

COMMITTEE OF THE WHOLE, BUDGET PUBLIC AGENDA

Tuesday, July 21, 2020, 7:00 pm
Zoom Meeting

	Pages
1. Call to Order - Chair of Committee of the Whole, Budget	
2. Approval of Agenda	
3. Delegations	
3.1 Miriam Rabkin and Mariane Agrinallero, For our Kids Ottawa/Gatineau, re Environmentally Friendly PPE and Alternative Transportation	2
4. Presentation	
4.1 Report 20-063, 2020-2021 Staff Recommended Budget	4
a. Supplemental Information: OCDSB Return to School Plan	36
5. New Business - Information and Inquiries	
6. Scheduled Committee of the Whole Budget Meetings	
6.1 11 August 2020	
6.2 18 August 2020	
7. Adjournment	

Delegation 3.1 Miriam Rabkin and Marianne Ariganello- For Our Kids - Ottawa/Gatineau

Environmentally-responsible Personal Protective Equipment - PPE: What are the current plans for the use of PPE? Will staff be using masks while in the classroom? Will the school be providing masks for students? Or only for students that become ill at school? We would like to propose that schools choose masks that are reusable (cloth masks) or at the very least disposable masks that are biodegradable. The typical disposable masks are made from non woven polypropylene or similar polymer and will not break down in our landfills. Since Ottawa public health has approved the use of cotton masks as acceptable options, there is less need to choose disposable plastic masks.

2) Alternative transportation: We ask that the OCDSB support and promote active transportation and public transportation. Given that physical distancing is difficult in school buses and expanding the existing bus fleet would add significant cost to transportation budgets, we propose that the existing program, Walking School Bus, be expanded to allow for safe, low-cost, equitable and active transport for children across the OCDSB. This is also in better alignment with an equal start as many students from lower socio-economic backgrounds may not have the means to travel to school outside of a school bus or walking/biking. Given the multitude of benefits to active transportation, including greater focus and improved mental health, there are many reasons that this should be promoted. Ottawa City Councillor Riley Brockington has submitted a motion to increase the safety around schools to increase active transportation for both walking and biking so that the promotion of active transportation can be done safely. Active transportation is also aligned with the statement to the Minister of Education from the Ontario Active Student Travel Council. We would also like you to consider expanding the walking school bus to include ways that students can travel to school via scooter or bike. Young children may not be able to walk far, but many can easily use a scooter. This would thus expand the capacity of the program. As an active promoter of biking, we are certain Envirocentre would be willing to provide support and guidance on how to expand or add a “rolling” school bus program to the existing programs. How much money is already being committed to the walking school bus for this year? Are there currently any plans to increase this amount due to the restrictions for the school buses? If so, by how much?

We would also like to inquire about the Green Climate Fund. It was approved in June 2019 and launched in early 2020. How many applications were submitted? What were the proposed projects and estimated budgets for those projects? What schools participated in the submission of a project? What were the criteria used to determine which projects were funded?

Lastly, we encourage as much outdoor time as possible in the context of learning for the coming year - for the wellbeing of teachers and students, physical and mental, with a bonus that it will connect our children to nature and make even stronger ties for the future. We are happy to work together with the district and educators to identify ways that this could happen to complement the curriculum.

We look forward to working with the OCDSB in the future when the COVID pandemic starts winding down, to build a future for our children that is not only sustainable but also provides opportunities for environmental learning and leadership.

Thank you for your time and consideration,

Miriam Rabkin
Marianne Ariganello

For Our Kids - Ottawa/Gatineau

Background material:

Masks

- For mandatory mask wearing, Ottawa public health provides information on cloth masks in their Q&As: <https://www.ottawapublichealth.ca/en/public-health-topics/masks.aspx>

Active Transportation

- A motion was passed by Riley Brockington to support a greater focus on active transportation: <http://rileybrockington.ca/wp-content/uploads/2020/07/N-Motion-Brockington-Active-Transportation-School.pdf>
- Ontario Active School Travel council statement: <https://ontarioactiveschooltravel.ca/wp-content/uploads/2020/06/Council-Statement-and-Guidelines-for-School-Reopening-Combined-Final-18-June-2020.docx.pdf>



COMMITTEE OF THE WHOLE (BUDGET) **Report No. 20-063**

21 July 2020

2020-2021 Staff-Recommended Budget

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

PURPOSE:

1. To present and seek approval of the 2020-2021 Staff-Recommended Budget.

CONTEXT:

2. The Committee of the Whole Budget (COW Budget) has had several meetings this year which have helped to inform the process for the development of the 2020-2021 Staff-Recommended Budget. To date, the Committee has received an overview of the District's projected financial position for the current year, discussed challenges presented by the COVID-19 pandemic and were presented with possible areas of focus and investment in 2020-2021. In addition, members of the Committee have expressed opinions regarding priorities for the OCDSB in the coming year. In developing its recommendations, staff has considered those suggestions as well as input provided by principals and others throughout the year.

The development of a budget is always complicated because of the necessity to rely on estimates. Line items for both revenues and expenses rely on the estimates of enrolment, general price increases and trends in staff recruitment, retention and benefit costs. The capacity to use the accumulated surplus in balancing the budget also relies on forecasts of the current year's financial results. A conservative approach has been employed in establishing the budget recommendations.

This year's budget process has been complicated by the timing of the release of information from the Ministry of Education through its memorandum 2020 B08: Grants for Student Needs (GSN) Funding for 2020-21. The delay was the direct result of the provincial government's focus on its response to the COVID-19 pandemic. The memo, which was released on 19 June 2020, provides information about funding for 2020-2021. Complementing the memo is the annual technical paper that supports the provincial announcement with enhanced detail on funding benchmarks.

Of particular importance is the Education Finance Information System (EFIS). 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 and allocated in alignment with the Board's strategic plan and provincial regulatory framework. Access to EFIS was also provided on 19 June 2020. Populating the system with the District's information has provided highly accurate funding projections.

As outlined further in this report, this year's budget is focused on providing services to students; however, the increased use of the District's accumulated surplus is reflected in the recommendations in response to a number of unique circumstances. These include:

- the need to establish a budget provision to respond to COVID-related cost pressures and expectations regarding healthy work and learning spaces;
- the provision of enabling technologies amid potential pandemic outbreaks;
- offsetting a one-time funding shortfall relating to the Ministry's secondary teacher classroom staffing ratio and that established by the District's collective agreement with the Ontario Secondary School Teachers' Federation (OSSTF); and
- addressing anticipated revenue losses resulting from decreased international student enrolment.

The 2019-2023 Strategic Plan, a copy of which is attached as Appendix A, has guided the development of the budget recommendations. Staffing enhancements are, for the most part, aligned to provide students with excellent learning opportunities reflective of the caring, supportive and innovative culture envisioned by the Board. The recommendations also reflect the District's commitment to the responsible stewardship of environmental, human and financial resources.

3. Consideration of the Ministry's Budget Requirements

While budget preparation has continued, school districts have also been developing back to school plans in conformity with broad Ministry guidelines. It has become increasingly obvious that school districts will need additional funding to address needs such as the significant distribution of personal protective equipment (PPE), cleaning and disinfecting supplies, as well as enhanced cleaning practices.

The recommended budget is designed to carry the District through to the fall when there will be better information available to review existing estimates, as well as enrolment projections. In addition, staff anticipates that there may be additional announcements regarding revisions to the GSN to support COVID-19 related costs and a safer return to school.

As recently as 20 July 2020, the Ministry has indicated that the province will be assisting with the procurement and provision of PPE on behalf of school boards. There has been no discussion of the potential manner of the inter-governmental recovery of those costs.

Despite all of these uncertainties, the Board is required to adopt a "compliant" budget prior to 01 September 2020. The *Education Act* states:

Board shall adopt estimates

232 (1) Every board, before the beginning of each fiscal year and in time to comply with the date set under clause (6) (c), shall prepare and adopt estimates of its revenues and expenses for the fiscal year. 2009, c. 34, Sched. I, s. 4.

Same

(2) Where final financial statements are not available, the calculation of any amount for the purposes of this Act or the regulations shall be based on the most recent data available. 2009, c. 34, Sched. I, s. 4.

Balanced budget

(3) A board shall not adopt estimates that indicate the board would have an in-year deficit for the fiscal year. 2009, c. 34, Sched. I, s. 4.

Exception

(4) Despite subsection (3), a board may adopt estimates for a fiscal year that indicate the board would have an in-year deficit for the fiscal year if,

(a) a regulation is made under subsection 231 (2) and the estimated in-year deficit would be equal to or less than the maximum amount determined in accordance with that regulation;

(b) the Minister has approved a deficit under clause 231 (1) (b) and the estimated in-year deficit would be equal to or less than the amount approved by the Minister;

(c) an in-year deficit is permitted as part of a financial recovery plan under Division C.1; or

(d) the board is subject to an order under subsection 230.3 (2) or 257.31 (2) or (3). 2009, c. 34, Sched. I, s. 4; 2019, c. 7, Sched. 20, s. 3.

Minister's approval

(5) In deciding whether to grant his or her approval for a fiscal year for the purpose of clause (4) (b), the Minister shall consider the factors set out in subsection 231 (3). 2009, c. 34, Sched. I, s. 4

As noted elsewhere, a budget with a deficit of no more than 1.0% is deemed compliant. In the case of the budget currently recommended by staff, the approval of the Minister will be required and staff is in the process of obtaining that approval.

Should additional information arise regarding funding or the Ministry's response to the proposed deficit elimination plan, members of COW Budget will be immediately advised.

KEY CONSIDERATIONS:

4. Budget Risk

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

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

Repercussions of the ongoing COVID-19 pandemic represent a significant uncertainty that permeates all key risk areas.

5. Enrolment Variability

Student enrolment projections for the school year are one of the most critical elements affecting budget development. Enrolment is measured twice each year and reflected as average daily enrolment (ADE). The enrolment projections are based on trends, knowledge of changing municipal demographics and District initiatives such as the opening of new schools, boundary and program changes, as well as the opening of new schools by other school districts. On a system basis, enrolment projections have usually been close to 1.0% of actual enrolment; however, there can be larger school-by-school variances that can create staffing pressures or savings opportunities.

The District continues to experience enrolment growth and staff is cautiously optimistic that this will continue, but it is unlikely to be as robust as what has been experienced in the past three years. The recommended budget shows projected 2020-2021 day school ADE of 74,354. This number represents an ADE increase of 735 (1.0%) relative to the 2019-2020 budgeted ADE of 73,619.

Increased enrolment is accompanied by additional funding and, potentially, additional student support costs. Should enrolment be greater than projected, staff would proceed with the mandatory teacher and early childhood educator (ECE) staffing required by the collective agreements and/or regulation. If necessary, a report identifying any additional required investments would be presented to COW during the 2020-2021 school year.

It must be acknowledged that concerns regarding potential adverse health consequences that may result from a COVID-19 infection may influence enrolment decisions. As directed by the Board, plans are being developed based on a number of learning scenarios which include the full reopening of schools and a continuation of the learn-at-home strategy. However, a significant unknown is the pandemic's effect on enrolment, particularly in the kindergarten programs. It is possible that some children, in both the junior and senior kindergarten programs, may instead opt to defer entering the school system for a period of time. Any enrolment loss would reduce related funding, but strategies to offset the revenue loss would be pursued.

6. Fluctuations in Revenues and Expenses

The revenues and expenses in the recommended budget have been prepared based on recent experience and influenced by assumptions regarding both known and anticipated changes. For example, compensation costs will increase as a result of increased staffing levels as well as the general wage increase for unionized staff provided for by recently ratified central agreements. Although the additional budget provisions are believed appropriate, there are always fluctuations in the actual staffing patterns as compared to the assumptions used for budget purposes. These fluctuations create variances that must be monitored on a continual basis in an effort to improve budget accuracy and to mitigate any adverse financial consequences.

