



2016-2017 Staff Recommended Budget Questions and Answers

This document consolidates the responses to all questions received regarding the development of the 2016-2017 staff recommended budget.

- Release of 6 May 2016 - questions 1 to 53
- Release of 27 May 2016 - questions 54 to 111
- Release of 3 June 2016 – questions 112 to 126
- Release of 10 June 2016 – questions 127 to 129



2016-2017 Staff Recommended Budget Questions and Answers

1. **Timing - Timing is very important, particularly in years where there are proposed cuts. There are two overarching concerns here:**
 - a) **Trustees should not be kept in the dark but rather should see both an academic staffing draft budget and the 'other 20%' related to supplies and services at the same time. These should both be presented in March, with a draft approved thereafter, and in June the budget should be approved in its final form as always.**

Staff endeavours to provide timely and relevant information for consideration by Board. The budget process is a two-part process: the first step is the approval of the number of teaching positions for the upcoming academic year and the second step is the presentation of the staff recommended budget. Teacher staffing must be approved before the end of March to meet the District's obligations stipulated in teaching staff collective agreements. A detailed explanation of the staffing process was provided in Memo 16-050.

- b) **Can staff please confirm that the April 4th Committee of the Whole Budget currently scheduled is the latest possible date to tentatively approve a draft budget? The reason this is so important is that the GSNs usually come out mid-March and this year they should actually inform our decision-making rather than trustees relying on projections (see point 5).**

As noted above, the staffing process is driven by contractual commitments and process timelines. Staff shares the concerns expressed by trustees that a significant amount of spending is committed in advance of the formal budget process and prior to having received information on the Grants for Student Needs (GSNs). For the 2016-2017 school year, academic staffing was considered by the Board on 29 March 2016.

2. **Assumed 1% Reduction - The timing is also incredibly important with regard to the GSNs because of staff's assumed 1% reduction in provincial funding. I am uncomfortable prematurely reducing staff by 100-200 positions with an assumed reduction when consecutive Provincial budgets have kept education funding at stable levels (though changes to the categories within the overall funding envelope). This is also a position (that investment levels remain stable as they have for the past years) the new Advocacy Committee will be advancing and I think we unfairly bias ourselves by assuming this reduction. Unless something concrete can be pointed to that this 1% reduction will occur, we should not be starting with this assumption.**

Financial planning for the 2016-2017 school year formally commenced in November 2015. The early start was reflective of the need to continue efforts to bring the District's costs in line with available resources. While every effort is being made to reduce discretionary spending on supplies and services, it is important to recognize that close to 80% of the District's costs are compensation based. Accordingly, reducing these costs is part of the overall strategy to develop a balanced budget.

Past communications from the Ministry have noted that it is always prudent for districts to plan for a 1% reduction in the operating portion of the GSNs. In fact, we have seen significant reductions in recent years most notably in the top-up amount for facilities



2016-2017 Staff Recommended Budget Questions and Answers

maintenance. Changes to the grant will continue to be phased in during 2016-2017 meaning a further decrease in the funding that is provided for facilities.

The Ministry announced the 2016-2017 GSNs on 24 March 2016 and this provides an indication of the level of funding that each school board will receive and highlights changes in the grant structure; however, confirmation of the District's funding will not be available until late April. The District determines its funding using the Ministry's *Education Finance Information System (EFIS)*. The Ministry made the 2016-2017 EFIS templates available for use in late April.

3. **Ministry Requirements - I am concerned at the notion in the report that the Ministry has requested a \$4 million surplus by 2017-2018. My understanding is that we are under no obligation, and I'd like to see the formal letter the Ministry has sent requesting these changes.**

In June 2015, the Board approved the 2015-2016 budget authorizing expenses totaling \$856.0 million. Funding of the expenses was provided through grants and other revenues totaling \$844.1 million. The planned deficit of \$11.9 million was to be drawn from the District's accumulated surplus. Ministerial approval to use the accumulated surplus to balance the budget was sought in compliance with Ministry requirements.

Along with the approval, was a Ministry requirement that the District commence work on a multi-year financial recovery plan that would target the elimination of the structural deficit by 2017-2018 while achieving an accumulated surplus for compliance purposes reflecting between 0.5% and 1.0% of the compliance threshold. In monetary terms, the accumulated surplus target ranges between \$3.5 million and \$7.4 million.

Subsequent to 2017-2018, the Ministry is encouraging the Board to maintain an accumulated surplus balance for compliance purposes of 2%, but not less than 1%, of the operating allocation after accounting for amounts that are restricted to support the amortization expense related to Board-approved capital projects that have been completed in previous years. Maintaining a balance will allow the Board to better manage unfavourable budgeted variances.

4. **There is a statement in the report that states "...the OCDSB no longer has the ability to use reserves to offset funding reductions." Trustees would require more information on such a statement, particularly when total unappropriated reserves stood at \$6.5 million as of Aug 31 2015. As trustees commenced a process last year of gradually reducing the use of reserves, the same should continue this year. We should use a modest sum in balancing the budget.**

Over the past few years the District has relied on the use of its accumulated surplus to support continued investments in student achievement and well-being. Significant investments in special education supports, enhanced transportation for secondary students, and facilities maintenance activities were supported by drawing on the accumulated surplus. We are now at a point where the balance of the accumulated surplus has been depleted to such an extent that it can no longer support the structural



2016-2017 Staff Recommended Budget Questions and Answers

overspending. The 2015-2016 budget projected an accumulated surplus of \$6.6 million at 31 August 2016; however, this amount must be updated to reflect actual 2014-2015 results which served to reduce the balance available at the start of 2015-2016. Taking this adjustment into consideration and applying the planned activity shown in the 2015-2016 budget reduces the projected accumulated surplus to \$4.9 million.

It is important to recognize that the accumulated surplus is comprised of two components. The first is termed unappropriated meaning that Board can use the available balance to balance the budget in compliance with Ministry requirements. The second component is termed appropriated meaning that the funds have been set aside for specific purposes by the Board or restricted by Ministry directive. Of the accumulated surplus projected to be available at the end of 2015-2016, approximately \$5.4 million is restricted to support the amortization expense related to Board-approved capital projects that have been completed in past years. Based on the current year budget, the unappropriated balance has a \$500,000 deficit.

There is no capacity based on planned activity to rely on the accumulated surplus to support 2016-2017 spending. That said, the District does anticipate receiving enhanced funding from a successful transportation Effectiveness & Efficiency (E&E) review. The enhanced funding will be combined with other changes in revenues and expenses which may result in some limited amount of unappropriated accumulated surplus.

An updated forecast prepared as at 29 February 2016 projected an accumulated surplus balance of \$5.0 million. The projection included the anticipated enhanced funding of transportation costs and other changes in revenues and expenses. No funds are available to support the deficit spending based on this forecast.

Staff recommends that reliance not be placed on the unappropriated balance of the projected accumulated surplus.

2016-2017 Staff Recommended Budget Questions and Answers

5. **The budget report presented to trustees should be read in conjunction with the public Audit Committee report for January 18th. It is quite concerning that within that report there are significant variances from what was budgeted last year. Not just in enrolment, but major differences in Teacher Qualification and Experience, Continuing Education and others. Not to mention the vast difference we are about to see Tuesday in Extended Day Fees. Is this a regular occurrence year to year or was last year an anomaly?**

It is common for there to be changes between the Board-approved budget and the revised estimates prepared in December following the start of the school year. The revised estimates are intended to capture changes based on actual experience. For instance, the 2015-2016 Revised Estimates reflect reduced enrolment at the elementary level relative to the budget. The reduced enrolment decreases enrolment-generated funding in various allocations including the Pupil Foundation, Special Education and Learning Opportunities grants.

The Teacher Qualification and Experience Grant is also subject to fluctuation. The grant adjusts the benchmark funding received through various allocations to show actual compensation levels reflecting staff's years of experience and educational qualifications. It is not uncommon to see changes ranging up to \$3.0 million. The reason for the fluctuation is because the budget is developed using staff demographics as at March of the previous school year while the revised estimates reflect actual staff complement as at October 31 of the current school year. Staff attempt to project anticipated changes taking into account staff turnover and grid advancement, but must rely on actual demographics in preparing the revised estimates.

As noted in Report 16-005 2015-2016 Revised Estimates, staff recently completed a review of the processes used by the Continuing Education department to monitor and report attendance in its various programs. The review has resulted in the implementation of improved methods which identified that budgeted participation rates in the Literacy and Numeracy Assistance Programs were overstated in 2014-2015 and 2015-2016 budgets. The improved tracking resulted in a \$1.5 million decrease in related grants relative to the budget in both those years. Staff anticipates the enrolment projection will be more accurate in the 2016-2017 Staff Recommended Budget and expects only minor variances in forecasted amounts next year.

Staff responded to concerns regarding the Extended Day Program budget changes in Memo 16-020. In the memo, staff indicated that early budgets were developed based on metrics provided by the Ministry of Education and they also reflected conservative estimates of participation rates. The continued growth in the program has resulted in forecasts that differ from the amounts presented in the annual budget. The forecasts have generally been updated subsequent to the release of the revised estimates. An updated forecast for 2015-2016 and a preliminary budget for 2016-2017 was included with the memo. Staff anticipates the funding increase approved by Board on 28 January 2016 will allow for the operation of a self-supporting program.

2016-2017 Staff Recommended Budget Questions and Answers

6. Please provide information on the number of OCDSB students who meet the criteria for specialized classes to determine how well the District is meeting the demand using the geographic model.

The following table is extracted from memo 16-036 Services to Students – Specialized Program Classes. The table provides information for the period from January 2015 to January 2016 for the two exceptionalities that have transitioned to the geographic model: Autism Spectrum Disorder (ASD) and Dual Support Program (DSP). It shows in table format how well the District is meeting the demand using the geographic model. Additional commentary is provided in the memo.

Specialized Program Class	Number of classes	Number of students in classes (capacity)	Number of referrals reviewed as of 12-Jan-16	Number of declines due to location	Number of OCDSB students on waitlist as of 12-Jan-16	Vacancies in program class (Y/N)
Autism Program – Elementary			49	0	3	N
Kindergarten/Primary	10	6				
Primary/Junior	11	6				
Junior/Intermediate	5	6				
Intermediate	1	6				
Autism Program – Secondary	72 sections	6	5	0	0	N
ASD Secondary Credit Support Program	24 sections	10	20	0	3	N
Dual Support Program – Elementary	3	10	2	0	0	Y
Dual Support Program – Secondary	32 sections	10	8	0	0	Y

2016-2017 Staff Recommended Budget Questions and Answers

7. Please provide details regarding the summer learning program operated under the Special Education umbrella.

The Summer Learning Program has been offered to students within the Ottawa-Carleton District School Board (OCDSB) and the Ottawa Catholic School Board (OCSB) since before 1998. The program provides autistic students and students that have a range of developmental disabilities with a summer learning experience. For the past three years, approximately 290 students from the OCDSB and 20-40 students from the OCSB have participated in the program.

The program runs for 17 days during the summer at three different OCDSB school locations. It consists of an educational component as well as regular field trips to community attractions such as museums, parks and sports facilities. The OCSB provides funding to the District to offset costs incurred on behalf of its students; however, the OCSB has provided notice that it will no longer participate in the program effective July 2016.

The following chart shows the costs of the Summer Learning Program.

	2013-14		2014-15		2015-16
	Budget \$	Actual \$	Budget \$	Actual \$	Budget \$
Revenues:					
Summer School Grant	100,000	110,089	100,000	104,273	111,089
OCSB Program Recovery	82,460	71,400	82,460	35,700	42,300
OCSB Transportation Recovery	20,000	21,641	20,000	12,707	15,041
Total Revenue	202,460	203,130	202,460	152,680	168,430
Expenses:					
Education Assistants/Office Staff	195,700	194,233	195,700	204,028	195,700
Teaching Staff	175,100	253,251	175,100	238,181	175,100
Transportation and Supplies	140,000	161,852	140,000	168,305	140,000
Total Expense	510,800	609,336	510,800	609,514	510,800
Net Program Cost	308,340	406,206	308,340	456,834	342,370

2016-2017 Staff Recommended Budget Questions and Answers

- 8. Please provide information regarding the number of one-time expenditures that have become ongoing expenditures and how does this impact the accumulated surplus.**

One-time expenditures are investments that are made for a short period of time with the financial resources being released in a subsequent budget year. Examples of recent one-time investments specifically identified in the budget are shown below.

Year	Description	\$
2014-15	Ash tree inoculation, removal and replacement	461,000
2014-15	School office business process review	100,000
2013-14	Internet infrastructure upgrade	500,000
2013-14	Chemical storage equipment	75,000
2013-14	Classroom furniture	500,000
2013-14	Project management support for capital projects	250,000

Other investments are made using established budgets. An example of the latter is the periodic renewal of the strategic plan which was managed within an established budget provision.

One significant investment decision approved by the previous Board was the provision of transportation services to secondary students residing in the urban transit area commencing 2014-2015. The decision was made to ensure that the District's students were provided transportation services similar to that of the coterminous English board. The funding shortfall for 2014-2015 was \$5.8 million and for 2015-2016 it is estimated to be close to \$5.0 million and this draws on the accumulated surplus. Staff anticipates the funding shortfall will be substantially offset by a continuing grant enhancement to be received during the current school year.

