



2010 – 2011 Approved Budget

22 June 2010

133 Greenbank Road, Ottawa, Ontario, K2H 6L3
Tel: (613)721-1820 Fax: (613)820-6968
24-Hour Automated Information Line: (613)596-8222

Website: www.ocdsb.ca



Table of Contents

	Page #		Page #
Tab 1 Budget Process Summary	3	Tab 5 Impact Statements:	64
Tab 2 Overview of Staff Recommendation:	10	i) Board Approved Decisions on 22 March 2010 (Summary / Detail)	65
Executive Summary	11	ii) Recommended Reductions Approved on 22 June 2010 (Summary / Detail)	86
Tab 3 Average Daily Enrolment	34	iii) Recommended Budget Changes Approved on 22 June 2010	87
Tab 4 Budget Operating Details:	37	iv) Changes to Recommended Budget Approved by Board on 22 June 2010	88
i) Board Approved Decisions on 22 March 2010	38	Tab 6 Multi-Year Plan	129
ii) Recommended Reductions Approved on 22 June 2010	39	Tab 7 2009-2010 Forecast	132
iii) Recommended Budget Changes Approved on 22 June 2010	40	Tab 8 Capital Projects (Pupil Accomodation)	136
iv) Changes to Recommended Budget Approved by Board on 22 June 2010	41	i) Estimate of Available Capital Fund Reserves	137
v) Staffing:	42	ii) Estimated Multi Year Capital Funding	138
Comparative FTE Staffing	42	Tab 9 Background Information:	139
vi) Revenues:	43	i) Special Education	140
Grant Summary	43	ii) English as a Second Language	143
Working Fund Reserves	45	iii) Learning Opportunities Grant	144
vii) Expenditures:	46	iv) Safe & Caring Program	145
Summary by Envelope:	46	v) Budget Assumptions	146
Instruction	47	Tab 10 Appendices:	147
Continuing Education	51	i) School Allocation Formula	148
Transportation	53	ii) Initiatives Discussed and not Approved	150
School Facilities	55	iii) Timetable	151
Central Administration	59	iv) New Initiatives	152
Debentures and Transfer to Capital Reserves	62	v) Frequently Asked Questions	153
vii) Net Enveloping	63		



Budget Process Summary



2010-2011 Budget Process Summary

As outlined in the Overview section of this document, the Ottawa-Carleton District School Board (OCDSB) is facing a multi-year budget challenge. Ontario school boards are in a situation where the sizes of their operations are mandated by legislation (i.e. the number of classes and the requirement that each class has to have a teacher) and the majority of their cost structure (i.e. collective agreement settlement terms) is also determined by provincial level organizations. They no longer control most of their costs, but also cannot downsize the majority of their operations without breaking the law.

The result is that the OCDSB has to deal with funding increases that are less than cost growth. The only viable method to do so, given the legislative and contractual obligations that the OCDSB has, is by reducing spending on non-mandated services. Staff expects this requirement, to reduce annual spending to cover funding shortfalls, will continue for the next seven years, given the provincial government's fiscal projections.

The provincial government had given warnings in the spring of 2009 that a funding crunch was coming. Trustees and senior staff had anticipated this and took steps to be prepared for the possibility, highlighting in March 2008 that there were indications of a significant funding shortfall for 2010-2011 and starting consultation on potential budget changes in the summer of 2009. The March 2010 provincial budget confirmed that the government would limit annual funding increases for the foreseeable future.

Staff prepared a large list of budget change options and consulted widely on them. This was part of the process to ensure that the representatives of the stakeholder groups would have a fulsome understanding of the decision options available to the OCDSB and the causes of the service changes.



2010-2011 Budget Process Summary

An additional complication is the staffing timelines in the teacher collective agreements, that require the OCDSB to have made its teacher staffing decisions for the 2010-2011 school year before knowing its funding for the school year. As a result, the Board had to pass its budget in two parts – teacher staffing on 22 March and the remaining budget on 22 June 2010. The two approved budget motions are contained at the end of this section. It is the combination of the two motions that create the approved 2010-2011 budget.

Staff proposed and the Board approved a budget plan that dealt with the 2010-2011 funding shortfall over a two-year period, with reductions made in 2010-2011 and 2011-2012. Staff anticipates that 2011-2012 will have its own funding problem that will be dealt with in that year's budget.

The recommended budget as outlined in the Overview section was mainly approved, with three exceptions.

- i. The Budget Committee was concerned about the proposed reduction in English as a Second Language programming. Staff had proposed reducing spending by a million dollars to bring the ESL service delivery to within the ESL funding provided by the government. The Board reduced this recommendation by \$435,000. The additional ESL expenditure was funded with an additional \$449,000 of reductions to Facilities budgets, to be achieved by reducing utilities usage in heating and cooling.
- ii. The Budget Committee also reduced the recommended reduction to school budgets from \$500,000 to \$235,000. The \$265,000 change was mainly funded by a reduction to Central Administration budgets of \$230,000 and a reduction of \$21,000 to trustee operating budgets.
- iii. The remaining \$100,000 of budget room created by the amendments was used by Trustees to reduce the planned use of reserves.



2010-2011 Budget Process Summary

On 22 March 2010 the following motion was carried.

- A. THAT the following changes to the discretionary areas of the elementary academic staffing allocations be approved as part of the 2010-2011 budget, for implementation effective September 2010, without negatively affecting the delivery of Intermediate specialty programming:
 - i. Reduction of 6.0 FTE in the elementary needs allocation;
 - ii. Reduction of 4.0 FTE in the elementary ESL positions;
 - iii. Reduction of 6.0 FTE in the part of SELC positions currently funded from regular (non special education) instruction;
 - iv. Reduction of 2.0 FTE elementary instructional coach positions in Curriculum Services;
 - v. Reduction of 1.0 FTE elementary position currently assigned to Safe Schools;

- B. That the following additional changes to discretionary areas of elementary staffing allocations be approved for implementation effective September 2011, and that staff be authorized to use operating reserves of up to \$1.8M if needed to fund these positions for 2010-2011:
 - i. Reduction of 3.0 FTE in the elementary ESL positions;
 - ii. Reduction of 5.0 FTE in the part of the SELC positions currently funded from regular (non special education) instruction;
 - iii. Reduction of 2.0 FTE elementary instructional coach positions in Curriculum Services;

- C. THAT the following changes to the discretionary areas of the secondary academic staffing allocations be approved as part of the 2010-2011 budget, for the implementation effective September 2010:
 - i. Reduction of 2.33 FTE secondary overlay positions assigned to Pathways;
 - ii. Reduction of 1.0 FTE secondary instruction coach positions in Curriculum Services;



2010-2011 Budget Process Summary

- D. That the following additional change to discretionary areas of secondary staffing allocations be approved for implementation effective September 2011, and that staff be authorized to use operating reserves of up to \$0.1M if needed to fund this position for 2010-2011;
 - i. Reduction of 1.0 FTE in the secondary ESL positions
- E. THAT the following change to the discretionary areas of the secondary academic staffing allocations be approved as part of the 2010-2011 budget:
 - i. Reduction of 6.0 FTE in the non-contractual secondary LST positions (Learning Support Services)
- F. That the following additional change to discretionary areas of secondary staffing allocations be approved for implementation effective September 2011, and that staff be authorized to use reserves of up to \$0.6M if needed to fund these positions for 2010-2011;
 - i. Reduction of 6.0 FTE in the non-contractual secondary LST positions (Learning Support Services)
- G. THAT the Board approve the balance of the elementary and secondary staffing allocations for the 2010-2011 as outlined in Appendices A and B to Report 10-047 to the Human Resources Committee, subject to changes in staffing levels that may be required (increases and decreases) as a result of fluctuations in projected enrolment to meet Ministry and collective agreement requirements.



2010-2011 Budget Process Summary

Budget Approval

The Board approved the 2010-2011 budget on 22 June 2010. The following changes were made to the original recommendation:

- Reduce use of utilities by \$274,000
- Reduce use of air conditioning by \$175,000
- Reduce Trustee budgets by \$21,000
- Reduce Director's budget by \$230,000
- Increase rental revenue by \$100,000

The additional budget room was used to fund:

- Increase Multi Cultural Liaison Officers expenditure by \$165,000
- Increase 4.0 FTE English as a Second Language Teachers at a cost of \$270,000
- Increase school budgets by \$265,000
- Allocate to reserves \$100,000

The final motion approved is as follows:



2010-2011 Budget Process Summary

- A. THAT an Operating Budget of \$731.1 million for the 2010-2011 Budget as set out in Appendix A of Report 10-136, as amended.
- B. THAT the following additional changes to non academic staffing allocations be approved for implementation effective September 2011, and that staff be authorized to use operating reserves up to \$1.2 million if needed to fund these positions for 2010-2011:
 - i. Reduction of 5.0 FTE in Business and Learning Technologies (\$0.4M);
 - ii. Reduction of 5.0 FTE Secondary School Technicians (\$0.3M);
 - iii. Reduction of Multi Cultural Liaison Officers (\$0.2M);
 - iv. Reduction of 1.0 FTE Principal of Safe and Caring Schools (\$0.1M)
 - v. Reduction of 1.5 FTE in Human Resources (\$0.1M);
 - vi. Reduction of 2.0 FTE in Financial Services (\$0.1M).
- C. THAT staff be authorized to use up to \$3.5 million of operating reserves for 2010-2011 if needed to fund:
 - i. Special Education for 2010-2011 (\$2.0M);
 - ii. Non Grant Revenue for 2010-2011 (\$0.5M) ;
 - iii. Early Learning Core Program (\$0.45M);
 - iv. New Initiatives (\$0.55M).
- D. THAT staff be authorized to transfer \$0.1 million to operating reserves.



Overview of Staff Recommendation

- Executive Summary

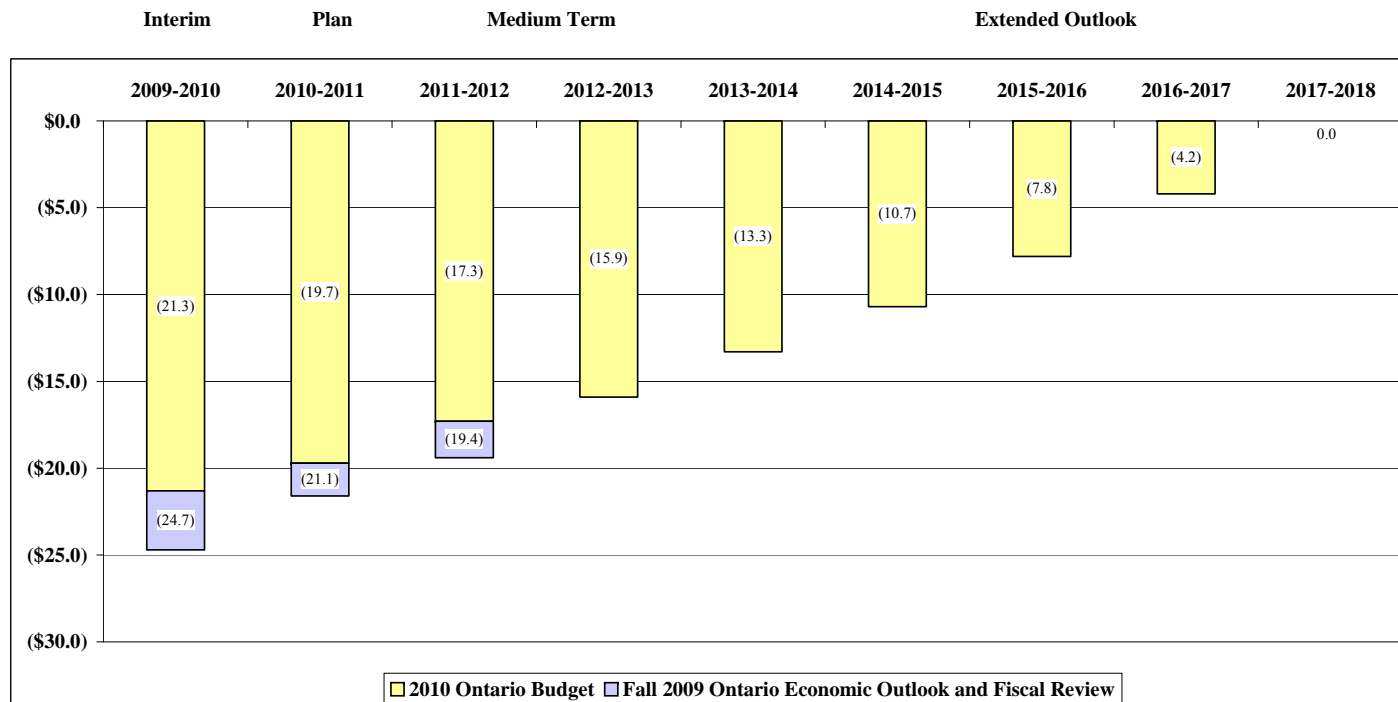


2010-2011 Budget Overview – Executive Summary

Preamble:

The Ottawa-Carleton District School Board, like all public sector bodies, is facing difficult funding challenges for the next seven years. The provincial government, in its March 2010 budget, is predicting annual operating deficits until 2017-2018. In response, the government has announced it will take action to manage program expenses in order to return to a balanced budget.

Ontario's Plan to Eliminate the Deficit Fiscal Balance In \$ Billions





2010-2011 Budget Overview – Executive Summary

Ontario's Fiscal Recovery Plan

In \$Billions

	Plan 2010-2011	Medium-Term Outlook		Extended Outlook				
		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Revenue	106.9	107.7	112.0	117.6	123.4	129.6	136.1	142.9
Expense								
Programs	115.9	112.9	114.3	116.5	118.7	121.0	123.3	125.7
Interest on Debt	10.0	11.1	12.5	13.3	14.4	15.4	15.9	16.2
Total Expense	125.9	124.0	126.8	129.8	133.1	136.4	139.2	141.9
Reserve	0.7	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Surplus/ (Deficit)	(19.7)	(17.3)	(15.8)	(13.2)	(10.7)	(7.8)	(4.1)	0.0

Reflects the inclusion of the fiscally neutral accounting changes from incorporating the education property tax.

The province's program dollar spending is projected to increase year to year. However the provincial government has already indicated its intention to limit the growth in program spending to one half of the growth in provincial revenue. Given the funding increases for collective agreements the province has committed to in all public sectors, the forecasted total program spending can only be achieved by reductions in the non staff portion of program spending. This means that transfer payment recipients must plan for funding increases that will not equal cost increases for the next seven years.

Almost all Ontario school boards' funding comes from the province's program spending. Funding increases that are less than cost growth will require school boards to reduce overall spending in order to operate within available funding. The Education Act requires school boards to balance their budgets annually.



2010-2011 Budget Overview – Executive Summary

The province's March 2010 announcement did not come as a surprise to the OCDSB. The first round of provincial government restraint came with the March 2009 grant announcements for the 2009-2010 school year, along with a clear signal that further funding reductions would come in the next years.

Given the size of the change and the short notice of the funding implementation, the Board voted to balance its budget using reserves from 2009-2010. The year was used to find how to implement on-going changes to the OCDSB's operations so that it can operate within its ongoing funding.

Staff knew that if the provincial government implemented the restraints announced that there would be an increased funding problem each year. Staff estimated, in March 2008, that if no spending reductions were made, the funding shortfall in 2010-2011 would be \$14.2 million. That estimate has held. Staff therefore is recommending a budget plan to deal with the existing funding shortfall. Staff is also recommending steps to prepare for the funding shortfalls that will occur in the 2011-2012 grants and the ongoing expected funding shortfalls in the following years.



2010-2011 Budget Overview – Executive Summary

2010-2011 Budget Projection

In \$Millions

	2010-2011 Projection 14 December 2009	2010-2011 Approved Budget 22 June 2010
Grant Revenue	\$690.3	\$684.4
Other Revenues	\$35.4	\$38.4
Total Ongoing Revenues	\$725.7	\$722.8
Expenditures	\$739.9	\$737.6
Projected Shortfall - Ongoing Budget	(\$14.2)	(\$14.9)



2010-2011 Budget Overview – Executive Summary

Trustees gave direction to staff in June 2009 to start the 2010-2011 budget process early so that all interested community members would have the opportunity to understand the problem and provide input on the available budget change options. Budget consultation started in August 2009 and has continued to date in a variety of forums. The list of potential budget changes that would be considered was approved in December 2009. The recommendations being made for 2010-2011 all come from that list.

The Source of the Problem:

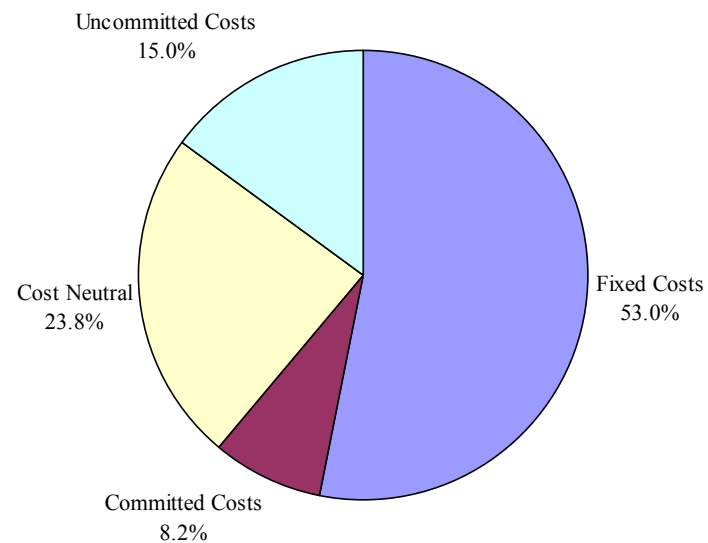
Provincial funding to the OCDSB comes from a funding model that distributes the total funding the province is willing to give to the education sector. The annual increase in the total available for distribution has not kept pace with the cost growth required to meet the legislated increases in school board responsibilities (such as staffing levels for class size, new regulations on ease of access to public bodies, Early Learning Program) and the increased costs of contracts negotiated with collective bargaining groups at the urging of the province. The shortfall must be covered by reduced spending in areas where the district has the ability to change how it operates. This is a very small percentage of the total budget – 15 percent.



2010-2011 Budget Overview – Executive Summary

Fixed Versus Discretionary Costs

Information based on approved 2009-2010 Budget





2010-2011 Budget Overview – Executive Summary

Details on the four areas can be found at:

http://www.ocdsb.ca/Documents/Board/Budget/2010-2011/Budget_Cte_19_Oct_09.pdf

At its most basic, the problem is:

The OCDSB has a salary and benefit cost of approximately \$560 million in 2009-2010. This is expected to increase by 5.3 per cent in 2010-2011 due to the terms of the collective agreement, legislated payroll tax increases and staffing increases required by the province. Funding for salaries and benefits will increase 3.5 percent. The 1.8 percent difference results in approximately \$8 million unfunded cost growth in compensation costs that must be covered by other changes in the district's operations.

In some years, the province gives funding increases on the non-salary and benefit benchmarks and this can be used to cover the unfunded compensation cost increase. Given the provincial government's economic forecast, staff does not expect this to happen for the next seven years.

The OCDSB will have to find a way to deal with this unfunded cost growth every year until the funding issue is addressed by the province.

The OCDSB is not alone in having to deal with this problem. Most Ontario school boards have the issue. The size of the problem varies from board to board in any given year.

The problem would be worse if the OCDSB was also dealing with declining enrolment. Most school board funding is tied to student numbers. As student numbers fall, revenue is reduced faster than expense falls. Most Ontario school boards are coping with this problem in addition to the unfunded cost growth.



2010-2011 Budget Overview – Executive Summary

The Plan:

The Education Act requires Ontario school boards to balance their annual budget. As explained in the previous section of the overview, staff is projecting that the OCDSB will have a funding shortfall every year for the next seven years. Staff is therefore recommending a budget that deals with the entire \$14.9 million problem on a permanent basis, so that it is settled before the Board has to deal with the 2011-2012 in year funding problem. Not determining how to handle the \$14.9 million will make the 2011-2012 problem larger.

Within the requirement to have a balanced budget, the OCDSB in October 2009 set the following budget principles to help guide its decisions.

Budget Process Principles

- We accept that the existing services and programs will have to change in terms of numbers of options offered and methods of delivery if the OCDSB is to be able to balance its budget.
- Our aim is to ensure that the greatest possible number of students receive education that addresses needs, in keeping with the issues raised in the Board's earlier discussion on schools for the future and OCDSB's planning for the 21st Century learner.
- Our aim is equity in service to students needing help not equality in having exactly the same service being provided to all students, recognizing that the OCDSB does not have the resources to meet all possible needs that may appear in our community. This may result in differentiated allocation of resources to groups of students and/or school sites.



2010-2011 Budget Overview – Executive Summary

- Our major strength is in our staff. Reductions will be made, where possible, to minimize the number of terminations, recognizing that the remaining staff must have sufficient non-staff resources to be effective in their jobs. Accomplishing this may require staff to change jobs and locations. However if the choice is between staff jobs and the good of students, students come first.
- We will attempt to plan the changes so that they are transparent with a clearly stated end product, acknowledging that future events may require changes to the budget plan. Full implementation of all changes may possibly take longer than the 2010-2011 school year. This may require a multi-year plan, but each year's budget must be balanced.

Given staff had already alerted the community to the coming funding problem and its consequences, the Board directed staff to consult widely on budget change options, concentrating on the areas the Board could change. The change options identified and consulted on are available at:

http://www.ocdsb.ca/Documents/Board_Meetings/Meetings/2009/December_2009/Bdgt_dec14_2009/5c_09



2010-2011 Budget Overview – Executive Summary

On receipt of the 2010-2011 grant package, and after consultation with staff, school communities and the wider community, staff recommend the following:

To be implemented in 2010-2011:

Academic staffing reductions (approved in March 2010)	\$ 2.90 million
Other expenditure reductions and revenue increases (already Approved by Board)	.34 million
Revenue increases recommended	1.52 million
Reductions recommended in May 2010	<u>3.60 million</u>
	<u>\$ 8.40 million</u>

To be implemented in 2011-2012 and funded from reserves
for 2010-2011:

Special Education funding bridge	\$ 2.00 million
Approved in March 2010	1.75 million
Recommended in May 2010	<u>1.20 million</u>
	<u>\$ 5.00 million</u>

Use of reserves to partially fund shortfall in funding of
Early Learning core program

\$.45 million

Use of reserves to fund growth in non grant revenue
during 2010-2011

\$.50 million

New initiatives to be funded from Reserves

\$.55 million

TOTAL:

\$14.90 million



2010-2011 Budget Overview – Executive Summary

The reductions already approved are described in Tab 5 of this document – Board Decisions to Date (page 65).

The reductions being recommended are described in Tab 5 of this document – Approved Reductions (page 86).

The additional \$4.7 million proposed use of reserves is described in the Revenue section of this document (page 43). All \$4.7 million has permanent budget changes (specific reductions and revenue increases) to be in place for 2011-2012.

The \$.45 million use of reserves to fund Early Learning is primarily to fund the two additional classes the Board has authorized, in addition to the fifty mandated by the province. If the total number of classes can be kept to fifty, this use of reserves will not be needed. The province will fund the two classes in 2011-2012.

Staff is recommending additional uses of reserves to fund \$.55 million of new initiatives for one year (see Tab 10 Appendices – new initiatives section).

In total, the 2010-2011 recommended budget uses \$6.4 million of reserves, the \$1.75 million already approved and the additional \$4.7 million in this budget recommendation. The Ministry of Education has mandated new rules for use of reserves starting for the 2010-2011 budget. It is staff's understanding that the limit for the OCDSB for 2010-2011 will be \$6.6 million. If the OCDSB's use of non capital reserves exceeds \$6.6 million, the Ministry will have to approve the use of reserves. Part of the approval process will require the school board to detail how to reduce its expenditures when the reserves are used up. In order to give the Board maximum decision flexibility staff has included the reductions required for 2010-2011 to offset the one time use of reserves in the recommended budget. This will address the Ministry's issues, in the event Ministry approval of use of reserves is needed. The Board has already done this in March 2010 for \$1.75 million of academic staffing decisions.



2010-2011 Budget Overview – Executive Summary

This use of reserves then leaves a small balance in reserves, so long as the 2009-2010 forecast (see Tab 7 Forecast page 132) proves correct. Staff recommends that this reserve be kept to deal with enrolment fluctuations in 2010-2011, any unexpected growth in the usage of the new provincially mandated before and after full day kindergarten programs and to allow time in 2011-2012 to create a managed continuous change process to deal with the ongoing multi-year reductions required to operate within inadequate grant increases.

Staff has already taken steps to contain and reduce spending on non compensation areas. Recent work on renegotiating photocopier contract terms and the province wide consortium for paper purchases has resulted in a half million dollar reduction to school supply costs. Facilities continues to enhance its energy conservation programs. Work is under way on determining the causes of absences from work.



2010-2011 Budget Overview – Executive Summary

Summary of Reserves for 2010-2011

In \$Millions

Uncommitted Reserves		
01 September 2009 Balance		\$7.60
Transfer of unused Central Department Carryforward		\$0.90
Sub-Total		\$8.50
Board approved on 08 March 2010 (per Appendix A)		
To postpone reductions to 2011-2012	\$1.15	
To postpone Special Education reductions to 2011-2012	\$0.60	
Sub-Total	\$1.75	
Director's Executive Council - Proposed reductions	\$1.20	
Early Learning Program (Core program component)	\$0.50	
Proposed Special Education Funding Bridge	\$2.00	
Other non Grants for Student Needs (GSN) revenue funding bridge	\$0.50	
Staff recommended Use of Reserves:		
Communication / Advertising Campaign	\$0.10	
Enterprise Content Management Project	\$0.45	
Sub-Total	\$0.55	
Board Decision on 22 June 2010 - Allocate to Reserves	(\$0.10)	
Available Reserves		\$2.10
Projected Reserves from 2009-2010		
2009-2010 projected available Reserves		\$4.50
Funding for 2010-2011 Early Learning Program (Extended day component)	\$1.50	
Contingencies (general and enrolment fluctuations)	\$1.00	
Projected Available Reserves		\$2.00
Total Projected available Reserves for 2010-2011		\$4.10

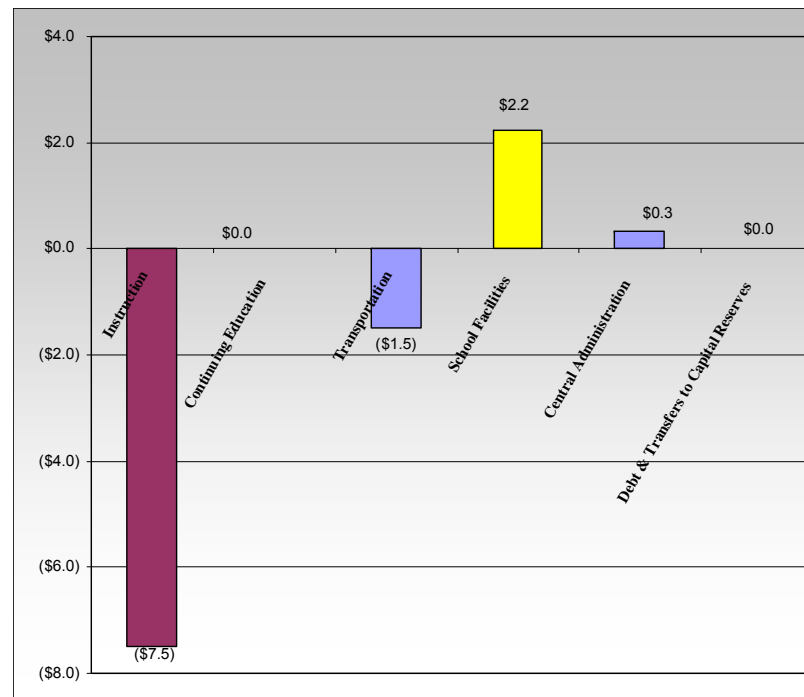


2010-2011 Budget Overview – Executive Summary

The Board's Operations:

The OCDSB focuses its efforts on Instruction. In order to support its students, it spends more than the funding it receives on the Instruction area. It underspends its funding in other areas in order to do this, with use of reserves funding the remaining shortfall.

