



COMMITTEE OF THE WHOLE, BUDGET PUBLIC AGENDA

Monday, June 22, 2020, 6:30 pm
Zoom Meeting

	Pages
1. Call to Order - Chair of Committee of the Whole, Budget	
2. Approval of Agenda	
3. Delegations	
4. Matters for Action:	
4.1 Report 20-058, Administrative and Support Staffing for 2020-2021	2
5. Matters for Discussion:	
5.1 Memo 20-084, 2020-2021 Grant Announcements	20
6. New Business - Information and Inquiries	
7. Scheduled Committee of the Whole Budget Meetings	
Upcoming Meetings to be Determined	
8. Adjournment	



**Board Public
Report No. 20-058**

22 JUNE 2020

Administrative & Support Staffing for 2020-2021

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

PURPOSE:

1. To provide preliminary recommendations for administrative & support staff in advance of the 2020-2021 budget.

CONTEXT:

2. The approval of the annual budget is one of the most significant decisions made by the Board. Staffing represents a significant portion (almost 80%) of the total operating budget. At the end of March 2020, the Board approved the proposed academic staffing for next year. In the normal course of events, all other staffing is approved by the Board as part of the operating budget and is finalized by the end of June.

This year, the budget process has been deferred to August 2020 due to the delay by the province in releasing the Grants for Student Needs (GSNs). As indicated at the Committee of the Whole (COW) Budget meeting on 8 June 2020, staff is bringing forward preliminary recommendations now, in advance of the full budget being presented, to provide certainty in some areas of the budget and facilitate planning for next year.

However, it should be noted that there will be further changes identified as part of the staff-recommended budget, which are currently being finalized and are pending confirmation of funding. The fact that changes in some areas have not been brought forward as part of the preliminary report should not be interpreted as meaning that they are not very much a part of senior staff's on-going discussions.

KEY CONSIDERATIONS:

3. Key Principles that Inform Staffing Levels

There are a number of considerations that help to inform or influence decisions related to staffing. In general, the staffing decisions should:

- align with the strategic priorities identified by the Board for improving student achievement and well-being;
- 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; and
- take into consideration, but not be unduly constrained by, potential funding and funding parameters.

A more detailed overview of the preliminary administrative and support staffing being proposed in some areas for 2020-2021 is outlined in the addendum to this report.

RESOURCE IMPLICATIONS:

4. A summary of the costs associated with the proposed staffing level changes, relative to the 2019-2020 budget, is provided in the Addendum at Appendix A.

COMMUNICATION/CONSULTATION ISSUES:

5. The recommended changes to staffing 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 previous COW and COW (Budget) meetings. Discussions have also taken place with the union presidents with regard to the allocation of the student support funding that was provided as part of the recent central agreement.

STRATEGIC LINKS:

6. Decisions related to the 2020-2021 Budget, including those related to 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 resources should be directed in order to have the greatest impact in achieving the District's strategic

priorities. It is provided as a preliminary recommendation in advance of the full staff recommended budget coming forward later this summer.

RECOMMENDATION:

THAT the administrative and support staffing, as outlined in the Addendum to Report No. 20-058, be approved for purposes of the 2020-2021 annual operating budget.

Janice McCoy
Superintendent of Human Resources

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

Addendum - Administrative & Support Staffing for 2020-2021
Appendix A to Addendum - Costing Information



**ADMINISTRATIVE & SUPPORT STAFFING
PRELIMINARY REPORT
2020-2021**

22 JUNE 2020

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Introduction

a. Administrative and Support – Preliminary Staffing 2020-2021 – Overview

The purpose of this document is to set out the preliminary plan for administrative and support staffing for the 2020-2021 school year. The term administrative and support staff refers to employees/educators employed in positions such as educational assistants (EAs), early childhood educators (ECEs), school office administrators and assistants, school based technical staff and custodial and maintenance. Administrative and support staffing also includes the professional student services staff such as psychologists, social workers, speech and language pathologists, communications disorders assistants, as well as all centrally based administrative, technical and professional staff. Within the Ottawa-Carleton District School Board (OCDSB), the majority of administrative and support staff (approximately 92%) are employed in unionized positions that fall in one of five education worker bargaining units, all represented by the Ontario Secondary School Teachers' Federation (OSSTF), as set out in the table below:

Table 1 –Education Worker Bargaining Units	
Bargaining Unit	Description
Education Support Professionals (ESP)	Office, clerical, technical, administrative staff <i>(Examples: School office administrators, library technicians, central department office assistants, reception, Business & Learning Technologies (B&LT) field technicians)</i>
Student Support Professionals (SSP)	Early childhood educators working in kindergarten and extended day programs, and educational assistants
Plant Support Staff Unit (PSSU)	Custodial staff Maintenance staff <i>(ie., replacement custodians, floaters, chief custodians, lead hands, electricians, plumber, heating, ventilation, and air conditioning (HVAC), stationary engineers)</i>
Professional Student Support Personnel (PSSP)	Professional staff, including psychologists, social workers, speech and language pathologists, communication disorders assistants

Professional Educators and Childcare Staff (PECCS)	Instructors assigned to Adult LINC and ESL programs; childcare staff working in the childcare programs that support LINC and Adult ESL programs and staffing working in EarlyOn programs located in District schools
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In general, the complement of administrative and support positions are established at the discretion of the Board and confirmed or approved annually as part of the Board's operating budget. This year, due to delays in the release of the Grants for Student Needs (GSNs), final approval of the 2020-2021 budget has been deferred until the summer.

