



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD



Jennifer Adams
Director of Education/
Secretary of the Board

Lynn Scott
Trustee Zone 1
Chair of the Board

Katrine Mallan
Manager of
Board Services



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

BOARD MEETING AGENDA

Tuesday, 29 January 2019

7:00 p.m. In Camera
7:30 p.m. Public

Boardroom
Administration Building
133 Greenbank Road
Ottawa, Ontario

Jennifer Jennekens
Trustee Zone 7

Keith Penny
Trustee Zone 8

Lyra Evans
Trustee Zone 9

Erica Braunovan
Trustee Zone 10

Mark Fisher
Trustee Zone 11

Sandra Schwartz
Trustee Zone 12

Chris Ellis
Trustee Zone 6

Rob Campbell
Trustee Zone 5

Wendy Hough
Trustee Zone 4

Donna Blackburn
Trustee Zone 3

Christine Boothby
Trustee, Zone 2

Isaac Glassman
Student Trustee

Samantha Lin
Student Trustee

For further information on this agenda or how the Board meeting works, please contact Susan Baker, Senior Coordinator, Board Services at (613) 596-8211 ext. 8641 or susan.baker@ocdsb.ca

ABOUT THE BOARD:

- The Board of Trustees is the formal decision making body of the Ottawa-Carleton District School Board. For the 2018-2019 school year, the Board is scheduled to meet on the fourth Tuesday of the month, during the school year at 7:30 pm.

ABOUT THE BOARD AND COMMITTEE MEETING AGENDAS:

- The Ottawa-Carleton District School Board posts complete Committee of the Whole, public agendas and reports on the website at least ten days prior to the respective meeting.
- Meeting agendas and reports for Board meetings is posted on the website on the Friday prior to the respective meeting.
- Draft agendas for Board meetings are also posted on the web at least six business days prior to the respective meeting.
- For more information on schedules and agendas please see https://ocdsb.ca/board/board_meetings.

HOW TO APPEAR AS A DELEGATION OR ASK A QUESTION AT A MEETING:

- The following rules apply to members of the public who would like to address the Board at a public meeting:
 - If registered by the Thursday prior to the meeting, providing a written submission, and a first appearance on the subject, (up to a 4 minute delegation); or
 - If registering prior to the start of the meeting using the sign-up sheet (up to a 2 minute delegation).
- To pre-register your delegation, you must submit a written statement to Susan Baker on your issue by 4:00 pm on the Thursday prior to the release of the agenda package. Your written statement will be included in the agenda package. If you would like to pre-register, please contact Susan Baker, Senior Coordinator, Board Services at (613) 596-8211, ext. 8641, or susan.baker@ocdsb.ca
- At the beginning of each Board meeting, a maximum of 20 minutes will be allotted for delegations.

PURPOSE OF IN CAMERA MEETINGS:

- Under provincial law, *"A meeting of a committee of a board, including a committee of the whole board, may be closed to the public when the subject-matter under consideration involves:*
 - (a) the security of the property of the board;*
 - (b) the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;*
 - (c) the acquisition or disposal of a school site;*
 - (d) decisions in respect of negotiations with employees of the board; or*
 - (e) litigation affecting the board."*



BOARD PUBLIC AGENDA

Tuesday, January 29, 2019, 7:30 pm

Board Room

Administration Building

133 Greenbank Road

Ottawa, Ontario

	Pages
1. Call to Order -- Chair of the Board	
2. Approval of the Agenda	
3. Report from the Board (In Camera)	
4. Briefing from the Chair	
5. Briefing from the Director	
6. Delegations	
7. Matters for Action	
7.1 Confirmation of Board Minutes, 11 December 2018	2
7.2 Business Arising from Board Minutes	
7.3 Receipt of Committee of the Whole Report, 11 December 2018	16
<i>No Recommendations</i>	
7.4 Receipt of Committee of the Whole Report, 15 January 2019	24
<i>Recommendations:</i>	

a.	Facilities Renewal and School Condition Improvement 2018-2019	50
	Supplemental Information: Memo 19-015 2018-2019 School Condition Improvement List of Contingency Projects Memo 19-016 Bayview Public School Play Structure Replacement	
b.	Extended Day Program (EDP) Daily Fee Rate 2019-2020	
c.	New Fernbank Elementary School Study Consultation Plan	
7.5	Receipt of Special Committee of the Whole Report #1, 15 January 2019	56
	<i>No Recommendations</i>	
7.6	Receipt of Special Committee of the Whole Report #2, 15 January 2019	60
	<i>No Recommendations</i>	
7.7	Receipt of Committee of the Whole Budget Report, 22 January 2019	64
	Supplemental Information: Memo 19-017 Additional Information for the 2019-2020 Budget Process	
	<i>Recommendations</i>	
a.	Additional Expenditures in 2018-2019	
7.8	Receipt of Ad Hoc Committee to Develop an Advocacy Strategy Report, 15 January 2019	104
	<i>No Recommendations</i>	
a.	OCDSB Oral Presentation to the Sanding Committee on Finance and Economic Affairs, 23 January 2019	108
7.9	Non-Consent Items	
8.	Matters for Discussion	
8.1	Report from OPSBA Representatives (if required)	
9.	Matters for Information	
9.1	Ministry of Education Consultation on Hiring Practices and Class Sizes	
a.	Ontario School Board Hiring Practices Consultation Paper January 2019	112
b.	Class Size Engagement Guide 2019	120
10.	New Business -- Information and Inquiries	

11. Adjournment



BOARD PUBLIC MINUTES

Tuesday, December 11, 2018, 8:30 pm
Board Room
Administration Building
133 Greenbank Road
Ottawa, Ontario

Trustees: Donna Blackburn, Erica Braunovan, Rob Campbell, Chris Ellis, Lyra Evans, Wendy Hough, Jennifer Jennekens, Keith Penny, Sandra Schwartz, Lynn Scott, Isaac Glassman (Student Trustee), and Samantha Lin (Student Trustee)

Staff: Camille Williams-Taylor (Director Designate), Jennifer Adams (Director of Education), Brett Reynolds (Associate Director), Dorothy Baker (Superintendent of Curriculum), Mike Carson (Chief Financial Officer), Mary Jane Farrish (Superintendent of Instruction), Michele Giroux (Executive Officer, Corporate Services), Shawn Lehman (Superintendent of Instruction), Katrine Mallan (Manager of Board Services), Diane Pernari-Hergert (Manager of Communications & Information Services), Sharlene Hunter (Communications Coordinator), John MacKinnon, Audio-Visual Technician, and Amanda Rock (Board/Committee Coordinator).

1. Call to Order -- Chair of the Board

Chair Scott called the public meeting to order at 9:02 p.m. She acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

2. Approval of the Agenda

Moved by Sandra Schwartz

Seconded by Trustee Penny

THAT the agenda be approved.

Carried

3. Presentation to Dr. Jennifer Adams, Director of Education and Secretary of the Board

3.1 Mostafizur Khan, Chair of the Parent Involvement Committee

The Chair of the Parent Involvement Committee (PIC) made a presentation to Director Jennifer Adams. He expressed gratitude to Director Adams for her dedication, professionalism, and creation of the OCDSB Exit Outcomes. On behalf of PIC, he wished Director Adams a happy retirement.

3.2 Presentation by Student Trustees

Student Trustees Glassman and Lin presented a gift to Director Adams from all the students within the District. Student Trustee Glassman commented that Director Adams is highly regarded among students.

Student Trustee Lin thanked Director Adams for her voice as a student advocate and for making a positive impact on all students throughout the OCDSB.

4. Student Trustee Report

Student Trustee Lin introduced the mid-term student trustee report, which highlighted their accomplishments to date and future plans. Student Trustee Lin advised that the student senate retreat allowed the student senators from across the province to compile a vision document that highlights a list of initiatives that they would like to accomplish by the end of the school year.

Student senators proposed increasing awareness of resources available to students as a priority for the 2018-2019 school year. Awareness of technological resources, guidance counsellors, and mental health supports were among the resources discussed.

Student Trustee Glassman advised that the Ontario Student Trustees Association (OSTA) held a meeting enabling him and Student Trustee Lin to participate and lead workshops to better understand the student trustee responsibilities. OSTA has created a nation-wide student trustee report. This report included a call to action to other school boards across to Canada to increase student leadership.

In response to a query from Trustee Campbell, it was clarified that student trustees represent students from grades 7-12.

5. Report from the Board (In Camera)

Vice-Chair met in camera this evening and reports and recommends as follows:

Moved by Sandra Schwartz

Seconded by Trustee Braunovan

THAT the evaluation of the Regional Internal Audit Team Performance be approved as directed at Board, in camera.

A recorded vote was held and the motion was carried unanimously by those present:

FOR: Trustees Blackburn, Braunovan, Campbell, Ellis, Hough, Jennekens, Lyra Evans, Penny, Scott, and Schwartz (10)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

Carried

Moved by Trustee Blackburn

Seconded by Trustee Braunovan

THAT staff be authorized to proceed as directed in Board in Camera with respect to a human resources matter regarding the renewal of term appointments.

A recorded vote was held and the motion was carried unanimously by those present:

FOR: Trustees Blackburn, Braunovan, Campbell, Ellis, Hough, Jennekens, Lyra Evans, Penny, Scott, and Schwartz (10)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

Carried

6. Briefing from the Chair

Chair Scott advised that she had the opportunity to speak with MPP Lisa MacLeod at a meeting regarding women in leadership. Women from City Council and area school boards were in attendance to discuss women's issues. Minister MacLeod highlighted that there is a need to encourage girls to look at non-traditional careers, particularly in the trades, technology, and science. She also stressed how important it is for the curriculum to prepare students for the topic of sexual abuse and exploitation from an early age.

Former trustee and now city councillor for Bay Ward, Theresa Kavanagh is proposed to be council's liaison for women and gender equity.

Chair Scott advised that the deadline for submitting input to the Ministry's consultation on education in Ontario is 15 December 2018. The Board and the Parent Involvement Committee (PIC) will be submitting their input.

As this was the last meeting of the Board for 2018, on behalf of the Board, Chair Scott extended warm wishes and holiday greetings.

7. Briefing from the Director

Director Adams wished everyone happy holidays.

8. Delegations

There were no delegations.

9. Matters for Action

9.1 Confirmation of Board Minutes:

a. 20 November 2018, Board

Moved by Trustee Blackburn

Seconded by Trustee Braunovan

THAT the 20 November 2018, Board minutes be confirmed.

Carried

b. 3 December 2018, Board Inaugural Meeting

THAT the 03 December 2018, Board Inaugural minutes, be confirmed, as amended.

Trustee Blackburn advised that she was not present for the recorded vote of the Alternate Directors to the OPSBA Board of Directors.

Moved by Trustee Hough

Seconded by Trustee Evans

THAT the 03 December 2018, Board Inaugural minutes, be confirmed, as amended.

Carried

9.2 Business Arising from Board Minutes

There was no business arising from the 20 November 2018, Board minutes or the 03 December 2018, Board Inaugural minutes.

9.3 Part 2 of Recommendation re Appointment of Community Representatives to the Special Education Advisory Committee, Deferred 3 December 2018

Chair Scott referred to an excerpt from the Board minutes of 03 December 2018 on page 121 of the agenda package as follows:

An amendment moved by Trustee Campbell, seconded by Trustee Fisher,

THAT Part 2 of the motion be deferred to a future Board meeting pending receipt of biographical information for Amy Wellings:

“2. THAT in the event there is a vacancy of a community representative before 30 November 2022, the selection committee shall first contact Amy Wellings to confirm her interest in filling the vacancy. “

In response to queries, Executive Officer Giroux advised that the membership sub-committee is recommending that Amy Wellings be contacted should a vacancy occur in the next two years. She advised that the Board needs to decide how to proceed with the motion.

Trustee Blackburn expressed support for the Board having a discussion on the selection process for decision-making of another community representative, in order to be fair to the new trustees.

Moved by Trustee Blackburn, seconded by Trustee Campbell,

THAT the motion be postponed indefinitely.

Trustee Campbell expressed the view that the Board needs to review how advisory committees' members are selected. He added that reviewing the role of trustees in the selection process is important. In response to a query, Trustee Scott advised that the criteria for appointing committee members will be discussed during the strategic planning process.

Trustee Penny reminded trustees that the wording in the motion is "to confirm her interest in filling the vacancy".

Trustee Braunovan expressed concern about postponing the motion indefinitely as previous processes have been time consuming. She supported Trustee Campbell's comments and also stated that it is prudent to have someone in place as soon as possible. Trustee Blackburn urged her colleagues to support the motion to be postponed indefinitely.

Moved by Trustee Blackburn, seconded by Trustee Campbell,

THAT the motion be postponed indefinitely.

Defeated

In response to a query from Trustee Evans, Executive Officer Giroux clarified that SEAC members are appointed for the term of the Board. She clarified that should the Board pass the motion, it is not compelled to appoint a particular individual. The motion has created a commitment to contact an individual but not to appoint that particular individual.

Moved by Trustee Ellis

Seconded by Trustee Scott

THAT, in the event there is a vacancy of a community representative before 30 November 2020, the selection committee shall first contact Amy Wellings to confirm her interest in filling the vacancy.

A recorded vote was held and the motion was carried on the following division:

FOR: Trustees Braunovan, Ellis, Evans, Hough, Penny (5)

AGAINST: Trustees Blackburn, Jennekens (2)

ABSTENTION: Trustees Campbell, Schwartz, Scott (3)

Carried

9.4 Report 18-126 OCDSB Draft Response to Ministry Consultation on Education in Ontario (M. Giroux, ext 8310)

The Board had before it Report 18-126 seeking approval of the Board's response to the Ministry Consultation on Public Education.

Executive Officer Giroux advised that the draft response reflects the community's views on the various questions posed by the Ministry.

Trustee Hough queried the language used in the third question of the draft response. Manager Mallan stated that the language will be revised.

Moved by Sandra Schwartz

Seconded by Trustee Braunovan

THAT the Board approve the draft response to the December 2018 Ministry consultation (Attached as Appendix A) for submission to the Ministry of Education.

A recorded vote was held and the motion was carried unanimously by those present:

FOR: Trustees Blackburn, Braunovan, Campbell, Ellis, Evans,
Hough, Jennekens, Penny, Scott, and Schwartz (10)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

Carried

10. Matters for Discussion

10.1 Report from OPSBA Representatives (if required)

Trustee Penny stated that there was nothing further to share from the OPSBA update provided at the COW meeting on 11 December 2018.

11. Matters for Information

There were no matters for information.

12. New Business -- Information and Inquiries

There was no new business.

13. Adjournment

Chair Scott wished everyone a happy holiday season. The meeting adjourned at 10:10 p.m.

Lynn Scott, Chair of the Board

Draft OCDSB RESPONSE TO MINISTRY CONSULTATION**1. How should we improve student performance in the disciplines of Science, Technology, Engineering and Math (STEM)**

The purpose of public education is to develop a foundation of knowledge built on a comprehensive curriculum. STEM programming is vitally important, but so too are the Arts, Social Sciences and Humanities. Students who develop skills in critical thinking, writing, weighing evidence and empathy will be well-prepared to leverage their knowledge to face a range of future opportunities and challenges. With that in mind, in order to improve student performance in Science, Technology, Engineering, Arts and Math, the following is necessary:

- Ensure sufficient provincial funding and resources to support the building and/or renewal of specialized STEAM learning spaces in schools;
- Create opportunities for shared learning in flexible learning spaces, including commons and other flexible classroom space;
- Increase professional development to support new pedagogies for deep learning, digital lead learners;
- Provide funding for coding projects and/or programs for students including for clubs and extracurricular activities; and
- Create more opportunities for mentorship, community partnerships, and experiential learning.

2. How should our schools prepare students with needed job skills, such as skilled trades and coding?

It is imperative that all secondary program pathways are equally valued and respected. This requires a commitment to supporting student choice and opportunity and encouragement to pursue courses in a broad range of disciplines and pathway options. There has to be a collective commitment to changing the practices and social biases that direct students to particular pathways.

The challenge of preparing students with needed job skills is that jobs are changing – many students of today will have jobs tomorrow that currently don't exist. To prepare all students with necessary job skills, we have to develop critical thinking, problem-solving and other socio-emotional skills. The development of socio-emotional skills supports success in any pathway and the resiliency needed to adapt within an evolving workforce. It is important to differentiate the unique needs relative to preparing students for the skilled trades and widening career paths in computer programming.

Skilled trades are changing and the necessary skill sets are increasingly complex; the traditional perception of skilled trades lags behind the current and future complexities and value of the work. This has to be addressed both societally and academically.

The development of coding skills is important in addressing the increasing labour force need for employees with highly developed digital fluency. The curricular understanding and outcomes of coding must not only be considered in the context of developing hard skills, such as programming languages. To ensure readiness of students, it is essential that they also develop an understanding of the application and impact of artificial intelligence, big data and information management on shaping future needs. Addressing coding in the Curriculum expectations from Grades 4 - 12 will assist teachers in understanding how coding lessons can be integrated into the curriculum.

Partnerships play a key role in the student learning opportunities – this includes partnerships with post-secondary institutions, businesses, chambers of commerce, trade associations and others. We continue to resource experiential learning programs such as Secondary High Skills Majors, Dual Credit, Ontario Youth Apprenticeship programs and other similar programs. This requires not only funding for students, but appropriate funding and resources for school districts to ensure the right combination of skilled staff, technological infrastructure, and bandwidth to support the learning opportunities students need to acquire job skills.

3. What measures can be taken to improve provincial standardized testing?

EQAO was created to address concerns about the need for greater consistency and quality in the delivery of public education across Ontario. EQAO data provides an important mechanism to measure progress on student achievement year over year, by cohort, by district, between districts, and relative to the provincial average. Unlike standardized testing in many parts of the world, EQAO is based on the Ontario Curriculum. EQAO is currently involved in a multi-year modernization initiative which seeks to incorporate more digital tools, ensure assessments are culturally relevant to all students, and rooted in research and informed by student engagement. This work comes after a comprehensive study which included public consultation.

Improvements in provincial standardized testing will be achieved by allowing EQAO to complete its modernization work. In this regard, it is essential that school districts, educators, parents, and students have a fulsome understanding of value of EQAO data and how it supports student learning and well-being across Ontario.

4. What more can be done to ensure students graduate high school with important life skills, including financial literacy?

Life skills are broader than financial literacy. The OCDSB has defined 10 exit outcomes – the characteristics and skills we want for all learners – critical thinking, digital fluency, ethical decision-making, goal-oriented, effective communicators, innovative/creative, collaborative, resilient, academically diverse and globally aware. Internationally, there is a growing recognition of the critical value these types of socio-emotional characteristics and skills play in success in life. The OCDSB educators embed the development of these skills and characteristics into the curriculum. Continuing to support community and industry partnerships at all grade levels would provide experiential learning opportunities for students to further develop these skills and deepen the connections between their learning, opportunities, and relationships throughout their lives.

Financial literacy is a life skill that combines an understanding of matters of personal finance (including income, taxes, mortgages, saving, investing, banking, budgeting, and household management) and economic principles (such as making rational choices with limited resources, the concepts of trade-offs and opportunity cost). There is an opportunity to reach all students by incorporating financial literacy into the required secondary Careers/Civics course. However, embedding the concepts of financial literacy throughout the curriculum will further benefit students by demystifying the concepts and making their application meaningful to their lives and futures.

5. What steps could schools take to ban cellphone use in the classroom?

Rather than a ban, educators must be empowered to manage device use in the classroom and model appropriate use. Personal cell phones should never be a substitute for access to district-funded technology. We must continue to resource classroom spaces with sufficient technology. Students today are denizens of the digital world; they do not need the assistance of their educators to learn how to use cell phones, computers or tablets. Although it is widely understood and acknowledged that cellphones are increasingly a nuisance and distraction in the classroom, outright banning their use misses the point.

The thoughtful and deliberate application of digital technology, including cell phones, computers and tablets, in the classroom is an opportunity to provide students with an

appropriate and safe environment to learn many of the soft skills they need to negotiate in the constantly connected world, including:

- Managing digital distractions;
- Safety navigating the online world;
- Information literacy;
- Social media awareness;
- Constructively engaging in online dialogue (e.g. online forums, comments, chat);
- Developing appropriate use etiquette in social and work situations; and
- Self-regulation, such as knowing when to take a break from screen-time.

6. How can we build a new age-appropriate Health and Physical Education curriculum that includes subjects like mental health, sexual health education and the legalization of cannabis?

The Ministry of Education developed a new, age-appropriate Health and Physical Education curriculum in 2015. We believe that the 2015 curriculum provides important learning opportunities for students about healthy relationships, consent, online safety, and mental health – issues that are quite different in today's society than in 1998. The OCDSB supports and encourages the reinstatement of the 2015 curriculum in all of our classrooms.

The 2015 Health and Physical Education curriculum could be further enhanced with respect to:

- Tobacco and cannabis;
- Promoting physical activity through sport and other personal fitness pursuits;
- Emphasizing the relationship between physical activity and mental health/well-being;
- The role of nutrition in promoting health and wellness; and
- The impact of screen time, including social media, prolonged gaming and streaming of video on well-being;

We encourage increased funding for more after school activities and sports programs in all schools and the expansion of the Urban Priorities program to all schools. Resources and supports that encourage teachers to embed physical activity into their students

learning environment and experiences will help students learn how to make physical activity a part of their everyday lives.

7. What elements should be included in a Ministry of Education Parents' Bill of Rights?

There is little evidence that the Province of Ontario requires a 'parents' bill of rights'. The rights of students and their parents/guardians are thoroughly documented in the Education Act and related Ontario Regulations. The perception that parents require a 'bill of rights' reveals the need to:

- Develop accessible guides to understanding the existing rights and responsibilities of parents with respect to their children's education. In addition to being provided in English and French, such guides should be made available in languages that reflect the diversity of language spoken at home by newcomers to the province;
- Fund the development of a shared online parent portal platform for school boards, allowing boards to combine their efforts to develop the online tools needed to manage the growing complexity of communicating with parents;
- Reinforce the role of school board trustees and local boards to provide support to parents at the local level and to act as parent representatives in provincial matters;
- Emphasize the partnership aspect between parents and schools;
- Maintain and protect funding for the Parent Reaching Out (PRO) grants which are an invaluable tool for helping school councils foster parent engagement in their child's education;
- Provide more information about the mechanisms that currently exist for managing and resolving parent complaints in the cases where they believe their rights are not being met, including local board complaint resolutions policy (required by all school boards), the Ontario College of Teachers, and the Ombudsman of Ontario; and
- Investigate and monitor the effectiveness of the existing mechanisms for complaint resolution.



COMMITTEE OF THE WHOLE PUBLIC REPORT PUBLIC

Tuesday, December 11, 2018, 7:30 pm
Board Room
Administration Building
133 Greenbank Road
Ottawa, Ontario

Trustees Present: Donna Blackburn, Erica Braunovan, Rob Campbell, Chris Ellis, Lyra Evans, Wendy Hough, Jennifer Jennekens, Keith Penny, Sandra Schwartz, Lynn Scott, Isaac Glassman (Student Trustee), and Samantha Lin (Student Trustee).

Staff Present: Jennifer Adams (Director of Education), Camille Williams-Taylor (Director Designate), Brett Reynolds (Associate Director), Dorothy Baker (Superintendent of Curriculum), Mike Carson (Chief Financial Officer), Michele Giroux (Executive Officer, Corporate Services), Olga Grigoriev (Superintendent of Learning Support Services), Shawn Lehman (Superintendent of Instruction), Katrine Mallan (Manager of Board Services), Diane Pernari-Hergert (Manager of Communications & Information Services), Eleanor Heap (Manager of Early Learning), Amanda Rock (Committee Coordinator), Sharlene Hunter (Communications Coordinator), and John MacKinnon (Audio-Visual Technician).

Non-Voting Representatives: Malaka Hendela (OCASC Alternate), Brian Lesage (ETFO Alternate), Renald Cousineau (OCSSAN).

1. Call to Order - Vice-Chair of the Board

Vice-Chair Scott called the meeting to order at 7:34 p.m. She acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

2. Approval of Agenda

Moved by Trustee Hough

THAT the agenda be approved.

Carried

3. Briefing from the Chair

Chair Scott advised that the OPSBA Public Education Symposium, also known as PES, provides professional learning for school board trustees. She noted to anyone planning to attend PES in January that the deadline for hotel reservations is 07 January 2019 and early bird registration ends on 11 January 2019.

Chair Scott advised that there was a delegation from the community group Nyansapo several weeks ago. She noted the delegation raised important questions which could not be fully explored in the structure of a committee delegation. Chair Scott confirmed that there will be a meeting with the Nyansapo delegation, the incoming Director, and herself, to better understand the role of the newly formed community group and to start to build a relationship with them.

