



**BOARD
PUBLIC AGENDA**

Tuesday, March 31, 2020, 7:30 pm

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Dear OCDSB Families:

I wanted to provide an update of our current progress on supporting student learning during the COVID-19 closure and some information about possible next steps. I know that there are many different perspectives on this issue, and at the OCDSB, we are working to find a path forward that meets the many needs and perspectives. We are fortunate to be doing this work with the Ministry of Education, our provincial and local education partners, and our many dedicated educators. While things are changing rapidly, here is what we can share right now:

- **School Closure Period** - Schools were originally scheduled to be closed until April 5th. Yesterday, the Premier announced that the closure would extend beyond that date. At this time, we do not have any more information about the length of the closure. We understand the Ministry will be providing more information and we will share that when it becomes available.
- **Learning Resources** - We are committed to sharing resources to help engage students, parents and families. Last week we shared the Ministry of Education Learn At Home resources. This week, we have [additional learning resources](#) posted to our website and student portal as additional support to families. We know that finding time to access these resources can be challenging for some families and other families may be looking for additional and more specific resources. These resources are not a substitute for in-class instruction, but rather a first step in promoting learning based activities, and will be updated as we move forward.
- **Continuity of Learning** - While we await further Ministry direction, we are proactively working with District and Ministry staff to develop a continuity of learning plan. We know that it's not possible to replicate the school day online, but it is possible to identify key curricular concepts, best practices for online/remote learning, ensure online learning platforms and resources are in place, and establish new ways for teacher collaboration, instruction and assessment. We recognize that families have many questions about how learning will continue and we will expect to bring clarity to this over the next two weeks.
- **Staying Connected** - With the end of the March Break, our school-based staff are back at work. This week, our focus is reconnecting - school teams are working with each other, establishing work from home spaces, identifying technology capacity and most importantly, reaching out to their students and families. This week, students and families can expect to hear from principals and school staff. Watch for emails, newsletters, phone calls, and/or social media feeds. This will likely look different across the District depending on the grade and the practices already established for teacher to student and/or teacher to parent communication.
- **Access to Technology and Wifi** - We know that not all OCDSB students have access to a computer or wifi. We are working with the Ministry to consider strategies that could make technology available to students where needed. We are very sensitive to the varied and complex needs of our students and are committed to finding ways to support access to learning for all students.
- **Students with Special Education Needs** - Our Learning Support Services staff is working to ensure that continuity of learning plans include strategies to support students with specialized learning needs. The school district cannot provide in person support during this period of social distancing. We are exploring opportunities for connection with students with special education needs.

- **English Language Learners** - We recognize the unique needs of our English Language learners and are working to ensure that continuity of learning plans include strategies for English Language Learners. The additional learning resources that the OCDSB has made available, include resources to support English language development.
- **Risk of Loss of School Year** - For many students and parents, particularly in grade 12, there is concern about the possible loss of the school year. The Minister of Education was very clear in his letter that “*no graduating student will have their ability to graduate impacted by the two-week closure and the COVID-19 developments*”. We share this commitment and will prioritize this in our planning for continuity of learning.
- **Access to Schools and Playgrounds** - Access to all school buildings is completely restricted at this time. We know that school yards are important green spaces in many communities and school yards are open. However, play structures are not being cleaned and as a result are not a safe place for children to play.
- **Mental Health and Well-being** - This is a stressful time for families and many parents are balancing work with taking care of children. We have compiled a list of [online resources](#) that provide information and tips to support student, staff and parents mental health and well-being during the COVID-19 pandemic. We would also like to share this [resource](#) from one of our partners for Indigenous students and families.

I know there are more questions and we remain committed to sharing information as soon as it becomes available. You may also monitor our social media accounts and visit our website: ocdsb.ca/covid19, which includes regularly updated “frequently asked questions”.

Please continue to practice safe social distancing.

Be well.

Camille Williams-Taylor

Director of Education/Secretary to the Board



BOARD PUBLIC MINUTES

**Tuesday, February 25, 2020, 7:30 pm
Board Room
Administration Building
133 Greenbank Road
Ottawa, Ontario**

- Trustees:** Justine Bell, Donna Blackburn, Christine Boothby, Rob Campbell, Chris Ellis, Lyra Evans, Mark Fisher, Wendy Hough, Jennifer Jennekens, Keith Penny, Sandra Schwartz, Lynn Scott, Ganaaboute Gagne (Student Trustee), Prasith Wijeweera (Student Trustee)
- Staff:** Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Dorothy Baker (Superintendent of Instruction), Prince Duah (Superintendent of Instruction), Mike Carson (Chief Financial Officer), Mary Jane Farrish (Superintendent of Instruction), Janice McCoy (Superintendent of Human Resources), Shawn Lehman (Superintendent of Instruction), Peter Symmonds (Superintendent of Learning Support Services), Nadia Towaij (Superintendent of Program and Learning K-12), Karyn Carty Ostafichuk, (Manager, Planning), Sandy Owens (Manager, Business & Learning Technologies), Diane Pernari-Hergert (Manager, Communications & Information Services), Richard Sinclair (Manager, Legal Services and Labour Relations), Nicole Guthrie (Manager, Board Services), Susan Baker (Acting Senior Board Coordinator), Rebecca Grandis (Administrative Assistant), Darcy Knoll (Communications Coordinator), John MacKinnon (Audio-Visual Technician)
- Guests:** Cheryl Sevigny (Principal, Vimy Ridge Public School), Sue Christie (Vice-Principal, Vimy Ridge Public School) and students from Vimy Ridge Public School,

1. Call to Order -- Chair of the Board

Chair Scott called the public meeting to order at 8:01 p.m. She acknowledged that the meeting is taking place on unceded and unsundered Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

2. Approval of the Agenda

Moved by Trustee Lyra Evans, seconded by Trustee Boothby,

THAT the agenda be approved.

Carried

3. Evidence of Practice - Dorothy Baker3.1 Report 20-023, Evidence of Practice, Vimy Ridge Public School (D. Baker, ext. 8886)

The Board had before it Report 20-023 presenting information on the commitment to environmental stewardship at Vimy Ridge Public School.

Superintendent Baker invited Principal Cheryl Sevigny, Vice-Principal Sue Christie and grade 5 students from Vimy Ridge PS to make their presentation on the school's dedication to a common goal of environmental stewardship. Vimy Ridge PS is located in the Findlay Creek community in Gloucester. Working together as a community, students and staff, with the help of the school council and the South Nation Conservation Authority, implemented the "Stream of Dreams" eco-education program. All students participated in a workshop to learn about the importance of clean water. Students painted fish to contribute to a mural hung on the school fence for the whole community to enjoy. Other students tested water quality with the South Nation Conservation Authority staff, cleaned the school yard, and assisted in the development of a recycling program. A landscape architect volunteered to help students create a sustainable community garden where students will plant vegetables and flowers in the spring.

In response to queries, the student presenters said they enjoyed working together and learning more about the environment and using their skills in science, math, and literacy to create the garden. They also noted the challenge of keeping the recycling centre clean and tidy. On behalf of the Board, Trustee Jennekens presented the students with a token of appreciation and thanked them for coming to the meeting.

4. Report from the Board (In Camera)

Moved by Trustee Boothby

Seconded by Trustee Penny

THAT staff proceed as directed in Board in camera with respect to a human resources item.

Carried

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

FOR: Trustees Bell, Blackburn, Boothby, Ellis, Lyra Evans, Hough, Jennekens, Penny, Schwartz, Scott (10)

AGAINST: Nil (0)

ABSTENTION: Trustee Campbell (1)

5. Briefing from the Chair of the Board

Chair Scott advised that OSSTF has announced that it intends to hold another one-day strike in school boards, including the OCDSB, on Friday, 28 February 2020. If this takes place, all OCDSB schools will be closed to students on this day and Extended Day programs will be cancelled.

The Elementary Teachers' Federation of Ontario (ETFO) will not be holding strikes this week or next week. However, the union will be putting in place additional work sanctions, effective Wednesday, 26 February 2020. The District will continue to contact parents with further labour updates as they become available.

Chair Scott encouraged members of the school community to wear pink on 26 February 2020 in honour of Pink Shirt Day. Schools across the District will be taking part in events, including assemblies, classroom activities and more, to raise awareness against bullying and support those affected.

Chair Scott noted that Black History Month is drawing to a close and OCDSB schools have had numerous activities such as book clubs celebrating Black authors, school-wide assemblies, interactive displays, and lesson plans focusing on Black culture and history. On 28 February 2020, the Afro-Caribbean Mentorship Program, in partnership with Carleton University, is hosting its second annual Black History Month event: *Empowering our Future*. Director Camille Williams-Taylor will be one of the keynote speakers at this event which will celebrate and honour black people who are making outstanding contributions to Canada today.

6. Briefing from the Director

Director Williams-Taylor advised that nominations are open for the OCDSB Volunteer and Community Member Recognition Awards. These awards are an opportunity to recognize volunteers who make an important contribution to OCDSB schools. The awards will be presented at the Volunteer Appreciation Reception and Community Recognition Awards Ceremony on 6 May 2020. Details can be found on the OCDSB website.

Director Williams-Taylor reported that Osgoode Township High School has been awarded a \$25,000 USD grant to support a student-led virtual reality game. This Epic Games "MegaGrant" is a particular honour for the school, as it is usually

awarded to post-secondary institutions. Epic Games was inspired by the early work done by OCDSB students, in partnership with the District's Experiential Learning Division. Director Williams-Taylor extended congratulations to the school.

Director Williams-Taylor advised that the Ottawa Construction Association will be hosting a two-day symposium and trade show on 26-27 February 2020. This event will include a special Youth Engagement Zone for students to take part in hands-on demonstrations and learn more about jobs in construction and skilled trades. The OCDSB will also be leading a carpentry competition for students at this symposium.

7. Delegations

There were no delegations.

8. Matters for Action

8.1 Confirmation of Board Minutes:

8.1.a 28 January 2020, Board

Moved by Trustee Hough, seconded by Trustee Schwartz,

THAT the minutes of the Board meeting of 28 January 2020 be confirmed.

Carried

8.1.b 18 February 2020, Special Board

Moved by Trustee Jennekens, seconded by Trustee Lyra Evans,

THAT the minutes of the Special Board meeting of 18 February 2020 be confirmed.

Carried

8.2 Business Arising from Board Minutes

There was no business arising from the Board minutes of 28 January 2020 and 18 February 2020.

8.3 Receipt of Committee of the Whole Report, 4 February 2020

Moved by Trustee Penny, seconded by Trustee Hough,

THAT the report from Committee of the Whole dated 4 February 2020 be received.

Carried

There were no recommendations in the report.

8.4 Receipt of Committee of the Whole Budget Report, 4 February 2020

**Moved by Trustee Schwartz, seconded by Trustee Jennekens,
THAT the report from Committee of the Whole Budget dated 4
February 2020 be received.**

Carried

8.4.a Revised Estimates 2019-2020

Moved by Trustee Evans

Seconded by Trustee Schwartz

**THAT the Board approve the In-Year Deficit Elimination
Plan attached as Appendix E to Report 20-003.**

Carried

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

FOR: Trustees Bell, Blackburn, Boothby, Campbell, Ellis,
Lyra Evans, Hough, Jennekens, Penny, Schwartz, Scott (11)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

8.5 Receipt of Committee of the Whole Report, 18 February 2020

Moved by Trustee Penny, seconded by Trustee Lyra Evans,

**THAT the report from Committee of the Whole dated 18 February
2020 be received.**

Carried

8.5.a School Year Calendar

Moved by Trustee Schwartz

Seconded by Trustee Penny

**THAT the school year calendars (attached as Appendix
A and B to Report 20-022) be submitted to the Ministry
of Education as the official 2020-2021 school year
calendar for the Ottawa-Carleton District School Board's
elementary and secondary schools. (Attached as
Appendix A and Appendix B)**

Carried

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

FOR: Trustees Bell, Blackburn, Boothby, Campbell, Ellis, Lyra Evans, Hough, Jennekens, Penny, Schwartz, Scott (11)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

8.5.b John Young Elementary School Interim Accommodation Measures

Moved by Trustee Boothby

Seconded by Trustee Penny

- A. **THAT future students moving into the Fernbank elementary school (K-6) attendance area, who are in kindergarten (year 1) through grade 6 be directed to Westwind Public School as of September 2020, subject to sibling provisions outlined in Recommendation C to Report 20-004;**
- B. **THAT current (2019-2020) year 1 and 2 kindergarten John Young Elementary School students who reside in the new Fernbank elementary school (K-6) attendance area be redirected to Westwind Public School for year 2 kindergarten and grade 1 in September 2020, subject to sibling provisions outlined in Recommendation C to Report 20-004;**
- C. **THAT incoming year 1 kindergarten (September 2020 and beyond while the redirection is in effect) and current year 1 and 2 kindergarten (2019-2020) students who reside in the new Fernbank elementary school (K-6) attendance area, but who currently have older sibling(s) in grades 1, 2, 3, 4 or 5 (2019-2020) attending John Young Elementary School be provided a one-time option to remain at John Young Elementary School;**
- D. **THAT Recommendations A through C to Report 20-004 shall remain in effect until such time as the anticipated new Fernbank elementary school is opened or until other accommodation measures are approved;**
- E. **THAT upon the opening of the new Fernbank elementary school all of the students who reside in the Fernbank elementary school boundary, including those who remain at John Young Elementary School and those who have been subject to this redirection in accordance with Recommendations A through C to Report 20-004, move in a**

block (year 1 kindergarten through grade 5) to the new Fernbank elementary school;

- F. THAT the only exception to the redirection outlined in Recommendation E to Report 20-004 shall be those students entering grade 6 and their younger siblings who are attending John Young Elementary school, having exercised a one-time option to remain; and**
- G. THAT the student transfer period be extended for a two week period to 3 March 2020 for current John Young Elementary School students or their siblings impacted by interim measures to apply for transfer to John Young Elementary School or Westwind Public School.**

Carried

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

FOR: Trustees Bell, Boothby, Campbell, Ellis, Lyra Evans, Hough, Jennekens, Penny, Schwartz, Scott (10)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

8.5.c Extended Day Program Daily Fee Rate

Moved by Trustee Schwartz

Seconded by Trustee Penny

- A. THAT the Extended Day program fee remain unchanged at the basic rate of \$22.50 per day, effective September 2020, for students who attend the program full-time; and**
- B. THAT the full day fees for optional days of care in the Extended Day program remain unchanged at \$35.00 per day, effective September 2020.**

Carried

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

FOR: Trustees Bell, Boothby, Campbell, Ellis, Lyra Evans, Hough, Jennekens, Penny, Schwartz, Scott (10)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

8.5.d Early Learning Department - Lead Supervisor**Moved by** Trustee Campbell**Seconded by** Trustee Penny

THAT the Board approve the establishment of a Lead Supervisor position within the Early Learning Department.

