b>	<b>56.67</b>	<b>59.67</b>	<b>61.67</b>	<b>66.67</b>
<b>Continuing Education</b>					
Secondary Principal	1.00	1.00	1.00	1.00	1.00
Secondary Teacher	1.00	1.00	1.00	1.00	1.00
Administration & Support	13.00	13.00	14.00	14.00	14.00
<b>Total Continuing Education</b>	<b>15.00</b>	<b>15.00</b>	<b>16.00</b>	<b>16.00</b>	<b>16.00</b>
<b>Business and Learning Technologies</b>					
Elementary Vice-Principal	1.00	1.00	1.00	1.00	1.00
Elementary Teachers	4.00	3.00	3.00	3.00	3.00
Secondary Teacher	1.00	1.00	1.00	1.00	1.00
Administration & Support	90.00	87.00	87.00	105.00	105.00
<b>Total Business and Learning Technologies</b>	<b>96.00</b>	<b>92.00</b>	<b>92.00</b>	<b>110.00</b>	<b>110.00</b>
<b>Other Departmental Expenses</b>					
<b>Total Staff on Loan</b>	<b>72.65</b>	<b>66.85</b>	<b>67.95</b>	<b>61.45</b>	<b>63.80</b>
Early Childhood Educators	190.35	204.43	209.14	220.00	166.36
Early Learning Assistants	37.17	33.72	47.06	57.32	14.28
Administration & Support	10.75	10.75	10.75	10.75	12.75
<b>Total Extended Day Program</b>	<b>238.27</b>	<b>248.90</b>	<b>266.95</b>	<b>288.07</b>	<b>193.39</b>
Early Childhood Educators / Administration & Support	22.25	22.25	22.25	23.25	21.25
Program Coordinators	2.00	2.00	2.00	2.00	2.00
Program Assistants	3.00	3.00	3.00	2.00	2.00
Cooks / Housekeepers	4.00	4.00	3.00	3.00	3.00
<b>Total Infant, Toddler and Preschool Childcare Program</b>	<b>31.25</b>	<b>31.25</b>	<b>30.25</b>	<b>30.25</b>	<b>28.25</b>
<b>Total Other Departmental Expenses</b>	<b>342.17</b>	<b>347.00</b>	<b>365.15</b>	<b>379.77</b>	<b>285.44</b>
<b>Grand Total FTE</b>	<b>7,903.29</b>	<b>8,134.63</b>	<b>8,231.18</b>	<b>8,443.62</b>	<b>8,182.20</b>
<b>Reconciliation (Staff not included in Comparative Staffing)</b>					
Trustees	(12.00)	(12.00)	(12.00)	(12.00)	(12.00)
Staff on Loan	(72.65)	(66.85)	(67.95)	(61.45)	(63.80)
<b>Total FTE</b>	<b>7,818.64</b>	<b>8,055.78</b>	<b>8,151.23</b>	<b>8,370.17</b>	<b>8,106.40</b>

Numbers may not add due to rounding



# Revenues – Grants for Student Needs

	2019-2020 Actual	2020-2021 Approved Budget	2021-2022 Recommended Budget
<b>Grants for Student Needs (GSN)</b>			
<b>GSN - Operating Grants</b>			
Pupil Foundation	\$ 388,407,760	\$ 417,061,422	\$ 412,468,765
School Foundation	53,511,110	54,326,824	53,818,017
Special Education	101,936,707	103,140,937	102,354,193
French as a Second Language	18,927,835	19,116,745	18,823,933
English as a Second Language	17,884,719	17,530,572	18,228,608
Indigenous Education Allocation	4,187,624	3,054,479	4,921,521
Rural and Northern Education Allocation	195,743	229,827	197,457
Learning Opportunities	17,120,114	17,196,034	17,561,934
Program Leadership	-	998,303	1,091,687
Mental Health and Well-Being	1,913,671	2,569,591	2,787,934
Support for Students	-	6,871,859	6,871,859
Continuing Education	6,303,169	6,564,092	6,259,676
Adult Education	3,999,292	3,931,913	3,446,722
International Student Recovery	(1,048,853)	(590,200)	(575,900)
Teacher Qualifications and Experience	103,847,807	82,929,970	86,542,737
New Teacher Induction Program	249,207	675,500	545,811
Student Transportation	42,345,868	43,537,476	43,402,687
Administration and Governance	20,887,545	20,348,292	19,793,790
School Operations (Facilities)	78,150,886	79,947,129	79,250,803
Community Use of Schools	1,078,910	1,073,525	1,063,885
Declining Enrolment	-	-	718,857
Restraint Savings	(279,158)	(279,158)	(279,158)
Net Savings from Strike Action	(16,577,704)	-	-
Transfer to Deferred Revenue	(8,398,192)	(13,748,912)	(8,426,200)
<b>Total Operating Grants</b>	<b>\$ 834,644,060</b>	<b>\$ 866,486,220</b>	<b>\$ 870,869,618</b>
<b>GSN - Capital Grants</b>			
Facilities Renewal	\$ 5,087,333	\$ 5,087,333	\$ 5,087,333
Temporary Accommodations	859,131	1,228,470	1,495,911
Interest on Ontario Financing Authority Debt	4,265,653	4,052,899	3,830,199
Interest on Non-Ontario Financing Authority Debt	2,523,115	2,523,115	2,523,115
Interest on Capital Projects under Construction	318,371	448,364	474,871
<b>Total Capital Grants</b>	<b>\$ 13,053,603</b>	<b>\$ 13,340,181</b>	<b>\$ 13,411,429</b>
<b>Total GSN for Operating and Capital Grants</b>	<b>\$ 847,697,663</b>	<b>\$ 879,826,401</b>	<b>\$ 884,281,047</b>

Numbers may not add due to rounding



# Non Grant and Reserves

	2019-2020 Actual	2020-2021 Approved Budget	2021-2022 Recommended Budget
<b>Non Grant Revenue</b>			
<b>Education Programs - Other and Other Revenue:</b>			
Rentals	\$ 3,557,878	\$ 4,046,328	\$ 4,045,000
Continuing Education	5,570,744	5,920,389	5,696,800
Other Ministry of Education Grants (including OYAP)	4,542,089	2,955,576	11,057,498
Staff on Loan	6,474,073	6,270,668	6,396,000
Tuition Fees	10,812,306	6,424,100	6,268,450
Interest Income	1,347,096	800,000	800,000
Miscellaneous Revenues	4,053,604	8,296,713	4,961,878
Specialized Program Funding	339,775	840,800	470,600
<b>Board Programs:</b>			
Extended Day Program	14,599,203	17,888,719	8,867,628
Infant, Toddler & Preschool Childcare Program	1,679,990	1,791,000	1,861,422
<b>Other:</b>			
Ministry Funding for COVID-19	-	5,372,440	-
<b>Total Non Grant Revenues</b>	<b>\$ 52,976,758</b>	<b>\$ 60,606,733</b>	<b>\$ 50,425,276</b>
<b>Deferred Capital Contributions (Ministry Approved Capital)</b>	<b>\$ 50,724,152</b>	<b>\$ 56,104,376</b>	<b>\$ 61,291,245</b>
<b>Total Revenue</b>	<b>\$ 951,398,573</b>	<b>\$ 996,537,510</b>	<b>\$ 995,997,568</b>
<b>Use of Accumulated Surplus</b>			
Amortization of Board Approved Capital Projects	\$ 300,862	\$ 660,451	\$ 401,174
Other Operating and Capital Needs	2,308,681	16,993,205	13,898,215
<b>Use of Accumulated Surplus</b>	<b>\$ 2,609,543</b>	<b>\$ 17,653,656</b>	<b>\$ 14,299,389</b>
<b>Total Revenue and Use of Accumulated Surplus</b>	<b>\$ 954,008,116</b>	<b>\$ 1,014,191,166</b>	<b>\$ 1,010,296,957</b>

Numbers may not add due to rounding

# Capital Budget

	Estimated Expenditures for 2021-2022	Funding Sources			Total	
		Ministry Funding	Capital Expenses from Operating Budget	Accumulated Surplus	Education Development Charges	Capital Funding
<b>Buildings, Additions and Portables:</b>						
Capital Priorities	\$ 44,500,000	\$ 44,500,000				\$ 44,500,000
COVID-19 Resilience Infrastructure Stream	5,476,967	5,476,967				5,476,967
Education Development Charges	2,345,289				\$ 2,345,289	2,345,289
School Renewal	9,889,577	9,889,577				9,889,577
School Condition Improvement	50,079,628	50,079,628				50,079,628
<b>Sub-Total</b>	<b>\$ 112,291,461</b>	<b>\$ 109,946,172</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 2,345,289</b>	<b>\$ 112,291,461</b>
<b>Other Assets:</b>						
Furniture, Equipment, Computer Hardware / Software	\$ 7,521,342	\$ -	\$ 7,521,342	\$ -	\$ -	\$ 7,521,342
<b>Sub-Total</b>	<b>\$ 7,521,342</b>	<b>\$ -</b>	<b>\$ 7,521,342</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 7,521,342</b>
<b>Total</b>	<b>\$ 119,812,803</b>	<b>\$ 109,946,172</b>	<b>\$ 7,521,342</b>	<b>\$ -</b>	<b>\$ 2,345,289</b>	<b>\$ 119,812,803</b>

Numbers may not add due to rounding



# Special Education – Revenues and Expenditures

Grant Revenues	2020-2021 Approved Budget	2021-2022 Recommended Budget
<b>Special Education Allocation</b>		
Special Education Per Pupil Amount (SEPPA)	\$ 58,658,988	\$ 57,717,963
Differentiated Special Education Needs Amount (DSENA)	37,686,292	37,780,947
Behavioural Expertise Amount (BEA)	841,703	973,714
Special Incidence Portion (SIP)	2,572,000	2,636,974
Specialized Equipment Amount (SEA)	3,381,954	3,244,595
Less SEA Deferred Revenue	(954,514)	(904,858)
<b>Total Special Education Grants</b>	<b>\$ 102,186,423</b>	<b>\$ 101,449,335</b>
<b>Special Education Grant Allocations</b>		
Proportionate Foundation Allocation	\$ 9,194,346	\$ 9,188,415
Proportionate Teacher Compensation Allocation	1,470,596	1,545,619
<b>Total Special Education Grant Allocations</b>	<b>\$ 10,664,942</b>	<b>\$ 10,734,034</b>
<b>Special Education Other Grants</b>		
Summer Learning Program	\$ 123,177	\$ 123,177
Program Leadership Allocation - Mental Health Leader component	144,990	146,235
Supports for Students Fund (In year approved/retained Educational Assistants)	1,135,596	1,135,596
Supports for Students Fund (Speech and Language Pathologists)	192,922	192,922
Supports for Students Fund (Balance of PSSP Positions)	(49,685)	(49,685)
<b>Total Special Education - Other Grants</b>	<b>\$ 1,547,000</b>	<b>\$ 1,548,245</b>
<b>Special Education Other Income</b>		
Other Revenue from Recoveries	\$ 693,539	\$ 865,331
Priorities and Partnerships Fund (PPF)	414,693	1,027,093
Funding for positions from Covid PPFs	-	1,124,390
Employee Life and Health Trusts (Proportionate share)	3,661,966	4,086,714
<b>Total Special Education Other Income</b>	<b>\$ 4,770,199</b>	<b>\$ 7,103,528</b>
<b>Total Revenues</b>	<b>\$ 119,168,564</b>	<b>\$ 120,835,142</b>