4. Briefing from the Director

Director Adams advised that 16 December is the last day to participate in the Building Brighter Futures Together strategic planning initiative. She encouraged all parents, students in grades 7-12, staff and community partners to participate in the initiative as it is important to learning and well-being at the OCDSB for the next four years.

Director Adams advised that children attending school between ages four to seventeen need to be vaccinated against nine diseases including measles, tetanus, whooping cough, and chicken pox, or have a valid exemption. Parents are required to report all immunizations done at a doctor's office to Ottawa Public Health. Students who are not immunized or do not have a valid exemption will be notified on 25 January 2019 that they will be suspended on 20 February 2019 should they not be compliant with this requirement.

In response to a query from Trustee Ellis, Associate Director Reynolds advised that there is a hotline for parents to call that will address their questions with regard to information on the immunization process.

Director Adams also noted that 11 December 2018 is the last meeting of the year for the Committee of the Whole. Schools will be closed for the holidays from 24 December 2018 to 04 January 2019, inclusively.

5. Delegations

There were no delegations.

6. Reports from Statutory and Other Committees

6.1 Report, Special Education Advisory Committee, 14 November 2018

Moved by Trustee Penny

THAT the Special Education Advisory Committee report, dated 14 November 2018, be received.

Carried

6.2 Report, Indigenous Education Advisory Council, 15 November 2018

Moved by Trustee Hough

THAT the Indigenous Education Advisory Council report, dated 15 November 2018, be received.

Carried

6.3 Report, Audit Committee, 19 November 2018

Moved by Trustee Penny

THAT the Audit Committee report, dated 19 November 2018, be received.

Carried

6.4 Report, Parent Involvement Committee, 21 November 2018

Moved by Trustee Hough

THAT the Parent Involvement Committee report, dated 21 November 2018, be received.

Carried

6.5 Report, Advisory Committee on Equity, 29 November 2018

Moved by Trustee Ellis

THAT the Advisory Committee on Equity report, dated 29 November 2018, be received.

Carried

7. Matters for Discussion:

7.1 Report 18-118 Extended Day Program Daily Fee Rate 2019-2020 (O. Grigoriev, ext. 8287)

Your Committee had before it Report 18-118 to discuss the basic daily fee rate and the full-day fee rate for optional days for the Extended Day Program (EDP) operated by the Ottawa-Carleton District School Board (OCDSB) for the 2019-2020 school year.

Superintendent Grigoriev advised that school boards are required to charge fees for before and after school care. She noted that there was a need for fees for children with special needs to be incorporated into the EDP budget. The Ottawa-Carleton region, one of the largest providers of before and after school care in Ontario, has a recognized and flexible rate structure. Superintendent Grigoriev added that an EDP program is made available when there is a minimum of three children that require child care

in a school site area. The City of Ottawa provides subsidies for EDP to families who are eligible.

CFO Carson advised that the only major change to the fee structure is that a different daily rate will be made available to maintain payment flexibility for parents. He noted that the program will continue to be monitored to understand the cost implications of providing the best possible services to the District's families.

In response to a queries from trustees, the following information was provided:

- An EDP management system is required for registration as the District continues to have staff manually register children for EDP;
- Early learning assistants (ELAs) are an integral part of the EDP staff;
- Costs for children with special needs are being incorporated into the EDP budget and will be a separate line item going forward; and
- The supports required for children with special needs will be clearly articulated in the budget.

In response to queries during the ensuing discussion, the following information was provided:

- All eligible ELAs are receiving benefits;
- The Ministry has approved the combination of two streams of funding for the Infant, Toddler, Preschool program (ITP) and EDP to mirror third-party operator programs;
- The supports provided to special education students are primarily in the form of ELAs;
- There are no additional costs for EDP to parents who have children with special needs;
- Incremental fee increases to EDP were discussed and staff determined that the operational costs can be met by the current fees;
- A separate report on the ITP will be provided in the New Year;
- Long-term projections for the EDP are challenging and based on enrolment projections;
- The plan to implement EDP management software is projected to be implemented within a year; and
- There are currently no waitlists for any EDP programs.

Trustee Blackburn assumed the Chair.

In response to queries from Vice-Chair Braunovan, the following information was provided:

- The funds for special education child care have always been available;

- The District is trying to provide more skilled staff in the EDP to address the needs of special education students;
- Children's Integration Support Services (CISS) provide supports and suggestions to third-party operators on how to manage special education students' behavioural issues; and
- Many third party operators support special education students during their school day.

Vice-Chair Braunovan resumed the Chair.

The following points were noted during the ensuing discussion:

- The demand for early childcare educators has increased across the District;
- The 2017-2018 EDP fee rate reports will be circulated to provide context on the childcare services market in the region;
- EDP is available to all students at Elgin Street Public School; and
- The City of Ottawa determines subsidy eligibility.

7.2 Report 18-124 Update on the 2019-2023 Strategic Planning Process & Consultations (M. Giroux, ext. 8310)

Executive Officer Giroux and Strategic Analyst Halcian Joseph-Clost provided an update on the OCDSB strategic planning process and an update on consultations for the 2019-2023 strategic plan development.

Executive Officer Giroux encouraged trustees to remind their zone's school principals about the extension to participate. She also noted that there is an increase in student participation in the ThoughtExchange.

The following information was provided with regard to the status of the ThoughtExchange:

- The deadline to participate in the ThoughtExchange has been extended to 15 December 2018;
- The next stage of the strategic planning process is developing strategies and actions through focus groups and forums; and
- The proposed timeline aims to have the approval of the draft strategic plan by June 2019.

In response to trustee queries, the following information was provided:

- Approximately 5000 thoughts have been shared on the ThoughtExchange to date;
- The last strategic planning process had a total of 13,000 thoughts shared on the ThoughtExchange;
- Participants may answer one question an unlimited number of times; and

- The "starring" exercise is useful to provide an indication of what the community is thinking about most and what the priorities could be for the next strategic plan.

8. Information Items:

8.1 Report from OPSBA

Trustee Penny noted that trustees were provided with a written OPSPA report and encouraged them to review it.

Trustee Penny highlighted the following updates from Minister Lisa Thompson's appearance at the OPSBA meeting:

- The new Health and Physical Education curriculum will be ready for the 2019-2020 school year;
- The Ministry of Education's audit of their expenses is complete; and
- Parents Reaching Out (PRO) grants will be available to parents in the near future.

Trustee Scott thanked Trustees Penny and Boothby for their detailed OPSBA report.

8.2 New Ministry Initiatives Update

There were was one Ministry update.

a. 2019-2020 Education Funding Consultation

Director Adams advised that staff received a memorandum providing an invitation to respond to the Ministry's consultation on education funding.

In response to a query from Trustee Penny, CFO Carson confirmed that the Board's decision to not submit feedback was discussed at the agenda planning meeting.

Trustees expressed frustration at the short period of time provided for feedback. CFO Carson will be submitting comments, from a staff perspective, prior to the deadline of 14 December 2018.

8.3 OSTA Update

Trustee Scott advised that the Ottawa Student Transportation Authority (OSTA) had its Annual General Meeting on 10 December 2018. The new Chair and Vice-Chair are Trustee John Curry, from the Ottawa Catholic School Board, and Trustee Donna Blackburn.

Trustee Penny advised that there was a recent transportation arbitration ruling at Upper Canada District School Board (UCDSB) that caused their transportation budget to increase by \$20,000,000. He queried whether the District was at risk for a similar type of arbitration ruling. Trustee Scott and

CFO Carson advised that the UCDSB's arbitration ruling will not affect the District. CFO Carson noted that there have been increased transportation costs within the District as OSTA reviews contracts due to a driver shortage. He added that retroactive costs are another factor causing the arbitration rulings in other school boards.

9. New Business - Information and Inquiries

There was no new business.

10. Adjournment

The meeting adjourned at 8:55 p.m.

Erica Braunovan, Chair



COMMITTEE OF THE WHOLE PUBLIC REPORT PUBLIC

Tuesday, January 15, 2019, 7:30 pm
Board Room
Administration Building
133 Greenbank Road
Ottawa, Ontario

- Trustees Present: Christine Boothby, Rob Campbell, Chris Ellis, Lyra Evans, Mark Fisher, Wendy Hough, Jennifer Jennekens, Keith Penny, Erica Braunovan, Sandra Schwartz, Lynn Scott, Isaac Glassman (Student Trustee), and Samantha Lin (Student Trustee)
- Staff Present: Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Dorothy Baker (Superintendent of Curriculum), Mike Carson (Chief Financial Officer), Michele Giroux (Executive Officer, Corporate Services), Olga Grigoriev (Superintendent of Learning Support Services), Janice McCoy (Superintendent of Human Resources), Peter Symmonds (Superintendent of Learning Support Services), Nadia Towaij (Superintendent of Instruction), Katrine Mallan (Manager of Board Services), Diane Pernari-Hergert (Manager of Communications & Information Services), Eleanor Heap (Manager of Early Learning), Karyn Carty Ostafichuk (Manager of Planning), Miro Vala (Manager of Facilities), David Suriano (Planner), Sharlene Hunter (Communications Coordinator), John MacKinnon, (Audio-Visual Technician), and Amanda Rock (Committee Coordinator).
- Non-Voting Representatives Present: Christine Moulaison (OCASC), Christine Lanos (OCEOC), Elizabeth Kettle (ETFO), Cathy Bailey (OSSTF Teachers/Occasional Teachers), and Rupi Bergamin (OCSSAN Alternate)

1. Call to Order - Vice-Chair of the Board

Vice-Chair Braunovan called the meeting to order at 7:54 p.m. She acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

2. Approval of Agenda

Moved by Trustee Lyra Evans

THAT the agenda be approved.

Carried

3. Briefing from the Chair

Chair Scott advised that, this year, 87 OCDSB school councils will receive Ontario Parent Reaching Out (PRO) Grants of up to \$1,000 each.

Chair Scott advised that the Board has requested an opportunity to make a presentation on the provincial budget to the Standing Committee on Finance and Economic Affairs on 23 January 2019. The Board's Ad Hoc Committee to Develop an Advocacy Strategy met on 15 January 2019 to discuss its proposed submission. A copy of the draft submission will be circulated to trustees prior to submission to the Standing Committee.

Chair Scott extended condolences to the Ottawa Catholic School Board (OCSB) on the passing of Thérèse Maloney Cousineau who served on their Board of Trustees for 45 years.

Chair Scott advised that the OPSBA Public Education Symposium, also known as PES, will run from 23 - 26 January 2019 in Toronto.

4. Briefing from the Director

Director Williams-Taylor advised that on 11 January 2019 the Ottawa-Carleton community suffered a tragic OC Transpo bus accident with three fatalities and 23 injuries. The District's thoughts are with all of those affected and with our first responders. She noted that information and a tip sheet are available on the District's website to help parents speak to their children about tragic events.

Director Williams-Taylor advised that the OCDSB strategic planning process is underway. This month the District will host two evenings of focus group discussions for parents at Sir Robert Borden High School on 23 January and Cairine Wilson Secondary School on 31 January. The District's website provides more details on the focus groups.

Director Williams-Taylor advised that next week is official kindergarten registration week. Many schools are hosting kindergarten information nights and more information is available on the District's website.

The third annual Indigenous Youth Symposium took place on 11 January with 150 students, 35 educators, and 20 community partners. The day allowed Indigenous students to connect with other Indigenous students from across the city, learn more about various Indigenous culture, traditions, art and language in

13 workshops, and join together in celebration. Next year's goal is for every high school to send 10 students (5 Indigenous students and a friend each), a Vice-Principal, and one educator.

Earl of March Secondary School was closed on 07 January due to a broken pipe. The work in all classrooms will be complete at the end of the week of 28 January.

In response to queries from Trustee Ellis, Director Williams-Taylor advised that information on student forums is captured in the Director's annual report. She advised that reports may come forward to provide updates soon after the events occur.

In response to a query from Vice-Chair Braunovan, Executive Officer Giroux advised that the District's intention is to minimize scheduling conflicts for information sessions at schools and that information is collected and provided centrally.

Student Trustee Glassman advised that he attended an information night for one school while his mother went to another school and was given information privately.

5. Delegations

There were no delegations.

6. Matters for Action:

6.1 Report 19-006, Facilities Renewal and School Condition Improvement 2018-2019 (M. Carson, ext. 8207)

Your Committee had before it Report 19-006 seeking approval of a Facilities Renewal Program (FRP) to be implemented under the School Renewal Allocation (SRA), Temporary Accommodations (portable moves) and School Condition Improvement (SCI) that are initiatives for the 2018-2019 budget year.

When introducing the report, CFO Carson noted the following:

- There has been an increase of infrastructure dollars to support the FRP;
- There is a backlog of FRP projects in excess of approximately \$700 million;
- Project prioritization and decision-making is based on inspections of the school facilities;
- Approximately \$40 million is required to maintain school facilities each year;
- Challenges to some major projects include the short period of time during the summer to complete the work; and

- There is a need to minimize the negative impact FRP projects have on student achievement.

Manager Vala highlighted the following from the report:

- Capital renewal projects and upgrades to facilities are targeted projects;
- Projects are often delayed should the total annual expenditures exceed \$50 million;
- Over the last 3 years, multiple high school libraries have been converted to learning commons. Two more are planned for 2018-2019;
- Science lab upgrades will continue over the next several years; and
- There is \$7,000,000 allocated to Elmdale Public School for a major retrofit and school addition.

Manager Vala identified the following multi-year investments:

- LED lighting improvements throughout schools over a three year period;
- Auditorium upgrades;
- The conversion from steam plants to hydraulic plants in six schools; and
- Noise control improvements in some schools.

Trustee Schwartz encouraged her colleagues to include FRP projects as an area of focus when speaking with the Ministry.

The following information was provided in response to trustee queries:

- Funding has been received for SCI and will be rolled out over a three-year period;
- The availability of skilled trades has decreased in the region due to major projects being completed on Parliament Hill;
- Consideration is being given to principals' feedback on how student achievement has been negatively impacted when major projects are being completed during the school year;
- Facilities' staff are open to suggestions on how to start major projects ahead of the summer break with minimal impact on student achievement;
- Parents can advocate for renovations to their child's school through the school principal and school council;
- The way that learning commons are being used by schools is being evaluated;

- There is approximately a 20 percent leverage between anticipated costs and actual costs for the maximum amount of money that can be spent to finance a contract;
- Funding for SCI has more constraints than the funding for facilities renewal;
- There may be opportunity for school condition improvements in the 2019-2020 budget;
- There is less facilities renewal backlog in coterminous school boards because their facilities are newer; and
- Many years of underfunding have left the District with a large backlog in facilities renewal.

Moved by Trustee Schwartz

1. THAT the Facilities Renewal Program and School Condition Improvement Project budget in the amount of \$99,366,836 as detailed in Appendix B of Report 19-006 be approved;
2. THAT staff be authorized to proceed with individual project tenders within the Facilities Renewal Program and School Condition Improvement Project plans;
3. THAT, as projects are tendered based on bid results or as priorities change, additional projects may be added or removed to suit the availability of the overall budget and these additional projects proceed without further approval as long as the total overall FRP/SCI budgets are not exceeded; and
4. THAT the Chair of the Board and Director of Education are authorized to award contracts above \$500,000 that are within this overall available uncommitted approved budget.

Trustee Boothby expressed concern over not having detailed information with regard to the contingency projects.

An amendment moved by Trustee Boothby,

THAT “these additional” be replaced with “the contingency” in Part C of the motion.

Carried, friendly

CFO Carson agreed that staff will provide the list of contingency projects and/or more detailed information with regard to Part C of the motion.

CFO Carson agreed that staff will also provide additional information with regard to the higher cost for the play structure replacement at Bayview

Public School in comparison to the other schools listed in Appendix B to Report 19-006.

In response to queries with regard to accessibility, staff provided the following information:

- The Accessibility for Ontarians with Disabilities Act (AODA) requires compliance by 2025;
- Accessibility standards are being incorporated into new school builds and retrofit projects; and
- Compliance with AODA by 2025 will be challenging due to the number of older facilities in the District.

Trustee Scott queried how school communities are being consulted with regard to converting libraries to learning commons. CFO Carson noted that committees have been formed to discuss these projects. Trustee Scott added that the kind of experience offered to students in the arts varies greatly in high schools.

During the ensuing discussion the following was noted:

- The cost of labour materials for FRP projects has increased significantly due to the uncertainty of the market;
- Committees were formed to consult and articulate how learning spaces should look;
- Most of the projects outlined in Report 19-006 are urgent;
- Contracts for FRP projects cannot all be bought in one year;
- The list of schools identified in Report 19-006 is not an exhaustive list of all projects;
- An assessment of need determines which schools are prioritized for major projects;
- SCI funding from the Ministry is intended for a “replacement-based” work plan of facilities projects;
- SCI funding can only be used for air conditioning if it was already existent in a facility; and
- The focus is for older facilities to be barrier-free if compliance with the AODA is not feasible.

Trustee Fisher expressed the view that the Board needs to have more focused discussions about FRP projects. He expressed concern with the District having zone meetings and noted that the District has a strong methodology with regard to project selection and prioritization.

In response to queries from Trustee Schwartz, CFO Carson advised that the District consults with the community and school principals on the impact that major projects will have on constituents residing within close proximity to the school.

Trustee Schwartz stressed that the District could have more effective communication with constituents with regard to major projects impacting their community.

Moved by Trustee Schwartz

1. **THAT the Facilities Renewal Program and School Condition Improvement Project budget in the amount of \$99,366,836 as detailed in Appendix B to Report 19-006 be approved (Attached as Appendix A);**
2. **THAT staff be authorized to proceed with individual project tenders within the Facilities Renewal Program and School Condition Improvement Project plans;**
3. **THAT, as projects are tendered based on bid results or as priorities change, additional projects may be added or removed to suit the availability of the overall budget and the contingency projects proceed without further approval as long as the total overall FRP/SCI budgets are not exceeded; and**
4. **THAT the Chair of the Board and Director of Education are authorized to award contracts above \$500,000 that are within this overall available uncommitted approved budget.**

Carried

6.2 Report 19-007 Extended Day Program (EDP) Daily Fee Rate 2019-2020 (O. Grigoriev ext. 8287)

Your Committee had before it Report 19-007 seeking approval of the basic daily fee rate and the full-day fee rate for optional days for the Extended Day Program (EDP) operated by the Ottawa-Carleton District School Board (OCDSB) for the 2019-2020 school year.

Moved by Trustee Schwartz

1. THAT the Extended Day Program fee remain unchanged at the basic rate of \$22.50 per day, effective September 2019, for students who attend the program full-time; and
2. THAT the full day fees for optional days of care in the Extended Day Program remain unchanged at \$35.00 per day, effective September 2019.

In response to queries from trustees, the following information was provided:

- An Early Childhood Educator (ECE) has a minimum of a two-year college diploma and is registered with the College of Early Childhood Education;
- An Early Learning Assistant (ELA) supports the ECE, children that have specific needs, and is not responsible for program planning;
- Some ELAs are also registered ECEs;
- ELAs are often supporting EDP locations that have an influx of students;
- There are approximately 10 children in the smallest EDP programs within the District;
- There are no separate EDP programs for students with special needs;
- Alternative options for presenting professional development (PD) are being explored;
- PD is more specific to ECEs than ELAs;
- The retention rate for ECEs is on par with that of coterminous school boards;
- Many ECEs have been returning to school to obtain higher education;
- There is a high satisfaction rate among parents with regard to the EDP in the District;
- Approximately 20% of parents expressed the view that there should be no cost for EDP;
- Supports for children with special needs enrolled in EDP will be more clearly articulated in the future;
- The District accepts all students and provides supports to children with special needs;
- Less than \$100,000 is allocated for administrative costs to operate the EDP;
- ECEs are covered under a collective agreement;
- There are no wait lists for families requiring subsidies; and
- Optional EDP, such as Christmas holidays and March Break, are obligated to follow the same extended day regulations.

Moved by Trustee Schwartz

1. **THAT the Extended Day Program fee remain unchanged at the basic rate of \$22.50 per day, effective September 2019, for students who attend the program full-time; and**
2. **THAT the full day fees for optional days of care in the Extended Day Program remain unchanged at \$35.00 per day, effective September 2019.**

Carried

6.3 Report 19-003 New Fernbank Elementary School Study Consultation Plan Approval (M. Carson, ext. 8207)

Your Committee had before it Report 19-003 seeking Board approval of a consultation process and timeline to establish the opening grade structure, program offering, and attendance boundary for a future elementary school to be opened in the Fernbank area of Stittsville.

When introducing the report, Manager Carty-Ostafichuk highlighted the following information:

- Funding has not yet been received from the Ministry for the proposed new elementary school;
- John Young Elementary School is experiencing major enrolment pressure;
- In May 2018, the Board approved this proposed new elementary school as the number one capital priority;
- The consultation process will include a working group that consists of members from the community;
- The consultation process will have a minimum of three meetings to discuss timing, phasing, and programming; and
- It is anticipated that a course of action will be approved by the end of the 2018-2019 school year.

In response to queries, the following information was provided:

- The following school councils will be consulted: John Young Elementary School, Bridlewood Community Elementary School, Westwind Public School, and Stittsville Public School;
- School councils will be contacted after Ministry approval for funding; and
- Parent input will be valuable to the potential programs that could be offered at the proposed new school.

Trustee Scott expressed the opinion that the biggest concern may be parents who do not want their children to change schools in a short period of time.

Moved by Trustee Scott

THAT the New Fernbank Elementary School Study Consultation Plan and Timeline, attached as Appendix D to Report No. 19-003, be approved (Attached as Appendix B).

Carried

7. Report from Statutory and Other Committees

7.1 Special Education Advisory Committee, 5 December 2018

Moved by Trustee Boothby

THAT the Special Education Advisory Committee report, dated 05 December 2018, be received.

Trustee Boothby identified a typographical error in the report. She also noted that the second paragraph on page 65 has a statement explaining conflict of interest. Executive Officer Giroux will be providing language to Board Services to clarify this statement.

Moved by Trustee Boothby

THAT the Special Education Advisory Committee report, dated 05 December 2018, be received, as amended.

Carried

8. Matters for Discussion:

There were no matters for discussion.

9. Information Items:

9.1 Report from OPSBA (if required)

There was no report from the OPSBA representatives.

9.2 New Ministry Initiatives Update (if required)

There were no new Ministry updates.

9.3 OSTA Update

There was no OSTA update.

a. OSTA Board of Directors Minutes, 12 November 2018

Trustee Braunovan advised that the minutes from the OSTA Board of Directors meeting are attached for review.

b. OSTA Annual General Meeting, 11 December 2017

Trustee Scott advised that there will be upcoming update from the December 2018 OSTA meeting. She also noted that the District is still experiencing driver shortages.

10. New Business - Information and Inquiries

Trustee Scott confirmed that the curriculum writing session has been cancelled.

Trustee Campbell mentioned that the Board tracking report has motions that are six years old. He suggested that these motions be reviewed.

Trustee Lyra Evans informed that the OCSB banned an LGTBQ (Lesbian, Gay, Transgender, Bisexual, Queer) children's book. She queried whether the District will be following suit. Executive Officer Giroux noted that the book is sometimes made available to students on an age-appropriate basis. There is not one answer on how the school board manages this particular book. Trustee Scott commented that the District has not had a history of banning books.

The Board shared the sentiment that all children are welcome within the District's schools and that this message should be made clear to the community. Trustee Lyra Evans suggested an open letter or a policy statement. Trustee Braunovan added that messaging would be timely with the upcoming Kindergarten information sessions.

Director Williams-Taylor and Trustee Scott agreed to have a discussion about how this messaging should be communicated to the community.

11. Adjournment

The meeting adjourned at 10:28 p.m.