Carried

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

FOR: Trustees Bell, Boothby, Campbell, Ellis, Lyra Evans, Hough, Jennekens, Penny, Schwartz, Scott (10)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

8.5.e Revision to P.074.GOV Computer Network Security

This item was a non-consent item, and when dealt with later in the meeting, the following points were noted.

Moved by Trustee Campbell, seconded by Trustee Penny,

THAT the revisions to Policy P.074.IT, Information Technology Security (attached as Appendix C to report 20-020) be approved, as amended.

In response to Trustee Campbell's query, Superintendent Lehman confirmed that the reference to classification in section 4.3 refers to the classification of data.

Moved by Trustee Scott, seconded by Trustee Penny,

THAT the words "of data" follow "classification" in section 4.3.

Carried, Friendly

In response to a query from Trustee Lyra Evans, Superintendent Lehman advised that the amendment does not change the meaning of section 4.2.

Moved by Trustee Campbell**Seconded by** Trustee Penny

THAT the revisions to Policy P.074.IT, Information Technology Security (attached as Appendix C to report

20-020) be approved, as amended. (Attached as Appendix C)

Carried

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

FOR: Trustees Bell, Boothby, Campbell, Ellis, Evans, Hough, Jennekens, Penny, Schwartz, Scott (10)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

8.6 Non-Consent Items

9. Matters for Discussion

9.1 Report from OPSBA Representatives

Referring to the written summary of the Ontario Public School Boards' Association (OPSBA) Board of Directors meeting of 21-22 February 2020 that was provided to trustees prior to the start of the meeting, Trustee Boothby provided the following update:

- OPSBA provided an education funding submission to the Ministry of Education. The submission included the OPSBA position on special education funding, mental health, Indigenous education, skilled trades and apprenticeships, modern learning, student transportation, capital and facility funding, professional learning, leadership development, and local funding flexibility. A copy of the submission can be found on the OPSBA website;
- OPSBA is conducting an online survey on the government's new poverty reduction strategy. Trustees were encouraged to submit their input prior to 30 March 2020 at
- <https://engage.ontario.ca/en/engagement-initiatives/developing-new-poverty-reduction-strategy-ontario>;
- OPSBA is creating a \$1,000 annual scholarship for each region over the next three years. The scholarship is intended for students who would not normally qualify for a scholarship. Board members were asked to send their ideas for selection criteria to Trustees Boothby and Penny;
- Take your Member of Provincial Parliament (MPP) to School Week will be held 14 to 17 April 2020; and

- Bill 172, an *Act* in relation to Fetal Alcohol Spectrum Disorder (FASD) requires school boards to develop policies and guidelines on FASD. Colleges of teachers and early childhood education programs will be required to provide training with respect to FASD.

10. Matters for Information

There were no matters for information.

11. New Business -- Information and Inquiries

There was no new business.

12. Adjournment

The meeting adjourned at 8:46 p.m.

Lynn Scott, Chair of the Board



SPECIAL BOARD PUBLIC MINUTES

Thursday, March 5, 2020
5:00 pm
Trustees' Committee Room
133 Greenbank Road
Ottawa, Ontario

Trustees Present: Justine Bell, Donna Blackburn, Christine Boothby, Chris Ellis, Lyra Evans, Wendy Hough, Jennifer Jennekens, Keith Penny, Lynn Scott

Staff Present: Camille Williams-Taylor (Director of Education), Michele Giroux (Executive Officer, Corporate Services), Janice McCoy (Superintendent of Human Resources), Nicole Guthrie (Manager of Board Services), Richard Sinclair (Manager of Legal Services and Labour Relations), Rebecca Grandis (Senior Board Coordinator)

1. Call to Order -- Chair of the Board

Chair Scott called the public meeting to order at 5:00 pm. 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 Trustee Lyra, seconded by Trustee Ellis,

THAT the agenda be approved.

Carried

3. Resolve into In Camera Session - (Vice-Chair assumes the Chair)

For a record of the discussion, please refer to the in camera report of this date.

4. Report from the Board (In Camera)

Moved by Trustee Campbell

Seconded by Trustee Ellis

THAT staff proceed as directed in Board in camera with respect to a labour relations item.

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

FOR: Trustees Bell, Blackburn, Boothby, Ellis, Lyra Evans, Hough, Jennekens, Penny, Scott (10)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

5. Matters for Action

5.1 Provisions for Calling Extraordinary Meetings of the Board

Moved by Trustee Ellis, seconded by Trustee Boothby,

THAT the Board invoke the provisions of Section 8.6 of the Board's Bylaws and Standing Rules regarding the calling of extraordinary meetings of the Board, for the purpose of dealing with issues related to collective bargaining, for the period from 5 March 2020 to 30 June 2020.

In response to a question regarding the time limit of the provision and the length of time to call a meeting, Chair Scott advised that the provision does have a time limit and the notice to call a meeting moves from the standard 48 hours to 6 hours.

Moved by Trustee Ellis

Seconded by Trustee Boothby

THAT the Board invoke the provisions of Section 8.6 of the Board's Bylaws and Standing Rules regarding the calling of extraordinary meetings of the Board, for the purpose of dealing with issues related to collective bargaining, for the period from 5 March 2020 to 30 June 2020.

Carried

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

FOR: Trustees Bell, Blackburn, Boothby, Campbell, Ellis, Hough, Jennekens, Penny, Schwartz, Scott (10)

AGAINST: Nil (0)

ABSTENTION: Trustee Lyra Evans (1)

6. Matters for Information

There were no matters for information.

7. Adjournment

The meeting adjourned at 6:00 p.m.

Lynn Scott, Chair of the Board

SPECIAL BOARD PUBLIC MINUTES

Monday, March 16, 2020

7:00 pm

Trustee Committee Room

Administration Building

133 Greenbank Road

Ottawa, Ontario

Trustees Present: Justine Bell (electronic communication), Donna Blackburn, Christine Boothby (electronic communication), Rob Campbell (electronic communication), Lyra Evans (electronic communication), Mark Fisher (electronic communication), Wendy Hough (electronic communication), Jennifer Jennekens (electronic communication), Sandra Schwartz (electronic communication), Lynn Scott, Ganaabouté Gagné (Student Trustee) (electronic communication), Prasith Wijeweera (Student Trustee) (electronic communication)

Staff Present: Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director) (electronic communication), Prince Duah (Superintendent of Instruction), Mike Carson (Chief Financial Officer), Mary Jane Farrish (Superintendent of Instruction), Michele Giroux (Executive Officer, Corporate Services), Shawn Lehman (Superintendent of Instruction), Richard Sinclair (Manager of Legal Services and Labour Relations), Rebecca Grandis (Senior Board Coordinator)

1. Call to Order -- Chair of the Board

Chair Scott called the public meeting to order at 7:00 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 the Agenda

Moved by Trustee Fisher, seconded by Trustee Jennekens,

THAT the agenda be approved.

Carried

3. Report from the Board (In Camera)

Trustee Blackburn reported that the Board met in camera earlier in the evening and there are no recommendations.

4. Matters for Action

4.1 Provisions for Calling Extraordinary Meetings of the Board

Moved by Trustee Fisher, seconded by Trustee Schwartz,

THAT the Board invoke the provisions of Section 8.6 of the Board's Bylaws and Standing Rules regarding the calling of extraordinary meetings of the Board, for the purpose of dealing with issues related to Coronavirus (COVID-19), for the period from 16 March 2020 to 30 April 2020.

Director Williams-Taylor advised that communications were sent to families that contained information on cancellations and closures.

As a result of the announcement from the Chief Officer of Health, staff were forced to expedite the plans for closure.

Staff have not had clarity from the Ministry on the availability of eLearning to all students. The eLearning resources provided by the Ministry are not intended to replace the work within the classroom. Staff are not expected to monitor, assess or provide feedback. Teachers are expected to respond to parent and student inquiries within a reasonable amount of time following the March break period. Labour relations sanctions remain and staff have approached the federations to understand their response and their direction to their members. It is anticipated that more information from the unions will be provided after the March break.

Director Williams-Taylor noted that there are no expectations for teachers to assess and grade student work at this time. Teachers ability to respond to parents or students will be addressed on a case-by-case basis.

Superintendent Towajj and her team have been working to provide online resources to students to permit continuity of learning.

Director Williams-Taylor indicated that she is seeking clarity whether or not students may lose the school year and could not provide a definitive response without direction from the Ministry.

Regarding questions about a return to work for staff and guidance from Ottawa Public Health, Director Williams-Taylor responded that there has been no clear communication regarding plans to return to work.

The Council of Ontario Directors of Education (CODE) will be having bi-weekly calls with the Ministry for the duration of the closure and Director Williams-Taylor committed to keeping trustees informed.

Moved by Trustee Fisher

Seconded by Trustee Schwartz

THAT the Board invoke the provisions of Section 8.6 of the Board's Bylaws and Standing Rules regarding the calling of extraordinary meetings of the Board, for the purpose of dealing with issues related to Coronavirus (COVID-19), for the period from 16 March 2020 to 30 April 2020.

FOR: Trustees Bell, Blackburn, Boothby, Campbell, Lyra Evans, Fisher, Hough, Jennekens, Schwartz, Scott (10)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

5. Matters for Information

There were no matters for information.

6. Adjournment

The meeting adjourned at 7:30 p.m.

Lynn Scott, Chair of the Board



COMMITTEE OF THE WHOLE PUBLIC REPORT

Tuesday, March 3, 2020, 7:00 p.m.

Board Room

Administration Building

133 Greenbank Road

Ottawa, Ontario

Trustees Present: Christine Boothby, Chris Ellis, Lyra Evans, Wendy Hough, Jennifer Jennekens, Keith Penny, Sandra Schwartz, Lynn Scott, Ganaaboute Gagne (Student Trustee), Prasith Wijeweera (Student Trustee), Justine Bell

Staff Present: Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Mike Carson (Chief Financial Officer), Janice McCoy (Superintendent of Human Resources), Michele Giroux (Executive Officer, Corporate Services), Dorothy Baker (Superintendent of Instruction), Mary Jane Farrish (Superintendent of Instruction), Eric Hardie (Superintendent of Instruction), Shannon Smith (Superintendent of Instruction), Kevin Gardner (Manager of Financial Services), Stacey Kay (Manager of Learning Support Services), Pamela LeMaistre (Manager of Human Resources), Diane Pernari-Hergert (Manager of Communications & Information Services), Darcy Knoll (Communications Coordinator), John MacKinnon, Audio-Visual Technician, Sue Baker (Acting Senior Board Coordinator), Nicole Guthrie (Manager of Board Services), Leigh Fenton, Rebecca Grandis (Senior Board Coordinator), Amanda Pelkola (Board/Committee Coordinator)

Non-Voting Representatives Present: Cathy Bailey (Ontario Secondary Teachers' Federation (OSSTF) (Teachers), Brian Lesage (Elementary Teachers' Federation of Ontario (ETFO); Steven Spidell, Ottawa-Carleton Secondary School Administrators Network (OCSSAN), Rob Kirwan (Special Education Advisory Committee), and Amina El Sharif (Student Senate).

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

Vice-Chair Penny called the meeting to order at 7:10 p.m. He 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. Briefing from the Chair of the Board

Chair Scott reminded the Committee that there will be no full-day strikes affecting our schools this week. We will continue to update parents with further developments.

Chair Scott advised that the OCDSB has begun a request for proposal process seeking the services of individuals or a firm to serve as an Integrity Commissioner. The successful individual will serve the Board of Trustees, and will be responsible for providing advice, conducting inquiries and/or investigations, and making recommendations under the Code of Conduct policy. Further details can be found on the OCDSB website.

Chair Scott noted that on 8 March 2020, the District will celebrate International Women's Day. It is a global day meant to highlight the social, economic, cultural and political achievements of women, and a call to action for gender balance. The OCDSB is proud to have so many strong women serving as trustees, senior staff, principals, teachers and support staff.

Last week across the District, students and staff wore pink to raise awareness against bullying and speak out for kindness. It was a showcase for the District's commitment to a culture of caring.

4. Briefing from the Director

Director Williams-Taylor announced the appointment of Carolyn Tanner to the position of Human Rights and Equity Advisor, effective 16 March 2020. Carolyn will work alongside senior system leaders to proactively address human rights concerns and enhance the District's creation of a culture of caring through an emphasis on human rights and equity.

Director Williams-Taylor noted that the District will be hosting two free Speaker Series parent information events in the next two weeks. On 5 March 2020, at Gloucester High School, Unstoppable Tracy Schmitt will provide a motivational session to inspire and help overcome obstacles.

On March 12, at Henry Larsen Elementary School, Dr. Michael Cheng, a child and family psychiatrist at CHEO, will offer advice on how to help families reconnect and reduce screen addiction. Further details on both events can be found on the District's website.

Director Williams-Taylor noted that, over the past month, students and staff across the District took advantage of Black History Month. It was an opportunity to discover the history, culture and current issues facing African, Caribbean and Black Canadians. There were important conversations in our classrooms about race and equity, there was also music and dance, and libraries highlighted

literature from Black authors. Director Williams-Taylor thanked the parents and community members who came to the District's schools to share their insight.

Director Williams-Taylor congratulated OCDSB Diversity and Equity Coordinator Jacqueline Lawrence who received a Certificate of Recognition for her work in the community at a Black History Month event on 28 February 2020. Marva Major, principal of Chapman Mills Public School, received a Professional Achievement Award at an event on 29 February 2020, and students Mashkura Tathoye, Sir Wilfrid Laurier Secondary school, Emerson Harper, Ottawa Technical Secondary School, and Showtell Browne Boakye, Cairine Wilson Secondary School received a Youth Achievement Award.

In response to a query from Trustee Ellis with respect to the appointment of a Human Rights and Equity Advisor, Director Williams-Taylor advised that this person will be an employee of the OCDSB, reporting to the Director of Education. Board members can expect to see regular updates and information as the work on equity and inclusions unfolds.

5. Delegations

There were no delegations.

6. Report from Statutory and Other Committees

6.1 Advisory Committee on Equity, 23 January 2020

Moved by Trustee Hough,

THAT the Report from the Advisory Committee on Equity, dated 23 January 2020, be received.

Trustee Scott requested that the report from the Membership Sub-Committee be appended to the report from the Advisory Committee on Equity.