Expenditures	2020-2021 Approved Budget	2021-2022 Recommended Budget
Staffing	\$ 123,723,041	\$ 126,862,795
Operating	7,651,250	8,349,911
<b>Total Expenditures</b>	<b>\$ 131,374,291</b>	<b>\$ 135,212,706</b>
<b>Projected Surplus (Shortfall)</b>	<b>\$ (12,205,727)</b>	<b>\$ (14,377,564)</b>

Numbers may not add due to rounding



# Special Education – Detailed Expenditures

Expenditures	2020-2021 Approved Budget		2021-2022 Recommended Budget	
	FTE	COSTS	FTE	COSTS
<b>Teaching Staff</b>				
Elementary Teachers *	470.75	\$ 51,314,704	474.80	\$ 52,345,541
Secondary Teachers	136.42	14,843,559	137.75	15,416,490
<b>Total Teaching Staff</b>	<b>607.17</b>	<b>\$ 66,158,263</b>	<b>612.55</b>	<b>\$ 67,762,031</b>
<b>Educational Assistants *</b>	792.50	\$ 46,554,069	800.50	\$ 47,619,939
<b>Total Educational Assistants</b>	<b>792.50</b>	<b>\$ 46,554,069</b>	<b>800.50</b>	<b>\$ 47,619,939</b>
<b>Professional Student Services Personnel (PSSP)</b>				
Psychologists *	25.74	\$ 2,921,780	26.64	\$ 3,041,806
Social Workers *	24.75	2,603,621	26.55	2,735,662
Speech and Language Pathologists *	27.27	2,721,339	28.17	2,842,054
Orientation & Mobility Instructor, Behavioural Analysts, and Communication Disorder Assistant	6.00	453,359	6.00	487,327
Occupational Therapist *	-	-	1.00	101,398
<b>Total Professional Student Services Personnel</b>	<b>83.76</b>	<b>\$ 8,700,099</b>	<b>88.36</b>	<b>\$ 9,208,247</b>
<b>Total Administration and Support Staff</b>				
Principals and Vice-Principals	4.75	\$ 680,153	5.00	\$ 730,677
Administration and Support Staff	14.00	1,551,518	14.34	1,541,900
<b>Total Administration and Support Staff</b>	<b>18.75</b>	<b>\$ 2,231,671</b>	<b>19.34</b>	<b>\$ 2,272,578</b>
<b>Total Special Education Staff</b>	<b>1,502.18</b>	<b>\$ 123,644,102</b>	<b>1,520.75</b>	<b>\$ 126,862,795</b>
<b>Operating Budget</b>				
General Operating Budget		\$ 2,049,546		\$ 2,049,546
Specialized Equipment for Students		2,515,529		2,496,513
Summer Learning Program		610,800		610,800
Short Term Response Fund		474,000		474,000
Occasional Teachers for Special Education Teachers		1,394,285		1,420,622
Staff Development		271,336		271,336
Other Programs / Priorities and Partnerships Fund (PPF) Expenses		414,693		1,027,093
<b>Total Operating Budget</b>		<b>\$ 7,730,189</b>		<b>\$ 8,349,911</b>
<b>Grand Total</b>	<b>1,502.18</b>	<b>\$ 131,374,291</b>	<b>1,520.75</b>	<b>\$ 135,212,706</b>

Numbers may not add due to rounding



Learning Support Services	2021-2022	
	Recommended Budget	
(* Page 29) Position funded by COVID - Priorities and Partnerships Funds	FTE	Amount
Elementary Teacher (Including preparation time)	1.19	\$ 111,177
Educational Assistants	8.00	472,632
Psychologist	1.00	107,608
Social Workers	2.00	204,780
Speech and Language Pathologist	1.00	101,805
Occupational Therapist	1.00	101,398
Applied Behavioural Analyst	0.34	24,990
<b>Total Covid PPF funded positions</b>	<b>14.53</b>	<b>\$ 1,124,390</b>



# Learning Support Services – Financial Summary

Page 56 of 97

Revenues	2021-2022		2021-2022		2021-2022		2021-2022		2021-2022	
	Special Education		Accounting Adjustments		Special Education Ministry Totals		Safe Schools and Urban Priorities (applicable to LSS)		Learning Support Services Totals	
Grants for Students Needs		\$ 101,449,335				\$ 101,449,335		\$ 1,817,840		\$ 103,267,175
Grant Allocations ( Foundation and Q&E)		10,734,034				10,734,034				10,734,034
Other Grants				\$ 1,548,245		1,548,245				1,548,245
Other Income				7,103,528		7,103,528				7,103,528
<b>Total Revenues</b>		<b>\$ 112,183,369</b>		<b>\$ 8,651,773</b>		<b>\$ 120,835,142</b>		<b>\$ 1,817,840</b>		<b>\$ 122,652,982</b>
<b>Expenditures</b>										
<b>Elementary Teachers</b>	452.30	\$ 49,864,971			474.80	\$ 52,345,541			474.80	\$ 52,345,541
<i>Ministry Totals include partially integrated classes</i>			22.50	\$ 2,480,570						
<b>Secondary Teachers</b>	144.00	16,115,968			137.75	15,416,490			137.75	15,416,490
<i>Ministry Totals include partially integrated classes</i>			14.50	1,622,788						
<i>Ministry Totals exclude Gifted classes that do not qualify for grant</i>			(20.75)	(2,322,266)						
<b>Educational Assistants</b>	800.50	48,093,939		(474,000)	800.50	47,619,939	21.00	\$ 1,304,416	821.50	48,924,355
<b>Professional Student Services Personnel (PSSP):</b>										
Psychologists	29.60	3,379,784	(2.96)	(337,978)	26.64	3,041,806	1.80	204,500	28.44	3,246,306
Social Workers	29.50	3,035,179	(2.95)	(299,518)	26.55	2,735,662	3.00	308,925	29.55	3,044,586
Speech and Language Pathologists	31.30	3,157,838	(3.13)	(315,784)	28.17	2,842,054			28.17	2,842,054
Orientation & Mobility Instructor, Behavioural Analysts, and Communication Disorder Assistant	6.00	487,327			6.00	487,327			6.00	487,327
Occupational Therapist	1.00	101,398			1.00	101,398			1.00	101,398
<i>Ministry Totals exclude 10% of PSSP salaries allocated to instruction</i>										
<b>Administration and Support Staff:</b>										
Program Evaluator	1.00	112,439			1.00	112,439			1.00	112,439
Managers/Supervisors of Professional Services	5.00	786,772			5.00	786,772			5.00	786,772
Brailist, Behaviour Management Technician, and Applied Behaviour Analysis Coordinator	3.34	236,140			3.34	236,140			3.00	236,140
Clerical and secretarial - CB Schools	-	-	3.00	186,244	3.00	186,244			3.00	186,244
Child and Youth Worker		50,000				50,000			-	50,000
Feeding skills assistant		25,000		-		25,000			-	25,000
<b>Principals and Vice-Principals:</b>										
Principals / Vice-Principal (Clifford Bowey & Crystal Bay)	-	-	3.00	424,537	3.00	424,537			2.75	424,537
Central Principal & Vice Principal	2.00	306,141			2.00	306,141			2.00	306,141
<b>Other</b>										
Business and Learning Technology Technicians	-	-	2.00	145,305	2.00	145,305			2.00	145,305
<b>Operating Expenses</b>										
General Operating Budget:		2,049,546		-		2,049,546				2,049,546
SEA equipment		2,496,513				2,496,513				2,496,513
Staff Development		271,336		-		271,336				271,336
Emergency Educational Assistance / Short term				474,000		474,000				474,000
Summer Learning Program		610,800		-		610,800				610,800
Other program and PPF expenses		-		1,027,093		1,027,093				1,027,093
Occasional Teachers for Special Education Teachers		-		1,420,622		1,420,622				1,420,622
<b>Total Expenses</b>	<b>1,505.54</b>	<b>\$ 131,181,092</b>	<b>15.21</b>	<b>\$ 4,031,614</b>	<b>1,520.75</b>	<b>\$ 135,212,706</b>	<b>25.80</b>	<b>\$ 1,817,840</b>	<b>1,545.96</b>	<b>\$ 137,030,546</b>
<b>Projected Surplus (Shortfall)</b>		<b>\$ (18,997,723)</b>		<b>\$ 4,620,159</b>		<b>\$ (14,377,564)</b>		<b>\$ -</b>		<b>\$ (14,377,564)</b>

Numbers may not add due to rounding



# Salary Differential

	OCDSB Average Salary and Benefits			Ministry Funded Salary and Benefits			Difference
	Salary	Benefits	Total	Salary	Benefits	Total	
Elementary							
Teacher *	\$ 95,948	\$ 13,494	\$ 109,442	\$ 91,931	\$ 11,122	\$ 103,053	\$ (6,389)
Principal	130,808	15,190	145,998	120,980	14,488	135,468	(10,530)
Vice-Principal	120,090	16,430	136,520	114,990	13,908	128,898	(7,622)
School Office Staff	45,216	15,071	60,287	45,531	13,936	59,467	(820)
Secondary							
Teacher *	\$ 97,302	\$ 14,070	\$ 111,372	\$ 92,522	\$ 10,776	\$ 103,298	\$ (8,074)
Principal	138,273	15,385	153,658	131,254	15,707	146,961	(6,697)
Vice-Principal	124,188	15,596	139,784	120,897	14,685	135,582	(4,202)
School Office Staff	46,648	15,396	62,044	47,488	14,514	62,002	(42)
Support Staff							
Educational Assistants	\$ 44,725	\$ 14,354	\$ 59,079	\$ 46,303	\$ 14,179	\$ 60,482	\$ 1,403
Early Childhood Educators *	42,511	13,901	56,412	43,270	10,694	53,964	(2,448)

Numbers may not add due to rounding

\* Ministry funding for salaries includes the Qualifications & Experience Grant

Ministry funding for benefits includes projected 2021-2022 Employee Life and Health Trust Payments



# Extended Day Program and Infant, Toddler & Preschool Program Page 58 of 97

2021-2022 Projected Revenues	Extended Day Program	Infant, Toddler & Preschool Childcare Program	Total
<b>Extended Day and Infant, Toddler &amp; Preschool Childcare Programs</b>			
Extended Day Fee Revenue - Regular Day	\$ 8,280,629		\$ 8,280,629
Extended Day Fee Revenue - PD Days, Winter & Spring Break	169,312		169,312
Infant, Toddler & Preschool Childcare Program		\$ 1,807,664	1,807,664
Government Contribution to Benefits	417,687	53,758	471,445
<b>Total</b>	<b>\$ 8,867,628</b>	<b>\$ 1,861,422</b>	<b>\$ 10,729,051</b>

