



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD

## Building Brighter Futures Together at the Ottawa-Carleton District School Board



For further information on this agenda or how the Committee of the Whole meeting works, please contact Nicole Guthrie, Senior Board Coordinator, at 596-8211 ext. 8643 or [nicole.guthrie@ocdsb.ca](mailto:nicole.guthrie@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), TBC

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

**DISTRIBUTION:**

All Board Members, Senior Administration

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**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 Nicole Guthrie, Senior Board Coordinator at 596-8211, ext. 8643 or [nicole.guthrie@ocdsb.ca](mailto:nicole.guthrie@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 Nicole Guthrie 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 Nicole Guthrie, Senior Board Coordinator at (613) 596-8211, ext. 8643, or [nicole.guthrie@ocdsb.ca](mailto:nicole.guthrie@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

Tuesday, November 26, 2019, 8:30 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. Discussion Items
  - 4.1 Report 19-119, 2020-2021 Budget Process (M.Carson, ext.8881) 2
5. New Business - Information and Inquiries
6. Adjournment





## **COMMITTEE OF THE WHOLE-BUDGET Report No. 19-119**

**26 November 2019**

### **2020-2021 Budget Process Update**

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

#### **PURPOSE:**

1. To provide information on the issues affecting the 2020-2021 budget cycle and to provide the timelines and processes.

#### **CONTEXT:**

2. The annual budget development process is a key part of the annual planning cycle. The budget, once approved, will align with the objectives contained in the 2019-2023 Strategic Plan (Attached as Appendix A).

The District operates on a fiscal year that runs from 1 September to 31 August. In compliance with the *Education Act*, the District's budget for 2020-2021 must be approved by the Board before the end of June 2020. To meet this timeline, staff plans to present a recommended budget to Committee of the Whole Budget (COW Budget) on 25 May 2020.

The timing of the 25 May 2020 staff recommended budget report is dependent on receipt of the detailed funding information from the province. For example the Ministry of Education announced its 2019-2020 Grants for Student Needs (GSNs) on 26 April 2019.

Several meetings are scheduled during the months of May and June of 2020 to provide the public with an opportunity to comment on the recommended spending plan and to allow COW Budget to refine the allocation of resources in alignment with District priorities. Staff anticipates that the 2020-2021 budget will be approved no later than the 22 June 2020 Board meeting.

The discussion at this meeting is designed to share the proposed timelines and to discuss how the budget information and debate can be linked to the 2019-2023 Strategic Plan.

## KEY CONSIDERATIONS:

### 3. **Budget Development Schedule**

An important consideration when developing the District's budget schedule is the need to ensure that committee members have sufficient time to consider staff's approach and recommendations and allow time for public consultation to occur.

The District's 2020-2021 budget must be approved by the Board before the end of June 2020. To meet this timeline, key meeting dates for the budget process are reflected in the 2019-2020 Board calendar. These dates are:

26 November 2019	2020-2021 budget and development process
January/February 2020	Update on budget development and emerging issues
3 March 2020	Discussion report on academic staffing
24 March 2020	Approval of academic staffing
11 May 2020	Update, including information on GSNs
25 May 2020	Presentation of the staff recommended budget
1 June 2020	Public delegations and committee questions
8 June 2020	Budget debate continues
15 June 2020	Budget debate (if required) and recommendations to Board
22 June 2020	Board Approval of staff recommended budget

The staff recommended budget will be presented on either 11 May 2020 or 25 May 2020. The timing will be subject to the timing of the details of the 2020-2021 GSN announcements.

The above timeline would see the approval of the 2020-2021 Budget no later than the Board meeting of 22 June 2020.

Approval of academic staffing represents an important budget decision. Academic staffing decisions must be made in March 2020 to meet collective agreements obligations as well as to ensure there is sufficient time for the staffing process to be completed prior to the start of the new school year.

### **Budget Development Considerations**

#### 4. Provincial Funding

The largest unknown is provincial funding for the 2020-2021. Salary and benefit costs for the year are dependent on the results of collective bargaining. Historically, staff has worked with the assumption that the costs of the settlements would be largely covered by additional funding. However there is always the risk that other funding changes may be made to implement costs.