Erica Braunovan, Chair

2018-2019 Facilities Renewal Program and School Condition Improvement Project List

PROJECT	DESCRIPTION	TOTAL 2018-19 FRP/SCI BUDGET	Construction Period		
			2018-19 Project	2019-20 Project	2020-21 Project
2018-19 FACILITIES RENEWAL PROGRAM (FRP)					
MECHANICAL - A/C (Restricted)	333VMASR0000				
Various Sites	Mechanical - A/C	\$250,000	x		
Stittsville Depot	HVAC Upgrade	\$225,000	x		
MECHANICAL - A/C - TOTAL	333VMASR0000	\$ 475,000			
MECHANICAL - CONTROLS - (Restricted)	333VMCSR0000				
Various Sites	Mechanical - Controls	\$100,000	x		
MECHANICAL - CONTROLS - TOTAL	333VMCSR0000	\$ 100,000			
MECHANICAL - HEATING (Restricted)	333VMHSR0000				
Various Sites	Mechanical - Heating	\$130,000	x		
MECHANICAL - HEATING - TOTAL	333VMHSR0000	\$ 130,000			
MECHANICAL - PLUMBING (Restricted)	333VMPSR0000				
Various Sites	Mechanical - Plumbing	\$50,000	x		
Various Sites	Eyewash Stations	\$250,000	x		
MECHANICAL - PLUMBING - TOTAL	333VMPSR0000	\$ 300,000			
ELECTRICAL - POWER SERVICES (Restricted)	333VEPSR0000				
Various Sites	Electrical - Power Services	\$125,000	x		
ELECTRICAL - POWER SERVICES - TOTAL	333VEPSR0000	\$ 125,000			
ELEVATORS (Restricted)	333VIESR0000				
Various Sites	Elevator Upgrade	\$50,000	x		
ELEVATORS - TOTAL	333VIESR0000	\$ 50,000			
ELECTRICAL - FIRE ALARM SAFETY (Restricted)	333VEFSR0000				
Various Sites	FA Panel Replacement	\$40,000	x		
ELECTRICAL - FIRE ALARM SAFETY - TOTAL	333VEFSR0000	\$ 40,000			
ELECTRICAL - COMMUNICATIONS PA (Restricted)	333VECSR0000				
Various Sites	System Upgrade	\$10,000	x		
ELECTRICAL - COMMUNICATIONS PA - TOTAL	333VECSR0000	\$ 10,000			
ELECTRICAL - LIGHTING (Restricted)	333VELSR0000				
Various Sites	Electrical - Lighting	\$75,000	x		
Stittsville Depot	Interior Lighting Upgrade	\$300,000	x		
ELECTRICAL - LIGHTING - TOTAL	333VELSR0000	\$ 375,000			
ENVIRONMENT - ASBESTOS (Unrestricted)	333VLASR0000				
Various Sites	Asbestos/Radon Survey & Testing	\$200,000	x		

PROJECT	DESCRIPTION	TOTAL 2018-19 FRP/SCI BUDGET	Construction Period		
			2018-19 Project	2019-20 Project	2020-21 Project
ENVIRONMENT - ASBESTOS - TOTAL	333VLASR0000	\$ 200,000			
ENVIRONMENT - OIL/UT (Unrestricted)	333VLUSR0000				
Various Sites	Oil - Storage Tanks	\$0	x		
ENVIRONMENT - OIL/UT - TOTAL	333VLUSR0000	\$ -			
ROOF MECHANICAL (Unrestricted)	333VRMSR0000				
Various Sites	Roof Related Mechanical	\$100,000	x		
ROOF MECHANICAL - TOTAL	333VRMSR0000	\$ 100,000			
ROOF LEAKS (Unrestricted)	333VRLSR0000				
Various Sites	Roof Leaks	\$750,000	x		
ROOF LEAKS - TOTAL	333VRLSR0000	\$ 750,000			
ROOF PM PROGRAM (Unrestricted)	333VRPSR0000				
Various Sites	Preventative Maintenance Program	\$750,000	x		
ROOF PM PROGRAM - TOTAL	333VRPSR0000	\$ 750,000			
ROOF REPLACEMENT (Restricted)	333VRRSR0000				
Various Sites	Roof Replacement	\$100,000	x		
Various Sites	Ladders, Railings & Anchors	\$500,000	x		
ROOF REPLACEMENT - TOTAL	333VRRSR0000	\$ 600,000			
BUILDING FOUNDATIONS (Restricted)	333VBFSR0000				
Various Sites	Foundation Leaks	\$100,000	x		
BUILDING FOUNDATIONS - TOTAL	333VBFSR0000	\$ 100,000			
MASONRY WALLS/CHIMNEYS (Restricted)	333VBMSR0000				
Various Sites	Standing Agreement	\$500,000	x		
MASONRY WALLS/CHIMNEYS - TOTAL	333VBMSR0000	\$ 500,000			
BUILDING STRUCTURE (Restricted)	333VBSSR0000				
Various Sites	Building Structural	\$100,000	x		
Various Sites	OWSJ Joist Inspections	\$100,000	x		
Various Sites	Seismic Repairs	\$100,000	x		
Various Sites	Interior Stairs	\$100,000	x		
Manor Park P.S.	Seismic Repairs	\$350,000	x		
Osgoode P.S.	Seismic Repairs	\$250,000	x		
BUILDING STRUCTURE - TOTAL	333VBSSR0000	\$ 1,000,000			
SIPOREX (Restricted)	333VRXSR0000				
Various Sites	Siporex Repairs	\$50,000	x		
SIPOREX - TOTAL	333VRXSR0000	\$ 50,000			
WINDOWS/EXTERIOR DOORS (Restricted)	333VBWSR0000				
Various Sites	Window Replacement	\$100,000	x		

PROJECT	DESCRIPTION	TOTAL 2018-19 FRP/SCI BUDGET	Construction Period		
			2018-19 Project	2019-20 Project	2020-21 Project
Various Sites	Exterior Door Replacement	\$200,000	x		
WINDOWS/EXTERIOR DOORS - TOTAL	333VBWSR0000	\$ 300,000			

INTERIOR FLOORING (Unrestricted)	333VIFSR0000				
Various Sites	Standing Agreement	\$600,000	x		
Zone 1	Flooring Upgrades	\$80,000	x		
Zone 2	Flooring Upgrades	\$80,000	x		
Zone 3	Flooring Upgrades	\$80,000	x		
Zone 4	Flooring Upgrades	\$80,000	x		
Zone 5	Flooring Upgrades	\$80,000	x		
Zone 6	Flooring Upgrades	\$80,000	x		
INTERIOR FLOORING - TOTAL	333VIFSR0000	\$ 1,080,000			

INTERIOR FLOORING - GYM (Unrestricted)	333VIGSR0000				
Various Sites	Sanding Agreement	\$80,000	x		
INTERIOR FLOORING - GYM - TOTAL	333VIGSR0000	\$ 80,000			

INTERIOR CEILINGS (Unrestricted)	333VICSR0000				
Various Sites	Ceiling Repairs	\$60,000	x		
Various Sites	Ceiling Tile Replacement	\$200,000	x		
INTERIOR CEILINGS - TOTAL	333VICSR0000	\$ 260,000			

INTERIOR DOORS (Unrestricted)	333VIDSR0000				
Various Sites	Interior Doors	\$100,000	x		
INTERIOR DOORS - TOTAL	333VIDSR0000	\$ 100,000			

INTERIOR DOOR HARDWARE (Unrestricted)	333VIHSR0000				
Various Sites	Interior Door Hardware	\$250,000	x		
INTERIOR DOOR HARDWARE - TOTAL	333VIHSR0000	\$ 250,000			

INTERIOR WALLS (Unrestricted)	333VIWSR0000				
Various Sites	Wall Repairs	\$100,000	x		
INTERIOR WALLS - TOTAL	333VIWSR0000	\$ 100,000			

INTERIOR LOCKERS (Unrestricted)	333VILSR0000				
Various Sites	Interior Lockers	\$50,000	x		
INTERIOR LOCKERS - TOTAL	333VILSR0000	\$ 50,000			

INTERIOR TOILET PARTITIONS (Unrestricted)	333VITSR0000				
Various Sites	Interior Toilet Partitions	\$115,000	x		
INTERIOR TOILET PARTITIONS - TOTAL	333VITSR0000	\$ 115,000			

SITE - PAVING (Unrestricted)	333VSPSR0000				
Various Sites	Site - Paving (PM Program)	\$100,000	x		
Stittsville Depot	Rear Laneway & Side Paving	\$150,000	x		
SITE - PAVING - TOTAL	333VSPSR0000	\$ 250,000			

PROJECT	DESCRIPTION	TOTAL 2018-19 FRP/SCI BUDGET	Construction Period		
			2018-19 Project	2019-20 Project	2020-21 Project
SITE - LANDSCAPE/FENCING (Unrestricted)	333VSFSR0000				
Various Sites	Site - Landscaping/Fencing	\$150,000	x		
SITE - LANDSCAPE/FENCING - TOTAL	333VSFSR0000	\$ 150,000			
SITE - PLAY AREAS/SPORTS FIELDS (Unrestricted)	333VSASR0000				
Various Sites	Site - Play Areas/Sports Fields	\$30,000	x		
Various Sites	Running Track Refurbishment	\$120,000	x		
SITE - PLAY AREAS/SPORTS FIELDS - TOTAL	333VSASR0000	\$ 150,000			
SITE - SIGNAGE (Unrestricted)	333VSSSR0000				
Various Sites	Site - Signage	\$200,000	x		
SITE - SIGNAGE - TOTAL	333VSSSR0000	\$ 200,000			
SITE - CIVIL SERVICES (Unrestricted)	333VSCSR0000				
Various Sites	Site - Civil Services	\$50,000	x		
Crystal Bay Centre for Spec. Ed.	Septic System Upgrades	\$200,000	x		
SITE - CIVIL SERVICES - TOTAL	333VSCSR0000	\$ 250,000			
SITE - EQUIPMENT (Unrestricted)	333VSESR0000				
Various Sites	Site - Equipment (Form 700)	\$250,000	x		
Various Sites	Site - Equipment	\$55,000	x		
Bayview P.S.	Play Structure Replacement	\$65,000	x		
Briargreen P.S.	Play Structure Replacement	\$25,000	x		
Carleton Heights P.S.	Play Structure Replacement	\$25,000	x		
Knoxdale P.S.	Play Structure Replacement	\$25,000	x		
Sawmill Creek E.S.	Play Structure Replacement	\$25,000	x		
Trillium E.S.	Play Structure Replacement	\$25,000	x		
SITE - EQUIPMENT - TOTAL	333VSESR0000	\$ 495,000			
SITE - OTHER (Unrestricted)	333VSOSR0000				
Various Sites	Site - Other	\$50,000	x		
Cambridge Street Community P.S.	Retaining Wall	\$50,000	x		
Connaught P.S.	Site Improvements	\$300,000	x		
Glen Ogilvie P.S.	Accessible Ramp at Amphitheatre	\$50,000	x		
Richard Pfaff S.A.P.	Retaining Wall	\$200,000	x		
SITE - OTHER - TOTAL	333VSOSR0000	\$ 650,000			
ENVIRONMENTAL - SITE (Unrestricted)	333VLSSR0000				
Various Sites	Site Remediation	\$20,000	x		
Confederation Education Centre	Monitoring	\$13,000	x		
Devonshire Community P.S.	Monitoring	\$19,000	x		
Earl of March S.S.	Monitoring	\$26,000	x		
Elmdale P.S.	Monitoring - Septic	\$26,000	x		
Heritage P.S.	Monitoring	\$6,000	x		
Manotick P.S.	Monitoring	\$23,000	x		
Osgoode Township H.S.	Monitoring	\$17,000	x		
Richard Pfaff S.A.P.	Monitoring	\$22,000	x		
West Carleton S.S.	Monitoring - Septic	\$10,000	x		
ENVIRONMENTAL - SITE - TOTAL	333VLSSR0000	\$ 182,000			

PROJECT	DESCRIPTION	TOTAL 2018-19 FRP/SCI BUDGET	Construction Period		
			2018-19 Project	2019-20 Project	2020-21 Project
PORTABLE UPGRADES (Unrestricted)	333VPUSR0000				
Various Sites	Portable Upgrades	\$830,000	x		
PORTABLE UPGRADES - TOTAL	333VPUSR0000	\$ 830,000			

UPGRADE PROGRAM (Unrestricted)	333VUPSR0000				
Various Sites	Program Upgrades	\$500,000	x	x	
Various Sites	Security & Systems Projects	\$100,000	x		
Various Sites	Network Communication Upgrade	\$520,000	x		
Various Sites	Arc Flash Coordination Studies	\$500,000	x	x	
UPGRADE PROGRAM - TOTAL	333VUPSR0000	\$ 1,620,000			

UPGRADE - ACCESSIBILITY (Unrestricted)	333VUASR0000				
Various Sites	Various Accessibility Projects	\$550,000	x		
Elmdale P.S.	Elevator	\$1,750,000	x	x	
Elmdale P.S.	Unit Washroom	\$150,000	x	x	
UPGRADE - ACCESSIBILITY - TOTAL	333VUASR0000	\$ 2,450,000			

SOLAR PROGRAM (Unrestricted)	333VUPSR0000				
Broadview P.S.	Solar Photovoltaic Installation	\$300,000	x		
Chapman Mills E.S.	Solar Photovoltaic Installation	\$300,000	x		
Longfields-Davidson Heights S.S.	Solar Photovoltaic Installation	\$250,000	x		
Summerside P.S.	Solar Photovoltaic Installation	\$275,000	x	x	
West Carleton S.S.	Solar Photovoltaic Installation	\$300,000	x		
SOLAR PROGRAM - TOTAL	333VUPSR0000	\$ 1,425,000			

CONTINGENCY (Unrestricted)	333VVRSR0000				
Various Sites	Contingency	\$501,013	x		
CONTINGENCY - TOTAL	333VVRSR0000	\$ 501,013			

TECHNICAL ANALYSIS (Unrestricted)	333VTASR0000				
Various Sites	Technical Analysis - Consultants	\$25,000	x		
TECHNICAL ANALYSIS - TOTAL	333VTASR0000	\$ 25,000			

PORTABLE MOVES (Unrestricted)	334VPM000000				
Various Sites	Portable Relocations	\$840,000	x		
PORTABLE MOVES - TOTAL	334VPM000000	\$ 840,000			

2018-19 FACILITIES RENEWAL PROGRAM - TOTAL	\$ 18,008,013				
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2018-19 SCHOOL CONDITION IMPROVEMENT					
A. Lorne Cassidy E.S.	Interior Lighting Upgrade	\$130,000	x		
A. Lorne Cassidy E.S.	P.A. System Upgrade	\$25,000	x		
A. Lorne Cassidy E.S.	Roof Replacement	\$300,000	x		
A.Y. Jackson S.S.	Learning Commons Upgrade	\$200,000	x		
A.Y. Jackson S.S.	P.A. System Upgrade	\$25,000	x		
A.Y. Jackson S.S.	Science Lab Upgrades-Phase I	\$2,500,000		x	x
A.Y. Jackson S.S.	Toilet Partitions	\$150,000	x		
Adrienne Clarkson E.S.	BAS System Conversion	\$15,000	x		
Adrienne Clarkson E.S.	Exterior Lighting Upgrade	\$125,000	x		

PROJECT	DESCRIPTION	TOTAL 2018-19 FRP/SCI BUDGET	Construction Period		
			2018-19 Project	2019-20 Project	2020-21 Project
Adrienne Clarkson E.S.	Interior Lighting Upgrade	\$120,000	x		
Adult H.S.	Boiler Venting Replacement	\$50,000	x		
Adult H.S.	Interior Lighting Upgrade	\$300,000	x		
Adult H.S.	Roof Replacement	\$100,000	x		
Agincourt Road P.S.	Interior Renovations-Restricted	\$275,000	x	x	
Albert Street Education Centre	Boiler Replacement	\$350,000	x		
Albert Street Education Centre	Fire Alarm System Upgrade	\$400,000	x		
Albert Street Education Centre	Interior Lighting Upgrade	\$50,000	x		
Albert Street Education Centre	Urinal & Plumbing Fixture Replacement	\$175,000	x		
Alta Vista P.S.	BAS System Conversion	\$15,000	x		
Arch Street P.S.	Roof Replacement	\$175,000	x		
Avalon P.S.	Boiler Replacement	\$260,000		x	
Avalon P.S.	Interior Lighting Upgrade	\$130,000		x	
Barrhaven P.S.	Exterior Lighting Upgrade	\$50,000	x		
Barrhaven P.S.	P.A. System Upgrade	\$25,000	x		
Barrhaven P.S.	Toilet Partitions	\$50,000	x		
Bayshore P.S.	Building Structural & Mechanical Upgrades	\$1,000,000	x	x	
Bayshore P.S.	Urinal & Plumbing Fixture Replacement	\$200,000		x	
Bell H.S.	Interior Renovations-Restricted	\$500,000	x	x	
Bell H.S.	Interior Renovations-Unrestricted/Site Services	\$250,000	x	x	
Bell H.S.	P.A. System Upgrade	\$25,000	x		
Bells Corners P.S.	P.A. System Upgrade	\$25,000	x		
Bells Corners P.S.	Roof Replacement	\$450,000	x		
Blossom Park P.S.	Storm Water Management	\$250,000	x		
Briargreen P.S.	Mechanical Upgrades	\$500,000	x		
Briargreen P.S.	Roof Replacement	\$250,000	x		
Bridlewood Community E.S.	Bus Loop Paving	\$60,000	x		
Cairine Wilson S.S.	Entrance Paving	\$250,000	x		
Cairine Wilson S.S.	Interior Lighting Upgrade	\$200,000	x		
Canterbury H.S.	Boiler Venting Replacement	\$200,000	x		
Canterbury H.S.	Hot Water Tank Upgrade	\$50,000	x		
Canterbury H.S.	Paving	\$100,000	x		
Canterbury H.S.	Science Lab Upgrades-Phase I	\$2,500,000		x	x
Canterbury H.S.	Sports Field Refurbishment	\$65,000	x		
Canterbury H.S.	Unit Washroom Alterations	\$150,000	x		
Carleton Heights P.S.	BAS System Conversion	\$15,000	x		
Carleton Heights P.S.	Gym Ceiling Replacement	\$200,000	x		
Carleton Heights P.S.	Main Service Upgrade	\$350,000	x		
Cedarview M.S.	Boiler Replacement	\$150,000	x		
Cedarview M.S.	Exterior Lighting Upgrade	\$50,000	x		
Centennial P.S.	Hallway Ceiling Replacement	\$200,000	x		
Centennial P.S.	Pool HVAC Upgrade	\$75,000	x		
Charles H. Hulse P.S.	Roof Replacement	\$235,000	x		
Churchill A.S.	Chiller Pump Upgrade	\$40,000	x		
Churchill A.S.	P.A. System Upgrade	\$25,000	x		
Clifford Bowey P.S.	Unit Washroom Alterations	\$250,000	x		
Colonel By S.S.	BAS System Conversion	\$15,000	x		
Colonel By S.S.	Bus Loop Paving	\$150,000	x		
Colonel By S.S.	Interior Lighting Upgrade	\$200,000		x	
Colonel By S.S.	Learning Commons Upgrade	\$200,000	x		
Colonel By S.S.	Science Lab Upgrades-Phase I	\$3,000,000		x	x
Colonel By S.S.	Toilet Partitions	\$150,000		x	
Colonel By S.S.	Window Replacement	\$500,000	x		
Confederation Education Centre	Heating Upgrade	\$25,000	x		
Confederation Education Centre	Interior Lighting Upgrade	\$200,000		x	
Confederation Education Centre	Roof Replacement	\$620,000	x	x	
Confederation Education Centre	Split A/C Unit Replacement	\$75,000	x		
Convent Glen E.S.	Gym Lighting Upgrade	\$30,000	x		
Convent Glen E.S.	Pathway Paving	\$20,000	x		
D. Roy Kennedy P.S.	Boiler Room Floor Drain Upgrade	\$25,000	x		
D. Roy Kennedy P.S.	Interior Lighting Upgrade	\$120,000		x	
D. Roy Kennedy P.S.	Locker Replacement	\$100,000		x	
D. Roy Kennedy P.S.	P.A. System Upgrade	\$25,000	x		
Devonshire Community P.S.	BAS System Conversion	\$15,000	x		
Dunlop P.S.	Boiler Venting Replacement	\$50,000	x		

PROJECT	DESCRIPTION	TOTAL 2018-19 FRP/SCI BUDGET	Construction Period		
			2018-19 Project	2019-20 Project	2020-21 Project
Dunning-Foubert E.S.	BAS System Conversion	\$15,000	x		
Dunning-Foubert E.S.	Interior Lighting Upgrade	\$130,000	x		
Earl of March S.S.	Auditorium Lighting Upgrade	\$75,000	x		
Earl of March S.S.	Interior Lighting Upgrade	\$500,000		x	x
Earl of March S.S.	P.A. System Upgrade	\$25,000	x		
Earl of March S.S.	Running Track Refurbishment	\$85,000	x		
Earl of March S.S.	Window Replacement	\$200,000	x		
Elgin Street P.S.	Fire Alarm System Upgrade	\$250,000	x		
Elizabeth Wyn Wood S.A.P.	BAS System Conversion	\$15,000	x		
Elizabeth Wyn Wood S.A.P.	Boiler Venting Replacement	\$50,000	x		
Elmdale P.S.	Boiler Upgrade	\$350,000	x	x	
Elmdale P.S.	Branch Distribution Upgrade	\$200,000	x	x	
Elmdale P.S.	Ceiling & Wall Upgrade	\$650,000	x	x	
Elmdale P.S.	Controls Upgrade	\$100,000	x	x	
Elmdale P.S.	Fencing	\$60,000	x		
Elmdale P.S.	Fire Alarm System Upgrade	\$150,000	x	x	
Elmdale P.S.	Fire Suppression Upgrade	\$300,000	x	x	
Elmdale P.S.	Flooring Upgrade	\$250,000	x	x	
Elmdale P.S.	HVAC Upgrade	\$1,000,000	x	x	
Elmdale P.S.	Hydronic Upgrade	\$500,000	x	x	
Elmdale P.S.	Lighting Upgrade	\$325,000	x	x	
Elmdale P.S.	Main Service Upgrade	\$250,000	x	x	
Elmdale P.S.	P.A. System Upgrade	\$75,000	x	x	
Elmdale P.S.	Site/Civil Works	\$250,000	x	x	
Elmdale P.S.	Storm & Sanitary Piping Upgrade	\$400,000	x	x	
Elmdale P.S.	Washroom Renovations	\$250,000	x	x	
Elmdale P.S.	Water Main Upgrade	\$50,000	x	x	
Emily Carr M.S.	Boiler Venting Replacement	\$50,000	x		
Emily Carr M.S.	Exterior Lighting Upgrade	\$50,000	x		
Fallingbrook Community E.S.	Interior Lighting Upgrade	\$130,000	x		
Farley Mowat P.S.	Boiler Replacement	\$225,000	x	x	
Farley Mowat P.S.	Exterior Lighting Upgrade	\$100,000	x		
Farley Mowat P.S.	Interior Lighting Upgrade	\$130,000	x		
Featherston Drive P.S.	Drinking Fountain Upgrade	\$75,000	x		
Featherston Drive P.S.	Roof Replacement	\$200,000	x		
Fielding Drive P.S.	BAS System Conversion	\$15,000	x		
Fielding Drive P.S.	Chiller Replacement	\$325,000	x		
Fisher Park P.S.	Interior Lighting Upgrade	\$150,000	x		
Forest Valley E.S.	Exterior Lighting Upgrade	\$125,000	x		
Forest Valley E.S.	Interior Lighting Upgrade	\$130,000	x		
Forest Valley E.S.	P.A. System Upgrade	\$25,000	x		
General Vanier P.S.	Roof Replacement	\$200,000	x		
General Vanier P.S.	Window Replacement	\$300,000	x		
Glashan P.S.	BAS System Conversion	\$15,000	x		
Glashan P.S.	Pad Mount Upgrade	\$180,000	x		
Glebe C.I.	Auditorium Lighting Upgrade	\$75,000		x	
Glebe C.I.	Interior Lighting Upgrade	\$350,000		x	x
Glebe C.I.	Locker Replacement	\$300,000	x		
Glebe C.I.	Main Service Upgrade	\$725,000		x	
Glebe C.I.	Music Room Conversion	\$500,000	x		
Glebe C.I.	Pool HVAC Upgrade	\$75,000	x		
Glen Ogilvie P.S.	Exterior Lighting Upgrade	\$100,000	x		
Gloucester H.S.	Boiler Replacement	\$100,000	x		
Goulbourn M.S.	Generator Upgrade	\$125,000	x		
Greely P.S.	BAS System Conversion	\$15,000	x		
Greely P.S.	P.A. System Upgrade	\$25,000	x		
Hawthorne P.S.	BAS System Conversion	\$15,000	x		
Hawthorne P.S.	Hydronic System Upgrade	\$100,000	x		
Hawthorne P.S.	P.A. System Upgrade	\$25,000	x		
Henry Larsen E.S.	P.A. System Upgrade	\$25,000	x		
Henry Munro M.S.	Interior Lighting Upgrade	\$120,000	x		
Henry Munro M.S.	P.A. System Upgrade	\$25,000	x		
Heritage P.S.	Boiler Replacement	\$175,000	x		
Heritage P.S.	Exterior Lighting Upgrade	\$75,000	x		
Heritage P.S.	Interior Lighting Upgrade	\$100,000	x		

