



1325 California Avenue  
 Windsor, ON N9B 3Y6  
 CHAIRPERSON: Barbara Holland  
 DIRECTOR OF EDUCATION: Paul A. Picard

**REGULAR BOARD MEETING**  
**Tuesday, April 24, 2012 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	
3.	Recording of Attendance	
4.	Approval of Agenda	
5.	Questions Pertaining to Agenda	
6.	Disclosure of Interest - <u>Pursuant to the Municipal Conflict of Interest Act.</u>	
7.	Presentations:	
a.	Healthy Living Pledge Initiative “In Sport WE Are One” (International Children’s Games, City of Windsor) (P. Picard)	--
8.	Delegations:	
a.	Delegation Regarding Items <u>Not</u> on the Agenda	--
	<i>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.</i>	
b.	Delegations Regarding Items <u>On</u> the Agenda	--
	<i>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.</i>	
9.	Action Items:	
a.	Approval of Minutes	
i)	Minutes of In-Camera Meeting, April 10, 2012	--
ii)	Minutes of Regular Board Meeting, April 10, 2012	1-7

- b. Items from the re-convened in-camera meeting of April 10, 2012 and convened in-camera meeting of April 24, 2012 --
10. Communications:
- a. External (Associations, OCSTA, Ministry): *None* -
- b. Internal (Reports from Administration)
- i) Report: Administrative Staff Report (J. Bumbacco) 8-9
- ii) Report: 2011-12 – Second Interim Financial Report (M. Iatonna) 10-25
- iii) Report: 2011-12 School Budget Status Report (M. Iatonna) 26-32
- iv) Report: Accommodation Review Committee Reports to the Director of Education, Fontainebleau, Amherstburg, and Lakeshore (C. Norris) 33-77
11. Unfinished Business: *None* --
12. New Business:
- a. Report: School Boards’ Co-operative Inc. (SBCI) Employee Absence Support Proposal and Presentation (J. Bumbacco) 78
- b. Report: Community Consultation Regarding the Relocation of St. John Catholic Elementary School (Windsor) (P. Picard) 79-80
13. Committee Reports: *None*
14. Notice of Motion: *None* --
15. Remarks and Announcements:
- a. Chairperson
- b. Director of Education
- c. Board Chaplain
16. Remarks/Questions by Trustees
17. Pending Items: *None*
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 with the In-Camera Session beginning at 6:00 p.m. and the Public Session beginning at 7:00 p.m.*
- Tuesday, May 8, 2012
  - Monday, May 14, 2012 - Special Board Meeting for Public Input - Amherstburg Accommodation Review at St. Thomas of Villanova HS (6:30 pm)
  - Tuesday, May 15, 2012 - Special Board Meeting for Public Input – Fontainebleau Accommodation Review at St. Joseph High School (6:30 pm)
  - Thursday, May 17, 2012- Special Board Meeting for Public Input – Lakeshore Accommodation Review at St. Anne High School (6:30 pm)

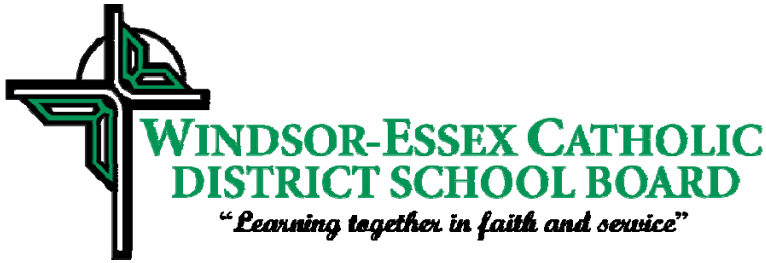
- Tuesday, May 22, 2012
- Tuesday, June 12, 2012
- **MONDAY**, June 25, 2012
- Tuesday, June 26, 2012 - Board Meeting for Final Decision on Accommodation Review Recommendations (**7:00 pm**)

20. Closing Prayer

21. Adjournment

**Barbara Holland**  
*Board Chairperson*

**Paul A. Picard**  
*Director of Education & Secretary of the Board*



1325 California Avenue  
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 CHAIRPERSON: Barbara Holland  
 DIRECTOR OF EDUCATION: Paul A. Picard

**REGULAR BOARD MEETING**  
**Tuesday, April 10, 2012 at 7:00 p.m.**  
**Windsor Essex Catholic Education Centre**  
**John Paul II Boardroom**

**MINUTES**

**PRESENT**

**Trustees:** F. Alexander B. Holland, Chair  
 J. Courtney J. Macri  
 M. DiMenna, Vice-Chair B. Mastromattei  
 F. Favot L. Soulliere

J. Najem, Student Trustee  
 N. Tavares, Student Trustee  
 Rev. L. Brunet, Board Chaplain

**Regrets:** Trustee McMahon

**Administration:** P. Picard (Resource) P. King  
 J. Bumbacco P. Murray  
 C. Geml S. O'Hagan-Wong  
 P. Littlejohns J. Shea  
 A. Maghnieh M. Seguin  
 E. Byrne J. Ulicny

**Recorder:** B. Marshall

1. Call To Order - Chair Holland called the meeting to order at 7:12 p.m.
2. Opening Prayer - Fr. Brunet opened the meeting with a prayer.
3. Recording of Attendance - Trustee McMahon sent regrets due to a prior commitment.
4. Approval of Agenda  
**Moved by Trustee Macri and seconded by Trustee DiMenna that the April 10, 2012 Regular Board meeting agenda be approved as distributed. Carried**
5. Questions Pertaining to Agenda: *None*

6. Disclosure of Interest - Pursuant to the Municipal Conflict of Interest Act: *None*
7. Presentations: *None*
8. Delegations: *None*
  - a. Delegation Regarding Items Not on the Agenda
  - b. Delegations Regarding Items On the Agenda
9. Action Items:
  - a. Approval of Minutes
    - i) Minutes of In-Camera Meeting, March 27, 2012

**Moved by Trustee Soulliere and seconded by Trustee Courtney that the minutes of the Committee of the Whole Board In-Camera meeting of March 27, 2012 be adopted as distributed. *Carried***

- ii) Minutes of Regular Board Meeting, March 27, 2012

**Moved by Trustee DiMenna and seconded by Trustee Mastromattei that the minutes of the Regular Board meeting of March 27, 2012 be adopted as distributed. *Carried***

- b. Items from the re-convened in-camera meeting of March 27, 2012 and convened in-camera meeting of April 10, 2012

Vice Chair DiMenna reported that the Windsor-Essex Catholic District School Board re-convened a closed Committee of the Whole Board meeting on March 27, 2012 and convened a closed Committee of the Whole Board meeting on April 10, 2012 pursuant to the Education Act - Section 207, to consider specific personnel, labour relations, litigation 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 DiMenna and seconded by Trustee Soulliere that the recommendations and directions of the re-convened Committee of the Whole Board meeting on March 27, 2012 and at its convened Committee of the Whole Board in-camera meeting of April 10, 2012 be approved. *Carried***

Vice Chair DiMenna made the following announcements:

from the April 10, 2012 Committee of the Whole Board in-camera meeting

- receipt of the Administrative Staff Report on hiring, leave of absence, return from leave of absence, retirement and resignation of staff, dated April 10, 2012;
- in accordance with Section 194(3)(a) of the Education Act and Ontario Regulation 444/98 *Disposition of Surplus Real Property*, the Board approved the Disposition of Surplus Real Property for St. Bernard (Windsor) and Our Lady of Lourdes Elementary Catholic schools.

10. Communications:
- a. External (Associations, OCSTA, Ministry): *None*
  - b. Internal (Reports from Administration)
    - i) Report: Administrative Staff Report

**Moved by Trustee Alexander and seconded by Trustee Soulliere that the Board receive the Administrative Staff Report on hiring, retirement and resignation of staff dated April 10, 2012. Carried**

- ii) Report: Appointment of Student Trustees for the 2012-13 School Year

**Moved by Trustee Soulliere and seconded by Trustee DiMenna that the Board receive the appointment of Madeline Ellepola of F. J. Brennan Catholic Secondary School and Joseph Najem of Cardinal Carter Catholic Secondary School as Student Trustees for the 2012 - 2013 school year as information. Carried**

11. Unfinished Business: *None*

12. New Business:

- a. Report: Amend the February 28, 2012 Previously Adopted Board Motion on the Mileage Rate Change Implementation

Trustee Favot mentioned, after consideration, does not favour the February 28, 2012 amended motion to lower the mileage rate from forty-six cents to forty cents per kilometre. As the report brought forth is to amend the mileage rate implementation only, Chair Holland advised Trustee Favot to provide a notice of motion to begin the process to reconsider.

**Moved by Trustee Soulliere and seconded by Trustee Alexander that the Board, amend the February 28, 2012 previously adopted board motion on the Mileage Rate change implementation to reflect an effective date of September 1, 2012 due to policy change processes and collective agreement language. Carried**

- b. Report: School Year Calendar 2012-13

**Moved by Trustee Macri and seconded by Trustee DiMenna that the Board approve the School Year Calendar – 2012-2013 for the Windsor-Essex Catholic District School Board. Carried**

- c. Report: Boundary Adjustment Recommendations – Immaculate Conception and St. Angela Catholic Elementary Schools

Superintendent Byrne and Director Picard provided clarification on the enrolment and transportation grandfather clauses for St. Angela and Immaculate Conception Catholic Elementary schools.

