

For further information on this agenda or how the Committee of the Whole meeting works, please contact Amanda Rock, Committee Coordinator, at 596-8211 ext. 8363 or amanda.rock@ocdsb.ca

COMMITTEE MEMBERS:

All Trustees

STAFF:

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

ASSOCIATION REPRESENTATIVES (NON VOTING):

Ottawa-Carleton Assembly of School Councils (OCASC), Malaka Hendela, Alternate: Christine Moulaison

Ottawa-Carleton Elementary Operations Committee (OCEOC), Jennifer Capitani

Elementary Teachers' Federation of Ontario (ETFO), Wulf Heidecker

Ontario Secondary School Teachers' Federation (OSSTF), Cathy Bailey (Teachers), Kelly Granum (OSSTF –

OT), Nancy Akehurst (OSSTF – ESP), Troy Cluff (OSSTF- PSSU), Karen Ivings (OSSTF- PSSP), Jean Trant

(OSSTF-SSP), Biana Gordon (OSSTF-PECCS), Alternate: TBC

Ottawa-Carleton Secondary School Administrators Network (OCSSAN), Rupi Bergamin and Steven Spidell

Non-affiliated Staff, Stacey Kay

Student Senate (OCSPC or STAC), TBC

Special Education Advisory Committee (SEAC), Donna Owen,

Advisory Committee on Equity (ACE), Elaine Hayles, Alternate: Harvey Brown

DISTRIBUTION:

All Board Members, Senior Administration

ABOUT COMMITTEE OF THE WHOLE (PUBLIC):

- The Committee of the Whole (Public) is comprised of all members of the Board with the Vice-chair presiding.

ABOUT THIS AGENDA:

- The Ottawa-Carleton District School Board posts complete standing committee and Special Education Advisory Committee agendas and reports on the website on the Friday, at least ten days prior to the scheduling of the meeting.
- In most instances, staff names have been included on the agenda for contact purposes should you have any questions prior to the meeting.
- If you would like further information on this Agenda or how the Committee meeting works. please contact Amanda Rock, Committee Coordinator at 596-8211, ext. 8363 or amanda.rock@ocdsb.ca

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.”

HOW TO APPEAR AS A DELEGATION:

- The following rules apply to members of the public who would like to address the Committee 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 Amanda Rock on your issue by 4:00 pm on the Thursday prior to the release of the agenda package. Please note, if the Friday prior to the regularly scheduled Board meeting is a statutory holiday, then the deadline is 4:00 pm on Wednesday. Your written statement will be included in the agenda package. If you would like to pre-register, please contact Amanda Rock, Committee Coordinator at (613) 596-8211, ext. 8363, or amanda.rock@ocdsb.ca
- At the beginning of each Committee meeting, a maximum of 20 minutes will be allotted for delegations.



COMMITTEE OF THE WHOLE, BUDGET PUBLIC AGENDA

Wednesday, May 29, 2019, 7:00 pm

Board Room

Administration Building

133 Greenbank Road

Ottawa, Ontario

Pages

1. Call to Order - Chair of Committee of the Whole, Budget
2. Approval of Agenda
3. Delegations
4. Presentation:
 - 4.1 Report 19-066 2019-2020 Staff-Recommended Budget (M. Carson, ext. 8881) 2

(Budget binder to be distributed at the meeting)
5. New Business - Information and Inquiries
6. Scheduled Committee of the Whole Budget Meetings
 - 3 June 2019 - Delegations/Debate (continuation meeting)
 - 10 June 2019 - Delegations/Debate (continuation meeting, if required)
 - 17 June 2019 - Debate (continuation meeting, if required)
7. Adjournment

Adjourn to Committee of the Whole Budget meeting on 3 June 2019



COMMITTEE OF THE WHOLE (BUDGET) **Report No. 19-066**

29 May 2019

2019-2020 Staff-Recommended Budget

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

PURPOSE:

1. To present and seek approval of the 2019-2020 Staff-Recommended Budget.

CONTEXT:

2. The Committee of the Whole (COW) Budget has had two meetings this year which have helped to inform the process for the development of the 2019-2020 Staff-Recommended Budget. To date, the Committee has received an overview of the District's financial position, the provincial outlook and possible areas of focus and investment in the coming year. In addition, members of the Committee have expressed opinions regarding priorities for the OCDSB in the coming year. In developing its recommendations, staff has considered those suggestions as well as input provided by principals and others throughout the year.

The development of a budget is always complicated because of the necessity to rely on estimates. Line items for both revenue and expenses rely on the estimates of enrolment, general price increases and trends in staff recruitment, retention and benefit costs. This year's process has been complicated by the timing of the release of information from the Ministry of Education. Memo 2019:B1, Grants For Student Needs (GSN) Funding, providing information about funding for 2019-2020 was released on 26 April 2019, the technical paper that supports the provincial announcement of changes to the GSNs has not yet been released.

On 10 May 2019, the Ministry provided access to its electronic reporting tool and this has allowed staff to proceed with the calculations necessary to finalize the budget. However, the absence of some of the technical details make it likely there will be some variances with certain funding allocations, specifically, the attrition funding related to secondary class size and the increases in special education funding.

Notwithstanding the above, staff is confident in the accuracy of the proposed budget.

As outlined further in this report, this year's budget is designed to maintain as much as possible, service to students without making large investments that may need to be amended in the future. This approach will allow the District to begin work on the changes that will be necessary over the next 3 to 4 years to manage the decreases in funding that have already been announced, as well as the likelihood of further reductions.

The District is well on the way to the approval of a new 2019-2023 Strategic Plan to guide it over the next 4 years. Throughout budget discussions, staff has made every effort to ensure decisions were guided by the spirit of the plan. The planning for the 2020-2021 Staff-Recommended Budget, which will commence in the fall of 2019, will be more clearly linked to the approved plan. A copy of the Draft 2019-2023 Strategic Plan is attached as Appendix A.

KEY CONSIDERATIONS:

3. Budget Risk

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

- enrolment variability;
- fluctuations in revenues and expenses;
- in-year budget pressures; and
- political environment.

4. Enrolment Variability

Student enrolment projections for the coming year are one of the most critical elements affecting budget development. Enrolment is measured twice each year and reflected as average daily enrolment (ADE). The enrolment projections are based on trends, knowledge of changing municipal demographics and District initiatives such as the opening of new schools, boundary and program changes, as well as the opening of new schools by other school districts. On a system basis, enrolment projections have usually been close to 1% of actuals; however, there can be larger school-by-school variances that can create staffing pressures or savings opportunities.

The District has recently experienced enrolment growth and staff is cautiously optimistic that this will continue, but it is unlikely to be as strong as what has been experienced in the past 2 years. The recommended budget shows projected 2019-2020 day school ADE of 73,619. This number represents an ADE increase of 1,370 (1.9%) relative to the 2018-2019 budgeted ADE of 72,249.

Increased enrolment is accompanied by additional funding and, potentially, additional student support costs. Should enrolment be greater than projected, staff would proceed with the mandatory teacher and early childhood educator (ECE) staffing required by the collective agreements and/or regulation. If necessary, a report identifying any additional required investments would be presented to COW during the 2019-2020 school year.

The funding associated with enrolment growth, beyond that required to provide the mandatory staffing, has been applied to offset the revenue reductions that will be faced in 2019-2020.