PROJECT	DESCRIPTION	TOTAL 2018-19 FRP/SCI BUDGET	Construction Period		
			2018-19 Project	2019-20 Project	2020-21 Project
Hillcrest H.S.	Parking Lot Paving	\$120,000	x		
Hillcrest H.S.	Window Replacement	\$300,000		x	
Hilson Avenue P.S.	Interior Lighting Upgrade	\$120,000	x		
Hopewell Avenue P.S.	Fire Alarm System Upgrade	\$250,000		x	
Hopewell Avenue P.S.	Roof Replacement	\$650,000	x		
Hopewell Avenue P.S.	Window Replacement	\$250,000		x	
Huntley Centennial P.S.	P.A. System Upgrade	\$25,000	x		
J.H. Putman P.S.	BAS System Conversion	\$15,000	x		
Jockvale E.S.	Fire Alarm Horn Upgrade	\$60,000	x		
Jockvale E.S.	Kindergarten Heating Upgrade	\$200,000	x		
John McCrae S.S.	Chiller Replacement	\$350,000	x		
John McCrae S.S.	Exterior Lighting Upgrade	\$100,000	x		
John McCrae S.S.	Interior Lighting Upgrade	\$250,000		x	
John McCrae S.S.	P.A. System Upgrade	\$25,000	x		
John McCrae S.S.	Roof Replacement	\$950,000	x		
John Young E.S.	P.A. System Upgrade	\$25,000	x		
John Young P.S.	Bus Loop Paving	\$120,000	x		
Kanata Highlands P.S.	LED Tube Upgrade	\$100,000	x		
Knoxdale P.S.	Main Service Upgrade	\$250,000	x		
Knoxdale P.S.	P.A. System Upgrade	\$25,000	x		
Knoxdale P.S.	Roof Replacement	\$200,000	x		
Lady Evelyn A.S.	Interior Lighting Upgrade	\$120,000	x		
Lakeview P.S.	P.A. System Upgrade	\$25,000	x		
Lakeview P.S.	Urinal & Plumbing Fixture Replacement	\$75,000	x		
Le Phare E.S.	BAS System Conversion	\$15,000	x		
Le Phare E.S.	Main Service Upgrade	\$450,000	x		
Lisgar C.I.	Fencing	\$75,000	x		
Lisgar C.I.	Auditorium Lighting Upgrade	\$200,000	x		
Lisgar C.I.	Boiler Replacement	\$100,000		x	
Lisgar C.I.	Window Replacement	\$500,000	x		
Manor Park P.S.	Library Lighting Upgrade	\$150,000	x		
Manor Park P.S.	Urinal & Plumbing Fixture Replacement	\$225,000	x		
Manordale P.S.	Roof Replacement	\$190,000	x		
Manotick P.S.	Interior Lighting Upgrade	\$100,000		x	
Manotick P.S.	Urinal & Plumbing Fixture Replacement	\$100,000		x	
Manotick P.S.	Window Replacement	\$250,000	x		
Maple Ridge E.S.	Chiller Replacement	\$275,000		x	
Maple Ridge E.S.	Exterior Lighting Upgrade	\$100,000	x		
Maple Ridge E.S.	Fire Alarm System Upgrade	\$350,000		x	
Maple Ridge E.S.	Gym Lighting Upgrade	\$30,000	x		
Maple Ridge E.S.	Interior Lighting Upgrade	\$130,000		x	
Mary Honeywell E.S.	P.A. System Upgrade	\$25,000	x		
Meadowlands P.S.	P.A. System Upgrade	\$25,000	x		
Merivale H.S.	Interior Renovations-Restricted	\$500,000	x	x	
Metcalfe P.S.	Bus Loop Paving	\$80,000	x		
Metcalfe P.S.	Interior Lighting Upgrade	\$100,000		x	
Metcalfe P.S.	Window Replacement	\$250,000	x		
Mutchmor P.S.	Interior Lighting Upgrade	\$350,000	x	x	
Nepean H.S.	Fencing	\$75,000	x		
Nepean H.S.	Library Lighting Upgrade	\$25,000	x		
North Gower/Marlborough P.S.	Parking Lot Paving	\$80,000	x		
North Gower/Marlborough P.S.	Sanitary Pipe Upgrade	\$75,000	x		
Orleans Wood E.S.	Boiler Replacement	\$175,000	x		
Orleans Wood E.S.	Fire Alarm System Upgrade	\$250,000		x	
Osgoode P.S.	BAS System Conversion	\$15,000	x		
Osgoode P.S.	Interior Lighting Upgrade	\$100,000		x	
Osgoode P.S.	Window Replacement	\$200,000	x		
Osgoode Township H.S.	Electrical Distribution Upgrade	\$750,000	x		
Pinecrest P.S.	Gym Lighting Upgrade	\$30,000	x		
Pinecrest P.S.	Toilet Partitions	\$80,000	x		
Pinecrest P.S.	Unit Washroom Alterations	\$150,000	x		
Queen Elizabeth P.S.	Storm Water Management	\$50,000	x		
Regina Street A.S.	Fire Alarm System Upgrade	\$250,000	x		
Richard Pfaff S.A.P.	Access Lane Paving	\$60,000	x		
Richard Pfaff S.A.P.	HVAC & Kitchen Upgrade	\$150,000	x		

PROJECT	DESCRIPTION	TOTAL 2018-19 FRP/SCI BUDGET	Construction Period		
			2018-19 Project	2019-20 Project	2020-21 Project
Richard Pfaff S.A.P.	Window Replacement	\$350,000	x		
Richmond P.S.	Interior Lighting Upgrade	\$100,000	x		
Richmond P.S.	Window Replacement	\$150,000	x		
Ridgemont H.S.	Fire Alarm System Upgrade	\$400,000	x		
Ridgemont H.S.	Lift Upgrade	\$60,000	x		
Robert Bateman P.S.	Fire Alarm System Upgrade	\$350,000	x		
Robert E. Wilson P.S.	Fencing	\$75,000	x		
Robert E. Wilson P.S.	Fire Alarm System Upgrade	\$250,000	x		
Robert E. Wilson P.S.	Hot Water Tank Upgrade	\$25,000	x		
Robert Hopkins P.S.	Exterior Lighting Upgrade	\$50,000	x		
Robert Hopkins P.S.	P.A. System Upgrade	\$25,000	x		
Roberta Bondar P.S.	Fire Alarm System Upgrade	\$350,000	x		
Roch Carrier E.S.	BAS System Conversion	\$15,000	x		
Roch Carrier E.S.	Boiler Replacement	\$175,000	x		
Rockcliffe Park P.S.	Fire Alarm System Upgrade	\$250,000	x		
Sawmill Creek E.S.	Chiller Replacement	\$325,000	x		
Sawmill Creek E.S.	Roof Replacement	\$620,000	x		
Sir Guy Carleton S.S.	Boiler Replacement	\$100,000		x	
Sir Guy Carleton S.S.	Lift Upgrade	\$10,000	x		
Sir Guy Carleton S.S.	Main Service Upgrade	\$750,000	x		
Sir Robert Borden H.S.	Dust Collectors	\$25,000	x		
Sir Robert Borden H.S.	Exterior Door Hardware	\$40,000	x		
Sir Robert Borden H.S.	Interior Lighting Upgrade	\$300,000		x	
Sir Robert Borden H.S.	Interior Renovations-Restricted	\$500,000	x	x	
Sir Robert Borden H.S.	Interior Renovations-Unrestricted	\$500,000	x	x	
Sir Robert Borden H.S.	P.A. System Upgrade	\$25,000		x	
Sir Robert Borden H.S.	Roof Replacement	\$275,000	x		
Sir Wilfred Laurier S.S.	Interior Lighting Upgrade	\$250,000	x		
Sir Wilfred Laurier S.S.	Parking Lot Paving	\$500,000	x		
Sir Wilfred Laurier S.S.	VAV Box Rebalancing & Commissioning	\$35,000	x		
Sir Winston Churchill P.S.	BAS System Conversion	\$15,000	x		
Sir Winston Churchill P.S.	Boiler Replacement	\$300,000	x		
Sir Winston Churchill P.S.	Exterior Lighting Upgrade	\$75,000	x		
South Carleton H.S.	BAS System Conversion	\$15,000	x		
South Carleton H.S.	Drop Off Lane Paving	\$175,000	x		
South Carleton H.S.	Electrical Voltage Optimizer	\$85,000	x		
South Carleton H.S.	Gym & Library Lighting Upgrade	\$60,000	x		
South Carleton H.S.	P.A. System Upgrade	\$25,000	x		
South Carleton H.S.	Roof Replacement	\$540,000	x		
South March P.S.	Interior Lighting Upgrade	\$150,000	x		
South March P.S.	Library Lighting Upgrade	\$20,000	x		
Stephen Leacock P.S.	P.A. System Upgrade	\$25,000	x		
Steve MacLean P.S.	Boiler Replacement	\$175,000	x		
Steve MacLean P.S.	Interior Lighting Upgrade	\$130,000	x		
Stittsville P.S.	Boiler Replacement	\$200,000	x		
Stittsville P.S.	Classroom Lighting Upgrade	\$100,000	x		
Stittsville P.S.	Hallway Lighting Upgrade	\$150,000	x		
Stonecrest E.S.	BAS System Conversion	\$15,000	x		
Stonecrest E.S.	Library Lighting Upgrade	\$20,000	x		
Stonecrest E.S.	P.A. System Upgrade	\$25,000	x		
Terry Fox E.S.	Boiler Replacement	\$175,000	x		
Terry Fox E.S.	Interior Lighting Upgrade	\$130,000	x		
Terry Fox E.S.	P.A. System Upgrade	\$25,000	x		
Trillium E.S.	BAS System Conversion	\$15,000	x		
Trillium E.S.	Boiler Replacement	\$175,000	x		
Trillium E.S.	Exterior Lighting Upgrade	\$100,000	x		
Trillium E.S.	Roof Replacement	\$250,000	x		
Vincent Massey P.S.	Fire Alarm System Upgrade	\$250,000	x		
Vincent Massey P.S.	HVAC & Lighting Upgrade	\$1,000,000		x	x
Vincent Massey P.S.	Locker Replacement	\$100,000		x	
Vincent Massey P.S.	Roof Replacement	\$325,000	x		
W.E. Gowling P.S.	BAS System Conversion	\$15,000	x		
W.E. Gowling P.S.	Fire Alarm Horn Upgrade	\$30,000	x		
W.E. Gowling P.S.	Kitchen Upgrade	\$150,000	x		
West Carleton S.S.	Domestic Water System Upgrade	\$100,000	x		

PROJECT	DESCRIPTION	TOTAL 2018-19 FRP/SCI BUDGET	Construction Period		
			2018-19 Project	2019-20 Project	2020-21 Project
West Carleton S.S.	Evac Chair Upgrade	\$10,000	x		
West Carleton S.S.	Heat Pump Replacement	\$500,000	x	x	
West Carleton S.S.	Interior Lighting Upgrade	\$325,000	x	x	
West Carleton S.S.	Roof Replacement	\$930,000	x	x	
Westwind P.S.	Interior Lighting Upgrade	\$100,000	x		
Woodroffe Avenue P.S.	Electrical Distribution Upgrade	\$250,000	x		
Woodroffe Avenue P.S.	Fencing	\$60,000	x		
Woodroffe Avenue P.S.	HVAC & Lighting Upgrade	\$1,000,000		x	x
Woodroffe Avenue P.S.	Urinal & Plumbing Fixture Replacement	\$125,000	x		
Woodroffe H.S.	Main Service Upgrade	\$500,000	x	x	
York Street P.S.	BAS System Conversion	\$15,000	x		
Various Sites	Acoustic Upgrades - Kindergarten	\$500,000	x	x	x
Various Sites	Acoustic Upgrades - Music	\$500,000	x	x	x
Various Sites	Auditorium Architectural Upgrades	\$1,500,000	x	x	x
Various Sites	Auditorium Lighting/Electrical Upgrade	\$2,500,000	x	x	x
Various Sites	Learning Commons Architectural Upgrades	\$2,000,000	x	x	x
Various Sites	Learning Commons Mechanical/Electrical Upgrades	\$3,000,000	x	x	x
Various Sites	LED Classroom Lighting Upgrades	\$5,000,000	x	x	x
Various Sites	LED Exterior Lighting Upgrades	\$500,000	x	x	x
Various Sites	Steam To Hydronic Conversions	\$5,000,000	x	x	x
Various Sites	Water Main Backflow Prevention	\$500,000	x	x	x
Various Sites	Construction Contingency	\$223,823	x		
Various Sites	D&C Salaries - Restricted	\$350,000	x		
Various Sites	D&C Salaries - Unrestricted	\$150,000	x		
2018-19 SCHOOL CONDITION IMPROVEMENT - TOTAL		\$ 81,358,823			
2018-19 FACILITIES RENEWAL AND SCHOOL CONDITION IMPROVEMENT - TOTAL		\$ 99,366,836			



CONSULTATION PLAN

(REFERENCES: POLICY P.110.GOV AND PROCEDURE PR.644.GOV)

Appendix B To
COW 15 January 2019

DATE:	January 2019
PROJECT: (Project name, Letter of Transmittal, etc.)	New Fernbank Elementary School Study – Consultation Plan Approval
CONTACT / PROJECT LEAD (Name, telephone, email):	Michael Carson, Chief Financial Officer, (613) 596-8211 ext. 8881, Michael.Carson@ocdsb.ca
WHAT?	
1. WHAT IS THE PURPOSE OF THE CONSULTATION? (Describe project scope, nature of consultation, decision to be made, and any relevant information)	
<i>The consultation will serve to implement recommendations regarding the opening grade structure, program, and attendance boundary for a new elementary school to be opened in the Fernbank development area once capital funding for the project is received from the Ministry. The consultation process is expected to include four elementary schools: John Young Elementary School; Bridlewood Community Elementary School; Westwind Public School; and A. Lorne Cassidy Elementary School. Other schools may be added as required.</i>	
WHY?	
2. WHY ARE YOU CONSULTING? (Check all that apply)	
<input checked="" type="checkbox"/> To seek advice, informed opinion or input for consideration prior to decision-making? <input checked="" type="checkbox"/> To share information and/or create awareness about a subject/potential recommendations/decision yet to be made? <input type="checkbox"/> To share information and awareness about a subject/recommendation/decision that has been made? <input type="checkbox"/> Other? (Please explain)	
3. HOW DOES THIS CONSULTATION LINK TO THE OCDSB STRATEGIC PLAN, DISTRICT IMPROVEMENT PLAN, BUDGET, ANNUAL DISTRICT GOALS AND OBJECTIVES AND/OR RELEVANT MINISTRY / OCDSB POLICIES OR PROCEDURES (if applicable)?	
<i>The consultation will seek to recommend an opening grade structure, program, and attendance boundary for a new Fernbank elementary school.</i>	
<i>The opening of a new elementary school within the developing Fernbank Community will serve to provide students with improved access to learning environments and optimize the use of District resources. This is consistent with the stewardship objectives of the 2015-2019 Strategic Plan.</i>	



CONSULTATION PLAN

(REFERENCES: POLICY P.110.GOV AND PROCEDURE PR.644.GOV)

WHO?

4. WHO WILL BE CONSULTED? (Key stakeholders) (Check all that apply)

OCDSB Community

- ☐ Students
☒ Parents/guardians
☒ School council(s)
☐ Ottawa Carleton Assembly of School Councils
☐ Advisory committees (Specify below)
☐ Special Education Advisory Committee, etc
☐ Other _____

Internal to OCDSB

- ☒ Trustees
☒ Superintendents
☒ Principals and/or Vice-principals
☐ Managers
☐ District staff
☐ Federations
☐ Other _____

External / Other (please identify)

- ☐ Agencies/associations _____
☒ Community groups _____
☒ General Public _____
☐ Other governments _____
☐ Other _____

Please describe or expand on who will be consulted and any partners in the consultation:

5. HAVE ANY OF THESE STAKEHOLDERS BEEN INVOLVED IN INFORMAL CONSULTATION AS PART OF THE DEVELOPMENT OF THIS PLAN?

In accordance with section 4.3 of Policy P.110.GOV, it is expected that informal consultation has taken place with representative stakeholders to obtain their suggestions prior to finalizing this plan. Please describe below. (If this informal consultation did not take place, explain why it was not feasible.)

Yes, the local Trustees, the Superintendent of Instruction for involved schools, and the Chief Financial Officer.

HOW?

6. HOW WILL STAKEHOLDERS BE MADE AWARE OF THIS CONSULTATION PROCESS? (Check all that apply)

- ☒ Media advertisement (print and/or radio) ☒ School newsletter
☒ Letter distribution ☒ Website (schools and/or OCDSB sites)
☒ School council(s) ☐ Other _____
☐ Ottawa Carleton Assembly of School Councils

Please describe how stakeholders will be made aware of the consultation process and any special requirements for consultation (translation, alternate formats, etc)?

7. HOW WILL THE CONSULTATION BE CARRIED OUT? (Check all that apply)

- ☐ Focus groups ☐ Ottawa Carleton Assembly of School Councils
☐ Interviews ☒ Public meetings
☒ Mail-out or email circulation ☐ Survey / questionnaire
☐ Open houses / workshops / cafes ☒ Web-based notice / Web-based comments
☒ School council(s) ☐ Other _____

Please describe:



CONSULTATION PLAN

(REFERENCES: POLICY P.110.GOV AND PROCEDURE PR.644.GOV)

WHEN?		
8. PROJECT PLAN FOR CONSULTATION (KEY ACTIVITIES AND COMMUNICATIONS)¹: i.e. Identify plan approval dates; Timelines for awareness of consultation; Specific consultation initiatives; Timelines for analysis; Date for Committee/Board deliberation; Evaluation of consultation		
TARGETTED DATE FOR FINAL DECISION:		January 2019
PROJECTED DATE(S)	ACTIVITY/MILESTONE	<u>NOTES**</u>
January 2019	Board Approval of Consultation Plan and Timeline	
Late January 2019	Formation of Working Group	
February 2019	Working Group Meeting #1	
March 2019	Working Group Meeting #2	
April 2019	Working Group Meeting #3	
May 2019	Public Consultation Meeting	
June 2019	Regular Committee of the Whole Meeting – Presentation, Debate, and Recommendations	
June 2019	Regular Board Meeting – Final Decisions	
**In filling out this chart, please note: <ul style="list-style-type: none"> ▪ the materials, reports or resources that will be distributed to stakeholders, either in advance or at the session; ▪ any constraints such as necessary deadlines, availability of stakeholders; and ▪ the timelines for communicating the outcome/related decisions reached to those consulted. 		
9. HOW WILL THE RESULTS OF THE CONSULTATION AND THE RATIONALE OF THE FINAL DECISION BE COMMUNICATED TO ALL		

¹ Outline provides information on the minimal number of activities proposed, which may be amended to intensify the process if required. Further information on the overall project/initiative and the specific consultation plan and process can be provided in the Letter of Transmittal to Board.

CONTRIBUTORS TO THE PROCESS? (Check all that apply)	
<input checked="" type="checkbox"/> Email circulation <input checked="" type="checkbox"/> Letter distribution <input type="checkbox"/> Letter of Transmittal to committee/Board	<input checked="" type="checkbox"/> School / principal communications / newsletter <input checked="" type="checkbox"/> Website (schools and/or OCDSB sites) <input type="checkbox"/> Media reports <input type="checkbox"/> Other
Please describe:	
OTHER	
10. ESTIMATED COSTS FOR THE CONSULTATION* (i.e. advertising, facilities, translation, materials):	
<i>Consultation costs will be managed within existing departmental budgets.</i>	
<i>* Note that the consulting body bears responsibility for the costs of the consultation.</i>	
11. EVALUATION:	
Please specify the method(s) you plan to use to assess the effectiveness and success of this consultation process. (e.g., outcomes/results, satisfaction of participants, debriefs, questionnaires/evaluation sheet collected from participants, peer review, school council meeting discussion with date, etc.)	



MEMORANDUM

Memo No. 19-015

TO: Trustees
Student Trustees

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

DATE: 25 January 2019

RE: **2018-2019 School Condition Improvement List of Contingency Projects**

In response to a question at Committee of the Whole on 15 January 2019, please find attached a list of the 2018-2019 School Condition Improvement – Contingency Projects. These projects may be added to the 2018-2019 School Condition Improvement project plan as funding and time permit.

Should you have any questions, please contact Miro Vala at miro.vala@ocdsb.ca or 613-596-8267.

Attach.

cc Senior Staff
Manager Board Services
Corporate Records

2018-2019 SCHOOL CONDITION IMPROVEMENT - CONTINGENCY PROJECTS		
Canterbury H.S.	Locker Replacement	250,000
Carleton Heights P.S.	Unit Ventilator Replacement	250,000
Castor Valley E.S.	Interior Lighting Upgrade	290,000
Charles H. Hulse P.S.	Front Parking & Driveway Paving	80,000
Clifford Bowey P.S.	Window Replacement	250,000
Devonshire Community P.S.	Window Replacement	250,000
Earl of March S.S.	Inclusive Change Rooms	50,000
Elizabeth Wyn Wood S.A.P.	Exterior Roof Access	40,000
Fielding Drive P.S.	Window Replacement	150,000
Fisher Park P.S.	Roof Replacement	150,000
Glebe C.I.	Window Replacement	500,000
Gloucester H.S.	Greenhouse Upgrade	250,000
Hilson Avenue P.S.	Roof Replacement	300,000
Jockvale E.S.	Fire Alarm Horn Upgrade	35,000
John McCrae S.S.	Inclusive Change Rooms	200,000
John McCrae S.S.	Sports Field Adjustments	80,000
Lisgar C.I.	Roof Replacement	60,000
Longfields-Davidson Heights S.S.	Inclusive Change Rooms	50,000
Manor Park P.S.	Power Distribution Upgrade	100,000
Manor Park P.S.	Site Work	400,000
Nepean H.S.	Locker Replacement	250,000
North Gower/Marlborough P.S.	Interior Lighting Upgrade	135,000
Pleasant Park P.S.	Window Replacement	200,000
Pleasant Park P.S.	Boiler Venting Upgrade	50,000
Richard Pfaff S.A.P.	Boiler Room Ceiling Replacement	50,000
Sir Wilfred Laurier S.S.	Locker Replacement	150,000
Terry Fox E.S.	Locker Replacement	100,000
Various Sites	Lift Replacements	300,000
Viscount Alexander P.S.	Ceiling Replacement	60,000
W. Erskine Johnston P.S.	HVAC Upgrades	50,000
W.E. Gowling P.S.	Fire Alarm Horn Upgrade	35,000
W.E. Gowling P.S.	Main Entrance Paving	40,000
2018-2019 SCHOOL CONDITION IMPROVEMENT - CONTINGENCY PROJECTS - TOTAL		\$ 5,155,000



MEMORANDUM

Memo No. 19-016

TO: Trustees
Student Trustees

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

DATE: 25 January 2019

RE: Bayview Public School Play Structure Replacement

In response to a question at Committee of the Whole on 15 January 2019, the following information is provided.

The Bayview Public School (PS) play structure replacement was added to the Facilities Renewal Program and School Condition Improvement 2018-2019 Project Plan, as a result of the existing play structure being destroyed during the storm that passed through Ottawa on 21 September 2018. Historically, the Facilities department provides schools with funding of \$25,000 towards the purchase of a replacement play structure when one becomes outdated. Any shortfall in the purchase price of a play structure comes from a combination of funds generated by the school/school council and a City of Ottawa grant (\$7,500). In the case of the Bayview PS play structure replacement, Facilities will be covering the additional costs that will be incurred that will not be covered by our insurance policy. Facilities has budgeted \$65,000.00 for this replacement.

if you have any questions please do not hesitate to contact Miro Vala at miro.vala@ocdsb.ca or 613-596-8267

cc Senior Staff
Manager Board Services
Corporate Records



SPECIAL COMMITTEE OF THE WHOLE #1 PUBLIC REPORT PUBLIC

Tuesday, January 15, 2019, 6:00 pm
Board Room
Administration Building
133 Greenbank Road
Ottawa, Ontario

Trustees Present: Christine Boothby , Erica Braunovan, Rob Campbell, Chris Ellis, Lyra Evans, Mark Fisher, Wendy Hough, Jennifer Jennekens, Keith Penny, Sandra Schwartz, Lynn Scott

Staff Present: Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Mike Carson (Chief Financial Officer), Michele Giroux (Executive Officer, Corporate Services), Katrine Mallan (Manager of Board Services), Karyn Carty Ostafichuk (Manager of Planning), Ian Baxter (Assistant Manager of Planning), Megan Faraday (Planner), Sharlene Hunter (Communications Coordinator), John MacKinnon (Audio-Visual Technician), and Sue Baker (Senior Board Coordinator)

1. Call to Order - Vice-Chair of the Board

Vice-Chair Braunovan called the meeting to order at 6:00 p.m. She acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

2. Approval of Agenda

Moved by Trustee Boothby

THAT the agenda be approved.

