



1325 California Avenue
Windsor, ON N9H 2P1
CHAIRPERSON: John Macri
DIRECTOR OF EDUCATION: Joseph Berthiaume

REGULAR BOARD MEETING
Monday, June 25, 2007 at 7:00 p.m.
Windsor Essex Catholic Education Centre
John Paul II Boardroom

A G E N D A

I In-Camera Meeting – 6:00 p.m. Page #
II Regular Meeting of the Board - 7:00 p.m.

1. Call To Order
2. Opening Prayer – St. Francis Catholic Elementary School Muskoka Woods Leadership Experience - Culminating Faith Activity
3. Recording of Attendance
4. Approval of Agenda
5. Questions Pertaining to Agenda
6. Disclosure of Interest - Pursuant to the Municipal Conflict of Interest Act.
7. Presentations
8. Delegations
 - a. Delegation Regarding Items Not on the Agenda
3:11.1 Any person(s) wishing to make a formal presentation to the Board shall make their intent known, in writing, to the Secretary at least one week prior to the regular meeting. They shall briefly explain in their petition the nature of their business. Discussion shall be limited to the petition and shall be not longer than ten (10) minutes. The time limit can be waived by the consent of the majority of the Board.
 - b. Delegations Regarding Items On the Agenda
3:11.2 Any person(s) wishing to appear before the Board and speak on an item appearing on the agenda of the Board Meeting has until NOON of the day of the Board meeting to make a request to the Secretary. They shall explain briefly the nature of their business. The discussion shall be limited to the item on the agenda and shall be no longer than ten (10) minutes.

9.	Action Items	
	a. Approval of Minutes	
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	iv) Report: Joint Health & Safety Committee Annual Report (P. Picard)	18 - 19
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	vi) Verbal Report: St. Bernard Catholic Elementary School – Prohibitive to Repair Status Report (M. Iatonna)	--
	vii) Report: Update on Upgrade of Wide Area Network (L. Staudt/M. Iatonna)	23 - 27
11.	Unfinished Business	
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	i) H:19 Violence Prevention in the Workplace (Final Approval)	
12.	New Business	
	a. Field Trips: Nil.	
	b. Report: Business Practice Review (PricewaterhouseCoopers) (M. Iatonna)	96 - 174
	c. Report: 2007 – 2008 Budget Approval (M. Iatonna)	175 - 205
	d. Report: Board Resolution for Temporary Borrowing (M. Iatonna)	206 - 208
	e. Report: Request for Proposal Results – Provision of Call Centre Services (M. Seguin/M. Iatonna)	209 – 219
	f. Report: Regular Board Meetings for the Months of July and August and the 2007 – 2008 School Year (J. Berthiaume)	220 – 221
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13. Committee Reports
 - a. Report: Special Education Advisory Committee (SEAC) Meeting of April 26, 2007 (C. Geml) 331 - 334
 - b. Report: High School Council Meeting of May 10, 2007 (L. Staudt) 335 - 340
 - c. Report: Employee Benefits Committee Meeting of June 11, 2007 (M. Iatonna) 341 - 343
 - d. Report: Audit Committee Meeting of June 18, 2007 (M. Iatonna) 344 - 347
14. Notice of Motion
15. Remarks and Announcements
 - a. Chairperson
 - b. Director of Education
 - c. Board Chaplain
16. Remarks/Questions by Trustees
17. Pending Items
18. Continuation of In-Camera, if required.
19. Future Board Meetings: (unless stated otherwise all meetings will be held at the Windsor Essex Catholic Education Centre - 1325 California Avenue, Windsor)
 - Tuesday, August 28, 2007
 - Tuesday, September 11, 2007
 - Tuesday, September 25, 2007
 - Tuesday, October 9, 2007
 - Tuesday, October 23, 2007
 - Tuesday, November 13, 2007
 - Tuesday, November 27, 2007
 - Tuesday, December 4, 2007 (Organizational Meeting – 7:30 p.m.)
 - Tuesday, December 11, 2007
20. Closing Prayer
21. Adjournment

John Macri
Board Chairperson

Joseph Berthiaume
Director of Education & Secretary-Treasurer



1325 California Avenue
 Windsor, ON N9H 2P1
 CHAIRPERSON: John Macri
 DIRECTOR OF EDUCATION: Joseph Berthiaume

REGULAR BOARD MEETING
Tuesday, June 12, 2007 at 7:00 p.m.
Windsor Essex Catholic Education Centre
John Paul II Boardroom

MINUTES

PRESENT

Trustees:

F. Alexander	P. Keane
J. Courtney, Vice-Chair	J. Macri, Chair
M. DiMenna	S. Porcellini
B. Holland	L. Soulliere
C. Janisse	
Rev. L. Brunet, Board Chaplain	
L. Willson, Student Trustee	

Administration:

J. Berthiaume (Resource)	J. Bumbacco
C. Geml	K. Gignac
M. Iatonna	R. Limarzi
P. Picard	P. Littlejohns
M. Seguin	R. Mousaly
L. Staudt	S. O'Hagan-Wong

Others:

2007 – 2008 Student Trustees Bradley/Resendes

Recorder:

D. Steffens

1. Call To Order – Chair Macri called the meeting to order at 7:23 p.m.
2. Opening Prayer – Fr. Brunet opened the meeting with a prayer.
3. Recording of Attendance – All trustees present.
4. Approval of Agenda

Amendments:

- Deletion: 7a Racing Against Drugs Presentation
- Addition: 8b(ii) Delegations Regarding Items On the Agenda – Phil Haddad, Riverside Sports re: Community Use of Schools

Moved by Trustee Holland and seconded by Trustee DiMenna that the June 12, 2007 Regular Board meeting agenda be approved as amended. Carried.

5. Questions Pertaining to Agenda – None.
6. Disclosure of Interest - Pursuant to the Municipal Conflict of Interest Act. – Trustee Courtney disclosed interest in relation to agenda item 11a *Report: Community Use of Schools – Additional Information* and 11b *Deferred Board Policy Amendments A:03 Community Use of Schools* due to her employment and did not participate in the discussion or vote on any question raised on the items.
7. Presentations
 - a. Race Against Drugs Presentation RCMP Cst. Wally Silver – This item was deleted from the agenda.
 - b. Student Trustee Award Plaque for Leadership and Service Presentation to Student Trustee Luke Willson

Student Trustee Luke Willson was presented with an honorarium in appreciation of his commitment and dedication to his role as a Catholic leader within our student body and the broader school communities. He was also presented with a plaque of appreciation for his exceptional student representation during the 2006-2007 school-year.
 - c. Catholic School Student Council Leadership Award Presentation to Sara Tontodonati, Prime Minister St. Thomas of Villanova Catholic Secondary School

Chair Macri presented Sara Tontodonati, Prime Minister at St. Thomas of Villanova Catholic Secondary School with the 2006 – 2007 Catholic School Student Council Leadership Award in recognition of overall efforts and dedication to their school, excellence in performance of duties, leadership, relationship with fellow students and involvement with the community.
 - d. Outstanding School Council Chairperson Award Presentation to Chassidy Bondy, Chair, Our Lady of Lourdes Catholic Elementary School

Chair Macri presented Chassidy Bondy, School Council Chair from Our Lady of Lourdes Catholic Elementary School with the 2006 –2007 Catholic School Council Chairperson Award in recognition of overall efforts and dedication to their school and school system, excellence in performance of duties, leadership, relationship with fellow council members, administration, teachers and students, and involvement with the community
8. Delegations
 - a. Delegation Regarding Items Not on the Agenda – None.
 - b. Delegations Regarding Items On the Agenda
 - i. Ed Switalski (Riverside Sports Jr. Badminton Club/Windsor Badminton) re: Agenda Item 11b Board Policy Amendments: Community Use of Schools

Ed Switalski (Riverside Sports Jr. Badminton Club/Windsor Badminton Club), was present to address proposed amendments to the Community Use of Schools policy to limit community access on weekends and how enforcement of the proposed policy will affect the badminton community in Windsor and Essex County.

- ii. Phil Haddad (Riverside Sports) re: re: Agenda Item 11b Board Policy Amendments: Community Use of Schools

Phil Haddad, Chairman of the Board for Riverside Sports, was present to provide clarification on the nature of the Riverside Sports organizational structure in relation to independent non-profit status and encouraged trustees to reconsider expanded weekend use on a cost-recovery basis with the higher costs resulting from custodial overtime being shared by all community users regardless of the day the facilities are used.

9. Action Items

a. Approval of Minutes

- i) Minutes of In-Camera Meeting, May 22, 2007

Moved by Trustee Janisse and seconded by Trustee Soulliere that the minutes of the Committee of the Whole Board In-Camera meeting of May 22, 2007 be adopted as distributed. Carried.

- ii) Minutes of Regular Meeting, May 22, 2007

Moved by Trustee Holland and seconded by Trustee DiMenna that the minutes of the Regular Board meeting of May 22, 2007 be adopted as distributed. Carried.

b. Items From In-Camera Meeting of June 12, 2007

Vice-Chair Courtney reported that the Windsor-Essex Catholic District School Board convened a closed Committee of the Whole Board meeting on June 12, 2007 pursuant to the Education Act - Section 207, to consider specific personnel and other matters permitted or required to be kept private and confidential under the Freedom of Information and Protection of Privacy Act.

Moved by Trustee Courtney and seconded by Trustee DiMenna that the recommendations and directions of the Committee of the Whole Board at its in-camera meeting of June 12, 2007 be approved. Carried.

Vice-Chair Courtney made the following announcements:

- The appointment of Andrew Spurdza and Kathy Gallagher as Centrally Employed – Elementary Literacy and Numeracy Teachers for a two-year term with the opportunity for renewal at the discretion of the Board.
- The appointment of Doug Sadler as the Information Communication Technology (ICT) Consultant for a three-year term with the opportunity for renewal at the discretion of the Board.
- The appointment of Suzanne Garneau as the Literacy/Numeracy Consultant for a 3 year term with the opportunity for renewal at the discretion of the Board.

Secondary Principal/Vice-Principal Transfers and Placements as follows:

- **Sherrilynn Colley-Vegh** from Vice-Principal St. Michael's Alternate High School to Principal, Assumption College Catholic High School
- **David LaBute** from teacher at St. Thomas of Villanova Catholic Secondary School to Vice-Principal at F. J. Brennan Catholic High School
- **Ron Innocente** from Vice-Principal at F. J. Brennan Catholic High School to Vice-Principal Catholic Central High School
- **Kathy Furlong** from Vice-Principal at Catholic Central High School to Vice-Principal at St. Anne Catholic High School
- **Amy Lofaso** from Vice-Principal St. Anne Catholic High School to Vice-Principal St. Michael's Alternate High School

10. Communications

a. External (Associations, OCSTA, Ministry) – None.

b. Internal (Reports from Administration)

i) Report: Administrative Staff Report

Moved by Trustee Courtney and seconded by Trustee Janisse that the Board receive the *Administrative Staff Report on hiring, retirement and resignation of staff dated June 12, 2007 for information.* Carried.

ii) Report: Legal Services – February and March 2007

Superintendent Iatonna indicated that, given that the current contract for the provision of legal services expires in 2008, administration will develop a fall board report to provide a comprehensive review of various legal services delivery models available to the board, including the option of hiring a full time solicitor, and bring recommendations forward regarding a request for proposal process.

Moved by Trustee Soulliere and seconded by Trustee Janisse that the Board receive the report *Legal Services – February and March 2007 as information.* Carried.

iii) Report: Detroit River International Crossing Status Report

Moved by Trustee Holland and seconded by Trustee DiMenna that the Board receive the *Detroit River International Crossing Status report as information.* Carried.

iv) Report: School Boundary and Consolidation Review – Watson and Associates Status Report

Moved by Trustee Holland and seconded by Trustee Alexander that the Board receive as information the *status report on the School Boundary and Consolidation Review being undertaken by Watson and Associates.* Carried.

v) Director's Annual Report to the Community 2006

Moved by Trustee Soulliere and seconded by Trustee Alexander that the Board receive the *Director's Annual Report to the Community 2006 as information.* Carried.

11. Unfinished Business

a. Report: Community Use of Schools – Additional Information

At its meeting held on May 22, 2007, the Board deferred consideration of Policy A:03 Community Use of Schools in order for Administration to undertake and report on meeting with applicants for this year's summer use, alternative fee schedules for cost recovery, a review of minor wording amendments in the draft policy to address redundancy and to provide information on exempted agreements as noted within the draft policy document. Superintendent Iatonna reported that meetings were held with three of the applicants for summer use and administration is prepared to recommend that the current practice for summer use under the present Community Use Policy be continued for this summer with terms to be negotiated on this basis between Board staff and each applicant. Pursuant to meaningful discussion with several weekend Community a user group, a workable consensus also seems to have evolved regarding weekend use. Administration will follow-up on a recent Ministry announcement regarding additional funding provided to Toronto boards with respect to community use.

Moved by Trustee Holland and seconded by Trustee Alexander that the Board confirm the current practice for summer use under the present Community Use Policy be continued for this summer with terms to be negotiated between Board Administration and each applicant in accordance with the policy and past practice and subject to the final approval of the Director of Education.

and, that the Board approve the effective date of September 1, 2007 for the new Community Use Policy when the policy is adopted by the Board. Carried.

b. Report: DEFERRED Board Policy Amendments

Director Berthiaume indicated that the recommendations contained within the above report will be incorporated into the Community Use of Schools policy and brought back to the board for final approval on June 25.

It was suggested that clause 2.4 of the Administrative Procedure A:03 Community Use of Schools be amended to delete the wording “*outside of these times.*” The forms will also be reviewed to ensure clarity.

i) Board Policy A:03 Community Use of Schools (*Approval in Principle*) and Draft Administrative Procedure A:03 Community Use of Schools (*Receipt*)

Moved by Trustee Holland and seconded by Trustee Alexander that the Board approve in principle the amendments to (Administration) Policy A:03 Community Use of Schools;

and, that the Board receive Procedure A:03 Procedure For The Community Use of Schools, as information. Carried.

12. New Business

a. Field Trips:

- i) F. J. Brennan Catholic High School – Cedar Point
Moved by Trustee Holland and seconded by Trustee Alexander that the Board approve the field trip for F. J. Brennan Catholic High School to Cedar Point, Ohio, on June 26, 2007. Carried.
- ii) Holy Names Catholic High School - Costa Rica
Moved by Trustee Janisse and seconded by Trustee DiMenna that the Board approve Holy Names Catholic High School Field Trip to Monteverde, Costa Rica field trip for March 29 to April 5, 2008. Carried.
- iii) St. Thomas of Villanova Catholic Secondary School - Costa Rica
Moved by Trustee Courtney and seconded by Trustee DiMenna that the Board approve the St. Thomas of Villanova Catholic Secondary School Field Trip to Monteverde, Costa Rica Destination Program from May 16 to 23, 2008. Carried.

b. Report: Board Policy Amendments

- i) Board Policy ST:11 Medication Administration at School (*Final Approval*)
- ii) Board Policy ST:11(A) Anaphylaxis Policy (*Final Approval*)
- iii) Administrative Procedure ST:11(A) Anaphylaxis (*Receipt*)

Administrative Procedure ST:11(A) Anaphylaxis will be amended to address the issue raised around the delineation of teacher responsibilities.

Moved by Trustee Alexander and seconded by Trustee Janisse that the Board provide final approval to the amendments to (Students) ST: 11 Medication Administration At School (including Epi-Pen);

and, that the Board provide final approval to draft Policy ST:11A Anaphylaxis;

and, that the Board receive as information Procedure ST:11A Anaphylaxis.
Carried.

c. Report: Board Policy Amendments

- i) A:05 School Closure (*Revoke*)/ Pupil Accommodation Review (*Approval in Principle*)

On October 31, 2006, through Ministry Memo 2006:B12, the Ministry of Education issued new Pupil Accommodation Review Guidelines. Administration established a Policy Working Subcommittee, pursuant to the Board's policy development process, to review the existing Board policy to ensure compliance with the new guidelines. The Ministry Guidelines requested that Boards have their Pupil Accommodation Review Policies approved and posted to their public web sites by March 31, 2007. To allow for proper public consultation administration has requested that the time

frame be extended and has informed the Ministry of the intent to have this policy to the Board for approval in principle on June 12, 2007 and for final approval on June 25, 2007. A representative of the clergy will be asked to provide input into the development of the Generic School Valuation Framework document prior to finalization.

Moved by Trustee Holland and seconded by Trustee DiMenna that the Board approve in principle Draft Policy A: 05 Pupil Accommodation Review;

and, that the Board revoke Policy A:05 School Closure. Carried.

d. Report: Board Policy Amendments

i) A:21 Child Care (*Approval in Principle*)

Supervisor O'Hagan-Wong reported that the Child Care Advisory Committee worked with the Coordinator of Policy Development over the past few months to review Board Policy A: 21 Child Care. After careful consideration and public consultation, the Committee is recommending the amended draft policy to be in place for the 2007-2008 school year.

Moved by Trustee Soulliere and seconded by Trustee Porcellini that the Board approve in principle amendments to Board Policy A:21 Child Care. Carried.

e. Report: Board Policy Amendments

i) A:28 Advertising Expenditures (*Approval in Principle*)

ii) A:29 Advocacy Expenditures (*Approval in Principle*)

Administration will review clause 3.5(c) of Policy A:28 Advertising Expenditures and clause 3.4 of Policy A:29 Advocacy Expenditures to ensure consistency.

Moved by Trustee Holland and seconded by Trustee Porcellini that the Board approve in principle draft (Administration) Policy A:28 Advertising Expenditures;

and, that the Board approve in principle draft (Administration) Policy A: 29 Advocacy Expenditures. Carried.

f. Report: Board Policy Amendments

i) F:04 Sweatshop Free Purchasing (*Approval in Principle*)

A Board motion was passed on May 8, 2006; wherein it was directed that the trustees with the assistance of administration create a policy that "will comprehensively outline our Board's commitment to the purchase of clothing that is manufactured solely in fair-labour factories. The policy would also include our expectations from area suppliers, with an understanding that any retailer who does not provide authentic documentation to verify that their merchandise is "sweat-free" would not have their contract renewed." Administration will explore into a pilot project involving several Catholic school boards contracting with the Workers Rights Consortium to monitor fair labour practices of suppliers' factories.

Moved by Trustee Porcellini and seconded by Trustee Courtney that the Board approve in principle the draft (Finance) Policy F: 04 Sweatshop Free Purchasing. Carried.

g. Report: Board Policy Amendments

i) H:19 Violence Prevention in the Workplace (*Approval in Principle*)

The Risk Management Steering Committee is recommending the approval of draft policy H:19 Violence Prevention in the Workplace to address the concern that employees of the Windsor-Essex Catholic District School Board may face varying degrees of risk of exposure to violence in the workplace. The Risk Management Steering Committee is currently, in consultation with the Joint Health and Safety Committee, developing of a Violence Prevention in the Workplace Program that includes employee training. It is anticipated that the program will be implemented in the 2007-2008 school year.

Moved by Trustee Soulliere and seconded by Trustee Holland that the Board approve in principle draft (Human Resources) Policy H:19 Violence Prevention in the Workplace. Carried.

h. Report: System-Wide Telephone Systems

Superintendent Iatonna reported that the existing telephone systems across the district consist of a variety of brands with varied versions of firmware and an average age of about ten years. It is recommended that the telephone system be upgraded and standardized to one system and that the projected cost of \$490,684 be considered in the 2007-2008 budget to allow for the completion of this rollout in a twenty-four month period.

Moved by Trustee Holland and seconded by Trustee Alexander that the Board approve the proposed system-wide telephone standardization and the implementation of First Class voice mail for all staff;

and, that the Board refer the proposed upgrading of the system to the 2007-2008 budget deliberations. Carried.

i. Report: 2006 – 2007 Play Structure Report

Moved by Trustee Holland and seconded by Trustee Soulliere that the Board grant approval to repair and / or remove the play structures as indicated in the 2006/2007 Play Structure report. Carried.

j. Report: Recommended Procedure to Follow for Request for Proposal on Realty Representation

Superintendent Iatonna reported that, at the meeting of May 22, 2007, the Board requested information on a process for the selection of Realty Representation.

Moved by Trustee Keane and seconded by Trustee DiMenna that the Board approve the procedures of Policy F:03 Appointment of Architect for other similar type of service requirements, such as Realty Representative, Banking, Audits, Legal Representation, etc.

Moved by Trustee Holland and seconded by Trustee Alexander that the recommended procedure to follow for Request for Proposal on Realty Representation by deferred to the fall for development in conjunction with other purchasing and service procurement policies. Carried.

13. Committee Reports

a. Report: Audit Committee Notes of May 23, 2007

Trustee Soulliere indicated the next Audit Committee meeting has been scheduled for Monday, June 18 at 6:00 p.m.

Moved by Trustee Holland and seconded by Trustee DiMenna that the Board receive the Notes from the Audit Committee dated May 23, 2007 as information. Carried.

14. Notice of Motion – None.

15. Remarks and Announcements

a. Chairperson Macri reminded trustees of the June 15 Employee Retirement Celebration.

b. Director of Education Berthiaume commended staff and students on the success of the 50th Anniversary Celebrations recently held at St. James Catholic Elementary School.

c. Board Chaplain Fr. Brunet - No comments this evening.

16. Remarks/Questions by Trustees

- Trustee Porcellini thanked members of the Child Care Advisory Committee for their work on the proposed amends to the Child Care policy and congratulated St. Michael's campus communities on the success of their graduation ceremonies.
- Trustee Janisse requested a meeting with administration and the St. Anne High School Parents Club. Trustee Janisse congratulated the St. Anne High School community on their school site closing ceremonies of June 2. Trustee Janisse send his regrets for the June 25 Board meeting due to a family commitment.
- Trustee Keane provided a brief overview of the activities undertaken by the Safety Patrol Committee and student Safety Patrollers over the past year and thanked employees of the board who are very active with the Windsor Essex Safety Patrol Association. Trustee Keane congratulated St. Francis Catholic Elementary School for being awarded the Canadian Intramural and Recreation Association (CIRA) Ontario's Outstanding Intramural Achievement Award. Trustee Keane congratulated the St. James school community for the outstanding success of the St. James 50th Anniversary Celebration and Mass.
- Trustee Alexander reported on his attendance at the 2007 Canadian Catholic Schools Trustees' Association (CCSTA) conference recently held in Sault Ste. Marie.
- Trustee DiMenna congratulated the staff and students of Cardinal Carter Catholic Secondary School who organized the recent Day of Champions.

- Trustee Courtney congratulated Luke Willson and Sara Tontodonati for the leadership awards they received this evening.
 - Student Trustee Willson expressed his appreciation for the leadership award he received this evening and provided a brief overview of the Student Senate discussions related to the proposed sweatshop free and community use of schools policies. Student Trustee Willson reported on his attendance at the 2007 Ontario Student Trustee Association (OSTA–AÉCO) AGM held last week in Toronto.
17. Pending Items – None.
 18. Continuation of In-Camera – Not required.
 19. Future Board Meetings: (unless stated otherwise all meetings will be held at the Windsor Essex Catholic Education Centre - 1325 California Avenue, Windsor)
 - **Monday**, June 25, 2007
 - Tuesday, August 28, 2007
 20. Closing Prayer – Fr. Brunet closed the meeting with a prayer.
 21. Adjournment - There being no further business, the Regular Board meeting of June 12, 2007 adjourned at 9:40 p.m.

Not approved.

John Macri
Board Chairperson

Joseph Berthiaume
Director of Education & Secretary-Treasurer



Windsor-Essex Catholic District School Board

1325 California Avenue, Windsor, Ontario N9B 3Y6
Telephone (519) 253-2481 Fax: (519) 253-0620

Joseph Berthiaume, Director of Education

John Macri, Board Chairperson

BOARD REPORT

Meeting Date:
June 25, 2007

Public **In-Camera**

PRESENTED FOR: Information Approval

PRESENTED BY: Senior Administration

SUBMITTED BY: Joseph Berthiaume, Director of Education
M. Seguin, Superintendent of Human Resources
P. Littlejohns, Manager of Human Resources
J. Bumbacco, Supervisor of Human Resources, Academic

SUBJECT: ADMINISTRATIVE STAFF REPORT

RECOMMENDATION:

That the Board receive the *Administrative Staff Report* on hiring, retirement and resignation of staff dated June 25, 2007 for information.

BACKGROUND:

FINANCIAL:

COMMENTS:

TIMELINES:

APPENDICES:

- Administrative Staff Report dated June 25, 2007

June 25, 2007

**Windsor-Essex Catholic District School Board
Administrative Staff Report**

	Employee Name	Position	Location	Date
HIRING:	Sheri Posthumus	Occasional Teacher	Supply	June 11, 2007
RESIGNATION:	Kathryn Kenney	Occasional Teacher	Supply	June 28, 2007
RETIREMENT:				

Teacher Retirements - Upcoming *Have given notice; have yet to retire	Elementary: 25	Secondary: 6	Total: 31
Teacher Retirements - Year to Date ** Have retired as of this date	Elementary: 8	Secondary: 4	Total: 12
Teacher Resignations - Upcoming	Elementary: 0	Secondary: 0	Total: 0
Teacher Resignations - Year to Date	Elementary: 1	Secondary: 1	Total: 2



Windsor-Essex Catholic District School Board

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Telephone (519) 253-2481 Fax: (519) 253-0620

Joseph Berthiaume, Director of Education

John Macri, Board Chairperson

BOARD REPORT

Meeting Date: June 25, 2007

Public **In-Camera**

PRESENTED FOR: Information Approval

PRESENTED BY: Senior Administration

SUBMITTED BY: Joseph Berthiaume, Director of Education
Mario Iatonna, Superintendent of Business
Ken Gignac, Controller of Finance

SUBJECT: 2006/2007 BUDGET STATUS REPORT

RECOMMENDATION:

That the Board receive the 2006/2007 Budget Status Report as information.

BACKGROUND:

On August 29, 2006, the Board approved a "Balanced Budget" for the fiscal year-ending August 31, 2007 and Quarterly Budget Reports have been presented at the January 17 and March 27th, 2007 Board Meetings.

In the first quarter report, it was projected that the supply teaching costs would be \$2M over budget. This was similar to the variance in the previous year (2005/2006), which was offset by "EPO's" - Education Program Other Grants. These additional grants enabled the Board to balance its 2005/2006 year-end.

In the second quarterly report, over-expenditures of \$2.3M in supply teaching and \$400K in administration were projected. It was anticipated that the other unfavourable variances in the overall budget would be offset by cutting back in other areas. Specifically, those other variances identified were over-expenditures of \$400K in the Facilities Services (F.S.) and \$250K in the Educational Assistant (E.A.) envelopes.

With regards to the F.S. variance, it is estimated that if the second recommendation listed below is adopted, the unfavourable variance can be reduced. The unfavourable variance in the E.A. envelope is now projected to be \$110K. To date, \$1.8M in EPO's has been received, which will be used to offset the projected variance in the supply teaching budget.

Having completed the third quarter, the projected deficit for the year-end is \$622,309, which is roughly 1/2 % of the operating budget.

The attached Revenue and Expenditure Report details the Board's financial activities by envelope within the Classroom and Non-classroom categories. There are still some steps that can be taken for the last two (2) months of the year, which could help reduce the projected deficit. A summary of expenditure reductions that are recommended are listed below:

- No expenditures should be initiated without prior approval of the program or department superintendent.
- Facilities Services should conduct essential repairs only.
- All Professional Development activities, unless funded by special grants, should cease.
- All purchases should be scheduled for shipment in the last week of August and payments charged to next year's budget.

Although some of these measures simply shift the expense to next year's budget, it gives an extra year to refine the operating budget and, during that time, the Ministry may also adjust its funding.

FINANCIAL:

The year-end results for 2006/2007 will impact the 2007/2008 budget. Administration is presenting in a separate report to the Board, a balanced 2007/2008 operating budget, which assumes no year-end deficit in 2006/2007.

COMMENTS:

None

TIMELINES:

Next Report for September 25, 2007 Meeting.

APPENDICES:

- Revenue and Expenditure Report

THE WINDSOR ESSEX CATHOLIC DISTRICT SCHOOL BOARD					
2006/2007 BUDGET REPORT					
AS AT JUNE 7 2007					
CATEGORY	GRANTS & REVENUE				
	ORIGINAL ESTIMATE	REVISED ESTIMATE	ALLOCATION CHANGE	PROJECTED EXPENSE	SURPLUS < DEFICIT >
<u>CLASSROOM</u>					
Classroom Teachers	\$115,522,492	\$117,943,431	\$2,420,939	\$115,717,000	\$2,226,431
Occasional/Supply	2,751,609	2,355,627	(395,982)	5,662,000	(\$3,306,373)
Teacher Assistants	12,942,895	11,572,434	(1,370,461)	12,296,000	(\$723,566)
Classroom Computers	1,693,156	1,535,543	(157,613)	1,700,000	(\$164,457)
Textbooks, Learning etc.	6,016,139	5,964,959	(51,180)	5,665,000	299,959
Professional/Para Prof/Techs	4,679,149	4,459,008	(220,141)	5,300,000	(840,992)
Library & Guidance	4,638,402	4,732,367	93,965	3,448,000	1,284,367
Staff Development	789,691	423,245	(366,446)	460,000	(36,755)
Department Heads	460,000	391,929	(68,071)	594,000	(202,071)
Sub-total	149,493,533	149,378,543	(114,990)	150,842,000	(1,463,457)
<u>NON CLASSROOM</u>					
			0		
			0		
Coordinators/Consultants	1,881,388	1,888,984	7,596	1,125,000	763,984
Principals, Vice Principals	9,522,678	9,132,136	(390,542)	9,928,950	(796,814)
School office	5,284,580	4,836,729	(447,851)	5,160,000	(323,271)
Continuing Ed, Intn'l Language	819,921	797,072	(22,849)	1,402,000	(604,928)
Sub-total	17,508,567	16,654,921	(853,646)	17,615,950	(961,029)
<u>ADMINISTRATION</u>					
Trustees	105,000	99,409	(5,591)	155,618	(56,209)
Director & S.O.'s	1,005,000	909,932	(95,068)	1,491,000	(581,068)
Board Administration	5,191,140	5,209,251	18,111	5,900,000	(690,749)
Sub-total	6,301,140	6,218,592	(82,548)	7,546,618	(1,328,026)
<u>OTHER OPERATING</u>					
			0		
			0		
Pupil Transportation	8,132,813	8,187,704	54,891	7,985,000	202,704
Interest on debt NPP	7,000,712	7,000,712		7,000,712	0
Interest on debt GPL	400,000	292,548		292,548	0
Interest on debt - other	1,094,080	1,094,080		1,094,080	0
Operations & Maintenance	19,172,280	19,140,111	(32,169)	20,300,000	(1,159,889)
Sub-total	35,799,885	35,715,155	(84,730)	36,672,340	(957,185)
Other operating grants & revenue	550,000	3,081,652	2,531,652	0	3,081,652
Transfer -Working funds reserve		1,005,736		0	1,005,736
TOTAL OPERATING	209,653,125	212,054,599	2,401,474	212,676,908	(622,309)



Windsor-Essex Catholic District School Board

1325 California Avenue, Windsor, Ontario N9B 3Y6
Telephone (519) 253-2481 Fax: (519) 253-0620

Joseph Berthiaume, Director of Education

John Macri, Board Chairperson

BOARD REPORT

Meeting Date:
June 25, 2007

Public **In-Camera**

PRESENTED FOR: Information Approval

PRESENTED BY: Senior Administration

SUBMITTED BY: Joseph Berthiaume, Director of Education
Mario Iatonna, Superintendent of Business
Cathy Geml, Superintendent of Education – Learning Support Services
Ken Gignac, Controller of Finance

SUBJECT: 2007/2008 DRAFT SPECIAL EDUCATION BUDGET

RECOMMENDATION:

That the Board receive the 2007/2008 Draft Special Education Budget as information.

BACKGROUND:

In the past year, substantial changes have been made to the Special Education Program through the delivery of the Learning Support Services (LSST) model and numerous Ministry initiatives. Other changes include charging 95% of the Educational Assistants and 80% of the Social Workers and Behavioural Specialists to the Special Education Program instead of 100%, which was charged in the past.

FINANCIAL:

The attached report is a draft Special Education Budget for 2007/2008.

COMMENTS:

None.

TIMELINES:

None.

APPENDICES:

- 2007/2008 Draft Special Education Budget

**Windsor Essex Catholic District School Board
Special Education
2007/2008 Draft Budget**

Draft

Classroom Teachers

94 Elementary @ \$71,000		\$6,580,000
34.5 Secondary @ \$75,800		<u>2,615,000</u>
		\$9,195,000

Benefits		<u>1,131,752</u>
		\$10,326,752

System Support Teachers

Program Planner (1) @ \$71,000	\$71,000	
Teacher of the Deaf/Hard of hearing (1)	71,000	
Teacher of the Visually Impaired (1.5 x \$71,000)	<u>107,000</u>	
		249,000

Coordinators (5)

508,045

Supply Teachers

67,390

Para-Professional Support Staff

Educational Assistants (Excluding Sign Language) \$44,805 x 254 x 95%		10,811,447
(includes supply and vacation pay & benefits)		
Behaviour Specialists (9) \$418,000 x 1271% (Benefits) x 80%		425,000
Sign Language Interpreters \$47,063 x 4.5 x 95%		<u>201,190</u>
		\$11,437,637

Professional Support Staff

Psychological Services (3)		255,470
Speech pathologists (7.1)		609,190
Social Workers (9.4) \$807,000 x 80%		<u>645,600</u>
		\$1,510,260

Special Equipment (Grant of \$200,000 included in Sp. Ed. Grant Est.)

150,000

Transportation

30,000

Learning Materials

110,000

Staff Development/Travel90,000

TOTAL Special Education expenditures		\$24,479,084
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Grant Estimate 2007/2008		\$24,369,084
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Contribution from CODE grant		110,000
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Proposed Surplus (Deficit) 2007/08		\$0
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John Macri, Board Chairperson

BOARD REPORT

Meeting Date: June 25, 2007

Public **In-Camera**

PRESENTED FOR: Information Approval

PRESENTED BY: Senior Administration

SUBMITTED BY: Joseph Berthiaume, Director of Education
Paul Picard, Senior Manager, Facilities Services

SUBJECT: **ANNUAL JOINT HEALTH AND SAFETY COMMITTEE (JHSC) REPORT**

RECOMMENDATION :

That the Board receive the report – Annual Joint Health and Safety Committee (JHSC) Report as information.

BACKGROUND:

The Board has one central Joint Health and Safety Committee (JHSC) which operates under a “Minister’s Order”. This order is generated by the Ministry of Labour, which is the authority having jurisdiction for workplace health and safety. This order sets out specific guidelines as to how the committee operates.

Organizational Structure of JHSC:

This committee is comprised of seven “worker” representatives and seven “management” representatives. The meetings are “co-chaired”, the worker and management co-chair’s alternate chairing these meetings.

Worker members of the committee are comprised of the following:

- two representatives from CUPE
- two representatives from CAW
- one representative from OECTA Secondary
- one representative from OECTA Elementary
- one representative from OECTA Occasional

Management members of the committee are comprised of the following:

- one representative from Human Resources
- three representatives from the Principal Association
- one representative from the Administrative Assistants Group
- two representatives from Facilities Services Dept

The Board's Health and Safety Officer attends the JHSC meetings as a resource to the committee. A secretary is assigned to the committee to take minutes.

The Joint Health and Safety Committee meets monthly from September to June. The committee reviews accident reports, workplace inspection issues and programs and forwards recommendations to management on various ways to improve health and safety in the workplace.

FINANCIAL: N/A

COMMENTS:

During the 2006/2007 school year, the committee assisted the board in the following areas:

- annual training of workplace site safety representatives
- labeling of all electrical boxes within the board
- training of occasional teachers in the Board's emergency response program through a P.D. day
- a review of current practices and a scent awareness campaign
- the committee is currently assisting the Board in the development of a violence in the workplace program
- training members in Level 1 JHSC Certification through the Industrial Accident Prevention Association.

TIMELINES: N/A

APPENDICES: None.



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Joseph Berthiaume, Director of Education

John Macri, Board Chairperson

BOARD REPORT

Meeting Date:
June 25, 2007

Public **In-Camera**

PRESENTED FOR: Information Approval

PRESENTED BY: Senior Administration

SUBMITTED BY: Joseph Berthiaume, Director of Education
Paul Picard, Senior Manager of Facility Services
Wilfred Wong, Manager of Operations and Maintenance

SUBJECT: **THEATRICAL CURTAINS-FLAME RETARDANT TREATMENT**

RECOMMENDATION:

That the Board receive the report - Theatrical Curtains – Flame Retardant Treatment in the school system as information.

BACKGROUND:

The Ontario Fire Code under 2.3.2.1, Textile Flame Resistance, states that drapes, curtains, including textiles and films used in buildings, shall meet the requirements for a high degree of flame resistance as described in Note 4 of CAN2-4.2-M77 when used in a Group "A" Occupancy, and assembly occupancies with an occupant load of more than 100 persons.

The Fire Code under 2.3.2.2, Flame Proofing Treatments, states that flame proofing treatments shall be renewed as often as required to ensure the material will pass the match flame test under NFPA 701, "Standard Methods of Fire Tests for Flame-Resistant Textiles and Films.

In consultation with the Fire Departments having jurisdiction, Facilities Services has focused their efforts in treating the theatrical curtains with a fire retardant material.

FINANCIAL:

Funding for this project was provided in the 2006-2007 Capital Renewal budget.

COMMENTS:

Facilities Services performed an extensive search to source a product suitable to conform to the application and the test.

A product was selected and all Fire Department Authorities were invited to attend St. John the Baptist Elementary School for review of the product, witness the application and the subsequent testing of a sample of the treated theatrical curtain. The various Fire Department Authorities were satisfied with the test and the product.

Facilities Services proceeded with a formalized quote and awarded the work to the successful vendor.

All curtains, which were treated, were provided with a certification satisfactory to the Fire Department Authorities.

TIMELINES:

APPENDICES: Protective Treatment Costing by School

Protective Treatment Costing					
School	Date	Sq Ft	Cost	GST	Total
St John the Evangelist	Sept 5/06	.60/Ft 1620	\$970.00	\$58.20	\$1,028.20
Cardinal Carter HS	Sept 6/06	3180	\$2,857.50	\$171.45	\$3,028.95
Queen of Peace	Sept 6/06	1658	\$1,243.00	\$74.61	\$1,318.11
St John the Baptist	Sept 12/06	.70/Ft 2470	\$1,730.00	\$103.80	\$1,833.80
St Theresa	Sept 12/06	1068	\$801.00	\$48.06	\$849.06
St Louis	Sept 12/06	2128	\$1,596.00	\$95.76	\$1,691.76
St Mary	Sept 12/06	1128	\$846.00	\$50.76	\$896.76
St William	Sept 12/06	2224	\$1,668.00	\$100.08	\$1,768.08
Holy Names	Sept 14/06	448	\$336.00	\$20.16	\$356.16
St Peter	Sept 14/06	1204	\$828.00	\$49.68	\$877.68
St Pius X	Sept 14/06	1440	\$1,080.00	\$64.80	\$1,144.80
St Joseph	Sept 14/06	1136	\$852.00	\$51.12	\$903.12
St Bernard	Sept 26/06	1410	\$1,058.00	\$63.48	\$1,121.48
Catholic Central H S		264 (low)	\$0.00	\$0.00	\$0.00
St Thomas of Villanova	Oct 3/06	5256	\$3,942.00	\$236.52	\$4,178.52
St Francis	Oct 11/06	1356	\$1,017.00	\$61.02	\$1,078.02
St James	Oct 11/06	520	\$390.00	\$23.40	\$413.40
St John	Oct 11/06	524	\$39.00	\$23.58	\$416.58
Christ The King	Oct 11/06	592	\$444.00	\$26.64	\$470.64
St Gabriel	Oct 11/06	544	\$408.00	\$24.48	\$432.48
St Christopher	Oct 17/06	496	\$372.00	\$22.32	\$394.32
St Angela	Oct 17/06	564	\$423.00	\$25.38	\$448.38
Immaculate Conception	Oct 17/06	828	\$621.00	\$37.26	\$658.26
L A Desmaris		636	\$477.00	\$28.62	\$505.62
H J Lassaline	Oct 23/06	276 (Low)	\$0.00	\$0.00	\$0.00
St Alexander	Oct 23/06	704	\$528.00	\$31.68	\$559.68
St Rose	Oct 23/06	544	\$408.00	\$24.48	\$432.48
F J Brennan	Oct 23/06	1092	\$819.00	\$49.14	\$868.14
Our Lady of Lourdes	Oct 23/06	1328	\$996.00	\$59.76	\$1,055.76
Holy Name H S		0	\$0.00	\$0.00	\$0.00
W J Langlois	Oct 25/06	516	\$387.00	\$23.22	\$410.22
TOTAL					\$29,140.46
Notes: Catholic Central-tested (no charge) met standard					
H J Lassaline - tested (no charge) met standard					
Holy Name H S - newer curtains (no testing required)					



Windsor-Essex Catholic District School Board

1325 California Avenue, Windsor, Ontario N9B 3Y6

Joseph Berthiaume, Director of Education

John Macri, Board Chairperson

BOARD REPORT

Meeting Date:
June 25, 2007

Public **In-Camera**

PRESENTED FOR: Information Approval

PRESENTED BY: Senior Administration

SUBMITTED BY: Joseph Berthiaume, Director of Education
Mario Iatonna, Superintendent of Business
Linda Staudt, Superintendent of Education
Rose Mousaly, Chief Information Officer

SUBJECT: UPDATE ON UPGRADE OF THE WIDE AREA NETWORK

RECOMMENDATION:

That the Board receive as information the report on the Proposed Upgrading of the Wide Area Network.

BACKGROUND:

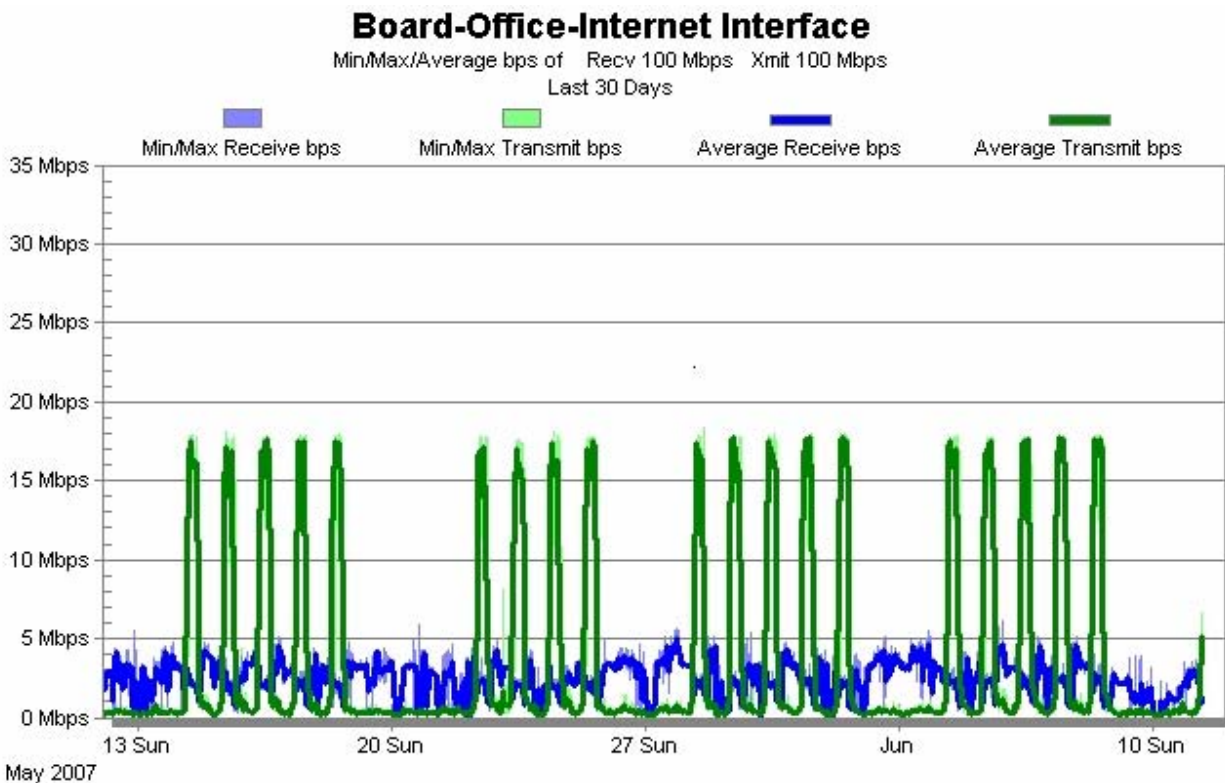
The existing wide area network that provides connectivity to the Board's 54 sites is made up of fibre, DSL and wireless connections. There are 21 sites connected wirelessly, 27 on fibre, and 5 on DSL.

There are currently over thirty systems that require access to the wide area network. The Student Information System, HR/Payroll System, Accounting Program, First Class Email System, security cameras and Building Management Systems are a few of the critical applications that are in high demand and impact on the network.

The access to educational online resources as well as the Internet is also an activity that impacts quite significantly on the network.

DSL does not provide the bandwidth that is required to keep up with the ever-increasing load on the network. Wireless LANs have limited transmission capacity and although faster than DSL, wireless is not a reliable solution. Connectivity is often affected by weather conditions and physical structures within the line of sight, such as trees and buildings.

A fiber network is the technology required to take the Board into the future. Infrastructure needs to be in place to address the ever-increasing demands on the network as well as the prioritization of network traffic for applications such as video that simply will not be usable should it encounter constant delays caused by the bulk of less sensitive traffic. It is becoming ever more difficult to fulfill the expectations of end-users for bandwidth as new applications and a greater number of workstations are being introduced. The Board now pays for 13Mb, but has access to up to 22Mb due to membership in WEDnet.



Without a wide area network that is fiber end to end, not only is the current use of the network an issue but as well, future technologies cannot be introduced. Video-conferencing and the use of Ministry licensed Adobe Connect, which would provide enterprise web communication solutions for training, web conferencing, and online collaboration would be restricted from being implemented.

COMMENTS:

WECDNB is a member of WEDnet, which is a consortium of health, education, municipal, and industry stakeholders working together for research, development and use of advanced information technologies. The need for increased bandwidth is shared by all the stakeholders and for that reason WEDnet issued a WAN RFP on behalf of the consortium.

There were a number of responses and two vendors (MaXess Network and COGECO) have been short-listed. A decision is expected within 4 weeks time to correspond with a Government of Ontario Rural Broadband program application, which must be submitted by July 15, 2007. The decision to be made involves a number of parameters, due to the length of the contract proposed by the vendors and the high cost of reaching selected rural and remote sites across the Essex County region.

The initiative is part of the Windsor and Essex County's Smart Communities project with coordinating activities supported by the Centre for Smart Community Innovation located at the University.

FINANCIAL:

It is recommended that the Windsor-Essex Catholic District School Board wide area network be upgraded as fiber becomes available to the balance of non-fiber sites. A monthly increase of connectivity costs in the neighbourhood of three times that currently incurred can be expected. \$250 per month for a DSL site would increase to approximately \$700.00 depending on the results of the RFP. Funding for the Wide Area Network is covered in the Classroom Computers funding envelope from the Ministry of Education.

TIMELINES:

The balance of the schools would be completed within the next twenty-four months subject to availability of the fibre network and subject to funding availability.

APPENDICES:

- Appendix A: WECDSB Network Statistics

WECDSB SITES

Updated 12/15/2006

Code	School Name	Type	Tech	Phone	Address	Principal or Contact
101	Assumption High School (Windsor)	Fiber	Abdallah	256-7801	1100 Huron Church Rd.	Mary-Margaret Parent
154	Catholic Education Center	OC3	Trini	253-2481	1325 California Ave.	Mario Rocha
103	Brennan High School (Windsor)	OC3	Serge	945-2351	910 Raymo Road	Denise Deziel
233	Cardinal Carter High School (Leamington)	Wireless	Paul	322-2804	120 Ellison Avenue	Leo Clark
163	Catholic Central High School (Windsor)	OC3	Ted	256-3171	441 Tecumseh Rd. E.	Darlene Kennedy
105	Christ the King (Windsor)	Fiber	Dan	969-2299	1200 Grand Marais W.	Kevin Bellaire
159	Desmarais (Windsor)	Wireless	Nancy	735-2892	10715 Eastcourt	Gary Frigon
107	Holy Cross (LaSalle)	Wireless	Dan	972-6050	2555Sandwich West Parkway	Theresa Barichello
230	Holy Name Gr. School (Essex)	Fiber	Milan	776-7351	200 Fairview W.	David Lozinsky
100	Holy Names High School (Windsor)	OC3	Amandeep	966-2504	1400 Northwood	Jim Minello
111	Immaculate Conception (Windsor)	RADSL	Sean	256-9156	735 Tuscarora	Zina Vivier
156	Langlois (Windsor)	Fiber	Nancy	948-9122	3110 Rivard	Lisa Boudreau
160	Lassaline (Windsor)	Fiber	Nancy	735-9474	3145 Wildwood	Doris Baggio
113	Notre Dame (Windsor)	Fiber	Amandeep	969-7040	2751 Partington	Tony Corona (acting)
114	Our Lady of Lourdes (Windsor)	Fiber	Serge	948-3072	4130 Franklin	Alicia DeSouza
115	Our Lady of Mount Carmel (Windsor)	Fiber	Dan	969-4700	1400 Cousineau	Rita Pallisco
116	Our Lady of Perpetual Help (Windsor)	Fiber	Sean	966-1293	775 Capitol Street	Marilyn Villalta
210	Our Lady of the Annunciation (Stoney Point)	Wireless	Milan	798-3117	7343 County Road #2	Ester Wilson
229	Queen of Peace (Leamington)	Wireless	Paul	326-9023	57 Nicholas St.	Nancy George
216	Sacred Heart (LaSalle)	NNI	Chris	734-1255	200 Kenwood	Anne-Marie Brode
118	St. Alexander (Windsor)	Fiber	Tom	945-5621	5305 Adstoll	Joni Ouellette
121	St. Angela (Windsor)	RADSL	Sean	254-7240	816 Ellis E.	Colleen Arfiero
122	St. Anne (Fr. Immersion) (Windsor)	Fiber	Sean	256-1911	1140 Monmouth	Carol Seguin
201	St. Anne High School (Tecumseh)	Wireless	Dwayne	735-6024	12050 Arbour St.	John Byrne
225	St. Anthony (Harrow)	Wireless	Keith	738-3531	157 Munger St.	Fr. Peter Hrytsyk
219	St. Bernard (Amherstburg)	Wireless	Keith	736-2166	320 Richmond St.	Joe Iacono
124	St. Bernard (Windsor)	Fiber	Sean	945-6948	1847 Meldrum	Anne Marie Melito
106	St. Christopher (Windsor)	Fiber	Nizar	972-5106	1213 E.C. Row	Melissa Farrand
130	St. Francis (Windsor)	Fiber	Abdallah	253-8327	477 Detroit	Dan Laporte (acting)
131	St. Gabriel (Windsor)	RADSL	Dan	969-3230	1400 Roselawn	Rino Licata
206	St. Gregory (St. Cair Beach)	Wireless	Nizar	735-4583	13765 St.Gregory Rd.	Rick Tolmie
134	St. James (Windsor)	Fiber	Abdallah	252-9960	1601 St. James	Carol Wilk
136	St. John (Windsor)	Fiber	Amandeep	256-4092	1920 Grove	J.P. Beauregard
226	St. John de Brebeuf (Kingsville)	Wireless	Keith	733-6589	43 Spruce St. South	Sean Schulert
208	St. John the Baptist (Belle River)	Wireless	Milan	728-2150	494 Peter St. (PO Box 460)	Louis Urso
214	St. John the Evangelist (Woodslee)	Wireless	Milan	723-4403	1473 West Belle River Rd.	Louise St. Pierre (acting)

WECDSB SITES

Updated 12/15/2006

137	St. John Vianney (Windsor)	Fiber	Nancy	948-8817	8405 Cedarview	David Bornais
217	St. Joseph Gr. School (River Cannard)	Wireless	Keith	734-1219	9381 Townline Rd.	Liz Pagliaroli
164	St. Joseph's High School (Windsor)	OC3	Tom	974-6663	5420 Empress	Kevin Mulvey
140	St. Jules (Windsor)	RADSL	Tom	945-2611	1982 Norman	Karen Drago
227	St. Louis (Leamington)	Wireless	Paul	326-8636	176 Talbot St. East	Ardra Kepran
142	St. Maria Goretti (Windsor)	Fiber	Nancy	948-1111	1166 Eastlawn	Joan Schell
215	St. Mary (Maidstone)	Wireless	Dwayne	737-6446	12096 County Rd.#34	Michael Pannunzio
112	St. Michael Alt High School (Victoria Ave) (Windsor)	Fiber	Sean	977-6161	465 Victoria Avenue	Ron Donaldson
235	St. Michael Alt High School (Essex)	RADSL	Dwayne	776-1371	190 Talbot St. South	Ron Donaldson
120	St. Michael Alt High School (Rhodes)	Fiber	Dan	972-2727 (4405)	St. Clair College (Cindy Hogan)	Ron Donaldson
204	St. Peter (Tecumseh)	Wireless	Nizar	735-2666	2451 Alphonse St.	Steve Bellaire
203	St. Pius X (Tecumseh)	Wireless	Nizar	735-3303	644 Lacasse Blvd.	Emelda Byrne
147	St. Rose (Windsor)	Fiber	Serge	945-7501	871 St. Rose	Gary Renaud
224	St. Theresa (Malden Town Center)	Wireless	Keith	736-5478	6101 Hwy.18 West, (R.R.# 5)	Greg Jolicoeur
207	St. William (Emeryville)	Wireless	Milan	727-3393	1201 Church St., (POBox 40)	Pat Murray
223	Stella Maris (Amherstburg)	Wireless	Keith	736-6408	140 Girard St.	Velma Cochetto-Picco
240	Transportation (Essex Civic Center)	Fiber	Marty	776-6431 ext. 204	360 Fairview Ave. West	Martin Gallant
232	Villanova High School (River Cannard)	Wireless	Chris	734-6444	2800 County Rd., #8	JoAnne Shea

Speeds

OC3 - (155 Mbps) - 5 Sites			
DSL - (RADSL) (Up to 7 Mbps down - 1 Mbps up) - 5 sites			
DSL - (MVL) (Up to 768 Kbps up & down) - 0 sites			
NNI - (Network To Network Interface)(Up to 6 Mbps down - 1 Mbps up) - 1 site			
Fiber Lan Extension (10 Mbps) - 21 sites			
Fiber Lan Extension (100 Mbps Internal) - 1 site			
RadioFrequency Wireless - (10 Mbps) - 21sites			



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Joseph Berthiaume, Director of Education

John Macri, Board Chairperson

BOARD REPORT

Meeting Date: June 25, 2007

Public **In-Camera**
PRESENTED FOR: Information Approval
PRESENTED BY: Senior Administration
SUBMITTED BY: Joseph Berthiaume, Director of Education
 Mario Iatonna, Superintendent of Business
 Colleen Norris, Coordinator of Policy Development
SUBJECT: **BOARD POLICY AMENDMENTS**
 - Policy A:03 Community Use of Schools
 - Procedure A:03 Community Use of Schools

RECOMMENDATION:

That the Board provide final approval to amendments to Board Policy A: 03 Community Use of Schools

and, that the Board receive Procedure Pr A:03 Procedure For The Community Use of Schools, as information.