Significantly, spending on special education needs has traditionally been in excess of the resources provided. The overspending draws on the accumulated surplus and, for 2015-2016, the use of accumulated surplus for this purpose is estimated to be \$5.0 million.

Other investments are made with the intent of reviewing the decision based on the availability of financial resources in subsequent years. Examples include the increased allocation to support minimum staffing levels in school offices and the addition of social workers to respond to ongoing requests for services.

2016-2017 Staff Recommended Budget Questions and Answers

9. What is the cost of staffing Outdoor Education Centres relative to the costs of maintaining the facilities as well as the rationale for hiring specialized Outdoor Education instructors rather than regular teachers?

The District operates two outdoor education centres: MacSkimming Outdoor Education Centre in Ottawa's east and the Bill Mason Centre in the west. Both centres provide high quality, hands-on outdoor programming that is designed and delivered to compliment classroom learning in many sections of the Ontario Curriculum. In 2014-2015, 90% of elementary and 84% of secondary schools visited the centres.

Staffing levels have been stable over the years. The centres share 4 outdoor instructors, 3 custodial and 3 program coordination/office staff.

Costs incurred in 2014-2015 to operate the two centres totaled \$785,700. The costs were partially offset through program revenue totaling \$204,500 for a net operating cost of \$581,200. The following chart summarizes the operating costs.

Category	Budgeted FTE	Compensation	Supplies and Services	Total Expenses
		\$	\$	\$
Instruction	7.0	481,500	62,400	543,900
Maintenance	3.0	178,700	63,100	241,800
Total	10.0	660,200	125,500	785,700

10. Please provide additional information on schools that are eligible to receive top-up funding.

As part of the School Board Efficiencies and Modernization (SBEM) strategy, the Ministry introduced changes to the School Facility Operations and Renewal Grant that will eliminate base top-up funding. This funding has been provided for eligible schools to support the operation and maintenance of facilities where enrolment is less than capacity. The change is intended to encourage school boards to rationalize school space through measures that might include closure or consolidation with nearby facilities and partnerships with coterminous school boards.

The reduction in the top-up funding was mitigated by increased 2015-2016 benchmarks which were used to determine the school operations and renewal grants. The continued phase-in of the changes in 2016-2017 will result in a further decrease in this funding in the absence of offsetting increases to the benchmarks.

Year	School Operations			School Renewal		
	Base \$	Top-up \$	Total \$	Base \$	Top-up \$	Total \$
2013-14	64,982,900	7,348,500	72,331,400	12,018,200	1,009,500	13,027,700
2014-15	69,598,200	5,610,100	75,208,300	12,513,300	761,400	13,274,700
2015-16	70,569,100	3,843,300	74,412,400	12,519,200	514,600	13,033,800

2016-2017 Staff Recommended Budget Questions and Answers

- 11. Where the Board has made program investments using reserves and what they look like today, and requested information on the portion of reserves used to fund one-time programs versus on-going programs.**

Please see the response to question 8.

- 12. I see in 2015/16 Budget folder page 96 we got \$168,430 in grant for this program. Is there any reason to believe we will not receive the same amount this year? If so how much more or less? I am an optimist.**

The Ministry grant for the Summer Learning Program is based on average daily enrolment. The expected average daily enrolment in the Summer Learning Program in 2015-2016 budget is 33.30. The funding is \$3,336 per ADE meaning the grant is estimated to be \$111,089. The amount shown in the budget for 2015-2016 includes the amount recovered from the Ottawa Catholic School Board.

- 13. How much additional support/extra school funding do we give to programs like IB, High Performance Athlete and Canterbury Arts (i.e. the overlay position for the IB coordinator and IB workshops for IB teachers)?**

Support is provided in the form of staffing. The District provides 2.0 FTE coordinators - one for each school. The High Performance Athlete Program at John McCrae SS has a 0.5 FTE coordinator. There are a total of 2.5 FTEs. The estimated cost is \$250,000.

- 14. Do we charge students for our regular summer school classes - to recover lost credits or repeating a class for a better grade?**

Funding of secondary summer school credit courses and remedial literacy and numeracy courses for grades 7 to 10 is received based on average daily enrolment in the respective programs. The following table reflects the anticipated enrolment and revenue for each program based on the 2015-2016 Revised Estimates.

Summer School Program	ADE	Funding Rate	Revenue
Credit Courses	409.33	\$3,336	\$1,365,525
Remedial Literacy and Numeracy	62.12	\$6,503	\$403,966

Students of the Board are not charged a fee; however, international students pay a fee of \$500 for a reach ahead course and \$250 for a make-up course. In the summer of 2015, 59 international students took a reach ahead course and another 7 took make-up courses. International students are not included in the ADE shown above.

- 15. Do we charge students for reach-ahead summer school classes?**

Students taking a credit course are not charged a fee. Funding is received as explained in the preceding question.

2016-2017 Staff Recommended Budget Questions and Answers

- 16. I believe we provide busing for summer school students - albeit not the same level of service as the regular school year? Do we charge for this service?**

Basic transportation is provided to students attending summer school. Last year, the cost of the service was \$76,600. Transportation funding of \$84,900 was allocated to the summer school program.

- 17. What is the length of the summer school session? Do we have more than 1?**

There is one summer school session which runs for 17 days. This year, the program is scheduled to run from July 6 to July 28.

- 18. How much did we spend 2014/15 on this?**

In 2014-2015, expenses of \$1,486,200 were incurred to run the Summer School Program. These were offset by related revenues totalling \$1,509,600 and resulted in net revenue of \$23,400.

- 19. I think we are no longer being reimbursed for students who are over the 34 credit threshold? True?**

Students in grades 9 to 12 having more than 34 credits are categorized as High Credit students. The District receives funding at the continuing education rate of \$3,336 per ADE. The 2015-2016 budget estimated enrolment at 53.53 ADE resulting in anticipated funding of \$178,576.

- 20. Can we amortize and pay back PSAB over more years than we are currently planning?**

Employee future benefits (EFB) are benefits to be provided at a future date to current and retired employees. In 2012, the Public Sector Accounting Board (PSAB) required that the District adopt accrual accounting methodology for reporting costs attributable to EFB. A cash basis of accounting for the benefits was used for years prior to 2012-2013. The unfunded liability that existed as at 31 August 2012 is being amortized into expense over a period of four to twelve years.

The accrual methodology requires that costs relating to EFB be recorded as an expense in the year in which the liability for the benefit accrues. Retirement gratuities are a component of expenses considered to be EFB. Costs relating to retiree health and dental plans, compensated absences relating to the District's short-term disability program and the waiver of benefit premiums for employees on long-term disability represent the other EFB components. Retirement gratuities represent the largest component of EFB costs.

The rate at which we amortize into expense the unfunded liability for EFB is based on the estimated average remaining service life of the employee group (amortization period) as at 31 August 2012. The amortization period can only be reduced. As at 31 August 2016, the

2016-2017 Staff Recommended Budget Questions and Answers

unamortized balance of retirement gratuities and other benefits will be \$63.1 million with 8 years of amortization remaining.

21. Please explain how the projected balance of accumulated surplus shown in Report 16-034 2015-2016 Budget Process Update was determined.

The projected accumulated surplus of \$9.9 million shown in the February 9 COW Budget presentation was based on the anticipated net operating deficit of \$11.9 million that was approved by Board in June 2015 (coincidentally, the revised estimates also show \$11.9 million). The amount reflects the actual accumulated surplus at 31 August 2015, the funding anticipated from a successful transportation E&E review and full funding of costs arising from contract settlements.

22. What are the class size caps or averages required at each level?

Class size ratios are set by the Ministry of Education. The class size student-educator ratio maximums are:

Level	Grade	Ratio
Kindergarten	JK/SK	Average of 26.0 : 2
Primary	Grades 1 – 3	Cap of 20 : 1 Max. of 10% of classes - up to 23 : 1
Junior and Intermediate	Grades 4 – 8	Average of 24.5 : 1
Secondary	Grades 9 – 12	Average of 22.0 : 1

Kindergarten is staffed with both a teacher and an early childhood educator. In addition, the collective agreement between OSSTF (Teachers' Bargaining Unit) includes a clause that establishes class size maxima.

23. The responses to Questions 11 and 12 in the 2015-2016 Budget Q&A seem contradictory to me – we don't include the costs of gifted classes when reporting, but they are charged against the budget? I see in last year's staff Budget folder page 114, note under Secondary Teachers says "Ministry totals exclude Gifted classes that do not qualify for grant". What Gifted classes do not qualify for grants?

The costs of elementary and secondary gifted classes are charged to the Learning Support Services (LSS) special education budget. Some gifted classes receive additional support from other special education staff such as psychologists, social workers and educational assistants based on student needs. Costs relating to gifted classes at the secondary level are removed when determining the special education costs for Ministry reporting purposes because they are not considered to be part of the special education envelope for Ministry reporting, but are considered by the District to be a special education support. Gifted classes at the secondary level are estimated to cost \$2.1 million.

2016-2017 Staff Recommended Budget Questions and Answers

24. **Do we know what % or dollars of LSS Budget goes to support non-Spec Ed children? I am thinking of things like social workers, SSTs, TERT etc. The response provided last year was that “Approximately 10% of the time of our psychologists, social workers and speech language pathologists (PSSP, total of 6.5 FTE) is estimated to support non-special education children. These positions are reported as general instruction and not special education. This information is based on a recommendation and Board approval of a Special Education Ad-Hoc Committee (comprised of staff, PSSPs, trustees and SEAC members) in April 2005.”**

Do we plan to update this percentage based on actual usage/experience? Are we tracking the approximate actuals?

Services are provided to all students. The services are not tracked individually for cost allocation purposes. Instead, the District continues to assign costs based on the study completed in April 2005. There are no immediate plans to review the allocation percentage.

25. **Do the average Salary costs we are seeing in the budget include benefits? Are they fully loaded Salaries?**

Average compensation costs included salary and benefits. Page 105 of the 2015-2016 budget shows the average salary and average benefits cost for various school employee groups in comparison to the Ministry funding.

26. **Is the surplus referred to in the response to question 46 of the 2015-2016 Budget Q&A “appropriated surplus”? The relevant part of the response reads “In addition to the contributions discussed above, certain capital projects are supported internally through the use of the District’s accumulated surplus and are referred to as Board-supported. An example is the WIFI project undertaken several years ago. Board supported tangible capital assets are amortized in the same manner as those supported by contributions from the Ministry; however, there is no related revenue but rather a draw against the accumulated surplus.”**

The accumulated surplus referred to in the response is considered to be appropriated to support the amortization of noted capital projects.

2016-2017 Staff Recommended Budget Questions and Answers

27. **Question 97 of the 2015-2016 Budget Q&A - Page 120 – what is the total cost of our salary differential? The salary differential schedule shown on page 120 of the staff recommended budget presents the District’s average compensation costs of various classroom staff as compared to Ministry benchmarks shown in the foundation and qualifications and experience grants for the same positions. The estimated cost of the salary differential for the positions shown on the page is estimated to be \$14.0 million. Additional funding is provided by other grants and this would reduce the differential amount.**

What is the net total differential amount? How much is the Spec Ed differential amount?

The response regarding the funding shortfall previously showed only the amount attributed to secondary teachers.

The response provided last year encompassed two components: the salary differential between Ministry benchmarks and the District’s actual rates of pay and the staffing differential between the number of Ministry benchmark positions and the number of positions budgeted by the District.

The salary differential based on the District’s current teacher demographics results in a funding shortfall of \$14.0 million. Of this amount approximately \$4.7 million is attributable to staff specifically identified as supporting special education.

28. **Could you please tell me how much money is left in our play structure fund? Do we have 2 years left? Would it be possible to stretch out the remaining money over more years to cut our costs?**

Commencing with the 2014-2015 budget, an amount of \$300,000 has been identified to support spending on play structure renewal and outdoor learning spaces. This funding comes from the Facilities Renewal Grant. The capital portion of the grant is shown on page 92 of the 2015-2016 Approved Budget as School Renewal. The amount of \$8.7 million includes the funding identified for play structures and outdoor learning spaces.

Funding is allocated based on the prioritization of applications received from schools. In 2015-2016, \$300,000 was allocated to support initiatives at 12 schools. The funding of play structures has no net financial impact on the operating budget.

2016-2017 Staff Recommended Budget Questions and Answers

29. **The motion indicates that on June 18th, 2008 the "OCDSB" commissioned a consultant review. Was it staff or the Board of Trustees who commissioned the review, who was the consultant and can I have a copy of the review?**

The Board at the time passed a motion directing Learning Support staff to oversee the preparation of the report on the Summer Learning Program. The report was in response to the cost of the program and trustees were interested in both the quality of the program and knowing if other school districts offered similar programs. Oakbridge Associates was engaged and spent time at each of the Summer Learning Program sites asking questions about the program and gathering observations from staff and administrators. The report is available on the Districts website at:

<https://staffapps.ocdsb.ca/Weblink8/0/doc/1703125/Page1.aspx>.