**Net Enveloping Prior to Use of Reserves
In \$Millions**





2010-2011 Budget Overview – Executive Summary

2010-2011 PROJECTION

In \$Millions

	Projected Expenses	On Going Grants	Non Grant Revenues	Total Revenue	Net On Going	Use of Reserves	Net Funding
Instruction	567.0	538.4	21.1	559.5	(7.5)	5.8	(1.7)
Continuing Education	9.6	3.9	5.7	9.6	0.0	0.0	0.0
Transportation	35.2	33.5	0.2	33.7	(1.5)	0.0	(1.5)
School Facilities	91.9	82.6	11.5	94.1	2.2	0.0	2.2
Central Administration	17.9	16.6	1.6	18.2	0.3	0.6	0.9
Debt & Transfers to Capital Reserves	9.5	9.5	0.0	9.5	0.0	0.0	0.0
Total in \$Millions	\$731.1	\$684.6	\$40.2	\$724.7	(\$6.4)	\$6.4	(\$0.0)

Staff continues to review all operations to find cost reductions to partially offset the funding shortfall. 97 percent of spending is on instruction, school buildings and student transportation. There is no large scope to change spending that will not require changes to the existing program delivery models.

80 percent of the budget is staff. There is no way to make major reductions to current expenditure levels without impacting staff numbers.

2010-2011 CAUSES OF COST GROWTH

The growth in the OCDSB's costs is caused by factors beyond its control.



2010-2011 Budget Overview – Executive Summary

Changes from Approved 2009-2010 Budget to Approved 2010-2011 Budget

Approved Expenditure 2009-2010 Budget		\$706,350,812
Mid Year Changes for 2009-2010		
	Mid year grant announcements	\$2,286,715
	Adjustment to budgets to reflect projected usage (ISA Equipment and OCENET)	\$2,100,025
	Adjustment to capital and debt to reflect equivalent revenue	\$438,930
Revised 2009-2010 Budget		\$711,176,482
Board Decisions included in 2010-2011 Budget		
	Reduction in Learning Support Teachers (Special Education)	(\$600,000)
	Reductions in academic staffing	(\$1,166,668)
	Transportation reduction - Changes in bell start time	(\$206,000)
	Sub-Total	(\$1,972,668)
Other Changes included in Budget		
	Capital Projects - Central building	\$350,000
	Support for contractual coordinators and consultants	\$250,000
	Sub-Total	\$600,000
Changes in Costs		
	Net incremental progression on grid, benefit cost increases and turnover savings	\$5,920,296
	Early Learning Program	\$4,878,575
	Budget adjustments for Communication / Advertising Campaign & Audit Committee	\$100,000
	Furniture and equipment for schools	\$400,000
	Net changes in staff resulting from changes in enrolment & other changes in staffing	\$1,638,200
	Removal of one time initiatives from 2009-2010	(\$817,000)
	Compensation impact of Provincial Discussion Table (PDT) staffing	\$14,942,003
	Adjustment for 2008-2009 carryforwards	(\$1,160,002)
	Increase in utilities costs to reflect estimated cost pressures	\$698,760
	Net impact of school openings and closures	(\$269,942)
	Increase in insurance premiums to reflect estimated cost pressures	\$67,000
	Increase in lease costs to reflect projected usage	\$312,043
	Increase in miscellaneous budgets to reflect projected usage	\$243,433
	Increase in transportation budget to reflect estimated cost pressures	\$362,126
	Changes in E-learning, Aboriginal Support & Parent Involvement	\$455,000
	Sub-Total	\$27,770,492



2010-2011 Budget Overview – Executive Summary

Changes from Approved 2009-2010 Budget to Approved 2010-2011 Budget

Adjustments in Budgets to reflect changes in Grants or Funding	
Program Grants - General	(\$659,849)
Transfer from Other Grants (Curriculum Services) to Grants for Students Needs	\$952,131
Learning Opportunities Grant	(\$329,314)
Facilities Renewal Plan & Energy Efficient School Funding / Debt repayment	\$1,073,440
Debt and Transfer to Capital Reserves	(\$4,121,167)
Increase in Rental Revenue	(\$100,000)
ISA Equipment	\$156,440
Continuing Education	\$35,659
Other Miscellaneous Grants & Staff on Loan	\$74,559
Sub-Total	(\$2,918,101)
Approved Reductions	
See approved Reduction Schedule (Net of increases in revenues)	(\$4,315,563)
Sub-Total	(\$4,315,563)
Budget Changes (Budget Process)	
Increase in Multi Cultural Liaison Officers	\$165,000
Increase on Operating School Budgets	\$265,000
Increase in English as a Second Language Teachers	\$270,000
Allocate to Reserves	\$100,000
Sub-Total	\$800,000
Net increase in budget base from approved 2009-2010 Budget	\$24,789,830
Approved 2010-2011 Budget	\$731,140,642



2010-2011 Budget Overview – Executive Summary

Each school district has to determine how to provide legislated mandates within the resources available to it. The annual budget is the plan as to how to meet the two legislated requirements.

Despite the funding problems, the OCDSB continues to make progress on its strategic plan. In 2010-2011 it will undertake the following in pursuit of the plan:

Secondary school reviews

English as a Second Language program restructured to ensure balanced literacy

Restructure instruction to adults in English as a Second Language programs

French as a Second Language program review

Review of Science & Technology curriculum for Intermediate grades

Improvements in delivery of Physical Support program

Implementation of the provincially mandated Early Learning program

Implementation of Learning for All program

School boundary reviews will take place in Kanata and Stittsville areas

Environmental Education

Parent Engagement

More comprehensive equity and inclusion policy framework

Enhance Community Partnerships

Staff Wellness Program

Full details of the 2010-2011 implementation of the strategic plan are available in a report to the June 2010 Strategic Planning & Priorities Committee. The full report is on our web site.



2010-2011 Budget Overview – Executive Summary

Integrating Budget Priorities District Goals

The 2010-2011 budget is the last budget of the four-year strategic plan. Over the past four years, the staff recommended budgets have been reflective of the priorities that the Board, staff and community developed together through the strategic planning process. In that time, we have made new investments in a number of key priority areas, including leadership, diversity, safe schools, improved instructional practice, enhanced data collection tools and information management systems and improved communications. Much of the financial investment required to support these new initiatives was provided in earlier budgets and in many cases, we have moved through the implementation stages and many of the ongoing costs associated with these initiatives can be funded through existing budgets. In early June, the Strategic Planning and Priorities Committee will consider the 2010-2011 district goals. The key work outlined in the district goals is mirrored in our budget recommendations.

The 2010-2011 budget has very few new initiatives, and makes a number of budgetary reductions in important areas. These include:



2010-2011 Budget Overview – Executive Summary

- An investment of up to \$2M to support the implementation of the Early Learning Program (\$.5M Core program and \$1.5M Extended Day Program). 2010-2011 will be the first year of the Early Learning Program and while the program is supposed to be fully funded, there are anticipated start-up and operating costs beyond the funding that has been provided. The District will continue to work with the Ministry to seek full funding of this program, however, in the interim; the budget recommends the use of reserve to ensure that the district can meet the legislated operational requirements of the program.
- In the area of environmental education and operation, the budget includes a reduction of \$254,000 which will result from a shift from Earthcare to Eco-schools and a reduction in support to Evergreen. The budget also includes \$250,000 in new revenue to be generated as a result of the microfit solar panel installation on secondary school sites and the FIT program which is a larger solar panel energy generation program.



2010-2011 Budget Overview – Executive Summary

- A reduction of \$500,000 in academic staffing was approved by the Board earlier this year and is included in the budget. This reduction will be applied to 4 elementary and 1 secondary instructional coach positions over a two year period. Several years ago, the district made a significant investment in instructional coaches as part of our goal to improve student learning through enhanced instructional practice. This investment has been very successful and in the face of budget constraints, it is believed that the level of investment can be reduced by 5.0 FTE positions over two years.
- An investment of \$450,000 for the implementation of an Enterprise Content Management project has been included in the staff recommended budget. This project is an important part of the district's information management strategy and will improve workflow and enhance efficiency. This project is directly tied to our district goal to improve technology infrastructure and support to ensure increase usability, business continuity and improved access to information and student data.



2010-2011 Budget Overview – Executive Summary

- An investment of \$50,000 over each of the next two years in the area of communications and advertising. Our goal of improving internal and external communications strategies, techniques and messaging processes recognizes that communication is central to effective parental engagement, program awareness and viability and student enrolment.
- An increase of \$250,000 in Continuing Education revenue is included in the budget. This increase will result from an increase in grants for providing tutorial support for students in grades 7-12 in literacy and numeracy. This initiative is an important part of our commitment to improve student learning and to provide increased support for students at risk.
- The budget maintains funding for our leadership initiatives which allows us to continue important work in our principal and vice principal intern program to ensure the development of new leaders and effective succession planning; and to continue to further the development of essential leadership programs and initiatives such as developing effective community partnerships for leadership conferences.



2010-2011 Budget Overview – Executive Summary

The impact statements included in the budget package provide more detail for each specific budget change, including how the proposed allocation or reduction links to the district's strategic directions. In a year of budgetary pressure, it can be difficult to align dollars with strategic directions. Fortunately, a number of our strategic priorities are at the point that new investment is not required and every effort has been made to make budgetary reductions in areas where stability in service delivery can be maintained, wherever possible.



Average Daily Enrolment

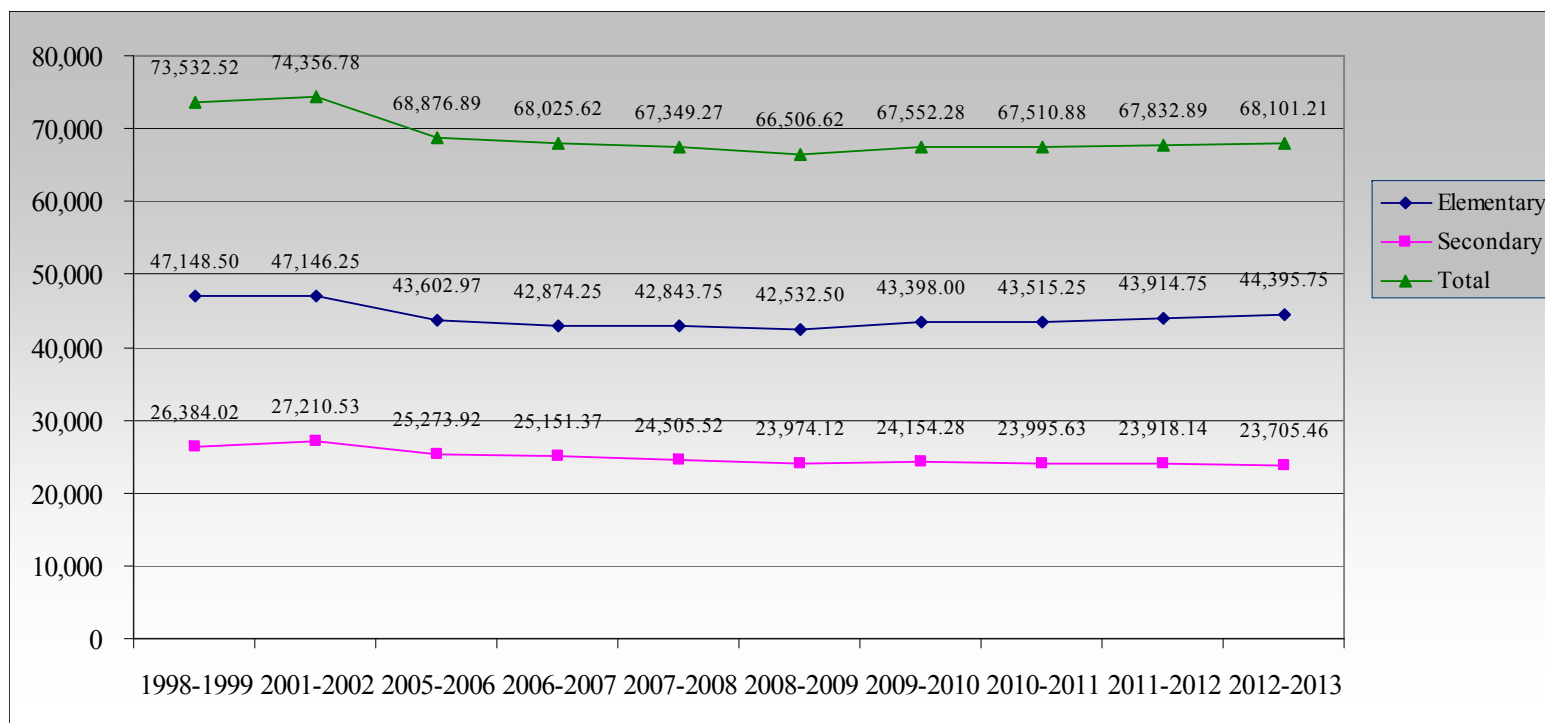


Average Daily Enrolment

	Actual for 2006-2007	Actual for 2007-2008	Actual for 2008-2009	Preliminary for 2009-2010	Projected for 2010-2011
Elementary Students					
JK	1,988.75	2,076.75	1,989.00	2,157.50	2,138.25
SK	2,153.50	2,212.00	2,192.50	2,373.00	2,287.00
Grades 1 to 3	13,909.00	13,701.00	13,789.00	14,366.50	14,956.50
Grades 4 to 8	24,763.50	24,780.00	24,482.00	24,431.00	24,081.50
Sub-Total	42,814.75	42,769.75	42,452.50	43,328.00	43,463.25
Tuition Paying	59.50	74.00	80.00	70.00	52.00
Total Elementary Students	42,874.25	42,843.75	42,532.50	43,398.00	43,515.25
Secondary Students					
Under age 21	24,178.46	23,449.50	22,917.79	23,100.36	22,910.48
Age 21 and over	791.92	848.02	835.71	817.42	819.15
Sub-Total	24,970.38	24,297.52	23,753.50	23,917.78	23,729.63
Tuition Paying	180.99	208.00	220.62	236.50	266.00
Total Secondary Students	25,151.37	24,505.52	23,974.12	24,154.28	23,995.63
Total	68,025.62	67,349.27	66,506.62	67,552.28	67,510.88



Average Daily Enrolment – Trends Analysis





Budget Operating Details

- Board Approved Decisions on 22 March 2010
- Recommended Reductions Approved on 22 June 2010
- Recommended Budget Changes Approved on 22 June 2010
- Changes to Recommended Budget Approved by Board on 22 June 2010
- Staffing
- Revenues
- Expenditures
- Net Enveloping



Board Approved Decisions on 22 March 2010 – by Envelope

Approved Reduction	Reference	Total		Approved for 2010-2011		Approved for 2011-2012 (Use of Reserves)	
		FTE	Amount \$	FTE	Amount \$	FTE	Amount \$
Instruction:							
Curriculum Services - Reduction in Instructional Coaches (Elementary)	A	4.0	\$400,000	2.0	\$200,000	2.0	\$200,000
Curriculum Services - Reduction in Instructional Coaches (Secondary)	A	1.0	\$100,000	1.0	\$100,000		
Reduction in Special Education Learning Centre Teachers - General Instruction	B	11.0	\$1,100,000	6.0	\$600,000	5.0	\$500,000
Sub-total:		16.0	\$1,600,000	9.0	\$900,000	7.0	\$700,000
Instruction (Regular Day School):							
Elementary Teachers - Needs Allocation	C	6.0	\$600,000	6.0	\$600,000		
Secondary Pathways Programs	D	2.3	\$210,000	2.3	\$210,000		
Reduction of English as Second Language Teachers (Elementary) ¹	E	7.0	\$630,000	3.0	\$270,000	4.0	\$360,000
Reduction of English as Second Language Teachers (Secondary) ¹	E	1.0	\$90,000		\$0	1.0	\$90,000
Safe Schools- Elementary Teacher Positions	F	1.0	\$86,668	1.0	\$86,668		
Sub-total:		17.3	\$1,616,668	12.3	\$1,166,668	5.0	\$450,000
Total Reductions in Academic Staffing (Instruction)		33.3	\$3,216,668	21.3	\$2,066,668	12.0	\$1,150,000
Transportation:							
Changes in Start Times	G	0.0	\$206,000	0.0	\$206,000		-
Grand total		33.3	\$3,422,668	21.3	\$2,272,668	12.0	\$1,150,000
Instruction (Special Education)							
Learning Support Teachers	H	12.0	\$1,200,000	6.0	\$600,000	6.0	\$600,000
Total Reductions in Academic Staffing (Special Education)		12.0	\$1,200,000	6.0	\$600,000	6.0	\$600,000
Increase in Revenues							
Facilities:							
Revenue from Solar Power	I		\$250,000		\$250,000		-
Community Use of Schools Revenue	J		\$90,000		\$90,000		-
Total		0.0	\$340,000		\$340,000		\$0

¹ Revised in 22 June 2010 Budget Decision



Recommended Reductions Approved on 22 June 2010 – by Envelope

Approved Recommended Reductions	Reference	Total		Approved Reduction for 2010-2011		Use of Reserves for 2010-2011	
		FTE	Amount \$	FTE	Amount \$	FTE	Amount \$
Instruction:							
Business and Learning Technologies: Computers - District Information Technology	<i>K</i>	0.0	\$400,000		\$400,000		
Business and Learning Technologies - Services and Staff Reductions	<i>L</i>	5.0	\$371,000			5.0	\$371,000
Curriculum Services - Reduction in Professional Development	<i>M</i>	0.0	\$100,000		\$100,000		
Restructuring of Outdoor Education Sites	<i>N</i>	2.0	\$200,000	2.0	\$200,000		
Sub-total:		7.0	\$1,071,000	2.0	\$700,000	5.0	\$371,000
Instruction (Regular Day School):							
School Operations - School Budgets (from Central Support Fund)	<i>O</i>	0.0	\$500,000		\$500,000		
Secondary School Technicians	<i>P</i>	5.0	\$295,545			5.0	\$295,545
Cost Reduction Strategies - Occasional Teachers and Long Term Occasional Teachers	<i>Q</i>	0.0	\$1,000,000		\$1,000,000		
Reduction in Multi Cultural Liaison Officers ¹	<i>R</i>	0.0	\$165,000		\$0		\$165,000
Safe School - Principal of Safe School	<i>S</i>	1.0	\$128,500			1.0	\$128,500
Sub-total:		6.0	\$2,089,045	0.0	\$1,500,000	6.0	\$589,045
Instruction (Special Education):							
Reductions in Operating Budget - New ²	<i>T</i>	0.0	\$204,888		\$204,888		
Sub-total:		0.0	\$204,888		\$204,888		
Facilities:							
Community Use of Schools - Expense Reduction	<i>U</i>	0.0	\$250,000		\$250,000		
Facilities	<i>V</i>	0.0	\$400,000		\$400,000		
Facilities - Evergreen & Earthcare	<i>W</i>	0.0	\$254,000		\$254,000		
Sub-total:		0.0	\$904,000		\$904,000		
Central Administration:							
Human Resources	<i>X</i>	1.5	\$155,000		\$35,975	1.5	\$119,025
Financial Services - Reductions in Operating Budgets	<i>Y</i>	2.0	\$156,000		\$30,700	2.0	\$125,300
Sub-total:		3.5	\$311,000	0.0	\$66,675	3.5	\$244,325
Other - Mix of Two or More Envelopes:							
Courier Service	<i>Z</i>	0.0	\$75,000		\$75,000		
Sub-total:		0.0	\$75,000	0.0	\$75,000		\$0
Total		16.5	\$4,654,933	2.0	\$3,450,563	14.5	\$1,204,370

¹ Changed by Board on 22 June 2010; see page 41 for further details

² Equivalent reductions in Special Education Operating Budget to fund proposed reduction of 2.2 FTE positions



Recommended Budget Changes Approved on 22 June 2010 – by Envelope

Increase in Revenues	Reference	Total	Approved for 2010-2011	Use of Reserves for 2010-2011
Continuing Education:				
Additional Revenue from Literacy and Numeracy	AA	\$250,000	\$250,000	
Continuing Education - General Interest Courses	AB	\$172,000	\$172,000	
Sub-total:		\$422,000	\$422,000	\$0
Facilities:				
Implementing Fee for Parking after hours, and for Non Board Staff	AC	\$250,000	\$250,000	
Sub-total:		\$250,000	\$250,000	\$0
Central Administration:				
Financial Services - Increase in Revenue	Y	\$50,000	\$50,000	
Sub-total:		\$50,000	\$50,000	\$0
Other - Mix of two or more envelopes				
Budget Process Changes (Change in Revenues)	AD	\$1,300,000	\$800,000	\$500,000
Sub-total:		\$1,300,000	\$800,000	\$500,000
Total		\$2,022,000	\$1,522,000	\$500,000



Changes to Recommended Budget Approved by Board on 22 June 2010 – by Envelope

Board Decisions - Increases in Spending	Reference	Total		Approved for 2010-2011	
		FTE	Amount \$	FTE	Amount \$
Instruction:					
Increase Multi Cultural Liaison Officers (See page 39)	New	0.0	\$165,000	0.0	\$165,000
Increase School Operating Budgets	New	0.0	\$265,000	0.0	\$265,000
Sub-total:		0.0	\$430,000	0.0	\$430,000
Instruction (Regular Day School):					
Increase English as Second Language Teachers (Elementary)	New	4.0	\$270,000	4.0	\$270,000
Sub-total:		4.0	\$270,000	4.0	\$270,000
Grand total		4.0	\$700,000	4.0	\$700,000

Increase in Revenue	Reference	Total		Approved for 2010-2011	
Facilities: Increase in Rental Revenue	New		\$100,000		\$100,000
Total			\$100,000		\$100,000

Board Decisions - Decreases in Spending	Reference	Total		Approved for 2010-2011	
		FTE	Amount \$	FTE	Amount \$
Facilities:					
Reduce use of Utilities	New	0.0	\$274,000	0.0	\$274,000
Reduce use of Air Conditioning	New	0.0	\$175,000	0.0	\$175,000
Sub-total:		0.0	\$449,000	0.0	\$449,000
Central Administration:					
Reduce Trustee Budgets	New	0.0	\$21,000	0.0	\$21,000
Reduce Director's Budget	New	0.0	\$230,000	0.0	\$230,000
Sub-total:		0.0	\$251,000	0.0	\$251,000
Grand total		0.0	\$700,000	0.0	\$700,000

Use of Reserves	Reference	Total		Approved for 2010-2011	
Allocate to Reserves	New		\$100,000		\$100,000
Total			\$100,000		\$100,000



Comparative FTE Staffing

Budget Year:	1998-1999	1999-2000	2008-2009	2009-2010	2010-2011 Approved Staffing
Academic Elementary					
School Administration:					
Principals (excluding central)	121.00	118.00	117.50	117.00	115.50
Vice-Principals (excluding central)	48.25	49.25	39.00	41.00	41.00
Elementary Principals/Vice-Principals	169.25	167.25	156.50	158.00	156.50
Teachers:					
Regular Day School	2359.06	2317.25	2,121.75	2,182.37	2,228.45
Additional Primary Class Size Teachers	0.00	0.00	163.80	163.80	163.80
Special Education	493.46	460.88	455.05	453.15	448.40
Elementary Academic	2852.52	2778.13	2,740.60	2,799.32	2,840.65
Academic Secondary					
School Administration:					
Principals (excluding central)	27.00	27.00	26.00	26.00	26.00
Vice-Principals (excluding central)	52.00	53.00	47.17	48.67	48.67
Secondary Principals/Vice-Principals	79.00	80.00	73.17	74.67	74.67
Teachers:					
Regular Day School	1687.42	1623.25	1,502.91	1,501.25	1,506.76
Special Education	114.60	112.08	110.42	111.42	104.25
Secondary Academic	1,802.02	1,735.33	1,613.33	1,612.67	1,611.01
Non Academic					
Educational Assistants	539.50	535.00	591.00	591.00	651.00
Special Education Support (PSSP)	84.50	68.70	61.60	59.60	62.90
Custodial and Maintenance	656.00	644.38	706.00	720.00	730.24
In School Support Staff	507.51	513.01	343.10	323.60	321.60
Instruction Support/Other (including 8.0 central Principals / VPs)	185.20	188.63	221.90	254.30	248.90
Central Administration	158.10	160.90	157.00	155.48	155.28
Non Academic	2,130.81	2,110.62	2,080.60	2,103.98	2,169.92
Total	7,033.60	6,871.33	6,664.20	6,748.64	6,852.75



Revenues - Grant

In \$Millions	Actual 2008-2009	Forecast 2009-2010	Projection 2010-2011
Grants for Operating Purposes			
Pupil Foundation	\$298.7	\$305.9	\$333.4
Primary Classes	\$15.1	\$15.9	\$0.0
School Foundation	\$42.5	\$44.5	\$45.6
Special Education	\$73.0	\$73.9	\$76.4
First Nation, Metis and Inuit Education Supplement	\$0.6	\$0.4	\$1.0
French as a Second Language	\$12.1	\$12.3	\$12.8
English as a Second Language	\$8.3	\$8.3	\$8.8
Learning Opportunities	\$16.5	\$16.0	\$16.7
Safe School Supplement	\$1.7	\$1.7	\$1.7
Program Enhancement	\$1.4	\$1.4	\$1.4
Continuing Education	\$2.8	\$2.8	\$3.0
Adult Education	\$2.4	\$2.5	\$2.6
Teacher Qualifications and Experience	\$34.3	\$35.8	\$39.1
Student Transportation	\$32.4	\$32.7	\$33.4
Administration and Governance	\$16.1	\$16.5	\$16.6
School Operations (Facilities)	\$65.4	\$68.5	\$69.7
Community Use of Schools Grant	\$1.0	\$1.0	\$1.0
Declining Enrolment Grant	\$1.2	\$0.1	\$0.0
Sub-Total: Operating Grant	\$625.5	\$640.2	\$663.2
Grants for Capital Purposes (Restated)			
Facilities Renewal	\$9.4	\$11.8	\$11.7
Good Places to Learn Debt	\$4.4	\$4.8	\$0.0
Debt funding for various capital programs	\$9.2	\$8.8	\$2.5
Interest Expense	-	-	\$7.0
Sub-Total: Capital Grants	\$23.0	\$25.4	\$21.2
Total Grants for Operating and Capital Purposes	\$648.5	\$665.6	\$684.4



Revenues – Non Grant

In \$Millions	Actual 2008-2009	Forecast 2009-2010	Projection 2010-2011
Non Grant Revenues			
Rentals	\$3.9	\$3.8	\$4.0
Continuing Education	\$6.0	\$5.3	\$5.7
Other Grants	\$10.0	\$5.0	\$4.8
Early Learning Program (new in 2010-2011)	\$0.0	\$0.0	\$4.3
Energy Efficiency Investment funding	\$0.0	\$5.0	\$6.8
Staff nn Loan	\$7.0	\$7.0	\$7.0
Tuition Fees	\$3.2	\$3.0	\$3.0
Interest Income	\$1.2	\$0.8	\$0.8
Miscellaneous Revenues	\$4.2	\$3.7	\$3.9
Total: Other Revenues	\$35.5	\$33.6	\$40.3
Sub-Total: Grant and Non Grant Revenues	\$684.0	\$699.2	\$724.7
Reserves			
Operating Reserves	\$0.0	\$2.0	\$6.4
Total Revenues	\$684.0	\$701.2	\$731.1



Working Fund Reserve

In \$Millions	Balance as of August 31, 2009	Forecast Use for 2009-2010	Forecast August 31, 2010	Recommended Use for 2010-2011	Estimated Available August 31, 2011
Available Working Reserves					
General reserves - recommended for 2010-2011 Budget	\$7.6	(\$0.9)	\$8.5	(\$6.4)	\$2.0
General reserves - recommended for 2009-2010 Budget	\$7.0	\$2.5	\$4.5	\$0.0	\$2.0
General reserves- allocate to Early Learning Program				(\$1.5)	
General reserves- allocate to Enrolment Contingency				(\$1.0)	
Sub Total	\$14.6	\$1.6	\$13.0	(\$8.9)	\$4.0
Unavailable Working Reserves					
Replacement of Computer System	\$1.0	\$0.0	\$1.0		\$1.0
Early Learning Program				\$1.5	\$1.5
Enrolment Contingency				\$1.0	\$1.0
Retirement Gratuities	\$2.0		\$2.0		\$2.0
Central Department Carryforward	\$1.9	\$1.9	\$0.0		\$0.0
School Budget Carry forwards	\$2.2	\$0.0	\$2.2		\$2.2
Sub Total	\$7.1	\$1.9	\$5.2	\$2.5	\$7.7
Total	\$21.7	\$3.5	\$18.2	(\$6.4)	\$11.7

Note:

School boards are restricted on the use of working reserves (accumulated surplus) equal to 1% of the board's operating revenue. Any amount needed beyond 1% will require the Minister's approval.