BACKGROUND: Draft amendments to Board Policy A: 03 Community Use of Schools were approved in principle on June 12, 2007. Board Procedure Pr A: 03 was received as information with suggestions for amendments.

FINANCIAL: A financial report on Community Use of Schools was previously before the Board on June 12, 2007.

COMMENTS: Administration has considered the results of the public consultation process and has incorporated amendments to the Policy as approved in principle as well as amendments to the Procedure received as information on June 12, 2007. These amendments are contained within the following provisions (as underlined within the policy and procedure):

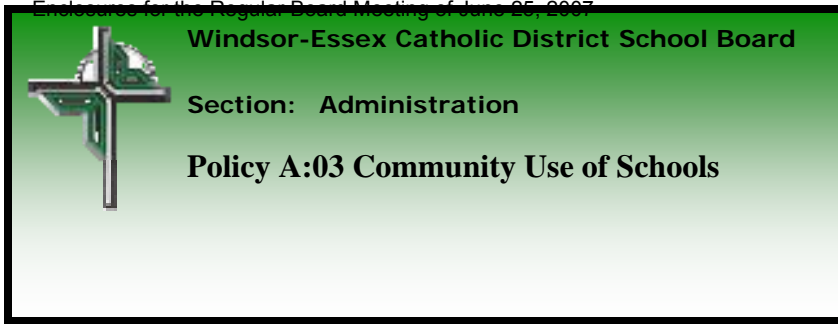
- Policy A: 03 section 4.4
- Policy A: 03 section 5.1

- Schedule "A" Policy A: 03
- Procedure Pr A: 03 section 2.4
- Procedure Pr A: 03 section 3.1
- Procedure Pr A: 03 section 3.4
- Procedure Pr A: 03 section 8.1
- Schedule "A" Procedure A: 03

TIMELINES: Implementation of the policy and procedure to begin immediately and to apply to applications for rentals for the 2007- 2008 school year.

APPENDICES:

- Draft Policy A: 03 Community Use of Schools
- Procedure Pr A: 03 Procedure for the Community Use of Schools



POLICY:	A:03
EFFECTIVE:	Sept 1999
AMENDED:	Sept 2004
RELATED POLICIES:	B:01, B:04, B:05, B:06, SC: 11
REPEALS:	
REVIEW DATE:	2007 - 2008

DRAFT

1.0 POLICY OBJECTIVE

To ensure that parishes and the community have reasonable use of the Windsor-Essex Catholic District School Board’s buildings and properties subject to availability and certain other conditions.

2.0 DEFINITIONS

Community Use of Schools Program refers to the government program established in 2004 to provide assistance to District School Boards to increase affordable access for Not-For-Profit Groups to both indoor and outdoor school space.

3.0 GUIDING PRINCIPLES

- 3.1 The Windsor-Essex Catholic District School Board shall operate its school buildings and property for the primary purpose of providing a suitable learning environment for the delivery of educational programs mandated by the Education Act and its regulations.
- 3.2 The community use of Board buildings and properties shall in no way interfere with that purpose.
- 3.3 All bookings for the use of school facilities and administration of leases and agreements shall be the responsibility of the Board’s Facilities Services Department. Principals are to ensure that all after-hours user groups, including school activities, have applied for and received approval from the Board’s Facilities Services Department.

Policy: Community Use of Schools**A:03**

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- 3.4 The Superintendent of Facilities Services or designate, in consultation with the Principal, has the authority to approve, deny and/or cancel a rental contract.
- 3.5 The Board shall exercise its power under the *Education Act* and Regulations to offer Continuing Education Programs (International Languages, English as a Second Language, Summer School, Evening Classes, etc.).
- 3.6 Schools shall be made available as electoral polling stations.
- 3.7 In keeping with the intent of the Community Use of Schools Program, the Board shall endeavor to provide fair and equal access to all user groups in the classification priority detailed in this policy. Where there are multiple permit requests filed by applicants included within the same priority classification and those applications are filed before the deadline for filing as determined by the Facilities Services Department, Facilities staff will in all cases endeavor to distribute the facilities equally amongst those applicants. All applications coming in after the deadline for filing shall be processed on a first-come, first-served basis from the time of receipt in the Facilities Services Department.
- 3.8 The Board maintains the right to protect and maintain its schools and grounds.
- 3.9 It is the intent of the Board to provide discounted rental charges to not-for-profit organizations in accordance with guidelines and funds as provided for by the Ministry of Tourism and Recreation and the Ministry of Education.
- 3.10 Community use of school facilities will be permitted provided that there is no additional cost to the Board as a result.
- 3.11 All and any costs incurred for clean-up/vandalism/loss shall be charged to the user group.
- 3.12 All discounted rates are dependant on funding from the Community Use of Schools Program. Should the funding allocation be discontinued, the rates will be reconsidered by the Board.

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- 3.13 User fees shall be reviewed annually and adjusted to ensure that the Board recovers totally the costs incurred through community use of school facilities. At a minimum, The Rental Fee Schedule rates shall increase each July 1st based on the annual Canadian Consumer Price Index (CPI) as of the previous April 1st.

4.0 SPECIFIC DIRECTIVES**4.1 Priority of Use By Classification*****Classification A***
(First Priority)**School Use**

All programs and inter-related activities operated or sponsored by the Board including sporting events.

Classification B
(Second Priority)**Parish/Diocesan Activities**

All Parish/Diocesan directed activities including, but not limited to, marriage preparation, parenting, family life, parish youth groups, Knights of Columbus, etc.

Classification C
(Third Priority)**Community Non-Profit For Youths Under 18 or Disabled Groups under the age of 28**

Not-for-profit local community groups whose activities directly involve children and youths under the age of 18 or under the age of 28 for disabled group (i.e., Scouts/Guides, YMCA/YWCA), etc.

Classification D
(Fourth Priority)**Not-for-profit recognized children's sport and recreation service providers involved with youth under the age of 18 or under the age of 28 for disabled groups.**

This shall include those groups meeting the MTR's Recognition Criteria.

Policy: Community Use of Schools**A:03*****Classification E
(Fifth Priority)*****Not For Profit Adult and Senior Groups as determined
by the WECDSB*****Classification F
(Sixth Priority)*****Community For-Profit**

All other groups that are not included in category A, B, C, D and E. This includes for-profit groups and/or individuals, community-based groups, organized athletic or recreational groups or associations for which fees are charged as a condition of membership/participation.

***Classification G
(Not applicable)*****Child Care Operations**

School based child care services including day nurseries under the Day Nurseries Act or Before or After School day care programs shall not be covered by this Policy, but shall be administered under Board Policy A: 21 Child Care.

4.2 Areas of Use**PERMITTED**

Gymnasiums
Auditorium
Classrooms
(without computers)
Cafeteria

Washrooms
Parking Lots

Soccer Fields
Baseball Fields
Athletic Tracks
Tennis Courts
Chapel (only by Diocese)

NOT PERMITTED

Principal's Office
Secretarial Office
Libraries/Resource centers

Speciality Rooms (science,
technical)

Staff Rooms
Material and Equipment Storage
Areas
Field Houses
Weight/Exercise Room
Greenhouses
Areas with Computers

4.3 Uses Not Permitted

- a. The use of Board facilities shall be restricted to parish and other approved community groups. Wedding receptions, anniversary celebrations, birthday parties and similar private gatherings are not permitted.

Policy: Community Use of Schools**A:03**

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- b.* The sale and/or consumption of alcoholic beverages shall be prohibited. Exceptions may be granted for special events such as School Reunions through written application to the Board. This written application must be forwarded to the Board at least 3 months prior to the event. The Board must be satisfied that the following criteria will be met:
- The school Principal or Board designate is the person in authority and on site during the time of the event;
 - There are no minors present;
 - The provisions of all applicable legislation is followed, including the requirements set out in the Liquor Licence Act and Occupier's Liability Act;
 - There is a licensed bartender and trained servers on site;
 - A permit has been obtained from the LCBO and accompanies the application;
 - Adequate supervision and security staffing is available to the satisfaction of the Director, or designate;
 - The Superintendent of Facilities Services or designate, may impose other conditions as deemed appropriate.
- c.* Any activity that could result in damage to school facilities shall be prohibited.
- d.* Any use that interferes with the normal day-to-day operations of the schools shall not be permitted.
- e.* No organization whose policies or activities are in opposition to the mission, values and goals of the Board shall be granted use of any property of the Board.

4.4 Rental Season

- a.* All schools shall be made available for rentals from October 1 to June 15 from Monday to Thursday and Saturdays generally at times to be established through Board Procedure, with the exception of Scouts Canada, Girls Guides, YMCA, and parish-related activities. These groups may use the facilities beginning in the third week of September, based on availability. Rentals shall not conflict with school activities including Parent/Teacher Interviews. Schools will not generally be available for rentals on Friday evening or Sunday.**

Policy: Community Use of Schools**A:03**

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- b. Hours of availability are dependent on the scheduling of custodial staff. Some schools may not be staffed as late in the evening as other schools due to reduced custodial coverage.
 - c. Overnight use of facilities shall be by special application only. Exceptions may be granted for special events through written application to the Board. This written application must be forwarded to the Board at least 3 months prior to the event and shall be approved or denied at the discretion of the Superintendent of Facilities Services.
 - d. Outdoor facilities will be available for rental from May 15 to October 31.
 - e. School facilities will not be made available for rental purposes during all school holidays including but not limited to Christmas Break (For these purposes, the Christmas Break shall commence at 4 p.m on the Friday of the first weekend of the Break through to the first day of classes after the Break), March Break (this period shall commence at 4 p.m. on the last day of classes before the Break), Easter (commencing at 4 p.m on the Thursday before Easter), Summer Holidays**, all Board scheduled Professional Development Days, and days when schools are closed due to inclement weather, except for School/Day Care/Latch Key where special arrangements are made.

** Rental Period: Applications for summer rentals (first day after Canada Day Holiday as observed by Board and its unions to the second week of August) are to be forwarded in writing no later than May 15th to the Facilities Department. The Superintendent of Facilities Services may grant special approvals for summer rentals or special approval for rentals on Friday evening or Sunday at his or her discretion in consultation with Executive Council.

4.5 Fees for Use of Schools

Fees shall be reviewed periodically by the Board pursuant to this Policy and any related procedures. Schedule A attached sets out fees to be charged to Community Not for Profit Groups (which includes classification groups B, C, D and E). Schedule B attached sets out fees to be charged to Community For Profit Groups (which includes

Policy: Community Use of Schools**A:03**

classification group F). There will be no fees charged to user groups falling under classification A.

4.6 Exceptions to this Policy

- a. Festival Theatre, St. Thomas of Villanova (The Villanova Theatre Management Committee, 734-7671).
- b. Baseball field, St. Thomas of Villanova (Windsor Titans) provided a written agreement is finalized.
- c. Certain long-standing *written* agreements may contain clauses that override this policy.
- d. Joint-use agreements shall not be subject to this policy.

5.0 RESPONSIBILITY

- 5.1 It is the responsibility of the Superintendent of Facilities Services or designate to provide a bi-monthly report to the Board detailing community use of Board property and the related costs.
- 5.2 It is the responsibility of all user groups to have the necessary applications and supporting documentation delivered to the appropriate designated Board officials within the time periods established by the Board.
- 5.1 It is the responsibility of all user groups to abide by all provisions of this Policy, Board Procedure and all Board rules and regulations while using Board facilities.

6.0 REVIEW AND EVALUATION

- 6.1 The effectiveness of this policy shall be assessed through Trustee, staff and community satisfaction measures.
- 6.2 This Policy shall be reviewed during the 2007 – 2008 policy review cycle.

7.0 REFERENCES

Procedure A:03 Community Use of Schools
B:01 Smoke Free Schools and Sites
B:04 Keys to Schools

Policy: Community Use of Schools

A:03

B:05 Property Damage/Vandalism/Theft

B:06 Access to School Premises

SC: 11 Trespassing

Community Use of Schools Program



Windsor-Essex Catholic District School Board

RENTAL FEE SCHEDULE – 'A' for Classification B, C, D and E user groups

SCHEDULE A: COMMUNITY (NON-PROFIT)

A:03

Unless otherwise agreed by the Board, the following rates shall apply:

<u>FACILITY</u>	<u>COST PER USE</u>	<u>*COST PER USE FOR RENTAL PERIODS > 6 MONTHS</u>
GYMNASIUM Elementary	\$1.67/hr	\$.63/hr
Secondary	\$1.67/hr	\$.63/hr

* rate is based on a minimum of four weeks per month and a one two-hour period per week.

AUDITORIUM

- | | |
|---|----------------------------|
| 1. Holy Names and Cardinal Carter | \$200 (+ additional costs) |
| 2. Catholic Central and F. J. Brennan | \$125 (+ additional costs) |
| 3. St. Joseph and St. Anne (Cafetorium) | \$125 (+ additional costs) |

CAFETERIA

\$45 (+ additional costs)

CLASSROOM

\$5.00/hr. to a daily maximum rate of \$25 (+ additional costs)

ADDITIONAL COSTS (where applicable)

1. \$50 security deposit per site or \$200 security deposit for Auditorium
2. \$150 key deposit
3. \$15 processing fee per location (maximum \$100 for multiple locations)
4. GST
5. \$75 lighting fee
6. \$15/hr. per technician
7. ~~Custodial overtime at the appropriate rate distributed evenly amongst user groups.~~
7. Custodial overtime shall be waived for rentals Monday-Thursday and Saturday. Approved Friday and Sunday rentals will be on a cost recovery basis and include all applicable custodial overtime.
8. NSF fee of \$25 will be charged as required
9. An amendment fee of \$25 will be charged (if applicable)
10. A cancellation fee of \$25 will be charged if contract is cancelled by the group.

Policy: Community Use of Schools

A:03

SCHEDULE A

OUTDOOR FACILITIES

Parking Lots	\$1.00 per usage
Soccer Fields, Athletic Tracks,	\$1.00 per usage
Baseball Diamonds	\$1.00 per usage



Windsor-Essex Catholic District School Board

RENTAL FEE SCHEDULE 'B' for Classification F User Groups**SCHEDULE B: COMMUNITY (FOR-PROFIT)****A:03**

Unless otherwise agreed by the Board, the following rates shall apply:

<u>FACILITY</u>	<u>COST PER USE</u>	<u>*COST PER USE FOR RENTAL</u> <u>PERIODS > 6 MONTHS</u>
GYMNASIUM Elementary	\$25/hr	\$9.38/hr
Secondary	\$40/hr	\$15/hr

* rate is based on a minimum four weeks per month and a one two-hour period per week.

AUDITORIUM

- | | |
|---|----------------------------|
| 1. Holy Names and Cardinal Carter | |
| Performance Nights | \$310 (+ additional costs) |
| Rehearsal Nights | \$200 (+ additional costs) |
| 2. Catholic Central and F. J. Brennan | |
| Performance Nights | \$175 (+ additional costs) |
| Rehearsal Nights | \$125 (+ additional costs) |
| 3. St. Joseph and St. Anne (Cafetorium) | \$125 (+ additional costs) |

CAFETERIA

\$90 (+ additional costs)

CLASSROOM

\$12.00/hr. to a daily maximum
Rate of \$50 (+ additional costs)

ADDITIONAL COSTS (where applicable)

1. \$150 security deposit per site or \$200 security deposit for Auditorium
2. \$150 key deposit
3. \$15 processing fee per location (maximum \$100 for multiple locations)
4. GST
5. Custodial overtime will be charged at the appropriate rate
6. \$75 lighting fee
7. \$15/hr. per technician
8. NSF fee of \$25 will be charged as required
9. An amendment fee of \$25 will be charged (if applicable)
10. A cancellation fee of \$25 will be charged if contract is cancelled by the group.

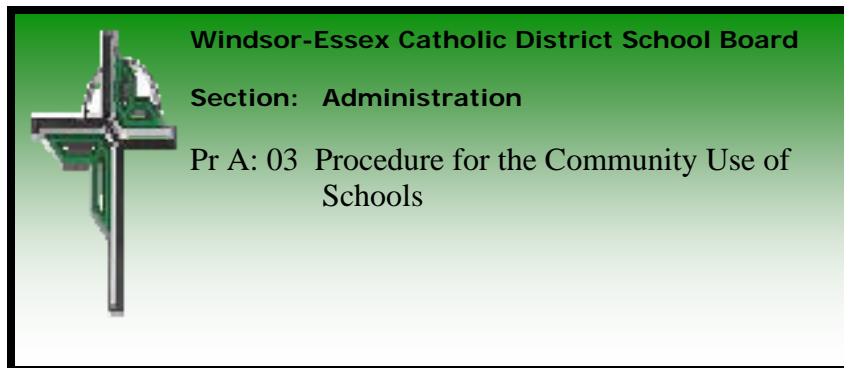
Policy: Community Use of Schools

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SCHEDULE B

OUTDOOR FACILITIES

Parking Lots	\$25.00 per usage
Soccer Fields, Athletic Tracks, Baseball Diamonds	\$ 5.00 per usage



NUMBER:	PR A:03
EFFECTIVE:	
AMENDED:	
RELATED POLICIES:	A 03
REPEALS:	
REVIEW DATE:	

1.0 Objective

To provide a process and fee schedule for the rental and use of school property.

2.0 School Use

- 2.1 Principals shall reserve one evening per week for school functions during the school year and inform the Facilities Services Department of their choice prior to the second Tuesday in September. The evening reserved by the Principal shall not be available for rental.
- 2.2 Should the school require use of their school space after 6:00 p.m. on weekdays other than the evening reserved for school functions, or at any time on weekends, a rental application must be signed by the Principal and forwarded to Facilities Services for approval and processing no later than two weeks prior to the event.
- 2.3 Where unforeseen circumstances require an application as set out in section 2.2 above and the premises have been rented to another group for that time, Facilities Services will notify the affected group of the cancellation.
- 2.4 All elementary schools have the use of their school space from Monday to Thursday until 6:00 p.m. Secondary schools shall have use of their school space Mondays and Wednesdays until 7:00 p.m. and Tuesdays and Thursdays until 9:00 p.m. If school space is not required within or outside of these times by the school staff or students, the Superintendent of Facilities Services may grant approval for rentals during these times until 10:30 p.m. at his or her discretion, in consultation with Executive Council.

3.0 Applications and Approval for After Hours Use of Schools

- 3.1 Application for Facility Use Forms shall be available at school offices and the Facilities Services Department. Applications must be received by August 10 in order to be considered under section 3.7 of Policy A:03. Any applications filed after the August deadline must be forwarded to the Facilities Services Department for approval at least twenty-one (21) days prior to the event in order to be considered. Applications will not be considered unless all forms are completed and the following documentation is provided:

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- a) Documentation confirming organization is an existing not-for-profit including current not-for-profit registration number.
 - b) An insurance certificate confirming the Applicant has secured comprehensive general liability insurance of at least two million dollars (\$2,000,000) naming the WECDSB as an additional insured on the policy.
 - c) An audited financial statement of the not-for-profit organization's most recent fiscal year or other financial information as may be determined by the Superintendent of Facilities.
- 3.2 The application shall be approved or denied by the Superintendent of Facilities Services or designate in accordance with Board Policy.
- 3.3 Upon approval, rental cost (including applicable tax) and conditions shall be established by the Facilities Services Department and collected by the Facilities Services Department prior to the rental period or event. Payment must be made, in full, in the form of a cheque or money order made payable to the Windsor-Essex Catholic District School Board. In the event that the cheque is not cleared, the applicable N.S.F. fee will be charged. A certified cheque or money order will then be required for repayment.
- 3.4 Appealing of fees and special requests for exemptions to the Community Use Policy or Procedure are to be forwarded, in writing, at least three (3) weeks prior to the scheduled event to the Superintendent of Facilities Services. The Superintendent may grant appeals or exemptions at his or her discretion in consultation with Executive Council.
- 3.5 The approved contract shall be forwarded by the Facilities Services Department to the User, and the Principal.

4.0 Special Applications For Overnight Use

- 4.1 All applications for overnight use of school premises must be received at Facilities Services at least 3 months prior to the event.
- 4.2 It is the responsibility of the school to assist the rental group in completing the requirements of the local Fire Departments including:
- i) floor plan indicating areas to be used, including the identification of sleeping areas
 - ii) fire procedures and fire alarm training by authorized Board personnel
 - iii) itinerary of events and number of attendees
- 4.3 All written documentation prepared for the Fire Department must be forwarded to Facilities Services before the application will be considered.

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- 4.4 The Superintendent of Facilities Services at his or her discretion may approve the application. Approval, if granted, will be forwarded in writing to the applicant.
 - 4.5 The application will be processed and the approved contract forwarded to the school once the applicant forwards final approval of the respective Fire Department to Facilities Services.

5.0 Duties and Responsibilities

- 5.1 Groups are expected to leave the facility in a neat and clean state. All and any costs incurred for clean-up/vandalism/loss during rental use shall be charged to the user group.
- 5.2 All groups must abide by the rules and regulations established by the WECDSB for rental contract holders including those included in schedule C. Any failure to adhere to these regulations will result in cancellation of the contract to the rental group and the assessment of all costs for damage or extra services needed.
- 5.3 Distribution of keys and alarm codes shall be restricted to authorized Board personnel or as designated by the Facilities Services Department. Any infraction of this trust shall result in privileges being withdrawn.
- 5.4 Rental contracts cannot be assigned to other parties. Principals must ensure that only those groups specified in the contract are allowed to use the premises.
- 5.5 Principals must report all complaints, damage, breaches of regulations, Policy or Procedure to Facilities Services for investigation and follow-up.

6.0 Fees for Use of Schools

- 6.1 Fees shall be reviewed periodically by the Board pursuant to Policy A:03 and this Procedure. Schedules A and B of Policy A:03 set out fees to be charged to each user group. Those fees shall include the following:
 - a. A \$15 non-refundable processing fee for community use of schools is required for each rental contract signed, by location. The processing fee for multiple locations will not exceed \$100.
 - b. The processing fee is non-refundable unless a facility is unavailable.
 - c. A refundable security deposit of \$150 for community for profit groups and \$50 for not for profit groups is required with each new application.
 - d. If after a contract has been finalized the group wishes to amend the contract, an amendment fee of \$25 will be charged.

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- e. If a contract is cancelled at the request of the group, a cancellation fee of \$25 will be charged.
 - f. If a cheque is returned as NSF, a fee of \$25 will be charged.
 - g. A \$150 refundable key deposit will be collected from all user groups.
- 6.2 Refunds will not be provided for cancellations made by the rental group, and may result in cancellation fees.

7.0 Discounted Rates

- 7.1 Discounted rates are applicable to Group B, C, D, and E users as defined by the Community Use of Schools policy.
- 7.2 The rate schedule provided in Policy A:03 has been discounted based on the funding from the Ministry of Tourism and Recreation and the Ministry of Education. Should the funding allocation be discontinued, rates reflected in Policy A:03 Schedule B will apply.

8.0 Custodial Services

- 8.1 For Classification B, C, D and E user groups (non-profit):

For use Monday to Thursday and Saturday the custodial overtime fees shall be waived for these groups. For any approved summer rentals or approved rentals on Friday evening or Sunday, these groups will be charged on a cost recovery basis, including the applicable custodial overtime charges. The custodial charges shall be calculated by multiplying the number of custodial hours deemed necessary by Facilities Services by the applicable custodial hourly rate as established by collective agreement. When a custodian is called out for duty, a minimum of three hours, at overtime rates will be levied.

- 8.2 For Classification F user groups (For Profit):

When custodians are regularly on duty, no custodial charge related to the use of the facility shall be levied unless additional help is required for set-up, supervision, and/or clean-up. When a custodian is called out for duty the cost will be added to the cost of the rental agreement. The cost shall be calculated by multiplying the number of custodial hours deemed necessary by Facilities Services by the applicable custodial hourly rate as established by collective agreement. When a custodian is called out for duty, a minimum of three hours, at overtime rates will be levied.

- 8.3 For All User Groups:

- a) To ensure appropriate custodial coverage is provided, hours required must be identified on the Agreement for Use of Facilities.

- b) If more than one user group is using enhanced custodial services (when custodian is present in unscheduled hours) the custodial costs shall be distributed in a fair and equitable manner as determined by the Superintendent of Facilities or designate.



Windsor-Essex Catholic District School Board

RENTAL FEE SCHEDULE – 'A' for Classification B, C, D and E user groups

SCHEDULE A: COMMUNITY (NON-PROFIT)

A:03

Unless otherwise agreed by the Board, the following rates shall apply:

<u>FACILITY</u>	<u>COST PER USE</u>	<u>*COST PER USE FOR RENTAL PERIODS > 6 MONTHS</u>
GYMNASIUM Elementary	\$1.67/hr	\$.63/hr
Secondary	\$1.67/hr	\$.63/hr

* rate is based on a minimum of four weeks per month and a one two-hour period per week.

AUDITORIUM

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|---|----------------------------|
| 1. Holy Names and Cardinal Carter | \$200 (+ additional costs) |
| 2. Catholic Central and F. J. Brennan | \$125 (+ additional costs) |
| 3. St. Joseph and St. Anne (Cafetorium) | \$125 (+ additional costs) |

CAFETERIA

\$45 (+ additional costs)

CLASSROOM

\$5.00/hr. to a daily maximum rate of \$25 (+ additional costs)

ADDITIONAL COSTS (where applicable)

1. \$50 security deposit per site or \$200 security deposit for Auditorium
2. \$150 key deposit
3. \$15 processing fee per location (maximum \$100 for multiple locations)
4. GST
5. \$75 lighting fee
6. \$15/hr. per technician
7. ~~Custodial overtime at the appropriate rate distributed evenly amongst user groups.~~
7. Custodial overtime shall be waived for rentals Monday-Thursday and Saturday. Approved Friday and Sunday rentals will be on a cost recovery basis and include all applicable custodial overtime.
8. NSF fee of \$25 will be charged as required
9. An amendment fee of \$25 will be charged (if applicable)
10. A cancellation fee of \$25 will be charged if contract is cancelled by the group.

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SCHEDULE A

OUTDOOR FACILITIES

Parking Lots	\$1.00 per usage
Soccer Fields, Athletic Tracks,	\$1.00 per usage
Baseball Diamonds	\$1.00 per usage



Windsor-Essex Catholic District School Board

RENTAL FEE SCHEDULE 'B' for Classification F User Groups**SCHEDULE B: COMMUNITY (FOR-PROFIT)****A:03**

Unless otherwise agreed by the Board, the following rates shall apply:

<u>FACILITY</u>	<u>COST PER USE</u>	<u>*COST PER USE FOR RENTAL</u> <u>PERIODS > 6 MONTHS</u>
GYMNASIUM Elementary	\$25/hr	\$9.38/hr
Secondary	\$40/hr	\$15/hr

* rate is based on a minimum four weeks per month and a one two-hour period per week.

AUDITORIUM

- | | | |
|----|--------------------------------------|----------------------------|
| 1. | Holy Names and Cardinal Carter | |
| | Performance Nights | \$310 (+ additional costs) |
| | Rehearsal Nights | \$200 (+ additional costs) |
| 2. | Catholic Central and F. J. Brennan | |
| | Performance Nights | \$175 (+ additional costs) |
| | Rehearsal Nights | \$125 (+ additional costs) |
| 3. | St. Joseph and St. Anne (Cafetorium) | \$125 (+ additional costs) |

CAFETERIA

\$90 (+ additional costs)

CLASSROOM

\$12.00/hr. to a daily maximum
Rate of \$50 (+ additional costs)

ADDITIONAL COSTS (where applicable)

1. \$150 security deposit per site or \$200 security deposit for Auditorium
2. \$150 key deposit
3. \$15 processing fee per location (maximum \$100 for multiple locations)
4. GST
5. Custodial overtime will be charged at the appropriate rate
6. \$75 lighting fee
7. \$15/hr. per technician
8. NSF fee of \$25 will be charged as required
9. An amendment fee of \$25 will be charged (if applicable)
10. A cancellation fee of \$25 will be charged if contract is cancelled by the group.

Policy: Community Use of Schools

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SCHEDULE B

OUTDOOR FACILITIES

Parking Lots	\$25.00 per usage
Soccer Fields, Athletic Tracks, Baseball Diamonds	\$ 5.00 per usage



Windsor-Essex Catholic District School Board

GENERAL RULES & REGULATIONS**SCHEDULE C**

A:03

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1. In all after-hours use of school facilities, the Authorized User shall ensure that the facilities are maintained in total readiness for the day-school students. Where necessary an "After Hours Use of Facility Incident Report" shall be completed and submitted to the Facilities Services Department by the Principal or Custodian.
 2. The signing officer shall be at least *18* years old. Adequate adult supervision shall be provided by the Authorized User.
 3. During the hours of the permit, a designated Board representative, if available on the property, will be responsible for the building. The authorized user will be required to adhere to their instructions. In the absence of a Board representative, the authorized user will be in charge.
 4. Groups or organizations using the school facilities shall use only those areas which have been approved for the group's purpose. No other area of the school shall be used by the group. **FAILURE TO COMPLY SHALL RESULT IN CANCELLATION.**
 5. Authorized Users shall not be permitted to alter, modify, or interfere with electrical or mechanical equipment.
 6. Only non-marking footwear and equipment will be allowed for gymnasium use.
 7. Floor hockey *and lacrosse are* prohibited in gymnasiums.
 8. *Animals are not permitted on school property.*
 9. Soccer/baseball activities, *including the use of aluminum bats,* are prohibited *in gymnasiums.* The use of a nerf ball (all sponge balls, unaltered) is permitted on the basis of a specific request and for teaching purposes only.
 10. Parking shall be restricted to designated areas and limited to authorized users of school facilities. Parking shall not be permitted on driveways, fire routes or lawns. Where parking is permitted, the authorized user shall supervise parking. All parking shall be at the risk of the vehicle owner.
 11. SMOKING shall be prohibited on all Board property.
(see Board Policy B:01 – Smoke Free Schools & Sites)
 12. The Authorized User shall be responsible to the Board for all damage to the building and equipment, and shall indemnify and hold harmless the Board from any claim whatsoever, for any person or persons. Any damage to the building and/or its equipment shall be repaired or

Policy: Community Use of Schools**A:03**

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- replaced at the Authorized User's expense. Facilities used by the Authorized User shall be examined after use and the Authorized User shall agree to make good any loss or damage.
13. The Board shall not be responsible for personal injury or damage, nor the loss or theft of clothing and equipment for anyone attending on the invitation of the Authorized User.
 14. The use of school premises or facilities shall be restricted to those agreed upon.
 15. It shall be the responsibility of the rental group to coordinate access of arrivals. Specifically, doors may not be propped open with any materials (rocks, pieces of wood, chairs, etc.) at any time during the rental period. *It is the responsibility of the rental group to assign an individual to monitor the doors.* The authorized user shall be responsible for all rental participants and must ensure that the school grounds are vacated by the time specified on the contract.
 16. Outdoor facilities will be available for rental from May 15 to October 31.
 17. It shall be the responsibility of the Authorized User to make sure that all persons admitted to the function have vacated the school buildings and grounds promptly by the time specified on the permit. **FAILURE TO LEAVE AT THE APPOINTED TIME MAY RESULT IN ADDITIONAL CHARGES.**
 18. Unauthorized advertising shall not be permitted on school property.
 19. No storage space shall be granted to outside organizations.
 20. **COSTS INCURRED FOR THE IMPROPER USE OF FIRE AND SECURITY ALARMS SHALL BE CHARGED TO THE AUTHORIZED USER.**
 21. Groups shall be restricted to hours and frequency of use as specified on the contract.
 22. The Board shall reserve the right to remove any ~~permit~~ user. ~~Permits~~ Contracts are not transferable.
 23. ~~Permits~~ Contracts may be cancelled due to inclement weather without a refund.
 24. All fundraising activities shall require a Board representative to be present.
 25. No athletic equipment will be provided for the user group, except volleyball poles.
 26. Outdoor rental groups or organizations must refrain from using area(s) specified, if field conditions are unsuitable for play. The conduct of players should be such that there is no offense to the general public. Outdoor facilities are rented on an 'as is' basis. Improvement(s) to the said area(s) may be made at no cost to the Board, after written permission is obtained.
 27. The Fire Emergency Procedures will be provided to each authorized user (see SCHEDULE E).
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Policy: Community Use of Schools

A:03

LIABILITY

1. The holder of the ~~permit~~ contract shall be responsible to the Board for all damages to the building and equipment and shall indemnify and hold harmless the Board from any and all claims. Facilities used by the applicant shall be examined after use and any damages to the building and/or its equipment shall be repaired or replaced at the renter's expense.

2. The Board shall not be responsible for personal injury or damage, nor the loss or theft of personal property and equipment of any member of the rental group.

I understand that, if granted permission to use the facility, I will abide by all of the clauses outlined above.	
Authorized User	Date
Facilities Services Dept.	Date



Windsor-Essex Catholic District School Board

FIRE EMERGENCY PROCEDURES FOR USER GROUPS

SCHEDULE E

A:03

FIRE EMERGENCY PROCEDURES FOR USER GROUPS

As the person in charge of a group using the Community Use facilities, you are responsible for ensuring that all participants in your program are made aware of the following emergency procedures.

IF YOU DISCOVER A FIRE:

1. Leave the area immediately and close doors behind you.
2. Sound the Fire Alarm.
3. Leave the building immediately by using the nearest exit.
4. Call the Fire Department at **911**.

IN GENERAL:

- Keep doors to stairways closed at all times.
- Keep stairways, landings, hallways, passageways and exits clear of any obstruction.
- Have a working knowledge of activating the fire alarm pull station(s).
- DO NOT use elevators.

FIRE PROCEDURES:

It is the responsibility of all persons using these facilities that they be familiar with the "Fire Emergency Procedures", Ontario Fire Code.

All permit holders are required to visit the school PRIOR to the first date of use indicated on their permit and review the following fire emergency procedures with the school custodian:

- ✓ Location of nearest fire exits
- ✓ Location of nearest fire alarm pull stations
- ✓ Location of the fighting equipment

The permit holder is also required to review these emergency procedures with all participants of their program on the first date of use.



Windsor-Essex Catholic District School Board

INDEMNIFICATION AGREEMENT

A:03

SCHEDULE F

This Agreement dated this _____ day of _____, 200__

BETWEEN:

THE WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD
("the Board")

- and -

("the Organization")

- and -

(names of individuals)

INDEMNIFICATION AGREEMENT

IN CONSIDERATION of the sum of One Dollar (\$1.00), receipt of which is hereby acknowledged and in consideration for the licence to use the Board's facilities identified in Schedule "A" attached hereto on the terms and conditions set out in said Schedule "A", the Organization, its officers and directors agree, jointly and severally to indemnify, protect, and save harmless the Board from all loss, costs, including legal costs, expenses of any kind, or damages on account or as a result of claims, actions, causes of action or proceedings of any kind against the Board as a result of claims of injury to person(s) or property in any way caused by or resulting from or allegedly caused by or resulting from the negligence or wrongdoing of the Organization, its officers, directors, servants or volunteers arising out of the use of the premises or equipment of the Board or other matters to which this Agreement and the Schedule(s) hereto pertain.

The Organization, at its expense, shall defend any such claim, suit, action or proceeding to which the Board is a named party or to which a party seeks to name the Board as a party.

The Organization shall maintain insurance *as specified in Policy A:03*, and furnish evidence of same to the Board. *This shall protect the Board* its officers, directors and servants and the Board from any claim for damages for personal injury, including death, and from claims for property damage as set out above in this Agreement.

For (Organization)

For the Board

President

Secretary



Windsor-Essex Catholic District School Board

1325 California Avenue, Windsor, Ontario N9B 3Y6
 Telephone: (519) 253-2481 Fax: (519) 253-0620

Joseph Berthiaume, Director of Education

John Macri, Board Chairperson

BOARD REPORT

Meeting Date: June 25, 2007

Public **In-Camera**

PRESENTED FOR: Information Approval

PRESENTED BY: Senior Administration

SUBMITTED BY: Joseph Berthiaume, Director of Education
 Mario latonna, Superintendent of Business
 Colleen Norris, Coordinator of Policy Development

SUBJECT: **BOARD POLICY AMENDMENTS**
 - Draft Policy A: 05 Pupil Accommodation Review
 - Procedure Pr A: 05 Pupil Accommodation Review

RECOMMENDATION:

That the Board provide final approval to Draft Policy A: 05 Pupil Accommodation Review;

and, that the Board receive as information Procedure Pr A: 05 Pupil Accommodation Review.

BACKGROUND:

On June 12, 2007, the Board revoked Board Policy A: 05 School Closure and approved in principle Draft Policy A: 05 Pupil Accommodation Review.

The Policy Working Subcommittee, comprised of Joseph Berthiaume, Director of Education, Mario latonna, Superintendent of Business, and Colleen Norris, Coordinator of Policy Development, worked with staff and through a public consultation process, to prepare the attached draft procedure. Appendix "A" of that Procedure, "Generic School Valuation Framework", was prepared with the assistance of a public committee established by administration pursuant to Ministry Guidelines. The committee included parent, business, municipal and educational representation.

FINANCIAL: N/A**COMMENTS:**

There has been no feedback received since the Draft Policy was approved in principle and there have been no amendments made. The draft, as approved in principle at the June 12, meeting, is recommended for final approval. Since no further amendments were made to the policy, it is not included as an appendix to this report. An electronic version continues to be available on the Board's website at: www.wecdsb.on.ca

As directed by Ministry Guidelines, school valuation is to be the focus of a pupil accommodation review process. To support that objective, school boards are required to develop a Generic School Valuation Framework to assess four considerations:

- Value to the student
- Value to the community
- Value to the school board
- Value to the local economy

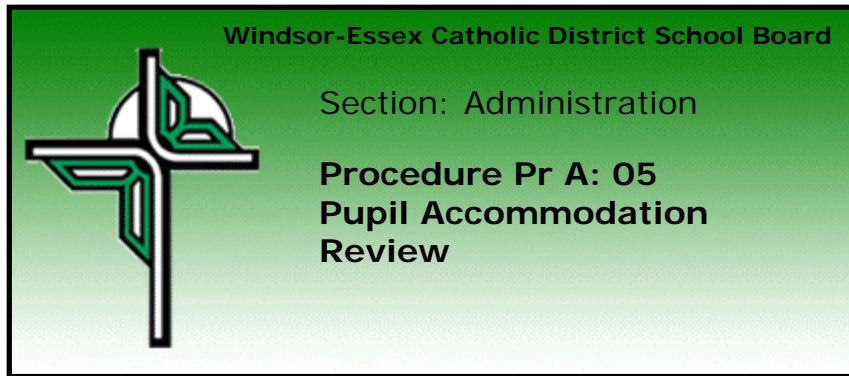
The Generic School Valuation Framework, prepared with the assistance of a public committee, is attached as Appendix "A" to the Procedure. The committee was instrumental in incorporating the diverse interests of members of the community into the valuation tool. A draft was also vetted through a public consultation process and feedback was considered and incorporated by the committee. The Policy and revised Procedure were also forwarded for public consultation to Principals, Union/Federation representatives, Trustees, and to a representative from the Diocese.

TIMELINES:

The Ministry Guidelines requested that Boards have their Pupil Accommodation Review Policies approved and posted to their public web sites by March 31, 2007. To allow for proper public consultation administration has requested that the time frame be extended and has informed the Ministry of the intent to have this policy to the Board for approval in principle on June 12, 2007 and for final approval on June 25, 2007

APPENDICES:

- Procedure Pr A: 05 Pupil Accommodation Review



PROCEDURE:	Pr A: 05
EFFECTIVE:	
AMENDED:	
RELATED POLICIES:	A: 05, A:22
REPEALS:	
REVIEW DATE:	

DRAFT

1.0 OVERVIEW OF PROCEDURE

1.1 The Windsor-Essex Catholic District School Board's Pupil Accommodation Review Procedure shall involve the following four stages:

- 1) Stage One – Identification
- 2) Stage Two – Review and Analysis (including the establishment, responsibilities and reporting of an Accommodation Review Committee (ARC))
- 3) Stage Three – Decision by the Board
- 4) Stage Four - Implementation

2.0 STAGE ONE – Identification

The Preliminary Report

2.1 The Director of Education will present a preliminary report to the Board identifying a school or group of schools in which challenges may be faced in providing a suitable and equitable range of learning opportunities for students, and in respect of which there may be a need to consider the possible consolidation, closure or major program relocation in respect of one or more schools.

2.2 The Director's report shall set out the reasons for the need to consider the possible consolidation, closure or major program relocation. A school or group of schools may be considered for study if one or more of the following conditions apply:

- a) The school or group of schools is unable to provide a suitable and equitable range of learning opportunities for students;
- b) The school or group of schools has experienced or will experience an adverse impact on learning opportunities for students due to declining enrolment;
- c) Reorganization involving the school or group of schools could enhance program and learning opportunities for students;
- d) Teaching/learning spaces are not suitable to provide the programs needed to serve the community and retrofitting may be cost prohibitive;
- e) Under normal staffing allocation practices, it would be necessary to assign three grades to one class in one or more of the schools;

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- f) One or more of the schools is experiencing higher building maintenance expenses than what is typical for the system and/or is in need of major capital improvements;
 - g) In respect of one or more of the schools there are safety and/or environmental concerns attached to the building, the school site or its locality;
 - h) The consolidation of schools is in the best interest of the overall school system;
 - i) It has been no less than five years since the inception of a study of the school by an Accommodation Review Committee, except where extenuating circumstances warrant, such as an unexpected economic or demographic shift, or a change in a school's physical condition.

3.0 STAGE TWO – Review and Analysis

Establishing an Accommodation Review Committee

- 3.1 After reviewing the Preliminary Report, the Board may direct the formation of an Accommodation Review Committee (“ARC”) for a group of schools or for a single school. Parents/guardians, staff and school council members of the affected schools shall be informed through their respective schools, of the Board’s decision to form an ARC, and the decision shall be posted on the Board’s website.
- 3.2 The ARC will consist of the following persons:
 - a) Two Trustees, at least one of whom represents the area under study.
 - b) School Superintendent(s) whose schools are in the area under study.
 - c) From each school affected:
 - o The school Principal or designate.
 - o One representative from the teaching staff.
 - o One representative from the non-teaching staff.
 - o Three parents, one of whom will be the School Council Chair or designate.
 - o One student representative from each secondary school under review.
- 3.3 The ARC may appoint additional members as resources including the Pastor(s) of the parishes in which the affected schools are located and various members of Board administration as necessary. The ARC will invite a municipal councillor or delegate and a member of the business community to join the Committee. The ARC will be deemed to be properly constituted whether or not all of the listed members are willing and able to participate.
- 3.4 The Board will appoint the Trustee who does not represent the area under study as the Chair of the ARC. The School Superintendent(s) shall function as secretary and in a resource capacity. The Chair will convene and chair meetings, and will, in cooperation with the Superintendent(s), ensure that the ARC successfully carries out its obligations under the Pupil Accommodation Review Policy and Procedure.

Responsibilities of the ARC

- 3.5 The mandate of each ARC established is to lead the public review of a school or a group of schools. The ARC will study, report and make recommendations on the accommodation options respecting the group of schools or single school in the manner set out within these procedures.
- 3.6 Prior to the first public meeting, the ARC will customize the Board's generic School Valuation Framework (Appendix "A") for use by the ARC to assess the value of each of the schools under consideration. The ARC may add factors and questions but may not subtract or alter factors or questions. The School Valuation Framework shall include all four components: value to the student, value to the community, value to the school board and value to the local economy. The ARC will weigh the value of the schools to the student above all other components.
- 3.7 The ARC will make the customized School Valuation Framework public prior to its public meetings.
- 3.8 The ARC will meet as often as required. The ARC will hold at least four public meetings in accessible facilities as follows:
 - a) At the first public meeting, the ARC will describe its mandate, outline its study process, and give the public a briefing on the data and issues to be addressed. The ARC will also describe how the School Valuation Framework (Appendix "A") has been customized. The ARC will receive community input.
 - b) At the second public meeting, the ARC will present its draft school-specific valuation reports applying the School Valuation Framework, as customized, to the schools under consideration to the public and will receive community input.
 - c) At the third public meeting, the ARC will receive community input on the accommodation options to be considered and will receive community input.
 - d) At the fourth public meeting, the ARC will present its draft School Valuation Report and recommendations to the public and will receive community input. The ARC may make changes to the report based on feedback at the meeting.
- 3.9 Advance notice of the public meetings will be provided through school newsletters, letters to the school community, the Board's website and advertisements in local community newspapers, and will include date, time, location, purpose, contact name and number.
- 3.10 After the intention to conduct an accommodation review of a school has been announced, there must be no less than sixty (60) calendar days notice prior to the first public meeting, excluding from the calculation school holidays such as summer vacation, Christmas break and Spring break. A minimum of two weeks notice will be provided in respect of the other public meetings.

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- 3.11 Detailed minutes will be kept of the ARC meetings and will be posted on the Board's website.
- 3.12 The ARC will provide information to the affected school communities on an ongoing basis.
- 3.13 The Board will provide an information package necessary to permit the ARC to carry out its mandate. The package will include the following with plain language explanations, which will also be made available to the public via posting on the Board's website and in print format at the head office of the Board:
- a) The most recent Long Term Capital Plan of the Board to provide a context for the accommodation review;
 - b) Background information regarding the schools located within the area of the accommodation review. This information is to include, but not necessarily be limited to, the following:
 - Organization and programming information for each school under study;
 - Maps of area;
 - Enrolment and capacity information for each school in the review area;
 - Information outlining where students attending each school in the review area reside;
 - Information on transportation;
 - Floor plans of schools under study;
 - Site plans of schools under study;
 - Data on portables;
 - Expenditures and revenues for each school in the review area; and
 - Information regarding the current community use of each school in the review area (tenant information/agreements and other relevant information).
 - c) Alternate accommodation plans for the students in the schools located within the area of the accommodation review including suggestions as to where the students could be accommodated, what changes to existing facilities might be required, what programs could be available to the students, and associated transportation requirements.
 - d) Board administration will respond to reasonable requests for additional information from the ARC and will append responses to the minutes of the meetings at which the questions prompting the responses were raised, and will post the responses on the Board's website.

ARC Report and Recommendations

- 3.14 The ARC shall prepare a report for each school reviewed, using the customized School Valuation Framework, and make recommendations regarding the future of the school(s) under consideration. The ARC shall consider and address, among other matters which may arise, the following matters in its report:

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- a) The implications of the proposed changes for students both in the school under consideration for consolidation, closure or program relocation and in the school(s) where programs may be affected.
 - b) The effects of consolidation, closure or program relocation on the following:
 - o The attendance area defined for the schools;
 - o Attendance at other schools;
 - o The need and extent of bussing;
 - c) The financial effects of consolidating or not consolidating the school, including any capital implications.
 - d) Revenue implications as a result of the consolidation, closure or program relocation.
 - e) Savings expected to be achieved as a result of the consolidation, closure or program relocation.
 - o School operations (heating, lighting, cleaning, routine maintenance)
 - o Expenditures to address school renewal issues, which will no longer be required
 - f) Additional expenditures, if any, at schools which will accommodate students displaced as a result of a consolidation, closure or program relocation decision taken by the board, including:
 - o School operations (heating, lighting, cleaning, routine maintenance)
 - o School administration
 - o School renewal
 - o Transportation
 - g) Net savings/costs associated with:
 - o Teaching staff
 - o Paraprofessionals
 - o Student transportation
 - h) The possible alternative use or disposition of an empty building.

3.15 Beginning with the ARC's first public meeting, the public consultation period must be no less than ninety (90) calendar days. The ARC will deliver its School Valuation Report to the Director of Education not earlier than ninety (90) calendar days after the beginning of the first public meeting, excluding from the calculation school holidays such as summer vacation, Christmas break and Spring break.

4 STAGE THREE – Decision by the Board

4.1 After the ARC has submitted its report to the Director of Education, the Board must provide a minimum of sixty (60) calendar day's notice prior to the Board meeting at which the Trustees will vote on the recommendations of the ARC and the recommendations of administration. Public notice shall be provided through school newsletters, letters to the school community, the Board's website and advertisements in local community newspapers, and will include date, time, location, purpose,

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- contact name and number. Calculation of the notice period shall exclude school holidays such as summer vacation, Christmas break and Spring break.
- 4.2 The Director and administration will review the recommendations of the ARC and prepare a report to the Board. The report will include as appendices the ARC's School Valuation Report and recommendations, the information package provided to the ARC, minutes of the ARC meetings and any material received by the ARC or the Board from the public. The recommendation(s) contained in the report shall consist of one or more of the following:
- a) To maintain the schools and to continue to monitor them;
 - b) To reorganize the schools, their programs or their grade structures;
 - c) To change the boundaries of the schools;
 - d) To consolidate and/or close one or more of the schools.
- 4.3 The Board will hold a special meeting for public input prior to the meeting where a vote on the recommendations will be conducted in order to provide an opportunity for the public to make formal presentations to the Board concerning the Director's report and the matters that are addressed in it and in the ARC School Valuation Report. The public may provide written input to the Director of Education at any time.
- 4.4 A minimum of two weeks notice of the public Board meeting for input will be provided via school newsletters, letters to the school community, the Board's website and advertisements in local community newspapers and will include date, time, location, purpose, contact name and number.
- 4.5 Following the Board meeting for public input, administration will prepare a follow-up report to the Board in which it will report on and respond to the representations made by the public. Staff may revise its earlier recommendations to the Board. The report will include copies of the representations and submissions from the previous meeting and the minutes of the previous meeting. The report will be released publicly and be posted on the Board's website.
- 4.6 The Board will make its decision regarding the school accommodation recommendations after consideration of the ARC Report, the Director's Report, the Director's Follow-up Report and community input.
- 4.7 The Board may make any accommodation decision that it deems advisable in relation to the schools under review by an ARC despite an ARC recommendation to the contrary.
- 4.8 Parents/Guardians, Staff and School Council members will be informed in writing, through their respective schools, of the Board's decision, which will also be posted on the Board's website.

5.0 STAGE 4: Implementation

- 5.1 The Director will ensure that an Integration Committee is established to plan for and implement the positive integration of students and staff affected by consolidation, closure or program relocation into their new school environment. The Committee will consist of the appropriate School Superintendent, School Principals and School Council Chairs. The Committee may invite additional members, as it deems necessary and beneficial.

6.0 ADMINISTRATIVE REVIEW OF THE ACCOMODATION REVIEW PROCESS

- 6.1 An administrative review of an accommodation review process undertaken by the Board may be available under the Ministry document entitled “Administrative Review of the Accommodation Review Process” posted on the Board website and available at the head office of the Board.



WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD

APPENDIX "A"

GENERIC SCHOOL VALUATION FRAMEWORK

School valuation is the focus of the pupil accommodation review process. To support the school valuation process the Windsor-Essex Catholic District School Board has worked with a public committee composed of parents, educators, board officials, a business and municipal representative, and with input from stakeholders through a public consultation process, to develop the following Generic School Valuation Framework.

Pursuant to the generic framework each of the following four considerations must be assessed:

1. Value to student
2. Value to the School Board
3. Value to the community
4. Value to the local economy

An Accommodation Review Committee (ARC) established pursuant to Board Policy and Procedure A: 05 may customize the generic framework to better reflect local circumstances and priorities by adding factors or questions, however, they may not subtract or alter the factors or questions set out in the generic framework. They may add commentary to any factor or question requiring a yes/no response.

The same customized framework, including all of the factors and questions listed below, must be applied to each school in the group of schools being studied. The ARC may develop a grading system to weigh the factors being considered. Regardless of the manner of assessment, the value of the schools to the student must be weighed above all other factors to be assessed.

FACTORS AND QUESTIONS TO BE ADDRESSED WHEN ASSESSING BOTH VALUE TO STUDENT AND VALUE TO SCHOOL BOARD

Quality of Learning Environment and Range of Programs/Course Offerings:

1. Does the school organization offer students a range of programs, which provide equitable learning opportunities that other students in the Windsor-Essex County

Generic School Valuation Framework

area enjoy? (Consider: program offerings for instrumental music, specialty shops/programs (secondary), full physical education program offered, etc.)

Yes/No, List the Programs Offered at the School:

2. Does the space/facility provide specialty rooms for program offerings? (Consider: Is there a gym/multi purpose room of adequate size, appropriate library space, computer lab, resource room, flexible space for support services/itinerant support staff/school council/student council, instrumental music, up-to-date science lab/room, shops/technology rooms)

Yes/No, List specialty rooms: _____

3. Would moving to a new school community enhance the range of programs available and increase the learning opportunities for students?

Yes/No

4. Are there currently classes in the school where two or more grades are being taught within the same classroom?

Yes/No, Number of such multi-graded classes: _____.

5. Would combining this school with another school reduce the number of multi-graded classes?

Yes/No

6. Is there a before or after school childcare program in the school?

Yes/No

7. What is the average class size? Grades JK - 3: _____ Students/class.

Grades 4 - 8: _____ Students/class.

Grades 9 - 12: _____ Students/class.

8. If specialized programs or opportunities exist at the school, can they be maintained or enhanced in a new school community?

Yes/No, Explain: _____

9. If specialized programs or opportunities exist can they be expanded at the existing location?

Yes/No, Explain: _____

Generic School Valuation Framework

10. Has an identified culture been established by this school? (e.g. Is there an established identity/personality/character and how is it demonstrated)

Yes/No

Adequacy of School’s Physical Space to Support Student Learning:

1. Does the school provide students with a learning environment, which is comparable to most schools in the Board? E.g. Building vs. portables, range of specialty rooms. **Yes/No**

Range of Extracurricular Activities and Extent of Student Participation:

1. Does the school have a program of intramural sports?

Yes/No List: _____

If ‘Yes’, give percentage of student body participating: _____ percent.

2. Does the school have a program of interschool sports?

Yes/No, List: _____

If ‘Yes’, give percentage of student body participating: _____ percent.

3. Do students have an opportunity to participate in non-athletic school clubs?

Yes/No, List: _____

If ‘Yes’, give percentage of student body participating: _____ percent.

4. Are there public facilities located within walking distance that provide a venue for activities (e.g. Community swimming pool)?

Yes/No, List:

Adequacy of School’s Grounds for Healthy Physical Activity and Extracurricular Activities:

1. Does the schoolyard provide for adequate outdoor space to accommodate activities for all students with all types of needs? **Yes/No**

Generic School Valuation Framework

- 2. Are there issues within the schools outdoor space, which may limit use of the space by students or staff? **Yes/No, Explain**

- 3. Does the school have age appropriate facilities available (e.g. Fenced or separate areas for kindergarten and junior grades)?
Yes/No, Explain

Accessibility of the School For Students With Disabilities:

- 1. Does the school have barrier free washrooms for students?
Yes/No

- 2. Does the school have barrier free washrooms for staff?
Yes/No

- 3. Does the school have a barrier free entrance?
Yes/No

- 4. Does the school have a change table/room?
Yes/No

- 5. Does the school have an elevator?
Yes/No

- 6. Is there wheelchair accessibility to all program areas?
Yes/No

- 7. Does the school have worn or other unsafe surfaces in its hallways and on its stair treads that may be prohibitive to repair?
Yes/No

Safety of School and Site:

- 1. Does the school have an alarm/alert system in place to warn and/or protect the students, staff, and the building?
Yes/No

- 2. Is there a safe route for pedestrian and vehicular traffic flow?
Yes/No

Generic School Valuation Framework

3. Does the school layout/floor plan allow for staff to readily identify intruders (e.g. Blind corners and hallways)?
Yes/No
4. Are all school entrances observable by staff or can they be adequately monitored?
Yes/No
5. Are the play areas barrier free and open for view?
Yes/No
6. Is the school located near heavily wooded areas or other geographically problematic areas (e.g. a cliff, ravine, or expressway)?
Yes/No
7. Does the school site/location lend itself to poor safety practices by students (e.g. taking unsafe walking routes such as crossing train tracks or other dangerous short cuts)?
Yes/No
8. Is there an adequate pool of crossing guards?
Yes/No

Proximity of the School to Students/Length of Bus Ride:

1. What percentage of the school's population walks to school?
_____ % (Percent).
2. What percentage of the school's population rides a bus to access the school?
_____ % (Percent).
3. What is the longest bus ride to school for any student? _____ minutes.
4. What is the length of the average bus ride to school? _____ minutes.
5. What percentage of students in the new school setting would be required to access the school by bus? _____ % (Percent).
6. What would be the length of the average bus ride to the new school setting?
_____ minutes.
7. Do the majority of the students remain at the school during the lunch period?
Yes/No

Generic School Valuation Framework

- 8 If you answered 'yes' to the previous question, are there adequate facilities available to accommodate this?