2021-2022 Projected Expenditures	Extended Day Program		Infant, Toddler & Preschool Childcare Program		Total	
<b>Extended Day Program</b>	<b>FTE</b>	<b>Amount</b>	<b>FTE</b>	<b>Amount</b>	<b>FTE</b>	<b>Amount</b>
<b>Staffing and Operating Expenses:</b>						
Central Staffing	12.75	\$ 1,254,260			12.75	\$ 1,254,260
Early Childhood Educators	166.36	9,276,445			166.36	9,276,445
Supply Early Childhood Educators		860,674				860,674
Early Learning Assistants (including Supply Early Learning Assistants)	6.08	222,279			6.08	222,279
Support for Children with Special Needs	8.21	300,000			8.21	300,000
Staff Costs - Professional Development Days, Winter & Spring Break		66,970				66,970
Snacks		218,588				218,588
Supplies and Services		68,352				68,352
Professional Development		81,211				81,211
EDP Information System		20,000				20,000
<b>Departmental Costs:</b>						
School Operations		333,573				333,573
<b>Sub-total Staffing, Operating and Departmental Costs</b>	<b>193.40</b>	<b>\$ 12,702,352</b>			<b>193.40</b>	<b>\$ 12,702,352</b>
<b>Departmental Transfer Costs:</b>						
Business & Learning Technologies		\$ 199,195				\$ 199,195
Finance		115,354				115,354
Human Resources		202,741				202,741
Payroll		70,854				70,854
<b>Sub-total Departmental Transfer Costs</b>		<b>\$ 588,144</b>				<b>\$ 588,144</b>
<b>Total Extended Day Program</b>	<b>193.40</b>	<b>\$ 13,290,496</b>			<b>193.40</b>	<b>\$ 13,290,496</b>
<b>Infant, Toddler &amp; Preschool Childcare Program</b>						
Staffing			28.25	\$ 1,949,784	28.25	\$ 1,949,784
Operating Expenses				135,000		135,000
<b>Total Infant, Toddler &amp; Preschool Childcare Program</b>			<b>28.25</b>	<b>\$ 2,084,784</b>	<b>28.25</b>	<b>\$ 2,084,784</b>
<b>Projected Surplus (Shortfall)</b>		<b>\$ (4,422,867)</b>		<b>\$ (223,362)</b>		<b>\$ (4,646,229)</b>

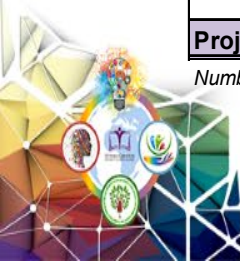
Numbers may not add due to rounding

# English as a Second Language

Projected Revenues	FTE	2020-2021 Approved Budget	FTE	2021-2022 Recommended Budget
<b>Grant Revenue</b>		\$ 17,530,572		\$ 18,228,008
<b>OCENET</b>				
Teaching Positions funded by OCENET	6.33	666,952	6.33	679,517
<b>Total Revenue</b>		<b>\$ 18,197,524</b>		<b>\$ 18,907,525</b>

Projected Expenditures	FTE	2020-2021 Approved Budget	FTE	2021-2022 Recommended Budget
<b>Elementary</b>				
Classroom Teachers (Includes 0.5 FTE position funded from OCENET)	93.25	\$ 9,908,652	93.25	\$ 10,105,409
Principal of English Language Learners	1.00	134,630	1.00	134,630
<b>Sub-Total</b>	<b>94.25</b>	<b>\$ 10,043,282</b>	<b>94.25</b>	<b>\$ 10,240,039</b>
<b>Secondary</b>				
Classroom Teachers (Includes 5.83 FTE positions funded from OCENET)	36.83	\$ 3,987,142	37.00	\$ 4,080,656
Central Orientation Class (Academic Staff)	2.00	216,516	2.00	220,576
<b>Sub-Total</b>	<b>38.83</b>	<b>\$ 4,203,658</b>	<b>39.00</b>	<b>\$ 4,301,232</b>
<b>Administration and Support</b>				
Family Reception Centre	4.00	\$ 298,592	4.00	\$ 311,945
Multi-Cultural Liaison Contractual Services		292,500		292,500
Operating Budget		65,000		65,000
<b>Sub-Total</b>	<b>4.00</b>	<b>\$ 656,092</b>	<b>4.00</b>	<b>\$ 669,445</b>
<b>Total Expenditures</b>	<b>137.08</b>	<b>\$ 14,903,032</b>	<b>137.25</b>	<b>\$ 15,210,716</b>
<b>Projected Surplus (Shortfall)</b>		<b>\$ 3,294,492</b>		<b>\$ 3,696,809</b>

Numbers may not add due to rounding





## MEMORANDUM

**Memo No. 21-077**

TO: Committee of the Whole (Budget)

FROM: Camille Williams-Taylor, Director of Education and Secretary of the Board  
Mike Carson, Chief Financial Officer

DATE: 15 June 2021

RE: **2021-2022 Staff-Recommended Budget  
Questions and Answers (Release 2)**

---

The attached document shows the questions received since the initial meeting of Committee of the Whole (Budget) on 2 February 2021.

Please direct questions or comments to Kevin Gardner, Manager of Financial Services, at [kevin.gardner@ocdsb.ca](mailto:kevin.gardner@ocdsb.ca)

Attach.

cc Senior Staff  
Manager of Board Services  
Manager of Financial Services  
Corporate Records



## **2021-2022 Staff-Recommended Budget Questions and Answers**

---

This document consolidates the responses to all questions received regarding the development of the 2021-2022 Staff-Recommended Budget.

Release of 09 June 2021 - questions 1 to 10

Release of 15 June 2021 - questions 11 to 18

**1. Staff agreed to provide a response regarding the total funding allocated for ventilation for the 2020-2021 school year.**

The following table summarizes the funding by source and provides reference to the Ministry of Education memo in which the funding was announced:

Funding Source	Memo	Memo Date	\$
Optimizing Air Quality in Schools	2020:B12	26 Aug 2020	1,681,500
Federal Safe Return to Class Fund	2021:B01	01 Feb 2021	1,681,500
COVID-19 Resilience Infrastructure Stream (CVRIS)-Ventilation	2020:B20	28 Oct 2020	14,525,000
FRP/SCI Funded Ventilation Projects	2020:B9	19 Jun 2020	4,720,000
			22,608,000

**Optimizing Air Quality in Schools and Federal Safe Return to Class Fund**

The following activities relate to the first two grants noted in the table:

**A. Immediate Action - measures taken prior to the start of the school year in September:**

The District prioritized work on ventilation during the summer of 2020 to ensure that schools would be ready to re-open in September 2020. The work included:

- Recommissioning of all heating, ventilation and air conditioning (HVAC) equipment, which included operational testing/inspection, repairs as needed, thorough cleaning and filter changes; and
- Reprogramming of ventilation systems to comply with the American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE) standards and public health recommendations, including:
  - Creating purge cycles before, during and after school that exchanges the building air with 100% outdoor air at a rate of approximate six complete air changes per hour; and
  - Increasing ventilation rates during other school hours to a fixed, constant rate of 3-4 air changes per hour.

**B. Short-Term Measures - implemented during the school year, started September 2020:**

Short-term measures focus on enhanced air purification using high-efficiency particulate air (HEPA) filtration. The District has ordered 1,250 units. Of these, 800 units have been distributed and the remaining 450 units are scheduled for delivery by the end of June 2021. Distribution of the units is based on the following criteria:

- Classrooms where the increased ventilation measures noted above were not possible due to the nature of the HVAC equipment;
- Isolation Rooms with a higher potential for airborne virus particles;
- Classrooms where the more important steps of wearing masks, hand washing and distancing may not be achievable (e.g., special program classrooms that were identified by principals); and
- All junior and senior kindergarten rooms across the District.

**C. Long-Term Measures - permanent ventilation and filtration upgrades**

Staff are working on implementing infrastructure upgrades at various sites in order to provide increased ventilation capability and/or add permanent filtration options.



---

### **COVID-19 Resilience Infrastructure Stream (CVRIS)**

As outlined in the summary above, the approved funding is being utilized to execute the identified projects. Physical work is underway for the hold-open devices on fire doors, touchless bottle filling stations and air purification. The larger types of capital projects (window replacement and HVAC upgrades) are at various stages of the design, tender and award phase. Most of this work will begin in July 2021 and will extend until the end of December 2021.

### **Facilities Renewal Program (FRP) and School Condition Improvement (SCI)**

Projects captured within this funding portfolio cover major equipment renewal and include items such as HVAC replacements, unit ventilator upgrades, rooftop unit upgrades and HVAC control upgrades. Some of the projects that were originally planned to be funded through FRP/SCI were instead transferred to the CVRIS funding source after approval.

- 2. Appendix B to Report 21-047, 2021-2022 Staff-Recommended Budget shows a difference between the revenues and expenses of seconded staff. Please explain why there is a difference.**

Secondment (sometimes referred to as staff on loan) is the broad term used to cover all staff members who have taken a leave of absence and have been seconded to another organization to work for a period of time, but who remain on the Ottawa-Carleton District School Board's (OCDSB) payroll and for whom the OCDSB is reimbursed. It includes, for example, teachers and administrators seconded to the Department of National Defence to work in schools that serve Canada's military families stationed abroad, executive members of the various bargaining units who are on full-time release to serve in that capacity, and staff who are seconded to the Ministry.

In general, all costs associated with salary and benefits are fully reimbursed by the organization to whom the individual is seconded. The exception to this is with regard to amounts reimbursed for some of the union executive positions, where the amount of reimbursement has been established in the respective collective agreement and is less than the full cost of salary and benefits of the incumbents.

- 3. Appendix E to Report 21-047, 2021-2022 Staff-Recommended Budget proposes the addition of 6.0 FTE itinerant educational assistants to meet needs in secondary schools. What is the current complement of itinerant EAs?**

The current complement of itinerant educational assistants (IEAs) is assigned as follows:

- 10.0 FTE elementary;
- 7.0 FTE, secondary; and
- 4.0 FTE Early Learning.

IEAs provide additional support to students and schools in the areas of mental health promotion and well-being. The additional complement will boost the District's ability to support secondary schools at the Tier 1 level. IEAs are well-positioned to support the roll-out and implementation of resources from School Mental Health Ontario (SMHO), The Third Path, and to provide targeted support in stress management and coping. Further, the increased support at the Tier 1 level will increase the time that the District's mental health professionals (i.e., psychologists and social workers) can dedicate to Tier 2 and Tier 3 levels of support.

**4. What expenditures are made to support the District's goal of equity.**

Updated response.

The OCDSB is committed to equity of educational opportunities and outcomes. To meet this commitment, policies and practices have been established to ensure the availability of programs, services and resources critical to the well-being of students, staff and the community. As a result, equity considerations are a key factor in the many decisions made by the District.

A number of examples of the work to promote equity and diversity are shown on the Equity and Diversity section of the District's website. These include:

- Hosting a Students Equity Conference which asked students to undertake an "Equity Audit" of their schools;
- Ensuring the principles of equitable and inclusive education are incorporated into all policies, programs, procedures and practices;
- Reviewing resources, instruction and assessment/evaluation practices to identify and eliminate discriminatory bias and systemic barriers;
- Ensuring that hiring policies and practices are equitable and fair;
- Providing equity-focused learning opportunities with internal and external partners;
- Establishing and maintaining collaborative relationships with diverse communities including engagement through the Board's Advisory Committee on Equity; and
- Consulting with local community organizations and the Canadian Multifaith Federation to identify days of significance to members of the faith communities in the District for inclusion in the Holy Days/ Days of Significance Calendar.

As seen in the above examples, much of the progress to ensuring equity, diversity and human rights is being managed through changes in practices and ensuring communities are engaged. It is important to continue with this work to meet the objectives articulated in the 2019-2023 Strategic Plan.

In addition to the changes in practices, a number of specific budget allocations play an important role in furthering equity and diversity at the District. A review of the planned expenses shows that the recommended budgets will have increased by \$1.9 million, representing a 48% increase when compared to 2018-2019 budgets. The identified areas are:

Program/Initiative	\$
<u>Indigenous Education</u>	1,778,500
The budget is used for enhanced programming and supports for Indigenous students. Additional information is shown in the response to question 5.	2018-19 1,380,500
The proposed budget for 2021-2022 is \$1,778,500. The staff-recommended budget proposes the addition of two student graduation coaches and a student support coordinator who are all focused on Indigenous needs. The three positions will cost \$267,000.	