Funding Sources

Summary

	2010-2011				
	Approved Budget				
	Revenues		Expenditures		
		Amount	FTE	Amount	Amount
Instruction		559,500,045	5,941.93	566,984,142	(7,484,097)
Continuing Education		9,554,269	16.90	9,583,653	(29,384)
Transportation		33,736,910	8.00	35,219,575	(1,482,665)
Facilities		94,127,626	730.24	91,921,597	2,206,029
Central Administration		18,220,091	167.68	17,912,466	307,625
Debentures And Transfer To Capital Reserves		9,519,209	-	9,519,209	0

Total	\$ 724,658,150	6,864.75	\$ 731,140,642	\$ (6,482,492)
--------------	-----------------------	-----------------	-----------------------	-----------------------

Use of Reserves		
Instruction		5,800,000
Central Administration		600,000

Total Use of Reserves		\$ 6,400,000
------------------------------	--	---------------------



Expenditures by Funding Source

INSTRUCTION

Summary

	2008-2009		2009-2010		2009-2010		2009-2010		2010-2011	
	Year-End Results		Approved Budget		Revised Budget		YTD At 31 March 2010		Approved Budget	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Revenues										
Grants		504,857,339		517,200,435		517,200,435		See Forecast		538,277,838
Other Revenues		13,975,689		17,607,095		17,607,095		Section		21,122,207
Declining Enrolment Grant		434,229		100,000		100,000				100,000
Total		\$ 519,267,257		\$ 534,907,530		\$ 534,907,530				\$ 559,500,045
Expenditures										
Salaries & Benefits	5771.10	482,068,889	5834.22	509,985,824	5847.27	510,547,651	5847.27	307,351,722	5941.93	532,225,593
Operating		35,668,366		34,008,813		36,887,908		21,169,954		34,758,548
Total	5771.10	\$ 517,737,255	5834.22	\$ 543,994,637	5847.27	\$ 547,435,559	5847.27	\$ 328,521,676	5941.93	\$ 566,984,142
Funding Surplus (Deficit)		\$ 1,530,002		\$ (9,087,107)		\$ (12,528,029)				\$ (7,484,097)
Use of Reserves										
Reserves										5,800,000
Total Use of Reserves										\$ 5,800,000



Expenditures by Funding Source

INSTRUCTION

Salaries & Benefits - Classroom

	2008-2009		2009-2010		2009-2010		2009-2010		2010-2011	
	Year-End Results		Approved Budget		Revised Budget		YTD At 31 March 2010		Approved Budget	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Classroom Teachers										
Elementary	2733.20	231,436,771	2,780.85	248,691,956	2,796.82	249,219,633	2,796.82	147,667,973	2,837.65	261,498,285
Secondary	1510.70	135,775,283	1,524.50	144,563,280	1,526.00	144,779,947	1,526.00	88,584,062	1,525.67	147,002,143
Occasional Teachers										
Elementary		9,307,209		9,521,491		10,364,122		7,505,333		9,855,951
Secondary		3,214,580		3,088,882		3,165,683		2,729,774		3,207,833
Educational Assistants										
Elementary (Includes 52.0 ECEs)	431.43	19,413,506	431.43	20,135,813	431.43	20,135,813	431.43	12,555,379	490.62	23,663,780
Secondary	159.57	7,746,431	159.57	7,447,492	159.57	7,447,492	159.57	5,058,737	160.38	7,839,932
Professionals, Paraprofessionals & Technicians										
Elementary	107.60	9,362,577	107.79	9,558,461	107.79	9,558,461	127.53	5,833,707	128.74	11,660,695
Secondary	58.90	4,145,542	58.82	4,007,989	58.82	4,007,989	70.88	2,057,373	71.77	5,243,551
Library & Guidance										
Elementary	57.90	3,045,036	57.50	2,881,976	57.50	2,881,976	57.60	1,768,620	57.50	2,985,574
Secondary	114.80	9,319,290	107.33	8,783,686	107.33	8,783,686	108.00	4,211,020	104.67	9,079,627
HR Staff Development										
Elementary	1.95	156,246	1.95	150,532	1.95	150,532	1.95	105,111	1.95	156,734
Secondary	1.05	85,726	1.05	81,056	1.05	81,056	1.05	56,598	1.05	84,395
Total Classroom Salaries & Benefits	5,177.10	\$433,008,197	5,230.78	\$458,912,614	5,248.25	\$460,576,390	5,280.83	\$278,133,687	5,379.99	\$482,278,500



Expenditures by Funding Source

INSTRUCTION

Salaries & Benefits - Non-Classroom

	2008-2009		2009-2010		2009-2010		2009-2010		2010-2011	
	Year-End Results		Approved Budget		Revised Budget		YTD At 31 March 2010		Approved Budget	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Principals & Vice-Principals										
Elementary	158.00	18,763,391	162.00	19,674,806	162.00	19,674,806	163.00	10,903,965	161.50	20,467,436
Secondary	72.20	9,342,894	76.67	9,289,222	76.67	9,289,222	76.67	5,354,386	76.67	9,820,844
Department Head Allowances										
Secondary		922,657		1,144,818		1,144,818		624,395		1,179,162
School Support										
Elementary	214.50	10,895,458	215.29	12,208,706	225.37	12,402,777	198.94	7,731,415	197.44	11,374,504
Secondary	128.60	7,141,070	128.81	6,907,382	128.81	6,909,574	121.66	4,213,434	121.16	6,630,125
Coordinators & Consultants										
Elementary	7.00	523,757	7.00	607,376	2.50	216,920	2.50	167,193	2.50	221,759
Secondary	13.70	1,471,465	13.67	1,240,900	3.67	333,144	3.67	223,247	2.67	253,264
Total Non-Classroom Salaries & Benefits	594.00	\$ 49,060,692	603.44	\$ 51,073,210	599.02	\$ 49,971,261	566.44	\$ 29,218,035	561.94	\$ 49,947,094
Total Salaries & Benefits	5,771.10	\$482,068,889	5,834.22	\$509,985,824	5,847.27	\$510,547,651	5,847.27	\$307,351,722	5,941.93	\$532,225,593



Expenditures by Funding Source

INSTRUCTION

Operations - Classroom

	2008-2009		2009-2010		2009-2010		2009-2010		2010-2011	
	Year-End Results		Approved Budget		Revised Budget		YTD At 31 March 2010		Approved Budget	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Supplies & Services, Furniture & Equipment and Other		770,135		708,637		741,638		333,903		606,991
Textbooks and Learning Material		13,976,046		16,010,120		16,025,131		8,864,981		18,432,102
Classroom Computers		484,832		226,400		226,400		495,173		588,200
Replacement Furniture and Equipment		264,034		0		0		142,312		0
Rental Expenditures		146,729		500,000		500,000		38,633		403,000
Fees & Contractual		9,357,683		5,040,253		7,971,402		5,073,250		7,604,292
Staff Development		4,207,295		3,976,792		4,627,560		2,158,309		3,877,944
Capital		3,197,225		3,903,731		4,215,237		2,441,306		1,802,615
Total Operations - Classroom		\$32,403,979		\$30,365,933		\$34,307,368		\$19,547,867		\$33,315,144

INSTRUCTION

Operations - Non-Classroom

	2008-2009		2009-2010		2009-2010		2009-2010		2010-2011	
	Year-End Results		Approved Budget		Revised Budget		YTD At 31 March 2010		Approved Budget	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Supplies and Services		2,269,553		2,981,181		1,470,353		1,043,876		758,029
Rental Expenditures		236,898		176,000		176,000		85,387		216,000
Fees & Contractual		539,317		212,240		550,729		424,772		179,437
Staff Development		200,234		273,458		383,458		58,529		289,938
Other		1,102		0		0		3,229		0
Capital		17,283		0		0		6,294		0
Total Operations - Non-Classroom		\$ 3,264,387		\$ 3,642,880		\$ 2,580,540		\$ 1,622,087		\$ 1,443,405
Total Operations		\$35,668,366		\$34,008,813		\$36,887,908		\$21,169,954		\$34,758,548



Expenditures by Funding Source

CONTINUING EDUCATION

Summary

	2008-2009		2009-2010		2009-2010		2009-2010		2010-2011	
	Year-End Results		Approved Budget		Revised Budget		YTD At 31 March 2010		Approved Budget	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Revenues										
Grants		4,077,252		3,739,770		3,739,770		See Forecast		3,854,269
Other Revenues		5,446,720		5,367,200		5,367,200		Section		5,700,000
Total		\$ 9,523,972		\$ 9,106,970		\$ 9,106,970				\$ 9,554,269
Expenditures										
Salaries & Benefits	17.00	7,746,573	16.50	6,731,492	16.90	6,763,254	16.90	4,694,318	16.90	7,968,398
Operating		2,051,302		2,204,614		2,204,614		762,431		1,615,255
Total	17.00	\$ 9,797,875	16.50	\$ 8,936,106	16.90	\$ 8,967,868	16.90	\$ 5,456,749	16.90	\$ 9,583,653
Funding Surplus (Deficit)		\$ (273,903)		\$ 170,864		\$ 139,102				\$ (29,384)



Expenditures by Funding Source

CONTINUING EDUCATION

Salaries, Benefits & Operating

	2008-2009		2009-2010		2009-2010		2009-2010		2010-2011	
	Year-End Results		Approved Budget		Revised Budget		YTD At 31 March 2010		Approved Budget	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Salaries & Benefits										
Support Staff	16.00	1,953,037	15.50	1,168,541	15.90	1,200,303	15.90	704,698	15.90	1,228,389
Instructors/Site Administrators	0.00	5,669,329	0.00	5,434,382	0.00	5,434,382	0.00	3,937,948	0.00	6,607,466
Principal	1.00	124,207	1.00	128,569	1.00	128,569	1.00	51,672	1.00	132,543
Total Salaries & Benefits	17.00	\$ 7,746,573	16.50	\$ 6,731,492	16.90	\$ 6,763,254	16.90	\$ 4,694,318	16.90	\$ 7,968,398

Operations										
Guidance & Career Centre		21,877		156,094		156,094		8,957		17,981
Interest Program		306,375		236,686		236,686		180,725		208,522
Credit Night School		36,050		118,060		118,060		15,889		89,250
Summer School		102,502		0		0		13,196		49,000
Literacy & Numeracy		0		0		0		7,749		6,170
English as a Second Language (ESL)		112,781		115,000		115,000		62,261		105,000
Language Instruction for Newcomers to Canada (LINC)		474,953		1,111,854		1,111,854		240,119		368,300
Independent Studies		0		4,545		4,545		0		0
Literacy & Basic Skills (LBS)		116,339		237,109		237,109		116,992		122,571
International Language - Elementary		95,276		193,769		193,769		57,951		74,720
Credit International Language - Secondary		14,132		61,711		61,711		3,208		15,363
Extra-Curricular Creative Arts (ECCA)		29,798		(78,308)		(78,308)		14,234		23,428
Ontario Works Child Care		66,954		48,094		48,094		31,091		57,500
Success by Six		0		0		0		3,861		1,450
Prior Learning Assessment/Recognition (PLAR)		0		0		0		1,458		0
Trades		0		0		0		2,205		0
Other Various Programs		674,265		0		0		2,535		476,000
Total Operations		\$ 2,051,302		\$ 2,204,614		\$ 2,204,614		\$ 762,431		\$ 1,615,255

Total Continuing Education	17.00	\$ 9,797,875	16.50	\$ 8,936,106	16.90	\$ 8,967,868	16.90	\$ 5,456,749	16.90	\$ 9,583,653
-----------------------------------	--------------	---------------------	--------------	---------------------	--------------	---------------------	--------------	---------------------	--------------	---------------------



Expenditures by Funding Source

TRANSPORTATION

Summary

	2008-2009		2009-2010		2009-2010		2009-2010		2010-2011	
	Year-End Results		Approved Budget		Revised Budget		YTD At 31 March 2010		Approved Budget	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Revenues										
Grants		27,287,449		27,615,875		27,615,875		See Forecast		27,668,545
Transportation to Provincial Schools		5,192,037		5,223,550		5,868,365		Section		5,868,365
Other Revenues		332,849		100,000		100,000				200,000
Total		\$ 32,812,335		\$ 32,939,425		\$ 33,584,240				\$ 33,736,910
Expenditures										
Salaries & Benefits	8.00	763,822	9.00	672,121	9.00	672,121	8.00	320,830	8.00	601,374
Operating		33,441,047		34,255,776		34,255,776		23,391,396		34,618,202
Total	8.00	\$ 34,204,869	9.00	\$ 34,927,897	9.00	\$ 34,927,897	8.00	\$ 23,712,226	8.00	\$ 35,219,575
Funding Surplus (Deficit)		\$ (1,392,534)		\$ (1,988,472)		\$ (1,343,657)				\$ (1,482,665)



Expenditures by Funding Source

TRANSPORTATION

Salaries, Benefits & Operating

	2008-2009		2009-2010		2009-2010		009-2010		2010-2011	
	Year-End Results		Approved Budget		Revised Budget		YTD At 31 March 2010		Approved Budget	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Salaries & Benefits										
Salaries & Benefits	8.00	763,822	9.00	672,121	9.00	672,121	8.00	320,830	8.00	601,374
Total Salaries & Benefits	8.00	\$ 763,822	9.00	\$ 672,121	9.00	\$ 672,121	8.00	\$ 320,830	8.00	\$ 601,374
Operations										
Transportation - Contracts		28,083,665		28,121,263		28,121,263		19,458,729		28,483,689
Transportation to Provincial Schools		5,171,266		6,026,373		6,026,373		3,927,884		6,026,373
General Operating Supplies and Services		184,582		108,140		108,140		4,783		108,140
Capital		1,534		0		0		0		0
Total Operations		\$ 33,441,047		\$ 34,255,776		\$ 34,255,776		\$ 23,391,396		\$ 34,618,202
Total Transportation	8.00	\$34,204,869	9.00	\$34,927,897	9.00	\$34,927,897	8.00	\$23,712,226	8.00	\$35,219,575



Expenditures by Funding Source

SCHOOL FACILITIES

Summary

	2008-2009		2009-2010		2009-2010		2009-2010		2010-2011	
	Year-End Results		Approved Budget		Revised Budget		YTD At 31 March 2010		Approved Budget	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Revenues										
Grants		67,424,728		69,641,337		69,641,337				70,903,274
Other Revenue		4,460,914		3,900,000		3,900,000		See Forecast Section		4,700,000
Energy Efficient School Funding		201,236		5,000,000		5,000,000				6,800,000
School Renewal		9,436,237		11,811,891		11,811,891				11,724,352
Transfer from FRP Reserves		3,903,720		0		0				0
Total		\$ 85,426,835		\$ 90,353,228		\$ 90,353,228				\$ 94,127,626
Expenditures										
Custodial-Salaries & Benefits	594.00	32,045,223	594.00	32,027,157	594.00	32,027,157	594.00	16,910,797	605.24	32,838,529
Custodial-Operations		3,024,638		3,076,343		3,076,343		2,394,691		3,273,093
Maintenance-Salaries & Benefits	75.00	4,558,291	75.00	5,210,855	75.00	5,210,855	76.00	3,084,747	76.00	5,258,948
Maintenance-Operations		6,498,579		6,679,644		6,679,644		4,216,349		7,095,980
Energy Management Conservation-Salaries & Benefits	0.00	0	0.00	0	0.00	0	0.00	119,316	6.00	480,240
Energy Management Conservation-Operations		0		0		1,045,000		1,089,060		1,045,000
Utilities		15,915,706		14,955,917		14,955,917		7,563,221		15,188,274
School Operations/Maintenance Administration-Salaries & Benefits	43.00	3,100,007	49.00	3,543,866	51.00	3,613,866	50.00	2,969,653	43.00	3,453,446
School Operations/Maintenance Administration-Operations		3,663,525		3,812,398		3,812,398		3,926,495		3,283,978
Leases (Operating Component)		406,386		113,877		113,877		192,934		501,120
Capital		603,460		0		0		93,782		0
Energy Efficient Schools (included on Facilities Renewal Plan page)		0		5,017,658		4,260,072		500,185		6,778,637
Facilities Renewal Plan		11,402,691		12,811,891		12,811,891		6,236,625		12,724,352
Total	712.00	\$ 81,218,506	718.00	\$ 87,249,606	720.00	\$ 87,607,020	720.00	\$ 49,297,855	730.24	\$ 91,921,597
Funding Surplus (Deficit)		\$ 4,208,329		\$ 3,103,622		\$ 2,746,208				\$ 2,206,029



Expenditures by Funding Source

SCHOOL FACILITIES

Salaries & Benefits

	2008-2009		2009-2010		2009-2010		2009-2010		2010-2011	
	Year-End Results		Approved Budget		Revised Budget		YTD At 31 March 2010		Approved Budget	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Custodial	594.00	32,045,223	594.00	32,027,157	594.00	32,027,157	594.00	16,910,797	605.24	32,838,529
Maintenance	75.00	4,558,291	75.00	5,210,855	75.00	5,210,855	76.00	3,084,747	76.00	5,258,948
Total	669.00	\$ 36,603,514	669.00	\$ 37,238,013	669.00	\$ 37,238,012	670.00	\$ 19,995,544	681.24	\$ 38,097,478
School Operations and Maintenance Administration	43.00	2,903,485	49.00	3,489,230	51.00	3,559,230	50.00	2,730,864	43.00	3,251,855
Energy Management & Conservation	0.00	0	0.00	0	0.00	0	0.00	119,316	6.00	480,240
Retirement Gratuities		196,522		54,636		54,636		238,789		201,591
Total	43.00	\$ 3,100,007	49.00	\$ 3,543,866	51.00	\$ 3,613,866	50.00	\$ 3,088,969	49.00	\$ 3,933,687
Total Salaries & Benefits	712.00	\$39,703,521	718.00	\$40,781,879	720.00	\$40,851,878	720.00	\$23,084,513	730.24	\$42,031,164



Expenditures by Funding Source

SCHOOL FACILITIES

Operations

	2008-2009		2009-2010		2009-2010		2009-2010		2010-2011	
	Year-End Results		Approved Budget		Revised Budget		YTD At 31 March 2010		Approved Budget	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Custodial Operations										
Supplies & Equipment		1,887,430		1,517,722		1,517,722		1,264,409		2,095,692
Contract Services		1,051,267		1,610,715		1,610,715		1,106,799		895,195
Other		85,941		(52,094)		(52,094)		23,483		282,206
Maintenance Operations										
Supplies & Equipment		931,570		927,628		927,628		23,834		929,068
Building Repair		2,105,190		2,399,009		2,399,009		1,993,424		2,362,000
Contract Services		2,696,508		2,812,206		2,812,206		1,676,355		3,139,500
Fleet Management		765,311		540,801		540,801		522,736		665,412
Energy Management & Conservation										
Refuse and Recycle		0		0		1,045,000		1,089,060		1,045,000
Utilities										
Fire Hydrants		137,695		178,312		178,312		0		178,312
Electricity		7,952,686		8,741,785		8,741,785		4,427,054		8,686,165
Heating - oil		19,040		8,349		8,349		5,137		8,583
Heating - gas		5,181,212		4,824,847		4,824,847		2,596,166		5,307,332
Heating - other		1,733,489		48,038		48,038		24,794		49,383
Water and sewerage		891,584		1,154,585		1,154,585		510,070		1,258,498
Electricity (Facilities) Savings due to EMC		0		0		0		0		(400,000)
EQUAL Schools Program		0		0		0		0		100,000
School Operations and Maintenance Administration										
Supplies		678,447		485,573		485,573		555,351		514,174
Contract services		424,729		452,504		452,504		316,149		331,175
Other/Grants		264,038		569,321		569,321		58,821		66,629
Insurance (includes loss and vandalism)		2,296,311		2,305,000		2,305,000		2,996,174		2,372,000
Leases - Operating Component		406,386		113,877		113,877		192,934		501,120
Capital		603,460		0		0		93,782		0
Total Operations		\$30,112,294		\$28,638,178		\$29,683,178		\$19,476,532		\$30,387,444



Expenditures by Funding Source

SCHOOL FACILITIES

Facilities Renewal Plan

	2008-2009		2009-2010		2009-2010		2009-2010		2010-2011	
	Year-End Results		Approved Budget		Revised Budget		YTD At 31 March 2010		Approved Budget	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Facilities Renewal Plan										
Building Systems		2,215,600		1,363,000		1,363,000		1,836,843		3,035,000
Building Exterior		3,052,641		3,880,000		3,880,000		1,831,637		3,260,000
Building Interior		1,890,786		1,095,000		1,095,000		1,029,848		1,484,500
Site & Grounds		4,243,665		1,960,000		1,960,000		1,538,297		2,905,000
Other		0		1,025,248		1,025,248		0		1,025,502
Adjustment to Grant level		0		2,488,643		2,488,643		0		14,350
Energy Efficient Schools Funding		0		5,017,658		4,260,072		500,185		6,778,637
Energy Management		0		1,000,000		1,000,000		0		1,000,000
Total Facilities Renewal Plan	0.00	\$11,402,691	0.00	\$17,829,549	0.00	\$17,071,963	0.00	\$ 6,736,810	0.00	\$19,502,989
Total Facilities	712.00	\$81,218,506	718.00	\$87,249,606	720.00	\$87,607,020	720.00	\$49,297,855	730.24	\$91,921,597



Expenditures by Funding Source

CENTRAL ADMINISTRATION

Summary

	2008-2009		2009-2010		2009-2010		2009-2010		2010-2011	
	Year-End Results		Approved Budget		Revised Budget		YTD At 31 March 2010		Approved Budget	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Revenues										
Grants		16,254,905		16,637,409		16,637,409		See Forecast Section		16,626,091
Other Revenues		1,771,561		1,750,000		1,750,000				1,594,000
Total		\$ 18,026,466		\$ 18,387,409		\$ 18,387,409				\$ 18,220,091
Expenditures										
Salaries & Benefits	167.50	13,971,312	170.28	14,507,964	167.48	14,480,129	167.48	7,648,777	167.68	14,391,092
Operating		3,215,840		3,932,166		3,663,819		2,003,623		3,521,373
Total	167.50	\$ 17,187,151	170.28	\$ 18,440,131	167.48	\$ 18,143,948		\$ 9,652,400	167.68	\$ 17,912,466
Funding Surplus (Deficit)		\$ 839,315		(\$52,722)		\$ 243,461				\$ 307,625
Use of Reserves										
Reserves										600,000
Total Use of Reserves										\$ 600,000



Expenditures by Funding Source

CENTRAL ADMINISTRATION

Salaries & Benefits

	2008-2009		2009-2010		2009-2010		2009-2010		2010-2011	
	Year-End Results		Approved Budget		Revised Budget		YTD At 31 March 2010		Approved Budget	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Admissions & Enrolment	4.00	289,753	4.00	305,472	4.00	305,472	4.00	165,422	4.00	314,607
Board Services	6.00	482,544	6.00	520,845	6.00	520,845	6.00	274,012	6.00	546,289
Budget Services	5.50	513,684	6.00	521,935	6.00	521,935	6.00	302,083	6.00	550,549
Business and Learning Technologies	9.50	833,966	10.40	882,970	10.40	882,970	10.40	421,862	10.60	934,186
Communications	9.70	726,045	9.70	749,974	9.70	749,974	9.70	470,514	9.70	778,108
Corporate Records / Document Production / Mail & Courier Service	2.40	128,926	2.40	162,542	2.40	162,542	2.40	76,465	2.40	168,700
Custodial Services, Trades & Maintenance	6.00	551,624	6.38	348,141	6.38	348,141	6.38	292,693	6.38	355,730
Director's Office	3.50	446,924	3.50	476,204	3.50	476,204	4.00	270,331	4.00	520,867
Equity & Diversity Co-ordinator (20% Share of Salary & Benefits)	0.20	14,941	0.20	21,100	0.20	21,100	0.20	11,573	0.20	26,395
Financial Reporting/School Support	15.00	962,650	15.00	1,201,764	15.00	1,201,764	15.00	549,780	15.00	1,213,851
Labour Relations	4.00	428,996	4.00	402,859	4.00	402,859	4.00	222,689	4.00	421,490
Legal Advisor (Salary included in operations)	1.50	11,130	1.50	246,463	1.50	27,809	1.00	0	1.00	0
Occupational Health, Safety and WSIB	0.70	99,138	0.70	65,684	0.80	69,970	0.80	31,781	0.80	74,225
Payroll	12.00	805,291	12.00	788,500	12.00	788,500	12.00	459,132	12.00	808,952
Physical Planning	9.00	821,965	10.00	923,752	10.00	923,752	10.00	425,772	10.00	942,607
Purchasing	9.50	740,542	9.50	764,064	9.50	764,064	9.50	417,053	9.50	795,209
Staffing, H.R.I.S., Employee Wellness	33.00	2,559,221	33.00	2,609,280	30.10	2,796,251	30.10	1,347,551	30.10	2,573,488
Superintendents and Administrative Assistants	24.00	3,352,108	24.00	3,291,643	24.00	3,291,205	24.00	1,798,029	24.00	3,134,328
Trustees	12.00	201,865	12.00	224,769	12.00	224,769	12.00	112,035	12.00	231,512
Total Salaries & Benefits	167.50	\$ 13,971,312	170.28	\$ 14,507,964	167.48	\$14,480,129	167.48	\$ 7,648,777	167.68	\$ 14,391,092



Expenditures by Funding Source

CENTRAL ADMINISTRATION

Operations

	2008-2009		2009-2010		2009-2010		2009-2010		2010-2011	
	Year-End Results		Approved Budget		Revised Budget		YTD At 31 March 2010		Approved Budget	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Admissions & Enrolment		13,454		12,261		12,261		7,001		12,261
Audit Fees		80,927		125,000		125,000		0		125,000
Board Services		81,134		107,698		107,698		55,442		107,698
Budget Services		8,083		14,600		14,600		8,405		14,600
Business and Learning Technologies		187,526		1,174,253		647,741		100,706		517,556
Communications		229,774		171,222		171,222		68,769		226,221
Corporate Records / Document Production / Mail & Courier Service		108,462		144,080		144,080		64,064		139,080
Custodial, Trades & Maintenance (YTD includes \$67,988 for Facilities Software)		83,399		0		0		76,754		0
Financial Reporting/School Support (Includes new Reporting Entity Requirements)		55,766		52,800		52,800		16,878		22,100
Labour Relations (Legal and Arbitration Fees)		225,083		86,853		86,853		93,345		86,853
Legal Fees		429,132		352,578		571,231		280,665		592,616
Occupational Health, Safety and WSIB		98,278		86,711		86,711		104,039		86,711
Payroll		18,594		20,700		20,700		10,965		20,700
Physical Planning		116,158		134,452		134,452		78,178		134,452
Director's Office		196,749		358,654		358,654		87,166		378,654
Professional Membership Fees		164,525		145,860		145,860		128,238		145,860
Purchasing		33,719		24,869		24,869		16,407		24,869
Staffing, H.R.I.S., Employee Wellness		79,229		(23,871)		57,387		41,398		21,412
Superintendents and Administrative Assistants		275,522		298,861		257,114		273,741		173,741
Other Programs Charged to Central Administration		281,144		0		0		282,230		0
Workplace Diversity Initiative		115,620		50,000		50,000		72,703		50,000
Interest Expense for Central Administration		110,446		150,000		150,000		38,513		150,000
Audit Committee		0		0		0		0		50,000
Central Administration Renovations		0		0		0		56,099		0
Trustees		151,120		190,963		190,963		0		169,963
Utilities (Expenses for Electrical Charged to Facilities - to be corrected in 2009-2010)		71,997		253,623		253,623		41,917		271,026
Total Operations		\$ 3,215,840		\$ 3,932,166		\$ 3,663,819		\$ 2,003,623		\$ 3,521,373
Total Central Administration	167.50	\$17,187,151	170.28	\$18,440,131	167.48	\$18,143,948	167.48	\$ 9,652,400	167.68	\$17,912,466



Expenditures by Funding Source

DEBENTURES AND TRANSFER TO CAPITAL RESERVES

Summary

	2008-2009		2009-2010		2009-2010		2009-2010		2010-2011	
	Year-End Results		Approved Budget		Revised Budget		YTD At 31 March 2010		Approved Budget	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Revenues										
Grants		11,075,357		11,117,261		11,117,261		See Forecast Section		6,996,094
Pre-Amalgamation Debt		2,523,115		2,523,115		2,523,115				2,523,115
Other Revenues		402,181		0		0				0
Total		\$ 14,000,653		\$ 13,640,376		\$ 13,640,376				\$ 9,519,209
Expenditures										
Debentures & Transfers to Capital Reserve		13,268,002		11,117,261		11,117,261		5,797,789		6,996,094
Pre-Amalgamation Debt		2,523,115		2,523,115		2,523,115		24,576		2,523,115
Total		\$ 15,791,117		\$ 13,640,376		\$ 13,640,376		\$ 5,822,365		\$ 9,519,209
Funding Surplus (Deficit)		\$ (1,790,464)		\$ -		\$ -				\$ -

Forecast is done for the section in total. No line by line total is made.