**Moved by Trustee Macri and seconded by Trustee Mastromattei that the Board approve the Boundary Adjustment Review Committee's recommendation - Boundary Adjustment Proposal # 2 – for Immaculate Conception and St. Angela**

**Catholic Elementary Schools;**

**and That students attending the newly relocated Immaculate Conception Catholic Elementary School crossing both Wyandotte St. and Ouellette Ave. will receive bus transportation;**

**and That any family that is currently attending Immaculate Conception Catholic Elementary School and wishes to remain at Immaculate Conception will be grandfathered to the newly relocated Immaculate Conception School site on Victoria Ave., and will be included in the transportation recommendation above.**  
*Carried*

- d. Report: Boundary Adjustment Recommendations – F. J. Brennan Catholic Secondary School/Open Access Secondary Sites

**Moved by Trustee Soulliere and seconded by Trustee Mastromattei that the Board approve the Boundary Adjustment Review Committee’s recommendation to move forward with the boundary adjustment to F. J. Brennan Catholic Secondary School;**

**and That any family currently attending F.J. Brennan Catholic Secondary School will be grandfathered;**

**and That both F. J. Brennan and Catholic Central Catholic Secondary Schools become “open access” secondary schools.** *Carried*

- e. Report: Boundary Adjustment Recommendations – St. Joseph’s Catholic Secondary School

Superintendent Byrne provided clarification on the feeder schools to F. J. Brennan and St. Joseph’s Catholic Secondary schools.

**Moved by Trustee Alexander and seconded by Trustee Favot that the Board approve the Boundary Adjustment Review Committee’s recommendation to move forward with the boundary adjustment to St. Joseph’s Catholic Secondary School;**

**and That students that live in the shared parcel area would have the option to walk (3.2kms) to St. Joseph’s Catholic Secondary School or continue on the existing bus route to St. Anne Catholic Secondary School.**

**and That families who have children currently registered or families who have attended St. Joseph’s Catholic Secondary School will be grandfathered.** *Carried*

- f. Report: Play Structures and Surfaces (deferred report: Play Surface Material Standard – Rubber)

Trustee Courtney expressed her concern for the school communities and their ability to

maintain the play structures and surfaces. Director Picard acknowledged her concern but reiterated the financial implications of maintaining such structures with respect to the school renewal budget. In light of the board's deficit, Director Picard the cost to maintain play structures is not the most effective use of board funds.

Trustee Soulliere suggested administration establish a Play Structure and Surfaces policy. The policy would be based on the recommendations provided in the report and reviewed annually with school councils.

**Moved by Trustee Courtney and seconded by Trustee Favot that the Board approve the following recommendations:**

- 1. That on an annual basis, the Board will conduct an inspection of all play structures at Board cost; and,**
- 2. That reports on play structures and surfaces noted in Recommendation #1 will be provided to the Principal for discussion with the School Council; and,**
- 3. That play equipment deemed to be of no play value and/or beyond repair will be removed at Board cost; and,**
- 4. That for the 2012-2013 school year, the Board will maintain the play structure surfaces in order to ensure safety and regulatory compliance. This recommendation does not include those structures contemplated in Recommendation #3; and,**
- 5. That subsequent to the 2012-2013 school year, the cost of the repair and maintenance of play structures will be borne by the school; and,**
- 6. That subsequent to the 2012-2013 school year, an ongoing maintenance program for the play surfaces will be established and paid for by the school; and,**
- 7. That School Councils may elect to have structures removed at anytime, at Board cost; and,**
- 8. That effective immediately, no new play structures will be installed on any Board property. *Carried***

13. Committee Reports:

- a. Report: Parent Involvement Committee (PIC) Minutes of January 26, 2012

Trustee Soulliere questioned the number of agenda items and the length of the meetings. Superintendent Shea explained majority of the items are received from the elementary and secondary parent umbrella groups.



**Moved by Trustee Favot and seconded by Trustee DiMenna that the Board receive the Minutes of the January 26, 2012 Parent Involvement Committee Meeting as information. Carried**

14. Notice of Motion: *None*
15. Remarks and Announcements:
- a. Chairperson Holland commended St. Joseph's High School staff and students on celebrating Amy Wagner's life through a fundraiser for the Autism Services and planting a tree in her honour.
  - b. Director of Education Picard provided comment on recent activities supporting the Board's strategic priorities namely;
 

*Catholic Faith Formation:* Thank you to teachers and staff for their Lenten and Holy Week Activities leading to our Easter celebration; Special thank you to Betty Brush for educating all of us with respect to our Lenten journey. Many of staff found it worthwhile part of their Lenten activities.

*Employee Development And Student Achievement Initiatives:* Secondary Mental Health Workshop on April 12; and Behaviour Management Training continues.

*Community Engagement and Partnerships:* Congratulations to our students and teachers who participated in the 2012 Windsor Regional Science, Technology and Engineering Fair; and the Accommodation Review Committee meetings for the Amherstburg, Fontainebleau and Lakeshore areas should be completed this week. Special meetings of the board will be scheduled during the middle of May to present the Director's report for public input. The public can anticipate on receiving the reports prior to the May dates.

*Celebrating Achievements:* In memory of Amy Wagner, student of St. Joseph High School, the students and staff at St. Joseph began a fundraiser to raise money for Autism Services. At the conclusion of the fundraiser, a tree planting ceremony was held to celebrate Amy's life.

*Miscellaneous:* Mark the following dates on your calendars - This year's Elementary Day of Champions will be held May 29<sup>th</sup> at St. Thomas of Villanova Catholic Secondary school and Secondary Day of Champions will be held on June 7 at Cardinal Carter Catholic Secondary School.
  - c. Board Chaplain Brunet commented on two *Windsor Star* articles highlighting a Catholic board teacher, Dane Macri's social justice cause and student and former student trustee, Laura Limarzi receiving a prestigious scholarship. Fr. Brunet suggested the board acknowledge, as a former student trustee, Ms. Limarzi's achievements.
16. Remarks/Questions by Trustees
- Trustee Favot acknowledged and thanked Mr. Larry Holmes, Chief Executive Officer of the Windsor Public Library for attending the Parent Involvement Committee meeting and providing his expertise on the subject. He also congratulated Norman Nehmetallah and Katelyn Meloche, members of the Assumption College debate team for their provincial wins and selection to the Nationals in Montreal.
- Trustee Courtney congratulation St. Thomas of Villanova for receiving an eighty-two percentage (82%) score from the Fraser Institute.

Trustee Mastromattei commented on what a privilege to work with Trustee McMahon, Superintendents Byrne and Seguin on the boundary adjustment committees. Congratulated retiring principal Carol Wilk for her thirty-seven (37) years in education.

Student Trustee Najem commented on the number of students from all area boards participating in the United Way Volunteers Changing Lives campaign. He also commented Pulp City Inn, a rock band whose members include former Cardinal Carter students who recently made it to the semi-finals on *Canada's Got Talent* on CTV.

Student Trustee Tavares commented on Cardinal Carter Catholic Secondary school special Easter celebration that included the Queen of Peace Catholic Elementary school students; F.J. Brennan Catholic Secondary school community garden; the SearsFest regional competition; and a Senate meeting is scheduled for next week.

17. Pending Items: *None*
18. Continuation of In-Camera, if required: *The Board reconvened to In-Camera Committee of the Whole meeting following adjournment.*
19. Future Board Meetings: *Unless stated otherwise, all meetings will be held at the Windsor Essex Catholic Education Centre - 1325 California Avenue, Windsor with the In-Camera Session beginning at 6:00 p.m. and the Public Session beginning at 7:00 p.m.*
  - Tuesday, April 24, 2012
  - Tuesday, May 8, 2012
  - Tuesday, May 22, 2012
  - Tuesday, June 12, 2012
  - **MONDAY**, June 25, 2012
20. Closing Prayer – Fr. Brunet closed the meeting with a prayer.
21. Adjournment - There being no further business, the Regular Board meeting of April 10, 2012 adjourned at 8:19 p.m.

*Not Approved*

**Barbara Holland**  
Board Chairperson

**Paul A. Picard**  
Director of Education & Secretary of the Board



1325 California Avenue  
Windsor, ON N9B 3Y6  
CHAIRPERSON: Barb Holland  
DIRECTOR OF EDUCATION: Paul A. Picard

<b>Meeting Date:</b> April 24, 2012
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## BOARD REPORT

**Public**       **In-Camera**   
**PRESENTED FOR:** Information       Approval   
**PRESENTED BY:** Senior Administration  
**SUBMITTED BY:** Paul A. Picard, Director of Education  
 Jamie Bumbacco, Executive Superintendent of Human Resources  
 Patrick Murray, Superintendent, Human Resources  
 Colleen Norris, Manager of Human Resources & Policy Development  
**SUBJECT:**                    **ADMINISTRATIVE STAFF REPORT**

**RECOMMENDATION:**

That the Board receive the *Administrative Staff Report* on hiring, retirement and resignation of staff dated April 24, 2012 for information.

