



## MEMORANDUM

**Memo No. 21-083**

TO: Committee of the Whole (Budget)

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

DATE: 15 June 2021

RE: **2021-2022 Staff-Recommended Budget  
Questions and Answers (Release 3)**

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The attached document shows the questions received since the initial meeting of Committee of the Whole (Budget) on 2 February 2021.

Please direct questions or comments to Kevin Gardner, Manager of Financial Services, at [kevin.gardner@ocdsb.ca](mailto:kevin.gardner@ocdsb.ca)

Attach.

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



## **2021-2022 Staff-Recommended Budget Questions and Answers**

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This document consolidates the responses to all questions received regarding the development of the 2021-2022 Staff-Recommended Budget.

Release of 09 June 2021 - questions 1 to 10

Release of 15 June 2021 - questions 11 to 18

Supplemental Release of 15 June 2021 – questions 19 to 20

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**1. Staff agreed to provide a response regarding the total funding allocated for ventilation for the 2020-2021 school year.**

The following table summarizes the funding by source and provides reference to the Ministry of Education memo in which the funding was announced:

Funding Source	Memo	Memo Date	\$
Optimizing Air Quality in Schools	2020:B12	26 Aug 2020	1,681,500
Federal Safe Return to Class Fund	2021:B01	01 Feb 2021	1,681,500
COVID-19 Resilience Infrastructure Stream (CVRIS)-Ventilation	2020:B20	28 Oct 2020	14,525,000
FRP/SCI Funded Ventilation Projects	2020:B9	19 Jun 2020	4,720,000
			22,608,000

**Optimizing Air Quality in Schools and Federal Safe Return to Class Fund**

The following activities relate to the first two grants noted in the table:

**A. Immediate Action - measures taken prior to the start of the school year in September:**

The District prioritized work on ventilation during the summer of 2020 to ensure that schools would be ready to re-open in September 2020. The work included:

- Recommissioning of all heating, ventilation and air conditioning (HVAC) equipment, which included operational testing/inspection, repairs as needed, thorough cleaning and filter changes; and
- Reprogramming of ventilation systems to comply with the American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE) standards and public health recommendations, including:
  - Creating purge cycles before, during and after school that exchanges the building air with 100% outdoor air at a rate of approximate six complete air changes per hour; and
  - Increasing ventilation rates during other school hours to a fixed, constant rate of 3-4 air changes per hour.

**B. Short-Term Measures - implemented during the school year, started September 2020:**

Short-term measures focus on enhanced air purification using high-efficiency particulate air (HEPA) filtration. The District has ordered 1,250 units. Of these, 800 units have been distributed and the remaining 450 units are scheduled for delivery by the end of June 2021. Distribution of the units is based on the following criteria:

- Classrooms where the increased ventilation measures noted above were not possible due to the nature of the HVAC equipment;
- Isolation Rooms with a higher potential for airborne virus particles;
- Classrooms where the more important steps of wearing masks, hand washing and distancing may not be achievable (e.g., special program classrooms that were identified by principals); and
- All junior and senior kindergarten rooms across the District.

**C. Long-Term Measures - permanent ventilation and filtration upgrades**

Staff are working on implementing infrastructure upgrades at various sites in order to provide increased ventilation capability and/or add permanent filtration options.

### **COVID-19 Resilience Infrastructure Stream (CVRIS)**

As outlined in the summary above, the approved funding is being utilized to execute the identified projects. Physical work is underway for the hold-open devices on fire doors, touchless bottle filling stations and air purification. The larger types of capital projects (window replacement and HVAC upgrades) are at various stages of the design, tender and award phase. Most of this work will begin in July 2021 and will extend until the end of December 2021.

### **Facilities Renewal Program (FRP) and School Condition Improvement (SCI)**

Projects captured within this funding portfolio cover major equipment renewal and include items such as HVAC replacements, unit ventilator upgrades, rooftop unit upgrades and HVAC control upgrades. Some of the projects that were originally planned to be funded through FRP/SCI were instead transferred to the CVRIS funding source after approval.

- 2. Appendix B to Report 21-047, 2021-2022 Staff-Recommended Budget shows a difference between the revenues and expenses of seconded staff. Please explain why there is a difference.**

Secondment (sometimes referred to as staff on loan) is the broad term used to cover all staff members who have taken a leave of absence and have been seconded to another organization to work for a period of time, but who remain on the Ottawa-Carleton District School Board's (OCDSB) payroll and for whom the OCDSB is reimbursed. It includes, for example, teachers and administrators seconded to the Department of National Defence to work in schools that serve Canada's military families stationed abroad, executive members of the various bargaining units who are on full-time release to serve in that capacity, and staff who are seconded to the Ministry.

