

COMMITTEE OF THE WHOLE, BUDGET PUBLIC AGENDA

Thursday, August 13, 2020, 7:00 pm
Zoom Meeting

	Pages
1. Call to Order - Chair of Committee of the Whole, Budget Continuation of the 11 August 2020 Committee of the Whole Budget meeting	
2. Approval of Agenda	
3. Declarations of Conflict of Interest	
4. Delegations	
4.1 Abdullah Al-Ogaidi, Statement Regarding the Staff Resource Officer (SRO) Program	2
4.2 Annette Dillon, Parent, Questions on Secondary School	4
5. Matters for Action	
5.1 Report 20-063, 2020-2021 Staff Recommended Budget	6
a. Memo 20-107, 2020-2021 Staff Recommended Budget Questions and Answers (Release 2)	72
6. New Business - Information and Inquiries	
7. Adjournment	

Statement To OCDSB regarding SRO Program

Good Evening Everyone

My name is Abdullah. I'm 16 years old and going into grade 11 at West Carleton Secondary School. I'd like to first begin by telling you a little about myself. I'm a practicing Muslim who was born in Amman Jordan as the only son to my mom, who fled Iraq before the start of the war. I lived in Jordan for 8 years before coming here and starting school with the OCDSB in grade 3 at Jack Donohue Public School. My mom and I came to Canada in search of a better life and a brighter future for me.

On Tuesday, while watching the Committee Meeting, I heard the statement made by one of the representatives, which genuinely disturbed me. It was regarding the removal of the SRO program in schools and placing strict guidelines on the interaction of police with racialized students.

I believe that I speak on behalf of many students when I say a decision to do that would be a misguided one and one that would lead to students fearing the police and law enforcement.

In my eyes, Ottawa police officers are highly trained individuals who have a broad set of skills that should be used to our advantage. In the statement made by the representative, it was stated that allowing the officers who are equipped with their sidearms into a classroom with elementary students is dangerous.

To me it seems as though it is thought that officers are just handed a badge and gun, then told to protect the public, it is quite the opposite, officers are highly trained individuals and carry their equipment in specialized holsters so, it is tough for anyone, but the officer to access them, also firearms do not spontaneously go off, as they are designed with various safeties in place and are highly maintained by OPS.

Furthermore, placing restrictions on officer interactions with racialized students says to everyone "if your white you don't need to worry, only if your not" I believe instead of

attempting to reduce the presence of officers in schools, the presence should be kept the same or increased, this is so that we can teach the student how to interact with officers and to not fear them, and instead see them as friends and allies because the fear of law enforcement is the root of many crimes.

In addition, the representative did not have any evidence to prove that Student interactions with OPS were anything but professional and courteous, and when asked why it was that there had been no reports, the representative said that “Parents don’t want to rock the Boat” by reporting these incidents. I find that as an insult to parents, basically like telling them, “ You don’t care about your kids enough to report these things.”

I would encourage this board to hear statements from the OPS Constables that are assigned to schools as well as professionals in the field of Children’s Physiology who can provide better insight into how the police are essential in our schools. And how without them we would be contributing to building a society which is afraid of law enforcement and thus further endorsing the practice of taking matters into your own hands to solve problems which would require police intervention.

I should add, that I am not against the addition of social workers and trained mental health professionals in our schools, that would be a good thing, however not at the expense of the present and future health and safety of our students.

Delegation RE: Parent, Questions on Secondary School

Good evening,

I am the parent of an incoming grade 9 student at Woodroffe High School and I am very interested in the in-person instruction.

1. What is the cost of keeping secondary schools open for 150 minutes of in-person instruction under the 2:3 3:2 model from September 3-December 31, 2020?
2. What is the cost of keeping secondary schools open from 8:45 am to 3:00 pm under the 2:3 3:2 model for full day in-person instruction from September 3-December 31, 2020?

Thank you,

Annette Dillon



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

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

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)



Committee of the Whole (Public) Report 20-037

24 March 2020

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**

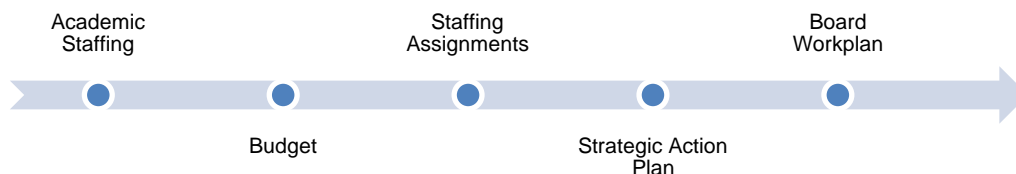
Throughout the two days of discussion, issues of poverty continued to surface as a common barrier to student success. Discussion ensued about how a comprehensive strategy could be used to better support students and families and lead to higher achievement outcomes.

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



2020-2021

Staff-Recommended Budget

21 July 2020

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Comparative Budget Summary

	2019-2020 Approved Budget	2020-2021 Recommended Budget
Revenues		
Grants for Student Needs, Capital Grants and Deferred Capital Contributions Priorities and Partnerships Fund and Other Revenues	\$ 911,149,804 40,911,084	\$ 935,332,112 35,554,574
Board Programs: Extended Day Program and Infant, Toddler & Preschool Childcare Program	19,741,606	20,278,384
Total Revenues	\$ 971,802,494	\$ 991,165,070
Expenditures		
By Funding Envelope:		
Instruction	\$ 713,510,111	\$ 741,857,329
Continuing Education	11,641,670	10,908,889
Transportation	46,044,956	46,901,818
Facilities / Learning Environment	92,015,012	96,614,211
Central Administration	21,428,731	21,600,432
Amortization	61,831,883	56,764,826
Other:		
Extended Day Program and Infant, Toddler & Preschool Childcare Program	19,654,177	20,532,768
Debt Repayment	6,788,768	6,576,014
Staff on Loan	7,330,661	6,590,648
Total Expenditures	\$ 980,245,968	\$ 1,008,346,935
Projected Surplus (Shortfall)	\$ (8,443,474)	\$ (17,181,865)

Use of Reserves	2019-2020 Approved Budget	2020-2021 Recommended Budget
Appropriated Reserves		
Amortization on Board Approved Projects	\$ 74,767	\$ 660,451
Capital Projects - Business and Learning Technologies	8,218,707	
Environment Climate Initiative - <i>Board Decision 10 June 2019</i>	150,000	
Total Use of Reserves	\$ 8,443,474	\$ 660,451

Numbers may not add due to rounding

Net Enveloping - Table

Summary

	Grants and Other Revenues	Approved Expenditures	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)

Numbers may not add due to rounding



Summary of Changes in the Expense Budget

Approved 2019-2020 Budget		\$ 980,245,968
Contractual Changes		
	Increase in Compensation Base (Provincial Negotiations - Funded by Province)	\$ 13,057,431
	Net Increase in Statutory Benefits	2,408,688
	Increase in Employee Life and Benefit Trust (Funded by Province)	2,472,452
	Sub-Total	\$ 17,938,571
Changes in Costs - Details on Appendix A		
	Sub-Total	\$ 1,221,397
Changes in Grants, Public Sector Accounting Board (PSAB) & Legislation - Details on Appendix B		
	Sub-Total	\$ (7,734,619)
Board Decisions: Academic Staffing - Details on Appendix C		
	Elementary Teachers	\$ 882,612
	Elementary Teachers - Impact of Average Daily Enrolment (ADE) based changes	4,671,647
	Administration - Schools	648,938
	Secondary Teachers	(120,076)
	Secondary Teachers - Impact of Average Daily Enrolment (ADE) based changes	230,873
	Secondary Teachers - Collective Agreements / Legislative based changes	18,087
	Sub-Total	\$ 6,332,081
Board Decisions: Administrative Staffing - Details on Appendix C		
	Administrative and Support Staff	\$ 3,695,280
	Administrative Staffing - Impact of Average Daily Enrolment (ADE) based changes	778,561
	Sub-Total	\$ 4,473,841
Board Decisions: Supports for Students - Details on Appendix C		
	Sub-Total	\$ 3,301,209
Changes in Staffing - Details on Appendix D		
	Recommended Changes in Staffing	\$ 2,568,487
	Sub-Total	\$ 2,568,487
Recommended 2020-2021 Budget		\$1,008,346,935

Numbers may not add due to rounding



Appendix A & B - Changes in Cost & Changes in Grants Page 43 of 96

Description	Amount
Covid 19 Response Fund	\$ 4,000,000
Adjustment for Declining Enrolment	(977,220)
Workplace Safety Insurance Board Liability Actuarial Adjustment	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
Total	\$ 1,221,397

Numbers may not add due to rounding

Changes in Grants, PSAB and Legislation - Appendix B

Description	Amount
Priorities and Partnerships Fund	\$ (851,520)
Continuing Education	(782,049)
Amortization on Capital Assets	(5,067,057)
Employee Future Benefits Liability Actuarial 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)
Total	\$ (7,734,619)

Numbers may not add due to rounding



Appendix C – Board Decisions on Staffing

Board Decisions: - Elementary Academic Staffing

Position Description	Board Approval	Teachers General Instruction		Teachers Special Education		Total	
		FTE	Amount	FTE	Amount	FTE	Amount
Increase in Coaches - English Literacy	31-Mar-20	2.00	\$ 206,436	-	\$ -	2.00	\$ 206,436
Increase in Coaches - General Support	31-Mar-20	2.00	206,436	-	-	2.00	206,436
Increase in Special Education System Classes	31-Mar-20	-	-	3.87	415,994	3.87	415,994
Increase in Learning Support Consultant (LRT)	31-Mar-20	-	-	0.50	53,746	0.50	53,746
Learning Support Teacher (LST) <i>(Approved in 2019-2020)</i>	31-Mar-20	-	-	1.00	107,492	1.00	107,492
Decrease in Teachers for Hearing and Visually Impaired	31-Mar-20	-	-	(0.95)	(107,492)	(0.95)	(107,492)
Sub-Total		4.00	\$ 412,872	4.42	\$ 469,740	8.42	\$ 882,612
Average Daily Enrolment (ADE) based changes	31-Mar-20	45.26	\$ 4,671,647	-	\$ -	45.26	\$ 4,671,647
Total		49.26	\$ 5,084,519	4.42	\$ 469,740	53.68	\$ 5,554,259

Numbers may not add due to rounding



Appendix C – Board Decisions on Staffing

Board Decisions: Secondary Academic Staffing

Position Description	Board Approval	Teachers General Instruction		Teachers Special Education		Total	
		FTE	Amount	FTE	Amount	FTE	Amount
School within a College Program	31-Mar-20	1.00	\$ 106,393	-	\$ -	1.00	\$ 106,393
International Baccalaureate Program - Semester System (<i>Merivale HS</i>)	31-Mar-20	0.83	88,306	-	-	0.83	88,306
Increase in Coaches - Math Support	31-Mar-20	1.00	106,393	-	-	1.00	106,393
English as a Second Language/Literacy Development (<i>OCENET Funded</i>)	31-Mar-20	0.17	18,087	-	-	0.17	18,087
Increase in Adult High School (<i>Over 21</i>)	31-Mar-20	2.33	247,896	-	-	2.33	247,896
Net Increase in Teachers for Hearing and Visually Impaired Students	31-Mar-20	-	-	1.33	142,787	1.33	142,787
Increase in System Classes / Program Teachers	31-Mar-20	-	-	5.34	573,297	5.34	573,297
Increase in Learning Support Consultant (LST)	31-Mar-20	0.00	-	1.00	107,359	1.00	107,359
Basic Classroom Allocation - Class Size Ratio	24-May-20	(20.00)	(2,158,009)	-	-	(20.00)	(2,158,009)
Program Enhancement - Support for Student Fund	24-May-20	6.00	647,415	-	-	6.00	647,415
Sub-Total		(8.67)	\$ (943,519)	7.67	\$ 823,443	(1.00)	\$ (120,076)
Average Daily Enrolment (ADE) based Changes	31-Mar-20	2.17	\$ 230,873	-	\$ -	2.17	\$ 230,873
Collective Agreement / Legislative based changes	31-Mar-20	0.17	18,087	-	-	0.17	18,087
Sub-Total		2.34	\$ 248,960	-	\$ -	2.34	\$ 248,960
Total		(6.33)	\$ (694,560)	7.67	\$ 823,443	1.34	\$ 128,884
Total Academic Staff		42.93	\$ 4,389,959	12.09	\$ 1,293,183	55.02	\$ 5,683,143

Numbers may not add due to rounding



Board Decisions: School Administration							
Position Description	Board Approval	Schools		Central Support		Total	
		FTE	Amount	FTE	Amount	FTE	Amount
Increase in Central Principals to Support Superintendents	31-Mar-20	-	\$ -	2.00	\$ 298,434	2.00	\$ 298,434
Increase in Secondary Vice-Principals	31-Mar-20	0.50	67,508	-	-	0.50	67,508
Increase in Elementary Vice-Principals	31-Mar-20	2.00	267,558	-	-	2.00	267,558
Vice-Principal to Principal - Family Reception Centre	31-Mar-20	-	-	-	15,438	-	15,438
Total		2.50	\$ 335,066	2.00	\$ 313,872	4.50	\$ 648,938