7. In-Year Budget Pressures

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

8. Political Environment

Significant costs have been incurred by all levels of government in response to the pandemic. These costs include wage replacement and supports, additional costs for multi-faceted health needs and expanded requirements for PPE. Many of these pressures, which are expected to continue for some time to come, have been accompanied by significant revenue losses for each level of government as a result of the ensuing economic downturn.

These large deficits will have to be managed in future years. It can be expected that all levels of government will be looking for opportunities to reduce costs. It is likely that the District may have reduced funding in future years and this will translate into a need to identify savings in all areas of the District's services while continuing to respond to the needs of students and families.

9. Summary of Changes in the Operating Budget

Table 1 compares the total revenues and expenses for 2020-2021 with the current year. The deficit is expected to be \$17.2 million. The larger deficit is attributable to a combination of lower than expected revenue enhancements and increased expenses. These changes are elaborated upon in the following sections.

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

	2020-2021 Recommended Budget	2019-2020 Approved Budget	Change	Increase
	\$	\$	\$	%
Revenues	991,165,070	971,802,494	19,362,576	2.0
Expenses	1,008,346,935	980,245,968	28,100,967	2.9
Deficit	17,181,865	8,443,474	8,738,391	

Appendix B presents a summary of planned expenses by funding envelope. The amounts shown in the summary are expanded upon in the subsequent sections.

10. Revenues

As illustrated in Table 1, a projected revenue increase of \$19.4 million is expected in 2020-2021. This is a 2.0% increase over the revenue budgeted for 2019-2020. The increase reflects the additional revenue generated by enrolment growth, funding of the negotiated wage increases provided for by ratified collective agreements, and new funding provided by the Supports for Students Fund (SSF) grants. The total increase in GSN revenue, net of revenue deferrals, is \$30.8 million.

It is important to highlight that a significant shortfall is expected in relation to secondary classroom teacher funding reflected in the GSN. The recently ratified collective agreement with secondary teachers assumes a student to classroom teacher ratio of 23:1. However, academic staffing was initially based on the previous collective agreement formulae (approximately 22:1) which resulted in 58.0 FTE unfunded positions. A subsequent staffing update identified savings in teacher assignments which reduced the unfunded positions to 38.0 FTE or approximately \$4.1 million. These positions will be supported using the accumulated surplus.

The increased GSN funding is offset by various reductions in non-grant revenues including a significant \$4.9 million decrease in international student fees, a \$5.7 million reduction in deferred capital contributions, a \$2.1 million decrease in Priorities and Partnerships Fund (PPF) grants (some of which were transferred to the GSN) and other miscellaneous revenue reductions totaling \$2.0 million. The reductions are offset by an anticipated one-time revenue increase of \$3.3 million resulting from the transition to employee life and health trusts (ELHTs) and the wind-up of the benefit plans previously managed by the District.

The anticipated revenues are summarized in Appendix C.

11. Expenses

There has been significant discussion during COW Budget meetings around the importance of ensuring that resources are allocated in a manner that enhances the cultures of innovation, caring, and social responsibility as identified in the District's 2019-2023 Strategic Plan.

A key task when developing the annual budget is an assessment of how the limited resources can best be used to achieve the desired outcomes. The staff-recommended budget attempts to balance needs to:

- 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 positions established by the District;
- maintain, to the extent possible, existing core services and supports provided by teachers and support staff; and
- 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.

The net increase in expenses for 2020-2021 in comparison to last year's approved budget is \$28.1 million, which is a 2.9% increase.

The most significant cost increase relates to the cost of living adjustment established by ratified collective agreements. Each agreement provides for an annual 1.0% wage increase retroactive to 01 September 2019. The effect of the wage increase in the 2020-2021 Staff-Recommended Budget is a 2.0% increase relative to the wage base shown in last year's approved budget. Adjustments to the employer's contribution to benefit plans administered through ELHTs ranged from 1.0% to 4.0%, annually. In total, these compensation adjustments account for over \$17.9 million of the increase in budgeted expenses.

The recommended budget also reflects enhanced staffing in response to increased enrolment and specialized classes, additional staffing enabled by the union-specific SSF grants, and additional staffing in response to specific needs such as special education and information technology security. Recommendations reflect a total of 218.93 additional FTE, which if fully approved, would increase the staff complement to 8,370.16 FTE.

Most of the identified staffing adjustments have been previously approved by the Board through three reports, as follows:

- Report 20-031, Academic Staffing for 2020-2021;
- Report 20-050, Revised Secondary Teacher Staffing for 2020-2021; and
- Report 20-058, Administrative and Support Staffing for 2020-2021.

Academic staffing recommendations have increased the teacher and school administration complement by 59.52 FTE while administrative and support staffing approvals account for an additional 126.45 FTE. A further 32.96 FTE are recommended for approval within the budget document and, of these, 21.0 FTE would be supported by the SSF grant for elementary teachers.

Significant non-compensation adjustments have been made. As previously mentioned, a provision has been identified to support incremental costs that may be incurred as a result of the COVID-19 pandemic. The provision is \$4.0 million and is in addition to the

custodial positions that will be created using the SSF grant specifically identified for the Plant Support Staff Unit (PSSU). The provision would be used to support enhanced cleaning protocols and supply consumption, to offset extraordinary cost increases for supplies and protective equipment, to acquire additional resources that may be needed to ensure safe learning and work environments, and to ensure continuity of learning in the face of localized illness in schools. Financial reports will be provided to the Board during 2020-2021 summarizing the incremental costs incurred due to the pandemic.

A significant reduction in amortization expenses has also been shown in the recommended budget. The reduction, totaling \$5.1 million, relates to updated information on the District's tangible capital assets. As a reminder, during 2018-2019, the Ministry directed all school boards to review the remaining service life (RSL) of major capital assets using a prescribed methodology. The RSL is used in determining the expenses (and associated revenues) reported in a year based on straight-line amortization rules. The review identified that significant investments made in recent years had extended the RSL of many schools, which in turn, has resulted in lower amortization expenses in 2020-2021 and subsequent years. A corresponding decrease in deferred capital contribution revenue has also been reported in the recommended budget.

The changes in expenses are summarized in Appendix D based on cost groupings. Appendix E expands on these changes with additional detail including explanations of how and/or why a change was recommended. Appendix F presents a comparative expense summary by program area.

Also attached as Appendix G is a copy of Report 20-037, Reflecting on the Board Retreat-Discussing Equity in Programming. This report focuses on Board and senior staff discussions about the importance of equity and programming at the District. This information is attached as an example of the information that is considered during the budget development process.

12. Capital Budget

The 2020-2021 Capital Budget is a high-level spending plan that identifies the cumulative amount of planned spending by funding source. Total capital spending authorization is expected to be \$97.9 million.

Use of funding identified as education development charges (EDC), school condition improvement (SCI), school renewal and accumulated surplus have either been previously approved by the Board with expected completion in 2020-2021 or are subject to further Board approval. Such approvals may be submitted individually (e.g., land acquisition) or be identified as part of the Facilities department's comprehensive capital spending program.

Of the total capital budget, \$12.8 million has been identified to acquire physical assets such as furniture, equipment and computers. These assets, commonly referred to as minor tangible capital assets (MTCA), are supported by the use of GSN funding that has been set aside for such investments. If not used during the school year, the GSN funds identified for MTCA will be redirected to support operating costs in accordance

with Ministry requirements. Acquisitions using MTCA are subject to procurement limits and processes authorized by Board policy.

Table 2 summarizes the anticipated capital spending capacity as presented in the 2020-2021 Staff-Recommended Budget.

Table 2 – Capital Spending Capacity by Funding Source (amounts in millions)

	Ministry Grants	MTCA Funding	Accum. Surplus	EDC	Total
Capital Priorities	\$ 21.1	\$	\$	\$	\$ 21.1
Land (Development Charges)				5.8	5.8
School Renewal	8.0				8.0
School Condition Improvement	46.5				46.5
Child Care Capital	1.4				1.4
Administration Buildings			0.7		0.7
Portable Purchases			1.6		1.6
Furniture and Equipment		12.8			12.8
	77.0	12.8	2.3	5.8	97.9

Almost all capital funding sources have strict guidelines on the types of eligible expenses that may be incurred. For example, EDC are collected solely for the acquisition and/or servicing of land for new schools or for major renovations to existing schools. Similarly, school boards are required to direct 70% of their SCI funding to address major building components (e.g., foundations, roofs, windows) and systems (e.g., plumbing and heating, ventilation and air conditioning). The remaining 30% of SCI funding can be used to address the above listed building components or, alternatively, building interiors and surrounding site components (e.g., utilities, parking and pavements). SCI spending is restricted to depreciable assets and must also be reported to the Ministry in its prescribed format. Other capital grants have similar restrictions.

The most flexible funding source is the MTCA allocation established using the GSN operating allocation. The use of the funding is highly flexible in that any unused money can be used for any operating need, but it is also the only grant funding specifically identified for the acquisition of furniture and equipment, including computers.

Questions have been asked regarding the ability to repurpose capital grants to support other high-priority initiatives in response to pandemic-related challenges. Staff has consulted with the Ministry regarding the potential to use SCI and school renewal grants to support the extraordinary costs that are anticipated in the coming year. Expenses envisioned would include plexiglass partitions to enhance safety in school offices, modifications to HVAC systems to improve fresh air circulation, more frequent HVAC maintenance activities including filter replacement, and temporary alterations to learning spaces including classroom furnishing costs. At this time, the Ministry has not indicated a willingness to modify how the grants can be used. Discussions with the Ministry will continue as will staff's efforts to pursue opportunities that best utilize the funding in accordance with existing spending restrictions.

13. Accumulated Surplus

An accumulated surplus is the excess of revenues over expenses that has resulted over time.

The *Education Act* allows the Board to use its accumulated surplus to balance its operating budget, but it also restricts the use in any school year to 1.0% of the operating grants provided by the Ministry. This amount is \$8.8 million for 2020-2021. Approval to use accumulated surplus in excess of this amount must be obtained from the Ministry.

Table 3 presents the components of accumulated surplus and shows the anticipated use and alignment of the projected 2020-2021 net operating deficit of \$17.2 million. The District's recommended budget deficit is almost double that permitted without additional approval. The Ministry has been advised of the circumstances underlying the increased reliance on the accumulated surplus and a formal application has been submitted requesting Ministry approval of the additional funds.

Table 3 – Accumulated Surplus Available for Compliance

	Projected as at 31 Aug 2021	Projected as at 31 Aug 2020	Change increase (decrease)
	\$	\$	\$
Available for compliance			
Restricted-committed capital	10,438,731	8,785,584	1,653,147
Internally appropriated			
Extended Day Program	685,616	940,000	(254,384)
Budgets carried forward	1,656,145	1,656,145	-
Business Systems	500,000	2,000,000	(1,500,000)
Contingencies	5,000,000	17,200,000	(12,200,000)
Unappropriated	1,364,820	6,245,448	(4,880,628)
	19,645,312	36,827,177	(17,181,865)

The most recent forecast presented to COW Budget was used to project the accumulated surplus available at 31 August 2020. The forecast was recently updated to reflect anticipated government funding to support compensation costs incurred by the Extended Day and Child Care programs during the closure period. The additional funding is estimated to be \$4.1 million.

14. In-Year Deficit Elimination Plan

The Ministry requires that a board approve a deficit elimination plan when a district is projecting an adjusted in-year deficit. The plan must identify how the adjusted deficit will be eliminated within two fiscal years. The adjustment relates to the amortization of Board-approved committed capital projects incurred between 01 September 2010 and 31 August 2019.