In general, all costs associated with salary and benefits are fully reimbursed by the organization to whom the individual is seconded. The exception to this is with regard to amounts reimbursed for some of the union executive positions, where the amount of reimbursement has been established in the respective collective agreement and is less than the full cost of salary and benefits of the incumbents.

- 3. Appendix E to Report 21-047, 2021-2022 Staff-Recommended Budget proposes the addition of 6.0 FTE itinerant educational assistants to meet needs in secondary schools. What is the current complement of itinerant EAs?**

The current complement of itinerant educational assistants (IEAs) is assigned as follows:

- 10.0 FTE elementary;
- 7.0 FTE, secondary; and
- 4.0 FTE Early Learning.

IEAs provide additional support to students and schools in the areas of mental health promotion and well-being. The additional complement will boost the District's ability to support secondary schools at the Tier 1 level. IEAs are well-positioned to support the roll-out and implementation of resources from School Mental Health Ontario (SMHO), The Third Path, and to provide targeted support in stress management and coping. Further, the increased support at the Tier 1 level will increase the time that the District's mental health professionals (i.e., psychologists and social workers) can dedicate to Tier 2 and Tier 3 levels of support.

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**4. What expenditures are made to support the District's goal of equity.**

Updated response.

The OCDSB 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 on the Equity and Diversity section of the District's website. These include:

- Hosting a Students 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 Canadian Multifaith Federation to identify days of significance to members of the faith communities in the District for inclusion in the Holy Days/ Days of Significance Calendar.

As seen in the above examples, much of the progress to ensuring equity, diversity and human rights is being managed through changes in practices and ensuring communities are engaged. It is important to continue with this work to meet the objectives articulated in the 2019-2023 Strategic Plan.

In addition to the changes in practices, a number of specific budget allocations play an important role in furthering equity and diversity at the District. A review of the planned expenses shows that the recommended budgets will have increased by \$1.9 million, representing a 48% increase when compared to 2018-2019 budgets. The identified areas are:

Program/Initiative	\$
<u>Indigenous Education</u>	1,778,500
The budget is used for enhanced programming and supports for Indigenous students. Additional information is shown in the response to question 5.	2018-19 1,380,500
The proposed budget for 2021-2022 is \$1,778,500. The staff-recommended budget proposes the addition of two student graduation coaches and a student support coordinator who are all focused on Indigenous needs. The three positions will cost \$267,000.	

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Program/Initiative	\$
<p><u>RAISE Funding</u></p> <p>The Resource Allocation Index based on Socioeconomics (RAISE) 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 (totaling approximately \$142,700) to supplement their Board-allocated budget. The balance is available to both elementary and secondary schools based on funding requests. The decrease in funding reflects the creation of a community partnership position in 2020-2021.</p>	<p>247,500</p> <p>2018-19 312,515</p>
<p><u>Graduation Coach Program: Pilot for Black Students</u></p> <p>A Priorities and Partnerships Fund (PPF) grant, initially received in 2019-2020 and renewed for 2021-2022, 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>	<p>224,200</p> <p>2018-19 nil</p>
<p><u>Urban Priorities Funding</u></p> <p>Two secondary schools (Gloucester HS and Ridgemont HS) have been identified by the Ministry for supplemental 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>	<p>588,400</p> <p>2018-19 588,400</p>