Moved by Trustee Hough,

THAT the Report from the Advisory Committee on Equity, dated 23 January 2020, be received, as amended.

Carried

7. Matters for Action:

7.1 Report 19-019, Process for the Advisory Committee Review

Your Committee had before it Report 20-019 seeking approval for the process for a review and analysis of Ottawa-Carleton District School Board (OCDSB) advisory committees and their role in effective decision-making and community engagement.

Executive Officer Giroux advised that this work was identified in the District's strategic action plan this year. It will involve the Advisory

Committee on Extended Day and Child Care Programs, Advisory Committee on the Arts (ACA), Alternative Schools Advisory Committee (ASAC), Advisory Committee on Equity (ACE), and the Indigenous Education Advisory Council (IEAC). Two of the Board's statutory committees, the Parent Involvement Committee (PIC) and the Special Education Advisory Committee (SEAC) will also be included in the review. Information about the current structures and processes for each of these advisory committees will be gathered and reviewed, including but not limited to the mandate and terms of reference, committee membership, support provided to the committee, and reporting requirements.

Staff is recommending the creation of an Advisory Committee Review Panel to undertake the review. The Panel would include two trustees, and either the chair or a representative of each of the advisory committees being reviewed. An email was sent to the chair of each advisory committee on 29 February 2020 advising them that the report would be presented to the Committee of the Whole on 3 March 2020.

The following information was noted during discussion of the report:

- The Panel would be supported by staff and may include an external consultant, if deemed appropriate by the Panel;
- If approved by the Board on 31 March 2020, it is anticipated that the Advisory Committee Review Panel would be convened by mid-April to plan the work, and establish a meeting schedule and timeline for deliverables;
- SEAC representative Kirwan expressed concern that the report was not on a SEAC agenda to provide an opportunity for SEAC members to discuss their concerns about the purpose of the review and that it would continue over the summer months. He noted that the scope and mandate of SEAC is defined in legislation and SEAC is experienced in providing advice to the Board. Executive Officer Giroux clarified that the review has been identified by the Board as part of its governance work to determine if the operational practices of the Board's advisory committees are meeting their intended purpose and are appropriately supported. While the scope of the review runs until the fall of 2020, it does not mean that the Panel would need to meet in summer. It is anticipated that staff would use the summer period for their work and analysis as directed by the Panel;
- Although the staff recommendation identifies the Advisory Committee Review Panel as a special purpose committee, it also could be identified as an ad hoc committee as it has both a specific mandate and defined timeline to complete its work;

- Potential deliverables of the Panel could include recommendations to the Board for changes to operational practice or Board policies, provided they are not in contravention of the Education Act and Regulations;
- If the Panel deems it appropriate, it could undertake some consultation with the community through a public meeting. There would be no additional budget implications for a consultation;
- Meetings of the Panel would be open to the public; and
- It is hoped that the review would provide more clarity on mechanisms for advisory committees to bring advice to the Board.

Moved by Trustee Schwartz,

- A. THAT a review of Ottawa-Carleton District School Board advisory committees be undertaken as outlined in Report 20-019;
- B. THAT an ad hoc Advisory Committee Review Panel be established with a mandate to manage the advisory committee review process; and
- C. THAT two trustees be appointed to the Advisory Committee Review Panel: one trustee to act as the Chair of the Advisory Committee Review Panel and a second trustee as a member of the Advisory Committee Review Panel.

Trustee Schwartz noted the importance of periodically reviewing operating practices. She noted that the October 2020 deadline, as indicated in the staff report, may need to be extended, if required.

During discussion of the recommendation, the following points were noted:

- Staff is recommending that the Panel report to the Board in October 2020 to allow for the possibility of making changes to the appointment of members prior to the Board organizational meeting in early December;
- Some advisory committees operate on a September to June schedule and do not make appointments in December;
- The staff report does not specify that a final report must be presented in October; however, there is an expectation that a progress report would be provided in October 2020 and a final report at a later date;
- It is expected that the representatives of each advisory committee would keep their committee informed of the Panel's progress. All advisory committees would have an opportunity to review the report of the Panel;

- Regarding the proposed scope of the review, the Panel may determine that further work is required in a particular area. If so, that could be one of the recommendations in its report to the Board; and
- It is anticipated that the chair of the Panel would provide regular updates on its work to the Committee of the Whole.

Moved by Trustee Schwartz,

- A. **THAT a review of Ottawa-Carleton District School Board advisory committees be undertaken as outlined in Report 20-019;**
- B. **THAT an ad hoc Advisory Committee Review Panel be established with a mandate to manage the advisory committee review process; and**
- C. **THAT two trustees be appointed to the Advisory Committee Review Panel: one trustee to act as the Chair of the Advisory Committee Review Panel and a second trustee as a member of the Advisory Committee Review Panel.**

Carried

8. Matters for Discussion:

8.1 Report 19-024, Academic Staffing Plan for 2020-2021

Your Committee had before Report 20-024 providing information with respect to the academic staffing plan for the 2020-2021 school year and to highlight areas being considered for recommended changes.

Director Williams-Taylor advised that an overview of the academic staffing process is outlined in a booklet distributed to the Committee members. She noted that the centerpiece of the booklet identifies the various roles of academic staff in the classroom and as central support to the system.

Superintendent McCoy and Manager LeMaistre highlighted the following areas of the academic staffing report:

- Academic staffing accounts for approximately 59.8 percent of the District's staffing budget and of that amount, 83.3 percent is mandated;
- Special Education staffing is discretionary;
- Academic staffing should align with the Board's strategic priorities for improving student achievement and well-being; meet Ministry, regulatory, and collective agreement obligations; maintain existing services; prioritize services for students at risk; consider the impact on the overall budget, and consider potential funding;

- Ontario Regulation 132/12 Class Size sets out the current class size maxima for kindergarten, grades 1-3, grades 4-8, and grades 9-12. The provisions for secondary classes were revised to increase from 22 to 28 students. This is a point of contention in the current round of bargaining. The change in the regulation is not reflected in the staffing projection, and the collective agreement provisions continue to apply pending any changes that might result from collective bargaining;
- A staffing generator was used to project staffing requirements and include preparation time for elementary and secondary teachers;
- Provincial funding will not be confirmed until the release of the Grants for Student Needs (GSNs);
- The academic staffing projections include principals and vice-principals;
- New staffing investments, in addition to 45.26 FTE elementary and 2.33 FTE secondary teachers generated by enrolment increases and discretionary program changes, include the following:
 - 4.0 FTE instructional coaches;
 - 1.0 FTE elementary vice-principal;
 - 1.0 FTE teachers to support a School within a college (SWAC);
 - 11.6 FTE teachers to support specialized program classes;
 - 0.83 FTE for International Baccalaureate program at Merivale High School;
 - 2.0 FTE System Principals to build leadership capacity in Innovation and Social Responsibility;
- Following Board approval of the academic staffing budget on 31 March 2020, the staffing allocations will be distributed to schools for the principals to develop their teaching assignments;
- The elementary and secondary transfer and hiring processes will be undertaken in May and June 2020; and
- Staffing budgets for other employee groups will be included in the staff recommended budget in late May 2020.

Trustee Boothby assumed the chair when Trustee Penny wished to speak.

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

- Staff numbers are generated by formulae based on legislated requirements and collective bargaining agreements;

- Academic staff are allocated based on the Board's strategic objectives and available budget;
- Adult students are staffed at a ratio of 30 students to 1 teacher;
- The total number of elementary special education teaching positions on page 33 should be 448.25 Full-Time Equivalent (FTE);
- With respect to the elementary staffing chart on page 40, Rob Kirwan (SEAC) queried why there was a reduction of 1.75 system classes from the total 141.75 approved for 2019-20 and the 2019-2020 October actual number of 140.0 system classes;
- The two additional central system principals will provide operational support to the superintendents of instruction as well as some central assignments. Some of the District's central principals are funded by the Ministry. System principal assignments normally last for three to four years as part of the District's work on succession planning;
- The 20.0 FTE positions to support intermediate students in their transition to secondary school are subject to the continuation of Ministry funding;
- The School Within a College (SWAC) program is a student success initiative for students who need 1-2 credits to graduate. The high school courses are housed at Algonquin College to enable students to earn both high school and college credits at the same time. Although not funded, the program parameters are set by the Ministry of Education;
- Trustee Boothby requested a memo with additional information on the School Within a College (SWAC) program in partnership with Algonquin College, and how it intersects with the dual credit program. As well, Trustee Boothby queried whether the Ministry of Education is funding any part of the program;
- It is not yet known whether the Local Priorities Funding would continue;
- The new instructional coach positions will provide support to classroom teachers in literacy and math instruction;
- Brian Lesage (ETFO) and Cathy Bailey (OSSTF Teachers) advised that the instructional coach model provides opportunities for teachers to collaborate, identify areas of need, and generate authentic activities they can do together, works best when the teacher reaches out for assistance rather than a top-down approach;

- Trustee Scott noted that some tables in the report included specialized classes while others do not. Staff agreed to be consistent when the final report is presented to Committee of the Whole on 24 March 2020;
- The vice-principal at the Family Reception Centre is the only academic position at that location;
- With respect for opportunities for kindergarten teachers to collaborate with their Early Childhood Educators (ECEs) outside of class time, it was noted that there is no provision for preparation time for ECEs. The addition of prep time for ECEs would require additional ECE staff
- Most composite secondary schools have approximately 6.0 FTE student success teachers;
- Student success teachers work on credit recovery with students after they have failed a course;
- With respect to the 3.0 FTE special education elementary Social Emotional Learning Teacher (SELT) positions that were established with Local Priorities Funding, Trustee Bell queried whether there is additional demand beyond the 3.0 FTE positions. SELTs support teachers in the classroom with strategies associated with behaviour;
- The 0.33 FTE deaf/hard of hearing position is a transfer from the elementary panel to the secondary panel and will support the establishment of a secondary specialized program class; and
- 17.0 FTE elementary teachers for "Needs Allocation" are discretionary positions for emerging needs to minimize staffing disruptions, for example, a school that has a 0.15 FTE surplus would receive an equivalent needs allocation to retain the teacher at that school.

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 (if required)

There was no OSTA update.

10. New Business - Information and Inquiries

There was no new business.

11. Adjournment

The meeting adjourned at 9:52 p.m.

Keith Penny, Chair



COMMITTEE OF THE WHOLE (PUBLIC)
Report No. 20-031

24 March 2020

Academic Staffing for 2020-2021

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

PURPOSE:

1. To provide the 2020-2021 academic staffing plan to the Board for approval.

CONTEXT:

2. The context surrounding the approval of academic staffing was discussed more fully in Report 20-024, presented to the 3 March 2020 Committee of the Whole (COW). In summary:
 - the approval of the annual budget is one of the most significant decisions made by the Board, and ensures that financial resources are aligned with the Board's priorities for improving student achievement and well-being, and for meeting any applicable legislated or contractual obligations;
 - academic staffing represents a significant portion (almost 60%) of the total operating budget; and
 - the academic staffing plan covers all of the District's school-based and central teaching positions, including classroom teachers; guidance teachers; teacher librarians; student success teachers; school-based special education and English as a Second Language (ESL) teachers; and central instructional coaches and consultants.

Staff has also reviewed the feedback from the Committee of the Whole discussion on 3 March 2020 and has made clarifications in the report in response. This includes:

- clarification of the tables in the Addendum to reflect 2019-2020 approved staffing, recommendations for 2020-2021 and the resulting changes;
- clarification of the tables in the Addendum to include all specialized classes, as appropriate;
- clarification of the number of elementary system classes; and

- additional information regarding the School Within a College (SWAC) program has been provided in supplemental Trustee Memo No. 20-036, distributed 6 March 2020.

The academic staffing plan or budget is presented for approval in advance of the full operating budget in order to allow the academic staffing process to proceed in alignment with collective agreement staffing processes. The collective agreements with the Ottawa-Carleton Elementary Teachers' Federation of Ontario (OCETFO), and the Ontario Secondary School Teachers' Federation (OSSTF) - Teachers Bargaining Unit (TBU), each set out specific timelines related to the staffing process. For example:

- a) Article L25.02 b) of the OSSTF collective agreement requires that principals be notified of their schools' initial staff allocation by the second Monday in April (13 April 2020), and Article L25.07 requires that principals present a tentative organizational structure to the in-school staffing committee by the third Monday in April (20 April 2020); and
- b) Article L29.01 a) of the Elementary Teachers' Federation of Ontario (ETFO) collective agreement requires that the Elementary Staffing Committee be provided with the number of approved teaching positions for the upcoming school year by no later than the first Wednesday in April (1 April 2020).

Staff is also seeking approval for the recommended complement of principals and vice-principals for next year. Although there is no requirement to bring these positions forward for approval at this time, vice-principal allocations are provided to schools as part of their staffing allocation in April. Principals need to accommodate the teaching portion, if any, of the vice-principal position when they are creating staff assignments and school timetables.

Once the academic staffing plan is approved by the Board, it is senior staff's responsibility to ensure the positions are allocated to schools and central department portfolios, through Human Resources and the joint staffing committees, consistent with the Board's direction and aligned with District priorities. Principals are responsible for creating assignments and school organization structures that are compliant with regulatory and collective agreement obligations and which are consistent with creating the best learning conditions for students.

KEY CONSIDERATIONS:

3. Principles that Inform Academic Staffing Levels

As outlined in Report 20-024, presented at the 3 March 2020 COW, there are a number of considerations that help to inform or influence the academic staffing plan for the District. In general, the academic staffing plan should:

- align with the strategic priorities identified by the Board for improving student achievement and well-being;
- meet Ministry, regulatory and collective agreement obligations related to the number and/or the nature of teaching positions established by the District;
- maintain, to the extent possible, existing core services and supports provided by teachers;

- prioritize services and supports for students who may be at risk, students who have traditionally been underserved by typical structures, and students with the highest needs;
- consider the impact of any proposed changes to academic staffing on the overall budget, including on other staff supports that may be required to meet student needs and District priorities; and
- consider, but not be unduly constrained by, potential funding and funding parameters.

Some of these considerations are discussed in more detail below:

a) Academic Staffing and the 2019-2023 Strategic Plan

The approval of academic staffing provides an opportunity for the Board to ensure that resources are allocated in a way that supports the priorities outlined in the 2019-2023 Strategic Plan.

Given the likelihood that overall discretionary funding from the Ministry may be reduced, the District must consider how the allocation of human resources can best support its strategic priorities. This can be achieved through the allocation of additional resources, the reallocation of resources and the reprioritization of the work of staff. The allocation of academic staffing is a critical step in this process, and is further supported by investments from targeted transfer payment agreements with the Ministry, and through the decisions made as part of the annual budget process.