Yes/No

Proximity to Catholic Church:

1. What is the distance from the school to the nearest Roman Catholic Church?
_____kilometres.

ADDITIONAL FACTORS AND QUESTIONS TO BE ADDRESSED WHEN ASSESSING VALUE TO STUDENT**Culture of the School:**

1. What is the average number of years staff has been at the school? ___years.
2. Have the students been relocated by past accommodation changes? **Yes/No** (If 'Yes', what were the circumstances?) _____

ADDITIONAL FACTORS AND QUESTIONS TO BE ADDRESSED WHEN ASSESSING VALUE TO THE SCHOOL BOARD**Condition and Costs of Operation:**

1. Do the current renewal needs for the school represent less than 20 per cent of the school replacement cost?
Yes/No
2. Over the next 10 years will the total renewal needs for the school represent less than 20 percent of the school replacement cost?
Yes/No
3. What is the Facility Condition Index rating of the school? _____
4. Has the Ministry of Education identified the school as being prohibitive to repair?
Yes/No
5. Does the school/property require long-term maintenance in order to be kept at an appropriate standard?
Yes/No

Generic School Valuation Framework

6. School Administration – does imputed grant revenue exceed expenditures?
Yes/No, Amount _____\$ (Dollars).

7. School Operations – Does imputed grant revenue exceed expenditures?
Yes/No, Amount _____\$ (Dollars).

8. Student Transportation - Does imputed grant revenue exceed expenditures?
Yes/No, Amount _____\$ (Dollars).

Location of School:

1. What are the alternate schools students/parents could select to attend?

Enrolment vs. Available Space:

1. What is the utilization rate for the school? _____ % (Percent).

2. Does the utilization rate for the school currently exceed or is it expected to exceed the capacity of the building?
Yes/No

3. Are portables required? Port-a packs?
Yes/No Number of portables _____ Duration? _____ Yrs.

4. Is there potential for addition?
Yes/No

5. Is there potential for parking expansion?
Yes/No

6. Does enrolment at the school exceed the surplus space in adjacent WECDSB schools?
Yes/No, List adjacent WECDSB schools with surplus space:

Generic School Valuation Framework

- 7. Do enrolment trends from the past and future projections warrant significant enrolment changes?

Yes/No, Explain:

FACTORS AND QUESTIONS TO BE ADDRESSED WHEN ASSESSING VALUE TO THE COMMUNITY

- 1. Do community groups use the school building regularly?

Yes/No

- 2. Is this the only facility in the vicinity that could be used by community groups for indoor activities?

Yes/No

- 3. Are the school's grounds used formally or informally on a regular basis by community groups for outdoor activities?

Yes/No

- 4. Is this the only playing field in the vicinity that could be used by community groups?

Yes/No

- 5. Is this the only green space in the vicinity that could be used by community groups?

Yes/No

- 6. Is the school a partner in other government initiatives within the community?

Yes/No

- 7. To what extent do parents/committees/volunteers support the school programs?

- 8. Does the facility have historic value in the broader community?

Yes/No

- 9. What is the school's record of incidence of violence/vandalism?

Generic School Valuation Framework

FACTORS AND QUESTIONS TO BE ADDRESSED WHEN ASSESSING VALUE TO THE LOCAL ECONOMY

1. Does the school provide co-operative education opportunities for students?
Yes/No

2. How many students are participating in co-operative education? _____

3. Are there training opportunities for students with local employers?
Yes/No

4. Is the school involved in other partnership arrangements with local employers?
Yes/No

5. To what extent does local business support the school?

6. To what extent does the school support local business?

7. Does the school play an important role in attracting and/or keeping investment in the community?
Yes/No, if 'yes', please explain:



Windsor-Essex Catholic District School Board

1325 California Avenue, Windsor, Ontario N9B 3Y6
 Telephone: (519) 253-2481 Fax: (519) 253-0620

Joseph Berthiaume, Director of Education

John Macri, Board Chairperson

BOARD REPORT

Meeting Date: June 25, 2007

Public **In-Camera**

PRESENTED FOR: Information Approval

PRESENTED BY: Senior Administration

SUBMITTED BY: Joseph Berthiaume, Director of Education
 Cathy Geml, Superintendent of Education
 Sharon O'Hagan-Wong, Acting Supervisor of Curriculum
 Colleen Norris, Coordinator of Policy Development

SUBJECT: **BOARD POLICY AMENDMENTS**
- Policy A: 21 Child Care

RECOMMENDATION:

That the Board provide final approval to the amendments to Board Policy A: 21 Child Care;

and, that the Board receive as information Procedure Pr A: 21 Child Care.

BACKGROUND: The amendments to Board Policy A: 21 Child Care were approved in principle by the Board on June 12, 2007.

The Child Care Advisory Committee has worked with the Coordinator of Policy Development and with Board staff to prepare the attached procedure which satisfies the directives within Board Policy A: 21 Child Care.

FINANCIAL: The procedure details a new fee structure (section 5.0 Pr A: 21 Child Care)

COMMENTS: There has been no feedback received since the draft policy was approved in principle, and there have been no amendments made. The draft, as approved in principle at the June 12, 2007 meeting, is recommended for final approval.

The procedure satisfies the directives of the policy to:

- Establish the duties of the Child Care Advisory Committee;
- Establish procedures for the selection of quality childcare providers;
- Establish procedures to govern the relationship between the childcare providers and the Board;
- Establish admission criteria.

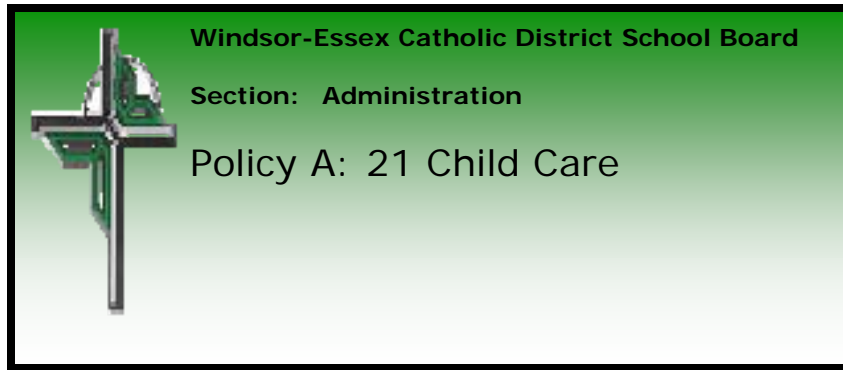
The procedure was forwarded for feedback to Principals/Vice Principals, Federation/Union Leaders, Trustees, and Child Care Providers currently operating within Board Schools on June 19, 2007. The procedure was also posted to the Board's public web site.

TIMELINES:

It is proposed that the amended policy and procedure be implemented in the 2007-2008 school year.

APPENDICES:

- Draft Policy A:21 Child Care
- Procedure Pr A: 21 Child Care



POLICY:	A: 21
EFFECTIVE:	
AMENDED:	
RELATED POLICIES:	
REPEALS:	
REVIEW DATE:	2007-2008

DRAFT

1.0 Objective

The Windsor-Essex Catholic District School Board supports the establishment of quality Child Care and Family Support Programs in school settings where the Board can provide space.

2.0 Guiding Principles

- 2.1 Childcare programs within the Board's schools shall be supportive of, and compatible with, the Board's Mission and Vision and its educational program.
- 2.2 School based childcare shall be established to meet the needs of the school community and the community at large where Board resources permit.
- 2.3 Quality school based childcare promotes early learning and development opportunities while limiting transitions.
- 2.4 Quality early learning programs set students up for success.

3.0 Specific Directives

- 3.1 The Board shall appoint a Child Care Advisory Committee whose duties shall include assisting The Board in the development of childcare policy and assisting Administration in the development of childcare procedures.
- 3.2 Administration shall establish procedures for the selection of quality childcare providers.
- 3.3 Administration shall establish procedures to govern the relationship between the childcare providers and the Board.
- 3.4 Administration shall establish admission criteria within its procedures.

4.0 Responsibilities

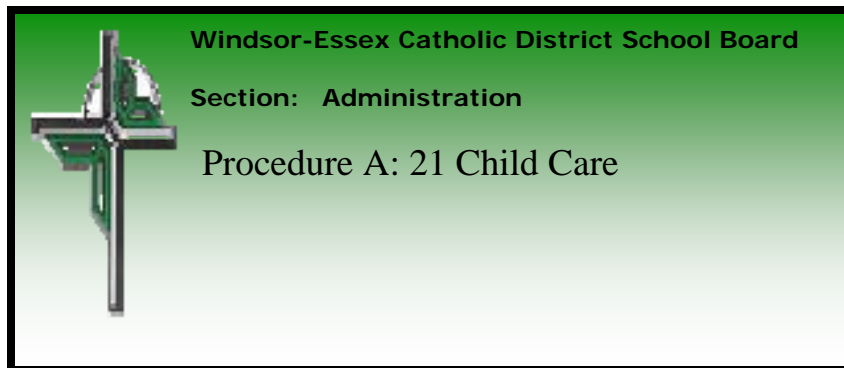
- 4.1 It is the responsibility of Administration to establish and administer procedures that support the objective of this policy.
- 4.2 It is the responsibility of the Child Care Advisory Committee to fulfill its duties and obligations as set out within this Policy and within any Administrative Procedures.
- 4.3 It is the responsibility of each childcare provider within the Board's schools to be familiar with and abide by the provisions of this Policy and the provisions of all Administrative Procedures.
- 4.4 It is the responsibility of the childcare provider to adhere to the Day Nurseries Act, its regulations, and all other applicable legislation.

5.0 Review and Evaluation

- 5.1 The Child Care Advisory Committee will review the Child Care Policy and Procedures annually and the effectiveness shall be assessed through Trustee, staff and community satisfaction measures.

6.0 References

Day Nurseries Act, R.S.O. 1990, c. D.2, and regulations.
Education Act R.S.O. 1990, c.E.2, s. 171 (1).
Municipal Freedom of Information and Protection of Privacy Act.



NUMBER:	Pr A: 21
EFFECTIVE:	
AMENDED:	
RELATED POLICIES:	A: 21,A:20
REPEALS:	
REVIEW DATE:	

1.0 Identifying Need for Child Care Services/Determination of Board's Ability to Provide

- 1.1 School Councils, parents, and/or school administration may apply to the Superintendent responsible for childcare or delegate with a community survey that establishes a need for childcare services or the need to expand existing childcare services within their school community.
- 1.2 The Superintendent responsible for child care or delegate shall work with the School Principal to determine whether appropriate space exists in the building or what would have to be undertaken in order to have a licensable space available for a child care provider.
- 1.3 The Superintendent or delegate, with the assistance of the School Principal, shall prepare a report to Executive Council that contains the following:
 - The results of the community survey;
 - Identification of the space that is proposed for use;
 - Confirmation from the Ministry of Community and Social Services that the identified space is licensable under the provisions of the Day Nurseries Act (not required if school is seeking to establish before/after school child care);
 - Costs to the Board.
- 1.4 Executive Council shall make recommendations to the Board.

2.0 Process for the Selection of Child Care Providers

- 2.1 The selection of a childcare provider shall be conducted through a Request for Proposal Process that will be prescribed by the Board.

3.0 Criteria For the Selection of Child Care Providers

- 3.1 The goal of the Request for Proposal Process shall be to identify a childcare provider that is capable of fulfilling the Board's commitment to supporting the establishment of quality childcare.
- 3.2 The Board believes that quality childcare should include:

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- The provision of services by providers whose philosophies are compatible with and supportive of the Mission and Goals of the Windsor-Essex Catholic District School Board;
 - The provision of a supportive and secure environment and a continuum of care for the transition from childcare to school;
 - At a minimum, strict adherence to the Day Nurseries Act;
 - The provision of clean and safe care facilities, including the provision of healthy meals in accordance with Canada's Food Guide;
 - Providing children with a planned curriculum that is clearly communicated to parents/guardians;
 - The provision of quality child care services made available at a reasonable cost to the community;
 - The provision of a stable environment where there is consistency in staffing and programming;
 - Requirements that staff should be experienced and well trained;
 - Continuing and open communication between the childcare provider and the parent/guardian;
 - The ability to provide specialized services to assist children with special needs;
 - The provision of appropriate resources, which enhance early learning opportunities for children.

3.3 Childcare providers must provide to the Board proof of the appropriate licensing.

3.4 A community-based incorporated volunteer Board of Directors or volunteer Parent Advisory Committee must be in existence or must be established to oversee the operation of the childcare centre. The Parent Advisory Committee will be composed of a minimum of four (4) members and the majority should be parents of children in the child care program.

4.0 Relationship Between Child Care Providers and the Board

4.1 The planning for child care centers in new and existing schools shall be a cooperative process among representatives from the WECDSB, the Ministry of Education, the Ministry of Children and Youth Services, the Best Start Steering Committee where applicable, the licensed child care provider and the affected community (ies).

4.2 The childcare operator shall enter into a formal lease agreement with the WECDSB.

4.3 The childcare operator shall enter into a Purchase of Service Agreement with the Corporation of the City of Windsor. The childcare operator shall be required to abide by the terms of that agreement and ensure that the agreement remains in good standing.

4.4 The Board of Directors or Parent Advisory Committee of each childcare provider shall invite representatives of the WECDSB to act as liaison between the child care provider and the Board. At least one school board representative should be in attendance at every meeting of the Board of Directors or Parent Advisory Committee.

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- 4.5 The Principal/Vice-Principal of the school where a childcare site is located shall be recognized, as the WECDSB's representative to deal with any issues related to the school. It is expected that the Principal/Vice-Principal shall be in regular consultation with the childcare provider at the school.
 - 4.6 In the event of a dispute between the WECDSB and the child care operator as to any term of the Agreement or any act or omission pursuant to this Agreement by the child care provider or the WECDSB, the parties agree that a meeting shall be held upon written request of either party, at which meeting a representative or representatives of each party as designated by such party shall be present. In the event that the parties cannot resolve the issue, either party has the right to exercise their option to terminate the lease agreement on ninety (90) days notice in writing as per paragraph 4.8 of this Procedure.
 - 4.7 The WECDSB shall review the lease agreement annually.
 - 4.8 The WECDSB or childcare operator may terminate the lease agreement at any time upon ninety (90) days notice, in writing, to the other party to the lease agreement.
 - 4.9 By March 31st of each year, the child care provider shall provide to the appropriate superintendent or designate of the WECDSB the following:
 - a) A financial statement of the previous year, prepared by a professional accountant.
 - b) Bylaws (if applicable).
 - c) Operational policies and procedures related to the safety of staff, families and children.
 - d) Enrollment figures.
 - e) Program information, including particulars on fees charged for services.
 - f) Copies of the minutes of all meetings of the Board of Directors or Parent Advisory Committee.
 - 4.10 The childcare operator shall assume all financial responsibility for the operations of childcare.
 - 4.11 Minutes of the child care Board of Director's or Parent Advisory Committee's meetings shall be submitted to the Principal of the school where the childcare site is located as soon as possible after each meeting.
 - 4.12 The WECDSB shall not be responsible for providing transportation except as determined by the Joint Board Transportation Consortium.
 - 4.13 The childcare provider will be responsible for securing liability insurance (minimum of \$2,000,000) and providing written documentation upon execution of the lease agreement and annually thereafter.
 - 4.14 When agreed upon by all the parties, the childcare facility may operate twelve months of the year.

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- 4.15 The renewal of the lease agreement will be subject to the approval of the Board on whatever revised or additional terms the Board deems appropriate.

5.0 Fees

- 5.1 Fees shall be required to be paid under the lease agreements and shall be determined as follows:

- a) During the school year:
- i) Before and after-school childcare \$100/month/classroom
 - ii) Full-day childcare providers \$150/month/classroom
- b) For the months of July and August:
- i) Full-day childcare providers \$300/month/classroom

- 5.2 Fees shall be reviewed annually, and at a minimum, the fees shall increase each July 1st based on the annual Canadian Consumer Price Index (CPI) as of the previous April 1st.

6.0 Admission Criteria

- 6.1 The WECDSB expects the childcare operator to adhere to the following admission criteria:

Children shall be admitted to childcare in elementary schools in order of priority as follows:

1. Children 3.8 to 12 years of age who attend the school in which the child care program is situated.
 2. Children 3.8 to 12 years of age who reside in the local community.
 3. Children of younger age groups who are siblings of children attending the school in which the childcare program is situated.
 4. Children of younger age groups where suitable space and facilities are available.
- 6.2 Children with identified exceptionalities shall be admitted to the childcare in accordance with the necessary licensing by the Ministry of Children and Youth Services.

7.0 The Child Care Advisory Committee

7.1 The Child Care Advisory Committee shall consist of members appointed by the Board and shall include Trustees, Superintendent or delegate, Representative of Facilities Services, Principals, and Parents.

7.2 The role of the Child Care Advisory Committee shall include:

- Develop and guide policies and procedures that will provide parameters for child care programs;
- Review the Child Care Policy and Procedures annually;
- Review annual reports and financial statements of the Board of Directors or Parent Advisory Committee of the Child Care programs;
- Review lease agreements annually;
- Provide liaison with existing WECDSB services;
- Advise the WECDSB on the implications of particular policy initiatives on Child Care services;
- Develop initiatives to support coordination and liaison;
- Establish communication procedures in case of conflicts between child care operators and/or WECDSB and/or the affected school community(ies) and the school staff;
- Report annually to the Board of Trustees.

8.0 ROLE OF THE WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD

8.1 The Board shall:

- Set the user fee to be reviewed on an annual basis.
- Provide assistance to those providers who may require organizational aid as the WECDSB deems necessary;
- Assist the bulk order purchases where appropriate;
- Develop guidelines for principals and make them available in each school.

9.0 ROLE OF THE SUPERINTENDENT RESPONSIBLE FOR CHILD CARE

9.1 The Superintendent or delegate responsible for childcare shall:

- Administer the WECDSB's policy and procedure;
- Initiate, and maintain as needed, the ongoing relationship between the WECDSB's schools and child care sites through communication with the Board, staff, school community and Provincial, Municipal and other organizations;
- Support and be a member of the Child Care Advisory Committee;
- Assist in the selection of operators and participate in their annual program reviews;
- Establish and maintain liaison with government and community agencies;
- Enhance the working relationship between WECDSB schools and the child care centres;
- Investigate possible federal, provincial, municipal and private funding sources for child care;
- Act as a resource person for the child care sites;
- Assess the need for child care within individual school communities;
- Assist in implementing programs based upon the community needs;
- Arrange and provide in-service training where appropriate;
- Be a resource to principals, teaching and support staff for consultation and advice on child care matters;
- Assist parents in determining needs and child care alternatives;
- Monitor board initiatives and report on any child care implications;
- Process correspondence related to child care in a timely fashion;
- Prepare reports as necessary;
- Gather, review and summarize annual reports and financial statements from the child care operators' Board of Directors and Parent Advisory Committees for presentation to the Child Care Advisory Committee;
- Conduct and summarize satisfaction surveys as needed and report back to the Child Care Advisory Committee

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- Assume other duties as required.

10.0 ROLE OF THE PRINCIPAL AND/OR VICE-PRINCIPAL

10.1 The Principal and/or Vice-Principal in a school with a childcare centre shall:

- Promote and maintain close cooperation with the Superintendent responsible for child care, groups and agencies in the community;
- Develop and maintain a positive relationship between the staff of the school and the staff of the child care centre;
- Collaborate with the child care operator in planning appropriate and specialized use of the space within the school building and on the school property;
- Attend, as required, Board of Directors' or Parent Advisory Committee meetings for the child care operators;
- Be responsible for the school building and property and the safety of the people and the activities therein under the Education Act.

11.0 ROLE OF THE OPERATOR

11.1 The operator of a childcare centre within a WECDSB school shall:

- Apply for and obtain the appropriate licensing;
- Adhere to the regulations of the Day Nurseries Act;
- Pay a user fee, determined by WECDSB, subject to review on an annual basis each Spring;
- Be responsible, with WECDSB approval, for all modifications or renovations to the child care area;
- By March 31st of each year, the childcare operator shall provide to the appropriate superintendent or designate of the WECDSB the information, documentation and fees as detailed in sections 4.8 and 4.10 of this procedure.
- Ensure that the necessary liability insurance (minimum of \$2 million) is in place and provide written documentation annually;
- Ensure that the operations are compliant with the requirements of the contractual agreement between itself and the WECDSB;

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- Employ and supervise all child care staff and volunteers;
 - Cooperate and liaise with school personnel;
 - Acknowledge the school principal or designate as the final authority in any operational matters relating to building use or safety;
 - Carry out all other activities necessary to operate the child care service in the centre;
 - Be responsible for all maintenance and caretaking resources for the child care area at the cost of the operator and in accordance with the lease agreement;
 - Prior to the execution of the lease agreement, to provide to the WECDSB copies of police clearances for all of the operator's employees. Clearances for new employees shall be forwarded to the Board immediately upon hiring. All police clearances shall be renewed and forwarded to the Board every three years.
 - Ensure that all staff take part in WHMIS training and annually provide evidence of this training to the WECDSB.

12.0 ROLE OF THE BOARD OF DIRECTORS

12.1 The Board of Directors is legally responsible for the overall administration of a childcare facility.

13.0 ROLE OF THE PARENT ADVISORY COMMITTEE

13.1 The responsibility of the Parent Advisory Committee is to act in an advisory capacity. The committee is not able to make decisions regarding hiring and dismissal of staff or setting parent fees. They act in a consultative fashion with regards to programming, orientation to new parents and fundraising.

13.2 The Parent Advisory Committee could participate in the following ways:

- a) Providing a suggestion box for parents.
- b) Providing a newsletter to parents.
- c) Involvement in fundraising.
- d) Volunteer in centre activities.
- e) Monitoring of quality and type of program.



Windsor-Essex Catholic District School Board

1325 California Avenue, Windsor, Ontario N9B 3Y6
 Telephone: (519) 253-2481 Fax: (519) 253-0620

Joseph Berthiaume, Director of Education

John Macri, Board Chairperson

BOARD REPORT

Meeting Date: June 25, 2007

Public **In-Camera**

PRESENTED FOR: Information Approval

PRESENTED BY: Senior Administration

SUBMITTED BY: Joseph Berthiaume, Director of Education
 Rosemary Limarzi, Communications Coordinator
 Colleen Norris, Coordinator of Policy Development

SUBJECT: BOARD POLICY AMENDMENTS
 - **Draft Policy A: 28 Advertising Expenditures**
 - **Draft Policy A: 29 Advocacy Expenditures**

RECOMMENDATION:

That the Board provide final approval to draft (Administration) Policy A: 28 Advertising Expenditures

and, that the Board provide final approval to draft (Administration) Policy A: 29 Advocacy Expenditures

BACKGROUND: Draft Policies A: 28 Advertising Expenditures and A: 29 Advocacy Expenditures were approved in principle on June 12, 2007.

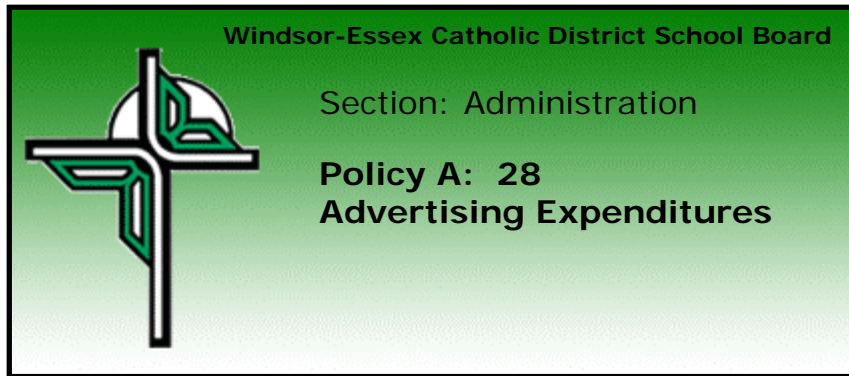
FINANCIAL: N/A

COMMENTS: The drafts were approved in principle with a few suggested amendments. Those concerns are addressed in revised Draft Policy A: 28 Advertising Expenditures section 3.5 (e) (underlined) and in revised Draft Policy A: 29 Advocacy Expenditures section 2.1 (underlined) and section 3.4 (deletion). There has been no further feedback received since these policies were approved in principle.

TIMELINES: The Ministry of Education has been informed of administration's intent to have these draft policies to the Board for final approval on June 25, 2007.

APPENDICES:

- Draft Policy A: 28 Advertising Expenditures (as revised)
- Draft Policy A: 29 Advocacy Expenditures (as revised)



NUMBER:	A: 28
EFFECTIVE:	
AMENDED:	
RELATED POLICIES:	A: 16 F: 02 A: 29
REPEALS:	
REVIEW DATE:	2009-2010

DRAFT

1.0 Objective

To establish guidelines regulating advertising expenditures by the Windsor-Essex Catholic District School Board.

2.0 Guiding Principles

- 2.1 Advertising expenditures should be for the purposes of informing and educating the public, as well as creating awareness of education programs, services, issues, events and community activities of specific interest or benefit to students and families.
- 2.2 The level of expenditure should be appropriate to school board status as a taxpayer funded organization whose primary purpose is to educate students.
- 2.3 All Board advertising should present objective, factual and explanatory information based on verifiable facts in an unbiased, fair and equitable manner.
- 2.4 All Board Advertising Campaigns shall comply with all applicable laws and regulations.

3.0 Specific Directives

- 3.1 The Board will exercise due diligence in determining the advertising medium that maximizes cost efficiency.
- 3.2 The Board shall utilize the processes within the Board's Purchasing Policy to ensure that advertising expenditures are competitively placed.
- 3.3 All advertising expenditures shall be managed by the Communications Coordinator, who shall ensure the appropriateness and measure the effectiveness of Board advertising.

3.4 Suitable Uses for Board advertising include, but are not limited to:

- a) School registration including kindergarten registration
- b) Program offerings
- c) Extracurricular activities
- d) Public consultations
- e) Employment opportunities
- f) Requests for tenders for goods and services
- g) School Board accountability to the public (for example, annual publication of Board financial statements)
- h) Information to Catholic right holders about their constitutional rights and the availability of Catholic education in their community.

3.5 The following are examples of inappropriate uses of Board advertising:

- a) Recruiting students from other school boards or schools
- b) Providing unverifiable or inaccurate information or comparisons
- c) Using paid advertising or communications with parents, teachers, or students for the sole purpose of advocating the government or other education partners
- d) Using advertising that is not targeted to appropriate groups
- e) Advertising in cooperation with private organizations (this shall not preclude cooperative advertising with the Ministry of Education or with other School Boards.)

4.0 Responsibilities

4.1 The Communications Coordinator shall have the responsibility of implementing the Policy.

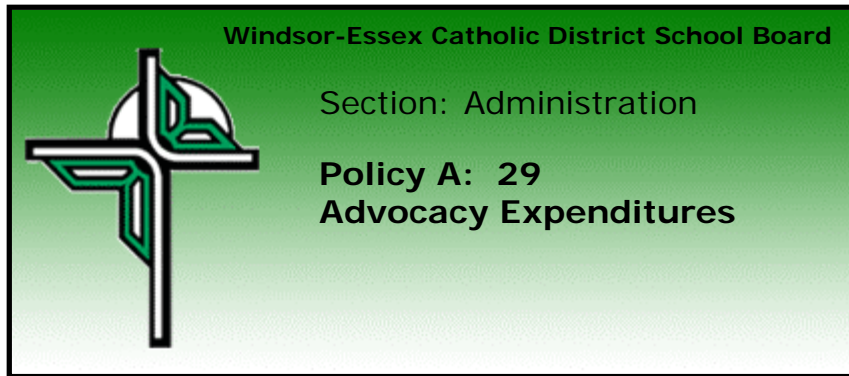
5.0 Review and Evaluation

5.1 The effectiveness of this policy shall be assessed through trustee, staff and community satisfaction measures.

5.2 This policy will be reviewed during the 2009-2010-policy review cycle.

6.0 References

Municipal Freedom of Information and Protection of Privacy Act
Ministry of Education Memorandum 2006:B: 15 re: School Board Expenditure Guidelines
Board Policy A: 16 Information/Materials Distribution to Parents/Guardians
Board Policy F: 02 Purchasing of Furniture, Equipment, Supplies and Services.
Board Policy A: 29 Advocacy Policy



POLICY:	A: 29
EFFECTIVE:	
AMENDED:	
RELATED POLICIES:	A: 16 T: 02, Pr T:02 A: 28
REPEALS:	
REVIEW DATE:	2009-2010

DRAFT

1.0 Objective

To establish guidelines to govern the advocacy expenditures of the Windsor-Essex Catholic District School Board.

2.0 Guiding Principles

- 2.1 The Windsor-Essex Catholic District School Board recognizes the importance of ongoing and effective communication among the Board, education partners, including parish and diocese representatives, and the Ontario government to the development of an effective education system.
- 2.2 Board communication with the Ontario government is an important activity, which assists in identifying, discussing and finding solutions to policy and financial issues.
- 2.2 The Board is committed to utilizing the effective education governance structure available to ensure that there is open and ongoing communication between school boards and the province of Ontario, including partnership tables, regular meetings and other vehicles established by the government.

3.0 Specific Directives

- 3.1 The board will support expenditures for advocacy initiatives directed to Governments and Ministries, which further the Board's Mission and Goals.
- 3.2 The Board may pay membership dues and fees to organizations which support the tenets of the Roman Catholic Faith, and when desirable and appropriate advocacy initiatives will be implemented through the appropriate provincial organizations (i.e. Ontario Catholic School Trustee Association).
- 3.3 There shall be no reimbursement of political contributions or fund raising activities for specific political parties or candidates. Expenditures related to attending events for specific political parties or candidates are prohibited and will not be reimbursed by the Board.

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- 3.4 Placing content intended to advocate for a particular position within report cards and annual reports is prohibited. ~~Communication on advocacy through students for distribution to Parents/Guardians shall be managed with care and concern as detailed in Board Policy A: 16.~~

4.0 Responsibilities

- 4.1 The Director of Education and the Communications Coordinator shall oversee the implementation of this policy.

5.0 References

Board Policy A: 16 Information/Materials Distribution to Parents/Guardians
Board Policy A: 28 Advertising Expenditures
T: 02 Conventions, Meetings, Out-of-Pocket Expenses
Pr T: 02 Procedures-Conventions, Meetings, Out-of-Pocket Expenses
Ministry of Education Memorandum 2006: B15 with School Board Expenditure Guidelines.



Windsor-Essex Catholic District School Board

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Joseph Berthiaume, Director of Education

John Macri, Board Chairperson

BOARD REPORT

Meeting Date: June 25, 2007

Public **In-Camera**

PRESENTED FOR: Information Approval

PRESENTED BY: Senior Administration

SUBMITTED BY: Joseph Berthiaume, Director of Education
 Mario Iatonna, Superintendent of Business
 Colleen Norris, Coordinator of Policy Development

SUBJECT: **BOARD POLICY AMENDMENTS**
- Draft Policy F: 04 Sweatshop Free Purchasing

RECOMMENDATION:

That the Board provide final approval to draft Policy F: 04 Sweatshop Free Purchasing.

BACKGROUND: The draft policy F: 04 Sweatshop Free Purchasing was approved in principle by the Board on June 12, 2007.

FINANCIAL: N/A

COMMENTS:

There has been no feedback received since this policy was approved in principle. There have been no amendments made to the policy, as approved in principle, and the draft is recommended for final approval. Since no further amendments were made to the policy, it is not included as an appendix to this report. An electronic version continues to be available on the Board's website at: www.wecdsb.on.ca

TIMELINES: N/A

APPENDICES: N/A



Windsor-Essex Catholic District School Board

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Joseph Berthiaume, Director of Education

John Macri, Board Chairperson

BOARD REPORT

Meeting Date: June 25, 2007

Public **In-Camera**

PRESENTED FOR: Information Approval

PRESENTED BY: Senior Administration

SUBMITTED BY: Joseph Berthiaume, Director of Education
 Risk Management Steering Committee

SUBJECT: **BOARD POLICY AMENDMENTS**
- Draft Policy H: 19 Violence Prevention in the Workplace

RECOMMENDATION:

That the Board provide final approval to draft Policy H: 19 Violence Prevention in the Workplace

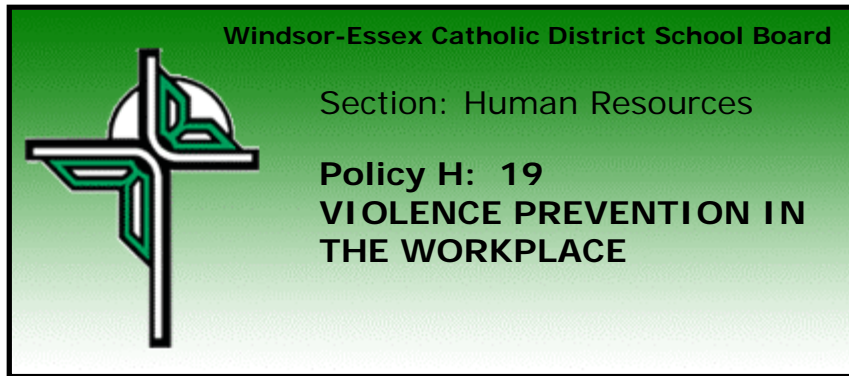
BACKGROUND: The Board approved in principle Draft Policy H: 19 Violence Prevention in the Workplace on June 12, 2007.

FINANCIAL: Costs are anticipated in the implementation phase of the policy. The Risk Management Steering Committee is currently working, in consultation with representatives of the Joint Health and Safety Committee, to prepare a Violence Prevention in the Workplace Program. Training for all Board employees is an essential requirement of that Program. A computer assisted training program is being developed with a one-time implementation cost of \$26,000 plus GST, with an annual program maintenance fee of \$4,000.

COMMENTS: Since the Board's approval in principle of Policy H: 19, further feedback was received from representatives of the Joint Health and Safety Committee. Amendments were incorporated into the draft policy (section 5.1 and 6.1 as underlined).

TIMELINES: It is the intent to have the Violence Prevention in the Workplace Program in place for the 2007-2008 school year.

APPENDICES: Draft Policy H: 19 Violence Prevention in the Workplace



POLICY:	H: 19
EFFECTIVE:	
AMENDED:	
RELATED POLICIES:	A:14,H:06,H:08, H:09,H:10,SC:07 SC:10,SC:11,SC:14, SC:15,ST:18
REPEALS:	
REVIEW DATE:	2007-2008

DRAFT

1.0 Objective

That the Windsor-Essex Catholic District School Board promote a safe and orderly working environment for its employees through implementation of effective measures to prevent and deal with violence in the workplace.

2.0 Definitions

2.1 “Workplace Violence” for the purpose of this policy is defined as the attempted or actual exercise of any intentional physical force that causes or may cause physical injury to a worker. It would include any threats that would give an individual reasonable ground to believe he or she was at risk of physical injury.

3.0 Guiding Principles

- 3.1 The Windsor-Essex Catholic District School Board shall support and endorse the provision of a safe, secure and orderly environment in which people may work in an atmosphere of mutual respect in accordance with the Board’s Mission, Vision and Goals.
- 3.2 The Board shall not tolerate workplace violence on Board property, on school buses, or at Board sponsored programs or events.

4.0 Specific Directives

4.1 Administration, in consultation with the Joint Health and Safety Committee, will develop, implement, and maintain a workplace violence prevention and intervention program, which will include training and educating employees.

5.0 Responsibility For Implementation

- 5.1 The Director shall implement, maintain and monitor the Violence Prevention in the Workplace Policy and supporting programs in conjunction with the Superintendents and Principals.

6.0 Review and Evaluation

- 6.1 The effectiveness of this policy shall be assessed through consultation with Trustees, the Joint Health and Safety Committee, staff, and members of the community.~~satisfaction measures.~~
- 6.2 The Policy will be reviewed annually and will be scheduled for first review during the 2007-2008-policy review cycle.

7.0 References

- 7.1 Statutes and Regulations:

The Occupational Health and Safety Act
The Education Act and Regulations
The Child and Family Services Act
The Young Offenders Act
The Charter of Rights and Freedoms
Antiracism and Ethno cultural Equity (Education Act, s.8 (1), 29.1
Ontario Human Rights Code
Safe Schools Act, 2000
Education Amendment Act (Progressive Discipline and School Safety), 2007

- 7.2 Board Policies/Procedures

A: 14 Anti Racism Policy
H: 06 Health and Safety of Employees
H: 08 Workplace Harassment
H:09 Assault on Employees
H:10 Employee Injury
SC:07 Safe Schools (Violence Free)
SC: 10 Crisis/Trauma Response
SC: 11 Trespassing
SC: 14 Emergence Response Plan
SC: 15 Code of Conduct
ST:18 Physical Intervention



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Joseph Berthiaume, Director of Education

John Macri, Board Chairperson

BOARD REPORT

Meeting Date: June 25, 2007

Public **In-Camera**

PRESENTED FOR: Information Approval

PRESENTED BY: Senior Administration

SUBMITTED BY: Joseph Berthiaume, Director of Education
 Mario Iatonna, Superintendent of Business

SUBJECT: **BUSINESS PRACTICE REVIEW – PRICE WATERHOUSE COOPERS**

RECOMMENDATION:

That the Board receive for information the report on the Business Practice Review from Price Waterhouse Coopers; and

That the Board direct Administration to proceed with the implementation of the recommendations contained in the report for completion by December 2007, including the provision of regular progress updates to the Audit Committee and a final report to the Board when all recommendations have been addressed.

BACKGROUND:

At its meeting held on November 28, 2006, the Board approved the engagement of Price Waterhouse Coopers (PWC) to conduct a high level review of the Board's projections to deal with the funding of the St. Anne/St. Joseph's capital shortfall (Project I) and to conduct an independent review of certain internal control policies, processes and procedures at the Board (Project II).

The results of Project I have been reported previously to the Board. The findings of Project II are being reported herein, pursuant to the attached report from PWC on the outcome of the Board's business process.

FINANCIAL:

The projected cost of engaging PWC for both Projects I & II was \$71,750 exclusive of expenses and taxes.

COMMENTS:

The scope of PWC's engagement was to provide high level reviews of the following areas:

- Payroll
- Revenue and Cash Receipts
- School Generated Funds
- Information Technology (IT) Department
- Reporting Mechanism to the Board

Recommendations arising out of each of these high level reviews are contained within each specific section of the report. Board Administration has reviewed the report and generally concurs with the observations and recommendations that have been presented by PWC.

In addition to the above, PWC performed a detailed control and procedures review of Purchasing and Procurement.

Based on this review, the following points are noted:

- In terms of maturity in overall internal control and procedures, most organizations operate at what PWC defines as an *"Informal"* level. This level is characterized by controls being designed and in place, but not adequately documented.
- PWC indicates that: "Organizations are generally aiming to improve their standing to a minimum rating of *"Standardized"*, but preferably to a rating of *"Monitored"* or *better.*"
- A *"Standardized"* level has controls designed, in place, and adequately documented. A *"Monitored"* level goes beyond this by having periodic testing for effective controls design and operation.
- PWC acknowledges the Business Department's efforts in improving internal control.
- PWC notes that the Board's Purchasing and Procurement function is within the *"Standardized"* range.
- PWC's findings in support of this assessment are that controls are designed and in place, and controls have been documented and communicated to employees.

PWC does point out that deviations from controls did exist, but Board Administration has committed that policies and controls are to be followed in future cases.

As with the high level reviews, Administration has reviewed the detailed examination by PWC of Purchasing and Procurement. Administration generally concurs with the observations and recommendations contained within the report.

Upon the Board's direction, Administration will proceed to implement PWC's recommendations. It is intended to provide regular progress updates to the Audit Committee, with a final report to the Board when all recommendations have been addressed.

TIMELINES:

Implementation of the recommendation is expected to proceed immediately with a projected completion by December 2007.

APPENDICES:

Draft Business Practice Review, Price Waterhouse Coopers

Windsor - Essex Catholic District School Board

Controls and Procedures Review of the Business
Administration Department
(without Organizational Matters)
June 2007

Windsor - Essex Catholic District School Board

Controls and Procedures Review of the Business Administration Department June 2007

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Windsor-Essex Catholic District School Board

High Level Control Observations

This report is addressed solely to Windsor-Essex Catholic District School Board ("WECDSB") and its Board of Trustees. It is intended solely for the information and use of the WECDSB, its Board, Audit Committee and Management. This report may not be published or in any way distributed to any other party without our prior written consent. PricewaterhouseCoopers LLP does not accept responsibility to any other party to whom it may be shown or into whose hands it may come.

This engagement was conducted under the terms and limitations specified in the engagement letter between PricewaterhouseCoopers LLP and the WECDSB. As such, it does not constitute an audit in accordance with generally accepted auditing standards and we do not express an opinion on the adequacy of the policies, processes or controls of the Business Administration Department of the WECDSB.

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Nature, Extent and Timing of Work Performed

In accordance with the terms of our engagement as documented in our engagement letter of November 14, 2006, we have undertaken to perform controls reviews of certain areas of the Business Administration Department of the Windsor-Essex Catholic District School Board (“WECDSB”).

Our review was confined to this specific area and did not include any review of activities undertaken by other WECDSB departments. It does not constitute an audit in accordance with general accepted auditing standards and we do not express an opinion on the adequacy of the policies, processes or controls of the Business Administration Department.

Our work commenced in January 2007 and was completed in April 2007. It was performed using a collaborative approach, working in partnership with the WECDSB’s senior management and staff to carry out our review and to develop recommendations and improvement opportunities.

The agreed scope includes a follow-up review that will be performed within twelve months following the release of this report.

We performed short, high level reviews of the following agreed upon areas:

- Structure of the Business Administration Department
- Payroll
- Revenue and Cash receipts
- School Generated Funds
- Information Technology (IT) Department
- Reporting Mechanism to the Board

We also performed a detailed control and procedures review of Purchasing and Procurement.

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Scope and findings

The scope of our work and outcomes for each area have been discussed with the Director of Education and the Superintendent of Business. A draft of this report was also discussed with the Board's audit committee at a meeting on May 23, 2007.

Some general observations and comments are set out below. They address each of the key principles necessary for a sound and comprehensive internal control framework:

- Control environment and background
- Risk assessment
- Control activities
- Information and communication
- Monitoring

The following observations and comments have been reviewed and discussed with senior management.

General Observations and Comments**Control Environment and Background**

The control environment sets the tone for the organization and its parts, influencing the control consciousness of its people. The control environment establishes the foundation for an internal control system by providing discipline and structure.

- The Business Administration Department is undergoing some change with personnel generally operating in a reactive mode.
- Personnel need to cope with day-to-day activities while undertaking new responsibilities and special projects to effect positive change. Prioritizing activities and resourcing can be a challenge.
- Care should be taken that, in a period of change, there is no deterioration in the control environment as key control activities may be overlooked because of time constraints.
- Care should also be taken that control keeps pace with the level of change ensuring that control activities are appropriately introduced or revised to address new circumstances.

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- Past occurrences have impacted the image of the Business Administration Department and the WECDSB and there is a need to rebuild credibility, with a focus on fiscal discipline and control.
- The WECDSB needs to emphasize basic control with appropriate safeguards and monitoring to ensure that things are happening as they should. The control reviews we are undertaking partially address this need and all key areas should be subjected to scrutiny.
- The WECDSB should establish review processes to ensure Board policies are current and clearly reflect the intent of the Board.
- The organization should ensure that their developed code of conduct is easily accessible by all levels of staff. To ensure that the expectation of compliance is communicated regularly, WECDSB should require all staff to annually confirm in writing that they are familiar with the code of conduct and are in compliance with the code.
- The organization needs to ensure that it has a succession plan in place for key positions within the Business Administration Department.
- Overall, we acknowledge the WECDSB's ongoing efforts to effect positive change and instill a culture and attitude of control.

Risk Assessment

Risk assessment is the identification and analysis of relevant risks to the achievement of organizational objectives, forming a basis for determining how the risks should be managed. A precondition to risk assessment is the establishment of objectives, linked at different levels and internally consistent.

- Personnel are generally aware of organizational objectives although specific department and activity level objectives are not explicitly stated or documented.
- Objectives provide direction and are a statement of purpose. Accordingly, objectives should be established, documented and communicated to provide direction and ensure alignment of organizational activities.
- Activity level objectives and job descriptions should contain specific reference to control responsibilities with appropriate linkage to human resources mechanisms.
- WECDSB should establish a formal board-wide mechanism to ensure that the principal risks of the organization are identified, assessed and appropriately managed. Such a process should include regular reporting to Senior Management and the Board of Trustees on the principal risks of the organization and the overall state of risk management and control.

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- As part of the enterprise risk management initiative, activity level risks should be identified and mapped to the risk response and mitigation activities to ensure that there are no significant control gaps or redundant/unnecessary control activities.

Control Activities

Control activities refer to the policies and procedures to help ensure management directives are carried out. They help ensure that necessary actions are taken to address risks to the achievement of the entity's objectives.

- The WECDSB's policies and procedures have been developed over time and are documented in different formats at varying levels of detail and there is varying awareness of their content among staff.
- A Coordinator of Policy Development position has been created at WECDSB to review existing policies and to create new policies to ensure consistency and accountability in the Board's day to day operational activities. We encourage efforts to develop a consistent policy framework and to update and revise Board policies and procedures, as appropriate.
- There is a lack of documentation of desk procedures for the various functions that are carried out by the Business Administration Department.
- Based on our initial interviews, key personnel are confident that current control activities are sufficient to address the major risks of the Business Administration Department although there is significant opportunity for improvement. Control *effectiveness* can be improved by aligning control activities to the risks they are intended to mitigate – thus highlighting potential control gaps or unnecessary activities. In addition, *efficiencies* can be gained by streamlining processes and refocusing work flows.
- Personnel acknowledge the negative perception over certain aspects of the department's control processes and welcome the opportunity to examine and rethink their control activities. Workloads and time constraints may however limit their ability to carry out these tasks in a systematic and disciplined manner potentially resulting in a continued reactive approach to risk and control.
- The pace of change and time constraints have increased the risk profile of the department with more attention needed to the consistent application of existing control activities while remaining alert to the need to introduce new control activities to address new circumstances.

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Information and Communication

Information and communication support all other control components by communicating control responsibilities to employees and providing information in a form and time frame that allows people to carry out their duties and supports informed decision-making.

- There is some dissatisfaction with the consistency and clarity of reports to the Board of Trustees and other decision makers, particularly when it contains financial information. Information must be presented in a way that can be understood by all users and in a way that is sufficient enough to provide an appropriate understanding of the Board's operating results.
- Financial reports should be communicated or distributed on a timely basis to ensure the information being reported on is relevant to the reporting period.
- Consideration should be given to the content, format and frequency of financial and departmental reporting to ensure it appropriately meets the needs of key stakeholders and provides adequate information for informed decision-making. Trustees need to establish their expectations with respect to the information that they receive from senior management.
- The cost of obtaining information should not exceed the benefits. Analysis of benefits should not be limited to benefits to WECDSB but should also include those benefits realized by key users of the information.
- The WECDSB is in the process of updating its policies and procedures. Once developed, updated policies and procedures should be communicated throughout the organization to generate awareness.
- There should be more communication between the various departments of the WECDSB about policies and procedures to be followed as well as round table discussions to address any issues or concerns that departments have when dealing with other departments.
- A number of organizations are introducing formal "whistle blowing" mechanisms enabling employees to anonymously report suspected errors, irregularities or breach of laws, regulations or internal policies and procedures.
- We acknowledge WECDSB's increased focus on control and compliance and encourage communication to reinforce the Board's commitment to improving the control environment and the control consciousness of its people.

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Monitoring

Monitoring covers the oversight of internal control by management or other parties outside the process to ensure that things are happening as they should. This is accomplished by ongoing monitoring by management in the course of operations.

- Overall, few monitoring activities, with the exception of school generated funds, are designed, maintained and operated because of time constraints – although actual experience may vary depending on the activity-level process involved.
- WECDSB does not have an internal audit function and given the financial constraints that the Board is operating under, it may not be possible from an economic standpoint, to add an internal audit position. The Business Administration Department could however incorporate monitoring activities into the job responsibilities of various individuals within the department or could have monitoring activities assigned to personnel in other WECDSB departments.

Management comments

We generally concur with the observations. A number of the points have been acted on and the balance will be scheduled for completion in an appropriate manner.

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High Level Reviews

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This engagement was conducted under the terms and limitations specified in the engagement letter between PricewaterhouseCoopers LLP and the WECDSB. As such, it does not constitute an audit in accordance with generally accepted auditing standards and we do not express an opinion on the adequacy of the policies, processes or controls of the Business Administration Department of the WECDSB.

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Pages 7 to 11 have been removed from this copy of the report.

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High Level Review of Payroll**Nature and Extent of Work Performed**

Payroll processing was one of the areas chosen for a high level review and as such, our work did not include a detailed review of controls or procedures. Our work was conducted primarily through observation and discussions with select personnel in the payroll department and a review of the shelf data provided to us at the commencement of this assignment. We conducted interviews with the Supervisor of Benefits and Academic Payroll, the Supervisor of Support Staff Payroll and a Payroll Clerk from each of these departments.

The WECD SB has a centralized payroll department that manages the payroll function for approximately 4,000 employees of the Board including Academic and Non-teaching groups or Support Staff. There are approximately 2,500 salaried staff and 1,500 hourly or occasional workers. This function is supported by the Integrated Payroll Personnel System (“IPPS”).

In summary:

- The Human Resources Department is responsible for interviewing potential hires and collecting/processing mandatory paperwork such as police clearances and Qualifications Evaluation Council of Ontario (“QECCO”) evaluation forms. Human Resources is also responsible for communicating with the Payroll Department the following information:
 - pay rate or salary for new employees,
 - start date,
 - termination date, and;
 - changes to salaries or positions.

Changes to employee standing data is communicated to the payroll clerks via a “payroll addition/change notice” which is approved by the Manager of Human Resources and Payroll Supervisor prior to processing.

- The Facility Services Department is responsible for interviewing potential hires for that department. Human Resources collect all pertinent information, as above and forwards it to the Payroll Department for data entry into IPPS.
- The Payroll Department is responsible for processing the information for active employees each pay period for each payroll group and for generating:
 - the payroll employee bank deposit payment,
 - supporting employee pay summaries,
 - disbursement information for taxes and other deductions,

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- payroll information by department for the update of the general ledger, and;
 - various payroll related reports as requested by the Business Administration Department.
- The Payroll Department is also responsible for entering all payroll changes as communicated by Human Resources such as salary and position changes, retroactive pays and modifications to employee benefit or enrolments throughout the year.

As per our engagement letter the scope of our review was limited to the functions performed in the Payroll Department. As such, our review did not encompass the functions performed within Human Resources, Facility Services or other operational departments.

Observations and recommendations

The Payroll Department is split into two distinct groups. One group, consisting of a Supervisor and three Payroll Clerks, is responsible for the Academic Payroll. The second group, which also consists of a Supervisor and two Payroll Clerks, processes the non-Academic Payroll. These two groups use the same system and an IPPS pay run checklist to process a pay, but some of their procedures are different due to the nature of employees in their group.

The following are recommendations based on our high level review. They do not reflect recommendations which may have arisen had a more detailed review of controls or procedures been undertaken. These recommendations have been discussed with Mr. Joseph Berthiaume, Director of Education and Mr. Mario Iatonna, Superintendent of Business.

1. Develop and communicate a framework of articulated objectives***Observation***

There are no documented objectives for the department.

Implication

There is a risk that expectations of interested parties are not identified and therefore will not be met. Developments and changes may not address needs adequately. There are no criteria against which to assess the effectiveness of resource allocation in an environment where labour resources are limited and need to be utilized effectively.

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Recommendation

Objectives should be developed to address the needs and expectations of those relying on the department. The objectives should then be communicated throughout the entire department. These objectives should be consistent and aligned with the broader objectives of the WECDSB. Furthermore, staff within the department should develop their own personal goals which should be aligned with departmental objectives.

2. Detailed written procedures should be developed and documented***Observation***

We observed that a check list has been created detailing the individual steps to be completed in performing various IPPS' functions. This exists to aid operators in using the computer system in the appropriate manner. Additionally, certain employees have created a log that lists out the processes to be completed, in set order, to process a payroll in the currently established manner. This is used to ensure that all the appropriate steps in the process are completed and signed off for each payroll. There is however no description of the individual underlying steps of the payroll process.

Implication

The underlying process may not be completed in a consistent or efficient manner between various operators in the department or between payroll departments (academic and support staff). Opportunities to assess performance / effectiveness of procedures cannot easily be established as the procedure itself is not explicitly stated. Inefficiencies may be experienced in training new personnel and knowledge may be lost as personnel leave the department.

Recommendation

Detailed written procedures should be developed and maintained describing the established best practice for performing the payroll process. These should be in sufficient detail to allow a user to process a payroll in the required manner from beginning to end with minimal additional reference material other than, for example, the IPPs operating manual.

Where certain processes and controls take place in other departments, such as Facility Services or Human Resources, procedures should also include steps that obtain confirmations from these other departments that the processes and controls have been completed satisfactorily.

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3. Monitoring of payroll performance***Observation***

A log is maintained that tracks the completeness of payroll processing. There is no data collected to track the overall effectiveness and efficiency of payroll processing or to track any recurring issues with the processing of the payrolls. The department should also track the accuracy and timeliness of information that it receives from other departments, including Human Resources and Facility Services.

Implication

The WECDSB does not have the ability to assess the effectiveness of its payroll function against benchmarks or against previous performance. As a result, the effect of changes in efficiency or effectiveness cannot be quantified and there is a risk that limited resources may be misallocated in seeking to make improvements.

Recommendation

Best practice is to obtain, document and monitor indicative information such as cost per employee, number of exceptions or timeliness of processing as a tool to identify areas for improvement. This can also be used for comparison to the cost of processing where some or all of the functions could be outsourced or to allocate resources.

4. Access rights in IPPS***Observation***

All employees in the Payroll Department have edit rights in IPPS to create a new employee, including such information as start date, salary grid level and banking information and/or the ability to modify wages or other pertinent information.

Implication

An employee file could be modified or created by staff without the appropriate level of authorization.

Recommendation

Standing data is the foundation of the payroll processing function. Limited staff in Human Resources or in Payroll should have edit rights over payroll standing data. This will ensure that the information is always accurate and complete.

Additionally, all changes to an employee's file should be well documented and signed as evidence of approval before such changes are processed through IPPS.

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5. Segregation of duties***Observation***

The Human Resources or Facility Services Department is responsible for collecting and reviewing the completeness of source data relating to changes to employee information, however, this information is entered into IPPS by the Payroll Clerks responsible for processing that employee's pay. Although each pay is reviewed by either the Academic or Support Staff Supervisor, if a modification is not specifically identified and checked during this review, an error in processing the change may go undetected on a go forward basis.