Carried

3. Delegations

There were no delegations.

4. Matters for Discussion:

4.1 Report 19-005 Education Development Charges - Existing By-law Policy Review (M. Carson ext. 8207)

Your Committee had before it Report 19-005 providing information to support a legislatively required meeting in order to review the policies contained within the District's existing Education Development Charges (EDCs) By-law. No. 02-2014.

Chief Financial Officer (CFO) Carson advised that the Background Study was prepared, in consultation with other area school boards, and in accordance with section 257.61 of the *Education Act*.

Manager Baxter advised that EDCs fund the acquisition and preparation of land for new schools and additions required as a result of growth from new development. They are collected by the City of Ottawa on behalf of the OCDSB at the time of building permit issuance.

Current charges are \$723 per new residential unit and \$0.52 per new square foot of non-residential development. The charges are based on recovering 80% of education land costs from residential development and 20% of non-residential development. The existing By-law has generated over \$27 million in revenue which was used to fund sites for four elementary schools and one secondary school.

The current By-Law was adopted by the Board in 2014 and will remain in force until March 2019. Staff is scheduled to present a recommendation to adopt a successor By-law at the Committee of the Whole meeting on 19 February 2019.

During discussion, and in response to queries, the following points were noted:

- The Background Study was posted on the District's website on 18 December 2018, and there have been no requests for hard copies from the public;
- If the District did not have an EDC by-law, it would be reliant on the Ministry of Education to advance money for land purchases; funding would not be taken from the District's operating budget;
- EDC charges are calculated using enrolment projections, the number of schools in the area, the requirement for additional schools over the next 15 years, the number of acres required, and cost per acre;
- Land costs per acre under the existing by-law range from approximately \$400,000 per acre for land outside the Greenbelt to up to \$1.5 million for land in the downtown area. If land costs rise significantly, the Board may have the ability to increase the EDC rates mid-term. The OCDSB has not done this in the past;
- The 80-20 split is between residential and non-residential development. Non-residential development has an impact on how

quickly residential growth will occur. The District has received feedback from developers in the past that this is an equitable split;

- The Province passed a regulation in October 2018 prohibiting school boards from imposing EDC rates higher than the current by-law rates until the Province has had an opportunity to review the EDC legislation;
- EDC charges are imposed for new building permits wherever they may be within the District. Some school districts with overall declining enrolment only charge EDCs for areas within their districts where there is growing enrolment; and
- EDC charges are also used to make the site ready to build, for example, clearing rock from an abnormally rocky site.

5. Adjournment

The meeting adjourned at 6:24 p.m.

Erica Braunovan, Chair



SPECIAL COMMITTEE OF THE WHOLE #2 PUBLIC REPORT PUBLIC

Tuesday, January 15, 2019, 6:30 pm
Board Room
Administration Building
133 Greenbank Road
Ottawa, Ontario

Trustees Present: Christine Boothby , Erica Braunovan, Rob Campbell, Chris Ellis, Lyra Evans, Mark Fisher, Wendy Hough, Jennifer Jennekens, Keith Penny, Sandra Schwartz, Lynn Scott

Staff Present: Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Mike Carson (Chief Financial Officer), Michele Giroux (Executive Officer, Corporate Services), Peter Symmonds (Superintendent of Learning Support Services), Katrine Mallan (Manager of Board Services), Karyn Carty Ostafichuk (Manager of Planning), Ian Baxter (Assistant Manager, Planning), Megan Faraday (Planner), John MacKinnon (Audio-Visual Technician), and Sue Baker (Senior Board Coordinator),

1. Call to Order - Vice-Chair of the Board

Vice-Chair Braunovan called the meeting to order at 6:34 p.m. She acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

2. Approval of Agenda

Moved by Trustee Penny

THAT the agenda be approved.

Carried

3. Delegations

There were no delegations.

4. Matters for Discussion:

4.1 Report 19-004 New Education Development Charges By-Law (2019-2024) - Required Public Meeting and Background Study (M. Carson, ext. 8207)

Your Committee had before it Report 19-004 providing information to support a legislatively required meeting to inform the public about the Board's Education Development Charge (EDC) proposals, and to solicit input regarding a proposed new by-law which would cover the period 2019 to 2024.

Assistant Manager Baxter advised that the Board's current EDC by-law will expire on 31 March 2019. EDCs fund the acquisition and preparation of land for new schools and additions required as a result of enrolment growth from new development. Should the Board not have a new by-law in place on 1 April 2019, future land acquisition requirements would have to be funded from an alternate revenue source.

The EDC Background Study includes estimates on projected enrolment growth, new pupil places that will be required, and estimates of land costs. The study identified a calculated charge of \$787 per new residential unit and \$0.58 per new square foot on non-residential development. These figures are in line with rate increases contained in previous by-laws. The legislation governing EDCs was amended in October 2018 to freeze new EDC rates at a level no higher than those currently in force. The Board will not be able to impose the new rates calculated until a provincial review of EDCs is completed; however, it is important to ensure that the Board continues to collect EDCs while the review is underway.

During discussion, and in response to queries, the following points were noted:

- More than 10 years ago, the Ministry assigned a zero (0) pupil load to relocatable classrooms. This may result in a difference in capacities shown in the Background Study from that shown in the District's Enrolment Reports. The District provides explanations for these differences when submitting business cases for new capital projects;
- The cost of site preparation depends upon the amount of grading, soil remediation, upgrading utility services, removal of portables, demolition of existing buildings, etc. Staff is confident that an average of \$126,900 per acre is reasonable;
- The value of land outside of the Greenbelt has risen from \$400,000 to \$430,000 per acre;
- Staff does not expect the Ministry review of EDC legislation to result in significant changes to the current process for the collection of EDCs. There is nothing preventing the Board adopting a new by-law and it is important for the Board to continue collecting EDCs regardless of the current rate freeze;

- The Background Study supports the proposed EDC rate increases. Staff is scheduled to present a recommendation to adopt the new by-law at the Committee of the Whole meeting on 19 February 2019. It is hoped that the provincial review of EDC legislation will be completed by that time;
- The 80-20 apportionment of EDC charges between residential and non-residential development is based on local conditions unique to the OCDSB and in consultation with the City of Ottawa and other area school boards with respect to growth and building permits;
- The Board currently has a deficit of \$3.5 million in its EDC account, and it is expected that this deficit will be made up in the next by-law.

5. Adjournment

The meeting adjourned at 6:56 p.m.

Erica Braunovan, Chair



COMMITTEE OF THE WHOLE, BUDGET MINUTES PUBLIC

**Tuesday, January 22, 2019
8:00 pm
Board Room
Administration Building
133 Greenbank Road
Ottawa, Ontario**

TRUSTEE MEMBERS: Donna Blackburn, Erica Braunovan, Christine Boothby, Chris Ellis, Rob Campbell, Mark Fisher, Wendy Hough, Keith Penny, Sandra Schwartz, Lynn Scott, Lyra Evans, and Jennifer Jennekens.

STAFF: Director of Education, Camille Williams-Taylor; Associate Director of Education, Brett Reynolds; Chief Financial Officer, Mike Carson; Superintendent of Instruction, Shawn Lehman; Superintendent of Learning Support Services, Peter Symmonds; Superintendent of Human Resources, Janice McCoy; Superintendent of Curriculum Services, Dorothy Baker; Executive Officer, Corporate Services, Michèle Giroux; Manager of Financial Services, Kevin Gardner; Coordinator of Budget Services, Charles D'Aoust; Coordinator of Financial Reporting, Teri Adamthwaite; Manager of Board Services, Katrine Mallan; Manager of Communications & Information Services, Diane Pernari-Hergert; Communications Officer, Sharlene Hunter; Audio Visual Specialist, John MacKinnon; and Board/Committee Coordinator, Amanda Rock.

NON-VOTING REPRESENTATIVES: Jennifer Capitani, Ottawa-Carleton Elementary Operations Committee (OCEOC); Wulf Heidecker, Elementary Teachers' Federation of Ontario (ETFO); Malaka Hendela, Ottawa-Carleton Assembly of School Councils (OCASC); Cathy Bailey, Ontario Secondary School Teachers' Federation (OSSTF) and Jennifer Tremblay, Ottawa-Carleton Secondary Schools Administrators' Network (OCSSAN).

1. Call to Order - Chair of Committee of the Whole, Budget

Chair Penny called the public meeting to order at 8:03 p.m.

2. Approval of Agenda

Moved by Trustee Schwartz

THAT the agenda be approved.

Carried

3. Delegations

There were no delegations.

4. Presentation/Discussion

4.1 Report 19-002, 2018-2019 Revised Estimates

Your Committee had before it Report 19-002 explaining changes that are reflected in the District's 2018-2019 Revised Estimates as compared to the District's 2018-2019 Budget.

CFO Carson and Manager Gardner introduced the report and provided the following information:

- There is a projected accumulated surplus of approximately \$37 million as of 31 August 2019;
- The accumulated surplus is higher than the District desires;
- It is the District's preference to start using some of the surplus funds;
- The revised estimates updates the budget that was approved in June 2018;
- The revised estimates are a result of changes the District did not anticipate in the approved budget, and are inclusive of additional revenue from enrolment growth offset by additional teaching staff and student supports;
- Ten elementary teaching positions were staffed to address incoming students;
- There is an increased need for the use of occasional teachers (OTs) and the availability of OTs continues to be a challenge for the District;
- There have been increased transportation costs to retain drivers; and
- The District will commit to programs for the remainder of the school year should specific grants be significantly cut.

In response to queries from trustees, the following information was provided:

- A healthy workplace is a priority for the OCDSB strategic priorities;

- The District has a committee in place for a psychologically healthy workplace that will bring recommendations forward to the Director's Executive Council (DEC);
- Teacher absences is a province-wide issue and has created challenges for the District;
- A report that addresses sick leave will be presented in February 2019;
- Classroom teachers should be consistent for the benefit of children and student achievement;
- The cost of bus drivers has been the biggest financial pressure for student transportation;
- There will be no additional funding from the government to alleviate transportation costs;
- Major contributors to the savings of \$9.1 million are employee benefits, finalized instruction costs that were overestimated, and a compensation differential for teachers;
- The unspent funding for professional development (PD) is due to OT shortages that make it challenging for PD to take place;
- OT retention is a major challenge at the secondary level;
- The rate of pay for OTs and their ability to be employed with more than one school board are major factors to consider when reviewing retention rates;
- Some variances in the budget are being accounted for as a reduction in revenue rather than an expense;
- The Ottawa-Carleton Education Network (OCENET) is a subsidiary, not-for-profit organization of the District;
- OCENET is the agent that offers and coordinates international students' opportunities to learn alongside the District's students;
- Surplus dollars that OCENET generates belong to the District;
- There has not been a recommendation for changes to international student fees between OCENET and the District; and
- The quality of school and custodial supplies varies due to cost and supplier.

CFO Carson agreed that staff will provide information on how OCENET established its fees with the District for international students.

5. Action Items

5.1 Report 19-018, Additional Expenditures 2018-2019

Your Committee had before it Report 19-018 seeking approval for additional expenditures beyond amounts identified in the 2018-2019 Budget and to provide trustees with information about internal staff adjustments that will be absorbed within the current budget.

CFO Carson advised that there was an error on page 24 of the report. The rationale for the first internal staffing adjustment should state "adjustment from vice-principal to principal".

CFO Carson and Manager Gardner presented the following information:

- Staff is seeking approval for the following increases to in-year expenditures for the 2018-2019 budget year: classroom furniture, additional emergency educational assistant (EA) allocations, improvements to WiFi infrastructure, and increasing the fleet of Chromebooks.
- Last year, there was a growth in student enrolment higher than expected;
- There is continued demand for supports in English as a Second Language (ESL);
- An additional \$450,000 has been allocated to ESL programs as a result of enrolment growth;
- There is a surplus of old furniture that is no longer suitable for a modern classroom;
- The additional funding for furniture will support schools modernizing learning spaces within their facilities;
- The overall additional spending can be achieved while still meeting a projected surplus of \$3 million; and
- Additional spending will provide some flexibility for future budgets.

In response to queries, staff provided the following information:

- The additional \$500,000 allocated for emergency EAs will support approximately eight to ten full-time EAs;
- A standard 1:4 ratio is the minimum number of Chromebooks the District is aspiring to have in every school;
- A five-year technology plan was introduced to add Chromebooks, Ipads, and other devices to schools;
- All teachers will be able to access devices with the 1:4 standard ratio;
- Adding working projectors in all classrooms is a technological support that is a part of the five-year technology plan; and
- School councils should be using their discretion when choosing to fundraise for devices beyond the 1:4 ratio.

Trustee Schwartz commented that the 1:4 standard ratio could be an equity issue as there are many low-income schools that are not able to fundraise the same amount of money as more affluent schools.

Moved by Trustee Schwartz,

THAT the Board approves the following increases in budget allocations:

1. Classroom furniture at a cost of \$500,000;
2. Additional emergency educational assistant allocations at a cost of \$500,000;
3. Accelerate improvements to WiFi infrastructure at a cost of \$4,000,000; and
4. Increasing the system fleet of Chromebooks at a cost of \$1,600,000.

During the ensuing discussion, the following points were noted:

- The District's current technological infrastructure is old with wireless access points and switches that will no longer be supported;
- The District's schools and facilities are using technology more frequently;
- The modern classroom will be designed to enable students to learn anywhere with interchangeable furniture;
- The investment in infrastructure will accelerate the five-year technology plan;
- Chromebooks will not meet the needs of all students;
- Students have varying needs and ways of learning that do not necessarily require a Chromebook;
- The 1:4 Chromebook ratio that the District aspires to have in every school does not include School Equipment Amount (SEA) equipment; and
- The 1:4 ratio was determined by what can be a sustainable practice rather than being supported by research.

Trustee Lyra Evans requested a separate vote on Part 2 of the motion. She expressed concern with Part B of the motion and would rather have those funds spent on furniture than hiring EAs on a short-term basis. She stressed that the District should be reviewing what kind of employer it is and expressed concern with regard to short-term contracts, precarious employment, and employee well-being.

An amendment moved by Trustee Lyra Evans,

THAT Part 1 be revised to "\$1 million" and that Part 2 be deleted.

Trustees Braunovan, Scott, Ellis, Schwartz, and Jennekens indicated that they did not support the amendment as EAs are needed in schools on an urgent basis.

In response to queries about the emergency EAs, the following information was provided:

- The emergency EAs will be contacted from the current casual pool of employees;
- Safety concerns are arising more frequently in schools;
- Emergency EAs are deployed to schools that have urgencies such as behavioural and/or medical issues;
- Interviews and screening have already taken place for emergency EA employment;
- The additional funding for emergency EAs would provide casual EAs with more hours;
- Predicting retirement dates for EAs is challenging;
- Many EAs find permanent employment with the District by starting as a casual employee; and
- Many casual EAs have the potential to be working every day given the number of absences that the District is currently experiencing.

Moved by Trustee Blackburn,

THAT the debate be closed and a vote taken on the amendment.

Carried

An amendment moved by Trustee Lyra Evans,

THAT Part 1 be revised to “\$1 million” and that Part 2 be deleted.

Defeated

In wrap-up, Trustee Lyra Evans encouraged her colleagues to consider what kind of employer the OCDSB is going to be.

In the discussion that ensued, the following was noted:

- Funding for permanent EA positions may need to be considered to retain employees;
- There are significant impacts on families whose EA support hours vary;
- There are approximately 4500 Chromebooks that have been in use for five years;
- Most of the Chromebooks being added to the fleet will be used to replace older models;
- Schools will continue to retain some of the older Chromebooks; and
- Chromebooks are purchased both by school councils and by the District.

In response to a query, Superintendent Lehman agreed that staff will provide information that differentiates between the total number of

Chromebooks purchased by school councils and those purchased by the District.

In wrap-up, Trustee Schwartz stressed that it is prudent of the Board to be looking at additional expenditures before the budgeting exercise for the 2019-2020 year.

Moved by Trustee Schwartz

THAT the Board approves the following increases in budget allocations:

1. Classroom furniture at a cost of \$500,000;

3. Accelerate improvements to WIFI infrastructure at a cost of \$4,000,000; and

4. Increasing the system fleet of chromebooks at a cost of \$1,600,000.

Carried

Moved by Trustee Schwartz

2. Additional emergency educational assistant allocations at a cost of \$500,000.

Carried

6. Discussion Items

6.1 Report 19-014, 2019-2020 Budget Process

Your Committee had before it Report 19-014 providing information on the issues affecting the 2019-2020 budget cycle and to provide the timelines and processes.

When introducing the report, CFO Carson provided the following information:

- Significant budget pressures include inflationary pressures, the District's infrastructure, professional development, and staffing needs;
- Significant budget risks include potential funding reductions from the province and the expiration of collective agreements at the end of 2018-2019;

- Positive contributors to the budget include an accumulated surplus, enrolment growth, and teaching staff's compensation differential;
- There is flexibility for a deficit that does not exceed more than one percent of the overall budget;
- Grant projections from the province are challenging to predict; and
- The District's budget timelines are fluid and dependent on the Ministry's timelines.

In response to queries, staff provided the following information:

- The COW budget meeting schedule is determined at agenda planning meetings;
- The upcoming budget document will provide additional details on the District's top priorities; and
- The decrease in PD days is a provincial issue and is a discussion topic at senior staff meetings.

Malaka Hendela stressed that parents in the District need a budget document that they can comprehend in order to advocate for priorities. She suggested that the budget and the strategic planning process be aligned.

7. New Business - Information and Inquiries

Superintendent Symmonds agreed to provide a memo with regard to the cost of the summer learning program over the last three years.

8. Adjournment

The meeting adjourned at 10:24 p.m.

Keith Penny, Chair



MEMORANDUM

Memo No. 19-017

TO: Committee of the Whole Budget

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

DATE: 25 January 2019

RE: **Additional Information for the 2019-2020 Budget Process**

As discussed at the 22 January 2019 Committee of the Whole Budget meeting, the attached 2018-2019 Staff-Recommended Budget Questions and Answers document is provided as additional information in support of the 2019-2020 budget development process.

Please direct questions or comments to Kevin Gardner, Manager of Financial Services, at kevin.gardner@ocdsb.ca or at 613-596-8211, ext 8350.

Attach.

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



2018-2019 Staff-Recommended Budget Questions and Answers

This document consolidates the responses to all questions received regarding the development of the 2018-2019 Staff-Recommended Budget.

Release of 30 May 2018 - questions 1 to 24

Release of 4 June 2018 - questions 25 to 37

Release of 8 June 2018 - questions 38 to 44



2018-2019 Staff-Recommended Budget Questions and Answers

1. Please provide more information regarding the District's 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% of the operating grants provided by the Ministry of Education. For the 2017-2018 Revised Estimates, this amount is \$8.2 million. Approval to use accumulated surplus in excess of this amount must be obtained from the Ministry. The District's 2017-2018 Budget was essentially a balanced budget that provided for a small surplus of \$4,000, meaning that there was no reliance on the accumulated surplus beyond that which is used to support amortization costs relating to past capital spending.

Table 1 presents the components of accumulated surplus and shows the anticipated increase resulting from the 2017-2018 operating surplus of \$4.3 million based on the most recent forecast reported in Report 18-039, 2017-2018 Updated Financial Forecast (February).

Table 1 – Accumulated Surplus Available for Compliance

	Projected as at 31 Aug 2018	Actual as at 31 Aug 2017	Change increase (decrease)
	\$	\$	\$
Available for compliance			
Restricted-committed capital	472,000	513,000	(41,000)
Internally appropriated			
Extended Day Program	426,000	213,000	213,000
Budgets carried forward	1,700,000	2,212,000	(512,000)
Contingencies	16,400,000	16,000,000	400,000
Unappropriated	5,013,000	794,000	4,219,000
	24,011,000	19,732,000	4,279,000

The \$16.4 million internal appropriation noted as "Contingencies" has been identified to respond to revenue shortfalls or increased expenses relative to the budget. The amount is aligned with the Ministry recommendation that a provision equal to 2% of the annual operating allocation be established. Of the amount, \$5.0 million has been identified for potential costs relating to gratuity payments and WSIB claims and \$1.0 million has been provisioned for the replacement of business systems. The remainder has not been assigned to a specific need.

Staff recommends that a contingency amount of between 2% and 3% of the District's annual operating grant be targeted as an internal appropriation of the accumulated surplus balance. The target amount for 2017-2018 would be between \$16.4 million and \$24.6 million. The recommendation recognizes that certain grant funding is time-limited. This is particularly relevant for the Local Priorities and Mental Health Worker funding of \$8.7 million which will be used in the upcoming year to support 93 FTE positions through to 31 August 2019. The Ministry has not committed to further funding in subsequent years and the contingency amount would provide the District an opportunity to manage the effects of funding changes over an extended period of time.



2018-2019 Staff-Recommended Budget Questions and Answers

2. Please provide further information on the Multi-Year Financial Recovery Plan as it relates to the 2018-2019 budget.

In June 2016, the Board approved the District's MYFRP. The plan was mandated by the Ministry, given its concerns that the District had what is termed a structural deficit. A structural deficit is a deficit that recurs each year in the absence of corrective measures. The key requirements of the plan were to eliminate structural issues that have contributed to deficits in past years and to establish an accumulated surplus balance by the end of 2017-2018 that was at least 0.5% of the operating allocation or which is \$4.1 million based on the 2017-2018 Revised Estimates.

On 6 April 2018, trustees were advised by Memo 18-058, Multi-Year Financial Recovery Plan that the Ministry considered the District to have successfully achieved the requirements of the MYFRP. The Ministry recognized the District's efforts to address past structural issues and encouraged close monitoring of emerging budget issues to ensure that a healthy and sustainable financial position is maintained. The Ministry also recommended that a provision of no less than 2% of the annual operating allocation be established using the District's accumulated surplus that could be used to address future contingencies.

As noted in the response to question 1, a contingency amount of between 2% and 3% of the District's annual operating grant is recommended as a targeted internal appropriation of the accumulated surplus balance. The target amount for 2017-2018 would be between \$16.4 million and \$24.6 million. The contingency would be available in 2018-2019 to support revenue shortfalls or increased expenses relative to the approved budget.

Internally appropriated amounts are confirmed with the Board's approval of the year-end financial statements.

3. How much money has been allocated in the 2018-2019 recommended budget for playground funding and where is it shown in the budget document?

The capital budget focuses on the acquisition of assets that will be used over an extended period of time. The assets acquired through the capital program include new schools, major retrofits of existing facilities and new equipment such as play structures. Costs are supported by Ministry capital grants provided under various programs including Capital Priorities, School Condition Improvement, Greenhouse Gas Reduction Fund and the Facilities Renewal Program (FRP). Funding is augmented by other sources including money received from donations and community fundraising activities. Money not used during the current school year is carried forward for use in future years.

The acquisition of a new play structure is a capital project. Applications for the replacement of existing play structures are evaluated based on needs and incorporated into the overall capital spending plan which will be presented to Committee of the Whole early in the 2018-2019 school year. Similar to past years, an amount of \$300,000 may be needed to augment funds raised by the school community.



2018-2019 Staff-Recommended Budget Questions and Answers

Play structure funding is included in the “School Renewal” amount of \$6.7 million as shown in the capital section of the 2018-2019 Staff-Recommended Budget.

4. Please provide information on the cost associated with the Eastern Secondary and Western Area Pupil Accommodation Reviews including, the communication budget, legal fees and staff time.

Student learning and accommodation reviews look at schools, programs and student enrolment to ensure sustainable and vibrant learning environments are maintained. In September 2016, the District formally initiated two such reviews: the Western Area Review involved 26 schools in the Bell, Merivale, Sir Robert Borden and Woodroffe high schools “families of schools” while the Eastern Area Review focused on Rideau, Gloucester and Colonel By high schools. The purpose of the reviews was to improve student learning, enrich program offerings, reduce the amount of underutilized school space and allow resources to be more effectively deployed.