**SYNOPSIS:**

**BACKGROUND COMMENTS:**

**FINANCIAL IMPACT:**

**TIMELINES:**

**APPENDICES:**

- Administrative Staff Report dated April 24, 2012

**REPORT REVIEWED BY:**

<input checked="" type="checkbox"/> EXECUTIVE COUNCIL:	Review Date:	April 17, 2012
<input checked="" type="checkbox"/> EXECUTIVE SUPERINTENDENT:	Approval Date:	April 17, 2012
<input checked="" type="checkbox"/> DIRECTOR OF EDUCATION:	Approval Date:	April 17, 2012

April 24, 2012

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

Employee Name	Position	Date
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**HIRING**

<b>RETIREMENT:</b>	DiPietro, Frank	Secondary Consultant	June 30, 2012
	Hayes, Lynn	Elementary Teacher	June 30, 2012
	Lewczuk, Janina	Elementary Teacher	June 30, 2012
	Maillet, Dolores	Elementary Teacher	June 30, 2012
	Maillet, Marc	Secondary Teacher	June 30, 2012
	McCourt, Tim	Elementary Teacher	June 30, 2012
	Zannese, Josephine	Elementary Teacher	June 30, 2012

<b>RESIGNATION:</b>	McLean, Bonnie	Occasional Teacher	April 10, 2012
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1325 California Avenue  
Windsor, ON N9B 3Y6  
CHAIRPERSON: Barbara Holland  
DIRECTOR OF EDUCATION: Paul A. Picard

**Meeting Date:**  
April 24, 2012

## BOARD REPORT

**Public**  **In-Camera**   
**PRESENTED FOR:** Information  Approval   
**PRESENTED BY:** Senior Administration  
**SUBMITTED BY:** Paul A. Picard, Director of Education  
 Mario Iatonna, Executive Superintendent of Business  
**SUBJECT:** 2011-12 – SECOND INTERIM FINANCIAL REPORT

### RECOMMENDATION:

**That the Board receive the 2011-12 Second Interim Financial Report as information.**

### SYNOPSIS:

This report is being presented to provide a status of the current year's budget versus actual expenditures and revenues to date, and an outlook for the remainder of the year.

### BACKGROUND COMMENTS:

The Board submitted Revised Budget Estimates for the 2011-12 fiscal year to the Ministry of Education by the required due date of December 15, 2011. These Revised Estimates were based on actual October 31<sup>st</sup> 2011 enrolment, and any other material changes that arose since preparation of the original Board approved Estimates in June.

The 2011-12 Revised Estimates reflected 279 more pupils than originally projected in June, along with increased costs for additional teachers and associated expenses. As the 2011-12 Revised Estimates represent the latest official budget submission to the Ministry of Education, it is this budget that is monitored for variances in revenues and expenditures as the year progresses.

The Revised Budget Estimates projected an in-year operating surplus of \$2.43M at 2011-12 year-end which was necessary to eliminate the Board's accumulated deficit of \$2.43M from the prior year and comply with the balanced budget provisions of the Education Act.

### Interim Financial Reporting Cycle

This second Interim Financial Report covers the six-month period from September 1, 2011 to February 29, 2012. It also shows comparatives for the same time period in the 2010-11 fiscal year. As at February 29, 2012, 50% of the fiscal year and 60% of the school year has

elapsed. Therefore, generally speaking, it would be expected that the percent of expenditure forecast spent and revenue forecast received to be between 50% and 60%.

The Board plans to produce a third Interim Financial Report in mid-August based on a June 30<sup>th</sup> close date.

### Interim Financial Report Format

The Interim Financial Report attached in the appendices is comprised of two main sections: (1) A Summary Dashboard presented in Appendix A which provides a high level summary of the Board's Revised Estimates budget and forecast of financial position, enrolment and staffing, and (2) Detailed Schedules of Expenses and Revenues presented in Appendix B and C which provide information on changes from budget to forecast and year-to-date comparisons.

### **Summary Dashboard (see Appendix A)**

The Summary Dashboard presents three key indicators for the Board, namely financial, enrolment and staffing. New projections of expenditures were forecast to year-end, along with forecasted changes to pupil-based grant revenues, enrolment and staffing.

### **Detailed Schedules of Revenues and Expenses (see Appendices B and C)**

These schedules contain detailed information on the forecast of revenues and expenses included in the Summary Dashboard. Each detailed report presents both a Budget Assessment and a Risk Assessment. The Budget Assessment compares the year-end forecast to the budget, identifying both dollar and percentage variances that have occurred since the budget was prepared. The Risk Assessment compares the prior year results to the current year actual. Specifically, it compares the prior year's year-to-date spending and revenue received as a percentage of actual to the current year-to-date spending and revenue received as a percentage of the forecast.

### Enrolment and Staffing Highlights – Appendix A

As noted above, the Revised Budget Estimates were based on actual October 31<sup>st</sup> 2011 full-time equivalent (FTE) enrolment and a projection of March 31<sup>st</sup> 2012 FTE enrolment. As the Revised Estimates were prepared early on in the fiscal year (December 2011), the March enrolment projection was calculated based on the best information available at the time.

The forecast enrolment contained in this report uses the actual October 31<sup>st</sup> 2011 FTE enrolment and the actual February 29<sup>th</sup> 2012 enrolment. When compared to budget, the average daily enrolment (ADE) of total day school pupils of the board under 21 years of age is expected to increase by 4 FTE relative to Revised Estimates, while the ADE of adult day school pupils over 21 years of age is anticipated to decline by 45 FTE, resulting in a total board decrease of 40 FTE pupils. The decreases in student FTE resulted in corresponding decreases in staffing.

### Expenditure Highlights – Appendix B

Included in the forecast of expenses are vacation accruals. Vacation accruals represent the cost of unpaid vacation for all employees. The accrual amount represents the dollar

amount that would be paid to all staff with unused vacation if everyone left the employment of the Board at the same time. In the past, the difference between the accrual and the actual cash paid was excluded when determining whether a Board was in compliance with the balanced budget provisions of the Education Act. Starting in 2011-12, vacation accruals are no longer excluded from compliance and are included as expenses.

In addition, each year the Ministry of Education provides funding outside the Grants for Student Needs (GSN) to sustain its supports to priority initiatives. The funding for these key programs is provided through "Education Programs – Other" (EPO) transfer payments. These EPO funds are essentially restricted in that each specific program allocation contains explicit requirements on use of monies and reporting. For the purposes of this report, EPO expenses were not considered to generate a variance at year-end as the expense is offset by an equal amount of revenue provided by the Ministry of Education.

As described above, Appendix B provides a schedule of detailed expenditures by various categories. A further explanation of each of these categories and the forecasted expenditure variance is provided below.

### **CLASSROOM TEACHERS**

#### **What does this category include?**

- ▶ This category includes all current salary, benefits, and service/supplies expenses related to direct instruction of day school pupils such as classroom and school based teachers, home instruction teachers and preparation time. Also included in this category is automobile reimbursement, travel/expense allowances, classroom teacher retirement gratuities and teacher grievance settlements.

#### **How are expenses incurred?**

- ▶ All elementary teachers are paid over 12 months or 26 pays. All secondary teachers are paid over 10 months or 22 pays, with 100% of their salary charged to the salary expenditure account during these 10 months. Most retirement gratuities are paid in the summer.

#### **What is the projected variance at year-end?**

- ▶ This category is essentially on target with only a 0.1% increase in expenses forecast at year-end relative to budget. The small over-expenditure relates to the variance between actual classroom teacher salaries being incurred and the average salary that was used for budget development.

### **SUPPLY TEACHERS**

#### **What does this category include?**

- ▶ This category includes all current salary and statutory benefit costs related to direct instruction of day school pupils provided by occasional teachers including those covering short-term and long-term illness, and those hired to provide release time for teachers assisting with school programs.

#### **How are expenses incurred?**

- ▶ These costs are incurred over the school year or 10 months (September to June).

#### **What is the projected variance at year-end?**

- ▶ The Board's allocation from the Ministry of Education provided in the 2011-12 Revised Estimates is \$2.8M. Recognizing the pressures on this envelope the Board budgeted \$3.9M for this category, which represents \$1.1M over the allocation. The variance report at February 29, 2012 indicates that expenses are trending at the same rate as last year with higher than planned absences that are projected to

continue through the rest of the year. The result is a projected deficit at year-end of approximately \$1.98M.

### **TEACHER ASSISTANTS / EARLY CHILDHOOD EDUCATORS**

#### **What does this category include?**

- ▶ This category includes all current salary and benefit costs related to Sign Language Interpreters, Educational Intervenors, Educational Assistants and Early Childhood Educators. Supply costs and vacation payouts for these categories of employees are also included.