Program/Initiative	\$
<p><u>RAISE Funding</u></p> <p>The Resource Allocation Index based on Socioeconomics (RAISE) is an indicator of school-level need relative to other schools within the District. The index is used to provide additional resources to enhance student success. From this funding, eligible elementary schools receive \$18.70 per ADE (totaling approximately \$142,700) to supplement their Board-allocated budget. The balance is available to both elementary and secondary schools based on funding requests. The decrease in funding reflects the creation of a community partnership position in 2020-2021.</p>	<p>247,500</p> <p>2018-19 312,515</p>
<p><u>Graduation Coach Program: Pilot for Black Students</u></p> <p>A Priorities and Partnerships Fund (PPF) grant, initially received in 2019-2020 and renewed for 2021-2022, is focused on addressing systemic barriers to achievement and well-being and supporting the success of Black students. The pilot involves providing intensive, culturally-responsive support to Black students and hiring graduation coaches with connections to Black communities to act as mentors to Black students, with the assistance of school staff and Board leadership.</p>	<p>224,200</p> <p>2018-19 nil</p>
<p><u>Urban Priorities Funding</u></p> <p>Two secondary schools (Gloucester HS and Ridgemont HS) have been identified by the Ministry for supplemental funding. The funding is used to provide enhanced support and engagement activities at these schools. These include health services, homework clubs, additional in-school mental health supports and leadership building activities.</p>	<p>588,400</p> <p>2018-19 588,400</p>

Page 6 of 15  
(FIN2-15 June 2021)

**5. What are the specific budget line items under Indigenous?**

The 2021-2022 Grants for Student Needs (GSN) provide total funding of \$4.9 million through the Indigenous Education and Program Leadership allocations to support Indigenous education. The Indigenous Education allocation provides \$4.2 million based on expected enrolment in Indigenous studies courses and \$680,000 to support work relating to the Board Action Plan (BAP) on Indigenous education. Funding provided by the Program Leadership allocation is \$184,600.

Commencing in 2021-2022, the Ministry will require that unspent funding from the Indigenous Education allocation be fully treated as deferred revenue for use in subsequent years; however, the 2021-2022 spending plan anticipates full use of the funds. The funds generated by Indigenous studies will be used to support overall instructional costs for the courses.

The District also receives funding through PPF grants. PPF grants are enveloped for specific purposes and may be announced prior to the start of the school year or provided during the school year. A report confirming the use of the funds must be provided to the Ministry. The 2021-2022 Staff-Recommended Budget includes \$115,400 to support the employment of a graduation coach for Indigenous students.

The following table presents the 2021-2022 spending plan:

	FTE	Budget (\$)
GSN Supported:		
Principal (Program Leader)	1.00	138,075
Support Coordinator for Indigenous Students	2.00	169,152
Graduation Coach for Indigenous Students	2.00	179,971
Urban Aboriginal High School Teacher	2.00	220,548
Instructional Coach-Elementary (Itinerant)	1.00	108,347
Instructional Coach-Secondary	1.00	110,274
Inuuqatigiit Centre Kindergarten Program-Teacher	1.00	108,347
Inuuqatigiit Centre Kindergarten Program-ECE	1.00	56,743
Indigenous Studies-Secondary Teacher Overlays	3.67	404,706
	14.67	1,496,163
Supplies, Services and Release Time	-	166,910
GSN Total	14.67	1,663,073
PPF Supported: Indigenous Graduation Coach		115,384
Delivery of Indigenous Studies Courses (3,503 pupil credits)		3,443,044
Combined Total		5,221,501

The supplies and services commonly acquired using the Indigenous Learning budget include:

- Service contracts with community partners (Wabano, Inuuqatigiit) who provide programs focused on historical teachings and cultural practices;
- Transportation costs for students participating in programs run by community partners;
- Support for the Indigenous Youth Forum;
- Honoraria paid to Elders;
- Release time for teachers to participate in Indigenous-focused learning;
- Books and maps for schools; and
- Office supplies.

**6. Appendix D to Report 21-047, 2021-2022 Staff-Recommended Budget shows a net reduction of 1.90 FTE elementary academic staffing. Please identify the changes.**

Academic staffing recommendations were presented in Report 21-034, Academic Staffing Plan for 2021-2022. The recommendations were approved by the Board on 30 March 2021. The changes to elementary academic staffing approved at that time are summarized on page 7 of the 2021-2022 Staff Recommended Budget Binder. The following changes comprise the net reduction of 1.90 FTE teaching positions:

	FTE
Net Increase in Specialized Program Classes	4.76
Increase in Learning Support Consultants	2.00
Decrease in Learning Resource Teachers	(5.50)
Increase in Teachers - Hearing and Visual	0.50
Decrease in Learning Disabilities Specialized Intervention Program	(4.76)
Hearing and Visual Teachers - Reconcile to Actual	1.10
	(1.90)

**7. Please provide information on the \$150,000 Environment Climate Initiative budget allocation that was initially approved in 2019-2020.**

A \$150,000 annual provision to encourage action on environmental initiatives was introduced as part of the 2019-2020 Budget. The funds are made available to schools to support environmental projects or initiatives following applications by school communities and/or principals. The budget is reported as an instructional supply given its focus on learning.

Use of the funds in 2020-2021 will be directed toward a tree-planting program. In collaboration with EnviroCentre, schools will have the opportunity to obtain a 'Nature Nook'. Each nook consists of three trees and a bench. Tree planting will occur during July and August 2021. It is anticipated that the full allocation will be used this year.

**8. Please provide information on the provisions established to meet occasional teaching and other staff replacement costs.**

Provisions are included in the 2021-2022 Staff-Recommended Budget to address the need for occasional teachers (OTs) and to meet other casual staffing requirements. The following general increases to the provisions have been recommended to ensure that budgets more closely align with historical needs:

Occasional Teachers	\$750,000
Educational Assistants	\$250,000
Principals and Vice-Principals	\$500,000

OTs provide coverage when teachers are absent due to illness, attending medical appointments or have other contractually permitted absences. In addition, OTs provide coverage when teachers are attending certain professional development and student support activities on a school day. Similar to teachers, casual staffing for most other school-based positions is required when an employee is absent. Accordingly, provisions have also been established for other employee groups including early childhood educators (ECEs), EAs, principals and vice-principals and school office staff.

The recommended OT provision for the coming year is \$18.6 million which includes the recommended increase of \$750,000. The casual staffing provision for other employee groups totals \$2.4 million, inclusive of the recommended increases.

Central departments and the Extended Day Program have established budgets to meet temporary staffing needs. These amounts are \$319,000 and \$861,000 respectively.

**9. Please provide information regarding the capacity of staff tasked with data gathering, including those in the Research, Evaluation and Analytics division (READ). Please also comment on any workload backlog that exists.**

Over the past year, the District has made tremendous progress in the collection and analysis of identity-based data guided by the Anti-Racism Data Standards. As one of the districts leading the way in this analysis, the work is complex and labour intensive. The District currently benefits from a special purpose grant from the Ministry which has allowed for the addition of one contract research term position (ending August 2021). A particular focus this year was to develop capacity in the analysis and use of equity data. The department has retained an equity-focused data scientist for both training and consulting services. Over the next year, the District will be looking to build capacity on the use of equity data with key system leaders and to increase the usability of data reports at the school level. As for the next steps in identity-based data, the District will be looking to establish data sharing agreements and open data practices as per the data standards.

In terms of backlog relating to research projects, there are some projects that have not advanced as planned this year. The Organisation for Economic Co-operation and Development (OECD) study on social and emotional skills has not been released (delayed by OECD); the review of the RAISE index was deferred (central workload/school pressures), progress on the data support model has slowed, the report on the 50/50 kindergarten program was deferred, and external research projects did not commence. The department is in the process of developing a work plan for next year.

**10. Where can I find information about special education funding and expenses?**

Supplemental budget information summarizing funding and spending on special education is included in the 2021-2022 Staff-Recommended Budget Binder starting at page 28. Total expenses are projected to be \$135.2 million.

A review of the information has shown that the Supports for Students Fund (SSF) grants totaling \$1.3 million were inadvertently omitted from the analysis. The increased funding allocated to special education correspondingly reduces the projected underfunding by the same amount. A revised summary of the funding and expenses is shown below:

	2020-2021 Approved Budget	2021-2022 Recommended Budget
Revenues		
Special Education Allocation	102,186,423	101,449,335
Special Education Grant Allocations	10,664,942	10,734,034
Special Education Other Grants	1,547,000	1,548,245
Special Education Other Income	4,770,199	7,103,528
Total Revenues	119,168,564	120,835,142
Total Expenses	131,374,291	135,212,706
Projected Shortfall	(12,205,727)	(14,377,564)

The 2021-2022 Staff-Recommended Budget Binder will be updated to show the allocation of the SSF grants to the Special Education envelope. The following pages will be affected:

- Page 4 - Net Enveloping - Table
- Page 28 - Special Education - Revenues and Expenditures
- Page 31 - Learning Support Services - Financial Summary



**11. Please provide information regarding investments in technology for the classroom including Chromebooks.**

In respect to the focus on equity, the District is striving to provide one device for every two students in its Student Achievement Through Equity (SATE)/Group of Eight (G8) schools. There is a commitment to have one device for every four students in the remaining schools. Both of these goals have been achieved this year. In addition, the District has committed to having a working projector in each homeroom.

The District's technology is managed by the Business and Learning Technologies (B&LT) department. This approach allows B&LT to ensure that new devices are compatible with the District's technology plan and that the devices are centrally administered as part of the various steps to managing computer network security.

School councils that fundraise are encouraged to support other initiatives. One technology initiative could be robotics that supports computer coding which is included in the revised math curriculum.

The following table shows the investments in Chromebooks that have been made over the past two years. Approximately 6,000 devices were acquired to meet the objectives articulated in the District's five-year technology plan while the balance was acquired in response to needs arising from the pandemic:

Year	Quantity	Cost
		\$
2019-2020	8,310	3,637,200
2020-2021	18,250	8,306,200
Total	26,560	11,943,400

**12. Please provide an update to the information that was previously shared with trustees regarding the District's compliance with the Accessibility for Ontarians with Disabilities Act (AODA).**

Annually, accessibility-related projects worth approximately \$5.0 million to \$7.0 million are executed to eliminate barriers within existing facilities. Over and above this work, any request to modify existing space to remove a barrier that impacts students or staff is quickly reviewed and work implemented as required. Requests include providing accessible washrooms, stair lifts, entry ramps, etc.

The Ontario government typically treats the Ontario Building Code and existing AODA accessibility standards as the only legally required benchmark that it must meet in new or significantly renovated buildings as there is currently no built-environment accessibility standard that must be met under the AODA. All new construction or renovated spaces within the District meet the Ontario Building Code and existing AODA accessibility standards. The District continues to invest in its buildings to eliminate physical barriers.

**13. Please provide additional information regarding the District's spending on special education as compared to other district school boards.**

The analysis of special education expenses was prepared based on 2018-2019 financial statement submissions to the Ministry, which is the most recent data available. Boards with higher enrolments were selected for the purposes of the comparative analysis. The expenses correspond with the amounts reported as being enveloped for special education purposes. The table compares special education expenses per average daily enrolment (ADE) and provides the ratio of expenses relative to the Special Education allocation.