For 2020-2021, it is anticipated that administrative and support staffing levels will remain relatively stable, with no significant changes being proposed from current levels. Tentative allocations and assignments have, in some cases, already been communicated to schools, unions and staff based on a status quo approach, or decisions that have already been made by the Board, in order to meet collective agreement timelines related to the staffing process. Decisions with regard to some staffing is required at this point to allow staff to proceed with confirming staff allocations and implementing hiring processes in advance of the new school year. The balance of the staffing complement for next year, including recommended changes, will be brought forward as part of the full budget this summer.

The preliminary plan includes a request to approve the proposed allocation for EAs, ECEs, school office and school based technicians, custodians and three new positions to support central departments. In addition, it highlights the additional positions available through funding provided as part of the recent OSSTF (Education Worker) central agreement. The balance of the administrative and support staffing, including new recommendations to increase staffing levels in some areas, will come forward for discussion and deliberation as part of the overall budget process.

b. Enrolment Projections

The number of administrative and support (A&S) positions is influenced by a number of factors, including, in some cases student enrolment. For example, the number of ECEs who are employed annually is directly influenced by the number of projected kindergarten classes, as well as projected enrolment in the District's Extended Day Program (EDP). More specific information about the impact of enrolment and other factors, will be discussed below.

c. Collective Agreement and Funding Parameters

In general, as indicated above, the number of administrative and support staff employed by the District is subject to Board discretion. The central agreement that was recently ratified includes a job security provision, which protects the current complement of OSSTF jobs and precludes lay-offs of OSSTF members, except in circumstances set out in the agreement, and, therefore, can have an

impact on the discretion available to the Board in terms of making changes to staffing.

Local agreements also include staffing timeline provisions which require that tentative assignments be provided prior to the end of June. Changes to tentative assignments are permissible to accommodate changed circumstances such as student needs. This year, assignments may need to be reviewed to accommodate plans for return to school in the fall.

In terms of funding envelopes, administrative and support staff are funded from a variety of envelopes including the school foundation grant, the pupil foundation grant, central administration, school operations and special education. In most cases, this funding is not specifically sweated, but can help to inform or provide guidance in terms of the number of positions. In the case of special education, the District is required to expend, at minimum, 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. Special education funding is used to support EAs and professional staff, such as psychologists, social workers, speech and language pathologists, communication disorders assistants, behaviour consultants and psychological associates, all of whom support the delivery of the District's special education supports and services, within the framework of the District's special education plan.

d. Support for Students Funding

As part of the central agreement reached earlier this spring between OPSBA, the Crown and OSSTF, support for students funding was provided to local school districts to support education worker positions. Funds from this system investment must be used to create additional permanent positions within the applicable bargaining units to address special education, unique learning needs, mental health initiatives and employees who play a role in promoting safe, healthy and caring schools. The total amount available to the OCDSB is approximately \$3.1 million, to be allocated proportionally across four bargaining units: ESP, SSP (specifically for EAs), PSSU and PSSP.

The table below provides a summary of the Student Support Funding provided to the OCDSB, broken down across the eligible bargaining units. The specific allocation of the positions is a matter for discussion with representatives of the various bargaining units, within the parameters set out in the above paragraph for how the funding is to be used. These discussions are on-going and should be finalized within the next couple of weeks. In the interim, however, staff is highlighting these additional positions now so that once discussions with the bargaining units are complete, staff can proceed with plans for filling the positions without delay so that they can be in place starting in September. This additional funding provides an important opportunity to enhance services and support aligned with the District's strategic priorities and to address ongoing and emerging needs.

Table 2 Support for Students Funding

Bargaining Unit	Amount of Funding Available	Estimated FTE
Education Support Professionals (ESP)	\$949,434	15.0
Student Support Professionals (SSP)	\$1,135,596	19.6
Plant Support Staff Unit (PSSU)	\$1,072,942	16.6
Professional Student Support Personnel (PSSP)	\$143,237	1.3
Total	\$3,301,209	52.5

Note: FTEs are estimates only at this point and are still being finalized through discussions with the respective bargaining units.

Special Education Staffing

a. Educational Assistants

Educational assistants play a critical role supporting students with special education needs. The 2019-2020 approved budget included a total of 750.0 FTE EA positions. In or about January 2020, the Board approved a staff recommendation to increase the number of EAs by an additional 25.0 FTE, bringing the total number to 775.0 FTE. For 2020-2021, the number of EAs being recommended is 794.0 FTE, which includes the 19.0 additional FTE to support the new specialized program classes. As indicated above, approximately 19.5 FTE additional positions (to be confirmed) are also available through the Support for Students Funding. These positions will be added to the 794.0 FTE. Discussions with the local OSSTF representatives are on-going and it is our intent to proceed with allocating and staffing the positions as soon as discussions are concluded.