#### **How are expenses incurred?**

- ▶ Teacher (Educational) Assistant salary and benefit costs are incurred over 10 months from September to June, with 100% of their salary charged to the salary expenditure account during these 10 months. The majority of the remaining employees in this category (i.e. Educational Intervenors, Sign Language Interpreters and Early Childhood Educators) are paid over 12 months.

#### **What is the projected variance at year-end?**

- ▶ This category is projecting a small deficit of approximately \$40,000 at year-end primarily due to higher than budgeted supply costs for Teachers Assistants in the amount of \$102,000 offset by (1) lower than planned Sign Language Interpreter salary costs in the amount of \$12,000 and (2) lower than planned Teacher Assistant salary costs in the amount of \$50,000.

### **COMPUTERS**

#### **What does this category include?**

- ▶ This category includes instructional computer hardware and related software and the associated network costs. Also included are the costs related to telephone data lines.

#### **How are expenses incurred?**

- ▶ The costs in this category are typically incurred over 12 months.

#### **What is the projected variance at year-end?**

- ▶ When expenditures are projected on a straight-line basis over 12 months to the end of the fiscal year (i.e. August), a deficit in this category of approximately \$106,000 is anticipated at year-end. The major contributors to the deficit are elementary and secondary replacement computer purchases trending higher than budget. These computer purchase accounts are part of the school budget accounts that are monitored and controlled by the Principals. There has been a trend for some schools to invest in Information Technology consistent with the Board's vision to move towards a 21<sup>st</sup> Century Learning environment. Principals are held accountable for their school budgets in total and are provided discretion to overspend in one category as long as another category is under spent by an equal amount. Based on the most recent School Budget Status report, it appears that the majority of schools are managing within their total budget allotment.

### **TEXTBOOKS / CLASSROOM SUPPLIES**

#### **What does this category include?**

- ▶ The Textbook/Supplies category is for items used within the classroom directly by students. It includes textbook supplies and fees and services.
- ▶ The textbook supplies category contains most of the accounts that are used to populate the school budgets. It includes textbooks and learning materials, instructional supplies, application software (except software that is included with the purchase of a piece of computer hardware), printing and photocopying, field



trips/excursions (including associated transportation, entrance fees and parking) and furniture and equipment expenses.

- ▶ Textbooks Fees & Services include certain costs related to Special Education transportation, the International Baccalaureate Programme and software fees and licenses which are in excess of \$500.

**How are expenses incurred?**

- ▶ The costs in this category are typically incurred over either 10 or 12 months depending on the object of expenditure.

**What is the projected variance at year-end?**

- ▶ Projecting expenditures on a straight-line basis over a combination of 10 and 12 months results in an anticipated surplus in this category at year-end of approximately \$305,000. The surplus is attributable to school budget accounts reported in this category which are projected to be under-spent relative to budget.

**PROFESSIONALS, PARAPROFESSIONALS & TECHNICIANS**

**What does this category include?**

- ▶ This category includes all expenses such as salaries, benefits and supplies (travel/expense allowance and automobile reimbursement) relating to the provision of psychological, speech, social and community services. Also included are salaries, benefits and related expenses for computer technicians and other personnel providing technical support for the operation of instructional/school based computers and other technical services for students. Expenses relating to the support and training for student administration systems are also captured here.

**How are expenses incurred?**

- ▶ The costs in this category are typically incurred over 12 months.

**What is the projected variance at year-end?**

- ▶ This category is projecting a slight surplus of \$128,000 at year-end. The primary contributors to the forecasted surplus are lower than planned spending in Social Workers by approximately \$68,000 due to an average of 1.0 less FTE than budget combined with savings in budgeted supply costs for Campus Ministers in the amount of \$40,000.

**LIBRARY / GUIDANCE**

**What does this category include?**

- ▶ This category includes expenses relating to library and guidance services within schools, including salaries and benefits of library technicians and guidance teachers.

**How are expenses incurred?**

- ▶ The costs in this category are typically incurred over 10 months.

**What is the projected variance at year-end?**

- ▶ This category is projecting a surplus at year-end of approximately \$95,000, mainly attributable to lower Guidance Teacher costs relative to budget. The savings result from an actual establishment of 2.0 FTE less Guidance Teachers relative to budget, offset by higher actual Guidance Teacher salaries than what were incorporated into the budget. The net result is \$95,000 of savings.

**STAFF DEVELOPMENT**

**What does this category include?**

- ▶ This category includes the cost of all professional development (P.D.) for teaching personnel and other categories of employees providing instructional support services. Costs include registration, tuition fees, transportation, accommodation and meal expenses related to professional development.

**How are expenses incurred?**

- ▶ The costs in this category are typically incurred over 12 months. While costs are ongoing throughout the year, they are generally unpredictable in their timing.

**What is the projected variance at year-end?**

- ▶ This category includes both Board funded professional development costs as well as P.D. funded by the Ministry of Education through small EPO (Education Program – Other) grants received throughout the year. Any unbudgeted increase in expense due to P.D. resulting from an EPO will have equal and offsetting revenue and therefore there will have no net effect to the Board. The small surplus projected in this category at year-end of \$39,000 is mostly attributable to reduced year-to-date spending on Board funded P.D. for the International Education program relative to budget.

**DEPARTMENT HEADS****What does this category include?**

- ▶ This category includes secondary department head allowances and associated benefits.

**How are expenses incurred?**

- ▶ The costs in this category are typically incurred over 10 months.

**What is the projected variance at year-end?**

- ▶ A projected surplus of approximately \$55,000 is anticipated in this category due to an unnecessary statutory benefit budget that was created for this category of employees when the original budget estimates were prepared. While it was initially thought that a budget for benefits on allowances was necessary, it was subsequently determined that since these individuals “max out” their statutory benefits within their regular salary account, no benefit expenses will be incurred on these allowances. Future budgets will not include a provision for benefits on department head allowances.

**PRINCIPALS & VICE-PRINCIPALS****What does this category include?**

- ▶ This category includes principal and vice-principal salaries, benefits, professional development and supplies (travel/expense allowance and automobile reimbursement) relating to the management and administration of schools. Only the administrative portions of salaries are included here. The cost of teaching time provided by principals and vice-principals is included in the classroom teacher category.

**How are expenses incurred?**

- ▶ The costs in this category are typically incurred over 10 months.

**What is the projected variance at year-end?**

- ▶ This expenditure category is projecting a deficit of approximately \$159,000 at year-end. One principal is on secondment and was not included in the expenditure budget. The offsetting revenue that will be received for the secondment was also understated in the budget and therefore at year-end the deficit on the expense side will be equally offset by a surplus on the revenue side, resulting in no net effect to the Board. Additionally, in the first half of the year additional salary expense was incurred for a Principal on sick leave (\$35,000) and a promoted Principal who overlapped with a retiring Principal at St. Bernard Amherstburg (\$47,000).

**SCHOOL OFFICE****What does this category include?**

- ▶ This category includes all school based secretarial and clerical salaries, benefits and related supplies and services. Secondary school Administrative Assistants are included here as well.

**How are expenses incurred?**

- The costs in this category are typically incurred over either 10 or 12 months depending on the object of expenditure.

**What is the projected variance at year-end?**

- ▶ This expenditure category is projecting a deficit at year-end of approximately \$59,000 primarily due to overspending on Clerical School Office supply costs relative to budget in the amount of \$112,000, offset by savings in school based telephone costs of \$46,000, and other small savings of \$7,000.

**TEACHER CONSULTANT****What does this category include?**

- ▶ This category includes all expenses relating to coordinators and consultants, curriculum development and program support. Costs associated with EPOs (Education Program – Other) granted to provide program support are included in this category.

**How are expenses incurred?**

- ▶ The costs in this category are typically incurred over 12 months.

**What is the projected variance at year-end?**

- ▶ No significant variances are projected in this category at year-end as actual expenses for the year are expected to approximate the revised budget.

**CONTINUING EDUCATION / SUMMER SCHOOL / INTERNATIONAL LANGUAGES****What does this category include?**

- ▶ This category includes all current salary, benefits, and service/supplies expenses related to the delivery of continuing education, summer school and international language programs (non-day school program).

**How are expenses incurred?**

- ▶ The costs in this category are typically incurred over 10 months.

**What is the projected variance at year-end?**

- ▶ The costs in this program are typically more difficult to predict as different programs are offered at varying points throughout the year. As it stands currently, this category is projecting a small deficit at year-end of approximately \$15,000 primarily related to additional salaries projected for the International Language program.

**TRUSTEES****What does this category include?**

- ▶ This category includes expenses related to the governance function of the Board. It includes honoraria, travel and professional development for trustees as well as trustee association fees. Secretarial and office expenses relating to this function are included in the Board Administration category.

**How are expenses incurred?**

- ▶ The costs in this category are typically incurred over 12 months.

**What is the projected variance at year-end?**

- ▶ No significant variances are projected in this category at year-end as actual expenses for the year are expected to approximate the revised budget.