The District's adjusted in-year deficit is projected to be close to \$16.5 million. The District's deficit elimination plan will be included with the 2020-2021 Staff-Recommended Budget. It is influenced by the amount of accumulated surplus available that can be used to manage the elimination of the deficit.

RESOURCE IMPLICATIONS:

15. For 2020-2021, the recommended budget reflects positive changes in the level of services for students while also addressing a number of one-time pressures relating to the COVID-19 pandemic.

The budget contains previously approved increases in the number of teachers in response to enrolment growth, more specialized classes for students with special needs, increases to supports in Learning Support Services (LSS) including additional educational assistants (EA) and additional staffing to address the ongoing behavioural and mental health issues that are impacting students.

The 2020-2021 Staff-Recommended Budget anticipates increased use of the District's accumulated surplus in an amount that exceeds the level specifically authorized by the *Education Act*. This amount, commonly referred to as the 1.0% compliance limit, restricts its use to \$8.8 million. Additional Ministry authorization to use the accumulated surplus to support District operations is required.

COMMUNICATION/CONSULTATION ISSUES:

16. The delayed announcement of funding details and the restrictions on the use of accumulated surplus has made this a most unusual year from a budget development perspective. Opportunities for broader public consultation were limited as a result of the need to focus on responding to the public health emergency. However, staff has continued to take into account the advice received from COW Budget, Board advisory committees, as well as principals and other staff. Information regarding pandemic-related challenges received from Ottawa Public Health, the Ministry and other organizations has also been considered as part of the overall budget recommendations. As in past years, recommendations have been guided by the Board's strategic plan.

Under normal circumstances, the 2020-2021 Budget would have been approved by the Board before the end of June 2020 as required by the Ministry, but the provincial government's focus on responding to the pandemic delayed the GSN announcement until close to the end of June. The Ministry has extended the budget approval timeline to 19 August 2020. The remaining scheduled meeting dates for COW Budget are as follows:

21 July 2020	Presentation of the 2020-2021 Staff-Recommended Budget
11 August 2020	Delegations/questions/budget debate
13 August 2020	Delegations/questions/budget debate
18 August 2020	Delegations/questions/budget debate

Provision has been made for a Special Board meeting to immediately follow the 18 August 2020 COW Budget meeting, once a recommendation has been approved.

The District website includes a landing page for financial information with quick links to both the current budget and budgets for prior years. Relevant supporting information such as budget questions and answers is also available. The webpage has been updated so that focus is placed on the development of the 2020-2021 Budget. Access

to all public documents, such as budget reports and presentations, is easily obtained from the webpage.

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

STRATEGIC LINKS:

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

RECOMMENDATION:

- A. THAT the unconsolidated 2020-2021 operating budget of \$1,008.3 million as presented in Report 20-063, 2020-2021 Staff-Recommended Budget and detailed in the 2020-2021 Staff-Recommended Budget Binder be approved, subject to Ministry authorization to use the accumulated surplus in the amount required to balance the budget;
- B. THAT the 2020-2021 capital budget of \$97.9 million as presented in the 2020-2021 Staff-Recommended Budget Binder, be approved; and
- C. THAT the In-Year Deficit Elimination plan as presented in the 2020-2021 Staff-Recommended Budget Binder, be approved.

Mike Carson
Chief Financial Officer

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

APPENDICES

Appendix A – 2019-2023 Strategic Plan
 Appendix B – Enveloping by Program Area
 Appendix C – Comparative Summary of Grants and Other Revenues
 Appendix D – Summary of Changes in Operating Expenses
 Appendix E – Explanation of Changes in Operating Expenses
 Appendix F – Comparative Summary of Operating Expenses by Program Area
 Appendix G – Report 20-037, Reflecting on the Board Retreat-Discussing Equity in Programming

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

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

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

Culture of Innovation

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



Goals

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

Desired Outcomes:

For Students

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

For Staff

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

For System

- Improved business processes and efficiency.

Strategies:

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

- Modernize learning and enhance student experience; and
- Optimize resources and technology to modernize business processes.

Culture of Caring

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



Goals

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

Desired Outcomes:

For Students

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

For Staff

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

For System

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

Strategies:

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

Culture of Social Responsibility

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



Goals

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

Desired Outcomes:

For Students

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

For Staff

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

For System

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

Strategies:

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

EXIT OUTCOMES — What we want for our graduates

CHARACTERISTICS

SKILLS

Goal-oriented	Innovative/ Creative	Collaborative	Globally Aware	Resilient	Ethical Decision-makers	Digitally Fluent	Academically Diverse	Effective Communicators	Critical Thinkers
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Ottawa-Carleton District School Board
2020-2021 Staff-Recommended Budget
 Enveloping by Program Area

Appendix B
 to Report 20-063

	Grants and Other Revenues	Expenses	Difference
	\$	\$	\$
Instruction	610,714,263	610,461,645	252,618
Instruction - Special Education	117,889,731	131,395,684	(13,505,953)
Continuing Education	12,332,640	10,908,889	1,423,751
Transportation	44,163,065	46,901,818	(2,738,753)
Facilities/Learning Environment	93,305,590	96,614,211	(3,308,621)
Central Administration	23,081,975	21,600,432	1,481,543
Amortization	56,104,376	56,764,826	(660,450)
Staff Secondments	6,270,668	6,590,648	(319,980)
Net Interest Charges for Debt and Capital Works	7,024,378	6,576,014	448,364
Extended Day and Child Care Programs	20,278,384	20,532,768	(254,384)
Total	991,165,070	1,008,346,935	(17,181,865)

Ottawa-Carleton District School Board
2020-2021 Staff-Recommended Budget

Comparative Summary of Grants and Other Revenues

Appendix C
to Report 20-063

	2020-21 Budget	Budget minus PY Budget	Change from PY	2019-20 Budget	2019-20 Rev Est
	\$	\$		\$	\$
GSN Operating Allocations					
Pupil Foundation-ADE only	417,061,422	31,439,886	8.2%	385,621,536	385,425,261
School Foundation	54,326,824	815,615	1.5%	53,511,209	53,403,779
Special Education	103,140,937	1,893,432	1.9%	101,247,505	101,177,962
Language	36,647,317	1,939,366	5.6%	34,707,951	34,812,797
Rural and Small Community Allocation	197,694	3,213	1.7%	194,481	194,481
Learning Opportunity (includes mental health leader)	20,113,906	670,127	3.4%	19,443,779	19,078,676
Adult Education, Continuing Ed, Summer School	6,987,933	(686,800)	-8.9%	7,674,733	7,121,869
Cost Adjustment / Teacher Qualification and Exp.	79,153,040	(22,774,856)	-22.3%	101,927,896	98,261,195
ECE Qualification and Experience Allocation	3,776,930	(120,312)	-3.1%	3,897,242	3,827,749
New Teacher Induction Program (NTIP)	675,500	164,288	32.1%	511,212	511,212
Restraint Savings (Regulatory)	(279,158)	-	0.0%	(279,158)	(279,158)
Transportation	43,537,476	(358,120)	-0.8%	43,895,596	43,064,411
Administration and Governance	20,304,976	(442,717)	-2.1%	20,747,693	20,734,389
School Operations	79,947,129	1,462,735	1.9%	78,484,394	78,189,544
Community Use of Schools	1,073,525	(5,385)	-0.5%	1,078,910	1,078,910
Indigenous Education Allocation	3,054,479	770,794	33.8%	2,283,685	2,710,885
Mental Health and Well-Being (Safe and Accepting)	2,569,591	664,431	34.9%	1,905,160	1,902,757
Supports for Students Fund	6,871,859	6,871,859	n/a	-	-
Program Leadership	998,303	998,303	n/a	-	-
Permanent Financing of NPF (Board 55 Trust)	2,523,115	-	0.0%	2,523,115	2,523,115
	882,682,798	23,305,859	2.7%	859,376,939	853,739,834
GSN Capital Allocations and Revenue Adjustments					
School Renewal (Operating)	5,087,333	-		5,087,333	5,087,333
Interest on Capital Projects (OFA)	4,501,263	(104,306)	-2.3%	4,605,569	4,666,219
Temporary Accommodation	1,228,470	369,339	43.0%	859,131	1,091,329
Deferred Revenue - Special Education	(954,514)	36,815	-3.7%	(991,329)	(925,270)
Deferred Revenue - Minor Tangible Capital Assets	(12,762,265)	7,225,607	-36.1%	(19,987,872)	(12,794,398)
Trustees' Association Fee	43,316	-	0.0%	43,316	43,316
Other Adjustments: Strike Savings Reduction	-	-	n/a		
Net GSN Revenue Deferrals and Transfers	879,826,401	30,833,314	3.6%	848,993,087	850,908,363
Non-GSN Revenues					
Priorities and Partnerships Fund	2,625,401	(2,057,207)	-43.9%	4,682,608	4,650,805
Other Provincial Grants (LBS, ESL, OYAP)	2,870,657	(167,153)	-5.5%	3,037,810	2,919,069
Ontario Works, Breakfast Program	1,724,139	65,635	4.0%	1,658,504	1,782,994
Federal Grants (LINC)	2,486,646	-	0.0%	2,486,646	2,486,646
Investment Income	800,000	(200,000)	-20.0%	1,000,000	1,000,000
Community Use and Facility Rentals	4,046,328	(44,144)	-1.1%	4,090,472	4,103,404
Extended Day Program Fees	17,888,719	(61,887)	-0.3%	17,950,606	17,888,719
Child Care Centre Fees	1,791,000	-	0.0%	1,791,000	1,791,000
Staff on Loan (Compensation Recoveries)	6,270,668	(739,993)	-10.6%	7,010,661	7,010,661
Miscellaneous Revenue-Realizable	3,765,835	(217,147)	-5.5%	3,982,982	3,936,803
OCENET Student Fees	6,424,100	(4,936,900)	-43.5%	11,361,000	10,974,000
OCENET (capital return / facilities fee)	840,800	(659,200)	-43.9%	1,500,000	1,100,000
Solar Power Generation	450,000	(50,000)	-10.0%	500,000	500,000
Manulife Benefits Surplus-One Time Revenue	3,250,000	3,250,000	n/a	-	1,500,000
	55,234,293	(5,817,996)	-9.5%	61,052,289	61,644,101
Deferred Capital Contributions (re Amortization)	56,104,376	(5,652,742)	-9.2%	61,757,118	56,858,067
Revenues for Compliance Purposes	991,165,070	19,362,576	2.0%	971,802,494	969,410,531

						\$
Approved 2019-2020 Budget						980,245,968
Contractual Changes						
Increase in Compensation Base						13,057,431
Net Increase in Statutory Benefits						2,408,688
Increase in Employee Life and Health Trust						2,472,452
						17,938,571
Changes in Costs - Appendix A						
Covid-19 Response Fund						4,000,000
Adjustment for Declining Enrolment						(977,220)
Increase in Workplace Safety and Insurance Board						696,541
Change in Compensation Base Including Salary Differential						(2,496,790)
Change in Cross-Departmental Savings						(500,000)
Early Learning Assistants (Adjustment to Market)						498,866
						1,221,397
Changes in Grants, PSAB and Legislation - Appendix B						
Priorities and Partnerships Fund						(851,520)
Continuing Education						(782,049)
Amortization on Capital Assets						(5,067,057)
Public Sector Accounting Board (PSAB) Benefit Adjustment						895,107
Specialized Equipment Amount (SEA)						136,559
OCENET - Contractual Services						(1,969,774)
Ottawa Student Transportation Authority (OSTA) - Net change in projection						856,862
Debentures & Long-Term Loans						(212,754)
Change in Secondments						(739,993)
						(7,734,619)
Staffing: Board Decisions - Appendix C						
	General Instruction		Spec Ed/Central			
	FTE	Amount	FTE	Amount	FTE	
Elementary Academic Staffing	49.26	5,084,519	4.42	469,740	53.68	5,554,259
Secondary Academic Staffing	(6.33)	(694,559)	7.67	823,443	1.34	128,884
School Administration	2.50	350,504	2.00	298,434	4.50	648,938
Administration & Other	71.05	4,193,107	3.00	280,734	74.05	4,473,841
Education Workers-Supports for Students Funds	52.40	3,301,209	-	-	52.40	3,301,209
	168.88	12,234,780	17.09	1,872,351	185.97	14,107,131
Recommended Changes in Staffing - Appendix D						
Schools					FTE	
Elementary Teachers (Supports for Students Fund)					21.00	2,226,991
Early Learning Assistants -Extended Day Program					10.26	373,744
Reduction in Special Education System Classes					(0.30)	(32,248)
					30.96	2,568,487
Administration						
Community Partnership Position (Self-Funded)					1.00	-
Human Rights and Equity Advisor (Funded by PPF in budget base)					1.00	-
					2.00	-
					32.96	2,568,487
Total Increase in Operating Expenses						218.93
						28,100,967
Recommended 2020-2021 Budget						1,008,346,935

Ottawa-Carleton District School Board
2020-2021 Staff-Recommended Budget
 Explanations of Changes in Operating Expenses

Appendix E
 to Report 20-063

Appendix Ref	Area of Investment	FTE				Amount
		Required by Regulation or Agreement	Board Decision	Supports for Students Funding	Total	

Academic staffing plan has two components. The first component is staffing to meet regulated class size requirements or obligations included in the underlying collective agreement for the bargaining unit.

