



2007 - 2008 Budget

14 June 2007

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Letter of Transmittal and Board Motion Approval



3 May 2007

Report No. 07-086 to the Budget Committee

Re: 2007-2008 Recommended Budget

ORIGINATORS: Director's Executive Council
Cathy Dempsey, Assistant Treasurer
Charles D'Aoust, Coordinator of Budget Services, Financial Systems Support and Labour Relations Costing

PURPOSE:

1. To seek Board approval of the 2007-2008 operating budget.

BACKGROUND:

2. The Budget Committee has met seven times to discuss the 2007-2008 budget.
3. On 10 April 2007 the Ministry released its 2007-2008 grant calculations, allowing staff to determine the grant funding level for the coming school year. With reasonable knowledge of what the Board's 2007-2008 revenue will be, staff can now present the recommendations necessary to set the annual budget.

Letter of Transmittal and Board Motion Approval



STATUS:

1. As indicated at the previous 2007-2008 Budget Committee meetings, staff is recommending that the Board move to operating within its ongoing funding. Staff is also recommending that this be accomplished over the next two budget years in order to facilitate transition to the new model.
2. The recommendations in this budget document will implement the first year of the two year plan.
3. The multi-year plan requires Board approval and Ministry of Education acceptance before it can be implemented.

RECOMMENDATION:

It is recommended that:

- A. The Board approve the 2007-2008 operating budget in the amount of \$636.3 million, as detailed in the 2007-2008 Budget, Report Number 07-086, presented to the Budget Committee on 3 May 2007.
- B. The Board endorse the planned approach for the 2008-2009 budget, as set out in the multi-year section of the 2007-2008 Budget, Report Number 07-086, resulting in the Board operating within its ongoing funding by the end of the 2008-2009 school year.
- C. The Board authorize staff to begin negotiations with Ministry of Education officials to set a repayment plan for the 2007-2008 in year deficit with this repayment period to end no later than the 2010-2011 school year.

Dr. Lorne M. Rachlis
Director of Education/Secretary of the Board

Michael E. Clarke
Chief Financial Officer



Overview

- Executive Summary

2007 - 2008 Budget - Subsequent Event



On 14 August 2007, the provincial government announced additional funding for 2007-2008. As of 28 August 2007, staff estimate, from the information provided by the Ministry of Education that the OCDSB will receive an additional \$5.3 million of funding for 2007-2008. Approximately \$0.7 million of this funding requires additional equal expenditure to address teacher staffing in the primary grades. The remaining \$4.6 million will reduce the budgeted 2007-2008 deficit from \$6.3 million to \$1.7 million.

The provincial government also announced that the additional funding, adjusted for enrolment changes, will become permanent funding and continue in future years. The intention to add additional permanent funding for 2008-2009 was also announced, but with insufficient detail to allow an accurate board by board projection.

The new funding streams will substantially reduce the reductions needed in 2008-2009 to allow the OCDSB to operate within its ongoing funding and repay the 2007-2008 operating deficit. The multi-year plan outlined in the 2007-2008 budget will change once the 2008-2009 funding is known.

Please see the Multi-Year Plan section for additional details on the impact of the additional funding.

2007 - 2008 Budget Overview - Executive Summary



The Ottawa-Carleton District School Board (OCDSB) is facing a difficult fiscal situation, as are many Ontario school boards, with expenditures outstripping revenue. The Board of Trustees has approved a three year plan to solve the problem and the provincial Ministry of Education has accepted the three year solution.

The OCDSB's fiscal problems developed over the last eight years as the Board has struggled with how to deal with the imposition of a new provincial government funding model for education.

Funding Issues

Prior to 1999, under the old funding model, the actions of both school boards and the provincial government together set education property tax rates. This gave school boards a revenue source independent of provincial government set funding levels. Thus, if a school board identified a community need that was not being addressed by provincial funding and was prepared to increase taxes, it could create a funding source to provide a program.

The provincial funding system in place since 1999 is based on the assumption that students of equal need should attract equal resources to address those needs, irrespective of where they live in the province or what school board runs the school attended. The province arrived at its original 2000-2001 funding level based on a study of the existing cost structures in place in the late 1990's. It was based on provincial averages, not what each board spent to provide its education model. Using averages creates funding winners and funding losers.

The present education funding system has ended school board fiscal independence. All boards of education are funded on the same grant system and have lost the power to raise additional property tax. The existing education tax base was redistributed to municipalities. A few urban English language school boards, including the OCDSB, lost substantial funding under this change while many school boards benefited.

Effectively, this meant that any school board providing a richer level of service and program choice than the provincial average no longer received the revenue level needed to fund them.

Since 1999, the provincial government did provide substantial phase in funds to help boards restructure to live within the new model.

2007 - 2008 Budget Overview - Executive Summary



Ongoing Cost Issues

All school boards' costs are set by the types of programs provided and the delivery model for each program. The more program choices there are, the more labour intensive the delivery model is; and the more specialized supports there are, the more expensive the program delivery is. While the requirement to provide many programs and services is set by legislation (e.g. average class size), the OCDSB does offer more programs than the minimum required by law (French Immersion, specialized classes, outdoor education, as a few examples). These programs and delivery models have been developed over many years to address needs identified by the community when the school board had the power to set its own taxes. Without additional revenues to supplement the provincial grant model, the range of choices and delivery methods is no longer affordable and has to change.

The other major cost issue is the shortfall in the funding model between the province's assumptions of what staff cost (salary, benefits, mandatory coverage, etc.) and the actual costs experienced by school boards.

Declining Enrolment

The funding problem has been made worse by the impact of declining enrolment. There are fewer children of school age year by year in the province and almost all school districts are part of this phenomenon including Ottawa-Carleton.

The existing provincial funding model provides a per pupil operating grant of approximately \$7,100 per full time pupil. If a school board's overall enrolment goes up one pupil, it gains \$7,100. If the enrolment goes down one, it loses \$7,100. There are a few grants that are not calculated on a per pupil basis, but in total they are relatively small – approximately \$1,200 per pupil.

The OCDSB's fixed per pupil costs are approximately \$4,500. This is the cost of school buildings, the school office (principal, vice-principal, office administrator), computer and other technicians needed to run and maintain our infrastructure, telephone and computer systems, software licenses, information system, special education teachers, psychologists, social workers, speech language professionals, curriculum materials (textbooks, etc.) school buses, custodians and central administration (such as payroll, human resources, board services, trustees). Central administration is 3.2% of the 2006-2007 budget.

Direct student costs (classroom teachers, teacher preparation time, pupil supplies) which come to approximately \$4,000 do change directly with the number of pupils. The OCDSB has reduced these costs in line with the fall in enrolment.

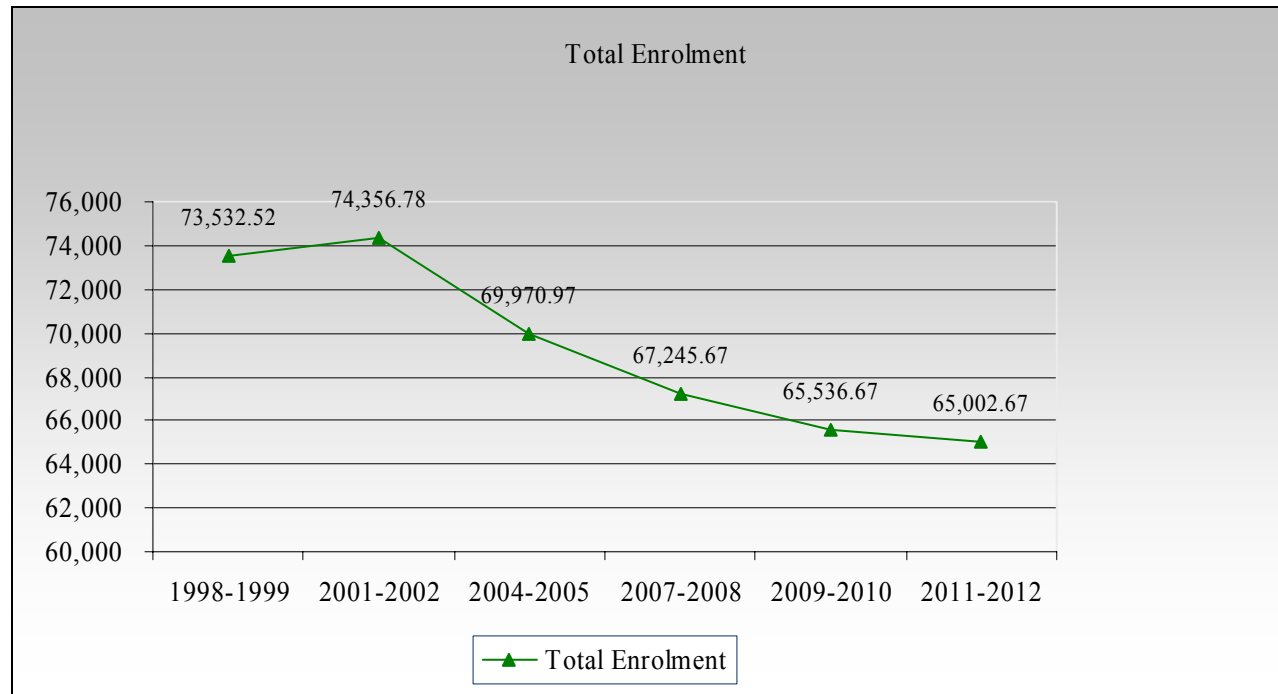
The OCDSB can not reduce its fixed costs in lock step with declining enrolment. All school boards have the same fixed cost issue.

2007 – 2008 Budget Overview - Executive Summary



Sixty six of seventy two Ontario school boards are facing the declining enrolment issue. This needs a province wide solution by the provincial government.

Graph 1 – Projected Enrolment



2007 - 2008 Budget Overview - Executive Summary



Living Within Ongoing Funding

The OCDSB has highlighted the funding problem to the residents of Ottawa and the provincial government since the start of the 1999 funding system. It also has clearly stated that to live within its ongoing funding will require changes to the existing programs and services. Potential changes have been identified and discussed extensively during the last eight years.

The Board believes strongly in its existing program delivery model and program choices and chose to use the phase-in money to maintain the model as much as it could, while campaigning to have the provincial government increase the funding level to permanently sustain the OCDSB. While spending reductions have been made in the last eight years, the fundamentals of program delivery and community services have not been changed substantially.

Funding has been increased by the provincial government to the overall education sector in the last few years. However, much of this increased funding required school boards to use the new grants for new purposes and not to address the under funding of existing services. An example is the lowering of primary class size. The OCDSB has benefited from the increased funding and increased the number of teachers in Junior Kindergarten to Grade 3. The cost increase has equaled the amount of new funding, as required by the province. While students have benefited from this and other initiatives, the Board still does not receive the same purchasing power level of funding it had from the old system for its ongoing programs and services.

So long as enrolment continues to fall and the present grant model continues, the Board will have to make annual budget reductions to live within its reducing resources.

The Board, at the end of its September 2006 to June 2007 budget process decided to restructure in order to operate within its ongoing funding by the end of the 2008-2009 school year. The restructuring plan requires it to reduce expenditures for 2007-2008, run a small operating deficit for that year and make further reductions in 2008-2009 and again in 2009-2010 so that it operates within its ongoing funding and repays the accumulated 2007-2008 deficit.

The decision will impact on the community and was not made lightly. As part of the decision process, the Board discussed options and impacts extensively with the Ministry. The Minister of Education appointed a Special Assistance Team (SAT) to help the Board.

2007 - 2008 Budget Overview - Executive Summary



The SAT in its report strongly recommended that the OCDSB restructure to live within its ongoing funding. (The SAT report is available on the OCDSB's web site.)

The Board of Trustees has accepted most of the SAT's 2007-2008 related recommendations.

The Board motion, approved on 14 June 2007 is:

- A. THAT the Board approve the 2007-2008 operating budget in the amount of \$634.8 million, as detailed in the 2007-2008 Budget (Report No. 07-086) presented to the Budget Committee on 3 May 2007, and as amended by the Budget Committee and further amended by the Board on June~14, 2007.
- B. THAT the Board state its intent to operate within its ongoing funding by the end of the 2008-2009 school year, with implementation to be determined during the 2008-2009 budget process as set out in Appendix A of Report No. 07-114 presented to the Budget Committee on May 28, 2007.
- C. THAT the Board state its intent to repay the 2007-2008 deficit by the end of the 2009-2010 school year.
- D. THAT the Board state its commitment to continue to work in partnership with the provincial government and stakeholders to resolve on-going education funding issues and request that the provincial government address shortfalls in funding including those described in recommendations 23 to 27 in the Special Assistance Team report dated May 8, 2007.

The Ministry of Education has accepted the 2007-2008 budget.

The minutes of the budget debate and amendments to the original budget motion are available on the OCDSB's web site.

2007 - 2008 Budget Overview - Executive Summary



The 2007-2008 Budget

The Board has authorized a total of \$16.6 million of reductions for 2007-2008. By funding envelope, these are:

Table 1

Instruction – Special Education	\$ 2.3 million
Instruction – Other – (Non Special Education)	\$ 10.3
Continuing Education	\$ 0.1
Facilities	\$ 2.1
Central Administration	\$ 0.6
School Closures	\$ 0.3
Increased Revenues	<u>\$ 0.9</u>
	\$ 16.6 million

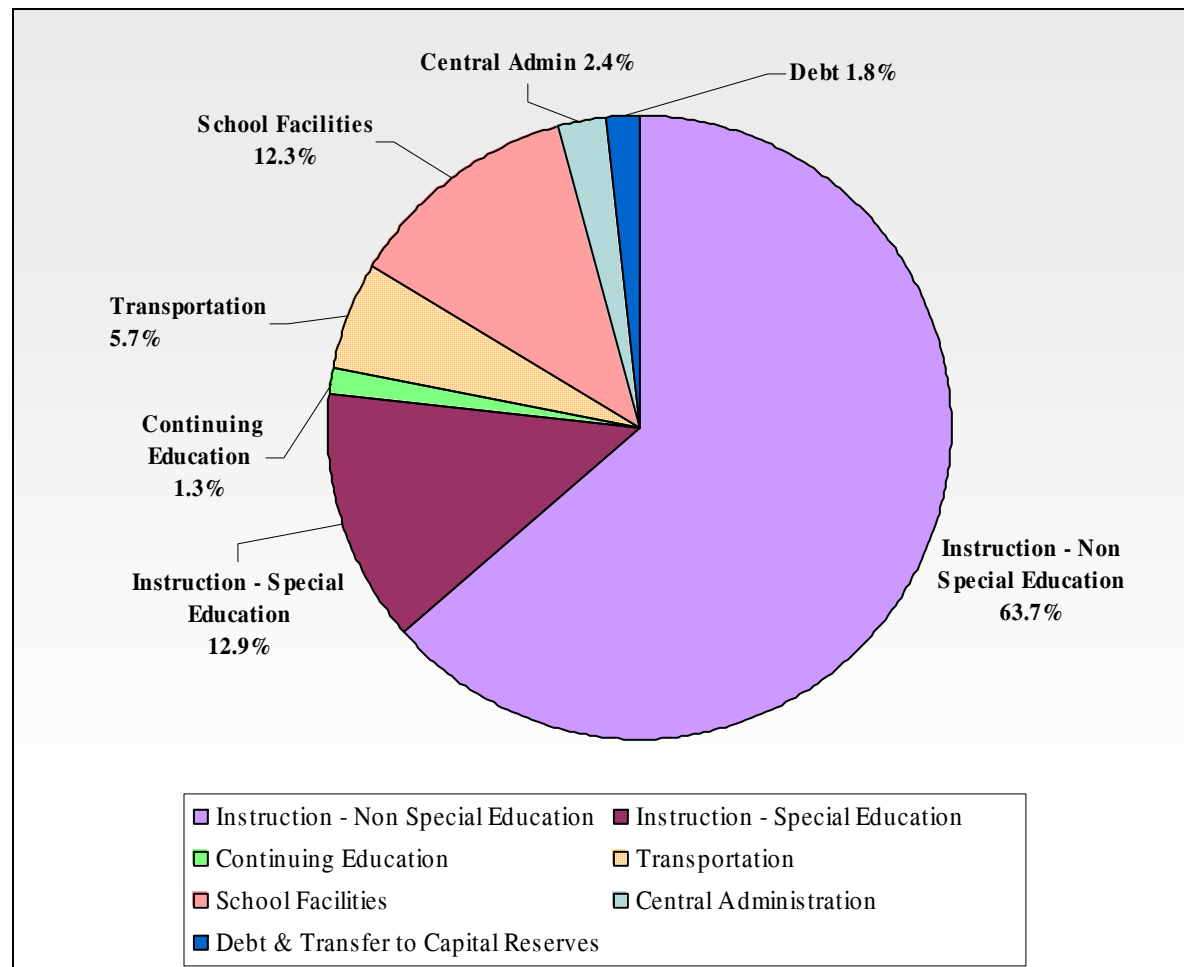
2007 - 2008 Budget Overview - Executive Summary



Details of the reductions and the expected major impacts are in Section 5 of this budget document.

The expenditure budget in pie chart shows:

Pie Chart 1 – Expenditures by Envelope After Reductions (Including Use of Temporary Funds)



2007 - 2008 Budget Overview - Executive Summary



These changes result in the Board having the following funding shortfalls:

Table 2 – Net Enveloping After Approved Reductions

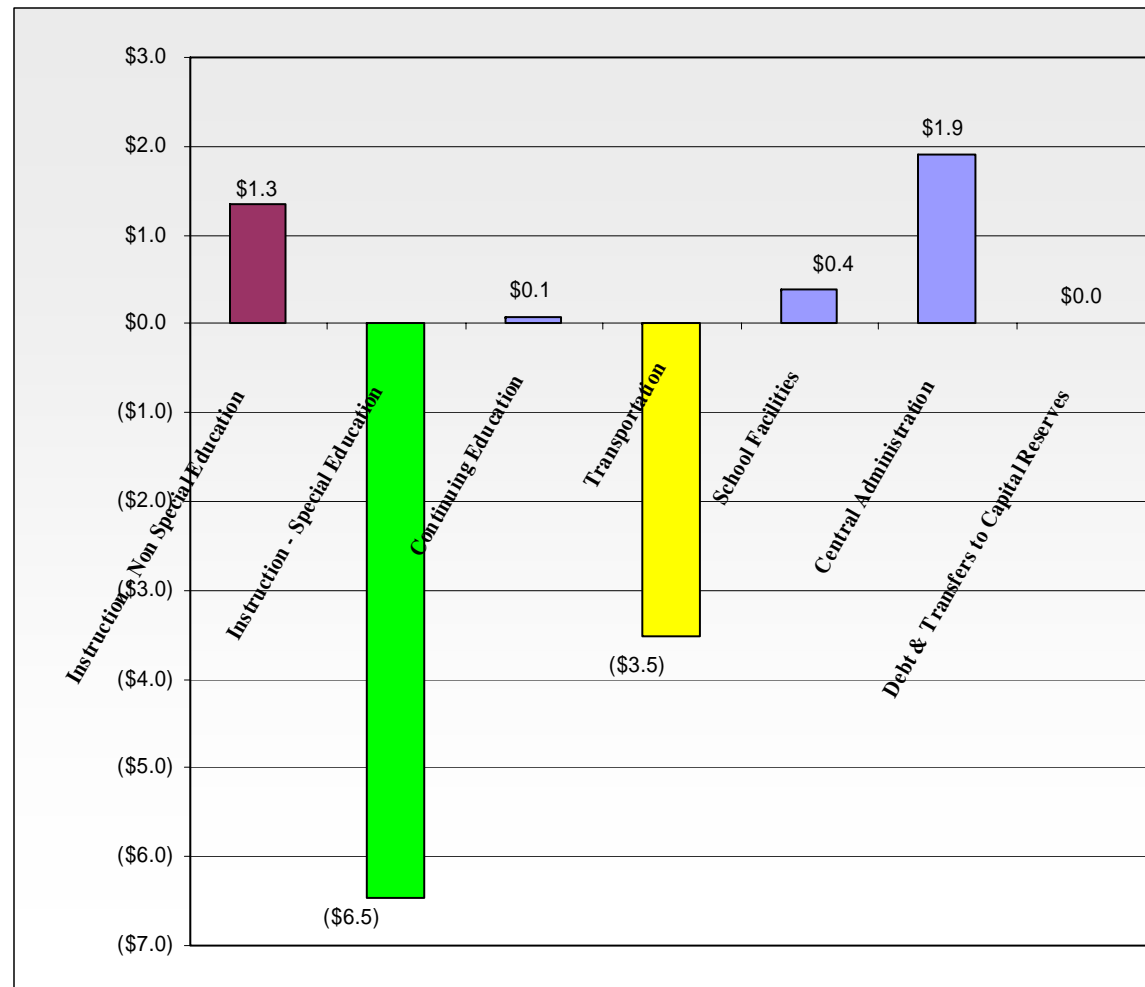
In \$Millions	Projected Expenses	REVENUE					Net
		On Going Grants	Non Grant Revenues	On going Funding Surplus (Shortfall)	Declining Enrolment Grant	Use of One Time Reserves	
Instruction - Non Special Education	404.6	389.8	13.8	(1.1)	2.4	0.0	1.3
Instruction - Special Education	81.8	74.1	0.6	(7.1)	0.6	0.0	(6.5)
Continuing Education	8.3	2.4	6.0	0.1	0.0	0.0	0.1
Transportation	36.1	32.5	0.1	(3.5)	0.0	0.0	(3.5)
School Facilities	77.3	74.7	2.7	0.1	0.3	0.0	0.4
Central Administration	15.3	15.5	1.6	1.8	0.1	0.0	1.9
Debt & Transfers to Capital Reserves	11.4	11.4	0.0	0.0	0.0	0.0	0.0
Total in \$Millions	634.8	600.4	24.8	(9.7)	3.4	0.0	(6.3)

2007 - 2008 Budget Overview - Executive Summary



In graph form this is:

Graph 1 – Net Enveloping After Reductions (Including Use of Temporary Funds)
In \$Millions



Under Spend Provincial
Funding

Spend More Than Provincial
Funding

2007 - 2008 Budget Overview - Executive Summary



The Future

The OCDSB has committed itself to major restructuring to be in place for the start of the 2008-2009 school year. The process to determine what changes are to be made starts in September 2007 as the Board commences its 2008-2009 budget process. Please see the multi-year plan section of this budget document.