30. **The motion indicates that the OCDSB runs summer schools and reach-ahead programs. Please tell me are we funded for this, to what extent and does this include transportation? Please confirm the net cost of this program.**

Summer school and reach-ahead operate within the funding provided. Grants are provided based on enrolment in the course and include a small amount for transportation costs. A review of the 2015-2016 activity shows a small surplus of \$23,400.

31. **Are IB, Canterbury Arts Students and High Performance Athletes charged fees other "regular" high school students are not?**

There are specific program fees charged.

To operate the IB Diploma Program at Colonel By SS, the school charges the following fees in accordance with OCDSB School Operations Policy PE648 SCO 4.7:

- An Annual fee of \$300 in each of grades 9, 10, 11 and 12.
- IB Diploma examination fees, which occur in grades 11 and 12. Examination fees are charged by the IBO;

Colonel By SS operates on a cost recovery model for all examination fees. A student who has completed all four years and challenged for an IB Diploma will have paid exam fees ranging between \$800 and \$1200 USD. Over Grades 11 and 12, all students must take a minimum of six subject examinations although some will opt to take more. This accounts for the range of examination fees.

To support the Arts Canterbury Program, the school charges an annual voluntary fee of \$250 in accordance with OCDSB School Operations Procedure PR.648.SCO 4.7. The money collected is used to support supplies for students, supply teachers to assist with the entry auditions, honoraria or hourly fees for guest artists/accompanists, PD for teachers, support for school visits conducted by the Arts Coordinator, instrument repair and advertising. Funding for the Arts at Canterbury is also supported by the Canterbury Arts Centre Development Association (CACDA), a registered charitable organization dedicated to raising funds for the Arts Canterbury Program.

2016-2017 Staff Recommended Budget Questions and Answers

Students enrolled in the High Performance Athlete program at John McCrae SS pay no extra fees.

- 32. Lastly, the motion indicates that LSS in 2009 approached 127 community agencies for contributions and funding assistance. Can you please explain the nature of this outreach.**

Solicitation of financial support from community agencies was performed by telephone and email.

- 33. Are we going to have teacher/teachers from either of the adaptive sites on the LD SIP implementation working group?**

No. We should see fewer students going to the adaptive sites with the Learning Disability Specialized Integration Program (LD SIP) model.

If students continue to transition to them from the new LD SIP sites, it will become part of the role of the Learning Resource Teachers (LRTs) assigned to those locations to implement appropriate transition plans with staff at the high schools.

- 34. Will we be able financially to provide the children with the adaptive technology they need when we roll this out?**

Yes, that is correct. At the current time, the Ministry's Specialized Equipment Amount (SEA) provides for full reimbursement for students who require computer assistive technology to access the curriculum as determined by a qualified professional (e.g., psychologist). This includes the equipment, training of the student, and of the staff who work with that student. For adaptive technology (e.g., standing frames, FM systems, etc.), the Board pays the first \$800 of the equipment cost and SEA covers the remainder.

- 35. In a nutshell, where are we thinking to reinvest the \$400K for the new LD model?**

Each school that will have an LD SIP program will be allocated 0.5 LRT time to assist with integration and transition of students.

2016-2017 Staff Recommended Budget Questions and Answers

36. Tell me where my thinking is not correct with respect to the new LD SIP model:

- a. Currently 128 children in 16 congregated LD classes - these are only at the Elementary School level.**

Yes, that is correct.

- b. Sept 2016 - moving to geo model with 14 LD SIP classes - 1/2 day 5 & 6s the other 1/2 day 7 & 8s ;**

With 7 LD SIP sites we have capacity for 112 students in a half day model.

- c. Therefore to accommodate the LD children as in b. above, we only need in effect 7 LD SIP classrooms and 7 LD teachers;**

This has not accounted for LRT support. For 2016-2017 we have provided 0.5 per site (3.5 LRT FTE).

Due to larger numbers of students integrated into classrooms, further staffing adjustments may be required.

For 2016-2017, 2 half sites were required to accommodate students grandfathered from current Learning Disability (LD) programs. This required an additional 1.0 LD SIP teacher FTE and 0.5 LRT FTE.

For 2016-2017 we have capacity for 128 students in the LD SIP (7 full sites, 2 half sites)

- d. There are only 23 LD children currently on the wait list;**

For 2015-2016 there were 23 students on the LD wait list. Wait lists do not carry forward. Future wait lists would be affected by how many students may require a second year in the program.

- e. Sept 2017 we are saving approx. 10 classrooms and teachers? And we will have more dollars to put into overall LSS supports?**

Wait lists do not carry forward year to year; new referrals are made and responded to. We do not yet know how many students may require an additional year. Response to student needs is not calculated by a mathematical formula.

- f. Are we planning additional transition and/or regular classroom support for children coming out of the LD SIP classes in Sept 2017, who have spent 3 or 4 years in the congregated LD classes?**

The current plan was to reduce to 7 full sites and therefore a student capacity of 112 for 2017-2018. Any further reductions would be evaluated based on student needs.

2016-2017 Staff Recommended Budget Questions and Answers

- 37. What is our estimate of net new identified children and will we eventually, (shortly after Sept 2017) end up with likely only an LD SIP 4 & 5 program?**

We cannot anticipate how many new identifications there would be. With increased support in early years, there may be potentially fewer students in LD SIP 5/6 and LD SIP 7/8.

- 38. Do we have an overall strategy to roll-out to reduce the stigma on LD children, much like Peel DSB?**

We continue to work on this as more students with LD are served in the regular classroom. When we support students appropriately and seamlessly with accommodations such as assistive technology which is available to all students, then the stigma around students with LD is reduced. We are currently working on building this capacity.

- 39. I assume IEPs are written by either the LST or the LRT? With the proposed reduction in LRTs, will that still be the case?**

Under the Education Act, "The school principal, is responsible under Regulation 181/98 for ensuring that an IEP is developed for each student who has been identified as exceptional and is responsible for ensuring that the IEP is developed collaboratively by the school and board staff members who are familiar with the student and who, as a team, possess the knowledge and qualifications necessary to develop the most effective plan possible for the student." The principal or vice principal is expected to oversee a special education team which may consist of the special education teacher, the classroom teacher, the teacher advisor, and support staff who develop, monitor and review each student's Individual Education Plan (IEP).

Both Learning Support Teachers (LSTs) and LRTs, in addition to the classroom teacher are members of the special education team who collaborate in the IEP process. Therefore, as the principal is ultimately responsible for each student's plan, the IEPs will continue to be developed regardless of any reduction in LRT time.

- 40. Are all the students at Sir Guy and OTSS on IEPs? Can any student choose programs at those high schools?**

Yes, all students are on IEPs. Historically, programs have been set up to meet the needs of students with low cognitive ability. Further study is needed on the role of the adaptive sites within the District. We also need to assess the impact of implementation of potentially 3 pathways at all secondary schools. This will be part of the work going forward under the secondary school review.

2016-2017 Staff Recommended Budget Questions and Answers

41. **I think I understand the plan of when we return the LD SIP children to the regular classrooms, that they not remain in the LD sites, but rather most return to their home schools? Are we somehow system-wide developing curriculum to help these teachers with differentiated instruction for these children?**

There is no specifically developed “curriculum” for differentiation. Differentiation is considered to be an effective strategy to support diverse learners within a classroom and consistent with the Standards of Practice for the Teaching Profession developed in 2006. For example, the first three standards are:

- Commitment to Students and Student Learning

Members [of the Ontario College of Teachers] are dedicated in their care and commitment to students. They treat students equitably and with respect and are sensitive to factors that influence individual student learning. Members facilitate the development of students as contributing citizens of Canadian society.

- Professional Knowledge

Members strive to be current in their professional knowledge and recognize its relationship to practice. They understand and reflect on student development, learning theory, pedagogy, curriculum, ethics, educational research, and related policies and legislation to inform professional judgement in practice.

- Professional Practice

Members apply professional knowledge and experience to promote student learning. They use appropriate pedagogy, assessment and evaluation, resources, and technology in planning for and responding to the needs of individual students and learning communities. Members refine their professional practice through ongoing inquiry, dialogue, and reflection.

To support the work of the classroom teacher with differentiation to respond to the needs of individual students with special needs, support will continue to be provided through the school special education staff as well as through a collaboration with Curriculum Services and Learning Support Services coaches and consultants. Differentiation is recognized as an essential element of our District’s “Big 5”.

2016-2017 Staff Recommended Budget Questions and Answers

42. **What is the average travel time per week for an LST, LRT, EA and how will that change given Report 16-037 "This will leave a combined pool of 226 FTE Learning Support Teacher (LST) and LRT positions across the District. These reductions will be partially offset by the increase in LRTs to support the implementation of the new LD model, as outlined below. Although this reduction will have some impact on services available in schools, LSS staff will work closely with HR and principals to maximize the effectiveness of the LRT and LST positions, including ensuring that allocations are equitable across schools." new reality?**

LST, LRT and EAs generally do not travel during the work day. This would not change based on a change to allocations at school. They are assigned to specific sites and would report to that site for the day. Their travel time would be based on where they live in relation to their work location. This varies per individual just as it does for any employee within the OCDSB.

We allocate LST and LRT based on the needs within each school. We do this in consultation with the superintendents of instruction, who, in turn consult with school principals. This is not new practice. Schools which will have the LD SIP will have the LRT time allocated to them accordingly.

43. **In the same Report 16-037, "31.0 FTE discretionary positions as a needs allocation; these positions are used to address a multitude of unique staffing issues that can arise through the staffing process." Are "needs allocation" staff under LSS? If so, could you give me some examples of what they are?**

No. These positions are not assigned through LSS. These positions are assigned centrally from Human Resources to support school needs with timetabling.

44. **Same Report 16-037, "A reduction of 1.0 FTE in the complement of teachers assigned to support students with hearing or visual impairment is being considered." Has there been a reduction in the number of children served?**

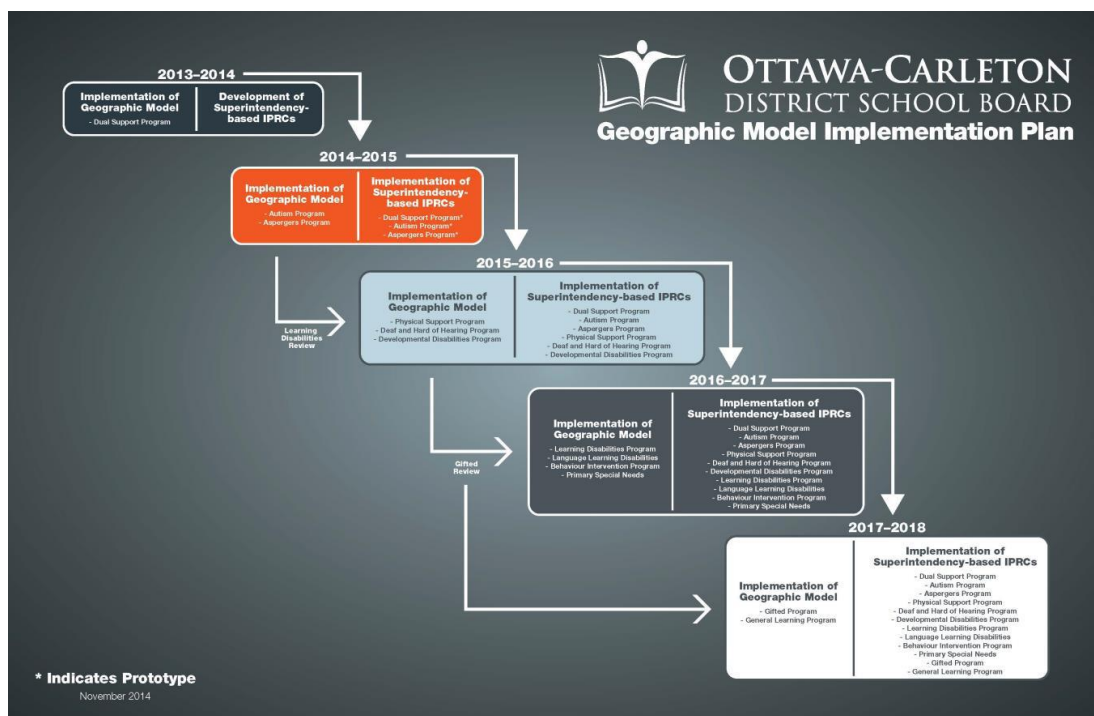
Yes. Some students within this overall category have left our board. However, it is proposed that the specific reduction within this category would be as an itinerant teacher for the deaf and hard of hearing. We have served varying numbers of students within this category over the years. The amount of service provided depends on the number of students who require it at any given time. Therefore, even though there would potentially be a reduction in the overall service level, we believe we can continue to provide adequate amounts of supports to these children. There is currently no service standard for how much time is deemed necessary per child.

2016-2017 Staff Recommended Budget Questions and Answers

45. Is the ASD Geographic Model fully rolled-out? Are the children assigned to the congregated classes purely based on geography?

No, the geographic model is not fully rolled-out. As per the implementation plan, the staggered roll-out will be complete as of the 2017-2018 school year when the Gifted Program and General Learning Program will be included. Please refer to the Geographic Model Implementation Plan waterfall chart below.

