



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

MEMORANDUM

Memo No. 19-080

TO: Committee of the Whole (Budget)

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

DATE: 7 June 2019

RE: **2019-2020 Staff-Recommended Budget
Questions and Answers**

The attached document consolidates the responses to all questions received since the initial meeting of Committee of the Whole (Budget) on 22 January 2019.

Please direct questions or comments to Kevin Gardner, Manager of Financial Services, at kevin.gardner@ocdsb.ca or at 613-596-8211, ext 8350.

Attach.

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



2019-2020 Staff-Recommended Budget Questions and Answers

This document consolidates the responses to all questions received regarding the development of the 2019-2020 Staff-Recommended Budget.

Release of 3 June 2019 - questions 1 to 27

Release of 7 June 2019 – questions 28 to 34



**2019-2020 Staff-Recommended Budget
Questions and Answers**

1. **Staff agreed to provide more information with regard to how much funding the District would lose should the required four e-learning credits not be operated by the OCDSB.**

Details regarding the implementation of a new requirement for students to obtain four credits through e-learning are not readily available; however, it is possible that the transition may result in additional funding changes in the areas of secondary teacher staffing and area factors used to fund costs relating to school facilities.

2. **What are our major amortization expenses (proposed up 15% to ~ \$62m for 2019-20)? And, unless obvious, why are they not classed as separately under asset depreciation?**

The District accounts for the acquisition and use of tangible capital assets (TCA) in accordance with Ministry of Education requirements. In addition to recording the cost as an asset, there is a requirement to amortize the asset's value as an operating expense to reflect its use over time. This is the amortization expense, sometimes referred to as depreciation, which is reported as a cost in the operating budget.

Growth in the expense reported reflects the increased TCA investments the District has made in recent years. Investments, particularly those that provide new or enhanced school space, have significantly increased the asset values managed by the District. This corresponds with an increase in the amortization expense. It is important to highlight that the amortization expense is, for the most part, fully supported by related revenue.

Detailed records on investments and amortization expense are maintained by asset class as shown in the following table. Information on the assets, including accumulated amortization is summarized in the District's consolidated financial statements.

Asset Class	Amortization Period (Years)
Land improvements with finite lives	15
Buildings	40
Portable structures	20
First-time equipping of schools	10
Furniture	10
Equipment	5-15
Computer hardware	5
Computer software	5
Vehicles	5-10
Leasehold improvements	Term of lease



2019-2020 Staff-Recommended Budget Questions and Answers

3. **The funding sources for extended day and for infant/toddler are separated but not the expenses: please provide the expenditure breakout here also.**

The budgets for the Extended Day Program (EDP) and the Childcare Centres are shown in the 2019-2020 Staff-Recommended Budget on page 136. On a combined basis, a small surplus of \$87,400 is projected for 2019-2020.

4. **Revenue and expenditure of staff on loan shows a \$1/3m shortfall. Why are we not cost recovery (or better) on staff on loan?**

At times, District staff participates in professional development opportunities or accept administrative roles with other organizations. Such activities are commonly in support of Board or Ministry initiatives or, in the case of representation of the various bargaining units, by respective collective agreements. Employees participating in staff on loan arrangements remain on the District's payroll; however, compensation costs are recovered from the organization to which the employee is seconded. Costs recovered are reported as revenue as directed by the Ministry.

The collective agreements for elementary and secondary teaching staff both include clauses that limit compensation costs that may be recovered. This accounts for the recovery shortfall of \$320,000.

5. **Why is our teacher qualifications grant money going up so much (up 23% to \$105m for 2019-20)? Is the teaching work force importantly aging that much or crossing a threshold en masse - i.e. 23% year over year increase?**

The Cost Adjustment and Teacher Qualifications and Experience (Q&E) Grant provides for various compensation-related funding adjustments. Traditionally, the Q&E grant was used primarily to adjust funding to account for the difference between the compensation benchmarks used in the Pupil Foundation Grant with actual costs, taking into account the qualifications and experience of the District's teachers and early childhood educators (ECEs). More recently, the grant has been used to provide the Ministry's share of employee life and health benefit trust funding. The most significant change this year relates to the new Teacher Job Protection Funding which is designed to prevent teacher job losses that would otherwise result from the changes in funded class size averages.