#### 5. Enrolment

At this time staff are continuing to forecast modest growth in both the elementary and secondary panels for the next two or three years. This growth will provide additional funding to the District and improve our flexibility in responding to funding changes and service demands.

6. Cost Pressures

The changing needs of students continue to require additional resources to ensure the District can provide optimal learning conditions. This requires allocation of resources in a number of areas:

- additional staffing and/or space to serve students with special needs; and
- providing money to address the changing nature of learning, everything from furniture and digital infrastructure and other resources.

7. Strategic Plan 2019-2023

The OCDSB has adopted an ambitious plan to support students, staff and families over the next four years. This will require some reallocation of resources and changes in activities as it is unlikely additional new funding will be provided to address all of those needs. Staff are endeavouring to make the alignment between the budget and the strategic plan more visible.

8. OCDSB Financial Position

The District is in a strong financial position, going into the budget process. The year end 31 August 2019 saw a surplus of approximately \$7.0 million compared to an approved break-even budget. This is important as we assume that not all of the pressures noted above will be addressed with new funding. More than ever, staff is trying to keep the multi-year picture in mind as work is planned.

9. Public Engagement

Timelines and availability of resources have made it very difficult to effectively engage communities. The OCDSB budget is a complex process and staff are trying to find the balance between the necessary level of technical detail and supporting students with special needs.

## **RESOURCE IMPLICATIONS:**

10. The budget will set the Board's fiscal operating plan for 2020-2021. The surplus realized in 2017-2018 and 2018-2019 will provide the District with some flexibility in planning for 2020-2021, but we must continue to be prudent. Experience has shown that variances of approximately 1% annually are not unusual and the existing accumulated surplus allows the District to manage those swings without having to make severe mid-year reductions in service.

## **COMMUNICATION/CONSULTATION ISSUES:**

11. The budget consultation process will reach out to parents, school councils, students, OCDSB advisory groups, staff and the general public. The goal of the consultation will be to make the community aware of the budget process and provide them with an opportunity to provide feedback to staff, trustees and other Budget Committee members. The consultation process will involve a variety of formats in order to maximize the opportunity to reach these groups.

The District's website provides a landing page for financial information. On this page is a quick link to both the current budget and budgets for prior years. Relevant supporting information such as budget questions and answers are also available. Access to all public documents, such as budget reports and staff presentations are 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 will be made to answer these questions in a timely manner. Answers will be posted to the website and will be considered by staff in developing the budget recommendations.

We are continuing to consider alternate ways of receiving input. Staff have heard that trustees have received valuable input through their own zone meetings. Where schedules allow, staff will provide support at those zone meetings if required.

Staff customarily attends meetings of other committees including the Advisory SEAC and the Advisory Committee on Equity (ACE). The presentations provided at the meetings are based on those presented at COW Budget.

All input during the consultation phase should be submitted by the end of February 2020.

## **STRATEGIC LINKS:**

12. The 2019-2023 Strategic Plan calls for the development of a Culture of Social Responsibility. One of our stated goals is to "Foster progressive stewardship of the environment, and human and financial resources." Development and approval of the annual budget is a key component of strong governance. Thoughtful and prudent allocation of funding is required to ensure that students staff and the District can achieve their goals

## **GUIDING QUESTIONS:**

13. The following questions are provided to support the discussion of this item:
  - would there be support for changes to the budget document that would change the amount and type of information being provided, to allow more focus on achievement of the OCDSB's goals
  - While it is still early, what do members of the Committee see as emerging issues to be addressed in the 2020-2021 and future budgets

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Mike Carson  
Chief Financial Officer  
Ext. 8881