The reviews, which were conducted in accordance with Ministry requirements, looked at grade configurations, programs, school condition, student enrolment and excess pupil space. Both reviews resulted in program realignments and a number of schools closed at the end of the 2016-2017 school year. Significant investments in school facilities were made as a result of the changes, and additional work is planned. Examples of investments include reconfiguring Briargreen Public School, relocating portables at various sites and ensuring that staff at affected schools was supported during the school closure process. An example of future investments is the construction of gymnasiums at Bell, Merivale and Sir Robert Borden high schools.

Much of the administrative work supporting the reviews was conducted by staff as part of their regular duties. As such, formal time reporting of work effort on this initiative was not pursued and the related costs are not quantifiable. However, incremental operating costs of \$726,900 have been identified as summarized in the following table.

Incremental Operating Costs as at 18 May 2018

	2014-15	2015-16	2016-17	2017-18*	Total
	\$	\$	\$	\$	\$
Consulting Services	10,400	84,900	97,000	15,000	207,300
OCDSB Printing Services	-	400	2,200	-	2,600
School Support-Casual Staffing	-	-	74,200	22,100	96,300
School Support-Supplies & Services	-	-	31,000	81,700	112,700
School Support-Moving Costs	-	-	96,400	133,400	229,800
School Support-Logistics Term Staff	-	-	21,800	56,400	78,200
Total	10,400	85,300	322,600	308,600	726,900



2018-2019 Staff-Recommended Budget Questions and Answers

- 5. How much more funding is required to attract enough qualified EA/interpreters for Deaf and Hard of Hearing children. We are hearing the salary is not high enough for individuals to acquire the credentials and training.**

Although a higher rate of pay may attract and retain a skilled individual, the availability of trained interpreters is limited. George Brown College is the only Ontario college graduating interpreters at this time.

- 6. Did the GSNs provide any additional funding for teachers to take the \$685 AQ courses to advance the teaching of the new TRC curriculum?**

GSNs do not provide specific funding for teachers to take Additional Qualification (AQ) courses to advance the teaching of curriculum aligned with recommendations made by the Truth and Reconciliation Commission of Canada; however, the Indigenous Education AQ being offered this summer is 100% subsidized for teachers eligible to participate in the New Teacher Induction Program (NTIP). The District is also researching the various AQ courses to see to what degree they are taught by Indigenous educators and is assessing the feasibility of offering a subsidy to all teachers interested in such AQ, particularly those who are teaching the Indigenous Studies (NBE) English grade 11.

- 7. What if any changes have been made in the Special Education funding model?**

The Special Education Grant provides additional funding to school boards to support students who need 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. The District anticipates funding of \$97.2 million through five of the grant's allocations as shown in Table 2.

Table 2 – Comparative Special Education Grant Funding

	2018-2019 Recommended Budget	2017-2018 Approved Budget
	\$	\$
Special Education Per Pupil Amount (SEPPA) Allocation	54,461,700	52,322,400
Differentiated Special Education Needs Amount (DSENA) Allocation	36,640,900	34,473,200
Special Equipment Amount (SEA) Allocation	3,200,800	3,151,900
Special Incidence Portion (SIP) Allocation	2,500,000	1,799,400
Behaviour Expertise Amount (BEA) Allocation.	408,400	290,100
	97,211,800	92,037,000

Increases to the funding benchmarks, as well as an update to the Special Education Statistical Prediction Model which is used in determining the DSENA allocation, are reflected in the 2018-2019 funding. In addition, the following three changes are reflected in the 2018-2019 funding:



2018-2019 Staff-Recommended Budget Questions and Answers

- Increased funding of over \$1.1 million to support the creation of a multi-disciplinary team and other staffing resources which will help build Board capacity and help teachers, educational assistants, and other staff better understand and adapt to the unique needs of their students;
- An \$11,000 increase in the maximum SIP funding amount per eligible claim to support the staffing costs associated with addressing the health and safety needs of students and others in their school; and
- The inclusion of \$108,400 in the GSN to support Applied Behaviour Analysis (ABA) training. In past years, the funding was provided through Education Program - Other (EPO) funding and this is simply a change in how ABA training funding is provided to the District.

It should be noted that the per pupil amount of the SEA allocation is a specific funding envelope within the special education envelope. 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.

8. Has there been any movement in the Special Education grants to move towards funding following the needs of the child rather than a per student in a District funding model, with some exceptional funding?

Changes to the Special Education funding model are shown in the response to question 7. There are limited changes to support specific student needs, but the majority of the funding continues to be provided based on the District's overall average daily enrolment as influenced by the updated Special Education Statistical Prediction Model which is used in determining the DSENA allocation.

9. In Reference to Report No.18-039, Updated Financial Forecast (February), Folio 4 (page 4 of report) The 3rd paragraph under #7 says "... spending on equipment and supports funded using the Special Equipment Amount (SEA) allocation is expected to be \$320,000 lower than budgeted. These expenses are supported by a specific funding envelope within the special education envelope. Accordingly, related funding has been reduced by an equivalent amount."

a. Does this mean that the uptake of SEA equipment has been less than could be supported by the amount of money provided by the Ministry?

There are two components of special equipment provided through SEA funding. The SEA Per Pupil Amount purchases computers, software and related equipment. The SEA Claims-Based funding covers non computer-based equipment such as sensory equipment, physical equipment, hearing and vision support. This equipment must be deemed essential to support students with special education needs where the need for specific equipment is recommended by a qualified professional. This equipment is to provide students with accommodations that are directly required and essential to access the Ontario curriculum and/or a Board determined alternative program and/or course and/or to attend school.



2018-2019 Staff-Recommended Budget Questions and Answers

Funding currently exceeds the direct cost of equipment and associated costs to support its use. Unused SEA funding is reported as deferred revenue.

- b. If so, what is the reason for lower uptake of equipment? Some of the possibilities that occur to me are:**

Equipment is allowed to be reallocated when it is no longer required by a student. In addition, over the last several years a shift from laptop-based computer technology to Chromebook technology has occurred and this has significantly reduced costs.

- c. Were there an insufficient number of students requiring computers to access the curriculum?**

The funding is based on actual claims for student needs. All students who are deemed to require SEA equipment receive it.

- d. At what tier are computers considered to be an intervention of choice?**

All students have access to computers in classrooms which provide students with the opportunity to use assistive platforms such as “Google Read and Write” to support the curriculum. When a strategy is accessible and available to all students in the classroom, this is a tier 1 strategy. In addition, students who specifically require SEA equipment would have experienced the involvement of qualified professionals within tier 2 and/or tier 3.

- e. If this is a tier 2 or 3 intervention, are there students who can benefit from computers who have not yet made it through the lower tier 1 intervention in order to have access to this intervention? Note that SEAC has expressed concern that children may not be moving as quickly as possible through lower level interventions (tiers) in order to access higher level accommodations which will better meet their needs.**

Since there are computers in the classroom, there should be no delay in being able to access assistive technology. When a qualified professional determines that a student must have access to a computer, there should be no delays, apart from possible delivery delays by the supplier. Other than through a recommendation by a qualified professional, SEA equipment may not be assigned.

- f. Do students have to be identified (IPRC'd) before they get computers?**

No. There is a difference between accessing a computer for learning in the classroom and accessing specific other equipment through SEA as recommended by a professional. The need for SEA equipment would be reflected in a student's IEP, but the student does not also require an IPRC.



2018-2019 Staff-Recommended Budget Questions and Answers

g. Is waiting for an assessment a hold-up for some of them?

There may be a delay in accessing a qualified professional in order to make the recommendation. However, the impact on the student waiting for an assessment is minimized by the provision of loaner equipment to students as needed.

h. Is there adequate capacity to train teachers, parents and kids prior to their getting computers? If this constitutes a delay in the child accessing this intervention what is causing the delay (e.g. lack of availability of the classroom teacher, lack of ITAT availability)?

Yes, there is adequate capacity with the current staff. Teachers are now more comfortable supporting students with assistive technology within their classrooms (tier 1). In addition, our itinerant teachers of assistive technology (ITATs) support the system as needed. They are requested by school staff to support specific training for students and staff. Although they are not typically used to train parents they have invited parents to training sessions so that they could receive the same message as their child(ren). ITATs have also made presentations at the Parent Conference on a number of occasions. As in all areas of large-scale professional development, there have been limits to the release of teachers in the current year.

i. Is there delay from the time the need for the equipment is recognized and having the student fully functional on the computer? What causes this delay?

The time it takes for a student to be fully functional on a computer depends on the individual student. Like all skills, computer skills are developmental. Some students may take longer to become proficient enough to use the technology fully. ITATS provide developmentally appropriate support as required. For example a student in grade 2 may require a longer period of time and different supports to be fully functional than a student in grade 5.

10. Section #8 re increased transportation costs: Last sentence is: “The additional costs related to increased enrolment and more complex transportation needs”. Are the more complex transportation needs related to Spec.Ed., and if so, in what way?

The majority of the cost increase is attributable to costs of large vehicles and public transit. The more complex transportation needs generally relate to special education and the use of specialized transportation services, but transportation services to students in a joint custody arrangement and who have two homes also influences actual costs.



2018-2019 Staff-Recommended Budget Questions and Answers

11. In reference to Ministry of Education Memo 2018:SB10 SPECIAL EDUCATION Funding for 2018-19, under the Special Education Statistical Prediction Model information on page 3:

- a. Am I wrong in thinking that the Ministry is using population data that is older than 2011 in its prediction model?**

The model uses data that is older than that collected during the 2011 National House Survey. It is our understanding that the information collected during 2011 was not as reliable as the earlier survey and the Ministry opted to use the historical data.

- b. If so, how does this impact the OCDSB?**

The impact of using the historical survey results is unclear because the funding calculations using the 2011 National House Survey data is not readily available. Once the Ministry commences the use of more current data, it may be possible to infer an effect that use of historical data has had on District funding.

- c. Does the Ministry compare their prediction as produced by the above model to the actual data as submitted by the district through Section J reporting?**

No. Section J data reported in the Ontario Student Information System (OnSIS) does not impact funding. There are many boards that do not formally identify students with exceptionalities. Funding is not based on the number of identified students.

12. Multi-Disciplinary Supports Amount (p.12): In the words of memo 2018:B06 this funding is to be used to “. . . build board capacity and help teachers, education assistants, and other staff better understand and adapt to the unique needs of their students.” What is the OCDSB vision for how this new funding can best be used to build board capacity through Multi-disciplinary teams?

The staff-recommended budget proposes to use the additional funding of \$394,300 to create a multi-disciplinary team comprised of psychologists (1.1 FTE), social workers (1.3 FTE) and speech language pathologists (1.5 FTE). This will complement supports that are already in place. The multi-disciplinary team will support schools in expanding an understanding of interventions that may be appropriate within each tier. Within tier 1 this would involve enhancing a foundational understanding around the conditions for improvement of learning and well-being. Within tier 2, this would involve supporting school staff to provide more personal and precise interventions. Within tier 3, this would involve in-depth training for those who work to support students with significant needs.



2018-2019 Staff-Recommended Budget Questions and Answers

- 13. Other Staffing Resources Component: In B Memo 2018:B06, it was noted that “This investment will provide for a total of approximately 600 additional FTEs in the province by 2019-20.” And that it could be used “to build capacity and provide direct support to students with special education needs in recognition of the increase in demand for services.” What will be the OCDSB amount for this component?**

The staff-recommended budget proposes that the additional special education funding provided for other staffing resources be used to help support overall special education staffing needs. The additional funding is \$752,000 and will support approximately 13 educational assistant FTEs.

- 14. Will a portion of this be used by the OCDSB to build capacity of teachers to manage increasing numbers of special education students in their classrooms through increased professional development opportunities?**

In addition to the capacity building support which will be provided to staff through the additional multi-disciplinary teams, there will be some dedicated educational assistants with more specialized training who will support the learning of school teams in specific areas of need. Job-embedded learning is considered to be the most effective way for professionals to enhance practice.

- 15. What is the OCDSB plan for staffing this component of the funding?**

The funding will be used to support the additional staffing explained in the responses to questions 12 and 13.

- 16. Special Incident portion (SIP) Allocation (p13)**

- a. Will the OCDSB be receiving additional funding due to the increased SIP Allocation?**

Additional SIP funding is expected next year. The funding is based on estimates of student needs in combination with the \$11,000 increase in the maximum SIP funding amount per eligible claim. Actual funding will be confirmed by the Ministry during the 2018-2019 school year.

- b. Will this assist in such issues as behavioural issues for spec.ed. students?**

SIP supports are targeted to the needs of the students and may assist with behavioural issues as well as other needs. As per Ministry guidelines, SIP funding is provided based on students who require 2 or more additional Board support staff (e.g., EAs) for at least 10% of the school week.



2018-2019 Staff-Recommended Budget Questions and Answers

- c. Can it be used to support return to full day schooling for those students who are currently excluded from full day attendance at school under Section 265(1)(m) of The Education Act .**

SIP funding is not based on short-term needs. SIP funding looks at students' timetables to ensure students who require two or more additional supports for at least 10% of the week throughout the school year are identified. If students who are excluded require this long-term support then a SIP claim may be made to support them.

- 17. In reference to the Behaviour Expertise amount (BEA Allocation) P13, the Ministry acknowledges that ABA Expertise can be of benefit “for student with Autism Spectrum Disorder (ASD) and other students with special education needs” and that “The ministry Expect school boards to strengthen capacity to deliver ABA instructional methods to students with ASD and other students with special education needs”.**

- a. To what extent are increasing behavioural issues in the district related to the need of ASD students, to what extent to other special education students, to what extent to issues related to mental health, and to what extent to other students for whom none of the categories apply?**

There are certainly a variety of students who require behaviour supports. Students often have complex profiles which make it difficult to know if their needs relate directly to their exceptionality and/or other concerns such as mental health or environmental changes. ABA strategies can help to support a wide variety of students with behavioural challenges, in addition to those who are diagnosed with autism. At times other interventions such as psychological supports are also required.

- b. Should the Board be advocating for more general funding that would address behavioural issues without relating it to the special education budget?**

Behavioural concerns continue to exist and are being experienced province-wide. There are a number of initiatives currently underway within our Board to try to support this issue. For example, the use of the Social Emotional Learning Teachers (SELT) has been an effective strategy. The learning of staff experienced through the kindergarten pilot in conjunction with the Crossroads Children's Mental Health Centre, is showing promise. Last year, the District was chosen to participate in a Board Certified Behaviour Analyst (BCBA) and Registered Behavioural Technician (RBT) pilot. The pilots will continue to be funded into the 2018-2019 academic year. Through these pilots we hope to better understand the science of behaviour and how to continue to broaden our supports to all students requiring behavioural supports.



2018-2019 Staff-Recommended Budget Questions and Answers

- c. To what extent is professional development extended to principals, teachers and EAs whose main contact is with special education students in the regular classroom and to what extent are these resources being directed to principals, teachers and EAs who are mainly dealing with autistic students?**

Professional development is ongoing. The entire focus of the current school year was dedicated to supporting school leaders with the promotion of positive behaviour through their operations meetings. This was not limited to students with autism. Professional development for teachers and educational assistants is provided in a variety of ways, small group, one-on-one, online learning and, where applicable, larger groups (PD days, etc). Central Learning Support Services staff provides support and job-embedded professional development to schools, as needed, in support of all exceptionalities. Staff are often called upon to assist with interventions for all types of learners with single or multiple diagnoses. Specific autism PD was provided for principals during Autism Awareness Month. We further provide support to schools as needed throughout the year, through our ASD referral process and related autism supports and initiatives.

- 18. Given that this is a sweated amount for ABA training does the Board spend its total amount in each year, or is some held in deferred revenue?**

Prior to the change to provide ABA training funding through the GSN, funding of this initiative was provided by the Ministry using an Education Program - Other (EPO) grant. EPO grants are treated as deferred revenues and used to support eligible expenses. There is no specific requirement to separately envelope the unused ABA training funding provided through the GSN, however, the current level of training will continue and costs are expected to approximate the funding. The District reported ABA training expenses of \$98,500 in 2016-2017 and the 2017-2018 grant of \$105,700 will support a similar level of spending.

- 19. What Tier of intervention is ABA considered to be?**

ABA is a mandatory requirement through PPM 140, a directive issued by the Ontario Ministry of Education for all school boards to follow pertaining to the teaching of students with Autism Spectrum Disorder (ASD) within any tier of support. The intensity, number, frequency of the interventions is determined by the individual need of the student.

- 20. EPO Funding page15: In terms of the EPO funding that is directed to address waitlists for special education professional assessments over the next three school years. What is the waitlist in the OCDSB for assessments?**

Our goal is to be responsive to the needs of students. When it is deemed necessary for a student to undergo a professional assessment, it is requested and prioritized to be undertaken as quickly as possible. Therefore the wait list is regularly adjusting to meet the demands of the most needy students. The revised system of tracking services through the IOL platform will provide system-wide information regarding wait lists at a given point in time.



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- 21. The People for Education Report on Special Education 2017 reports that 83% of schools in Eastern Ontario have restrictions on the number of students who can be assessed in any given year. Does the OCDSB have such restrictions at either the elementary or secondary level?**

We do not have any imposed restrictions on the number of assessments. As stated above, we prioritize assessments based on need. The number of overall assessments completed in a given year is related to staff capacity.

- 22. Assuming that the OCDSB is intending to use its share of this funding, what is the anticipated process by which students will be selected for assessments?**

The District will continue to prioritize students for assessments as needed following the tiered intervention model.

- 23. Are there a set of goals which the OCDSB will attempt to fulfill allocating these resources. I appreciate that you will attempt to allocate this equitably, but I would appreciate more detail**

The main goal would be to provide information for the provision of learning supports that would best meet the needs of the students, that is, to provide the appropriate level of support for the student at a particular point in time. This would apply to all exceptionalities based on student need and not prioritized for one learning profile over another.

- 24. Investments in Autism Spectrum Disorder (ASD) p. 16, After School Skill Development (ASSD) Programs for Students with Autism Spectrum Disorder. Although not specifically recognized here, ASD students are not the only special education students who lack social, communication, self-regulation and life-planning skills such as are addressed here. Does the OCDSB have a plan to leverage the professional knowledge developed through this funding in order to ensure that other special education students can also benefit from that knowledge so that their social, communication and self-regulation skills can be enhanced.**

Being chosen to pilot these After School Skills Development Programs has had many advantages. Although the pilot was funded to support ASD students we have included some non-ASD students in the sessions. We have further used our training and expertise gained through these pilots to expand our support to a variety of schools within the Board. We have trained school staff so that they may implement the programs into their schools. Many staff who were part of these pilots were school-based staff (i.e., teachers and educational assistants who work at a school full-time). Their training skills and expertise are now used to support this work for all students who need it within the school.



2018-2019 Staff-Recommended Budget Questions and Answers

25. Please identify how the recommended initiatives shown on Appendices D and E align with the District's strategic priorities.

Appendices D and E to the 2018-2019 Staff-Recommended Budget present the recommended changes in staffing and operating budgets to meet the District's identified priorities. The recommendations have been shown by area of focus. A notation indicating each initiative's alignment with the District's strategic priorities has been added. Changes in staffing required by contract, legislation and agreement have been added to show the overall increase in the District's staff complement.

	FTE	\$	
Supports for students			
Discretionary Academic Staffing (<i>prev. approved</i>)	31.80	3,571,257	Learning, Well-Being
Educational Assistants	25.00	1,433,250	Learning, Well-Being
Psychologists	4.00	462,640	Learning, Well-Being
Social Workers	4.20	415,968	Learning, Well-Being
Speech Language Pathologists	1.50	149,475	Learning
Orientation and Mobility Support	0.50	35,453	Learning
Secondary Athletics	-	180,000	Equity
Elementary Athletics	-	80,000	Equity
ONFE-Volunteers in Education/Breakfast Program	-	70,000	Stewardship, Well-being
School Mobile Technology	-	600,000	Learning
	67.00	6,998,043	
Support for schools			
School office positions	2.50	121,375	Well-Being, Learning
Superintendency administrative assistants	1.50	124,905	Well-Being, Learning
Human Resources Casual/OT Staffing Support	1.00	98,541	Well-Being, Learning
Human Resources General Support	1.00	50,000	Well-Being, Stewardship
Financial Services School Support	1.00	50,000	Well-Being, Stewardship
Communications School Website Coordinator	1.00	91,272	Well-Being, Engagement
Facilities Trades Apprentices	2.00	98,830	Stewardship
Portal Enhancement	-	91,000	Engagement
Student Management System	-	400,000	Stewardship
Health and Safety Management	-	375,000	Stewardship, Well-being
Snow and Ice Safety	-	250,000	Stewardship, Well-being
	10.00	1,750,923	
Total Recommended Initiatives	77.00	8,748,966	
Other enrolment-based staffing changes			
Required Academic Staffing (<i>prev. approved</i>)	139.64	14,890,303	Learning
Extended Day Program Early Childhood Educators	14.08	711,808	Learning
Extended Day Program Early Learning Assistants	(3.45)	(125,245)	Learning
School office positions (staffing formula)	4.10	199,055	Well-Being, Learning
	154.37	15,675,921	
Net Increase in Staff Complement	231.37	24,424,887	

Additional staffing of 171.44 FTE teaching positions was approved through the academic staffing process. The staff-recommended budget seeks approval of 59.93 non-teaching positions (45.20 FTEs as recommended initiatives and 14.73 FTEs in response to enrolment growth).



2018-2019 Staff-Recommended Budget Questions and Answers

26. Please provide additional detail on the \$600,000 investment in mobile devices for students.

A \$600,000 investment to acquire mobile devices for schools has been identified in the staff-recommended budget. Mobile device types to be deployed vary by grade, but would include Chromebooks and iPads. The investment is an integral step towards establishing a sustainable technology renewal plan.

Business and Learning Technologies, Curriculum Services and Learning Support Services departments recommend that a baseline of mobile technology be provided in each school to support the equitable opportunity of access to devices that will further support student learning. In elementary schools, each homeroom would be provided with at least one tech tub (consisting of 5 devices) for student use. In secondary schools, the student use of devices will be facilitated through the Library Commons, speciality programs (e.g., Computer Science, Communication Technology) and tech tubs. The goal related to hardware is to have one device for every four students in each school.

Deployment will be prioritized based on the number of non-SEA mobile devices in each school, the age/condition of existing equipment, the RAISE index of the school, the percentage of English language learners, the school's achievement results in mathematics over the last five years and the readiness of the school to embrace the effective use of the devices.

27. Please provide details on the enrolment projections for kindergarten classes across the District.

The Board approved 2018-2019 academic staffing levels in alignment with the recommendations presented in Report 18-030, Academic Staffing for 2018-2019, as revised and approved at the 27 March 2018 Board meeting. The approved staffing reflected kindergarten average daily enrolment of 9,218 students and the need for 361 classes, and a total of 2,115 classes from JK to Grade 8. Since that time, the Planning department has increased the projected enrolment, generating an additional 5 classes, bringing the total to 2,120 classes.

Based on school by school projections and the class size cap of 29, a total of 370 kindergarten classes have been generated. Each kindergarten class is staffed by 1.0 FTE teacher and 1.0 FTE early childhood educator. Projected class sizes range from 16 to 29 students, with an average class size of 25.

The effect of changes in staffing and costs resulting from the additional enrolment, as well as those necessary to meet mandated class size maximums, will be reported in the 2018-2019 Revised Estimates and shared with Committee of the Whole in January 2019 as part of the financial forecast for the year.



2018-2019 Staff-Recommended Budget Questions and Answers

- 28. Please explain the variance in costs reported for the Extended Day Program as shown in the 2018-2019 Staff-Recommended Budget binder on page 116 as compared to those shown on page 134.**

Extended Day Program (EDP) costs are comprised of both direct and indirect expenses. As noted in the narrative shown on page 116, the costs do not include central department salary allocations which total approximately \$576,000. Instead, these costs are reported in the respective department's operating budget as presented in the following table.

Central Department	Binder Page	Amount
		\$
Human Resources	107	198,443
Business and Learning Technologies	113	196,833
Finance	77	113,854
Payroll	78	67,289
		576,419

A supplemental schedule detailing EDP and the Infant, Toddler and Preschool Childcare program is shown on binder page 134. This schedule includes the central department salary allocations that weren't included on page 116. The information shown on binder page 134 equals the summarized amounts shown on binder page 22 entitled Comparative Budget Summary.

The budget pages relating to EDP costs will be reviewed with a goal of enhancing the clarity of the presentation.

- 29. Please provide additional information regarding the enveloping shown in the 2018-2019 Staff-Recommended Budget binder on page 119.**

The information shown on page 119 relates primarily to interest costs incurred on borrowing to fund the acquisition of District assets (e.g., school buildings, furniture and equipment) and the amortization into expense based on the expected useful life of the assets. The costs are supported by related revenues.