Implication

Unauthorized or incorrect modifications to wages/salaries may be processed and paid. In the absence of detailed reviews, these types of modifications may go undetected, resulting in a misappropriation of WECDSB financial resources.

Recommendation

Best practice is to segregate payroll duties to decrease the risk of misappropriation of assets. By separating payroll preparation, disbursement, distribution and reconciliation responsibilities, organizations ensure that no individual employee has the opportunity to manipulate and defraud the payroll system.

Typically each of the following payroll tasks is assigned to separate staff:

- Approval of new hires
- Input of new hire information
- Timesheet calculations
- Timesheet approval
- Timesheet input
- Pay increase approval
- Pay increase input, and;
- Reconciliation of the payroll bank account.

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6. Structure of the Payroll Department and processes***Observations***

The Payroll Department operates as two separate business units despite the fact that the processes for academic and support staff are similar in nature. There is no formal review of the payroll processes being used by each group to ensure consistency between the two groups.

Implication

Because the Payroll Department operates as two distinct groups, potential processing efficiencies such as job sharing or turnover management may not be achieved, which could result in redundancies or untimely processing of payroll related information.

Recommendation

WECDSB should consider implementing a formal review process to ensure that the Payroll Department is operating consistently and efficiently across the entire department. Differences and redundancies in accounting activities between the academic and support staff group should be identified and then a determination should be made as to whether accounting processes can be eliminated or streamlined, resulting in a better use of WECDSB resources.

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High Level Review of Revenue and Cash Receipts**Nature and Extent of Work Performed**

Revenue and cash receipts was one of the areas chosen for a high level review and as such, our work did not include a detailed review of controls or procedures. Our work was conducted primarily through observation and discussions with select personnel in the business administration department and a review of the shelf data provided to us at the commencement of this assignment. We conducted interviews with the Controller of Finance, Accounting Supervisor and various accounting clerks from the Business Administration Department.

WECDSB's principal sources of revenue are:

- General legislative grants
- Property tax levies
- Special grants
- Billings to customers for the use of school board facilities such as gymnasium rentals.

As part of the budgeting process, WECDSB prepares a schedule of anticipated revenues and submits this information to the Ministry for approval. The original estimates submitted are based on anticipated enrolment. The revised estimates are submitted in November based on actual enrolment in the fall of each year. The amount of general legislative grants to be received in any one year is dependent on property tax levies expected.

The majority of cash receipts are through electronic funds transfer, the timing of which is fairly consistent year over year, with the exception of special grants and other miscellaneous billings

Observations and recommendations**1. Segregation of duties could be improved in the area of accounts receivable/cash receipts*****Observation***

During discussions with accounts receivable staff it was noted that an inadequate segregation of duties exists such that invoices are generated, cash receipts are collected, bank deposits are prepared and deposits are made by the same accounting clerk.

Implication

Inadequate segregation of duties increases the risk of misappropriation of assets.

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Recommendation

Best practice is to segregate accounts receivable duties to decrease the risk of misappropriation of WECDSB assets. By separating invoice generation, cash receipts and reconciliation responsibilities, best practices companies ensure that no individual employee has the opportunity to manipulate and defraud the accounts receivable/cash receipts systems.

2. Credit adjustments to accounts receivable should be authorized by an appropriate official***Observation***

During discussions with accounts receivable staff it was noted that when credit adjustments are posted against accounts receivable balances, no formal authorization is provided by the person approving the credit.

Implication

A lack of audit trail over credit adjustments could result in unnecessary time spent following up on the nature of adjustments posted to accounts receivable. Also, due to the inadequate segregation of duties noted above, unauthorized or fictitious adjustments could be made, resulting in misappropriation of WECDSB assets.

Recommendation

Although the extent of adjustments posted to the general ledger has been historically insignificant, WECDSB should develop a formal policy over credit adjustments. This policy should identify a pre-approved list of employees who are authorized to approve credit adjustments and the dollar authorization levels of these individuals.

3. Detailed written procedures should be developed and documented***Observation***

During the course of our work, we observed that there are no documented procedures for the monitoring of the accounts receivable ledger. For example, there is no guidance as to how smaller uncollectable items should be removed from the ledger in an authorized manner.

Implication

Written procedures provide an opportunity to communicate expectations and best practice within a group and provide a benchmark against which activity can be monitored. The lack of up to date written procedures can lead to a lack of direction and in extreme cases to the ineffective allocation of resources.

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Recommendation

Written procedures should be established for the reporting, monitoring and follow up of accounts receivable items. Procedures should include steps required to write-off or progress smaller items to clear the ledgers with appropriate authorizations. Existing cash receipting procedures should also be updated.

4. Detailed written procedures in the area of bank reconciliations should be developed and documented***Observation***

We noted from our review that there are no formally documented procedures for the bank reconciliation process. Knowledge over these processes rests with a handful of key individuals and it is apparent that in their absences the department's ability to function effectively is impaired.

Implication

A lack of written procedures results in an impairment to WECDSB's ability to continue functioning effectively following unforeseen staff changes. Also written procedures provide an opportunity to enhance control and efficiency by identifying and mandating appropriate key procedures and thereby focussing effort.

Recommendation

Written procedures should be developed, communicated and maintained for the bank reconciliation and monitoring function. These should also specify which accounts are to be reconciled, by whom and how frequently. They should set out procedures for communicating and resolving reconciling items, and procedures for their independent review.

5. Bank reconciliations should be reviewed and approved on a timely basis***Observation***

Our review identified that while bank reconciliations had been performed for the accounts and periods selected, they had not always been reviewed on a timely basis. Once prepared, the bank reconciliation is filed, however it was unknown whether or not a review was done on a timely basis.

Implication

Bank reconciliations do not provide an effective control if not performed and reviewed on a timely basis.

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Recommendation

Reconciliations should be performed, reviewed and reconciling items addressed on a timely basis.

6. Safeguarding of assets***Observation***

During our review we noted that petty cash and other miscellaneous cash receipts are kept locked in a cash box until deposited at the bank, however the key to the cash box is kept in an employee's drawer, which remains unlocked at all times.

Implication

Risk of theft is heightened as all employees and visitors of WECDSB have potential access to these funds.

Recommendation

Although the amount of cash on hand is minimal, the key to the cashbox should remain secured at all times and access limited to a few employees.

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High Level Review of School Generated Funds**Nature and Extent of Work Performed**

School generated funds was an area chosen for a high level review and as such, our work did not include a detailed review of controls or procedures. Our work was conducted primarily through observation and discussions with the Accounting Supervisor and a review of the shelf data provided to us at the commencement of this assignment. We did not visit any of the schools or look at any of the detailed records kept at each school.

The number of school accounts varies from school to school, but the primary sources of funds include:

- Refundable deposits,
- Fundraising activities,
- Contributions from School Councils,
- Donations,
- Student activity fees, and;
- Co-curricular activities including field trips and buses.

WECDSB has created a policy and detailed procedures with respect to fundraising that governs how schools can raise funds and disburse funds. These documents also include expectations over record maintenance and reporting requirements that each school must follow to communicate transactions and balances to the WECDSB relating to school generated funds.

Observation – Internal audit of school generated funds

In accordance with WECDSB policy, the Superintendent of Business or his designate conducts a sample of independent audits of school records on an annual basis to ensure compliance with WECDSB School Funds Policy. The schools selected for review are often scheduled in advance with the Principal and/or other school officials.

Implication

As the schools are advised in advance of the internal audit visit, this may result in schools completing records only in anticipation of the impending audit as opposed to having complete and authorized records throughout the entire year.

Recommendation

To enhance this internal audit function, WECDSB should consider implementing some unpredictability into their testing such as selecting schools to audit on a surprise basis, requesting information that is more inclusive than in prior visits or lowering the scope for items selected for testing in the current period versus prior periods for repeat visits.

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This will assist in ensuring that WECDSB's assets are adequately safeguarded and that school transactions are appropriately authorized, processed and recorded in accordance with WECDSB'S policies and procedures throughout the entire year and not just when the school is preparing for their scheduled audit.

High Level Review of the Information Technology (“IT”) Department

Nature and Extent of Work Performed

The WECDSB’s information technology area was one of the areas chosen for a high level review and as such, our work did not include a detailed review of controls or procedures. Our work was conducted primarily through observation and discussions with information technology management personnel and an observation of the data centre facilities.

In summary:

- There appear to be strong controls in place to mitigate the risks that may impact the achievement of the organization’s objectives,
- There have been no recent operational system failures or security breaches,
- Significant changes to the IT environment include implementation of a new web application for student achievement at all elementary schools; implementation of a data warehouse; purchase of a new reporting tool; and implementation of a school planning support package. Consolidation of school servers is planned over the next 12 months, and;
- There are some opportunities for improvement that should be given the appropriate attention.

As per our engagement letter the scope of our review was limited to the information technology area and did not extend to any of the user groups within the organization.

A listing of the organization’s critical systems is included on pages 34 and 35.

Details of the Review

Areas of Strength

Based on PwC's inquiry and observations made, the following are some examples of IT controls that management have put in place for some of the risk areas in each of the IT domains reviewed:

IT Domain	Risk Area	Controls and comments
Control environment	Tone at the top	Senior management has acknowledged the importance of IT in supporting the business objectives, and has demonstrated this in its support and approval of recent key IT projects and other spending (e.g. WAN upgrade, new IT positions, elementary web achievement application). The CIO attends Executive Council once per month. Reporting to the Board occurs annually or as new initiatives are brought forward to the Trustees.
Control environment	Strategic planning and direction	The Board communicates the high level organization plans. The IT Dept. meets several times to come up with a proposed budget that is aligned to the broad organization plans. CIO then meets with Controller to go over the proposed budget. Controller informs CIO of the status of proposed budget. The CIO, in close consultation with the Controller, compares IT spending against projected spending.
Control environment	Strategic planning and direction	Regular meetings are held among IT Managers (once per week), and IT Operations that includes IT Managers and other key IT personnel (once per month). These meetings are used to discuss IT direction, and current and anticipated IT related issues. The IT Strategy is documented in the minutes of the monthly meetings as well as in the IT Plan.
Control environment	Job descriptions	Key positions have clearly defined roles which are documented in the job descriptions that are sent out with postings.
Control environment	Background checks	These are performed by HR for all IT personnel, including those in sensitive IT positions, and the CIO also personally contacts the references.
Control environment	Risk assessment	A recent Risk Assessment exercise was conducted by IT management to assess IT risks and determine controls to mitigate and manage those risks.
Control environment	Data/ component ownership	Data/ component owners have been assigned for all key systems and components. Functional personnel back-ups have also been assigned.
Control environment	IT roles and competence	All IT staff upon hire possessed the relevant qualification or experience for the hired position. In addition, their competence is supported and enhanced by their respective tenure, and training provided to date in both specialized and general IT areas.

IT Domain	Risk Area	Controls and comments
Control environment	Organization of IT function	Key IT duties appear to be adequately segregated among IT personnel.
Control environment	Training	Regular relevant training is provided to IT personnel. Training is selected and provided based on need for the performance of the job function, and is often related to new or updates to technology or related processes.
Control environment	Goals setting and performance assessment	IT Goal setting and performance assessment for IT personnel occurs on a regular basis, as part of the organization-wide performance appraisal program, and reflects current IT objectives related to personnel. These IT objectives are aligned with the organization's objectives.
Program Development/ Acquisition	Program development and customizations	IT has a strategy of no program/ application development. As such, only proven and tested applications are acquired and implemented i.e. there are no programming customizations.
Program Change/ Maintenance	Change Methodology	<p>An informal but comprehensive methodology used for program changes. This includes:</p> <ul style="list-style-type: none"> - User Involvement – Full involvement of users in requirements, package selection (where applicable), testing, documentation, training and issue resolution - Testing - Full testing in a separate Test environment for all Key systems. Full testing prior to implementation into production. - Documentation – All systems are accompanied by adequate user and technical documentation (obtained or internally prepared). - Change Management - Approvals by the data-owners (called Project Managers) prior to implementing changes.
Access to Data and Programs	Authentication	<p>Access is restricted through the use of user ids and passwords. Single Sign-On (SSO) is not used. Authentication is required for access to each system.</p> <ul style="list-style-type: none"> - All passwords for key systems are kept securely by the CIO and updated when there is a change. - Vendor support information and phone numbers for all systems are kept securely by the CIO and updated when there is a change.
Access to Data and Programs	Direct database access	Access to Oracle databases is restricted to the Database Administrator (DBA).

IT Domain	Risk Area	Controls and comments
Access to Data and Programs	Firewall	Checkpoint NG in place. Scheduled for upgrade in approx. 3-4 months to latest - Checkpoint NGX. - All traffic is logged. - Logs are backed up daily and offloaded to DVD media periodically. - Firewall has built in intrusion detection. - Firewall has built in VPN server for remote access.
Access to Data and Programs	URL Filter	- Content Keeper in place. This is used to protect users and the organization from inappropriate Internet content. - All site access and activity is logged. - Logs are backed up daily and offloaded to DVD media periodically.
Access to Data and Programs	Wireless Network	There are two separate wireless networks - Guest & Corporate. The Guest network is a separate DSL account used for granting access to the Internet only. It is separate from the corporate network and uses WEP security. The corporate network uses Cisco's LEAP authentication. - A Cisco Wireless Solution Engine is used for managing the corporate network. - A Radius server is used for authentication on the corporate network (Cisco ACS) - The school site wireless networks also have the ability to authenticate at site in case of wired connectivity failure to the Board Office.
Access to Data and Programs	Wired Network	- Capacity - 10/100 Mb There are two separate wireless networks - Guest & Corporate. The Guest network is a separate DSL account used for granting access to the Internet only. It is separate from the Corporate network and uses WEP security. The corporate network uses Cisco's LEAP authentication.
Access to Data and Programs	Virtual Private Network (VPN)	Checkpoint VPN1 is used to provide VPN technology for remote access.
Access to Data and Programs	Vulnerabilities Testing	IT performs its own security scans - Vulnerabilities and penetration tests. There is one dedicated station with a monitor for this purpose.

IT Domain	Risk Area	Controls and comments
Computer Operation	Data Centre/ Server room	<ul style="list-style-type: none"> - IT equipment is placed on elevated floors in the computer room for protection against flooding. The room is well maintained and organized, and each functional area (for IT Systems servers, Database servers, and Network equipment) is clearly distinguishable. - The room is temperature controlled with a separate air conditioner and temperature monitor that sends email alarms in case of problems. The current informal plan, in case of failure, is that all three managers and a contractor are alerted/ notified via email (including to Blackberries), at least one must go down to the Centre, open both room doors and place fans to keep the room around an acceptable temperature. - One rack is used to hold all patch panels and switches for drops that terminate in the computer room (Servers). All cables are clearly marked and documentation exists on the configuration. - Separate rack is used to house patch panels and switches for drops terminated throughout building. (Clients). - There are 3 network closets (1 main and 2 secondary) at the facility. These are inter-connected with optic fiber (100Mb).
Computer Operation	Physical security	<ul style="list-style-type: none"> - Room has swipe card access and is restricted to IT managers and a few other key people. - There are security cameras outside the computer room that records all physical access to the room.
Computer Operation	IT Roles functional back up	<ul style="list-style-type: none"> - An external service provider/ contractor (Applied Computer Solutions (ACS)), is available as a functional backup for network operations. The contractor is familiar with the network. This contractor also monitors and trouble-shoots the WAN. - ACS jointly (also done internally) monitors the organization's WAN. - ACS is responsible for the configuration, firmware updates and monitoring of all edge equipment (gateways) at the sites.
Computer Operation	Hard-drive availability	<ul style="list-style-type: none"> - RAID5 is used on all systems servers to ensure continued availability of systems for processing in the event of hard-drive failures.

IT Domain	Risk Area	Controls and comments
Computer Operation	Power	<ul style="list-style-type: none"> - UPS Backup. A 30KVA unit is used that gives approx. 2 hours for IT personnel to go to the site and shut down systems properly. There are 3 IT Managers alerted and at least one is required to respond. - All servers in the Data center have redundant power supplies and redundant fans.
Computer Operation	Network monitoring and management	<ul style="list-style-type: none"> - IT belongs to a consortium called WEDNET. This consortium is in place to take advantage of services and costs as a group. - System wide HP Procurve switches used – 10/100 Mb (Firmware kept current) - School sites are connected to the Board via a mixture of DSL, Spread Spectrum and fiber LAN extensions. - Current daily internet bandwidth usage is approximately 14 Mb. - DHCP is being implemented for clients at all sites. Currently most are statically assigned. - All aspects of Network performance are monitored and email alarms are sent out in case of trouble. (What’s Up Gold, MRTG, HP Procurve monitor.) - Wireless and wired equipment has software that can do a batch update for such things as passwords and firmware updates. (Cisco WLSE, HP Procurve Monitor) - Connectivity to the schools is baselined and available for past statistics used to trouble-shoot (Solar Winds). - HP Procurve Monitor system is used that allows the ability to “track” a malfunctioning computer to a specific switch port at a site and have the ability to shut down individual ports.
Computer Operation	Operating System updates, upgrades and patches	<p>These are assessed (impact to existing systems) and performed regularly on a monthly basis. If a critical update or patch is required, this is assessed and performed within the recommended implementation period.</p>
Computer Operation	Office automation environment and standardization	<ul style="list-style-type: none"> - All of the approximately 500 systems (mainly desktop computers) in all of the schools administration offices are standardized with the same identical hardware and software image. It's a locked down and strict environment that allows IT to provide consistent quality support to all admin staff. This has been in operation successfully for 8 years to date. - IT equipment is also standardized as much as possible using Dell Optiplex desktops, PowerEdge servers and HP printers.

Opportunities for Improvement

Based on PwC's inquiry and observations made, below are some risk areas in each of the IT domains for which there are some opportunities for improvement in IT controls and which should be given some attention:

IT Domain	Risk Area	Control comments	Risk	Recommendation
Control environment	IT job descriptions	Job descriptions are not updated and reviewed periodically.	May impact the competence of IT personnel in the performance of their function. IT duties may not be aligned with the organization's objectives.	Job descriptions should be prepared, communicated and updated periodically.
Control environment	Policies and procedures	Policies and Procedures for IT areas such as Security, Computer operations and Program Change Management may not be formalized and documented.	May impact ability of IT Personnel to fulfill their responsibilities that are consistent with the organization's objectives.	Policies and Procedures for key areas of IT should be established, documented and communicated.
Control environment	IT personnel ethics training	There is no formal training on ethics for IT personnel.	IT personnel may not be aware of what constitutes proper ethical conduct in the performance of their duties, which may result in breaches in information access and use.	Introduce formalized ethics training to IT personnel.
Control environment	User access administration	Request, approval and granting of access to systems are not formalized, documented and communicated	Unauthorized access may occur.	Formalize, document and communicate the procedures for user access administration.

IT Domain	Risk Area	Control comments	Risk	Recommendation
Program Change/ Maintenance	Emergency Changes	Procedures for emergency changes are not formalized and documented.	Unauthorized changes may occur.	Formalize and document the procedures for implementing emergency changes including retroactive approval by data/component owners.
Access to Data and Programs	Access review	Systems user access is not periodically reviewed to ensure that there is no unauthorized access from terminations, leavers or transfers.	Unauthorized access may occur.	Systems user access should be reviewed periodically (e.g. quarterly) against a authorized listing of users and accesses.
Access to Data and Programs	Firewall redundancy	No redundancy. (Next business day hardware replacement facility currently in place in case of failure.)	It will take approximately 2 days to get system back up in case of serious failure. Exposed to attacks during this time if system is made available.	Consider acquiring and implementing redundant appliance.
Access to Data and Programs	Security procedures - authentication	Password policies and procedures not formalized, documented and communicated. May not be adequate to support an effective authentication and access mechanism.	Unauthorized access may occur.	Establish, document and communicate stronger policies and procedures for passwords.
Access to Data and Programs	School Networks	Many of the server areas are not secure and double as storage areas/closets.	Unauthorized access and damage to network may occur.	Status - IT is currently working with Facilities department to come up with secure areas to house the academic and administrative servers at each site.

IT Domain	Risk Area	Control comments	Risk	Recommendation
Access to Data and Programs	WAN Bandwidth	A mixture of DSL, Spread Spectrum and fiber LAN extensions in use. More bandwidth is required.	Low network performance may result.	Status – IT are in negotiations (RFP) to have more bandwidth available at sites for future projects such as accommodating audio and video, localized servers etc.
Computer Operation	Fire suppression sprinklers	Sprinkler system is water based and will cause problems if activated. (Room full of electrical equipment).	Damage to expensive equipment and unavailability of systems may occur.	More appropriate fire suppression systems should be considered.
Computer Operation	Temperature Redundancy	Current solution of using fans and opening doors is unlikely to be adequate for sustained operations.	Unavailability or failure of systems due to inadequate cooling may occur.	Consider air conditioning unit redundancy options.
Computer Operation	Power	The UPS only provides 2 hours during power failure.	Systems will be unavailable during a local power outage.	Consider acquiring a Power Generator to ensure continued operations during local power failures.
Computer Operation	Disaster recovery	There is no formalized, documented disaster recovery plan.	Damage to files or facilities will disrupt critical business activities.	Develop a disaster recovery plan for the WECDSB.

IT Domain	Risk Area	Control comments	Risk	Recommendation
Computer Operation	Printers	Printers in server room	Paper particles/ chips/ dust are blown all over the room. This can accumulate on servers and impact performance and life of server; - Unnecessary traffic in server room by personnel not related to the servers, network infrastructure or databases may result in accidental or intentional damage to equipment.	Printers should be relocated out of the server room

Appendix A - Systems

The following 50 systems have been identified as critical (essential for the functioning of the Board's information operations):

System/ Component	Use
1. Anti Virus Parent Server	Anti virus software for all workstations and servers
2. CEC File/Print Server	Office file and print server
3. Defender Email gateway	Incoming email virus software
4. Internal DNS server	Domain Name System for Internal Systems
5. External DNS server	Domain Name System for External Systems
6. First Class Voice Services (application)	Coverts incoming voice mail messages to emails
7. First Class Voice Services (backend server)	
8. First Class Mail (application)	Email/ Collaboration/ Calendaring Software. Also acts as LDAP (Lightweight Directory Access Protocol) Server
9. First Class Mail (backend server)	
10. Help Desk (application)	Help Desk software
11. Help Desk (backend server)	
12. IPPS.net (application)	Future Payroll System
13. IPPS.net (application server)	
14. IPPS.net (Oracle database)	
15. IPPS.net (database server)	
16. IPPS (application)	Current Payroll System
17. IPPS application server	
18. IPPS (Oracle database)	
19. IPPS Oracle databaser server	
20. MSSQL Database	Database Server (contains over 8 databases)
21. MSSQL Database (backend server)	
22. Reports Browser (application)	Access to Online Reports
23. Reports Browser (backend server)	
24. SpedAssist (application)	Special Education IEP Program
25. SpedAssist (backend server)	
26. SynreVoice (application) School Connect	Sends automated telephone messages (from School Administrator and Support Staff) to school community or select grade or group of individuals

System/ Component	Use
27. SynreVoice (backend server)	
28. Core Trillium (application)	Student Information System
29. Core Trillium (Oracle Database)	
30. Core Trillium (server backend)	
31. Trillium Web Elementary Achievement (application)	Web based report card system for elementary schools
32. Trillium Web Elementary Achievement (server backend)	
33. SDAS - Student Data Archive System (application)	Transcript system for Secondary Schools
34. SDAS - Student Data Archive System (backend server)	
35. Web Grades (application)	Junior and Senior Kindergarten electronic reporting tool
36. Web Grades (back-end server)	
37. WWW WECDSD website	Corporate World Wide Web Server and WWW pages for each school
38. WWW Web Server	
39. SDS - Purchasing	Purchasing System - accounting
40. Firewall	Enterprise wide Firewall used for Perimeter security
41. ContentKeeper	Protects users from inappropriate internet content.
42. DHCP Server	Provides IP addressing to clients
43. Radius Server	Provides authentication to wireless clients
44. FTP Server	Log and configuration backups
45. Solar Winds Network Monitor	Network baseline software
46. Procurve Network Monitor	HP switch monitoring and configuration software
47. What's Up Gold Network Monitor	Network monitoring
48. Nessus	Vulnerability and Penetration security scanning.
49. Technical School Support	
50. VoIP Phone System for CEC	Telephone system for the Board Office

For each of these systems, a primary person (data or component owner), secondary person (support or back up) and a support third party (e.g. vendor) has been identified and documented.

There are another approximately 30 systems/ components that have been categorized as non-critical (not essential for the functioning of the Board's information operations, but supportive).

High Level Review of Reporting Mechanism to the Board

Nature and Extent of Work Performed

The reporting mechanism to the Board of Trustees was an area chosen for a high level review. Our work was conducted primarily through discussions with select personnel in the Business Administration Department, the Director of Education, the Superintendent of Business and several board members. Our review was limited to discussions surrounding reporting to the Board by the Business Administration Department. The other WECDSB departments that also report to the Board were outside of the scope of our assignment.

General observations

This is an area that is currently undergoing review and major change, brought about by the recent appointment of the new Director of Education, along with the appointment of the new Superintendent of Business during the course of our engagement. Some of the general comments that we received during our discussions are as follows:

- The WECDSB's financial reporting system contains the detailed information that is needed to provide the Board with meaningful financial information
- There has been some dissatisfaction with the consistency and clarity of reports to the Board of Trustees and other decision makers, particularly when it contains financial information
- The recent staff changes in the Business Administration Department have resulted in improved reporting to the Board
- Financial reports are well designed and laid out in a manner that makes the information meaningful
- The Board currently receives financial reports quarterly with a move towards monthly reporting of key financial information
- There has been a change in the overall presentation of information to the Board such that if the Board is being asked to make a spending decision, they are presented with information as to where in the approved budget (operating or capital) the monies are coming from to fund the expenditure. If this requires a transfer from another line item in the budget, then the Board is given that information as well
- There is a move currently underway to standardize the format and content of reports presented to the Board as there is a need for consistency in this area
- The challenge is to provide the Board with all of the relevant information that it needs without having to add resources to the Business Administration Department in order to accomplish this

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Observations and recommendations**1. Written policies and procedures should be formally developed and documented*****Observation***

There are no formal written policies and procedures that detail the reporting mechanism to the Board and in particular, that detail the budget monitoring and follow up process.

Implication

The process may not be completed in a consistent or efficient manner. There is a risk that the expectations of interested parties will not be met. Inefficiencies may be experienced in training new personnel and knowledge may be lost if personnel leave the department.

Recommendation

Detailed written procedures should be developed and maintained describing the established best practice for reporting to the Board and, in particular, for the budget monitoring and follow up process. These should be sufficient in detail to allow the individuals responsible for this monitoring in the various departments of WECDSB to follow a consistent monitoring process. Certain monitoring should be taking place in other departments within the WECDSB, however, the information needed by these other departments would be provided to them by the Business Administration Department.

2. Board reports should be consistent and should provide the Trustees with all relevant information needed to make informed decisions on a timely basis.***Observation***

There is no standardized format for reporting to the Board.

Implication

There is a risk that the Board will not receive the detailed information that it requires when making a financial decision.

Recommendation

Consideration should be given to the content, format and frequency of financial and departmental reporting to ensure it appropriately meets the needs of key stakeholders and provides adequate information for informed decision-making. Trustees need to establish their expectations with respect to the information that they receive from senior management. Financial reports should be communicated or distributed on a timely basis to ensure the information being reported on is relevant to the reporting period.

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3. Board reports should be signed off by a responsible individual within each Department involved with or affected by the matters included in the Report.***Observation***

There are no written policies regarding sign-off on Board reports.

Implication

A report may be presented to the Board that has not been reviewed and approved by a Department that is directly or indirectly affected by matters raised in the report.

Recommendation

Written policies and procedures should include a requirement that a responsible individual from each Department signs off on Board reports before they are presented to the Board. This recommendation would also apply to the Business Administration Department whenever financial matters or implications arise.

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Control and Procedures Review - Purchasing and Procurement

This report is addressed solely to Windsor-Essex Catholic District School Board (“WECDSB”) and its Board of Trustees. It is intended solely for the information and use of the WECDSB, its Board, Audit Committee and Management. This report may not be published or in any way distributed to any other party without our prior written consent. PricewaterhouseCoopers LLP does not accept responsibility to any other party to whom it may be shown or into whose hands it may come.

This engagement was conducted under the terms and limitations specified in the engagement letter between PricewaterhouseCoopers LLP and the WECDSB. As such, it does not constitute an audit in accordance with generally accepted auditing standards and we do not express an opinion on the adequacy of the policies, processes or controls of the Business Administration Department of the WECDSB.

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Context and Background

We conducted a review of certain internal controls, policies, processes and procedures relating to the purchasing and procurement function. Our detailed review in this area was focused on identifying procedural gaps and weaknesses for the purposes of prioritizing improvement opportunities. This section of our report provides this detailed review and a summary of both high-level and detailed recommendations for internal control policies.

The focus of the review by PwC is to ensure that funds are being used as efficiently as possible in carrying out the day to day business activities of WECDSB. Key to this will be our detailed review of the purchasing and procurement functions, and ensuring the controls, policies and procedures reflect best practices for public sector procurement through each key step (“plan to pay”) from identifying a good or service requirement to payment processing, and where applicable, contract review and performance management.

Ministry of Education Report

PwC has reviewed the Ministry of Education’s Report on its review of the WECDSB with respect to procurement and purchasing activities. The key recommendations include:

- Development of a “construction policy” that would establish procedures for the governance of construction of schools to include extensive financial due-diligence and cash flow analysis, benchmarking, open tendering, cost estimates and adequate lead time for projects.
- Raising awareness of new policies that have been developed with respect to meals, travel and hospitality expenses, so that staff will understand and support the context, rationale and projected benefits.
- Procurement policies in general should be updated to ensure clarity and effectiveness; specific examples include exception / emergency management to clarify requirements for these situations and ensure awareness among business staff at the WECDSB.

PwC has read this report and will seek to incorporate the spirit of the Ministry’s recommendations into our analysis and our own recommendations.

PwC Global Best Practices Framework

PwC has developed a Global Best Practices framework for the review of internal business processes and controls for organizations. The framework has been developed from PwC’s extensive experience in providing performance improvement advisory services to organizations and businesses across sectors and around the world. The framework addresses all of the key business functions and their associated processes, including purchasing and procurement. We have focused on these aspects of the framework for this section.

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By using the framework, together with its assessment tools, we are able to understand what controls are in place, test these controls, and compare them against relevant best practices. We are then able to provide recommendations for measures to improve the effectiveness and efficiency of the purchasing function, as well as specific processes, procedures and controls that could be implemented to bring it in line with best practices.

Overall, best practices in procurement / purchasing aim at achieving efficiencies in two ways:

- By focusing on a strategic perspective, and integrating purchasing and supplier activities into the organization and its overall mission, there is the potential to achieve significant savings through efficiencies and supplier management, including such strategies as integrated supply chain management and e-procurement.
- By having an accompanying system of policies and controls in place, best practices help manage the risk of failures in compliance or fraudulent activity, thereby ensuring accountability to public stakeholders.

Nature Extent and Timing of Work Performed

WECDSB has a centralized Purchasing Department that is part of the Business Administration Department and manages the purchasing and procurement function on behalf of the organization. All purchases must be accompanied by a Purchase order and approved by the Purchasing Manager.

As per our engagement letter, PwC has agreed to conduct an independent detailed review of the procurement, payment and recording of goods and services processes including capital expenditures. Key control points for review include management accountabilities and approval authorities, segregation of duties, policy implementation and integrity of information.

Our general approach to control review engagements is to:

- Understand the current and projected environment of the WECDSB and its key risks;
- Develop key control objectives for the key risk areas of focus;
- Conduct a review of controls to identify gaps;
- Develop and implement a control framework matrix as a tool to identify weaknesses; and
- Propose new control responses and/or supplemental policies, processes and procedures for an efficient and effective control environment.

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The specific activities and deliverables for the control review and testing of the procurement, payment and recording of goods and services processes are as follows:

Activity	Deliverables
<ol style="list-style-type: none"> 1. Review shelf data including relevant risk and control reports and information. 2. Prepare for and conduct interviews with selected management and staff 3. Inquiry, observation and walkthroughs of the current supporting systems. 4. Review and debrief our understanding of existing key controls, policies, processes and procedures and accountabilities in each area. 5. Identify and document key control measures and points of reliance. 6. Selective sample testing of key control and points of reliance to determine the level of adherence. 7. Identify and document key control gaps and weaknesses. 8. Analyze and diagnose gaps/weaknesses through comparison to best practice control frameworks, information and experience to validate identified weaknesses, identify additional weaknesses and improvement opportunities. 9. Determine probable causes and observed effects of the weaknesses. 10. Determine high-level recommended improvements to internal control, policies, processes and procedures. 11. Summarize all findings and high-level recommendations in a draft report for discussion with Mr. Berthiaume. 12. Discuss preliminary findings and high-level recommended improvements with Mr. Berthiaume. 	<ol style="list-style-type: none"> 1. Detailed understanding of the risk and control environment of the specific areas under review. 2. Documented current key control activities and points of reliance. 3. Documented key control, policy, process and procedure gaps/weaknesses. 4. A gap analysis. 5. High-level summary of all findings and high-level recommendations/improvement opportunities. 6. Debrief and consultation with Mr. Berthiaume and selected individuals.

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We were provided with a copy of the WECDSB's Policy on Purchasing Furniture, Equipment, Supplies and Services (F:02). The policy contains procedures that require:

- All personal purchases must be authorized; any unauthorized purchases (outside the guidelines of the policy) are not the responsibility of the WECDSB,
- The WECDSB shall participate in tenders/contracts made through cooperative purchasing agencies when in the best interests of the WECDSB to do so,
- Formal tenders are required for purchases or contracts that exceed \$100,000; exceptions may be made by the Purchasing Manager in unique or emergency circumstances,
- Performance or Bid bonds may be required for some tenders,
- A Request for Proposal Process may be used when exact specifications for the requirement are not known, however, the proposals must be evaluated by a committee and approved by the Board of Trustees, and;
- Purchases made on behalf of the WECDSB but by non-Board funds shall become the property of the WECDSB.

Additional procedural materials were provided to us that covered systems and software user manuals; examples include:

- SchoolCash.NET, a program designed to assist schools in managing non-board commercial bank accounts, and track balances and remittances,
- SDS Software is accounting software that allows the WECDSB to manage General Ledger reporting, purchase orders, accounts payable, cheque processing, bank reconciliations and financial information reports, and;
- A process map was also available that provided a detailed view of how invoices are managed and paid; invoices are sorted into five categories, approved by the controller and processed for payment:
 - Maintenance
 - Operations
 - Capital
 - Office Supplies
 - Health and safety.

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Detailed manuals of purchasing procedures were also available, which included information around contractor prequalification vendor information processes. This sets out the requirements as well for purchases, based on their size:

Size	Type of Expenses	Procedure
< \$1,000	<ul style="list-style-type: none"> • Business Expenses for travel, meals and hospitality • Small items e.g. office supplies 	Verbal quote required, no purchase order required
\$1,000 - \$5,000	<ul style="list-style-type: none"> • Small items e.g. office supplies 	One written quote and purchase order required
\$5,000 - \$100,000	<ul style="list-style-type: none"> • Larger item products and services e.g. computers or professional services 	Three written quotes and purchase order required
>\$100,000	<ul style="list-style-type: none"> • Large-scale capital asset expenditures including land, buildings and office equipment. 	Formal Tendering Process required, including prequalification and Request for Proposals (“RFP”), if specifications not clearly set out.

*Windsor-Essex Catholic District School Board****Purchasing Department Objectives and Expectations***

We met with the Purchasing Manager and reviewed existing documentation made available to us to identify the objectives of the Purchasing Department.

We noted that there were no written objectives of the Purchasing Department. The following objectives were articulated in our interviews:

- To obtain the best value, price and quality, for goods and services purchased by the WECDSB; and
- To maintain the integrity of the Department.

There are also some objectives contained in the *Policy on Purchasing Furniture, Equipment, Supplies and Services (F:02)* which provides conditions for making purchases on behalf of the WECDSB and procedures for different types of purchases. It contains the following elements:

- The WECDSB accepts responsibility to procure the best quality furniture, equipment, supplies and services at the best possible price,
- The WECDSB shall use sound business practices consistent with its educational goals and continuing operation,
- Support for cooperative purchasing efforts, and;
- Recognition of requirement to hire consultants to complete large scale engineering projects.

The lack of formally articulated objectives gives rise to the risk that the resources of the department may not be aligned with the expectations of the department and therefore that expectations may not be met.

Best practices is that objectives be developed that address the expectations for the department in the following two key areas:

Effectiveness and efficiency of operations

1. Materials purchased satisfy the organization's requirements and needs.
2. Materials are purchased at an appropriate price.
3. Orders are placed on a timely basis.
4. Materials are received on a timely basis.
5. The receiving process is efficient and cost-effective.
6. Materials received are processed on a timely basis.
7. Materials received meet required quality standards.
8. Physical safeguards are adequate.
9. The receiving process is safe.
10. Employees and management are provided the information they need to control the process of obtaining materials and supplies.
11. Purchase orders are properly authorized.

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12. Purchase orders are accurately and completely prepared and recorded on a timely basis.
13. All purchase order transactions are reliably processed and reported.
14. Receipts are properly authorized.
15. Receipts are recorded accurately and completely on a timely basis.
16. All receipt transactions are reliably processed and reported.
17. Performance measures used to control and improve the process are reliable.
18. Management develops strategic business alliances with suppliers.

Compliance with applicable laws and regulations

1. Materials are obtained in compliance with applicable laws and regulations.

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Identification of Key Controls

The following pages contain a table which provides a list of strategic business objectives and the associated business risks and internal control best practices. This information will serve as a checklist against the current state of controls that are in place, and form the basis of our recommendations for strengthening the control environment for the process of purchasing materials and supplies.

*Windsor-Essex Catholic District School Board****Evaluation Tool – mapping of objectives, risks and controls***

Business Process	Business Risks	Control Activities	Key Control			
			< \$1,000	\$1,000 - \$5,000	\$5,000 - \$100,000	>\$100,000
Materials purchased satisfy the company's requirements and needs	<p>Materials ordered will not meet the necessary technical specifications or quality standards.</p> <p>Materials will be received too early or too late, resulting in business interruptions and/or excessive levels of inventory.</p> <p>Vendors will not be aware of company needs or will be unable to supply the necessary materials.</p>	<ul style="list-style-type: none"> Investigate and update vendor capabilities periodically regarding product line and product specifications, product quality, and capacity and order lead times. Specify procedures for notifying vendors of potential performance problems and for appropriate investigation and follow through. Develop data on alternative vendors, and re-evaluate the vendor selection decision periodically. Evaluate purchasing agents, buyers, and cross-functional teams consistently with management's objectives of reduced inventories, improved quality, lower costs, and frequent reliable deliveries. Apply other measures to address issues such as supplier relationships, frequency of returned purchases, production problems related to out of stock materials, and quality problems. Monitor the approved suppliers periodically and systematically to ensure that their actual performance meets expectations. Report performance measures such as: percentage of on-time delivery, accuracy of shipments, product quality, and actual cost performance compared with original cost projections. 	NA	#14	#14	#13
Materials are purchased at an appropriate price	<p>Material costs will be higher than anticipated.</p>	<ul style="list-style-type: none"> Develop a mechanism for determining the total cost of major purchases from particular vendors. Include considerations such as: percentage of on-time delivery, accuracy of shipments, product quality, and actual cost performance compared with original cost projections. Centralize purchasing within the company. Order materials and supplies from one or a few vendors to maximize the benefits of volume purchases. Use appropriate performance measures to monitor process performance, such as percentage of purchases made under a bid process, amount of volume discounts obtained, and actual cost performance compared to original cost projections. 	NA	#16, #14	#16, #14	#12, #13

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Business Process	Business Risks	Control Activities	Key Control			
			< \$1,000	\$1,000 - \$5,000	\$5,000 - \$100,000	>\$100,000
		<ul style="list-style-type: none"> Evaluate the performance of winning vendors periodically and whether their pricing structures remain at competitive market rates. 				
<p>Orders are placed on a timely basis.</p>	<p>Excessive inventory levels will increase costs.</p> <p>Orders will not be placed in sufficient time to account for vendor lead times.</p> <p>Insufficient quantities of materials and late deliveries will result in business interruptions.</p>	<ul style="list-style-type: none"> Establish communication channels between the marketing, production, and purchasing functions. Document material requirements. Reconcile usage needs with purchase orders and inventory levels periodically to ensure they are adequately aligned. Analyze long-term needs and establish forward contracts with standing orders. Integrate the usage scheduling system with the purchasing system. Configure the computer system to generate purchasing requirements based on usage schedules recorded in the purchasing system and on standard bills of material master files. Configure the computer to automatically generate purchase orders based on these material requirements, current stock levels, and previously specified desired minimum stock levels. Ensure that purchase orders include the shipment mode and delivery date. 	#2, #3, #4	#2, #3, #4	#2, #3, #4	#12, #13
<p>Materials are received on a timely basis</p>	<p>The company will receive goods too early or too late</p>	<ul style="list-style-type: none"> Develop, apply, and monitor supplier performance ratings 	NA	#5	#5	#5, #13
<p>The receiving process is efficient and cost-effective</p>	<p>The receiving process will incur higher labor costs than necessary.</p> <p>The organization of the receiving area will not allow for optimum storage of goods or for the efficient movement of goods from receiving.</p>	<ul style="list-style-type: none"> Review the physical activities of the receiving process. Design the receiving area and procedures to reduce the number of activities and the time required to complete activities. Train employees in the process of materials handling. Encourage employees to share ideas and suggestions on ways to improve the process. Allow only limited storage space for within the receiving area to enforce the efficient distribution of goods away from receiving 	NA	#5	#5	#13

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Business Process	Business Risks	Control Activities	Key Control			
			< \$1,000	\$1,000 - \$5,000	\$5,000 - \$100,000	>\$100,000
<p>Materials received are processed on a timely basis</p>	<p>Materials will arrive, but end users will remain unaware of the receipt.</p> <p>Plans and schedules for goods to be received will not be communicated to the receiving department.</p>	<ul style="list-style-type: none"> Notify end users when materials and supplies are received. Establish communication channels between purchasing, end users, and receiving to ensure all parties are aware of material needs and the timing of these needs. 	NA	#5	#5	#12, #13
<p>Employees and management are provided the information they need to control the process of obtaining materials and supplies.</p>	<p>Employees and management will not be able to accurately determine whether the process is in control and operating as planned.</p> <p>Employees will not be able to improve the process on a timely basis.</p> <p>Information provided to employees and management about the process will conflict with company objectives.</p> <p>Plans to improve the process will be based on incorrect perceptions of process performance.</p>	<ul style="list-style-type: none"> Monitor approved suppliers periodically and systematically to ensure that their actual performance meets expectations. Include performance measures such as: percentage of on-time delivery, accuracy of shipments, product quality, and actual cost performance compared with original cost projections. Evaluate purchasing agents, buyers, and cross-functional teams in a manner consistent with management's objectives of reduced inventories, improved quality, lower costs, and frequent reliable deliveries. Select appropriate performance measures to ensure that the procurement and receiving processes are properly controlled. Select quantifiable and controllable measures that (a) link the process to the company's goals and to customer expectations and (b) stimulate continuous improvement. Define the process used to collect required data and calculate measures. (For example, define whether data collection is an integral part of the operating process or a separate process, and whether it is cost-effective). Ensure that management understands how the procurement and receiving processes contribute to customer satisfaction and overall company objectives. Select performance measures that support the creation of value and customer service by reflecting quality and time as well as costs. 	NA	#14, #15, #16	#14, #15, #16	#12, #13

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Business Process	Business Risks	Control Activities	Key Control			
			< \$1,000	\$1,000 - \$5,000	\$5,000 - \$100,000	>\$100,000
<p>Purchase orders are properly authorized.</p>	<p>The company will make unauthorized orders for supplies and services.</p> <p>The company will order supplies and services from unauthorized vendors, or at the wrong prices or terms.</p> <p>Goods or services purchased will not meet quality standards.</p> <p>Unauthorized individuals will order and receive supplies and services.</p>	<ul style="list-style-type: none"> Require that the requesting department prepares the purchase requisition for all materials and supplies purchased. Approve requisitions before purchase commitments are made. Ensure that vendors, prices, quality, quantities, and terms are approved. Use computer system input screens and routines to generate purchase order documents and transactions. Design computer system routines to automatically verify that purchase orders are created only for authorized vendors. (For example, configure the system to automatically verify the vendor against the vendor master file during purchase order entry.) Provide purchasing personnel with current prices, vendors, specifications, and terms to ensure that only authorized terms are used to create purchase orders. (For example, this information can be provided on a supplier extranet site or through computer inquiry terminals that have direct access to vendor product and inventory record files.) Ensure that established policies and procedures define spending limits and approval procedures for purchase orders. Configure approval limits in the purchasing system and allow authorized users to approve orders or requisitions within the approved limits. Segregate all purchasing responsibilities, including supplier selection, from disbursement and accounting activities. Rotate purchasing agents or buyers among purchasing responsibilities periodically to ensure independence. If business conditions make it impractical to rotate agents or buyers, implement other compensating controls. Notify vendors of company personnel authorized to approve purchase orders. Ensure that the system uses an approved vendor master file to verify appropriate vendors during purchase order creation. Require management to define and communicate criteria for supplier selection to ensure that goods and services are obtained only from properly approved suppliers. 	NA	#1, #2, #3, #4	#1, #2, #3, #4	#1, #2, #3, #4

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Business Process	Business Risks	Control Activities	Key Control			
			< \$1,000	\$1,000 - \$5,000	\$5,000 - \$100,000	>\$100,000
		<ul style="list-style-type: none"> Add new suppliers to the established vendor approval master file only if they meet the criteria established by management. Investigate suppliers prior to approval. Consider such factors as price competitiveness, reputation, product quality, delivery abilities, and financial solvency. Obtain competitive bids for all purchases over amounts specified by management. Require justification and management approval for the absence of competitive bids or for the acceptance of a price other than a lowest bid. Install computer system controls, such as access control software, to preclude unauthorized purchase transactions. 				
<p>Purchase orders are accurately and completely prepared and recorded on a timely basis.</p>	<p>Receiving will reject deliveries because no valid purchase order will exist.</p> <p>The company will receive incorrect supplies and merchandise, or quantities of supplies and merchandise, and incur additional costs to return or store these goods.</p> <p>The company will obtain an inadequate supply of supplies and merchandise.</p> <p>The company will lose purchase orders, resulting in incomplete records of supplies and merchandise to</p>	<ul style="list-style-type: none"> Use computer system routines or pre-numbered purchase order forms to assign purchase order numbers to order requests. Safeguard pre-numbered forms from unauthorized use. Require that appropriate personnel, such as the original requestor, review generated purchase orders to ensure that items ordered are correct. Ensure that purchase orders are time sensitive and voided by the system if not fulfilled after a given period. Use computer system routines to generate exception reports for identifying purchase orders that have been outstanding for excessive lengths of time. 	NA	IT Dept	IT Dept	IT Dept

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Business Process	Business Risks	Control Activities	Key Control			
			< \$1,000	\$1,000 - \$5,000	\$5,000 - \$100,000	>\$100,000
	<p>be received.</p> <p>Management will be unable to determine unfulfilled purchase commitments.</p>					
<p>All purchase order transactions are reliably processed and reported</p>	<p>Mistakes and discrepancies on purchase orders will remain undetected.</p> <p>Individuals will make unauthorized changes to programs, causing unauthorized processing results.</p> <p>Individuals will use unauthorized versions of files and/or programs to process transactions, resulting in unauthorized or incorrect business transactions.</p> <p>Files (transaction, reference, or master) will be lost, altered, or damaged, resulting in inefficiencies, lost assets, or incorrect processing of transactions.</p>	<ul style="list-style-type: none"> Perform a one-to-one check between the entered information and the source documents to verify the accuracy of key data fields, including the date. Require authorization for all changes to program routines. Require user approval for program change test results. Use tape and/or disk management systems to ensure that appropriate versions of transaction files, master files, and programs are used for processing. Install computer system controls, such as access control software, to preclude unauthorized changes in the versions of files and programs used to process transactions. Install computer system controls, such as access control software, to protect files and programs from unauthorized use, modification, or deletion. 	NA	IT Dept	IT Dept	IT Dept
<p>Receipts are properly authorized</p>	<p>The company will accept supplies, merchandise and services for which no authorized order has been placed.</p>	<ul style="list-style-type: none"> Accept only supplies, merchandise, and services that are supported with an authorized purchase order. Return receipts without an authorized purchase order or its equivalent to the supplier, or investigate for propriety in a timely manner. Use computer system routines to verify that the supplies and merchandise orders received are for legitimate outstanding purchase 	NA	#5	#5	#5

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Business Process	Business Risks	Control Activities	Key Control			
			< \$1,000	\$1,000 - \$5,000	\$5,000 - \$100,000	>\$100,000
	<p>The company will accept incorrect quantities of supplies and merchandise, or supplies and merchandise that do not meet company specifications.</p> <p>Unauthorized individuals will order and receive supplies, merchandise, and services.</p> <p>The company will receive and pay for, rather than return or refuse the following: unordered supplies, merchandise, or services; excessive quantities or incorrect items; and cancelled or duplicated orders.</p>	<p>orders. (For example, ensure that orders match the purchase order number entered as part of the receiving transaction with records contained on the purchase order master file.)</p> <ul style="list-style-type: none"> • Configure the computer application to generate exception reports for any receipts that do not have an outstanding purchase order on file. • Install computer system controls, such as access control software, to preclude unauthorized entry of receiving transactions into the system. • Safeguard receiving reports from theft, destruction, and unauthorized use. • Designate authorized personnel to correct errors in original receiving reports and re-enter them into the system. 				
<p>All receipt transactions are reliably processed and reported.</p>	<p>Individuals will make unauthorized changes to programs, causing unauthorized processing results.</p> <p>Individuals will use unauthorized versions of files and/or programs to process transactions, resulting in unauthorized or incorrect business transactions.</p> <p>Files (transaction, reference, or master)</p>	<ul style="list-style-type: none"> • Require authorization of all changes to program routines. • Require user approval for program change test results. • Use tape and/or disk management systems to ensure that appropriate versions of transaction files, master files, and programs are used for processing. • Use computer system controls, such as access control software, to preclude unauthorized changes in the versions of files and programs used to process transactions. • Implement computer system controls, such as access control software, to protect files and programs from unauthorized use, modification, or deletion. 	NA	IT Dept.	IT Dept.	IT Dept.

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Business Process	Business Risks	Control Activities	Key Control			
			< \$1,000	\$1,000 - \$5,000	\$5,000 - \$100,000	>\$100,000
	will be lost, altered, or damaged, resulting in inefficiencies, lost assets, or incorrect processing of transactions.					
Performance measures used to control and improve the process are reliable.	Inaccurate measurements will result in erroneous perceptions about process performance, leading to inappropriate decisions.	<ul style="list-style-type: none"> Implement controls that automatically calculate and process the performance measures based on data captured at the transaction source. (For example, processing time, number of defects, and on-time delivery). Review performance measures periodically to ensure they reflect actual process performance. Use quality reports and customer surveys to capture relevant information about process performance. Communicate information captured about process performance to employees responsible for vendor relations and improving the procurement and receiving processes. Ensure that management and employees understand the linkage between the measures and customer satisfaction. Ensure that management and employees buy in to the use of these measures as tools to improve process performance. Link the performance measures with employees' performance evaluations. 	NA	NA	NA	NA
Management develops strategic business alliances with suppliers	<p>The process will not achieve optimal results.</p> <p>The company will lose competitive advantage to companies that develop cooperative relationships with suppliers and use technology to increase supplier efficiency.</p>	<ul style="list-style-type: none"> Develop strategic business alliances with suppliers, and involve these suppliers in developing better ways to process accounts payable. Strive to improve vendor relations continually. Develop objectives for identifying potential candidates for strategic alliances. Perform due diligence reviews of potential vendors. Formalize and document partnership relationships. Reengineer the purchasing and accounts payable processes in cooperation with strategic partners to eliminate redundancies. 	NA	#14	#14	NA

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Business Process	Business Risks	Control Activities	Key Control			
			< \$1,000	\$1,000 - \$5,000	\$5,000 - \$100,000	>\$100,000
	Adversarial approaches to suppliers will result in unsatisfactory business relationships.	<ul style="list-style-type: none"> Ensure that documented and enforced procedures exist to evaluate and approve long-term supply contracts and to ensure that they are in accordance with the business strategy for the company. Employ integrated system technologies, such as EDI, to streamline the accounts payable process and link with strategic partners. 				
Materials are obtained in compliance with applicable laws and regulations.	<p>The company will incur fines or other penalties.</p> <p>The company will make sensitive payments, violate export controls, and/or incur conflict of interest situations.</p> <p>The company will incur bad publicity and loss of reputation.</p>	<ul style="list-style-type: none"> Require legal review of all relevant laws and regulations. Develop procedures to comply with all relevant laws and regulations. Consult industry organizations or regulatory bodies about compliance with laws and regulations and possible future requirements. Monitor the political, lawmaking, and regulatory environments to ensure company procedures remain in compliance with industry standards and applicable laws and regulations. Document company policies and procedures concerning compliance with laws and regulations. Distribute company policies and procedures concerning compliance with laws and regulations to appropriate personnel. Designate a legal officer that is generally responsible for compliance with laws and regulations and is available to advise management. Assign appropriate personnel to review standard purchase order terms and conditions to ensure that they comply with legal and regulatory requirements. Follow proper competitive bidding procedures as required by company policy or government regulations. Comply with purchasing policy provision for meeting ethical and procedural requirements when evaluating vendors. 	#15	#15	#15	#15

Testing of Key Controls

The following is a list of the identified key controls operating within the Purchasing Department together with a brief description of the control and our testing. The sample sizes and scope of our testing was testing based on the frequency of the control or the extent of the information available.

1. Procedures and approval levels established according to dollar level of the purchase

The procedures and approval levels are documented in both the WECDSB Purchasing Policy F:02 and in the Facilities Services Numbered Memorandum #07-1, dated March 28, 2006.

We have reviewed the WECDSB's policy and procedures, as well as examples of transactions processed by the Purchasing Department and did not find any exceptions to this policy.

2. Authorization for the Purchasing Manager to initiate a purchase transaction

The Purchasing Manager may initiate a purchase order (PO) directly, or the SDS will create one or more PO's for a purchase requisition that is received from a school. Details on who can initiate purchases are found in the May 23rd Board Report titled Pre-qualified Processes and Procedures Report which addressed the protocols for all departments that are involved in purchasing goods and services.

The Board Report, in addition to the WECDSB approved policy and procedures on purchasing have been reviewed, along with examples of requisitions received from authorized personnel that had been approved by the Purchasing Manager and input into the system. All requisitions, once approved, created one or more PO's in the SDS system and were processed through to material delivery and payment accordingly. No exceptions were noted.

3. Properly approved purchase orders

The Purchasing Manager and his or her designate are the only individuals who can approve a purchase order. Purchase orders or requisitions over \$2,000 must be approved by the Purchasing Manager, and all purchase orders are required to have a minimum amount of information, including the good to be purchased, the price, the vendor and the account number to be charged. The SDS system requires authorization before the PO can be released.

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We reviewed 5 purchase orders for various goods to see if they were approved by the Purchasing Manager after either the requisition had been received, or the PO had been created. In all cases, PO's were approved either by a purchasing clerk, or, where the amount was greater than \$2,000, by the Purchasing Manager. In cases where a requisition is received, it must be approved by the Purchasing Manager or his delegate prior to a PO being issued. We did not note any exceptions to this procedure.