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The following table shows that the grant in 2019-2020 will increase by \$20.0 million dollars.

	2019-2020 Budget	2018-2019 Budget	Change Increase (decrease)
	\$	\$	\$
Teacher Q&E	58,407,600	60,628,400	(2,220,800)
Early Childhood Educators Q&E	3,923,200	4,816,400	(893,200)
Benefit Trust Funding	17,344,800	17,714,300	(369,500)
Maternity and Sick Leave Benefits	1,030,700	1,030,700	-
Non-Teaching Cost Adjustment	-	1,187,500	(1,187,500)
Teacher Job Protection Funding	24,719,300	-	24,719,300
Total	105,425,600	85,377,300	20,048,300

6. What is the transfer to deferred revenue all about? Is it expected but not yet received revenue carryover from last year? - It has almost quadrupled in one year?

Accounting rules for school boards require that certain grant amounts be treated as deferred revenue (or unearned revenue). Deferred revenue is reported as a liability in the District's financial records, and funding is only recognized as actual revenue when costs are incurred and services are delivered. Almost all sweated amounts within the Grants for Student Needs (GSNs), including the Special Education Allocation and Minor Tangible Capital Asset (MTCA) funding, are initially recorded as deferred revenue.

The transfer to deferred revenue shown for 2019-2020 is \$21.0 million which is an increase of \$17.2 million relative the 2018-2019 Budget. The increase is attributable to planned investments in MTCA including the District's Wi-Fi infrastructure. Planned MTCA spending of \$20.0 million is reported as Other Assets on page 124 of the 2019-2020 Staff-Recommended Budget.

It is important to note that should the planned level of investment in assets not occur, the unspent balance will be returned to the operating budget during 2019-2020 actual results.

7. Interest on Ontario Financing Authority debt is down substantially compared to the last two years (by almost 1/3)- what is the story behind this?

In the past, the District has incurred debt to finance the construction of various schools. Debt servicing on such projects is supported by Ministry funding.

A debenture with a principal balance of \$30.1 million is maturing in July 2019. The Ministry has opted to fully retire the obligation in 2018-2019. Accordingly, the annual interest costs relating to the obligation will not be incurred in 2019-2020 and this accounts for the \$1.9 million decrease in related funding.



2019-2020 Staff-Recommended Budget Questions and Answers

8. What does the annually constant negative 'restraint savings' revenue line refer to?

The restraint savings amount of \$279,158 is a Ministry-imposed grant reduction originally imposed in 2008-2009 based on non-union compensation costs reported at that time. The amount of the restraint savings has never changed. The District separately identifies the savings because it is formalized as a grant reduction in the annual Grants for Student Needs (GSN) regulation.

9. What is the non-grant revenue of Specialized Program Funding, and why is it expected to double?

The specialized program funding is an amount that the District expects from the Ottawa-Carleton Education Network (OCENET). OCENET is a not-for-profit organization that offers international students the opportunity to learn alongside the District's students. Tuition fees are charged by OCENET to cover its administrative costs and approximately 60% of the fee is retained by the District to offset instruction-related costs for these students.

The amount has increased in 2019-2020 to offset new Ministry funding reductions referred to as the International Student Recovery Amount which totals \$1.1 million.

10. Why are transportation costs proposed to go up almost 11% for next year, while at the same time the transport funding shortfall is proposed to go from \$80k to \$2.14m?

Transportation of the District's students is provided by the Ottawa Student Transportation Authority (OSTA). Transportation costs, which are based on information received from OSTA, are expected to be \$46.0 million in 2019-2020. This represents a \$4.6 million increase over the 2018-2019 budgeted costs.

The increased costs reflect general growth in student enrolment, increased costs of operating large buses and small vehicles, and additional costs for public transit passes.