Effective 2010-2011, in accordance with Public Sector Accounting Board Standards the Principal portion of Long-Term Debt funding will no longer be shown as Revenue.



Net Enveloping

2010-2011 PROJECTION

In \$Millions

	Projected Expenses	On Going Grants	Non Grant Revenues	Total Revenue	Net On Going	Use of Reserves	Net Funding
Instruction	567.0	538.4	21.1	559.5	(7.5)	5.8	(1.7)
Continuing Education	9.6	3.9	5.7	9.6	0.0	0.0	0.0
Transportation	35.2	33.5	0.2	33.7	(1.5)	0.0	(1.5)
School Facilities	91.9	82.6	11.5	94.1	2.2	0.0	2.2
Central Administration	17.9	16.6	1.6	18.2	0.3	0.6	0.9
Debt & Transfers to Capital Reserves	9.5	9.5	0.0	9.5	0.0	0.0	0.0
Total in \$Millions	\$731.1	\$684.6	\$40.2	\$724.7	(\$6.4)	\$6.4	(\$0.0)



Impact Statements

- Board Approved Decisions on 22 March 2010 (Summary & Detail)
- Recommended Reductions Approved on 22 June 2010 (Summary & Detail)
- Recommended Budget Changes Approved on 22 June 2010
- Changes to Recommended Budget Approved by Board on 22 June 2010



Board Approved Decisions on 22 March 2010 by Envelope

Approved Reduction	Reference	Total		Approved for 2010-2011		Approved for 2011-2012 (Use of Reserves)	
		FTE	Amount \$	FTE	Amount \$	FTE	Amount \$
Instruction:							
Curriculum Services - Reduction in Instructional Coaches (Elementary)	A	4.0	\$400,000	2.0	\$200,000	2.0	\$200,000
Curriculum Services - Reduction in Instructional Coaches (Secondary)	A	1.0	\$100,000	1.0	\$100,000		
Reduction in Special Education Learning Centre Teachers - General Instruction	B	11.0	\$1,100,000	6.0	\$600,000	5.0	\$500,000
Sub-total:		16.0	\$1,600,000	9.0	\$900,000	7.0	\$700,000
Instruction (Regular Day School):							
Elementary Teachers - Needs Allocation	C	6.0	\$600,000	6.0	\$600,000		
Secondary Pathways Programs	D	2.3	\$210,000	2.3	\$210,000		
Reduction of English as Second Language Teachers (Elementary) ¹	E	7.0	\$630,000	3.0	\$270,000	4.0	\$360,000
Reduction of English as Second Language Teachers (Secondary) ¹	E	1.0	\$90,000		\$0	1.0	\$90,000
Safe Schools- Elementary Teacher Positions	F	1.0	\$86,668	1.0	\$86,668		
Sub-total:		17.3	\$1,616,668	12.3	\$1,166,668	5.0	\$450,000
Total Reductions in Academic Staffing (Instruction)		33.3	\$3,216,668	21.3	\$2,066,668	12.0	\$1,150,000
Transportation:							
Changes in Start Times	G	0.0	\$206,000	0.0	\$206,000		-
Grand total		33.3	\$3,422,668	21.3	\$2,272,668	12.0	\$1,150,000

Instruction (Special Education)							
Learning Support Teachers	H	12.0	\$1,200,000	6.0	\$600,000	6.0	\$600,000
Total Reductions in Academic Staffing (Special Education)		12.0	\$1,200,000	6.0	\$600,000	6.0	\$600,000

Increase in Revenues	Reference	Total		Approved for 2010-2011		Approved for 2011-2012 (Use of Reserves)	
		FTE	Amount \$	FTE	Amount \$	FTE	Amount \$
Facilities:							
Revenue from Solar Power	I		\$250,000		\$250,000		-
Community Use of Schools Revenue	J		\$90,000		\$90,000		-
Total		0.0	\$340,000		\$340,000		\$0

¹ Revised in 22 June 2010 Budget Decision



Impact Statements – Approved Changes

Title of approved change:	Approved Changes:	FTE	Reference:	A						
Curriculum Services - Reduction of 5.0 FTE Instructional Coaches	<table border="1"><tr><td>2010-2011:</td><td>\$300,000</td><td>3.0</td></tr><tr><td>2011-2012:</td><td>\$200,000</td><td>2.0</td></tr></table>	2010-2011:	\$300,000	3.0	2011-2012:	\$200,000	2.0			
2010-2011:	\$300,000	3.0								
2011-2012:	\$200,000	2.0								
Summary of change:										
Reduction of 5.0 FTE Instructional Coaches										
Background and current state:										
Curriculum Services currently has 27.0 Elementary Instructional Coaches and 9.0 Secondary Instructional Coaches (unfunded). All positions are discretionary. Under the direction of the system principals, Instructional Coaches have been instrumental in working with teachers and principals to improve instructional practices in classrooms throughout the OCDSB. Improvements in provincial student achievement data for grades 3 and 6 over the past four years that coincides with the current instructional coach model in elementary schools attests to the strength of the model. This year, the Secondary Instructional Coaches have also moved to a model of school-embedded support and direct support to department head councils.										
Description of approved change:										
Curriculum Services management will review current Ministry initiatives and District initiatives to determine where the reductions will be made. At this point, based on the ratio of elementary and secondary students, it would appear that there will be a reduction of 4.0 Elementary Instructional Coaches and 1.0 Secondary Instructional Coach on full implementation.										



Impact Statements – Approved Changes

Title of approved change:

Curriculum Services - Reduction of 5.0 FTE Instructional Coaches

Approved Changes:

		FTE
2010-2011:	\$300,000	3.0
2011-2012:	\$200,000	2.0

Reference:

A

Impact including correlation with strategic plan, corporate goals or other cross functional initiative (such as DRIVE):

At first glance, this reduction could appear to be contrary to the Board's Strategic Plan (LEARNING) and the Board's Improvement Plan (K-12). Currently, there are not enough Elementary Instructional Coaches to provide service to all elementary schools. Approximately, 35 schools will not have access to coach support. The reduction of 4.0 Elementary Coaches will mean that twelve more schools will not get service next year. Similarly at secondary, eight secondary schools have been identified this year for differentiated support. The reduction of a Secondary Coach will result in fewer secondary schools receiving direct service. Nonetheless, system principals will continue to efficiently manage the deployment of the remaining Instructional Coaches to schools to ensure the maximum impact on instructional practices in classrooms.

Benefit of approved change:

There is no benefit to a reduction in the number of Instructional Coaches, other than the OCDSB operating within ongoing Ministry funding. However, schools will continue to support professional learning communities in spite of less access to central resources.

Potential challenges of implementation:

Fewer schools will have access to support from Instructional Coaches. The Ministry has recently increased the number of initiatives requiring Instructional Coach support as well as the accountability measures related to these initiatives. The remaining coaches will be deployed across the various initiatives. Research is strongly supportive of a move to school-embedded professional learning. This model will be more challenging with fewer Instructional Coaches.

Questions on background information:

Jennifer Adams

budget@ocdsb.ca

Contact Name

E-Mail

Budget Input:

budget@ocdsb.ca



Impact Statements – Approved Changes

Title of approved change:

Reduction of 11.0 Learning Centre Teachers (now called Learning Resource Teacher - LRT) - General Instruction

Approved Changes:

		FTE
2010-2011:	\$600,000	6.0
2011-2012:	\$500,000	5.0

Reference:

B

Summary of change:

Reduction of 11.0 Learning Resource Teachers (LRT) from 134.5 elementary to 123.5 Learning Resource Teachers (LRT) in the district.

Background and current state:

As part of the PriceWaterhouseCoopers report the level of Special Education staff in the Ottawa-Carleton District School Board was compared to other boards, with the Ottawa-Carleton District School Board having 6.3 FTE per 1,000 ADE more Special Education elementary teachers than comparator boards at 3.4 FTE per 1,000 ADE. This recommendation is part of the budget process to address the concerns expressed in the PriceWaterhouseCoopers report. This reduction represents the 10% of the Special Education budget funded by the Instructional Envelope.

Description of approved change:

Currently, our board has 134.5 Learning Resource Teachers (LRT) and would reduce this support staff by 11.0 across 125 schools.



Impact Statements – Approved Changes

Title of approved change:	Approved Changes:	FTE	Reference:	B						
Reduction of 11.0 Learning Centre Teachers (now called Learning Resource Teacher - LRT) - General Instruction	<table border="1"><tr><td>2010-2011:</td><td>\$600,000</td><td>6.0</td></tr><tr><td>2011-2012:</td><td>\$500,000</td><td>5.0</td></tr></table>	2010-2011:	\$600,000	6.0	2011-2012:	\$500,000	5.0			
2010-2011:	\$600,000	6.0								
2011-2012:	\$500,000	5.0								
Impact including correlation with strategic plan, corporate goals or other cross functional initiative (such as DRIVE):										
Learning Resource Teachers (LRT) work in classrooms with teachers and students. They provide support for all students and particularly those students needing additional intervention. Removal of support staff has the potential to impact student achievement, inclusion, the use of assistive technology, and professional learning communities within our schools.										
Benefit of approved change:										
This reduction of support staff would assist in the reduction of the over expenditure in the Instruction Envelope.										
Potential challenges of implementation:										
Given that this area was identified in the PriceWaterhouseCoopers report, staff has included the recommendations from the report.										
Questions on background information:	Dawn Paxton	budget@ocdsb.ca								
	Contact Name	E-Mail								
Budget Input:	budget@ocdsb.ca									



Impact Statements – Approved Changes

Title of approved change:	Approved Changes:	FTE	Reference:						
Elementary Teachers - Needs Allocation	<table border="1"><tr><td>2010-2011:</td><td>\$600,000</td><td>6.0</td></tr><tr><td>2011-2012:</td><td>\$0</td><td>0.0</td></tr></table>	2010-2011:	\$600,000	6.0	2011-2012:	\$0	0.0		C
2010-2011:	\$600,000	6.0							
2011-2012:	\$0	0.0							
Summary of change:									
Reduction in the number of elementary teachers allocated to address various system/school needs by 6.0 Full Time Equivalent (FTE).									
Background and current state:									
<p>As part of the elementary teacher staffing allocation approved each year, there are currently 36.0 FTE positions allocated as 'needs'. These positions are assigned, normally in fractional amounts by Human Resources (subject to approval by the joint staffing committee and DEC), to address a variety of issues across elementary schools. For 2009-2010, the 36.0 FTE 'needs' were allocated as follows: approximately 14.0 FTE positions to meet the contractual preparation time requirements; approximately 8.0 FTE positions to intermediate schools to provide specialty programs (e.g. music, design and technology); approximately 4.0 FTE positions to address other program issues (e.g. adding a small allocation for Early French Immersion (EFI) 1/2 splits or Middle French Immersion (MFI) 3/4 splits to address the different amount of English instruction) and approximately 10.0 FTE to minimize disruption, avoid reorganizations, and avoid declaring teachers partially surplus to a school (e.g. declaring a full-time teacher 0.25 surplus to a school).</p> <p>This is a fairly typical distribution of how needs are allocated. In 2007-2008, a decision was made to eliminate the 49.0 primary/junior and intermediate overlay positions, and the needs allocation was increased by 9.0 FTE to assist with potential implementation issues.</p>									
Description of approved change:									
The approved change would result in a reduction in the needs allocation from 36.0 FTE to approximately 30.0 FTE. Priority for allocating the remaining 30.0 FTE will be given to preparation time requirements and to support intermediate specialty programs.									



Impact Statements – Approved Changes

Title of approved change:	Approved Changes:	FTE	Reference:						
Elementary Teachers - Needs Allocation	<table border="1"><tr><td>2010-2011:</td><td>\$600,000</td><td>6.0</td></tr><tr><td>2011-2012:</td><td>\$0</td><td>0.0</td></tr></table>	2010-2011:	\$600,000	6.0	2011-2012:	\$0	0.0		C
2010-2011:	\$600,000	6.0							
2011-2012:	\$0	0.0							

Impact including correlation with strategic plan, corporate goals or other cross functional initiative (such as DRIVE):
A reduction of 6.0 FTE teachers in elementary schools will have some impact on students and schools, as well as increase the complexity of the elementary staffing process. The remaining 'needs' allocation will be used, as priorities, to meet preparation time requirements and support intermediate specialty programs. Schools with EFI grade 1/2 or MFI 3/4 splits to meet primary class size requirements may need to address the different amounts of English instruction from within their existing staffing allocation. There may be a greater number of teachers declared partially surplus to a school, resulting in more teachers being split between schools. In terms of September reorganizations, there may be less flexibility to minimize disruption through the allocation of additional 'needs' staffing.

Benefit of approved change:
The approved change would result in a savings of \$600,000.

Potential challenges of implementation:
The reduction of 6.0 FTE from the needs allocation will make staffing the district's 118 elementary schools slightly more challenging and complex. As indicated above, some of the challenges of implementation will arise in situations where needs have been previously used to address the EFI 1/2 splits and MFI 3/4 splits and to avoid declaring a teacher partially surplus to a school. With different start times, different delivery models (e.g. balanced day and regular), it can be difficult to find workable assignments between schools. In terms of the fall staffing process, there will be less capacity to minimize disruption and more schools may be required to reorganize in the fall to address staffing imbalances and to meet class size requirements across the district.

Questions on background information:	Janice McCoy	budget@ocdsb.ca
	Contact Name	E-Mail

Budget Input:	budget@ocdsb.ca
----------------------	--



Impact Statements – Approved Changes

Title of approved change:

Secondary Pathways Programs

Approved Changes:**FTE****Reference:**

D

2010-2011:	\$210,000	2.3
2011-2012:	\$0	0.0

Summary of change:

Reduction of 2.33 Full Time Equivalent (FTE) secondary teachers through the elimination of the overlay positions for the Pathways Programs

Background and current state:

As part of the secondary teacher staffing allocation approved by Board, there are 2.33 FTE teachers allocated to support Pathways to the Future programs currently offered at Adult (1.0 FTE), Ridgemont (1.0 FTE), and West Carleton (0.33 FTE). These programs were implemented several years ago with specific Ministry funding as part of the Lighthouse Project, but have been continued using Board funded overlays since 2007-2008, when Ministry funding was ended. The programs, unlike other focus programs, do not tend to attract students from other schools or other parts of the district. The programs are targeted to 'at risk' students within the respective schools where they are situated.

Description of approved change:

The reduction of 2.33 FTE overlay positions currently used to staff the Pathways Program at 3 sites would result in an overall reduction of 2.33 FTE secondary teachers. Without the overlay positions, staffing for the programs, if they continue, would need to come from the respective schools' basic classroom allocation.



Impact Statements – Approved Changes

Title of approved change:	Approved Changes:	FTE	Reference:						
Secondary Pathways Programs	<table border="1"><tr><td>2010-2011:</td><td>\$210,000</td><td>2.3</td></tr><tr><td>2011-2012:</td><td>\$0</td><td>0.0</td></tr></table>	2010-2011:	\$210,000	2.3	2011-2012:	\$0	0.0		D
2010-2011:	\$210,000	2.3							
2011-2012:	\$0	0.0							

Impact including correlation with strategic plan, corporate goals or other cross functional initiative (such as DRIVE):
Without the overlay staffing, it is unlikely that the programs would continue to run, as the individual schools could not afford to allocate the staff needed to support the program from their classroom allocations. The secondary staffing allocations are currently sufficiently tight that it would not be possible to continue to run these programs in a school without impacting on courses offered in other areas, particularly given the 'rich' staffing ratios relative to the small enrolment associated with the Pathways programs. The Pathways Programs typically serve 'at risk' students who need or are looking for an alternate program that allows them to combine a relatively high ratio of cooperative education placements with other course work. These programs were developed prior to the introduction of the student success teachers and more focused efforts related to student success that are now in place in our secondary schools. The needs of the students currently enrolled in the Pathways Programs will continue to be met through other programs available in their schools.

Benefit of approved change:
The reduction of 2.33 FTE overlay positions will result in a savings of \$210,000.

Potential challenges of implementation:
The potential challenges associated with implementation will be the loss of the Pathways Programs in the 3 sites where it is currently offered. Given that the students enrolled in these programs tend to be 'at risk' students, care will need to be taken to ensure that their needs can be appropriately met through other programs at the school.

Questions on background information:	Janice McCoy	budget@ocdsb.ca
	Contact Name	E-Mail

Budget Input:	budget@ocdsb.ca
----------------------	--



Impact Statements – Approved Changes

Title of approved change:

English as a Second Language (ESL) - Reduction of 8.0 FTE ESL Teachers

Approved Changes:

2010-2011:	\$270,000 *	3.0
2011-2012:	\$450,000	5.0

FTE**Reference:**

E

Summary of change:

The reduction would result in 7.0 FTE fewer elementary ESL teachers in schools and the elimination of the Central Orientation Class at Adult High School (1.0 FTE secondary ESL teacher)

Background and current state:

According to the OCDSB's 2009-2010 approved budget, the ESL funding envelope was overspent by \$1,128,432. The OCDSB spends approximately \$9.8 million to provide programs and services to English Language Learners. A portion of this is the vast majority of expenditure goes toward elementary (83.25) ESL teachers and secondary (18.5) ESL teachers. According to the PriceWaterhouseCoopers report and based on an analysis of external Ministry of Education data, the OCDSB has an additional 0.7 FTE elementary ESL teacher/ 1000 ADE compared with the peer group of school boards. Based on the 2009-2010 elementary enrolment, this equals approximately 29 additional ESL teachers compared to comparator boards. For the past 18 months, the OCDSB has undertaken a staff-led program review for ESL programs and services. There will be a need to modify the program delivery model to align with the new provincial policy for ESL, to continue to implement required changes, and to do this with less ESL staff.

Description of approved change:

The reduction of 7.0 elementary ESL teachers will coincide with a modification to the program delivery model for ESL in elementary schools. To ensure that English Language Learners receive the required support, it is suggested that some of the elementary ESL positions will become centralized at the superintendency level. This change in delivery model will allow for the flexibility to assign staff to schools on a needs basis. This will allow all elementary schools to be served rather than the status quo of just over half of the elementary schools with ESL staff. A central assignment will facilitate the development of a professional learning community for ESL teachers as coverage will not be required. The elementary reduction will be implemented by changing the staffing model. Currently, elementary schools receive ESL staff based on the number of ELLs from kindergarten to grade 8. The Ministry document Supporting English Language Learners in Kindergarten (2007), recommends that districts do not identify students requiring ESL services until the end of kindergarten.

* Board Reversed 2010-2011 Reduction on 22 June 2010



Impact Statements – Approved Changes

Title of approved change:	Approved Changes:	FTE	Reference:								
English as a Second Language (ESL) - Reduction of 8.0 FTE ESL Teachers	<table border="1"><tr><td>2010-2011:</td><td>\$270,000</td><td>*</td><td>3.0</td></tr><tr><td>2011-2012:</td><td>\$450,000</td><td></td><td>5.0</td></tr></table>	2010-2011:	\$270,000	*	3.0	2011-2012:	\$450,000		5.0		E
2010-2011:	\$270,000	*	3.0								
2011-2012:	\$450,000		5.0								

Impact including correlation with strategic plan, corporate goals or other cross functional initiative (such as DRIVE):
At first glance, this reduction could appear to be contrary to the Board's Strategic Plan (LEARNING) and the Board's Improvement Plan (K-12). However, the approved reduction of 8.0 ESL teachers will take place after a two-year period of program monitoring. Throughout this time, a gap analysis was undertaken of the current OCDSB delivery model with the new provincial policy. Four focus areas were established - the identification of English Language Learners (ELLs), the tracking of ELLs, a protocol for providing services to ELLs with special needs, and ELLs with limited prior schooling. Four elementary ESL Instructional Coach positions were added to lead this work and to provide direct service in schools with and without ESL staff. Tools and resources have been developed to assist in the identification, tracking and provision of special education services (when required) to ELLs. The secondary ELD programs (Woodroffe HS and Rideau HS) have been refurbished and an ELD program for students in grades 7 and 8 has been established at Hawthorne Public School. The next step in the process will be to alter the delivery model (partial centralization to the superintendency level) to ensure that all ELLs have access to some supports and services.

Benefit of approved change:
There is no benefit to reducing the number of staff available to deliver a program other than the OCDSB being able to operate within the Ministry's ongoing funding. However, the change in delivery model will ensure that all remaining staff are fully used to support English Language Learners in the OCDSB.

Potential challenges of implementation:
The changes will require staff to work closely with the elementary teachers' union. Elementary schools will lose staff who have been used for a variety of purposes at the school level. A superintendency model for delivery of services will require some central management of resources. The loss of the Central Orientation Class will result in loss of service to this group of learners. Staff will investigate to see if there are other community partners or associations who are willing to support these adult students.

Questions on background information:	Jennifer Adams	budget@ocdsb.ca
	Contact Name	E-Mail

Budget Input:	budget@ocdsb.ca
----------------------	--

* Board Reversed 2010-2011 Reduction on 22 June 2010



Impact Statements – Approved Changes

Title of approved change:	Approved Changes:	FTE	Reference:	F
Safe and Caring Schools Teaching Positions	2010-2011:	\$86,668	1.0	
	2011-2012:	\$0	0.0	
Summary of change:				
Reduce 1.0 Full Time Equivalent (FTE) Elementary Teachers in the Safe and Caring Department				
Background and current state:				
In 2009-2010, 1.0 FTE elementary teacher was added to the Student Success Centre to support the academic needs of junior/intermediate students in on long term suspension or expulsions, as well as providing short term progressive intervention support at the Student Success Centre for students having difficulty in the regular school.				
Description of approved change:				
Eliminating the 1.0 FTE elementary position in the Safe and Caring Department will require a re-alignment of the expulsions and long term suspension program. The program will be incorporated into one of the alternate sites. Remaining staff will be re-assigned to Richard Pfaff and a 7-12 program will be delivered at that site.				



Impact Statements – Approved Changes

Title of approved change:	Approved Changes:	FTE	Reference:	F
Safe and Caring Schools Teaching Positions	2010-2011:	\$86,668	1.0	
	2011-2012:	\$0	0.0	
Impact including correlation with strategic plan, corporate goals or other cross functional initiative (such as DRIVE):				
With the fragmentation of what currently falls under the Safe and Caring Schools Department, the focus of some of the ministry mandated initiatives may get lost. The intent of adding the progressive intervention program in 2009-2010 was to reduce suspension rates while maintaining academic support thus improving student achievement rates. With one site taking on long term suspension and expulsions for students from 7-12, the ability to be proactive and provide intervention and preventative strategies becomes less, thus potentially reducing student engagement and decreasing student achievement results.				
Benefit of approved change:				
Reduce costs by \$86,668 Reduce duplication of service.				
Potential challenges of implementation:				
The number of students who gain access to the program may be reduced due to the reduction in staff, potentially increasing the wait list for entry into the program and will impact on the program delivery as it currently exists.				
Questions on background information:	Walter Piovesan	budget@ocdsb.ca		
	Contact Name	E-Mail		
Budget Input:	budget@ocdsb.ca			



Impact Statements – Approved Changes

Title of approved change:

Reduction in Transportation expenditures

Approved Changes:

		FTE
2010-2011:	\$206,000	0.0
2011-2012:	\$0	0.0

Reference:

G

Summary of change:

Earlier this year the OCDSB approved changes in school start times in the Barrhaven community which will allow for increased integration of busing with the co-terminous board.

Background and current state:

Across the district, transportation staff endeavour to maximize the use of contracted vehicles. The change in start times will allow the OCDSB to make use of a number of vehicles currently serving schools of the other Board.

Description of approved change:

Staff anticipate that the OCDSB share of savings, due to the time changes, will be on the order of \$206,000. Savings due to time changes do not result in a reduction of the level of service or number of students transported.