5. Fluctuations in Revenues and Expenses

The revenues and expenses in the recommended budget have been prepared based on recent experience and influenced by assumptions regarding anticipated changes. For example, the recommended budget continues to show an increase in costs associated with staff replacement. Although the increased provision is believed appropriate, there are always fluctuations in the actual patterns experienced. Most recently, the challenge has been finding sufficient replacement staff. These uncertainties and fluctuations create variances that must be monitored on a continual basis in an effort to improve budget accuracy.

The funding reductions as a result of the phasing in of the class size increase at the secondary level will not be finalized until the end of the next fiscal year. As identified during the approval of academic staffing in March 2019, the provisions of local collective agreements across the province contain conditions that limit the ability to move towards the implementation of larger classes. This has not been recognized at this time in the Ministry's calculations. Preliminary calculations estimate that this may create a gap of approximately \$4.0 million next year.

6. In-Year Budget Pressures

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

The OCDSB has experienced surpluses in past years due to a combination of factors. In order to create a balanced budget and to allow time to transition to the new fiscal reality staff has been attentive in ensuring that they have not over-estimated costs in budgeting. This approach increases the possibility that circumstances in the next year will require over-expenditure. At the time of filing the 2019-2020 Revised Estimates in December 2019, the District would need to identify its plan to eliminate that deficit within a two-year period.

7. Political Environment

The Province of Ontario Budget published 1 March 2019 has significantly reduced funding to a number of organizations in the community service, municipal and health care sectors. As those partner agencies realign service with their new funding levels, it can be expected that the District will face greater demands in responding to the needs of students and families.

8. Summary of Changes in the Operating Budget

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

	2019-2020 Recommended Budget	2018-2019 Approved Budget	Change	Change increase (decrease)
	\$	\$	\$	%
Revenues	980,096,000	974,300,600	5,795,400	0.6
Expenses	980,096,000	974,300,600	5,795,400	0.6
Surplus	-	-	-	

9. Revenues

As illustrated in Table 1, a projected increase of \$5.8 million in revenue is expected in 2019-2020. This is a 0.6% increase over the revenue budgeted for 2018-2019. The increase reflects the additional revenue generated by growth in enrolment, as well as the reductions in net funding due to the provincial announcements with respect to changes in secondary class sizes (net of attrition funding), program enhancement funding, elimination of Local Priorities Funding (LPF) and other funding adjustments. The anticipated revenues are summarized in Appendix B.

10. Expenses

The net increase in expenses for 2019-2020 in comparison to last year's approved budget is \$5.8 million, which is a 0.6% increase. Staff has been extremely diligent in reviewing the assumptions and projections in the budget and this has allowed for a reduction of approximately 1.0% in estimated costs for 2019-2020, which partially offsets the other cost pressures for the next year. Appendix C provides a summary of planned expenditures by funding envelope.

The costs include changes resulting from approved academic staffing levels as presented in Report 19-037, 2019-2020 Academic Staffing which is attached as Appendix D. The changes reflect enrolment-related changes in both the elementary and secondary panels as well as adjustments resulting from the expiry of LPF.

In addition to the academic staffing changes, the recommended budget includes adjustments to the number of professional and support positions in response to emerging needs. Importantly, the retention of all positions supported by LPF is recommended as are some new positions to support various needs including those for special education.

Other changes, including those resulting from adjustments to Priorities and Partnership Funds, formerly termed Education Program Other Grants (EPOs), are included in the recommended budget. Overall, there are a number of new investments being recommended to meet specific areas of need.

The projected operating expenses are fully supported by revenues; however, proposed investments in the District's Wi-Fi network will create a need to use reserves in an amount of \$8.3 million. This amount is compliant with Ministry guidelines for the use of reserves and it will not require Ministerial approval.

11. Reserves

Table 3 outlines the projected balances of the OCDSB reserves at the end of 2018-2019 as well as next year. Even with the use of approximately \$8.3 million to support Wi-Fi investments, the District will still have reserves approximately equal to 3.5% of its annual operating revenue.

Table 3 – Accumulated Surplus Available for Compliance

	Projected as at 31 Aug 2020	Projected as at 31 Aug 2019	Change increase (decrease)
	\$	\$	\$
Available for compliance			
Restricted-committed capital	1,648,200	430,000	1,218,200
Internally appropriated			
Extended Day Program	1,414,800	1,327,400	87,400
Budgets carried forward	2,149,000	2,149,000	-
Business Systems	2,000,000	2,000,000	-
Contingencies	17,200,000	17,200,000	-
Unappropriated	9,948,500	19,547,600	(9,599,100)
	34,360,500	42,654,000	(8,293,500)

RESOURCE IMPLICATIONS:

12. For 2019-2020, the recommended budget reflects the changes in the level of services to students. The reduction in funding for secondary staffing will result in approximately 120 fewer sections being available for scheduling across the District, which will impact timetabling. This impact will be partially offset in schools with the increased enrolment.

The budget also contains very modest increases in the number of specialized classes for students with special needs, increases to supports in Learning Support Services (LSS) including additional educational assistants (EA) and

additional staffing to address the ongoing behavioural and mental health issues that are impacting students.

The recommended budget uses close to the maximum allowable amount of reserves which provides an opportunity for the District to develop an effective plan to address the new reduced funding levels while mitigating the impact on students and continuing in the pursuit of the District goals as identified in the Draft 2019-2023 Strategic Plan.

COMMUNICATION/CONSULTATION ISSUES:

13. The late announcement of funding details and the restrictions on the use of reserves has made this an unusual year for budget development. Opportunities for broad consultation were limited as the intent was to work on a budget that maintained as much of the status quo as possible. However, staff has continued to take into account the advice received from COW Budget, Board advisory committees, as well as principals and other staff. Information collected during the development of the Draft Strategic Plan has also been considered in formulating the budget.

Now that information on funding has been confirmed, the work on the 2020-2021 Budget will allow for the engagement of all stakeholders through budget discussions.

The 2019-2020 Budget is scheduled to be approved by the Board before the end of June 2019. A revised budget approval timeline was shared with COW Budget at the 16 April 2019 meeting. The remaining scheduled meeting dates for COW Budget are as follows:

- 29 May 2019 – Presentation of the staff-recommended budget;
- 03 June 2019 – Public delegations and debate;
- 10 June 2019 – Debate (further delegations, if required); and
- 17 June 2019 – Budget debate (if required) and recommendation to the Board.

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

The District website includes a landing page for financial information with quick links to both the current budget and budgets for prior years. Relevant supporting information such as budget questions and answers are also available. The webpage has been updated so that focus is placed on the development of the 2019-2020 Budget. Access to all public documents, such as budget reports and presentations, is easily accessed from the webpage.

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

meetings of the Special Education Advisory Committee (SEAC), and the Advisory Committee on Equity (ACE).

STRATEGIC LINKS:

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

RECOMMENDATION:

- A. THAT the unconsolidated 2019-2020 operating budget of \$980.1 million as presented in Report 19-066, 2019-2020 Staff-Recommended Budget and detailed in the 2019-2020 Staff-Recommended Budget Binder be approved; and
- B. THAT the 2019-2020 capital budget of \$74.5 million as presented in the 2019-2020 Staff-Recommended Budget Binder, be approved.

Mike Carson
Chief Financial Officer

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

APPENDICES

Appendix A – Draft 2019-2023 Strategic Plan
 Appendix B – 2019-2020 Summary of Grants and Other Revenues
 Appendix C – 2019-2020 Comparative Budget Summary
 Appendix D – Report 19-037, Academic Staffing for 2019-2020

STRATEGIC PLAN 2019–2023

Creating a Culture... of innovation, caring and social responsibility.