The enveloping shown in the schedule identifies how the costs are categorized for Ministry reporting. A review of the enveloping shown for 2016-2017 actual costs confirmed that amortization expenses were inadvertently shown in the "Other" category. Future budget documents will report close to \$44.2 million in the "Pupil Accommodation" category.



2018-2019 Staff-Recommended Budget Questions and Answers

30. Please provide prior year comparative information for the District's capital budget.

The capital budget is shown on page 122 of the 2018-2019 Staff-Recommended Budget and presents, by funding source, a summary of the expected investments in various assets. Assets include land, new school buildings, major additions and refurbishments, and the acquisition of furniture and equipment. The following table compares the budgeted investments with those planned in the previous year.

Funding Source	2018-2019	2017-2018	Increase (Decrease)
	\$	\$	\$
Capital Priorities	19,321,225	4,446,556	14,874,669
Full-Day Kindergarten	1,000,000	-	1,000,000
Education Development Charges (Land)	13,800,000	8,000,000	5,800,000
Facilities Renewal Program (School Renewal)	6,654,521	8,421,996	(1,767,475)
School Condition Improvement	57,018,291	51,839,435	5,178,856
Greenhouse Gas Reduction	4,093,810	3,470,790	623,020
Community Hubs	567,162	-	567,162
	102,455,009	76,178,777	26,276,232
Furniture and Equipment ¹	3,029,085	832,075	2,197,010
	105,484,094	77,010,852	28,473,242

¹ Furniture and equipment are considered to be minor tangible capital assets. The assets are funded using an allocation provided by the Grants for Student Needs.



2018-2019 Staff-Recommended Budget Questions and Answers

31. Please provide an outline of the District's approach to asset management.

The District receives specific funding from the Ministry to maintain and renew school facilities. Planned investments in 2018-2019 using the three grants are shown in the following table.

Funding Source	2018-2019
Capital	\$
Facilities Renewal Program (FRP) (School Renewal)	6,654,521
School Condition Improvement (SCI)	57,018,291
Greenhouse Gas Reduction (GGR)	4,093,810
	67,766,622
Operating	
Facilities Renewal Program (FRP) (School Renewal)	5,693,776
	73,460,398

As shown in the table, FRP funding is split between capital and operating spending.

Many factors are considered when prioritizing investments in the District's facilities such as

- long-range building envelope reports;
- mechanical and electrical needs forecasts;
- consultant reports;
- preventative maintenance reports;
- program requirements and accessibility needs; and
- Ministry-initiated independent audits of school facilities.

Planned projects are subject to change due to unforeseen building component failures and emerging needs that may arise during the school year.



2018-2019 Staff-Recommended Budget Questions and Answers

32. Please provide a list of instructional coach assignments for 2018-2019.

Instructional coaches support teachers by sharing with them evidence-based teaching practices that are designed to enhance student engagement and learning outcomes. The 2018-2019 Staff-Recommended Budget identifies 39 instructional coach FTEs. The following table shows the planned area of focus of instructional coaches in 2018-2019.

Area of Focus	Elementary	Secondary	Total
Arts	1.00	1.00	2.00
French as a Second Language	2.00	1.00	3.00
Business and Learning Technologies	2.00	-	2.00
Early Years	3.00	-	3.00
English as a Second Language	3.00	-	3.00
Literacy and Numeracy	6.00	-	6.00
Intermediate Itinerants	6.00	-	6.00
Physical Literacy	1.00	-	1.00
E-learning	-	1.00	1.00
Equity	-	1.00	1.00
Indigenous Education	-	1.00	1.00
Literacy	-	1.00	1.00
Numeracy	-	2.00	2.00
Science	-	1.00	1.00
Athletics (NCSSAA)	-	1.00	1.00
Pathways/Cooperative Program	-	2.00	2.00
Specialist High Skills Major	-	1.00	1.00
Trades and Technology	-	1.00	1.00
Continuing Education	-	1.00	1.00
	24.00	15.00	39.00

33. Please provide details on the investments to support secondary and elementary athletics.

The investment in athletics is recommended to support physical activity for both girls and boys at elementary and secondary. The funds would be used to assist with staff replacement costs, team transportation costs and registration fees relating to elementary and secondary athletics. At the elementary level, these funds would also support the enhancement of physical education/ activity opportunities at a school level to include equipment replacement to support daily physical activity and healthy active living. Funds will be allocated to schools based on a number of factors including school size, grade configuration, Raise level, and other factors relating to school and District need to support equity of access.



2018-2019 Staff-Recommended Budget Questions and Answers

- 34. It would be helpful to have more explanation as to the “dedicated educational assistants with more specialized training” mentioned in the response to Q14 in the Q&A document.**

a. Is this new or does it happen already?

The District has educational assistants (EAs) with specialized knowledge in the areas of disability, autism, technology, behaviour and early learning. The additional EAs would add to the existing complement and would provide specific specialized support, as needed.

b. How many, how quickly, how will the EAs be chosen?

6.0 FTEs would be added to the complement of itinerant EAs. They would be hired as soon as the budget process and hiring process allows. As always, an applicant's skillset in relation to the needs of the position is an important consideration.

c. How exactly will they provide this service?

The EAs will provide services to schools based on requests and the needs of the schools.

- 35. In reference to Q12, I would like more information on how the Multi-disciplinary team will function? I presume they go to schools to work with the staff at each school: will that be different schools in turn, or when they are called upon by a particular principal, or some other methodology.**

The District already uses the multi-disciplinary team structure to provide support and services to students across all schools. These teams are comprised of social workers, psychology staff and speech & language pathologists. At the secondary level, an itinerant EA is also part of the multi-disciplinary team.

The new multi-disciplinary team positions will be used to augment existing multi-disciplinary team services to school teams across the District. The positions will not be used to create a new team. The multi-disciplinary team structure is also used with central teams (e.g., Autism Spectrum Disorder, Early Learning and Behaviour). The social work, psychology and speech & language staff work alongside educator staff to provide direct service to students as well as capacity building to help staff better understand and adapt to the unique needs of their students.



2018-2019 Staff-Recommended Budget Questions and Answers

- 36. Some of the new psychologists, social workers, are mental health people. Are they paid for out of the special education budget? If so, why since mental health is a general school issue and not a special education issue per se.**

The Ministry has provided the additional funding for multi-disciplinary teams as part of the special education envelope. Funding provided by other allocations that comprise the Grants for Student Needs is also used to support the special education needs of students.

- 37. I notice that for 2018-19 it is recommended that \$171,336 be allocated to Staff Development. This is higher than the amount in the budget for 2017-18. Will any of this be directed towards the tiering specific education that has been requested by SEAC?**

The additional budget within the staff development line covers a variety of needs related to students receiving supports within all tiers. The budget will support and enhance the operational training requirements of staff that support students with special education needs and would include training on the creation and implementation of Individual Education Plans.

- 38. Please provide information regarding the integration of extended day program staff with the kindergarten program.**

Early Childhood Educators (ECEs) and teachers collaborate to share knowledge, skills and experience to support student achievement and well-being in the Kindergarten program. As an educator team, they have complementary skills that enable them to create a nurturing and stimulating learning environment that supports the unique needs of each child. Together, they implement and assess the Kindergarten program by providing developmentally appropriate activities that engage learners in inquiry and play-based learning and promote the development of social and emotional skills for future success.

The work day for ECEs, as defined in the collective agreement is 7 hours plus 30 minutes for an unpaid lunch break.

In 2017-2018, 63 schools offered a District-run Extended Day Program (EDP). For 2018-2019, we anticipate operating the same number of programs but will increase programs should there be sufficient demand. In schools where the OCDSB provides an EDP, ECEs who are assigned to work in the EDP as well as the core day begin a morning shift at 6:45am and transition into the core day until 2:15pm. An afternoon shift ECE begins in the core day at 10:45am and transitions to the afternoon EDP until 6:15pm. This allows for 3.5 hours of overlap time during the core day between the morning and afternoon ECEs. There may also be ECEs in schools with EDP who are not assigned to work in the EDP and whose shift would cover the core instructional day.



2018-2019 Staff-Recommended Budget Questions and Answers

During the overlap time, ECEs provide coverage for one another to have their lunch (30 minutes) and a break period (15 minutes) which accounts for 90 minutes. The remaining 120 minutes of overlap time allows for shared instruction, planning for the EDP and core portions of the day, gathering resources/materials, and documenting learning. One hour of this time is funded through parent fees to allow ECEs time to prepare for activities and duties specifically related to the EDP.

In the 30 schools where a third party operator (TPO) provides the EDP or in the 14 schools where there is no EDP provided at the school, ECEs work their regular 7 hour shift (exclusive of a 30 minute lunch break) to cover the school core day of 5 hours. ECEs in the core day programs are not responsible for planning activities, gathering resources, or administrative tasks related to the EDP. ECEs in the core day have approximately 90 minutes outside of the core day to engage in activities such as planning and documenting learning and gathering resources.

Schools where the OCDSB does not provide the EDP are prioritized in the allocation of lunchtime monitors to assist with supervision during lunch and breaks.

39. Please provide information about the Resource Allocation Index based on Socio-economics (RAISE).

Underlying the use of the RAISE index is the concept of equity and resource allocation based on needs. The District uses the RAISE index as an indicator of school-level need relative to other schools within the District. The index incorporates various indicators from several data sources to identify where resources can be applied to enhance student success. The following table is an excerpt from Appendix A to [Report 17-048, Update to the Resource Allocation Index based on Socioeconomics \(RAISE\)](#).

Theme	Indicator	Data Source
Poverty	Income	Statistics Canada
	Social Assistance	Statistics Canada
	Low Income Measure After Tax	Statistics Canada
Family/Community	Single Parent Families	Trillium
	Students Living in Foster Care	Trillium
Mobility	Absenteeism	Trillium
	Entries/Withdrawals (Transience)	Trillium
	New Students (Transitions)	Trillium
Cultural/Linguistic	Needs ESL Support	Enrolment & Staffing Data
	New Immigrants	Trillium
	First Language other than English or French	Trillium
Readiness to Learn	Learning Skills and Work Habits	Trillium

Additional information regarding the index was provided in [Memo 17-103](#) which responded to questions asked during discussion of the report.



2018-2019 Staff-Recommended Budget Questions and Answers

The Finance department references the index as one element of the allocation formula used to provide operating budgets to schools to purchase supplies and services and to meet casual staffing needs. In addition, the Human Resources department uses the index in determining school staffing allocations where additional supports may be helpful in meeting the needs of students. The overall goal for using RAISE is to help mitigate the effects of socioeconomic or demographic barriers to learning.

Use of the Raise index resulted in priority schools receiving additional operating budgets of \$70,600 (\$9.35 per ADE) in 2017-2018 and a separate budget of \$252,500 is used to offset costs incurred by priority schools to provide enriched learning and engagement opportunities during the year. Schools that received a RAISE index-based budget allocation in 2017-2018 are shown in the following table. Additional Information on how the budgets are used will be summarized in a memo to trustees in June 2018.

Schools that received a RAISE index-based budget allocation in 2017-2018		
Arch Street PS	D. Roy Kennedy PS	Robert E. Wilson PS
Bayshore PS	Featherston Drive PS	Roberta Bondar PS
Blossom Park PS	Hawthorne PS	Sawmill Creek ES
Carleton Heights PS	Henry Munro MS	Vincent Massey PS
Carson Grove ES	Pinecrest PS	Viscount Alexander PS
Centennial PS	Queen Elizabeth PS	W.E. Gowling PS
Charles H. Hulse PS	Queen Mary Street PS	York Street PS

Five high schools have also been identified as priority schools; however, unlike the elementary schools, RAISE-based operating budget allocations are not provided. The five high schools are Gloucester HS, Ridgemont HS, Ottawa Technical SS, Woodroffe HS and Richard Pfaff SAP. They would be eligible for funding using the \$252,500 central budget allocation.



2018-2019 Staff-Recommended Budget Questions and Answers

40. Please provide an outline of the Indigenous Education allocation of the Grants for Student Needs (GSNs).

The 2018-2019 GSNs provide total funding of \$1,265,160 through the Indigenous Education and Program Leadership allocations to support Indigenous education. The Indigenous Education allocation provides \$438,368 based on expected enrolment in Indigenous studies courses, \$126,240 to support work relating to the Board Action Plan (BAP) on Indigenous Education and \$606,441 as a “per pupil” amount based on the District’s overall average daily enrolment. Funding provided by the Program Leadership allocation is \$94,111. The Ministry of Education requires that unspent BAP, per pupil and program leadership funding be treated as deferred revenue for use in subsequent years; however, the 2018-2019 spending plan anticipates full use of the funds.

The District also receives funding through the Education Program-Other (EPO) grants. These grants, which may be provided in advance of or during the school year, are enveloped for specific purposes. A report confirming use of the funds must be provided to the Ministry. Two EPO grants that have been confirmed are included in the 2018-2019 Staff-Recommended Budget: \$100,000 for Indigenous support and engagement and \$15,370 for Indigenous student learning and leadership gatherings.

The following table presents the 2018-2019 spending plan.

	FTE	Budget (\$)
GSN Supported		
Vice-Principal (Program Leader)	1.00	129,119
Native Studies Sections Teachers	3.67	393,375
Urban Aboriginal High School Teacher	2.00	214,374
Instructional Coach-Elementary (Itinerant)	1.00	104,697
Instructional Coach-Secondary	1.00	108,280
Native Studies-Inuit Centre Teacher	1.00	104,697
Native Studies-Inuit Centre ECE	1.00	57,879
	10.67	1,112,421
Supplies, Services and Release Time	-	152,739
GSN Total	10.67	1,265,160
EPO Supported		
Indigenous Support and Engagement	1.00	100,000
Student Learning and Leadership Gatherings	-	15,370
EPO Total	1.00	115,370
Combined Total	11.67	1,380,530

A motion to amend the staff-recommended budget to add \$75,000 was approved by Committee of the Whole (Budget) on 4 June 2018. This amount, which is not included in the table shown above, will be used to support Indigenous education which may include additional staffing.



2018-2019 Staff-Recommended Budget Questions and Answers

41. Please provide suspension data for Carleton Heights Public School.

Based on the information to date, there does appear to be an increase in the number of incidents. It is important to note that there is a transition process when bringing two different school communities together and the establishment of a commonly understood set of behavioural norms across a school.

Multiple supports have been put in place to assist in this area led by Learning Support Services (LSS) as identified earlier. There will be continued support in 2018-2019 from LSS, including professional development (PD) for staff in the area of self-regulation and supporting the development of self-regulation skills and the establishment of a common school-wide approach to promoting positive behaviour. Specific sessions focusing on Collaborative Problem Solving (CPS) and Zones of Regulation are scheduled in the fall of 2018.

Of note, the school climate survey responses from families reported that the staff are welcoming, provide a safe environment for learning, and a varied and appropriate education for students.

42. What would be the effect of adding two Early Childhood Educators (ECEs) to support kindergarten classes at Carleton Heights Public School (PS)?

The additional ECEs would be assigned to provide support in the kindergarten classes, which are presently in the low 20s. Students would be well supported by the current ECEs and classroom teachers.

The allocation of additional Educational Assistants (EAs) would allow for greater support and flexibility in serving and supporting students across grades, and could be more responsive to ongoing needs throughout the school year, including, but not exclusively, in the kindergarten program, as required.

As part of the ongoing monitoring of enrolment and class sizes, staff would continue to monitor Carleton Heights PS and, where necessary, provide additional supports, as required. For example, this year (2017-2018), the initial staffing allocation for Carleton Heights PS was allocated in April 2017. This included an allocation of a 0.5 vice-principal, an increase to 3.0 English as a Second Language (ESL) teachers (from 1.0 the prior year), an increase of learning support teachers (LSTs) from 0.75 to 1.5, an increase in learning resource teachers (LRTs) from 1.5 to 2.5 and an increase in EA allocation from 3.0 to 5.5. In response to increased enrolment and class sizes through the year, the following in-year additional staffing supports were added:

- 1.0 primary homeroom added in October 2017;
- 1.0 ECE was added in March 2018 to support the kindergarten classes;
- 0.5 EA was added in March 2018 to support self-regulation and skill development; and
- 1.0 ESL/ English Language Development (ELD) teacher was added in March 2018 to support the ELD program students.



2018-2019 Staff-Recommended Budget Questions and Answers

In addition, the following supports were provided to support the staff and students as part of the transition:

- Pilot program coordinated by the Manager of Mental Health to provide professional development to staff focusing on self-regulation led by social worker and itinerant educational assistant (IEA). (Three sessions of 40 minutes PD to staff throughout the school year);
- The support of 2.0 IEAs through Learning Support Services (LSS) to support transitions, and the creation of a common school approach to support students and self-regulation; and
- The support of a retired administrator in the Spring of 2018 for one to two days a week for three months.

The initial staffing allocation for the 2018-2019 school year was allocated in April 2018 and included:

- 0.25 increase in vice-principal allocation from 0.5 to 0.75; and
- Junior ELD program class to support ELD program students.

Since April 2018, and as a result of additional ongoing enrolment, two additional homeroom classes have been added to the staffing at Carleton Heights PS:

- 1.0 kindergarten; and
- 1.0 primary homeroom.

In anticipation of increased ongoing enrolment, additional portables have been requested for the school site such that classes can be further added should enrolment numbers continue to grow.

43. Please provide a broader narrative of the investments within the 2018-2019 Staff-Recommended Budget detailing how each aligns with and supports the strategic plan.

For a detailed response please refer to trustee memo 18-094.



2018-2019 Staff-Recommended Budget Questions and Answers

- 44. Please provide a list showing, by school, the number of anticipated kindergarten classes in 2018-2019 and indicate if the District operates an extended day program (EDP) at the school.**

The following table shows schools that have a kindergarten program. The projected number of classes for each school assumes a class size maximum of 29 students. Each class is staffed with one teacher and one early childhood educator. The operator of EDP at the school is shown, if applicable.

School	Enrol.	Classes	Average Class Size	EDP Operator
A. Lorne Cassidy	91	4	23	District
Adrienne Clarkson	90	4	23	Children's Village
Agincourt	135	5	27	District
Alta Vista	136	5	27	Andrew Fleck Child Care
Arch Street	39	2	20	None
Avalon	62	3	21	YMCA Child Care
Barrhaven	107	4	27	District
Bayshore	102	5	20	District
Bayview	146	5	29	District
Bells Corners	54	2	27	District
Berrigan	215	8	27	District
Blossom Park	60	3	20	None
Briargreen	52	2	26	District
Bridlewood	92	4	23	Children's Village
Broadview	163	6	27	District
Cambridge *	33	1	33	District
Carleton Heights	86	4	22	Andrew Fleck Child Care
Carson Grove	72	3	24	None
Castlefrank	130	5	26	District
Castor Valley	151	6	25	District
Centennial	48	2	24	Centretown Parent's Co-op
Chapman Mills	163	6	27	District
Charles H. Hulse	80	3	27	Andrew Fleck Child Care
Churchill	58	2	29	District
Connaught	109	4	27	District
Convent Glen	26	1	26	District
D. Roy Kennedy	48	2	24	Whitehaven Kindergarten SAC
Devonshire	107	4	27	Devonshire School Age
Dunlop	46	2	23	District
Dunning Foubert	83	3	28	District
Elgin Street	105	4	26	District
Elmdale	139	5	28	Canadian Mothercraft
Emily Carr	-	-	-	None
Fallingbrook	79	3	26	Global Child Care Services
Farley Mowat	123	5	25	Canadian Mothercraft



2018-2019 Staff-Recommended Budget Questions and Answers

School	Enrol.	Classes	Average Class Size	EDP Operator
Featherston Drive	17	1	17	District
Fielding Drive	-	-	-	SportsCan Recreation Program
First Avenue	22	1	22	Glebe Parents Day Care
Forest Valley	98	4	25	Global Child Care Services
General Vanier	66	3	22	District
Glen Ogilvie	111	4	28	District
Goulbourn	-	-	-	None
Greely	21	1	21	District
Half Moon Bay	255	9	28	District
Hawthorne	27	1	27	Aladin Child Care
Henry Larsen	39	2	20	District
Henry Munro	-	-	-	None
Heritage	65	3	22	Children's Village
Hilson	46	2	23	The Children's Center
				Carleton Preschool (Rainbow
Hopewell	150	6	25	Kidschool)
Huntley Centennial	85	4	21	District
J.H. Putman	-	-	-	None
Jack Donohue *	89	3	30	District
Jockvale	80	3	27	District
John Young	210	8	26	District
Kanata Highlands	99	4	25	District
Kars on the Rideau	69	3	23	District
Katimavik	-	-	-	YMCA Recreation Program
Knoxdale	147	6	25	District
				Carleton Preschool (Rainbow
Lady Evelyn	20	1	20	Kidschool)
Lakeview	72	3	24	District
Le Phare	140	5	28	District
Manor Park	200	8	25	Manor Park Community Council
Manordale	71	3	24	District
Manotick *	60	2	30	District
Maple Ridge	105	4	26	District
Mary Honeywell	134	5	27	Barrhaven Child Care
Meadowlands	119	5	24	District
Metcalfe	34	2	17	District
Mutchmor	133	5	27	Glebe Parents Day Care
North Gower	32	2	16	District
Orleans Wood	91	4	23	District
Osgoode *	59	2	30	District
Pinecrest	60	3	20	District
Pleasant Park	160	6	27	Aladin Child Care
Queen Elizabeth	20	1	20	Ottawa Boys and Girls Club (bus)
Queen Mary	26	1	26	Andrew Fleck Child Care



2018-2019 Staff-Recommended Budget Questions and Answers

School	Enrol.	Classes	Average Class Size	EDP Operator
Regina	46	2	23	REKSAP
Richmond	64	3	21	District
Riverview	44	2	22	Andrew Fleck Child Care
Robert Bateman	76	3	25	District
Robert E. Wilson	75	3	25	None
Robert Hopkins	75	3	25	District
Roberta Bondar	126	5	25	District
Roch Carrier	110	4	28	District
Rockcliffe Park	96	4	24	District
Roland Michener	40	2	20	None
Sawmill Creek	118	5	24	District
Severn	97	4	24	REKSAP
Sir Winston Churchill	137	5	27	District
South March	118	5	24	Children's Village
Stephen Leacock	114	4	29	District
Steve MacLean	154	6	26	District
Stittsville	154	6	26	Andrew Fleck Child Care
Stonecrest	105	4	26	District
Summerside	97	4	24	District
Terry Fox	-	-	-	YMCA Recreation Program
Trillium	54	2	27	Global Child Care Services
Vimy Ridge	176	7	25	District
Vincent Massey	119	5	24	District
Viscount Alexander	45	2	23	District
W.E. Gowling	118	5	24	District
W. Erskine Johnston	102	4	26	District
W.O. Mitchell	98	4	25	District
Westwind	97	4	24	District
Woodroffe Avenue	120	5	24	District
York Street	20	1	20	None
	9,257	370		

- * The Human Resources and Planning departments are monitoring enrolment at these sites. Additional classes will be added if current projections continue to ensure class sizes are at or below the cap of 29.



AD HOC COMMITTEE TO DEVELOP AN ADVOCACY STRATEGY

**January 15, 2019, 4:00 pm
Trustees' Committee Room
133 Greenbank Road
Ottawa, Ontario**

Trustee Members Present: Lynn Scott , Christine Boothby, Wendy Hough, Erica Braunovan, Mark Fisher, Keith Penny

Other Trustees Present: Lyra Evans

Staff Present Camille Williams-Taylor, Director of Education; Mike Carson, Chief Financial Officer; Michele Giroux, Executive Officer, Corporate Services; Katrine Mallan, Manager of Board Services; Sue Baker, Senior Board Coordinator

1. Call to Order

Director Williams-Taylor called the meeting to order at 4:05 p.m.

2. Approval of the Agenda

Moved By Trustee Scott

THAT the agenda be approved.

Carried

3. Matters for Action:

3.1 Election of Chair

Trustee Boothby nominated Trustee Braunovan.

Moved by Trustee Penny,

THAT nominations be closed.

Carried

Director Williams-Taylor declared Trustee Braunovan acclaimed as chair.

Trustee Braunovan assumed the chair.

4. Matters for Discussion:

4.1 Ministry of Finance Pre-Budget Consultation, 23 January 2019

Trustee Scott advised she would present the Board's submission to the Standing Committee on Finance and Economics at 9:30 a.m. on Wednesday, 23 January 2019. Chief Financial Officer Carson will join her at the presentation. Seven minutes would be allotted for the presentation followed by eight minutes for questions from the standing committee, which includes members from the Conservative and New Democratic parties. She added that, in addition to the documentation provided in the agenda package, the 14 December 2018 letter from OPSBA to the Minister of Education with respect to OPSBA's recommendations for the 2019-2020 Grants for Student Needs was distributed at the meeting for information.