For 2020-2021, staff is recommending an allocation of 794.0 FTE, to be further augmented by the additional positions provided through the Support for Students Funding.

b. Professional Student Supports

There were 94.6 FTE professional student service positions approved as part of the 2019-2020 budget, the majority of which are assigned to Learning Support Services (LSS) to support students with special needs. Although some needs for additional support have been identified, staff is currently awaiting additional details with respect to funding, including in the area of mental health to finalize recommended changes for next year. On that basis, recommended staffing in this area will be coming forward as part of the staff recommended budget. In the

interim, staff is proceeding to ensure that the current complement of positions are filled moving into the next school year. As indicated above, an estimated additional 1.3 FTE positions (to be confirmed) will be available through the Support for Students Funding. Discussions with the local representatives of the PSSP bargaining unit are on-going; it is our intent to proceed with staffing the additional positions once those discussions conclude.

School Based Staffing

a. Early Childhood Educators (ECEs)

Kindergarten classes in the District are supported by educator teams that include teachers and ECEs, regardless of class size. *Regulation 224/10, Full Day Junior Kindergarten and Kindergarten*, requires that all kindergarten classes be staffed with an ECE position as well as a teacher. The regulation provides an exemption for up to one class in each school where the class size is less than 16. Staff is recommending that all kindergarten classes continue to be staffed with an ECE, regardless of class size.

For next year 411.0 FTE ECEs are required to support the core kindergarten program, including 8.0 FTE itinerant positions. This figure is subject to change based on fluctuations in kindergarten enrollment which can impact the number of classes required.

In addition to the above, an additional 220.0 FTE ECEs is being recommended for purposes of staffing the district's Extended Day Programs. Although there is still uncertainty with respect to how exactly the programs will operate in this changed environment, we know there will continue to be a demand for before and after school care when school reopens in the fall. It is important to ensure we have a sufficient number of ECEs in place to staff these programs appropriately.

In total, therefore, based on current projections, staff is recommending a total of 631.0 FTE ECEs for next year, subject to adjustments based on kindergarten and EDP enrolment fluctuations.

b. School Office and Technician Staffing

All elementary and secondary school offices are staffed with a 1.0 FTE office administrator and an additional allocation of school office assistants which varies based almost exclusively on the size of the school. Elementary schools are allocated library technician support, ranging from 0.2 FTE, which equates to one day a week of support, to a maximum of 0.7 FTE, or 3.5 days per week of support. Next year, the allocation of office administrators has been adjusted to reflect the closure of J.H. Putman Public School, and by 2.0 FTE office assistants based on enrolment.

Within secondary schools, the technician allocations will be adjusted next year to accommodate the redeployment of the 16.0 FTE Instructional Student Support Technicians (ISSTs) to B< Field Technicians. Under the new model, the 25 B< Field Technicians (16.0 FTE ISST combined with the existing 9.0 FTE

B< technicians) will be deployed to each to support a secondary school and a family of elementary schools to provide information technology (IT) support, as part of and supported by other IT professionals within the B< department. Secondary schools will continue to be supported by various combinations of guidance, library, lab and food services technicians, at the discretion of the principal, in consultation with the superintendent of instruction (SOI) and approval of the Directors' Executive Council (DEC).

The table below identifies the school based office and technician positions allocated to elementary and secondary schools based on current formulae and projected enrolments. However, as indicated above, 16.0 FTE ESP positions will be added as a result of the Support for Students Funding and based on preliminary discussions with OSSTF (ESP) representatives, it is likely that this will include some increase in support for school offices next year, taking into consideration schools with the highest level of needs. Staff's intent would be to proceed with allocating and staffing these positions as soon as discussions with the union are concluded.

Table 3 – School Office and Technician Staffing			
Position	2019-2020 Approved FTE	2020-2021 Recommended FTE	Change to FTE
Elementary Office Administrators*	118	117	-1
Elementary Office Assistants	80	78	-2
Secondary Office Administrators	25.0	25.0	0
Secondary Office Assistants	54.0	54.0	0
School Based Technicians			
Elementary	55.8	55.9	+0.1
Secondary**	36.0	20.0	-16.0*
Total	368.8	349.9	-18.9

* Reduction of 1.0 office administrators due to closure of J.H. Putman PS
reduction of 2.0 FTE office assistants due to fluctuations in enrolment

** 16.0 FTE ISSTs redeployed to B< field technicians effective 2020-2021

Therefore, based on all of the above, staff is recommending taking a status quo approach to school based office and technician staffing for next year, adjusted to reflect the redeployment of the 16.0 FTE technician positions to B< and

subject to the additional positions that may be added as a result of the Student Support Fund.

c. Facilities – Custodial Services and Maintenance

The 2019-2020 operating budget provides for a total allocation of 708.62 FTE custodial staff, which includes full-time and regular-part-time staff. As we move into next year, staff anticipates an increased need for custodial services to meet the enhanced cleaning and disinfection requirements that will accompany a return to learn and work for OCDSB students and staff. At this point it is unclear whether additional funds will be made available from the province to accommodate this increase. In the interim, and as indicated above, there are an estimated 16.6 FTE additional positions available through the Student Support Fund within the PSSU bargaining unit. Discussions with representatives of the PSSU bargaining unit are on-going, but preliminary discussions indicate there is general agreement that the majority of these additional positions should be used to augment the current custodial complement. It is staff's intent to proceed to allocate and fill these additional positions as soon as discussions with the bargaining unit are concluded. Subject to the funding and ongoing assessment of the District's needs in this area, additional recommendations may be part of the staff recommended budget when it is presented later this summer.