At the Ottawa-Carleton District School Board, we want to ensure that our schools are welcoming places for all students to engage, belong, learn, grow, explore and discover. Our job is not simply to provide facts and figures, but to develop the characteristics and skills that will help our students find success in the world.

Starting in 2018, the Board of Education and District staff spent considerable time reflecting, collecting information and analyzing student achievement results, investigating best practices, and consulting with the community to establish a set of priorities that would guide our work for the next four years. Our goal was to create a simple, measurable and impactful plan that is meaningful to our students, staff and community members.

Recognizing that learning, well-being and equity are the core of our work, our strategic plan is focused on building a culture that supports and engages students, staff and community. To do this, we need to build a workplace that is safe, caring and respectful. We need to set high expectations for all students and staff. And, we need to look forward and think about how our world is changing and ensure we are ready to welcome that change. With this in mind, we are excited that our new strategic plan has three key objectives – to create a Culture of Innovation, a Culture of Caring, and a Culture of Social Responsibility.

To drive our cultural shift, we have established three goals for each objective; one with a student focus; one with a staff focus; and one with a system focus. These goals are supported by strategies that will guide our work; outcomes that point to the change we want to make happen; and key performance indicators that will help us to measure our progress.



CULTURE OF INNOVATION

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

OUR GOALS

- 1. Students** — Set high expectations for all students in all programs.
- 2. Staff** — Promote collaborative working environments which foster innovation and creativity.
- 3. System** — Modernize instructional and administrative processes.



CULTURE OF CARING

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

OUR GOALS

- 1. Students** — Prioritize the dignity and well-being of students in inclusive and caring classrooms.
- 2. Staff** — Uphold and extend a safe, caring and respectful workplace.
- 3. System** — Build authentic engagement with our communities.



CULTURE OF SOCIAL RESPONSIBILITY

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

OUR GOALS

- 1. Students** — Build the Exit Outcomes characteristics and skills in students from K-12.
- 2. Staff** — Model ethical leadership, responsibility and equitable practice in our work.
- 3. System** — Foster responsible stewardship of the environment, and human and financial resources.

We are excited about this journey and we look forward to growing with you.



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

DRAFT 2019 – 2023 STRATEGIC PLAN



“Education must not simply teach work — it must teach life.”

— W.E.B. Dubois



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



CULTURE OF INNOVATION

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

Our Goals:

- ♦ Set high expectations for all students in all programs.
- ♦ Promote collaborative working environments which foster innovation and creativity.
- ♦ Modernize instructional and administrative processes.

Strategies:

- ♦ Establish targets for student achievement, with a focus on mathematics;
- ♦ Provide professional learning and tools to support quality instruction and collaboration;
- ♦ Create conditions to support creativity, innovation and evidence-based practice;
- ♦ Modernize learning and enhance student performance;
- ♦ Optimize resources and technology to modernize business processes;

Desired Outcomes:

For Students

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

For Staff

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

For System

- ♦ Improved business processes;

Key Performance Indicators:

1. Graduation Rate (by groups)
2. Annual Certification Rate
3. EQAO Results
4. Achievement Gaps
5. Satisfaction Rate (Parent, Student, Staff Survey Data)



CULTURE OF CARING

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

Our Goals:

- ♦ Prioritize the dignity and well-being of students in inclusive and caring classrooms.
- ♦ Uphold and extend a safe, caring and respectful workplace.
- ♦ Build authentic engagement with our communities.

Strategies:

- ♦ Build system capacity in equity and inclusive practice to support education, engagement and reconciliation with historically marginalized groups;
- ♦ Provide learning opportunities and resources to support student well-being;
- ♦ Foster conditions to improve workplace safety and employee well-being;
- ♦ Enhance communications and develop mechanisms to build employee engagement;
- ♦ Build system capacity to support parent and family engagement at the classroom, school and district levels;

Desired Outcomes:

For Students

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

For Staff

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

For System

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

Key Performance Indicators:

1. School Climate (sense of belonging, bullying incidents, suspensions)
2. Employee engagement (absenteeism, respectful workplace incidents, workplace injuries, satisfaction)
3. Student engagement (attendance, satisfaction, student voice)
4. Parent engagement (participation, satisfaction, parent voice, representation)



CULTURE OF SOCIAL RESPONSIBILITY

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

Our Goals:

- ♦ Build the Exit Outcomes characteristics and skills in students from K-12.
- ♦ Model ethical leadership, responsibility and equitable practice in our work.
- ♦ Foster responsible stewardship of the environment, and human and financial resources.

Strategies:

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

Desired Outcomes:

For Students

- ♦ Improved social and emotional skills;
- ♦ Increased student voice;
- ♦ Increased learning opportunities/pathways for life skills;
- ♦ Improved student behaviour;

For Staff

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

For System

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

Key Performance Indicators:

1. Social Emotional Skills (OECD study data)
2. Leadership Diversity
3. Days Lost to Incidents
4. Network Efficacy (Outages)
5. Environmental Stewardship (GHG emissions rate)

EXIT OUTCOMES — What we want for our graduates

CHARACTERISTICS

SKILLS

Goal-oriented

Innovative/
Creative

Collaborative

Globally Aware

Resilient

Ethical
Decision-makers

Digitally Fluent

Academically
DiverseEffective
Communicators

Critical Thinkers

Summary of Grants and Other Revenues

	2017-2018 Actual	2018-2019 Approved Budget	2019-2020 Recommended Budget
Grants for Student Needs (GSN)			
GSN - Operating Grants			
Pupil Foundation	\$ 392,378,154	\$ 403,071,092	\$ 385,621,536
School Foundation	50,882,657	52,063,690	53,511,209
Special Education	93,861,801	97,302,109	101,342,495
French as a Second Language	17,769,242	17,751,541	18,366,202
English as a Second Language	14,680,676	14,170,816	16,341,749
Indigenous Education Allocation	1,346,081	1,171,049	2,283,685
Rural and Northern Education Allocation	189,525	188,140	194,481
Learning Opportunities	24,555,665	24,836,658	16,818,442
Safe School Supplement	1,837,206	1,869,628	1,905,160
Continuing Education	6,880,252	6,604,696	7,314,092
Adult Education	2,887,639	3,518,030	4,390,387
International Student Recovery	-	-	(1,099,800)
Teacher Qualifications and Experience	84,659,088	85,095,361	105,425,556
New Teacher Induction Program	357,803	604,415	511,212
Student Transportation	40,007,875	41,384,828	43,895,596
Administration and Governance	19,595,141	20,882,998	20,791,009
School Operations (Facilities)	74,956,060	77,304,088	78,484,394
Community Use of Schools	1,062,318	1,064,827	1,078,910
Restraint Savings	(279,158)	(279,158)	(279,158)
Transfer to Deferred Revenue	(3,504,087)	(3,791,765)	(12,685,727)
Total Operating Grants	\$ 824,123,938	\$ 844,813,043	\$ 844,211,430
GSN - Capital Grants			
Facilities Renewal	\$ 5,683,122	\$ 5,693,776	\$ 5,087,333
Temporary Accommodations	900,000	840,000	859,131
Interest on Ontario Financing Authority Debt	6,547,454	6,192,758	4,265,653
Interest on Non-Ontario Financing Authority Debt	2,523,115	2,523,115	2,523,115
Interest on Capital Projects under Construction	452,489	527,701	339,916
Total Capital Grants	\$ 16,106,180	\$ 15,777,350	\$ 13,075,148
Total GSN for Operating and Capital Grants	\$ 840,230,118	\$ 860,590,393	\$ 857,286,578
Non Grant Revenue			
Priorities and Partnership Funds and Other Revenue:			
Rentals	\$ 4,043,472	\$ 4,022,887	\$ 4,090,472
Continuing Education	6,596,170	5,700,223	6,118,285
Other Ministry of Education Grants (including OYAP)	11,462,853	6,338,676	5,002,397
Staff on Loan	6,459,895	6,975,674	7,010,661
Tuition Fees	10,446,542	10,559,000	11,361,000
Interest Income	752,271	350,000	1,000,000
Miscellaneous Revenues	5,314,807	7,371,023	5,227,851
Specialized Program Funding	-	750,000	1,500,000
Board Programs:			
Extended Day Program	16,667,642	16,646,017	17,950,606
Infant, Toddler & Preschool Childcare Program	1,642,347	1,597,000	1,791,000
Total Non Grant Revenues	\$ 63,385,999	\$ 60,310,500	\$ 61,052,272
Deferred Capital Contributions (Ministry Approved Capital)	\$ 48,620,997	\$ 53,358,048	\$ 61,757,118
Total Revenue	\$ 952,237,114	\$ 974,258,940	\$ 980,095,968
Use of Accumulated Surplus			
Board Supported Capital Projects - Amortization Expense	\$ 41,613	\$ 41,613	\$ 74,767
Capital Projects - Business and Learning Technologies	-	-	8,218,707
Use of Accumulated Surplus	\$ 41,613	\$ 41,613	\$ 8,293,474
Total Revenue and Use of Accumulated Surplus	\$ 952,278,727	\$ 974,300,553	\$ 988,389,442