Executive Officer Giroux referred to last year's submissions to the Ministry of Finance pre-budget consultations on folios 2 and 16 in the agenda package. She noted that five recommendations were submitted to the standing committee and each topic was limited to one page.

Trustee Scott noted that last year's presentation was tailored to the Liberal government under a different economic assumptions. Because of the change in government and short time available to prepare a submission, the Committee would need to prioritize their topics and focus on the government's goals of improving efficiency, sharing among school boards, and saving money. The Board would like to have more flexibility in how the funding is used.

During discussion of the approach to be taken this year, the following points were noted:

- the District should emphasize the need for four-year capital and operating funding grants;
- changes in funding levels require tools that districts can use, for example, revised accommodation review guidelines to support potential school closures and new schools;
- changes in funding levels require time to operationalize;
- the government wants to be smarter with its money, have more of an impact on basics, and have a conversation with school boards with respect to identifying the basics;
- The OCDSB's message needs to be simple: we are a partner with the government, we understand what they are trying to do, we need to be efficient and effective in how we conduct our business;
- we need to reinforce the value we provide as a school board in bringing provincial and city services together, particularly with respect to students at risk, child care, and other supports and services;

- we can stress that there are other ways of doing business and delivering programs including how we educate for the future in the classroom, and the use of technology;
- priority issues should be multi-year planning for operating and capital funding, predictability, and sustainability around funding to enable change to happen gradually;
- address the funding shortfall for special education and meet the needs of students with high needs in the regular classroom;
- Premier Ford wrote to Ontario public service staff earlier in January about achievements made over the past six months and the focus for the year ahead on job creation, balancing the budget, and delivering better health care. Education was not on the Premier's list; however, the District could demonstrate how we are helping to balance the budget and that we could do better with predictable multi-year planning;
- Trustee Fisher suggested that multi-year planning and innovation could be the third issue rather than health care; and
- Trustee Boothby suggested including a value statement on education being foundational to our society.

Executive Officer Giroux advised that staff would draft a statement based on the notes and share it with trustees prior to its presentation to the standing committee on 23 January. Any additional written remarks are due on 29 January 2019.

- a. 2018 Oral Presentation (31 January 2018) and Written Submission (9 February 2018)

Provided for information.

- b. 2018 Ministry of Education Consultation Submission, 15 December 2018

Provided for information.

- c. Report from Ad Hoc Committee to Develop an Advocacy Strategy, 6 November 2018

Provided for information.

5. New Business -- Information and Inquiries

There was no new business.

6. Adjournment

The meeting adjourned at 5:18 p.m.

Erica Braunovan, Chair



**OCDSB Oral Presentation to the
Standing Committee on Finance and Economic Affairs
Pre-Budget Consultation
23 January 2019**

Good morning. I'm Lynn Scott, Chair of the Ottawa-Carleton District School Board. With me is Michael Carson, our Chief Financial Officer. We appreciate the opportunity to speak with you today.

Like you, we want to see a provincial budget that meets the needs of communities and families across this province and ensures a prosperous future for Ontarians. We believe that public education is foundational to a provincial economy that encourages businesses to grow, creates jobs, and supports the success and well-being of individuals and families.

In December, your Education Funding Guide spoke of achieving better and more equitable outcomes for students while ensuring accountability, value for money, and efficiency. As a school board providing front-line services directly to students and their families, we are ideally positioned to partner with you and with other front-line service providers in Ottawa to achieve these objectives.

But this costs money, and we live in interesting economic times. It's all the more important, therefore, for school boards to be able to count on reasonable, predictable and sustainable funding that support our multi-year planning to improve student achievement, student well-being, equity of outcomes, and fiscal accountability.

First, let's talk about managing assets—our schools, our infrastructure, and our people. Our facilities are not just education assets but also community assets. They need looking after, based on the Facility Condition Index and other data sources. Our operational funding must be adequate to support ongoing maintenance, generous enough to allow us to make inroads on our maintenance backlog, and flexible enough to give us latitude to use funding efficiently by combining compatible projects and engaging in planned multi-year projects.

Adequate capital funding lets us manage change effectively. There are several parts to this idea. To start, the government has said it wants to reduce the practice of "hallway medicine" but growing enrolments mean we face potential "hallway education" issues in parts of Ottawa. We need capital funding for additions and new schools, and we also need the policy tools that enable good planning for the efficient use of space. We need the revised Pupil Accommodation Review Guideline so that we can adjust our facilities inventory to match current and projected demographics, and we need your impending

changes for Education Development Charges, to complete our new and much-needed EDC by-law by March.

Capital funding is also needed for major renovations. If we want to graduate students well-equipped for success in a future world, we must modernize classrooms and labs to support changing curricular needs for technological education (both hard-tech and hi-tech), STEM subjects and the arts. Your construction cost benchmarks must reflect the reality of the local market for builders and skilled trades.

Neither can we afford to ignore the need to invest in back-office technology and replace outdated legacy systems that impede efficient operations and planning. Also, for better management of our human assets, in the face of rising staff absenteeism rates, we need operational funding to be able to track and backfill when staff are not at work, as well as provincial policy tools to help us manage absences and staff shortages

Second, let's talk partnerships, and how the provincial budget can facilitate partnerships in support of student learning and well-being. As a front-line service provider, the OCDSB is asking you to reduce barriers to integrated service delivery, and to provide funding in ways that support joint delivery of key services in our schools with other community institutions and other service sectors.

Our existing partnership with the Catholic board, the Ottawa Student Transportation Authority, has produced major efficiencies, but we now see continuing cost pressures, issues over driver shortages, and the potential impact of arbitration decisions as contracts with bus operators are renewed. Without improved transportation funding, there may be no choice but to reduce service, with a significant impact on students and families.

Please design funding to support new partnerships, particularly with regard to integrated delivery of mental health services and integrated provision of health and social services to our high-needs special education students. With a full array of interventions to address behavioural issues and the developmental needs of autistic students as early as possible in a student's school career, children can become full participants in their ongoing learning and graduate better prepared for a productive independent life. We need be able to increase our in-school supports and coordinate with services that health care and social services sector professionals can provide within the school setting.

Third, the OCDSB needs the autonomy and flexibility to respond efficiently to local needs. Some of the provincial Grants for Student Needs vary board to board but they're based on out-dated census data. Our local needs are best understood through reviewing a range of other data sources specific to our student population and local conditions, including locally administered early development instruments, the annual demographic data from EQAO testing, and the results of our school climate surveys.

We are currently in the process of implementing the collection of identity-based data that we hope will allow us to differentiate resource allocations and build our capacity to

address achievement gaps across the district for special education students, English Language Learners, Indigenous students, socioeconomically disadvantaged students, racialized minority students and other specific groups in need of targeted supports. These students need equitable access to quality education, and we need your continued support for this work.

Past provincial initiatives, such as the Local Priorities funding, gave us some 87 positions strategically deployed to support our schools and our students. Please maintain and improve this funding stream so that we can do what our data tells us our students need, and what our data validates as effective strategies.

In summary, we're asking for three things: first, support for managing our assets efficiently for the benefit of students, second, reduction of barriers and support for more local partnerships for integrated multi-sectoral service delivery to students, and third, greater autonomy and flexibility for us, as the front-line provider of public education, to address local needs.

As I said before, this costs money, but research shows education funding is one of the best investments our government can make to improve the lives of children and families. Our local data reveals responsibilities that you share with us. With good governance, adequate funding, and wise use of available resources and assets, we believe that our success will be your success.

Thank you. We'd be pleased to respond to questions.

Ontario School Board Hiring Practices

Hiring Practices – Consultation Paper**MESSAGE FROM THE MINISTER OF EDUCATION**

Dear partners,

In June 2018, Ontario elected a government committed to restoring accountability and trust in Ontario's public institutions and finances.

Ontario's Government for the People has just concluded the largest public consultation on education in the province's history. This comprehensive education consultation had participation from parents, students, educators, employers and organizations from across Ontario.

We have also recently concluded this year's consultation on education funding reform. The feedback we received will help us to deliver vital education programs and services efficiently.

At the Ministry of Education we are committed to working together with our education partners to achieve student success. We continue to look to our education partners to provide input on how we can achieve greater efficiencies and accountability throughout the sector and, through this guide, we are seeking your input on teacher hiring practices in Ontario.

Our Government looks forward to working with all of you.

Sincerely,

The Honourable Lisa Thompson
Minister of Education

Hiring Practices – Consultation Paper

INTRODUCTION

The Ministry of Education recognizes teachers as the single most important out-of-the-home factor in student success. This is supported by research that suggests that what teachers know and are able to do is crucial to student learning. As such, teacher quality is paramount in ensuring students are able to succeed in the classroom.

Prior to 2012, hiring practices and the transparency of hiring practices varied across school boards.

Ontario Regulation 274/12 – Hiring Practices (O. Reg. 274/12) came into effect September 2012. The regulation sets mandatory terms and conditions that all school boards who employ Ontario English Catholic Teachers' Association (OECTA), Elementary Teachers' Federation of Ontario (ETFO) or Ontario Secondary School Teachers' Federation (OSSTF) members (i.e. English language school boards) must follow when hiring long-term occasional and permanent teachers.

The Regulation, which is complemented by local collective agreement language, requires these school boards to:

- maintain a roster of occasional teachers (OTs) and establish a separate long-term occasional (LTO) teachers' list and rank OTs based on their seniority on the OT and LTO lists
- post long-term occasional teacher positions on their website
- conduct debrief interviews with unsuccessful candidates when requested
- only hire teachers to LTO and permanent positions from the LTO teachers' list (or OT roster), based on qualifications and seniority, giving due regard for the provision of the best possible program, safety and well-being of students, as required under Ontario Regulation 298 of the Revised Regulations of Ontario, 1990 (Operation of Schools — General).

The purpose of O. Reg. 274/12 was to bring greater transparency, fairness, consistency, and accountability to school board hiring practices of teachers. However, since its implementation, stakeholders, including parents, principals, directors of education and teachers, have raised concerns about the regulation. As boards make hiring decisions under the Regulation, we have been told that student success may be negatively impacted and there have been some unintended consequences, such as increased principal workload and classroom teacher turnover, which impact consistency in the classroom.

ABOUT THIS CONSULTATION

Education partners and stakeholders are being given an opportunity to provide feedback about O. Reg. 274/12 via consultation to address concerns shared with the Ministry of Education. We would like feedback on the following principles, with a lens to having quality teaching in the classroom for all students:

- transparency
- consistency
- clarity
- diversity & equity
- reducing administrative burden

Stakeholders and partners are encouraged to send written feedback (see Appendix 1 for template) to PTPSB@Ontario.ca by February 22nd, 2019.

Hiring Practices – Consultation Paper

CONSIDERATIONS

Providing for Teacher Mobility

Currently, if a permanent teacher relocates to another school board they lose all of their accumulated seniority and have to begin as a daily OT in the new school board. As a result, it can take the relocating teacher a number of years before they are able to secure a permanent teaching position in their new school board. Permanent teachers could see this as a barrier to relocating. This is because school boards can only hire teachers for permanent teaching positions from their OT roster and LTO list. As such, relocating permanent teachers must first apply and be interviewed for placement on the school board's roster of occasional teachers.

Per the Regulation, a teacher is placed on a school board's OT roster and ranked by their seniority as an OT in that particular school board. Once they have been hired, they must teach at least 20 days over a ten-month period to be eligible to interview for the LTO list. When that school board hires for a LTO or permanent position, the board must interview and offer the position to the five teachers with the highest seniority with the appropriate qualifications in their school board. Following the completion of a four-month (80 instructional days) LTO assignment, without an unsatisfactory evaluation, the teacher is eligible to apply for inclusion on the LTO list and then for permanent teaching positions. However, there is variation across teacher federations; for example, the regulation does not apply to Association des enseignantes et des enseignants franco-ontariens (AEFO).

Discussion Questions:

1. What changes could be made to O. Reg. 274/12 to provide greater mobility for relocating occasional and permanent teachers or principals and vice-principals returning to teaching?
2. Is there a need to have both an OT roster and LTO list, or could these be merged together to create one without hindering clarity and transparency?
3. How could teaching experience be made portable for hiring purposes (i.e. recognizing all teaching experience, not just experience with a particular board)?

Interviewing the Most Qualified Candidates

For any LTO or permanent teaching position, under the current regulation, a school board must interview the five teachers from the LTO list who (i) are the most senior, (ii) have the required qualifications for the position and (iii) have agreed to be interviewed. If a teacher meets or exceeds the qualifications for the position, but is not part of the five most senior teachers, they would not qualify for an interview (unless all five of the interviewed candidates did not accept the position after it was offered to them). As such, the opportunity to hire this qualified candidate, and impact student learning in a positive way, would be missed.

Discussion Questions:

1. Would increasing the current cap of five teachers to, for example, eight, result in any meaningful and helpful change? Or would this just increase the administrative burden of principals and school boards and add to teacher churn for time to fill vacancies during the school year?
2. If interview list caps were removed altogether, how should interviews be structured?
3. Currently the regulation lists three elements used to select interviewees. What elements would you like to see in a regulation for selecting a group of interviewees that would maintain consistency and transparency?

Hiring Practices – Consultation Paper

Determining the Basis for Hiring

O. Reg. 274/12 requires school boards to organize their OT roster and LTO list based on the date each teacher was hired. When a teaching position becomes available, school boards must interview and hire candidates that have the highest seniority on the OT roster and LTO list.

Consistent and transparent hiring practices are important; however, the ministry has heard concerns about hiring that is heavily based on seniority, including:

- Seniority-based hiring values only time spent on a list. It does not value quality of teaching, commitment to students, experience/time spent in a particular school, or suitability for the particular assignment.
 - Examples of situations we have heard include schools looking for teachers with qualifications in music, math, physical education, indigenous languages, or to recruit based on diversity, but these might not be the teachers with the most seniority.

Discussion Questions:

1. How can the current focus on seniority-based hiring be changed so that hiring practices consider impact on student success, quality of teaching, diversity and transparency, while remaining consistent and fair?
2. How can hiring practices that are not seniority-based prevent bias from entering the hiring process?
3. Other than seniority, what components would you like to see in hiring practices for teachers?

Applying Hiring Practices Across the System

Currently, the application of the Regulation's sections is determined by the position to which the teacher is applying. For example, sections 10 to 15 of the Regulation apply to the hiring of occasional teachers in bargaining units represented by OECTA, while members belonging to AEFO are exempt from the Regulation altogether. As such, even though there is a regulation intended to standardize hiring practices across the province, hiring practices look different depending on which position the teacher is applying to.

Discussion Questions:

1. Can a consistent set of hiring practices work effectively across the province?
 - If yes, why?
 - If no, why not?
2. Could there be a parallel set of hiring practices for vice-principals who return to bargaining units?
3. What hiring practice criteria can work if applied across the province (e.g. minimum posting requirements)?

CONCLUSION

As all organizations do, the government must continue to look for innovative best practices that will help us meet our organizational goals of preparing students for success while in K-12 classrooms and following graduation. One way of doing this is to look at the ways we are currently working on meeting our goals and identify opportunities to improve current practices.

Thank you for your interest in this important matter. We look forward to receiving your feedback.

Hiring Practices – Consultation Paper

Appendix 1 – Feedback Form

This is the feedback form that will be used to frame feedback about Ontario Regulation 274/12 – Hiring Practice. Please submit feedback to PTPSB@Ontario.ca by February 22nd, 2019.

Ontario Regulation 274/12 – Hiring Practice Feedback Form

Name:

Title (if applicable):

Organization (if applicable):

Providing for Teacher Mobility

Guiding Questions

- What changes could be made to O. Reg. 274/12 to provide greater mobility for relocating occasional and permanent teachers or principals and vice-principals returning to teaching?
- Is there a need to have both an OT roster and LTO list, or could these be merged together to create one without hindering clarity and transparency?
- How could teaching experience be made portable for hiring purposes (i.e. recognizing all teaching experience, not just experience with a particular board)?

Feedback:

Interviewing the Most Qualified Candidates

Guiding Questions

- Would increasing the current cap of five teachers to, for example, eight, result in any meaningful and helpful change? Or would this just increase the administrative burden of principals and school boards and add to teacher churn for time to fill vacancies during the school year?
- If interview list caps were removed altogether, how should interviews be structured?
- Currently the regulation lists three elements ((i) are the most senior, (ii) have the required qualifications for the position and (iii) have agreed to be interviewed) used to select interviewees. What elements would you like to see in a regulation for selecting a group of interviewees that would maintain consistency and transparency?

Feedback:

Hiring Practices – Consultation Paper

Determining the Basis for Hiring

Guiding Questions

- How can the current focus on seniority-based hiring be changed so that hiring practices consider impact on student success, quality of teaching, diversity and transparency, while remaining consistent and fair?
- How can hiring practices that are not seniority-based prevent bias from entering into the hiring process?
- Other than seniority, what components would you like to see in hiring practices for teachers?

Feedback:

Applying Hiring Practices Across the System

Guiding Questions

- Can a consistent set of hiring practices work effectively across the province? If yes, why? If no, why not?
- Could there be a parallel set of hiring practices for vice-principals who return to bargaining units?
- What hiring practice criteria can work if applied across the province (e.g. minimum posting requirements)?

Feedback:

Class Size Engagement Guide

In June 2018, Ontario elected a government committed to restoring accountability and trust in Ontario's public institutions and finances.

Ontario's Government for the People has just concluded the largest public consultation on education in the province's history. This comprehensive education consultation had participation from parents, students, educators, employers and organizations from across Ontario.

We have also recently concluded this year's consultation on education funding reform. The feedback we received will help us to deliver vital education programs and services efficiently.

At the Ministry of Education we are committed to working together with our education partners to achieve student success. We continue to look to our education partners to provide input on how we can achieve greater efficiencies and accountability throughout the sector and, through this guide, we are seeking your input on kindergarten to grade 12 class sizes in Ontario.

Our Government looks forward to working with all of you.

Sincerely,

The Honourable Lisa Thompson,
Minister of Education

About this Engagement

Class size changes potentially affect students and those working in the education sector. We are committed to discussing class size options, with education stakeholders through an engagement process that allows stakeholders to provide the benefit of their expertise, experience, and ideas. This guide is intended to support stakeholders in understanding the government's objectives and assist in the development of stakeholder submissions.

In order to ensure your feedback is considered, please forward your electronic submission by February 22, 2019 to: EDULABFINANCE@ontario.ca.

If you have questions about this engagement, please send them to: EDULABFINANCE@ontario.ca.

Background on Class Size in Ontario

The Class Size regulation made under the *Education Act* (O. Reg. 132/12) governs class sizes in elementary and secondary panels. The funded class size average, or student to educator ratio, is the key driver of funding for each panel and is designed to support boards in meeting regulated class sizes.

The Pupil Foundation Grant, along with the Teacher Qualifications and Experience allocations, are the foundational allocations within the Grants for Student Needs that support the staffing of classroom teachers and Early Childhood Educators (ECEs). The ministry provides the framework, funding, and flexibility needed to support school boards in meeting class size requirements for all grades across the province, but class organization remains a local school board responsibility.

As educator staffing costs represent approximately 80 per cent of the Grants for Student Needs allocation, the province's current fiscal circumstances require an examination of whether changes to class size would allow school boards to deliver better value for government investment.

Current Class Size Model

PANEL	Summary of Regulatory Requirements (O. Reg. 132/12) ¹
ELEMENTARY	
Kindergarten	<ul style="list-style-type: none"> The maximum board-wide average class size is 26. All school boards have a class size limit of 29 students. Up to 10% of kindergarten classes of a board may exceed the class size limit and have up to 32 students under certain conditions².

¹ This provides a general overview of the Regulation only. The regulation contains further details, including definitions of key terms. Stakeholders should consult the text of the regulation.

² If purpose-built accommodation is not available (this exception will sunset after 2021–2022); If a program will be negatively affected (e.g., French immersion); or where compliance will increase kindergarten/Grade 1 combined classes.

PANEL	Summary of Regulatory Requirements (O. Reg. 132/12) ¹
	<ul style="list-style-type: none"> The funded average class size is 25.57.
Grades 1-3	<ul style="list-style-type: none"> At least 90 per cent of primary classes of a board must have 20 or fewer students. All school boards have a class size limit of 23 students. The funded average class size is 19.8.
Grades 4-8	<ul style="list-style-type: none"> Maximum board-wide average class size is 24.5, except for certain boards identified in the class size regulation. The regulation provides for a 5-year transition period, beginning in 2017, at the end of which the maximum board-wide average class size for all board would be 24.5 or lower. The funded average class size is 23.84.
Mixed Grade	<ul style="list-style-type: none"> All mixed-grade classes consisting of primary grade students (includes kindergarten) combined with students from junior-intermediate grades (grades 4 to 8) must have 23 or fewer students.
SECONDARY	
Grades 9-12	<ul style="list-style-type: none"> The maximum board-wide average class size is 22. The funded average class size is 22.0.

Hard Caps and Board-Wide Average Class Sizes

The ministry has heard, in previous education funding engagements that implementing hard caps on class sizes (as currently done in kindergarten and grades 1-3) is expensive and difficult for school boards to manage. It has been suggested that board-wide class size averages offer more flexibility for classroom organization and allows for more efficient use of board funds.

For Consideration:

1. Should the regulation continue to set hard caps on class sizes? Why or why not?
2. If hard caps are to be set out in regulation, what is an appropriate class size limit?
3. If hard caps were removed from regulation, what would be an appropriate mechanism to set effective class sizes?
4. Are board-wide averages appropriate to set effective class sizes? Why or why not?
5. Other than hard caps and board-wide averages, is there a different model for setting effective class size that the ministry should consider?

Kindergarten Classroom

The kindergarten maximum average class size requirement of 26 students on a board-wide basis results in an average child to educator ratio of 13:1. Most kindergarten classes are staffed with two qualified educators – a teacher and an ECE.

Ontario Reg 224/10, under the *Education Act*, contains an exception to this requirement. A board is not required to have an ECE in a kindergarten class if there are fewer than 16 kindergarten students in the class. This exception may be applied to one class per school per stream (i.e., one exception is allowed for English classes and one exception for French immersion classes per school). Boards must hire an ECE for all kindergarten classes if there is another class in the same school and the same track with more than 30 students.

For Consideration:

1. What are the implications of the present 'two educator' model for:
 - a. Student outcomes?
 - b. Educator workload and working conditions?
 - c. Value-for-money?
2. Are there other models the ministry should consider?

Overall Class Size

There is little expert consensus on whether and how educational outcomes are affected by class size. The average class size for OECD countries and partner countries/economies in PISA 2015 ranged from less than 20 students in a classroom (e.g. Belgium and Finland) to 40 students or more (e.g. Vietnam, CABA (Argentina), B-S-J-G (China), and Turkey). The relatively larger classroom sizes in Asian countries and their high average student performance is often cited as an example that high performance is possible in larger classrooms (OECD, 2012 and 2016).

Ontario currently has one of the lowest student to teacher ratios among the provinces in Canada with restrictions on class sizes. Yet, when Ontario is compared to all other provinces regarding international testing, PISA 2015, Ontario is statistically performing as follows:

Mathematics: Lower than British Columbia and Quebec, the same as Alberta and Prince Edward Island and above Nova Scotia, New Brunswick, Manitoba, Newfoundland and Labrador, and Saskatchewan.

Reading: The same as Alberta, British Columbia, Nova Scotia and Quebec, and above Manitoba, New Brunswick, Newfoundland and Labrador, Prince Edward Island and Saskatchewan.

Science: Lower than Alberta, British Columbia and Quebec, the same as Nova Scotia and Prince Edward Island and above Manitoba, New Brunswick, Newfoundland and Labrador, and Saskatchewan.

For Consideration:

1. To ensure quality education, for each panel, what class size would be considered too large or too small? Why?
 - a. kindergarten
 - b. grades 1-3
 - c. grades 4-8
 - d. grades 9-12
2. Do changes to class size, in the range of 1-6 students, affect educator workload and working conditions?
 - a. If so, do these effects have an impact on students' learning outcomes?
 - b. How could such effects be mitigated?
3. Is there any other feedback that you think should be considered that has not been addressed so far?

Conclusion

Ontario has a world-class publicly funded education system but others are quickly catching up. Through these types of engagements, the ministry challenges the status quo and seeks opportunities to do things better for the children in the Province of Ontario.

Thank you for taking the time to read this guide. We look forward to your feedback.