11. Why are we expending unappropriated surplus on Wi-Fi but not using the special surplus fund for Business Systems at all?

An internal appropriation of \$2.0 million has been separately identified to support future investments to renew the District's key business systems. The business systems referenced are the applications and associated hardware required to manage student, employee and financial information. The appropriations are reviewed and formalized each November when the Board approves the consolidated financial statements.



2019-2020 Staff-Recommended Budget Questions and Answers

- 12. Is the \$8,293,474 use of reserves bottom of App C F14 the same as the P5 / F6 tabular \$8,293,500 use of reserves, or something different? - the respective input line items appear to be different? ... not understanding this.**

They are the same amount; however, the amount was rounded in the report.

- 13. Why will the restricted committed capital reserve go up \$1.2m?**

The increase in restricted committed capital relates to the Board's previous approval to use accumulated surplus in 2018-2019 to acquire new portables. The Ministry requires that the amortization costs relating to these new assets be supported using an appropriation of accumulated surplus which is referred to as restricted committed capital.

- 14. Ballpark, what use did we make of the Contingencies surplus, and for what purposes, did we make last two years for comparative purposes, if any? How is this amount calculated, what is it for, and is it the result of District decision or Provincial direction?**

The \$17.2 million internal appropriation noted as "Contingencies" has been identified to respond to revenue shortfalls or increased expenses relative to the annual operating budget. The amount is aligned with the Ministry recommendation that a provision equal to 2% of the annual operating allocation be established. Of the amount, \$5.0 million has been identified for potential costs relating to gratuity payments and WSIB claims. The remainder has not been assigned to a specific need.

- 15. Are the budgets carried forward (a surplus category) central and school, or central only?**

The District has a practice of carrying forward unspent operating budgets of schools and, in some cases, the budgets of central departments. The amounts carried forward act as a draw on the accumulated surplus and are used to acquire supplies and services in the subsequent year. An appropriation of accumulated surplus is established annually to support such costs.

The following table shows the appropriations formalized with the approval of the 2017-2018 Consolidated Financial Statements. In 2017-2018, an amount of \$2.1 million was appropriated. This amount has been used as the estimate of the appropriation needed for both the 2019 and 2020 fiscal years.

	\$
French immersion arts programs	143,200
Music repairs and consumables	125,200
Net school operating budgets	1,602,400
Department operating budgets	238,400
Trustees and Committees	39,800
	2,149,000



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Questions and Answers**

16. Why does the extended day surplus need to continue to grow (I thought we were acquiring new software and such - won't this be done soon)?

The Extended Day Program (EDP) commenced operations in 2010. Fees established for the program are intended to cover its associated costs, including needs such as the EDP participant management software which will be acquired in 2019-2020. In addition, a surplus generated by EDP activities can be used to offset a deficit incurred by the District's Childcare Centres.

The fee structure continues to be assessed with the objective of having the two programs operate on a cost recovery basis. This would limit further growth in the accumulated surplus balance.

17. What are the major contributors to Miscellaneous Revenues (~5m)?

Miscellaneous revenue of \$5.2 million is shown in the 2019-2020 Staff-Recommended Budget. There are various contributors to the amount including insurance premium rebates, solar power generation revenues, contributions received to support breakfast programs and fees charged by schools and departments for a variety of services (e.g., transcripts). The amount also includes recoveries of costs of cooperative/optional programs, printing services, field trips to the outdoor education centres, and other small grants.

18. Do we still receive any funding for distant or rural schools? If so, in recognition of which schools and how much?

A small amount of funding is generated by rural schools. The School Operations and Renewal grant includes \$293,400 generated by Osgoode Township High School. In addition, the Rural and Northern Education Fund (RNEF) provides funding of \$194,500. The RNEF schools generating this funding are shown in the following table.

RNEF Eligible Schools		
Castor Valley ES	North Gower-Marlborough PS	Osgoode Township HS
Goulbourn MS	Metcalfe PS	West Carleton SS
Huntley Centennial PS	Osgoode PS	Stonecrest ES
Kars on the Rideau PS	Greely PS	
Heritage PS	Richmond PS	

19. How much do we have for advertising?

The Corporate Services department has a \$125,000 budget to meet its communication needs.