The proposed increases in academic staffing for 2020-2021 are most notably aligned with strategic priorities in the area of innovation, specifically, investments which help to support the pursuit of high learning expectations for all students in all programs. All of the proposed changes being recommended align with, and support, desired outcomes set out in the 2019-2023 Strategic Plan, as further detailed in the Addendum.

Several priority areas identified through the 2019-2023 Strategic Plan have received investments in recent years and these will continue to have an impact in future years. These include investments in English as a Second Language (ESL), special education and Indigenous Education, all of which are very much aligned with the District's current strategic priorities. Some areas will benefit from enhancements or investments outside of academic staffing, and will come forward as part of the recommended budget later in the spring.

b) Compliance Requirements

As part of its academic staffing plan, the District is required to comply with all regulatory, collective agreement and Ministry directives that set out academic staffing requirements. In fact, the majority of teaching positions are mandated and outside of Board or staff discretion in that they are required to meet Board obligations, as follows:

- i) Regulatory: As set out in more detail in the attached addendum, Ontario Regulation 132/12, Class Size, sets out both system average

class size maxima for kindergarten, primary (grades 1 to 3), junior-intermediate (grades 4 to 8), and secondary (grades 9 to 12) classes, and individual class size maxima requirements for kindergarten and primary (grades 1 to 3) classes. Districts are required to organize schools and classes, and hire sufficient teachers to meet the regulatory requirements.

On 3 March 2020, the Ministry announced its intention to establish a maximum average class size of 23 for secondary (grades 9 to 12) for next year. Class size remains a significant issue in the current round of collective bargaining with the Ontario Secondary School Teachers' Federation (OSSTF). The proposed academic staffing set out in the Addendum, however, is based on the current collective agreement requirements set out in paragraph ii) below.

- ii) Each of the ETFO and OSSTF (Teachers) collective agreements includes provisions which affect staffing levels. In the case of the OSSTF (Teachers) collective agreement, it sets out specific staffing generators for classroom staffing (which is approximately equivalent to a maximum average class size of 22), teacher librarians, guidance teachers, learning support teachers and student success teachers. Notwithstanding the change in regulation outlined in paragraph i), the OSSTF collective agreement provisions continue to apply pending any changes that might result from collective bargaining. On that basis, the academic staffing plan outlined in the addendum is based on the staffing generators in the current collective agreement.

The ETFO collective agreement provides that each teacher is entitled to a minimum of 240 minutes of preparation time per week. From a staffing perspective, and in simplest terms, this means allocating additional teachers (0.19 FTE per 1.0 FTE classroom teacher) to schools to supervise students during their classroom teacher's preparation time. Using the example provided above, an additional 204.25 FTE teachers would be required to provide coverage for preparation time for the 1075 junior intermediate classroom teachers.

Each of the collective agreements also provides for a staffing resource position (0.67 FTE secondary teacher and 1.0 FTE elementary teacher) to support the work of the joint staffing committees. An additional 0.5 FTE elementary health and safety position is also established through the elementary collective agreement.

- iii) In addition to the regulatory and collective agreement obligations that impact staffing, there are also instances where staffing levels may be impacted by specific Ministry funding restrictions or parameters. For example, special education funding provided by the Ministry must be used for special education supports, including human resources. In

other cases, the Ministry provides specific special-purpose funding normally aligned with a particular Ministry priority or initiative.

c) Provincial Funding

The proposed academic staffing plan balances maintaining services and supports for students with the prospect of pending reductions in Ministry funding. Funding for the 2020-2021 school year will not be confirmed until the release of the Grants for Student Needs (GSNs), which are not expected to be announced until later this spring. Following the GSN announcement, it typically takes a couple of weeks to work through the technical papers to confirm funding levels. The academic staffing plan for 2020-2021 has been developed in consideration of some uncertainty with regard to funding for next year.

On 3 March 2020, the Ministry announced that additional funding would be provided to public school boards to support mental health and special education. At this point, details have not yet been released. Once more details are provided on these matters, staff will come forward with a recommended plan for how these funds should be expended, including any additional academic staffing positions.

Since 3 March 2020, The Ontario Public School Boards' Association (OPSBA), the Crown and ETFO have reached a tentative central agreement which is scheduled to be ratified prior to 30 April 2020. At this point it is unclear what impact it could have on staffing or the budget.

A detailed overview of the academic staffing being proposed for 2020-2021 is outlined in the addendum to this report.

RESOURCE IMPLICATIONS:

4. A summary of the costs associated with the changes to academic staffing levels, relative to the 2019-2020 budget, including changes in enrolment and the discretionary changes being proposed, is provided in the Addendum at Appendix D.

COMMUNICATION/CONSULTATION ISSUES:

5. The recommended changes to academic staffing positions are the result of discussions among senior staff and based on feedback and input received from principals, central managers and others. In addition, staff has considered the priorities articulated by Board members during COW and Board meetings, as well as the comments made at previous COW budget meetings and the 3 March 2020 Committee of the Whole discussion.

STRATEGIC LINKS:

6. Decisions related to the 2020-2021 Budget, including those related to academic staffing, should be guided by the priorities articulated through the 2019-2023

Strategic Plan. This means ensuring, to the extent reasonably possible, that appropriate resources are in place to support the Culture of Innovation, Culture of Caring, and Culture of Social Responsibility identified in the current 2019-2023 Strategic Plan.

This report provides staff's professional opinion as to where academic staffing resources should be directed in order to have the greatest impact in achieving the District's strategic priorities.

RECOMMENDATION:

THAT the academic staffing levels for 2020-2021, including elementary teachers, secondary teachers, principals and vice-principals, as outlined in the Addendum to Report No. 20-031, and as may need to be adjusted (upward or downward) due to changes in enrolment to meet mandatory requirements, be approved.

Janice McCoy
Superintendent of Human Resources

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

Addendum - Academic Staffing Report 2020-2021

Appendix A - Proposed Elementary Staff Chart

Appendix B - Secondary Staff Chart

Appendix C - Proposed Secondary Administration Chart

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ACADEMIC STAFFING REPORT 2020- 2021

31 March 2020

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Introduction

a. Academic Staffing Plan 2020-2021 – Overview

The purpose of this document is to set out the elementary and secondary teacher staffing plan for the 2020-2021 school year. This includes school based positions, for example, classroom teachers, special education teachers, English as Second Language teachers (ESL), Student Success teachers, guidance teachers and teacher librarians. It also includes system or central positions, for example, special education consultants and instructional coaches.

The academic staffing plan is submitted for approval in advance of the annual budget process as a result of the staffing process timelines established in the collective agreements. There is some latitude to add, but not to decrease, positions later, because teachers cannot be declared surplus to their schools after a certain date, which is also established by the collective agreements. The surplus date for secondary teachers is the second Monday in May and the surplus date for elementary teachers is May 1st.

For 2020-2021, academic staffing levels will remain relatively stable, with no significant changes being proposed from current levels or positions. As in previous years, approximately 81% of elementary teaching positions and 88% of secondary positions are mandated to ensure compliance with regulation (Ontario Regulation 132/12, Class Size) or collective agreements. The basic classroom allocation, that is, the number of teachers who are assigned to classroom positions, makes up the largest number of positions within each panel, and these are generated either by class size regulation or by staffing formulae in the collective agreement.

b. Enrolment Projections

The number of teaching positions required is, of course, directly tied to student enrolment. The academic staffing plan is developed based on preliminary enrolment projections, which means that positions which are tied to enrolment (e.g. classroom positions) are subject to change as the enrolment figures are adjusted. Projections are monitored and updated as required through the early spring and actual enrolments are confirmed in September. Formal enrolment count dates for purposes of funding are submitted as of October 31st and March 31st each year.

The projected number of classroom teaching positions will be adjusted, as required, through the staffing process and in the fall to reflect changes in actual enrolment and to meet regulated class sizes and/or collective agreement requirements, without seeking further Board approval. The requirement to meet the regulated class size does not apply throughout the school year, but rather is tied to a particular date in September, as of which actual enrolment is used to reconcile staffing.

c. Class Size Regulations

Regulation 132/12: Class Size, as amended, sets out the class size requirements that apply to elementary and secondary classes. School districts are required to ensure that these class size requirements are met as part of planning for the next

school year (see chart below). Class sizes for specialized program classes are subject to distinct regulatory caps, differentiated by exceptionality, as set out in Regulation 298: Operation of Schools – General, as amended.

Table 1 - Class Size Regulations			
Division	Ontario Reg. 132/12		Funding Divisor
Kindergarten <i>does not include Early Childhood Educators (ECEs) allocation</i>	26.0	maximum board-wide average class size	25.57
	29.0	class size limit for all boards (hard cap)	
	32.0	up to 10% of classes may exceed the hard cap, under certain conditions*	
Grades 1 – 3	20.0	at least 90% of classes must have this limit or fewer students	19.80
	23.0	class size limit for all school boards - hard cap	
	23.0	class size limit for mixed grade classes - hard cap (primary and junior students, eg. grade 3-4)	
Grades 4 - 8	24.5	maximum board- wide average class size	24.50
Grades 9 - 12**	23.0	maximum board-wide average class size	23.00 <i>plus attrition funding</i>
<p>* Conditions which allow for increases to Kindergarten class size include: a) lack of purpose-built accommodation; b) where a program will be negatively impacted (e.g. French Immersion); and/or c) where compliance will increase Kindergarten/grade 1 combined classes.</p> <p>** The Ministry has indicated its intention to change the regulated maximum class size average to 23, although the regulation has not yet been revised.</p>			

Example of how the regulation affects staffing levels;

The projected Average Daily Enrolment for junior/intermediate (Grades 4 to 8) students attending District schools next year is 26,288.5. Applying the regulated class size average of 24.5, this means the District will require a minimum of 1073 junior/intermediate classrooms, and a corresponding number of classroom teachers.

The calculation of the number of primary classrooms is more complicated because it provides for class size maxima applicable to each class, rather than system averages. The projected enrolment for grades 1 to 3 students next year is 14,223.5; applying the funding ratio of 18.99, generates 749 primary classrooms, requiring a minimum of 749 classroom teachers. Primary class positions are allocated on a school by school basis, depending on the projected enrolment for each school, to ensure they meet the class size maxima. A similar process is followed for kindergarten classes, where there is both a system average of 26 and a class size maximum 29.

As outlined below, the class size provisions in the regulation applicable to secondary classes are superseded by the local collective agreement language.

d. **Collective Agreement Provisions**

In addition to the staffing timeline provisions mentioned earlier in this report, each of the elementary and secondary collective agreements also contains provisions that affect the number of teaching positions required in each year (see Table 2 below):

Table 2 -Collective Agreement Provisions	
<i>collective agreements expired 31 August 2019</i>	
Elementary Teachers	Secondary Teachers
<p>Article L27.01, Preparation Time</p> <ul style="list-style-type: none"> ● Each full-time teacher is entitled to a minimum of 240 minutes of preparation time in each five day cycle. <p>Article L26.04, Staffing Resource</p> <ul style="list-style-type: none"> ● 1.0 FTE Staffing Resource <p>LOU, Health and Safety Release Officer</p> <ul style="list-style-type: none"> ● 0.5 FTE Health and Safety Release 	<p>Article L21.03, Staffing and Working Conditions</p> <ul style="list-style-type: none"> ● Classroom teacher basic staffing entitlement (BSE) – 55.242 FTE per 1000 ADE ● Teacher librarians – 1 per school ● Guidance teachers – 2.6 FTE per 1000 ADE ● Learning support teachers – 1.41 FTE per 1000 ADE ● Student Success teachers – 30.0 FTE <p>Article L24, Secondary Staffing Committee</p> <ul style="list-style-type: none"> ● 0.67 FTE staffing resource

e. **Total Academic Staffing Plan for 2020-2021**

A summary of total academic staffing for the 2020-2021 school year is found below. This includes a breakdown of the number of positions required by collective agreement (eg. preparation time) or legislation, as well as the total number of discretionary positions. A more detailed summary of the proposed changes, including the associated budget costs, is provided in Appendix D.

For purposes of Table 3, required positions refers to those which must be put in place to meet the district's obligations related to the Class Size regulation and/or the relevant collective agreement. Discretionary positions refer to all teaching positions which do not fall in the 'required' category. While discretionary positions provide important supports for students and the system, senior staff and the Board maintain discretion with respect to the specific nature of the roles and their number. In the case of special education, the district is required to expend all funds received within the special education envelope to support the needs of special education students; however, there is discretion as to how the funds are expended within the envelope. Consequently, special education positions are included within the 'discretionary' category of positions in the table below.

Appendices A and B provide additional information on the proposed staffing for elementary teachers and secondary teachers, respectively, as well as the comparative figures from the initial approved staffing for 2019-2020 and actual allocations for 2019-2020, based on actual enrolment.

Table 3 - Academic Staffing Overview			
Panel	2019-2020 Approved FTE	2020-2021 Recommended FTE	Change to FTE
Elementary Teachers			
Required	2587.81	2633.07	+45.26
Discretionary	583.83	591.26	+7.93
Total	3171.64	3224.33	+52.69
<i>Appendix A</i>			
Secondary Teachers			
Required	1505.50	1502.83	-2.67
Discretionary	199.17	217.17	+18.00
Total	1704.67	1720.00	+15.33
<i>Appendix B</i>			
Administration			
Principals	146.00	149.00	+3.00
Vice-Principals	105.42	107.25	+1.83
Total	251.75	256.25	+4.50
<i>Appendix C</i>			

*FTE may vary from Appendices due to rounding

Classroom Staffing

a. Elementary Basic Classroom Allocation - Appendix A

The elementary classroom allocation for 2020-2021 is **2,597.57 FTE**, which is **45.26 FTE** higher than the number approved for 2019-2020. This figure includes the positions required to meet current Ministry class size requirements for kindergarten, primary (grades 1 to 3) and junior intermediate (grades 4 to 8) and the collective agreement mandated preparation time for classroom teachers. These positions are funded through the Grants for Student Needs (GSNs) school operations grant that uses a funding formula aligned with the class size regulation

In addition to the above positions, **31.0 FTE** discretionary positions have been identified again for next year 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. The remaining **17.0 FTE** are discretionary and are allocated to schools over and above their basic allocation, for various reasons. For example, a small allocation of needs may be granted to support a timetabling anomaly, to avoid an awkward surplus situation or to alleviate class size pressures that emerge through the fall, after the reporting date. The allocation is determined by human resources in consultation with senior staff, principals and the joint staffing committee.

b. Other School-based Elementary Supports

In addition to the elementary basic classroom allocation, there are **20.0 FTE** discretionary positions funded to support intermediate students to prepare for the transition to secondary school. These positions would continue subject to the funding continuing.