The second component reflects Board decisions that allocate staff resources in alignment with the strategic plan. As discussed in the academic staffing report, all discretionary positions are reviewed to ensure that the area of focus continues to be relevant with recommended changes being prioritized to areas of need. Recent investments focused on English as a Second Language, special education and Indigenous Education. This year, the majority of the investments align with the priority area of Innovation in support of high learning expectations in all programs, including special education programs.

Changes to the regulated class size at the secondary panel were agreed to as part of the recently ratified central agreements. This change, which was announced after the secondary staffing process had already commenced, would have reduced the regulated staff complement by 58.0 FTE. Prudent management of staffing allocations is expected to allow for a reduction of only 20.0 FTE in the coming year.

Note that secondary academic staffing included 5.0 FTE that were approved in anticipation of Supports for Students Funding (SSF). For the purposes of this presentation, these positions have been reported in the SSF grouping of position to ensure a comprehensive view of this funding's impact on staffing.

C	Elementary Academic Staffing	45.26	8.42	-	53.68	5,554,259
D	Elementary Academic Staffing - Adjustment	-	(0.30)	-	(0.30)	(32,248)
C	Secondary Academic Staffing	2.34	13.00	-	15.34	1,639,478
C	Secondary Academic Staffing - Adjustments	(20.00)	(5.00)	-	(25.00)	(2,697,521)
		27.60	16.12	-	43.72	4,463,968

The increase in the complement of principals and vice-principals was presented as part of the academic staffing report. The positions provide operational support and leadership to schools or support central portfolios, such as promoting concussion awareness and prevention and implementing the Commit to Kids program.

C	Principals and Vice-Principals	-	4.50	-	4.50	648,938
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The District's kindergarten classes are supported by educator teams that include teachers and ECEs, regardless of class size. The increased complement reflects the additional staff complement assigned to support the kindergarten program.

C	Early Childhood Educators	17.79	-	-	17.79	953,277
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The number of school office staff is influenced by school-based enrolment fluctuations. The reduction is the result of the school-based enrolment adjustments as well as the elimination of an office administrator position following the closure of J.H. Putman Public School.

C	School Office Support Staff	(2.90)			(2.90)	(174,716)
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Ottawa-Carleton District School Board
2020-2021 Staff-Recommended Budget
 Explanations of Changes in Operating Expenses

Appendix E
 to Report 20-063

Appendix Ref	Area of Investment	FTE				Amount
		Required by Regulation or Agreement	Board Decision	Supports for Students Funding	Total	

Students serving a long-term suspension or expulsion participate in the safe schools program. Each student in the program has an action plans outlining their personalized academic and social emotional goals. The addition of professional support staff aligns Ministry requirements so that each student's day will now include formal program delivery to support their social emotional goals.

C	Social Worker - To Support Safe Schools	-	0.80	-	0.80	81,754
C	Psychologist - To Support Safe Schools	-	0.50	-	0.50	61,935
		-	1.30	-	1.30	143,689

Significant investments in special education supports have been made in recent years. The staff-recommended budget includes additional adjustments to reflect the addition of new specialized classes and to formalize mid-year increases approved by the Board during 2019-2020.

C	Educational Assistants - Specialized Classes	-	19.00	-	19.00	1,113,462
C	Educational Assistants - 2019-2020 Decision	-	25.00	-	25.00	1,441,136
		-	44.00	-	44.00	2,554,598

The Extended Day Program operates on a fee for service, not-for-profit basis. The approved staffing complement, which aligns with mandated staffing levels for the program, was increased to reflect anticipated enrolment growth. A cautious approach to staffing the positions will be taken given the uncertainty regarding the level of participation that the COVID-19 pandemic has caused.

C	Early Childhood Educators	-	10.86	-	10.86	581,933
D	Early Learning Assistants	-	10.26	-	10.26	373,744
A	Early Learning Assistants Market Adjustment					498,866
		-	21.12	-	21.12	1,454,543

A review of the Business and Learning Technologies (B<) department was completed in 2018-2019. Based on the review, the addition of two team leader positions that would focus on network security and on supporting student and staff learning through the use of technology, respectively, were recommended. In addition, to improve services to all schools, school-based Instructional Student Support Technicians have been re-assigned to work as B< Field Technicians to provide technology support based on families of schools. The positions have been converted to 12-month FTEs which has resulted in a small cost increase.

C	School Technicians	-	(16.00)	-	(16.00)	(988,038)
C	B< Field Technicians	-	16.00	-	16.00	1,122,364
C	B< Security and Authentication	-	1.00	-	1.00	103,906
C	B< Learning Technology Specialist	-	1.00	-	1.00	103,907
		-	2.00	-	2.00	342,139

Ottawa-Carleton District School Board
2020-2021 Staff-Recommended Budget
 Explanations of Changes in Operating Expenses

Appendix E
 to Report 20-063

Appendix Ref	Area of Investment	FTE				Amount
		Required by Regulation or Agreement	Board Decision	Supports for Students Funding	Total	

The District has received a Priorities and Partnerships Funds (PPF) grant to establish a senior leader position to further build capacity in fostering a culture that advances human rights and maintains respectful working and learning environments. The staff-recommended budget also includes an administrative support position to assist with initiatives which support the mandate. The cost of the Human Rights and Equity Advisor is already accounted for in the PPF budget.

D	Human Rights and Equity Advisor	-	1.00		1.00	-
C	Support for Human Rights and Equity Advisor	-	1.00		1.00	72,921
		-	2.00	-	2.00	72,921

Supports for students funding was provided to local school districts as part of the central agreement reached earlier this spring between OPSBA, the Crown and OSSTF. 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 specific needs are to be determined in consultation with the respective bargaining unit.

C	Educational Assistants	-	-	19.50	19.50	1,135,596
C	Facilities Learning Environment	-	-	16.60	16.60	1,072,942
C	Educational Support Professionals	-	-	15.00	15.00	949,434
C	Professional Student Services Personnel	-	-	1.30	1.30	143,237
D	Elementary Teachers	-	-	21.00	21.00	2,226,991
C	Secondary Teachers	-	-	11.00	11.00	1,186,927
		-	-	84.40	84.40	6,715,127

Communities disadvantaged by socioeconomic realities are provided with additional financial supports referred to as RAISE funding. The creation of a Community Partnership Officer using the existing centrally administered RAISE budget provision is proposed. The position would directly assist RAISE schools with identifying sustainable community partnership opportunities. Resulting initiatives would include expanded learning opportunities, improved student achievement and enhanced student well-being.

D	Community Partnership Officer	-	1.00	-	1.00	-
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Total Staffing Approvals	42.49	92.04	84.40	218.93	17,174,484
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A cost of living increase, applicable to both wages and benefits, was incorporated into the central agreement reached earlier this spring between OPSBA, the Crown and OSSTF. Similar adjustments are available for union exempt employees. The cost increase applicable to 2020-2021 is included in the budget to ensure financial capacity to address the resulting obligations.

Change A	Compensation adjustments (contract settlements, increments)	17,938,571
	Change in compensation base and salary differential	(2,496,790)
		15,441,781

Ottawa-Carleton District School Board
2020-2021 Staff-Recommended Budget
 Explanations of Changes in Operating Expenses

Appendix E
 to Report 20-063

Appendix Ref	Area of Investment	FTE				Amount
		Required by Regulation or Agreement	Board Decision	Supports for Students Funding	Total	

The District is obligated to pay eligible employees a retirement gratuity when they terminate employment. Obligations also exist in cases where the Workplace Safety and Insurance Board has determined a liability exists in regards to a workplace injury. These obligations are subject to an annual actuarial review. The incremental costs are influenced by various factors including changes in the rates of interest used in valuation calculations. The amounts reflect the actuarial increase in the liability for these benefits.

A	Actuarial Valuation of Employee Future Benefits (Gratuities)	696,541
B	Actuarial Valuation of Workplace Safety and Insurance Board Obligations	895,107
		<u>1,591,648</u>

The District completed a review of the remaining service life (RSL) of major capital assets using a prescribed methodology in 2018-2019. The RSL is used in determining the expenses (and associated revenues) reported in a year based on straight-line amortization rules. The review identified that significant investments made in recent years had extended the RSL of many schools, which in turn, has resulted in lower amortization expenses in 2020-2021 and subsequent years.

B	Reduced Tangible Capital Assets Amortization Expense	(5,067,057)
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The District has benefitted from the enrolment of international students over the past number of years. The students contribute to a diverse school community and foster an appreciation of other world cultures. The COVID-19 pandemic is expected to result in a significant reduction in enrolment which will result in lower revenues. There are corresponding decreases in administrative fees paid by the District to the Ottawa-Carleton Education Network. A compensation savings provision attributable to teaching staff has been identified.

B	Reduced OCENET Administrative Fees	(1,969,774)
A	International Student Staffing Costs Declining Enrolment Adjustment	(977,220)
		<u>(2,946,994)</u>

A provision has been identified to support incremental costs incurred as a result of the COVID-19 pandemic. The provision will be used to support enhanced cleaning protocols and additional supply consumption, to offset extraordinary cost increases for supplies and protective equipment, to acquire additional resources that may be needed to ensure safe learning and work environments, and to ensure continuity of learning in the face of localized illness in schools.

A	Provision for COVID-Related Expenses and Adjustments	4,000,000
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The District receives grants for specific purposes including those supported by the Ministry through its PPF. The funding is directly tied to the level of expenses. The recommended budget reflects a net reduction in the level of funding confirmed for the year; however, as in past years, additional funding announcements are anticipated during 2020-2021 and will be reflected in financial updates.

B	Net Reduction in Programs Supported by Priorities and Partnerships Funds	(851,520)
B	Net Reduction in Continuing Education Programs	(782,049)
B	Increased use of Special Equipment Allocation Funding	136,559
		<u>(1,497,010)</u>

Ottawa-Carleton District School Board
2020-2021 Staff-Recommended Budget
 Explanations of Changes in Operating Expenses

Appendix E
 to Report 20-063

Appendix Ref	Area of Investment	FTE				Amount
		Required by Regulation or Agreement	Board Decision	Supports for Students Funding	Total	

Transportation of the District's students is provided by the Ottawa Student Transportation Authority (OSTA). The OSTA Board has approved a budget reflecting cost increases relating to compensation, supplies and rental expenses, and the cost of student transportation contracts. The cost increase does not reflect any potential adjustments that may result from COVID-19 related service level modifications.