**2019-2020 Staff-Recommended Budget
Questions and Answers**

20. Provide a staffing table identifying positions already approved by the Board, and other administrative positions that require trustee/Board approval.

The following table shows the changes in staffing that are presented in the 2019-2020 Staff-Recommended Budget. Academic staffing changes, which were previously approved by the Board, are presented in Appendix C. Recommended changes to be considered by Committee of the Whole-Budget are identified in Appendix D. Positions currently supported using Local Priorities Funds are separately identified because they are already included in the 2018-2019 Reconciled FTE amounts.

Description	2018-2019 Reconciled FTE	Pgs. 31-33 Appendix C	Pgs. 34-35 Appendix D	Total	2019-2020 Proposed FTE	Pgs. 34-35 Appendix D
		Approved Academic Staffing	Proposed Changes			Priorities Funded Positions Maintained
Instruction / Support to Schools						
Elementary Teachers	3,146.64	25.01	-	25.01	3,171.65	-
Secondary Teachers	1,701.68	2.98	-	2.98	1,704.66	-
Principals and Vice-Principals	248.75	3.00	-	3.00	251.75	-
Subtotal	5,097.07	30.99	-	30.99	5,128.06	-
Other / Departments						
Teacher Dual Credit	0.00	-	1.00	1.00	1.00	-
School Office Staff	301.25	-	1.50	1.50	302.75	9.00
School Technicians	94.90	-	0.90	0.90	95.80	-
Educational Assistants	720.00	-	30.00	30.00	750.00	28.50
Early Childhood Educators (Core)	390.20	-	3.00	3.00	393.20	-
OCDSB Foundation	1.50	-	-	0.00	1.50	-
Psychologists, Social Workers, Spch Lang Pth	89.60	-	-	0.00	89.60	1.50
Board Certified Behaviour Analysts	0.00	-	3.00	3.00	3.00	-
Communication Disorder Assistants	0.00	-	2.00	2.00	2.00	-
Behaviour Management Technician	0.00	-	1.00	1.00	1.00	-
Applied Behaviour Analyst Coordinator	0.00	-	1.00	1.00	1.00	-
Learning Support Services	15.00	-	-	0.00	15.00	-
Finance Department	60.50	-	-	0.00	60.50	3.00
Planning and Facilities	780.12	-	-	0.00	780.12	13.00
Curriculum Services	7.00	-	-	0.00	7.00	-
Family Reception Centre	4.00	-	-	0.00	4.00	-
Office of the Director	16.00	-	-	0.00	16.00	-
Corporate Services (including READ)	33.00	-	-	0.00	33.00	-
Human Resources	54.50	-	1.00	1.00	55.50	-
Continuing Education	13.00	-	1.00	1.00	14.00	-
Business and Learning Technologies	87.00	-	-	0.00	87.00	-
Extended Day Program	248.90	-	18.05	18.05	266.95	-
Infant, Toddler and Preschool Program	31.25	-	(1.00)	(1.00)	30.25	-
Other Areas	13.00	-	-	0.00	13.00	-
Subtotal	2,960.72	-	62.45	62.45	3,023.17	55.00
Total	8,057.79	30.99	62.45	93.44	8,151.23	55.00



2019-2020 Staff-Recommended Budget Questions and Answers

21. How much would it cost to provide Presto passes to secondary school students, including those who are ineligible for transportation based on walking distance?

The 2019-2020 Staff-Recommended Budget anticipates that transportation costs will total \$46.0 million. Of this amount, \$5.3 million has been identified to support the cost of transit passes for eligible secondary school students. Using the District's projected average daily enrolment (ADE) of 24,304 students as the estimated number of required monthly passes, the cost to provide transit passes for the school year would be \$21.6 million. This is a \$16.3 million increase over the current provision.