4. Safeguards over creation of purchase orders

Purchase orders are electronically generated in the SDS from either an approved requisition from an authorized staff member or directly by an authorized clerk in the Purchasing Department. All PO's are automatically system numbered, together with details of the goods or services to be procured, the vendor and the account number to be debited.

We reviewed this control through discussions with the Purchasing Manager, and through the review of operational documentation for the SDS IT system, which showed that the system required both a password protected authorized user, and the completion of an authorization screen to create and release a PO.

5. Proper matching upon receipt of goods and services

Upon receipt of goods or services, a receipt of goods entry is made into the SDS system against the purchase order (either by the Purchasing Department or authorized personnel at a WECDSB facility) and they are automatically matched. A copy of the receipt is printed out and used by Accounts Payable to issue a payment against the invoice.

We reviewed 5 authorized purchase orders that had a receipt of goods issued against them matched to an invoice. The amounts and PO numbers matched in all cases. The payment is issued by the Accounts Payable Department which is separate from Purchasing; however, a duplicate copy of the cheque was included in the PO's reviewed.

6. Monitoring for purchases without an approved purchase order

Various types of purchases are made by departments that do not include a purchase order; these purchases must be approved by both the department/school manager (e.g. facilities services) and the Purchasing Manager and processed manually with account-coding so that they are charged to the proper account.

We reviewed this process through discussions with the Purchasing Manager who advised that these types of purchases are used for recurring purchases where dollar amounts are not known in advance. In some cases, invoices are paid without matching to the outstanding PO, however, the Purchasing Manager reviews outstanding PO's on a regular basis to determine which ones can be cancelled to free up encumbered funds in WECDSB accounts.

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7. Review for repetitive purchases

For some purchases that are made on a regular basis such as service contracts (e.g. grass cutting) and utilities either blanket purchase orders are used, or a PO is entered into the system in advance by a purchasing clerk if the amount is known.

As with point #6, for repetitive purchases, PO's seem to be used on an ad hoc basis, depending on the availability of purchase information. The Purchasing Manager emphasized that all purchases made without a pre-existing PO must have his written approval (usually by signing the invoice).

8. Authorization for purchasing VISA cards

The WECDSB has recently instituted a P-Card VISA program through its banking services provider, CIBC. The program is managed by the Controller, who must approve any new P-cards issued to staff. Staff are also required to sign off on terms and conditions of use for the P-card, which strictly limits their use to approved business purposes.

In discussions with the Controller, we reviewed the P-card policy, including the draft policy (A:27) that will be presented to the Board of Trustees, and the staff that have been given cards (currently around 45 cards have been issued to qualifying staff). The Controller advises that the P-card program has been working well, and that the controls such as spending limits and restrictions on types of purchases have been effective. One incidence of internet credit card fraud was detected and addressed to the WECDSB's satisfaction.

9. Review of purchases made on the VISA purchasing cards

The controller reviews all staff P-card statements and both he and either a Superintendent-level staff member or Director of Education must sign off on the statement to authorize payment. P-cards provide for additional controls including an overall credit limit of \$5,000 and restrictions on purchases e.g. airline tickets, which would require previous authorization to be purchased by staff.

We reviewed 25 VISA P-card transactions on monthly statements and found that they included attached receipts (for all but insignificant amounts) and were signed off by the Controller and department or school Superintendent.

10. Control of issuance of small purchase orders

Small purchases that are not handled through the P-card program are paid through petty cash accounts which are maintained within each department and school. Petty cash disbursements require receipts to be submitted and management sign off.

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We reviewed an example of a petty cash transaction which included copies of receipts and management approval.

11. Use of system contracts (blanket purchase orders)

Blanket purchase orders may be used for regular recurring purchases by the Business or other departments such as utility bills or service contracts. In such cases each invoice over \$2,000 must be approved by the Purchasing Manager. The blanket PO allows information on the vendor, the goods or services being procured, and the account number from which the amount is debited to be stored in the SDS system under the blanket PO number.

In our discussions with the Purchasing Manager, we reviewed one example of a blanket PO for grass cutting services, paid in seven equal instalments over the grass cutting season. The example included a Board of Trustees letter of approval, a summary sheet of the services being procured, the detailed approved blanket PO covering the three year term of the contract with the service provider, and the invoice for one of the instalments (including the PO number).

12. Board of Trustees approval of all purchases greater than \$100,000

Any purchase greater than \$100,000 that is put out for tender or RFP must be approved by the Board of Trustees in a report presented by the Purchasing Manager which includes all details (pre-qualification and tender results).

We reviewed the following files containing all documentation pertaining to the corresponding tenders:

- St. Michaels Adult Learning Centre – May, 2006
- Janitorial Supplies Tender – 2006

In both cases, documentation included Board reports drafted by the previous Director of Education, approving both the purchase and the tender results, detailed breakdown of the costs and the purchase orders that were issued following Board approval.

The two cases of new schools (St. Anne's and St. Joseph's) that were built by the WECDSB in 2006 were discussed with Peter Marchini, the former Superintendent of Business. As previously noted, we did not complete an in-depth review of these two projects as they were covered in the Ministry of Education's Report.

13. Vendor selection criteria for purchases that flow through RFP or tender process

All tenders for construction projects are required per the WECDSB's tendering policy to go through a pre-qualification phase. The pre-qualification phase includes the following criteria that are looked at for vendors to participate in the tendering process:

- Insurance status
- Work specialization

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- *Work history*
- *Legal status*
- *Health and safety record.*

The prequalification is used for contractors and for services carried out on an ongoing basis at WECDSB sites (e.g. security, fire protection, pest control). The WECDSB maintains list of prequalified vendors and contractors within each area of specialization. This list is regularly updated and controls are in place for adding or removing members from the list.

We discussed this issue with the Purchasing Manager who confirmed that it is rigorously followed and showed us several examples of the detailed files that are kept on vendors for construction projects and high-dollar service contracts.

14. Identification of alternative vendors

The WECDSB is proactive in identifying alternative vendors for its extensive purchasing needs. Vendor lists are maintained and updated on a regular basis; the Purchasing Manager makes use of directories, brochures and meeting with sales representatives. In addition, the WECDSB is part of a Group Purchasing Organization for public sector entities in the Windsor-Essex region which allows it to take advantage of economies of scale for its purchasing needs.

We discussed this area with the Purchasing Manager who showed us examples of vendor sales materials and the files kept for service providers and contractors. The WECDSB does not conduct surveys among departments or schools for the renewal of service or goods contracts (e.g. food services) as a matter of procedure or policy.

15. Issuance of Code of Conduct Policy

The WECDSB has a policy on code of ethics and conflict of interest (A:12) which states that the WECDSB must comply with all relevant federal and provincial laws, and set out expectations for all Trustees and employees and relevant regulations from the Education Act on conflicts of interest. Procedures require that any breaches of the code must be presented before the Board of Trustees.

Our discussions with management confirmed that all staff in the Business Administration Department is aware of the code of conduct.

16. Receipt of a minimum of two quotes for any purchase unless it is a sole sourced type of purchase

Purchasing guidelines, approved by the WECDSB, require that purchases of good or services above \$5,000 require at least three written quotes and purchases below that level require at least one written quote.

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The process of reviewing quotes is handled by the Purchasing Manager; none of the PO's we looked at had quotes attached, but in our discussions, we were assured that these procedures are followed and quotes are kept on file for future reference.

*Windsor-Essex Catholic District School Board****Control Maturity Overview***

When evaluating overall control and procedures, organizations often find it useful to refer to an internal control maturity framework. The primary objective of such a framework is to determine whether existing or proposed controls for a given activity or process are rigorous enough to manage related risks and sufficiently documented for subsequent internal and external review.

The following graphic illustrates the PricewaterhouseCoopers framework for categorizing the maturity levels of control.



Recently, there has been increased focus on risk and control in both profit and not-for-profit entities. This has increased the focus on internal control and management's responsibility to design and operate appropriate levels of control – particularly over the reliability of financial reporting. New requirements in the public sector have brought added focus on internal control and have raised expectation levels for all companies across all industry sectors. These expectations will continue to increase.

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Given these new dynamics, the WECDSB has been proactive and forward thinking by having this review completed. We acknowledge the department's effort to improve control and better its standing on the control maturity scale.

On an overall basis, we note that most organizations are at "Informal" and are striving to improve their standing. Organizations are generally aiming to improve their standing to a minimum rating of "Standardized" but preferably to a rating of "Monitored" or better.

Our findings are that the purchasing and procurement function at the WECDSB are within the "standardized" range of our control maturity overview tool:

Standardized

- **Controls are designed and in place**

We found that policies and procedures were in place for the purchasing function, and that these were fairly detailed with respect to the controls for purchases by dollar amount and authorizations required. We also found that documentation and filing for completed transactions was good, and indicated that requisite approvals had been obtained.

- **Controls have been documented and communicated to employees**

The Purchasing Manager is aware of the policies, procedures and controls, and indicated both verbally and through the example transactions we tested, that they are adhered to by himself and the clerks in his department. Written examples are available to staff in the department, although, not available online for reference. We also did not see examples of formal training or communication on control and compliance expectations and objectives.

- **Deviations from controls may not be detected**

We did note that there were examples where deviations from controls did exist, such as examples where invoices could be paid without creation of or matching to a purchase order; these were usually done in the case where amounts of invoices were not known in advance, such as utility bills. In addition, the examples of the construction contracts for the two new school facilities were an example of where existing policies were clearly not followed, which require the Purchasing Manager to lead the tendering process for large construction projects and monitor their implementation, reporting to the Board of Trustees. We have been assured that the unique circumstances which lead to those cases have been remedied, and the policies and controls will be followed in all future cases.

Detailed Recommendations from Review - Purchasing and Procurement

The following recommendations were reviewed and discussed with Mr. Joseph Berthiaume, Director of Education and Mr. Mario Iatonna, Superintendent of Business. They are in general agreement with all of our recommendations.

1. Develop and communicate a framework of articulated objectives

Observation

The Purchasing Department does not currently have documented objectives.

Implication

There is a risk that expectations of interested parties are not identified and therefore will not be met. Developments and changes may not address needs adequately. There are no criteria against which to assess the effectiveness of resource allocation.

Recommendation

Objectives should be developed to address the needs and expectations of those relying on the department. The objectives should then be communicated and made available through a variety of channels including online. The objectives should be consistent with the wider objectives of the Business Administration Department of the WECDSB.

2. Establish written procedures for the use of system contracts (blanket purchase orders)

Observation

The Purchasing Department is involved in purchasing many goods and services through systems contracts, either directly, or through other departments such as facilities services. These purchases appear to be processed on an ad hoc basis without clear procedures to guide them and manage risk.

Implication

There is a risk that the WECDSB may not be making full use of system contracts and thus realizing cost savings because of better negotiated prices.

Recommendation

Written policies and procedures governing the effective use of system contracts should be developed and implemented by the purchasing department. This could also include guidelines on the use of co-operative or bulk purchasing of goods in co-operation with other governments, government agencies, local boards and commissions. There should

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also be a mechanism put in place to monitor systems contracts which are about to expire and which need to be re-tendered or re-negotiated.

An individual within the purchasing department could be given responsibility for the overseeing of systems contracts. This would include existing systems contracts as well as looking for opportunities to use systems contracts for other purchases that the department is responsible for.

3. Conduct planning sessions for future purchasing requirements including contract performance measures***Observation***

The Purchasing Department does appear to process purchasing transactions effectively as they are identified and made, either internally or by other departments or schools. We did note, however, that there appeared to be a lack of proactive purchasing planning and due-diligence for large scale or regular purchases, including service contracts and utilities that were less than the \$100,000 threshold level for individual contracts.

Implication

Large scale purchases may need to be made within a short timeframe resulting in too little time to explore all options available to the WECDSB.

Recommendation

The Purchasing Department should work with other departments such as facilities services to identify procedures for advance planning for purchasing on larger scale regular purchases and services contracts. Such a procedure could include a review of user satisfaction levels with existing goods and service levels, and identification of requirements for new purchases and/or contracts, as these are made. Overall, taking a strategic “plan to pay” perspective toward purchasing is in keeping with best practices and can offer benefits in terms of greater costs savings, reduced risks and greater internal client satisfaction.

4. Develop a rating system for vendor capabilities and vendor performance***Observation***

While the Purchasing Department does maintain a database of approved vendors, a system of ranking vendor capabilities and performance has not been developed (beyond the qualification procedure for tenders over \$100,000).

Implication

Vendors could be selected who cannot fulfill the requirements of the purchase order. The Purchasing Department may not always be aware of vendor performance problems

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experienced by operating departments. There is no process to share information amongst departments.

Recommendation

A written procedure should be developed which outlines the criteria to be used for vendor selection. Companies universally seek from their suppliers' high achievement in four key areas: (1) quality, (2) service, (3) price, and (4) delivery. Managing suppliers well means working with them over time to achieve continuous improvement in the four key areas. The timeliness and accuracy of information submitted to the Purchasing Department to monitor existing and potential vendors is critical to this process. A log should be maintained of all comments received from the departments concerning vendor performance.

Best practice guidance notes that the best way to verify whether vendors are meeting negotiated service standards is to measure their performance quantitatively. Important measures include: accuracy of shipment, quality of shipment received/ service rendered, delivery time, and accuracy of the invoice. Effective purchasing organizations share results of the measurement with vendors so that goals can be set and service shortfalls noted and corrected. The information gained is only effective if a purchasing organization is willing to act on it. Suppliers are most responsive when they understand that an organization will turn to other vendors if its service expectations are not met.

5. Regular reviews of purchasing system generated reports should be taking place**Observation**

We did not observe the regular review of such reports to track the status and performance measures of various key metrics relating to the purchasing system.

Implications

IT system (SDS) may not be used to its fullest capabilities.

Recommendation

The Purchasing Department should ensure that that the IT system (SDS) is being used to its fullest capabilities to develop regular reporting on such items as stale-dated purchase orders so that these can be investigated and cancelled where necessary, freeing up any encumbered funds.

6. Regular monitoring to ensure strict adherence to all purchasing policies**Observation**

Purchasing policies, procedures and controls appear to be in place and followed in most cases, however, we noted some exceptions when reviewing the tendering process, the use of purchase orders and manual processing of invoices.

Windsor-Essex Catholic District School Board

Recommendation

The Purchasing Manager should ensure that the conditions by which exceptions to the purchasing policy (such as for emergency situations), especially with regard to large scale purchases and construction tenders, are clearly articulated and reported to the Board of Trustees to ensure that accountability structures remain in place for the Business Administration Department management. There should be a process in place to capture and review all emergency situations to ensure that they meet the criteria and that all procedures are followed.

7. Adherence to purchasing policy of obtaining quotes and retaining quotes as evidence that policy was adhered to***Observation***

During the course of our work, we were assured that the required numbers of quotes were obtained for all purchases, however we noted in several instances that these quotes were not kept on file as evidence that the policy was followed.

Implication

There is no audit trail to show that this purchasing policy is being adhered to.

Recommendation

Any quotes obtained as part of the purchasing process should be filed and retained as evidence that the policy of obtaining quotes for required levels of purchases is being adhered to.

8. The use of purchase cards issued through the WECDSB should be monitored on a regular basis and staff should be trained with respect to the policies surrounding the use of these cards***Observation***

The WECDSB recently cancelled all corporate credit cards and issued purchase cards with a \$5,000 limit to selected individuals. Since the use of these cards is quite recent, we were not able to ascertain whether all policies are being followed and whether there is regular monitoring of their use.

Implication

Not applicable for this recommendation.

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Recommendation

The WECDSB should regularly review, update and raise awareness of their policies relating to meals, travel and hospitality to ensure that cardholders have a sound understanding of acceptable transactions, the required approval process and the required supporting documentation. Staff need to provide receipts or other supporting documentation for all expenditures made using the purchase cards along with business purpose for the expenditure. Training sessions should be held to assist in raising this awareness. A monitoring procedure should be implemented to ensure that a regular check of a random selection of purchases takes place and that all policies are being adhered to.

- 9. The criteria for allowing a purchase to be made without an approved purchase order should be reviewed and updated. The specific situations where there is an acceptable practice should be communicated to all parties involved and then adherence to the criteria should be strictly enforced and monitored**

Observation

During our review and in our discussions with management, we were told of several instances where purchases were made before an approved purchase order was obtained.

Implications

The implications from this practice are as follows

- unauthorized orders for supplies and services will be made.
- supplies and services will be ordered from unauthorized vendors, or at the wrong prices or terms.
- goods or services purchased will not meet quality standards.
- unauthorized individuals will order and receive supplies and services.

Recommendation

The Board should review and update its current procurement policy to provide additional clarity as to the accepted “emergency process” for purchases that need to be made before an approved purchase order is obtained. The policy should then be communicated out to all parties involved, strictly enforced and monitored for adherence to the policy.

The following recommendations relate to construction projects. PwC did not do an extensive review of any construction projects as the Ministry of Education had performed a review of the construction projects for St. Anne's and St. Joseph's high schools and had provided the WECDSB with a report thereon dated September 2006. We reviewed the Ministry's report and concur with their recommendations. We have summarized the major recommendations below for reference purposes and to underscore their importance.

10. The WECDSB should develop a comprehensive construction policy and establish procedures to ensure appropriate governance of construction of schools, which would include the recommendations summarized below along with the more detailed recommendations contained in the Ministry's report.

11. The WECDSB should conduct an extensive analysis of any proposed construction prior to commencement of the project.

This analysis would include a reasonable estimate of the full construction costs, the expected amount of Ministry funding and the availability of reserves to supplement this funding. Management should consult with other school boards who have had similar construction projects to provide the necessary benchmarking for the design and construction of the type of school being planned.

12. Throughout the construction process, management should provide the Board of Trustees with an updated cash flow analysis of the project.

This will enable the Trustees to monitor the status of the project and take appropriate action if necessary.

13. Compensation structure for contracted services should be acquired through tender and should be appropriate to the services rendered.

This would include services such as architects, project managers and construction companies.

14. The WECDSB should use a stipulated sum contract where possible. Planning should occur as early as possible to ensure that there is adequate time to address all aspects of the construction from planning and design to completion.

We have attached on the next several pages a list of the principal risks and typical control practices that are derived from our Global Best Practice database. These matters should be considered in developing and maintaining a capital management system.

*Windsor-Essex Catholic District School Board***Best practices***Effectiveness and efficiency of operations***A. Capital projects are performed on a timely basis.****Business risks**

- Lack of timely performance will result in shortfalls to planned service levels
- Lack of timely performance will result in delays to expected improvements
- Delays in completions will result in additional costs such as costs of acquiring temporary resources and premium rates to achieve specified targets

Control practices

1. Develop a long-range planning and capital budgeting system to identify long-term requirements and allow for sufficient lead time to complete capital projects on a timely basis.
2. Develop a long-term supply plan with the vendor for capital projects that have a regular requirement or replacement program.
3. Monitor the timeliness of progress on capital projects.
4. Analyze the reasons for late delivery and completion and use this information to improve the capital project management process.

B. Capital projects are cost-effective.**Business risks**

- The Corporation will pursue capital projects that do not provide the highest return on investment or value for money
- The Corporation will pursue capital projects that do not meet quality standards or service requirements

Control practices

1. Identify the basic criteria for required capital projects.
2. Obtain quotes from suppliers and select the lowest quote for generic assets/projects.
3. Consider quality, cost, and specific supplier capabilities when acquiring non-generic assets.
4. Document the process for evaluating capital purchasing.
5. Define selection criteria for capital projects by a combination of cost, quality, service, delivery time, capacity, life expectancy, and technology.
6. Eliminate vendors whose products will not meet the base criteria for capital projects (for example, if they are too costly, have insufficient capacity, or require a long delivery lead-time).
7. Rank suppliers on appropriate cost-based criteria, where product capabilities are similar. Analyze based on factors such as cost, estimated life, typical maintenance costs, capacity, and performance level expectations.

Windsor-Essex Catholic District School Board

-
8. Select suppliers based on cost ranking in relation to other performance criteria, such as desired performance standards.
 9. Review the adequacy of the capital project evaluation process periodically by comparing the actual performance of projects and achieved performance with those calculated during the planning process.
 10. Determine the reasons for variations and make necessary adjustments to the evaluation process.

C. Cost overruns and non-budgeted costs are controlled.**Business risks**

- Non-budgeted costs will reduce resources available for the WECDSB overall
- The Corporation will be forced to reduce the level or scope planned projects to remain within budget

Control practices

1. Negotiate fixed price contracts with suppliers or project managers for the purchase and installation of major capital projects.
2. Appoint an experienced member of management as project manager with full responsibility for overseeing each project and controlling project costs.
3. Develop procedures for handling questions concerning additional and unexpected costs.
4. Develop procedures for handling guarantees for fixed price contracts for certain parts of the project.
5. Develop procedures for approving orders for changes.
6. Develop procedures for handling disputes regarding unbudgeted costs.

D. Performance of capital projects are performed correctly.**Business risks**

- Incorrect performance will result in additional maintenance and operating costs
- Poor performance will result in reductions in the useful lives of capital assets

Control practices

1. Require that either the vendor or other suitably qualified experts perform the capital projects.
2. Obtain relevant guarantees or warranties concerning the performance of capital projects.
3. Use performance measures to monitor the capital project progress and completion.
4. Monitor additional maintenance or equipment problems due to faulty capital project performance.
5. Analyze the reasons for equipment failures and use the results to improve the capital goods installation process.

E. Employees and management are provided the information they need to control the capital expenditure process.

Windsor-Essex Catholic District School Board**Business risks**

- Information provided to employees and management about the capital expenditure process will conflict with Corporation's objectives
- Employees will not improve the capital expenditure process on a timely basis
- Employees and management will not accurately determine whether the capital expenditure process is operating properly
- Plans to improve the capital expenditure process will be based on incorrect perceptions about process performance

Control practices

1. Identify and understand Board and public expectations.
2. Identify and understand the Corporation's goals in relation to improving quality, reducing cost, and compressing project timescales.
3. Ensure selected performance measures are quantifiable and controllable and use them to link process performance to goals and expectations as well as to stimulate continuous improvement.
4. Determine what key data needs to be collected and how it is to be measured in order to produce the selected performance measures.
5. Educate managers on how the process contributes to satisfaction and how objectives drive all performance measures.

F. Property acquisitions and dispositions are properly authorized.**Business risks**

- The Corporation will make unintentional or intentional disbursements of cash to unauthorized parties
- Illegal or improper arrangements between vendors and Corporation representatives will lead to undetected sensitive payments and purchases at higher than normal prices
- Asset disposals or transfers will not be communicated to proper personnel

Control practices

1. Require management to approve the criteria for determining the prices, timing, and terms of capital expenditure.
2. Require formal written requests and authorizations by Board and/or by designated officials for 1. additions over a specified amount, and 2. expenditures on property in excess of amounts originally authorized (cost overruns).
3. Compare the costs of assets to be purchased with costs of similar assets.
4. Install computer system controls, such as access control software, to preclude unauthorized initiation of capital asset transactions.
5. Require Board approval of any sale or disposal of capital assets.

G. Capital asset transactions are completely and accurately recorded on a timely basis.**Business risks**

Windsor-Essex Catholic District School Board

- Errors will be made in posting transactions to a capital asset subsidiary ledger, including incomplete, inaccurate, or misclassified postings
- Insufficient records will preclude substantiation of account balances

Control practices

1. Establish clear definitions for asset categories and projects.
2. Establish clearly asset descriptions and functions.
3. Use prenumbered and controlled authorization forms for property acquisitions and disposals.
4. Implement controls such as batch tools and ensure appropriate accounting personnel have accounted for and reconciled all capital asset transactions entered and processed by the system.
5. Investigate purchase orders / engineering progress reports for capitals projects not matched with receiving and billing documentation after anticipated date.
6. Gather relevant process information using surveys and other sources of information, such as project milestone achievement.
7. Configure the computer system to produce reports that highlight capital asset transactions for all significant projects on a timely basis by project.

G. Capital asset transactions are reliably processed and reported.**Business risks**

- Unauthorized changes will be made to software programs, causing unauthorized processing results
- Unauthorized versions of either data files and/or programs will be used in processing, resulting in unauthorized or incorrect business transactions

Control practices

1. Require proper authorization of all changes to program routines.
2. Require user approval of program test results.
3. Employ tape and/or disk management systems to ensure that appropriate versions of transaction files, master files, and programs are used in processing.
4. Install computer system security controls to preclude unauthorized changes in the version of the files and programs used to process transactions.

H. Recorded balances are substantiated.**Business risks**

- Employees will make unauthorized changes to projects and disposals of capital assets that remain undetected
- Errors in the processing, summarizing, and recording of additions and disposals of capital assets will occur

Control practices

1. Maintain subsidiary records for each category of capital asset / each project. Provide sufficient details to adequately identify and describe each project, identify its location, project reference number, state its cost, etc.
2. Reconcile capital asset additions with capital expenditure authorizations.

Windsor-Essex Catholic District School Board

-
3. Assign employees with no incompatible duties to reconcile periodically the related general ledger balances with the detailed property records. Or, configure the application(s) used to perform this function automatically.
 4. Affix asset identification tags promptly to acquired capital assets, where deemed inappropriate.
 5. Document key related process activities.

J. Recorded balances are evaluated.**Business risks**

- Recorded balances will not reflect realistic evaluations under conditions existing at a particular date

Control practices

1. Evaluate the economic lives of property periodically.
2. Report any significant accumulations of idle or surplus capital assets to management / Board.
3. Document key activities of this process.

K. Performance measures used to control and improve the process are reliable.**Business risks**

- Inaccurate measures will result in erroneous perceptions about process performance, resulting in inappropriate decisions

Control practices

1. Compile and process measurements based on data captured at the transaction source.
2. Review performance measures periodically to ensure they reflect process performance.
3. Obtain relevant information about the capital expenditure process via management and user feedback.
4. Obtain relevant information about the capital expenditure process via management and user feedback, and communicate the information to employees responsible for improving the capital expenditure process.

Compliance with applicable laws and regulations**A. The process of acquiring capital goods complies with applicable laws and regulations.****Business risks**

- The Corporation will incur fines or other penalties

Windsor-Essex Catholic District School Board

- Non-compliance with laws and regulations will delay acquisition of necessary goods

Control practices

1. Involve the legal / engineering departments in reviewing acquisitions for compliance with all relevant laws and regulations.
2. Involve the legal department in developing acquisition procedures to ensure compliance.
3. Involve the legal department in obtaining any necessary permits or licenses.
4. Appoint a designated legal officer to advise management about compliance with laws and regulations overall or on a project-by-project basis.



Windsor-Essex Catholic District School Board

1325 California Avenue, Windsor, Ontario N9B 3Y6
Telephone (519) 253-2481 Fax: (519) 253-0620

Joseph Berthiaume, Director of Education

John Macri, Board Chairperson

BOARD REPORT

Meeting Date:
June 25, 2007

Public **In-Camera**

PRESENTED FOR: Information Approval

PRESENTED BY: Senior Administration

SUBMITTED BY: Joseph Berthiaume, Director of Education
Mario Iatonna, Superintendent of Business
Ken Gignac, Controller of Finance

SUBJECT: 2007/2008 BUDGET

RECOMMENDATION:

That the Board approve the 2007/2008 Budget.

BACKGROUND:

The Board is required to submit a balanced budget to the Ministry by June 29, 2007.

FINANCIAL:

The Board was advised on June 12, 2007 that a balanced budget had been prepared in draft format and a detailed presentation would be made at the June 25, 2007 meeting.

COMMENTS:

TIMELINES:

APPENDICES:

- Summary of 2007/2008 Draft Budget



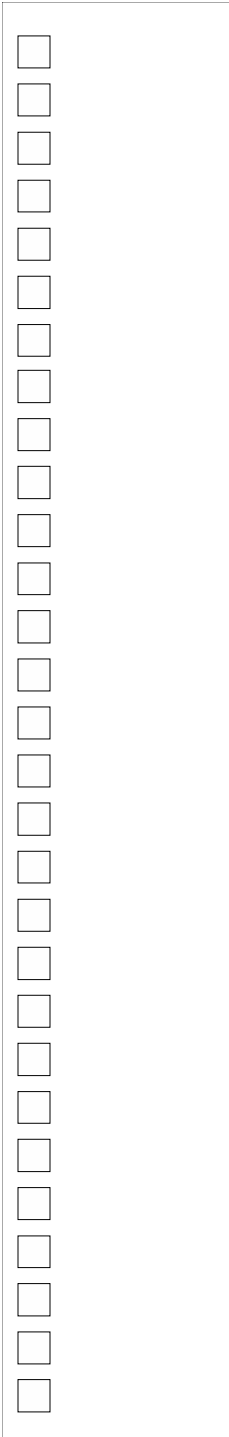
Windsor-Essex Catholic District School Board

2007/2008 DRAFT BUDGET

***Presented by:
Joseph Berthiaume
Director of Education***

***Mario Iatonna
Superintendent of Business***

***Ken Gignac
Controller of Finance***



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2007 / 2008 Budget

STRATEGIC



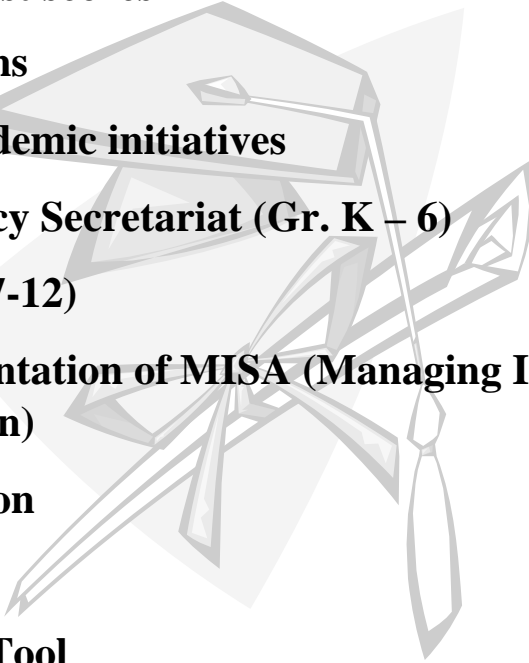
PLAN



PRIORITIES

Student Achievement 2007/2008 Priorities

- **Continuation of teacher professional development opportunities during the school year and the summer institute.**
- **Improvement of school test scores**
- **School Improvement Plans**
- **Implement Ministry Academic initiatives**
 - **Literacy and Numeracy Secretariat (Gr. K – 6)**
 - **Student Success (Gr. 7-12)**
- **Continuation of implementation of MISA (Managing Information for Student Achievement Plan)**
 - **Online Course Selection**
 - **Data Warehouse**
 - **Business Intelligence Tool**
- **Continued support of Ministry/Board initiatives such as Ontario Focused Intervention Partnership (OFIP) and Council of Directors of Education (CODE) special project funding**



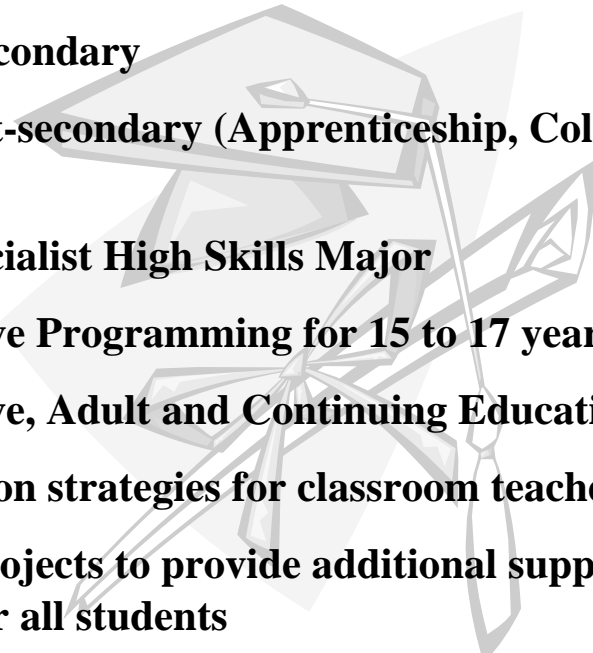
Student Achievement 2007/2008 Priorities

- **Computers in Education – using technology to improve student achievement and to expand eLearning initiatives**
- **Writing Initiatives – Junior Literacy/Numeracy Focus**
- **International Baccalaureate Program**
- **Special Education**
 - **Support and sustain the Learning Support Teacher (LSST) model with a focus on classroom teachers and administrators**
 - **Continued support of the new web-based Individual Education Plan (IEP)**
 - **Continued implementation of Differentiated Instruction Strategies for classroom teachers**

Student Achievement 2007/2008 Priorities

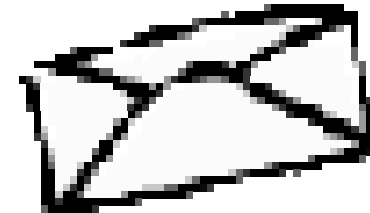
Student Success

- **Transition Planning**
 - **Elementary to Secondary**
 - **Secondary to post-secondary (Apprenticeship, College, University, Workplace)**
- **Implementation of Specialist High Skills Major**
- **Expansion of Alternative Programming for 15 to 17 year old students**
- **Expansion of Alternative, Adult and Continuing Education Program**
- **Differentiated instruction strategies for classroom teachers**
- **Ministry Lighthouse Projects to provide additional support to improve student achievement for all students**



Communication 2007/2008 Priorities

- **School visits by Auxiliary Bishop of Diocese of London**
- **Community and Provincial Stakeholder Partnerships**
- **Update of School Web pages**
- **Full implementation of Online Backpack**
- **Crisis/Incident Management Plan**
- **School Good News**



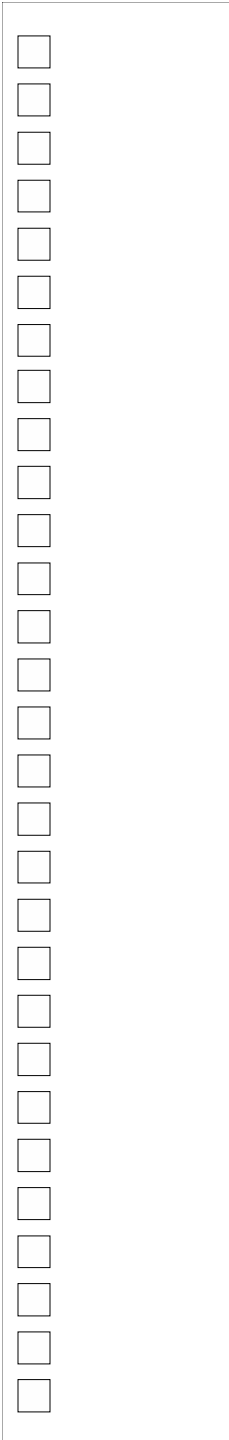
Employee Development 2007/2008 Priorities

- Attendance Management
- New Teacher Induction Program
- Revised Teacher Performance Appraisal for Experienced Teachers
- Employee Wellness Committee
- New Principals/Vice Principal Mentoring Program
- Continuation of Leadership Program for Teachers and Support Staff
- Human Resource Planning
- Communications template from Principals to Supervisors
- Curriculum Implementation
- Curriculum Support Model
- Staff Development
- Management Action Plan
- Implementation of Emergency Response Program



Faith Development 2007/2008 Priorities

- **Catholic School Council Faith Awareness**
- **New Teacher Faith Formation Process**
- **Catholic Character Development Initiative – system implementation**
- **Catholic Studies Curriculum Implementation – Fully Alive update**
- **Adult Faith Formation**
- **Campus Ministers and Faith Animators spiritual and professional growth**
- **Catholic School Community Faith Practices (continued provision of faith development opportunities for students and parents i.e. speakers, special presentations).**
- **Teacher additional qualification course – leadership, professional development**
- **Retreats**
 - **staff - retreat opportunities board wide**
 - **students - retreat opportunities grade 8 and high school**
- **Together in Faith - Staff Faith Day**



Ministry Initiatives 2007-2008

Elementary Specialist Teachers - \$28 million

- Increase in Prep-time to 200 minutes through increase to specialist teachers in Literacy, Numeracy, Music, Physical Education and the arts.

A new First nations, Metis and Inuit Education Supplement - \$10.5 million

- Windsor-Essex Catholic District School Board Share - \$69,000

Student Success Teachers - \$21 million

- Continued investments in Student Success Strategy to improve the graduation rate and create new opportunities for high school students

New Teacher Induction Program (NTIP)

- Requirement for new teacher certification (Ontario College of Teachers)
- Orientation for all new teachers
- Professional development
- Mentoring

Managing Information for Student Achievement (MISA)

- Allocation to increase the board's capacity to work with data and information to support improved student outcomes.

Financial Concerns

- Declining Enrolment
- Debt Service Costs
- Optimum Utilization of Facilities
- Energy Conservation
- Retirement Gratuities
- Staff Absenteeism
- Grant Constraints
- Infrastructure Renewal



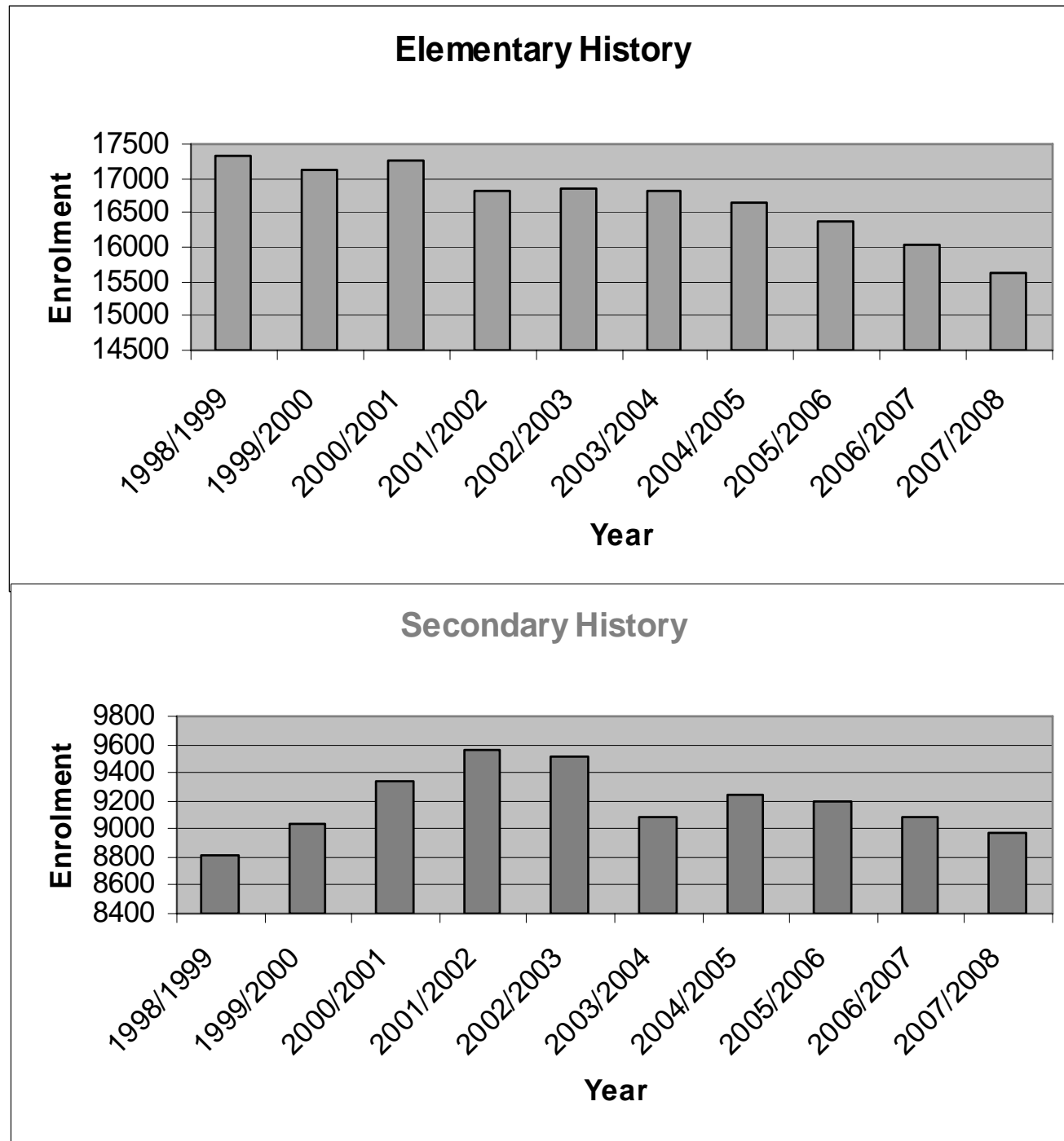
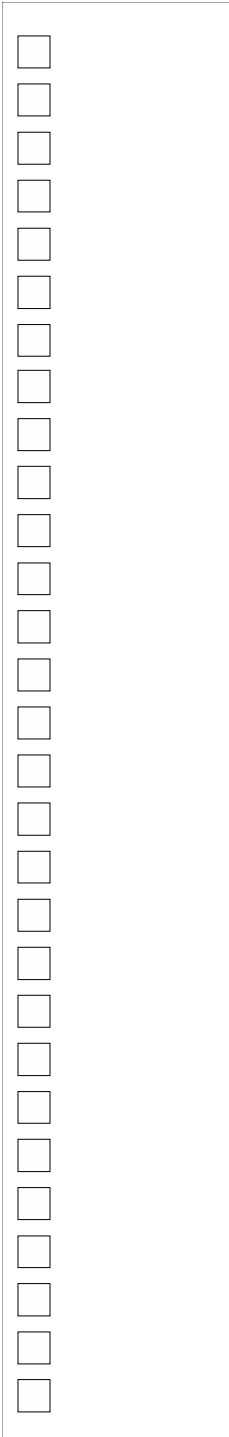
**Windsor-Essex Catholic District School Board
Enrolment**

SCHOOLS	2005/2006	2006/2007	2007/2008
Elementary School	41	41	41
Secondary Schools	9	9	9

Pupils

PROJECTED FTE - October/March Enrolments

SCHOOLS	Actual 2005/2006	Actual 2006/2007	Estimates 2007/2008
Elementary Schools	16372	16034	15635
Secondary Schools	9221	9093	8980
TOTAL	25593	25127	24615
Annual Reduction	289	466	512





2007-2008 BUDGET

ANALYSIS OF

REVENUES

Revenues

	2006/2007 Revised Budget	2007/2008 Budget
Grant Allocation:		
Transfer from Municipalities	\$60,493,255	\$60,376,115
Transfer from Province of Ontario	154,450,947	161,016,593
Fees & Other Revenue		
Education Programs and Other Revenues	4,006,182	785,860
Transfer from Working Fund Reserve	1,005,736	0
Transfer from Pupil Accommodation Fund Reserve	2,083,440	2,733,283
TOTAL	\$222,039,560	\$224,911,851

Summary of Grant Allocation

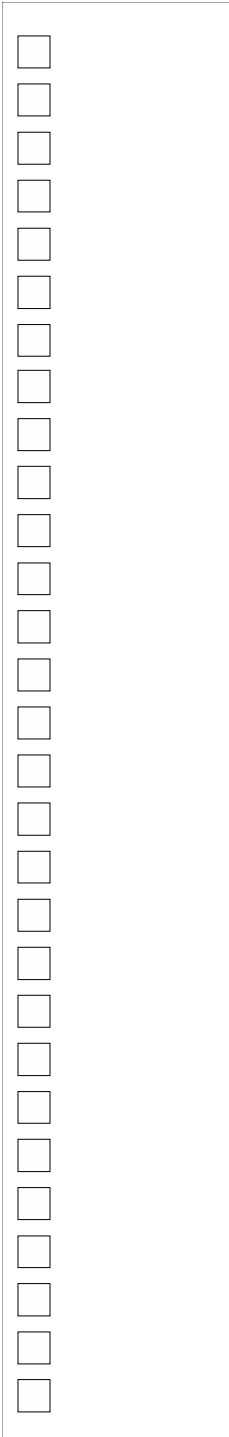
Grant	Estimates 2006/2007	Budget 2007/2008	Increase (Decrease)
(A) Foundation			
Elementary	\$68,641,405	\$69,435,568	\$794,163
Secondary	49,131,515	49,839,143	707,628
Primary Class Size Reduction	3,536,195	4,789,605	1,253,410
(B) Special Grant			
(i) Special Education	23,824,191	24,919,084	1,094,893
(ii) Language	4,089,925	3,925,252	(164,673)
(iii) Learning Opportunities	4,106,868	4,211,861	104,993
(iv) Adult Education (Cont. Ed. & Summer School)	812,407	919,617	107,210
(v) Teacher Qualification & Exp.	10,497,281	11,810,534	1,313,253
(vi) Transportation	8,091,639	8,208,246	116,607
(vii) Administration & Governance	6,139,798	6,145,845	6,047
(viii) School Operations	18,900,991	19,124,504	223,513
(ix) Declining Enrolment Adj.	1,800,951	2,838,806	1,037,855
(x) Program Enhancement	0	375,000	375,000
(xi) First Nation Metis and Inuit	0	69,298	69,298
TOTAL Operating	\$199,573,166	\$206,612,363	\$7,039,197

**Windsor-Essex Catholic District School Board
2007-2008 Budget
By Expense Category**

	2006/2007 Budget	2007/2008 Budget	% of Total
Salaries & Benefits	\$ 179,220,231	\$ 182,542,458	81.2%
Transportation	7,980,000	8,099,000	3.6%
Textbooks/ Computers	7,133,420	6,512,067	2.9%
Utilities	4,770,000	4,850,000	2.2%
Maintenance & Operations	3,088,000	3,653,000	1.6%
Staff Development	749,975	647,000	0.3%
Other Operations	1,925,395	2,707,689	
SUB TOTAL	\$ 204,867,021	\$ 209,011,214	92.9%
Debt - pre 1998	\$ 2,675,080	\$ 2,538,515	1.1%
Capital - Renewal	3,200,000	3,179,000	1.4%
Debt - NPP / GPL	9,684,714	10,183,122	4.5%
TOTAL	\$ 220,426,815	\$ 224,911,851	100.0%

Windsor-Essex Catholic District School Board

		Estimated		
CLASSROOM INSTRUCTION		Expenditures	Allocation	Variance
	Classroom Teacher	\$121,986,340	\$122,037,795	\$51,455
	Supply Teachers	3,280,000	3,280,000	0
	Educational Assistants	12,130,000	12,130,000	0
	Textbooks & Classroom Supplies	5,262,067	5,830,537	568,470
	Computers	1,250,000	1,460,248	210,248
	Professional & Para-Professional	5,249,900	5,249,900	0
	Library & Guidance	3,558,625	4,667,082	1,108,457
	Staff Development	400,000	400,000	0
	Department Heads	495,000	426,248	(68,752)
	SUB - TOTAL	\$153,611,932	\$155,481,810	\$1,869,878
	NON-CLASSROOM			
	Principals & Vice Principals	\$9,546,500	\$9,546,500	0
	School Secretaries	5,235,270	5,235,270	0
	Teacher Consultants	1,361,963	1,835,976	474,013
	Trustees	157,500	157,500	0
	Director & Supervisory Officers	1,029,000	1,029,000	0
	Board Administration	5,551,200	4,991,034	(560,166)
	School Operations	20,511,700	19,212,809	(1,298,891)
	Continuing Education	1,440,000	893,340	(546,660)
	Transportation	8,099,000	8,229,126	130,126
	SUB TOTAL	\$52,932,133	\$51,130,555	(\$1,801,578)
	School Renewal	\$3,179,246	\$3,179,246	0
	Debt - pre 1998	2,538,515	2,538,515	0
	Debt - NPP / G P L	9,130,884	9,062,584	(68,300)
				0
	SUB TOTAL	\$14,848,645	\$14,780,345	(\$68,300)
	TOTAL EXPENDITURES	\$221,392,710	\$221,392,710	0



Staff Reductions

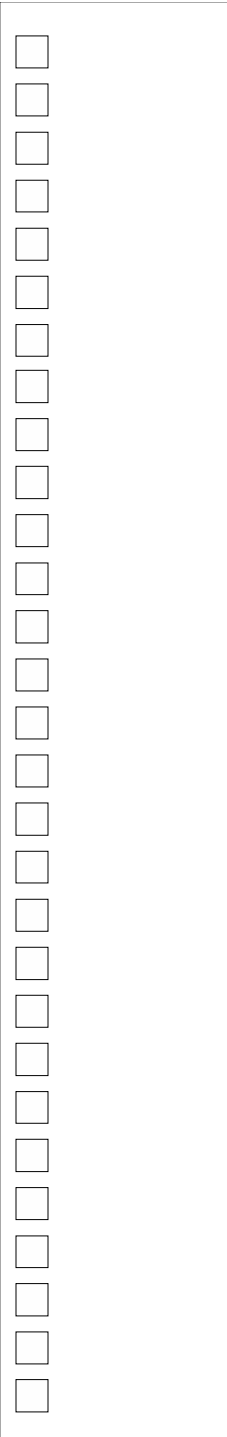
Board Administration

Salary & Benefits

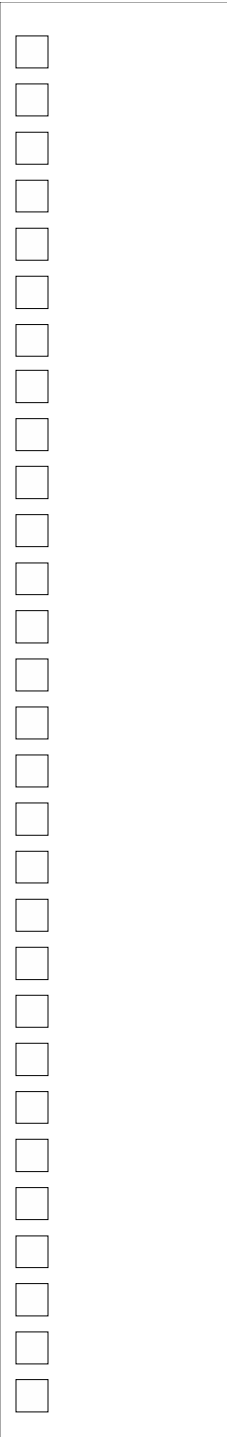
■	Secretary to Consultants (1)	\$52,000
■	Supervisors (1)	117,000
■	Payroll Clerk (1)	55,000
■	Float Secretary (1)	55,000
■	Executive Assistant to S.O. (1)	80,000
■	Custodian (1)	56,000

Facilities Services

■	Systems Engineer (1)	104,000
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2002/2003 - 2007/2008 Budget						
SUPPORT STAFF BUDGET						
CATEGORY	BUDGETED	BUDGETED	BUDGETED	BUDGETED	BUDGETED	BUDGETED
	STAFF	STAFF	STAFF	STAFF	STAFF	STAFF
	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08
(E) PLANT OPERATIONS						
<i>Management</i>						
Superintendent of Facility Services	1	1	1	1	1	1
Mgr. of Maintenance/and Operations	1	0	0	1	1	1
Supervisor Caretaking	1	1	1	2	2	2
Forepersons	3	3	3	0	0	0
Health & Safety Officer	1	1	1	1	1	1
Manager, Energy & Building Systems	0	1	1	1	1	0
Coordinator Capital Planning	0	1	0	0	0	0
Officer of Energy	0	0	0	1	0	0
PLANT OPERATIONS						
Clerical	3	4	4	4	4	4
Caretakers - Regular	138	145	143	146	146	148
Float	9	8	6	6	8	6
Utility	2	2	4	4	8	8
Part-time (FTE)	9.9	12	12	12	12	12
TOTAL Plant Operation	168.9	179	176	179	184	183
PLANT MAINTENANCE						
Supervisor Maintenance Services	1	1	1	1	1	1
Maintenance staff	16	16	16	16	16	16
Painters	2	0	1	1	1	1
TOTAL Plant Maintenance	19	17	18	18	18	18
GRAND Total Plant	187.9	196	194	197	202	201



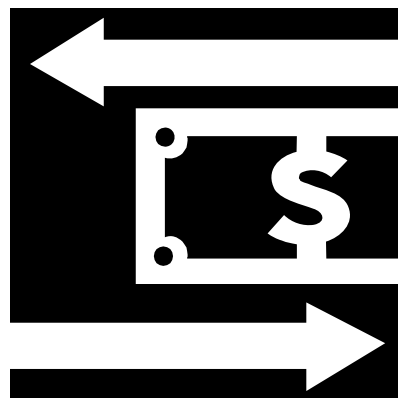
2002/2003 - 2007/2008 Budget SUPPORT STAFF BUDGET						
CATEGORY	BUDGETED	BUDGETED	BUDGETED	BUDGETED	BUDGETED	BUDGETED
	STAFF	STAFF	STAFF	STAFF	STAFF	STAFF
	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08
(F) SCHOOL SECRETARIES						
Elementary (FTE) (excl. O/T & Assistance)	48.4	49.5	49.5	55.5	50	49.2
Secondary (Incl. Adm. Assistants)	47	48	48	49	49	47
TOTAL School Secretaries	95.4	97.5	97.5	104.5	99	96.2
(G) EDUCATIONAL ASSISTANTS						
Elementary	150	178	212.5	203	204	193
Secondary	57	64	67	67	65	61
TOTAL Educational Assistants	207	242	279.5	270	269	254

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Summary

Reserve Position 2007/2008

- **The final year-end results for fiscal 2008 will depend on the Financial Year-End position for 2006/2007**





Windsor-Essex Catholic District School Board

1325 California Avenue, Windsor, Ontario N9B 3Y6
Telephone (519) 253-2481 Fax: (519) 253-0620

Joseph Berthiaume, Director of Education

John Macri, Board Chairperson

BOARD REPORT

Meeting Date:
June 25, 2007

Public **In-Camera**

PRESENTED FOR: Information Approval

PRESENTED BY: Senior Administration

SUBMITTED BY: Joseph Berthiaume, Director of Education
Mario Iatonna, Superintendent of Business
Ken Gignac, Controller of Finance

SUBJECT: BOARD RESOLUTION FOR TEMPORARY BORROWING

RECOMMENDATION:

That the Board approve the attached Resolution 2007:02 (deemed to be read three times) authorizing the Board to borrow \$45,000,000 to bridge finance the permanent improvements as detailed in Schedule A to Resolution 2007:02

BACKGROUND:

On May 12, 2007, the Board approved a Borrowing Resolution for \$70,000,000 as a line of credit to bridge finance the capital program and operating expenditures for the calendar year 2007.

A separate resolution is required to identify the capital portion of the loans.

FINANCIAL:

Schedule A to Resolution 2007:02 lists all of the Board's capital expenditures that have not yet been financed on a long-term basis. Until a debenture is issued, bridge financing will be required for these expenditures.

COMMENTS:

TIMELINES:

APPENDICES:

- Board Resolution 2007:02
- Schedule A to Resolution 2007:02

WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD

RESOLUTION 2007:02

A Resolution authorizing the Windsor-Essex Catholic District School Board (the "Board") to borrow money pursuant to the provisions of section 247 of the Education Act (the "Act") for the raising of funds to finance certain permanent improvements as more particularly described in this By-Law.

WHEREAS:

- A. The Board has authorized the permanent improvements as detailed in Schedule "A" attached to this Resolution;
- B. The Board wishes to apply to the Canadian Imperial Bank of Commerce ("CIBC") for a capital loan for the purpose of financing the permanent improvements;
- C. The total cost of the project is within the Board's Debt and Financial Obligation Limit as established by the Ministry of Education and Training.