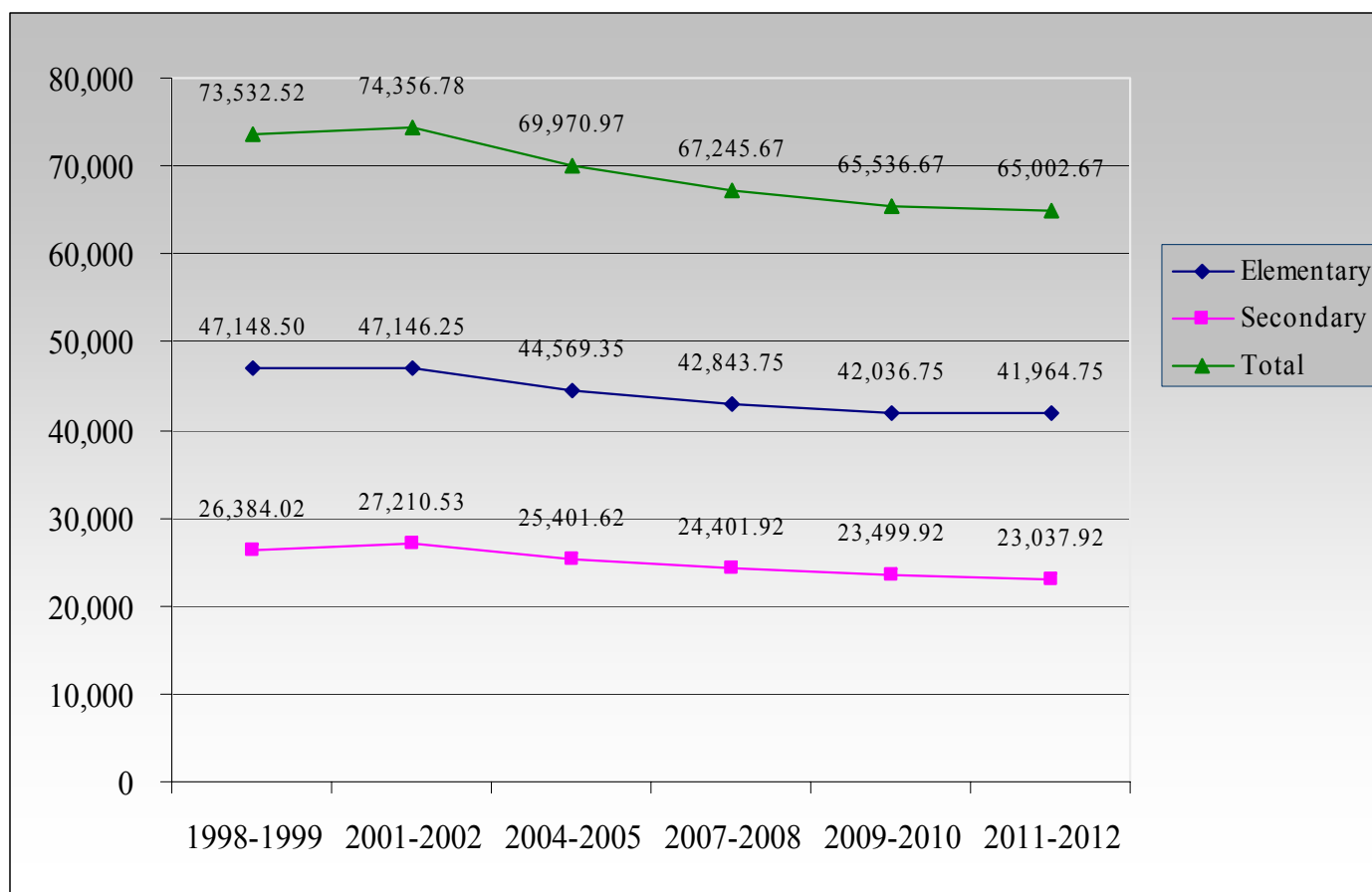
Average Daily Enrolment

Average Daily Enrolment



	Actual 2004-2005	Actual for 2005-2006	Projected for 2006-2007	Projected for 2007-2008
Elementary Students				
JK	1,920.25	1,961.25	1,988.75	2,076.75
SK	2,233.25	2,142.00	2,153.50	2,212.00
Grades 1 to 3	14,438.25	14,139.27	13,909.00	13,701.00
Grades 4 to 8	25,887.35	25,300.20	24,763.50	24,780.00
Sub-Total	44,479.10	43,542.72	42,814.75	42,769.75
Tuition Paying	90.25	60.25	59.50	74.00
Total Elementary Students	44,569.35	43,602.97	42,874.25	42,843.75
Secondary Students				
Under age 21	24,427.77	24,323.67	24,178.46	23,386.86
Age 21 and over	802.60	775.00	791.92	802.06
Sub-Total	25,230.37	25,098.67	24,970.38	24,188.92
Tuition Paying	171.25	175.25	180.99	213.00
Total Secondary Students	25,401.62	25,273.92	25,151.37	24,401.92
Total	69,970.97	68,876.89	68,025.62	67,245.67

Average Daily Enrolment - Trend Analysis





2007-2008 Budget Details

- Approved Reductions
- Staffing
- Revenues
- Expenditures
- Net Enveloping

Approved Reductions



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Displayed by Full Time Equivalent (FTE) Positions and by Amount																			
Description	Ref	Instruction (Non Special)			Instruction (Special Education)			Facilities			Continuing Education			Central Administration			Total		
		FTE		Amount \$	FTE		Amount \$	FTE		Amount \$	FTE		Amount \$	FTE		Amount \$	FTE		Amount \$
		ACA	A&S		ACA	A&S		ACA	A&S		ACA	A&S		ACA	A&S		ACA	A&S	
Instruction (Special Education):																			
Closure of 4 Primary Assessment Classes / Opening of 1	A				3.0	3.0	\$383,319										3.0	3.0	\$383,319
Closure of 4 Elementary Special Support Unit (SSU) Classes	B				2.0	2.0	\$255,546										2.0	2.0	\$255,546
Closure of 2 Secondary Special Support Unit (SSU) Classes	C				2.7	2.0	\$320,290										2.7	2.0	\$320,290
Closure of 1 Elementary Developmental Disabilities (DD) Class	D				1.0	2.0	\$171,675										1.0	2.0	\$171,675
Closure of 1 Elementary General Learning Program (GLP) Class	E				1.0	1.0	\$127,773										1.0	1.0	\$127,773
Opening of 1 Secondary Semi Int. Developmental Disabilities (DD) Class	N/A				(1.0)	(1.0)	(\$130,424)										(1.0)	(1.0)	(\$130,424)
Preparation Time on Academic Positions	N/A				1.4		\$119,275										1.4		\$119,275
Social Workers	F					2.0	\$164,384											2.0	\$164,384
Educational Assistants	G					10.0	\$438,790											10.0	\$438,790
Audiologist Contractual Services	H						\$9,040												\$9,040
Occupational Therapy & Physiotherapy	I					2.0	\$134,006											2.0	\$134,006
Sub-total:					10.1	23.0	\$1,993,674										10.1	23.0	\$1,993,674
Instruction (Regular Day School):																			
Primary, Junior and Intermediate Teacher Overlay Positions	J	40.0		\$3,314,996													40.0		\$3,314,996
Elementary Vice-Principal Positions	K	6.0		\$626,610													6.0		\$626,610
Elementary Principal Position	K	1.0		\$114,333													1.0		\$114,333
Secondary Teacher Overlay Positions	L	5.0		\$425,110													5.0		\$425,110
Home Instruction	M			\$150,000															\$150,000
Occasional Teachers	N			\$847,000															\$847,000
School Supplies Budget	O			\$827,500															\$827,500
Secondary Office Staff	P		2.0	\$97,846														2.0	\$97,846
Sub-total:		52.0	2.0	\$6,403,395													52.0	2.0	\$6,403,395
Other Instruction (Central Support):																			
Secondary Consultant Position in Quality Assurance	Q	1.0		\$85,000													1.0		\$85,000
Elementary Consultant Position in B and LT	R	1.0		\$83,000													1.0		\$83,000
Literacy Coaches Positions in Curriculum Services	S	8.0		\$662,168													8.0		\$662,168
Curriculum Services - Support Positions	T		4.1	\$221,146														4.1	\$221,146
Curriculum Services - Operations	U			\$83,402															\$83,402
Business and Learning Technologies (Operations)	V			\$460,000															\$460,000
Staff Development	W		1.5	\$250,000														1.5	\$250,000
Sub-total:		10.0	5.6	\$1,844,716													10.0	5.6	\$1,844,716
Displayed by Full Time Equivalent (FTE) Positions and by Amount																			

Approved Reductions



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Displayed by Full Time Equivalent (FTE) Positions and by Amount																				
Description	Ref	Instruction (Non Special)			Instruction (Special Education)			Facilities			Continuing Education			Central Administration			Total			
		FTE		Amount \$	FTE		Amount \$	FTE		Amount \$	FTE		Amount \$	FTE		Amount \$	FTE		Amount \$	
		ACA	A&S		ACA	A&S		ACA	A&S		ACA	A&S		ACA	A&S		ACA	A&S		
Continuing Education:																				
Support Position	X										1.0		\$77,890					1.0	\$77,890	
Sub-total:											1.0		\$77,890					1.0	\$77,890	
School Facilities:																				
Operations	Y									\$1,024,656									\$1,024,656	
Staffing Reductions - RPT's	Z							16.0		\$482,000									\$482,000	
Operations - Utilities - Gas	AA									\$245,568								0.0	\$245,568	
Community Use of Schools	N/A									\$200,000									\$200,000	
Sub-total:								16.0		\$1,952,224								0.0	\$1,952,224	
Central Administration:																				
Finance (FTE + Operations)	AB													3.0		\$200,000		3.0	\$200,000	
Communications	AC													1.0		\$49,294		1.0	\$49,294	
Human Resources (FTE + Operations)	AD													2.0		\$180,000		2.0	\$180,000	
Central Computers	AE															\$300,000			\$300,000	
Planning	AF													1.0		\$50,339		1.0	\$50,339	
Strategic Planning (New Initiative)	N/A															(\$150,000)			(\$150,000)	
Workplace Diversity (New Initiative)	N/A															(\$50,000)			(\$50,000)	
Sub-total:														7.0		\$579,633		7.0	\$579,633	
Combined Envelopes :																				
Closure of 2 Elementary Schools (net)	AG	4.0		\$107,728				3.8		\$192,272								4.0	3.8	\$300,000
Teacher Salary (Change in Assumption)	AH			\$1,400,000			\$100,000												\$1,500,000	
Support Staff Salary (Change in Assumption)	AI			\$339,997			\$92,260			\$54,218			\$1,282			\$12,243			\$500,000	
Overall Fringe Benefits (Change in Assumption)	AJ			\$344,300			\$91,435			\$47,484			\$1,274			\$15,507			\$500,000	
Sub-total:		4.0		\$2,192,025			\$283,695	3.8		\$293,974			\$2,556			\$27,750	4.0	3.8	\$2,800,000	
Total Reductions:		66.0	7.6	\$10,440,136	10.1	23.0	\$2,277,369	0.0	19.8	\$2,246,198	0.0	1.0	\$80,446	0.0	7.0	\$607,383	76.1	42.4	\$15,651,532	
Increase in Revenues (User Fees and Partnerships):																				
Outdoor Education	AK			\$100,000															\$100,000	
Summer Learning Program	AL						\$500,000												\$500,000	
Community Use Fees	AM									\$50,000									\$50,000	
OCENET	AN			\$210,000															\$210,000	
Increase in Continuing Education Revenue	N/A												\$72,110						\$72,110	
Total Increase in Revenues (User Fees and Partnerships):				\$310,000			\$500,000			\$50,000			\$72,110						\$932,110	
Net Impact by Envelope		66.0	7.6	\$10,750,136	10.1	23.0	\$2,777,369	0.0	19.8	\$2,296,198	0.0	1.0	\$152,556	0.0	7.0	\$607,383	76.1	42.4	\$16,583,642	
Gross % Reduction of Ongoing Expenditures of \$650.4M				2.76%			3.47%			3.07%			1.83%			5.50%	118.5		2.74%	
Net % Reduction of Ongoing Expenditures of \$650.4M				2.59%			3.31%			2.89%			1.83%			3.83%			2.55%	
ACA: Academic Staff A&S: Administrative Staff																				

Comparative FTE Staffing

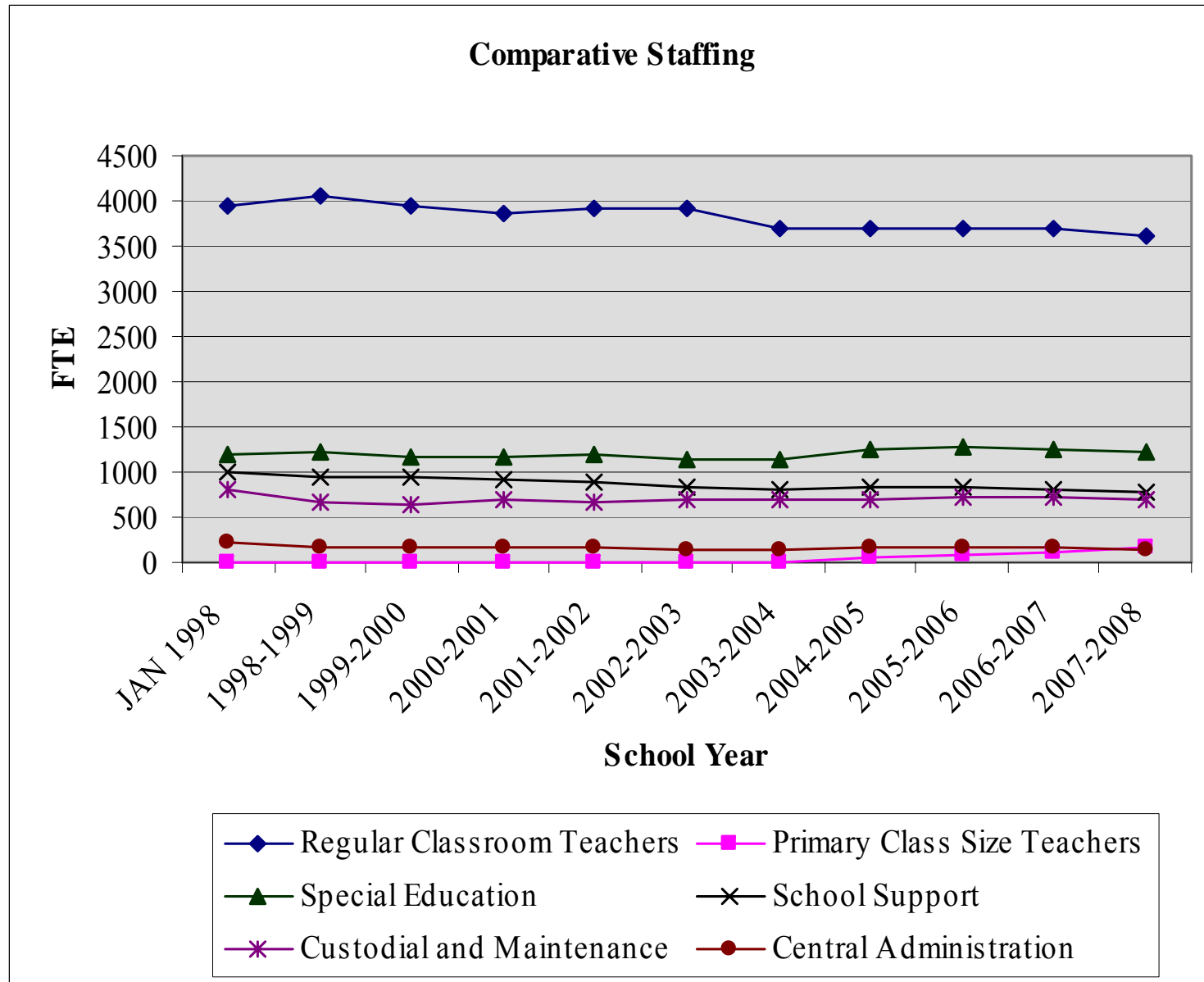


OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Budget Year:	JAN 1998	1998-1999	2001-2002	2004-2005	2006-2007	2007-2008
	Budget	Authorized	Authorized	Authorized	Authorized	Approved Budget
Academic Elementary						
School Administration:						
Principals (excluding central)	122.00	121.00	118.00	117.00	120.00	117.00
Vice-Principals (excluding central)	47.75	48.25	49.25	53.25	45.00	39.00
Elementary Principals/Vice-Principals	169.75	169.25	167.25	170.25	165.00	156.00
Teachers:						
Regular Day School	2,319.35	2359.06	2318.72	2,194.62	2,138.37	2,087.04
Additional Primary Class Size Teachers	0.00	0.00	0.00	42.08	123.41	163.80
Special Education	461.10	493.46	471.60	479.10	462.31	454.22
Elementary Academic	2,780.45	2852.52	2,790.32	2,715.80	2,724.09	2,705.06
Academic Secondary						
School Administration:						
Principals (excluding central)	26.00	27.00	27.00	27.00	25.00	25.00
Vice-Principals (excluding central)	34.00	52.00	53.00	44.00	43.17	43.17
Secondary Principals/Vice-Principals	60.00	79.00	80.00	71.00	68.17	68.17
Teachers:						
Regular Day School	1,624.19	1687.42	1607.49	1,496.07	1,545.43	1,510.91
Special Education	117.31	114.60	109.15	89.09	114.75	112.91
Secondary Academic	1,741.50	1,802.02	1,716.64	1,585.16	1,660.18	1,623.82
Non Academic						
Educational Assistants	540.04	539.50	539.50	610.00	610.00	591.00
Special Education Support (PSSP)	84.50	84.50	65.70	81.00	63.20	59.20
Custodial and Maintenance**	803.92	656.00	676.90	706.25	714.95	690.94
In School Support Staff	566.79	507.51	462.60	445.80	344.30	336.70
Instruction Support/Other	190.15	185.20	178.50	156.30	220.80	219.80
Central Administration	232.77	158.10	159.50	168.60	158.40	152.60
Trustees	12.00	12.00	12.00	12.00	12.00	12.00
Non Academic	2,430.17	2,142.81	2,094.70	2,179.95	2,123.65	2,062.24
Total	7,181.87	7,045.60	6,848.91	6,722.16	6,741.09	6,615.29

**Excludes term positions

Comparative FTE Staffing - Trend Analysis



Revenues - Grant



In \$Millions	2005-2006 Budget	2006-2007 Budget	2007-2008 Projected
Grant Revenues			
Foundation	\$278.8	\$0.0	\$0.0
Pupil Foundation Grant	\$0.0	\$278.2	\$283.9
School Foundation Grant	\$0.0	\$37.5	\$38.3
Local Priorities	\$13.5	\$0.0	\$0.0
Secondary Specialty Teachers	\$2.9	\$0.0	\$0.0
Primary Classes	\$6.2	\$9.6	\$13.4
Special Education	\$68.8	\$64.3	\$65.9
Small / Distant Schools	\$0.7	\$0.0	\$0.0
French As A Second Language	\$10.8	\$11.1	\$0.0
English As A Second Language	\$7.4	\$7.1	\$18.2
Learning Opportunities	\$19.3	\$14.7	\$15.1
Continuing Education	\$3.5	\$2.3	\$2.3
Adult Education	\$1.8	\$2.0	\$2.2
Teacher Qualifications And Experience	\$18.1	\$20.5	\$25.7
Transportation	\$26.6	\$26.6	\$32.5
Administration And Governance	\$15.3	\$15.3	\$15.5
School Operations (Facilities)	\$66.8	\$62.3	\$62.8
Sub-Total: Regular Operating Ongoing Grants	\$540.5	\$551.5	\$575.8
Declining Enrolment	\$8.1	\$3.0	\$3.4
Total Operating Grants before Ministry Announcements	\$548.6	\$554.5	\$579.2
First Nations, Metis and Inuit Education Supplement (New)	\$0.0	\$0.0	\$0.2
Program Enhancementds (New)	\$0.0	\$0.0	\$1.1
Sub-Total: New Grants	\$0.0	\$0.0	\$1.3
Total Operating Grants	\$548.6	\$554.5	\$580.5
Facilities Renewal	\$11.9	\$11.9	\$11.7
Interest on Good Places to Learn Debt	\$0.0	\$1.0	\$0.0
Debt	\$8.0	\$8.2	\$11.4
Sub-Total: Capital Grants	\$19.9	\$21.1	\$23.1
Total Grant Revenues	\$568.5	\$575.6	\$603.6

Revenues - Non Grant

In \$Millions	2005-2006 Budget	2006-2007 Budget	2007-2008 Projected
Non Grant Revenues			
Rentals	\$2.4	\$2.7	\$2.7
Continuing Education	\$4.3	\$5.9	\$6.0
Transportation Recoveries	\$0.0	\$0.1	\$0.1
Other Grants	\$1.8	\$2.1	\$2.1
Staff On Loan	\$5.4	\$5.8	\$5.8
Tuition Fees	\$2.3	\$2.4	\$2.4
Miscellaneous Revenues	\$3.9	\$3.9	\$4.8
Textbooks	\$1.5	\$0.0	\$0.0
Professional Development (Ministry Funded)	\$1.5	\$0.0	\$0.0
Increase in Revenues (User Fees and Partnerships)	\$0.0	\$0.0	\$0.7
OCENET	\$0.1	\$0.1	\$0.2
Total Non Grant Revenues	\$23.2	\$23.0	\$24.9
Sub-total	\$591.7	\$598.6	\$628.5
Reserves			
Use of Unassigned Reserves	\$9.5	\$4.0	\$0.0
Use of Assigned Reserves	\$0.0	\$4.3	\$0.0
Projected 2005-2006 Surplus	\$0.0	\$4.7	\$0.0
Sub-total	\$9.5	\$13.0	\$0.0
Total Revenues	\$601.2	\$611.6	\$628.5

Working Fund Reserves

In \$M illions	Balance as of September 1, 2005	Balance as of September 1, 2006	Forecasted Use for 2006-2007	Balance as of September 1, 2007
General Working Reserves:				
Available for Operating Budget	\$18.8	\$8.3	\$8.0	\$0.3
2005-2006 Year End Surplus		\$4.6	\$4.6	\$0.0
Sub Total	\$18.8	\$12.9	\$12.6	\$0.3
Assigned Working Reserves:				
Energy Management (debt)	\$1.5	\$1.5	\$0.0	\$1.5
Ontarians With Disabilities	\$1.0	\$1.0	\$0.3	\$0.7
Replacement of Computer System	\$1.0	\$1.0	\$0.3	\$0.7
Insurance	\$0.4	\$0.4	\$0.4	\$0.0
Ergonomic Equipment	\$0.3	\$0.3	\$0.3	\$0.0
Central Department Carry forward	\$0.5	\$0.0	\$0.0	\$0.0
School Budget Carry forwards	\$2.2	\$1.2	\$0.0	\$1.2
Sub Total	\$6.9	\$5.4	\$1.3	\$4.1
Specific Reserves:				
Wide Area Network	\$0.5	\$0.6	\$0.6	\$0.0
Sub Total	\$0.5	\$0.6	\$0.6	\$0.0
Total	\$26.2	\$18.9	\$14.5	\$4.4

Summary

2007-2008					
Budget					
	Revenues		Expenditures		Net Funding
		Amount	FTE	Amount	Amount
Instruction		481,332,391	5,733.75	486,452,761	(5,120,370)
Continuing Education		8,341,585	17.00	8,266,919	74,666
Transportation		32,553,482	9.00	36,079,973	(3,526,491)
Facilities		77,662,859	698.94 *	77,279,025	383,834
Central Administration		17,184,782	164.60	15,267,537	1,917,245
Debentures And Transfer To Capital Reserves		11,437,940	-	11,437,940	-
Total		\$ 628,513,039	6,623.29 *	\$ 634,784,154	\$ (6,271,115)

* Includes 8 term positions.

Expenditures by Funding Source



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INSTRUCTION

Summary

	2005-2006		2005-2006			2006-2007		2007-2008	
	Approved Budget		Year-End Results			Approved Budget		Proposed Budget	
	FTE	Amount *		Amount	% Spent	FTE	Amount	FTE	Amount
Revenues									
Grants		437,289,031		436,287,097	99.77%		447,390,805		465,685,123
Other Revenues (Original budget \$10,800,000)		17,711,711		22,097,533	124.76%		11,977,500		15,647,268
Reserves		8,424,423		11,870,733	140.91%		13,000,000		-
Total		\$ 463,425,165		\$ 470,255,363	101.47%		\$ 472,368,305		\$ 481,332,391
Expenditures									
Salaries & Benefits	5,832.77	435,052,632		434,016,053	99.76%	5,828.74	450,200,501	5,733.75	461,167,907
Operating		39,844,597		38,830,863	97.46%		26,377,260		25,284,854
Total	5,832.77	\$ 474,897,229		\$ 472,846,916	99.57%	5,828.74	\$ 476,577,760	5,733.75	\$ 486,452,761
Funding Surplus (Deficit)		\$ (11,472,064)		\$ (2,591,553)	22.59%		\$ (4,209,455)		\$ (5,120,370)

* 2005-2006 budget adjusted to reflect mid year grant announcements.