B	Transportation Contracts					856,862
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A review of operating budget provisions will be completed during the year. The objective is to identify savings in supplies and services totaling \$500,000. In addition, the retirement of debt obligations will result in a \$212,754 reduction in debt service costs relative to the current year.

A	Cross-Departmental Operating Savings					(500,000)
B	Debt Charges					(212,754)
						<u>(712,754)</u>

At times, District staff may take assignments in other organizations. The individual remains an employee of the Board during the assignment and costs are recovered from the host organization. The number of individuals participating in such arrangements are expected to decrease for 2020-2021.

B	Reduction in Staff Secondments					(739,993)
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Total Increase in Operating Expenses						28,100,967
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Ottawa-Carleton District School Board
2020-2021 Staff-Recommended Budget

Appendix F
to Report 20-063

Comparative Summary of Operating Expenses by Program Area

In \$ Millions EXPENSE CATEGORY	2020-21			2019-20				
	Budget	Budget minus PY Budget	Change from PY Budget	Budget	Revised Estimates	Forecast	Variance	% Spent
							Forecast minus Budget	Forecast over Budget
Instruction								
Salaries and Benefits	686.6	27.7	4.2%	658.8	657.4	647.5	(11.4)	-1.7%
Salaries and Benefits (Occasional Teachers)	17.4	0.3	2.0%	17.0	18.0	18.5	1.4	8.4%
Staff Development, Supplies and Services	29.6	2.3	8.5%	27.3	27.4	17.2	(10.0)	-36.8%
Fees, Contractual and Rentals	8.4	(2.0)	-19.5%	10.4	10.4	12.3	2.0	18.8%
Instruction Sub-Total	741.9	28.3	4.0%	713.5	713.3	695.5	(18.0)	-2.5%
Continuing Education								
Salaries and Benefits	10.0	(0.7)	-6.7%	10.7	10.5	10.4	(0.2)	-2.3%
Staff Development, Supplies and Services	0.5	(0.0)	-2.9%	0.5	0.6	0.5	(0.0)	-7.8%
Fees, Contractual and Rentals	0.5	-	0.0%	0.5	0.5	0.4	(0.1)	-21.6%
Continuing Education Sub-Total	10.9	(0.7)	-6.3%	11.6	11.5	11.3	(0.4)	-3.3%
Transportation								
Salaries and Benefits	1.3	0.1	7.7%	1.2	1.2	1.2	-	0.0%
Staff Development, Supplies and Services	0.5	0.1	26.3%	0.4	0.4	0.4	-	0.0%
Fees, Contractual and Rentals	45.1	0.7	1.5%	44.5	44.5	40.3	(4.2)	-9.4%
Transportation Sub-Total	46.9	0.9	1.9%	46.0	46.1	41.9	(4.2)	-9.1%
School Facilities								
Salaries and Benefits	54.2	2.6	5.0%	51.6	51.8	51.5	(0.2)	-0.3%
Staff Development, Supplies and Services	26.4	1.5	6.2%	24.9	25.4	25.2	0.3	1.2%
Fees, Contractual and Rentals	9.0	0.5	5.4%	8.5	10.0	10.0	1.5	17.2%
Other/Temporary Pupil Accommodation	1.9	-	0.0%	1.9	3.0	3.0	1.1	56.9%
Interest Charges on Capital	4.1	(0.2)	-5.0%	4.3	4.3	4.3	-	0.0%
School Facilities Renewal Expense	5.1	-	0.0%	5.1	5.7	5.7	0.6	11.9%
School Facilities Sub-Total	100.7	4.4	4.6%	96.3	100.1	99.6	3.3	3.4%
Central Administration								
Salaries and Benefits	17.7	0.4	2.4%	17.2	17.4	15.1	(2.2)	-12.5%
Staff Development, Supplies and Services	2.1	-	0.0%	2.1	2.1	2.1	(0.1)	-3.3%
Fees, Contractual and Rentals	1.8	(0.2)	-11.9%	2.1	1.9	1.2	(0.8)	-40.1%
Central Administration Sub-Total	21.6	0.2	0.8%	21.4	21.5	18.4	(3.1)	-14.3%

Ottawa-Carleton District School Board
2020-2021 Staff-Recommended Budget

Appendix F
to Report 20-063

Comparative Summary of Operating Expenses by Program Area

In \$ Millions EXPENSE CATEGORY	2020-21			2019-20				
	Budget	Budget minus PY Budget	Change from PY Budget	Budget	Revised Estimates	Forecast	Variance	% Spent
							Forecast minus Budget	Forecast over Budget
Other								
Extended Day Program Compensation	17.1	0.8	5.1%	16.3	15.2	13.0	(3.3)	-20.2%
Extended Day Program Supplies/Int Svcs	1.4	-	0.0%	1.4	1.1	1.3	(0.0)	-2.1%
Child Care Program Compensation	1.9	0.1	2.9%	1.9	1.9	1.6	(0.3)	-13.7%
Child Care Program Supplies/Int Svcs	0.1	-	0.0%	0.1	0.1	0.0	(0.1)	-64.4%
Recoverable Compensation (Secondments)	6.6	(0.7)	-10.1%	7.3	7.3	7.3	-	0.0%
Remedy Payments and Legal Provisions	-	-	0.0%	-	-	-	-	#DIV/0!
Fifty-Five Board Trust (Capital and Interest)	2.5	-	0.0%	2.5	2.5	2.5	-	0.0%
Other Sub-Total	29.6	0.1	0.5%	29.5	28.1	25.8	(3.7)	-12.4%
Amortization								
Ministry Approved Projects	56.1	(5.7)	-9.2%	61.8	56.9	56.9	(4.9)	-7.9%
Board Approved Projects	0.7	0.6	783.4%	0.1	0.4	0.4	0.3	416.8%
Amortization Sub-Total	56.8	(5.1)	-8.2%	61.8	57.2	57.2	(4.6)	-7.4%
Grand Total	1,008.3	28.1	2.9%	980.2	977.8	949.6	(30.6)	-3.1%

Finance 2020.07.14 (numbers may not add due to rounding)

**24 March 2020**

Committee of the Whole (Public) Report 20-037

Reflecting on the Board Retreat - Discussing Equity in Programming Key Contact: Camille Williams-Taylor, Director of Education

PURPOSE:

1. To report out on recent Board/Senior staff discussions about the importance of equity and programming at the OCDSB.

CONTEXT:

2. As part of the Board's governance strategy, the Board and senior staff meet annually to allow for shared professional learning and relationship building – an opportunity for generative discussion on key issues absent of any decision. Building on recent Committee discussions regarding the English with Core French program, this was an opportunity to reflect on our strategic priorities, discuss challenges and identify unconventional ideas for further consideration. After a rich discussion, there was a recognition that poverty is a major factor affecting outcomes for students, and that there is a need for a more comprehensive strategy to address equity in programming, with poverty mitigation specifically in mind.

SUPPORTING OUR STRATEGIC PLAN:

3. As a District, we have committed to advancing equity and a sense of belonging to promote a safe and caring community. One of our goals for this work is to champion and nurture a safe, caring and respectful workplace. To achieve this goal, we must examine inequities in our programming, devise solutions, and take action. This report addresses the first steps by providing a summary of Board and Staff thinking around current inequities, challenges and solutions.

KEY CONSIDERATIONS:

4. Observations about English with Core French

Recent discussions, media articles, and interviews have focused on the English Program with Core French. Across the province, the high demand for French immersion programming has impacted English programs in terms of access, streaming, and risks of marginalization of certain students. Reflecting on these issues, the following key observations were made and discussed:

- Our community places a high value on French education with the perception of future opportunities for students;
- Disproportionate distribution of students with very high special education needs in English/core French programs;
- Disproportionate distribution of English Language Learners (ELLs), with ELLs more frequently enrolled in with English than in Middle French Immersion (MFI) or Early French Immersion (EF);
- Non-viable and marginally viable programs;
 - Low enrolment;
 - Imbalance in dual track;
- Student discipline; Review data to determine whether there is a disproportionate number of student suspensions between programs;
- Students from English/core French programs pursue applied pathways at a higher rate than students in French immersion programs;
- Student achievement performance - of the 10 lowest performing schools grade 3 EQAO, 8 are English/core French schools; this is the same for grade 6 EQAO;
- English/core French program schools are more often situated in low socio-economic communities.

5. Following this discussion, participants broke into small groups to identify key challenges in the context of four broad themes: resource allocation, program and learning, geography/planning/ facilities, and community values/choice. After the identification of key issues, the discussion shifted to address the question: “How can we improve outcomes for students in English with Core French?”. This brainstorming session focused on opportunities for change - considering unconventional ideas and imaginable solutions, without limiting ideas by feasibility and existing constraints. This “blue sky” approach allowed participants to think outside of the box and share imaginable reactions to the challenges identified without being bound by what is necessarily practical given current system/structural restrictions. Examples from the discussion are highlighted below.

Challenges & Opportunities for Change:

Resource Allocation

(financial, human, special allocations)

Challenges & Opportunities:

- Cohort size, multi-grade classes;
- Number of students with special education needs;
- Number of ELLs;
- Defining the right resources;
- Consistent staffing (administration, teachers, support staff);
- Compliance requirements;
- Funding.

Opportunities for change included the notion of additional support through central staff, school staff, and community partners/organizations. There was also discussion of class structures/combinations and financial differentiation for schools and school-based staff.

Program & Learning

(program offerings, instructional quality, special needs, ELL)

Challenges & Opportunities:

- Some existing structures restrict opportunities to engage in experiential learning;
- What can we “take off” of plates of teachers/administration for greater focus of most impact.

Opportunities for change included a discussion on class size, rich experiential learning opportunities, intentional intervention, differentiated staffing, training opportunities (specialized PD for teachers), and high expectations.

Geography/Planning/Buildings

(gentrification, geography, access, building condition)

Challenges & Opportunities:

- Some schools are not big enough;
- Dual - what happens to English in dual track schools;
- Transportation;
- Rural Schools;
- Additional Ideas - bigger of nucleus of kids in English, targeted investment in buildings.

Opportunities for change included a closer look at the intersection between socio-economic status and/or ELL and the English/Core French program, with a proposed strategy being to focus on those with the greatest need. The discussion included tracking and pairing schools / blending classes. There

were also suggestions for community engagement and social connections.

Community Values/Voice

(choice, perception, engagement)

Challenges & Opportunities:

- Structures to effect change are different;
- Racism, bias, and classism are important considerations;
- Students with special education needs face additional challenges;
- Desire for the best for your child;
- Differing parental expectations of the system;
- Parent voice;
- Choice, parents can choose location not school;
- Level of parent knowledge about programs.

Opportunities for change included the need to name, recognize, and deal with racism, classism, and bias in relation to the English with Core French Program. There was discussion of brand management, program ambassadors, OCDSB staff being equipped with knowledge/resources to promote the program, moving to a client experience model, and getting to understand and know our students through an intake with families.

6. Key aspects of the discussion acknowledged the following:
- Parents choose programs because they want the best learning opportunity for their children;
 - A largely unspoken truth is that program choice may not be solely be based on French language development but also a desire to ensure their children are with the “best learners” and not the “distractors” and there may be elements of systemic racism and classism inherent in this;
 - While every student can access any OCDSB elementary program option, the reality is that single track English school are more likely to be located in areas with lower socio-economic status which may affect the ability of families to choose programs offered outside of the neighbourhood school;
 - Currently, single track English program schools are more likely to have lower enrolment which can result in double and triple tracking classes;
 - There is a need to promote a culture of caring and a culture of high learning expectations for all students in all programs.