Numbers may not add due to rounding

Board Decisions: Administration & Other							
Position Description	Board Approval	Schools		Central Support		Total	
		FTE	Amount	FTE	Amount	FTE	Amount
Social Worker - To Support Safe Schools	22-Jun-20	0.80	\$ 81,754	-	\$ -	0.80	\$ 81,754
Psychologist - To Support Safe Schools	22-Jun-20	0.50	61,935	-	-	0.50	61,935
Educational Assistants - Specialized Classes	22-Jun-20	19.00	1,113,462	-	-	19.00	1,113,462
Educational Assistants - Maintain 2019-2020 Decision	22-Jun-20	25.00	1,441,136	-	-	25.00	1,441,136
Early Childhood Educators - Extended Day Program	22-Jun-20	10.86	581,933	-	-	10.86	581,933
School Technicians	22-Jun-20	(16.00)	(988,038)	-	-	(16.00)	(988,038)
Business and Learning Technologies Technician	22-Jun-20	16.00	1,122,364	-	-	16.00	1,122,364
B< Team Leader - Security and Authentication	22-Jun-20	-	-	1.00	103,906	1.00	103,906
B< Team Leader - Learning Technology Specialist	22-Jun-20	-	-	1.00	103,907	1.00	103,907
Support for Human Rights Equity Advisor	22-Jun-20	-	-	1.00	72,921	1.00	72,921
Sub-Total		56.16	\$ 3,414,546	3.00	\$ 280,734	59.16	\$ 3,695,280
Elementary Office Administrator (ADE Based)	22-Jun-20	(1.00)	\$ (68,952)	-	\$ -	(1.00)	\$ (68,952)
Elementary Office Assistants (ADE Based)	22-Jun-20	(2.00)	(100,384)	-	-	(2.00)	(100,384)
Elementary School Technician (ADE Based)	22-Jun-20	0.10	(5,380)	-	-	0.10	(5,380)
Early Childhood Educators (ADE Based)	22-Jun-20	17.79	953,277	-	-	17.79	953,277
Sub-Total		14.89	\$ 778,561	0.00	\$ -	14.89	\$ 778,561
Total		71.05	\$ 4,193,107	3.00	\$ 280,734	74.05	\$ 4,473,841

Numbers may not add due to rounding



Appendix C – Board Decisions on Staffing

Support for Student Fund							
Position Description	Board Approval	Schools		Central Support		Total	
		FTE	Amount	FTE	Amount	FTE	Amount
Educational Assistants	22-Jun-20	19.50	\$ 1,135,596		\$ -	19.50	\$ 1,135,596
Facilities Learning Environment	22-Jun-20	16.60	1,072,942	-	-	16.60	1,072,942
Education Support Professionals	22-Jun-20	15.00	949,434	-	-	15.00	949,434
Professional Services Student Personnel	22-Jun-20	1.30	143,237	-	-	1.30	143,237
Elementary Teachers - 21.0 FTE Recommended for Approval	N/A	-	-	-	-	-	-
Secondary Teachers 11.0 FTE (5.0 FTE March Board & 6.0 FTE May Board)	March/May	-	-	-	-	-	-
Total		52.40	\$ 3,301,209	-	\$ -	52.40	\$ 3,301,209

Numbers may not add due to rounding

Summary of Board Decisions						
Position Description	General Instruction		Special Education Central Support		Total	
	FTE	Amount	FTE	Amount	FTE	Amount
Elementary Academic Staffing	49.26	\$ 5,084,519	4.42	\$ 469,740	53.68	\$ 5,554,259
Secondary Academic Staffing	(6.33)	(694,560)	7.67	823,443	1.34	128,883
School Administration	2.50	335,066	2.00	313,872	4.50	648,938
Administration & Other	71.05	4,193,107	3.00	280,734	74.05	4,473,841
Student Support Fund	52.40	3,301,209	-	-	52.40	3,301,209
Total	168.88	\$12,219,341	17.09	\$ 1,887,789	185.97	\$14,107,130

Numbers may not add due to rounding



Appendix D – Recommended Changes in Staffing

Description	FTE	Amount
Schools		
Elementary Teachers (Student Support 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)
Sub-Total	30.96	\$ 2,568,487
Administration		
Community Partnership Position (Self- Funded)	1.00	N/A
Human Rights and Equity Advisor (Funded by PPF in budget base)	1.00	N/A
Sub-Total	2.00	\$ -
Total	32.96	\$ 2,568,487

Numbers may not add due to rounding



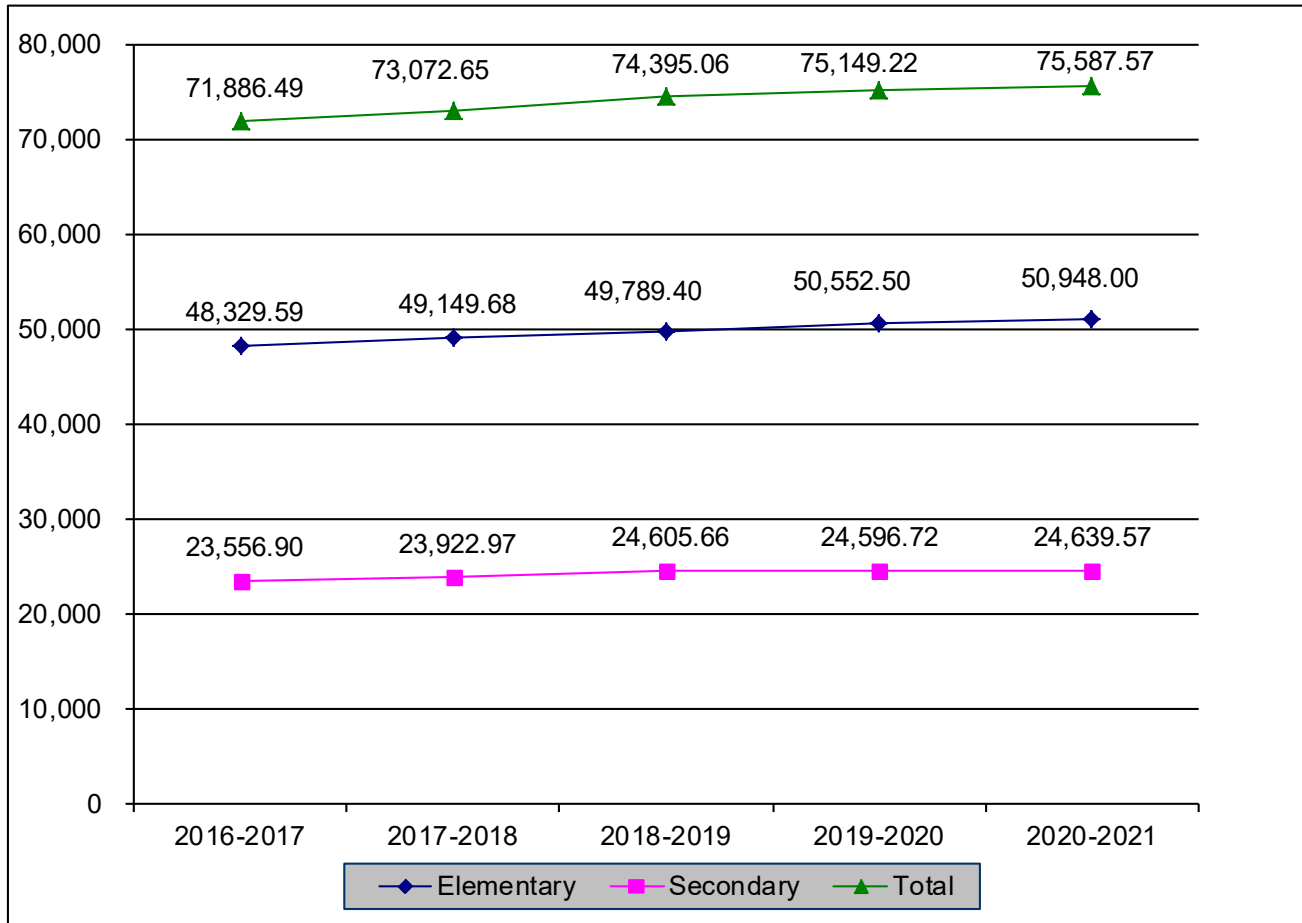
Average Daily Enrolment - Table

	2016-2017 Actual	2017-2018 Actual	2018-2019 Actual	2019-2020 Revised	2020-2021 Projection
Elementary Students					
Junior Kindergarten	4,372.93	4,502.59	4,523.78	4,458.00	4,440.00
Senior Kindergarten	4,719.69	4,697.70	4,774.14	4,851.50	4,758.50
Grades 1 to 3	14,659.90	14,796.35	14,920.95	15,082.50	15,241.00
Grades 4 to 8	24,520.57	25,094.04	25,504.03	26,091.50	26,454.50
Sub-Total	48,273.09	49,090.68	49,722.90	50,483.50	50,894.00
Tuition Paying	56.50	59.00	66.50	69.00	54.00
Total Elementary Students	48,329.59	49,149.68	49,789.40	50,552.50	50,948.00
Secondary Students					
Under age 21	22,057.93	22,350.70	22,922.31	23,091.29	23,491.37
Age 21 and over	834.63	827.02	897.35	756.43	748.20
Sub-Total	22,892.56	23,177.72	23,819.66	23,847.72	24,239.57
Tuition Paying	664.34	745.25	786.00	749.00	400.00
Total Secondary Students	23,556.90	23,922.97	24,605.66	24,596.72	24,639.57
Grand Total	71,886.49	73,072.65	74,395.06	75,149.22	75,587.57

Numbers may not add due to rounding



Average Daily Enrolment – Chart

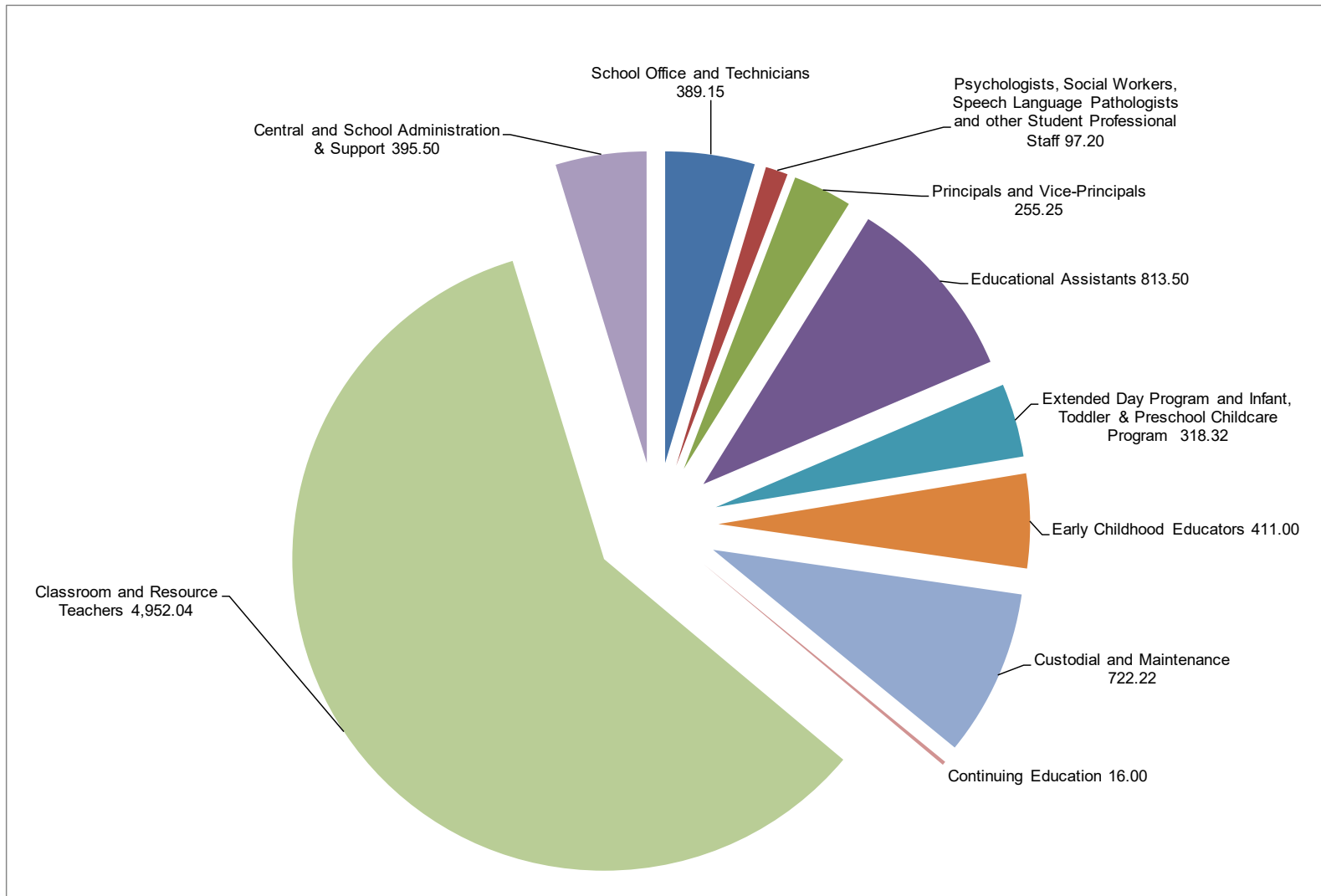


Staffing by Full-Time Equivalency (FTE) Chart

Staffing Group	2019-2020		2020-2021	
	FTE	% Total	FTE	% Total
Classroom and Resource Teachers	4,876.31	59.82%	4,952.04	59.16%
Educational Assistants	750.00	9.20%	813.50	9.72%
Custodial and Maintenance	705.62	8.66%	722.22	8.63%
Early Childhood Educators	393.20	4.82%	411.00	4.91%
School Office and Technicians	393.05	4.82%	389.15	4.65%
Central and School Administration & Support	374.50	4.59%	395.50	4.73%
Extended Day Program and Infant, Toddler & Preschool Childcare Program	297.20	3.65%	318.32	3.80%
Principals and Vice-Principals	250.75	3.08%	255.25	3.05%
Psychologists, Social Workers, Speech Language Pathologists and other Student Professional Staff	94.60	1.16%	97.20	1.16%
Continuing Education	16.00	0.20%	16.00	0.19%
Total	8,151.23	100.00%	8,370.17	100.00%