As part of the Learning Disability Specialized Intervention Program (LD SIP), students are integrated for one half of the day. In order to mitigate against the possibility of the size of the integrated classroom becoming too large, a contingency of **4.76 FTE** discretionary positions has been established each year since the program was introduced. These positions are used only as required, to create additional classes in the schools where the LD SIP programs are located to support the integration of the students in the LD SIP for one half of the school day. Since these positions are used to staff additional regular classrooms, they are funded outside of special education.

c. Secondary Basic Classroom Allocation (Appendix B)

The classroom allocation for 2020-2021 is projected to be **1,331.50 FTE**, approximately **2.17 FTE** greater than the number approved for 2019-2020. This represents the basic allocation generated by the collective agreement formula and the projected average daily enrollment (ADE). An additional **20.0 FTE** discretionary positions are allocated to ensure that all staffing requirements under the collective agreement are being met on the verification date of 30 September.

As indicated elsewhere, class size is a key issue at the bargaining table and changes resulting from that process could impact staffing levels for next year, and may require the Board to reconsider staffing at a later date.

d. **Other School-Based Secondary Staffing**

The chart below identifies the other school based secondary teaching positions required by the collective agreement:

Table 4 - Secondary - Required by Collective Agreement			
Position	2019-2020 Approved FTE	2020-2021 Recommended FTE	Change to FTE
Library	24.00	24.00	
Guidance	62.50	62.67	+0.17
Student Success <i>includes credit rescue, credit recovery and student re-engagement</i>	30.00	30.00	
Total	116.50	116.67	+0.17

Up until 2019-2020, the funding model included program enhancement funding sufficient to generate approximately 22.0 FTE positions that were used to support additional program offerings in schools across all three student pathways. For 2019-2020, the Board maintained **5.00 FTE** positions as an additional discretionary allocation to help mitigate the impact of the reduction of the enhancement funding. These 5.00 FTE program enhancement positions, which can support an additional 30 classes or sections, were allocated across a number of secondary schools. Staff is recommending that these positions continue next year. (Appendix B - Program Enhancements)

e. **Secondary Program Overlays**

In order to support additional programs or initiatives, there are currently 12.5 FTE additional discretionary teaching positions in place which have been allocated over and above the school based positions required by the collective agreement. These additional positions, which are referred to as 'overlay' positions', may be added as a result of specific Ministry funding, or as an initial investment in a new program to allow it to become established. Appendix B provides a list of current "program overlays". Examples of the overlays currently in place include the 0.5 FTE position assigned to the Youth Services Bureau and the 0.67 FTE position assigned to the Urban Aboriginal Program.

The following additional secondary overlay positions are being proposed for next year for the purposes described below:

An increase of 0.83 FTE allocation is required to support the implementation of the District's second International Baccalaureate (IB) program, specifically

the transition from a semestered system to a non-semestered system at Merivale High School.

As part of the implementation of the IB program at Merivale High School, the Board approved a staff recommendation to transition the school from a semestered to a non-semestered model, to be phased in over several years. This means that the school will be running, in parallel, semestered and non-semestered classes. The additional 0.83 FTE over and above the school's basic classroom allocation will help support the transition.

An increase of 1.0 FTE allocation is being proposed to support the implementation of a School Within a College (SWAC) program in partnership with Algonquin College.

Additional information with regard to the School Within a College Program was provided in response to questions raised at the March 3, 2020 Committee of the Whole discussion. In summary, this program is a dual credit program that allows students to obtain both secondary school and college credits, through a collaborative program offered in partnership with Algonquin College. These programs are specifically aimed at engaging students who are at risk of not graduating and to re-engage students who have left school prior to graduating.

These positions, if approved, would increase discretionary program overlay positions by **1.83 FTE**, bringing the total secondary program overlay positions in the District to **14.33 FTE**. (Appendix B - Program Overlays)

f. Alternate Programs

The District currently runs four alternate programs for secondary school age students who require an alternate format and setting to complete their secondary school courses. In general, staffing is provided through the basic staffing complement generated by the staffing formula in the collective agreement. No changes are being recommended with respect to how these programs are staffed.

g. Adult High School

Adult High School serves students who are under and over the age of 21. For staffing purposes and to align with the different funding provided for these two groups of students, the enrolment is considered separately. Students under 21 attending Adult High School are counted as part of the regular district enrolment used to generate the basic classroom complement, since they are funded in the same way. Additional staffing is generated for students over the age of 21 based on a discretionary average student to teacher ratio (currently 30:1). This year's proposed allocation of **33.17 FTE** represents an increase of **2.33 FTE** over what was approved last year, but maintains the number of FTE that are actually in place this year due to an increase in enrolment relative to what was projected. Therefore, the FTE allocated based on the over 21 students attending Adult High School represents staff's current best estimate based on projected enrolment, but the actual number of staff may change due to enrolment fluctuations and to align with the 30:1 ratio. (Appendix B - Adult over 21)

English as a Second Language (ESL) Staffing

The District allocates teaching positions each year to support English Language Learners (ELLs) attending its elementary and secondary schools. The district receives specific funding to support ESL, but there are no restrictions on how the funding should be spent, and there are no contractual or regulatory requirements dictating the number of teaching positions required in this area. The number of positions assigned to support the District ESL program is based on staff's assessment of the current and projected number of ELL students, and their relative needs.

The Family Reception Centre (FRC) supports the assessment and placement of ELLs. The workload within the FRC has increased significantly in recent years to support the increase in the number of families and students whose first language is not English. Although some consideration was given to enhancing the staff at the FRC, a decision was made to defer at this point, and staff will continue monitoring the needs, with a view to future investments or a possible re-allocation of resources.

In the Secondary Panel, OCENET also makes investments in our schools in order to support international students. Those positions are funded by OCENET.

a. Elementary

There are currently a total of **93.25 FTE** ESL positions allocated, which includes 89.25 FTE positions directly providing support in schools, and 4.0 FTE itinerant ESL teachers.

For 2019-2020, a decision was made to retain the 4.0 FTE positions that had been funded through the Local Priorities Funding for another year, notwithstanding the funding was discontinued with the expiry of the collective agreements. No changes are being proposed for ESL staffing for 2020-2021, and staff is recommending that the 4.0 FTE positions continue for next year.

Although the Minister announced in early March that some of the funds previously allocated through LPF would be restored, his announcement indicated the funds would be directed to special education and mental health needs. No additional details have been provided.

b. Secondary

The total proposed allocation to support secondary English Language Learners for next year is **39.0 FTE**, which includes positions assigned to directly support ESL/ELD students in secondary schools, 2.0 FTE ESL Central Orientation Class positions located at the Adult High School and 5.83 FTE positions funded by OCENET. Staff is recommending maintaining the same number of ESL teaching positions for next year as are currently in place, including the 0.17 FTE increase to the OCENET funded positions which is already in place this year. (Appendix B - ESL/ELD)

Special Education Staffing

The District allocates a number of resources and positions to support special education students, either in specialized program classes or to support students in regular classrooms. Staffing supports include teaching positions, educational assistants and various professional student services positions assigned to schools or central departments. This report references teaching positions only; decisions relating to social workers, psychologists, speech and language pathologists and educational assistants are made during the budget process.

According to the grant regulations, all of the funding provided within the special education envelope must be allocated to support special education programs and students through staffing and other resources. The Ottawa-Carleton District School Board (OCDSB) has consistently budgeted and spent more to support special education than the funding envelope provides. Staff does not anticipate this pattern changing next year.

a. Elementary

For 2020-2021 a total of **448.25 FTE** teachers is proposed to support special education, an increase of **3.43 FTE** compared to approved FTE for 2019-2020. The number of elementary special education teachers is, in general, subject to Board discretion, as there are no specific regulatory or collective agreement formulae. The breakdown is provided below.

Table 5 - Elementary Special Education Teaching Positions			
Position	2019-2020 Approved FTE	2020-2021 Recommended FTE	Change to FTE
Specialized Program Classes (including prep)	168.82	172.70	+3.88
Learning Support Teachers (LST)	114.00	114.00	
Learning Resource Teachers (LRT)	121.00	121.50	+0.50
Learning Support Consultants (LSC)	13.00	14.00	+1.00
Itinerant Teacher of Assistive Technology (ITAT)	4.00	4.00	
Social Emotional Learning Teachers (SELT)	3.00	3.00	
Hearing and Visual Teachers	21.00	19.05	-1.95
Total	444.82	448.25	+3.43

The majority of special education teachers are the Learning Support Teachers (LSTs) and Learning Resource Teachers (LRTs), who are allocated to all elementary schools based on consideration of various factors including (a) total school enrolment; (b) the nature of the programs offered; (c) grade configurations; and (d) needs. The role of these teachers is primarily to support students identified with special education needs in the regular classrooms.

Itinerant social emotional learning teachers (SELTs), which were initially added with Local Priorities Funding, provide additional support to schools experiencing challenges related to exceptional students' behaviours, including developing strategies and building capacity at the school level.

As part of the 2019-2020 academic staffing complement, 17.0 FTE Learning Support Consultants were approved. This figure includes 4.0 FTE Itinerant Teachers of Assistive Technology (ITATs). An additional 1.0 FTE LSC allocation was approved mid-year this year specifically to support students with ASD. This additional position is reflected in the staffing assigned for next year.

This year, a total of 21.0 FTE positions were approved to support students who are blind or low vision, and students who are deaf or hard of hearing. Despite on-going recruitment efforts, only 20.5 FTE positions were staffed. For next year, staff is proposing to re-allocate 1.0 FTE elementary specialized teaching position supporting deaf and hard of hearing students to support a secondary specialized deaf and hard of hearing program class. (Appendix A - Special Education)

A breakdown of the specialized program class changes is provided in section c. below.

b. Secondary

There are currently a total of **135.0 FTE** special education teaching positions. For 2020-2021, the recommended number of secondary teaching positions supporting special education is **142.67 FTE**, or an increase of **7.67 FTE**, which can be broken down as follows (see chart below):

Table 6 - Secondary Special Education Teaching Positions			
Position	2019-2020 Approved FTE	2020-2021 Recommended FTE	Change to FTE
Required by Collective Agreement Learning Support Teachers (LST)	34.00	34.00	0.00
Discretionary Positions			
Specialized Program Classes	90.17	96.83	+6.67
Learning Support Consultants (LSC)	3.00	4.00	+1.00
Itinerant Teacher of Assistive Technology (ITAT)	2.00	2.00	0.00
Learning Support Teachers (LST)	5.83	5.83	0.00
Total	135.00	142.67	+7.67

Staff is recommending an increase of 1.0 FTE Learning Support Consultant for next year, to support transition planning, Individual Education Plan development, and assist families in navigating the complex pathways available to support students with various transition needs.

A breakdown of the specialized program class changes is provided in section c. below.

c. 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. The projections for specialized program class needs for next year are based on the current cohorts advancing through the system, new enrollment and projected identification and placement of students. These changes are summarized in the following table below. The system class referral process will not be completed until later this spring; these changes are being proposed now based on staff's best estimate of emerging needs and may need to be revisited as referrals and placements for next year are finalized.

Table 7a - Recommended Changes to Specialized Program Classes			
Specialized Program Class	Number of Classes		
	2019-2020 Total Classes	Forecasted Change	2020-2021 Total Classes
Autism Spectrum Disorders (ASD) - Elementary	34	+3	37
Autism Spectrum Disorders (ASD) - Secondary	15 (120 sections)	+2 (16 sections)	17 (136 sections)
Behaviour Integration Program (BIP) - Elementary	10	+2	12
Gifted - Elementary	15	-2	13
General Learning Program (GLP) - Elementary	12	+1	13
General Learning Program (GLP) - Secondary	13 (104 sections)	+1 (8 sections)	14 (112 sections)
Primary Special Needs (PSN)	10	+1	11
DHH - Secondary	0	+1 (8 sections)	1 (8 sections)

As a result of the above forecasted, changes, the proposed academic staffing plan includes the following changes to staffing:

Table 7b - Recommended Changes to Specialized Program Classes	FTE	
	Elementary	Secondary
Autism Spectrum Disorders (ASD)	3.57	2.66
Behaviour Integration Program (BIP)	2.38	
Dual Support Program (DSP)		1.33
General Learning Program (GLP)	1.19	1.33
Primary Special Needs (PSN)	1.19	
Gifted	-2.38	
Deaf/Hard of Hearing (D/HH) (reallocation of 1.0 FTE from elementary panel)		1.33
Total	5.95	6.67

In summary, an overall increase of 5.95 FTE elementary positions, which includes preparation time, is recommended to support the forecasted changes to specialized program classes. These positions are approved as a contingency and will be allocated once placements are confirmed.

In summary, an overall increase of 6.67 FTE secondary positions, which includes preparation time, is recommended to support the forecasted changes to specialized program classes. These positions are approved as a contingency and will be allocated once placements are confirmed.

Centrally-Assigned Academic Staff

a. Elementary

There are currently a total of **21.5 FTE** centrally assigned teaching positions. For next year, the recommended staffing complement is **25.5 FTE** including 22.0 FTE instructional coaches. These positions are allocated across Business and Learning Technologies (B<), Program and Learning K-12, Early Learning and other central areas. Staff is recommending the 1.0 FTE Indigenous Education teacher position, originally funded through LPF be maintained for next year.

Table 8 - Elementary Central Teaching Positions			
Position	2019-2020 Approved FTE	2020-2021 Recommended FTE	Change to FTE
Required by Collective Agreement			
Staffing Committee Resource (OCETFO & OCDSB)	1.00	1.00	
Health and Safety Resource (OCETFO & OCDSB)	0.50	0.50	
Discretionary Positions			
B< Consultant	1.00	1.00	
Instructional Coaches (B<, Program & Learning, Equity)	18.00	22.00	+4.00
Itinerant Indigenous Education Teacher	1.00	1.00	
Total	21.50	25.50	+4.00

Staff is recommending an increase of 4.0 FTE in the number of central instructional coaches, to increase the system capacity to deliver effective programming to students and support classrooms.

b. **Secondary**

There are currently **16.67 FTE** centrally assigned discretionary teaching positions which are allocated across several central departments, including B< and Program and Learning K-12. This includes 1.0 FTE positions to support Experiential Learning, which was added after the staffing was approved in March 2019, based on a Transfer Payment Agreement. No additional changes are recommended to the number of central positions for next year.