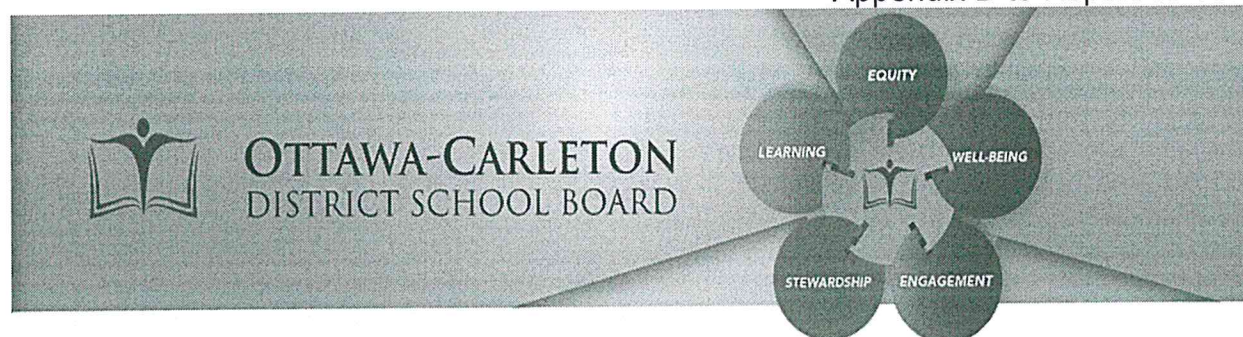
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Comparative Budget Summary

	2018-2019 Approved Budget	2019-2020 Recommended Budget
Revenues		
Grants for Student Needs, Capital Grants and Deferred Capital Contributions	\$ 913,948,441	\$ 919,043,696
Priorities and Partnership Fund and Other Revenues	42,109,096	41,310,666
Board Programs:		
Extended Day Program and Infant, Toddler & Preschool Childcare Program	18,243,017	19,741,606
Total Revenues	\$ 974,300,554	\$ 980,095,968
Expenditures		
By Funding Envelope:		
Instruction	\$ 721,664,657	\$ 713,360,111
Continuing Education	10,954,538	11,641,670
Transportation	41,461,358	46,044,956
Facilities/Learning Environment	91,583,899	92,015,012
Central Administration	20,208,432	21,428,731
Amortization	53,399,661	61,831,883
Other:		
Extended Day Program and Infant, Toddler & Preschool Childcare Program	19,136,462	19,654,177
Debt Repayment	8,715,873	6,788,768
Staff on Loan	7,175,674	7,330,661
Total Expenditures	\$ 974,300,554	\$ 980,095,968
Projected Surplus (Shortfall)	\$ -	\$ -

	2018-2019 Approved Budget	2019-2020 Recommended Budget
Use of Reserves		
Appropriated Reserves		
Amortization on Board Approved Projects	\$ 41,613	\$ 74,767
Capital Projects - Business and Learning Technologies		8,218,707
Total Use of Reserves	\$ 41,613	\$ 8,293,474

Numbers may not add due to rounding



SPECIAL COMMITTEE OF THE WHOLE (PUBLIC)
Report No. 19-037

26 March 2019

Academic Staffing for 2019-2020

Key Contact: Janice McCoy, Superintendent of Human Resources
613-596-8207

PURPOSE:

1. To seek approval of academic staffing levels for the 2019-2020 school year, including elementary and secondary teachers, vice-principals and principals.

CONTEXT:

2. The process for staffing elementary and secondary schools for the next school year begins early in the calendar year, projecting enrolments and determining system staffing levels. At the school level, the staffing process begins in April, following the approval of academic staffing, when principals receive their staffing allocations from Human Resources, and begin developing school timetables, assigning teachers and identifying surplus staff and/or vacancies. The school's allocation includes the number of classroom teachers required based on the school's projected enrolment, class size requirements, and other school based allocations to support student achievement and well-being, such as English as a Second Language (ESL), guidance, student success, and special education teachers. The staffing processes and timelines are set out in the local collective agreements with each of the Ottawa Carleton Elementary Teachers' Federation of Ontario (OCETFO) and the Ontario Secondary School Teachers' Federation (OSSTF). In order to meet the respective timeline obligations, staffing levels must be approved at the March Board meeting.

KEY CONSIDERATIONS:

3. Ministry Announcement
 This year, staff's ability to bring forward its best advice on staffing has been complicated by the timing and substance of the Minister's announcement of 15 March 2019. At that time, the government announced the following with respect

to its intentions related to class sizes effective 2019-2020:

Division/Grade Level	Current Class Size Requirements	Proposed Class Size Requirements for 2019-2020
Kindergarten	Class size cap of 29; system wide class size average of 26 or less	No changes to current requirements
Grades 1 to 3 (Primary)	Class size cap of 23; 90% of classes at 20 or below	No changes to current requirements
Grades 4 to 8 (Junior/intermediate)	System wide class size average of 24.5 or less	Requirement of 24.5 or less maintained; funding ratio increased from 23.84 to 24.5
Grades 9 to 12 (Secondary)	System wide class size average of 22 or less	System wide class size average adjusted to 28 students or less

An increase in the secondary average class size from 22 to 28 would, on full implementation, have a significant impact on the number of secondary classroom teaching positions. The Ministry has indicated that the impact of the change will be mitigated through attrition program funding, which will be provided to allow boards to phase in the change over four years through attrition (retirements/resignations) and avoid lay-offs. The OCDSB, like many other school boards in the province, has specific language in the secondary teacher collective agreement which determines the number of classroom positions required and identifies class size maxima based on program pathway (e.g. university, college, academic applied). There was nothing in the Ministry announcement to suggest the government's intention to override local collective agreements, and Ministry staff has confirmed that local boards will be required to proceed based on local circumstances. This means for purposes of academic staffing, secondary schools will continue to be staffed based on the current collective agreement formula which maintains class size averages of 22. This will result in a funding shortfall with respect to secondary classroom teachers that staff has approximated as \$5 to \$6 million, based on assumptions about how the Attrition Program funding will be applied.