Contracts to provide transportation services using school buses and vans for eligible students already exist and this would affect the ability to achieve offsetting cost savings in 2019-2020. Discussions with OC Transpo would also be required prior to implementing a significant change in the service delivery model to ensure that capacity and appropriate routes exist. Regardless, some contractual costs would continue to be incurred for students that do not have access to public transit and for those that require specialized transportation services.

22. Where is technology going? Where is the money being spent? Are we in line with our plans/objectives?

Technology is best used when it supports student learning that is well designed, incorporates strong pedagogical practice, provides ownership and agency for students and connects people for the purpose of accelerating the learning. Technology should be used as a tool to create as opposed to just consuming information. In order to accomplish this, technology must be mobile so it can be agile and accessed anytime and anywhere. The District's mobile technology plan will assist our school communities in achieving this goal. From the business side of the organization, we see technology enabling improvement to work flows, to move from "on-line" to digital and to be able to use the concept of machine learning and artificial intelligence to enhance the efficiency and effectiveness of the organization. We also see data being more readily accessible to support the learning and business sides of the organization.

In support of the Business & Learning Technologies (B <) department's mission, vision and goals, the majority of funding is being allocated to provide new technologies to the District. This includes a 5 year mobile technology plan that will allocate \$14.8 million to provide a baseline ratio of 1 device to 4 students in each school (on average, a tech tub consisting of 6 devices in each classroom), a projector in each classroom, media carts for Grades 7 - 12 schools and 2 specialty computer labs for computer science and communication technology courses in high schools. A significant portion of our budget also supports software that enables all systems in the District to operate effectively (e.g., K212, Student Information System). Funding is also required to support server or cloud-based services to assist with data storage. There is also a significant level of funding required to maintain and enhance wireless infrastructure which will be end of life in 2020. The increased use of mobile technologies has put more demand on wireless access points. To meet this demand additional access points are required to increase the density to one access point per classroom.



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The B< department has short, mid and long-term goals to support the District's Strategic Plan. The department reviews the goals on a regular basis and makes adjustments as required. The department is on track to achieve its goals for this year and is in the final stages of developing a 3-year technology plan. The technology plan was developed in consultation with many stakeholders throughout the District.

23. How are EAs and Professional Student Services Personnel allocated to the Special Education budget?

The Learning Support Services department uses a variety of quantitative and qualitative data to determine special education needs across the District and the optimal combination of staff resources to address those needs. Examples of these data sources include IEP/IPRCs, specialized program class needs, RAISE school information, student enrolment in the different panels (kindergarten, primary, junior, intermediate, etc.), ESL staffing needs, the digital data collection tool for professional support staff, and staff reports. Staffing decisions are based on a combination of available resources to meet historical needs and opportunities to provide additional supports based on the identification of evolving needs (e.g., Mental Health Worker grant, Multi-disciplinary team grant). Staff deployment is reviewed and adjusted on an ongoing basis in order to optimize services for students.

24. Emergency EAs – In January/February the Board approved an additional expenditure of \$0.5M for emergency EAs. Was this a one-time allocation for 2018/2019 or has it been continued for 2019/2020? On which page of the budget binder could I find this \$0.5M?

The additional provision was a one-time allocation to meet incremental needs identified during 2018-2019. These needs were considered during development of the 2019-2020 recommendation to add thirteen educational assistant (EA) positions beyond those required to support new system classes. The retention of 28.5 FTE EA positions currently supported using Local Priorities Funds is also included in the recommendations.

25. How will the additional EAs be allocated? Page 34 lists 13 EAs being added for 'Incremental needs of the District'. Will the new EAs be assigned to schools? Will they be emergency EAs? Will they be used to backfill for EAs who are sick?

The 13 additional EAs will be assigned to schools based on student needs. They will not be used as emergency EAs or to backfill EAs who are absent.



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26. The budget proposes an \$8.3M investment in the District’s Wi-Fi network. Combined with the \$4M that was approved in January/February, this is \$12.3M. Can we get some details on how this money will be spent? Will this investment mean all schools will have achieve a certain baseline? Will there be more money required in the next few years to upgrade the Wi-Fi infrastructure?