Numbers may not add due to rounding





Staffing Changes by Union Affiliation

	Elementary Teachers	Secondary Teachers	Principals and Vice-Principals	Professional Student Services Personnel	Educational Assistants	Early Childhood Educators (Core and EDP)	Education Support Professionals	Facilities Learning Environment	Union Exempt (Includes ITP Program)	Total
Approved 2019-2020 Staffing	3,171.64	1,705.67	251.75	94.60	750.00	602.35	627.05	708.62	239.56	8,151.24
<i>Secondary Teachers includes 1.0 FTE approved FTE Dual Credit Support Worker</i>										
Collective Agreement / Legislative based Changes										
Elementary Teachers	-	-	-	-	-	-	-	-	-	0.00
Secondary Teachers	-	0.17	-	-	-	-	-	-	-	0.17
Sub-Total	0.00	0.17	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.17
ADE Based Changes (Approved by Board)										
Elementary Teachers	45.26	-	-	-	-	-	-	-	-	45.26
Secondary Teachers	-	2.17	-	-	-	-	-	-	-	2.17
Elementary Office Staff	-	-	-	-	-	-	(3.00)	-	-	(3.00)
Elementary Library Technicians	-	-	-	-	-	-	0.10	-	-	0.10
Early Learning Assistants - Extended Day Program	-	-	-	-	-	-	-	-	10.26	10.26
Early Childhood Educators - Core Program	-	-	-	-	-	17.79	-	-	-	17.79
Sub-Total	45.26	2.17	0.00	0.00	0.00	17.79	(2.90)	0.00	10.26	72.58

Numbers may not add due to rounding



Staffing Changes by Union Affiliation

	Elementary Teachers	Secondary Teachers	Principals and Vice-Principals	Professional Student Services Personnel	Educational Assistants	Early Childhood Educators (Core and EDP)	Education Support Professionals	Facilities Learning Environment	Union Exempt	Total
Board Decisions - 31 March 2020										
Elementary										
LSS-Special Education - Elementary Teachers	3.87	-	-	-	-	-	-	-	-	3.87
LSS-Special Education - Elementary-Hearing Visual	(0.95)	-	-	-	-	-	-	-	-	(0.95)
LSS-Learning Support Consultant (approved in year 2019-20)	1.00	-	-	-	-	-	-	-	-	1.00
LSS-Learning Resource Teacher	0.50	-	-	-	-	-	-	-	-	0.50
PAL-English Literacy Coach	2.00	-	-	-	-	-	-	-	-	2.00
PAL-General Support Coach	2.00	-	-	-	-	-	-	-	-	2.00
Secondary										
LSS - Special Education - Secondary Specialized Classes	-	5.34	-	-	-	-	-	-	-	5.34
LSS - Special Education - Secondary-Hearing Visual	-	1.33	-	-	-	-	-	-	-	1.33
ESL/ELD - Net General and OCENET Funded	-	0.17	-	-	-	-	-	-	-	0.17
Program Overlay-School within a College	-	1.00	-	-	-	-	-	-	-	1.00
PAL-Math Coach	-	1.00	-	-	-	-	-	-	-	1.00
Adult High School (over 21)	-	2.33	-	-	-	-	-	-	-	2.33
Merivale HS Overlay - Semester System	-	0.83	-	-	-	-	-	-	-	0.83
LSS-Increase in Learning Consultant	-	1.00	-	-	-	-	-	-	-	1.00
Principals and Vice-Principals			4.50	-	-	-	-	-	-	4.50
Sub-Total	8.42	13.00	4.50	0.00	0.00	0.00	0.00	0.00	0.00	25.92

Numbers may not add due to rounding



Staffing Changes by Union Affiliation

	Elementary Teachers	Secondary Teachers	Principals and Vice-Principals	Professional Student Services Personnel	Educational Assistants	Early Childhood Educators (Core and EDP)	Education Support Professionals	Facilities Learning Environment	Union Exempt	Total
Board Decisions - 26 May 2020										
Secondary										
Program Enhancement-Student Support Fund	-	6.00	-	-	-	-	-	-	-	6.00
Basic Classroom Allocation - Class Size Ratio	-	(20.00)	-	-	-	-	-	-	-	(20.00)
Sub-Total	0.00	(14.00)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	(14.00)

Numbers may not add due to rounding

	Elementary Teachers	Secondary Teachers	Principals and Vice-Principals	Professional Student Services Personnel	Educational Assistants	Early Childhood Educators (Core and EDP)	Education Support Professionals	Facilities Learning Environment	Union Exempt	Total
Board Decisions - 22 June 2020										
Social Worker - To Support Safe Schools	-	-	-	0.80	-	-	-	-	-	0.80
Psychologist - To Support Safe Schools	-	-	-	0.50	-	-	-	-	-	0.50
Educational Assistants - Specialized Classes	-	-	-	-	19.00	-	-	-	-	19.00
Educational Assistants - Maintain 2019-2020 Decision	-	-	-	-	25.00	-	-	-	-	25.00
B< Security and Authentication	-	-	-	-	-	-	-	-	1.00	1.00
B< Learning Technology Specialist	-	-	-	-	-	-	-	-	1.00	1.00
Sub-Total	0.00	0.00	0.00	1.30	44.00	0.00	0.00	0.00	2.00	47.30

Numbers may not add due to rounding



Staffing Changes by Union Affiliation

	Elementary Teachers	Secondary Teachers	Principals and Vice-Principals	Professional Student Services Personnel	Educational Assistants	Early Childhood Educators (Core and EDP)	Education Support Professionals	Facilities Learning Environment	Union Exempt	Total
Recommended Changes to be Approved										
Support for Human Rights Equity Advisor	-	-	-	-	-	-	-	-	1.00	1.00
Human Rights and Equity Advisor (Funded by PPF)	-	-	-	-	-	-	-	-	1.00	1.00
Early Childhood Educators - Extended Day Program	-	-	-	-	-	10.86	-	-	-	10.86
Reduction in LSS-Special Education - Elementary Teachers	(0.30)	-	-	-	-	-	-	-	-	(0.30)
Community Partnership Position (Self-funded)	-	-	-	-	-	-	-	-	1.00	1.00
Sub-Total	(0.30)	0.00	0.00	0.00	0.00	10.86	0.00	0.00	3.00	13.56

Numbers may not add due to rounding

	Elementary Teachers	Secondary Teachers	Principals and Vice-Principals	Professional Student Services Personnel	Educational Assistants	Early Childhood Educators (Core and EDP)	Education Support Professionals	Facilities Learning Environment	Union Exempt	Total
Student Support Fund										
Elementary Teachers	21.00	-	-	-	-	-	-	-	-	21.00
Educational Assistants	-	-	-	-	19.50	-	-	-	-	19.50
Facilities Learning Environment	-	-	-	-	-	-	-	16.60	-	16.60
Educational Support Professionals	-	-	-	-	-	-	15.00	-	-	15.00
Professional Student Services Personnel	-	-	-	1.30	-	-	-	-	-	1.30
Sub-Total	21.00	0.00	0.00	1.30	19.50	0.00	15.00	16.60	0.00	73.40
Total Changes in Staffing	74.38	1.34	4.50	2.60	63.50	28.65	12.10	16.60	15.26	218.93

Recommended 2020-2021 Staffing	3,246.02	1,707.01	256.25	97.20	813.50	631.00	639.15	725.22	254.82	8,370.17
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Numbers may not add due to rounding



Comparative Full-Time Equivalency (FTE) Staffing

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OPERATIONS / DEPARTMENTS	2016-2017 Approved FTE	2017-2018 Approved FTE	2018-2019 Approved FTE	2019-2020 Approved FTE	2020-2021 Recommended FTE
Instructional Day School					
Elementary Principals / Vice-Principals	164.00	159.00	164.25	167.25	169.25
Elementary Teachers	2,518.12	2,565.49	2,668.97	2,704.32	2,770.58
Elementary Office Administrators & Assistants	190.50	182.00	193.50	192.00	205.00
Elementary Library Technicians	57.70	65.80	55.90	56.30	55.90
Early Childhood Educators - Full-Day Kindergarten	357.00	389.20	389.20	392.20	410.00
Administration & Support-Regular Instruction / Learning Support Services	7.00	6.00	6.00	6.00	5.00
Executive Director - OCDSB Foundation	0.50	0.00	0.00	1.50	1.50
Equity / Diversity Coordinator	1.00	1.00	1.00	1.00	1.00
Total Elementary Schools	3,295.82	3,368.49	3,478.82	3,520.57	3,618.23
Secondary Principals / Vice-Principals	74.83	74.00	73.50	73.50	74.00
Secondary Teachers	1,460.00	1,486.99	1,541.50	1,543.33	1,536.00
Secondary Office Administrators, Assistant Administrators & Assistants	105.25	103.75	107.75	110.75	110.75
Secondary Technicians	32.00	31.00	33.50	34.00	17.50
Secondary Assistant Chef, Kitchen Helpers & Technological Studies Technician	6.00	5.00	5.50	5.50	5.50
Total Secondary Schools	1,678.08	1,700.74	1,761.75	1,767.08	1,743.75
Total Elementary & Secondary Schools	4,973.90	5,069.23	5,240.57	5,287.65	5,361.98
Associate Director, Safe Schools and Urban Priorities					
Associate Director & Administrative Assistant	2.00	2.00	2.00	2.00	2.00
Safe Schools - Secondary Principal	0.00	0.00	1.00	1.00	1.00
Safe Schools - Secondary Teachers	3.00	3.00	4.00	4.00	4.00
Safe Schools - Student Counsellor	1.00	1.00	1.00	1.00	1.00
Safe Schools - Itinerant Educational Assistants	21.00	21.00	21.00	21.00	21.00
Safe Schools - Psychologists & Social Workers	2.00	2.00	2.00	2.00	2.00
Urban Priorities - Psychologists & Social Workers	2.80	2.80	2.80	2.80	2.80
Urban Priorities - Student Counsellor	1.00	1.00	1.00	1.00	1.00
Total Associate Director, Safe Schools and Urban Priorities	32.80	32.80	34.80	34.80	34.80
Other School Support Programs	18.67	16.67	18.67	18.67	18.67
Total Associate Director, Safe Schools, Urban Priorities & School Support Programs	51.47	49.47	53.47	53.47	53.47
Total Instruction	5,025.37	5,118.70	5,294.04	5,341.12	5,415.45



Comparative Full-Time Equivalency (FTE) Staffing

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OPERATIONS / DEPARTMENTS	2016-2017 Approved FTE	2017-2018 Approved FTE	2018-2019 Approved FTE	2019-2020 Approved FTE	2020-2021 Recommended FTE
Learning Support Services / Special Education					
Superintendent of Learning Support Services & Administrative Assistant	2.00	2.00	2.00	2.00	2.00
Elementary Teachers	447.38	454.36	449.16	444.82	448.95
Secondary Teachers	116.00	121.17	133.84	135.00	142.67
Professional Student Services Personnel (Includes Regular Instruction)	72.10	74.10	83.80	83.80	86.40
Orientation Mobility Instructors / Board Certified Behaviour Analysts / Communication Disorder Assistants	0.50	0.50	1.00	6.00	6.00
Educational Assistants	644.00	672.00	699.00	729.00	792.50
Elementary Principal / Secondary Vice-Principal	2.00	2.00	2.00	2.00	2.00
Administration & Support	7.00	7.00	7.00	8.00	9.00
Total Learning Support Services	1,290.98	1,333.13	1,377.80	1,410.62	1,489.52
Finance Department					
Chief Financial Officer & Administrative Assistant	1.00	1.00	1.00	1.00	1.00
Budget Services	5.00	5.00	5.00	5.00	5.00
Financial Reporting / School Support / Enterprise Resource Planning	18.50	18.50	22.50	21.50	21.50
Payroll	13.00	14.00	14.00	14.00	14.00
Supply Chain Management / Risk Management	11.50	11.50	11.50	13.00	13.00
Mail & Courier	1.00	1.00	1.00	1.00	1.00
Document Reproduction	5.00	5.00	5.00	5.00	5.00
Total Finance Department	55.00	56.00	60.00	60.50	60.50
Planning and Facilities					
Superintendent of Facilities & Administrative Assistant	1.00	1.00	1.00	1.00	1.00
Custodial Services, Trades & Maintenance	712.12	709.12	711.12	711.12	727.72
Facilities Management, Design & Construction	47.00	47.00	47.00	47.00	47.00
Physical Planning	11.00	11.00	11.00	11.00	11.00
Facilities & Planning Office, Real Estate & Community Use	6.00	6.00	6.00	6.00	6.00
Admissions & Enrolment	4.00	4.00	4.00	4.00	4.00
Total Planning and Facilities	781.12	778.12	780.12	780.12	796.72

Numbers may not add due to rounding



Comparative Full-Time Equivalency (FTE) Staffing

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OPERATIONS / DEPARTMENTS	2016-2017 Approved FTE	2017-2018 Approved FTE	2018-2019 Approved FTE	2019-2020 Approved FTE	2020-2021 Recommended FTE
Curriculum Services					
Superintendent of Program and Learning K-12 & Administrative Assistant	2.00	2.00	2.00	2.00	2.00
Elementary Principals / Vice-Principals	2.00	3.00	3.00	3.00	3.00
Secondary Principals / Vice-Principals	2.00	2.00	2.00	2.00	2.00
Elementary Teachers	22.00	21.00	22.00	16.00	20.00
Secondary Teachers	13.00	13.00	13.00	14.00	15.00
Administration & Support	5.00	5.00	5.00	5.00	5.00
Total Curriculum Services	46.00	46.00	47.00	42.00	47.00
Family Reception Centre					
Elementary Teacher	1.00	0.00	0.00	0.00	0.00
Secondary Teacher	1.00	1.00	0.00	0.00	0.00
Administration & Support	4.00	4.00	4.00	4.00	4.00
Total Family Reception Centre	6.00	5.00	4.00	4.00	4.00
Research, Evaluation and Analytics Division					
Secondary Teacher	1.00	0.00	0.00	0.00	0.00
Administration & Support	8.00	0.00	0.00	0.00	0.00
Total Research, Evaluation and Analytics Division (Transferred to Corporate Services effective 2017-2018)	9.00	0.00	0.00	0.00	0.00
Office of the Director					
Director's Office	3.00	3.00	3.00	2.00	3.00
Superintendents & Administrative Assistants & Central Principals	11.00	10.50	12.00	12.00	14.00
Legal Advisor	1.00	1.00	1.00	1.00	1.00
Total Office of the Director	15.00	14.50	16.00	15.00	18.00
Corporate Services					
Executive Officer, Administrative Assistant & Analyst	3.00	3.00	3.00	3.00	3.00
Board Services	6.00	6.00	6.00	6.00	6.00
Communications	9.00	9.00	10.00	10.00	10.00
Corporate Records	6.00	6.00	6.00	6.00	6.00
Research, Evaluation and Analytics Division (Included in Curriculum Services prior to 2017-2018)	0.00	8.00	8.00	8.00	8.00
Trustees	12.00	12.00	12.00	12.00	12.00
Total Corporate Services	36.00	44.00	45.00	45.00	45.00