In addition to the above, the Ministry announcement included information on planned changes to funding that will affect staffing levels, such as the elimination of the secondary program funding, which currently funds approximately 22 secondary teaching positions. These positions have been allocated across all schools to increase course offerings in some pathways.

Ministry staff continues to encourage school boards to exercise caution with regard to academic staffing, pending the announcement of the Grants for

Student Needs (GSNs), which are expected around mid-April. The recommended staffing considers the impact of the Ministry's announcement, as well as current collective agreement provisions, which continue to apply, and maintains investments in discretionary staff to support the District's highest needs students. This approach will allow principals and Human Resources to proceed with the staffing process, without committing the Board to staffing levels that will unduly constrain the Board's decision-making during the regular budget process.

4. Guiding Principles

The academic staffing levels approved each year should represent the number of teachers that senior staff believes are required to meet the various needs of students in our schools for the next school year. This requires careful consideration of how well current staffing levels are meeting current needs, as well as what different or additional teaching or other positions are required to meet anticipated changing or additional needs. The recommendations outlined in this report represent staff's best thinking and advice, and were formulated in consideration of the following general guiding principles:

- The number of approved teaching positions should align with the District's regulatory and collective agreement obligations;
- Discretionary teaching positions should align with and support the District's strategic priorities and meeting its strategic plan objectives;
- Discretionary staffing positions which help to achieve equitable outcomes for all students should be prioritized;
- Academic staffing decisions should be made with due consideration of the impact on the entire budget, including the ability to fund other supports such as Educational Assistants (EAs), professional staff, etc.; and
- Academic staffing decisions should consider, but not be unduly constrained by, potential funding and funding parameters.

5. Local Priorities Funding

In 2017, the province authorized "extension agreements" which provided additional funding, referred to as Local Priorities funding, for each of the Ontario Secondary School Teachers' Federation (OSSTF - Teachers), Education Workers (OSSTF) and Elementary Teachers' Federation of Ontario (ETFO). These extension agreements will end on 31 August 2019. Local Priorities funding was required to be used to fund additional positions in each of the bargaining units, based on discussions between local bargaining agents and school boards. There is no commitment to continue the funding after the current agreements expire in August 2019.

In total, the additional Local Priorities funding provided 87.67 FTE positions across various employee groups within the OCDSB; 32.67 of those were teaching positions (20.50 FTE additional elementary positions, and 12.17 FTE additional secondary positions) as outlined below.

Extension Agreement Positions	FTE	
	Elementary	Secondary
English as a Second Language (ESL) Itinerant ESL Teachers	4.0	
Special Education Learning Support Teachers (LST) Learning Resource Teachers (LRT) Learning Support Consultant (LSC) Social Emotional Learning Teachers (SELT) also known as Itinerant Behaviour Teachers	2.5 9.0 1.0 3.0	5.0
Curriculum Services Itinerant Indigenous Education Teacher	1.0	
Program Program Enhancement Sections		7.17
TOTAL	20.5	12.17

These additional positions were specifically created with the additional Local Priorities funding. The funding was used to create positions that support areas of greatest needs, including English Language Learners (ELL) and students with special education needs. The Ministry announcement on 15 March 2019 confirmed that this funding will end as of this year. Staff recognizes that the loss of these positions will have an impact, and in order to offset their loss, adjustments to the regular staff complement are being recommended below.

6. Elementary Staffing Levels

Appendix A provides a summary of the total number of elementary teachers being recommended.

Elementary staffing includes the following: basic classroom staffing, ESL staffing to support ELL, school-based and central special education teachers and teachers assigned to central departments, including instructional coaches in Curriculum Services.

The basic classroom allocation makes up the largest number of positions within each panel. The number of basic classroom positions required is a function of projected enrolment, collective agreement provisions and Ministry class size regulations.

The total number of elementary classroom positions required has been generated by applying the applicable class size requirements to the projected enrolments for each of kindergarten, primary (grades 1 to 3) and junior

intermediate (grades 4 to 8), as follows:

Elementary Basic Classroom Staffing	FTE
Kindergarten	359.0
Primary	734.0
Junior / Intermediate	1050.0
Preparation Time Positions	409.31
Needs	31.0
Preparing for success in high school teachers (Intermediate guidance)	20.0
Total	2603.31

Specific staffing levels will be adjusted in September, as required to meet class size requirements, based on confirmation of actual enrolment.

The 31.0 FTE needs positions are discretionary positions that are allocated through Human Resources, as part of the staffing process to address a multitude of unique staffing issues that can arise through the staffing process; 14.0 FTE of these positions are used to ensure the mandated preparation time under the collective agreement can be met. In recent years, these positions have also been used through the school year to provide additional support classes that have grown through the school year.

Funding was provided for the first time this year through the GSNs to establish the 20.0 FTE Intermediate guidance positions (known as intermediate student success teachers in the OCDSB). Although there has been no indication at this point that this funding will be continued, Ministry staff has also refused to confirm that the funding will be continued. As a result, staff is recommending that these positions be approved on a contingency basis only, subject to confirmation that the funding is continued. From a practical level, this will mean that these positions would not be included in the initial staff allocations provided to intermediate schools, but would be distributed as quickly as possible once staff is able to confirm that the funding is include in the GSNs once they are released.

Staff is recommending that the 20.0 FTE intermediate guidance positons be approved on a contingency basis, subject to confirmation that the funding is continued.

Elementary English Second Language (ESL) Staffing

The District allocates discretionary teaching positions each year to support the

large number of ELL attending the District's elementary schools. There are no contractual or regulatory requirements dictating the number of teaching positions, or how ESL funding is required to be spent. The District has identified ensuring equitable outcomes for ELLs as a priority, and has continued to monitor and adjust supports, including staffing supports.

ESL staffing includes teaching positions assigned to schools with the large numbers of ELLs, teachers assigned to English Language Development (ELD) classes, and a number of itinerant ESL teachers who support ELLs in schools that don't have ESL teachers assigned as part of their school allocation because of the small number of students. There are currently a total of 91.25 FTE ESL positions allocated, which includes 82.25 FTE school based positions, 5.0 FTE itinerant positions and 4.0 FTE itinerant ESL teachers funded through Local Priorities funding. In 2018-2019, 0.5 FTE ESL elementary positions were attributed to funding received from Ottawa Carleton Education Network (OCENET).

Recognizing the impact that the loss of 4.0 FTE positions could have on support for these students, staff is recommending that the positions currently funded through Local Priorities funding be continued as part of the District's regular complement, thereby maintaining current staffing of 91.25 FTE.

The Family Reception Centre has identified a need for up to two (2) additional ELD classes for next year. Locations for these classes are currently being confirmed in consultation with the Family Reception Centre and the Planning department.

In summary, staff is recommending that the current complement of 91.25 ESL positions be increased by 2.0 FTE teachers to support two (2) new elementary ELD classes for next year.

7. Special Education Program Classes

The District allocates a number of resources and positions to support special education students, either in specialized program classes or through supports for students in regular classrooms. Staff supports include teachers, educational assistants and various professional student services positions assigned to schools or central departments.

As noted above, there are a total of 15.5 FTE elementary special education positions funded through Local Priorities funding. Wherever possible, recommendations have been made to mitigate these reductions, recognizing that the funding will need to be found elsewhere.