Please see the response to question 22.

27. Chromebooks. In January/February the Board approved an additional expenditure of \$1.6M for Chromebooks. There was a plan to purchase sufficient devices to get to a ratio of 1 device per 4 students over a 5 year period. Can we get an update on where the District is with this technology plan? Is there money allocated in the 2019/2020 Budget for this technology plan?

Please see the response to question 22.

28. The Enveloping Table presented on page 26 shows a variance of \$651,437 for the category Extended Day Program, Child Care Program and Other. Please elaborate on the variance.

The following table summarizes the enveloping shown for the Extended Day Program, Child Care Program and Other category shown on page 26 of the 2019-2020 Staff-Recommended Budget.

	2019-2020 Budget	2018-2019 Budget	Change Increase (decrease)
	\$	\$	\$
Interest Charges on Debt	4,265,653	4,265,653	-
Interest Charges Trust Debt	2,523,115	2,523,115	-
Capital Projects Financing Interest	339,916	-	339,916
Staff on Loan	7,010,661	7,330,661	(320,000)
Extended Day Program	17,950,606	17,660,472	290,134
Child Care Centres	1,791,000	1,993,705	(202,705)
Employee Life and Health Trust	544,092	-	544,092
Total	34,425,043	33,773,606	651,437



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29. Please provide additional information regarding the International Student program facilitated by the Ottawa-Carleton Education Network.

As noted in the response to question 9, the Ottawa-Carleton Education Network (OCENET) is a not-for-profit organization that offers international students the opportunity to learn alongside the District's students. Tuition fees are charged by OCENET to cover its administrative costs and approximately 60% of the fee is received by the District to offset the District's instruction-related costs for these students.

The District anticipates ADE of 846 international students in 2019-2020. This level of enrolment will generate revenue of close to \$11.4 million. The District pays an administrative fee of approximately 40% or \$4.5 million to OCENET. The net revenue of \$6.9 million is used to cover District costs. This includes the cost of \$4.8 million for an estimated 45 teaching positions which are included as part of the overall academic staffing needs. The residual revenue of \$2.1 million is used to support other operating needs.

30. Please elaborate on the technology plans and provide information on the purchase of Chromebooks.

In 2017-2018, the District embarked on a five-year classroom technology acquisition plan (also called the five-year mobile technology plan). The plan provides a baseline of technology in all schools which includes a projector in each classroom to support making learning visible; 4:1 student to mobile device ratio through the allocation of Chromebooks and iPads; a Chromebook for each teacher to model effective technology use; replacement of specialized laboratories for subjects such as, computer science in secondary schools; multimedia laptops that will be shared among the classrooms; and lending libraries (Chromebooks) in all secondary schools.

Each school was placed into year 1 - 5 based on the following criteria: current mobile devices to student ratio; student achievement data in the area of mathematics over a three-year period; socioeconomic data; percentage of English Language Learners (ELLs); and readiness of the school to embrace the mobile technology. This information has enabled the District to make informed decisions focused on equity of opportunity and access during the five-year period for all schools.

The District is currently at the end of year 2 of the plan. By the end of 2018-2019 all elementary schools will see investment in either teacher devices or student devices in the first two years of the plan. All secondary schools will see investment in either teacher devices, student devices, computer laboratories, or a lending library in the first two years. In year 1 a total of 2,133 student Chromebooks and 2,169 teacher Chromebooks were purchased. In year 2 2,137 student Chromebooks were purchased and 2,467 teacher Chromebooks were purchased. In addition, with the \$1.6 million allocation 4,000 student Chromebooks were purchased to replace aging Chromebooks which were currently in schools.



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The total allocation of funds to support the five-year classroom technology plan is \$14.8 million.

It is not possible to distinguish which Chromebooks were purchased by school councils. When schools order Chromebooks they use the school accounts to pay for the purchase. If school councils pay for the Chromebooks they usually reimburse the school with a cheque which is deposited in the school account. School staff do not indicate the funding source when they purchase the Chromebooks.