The complexity of these issues cannot be overstated. A number of “opportunities for change” surfaced as possible strategies which could lead to changes in practice. Some of these strategies represented “big decisions” or significant changes in resource allocation, while others represented changes in practice which could be introduced incrementally at either the school or system level.

What became apparent in the discussions was the connection between the current challenges and opportunities for change and the District's strategic priorities to ensure high learning expectations for every student in every program; to ensure the dignity and respect of every student; and the need to remove barriers to equitable access to student learning and well-being.

7. **Recognizing Poverty as a Common Barrier**

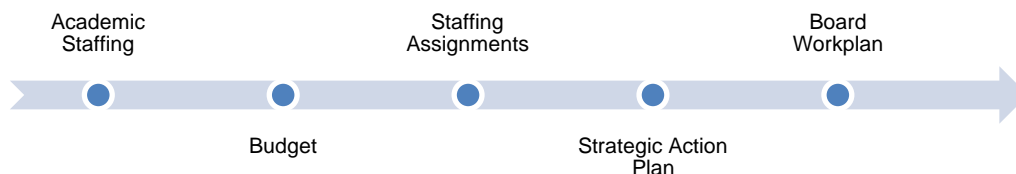
Throughout the two days of discussion, issues of poverty continued to surface as a common barrier to student success. Discussion ensued about how a comprehensive strategy could be used to better support students and families and lead to higher achievement outcomes.

Putting students at the core of the discussion creates a way to frame the issues, challenges and proposed ideas. Most importantly, it refocuses the discussion from a "programming problem" to a student achievement challenge – what can we do to better meet the needs of our students living in the most challenging circumstances? With this in mind, participants then began a discussion on how considerations for transformation integrate with the priorities in our strategic plan.



8. **Decision Points and Practice Points**

As the time together drew nearer to close, the group considered how the discussions could inform future decisions and practice. The District's key annual decision making points are described on the following continuum:



The group was challenged to walk away from the retreat and take the time to reflect on the discussions and consider how these discussions, and the need to address poverty in a more comprehensive way, might be considered in future key decision making points.

Decision making in this regard may occur incrementally over a longer period of time. Members also reflected on the importance of incorporating our shared learning from these discussions into our everyday practice. How can we, as system leaders, address some of the systemic issues, barriers and bias associated with poverty and challenge ourselves and our organization to keep a greater focus on improving outcomes for our highest needs students?

9. **Next Steps**

Since the retreat, staff has been reflecting on what was learned and how this learning could inform our practice, action and decisions going forward. While there is a need to bring the rich perspectives of others into these discussions, the Director has engaged the senior team in additional reflections on the discussion in order to inform our short-, mid-, and long-term planning. The design process has begun to not only influence practice but also perspective and approach more broadly, which could apply to staffing, budget, and programming recommendations this year and in subsequent years. Targeted for this fall, staff is looking to share a design approach for poverty mitigation.

RESOURCE IMPLICATIONS:

10. Throughout the discussions, there was clarification about resource allocation practices and what decisions informed current practices, what structures and/or processes determine or impact resource allocation, what kind of information is required, and what implementation strategies are necessary to reconsider resource allocation. An important observation in the discussion was a

recognition that because resources have been allocated in a particular way in the past, does not mean that is the only (or best) way. However, making changes to the way resources are allocated can be complex and requires courage to overcome the fear of change. Recognizing that need will always exceed available resources, the importance of allocating resources effectively was heavily emphasized. Also noted was the need to align resource allocation with the Board's strategic priorities, particularly in areas where the Board is trying to drive changes in culture – this may require additional central resources to champion the change and facilitate the work for school based staff. This is also critical to effectively focus on instructional leadership rather than administration. Additional central resource allocation may also create leadership development opportunities and contribute to succession planning.

COMMUNICATION/CONSULTATION ISSUES:

11. Communication was an issue that surfaced throughout our discussions. How we present and market our programs has a big impact on the community perceptions about program quality. There was a growing recognition of the need to name issues of racism, classicism and bias more directly rather than speaking in more general terms about social streaming or program choice.

There was also considerable discussion about how we as an organization need to do more work within the system to ensure our own people have knowledge and resources to promote all programs and more importantly to recognize the potential of every student for any program.

Finally, there was recognition of the importance of shifting from a transactional service delivery model to a client service experience model with the service level based on community need. This is particularly important in the intake process with all families – this process should be the starting point to our strategic priority of building authentic engagement.

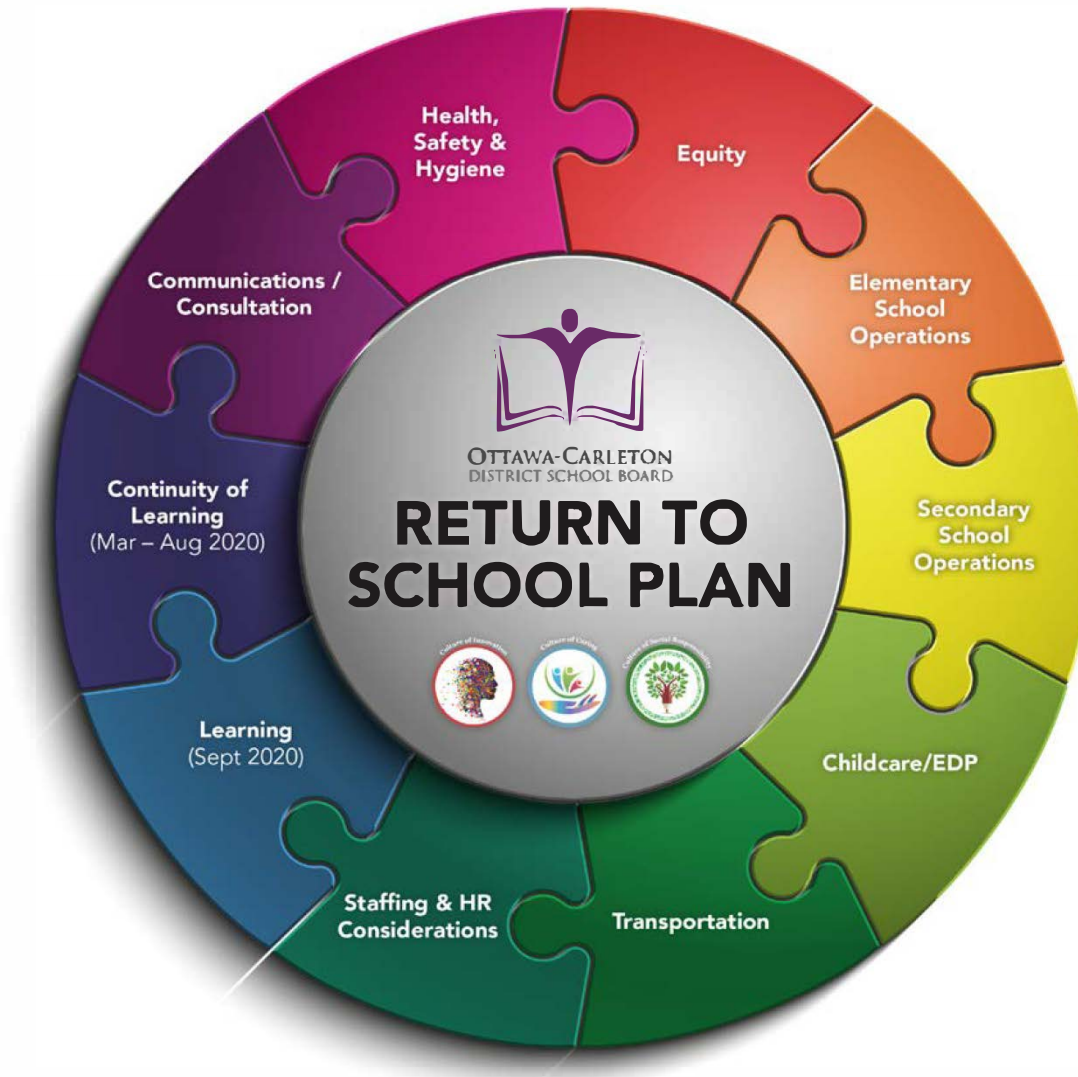
DISCUSSION QUESTIONS:

The following guiding questions are continuing to inform our thinking:

- What is the next step in mitigating the impact of poverty on student achievement and well-being?
- How can this discussion inform upcoming decisions, such as academic staffing, budget, and future Board work plans?
- How will this discussion translate into key actions to support our strategic priorities of innovation, caring and social responsibility?

Michele Giroux
Executive Officer

Camille Williams-Taylor
Director of Education
Secretary to the Board



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD



Returning to School September 2020

***Resume regular school
operations as quickly, safely
and sustainably as possible.***



OTTAWA-CARLETON
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Board Direction

The Board has expressed a strong preference to have all students return to full-time instruction, including Extended Day Program, five days a week, with enhanced learning and hygiene in September 2020, recognizing:

- children's human right to education;
- the need to develop high-level plans as required by the Ministry of Education and Board guiding principles;
- importance of seeking creative solutions informed by research and best practices in other jurisdictions;
- Cost estimates associated with the plans for return to school in September in the staff recommended budget;
- review of capital spending and need for regular financial reports to the Board on costs and recoveries related to pandemic;
- Regular updates on return to school plans and implementation be provided to the Board at COW;



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Current Timeline

Week of July 20 - Pre-registration survey; Meeting with Board of Trustees to present plans for submission to Ministry

Week of July 27 - Meeting with Ministry of Education to review reopening plans

Week of August 4 - Expect final Ministry direction on reopening; active communication

Weeks of August 10th -24th - Operational guidelines finalized; implementation begins



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Guiding Principles



**Be Affordable,
Adaptable, Flexible
and Sustainable**



**Collaborate Internally
and Externally**



**Ensure Equity
of Access**



**Prioritize Health
and Safety**



**Prioritize Full-time
Learning at School**



**Provide Quality
Instruction**



**Support Wellbeing of
Students and Staff**



**Supportive of
Family Needs**



**OTTAWA-CARLETON
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Ministry Update

- School Boards required to plan for full return; hybrid model; and learn at home ([Approach to Reopening Schools for the 2020-21 School Year](#));
- More recently, province has suggested preference for 5 days/week;
- Ministry/school board teleconferences the week of July 27th. Boards to use School Board Self-Assessment Checklist to inform presentation;
- Final Ministry guidance on reopening - early August;