Expenditures by Funding Source



INSTRUCTION

Salaries & Benefits - Classroom

	2005-2006		2005-2006			2006-2007		2007-2008	
	Approved Budget		Year-End Results			Approved Budget		Proposed Budget	
	FTE	Amount		Amount	% Spent	FTE	Amount	FTE	Amount
Classroom Teachers *									
Elementary	2,712.25	213,449,823		207,594,101	97.26%	2,709.10	222,351,781	2,694.06	229,262,842
Secondary	1,511.17	120,861,311		125,934,334	104.20%	1,559.00	126,467,621	1,523.15	128,868,751
Occasional Teachers									
Elementary		6,338,404		6,672,753	105.27%		6,205,006		6,604,020
Secondary		1,875,480		2,296,283	122.44%		1,678,338		1,820,526
Educational Assistants									
Elementary	399.75	16,136,759		15,268,563	94.62%	396.50	16,642,291	384.15	16,677,739
Secondary	215.25	8,689,024		9,242,087	106.37%	213.50	8,961,233	206.85	8,980,321
Professionals, Paraprofessionals & Technicians									
Elementary	65.34	4,815,125		4,347,289	90.28%	108.98	7,801,294	105.65	8,005,155
Secondary	53.46	3,939,648		3,102,328	78.75%	59.02	3,669,825	58.15	3,799,792
Library & Guidance									
Elementary	57.80	2,292,001		2,233,955	97.47%	58.50	2,617,729	57.70	2,733,338
Secondary	116.00	8,256,521		8,507,650	103.04%	116.00	8,552,696	114.50	8,797,553
HR Staff Development									
Elementary	2.60	151,784		190,393	125.44%	2.60	171,239	1.63	118,768
Secondary	1.40	82,867		102,520	123.72%	1.40	92,206	0.88	63,952
Total Classroom Salaries & Benefits	5,135.02	\$ 386,888,746		\$ 385,492,255	99.6%	5,224.60	\$ 405,211,258	5,146.71	\$ 415,732,757

* Includes salary differential.

Expenditures by Funding Source



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INSTRUCTION

Salaries & Benefits - Non-Classroom

	2005-2006		2005-2006			2006-2007		2007-2008	
	Approved Budget		Year-End Results			Approved Budget		Proposed Budget	
	FTE	Amount		Amount	% Spent	FTE	Amount	FTE	Amount
Principals & Vice-Principals									
Elementary	173.25	17,593,584		17,713,163	100.68%	168.00	18,036,433	160.00	17,854,935
Secondary	71.00	7,372,281		7,958,168	107.95%	70.17	7,769,080	70.17	8,035,755
Department Head Allowances									
Secondary		960,908		888,804	92.50%		1,007,352		1,042,609
School Support									
Elementary	276.25	13,028,256		13,572,586	104.18%	213.32	10,067,354	210.31	10,482,044
Secondary	148.75	7,015,215		7,696,109	109.71%	126.98	5,866,911	123.90	5,999,347
Coordinators & Consultants									
Elementary	13.50	1,024,250		1,006,270	98.24%	14.00	1,139,966	11.00	895,951
Secondary	15.00	1,169,392		1,143,863	97.82%	11.67	1,102,147	11.67	892,310
Total Non-Classroom Salaries & Benefits	697.75	\$ 48,163,886		\$ 49,978,963	103.77%	604.14	\$ 44,989,243	587.04	\$ 45,202,950
Total Salaries & Benefits	5,832.77	\$ 435,052,632		\$ 435,471,218	100.10%	5,828.74	\$ 450,200,501	5,733.75	\$ 461,167,907

Expenditures by Funding Source



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

INSTRUCTION

Operations - Classroom

	2005-2006		2005-2006			2006-2007		2007-2008	
	Approved Budget		Year-End Results			Approved Budget		Proposed Budget	
		Amount **		Amount	% Spent		Amount		Amount
Business and Learning Technologies									
General Operating Supplies and Services		533,300		576,742	108.1%		176,096		176,096
Telephone - Schools		725,877		973,032	134.0%		621,077		621,077
Finance & Student Software BAS 2000		160,000		34,826	21.8%		-		-
Trillium Student System		291,070		190,146	65.3%		291,070		291,070
Computer Platform		600,000		583,993	97.3%		204,000		480,000
Maintenance (Repairs, Software)		621,741		611,693	98.4%		582,569		707,430
Contractual (Leases, Oracle, WAN)		3,645,734		3,408,971	93.5%		2,875,005		2,875,005
Subtotal		\$ 6,577,723		\$ 6,379,403	97.0%		\$ 4,749,817		\$ 5,150,678
School Support Funds		225,487		91,860	40.74%		216,736		216,736
School Budget - Elementary (Original budget \$4,465,263)		6,526,613		5,775,638	88.49%		4,440,500		3,902,625
School Budget - Secondary (Original budget \$4,370,085)		5,501,833		4,830,646	87.80%		4,332,824		4,043,199
Beacon Schools		92,515		15,038	16.25%		92,515		92,515
Breakfast Program (Original budget \$51,000)		193,333		286,559	148.22%		51,000		51,000
Computer Equipment - Schools		3,607,396		3,610,296	100.08%		3,481,298		3,021,298
Delivery Service to Schools		142,800		191,560	134.15%		142,800		142,800
E Learning		450,000		68,967	15.33%		95,000		95,000
Family Reception		17,823		52,363	293.80%		15,314		15,314
General Operating Supplies and Services		411,466		330,019	80.21%		340,749		340,749
Home Instruction		150,000		237,243	158.16%		100,000		-
Learning Opportunities Grant		3,352,356		2,772,795	82.71%		2,104,099		2,104,099
Multi-Cultural Liaison Officer- Fees		307,223		298,608	97.20%		337,223		337,223
Workplace Safety Inspections and Workshops		125,000		-	0.00%		50,000		50,000
Outdoor Education Centre		114,264		167,283	146.40%		54,264		54,264
Professional Development (Original budget \$544,500)		1,350,337		1,123,329	83.19%		335,000		274,277
School License Fees		409,512		395,558	96.59%		399,512		399,512
School Readiness		81,600		10,824	13.26%		81,600		81,600
Students at Risk		1,463,834		1,011,975	69.13%		1,463,834		1,510,386
Textbooks (One time grant in 2005-2006 - original budget \$2,093,478)		3,129,241		3,020,337	96.52%		-		-
Ongoing School-Based Projects		1,123,600 *		1,311,546	116.73%		297,340		245,840
Learning Support Services / Special Education (Excludes ISA 1 revenue)		1,497,391 *		2,205,585	147.30%		1,437,562		1,380,499
Total Operations - Classroom		\$ 36,851,346		\$ 34,187,432	92.77%		\$ 24,618,986		\$ 23,509,613

* Partial distribution of LOG to schools.

** 2005-2006 budget adjusted to reflect mid year grant announcements.

Expenditures by Funding Source



INSTRUCTION

Operations - Non-Classroom

	2005-2006		2005-2006			2006-2007		2007-2008	
	Approved Budget		Year-End Results			Approved Budget		Proposed Budget	
	FTE	Amount *		Amount	% Spent	FTE	Amount	FTE	Amount
Athletics		130,000		133,726	102.87%		130,000		130,000
Employee Assistance Program		138,720		141,911	102.30%		138,720		138,720
Curriculum Services (Original budget \$393,473)		1,610,153		1,499,113	93.10%		323,637		240,235
Document Production		345,210		377,474	109.35%		344,338		344,338
Occupational Health and Safety		-		24,221	0.00%		255,626		255,626
Elementary & Secondary Staffing Committee		6,330		1,685	26.62%		6,595		6,595
Labour Relations - Release Time		33,966		20,806	61.25%		22,966		22,966
Leadership Development for Senior and Middle Management		70,000		66,637	95.20%		70,000		70,000
Mail and Courier Service		209,059		233,162	111.53%		209,088		209,088
Program Development and Long-Term Planning		74,332		143,629	193.23%		74,420		82,248
Quality Assurance		258,508		322,590	124.79%		165,912		258,453
Recruitment of Staff		16,973		18,728	110.34%		16,973		16,973
Teacher Resource Centre		100,000		204,586	204.59%		-		-
Subtotal		\$ 2,993,251		\$ 3,188,267	106.52%		\$ 1,758,274		\$ 1,775,241
Total Operations - Non-Classroom		\$ 2,993,251		\$ 3,188,267	106.52%		\$ 1,758,274		\$ 1,775,241
Total Operations		\$ 39,844,597		\$ 37,375,699	93.80%		\$ 26,377,260		\$ 25,284,854
Total Instruction	5,832.77	\$ 474,897,229		\$ 472,846,917	99.6%	5,828.74	\$ 476,577,760	5,733.75	\$ 486,452,761

* 2005-2006 budget adjusted to reflect mid year grant announcements.

Expenditures by Funding Source



CONTINUING EDUCATION

Summary

	2005-2006		2005-2006			2006-2007		2007-2008	
	Approved Budget		Year-End Results			Approved Budget		Proposed Budget	
	FTE	Amount		Amount	% Spent	FTE	Amount	FTE	Amount
Revenues									
Grants		3,568,715		3,898,528	109.24%		2,333,463		2,369,475
Other Revenues		4,700,000		4,263,483	90.71%		5,900,000		5,972,110
Total		\$ 8,268,715		\$ 8,162,011	98.71%		\$ 8,233,463		\$ 8,341,585
Expenditures									
Salaries & Benefits	18.00	1,102,265		800,251	72.60%	18.00	1,122,856	17.00	1,137,666
Operating		6,749,857		7,604,292	112.66%		7,017,066		7,129,253
Total	18.00	\$ 7,852,122		\$ 8,404,543	107.04%	18.00	\$ 8,139,922	17.00	\$ 8,266,919
Funding Surplus (Deficit)		\$ 416,593		\$ (242,532)	-58.22%		\$ 93,541		\$ 74,666

Expenditures by Funding Source



CONTINUING EDUCATION

	2005-2006		2005-2006			2006-2007		2007-2008	
	Approved Budget		Year-End Results			Approved Budget		Proposed Budget	
	FTE	Amount		Amount	% Spent	FTE	Amount	FTE	Amount
Salaries & Benefits									
Support Staff	17.00			683,247	68.96%	17.00		16.00	
Principal	1.00			117,004	105.00%	1.00		1.00	
Total Salaries & Benefits	18.00	\$ 1,102,265		\$ 800,251	72.60%	18.00	\$ 1,122,856	17.00	\$ 1,137,666

Operations									
Guidance & Career Centre		72,783		47,649	65.47%		73,778		73,778
Interest Program		1,137,837		1,466,455	128.88%		1,137,837		1,137,837
Credit/Night School		283,322		338,702	119.55%		283,750		283,750
Summer School		581,046		637,072	109.64%		581,724		581,724
English as a Second Language (ESL)		1,054,000		936,029	88.81%		1,141,071		1,141,071
Language Instruction for Newcomers to Canada (LINC)		1,402,722		1,689,831	120.47%		1,510,869		1,510,869
Independent Studies		30,542		-	0.00%		30,542		30,542
Literacy & Basic Skills (LBS)		505,009		693,540	137.33%		541,659		541,659
International Language - Elementary		879,575		997,717	113.43%		881,027		881,027
Credit International Language - Secondary		288,333		279,227	96.84%		288,550		288,550
Extra-Curricular Creative Arts (ECCA)		141,645		145,155	102.48%		141,645		253,832
Ontario Works		373,043		372,915	99.97%		404,614		404,614
Total Operations		\$ 6,749,857		\$ 7,604,292	112.66%		\$ 7,017,066		\$ 7,129,253

Total Continuing Education	18.00	\$ 7,852,122		\$ 8,404,543	107.04%	18.00	\$ 8,139,922	17.00	\$ 8,266,919
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Expenditures by Funding Source



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TRANSPORTATION

Summary

	2005-2006		2005-2006			2006-2007		2007-2008	
	Approved Budget		Year-End Results			Approved Budget		Proposed Budget	
	FTE	Amount		Amount	% Spent	FTE	Amount	FTE	Amount
Revenues									
Grants		26,706,741		26,138,567	97.87%		26,624,180		32,453,482
Other Revenues		-		578,535			100,000		100,000
Total		\$ 26,706,741		\$ 26,717,102	100.04%		\$ 26,724,180		\$ 32,553,482

Expenditures									
Salaries & Benefits	9.00	545,716		453,423	83.09%	9.00	552,347	9.00	592,223
Operating		25,617,093		27,397,291	106.95%		27,272,912		35,487,750
Total	9.00	\$ 26,162,809		\$ 27,850,714	106.45%	9.00	\$ 27,825,260	9.00	\$ 36,079,973

Funding Surplus (Deficit)		\$ 543,932		\$ (1,133,612)	-208.41%		\$ (1,101,080)		\$ (3,526,491)
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Expenditures by Funding Source



TRANSPORTATION

	2005-2006		2005-2006			2006-2007		2007-2008	
	Approved Budget		Year-End Results			Approved Budget		Proposed Budget	
	FTE	Amount		Amount	% Spent	FTE	Amount	FTE	Amount
Salaries & Benefits									
Salaries & Benefits	9.00	545,716		453,423	83.09%	9.00	552,347	9.00	592,223
Total Salaries & Benefits	9.00	\$ 545,716		\$ 453,423	83.09%	9.00	\$ 552,347	9.00	\$ 592,223
Operations									
Transportation - Contracts / Provincial Contracts		25,548,864		27,337,495	107.00%		27,238,769		35,452,959
General Operating Supplies and Services		68,229		59,796	87.64%		34,143		34,791
Total Operations		\$ 25,617,093		\$ 27,397,291	106.95%		\$ 27,272,912		\$ 35,487,750
Total Transportation	9.00	\$26,162,809		\$27,850,714	106.45%	9.00	\$27,825,260	9.00	\$36,079,973

Expenditures by Funding Source



SCHOOL FACILITIES

Summary

	2005-2006		2005-2006			2006-2007		2007-2008	
	Approved Budget		Year-End Results			Approved Budget		Proposed Budget	
	FTE	Amount		Amount	% Spent	FTE	Amount	FTE *	Amount
Revenues									
Grants		65,823,696		67,798,389	103.00%		62,784,194		63,236,665
Other Revenues		5,269,379		3,989,966	75.72%		3,400,000		2,700,000
School Renewal		11,924,059		12,167,546	102.04%		11,855,803		11,726,194
Good Places to Learn							1,026,715		-
Reserves		400,000		-	0.00%		-		-
Total		\$ 83,417,134		\$ 83,955,901	100.65%		\$ 79,066,712		\$ 77,662,859

Expenditures									
Salaries & Benefits	715.45	36,250,196		35,142,143	96.94%	720.95	37,266,210	696.94	37,752,525
Operating		26,211,445		29,374,458	112.07%		26,553,741		27,701,604
School Renewal		11,924,059		12,418,228	104.14%	2.00	11,885,803	2.00	11,824,896
Total	715.45	\$ 74,385,700		\$ 76,934,829	103.43%	722.95	\$ 75,705,754	698.94	\$ 77,279,025

Funding Surplus (Deficit)		\$ 9,031,434		\$ 7,021,072	77.74%		\$ 3,360,958		\$ 383,834
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* Includes 8 term positions.

Expenditures by Funding Source



SCHOOL FACILITIES

Salaries & Benefits

	2005-2006		2005-2006			2006-2007		2007-2008	
	Approved Budget		Year-End Results			Approved Budget		Proposed Budget	
	FTE	Amount		Amount	% Spent	FTE*	Amount	FTE*	Amount
Custodial	607.45	29,521,854		27,344,304	92.62%	606.95	30,445,894	583.94	30,725,988
Maintenance	75.00	4,487,674		4,502,287	100.33%	75.00	4,551,582	74.00	4,721,809
Total	682.45	\$ 34,009,528		\$ 31,846,592	93.64%	681.95	\$ 34,997,476	657.94	\$ 35,447,797
Real Estate & Community Use of Schools	6.00	341,368		362,551	106.21%	6.00	341,639	6.00	357,200
Facilities Management / Design & Construction	27.00	1,849,299		2,715,777	146.85%	33.00	1,877,095	33.00	1,896,028
Retirement Gratuities		50,000		217,224	434.45%		50,000		51,500
Total	33.00	\$ 2,240,667		\$ 3,295,552	147.08%	39.00	\$ 2,268,734	39.00	\$ 2,304,728
Total Salaries & Benefits	715.45	\$36,250,196		\$35,142,143	96.94%	720.95	\$37,266,210	696.94	\$37,752,525

* Includes 6 term positions funded by Facilities Renewal Project budget.

Expenditures by Funding Source



SCHOOL FACILITIES

Operations

	2005-2006		2005-2006		2006-2007		2007-2008	
	Approved Budget		Year-End Results		Approved Budget		Proposed Budget	
	Amount		Amount	% Spent	Amount		Amount	
Custodial Services, Trades & Maintenance								
Overtime	178,500		230,785	129.29%	36,905		36,905	
Custodial Operations								
Materials & Equipment	1,211,479		1,506,550	124.36%	1,445,000		1,498,000	
Contract Services	917,709		1,211,360	132.00%	989,689		1,050,715	
Other	162,906		131,174	80.52%	172,906		172,906	
Maintenance Operations								
Supplies & Equipment	1,304,538		1,404,295	107.65%	793,628		723,628	
Contract Services	2,674,789		2,343,326	87.61%	2,871,282		2,572,206	
Maintenance Building Repair	1,390,956		1,952,759	140.39%	2,298,009		2,399,009	
Other	442,447		251,886	56.93%	531,811		540,801	
Utilities	11,584,936		12,902,160	111.37%	11,598,569		14,187,491	
Energy Management (50% transferred to FRP in 2007-2008)	2,992,000		2,992,000	100.00%	2,992,000		1,496,000	
Administration								
Office Supplies	237,300		-	0.00%	117,300		117,300	
Training/Workshops	168,300		700	0.42%	168,300		168,300	
Facilities Management / Design & Construction								
General Operating Supplies and Services	115,611		211,645	183.07%	120,572		120,572	
Consulting Services	234,600		253,784	108.18%	234,600		234,600	
Real Estate & Community Use of Schools (Excludes revenue offset)								
General Operating Supplies and Services	74,670		318,969	427.17%	73,390		73,390	
Custodial Services	459,000		792,089	172.57%	279,000		279,000	
Lease of School Sites	544,800		525,960	96.54%	313,877		113,877	
Physical Planning								
Insurance Premiums	1,020,000		1,006,360	98.66%	1,020,000		1,020,000	
Loss & Vandalism - Supplies (Excludes revenues)	459,000		1,281,042	279.09%	459,000		859,000	
Occupational Health, Safety and WSIB	37,904		57,614	152.00%	37,904		37,904	
Total Operations	\$26,211,445		\$29,374,458	112.07%	\$26,553,741		\$27,701,604	

Expenditures by Funding Source



SCHOOL FACILITIES

Operations

	2005-2006		2005-2006			2006-2007		2007-2008	
	Approved Budget		Year-End Results			Approved Budget		Proposed Budget	
	FTE	Amount		Amount	% Spent	FTE*	Amount	FTE*	Amount
Facilities Renewal Plan									
Building Systems		3,448,000		\$ 3,897,382	113.03%	2.00	3,541,907	2.00	2,546,702
Building Exterior		4,168,057		3,381,508	81.13%		4,468,057		4,468,057
Building Interior		2,062,000		1,594,055	77.31%		2,062,000		2,062,000
Site & Grounds		2,777,817		2,901,104	104.44%		2,777,817		2,777,817
Adjustment to Grant level		(531,815)		644,180	-121.13%		(963,978)		(1,525,680)
Energy Management		-		-			-		1,496,000
Total Facilities Renewal Plan		\$11,924,059		\$12,418,228	104.14%	2.00	\$11,885,803	2.00	\$11,824,896
Total Facilities	715.45	\$74,385,700		\$76,934,829	103.43%	722.95	\$75,705,754	698.94	\$77,279,025

* Includes 2 term positions.

Expenditures by Funding Source



CENTRAL ADMINISTRATION

Summary

	2005-2006		2005-2006			2006-2007		2007-2008	
	Approved Budget		Year-End Results			Approved Budget		Proposed Budget	
	FTE	Amount		Amount	% Spent	FTE	Amount	FTE	Amount
Revenues									
Grants		15,769,115		15,948,174	101.14%		15,382,751		15,584,782
Other Revenues		1,600,000		2,155,323	134.71%		1,600,000		1,600,000
Reserves		700,000		-	0.00%		-		-
Total		\$ 18,069,115		\$ 18,103,497	100.19%		\$ 16,982,751		\$ 17,184,782

Expenditures									
Salaries & Benefits	184.00	12,558,837		12,050,515	95.95%	170.40	12,023,129	164.60	12,013,082
Operating		4,030,173		4,181,950	103.77%		3,203,586		3,254,455
Total	184.00	\$ 16,589,010		\$ 16,232,465	97.85%	170.40	\$ 15,226,715	164.60	\$ 15,267,538

Funding Surplus (Deficit)		\$ 1,480,105		\$ 1,871,032	126.41%		\$ 1,756,036		\$ 1,917,244
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Expenditures by Funding Source



CENTRAL ADMINISTRATION

Salaries & Benefits

	2005-2006		2005-2006			2006-2007		2007-2008	
	Approved Budget		Year-End Results			Approved Budget		Proposed Budget	
	FTE	Amount		Amount	% Spent	FTE	Amount	FTE	Amount
Admissions & Enrolment	4.00	255,310		\$ 262,723	102.90%	4.00	267,872	4.00	282,633
Board Services	6.00	387,131		408,190	105.44%	6.00	435,587	6.00	464,580
Budget Services	6.50	550,450		521,690	94.78%	7.00	547,760	6.00	489,687
Business and Learning Technologies	11.80	763,357		684,061	89.61%	10.00	785,695	10.20	856,261
Communications	10.00	613,673		648,610	105.69%	9.50	646,758	9.50	671,616
Corporate Records / Document Production / Mail & Courier Service	2.20	104,674		101,846	97.30%	2.20	112,259	2.20	117,565
Custodial Services, Trades & Maintenance	6.00	299,996		294,545	98.18%	6.00	259,896	6.00	259,896
Financial Reporting/School Support	17.50	1,088,987		829,668	76.19%	15.00	1,001,139	15.00	1,055,964
Labour Relations	5.00	425,050		356,326	83.83%	4.00	362,895	4.00	381,655
Legal Advisor	1.50	226,715		41,459	18.29%	1.50	227,151	1.50	224,797
Occupational Health, Safety and WSIB	6.00	400,231		349,235	87.26%	1.20	80,764	1.20	82,957
Payroll	14.00	754,792		718,206	95.15%	14.00	762,127	12.00	724,914
Physical Planning	10.00	708,309		689,139	97.29%	10.00	714,506	9.00	696,218
Planning & Advising	5.50	590,919		507,088	85.81%	3.50	400,357	3.50	397,669
Purchasing	10.00	625,031		675,754	108.12%	9.50	628,532	9.50	702,150
Staffing, H.R.I.S., Employee Support Services	32.00	2,132,315		2,133,568	100.06%	31.00	2,172,881	29.00	2,155,899
Superintendents & Executive Officers (Instruction)	24.00	2,563,047		2,633,035	102.73%	24.00	2,405,083	24.00	2,236,756
Trustees	12.00	68,850		195,373	283.77%	12.00	211,866	12.00	211,866
Total Salaries & Benefits	184.00	\$ 12,558,837		\$ 12,050,515	95.95%	170.40	\$ 12,023,129	164.60	\$ 12,013,082