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Program/Initiative	\$
<p><u>Equity and Diversity Supports</u></p> <p>A review of departmental budgets has identified 9.5 FTE directly supporting human rights, equity, diversity and inclusion. The positions include the human rights and equity advisor, instructional coach positions, the community partnership coordinator, Education Foundation leadership, and the support staff for these initiatives. The budget for these positions is \$1,054,900.</p> <p>In addition to compensation costs, provisions totaling \$317,400 have been made to acquire supplies and services consistent with the mandates of the various areas. Examples of costs that are incurred would include those associated with the Rainbow Youth Forum as well as those for the translation of publications.</p> <p>The staff-recommended budget proposes the addition of a transgender/gender diversity support coordinator, a student support coordinator at Woodroffe High School and enhanced funding for the translation needs relating to the Roadmap on Indigenous, Equity and Human Rights. These initiatives total \$206,700 and are included in the amounts shown above.</p> <p>The budget for equity and diversity initiatives was \$309,700 in 2018-2019 and included a 1.0 FTE equity coordinator. The increase over the past few years is largely related to the addition of staff including those noted above.</p>	<p>1,372,300</p> <p>2018-19 309,700</p>
<p><u>Demographic Data Gathering</u></p> <p>Data collection plays an essential role in supporting school boards to identify and address systemic barriers that lead to the inequitable provision of programs, services and educational opportunities for students. The appropriate collection and use of data also assists organizations in identifying, monitoring and eliminating systemic barriers and discriminatory biases that affect employment opportunities for members of underserved communities. A PPF grant is included in the budget to fund research costs.</p>	<p>70,000</p> <p>2018-19 nil</p>
<p><u>Multicultural Liaison Officers (MLOs)</u></p> <p>The District has contracted with the Ottawa Community Immigrant Services Organization (OCISO) for the services of 17 MLOs. Through the multilingual services provided by OCISO, the MLO program contributes to the success of newcomers. A welcoming learning environment for students, their families and the school community is fostered through outreach and information sharing. MLO services are supported in part by funding that OCISO receives from the federal government.</p>	<p>585,000</p> <p>2018-19 379,000</p>
<p><u>Rideauwood Addiction and Family Services</u></p> <p>The program provides counselling and education to secondary students and to students in grades 7 and 8.</p>	<p>973,000</p> <p>2018-19 973,000</p>

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### 5. What are the specific budget line items under Indigenous?

The 2021-2022 Grants for Student Needs (GSN) provide total funding of \$4.9 million through the Indigenous Education and Program Leadership allocations to support Indigenous education. The Indigenous Education allocation provides \$4.2 million based on expected enrolment in Indigenous studies courses and \$680,000 to support work relating to the Board Action Plan (BAP) on Indigenous education. Funding provided by the Program Leadership allocation is \$184,600.

Commencing in 2021-2022, the Ministry will require that unspent funding from the Indigenous Education allocation be fully treated as deferred revenue for use in subsequent years; however, the 2021-2022 spending plan anticipates full use of the funds. The funds generated by Indigenous studies will be used to support overall instructional costs for the courses.

The District also receives funding through 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. The 2021-2022 Staff-Recommended Budget includes \$115,400 to support the employment of a graduation coach for Indigenous students.

The following table presents the 2021-2022 spending plan:

	FTE	Budget (\$)
GSN Supported:		
Principal (Program Leader)	1.00	138,075
Support Coordinator for Indigenous Students	2.00	169,152
Graduation Coach for Indigenous Students	2.00	179,971
Urban Aboriginal High School Teacher	2.00	220,548
Instructional Coach-Elementary (Itinerant)	1.00	108,347
Instructional Coach-Secondary	1.00	110,274
Inuuqatigiit Centre Kindergarten Program-Teacher	1.00	108,347
Inuuqatigiit Centre Kindergarten Program-ECE	1.00	56,743
Indigenous Studies-Secondary Teacher Overlays	3.67	404,706
	14.67	1,496,163
Supplies, Services and Release Time	-	166,910
GSN Total	14.67	1,663,073
PPF Supported: Indigenous Graduation Coach		115,384
Delivery of Indigenous Studies Courses (3,503 pupil credits)		3,443,044
Combined Total		5,221,501

The supplies and services commonly acquired using the Indigenous Learning budget include:

- Service contracts with community partners (Wabano, Inuuqatigiit) 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.



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**6. Appendix D to Report 21-047, 2021-2022 Staff-Recommended Budget shows a net reduction of 1.90 FTE elementary academic staffing. Please identify the changes.**

Academic staffing recommendations were presented in Report 21-034, Academic Staffing Plan for 2021-2022. The recommendations were approved by the Board on 30 March 2021. The changes to elementary academic staffing approved at that time are summarized on page 7 of the 2021-2022 Staff Recommended Budget Binder. The following changes comprise the net reduction of 1.90 FTE teaching positions:

	FTE
Net Increase in Specialized Program Classes	4.76
Increase in Learning Support Consultants	2.00
Decrease in Learning Resource Teachers	(5.50)
Increase in Teachers - Hearing and Visual	0.50
Decrease in Learning Disabilities Specialized Intervention Program	(4.76)
Hearing and Visual Teachers - Reconcile to Actual	1.10
	(1.90)

**7. Please provide information on the \$150,000 Environment Climate Initiative budget allocation that was initially approved in 2019-2020.**

A \$150,000 annual provision to encourage action on environmental initiatives was introduced as part of the 2019-2020 Budget. The funds are made available to schools to support environmental projects or initiatives following applications by school communities and/or principals. The budget is reported as an instructional supply given its focus on learning.