THEREFORE, BE IT RESOLVED as follows:

- 1. The Director and the Treasurer of the Board are authorized on behalf of the Board to borrow \$45,000,000 for permanent improvements in accordance with the Act, plus interest at a rate to be agreed upon from time to time with CIBC.
- 2. The Director and the Treasurer are authorized for and on behalf of the Board to execute and deliver all such other documents and to do such other acts and things as may be necessary to give full effect to the Resolution.

We hereby certify that the foregoing is a true and complete copy of a Resolution of the Windsor-Essex Catholic District School Board in the Province of Ontario, duly passed at a meeting of the Board and that this Resolution is in full force and effect.

Dated this 25th day of June, 2007.

Chair

Secretary

WINDSOR ESSEX CATHOLIC DISTRICT SCHOOL BOARD
SCHEDULE A TO RESOLUTION 2007:02

PROJECT	EXPENDITURES TO DATE							TOTAL	Total Financing	Total Unfinanced
	FISCAL 2001	FISCAL 2002	FISCAL 2003	FISCAL 2004	FISCAL 2005	FISCAL 2006	FISCAL 2007			
Assumption	\$116,964	\$123,380	\$1,264,372	\$11,133,103	\$2,292,307	\$60,933		\$14,991,059	14,803,943	(187,116)
F.J.Brennan	225,893	2,273,821	8,208,273	2,691,868	89,550			13,489,405	13,489,405	0
St. Anne - construction			11,703	339,215	607,405	13,454,975	19,672,591	34,085,889	20,025,579	(14,060,310)
St. Anne - land					2,517,822			2,517,822		(2,517,822)
St. Joseph - construction				28,997	665,475	32,401,417	5,871,339	38,967,228	21,270,004	(17,697,224)
St. Joseph - land					4,470,403			4,470,403		(4,470,403)
St. Thomas of Villanova		234,864	3,919,607	169,219	12,631	0		4,336,321	4,580,900	244,579
Holy Cross	4,491,248	4,497,717	147,806	39,833	9,719	(6,073)		9,180,250	8,966,025	(214,225)
Holy Cross addition				61,789	732,864	32,362		827,015	1,030,000	202,985
St Anthony				0	4,944,961	1,350,485		6,295,446	6,083,678	(211,768)
St Christopher				923,679	3,386,026	760,281		5,069,986	5,336,416	266,430
Holy Name Essex		1,016,527	7,177,513	132,543	4,651			8,331,234	8,413,912	82,678
Holy Name Essex - site		507,051						507,051		(507,051)
ICS	42,891	24,757	7,500					75,148	101,887	26,739
H.J. Lassaline			177,042.7	2,629,323	1,258	2,959		2,810,583	2,788,475	(22,108)
Notre Dame	34,844	1,627,983	1,792,000					3,454,827	3,462,259	7,432
OLMC		40,641	1,416,335	3,350,538	86,190	72,013		4,965,717	4,893,426	(72,291)
St. John	195,284	460,846	93,306	0		0		749,436	662,263	(87,173)
St.John de Brebeuf			7,374	5,669,669	2,090,690	(38,112)		7,729,621	7,851,873	122,252
St.John de Brebeuf - site			230,711					230,711		(230,711)
St. John Vianney	35,999	3,563,884	1,114,328	18,517				4,732,728	4,714,899	(17,829)
St. Rose	94,449	822,362	363,886	2,127				1,282,824	1,283,848	1,024
St. William		577,986	1,806,468	33,494				2,417,948	2,417,948	(0)
Administration		363,297	(698)	111,313	1,979,046	47,042		2,500,000	0	(2,500,000)
St Michael Rhodes Drive						329,929	416,125	746,054	0	(746,054)
OLMC						72,291	1,037,141	1,109,432		(1,109,432)
St Louis land				537,382				537,382		(537,382)
St Ann Windsor land					100,497			100,497		(100,497)
Catholic Central land						395,579		395,579		(395,579)
Total	\$5,237,572	\$16,135,116	\$27,737,526	\$27,872,609	\$23,991,495	\$48,936,081	\$26,997,196	\$176,907,595	\$132,176,740	(\$44,730,855)



Windsor-Essex Catholic District School Board

1325 California Avenue, Windsor, Ontario N9B 3Y6
 Telephone (519) 253-2481 Fax: (519) 253-0620

Joseph Berthiaume, Director of Education

John Macri, Board Chairperson

AMENDED BOARD REPORT

Meeting Date:
 June 25, 2007

Public **In-Camera**

PRESENTED FOR: Information Approval

PRESENTED BY: Senior Administration

SUBMITTED BY: Joseph Berthiaume, Director of Education
 Michael Seguin, Superintendent of Human Resources
 Mario Iatonna, Superintendent of Business
 Claude Marier, Manager of Purchasing & Admin. Services

SUBJECT: **REQUEST FOR PROPOSAL RESULTS –
 PROVISION OF CALL CENTRE SERVICES**

RECOMMENDATION:

That the Board contract Call Centre Services to KelCom Telemessaging effective September, 2007 for an initial period of three years with an option to extend the contract if mutually agreeable up to a maximum of two one-year periods.

BACKGROUND: At its meeting held April 10, 2007, the Board approved the recommendation to proceed with a Request for Proposals for Call Centre Services. The Board called for an RFP in The Windsor Star April 21, 2007 and received three proposals from Elite Protection Services, Golden Touch Communications Ltd. and KelCom Telemessaging. All three met the deadlines.

FINANCIAL: Bids were based on the average number of placements per month, then annualized. The bids are as follows:

Elite Protection Services:	\$ 96,240.00 year 1, 2% increase years 2 & 3
Golden Touch Communication Ltd:	\$ 89,540 each of 3 years
KelCom Telemessaging:	\$107,395 each of 3 years

It should be noted that the actual final costs would be in accordance with the number of placements made during the year.

COMMENTS: Board Administration interviewed the three organizations to assess the submissions and determine their ability to provide the required services. Upon review of all this information, KelCom Telemessaging is being recommended given that its proposal best meets the Board's requirements and the collective agreements.

Although the costs quoted by KelCom Telemessaging are somewhat higher than the other two organizations, KelCom is the only organization that has the proven experience in making these type of placements. The cost differential is not significant when compared to the potential cost exposure of using a firm that has not demonstrated the required experience to meet the extensive needs of an employer this size.

TIMELINES: Contract to be effective September 2007

APPENDICES: Board Report April 10, 2007
Request for Proposal Document



Windsor-Essex Catholic District School Board

1325 California Avenue, Windsor, Ontario N9B 3Y6
 Telephone (519) 253-2481 Fax: (519) 253-0620

Joseph Berthiaume, Director of Education

John Macri, Board Chairperson

COPY BOARD REPORT

Meeting Date:
April 10, 2007

Public **In-Camera**
PRESENTED FOR: Information Approval
PRESENTED BY: Senior Administration
SUBMITTED BY: Joseph Berthiaume, Director of Education
 Michael Seguin, Superintendent of Human Resources
SUBJECT: CALL CENTRE SERVICES – REQUEST FOR PROPOSALS
RECOMMENDATION:

That the Board extend the current contract with KelCom to June 30, 2007 and immediately proceed with a Request for Proposals for these services.

BACKGROUND: The Board has been utilizing the services of KelCom since amalgamation (and previously with the predecessor Essex Board for several years) as a Call Centre for our teaching staff as well as some support staff groups to report their absence and arrange for replacement. Our current contract expires in May, 2007.

FINANCIAL: To be determined.

COMMENTS: The Board has renewed contracts with KelCom based on quotes and past services. Although the Board Administration is pleased with KelCom's services, a review of the market and other services should be explored. There has not been a Request for Proposals issued in the recent past.

TIMELINES: Implementation for September 2007.

APPENDICES: None.



Request for Proposals

**Call Centre
Services**

John Macri
Chairperson of the Board

Joseph Berthiaume
Director of Education

REQUEST FOR PROPOSAL S

**PROVISION OF
CALL CENTRE SERVICES**

AGREEMENT SHEET

To be completed and included with the submission.

Name of Firm _____

Address: _____

Telephone: _____ Fax: _____

E-Mail Address: _____

Contact Name: _____

I/we hereby agree to each of the terms and conditions outlined in the Request For Proposals.

Signed: _____ Date: _____

Title: _____

Signed: _____ Date: _____

Title: _____



REQUEST FOR PROPOSALS – CALL CENTRE SERVICES

A. REQUEST FOR PROPOSAL

The Windsor-Essex Catholic District School Board invites proposals from qualified organizations. The successful organization will be expected to provide employee absence/replacement services to Board Administration.

Copies of the Request for Proposals – Call Centre Services may be obtained either by writing to the Windsor-Essex Catholic District School Board, 1325 California Avenue, Windsor, Ontario N9B 3Y6, or by telephone request to 519-253-2481, Ext, 210.

Proposals will be received until 2:00 p.m., (1400 hrs.) local time,

Friday, May 4, 2007

**Claude Marier, Manager of Purchasing & Administrative Services
Windsor-Essex Catholic District School Board
1325 California Avenue
Windsor, Ontario
N9B 3Y6**

**John Macri
Chairperson of the Board**

**Joseph Berthiaume
Director of Education**

B. BOARD PROFILE

The Windsor-Essex Catholic District School Board is a corporation established under the Education Act of the Province of Ontario. It is an amalgamated board of the predecessor Windsor Catholic School Board and Essex County Catholic School Board as of January 1, 1998.

The Board is comprised of nine trustees who work with a budget of \$220,000,000 (2006/07) to provide Roman Catholic English educational services to its students. The Board employs approximately 2,500 staff members and maintains a head office at 1325 California Avenue in Windsor.

The Board serves the Catholic Community of Essex County. As outlined in our Mission Statement, it strives *“as a partnership of school, family and parish, to provide our students with a quality Catholic Education rooted in Gospel teachings, enabling all to grow to their potential”*. Our Catholic Schools are a place where faith and knowledge meet and nourish 27,000 young people at 41 elementary schools and 9 secondary schools. Catholic Education views human life as an integration of body, mind and spirit. Rooted in this vision, Catholic education fosters the search for knowledge as a lifelong spiritual and academic quest.

It is important that applicants understand clearly that our mission and philosophy are essential to our being and that we will continue to place front and center our understanding of ourselves as Catholics. There is an expectation that candidates will appreciate and respect this tradition and ongoing commitment.

It is important that all who work with us understand our core values, our reason for being and our commitment to excellence in the Catholic tradition.

For further information, you are invited to visit the Board’s website, www.wecdsb.on.ca for an overview of the Board’s operations and significant issues addressed this past year.

C. DESCRIPTION OF BOARD'S CALL CENTRE – SERVICES

The Board is obligated to replace certain staff who are absent from their duties, specifically elementary teachers, secondary teachers and Educational Assistants (approximately 2100 Staff). The average number of placements per month in 2005/06 were 2,658.

Replacement of staff is performed in accordance with procedures as set out by collective agreements and the Board.

The Call Centre would be responsible for accepting calls from employees to report their absence and subsequently contacting a replacement. The Call Centre is responsible for recording absences and who is replacing that absent staff member. The Board is responsible for providing the replacement staff on a list for call-out.

The Call Centre would also be responsible for accepting and recording calls reporting absences for approximately 85 Principals and Vice-Principals and approximately 60 Learning Support Services and other Staff.

D. GENERAL CONDITIONS OF PROPOSAL CALL

1. Scope

The Board intends to engage a qualified organization for the provision of services related to absence and replacement of such absences.

2. Requirements

- 2.1 The successful bidder will provide the services of professional staff who have experience performing this type of function.
- 2.2 The Board expects the Call Centre provider will provide access to employees on a 24 hours basis for reporting.
- 2.3 The successful bidder will provide the Board with reports on a weekly basis outlining all absences, replacements and other information on as requested.
- 2.4 The successful bidder will work closely with Board Administration in order to maintain accurate confidential information, record-keeping and close communication on all issues.

3. Qualifications

- 3.1 The Board intends to engage the most responsive and responsible bidder. Prior to the award of engagement, any bidder may be required to demonstrate that they have the necessary experience and ability to perform the required service in a satisfactory and timely manner.
- 3.2 Bidders must be primarily engaged in the business of providing employee absence replacement services with qualified staff resources.

4. Engagement (s)

- 4.1 For the purpose of this process, an Evaluation Committee (consisting of the Chair of the Board/Designate, the Director of Education/Designate, Superintendent of Human Resources, and the Superintendent of Business and Operations) will evaluate proposals based on the following criteria:
 - 4.1.1 Similar experience with educational institutions.
 - 4.1.2 Depth of support services within the organization.
 - 4.1.3 Cost to the Board
- 4.2 After an initial screening process, selected bidders may be expected to make a formal presentation to the Evaluation Committee to further clarify or verify aspects of their proposal in order to develop a comprehensive assessment of the services being offered. The Committee will schedule the time, location and length of such presentations. Bidders are encouraged to submit a thorough proposal.
- 4.3 The Board's decision will be final.

4.4 *Acceptance Period*

Proposals shall be considered binding for ninety (90) days from date of closing. The proposal will form an integral part of any subsequent engagement.

5. Submission Proposal

5.1 Sealed proposals, shall be clearly marked "Request for Proposals - Call Centre Services" and shall be submitted to the attention of Manager of Purchasing & Administrative Services by 2:00 p.m., local time Friday, May 4, 2007 to the Windsor-Essex Catholic District School Board, 1325 California Avenue, Windsor, Ontario N9B 3Y6. Faxed submissions will not be accepted.

5.2 The submission of a proposal for the provision of this service will be considered a representation that the bidder has carefully investigated all conditions which may affect the delivery of the services outlined in this RFP, and that the bidder is fully informed as to the conditions which may be encountered and the quality and volume of work to be performed.

5.3 Inquiries

Inquiries regarding the RFP procedure should be directed to Claude Marier, Manager of Purchasing & Administrative Services, Windsor-Essex Catholic District School Board at 519-253-2481, Ext. 210.

Inquiries regarding any aspect of the R.F.P. Requirements should be directed to Michael Seguin, Superintendent of Human Resources, Windsor-Essex Catholic District School Board at 519-253-2481, Ext. 286.

6. Proposal Content

Bidders are to submit proposals using the following format:

6.1 Name, address, telephone number, fax number, e-mail address

6.2 Name of RFP contact person, telephone number, fax number, e-mail address

6.3 Narrative concerning the firm's history:

6.3.1 Date of inception.

6.3.2 Experience with educational institutions.

6.3.3 Other relevant experience with the areas identified herein.

6.4 Narrative concerning the firm's resources:

6.4.1 Number of support staff and location.

6.4.2 Other relevant information.

6.4.3 Technology pertinent to the provision of the scope of service outlined in this RFP i.e., telephone services, computer network and electronic mail.

- 6.5 A list of current or recent (within the last five (5) years) references for services similar to that specified herein. References must include the company or organization name, telephone number and address and the name and title of the contact.
- 6.5.1 Include the dates of contracts or services performed.
- 6.5.2 Include a brief description of the specific services performed and the conditions under which they were rendered.
- 6.6 Narrative describing the proposed method for determining fees. Provide a proposed fee schedule outlining costs for placements. Describe the basic services which would be included under the proposed fee schedule, as well as a list of services for which additional fees would be charged.
- 6.7 Formula to be included based on a three (3) year contract clearly stipulating usage levels.
- 6.8 Any other information, including alternative delivery models, which the bidder may wish to propose. Any alternatives to include all corresponding RFP requirements to allow for accurate comparison to the basic RFP plan design.

7.0 General

- 7.1 Submissions are for the provision of general services for an initial period of three (3) years with an option to extend the contract if mutually agreeable up to a maximum of two (2) one year periods. Such initial period shall commence on September 1, 2008. The Board may terminate the contract in whole or in part whenever it determines that such termination is in the best interests of the Board.
- 7.2 Terms of Engagement - Any engagement resulting from this solicitation shall not be assigned by the bidder without the express permission of the Board.
- 7.3 No member of the Board and no officer or staff member of the Board is, will be, or shall become interested, directly or indirectly, as a contracting party, partner, stockholder, surety or otherwise in the performance of any work resulting from this solicitation or in the supplies, work or business in connection with any such contract or in any portion thereof, or in any monies to be derived there from.
- 7.4 The Board reserves the right to reject all proposals and to waive informalities and irregularities in proposals.
- 7.5 *Municipal Freedom of Information and Protection of Privacy Act*

All proposals and any accompanying documentation submitted by bidder(s) prior to the closing date specified in this document shall become the property of the Board and will not be returned. Proposals shall be subject to the Municipal Freedom of Information and Protection of Privacy Act. Bidder(s) must identify any information contained in their Proposal that is submitted in confidence.



Windsor-Essex Catholic District School Board

1325 California Avenue, Windsor, Ontario N9B 3Y6
 Telephone: (519) 253-2481 Fax: (519) 253-0620

Joseph Berthiaume, Director of Education

John Macri, Board Chairperson

BOARD REPORT

Meeting Date:
June 25, 2007

Public **In-Camera**

PRESENTED FOR: Information Approval

PRESENTED BY: Senior Administration

SUBMITTED BY: Joseph Berthiaume, Director of Education

SUBJECT: **REGULAR BOARD MEETINGS FOR THE MONTHS OF
 JULY/AUGUST 2007 AND FOR THE 2007 – 2008 SCHOOL
 YEAR**

RECOMMENDATION:

That the Board meetings for the months of July and August be held at the call of the Chair;

and, that the Board adopt the attached schedule of Regular Board meetings for the 2007 – 2008 School Year.

BACKGROUND: In the past, Board meetings over the summer break are held at the call of the Chair. Regularly scheduled meetings begin at the end of August prior to the start of the new school year. For the remainder of the school year, Board By-Laws stipulate that regularly scheduled meetings occur on the second and fourth Tuesdays. As per the Board By-Laws, a special Board motion is required to change the regular meeting schedule of the Board.

January 2008 Schedule: For the 2007 - 2008 school year, the regularly scheduled Board meetings in January fall on the 8th and 22nd. The agenda and supporting documentation is normally prepared the week preceding Board meetings. Several staff will be away during the Christmas break, which ends January 4. Since there are five Tuesdays in January, it is recommended that the meetings be rescheduled to Tuesday, January 15 and Tuesday, January 29.

March 2008 Schedule: The first meeting in March falls during the March Break. At this time, it is recommended the Board indicate this is a *tentative* date and leave the March 25 meeting as scheduled.

June 2008 Schedule: The last regularly scheduled meeting in June will conflict with several secondary school graduation exercises. It is recommended that this meeting be rescheduled to Monday, June 23. The Tuesday, June 10, meeting would remain as scheduled.

APPENDICES: Proposed Regularly Scheduled Board Meetings – 2007 – 2008 School Year



1325 California Avenue
Windsor, ON N9H 2P1
CHAIRPERSON: John Macri
DIRECTOR OF EDUCATION: Joseph Berthiaume

PROPOSED REGULARLY SCHEDULED BOARD MEETINGS 2007 – 2008 School Year

Closed Session: 6:00 p.m.

Public Session: 7:00 p.m.

Tuesday, August 28, 2007
Tuesday, September 11, 2007
Tuesday, September 25, 2007
Tuesday, October 9, 2007
Tuesday, October 23, 2007
Tuesday, November 13, 2007
Tuesday, November 27, 2007
Tuesday, December 4, 2007 (Organizational Meeting – 7:30 p.m.)
Tuesday, December 11, 2007
Tuesday, January 15, 2008
Tuesday, January 29, 2008
Tuesday, February 12, 2008
Tuesday, February 26, 2008
Tuesday, March 11, 2008 (TENTATIVE – March Break)
Tuesday, March 25, 2008
Tuesday, April 8, 2008
Tuesday, April 22, 2008
Tuesday, May 13, 2008
Tuesday, May 27, 2008
Tuesday, June 10, 2008
Monday, June 23, 2008

Unless indicated otherwise:

All Regularly Scheduled meetings will be held in the John Paul II Board Room
at the Windsor Essex Catholic Education Centre
1325 California Avenue, Windsor, Ontario.

*The agenda and supporting documentation will be available electronically on the Board's
website the Friday preceding the scheduled meeting at: www.wecdsb.on.ca*



Windsor-Essex Catholic District School Board

1325 California Avenue, Windsor, Ontario N9B 3Y6
 Telephone: (519) 253-2481 Fax: (519) 253-0620

Joseph Berthiaume, Director of Education

John Macri, Board Chairperson

BOARD REPORT

Meeting Date: June 25, 2007

Public **In-Camera**

PRESENTED FOR: Information Approval

PRESENTED BY: Senior Administration

SUBMITTED BY: Joseph Berthiaume, Director of Education
 Mario Iatonna, Superintendent of Business
 Cathy Geml, Superintendent of Education/Learning Support Services

SUBJECT: **2007/2008 CHILD CARE AGREEMENTS**

RECOMMENDATION:

That the Board approve the provision of child care services for 2007/2008 to be undertaken by the current service providers; and

That the Board authorize Administration to proceed with agreements with each of these service providers consistent with the Child Care Policy and Child Care Procedures adopted by the Board.

BACKGROUND:

The Board is in the process of considering a new Child Care Policy and new Child Care Procedures. Subject to adoption of these documents, the Board will be in a position to proceed to formalize agreements with child care service providers for 2007/2008. A list of the current service providers is attached.

FINANCIAL:

Child care service provider agreements will be consistent with Board policy and procedures with respect to financial terms.

COMMENTS:

Timing of the expiration of the current service agreements and the timing of adoption of the new policy and procedures necessitates an advance approval of proceeding with new service agreements for the coming school year. The actual agreements will be consistent with the policy and procedures adopted by the Board.

TIMELINES:

None.

APPENDICES:

- 2006/2007 Child Care Providers

2006-2007 CHILD CARE PROVIDERS

A Place to Grow	St. Christopher – Full Child Care & Before and After ICS – Full Child Care & Before and After (for profit)
Best Friends	St. Gabriel – Full Child Care & Before and After
City of Windsor	H. J. Lassaline – Full Child Care & Before and After
Come and Play	St. Francis – Full Child Care & Before and After
Discovery	Queen of Peace – Full Child Care & Before and After St. John de Brebeuf – Full Child Care & Before and After
Edward Street Centre	St. Maria Goretti students are bused to the centre for child care; our Board supplies transportation
Lakeshore Community	St. William – Full Child Care & Before and After
Latchkey Day Care	St. Pius X – Full Child Care & Before and After Sacred Heart – Full Child Care & Before and After OLMC – Full Child Care & Before and After St. Gregory – Before and After St. Peter – Before and After St. John the Baptist – Before and After St. Joseph – Before and After Notre Dame – Before and After
Once Upon a Time	Holy Name – Full Child Care & Before and After St. Mary – Full Child Care & Before and After (for profit)
Ontario Early Years	Holy Name St. John the Baptist H. J. Lassaline
Sundowners	St. Angela – Full Child Care & Before and After OLPH - Full Child Care & Before and After Christ the King -- Full Child Care & Before and After St. John Vianney – Full Child Care & Before and After Holy Cross – Full Child Care & Before and After
The Creative Child	St. Theresa -- Full Child Care & Before and After (for profit)
Ready-Set-Go	Birth to Six Parental Support Coalition St. Edmond - Full day (for profit)



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Joseph Berthiaume, Director of Education

John Macri, Board Chairperson

BOARD REPORT

Meeting Date: June 25, 2007

Public **In-Camera**

PRESENTED FOR: Information Approval

PRESENTED BY: Senior Administration

SUBMITTED BY: Joseph Berthiaume, Director of Education
Cathy Geml, Superintendent of Education

SUBJECT: **SPECIAL EDUCATION PLAN AMENDMENTS 2007**

RECOMMENDATION:

That the Board approve the amendments to the Special Education Plan;

and, that the amendments be submitted to the Ministry of Education for approval.

BACKGROUND: In accordance with Regulation 306 under the Education Act, the Ministry of Education requires that school boards develop and maintain a Special Education Plan. Each board is required to review annually and amend its Plan from time to time to meet the current needs of its students, and to submit the amendments to the Ministry of Education.

FINANCIAL: n/a

COMMENTS: The Special Education Advisory Committee, at its June 7, 2007 meeting, approved the 2007 Amendments with the following motion:

Motion by Michelle Mastellotto and Anne Marie Drkulec, that the 2007 Amendments to the Board's Special Education Plan be approved and forwarded to the Board for approval. Carried.

TIMELINES: The amendments to the Special Education Plan are to be forwarded to the Ministry of Education by July 31, 2007.

APPENDICES:

- Amendments to the Windsor-Essex Catholic District School Board's Special Education Plan. The 2006-07 Special Education Advisory Committee Minutes will also be included as part of the submission to the Ministry.



Windsor-Essex Catholic District School Board

1325 California Ave., Windsor, ON N9B 3Y6

Phone: (519) 253-2481 Fax: Learning Support Services (519) 253-0620

Joseph Berthiaume, Director of Education

John Macri, Chairperson

SPECIAL EDUCATION PLAN

AMENDMENTS

2007

"Learning together in faith and service"

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Special Education Programs and Services

- The Board's General Model for Special Education
Organization Chart - Learning Support Services

- Early Identification Procedures and Intervention Strategies
Kindergarten Registration Package
Behaviour Management Systems
 - Brochure
 - PowerPoint Presentation
 - Sample Training SessionOFIP/CODE Projects

- The Identification, Placement and Review Committee (IPRC) Process and Appeals
Number of IPRCs - 2005-06

- Educational and Other Assessments
Assessment Measures Used by Psychology

- Individual Education Plans (IEPs)
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Learning Support System Teacher (LSST) Model

- Board Report
- Facts for Principals/Vice-Principals

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- Additional Basic Qualifications Course
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- Accessibility of School Buildings

- Accessibility Plan 2006 - 2007
- Accessibility Committee Meeting Minutes

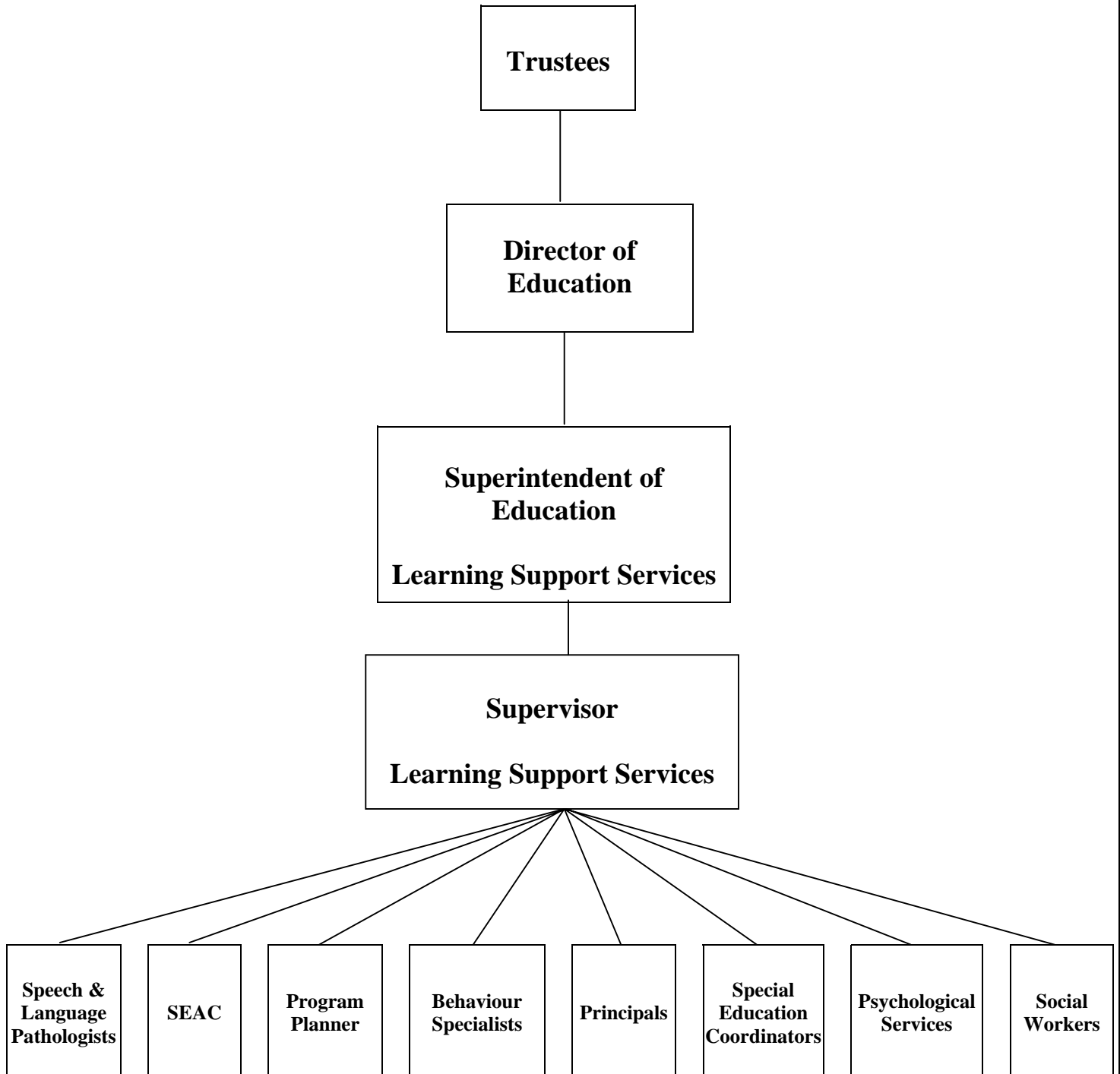
The Board's Special Education Advisory Committee

- SEAC Members
- SEAC Minutes for the 2006-07 School Year

Deleted Documents

- System Priorities - Complete (**deleted from Plan**)
- Implementation Plan - Complete (**deleted from Plan**)
- Psychological Assessments by IPRC Designation (**deleted from Plan**)

LEARNING SUPPORT SERVICES SPECIAL EDUCATION





WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD

Kindergarten Registration 2006

EXECUTIVE SUMMARY



*Principals' Meeting
January 19, 2006*

Learning together in faith and service "

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1. Director's Message
2. Kindergarten Committee
3. Advertising Initiatives
4. Timeline for Kindergarten Registration
5. Goals for Kindergarten
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7. Director's Letter to Parents of Prospective Students
8. Letter to Parish Priest with proposed Insert for Bulletin and Message for Outside Sign
9. Director's Memo regarding registration details and submission of final JK and SK numbers (city and county)
10. Principal's Checklist for Registration
11. Some Best Practices & Ideas for Making Your Open House/Evening Registration a Success
12. Sample Page from Registration Guest Book



Windsor-Essex Catholic District School Board

Director's Message

With Kindergarten Registration quickly approaching, we are continuing to broaden our approach to the Kindergarten Registration process.

Through the cooperation and flexibility of our principals and staff, we have adopted consistent and innovative practices in recent years that have assisted us in promoting Catholic Schools to parents as the most desirable choice for their children while maintaining a dynamic school system.

Thank you for your ongoing support of this important process. You have been instrumental in making it a success.

A handwritten signature in blue ink, which appears to read "Michael Krober". The signature is fluid and cursive.

Kindergarten Committee

This year, under the leadership of Superintendent Janet Ouellette, the members of our Kindergarten Committee include:

Chair:	Elaine Poirier
Supervisor of Faith Development:	Steve Freeman
Principals:	Therese Barichello Carol Seguin Louis Urso
Elementary Curriculum Consultant:	Mariann Wilson
Teachers:	Flavia Armstrong Elaine Boccioletti
School Secretary:	Pat Marvelli
Board Secretary:	Chris Reaume
Executive Assistant:	Jo-Anne McCaffrey
Manager of Student Information Systems:	Maria Truant

Advertising Initiatives

System-wide:

1. Registration will take place from February 13 to 24, 2006.
2. The Open House/Evening Registration, which has always been such a positive experience for everyone involved, is planned for each elementary school on Wednesday, February 15, 2006 from 5:00 to 7:00 p.m. Parents will be welcomed to register their child and staff will be available to offer tours.
3. A letter will be sent to the parish priests with a copy of the Bishop's letter encouraging announcements in the parish bulletins. An insert for the bulletin and a message for the outdoor sign will also be included.
4. Advertising will include the following:
 - a. The Windsor Star ads
 - b. County weekly newspaper ads
 - c. CKLW, CHYR, CIDR and CKUE radio ads to remind parents and direct them to the Windsor Star ad for information
 - d. The Windsor Parent Magazine ad
 - e. Public service announcements to all media
 - f. Board Web page with home page quick link
 - g. Mobile signs at key locations in the city and the county
 - h. Magnetic signs on the school board trucks
 - i. Letter to all employees asking for support
 - j. Devonshire Mall Display (Feb. 8 to 11) to include
 - *display of kindergarten materials*
 - *video display of classroom in action*
 - *balloons for distribution*
 - *staff available to explain program and answer questions*
 - k. SynreVoice message – Feb. 11th & 12th and Feb. 18th & Feb. 19th
 - l. Balloons at the schools for distribution at time of registration

Local School:

- a. Flyers to be given to schools to be copied for distribution to each family.
- b. Additional flyers and posters for schools to post in local businesses

Timeline for Kindergarten Registration

Thursday, January 19, 2006

- Principals' meeting - Mr. Moher's message regarding Kindergarten registration

Middle of January

- Invite School Council Members and Student Parliament to attend The Open House/Evening Registration
- Invite Child Care Providers and Ontario Early Years staff in schools to participate in the evening event
- discuss evening registration with the staff involved (*vice-principal , teachers, secretaries, LET and LST teachers*)

Tuesday, January 31, 2006

- Trustees receive an information package

End of January

- distribute Kindergarten flyers to families in your school community and local businesses
NOTE: flyers given out at Principals' meeting

Beginning of February

- principals send letter from Mr. Moher (enclosed in Executive Summary) to parents of prospective students inviting them to register their child in a Catholic school
- principals discuss Kindergarten registration at school staff meeting asking teachers to support the value of a Catholic education and to highlight the difference in our schools
- letter to all employee groups asking for their support will be posted in the Staff Room folder on First Class.

Weekends of February 4 and 5 and February 11 and 12

- Parish Priests will read the Bishop's letter at weekend masses
- details about registration will be placed in the church bulletins

February 8, 9, 10 & 11

- Kindergarten Registration Display at Devonshire Mall (*in front of The Bay Department Store*). For information see "Advertising Initiatives".

February 13 to February 24

- two weeks of Kindergarten registration
- Wednesday, February 15 from 5 until 7 p.m. – all schools will host an Open House/Evening Registration time with staff available for school tours and registration

March 3

- submit number of JK registrants, number of *new* SK students and TOTAL number of SK students to Diane Quenneville at the Board Office via BBS or Fax 253-3198

Goals of the Kindergarten Program



**“With Jesus as our example,
children follow the teachings of our faith
as they share with friends and develop
their God-given gifts.”**

- To support families in developing the Catholic faith of their children
- To develop a relationship of trust with an adult beyond the family unit which will give the child feelings of security in a new environment
- To provide an enjoyable learning environment which uses the five most effective modes of learning for young children: playing games, sensory education, concrete manipulation, physical participation and social interaction so that each child will develop as a whole person to achieve his/her potential
- To enhance feelings of confidence and self-worth so the child recognizes himself /herself as a person who can do many things
- To develop intellectual skills such as concept formation, problem-solving and decision-making
- To support early literacy development, children are given opportunities to engage in purposeful oral language and early print activities
- To foster a positive attitude towards mathematics, key concepts and mathematical skills are presented in a developmentally appropriate manner with a range of “hands on” experiences
- To support families in developing the Catholic faith of their children
- To provide opportunities for creativity
- To socialize with peers and adults, sharing independent and co-operative play and dealing with his/her own feelings
- To develop fine and gross motor skills service for children with special needs.



Windsor-Essex Catholic District School Board

1325 California Avenue, Windsor, Ontario N9B 3Y6

Telephone: (519) 253-2481

www.wecdsb.on.ca

Fax: (519) 253-4819 (*Director's Office*)
Fax: (519) 253-0620 (*Learning Support Services*)

Fax: (519) 253-8397 (*Administration*)
Fax: (519) 253-3198 (*Human Resources*)

Michael B. Moher, *Director of Education*

John Macri, *Chairperson*

February 2006

Dear Parent/Guardian:

Do you have a child who is eligible to attend a Catholic school for the 2006-2007 school year? Do you know a family who has a child who is eligible to attend a Catholic school for the 2006-2007 school year?

To be eligible for Junior Kindergarten, children must be 4 years of age by December 31, 2006

If so, please accept my invitation to register in the Junior Kindergarten at your neighbourhood school during the weeks of February 13th to February 24th, 2006. For your added convenience, an Open House/Evening Registration on Wednesday, February 15th from 5 p.m. to 7 p.m. is scheduled for parents and their children.

To give each child the best start possible, the Kindergarten program provides a variety of learning opportunities and experiences. It is designed to nurture each child in the areas of Spiritual Development, Language, Mathematics, Science and Technology, Personal and Social Development and the Arts.

We are looking forward to welcoming your child into our Kindergarten program with all the added benefits that a Catholic school family can provide.

For further information, call your neighbourhood school, visit our website at www.wecdsb.on.ca and look for our ads in your local paper.

Sincerely,

Michael B. Moher
Director of Education

/jmc



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Michael B. Moher, *Director of Education*

John Macri, *Chairperson*

January 2006

Dear Father:

Re: Junior Kindergarten Registration for the school year 2006-2007

Junior and Senior Kindergarten registration for the 2006-2007 school year will take place during the weeks of February 13th through February 24th, 2006. **A system-wide Open House/Evening Registration is planned for Wednesday, February 15th from 5:00 p.m. to 7:00 p.m.** at local schools. Please note the enclosed registration summary for your bulletin as well as a proposed message that can be used on outdoor signs to advertise this event. We appreciate your assistance with this matter.

Parents are asked to contact their local school to register. At the time of registration they will be asked to present their child's Birth Certificate, Baptismal Certificate, Health Card and Immunization Record. **We would ask that you make this information known to all your parishioners on February 4th and 5th and February 11th and 12th, 2006.**

Enclosed is a copy of a letter to parents from Bishop Ronald P. Fabbro that we would encourage you to read aloud to your parishioners.

Thank you for your assistance in this matter and for your ongoing support for Catholic education.

Sincerely,

Michael B. Moher
Director of Education

/jmc

Enclosures

Proposed Insert for Bulletin

**Windsor-Essex Catholic District School Board
Kindergarten Registration**
www.wecdsb.on.ca

Monday, February 13th to Friday, February 24th, 2006

For your added convenience, an invitation is extended to attend an
Open House/Evening Registration at your local Catholic School

on

Wednesday, February 15th from 5 p.m. to 7 p.m.

Requirements: Birth Certificate, Baptismal Certificate
Health Card and Immunization Record

Junior Kindergarten: Children must be 4 years of age by December 31, 2006

Senior Kindergarten: Children must be 5 years of age by December 31, 2006

Proposed Message for Outside Sign

CATHOLIC SCHOOLS

**KINDERGARTEN REGISTRATION
FEBRUARY 13th – 24th**

**OPEN HOUSE AT LOCAL SCHOOL
FEBRUARY 15th 5:00 – 7:00 p.m.**



Windsor-Essex Catholic District School Board

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Michael B. Moher, *Director of Education*

John Macri, *Chairperson*

MEMORANDUM

TO: All Elementary Principals
FROM: Michael B. Moher, Director of Education
DATE: January 19, 2006
RE: Junior and Senior Kindergarten Registration for September 2006

As you are aware, registration for the Junior and Senior Kindergarten Programs will take place during the weeks of February 13th to February 24th, 2006 and a system-wide Open House/Evening Registration is scheduled for Wednesday, February 15th, from 5:00 p.m. to 7:00 p.m. at each school.

Please convey registration information to all parents in a newsletter. Central office staff has contacted the parish priests requesting that they notify their parishioners on February 4th and 5th and February 11th and 12th, 2006, of the registration dates. To register a child in for Junior or Senior Kindergarten, parents/guardians must provide the following documents:

- Birth Certificate
- Baptismal Certificate
- Health Card
- Immunization Record

Please BBS or fax Diane Quenneville (253-3198) at the Windsor-Essex Catholic District School Board office by Friday, March 3, 2006 with the following information:

City Schools
Number of JK registrants;
Number of new SK students; and
Total Number of SK students

County Schools
Number of full-day, alternate day, JK registrants;
Number of new full-day, alternate day, SK students;
TOTAL number of full-day, alternate day, SK students

cc: J.Ouellette/J.Berthiaume

Principal's Checklist For Registration

- Have the parents fill in the necessary forms:**
 1. Registration form
 2. Social, Health and History form (*can be completed at home and returned at a later date*)
 3. Transportation Application form (*where applicable*)
 4. Consent Form for **Board Use of Student Photograph or Work and Internet Acceptable Use Form** (Policy SC:03)
 5. Application for Direction of School Support form
 6. Separate School Assessment for Lease form (*where applicable*)
 7. Request and Authorization for the **Administration of Medication at School** form (*where applicable*)
 8. Request and Authorization for the **Administration of Epi-Pen at School** form (*where applicable*)

- Photocopy the Student's Birth Certificate, Baptismal Certificate, Immunization Record and Health Card**

- For New Canadians: Proof of Canadian citizenship or permanent residency or other valid legal status;**

- Provide tour of the school for parents and children**

- Have parents and children visit the class**

- Invite parents to visit the on-site child care (if applicable)**

- Upon departure, provide the parents with the information package and the children with the book provided (*as well as other items you may have*)**

Some Best Practices & Ideas for Making Your Open House/Evening Registration A Success

- Display a Balloon Bouquet/Tree
 - ✓ as children leave the school, they are given a balloon from the bouquet/tree

- Distribute a Goody Bag with items that students may take home
 - ✓ i.e. pencils, sidewalk chalk, stickers, notepad, etc.

- Take a picture of each registrant
 - ✓ display these photos with a caption - i.e. 'Look who is coming to school in September 2006!'

- Have each child draw a picture of himself/herself
 - ✓ attach the photo and display them on a bulletin board

- Send a monthly newsletter and calendar, as a follow-up with the parents of new registrants

- Display a Registration/Guest Book for parents/guardians to sign



WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD

JUNIOR KINDERGARTEN REGISTRATION CITY SCHOOLS

Monday, February 13th, to Friday, February 24th, 2006

For your added convenience, an invitation is extended to attend an Open House/Evening

Registration at your local Catholic school on Wednesday, February 15th from 5 p.m. to 7 p.m.



**Junior
Kindergarten
children
will attend
the half-day
every day
program**

REQUIREMENTS:

- Birth Certificate
- Baptismal Certificate
- Immunization Record
- Health Card

Junior Kindergarten: Children must be 4 years of age by December 31, 2006

Senior Kindergarten: Children must be 5 years of age by December 31, 2006

**for more information contact your local school or visit us at
www.wecdsb.on.ca**



WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD

JUNIOR KINDERGARTEN REGISTRATION COUNTY SCHOOLS

Monday, February 13th, to Friday, February 24th, 2006

For your added convenience, an invitation is extended to attend an Open House/Evening Registration at your local Catholic school on Wednesday, February 15th, from 5 p.m. to 7 p.m.



**Junior
Kindergarten
children
will attend
the full-day
every other day
program**

REQUIREMENTS:

- Birth Certificate
- Baptismal Certificate
- Immunization Record
- Health Card

Junior Kindergarten: Children must be 4 years of age by December 31, 2006

Senior Kindergarten: Children must be 5 years of age by December 31, 2006

***for more information contact your local school or visit us at
www.wecdsb.on.ca***

Program Goals:

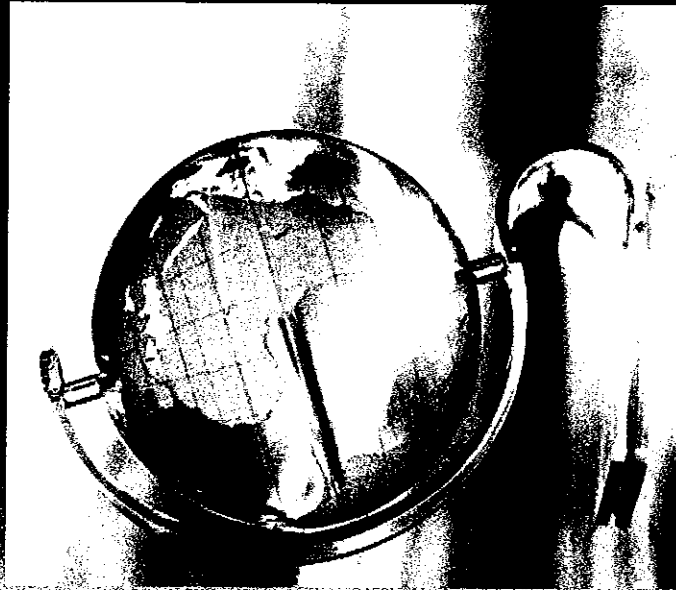
- **provide leadership, training and support in the effective management of every day and critical incident behaviour**
- **improve safety and security for all staff and students**
- **promote respectful working and learning environments**

Our Mission

The Behaviour Management Systems mission is to provide leadership, training and support in the effective management of behaviour in schools.

Vision:

At Behaviour Management Systems, we understand that successfully managing behaviour results in **safe and secure learning environments** evidenced by fewer conflicts and reduced need for physical intervention and discipline. Educators who experience **Behaviour Management Systems training** will demonstrate **greater skill sets in the management of everyday and critical incident behaviour.**



Behaviour Management Systems

Ensuring Respectful Learning Environments

*Training & support systems
to enhance desirable
behaviour in schools*

Behaviour Management Systems

*For More Information, Please Call:
1-416-779-2433*

OTSC-OSMO

Developed

- in response to concerns expressed by **Officials, Principals and staff** for a program suited to an educational setting
- by the **Ontario Educational Services Corporation**, with the support of the **Ministry of Education**

Focus

Our program emphasizes the understanding and use of proven **early intervention** techniques of a **non-physical** nature, while recognizing and addressing the need for safe and effective physical interventions.

Accordingly, we will provide:

- **training and certification** in Behaviour Management theory, strategies and techniques
- **leadership and resources** to assist Trainers and Practitioners in Behaviour Management
- **ongoing support and networking** through a hotline, and interactive website
- **annual refresher courses** for Trainers and Practitioners

Features

- designed by educators, for use by educators
- designed for students of **any age**
- consistent with **Labour Statutes, Safe Schools Initiatives and Education Act** requirements
- integrated with **Individual Education Plans; Behaviour Plans; School Safety Plans; incident reporting.**
- a **bilingual, theory based, results oriented, systems approach**
- stresses **early prevention and intervention** techniques
- teaches **effective and safe physical intervention** techniques
- supported by **interactive web-site**
- supported by **telephone hotline**

Delivery model

- cost effective, **Train the Trainer model** (available locally)
- instruction of Trainers: (21 hours); groups of 6; refreshed annually (6 hours)
- training of Practitioners: (8 hours); groups of 20; refreshed annually (3 hours)

Information Sessions

Board contacts should attend one of the following information sessions for more details about the program and booking of training for your staff this summer.

DATE	TIME	LOCATION	CITY
May 30	10am-noon	Toronto District School Board	Toronto
May 31	10am-noon	Thames Valley D.S.B.	London
June 2	10am-noon	Kawartha Pine Ridge D.S.B	Peterborough
June 7	10am-noon	Ottawa-Carlton D.S.B	Ottawa
June 8	10am-noon	Rainbow District School Board	Sudbury
June 9	10am-noon	Lakehead District School Board	Thunder Bay

**Behaviour Management
Systems**

Training & Support Systems
to Enhance Desirable
Behaviour in Schools

Background

- Responds to a need expressed by individuals and Boards throughout the province.
- Written by educators for the use of educators in school settings.
- Developed by the Ontario Education Services Corporation.
- Supported by the Ontario Ministry of Education.

Mission

To provide leadership, training and support in the effective management of behaviour in schools.

Vision

At Behaviour Management Systems, we understand that successfully managing behaviour results in safe and secure learning environments – evidenced by fewer conflicts and reduced need for physical interventions and consequences.

Educators who experience BMS training will possess a greater level of expertise in the management of both every day and critical incident behaviour.

Beliefs

Behaviour stems primarily from needs and is strongly influenced by external factors.

Consideration of environmental (external) factors greatly enhances understanding of the roots and triggers of behaviour.

Strategic management of situations provides for constructive and supportive responses to the undesirable behaviours of individuals.

B.M.S. Focus

Training and certification in Behaviour Management theory, strategies and techniques
Leadership and resources to assist Trainers and Practitioners in Behaviour Management

Ongoing support and networking for Practitioners through a hotline and interactive website

Website also provides a Forum for constructive dialogue on issues and solutions

Theoretical Framework

- Ecological view of behaviour - what motivates the behaviour.
- Prevention focus – understanding behaviour and early intervention.
- Enhance protective factors, reduce risk factors.
- Increase safety strategies that are proactive and build on teamwork.

Legislative Compliance

- Education Act and Regulations
- Ontario Human Rights Commission
- Occupational Health & Safety Act
- Child and Family Services Act
- Criminal Code

Educational Context

BMS provides consistent standards and approaches across Ontario including:

- Forms and structures for linking behaviour management (IEP's, Individual Safety Plans, Functional Behaviour Assessments, Safety Audits and Behaviour Logs
- Effective consultation and collaboration

On-going Support Systems

Interactive web-site:

- On-line discussion rooms
- Ready access to Instructors, trainers and Practitioners across the province
- E-mail connections
- Course materials and notices

Telephone hotline: allows rapid contact with Instructors

Tip Sheets: provide clear strategies on specialized topics

Cost Effective Features

- Train the Trainer model
Delivered flexibly and locally (save on travel/hotel costs)
- Materials at cost
- Lower training fees for Trainers and Practitioners
- Incremental Savings

Basic Costs of Similar Training Over 2 Years

Year 1

- Instruct 1 Trainer: \$1500 (plus travel, etc.)
- Train 200 staff: \$2000 (materials)

Year 2

- Re-certify 1 Trainer: \$100 (on-line)
- Train 200 staff: \$2000 (materials)
- Re-certify 200 staff: \$2000 (materials)

Total for 2 Years (excluding travel, hotel and staff replacement costs) = \$7600

**Basic Cost of BMS Training
Over 2 Years**

Year 1
 Instruct 1 Trainer: \$1000 (plus travel, etc.)
 Train 200 staff: \$200

Year 2
 Re-certify 1 Trainer: \$250 (in person)
 Train 200 staff: \$200
 Re-certify 200 staff: \$200 (materials)

Total for 2 Years (excluding travel, hotel and staff replacement costs) = \$1850

Savings: \$5750 (plus difference in travel & accommodation expenses)

What is the most efficient way to handle staff training?

We recommend that each Board arrange for instruction of multiple Trainers.

While each Board is unique and would have to determine its own optimum number of Trainers, the following slides illustrate how significant savings can be achieved.

BMS Training Costs: Scenario 1

200 staff to be trained (10 classes of 20)
 Train on 2 PA Days
 1 Trainer (\$1000) can train 2 classes
 Leaves 8 classes to be done on "work days"
 Average supply cost: \$150/staff member
 Staff release cost: $\$150 \times 20 \times 8 = \$24,000$
 Materials cost: \$200
 Total cost year 1: \$25,200 (\$126/staff member)
 Total cost year 2: \$ 9,450 (\$47.25/staff member)
 Total 2 year cost: \$34,650

BMS Training Costs: Scenario 2

- 200 staff to be trained (10 classes of 20)
- Train on 2 PA Days
- 5 Trainers (\$5000) can train 10 classes
- Leaves 0 classes to be done on "work days"
- Release costs: \$0.00
- Material costs: \$200
- Total cost: \$5,200 (year 1 - \$26/staff member)
- Total cost: \$1,450 (year 2 - \$7.25/staff member)
- Total 2 year cost: \$6,650
- Savings over Scenario 1: \$28,000**

Additional Benefits of Multiple Trainers

- Trainers form their own support group.
- Practitioners have much easier access to Trainers (40:1 ratio, not 200:1).
- Training can be accomplished quickly.
- Board has many resource people for in-servicing and consultations on behaviour management.
- No disruption of program for students.
- Greater flexibility of scheduling.

Why Choose Behaviour Management Systems?

- Created by Educators
- Developed by O.E.S.C.
- Supported by the Ministry of Education
- Focused on Understanding & Prevention
- Supports Educational Protocols
- Compliant with Relevant Legislation
- Promotes Team/Systems Approach
- Promotes Learning Community Concept
- Cost Effective

N O T I C E - MANDATORY TRAINING

Behaviour Management Systems Training (replaces NVCII Training)

Full Day Training: Friday, April 27, 2007

at

**Catholic Education Centre
John Paul II Board Room**


Trainers: Karen Kessler, Special Education Co-ordinator
Shannon Matis, Case Worker, John Howard Society
Joe Charron - VP, Holy Names Secondary
Sherrilynn Colley-Vegh - VP, St. Mike's Alternate H.S.