Impact Statements – Approved Changes

Title of approved change:	Approved Changes:	FTE	Reference:	G
Reduction in Transportation expenditures	2010-2011:	\$206,000	0.0	
	2011-2012:	\$0	0.0	
Impact including correlation with strategic plan, corporate goals or other cross functional initiative (such as DRIVE):				
Members of the Barrhaven community have expressed their serious concerns about the impact the changes will have on them. They have described the challenges they will face in having to make alternate arrangements for care prior to school, or in their work schedules. While these difficulties are real, making the decision in early 2010 has provided additional time for parents to look at these alternate arrangements.				
Benefit of approved change:				
Reduction in Transportation expenditures will reduce the amount of reductions otherwise required within the instructional envelope.				
Potential challenges of implementation:				
The Ministry has indicated that it will only provide additional funding to boards based on their existing overspending of the envelope. In the event that an E&E review identified the consortium with a high rating, the OCDSB would not receive any new money, if already spending within envelope. It should also be noted that where the co-terminous boards do not make similar reductions in entitlements, a reduction in the OCDSB's enrolment can be anticipated. The loss of GSN would more than offset transportation savings.				
Questions on background information:	Michael Carson	budget@ocdsb.ca		
	Contact Name	E-Mail		
Budget Input:	budget@ocdsb.ca			



Impact Statements – Approved Changes

Title of approved change:	Approved Changes:	FTE	Reference:	H						
Secondary Learning Support Teachers	<table border="1"><tr><td>2010-2011:</td><td>\$600,000</td><td>6.0</td></tr><tr><td>2011-2012:</td><td>\$600,000</td><td>6.0</td></tr></table>	2010-2011:	\$600,000	6.0	2011-2012:	\$600,000	6.0			
2010-2011:	\$600,000	6.0								
2011-2012:	\$600,000	6.0								
Summary of change:										
Remove 12.0 non-contractual Secondary Learning Support Teachers										
Background and current state:										
<p>Currently, there are 12.0 non-contractual Learning Support Teachers at the secondary level. Over the past few years, staff have been added to our secondary schools, including Student Success Teachers, Urban Priorities Staff, and Drug Counselors. Staff have also increased the number of Child Youth Worker placements in our schools. Schools also have M.L.O's, Outreach Workers, Itinerant Education Assistant's and Educational Assistant's to support students. Changes in the delivery of curriculum have included a tiered approach, differentiated instruction, intervention strategies, and anti-gang strategies. These changes have built staff capacity, and allowed for more flexibility so that less student support is needed in one area because the student support is provided through another channel. In addition, the PriceWaterhouseCoopers report indicated that the OCDSB provides 1.7 F.T.E. per 1,000 secondary ADE as compared to the comparator boards of 1.3 F.T.E. per 1,000 secondary ADE which indicates that we provide more staff than comparator boards, and this is not contractual.</p>										
Description of approved change:										
<p>The total number of Learning Support Teachers at secondary schools is 42.5. The proposed change would reduce this number to 30.5, with each school retaining the base of 1.33 Learning Support Teacher. Some schools will have more than 1.33 to address the needs of their student population. The additional supports noted above would continue to provide students with support.</p>										



Impact Statements – Approved Changes

Title of approved change:	Approved Changes:	FTE	Reference:	H						
Secondary Learning Support Teachers	<table border="1"><tr><td>2010-2011:</td><td>\$600,000</td><td>6.0</td></tr><tr><td>2011-2012:</td><td>\$600,000</td><td>6.0</td></tr></table>	2010-2011:	\$600,000	6.0	2011-2012:	\$600,000	6.0			
2010-2011:	\$600,000	6.0								
2011-2012:	\$600,000	6.0								
Impact including correlation with strategic plan, corporate goals or other cross functional initiative (such as DRIVE):										
This reduction would not impact the strategic plan, other corporate goals or cross functional initiatives. This reduction of staff is in keeping with the PriceWaterhouseCoopers report on comparison with other boards, in terms of special education staff. The report states "The analysis of data available in external Ministry of Education data demonstrates that OCDSB allocates more classroom teachers for special education programs and additional support per 1,000 ADE, than comparable school boards." (pg. 52)										
Benefit of approved change:										
The additional support can continue to directly be applied to students requiring special education programs and services. This is in keeping with the approach that formal identification of student needs through an IPRC is not necessary for services to be received. Many schools are already redeploying staff to "Mini-Alternate" options.										
Potential challenges of implementation:										
Changes in special education have been met with resistance from a variety of stakeholders. Schools would need to redistribute student support within the school, and change their model of delivery in their services to students. With such a small reduction in staff, and with the additional supports cited, the challenges would be minimized. As with any change, staff will manage and achieve the proposed change with careful implementation.										
Questions on background information:	Dawn Paxton		budget@ocdsb.ca							
	Contact Name		E-Mail							
Budget Input:	budget@ocdsb.ca									



Impact Statements – Approved Changes

Title of approved change:	Approved Changes:	FTE	Reference:						
Revenue from Solar Power	<table border="1"><tr><td>2010-2011:</td><td>\$250,000</td><td>0.0</td></tr><tr><td>2011-2012:</td><td>\$0</td><td>0.0</td></tr></table>	2010-2011:	\$250,000	0.0	2011-2012:	\$0	0.0		I
2010-2011:	\$250,000	0.0							
2011-2012:	\$0	0.0							
Summary of change: <p>Staff are in the process of identifying partners that would allow the OCDSB to participate in the Ontario Power Authority's (OPA) Feed in Tariff Program. In this case the Board would receive revenue for the "rental" of its roof spaces. In addition, we are proceeding with a number of Micro-Fit Programs which will be owned and operated by the OCDSB. The capital cost will be significantly reduced by Energy Efficiency Grants for which, conditional approval has been obtained.</p>									
Background and current state: <p>Since the summer of 2009, staff have been investigating the proposed program to purchase solar energy. The OPA has announced a guaranteed price of between 75 and 85 cents per kilowatt (kwh) (compared to current residential rates of 7 to 10 cents per kwh). This price has attracted a number of firms interested in obtaining roof space to commit to these projects. In addition staff will be proposing that the OCDSB carry out some smaller projects directly. A report and recommendations on this topic was approved by Board in January 2010.</p>									
Description of approved change: <p>Producers will "lease" space on school rooftops for a 20 year period. The OCDSB will receive an annual payment based on the amount of kwh being generated from rooftop solar panels and sold back to OPA. For projects owned and operated directly by the Board, financing will need to be obtained to support initial construction and operation.</p>									



Impact Statements – Approved Changes

Title of approved change:	Approved Changes:	FTE	Reference:						
Revenue from Solar Power	<table border="1"><tr><td>2010-2011:</td><td>\$250,000</td><td>0.0</td></tr><tr><td>2011-2012:</td><td>\$0</td><td>0.0</td></tr></table>	2010-2011:	\$250,000	0.0	2011-2012:	\$0	0.0		I
2010-2011:	\$250,000	0.0							
2011-2012:	\$0	0.0							
Impact including correlation with strategic plan, corporate goals or other cross functional initiative (such as DRIVE):									
An increase in this type of revenue is in alignment with the corporate goals of improved resource allocation, community.									
Benefit of approved change:									
Revenue generated from solar power will reduce the amount of reductions otherwise required within the instructional envelope.									
Potential challenges of implementation:									
The OPA will be allocating contracts among a number of bidders across the province. It is possible that the OCDSB allocation could be reduced. There are also a number of engineering and city zoning and building issues which will need to be addressed.									
Questions on background information:	Michael Carson	budget@ocdsb.ca							
	Contact Name	E-Mail							
Budget Input:	budget@ocdsb.ca								



Impact Statements – Approved Changes

Title of approved change:	Approved Changes:	FTE	Reference:						
Community use of Schools	<table border="1"><tr><td>2010-2011:</td><td>\$90,000</td><td>0.0</td></tr><tr><td>2011-2012:</td><td>\$0</td><td>0.0</td></tr></table>	2010-2011:	\$90,000	0.0	2011-2012:	\$0	0.0		J
2010-2011:	\$90,000	0.0							
2011-2012:	\$0	0.0							
Summary of change:									
An across the board increase of 3% will be levied on existing rates.									
Background and current state:									
The Board has annually increased lease rates applicable to its tenants. However, there have not been increases in permit rates, other than for sports fields, in recent years in response to the additional funding provided by the Ministry to improve access to schools.									
Description of approved change:									
An across the board increase of at least 3% will be applied when setting new rates for users of OCDSB space.									



Impact Statements – Approved Changes

Title of approved change:	Approved Changes:	FTE	Reference:						
Community use of Schools	<table border="1"><tr><td>2010-2011:</td><td>\$90,000</td><td>0.0</td></tr><tr><td>2011-2012:</td><td>\$0</td><td>0.0</td></tr></table>	2010-2011:	\$90,000	0.0	2011-2012:	\$0	0.0		J
2010-2011:	\$90,000	0.0							
2011-2012:	\$0	0.0							

Impact including correlation with strategic plan, corporate goals or other cross functional initiative (such as DRIVE):
The increase should be manageable by organizations using space in OCDSB schools. It is hoped that it would not negatively impact on the Board's community partners, while improving the Board's management of its resources.

Benefit of approved change:
An increase in CUS revenue will reduce the amount of reductions otherwise required within the instructional envelope. Annual increases also make it easier for user groups to budget for and incorporate fee increases into their program costs as opposed to infrequent, higher increases.

Potential challenges of implementation:
There may be some users who will not be able to absorb the increase and there may be a slight reduction in usage by the community. However, the neediest communities will not be affected as they are being subsidized by dollars for other provincial initiatives such as "Urban Priorities" or "Priority Schools"

Questions on background information:	Michael Carson	budget@ocdsb.ca
	<i>Contact Name</i>	<i>E-Mail</i>

Budget Input:	budget@ocdsb.ca
----------------------	--



Impact Statements – Recommended Reductions Approved on 22 June 2010

Approved Recommended Reductions	Reference	Total		Approved Reduction for 2010-2011		Use of Reserves for 2010-2011	
		FTE	Amount \$	FTE	Amount \$	FTE	Amount \$
Instruction:							
Business and Learning Technologies: Computers - District Information Technology	K	0.0	\$400,000		\$400,000		
Business and Learning Technologies - Services and Staff Reductions	L	5.0	\$371,000			5.0	\$371,000
Curriculum Services - Reduction in Professional Development	M	0.0	\$100,000		\$100,000		
Restructuring of Outdoor Education Sites	N	2.0	\$200,000	2.0	\$200,000		
Sub-total:		7.0	\$1,071,000	2.0	\$700,000	5.0	\$371,000
Instruction (Regular Day School):							
School Operations - School Budgets (from Central Support Fund)	O	0.0	\$500,000		\$500,000		
Secondary School Technicians	P	5.0	\$295,545			5.0	\$295,545
Cost Reduction Strategies - Occasional Teachers and Long Term Occasional Teachers	Q	0.0	\$1,000,000		\$1,000,000		
Reduction in Multi Cultural Liaison Officers ¹	R	0.0	\$165,000		\$0		\$165,000
Safe School - Principal of Safe School	S	1.0	\$128,500			1.0	\$128,500
Sub-total:		6.0	\$2,089,045	0.0	\$1,500,000	6.0	\$589,045
Instruction (Special Education):							
Reductions in Operating Budget - New ²	T	0.0	\$204,888		\$204,888		
Sub-total:		0.0	\$204,888		\$204,888		
Facilities:							
Community Use of Schools - Expense Reduction	U	0.0	\$250,000		\$250,000		
Facilities	V	0.0	\$400,000		\$400,000		
Facilities - Evergreen & Earthcare	W	0.0	\$254,000		\$254,000		
Sub-total:		0.0	\$904,000		\$904,000		
Central Administration:							
Human Resources	X	1.5	\$155,000		\$35,975	1.5	\$119,025
Financial Services - Reductions in Operating Budgets	Y	2.0	\$156,000		\$30,700	2.0	\$125,300
Sub-total:		3.5	\$311,000	0.0	\$66,675	3.5	\$244,325
Other - Mix of Two or More Envelopes:							
Courier Service	Z	0.0	\$75,000		\$75,000		
Sub-total:		0.0	\$75,000	0.0	\$75,000		\$0
Total		16.5	\$4,654,933	2.0	\$3,450,563	14.5	\$1,204,370

¹ Changed by Board on 22 June 2010; see page 41 for further details

² Equivalent reductions in Special Education Operating Budget to fund proposed reduction of 2.2 FTE positions



Impact Statements – Recommended Budget Changes Approved on 22 June 2010

Increase in Revenues	Reference	Total	Approved for 2010-2011	Use of Reserves for 2010-2011
Continuing Education:				
Additional Revenue from Literacy and Numeracy	AA	\$250,000	\$250,000	
Continuing Education - General Interest Courses	AB	\$172,000	\$172,000	
Sub-total:		\$422,000	\$422,000	\$0
Facilities:				
Implementing Fee for Parking after hours, and for Non Board Staff	AC	\$250,000	\$250,000	
Sub-total:		\$250,000	\$250,000	\$0
Central Administration:				
Financial Services - Increase in Revenue	Y	\$50,000	\$50,000	
Sub-total:		\$50,000	\$50,000	\$0
Other - Mix of Two or More Envelopes:				
Budget Process Changes (Change in Revenues)	AD	\$1,300,000	\$800,000	\$500,000
Sub-total:		\$1,300,000	\$800,000	\$500,000
Total		\$2,022,000	\$1,522,000	\$500,000



Impact Statements – Changes to Recommended Budget Approved by Board on 22 June 2010

Board Decisions - Increases in Spending	Reference	Total		Approved for 2010-2011	
		FTE	Amount \$	FTE	Amount \$
Instruction:					
Increase Multi Cultural Liaison Officers (See page 39)	New	0.0	\$165,000	0.0	\$165,000
Increase School Operating Budgets	New	0.0	\$265,000	0.0	\$265,000
Sub-total:		0.0	\$430,000	0.0	\$430,000
Instruction (Regular Day School):					
Increase English as Second Language Teachers (Elementary)	New	4.0	\$270,000	4.0	\$270,000
Sub-total:		4.0	\$270,000	4.0	\$270,000
Grand total		4.0	\$700,000	4.0	\$700,000

Increase in Revenue	Reference	Total		Approved for 2010-2011	
Facilities: Increase in Rental Revenue	New		\$100,000		\$100,000
Total			\$100,000		\$100,000

Board Decisions - Decreases in Spending	Reference	Total		Approved for 2010-2011	
		FTE	Amount \$	FTE	Amount \$
Facilities:					
Reduce use of Utilities	New	0.0	\$274,000	0.0	\$274,000
Reduce use of Air Conditioning	New	0.0	\$175,000	0.0	\$175,000
Sub-total:		0.0	\$449,000	0.0	\$449,000
Central Administration:					
Reduce Trustee Budgets	New	0.0	\$21,000	0.0	\$21,000
Reduce Director's Budget	New	0.0	\$230,000	0.0	\$230,000
Sub-total:		0.0	\$251,000	0.0	\$251,000
Grand total		0.0	\$700,000	0.0	\$700,000

Use of Reserves	Reference	Total		Approved for 2010-2011	
Allocate to Reserves	New		\$100,000		\$100,000
Total			\$100,000		\$100,000



Impact Statements – Approved Reductions

Title of approved change:

Business & Learning Technologies (B<) - Computers, District Information Technology (Academic and Administrative) Services and Support and Staff Reductions

Approved Changes:

		FTE
2010-2011:	\$400,000	0.0
2011-2012:	\$0	0.0

Reference:

K

Summary of change:

In 2008-2009, the Ministry reduced the classroom computer funding line which supports all classroom technology (telephone, internet, wireless, hardware, as well curriculum content and technology in general) by approximately \$800,000. One half of this reduction was restored by the Board for the 2009-2010 school year using reserves. Given the anticipated budgetary challenges for 2010-2011, Business & Learning Technologies suggests implementing the full 2009-2010 grant reduction.

Background and current state:

B< is a composite department ... it collaborates with all central departments as well as with schools. It has established an enterprise network which serves administrative and academic users; it supplies and supports classroom technology; it supplies and supports communications technology (telephone, internet, wireless); it supports curriculum content and technology; and it supports administrative systems and software (payroll, HR, student information). B< provides data for reporting purposes (OnSIS and others), and more recently information back to the teacher to assist with student learning improvement.

Three years ago, B< established the "DRIVE to Success" collaborative initiative to assist with aligning the various requests for technology and information with the District goals and objectives. Part of this work has resulted in a different approach to use of funds, such that many of the goals outlined in the B< technology plan can still be met even in tight financial times, as we have set priorities and have begun building new systems and services in sequence to facilitate the requests. A lack of funds and staff will seriously slow down the rate of implementation, but will not derail the overall plan, so work that begins today will not be wasted if funds are reduced later. This will permit the District to come out of the recession ready to move forward.

Description of approved change:

In 2008-09 the ministry reduced classroom computer funding line by approximately 33%, to take effect in the 2009-2010 school year. This reduction amounted to just over \$800,000 for each of two years. Approximately one half of this reduction (\$400,000) was restored by the Board for the 2009-2010 budget. As the ministry expects these reductions to be implemented, B< have agreed to remove the added in portion for 2010-2011, in effect restoring the full reduction of just over \$800,000.



Impact Statements – Approved Reductions

Title of approved change:

Business & Learning Technologies (B<) - Computers, District Information Technology (Academic and Administrative) Services and Support and Staff Reductions

Approved Changes:

		FTE
2010-2011:	\$400,000	0.0
2011-2012:	\$0	0.0

Reference:

K

Impact including correlation with strategic plan, corporate goals or other cross functional initiative (such as DRIVE):

While the reduction to budget affecting hardware will have negative effects, B< have addressed this to some degree by refining the technology plan. It is important to note that other department's initiatives intended to reduce costs or duplication may be impacted by simultaneous reductions in B<. For example, electronic time sheets identified as a method to reduce costs, will have to be developed and implemented by B< staff, while simultaneously reducing resources in B<. Corporate goals such as moving to an electronic office, timely access to information, and more modern classroom technology extend farther into the future.

A reorganization in B< has taken place during the 2009-10 year, and has resulted in staff groupings based on workflow, to better address current and future demands of the users. B< have identified that staffing costs will have to be attached to project costs for much of the new work, either as funds transfer, term positions required, or as outsourcing costs.

Benefit of approved change:

B< have redesigned their technology plan to accommodate a weak funding situation. A shift from ratio-based computer allocation, and standardized computer platforms toward curriculum based hardware allocation will permit more flexible allocation of equipment. A focus on using the network and internet to provide content, and a change in the way computers access these resources, means that new equipment purchases can be more flexible, and equipment can be replaced with newer, cheaper devices possibly provided by the students themselves. In fact, much of the content delivery can now take place with interactive devices rather than one-on-one time in large computer labs. One element of this plan is the increased use of managed services rather than investing in large amounts of in-house equipment. Accordingly, while budget reductions will definitely have an impact on the quantity per year of new equipment purchases, it won't prevent these acquisitions nor will delays stop a project, meaning that components can be purchased or added as time and money permits without fear of losing the investment should funding tighten further. Thus, the District can still move forward with its technology plan.

Potential challenges of implementation:

Expectations for prompt service and fast turnaround for new requests will be the greatest challenge after reductions. This can be addressed by establishing a "Service Level Agreement" in which all parties must come to agree on the length of time it will take to get requests resolved. This will be a significant shift to current practice where all users benefit from close to immediate results to requests other than at very high volume times. The other challenge lies in the nature of what B< does - technology implementation. In years past, a new technology could be purchased and be expected to "last" for at least ten years. Now, we are seeing systems being replaced after five or fewer years as standards change, user demands change, and new regulations are imposed. Continued reductions in funding will likely put us at risk of non-compliance, and as a result auditors or other outside influences may require a reinvestment to mitigate the risk.

Questions on background information:

Dave Miller

budget@ocdsb.ca

Contact Name

E-Mail

Budget Input:

budget@ocdsb.ca



Impact Statements – Approved Reductions

Title of approved change:

Business & Learning Technologies (B<) - Computers, District Information Technology (Academic and Administrative) Services and Support and Staff Reductions

Approved Changes:

		FTE
2010-2011:	\$0	0.0
2011-2012:	\$371,000	5.0

Reference:

L

Summary of change:

Beginning September 2009, Business and Learning Technologies have not filled in behind vacant positions with FTE staff, given the anticipated budgetary challenges. Instead, positions were left vacant wherever possible, or filled with term employees to meet production requirements. Moving forward, B< will continue to fill vacancies with term positions to meet specific project goals so that at the start of the 2011-12 budget year, there will be 5.0 FTE vacancies in B< that may be reduced.

Background and current state:

B< is a composite department ... it collaborates with all central departments as well as with schools. It has established an enterprise network which serves administrative and academic users; it supplies and supports classroom technology; it supplies and supports communications technology (telephone, internet, wireless); it supports curriculum content and technology; and it supports administrative systems and software (payroll, HR, student information). B< provides data for reporting purposes (OnSIS and others), and more recently information back to the teacher to assist with student learning improvement.

Three years ago, B< established the "DRIVE to Success" collaborative initiative to assist with aligning the various requests for technology and information with the District goals and objectives. Part of this work has resulted in a different approach to use of funds, such that many of the goals outlined in the B< technology plan can still be met even in tight financial times, as we have set priorities and have begun building new systems and services in sequence to facilitate the requests. A lack of funds and staff will seriously slow down the rate of implementation, but will not derail the overall plan, so work that begins today will not be wasted if funds are reduced later.

Description of approved change:

B< currently have 4.0 FTE positions vacant or staffed with one-year term employees. B< recommends not filling these positions resulting in savings for 2011-12 and ongoing. Should project work require additional staff, this could be accommodated by using project funds to hire term employees for the duration of the project.



Impact Statements – Approved Reductions

Title of approved change:

Business & Learning Technologies (B<) - Computers, District Information Technology (Academic and Administrative) Services and Support and Staff Reductions

Approved Changes:

		FTE
2010-2011:	\$0	0.0
2011-2012:	\$371,000	5.0

Reference:

L

Impact including correlation with strategic plan, corporate goals or other cross functional initiative (such as DRIVE):

While the reduction to budget affecting hardware will have negative effects, B< have addressed this to some degree by refining the technology plan. The staff reductions will be a larger issue, as B< exists to not only provide technology solutions directly to the user, but to support other departments in their activities. It is important to note that other department's initiatives intended to reduce costs or duplication may be impacted by simultaneous reductions in B<. For example, electronic time sheets identified as a method to reduce costs, will have to be developed and implemented by B< staff, which is also being reduced. Corporate goals such as moving to an electronic office, timely access to information, and more modern classroom technology will be slowed down considerably by the loss of five more people. The five positions that are being offered are not selected because B< believe they are redundant, but because they are currently vacant.

A recent staff reorganization in B< mitigated some of the loss of specific skills but overall the reductions will hinder capacity to complete projects in a timely manner. Some deliverables from B< are already behind schedule as a result of previous staff reductions. It may also mean that staffing costs will have to be attached to project costs for much of the new work, either as funds transfer or as outsourcing costs.

Benefit of approved change:

B< have redesigned their technology plan to accommodate a weak funding situation. A shift from ratio-based computer allocation, and standardized computer platforms toward curriculum based hardware allocation will permit more flexible allocation of equipment. A focus on using the network and internet to provide content, and a change in the way computers access these resources, means that new equipment purchases can be more flexible, and equipment can be replaced with newer, cheaper devices possibly provided by the students themselves. In fact, much of the content delivery can now take place with interactive devices rather than one-on-one time in large computer labs. One element of this plan is the increased use of managed services rather than investing in large amounts of in-house equipment. Accordingly, while budget reductions will definitely have an impact on the quantity per year of new equipment purchases, it won't prevent these acquisitions nor will delays stop a project, meaning that components can be purchased or added as time and money permits without fear of losing the investment should funding tighten further. Thus, the District can still move forward with its technology plan.

Potential challenges of implementation:

Expectations for prompt service and fast turnaround for new requests will be the greatest challenge after reductions. This can be addressed by establishing a "Service Level Agreement" in which all parties must come to agree on the length of time it will take to get requests resolved. This will be a significant shift to current practice where all users benefit from close to immediate results to requests other than at very high volume times. The other challenge lies in the nature of what B< does - technology implementation. In years past, a new technology could be purchased and be expected to "last" for at least ten years. Now, we are seeing systems being replaced after five or fewer years as standards change, user demands change, and new regulations are imposed. Continued reductions in funding will likely put us at risk of non-compliance, and as a result, auditors or other outside influences may require a reinvestment to mitigate the risk.

Questions on background information:

Dave Miller

budget@ocdsb.ca

Contact Name

E-Mail

Budget Input:

budget@ocdsb.ca



Impact Statements – Approved Reductions

Title of approved change:	Approved Changes:	FTE	Reference:	<i>M</i>
Curriculum Services - reduction of \$100,000 in professional development	2010-2011:	\$100,000	0.0	
	2011-2012:	\$0	0.0	
Summary of change:				
Reduction to the operating budget (LOG funding) of \$100,000 in Curriculum Services				
Background and current state:				
Curriculum Services currently receives approximately \$1.8 million from LOG funding to support professional learning, to purchase associated resources, and to develop support resources for use throughout the district. During the 2008-2009 budget process, \$300,000 was cut from this funding in response to a Ministry reduction to ongoing funding. The ministry grant reduction was not fully implemented at that time. Curriculum Services receives additional funding (outside the General Legislative Grants) to support initiatives in the school district. The release time for teachers and the purchase of resources for all work associated with the elementary and secondary instructional coaches is funded from these two sources.				
Description of approved change:				
Curriculum Services staff will review current Ministry initiatives and district initiatives to determine the specific reductions to professional learning opportunities. They could be in literacy or numeracy or possibly to other curriculum areas (e.g. The Arts). It will be more challenging to support CRDI (curriculum review, development, implementation) activities. The reduction will result in 444 fewer teacher release days for professional learning.				



Impact Statements – Approved Reductions

Title of approved change:	Approved Changes:	FTE	Reference:	M
Curriculum Services - reduction of \$100,000 in professional development	2010-2011:	\$100,000	0.0	
	2011-2012:	\$0	0.0	
Impact including correlation with strategic plan, corporate goals or other cross functional initiative (such as DRIVE):				
At first glance, this reduction could appear to be contrary to the Board's Strategic Plan (LEARNING) and the Board's Improvement Plan (K-12). Nonetheless, system principals will continue to efficiently manage the operating budget to ensure the maximum impact on instructional practices in classrooms. There is a direct correlation between the quality of instruction and student achievement. Some of the foundational work that has taken place in the district over the last few years will help make this reduction more manageable.				
Benefit of approved change:				
There is no benefit to reducing the support for professional development other than operating within Ministry ongoing funding. However, Curriculum Services management will search for creative ways to organize initiatives in order to minimize the negative impact on student achievement in the district.				
Potential challenges of implementation:				
There will be fewer opportunities for teachers to be involved in professional learning activities during the school day. Curriculum Services staff may have to prioritize some of the Ministry and District initiatives to determine levels of support and the model for delivery of professional learning (i.e. large group workshops, networks (inter-school), school-embedded).				
Questions on background information:	Jennifer Adams	budget@ocdsb.ca		
	Contact Name	E-Mail		
Budget Input:	budget@ocdsb.ca			



Impact Statements – Approved Reductions

Title of approved change:

Restructuring of Outdoor Education Site

Approved Changes:**FTE****Reference:**

N

2010-2011:

\$200,000

2.0

2011-2012:

\$0

0.0

Summary of change:

Operating the Bill Mason Outdoor Education Centre only in September/October and May/June

Background and current state:

The Bill Mason and McSkimming Outdoor Education Centres' programs compliment the Ministry curriculum and encourage understanding of, and appreciation for the natural environment. Since they are located at the far west and east boundaries of the OCDSB's catchment area, losing either of the Outdoor Education Centres would diminish the breadth of outdoor education learning opportunities for OCDSB students. The Centres are unique sites, maintained specifically for educational purposes. When classes travel to public lands, there are no assurances of site cleanliness, security, or student safety; the Centres' trails, ponds, fields, wetland facilities and buildings are all maintained as suitable teaching and learning environments. The effectiveness of outdoor education experiences exist when a connection is made between an individual and the natural environment; this requires a natural environment and a specialized instructor to facilitate this connection. Several other Ontario school boards own and operate their own Outdoor Education Centres, including Bluewater, Huron-Superior, Kawartha Pine Ridge, Lakehead, Limestone, Thames Valley, Toronto, Trillium Lakes and York Region.

Description of approved change:

The Bill Mason Outdoor Education Centre would be converted to a seasonal site, operating September/October, and May/June. The resulting replacement of two Outdoor Education Instructors with two full-time casual Instructors would save approximately \$60,000. Providing Outdoor Education programming only during the warmer months would not require the use of the two indoor classrooms at the Bill Mason Centre, therefore saving the cost of 2 portables at West Carleton S.S. (approximately \$140,000 value). In total, the savings would be approximately \$200,000 (\$140,000 + \$60,000).



Impact Statements – Approved Reductions

Title of approved change:	Approved Changes:	FTE	Reference:
Restructuring of Outdoor Education Site	2010-2011:	\$200,000	N
	2011-2012:	\$0	

Impact including correlation with strategic plan, corporate goals or other cross functional initiative (such as DRIVE):
Students from 111 of 117 (95%) OCDSB elementary and 24 of 26 (92%) OCDSB secondary schools visited the Bill Mason or MacSkimming Outdoor Education Centres in 2009-2010. The vast majority participated in programs based on the Science and Technology curriculum, with strong emphasis on the natural environment. Our Outdoor Education Centres successfully address many of the recommendations in the Bondar Report on Environmental Education. The specialized and unique settings also allow for accommodating many special needs students. In 2009/2010, over 5,000 students from elementary schools identified using the Beacon index received Outdoor Education experiences without cost to the students or the host school. Closing either of the Centres could be perceived as a reduced commitment to outdoor and environmental education at a time when environmental issues have a rapidly increasing profile in our communities and the Province of Ontario.