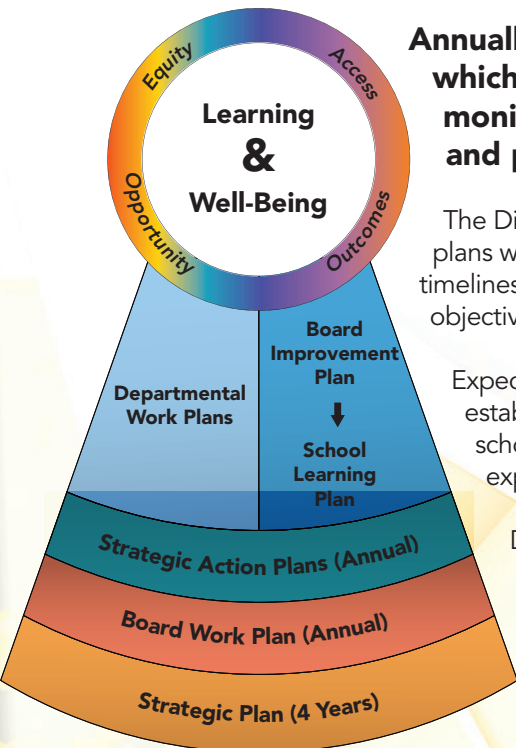
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Camille Williams-Taylor  
Director of Education and  
Secretary of the Board



# Moving Forward

The Strategic Plan sets a course for the next four (4) years.



Annually, the Board adopts a workplan which establishes key dates for monitoring fiduciary responsibilities and progress on strategic priorities.

The Director generates annual strategic action plans which lay out the key work, deliverables, timelines and anticipated progress on the strategic objectives.

Expectations for student achievement are established in the Board Improvement Plan and schools set their annual goals based on these expectations in the School Learning Plan.

Departmental work-plans are companion pieces to the Strategic Action Plan and are developed to reflect how departmental initiatives, programs and the operational activities will be directed by the Strategic Plan objectives.

# Monitoring Progress

## Creating a Cycle of Accountability

We monitor progress in the classroom, at the school and District level, and in the Boardroom.

Some sample questions to guide our monitoring include:

- Is there evidence of these priorities in schools, classrooms, and workplaces?
- Is decision-making guided by the strategic priorities?
- Are we creating conditions to promote a change in culture?
- Do we see a disproportionate representation of students in programs, classrooms, and success/recognition activities?
- How does the data/evidence inform our work?



# Key Performance Indicators (KPIs)

Key Performance Indicators are used to measure change.

The KPIs include a mix of current data sources as well as some new data sources. The District collects and reports on student achievement data. Our capacity to differentiate data by group will expand with the collection of identity-based data. The KPI's will be reported on annually in a series of reports — one report on each of the three strategic objectives and in the Annual Student Achievement Report. This data provides the strategic overview necessary to support the Board's accountability.

## Key Performance Indicators

### Culture of Innovation

- Graduation Rate
- Annual Certification Rate
- EQAO Results
- Achievement Gaps
- Parent, Student, Staff Experience



### Culture of Caring



- School climate
- Employee engagement
- Student engagement
- Parent engagement

### Culture of Social Responsibility

- Social Emotional Skills
- Leadership Diversity
- Disproportionality indices
- Environmental Stewardship



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD

# Building Brighter Futures Together @OCDSB

2019 – 2023 STRATEGIC PLAN

*“Education must not simply teach work — it must teach life.”*  
— W.E.B. Du Bois



We acknowledge that our District is on unceded and unsundered Algonquin Territory, and we thank the Algonquin Nation for hosting us and recognize their enduring presence on this land.



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

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

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

## Culture of Innovation

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



### Goals

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

- ♦ Modernize learning and enhance student experience; and
- ♦ 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; and

#### For System

- ♦ Improved business processes and efficiency.

### Strategies:

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

## Culture of Caring

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



### Goals

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

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

### Desired Outcomes:

#### For Students

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

#### For Staff

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

#### For System

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

### Strategies:

- ♦ Build system capacity in equity and inclusive practice to support education, engagement and reconciliation with historically marginalized groups;

## Culture of Social Responsibility

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



### Goals

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

- ♦ Build leadership capacity and succession plans;
- ♦ Build system capacity in environmental stewardship, resource allocation and risk management; and
- ♦ Collect and use data to inform instructional practice, policy, and decision making.

### Desired Outcomes:

#### For Students

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

#### For Staff

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

#### For System

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

### Strategies:

- ♦ Support and encourage the development of our Exit Outcomes and life skills in all students;

## EXIT OUTCOMES — What we want for our graduates

### CHARACTERISTICS

### SKILLS

Goal-oriented

Innovative/  
Creative

Collaborative

Globally Aware

Resilient

Ethical  
Decision-makers

Digitally Fluent

Academically  
Diverse

Effective  
Communicators

Critical Thinkers