The three-year technology plan is still in draft form and has not yet been published. The focus of this plan is to outline goals for the District in the areas of pedagogy, business processes and professional learning/training as it relates to technology use in the District for both learning and business use.

31. What is the role of the school resource officers provided by the Ottawa Police Service and is there a cost to the District?

School resource officers (SROs) use their training and experience to build positive, healthy and trusting relationships with students, parents and staff. Experience has shown that being a familiar presence at the school is critical to achieving this goal which is something that regular patrol officers responding to a call cannot do. SROs also serve as a valuable resource for staff in the area of Safe Schools by providing guidance on issues and assisting with securing necessary supports for students, which may include supports for the student's family.

In addition to the regular SROs, the District collaborates with the Ottawa Police Service (OPS) for the provision of two SROs who are dedicated to two priority schools. These school communities historically have not had positive police relationships. Although the objectives are the same as that of the regular SRO program, having dedicated SROs provides a depth of attention that is critical to the creation of positive relationships with students and the broader community.

The District contributes \$88,000 towards the cost of the program which is renewed annually through a Memorandum of Understanding. Costs are charged to the School Programs and Support budget provision shown on page 67 of the 2019-2020 Staff-Recommended Budget. Staff believes there is significant value provided by this investment.



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32. Please provide a table showing changes in instructional coaching staff over the past few years.

Instructional coaches support teachers by sharing with them evidence-based teaching practices that are designed to enhance student engagement and learning outcomes. The 2019-2020 Staff-Recommended Budget identifies 33.0 FTE instructional coaches. The following table shows the planned area of focus of instructional coaches in 2019-2020 and includes comparative information for prior years.

	FTE				
	2015-16	2016-17	2017-18	2018-19	2019-20
<u>Elementary</u>					
Arts	1.0	1.0	1.0	1.0	1.0
FSL	3.0	2.0	2.0	2.0	2.0
B<	3.0	2.0	2.0	2.0	2.0
Early Years	3.0	3.0	3.0	3.0	3.0
ESL	3.0	3.0	3.0	3.0	3.0
Literacy/Numeracy	8.0	6.0	6.0	6.0	6.0
Intermediate Itinerant	7.0	7.0	7.0	6.0	-
Physical Literacy	1.0	1.0	1.0	1.0	1.0
SWS - Student Work Study	2.0	-	-	-	-
	31.0	25.0	25.0	24.0	18.0
<u>Secondary</u>					
Arts	1.0	1.0	1.0	1.0	1.0
FSL	1.0	1.0	1.0	1.0	1.0
E-Learning	1.0	1.0	1.0	1.0	1.0
Equity	1.0	1.0	1.0	1.0	1.0
Blended Learning	1.0	1.0	1.0	-	-
Indigenous Education	1.0	1.0	1.0	1.0	1.0
Literacy	1.0	1.0	1.0	1.0	1.0
Numeracy	2.0	2.0	2.0	2.0	2.0
Science/Business	1.0	1.0	1.0	1.0	1.0
Athletic (NCSSAA)	1.0	1.0	1.0	1.0	1.0
OYAP/Pathways/Coop	1.0	1.0	2.0	1.0	2.0
Experiential Learning *	-	-	-	1.0	-
SHSM	1.0	1.0	1.0	1.0	1.0
Trades & Tech	1.0	1.0	1.0	1.0	1.0
Continuing Education (Guidance)	1.0	1.0	1.0	1.0	1.0
Quality Assurance	1.0	-	-	-	-
	16.0	15.0	16.0	15.0	15.0
Total Instructional Coaches	47.0	40.0	41.0	39.0	33.0



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33. Please provide information on planned investments in environmental initiatives?

Various investments in environmental initiatives will be made in 2019-2020. Although the project plans are not yet confirmed, all projects are developed with full consideration of the principles of conservation and the need to enhance environmental awareness and practices. Some examples of past investments include installing high efficiency lighting to reduce energy consumption, incorporating hybrid cars in the vehicle fleet to reduce carbon emissions, replacing traditional water fountains with refill stations to encourage the use of refillable water bottles and providing appropriate waste receptacles to promote waste reduction and recycling practices.