Expenditures by Funding Source



CENTRAL ADMINISTRATION

Operations

	2005-2006		2005-2006		2006-2007		2007-2008	
	Approved Budget		Year-End Results		Approved Budget		Proposed Budget	
	Amount		Amount	% Spent	Amount		Amount	
Admissions & Enrolment	15,120		\$ 3,949	26.12%	15,833		15,833	
Audit Fees	52,020		117,054	225.02%	52,020		52,020	
Board Services	128,034		145,265	113.46%	75,989		240,989	
Budget Services	21,017		14,315	68.11%	18,149		13,890	
Business and Learning Technologies	1,346,718		1,317,992	97.87%	960,148		922,087	
Communications	330,118		337,314	102.18%	158,472		158,623	
Corporate Records / Document Production / Mail & Courier Service	147,780		166,440	112.63%	147,591		147,591	
Financial Reporting/School Support	65,951		74,464	112.91%	28,645		15,514	
Labour Relations (Legal and Arbitration Fees)	86,853		218,487	251.56%	86,853		86,853	
Legal Fees	352,578		366,780	104.03%	352,578		352,578	
Occupational Health, Safety and WSIB	188,733		140,015	74.19%	156,832		156,832	
Payroll	56,178		54,224	96.52%	30,545		22,027	
Physical Planning	183,555		125,197	68.21%	181,166		181,166	
Planning & Advising	66,198		55,724	84.18%	66,235		66,273	
Professional Membership Fees	145,860		36,083	24.74%	145,860		145,860	
Purchasing	59,717		114,425	191.61%	8,382		219	
Staffing, H.R.I.S., Employee Support Services	99,661		102,651	103.00%	42,216		(10,706)	
Staff Development - Corporate Goals	-		39,339	-	30,000		-	
Superintendents & Executive Officers (Instruction)	210,246		274,688	130.65%	183,223		233,324	
Trustees	165,716		231,905	139.94%	168,363		168,363	
Utilities	308,121		284,977	92.49%	294,487		285,121	

Total Operations		\$ 4,030,173		\$ 4,181,950	103.77%		\$ 3,203,586		\$ 3,254,455
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Total Central Administration	184.00	\$16,589,010		\$16,232,465	97.85%	170.40	\$15,226,715	164.60	\$15,267,538
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Expenditures by Funding Source



DEBENTURES AND TRANSFER TO CAPITAL RESERVES

Summary

	2005-2006		2005-2006			2006-2007		2007-2008	
	Approved Budget		Year-End Results			Approved Budget		Proposed Budget	
		Amount		Amount	% Spent		Amount		Amount
Revenues									
Grants		8,200,000		8,717,527	106.31%		8,200,000		11,437,940
Reserves									-
Total		\$ 8,200,000		\$ 8,717,527	106.31%		\$ 8,200,000		\$ 11,437,940
Expenditures									
Debentures & Long Term Loans		4,820,320		5,681,593	117.87%		4,820,320		8,914,825
55 Board Trust		2,500,000		2,544,193	101.77%		2,500,000		2,523,115
Transfer to Capital Reserves		879,680		852,263	96.88%		879,680		-
Total		\$ 8,200,000		\$ 9,078,049	110.71%		\$ 8,200,000		\$ 11,437,940
Funding Surplus (Deficit)		\$ -		\$ (360,522)	-		\$ -		\$ -

Net Enveloping



In \$Millions	Projected Expenses	REVENUE					Net
		On Going Grants	Non Grant Revenues	On going Funding Surplus (Shortfall)	Declining Enrolment Grant	Use of One Time Reserves	
Instruction - Non Special Education	404.6	389.8	13.9	(1.0)	2.4	0.0	1.4
Instruction - Special Education	81.8	74.1	0.5	(7.2)	0.6	0.0	(6.6)
Continuing Education	8.3	2.4	6.0	0.1	0.0	0.0	0.1
Transportation	36.1	32.5	0.1	(3.5)	0.0	0.0	(3.5)
School Facilities	77.3	74.7	2.7	0.1	0.3	0.0	0.4
Central Administration	15.3	15.5	1.6	1.8	0.1	0.0	1.9
Debt & Transfers to Capital Reserves	11.4	11.4	0.0	0.0	0.0	0.0	0.0
Total in \$Millions	634.8	600.4	24.8	(9.7)	3.4	0.0	(6.3)



Impact Statements

Approved Reductions



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

DISTRICT

Displayed by Full Time Equivalent (FTE) Positions and by Amount																			
Description	Ref	Instruction (Non Special)			Instruction (Special Education)			Facilities			Continuing Education			Central Administration			Total		
		FTE		Amount \$	FTE		Amount \$	FTE		Amount \$	FTE		Amount \$	FTE		Amount \$	FTE		Amount \$
		ACA	A&S		ACA	A&S		ACA	A&S		ACA	A&S		ACA	A&S		ACA	A&S	
Instruction (Special Education):																			
Closure of 4 Primary Assessment Classes / Opening of 1	A				3.0	3.0	\$383,319										3.0	3.0	\$383,319
Closure of 4 Elementary Special Support Unit (SSU) Classes	B				2.0	2.0	\$255,546										2.0	2.0	\$255,546
Closure of 2 Secondary Special Support Unit (SSU) Classes	C				2.7	2.0	\$320,290										2.7	2.0	\$320,290
Closure of 1 Elementary Developmental Disabilities (DD) Class	D				1.0	2.0	\$171,675										1.0	2.0	\$171,675
Closure of 1 Elementary General Learning Program (GLP) Class	E				1.0	1.0	\$127,773										1.0	1.0	\$127,773
Opening of 1 Secondary Semi Int. Developmental Disabilities (DD) Class	N/A				(1.0)	(1.0)	(\$130,424)										(1.0)	(1.0)	(\$130,424)
Preparation Time on Academic Positions	N/A				1.4		\$119,275										1.4		\$119,275
Social Workers	F					2.0	\$164,384											2.0	\$164,384
Educational Assistants	G					10.0	\$438,790											10.0	\$438,790
Audiologist Contractual Services	H						\$9,040												\$9,040
Occupational Therapy & Physiotherapy	I					2.0	\$134,006											2.0	\$134,006
Sub-total:					10.1	23.0	\$1,993,674										10.1	23.0	\$1,993,674
Instruction (Regular Day School):																			
Primary, Junior and Intermediate Teacher Overlay Positions	J	40.0		\$3,314,996													40.0		\$3,314,996
Elementary Vice-Principal Positions	K	6.0		\$626,610													6.0		\$626,610
Elementary Principal Position	K	1.0		\$114,333													1.0		\$114,333
Secondary Teacher Overlay Positions	L	5.0		\$425,110													5.0		\$425,110
Home Instruction	M			\$150,000															\$150,000
Occasional Teachers	N			\$847,000															\$847,000
School Supplies Budget	O			\$827,500															\$827,500
Secondary Office Staff	P		2.0	\$97,846														2.0	\$97,846
Sub-total:		52.0	2.0	\$6,403,395													52.0	2.0	\$6,403,395
Other Instruction (Central Support):																			
Secondary Consultant Position in Quality Assurance	Q	1.0		\$85,000													1.0		\$85,000
Elementary Consultant Position in B and LT	R	1.0		\$83,000													1.0		\$83,000
Literacy Coaches Positions in Curriculum Services	S	8.0		\$662,168													8.0		\$662,168
Curriculum Services - Support Positions	T		4.1	\$221,146														4.1	\$221,146
Curriculum Services - Operations	U			\$83,402															\$83,402
Business and Learning Technologies (Operations)	V			\$460,000															\$460,000
Staff Development	W		1.5	\$250,000														1.5	\$250,000
Sub-total:		10.0	5.6	\$1,844,716													10.0	5.6	\$1,844,716
Displayed by Full Time Equivalent (FTE) Positions and by Amount																			

Approved Reductions



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

50

Displayed by Full Time Equivalent (FTE) Positions and by Amount																			
Description	Ref	Instruction (Non Special)			Instruction (Special Education)			Facilities			Continuing Education			Central Administration			Total		
		FTE		Amount \$	FTE		Amount \$	FTE		Amount \$	FTE		Amount \$	FTE		Amount \$	FTE		Amount \$
		ACA	A&S		ACA	A&S		ACA	A&S		ACA	A&S		ACA	A&S		ACA	A&S	
Continuing Education:																			
Support Position	X										1.0	\$77,890					1.0	\$77,890	
Sub-total:											1.0	\$77,890					1.0	\$77,890	
School Facilities:																			
Operations	Y								\$1,024,656									\$1,024,656	
Staffing Reductions - RPT's	Z						16.0	\$482,000										\$482,000	
Operations - Utilities - Gas	AA							\$245,568									0.0	\$245,568	
Community Use of Schools	N/A							\$200,000										\$200,000	
Sub-total:							16.0	\$1,952,224									0.0	\$1,952,224	
Central Administration:																			
Finance (FTE + Operations)	AB													3.0	\$200,000		3.0	\$200,000	
Communications	AC													1.0	\$49,294		1.0	\$49,294	
Human Resources (FTE + Operations)	AD													2.0	\$180,000		2.0	\$180,000	
Central Computers	AE														\$300,000			\$300,000	
Planning	AF													1.0	\$50,339		1.0	\$50,339	
Strategic Planning (New Initiative)	N/A														(\$150,000)			(\$150,000)	
Workplace Diversity (New Initiative)	N/A														(\$50,000)			(\$50,000)	
Sub-total:														7.0	\$579,633		7.0	\$579,633	
Combined Envelopes :																			
Closure of 2 Elementary Schools (net)	AG	4.0		\$107,728				3.8	\$192,272								4.0	3.8	\$300,000
Teacher Salary (Change in Assumption)	AH			\$1,400,000			\$100,000												\$1,500,000
Support Staff Salary (Change in Assumption)	AI			\$339,997			\$92,260		\$54,218			\$1,282			\$12,243				\$500,000
Overall Fringe Benefits (Change in Assumption)	AJ			\$344,300			\$91,435		\$47,484			\$1,274			\$15,507				\$500,000
Sub-total:		4.0		\$2,192,025			\$283,695	3.8	\$293,974			\$2,556			\$27,750		4.0	3.8	\$2,800,000
Total Reductions:		66.0	7.6	\$10,440,136	10.1	23.0	\$2,277,369	0.0	19.8	\$2,246,198	0.0	1.0	\$80,446	0.0	7.0	\$607,383	76.1	42.4	\$15,651,532
Increase in Revenues (User Fees and Partnerships):																			
Outdoor Education	AK			\$100,000															\$100,000
Summer Learning Program	AL						\$500,000												\$500,000
Community Use Fees	AM								\$50,000										\$50,000
OCENET	AN			\$210,000															\$210,000
Increase in Continuing Education Revenue	N/A											\$72,110							\$72,110
Total Increase in Revenues (User Fees and Partnerships):				\$310,000			\$500,000		\$50,000			\$72,110							\$932,110
Net Impact by Envelope		66.0	7.6	\$10,750,136	10.1	23.0	\$2,777,369	0.0	19.8	\$2,296,198	0.0	1.0	\$152,556	0.0	7.0	\$607,383	76.1	42.4	\$16,583,642
Gross % Reduction of Ongoing Expenditures of \$650.4M		2.76%			3.47%			3.07%			1.83%			5.50%			118.5	2.74%	
Net % Reduction of Ongoing Expenditures of \$650.4M		2.59%			3.31%			2.89%			1.83%			3.83%				2.55%	
ACA: Academic Staff A&S: Administrative Staff																			

Impact Statements - Approved Reductions



Instruction - Special Education					Ref.: A	
Approved Reduction		Close 4 Primary Assessment Centres (PAC)				
Savings	\$ 383,319	FTE	3 Teachers 3 Educational Assistants	Decision Point	February 27, 2007 Budget Process	
Description	There are 10 primary assessment centres with 40 students graduating in June. OCDSB offers 10 primary assessment classes with 10 students in each centre. Each class is staffed with one teacher and one educational assistant. This program is for students with significant developmental delays in two or more of the following areas, physical (fine and gross motor), intellectual, language, academic, and social/emotional development.					
Background: There are five vacancies as of December 20, 2006 with 40 students graduating. This leaves 45 spaces available therefore, for September 2007 the closing of four centres leaves space available to accommodate new students who meet the entry criteria.						
Implementation Strategy: Completed an in-depth study of the Primary Assessment Centres. Implement the recommendation from the study which focuses on professional development for teachers and extending best practices. Organize the PAC classes with the framework of superintendents' areas. Develop transition plan for all affected students. References to reductions in non-teaching positions have been included to provide full information about the potential change in delivery of services. Decisions in regard to non-teaching staff are made during the natural course of budget deliberations later in the budget process.						
Impacts: All students expected to continue in a PAC program in September 2007 are assured a placement. Students who are relocating will have transition plan developed and implemented to ensure the successful transition to their new school.						
Evaluation: Ongoing evaluation by Learning Support Services and Superintendents of Instruction.						

Impact Statements - Approved Reductions



Instruction - Special Education					Ref. B
Approved Reduction		Close Four Elementary Special Support Unit (SSU) Classes			
Savings	\$255,546	FTE	2 Teachers 2 Educational Assistants	Decision Point	February 27, 2007 Budget Process
Description	Elementary special support units are for students with a behavioural exceptionality. The OCDSB offers 11 elementary SSU classes serving 8 students per class, with one teacher and one educational assistant in each.				
Background: Currently, there are 23 students leaving the elementary special support unit for secondary school. There are no students on the wait list. These classes could close and students would be accommodated in their home schools using behaviour management strategies developed. These strategies will be implemented by the in-school and multi-disciplinary teams.					
Implementation Strategy: Ensure best transition practices are implemented. Sharing of behavior management strategies with receiving schools with identified students. (LSTs receiving training February – June 2007) Ensure schools implement social skills program (i.e., Quest, Second Step, Magic 1, 2, 3). Peer support program will be provided as needed for students with behaviour needs. References to reductions in non-teaching positions have been included to provide full information about the potential change in delivery of services. Decisions in regard to non-teaching staff are made during the natural course of budget deliberations later in the budget process.					
Impacts: There would be no impact for the 23 graduating students. Students with behavioural needs will be accommodated in the remaining classes.					
Evaluation: Students, who move to a new setting, will be monitored by the learning support consultant and school staff.					

Impact Statements - Approved Reductions



Instruction - Special Education				Ref.: C	
Approved Reduction		Close Two Secondary Special Support Unit (SSU) Classes			
Savings	\$ 320,290	FTE	2.67 Teachers 2.0 Educational Assistants	Decision Point	February 27, 2007
Description	The OCDSB offers 7.5 secondary SSU programs, one program operates half-time. Each class is staffed with a teacher and an educational assistant. This program is for students who exhibit the following behaviours: verbal and physical aggression and an inability to learn that cannot be traced to intellectual, sensory, or other health factors.				
Background: Most students are integrated into regular classes and are withdrawn to the SSU when they are unable to cope.					
Implementation Strategy: All affected students will be identified and given the choice to remain in their current school or attend their community school. Note: Transportation would be the responsibility of the family. An educational assistant with Child & Youth Worker (CYW) qualifications will be allocated to schools to support students. The school student success teacher (SST) and learning support teachers (LST) will be responsible for program planning and ongoing teaching and monitoring of these students. Learning support teachers are being trained in behavioural strategies. Educational assistants will receive NVC training where applicable. References to reductions in non-teaching positions have been included to provide full information about the potential change in delivery of services. Decisions in regard to non-teaching staff are made during the natural course of budget deliberations later in the budget process.					
Impacts: All staff will benefit from the knowledge and expertise of an educational assistant with CYW qualifications. Students will benefit from positive peer modeling and belonging to the school community. Educational assistants will be considered for continuity because, in some schools, teachers change period to period.					
Evaluation: Students will be tracked and monitored centrally by a learning support consultant in collaboration with the educational assistant.					

Impact Statements - Approved Reductions



Instruction - Special Education				Ref.: D	
Approved Reduction		Close One Elementary Developmental Disabilities (DD) Class			
Savings	\$ 171,675	FTE	1 Teacher 2 Educational Assistants	Decision Point	February 27, 2007 Budget Process
Description	The OCDSB offers 12 semi-integrated programs* with 10 students per class. There are currently 13 vacancies and no students on the wait list. The elementary developmental disabilities class is for students with moderate to severe delays in intellectual ability and adaptive functioning. * Not including Clifford Bowey and Crystal Bay.				
Background: Due to vacancies, one class could close and the students would be accommodated at the 11 other semi-integrated programs for students with developmental disabilities.					
Implementation Strategy: Assess the vacancies and select the class to close using the criteria outlined in the Consultation Plan. Contact parents individually regarding available locations. Plan the transition for students based on best practices. Implement the transition plan. Monitor the situation. References to reductions in non-teaching positions have been included to provide full information about the potential change in delivery of services. Decisions in regard to non-teaching staff are made during the natural course of budget deliberations later in the budget process.					
Impacts: Minimal impact for students, where continued placement is recommended, students would move to another site. If another class is required in the future, staff will recommend that one be opened.					
Evaluation: School staff, in consultation with the LSC, will monitor the newly located students.					

Impact Statements - Approved Reductions



Instruction - Special Education				Ref.: E	
Approved Reduction		Close One Elementary General Learning Program (GLP) Classes			
Savings	\$ 127,773	FTE	1 Teachers 1 Educational Assistants	Decision Point	February 27, 2007 Budget Process
Description	The OCDSB offers 15 elementary GLP programs with up to 16 students in each class. Each class is staffed with one teacher and one educational assistant. This program is for students with mild intellectual disabilities and significant delays in academic progress and social/emotional development.				
Background: There are currently 15 elementary GLP programs with 14 students graduating in June. There were 25 vacancies as of November 30, 2006. This leaves 39 vacancies available. Therefore, the closing of 2 classes leaves space to accommodate new students who meet the entry criteria.					
Implementation Strategy: Close the classes with vacancies and move the students to the nearest appropriate location. Develop transition plans for all affected students. Ensure best transition practices are implemented e.g., sharing effective programming strategies with receiving school staff References to reductions in non-teaching positions have been included to provide full information about the potential change in delivery of services. Decisions in regard to non-teaching staff are made during the natural course of budget deliberations later in the budget process.					
Impacts: All students expected to continue in a GLP program in September 2007 are assured a placement in an elementary GLP program. Relocated students will have a transition plan developed and implemented to ensure a successful transition to their new school.					
Evaluation: Students, who move to a new setting, will be monitored by the learning support centre (LSC) and school staff.					

Impact Statements - Approved Reductions



Instruction - Special Education				Ref.: F	
Proposed Reduction		Social Workers			
Savings	\$164,384	FTE	2.0	Decision Point	May 30, 2007
Description					
Background: During the funding allocation process undertaken by the OCDSB to examine the amount of time each discipline within the PSSP group worked with special education students, it was noted that social workers spend 30% of their time with non-special education students.					
Implementation Strategy: Encourage all secondary schools to adopt the practice of many of the secondary schools to refer students to nurse practitioners and medical services as appropriate. Focus the work of the remaining social workers on students with identified special education needs. Encourage schools to provide placements for students from Algonquin College in social work/educational assistant training just as we have placements for student teachers.					
Impacts: Staff anticipates the reduction of two social workers to have minimal impact across 150 schools as there will remain 18 social workers. Many schools have partnerships with their local health units which offer services now performed by some OCDSB social workers.					
Evaluation: Ongoing evaluation by Field Services and Superintendents of Instruction.					

Impact Statements - Approved Reductions



Instruction - Special Education					Ref.: G
Proposed Reduction		Educational Assistants			
Savings	\$438,790	FTE	10.0	Decision Point	May/June 2007
Description	Educational assistants provide additional support to students who have special learning needs. Their duties vary according to the needs of the students.				
Background: With the current movement toward less specialized classes, more integration and declining enrolment the need for the same number of educational assistants will diminish. Schools are requesting educational assistants who have specific qualifications to address issues such as behaviour and this request will be dealt with through community partnerships, placement of students from colleges and universities and Board developed intervention teams.					
Implementation Strategy: Over the past two years, the Board has been implementing inclusionary practices, more community partnerships and specifically trained educational assistants. This implement strategy will continue.					
Impacts: Across 149 schools, the impact should be minimal					
Evaluation: Ongoing evaluation by Learning Support Services and Superintendents of Schools.					

Impact Statements - Approved Reductions



Instruction - Special Education					Ref.: H
Proposed Reduction		Reduction In Audiologist Services (Contractual)			
Savings	\$9,040	FTE	Audiologist	Decision Point	Budget Process
Description	The audiologist maintains records regarding hearing aid users and FM equipment and selects, maintains and monitors equipment. The audiologist provides consultation assistance and in-service training regarding audiology reports. The audiologist also liaises with the audiology department at CHEO.				
Background: The audiologist position has been vacant since September 2006. During that time period one of the itinerant teachers for the deaf and hard of hearing addressed the equipment needs, as well as the in-service and liaison work. Student needs can be addressed by the team of itinerant teachers for the deaf and hard of hearing as they have been for the past 6 months. Currently the educational audiologist works one day a week.					
Implementation Strategy: Itinerant teachers for the deaf and hard of hearing (10.3) FTE would address the equipment needs for the students they serve. They would also liaise with CHEO and provide consultative services.					
Impacts: Impact would be minimal on students. For example, during the past 24 weeks, Learning Support Services had no requests for services. The Deaf and Hard of Hearing team is capable of servicing equipment and supporting the needs of our deaf and hard of hearing students. CHEO and private practitioners provide audiology reports.					
Evaluation: The itinerant teachers for the deaf and hard of hearing will monitor the situation and report concerns.					

Impact Statements - Approved Reductions



Instruction - Special Education					Ref.: I
Proposed Reduction		Occupational and Physiotherapists			
Savings	\$134,006	FTE	2.0	Decision Point	June 30, 2007
Description	Occupational and physiotherapists provide direct intervention and liaison services with other community organizations. They provide direction to educational assistants regarding appropriate accommodations and physiotherapy in the physical support units.				
Background: Occupational and physiotherapy are the responsibility of the Community Care Access Centre (CCAC), which provides these services to other boards of education. (Staff is working with CCAC to ensure a mutual understanding of roles and responsibilities.)					
Implementation Strategy: Meetings with CCAC to transition students from our therapists to their case loads. There will be notification to parents and students about the transfer of service.					
Impacts: Students will have therapy at school with service provided through The Community Care Access Centres (CCAC). An agreement of understanding has been written, and is waiting Board decision before being signed by both the OCDSB and The Champlain Community Care Access Centre. Once signed both occupational and physical therapy will be provided by CCAC to our students in their schools. Champlain Community Care Access Centre is eager to transition students as soon as possible in order to meet student needs during the school year.					
Evaluation: Ongoing monitoring from Learning Support Services and Field Services.					

Impact Statements - Approved Reductions



Instruction – Non Special Education				Ref.: J	
Approved Reduction		Reduction in the number of elementary teachers assigned to schools			
Savings	\$3,314,996	FTE	40.0 Teachers	Decision Point	Academic Staffing – February 27, 2007
Description	Reductions will impact overlay staffing currently provided over and above classroom allocations which are based on enrolment. Schools will be required to maximize use of teachers with specialized qualifications and interests who are included in the basic allocation to maintain specialty programs. Staffing will become increasingly ‘tight’, leaving little flexibility to accommodate individual school situations through the current practice of assigning extra teachers.				
Background: Currently, all 48 elementary schools with a grade 7/8 component share 49.378 overlay positions identified as <i>Intermediate Program Allocation</i> . As well, all elementary schools with a grade JK-6 component (114 schools) share 7.639 overlay positions identified as <i>Primary/Junior Program Allocation</i> . The full time equivalent (FTE) overlay in each school ranges from 0.29 to 2.857 for intermediate and from 0.018 to 0.147 for primary/junior. The overlay is used in a variety of ways through school based decision making. The overlay at the intermediate level has been used to enhance programming for students taught by a teacher in the school who may have Additional Qualifications (AQ) or interest in subject specific areas. In JK-3, JK-5, or JK-6 schools, the FTE overlay positions may be used to ease timetabling issues at the site. The overlay reduces timetabling challenges. Teachers, as a result of the overlay, may have additional non-contact time with students and offer additional supports to students in a variety of ways, as prioritized by the administration. A portion of the total overlay positions will be re-allocated to the staffing Needs Adjustment provision and used to assist elementary schools to meet individual school staffing needs.					
Implementation Strategy: While students will continue to receive the full spectrum of the Ontario Curriculum within the 300 minute instructional day with access to a variety of teaching staff, timetabling will be challenging. The implementation of the rotary model will be influenced by the complexity of the school’s configuration combined with existing additional qualifications and interests of the teaching staff. The additional non-contact time previously created by the overlays will not be available.					
Impacts: The reduction will result in \$3.31 M of savings. Larger schools may have teachers with interests or AQ courses in a variety of areas to ease timetabling challenges, whereas smaller schools with fewer teachers may be limited.					
Evaluation: Ongoing development and sharing of best practices for selection of staff and timetabling from principals will be required as well as ongoing assessment and evaluation of the number and kind of specialized offerings across the system once the reduction has been implemented.					