Benefit of approved change:
The recommended realignment of the Bill Mason Centre would preserve both Outdoor Education sites for OCDSB students, while providing some cost savings to the OCDSB. There could be some impact on students, but significantly less than if one Outdoor Education Centre were fully closed.

Potential challenges of implementation:
Implementation would result in the elimination of two Outdoor Education Instructor positions. Although the distance issue (73 km between the two sites) would diminish the likelihood of extreme west-end students attending instead at the MacSkimming Site during the off-peak months, many of the classes displaced from the Bill Mason Outdoor Education Centre could be accommodated at the MacSkimming site. No maintenance issues are anticipated with having Bill Mason open only in peak seasons.

Questions on background information:	Neil Yorke-Slader	budget@ocdsb.ca
	Contact Name	E-Mail

Budget Input:	budget@ocdsb.ca
----------------------	--



Impact Statements – Approved Reductions

Title of approved change:	Approved Changes:	FTE	Reference:						
School Operations - School Budgets	<table border="1"><tr><td>2010-2011:</td><td>\$500,000</td><td>0.0</td></tr><tr><td>2011-2012:</td><td>\$0</td><td>0.0</td></tr></table>	2010-2011:	\$500,000	0.0	2011-2012:	\$0	0.0		O
2010-2011:	\$500,000	0.0							
2011-2012:	\$0	0.0							
Summary of change:									
A reduction of \$500,000 to the elementary and secondary operating budgets.									
Background and current state:									
The Board in its 2009-2010 budget reduced the school budgets lines by \$500K and reallocated it to a central fund to be available for schools that experience difficulty in purchasing textbooks and learning resource materials from their operating budgets. The School Operations Committee established an application process that generated school funding allocations from this central fund early in 2010. This fund was allocated to schools in January 2010.									
Description of approved change:									
The recommended change reflects not allocating this \$500K central funding in the 2010-2011 school year. This change reflects a portion of the \$872K reduction in the textbook Ministry grant that occurred in the last 2009-2010 GSN announcements. A \$500K reduction in school operating budgets represents 6.3% of the total budget.									



Impact Statements – Approved Reductions

Title of approved change:	Approved Changes:	FTE	Reference:						
School Operations - School Budgets	<table border="1"><tr><td>2010-2011:</td><td>\$500,000</td><td>0.0</td></tr><tr><td>2011-2012:</td><td>\$0</td><td>0.0</td></tr></table>	2010-2011:	\$500,000	0.0	2011-2012:	\$0	0.0		O
2010-2011:	\$500,000	0.0							
2011-2012:	\$0	0.0							

Impact including correlation with strategic plan, corporate goals or other cross functional initiative (such as DRIVE):
Reduction in school operating budgets will reduce flexibility that principals have in resourcing programming. The reduction could also result in a need for schools to be more focused in resource allocation and promote exploration of new and innovative acquisition of classroom resources.

Benefit of approved change:
This change in allocation will require schools to review the manner in which resources are used in the school. Principals, at a number of budget focus meetings, have identified the overuse of consumable items as an area where cost savings could be achieved. For example, a reduction in photocopying as a targeted area of reduction will support our environmental goals. Positive changes in instructional practice can also result in less reliance on printed materials in the classroom and more reliance on interactive tasks. This is an example of where reductions in budgets are cross functional.

Potential challenges of implementation:
Reductions of this scope could reduce the ability to provide some of the basic school supplies (paper, pens, math sets, textbooks, art supplies, etc.) that schools supply and/or supplement for elementary students. Secondary schools' ability to purchase new textbooks when needed and refurbish existing textbook collections will also be impacted. School operating funds cover a wide range of school activities that augment and enrich student learning and some of these activities may be curtailed, may rely on more fundraising or look to be discontinued totally.

Questions on background information:	Barrie Hammond	budget@ocdsb.ca
	Contact Name	E-Mail

Budget Input:	budget@ocdsb.ca
----------------------	--



Impact Statements – Approved Reductions

Title of approved change:

Reduction to secondary school technicians

Approved Changes:**FTE****Reference:**

P

2010-2011:

\$0

0.0

2011-2012:

\$295,545

5.0

Summary of change:

This budget change reflects a reduction of 5.0 full time equivalent (FTE) secondary technician positions.

Background and current state:

Currently we have 32 secondary technicians allocated to schools based on the school's average daily enrolment (ADE). These technician positions have four different job roles; guidance technicians, library technicians, science technicians, and ISST's (instructional services support technicians). Schools have the ability to identify which of these roles are needed by the school and to staff accordingly when openings occur. ISST, guidance and library technicians make up most of the secondary complement.

Description of approved change:

The recommended change to the number of secondary technicians is a total reduction of 5.0 FTE positions which would represent 10 half time positions (.50 FTE). These positions would be allocated based on a realignment of staffing thresholds based on schools' ADE's. Currently 1 school has a 2.00 FTE allocation, 20 schools have a 1.50 FTE allocation and 5 schools have a 1.00 FTE allocation.



Impact Statements – Approved Reductions

Title of approved change:	Approved Changes:	FTE	Reference:	P
Reduction to secondary school technicians	2010-2011:	\$0	0.0	
	2011-2012:	\$295,545	5.0	
Impact including correlation with strategic plan, corporate goals or other cross functional initiative (such as DRIVE):				
The secondary schools have a school year to determine how to implement the change with the least disruption to school program delivery.				
Benefit of approved change:				
The proposed change would result in a savings of \$295,545, and help the district operate within ongoing Ministry funding. Postponing the change will allow school and central staff to determine those services that might be done centrally and those that that will have to be eliminated.				
Potential challenges of implementation:				
The reduction in technician support will result in schools having to manage services to staff and students in a different manner. Ten secondary schools will have to eliminate a 0.5 technician, leaving eleven schools with 1.5 technicians and the remainder with 1.0. It is difficult to determine in what area [ISST, library or guidance] the reduction will occur as this decision is site based. Libraries will need to rely on the teacher-librarian to realign work to manage the operations of the library. Guidance departments will need to review what tasks can be undertaken with less support and which tasks would not be done. Support in technology integration and the preparatory work in computer and science labs will need to be re-evaluated with an eye to a change of level of service support. In terms of cross functional impact, some of the tasks undertaken by these technicians in schools would need to default to support from central services. For example, where an ISST might provide technical support for a classroom, the work may need to be done by a central Business and Learning Technology technician. Some tasks done by guidance technicians might need to revert to Corporate Records.				
Questions on background information:	Barrie Hammond	budget@ocdsb.ca		
	Contact Name	E-Mail		
Budget Input:	budget@ocdsb.ca			



Impact Statements – Approved Reductions

Title of approved change:	Approved Changes:	FTE	Reference:	Q
Cost Reduction Strategies - Occasional Teachers (OT) and Long Term Occasional Teachers (LTO)	2010-2011:	\$1,000,000	0.0	
	2011-2012:	\$0	0.0	
Summary of change:				
A reduction in the costs associated with hiring occasional teachers and long term occasional teachers through the implementation of various strategies, including an enhanced attendance management program.				
Background and current state:				
The costs associated with casual replacement of staff, in particular, occasional teacher and long term occasional teacher costs due to staff absences has increased substantially yearly. Although this increase in OT usage is not unique to the OCDSB, it presents an opportunity for savings through an enhanced attendance management solution and other strategies. The internal review conducted on behalf of the Wellness and Disability Management Division, as well as two recent external reviews, have confirmed the opportunity for savings through a reduction in the high absentee rate. Recommended process and structural improvements, based on leading research based practices, were identified in terms of the district's disability management/attendance support programs, and implementation is underway, including the planned 'launch' of the district's enhanced attendance support program in early 2010. Other strategies for reducing casual replacement and LTO costs, which are respectful of and sensitive to collective agreement requirements and a commitment to improve organizational effectiveness (e.g. succession planning strategies) are being explored.				
Description of approved change:				
The recommended reduction in the occasional teacher budget would be derived through the implementation of enhanced disability management/attendance support programs that are based on leading practices, and other strategies for reducing costs. An effective disability management/attendance support program is premised on the importance of employee well-being and commitment to meeting the organization's goals and objectives. Similar to the program already in place, the attendance support program will respect current collective agreement rights and have a support focus. Changes will include a more centrally supported infrastructure, enhanced data and reporting capacity, more consistent central support and monitoring, clarity of roles and responsibilities, development of strategic goals and thresholds connected to the board's annual goals and objectives.				



Impact Statements – Approved Reductions

Title of approved change:	Approved Changes:	FTE	Reference:	Q
Cost Reduction Strategies - Occasional Teachers (OT) and Long Term Occasional Teachers (LTO)	2010-2011:	\$1,000,000	0.0	
	2011-2012:	\$0	0.0	
Impact including correlation with strategic plan, corporate goals or other cross functional initiative (such as DRIVE):				
The impact of an effective disability management/attendance management program, in addition to reduced costs and improved attendance, may include improved student achievement. Students benefit from regular and consistent instruction from their classroom teacher and student learning routines are interrupted by frequent absences, notwithstanding the skills and abilities of the occasional teacher.				
Benefit of approved change:				
Benefits of the recommended changes, in addition to a potential cost savings, include increased productivity, improved performance, and improved student achievement. In addition, chronic absenteeism can impact other employees in the school/department and improved attendance can positively impact on the working lives of other employees; identifying potential barrier to attendance and addressing them, for example, through wellness initiatives.				
Potential challenges of implementation:				
As with any new initiative/program change, it is reasonable to expect some resistance from employees/unions on the new disability management/attendance management efforts. Reassuring employees/unions of the employer's commitment to respecting collective agreement rights and entitlements is critical. Success will depend on ensuring consistent, fair and respectful implementation across the district. Principals/managers, as front-line supervisors, will need to be provided with adequate training, support and tools to promote wellness and support interventions. The availability of accurate and reliable data will also be key. Maintaining a long term commitment to the program may be challenging, but is necessary to ensuring tangible benefits are achieved and maintained. Finally, there is a risk that, despite efforts, savings are not achievable.				
Questions on background information:	Janice McCoy	budget@ocdsb.ca		
	Contact Name	E-Mail		
Budget Input:	budget@ocdsb.ca			



Impact Statements – Approved Reductions

Title of approved change:	Approved Changes:	FTE	Reference:	R
Reduction of approximately 6.0 FTE Multi-Cultural Liaison Officers	2010-2011:	\$165,000 *	3.0	
	2011-2012:	\$165,000	3.0	
Summary of change:				
Reduction from the current 14.0 FTE multi-cultural liaison officers to approximately 11.0 FTE for the 2010-2011 school year and 8.0 for the 2011-2012 school year.				
Background and current state:				
According to the OCDSB's 2009-2010 approved budget, the ESL funding envelope was overspent by \$1,128,432. The OCDSB spends approximately \$9.8 million to provide programs and services to English language learners. A portion of this is the OCDSB purchases service from the Ottawa Community Immigrant Services Organization (OCISO) for 14.0 FTE Multi-cultural liaison officers. The funding for this service comes in part from the federal government and other agencies (approximately 8.0 FTE) and the remaining funding is provided by the Board (approximately 6.0 FTE). The OCDSB is the only school district in Ontario that pays for services beyond what is provided by the federal government. As a result the OCDSB model allows for support to be provided to any student and family in need. The federal model ensures support for newcomers only.				
Description of approved change:				
The reduction from 14.0 to 8.0 MLOs would require a change in delivery model. The remaining MLOs would be required to work within the federal parameters (i.e. service to newcomers only). There would be less service to schools. Schools would have to seek support through other venues (e.g. volunteer associations, current staff, etc.).				

* Board Refused the 2010-2011 Decision



Impact Statements – Approved Reductions

Title of approved change:	Approved Changes:	FTE	Reference:	R						
Reduction of approximately 6.0 FTE Multi-Cultural Liaison Officers	<table border="1"><tr><td>2010-2011:</td><td>\$165,000 *</td><td>3.0</td></tr><tr><td>2011-2012:</td><td>\$165,000</td><td>3.0</td></tr></table>	2010-2011:	\$165,000 *	3.0	2011-2012:	\$165,000	3.0			
2010-2011:	\$165,000 *	3.0								
2011-2012:	\$165,000	3.0								
Impact including correlation with strategic plan, corporate goals or other cross functional initiative (such as DRIVE):										
At first glance, this reduction could appear to be contrary to the Board's strategic plan (LEARNING) and the Board Improvement Plan K-12. However, the recommended reduction of approximately 6.0 MLOs will take place after a two-year period of program monitoring. Throughout this time, a gap analysis was undertaken of the current OCDSB delivery model with the new provincial policy. Four focus areas were established - the identification of ELLs, the tracking of ELLs, a protocol for providing services to ELLs with special needs, and ELLs with limited prior schooling. Improvements have been made in all four areas.										
Benefit of approved change:										
There is no benefit to reducing the number of MLOs available to provide service to schools other than the OCDSB operating within ongoing Ministry funding. However, schools will find creative ways to support families in need directly at the school level.										
Potential challenges of implementation:										
MLO services are currently provided under a service agreement with OCISO. Negotiations will take place with OCISO and the federal government to first see if there are any possibilities of securing external funding for these positions and secondly, to redefine the current delivery model as required. Schools will have less access to support (14.0 to 8.0 MLOs). There may be a challenge providing services in the current languages.										
Questions on background information:	Jennifer Adams	budget@ocdsb.ca								
	Contact Name	E-Mail								
Budget Input:	budget@ocdsb.ca									

* Board Refused the 2010-2011 Decision



Impact Statements – Approved Reductions

Title of approved change:	Approved Changes:	FTE	Reference:	S
Safe Schools - Principal of Safe Schools	2010-2011:	\$0	0.0	
	2011-2012:	\$128,500	1.0	
Summary of change:				
Reduce 1.0 Full Time Equivalent (FTE) Principal Position				
Background and current state:				
<p>In 2008-2009, a Principal of Safe Schools was added to support the Student Success Centre to supervise the Ministry mandated programs for long term suspended and expelled students, which provides support for between 75-80 students per year on a continuous intake basis. The Principal facilitates the intake and exit process for students and communicates with the sending Principals to ensure that student needs are being met. Supervision of the program development and implementation is a crucial role. The position requires on-going communication with parents and outside agencies. As well, the Principal is responsible for over seeing other Ministry mandated initiatives such as character development, anti-bullying strategies, progressive discipline, along with working with YOUCAN providing training to schools in alternate to suspension strategies such as restorative justice. The principal also liaises between Ottawa Centre for Research & Innovation (OCRI) and Youth Justice's Student Diversion Program, supervising 3 Student Counsellors in developing programs for students in difficulty with the law as well as other students at risk. The position also calls for community outreach to develop community partnership designed to support students at risk.</p>				
Description of approved change:				
<p>This position should become part of the responsibilities of the Student Success Principal. Currently, the Student Success Principal has responsibility for student success initiatives mandated by the Ministry of Education which include things like; Learn to 18, Pathways, Credit Recovery, and the Student Success Teachers at the intermediate and secondary level. There is overlap between the roles, as both positions focus on improving student engagement by providing a safe, caring, welcoming learning environment. This change will put all student success/student at risk initiatives under the supervision of one Principal.</p>				



Impact Statements – Approved Reductions

Title of approved change:	Approved Changes:	FTE	Reference:	S
Safe Schools - Principal of Safe Schools	2010-2011:	\$0	0.0	
	2011-2012:	\$128,500	1.0	
Impact including correlation with strategic plan, corporate goals or other cross functional initiative (such as DRIVE):				
Improving student achievement and reducing the achievement gap by increasing student engagement remains the focus. The responsibilities of the current student success position will need to be re-defined to include the responsibilities of the Safe Schools Principal, however, the focus will continue to be programming for students at risk.				
Benefit of approved change:				
Savings of \$128,500. Reduce duplication of service.				
Potential challenges of implementation:				
The new combined position will need to be re-defined to incorporate the functions of the two positions. As a result, some of the initiatives currently being undertaken will no longer be able to happen.				
Questions on background information:	Walter Piovesan	budget@ocdsb.ca		
	Contact Name	E-Mail		
Budget Input:	budget@ocdsb.ca			



Impact Statements – Approved Reductions

Title of approved change:	Approved Changes:	FTE	Reference:	<i>T</i>
Reduction in Operating Budget	2010-2011:	\$204,888	0.0	
	2011-2012:	\$0	0.0	
Summary of change:				
To fund the ongoing provision of 1.2 Professional Staff in the Safe Schools program and 1.0 Speech Language Pathologist in general instruction.				
Background and current state:				
This staff will be funded through Learning Support Services. Some of these areas have traditionally been underspent. Over the past few years staff have been able to garner additional revenue by applying for and receiving additional grant funds. Staff continues to garner additional grants and often that has a portion dedicated for staff which will be used to off set this change.				
Description of approved change:				
Two hundred and four thousand and eight hundred and eighty eight dollars (\$204,888) will be transferred from operating to staff budgets to secure staff in Speech Language, Psychology, and Social Work. Funding will come from our operating budget which will result in less travel, consultations, resources, testing materials, etc.				



Impact Statements – Approved Reductions

Title of approved change:	Approved Changes:	FTE	Reference:	<i>T</i>
Reduction in Operating Budget	2010-2011:	\$204,888	0.0	
	2011-2012:	\$0	0.0	
Impact including correlation with strategic plan, corporate goals or other cross functional initiative (such as DRIVE):				
This change could impact identified areas for improvement in the department such as, program reviews, nevertheless, staff believe that the impact will be minor. The change in operating will not affect students.				
Benefit of approved change:				
This change allows Learning Support Services to maintain the level of service to students.				
Potential challenges of implementation:				
Staff will need to be very diligent in department spending.				
Questions on background information:	Dawn Paxton	budget@ocdsb.ca		
	Contact Name	E-Mail		
Budget Input:	budget@ocdsb.ca			



Impact Statements – Approved Reductions

Title of approved change:	Approved Changes:	FTE	Reference:	<i>U</i>
Community Use of Schools	2010-2011:	\$250,000	0.0	
	2011-2012:	\$0	0.0	

Summary of change:
Staff are re-examining current staffing practices to reduce the need for overtime to serve Community Use of School clients, particularly on weekends.

Background and current state:
Due to the number of activities and occupants in a building, weekend coverage is often provided by a Chief Custodian or a lead hand. These hours are normally payable at overtime rates. The department is reviewing and developing a recruiting and staffing strategy in an effort to reduce these costs by 1/3. There will still be occasions where full time staff are required to work due to the size of building and number of occupants.

Description of approved change:
By increasing the number of trained, regular part-time staff, and improved scheduling, it is anticipated that the number of schools requiring attendance by a chief or other full time staff will be reduced. As reliance for weekend and evening work shifts to RPT's, there will be a reduction in overtime premiums.



Impact Statements – Approved Reductions

Title of approved change:	Approved Changes:	FTE	Reference:	U
Community Use of Schools	2010-2011:	\$250,000	0.0	
	2011-2012:	\$0	0.0	
Impact including correlation with strategic plan, corporate goals or other cross functional initiative (such as DRIVE):				
Better management of these costs is in alignment with the corporate goals of improved resource allocation, while still allowing access to our schools by the community. In the long run, a larger pool of well trained regular part-time (RPT) staff will enhance the departments overall labour pool.				
Benefit of approved change:				
Reduction in custodial (CUS) expenditures will reduce the amount of reductions otherwise required within the Instructional Envelope.				
Potential challenges of implementation:				
Historically there have been challenges in recruiting and retaining staff who would be capable of opening and operating a building with a large number of occupants. In addition, scheduling of these events will need to be improved to maximize the time available to schedule staff.				
Questions on background information:	Michael Carson	budget@ocdsb.ca		
	Contact Name	E-Mail		
Budget Input:	budget@ocdsb.ca			



Impact Statements – Approved Reductions

Title of approved change:	Approved Changes:	FTE	Reference:	V
Reduction in Facilities expenses - use of part-time staff	2010-2011:	\$400,000	0.0	
	2011-2012:	\$0	0.0	
Summary of change: Overall reduction in salary budget of \$400,000. This will require a combination of reductions in custodial and maintenance service. The reductions would mainly be in custodial services but will also impact maintenance services. A cut of this magnitude would result in the reduction of approximately 22,000 hours of service to schools. While this equates to less than 150 hours per school annually, the current workload allocation is already extremely tight. Stress on staff is resulting in some increase in absenteeism as well as some noticeable delays in completion of assigned tasks.				
Background and current state: Since 1998, the OCDSB facilities department has continued to cope with increasing regulatory requirements, and more complex building systems while implementing a series of budget reductions. It should be noted that in 2008-2009, the department did not see the benefits of approximately 22 positions that would have been funded through the PDT agreement. These savings were used to offset budget pressures elsewhere in the organization. Due to past cuts, operating budgets are already at a barely adequate state and cannot be reduced further. While there has been success in reducing overall energy usage, the per unit cost of utilities has also increased, making it difficult to provide a further budget reduction in that line this year.				
Description of approved change: Staff will continue to review the workload standards used to assign staff and will look at any opportunities to reduce cleaning schedules where there would be minimal impact on health and safety in the school's. It is anticipated that the bulk of the reduction would occur in staffing for the summer of 2011, subject to the need to provide support for summer programming.				



Impact Statements – Approved Reductions

Title of approved change:	Approved Changes:	FTE	Reference:	V
Reduction in Facilities expenses - use of part-time staff	2010-2011:	\$400,000	0.0	
	2011-2012:	\$0	0.0	
Impact including correlation with strategic plan, corporate goals or other cross functional initiative (such as DRIVE):				
Unfortunately, both of these changes will reduce the level of service being provided to school communities. Schools already experience lengthy delays in completion of maintenance work orders. Schools will also need to build into their budgets an allowance for installation work, currently carried out by OCDSB staff. There will be an unavoidable reduction in the overall cleanliness of facilities. Priority will be given to those tasks relating to maintaining a safe and healthy environment for students and parents. In this regard, custodial and maintenance tasks, related to air quality will need to be maintained.				
Benefit of approved change:				
A reduction in these expenditures will reduce the amount of reductions otherwise required within the Instructional Envelope				
Potential challenges of implementation:				
The reduction will have a negative impact on the condition of our schools. Staff will look at ways to minimize this impact, but if such a cut needs to continue on an ongoing basis, other approaches will need to be examined and implemented.				
Questions on background information:	Michael Carson	budget@ocdsb.ca		
	Contact Name	E-Mail		
Budget Input:	budget@ocdsb.ca			



Impact Statements – Approved Reductions

Title of approved change:	Approved Changes:	FTE	Reference:	W						
Reduction in Facilities expenses - Evergreen & Earthcare	<table border="1"><tr><td>2010-2011:</td><td>\$254,000</td><td>0.0</td></tr><tr><td>2011-2012:</td><td>\$0</td><td>0.0</td></tr></table>	2010-2011:	\$254,000	0.0	2011-2012:	\$0	0.0			
2010-2011:	\$254,000	0.0								
2011-2012:	\$0	0.0								
Summary of change:										
Staff will reduce the use of external resources to assist with delivery of services in environmental support and support to schools on greening and playground projects.										
Background and current state:										
The OCDSB has had an ongoing partnership with Earthcare to support school communities in environmental initiatives, as well as changes in occupant behaviour. Over the years this has resulted in operational savings due to lower energy costs. The partnership has also helped schools to maintain a focus on environmental issues such as Earth Hour, Recycling, and Energy Reduction. In addition the OCDSB has worked with Evergreen, a national environmental organization, to provide a staff member to assist with school grounds' projects based on greening and creating sustainable school grounds'.										
Description of approved change:										
Staff has notified both Evergreen and Earthcare that the existing contracts will not be renewed. In the case of Earthcare, additional support will be required to ensure existing school initiatives are maintained, while the new Energy Management group will continue to work with schools on environmental initiatives. In the case of the Evergreen contract, staff will look at ways to preserve some access to Evergreen's expertise, at a reduced cost. Communities may need to look to other volunteer resources, when identifying potential projects.										



Impact Statements – Approved Reductions

Title of approved change:	Approved Changes:	FTE	Reference:	W						
Reduction in Facilities expenses - Evergreen & Earthcare	<table border="1"><tr><td>2010-2011:</td><td>\$254,000</td><td>0.0</td></tr><tr><td>2011-2012:</td><td>\$0</td><td>0.0</td></tr></table>	2010-2011:	\$254,000	0.0	2011-2012:	\$0	0.0			
2010-2011:	\$254,000	0.0								
2011-2012:	\$0	0.0								
Impact including correlation with strategic plan, corporate goals or other cross functional initiative (such as DRIVE):										
Unfortunately, both of these changes will reduce the level of service being provided to school communities. The impact will be reduced, however; with the increased emphasis on environmental issues in the curriculum as well as the initiatives generated by Facilities Environmental Division. With respect to school greening and outside yard projects, it is staff's opinion that there will still be progress being made in these areas which will impact both our learning and community pillars, although progress may be slower than originally anticipated.										
Benefit of approved change:										
A reduction in these expenditures will reduce the amount of reductions otherwise required within the Instructional Envelope.										
Potential challenges of implementation:										
There is already a substantial workload in the Design and Construction division of facilities. Bringing these external services inhouse will result in a slower response to schools and their requests. This will be somewhat mitigated by the impact of the new Energy Management group. It will also be important to ensure that environmental issues receive the same profile and support as was previously provided by EarthCare.										
Questions on background information:	Michael Carson	budget@ocdsb.ca								
	Contact Name	E-Mail								
Budget Input:	budget@ocdsb.ca									



Impact Statements – Approved Reductions

Title of approved change:	Approved Changes:	FTE	Reference:	X
Human Resources/Labour Relations	2010-2011:	\$35,975	0.0	
	2011-2012:	\$119,025	1.5	
Summary of change:				
A reduction in the operating/salary budgets for human resources and labour relations of \$155,000, including a reduction of 1.5 full time equivalent (FTE) positions, which would be deferred until 2011-2012.				
Background and current state:				
The human resources department, including labour relations division, has a combined salary and operating budget of \$3.1 million, and is responsible for all aspects of human resource administration (recruitment, selection, staff deployment, disability management, benefits, promotions, job evaluation, collective bargaining, collective agreement administration, etc.) and labour relations (collective bargaining, grievance administration).				
Description of approved change:				
The recommended change for 2010-2011 is a reduction of approximately \$35,000 to the HR/LR operating budgets; the recommended change also included a reduction of 1.5 FTE, to be implemented in 2011-2012. Every effort will be made to implement the staff reductions through attrition, subject to ensuring the department is still able to meet ongoing legal and reporting requirements. The reduction in operating budgets will be distributed across the department's operating and program budgets (e.g. harassment/respectful workplace). The current budget supporting bargaining will be reduced in the short-term given the extended agreements, but will need to be restored prior to the next round of bargaining..				