Table 9 - Secondary Central Teaching Positions			
Position	2019-2020 Approved FTE	2020-2021 Recommended FTE	Change to FTE
Required by Collective Agreement			
Staffing Committee Resource (OCETFO & OCDSB)	0.67	0.67	
Discretionary Positions			
B< Consultant	1.00	1.00	
Instructional Coaches (Program & Learning, Innovation and Adolescent Learning, Equity, Indigenous Education, Continuing Education Guidance Counsellor)	15.00	16.00	1.00
Total	16.67	17.67	1.00

Principals and Vice-Principals

The Board is not required to approve staffing levels for principals and vice-principals outside of the budget process; however, approval is included with academic staffing as many vice-principals have teaching responsibilities and the allocation of vice-principals should occur at the same time as other positions are allocated to schools to facilitate the creation of teaching assignments and timetables. As a result, the Board normally approves staffing levels for principals and vice-principals as part of the decision-making for academic staffing.

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. The number of vice-principals 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.

a. Elementary

The allocation of vice-principals to elementary schools considers a number of factors including enrolment, the location of specialized program classes, socioeconomic factors and other information that helps to inform need.

Table 10 - Elementary School Administration			
Position	2019-2020 Approved FTE	2020-2021 Recommended FTE	Change to FTE
Principals			
Schools	112.00	112.00	0.00
Centrally Assigned	3.00	5.00	+2.00
Vice-Principals			
Schools	55.25	57.25	+2.00
Centrally Assigned	2.00	1.00	-1.00
Total	172.25	175.25	+3.00

For 2020-2021, staff is recommending an increase of 2.0 FTE in the number of school based elementary vice-principals.

For 2020-2021, staff is recommending an increase of 1.0 FTE central elementary principal to provide operational support and leadership to schools and support central portfolios, such as concussion awareness and prevention, Commit to Kids program implementation and other supports to schools.

For 2020-2021, staff is recommending that the vice-principal position currently assigned to the FRC be transitioned to a principal position to reflect the nature and level of responsibility of the role, resulting in a decrease of 1.0 FTE central elementary vice-principal positions, and an increase of 1.0 FTE central elementary principal positions.

b. Secondary

At secondary, all but two secondary schools are currently assigned a minimum of two vice-principals, although one or both may also have a small teaching assignment.

Table 11 - Secondary School Administration			
Position	2019-2020 Approved FTE	2020-2021 Recommended FTE	Change to FTE
Principals			
Schools	26.00	26.00	
Centrally Assigned	5.00	6.00	+1.00
Vice-Principals			
Schools	47.50	48.00	+0.50
Centrally Assigned	1.00	1.00	
Total	79.50	81.00	+1.50

For 2020-2021, staff is recommending an increase of 0.5 FTE in the total number of secondary vice-principals.

For 2020-2021, staff is recommending an increase of 1.0 FTE central secondary principals to provide operational support and leadership to schools and support central portfolios, such as concussion awareness and prevention, Commit to Kids program implementation and other supports to schools.

Summary

In summary, the total number of academic staffing positions projected for next year represents an increase of **54.21 FTE** elementary positions, **11.83 FTE** secondary positions, most of which are attributable to increased enrolment and **4.50 FTE** school administrator positions. Positions that were maintained this year in several priority

areas such as ESL, Special Education and Indigenous Education, notwithstanding the end of the Local Priorities Funding at the end of the 2018-2019 school year, are being recommended to continue again next year.

The following new investments are designed to support our desired outcomes of improved student achievement, increased graduation success in all pathways and increased sense of relevance and motivation for students:

- Addition of 4.0 instructional coaches to support instructional practice in targeted areas;
- Increase of 2.0 FTE elementary VP positions and 0.5 FTE secondary VP position to better support schools;
- Additional 1.0 to support a School Within a College (SWAC) program;
- Addition of up to 12.62 FTE to support specialized program classes (changes based on changing program needs); and
- Addition of .83 FTE to support the operation of the IB program at Merivale HS;

In some cases, an investment in academic staffing can support multiple strategic priorities. For example, the proposed increase of 2.0 FTE system principals supports our desired outcomes to build leadership capacity in both Innovation and Social Responsibility.

The proposed academic staffing plan does not make any specific new investments in terms of our priorities under the Culture of Caring. This is an area that has received considerable investment in recent years, particularly in terms of enhancements to support equity. However, this is an area which will benefit from investments outside of the academic staffing process. Through targeted transfer payment agreements, the OCDSB is able to add the following positions to support work in this area; 1.0 Human Rights and Equity Advisor; 2.0 Black Student Graduation Coaches; and 1.0 Indigenous Student Graduation Coach.

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

Table 12 - Summary of New Investments in Academic Staffing		
	Elementary (FTE)	Secondary (FTE)
Mandatory - based on enrolment changes Basic Classroom <i>includes secondary guidance increase of 0.17 FTE required by collective agreement</i>	45.26	2.33
Discretionary Special Education - Specialized program classes School Based - Merivale HS transition	5.95	6.67 0.83

School Within a College (SWAC) Program - <i>new</i>		1.00
Instructional Coaches	4.00	
Learning Support Consultant		1.00
Total – Teacher	57.46	11.83
Principals & Vice-Principals		
School Based Vice-Principals	2.00	0.50
Central Principals*	1.00	1.00
Total – Administration	3.00	1.50

**Central principal positions will be filled from among elementary and secondary candidates.
One central Vice-Principal position will be converted to a Principal position.*

Costing information related to the potential changes is included in Appendix D to this Addendum.

03.26.20
System Projections

Appendix A to Addendum for Report 20-031 Academic Staffing for 2020-2021

Proposed Elementary Staff Staffing Chart for 2020-2021

	Approved for 2019-2020	2019-2020 October Actual	Proposed 2020-2021	change pprpd to Proj	Proposed 2020-2021	
					Required by Contract or Legislation	Subject to Board Decision
Enrolment						
Enrolment (no Congregated Spec. Ed.)	48812.00	49000.00	49646.00 (ADE)	834.00		
Enrolment Congregated Spec. Ed.	1293.00	1343.00	1318.00	25.00		
Total FTE	50105.00	50343.00	50964.00	0.00		
				0.00		
				0.00		
Basic staff						
Basic Total Staff	2143.00	2158.00	2181.00	38.00 (1)	2181.00	
Preparation time for basic	409.31	412.18	416.57	7.26	416.57	
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	3.57	4.76	0.00 (4)		4.76
Preparing for Success in High School (in school) (contingent on funding)	20.00	20.00	20.00	0.00	20.00	
	2608.07	2624.75	2653.33	45.26		
ESL						
In school and 5 itinerant. (0.5 OCENET funded)	89.25	89.25	89.25	0.00		89.25
Itinerant ESL	4.00	4.00	4.00	0.00		4.00
	93.25	93.25	93.25	0.00		
Special Education						
System Classes	141.75	140.00	145.00	3.25 (5)		145.00
Prep. For System Classes	27.07	26.74	27.70	0.62		27.70
LST	114.00	114.00	114.00	0.00		114.00
LRT	121.00	121.50	121.50	0.50		121.50
SELT Social Emotional Learning Teachers	3.00	3.00	3.00	0.00		3.00
Hearing and Visual	21.00	20.05	19.05	-1.95 (6)		19.05
Learning Support Consultants	17.00	17.00	18.00	1.00 (7)		18.00
	444.82	442.29	448.25	3.42		
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	18.00	18.00	22.00	4.00		22.00
Itinerant Indigenous Education Teacher	1.00	1.00	1.00	0.00		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	
	21.50	21.50	25.50	4.00		
Total Staff	3171.65	3185.79	3224.33	52.68	2633.07	591.26

Notes:

1. Projected Basic Classroom Allocation: 2181 JK to Grade 8 classroom positions. This includes 749 Primary Grades 1-3 (18.99:1 average), 359 Kindergarten (25.57:1 average) and 1073 Junior/Intermediate (24.5:1 average). Kindergarten includes 1 FTE for the Inuit Children's Centre, funded from Aboriginal funding allocation.
2. 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.
3. 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.
4. LD SIP Contingency. Integrated LD SIP students can trigger the need for an additional class. These positions will be used as needed. 3.57 was used in the current 2019/20 school year.
5. Net increase of 5 System classes forecasted.
6. 1 FTE DHH moving from elementary to secondary.
7. LSC increase of 1.0 FTE - approved mid-year 2019-2020.
8. 4.0 central instructional coaches

as of March 13, 2020

Appendix B - changes from budget 2020-2021

Secondary Staff Staffing Chart 2020-2021					Required by Contract or Legislation	Subject to Board Decision
	Approved March 2019 for 2019/2020	Final 2019/2020	Projected 2020/2021	change		
Average Daily Enrolment						
Total Projected ADE (over and under 21)	25,090.12	24,596.70	24,988.57	-101.55		
Basic staff						
Basic staff allocated for classrooms	1329.33	1319.83	1331.50	2.17	1331.50	
September 30 adjustment	14.00		14.00		14.00	
Needs Allocation	6.00	0.33	6.00		6.00	
	<u>1349.33</u>	<u>1320.17</u>	<u>1351.50</u>	<u>2.17</u>		
Other in school staff						
ESL/ELD	33.17	33.17	33.17			33.17
OCENET funded	5.67	5.83	5.83	0.17		5.83
Tchr Librarians	24.00	24.00	24.00		24.00	
Guidance	62.50	62.17	62.67	0.17	62.67	
Program Enhancements	5.00	5.00	5.00			5.00
Student Success	30.00	30.00	30.00		30.00	
Program Overlays	12.50	12.50	14.33	1.83		14.33
First Place	1.00	1.00	1.00			
YSB (Pfaff)	0.50	0.50	0.50			
Winning Attitudes	2.00	2.00	2.00			
Safe Schools (Suspensions Program)	2.00	2.00	2.00			
Native Studies	3.67	3.67	3.67			
School Within a College			1.00			
Merivale IB implementation			0.83			
Urban Aboriginal	0.67	0.67	0.67			
Arts/IB/Athletes co-ordinators	2.67	2.67	2.67			
Adult over 21	30.83	33.17	33.17	2.33		33.17
	<u>203.67</u>	<u>205.84</u>	<u>208.17</u>	<u>4.50</u>		
Special Education						
LST	39.83	39.50	39.83		34.00	5.83
LST (Extension Agreement*)						
System Classes/Programs	90.17	90.17	96.83	6.67		96.83
Learning Support	5.00	5.00	6.00	1.00		6.00
	<u>135.00</u>	<u>134.67</u>	<u>142.67</u>	<u>7.67</u>		
Curriculum Services & Other						
BLT Consultant	1.00	1.00	1.00			1.00
Instructional Coaches	15.00	16.00	16.00	1.00		16.00
Secondary Staffing Resource	0.67	0.67	0.67		0.67	
	<u>16.67</u>	<u>17.67</u>	<u>17.67</u>	<u>1.00</u>		
TOTAL STAFF ALLOCATED TO DATE	<u><u>1704.67</u></u>	<u><u>1678.33</u></u>	<u><u>1720.00</u></u>	<u><u>15.33</u></u>	<u><u>1502.83</u></u>	<u><u>217.17</u></u>

- 1 Basic staff allocated for classrooms: 2.17 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 OCENET 0.17 increase to match 2019/2020 final
- 3 Guidance 0.17 increase due to collective agreement enrolment changes
- 4 Program Overlays 1.83: 1.00 School Within a College, 0.83 Merivale IB implementation
- 5 Adult over 21 based on status quo, note that projected ADE is down
- 6 Specialized Program Classes 5.33 plus 1.33 D/HH from elementary including 0.33 prep
- 7 1.0 learning support consultant
- 8 1.0 Instructional Coaches to reflect changes that occurred in 2019/2020
- Notes: Status quo assumed for staffing subject to Board Decision
Adult over 21 based on status quo
OCENET staus quo
LST includes: 34.00 formula on SSS + 2.50 increase last year, Bd to offset loss of ext agreement + 2.33 Bd historical + 1 ALT Bd

REVISED
03.26.20

Appendix C

		Proposed Secondary Administration In School Staffing Chart 2020-21		change
		Actual 2019-2020	Proposed 2020-2021	
In Schools	Principals	26	26	0.00
	Vice Principals	47.50	48.00	0.50
	Total in school allocation	73.50	74.00	0.50 (1)

		Proposed Elementary Administration In School Staffing Chart 2020-21		change
		Actual 2019-2020	Proposed 2020-2021	
In Schools	Principals	112	112	0.00
	Vice-Principals	55.25	57.25	2.00 (2)
	Total in school allocation	167.25	169.25	

		Proposed Central Administration Staffing 2019-2020		change
		Actual 2019-2020	Proposed 2020-2021	
Central	Principals	8 *	11	3.00 (3)
	Vice-Principals	3	2	-1.00 (3)
	Total	11	13	2.00
	Total Administration	251.75	256.25	4.50

Notes:

Secondary

P. Safe Schools
P. Curriculum Services - Innovation and Adolescent Learning
P. Curriculum Services - Secondary Program and Learning
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 - additional 0.5 FTE to support secondary schools
2 - 2.0 VP in elementary proposed
3 - 2 Central Principals proposed, 1.0 change from VP to P at Family Reception Center

2020-2021 Academic Staffing Changes

31 March 2020

Elementary		
	FTE	Cost
Subject to Board Decision - Teaching Staff		
Net Increase in Specialized Program Classes	5.95	\$639,577
Increase in Instructional Coaches	4.00	\$412,872
Reallocation to Secondary - Specialized Teacher (Hearing and Visual)	(1.00)	(\$107,492)
Sub-Total	8.95	\$944,957

Secondary		
	FTE	Cost
Subject to Board Decision - Teaching Staff		
Increase to support Merivale IB Program Transition	0.83	\$88,306
School within a College Program - Partnership with Algonquin (New)	1.00	\$106,393
Increase in Learning Consultants	1.00	\$107,359
Increase in Specialized Program Classes	6.65	\$713,937
Sub-Total	9.48	\$1,015,996

Administration		
	FTE	Cost
Increase in Elementary Vice-Principals	2.00	\$267,558
Increase in Secondary Vice-Principals	0.50	\$67,508
Increase in Central Principals	2.00	\$298,434
Vice-Principal to Principal Position (Family Reception Centre)		\$15,438
Sub-Total	4.50	\$648,938

	FTE	Cost
Total	22.93	\$2,609,891

ADE based Changes (From Approved 2019-2020 Budget)		
	FTE	Cost
Elementary Teachers (38.0 FTE Teachers + Preparation Time)	45.26	\$4,671,647
Secondary Teachers (2.17 Basic Staff +.17 Guidance Teacher)	2.34	\$248,960
Total	47.60	\$4,920,606

Grand Total		
Board Decisions, Administration and ADE Based Changes	70.53	\$7,530,497



MEMORANDUM

Memo No. 20-044

TO: Trustees
Student Trustees

FROM: Camille Williams-Taylor, Director of Education
Janice McCoy, Superintendent of Human Resources
Michael Carson, Chief Financial Officer

DATE: **27 March 2020**

RE: Impact of the Pandemic on Next Year's Enrolment

The events of the last few weeks have significantly impacted all aspects of the Ottawa-Carleton District School Board (OCDSB), and will continue to have an impact on the organization for the foreseeable future, in ways that are only starting to emerge. This memo is provided as a supplement to Report 20-031 – Academic Staffing, to address the potential impact of the pandemic on staffing for next year.