## **DIRECTORS AND SUPERVISORY OFFICERS**

### **What does this category include?**

- ▶ This category includes direct expenses (salaries and benefits) for staff assigned duties outlined in Section 286 of the Education Act (*Duties of Supervisory Officers*). Costs to support these functions such as secretarial support are included in the Board Administration category.

### **How are expenses incurred?**

- ▶ The costs in this category are typically incurred over 12 months.

### **What is the projected variance at year-end?**

- ▶ This category is projecting a deficit of \$71,000 at year-end. At the time of developing the Revised Budget Estimates, certain professional development costs of \$30,000 and travel/expense allowances in the amount of \$28,000 for Supervisory Officers were not included in the budget. These two items are the primary contributors to the projected deficit in this category at year-end.

## **BOARD ADMINISTRATION**

### **What does this category include?**

- ▶ This category includes all expenses related to the following:
  - ▶ *General and Business Administration*: Includes public relations, corporate planning, and all business functions including finance (treasury), budget, accounting, payroll, purchasing, non-plant related warehousing and administrative services.
  - ▶ *Human Resources Administration*: Includes expenses related to the human resource management function of the board including staffing, benefits, contract negotiations or dealings with various unions. Also included is the central administrative support for coordination of professional development throughout the Board.
  - ▶ *Information Technology Administration*: Includes expenses relating to the provision and management of administrative information technology throughout the Board, including general support to school secretaries and principals. Also includes the initial purchase and implementation of administrative systems, including student administrative systems (timetabling, report cards etc.).
  - ▶ *Non-Instructional Operations & Maintenance*: Includes expenses related to the operation, maintenance repair and renovation of property and non-school buildings such as the Catholic Education Centre.
- ▶ Costs to support the Trustee, Director and Supervisory Officer categories such as secretarial salary and benefit expenses are included here as well.
- ▶ Board Administration includes the cost of all liability insurance and short-term operating interest expense, legal and audit fees. Board Administration also includes costs related to travel, conferences, professional development and association fees for Board Administration staff.

### **How are expenses incurred?**

- ▶ Salary and benefit costs contained in this category are typically incurred over 12 months. The cost of other expenses (particularly fees and contractual services) are somewhat intermittent and can be unpredictable.

### **What is the projected variance at year-end?**

- ▶ The net legislative revenues for Board Administration as provided by the Ministry of Education in the 2011-12 Revised Estimates are \$7.48M. The Board budgeted net expenses of \$7.02M in this category, resulting in an excess allocation of \$462,000 to be used for other programs of the Board. A minor projected deficit of \$55,000 in this

expenditure category at year-end is anticipated due to year-to-date legal fees trending higher than budget.

## **TRANSPORTATION**

### **What does this category include?**

- ▶ This category includes costs to transport pupils from home to school and from school to school, and expenses related to transportation that are not included under instruction (such as field trips).
- ▶ This category also includes general expenses related to transportation such as department managers and supervisory personnel, secretarial and clerical staff salaries, benefits and related supplies and services.

### **How are expenses incurred?**

- ▶ The majority of costs in this category are typically incurred over 10 months.

### **What is the projected variance at year-end?**

- ▶ The Transportation Consortium has put into operation multiple efficiencies throughout the year to produce savings including implementation of bell time changes to allow multi-route busses, and adherence to policies around walk zones and courtesy rides to reduce equipment costs. As such, the Transportation category is projecting a small surplus of \$30,000 at 2011-12 year-end primarily attributable to resultant savings in busing costs.

## **FACILITIES SERVICES – SCHOOL OPERATIONS & MAINTENANCE**

### **What does this category include?**

- ▶ *School Operations* includes all expenses related to the daily operation of instructional buildings and sites, such as custodial services, food services, security services, building systems, building and grounds maintenance, utilities, computer hardware and related software, and property and related liability and vehicle insurance. Also included are certain department managers and supervisory personnel, secretarial and clerical staff salaries, benefits and related supplies and services.
- ▶ *School Maintenance* includes all expenses related to the periodic work performed to maintain instructional buildings and sites in a good state of repair. These functions would normally be performed by building professionals such as maintenance electricians, mechanics, plumbers, etc.

### **How are expenses incurred?**

- ▶ The costs in this category are typically incurred over 12 months but are also affected by certain seasonal anomalies such as weather.

### **What is the projected variance at year-end?**

- ▶ This area is projecting a deficit at year-end of approximately \$1.09M. The bulk of the deficit is occurring in the supplies category, with spending in areas such as electricity, groundskeeping, general maintenance, H.V.C., vehicle maintenance, hazardous material abatement and supplies forecasted to exceed budget.
- ▶ The Facility Services custodian complement is down 3.0 FTE relative to budget. Labour costs in this area however are not projecting a variance since the reduced custodial salary and benefit costs from having 3.0 less custodians is offset by an increase in temporary replacement and overtime custodial costs.

## **SCHOOL RENEWAL - OPERATING**

### **What does this category include?**

- ▶ The School Renewal allocation can fund both tangible capital assets as well as operating expenses. This category considers all expenses related to School

Renewal projects that are not capitalized expenses, plus improvements to school sites. School renewal project expenses normally cost more than \$10,000.

- ▶ This category also includes the financing costs associated with the Board's unsupported pupil-place debt until such time that the debt is repaid.

**How are expenses incurred?**

- ▶ The costs in this category follow no particular pattern as they are dependent on the nature of the planned projects and work to be completed. The timing of these expenses is unpredictable but controllable.

**What is the projected variance at year-end?**

- ▶ No variance is projected in School Renewal operating expenses at year-end as actual expenses for the year are expected to approximate the revised budget.

**OTHER PUPIL ACCOMMODATION**

**What does this category include?**

- ▶ This category includes operating type expenses relating to pupil accommodation, specifically the cost of all interest payments on outstanding debentures to finance various capital projects.

**How are expenses incurred?**

- ▶ The interest expenses are predictable but occur at varying points throughout the year depending on when the debenture was issued. Usually two payments of principal and interest are made annually for a debenture. These debenture payments are paid semi-annually and are, for the most part, fully funded by the Ministry of Education.

**What is the projected variance at year-end?**

- ▶ No variances are projected in this category at year-end as actual expenses for the year are expected to approximate the revised budget.

**AMORTIZATION AND WRITE DOWNS**

**What does this category include?**

- ▶ Amortization expense is a non-cash expense that reduces the value of an asset as a result of wear and tear, age or obsolescence. It is also known as depreciation, and represents an expense which is incurred over the period of the asset's useful life. Previously, the entire cost of a tangible capital asset was expensed in the year it was purchased, but now these assets are expensed, through an annual amortization charge, over the asset's expected lifetime which can range from 5 to 40 years depending on the type of asset.
- ▶ Write-downs result when the value of an asset is impaired which means that the asset can no longer contribute to the Board's ability to provide service at the previously anticipated level and that the impairment is permanent in nature.
- ▶ Included in this category is the amortization expense related to instructional, administrative and pupil accommodation assets.

**How are expenses incurred?**

- ▶ Amortization expense is calculated two times a year by the Board – once at March 31<sup>st</sup> for consolidated reporting to the Ministry of Education and also at year-end.

**What is the projected variance at year-end?**

- ▶ No significant variances are projected in this category at year-end as actual expenses for the year are expected to approximate the revised budget.



**OTHER NON-OPERATING EXPENSE****What does this category include?**

- ▶ This category includes the 55 School Board Trust, costs associated with the Board's wellness program, and expenses for miscellaneous claims or settlements, should they occur.
- ▶ The 55 School Board Trust includes the cost of principal and interest on debenture payments for capital debt outstanding at the time of amalgamation which had not yet been permanently financed (debentured).

**How are expenses incurred?**

- ▶ The 55 School Board Trust is the same amount each year (\$1,612,745), and grant revenue is received to fully offset the cost.

**What is the projected variance at year-end?**

- ▶ No significant variances are projected in this category at year-end as actual expenses for the year are expected to approximate the revised budget.

**Revenue Highlights**

The Revised Budget Estimates contain \$255.0M of revenues. For the period ending February 29, 2012, total revenues of \$125.8M (or 49% of budgeted revenues) have been received consisting of \$105.2M from legislative grants, \$17.0M from municipal taxes, \$2.6M from other provincial grants (EPOs), and \$1.0M from other revenue such as tuition revenue, rental revenue, fees, recovery of expenses, etc.

As noted in the Enrolment Highlights section above, the average daily enrolment (ADE) of total day school pupils of the board under 21 years of age is expected to increase by 4 FTE relative to Revised Estimates, while the ADE of adult day school pupils over 21 years of age is anticipated to decline by 45 FTE. The net effect of the change in enrolment is a projected decrease in pupil-based general legislative grant revenue of \$103,000 at year-end.

The Full-Day Kindergarten (FDK) Program is being funded by the Province outside of the GSN through an EPO grant. At the time of Revised Budget development, the Board budgeted \$2.2M in EPO operating funding in 2011-12 for this program. This included funding for incremental teacher costs, funding for special education costs, and funding for School Operations and other staff support and material costs.