For those programs currently under the geographic model, Identification, Placement and Review Committee (IPRC) students are offered a placement in a specialized program class within their geographic zone and in the school closest to the student's home address. However, if there are no places available in a specialized program class within the student's geographic zone, the student will be offered a place in the next closest geographic zone. Another consideration for placement with the geographic model is the number of transitions the student may experience. Every effort is made to minimize the number of transitions for each student and to limit the length of their commute to school.



2016-2017 Staff Recommended Budget Questions and Answers

46. Once a child has been identified with an exceptionality (except gifted), how often are they re-assessed? Is it a full re-assessment? What are the criteria for a re-assessment?

Ongoing assessment is an integral part of the process of providing strategic intervention in a targeted manner. The process is as early in the student's school career as possible:

- a) Identify problem, considered in the context of student strengths;
- b) Set up a strategic intervention and establish a timeframe;
- c) Evaluate the student's Response to Intervention (RTI);
- d) Evaluate readiness skills for next level;
- e) Revisit problem in the context of student strengths and RTI;
- f) If necessary, set up new strategic intervention; and
- g) Continue until RTI demonstrates success.

The collation of the information (Lagging skill <->Strengths<->Intervention<->RTI) requires an understanding of measurement and assessment procedure which is classroom based. The school's multi-Disciplinary team - Psychologist, Learning Support Consultant (LSC) and Speech Language Pathologist (SLP) can provide the requisite knowledge and consultation necessary to support classroom teachers

Only after this RTI process has been thoroughly used, would a full psychological assessment be considered and undertaken, and only when the child is old enough to be sure an assessment will render a clear diagnostic picture.

No more than one full assessment would be done during the student's elementary school years unless there is significant discrepant information. (i.e. a grade 7 student deemed to have Mild Intellectual Disability (MID) begins reading at grade level)

47. How does a Learning Support Consultants differ from an LST? Are they specialists in 1 particular exceptionality? Why, are they all allocated to the Elementary staffing?

Role of the Learning Support Consultant:

- Learning Support Consultants are from both elementary and secondary panels and are centrally assigned to support all schools across the district within each superintendency;
- The Learning Support Consultant develops and delivers special education in service opportunities for staff, supports training for all special education teachers and educational assistants, provides consultation and classroom programming support, has oversight for specific specialized program areas. e.g. gifted; multi-disciplinary team support; IEP development/support; safety plan development/review; and
- Some Learning Support Consultants assist in gathering, processing documents for submission of grant applications such as Special Incidence Portion (SIP) or Specialized Equipment Amount (SEA) for our most vulnerable students. They provide essential services for moving supports into tier 2 and tier 3 levels.



2016-2017 Staff Recommended Budget Questions and Answers

Learning Support Teacher is an in-school position.

Elementary in-school Learning Support Teachers – 112.5 FTE

Secondary in-school Learning Support Teachers – 31.5 FTE

A Learning Support Teacher performs the same duties as a Learning Resource Teacher and additionally;

- Collaborates with classroom teachers, suggesting instructional and/or assessment strategies that meet the needs of students with special education needs and/or students of concern;
- Collaborates with teachers and follows the tiered approach when monitoring student progress, differentiating instruction and assessment;
- Collaborates with parents/guardians and classroom teachers in the development of IEPs, and provides feedback on student progress;
- Participates in the development and implementation of transition plans for students;
- Assists with the completion of report cards based on the accommodations and/or modifications as outlined in the IEP; and
- Participates in in-school team meetings as needed.

In addition, the LST:

- Communicates and oversees the identification, tracking and programming for students with special education needs;
- Prioritizes, administers and provides feedback on the results of individual educational assessments;
- Coordinates and participates in regular in-school team meetings and multidisciplinary meetings;
- Prepares student referrals for OCDSB, and/or outside agency supports (e.g. specialized programs, CCAC and Section referrals) based on recommendations from the in-school and/or multi-disciplinary team, in consultation with parents/guardians;
- Coordinates and participates in IPRC meetings;
- Prepares SEA applications and coordinates equipment and training; and
- Assists principals in the completion of Ministry and central LSS requests (e. g. ABA survey, Reconciliation reports, wait lists, EA allocation request).

Elementary in-school Learning Resource Teacher – 124.5 FTE

LRTs are not assigned in the secondary panel.

In collaboration with the teacher in the classroom, the Learning Resource Teacher provides assessment and instruction for students who need additional support; suggests instructional and/or assessment strategies that meet the needs of students with special education needs and/or students of concern; follows the tiered approach when monitoring student progress, differentiating instruction and assessment; develops individual education plans, and provides feedback on student progress; participates in the development and



2016-2017 Staff Recommended Budget Questions and Answers

implementation of transition plans for students; assists with the completion of report cards based on the accommodations and/or modifications as outlined in the individual education plan; participates in in-school team meetings as needed.

48. Could you please explain to me what is the HNA and how it is allocated/used? Same for the Behavioral Expertise Amount (BEA), Special Incidence Portion (SIP), Specialized Equipment Amount (SEA) and Proportionate Foundation Allocation?

High needs Amount (HNA)

In 2014-2015, the Ministry introduced a new model for allocating the High Needs Amount (HNA). Effective for 2016-2017, the HNA allocation is now termed Differentiated Special Education Needs Amount (DSENA). The allocation is designed to address the variation among boards with respect to students with special education needs. It is based on three components: a statistical model that utilizes demographic data at the postal code level to predict special education need; a calculation that considers several indicators for a board, including special education data on programs and services, students' participation in EQAO testing and academic achievement, and distance from urban centres; and a fixed amount for each board. The anticipated funding in 2016-2017 from this allocation is \$34.7 million.

Behavioural Expertise Amount (BEA) Allocation

The Behavioural Expertise Amount (BEA) allocation provides funding for school boards to hire additional board-level Applied Behaviour Analysis (ABA) expertise to support principals, teachers, and multi-disciplinary transition teams, to increase capacity within the publicly funded school system on the use of ABA methods. School board personnel with ABA expertise provide and coordinate training on ABA instructional methods and resources at the school board and school level. The anticipated funding in 2016-2017 from this allocation is \$283,000.

Special Incidence Portion (SIP)

Boards may submit a health claim or a health and safety claim on behalf of a student who requires a minimum of 10% support as a consequence of their diagnosed medical condition, is dependent on more than two full-time board paid staff to provide intensive support for activities of daily living including health and/or safety at an age when they would not otherwise be so dependent.

Where approved, the Ministry will grant up to a maximum of \$27,000 per full time (1.0 ADE) student per year. The anticipated funding in 2016-2017 from this allocation is \$2.2 million.

Special Equipment Amount (SEA)

The Special Equipment Amount (SEA) provides funding to school boards to assist with the costs of equipment essential to support students with special education needs where the need for specific equipment is recommended by a qualified professional. The equipment is to provide students with accommodations that are directly required and essential to access

2016-2017 Staff Recommended Budget Questions and Answers

the Ontario Curriculum and/or a board determined alternative program and/or course and/or to attend school.

There were two components to SEA funding: the claims based amount and the general amount.

The claims based amount provides funding to school boards for the purchases of other non-computer based equipment to be utilized by students with special education needs, including sensory equipment, hearing support equipment, vision support equipment, personal care support equipment, and physical assists support equipment. The District must absorb the first \$800 cost for each student. The anticipated funding in 2016-2017 from this component is \$500,000.

The general amount consists of \$10,000 in base funding plus an amount determined using enrolment. Use of the allocation is restricted to the purchase of computers, software, and computer-related devices and supporting furniture identified for use by students with special education needs, as well as all training and technician costs for all SEA equipment. Any amount not used in the current year is deferred for use in a subsequent year. The anticipated funding in 2016-2017 from this component is \$2.5 million.

Special Education Per Pupil Amount

The Special Education Per Pupil Amount (SEPPA) allocation supports the cost of providing additional assistance to the majority of students with special education needs. SEPPA is allocated to boards on the basis of total enrolment. Use of the funding is substantially directed at staffing. The anticipated funding in 2016-2017 from this allocation is \$50.3 million.

Source: 2015-2016 Education Funding; a Guide to the Grants for Special Needs;
Ministry of Education Technical Paper 2014-15 Education Funding, Spring 2014;
and
Education Funding, Special Education Funding Guidelines, Special Incidence
Portion (SIP) 2015-16 Spring 2015, Ministry of Education.

49. Could you give me the number of children on IEPs over the last 5 years?

Number of students with IEPs (5 year history) - data taken from 31 October ONSIS reports:

Year	Secondary	Elementary	Total
2015-16	6,091	7,737	13,828
2014-15	6,032	7,530	13,562
2013-14	5,897	7,208	13,105
2012-13	6,110	7,189	13,299
2011-12	5,997	7,031	13,028

2016-2017 Staff Recommended Budget Questions and Answers

50. **Can I have a quick tutorial on how the waiting list is administered? What I mean is once a child is placed on the list, is their place on the waiting list static (they are 4th on the list and only move up the list if the 1st, 2nd or 3rd in line is placed or removed and never move down the list), or might they be bumped up or down based on their need relative to others on the list? Not specific to Gifted**

Access to specialized classes has always been determined based on need. On a yearly basis, needs are triaged to determine best suitability for specialized program classes or for support at Tier 3.

51. **Do we assign an EA to every school? Except in the chart on page 3 of the Memo, is there a formula for determining how many EAs are assigned to each school?**

Historically, we've assigned Educational Assistants (EAs) to every school; however, the number of EAs assigned to each school varies depending on the needs of the students. The assignment of EA(s) to each school is based on the following criteria:

- Safety (e.g., a child who is a flight risk)
- Medical needs
- Behaviour concerns (taking into consideration the frequency and intensity of the behaviour)

**2016-2017 Staff Recommended Budget
Questions and Answers**

52. Please provide a chart showing specialized classes and class sizes.

Specialized Class/Program	Number of Classes/ Programs	Number of Students per Class/Program	Vacancies
Autism Spectrum Disorder Secondary Credit Program	24 sections	10	0
Autism Spectrum Disorder Program Elementary	27	12	0
Autism Spectrum Disorder Program (Secondary)	72 sections	6	0
Behaviour Intervention Program – Elementary	9	8	2
Behaviour Intervention Program – Secondary	4	8	5
Deaf and Hard of Hearing – Elementary	1	10	1
Developmental Disabilities – Elementary	9	10	9
Developmental Disabilities – Secondary	15	8	13
Developmental Disabilities – CB sites	25	8	0
Dual Support Program – Elementary	3	10	8
Dual Support Program – Secondary	4	10	19
General Learning Program – Elementary	12	16	0
General Learning Program – Secondary	13	16	0
Gifted – Elementary – Primary	4.75	20/23	14
Gifted – Elementary – Junior/Intermediate	25.25	25	55
Language Learning Disabilities – Pr.	8	10	0
Language Learning Disabilities – Jr.	3	12	0
Learning Disabilities Program – Elementary	16	8	0
Learning Disabilities Program – Secondary	15 (79 sections)	8	38 sections
Physical Support Program – Elementary	2	12	7
Physical Support Program – Secondary	3	12	0
Primary Special Needs	11	10	36

2016-2017 Staff Recommended Budget Questions and Answers

53. Please provide information on the District's 2014-2015 expenditures for consulting services.

The District adheres to the Broader Public Sector Procurement Directive which defines consulting services as the provision of strategic advice and related services for consideration and decision-making. Generally, expenditures of this nature are substantially less than \$500,000 and the types of engagements are subject to the approval of senior staff and follow the Board's procurement practices.

Staff would like to acknowledge the services that are provided by the Regional Internal Audit Team (RIAT). Staff acts upon the RIAT's audit findings and recommendations which lead to improvements in internal control and reporting processes. The District does not incur costs for audits performed by the RIAT.

54. How has sick leave changed over the last decade (increases/decreases) and what are the leading causes of the growth in absenteeism more recently?

Over the last decade sick leave usage has, in general, increased. Although sick leave averages had begun to decline slightly between 2010-2011 and 2012-2013, the trend has been for usage to increase again since that time. The District does not collect information from employees on the specific nature of their medical conditions so it is difficult to identify the leading causes. One of the possible causes of the increase may be the change in the sick leave plan which occurred in 2012. Other contributors may be an aging workforce as the average age of District employees has increased. In addition, we are aware through anecdotal evidence that there has been an increase in mental health related illnesses due to a variety of factors.

2016-2017 Staff Recommended Budget Questions and Answers

55. Can you please provide a summary of the expenses associated with sick leave/absenteeism over this period?

The direct cost of sick leave and other absences for District staff is reported as part of regular compensation; however, the District's payroll and accounting systems are configured to separately identify the costs incurred to replace absent teaching staff. These costs are termed occasional teacher (OT) costs and, as required by the Ministry, they are reported separately from regular instruction costs. Commencing 2016-2017, costs to replace early childhood educators and educational assistants will also be separately identified.

The following chart shows the OT costs reported since 2006-2007. Note that the amounts reflect the historic rates of pay and include OT costs beyond that incurred to backfill for teachers who are sick or on other approved absences. Other costs would include in-school release time relating to needs such as professional activities.