Immigration and international students coming to Canada may be one of the areas that staff expects to be impacted in next year's enrolment figures. Specifically, it is difficult to predict the impact that the global pandemic is going to have on immigration patterns and how that might affect next year's enrolment. For example, there may be fewer international students attending OCDSB schools through the Ottawa-Carleton Education Network (OCENET). As well, it is difficult to predict how long current restrictions on migrants entering Canada will remain in place.

The number of classroom teachers generated for both elementary and secondary is directly tied to enrolment. Since the academic staffing plan being presented for approval on 31 March 2020 is based on enrolment projections from earlier this year, it does not account for the impact of the pandemic. As a result, there is a risk that the numbers of classroom positions identified in the report for both elementary and secondary to meet class size requirements are inflated. Unfortunately, at this point in time there is still too much uncertainty to predict the impact and make informed adjustments to next year's enrolment, or the resulting number of classrooms and classroom positions required.

Notwithstanding, staff is recommending that the Board proceed with approving the staffing levels for next year so that staffing can proceed within the established timelines. Human Resources (HR) staff, in consultation with Planning staff and others, will be closely monitoring the COVID-19 situation in the coming weeks and making adjustments to projected enrolments and assessing the impact on staffing allocations. Monitoring changes in enrolment and adjusting classroom staffing

accordingly is a standard part of the staffing process each year; this year, perhaps more than usual, this monitoring process will be critical.

As a further measure, classroom positions will be initially allocated conservatively, and more positions held back than might normally be the case, to provide a greater level of flexibility later in the staffing process.

If enrolment is significantly lower than projected, it can result in the district being over staffed next year. From a financial perspective it means revenues will be lower than anticipated without a corresponding reduction in expenses, which could lead to an overall deficit relative to the budget. While the district's reserves can help to mitigate this risk somewhat, staff will also undertake careful monitoring and allocation of resources to try and ensure that staffing remains aligned with enrolment.

If you have any questions, please contact Janice McCoy, Superintendent of Human Resources, or Michael Carson, Chief Financial Officer. Staff will also be prepared to answer questions at the Board meeting on Tuesday evening.

cc: Senior Staff
Manager of Board Services
Corporate Records



COMMITTEE OF THE WHOLE
Report No. 20-026

24 March 2020

New Stittsville Secondary School

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

PURPOSE:

1. To obtain Board approval for the new Stittsville secondary school project and budget.

CONTEXT:

2. On 13 March 2018, the Ministry of Education announced the 2017-2018 Capital Priorities Project Funding program for school capital projects. In that announcement, funding was provided for a new secondary school in Stittsville (attached as Appendix A). The District was allocated \$37,571,821 to undertake this project.

The new Stittsville secondary school was funded as a new 1,353 pupil place grade 7 to 12 school to help accommodate the growing population in the area.

Report 18-114, New Stittsville Secondary School Interim Budget for Architectural and Consultant Services and Authority to Award a Contract, was presented at Committee of the Whole (In-Camera) on 6 November 2018 to request interim funding to begin the project.

The Board approved the following on 20 November 2018:

- A. THAT the Board authorize a budget of \$3.3 million for architectural and consulting service costs associated with the design of a new secondary school in Stittsville; and
- B. THAT the Chair and Director be given authority to award the contract to Edward J. Cuhaci and Associates Architects Inc., the highest ranking proponent, so long as it is within the approved budget outlined in Recommendation A of report 18-114.

KEY CONSIDERATIONS:

3. **New Stittsville Secondary School**

The proposed school design is based on the District's most recently-constructed secondary school, Longfields-Davidson Heights Secondary School, but incorporates many new unique features following input from various stakeholders. This second design iteration was enhanced through feedback from Facilities staff; contractors; consultants; and secondary and senior staff. The new school will accommodate grades 7 to 12 featuring 52 regular classrooms, 8 science and technology rooms, 5 special education/resource rooms, 5 music/art rooms, 4 technical/vocational rooms, learning commons and a quadruple gymnasium and stage. In order to maximize the available space on the property, the east section of the building was extended vertically to create four stories rather than expanding out into the play yard (see floor plans attached as Appendix B).

The new Stittsville secondary school will benefit from the efficiencies in design already applied in the recently-constructed schools in the District. This new school will use Tilt-up technology (used at the Broadview Public School rebuild, Kanata Highlands Public School, Half Moon Bay Public School, Summerside Public School and Vimy Ridge Public School) for the wall construction which applies the benefits of thermal mass to increase overall energy performance of the building. Tilt-up technology also provides scheduling benefits as it can increase the speed of construction as compared to conventional construction by including multiple building envelope trades in a single step. The new school will also benefit from functional design to support 21st century learning similar to the schools listed above.

Several sustainability features will be implemented for the new Stittsville secondary school which includes installing energy efficient mechanical and electrical systems and having a high performance building envelope (using Tilt-up technology). In conjunction with the systems above, the building's orientation will take advantage of solar and natural lighting. Solar panels will be incorporated into the building design (as a net-metering system) which will help offset carbon emissions and reduce the electrical consumption from the local utility.

The tender is anticipated to be issued in April 2020, closed in May 2020 and awarded to the successful proponent in June 2020. Construction is scheduled to commence by late June or early July 2020 with a completion for September 2022. A more detailed timeline is attached as Appendix C.

RESOURCE IMPLICATIONS:

4. Recent school construction tenders in the Ottawa area have been very competitive and the current construction climate should hold prices at current levels. The tender call for this project is expected in April 2020. The current cost estimates are based on a Class A construction cost estimate.

As observed across the province, the funding benchmarks provided by the Ministry of Education do not provide adequate funding to accommodate the facility needs for the proposed pupil places. In order to meet the Ministry-allocated budget, the building would have to be reduced significantly in size which could have an impact

to the educational functionality of the facility. The estimated cost to build the new secondary school exceeds the funding allocated by the province and staff are recommending using unencumbered capital reserves to offset the budget shortfall for the project.

The total project expenditure budget (PEB) of \$43,030,045 is comprised of \$37,571,821 from Capital Priorities funding, \$1,458,224 from Educational Development Charges (EDC) funding and \$4,000,000 from unencumbered capital reserves.

COMMUNICATION/CONSULTATION ISSUES:

5. Feedback from superintendent reviews of Longfields-Davidson Heights Secondary School, Earl of March Secondary School and West Carleton Secondary School and discussions with contractors, consultants and school staff are beneficial to continuous improvement of the school design. Integration of best practices based on stakeholder feedback has been an important part of the design development process for the design of the new Stittsville secondary school.

Consultation on the design process also occurred with Councilor Glen Gower and Trustee Lynn Scott.

The site plan application for the project was submitted to the City of Ottawa on 1 August 2019 and the building permit application was submitted on 2 December 2019.

STRATEGIC LINKS:

6. Demonstrating sound management of the budget for the construction of a new secondary school supports the culture of social responsibility goal of fostering progressive stewardship of the financial resources of the District, as set out in the 2019-2023 Strategic Plan.

RECOMMENDATION:

- A. THAT the project expenditure budget (PEB) for the new Stittsville secondary school in the amount of \$43,030,045 be approved;
- B. THAT funding for the new Stittsville Secondary School project consist of:
 - i. \$37,571,821 from Capital Priorities Funding;
 - ii. \$1,458,224 from Educational Development Charges Funding; and
 - iii. \$4,000,000 from Unencumbered Capital Reserves.
- C. THAT staff be authorized to proceed to tender once Ministry approval is obtained; and
- D. THAT the Chair and Director be given authority to award the contract to the successful low bidder if the project does not exceed the approved budget.

Michael Carson
Chief Financial Officer

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

APPENDICES

Appendix A – Ministry Funding Announcement Letter

Appendix B – New Stittsville Secondary School Floor Plans

Appendix C – Project Schedule for Stittsville Secondary School

Ministry of Education**Office of the ADM**

Capital and Business Support Division
900 Bay Street
20th Floor, Mowat Block
Toronto ON M7A 1L2

Ministère de l'Éducation**Bureau du sous-ministre adjoint**

Division du soutien aux immobilisations et
aux affaires
900, rue Bay
20^e étage, Édifice Mowat
Toronto ON M7A 1L2



March 13, 2018

Jennifer Adams

Director of Education

Ottawa-Carleton District School Board

133 Greenbank Road

Nepean ON K2H 6L3

Dear Dr. Adams,

I am writing to inform you that the Ministry of Education has completed its detailed review of the business case(s) your school board submitted for consideration under the 2017-18 Capital Priorities Grant funding program. As outlined in **Memorandum 2017:B7 – Request for Capital Priorities Project Funding Submissions**, business cases could have included requests for school capital funding, including funding for joint-use schools and community hub space, as well as capital funding to support the creation of new or renovated licensed child care spaces and EarlyON (child and family program) centres in schools as part of the larger school capital project.

Demand for funding through the 2017-18 Capital Priorities Program was significant. Altogether, 55 school boards submitted over 250 requests for funding consideration for school capital projects valued at approximately \$3.3 billion. In addition, 45 school boards submitted 180 requests for early years capital funding for the creation of 407 new or renovated child care rooms and 102 EarlyON centres.

I am pleased to inform you that the ministry has approved funding to support the following project(s) for your school board, as outlined in the table below:

Funding Allocation					
Project	Capital Priorities	Full Day Kindergarten	Child Care	EarlyON	Total
Unnamed Secondary - Stittsville	\$37,571,821				\$37,571,821
Elmdale PS	\$3,606,116				\$3,606,116
Total	\$41,177,937				\$41,177,937

Please note that for the project(s) listed in the table above, the ministry has increased its funding benchmarks by two percent to recognize rising construction costs. This increase does not apply to any previously approved projects.

Your funding approval is conditional upon amendments to the 2017-18 Grants for Student Needs (GSN) regulation by the Lieutenant Governor in Council.

Please see Appendix A for a complete list of the Capital Priorities project(s) submitted by your board along with the ministry's decision(s). Although the ministry recognizes that each project has unique circumstances, we have attempted to summarize our rationale for each decision through a high-level description. Your ministry Capital Analyst will contact board staff in the coming weeks to review the ministry's rationale and address any questions you may have.

Appendix B provides a table showing how funding was determined for the approved project(s).

Accountability Measures for Approved Projects

The funding approved for your board through the 2017-18 Capital Priorities Program represents a significant investment in school infrastructure by the Government of Ontario. Your board is responsible and will be held accountable for measures to ensure that the cost and scope of any approved projects are within the approved funding amounts.

As noted in **Memorandum 2018:B3: Capital Priorities – New Reporting and Accountability Requirements**, the ministry is also introducing new high-level reporting and accountability requirements for school boards, including the School Board Capital Attestation Form (see Appendix C) and quarterly project reports. Your board is required to complete the School Board Attestation Form and email it to your ministry Capital Analyst by April 27, 2018. The ministry will communicate additional information about the quarterly project reports in the near future.

Site Acquisition, Demolition and Unique Site Costs

The ministry has funding available to address costs related to site acquisition and preparation for project construction costs that are not included in the Ministry's Capital funding benchmark. Additional funding will be provided to boards based upon submission of a detailed estimates with supporting engineering reports. Eligible costs include, but are not limited to the following:

- the acquisition of a site for new school construction;
- the acquisition of lots adjacent to existing schools for school expansion, including child care centres and community hubs;
- site improvements to make the sites suitable for construction, such as soil remediation, additional fill or demolition of existing structures, and
- addressing extraordinary municipal requirements.

Payment

The Capital Priorities Grant, Full Day Kindergarten, Community Hubs Replacement Space, and all associated child care and EarlyON funding will operate on a modified grant payment process, where cash flow is based on school board spending. There are two annual reporting periods for these programs:

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

School boards will also be funded for the short-term interest costs related to these capital programs reflecting that cash flows will occur on a semi-annual basis. The short-term interest payments will be calculated in a manner similar to how they have been calculated for other eligible capital programs.

Change in Project Scope

If your board chooses to amend the project scope approved through the 2017-18 Capital Priorities Program at a later date, you will be required to inform your Capital Analyst prior to engaging your architect regarding the new scope. If your project requires additional ministry funding, the board may be required to forfeit its project approval and re-submit a revised Capital Priorities business case with the alternative project scope.

Projects Not Approved for Funding

I understand that your school board may have questions about any project(s) submitted and not approved through the 2017-18 Capital Priorities Program. Your ministry Capital Analyst will contact board staff in the coming weeks to review the ministry's rationale and consider potential next steps.

Ministry staff are committed to working collaboratively with your school board to provide guidance and respond to questions as your board considers the development of future capital plans, including requests for Capital Priorities funding.

Should you have any Capital Priorities questions, please contact your Capital Analyst, Catherine Roy at 416-325-6670 or via email at Catherine.Roy@ontario.ca.

Please refer to the Appendix D - Communications Protocol, for detailed requirements regarding public communications, events and signage related to the project. Should you have any communications-related questions, please contact Dylan Franks at 416-325-2947 or via email at Dylan.Franks@ontario.ca.

We would like to take this opportunity to thank you and your staff for your assistance and support throughout this process, and look forward to continuing to work with your board.