Comparative Full-Time Equivalency (FTE) Staffing Page 60 of 96

OPERATIONS / DEPARTMENTS	2016-2017 Approved FTE	2017-2018 Approved FTE	2018-2019 Approved FTE	2019-2020 Approved FTE	2020-2021 Recommended FTE
Human Resources					
Superintendent of Human Resources & Administrative Assistant	2.00	2.00	2.00	2.00	2.00
Recruitment and Operations	36.00	38.50	40.50	31.50	33.50
Employee Wellness	0.00	0.00	0.00	8.00	8.00
Staff Development	1.00	2.00	2.00	3.00	3.00
Labour Relations	5.50	5.00	5.00	7.00	7.00
Occupational Health & Safety (Includes .50 FTE Elementary Teacher)	5.00	5.50	5.50	6.50	6.50
Elementary Staffing Resource Teacher	1.00	1.00	1.00	1.00	1.00
Secondary Staffing Resource Teacher	0.67	0.67	0.67	0.67	0.67
Total Human Resources	51.17	54.67	56.67	59.67	61.67
Continuing Education					
Secondary Principal	1.00	1.00	1.00	1.00	1.00
Secondary Teacher	1.00	1.00	1.00	1.00	1.00
Administration & Support	13.00	13.00	13.00	14.00	14.00
Total Continuing Education	15.00	15.00	15.00	16.00	16.00
Business and Learning Technologies					
Elementary Vice-Principal	1.00	1.00	1.00	1.00	1.00
Elementary Teachers	4.00	4.00	3.00	3.00	3.00
Secondary Teacher	1.00	1.00	1.00	1.00	1.00
Administration & Support	85.00	90.00	87.00	87.00	105.00
Total Business and Learning Technologies	91.00	96.00	92.00	92.00	110.00
Other Departmental Expenses					
Total Staff on Loan	76.42	72.65	66.85	67.95	67.95
Early Childhood Educators	182.35	190.35	204.43	209.14	220.00
Early Learning Assistants	33.68	37.17	33.72	47.06	57.32
Administration & Support	11.00	10.75	10.75	10.75	10.75
Total Extended Day Program	227.03	238.27	248.90	266.95	288.07
Early Childhood Educators / Administration & Support	25.00	22.25	22.25	22.25	23.25
Program Coordinators	4.00	2.00	2.00	2.00	2.00
Program Assistants	4.00	3.00	3.00	3.00	2.00
Cooks / Housekeepers	4.00	4.00	4.00	3.00	3.00
Total Infant, Toddler and Preschool Childcare Program	37.00	31.25	31.25	30.25	30.25
Total Other Departmental Expenses	340.45	342.17	347.00	365.15	386.27
Grand Total FTE	7,762.09	7,903.29	8,134.63	8,231.18	8,450.13
Reconciliation (Staff not included in Comparative Staffing)					
Trustees	(12.00)	(12.00)	(12.00)	(12.00)	(12.00)
Staff on Loan	(76.42)	(72.65)	(66.85)	(67.95)	(61.45)
Total FTE	7,673.67	7,818.64	8,055.78	8,151.23	8,370.17

Numbers may not add due to rounding

Revenues – Grants for Student Needs

	2018-2019 Actual	2019-2020 Approved Budget	2020-2021 Recommended Budget
Grants for Student Needs (GSN)			
GSN - Operating Grants			
Pupil Foundation	\$ 406,990,556	\$ 385,621,536	\$ 417,061,422
School Foundation	52,193,942	53,511,209	54,326,824
Special Education	99,073,231	101,342,495	103,140,937
French as a Second Language	18,347,444	18,366,202	19,116,745
English as a Second Language	16,737,479	16,341,749	17,530,572
Indigenous Education Allocation	2,701,080	2,283,685	3,054,479
Rural and Northern Education Allocation	188,140	194,481	229,827
Learning Opportunities	24,714,789	16,818,442	17,196,034
Program Leadership			998,303
Mental Health and Well-Being	1,875,001	1,905,160	2,569,591
Supports for Students			6,871,859
Continuing Education	6,594,033	7,314,092	6,564,092
Adult Education	3,301,329	4,390,387	3,931,913
International Student Recovery	-	(1,099,800)	(590,200)
Teacher Qualifications and Experience	84,326,458	105,825,138	82,929,970
New Teacher Induction Program	240,774	511,212	675,500
Student Transportation	41,762,550	43,895,596	43,537,476
Administration and Governance	20,844,621	20,791,009	20,348,292
School Operations (Facilities)	77,573,408	78,484,394	79,947,129
Community Use of Schools	1,064,827	1,078,910	1,073,525
Declining Enrolment Grant	-	-	-
Restraint Savings	(279,158)	(279,158)	(279,158)
Transfer to Deferred Revenue	(10,020,969)	(20,979,201)	(13,748,912)
Total Operating Grants	\$ 848,229,535	\$ 836,317,538	\$ 866,486,220
GSN - Capital Grants			
Facilities Renewal	\$ 5,693,776	\$ 5,087,333	\$ 5,087,333
Temporary Accommodations	840,000	859,131	1,228,470
Interest on Ontario Financing Authority Debt	5,979,282	4,265,653	4,052,899
Interest on Non-Ontario Financing Authority Debt	2,523,115	2,523,115	2,523,115
Interest on Capital Projects under Construction	448,464	339,916	448,364
Total Capital Grants	\$ 15,484,637	\$ 13,075,148	\$ 13,340,181
Total GSN for Operating and Capital Grants	\$ 863,714,172	\$ 849,392,686	\$ 879,826,401

Numbers may not add due to rounding



Non Grant and Reserves

	2018-2019 Actual	2019-2020 Approved Budget	2020-2021 Recommended Budget
Non Grant Revenue			
Education Programs - Other and Other Revenue:			
Rentals	\$ 4,090,487	\$ 4,090,472	\$ 4,046,328
Continuing Education	5,919,203	5,718,686	5,920,389
Other Ministry of Education Grants (including OYAP)	6,440,001	5,002,397	2,955,576
Staff on Loan	7,036,332	7,010,661	6,270,668
Tuition Fees	11,018,269	11,361,000	6,424,100
Interest Income	1,624,472	1,000,000	800,000
Miscellaneous Revenues	4,981,211	5,227,868	8,296,713
Specialized Program Funding	-	1,500,000	840,800
Board Programs:			
Extended Day Program	17,888,719	17,950,606	17,888,719
Infant, Toddler & Preschool Childcare Program	1,876,507	1,791,000	1,791,000
Total Non Grant Revenues	\$ 60,875,201	\$ 60,652,690	\$ 55,234,293
Deferred Capital Contributions (Ministry Approved Capital)	\$ 49,672,200	\$ 61,757,118	\$ 56,104,376
Total Revenue	\$ 974,261,573	\$ 971,802,494	\$ 991,165,070
Use of Accumulated Surplus			
Capital Projects - Business & Learning Technologies	\$ -	\$ 8,218,707	\$ -
Board Supported Capital Projects	109,598	74,767	660,451
Use of Accumulated Surplus	\$ 109,598	\$ 8,293,474	\$ 660,451
Total Revenue and Use of Accumulated Surplus	\$ 974,371,171	\$ 980,095,968	\$ 991,825,521

Numbers may not add due to rounding



Capital Budget

	Estimated Expenditures for 2020-2021	Funding Sources				Total
		Ministry Funding	Capital Expenses from Operating Budget	Accumulated Surplus	Future Education Development Charges	Capital Funding
Buildings, Additions and Portables:						
Capital Priorities	\$ 21,079,321	\$ 21,079,321				\$ 21,079,321
Full Day Kindergarten	-					-
Education Development Charges	5,784,000				\$ 5,784,000	5,784,000
School Renewal	8,000,000	8,000,000				8,000,000
School Condition Improvement	46,558,033	46,558,033				46,558,033
Child Care Capital	1,420,000	1,420,000				1,420,000
Administration Building Upgrades	705,000			\$ 705,000		705,000
Portable Purchases (balance)	1,608,600			1,608,600		1,608,600
Sub-Total	\$ 85,154,954	\$ 77,057,354	\$ -	\$ 2,313,600	\$ 5,784,000	\$ 85,154,954
Other Assets:						
Furniture, Equipment, Computer Hardware / Software	\$ 12,794,398	\$ -	\$ 12,794,398	\$ -	\$ -	\$ 12,794,398
Sub-Total	\$ 12,794,398	\$ -	\$ 12,794,398	\$ -	\$ -	\$ 12,794,398
Total	\$ 97,949,352	\$ 77,057,354	\$ 12,794,398	\$ 2,313,600	\$ 5,784,000	\$ 97,949,352

Numbers may not add due to rounding



Deficit Elimination Plan

Analysis of Significant Factors	
One-Time Revenue Gain from the Return of the Former Employee Benefit Plan's Surplus	\$ (3,250,000)
Net Revenue Loss for Lower International Student Enrolment due to the COVID-19 Pandemic	2,975,000
Delayed Implementation of the 23:1 Secondary Classroom Teacher Ratio (net 38 FTE)	4,100,000
Provision for Extraordinary COVID-19 Expenses	4,000,000
Transportation Costs in Excess of Funding	2,738,753
Net Instruction Spending	5,957,660
Adjusted Deficit Subject to Deficit Elimination Plan	\$ 16,521,413
Capital Asset Amortization Supported by Accumulated Surplus	660,452
Planned Deficit	\$ 17,181,865

Deficit Elimination Plan - Fully Implemented in 2021-2022	
Revenue Increase (Decrease)	
International Student Enrolment Returns to Historic Levels	\$ 2,975,000
Reduced Spending on MTCA (Current MTCA Budget is \$13.0m)	3,974,000
Eliminate the One-Time Revenue from the Return of the Former Employee Benefit Plan's Surplus	(3,250,000)
Facility Rental Market Rate and Usage Adjustments	200,000
Total Revenue Increase (Decrease)	\$ 3,899,000
Expense Decrease	
Eliminate the Provision for Extraordinary COVID-19 Expenses	\$ 4,000,000
Full Implementation of the 23:1 Secondary Classroom Teacher Ratio (net 38 FTE)	4,100,000
Review of Discretionary Staffing Levels and Transportation Model	4,522,413
Total Expense Decrease	\$ 12,622,413
Adjusted Deficit Eliminated	\$ 16,521,413



Special Education – Revenues and Expenditures

Grant Revenues	2019-2020 Approved Budget	2020-2021 Recommended Budget
Special Education Allocation		
Special Education Per Pupil Amount (SEPPA)	\$ 56,945,326	\$ 58,658,988
Differentiated Special Education Needs Amount (DSENA)	37,425,366	37,686,292
Behavioural Expertise Amount (BEA)	824,514	841,703
Special Incidence Portion (SIP)	2,700,000	2,572,000
Specialized Equipment Amount (SEA)	3,352,299	3,381,954
Less SEA Deferred Revenue	(991,329)	(954,514)
Total Special Education Grants	\$ 100,256,176	\$ 102,186,423
Special Education Grant Allocations		
Proportionate Foundation Allocation	\$ 8,620,372	\$ 9,194,346
Proportionate Teacher Compensation Allocation	1,485,850	1,470,596
Total Special Education Grant Allocations	\$ 10,106,222	\$ 10,664,942
Special Education Other Grants		
Summer Learning Program	\$ 94,990	\$ 123,177
Local Priorities Fund (Teachers, PSSP and Educational Assistants)	-	-
Program Leadership Allocation - Mental Health Leader component	142,333	144,990
Total Special Education - Other Grants	\$ 237,323	\$ 268,167
Special Education Other Income		
Other Revenue from Recoveries	\$ 693,539	\$ 693,539
Priorities and Partnerships Fund (PPF)	1,211,184	414,693
Employee Life and Health Trusts (Proportionate share)	3,316,916	3,661,966
Total Special Education Other Income	\$ 5,221,639	\$ 4,770,199
Total Revenues	\$ 115,821,360	\$ 117,889,731

Expenditures	2019-2020 Approved Budget	2020-2021 Recommended Budget
Staffing	\$ 115,370,887	\$ 123,744,434
Operating	8,349,762	7,651,250
Total Expenditures	\$ 123,720,649	\$ 131,395,684
Projected Surplus (Shortfall)	\$ (7,899,289)	\$ (13,505,953)