Impact Statements - Approved Reductions



Instruction - Non Special Education				Ref.: K	
Approved Reduction		School Operations: 1. Reduction of vice-principals (elementary panel) 2. Paired Administrative Staffing (elementary panel)			
Savings			FTE		Decision Point
1. \$626,610. 2. \$114,133.			1. 6 FTE elementary VPs 2. 1 FTE elementary Ps		Academic Staffing – 27 February 2007 Academic Staffing – 27 February 2007
Description		Total reductions of \$2.2M have been identified for year one in the management plan. Those reductions can be achieved in the following areas: 1. Reducing the administrative complement by 6 elementary vice-principals; 2. Pairing of 2 schools to result in 1 paired administrative team;			
Background:					
1. <i>Reduction of elementary vice-principals</i> Presently, 45 FTE (60 positions) are deployed in 60 elementary schools in increments of 0.5, 1.00 and 1.5 FTE based on enrolment (as outlined in Report No. 07-023 to Human Resources, 6 February 2007). Schools with Beacon status, large intermediate components and special education classes (SSUs) have been accorded special allocation consideration. Clifford Bowey and Crystal Bay are exceptions to this staffing formula					
2. <i>Paired administrative teams for school administration (elementary)</i> Presently each elementary school, no matter the size, has one full-time principal.					
Implementation Strategy:					
1. <i>Reduction of elementary vice-principals</i> The reduction of 6 FTE will be reflected in the allocation of 39 FTE to the system. The allocation of VPs to schools will follow the present practice of reviewing enrolment as well as special considerations such as Beacon status schools, intermediate components and special education class placement.					
2. <i>Paired Administrative Staffing</i> The pairing of Torbolton Public School and Stonecrest Elementary School will begin in the 2007-2008 school year. The factors considered for this pairing were as follows: geographic proximity, program congruence, family of schools feeder patterns and community similarities. The schools provide English/English, EFI, MFI programs, Grades K-6 and K-8, and have populations of 85 and 628.					

Impact Statements - Approved Reductions



Impacts:

The reduction of 6 vice-principals brings the staffing levels in this area close to the available Ministry funding. Levels of support for students in schools that would lose a vice-principal need to be reviewed. The safety of students and staff will remain a priority. In pairings where there is a transition of students from K-6 to 7-8, pairing may provide a smoother transition from division to division. Staff sharing best instructional practices from school to school would provide rich professional development possibilities. Where there are long-term accommodation issues, communities may begin to share common goals for program offerings.

A great deal of planning will be undertaken to provide reasonable expectations in work load for administrative teams

The budget reductions identified in Year Two of the staff's Management Plan in this area will include reductions in the areas of school closures and/or school pairings.

Evaluation:

Constant, on-going dialogue with the schools involved will be needed to monitor the success of the paired situations. Where possible, student success data may be collected in order to track indicators of success.

Impact Statements - Approved Reductions



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Instruction - Non Special Education					Ref.: L
Approved Reduction	Reduction of overlay staffing currently assigned to specific programs				
Savings	\$425,110	FTE	5.0 Teachers	Decision Point	Academic Staffing – February 27, 2007
Description	The secondary programs of house building and e-learning programs will continue to be offered. These programs will be staffed from the Basic Staffing Entitlement (BSE).				
Background: Currently they are staffed in part from the BSE and also from overlay staffing as part of the second year of these program initiatives. The initiatives initially were piloted with the intent that these programs would become part of the regular course offerings for the secondary schools.					
Implementation Strategy: Since these programs are focus programs with students from more than one school, the adjustments in the staffing formula will be done to account for the staff at the specific school where the programs are being run					
Impacts: The staffing of these classes will be part of the staffing formula and will have a minimal impact on the class sizes system wide.					
Evaluation: As with all courses/programs these programs will be monitored on an annual basis for the extent to which they are subscribed by students.					

Impact Statements - Approved Reductions



Instruction - Non Special Education				Ref.: M	
Proposed Reduction		Reduction in hours from 5 hours per week to 3 hours per week for students receiving home instruction			
Savings	\$150,000	FTE	N/A	Decision Point	Budget Process – May/June
Description	Home Instruction is provided to students who can not attend school for medical reasons.				
Background: The OCDSB currently provides home instruction services where: (a) medical evidence that the pupil cannot attend school is provided, in writing, to the principal; and (b) the principal is satisfied that home instruction is required					
Implementation Strategy: This change will be effective September 2007 and school personnel will be notified the maximum hours per week per student is three.					
Impacts: There will be no impact on students as service to special education students has been negligible over the past few years. Home instruction will be reduced from 5 hours per week to 3 hours per week. Home visits are being phased out due to safety concerns and are replaced by visits to public locations such as schools and libraries wherever possible.					
Evaluation: Ongoing monitoring from Learning Support Services.					

Impact Statements - Approved Reductions



Instruction - Non Special Education				Ref.: N	
Proposed Reduction		Reduction of occasional teacher budget.			
Savings	\$847,000	FTE	N/A	Decision Point	Budget Process – May/June
Description	A reduction of \$847,000 in Occasional Teachers as proposed in the SAT report (Recommendation #16).				
Background: Staff’s recommended budget for occasional teacher expenditures is \$7.1M at the elementary level and \$2.1M at the secondary level. These levels are based on 7.3 days of usage per teacher (assuming 65% allocated to schools and 35% held centrally). The recommended budget includes an increase of \$1.4M from last year’s budget allocation. Last year’s expenditures overspent the occasional teachers’ budget allocation by approximately \$2M. May 1 actual expenditures of this year’s OT budgets have 77 schools overspent (representing 102% overspent).					
Implementation Strategy: Staff’s recommended budget allowed for \$1M to be held back centrally to be applied where special circumstances existed. An \$847,000 reduction would allow for \$150,000 to be held centrally for the same purpose. Actual per capita allocations would not change at the school level.					
Impacts: The ability to provide coverage for absent teachers will be more challenging for principals to manage. Instances where schools have to use some portion of their school operating budgets to cover over expenditures in their OT line will increase.					
Evaluation: Occasional teacher budgets will continue to be monitored centrally to see where efficiencies might be achieved.					

Impact Statements - Approved Reductions



School Operating Budgets					Ref.: O
Proposed Reduction		Reduction in school operating budget allocations			
Savings	\$827,500	FTE	N/A	Decision Point	Budget Process
Description	This reduction represents a 9.6% decrease in school operating budgets.				
Background: School operating budgets are allocated based on the ADE of each school. Currently the amount is \$89.89 per elementary student and \$142.32 per secondary student. The proposed reductions of \$850,000 do <u>not</u> include additional allocations such as Beacon school support, special education support and occasional teacher budgets. The \$850,000 will also fund \$22,500 to provide additional office support to the twinned schools, for a net overall reduction of \$827,500					
Implementation Strategy: All school supplies budgets will be reduced by 9.6%.					
Impacts: School operating budgets cover a wide range of expenditures in schools. This reduction would result in less ability for schools to provide consumable learning materials for students. Some enhancements to curricular activities, such as field trips and extra curricular sports activities would also become more challenging to provide. School superintendents will work with principals to achieve savings in these and other areas. The cost for basic school supplies is a shared responsibility between parents and schools but schools provide these supplies in situations where there is financial need. Reductions in this area may require some increased expectations of what students must supply as basic school supplies.					
Evaluation: Monitoring of school budgets will be on-going during the school year Cuts in school supply budgets of this magnitude will not be sustainable in the long term.					

Impact Statements - Approved Reductions



Instruction - Non Special Education				Ref.: P	
Proposed Reduction		Reduction of 2.0 FTE from secondary office staff.			
Savings	\$97,846	FTE	2.0	Decision Point	Budget Process – May/June
Description	.A reduction of 2.0 FTE secondary office staff.				
Background: Staff’s recommended budget does not include further reduction of school based office staff levels. Reallocation took into consideration number of students (increased breakpoints based on student population) and some BEACON status criteria.					
Implementation Strategy: Both student enrolment and needs (Beacon status, special education system classes, intermediate population, etc.) would be reviewed as a basis of reallocation.					
Impacts: Readjustments need to be made in order that tasks that have been done by the office staff are done by other school personnel.					
Evaluation: Principals in the affected schools will work closely with the Office Administrator to ensure that work expectations are adjusted accordingly to reflect the reduction in staff compliment.					

Impact Statements - Approved Reductions



Instruction - Non Special Education					Ref.: Q
Approved Reduction		Reduction in the number of staff in Quality Assurance			
Savings	\$85,000	FTE	1.0 Teacher	Decision Point	Academic Staffing – February 27, 2007
Description	Reduction will impact the coordination, development and review of secondary district wide evaluation projects, as well as central support liaison for provincially mandated assessments at the secondary level. To continue to provide support to these initiatives, a new delivery model will be required.				
Background: The current delivery is based on 1.0 coordinator, 2.0 consultants, 5.5 ESP administrative and support (including research officers, research analysts, and secretarial staff). Consultants primarily have responsibility for overseeing all aspects of the secondary district-wide evaluation projects (grade 12 English and grade 10 Mathematics), as well as facilitating communication between the schools and the EQAO to support the provincially mandated assessments. The remaining staff have central assignments to support the ongoing collection, analysis and reporting of student achievement data to support Ministry directives (e.g., Student Success, MISA, Board and School Improvement Planning), district needs, and program reviews.					
Implementation Strategy: The intent of the proposed change in delivery model is to better align the district model with Ministry direction for curriculum implementation while reducing the number of central staff. Roles and responsibilities currently assumed by consultants in Quality Assurance will need to be reviewed to facilitate a move towards greater integration with those of instructional coaches in Curriculum Services (i.e., greater linkage between curriculum implementation and assessment and evaluation practices).					
Impacts: Quality Assurance will eliminate a 1.0 secondary teacher position. The new delivery model will be based on 1.0 Coordinator, 1.0 consultant, 5.5 administrative and support staff. The roles and responsibilities of the remaining consultant position in Quality Assurance will be reviewed, with a view to reallocating some of the tasks to other remaining positions, either in Quality Assurance or Curriculum Services. The current process for the review, development, and coordination of the secondary district-wide evaluation projects will be reviewed to identify efficiencies. With a new secondary delivery model across Curriculum Services and Quality Assurance and the revised roles and responsibilities of consultants, other district-wide assessments (e.g., grades 7 and 8 diagnostic math tests) may be eliminated. Based on recent direction from the Literacy and Numeracy Secretariat, there is a need to develop a district-wide Senior Kindergarten assessment. With reduction to current staffing levels, further changes to district-wide assessments may be required (e.g., CCAT in Grade 3 may be administered to selected students only; no district-wide data would be collected).					
Evaluation: The impact of the change in delivery model and reductions to central staff will be monitored using quantitative and qualitative methods. Curriculum Services/Quality Assurance staff will gather anecdotal input from principals and teachers regarding the effectiveness of the delivery model. Quantitatively, student achievement data (e.g., EQAO results, student success indicators, results on district-wide evaluations) will be used to monitor the impact of the					

Impact Statements - Approved Reductions



Instruction - Non Special Education					Ref.: R	
Approved Reduction		Reduction in the number of elementary teacher consultants in Business and Learning Technologies Department				
Savings	\$83,000	FTE	1.0 Teacher	Decision Point	Academic Staffing – Feb 27, 2007	
Description	Reductions will result in reducing the overall staff complement by 1.00 FTE.					
Background: The role of the elementary consultants consists of three primary responsibilities: <div>1. Act as an advisor to B&LT staff to ensure that decisions made regarding technology and its implementation reflect the needs of teacher and students in the elementary panel. 2. Act as a liaison between B&LT department and school staff. This includes the management of the relationship between B&LT and school based "Computer Contact" teachers. 3. Provide academic leadership to teachers and administrators to ensure the effective use of technology in the schools, including workshops, in-service, consulting and lesson/resource development.</div>						
Implementation Strategy: This reduction of 1.0 FTE will move the remaining elementary consultant position into a more advisory role, rather than the current operational role.						
Impacts: This reduction will provide some reduced capacity to consult with schools and provide support in the area of technology.						
Evaluation: Implementation will be monitored through feedback from schools and computer contact teachers.						

Impact Statements - Approved Reductions



Instruction - Non Special Education					Ref.: S
Approved Reduction		Reduction in the Curriculum Services Department			
Savings	\$662,168	FTE	8.0 teaching,	Decision Point	Academic Staffing – February 27, 2007
Description	Reductions will impact the amount of central support for curriculum implementation. To implement and monitor program direction from the Ministry and from the Literacy and Numeracy Secretariat, a new delivery model will be implemented. In addition to the reduction of 8.0 teaching positions, 1.0 teaching position for ESL support will be transferred to the Family Reception Centre				
Background: The current delivery model is based on 4.0 principals, 22.0 literacy coaches, 17.0 consultants, 1.0 PSSP, 1.0 ESP, 8.5 admin. and support. Elementary literacy coaches work directly in schools. The student counselor works directly in secondary schools. The remaining staff have central assignments to support curriculum implementation and implement Ministry directives.					
Implementation Strategy: The intent of the proposed change is to better align the district model with Ministry direction for curriculum implementation while reducing the number of central staff. Elementary delivery will be more decentralized with support attached directly to each superintendency. All elementary support will be classified as instructional coaches with a focus on literacy and numeracy. Instructional coaches will spend significant amounts of time working directly in identified schools on curriculum implementation and program improvement. Instructional coaches will also be assigned central responsibilities. Secondary delivery will also move in the direction of support to identified secondary schools in need of instructional and/or program support. A significant amount of time will still be needed for central and subject-specific tasks.					
Impacts: The reductions are 8.0 elementary teachers. There will be considerably fewer centrally developed professional development workshops for teachers. Most professional development will be school-based with support from instructional coaches. There will be fewer central support staff to support district wide student activities and district-wide partnerships with outside agencies. There will no longer be central support for Safe and Caring Schools and Roots of Empathy. A Character Education Steering Committee will oversee school based safe and caring schools initiatives. If Roots of Empathy is to continue, a principal within each superintendency will be identified as a contact person. With significant reduction to administrative support staff, the focus will be on Ministry and board required tasks only.					

Impact Statements - Approved Reductions

**Evaluation:**

The impact of the change in delivery and reductions to central support staff will be monitored using quantitative and qualitative methods. Curriculum Services will gather anecdotal input from principals and teachers regarding the effectiveness of the delivery model. Quantitatively, Curriculum Services will use student achievement data, e.g., EQAO results, PM Benchmarks, student success indicators, to monitor the impact of the reductions in central program support in schools.

Impact Statements - Approved Reductions



Instruction - Non Special Education				Ref.: T/U	
Proposed Reduction		Reduction in the Curriculum Services department			
Savings	\$221,146 (staff) + \$83,402 (operating budget)	FTE	3.1 administrative support positions and 1.0 PSSP position	Decision Point	Budget process – April/May 2007
Description	These proposed reductions are aligned with the reorganization of Curriculum Services. The reductions reflect a change in delivery model where elementary instructional coaches are decentralized to superintendencies.				
Background: The current delivery model is based on 4.0 principals, 22.0 literacy coaches, 15.0 consultants, 2.0 athletic coordinators, 1.0 PSSP, 9.5 Admin. Support.					
Implementation Strategy: Implementation of the administrative support reductions will be directly linked to the reorganization of the department. Implementation of the reduction of the PSSP position will be made in conjunction with current work in Curriculum Services on Character Education.					
Impacts: The reductions will include 3.1 FTE administrative support positions and 1.0 FTE PSSP position. The new delivery model is based on 4.0 principals (2.0 from Ministry special initiative funding), 20.0 elementary instructional coaches, 8.0 secondary instructional coaches, 2.0 athletic coordinators, 1.0 student counselor and 5.0 administrative support staff. 1.0 elementary teacher support for ESL will be transferred to the Family Reception Centre/ESL (see ESL impact statement). The new delivery model will focus on school-embedded professional learning. Elementary instructional coaches will spend the majority of their time working in schools. The remaining administrative support positions within the department will be focused on Ministry and board required tasks only, such as reporting and monitoring. There will be significant reductions to the administrative support available to instructional coaches. There will no longer be a central 1.0 FTE PSSP position dedicated to supporting Safe and Caring Schools initiatives and Roots of Empathy. A Character Education Steering Committee will oversee school-based safe and caring schools initiatives. Roots of Empathy, like all other social skills development and/or anti-bullying programs currently operating in schools throughout the district, will operate on a school by school basis. Communication with the community-based Roots of Empathy Steering Committee will continue.					

Impact Statements - Approved Reductions



Instruction – Non Special Education					Ref.: V	
Proposed Reduction		Reduction of total number of student classroom computers to be purchased by 380 for 2007- 2008.				
Savings	\$ 460,000	FTE	N/A	Decision Point	Budget Process	
Description						
Background: B< purchases approximately 1,200 new classroom computers every year to partially offset the removal of old, un-repairable or obsolete units, and to supply some new, more powerful computers to fill curriculum requirements. A student-to-computer ratio has been established based on curriculum requirements, which has helped to determine the number of computers to be purchased each year. Due to pressing budget issues, B< has reviewed this allocation ratio. Critical requirements indicate 820 computers must be purchased in 2007-2008; there will be 380 fewer computers purchased than projected.						
Implementation Strategy: To compensate for the reduction in new computers purchased, B< is embarking on a new delivery model for technology in schools for the upcoming year, which could mean technology money may be used to acquire other technology instead of some computers. Examples include Smart boards, projectors, scanners, cameras, etc. In the short term, this addresses technology requirements on a school-by-school "as required" basis, but does not address long term needs.						
Impacts: At an estimated cost of \$ 850 each, this reduction will mean approximately 380 fewer computers will be purchased next year than projected. While B< has determined that 820 computers are ‘essential’, the replacement of desktop computers is falling well behind the drop-off rate of the older machines. The vast majority of our computer stock is now out of warranty, and repair costs are climbing, with many machines not economical to repair. As other funds (repair budgets, technical training, parts) are being reduced as well, the capacity for B< to sustain the technology footprint that currently exists cannot be maintained, and student time on the computer will have to be reduced.						
Evaluation:						

Impact Statements - Approved Reductions



Instruction – Staff Development					Ref.: W	
Proposed Reduction		Operations and Staffing of Staff Development				
Savings	\$250,000	FTE	1.5	Decision Point	Budget Process	
Description	Reduction in staff and operating budget assigned to staff development division.					
Background: The Staff Development Division is responsible for coordinating and supporting a variety of system initiatives, including: New Teacher Induction Program (NTIP), also know as Great Beginnings; Leadership Development programs/workshops; Teacher Performance Appraisal; Selection Process for Principals/Vice-Principals; Strategies for Success (workshop series specifically designed for administrative and support staff), Client Centred Culture Committee, in support of Board objective, administration of tuition reimbursement fund for administrative and support staff. There are currently 4.0 FTE positions in the division.						
Implementation Strategy: The reductions would be implemented through the reduction of 1.0 HR Assistant and 0.5 Administrator positions currently assigned to the division. This will mean reduced ability to support the full scope of initiatives currently underway and priority will need to be given to those required by the Ministry (e.g. NTIP, TPA). The operating budget will be reduced such that funds currently budgeted for mentoring and induction beyond the funding specifically provided by the Ministry for this program will be removed. The money allocated to support the Client Centred Culture Committee (established to support the Board’s goal of improving organizational effectiveness through a more client centred culture), will also be eliminated.						
Impacts: Induction opportunities for new teachers will be limited to those supported by the Ministry through the NTIP. Induction opportunities currently available to Extended Occasional Teachers will be eliminated unless new funding becomes available for this purpose. There will be a reduction in central staff development activities and training (Client Centred Culture Committee, Strategies for Success).						
Evaluation: The impact of the reductions will be assessed and evaluated based on anecdotal feedback from the system.						

Impact Statements - Approved Reductions



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Continuing Education				Ref.: X	
Proposed Reduction		Reduction in the number of Administration and Support positions by 1.0			
Savings	\$77,890	FTE	1.0	Decision Point	Budget Process
Description	Continuing Education will re-allocate duties and absorb the elimination of a Level 8 position.				
Background: Continuing Education is currently staffed at 18.0 FTE with one vacant Level 8 admin & support position. The vacancy has existed since October 2006.					
Implementation Strategy: In keeping with its cost recover or break-even mandate, Continuing Education, is operating this year without filling the vacant 1.0 Level 8 position.					
Impacts: Duties have already been re-allocated to absorb the vacancy. Continuing Education is operating effectively at 17.0 FTE at present.					
Evaluation: Evaluation by the Principal of Continuing Education and the related Superintendent of Instruction has been ongoing since October 2006, and will continue.					

Impact Statements - Approved Reductions



Facilities					Ref.: Y
Proposed Reduction		Operation and Maintenance Accounts			
Savings	\$1,024,656	FTE		Decision Point	Budget Process
Description	Various reductions to both operation and maintenance accounts.				
Background: In spite of increased regulatory demands and increasing needs within the system, the District has historically under spent the Facilities envelope. Recent budgets have failed to provide sufficient dollars to deal with increased supplies and services costs and as a result, the department has experienced a decrease in its real purchasing power. In developing the Management Plan, staff had considered a 5% increase to the overall operating budget. That proposed increase, totaling \$573,876 has been eliminated, and a further \$450,780 is being reduced from the 2006-2007 operating budget levels. Facilities staff undertook a full review across all of its accounts to meet its reduction targets. The larger accounts (school closures, fire alarm, grass cutting, preventative maintenance, potable water testing, septic/sewer and snow removal) are addressed in separate impact statements. The balance of the cuts has been across the remainder of the accounts (total of \$594K) to achieve the overall reduction goal for Facilities of \$1.3M.					
Implementation Strategy: Facilities will make its recommended cuts starting in the fall of 2007 across the accounts outlined. Since a safe and clean school is our mandate, the majority of accounts are held at the 2006-2007 levels to try and minimize disruption to service levels to the schools.					
Impacts: There will be service level cuts to those items which do not directly affect the safety of students and staff but will drastically affect curb appeal, sports field and preventative maintenance items. These cuts will impact on community concerns and enrolment, and repairs will cost more in the future.					
Evaluation: Staff will monitor the condition of buildings/grounds to determine the level of impact on schools and students.					

Impact Statements - Approved Reductions



Facilities					Ref.: Y-1	
Proposed Reduction		Operation and Maintenance Accounts				
Savings	\$594,001	FTE		Decision Point	Budget Process	
Description	Various reductions to both operation and maintenance accounts.					
Background: This year Facilities received increases of 3.5% in salaries and 5% in operational accounts forecasts based upon the 2006/2007 budgets. In addition, Facilities was asked to cut \$1.1M out of its operational accounts. This actually relates to a larger cut in the operational accounts from the forecasted increase amounts. Facilities undertook a zero-based budgeting exercise across all of its accounts to meet its capped budget. The larger accounts (school closures, fire alarm, grass cutting, preventative maintenance, potable water testing, septic/sewer and snow removal, utilities) are addressed in separate impact statements. The balance of the cuts was basically prorated across the remainder of the accounts (total of \$594K) to achieve the overall reduction goal for Facilities of \$1.1M.						
Implementation Strategy: Facilities will make the recommended cuts starting in the fall of 2007 across all of its operations.						
Impacts: Facilities will try to minimize disruption to service levels to the schools which do not directly affect the safety of students and staff. However, the cuts will drastically affect curb appeal, sports fields, small school based projects and preventative maintenance items. These cuts will impact on community concerns, enrolment and cost more for repairs in the future.						
Evaluation: Staff will monitor the condition of buildings/grounds to determine the level of impact on schools and students.						