While the Ministry of Education had also committed to provide FDK funding to recognize teacher and Early Childhood Educator qualification and experience as per the compensation grids, this amount was not known when the Revised Budget was being developed and was therefore excluded from the revenue budget. The Ministry of Education has subsequently announced these amounts along with a Transition Grant to help manage local FDK needs and implementation costs. These incremental FDK allocations total \$638,000 for WECD SB.

Also included in the revenue projection is \$100,000 of additional salary secondment revenue for a principal on secondment that was not accounted for in the budget.

Therefore, considering the factors above, revenues are forecast to exceed budget by \$635,000 (i.e. \$100,000 + \$638,000 - \$103,000).

**FINANCIAL IMPACT:**

The Revised Budget Estimates were developed with an in-year surplus of \$2.43M which is the amount required to eliminate the previous year's accumulated deficit reported in the 2010-11 Financial Statements. Based on data as at February 29, 2012, the current year-end projection calls for an in-year deficit of approximately \$36,000. Once the prior year accumulated deficit is factored in, the projected accumulated deficit at 2011-12 year-end becomes \$2.46M. Key expenditure pressures include higher than planned absences which are projected to continue through the rest of the year, combined with an increase in school operations and maintenance expenditures relative to budget. Positive revenue variances result from additional Full Day Kindergarten revenue for teacher and Early Childhood Educator qualification and experience grants relative to budget, offset by a small decline in pupil-based general legislative grants.

Trustees should be cautioned that the actual budget variance may vary significantly from the projected amount identified in this report due to impacts from multiple factors including timing of transactions and revised enrolment forecasts.

Management continues to monitor the budget on an ongoing basis to assess whether revenues and expenditures are in line with budget. This financial report only considers actual results for the period ending February 29, 2012 – the first six months of the fiscal year. As with any annual forecast, the variance projections will become more accurate as the year unfolds. Significant use of estimates, historical knowledge and judgment is used in projecting budget versus actual variances to year-end, and material fluctuations in the projected variances can occur if any unforeseen activity is experienced.

**Mitigating Measures**

The Director of Education has previously directed the following corporate mitigating measures in response to the projected year-end deficit:

**1. Delay of Minor Capital Spending – Review and Deferral**

All minor capital expenditures (e.g. furniture, vehicles etc.) within operating departments are being delayed until the end of the fiscal year. If the expenditure cannot be avoided, the requestor must obtain the approval of the Director of Education before any purchase is made.

**2. Delay Non-Emergency Discretionary Spending**

All non-emergency discretionary spending within operating departments is being delayed until the end of the fiscal year. The Managers must review the budget and expenditures with the Executive Superintendents for all non-emergency discretionary spending within their operating departments and the Executive Superintendent will only approve these expenditures if they are emergency items.

**3. Limited Travel**

All requests for travel related to conferences and training are being reviewed for approval by the Director of Education.

Further, all operating departments are implementing mitigating measures over and above the three mitigating measures outlined above. Administration will continue to closely monitor all variances with a further report to be provided to Trustees in August.



**TIMELINES:**

Interim Financial Reports are provided periodically to the Board.

**APPENDICES:**

- Appendix A: Dashboard Summary.
- Appendix B: Detailed Expenditures.
- Appendix C: Detailed Revenues.

**REPORT REVIEWED BY:**

<input type="checkbox"/>	EXECUTIVE COUNCIL:	Review Date:	--
<input checked="" type="checkbox"/>	EXECUTIVE SUPERINTENDENT:	Approval Date:	April 18, 2012
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date:	April 18, 2012

**APPENDIX A - SUMMARY DASHBOARD**

**Windsor-Essex Catholic District School Board  
2011-12 Interim Financial Report  
For the Period Ending February 29, 2012**

**Summary of Financial Results**

(\$Thousands)	Budget	Forecast	In-Year Change	
			\$	%
<b>Revenue</b>				
Operating	230,588	230,485	(103)	0.0%
Capital	18,197	18,197	-	0.0%
Other	6,207	6,945	738	11.9%
<b>Total Revenue</b>	<b>254,992</b>	<b>255,627</b>	<b>635</b>	<b>0.2%</b>
<b>Expenses</b>				
Instruction	194,432	196,344	1,912	1.0%
Other Operating	15,772	15,870	98	0.6%
Pupil Accommodation & Other	42,362	43,449	1,087	2.6%
<b>Total Expenses</b>	<b>252,566</b>	<b>255,663</b>	<b>3,097</b>	<b>1.2%</b>
<b>In-Year Surplus/(Deficit)</b>	<b>2,426</b>	<b>(36)</b>	<b>(2,462)</b>	<b>-</b>
Prior Year Accumulated Surplus/(Deficit)	(2,426)	(2,426)	-	0.0%
<b>Accumulated Surplus/(Deficit)</b>	<b>0</b>	<b>(2,462)</b>	<b>(2,462)</b>	<b>-</b>

Note: Forecast based on year-to-date actuals up to February 29, 2012.

**Changes in Revenue**

- Revenue increased for the additional \$638K of Full Day Kindergarten funding received through an EPO. The decline in pupil-based funding of \$103K results from a loss of 45 adult pupils offset by a gain of 4 day school (under 21 years) pupils.

**Change in Expenses**

- The majority of the increase in expenditures is due to higher than planned absences which are expected to continue through the rest of the year, combined with an increase in school operations and maintenance expenditures.

**Change in Surplus/Deficit**

- The Board needs to achieve an in-year surplus at year-end to eliminate its accumulated deficit from the prior year. An in-year deficit is currently forecast at year-end instead.

**Risks & Recommendations**

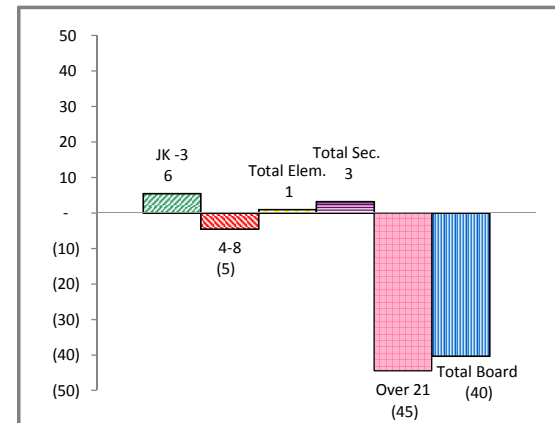
- An in-year spending freeze is recommended to offset the cost pressures and reduce the in-year deficit. Other mitigating actions need to be implemented where possible in order to reduce the projected variance by year end.
- Administration will continue to closely monitor all variances and address any deficits as they arise.

**Summary of Enrolment**

ADE	Budget	Forecast	In-Year Change	
			#	%
<b>Elementary</b>				
JK -3	5,707	5,713	6	0.1%
4-8	8,212	8,208	(5)	-0.1%
<b>Total Elementary</b>	<b>13,919</b>	<b>13,920</b>	<b>1</b>	<b>0.0%</b>
<b>Secondary &lt; 21</b>				
Grade 9 to 12	8,220	8,223	3	0.0%
<b>Total Secondary</b>	<b>8,220</b>	<b>8,223</b>	<b>3</b>	<b>0.0%</b>
<b>Secondary &gt; 21</b>				
	295	251	(45)	-15.1%
<b>Total</b>	<b>22,434</b>	<b>22,394</b>	<b>(40)</b>	<b>-0.2%</b>

Note: Forecast based on actual October 31, 2011 and February 29, 2012 count date

**Changes in Enrolment: Budget v. Forecast**



**Highlights of Changes in Enrolment:**

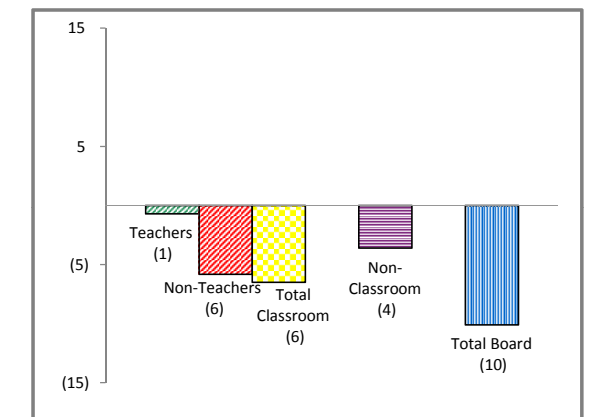
- Elementary FTE increased by 1.0
- Secondary FTE < 21 years increased by 3.0
- Secondary FTE > 21 years (adult pupils) decreased by 45.0

**Summary of Staffing**

FTE	Budget	Actual	In-Year Change	
			#	%
<b>Classroom</b>				
Teachers	1,400	1,399	(1)	0.0%
Non-Teachers	593	587	(6)	-1.0%
<b>Total Classroom</b>	<b>1,993</b>	<b>1,987</b>	<b>(6)</b>	<b>-0.3%</b>
<b>Non-Classroom</b>				
	283	279	(4)	-1.3%
<b>Total</b>	<b>2,276</b>	<b>2,266</b>	<b>(10)</b>	<b>-0.4%</b>