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Messaging

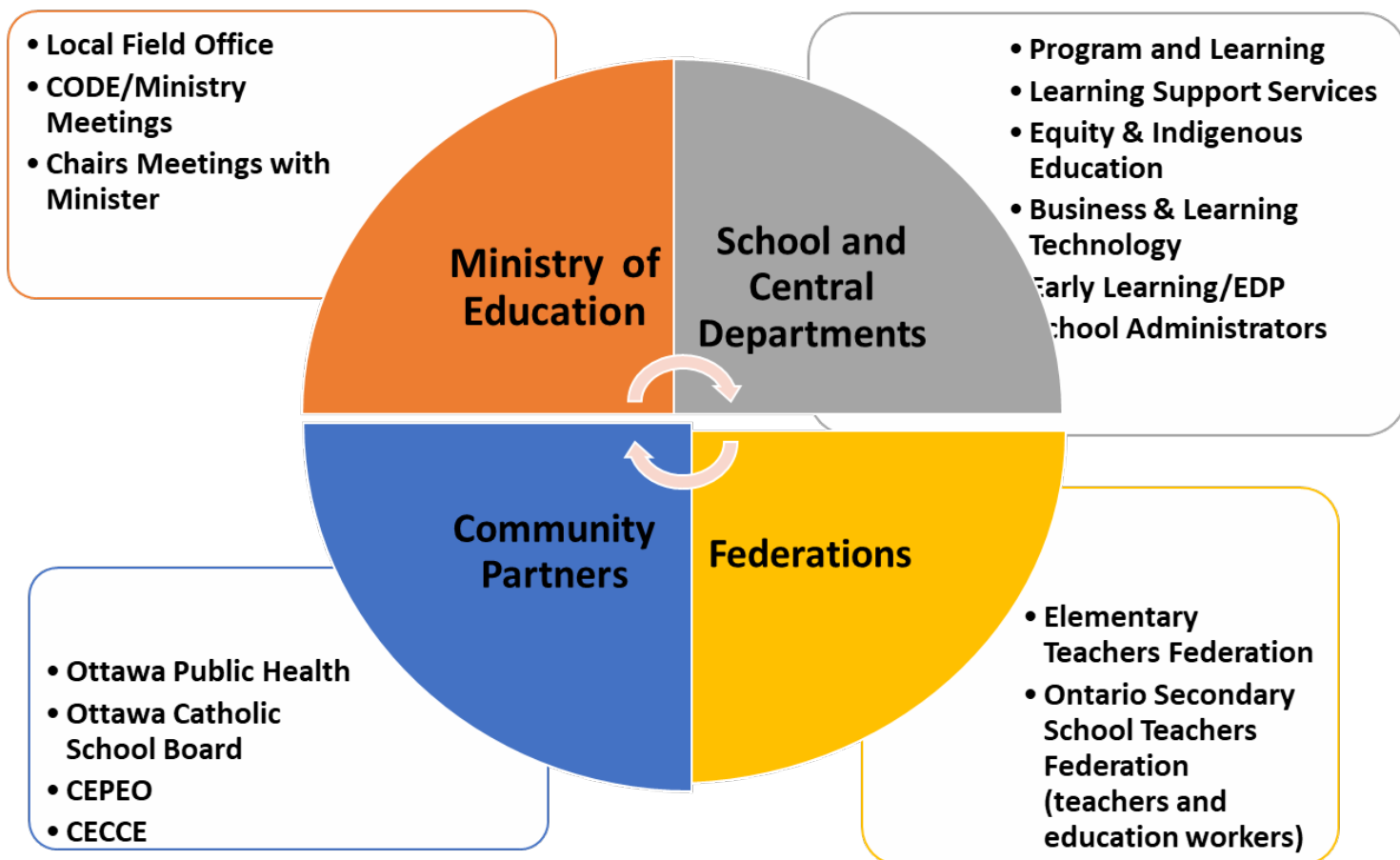
- September start with students in school 5 days/week, with option for home schooling for those who decide not to participate in in-person
- Consider safety practices, cohorting and/or stratifying school activities by age group
- Work with OPH to prioritize prevention and control measures that enable in-person school five days a week.
- Establish rapid response standards to address transmission in a school setting.



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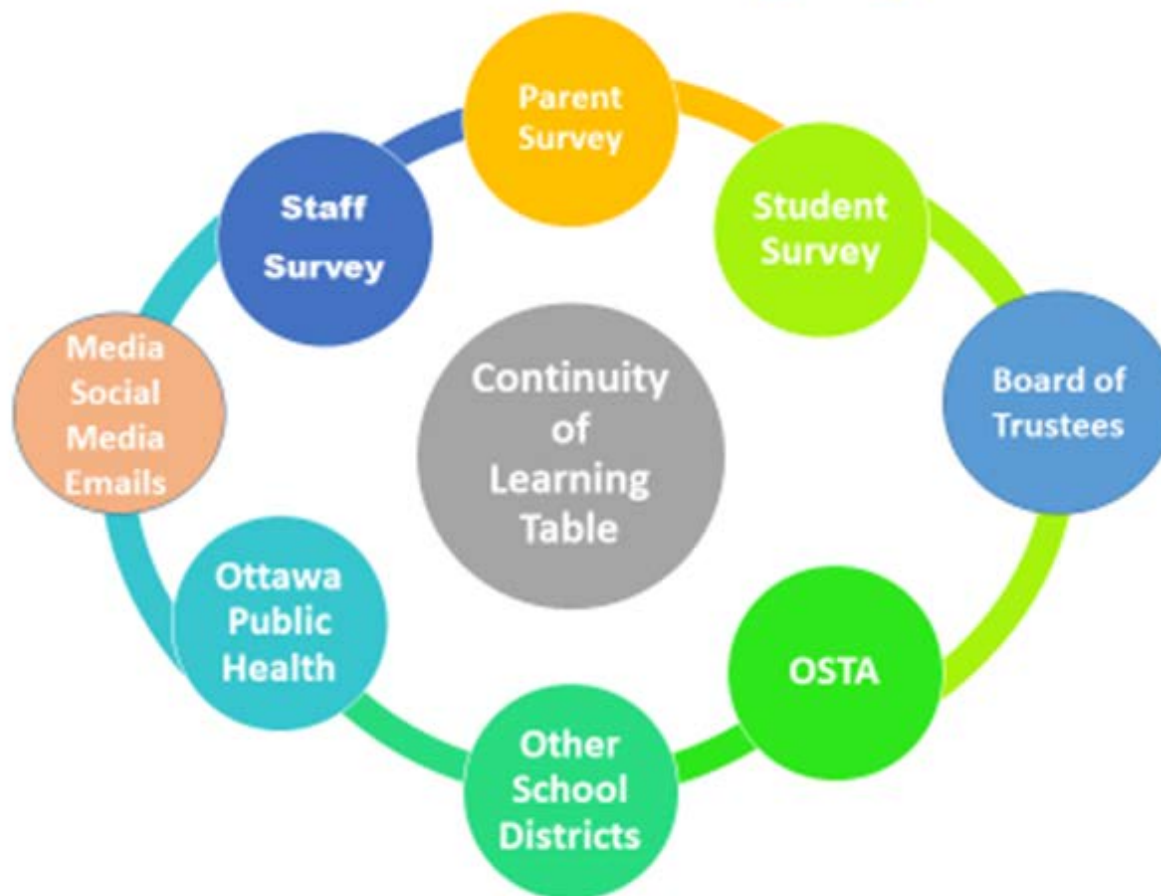
Collaborative Planning



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Community Engagement



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Human Resources

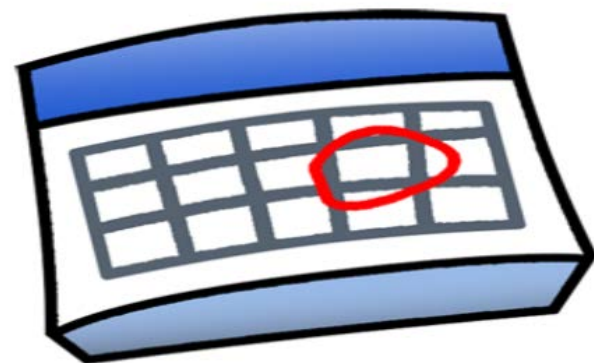
- Planning for successful, healthy and safe return to workplace for employees;
- Open and regular communication to answer questions, build awareness and confidence;
- Planning includes:
 - Respect for collective agreements;
 - Some continued work from home options;
 - Staff accommodations
 - Family considerations
 - Self assessments
 - Managing employee illness and leave



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School Year Calendar



- Board approved changes;
- Ministry confirmation to come;
- 3 PA Days – Aug 31, September 1 & 2;
- First day of school – September 3rd;



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Survey Results

- In July, online surveys were distributed to OCDSB staff, students (Grade 7 -12), and parents/guardians;
- The surveys collected feedback on Learn At Home and the potential return to school in September;
- Over 25,000 people participated in these surveys and reported on their experiences in remote learning, concerns about mental health and well-being, need for more family support and learning, and feelings about returning to school;

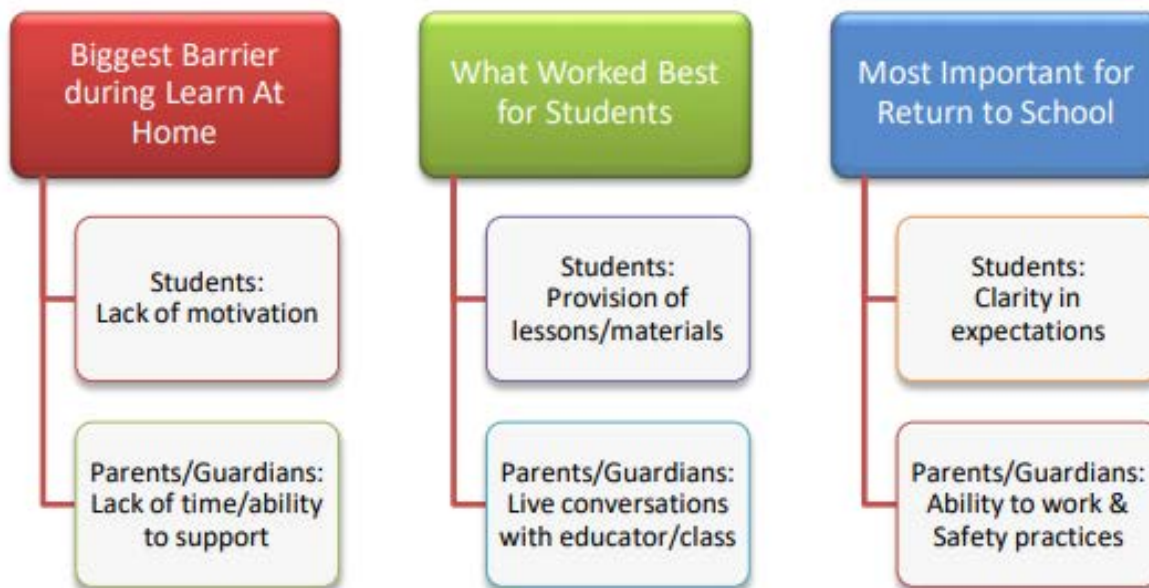


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Survey Results

Highlights from Students (grades 7-12)
and Parents/Guardians (K-12)



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Survey Results

Highlights from Staff

Feelings about Returning to Work

More than two-thirds are only "somewhat" or "not at all" comfortable

Staying Connected and Informed

About half say the OCDSB is doing "very well"

Most Important for Return to School

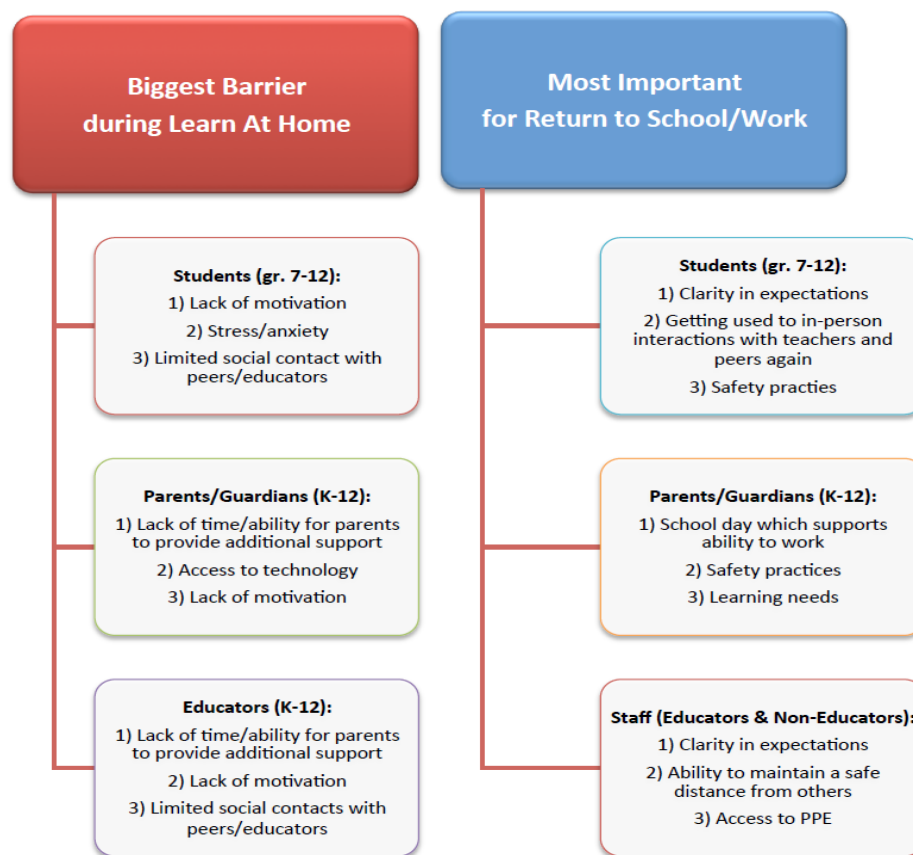
Clarity in expectations



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Survey Results



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Planning for Three Scenarios