Use of the funds in 2020-2021 will be directed toward a tree-planting program. In collaboration with EnviroCentre, schools will have the opportunity to obtain a 'Nature Nook'. Each nook consists of three trees and a bench. Tree planting will occur during July and August 2021. It is anticipated that the full allocation will be used this year.

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**8. Please provide information on the provisions established to meet occasional teaching and other staff replacement costs.**

Provisions are included in the 2021-2022 Staff-Recommended Budget to address the need for occasional teachers (OTs) and to meet other casual staffing requirements. The following general increases to the provisions have been recommended to ensure that budgets more closely align with historical needs:

Occasional Teachers	\$750,000
Educational Assistants	\$250,000
Principals and Vice-Principals	\$500,000

OTs provide coverage when teachers are absent due to illness, attending medical appointments or have other contractually permitted absences. In addition, OTs provide coverage when teachers are attending certain professional development and student support activities on a school day. Similar to teachers, casual staffing for most other school-based positions is required when an employee is absent. Accordingly, provisions have also been established for other employee groups including early childhood educators (ECEs), EAs, principals and vice-principals and school office staff.

The recommended OT provision for the coming year is \$18.6 million which includes the recommended increase of \$750,000. The casual staffing provision for other employee groups totals \$2.4 million, inclusive of the recommended increases.

Central departments and the Extended Day Program have established budgets to meet temporary staffing needs. These amounts are \$319,000 and \$861,000 respectively.

**9. Please provide information regarding the capacity of staff tasked with data gathering, including those in the Research, Evaluation and Analytics division (READ). Please also comment on any workload backlog that exists.**

Over the past year, the District has made tremendous progress in the collection and analysis of identity-based data guided by the Anti-Racism Data Standards. As one of the districts leading the way in this analysis, the work is complex and labour intensive. The District currently benefits from a special purpose grant from the Ministry which has allowed for the addition of one contract research term position (ending August 2021). A particular focus this year was to develop capacity in the analysis and use of equity data. The department has retained an equity-focused data scientist for both training and consulting services. Over the next year, the District will be looking to build capacity on the use of equity data with key system leaders and to increase the usability of data reports at the school level. As for the next steps in identity-based data, the District will be looking to establish data sharing agreements and open data practices as per the data standards.

In terms of backlog relating to research projects, there are some projects that have not advanced as planned this year. The Organisation for Economic Co-operation and Development (OECD) study on social and emotional skills has not been released (delayed by OECD); the review of the RAISE index was deferred (central workload/school pressures), progress on the data support model has slowed, the report on the 50/50 kindergarten program was deferred, and external research projects did not commence. The department is in the process of developing a work plan for next year.

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**10. Where can I find information about special education funding and expenses?**

Supplemental budget information summarizing funding and spending on special education is included in the 2021-2022 Staff-Recommended Budget Binder starting at page 28. Total expenses are projected to be \$135.2 million.

A review of the information has shown that the Supports for Students Fund (SSF) grants totaling \$1.3 million were inadvertently omitted from the analysis. The increased funding allocated to special education correspondingly reduces the projected underfunding by the same amount. A revised summary of the funding and expenses is shown below:

	2020-2021 Approved Budget	2021-2022 Recommended Budget
Revenues		
Special Education Allocation	102,186,423	101,449,335
Special Education Grant Allocations	10,664,942	10,734,034
Special Education Other Grants	1,547,000	1,548,245
Special Education Other Income	4,770,199	7,103,528
Total Revenues	119,168,564	120,835,142
Total Expenses	131,374,291	135,212,706
Projected Shortfall	(12,205,727)	(14,377,564)

The 2021-2022 Staff-Recommended Budget Binder will be updated to show the allocation of the SSF grants to the Special Education envelope. The following pages will be affected:

- Page 4 - Net Enveloping - Table
- Page 28 - Special Education - Revenues and Expenditures
- Page 31 - Learning Support Services - Financial Summary

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**11. Please provide information regarding investments in technology for the classroom including Chromebooks.**

In respect to the focus on equity, the District is striving to provide one device for every two students in its Student Achievement Through Equity (SATE)/Group of Eight (G8) schools. There is a commitment to have one device for every four students in the remaining schools. Both of these goals have been achieved this year. In addition, the District has committed to having a working projector in each homeroom.

The District's technology is managed by the Business and Learning Technologies (B&LT) department. This approach allows B&LT to ensure that new devices are compatible with the District's technology plan and that the devices are centrally administered as part of the various steps to managing computer network security.