d. Safe Schools Program

Next year, staff is enhancing the level of support for program delivery to students serving a long term suspension or expulsion and assigned to a safe schools classroom. The students attending these programs have student action plans outlining their personalized academic and social emotional goals. Previously the formal program delivery was limited to academic support only, but to align with Ministry requirements each student's day will now include formal program delivery to support their social emotional goals. This will require the expertise and guidance of social work and psychological qualified professional staff and on that basis, staff is bringing forward a recommendation to add an additional 1.3 FTE positions to support safe schools, specifically, a 0.8 FTE social worker position and a 0.5 FTE psychologist position, at least part of which may be funded from the Student Support funded positions, subject to on-going discussions with PSSP.

Staff is recommending that an additional 1.3 FTE positions be approved for 2020-2021 to provide dedicated professional support to students attending the District's safe schools programs.

Central Departments

a. General

This section outlines the recommendations being brought forward with respect to centrally based departments. Additional needs to support the work of central departments over those outlined below, have been identified and discussed, however, final recommendations are still pending, subject to the release of the grants and a further opportunity for analysis. Discussions to date have been focused on supports required to achieve the objectives articulated in the strategic

plan, and, in some cases, part of the District's response to the pandemic. The remainder of central department staffing, including any additional changes being recommended for next year, will form part of the staff recommended budget later this summer. The positions identified below have been prioritized for preliminary approval so that staff can move forward with staffing these positions in time for them to be in place for September 2020.

b. Business & Learning Technology

As part of the review conducted by IBM during the 2018-2019 school year, a new organizational structure for the Business & Learning Technology Department was developed and approved by senior staff. As part of the reorganization, staff is seeking approval now for the creation of two new positions: Team Leader, Security and Identity and Team Leader, Learning Technology Specialists. These positions support the department's work in two key areas; network security and supporting student and staff learning through the use of technology. Approval of these positions now will allow the department to move forward with filling them in time to start the new school year.

As part of the 2020-2021 budget, staff is recommending the addition of 2.0 FTE Team Lead positions to support B<.

c. Human Rights and Equity Office

Earlier this year, the District was able to add a new position, Human Rights and Equity Advisor (HREA). This position plays a key role in terms of the development, implementation and monitoring of the District's equity and human rights strategy, including an investigative role in response to individual and systemic human rights concerns. At the time the position was created, a need was also identified to create an administrative support position to work with the HREA, but a decision was made to defer approval until the upcoming budget. As a result, staff is now bringing forward the recommendation to add an office administrator to support the work of the HREA.

As part of the 2020-2021 budget, staff is recommending the addition of 1.0 FTE administrative position to support the Human Rights and Equity office.

Summary

The table below provides a summary of the proposed changes being recommended to administrative and support staffing in advance of the budget, which will be funded from the District's operating budget. It does not include the estimated additional 52.0 FTE positions that will be available through the Support for Students Funding to add educational assistants, professional student services personnel, custodial and maintenance staff and school and central office administrative, technical and clerical staff.

Table 4 – Summary of Changes*	
	FTE
Special Education Educational Assistants	44 FTE
School Based School Office and Technicians Safe Schools B< Field Technicians	-18.9 FTE 1.3 FTE 16.0 FTE
Central Departments B< Human Rights & Equity	2.00 FTE 1.00 FTE
Total	45.4 FTE

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

This addendum does not purport to deal with the full scope of the staffing changes for next year. There will be further recommended changes as part of the staff recommended budget, which will be finalized following receipt of the grants for next year.

Appendix A - Summary of Changes

Description	FTE			Cost
	Recommended To be Funded from GSN	Funded from Student Support Fund	Total FTE	Total Cost
Special Education		<i>Estimated</i>		
Educational Assistants: Board Decision - January 2020	25.0		25.0	\$1,450,950
Educational Assistants: New Specialized Classes	19.0		19.0	\$1,102,722
Educational Assistants: Student Support Funding		19.5	19.5	\$1,135,596
Professional Staff: Speech & Language Pathologist		1.3	1.3	\$143,237
Sub-total	44.0	20.8	64.8	\$3,832,505
School Based				
Safe Schools: Social Worker	0.8		0.8	\$85,146
Safe Schools: Psychologist	0.5		0.5	\$53,216
Custodial Staff		16.6	16.6	\$1,072,942
School Office and Technicians	(18.9)		(18.9)	(\$1,325,533)
B< Field Technicians	16.0		16.0	\$1,122,144
Support to Students*		15.0	15.0	\$949,434
Sub-total	(1.6)	31.6	30.0	\$1,957,349
Central Departments				
B<: Team Leader, Security and Authentication	1.0		1.0	\$105,000
B<: Team Leader, Learning Technology Specialist	1.0		1.0	\$105,000
Support for Human Rights and Equity Advisor	1.0		1.0	\$65,000
Sub-total	3.0		3.0	\$275,000
Total FTE	45.4	52.4	97.8	
Total Cost (May not add due to rounding in FTEs)	\$2,763,645	\$3,301,209	N/A	\$6,064,854