	Elementary	Secondary	Total
	\$	\$	\$
2014-15	11,689,000	3,950,000	15,639,000
2013-14	11,916,000	3,745,000	15,661,000
2012-13	10,747,000	3,366,000	14,113,000
2011-12	9,993,000	3,201,000	13,194,000
2010-11	10,211,000	3,286,000	13,497,000
2009-10	9,482,000	3,367,000	12,849,000
2008-09	9,307,000	3,215,000	12,522,000
2007-08	7,144,000	3,847,000	10,991,000
2006-07	5,791,000	3,119,000	8,910,000

56. On the EDP Program. It appears to show in the revised figures in the forecast that we underestimated our revenue by \$742,000 for this year and that this precise figure is just coming out now, weeks after we took our decision to raise fees. You can say this is offset by the other cost increases (supplies and compensation increases), but by my eye, those were already priced into the cost column when we took our decision to raise fees by \$1.3 million for parents next year. Please tell me I am wrong and how we miscalculated enrollment of the EDP after just having had an extensive look in January. It also seems to show we are using a figure of \$660,000 for 'administrative transfer' costs for this program yet the figure used during the EDP debates was \$930,000. I'd like to square this if possible

The forecast presented at the Audit Committee meeting on 7 March 2016 reflected anticipated revenue of \$742,000 more than that shown in the 2015-2016 Revised Estimates that had been prepared in November 2015. The forecast was based on actual revenue reported for the period September 2015 to January 2016 and projected revenue based on anticipated participation through to the end of the year. The revenue estimate is comprised of revenue from the regular school day program, fees for full day care on professional development days and fees charged for the summer program. The forecast was recently updated and the revenue forecast has been reduced.

2016-2017 Staff Recommended Budget Questions and Answers

Staff adopted a conservative approach when forecasting 2015-2016 expenses. The intent was to ensure that potential costs were fully provisioned pending a more thorough review. The forecast was recently updated and the expenses relating to supplies, specifically snacks for participants, were reduced to approximate the costs incurred last year.

The forecast of year end results was updated based on activity to 30 April 2016. It shows an anticipated deficit of just over \$1.0 million. The following chart is provided for information.

Category	2015-16 Budget	2015-16 Revised Estimates	2015-16 Updated Forecast	2016-17 Recommended Budget
Expenses	\$	\$	\$	\$
Compensation	10,935,000	11,251,000	12,076,000	12,138,000
Supplies and Services	905,000	545,000	690,000	621,000
EDP Information System	-	-	-	300,000
Administrative Transfers	175,000	930,000	930,000	1,010,000
Total Expenses	12,015,000	12,726,000	13,696,000	14,069,000
Revenues	(12,015,000)	(12,359,000)	(12,660,000)	(14,069,000)
Net Expenses	-	367,000	1,036,000	-

Finance and EDP staff will work together to improve the accuracy of forecasts.

57. **Do we leave lights on all night? I have had communication from a member of the community that states the public schools in his area are "lit up like a Christmas tree" all night, while other boards turn their lights off - This seems an easy place to save some money.**

The District shuts as many lights off at night as is possible. Outdoor lights are typically on timers that turn off lights at 11:00 p.m. General interior lighting is turned off once staff leave; however, there are certain circuits that remain on to provide safe egress in corridors and stairwells.

The District has been conducting black-out pilot projects where all of the school lights go out once the alarm system is activated. This approach has been quite successful and staff plan to extend the project. The project is only limited by the need to modify electrical circuitry that places the lighting on special electrical relays that permit automation.

2016-2017 Staff Recommended Budget Questions and Answers

58. **Was the money from the E&E review retroactive to the point that we started to the start of the review? If we had used reserves to cover part of the cost of transportation in previous years should we not receive money to cover that as part of the successful completion of the review? My recollection is that we thought we might get the money for last years budget, but there was delays on the side of the Ministry of Education.**

In 2006, the Ministry initiated province-wide changes to how student transportation was delivered. The changes resulted in the creation of the Ottawa Student Transportation Authority (OSTA) which is a consortium that coordinates transportation services for the District as well as the Ottawa Catholic School Board. To encourage ongoing improvements in the performance of consortia, the Ministry created an Effectiveness and Efficiency (E&E) Review process that would provide enhanced funding to offset costs that were incurred in excess of the transportation grant determined under the legacy funding formula. Changes in funding are not retroactive; rather, they become effective in the year of the review.

OSTA was first reviewed in November 2010 and an interim review was completed in February 2013. The interim review resulted in a funding increase of \$3.0 million applicable to 2012-2013 and subsequent years. The recently completed final review confirmed that significant improvements in governance and internal controls have been enacted by OSTA since the initial review. In accordance with the E&E review process, the Ministry has confirmed that a funding enhancement of \$5.8 million will be made for 2015-2016 and subsequent years.

Staff had originally hoped that OSTA would be in a position to have a review completed in 2014-2015; however, implementing the changes necessary to ensure a positive assessment delayed the review until 2015-2016.

59. **When reading through memo 16-068, the answer to question #9 does not seem to address the question.**

The financial information was inadvertently omitted in the response to question 9. The response has been updated.

2016-2017 Staff Recommended Budget Questions and Answers

60. **Memo 16-068, question 23 states high school gifted classes cost about \$2.1 million and don't fit into Ministry envelope but are charged to districts special education budget. Would this \$2.1 million be included in the number that demonstrates the OCDSB as being \$5 million over enveloped funds for special education? How much more do gifted high school classes cost than the average high school class? What are the average class sizes for high school gifted classes? /**

The District's secondary gifted program has a maximum class size of 25 students. Congregated gifted classes are provided at four specialized secondary sites. Classes at two of the sites operate up to capacity and the other two sites have an average of 13 students in a class. Classes at the latter sites are augmented with students enrolled in the regular program which increases the average to approximately 25 students. The cost of a congregated secondary gifted class is approximately that of a regular class after adjusting for any variances in class size, but additional costs of close to \$690,000 (net of HST rebates) annually are incurred to provide transportation for students attending the specialized sites.

The following table is based on information presented in Report 16-022 Secondary School Review: Secondary Gifted Information. It presents the 2015-2016 enrolment at each specialized site for students having been identified by the Identification, Placement, and Review Committee (IPRC) process.

Site	Grade 9	Grade 10	Grade 11	Grade 12	Total
Merivale	6	6	8	13	33
Glebe	22	15	17	20	74
Bell	55	53	54	65	227
Lisgar	102	93	98	86	379
Total	185	167	177	184	713

The costs of gifted classes are included under the Learning Support Services (LSS) department budget as summarized on page 55 of the 2016-2017 Staff Recommended Budget. This amount represents the budget administered directly by LSS. Although congregated secondary gifted classes are managed by LSS, the costs of the classes do not qualify as permitted expenses when reporting special education costs based on Ministry guidelines.

A reconciliation of LSS costs is shown on page 126 of the 2016-2017 Staff Recommended Budget. The reconciliation shows that just over \$2.1 million relating to secondary gifted programming is deducted in determining the special education costs for Ministry enveloping purposes which are projected to be \$4.5 million in the upcoming year.

2016-2017 Staff Recommended Budget Questions and Answers

61. **Memo 16-068, question 28 states "the funding of play structures has no net financial impact on the operating budget". What other budgets are there than staffing and operating? How do we have expenses that don't fit into either of these categories and what other expenses are outside of these budgets?**

Each year, the District prepares an operating budget and a capital budget. The operating budget is focused on expenses that will be incurred during the school year to facilitate student learning. Operating expenses are shown in the budget by broad categories such as salaries and benefits, supplies and services, and rental expenses. They are also presented by program area such as Instructional Day School, Learning Support Services and Curriculum Services. These expenses are supported primarily by operating grants received from the Ministry which include the Pupil Foundation Grant and Special Education Allocation. Additional sources of revenue are received from facility rentals, user fees and grants from other levels of government.

The capital budget is focused on the acquisition of assets that will be used over an extended period of time. The assets acquired through the capital program include new schools, major retrofits of existing facilities and new equipment such as play structures. Costs are supported by Ministry capital grants provided under various programs including Capital Priorities, School Condition Improvement and Facility Renewal Program (FRP). Funding is augmented by other sources including money received from donations and community fundraising activities. Money not used during the current school year is carried forward for use in future years.

As previously mentioned, the acquisition of a new play structure is a capital project. The District has designated an annual amount of \$300,000 of FRP funding to be used to assist in the replacement of existing play structures. Funds raised by the community and other stakeholders to acquire and install a play structure are combined with funds allocated by the District. The capital cost is amortized as an operating expense over a period of years. Associated revenue, termed a deferred capital contribution, is reported in an amount equal to the amortization expense resulting in no net impact on operating results.



2016-2017 Staff Recommended Budget Questions and Answers

- 62. What specifically is covered by the budget line on Folio 60 (Expenditures - Learning Support Services) of the binder "Fees and Contractual" and why is there so much variance in this line from year to year?**

The Fees and Contractual amounts reported in the approved 2014-2015 Budget includes fees and contractual portion of the Summer Learning Program, the SIP consultant and provisions for contract research and reviews.

During the 2015-2016 school year, the contractual portion of the Summer Learning Program was assigned to the Salaries and Benefits category. A review of the Ministry's chart of accounts during the development of the 2016-2017 Staff Recommended Budget revealed that the Summer Learning Program should have remained in the Fees and Contractual category as previously coded in 2014-2015 and that the child and youth worker position should be reclassified from Salaries and Benefits to Fees and Contractual. Both budgets were realigned for 2016-2017.

It should be noted that the reclassification described above had no impact on total budgets from year to year.

- 63. Please provide a summary of the legislative changes that are funded with respect to employee benefits.**

The Ministry uses benchmarks when allocating funding to school boards. The benchmarks are commonly multiplied by other variables to determine the actual funding that will be received. Compensation benchmarks include a component that supports costs relating to employee benefits plans and statutory benefit costs. The specific benefits provided to staff are governed by collective agreements. For most full-time staff these would include extended health and vision care, dental plan, group life insurance, long-term disability plan and, for qualifying non-teaching staff, pension contributions.

The District's statutory costs include the employer's share of Employment Insurance and Canada Pension Plan premiums, Ontario's Employer Health Tax and Workers' Safety and Insurance Board costs.

The 2016-2017 benchmarks (or components thereof) that support salary costs were increased by 1.25% to cover the contractual obligations applicable to the upcoming school year; however, the Ministry has also been reducing the benefits benchmark component by 0.167% each year since 2012-2013. The reduction will continue for another eight years which corresponds to the period remaining to amortize into expense the unfunded liability for sick leave gratuities. The estimated lost revenue resulting from this adjustment in 2015-2016 is \$1.0 million. When completed, the benefits benchmark will have been reduced by 2.0%

2016-2017 Staff Recommended Budget Questions and Answers

64. Please provide a summary of staffing positions and their corresponding salaries that were created as a result of the accumulated surplus for the last three to four years.

A review of budgets approved by the Board since 2010-2011 shows a net increase, exclusive of changes relating to variations in enrolment, of 233.0 FTEs. Use of the accumulated surplus over the years is not solely attributable to the compensation costs from the net increase in staffing. Other factors include general and specific changes in program costs and revenue decreases without corresponding decreases in costs. The following chart summarizes the net staffing changes for the past five years using historical costs and savings.

Position	FTE	Budget Impact
Educational Assistant	69.00	\$3,166,680
Early Childhood Educator	10.00	\$424,160
FDK Supervisor	3.00	\$150,000
School Office Staff and School Technicians	11.50	\$588,588
Outdoor Education Instructors	(2.00)	(\$200,000)
Central Office Staff	28.00	\$2,247,325
Custodian	15.00	\$514,379
Maintenance Staff	21.00	\$1,556,700
Child and Youth Worker	2.00	\$94,000
Mobility Instructor	0.50	\$50,000
Psychologist	5.00	\$540,233
Speech and Language Pathologist	4.50	\$418,997
Social Worker	6.50	\$616,805
Teacher - Coach	(3.00)	(\$282,918)
Teacher - ESL	16.70	\$1,502,839
Teacher - LSS	38.38	\$3,590,568
Teacher - Other Various	(5.60)	(\$561,436)
Principal	3.50	\$317,520
Vice - Principal	9.00	\$1,116,096
Total	232.98	\$15,850,536

2016-2017 Staff Recommended Budget Questions and Answers

- 65. Please provide information on the number of special education students receiving education assistants (EAs) support compared to other students who are receiving EA support.**

EAs typically serve students who have IEPs. We do not assign EAs to individual students; however, the needs of the student population within each school are taken into account when allocating the number of EAs to schools. EA support within schools can be fluid, having varying contacts with greater or fewer students as needs fluctuate. EAs are assigned to schools for safety, behaviour and medical needs. This information is gleaned from contextual school-wide information which may change each year.

Currently, we have a total of 670 EAs and the total number of students with IEPs is 14,665 and includes all students with special education needs. The ratio of total special education student to EA is 21.9:1. A reduction of 10 net EAs will result in a ratio of 22.2:1.