It should be noted that the revenues used for enveloping purposes are not readily available for other districts. The revenues would normally reflect allocations of the qualifications and experience funding, the proportionate share of the pupil foundation and other revenues such as Priorities and Partnerships Fund (PPF) grants. The gross Special Education allocation was used as the basis for comparing expenses to revenues.

As can be seen in the table, the District's spending per ADE and the ratio of expenses to the grant are close to the average for all boards.

**Analysis of Special Education Expenses**  
2018-2019 Financial Statement Submissions

Board	Day School ADE	Section 2	Schedule 10	Schedule	Gross Expenses per ADE	Ratio of Gross Expenses to Grant
		Gross Special Education Allocation	Gross Instruction Expenses (Excludes Amortization)	Gross Special Education Expenses		
		\$	\$	\$	\$	
Dufferin-Peel Catholic	79,813	104,710,191	772,545,041	119,463,979	1,496.81	1.141
Simcoe County	52,115	75,545,529	489,773,464	83,370,324	1,599.73	1.104
York Catholic	52,496	70,624,469	510,974,349	83,984,961	1,599.82	1.189
Waterloo Region	63,909	89,250,003	598,199,431	102,807,318	1,608.64	1.152
Peel	156,191	218,106,012	1,483,777,342	256,251,194	1,640.63	1.175
Thames Valley	77,170	111,461,253	746,300,749	129,577,343	1,679.11	1.163
Hamilton-Wentworth	49,337	73,329,090	490,468,979	83,356,300	1,689.53	1.137
Toronto Catholic	90,183	125,753,367	914,488,759	152,677,257	1,692.97	1.214
<b>Ottawa-Carleton</b>	<b>72,589</b>	<b>98,979,099</b>	<b>711,672,658</b>	<b>123,851,385</b>	<b>1,706.20</b>	<b>1.251</b>
Durham	70,799	103,110,344	668,047,948	122,742,033	1,733.68	1.190
Ottawa Catholic	42,750	64,671,349	438,818,652	76,296,857	1,784.71	1.180
Halton	64,072	87,667,042	607,951,153	115,515,961	1,802.92	1.318
York Region	124,512	166,483,575	1,211,075,786	237,004,218	1,903.47	1.424
Toronto	242,430	339,112,068	2,609,690,117	484,793,766	1,999.73	1.430
<b>Total</b>	<b>1,238,365</b>	<b>1,728,803,390</b>	<b>12,253,784,428</b>	<b>2,171,692,896</b>	<b>1,753.68</b>	<b>1.256</b>

---

**14. Please provide information about the proposed increase in HR and LR positions, including the increase relative to the existing complement in those departments.**

**Labour Relations**

The Labour Relations/Legal Services (LR/LS) division currently has 7.0 FTE (1 manager, 2 LR Officers, 1 LR analyst, 1 respectful workplace advisor, 1 investigations advisor and 1 LR assistant). Additional information with regard to the two recommended positions attached to LR is provided below:

Investigations Advisor - Labour Relations

There is currently one investigations advisor employed in the District. The investigations advisor responds to and investigates allegations of misconduct involving staff and students, and supports capacity building for staff with respect to their obligations for student protection and well-being. The current workload demand exceeds capacity and has resulted in significant delays that impact the well-being of both the students and staff members involved in the investigations, and leads to increased staff replacement costs incurred while the investigation is ongoing.

Case Manager - Labour Relations (To Be Determined)

The case manager is a new and unique position that will:

- Provide support for students and educators in specialized program classes, or other children with complex special education needs in regular programs;
- Act as a liaison between the principal, student, parents, educators and the Learning Support Services department; and
- Monitor the supports that are put in place, and ensure the student/family can access appropriate external resources.

The reporting structure is still being confirmed, but has been attached to LR, at least initially.

**Human Resources**

The Human Resources department currently has 41.0 FTE, allocated across various functions as follows: 1.0 FTE manager, 8.0 FTE in wellness (disability management, attendance support, WSIB), 4.0 FTE in HR systems, 28.0 FTE in recruitment, staffing and general human resources services. Additional information with regard to the proposed positions is provided below:

Disability Management (DM) Coordinator - Wellness Division, Human Resources

There are currently three permanent DM coordinators, and a term position that was added through the 2020-2021 school year in response to the significantly increased workload. Each of the current DM coordinators is managing a caseload of approximately 450 claims, an increase of about 330 cases on average, during the 2019-2020 school year. The number of accommodations being requested based on medical disabilities has also continued to increase significantly, and although some reduction is anticipated in this area as we emerge from the pandemic, we do not anticipate a reduction to pre-COVID levels, as the trend had been increasing year over year.

Wellness Coordinator - Wellness Division, Human Resources

The wellness coordinator is a new position whose primary responsibility would be to develop and implement wellness initiatives specifically for employees of the District, including moving forward the work to implement the CSA Standard - Psychologically Healthy and Safe Workplaces, informed by the data gathered this year through the Valuing Voices Equity and Engagement Survey, the ThoughtExchange surveys and other feedback. The current workload in other areas of the division (disability

management, workplace safety and insurance, attendance support) has precluded the department from dedicating sufficient time to proactive well-being strategies.

The addition of these two positions would increase the division to a total of 10.0 FTE.

HR Administrator - HR Recruitment and Staffing

The HR administrator would be assigned primarily to support the increased efforts related to recruitment, hiring and deployment of occasional teachers and other casual and temporary staff and the increased workload associated with the implementation and monitoring of the new hiring policy and associated processes.

Compensation Specialist

This is a new position that would report directly to the HR manager, to support developing and maintaining current job descriptions, conducting regular compensation reviews, job evaluation/reclassification, pay equity maintenance, organizational design and structure, as well as acting as a key resource to support the implementation of succession planning cyclical processes. The OCDSB does not currently have a position whose responsibilities include these key functions and this role will be critical to ensuring the work currently underway in partnership with external consultants (compensation/job evaluation and succession planning) are implemented appropriately and are sustainable.

**15. Could you please provide the amount we spend on Policy Analyst and Communications HR and # of positions? Can you also provide how much we spent last year contracting out communications services? And generally how much do we spend on communications?**

The budget currently includes a 1.0 FTE policy analyst and a small allocation for contract policy support for a total of approximately \$100,000.

The Communications department has a total annual operating budget of \$1.3 million (\$933,600 salaries and benefits and \$375,300 operating supplies and services). The department has 10.0 FTE who support all internal and external communications, media relations, advertising, websites, social media, graphic design, audio-visual support, switchboard and central reception services. Over the past year, the department has spent approximately \$118,000 for additional support through a third party communications firm. This expenditure is in addition to the annual operating budget.

The largest pressure points in the department are web and portal content management, internal communications, and audio-visual/multi-media production.

---

**16. Please provide information on the arrangements with community service organizations that promote equity.**

The District partners with a broad range of community service and non-government organizations that assist us in promoting equity and diversity. Some of these are reflected in the response to question 4. A partial list of organizations is provided below:

- Wabano Centre for Indigenous Health
- Inuuqatigiit Centre
- Boys and Girls Club
- South East Ottawa Community Health Centre
- Rideauwood Addiction and Family Services
- Ottawa Network for Education
- Ottawa Community Immigrant Services Organization
- Canadian Centre for Diversity
- Capital Pride Festival
- Centre Franco-Ontarien
- Children's Village Ottawa-Carleton
- Education Foundation of Ottawa
- Lowertown Community Resource Centre
- Mamawi Together
- National Capital Secondary School Athletic Association
- Western Ottawa Community Resource Centre
- Somerset West Community Health Centre
- Black Foundation of Community Networks
- Carlington Community Health Centre
- Rideau-Rockcliffe Community Resource Centre
- Rainbow Educators' Network
- ODAWA Native Friendship Centre
- Youth Ottawa
- Youth Services Bureau
- Roberts Smart Centre
- Somali Centre for Family Services
- Minwaashin Lodge
- Ten Oaks Project

**17. What is absolute and % increase in student equity-identified spending year over year, or relative to a more normal 2019-2020 baseline if more appropriate?**

Please see the response to question 4.

**18. What is absolute and % increase in student mental health equity-identified spending year over year, or relative to a more normal 2019-2020 baseline if more appropriate?**

Response pending.



## MEMORANDUM

**Memo No. 21-083**

TO: Committee of the Whole (Budget)

FROM: Camille Williams-Taylor, Director of Education and Secretary of the Board  
Mike Carson, Chief Financial Officer

DATE: 15 June 2021

RE: **2021-2022 Staff-Recommended Budget  
Questions and Answers (Release 3)**

---

The attached document shows the questions received since the initial meeting of Committee of the Whole (Budget) on 2 February 2021.

Please direct questions or comments to Kevin Gardner, Manager of Financial Services, at [kevin.gardner@ocdsb.ca](mailto:kevin.gardner@ocdsb.ca)

Attach.

cc Senior Staff  
Manager of Board Services  
Manager of Financial Services  
Corporate Records



## **2021-2022 Staff-Recommended Budget Questions and Answers**

---

This document consolidates the responses to all questions received regarding the development of the 2021-2022 Staff-Recommended Budget.

Release of 09 June 2021 - questions 1 to 10

Release of 15 June 2021 - questions 11 to 18

Supplemental Release of 15 June 2021 – questions 19 to 20

**1. Staff agreed to provide a response regarding the total funding allocated for ventilation for the 2020-2021 school year.**

The following table summarizes the funding by source and provides reference to the Ministry of Education memo in which the funding was announced:

Funding Source	Memo	Memo Date	\$
Optimizing Air Quality in Schools	2020:B12	26 Aug 2020	1,681,500
Federal Safe Return to Class Fund	2021:B01	01 Feb 2021	1,681,500
COVID-19 Resilience Infrastructure Stream (CVRIS)-Ventilation	2020:B20	28 Oct 2020	14,525,000
FRP/SCI Funded Ventilation Projects	2020:B9	19 Jun 2020	4,720,000
			22,608,000

**Optimizing Air Quality in Schools and Federal Safe Return to Class Fund**

The following activities relate to the first two grants noted in the table:

**A. Immediate Action - measures taken prior to the start of the school year in September:**

The District prioritized work on ventilation during the summer of 2020 to ensure that schools would be ready to re-open in September 2020. The work included:

- Recommissioning of all heating, ventilation and air conditioning (HVAC) equipment, which included operational testing/inspection, repairs as needed, thorough cleaning and filter changes; and
- Reprogramming of ventilation systems to comply with the American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE) standards and public health recommendations, including:
  - Creating purge cycles before, during and after school that exchanges the building air with 100% outdoor air at a rate of approximate six complete air changes per hour; and
  - Increasing ventilation rates during other school hours to a fixed, constant rate of 3-4 air changes per hour.

**B. Short-Term Measures - implemented during the school year, started September 2020:**

Short-term measures focus on enhanced air purification using high-efficiency particulate air (HEPA) filtration. The District has ordered 1,250 units. Of these, 800 units have been distributed and the remaining 450 units are scheduled for delivery by the end of June 2021. Distribution of the units is based on the following criteria:

- Classrooms where the increased ventilation measures noted above were not possible due to the nature of the HVAC equipment;
- Isolation Rooms with a higher potential for airborne virus particles;
- Classrooms where the more important steps of wearing masks, hand washing and distancing may not be achievable (e.g., special program classrooms that were identified by principals); and
- All junior and senior kindergarten rooms across the District.

**C. Long-Term Measures - permanent ventilation and filtration upgrades**

Staff are working on implementing infrastructure upgrades at various sites in order to provide increased ventilation capability and/or add permanent filtration options.