* Support for Students

Early Childhood Educators	FTE			Cost
	GSN Operating Budget	Fees from Parents	Total	Total Cost
Early Childhood Educators				
Core Program - Increase in ADE & Kindergarten classes	17.8		17.8	\$975,532
Extended Day Program		10.9	10.9	\$595,519
Total	17.8	10.9	28.7	\$1,571,051



MEMORANDUM

Memo No. 20-084

TO: Trustees
Student Trustees

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

DATE: 19 June 2020

RE: **2020-2021 Grant Announcements**

During recent Committee of the Whole Budget (COW Budget) meetings, it has been acknowledged that the response to the COVID-19 pandemic, by both the provincial government and the District, has delayed staff's ability to finalize the 2020-2021 Staff-Recommended Budget. Underlying the delay has been the absence of information relating to the funding to be provided by the Ministry of Education through the Grants for Student Needs (GSN).

We are pleased to advise that the Ministry announced the GSN on Friday, 19 June 2020. As in the past, the announcement was by way of a Ministry memo that summarizes funding changes applicable to all boards. The memo, which is attached as Appendix A, highlights a number of changes including the incremental funding to support costs associated with the recently negotiated collective agreements. The Ministry will also provide a technical briefing for school boards on Monday, 22 June 2020. The technical briefing gives participants an opportunity to clarify the information presented in the memo.

Although staff have already commenced a review of the GSN announcement, the release of the grant calculation templates in the Education Finance Information System (EFIS) is key to advancing the budget development process. EFIS uses the District's student and staff demographics, along with school facility information, to estimate the funding that will be provided to support students in alignment with the Board's strategic plan. Populating the templates has already commenced, but it will take one week to complete the process.

The Ministry has set 19 August 2020 for boards to have filed their 2020-2021 Estimates. Accordingly, a new timeline is under development with the underlying assumption that the Board will be in a position to approve a budget sometime between late July and the middle of August in compliance with the Ministry's target submission date.

Despite the GSN announcement, staff will present Report 20-058, Administrative and Support Staff for 2020-2021-Preliminary Report, to COW Budget on 22 June 2020. Proceeding with the report will ensure that investments to meet mandated staffing requirements and those that are deemed critical for operational needs are in place for the start of the new school year.

Staff remains committed to presenting a recommended budget based on the following principles:

- providing as much stability for students, staff, and school communities, over the coming school year;
- providing funds to support safe and effective learning spaces for students, while also preparing for more localized or less lengthy school closures in response to possible COVID-19 outbreaks in the fall and winter; and
- ensuring that progress continues on the ambitious work outlined in the 2019-2023 Strategic Plan, while continuing to reinforce the OCDSB commitment to the pursuit of equity for students, staff and the community.

Additional information regarding the GSN will be shared during the 22 June 2020 meeting. The meeting will also provide an opportunity to once again explore the evolving timeline for the development of the 2020-2021 Staff-Recommended Budget.

Should you have any questions, please contact Mike Carson, Chief Financial Officer, at michael.carson@ocdsb.ca

Attach

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

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2020: B 08

Date: June 19 2020

Memorandum to: Directors of Education
School Business Officials
Secretary/Treasurers of School Authorities

From: Andrew Davis
Assistant Deputy Minister
Education Labour and Finance Division

Subject **2020–21 Grants for Student Needs Funding**

I am writing to provide you with information about the Ministry of Education's Grants for Student Needs (GSN) funding for 2020–21. This information is being provided in conjunction with the release of the 2020–21 school year allocations for the Priorities and Partnership Fund (PPF).

Since COVID-19 has emerged as an unprecedented public health issue, the government has been diligently monitoring the developing situation to protect the health and well-being of all Ontarians. The government recognizes the significant impact this has had on families, students, schools, and the broader community. The release of the 2020–21 GSN provides further certainty to school boards for the school year to come.

The government remains committed to investments that have the greatest impact on the

classroom, while ensuring tax dollars are used more effectively. GSN funding for 2020–21 is projected to be \$25.52 billion. The average provincial per-pupil funding is projected to be \$12,525 in 2020–21, which is an increase of \$250 or 2.0% from 2019–20.

This year's GSN includes targeted new investments to support school boards in responding to the COVID-19 outbreak and to address the unique learning needs of students, including a new Supports for Students Fund. Changes also include additional support for sick leave, increased enrolment, and other regular updates to the GSN. The GSN also reflects the implementation of ratified central agreements.

A. RESPONSE TO THE COVID-19 OUTBREAK

The ministry will provide \$25.0 million in new funding in 2020–21 for extraordinary costs related to the COVID-19 outbreak:

- \$10.0 million investment for mental health to support the continued learning and well-being of students
- \$15.0 million investment to support technology-related costs

The ministry will release further details, including board level allocations, in the near future.