- 66. Please provide information regarding the professional development budget available for elementary occasional teachers (OTs).**

The following funding is available to support PD for elementary occasional teachers:

- As part of the recently negotiated central agreement with ETFO, \$600,000 provincially to support training for occasional teachers. The OCDSB will be entitled to a proportionate share of this funding.
- As part of the local agreement, funding of \$43,000 to support up to 400 half days of paid PD, to be scheduled on Professional Activity days.
- As part of the local agreement, an annual payment of \$10,000 to support professional development activities.

Elementary occasional teachers (OTs) who meet certain criteria are invited to participate in the District's New Teacher Induction Program. This year 82 elementary OTs are participating in the program. As part of the program, participants are provided with 6 days of release time (2 days for Central PD/Mentoring Workshops, 2 days to participate in Curriculum Services Workshops and 2 days for In-School Release Time to work with their mentor). The cost is approximately \$1,650 per participant, which includes the release time and costs associated with the workshops.

In addition to the above, through Staff Development and in collaboration with the union, opportunities have been provided this year specifically for elementary OTs to participate in workshops offered at the end of the school day on topics such as the OCDSB Big 5 and Growing Success, and Interviewing Skills. These sessions had minimal costs attached. All new elementary OTs are also invited to participate in a District orientation session to welcome them to the District and provide a brief overview of District priorities and introduce the District's e-mail, applicant tracking and call-out systems. In August 2015 we hosted approximately 250 elementary OTs for this event. Attendance is voluntary and, therefore, OTs are not paid to attend. There are minor costs associated with the event to cover light refreshments, materials and presenter fees.



2016-2017 Staff Recommended Budget Questions and Answers

67. Please provide the topics for professional activity (PA) days scheduled during the 2016-2017 school year.

In 2016-2017, there will be seven (7) PA days for each of the elementary and secondary panels. The specific focus of these days is determined by the Ministry of Education and collective agreement requirements. At the elementary level, two (2) days are dedicated to report card preparation and one (1) day is dedicated to parent-teacher interviews and ½ (0.5) day is dedicated to health and safety. At both elementary and secondary levels, the professional development activities on one of the PA days is organized by ETFO and OSSTF, respectively. At the secondary level, this day is organized by subject council, providing an opportunity to focus on subject specific relevant professional development; at elementary, the day is organized to focus on professional topics of interest to elementary teachers. The remaining PA days at both elementary and secondary are dedicated to Ministry and District priorities such as school learning plan – literacy and numeracy, the school well-being plan, equity, and effective teaching practices. For both elementary and secondary, one (1) day of the provincial priorities PA days will be focused on mathematics, as per Ministry direction.

68. Staff agreed to provide a written summary on the difference between an appropriated and unappropriated accumulated surplus, how their amounts are determined, and what factors impact the amounts.

Determination of the available accumulated surplus is governed by regulation, public sector accounting requirements and Ministry directives. It is important to recognize that the District's accumulated surplus is comprised of two components. The first is termed unappropriated meaning that the Board can use the available funds to balance the budget in compliance with Ministry requirements. The second component is termed appropriated meaning that the funds have been set aside for specific purposes by the Board or restricted by Ministry directive. The District's appropriated accumulated surplus relates solely to the amount identified to support the amortization expense of specific tangible capital assets. It cannot be used for any other purpose.

The opening balance of appropriated amounts is affected by the acquisition and disposal of tangible capital assets that are supported by the use of accumulated surplus. In addition, the amortization of tangible capital assets serves to reduce the balance.

The opening unappropriated balance will decrease if the District has an in-year deficit while it will increase if there is an in-year surplus.

69. What is OT spent this year? (Pg 5)

Staff anticipates the District will incur \$15.1 million in OT costs during the 2015-2016 school year.



2016-2017 Staff Recommended Budget Questions and Answers

70. What is the total Salary Differential this year? (Pg 7)

Salary differential is the term used to identify the difference between the Ministry's salary benchmarks as compared to those paid by the District. A schedule showing the variance for various positions is presented on page 132 of the 2016-2017 Staff Recommend Budget. The projected salary differential calculated with reference to the Foundation and Teacher Qualifications & Experience grants for 2016-2017 is \$14.1 million. Teaching positions funded from the Special Education, Adult and English as a Second Language grants are not reflected in the calculation.

71. Have we reduced our PD Budget, by how much? (Pg 7)

The 2016-2017 Staff Recommended Budget includes a planned savings of \$1.3 million in professional development (PD) activity which is equivalent to 1.25 days of PD. The money would have been used to pay occasional teachers who provide coverage for regular teaching staff attending PD workshops. The addition of one full PD day as part of the recent collective agreements with teachers provided the foundation for this cost savings measure.

72. Why if we eliminate the structural deficit this year, will there be need for further cost containment next year? Just for the reserve requested by the Ministry? Is a reserve required by the ED ACT? If so how much? (Pg 15)

Further cost savings and revenue enhancements will need to be identified in 2017-2018. Although these will contribute to meeting the Ministry's expectation of having a modest accumulated surplus balance ranging between \$3.5 million and \$7.4 million by the end of 2017-2018, there will also be a need to respond to other cost pressures and potential new investments in support of student learning in alignment with the Board's Strategic Plan. The Student Learning and Student Accommodation Review process may result in school closures/consolidations and this would be one initiative that could provide savings opportunities.

73. GSN Capital Purposes – Are the 3 Interest line items simply flow-throughs? (Pg 19)

The amounts shown are revenue sources that support the interest expense incurred on existing debt or interest expense that will be incurred to temporarily support construction activity in 2016-2017. It is in a sense a flow-through in that the revenue will equal the expense.



2016-2017 Staff Recommended Budget Questions and Answers

74. **Why is “Net change in Salary Differential between New Hires and Retired Employees” a positive amount (higher cost to us). Is the Salary Differential getting bigger not smaller as the teachers who are contributing to the Salary Differential are retiring? Are we not hiring new teachers only to the provincial benchmark for salary? (Pg 26)**

The salary differential of page 26 of the 2016-2017 Staff Recommended Budget is the teaching staff compensation differential between projected new hires and retiring employees. The provision for the 2015-2016 school year was a saving based on the compensation differential of approximately 150.0 full-time equivalent (FTE) retirements and an equivalent number of FTE new hires.

For 2016-2017, staff is projecting the same number of retirements. However, as the 2016-2017 Staff Recommended Budget includes a reduction of 73.27 teachers, the 2016-2017 compensation savings will be based on a smaller number of new hires since the majority of displaced teachers will be reassigned within the system. This is a reduction in savings relative to the 2015-2016 school year.

75. **Why are we not getting fully compensated for Staff on Loan? This trend has continued over the past few Budgets. Why are we loaning staff if their costs are not fully paid? Are any of their costs included in Grants we receive or is all the Revenue from the organization they are loaned to? (Pg 26)**

Staff on loan is the broad term used to cover all staff members who are on leave or who have been seconded to another organization to work for a period of time, but who remain on the OCDSB's payroll and for whom the OCDSB is fully 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 seconding organization. The exception to this general rule 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 agreements and is less than the full cost of salary and benefits of the incumbents.

2016-2017 Staff Recommended Budget Questions and Answers

76. Did we see a commensurate increase in dollars from the Ministry for the following additional expenditures: (Pg 25)

a. All the Legislative Changes

The Ministry uses benchmarks when allocating funding to school boards. The benchmarks are commonly multiplied by other variables to determine the actual funding that will be received. The 2016-2017 benchmarks (or components thereof) that support salary costs were increased by 1.25% to cover the contractual obligations applicable to the upcoming school year.

b. Amortization on Capital Assets

The increase in the amortization expense relates to the addition of depreciable tangible capital assets. The increased costs are fully supported through increased revenue reported as deferred capital contributions.

c. GSN (ISA, Urban Priorities etc)

The increase in grants attributed to Safe and Accepting Schools, Urban Priorities, Outdoor Education and Learning Opportunities represents the increase in the grants. Most of the change is accounted for by the inclusion of two grants that had been previously provided as separate grants. These are Outdoor Education and the Library Staff Amount. The amounts of these grants for 2016-2017 are \$595,000 and \$245,000, respectively.

77. Why is the Speech Language Pathologist to support LD program only a 1 year term? (Pg 31)

Memo 16-033 dated 05 February 2016 pertaining to 50/50 French Instruction in Kindergarten clarified that \$200,000 would be assigned to support 2.0 FTE speech language pathologist term positions and would be assigned to the Early Learning Resource Team.

78. Are we proposing completely eliminating all of the ECCA and GI programs/positions or just the ones not instructed by 3rd party instructors? If we are eliminating all ECCA and GI, what will be left under Continuing Ed? (Pg 32)

The proposal is to fully eliminate the Extra-Curricular Creative Arts and General Interest programs. Elimination of the programs would remove all related staffing, supplies and services costs as well as the associated revenue received from participants. The recommendation to eliminate both programs was made because they are not part of the District's core educational mandate and there are other options available within the community.

The Continuing Education department will continue to oversee key programs. These include the District's summer school and night school credit programs and the remedial Literacy and Numeracy Program. In addition, English language instruction and skills development programs operated on behalf of, and funded by, the federal government or other provincial ministries will continue.

2016-2017 Staff Recommended Budget Questions and Answers

- 79. What is the significance of students over 21? When are we no longer allowed to accept students over 21? Are we not given grants for these students for the entire year in which they become 21 or just that portion of the year? (Pg 37)**

The *Education Act* provides that a student may remain as a regular pupil until June of the year in which they turn 21 years of age. These students, to the extent that they have not attained the 34 high school credit threshold, are treated as regular students of the Board and funding is provided by the Pupil Foundation Grant and other relevant grants.

The Adult Day School Allocation of the Continuing Education Grant supports day school programming for students who are at least 21 years of age as of December 31 of the current school year. Anticipated funding for adult students is estimated to be \$2.8 million and is based on average daily enrolment of 832 and a funding benchmark of \$3,368.

- 80. What is a Secondary Technician? (Pg 41)**

Secondary technician positions are non-teaching positions that provide support in schools to meet various needs. The 32.0 FTE secondary technicians on page 41 of the staff recommended budget consists of 8.5 FTE library technicians, 10.5 FTE guidance services assistants, 12.0 FTE instructional services support technicians and 1.0 FTE laboratory assistant.

- 81. What is Urban Priorities? How is it funded, a special grant from the Ministry? (Pg 41)**

Urban Priorities, more formally known as Urban and Priority High Schools, is a Ministry initiative that provides targeted funding to support the needs of specifically identified urban high schools throughout the province. The District's two high schools involved in the program are Rideau and Ridgemont. They were selected based on community demographics and student achievement results. The funding is used in a variety of ways including the provision of nutrition programs, community outreach, and enhanced student support and engagement activities.

- 82. Why only 2 new Principals for new schools, 3 new schools are opening in September? (Pg 45)**

The 2015-2016 budget provided 1.0 FTE principal position to oversee the opening of three new schools. The schools will commence operations in September 2016. To meet the need, three principals were appointed in the Spring of 2016 and this is equivalent to 0.33 FTE for each site. Annualized operations require only incremental principal staffing of 2.0 FTE.

2016-2017 Staff Recommended Budget Questions and Answers

83. Adult Education Revenue has increased by \$2.6M – have we added new programming?(Pg 48)

Page 48 of the 2016-2017 Staff Recommended Budget shows anticipated funding from Ministry grants. A review of 2016-2017 amounts shows that the sum of the Continuing Education and Adult Education categories is accurately reported at \$6.9 million; however, the distribution between the categories must be updated. The lines in the table will be updated as shown below. The 2016-2017 funding of Adult Education reflects anticipated enrolment of 832 ADE which is 49 ADE less than that budgeted in the previous year.

Category	2014-2015 Actual	2015-2016 Budget	2016-2017 Recommended
	\$	\$	\$
Continuing Education	3,972,862	3,938,426	4,128,652
Adult Education	2,606,815	2,941,151	2,803,153
Total	6,579,677	6,879,577	6,931,805

84. What is included in “Fees and Contractual”? (Pgs 67, 71, 77 ,82, 84, 92 and 106)

The Fees and Contractual line shown on the budget detail pages includes fees for licenses and copyright agreements, insurance premiums, service and maintenance contracts, legal fees and audit fees.

85. Are the Salaries and Benefits for consultant staff? (Pg 74)

The 6.0 FTE positions on page 74 are not consultants; rather, they are positions that support Community Use of Schools. They are 1.0 FTE facilities planning officer, 1.0 FTE supervisor of community use of schools and 4.0 FTE office assistants.

86. \$100K reduction in Consultation Fees, what is the recommended total spend net of \$100K reduction? (Pg 116)

The Facilities department Design & Construction budget for consultation fees is currently set at \$200,000. A reduction of \$100,000 would revise the budget to \$100,000.

87. What is the Special Incidence Portion in the Spec Ed grants used for? Are all these categories of Spec Ed Grants tightly sweatered? (Pg 123)

The Special Incidence Portion of Special Education grant supports pupils who require more than two full-time staff to address the health and safety needs of the students who have extraordinarily high needs related to their disabilities and/or exceptionalities as well as others at their school.

As this grant is student specific claim based, it is tightly sweatered.