RETURN TO SCHOOL – 5 DAYS with enhanced public health protocols	MODIFIED OR HYBRID RE-OPENING routine based on smaller class sizes, cohorting and alternative day or week delivery; and	AT-HOME LEARNING with ongoing enhanced remote delivery.
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FINAL DIRECTION ON THE MODEL FOR IMPLEMENTATION IS EXPECTED TO COME FROM THE MINISTRY OF EDUCATION IN CONSULTATION WITH HEALTH AUTHORITIES

Understanding Cohorting

- Cohorts refers to groups of students; used to assist in planning and contact tracing;
- Cohort size could be based on class size or another number;
- Cohort sizes will vary by model;
- In a full return, cohorts A and B attend school 5 days a week. In a hybrid model, cohorts A and B alternate attending school in person.
- In both models, Cohort C refers to students opting for remote learning



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Returning to Learn At School – 5 days/week

To achieve the full return of students to school, as a community we must make school a priority and continue to follow safety guidelines in order to keep the community spread of COVID-19 as low as possible.

The safe operation of schools will require some adaptations to regular practice particularly in the context of supporting social distancing, cohorting, and contact tracing.



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Returning to Learn At School – 5 days/week

Full School Day
5 Days per Week,
Face-to-Face with Enhanced Public
Health Protocols and Full Class Sizes



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Returning to Learn At School – 5 days/week

- **Number of educator contacts** will be limited.
- **Physical distancing** - assumes a reduction in requirements from 2m.
- **Enhanced daily cleaning** protocols in place.
- **Cohort Tracing and contact tracing** in place
- Enhanced public health protocols



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Returning to Learn At School – 5 days/week

- **School day routines & practices** will be different.
- **School building layout** will influence implementation scenarios; expect variance by school.
- **School space** may be repurposed.
- The **length and structure** of the school day will be as close to a full-day as possible.
- **Optimize outdoor spaces** for learning.



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Returning to Learn At School – 5 days/week

- **Kindergarten** classes will be cohorted into smaller groups with dedicated resources for their use.
- **Students from kindergarten to grade 8** will remain in their homerooms for learning and will not rotate between classes.
- **Grades 9-12** will complete 4* courses per semester, format could be adjusted. (Non-semestered 8).



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Hybrid Model 2:3/3:2

- Students attend school 5 days out of 10.
- One cohort (A) attends school on Mondays/Tuesdays and every second Wednesday.
- The other cohort (B) would attend school Thursday and Friday and alternate Wednesdays
- Teachers providing remote learning on non-classroom days (synchronous/ asynchronous learning).



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Hybrid Model

- Adapted School Day Model;
- 3 Days Face-to-Face, 2 Days Remote one week;
- 2 Days Face-to-Face, 3 Days Remote other week;



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Addressing Equity Hybrid Model

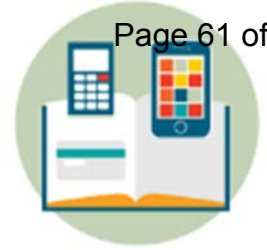
- **Within a hybrid model, there would be a focus on some learners attending 5 days a week:**
- **Supports for most vulnerable students** through differentiated delivery models.
- **Special Education classes** will operate as a cohort, where possible.
- **English Literacy Development Class (ELD)** classes at for English Language Learners.



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Remote Learning



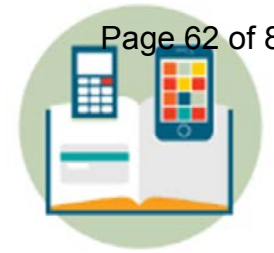
- Any parent/guardian can chose remote learning for 2020-2021 school year;
- Fully remote students (cohort C) will be assigned to a classroom/course to allow connection with online learning with teacher and peers;
- Collaborative group tasks can take place between cohorts A,B, and C;



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Remote Learning



- Focus on overall curriculum expectations;
- Google Classroom or VLE as online learning platform;
- Synchronous and asynchronous learning daily, including access to office hours;
- Difference from Learn at Home is that assessment & evaluation are ongoing, daily schedules are provided and some synchronous learning required.



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Remote Learning



Synchronous learning in multi-cohort environment has some challenges in terms of instructional demands, equity of access, technical infrastructure and bandwidth for both provider and users.



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Confirmation of Attendance

- **Parents/guardians will be asked to confirm** whether their child will returning to school in-person in September or will learn remotely;
- **Recognize how challenging this decision** is for parents with current information;
- Recommend this occurs after Ministry confirmation of model for September;
- **Online registration** distributed after August 4th and returned within 7-10 days;
- **Align with OSTA** data collection if possible.



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Health & Safety Protocols



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Personal Health & Safety

- Awareness Campaign
- Daily Self-Assessment Protocol for staff and students
- Physical Distancing
- Hand Washing
- Hand Sanitizer Stations
- Respiratory Etiquette
- Masks/Face Coverings



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Healthy & Safe Buildings

- Daily Cleaning
- High Touch Surfaces
- Designated Entry
- Traffic Flow
- Directional Signage
- Building Ventilation

Clean frequently touched surfaces twice per day

- In addition to routine cleaning, surfaces that have frequent contact with hands should be cleaned and disinfected twice per day and when visibly dirty.
- Examples include doorknobs, elevator buttons, light switches, toilet handles, counters, hand rails, touch screen surfaces and keypads.
- In addition to routine cleaning, check with your organization for any specific protocols for cleaning for COVID-19.



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Healthy & Safe Activities

- Entry signage requiring self-screening prior to building access;
- Consider staggered entry/exit;
- Establish parent pick up/drop off protocols;
- Limit visitors to schools to essential visitors;
- No food sharing or gathering for meals;
- No assemblies or any other group gatherings;
- Limit field trips, extracurriculars;



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Physical Adaptations

- Shields installed in school offices;
- Restricted room uses where required;
- Redistribution of space;
- Adoption of other spaces;
- Rearrangement of desks;
- Reduction of non-essential furniture, toys, and supplies to facilitate cleaning;



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Timetable Adaptations

- Adjusted routines for daily activities;
- Staggered entry/exit;
- Curricular modifications;



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Outbreak Protocols

SCREENING

All students & staff undergo screening for symptoms prior to leaving for school/work

Entry screening for all individuals entering the building

Anyone with symptoms will be directed to return home

MANAGE SYMPTOMS

Testing recommended for persons with symptoms

Protocol to be developed with OPH for managing illness which presents during school day

CONTAIN OUTBREAK

OPH is developing a Rapid Response Protocol to support schools

OPH manages contact tracing and notifications

MONITOR ABSENCES

Track student and staff absenteeism and notify OPH in the event of large increases in absenteeism



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Special Education

- Supports for students with special education needs begin with summer transition program to ensure a seamless transition back to school;
- Program supports highest needs students as per Ministry directive and funding;
- Continuity of mental health supports in place to support students on existing caseloads;



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Special Education

- Students with special education needs in the regular classroom will attend with their cohort and receive support as per their IEP;
- Many specialized program classes have classes have smaller class size caps which supports smaller cohort sizes;
- School teams will work collaboratively with families to understand the needs and identify gaps faced by students and develop personalized programs to support them.



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Special Education

- Additional short-term Educational Assistant support may be provided to support student transitions in specific circumstances;
- In a hybrid model, students with special education needs will be prioritized to attend full-time;
- Some circumstances/student needs may require a differentiated approach;



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Mental Health Supports

Take Care of Your Mental Health, too!



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Mental Health Supports

- Returning to school will require time to address students' social and emotional needs.
- All staff have a role to play in supporting students' mental health and well-being.
- Support for students at transition points (returning to school, attending a new school, entering Grade 9).



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Mental Health Supports

- For those students who require additional support, a blended model with both in-person and virtual supports, including:
 - Social emotional support groups
 - Clinical intervention
 - Crisis response
- Provide professional learning to staff to help staff identify student needs & implement appropriate strategies based on student specific needs.



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Transportation

- **Collaboration with OSTA and OCSB;**
- **OSTA will survey families** about needs/plans for use and finalize plans;
- **Encourage sustainable transportation alternatives** such as active transportation;
- **Support families** based on need;
- **Provision of services to students with special needs** a particular focus;
- **Possibility for disruptions/delays** at start;



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Technology Support

- **Chromebooks** - 11,000 distributed between March and June; 5000 ordered and received for September, additional 5000 included in draft budget;
- **Mobile hotspots** – 1200 distributed and another 500 for distribution;
- **Redistribution** of some devices/wifi may be necessary;
- **BYOD** - students welcome to bring own device wherever possible;
- **Bandwidth** demand is an issue for district and families;



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Extended Day Program

- Currently only provincial direction is for community childcare.
- Modelling is based on those directives, but school based directives for extended day and childcare are expected.



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Extended Day Program

Full Return (without Cohort)

- Provide Extended Day Program based on family demands and operational capacity;
- Enhanced cleaning protocol;
- Extended Day Programs offered by Third-Party Providers in our schools follow the same Ministry requirements as District operated EDPs.



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Extended Day Program

Full Return (with cohort groupings)

- Creation of welcoming and caring environments for children while encouraging physical distancing;
- Increased demand for space/classrooms to accommodate physical distancing;
- Increased demands for staffing in order to accommodate new procedures;



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Extended Day Program

Full Return (with cohort groupings)

- Enhanced cleaning protocols;
- No self-serve or sharing of food at snack times; and
- Modification of the current e-registration platform to support flexible attendance and prioritization of access to care based on the recommended list from the Ministry.



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Extended Day Program

Hybrid Model

- Demand for care & operator capacity to deliver care under the new guidelines are unknown.
- Classroom cohorts will mix for EDP;
- Establishment of screening processes and enhanced cleaning protocols;
- It will not be possible to offer full-day care on the days that a child is not in school; and
- Modification of the current e-registration platform.



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Organizational Readiness

- Currently developing comprehensive School Operations Resource Guide;
- Principal planning for back to school readiness;
- Planning underway for comprehensive PA Day training and school readiness;
- Staffing timelines and assignments/re-assignments;
- Notification to families about student class assignments;



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Financial Implications

- Targeted Ministry funding to OCDSB for Covid response as per budget documents;
- Support for Students Fund may offset some incremental costs, but was intended to fulfill existing needs not pandemic response needs;
- Need for additional provincial funding increases or provision of supplies to offset local costs;
- Complex increased staffing demands; unclear authority to increase, lack of funding sources, availability of qualified staff.



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Financial Implications



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Resources and References

- Access our 10 page list of research, resources and reference material at the following link:

[Research, Resources and References](#)



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