Special education positions in elementary include school based supports in the form of LRT's and LST's. Although these roles differ somewhat in terms of their responsibilities, LRT and LST positions are allocated across all elementary schools, based on consideration of various factors, to support students with special education needs who are in regular classrooms. This year there are a

combined total of 232.5 FTE LSTs and LRTs, exclusive of the 11.5 FTE positions funded through Local Priorities. For next year, staff is recommending that the 2.5 LST positions be retained and form part of the District's regular complement moving forward.

Staff is recommending that the regular complement of LSTs be increased by 2.5 FTE to offset the impact of the end of the Local Priorities positions.

The addition of the 3.0 FTE itinerant SELTs through the Local Priorities Funding has had a positive impact. These positions provide additional support to schools experiencing significant challenges related to exceptional students' behaviours, including developing strategies and building capacity at the school level.

Staff is recommending that 3.0 FTE positions be added to Learning Support Services itinerant behaviour supports, to offset the impact of the loss of the Local Priorities funding positions.

The Learning Disability Specialized Integration Program (LD SIP) model introduced two years ago was designed to integrate students in regular classes for approximately half of the day; however, they are not included in the average daily enrolment (ADE) calculations for the school. As a result, additional staff may be required to support integration of the students from the LD SIP into regular classrooms in the event the regular classes do not have adequate spaces. As such, the 4.76 FTE contingency allocation approved in the 2018-2019 budget is being maintained for next year to support LD SIP integration, as required.

One other area where staff is recommending an increase is in the area of supports for students who are deaf or hard of hearing (DHH). The number of students in our schools who require additional support in this area is expected to continue to grow and the current complement of itinerant teachers who provide this specialized support is not able to provide the level of support required. As a result staff is recommending an increase of 1.0 FTE teacher.

Staff is recommending an additional 1.0 FTE teaching position be added to support students who deaf or have hearing impairment.

Specialized Program Classes - There are currently 138.0 FTE elementary positions assigned to specialized program classes. Based on an assessment of current and anticipated future needs, Learning Support Services staff has identified potential changes to specialized program classes for next year. These changes are summarized in the following chart.

Recommended Changes to	FTE

Specialized Program Classes	Elementary	Secondary
Autism Spectrum Disorders (ASD)	3.57	5.32
ASD Secondary Credit Support Program (SCSP)		1.33
Behaviour Integration Program (BIP)	1.19	1.33
Semi-Integrated Developmental Disabilities (DD)	1.19	-1.33
General Learning Program (GLP)	1.19	
Learning Disabilities Specialized Integration Program (LD SIP) – Junior	0.89	
Primary Special Needs (PSN)	1.19	
Gifted	-4.76	
TOTAL	4.46	6.65

Staff is recommending an overall increase of 4.5 FTE elementary positions, which includes preparation time, for specialized program classes.

8. Secondary Classroom and Other School Based Staffing

Appendix B provides a summary of the total number of secondary teaching positions being recommended for 2019-2020. All of the secondary staffing positions have been reviewed to identify areas where reductions could be made with least impact in anticipation of the potential funding gap as a result of the change in funding to reflect a new average class size of 28 vs. 22.

The classroom allocation for 2019-2020 is 1,329.33 FTE, which represents the number of teachers generated by the formula in the collective agreement. An additional 20.0 FTE is allocated to ensure that all staffing requirements under the collective agreement will be met.

Secondary - Required by Collective Agreement	FTE
Basic Classroom Allocation	1329.33
Needs	20.0
Library	24.0
Guidance	62.5
Student Success includes credit rescue, credit recovery and student re-engagement	30.0

Program Enhancements	5.0
Total	1470.83

As indicated above, the government announcement included information that the Secondary Program funding would be eliminated for next year. The impact for the OCDSB is the loss of 22.33 FTE program enhancement positions. These positions have been used to provide schools with the ability to offer certain courses that they would not otherwise have been able to offer for students, and have been particularly helpful for small schools which can struggle to offer a range of courses across all pathways. Therefore, in an effort to mitigate the loss of these positions, staff is recommending that a contingency of up to 5.0 FTE be established and confirmed only once the full funding information has been provided, and then only as required to support the district's small composite schools.

Staff is recommending the elimination of 22.33 FTE program enhancement positions based on the Ministry decision to eliminate this funding. In an effort to mitigate the loss of these positions, staff is recommending that a contingency of 5.0 FTE be established.

9. Program Overlays are school based discretionary positions which may be added as a result of specific sweated funding, or as an initial investment in a new program to allow it to become established. Sweated funding refers to funding that is provided for and required to be spent in a specific way. Appendix B provides a list of current program overlays, totalling 13.67 FTE. Included among these are the coordinator positions (currently a total of 2.17 FTE) supporting each of the specialized Arts, High Performance Athletes and International Baccalaureate (IB) programs. With the introduction of a new IB program at Merivale High School beginning September 2019, an increase in the current IB coordinator complement will be required.

Staff is recommending an increase of 0.50 FTE International Baccalaureate (IB) Coordinator to support the introduction and continued planning of the IB program at Merivale High School.

Staff is recommending that 1.17 FTE program overlay be reduced and the positions be allocated from within the basic classroom allocation.

10. Adult High School enrolment is divided between students who are under and over the age of 21, for staffing purposes, to align with the different funding provided for these students. Students under 21 attending Adult High School are counted for the purpose of generating the basic classroom complement, since they are funded in the same way. Additional staffing of 30.83 FTE is generated for students over the age of 21 based on a discretionary formula (currently 30:1) that is tied to projected enrolment for this group of students. Staff is not recommending any changes in this area.

Secondary English as a Second Language

There are currently **33.17 FTE** ESL positions allocated, which includes positions assigned to support ESL/ELD students and 2.0 FTE ESL Central Orientation Class positions. Staff has reviewed supports for secondary ELL and is not recommending any changes for next year. An additional 5.67 FTE positions funded through OCENET are allocated for schools that host international students who come to Canada to attend at the OCDSB for one or more semesters. For 2019-2020, OCENET has indicated that funding support for the 5.67 FTE positions will remain in place.

Secondary Special Education

There are currently a total of 130.5 FTE special education teaching positions. The number of collective agreement generated LSTs increases to 39.83 FTE next year based on the projected increase in enrolment. Although the 5.0 FTE positions allocated from Local Priorities funding are expected to end this year, staff is recommending that 2.5 FTE positions be added to the regular complement of LSTs to offset the impact. LSTs at secondary provide support to secondary students with special education needs who are in the regular program.

Staff is recommending that 2.5 FTE discretionary LST positions be added to the regular LST complement for at least one year to mitigate the impact of the end of the extension agreement positions.

Specialized Program Classes - There are currently 83.5 FTE secondary positions assigned to specialized program classes. As indicated above, Learning Support Services (LSS) has reviewed anticipated needs for next year and identified changes which are set out in the chart above. At secondary, the net impact of the changes will be an additional 6.67 FTE positions.

Staff is recommending an overall increase of 6.67 FTE secondary positions, which includes preparation time, for specialized program classes.

11. Centrally Assigned Staff

There are a number of teaching positions assigned to central departments and roles to support the delivery of system programs and initiatives.

- a) Elementary – There are currently a total of **47.5 FTE** centrally assigned teaching positions, including 25.0 FTE discretionary teaching positions supporting Business and Learning Technologies (B<), Curriculum Services, and Early Learning. As part of the extension agreement funding, 1.0 FTE Indigenous Education position was added as of 2017-2018. Consideration is being given to continuing this position, notwithstanding the end of the funding.