School councils that fundraise are encouraged to support other initiatives. One technology initiative could be robotics that supports computer coding which is included in the revised math curriculum.

The following table shows the investments in Chromebooks that have been made over the past two years. Approximately 6,000 devices were acquired to meet the objectives articulated in the District's five-year technology plan while the balance was acquired in response to needs arising from the pandemic:

Year	Quantity	Cost
		\$
2019-2020	8,310	3,637,200
2020-2021	18,250	8,306,200
Total	26,560	11,943,400

**12. Please provide an update to the information that was previously shared with trustees regarding the District's compliance with the Accessibility for Ontarians with Disabilities Act (AODA).**

Annually, accessibility-related projects worth approximately \$5.0 million to \$7.0 million are executed to eliminate barriers within existing facilities. Over and above this work, any request to modify existing space to remove a barrier that impacts students or staff is quickly reviewed and work implemented as required. Requests include providing accessible washrooms, stair lifts, entry ramps, etc.

The Ontario government typically treats the Ontario Building Code and existing AODA accessibility standards as the only legally required benchmark that it must meet in new or significantly renovated buildings as there is currently no built-environment accessibility standard that must be met under the AODA. All new construction or renovated spaces within the District meet the Ontario Building Code and existing AODA accessibility standards. The District continues to invest in its buildings to eliminate physical barriers.

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**13. Please provide additional information regarding the District's spending on special education as compared to other district school boards.**

The analysis of special education expenses was prepared based on 2018-2019 financial statement submissions to the Ministry, which is the most recent data available. Boards with higher enrolments were selected for the purposes of the comparative analysis. The expenses correspond with the amounts reported as being enveloped for special education purposes. The table compares special education expenses per average daily enrolment (ADE) and provides the ratio of expenses relative to the Special Education allocation.

It should be noted that the revenues used for enveloping purposes are not readily available for other districts. The revenues would normally reflect allocations of the qualifications and experience funding, the proportionate share of the pupil foundation and other revenues such as Priorities and Partnerships Fund (PPF) grants. The gross Special Education allocation was used as the basis for comparing expenses to revenues.

As can be seen in the table, the District's spending per ADE and the ratio of expenses to the grant are close to the average for all boards.

**Analysis of Special Education Expenses**  
2018-2019 Financial Statement Submissions

Board	Day School ADE	Section 2	Schedule 10	Schedule	Gross Expenses per ADE	Ratio of Gross Expenses to Grant
		Gross Special Education Allocation	Gross Instruction Expenses (Excludes Amortization)	Gross Special Education Expenses		
		\$	\$	\$	\$	
Dufferin-Peel Catholic	79,813	104,710,191	772,545,041	119,463,979	1,496.81	1.141
Simcoe County	52,115	75,545,529	489,773,464	83,370,324	1,599.73	1.104
York Catholic	52,496	70,624,469	510,974,349	83,984,961	1,599.82	1.189
Waterloo Region	63,909	89,250,003	598,199,431	102,807,318	1,608.64	1.152
Peel	156,191	218,106,012	1,483,777,342	256,251,194	1,640.63	1.175
Thames Valley	77,170	111,461,253	746,300,749	129,577,343	1,679.11	1.163
Hamilton-Wentworth	49,337	73,329,090	490,468,979	83,356,300	1,689.53	1.137
Toronto Catholic	90,183	125,753,367	914,488,759	152,677,257	1,692.97	1.214
<b>Ottawa-Carleton</b>	<b>72,589</b>	<b>98,979,099</b>	<b>711,672,658</b>	<b>123,851,385</b>	<b>1,706.20</b>	<b>1.251</b>
Durham	70,799	103,110,344	668,047,948	122,742,033	1,733.68	1.190
Ottawa Catholic	42,750	64,671,349	438,818,652	76,296,857	1,784.71	1.180
Halton	64,072	87,667,042	607,951,153	115,515,961	1,802.92	1.318
York Region	124,512	166,483,575	1,211,075,786	237,004,218	1,903.47	1.424
Toronto	242,430	339,112,068	2,609,690,117	484,793,766	1,999.73	1.430
Total	1,238,365	1,728,803,390	12,253,784,428	2,171,692,896	1,753.68	1.256

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**14. Please provide information about the proposed increase in HR and LR positions, including the increase relative to the existing complement in those departments.**

**Labour Relations**

The Labour Relations/Legal Services (LR/LS) division currently has 7.0 FTE (1 manager, 2 LR Officers, 1 LR analyst, 1 respectful workplace advisor, 1 investigations advisor and 1 LR assistant). Additional information with regard to the two recommended positions attached to LR is provided below:

Investigations Advisor - Labour Relations

There is currently one investigations advisor employed in the District. The investigations advisor responds to and investigates allegations of misconduct involving staff and students, and supports capacity building for staff with respect to their obligations for student protection and well-being. The current workload demand exceeds capacity and has resulted in significant delays that impact the well-being of both the students and staff members involved in the investigations, and leads to increased staff replacement costs incurred while the investigation is ongoing.