Numbers may not add due to rounding



Special Education – Detailed Expenditures

Expenditures	2019-2020 Approved Budget		2020-2021 Recommended Budget	
	FTE	COSTS	FTE	COSTS
Teaching Staff				
Elementary Teachers	467.32	\$ 49,673,795	470.75	\$ 51,314,704
Secondary Teachers	128.74	13,668,808	136.42	14,843,559
Total Teaching Staff	596.06	\$ 63,342,603	607.17	\$ 66,158,263
Educational Assistants	729.00	\$ 41,706,853	792.50	\$ 46,575,462
Total Educational Assistants	729.00	\$ 41,706,853	792.50	\$ 46,575,462
Professional Student Services Personnel (PSSP)				
Psychologists	25.29	\$ 2,768,605	25.74	\$ 2,921,780
Social Workers	24.03	2,324,063	24.75	2,563,621
Speech and Language Pathologists	26.10	2,490,437	27.27	2,721,339
Orientation & Mobility Instructor, Behavioural Analysts, and Communication Disorder Assistant	6.00	441,136	6.00	453,359
Casual PSSP for Budget Pressures	-	40,000	-	40,000
PSSP Positions funded by Local Priorities	-	-	-	-
Total Professional Student Services Personnel	81.42	\$ 8,064,241	83.76	\$ 8,700,099
Total Administration and Support Staff				
Principals and Vice-Principals	5.00	\$ 698,317	4.75	\$ 680,153
Administration and Support Staff	14.00	1,558,874	14.00	1,630,457
Total Administration and Support Staff	19.00	\$ 2,257,191	18.75	\$ 2,310,610
Total Special Education Staff	1,425.48	\$ 115,370,887	1,502.18	\$ 123,744,434
Operating Budget				
General Operating Budget		\$ 2,070,608		\$ 1,970,657
Specialized Equipment for Students		2,378,970		2,515,479
Summer Learning Program		610,800		610,800
Short Term Response Fund		474,000		474,000
Occasional Teachers for Special Education Teachers		1,332,864		1,394,285
Staff Development		271,336		271,336
Other Programs / Priorities and Partnerships Fund (PPF) Expenses		1,211,184		414,693
Total Operating Budget		\$ 8,349,762		\$ 7,651,250
Grand Total	1,425.48	\$ 123,720,649	1,502.18	\$ 131,395,684

Numbers may not add due to rounding

Learning Support Services – Financial Summary

Revenues	2020-2021		2020-2021		2020-2021		2020-2021		2020-2021	
	Special Education		Accounting Adjustments		Special Education Ministry Totals		Safe Schools and Urban Priorities (applicable to LSS)		Learning Support Services Totals	
Grants for Student Needs		\$ 102,186,423				\$ 102,186,423		\$ 1,777,732		\$ 103,964,155
Grant Allocations (Foundation and Q&E)		10,664,942				10,664,942				10,664,942
Other Grants		-		\$ 268,167		268,167				268,167
Other Income		4,770,199		4,770,199		4,770,199				4,770,199
Total Revenues		\$ 117,621,564		\$ 5,038,366		\$ 117,889,731		\$ 1,777,732		\$ 119,667,463
Expenditures										
Elementary Teachers	448.25	\$ 48,862,063			470.75	\$ 51,314,704			470.75	\$ 51,314,704
<i>Ministry Totals include partially integrated classes</i>			22.50	\$ 2,452,641						
Secondary Teachers	142.67	15,523,607			136.42	14,843,559			136.42	14,843,559
<i>Ministry Totals include partially integrated classes</i>			14.50	1,577,713						
<i>Ministry Totals exclude Gifted classes that do not qualify for grant</i>			(20.75)	(2,257,762)						
Educational Assistants	792.50	46,575,462			792.50	46,575,462	21.00	\$ 1,257,052	813.50	47,832,514
Professional Student Services Personnel (PSSP):										
Psychologists	28.60	3,246,422	(2.86)	(324,642)	25.74	2,921,780	1.80	219,382	27.54	3,141,162
Social Workers	27.50	2,848,467	(2.75)	(284,847)	24.75	2,563,621	3.00	301,299	27.75	2,864,920
Speech and Language Pathologists	30.30	3,023,710	(3.03)	(302,371)	27.27	2,721,339			27.27	2,721,339
Orientation & Mobility Instructor, Behavioural Analysts, and Communication Disorder Assistant	6.00	453,359			6.00	453,359			6.00	453,359
Casual PSSP for budget pressures	-	40,000			-	40,000			-	40,000
<i>Ministry Totals exclude 10% of PSSP salaries allocated to instruction</i>										
Administration and Support Staff:										
Program Evaluator	1.00	111,248			1.00	111,248			1.00	111,248
Managers / Supervisors of Professional Services	5.00	790,674			5.00	790,674			5.00	790,674
Brailist, Behaviour Management Technician, and Applied Behaviour Analysis Coordinator	2.00	178,179	1.00	66,625	3.00	244,804			3.00	244,804
Clerical and secretarial - CB Schools	-	-	3.00	186,244	3.00	186,244			3.00	186,244
Child and Youth Worker and SIP Consultant		128,939				128,939			-	128,939
Feeding Skills Assistant		25,000		-		25,000			-	25,000
Principals and Vice-Principals:										
Principals / Vice-Principal - CB Schools	-	-	2.75	378,036	2.75	378,036			2.75	378,036
Central Principal / Vice-Principal	2.00	302,117			2.00	302,117			2.00	302,117
Other										
Business and Learning Technology Technicians	-	-	2.00	143,548	2.00	143,548			2.00	143,548
Operating Expenses										
General Operating Budget:		2,444,657		-		2,444,657				2,444,657
SEA equipment		2,515,479				2,515,479				2,515,479
Staff Development		271,336		-		271,336				271,336
Emergency Educational Assistance / Short term		-		-		-				-
Summer Learning Program		610,800		-		610,800				610,800
Other program and PPF expenses		-		414,693		414,693				414,693
Occasional Teachers for Special Education Teachers		-		1,394,285		1,394,285				1,394,285
Total Expenses	1485.82	\$ 127,951,520	16.36	\$ 3,444,164	1,502.18	\$ 131,395,683	25.80	\$ 1,777,732	1,527.98	\$ 133,173,416
Projected Surplus (Shortfall)		\$ (10,329,956)		\$ 1,594,202		\$ (13,505,953)		\$ -		\$ (13,505,953)

Numbers may not add due to rounding



Salary Differential

	OCDSB Average Salary and Benefits			Ministry Funded Salary and Benefits			Difference
	Salary	Benefits	Total	Salary	Benefits	Total	
Elementary							
Teacher *	\$ 93,389	\$12,872	\$ 106,261	\$ 90,437	\$ 10,753	\$ 101,190	\$ (5,071)
Principal	129,393	\$14,768	144,161	120,980	14,159	135,139	(9,022)
Vice-Principal	118,411	\$16,185	134,596	114,990	13,568	128,558	(6,038)
School Office Staff	44,902	\$14,795	59,697	45,080	13,666	58,746	(951)
Secondary							
Teacher *	\$ 94,811	\$13,435	\$ 108,246	\$ 90,566	\$ 10,326	\$ 100,892	\$ (7,354)
Principal	136,901	\$14,991	151,892	131,254	15,172	146,426	(5,466)
Vice-Principal	122,572	\$14,979	137,551	120,897	14,150	135,047	(2,504)
School Office Staff	45,470	\$14,983	60,453	47,488	14,282	61,770	1,317
Support Staff							
Educational Assistants	\$ 44,229	\$14,093	\$ 58,322	\$ 45,845	\$ 13,908	\$ 59,753	\$ 1,431
Early Childhood Educators *	41,290	\$13,532	54,822	41,517	10,545	52,062	(2,760)

Numbers may not add due to rounding

* Ministry funding for salaries includes the Qualifications & Experience Grant

Ministry funding for benefits includes projected 2020-2021 Employee Life and Health Trust Payments



Extended Day Program and Infant, Toddler & Preschool Program

2020-2021 Projected Revenues	Extended Day Program	Infant, Toddler & Preschool Childcare Program	Total
Extended Day and Infant, Toddler & Preschool Childcare Programs			
Extended Day Fee Revenue - Regular Day	\$ 16,727,741		\$ 16,727,741
Extended Day Fee Revenue - PD Days, Winter, March & Summer Break	1,160,978		1,160,978
Government Contribution to Benefits	598,665		598,665
Infant, Toddler & Preschool Childcare Program		\$ 1,791,000	1,791,000
Total	\$ 18,487,384	\$ 1,791,000	\$ 20,278,384

2020-2021 Projected Expenditures	Extended Day Program		Infant, Toddler & Preschool Childcare Program		Total	
Extended Day Program	FTE	Amount	FTE	Amount	FTE	Amount
Staffing and Operating Expenses:						
Central Staffing	10.75	\$ 1,020,033			10.75	\$ 1,020,033
Early Childhood Educators	220.00	11,518,924			220.00	11,518,924
Supply Early Childhood Educators		1,101,838				1,101,838
Early Learning Assistants (including Supply Early Learning Assistants)	45.69	1,820,391			45.69	1,820,391
Staff Costs - Professional Development Days, Winter, March and Summer Break		774,837				774,837
Support for Children with Special Needs	11.64	300,000			11.64	300,000
Snacks		457,327				457,327
Supplies and Services		161,779				161,779
Professional Development		107,396				107,396
EDP Information System		300,000				300,000
Departmental Costs:						
School Operations		333,573				333,573
Sub-total Staffing, Operating and Departmental Costs	288.07	\$ 17,896,099			288.07	\$ 17,896,099
Departmental Transfer Costs:						
Human Resources		\$ 202,741				\$ 202,741
Business & Learning Technologies		199,195				199,195
Finance		115,352				115,352
Payroll		70,854				70,854
Sub-total Departmental Transfer Costs		\$ 588,142				\$ 588,142
Total Extended Day Program	288.07	\$ 18,484,241			288.07	\$ 18,484,241
Infant, Toddler & Preschool Childcare Program						
Staffing			30.25	\$ 1,913,527	30.25	\$ 1,913,527
Operating Expenses				135,000		135,000
Total Infant, Toddler & Preschool Childcare Program			30.25	\$ 2,048,527	30.25	\$ 2,048,527
Projected Surplus (Shortfall)		\$ 3,143		\$ (257,527)		\$ (254,384)

Numbers may not add due to rounding



Projected Revenues	FTE	2019-2020 Approved Budget	FTE	2020-2021 Recommended Budget
Grant Revenue		\$ 16,341,749		\$ 17,530,572
OCENET				
Teaching Positions funded by OCENET	6.17	654,271	6.33	666,952
Total Revenue		\$ 16,996,020		\$ 18,197,524

Projected Expenditures	FTE	2019-2020 Approved Budget	FTE	2020-2021 Recommended Budget
Elementary				
Classroom Teachers (Includes 0.5 FTE position funded from OCENET)	93.25	\$ 9,614,075	93.25	\$ 9,908,652
Vice-Principal of English Language Learners	1.00	133,700	1.00	134,630
Sub-Total	94.25	\$ 9,747,775	94.25	\$ 10,043,282
Secondary				
Classroom Teachers (Includes 5.83 FTE positions funded from OCENET)	36.83	\$ 3,915,029	36.83	\$ 3,987,142
Central Orientation Class (Academic Staff)	2.00	212,600	2.00	216,516
Sub-Total	38.83	\$ 4,127,629	38.83	\$ 4,203,658
Administration and Support				
Family Reception Centre	4.00	\$ 283,412	4.00	\$ 298,592
Multi-Cultural Liaison Contractual Services		292,500		292,500
Operating Budget		65,000		65,000
Sub-Total	4.00	\$ 640,912	4.00	\$ 656,092
Total Expenditures	137.08	\$ 14,516,316	137.08	\$ 14,903,032
Projected Surplus (Shortfall)		\$ 2,479,704		\$ 3,294,492

Numbers may not add due to rounding





MEMORANDUM

Memo No. 20-107

TO: Committee of the Whole (Budget)

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

DATE: 13 August 2020

RE: **2020-2021 Staff-Recommended Budget
Questions and Answers (Release 2)**

The attached document shows the questions received since the initial meeting of Committee of the Whole (Budget) on 26 November 2019.

Please direct questions or comments to Kevin Gardner, Manager of Financial Services, at kevin.gardner@ocdsb.ca

Attach.

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



2020-2021 Staff-Recommended Budget Questions and Answers

This document consolidates the responses to all questions received regarding the development of the 2020-2021 Staff-Recommended Budget. Responses to a number of questions are pending.

Release of 11 August 2020 - questions 1 to 30

Release of 13 August 2020 - questions 31 to 42



2020-2021 Staff-Recommended Budget Questions and Answers

- 1. Staff agreed to provide information regarding the provision and use of masks in schools; the amount of funding allocated to the walking school bus program; and details on the green climate fund.**

Provision and Use of Masks

The District continues to develop its school reopening procedures in consultation with the Ministry of Education and Ottawa Public Health (OPH). District staff have been working to establish a safe and caring learning environment responsive to the needs of all students and in a manner that will promote the safety of students, staff and their families.

The reopening plan will provide full-day, in-person learning opportunities for students in kindergarten through to grade 8. Students in grades 9 to 12 will attend on a modified basis to allow for a maximum class size of 15 students. Opportunities to continue with remote learning will also be available for students.

The District's approach includes a variety of changes that will reduce the risk of infection. The changes include monitoring the enhanced cleaning practices such as frequently disinfecting high-touch surfaces, minimizing interactions between students by using cohorting techniques and staggering recess times, encouraging physical distancing, managing access to washroom facilities and promoting good hand hygiene.

A key strategy to help reduce the risk of COVID-19 is the wearing of non-surgical masks. Studies have shown that this respiratory virus is generally transmitted by contact with droplets that enter the body through the eyes, nose and mouth. Wearing a mask has been recommended by public health authorities as an important measure to limit the spread of droplets by an infected individual. As required by the Ministry, the school reopening plan envisions that students from grades 4 to 12 will be required to wear masks while those in lower grades will be encouraged to wear one. Reusable cloth masks will be provided by the District or students may bring their own. Disposable non-medical grade masks will be provided to students who forget to bring their cloth mask to school.

Walking School Bus Program

The Walking School Bus (WSB) is designed to promote active transportation and healthy living. The program is operated on the District's behalf by the Ottawa Student Transportation Authority and serves seven elementary schools. Under this program, students walk to school with a group of up to ten peers and are supervised by a professional leader. Each WSB follows a specific route and schedule.

A \$156,000 provision has been included in the 2020-2021 Staff-Recommended Budget to operate the program. All routes are expected to operate and will employ safety precautions to reduce the potential transmission of the COVID-19 virus.



2020-2021 Staff-Recommended Budget Questions and Answers

Environmental Initiatives

As conveyed in Memo 20-090, Environmental Initiatives, addressed to Committee of the Whole Budget on 21 July 2020, the approved 2019-2020 Budget included a \$150,000 provision in support of innovative school and community-based projects that would align with the District's sustainability goals.