Impact Statements - Approved Reductions



Facilities				Ref.: Y-2	
Proposed Reduction		Potable Water Treatment			
Savings	\$23,010	FTE	N/A	Decision Point	Budget Process
Description	Reduce the potable water treatment inspections from once per week to once per month.				
Background: Potable water treatment inspections are carried out once per week in our rural schools as mandated by Provincial legislation. All chief custodians in our rural schools are trained and hold a Small Water Treatment certificate. All water systems in our rural schools are checked and maintained daily. The post treatment utilizes an ultra-light system and if this system breaks down the system is shut off automatically until Maintenance has corrected the fault.					
Implementation Strategy: Reduce the inspections to one per month to conform to the new regulations starting September 2007. Reduction in inspections will not affect the quality of water in our schools.					
Impacts: None					
Evaluation: Staff will monitor the condition of buildings/grounds to determine the level of impact on schools and students.					

Impact Statements - Approved Reductions



79

Facilities					Ref.: Y-3	
Proposed Reduction		Reduction in Fire Alarm Protection Equipment				
Savings	\$41,350	FTE	N/A	Decision Point	Budget Process	
Description	Reduce the replacement and inspections of our fire alarm equipment.					
Background: As part of the Preventative Maintenance program, smoke detectors are replaced every 5 years (manufacturer’s recommended life time). In addition our fire alarm systems are certified yearly. Savings in equipment only.						
Implementation Strategy: Starting in the fall of 2008 the smoke detector replacement program will be extended to every 7 years.						
Impacts: Deficient inspection results from Fire Marshall. Time and money spent on false alarms. Program will become reactive versus proactive.						
Evaluation: Staff will monitor the condition of buildings/grounds to determine the level of impact on schools and students.						

Impact Statements - Approved Reductions



80

Facilities				Ref.: Y-4	
Proposed Reduction		Reduction in Grass Cutting			
Savings	\$136,320	FTE	N/A	Decision Point	Budget Process
Description	Reduce the amount of grass cuts to our school and sports field areas.				
Background: The grassed areas within the school sites are cut every 7 days or 17 cuts per season by contract.					
Implementation Strategy: Starting in the fall of this year and next spring and summer the grass cutting would be reduced to a 12 day rotation or 10 cuts per season.					
Impacts: Chances of liability increases. Potential of student and community use injuries increases. Negative effect on the turf management program. Loss of curb appeal and increased neighbour and customer dissatisfaction, including the City of Ottawa. Possible lost revenue due to customer dissatisfaction.					
Evaluation: Staff will monitor the condition of buildings/grounds to determine the level of impact on schools and students.					

Impact Statements - Approved Reductions



Facilities					Ref.: Y-5	
Proposed Reduction		Reduction in Preventative Maintenance Program				
Savings	\$75,080	FTE	N/A	Decision Point	Budget Process	
Description	Reduce Preventative Maintenance (PM) program inspections.					
Background: The PM program is a procedure of regular maintenance inspections and corrective follow-up action of the various mechanical building systems. It is a proactive method to reduce costly equipment repairs.						
Implementation Strategy: Reduced PM inspections on electrical and plumbing components would commence September 2007.						
Impacts: Increased work order load (time and money). Increased breakdowns. Poorer student learning environment and possible lost teaching days due to increased possibility of electrical and plumbing breakdowns.						
Evaluation: Staff will monitor the condition of buildings/grounds to determine the level of impact on schools and students.						

Impact Statements - Approved Reductions



Facilities				Ref.: Y-6	
Proposed Reduction		Septic Main and Sewer Main			
Savings	\$23,683	FTE	N/A	Decision Point	Budget Process
Description	Reduce the amount of cleanouts of both our septic and sewer mains per year.				
Background: Septic tanks are presently contracted to be cleaned out yearly to ensure that septic beds are maintained and to minimize backups and flooding. Sewers are cleaned out by contract to correct backups and flooding.					
Implementation Strategy: Starting in the fall of 2008, a rotation of septic tanks will be cleaned out every 2 years and sewer mains will be cleaned out once a problem presents itself.					
Impacts: Added costs to repairs (small vs large). Reduced bed life. Potential for school closures. Increased potential for flooding and backups. Costlier repairs in the future.					
Evaluation: Staff will monitor the condition of buildings/grounds to determine the level of impact on schools and students.					

Impact Statements - Approved Reductions



Facilities				Ref.: Y-7	
Proposed Reduction		Reduction in snow removal			
Savings	\$131,212	FTE	N/A	Decision Point	Budget Process
Description	Reduce the amount of snow removed from our school sites.				
Background: Snow removal is contracted out once the amount of snow gets too large for a school site. Weather trends over the past few years have resulted in less snow than was previously budgeted for. For example (2003-2004-\$35K, 2004-2005-\$6K, 2005-2006-\$104K, 2006-2007-\$14K).					
Implementation Strategy: The amount of snow to be removed will be reflected in our annual contract for 2007-2008.					
Impacts: The impact could be none if we have another mild winter. If the snowfall is heavier than anticipated then the school sites will have to deal with larger snow banks, less parking and play areas where the snow is pushed.					
Evaluation: Staff will monitor the condition of buildings/grounds to determine the level of impact on schools and students.					

Impact Statements - Approved Reductions



Facilities				Ref.: Z	
Proposed Reduction		Reduction in Regular Part Time (RPT) employees.			
Savings	\$482,000	FTE	16	Decision Point	Budget Process
Description	Reductions of custodial personnel within the Operations Division.				
Background: The District has historically under spent the Facilities envelope and recent budgets have failed to provide sufficient dollars to deal with increased services costs. The department has experienced a steep decline in its cleaning standards since amalgamation and this unplanned reduction of 482K will further impact the service and support levels in our schools. Custodial work assignments are generated through our TechniClean Work Loading program which is based around industry standards for the educational sector.					
Implementation Strategy: The cleaning assignments across the system will be reduced by 129 hours per day resulting in 16 FTE’s worth of RPT assignments becoming redundant. Facilities will make the approved layoffs across the District starting in September 2007.					
Impacts: There will be service level cuts to those items which do not directly affect the safety of students and staff but will drastically affect curb appeal, and cleanliness in our schools. The loss of 129 cleaning hours per day will further eroded the achievement of cleaning standards across the board. It will become extremely difficult to provide a consistent standard of cleanliness across all of the schools. In addition, the reduction of these 16 FTE’s worth of RPT positions will affect 60 personnel throughout the bumping process. Facilities’ mandate to provide safe and clean schools is becoming a serious issue					
Evaluation: Staff will monitor the condition of buildings/grounds to determine the level of impact on schools and students.					

Impact Statements - Approved Reductions



Facilities					Ref.: AA
Proposed Reduction		Reduction in utilities budget for gas and electricity.			
Savings	\$245,568	FTE	N/A	Decision Point	Budget Process
Description	Reduce the consumption in both gas and electricity.				
Background: In spite of increased regulatory demands and increasing needs within the system, the District has historically under spent the Facilities envelope. The District’s Energy Conservation Program has been very successful in providing energy efficient systems and improved air quality within our schools. However, the escalating consumption costs have increased our overall utility costs. On 28 May 07 Board approved a further reduction to the Facilities budget of \$413,000 of which \$245,568 was earmarked as a reduction in the utilities budget.					
Implementation Strategy: Reduce the consumption in both gas and electricity by lowering the heating set-point by 1degree Celsius and raising the cooling set-point by 1 degree Celsius across all of the OCDSB facilities.					
Impacts: The impact will result in cooler and warmer comfort zones within our schools which may affect learning. Due to the number of different control systems within our schools the change will take at least 2 months to finalize (started in July 2007). To be effective there has to be buy-in from all staff to ensure the measures are adhered to and an information bulletin will be promulgated in the fall. Some of the older schools may have trouble in the colder weather due to inadequate zoning and may experience freeze-ups and flooding.					
Evaluation: Staff will monitor the condition of buildings to determine the level of impact on schools and students.					

Impact Statements - Approved Reductions



Central Administration					Ref.: AB	
Proposed Reduction		Three positions - Finance				
Savings	\$200,000	FTE	3.0	Decision Point	Budget Process	
Description	Reduce 3 positions and related supply costs from Financial Service’s budget.					
Background: The OCDSB currently issues paper pay information statements (gross pay, deductions, year to date totals) to each employee at each pay. Most employees do not bother to open the information notice. The OCDSB has many employees filing bi weekly time sheets which are used to authorize hourly payments. Currently this is all done on a manual system, requiring extensive data entry by Payroll. The department has put great effort into increasing electronic transaction processing and trained school office and department staff in using systems to reduce work loads. Computer knowledge is now widespread in the department and it is time to expand the use of electronic processing in the payroll area.						
Implementation Strategy: Implementation in coordination with Human Resources, Business and Learning Technologies and user groups. The reductions will be absorbed through implementation of new automated processes and the re-alignment of financial system functions.						
Impacts: The OCDSB will convert its present bi-weekly paper based pay stubs into a completely electronic version. Employees will be able to access all pay stub data on the existing secure web based system. This system is already used to post employees individual benefit information, sick leave usage and available vacation days. Savings include costs of forms, printing, postage and staff time savings. The OCDSB will convert its existing paper timesheet system to a fully electronic system that will eliminate multiple manual processes. Information and training sessions will be provided to all impacted employees. Every effort will be made to reduce the impact on service resulting from the re-alignment of financial systems functions.						
Evaluation: User satisfaction, determined by discussions with the user group representatives.						

Impact Statements - Approved Reductions



Central Administration					Ref.: AC	
Proposed Reduction		Reduction in the number of FTE positions in Communications				
Savings	\$49,294	FTE	1.0	Decision Point	Budget Process	
Description	Reductions will reduce staffing in Communications division by 1.0 FTE.					
Background: The Communications Division is responsible for information and communications services, public relations, media relations, special events, publications, website (content and maintenance) and reception and general telephone inquiries. The current staff complement is 9.5 FTE. This reduction would eliminate the position of Web Assistant, a position which supports the graphic artist (website coordinator).						
Implementation Strategy: The staffing reduction would come into effect for September 1, 2007 and would require a realignment of responsibilities within the division. The workload of the graphic artist/webmaster will be reviewed as well as the responsibilities of the communications coordinator position with a view to identifying what current responsibilities/services could be eliminated or reduced and how current workloads can be reprioritized based on the core business of the division.						
Impacts: A reduction in Communications staffing will require the division to be more focused on its core mandate (information and public relations, website, publications, and media relations) and there will be a reduction in support available to other corporate and school based special events, as well as to related agencies/organizations.						
Evaluation: The impact of this reduction will be evaluated based on workload demands, service levels, and response time of the division to regular workload and special requests.						

Impact Statements - Approved Reductions



Central Administration – Human Resources					Ref.: AD	
Proposed Reduction		Staffing and Operations of Human Resources				
Savings	\$180,000	FTE	2.0	Decision Point	Budget Process	
Description	Reduction in staffing level and operating budget for Human Resources.					
Background: The Human Resources Department provides support to the system in all areas of human resource management, including staffing, benefits administration, salary administration, job evaluation, disability claims management, health and safety, and labour relations.						
Implementation Strategy: The reductions will be absorbed through a reorganization and realignment of functions and tasks within the Human Resources Department as a whole.						
Impacts: The reductions will mean some reduced ability to respond to employee enquiries, particularly in the areas of benefits, or to provide the same level of direct support and service to clients. In the area of health and safety, focus will be on responding to priority issues; with less capability to respond proactively. Some reduction in training opportunities provided by human resources staff. Every effort is being made to reduce the impact on service by streamlining and reviewing existing processes and attempting to realign certain functions.						
Evaluation: The impact will be assessed and evaluated continually through informal feedback from the system (employees, supervisors, principals, etc.) and internal monitoring of implementation.						

Impact Statements - Approved Reductions



Central Administration					Ref.: AE	
Proposed Reduction		Reduction in Central Administrative Computers				
Savings		\$300,000	FTE	N/A	Decision Point	Budget Process
Description		One year reduction in the amount purchased for Central Administration Computer and Software				
Background: Current computers used by Central administration staff are averaging 3+ years. With increased reporting requirements and shorter timelines, technology plays a crucial role in the performance of staff. A one year lag is possible, but cannot be maintained for future years.						
Implementation Strategy: Replacement and or upgrade of existing computers and software upgrade for Central Administration will be very limited for 2007-2008. Staff will make due with existing hardware and software for the short term. Replacement of any un-repairable or obsolete equipment that must be replaced during the year will result in the transfer of funds from other budget lines.						
Impacts: Potential decreased processing efficiency and slower response and reporting time by not taking full advantage of optimized technology.						
Evaluation: The proposal is a one year reduction.						

Impact Statements - Approved Reductions



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Central Administration					Ref.: AF	
Proposed Reduction		Reduction in the number of FTE positions in Planning and Admissions				
Savings	\$50,339	FTE	1.0	Decision Point	Budget Process	
Description	Reductions will reduce staffing in Planning and Admissions division by 1.0 FTE.					
Background: a) Boundary Clerk – This position’s main responsibility has been to respond to school and public inquiries with respect to school and program boundaries. In addition, the position is usually expected to provide additional clerical support to the Planning and Community Use divisions.						
Implementation Strategy: a) Boundary Clerk – For September, an on-line inquiry system will be made available to the public and schools to deal with boundary and program inquiries. Other clerical staff within the department will also be trained so that phone inquiries can still be responded to, in a timely manner.						
Impacts: Some reduced support to schools and ability to respond to request for information. In some cases, new processes will be designed and implemented in the way that services are delivered to the public						
Evaluation: The impact of this reduction will be evaluated based on workload demands, service levels, and response time of the division to regular workload and special requests.						

Impact Statements - Approved Reductions



91

Facilities				Ref.: AG	
Proposed Reduction		School Closures (Bayview Public School and Grant Alternative School building)			
Savings	\$192,272 Facilities \$107,728 Instruction Net of grant	F T E	3.8 4.0	Decision Point	Budget Process
Description	Custodial position reductions...3.8 FTE Principals...2.0 FTE Admin and support...2.0 FTE				
Background: With the closure of the Bayview and Grant facilities, there will be a corresponding reduction of one Chief Custodian and one Regular Part Time Custodian per school, including Instruction – 1 Principal and 1 school support.					
Implementation Strategy: These positions will be reduced at the same time the schools are closed. Further operating savings, such as utilities will be available upon disposition of the closed buildings.					
Impacts: Actual gross savings will be somewhat higher; figures shown are net of reduced grants.					
Evaluation: None. Board has already approved these two closures.					

Impact Statements - Approved Reductions



92

Instruction Including Special Education				Ref.: AH	
Proposed Reduction		To reduce the proposed teacher slary budget by \$1.5 million (in accordance with the Special Assistance Team (SAT) recommendation number 17).			
Savings	\$1,500,000	FTE	N/A	Decision Point	Budget Process
Description	SAT report has estimated that the teaching staff turnover savings projected for 2007-2008 can be increased by a further \$1.5 million.				
Background: Staff has already built an assumption of \$5.4 million of teacher turnover savings into its 2007-2008 budget projection. The SAT report estimates that this could be \$1.5 million more. Additional turnover savings could potentially trigger higher retirement gratuity payments.					
Implementation Strategy:					
Impacts: If there is insufficient budget, cost overruns increase the likelihood of a year end deficit. It should be noted that this reduction will not change salaries paid to teachers, which are mandated by collective agreements or the number of teaching positions.					
Evaluation: Ongoing, with final analysis at end of 2007-2008.					

Impact Statements - Approved Reductions



93

Combined Envelopes				Ref.: AI	
Proposed Reduction		To reduce the proposed non-teacher salary budget by \$0.5 million (in accordance with the Special Assistance Team (SAT) recommendation number 21).			
Savings	\$500,000	FTE	N/A	Decision Point	Budget Process
Description	SAT report has estimated that the non-teacher staff turnover savings projected for 2007-2008 can be increased by a further \$0.5 million.				
Background: Staff has already built an assumption of \$0.6 million of staff turnover savings into its 2007-2008 budget projection. The SAT report estimates that this could be \$0.5 million more. Additional turnover savings could potentially trigger higher retirement gratuity payments.					
Implementation Strategy:					
Impacts: If there is insufficient budget, cost overruns increase the likelihood of a year-end deficit. It should be noted that this reduction will not have an impact on salaries being paid to employees, which are mandated by contracts or the number of staff positions.					
Evaluation: Ongoing, with final analysis at end or 2007-2008.					

Impact Statements - Approved Reductions



Combined Envelopes				Ref.: AJ		
Proposed Reduction		To reduce the proposed benefits budget by \$500,000 (in accordance with the Special Assistance Team (SAT) recommendation number 18).				
Savings	\$500,000	FTE	N/A	Decision Point	Budget Process	
Description		SAT report has estimated that the provision for the annual cost increases for fringe benefits can be reduced by \$500,000.				
Background: The Board has signed collective agreements that commit it to providing benefit packages to its employees. This is done by contracting with insurance companies on an annual basis. Costs go up annually due to the growing costs of drug, dental and health plans. Staff has built in projected premium cost increases based on estimates provided by the Board’s Benefit Consultant. There are limited opportunities for cost containment, as any change to the level of coverage or cost sharing arrangements must be negotiated as part of collective bargaining.						
Implementation Strategy:						
Impacts: If there is insufficient budget, cost overruns increase the likelihood of a year end deficit.						
Evaluation: Ongoing, with final analysis at end of 2007-2008.						

Impact Statements - Approved Reductions



95

Instruction - Non Special Education				Ref.: AK	
Proposed Reduction		Increase revenue for the Outdoor Education program.			
Savings	\$ 100,000 revenue	FTE	N/A	Decision Point	Budget process – May 2007
Description	The program will improve its cost recovery by a further \$100,000. This would reduce the Board provided funding to \$500,000.				
Background: The OCDSB operates two outdoor education centres. The centres provide students with hands on environment for lessons in multiple portions of the curriculum. The Education Act does not require school boards to provide outdoor education through board operated facilities.					
Implementation Strategy: Staff will seek additional revenue from rental of site facilities to outside groups, increased fees from non OCDSB users and other ways to be identified.					
Impacts: If the program is not provided, schools will have to find other ways for students to experience studies in a nature setting.					
Evaluation: Status report before the start of the 2008-2009 budget.					

Impact Statements - Approved Reductions



Instruction - Special Education					Ref.: AL
Proposed Reduction		Increase in Summer Learning Program revenues			
Savings	\$ 500,000 revenue	FTE	N/A	Decision Point	Budget process – May 2007
Description	The Summer Learning Summer Program will become fully cost recovery for the program offered in the summer of 2008.				
Background: The OCDSB operates a summer program for approximately 100 300 students with developmental disabilities and autism during in month of July. Only a small portion is deemed instruction under Ministry funding requirements. The unfunded cost is approximately \$500,000. The Education Act does not require school boards to provide a summer program.					
Implementation Strategy: Staff will seek outside funding for this program, through a combination of corporate sponsors and user fees. If sufficient funding has not been pledged by March 2008, parents of potential attendees will be notified that the OCDSB will not run the program for the summer of 2008.					
Impacts: If the program is not provided, parents will have to make alternative arrangements for their children for the month of July.					
Evaluation: Information report on status of fund raising in October 2007.					

Impact Statements - Approved Reductions



Instruction - Non Special Education					Ref.: AM	
Proposed Reduction		Increase in Community Use Fees				
Savings		\$ 50,000 revenue	FTE	N/A	Decision Point	Budget process – May 2007
Description		Increase in Community Use Fees				
Background: In 2004-2005, the Board reduced its fees to non-profit groups by 40%, as a result of additional funding received from the Ministry to support continued after hours use of school facilities No further adjustments have been made to fees since that date, in spite of the increases in costs that the Board has absorbed. Staff is recommending a 5% general increase in fees, effective September 1, 2007. It is anticipated that this will generate approximately \$50,000						
Implementation Strategy: Upon approval by Board of the 2007-2008 fees, users will be notified of the cost increases for their permits.						
Impacts: In some cases, groups will indicate that the increase will be passed through to their participants. In the past, groups had stated that the cost of permits was a deterrent to their use of school facilities. It should be noted however that the rates, should the 5% increase be approved will continue to be significantly lower than in 2002-2003 and prior years.						
Evaluation: Status report before the start of the 2008-2009 budget.						

Impact Statements - Approved Reductions



Instruction - Non Special Education					Ref.: AN
Proposed Reduction		Increased revenue from OCENET to the OCDSB			
Savings	\$ 210,000 revenue	FTE	N/A	Decision Point	Budget process – May 2007
Description	OCENET has agreed to increase its annual contribution to the OCDSB.				
Background: OCENET is the body that obtains tuition fee paying foreign students to attend OCDSB schools. OCDSB’s share of these tuition fees is approximately \$2.4 million. OCENET also funds one half the cost of the OCDSB’s foundation’s operating costs. Additional revenue will now be provided to the OCDSB.					
Implementation Strategy: OCDSB will fund another ESL teacher (tuition fees already fund two ESL teachers). In addition OCENET will increase its funding of the foundation by \$50,000 to \$100,000, which will cover most of the foundation’s annual operating costs. OCENET will also fund one half of the cost of the IB and Canterbury Arts Co-ordinators.					
Impacts: Without this funding, the OCDSB would have to fund these three programs itself.					
Evaluation: Receipt of the \$210,000.					



Multi-Year Analysis

- Multi-Year Plan

Multi-Year Plan



The Ottawa-Carleton District School Board's (OCDSB) expected funding shortfall for the 2007-2008 budget year is \$6.3 million. This is a shortfall between ongoing revenue and ongoing expenditures. The Board has committed to the Ministry of Education that it will operate within its ongoing funding by the end of the 2008-2009 school year and repay the expected 2007-2008 deficit no later than the end of the 2009-2010 school year. Based on this commitment, the Ministry has accepted the 2007-2008 budget.

The Board also committed that it will also accomplish this within the ongoing reduction in funding due to declining enrolment (See the Overview section and the Appendix to the Multi-Year section for an outline of the impact of declining enrolment and how it can be handled).

In order to accomplish this, the Board must change its program offerings and program delivery models so that it spends less money.

At this point, staff is projecting that \$11.6 million of reductions will have to be made for 2008-2009. Of course, this number can change based on provincial funding and programming decisions, as well as Board decisions on program offerings and contract settlements. If costs increase more than revenue increases then additional reductions will be needed.

Factors Limiting the Board's Decision Options

The plan must be made within the framework set by the terms of existing contracts and legislation. There is no point in proposing changes that can not be implemented. Staff also recognizes that most (76.6%) of the OCDSB's expenditures are directly related to instruction, and it is in the instruction envelope that most (82.5%) of the under-funding occurs. Since most of the Board's expenditures are on student instruction, and since most of the funding shortfall is in this area, it is inevitable that the bulk of reductions would have to come from the instruction area. See Table 1.

Multi-Year Plan



Table 1 – 2007-2008 Net Enveloping After Approved Reductions

In \$Millions	Projected Expenses	REVENUE					Net
		On Going Grants	Non Grant Revenues	On going Funding Surplus (Shortfall)	Declining Enrolment Grant	Use of One Time Reserves	
Instruction - Non Special Education	404.6	389.8	13.8	(1.1)	2.4	0.0	1.3
Instruction - Special Education	81.8	74.1	0.6	(7.1)	0.6	0.0	(6.5)
Continuing Education	8.3	2.4	6.0	0.1	0.0	0.0	0.1
Transportation	36.1	32.5	0.1	(3.5)	0.0	0.0	(3.5)
School Facilities	77.3	74.7	2.7	0.1	0.3	0.0	0.4
Central Administration	15.3	15.5	1.6	1.8	0.1	0.0	1.9
Debt & Transfers to Capital Reserves	11.4	11.4	0.0	0.0	0.0	0.0	0.0
Total in \$Millions	634.8	600.4	24.8	(9.7)	3.4	0.0	(6.3)

The earlier in 2007-2008 that the Board makes its decision, the more scope it has to make decisions. Sixty percent of the Board's budget is teacher staffing. The existing collective agreements require the Board to make its decision on 2008-2009 numbers by the end of February 2008. If the Board does not approve reductions by that date, it must still find \$11.5 million of reductions, but will only have 40% of its budget available for reductions that can be implemented for 2008-2009.