While the ministry remains hopeful that schools will be open in the fall and that they will remain open for the entire 2020-21 school year, given the continued uncertainty related to COVID-19, school boards are advised to be diligent in managing costs and carefully review all discretionary program spending as they develop their 2020–21 school year budgets.

High-Credit Day School Allocation

Due to the unprecedented current school year, the ministry acknowledges that some students may return to school next year having already successfully completed Ontario Secondary School Diploma (OSSD) requirements to graduate, in order to better prepare themselves for their post-secondary pursuits. While enrolment funded through the High-Credit Day School Allocation will continue to be funded at the same rate as adult day school, the ministry will monitor the number of eligible students enrolled with more than 34-credits to assess the financial implications for school boards.

B. COMPENSATION, SECONDARY CLASS SIZE, AND ONLINE LEARNING

The GSN reflects changes for compensation, class size and online learning based on nine recently ratified central collective agreements.

Compensation

The ministry will adjust salary benchmarks¹ by one per cent. The ministry will also provide benefits funding that vary by employee group, reflecting central agreements, which include up to one per cent increases for benefits' plan maintenance or improvements in 2019–20 and 2020–21 and additional inflationary increases.

Class Size and Teacher Job Protection Funding

There will be no changes to the funded or regulated class size averages for the elementary panel (kindergarten to grade 8). As announced in [2020:B04-Budget Planning Information for 2020-21](#), for grades 9-12, the funded average class size in the Pupil Foundation Grant will be reduced from 28 to 23. This will impact related grants such as the Cost Adjustment and Teacher Qualifications and Experience Grant and the Geographic Circumstances Grant.

Funding continues to be available through the Teacher Job Protection Fund for classroom teachers, if needed, in relation to the changes to class sizes in 2020–21. With this support in place, and the additional local flexibility for some school boards, it is a continued expectation for the upcoming school year that school boards will not lay-off teachers associated with changes to class sizes. Given the reduction in the funded average secondary class size to 23, it is projected that no funding will be generated through this allocation in 2020–21. However, funding continues to be available if actual attrition and enrolment trigger funding through the allocation. In addition, the Supplementary Area Factors for base school facility operations, within the School Facility Operations and Renewal Grant, will be updated.

Online Learning

As announced on November 21, 2019, Ontario students will be required to take two online credits to graduate from secondary school, starting with the cohort of students entering grade 9 in September 2020. As part of this transition, for the 2020–21 school year, the ministry will include an online learning adjustment in the Cost Adjustment and Teacher Qualifications and Experience Grant in recognition of the maximum average class size of 30 for online courses. The adjustment is based on the historical uptake of online courses in Ontario secondary programs (i.e., day school programs for pupils under 21 years of age, adult day school, continuing education and summer school programs) and is projected to be \$4.3 million in 2020–21. Online courses will not be included in the calculation of a school board's secondary maximum average class size requirement of 23. Future adjustments to the funding methodology for online learning courses will be confirmed through the 2021–22 GSN.

While online courses will be a mandatory graduation requirement, as announced on March 3, 2020, parents/guardians will be able to opt their children out of the requirement. Further information with guidance on the implementation of opt-out procedures will be provided by the ministry in the near future.

¹ Does not include directors of education, senior administration staff, principals or vice-principals.

Discontinued Earned Leave Plan

The collective agreements with the Ontario English Catholic Teachers' Association (OECTA) and l'Association des enseignantes et des enseignants franco-ontariens (AEFO), covering the September 1, 2019 to August 31, 2022 period, include an agreement to discontinue the earned leave program as of September 1, 2019. As such, the Earned Leave Plan amount has been discontinued in the GSN.

C. TARGETED NEW INVESTMENTS

Supports for Students Fund

New in 2020–21, the Supports for Students Fund (SSF) provides flexible funding for school boards to support the learning needs of students, which may include special education, mental health and well-being, language instruction, Indigenous education and STEM programming. Note that in the Canadian Union of Public Employees (CUPE) and the Educational Workers' Alliance of Ontario (EWAO) agreements it is referred to as Investments in System Priorities (ISP). All funds should be used consistent with the central agreement obligations.

As noted in the 2019–20 Technical Paper, funding for adult day school teachers, that was previously provided through the Local Priorities Fund, was moved to the Continuing Education and Other Programs Grant. Depending on the collective agreement, these funds may be required for compensation or staffing under SSF.

Additional Support for Sick Leave

The ministry will increase the supply teacher benchmarks by the equivalent of one additional day to recognize school boards' experience with sick leave usage.

School Operations Allocation

The ministry will provide a two per cent cost benchmark update to the non-staff portion of the School Operations Allocation benchmark to assist school boards in managing the increases in commodity prices (i.e. electricity, natural gas, facility insurance, and other costs).

D. STUDENT TRANSPORTATION

In January 2020, the ministry launched a review of student transportation, which aims to achieve a more equitable and needs-based student transportation system in Ontario. A targeted stakeholder advisory group has been established to provide expert advice to the ministry on student transportation funding, consortia model and operations, and procurement. While the review is underway, the overall Student Transportation Grant will be maintained at the previous year's funding level, with adjustments for enrolment growth. In 2020-21, the transportation allocation is projected to be over \$1.0 billion.