Staff from the Program and Learning K-12 and Facilities departments began meeting with community partners last summer to determine how this could be leveraged along with the usual work in the schools, with a focus on school-based projects. Work had progressed on the development of an application process and proposed communications but was paused during the various labour actions that occurred during the fall and winter. With the closure of school buildings in March 2020, priority shifted to the provision of at-home learning and planning for reopening in September. As a result, funds were not used and have been carried forward as part of the proposed 2020-2021 Staff-Recommended Budget. Staff intends to move this process ahead as soon as practical.

2. Please provide information on the investments that have been put in place to manage the impact of COVID 19.

The staff-recommended budget included a \$4.0 million provision to offset incremental costs that may be incurred as a result of the COVID-19 pandemic. The provision was divided equally between two categories: Instruction and School Operations.

Although specific amounts to support anticipated needs have not been identified using this provision, expected incremental costs would include personal protective equipment (PPE), cleaning equipment and supplies, computer technology and minor modifications to work environments and additional supports for students. The provision would also be used to offset anticipated increases in staff replacement costs that may result from a cautious approach when assessing staff wellness in support of a safe learning and work environment.

In addition to the basic provision, the recently ratified central collective agreements have provided for incremental funding that may assist in providing necessary staff resources to assist with managing COVID-19 challenges. The new funding is referred to as the Supports for Students Fund (SSF) and, collectively, is expected to provide 84.4 FTEs across the various employee groups. From this amount, 16.6 FTEs have been identified in the staff-recommended budget to augment custodial staffing levels which will help address enhanced cleaning protocols that are now required.

Subsequent to the presentation of the 2020-2021 Staff-Recommended Budget, the Ministry announced new funding to assist district school boards. Details of the announcement were provided in Ministry memorandum 2020:B11 Investments to Support School Reopening in Response to the COVID-19 Outbreak, which confirmed additional resources totalling \$3.5 million and identified further allocations that would be confirmed at a future date. The following chart shows the composition of the new funding and includes estimates of future allocations.



2020-2021 Staff-Recommended Budget Questions and Answers

Description	Provincial	District
	\$	\$
Confirmed Funding:		
Allocation for Technology-Related Costs	15,000,000	528,561
Allocation for Mental Health Supports	10,000,000	198,891
PPF Enhanced Cleaning Allocation (Supplies and Staffing)	4,000,000	140,798
PPF Additional Staffing Support (Custodial)	50,000,000	1,816,446
PPF Health and Safety Training for Casual Staff	10,000,000	369,988
PPF Additional Supports for Special Education	10,000,000	265,217
PPF Additional Mental Health Supports	10,000,000	198,891
	109,000,000	3,518,792
Anticipated Funding:		
Masks and Personal Protective Equipment (PPE)	60,000,000	2,100,000
New Enhanced Cleaning Allocation	25,000,000	875,000
Student Transportation Cleaning and PPE	40,000,000	1,400,000
	125,000,000	4,375,000
Combined Total	234,000,000	7,893,792

Ontario's school reopening plan also includes a \$30.0 million fund to support the hiring of additional teachers, where needed. The District would have to submit an application to access this funding. The application would need to demonstrate that classes have been managed as close to the funded average class size as possible.

As requested by the Ministry, staff are assessing if the new funding may allow for a reduction of the \$4.0 million provision shown in the staff-recommended budget. Any reduction in the provision would reduce the draw on the District's accumulated surplus which would ensure continued capacity to offset adverse financial effects resulting from revenue shortfalls and incremental expenses relative to the operating budget that is ultimately approved.



2020-2021 Staff-Recommended Budget Questions and Answers

3. Please provide further information on the mental health and additional staff supports that will be put in place to respond to COVID 19 as well as a risk assessment.

Existing staff who promote and support mental health include regulated health professionals (social workers and psychology staff) and non-regulated health professionals (child and youth counsellors). These staff are assigned to specific schools and are members of each school's multi-disciplinary team. Multi-disciplinary teams, together with school teams, will review student needs to assess the level of support and access to services required.

Through Ministry funding for mental health, additional staffing will be available to manage the anticipated increase in students' mental health needs. Staff will be flexible and responsive in order to provide a continuum of services based on student needs. This will range from professional development/consultation/coaching for educators as they promote and support mental health and well-being in classrooms, to providing direct service to students and families, to facilitating access to culturally responsive mental health services in the community and to providing crisis intervention, as needed.

4. Are we replacing the funding that the province did not allocate to school councils through the PRO grant? Can you confirm what amount we received this year and does the \$500 per council continue?

Provincial funding for parent engagement has traditionally flowed through the Parents Reaching Out (PRO) grants for both the District and school councils. Last year, the province consolidated the funding to provide it through the Grants for Student Needs (GSNs) and significantly reduced the funding. The current level of funding will allow the District to continue to support some key parental engagement initiatives such as the Parent Conference and Speaker Series; the delivery model for those things may look quite different in light of COVID-19 and we will work with the Parent Involvement Committee on that. Funding will continue for the \$500 annual allocation to each school council. In light of current budget constraints, the District is not in a position to replace the additional PRO grant application funding that was eliminated by the province.

5. What are the specific budget line items under Indigenous Education, in particular what is included other than staff salaries?

The 2020-2021 GSNs provide total funding of \$3,146,918 through the Indigenous Education and Program Leadership allocations to support Indigenous education. The Indigenous Education allocation provides \$2,281,311 based on expected enrolment in Indigenous studies courses, \$123,524 to support work relating to the Board Action Plan (BAP) on Indigenous education and \$649,644 as a "per pupil" amount based on the District's overall average daily enrolment (ADE). Funding provided by the Program Leadership allocation is \$92,439.

The Ministry requires that unspent BAP, per pupil and program leadership funding be treated as deferred revenue for use in subsequent years; however, the 2020-2021 spending plan anticipates full use of the funds. The funds generated by Indigenous studies are used to support overall instructional costs.



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The District also receives funding through the Priorities and Partnerships Fund (PPF) grants. PPF grants are enveloped for specific purposes and may be announced prior to the start of the school year or provided during the school year. A report confirming the use of the funds must be provided to the Ministry. An anticipated PPF grant of \$69,600 to support an Indigenous graduation coach has been included in the 2020-2021 Staff-Recommended Budget.

The following table presents the 2020-2021 spending plan:

	FTE	Budget (\$)
GSN Supported:		
Vice-Principal (Program Leader)	1.00	136,212
Student Support Coordinator	2.00	173,652
Urban Aboriginal High School Teacher	2.00	214,384
Instructional Coach-Elementary (Itinerant)	1.00	105,219
Instructional Coach-Secondary	1.00	107,192
Native Studies-Inuit Centre Teacher	1.00	105,220
Native Studies-Inuit Centre ECE	1.00	56,116
	9.00	897,995
Supplies, Services and Release Time	-	166,909
GSN Total	9.00	1,064,904
PPF Supported:		
Indigenous Graduation Coach	-	69,600
PPF Total	-	69,600
Combined Total	9.00	1,134,504

Supplies and services commonly acquired using the Indigenous Learning budget include service contracts with community partners (Wabano, Innuugatigiit) who provide programs focused on historical teachings and cultural practices, transportation costs for students participating in programs run by community partners, support for the Indigenous Youth Forum, honoraria paid to Elders, release time for teachers to participate in Indigenous-focused learning, books and maps for schools, and office supplies.

6. What, if any budget is allocated to Indigenous mental health initiatives or efforts beyond that. Are there funds that could be shifted towards that end?

Currently, there are two student support staff whose role, while not specific to mental health, is connected to building student engagement and providing cultural support. Learning Support Services continues to seek representation from diverse populations when opportunities for a new hire arise for professional support staff. The District also collaborates with community partners in an effort to deliver a well-rounded model of mental health and well-being support for Indigenous students. In addition, the District's psychology and social work staff have been engaged in professional learning with the Indigenous Education team to build cultural competency and to increase the understanding of mental health & well-being through an Indigenous cultural lens.



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- 7. A new central staff position to support school partnerships is proposed to be paid out of existing equity monies. What monies, what benefits will this displace? Why not new money if equity is a key part of the strategic plan? How will the success of this position be measured, in dollars fundraised /donated or school admin and other time displaced or partnerships inked? How will we know this was worth the new position and opportunity cost of redirecting equity spending in this way, i.e. apart from simply celebrating everything this person does as wonderful without looking at the opportunity costs involved?**

Underlying the use of the Resource Allocation Index based on Socioeconomics (RAISE) index is the concept of equity and resource allocation based on needs. The District uses the RAISE index as an indicator of school-level need relative to other schools within the District. The index incorporates various indicators from several data sources to identify where resources can be applied to enhance student success.

Use of the RAISE index resulted in priority schools receiving additional operating budgets of \$142,700 (\$18.70 per ADE) in 2019-2020. A separate centrally administered budget of \$252,500 has, in past years, been used to offset costs incurred by priority schools to provide enriched learning and engagement opportunities during the year.

The 2020-2021 Staff-Recommended Budget proposes the creation of a 1.0 FTE community partnership officer position using the existing centrally administered budget. The position would directly assist RAISE schools with identifying sustainable community partnership opportunities. Staff believe that using the existing funds in this manner will result in tangible benefits which would include expanded learning opportunities, improved student achievement and enhanced student well-being.

- 8. Is the extra SSF funding part of staff planning or not? ... it seems to be very hard here to get a straight answer or read of the situation. It is to be extra to DSB-needs and spending plans on the one hand, but seems to be integrated with it on the other hand. Are these new positions indeed superfluous to our basic operation and also Covid needs and response - doing tasks not related to Covid risk reduction perhaps - or not? Do I write these positions and the work they do off as unimportant essentially then, or not? When we quote the number of custodians needed and in place or redeployed, for instance, will they be included or not, and if so then by what rationale? If they are fully or partially deployed to meet operational needs (and are not extra for additional unusual purposes supplementary to basic work) then is there Federation agreement for this, a de facto agreed working ambiguity, or something else, or what?**

SSF was provided to local school districts as part of the central agreement reached earlier this spring between the Ontario Public School Boards' Association, the Crown and the Ontario Secondary School Teachers' Federation (OSSTF). The funds are similar to the Local Priorities and System Investment Funds that were provided in the previous expired agreements. Funds from this system investment must be used to create additional permanent positions within the applicable bargaining units to address requirements for special education, unique learning needs, mental health initiatives, and to employ individuals who play a role in promoting safe, healthy and caring schools.



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The positions created using the funds are an integral part of the recommended budget; however, the types of positions to be established are to be determined in consultation with the respective bargaining unit as required by collective agreement provisions. For example, the District has identified the need to use the funding assigned to the Plant Support Staff Unit bargaining group to support additional custodial staff in recognition of the extraordinary pressures created by COVID-19 concerns. Similarly, the need for additional educational assistants is being partially supported by the new funding. These needs have been shared with the bargaining units.

Discussions with the bargaining units are continuing and all positions established will be assigned to meet the highest priority needs.

9. **Full on EDP is to restart as well as I understand it. At the start of Covid, the DSB took a financial bath on this as parents kept their kids home and, unlike Provincial funding based on an October report of those registered (whether actually keeping their kids at home or not), parents can exercise some flexibility as to when they keep at home or not, including paying or not, with EDP and with child care. This potentially large financial risk has yet to be called out in staff reports, and I'm seeing no tangible risk recognition yet in terms of budget shortfall provisions, as for OCENET - another area where we are dependent on non-Provincial external funding. Why are we making explicit budget provisions for OCENET revenues and expenses but not for EDP (and child care) revenues and expenses, especially in light of our very real tangle with non-trivial revenue short falls this way only a few short months ago? What plans do we have, if any, to flexibly staff in order to limit financial damage, or to limit parental registration flexibility? Will the back to school survey include EDP or will this be a separate demand survey? How will staffing planning be done in this area? What tangible risk recognition and planned shortfall are we looking at here?**

Operations

Effective 01 September 2020, all licensed child care centres and before and after school programs will be permitted to operate at full capacity. The extended day/before and after school programs will be required to follow standard ratios and maximum group sizes set out in the Before and After School Kindergarten to Grade 6 Policies and Guidelines.

After 01 September 2020, operators can begin charging fees once space has been accepted. If a parent chooses not to utilize the space, operators will be permitted to require payment to hold the space or will be able to offer the space to another family.

The Ministry is currently updating the Operational Guidance During COVID-19 Outbreak: Child Care Reopening document to support the full reopening of child care programs, expected to be released soon. We anticipate updates to the Before and After School Kindergarten to Grade 6 Policies and Guidelines to provide COVID-19 operational guidance.



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Staffing and Registration

We had projected our staffing for the 2020-2021 year based on last year's registration numbers. An additional 700 families have requested a new registration for this year. In anticipation that not all families may want to return, or some families may want to pay for their space and not yet attend, we will proceed with a registration process in phases.

With the new e-registration platform, we can both survey intentions and register participants at the same time. The planned phases are as follows:

- Phase one: Families that require full-time service, so 5 to 10 sessions will be registered first. This will also include families that choose to pay for their space but not attend;
- Phase two: Families that require part-time or flexible schedules less than five sessions will be registered. This will also include families that choose to pay for their space but not attend; and
- Phase three: Move to new families requiring space. We may proceed with the same process if required.

This process will permit the District to track the staffing needs based on legislative requirements (new guidelines as well as OPH measures) and also determine how many families want to return or reserve their space. The goal is to mitigate fiscal shortfalls as well as meet child care demands.

Financial Sustainability and Recovery

Even though the District could not access federal funding, we have been able to advocate to the Ministry and the City of Ottawa (the City) to secure an amount equal to 75% of what federal funding would have been. Accessing these funds from the province addresses the inherent inequities of the federal wage support program. Application for the funding which is funnelled through the City was completed in July 2020. The District will also be applying for funding to assist with reopening of the Extended Day and Infant, Toddler and Preschool (ITP) programs.

In addition, we are attempting to access General Operational (GO) funding through the City for EDP. We receive GO funding for ITP but not EDP. The City provides GO funding to licensed care providers only; however, through advocating again, our Ministry advisor confirmed all EDP could access GO funding through municipal dollars. We are in communication with the Ministry and the Consolidated Municipal Service Manager (CMSM) at the City of Ottawa to obtain additional funding.