Table 1 shows that the two largest non Instruction budgets are Facilities and Transportation. Both were examined to see if Instruction reductions could be reduced by cutting here instead.

Multi-Year Plan



The transportation envelope expenditures also exceeds its funding. Expenditure reductions have been made each year for several successive budgets to transportation in order to help pay for the instruction funding shortfall, and so there are limits on what can be reduced in this area in the next two years. Significant general reductions in transportation entitlements will most likely result in additional student enrolment drops triggering a further funding decline.

Although the net facilities expenditures are within provincial funding, the ability to offset instruction costs with facilities funding has been significantly reduced due to the loss of facilities grants as a result of declining enrolment. To reduce large amounts of expenditures from the Facilities budgets while sustaining a healthy and safe learning environment at all school sites requires school building closures, not across the board general Facilities reductions. The Ministry's new rules for the review process effectively limits the numbers of reviews that can be undertaken in any one year to no more than two or three. It will take a number of years for school closures to have a large impact on facilities spending but a start must be made, especially as the Board opens new schools in growth regions of the district. The Board does need to reduce the amount of school building under used space it presently operates. This will also help address the impact of the loss of facilities funding due to future declining enrolment.

With all these factors in mind, the multi-year plan will be focused on how to change program delivery to benefit all students' learning environment, while creating a viable model that gives long term stability to students who are now in our schools and for students who will be in our system during the next ten years.

In order to address the ongoing gap between revenue and expenditure, most if not all of the reductions must be real and sustainable. In order to inspire confidence in parents of the long term stability of this school system, and in order to address our market share concerns, the OCDSB must make it clear to our communities and the provincial government that real permanent change is coming that will end the ongoing yearly budget disruptions

It is in the best and long term interest of the Board that, through the budget decisions, it shows the community what permanent changes will be made, sets a timetable, plans the changes, implements and brings the system to a stable situation as quickly as possible.

Multi-Year Plan



Subsequent Event

As outlined in the first section of the budget package (Subsequent Event), the provincial government has promised additional on-going funding for 2007-2008 and 2008-2009. This will make the implementation of the multi-year plan much easier. If the additional funding flows as indicated in the provincial announcement, most of the new funds can be used to address the existing under funding problem. This would mean that few reductions to balance the budget would be required for 2008-2009.

As always, this is dependent on the details of the 2008-2009 grant announcement when it is made and any changes to the existing OCDSB cost structure.

Table 2 shows the size of (and possible areas for) the reductions necessary to meet the provincial government's expectations of the OCDSB operating within its ongoing funding with the June 2007 levels of funding.

Multi-Year Plan



Table 2 – 2007-2008 Multi-Year Plan – as of June 2007 (In \$Millions)

	2007-2008 Year 1 Approved Budget	2008-2009 Year 2	2009-2010 Year 3
Original Projected Shortfall	(27.7)		
Impact of additional Declining Enrolment Grant	3.1		
Adjusted Projected Shortfall	(24.6)		
Increase in Provincial Grants	4.8		
Increase in Non Grants	0.9		
Revised Projected Shortfall	(18.9)		
Add: Impact of decreased enrolment on per pupil revenue and expenses	(3.1)	(6.3)	(1.8)
Total Projected Shortfall (A)	(22.0)	(10.3)	(5.1)
Reductions:			
Instruction - Non Special Education	10.5	3.4	3.9
Instruction - Special Education	2.3	7.3	
Continuing Education	0.1		
Transportation		0.3	
School Facilities	2.2		
Central Administration	0.6		
Increase in Revenues		0.5	
Reductions (B)	15.7	11.5	3.9
In Year Surplus (Deficit) (C) = (B) - (A)	(6.3)	1.2	(1.2)
Year 2 Net Reductions Available to Fund		1.2	1.2
Remaining Deficit (D)		(5.1)	(0.0)
Year End Surplus (Deficit) (C) - (D)			

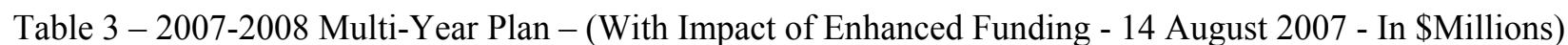
(i) Above numbers for 2008-2009 and 2009-2010 exclude estimated \$4 million savings from additional school closures and transportation reductions

(ii) Declining enrolment grant will decrease in 2010-2011 when ADE is expected to stabilize

Multi-Year Plan



Table 3 shows the size of (and possible areas for) the reductions necessary to satisfy the government with the additional revenue announced in August 2007 and expectations as to how the new 2008-2009 funding will be divided among school boards. The new funding should substantially reduce the 2008-2009 reductions necessary to have a balanced budget. (This also requires that the OCDSB operate within its total 2007-2008 expenditure budget). Budget over runs that continue would have to be funded by further 2008-2009 expenditure budget reductions.



(ii) Declining enrolment grant will decrease in 2010-2011 when ADE is expected to stabilize



2006-2007 Forecast

- 2006-2007 Forecast

2006-2007 Preliminary Forecast



Non-PSAB and Non-Consolidated – As at March 31st, 2007

AVERAGE DAILY ENROLMENT (ADE)

	ORIGINAL BUDGET ADE	FORECAST ADE	VARIANCE	VARIANCE %
ELEMENTARY	42,814.75	43,058.50	243.75	0.6%
SECONDARY Under Age 21	24,178.46	23,910.09	(268.37)	(1.1%)
	66,993.21	66,968.59	(24.62)	(0.0%)
SECONDARY Over Age 21	791.92	809.33	17.41	2.2%
TOTAL ADE	67,785.13	67,777.92	(7.21)	(0.0%)
TUITION FEE STUDENTS				
Elementary	59.50	75.00	15.50	26.1%
Secondary	180.99	213.00	32.01	17.7%
TOTAL FOR TUITION FEE STUDENTS	240.49	288.00	47.51	19.8%
TOTAL ADE	68,025.62	68,065.92	40.30	0.1%

SUMMARY

(In \$Millions)

REVENUES

	BUDGET	YEAR TO DATE AS AT 31-Mar-2007	FORECAST	VARIANCE FROM BUDGET	
				\$	%
GRANT FOR STUDENT NEEDS	575.6	360.3	580.1	4.5	0.8%
PROVINCIAL TRANSPORTATION REVENUE	0.0	3.8	6.0	6.0	-
OTHER REVENUES	23.0	16.5	24.3	1.3	5.7%
NON GRANT REVENUES (MID YEAR)				0.0	-
USE OF RESERVES	13.0	0.0	14.5	1.5	11.5%
TOTAL REVENUES	611.6	380.6	624.9	13.3	1.5%

EXPENDITURES

	BUDGET	YEAR TO DATE AS AT 31-Mar-2007	FORECAST	VARIANCE FROM BUDGET	
				\$	%
INSTRUCTION CLASSROOM	431.3	272.1	432.2	(0.9)	(0.2%)
INSTRUCTION NON CLASSROOM	45.2	30.8	46.8	(1.6)	(3.4%)
CONTINUING EDUCATION	8.1	4.9	8.1	0.0	0.5%
TRANSPORTATION	27.8	16.4	29.0	(1.2)	(4.2%)
PROVINCIAL TRANSPORTATION CONTRACTS	0.0	3.1	6.0	(6.0)	-
FACILITIES	75.6	40.1	77.7	(2.1)	(2.8%)
CENTRAL ADMINISTRATION	15.2	9.3	15.3	(0.1)	(0.5%)
CAPITAL / DEBT	8.2	2.6	9.8	(1.6)	(19.5%)
TOTAL EXPENDITURES	611.6	379.3	624.9	(13.3)	(2.2%)
PROJECTED SURPLUS / (DEFICIT)	0.0	1.3	0.0	(0.0)	-



2007 to 2010 Capital Expenditures

- Capital Projects and Reserves

Capital Projects and Reserves



Description	School Opening Date	Estimated Budget	Expenditures as of August 31, 2006	Capital Loan	Board Approved transfer from Pupil Accommodation Reserve Aug. 31, 2006	Primary Class Size Capital Funding	Funds to be allocated from Pupil Accommodation Reserve	Other Project Funding	Total Project Funding	Over (Under) Funded
Approved New School Projects		Approved Budget								
Bridlewood (Roch Carrier)	1-Sep-05	\$8,917,539	\$9,127,441	\$7,600,000	\$1,276,215	\$55,476	\$0	\$195,750	\$9,127,441	\$0
Stittsville Public School	1-Sep-05	\$11,271,730	\$11,771,219	\$8,700,000	\$2,915,883	\$107,336	\$0	\$48,000	\$11,771,219	\$0
Berrigan Public School	1-Jan-06	\$11,713,432	\$10,972,371	\$9,400,000	\$1,455,791	\$107,336	\$741,061	\$9,244	\$11,713,432	\$0
Farley Mowat Elementary School	1-Sep-06	\$11,071,207	\$9,342,909	\$9,100,000	\$0	\$79,597	\$1,891,610		\$11,071,207	\$0
Heritage Public School	1-Sep-06	\$10,038,540	\$9,026,867	\$7,900,000		27,742	\$1,929,877	\$180,921	\$10,038,540	\$0
Steve MacLean Elementary School	1-Sep-06	\$12,758,704	\$10,333,571	\$9,100,000		107,336	\$3,551,368		\$12,758,704	\$0
Avalon Elementary	1-Sep-08	\$12,759,430	\$559,996	\$8,200,000			\$4,559,430		\$12,759,430	\$0
Jack Donohue Public School	1-Sep-04	\$9,943,351	\$9,949,076	\$0	\$9,949,076		\$0		\$9,949,076	\$0
Other unfunded capital projects			\$1,644,263		\$618,494		\$1,025,769		\$1,644,263	\$0
		\$88,473,933	\$72,727,713	\$60,000,000	\$16,215,459	\$484,823	\$13,699,115	\$433,915	\$90,833,312	\$0
Other New School Reviews		Approved Budget								
School Review - North Kanata	1-Sep-08	\$500,000	\$0	\$0			\$500,000		\$500,000	\$0
Project Management Costs	Ongoing	\$658,000	\$454,497		\$454,497		\$203,503		\$658,000	\$0
		Estimate		Estimate	Estimate				Estimate	Estimate
LDH Secondary	1-Sep-08	\$45,000,000	\$1,187,562	\$0			\$27,643,917		\$27,643,917	
Long term debt (principal and interest to be funded from Pupil Accommodation Reserve Fund)				\$4,000,000					\$4,000,000	
Long term debt (unfunded)				\$13,356,083					\$13,356,083	
		\$134,631,933	\$74,369,772	\$77,356,083	\$16,669,956	\$484,823	\$42,046,535	\$433,915	\$136,991,312	\$0
Capital Reserves										
Balance as at August 31, 2006							\$34,046,535			
Estimated transfer to Reserve 2006-07 from sale of property							\$8,000,000			
Estimated Capital Reserve Balance							\$42,046,535			

Note 1: Approved Budgets are net of proceeds to be recovered for day care centers.

Note 2: The Pupil Accommodation Reserve Fund balance is estimated at \$42 million and has been allocated to approved projects based on actual or estimated expenditures.

Note 3: The uncommitted portion of the Enrolment Pressures Grant could generate approximately \$4 million in additional long term capital debt, which could be applied to LDH Secondary.



Background Information

- Primary Class Size
- Special Education
- English as a Second Language
- Learning Opportunities Grant
- Overview of Grant for Student Needs
- Budget Assumptions
- Fixed, Committed & Variable Expenditures
- Deferred Recommendations

Primary Class Size



In the 2004-2005 school year the Ministry announced that Primary Class Size must be reduced as follows:

- No primary classes of more than 23 students
- 90% of primary classes must have 20 or fewer students

The OCDSB uses all of this grant to hire primary class teachers. If this is not sufficient to achieve the Ministry's goal, the OCDSB will not be compliant.

2007-2008 Primary Class Size grant for OCDSB:		\$13,402,364
Total Primary Class Size Teachers generated from grant:	163.80	
Additional Primary Class Size Teachers for 2007-2008 (included in above number of 163.80):	40.39	

As a result of the 14 August 2007 grant announcement, an additional \$700,000 will be added to existing primary class size grant for the OCDSB.

Special Education - Revenues and Expenditures



Grant Revenues:	2006-2007 Budget	2007-2008 Approved Budget	2007-2008 Budget (After 14 Aug Funding Announcement)
Special Education Per Pupil Amount (SEPPA)*	\$30,210,847	\$31,806,397	\$32,748,375
High Needs Allocation (Guaranteed)	\$33,362,619	\$32,945,992	\$32,945,992
High Needs Allocation	\$0	\$404,366	\$404,366
Declining Enrolment	\$0	\$600,000	\$600,000
Provincial Programs	\$411,348	\$411,348	\$411,348
Proportionate Foundation Allocation	\$7,072,578	\$7,349,763	\$7,372,555
Proportionate Teacher Compensation Allocation	\$525,728	\$687,941	\$687,941
Summer Learning Program - Grant	\$91,062	\$91,842	\$91,842
Summer Learning Program - New Revenue	\$0	\$500,000	\$500,000
Equipment	\$326,000	\$326,000	\$326,000
School Administration Grant for Crystal Bay and Clifford Bowey Students	\$86,876	\$90,237	\$93,728
Other Revenue From Recoveries	\$333,750	\$130,000	\$130,000
Total Grant Revenues	\$72,420,808	\$75,343,886	\$76,312,147

Expenditures:	2006-2007 Budget	2007-2008 Approved Budget	2007-2008 Budget (After 14 Aug Funding Announcement)
Staffing	\$79,948,645	\$79,080,619	\$79,080,619
Operating	\$2,762,983	\$2,726,638	\$2,726,638
Total Grant Expenditures	\$82,711,628	\$81,807,257	\$81,807,257

Projected (Shortfall) / Surplus	(\$10,290,819)	(\$6,463,370)	(\$5,495,109)
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* Impacted by August 2007 Funding Announcement

Special Education - Detailed Expenditures



	Budget		Preliminary Budget	
	2006-2007		2007-2008	
	FTE	COSTS	FTE	COSTS
Elementary Teaching:				
Special Education Programs	104.00	\$8,715,046	98.00	\$8,197,474
Add: Partially integrated classes (51% to 99%)	22.50	\$1,885,467	22.50	\$1,882,073
Developmental Disability	34.65	\$2,903,619	33.65	\$2,814,745
Preparation time for all of the above	21.36	\$1,790,112	20.27	\$1,695,539
Central Staff assigned to schools	31.80	\$2,664,793	31.80	\$2,659,997
Learning Support Teachers (LST)	110.50	\$9,259,737	110.50	\$9,243,070
Special Education Learning Centre (SELC)	137.50	\$11,522,297	137.50	\$11,501,558
	462.31	\$38,741,071	454.22	\$37,994,455
Secondary Teaching:				
Special Education Programs	71.84	\$6,266,638	70.83	\$6,112,248
Remove: Gifted Classes *	(20.75)	(\$1,810,033)	(20.75)	(\$1,790,613)
Add: Partially integrated classes (51% to 99%)	14.50	\$1,264,842	14.50	\$1,251,272
Learning Support Teachers (LST)	33.16	\$2,892,563	33.00	\$2,847,722
Special Education Learning Centre (SELC)	13.00	\$1,133,996	13.00	\$1,121,830
Central Staff assigned to schools	3.00	\$261,691	2.00	\$172,589
	114.75	\$10,009,699	112.58	\$9,715,048
* Does not qualify for Special Education Grant per Ministry				
TOTAL TEACHING STAFF	577.06	\$48,750,769	566.80	\$47,709,503
Educational Assistants:				
Impact of staffing timing differences	610.00	\$25,697,748 (\$300,000)	591.00	\$25,958,060 (\$300,000)
TOTAL EDUCATIONAL ASSISTANTS	610.00	\$25,397,748	591.00	\$25,658,060
Professional Student Services Personnel:				
Psychologists	19.00	\$1,771,761	19.00	\$1,860,856
Social Workers	20.00	\$1,593,780	18.00	\$1,496,769
Speech and Language Pathologists	21.00	\$1,630,354	21.00	\$1,740,008
Occupational Therapists	2.20	\$146,552	0.70	\$48,636
Physiotherapists	1.00	\$66,615	0.50	\$32,158
Impact of staffing timing differences		(\$300,000)		(\$392,260)
TOTAL PSSP STAFF	63.20	\$4,909,062	59.20	\$4,786,168
Principals and Vice-Principals:				
Principals at Crystal Bay and Clifford Bowey	2.00	\$219,599	2.00	\$228,538
Central Principal / Vice Principal / Coordinator	3.00	\$355,696	3.00	\$369,460
Administration and Support Staff:				
Braillist	1.00	\$45,318	1.00	\$45,754
Office Support Staff at Crystal Bay and Clifford Bowey	3.00	\$135,883	3.00	\$144,529
Feeding Skills Assistants		\$25,493		\$26,257
Technicians - Equipment Support	2.00	\$109,078	2.00	\$112,350
TOTAL ADMINISTRATION AND SUPPORT STAFF	11.00	\$891,065	11.00	\$926,888
TOTAL SPECIAL EDUCATION STAFF	1,261.26	\$79,948,645	1,228.00	\$79,080,619

Special Education - Detailed Expenditures



	Budget		Preliminary Budget	
	2006-2007		2007-2008	
	FTE	COSTS	FTE	COSTS
Operating Budget: (2007-08 Budget re-aligned to reflect department needs)				
Assessment Materials		\$116,000		\$100,000
Audiologist		\$9,180		\$0
Auto Kilometrage		\$152,139		\$188,652
Cell Phones & Long Distance		\$4,590		\$0
Clerical/Secretarial Part-time/temporary Assistance/Overtime		\$14,500		\$14,500
Conference Fees		\$8,160		\$0
Computers		\$0		\$7,185
Equipment		\$37,740		\$37,740
Materials / Programs		\$2,040		\$0
Training - Supplies		\$0		\$185,000
Print & Copying		\$21,522		\$21,522
Professional Development		\$55,998		\$6,116
Start-up costs for new classes		\$20,400		\$20,400
Supplies / Programs		\$99,747		\$76,429
Special Education Review / Consultants		\$80,000		\$60,510
Term Educational Assistance		\$63,036		\$0
SUB-TOTAL		\$685,052		\$718,054
Summer Learning Program		\$500,000		\$500,000
Special Education Short Term Response Fund		\$195,199		\$139,530
Occasional Teachers for Special Education Teachers		\$719,036		\$699,739
Staff Development		\$152,786		\$149,991
Phoenix House and Young Offenders (Operating Budget and Staff)		\$378,910		\$387,324
Supplementary School Supplies Allocation for Developmentally Disabled, Orthopaedic and Autism students (\$150 per student)		\$132,000		\$132,000
TOTAL OPERATING BUDGET		\$2,762,983		\$2,726,638
GRAND TOTAL	1,261.26	\$82,711,628	1,228.00	\$81,807,257

English as a Second Language



PROJECTED REVENUES

	2006 - 2007 Budget	2007-2008 Budget
GENERAL LEGISLATIVE GRANT*	\$7,084,761	\$6,963,309
OCENET		\$210,000

PROJECTED EXPENDITURES

DESCRIPTION	2006 - 2007		2007-2008	
	FTE	COST	FTE	COST
Elementary				
Classroom Teachers	79.25		79.25	
Family Reception Centre (Academic)	2.00		2.00	
Total	81.25	\$6,482,288	81.25	\$6,727,175
Secondary				
Classroom Teachers	16.50		16.50	
Orientation (Academic)	1.00		1.00	
Total	17.50	\$1,432,830	17.50	\$1,488,288
Non Academic				
Family Reception Centre	4.00	\$245,401	4.00	\$256,891
Multi-Cultural Liaison Officers		\$157,223		\$157,223
Operating Budget		\$41,314		\$41,314
Total	102.75	\$8,359,056		\$8,670,891

PROJECTED (SHORTFALL) / SURPLUS

(\$1,274,295)

(\$1,497,582)

Learning Opportunities Grant



PROJECTED REVENUES

	2006 - 2007 Budget	2007-2008 Budget
LEARNING OPPORTUNITIES GRANT	\$14,661,259	\$15,048,751

PROJECTED EXPENDITURES

Description	2006 - 2007		2007-2008	
	FTE	Cost	FTE	Cost
Portion used to partially fund shortfall in Instructional Salaries	N/A	\$10,139,076	N/A	\$10,988,642
Multicultural Liaison Officers	N/A	\$180,000	N/A	\$130,000
Total		\$10,319,076		\$11,118,642
Elementary English as a Second Language Teachers	5.00	\$398,910	6.00	\$496,776
Secondary English as a Second Language Teachers	2.00	\$163,752	2.00	\$170,090
Elementary Literacy Coaches	21.00	\$1,675,422	14.00	\$1,159,144
Support Positions in Curriculum Services	0.00	\$0	0.00	\$0
Total	28.00	\$2,238,084	22.00	\$1,826,010
To Fund School Based Projects		\$2,104,099		\$2,104,099
Total		\$14,661,259		\$15,048,751

Projected (Shortfall) / Surplus

\$0

\$0

Overview of Grants for Student Needs



Pupil Foundation Grant

Total Projected Provincial Funding:	\$ 8.3 billion
OCDSB Projected Funding:	\$ 283.9 million

The Pupil Foundation Grant is a per pupil allocation that supports the components of a classroom education that are required by, and generally common to, all students. Funds are to be used to cover the costs of classroom teachers, education assistants, textbooks and other learning materials, classroom supplies, classroom computers, library and guidance services, specialist teachers, preparation time, professional and paraprofessional supports as well as classroom consultants. The grant assumes that staff salaries and benefits are substantially less than actual costs of school boards. The Ministry Pupil Foundation allocation is \$3,880 per full-time elementary pupil and \$5,045 per full-time secondary pupil under age 21.

Actual funding over the school year may vary due to changes in enrolment and other factors used in calculating the grants.

Overview of Grants for Student Needs



School Foundation Grant

Total Projected Provincial Funding:	\$ 1.15 billion
OCDSB Projected Funding:	\$ 38.3 million

The School Foundation Grant supports the costs of salaries and benefits for school based principals, vice-principals, school secretaries and other staff, as well as the cost of supplies for schools' administrative purposes. Previously, this funding was provided through the Pupil Foundation Grant.

For every eligible school, the School Foundation Grant provides funding for:

- 1.0 FTE principal in schools with enrolment greater than or equal to 50. Schools with enrolment of less than 50 students will receive a 0.5 FTE principal,
- 1.0 FTE secretary with additional staffing as school enrolment increases,
- vice-principal support for a school based on school size,
- a per-school amount for supplies and services (\$1,000 per elementary school/\$2,000 per secondary school), and
- a per-pupil amount for supplies and services (\$6 per elementary pupil/\$7 per secondary pupil)

The grant assumes lower salary and benefit costs than most school boards actually pay.

The grant is not enveloped.

Overview of Grants for Student Needs



Special Purpose Grants

Primary Class Size Reduction Amount

Total Projected Provincial Funding: \$ 385.6 million

OCDSB Projected Funding: \$ 13.4 million

The Provincial Government has made a commitment to cap Junior Kindergarten to Grade 3 class sizes at 20:1 by 2007-08. The Primary Class Size Reduction Amount is available to assist boards with reaching this target.

The Ministry's goal for 2007-08 is for boards to have 90% of their primary classes at 20 or fewer students. Up to 10% of the Board's primary classes may have up to 23 students. The Primary class Size Reduction Amount is calculated by multiplying the 2007-2008 day school Average Daily Enrollment (ADE) of pupils enrolled in primary classes by \$745.

The grant is based on an assumption that teacher compensation costs (salary & benefits) are lower than the actual average costs of most school boards.

This grant is enveloped and can only be used to hire additional teachers for primary grades.