Case Manager - Labour Relations (To Be Determined)

The case manager is a new and unique position that will:

- Provide support for students and educators in specialized program classes, or other children with complex special education needs in regular programs;
- Act as a liaison between the principal, student, parents, educators and the Learning Support Services department; and
- Monitor the supports that are put in place, and ensure the student/family can access appropriate external resources.

The reporting structure is still being confirmed, but has been attached to LR, at least initially.

**Human Resources**

The Human Resources department currently has 41.0 FTE, allocated across various functions as follows: 1.0 FTE manager, 8.0 FTE in wellness (disability management, attendance support, WSIB), 4.0 FTE in HR systems, 28.0 FTE in recruitment, staffing and general human resources services. Additional information with regard to the proposed positions is provided below:

Disability Management (DM) Coordinator - Wellness Division, Human Resources

There are currently three permanent DM coordinators, and a term position that was added through the 2020-2021 school year in response to the significantly increased workload. Each of the current DM coordinators is managing a caseload of approximately 450 claims, an increase of about 330 cases on average, during the 2019-2020 school year. The number of accommodations being requested based on medical disabilities has also continued to increase significantly, and although some reduction is anticipated in this area as we emerge from the pandemic, we do not anticipate a reduction to pre-COVID levels, as the trend had been increasing year over year.

Wellness Coordinator - Wellness Division, Human Resources

The wellness coordinator is a new position whose primary responsibility would be to develop and implement wellness initiatives specifically for employees of the District, including moving forward the work to implement the CSA Standard - Psychologically Healthy and Safe Workplaces, informed by the data gathered this year through the Valuing Voices Equity and Engagement Survey, the ThoughtExchange surveys and other feedback. The current workload in other areas of the division (disability

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management, workplace safety and insurance, attendance support) has precluded the department from dedicating sufficient time to proactive well-being strategies.

The addition of these two positions would increase the division to a total of 10.0 FTE.

HR Administrator - HR Recruitment and Staffing

The HR administrator would be assigned primarily to support the increased efforts related to recruitment, hiring and deployment of occasional teachers and other casual and temporary staff and the increased workload associated with the implementation and monitoring of the new hiring policy and associated processes.

Compensation Specialist

This is a new position that would report directly to the HR manager, to support developing and maintaining current job descriptions, conducting regular compensation reviews, job evaluation/reclassification, pay equity maintenance, organizational design and structure, as well as acting as a key resource to support the implementation of succession planning cyclical processes. The OCDSB does not currently have a position whose responsibilities include these key functions and this role will be critical to ensuring the work currently underway in partnership with external consultants (compensation/job evaluation and succession planning) are implemented appropriately and are sustainable.

**15. Could you please provide the amount we spend on Policy Analyst and Communications HR and # of positions? Can you also provide how much we spent last year contracting out communications services? And generally how much do we spend on communications?**

The budget currently includes a 1.0 FTE policy analyst and a small allocation for contract policy support for a total of approximately \$100,000.

The Communications department has a total annual operating budget of \$1.3 million (\$933,600 salaries and benefits and \$375,300 operating supplies and services). The department has 10.0 FTE who support all internal and external communications, media relations, advertising, websites, social media, graphic design, audio-visual support, switchboard and central reception services. Over the past year, the department has spent approximately \$118,000 for additional support through a third party communications firm. This expenditure is in addition to the annual operating budget.

The largest pressure points in the department are web and portal content management, internal communications, and audio-visual/multi-media production.