Impact Statements – Approved Reductions

Title of approved change:	Approved Changes:	FTE	Reference:						
Human Resources/Labour Relations	<table border="1"><tr><td>2010-2011:</td><td>\$35,975</td><td>0.0</td></tr><tr><td>2011-2012:</td><td>\$119,025</td><td>1.5</td></tr></table>	2010-2011:	\$35,975	0.0	2011-2012:	\$119,025	1.5		X
2010-2011:	\$35,975	0.0							
2011-2012:	\$119,025	1.5							
Impact including correlation with strategic plan, corporate goals or other cross functional initiative (such as DRIVE):									
Any reduction to staff will impact on the department's ability to continue to deliver services at the current level and in the way they are currently delivered. Efforts will be made to review internal processes and find more efficient and effective means to make changes, which minimize impact on direct service areas, without increasing risk of error. Potential impacts may include increased workload, decrease in support available to schools, increase in grievances. Efforts will be made to reduce staff, to the extent possible through attrition. The reduction of \$40,000 in operating budgets will be distributed across the various department budgets to try and reduce or minimize the impact on any one area.									
Benefit of approved change:									
The benefit of the recommended total change is a savings of approximately \$40,000 in 2010-2011, and a savings of approximately \$120,000 in 2011-2012, which will be used to partially cover the underfunding of the Instruction envelope. Efforts will be made to find efficiencies through process improvements that are beneficial to the department's overall effectiveness.									
Potential challenges of implementation:									
Implementation challenges include minimizing impact on the department's core programs and service delivery, and ensuring that implementation of projects/reviews and programs identified as board and department priorities are continued.									
Questions on background information:	Janice McCoy	budget@ocdsb.ca							
	Contact Name	E-Mail							
Budget Input:	budget@ocdsb.ca								



Impact Statements – Approved Reductions

Title of approved change:	Approved Changes:	FTE	Reference:	Y
Financial Services - Reductions in operating budgets and increase in miscellaneous revenue	2010-2011:	\$80,700	0.0	
	2011-2012:	\$125,300	2.0	
Summary of change:				
Reductions of approximately \$81,000 in operating budgets and increased revenues to be implemented in 2010-2011, and approximately \$125,000 (2 FTE) related to salaries and benefits to be implemented in 2011-2012 based on changes in service delivery and reallocation of tasks.				
Background and current state:				
The Financial Services department operates with a very lean budget. However it is important that the department contributes to the budget reduction targets.				
Description of approved change:				
<p>Expenditure Budget Reductions: The Financial Services department's staffing reductions are being recommended based on existing vacancies and expected retirements. This is in keeping with the budget principles to respect existing staff. This implementation would also minimize the impact on staff morale and the subsequent bumping impact of layoffs to the organization. This plan will also provide the necessary time to reorganize and plan for the lost positions to ensure as smooth a transition as possible. A number of reductions depend on changes in service level expectations. In particular the electronic timesheet system and moving to paperless processing are prerequisites. Based on a review of actual expenditures against budget for the past three years, staff has determined that it could reduce the supplies, postage and professional development budgets.</p> <p>Fewer timesheets and less hard copies of financial documents will result in lowered paper and supply costs. Revenue Budget Additions: Interest rates were at historically low rates and have started to recover, which will generate additional interest income from staff's ongoing cash management / short term investment activities. Any shortfall in the anticipated interest income growth could be covered by more aggressive cash management, through delays in processing payments to suppliers. This would be the least preferred method of implementation.</p>				



Impact Statements – Approved Reductions

Title of approved change:	Approved Changes:	FTE	Reference:	Y
Financial Services - Reductions in operating budgets and increase in miscellaneous revenue	2010-2011:	\$80,700	0.0	
	2011-2012:	\$125,300	2.0	
Impact including correlation with strategic plan, corporate goals or other cross functional initiative (such as DRIVE):				
An alternative level of service would be provided to the schools. Management will also review all current responsibilities of this team of staff and will determine if any tasks can be reallocated, automated or eliminated. Potentially response time to school office requests will rise. Changes to the payment process could negatively impact relations with some suppliers, therefore; staff will need to monitor the situation.				
Benefit of approved change:				
Combined cost reduction and increase in revenue equate to approximately 5% of the Financial Services department budget.				
Potential challenges of implementation:				
Minimal challenges to implement so long as there is agreement in user departments to the change in service levels.				
Questions on background information:	Michael Clarke	budget@ocdsb.ca		
	<i>Contact Name</i>	<i>E-Mail</i>		
Budget Input:	budget@ocdsb.ca			



Impact Statements – Approved Reductions

Title of approved change:	Approved Changes:	FTE	Reference:						
Financial Services - Mail and Courier Services	<table border="1"><tr><td>2010-2011:</td><td>\$75,000</td><td>0.0</td></tr><tr><td>2011-2012:</td><td>\$0</td><td>0.0</td></tr></table>	2010-2011:	\$75,000	0.0	2011-2012:	\$0	0.0		Z
2010-2011:	\$75,000	0.0							
2011-2012:	\$0	0.0							

Summary of change:
Recommended reduction in courier services.

Background and current state:
Currently, daily drop-off and pick-up courier service between all schools and school board administration locations is provided. The daily courier is a service that the Board can no longer afford. Many school boards in the province have reduced this service to achieve savings as they have adapted to the electronic world we currently work in. Two of the major reasons that daily courier service is still required by the OCDSB are hard copy timesheets and invoice receipts that are transported by courier daily in order to meet payment cut-off deadlines. Suppliers and banks have put great effort into converting the world to electronic versions instead of paper. A large part of the OCDSB's transactions are now done electronically, reducing the concern for hard copy invoices as the payment authorization. The Financial Services department already has plans to implement an electronic timesheet in order to eliminate hard-copies. The new system is to be in place and working for Sept 1 2010, which will provide the conditions necessary to allow the change to be made. There are also opportunities including scanning invoices and e-mailing them between sites that could result in a further reduced need for daily courier services.

Description of approved change:
That the courier service be reduced from daily to twice weekly.



Impact Statements – Approved Reductions

Title of approved change:	Approved Changes:	FTE	Reference:						
Financial Services - Mail and Courier Services	<table border="1"><tr><td>2010-2011:</td><td>\$75,000</td><td>0.0</td></tr><tr><td>2011-2012:</td><td>\$0</td><td>0.0</td></tr></table>	2010-2011:	\$75,000	0.0	2011-2012:	\$0	0.0		Z
2010-2011:	\$75,000	0.0							
2011-2012:	\$0	0.0							

Impact including correlation with strategic plan, corporate goals or other cross functional initiative (such as DRIVE):
Staff do not expect there to be significant negative impact because the service will not be eliminated entirely. It will be reduced in frequency so long as the electronic time sheet process is already in place before the service change occurs. Alternative electronic methods will be implemented to ensure that the schools can continue to communicate with the administrative departments on a timely basis.

Benefit of approved change:
The primary benefit is an estimated savings of \$75,000 with a minimal impact to schools and departments. Methods of communication from "hard copy format" to "electronic format" is a corporate cultural change that may require some encouragement. By reducing courier service there could be a change in how schools and departments adapt that may result in a move to increased electronic methods of communication specifically for the days that the courier service will no longer be provided but also as a primary mode of communication in the future. Most photocopiers provide the capability for scanning documents into a PDF format which can be e-mailed to the recipient eliminating the requirement to forward in hard copy format. Reduction in the use of paper would also move the district closer to its "green" goals. It would also help achieve the refuse reduction targets that are about to be mandated by the province.

Potential challenges of implementation:
Although change is not readily accepted by everyone, it will be important to provide school and department staff with the tools and training to enable them to transmit documents via e-mail. Staff do not expect that the challenge will be significant.

Questions on background information:	Michael Clarke	budget@ocdsb.ca
	Contact Name	E-Mail

Budget Input:	budget@ocdsb.ca
----------------------	--



Impact Statements – Approved Reductions

Title of approved change:	Approved Changes:	FTE	Reference:						
Revenue Generation through Expanded Literacy and Numeracy Programming	<table border="1"><tr><td>2010-2011:</td><td>\$250,000</td><td>0.0</td></tr><tr><td>2011-2012:</td><td>\$0</td><td>0.0</td></tr></table>	2010-2011:	\$250,000	0.0	2011-2012:	\$0	0.0		AA
2010-2011:	\$250,000	0.0							
2011-2012:	\$0	0.0							
Summary of change:									
Increase the number of schools offering Literacy and Numeracy (L&N) programming, the number of L&N programs offered in each school, and the number of L&N-related parent meetings registered through the L&N funding initiative.									
Background and current state:									
Through the Learning Opportunity Grants, the Ministry of Education provides monies to school boards for students in grades 7, 8, and 9–12 who have been recommended for an outside-class-time remedial program in literacy and numeracy. Flexibility allows schools to establish the direction and focus that best suit the needs of their students. These programs are costed on a per-ADE basis as remedial, and, as such, provide sufficient funding to allow the OCDSB to offer the programs on a revenue-generating basis. In 2008/09, these programs operated in the OCDSB with a surplus of approximately \$635,000. For each of the past three years, the number of OCDSB schools offering L&N tutorial programming has increased.									
Description of approved change:									
The OCDSB will attempt to increase the number of L&N programs offered in schools by 50%, generating an estimated additional \$250,000 in revenue. A 50% increase would represent approximately double the rate at which the popularity of the L&N programming has been growing in OCDSB schools in the past two years.									



Impact Statements – Approved Reductions

Title of approved change:	Approved Changes:	FTE	Reference:						
Revenue Generation through Expanded Literacy and Numeracy Programming	<table border="1"><tr><td>2010-2011:</td><td>\$250,000</td><td>0.0</td></tr><tr><td>2011-2012:</td><td>\$0</td><td>0.0</td></tr></table>	2010-2011:	\$250,000	0.0	2011-2012:	\$0	0.0		AA
2010-2011:	\$250,000	0.0							
2011-2012:	\$0	0.0							
Impact including correlation with strategic plan, corporate goals or other cross functional initiative (such as DRIVE):									
Additional L&N tutorial programming supports the OCDSB's commitment to student achievement and graduation rates, as described in the strategic plan. The programming can be an integral part of School Improvement Plans, as well as complement student success strategies. It can also be a useful tool in preparing students for the Ontario Secondary School Literacy Test.									
Benefit of approved change:									
By having more schools offering more L&N programming, the OCDSB will provide additional support for grade 7-12 students across the district in literacy and numeracy.									
Potential challenges of implementation:									
An increase of \$250,000 of revenue in this area would require an increase in the number of schools offering the programming that is twice the rate at which the programming has been increasing over the past two years. To achieve this more dramatic increase, a communication and implementation plan supporting this programming with school administrators and teachers would be a necessary element.									
Questions on background information:	Neil Yorke-Slader	budget@ocdsb.ca							
	Contact Name	E-Mail							
Budget Input:	budget@ocdsb.ca								



Impact Statements – Approved Reductions

Title of approved change:	Approved Changes:	FTE	Reference:						
Continuing Education - General Interest	<table border="1"><tr><td>2010-2011:</td><td>\$172,000</td><td>0.0</td></tr><tr><td>2011-2012:</td><td>\$0</td><td>0.0</td></tr></table>	2010-2011:	\$172,000	0.0	2011-2012:	\$0	0.0		AB
2010-2011:	\$172,000	0.0							
2011-2012:	\$0	0.0							

Summary of change:
Fee increases & possible reduction of course offerings and/or number of sites

Background and current state:
Through the Continuing Education Division, the OCDSB's General Interest Program (GIP) offers a wide variety of interest courses to the community in multiple locations across the district. Courses included such topics as Business & Finance, Babysitting, Parenting, Computers, Cooking, Fitness, Languages, as well as the Extra-Curricular Creative Arts Program. GIP revenues have decreased over the past three years, with a deficit in 2008/09 of \$255,130 (a situation which was exacerbated by the spring OC Transpo strike; the 2007/08 deficit was \$172,068).

Description of approved change:
To achieve the stated revenue generation, the General Interest Program would employ a combination of fee increases and reduction or elimination of revenue-losing courses. This might also result in a reduction in the number of GIP sites.



Impact Statements – Approved Reductions

Title of approved change:	Approved Changes:	FTE	Reference:						
Continuing Education - General Interest	<table border="1"><tr><td>2010-2011:</td><td>\$172,000</td><td>0.0</td></tr><tr><td>2011-2012:</td><td>\$0</td><td>0.0</td></tr></table>	2010-2011:	\$172,000	0.0	2011-2012:	\$0	0.0		AB
2010-2011:	\$172,000	0.0							
2011-2012:	\$0	0.0							
Impact including correlation with strategic plan, corporate goals or other cross functional initiative (such as DRIVE):									
Although GIP was identified by PWC as "not part of the school board's core services", any reduction in the number of GIP sites could be viewed as a diminishing of the OCDSB's over-arching commitment to the greater Ottawa community, as described in the strategic plan.									
Benefit of approved change:									
Bringing the General Interest Program to a point of revenue neutrality would provide some budget relief.									
Potential challenges of implementation:									
If a reduction in the number of GIP sites resulted in some geographical regions of the OCDSB not having access to General Interest courses, there might be concern expressed from those communities.									
Questions on background information:	Neil Yorke-Slader	budget@ocdsb.ca							
	Contact Name	E-Mail							
Budget Input:	budget@ocdsb.ca								



Impact Statements – Approved Reductions

Title of approved change:	Approved Changes:	FTE	Reference:	AC
Implementing fee parking after hours, and for non-board staff	2010-2011:	\$250,000	0.0	
	2011-2012:	\$0	0.0	

Summary of change:
The Board will begin to implement paid parking in selected sites on evenings and weekends, as well as certain selected locations during the daytime where surplus spaces exist.

Background and current state:
From time to time the Board has considered charging for parking. Staff have identified the potential to charge for parking in its lots in some parts of the city on the evening and weekends. Some urban boards have implemented such a measure. Its success in Ottawa will be based on the overall demand for parking in an area. Staff are considering a range of options which could have varying degrees of impact on communities.

Description of approved change:
To generate revenue by charging for evening and weekend parking at some school sites. Consideration will be given to charging for non school use of lots during daytime hours where practical.



Impact Statements – Approved Reductions

Title of approved change:	Approved Changes:	FTE	Reference:	AC						
Implementing fee parking after hours, and for non-board staff	<table border="1"><tr><td>2010-2011:</td><td>\$250,000</td><td>0.0</td></tr><tr><td>2011-2012:</td><td>\$0</td><td>0.0</td></tr></table>	2010-2011:	\$250,000	0.0	2011-2012:	\$0	0.0			
2010-2011:	\$250,000	0.0								
2011-2012:	\$0	0.0								
Impact including correlation with strategic plan, corporate goals or other cross functional initiative (such as DRIVE):										
The initiative would support the corporate goal of better management of resources. If implemented properly, it should not negatively impact community relations.										
Benefit of approved change:										
Revenue generated from parking fees will reduce the amount of reductions otherwise required within the instructional envelope										
Potential challenges of implementation:										
Staff will need to identify a service provider to manage the function as well as to identify potential sites, and policy issues. For example, some of the schools which would be considered also have significant evening programming. There are also some school councils which have historically offered paid parking at their schools during periods of special events. Policy decisions will need to be considered around a variety of issues concerning parking and evening community uses of schools.										
Questions on background information:	Michael Carson	budget@ocdsb.ca								
	Contact Name	E-Mail								
Budget Input:	budget@ocdsb.ca									



Impact Statements – Approved Reductions

Title of approved change:	Approved Changes:	FTE	Reference:						
Budget Process Changes	<table border="1"><tr><td>2010-2011:</td><td>\$800,000</td><td>0.0</td></tr><tr><td>2011-2012:</td><td>\$500,000</td><td>0.0</td></tr></table>	2010-2011:	\$800,000	0.0	2011-2012:	\$500,000	0.0		AD
2010-2011:	\$800,000	0.0							
2011-2012:	\$500,000	0.0							

Summary of change:
This budget option relates to reviewing budget assumptions based on the May year end forecast for 2009-2010 and analysis of previous year ends.

GSNs, THE FACTOR CONTINUES TO GROW:
There is a \$4.5 million lower than budgeted 2009-2010 in year funding deficit. Analysis of the forecast indicates that the \$4.5 million consists of two components, half additional mid-year funding and half due to expected under spending of existing expenditure budgets. The mid-year funding in some cases funds existing programs and in other cases accepting the funding requires staff to postpone planned work (and spending of the enabling budgets) in order to do the new work funded by the new funding. Unspent budget turns into improved year end financial results. Analysis of previous year ends has shown that this happens annually. Staff has already built a factor into the revenue budget for this practice, but with the ongoing changes in Ministry funding to emphasize specific targeted grants instead of increasing the GSNs, this trend is growing (\$1.3 million). Staff is prepared to build in half of the 2009-2010 additional mid-year revenue increase to acknowledge this trend. The expense reduction is so scattered among budgets that it does not seem to indicate any factor that can be depended to continue in future years, and so staff do not advise changing the expense assumptions.

Description of approved change:
Add \$1.3 million to Miscellaneous non GSNs revenue budget assumption. (Over Two Years)



Impact Statements – Approved Reductions

Title of approved change:	Approved Changes:	FTE	Reference:						
Budget Process Changes	<table border="1"><tr><td>2010-2011:</td><td>\$800,000</td><td>0.0</td></tr><tr><td>2011-2012:</td><td>\$500,000</td><td>0.0</td></tr></table>	2010-2011:	\$800,000	0.0	2011-2012:	\$500,000	0.0		AD
2010-2011:	\$800,000	0.0							
2011-2012:	\$500,000	0.0							
Impact including correlation with strategic plan, corporate goals or other cross functional initiative (such as DRIVE):									
No negative impact is expected, so long as the same mid-year grants are received.									
Benefit of approved change:									
More precise budgeting will help staff and trustees to concentrate on the areas that are subject to change and to improve monitoring of progress on achieving the budget plan.									
Potential challenges of implementation:									
If the pattern of mid-year grants change in 2010-2011, the OCDSB will not achieve its budget. Any resulting 2010-2011 deficit will have to be paid for with budget reductions in 2011-2012.									
Questions on background information:	Michael Clarke	budget@ocdsb.ca							
	Contact Name	E-Mail							
Budget Input:	budget@ocdsb.ca								



Multi-Year Projection



Multi-Year Projection 2011-2012, 2012-2013

As previously reported, the Ottawa-Carleton District School Board faces ongoing budget challenges in future years. The following summary outlines staff's projection for the next three (3) years. School Boards are required to balance the annual budget, so any shortfall has to be dealt with.

As discussed at numerous Budget Committee meetings there is a basic disconnect between the OCDSB's cost structure and the provincial funding model in the area of salary grids. The provincial grant does not fund the bulk of the district's cost of employees' annual progression on the grids in accordance with the terms of the collective agreements. The problem is made worse in years where provincial per pupil funding is cut. The provincial government has already announced funding cuts for 2010-2011 and 2011-2012. The government has also indicated that it will restrict the growth in program spending (the transfer payments that fund school boards) in the following year.

The OCDSB also provides more programming in Special Education, English as a Second Language, and Safe Schools then is funded by the provincial funding model.

Estimated revenues increases for 2011-2012 and 2012-2013 are forecast to be less than increased costs for the respective year.



Multi-Year Projection

AVERAGE DAILY ENROLMENT (ADE)	2009-2010 REVISED BUDGET		APPROVED 2010-2011		PROJECTED FOR 2011-2012		PROJECTED FOR 2012-2013	
		ADE		ADE		ADE		ADE
Elementary		43,328.00		43,463.25		43,862.75		44,343.75
Secondary (under age 21)		23,100.36		22,910.48		22,833.00		22,620.32
SUB-TOTAL		66,428.36		66,373.73		66,695.75		66,964.07
Secondary (over age 21)		817.42		819.15		819.14		819.14
Tuition Paying (Elementary and Secondary)		306.50		318.00		318.00		318.00
TOTAL ADE		67,552.28		67,510.88		67,832.89		68,101.21

	2009-2010 REVISED BUDGET		PROJECTED 2010-2011		PROJECTED FOR 2011-2012		PROJECTED FOR 2012-2013	
	FTE	EXPENSES	FTE	EXPENSES	FTE	EXPENSES	FTE	EXPENSES
REVENUES (In \$Millions)								
Grant revenues		660.8		684.4		707.7		727.3
Provincial Transportation Grant Revenue		6.0						
Non grant revenues		37.4		40.3		34.0		34.0
Use of Reserves		7.0		6.4		0.0		0.0
TOTAL REVENUES		711.2		731.1		741.7		761.3
EXPENDITURES (In \$Millions)								
Instruction								
Salaries and Benefits	5847.3	\$503.4	5941.9	\$525.4	5958.0	\$548.6	0.0	\$572.9
Operating		\$36.9		\$34.6		\$33.3		\$33.3
Total Instruction		\$540.3		\$560.0		\$581.9		\$606.2
Continuing Education								
Salaries and Benefits (Including Instructors)	17.0	\$1.2	17.0	\$1.2	17.0	\$1.3	17.0	\$1.3
Operating		\$7.8		\$8.3		\$8.5		\$8.6
Total for Continuing Education		\$8.9		\$9.6		\$9.7		\$9.9
Transportation:								
Salaries and Benefits	9.0	\$0.7	8.0	\$0.6	8.0	\$0.6	8.0	\$0.6
Transportation Contracts		\$28.2		\$28.5		\$29.1		\$29.6
Provincial Transportation		\$6.0		\$6.0		\$6.0		\$6.0
Operating		\$0.1		\$0.1		\$0.1		\$0.1
Total Transportation		\$35.0		\$35.2		\$35.8		\$36.4
Facilities								
Salaries and Benefits	720.0	\$40.9	730.2	\$42.0	730.2	\$43.7	733.7	\$45.6
Operating		\$31.0		\$31.4		\$31.9		\$32.4
Facilities Renewal Plan & Energy Investment		\$16.2		\$18.5		\$11.7		\$11.7
Total Facilities		\$88.1		\$91.9		\$87.3		\$89.7
Central Administration								
Salaries and Benefits	167.5	\$14.5	167.7	\$14.4	164.2	\$14.8	164.2	\$15.1
Operating		\$3.6		\$3.5		\$3.5		\$3.5
Total Central Administration		\$18.1		\$17.9		\$18.3		\$18.6
Debt								
School Construction Debt		\$4.9						
Pre-Amalgamation Debt		\$2.6		\$2.5		\$2.5		\$2.5
Principal and or Interest		\$5.1		\$7.0		\$7.0		\$7.0
Transfer to Capital Reserves		\$1.2						
Total Debt		\$13.8		\$9.5		\$9.5		\$9.5
Staff on Loan		\$7.0		\$7.0		\$7.1		\$7.1
TOTAL EXPENDITURES	6760.8	\$711.2	6864.9	\$731.1	6877.4	\$749.6	922.9	\$777.4
REVENUES MINUS EXPENSES		\$0.0		(\$0.0)		(\$7.9)		(\$16.1)



2009-2010 Forecast

See Report No. 10-087 to the Business Services Committee for further details.



2009-2010 Forecast as of 31 March 2010 - Summary

AVERAGE DAILY ENROLMENT (ADE)					
	ORIGINAL BUDGET ADE	Revised BUDGET ADE	VARIANCE		
	Jun-09	Mar-10	ADE	%	
ELEMENTARY	43,328.00	43,237.00	(91.00)	-0.2%	
SECONDARY Under Age 21	23,100.36	23,108.88	8.52	0.0%	
	66,428.36	66,345.88	(82.48)	-0.1%	
SECONDARY Over Age 21	817.42	830.88	13.46	1.6%	
TOTAL ADE	67,245.78	67,176.76	(69.02)	-0.1%	
TUITION FEES STUDENTS					
Elementary	70.00	52.00	(18.00)	-25.7%	
Secondary	236.50	272.00	35.50	15.0%	
TOTAL FOR TUITION FEES STUDENTS	306.50	324.00	17.50	5.7%	
TOTAL ADE		67,552.28	67,500.76	(51.52)	-0.1%

SUMMARY (\$ Millions)	BUDGET	REVISED BUDGET	YEAR TO DATE AS AT 31-Mar-2010	FORECAST	VARIANCE FORECAST TO REVISED BUDGET	
					\$	%
REVENUES						
GRANT FOR STUDENT NEEDS	659.6	660.8	409.9	661.6	0.8	0.1%
PROVINCIAL TRANSPORTATION REVENUE	6.0	6.0	3.8	6.0	0.0	0.0%
OTHER REVENUES	33.8	37.4	30.1	38.8	1.4	4.1%
USE OF RESERVES - OPERATING	7.0	7.0	0	2.5	(4.5)	(64.3%)
TOTAL REVENUES	\$ 706.4	\$ 711.2	\$ 443.8	\$ 708.9	\$ (2.3)	(0.3%)
EXPENDITURES						
INSTRUCTION	536.9	540.7	324.3	538.7	2.0	0.4%
CONTINUING EDUCATION	8.9	8.9	5.5	8.9	0.0	0.0%
TRANSPORTATION	28.9	29.0	19.8	29.0	0.0	0.0%
PROVINCIAL TRANSPORTATION CONTRACTS	5.2	6.0	3.9	6.0	0.0	0.0%
FACILITIES	82.3	83.3	49.3	83.4	(0.1)	(0.1%)
CENTRAL ADMINISTRATION	18.4	18.1	9.5	17.7	0.4	2.4%
CAPITAL	18.7	18.1	5.8	18.1	0.0	0.0%
NON-OPERATING EXPENDITURES	7.1	7.1	4.2	7.1	0.0	0.0%
TOTAL EXPENDITURES	\$ 706.4	\$ 711.2	\$ 422.3	\$ 708.9	\$ 2.3	0.3%
PROJECTED SURPLUS / (DEFICIT)	\$ -	\$ -	\$ 21.5	\$ 0.0	\$ 0.0	-



2009-2010 Forecast as of 31 March 2010 - Details

IN \$MILLIONS	APPROVED BUDGET	REVISED BUDGET	YEAR TO DATE AS AT: 31-Mar-10	CURRENT FORECAST TO: 31-Aug-10	VARIANCE CURRENT FORECAST TO REVISED ESTIMATES	
					\$	%
INSTRUCTION CLASSROOM						
SALARIES AND BENEFITS						
Classroom Teachers (Including DD Summer School)	386.1	386.0	232.0	386.2	(0.2)	(0.1%)
Occasional Teachers	12.6	13.6	10.2	13.5	0.1	0.8%
Teacher Assistants	27.6	27.6	17.6	28.2	(0.6)	(2.2%)
Professionals / Paraprofessionals and Technicians	13.6	15.0	7.9	15.0	-	0.0%
Library and Guidance	11.7	11.7	6.0	11.3	0.4	3.4%
Staff Development	0.2	0.2	0.2	0.2	-	0.0%
Department Heads	1.1	1.1	0.6	1.1	-	0.0%
Principals and Vice Principals	29.0	29.0	16.3	29.4	(0.4)	(1.4%)
School Office Secretarial	19.1	17.9	11.9	17.5	0.4	2.1%
Coordinators and Consultants	1.8	1.8	0.4	1.7	0.1	5.6%
TOTAL SALARIES AND BENEFITS	\$ 502.8	\$ 503.9	\$ 303.1	\$ 504.1	\$ (0.2)	(0.0%)
OTHER OPERATING EXPENSES						
Textbooks and Learning Material	19.4	22.4	12.2	20.6	1.8	9.3%
Classroom Computers	6.3	6.8	4.8	6.8	-	0.0%
Supplies, Services, Staff Development and Other (Classroom)	4.6	5.0	2.5	4.6	0.4	8.7%
Supplies and Services (Non-Classroom)	3.8	2.6	1.7	2.6	-	0.0%
TOTAL OTHER OPERATING EXPENSES	\$ 34.1	\$ 36.8	\$ 21.2	\$ 34.6	\$ 2.2	6.5%
TOTAL INSTRUCTION	\$ 536.9	\$ 540.7	\$ 324.3	\$ 538.7	\$ 2.0	0.4%
CONTINUING EDUCATION						
SALARIES AND BENEFITS	6.7	6.7	4.7	6.7	-	0.0%
OTHER OPERATING EXPENSES	2.2	2.2	0.8	2.2	-	0.0%
TOTAL CONTINUING EDUCATION	\$ 8.9	\$ 8.9	\$ 5.5	\$ 8.9	\$ -	0.0%
TRANSPORTATION						
SALARIES AND BENEFITS	0.7	0.7	0.3	0.7	-	0.0%
SCHOOL BUS CONTRACTS	28.1	28.2	19.5	28.2	-	0.0%
OTHER OPERATING EXPENSES	0.1	0.1	-	0.1	-	0.0%
Sub-Total Transportation	\$ 28.9	\$ 29.0	\$ 19.8	\$ 29.0	\$ -	0.0%
PROVINCIAL TRANSPORTATION EXPENSES	5.2	6.0	3.9	6.0	-	0.0%
TOTAL TRANSPORTATION	\$ 34.1	\$ 35.0	\$ 23.7	\$ 35.0	\$ -	0.0%