- 8:30** Welcome and Registration
- 9:00** Behaviour Management Systems Training
- 11:45** Catered Lunch
- 12:30** Behaviour Management Systems Training
- 3:00** Dismissal

**Please confirm your attendance by registering
in PD Place by April 25, 2007**


***Please be advised that there are individuals within the Catholic Education Centre who are sensitive to fragrances and/or scented products which can pose a health risk. We kindly ask participants to refrain from wearing fragrances and/or scented products when attending this workshop/meeting.**

Ontario Council of Directors of Education
100 Wellington Street West, Toronto, Ontario M5H 3C8



**Ontario Focused Intervention Partnership
(OFIP)**


CODE **Council of Ontario Directors of Education
(CODE)**



Presented by:
Cathy Geml
Kelly Power
Suzanne Garneau


May 22, 2007

OFIP (Ontario Focused Intervention Partnership)

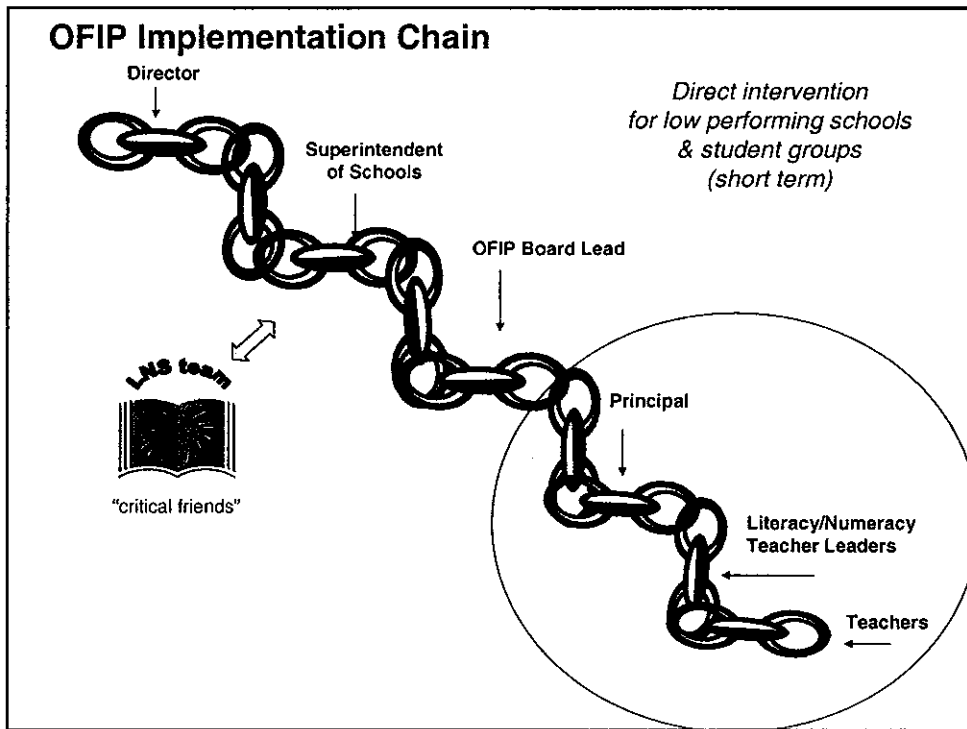


Immaculate Conception School

Turnaround Team

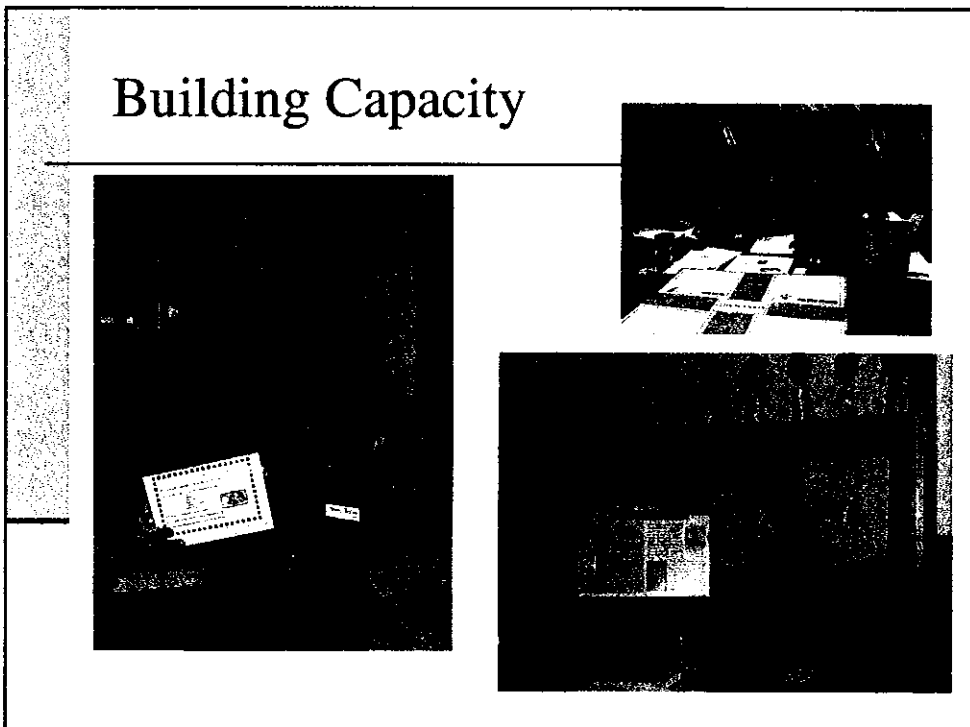
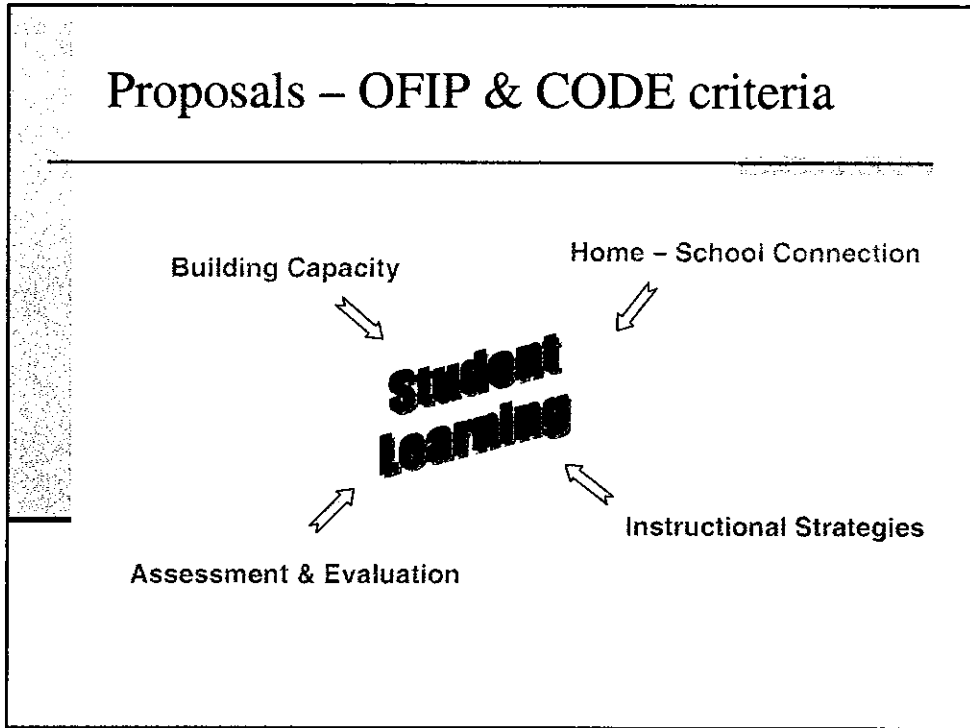


1. What was your AHA?
2. How is your school similar/different?
3. What strategies can you implement immediately?
4. What strategies would you be interested in implementing if you had more support?



OFIP – WECDSB Board Strategy

Tier 3 (intensive support) * Identified by Ministry	Tier 2 (moderate support)	Tier 1 (minimal support)
<i>Immaculate Conception</i> St. Christopher St. Alexander Sacred Heart St. Joseph L.A. Desmarais Our Lady of Mount Carmel	St. Bernard (Amherstburg) St. John the Baptist St. Angela Our Lady of Lourdes	St. Peter St. Anne (FI) St. Bernard (Windsor) St. Francis Queen of Peace St. Jules St. John the Evangelist H.J. Lassaline Our Lady of Annunciation



Instructional Strategies



Assessment & Evaluation



Home-School Connection



CODE (Council of Ontario Directors of Education)

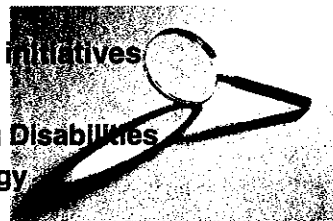
- **Building upon Phase 1**
(Special Education/Differentiated Instruction)
- **Narrowing the focus – direct student intervention**

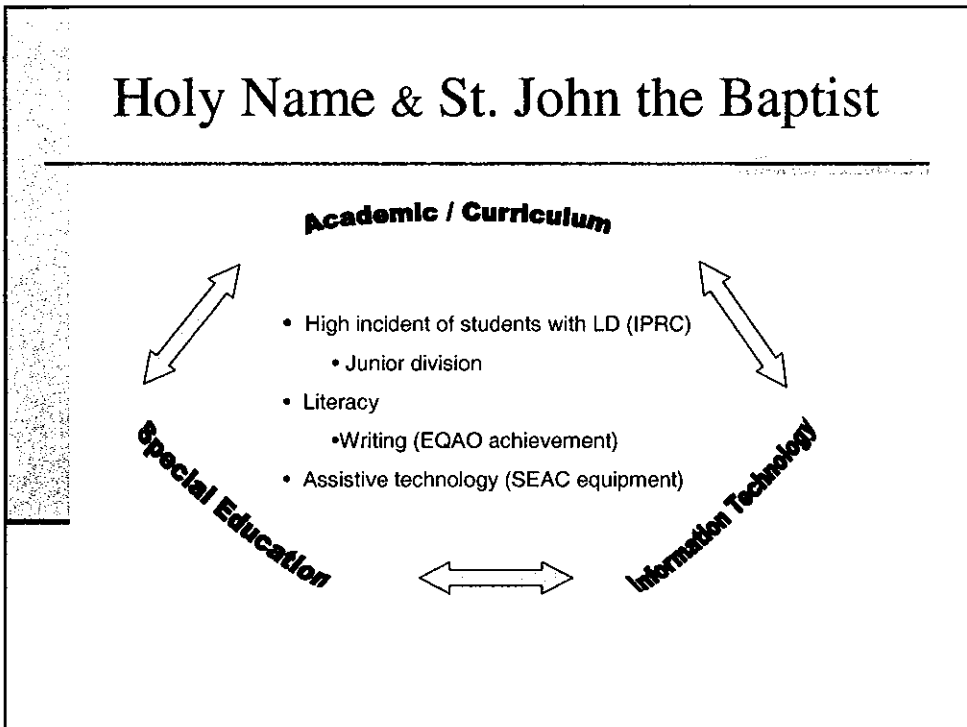
Aligned with current literacy initiatives

■ **Writing**

Students with Learning Disabilities

Assistive Technology

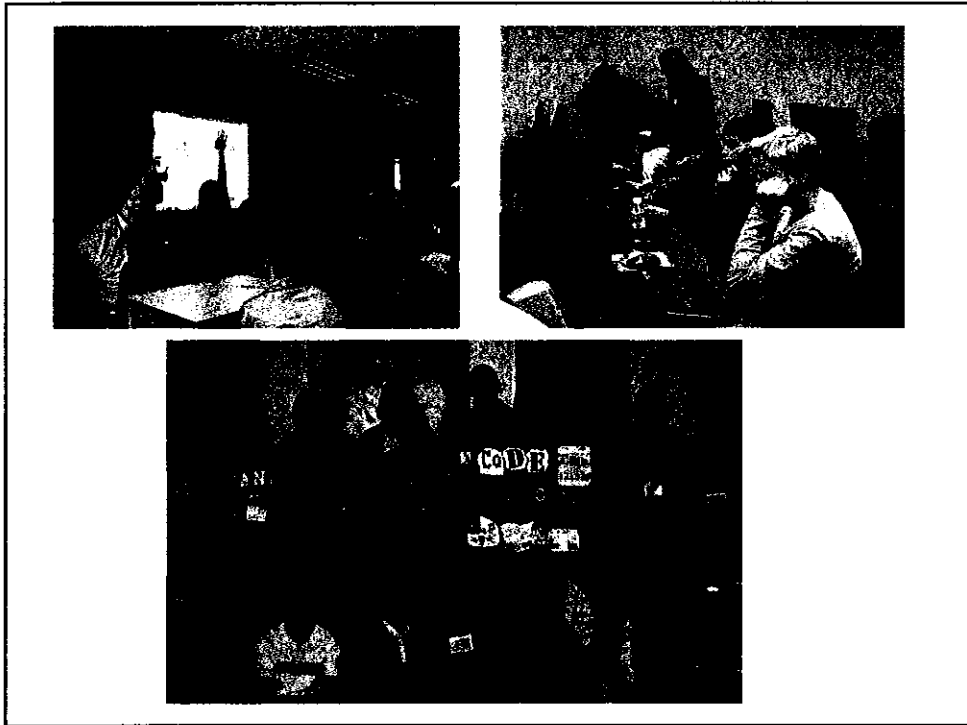




Same Critical Components

Building Capacity **Instructional Strategies**

Assessment & Evaluation **Home School**



OFIP Tutoring Initiative

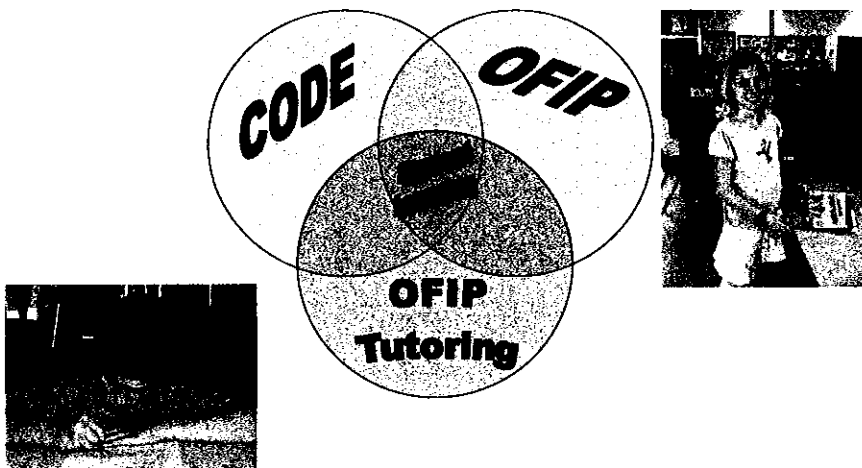
- ✦ January, 2007
- ✦ “Additional time and appropriate support for literacy and numeracy skills”
- ✦ Criteria
 - Tier 3 OFIP initiatives in place
 - Further specific needs identified
 - ✦ St. Christopher and St. Alexander
- ✦ Two additional Special Assignment Teachers
 - Direct involvement with students in the classroom
 - Student achievement monitored throughout

What are we seeing as a result of these projects?

- A collaborative approach to implementation
- Additional professional and classroom resources to directly support teachers and students
- Increased professional dialogue and use of literacy/numeracy strategies promoted by the Literacy and Numeracy Secretariat and our Board
- Increased use of technology as an instructional tool
- Enhanced use of assessment in meeting students' instructional needs

Alignment & Integration ...

OFIP ~ CODE ~ OFIP Tutoring Projects



Number of IPRC referrals, reviews and appeals conducted in the previous year:

In the 2005-06 school year, there were 677 elementary and 752 secondary IPRC Reviews conducted, for a total of 1,429 Reviews throughout the board.

There were no IPRC Appeals in the 2005-06 school year.

Assessment Measures used by Psychology

As of January 2007, the core measures to be used by Psychology staff will have Canadian normative data available for purposes of comparison. Research has shown that Canadian samples differ from their American counterparts, and generally perform better on measures of intelligence and academic achievement. This will bring practice in line with all other school boards within the province.

The core assessment tools to be used for all assessment will include the following:

Wechsler Intelligence Scale for Children – Fourth Edition (WISC-IV) 6 – 16

OR

Wechsler Adult Intelligence Scale – Third Edition (WAIS-III) 16 – Adult

AND

Wechsler Individual Achievement Test – Second Edition (WIAT-II) 5- Adult

Depending upon the referral question, and preliminary test results, assessment may be supplemented using the following tools:

Beery Visual Motor Integration – Fifth Edition (VMI)

California Verbal Learning Test – Children’s Version (CVLT-C)

Children’s Memory Scale (CMS)

Delis Kaplan Executive Functioning System (DKEFS)

Gray Oral Reading Tests – Fourth Edition (GORT-4)

Grooved Pegboard

Rey Complex Figure Test (RCFT)

Test of Language Competence – Expanded Edition (TLC)

Wide Range Assessment of Memory and Learning – Second Edition (WRAML-2)

Routine screening for emotional/behavioural problems will be completed, and will consist of the administration of one or more of the following questionnaires:

General Screening:

ASEBA Child Behavior Checklist for Ages 6-18

ASEBA Teacher’s Report Form for Ages 6-18

ASEBA Youth Self-Report Form for Ages 11-18

Low Intellectual Functioning (must be administered):

Adaptive Behavior Assessment System – Second Edition (ABAS-II) Parent Form
Adaptive Behavior Assessment System – Second Edition (ABAS-II) Teacher Form

Emotional/Behavioural Concerns (General):

Behavior Assessment System for Children – Second Edition (BASC-2)
Parent Rating Scale
Teacher Rating Scale
Self-Report of Personality

Personality Inventory for Youth (PIY)

Anxiety

Multidimensional Anxiety Scale for Children (MASC)

Depression

Children's Depression Inventory (CDI)

Trauma

Trauma Symptom Checklist for Children (TSCC)

Attention Deficit Hyperactivity Disorder

Conners' Rating Scales – Revised (CRS-R)

Executive Functions

Behavior Rating Inventory of Executive Functions - Parent and Teacher forms

The above list is not exhaustive. Where deemed appropriate, alternate measures may be used. This will be at the discretion of the provider, with input from the head of psychological services.

Beginning in Fall 2007, we will have the capacity to conduct in-house assessments of autism spectrum disorders. This will be done using the ADOS, and supplemented by the ADI-R or CARS.

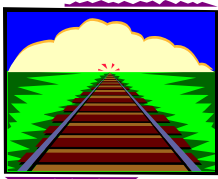
Diagnostic interviewing will also be available, and will be used exclusively to help link with appropriate community based services and supports.

Immaculate Conception Catholic School
St. Angela Catholic School
ST. James Catholic School
St. Louis Catholic School
St. John Catholic School
St. Francis Catholic School
Our Lady of Perpetual Help Catholic School

Presents

BACK ON TRACK

A School- Based
Behavioural
Improvement
Program



Back on Track Behaviour Improvement Program

Introduction:

Back on Track is a program that was created with the purpose to improve student behaviour through a multitude of social and behavioural programming. The program, which has its own designated space, is staffed by a full-time Behaviour Specialist who works in coordination with the school team (Principal, Vice Principal, Learning Enrichment Teachers, Classroom Teachers, and Educational Assistants).

Behavioural interventions such as alternative programs, detentions, proactive skill building group sessions, calming area, alternative recess program, positive reinforcement activity centers, and individual and/or group mediation occur on a regular basis in the Back on Track room. Some students also receive individualized classroom behaviour management programming. **Back on Track is intended to be a positive approach to discipline rather than punitive. It focuses on providing appropriate behaviour alternatives to assist the student in finding social, behavioural success.**

Referral Process:

Students are referred to the Back on Track room on a situational/individual basis. Classroom teachers are directed to send students to the office with a communication slip who are experiencing behavioural difficulties at any time throughout the school day. The Principal and/or Vice Principal make the decision as to whether the student is referred to the program. The Behaviour Specialist is directed by the Principal and/or Vice Principal as to the type of intervention required (as noted above) for the students entering the program. The Behaviour Specialist plans and prepares behavioural programming based on individual student needs.

A formal written referral may be necessary for long-term interventions since students will be removed from class on a regular basis. This type of referral is recommended for students who have ongoing behavioural difficulties whose needs are not being met through other measures. Parental consent must be obtained for this type of referral.

Programs:

Pro-Active Skill Building lessons:

This is designed for students who are struggling behaviourally in the classroom and/or on the playground. Students receive social skill lessons on a regular basis. Lessons are delivered through the use of role-play, group discussions, activity sheets, and topic-related videos. During each group session, students are given the opportunity to utilize these social skills through various activities under the guidance and supervision of the Behaviour Specialist.

Calming/ Relaxation Center

The Back on Track room provides students with an area to settle following an intense emotional incident. Relaxation music is played in the room as a means to assist the students in regaining control of their behaviour. The use of calming items such as bean bag chair, carpet area or rocker are available in the room for students to help reduce their level of frustration.

Alternative Recess Program:

Students who experience extreme behavioural difficulties in the schoolyard are put on an “alternative” recess program. This is a proactive measure used for students who have problems with self-control during unstructured social situations. The students are allowed to have recess indoors in the Back on Track room. Organized activity centers are arranged in the room and all student interactions are monitored by the Behaviour Specialist. The goal is to slowly integrate students back into the schoolyard after they have developed some skills and can show self-control. At times the students are permitted to invite a friend to join them in order to promote appropriate social interactions.

Positive Reinforcement Activity Centers:

Many students are placed on an individual behaviour management program. As an incentive to work toward personal goals, students receive activity time in the Back on Track room at a designated time of day. This is an earned privilege students receive upon achieving behavioural success.

Individual/Group Mediation:

Throughout the school day, some students may experience issues which may hamper their ability to function in a classroom setting. As a result, they are often referred to the Back on Track room. The Behaviour Specialist reviews the incident with the students and provides guidance around problem/conflict resolution.

Work Completion Center:

Some students have difficulty completing classroom work assignments during class time or at home. Back on Track offers a quiet atmosphere for students to get caught up on unfinished school work. Classroom teachers can make the referral or students can request to come and work in the room. All work is assigned and corrected by the student's classroom teacher. The Behaviour Specialist monitors the student's progress.

Detentions:

Some students may be referred by the Principal or Vice Principal to serve their detentions in this program during recess or lunch hour. Detentions are supervised by the Behaviour Specialist.

Alternative Programming: (formally known as In-School Suspensions)

Please refer to attached Program Plan.

Back on Track **Alternative Program Plan**

Program Goal:

The purpose of this program is to increase appropriate student behaviour and reduce the need for out of school suspensions.

Objectives:

- **To provide the student with structured programs that address multiple issues in a setting away from the student's classroom that is specific to the student's individual needs.**
- To offer individualized behavioural intervention.
- To assist the student in choosing personal goals and objectives.
- To provide social skill building lessons.
- To support student's re-entry to their regular classroom program.
- To work in conjunction with the classroom teachers to meet the needs of the students to achieve success.
- To follow-up on student progress.

School Team Members: Roles and Responsibilities

Principal/ Vice Principal

- Coordinator of the Alternative Program Team.
- Initial contact with student.
- Assesses the need for entry into the Alternative program.
- Makes parental contacts: phone, school meetings, letters.
- **Consults with the Behaviour Specialist as to the need or concern of the student prior to entering the Back on Track Program.**
- Follows student progress throughout the program.
- Determines need for future action.

Behaviour Specialist:

The role of the Behaviour Specialist is to facilitate and coordinate activities within the Back on Track Program. The specific duties include:

- Supervise the Alternative Program.
- Provide behavioural intervention through: verbal mediation, social skills training, individual behaviour program planning, conflict resolution, **alternative recess, incentive programs, and supervise detentions.**
- Plans and prepares student behaviour packages.
- Consultation with Principal, **Vice Principal, classroom teachers, Learning Enrichment teachers, and all support staff.**
- Parental correspondence when necessary: phone contacts, meetings.
- Follow-Up of student's progress upon re-entry to regular classroom setting.
- Maintain documentations; **program statistics, behaviour logs, file and maintain communication slips.**
- **Manage and supply all resources, equipment, program material, and tools to run the program efficiently.**

Classroom Teacher:

- Assessment of student behaviour.
- Makes referral to office by completing communication slip.
- Teaches student academic lessons and provides work for their Alternative Program.
- **Follows student's progress through visits to the Back on Track room and consultation with the Behaviour Specialist.**
- Parental Correspondence through: phone contacts, and school team meetings.

Learning Enrichment Teacher:

- Consultation with school team to assist with student action plan upon request when necessary.

Educational Assistants:

- Provides student support and guidance when necessary.
- Follow up on student progress throughout their Alternative Program Day.

Alternative Program Step Process

Student Infraction Occurs

STEP #1 Initial Problem

- Classroom teacher makes referral to office.
- Principal/Vice Principal meets with student and teacher.
- A determination of need for an Alternative Program is put into place.
- Formal letter is prepared by Principal/ Vice Principal to notify Parents/Guardians of their child's Alternative Program.
- Principal/Vice Principal phones the students parents/guardians.
- Student engaged in their Alternative Program.
- Follow-Up student progress.

STEP #2 Repeated Problem

(For repetitive individual student infractions)

- **Step #1** occurs with the following additions:
 - A. Parental Conference: School Meetings, Phone contacts.
 - B. Individual Behaviour Program Plan
 - C. Referral and Consent to see Behaviour Specialist.
 - D. Possible referral to Learning Support Services staff.

STEP #3 Problems requiring a formal suspension

- Out of School Suspension may be required for some students for the following reasons: **Non compliance in the Back on Track Program, Repetition of same issue, Behaviour deemed "severe" at the discretion of the Principal, Vice Principal.**
- Student returns to school and must complete at least half a day in the Back on Track room for Alternative Programming before returning to class. **(this is to avoid students purposely acting out to go home. They often will think twice if they know they still have to make up the time upon returning to school.**

For further information regarding this program please contact:

Back on Track Facilitators:

Susan Erdelyan
Behaviour Specialist

Immaculate Conception School

Principal: **Zina Vivier**
Vice Principal (Acting): **Brian Marenchin**
256-9156

Paris Denomme
Behaviour Specialist

St. Angela School

Principal: **Colleen Arfiero**
254-7240

Danielle Tourangeau
Behaviour Specialist

St. James School

Principal: **Carol Wilk**
252-9960

Catherine Bacon
Behaviour Specialist

St. Louis School

Principal: **Ardra Kepran**
326-8636

Monique Coughlin
Behaviour Specialist

St. John School

Principal: **J.P. Beauregard**
256-4092

Nicole Miner
Behaviour Specialist

St. Francis School

Principal (Acting): **Dan Laporte**
253-8327

Patricia Reid
Behaviour Specialist

Our Lady of Perpetual Help School

Principal: **Marilyn Villalta**
966-1293

PROVINCIAL AND DEMONSTRATION SCHOOLS**Enrolment Statistics and Transportation Information
2006 - 2007 School Year**

School	Enrolment	Transportation
Robarts School for the Deaf	0	0
C.P.R.I.	0	0
Amethyst Demonstration School	0	0
W. Ross Macdonald	0	0
Ernest C. Drury School	3	3

	APPENDIX F Special Education Staff	(FTE)			Qualifications
		Elem.	Shared	Sec.	
1	Teachers of Exceptional Students				
1.1	Teachers for resource-withdrawal programs	95.5		32.0	Bachelor of Education, Special Education Part 1,2, Specialist Special Education
1.2	Teachers for self-contained classes	0		8.0	Bachelor of Education, Special Education Part 1,2, Specialist Special Education
2	Other Special Education Teachers				
2.1	Itinerant teachers (blind/low vision)	1.5		0	Bachelor of Education, Braille Specialist
2.2	Itinerant teachers (deaf/hard of hearing)		1.0		Bachelor of Education, Deaf/Hard of hearing specialist certificate
2.3	Itinerant teachers (enriched learning)		0		Bachelor of Education, Special Ed. Part I
2.4	Teacher Diagnosticians	0		0	
2.5	Coordinators		5.0		Master's Degree, Specialist Special Education, 5 years teaching experience in Special Education
2.6	Supervisor - Special Education		.5		Master's Degree, Specialist Special Education, 5 years teaching experience in Special Education
3	Educational Assistants in Special Education				
3.1	Educational Assistants	204.5		67.5	Developmental Service Worker Certification, Community College Degree

	APPENDIX F Special Education Staff	(FTE)			Qualifications
		Elem.	Shared	Sec.	
4	Other Professional Resource Staff (Program Planner)		1.0		Bachelor of Education, Special Education Part 1,2, Specialist Special Education
4.1	Psychologists		1.0		Doctor of Philosophy in Psychology
4.2	Psychometrists		1.0		Master's Degree in Psychology
4.3	Psychological Associates		1.0		Master's Degree in Psychology, Certified by the College of Psychologists
4.4	Psychiatrists		0		
4.5	Speech-language pathologists		7.1		Master's Degree in Speech-Language Pathology, Registration with CASLPO
4.6	Audiologists		0		
4.7	Occupational Therapists		0		
4.8	Physiotherapists		0		
4.9	Social Workers		9.6		Master's in Social Work, Registered Social Worker
4.1	Behavioural Specialists (Child & Youth Workers)	9.0			Community College Degree, 3 year certificate
	<i>Subtotal</i>	310.5	27.2	107.5	
5	Paraprofessional Resource Staff		0		
5.1	Orientation and Mobility Personnel		0		
5.2	Oral Interpreters (for deaf students)		0		
5.3	Sign Language Interpreters (for deaf students)	4.5	0	0	S.L.I. Certification
5.4	Transcribers (for blind students)		0		

	APPENDIX F Special Education Staff	(FTE)			Qualifications
		Elem.	Shared	Sec.	
5.5	Interveners (for deaf-blind students)		0		
5.6	Auditory-verbal therapists		0		
	<i>Total</i>	314.0	27.2	107.5	



Windsor-Essex Catholic District School Board

1325 California Avenue, Windsor, Ontario N9B 3Y6
Telephone (519) 253-2481 Fax: (519) 253-0620

Michael B. Moher, Director of Education

John Macri, Board Chairperson

BOARD REPORT

Meeting Date:
April 11, 2006

Public **In-Camera**

PRESENTED FOR: Information Approval

PRESENTED BY: Senior Administration

SUBMITTED BY: Michael Moher, Director of Education
Janet Ouellette, Superintendent of Curriculum

SUBJECT: **IMPLEMENTATION OF LEARNING SUPPORT TEAM MODEL OF SCHOOL ORGANIZATION FOR 2006/07**

RECOMMENDATION:

That the Board receives the report:
IMPLEMENTATION OF LEARNING SUPPORT TEAM MODEL OF SCHOOL ORGANIZATION FOR 2006/07 as information.

BACKGROUND:

At the present time, Learning Enrichment teachers (LETs) are assigned to all elementary schools according to the identified needs of the students in the school. These teachers must have a minimum of Part 1 Special Education as an Additional Qualification. The services provided by these teachers varies from school to school and may include any or all of these supports: in the classroom, withdrawal to a special education (LET) classroom, individual, group and whole class instruction, etc.. In addition, every school has a teacher or teachers who provide French as a Second Language instruction to grades 4- 8 and a teacher or teachers who provide Literacy Support to JK to grade 3 students.

Elementary classroom teachers presently have 32 minutes per day of preparation time. This is provided through Literacy Support teachers (LST) in JK to Grade 3 and French as a Second Language teachers (FSL) in Grades 4 to 8. Ministry of Education provincial agreements require school boards to ensure that all teachers have 36 minutes of prep time beginning in Sept. 2006 and 40 minutes per day by Sept. 2007.

In addition to this requirement, the Windsor-Essex Catholic DSB must address the following issues:

- a minimum of 20 minutes per day of physical activity for all elementary school students
- an increase to 40 minutes per day of French as a Second Language instruction for grades 4 – 8
- implementation of the Education For All document through differentiated instruction and support for all students, including those identified as requiring special education intervention and those who are “at risk”, in an integrated setting

In order to meet these requirements and address these issues in a manner which is educationally sound and cost effective it is necessary to create a different model of providing this prep time for classroom teachers.

Senior Administration has researched various ways in which this could be accomplished and has decided on the following:

- combine the existing 43 LST positions and 97 Learning Enrichment teachers (LET) into a combined group of 140 Learning Support Services Teachers
- these teachers will have Special Education Qualifications and will be assigned by division (Primary, Junior and Intermediate) to all elementary schools
- Learning Support Services teachers (LSST) will work as team members with school administrators and classroom teachers to support the academic progress of all students
- Principals will develop school organization models which will ensure 200 minutes per week of prep time for every teacher
- This prep time may be provided through any non-classroom teacher. This could include FSL teachers, LSS teachers, special assignment (i.e. music, active living, etc) teachers.

The implementation of this plan by September 2006 will ensure :

Consistent support of all students in the classroom by specially qualified and system trained and directed teachers

Every elementary teacher will have the same prep time – 200 minutes per week

French as a Second Language instructional time for grade 4 – 8 students will increase to 40 minutes per day to meet Ministry requirements

A significant reduction of travel between schools for FSL and LSS teachers

The opportunity for schools to use specialist teachers for Healthy Active Living, Music, Computers, Arts, etc..

FINANCIAL: Staffing allotments will be accommodated within a balanced budget

COMMENTS: Senior staff will assist school administrators with the organization of their school staff. Literacy Support Teachers who wish to move into the Learning Support Services teacher role will be provided with the opportunity to receive Special Education Part

1 qualifications at no cost during the 2006/07 school year. Centrally based support teams will assist teachers in their collaborative professional development plans and funds will be assigned to every school to be used for planning time for LSS teachers and classroom teachers.

TIMELINES: It would be difficult to plan for a staged implementation of this approach to learning environments, therefore a system-wide implementation will occur for September 2006.

FACTS FOR PRINCIPALS/VICE PRINCIPALS

Learning Services Support Teacher (L.S.S.T.) Model

As you know, WECDSB is beginning a new service delivery model with the 2006/07 school year. Additional teachers with Special Education Qualifications have been assigned to every school to ensure that a Learning Support Services Teacher (LSST) is available for every division – Primary, Junior and Intermediate.

It will take time for everyone to become comfortable with a new way of operating. As the educational leader of the school, the role of the Principal is critical to the development of the school's plan to deliver support to all the students in our care.

The L.S.S.T. model is a focused initiative that addresses educational support from the most vulnerable students outward, within the context of the regular classroom. Divisional L.S.S.T.s and their regular classroom teaching partners are being asked to work collaboratively to develop ways to allow all students to maximize their potential. It is not a new Prep Time delivery model nor another version of the former LET/LST programs. It is a new initiative that will require every teacher in the school to work as part of a team to deliver educational services to all students.

All teachers are being asked to change their daily routines and their practice, in and out of the classroom. This will be especially difficult for those teachers who have never worked in any kind of collaborative model. Principals will need to be consistent in articulating the vision, encouraging the joint planning which will be required, and in ensuring consistency and fairness in workload expectations.

Following are some FAQs which may be helpful. This is intended for the use of principals and vice principals, not for distribution to staff. There will be an opportunity for questions at the August 30 meeting. If you have further concerns or suggestions, please contact one of the key facilitators for your school:

F.A.Q.s

- 1) **Do classroom teachers get “Prep Time” while the L.S.S.T. is in the room?**

In most cases, the answer is yes. The intent is that the classroom teacher and the LSST work together to plan for a use of this time to serve the needs of all students but especially to support those with special needs. This means that every teacher who works with the student has the “classroom experience” and that support services are being delivered within the context of the student’s normal school day. It does not preclude students with special needs receiving additional individual and/or group support outside the classroom at other times during the day.

- 2) **What is the expectation for the daily schedule for each L.S.S.T.?**

- A maximum of three 40 minute sessions per day in the classrooms of their division containing the students with special needs that they serve
- Remainder of day is spent providing services to students with special needs in other ways. This can include group and individual meetings outside the classroom, testing, assisting in the development of IEP’s, IPRC’s, etc..
- LSST’s, as with other teachers, will be have “prep time” and will be expected to use that time to do paper work, communicate with parents, plan, etc.

- 3) **Can an L.S.S.T. do six “Preps” by following the old LST format?**

No. This defeats the purpose of the model and reduces rather than increases the amount of time available to serve students with special needs.

4) Who plans the lessons?

Daily lesson plans are the responsibility of the classroom teacher. It is the expectation that the classroom teacher and the LSST would jointly plan for the use of the time when the LSST will be with the students.

5) How can the necessary planning take place?

All schools are expected to have regularly scheduled staff meetings and divisional meetings. In addition, school based professional development funds will provide release time for a ½ day planning session for each divisional team. These sessions will be chaired by the principal and supported by a member of the system Learning Support Team. These System Support Team leaders will be assigned to the school and will work with the teachers at this meeting and be available for support throughout the year. A schedule will be developed and sent out early in September.

6) Who completes the report card?

The classroom teacher has the primary responsibility for the educational progress of every student including reporting to parents. It is the expectation though that all of the teachers who work with the student contribute to the assessment.

**WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD
LEARNING SUPPORT SERVICES STAFF
PROFESSIONAL DEVELOPMENT – 2006-07 SCHOOL YEAR**

STAFF MEMBER	WORKSHOP/CONFERENCE ATTENDED
Speech-Language Pathologists	Putting the Pieces Together - Provincial Schools Branch
	Helping Children with ASD Thrive at School
	Brain Frames - Strategies for Facilitating Spoken and Written Language Development
	Social Stories - Carol Gray Workshop
	Facilitating the Social Communication of Children with Autism Spectrum Disorder
	Curriculum and Evidence-Based Practices
Sign Language Interpreters	Interpreters' Workshop
Social Workers	Jeers and Tears IV - re bullying
Special Education Coordinators	The Explosive Child and Treating Explosive Kids
	SIP Ministry of Education Workshop
	Collaborate Problem Solving
	Special Education Regional Coordinator/Consultant Conference
Behaviour Specialists	Jeers and Tears IV - re bullying
Psychological Services	Friends for Life - Anxiety Disorders
	ADOS Training
Educational Assistants	Autism Seminar
	The Explosive Child
	Strategies that Don't Work with Learning Disabled Kids...And Strategies That Do - Richard Lavoie
	Anxiety/Depression in the Workplace

/psh/C00sped/05/25/2007

**WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD
LEARNING SUPPORT SERVICES
STAFF DEVELOPMENT – 2006-07 SCHOOL YEAR**

ATTENDEES	DESCRIPTION
Learning Support Services Teachers	1 session – Sped Assist
Learning Support Services Teachers, Classroom Teachers	1 session – Individual Education Plan
Learning Support Services Teachers, Classroom Teachers, Educational Assistants	After-school Workshops: Autism Support (3 sessions) Clicker 4 Using Social Skills to Manage Behaviour Creating a Positive Behaviour Support Plan Transition Planning for Students with Special Needs
Educational Assistants	Behaviour Management Systems Training (BMST) Refreshers
Hiring Pool – Educational Assistants	1 session – lifting, behaviour intervention guidelines, role of Educational Assistant, universal precautions
Hiring Pool – Educational Assistants	Behaviour Management Systems Training (BMST) Certification
Educational Assistants	Behaviour Management Systems Training (BMST) Certification
Educational Assistants	Behaviour Management Systems Training (BMST) Certification
Principals/Vice-Principals	Behaviour Management Systems Training (BMST) Certification
Principals/Vice-Principals	Behaviour Management Systems Training (BMST) Certification
Principals/Vice-Principals	Behaviour Management Systems Training (BMST) Certification
Teachers (St. Mike’s Adult)	Behaviour Management Systems Training (BMST) Certification
Behaviour Specialists	Behaviour Management Systems Training (BMST) Certification
Educational Assistants	Functions of Behaviour
Classroom Teachers, Learning Support Services Teachers, Principals/Vice Principals	18 sessions - Assessment and Evaluation

Special Education Part I
Additional Basic Qualifications

Will be offered again, beginning

Saturday, June 23, 2007

9:00 a.m. to 3:00 p.m.

and

July 3 through July 27, 2007

Monday to Friday

8:30 a.m. to 2:30 p.m.

Catholic Education Centre
John Paul II Board Room

APPLY NOW on the Board web page (www.wecdsb.on.ca), select PROGRAMS and use the link for Special Education - Additional Basic Qualifications. Registrations will be accepted up to and including Friday, June 1, 2007.

For further information, please contact:

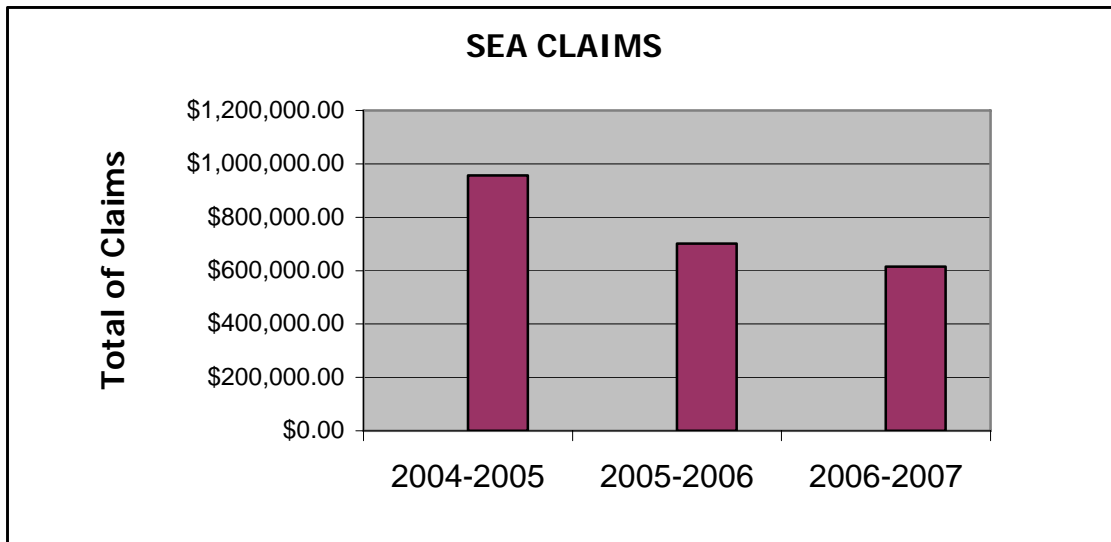
Rita Pallisco, Principal - Our Lady of Mount Carmel Catholic
School - 519-969-4700

OR

Marilyn Villalta, Principal - Our Lady of Perpetual Help Catholic
School - 519-966-1293

SPECIAL EQUIPMENT AMOUNT (SEA) CLAIMS

Year	Number of Students	Total of Individual Claims	Ministry Final Allocation Amount
2004-2005	199	\$957,231.35	\$833,060.02 * Technician Amount Included
2005-2006	147	\$701,471.75	\$622,685.57 * Technician Amount Included
2006-2007	138	\$615,538.19	Not Finalized



The Windsor-Essex Catholic District School Board's Accessibility Plan 2006-2007

Barrier	Objective	Means to prevent / Remove	Performance Criteria	Resources	Time Line	Responsibility
Accessible Washrooms	To provide access to washrooms to people requiring specialized equipment	Install appropriate beams and lifts	A functioning lift	Beams, lifts and appropriate materials required to modify the washrooms.	2006-2007 School Year	Facilities Services, The Special Education Department, The Accessibility Committee
Lighting for the Visually Impaired	To provide appropriate lighting for students with visual impairments after submission to Learning Support Services Supervisor of Special Education	Order pink lights and have lights installed	Lights installed	Pink lights	2006-2007 School Year	Facilities Services, The Special Education Department, The Accessibility Committee
Automatic Doors	To provide access to schools for students and visitors in wheelchairs and walkers	Do current system audit and prioritize. Install automatic doors, openers and frames.	Students and visitors will be able to enter with ease	Doors, openers, ramps, rails and curve-cuts	2006-2007 School Year	Facilities Services, The Special Education Department, The Accessibility Committee
Air Conditioning	To meet proven medical	Provide air conditioning	Comfortable environment	Mechanical and electrical	2006-2007 School Year	Facilities Services, The

The Windsor-Essex Catholic District School Board's Accessibility Plan 2006-2007

	needs of students after submission to Learning Support Services Supervisor of Special Education			upgrades		Special Education Department, The Accessibility Committee
Updating Building Construction Standards	To ensure that older building are updated with accessible materials	As items are requested for repair or replacement, new and more accessible items are installed (ex. Door handles)	Buildings will be updated as required	Facilities Services	2006-2007 School Year	Facilities Services, The Special Education Department, The Accessibility Committee
Technology	Students with special learning needs are provided with technological assistive devices	Provide computer and appropriate programming to meet individual needs	Students will have access to these learning devices	Computers ascertained through the Special Education Department	2006-2007 School Year	Facilities Services, The Special Education Department, The Accessibility Committee
Technology	Students with Central Auditory Processing difficulties are provided with technological assistive devices	Provide FM system to be used by the classroom teacher to meet the needs of the student	Students will be able to receive information in a way that increases the likelihood of academic success	FM systems are ascertained by the Special Education Department	2006-2007 School Year	Facilities Services, The Special Education Department, The Accessibility Committee

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Elevators	Fix elevator control panel to have Braille or raised numbers for the visually impaired	Retrofit control panel with raised numbers or Braille	Elevators will be operated by the blind with greater independence and ease	Windsor Elevator Company to retrofit elevator control panel	2006-2007 School Year	Facilities Services, The Special Education Department, The Accessibility Committee
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The Accessibility Committee met on September 22, 2006 and put a plan in place for the 2006-2007 school year. In addition to this year's plan, the Accessibility Committee will be focusing on the following items as we strive to identify, remove and prevent barriers to accessibility:

- A Needs Survey will be completed by school principals.
- The Accessibility Committee will continue to collect information from the various stakeholders in order to identify, remove and prevent barriers.
- The Accessibility link on the school board website will be updated yearly to indicate the progress being made by the school board.
- The Accessibility Committee will provide a link on the school board website inviting suggestions and input for barrier identification and reduction.
- A member of the Accessibility Committee will now be invited to new construction planning meetings to provide input into new building initiatives.
- The Accessibility will continue to seek additional funding for initiatives that will remove and/or prevent barriers.
- A Contingency Fund will be created to respond to emergency situations.

The Accessibility Committee has planned meetings for February 8, 2007 and May 17, 2007 to review the status of the designated projects and to prioritize needs for the next school year. If you wish to provide suggestions and input to the Accessibility Committee, please click on the given links to send us your message via email. These messages will be presented to the members of the committee at the designated meetings.

Anne Marie Brode Chair of the Accessibility Committee

ACCESSIBILITY COMMITTEE MEETING MINUTES
Friday, September 22, 2006
7:45 AM CEC

Present: AnneMarie Brode, Cathy Geml, Fil Greco, Gerry Racine, Mario Iatona, Tish Hedderson and Ken Anderson

1. A. Brode called the meeting to order.
2. Opening Prayer
3. Review of Minutes:
 - St. Michael's – doors and ramps
 - St John the Evangelist received doors and openers
 - Needs Survey will be developed after Oct. 4, 2006
4. Review of Expenditures to Date:
 - St. Michael's new campus has accessibility costs, including washroom, doors and ramps
 - Accounting Dept. is keeping track of proportion of cost - attributable to accessibility
5. Update on projects designated for update 2006:
 - G. Racine will provide update concerning accessibility of the addition (St. Basil) to CEC - asphalt walkway
6. Review of 2006-2007 Plan:
 - K. Anderson will look into the cost of installing Braille numbers in elevators at high schools that do not have them - will submit new quote to FS- last quote received was \$240.00 per elevator
 - Lighting and air conditioner requests completed, but no more to be done unless required by section 20, with certified professional and board approval
 - A. Brode will request that the Board's web master post the 2006-2007 Plan before September 30, 2006

8. Requests Submitted:

- Automatic Door openers (Panic Buttons) – may be able to recover from old St. Anne High School
- L.A Desmarais
- Sacred Heart – Kenwood
- Our Lady of Annunciation
- St. Mary's handicap Washroom- another quote required
- G. Racine will ask Fire Dept. to possibly supply visual smoke detectors for St. Gabriel School (two washrooms)

9. Review of Action Items:

- still need to address trustees re: funding
- still need to prepare needs survey
- 2006 - 2007 Accessibility Plan to be posted on Board Website by September 30

10. Other Business:

None

11. Next Meeting:

February 8, 2007 at 7:30 a.m.
Catholic Education Centre
Blessed Marie Rose Durocher Meeting Room

ACCESSIBILITY COMMITTEE MEETING MINUTES

Thursday February 8, 2007

7:30 AM CEC

Present:

Anne Marie Brode
Fil Greco
Gerry Racine
Mario Iatona
Tish Hedderson
Sharon O'Hagan – Wong

Regrets:

Ken Anderson, Cathy Geml, Willy Wong

1. A. Brode called the meeting to order
2. Opening prayer – A. Brode
3. Review and approval of Minutes:
 - **Needs Survey** – Fil has been contacting principals on an individual basis to inquire about their school's needs with regards to accessibility. Some schools are requesting call buttons (the cost is prohibitive) and it involves accessing the electrical system; therefore, the solution is to use walkie talkies.
 - The visible smoke detectors are too costly for St. Gabriel school because of the electrical required to connect to fire alarm system, the cost is prohibitive.
 - The possibility of removing automatic door openers (Panic Buttons) from St. Anne High School was discussed.
 - St. Mary's handicap washroom is completed - temporary wooden ramp.
 - Our Lady of Annunciation – entrance is complete.
 - L.A. Desmarais & Sacred Heart require automatic door openers at the main entrance.
4. Ongoing projects:
 - Fil visited two schools - St. Rose and St. Louis.
 - St. Rose washroom requirements:
 - Beam
 - Tap needs levers
 - Sink to be made accessible
 - Storage cabinet needs to be moved
 - Some electrical is required.(Gerry is looking into this)

- St. Louis – bathroom is too small – space is being looked at via the boys' washroom – tap needs levers and some electrical is needed
- Fil commended the Board for consulting the Student Services Dept. when constructing new schools and additions for advice regarding accessibility – (cost effective).

5. Requests submitted:

- St Alexander School submitted a request for magnetic fire doors – the cost of these doors is approximately \$2000 - no funds are available at this time for this costly project – it was stated by Anne Marie that the student does have an EA who opens the doors making the hallways accessibility.
Sacred Heart school is in the same position. Some schools have an arrangement with their fire department to keep a wedge in the door on condition that in the event of a fire drill or fire, someone is assigned to remove the wedge and close the door. The night caretaker has to shut the doors every night, which is problematic in our older buildings.
- St. Jules requested a wheel chair ramp due to parental concerns. At this time, there are no students that require the use of a ramp at the school. The school is an old two-story building and it would be too costly to be made accessible. There are no funds available in the FS budget for these types of projects.
- Sharon will investigate to see if there is funding in the form of grant monies available to ease the cost of accessibility.

6. Old Business:

- No update on the installation of Plastic Braille numbers in elevators at High Schools – Last quote received was approximately \$240.00 per elevator.

7. Other Business:

- There was much discussion about the lack of funding for accessibility needs at various schools.
- FS intends to allocate some funds in the 2007/2008 budget for accessibility.

8. Next Meeting:

Thursday May 3, 2007 @ 7:30 am
St. Joseph Meeting Room
Catholic Education Centre

SPECIAL EDUCATION ADVISORY COMMITTEE

MEMBERSHIP

DECEMBER 1, 2006 - NOVEMBER 30, 2010

Associations

Cas Graham-Stuart - Autism Ontario (WECDSB 519-253-2481, ext. 233)

Bev Clarke - Learning Disabilities Association 519-252-7889)

David Beresford – Community Living (WECDSB 519-253-2481, ext. 233)

Anne Marie Drkulec - Integration Action for Inclusion (519-250-1498)

Paula Nantais-Murphy - Down Syndrome Parent Association (519-973-6486)

Claudio Del Duca - Member-at-large (High School Council)
(WECDSB 253-2481, ext. 233)

Tom Aymar - Maryvale Adolescent and Family Services (519-258-0484)

Rita Raniwsky - Principals' Association - (ex-officio) 519-735-3303

Administration

Mary DiMenna - Trustee Member (WECDSB 253-2481, ext. 233)

Lisa Soulliere - Trustee Member (WECDSB 253-2481, ext. 233)

Cathy Geml - Superintendent (ex-officio) (253-2481, ext. 207)

DOCUMENTS

TO BE DELETED

FROM

SPECIAL EDUCATION PLAN



WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD

System Priorities

2001-2006

“We will strive, as a partnership of school, family and parish, to provide our students with a quality Catholic education rooted in Gospel teachings, enabling all to grow to their potential.”

Faith Development

- Support the ongoing faith development of all students and employees.
- Strengthen the partnership of the school, parish and home.
- Establish a systematic process for decision-making, which integrates the Ontario Catholic School Graduate Expectations into all decisions.

address the needs of those students who have been identified as not ready for school.

- Develop a system model of student conduct, which encourages self-discipline appropriate to the age and capabilities of the individual child, and recognizes learning as an activity requiring commitment, focus and respect for self and others.

Communication

- Investigate the option of acquiring professional communications management services for the board.
- Develop and implement a comprehensive communications plan.
- Facilitate a transparent consultation process with all stakeholders.



“Blueprint for the Future”

Employee Development

Student Achievement

- Pursue educational excellence through the development of high expectations and formal processes of evaluation and accountability for all students.
- Commit to a process for the assessment of the learning readiness of every child entering the school system and for the provision of an individualized program to

- Create opportunities for all employees to learn through:
 - A systematic approach to the training and mentoring of new employees;
 - The establishment of a plan for the future human resource requirements of the system;
 - The provision of opportunities among employees for sharing best practices.
- Develop a system model, which supports and rewards innovative practices and exemplary employees.

“Learning together in faith and service.”



“Blueprint for the Future”

Goals and Strategies

Strategic Priority

Faith Development

Strategic Priority: Faith Development			
Goal: Establishment of a systemic process for decision-making, which integrates the Ontario Catholic School Graduate Expectations into all decisions.			
<u>Expected Outcome</u>	<u>Strategies</u>	<u>Time-lines</u>	<u>Responsibility</u>
The Education of all members of our board community about the Ontario Catholic School Graduate Expectations. (Herein referred to as O.C.S.G.E.).	-Provide workshops, liturgies, prayers and other opportunities for people to become acquainted with the O.C.S.G.E. document.	2001-2002 on-going	Adult Faith Animator (A.F.A.)
	- Familiarize principals, managers, school council chairs, student parliament prime ministers and board administration with the O.C.S.G.E.	Winter 2002	A.F.A.
	-Make school-sized posters, bookmarks and fridge magnets for parents based on the O.C.S.G.E. Write the poster in such a way that it is both written in everyday language and is a prayer. Include the mission and vision statement of the Board on the posters/bookmarks/fridge magnets. Present each school with a framed copy of the poster to display in a prominent area with additional unframed copies displayed in all meeting rooms.	Catholic Education week 2002.	A.F.A. Principals
	-Devise activities to educate students about the O.C.S.G.E. eg: retreats, prayers for extra-curricular activities and lessons for curriculum.	2002-2003	A.F.A. Religion Consultant School Chaplains
A structured format for meetings.	- All meetings will begin with a prayer for God's guidance and end with a prayer of thanks for God's guidance. Resources for these prayers will be posted on the BBS (Both individual prayers and a bibliography of appropriate book titles).	Winter 2002	A.F.A for resources Superintendents and Principals for staff directives.
	- Provide Human Resources department, principals, managers, school council chairs, student parliament prime ministers and school board administration with various easy to employ methods of including O.C.S.G.E. when making major decisions re: hiring staff, school plans, negotiations etc. Human Resources, Principals, Managers and School Board Administration are encouraged to employ one of these tools or any similar tool in the process of making major decisions. The minutes of these meetings should reflect this step of the process.	2002-2003	A.F.A., Manager of Human Resources, Principals, Managers, Board Administration.
	- After the various groups have had time using the tools for incorporating the O.C.S.G.E. into decision- making, provide survey to ascertain a) how useful these have been in their own decision-making, b) any suggestions for improvements and c) how to incorporate the O.C.S.G.E. further within our system (i.e. which tools will work for use in their various school committees/councils).	2004-2005	A.F.A.

Strategic Priority: Faith Development			
Goal: Strengthen the partnership of parish, home and school.			
<u>Expected Outcome</u>	<u>Strategies</u>	<u>Time-lines</u>	<u>Responsibility</u>
Improve/Enhance the communication between parishes, parish schools and W.E.C.D.S.B	-Survey members of the two deaneries re: communication preferences. Communicate these preferences to Board personnel.	Spring 2002	Adult Faith Animator (A.F.A.)
	-Educate the three partners on the established email formulas for making contact with individual people within the parishes and schools.	Spring 2002	A.F.A. and Computer Services
	-Create an in-Board facsimile system similar to what exists at the London Diocese Regional Office for all parishes within our jurisdiction.	Spring 2002	A.F.A. with secretarial support
	-Create a direct link between Essex and Windsor deanery directories and our Website.	Spring 2002	A.F.A. with computer services.
	-Provide venues for a pastoral staff to give input into parish/school relations	Spring 2002	A.F.A. Religion Consultant Principal Executive
Time for parish personnel and parish schools to connect	-Petition school board and teacher federation to schedule annual _ P.A. day for parish activity.	At the next teacher negotiations	A.F.A.
Establishment of a Parish/ Home/ School Liaison Steering Committee	-To implement an initial survey that would help to determine the current relationship patterns between the three partners.	2002-2003	A.F.A.
	-To create directives/ suggestions to assist in establishing greater connections between the three partners of Catholic Education within the individual schools/parishes.	2002-2003	
	-To evaluate the success of these efforts with a follow-up survey.	2005-2006	

<u>Expected Outcome</u>	<u>Strategies</u>	<u>Time-lines</u>	<u>Responsibility</u>
Assist parents and staff to name their reasons for choosing Catholic Education	-Organize a System-wide annual gathering of chairs/vice-chairs of school councils, trustees, board personnel and parish priests	Winter 2003	A.F.A Superintendent of school councils
	- Provide opportunities for existing staff to name why they have chosen to work in Catholic Education.	On-going	A.F.A.
Increased opportunity for parents, staff and students to participate in events within the larger Catholic community	-A portion of the school council, school and board budgets is to be set aside for staff, students and parent representatives to jointly participate in events, programs and conferences sponsored by the Diocese of London and larger Catholic community e.g. Symposium on Catholic Education, Ontario Association of Parents for Catholic Education Conferences, World Youth Day etc.	2002- 2003	Superintendent of school councils, School Council Chairs, Principals, Superintendent of finances.
The establishment of student Catholic values group within the senior elementary grades and secondary schools	-Schools are encouraged to establish a group of students who will promote and encourage Catholic values in the hallways, on the school grounds, at assemblies etc. -When establishing this group a selection process with set criteria is advised. -While any such group will need a teacher advisor, a parish staff member (if available) would be an excellent leader/ trainer/resource.	2002-2003	Principals, Chaplains.