**16. Please provide information on the arrangements with community service organizations that promote equity.**

The District partners with a broad range of community service and non-government organizations that assist us in promoting equity and diversity. Some of these are reflected in the response to question 4. A partial list of organizations is provided below:

- Wabano Centre for Indigenous Health
- Inuuqatigiit Centre
- Boys and Girls Club
- South East Ottawa Community Health Centre
- Rideauwood Addiction and Family Services
- Ottawa Network for Education
- Ottawa Community Immigrant Services Organization
- Canadian Centre for Diversity
- Capital Pride Festival
- Centre Franco-Ontarien
- Children's Village Ottawa-Carleton
- Education Foundation of Ottawa
- Lowertown Community Resource Centre
- Mamawi Together
- National Capital Secondary School Athletic Association
- Western Ottawa Community Resource Centre
- Somerset West Community Health Centre
- Black Foundation of Community Networks
- Carlington Community Health Centre
- Rideau-Rockcliffe Community Resource Centre
- Rainbow Educators' Network
- ODAWA Native Friendship Centre
- Youth Ottawa
- Youth Services Bureau
- Roberts Smart Centre
- Somali Centre for Family Services
- Minwaashin Lodge
- Ten Oaks Project

**17. What is absolute and % increase in student equity-identified spending year over year, or relative to a more normal 2019-2020 baseline if more appropriate?**

Please see the response to question 4.



**2021-2022 Staff-Recommended Budget  
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**18. What is absolute and % increase in student mental health equity-identified spending year over year, or relative to a more normal 2019-2020 baseline if more appropriate?**

A comparison of the recommended complement of psychologists and social workers with that approved for 2019-2020 is shown in the following table. The complement shows an increase of 4.30 FTE.

	2019-2020 Budget		2021-2022 Budget		Increase	
	FTE	\$	FTE	\$	FTE	\$
Psychologists	29.90	3,290,728	31.40	3,584,284	1.50	293,556
Social Workers	29.70	2,876,987	32.50	3,344,104	2.80	467,117
	59.60	6,167,715	63.90	6,928,388	4.30	760,673

The recommendations for 2021-2022 include the addition of 1.0 FTE psychologist and 2.0 FTE social workers.

The additional psychologist support will expedite access to assessment and intervention with a focus on the Ontario Human Rights Commission's Right to Read inquiry. The additional social workers will provide culturally responsive mental health care to Indigenous and racialized students and families at the Tier 2 and Tier 3 intervention levels.

**2021-2022 Staff-Recommended Budget  
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**19. I would like to understand the individual line item funding given through GSNs, PPFs etc, over the last 5 years for each of Special Education and Mental Health supports.**

The Special Education grant provides additional funding to school boards to support students who require special education programs, services and equipment. The Special Education grant may only be used for special education purposes and any unspent funding must be treated as deferred revenue for special education. In addition, other amounts are received to support specific initiatives or are assigned to offset special education costs.

The following table summarizes the funding received and assigned to support the special education needs of the District's students. Actual results are shown for the first three years in the comparison while the most recent two are based on budgeted costs.

	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget 2021-22
Special Education Self-Contained Classes	ADE	ADE	ADE	ADE	ADE
JK-SK	31.00	28.00	33.00	33.00	31.00
Grades 1-3	285.00	297.00	322.00	323.00	310.00
Grades 4-8	1,066.00	983.00	984.00	984.00	960.00
Secondary	586.00	597.00	614.00	614.00	636.00
	<u>1,968.00</u>	<u>1,905.00</u>	<u>1,953.00</u>	<u>1,954.00</u>	<u>1,937.00</u>
	\$	\$	\$	\$	\$
Special Education Allocation					
Special Education Per Pupil Amount	53,259,458	55,797,894	57,487,161	58,658,988	57,717,963
Special Education Equipment Claim Based Amount	546,441	687,703	687,703	687,703	600,000
Special Education Equipment Per Pupil Amount	1,594,302	1,739,737	1,201,311	1,739,737	1,739,737
Differentiated Special Education Needs Amount	34,828,306	36,748,433	37,636,755	37,686,292	37,780,947
Special Incidence Portion	2,581,492	2,704,644	2,636,974	2,572,000	2,636,974
Behavioural Expertise Amount	293,431	409,889	828,084	841,703	973,714
	<u>93,103,430</u>	<u>98,088,300</u>	<u>100,477,988</u>	<u>102,186,423</u>	<u>101,449,335</u>
Special Education Self-Contained Classes					
Pupil Foundation Grant Allocation	9,040,751	8,968,225	8,573,271	9,194,346	9,188,415
Teacher Qualification and Experience Allocation	1,530,188	1,487,409	1,429,063	1,470,596	1,545,619
	<u>10,570,939</u>	<u>10,455,634</u>	<u>10,002,334</u>	<u>10,664,942</u>	<u>10,734,034</u>
Other Assigned Revenues					
Recoveries and Fees	693,539	755,349	556,590	693,539	865,331
Priorities and Partnerships Funding-Regular	870,600	1,446,068	1,182,661	505,175	556,360
Priorities and Partnerships Funding-COVID	-	-	-	885,499	1,595,123
	<u>1,564,139</u>	<u>2,201,417</u>	<u>1,739,251</u>	<u>2,084,213</u>	<u>3,016,814</u>
	<u>105,238,508</u>	<u>110,745,351</u>	<u>112,219,573</u>	<u>114,935,578</u>	<u>115,200,183</u>
Summer Learning Program	93,004	94,132	-	-	123,177
Program Leader Allocation - Mental Health	-	141,124	143,758	144,990	146,235
Supports for Students Funds	3,846,765	4,007,270	-	1,278,833	1,278,833
Employee Life and Health Trusts (Share)	3,005,486	3,258,826	3,330,813	3,661,966	4,086,714
	<u>6,945,255</u>	<u>7,501,352</u>	<u>3,474,571</u>	<u>5,085,789</u>	<u>5,634,959</u>
Total Funding	<u>112,183,763</u>	<u>118,246,703</u>	<u>115,694,144</u>	<u>120,021,367</u>	<u>120,835,142</u>