In addition, as a result of the school closures announcement until the end of the school year, the 2019-20 Student Transportation Grant is being reduced by \$24.8 million, which is based on the estimated fuel portion of transportation contracts in the grant for the months of May and June, as transportation services are suspended. For consistency, the ministry will also suspend

the fuel escalator/de-escalator over May and June 2020. This fuel adjustment reflects transportation fuel costs that are not being incurred by school boards and transportation consortia through their contracts with their operators while transportation services are suspended as a result of school closures and will not affect the 2020-21 Student Transportation Grant.

E. TRANSFERS TO GSN

To further support the ministry's efforts to streamline funding while also reducing administrative burden for transfer payment recipients, some existing allocations will be transferred into the GSN beginning in 2020–21:

Mental Health Workers \$24.8 million

This funding supports regulated mental health workers in secondary schools to provide direct services to students and to support enhanced access through referrals to community mental health services for students in crisis. This allocation will be transferred to, and enveloped within, the Mental Health and Well-being Grant (formerly the Safe and Accepting Schools Supplement).

Experiential Learning \$12.0 million

This funding is for staff and other supports to provide effective experiential learning opportunities to help students engage in education and career/life planning through exposure to a variety of careers and pathways. This allocation will be transferred to the Learning Opportunities Grant (LOG).

Northern Supports Initiative (NSI) \$7.0 million

This funding supports students with special education needs in all northern school boards and school authorities through three regional cooperatives. The cooperatives determine local special education priorities, to deliver joint, innovative and cost-effective programs and services that address the challenges associated with providing services to students with special education needs in Northern Ontario. Funding will be transferred to the new Northern Adjustment category that has been created under the Measures of Variability (MOV) component of the Special Education Grant, and this funding will be enveloped.

Curriculum and Assessment Implementation \$4.3 million

This funding supports implementation and training for educators and system leaders as new curriculum, including Indigenous-focused curriculum, and assessment policies are released. This allocation will be transferred to the School Board Administration and Governance Grant (SBAGG). This allocation will not be subject to the school board administration and governance enveloping provision.

Executive Compensation (for increases introduced in 2017–18) \$3.9 million

This funding supports 2017–18 executive salary and performance-related pay increases for designated executives. This allocation will be transferred to the SBAGG and will be subject to

the school board administration and governance enveloping provision.

Additional Educational Software Licensing \$2.4 million

This funding is for educational software that supports learning in and outside of the classroom. It is being transferred to the GSN from existing ministry software licenses as they expire to provide school boards with flexibility to better address local needs. This funding will be provided through a new per-pupil component in the Pupil Foundation Grant (PFG), with a top-up allocation within the Geographic Circumstances Grant to ensure every school board receives a minimum amount of \$30,000. This funding is in addition to funding in the textbooks and learning materials amount in the PFG.

Future Transfers to the GSN

The ministry intends to continue reviewing opportunities for additional transfers in future years. For example, during the 2020–21 school year, the ministry will be working to review the suitability of transferring the Specialist High Skills Major (SHSM) PPF into the GSN.

F. OTHER CHANGES AND ONGOING IMPLEMENTATION

Learning Opportunities Grant

Based on the Office of the Auditor General of Ontario 2017 Value-for-Money Audit, stakeholder feedback and data analysis on factors that disadvantage students, the ministry is making the following adjustments within LOG:

- Streamlining the Student Achievement Envelope by realigning it into two parts - an Experiential Learning (EL) Envelope and a Targeted Student Supports (TSS) Envelope.
 - The EL Envelope includes the SHSM and Outdoor Education Allocations, along with the new EL Allocation.
 - The TSS Envelope includes the Literacy and Math Outside the School Day, Student Success, Grades 7 to 12, Grade 7 and 8 Literacy and Numeracy and Student Success Teachers, and the Tutoring Allocations.
 - School boards must continue to use the allocations above only for these programs and must report any unspent funding as deferred revenue for future spending in these programs. There is flexibility in how school boards may use allocations within the two envelopes, as long as the funds in total are spent on the programs within each envelope.
- The Library Staff Allocation is being moved to the School Foundation Grant (SFG) and the School Authorities Amalgamation Adjustment is being moved to SBAGG.

Program Leadership Grant

The Program Leadership Allocation is being moved from the School Board Administration and Governance Grant to become its own grant – the Program Leadership Grant. This realignment will better delineate funding for the development and delivery of student programming.

Name Changes

To better reflect their current purpose and in response to stakeholder feedback, the following four allocations are being renamed:

- The Care, Treatment, Custody and Correctional (CTCC) Amount Allocation will be renamed the **Education and Community Partnership Programs (ECP) Allocation**
- The Safe and Accepting Schools Supplement will be renamed **the Mental Health and Well-Being Grant**
- The Indigenous Studies Allocation will be renamed the **First Nations, Métis & Inuit Studies Allocation**
- The Ontario Focused Intervention Partnership (OFIP) Tutoring Allocation will be renamed the **Tutoring Allocation**

School Foundation Grant Definition Change Funding Impacts

This is the final year of a four-year phase-in of the funding impacts of the new SFG definition of a school, based on campus. A campus is defined as a property or properties which are owned, leased or rented by a school board, that are linked by a contiguous property line. This change includes funding impacts on other grants in the GSN that are based on the SFG definition of a school.