2009-2010 Forecast as of 31 March 2010 - Details

IN \$MILLIONS	APPROVED BUDGET	REVISED BUDGET	YEAR TO DATE AS AT: 31-Mar-10	CURRENT FORECAST TO: 31-Aug-10	VARIANCE CURRENT FORECAST TO REVISED ESTIMATES	
					\$	%
FACILITIES						
SALARIES AND BENEFITS	40.9	40.9	23.1	41.9	(1.0)	(2.4%)
OTHER OPERATING EXPENSES						
Utilities	16.0	16.0	8.7	14.5	1.5	9.4%
Loss and Vandalism	0.9	0.9	1.2	1.5	(0.6)	(66.7%)
Maintenance, Contractual and Others	12.7	13.7	10.1	13.7	-	0.0%
TOTAL OTHER OPERATING EXPENSES	29.6	30.6	20.0	29.7	0.9	3.0%
FACILITIES RENEWAL PLAN	11.8	11.8	6.2	11.8	-	0.0%
TOTAL FACILITIES	\$ 82.3	\$ 83.3	49.3	\$ 83.4	\$ (0.1)	(0.1%)
CENTRAL ADMINISTRATION						
SALARIES AND BENEFITS	14.5	14.5	7.6	14.1	0.4	3.0%
OTHER OPERATING EXPENSES	3.9	3.6	1.9	3.6	-	0.0%
TOTAL CENTRAL ADMINISTRATION	\$ 18.4	\$ 18.1	9.5	\$ 17.7	\$ 0.4	2.4%
CAPITAL / DEBT						
School Construction Debt	4.7	4.9	1.9	4.9	-	0.0%
Pre-Amalgamation Debt	2.6	2.6	-	2.6	-	0.0%
Principal & Interest	6.4	5.1	3.5	5.1	-	0.0%
Other Capital	5.0	4.3	0.2	4.3	-	0.0%
Transfer to Capital Reserves		1.2	0.2	1.2	-	0.0%
TOTAL CAPITAL / DEBT	\$ 18.7	\$ 18.1	5.8	\$ 18.1	\$ -	0.0%
TRANSFER TO OPERATING RESERVES						
TRANSFER TO OPERATING RESERVES	-	-				
NON-OPERATING EXPENDITURES						
SALARIES AND BENEFITS (Staff On Loan)	7.1	7.1	4.2	7.1	-	0.0%
TOTAL NON-OPERATING EXPENDITURES	\$ 7.1	\$ 7.1	4.2	\$ 7.1	\$ -	0.0%
TOTAL EXPENDITURES	\$ 706.4	\$ 711.2	\$ 422.3	\$ 708.9	\$ 2.3	0.3%



Capital Projects (Pupil Accommodation)

- Estimate of Available Capital Fund Reserves
- Estimated Multi-Year Capital Funding



Estimate of Available Capital Fund Reserves

	Estimated Balance 31 August 2010	Estimated transfers to reserves 2010-2011	Estimated Interest 2010-2011	Estimated use of reserves 2010-2011	Estimated Reserve Balance available 31 August 2011
Other Deferred Revenue Reserves:					
Proceeds of disposition of property	\$17,564,809		\$100,000		\$ 17,664,809
Sub-Total	\$17,564,809	\$0	\$100,000	\$0	\$ 17,664,809
Education Development Charges	(\$4,000,000)	\$3,000,000	\$0	\$660,000	\$ (1,660,000)
					-
Total Capital Reserves:	\$13,564,809	\$3,000,000	\$100,000	\$660,000	\$16,004,809



Estimated Multi-Year Capital Funding

Based on information available as of April 2010

The OCDSB is entitled to a number of sources of funding for capital related projects. Funding sources that are currently available are listed below:

Prohibitive to Repair Funding Approval	Estimated funding	Projects Committed	Estimated Balance
Stonecrest Public School (Fitzroy Public School)	\$4,284,499	\$4,284,499	
Rideau Valley School (KARS Public School)	\$5,045,453	\$5,045,453	\$0
Sub-Total	\$9,329,952	\$9,329,952	\$0
Primary Class Size Capital Funding (PCS)	Estimated funding	Projects Committed	Estimated Balance
Capital Cost Entitlement	\$19,600,000		
Huntley Centennial Public School Addition		\$4,900,000	
Jack Donahue Public School Addition		\$2,850,219	
Berrigan Elementary School Addition		\$5,579,254	
Six small school projects		\$484,823	
Portables		\$1,840,600	
Kars/Rideau Valley Schools		\$3,942,987	
Balance	\$19,600,000	\$19,597,883	\$0
Capital Priorities Funding (Growth Schools) Approval	Estimated funding	Projects Committed	Estimated Balance
Capital Cost Entitlement			
New Stittsville school	\$9,925,493	\$9,925,493	\$0
Balance	\$9,925,493	\$9,925,493	\$0

Note:

The Ministry will provide the annual principal and interest debt repayments for these projects amortized over 25 years. The PCS Funding approval ended in October 2009.



Background Information

- Special Education
- English as a Second Language
- Learning Opportunities Grant
- Safe & Caring Program
- Budget Assumptions



Special Education – Revenues and Expenditures

Grant Revenues:	2009-2010 Budget	2010-2011 Approved Budget
Special Education Per Pupil Amount (SEPPA)	\$36,765,139	\$39,013,634
High Needs Allocation	\$33,211,391	\$33,447,887
Provincial Programs	\$398,500	\$218,839
Behavioural Expertise	\$0	\$257,829
Special Incidence Portion (SIP)	\$2,183,233	\$1,341,750
Specialized Equipment for Students	\$1,323,018	\$2,116,440
Special Education Allocations	\$73,881,281	\$76,396,379
Proportionate Foundation Allocation	\$8,190,728	\$9,288,948
Proportionate Teacher Compensation Allocation	\$990,375	\$1,121,562
Sub-Total: Special Education - Other Grants	\$9,181,103	\$10,410,510
Declining Enrolment	\$0	\$0
Summer Learning Program - Grant	\$180,000	\$103,389
Sub-Total: Special Education - Other Grants	\$180,000	\$103,389
Autism Support and Training-Grant	\$0	\$139,842
Early Learning Program	\$0	\$444,392
Other Revenue From Recoveries	\$200,000	\$310,000
Sub-Total: Other Income	\$200,000	\$894,234
Total Grant Revenues	\$83,442,384	\$87,804,512

Expenditures:	2009-2010 Budget	2010-2011 Approved Budget
Staffing	\$81,376,552	\$85,798,126
Operating	\$4,139,196	\$5,191,300
Total Grant Expenditures	\$85,515,747	\$90,989,426

Projected (Shortfall) / Surplus	(\$2,073,363)	(\$3,184,914)
--	----------------------	----------------------



Special Education – Detailed Expenditures

	Budget 2009-2010		Approved Budget 2010-2011	
	FTE	COSTS	FTE	COSTS
Elementary Teaching:				
Special Education Programs	96.00	\$8,462,344	96.50	\$8,981,102
<i>Add: Partially integrated classes (51% to 99%)</i>	22.50	\$1,983,362	22.50	\$2,094,039
Developmental Disability	35.00	\$3,085,230	35.00	\$3,257,395
Preparation time for all of the above	20.17	\$1,777,974	20.10	\$1,870,675
Central Staff assigned to schools	33.80	\$2,979,450	33.30	\$3,099,178
Learning Support Teachers & Special Education Learning Centre	236.00	\$20,803,263	236.00	\$21,964,147
	443.47	\$39,091,622	443.40	\$41,266,536
Secondary Teaching:				
Special Education Programs	67.83	\$6,194,527	68.84	\$6,651,231
<i>Remove: Gifted Classes *</i>	(20.75)	(\$1,894,979)	(20.75)	(\$2,004,838)
<i>Add: Partially integrated classes (51% to 99%)</i>	14.50	\$1,324,202	14.50	\$1,400,971
Learning Support Teachers & Special Education Learning Centre	41.37	\$3,778,086	35.36	\$3,416,437
Central Staff assigned to schools	4.00	\$365,297	3.00	\$289,856
	106.95	\$9,767,134	100.95	\$9,753,657
* Does not qualify for Special Education Grant per Ministry				
Total Teaching Staff	550.42	\$48,858,756	544.35	\$51,020,193
Educational Assistants:	576.00	\$27,043,595	576.00	\$28,156,279
Impact of staffing timing differences		(\$200,000)		\$0
Total Educational Assistants	576.00	\$26,843,595	576.00	\$28,156,279
Professional Student Services Personnel:				
Psychologists	17.10	\$1,716,628	17.10	\$1,755,507
Social Workers	16.56	\$1,439,101	16.56	\$1,505,166
Speech and Language Pathologists	18.90	\$1,633,669	18.90	\$1,721,413
Impact of staffing timing differences		(\$200,000)		\$0
Total PSSP Staff	52.56	\$4,589,397	52.56	\$4,982,085
Principals and Vice-Principals:				
Principals / Vice-Principals- Crystal Bay and Clifford Bowey	2.00	\$242,633	2.50	\$312,655
Central Principal / Vice Principal / Manager	3.00	\$383,096	3.00	\$401,740
Early Learning Program				
Psychologists	0.00	\$0	0.50	\$48,044
Speech and Language Pathologists	0.00	\$0	1.00	\$90,324
Educational Assistants	0.00	\$0	5.00	\$225,632
Administration and Support Staff:				
Program Evaluator	0.00	\$0	1.00	\$94,720
Brailist	1.00	\$48,382	1.00	\$49,415
Office Support Staff at Crystal Bay and Clifford Bowey	3.00	\$158,602	3.00	\$161,934
Child and Youth Worker and SIP Consultant	2.00	\$124,298	2.00	\$128,910
Feeding Skills Assistants		\$26,257		\$27,045
Technicians - Equipment Support	2.00	\$101,535	1.60	\$99,149
Total Administration & Support Staff	13.00	\$1,084,804	20.60	\$1,639,569
Total Special Education Staff	1191.98	\$81,376,552	1,193.51	\$85,798,126



Special Education – Detailed Expenditures

	Budget 2009-2010		Approved Budget 2010-2011	
	FTE	COSTS	FTE	COSTS
Operating Budget:				
Assessment Materials		\$100,000		\$75,000
Auto Kilometrage		\$176,015		\$176,015
Cell Phones & Long Distance		\$1,300		\$1,300
Print & Copying		\$15,000		\$15,000
Clerical/Secretarial Part-Time/Temporary Assistance/Overtime		\$11,670		\$14,020
Behavioural Expertise		\$0		\$257,829
Special Incidence Portion - Supplies		\$23,700		\$23,700
Furniture & Equipment-Computers		\$60,000		\$60,000
Furniture & Equipment-General		\$0		\$30,000
Specialized Equipment for Students		\$1,260,000		\$2,116,440
Training - Supplies		\$110,000		\$55,000
Professional Development		\$15,000		\$15,000
Professional Membership		\$32,500		\$32,500
Start-up costs for new classes		\$20,400		\$20,400
Supplies		\$76,762		\$78,292
Special Education Review		\$60,510		\$60,510
Assistive Technology		\$45,000		\$45,000
Appeals - Supplies		\$25,000		\$25,000
Programs		\$52,000		\$52,000
Early Learning Program-Operating Supplies		\$0		\$80,391
Department Reduction		\$0		(\$204,888)
Sub-Total		\$2,084,857		\$3,028,509
Summer Learning Program		\$500,000		\$500,000
Special Education Short Term Response Fund		\$165,405		\$220,367
Occasional Teachers for Special Education Teachers		\$680,743		\$880,689
Staff Development		\$145,528		\$143,874
Phoenix House and Young Offenders (Operating Budget and Staff)		\$409,163		\$248,661
Supplementary School Supplies Allocation for Developmentally Disabled, Orthopaedic and Autism students (\$150 per student)		\$153,500		\$169,200
Total Operating Budget		\$4,139,196		\$5,191,300
Grand Total	1191.98	\$85,515,747	1,193.51	\$90,989,426



English as a Second Language

PROJECTED REVENUES

	2009-2010 Budget	2010-2011 Budget
GENERAL LEGISLATIVE GRANT	\$8,381,403	\$8,833,069
OCENET	\$330,825	\$334,040
Academic Positions funded by OCENET	3.5 FTE	3.5 FTE

PROJECTED EXPENDITURES

	2009-2010		2010-2011	
DESCRIPTION	FTE	COST	FTE	COST
Elementary				
Classroom Teachers (Includes 0.5 position funded from OCENET for 2010-2011)	83.75		83.25	
Family Reception Centre (Academic)	1.00		1.00	
Total	84.75	\$7,466,899	84.25	\$7,591,346
Secondary				
Classroom Teachers (Includes 3.0 positions funded from OCENET for 2010-2011)	19.50		19.50	
Orientation (Academic)	1.00		1.00	
Total	20.50	\$1,890,326	20.50	\$1,974,745
Non Academic				
Family Reception Centre	4.00	\$271,449	4.00	\$263,454
Multi-Cultural Liaison Officers		\$168,612		\$168,612
Operating Budget		\$43,374		\$43,374
Total	109.25	\$9,840,660	108.75	\$10,041,531
PROJECTED (SHORTFALL) / SURPLUS		(\$1,128,432)		(\$874,422)



Learning Opportunities Grant

PROJECTED REVENUES

	2009-2010 Budget	2010-2011 Budget
Learning Opportunities Grant	\$16,011,742	\$15,744,991

Other Grants:

School Effectiveness Framework	\$341,708
Ontario Focused Intervention Partnership	\$278,023
Specialist High Skills Major	\$332,400
Total	\$952,131

Grand Total	\$16,697,122
--------------------	---------------------

PROJECTED EXPENDITURES

Description	2009-2010		2010-2011	
	FTE	Cost	FTE	Cost
Portion used to partially fund shortfall in Instructional Salaries	N/A	\$11,331,651	N/A	\$10,976,485
Multicultural Liaison Officers (50% of Projected Expenses)	N/A	\$168,612	N/A	\$168,612
Total		\$11,500,262		\$11,145,097
Elementary English as a Second Language Teachers	5.00	\$440,526	5.00	\$450,523
Secondary English as a Second Language Teachers	2.00	\$184,422	2.00	\$192,659
Elementary Literacy Coaches	24.00	\$2,082,432	25.00	\$2,252,614
Total	31.00	\$2,707,381	32.00	\$2,895,795
To fund School Based Projects		\$2,104,099		\$2,104,099
Ministry Reduction in Funding for Professional Development		(\$300,000)		(\$400,000)
School Effectiveness Framework		-		\$341,708
Ontario Focused Intervention Partnership		-		\$278,023
Specialist High Skills Major		-		\$332,400
Net Amount Available to Fund School Based Projects		\$1,804,099		\$2,656,230
Total		\$16,011,742		\$16,697,122
Projected (Shortfall) / Surplus		\$0		\$0



Safe & Caring Program

PROJECTED REVENUES

	2009-2010 Budget	2010-2011 Budget
Safe and Caring Schools	\$1,085,019	\$1,096,197
Urban Priority High School Funding	\$0	\$649,000
Ottawa Centre for Research and Innovation (OCRI)	\$0	\$75,150
Total	\$1,085,019	\$1,820,347

PROJECTED EXPENDITURES

Description	2009-2010		2010-2011	
	FTE	Cost	FTE	Cost
Principal	1.00	\$128,569	1.00	\$132,543
Academic Staff:				
Elementary	2.00	\$173,536	1.00	\$88,726
Secondary	2.00	\$181,551	2.00	\$189,698
Total Academic Staff	5.00	\$483,656	4.00	\$410,967
Non Academic Staff:				
Educational Assistants	15.00	\$695,444	18.00	\$837,310
Student Counselor's	3.00	\$184,460	3.00	\$192,251
Professional Student Services Personnel	1.20	\$118,388	0.00	\$0
Urban Priority (subject to funding)	0.00	\$0	1.80	\$162,507
Total Non Academic Staff	19.20	\$998,292	22.80	\$1,192,068
Total Salary Costs	24.20	\$1,481,948	26.80	\$1,603,035
Operating Budget				
Supplies		\$326,263		\$184,397
Drug Counseling		\$250,000		\$250,000
Gang Exit (one time)		\$25,000		\$0
Urban Priority Operating		\$0		\$486,493
Total		\$2,083,211		\$2,523,925

PROJECTED (SHORTFALL) / SURPLUS

(\$998,192)

(\$703,578)



Budget Assumptions

Assumptions Included in the 2010-2011 Budget

- The academic class size staffing ratio remains unchanged from 2009-2010 at 22.0 for the secondary panel.
- The elementary class size ratio is maintained at an average of 20.0 for JK - 3 and is slightly improved over 2009-2010 for grades 4 - 8 as a result of the Professional Discussion Table negotiations.
- Impact of the Provincial Discussion Table agreements are included in the proposed budget.
- Incremental progression on salary grids are reflected in projected expenditure levels.
- Statutory and benefit costs have been adjusted to reflect estimated increase in cost.
- Operating budgets such as classroom computers, school support funds and facilities renewal programs have been adjusted to reflect projected increase in Average Daily Enrolment (ADE).
- Utilities budgets have been adjusted to reflect estimated increase in cost.
- Transportation budgets have been adjusted to reflect projected expenditures.
- Recently announced grants /other revenues are included in the proposed budget along with corresponding expense budgets.
- Debt expenditures have been revised to reflect projected 2010-2011 interest payments. Principal payment will no longer be included as revenue in the operating budget.
- The proposed 2010-2011 Budget was prepared on a partial PSAB basis, using regulations defined in the Education Act.
- Net impact of school openings and closures are included in costs.
- Changes in program costs have been updated to reflect projected usage.
- Provisions for the newly introduced Early Learning Program are included in budget base. This includes projected salaries, operating costs and revenues.
- The impact of recording tangible capital assets and the associated amortization costs has not been reflected in this budget. However, this change is not expected to have an impact on the deficit.



Appendices

- School Allocation Formula
- Initiatives Discussed and not Recommended
- Timetable
- New Initiatives
- Frequently Asked Questions



School Allocation Formula – Elementary Panel

Description	Allocation Details	Formula/Amount
School Operating	Pre-determined allocation based on each school's projected enrolment	$\$74.97 \times \text{ADE Enrolment}$
Intermediate School Allocation	Applicable to Grades 7 and 8	$\$3.78 \times \text{Intermediate ADE Enrolment}$
Allocation for Beacon Schools	Applicable to identified schools	\$9.35 per ADE
Special Education Allocation	Based on number of full-time equivalent (FTE) Special Education Teachers in the school	$\$466 \times \text{Special Education Teacher FTE in the school}$
Student Special Education Allocation	Applicable for DD, Orthopedic and Autism students	$\$150 \times \text{ADE of identified students}$
Small School Allowance	Applicable to schools with enrolment less than 300	$\$6.17 \times \text{ADE Enrolment}$
Field Trip/ Late Bus Allocation	Allocation based on each school's projected enrolment	$\$5.00 \times \text{ADE Enrolment}$
JK/SK Allocation	Allocation based on each school's projected enrolment	$\$4.45 \times \text{JK/SK ADE Enrolment}$
Long Distance Allocation	Given to suburban schools where needed to provide financial assistance with long distance telephone expenditures	Based on prior year's Allocation
Breakfast Program	Self-explanatory	Determined by School Board Budget and OCRI funding.
Professional Development	Mandated by Collective Agreement	$\$10.00 \times \text{FTE Teachers}$
Office & Technician Assistance Funds	Based on School's Administrative & Support Full-Time Equivalent (FTE) staffing	Determined by Staffing (FTE) formulas
Occasional Teacher Funds	Based on School's Academic Full-Time Equivalent (FTE) staffing	Determined by Staffing (FTE) formulas



School Allocation Formula – Secondary Panel

Description	Allocation Details	Formula/Amount
School Operating	Pre-determined allocation based on each school's projected enrolment	$\$116.75 \times \text{ADE Enrolment}$
Student Special Education Allocation	Applicable for DD, Orthopedic and Autism students	$\$150 \times \text{ADE of identified students}$
Special Education Allocation	Based on number of Full-Time Equivalent (FTE) Special Education Teachers in the school	$\$466 \times \text{Special Education Teacher FTE in the school}$
Team Transportation	Pre-determined allocation based on each school's projected enrolment	$\$7.00 \times \text{ADE Enrolment}$
Office & Technician Assistance Funds	Based on School's Administrative & Support Full-Time Equivalent (FTE) staffing	Determined by Staffing (FTE) formulas
Occasional Teacher Funds	Based on School's Academic Full-Time Equivalent (FTE) staffing	Determined by Staffing (FTE) formulas



2010-2011 Budget Initiatives Discussed and not Recommended

Description	14 December 2009 Proposed Reduction
Instruction:	
Education Foundation of Ottawa	\$50,000
Reduction of one Speech and Language Pathologist - General Instruction	\$86,500
Staff Development	\$36,000
Sub-total:	\$172,500
Instruction (Regular Day School):	
School Operations - Supervision Funding	\$250,000
School Operations - School Budgets (additional reduction based on ADE allocations per student)	\$500,000
Elementary Teachers - Needs Allocation (Partial approved reduction of \$600,000)	\$2,000,000
Guidance Staffing - Occasional Teachers	\$91,000
Cost Reduction Strategies - Occasional Teachers and Long Term Occasional Teachers (Partial proposed reduction of \$1,000,000)	\$1,300,000
Reduction of English as Second Language Teachers (Partial approved reduction of \$720,000)	\$900,000
Safe Schools- Elementary Teacher positions (Partial approved reduction of \$86,668)	\$173,336
Safe School - Professionals and Para Professionals Positions	\$118,388
Retention of 50% of unspent Occasional Teacher Funds (on a Boardwide basis)	\$500,000
Sub-total:	\$5,832,724
Facilities:	
Transportation:	
Transportation expenditures (Partial approved reduction of \$206,000)	\$1,200,000
Sub-total:	\$1,200,000
Central Administration:	
Superintendent & Administrative Assistants	\$360,000
Planning - Reduction in the use of consultants	\$50,000
Corporate Services	\$79,971
Trustee Operating Budgets	\$57,000
Sub-total:	\$546,971
Other - Mix of two or more envelopes	
Budget Process Changes (Expenditures)	\$1,300,000
Overtime	\$100,000
Sub-total:	\$1,400,000
Total	\$9,152,195



Timetable

Budget Committee Meeting - Budget Recommendations	31 May 2010	7:30 p.m - 9:30 p.m.
Budget Committee Meeting - Public Delegation Night	07 June 2010	7:30 p.m - 10:30 p.m.
Budget Committee Meeting - Public Delegation Night (if required) and Deliberations	10 June 2010	7:30 p.m - 9:30 p.m.
Budget Committee Meeting - Deliberations Continued	14 June 2010	7:30 p.m - 10:30 p.m.
Budget Committee Meeting - Deliberations Continued	17 June 2010	7:30 p.m - 10:30 p.m.
Special Board - Ratification	22 June 2010	7:00 p.m - 9:00 p.m.



New Initiatives for 2010-2011

Enterprise Content Management Project: \$450,000

The Enterprise Content Management Project (ECM) is a critical component of the district's information management strategy under the DRIVE umbrella. The project grew out of a series of independent projects and initiatives, including the need for a corporate records program, the end of life state of the current corporate records database, the need for better information search and retrieval capacity, the need for improved web content management for both the district and school websites, and pressures on information storage due to duplication of databases and information. The project was designed to provide an integrated suite of services that will improve the OCDSB's organizational effectiveness by providing comprehensive content management; enhanced data search capacity, accelerate shared business processes and facilitate information sharing across departments. There are four components to the ECM project: web content management (WCM); records management system (RMS); electronic records management (eRM); and electronic document management (eDM).

The ECM project is directly linked to the district goal Com (e) - "to improve technology infrastructure and support to ensure increase usability, business continuity and improved access to information and student data". This is the key work being undertaken in the area of information management under DRIVE. The ECM project and particularly the eRM and eDM phases of the project are critical to improving the technology and communications infrastructure of the school district.

Communication/Advertising Campaign: \$50,000 in each of two years

The budget includes an investment of \$50,000 over each of the next two years in the area of communications and advertising. Our goal of improving internal and external communications strategies, techniques and messaging processes recognizes that communication is central to effective parental engagement, program awareness and viability and student enrolment. Over the past eight months, the district has brought all advertising design and production in house and has been working to improve our advertising, informational and promotional material. The budget allocation has been included based on the feedback received at the Strategic Planning and Priorities Committee about the need for additional investment in communications and public information.



Frequently Asked Questions

Why is there an annual budget problem?

Expenses are increasing at a rate higher than Ministry funding increases resulting in a shortfall. Expenses are increasing at 4.5% to 5% and revenue is increasing at less than 3%.

When is the Board required to seek ministerial approval to use working revenues?

Changes to the grant regulations beginning in 2010-2011 require that school boards receive ministerial approval for the use of working reserves that exceed the lesser of 1% of operating grants or the Board's accumulated surplus. The 1% amount for OCDSB is \$6.6 million.

What does enveloping mean?

Enveloping simply means matching the expenses with the total revenues for a particular department or program of the board to show whether the department/program is over or under funded. Enveloped areas that are typically reported include the Instructional and Continuing Education Programs, School Facilities and Central Administration Departments, and Debt Payments and Capital Expenses.



Frequently Asked Questions

Provide an explanation of the salary gap.

The salary gap is the difference between employee salaries on the OCDSB negotiated salary grids compared to the average salaries determined by the Ministry of Education. In comparison to the provincial average the OCDSB compensates certain employee groups at higher levels in the earlier stages of their employment with the Board. Once the maximum experience is reached the OCDSB salaries are more in line with the provincial averages. This difference creates higher costs for the OCDSB which are not funded through the provincial funding formula.

If the OCDSB doesn't balance the budget, what will happen?

According to the Education Act school boards must submit a balanced budget. A balanced budget simply means that the amount of money that a board expects to spend is equal to, or less than, the amount of money it receives from the government. Under the new balanced budget regulations the Minister of Education may accept a multi-year plan from a school board that can not balance its annual budget. The Minister has placed some boards that are unable to balance to their budgets under provincial supervision, in which a supervisor appointed by the province assumes the duties and powers of the trustees.



Frequently Asked Questions

How school boards are funded and where does the funding come from?

School boards are funded through Ontario's "funding formula". The Ministry allocates funding to each board using a formula that's based on student enrolment and the unique needs of the students in each board. School boards receive funding in two ways. First, education property taxes collected by the City of Ottawa go to the Board. Second, the Province tops up the amount to bring the OCDSB's total up to the amount set out by the funding formula. The Province sets the education tax rate, not the school board trustees.

What does GSN mean?

The GSN (Grants for Student Needs) is the annual funding provided by the Ministry of Education to school boards to support educational programs and services, staffing and school facilities.



Frequently Asked Questions

What does ADE mean?

ADE is “Average Daily Enrolment”; school boards are required to report enrolment statistics for October 31st and March 31st annually. The two count dates are averaged; fifty percent of the enrolment for each of these key dates is used for funding projections.

Who sets schools’ budgets?

Schools budgets are established based on a pre-determined allocation of each schools enrolment. Each school makes choices on how the school’s budget will be used to meet the needs of students in the school community.

Provide an explanation of the school staffing allocation process.

The school staffing allocation process is based on estimating the enrolment for each school in the board and then allocating teachers and other school staff based on the class size requirements outlined in the Education Act. Additional resources may also be allocated to meet specific needs of each school. The school staffing decisions were approved in April 2010.