



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

BUDGET

2013–2014



Budget Development Timeline

The school district operates on a fiscal year that runs from September 1 to August 31. The budget for the upcoming fiscal year must be approved by the Board before the end of June of the current year. To meet this timeline, a staff-recommended budget will be presented to the Budget Committee on April 30, 2013 and several meetings are scheduled during May to obtain comment from the public and to provide the Board with an opportunity to establish the District's priorities and to refine the allocation of resources. It is expected that the 2013-14 Budget will be approved at the May 28, 2013 Board meeting.

Key Dates

The key dates in the budget process are:

February 4	Committee of the Whole (Budget) – Establish process and set priorities
March – April	Consultation period – Community input sought
March 5	Committee of the Whole - Academic staffing discussion
March 26	Board Meeting – Academic staffing approval
March/April	Provincial Grant announcements expected
April 30	Committee of the Whole (Budget) – Presentation of staff recommended budget
May 13	Committee of the Whole (Budget) – Public delegations
May 15	Committee of the Whole (Budget) – Public delegations (if required); Committee debate commences
May 23	Committee of the Whole (Budget) – Committee debate continues (if required); Recommendation to the Board for approval
May 28	Board Meeting – Approval of the 2013-2014 Budget

Community Input

An important step in the process is to obtain community input to the development of the budget. As parents, students, partners, community members and employees, you bring a unique perspective and are invited to share your ideas as they relate to your school, your committee or department, or to the district as a whole. Please review this document, think about our strategic priorities and consider the following questions when you provide your feedback:

1. Can you identify three opportunities for investment that would support student achievement and well-being at the OCDSB?
2. Can you identify three opportunities or changes that could generate savings?

3. The District's four key priority areas are well-being, engagement, leadership and learning. Information on the key priority areas is available at <http://www.ocdsb.ca/ab-ocdsb/Pages/SchoolfortheFuture.aspx>. In your opinion, does one of these priority areas require more investment at this time?

You can provide your input individually or collectively as a school council, a committee or a community group/agency. Please send us your thoughts and questions by e-mail to budgetinfo@ocdsb.ca. Responses to your questions and comments will be summarized and posted on the District's website (<http://www.ocdsb.ca/ab-ocdsb/ob>) and may be included in Board reports. Input must be received by April 5, 2013 to allow us to incorporate your input into the budget process.

Education Funding

In Ontario, funding of education is a provincial responsibility. Funding is based on a variety of factors including the number of students in a district, the number and condition of school facilities, the number of students whose first language is neither English nor French, and the special education needs of the student population. Funding leverages a formula intended to provide equitable resources to give students equal educational opportunities. Collectively, the various funding allocations are termed Grants for Student Needs (GSNs). For the 2012-2013 year, projected funding from GSNs for operating purposes is \$698 million representing 87% of the District's total revenue.

Revenue is also received in the form of provincial allocations used to pay for the construction or retrofitting of school facilities, grants for paying debt charges related to facilities, fees received from international students, fees from facility rentals, interest on cash balances, grants from the federal government and donations.

In addition, ad-hoc funding is provided by the province throughout the year to respond to new provincial priorities. These may be one-time funds for the current fiscal year or may be part of a multi-year initiative. A significant multi-year initiative is the implementation of full-day kindergarten (FDK). It is expected that FDK funding will be incorporated into the GSNs in the near future.

OCDSB Financial Information

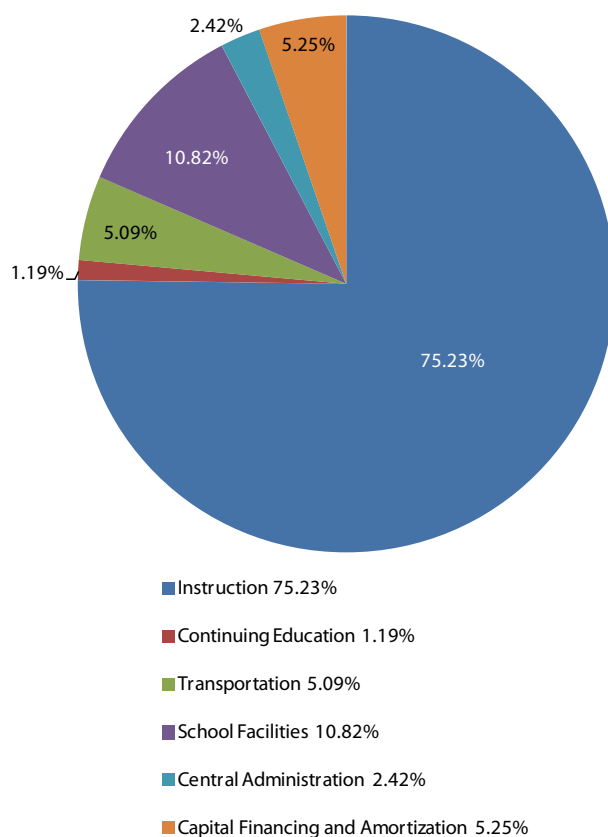
The District posts its financial information on its website. The information includes the budget for 2012-2013 and the five previous years as well as consolidated financial statements for nine previous years up to the year ending August 31, 2012. The information can be accessed on the District's website at <http://www.ocdsb.ca/ab-ocdsb/ob>.