---

### **COVID-19 Resilience Infrastructure Stream (CVRIS)**

As outlined in the summary above, the approved funding is being utilized to execute the identified projects. Physical work is underway for the hold-open devices on fire doors, touchless bottle filling stations and air purification. The larger types of capital projects (window replacement and HVAC upgrades) are at various stages of the design, tender and award phase. Most of this work will begin in July 2021 and will extend until the end of December 2021.

### **Facilities Renewal Program (FRP) and School Condition Improvement (SCI)**

Projects captured within this funding portfolio cover major equipment renewal and include items such as HVAC replacements, unit ventilator upgrades, rooftop unit upgrades and HVAC control upgrades. Some of the projects that were originally planned to be funded through FRP/SCI were instead transferred to the CVRIS funding source after approval.

- 2. Appendix B to Report 21-047, 2021-2022 Staff-Recommended Budget shows a difference between the revenues and expenses of seconded staff. Please explain why there is a difference.**

Secondment (sometimes referred to as staff on loan) is the broad term used to cover all staff members who have taken a leave of absence and have been seconded to another organization to work for a period of time, but who remain on the Ottawa-Carleton District School Board's (OCDSB) payroll and for whom the OCDSB is reimbursed. It includes, for example, teachers and administrators seconded to the Department of National Defence to work in schools that serve Canada's military families stationed abroad, executive members of the various bargaining units who are on full-time release to serve in that capacity, and staff who are seconded to the Ministry.

In general, all costs associated with salary and benefits are fully reimbursed by the organization to whom the individual is seconded. The exception to this is with regard to amounts reimbursed for some of the union executive positions, where the amount of reimbursement has been established in the respective collective agreement and is less than the full cost of salary and benefits of the incumbents.

- 3. Appendix E to Report 21-047, 2021-2022 Staff-Recommended Budget proposes the addition of 6.0 FTE itinerant educational assistants to meet needs in secondary schools. What is the current complement of itinerant EAs?**

The current complement of itinerant educational assistants (IEAs) is assigned as follows:

- 10.0 FTE elementary;
- 7.0 FTE, secondary; and
- 4.0 FTE Early Learning.

IEAs provide additional support to students and schools in the areas of mental health promotion and well-being. The additional complement will boost the District's ability to support secondary schools at the Tier 1 level. IEAs are well-positioned to support the roll-out and implementation of resources from School Mental Health Ontario (SMHO), The Third Path, and to provide targeted support in stress management and coping. Further, the increased support at the Tier 1 level will increase the time that the District's mental health professionals (i.e., psychologists and social workers) can dedicate to Tier 2 and Tier 3 levels of support.

**4. What expenditures are made to support the District's goal of equity.**

Updated response.

The OCDSB is committed to equity of educational opportunities and outcomes. To meet this commitment, policies and practices have been established to ensure the availability of programs, services and resources critical to the well-being of students, staff and the community. As a result, equity considerations are a key factor in the many decisions made by the District.

A number of examples of the work to promote equity and diversity are shown on the Equity and Diversity section of the District's website. These include:

- Hosting a Students Equity Conference which asked students to undertake an "Equity Audit" of their schools;
- Ensuring the principles of equitable and inclusive education are incorporated into all policies, programs, procedures and practices;
- Reviewing resources, instruction and assessment/evaluation practices to identify and eliminate discriminatory bias and systemic barriers;
- Ensuring that hiring policies and practices are equitable and fair;
- Providing equity-focused learning opportunities with internal and external partners;
- Establishing and maintaining collaborative relationships with diverse communities including engagement through the Board's Advisory Committee on Equity; and
- Consulting with local community organizations and the Canadian Multifaith Federation to identify days of significance to members of the faith communities in the District for inclusion in the Holy Days/ Days of Significance Calendar.

As seen in the above examples, much of the progress to ensuring equity, diversity and human rights is being managed through changes in practices and ensuring communities are engaged. It is important to continue with this work to meet the objectives articulated in the 2019-2023 Strategic Plan.

In addition to the changes in practices, a number of specific budget allocations play an important role in furthering equity and diversity at the District. A review of the planned expenses shows that the recommended budgets will have increased by \$1.9 million, representing a 48% increase when compared to 2018-2019 budgets. The identified areas are:

Program/Initiative	\$
<u>Indigenous Education</u>	1,778,500
The budget is used for enhanced programming and supports for Indigenous students. Additional information is shown in the response to question 5.	2018-19 1,380,500
The proposed budget for 2021-2022 is \$1,778,500. The staff-recommended budget proposes the addition of two student graduation coaches and a student support coordinator who are all focused on Indigenous needs. The three positions will cost \$267,000.	

Program/Initiative	\$
<p><u>RAISE Funding</u></p> <p>The Resource Allocation Index based on Socioeconomics (RAISE) is an indicator of school-level need relative to other schools within the District. The index is used to provide additional resources to enhance student success. From this funding, eligible elementary schools receive \$18.70 per ADE (totaling approximately \$142,700) to supplement their Board-allocated budget. The balance is available to both elementary and secondary schools based on funding requests. The decrease in funding reflects the creation of a community partnership position in 2020-2021.</p>	<p>247,500</p> <p>2018-19 312,515</p>
<p><u>Graduation Coach Program: Pilot for Black Students</u></p> <p>A Priorities and Partnerships Fund (PPF) grant, initially received in 2019-2020 and renewed for 2021-2022, is focused on addressing systemic barriers to achievement and well-being and supporting the success of Black students. The pilot involves providing intensive, culturally-responsive support to Black students and hiring graduation coaches with connections to Black communities to act as mentors to Black students, with the assistance of school staff and Board leadership.</p>	<p>224,200</p> <p>2018-19 nil</p>
<p><u>Urban Priorities Funding</u></p> <p>Two secondary schools (Gloucester HS and Ridgemont HS) have been identified by the Ministry for supplemental funding. The funding is used to provide enhanced support and engagement activities at these schools. These include health services, homework clubs, additional in-school mental health supports and leadership building activities.</p>	<p>588,400</p> <p>2018-19 588,400</p>

Page 6 of 19  
(FIN3-15 June 2021)

**5. What are the specific budget line items under Indigenous?**

The 2021-2022 Grants for Student Needs (GSN) provide total funding of \$4.9 million through the Indigenous Education and Program Leadership allocations to support Indigenous education. The Indigenous Education allocation provides \$4.2 million based on expected enrolment in Indigenous studies courses and \$680,000 to support work relating to the Board Action Plan (BAP) on Indigenous education. Funding provided by the Program Leadership allocation is \$184,600.

Commencing in 2021-2022, the Ministry will require that unspent funding from the Indigenous Education allocation be fully treated as deferred revenue for use in subsequent years; however, the 2021-2022 spending plan anticipates full use of the funds. The funds generated by Indigenous studies will be used to support overall instructional costs for the courses.

The District also receives funding through PPF grants. PPF grants are enveloped for specific purposes and may be announced prior to the start of the school year or provided during the school year. A report confirming the use of the funds must be provided to the Ministry. The 2021-2022 Staff-Recommended Budget includes \$115,400 to support the employment of a graduation coach for Indigenous students.

The following table presents the 2021-2022 spending plan:

	FTE	Budget (\$)
GSN Supported:		
Principal (Program Leader)	1.00	138,075
Support Coordinator for Indigenous Students	2.00	169,152
Graduation Coach for Indigenous Students	2.00	179,971
Urban Aboriginal High School Teacher	2.00	220,548
Instructional Coach-Elementary (Itinerant)	1.00	108,347
Instructional Coach-Secondary	1.00	110,274
Inuuqatigiit Centre Kindergarten Program-Teacher	1.00	108,347
Inuuqatigiit Centre Kindergarten Program-ECE	1.00	56,743
Indigenous Studies-Secondary Teacher Overlays	3.67	404,706
	14.67	1,496,163
Supplies, Services and Release Time	-	166,910
GSN Total	14.67	1,663,073
PPF Supported: Indigenous Graduation Coach		115,384
Delivery of Indigenous Studies Courses (3,503 pupil credits)		3,443,044
Combined Total		5,221,501

The supplies and services commonly acquired using the Indigenous Learning budget include:

- Service contracts with community partners (Wabano, Inuuqatigiit) who provide programs focused on historical teachings and cultural practices;
- Transportation costs for students participating in programs run by community partners;
- Support for the Indigenous Youth Forum;
- Honoraria paid to Elders;
- Release time for teachers to participate in Indigenous-focused learning;
- Books and maps for schools; and
- Office supplies.

**6. Appendix D to Report 21-047, 2021-2022 Staff-Recommended Budget shows a net reduction of 1.90 FTE elementary academic staffing. Please identify the changes.**

Academic staffing recommendations were presented in Report 21-034, Academic Staffing Plan for 2021-2022. The recommendations were approved by the Board on 30 March 2021. The changes to elementary academic staffing approved at that time are summarized on page 7 of the 2021-2022 Staff Recommended Budget Binder. The following changes comprise the net reduction of 1.90 FTE teaching positions:

	FTE
Net Increase in Specialized Program Classes	4.76
Increase in Learning Support Consultants	2.00
Decrease in Learning Resource Teachers	(5.50)
Increase in Teachers - Hearing and Visual	0.50
Decrease in Learning Disabilities Specialized Intervention Program	(4.76)
Hearing and Visual Teachers - Reconcile to Actual	1.10
	(1.90)

**7. Please provide information on the \$150,000 Environment Climate Initiative budget allocation that was initially approved in 2019-2020.**

A \$150,000 annual provision to encourage action on environmental initiatives was introduced as part of the 2019-2020 Budget. The funds are made available to schools to support environmental projects or initiatives following applications by school communities and/or principals. The budget is reported as an instructional supply given its focus on learning.

Use of the funds in 2020-2021 will be directed toward a tree-planting program. In collaboration with EnviroCentre, schools will have the opportunity to obtain a 'Nature Nook'. Each nook consists of three trees and a bench. Tree planting will occur during July and August 2021. It is anticipated that the full allocation will be used this year.

**8. Please provide information on the provisions established to meet occasional teaching and other staff replacement costs.**

Provisions are included in the 2021-2022 Staff-Recommended Budget to address the need for occasional teachers (OTs) and to meet other casual staffing requirements. The following general increases to the provisions have been recommended to ensure that budgets more closely align with historical needs:

Occasional Teachers	\$750,000
Educational Assistants	\$250,000
Principals and Vice-Principals	\$500,000

OTs provide coverage when teachers are absent due to illness, attending medical appointments or have other contractually permitted absences. In addition, OTs provide coverage when teachers are attending certain professional development and student support activities on a school day. Similar to teachers, casual staffing for most other school-based positions is required when an employee is absent. Accordingly, provisions have also been established for other employee groups including early childhood educators (ECEs), EAs, principals and vice-principals and school office staff.

The recommended OT provision for the coming year is \$18.6 million which includes the recommended increase of \$750,000. The casual staffing provision for other employee groups totals \$2.4 million, inclusive of the recommended increases.

Central departments and the Extended Day Program have established budgets to meet temporary staffing needs. These amounts are \$319,000 and \$861,000 respectively.

**9. Please provide information regarding the capacity of staff tasked with data gathering, including those in the Research, Evaluation and Analytics division (READ). Please also comment on any workload backlog that exists.**

Over the past year, the District has made tremendous progress in the collection and analysis of identity-based data guided by the Anti-Racism Data Standards. As one of the districts leading the way in this analysis, the work is complex and labour intensive. The District currently benefits from a special purpose grant from the Ministry which has allowed for the addition of one contract research term position (ending August 2021). A particular focus this year was to develop capacity in the analysis and use of equity data. The department has retained an equity-focused data scientist for both training and consulting services. Over the next year, the District will be looking to build capacity on the use of equity data with key system leaders and to increase the usability of data reports at the school level. As for the next steps in identity-based data, the District will be looking to establish data sharing agreements and open data practices as per the data standards.