Staff recommends the 1.0 FTE Itinerant Indigenous Education Teacher position become part of the regular complement.

Recognizing the need to exercise caution based on uncertainty about the

funding program, staff has reviewed the central positions, and is recommending a reduction of 6.0 FTE positions currently assigned to provide itinerant support to intermediate sites. Staff will be looking at the supports these positions provided and working with schools to find ways to fill the gap by building on the work that these positions have been able to achieve. In the event funding allows, staff will revisit these positions as part of the regular budget process.

Staff is recommending the reduction of 6.0 FTE itinerant intermediate positions.

- b) Secondary – There are currently **16.67 FTE** centrally assigned discretionary teaching positions supporting B<, Curriculum Services and Continuing Education. Based on a careful review of these positions and the specific programs/roles, no changes are recommended to the number of central positions for next year.

12. Administration (Principals and Vice-Principals)

Appendix C sets out a summary of staffing levels for principals and vice-principals.

In general, the number of school administrators, particularly principals, is driven by the number of schools in the District; additional principal positions are assigned centrally to support the delivery of system programs and initiatives. The number of elementary and secondary vice-principals is reviewed annually to assess whether the number should be increased in response to changing or increasing needs. The vice-principal allocation assigned to a school is based on consideration of a number of factors associated with the school profile, including student enrolment, program and grade configuration, RAISE index and the number and nature of specialized program classes.

Principal and vice-principal workload continues to be a concern, especially considering the increasing pressures in all schools associated with managing replacements behind staff absences, increasingly complex student behaviours and other demands. The needs are particularly acute at the elementary level, and staff is recommending an increase in the number of elementary vice-principals next year.

Administration	FTE	
	Elementary	Secondary
Principals		
Schools	113.0	26.0
Centrally Assigned	3.0	5.0
Vice-Principals		
Schools	51.25	47.5

Centrally Assigned	2.0	1.0
TOTAL	169.25	79.5

Staff is recommending an increase of up to 4.0 FTE elementary vice-principal positions next year.

13. Summary

In summary, the total number of academic staffing positions projected for next year will continue to increase slightly, largely as a result of increases in enrolment. Although the anticipated end of the Local Priorities funding will mean that some positions will be eliminated, staff has attempted to mitigate the impact by recommending that the regular complement be increased, at least for one year, in several priority areas such as ESL, Special Education and Indigenous Education. These supports align with the District's current focus on promoting positive student behaviour and improving student achievement and wellbeing.

Staff is continuing to monitor the provincial situation and potential changes impacting staffing, and will be prepared to respond appropriately as more information becomes available.

RESOURCE IMPLICATIONS:

14. A more detailed analysis of the financial implications associated with increased staffing levels will be provided provided to the meeting. The proposed changes should be considered in the context of how they align with the District's current and future priorities and competing budget and other pressures, including anticipated changes in funding.

COMMUNICATION/CONSULTATION ISSUES:

15. The recommended changes to academic staffing positions are the result of discussions among senior staff and based on feedback and input received directly and indirectly from principals, central managers and others. In addition, consideration is given to the priorities articulated by Board members during COW and Board meetings, as well as the comments made at previous Committee of the Whole (Budget) meetings, and input received to date as part of the strategic plan consultation.

STRATEGIC LINKS:

16. The Board is currently in the process of developing a new strategic plan which will guide the District's priorities over the next four years. Consultations and discussions have taken place and have provided some insights into the new strategic plan and what the priorities should be. Decisions related to the 2019-2020 budget, including those related to academic staffing, should be guided by the priorities articulated through the strategic plan development process and

elsewhere. This means ensuring, to the extent reasonably possible, that appropriate resources, including staffing supports, are in place to achieve the District's priorities.

This report provides staff's opinion of where resources should be directed in order to have the greatest impact and benefit across the District. The academic staffing allocations directly support the District's priorities, particularly in the areas of learning and well-being. The priority areas identified for the purposes of academic staffing include ensuring sufficient supports for ELL and students with special needs.

RECOMMENDATION:

That Board approve academic staffing levels, including elementary teachers, secondary teachers, principals and vice-principals, for 2019-2020 as outlined in Appendix A, B and C to Report No. 19-037.

Janice McCoy
Superintendent of Human Resources

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

APPENDICES

Appendix A – Proposed Elementary Staff Staffing Chart 2019-2020
Appendix B – Proposed Secondary Staffing Chart 2019-2020
Appendix C – Proposed Administration Chart 2019-2020

Appendix A – Report 19-037 Academic Staffing for 2019-2020

Revised 03.19.19
March 1 Projection

Proposed Elementary Staff Staffing Chart for 2019-2020

	Approved for 2018-2019	2018-2019 October Actual	Proposed 2019-2020	change Oct to Proj	Proposed 2019-2020	
					Required by Contract or Legislation	Subject to Board Decision
Enrolment						
Enrolment (no Congregated Spec. Ed.)	47833.00	48242.00	48812.00	570.00		
Enrolment Congregated Spec. Ed.	1374.00	1294.00	1293.00	-1.00		
Total FTE	49207.00	49536.00	50105.00	569.00		
Basic staff						
Basic Total Staff	2115.00	2123.00	2143.00	20.00 (1)	2143.00	
Preparation time for basic	403.97	405.49	409.31	3.82	409.31	
Round Prep up to reduce needs requirement	14.00	14.00	14.00	0.00 (2)	14.00	
Needs Allocation	17.00	17.00	17.00	0.00 (3)		17.00
LD SIP Contingency with prep	4.76	1.69	4.76	3.07 (4)		4.76
	2554.73	2561.18	2588.07	26.89		
ESL						
In school and 5 Itinerant, (0.5 OCENET funded)	87.25	87.25	89.25	2.00 (5)		89.25
Itinerant ESL	0.00	0.00	4.00	4.00		4.00
Itinerant ESL (ext. agrmt. expires Aug. '19)	4.00	4.00	0.00	-4.00 *	0.00	
	91.25	91.25	93.25	2.00		
Special Education						
System Classes	138.00	138.00	141.75	3.75 (6)		141.75
Prep. For System Classes	26.36	26.36	27.07	0.72		27.07
LST	111.50	111.50	114.00	2.50		114.00
LST (ext. agrmt expires Aug. '19)	2.50	2.50	0.00	-2.50 *	0.00	
LRT	121.00	121.00	121.00	0.00		121.00
LRT (ext. agrmt expires Aug. '19)	9.00	9.00	0.00	-9.00 *	0.00	
SELT Social Emotional Learning Teachers	0.00	0.00	3.00	3.00		3.00
Hearing and Visual	19.80	20.05	21.00	0.95		21.00
Learning Support Consultants	17.00	17.00	17.00	0.00 (7)		17.00
LSC (ext. agrmt expires Aug. '19)	1.00	1.00	0.00	-1.00 *	0.00	
Itinrnt. Pr. Spe. Behaviour Specialist (ext. expire)	3.00	3.00	0.00	-3.00 *	0.00	
	449.16	449.41	444.82	-4.58		
Inclusive, Safe and Caring						
Reality Check	2.00	2.00	2.00	0.00		2.00
First Place	2.00	2.00	2.00	0.00		2.00
	4.00	4.00	4.00	0.00		
Curriculum Services & Other (Central)						
BLT Consultant	1.00	1.00	1.00	0.00		1.00
Instructional Coaches	24.00	24.00	18.00	-6.00		18.00
Itinrnt. Indigenous Ed. (ext. agrmt expire Aug '19)	1.00	1.00	0.00	-1.00 *	0.00	
Itinerant Indigenous Education Teacher	0.00	0.00	1.00	1.00		1.00
Staffing Committee Resource (OCETF/OCDSB)	1.00	1.00	1.00	0.00	1.00	
Health and Safety Resource (OCETF/OCDSB)	0.50	0.50	0.50	0.00	0.50	
Preparing for Success in High School (in school) (contingent on funding)	20.00	20.00	20.00	0.00	20.00	
	47.50	47.50	41.50	-6.00		
Total Staff	3146.63	3153.34	3171.65	18.31	2587.81	583.83