Our employees are our largest investment. Approximately 80% of the annual budget is spent on salary and benefits. The remaining 20% of the budget relates to operating costs such as transportation, facilities and utilities.

The following table and chart summarize the use of funds for the current year and presents comparative information from the prior year.

	2012-13		2011-12		
(In \$ Millions)	Original Budget	Revised Estimates	Original Budget	Revised Estimates	Actual Amounts
Revenue from all sources	787.8	798.3	774.3	784.0	787.0
Expenses by category					
Instruction	597.6	604.1	586.4	587.5	581.4
Continuing Education	9.4	9.4	9.9	9.9	10.3
Transportation	40.4	40.4	37.9	38.0	39.7
School Facilities	85.7	88.8	86.3	88.0	81.7
Administration	19.3	19.4	18.6	18.6	17.2
Capital Financing & Other	16.7	18.4	16.5	16.9	18.5
Amortization	25.3	29.9	25.3	28.7	28.8
	794.4	810.4	780.9	787.6	777.6
Surplus (Deficit)	(6.6)	(12.1)	(6.6)	(3.6)	(9.4)

2012-2013 Original Budget



Setting Spending Priorities

In June 2011, the Board adopted a new strategic plan which establishes a clear set of priorities for the school district. The strategic plan provides the framework for the allocation of budget resources. Please see the next page for details on our key priority areas. Our main priority for the 2013-2014 year is to maintain current programs and services in alignment with the strategic plan and in consideration of legislative requirements. This does not mean that enhancements to programs and services are not possible; however, enhancements must be achieved within existing resources rather than through the allocation of additional resources.

As we consider priorities we must assess what we need to do, the urgency of the need, its relative importance, whether the costs are one-time or ongoing, and the risks associated with the decision. Issues that must be considered for the coming year include:

Full-Day Kindergarten - Full-Day kindergarten is being implemented over a five year period. Next year is the fourth year of the initiative and the program will be expanded to 75% of all District schools. The increase in the number of classes will result in the need for additional teachers, early childhood educators and custodial staff. At this time, the government has indicated that these costs will be fully funded. While this has proven to be the case in the first three years of the program, we also anticipate that the Board may need to consider some additional interim expenditures and investments as the program is expanded. The size and complexity of the program will place increasing demands on teachers, principals and central staff to ensure the maximum impact on students' readiness to learn.

Implementation of Bill 115 - Collective agreements for all employee groups have been imposed by the province. The agreements did not provide for economic increases but did provide for increments based on experience and qualifications. The increments were delayed for half a year in 2012-2013 and the full impact of the increments will flow through to 2013-2014. The Qualification and Experience grant will partially offset the cost of increments for teaching staff but there is no assurance that additional funding will be provided to cover the costs associated with administrative and support staff.

Health and Safety - The District continues to be committed to providing safe and healthy learning environments. Increased regulation as a result of the provincial focus on promoting healthy and safe Ontario workplaces will require both short-term and long-term investments in a number of areas including staff training (development and delivery), health and safety program renewal and development, and equipment and infrastructure upgrades. This focus has placed an increased burden on school and central staff. While we understand that some funding may be provided during the current year, there is no doubt that this area will require additional resources next year.

Infrastructure - Significant investment in certain areas is required to meet strategic priorities. Investments include modernizing computer network equipment and business applications. Additional staff will be required to ensure the operation of these vital resources in a technologically secure environment.

Key Priority Areas (2011-2015)

Well-Being

WB1.	Enhance safe, caring and respectful learning, and working environments.
WB2.	Create a framework for student and staff well-being that recognizes the mental, physical, and emotional health of students and staff.
WB3.	In collaboration with community partners, develop specific strategies to further the cultural proficiency of the school district in terms of inclusive and accessible practices and a workplace representative of the community we serve.
WB4.	Nurture an emotionally intelligent organizational culture that recognizes and supports innovation, productivity and employee wellness.

Engagement

EN1.	Enhance parental engagement and outreach to all parents.
EN2.	Create a framework for and initiate effective partnerships with organizations that enrich our schools as community hubs.
EN3.	Encourage broad community engagement in school and District initiatives.
EN4.	Develop a strategy that supports and encourages engagement in provincial, national, and international initiatives to encourage organizational learning and global citizenship.

Leadership

LD1.	Implement sound governance structures and practices.
LD2.	Develop specific strategies for leadership development and succession planning with a focus on developing emotionally intelligent leaders who foster innovation, collaboration, and the celebration of success.
LD3.	Enhance our risk management culture, focusing on effective financial, information, and human resources management practices, and internal audit controls.
LD4.	Encourage and support student leadership and citizenship to promote global competencies.

Learning

LN1.	Enhance instructional practice to encourage and support critical and creative thinking skills.
LN2.	Maintain a cyclical program development, monitoring and review framework to improve equity of access to programs, pathways, and services for all students.
LN3.	Use student survey data to identify and understand groups that require additional services and supports.
LN4.	Develop an organizational culture that is committed to lifelong learning.

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