Strategic Priority: Faith Development			
Goal: Support on-going faith development of all students and staff			
<u>Expected Outcome</u>	<u>Strategies</u>	<u>Time-lines</u>	<u>Responsibility</u>
System-wide gathering.	-Petition school board and teacher federation to schedule annual _ P.A. day for a system-wide gathering e.g. Director's Day.	At next teacher negotiations	A.F.A
Individual schools will have resources available to lead staff prayer.	- Establish in-school faith animators (1 for Elementary and 2 for Secondary). - Provide training and resources for In-school Faith Animators that will assist them in leading staff prayer. - A portion of the existing school budget is to be set aside for the faith formation of staff. The In-school Faith Animator and Principal will determine how to best use the designated funds.	Winter 2002 On-going	Principals A.F.A
Knowledge of the faith experience of new employees.	-Establish hiring procedures that will enable candidates for each level of employment to appropriately describe their faith portfolio/ formation/ experience/ why they want to work in a Catholic system. -These hiring procedures will comply with the Human Rights Code and are designed to help determine how best to serve the faith development of the students and employees of the Catholic system.	2002-2003	A.F.A Manager of Human Resources Superintendent of Human Resources
New staff orientation that encourages fuller understanding of their role in Catholic Education.	- Incorporate faith dimension into the existing orientation packages and practices. - Devise new orientation methods to encourage all new employees to see themselves as key to creating a Catholic system.	2002-2003	A.F.A Manager of Human Resources Superintendents of Human Resources & Staff Dev.
Communication of our system's efforts to live out the Church's preferential option for the poor.	-A Good News folder will be established on the BBS. The aim of this folder is to celebrate this tradition of our faith and to show pride in our system's efforts to live out a key mission of Catholic education. -Schools and other employee groups will post their efforts in the areas of charity, justice and good works.	Winter 2002	A.F.A. Manager of Information Services

<u>Expected Outcome</u>	<u>Strategies</u>	<u>Time-lines</u>	<u>Responsibility</u>
The inclusion of all employees in prayer/faith formation opportunities	<ul style="list-style-type: none"> -Support staff, teaching staff, administration, supply staff etc. will be invited to participate in various prayers, liturgies and faith formation activities within our board. - Review methods of reaching occasional staff. 	2002-2003	A.F.A Manager of Human Resources Superintendent of Human Resources
Retreat opportunities	<ul style="list-style-type: none"> -Managers, principals, and board administration are encouraged to arrange for an annual retreat/reflection opportunity for all staff regardless of position eg: Twilight retreats, agape luncheons, sacred suppers -Principals are encouraged to arrange for school councils and student parliaments to experience a retreat/ reflection opportunity. - Students will continue to experience retreats within the secondary school level and during their grade 8 year. Other student retreats will be at the discretion of each principal. - Other retreats will be arranged as groups identify a need. 	2002-2003	Managers, Principals, Board Administration
Continuance of Meaningful Morning Prayer	<ul style="list-style-type: none"> -Each school will start the day with opening exercises that include the national anthem and communal prayer. -Workshops, templates and resources will be made available for principals on the distinction between individual and communal prayer. -Other board facilities will continue to have morning prayer as appropriate to each location. 	On-going	Managers, Principals, Chaplains, A.F.A.
Continuance of classroom student faith formation	<ul style="list-style-type: none"> -Each student will continue to receive faith instruction as out-lined in the religion curriculum. - Each teacher will continue to consult with the Religion Consultant as needed for sacramental preparation or additional resources. - The Faith Courses and other workshops will continue to be provided to enhance the delivery of the Catholic Studies/ Religion curriculum. 	On-going	Principals Religion Consultant

Strategic Priority

Communication

Strategic Priority: Communication			
Goal: Investigate the option of acquiring professional communications management services for the board.			
<u>Expected Outcome</u>	<u>Strategies</u>	<u>Timelines</u>	<u>Responsibility</u>
New position created to manage the internal and external communications of the organization.	Identify “best practices” on effective communication structures used by similar sized school boards and non-educational organizations.	March 2002	Senior Administration
	<p>The following recommendations were made by the Communications team as guidelines for the creation of this position:</p> <ul style="list-style-type: none"> • Management position at a level that provides the person with access to information (linked to the Director’s Office) • A communication professional hired from outside of the organization • Act in an advisory role in the decision-making process as the communications expert. • A respected leader in the community • Knowledgeable about and experienced with Catholic Education 	April 2002	Senior Administration
	The position should be only advertised locally in order to recruit candidates with an Essex County perspective.	May 2002	Manager of Human Resources

Strategic Priority: Communication			
Goal: Develop and implement a comprehensive communications plan.			
<u>Expected Outcome</u>	<u>Strategies</u>	<u>Timelines</u>	<u>Responsibility</u>
A communications audit.	An extensive audit of the current communications system should be performed with emphasis on effectiveness and efficiency.	June – July 2002	Senior Administration (Manager of Communications)
A communications plan.	Information from the communications audit will form the basis for the development of a comprehensive communications plan for the organization.	August 2002	Senior Administration (Manager of Communications)
	The communications plan will be presented to the board for approval.	September 2002	Senior Administration (Manager of Communications)
	The plan will be communicated to all stakeholders and implemented throughout the system.	October 2002	Senior Administration (Manager of Communications)

Strategic Priority: Communication			
Goal: Facilitate a transparent consultation process with all stakeholders.			
<u>Expected Outcome</u>	<u>Strategies</u>	<u>Timelines</u>	<u>Responsibility</u>
An audit report of current and past consultation processes used by the system with various stakeholders.	A thorough analysis of past and current consultation processes used by the decision-makers of the WECDSB. Decision-makers include all management levels of the organization that would require input from those affected by a decision.	July – August 2002	Senior Administration (Manager of Communications)
	Current policies of the board should be reviewed for adequate consultation processes.	July – August 2002	Senior Administration (Manager of Communications)
Consultation guidelines for decision-makers.	Clear guidelines for consultation will be developed for use by decision-makers.	September 2002	Senior Administration (Manager of Communications)
	The guidelines will be communicated to all stakeholders.	October 2002	Senior Administration (Manager of Communications)

Strategic Priority

Employee Development

Strategic Priority: Employee Development			
Goal: Create opportunities for all employees to learn through: A systematic approach to the training and mentoring of new employees;			
<u>Expected Outcome</u>	<u>Strategies</u>	<u>Timelines</u>	<u>Responsibility</u>
Current employees and potential employees that are familiar with the hiring process used by the board.	<ul style="list-style-type: none"> ▪ The process for hiring should be written and available in a folder on the BBS and/or web site. ▪ Information sessions should be held periodically to outline qualifications and procedures for hiring. ▪ The information should be available to the employees and the public upon request (printed) and/or through the web site. 	End of June 2002	Manager of Human Resources
Employees will be well prepared for interviews.	<ul style="list-style-type: none"> ▪ Employees should be offered workshops on resume creation and interviewing that are offered on a yearly basis and optional. ▪ A package containing a description of the interview process and a bank of possible interview questions should be given to all candidates. ▪ All employees should be provided the opportunity to be debriefed on why they were not chosen for the position. 	End of June 2002	Manager of Human Resources
Well-trained new employees.	<ul style="list-style-type: none"> ▪ A new employee-training program is to be developed including an orientation and job specific training sessions. 	End of June 2002	Manager of Human Resources
Organizational structure to support a mentoring program for all new employees and those aspiring towards added responsibility.	<ul style="list-style-type: none"> ▪ A recommendation for the organizational structure of the mentoring program is attached (Appendix A). 	End of June 2002	Superintendent of Human Resources

Strategic Priority: Employee Development			
Goal: Create opportunities for all employees to learn through: A systematic approach to the training and mentoring of new employees;			
<u>Expected Outcome</u>	<u>Strategies</u>	<u>Timelines</u>	<u>Responsibility</u>
Mentoring program for all new employees and those aspiring for added responsibility.	<ul style="list-style-type: none"> ▪ The adoption of a mentoring program developed by Colleen Keech and Karen Drago as a their practicum for Leadership. A modified version of the program will be implemented to include all employee groups. 	September 2002	Manager of Human Resources
	<ul style="list-style-type: none"> ▪ The daily operations of the program should be assigned to centrally assigned principal, manager, or consultant. The mentoring program would be only one of the duties of this person because the responsibilities do not equate to a full time position. 	June 2002	Manager of Human Resources
	<ul style="list-style-type: none"> ▪ A standing committee of the board should be created that would act in an advisory role to the Manager of Human Resources and the Principal/ Consultant. The committee should meet on three or four occasions over the course of the school year. The committee should consist of the Manager of Human Resources, the Principal/Consultant, and representatives from all employee groups. The Chair of the committee can be the Principal/Consultant but not necessarily. 	June 2002	Superintendent of Human Resources
	<ul style="list-style-type: none"> ▪ The person assigned/hired as the Principal/Consultant of the mentoring program would assume the following duties: <ul style="list-style-type: none"> ▪ Chair of the Mentoring Program Committee; ▪ Communications with various employee groups; ▪ Recruit mentors (spring information meeting) and provide the necessary training of them; ▪ Identify employees requiring mentoring, educate them about mentoring and be an advocate for those being mentored; ▪ Promote the program throughout the system; ▪ Organize an annual information night about the program; and manage the budget. 	May 2002	Superintendent of Human Resources

Strategic Priority: Employee Development			
Goal: Create opportunities for all employees to learn through: A systematic approach to the training and mentoring of new employees;			
<u>Expected Outcome</u>	<u>Strategies</u>	<u>Timelines</u>	<u>Responsibility</u>
Mentoring program for all new employees and those aspiring for added responsibility.	<ul style="list-style-type: none"> The process of becoming a mentor should be formalized including a registration form that requires a recommendation from a board employee, a personal reference and a signature from a principal/site manager indicating awareness of the application. The Mentoring Committee would be involved in choosing the mentors and matching employees with them. 	June 2002	Principal/ Consultant/ Manager
Leadership Program for all employee groups	<ul style="list-style-type: none"> The committee recognizes the contribution of the current Leadership Program towards the development of future leaders. Opportunities for leadership development should be extended to all employees. The current program would have to be modified to accommodate the diverse needs of various employee groups. It was strongly recommended that both groups complete the first year of the leadership program together. Focus will be on the leadership and self-analysis. The second year of the program will be specifically designed to satisfy the needs of academic and support staff. 	September 2002	Superintendent of Human Resources

Strategic Priority: Employee Development			
Goal: Create opportunities for all employees to learn through: The establishment of a plan for the future human resource requirements of the system			
<u>Expected Outcome</u>	<u>Strategies</u>	<u>Timelines</u>	<u>Responsibility</u>
Annual projections of the human resource requirements of the WECD SB.	The potential human resource requirements for the system over a five-year period are to be calculated using current employee data and an annual survey. The projections are to be based on the retirement and attrition rates of past years along with an annual survey. This annual projection will be based on the percentage of positions in an employee group that are expected to be available and not specific positions. This information should be shared with the employees through the HR folder and the board web site.	September 2002	Manager of Human Resources
	All employees will be asked to complete a short, simple annual survey that will provide the Human Resource department with the following information: <ul style="list-style-type: none"> ▪ The percentage of the members of a particular employee group that will be eligible and are considering retirement over the next year; and ▪ The percentage of employees that might be contemplating a voluntary transfer from their current location to a new location within the board. This could include the possible expansion of the current voluntary transfer process used by teaching staff to other employee groups through the negotiation process. 	2002-2003	Manager of Human Resources
A plan for addressing the human resource requirements of the system as identified in the projections.	A plan for recruiting and training internal and external candidates to fill the human resource requirements of the system is to be developed. This should include steps to inform current employees about potential openings and the qualifications necessary for them to apply. The committee has suggested the following tools that will assist employees: <ul style="list-style-type: none"> ▪ Career planning and goal setting should be encouraged with support from administration for those that wish to develop plans (optional workshops) 	2002-2003	Manager of Human Resources

Strategic Priority: Employee Development			
Goal: Create opportunities for all employees to learn through: The establishment of a plan for the future human resource requirements of the system			
<u>Expected Outcome</u>	<u>Strategies</u>	<u>Timelines</u>	<u>Responsibility</u>
<p>A plan for addressing the human resource requirements of the system as identified in the projections. (Continued)</p>	<ul style="list-style-type: none"> ▪ The development of “pools” of qualified and ready employees should be expanded to other employee groups beyond Principals and Vice-Principals such as Administrative Assistants. ▪ A folder on the BBS should be created specifically for the HR department that includes current folders but adding a job description folder including qualifications. ▪ School/office profiles should be developed and posted to the web site or BBS that will allow interested employees to find out more information about the location. This information is to be posted using a common template and updated annually. 		

Strategic Priority: Employee Development			
Goal: Create opportunities for all employees to learn through: The provision of opportunities among employees for sharing best practices.			
<u>Expected Outcome</u>	<u>Strategies</u>	<u>Timelines</u>	<u>Responsibility</u>
A “Best Practices” folder on the BBS	Each employee group should have a dedicated folder placed on their desktop which would allow for employees to post “best practices” that they use or to make requests for suggestions or solutions to problems that they encounter in their work. The folder would be accessible to the employees in a given employee group only.	June 2002	Manager of Information Services
	The development of a structure within the employee group to review best practices annually is recommended. The coordination and moderating of the folder should be left up to a representative from that particular employee group.	June 2002	Manager of Human Resources, Union and Federation Leaders
Employees will be brought together for opportunities to share “best practices”.	Non-teaching staff should gather on designated professional development days like the teaching staff.	2002-2003	Senior Administration
	A committee should be established in each employee group that would develop agendas and/or discussion topics for sharing days. Schools that require a non-teaching staff member to remain at the school could alternate with other non-teaching staff	2002-2003	Senior Administration, Union and Federation Leadership
	It is recommended that at least one full day be devoted to sharing best practices amongst employees annually. The meeting locations should be rotated regularly to improve convenience for everyone.	2002-2003	Senior Administration
	The Subject Council model in the secondary system is allowing for the sharing of best practices. This model should be extended to the elementary panel with divisional leaders being identified and brought together a few times per year for best practice sharing.	2002-2003	Senior Administration, Principals

Strategic Priority: Employee Development			
Goal: Develop a system model, which supports and rewards innovative practices and exemplary employees.			
<u>Expected Outcome</u>	<u>Strategies</u>	<u>Timelines</u>	<u>Responsibility</u>
“Culture of Innovation”	A “culture of innovation” should be developed and fostered amongst employees and the administration. This has to be encouraged and modeled from the top-down in the organization. Risk taking should be encouraged but failure should not be penalized. The organization must value “learning” and “thinking” by providing time and money to their pursuit.	2002-2003	Senior Administration
Support system for innovative practices.	A person in the organization should have the responsibility of supporting and facilitating the development and exchange of ideas.	2002-2003	Senior Administration, Manager of
	A template for the development of proposals and possible funding opportunities should be developed and made available to all employees.	Fall 2002	Human of Resources.
Increased membership in professional or industry associations.	Employees should be encouraged to belong to various professional associations and a database containing the employees’ involvement with these groups should be maintained.	2002-2003	Senior Administration, Principals, Managers
Dissemination of knowledge between employees and skill enhancement.	Employees should be encouraged to voluntarily exchange job sites for a short period including visits to other boards or organizations. Employees that volunteer would be asked to report on what they learned.	2002-2003	Senior Administration, Principals, Managers
	Employees returning from workshops or conferences require time to prepare for and disseminate the newly acquired knowledge or practices. Locally developed workshops should always include time for the participants to investigate applications to their current roles and duties.	2002-2003	Senior Administration
	Staff meetings should include an opportunity for employees to share innovative practice and recognize exemplary work.	2002-2003	Principals, Managers

Strategic Priority: Employee Development			
Goal: Develop a system model, which supports and rewards innovative practices and exemplary employees.			
<u>Expected Outcome</u>	<u>Strategies</u>	<u>Timelines</u>	<u>Responsibility</u>
Recognition for exemplary work.	Employees in positions of responsibility must identify exemplary employees and be encouraged to nominate them for the appropriate recognition.	2002-2003	Senior Administration, Principals, Managers
	Employees should be encouraged to nominate their co-workers for recognition.	2002-2003	Employees
	The current WECDSB Awards Program should be expanded to include the recognition innovative practices with an increased budget to reward and recognize employees appropriately.	June 2002	Senior Administration, Awards Committee
	Students should also be encouraged to participate in recognizing innovative practices and nominating employees that they feel should be recognized.	2002-2003	Principals, Vice-Principals
	We must celebrate our many successes regularly!	Ongoing	Everyone

Strategic Priority

Student Achievement

Strategic Priority: Student Achievement			
Goal: Pursue educational excellence through the development of high expectations and formal processes of evaluation and accountability for all students.			
<u>Expected Outcome</u>	<u>Strategies</u>	<u>Timelines</u>	<u>Responsibility</u>
Performance targets for Provincial and Board Assessments	Individual, class, school and system-wide performance targets will be set for all of these assessments on an annual basis.	On going	Senior administration, principals, teachers and students.
	Data collection and analysis will be used for the purpose of improving student learning.	On going	Senior administration, principals, and teachers.
Assessment and Evaluation Guidelines	A comprehensive set of guidelines will be developed based on the Ministry Assessment and Evaluation Policy.	September 2002	Superintendent of Curriculum, Consultants
	The document will include exemplary assessment and evaluation instruments that teachers should use as models for student assessment.	September 2002	Superintendent of Curriculum, Consultants
	The document development process should involve significant educator input and be based on the “best practices” of Catholic school boards throughout the province.	September 2002	Superintendent of Curriculum, Consultants
	Two separate but congruent documents should be developed for elementary and secondary.	September 2002	Superintendent of Curriculum, Consultants

Strategic Priority: Student Achievement			
Goal: Pursue educational excellence through the development of high expectations and formal processes of evaluation and accountability for all students.			
<u>Expected Outcome</u>	<u>Strategies</u>	<u>Timelines</u>	<u>Responsibility</u>
Curriculum and Assessment expertise available for teachers	Reorganize and staff the Curriculum Support Team with Consultants and/or Teachers on Special Assignment to co-ordinate programs and offer assistance in curriculum and assessment practices to teachers for consistency throughout the board.	September 2002	Superintendent of Curriculum
Professional Development Strategy	A thorough needs analysis should be conducted to determine the current gaps in professional development. A survey of educators should be included in this research.	May/June 2002	Superintendent of Curriculum, Consultants
	A professional development plan should be developed on an annual basis based on the needs of the system.	June 2002	Superintendent of Curriculum, Consultants
Student Assessment Program with teacher support.	The current system-wide Student Assessment Program should continue to be implemented with ample support for teachers to prepare for these assessments. There must also be a commitment on the part of administration to use these results to improve instruction and student learning and not to merely generate statistics or compare schools.	Beginning April – May 2002	Superintendent of Curriculum, Consultants
Reinstatement of some of the board-directed Professional Development Days.	Negotiations for any new contracts with teachers should include a request from both administrators and teachers to reduce the number of teacher-directed PD days. The administration, with input from teachers, should be allowed to organize PD activities on the basis of system needs for the entire Ministry allowed PD days.	2002-2003	Senior Administration and the representatives of Federations
Quality resources available to all students.	The expansion of the recently implemented centralized textbook purchase program will ensure the equalization of resources for students. This includes the continuation of the piloting and evaluation of classroom resources by teachers.	ongoing	Superintendent of Curriculum, Consultants

Strategic Priority: Student Achievement			
Goal: Pursue educational excellence through the development of high expectations and formal processes of evaluation and accountability for all students.			
<u>Expected Outcome</u>	<u>Strategies</u>	<u>Timelines</u>	<u>Responsibility</u>
Delivery of high quality professional development.	Professional educators should lead Professional development on PD days and/or school days with supply coverage. The use of exemplary WECDSB educators should be expanded with the necessary release time and/ or term appointments to prepare for and deliver such programming. Delivery should be available at different levels of expertise based on the knowledge level of the learner. PD activities should be organized around the Family of Schools concept.	ongoing	Superintendent of Curriculum, Consultants
Increased LET support.	Administration and the federation should work towards increasing the LET allocation for schools identified as requiring more resources. This would also include expanded support for student services. More individualized instruction and remediation will provide for improved student learning.	September 2002	Administration and Federation
Increased Literacy and Numeracy	Administration should research and report on the viability of changing secondary delivery of Mathematics and English courses (only) on a full year or non-semestered format. In the elementary system, rotary instructions should be investigated for mathematics.	June 2002	Senior Administration
Optimal scheduling of teacher timetables to allow for regular planning meetings.	School principals should be encouraged to develop and trained to create scheduling techniques, which would allow for increased planning time for teachers. A committee should be formed to investigate creative scheduling currently in practice within and outside the board.	May 2002	Senior Administration

Strategic Priority: Student Achievement			
Goal: Commit to a process for the assessment of the learning readiness of every child entering the school system and for the provision of an individualized program to address the needs of those students who have been identified as not ready for school.			
<u>Expected Outcome</u>	<u>Strategies</u>	<u>Timelines</u>	<u>Responsibility</u>
JK/SK Student “Readiness to Learn” Diagnostic Assessment	A committee will develop an appropriate diagnostic tool that will assist in the identification of students that are “at risk” when they enter the system in JK/SK. The committee will also develop a system-wide plan for intervention with these identified students. This should include LET support, Early Literacy, formalized testing at the end of the JK/SK year, along with Literacy Support Program.	June 2002	Senior Administration
“Getting Ready for School” Program	A committee of early years educators and representatives from interested community groups will develop a program to address the needs of pre-school children, and their families, as identified through the Readiness to Learn Diagnostic.	June 2002	Senior Administration
Community profile of “Readiness to Learn”	The board will participate in the United Way of Windsor-Essex “Early Years Project” which will develop a profile of the young people entering into our schools system. This profile will be used to develop programs and supports for families in communities identified as “in need” based on the researched criteria. The board should use this profile to identify schools that will require additional resources based on this data.	February 2002 – October 2002	Senior Administration, Consultants
Grade 8 to Grade 9 Promotion Policy	A board-wide policy should be developed that identifies the criteria for promotion versus placement into Grade 9 from Grade 8. This policy should outline procedures and recommendations for a secondary program for a student based on the achievement of the Ontario Curriculum expectations from grades 1 to 8. A carefully developed and clearly communicated policy will assist educators and parents to properly prepare and place students in the secondary program that best matches their learning requirements.	2002-2003	Senior Administration

Strategic Priority: Student Achievement			
Goal: Develop a system model of student conduct, which encourages self-discipline appropriate to the age and capabilities of the individual child, and recognizes learning as an activity requiring commitment, focus, and respect for self and others.			
<u>Expected Outcome</u>	<u>Strategies</u>	<u>Timelines</u>	<u>Responsibility</u>
WECDSB Student Code of Conduct and Responsibilities	The committee has recommended additions to the current Student Code of Conduct developed by the Ministry of Education and most schools across the system. These additions are based on the Catholic Graduate Expectations and the Choices Into Action document.	September 2002	Senior Administration, Principals, Vice-Principals
	The following characteristics were identified by the committee as being key to student academic success: <ul style="list-style-type: none"> ● The development of age appropriate social skills ● Self discipline ● A sense of responsibility and ownership ● Initiative and motivation ● Confidence ● Reflective thinking skills and the ability to set realistic and relevant goals ● Catholic and community leadership ● Respect for self and others ● A sense of moral conscience based on Gospel teachings ● Responsible citizenship 	September 2002	Senior Administration, Principals, Vice-Principals
	Each school will be required to include these in its Code of Conduct and published through newsletters, student planners or other common communication tools currently being used by the schools.	September 2002	Senior Administration, Principals, Vice-Principals

Strategic Priority: Student Achievement			
Goal: Develop a system model of student conduct, which encourages self-discipline appropriate to the age and capabilities of the individual child, and recognizes learning as an activity requiring commitment, focus and respect for self and others.			
<u>Expected Outcome</u>	<u>Strategies</u>	<u>Timelines</u>	<u>Responsibility</u>
WECD SB Student Code of Conduct and Responsibilities (cont'd) Student Portfolios K-12	A number of strategies will assist with the achievement of this goal. This is a partial list of some possible strategies: <ul style="list-style-type: none"> ● Sufficient LET and Vice-Principal appointments to support student efforts ● Character Counts Program ● Back on Track Program ● Student-led conferencing ● Co-operative Education ● Various community agencies 	September 2002	Senior Administration, Principals, Vice-Principals
	Students will be required to set goals and monitor their progress towards their goals annually. A standard template will be developed that will facilitate this process for all students.	2002-2003	Senior Administration, Principals, Consultants
	A teacher resource package will be developed to aid in the development of goals with grade level lesson plans for teachers.	2002-2003	Senior Administration, Consultants
	Students in all grades will be required to develop portfolios that demonstrate their academic achievement and their progress towards the achievement of the Catholic Graduate Expectations.	2002-2003	Senior Administration, Principals, Consultants
	An electronic format for the development and archiving of student portfolios will be investigated.	2002-2003	Senior Administration, Consultants

Strategic Priority: Student Achievement			
Goal: Develop a system model of student conduct, which encourages self-discipline appropriate to the age and capabilities of the individual child, and recognizes learning as an activity requiring commitment, focus and respect for self and others.			
<u>Expected Outcome</u>	<u>Strategies</u>	<u>Timelines</u>	<u>Responsibility</u>
Student Portfolios K-12 (cont'd)	A team approach to dealing with student behaviour and achievement issues is suggested in the Choices Into Action document and will offer much needed support and collaboration. Such a team could consist of parents, parish representative, community partners, teachers, principal, special services staff and guidance personnel. The team would meet regularly, discuss the student's needs, and provide support where necessary.	2002-2003	Senior Administration, Principals, Consultants
	Each student requires adult involvement in their goal setting. Ideally, this would occur with parental participation, but provision should be made for children who lack support. Such students could be partnered with a teacher or a school administrator.	2002-2003	Senior Administration, Principals, Consultants

Psychological Assessment Measures by IPRC Designation

Intellectual

Gifted:

WISC-IV or equivalent
 WIAT/WRAT for academic functioning
 Assorted information processing measures to further delineate strengths and weaknesses as apparent from initial results obtained (optional)

Mild Intellectual Disability:

WISC-IV or equivalent
 WIAT/WRAT for academic functioning
 Adaptive Behaviour Assessment System (optional)
 Assorted information processing measures to further delineate strengths and weaknesses as apparent from initial results obtained (optional)

Developmental Disability:

WISK IV or equivalent
 WIAT/WRAT for academic functioning
 TOWL for written language functioning (optional)
 Assorted information processing measures to further delineate strengths and weaknesses as apparent from initial results obtained (optional)

Behaviour:

WISC-IV or equivalent
 WIAT/WRAT for academic functioning
 Adaptive Behaviour Assessment System (optional)
 Achenbach System of Empirically Based Assessment (CBCL) or equivalent
 Assorted information processing measures to further delineate strengths and weaknesses as apparent from initial results obtained (optional)

Although the lists above present the “standard” assessment tools, other measures may be substituted based on age restrictions, administration limitations, or range of information desired. Alternate tests are denoted below (list is NOT exhaustive).

Cognitive Tests:

WISC-IV and/or WISC IV Integrated
 WAIS-III
 WPPSI-III
 WJ-III
 Stanford-Binet 5th Edition
 Test of Non-Verbal Intelligence-3
 Lieter

Psychological Assessment Measures by IPRC Designation
Page 2

Academic:

- WIAT I or II
- WRAT-3
- WRAT-Expanded
- Test of Written Language-3
- Young Children's Achievement Test
- Test of Reading Comprehension-3
- Early Reading Success Indicator

Behaviour:

- Achenbach System of Empirically Based Assessment (CBCL)
- BASC
- Adaptive Behaviour Assessment System I or II
- Vineland Adaptive Behaviour Survey
- Clinical Assessment of Behaviour (CAB)

Information Processing Measures:

- Wide Range Assessment of Memory and Learning – I and/or II
- Delis Kaufman Executive Function Test
- Developmental Test of Visual Motor Integration 5th Edition
- Bender Visual Motor Bestalt Test 2nd Edition
- Behaviour Rating Inventory of Executive Function (BRIEF)

These resources are continually updated and added to as needs require, therefore, an exhaustive list is not possible.



Windsor-Essex Catholic District School Board

1325 California Avenue, Windsor, Ontario N9B 3Y6
Telephone (519) 253-2481 Fax: (519) 253-0620

Joseph Berthiaume, Director of Education

John Macri, Board Chairperson

BOARD REPORT

Meeting Date:
June 25, 2007

Public **In-Camera**

PRESENTED FOR: Information Approval

PRESENTED BY: Senior Administration

SUBMITTED BY: Joseph Berthiaume, Director of Education
Cathy Geml, Superintendent of Education

SUBJECT: **SPECIAL EDUCATION ADVISORY COMMITTEE MEETING
- APRIL 26, 2007**

RECOMMENDATION:

That the Board receive the Minutes of the April 26, 2007 Special Education Advisory Committee meeting as information.

BACKGROUND:

All minutes of the Special Education Advisory Committee (SEAC) are to be received by the Board.

FINANCIAL:

n/a

COMMENTS:

n/a

TIMELINES:

Meeting date: April 26, 2007

APPENDICES:

- Minutes of the April 26, 2007 Special Education Advisory Committee (SEAC) meeting.

/psh/M05/06 14, 2007



Windsor-Essex Catholic District School Board

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SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

Thursday, April 26, 2007 – 6:00 P.M.

Windsor Essex Catholic Education Centre

1325 California Avenue, Windsor

MINUTES

Present:	Bev Clarke	Learning Disabilities Association (Chair)
	Lisa Soulliere	Trustee member (Vice-Chair)
	Mary DiMenna	Trustee member
	Tom Aymar	Maryvale Adolescent & Family Services
	Dave Beresford	Community Living
	Anne Marie Drkulec	Integration Action for Inclusion
	Rita Raniwsky	Principals' Association
	Cathy Geml	Superintendent of Education

1. Call to order – Bev Clarke, Chair
2. Opening Prayer – SEAC prayer together
3. Welcome/Introductions
4. Recording of Attendance
Regrets were received from Bill Spadafora and Paula Nantais-Murphy.
5. Approval of Agenda
Motion by Anne Marie Drkulec and Lisa Soulliere that the Agenda be approved as printed and circulated.
6. Agenda Questions from Observers - none.
7. Disclosure of Pecuniary Interest - none
8. Approval of Minutes – March 29, 2007
Motion by Mary DiMenna and Dave Beresford that the March 29, 2007 SEAC Minutes be approved as distributed.
9. Business Arising - none.

10. Information Items - none
11. Report from Chair - nothing
12. Report from Trustees
Trustee DiMenna reported the following:
At the April 10, 2007 meeting, the board approved the 2007-08 school year calendar, approved the current contract with Kelcom to June 30, 2007, and directed administration to immediately proceed with a request for proposals for these services. At the April 26, 2007 meeting, the Board appointed Mario Iatonna Superintendent of Business, and congratulated Elaine Poirier, Supervisor of Curriculum, on her two year secondment to the Literacy and Numeracy Secretariat at the Ministry. The Board also dealt with policy/procedure amendments as follows:
A:04 - Compensation for Use of Auto - approved
A:27 - Draft Policy for Purchasing Cards - approved
T:02 - Conventions, Meetings, Out of Pocket Expenses - approved in principle
T:02 (procedure) - Conventions, Meetings, Out of Pocket Expenses approved in principle
A:06 - Out of District Expenses - revoked
A:25 - Conventions, Conferences, Seminars - revoked
13. Report from Superintendent
 - Superintendent Geml, Dr. Erin Picard and Jennifer Ellwood attended the Ontario Psychological Association project review meeting. The review team was very impressed with the partnerships our Board has developed and want us to publish our work so that it may be used in other areas of the province. She congratulated the two staff members on developing the proposal, and SEAC and the Board for their commitment and support.
 - A very positive response was received from the secondary Educational Assistants who attended a P.D. Day workshop with Dr. Kuhn titled "Exploring Humour's Healing Power."
 - The May 11th P.D. day will involve all support staff in transition planning for all students with special learning needs.
 - An information sharing opportunity (ISO) has been initiated where two representatives from each discipline (Social Work, Speech, Psych, etc) meet for one or two hours each term to discuss each group's activities. As a result, staff are working together in certain areas where portfolios overlap.
 - The Principals are pleased with the way the LSST model is working and the service provided to children.
14. New Business
In response to a question, Cathy Geml indicated that presently the Board has 9.4 Social Workers.

15. Association Reports

Bev Clarke thanked the Board for supporting so many staff to attend Richard Lavoie's presentation. L.D.O. is looking at hosting another ADHD awareness event in September. Learning Disabilities awareness month is October and the association is working on ideas and presenters to focus more on success. Learning Disabilities Ontario conducted research based on census data, which can be accessed through the web site: www.pacfold.ca.

Tom Aymar noted that there are bussing issues due to lack of supervision on the busses that no longer have monitors. Superintendent Geml noted that the bus company hires the monitors at a rate of \$25 to \$30/day and determines who can monitor. The use of bus monitors has not been very productive as they are not allowed to intervene, but only make phone calls as needed. The Board uses some monitors in conjunction with the coterminous board. Agencies pay their own monitors, but if a child misbehaves the child may lose his/her bus privileges.

16. Closing Prayer - Hail, Mary - together

17. Adjournment

The meeting adjourned at the call of the Chair at 6:50 p.m.

NEXT MEETING
CATHOLIC EDUCATION CENTRE

JUNE 7, 2007
6:00 P.M.

Patricia Hickmott
Recording Secretary

E&OE
/psh/M06seac/05/04/2007



Windsor-Essex Catholic District School Board

1325 California Avenue, Windsor, Ontario N9B 3Y6
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Joseph Berthiaume, Director of Education

John Macri, Board Chairperson

BOARD REPORT

Meeting Date: June 25, 2007

Public **In-Camera**

PRESENTED FOR: Information Approval

PRESENTED BY: Senior Administration

SUBMITTED BY: Joseph Berthiaume, Director of Education
Linda Staudt, Superintendent of Education

SUBJECT: **HIGH SCHOOL COUNCIL – MAY 10, 2007 MEETING**

RECOMMENDATION:

That the Board receive the report of the High School Council dated May 10, 2007, as information.

BACKGROUND:

All reports of the High School Council are to be received by the Board.

FINANCIAL: None.

COMMENTS:

It was decided, by general consensus, that following meetings, the recording secretary would prepare a report and forward it to the Chair. If they agreed with the information contained in the report, it would be forwarded to the Board, as information and the Council at their next meeting would approve the minutes.

Because of the length of time between meetings, there may be information contained in the report that would be received by Trustees after the fact, however, reports are not posted to the board's website until they are formally approved by the High School Council.

TIMELINES:

APPENDICES:

- Report of May 10, 2007 meeting is attached.

LS/cdp



WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD

HIGH SCHOOL COUNCIL MEETING

May 10, 2007

~ Holy Names High School ~

7:08 p.m.

REPORT

PRESENT

Parent Representatives

F. J. Brennan
Cardinal Carter
Holy Names
St. Anne's
St. Joseph's

Robin Marentette
Barbara Gaspard
Daniela Pastorius
Joe Bachmeier, Pat Machina
Barbara Dettlinger

Parent Representatives – Feeder Schools

Our Lady of Mount Carmel
Christ the King
St. Gabriel

Cristina Kerr
Davide Giglio
Sherri Zorzit and Louis Koenigsberger

Administration

Principal – Holy Names HS
Trustees
Supervisor – Board Office

Jim Minello
Shannon Porcellini
Randal Sasso

Recording Secretary

Celeste DiPonio

REGRETS

Assumption
Catholic Central
St. Thomas of Villanova
Student Trustee
SEAC Rep
Trustee

Sam Boglitch
Janice Bennett
Representative to be named
Luke Willson
Claudio DelDuca
Patrick Keane

1. Call to Order and Opening Prayer

Mr. Bachmeier opened with prayer.

2. Introduction of Members and Roll Call

Joe Bachmeier introduced everyone. He also thanked the many parents of the various feeder schools for attending.

3. Approval of Agenda/Amendments to Agenda

Moved by: Pat Machina
Seconded by: Barbara Gaspard, Cardinal Carter
THAT the agenda be approved. All in favour. CARRIED.

4. Approval of Minutes – April 12, 2007

Moved by: Robin Marentette
Seconded by: Daniela Pastorius

THAT the minutes of the April 12, 2007 meeting be approved. All in favour. CARRIED.

*High School Council
Minutes- May 10, 2007*

5. Presentation

None

6. Business Arising from the Minutes

Action Items from April 12th meeting

#1 Randal Sasso

A MOTION was made at the last meeting:

That the High School Council sponsor money from the Parent Involvement Fund in the amount of \$500 to be allocated to St. Michael's Alternate High School graduating students in an effort to encourage parents to support their graduation and to promote further education of these students.

ACTION ITEM: Supervisor, Randal Sasso was to approach Ivano Fregonese in accounting, to see if this motion would be feasible under this grant structure.

Supervisor Sasso was told that since a motion was made, it would be possible to fund this generous request through Superintendent Linda Staudt.

ACTION ITEM: *Supervisor Randal Sasso will ensure that a cheque request is prepared and sent to St. Michael's High School on behalf of this committee and the Parent Involvement funds.*

Trustee Shannon Porcellini noted that there are 30 graduates this year, 5 of which are going on to Community College. Both Trustee Porcellini and Supervisor Sasso highlighted the three campuses and the goal of each program. Mr. Minello noted that our present Director of Education, Joseph Berthiaume was the founding Principal of the program and that he was the first teacher there, and taught over 9 years. One of the key successes he noted about St. Michael's is the continuous intake of students, entering at any time of the year, the very good Cooperative Education Program and services, which best suit the various needs of each individual student. He noted that during his tenure at St. Michael's, they too had successful graduates continuing on to College and University.

7. Supervisor's Report – Randal Sasso

1) *Our Catholic Schools 2006-07 – A discussion on Ontario's Catholic Schools and their future.*

- ✚ Agenda Item #6 from April 12th meeting, second bullet. Robin Marentette indicated that she had some parents interested in completing the survey and asked for direction.
 - Randy highlighted the discussion at the last meeting and the constitutional rights of Catholic schools and the referendums. He also noted how quickly Catholic education was dissolved in Quebec and Newfoundland.
 - *Supervisor Sasso offered his assistance to act as a facilitator to any group that wishes to get together and discuss this important issue and to complete the survey.* He also said there could be more than one group per school community. Once parents get together and complete the survey, they are to submit them to his attention and then he and the committee will collate the responses.
 - Barbara Dettlinger had a copy of the above titled booklet for anyone interested in reviewing it. She noted that the next committee meeting would be on May 23rd.
- Supervisor Randal Sasso stated that the Grand Erie Board in Ontario is the first board to support this with approximately 16 different public school boards supporting this referendum to abolish Catholic Schools.
- Even though the Premiere of our Province has turned this down as a non-issue, a consortium of trustees, teachers, parents, bishops, principals and teacher federations and business superintendents, have all gathered around the table to prepare a response around this action.
- He noted that Sister Joan Cronin from the Institute for Catholic Education stated the need to hear everyone's voice. He concluded by once again offering his assistance in facilitating this endeavour.

*High School Council
Minutes- May 10, 2007*

- 2) ***OAPCE – Ontario Association of Parents in Catholic Education
2007 Annual Conference – Empowering Catholic Learning Communities – June 1, 2, 3, 2007***
Where: Holiday Inn Peterborough Waterfront and St. Peter's Catholic Secondary School
- Barbara Gaspard, Parent Council Representative from Cardinal Carter Catholic Secondary School volunteered to attend this important meeting. Angela Thoman, Parent Representative from St. Joseph's Catholic Elementary School will also be attending. Supervisor Randal Sasso indicated that all expenses could be submitted to his attention, and the board would reimburse them.
- 3) ***Item from last meeting – The 4th Annual School Council Symposium –Friday, April 27, 2007***
- Joe Bachmeier, Pat Machina and Daniela Pastorius attended this meeting last year and noted what an excellent symposium it was.
 - Randal Sasso travelled with Kathy Wilson, Treasurer of F. J. Brennan High School
 - Kathleen Wynne, the Minister of Education started up the day on a positive note. She was very succinct, indicating her presence was first as a parent and then as the Minister of Education.
- 4) ***Parent Engagement, Parent Involvement Committee – Robin Marentette and Daniela Pastorius***
- They noted that the biggest obstacle is communication. They suggested keeping websites up to date, keep updated information on file, and communicate through email.
 - It was suggested to approach the Family of schools, keeping parents engaged from elementary through to secondary school. It was felt that this was an important connection to facilitate.
 - Daniela created an information brochure and website similar to the St. Anne's High School Brochure. She indicated that it went home with the report cards on May 2nd. Included in the brochure is a website whereby parents can email her directly at hnhspac@hotmail.com. She has received several emails and finds this an excellent way to communicate.
 - These flyers are valuable when passed out on Grade 8 night, or school tours, functions, etc. This has helped with recruitment of parents for the School Council and other volunteer based activities at the school.
 - Supervisor Sasso asked the feeder schools to relate what effective things they have done to get parents involved and what works best. They reported that it is usually a core group of individuals at the School Council meetings; however, there are many people behind the scenes when asked to assist. Most of the schools reported using monthly newsletters, websites up and running and synervice as a means of communication. It was also suggested that parents receive agenda items ahead of time, with a focus of announcing a certain event or guest, for example "Epi Pen" training, as it gives parents lead time on a topic of interest. As well, if a trustee is on the agenda, this draws the parents out as well.
 - The issue of confidentiality was raised with asking for email addresses, and it was agreed that once parents give their email address, this was their form of permission. The real issue of confidentiality is if those email addresses are being emailed to a third party – must keep confidential. It was suggested that in order to fulfill legal obligation, a disclaimer could be added.
 - Supervisor Sasso indicated that it is the plan of the board to have a thank you dinner this June, similar to the commissioning ceremony of the parent councils. This would be open to a parent council chair and one representative from each school, along with the school principal.

8. Student Senate Report – Luke Willson

Absent, report tabled till next meeting.

Supervisor Sasso noted two student trustee representatives were named at the last board meeting, April 24, 2007 – ***Nerissa Bradley*** from Holy Names Catholic High School and ***Chynna Resendes*** from St. Thomas of Villanova Catholic Secondary School. He highlighted the new process for electing the Student Trustees, whereby Senate representatives from all high schools elected these two students from within their ranks. He noted that this is the first time that two students will be sitting at the Board Meeting.

9. SEAC Report – Claudio DelDuca

Absent, report tabled to a meeting later on in the school year.

*High School Council
Minutes- May 10, 2007*

10. Chairperson's Report/Comments

Nothing new to report

11. OAPCE Report

No representative and date has come and gone no reps from this area.

12. New Business/Other

Daniella Pastorius – Parent Council Chairperson, Holy Names High School

- Walkathon May 25 - \$6500 raised to assist St. Vincent de Paul and an inner city school.

Jim Minello – Principal, Holy Names High School

- He thanked everyone for coming to the meeting and noted that he would be happy to address any questions or concerns after the meeting.

Pat Machina – Parent Council Co-chairperson, St. Anne's High School

- June 2 – 60th Anniversary celebration of the present School Site and Closing Ceremony.
- She noted that exams have been moved up a week, starting June 13th due to the school closing
- Walkathon – this Saturday, May 12th to support their Acquaculture Program.
- Prom coming up and a very busy time.
- Finishing year a week early due to the school closing.

Christ the King – Davide Giglio, School Council Chair

- He noted the on-going parking problems at their school.

Notre Dame – Domenic Valente, School Council Chair

- Major issues with parking and buses
- Annual sunset barbecue second Friday in June

Cardinal Carter – Barbara Gaspard, School Council Representative

- On June 1st – they will be having a fundraiser - "Friday Night Concert" live with Jody Raffoul.
- Cardinal Carter is in a community liaison with the play Annie.

St. Gabriel – Sherri Zorzit and Louis Koenigsberger, School Council Representatives

- Also having parking problems.
- They noted that new doors were installed.
- Their first lottery was very successful and thanked St. Anne's High School for allowing them to borrow their lottery drum.
- Annual barbecue coming in June.

Barbara Dettlinger - St Josephs Parent Council Representatives,

- \$8000 raised for football
- Held a workshop for students to help them with money management
- In December forms were made available for parents to encourage involvement.
- On May 14th a Cyberbullying workshop is being offered at 7 p.m.
- Blood drive coming up
- Bingo is going well.

Our Lady of Mount Carmel – Cristina Kerr, School Council Chair

- Parking is also an issue at their school
- April 27th 25 new trees, donated by ERCA were planted at their school.

*High School Council
Minutes- May 10, 2007*

Shannon Porcellini, Trustee

- Gave an update on the status of the Prohibitive to Repair application for Our Lady of the Annunciation and St. Bernard Catholic Elementary Schools. She noted that St. Bernard's is one of the 500 schools submitted to the Ministry and it is hoped that Our Lady of the Annunciation can be submitted in the future.
- Noted that Holy Names High School has received additional money for system repair. Holy Names has all of its original equipment and they have received ½ million dollars to repair its heating and ventilation system.
- Noted the roof at Cardinal Carter was damaged in high winds and has been approved for repair.
- Noted that this Saturday, May 12th, the board would be interviewing candidates for the Superintendent of Facilities Services.
- Highlighted various Policy issues, specifically The Community Use of Schools. She encouraged parents to read over this policy and to email her with their comments.
- Noted that she sits on the Child Care Advisory Committee and our board is revising the Policy for Child Care. It will be posted on the website for comment.
- She said she would be happy to take any questions or discuss the trustee expense policy and lost wage replacement. She said the trustees already have a policy in place for extraordinary meetings in order to represent their constituents through their professional development allotment of \$5000. She noted that every trustee across the board receives this allocation.

Report sent in by Janice Bennett, Parent Council Chairperson, Catholic Central High School

- Yard Sale went very well - almost 3 times amount made as last year
- Spring Concert involving the Concert and Jazz bands as well as the Choir is being held tonight May 10th
- Bursary Gala and Silent Auction next Thursday, May 17th - some tickets still available - \$ 25.00
- School bands and choir leave for Quebec City on May 24th
- School Prom on June 9th
- Graduation on June 26th

Joe Bachmeier – Parent Council Co-chairperson, St. Anne's High School and Chair of HS Council

- He thanked everyone for their input and a special thanks to all the parents from the Feeder Schools

14. Next Meeting

June 7 – Cardinal Carter – *host* - Barbara Gaspard, School Council Representative.

15. Closing Prayer and Adjournment

Meeting adjourned at -- 9: 02 p.m.

Moved by: Daniela Pastorius

Seconded by: Pat Machina

All in favour. CARRIED



Windsor-Essex Catholic District School Board

1325 California Avenue, Windsor, Ontario N9B 3Y6
 Telephone: (519) 253-2481 Fax: (519) 253-0620

Joseph Berthiaume, Director of Education

John Macri, Board Chairperson

BOARD REPORT

Meeting Date: June 25, 2007

Public **In-Camera**

PRESENTED FOR: Information Approval

PRESENTED BY: Senior Administration

SUBMITTED BY: Joseph Berthiaume, Director of Education
 Mario Iatonna, Superintendent of Business

SUBJECT: **EMPLOYEE BENEFITS COMMITTEE REPORT – NOTES FROM
 THE MEETING OF JUNE 11, 2007**

RECOMMENDATION:

**That the Board receive the Notes from the Employee Benefits
 Committee Meeting dated June 11, 2007 as information.**

BACKGROUND:

The Employee Benefits Committee was established by Board resolution at the May 8, 2006 In-Camera Meeting of the Board. The Employee Benefits Committee members for the 2007 calendar year consist of Trustees Alexander, DiMenna, Holland and Keane. The 2007 chair for the committee is Trustee Alexander. At the June 11, 2007 meeting, Trustee Holland requested to be excused from the committee.

FINANCIAL:

None

COMMENTS:

In accordance with the Board By-Laws, committees are to report meeting activities either verbally or in writing.

TIMELINES:

Tentative date for the next meeting Thursday, May 22, 2008

APPENDICES:

- Notes from the June 11, 2007 Employee Benefits Committee Meeting.



Windsor-Essex Catholic District School Board

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Telephone: (519) 253-2481 Fax: (519) 253-0620
Joseph Berthiaume, Director of Education John Macri, Board Chairperson

EMPLOYEE BENEFITS COMMITTEE

Monday, June 11, 2007 at 6:00 p.m.
Windsor Essex Catholic Education Centre
1325 California Avenue, Windsor
John Paul II Board Room

NOTES

PRESENT:

- Trustee Committee Members:** F. Alexander
M. DiMenna
P. Keane
- Administration:** M. Iatonna
C. Erina
- Guest:** Kirk Ryan, Representative from Mosey & Mosey
- Regrets:** B. Holland
- Recorder:** C. Racine

1. Call to Order and Opening Prayer – Trustee Alexander called the meeting to order at 6:04 p.m. and opened with a prayer.
2. Recording of Attendance – Trustee Alexander noted that Trustee Holland is not present and has requested to be excused from the committee.
3. Approval of Agenda/Questions Pertaining to Agenda

Moved by Trustee DiMenna and seconded by Trustee Keane that the agenda be approved.
Approved.

4. Disclosure of Interest – None.

Moved by Trustee DiMenna and seconded by Trustee Keane that pursuant to the Education Act – Section 207 and as authorized by Board By-Law 4:15/5, the Employee Benefits Committee go into a meeting which is closed to the public to discuss contractual matters and other personnel matters. Carried.

The Employee Benefit Committee moved In-Camera at 6:05 p.m.

5. *(In-Camera)*

a) Verbal Report by Mosey & Mosey.

Moved by Trustee Keane and seconded by Trustee DiMenna that the Employee Benefit Committee move out of In-Camera at 7:18 p.m. Carried.

6. Other Business/Questions

7. Future Scheduled Meeting Dates:

- Tentative Date: Thursday, May 22, 2008

8. Closing Prayer and Adjournment – The meeting adjourned at 7:20 p.m.

Distribution:

- Employee Benefits Committee Members (Trustees Alexander, DiMenna, Keane)
- Trustees and Director of Education
- Administrative Resource to the Committee: M. Iatonna, C. Erina



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Joseph Berthiaume, Director of Education

John Macri, Board Chairperson

BOARD REPORT

Meeting Date: June 25, 2007

Public **In-Camera**

PRESENTED FOR: Information Approval

PRESENTED BY: Senior Administration

SUBMITTED BY: Joseph Berthiaume, Director of Education
 Mario Iatonna, Superintendent of Business

SUBJECT: **AUDIT COMMITTEE REPORT – NOTES FROM MEETING OF
 June 18, 2007**

RECOMMENDATION:

**That the Board receive the Notes from the Audit Committee dated
 June 18, 2007 as information.**

BACKGROUND:

The Audit Committee was established by Board resolution at the June 26, 2006 Board meeting and the Board approved the Committee's Terms of Reference at the August 29, 2006 Board meeting. The Audit Committee members for the 2006 - 2010 election term consist of Trustees Soulliere, DiMenna and Porcellini. The chair for the 2007 calendar year is Trustee Soulliere.

FINANCIAL:

None.

COMMENTS:

In accordance with the Board By-Laws, committees are to report meeting activities either verbally or in writing meeting activities. Notes from the June 18, 2007 meeting are attached.

TIMELINES:

Next Audit Committee Meeting is September 17, 2007 time to be determined.

APPENDICES:

- Notes from the June 18, 2007 Audit Committee Meeting.



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Joseph Berthiaume, Director of Education

John Macri, Board Chairperson

AUDIT COMMITTEE

Monday, June 18, 2007 at 6:00 p.m.

Windsor Essex Catholic Education Centre

1325 California Avenue, Windsor

St. Thomas Aquinas Meeting Room

NOTES

PRESENT:

Trustee Committee Members: M. DiMenna
S. Porcellini
L. Soulliere

Administration: M. Iatonna
K. Gignac

Regrets: J. Berthiaume

Recorder: C. Racine

1. **Call to Order and Opening Prayer** – Trustee Soulliere called the meeting to order at 6:03 p.m. and opened with a prayer.
2. **Recording of Attendance** – All trustee members present.
3. **Approval of Agenda/Questions Pertaining to Agenda**

Moved by Trustee Porcellini and seconded by Trustee DiMenna that the agenda be approved as distributed. *Carried.*

4. **Disclosure of Interest** – Pursuant to the Municipal Conflict of Interest Act. - Trustee Porcellini disclosed interest in relation to agenda item 5c, *Costing Summary Report re: Absenteeism & Workshops*, due to her husband's employment and did not participate in the discussion or vote on any question raised on the item.

Moved by Trustee Porcellini and seconded by Trustee DiMenna that pursuant to the Education Act – Section 207 and as authorized by Board By-Law 4:15/5, the Audit Committee go into a meeting which is closed to the public to discuss contractual matters.
Carried

The Audit Committee moved in Camera at 6:05 p.m.

5. a) *(In-Camera)* – **Update on Architect Fees**

Moved by Trustee DiMenna and seconded by Trustee Porcellini that the Audit Committee move out of In-Camera. *Carried*

The Audit Committee moved out of In-Camera at 6:16 p.m.

- b) **3rd Quarter Budget Report**

Controller Gignac reported a reduction in the projected deficit for the 2006/2007 fiscal year. A discussion occurred regarding expenditure reductions and the following recommendations were agreed:

- No expenditures should be initiated without prior approval of the program or department superintendent.
- Facilities Services should conduct essential repairs only.
- All Professional Development activities, unless funded by special grants, should cease.
- All purchases should be scheduled for shipment during the last week of August and payments charged to next year's budget.

It was also recommended that if future reductions are required, adjustments could be made proportionately across the board on a cost per student basis, as a fair and equitable solution.

Draft 2007/2008 Special Education Budget

The 2007/2008 draft Spec Ed budget was received as information and reviewed. Controller Gignac advised that Spec Ed should have a balanced budget. Trustees approved of the format presented and requested that future quarterly Spec Ed budgets be prepared in the same format.

b) Cost Summary Report re: Absenteeism & Workshop

Superintendent Iatonna reported that administration is currently reviewing internal strategies on reducing absenteeism costs and will bring forth recommendations through the Human Resources Department.

6. Other Business/Questions

Superintendent Iatonna advised that the following additional items will be brought forth at the June 25, 2007 Board Meeting:

- 2007/2008 Proposed Budget
- Price Waterhouse Coopers Business Practice Review
- Temporary Borrowing Resolution

4. Future Scheduled Meeting Dates:

- Monday, September 17, 2007 (4th Quarter 2007 Budget Report)

5. Closing Prayer and Adjournment – The meeting adjourned at 7:17 p.m.**Distribution:**

- Audit Committee Members (Trustees DiMenna, Porcellini and Soulliere)
- Trustees and Director of Education
- Administrative Resource to the Committee: M. Iatonna, K. Gignac