Notes:

- Projected Basic Classroom Allocation: 2143 JK to Grade 8 classroom positions. This includes 734 Primary Grades 1-3 (18.99:1 average), 359 Kindergarten (25.57:1 average) and 1050 Junior/Intermediate (24.5:1 average). Kindergarten includes 1 FTE for the Inuit Children's Centre, funded from Aboriginal funding allocation.
 - 14 FTE have been estimated for rounding up. This will decrease the number of schools requiring needs to meet contractual obligations with regards to preparation time.
 - Needs are used to minimize disruption caused by surplus declaration, organizational difficulties, to assist intermediate schools in providing some specialized programs and to address other potential implementation issues. Total of rounding up and needs is capped at 31
 - LD SIP Contingency. Integrated LD SIP students can trigger the need for an additional class. These positions will be used as needed. 1.69 was used in 2018/19 school year.
 - ESL Increase of 2.0 FTE for two new ELD classes.
 - LSS proposed changes: - add 3 ASD, 1 BIP, 1 DD, 1 GLP, .75 LD SIP, 1 PSN (total additions of 7.75), reduce 4 Gifted for net increase of 3.75
 - Autism LSC position approved for 2018/19 subject to funding.
- * Extension Agreements End August 2019 with a total reduction of 20.5: 1 LSC, 3 Itinerant Primary Special Education Behaviour Specialists, 1 Itinerant Indigenous Education, 4 Itinerant ESL positions, 2.5 LST, 9 LRT.

as of Mar 26, 2019

Appendix B – Report 19-037 Academic Staffing for 2019-2020

Secondary Staff Staffing Chart 2019-2020					Required by Contract or Legislation	Subject to Board Decision
	Approved March 2018 for 2018/2019	Final 2018/2019	Projected 2019/2020	change		
Average Daily Enrolment:						
Total Projected ADE (over and under 21)	24,496.63	24,842.36	25,090.12	247.83		
Basic staff						
Basic staff allocated for classrooms	1303.50	1303.50	1329.33	25.83	1329.33	
September 30 adjustment	14.00	13.50	14.00	0.50	14.00	
Needs Allocation	6.00	1.33	6.00	4.67	6.00	
	1323.50	1318.33	1349.33	31.00 1		
Other in school staff						
ESL/ELD	33.17	33.17	33.17			33.17
OCENET funded	5.67	5.67	5.67			5.67
Tchr Librarians	24.00	24.00	24.00		24.00	
Guidance	61.33	62.00	62.50	0.50 2	62.50	
Program Enhancements	22.33	22.33	5.00	-17.33 3		5.00
Prog.Enhanc.(Extension Agreement*)	7.17	7.17		-7.17 4		
Student Success	30.00	30.00	30.00		30.00	
Program Overlays	13.17	13.17	12.50	-0.67 5		12.50
First Place	1.00	1.00	1.00			
YSB (Prft)	0.50	0.50	0.50			
Winning Attitudes	2.00	2.00	2.00			
Safe Schools (Suspensions Program)	2.00	2.00	2.00			
SHSM/Focus Programs	1.17	1.17				
Native Studies	3.67	3.67	3.67			
Urban Aboriginal	0.67	0.67	0.67			
Arts/IB/Athletes co-ordinators	2.17	2.17	2.67			
Adult over 21	30.83	30.67	30.83	0.16 6		30.83
	227.87	228.17	203.67	-24.50		
Special Education						
LST	36.67	37.00	39.83	2.83 7	34.00	5.83
LST (Extension Agreement*)	5.00	5.00		-5.00 8		
System Classes/Programs	87.17	83.50	90.17	6.67 9		90.17
Learning Support	5.00	5.00	5.00			5.00
	133.83	130.50	135.00	4.50		
Curriculum Services & Other						
BLT Consultant	1.00	1.00	1.00			1.00
Instructional Coaches	15.00	15.00	15.00			15.00
Secondary Staffing Resource	0.67	0.67	0.67		0.67	
	16.67	16.67	16.67			
TOTAL STAFF ALLOCATED TO DATE	1701.67	1693.67	1704.67	11.00	1500.50	204.17

- 1 Basic staff allocated for classrooms: 31.00 Increase based on the change in projected ADE and historical increase in enrolment over the summer. The Sept. 30 adjustment and Needs positions are used to address difficult staffing issues and to avoid disruptions due to the number of small schools and small programs and to meet the 22 to 1 Ministry average class size and the collective agreement
- 2 Guidance 0.50 Increase due to collective agreement enrolment changes
- 3 Program Enhancement: no funding in 2019-2020; 5.00 contingency subject to senior staff discretion as required
- 4 Program Enhancement extension agreement ends
- 5 Remove 1.17 SHSM/Focus. Increase in IB coordinator of 0.5 FTE to support introduction of IB program at Merivale next year. 0.67 Arts, 1.50 IB, 0.50 Athletes
- 6 Adult over 21, enrolment based projection
- 7 LST Increase by 2.5 FTE - increase in discretionary LST. LST 0.33 Increased due to enrolment - Collective agreement
- 8 LST extension agreement ends
- 9 System Classes +5.33 (4 units) ASD, +1.33 (1 unit) each ASDCSP, BIP and -1.33 (1 unit) DD.

02,28,19

Appendix C – Report 19-037 Academic Staffing for 2019-2020

Proposed Secondary Administration In School Staffing Chart 2019-20			
	Actual 2018-2019	Proposed	change
In Schools			
Principals	26	26	0.00
Vice Principals	47.50	47.50	0.00
Total in school allocation	73.50	73.50	0.00

Proposed Elementary Administration In School Staffing Chart 2019-20			
	Actual 2018-2019	Proposed	change
In Schools			
Principals	113	113	0.00
Vice-Principals	51.25	55.25	4.00
Total in school allocation	164.25	168.25	4.00 (1)

Proposed Central Administration Staffing 2019-2020			
	Actual 2018-2019	Proposed 2018-2019	change
Central			
Principals	8 *	8	0.00 (2)
Vice-Principals	3	3	0.00
	11	11	0.00
Total Administration	248.75	252.75	4.00

Notes:

Secondary

P. Safe Schools
P. Curriculum Services -Student Success
P. Curriculum Services -Secondary Program and Equity
P. Continuing Education
P. Learning Support Services
V.P. B<

Elementary

P. Learning Support Services
P. Curriculum Services -Elementary Program
P. Curriculum Services -School Effectiveness and Early Years
V.P. Indigenous Education
V.P. English Language Learning

Notes:

1. Elem. VP Increased by 4.0 (includes Increase to VPs at Clifford Bowey and Crystal Bay from 0.25 to 0.5 each)
2. V.P. Learning Support Services changed to create second P. Learning Support Services as of 02.19.19