Sincerely,

Original signed by:

Joshua Paul
Assistant Deputy Minister
Capital and Business Support Division

Attached:

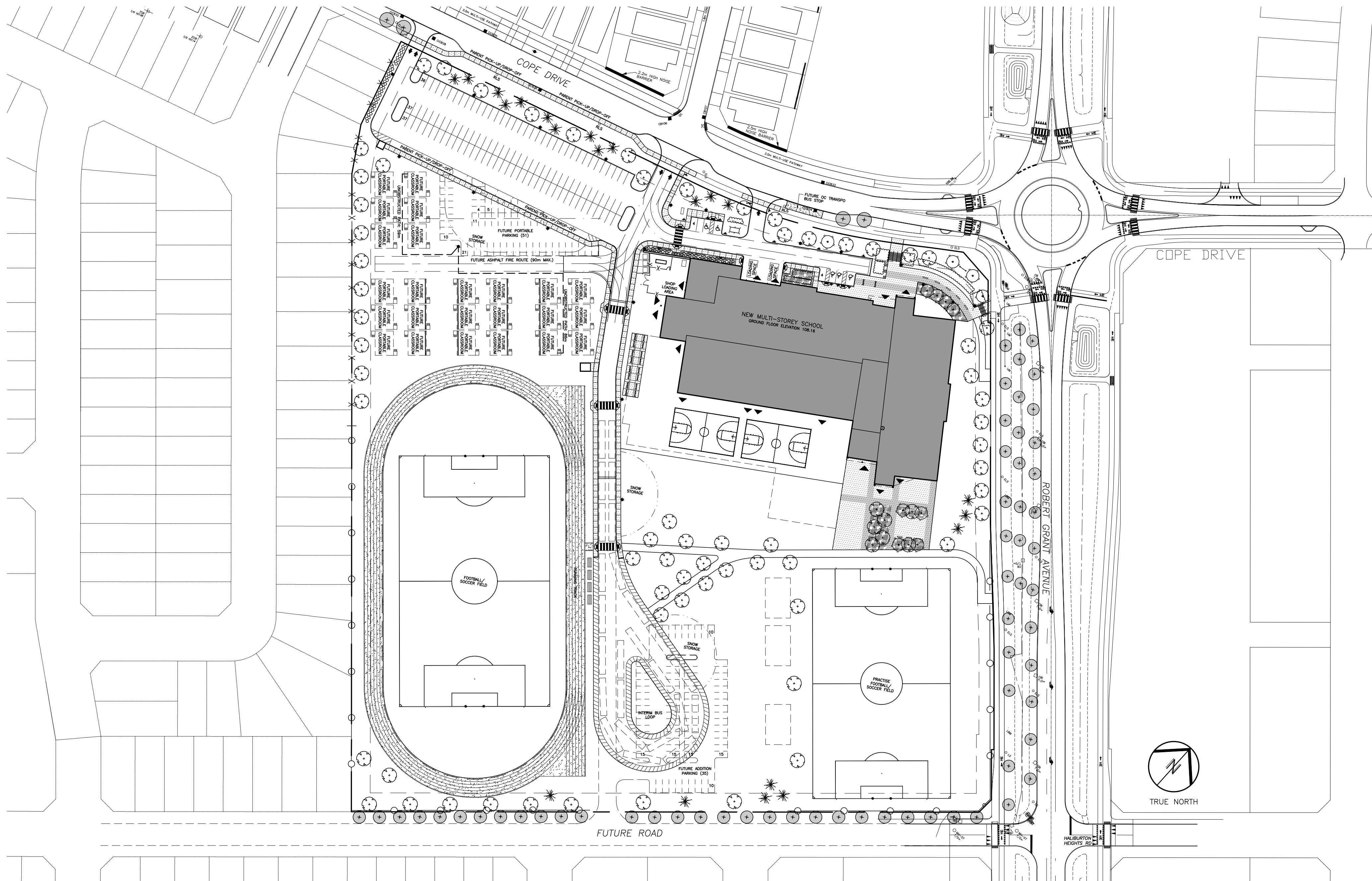
Appendix A – Complete List of Submissions

Appendix B – Details of Approved Projects

Appendix C – School Board Attestation Form

Appendix D – Communication Protocol Requirements: Public Communications and Events

cc: Paul Bloye, Director, Capital Program Branch
Colleen Hogan, Director, Capital Policy Branch
Michael Carson, Chief Financial Officer & Treasurer, Ottawa-Carleton DSB



NEW STITTSVILLE HIGH SCHOOL SITE PLAN

EDWARD J CUHACI & ASSOCIATES ARCHITECTS Inc.
171 Slater St. Suite 100, Ottawa, Ontario, K1P 5H7
Fax: (613) 236-1944 Telephone: (613) 236-7135 E-mail: info@cuhaci.com



NEW STITTSVILLE HIGH SCHOOL GROUND FLOOR PLAN

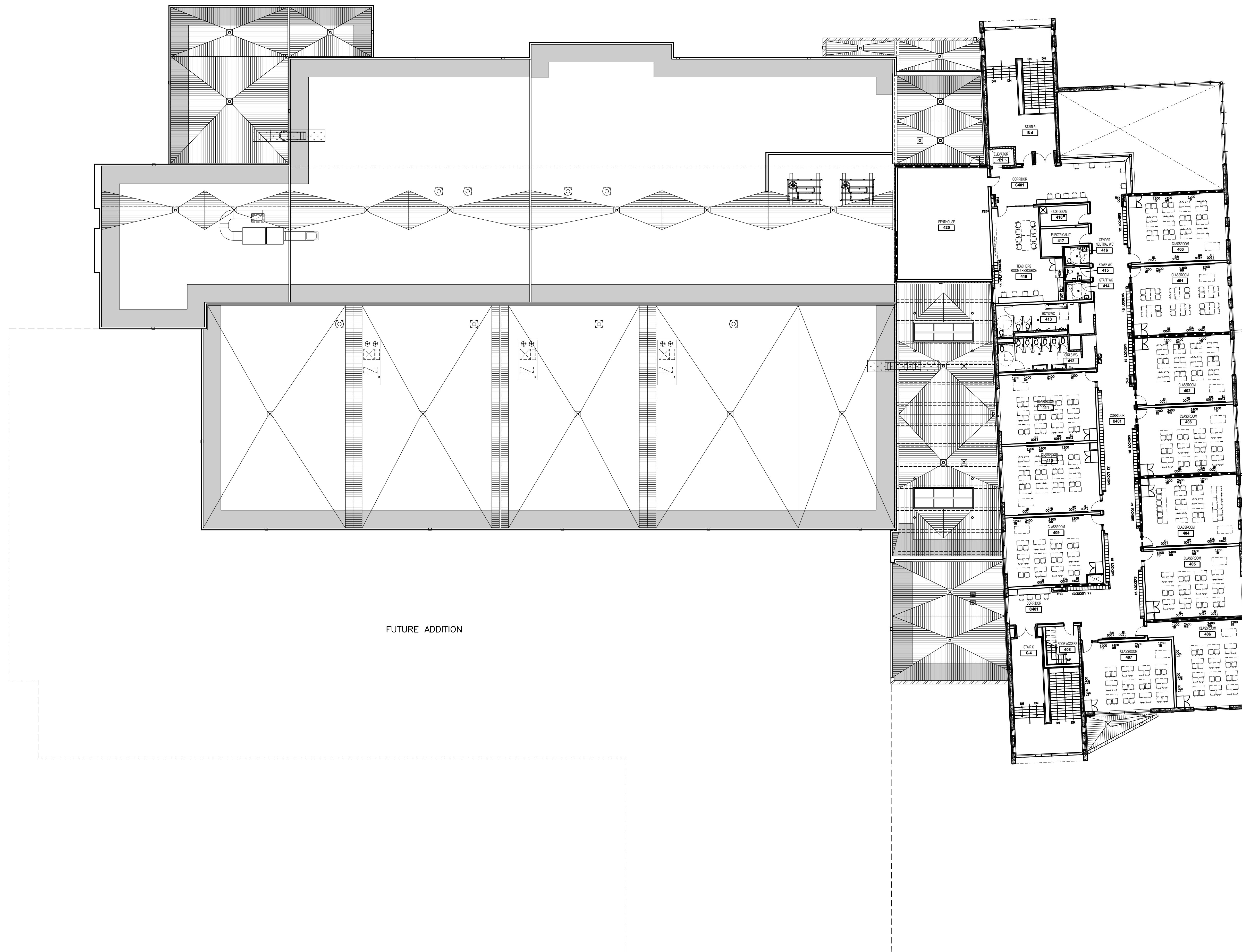
EDWARD J CUHACI & ASSOCIATES ARCHITECTS Inc.
 171 Slater St, Suite 100, Ottawa, Ontario, K1P 5H7
 Fax: (613) 236-1844 Telephone: (613) 236-7135 E-mail: info@edwardjcuhaci.com

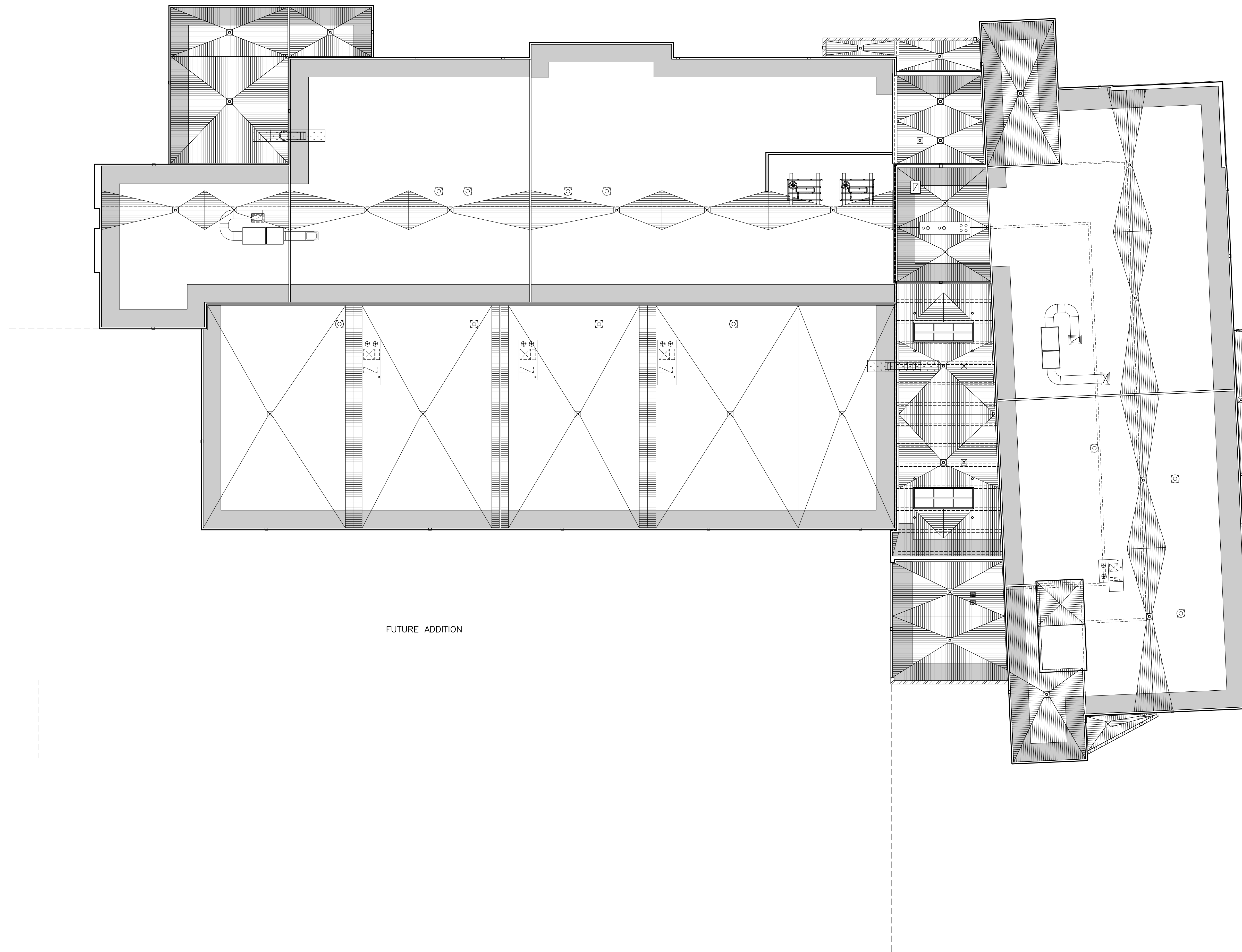




NEW STITTSVILLE HIGH SCHOOL THIRD FLOOR PLAN

EDWARD J CUHACI & ASSOCIATES ARCHITECTS Inc.
 171 Slater St, Suite 100, Ottawa, Ontario, K1P 5H7
 Fax: (613) 236-1944 Telephone: (613) 236-7135 E-mail: info@edjca.com





FUTURE ADDITION



Project Schedule for Stittsville Secondary School

Date	Event
Mar 13 2018	Ministry of Education announces funding for the new Stittsville secondary school
Nov 20 2018	Board authorized a budget of \$3.3 million for architectural and consulting services associated with the design of the new Stittsville secondary school
Nov 2018 to Oct 2019	Design development and stakeholder meetings
Aug 1 2019	Site plan application was submitted to the City of Ottawa
Oct 4 2019	Consultation with Councillor Glen Gower and Trustee Lynn Scott to present proposed design and the project schedule
Dec 2 2019	Building permit application was submitted to the City of Ottawa
Feb 7 2020	Approval to Proceed was submitted to the Ministry of Education
Mar 20 2020	new Stittsville secondary school Report 20-026 will be presented at Committee of the Whole
Mar 2020	Approval to Proceed anticipated to be received from the Ministry of Education
Apr 2020	Construction tender is scheduled to be issued
May 2020	Construction tender is scheduled to close
Jun 2020	Construction tender is scheduled to be awarded
Jul 2020	Construction is scheduled to begin
Sep 2022	Construction is scheduled to be completed



TO: Board

DATE: 31 March 2020

RE: OCDSB Motion for OPSBA Annual General Meeting Consideration

Trustee Scott has given notice that she will move the following motion at the Board meeting of 31 March 2020 for submission to the Ontario Public School Boards' Association (OPSBA) for consideration at the OPSBA 2020 Annual General Meeting.

Whereas, the provincial education funding formula was revised to recognize school districts' need to belong to their provincial trustee/school board associations at a time before the Ontario Student Trustees Association (OSTA-AECO) had been established; and

Whereas, Section 55(7) of the Education Act stipulates that a student trustee shall have "the same status as a board member with respect to access to board resources and opportunities for training";

Whereas, the Ontario Student Trustees Association (OSTA-AECO) provides high-quality professional development opportunities to Ontario student trustees to help them work effectively in their roles to improve Ontario's education system for its students; and

Whereas, school boards' lack of funding for membership in Ontario Student Trustees Association (OSTA-AECO) may be a barrier to the participation of many student trustees who would benefit from having access to the resources of their provincial association,

THEREFORE BE IT RESOLVED,

THAT OPSBA support and advocate for the recognition of annual fees for membership in the Ontario Student Trustees Association (OSTA-AECO) in the determination of funding for school district governance in the provincial Grants for Student Needs.

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

Michèle Giroux
 Executive Officer
 Corporate Services

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