Note: Actual as of count date of February 29, 2012

**Changes in Staffing: Budget v. Forecast**



**Highlights of Changes in Staffing:**

- No significant variance in Teachers
- Non-Teachers decrease due to decrease in Social Worker, Guidance Teachers, Clerical staff and Teacher Assistants
- Non-classroom decrease due to decrease in Custodial staff

**APPENDIX B - DETAILED EXPENDITURES**

**Windsor-Essex Catholic District School Board  
2011-12 Interim Financial Report  
For the Period Ending February 29, 2012  
(\$ thousands)**

	Budget Assessment				Risk Assessment			
	a	b	c = b - a	d = c/a	e = i / b	f	g = f - e	
	Current Year: 2011-12				Actual to Feb 29/12	Actual to Feb 28/11	Year-to year Increase (Decrease)	Forecast vs. Prior year YTD
EXPENSES	Budget Revised Estimates (Dec 2011)	Forecast (to Aug 2012)	Change		% of Forecast Spent	% of Actual Spent		
			\$ Increase (Decrease)	% Increase (Decrease)				
<b>Instruction</b>								
Teachers	138,038	138,223	185	0.1%	52.6%	52.5%	0.1%	On Forecast
Supply Teachers	3,855	5,836	1,981	51.4%	48.0%	39.6%	8.5%	Forecast Pressure
Educational Assistants / ECEs	17,407	17,447	40	0.2%	56.7%	60.5%	(3.8%)	Savings Forecast
Classroom Computers	1,053	1,159	106	10.0%	56.2%	39.3%	16.9%	Forecast Pressure
Textbooks and Supplies	5,008	4,703	(305)	(6.1%)	46.3%	59.5%	(13.2%)	Savings Forecast
Professionals and Paraprofessionals	5,804	5,676	(128)	(2.2%)	45.4%	49.5%	(4.2%)	Savings Forecast
Library and Guidance	3,391	3,296	(95)	(2.8%)	57.5%	62.1%	(4.6%)	Savings Forecast
Staff Development	380	341	(39)	(10.3%)	64.7%	11.5%	53.2%	Forecast Pressure
Department Heads	638	583	(55)	(8.6%)	59.1%	61.0%	(1.9%)	Savings Forecast
Principal and Vice-Principals	9,630	9,790	159	1.7%	58.8%	57.7%	1.1%	Forecast Pressure
School Office	5,816	5,875	59	1.0%	54.1%	53.3%	0.8%	Forecast Pressure
Co-ordinators and Consultants	3,060	3,050	(10)	(0.3%)	46.5%	45.6%	0.9%	Forecast Pressure
Continuing Education	299	314	15	4.9%	51.8%	71.4%	(19.6%)	Savings Forecast
Amortization and Write-downs	53	53	-	0.0%	0.0%	0.0%	0.0%	On Forecast
<b>Total Instruction</b>	<b>194,432</b>	<b>196,344</b>	<b>1,912</b>	<b>1.0%</b>	<b>52.8%</b>	<b>53.2%</b>	<b>(0.3%)</b>	<b>On Forecast</b>
<b>Administration</b>								
Trustees	151	151	1	0.5%	47.9%	50.4%	(2.4%)	Savings Forecast
Director/Supervisory Officers	1,702	1,774	71	4.2%	48.3%	56.1%	(7.8%)	Savings Forecast
Board Administration	6,674	6,730	55	0.8%	50.2%	48.6%	1.6%	Forecast Pressure
Amortization and Write-downs	13	13	-	0.0%	0.0%	0.0%	0.0%	On Forecast
<b>Total Administration</b>	<b>8,541</b>	<b>8,668</b>	<b>127</b>	<b>1.5%</b>	<b>49.7%</b>	<b>50.1%</b>	<b>(0.4%)</b>	<b>On Forecast</b>
<b>Transportation</b>	<b>7,232</b>	<b>7,202</b>	<b>(30)</b>	<b>(0.4%)</b>	<b>49.6%</b>	<b>53.5%</b>	<b>(3.9%)</b>	<b>Savings Forecast</b>
<b>Pupil Accommodation</b>								
School Operations & Maintenance	21,875	22,961	1,087	5.0%	49.2%	50.3%	(1.1%)	Savings Forecast
School Renewal	1,495	1,495	(0)	(0.0%)	15.3%	47.2%	(31.9%)	Savings Forecast
Other Pupil Accommodation	8,744	8,744	0	0.0%	50.4%	50.2%	0.2%	On Forecast
Amortization and Write-downs	8,561	8,561	-	0.0%	0.0%	0.0%	0.0%	On Forecast
<b>Total Pupil Accommodation</b>	<b>40,675</b>	<b>41,762</b>	<b>1,087</b>	<b>2.7%</b>	<b>38.1%</b>	<b>39.8%</b>	<b>(1.7%)</b>	<b>Savings Forecast</b>
<b>Other</b>	<b>1,687</b>	<b>1,687</b>	<b>-</b>	<b>0.0%</b>	<b>-0.3%</b>	<b>0.0%</b>	<b>(0.3%)</b>	<b>On Forecast</b>
<b>TOTAL EXPENSES</b>	<b>252,566</b>	<b>255,663</b>	<b>3,097</b>	<b>1.2%</b>	<b>49.9%</b>	<b>50.5%</b>	<b>(0.6%)</b>	<b>Savings Forecast</b>

**On Forecast** = variance between year-to-date spending as a % of forecast versus spending for the same period last year as a % of prior year actual spending is within +/- 0.5%  
**Savings Forecast** = variance between year-to-date spending as a % of forecast versus spending for the same period last year as a % of prior year actual spending is greater than -0.5%  
**Forecast Pressure** = variance between year-to-date spending as a % of forecast versus spending for the same period last year as a % of prior year actual spending is greater than +0.5%

**APPENDIX C - DETAILED REVENUES**

**Windsor-Essex Catholic District School Board**  
**2011-12 Interim Financial Report**  
**For the Period Ending February 29, 2012**  
**(\$ thousands)**

	Budget Assessment				Risk Assessment			
	a	b	c = b - a	d = c/a	e	f	g = e - f	
	Current Year: 2011-12				Actual to Feb 29/12	Actual to Feb 28/11	Year-to year Increase (Decrease)	Forecast vs. Prior year YTD
	Budget Revised Estimates (Dec 2011)	Forecast (to Aug 2012)	Change		% of Forecast Received	% of Actual Received		
\$ Increase (Decrease)			% Increase (Decrease)					
<b>REVENUES</b>								
<b>Operating Grants</b>								
Pupil Foundation	114,978	115,001	23	0.0%				
School Foundation	15,657	15,657	-	0.0%				
Special Education	27,941	27,945	4	0.0%				
French as a Second Language	2,805	2,805	-	0.0%				
English as a Second Language	2,081	2,081	-	0.0%				
Learning Opportunities	4,324	4,324	0	0.0%				
Continuing Education	429	429	(0)	0.0%				
Adult Education	952	808	(144)	(15.2%)				
Teacher Q&E	20,433	20,437	4	0.0%				
Transportation	8,081	8,097	16	0.2%				
Admin and Governance	6,216	6,216	1	0.0%				
School Operations	20,679	20,648	(31)	(0.1%)				
Program Enhancement	483	483	-	0.0%				
First Nation, Métis and Inuit	181	181	0	0.0%				
Safe Schools Supplement	650	651	0	0.0%				
Community Use of Schools Grant	301	301	-	0.0%				
New Teacher Induction Program	89	89	-	0.0%				
Declining Enrolment	2,053	2,077	24	1.2%				
Temporary Accommodation	218	218	-	0.0%				
Green School Pilot	-	-	-	0.0%				
School Renewal - Operating Portion	2,125	2,125	-	0.0%				
Omers Contribution Supplement	-	-	-	0.0%				
Restraint Savings	(89)	(89)	-	0.0%				
<b>Total Operating Grants</b>	<b>230,588</b>	<b>230,485</b>	<b>(103)</b>	<b>0.0%</b>				
<b>Debt Servicing Grants</b>								
Permanent Financing of NPF	1,613	1,613	-	0.0%				
Amortization of DCC	7,906	7,906	-	0.0%				
Capital Debt Support Payment - Interest	8,678	8,678	-	0.0%				
Short Term Interest	-	-	-	0.0%				
<b>Total Debt Servicing Grants</b>	<b>18,197</b>	<b>18,197</b>	<b>-</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>On Forecast</b>
<b>Total Legislative Grants</b>	<b>248,785</b>	<b>248,682</b>	<b>(103)</b>	<b>0.0%</b>	<b>42.3%</b>	<b>42.6%</b>	<b>(0.3%)</b>	<b>On Forecast</b>
<b>Other (EPOs &amp; Non-Grant Revenue)</b>	<b>6,207</b>	<b>6,945</b>	<b>738</b>	<b>11.9%</b>	<b>296.9%</b>	<b>326.8%</b>	<b>-29.9%</b>	<b>Behind Forecast</b>
<b>TOTAL REVENUE</b>	<b>254,992</b>	<b>255,627</b>	<b>635</b>	<b>0.2%</b>	<b>49.2%</b>	<b>50.4%</b>	<b>(1.2%)</b>	<b>Behind Forecast</b>



1325 California Avenue  
Windsor, ON N9B 3Y6  
CHAIRPERSON: Barbara Holland  
DIRECTOR OF EDUCATION: Paul A. Picard

**Meeting Date:**  
April 24, 2012

## BOARD REPORT

**Public**  **In-Camera**   
**PRESENTED FOR:** Information  Approval   
**PRESENTED BY:** Senior Administration  
**SUBMITTED BY:** Paul A. Picard, Director of Education  
 Mario Iatonna, Executive Superintendent of Business  
**SUBJECT:** **2011-12 SCHOOL BUDGET STATUS REPORT**

### RECOMMENDATION:

**That the Board receive the 2011-12 School Budget Status Report as information.**

### SYNOPSIS:

This report provides a status of individual school budgets as at February 29, 2012.