2016-2017 Staff Recommended Budget Questions and Answers

88. Please explain what the Proportionate Foundation Allocation and Teacher Compensation Allocations mean and what are/can they used for? (Pg 123)

Foundation and Teacher Compensation (Q&E) allocations are proportionate funding transfers from General Instruction to Special Education. They are calculated by dividing the identified students in self-contained classes over the Board's Average Daily Enrolment (ADE) and multiplied by enveloping factor(s). These calculations are used to determine the enveloping that is reported to the Ministry.

89. What is Other Revenue from Recoveries? (Pg 123)

Revenue recoveries shown on page 123 of the 2016-2017 Staff Recommended Budget are amounts received from the Ottawa Catholic School Board (OCSB) for services provided by District staff in support of visually impaired students of the OCSB. It also includes revenue relating to the Enrichment Mini-Courses Program which provides an opportunity to explore a field of study or area of interest in a university or college setting.

90. What does "Ministry Totals exclude Gifted classes that do not qualify for grant" mean? Why wouldn't a gifted class qualify for a grant? (Pg 125)

Based on Ministry directive, Gifted classes cannot be included in special education expenditures because teachers for these classes may not have special education teaching credentials. Although the positions are included in the Learning Support Services organizational structure for management purposes, they are specifically excluded from special education for Ministry financial reporting. The table on page 126 of the 2016-2017 Staff Recommended Budget shows the adjustments in determining the Ministry totals.

91. Why is there no FTE for Multicultural Liaison Officers? How many do we have? How many over the past 4 years? (Pg 129)

The District has engaged Ottawa Community Immigrant Services Organization (OCISO) to provide in-school support to immigrant and refugee students and their families. The services are provided by 14 multicultural liaison officers (MLOs) who work up to 2.5 days a week in any one school. The budget reflects the anticipated cost to contract with OCISO, but FTEs are not shown because the MLOs are not District employees.



2016-2017 Staff Recommended Budget Questions and Answers

- 92. Are Ottawa School Day Nursery and OCDSB CCC the same entity? If so, why are the Revenues and Expenditures not Budgeted to be the same? Shouldn't this program be run on a break-even basis? (Pg 130)**

The Ottawa School Day Nursery (OSDN) was a non-profit organization responsible for the operation of 14 early learning and child care programs all of which were located in District schools. The District assumed the operations of the OSDN in September 2013 following changes in the Province's early learning and child care strategy.

The former OSDN's child care program, now referred to as Child Care Centres, operates at four sites. The program is intended to operate on a cost recovery basis, but changes to cost structures have resulted in the program operating at a deficit. Staff is assessing how best to address the deficit which would include a review of fees charged and staffing levels. To the extent possible, recommended changes would be implemented during 2016-2017.

- 93. School Budget Allocations, in the Elementary and Secondary columns "ADE and Needs" how are we allocated funds for these. Do we have to apply for them? (Pg 131)**

The funds are allocated based on the proportional panel's ADE in conjunction with historical spending and needs. The schools do not need to apply for the funds as they are mostly formula driven.

- 94. In the Elementary and Secondary columns for Office Staff and Educational Assistants, what does that \$ amount mean? (Pg 131)**

The amount shown in the respective line/panel is the budget amount per FTE that is allocated to a school to provide coverage when office staff and educational assistants are absent for reasons that include illness and professional development. The budget assigned to the school is determined by multiplying the amount shown by the number of FTE in that category.

- 95. The ECCA Piano program, we believe is offered at approximately 25 schools to about 1000 children, from Grades 1 to 8. Is this roughly accurate?**

Continuing Education's Extra-Curricular Creative Arts (ECCA) Program offers arts and music instruction in 26 of the District's elementary schools. Instruction is provided outside of school hours. In 2015-2016, the program served approximately 331 children in the music program and had 682 registrations for non-music programs. Non-music programs operate for shorter durations and may repeat during the year. The number of registrations shown in non-music programs would include repeated registrations by the same student.

2016-2017 Staff Recommended Budget Questions and Answers

96. In 2016-17 budget, the ECCA program lost \$48k per the OCDSB reports. However we understand this was an anomaly, as in previous years, including the current year, the program was very close to break even, as a "User Funded Music Program" that is "Cost Recoverable", is this roughly accurate?

Shown below are the results of operations of the ECCA program since 2011-2012. The chart also shows the budget for 2015-2016. The program has traditionally operated at a loss of close to \$50,000.

Year	Revenue	Expense	Net Loss
	\$	\$	\$
2011-2012	146,786	198,927	52,141
2012-2013	155,614	202,451	46,837
2013-2014	172,022	220,474	48,452
2014-2015	180,744	229,740	48,996
2015-2016 Budget	185,000	233,252	48,252

97. If memory serves, we decided we couldn't increase the fees for the ECCA program as they would not be competitive if we were to fully recover the cost of the program. Could you tell me how much we charge currently and how much we would have to charge to break even?

Continuing Education's ECCA music program operates for a 32 week period beginning in September and running through June. It operates outside of the instructional day. Lessons are offered in a group (\$375/child; 3 students), semi-private (\$508/child) and individual (\$799/child). Further work would be required to determine an appropriate fee based on the number of participants in a class, but an average increase of up to \$150 could be expected.

98. Can we theoretically use a portion of 1% of our total budget, up to the amount of our accumulated surplus (including appropriated reserves) to go into deficit this year?

There are restrictions on how we can use the accumulated surplus. The component that is commonly referred to as appropriated refers to amounts that are specifically identified to support the amortization into expense of certain tangible capital assets. The appropriated funds cannot be used for any other purpose.

The unappropriated accumulated surplus could theoretically be used to support a planned deficit. Staff has projected that the unappropriated accumulated surplus available at the end of 2015-2016 will be \$171,000, but actual operating results for the year will either increase or decrease this amount.

Staff is of the opinion that the projected accumulated surplus should not be used to balance the 2016-2017 budget. Changes made to the staff recommended budget that result in a planned deficit would require Ministry approval. The changes would be assessed in relation to the Ministry's objectives discussed in response to question 111.

2016-2017 Staff Recommended Budget Questions and Answers

- 99. Can staff share the written directive with Trustees from the Ministry that trustees are to eliminate the structural deficit by 2017-2018 and in the following years achieve a surplus of 0.5-1%?**

Staff will provide this information to trustees under separate cover, The Ministry requirements have been provided in staff's response to question 111.

- 100. What will the cost savings be resulting from planned school closures?**

Staff recently presented Report 16-079 Student Learning and Student Accommodation Planning Multi-Year Plan to Committee of the Whole. In the report, staff outlined that one of the components of the plan is to perform accommodation reviews over the next two years. It is conceivable that the reviews will result in school closures which, in turn, will reduce the amount of underutilized school space.

Closing 2,500 to 3,000 pupil places is expected to provide savings in operating costs commencing in 2017-2018 with enhanced savings possibly obtained in 2018-2019. Savings will be in various areas including administration, custodial, maintenance and utilities. Upon full implementation this could result in savings approaching \$2.0 million to \$3.0 million depending on future budget decisions, but it is important to note that the savings will not be fully realized until the buildings are disposed.

- 101. Does the 2016-2017 budget for leased spaces/school rentals include the most recent change trustees made on May 17?**

Provision for changes in rental and lease revenue is included in the staff recommended budget. The provision has factored in the modest changes that may result from the increased lease rates.

- 102. How much does the District spend on external consultants?**

Please refer to question 53.

- 103. How are we realizing utility/energy savings of \$500,000?**

Staff expect to realize the utility/energy savings in two ways. First, ongoing energy conservation projects, such as low-energy lighting, will result in reduced costs. Second, a change in the District's natural gas procurement strategy has resulted in the commodity being purchased at lower rates. Staff anticipates that the current favorable pricing will continue throughout 2016-2017.

2016-2017 Staff Recommended Budget Questions and Answers

- 104. It appears we will have an unappropriated reserves in 2015-2016 of \$171,000 as per the Budget Binder and a projected available balance of \$630,000 at the end of August 2017. Can this theoretically be used to avoid deep cuts this year?**

The unappropriated accumulated surplus could theoretically be used to support a planned deficit; however, changes made to the staff recommended budget that result in a planned deficit would require Ministry approval and would be assessed in relation to the identified objectives discussed in response to question 111.

The 2016-2017 Staff Recommended Budget places no reliance on accumulated surplus.

- 105. Which projected cuts impact students directly and to the greatest degree in staff's opinion?**

All reductions will have an effect on students to some degree; however, two particular areas of concern are meeting the needs of English Language Learners (ELLs) and students with special needs. As such, the recommended 2016-2017 budget provides for fewer reductions for special education teachers, ESL teachers and EAs. Staff is of the opinion that the 2016-2017 Staff Recommended Budget provides for a fair, equitable and manageable budget that meets the District's obligation to deliver a balanced budget and also meets students' needs.

- 106. Q: Page 71, Facilities Supplies and Services, spent \$5.1 million in 2014-2015, only \$3.2 million as of March 31st, yet Budgeted \$6.5 million for 2016-2017.**

Facilities department spending is comprised of the operating budget as shown on page 71 of the 2016-2017 Staff Recommended Budget and significant capital spending that is shown on page 119. Although staff estimates the amount of spending that will be categorized as operating, the nature of the spending determines the amount actually reported as an operating cost. A review is conducted throughout the year and finalized as part of year-end activities to determine if any of the operating expenses meet the criteria for capitalization as a tangible capital asset (TCA) in accordance with Ministry requirements. For 2014-2015, staff identified \$1.98 million of budget expenditures as meeting the TCA criteria and this amount was consequently reported as a capital asset rather than an operating expense, thereby creating a favourable budget variance. The reclassified expenses included projects such as greening projects and playground revitalization. The reporting of costs for 2015-2016 will be similarly affected.

2016-2017 Staff Recommended Budget Questions and Answers

- 107. Q: Page 81, Directors Office, Legal Advisor, \$595,000 budget only \$263,000 spent, \$366,000 year end 2014-15**

The legal services budget covers all legal expenses incurred by the District, including legal expenses attributable to grievance/arbitrations, human rights issues and general advice on a variety of matters. It can be difficult to predict legal expenses with certainty given that a single incident or claim can lead to significant costs being incurred, regardless of the outcome. Staff has identified the legal services budget as an area that warrants closer review as a potential area of savings for the 2017-2018 budget. Staff is of the opinion that the amount in the 2016-2017 budget is appropriate.

- 108. Q: Page 91 and 93 of the Budget Binder, HR staff development, spent \$521,514 in 2014-2015, only \$171,398 this year as of March, yet budgeted \$967,000 for 2016-2017. This seems too high when compared with actuals.**

The recommended 2016-2017 Human Resources (HR) department staff development budget is \$967,000. Of this amount, \$806,000 is specifically targeted for the professional development of new teachers using funding provided by the New Teacher Induction Program (NTIP) grant. NTIP funds can only be used for expenses directly related to NTIP. The District spends the full grant each year; otherwise, the Ministry would recover any unspent funds.

Although the NTIP funds are budgeted as an HR expense, actual costs are borne by the schools that are supported by in-year budget transfers from HR. This approach facilitates centralized budget management but it also creates a variance when comparing budgeted and actual amounts.

- 109. Q: Page 100 BLT – Supplies and Services, 2.3 million in 2014-15, 1.3 million at March 2016....over-budgeted by nearly \$1 million (\$3.1 million vs. \$2.3 million)**

Business and Learning Technologies (B<) department's supplies and services budget, in combination with the budget for fees and contractual services, is used for classroom technology purchases, software licensing and mobile phones. The total of these two expense categories reflects planned spending of \$7.1 million in 2016-2017 which is an \$865,000 decrease from the 2015-2016 budget.

This reduction includes \$400,000 relating to communications devices, \$365,000 in software licensing costs and \$100,000 in miscellaneous hardware. It is important to highlight that most hardware is purchased later in the school year. Staff notes that the year-end results will be greater than the year-to-date spending reported as at 31 March 2016.

2016-2017 Staff Recommended Budget Questions and Answers

110. **Q: Page 103. The supplies and services budget for the Extended Day Program is vastly different than the actuals. I realize this is because the district has now begun charging 'administrative transfers' to the program. Why isn't this listed as a separate line item to provide clarity? The supplies budget appears to be nearly \$900,000 (taken from previous documents). How has the supplies budget nearly tripled (actuals of \$369,000 at end of year in 2014-2015)?**

The Extended Day Program (EDP) commenced operations in 2010. Significant growth in the program ensued and it now operates in 62 schools and serves close to 4,300 children. Since inception, certain EDP costs, particularly those relating to early childhood educators, have been absorbed as instructional costs. Other costs primarily relating to administrative support provided by Finance, Human Resources and Business and Learning Technologies have been reported as a Board administrative cost rather than as an EDP cost. Although the program is intended to operate on a cost recovery basis, a decision was made to support the program in the early years by absorbing these costs within the education envelope. Staff has committed to moving the program to full cost recovery and Report 15-146 recommended that the 2016-2017 program fees be adjusted to meet this objective.

The anticipated administrative transfers that will occur in 2016-2017 are included in the supplies and services of the staff recommended budget. In addition to the internal transfers, the 2016-2017 supplies and services budget includes \$300,000 for software licensing fees.

Staff will consider changes to the reporting of the internal transfers.