In addition to the investments in infrastructure and promoting practices to lessen the human footprint on the environment, there is a recognized need to ensure that students participate in educational activities that foster a greater appreciation of the environment and to instill knowledge on how to reduce adverse environmental impacts. Funds identified for outdoor education are an important resource used to enhance ecological literacy. The District also participates in the Ontario EcoSchools and Growing Up Organic programs. The former program has a goal of building environmentally responsible school communities by fostering an awareness of environmental issues and encouraging waste minimization and energy conservation. The Growing Up Organic program incorporates environmental stewardship as part of the curriculum and provides experiential learning with its school garden opportunities.

Although additional funding for school-based environmental initiatives has not been included in the 2019-2020 Staff-Recommended Budget, any additional funds received by the District through other sources such as the Ministry's Priorities and Partnerships Fund (PPF) would be used in alignment with the funding agreement. For example, if the funding supported school-based investments of \$5,000 to \$15,000, then the funds would be assigned by superintendency and subsequently allocated to specific projects or activities.

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34. Please provide information about the Resource Allocation Index based on Socio-economics (RAISE).

Underlying the use of the RAISE index is the concept of equity and resource allocation based on needs. The District uses the RAISE index as an indicator of school-level need relative to other schools within the District. The index incorporates various indicators from several data sources to identify where resources can be applied to enhance student success. The following table is an excerpt from Appendix A to Report 17-048, Update to the Resource Allocation Index based on Socioeconomics (RAISE).

Theme	Indicator	Data Source
Poverty	Income	Statistics Canada
	Social Assistance	Statistics Canada
	Low Income Measure After Tax	Statistics Canada
Family/Community	Single Parent Families	Trillium
	Students Living in Foster Care	Trillium
Mobility	Absenteeism	Trillium
	Entries/Withdrawals (Transience)	Trillium
	New Students (Transitions)	Trillium
Cultural/Linguistic	Needs ESL Support	Enrolment & Staffing Data
	New Immigrants	Trillium
	First Language other than English or French	Trillium
Readiness to Learn	Learning Skills and Work Habits	Trillium

Additional information regarding the index was provided in Memo 17-103 which responded to questions asked during discussion of the report.

The Finance department references the index as one element of the allocation formula used to provide operating budgets to schools to purchase supplies and services and to meet casual staffing needs. In addition, the Human Resources department uses the index in determining school staffing allocations where additional supports may be helpful in meeting the needs of students. The overall goal for using RAISE is to help mitigate the effects of socioeconomic or demographic barriers to learning.

Use of the RAISE index resulted in priority schools receiving additional operating budgets of \$137,100 (\$18.70 per ADE) in 2018-2019 and a separate budget of \$252,500 is used to offset costs incurred by priority schools to provide enriched learning and engagement opportunities during the year. Schools that received a RAISE index-based budget allocation in 2018-2019 are shown in the following table. Additional Information on how the budgets are used will be summarized in a memo to trustees in June 2019.



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Schools that received a RAISE index-based budget allocation in 2018-2019		
Arch Street PS	D. Roy Kennedy PS	Robert E. Wilson PS
Bayshore PS	Featherston Drive PS	Roberta Bondar PS
Blossom Park PS	Hawthorne PS	Sawmill Creek ES
Carleton Heights PS	Henry Munro MS	Vincent Massey PS
Carson Grove ES	Pinecrest PS	Viscount Alexander PS
Centennial PS	Queen Elizabeth PS	W.E. Gowling PS
Charles H. Hulse PS	Queen Mary Street PS	York Street PS

Five high schools have also been identified as priority schools; however, unlike the elementary schools, RAISE-based operating budget allocations are not provided. The five high schools are Gloucester HS, Ridgemont HS, Ottawa Technical SS, Woodroffe HS and Richard Pfaff SAP. They would be eligible for funding using the \$252,500 central budget allocation.

The 2019-2020 Staff-Recommended Budget has retained the enhanced allocation of \$18.70 per ADE.