Retirement Gratuities

This is the ninth year of a 12-year phase-out of the retirement gratuities resulting in a reduction in the benefits funding benchmarks. This 0.167 per cent reduction will be applied to the benefits benchmarks in the Foundation Grants with equivalent adjustments to the benchmarks in the Supplemental Grants to reflect the reduction in benefits funding.

For school boards that provided one-time payouts of retirement gratuities in 2015–16, funding will continue to be recovered from school boards in 2020–21. This recovery, which began in 2016–17, will be over the estimated average remaining service life of school board employees eligible for retirement gratuities as at August 31, 2012. The funding recovered from school boards will be to the extent that school boards received funding from the ministry and to the extent that boards reported a one-time gain in the early payout of retirement gratuities in 2015–16.

G. CAPITAL

Details of capital funding programs are provided in a separate memorandum.

Funding for School Renewal

The ministry is committed to supporting healthy and safe learning environments. Over the past two school years, the ministry has invested approximately \$2.7 billion in supporting the repair and renewal of school facilities. For the upcoming school year, the ministry will continue to invest approximately \$1.4 billion to maintain and improve the condition of schools. This includes \$1.07 billion in School Condition Improvement funding and \$375 million towards the School Renewal Allocation.

H. PLANNING FOR THE FUTURE

The government remains committed to ensuring strong fiscal management and value for every taxpayer dollar spent. As such, the ministry will be reviewing accountability requirements for the following throughout the upcoming school year to inform policy direction for the 2021-22 school year:

- School Board Administration and Governance Grant - The school board administration and governance enveloping provision requires that a school board's net administration and governance expenses in a fiscal year do not exceed the administration and governance limit. It is the ministry's expectation that school boards be in compliance with the enveloping provision within SBAGG.
- Secondary Class Size - The *Class Size Regulation* (O. Reg. 132/12) sets out class size requirements for all grades. In recent years, the ministry implemented a compliance framework to ensure compliance with the elementary provisions of the Class Size Regulation. The ministry intends to review the secondary provisions of the Class Size Regulation.

I. ISOLATE BOARD SCHOOL AUTHORITIES

As in previous years, funding for isolate board school authorities will be adjusted in 2020–21, as appropriate, to reflect changes in funding to district school boards. The ministry will provide further information to isolate board school authorities concerning their 2020–21 funding, through an updated Addendum to 2020–21 Technical Paper for Isolate Board School Authorities in the near future.

J. REPORTING

Dates for Submission of Financial Reports

The ministry has established the following dates for submission of financial reports:

Date	Description
August 19, 2020	School board Estimates for 2020–21
November 13, 2020	School board Financial Statements for 2019–20
November 20, 2020	School board Enrolment Projections for 2021–22 to 2024–25
December 15, 2020	School board Revised Estimates for 2020–21
May 14, 2021	School board Financial Report for September 1, 2020, to March 31, 2021

Rural and Northern Education Funding (RNEF) – Schools List

School boards must submit to the ministry, by June 30, 2020, the list of all the additional schools, approved by board motion, to be eligible for the RNEF Allocation. Please submit these board motions along with the list of these additional schools to EDULABFINANCE@ontario.ca, including the school name, School Facilities Inventory System (SFIS) number, Campus ID, Board School Identification number (BSID) and panel (elementary/secondary). Please include “RNEF” in the subject line of your email.

K. INFORMATION RESOURCES

If you require further information, please contact:

Subject	Contact	Telephone and email
Benefits Trust Funding and Retirement Gratuities	Romina Di Pasquale	romina.dipasquale@ontario.ca
Capital Policies	Andrea Dutton	andrea.dutton@ontario.ca
Capital Priorities and Project Accountability	Paul Bloye	paul.bloye@ontario.ca
Financial Accountability and Reporting Requirements	Med Ahmadoun	med.ahmadoun@ontario.ca
Operating Funding	Paul Duffy	paul.duffy@ontario.ca
Special Education	Claudine Munroe	claudine.munroe@ontario.ca
Student Transportation and Executive Compensation	Colleen Hogan	colleen.hogan@ontario.ca

General questions regarding the 2020–21 GSN release can be emailed to:

EDULABFINANCE@ontario.ca

L. OTHER GSN MATERIALS

For further information, please see the 2020–21 Education Funding Technical Paper and GSN projections, which are available on the [ministry’s website](#).

M. NOTICE

Some of the elements and proposals set out in this memo can only take effect if certain regulations are made by the Minister of Education or Lieutenant Governor in Council under the *Education Act* or other legislation as required. Such regulations have not yet been made.

Therefore, the content of this memo should be considered to be subject to such regulations, if and when made.

In closing, the ministry would like to acknowledge once again the ongoing, tireless efforts of school board teams to support students, families and the broader community. We have seen our education system rise to the challenge and provide innovative, flexible solutions in the best interest of students. The ministry will continue to work with our partners and remains committed to the safety of our students and school communities. The ministry looks forward to working closely with you to facilitate planning for the next school year.

Sincerely,

Original signed by

Andrew Davis
Assistant Deputy Minister
Education Labour and Finance Division