111. **Please clarify the Board's ability to approve a budget for 2016-2017 that shows a Deficit.**

The 2016-2017 Staff Recommended Budget was developed in alignment with the strategic plan and with careful consideration of the Ministry's expectations conveyed when it approved the District's 2015-2016 budget. As trustees are aware, The *Education Act* establishes the requirement that a school board approve a balanced budget while providing some limited ability to use its unrestricted accumulated surplus in doing so. Section 231 of the *Act* limits the use of accumulated surplus to the lesser of the board's accumulated surplus in the preceding fiscal year or 1.0% of the board's operating grant. Determination of both the available accumulated surplus and the board's operating grant are governed by regulation, public sector accounting requirements and Ministry directives. Any planned deficit in excess of the amount determined under section 231 requires specific Ministry approval.

The District's 2015-2016 budget was approved by the Board on 22 June 2015 and showed a planned deficit of \$11.9 million. This amount was 1.7% of the operating grant or \$4.4 million more than permitted under section 231. Specific Ministry approval to use the accumulated surplus in excess of the 1.0% threshold was received in July 2015. Along with the approval was the requirement for the District to establish a multi-year financial recovery plan (MYFRP) to demonstrate that the District has a strategy in place to address existing and future financial pressures. The MYFRP will be presented to the Board in June 2016.

2016-2017 Staff Recommended Budget Questions and Answers

The MYFRP will respond to the Ministry's two articulated objectives for 2017-2018:

- A balanced budget, such that the Board is compliant as per section 231 of the Act, including any use of unrestricted accumulated surplus to balance the budget; and
- An overall accumulated surplus balance for compliance purposes that is between 0.5% and 1.0% of the District's operating allocation, after accounting for amounts that have been encumbered as a result of legally binding commitments including amounts for committed capital.

In monetary terms, and based on the District's 2016-2017 Staff Recommended Budget, the targeted balance of unrestricted accumulated surplus as at 31 August 2018 ranges from \$3.8 million to \$7.6 million.

The 2016-2017 Staff Recommended Budget represents the second year of the District's financial recovery efforts. As indicated at the 10 May 2016 meeting, the staff is recommending a modest planned surplus of \$57,900. This is a particularly significant step because it meets the Ministry's first objective of having a balanced budget. It also sets the stage for achieving additional savings and revenue enhancements that will align with the Ministry's expectations.

Changes made to the staff recommended budget that result in a planned deficit would require Ministry approval and would be assessed in relation to the previously identified objectives.

Staff believe that the planned spending shown in the 2016-2017 Staff Recommended Budget is a key step in the overall strategy to ultimately manage the District's activities within available financial resources.

112. **Please clarify. Page 90 of Staff Recommended Budget May 10 2016 - Trustees Salaries and Benefits. Does this amount include other items beyond the Honoraria and payment of an attendance amount of \$50.00 per meeting for any meeting of the Special Education Advisory Committee or the Supervised Alternative Learning for Excused Pupils Committee that a Board member attends as a member of the committee as laid out in PROCEDURE PR.650.GOV CALCULATION OF BOARD MEMBER HONORARIA. Are trustee mileage reimbursement and Trustee budgets included in this line item? If not where are those expenses reflected in the budget?**

The Trustees 'Salaries and Benefits' amount on page 90 of the 2016-2017 Staff Recommended Budget relates solely to the honoraria paid to each trustee. The payment for attendance at meetings identified in PR 650 GOV is supported by the 'Supplies and Services' budget as are mileage reimbursements.

2016-2017 Staff Recommended Budget Questions and Answers

- 113. Please provide additional information regarding how the 28.0 FTE central office staff positions that were created as a result of the accumulated surplus for the last three to four years are being funded today.**

Generally, the District does not identify funding with positions but supports all activities through the use of all funding sources including operating and special purpose grants, user fees, rental revenues, recoveries from third parties and the use of accumulated surplus. The exception would be for positions created in response to specific expectations tied to funding. The addition of 1.0 FTE principal to support First Nations Metis Inuit (FNMI) initiatives is an example of a Ministry requirement for 2016-2017.

The addition of 28.0 FTE central office staff since 2010-2011 was the result of identified needs rather than in reference to the availability of accumulated surplus. The positions included staff in Supply Chain and Risk Management, Finance, Human Resources, Business and Learning Technologies and Curriculum Services. Some of the positions were internally funded by reducing operating budgets within the respective departments.

- 114. Please provide information on the total number of new immigrant students who have enrolled in the District in the last year, in addition to Syrian newcomers.**

The total number of new immigrant students who have enrolled in the District during 2015-2016 was 1,755. This amount includes 502 Syrian newcomers. The following chart shows immigrant enrolment over the past four years.

Year	Students
2015-2016	1,755
2014-2015	1,303
2013-2014	1,418
2012-2013	1,311

- 115. Follow-up regarding Question 40 – are Sir Guy and OTSS open to any students in the District even if they are not on IEPs?**

Students can apply to attend the two adaptive schools (Sir Guy Carleton and Ottawa Technical Secondary Schools) for programming opportunities that may not exist at their home schools, such as vocational programs. Individual Education Plans are not required for participation in these programs but students have a unique learner profile.

- 116. Follow-up regarding Question 47 – why are the Elementary LST/LRTs all “discretionary” but not most of the LSTs at the Secondary level?**

The difference is due to different provisions in the respective collective agreements with ETFO and OSSTF. The OSSTF secondary teacher collective agreement has a staffing formula that includes a minimum allocation of learning support teachers (contractual positions) based on ADE. There are no minimum staffing formulas in the ETFO agreement that are beyond Ministry class size requirements.



2016-2017 Staff Recommended Budget Questions and Answers

- 117. Follow-up regarding Question 23 – if the Ministry does not have us report Secondary Gifted class expenses of \$2.1M, why are we including those dollars in the Spec Ed Budget?**

The table shown on page 126 of the 2016-2017 Staff Recommended Budget shows the adjustments necessary in determining the costs associated with special education. The gifted program is organizationally aligned to report to the Learning Support Services department and costs of the gifted program are initially included in the column entitled special education, but are excluded in compliance with Ministry reporting requirements for special education costs (enveloping).

- 118. What is the travel time per week for Speech Language Pathologists, Learning Support Consultants, Social Workers and Psychologists?**

Speech language pathologists and most psychologists spend 4.5 days of the week in schools, travelling to and from different locations. The length of time travelling, where they may visit 2 to 4 schools on a given day, will vary with case load and school location.

Learning support consultants (LSCs) have varied portfolios and time may be split between central and school-based responsibilities. An LSC may spend anywhere from 30 to 100 percent of the time in a school; therefore, travel to and from those sites would vary depending on the case load and school location.

- 119. Page 126 – What are some examples of what falls under “Safe Schools and Urban Priorities – applicable to LSS? How was the \$1.6M arrived at, a per student basis? What is the total Budget for “Safe Schools and Urban Priorities” across the District?**

Safe Schools and Urban Priorities budgets shown on page 126 of the 2016-2017 Staff Recommended Budget are used to foster a safe, inclusive and accepting school environment. The budget supports itinerant educational assistants, psychologists and social workers and complementary programming. The budget is supported by the Safe and Accepting Schools Supplement provided through the Grants for Student Needs. Total funding provided by the grant is estimated to be \$1.8 million, of which \$649,000 is specifically identified to support Urban Priority high schools.

The majority of the grant is driven by average daily enrolment, but the Urban Priorities amount provides targeted funding to support the needs of specifically identified urban high schools. The District's two high schools involved in the program are Rideau and Ridgemont. They were selected based on community demographics and student achievement results. The funding is used in a variety of ways including the provision of nutrition programs, community outreach, and enhanced student support and engagement activities.

2016-2017 Staff Recommended Budget Questions and Answers

- 120. Regarding the Facility Top –Up Grant, when is the phase-out of it complete? What are the \$ implications for 2016/17 Budget?**

As noted in the response to question 10, as part of the School Board Efficiencies and Modernization (SBEM) strategy, the Ministry introduced changes to the School Facility Operations and Renewal Grant that will eliminate base top-up funding. This funding has been provided for eligible schools to support the operation and maintenance of facilities where enrolment is less than planned capacity. The change is intended to encourage school boards to rationalize school space through measures that might include closure or consolidation with nearby facilities and partnerships with coterminous school boards.

Phase-out of the top-up allocations commenced in 2015-2016 and the changes will be completed in 2017-2018. The District anticipates \$1.9 million less in top-up funding in 2016-2017.

- 121. Follow-up regarding Question 27 – what is our differential overall and in Spec Ed, between the number of Ministry benchmark positions and ours?**

Please refer to the updated response to question 27.

- 122. Please provide information on the fee increase required for individual components of the Extra-Curricular Creative Arts program in order to recover the financial shortfall in previous years and break-even for 2016-2017.**

Please refer to Memo 16-116

- 123. Please provide a list of OCDSB schools that offer the Extra-Curricular Creative Arts program and identify which of those schools are in lower socio-economic neighbourhoods.**

Please refer to Memo 16-116

- 124. Please provide the number of students in each component of the Extra-Curricular Creative Arts program.**

Please refer to Memo 16-116

- 125. Please provide information regarding the organizations that may be able to manage the Extra-Curricular Creative Arts program in a community hub scenario.**

Please refer to Memo 16-116

2016-2017 Staff Recommended Budget Questions and Answers

126. The Extracurricular Creative Arts (ECCA) Program has a shortfall of \$48,000.

What kind of increase to the below current fee structure would be needed to reach the break even point?

- **GITAR (6 years and over)-30 minutes/week. 11-week Introductory course FEES: Group class \$129, Semi-Private class \$175, Individual class \$275**
- **Let's Write and Publish a Novel! 10 week course for grades 4 and up Course Fee \$250**
- **Drawing Classes for Kids FEES \$95 for a 6-week Session**
- **PIANO (6 years and over) - 30 minutes/week - 32 weeks Fees: Semi-Private class \$508, Individual class \$799**

Would the fee increases be competitive with other similar offerings in the community?

Please refer to [Memo 16-116](#)

127. How many students are enrolled for ESL classes next year, and how many teachers do we have to cover off these classes?

There are 902 English language learners at the secondary level, with 32.0 FTEs of staff across 8 English as a Second Language (ESL) and English Literacy Development (ELD) sites, of which 4.0 FTE are itinerant. At the elementary level, there are 7,750 students who are English language learners served by 88.25 FTE of staff, of which 4.0 FTE are itinerant.

At the secondary level, staff responsible for ESL and ELD programming are assigned to specific courses (sections) where the students in grades 9 to 12 are taking these ESL or ELD courses (i.e., ESLAO, ESLBO, etc.) At the elementary level, with the exception of ELD congregated classes at the junior and intermediate level, all students are part of a homeroom class, and ESL support staff co-plan and co-teach with the classroom teacher in an inclusion-based setting, with targeted withdrawal of the English language learners by the support staff if/as required.



2016-2017 Staff Recommended Budget Questions and Answers

- 128. Following up on question 92 - it is my understanding that the municipality made changes to how this is funded and our board experienced more loss than our co-terminus board - is this the case and how have we / can we follow up with the City to ensure that this funding is restored?**

The City of Ottawa recently changed eligibility rules for general operating (GO) funding provided to operators of childcare programs. GO funding is the grant provided to licensed not-for-profit childcare programs by the City of Ottawa. The funding includes direct operating, pay equity, and wage enhancement grants.

As of January 2016, the City of Ottawa has deemed that school boards are ineligible for GO funding. The change reflects that the District's childcare program operates as a division within the District rather than a separate entity. This has resulted in an unexpected reduction in financial support of close to \$200,000. The Ottawa Catholic School Board continues to receive funding because its program operates as a separate licensed not-for-profit agency.

Staff is assessing how best to address the deficit which would include a review of fees charged and staffing levels, but they continue to liaise with City of Ottawa and Ministry of Education representatives in an effort to restore the funding.

2016-2017 Staff Recommended Budget Questions and Answers

129. **What specifically is covered by the B< Supplies and Services budget line? Does this include the assistive technology given to students? If not what budget line is that, and have we seen an increase in uptake of the assistive technology program in recent years?**

Business and Learning Technologies (B<) department's supplies and services budget, in combination with the budget for fees and contractual services, is used for classroom technology purchases, software licensing and mobile phones. The following list provides additional detail.

- Classroom technology including computers, projectors and teacher training
- Microsoft license renewal including Enrolment for Education Solutions participation
- Uptime license renewal
- Instructional resource licensing
- SQL server licenses
- New Pedagogies for Deep Learning (NPDL) hardware costs
- Lending Library pilot project
- Network security and filter equipment
- Local area network (LAN) maintenance
- Network improvements and additions
- Core servers
- Azure Secure Store services
- Google Mail backup
- Phone system maintenance
- Cellular phones
- Tape management, storage and destruction
- Alexandria Library system

Although the procurement of assistive technology for students is administered by B<, the budget discussed above does not reflect costs for assistive technology for students. Instead, costs relating to assistive technology are reported as a special education expense. The District must absorb the first \$800 of assistive technology costs and residual amounts are supported by the Special Equipment Amount (SEA) allocation which is a sweated amount. The acquisition of equipment based on identified needs and funded by the SEA allocation has increased over the past few years.