## 2021-2022 Staff-Recommended Budget Questions and Answers

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The Ministry has published [A Guide to the Special Education Grant](#). The following summarizes the funding components received through the Special Education grant:

The Special Education Per Pupil Amount provides funding to every school board to assist with the costs of providing additional support to students with special education needs. It is allocated to school boards based on total enrolment of all students, not only students with special education needs.

The Special Equipment Amount (SEA) is a specific funding envelope within the special education envelope that is used to acquire and maintain equipment required for students receiving special education supports. The funding is comprised of an amount based on enrolment and a claims-based amount. The funding can only be used to support qualifying expenses. Unspent funding cannot be used to support other special education spending; rather, it must be set aside as deferred revenue to support SEA spending in future years.

The Differentiated Special Education Needs Amount addresses the variation among school boards with respect to their population of students with special education needs and the ability to support these needs. It includes four components:

- Special Education Statistical Prediction Model;
- Measures of Variability;
- Base Amount for Collaboration and Integration; and
- Multi-Disciplinary Supports Amount.

The Special Incidence Portion is intended to support students with extraordinarily high needs who require more than two full-time staff to address their health and/or safety needs, and those of others at their school. Funding is based on claims submitted by school boards.

The Behavioural Expertise Amount (BEA) provides funding for school boards to hire board-level Applied Behaviour Analysis (ABA) expertise professionals, including Board Certified Behaviour Analysts (BCBAs), and to provide training opportunities that will build school board capacity in ABA. The 2021-2022 BEA allocation is comprised of the following three components:

- ABA Expertise Professionals Amount;
- ABA Training Amount; and
- After-School Skills Development Amount.

The District also receives other funding that supports special education costs. These include Priorities and Partnerships Fund (PPF) grants, cost recoveries for staff shared with other district school boards, funding in the form of the Supports for Students Fund (SSF) grants and allocations of grants received from the Ministry for its share of costs to fund employee benefits managed through various employee life and health benefit trusts.

**20. What is our agreement with OSTA with respect to the substantial increase in fuel costs? Do the bus companies have fuel surcharges based on rising fuel costs, which will be passed through OSTA to the ODCSB and OCSB? Do we expect the province to provide us with additional funding during the 2021/22 school year to offset these additional fuel costs? If not, what is our best estimate of the additional costs and how will we cover them?**

For a number of years, the Student Transportation grant has incorporated an allocation in response to the variability of fuel costs that may be observed relative to the provincial benchmark. The adjustment is termed the Fuel Escalator or De-Escalator Amount. The funding is used to support the costs incurred by operators based on vehicle type and kilometres driven.

If the monthly average cost of a litre of diesel exceeds the \$0.936 provincial benchmark by at least 3%, then additional funding is generated. Similarly, if the average cost represents a decrease of at least 3%, then a funding reduction is calculated. The fuel escalator adjustment shown in the 2019-2020 Consolidated Financial Statements provided increased funding of \$331,800.

In 2020, the Ministry launched a review of the Student Transportation grant. The objective of the review is to establish more equitable and needs-based transportation for Ontario students. While the review is underway, the overall grant will be maintained at the previous year's funding level, with adjustments for enrolment growth.

The absence of a funding increase to address inflationary costs means that contractual cost increases will need to be absorbed by school districts; however, the District is experiencing a substantial transportation surplus this year, and perhaps will experience a smaller surplus next year, depending on the willingness of parents to let their children return to the buses. The ability to recruit enough bus drivers for the coming year will also influence transportation costs.