The registration process will support our ability to run at capacity and we anticipate operating with a waitlist. We have begun the early learning assistant (ELA) hiring process, and OSSTF has agreed to permit the hiring of early childhood educators (ECEs) during the summer in the hope of hiring based on EDP and core day needs before the beginning of school. To note, this process, combined with the registration process, will support families but also may take time.



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- 10. The two B< TLs also seem to be touted as specific domain specialists (security, etc). Are these truly TLs or did we have to leverage the higher pay of the TL labour category essentially to attract and keep needed specialists in the absence of a proper agreed labour category here?**

The team leader for learning technology specialists (LTs) is responsible for supervising, modelling and coaching LTs, as we have redeployed 16 positions into these roles (former school-based instructional student support technicians. The team leader will also co-ordinate the day-to-day work of the LTs.

The team leader for security and identity will coordinate the work of the security and identity team including determining priorities, assigning tasks, communicating with clients, analyzing data, ensuring ongoing collaboration and communication between the team members, Business and Learning Technologies department staff and District staff and assisting in the coordination of incident response.

The rates of compensation for these supervisory positions were determined in consultation with the Human Resources department. Compensation is based on an evaluation of job duties using a standardized rating process applicable to all union exempt positions.

- 11. What will be the CUS shortfall or impact? If night custodians are redeployed to daytime cleaning or anyway CUS adds extra cleaning demands (and maybe risks to daytime?), will we even allow any CUS in schools (as opposed perhaps to office spaces such as 440 and Rideau and depot and admin and other such office type spaces)? What is the budgeted impact of reduced CUS? ... If keeping and redeploying the same custodial but no longer receiving the same revenue, then I imagine the impact has to be negative.**

The underlying assumption was for an early return to normal evening activities for Community Use of Schools (CUS). Accordingly, the revenues and associated expenses were budgeted as for a normal operating year.

Redeploying evening staff to support daytime operations would result in cost savings for CUS activities and would offset the revenue decrease. Compensation paid to the redeployed staff would be considered to be incremental costs resulting from the COVID-19 pandemic.



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- 12. With substantially the same teaching staff, how will we support learn-at-home effectively without extra costs not covered so far by the Province? It is fine to say that teachers not feeling well or uncertain about their safety or that of their families may be redeployed to help with at-home learning or maybe centrally, but that still reduces the in-class workforce, which usually is tasked out to the max. I simply don't see how the math adds up. Please explain how this will work (or not work) from an HR and budget perspective.**

Students who participate in remote learning will be assigned to a class, and will receive instruction at home using technology. This will be a combination of live online instruction (synchronous) and posted instruction/learning activities and materials (asynchronous). Remote learning will cover required curriculum expectations. Student learning will involve a similar amount of time to what students would usually spend in the classroom learning and doing independent work. The expectation of students engaging in remote learning will be that they are online and present for scheduled instructional times.

The allocation of staff to support remote learning will depend on the number of families who opt for that model and the impact on the regular school organization. Staff are reviewing strategies to mitigate the additional staffing, for example, maintaining secondary students opting for remote learning in their current classes, supported through a combination of asynchronous and synchronous remote learning daily, with their cohort A and B classmates, adjusting assignments, and re-organizing classes to adjust class sizes based on students attending in person.

- 13. Per the July 30th Ministry guidance doc, we are on the hook to pay TVO \$250 / course, and where with HS cohorting we may not be in a position to offer as many courses as we might normally. If across our HS population (30-35K? - I forget) we have even just 4K courses with TVO over a year then that is \$1m of added expenditure. the number could end up being much higher, and I'm not sure our increased targeted Prov funding has this cost in mind. What budget impact do we see here or is this judged as absorbable?**

As stated in the Ministry guidance document, secondary students will have access to online courses available through the TVO Independent Learning Centre (ILC). The District will be required to approve student enrolment in ILC courses and must pay a \$250 per credit fee to TVO. The number of students opting to enrol in ILC courses is not readily determinable and there will be increased certainty of costs as the school year progresses.



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- 14. It was stated previously in our prelim budget backgrounder that shortfalls 'would be absorbed centrally with a flexible staff response', or words to that effect. I see so very many risks to our bottom line, even with the extra recent \$s, that I'm uncomfortable with approving a budget based on this sort of wave of the hand. Specifically, (a) what is the reasonable absorbable shortfall and internal spending redirection amount we believe we can handle, due to all causes, and (b) and what would the major redirected monies likely be and what would be the major anticipated impacts of that?**

Despite the additional provisions included in the budget to address revenue losses and incremental costs as a result of the pandemic, there will continue to be a risk that the amounts fall short of what is needed for the entire year. For instance, the province recently announced that the District will receive \$528,600 in incremental funding to support the acquisition of computer equipment. Initial plans would be to use the funds to acquire Chromebooks.

- 15. What are the OT costs and are they reasonable? ... if staff are now to keep themselves home proactively on a hair trigger and get tested if they suspect they have any symptoms at all, we absolutely can expect our staff coverage needs to expand. I'm not sure I saw any Prov funding supporting this, though I may have missed it. Is Finance budgeting for a normal course year re OT use or non-trivially higher than normal OT use, and either way what is the rationale used to get there?**

The budget for staff replacement costs was maintained at historic levels for the upcoming school year, but additional funding to offset such costs would be supported using the \$4.0 million budget provision established to respond to extraordinary costs relating to the COVID-19 pandemic. This approach was adopted because of the significant uncertainty that exists regarding the increased use of sick leave. Increasing the budgets for staff replacement costs would adversely impact investments in other areas.

An assessment of staff replacement costs will occur early in the school year. The assessment will reflect actual experience for the first three months of the year. Any change in budget provisions will be identified as part of the revised estimates that will be filed with the Ministry by 15 December 2020. The information is also shared with a number of committees of the Board.

- 16. If we are increasing airflow at all facilities where our blowers and systems have the capacity to do this, then there will need to be a heating / cooling, and energy use, cost to this? What plans exist this way, and where do I find this in the budget?**

Modifications to mechanical systems to increase ventilation rates are being made across the District. Based on initial estimates for increased energy consumption, it is anticipated that this will add between \$500,000 and \$750,000 to utility costs. Incremental utility costs will be managed within the Facilities department's approved operating budget. If necessary, the \$4.0 million COVID contingency provision shown in the staff-recommended budget may assist with defraying any cost overrun.



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- 17. We're looking at a greater than usual (>1%) deficit in addition to Prov monies I'm assuming. Assuming serious Covid impacts last only the coming school year, what is the multi-year pay-down plan, and what spending will be negatively impacted with respect to decisions taken today?**

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 is shown on page 27 of the 2020-2021 Staff-Recommended Budget Binder. The plan is influenced by the amount of accumulated surplus available that can be used to manage the elimination of the deficit. The deficit elimination plan will be updated to reflect adjustments that may be required as a result of the new funding and other changes that might result from budget deliberations.

- 18. A related question, what is the budget risk, given all of the unknowns, that our in-year shortfall will be non-trivially > than even the specially permitted planned shortfall? What is the estimated +/- range on this risk based on what we know now?**

The significant uncertainties arising from COVID-19 public health issues have made planning for 2020-2021 an unprecedented challenge.

As noted in the response to question 2, the staff-recommended budget included a \$4.0 million provision to offset incremental costs that may be incurred as a result of the COVID-19 pandemic. A recent announcement by the Ministry has provided \$3.5 million in new targeted funding to further address COVID-related costs.

In addition to the basic provision, the recently ratified central collective agreements have provided for incremental funding that may assist in providing necessary staff resources to assist with managing COVID-19 challenges. The new funding is referred to as the SSF and, collectively, is expected to provide 84.4 FTEs across the various employee groups. Other realignments to staff assignments would also be considered as part of the District's response.

Staff acknowledges that the estimates will need to be updated as the year progresses. Incremental costs incurred by the District to respond to the needs of staff and students will be tracked and reflected in budget updates.

- 19. It would be useful for all Trustees and for the public if we had a 1-2 page summary of all the various Covid impacts expenses and revenues +/-.**

Please refer to the response to Question 2, which summarizes the new funding provided to support incremental COVID-19 related expenses.

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20. It would be useful for all Trustees and for the public if we had a 1-2 page summary of all of the various equity strategy expenses and revenues +/-.

The District is committed to equity of educational opportunities and outcomes. To meet this commitment, policies and practices have been established to ensure the availability of programs, services and resources critical to the well-being of students, staff and the community. As a result, equity considerations are a key factor in the many decisions made by the District.

A number of examples of the work to promote equity and diversity are shown in the Equity and Diversity section of the District's website. These include:

- Hosting a student equity conference which asked students to undertake an "equity audit" of their schools;
- Ensuring the principles of equitable and inclusive education are incorporated into all policies, programs, procedures and practices;
- Reviewing resources, instruction and assessment/evaluation practices to identify and eliminate discriminatory bias and systemic barriers;
- Ensuring that hiring policies and practices are equitable and fair;
- Providing equity-focused learning opportunities with internal and external partners;
- Establishing and maintaining collaborative relationships with diverse communities, including engagement through the Board's Advisory Committee on Equity; and
- Consulting with local community organizations and the Ontario Multifaith Council to identify days of significance to members of the faith communities in the District for inclusion in the Holy Days/ Days of Significance calendar.

Most of the equity considerations, including those shown above, are supported by budget allocations assigned to various departments as approved by the Board. However, there are a number of specific budget allocations that play an important role in furthering equity and diversity. These are:

Indigenous Education	\$1,134,500
The budget is used for enhanced programming and supports for Indigenous students. A detailed budget plan, including enhanced staffing, is presented in the response to question 6.	
RAISE Funding	\$395,200
As indicated in the response to question 7, the Resource Allocation Index based on Socioeconomics (RAISE) index is an indicator of school-level need relative to other schools within the District. The index is used to provide additional resources to enhance student success. From this funding, eligible elementary schools receive \$18.70 per ADE (totalling approximately \$142,700) to supplement their Board-allocated budget. The balance is available to both elementary and secondary schools based on funding requests. A proposal to use some of the funds to establish a community partnership officer position is shown in the staff-recommended	



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budget.	
<p>Graduation Coach Program: Pilot for Black Students</p> <p>A PPF grant, initially received in 2019-2020 and renewed for 2020-2021, is focused on addressing systemic barriers to achievement and well-being and supporting the success of Black students. The pilot involves providing intensive, culturally-responsive support to Black students and hiring graduation coaches with connections to Black communities to act as mentors to Black students, with the assistance of school staff and Board leadership.</p>	\$224,200
<p>Urban Priorities Funding</p> <p>Two secondary schools (Gloucester HS and Ridgemont HS) have been identified by the Ministry for this supplemental Ministry funding. The funding is used to provide enhanced support and engagement activities at these schools. These include health services, homework clubs, additional in-school mental health supports and leadership building activities.</p>	\$588,400
<p>Rainbow Youth Forum</p> <p>The annual Rainbow Youth Forum (RYF) is a celebration of diversity and is a day for students in grades 9 to 12, staff and community to learn together. The RYF encourages safe and inclusive school environments by providing an opportunity to enhance knowledge and awareness about equity and diversity issues. Workshops and presentations build knowledge and understanding of sexual orientation, gender identity, and gender expression, as well as homophobia, biphobia, and transphobia.</p>	15,000



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- 21. Over the past weekend, I have received 100s of messages and emails, as I am sure you did too. Check out my facebook page @TrusteeBell for a sampling. The majority of which come from parents and teachers with regard to elementary school class sizes. They have expressed their fear that the average number of students in a classroom does not jive with the public health recommendations. I understand that this could be perceived as an operational issue, but if the OCDSB was to choose to limit the number of students (per foot) in the classroom there would be budget implications and when it comes to safety I believe that there are governance implications as well. Can we propose to limit the number of students in elementary school classes? What would be the cost implications? Space implications?**

Based on current projections and without knowing the number of parents/families who may opt for remote learning, staff has estimated that limiting class size to 15 students in grades 1 to 8 would require approximately 1,000 new elementary home room classes being established. Each home room would require hiring 1.19 FTE elementary teachers or reassigning teachers from non-classroom roles (e.g., learning support teacher, learning resource teacher, English as a second language teacher, instructional coach). This modelling assumes existing kindergarten classes could be further cohorted to groups of 15 or fewer, with each cohort being led by one member of the kindergarten educator team (ECE and teacher) at a time.

- 22. I understand that staff are working hard to develop an approach to communications today. I firmly believe in the power of communications to build trust. Reducing the real and perceived risks associated with the number of students in classes is paramount to building trust. Can we ask for a specific (and public) recommendation from Ottawa Public Health on the safest number of students per square foot?**

The school reopening plans have been developed in consultation with the Ministry and public health authorities, including OPH. Although there is general guidance on the need to promote physical distancing, it is important to recognize that other strategies will also be used to reduce the risk of exposure/transmission of the virus. These include good hand hygiene, cohorting to limit the number of direct contacts that a student has, the use of masks impede the spreading of respiratory droplets, and more frequent cleaning of high-touch surfaces.

- 23. If money were not an issue, is it feasible to meet the required number of teachers and/or classroom support staff for such reduced class sizes? Are we at the point where we would accept non-credentialed individuals as teachers? Do we need to consider setting aside immersion requirements in the interest of student safety? What are we willing to do for smaller groups?**

The cost of the additional staff, as well as the classroom space considerations, are both significant issues/impediments to bringing elementary back with class sizes of 15 students or less. The focus of our planning has been to ensure the return to school is as safe, sustainable and equitable as possible, aligned with the Ministry's directions and available resources. As a result, we have not turned our minds to whether we would need to consider non-credentialed teachers or whether we need to make changes to FSL delivery.



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24. Please explain how EDP and child care protocols and funding will work and whether in concert with K-6 cohorting, whether a similar demand survey is being done, what pivoting mitigations we will have in place for staffing, etc?