Overview of Grants for Student Needs



Special Purpose Grants

Special Education Grant

Total Projected Provincial Funding: \$ 2.0 billion
OCDSB Projected Funding: \$ 65.9 million

The Special Education Grant provides funding to support the additional programs, services, and equipment needed to meet the educational requirements of students who require special education programs. This Grant is composed of five components:

- I. **Special Education Per-Pupil Amount (SEPPA) - \$31.8 million**, allocated to boards on the basis of total enrolment in recognition of the cost to provide additional assistance to students with special needs. The SEPPA per pupil amounts are:
 - \$662 per JK – Grade 3 student,
 - \$500 per Grade 4 – 8 student, and
 - \$321 per Grade 9 – 12 student.
- II. **Special Equipment Amount - \$.3 million**, which is to cover the incremental cost of an individual student's equipment needs over \$800. In addition, Board's may also claim 80% of the average cost of salaries and benefits of board-employed technicians assigned to the installation, maintenance and staff training related to the special needs equipment. The grant covers specific expenditures.
- III. **High Needs Amount (HNA) - \$33.4 million**, addresses the cost of providing the intensive staff support required by the number of pupils with high needs. For 2007-08, the HNA will be determined by multiplying the Board specific pupil amount from 2006-07 by the Boards projected 2007-08 total ADE to arrive at the Board's base HNA for 2007-08. Boards with declining enrolment will not see a decrease. Instead their HNA will be held at 2006-07 funding levels.

Overview of Grants for Student Needs



Special Purpose Grants

Special Education Grant (Cont.)

- IV. Special Incidence Portion (SIP) - \$0**, which supports pupils with exceptionally high needs who require more than two full-time staff to meet their health and safety needs. SIP claims are submitted to the Ministry for approval.
- V. In Lieu of Provincial Programs Amount - \$.4 million**, which provides funding for Ministry approved programs serving pupils receiving their education through facilities such as hospitals, children's mental health centres, psychiatric institutions, detention and correctional facilities, community living/group homes and other social services agencies. Funding for the facilities amount is based on a Ministry approval process and is used to cover the cost for teachers, education assistants and classroom supplies.

The Special Education grants are enveloped and can only be used to provide Special Education services

Overview of Grants for Student Needs



Special Purpose Grants

Language Grant

Total Projected Provincial Funding:	\$597.7 million
OCDSB Projected Funding:	\$ 18.2 million (FSL + ESL)

The Language Grant has five components:

- I. French as a First Language (FFL)**, funding is available only to French-language boards. The OCDSB does not receive this grant.
- II. French as a Second Language (FSL) – \$11.2 million**, funding is available only to English-language boards and is provided for the additional costs associated with providing core French extended French and French immersion programs. Funding for FSL is based on the number of pupils enrolled in these programs and the average daily length of the program.

Overview of Grants for Student Needs



Special Purpose Grants

Language Grant (Cont.)

- III. English as a Second Language/English Skills Development (ESL/ESD) - \$7.0 million**, funding is available only to English-language boards to provide for staff supplies and materials for students who have immigrated to Canada and whose first language is not English:

Recent Immigrant Component: \$8,450 is provided per eligible pupil over a four year period, and is based on the number of recent immigrant pupils born in countries where English is not a first or standard language and a weighting factor. Students are eligible for this grant only during their first four years in Canada.

Pupils in Canada Component: The total funding available province wide for this component is \$27.9 million. The amount allocated by the Ministry is based on Statistics Canada data on the number of children aged 5 to 19 years whose language spoken most often at home is neither English or French in Ontario. To calculate a given board's allocation, the number of students as described above in the board's area as a percentage of all such students in Ontario is multiplied by the available funding. Boards in a geographic area share the grant based on enrolment.

- IV. Actualisation linguistique en français (ALF)/Perfectionnement du français (PDF)**, funding is available only to French language boards.
- V. Native Language – Aboriginal Languages**, funding assists school boards that provide Native language programs. Funding is based on the number of pupils enrolled in the program and the average daily length of the program. The OCDSB does not provide such programming.

These grants are not enveloped.

Overview of Grants for Student Needs



First Nations, Métis and Inuit Education Supplement

Total Projected Provincial Funding: \$ 10.5 million

OCDSB Projected Funding: \$ 0.2 million

New in 2007-08 the \$10.5 million First Nations, Métis and Inuit Education Supplement supports more comprehensive education programs targeted to Aboriginal students as outlined in the *Ontario First Nation, Métis and Inuit Education Policy Framework* released in January, 2007.

Overview of Grants for Student Needs



Special Purpose Grants

Geographic Circumstances Grant

Total Projected Provincial Funding:	\$175.1 million
OCDSB Projected Funding:	\$ 0 million

The Geographic Circumstances Grant is provided to offset both the additional costs of operating small schools in isolated areas, and the costs that are associated with the geography of boards, including board size and dispersion. There are two funding components in this Grant:

- I. Remote and Rural Allocation**, to provide for the higher costs of purchasing goods and services for small school boards, boards that are distant from major urban centres and boards with schools that are distant from one another.
- II. Distant Schools Allocation – Learning Resource Component**, to offset the higher per-pupil cost of learning resources in small rural and northern schools.

OCDSB is not eligible for the Geographic Circumstances Grant

Overview of Grants for Student Needs



Special Purpose Grants

Learning Opportunities Grant

Total Projected Provincial Funding:	\$402.9 million
OCDSB Projected Funding:	\$ 15.0 million

The Learning Opportunities Grant is made up of three components:

- I. Demographic Component**, funding is based on the presence of social and economic indicators (such as low income, low education, high recent immigration, high numbers of lone parent homes) that have been associated with a higher risk of academic difficulties for students. This component allows boards to provide a wide range of programs to improve the educational achievement of these students.
- II. Literacy and Math Outside the School Day Component** provides funding for additional support to enhance the literacy and math skills of students at risk of not meeting the new curriculum standard and the requirements of the Grade 10 literacy test.
- III. Student Success, Grades 7 to 12 Component**, funding to assist students in Grades 7 to 12 who may not achieve their education goals, to improve the teaching and learning of literacy and numeracy, to enhance the preparation of students in passing the Grade 10 literacy test, and to improve opportunities for students to successfully participate in school-to-work, school-to-apprenticeship, or school-to-college pathways. The student success component amounting to \$1.7 million of this grant is considered to be enveloped. School boards can use the remaining grant to fund general classroom related expenditures. There is no obligation to provide incremental programming. School boards have had to use these funds to pay the underfunding of instructional staff.

Overview of Grants for Student Needs



Program Enhancement Grant

Total Projected Provincial Funding:	\$35.0 million
OCDSB Projected Funding:	\$ 1.1 million

The Program Enhancement Grant, new for 2007-08, reflects Ontario's commitments to supporting a well-rounded education. This \$35 million grant will support programs and activities such as art, music, physical education and outdoor education.

This grant may be used to:

- fund or enrich existing programs, or
- offer new programs

Overview of Grants for Student Needs



Special Purpose Grants

Continuing Education and Adult in School Credit Programs

Total Projected Provincial Funding:	\$110.3 million
OCDSB Projected Funding:	\$ 4.5 million

Funding supports adult day school programs and continuing education programs, adult Native language, adult credit for diploma, and correspondence/self-study courses. Funds are also provided for:

- Crossover or transfer courses which allow students to move between the applied and academic streams in secondary school
- Credit courses for elementary reach-ahead students and for secondary students in the summer or outside the regular school day (e.g. night school), and
- International language programs for elementary school students

Funding for day school pupils aged 21 and over is \$2,660 per ADE.

Funding for continuing education and summer school credit programs is also \$2,660 per ADE (excluding pupils from whom tuition fees are charged)

Funding for qualifying international language programs (i.e. language instruction in a language other than English or French) is based on the rate of \$45 per classroom hour, where the board's average class size for the program is 23. For classes with less than 23, the rate is reduced by \$1 for every pupil less than 23.

This grant is not enveloped. Actual costs usually exceed the grant amount for credit programs.

Overview of Grants for Student Needs



Special Purpose Grants

Cost Adjustment and Teacher Qualifications and Experience Grant

Total Projected Provincial Funding:	\$775.6 million
OCDSB Projected Funding:	\$ 25.7 million

Provides funding to boards that have teachers who, because of their qualifications and experience, have salaries above the benchmark level used to determine the Pupil Foundation Grant. It funds part of the cost gap for teachers built into the Pupil Foundation Grant. It is not an enveloped grant.

Student Transportation Grant

Total Projected Funding:	\$762.1 million
OCDSB Projected Funding:	\$ 32.5 million (including \$6.2 million for provincial schools)

Provides funding to boards in recognition of the costs associated with transporting students (including those with special needs), to and from school. This is the only grant that is not in a consistent province wide formula. The grant is not enveloped.

Declining Enrolment Adjustment (DEA)

Total Projected Funding:	\$75.8 million
OCDSB Projected Funding:	\$ 3.4 million

Boards with declining enrolment lose revenue from education grants that are allocated on a per pupil basis.

All board costs, however, do not decline in direct proportion with the decrease in enrolment. The grant provides funds in recognition of the fact that it takes time for boards to adjust their fixed cost structures in response to declining enrolment. The grant gives a three year grace period. The grant does not cover the entire fixed cost. The grant is not enveloped.

Overview of Grants for Student Needs



Special Purpose Grants

School Board Administration and Governance Grant

Total Projected Provincial Funding:	\$502.7 million
OCDSB Projected Funding:	\$ 15.5 million

This grant provides funding for administration and governance costs, including the costs associated with operating board offices and central facilities. Funding is provided for four components:

- I. Trustees Component - \$213,709**, is based on the number of trustees and supports trustee honoraria, expenses, meeting costs and professional development,
- II. Directors and Supervisory Officers Component - \$2.1 million**, funding is based on costs for one director per board and a number of supervisory officers reflecting enrolment. Funding for this component is intended to cover the salaries and benefits of these staff.
- III. Board Administration Component - \$13.2 million**, funding is provided for the business and other administrative functions of a board and the costs of operating and maintaining board offices and other facilities.
- IV. Multiple Municipalities Component**, recognizes the additional costs of boards that are required to interact with a large number of municipalities and other local governing agencies. Funding is allocated to boards with more than 30 municipalities in their jurisdiction. The OCDSB does not qualify for this component.

A school board can not spend more on central administration than the sum of the grant and any non-grant revenue generated by central administration.

Overview of Grants for Student Needs



Pupil Accommodation Grant (PAG)

Total Projected Funding:	\$ 2.8 billion
OCDSB Projected Funding:	\$ 82.8 million

This grant provides funding for the costs of heating, lighting, maintenance and renewal of existing schools as well as for the construction of new schools. Funds are allocated based on enrolment (elementary, secondary and adult) and benchmarks for per pupil area requirements, operating costs and renewal costs. The Pupil Accommodation Grant has six major allocations:

- I. School Operations Allocation - \$62.8 million**, provides funds for the costs of operating (i.e. utilities, maintenance and cleaning) schools. This component is not enveloped.
- II. School Renewal Allocation - \$11.7 million**, provides funding for the costs of repairing and renovating schools. This component is enveloped.
- III. New Pupil Places Allocation - \$5.5 million**, provides funds to construct new schools or additions where boards have demonstrated that they have fully utilized all existing school buildings effectively and that their enrolment cannot be accommodated without new space. This component is enveloped. The OCDSB is entitled to the “Enrolment Pressures” component of this grant.
- IV. Primary Class Size Reduction**, funding is to be used to construct or acquire new classrooms in response to a board’s need for additional space due to the cap on primary class size.

Overview of Grants for Student Needs



Pupil Accommodation Grant (PAG) (Cont.)

- V. **Growth Schools - \$0**, This is a new component of the PAG to address the significant new residential development, boards are facing for new schools that would be greater than the funding available under the New Pupil Places Allocation. Funding will be made available to boards that submit business cases that meet the Ministry defined criteria. Board staff will review whether OCDSB is eligible for any additional funds as part of the Long Term Accommodation Plan. Funding is to be provided over a 25 year period to meet the debt service costs for any new schools approved by the Ministry.
- VI. **Prior Capital Commitments and Debt Charges - \$2.7 million**, funding is provided to boards in order to meet the cost of financing outstanding grant amounts from previous capital programs announced in 1997 and to cover the cost of servicing loans related to capital projects approved prior to May 15, 1998. The grant covers specific costs, and so is enveloped.

2007-2008 Budget Assumptions



- Academic class size staffing ratios remain unchanged from 2006-2007 at 24.5 for elementary and 22.0 for secondary, other than the additional primary class size teachers funded by provincial government
- Two school closures have been factored in the proposed 2007-2008 Budget
- Incremental progression on salary grids and negotiated economic salary increases are reflected in projected expenditure levels
- Fringe benefit costs have been adjusted to reflect estimated increase in cost
- Average Daily Enrolment (ADE) based operating budgets such as classroom computers, school support funds and facilities repair programs have been adjusted to reflect projected decline in ADE
- Utilities budgets have been adjusted to reflect estimated increase in cost
- Transportation budgets have been adjusted to reflect estimated cost pressures
- Loss and vandalism budgets been adjusted to reflect actual usage
- Debt expenditures have been revised to reflect projected 2007-2008 payments
- Assumptions in the classification of employee groupings have been changed to be consistent with other major Boards
- The proposed 2007-2008 Budget was prepared on a non PSAB basis, as required by Education Act definitions as to what a balanced budget is

Fixed, Committed and Variable Expenditures



DECISION AREAS AVAILABLE AS OF APRIL 30, 2007 (Based on 2006-2007 Budget Data)

In \$Millions		FIXED		VARIABLE & COMMITTED		TOTAL
AS AT END APRIL	Teachers (Legislated by class size and collective agreements)	285.0				285.0
	Special Education Teachers	44.5				44.5
	Educational Assistants and Professionals / Para-Professionals	20.2				20.2
	Other Discretionary Teachers	17.2				17.2
	Principals and Vice-Principals	25.6				25.6
	Occasional Teachers (2006-2007 Ministry Grant)			6.8		6.8
	Facilities Staff (contractual)	20.0				20.0
	Employee Assistance Program	0.0		0.2		0.2
	Retirement Gratuities	6.9				6.9
	Facilities Renewal	11.8				11.8
	Fixed Utility Costs (85% of 2006-2007 Budget)	12.7				12.7
	Health & Safety Legislated Requirements	0.1		0.3		0.4
	Insurance Premiums	1.0				1.0
	Loss & Vandalism Supplies	0.5				0.5
	Lease for School Sites	0.3				0.3
	Debt	8.2				8.2
	Telephones	1.0				1.0
	Licenses for software systems, and others	3.4				3.4
	Computer Hardware Leases	0.4				0.4
	Computer Financing Leases	3.5				3.5
	Wide Area Network (contractual)	1.8				1.8
	Students at Risk	1.5				1.5
	Legal Fees and Professional Memberships	0.5				0.5
	Reproduction: Lease of Equipment and Supplies	0.2		0.2		0.4
	Community Use Costs			0.3		0.3
	TOTAL TO END OF APRIL	466.1		7.7		473.9
	% of Total Budget	77.53%				
	Cumulative %	77.53%				

Fixed, Committed and Variable Expenditures



In \$Millions		FIXED	VARIABLE & COMMITTED	TOTAL
AS AT END MAY				
	Multi-Cultural Liaison Officers		0.3	0.3
	School Support Staff (General)		16.2	16.2
	School Support Staff (Professional and Para-Professionals - excluding PSSP's)		5.0	5.0
	School Support Staff (Library and Guidance Technicians)		2.4	2.4
	Facilities Staff (balance from January)		15.3	15.3
	Special Education (exceeding envelope)		10.3	10.3
	Central Administration Staff		12.0	12.0
	Staff on Loan	5.8		5.8
	Continuing Education	0.5	7.6	8.1
	Occasional Teachers (budget amount exceeding grant level)		1.1	1.1
	Program Support to Schools		0.4	0.4
	Home Instruction		0.3	0.3
	School Support Funds		0.2	0.2
	Emergency Special Education Funds		0.1	0.1
	Guidance, Breakfast Program, Beacon Support & School Readiness		0.5	0.5
	School Budgets		8.8	8.8
	Learning Opportunities		2.1	2.1
	Transportation	27.2		27.2
	Community Living Summer Program		0.5	0.5
	Facilities Management		2.1	2.1
	Variable Utilities Costs (15% of 2006-2007 Budget)		2.2	2.2
	Facilities Maintenance Costs		7.0	7.0
	Facilities Materials and Equipment		1.6	1.6
	Facilities / Contractual		1.2	1.2
	Administrative Computer Platform		0.3	0.3
	Computer Equipment for Schools		0.6	0.6
	Central Administration - Operations		3.2	3.2
	Sub-Total	33.5	101.0	134.5
	% of Total Budget	22.01%		
	Cumulative %	99.54%		

Fixed, Committed and Variable Expenditures



In \$Millions		FIXED	VARIABLE & COMMITTED	TOTAL
AS AT END JUNE	Auto Kilometrage		0.6	0.6
	Professional Development		0.4	0.4
	Supplies, Printing & Copying and Other		1.0	1.0
	Postage & Courier and Delivery Service to Schools		0.4	0.4
	Miscellaneous		0.4	0.4
	Sub-Total	0.0	2.8	2.8
	% of Total Budget 0.46%			
	Cumulative % 100.00%			
TOTAL		499.6	111.6	611.2

Fixed, Committed and Variable Expenditures



Description of Categories

Fixed

Expenses the OCDSB is locked into making for the 2007-2008 school year by legislation, regulation and/or contract.

Some budget items are a mix of two or three categories.

Some staffing numbers are now fixed, while some are not. Teacher numbers are fixed as of 30 April 2007 due to the staffing deadlines in the teacher group contracts. The contracts with the non teaching groups (other than facilities) do not fix staffing numbers.

Special education is a mix of fixed and committed. Teacher numbers are now fixed. The remaining spending to the funding limit is fixed in total – this funding can only be used for special education funding. In 2006-2007 this funding was used for educational assistants, psychologist, social workers and a researcher. The Board is still free to change the mix of positions in these groups since the staffing numbers are not set in existing contracts.

Committed

The OCDSB is not locked into having to make this expenditure by law or contract but becomes committed to making the expenditure due to insufficient remaining time to notify schools and communities to allow smooth implementation of changes to be in place for the start of the new school year.

As examples each school needs to know what its office staff will be in order to organize the school. Schools need to know what their operating budgets will be before they start ordering books and supplies for that school year. This time also is set by the fact that most school staff are not in their schools during the summer. All planning and ordering must be done by mid-June.

Rates of pay and benefits for existing positions are fixed by contract. It is the number of positions that is not fixed by contract.

Variable

Expenses that the OCDSB is not locked into by law and that do not directly impact on the opening of schools for September. This means it can be changed up to the budget due date of 28 June 2007.

A variable expense does not mean that a reduction will not impact the school system. As an example, if all central administration were eliminated, the district will not be able to pay the school staff in September and so school would not open.



Appendices

- Average Salaries
- School Allocation Formula
- 2006-2007 Projection

Average Salaries



DESCRIPTION	AVERAGE SALARY	STATUTORY BENEFITS	FRINGE BENEFITS	INCREMENT COST	RETIREMENT GRATUITY	TOTAL SALARY
ELEMENTARY TEACHER	\$72,324	\$4,738	\$2,963	\$1,482	\$1,289	\$82,796
APPLICABLE %		6.551%	4.097%	2.049%	1.783%	14.480%
SECONDARY TEACHER	\$74,418	\$4,738	\$3,013.75	\$1,549	\$1,327	\$85,045
APPLICABLE %		6.366%	4.050%	2.082%	1.783%	14.280%
ELEMENTARY PRINCIPAL	\$104,537	\$5,189	\$3,075	\$1,178	\$392	\$114,370
APPLICABLE %		4.964%	2.942%	1.127%	0.375%	9.407%
SECONDARY PRINCIPAL	\$112,255	\$5,337	\$3,049	\$2,355	\$420	\$123,416
APPLICABLE %		4.754%	2.716%	2.098%	0.375%	9.943%
ELEMENTARY VICE-PRINCIPAL	\$94,823	\$5,424	\$3,596	\$343	\$389	\$104,576
APPLICABLE %		5.720%	3.793%	0.362%	0.375%	10.250%
SECONDARY VICE-PRINCIPAL	\$99,827	\$5,088	\$3,108	\$1,342	\$405	\$109,769
APPLICABLE %		5.096%	3.113%	1.344%	0.375%	9.929%
EDUCATIONAL ASSISTANT	\$34,340	\$3,080	\$5,875	\$423	\$162	\$43,879
APPLICABLE %		8.969%	17.108%	1.232%	0.375%	27.683%
ELEMENTARY OFFICE STAFF	\$37,469	\$3,339	\$6,980	\$572	\$179	\$48,539
APPLICABLE %		8.910%	18.630%	1.527%	0.375%	29.442%
SECONDARY OFFICE STAFF	\$38,295	\$3,285	\$6,848	\$313	\$181	\$48,923
APPLICABLE %		8.578%	17.883%	0.818%	0.375%	27.653%
OFFICE TECHNICIAN	\$34,880	\$2,960	\$8,993	\$283	\$175	\$47,292
APPLICABLE %		8.486%	25.784%	0.811%	0.375%	35.456%
CENTRAL ESP	\$45,665	\$3,819	\$7,871	\$700	\$215	\$58,269
APPLICABLE %		8.363%	17.236%	1.532%	0.375%	27.505%
CENTRAL EXEMPT	\$78,778	\$4,771	\$12,140	\$1,229	\$358	\$97,276
APPLICABLE %		6.056%	15.410%	1.560%	0.375%	23.401%
PSYCHOLOGIST	\$78,794	\$5,583	\$12,768	\$541	\$364	\$98,049
APPLICABLE %		7.085%	16.204%	0.687%	0.375%	24.351%
SOCIAL WORKER	\$67,363	\$4,789	\$10,659	\$89	\$310	\$83,210
APPLICABLE %		7.109%	15.823%	0.133%	0.375%	23.440%
SPEECH LANG. PATHOLOGIST	\$66,032	\$5,089	\$11,226	\$227	\$308	\$82,883
APPLICABLE %		7.707%	17.001%	0.343%	0.375%	25.426%
OCCUP/PHYSIO THERAPIST	\$52,527	\$4,310	\$9,249	\$790	\$248	\$67,124
APPLICABLE %		8.206%	17.607%	1.505%	0.375%	27.693%
CUSTODIAN	\$42,464	\$3,215	\$6,290	\$263	\$195	\$52,427
APPLICABLE %		7.571%	14.813%	0.619%	0.375%	23.378%

School Allocation Formula - Elementary Panel



To Be Updated

Description	Allocation Details	Formula/Amount
School Operating *	Pre-determined allocation based on each school's projected enrolment	\$77.00 X ADE Enrolment
Intermediate School Allocation *	Applicable to Grades 7 and 8	\$3.78 X Intermediate ADE Enrolment
Allocation for Beacon Schools	Applicable to schools identified as Beacon	\$18.70 per ADE
Special Education Allocation	Based on number of full-time equivalent (FTE) Special Education Teachers in the school	\$466 X Special Education Teacher's FTE in the school
Student Special Education Allocation	Applicable for DD, Orthopedic and Autism students	\$150 X ADE of identified students
Small School Allowance	Applicable to schools with enrolment less than 300	\$6.17 X ADE Enrolment
Field Trip/ Late Bus Allocation	Pre-determined allocation based on each school's projected enrolment	\$5.00 X ADE Enrolment
JK/SK Allocation	Pre-determined allocation based on each school's projected enrolment	\$4.45 X JK/SK ADE Enrolment
Long Distance Allocation	Given to some suburban schools 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 X 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

* Adjusted to reflect proposed reductions.

School Allocation Formula - Secondary Panel



To Be Updated

Description	Allocation Details	Formula/Amount
School Operating *	Pre-determined allocation based on each school's projected enrolment	\$122.28 X ADE Enrolment
Student Special Education Allocation	Applicable for DD, Orthopedic and Autism students	\$150 X ADE of identified students
Special Education Allocation	Based on number of Full-Time Equivalent (FTE) Special Education Teachers in the school	\$466 X Special Education Teacher's FTE in the school
Team Transportation	Pre-determined allocation based on each school's projected enrolment	\$7.00 X 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

* Adjusted to reflect proposed reductions

Non-PSAB and Non-Consolidated – As at March 31st, 2007