In terms of backlog relating to research projects, there are some projects that have not advanced as planned this year. The Organisation for Economic Co-operation and Development (OECD) study on social and emotional skills has not been released (delayed by OECD); the review of the RAISE index was deferred (central workload/school pressures), progress on the data support model has slowed, the report on the 50/50 kindergarten program was deferred, and external research projects did not commence. The department is in the process of developing a work plan for next year.

**10. Where can I find information about special education funding and expenses?**

Supplemental budget information summarizing funding and spending on special education is included in the 2021-2022 Staff-Recommended Budget Binder starting at page 28. Total expenses are projected to be \$135.2 million.

A review of the information has shown that the Supports for Students Fund (SSF) grants totaling \$1.3 million were inadvertently omitted from the analysis. The increased funding allocated to special education correspondingly reduces the projected underfunding by the same amount. A revised summary of the funding and expenses is shown below:

	2020-2021 Approved Budget	2021-2022 Recommended Budget
Revenues		
Special Education Allocation	102,186,423	101,449,335
Special Education Grant Allocations	10,664,942	10,734,034
Special Education Other Grants	1,547,000	1,548,245
Special Education Other Income	4,770,199	7,103,528
Total Revenues	119,168,564	120,835,142
Total Expenses	131,374,291	135,212,706
Projected Shortfall	(12,205,727)	(14,377,564)

The 2021-2022 Staff-Recommended Budget Binder will be updated to show the allocation of the SSF grants to the Special Education envelope. The following pages will be affected:

- Page 4 - Net Enveloping - Table
- Page 28 - Special Education - Revenues and Expenditures
- Page 31 - Learning Support Services - Financial Summary



**11. Please provide information regarding investments in technology for the classroom including Chromebooks.**

In respect to the focus on equity, the District is striving to provide one device for every two students in its Student Achievement Through Equity (SATE)/Group of Eight (G8) schools. There is a commitment to have one device for every four students in the remaining schools. Both of these goals have been achieved this year. In addition, the District has committed to having a working projector in each homeroom.

The District's technology is managed by the Business and Learning Technologies (B&LT) department. This approach allows B&LT to ensure that new devices are compatible with the District's technology plan and that the devices are centrally administered as part of the various steps to managing computer network security.

School councils that fundraise are encouraged to support other initiatives. One technology initiative could be robotics that supports computer coding which is included in the revised math curriculum.

The following table shows the investments in Chromebooks that have been made over the past two years. Approximately 6,000 devices were acquired to meet the objectives articulated in the District's five-year technology plan while the balance was acquired in response to needs arising from the pandemic:

Year	Quantity	Cost
		\$
2019-2020	8,310	3,637,200
2020-2021	18,250	8,306,200
Total	26,560	11,943,400

**12. Please provide an update to the information that was previously shared with trustees regarding the District's compliance with the Accessibility for Ontarians with Disabilities Act (AODA).**

Annually, accessibility-related projects worth approximately \$5.0 million to \$7.0 million are executed to eliminate barriers within existing facilities. Over and above this work, any request to modify existing space to remove a barrier that impacts students or staff is quickly reviewed and work implemented as required. Requests include providing accessible washrooms, stair lifts, entry ramps, etc.

The Ontario government typically treats the Ontario Building Code and existing AODA accessibility standards as the only legally required benchmark that it must meet in new or significantly renovated buildings as there is currently no built-environment accessibility standard that must be met under the AODA. All new construction or renovated spaces within the District meet the Ontario Building Code and existing AODA accessibility standards. The District continues to invest in its buildings to eliminate physical barriers.

**13. Please provide additional information regarding the District's spending on special education as compared to other district school boards.**

The analysis of special education expenses was prepared based on 2018-2019 financial statement submissions to the Ministry, which is the most recent data available. Boards with higher enrolments were selected for the purposes of the comparative analysis. The expenses correspond with the amounts reported as being enveloped for special education purposes. The table compares special education expenses per average daily enrolment (ADE) and provides the ratio of expenses relative to the Special Education allocation.

It should be noted that the revenues used for enveloping purposes are not readily available for other districts. The revenues would normally reflect allocations of the qualifications and experience funding, the proportionate share of the pupil foundation and other revenues such as Priorities and Partnerships Fund (PPF) grants. The gross Special Education allocation was used as the basis for comparing expenses to revenues.

As can be seen in the table, the District's spending per ADE and the ratio of expenses to the grant are close to the average for all boards.

**Analysis of Special Education Expenses**

2018-2019 Financial Statement Submissions

Board	Day School ADE	Section 2	Schedule 10	Schedule	Gross Expenses per ADE	Ratio of Gross Expenses to Grant
		Gross Special Education Allocation	Gross Instruction Expenses (Excludes Amortization)	Gross Special Education Expenses		
		\$	\$	\$	\$	
Dufferin-Peel Catholic	79,813	104,710,191	772,545,041	119,463,979	1,496.81	1.141
Simcoe County	52,115	75,545,529	489,773,464	83,370,324	1,599.73	1.104
York Catholic	52,496	70,624,469	510,974,349	83,984,961	1,599.82	1.189
Waterloo Region	63,909	89,250,003	598,199,431	102,807,318	1,608.64	1.152
Peel	156,191	218,106,012	1,483,777,342	256,251,194	1,640.63	1.175
Thames Valley	77,170	111,461,253	746,300,749	129,577,343	1,679.11	1.163
Hamilton-Wentworth	49,337	73,329,090	490,468,979	83,356,300	1,689.53	1.137
Toronto Catholic	90,183	125,753,367	914,488,759	152,677,257	1,692.97	1.214
<b>Ottawa-Carleton</b>	<b>72,589</b>	<b>98,979,099</b>	<b>711,672,658</b>	<b>123,851,385</b>	<b>1,706.20</b>	<b>1.251</b>
Durham	70,799	103,110,344	668,047,948	122,742,033	1,733.68	1.190
Ottawa Catholic	42,750	64,671,349	438,818,652	76,296,857	1,784.71	1.180
Halton	64,072	87,667,042	607,951,153	115,515,961	1,802.92	1.318
York Region	124,512	166,483,575	1,211,075,786	237,004,218	1,903.47	1.424
Toronto	242,430	339,112,068	2,609,690,117	484,793,766	1,999.73	1.430
<b>Total</b>	<b>1,238,365</b>	<b>1,728,803,390</b>	<b>12,253,784,428</b>	<b>2,171,692,896</b>	<b>1,753.68</b>	<b>1.256</b>

---

**14. Please provide information about the proposed increase in HR and LR positions, including the increase relative to the existing complement in those departments.**

**Labour Relations**

The Labour Relations/Legal Services (LR/LS) division currently has 7.0 FTE (1 manager, 2 LR Officers, 1 LR analyst, 1 respectful workplace advisor, 1 investigations advisor and 1 LR assistant). Additional information with regard to the two recommended positions attached to LR is provided below:

Investigations Advisor - Labour Relations

There is currently one investigations advisor employed in the District. The investigations advisor responds to and investigates allegations of misconduct involving staff and students, and supports capacity building for staff with respect to their obligations for student protection and well-being. The current workload demand exceeds capacity and has resulted in significant delays that impact the well-being of both the students and staff members involved in the investigations, and leads to increased staff replacement costs incurred while the investigation is ongoing.

Case Manager - Labour Relations (To Be Determined)

The case manager is a new and unique position that will:

- Provide support for students and educators in specialized program classes, or other children with complex special education needs in regular programs;
- Act as a liaison between the principal, student, parents, educators and the Learning Support Services department; and
- Monitor the supports that are put in place, and ensure the student/family can access appropriate external resources.

The reporting structure is still being confirmed, but has been attached to LR, at least initially.

**Human Resources**

The Human Resources department currently has 41.0 FTE, allocated across various functions as follows: 1.0 FTE manager, 8.0 FTE in wellness (disability management, attendance support, WSIB), 4.0 FTE in HR systems, 28.0 FTE in recruitment, staffing and general human resources services. Additional information with regard to the proposed positions is provided below:

Disability Management (DM) Coordinator - Wellness Division, Human Resources

There are currently three permanent DM coordinators, and a term position that was added through the 2020-2021 school year in response to the significantly increased workload. Each of the current DM coordinators is managing a caseload of approximately 450 claims, an increase of about 330 cases on average, during the 2019-2020 school year. The number of accommodations being requested based on medical disabilities has also continued to increase significantly, and although some reduction is anticipated in this area as we emerge from the pandemic, we do not anticipate a reduction to pre-COVID levels, as the trend had been increasing year over year.

Wellness Coordinator - Wellness Division, Human Resources

The wellness coordinator is a new position whose primary responsibility would be to develop and implement wellness initiatives specifically for employees of the District, including moving forward the work to implement the CSA Standard - Psychologically Healthy and Safe Workplaces, informed by the data gathered this year through the Valuing Voices Equity and Engagement Survey, the ThoughtExchange surveys and other feedback. The current workload in other areas of the division (disability

management, workplace safety and insurance, attendance support) has precluded the department from dedicating sufficient time to proactive well-being strategies.

The addition of these two positions would increase the division to a total of 10.0 FTE.

HR Administrator - HR Recruitment and Staffing

The HR administrator would be assigned primarily to support the increased efforts related to recruitment, hiring and deployment of occasional teachers and other casual and temporary staff and the increased workload associated with the implementation and monitoring of the new hiring policy and associated processes.

Compensation Specialist

This is a new position that would report directly to the HR manager, to support developing and maintaining current job descriptions, conducting regular compensation reviews, job evaluation/reclassification, pay equity maintenance, organizational design and structure, as well as acting as a key resource to support the implementation of succession planning cyclical processes. The OCDSB does not currently have a position whose responsibilities include these key functions and this role will be critical to ensuring the work currently underway in partnership with external consultants (compensation/job evaluation and succession planning) are implemented appropriately and are sustainable.

**15. Could you please provide the amount we spend on Policy Analyst and Communications HR and # of positions? Can you also provide how much we spent last year contracting out communications services? And generally how much do we spend on communications?**

The budget currently includes a 1.0 FTE policy analyst and a small allocation for contract policy support for a total of approximately \$100,000.

The Communications department has a total annual operating budget of \$1.3 million (\$933,600 salaries and benefits and \$375,300 operating supplies and services). The department has 10.0 FTE who support all internal and external communications, media relations, advertising, websites, social media, graphic design, audio-visual support, switchboard and central reception services. Over the past year, the department has spent approximately \$118,000 for additional support through a third party communications firm. This expenditure is in addition to the annual operating budget.

The largest pressure points in the department are web and portal content management, internal communications, and audio-visual/multi-media production.