Operations:

Effective 01 September 2020, all licensed child care centres and before and after school programs will be permitted to operate at full capacity. EDP before and after school programs will be required to follow standard ratios and maximum group sizes set out in the Before and After School Kindergarten to Grade 6 Policies and Guidelines.

After 01 September 2020, operators can begin charging fees once families accept a space. If a parent chooses not to accept a space, operators will be permitted to require fees to hold the space or will be able to offer the space to another family.

Staffing and Registration:

We had projected our staffing for the 2020-2021 year based on last year's registration numbers. An additional 700 families have requested a new registration for this year. We anticipate that not all families may want to return, or some families may want to pay for their space and not yet attend, we will proceed with a registration process in phases.

Our registration process will allow us to track the staffing needs based on how many families want to return or reserve their space. We have begun the ELA hiring process, and OSSTF has agreed to permit hiring ECEs before the beginning of school.

25. If the K-8 demand survey shows, say 10% staying away, then what is the rationale for assuming that we will be at same or greater strength for EDP staffing needs as last year? (the assumption stated by Finance so far)? Indeed, how can staff maintain this posture? Will the Province float our shortfalls - is this why and are we confident of complete coverage this way?

The ability for families to pay to hold a space will be an option for those not ready to start the EDP. We are currently experiencing a high volume of registration requests from new families. By proceeding with a registration process in phases, this will support our staffing needs process.

On 07 August 2020, the Ontario government announced a partnership with the federal government to provide \$234.6 million in funding to keep children and staff safe in child care and early years settings. This announcement is a follow-up to the 30 July 2020, news release, which indicates that the province would provide funding to support enhanced cleaning costs and health and safety requirements set out to support the reopening of child care and early years programs.

The funding will support the District in reducing the financial impact endured during the closure and reopening periods for both EDP and ITP. The funds will also offset the additional cost in reopening the eight EarlyON Child and Family Centres.



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The District has already applied to the City for funding for the closure period. The City suspects that funds will be available for successful applicants after 30 September 2020. An additional process to access the reopening funding is expected to be shared shortly, and a new application format will be available by the end of August.

- 26. The TDSB is arguing now, as I understand it, that the province needs to get them additional monies than those announced at least to allow for space and teachers needed to spread out school populations in poverty or racialized (e.g. more PSW or frontline workers, fewer resources, greater need to be in school, etc), maybe including HS. Are we doing this? If not, should we? And if so, should we not make sure we're next in line for such funds?**

New information may be forthcoming on the afternoon of 13 August 2020. We will be making an application to the province for funding in this regard. In addition, school in-class enrolments will be reviewed upon conclusion of the "Confirmation of Attendance" survey. Deployment of staff will certainly consider the unique needs of underserved communities.

- 27. The TDSB also has published a deficit payback plan with the budget they just passed I believe ... it would be good to see what that was for us.**

Please see the response to question 17.

- 28. Can staff please describe in detail how the custodial complement will be successfully deployed to adhere to the minima (and maybe go beyond them) that have been set out by the Ministry (and maybe Sick Kids)?**

We are presently hiring 16.6 FTE custodial positions which will provide 3.0 FTE replacement custodians for day shifts and 13.6 FTE floater custodians for evening shifts. The additional \$1.8M in funding announced recently by the province for additional custodial staffing support will be used to hire casual staff to assist the chief custodians with the high-touch surface cleaning and enhanced cleaning requirements as outlined in the province's Guide to Reopening Ontario's Schools. This will include regular touchpoint cleaning of surfaces such as door handles, railings, light switches, buttons, dispensers, accessibility buttons, faucets, and commonly touched items in the school. Evening staff will be completing a full clean/disinfection of all spaces once the students and staff have left for the day.

- 29. How much, on average, does it cost to add 1.0 FTE elementary teacher?**

The average compensation cost of an elementary teacher is \$106,300. This amount includes wages, the employer's share of statutory contributions (Employment Insurance, Canada Pension Plan, Ontario Health Tax, Workplace Safety and Insurance Board) and contributions to employee life and health benefit trusts.



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- 30. In a "normal" year, after the allocation of "needs" allowances and other staffing adjustments included in the board-approved academic staffing for the year, how many elementary classes in K and in Grades 4-8 have more than 2 students (for K) above the Ministry-funded average class size or more than 3 students (for Grades 4-8) above the Ministry-funded average class size?**

Ministry funding for kindergarten is based on an average class size of 25.57 students. Based on the September 2019 snapshot which is used to report class sizes to the Ministry, there were no kindergarten classes over the Ministry cap of 29 for the 2019-2020 school year. There were approximately 56 kindergarten classes with more than two students above the funded average.

Funding is based on an average class size of 24.5 students for grades 4 to 8. At the time of the September 2019 snapshot, there were approximately 182 classes that had more than three students above the funded average.

- 31. In reference to question 5 - The table shows a \$1.1M spend but we say we are to receive about \$3.1M. Is the remaining \$2M all spend on supplies and services? If so what kinds of things fall under this category?**

The question relates to the Indigenous Education allocation, specifically, the \$2,281,311 generated based on expected enrolment in Indigenous studies courses. This amount is not subject to enveloping and is used to support overall staffing and operating needs, which includes the secondary teaching staff and learning materials for Indigenous studies courses.

- 32. In reference to question 7 which notes "identifying sustainable community partnership opportunities", what do we envision these opportunities to be?**

Response pending.

- 33. In reference to question 9 - EDP registration Phase 3, Move to new families. Are we giving priority to parents/children who return to the program whether they want a space or are just "reserving" a space? Am I reading this correctly?**

On 02 July 2020, the Ministry Operational Guidance During COVID-19 Outbreak for re-opening of child care stated that "child care providers must give parents 30 days to indicate whether they want to keep their space. After the 30 days, payments would be required to secure the space, whether the child attends or not."

A 30 July 2020 child care sector memo re-emphasized that parents in child care before the closure must be given the option to keep their space and "if a parent chooses not to accept a space, (providers) are permitted to require fees to hold the space."



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34. Why wouldn't we put the parents/children "reserving" on the waiting list and allow access to those using/needing right away rather than having a waitlist for parents willing/needing the spot now?

Legislation requires a one adult to 15 children ratio. Reserving a space requires us to provide them with care when they need it, this may not be possible if we cannot find additional staff to maintain ratios. Paying for the space guarantees that you have a space because we have the staffing in place. We have learned some lessons from last year's experience of maintaining a waitlist for many months due to the significant increase in demands and the shortage of human resources. However, the pandemic has added new complexities to the registration process. We are attempting to balance Ministry directives around returning families and accessibility to our new families.

35. Have we always given priority to returning parents/children?

We have always attempted to give priority to siblings of returning families. In past years, parent demands and the staffing requirements were easily managed; therefore, prioritization was not an issue. Last year, the increase in demand combined with the shortage of ECEs and ELAs required adjustments to our structure.

Additionally, we have not yet received the proclaimed revised Operational Guidance for Reopening. Until we are informed otherwise, we have been obliged to restructure our registration process to adhere to the child care sector memos for reopening.

We continue to communicate with child care parents on a bi-weekly basis about the process.

36. Current Question 13 - what do we currently pay for each ILC? If nothing, why are we now having to pay TVO and must we get our ILCs through TVO rather than our current supplier?

The Ministry's guidance document for school reopening essentially confirmed the existing process for students wishing to take a course offered by TVO's Independent Learning Centre (ILC). Students currently work with the school's guidance team as part of the enrolment process. If enrolment in the ILC course is approved, the District pays the \$250 course fee. Fees paid to ILC in 2019-2020 totaled \$21,250.

The number of students opting to enrol in ILC courses in 2020-2021 is not readily determinable, but there will be increased certainty of costs as the school year progresses.



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37. Are we making sure we are separately accumulating COVID related costs in such detail that we will know if or how much of our planned/actual deficit is truly structural as opposed to extraordinarily COVID related, such that these COVID costs are easily presented to the Province, hopefully for reimbursement.

The District's response to the pandemic will be supported by both historical budget allocations and new allocations established using targeted Ministry funding. Consideration on how to best track incremental COVID-related costs is currently in progress.

As noted in the question, it is important to isolate COVID-related incremental costs as well as temporary revenue reductions to ascertain the true composition of the District's planned deficit. The District's deficit elimination plan shown on page 27 of the 2020-2021 Staff-Recommended Budget Binder identifies two significant factors that combined to increase the planned deficit by close to \$7.0 million. The first is a net revenue decrease that will result from lower international student enrolment which is facilitated by the Ottawa-Carleton Education Network (OCENET). The second is the identification of a \$4.0 million provision to offset incremental expenses. The deficit elimination plan assumes that these two adjustments are temporary and that operations will normalize by the 2021-2022 school year. The plan also assumes that \$4.0 million of investments in furniture, equipment and technology which are supported by the use of minor tangible capital asset (MTCA) funding could be avoided once the pandemic subsides.

In the absence of pandemic impacts, the planned deficit would have been expected to be less than \$8.8 million. This amount is equal to 1% of the operating grants that is commonly referred to as the compliance threshold. This amount can be drawn from the accumulated surplus to balance the District's operating budget without further Ministry approval.

38. Have we considered a delay in school starting with the number of unknowns to date? If we were to delay opening until say October, what would be the impact on the budget and pros and cons to a later start?

The Ministry has encouraged school reopening in accordance with the approved school year calendars which are established in accordance with the *Education Act* and supporting regulations. The school year calendar was updated to allow school staff to receive additional training on health and safety protocols commencing 31 August 2020. The first day of school for students is 03 September 2020.

The Ministry would not likely approve any change to the recently approved calendar and, operationally, a delay would have a broad and adverse impact on both school-based activities and central support processes.



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39. Please provide a risk analysis showing the possible impacts to planned revenues as a result of COVID-related effects.

The risk that planned revenues reflected in the staff-recommended budget will not be achieved becomes increasingly clear as the reopening of schools progresses. The following table presents an estimate of revenue reductions that could result as the year progresses. District staff will monitor revenue projections and provide updates during the course of the year. Reducing planned spending where possible will also be considered to mitigate lower revenues.

Revenue	Risk Reduction Range
Government Operating Grants Most grant revenue is tied to student enrolment. At this time, the enrolment is in line with projections. Accordingly, no risk adjustment has been shown. Additional grant revenue will be generated if enrolment exceeds the projections.	Nil
International Student Fees (OCENET) Enrolment is significantly influenced by both a student's ability to enter the country and comfort to reside in Canada during the pandemic.	\$400,000 - \$600,000
Provincial, Federal and Other Third Party Grants These types of grants are treated as deferred revenue and are used to offset direct expenses. Examples include PPF, Language Instruction for Newcomers to Canada funding, and contributions for the Breakfast Program. Revenue projections are directly tied to planned expenses. Accordingly, no risk adjustment has been shown.	Nil
Cafeteria Commissions The District receives a modest amount of revenue from cafeteria operations and the operating projections assumed a \$47,000 reduction reflecting that such food service operations in high schools would not be available until later in the school year. The risk range reflects full elimination of revenues.	Nil - \$35,000
Community Use Permits and Property Leases After school use of District schools and the leasing of space to third-party child care operators are important supports to the community. A return to normal operations was assumed and, particularly for permit usage, a delay would reduce associated revenues. The risk range reflects approximately a revenue reduction for four months. Custodial costs related to community use permits would be avoided.	\$750,000 - \$1,000,000



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Revenue	Risk Reduction Range
<p>Continuing Education Department</p> <p>These programs are expected to operate as planned. Accordingly, no risk adjustment has been shown.</p>	Nil
<p>Program and Learning (PAL) Department</p> <p>A small amount of revenue is reported for PAL. These are generally for cost recoveries of expenses incurred. A \$20,000 reduction in planned revenues was assumed, but further reductions are possible.</p>	<p>Nil</p> <p>- \$70,000</p>
<p>Interest Earnings</p> <p>The District planned for reduced earnings as a result of lower interest rates. A further interest rate reduction would adversely affect interest earnings.</p>	<p>\$100,000</p> <p>- \$200,000</p>
<p>Extended Day Program (EDP)</p> <p>Fees are to be charged to registered EDP participants regardless as to whether a child attends the program. However, reduced participation is possible and user fee revenues could decrease, particularly if a second wave of infection occurs. Staffing levels would be adjusted to reflect reduced participation as permitted by legislation and Board policy. Government grants to offset revenue shortfalls would also be sought. A sensitivity range of 10% to 15% of annual revenues has been used for this analysis.</p>	<p>\$1,800,000</p> <p>- \$2,700,000</p>
<p>Infant-Toddler-Preschool (ITP) Child Care Centres</p> <p>The District's two ITP child care centres are expected to operate as normal during the year. However, reduced participation is possible and user fee revenues could decrease if a second wave of infection occurs. Staffing levels would be adjusted to reflect reduced participation as permitted by legislation and Board policy. Government grants to offset revenue shortfalls would also be sought. A sensitivity range of 10% to 15% of annual revenues has been used for this analysis.</p>	<p>\$180,000</p> <p>- \$270,000</p>
Total	<p>\$3,230,000</p> <p>- \$4,875,000</p>



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- 40. Can you please confirm whether we will receive a run down of the COVID related expenses? I would like to see an analysis of what we are spending and where in order to reduce the risk of exposure and protect students and staff. I am particularly interested in how we will apply an equity lens to these expenditures.**

Staff is working to provide additional information on how funds will be spent to ensure the well-being of students and staff. Please refer to the response to question 2 which provides additional information on new financial resources that are focused on responding to the pandemic.

Investments in PPE, plexi-barriers, partitions, signage, decals and cleaning supplies have already been made. Work has also commenced to enhance ventilation in District schools and to augment custodial staffing.

- 41. What is the cost of keeping secondary schools open for 150 minutes of in-person instruction under the 2:3 3:2 model from September 3-December 31, 2020?**

Response pending

- 42. What is the cost of keeping secondary schools open from 8:45 am to 3:00 pm under the 2:3 3:2 model for full day in-person instruction from September 3-December 31, 2020?**

Response pending.