---

**16. Please provide information on the arrangements with community service organizations that promote equity.**

The District partners with a broad range of community service and non-government organizations that assist us in promoting equity and diversity. Some of these are reflected in the response to question 4. A partial list of organizations is provided below:

- Wabano Centre for Indigenous Health
- Inuuqatigiit Centre
- Boys and Girls Club
- South East Ottawa Community Health Centre
- Rideauwood Addiction and Family Services
- Ottawa Network for Education
- Ottawa Community Immigrant Services Organization
- Canadian Centre for Diversity
- Capital Pride Festival
- Centre Franco-Ontarien
- Children's Village Ottawa-Carleton
- Education Foundation of Ottawa
- Lowertown Community Resource Centre
- Mamawi Together
- National Capital Secondary School Athletic Association
- Western Ottawa Community Resource Centre
- Somerset West Community Health Centre
- Black Foundation of Community Networks
- Carlington Community Health Centre
- Rideau-Rockcliffe Community Resource Centre
- Rainbow Educators' Network
- ODAWA Native Friendship Centre
- Youth Ottawa
- Youth Services Bureau
- Roberts Smart Centre
- Somali Centre for Family Services
- Minwaashin Lodge
- Ten Oaks Project

**17. What is absolute and % increase in student equity-identified spending year over year, or relative to a more normal 2019-2020 baseline if more appropriate?**

Please see the response to question 4.

**18. What is absolute and % increase in student mental health equity-identified spending year over year, or relative to a more normal 2019-2020 baseline if more appropriate?**

A comparison of the recommended complement of psychologists and social workers with that approved for 2019-2020 is shown in the following table. The complement shows an increase of 4.30 FTE.

	2019-2020 Budget		2021-2022 Budget		Increase	
	FTE	\$	FTE	\$	FTE	\$
Psychologists	29.90	3,290,728	31.40	3,584,284	1.50	293,556
Social Workers	29.70	2,876,987	32.50	3,344,104	2.80	467,117
	59.60	6,167,715	63.90	6,928,388	4.30	760,673

The recommendations for 2021-2022 include the addition of 1.0 FTE psychologist and 2.0 FTE social workers.

The additional psychologist support will expedite access to assessment and intervention with a focus on the Ontario Human Rights Commission's Right to Read inquiry. The additional social workers will provide culturally responsive mental health care to Indigenous and racialized students and families at the Tier 2 and Tier 3 intervention levels.

**19. I would like to understand the individual line item funding given through GSNs, PPFs etc, over the last 5 years for each of Special Education and Mental Health supports.**

The Special Education grant provides additional funding to school boards to support students who require special education programs, services and equipment. The Special Education grant may only be used for special education purposes and any unspent funding must be treated as deferred revenue for special education. In addition, other amounts are received to support specific initiatives or are assigned to offset special education costs.

The following table summarizes the funding received and assigned to support the special education needs of the District's students. Actual results are shown for the first three years in the comparison while the most recent two are based on budgeted costs.

	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget 2021-22
Special Education Self-Contained Classes	ADE	ADE	ADE	ADE	ADE
JK-SK	31.00	28.00	33.00	33.00	31.00
Grades 1-3	285.00	297.00	322.00	323.00	310.00
Grades 4-8	1,066.00	983.00	984.00	984.00	960.00
Secondary	586.00	597.00	614.00	614.00	636.00
	<u>1,968.00</u>	<u>1,905.00</u>	<u>1,953.00</u>	<u>1,954.00</u>	<u>1,937.00</u>
	\$	\$	\$	\$	\$
Special Education Allocation					
Special Education Per Pupil Amount	53,259,458	55,797,894	57,487,161	58,658,988	57,717,963
Special Education Equipment Claim Based Amount	546,441	687,703	687,703	687,703	600,000
Special Education Equipment Per Pupil Amount	1,594,302	1,739,737	1,201,311	1,739,737	1,739,737
Differentiated Special Education Needs Amount	34,828,306	36,748,433	37,636,755	37,686,292	37,780,947
Special Incidence Portion	2,581,492	2,704,644	2,636,974	2,572,000	2,636,974
Behavioural Expertise Amount	293,431	409,889	828,084	841,703	973,714
	<u>93,103,430</u>	<u>98,088,300</u>	<u>100,477,988</u>	<u>102,186,423</u>	<u>101,449,335</u>
Special Education Self-Contained Classes					
Pupil Foundation Grant Allocation	9,040,751	8,968,225	8,573,271	9,194,346	9,188,415
Teacher Qualification and Experience Allocation	1,530,188	1,487,409	1,429,063	1,470,596	1,545,619
	<u>10,570,939</u>	<u>10,455,634</u>	<u>10,002,334</u>	<u>10,664,942</u>	<u>10,734,034</u>
Other Assigned Revenues					
Recoveries and Fees	693,539	755,349	556,590	693,539	865,331
Priorities and Partnerships Funding-Regular	870,600	1,446,068	1,182,661	505,175	556,360
Priorities and Partnerships Funding-COVID	-	-	-	885,499	1,595,123
	<u>1,564,139</u>	<u>2,201,417</u>	<u>1,739,251</u>	<u>2,084,213</u>	<u>3,016,814</u>
	<u>105,238,508</u>	<u>110,745,351</u>	<u>112,219,573</u>	<u>114,935,578</u>	<u>115,200,183</u>
Summer Learning Program	93,004	94,132	-	-	123,177
Program Leader Allocation - Mental Health	-	141,124	143,758	144,990	146,235
Supports for Students Funds	3,846,765	4,007,270	-	1,278,833	1,278,833
Employee Life and Health Trusts (Share)	3,005,486	3,258,826	3,330,813	3,661,966	4,086,714
	<u>6,945,255</u>	<u>7,501,352</u>	<u>3,474,571</u>	<u>5,085,789</u>	<u>5,634,959</u>
Total Funding	<u>112,183,763</u>	<u>118,246,703</u>	<u>115,694,144</u>	<u>120,021,367</u>	<u>120,835,142</u>

---

The Ministry has published A Guide to the Special Education Grant. The following summarizes the funding components received through the Special Education grant:

The Special Education Per Pupil Amount provides funding to every school board to assist with the costs of providing additional support to students with special education needs. It is allocated to school boards based on total enrolment of all students, not only students with special education needs.

The Special Equipment Amount (SEA) is a specific funding envelope within the special education envelope that is used to acquire and maintain equipment required for students receiving special education supports. The funding is comprised of an amount based on enrolment and a claims-based amount. The funding can only be used to support qualifying expenses. Unspent funding cannot be used to support other special education spending; rather, it must be set aside as deferred revenue to support SEA spending in future years.

The Differentiated Special Education Needs Amount addresses the variation among school boards with respect to their population of students with special education needs and the ability to support these needs. It includes four components:

- Special Education Statistical Prediction Model;
- Measures of Variability;
- Base Amount for Collaboration and Integration; and
- Multi-Disciplinary Supports Amount.

The Special Incidence Portion is intended to support students with extraordinarily high needs who require more than two full-time staff to address their health and/or safety needs, and those of others at their school. Funding is based on claims submitted by school boards.

The Behavioural Expertise Amount (BEA) provides funding for school boards to hire board-level Applied Behaviour Analysis (ABA) expertise professionals, including Board Certified Behaviour Analysts (BCBAs), and to provide training opportunities that will build school board capacity in ABA. The 2021-2022 BEA allocation is comprised of the following three components:

- ABA Expertise Professionals Amount;
- ABA Training Amount; and
- After-School Skills Development Amount.

The District also receives other funding that supports special education costs. These include Priorities and Partnerships Fund (PPF) grants, cost recoveries for staff shared with other district school boards, funding in the form of the Supports for Students Fund (SSF) grants and allocations of grants received from the Ministry for its share of costs to fund employee benefits managed through various employee life and health benefit trusts.



---

**20. What is our agreement with OSTA with respect to the substantial increase in fuel costs? Do the bus companies have fuel surcharges based on rising fuel costs, which will be passed through OSTA to the ODCSB and OCSB? Do we expect the province to provide us with additional funding during the 2021/22 school year to offset these additional fuel costs? If not, what is our best estimate of the additional costs and how will we cover them?**

For a number of years, the Student Transportation grant has incorporated an allocation in response to the variability of fuel costs that may be observed relative to the provincial benchmark. The adjustment is termed the Fuel Escalator or De-Escalator Amount. The funding is used to support the costs incurred by operators based on vehicle type and kilometres driven.

If the monthly average cost of a litre of diesel exceeds the \$0.936 provincial benchmark by at least 3%, then additional funding is generated. Similarly, if the average cost represents a decrease of at least 3%, then a funding reduction is calculated. The fuel escalator adjustment shown in the 2019-2020 Consolidated Financial Statements provided increased funding of \$331,800.

In 2020, the Ministry launched a review of the Student Transportation grant. The objective of the review is to establish more equitable and needs-based transportation for Ontario students. While the review is underway, the overall grant will be maintained at the previous year's funding level, with adjustments for enrolment growth.

The absence of a funding increase to address inflationary costs means that contractual cost increases will need to be absorbed by school districts; however, the District is experiencing a substantial transportation surplus this year, and perhaps will experience a smaller surplus next year, depending on the willingness of parents to let their children return to the buses. The ability to recruit enough bus drivers for the coming year will also influence transportation costs.

# Committee of the Whole Budget

## PUBLIC MOTIONS

### Report 21-047, 2021-2022 Staff Recommended Budget

- A. THAT the unconsolidated 2021-2022 operating budget of \$1,010.3 million as presented in Report 21-047, 2021-2022 Staff-Recommended Budget and detailed in the 2021-2022 Staff-Recommended Budget Binder be approved, subject to Ministry authorization to use the accumulated surplus in the amount required to balance the budget, **as amended**; and
- B. THAT the 2021-2022 capital budget of \$119.8 million as presented in the 2021-2022 Staff-Recommended Budget Binder, be approved.

*Note: The motion includes the following amendments*

- A. THAT \$200,000 be allocated from reserves to a central contingency fund for initiatives supporting the District's transition from School Resource Officer (SRO) and other Ottawa Police Service (OPS) reliance, to be used as needed during the course of the 2021-22 school year, and where:
  - i. The fund shall be utilized for such related purposes as added de-escalation and unconscious bias training development or purchase, release time, procedural development, communications and consultation, funded non-OPS civil society partnerships and service providers, added tracking / analysis / reporting, and/or for other purposes, all to be determined by staff;
  - ii. Lapsed funds shall be returned to reserves at the end of the school year, unless otherwise varied by the Board; and
  - iii. A report on the use or non-use of this transitional contingency fund, and also of any continuing related unfunded needs, is to be provided to the Board to inform its 2022-23 budget process.

and

- B. THAT \$200,000 be allocated from reserves to a central contingency fund for initiatives rooted in the ending of the SRO program related to targeted EAs, mental health, or other culturally appropriate resources, and/or counselling services for those impacted by previous OPS engagements, and where:
  - i. Lapsed funds shall be returned to reserves at the end of the school year, unless otherwise varied by the Board; and
  - ii. A report on the use or non-use of this transitional contingency fund, and also of any continuing related unfunded needs, is to be provided to the Board to inform its 2022-23 budget process.

That the \$95,000 in savings achieved through the discontinuation of the additional School Resource Officer resources, be added to the RAISE expenditure budget.



To: Board

DATE: 15 June 2021

RE: 2021-2022 Staff Recommended Budget

Trustee Bell has given notice that she intends to move an amendment as follows at the Committee of the Whole, Budget meeting on 15 June 2021:

THEREFORE BE IT RESOLVED:

THAT the Board authorizes an allocation of up to \$89,000 to support the hiring of 1.0 FTE Policy Analyst with a specialization in anti-racism and intersectional policy analysis.

Camille Williams-Taylor  
Director of Education and  
Secretary of the Board

Michèle Giroux  
Executive Officer  
Corporate Services

*Signatures on this Notice of Motion confirm that the Notice was submitted in accordance with Section 12.9 of the Board's By-laws and Standing Rules.*