### BACKGROUND COMMENTS:

As part of overall Board budget reduction measures, the Board approved a reduction in school budget allotments for the 2007-08 and 2008-09 fiscal years. School budgets were further reduced in 2009-10. In 2010-11, school budgets were increased, in total, 36% over 2009-10 levels in an effort to restore the budgets to amounts that existed prior to the reduction measures. Faced with continued declining enrolment in 2011-12 and the reduced grant revenues that resulted, school budgets were decreased 20% during 2011-12 budget development over levels that existed in 2010-11.

This School Budget Status Report covers the six-month period from September 1, 2011 to February 29, 2012. As at February 29, 2012, 60% of the school year has elapsed. Therefore, generally speaking, it would be expected that school budgets would be approximately 60% spent.

Appendix A of the report includes the 2011-12 school budgets along with actual expenditures and variances as at February 29, 2012 for each school. A description of each column of the School Variance Report is provided in Appendix B.

With 60% of the school year elapsed at February 29, 2012, the schools have collectively spent 64% of their budgets as at the same point in time. If current spending patterns are

projected on a straight-line basis to the end of the school year, the schools would, in total, project a deficit at year-end. In 2010-11, prudent fiscal management by the principals as a group resulted in a prior year's surplus in total for all schools that has been rolled-over and is available to help offset pressures that exist in 2011-12. When this prior-year surplus is considered, a projected surplus of \$83,786 for all schools is anticipated.

It should be noted that Administration monitors the budget on an ongoing basis and as with any annual forecast, the variance projections will become more accurate as the year unfolds. Trustees should be cautioned that the actual surplus/deficit realized at year-end may vary from expected results due to impacts from multiple factors including timing of transactions and unforeseen activity.

**FINANCIAL IMPACT:**

Discussed throughout the report.

**TIMELINES:**

School budget status reports are provided periodically to the Board.

**APPENDICES:**

- Appendix A: 2011-12 In-Year School Budget Variance Report for the Period Ending February 29, 2012.
- Appendix B: School Budget Variance Report Explanation.

**REPORT REVIEWED BY:**

<input type="checkbox"/>	EXECUTIVE COUNCIL:	Review Date:	--
<input checked="" type="checkbox"/>	EXECUTIVE SUPERINTENDENT:	Approval Date:	April 18, 2012
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date:	April 18, 2012

**Windsor-Essex Catholic District School Board  
2011-12 In-Year School Variance Report  
For the Period Ending February 29, 2012  
60% of the School Year Elapsed**

Appendix A

School	2011-12 Annual Expenditure Budget	2011-12 YTD Actual at Feb. 29 <sup>th</sup> (excludes prior year surplus/(deficit))	2011-12 YTD Variance at Feb. 29 <sup>th</sup>	YTD % of Budget Expended at Feb. 29 <sup>th</sup>	Projected Year-End Surplus/(Deficit)	Prior Year Surplus/(Deficit)	Projected Year-End Surplus/(Deficit) Including Prior Year Surplus/(Deficit)	Comments
<b>ELEMENTARY SCHOOLS</b>								
Christ the King	\$24,813	\$11,229	\$13,584	45%	\$6,015	\$287	\$250	Projected surplus provided by Principal. Budgeted funds will be almost fully utilized by year end.
L.A. Desmarais	\$26,295	\$12,429	\$13,866	47%	\$5,488	\$981	\$500	Projected surplus provided by Principal. Additional anticipated expenditures include photocopy costs, paper, instructional supplies purchased in May for start of next school year, additional Science manipulatives and graduation costs.
Holy Cross	\$28,918	\$19,414	\$9,504	67%	(\$3,582)	(\$31,502)	(\$24,502)	Projected deficit provided by Principal. Subsequent to February 29, the school used \$6,886 school generated funds to pay for computers that were previously in the school budget accounts; this reduced the projected deficit to \$24,502.
Holy Name	\$32,736	\$18,501	\$14,235	57%	\$1,765	\$12,166	\$13,931	Straight-line calculated projection.
Immaculate Conception	\$20,160	\$8,143	\$12,017	40%	\$6,529	(\$826)	\$5,702	Straight-line calculated projection.
W. J. Langlois	\$15,859	\$9,527	\$6,332	60%	(\$89)	\$4,797	\$4,708	Straight-line calculated projection.
H.J. Lassaline	\$26,820	\$18,797	\$8,023	70%	(\$4,647)	\$1,922	(\$2,725)	Straight-line calculated projection.
Notre Dame	\$30,558	\$17,755	\$12,803	58%	\$836	\$21,017	\$21,853	Straight-line calculated projection.
Our Lady of Mount Carmel	\$37,407	\$19,841	\$17,566	53%	\$4,192	\$6,909	\$11,101	Straight-line calculated projection.
Our Lady of Lourdes	\$16,353	\$11,646	\$4,707	71%	(\$3,143)	\$10,868	\$7,724	Straight-line calculated projection.
Our Lady of Perpetual Help	\$26,075	\$12,363	\$13,712	47%	\$5,379	\$5,538	\$10,917	Straight-line calculated projection.
Our Lady of the Annunciation	\$11,634	\$11,614	\$20	100%	(\$7,808)	\$936	(\$6,872)	Straight-line calculated projection.
Queen of Peace	\$22,193	\$15,033	\$7,160	68%	(\$2,973)	\$432	(\$2,541)	Straight-line calculated projection.
Sacred Heart	\$33,522	\$26,757	\$6,765	80%	(\$11,270)	\$12,230	\$960	Straight-line calculated projection.
Stella Maris	\$20,815	\$12,643	\$8,172	61%	(\$350)	\$672	\$322	Straight-line calculated projection.
St. Alexander	\$18,052	\$15,512	\$2,540	86%	(\$7,916)	\$6,737	(\$1,179)	Straight-line calculated projection.
St. Angela	\$19,329	\$7,443	\$11,886	39%	\$6,869	(\$673)	\$6,196	Straight-line calculated projection.
St. Anne French Immersion	\$29,272	\$5,917	\$23,355	20%	\$19,367	(\$9,553)	\$9,814	Straight-line calculated projection.
St. Anthony	\$16,339	\$9,897	\$6,442	61%	(\$229)	(\$26)	(\$255)	Straight-line calculated projection.
St. Bernard - Windsor	\$16,956	\$9,631	\$7,325	57%	\$833	\$3,450	\$4,283	Straight-line calculated projection.
St. Bernard - Amherstburg	\$15,894	\$8,886	\$7,008	56%	\$1,018	(\$5,296)	(\$4,278)	Straight-line calculated projection.
St. Christopher	\$34,741	\$21,355	\$13,386	61%	(\$1,009)	\$11,784	\$10,776	Straight-line calculated projection.
St. Gabriel	\$29,473	\$17,694	\$11,779	60%	(\$147)	\$15,652	\$15,505	Straight-line calculated projection.
St. Gregory	\$25,739	\$14,237	\$11,502	55%	\$1,906	\$2,862	\$4,768	Straight-line calculated projection.
St. James	\$21,334	\$13,224	\$8,110	62%	(\$804)	(\$2,615)	(\$3,419)	Straight-line calculated projection.

**Windsor-Essex Catholic District School Board**  
**2011-12 In-Year School Variance Report**  
**For the Period Ending February 29, 2012**  
**60% of the School Year Elapsed**

Appendix A

School	2011-12 Annual Expenditure Budget	2011-12 YTD Actual at Feb. 29 <sup>th</sup> (excludes prior year surplus/(deficit))	2011-12 YTD Variance at Feb. 29 <sup>th</sup>	YTD % of Budget Expended at Feb. 29 <sup>th</sup>	Projected Year-End Surplus/(Deficit)	Prior Year Surplus/(Deficit)	Projected Year-End Surplus/(Deficit) Including Prior Year Surplus/(Deficit)	Comments
St. John	\$15,715	\$465	\$15,250	3%	\$14,937	(\$5,664)	\$9,272	Straight-line calculated projection.
St. John the Evangelist	\$13,201	\$2,209	\$10,993	17%	\$9,504	(\$8,916)	\$588	Straight-line calculated projection.
St. John de Brebeuf	\$30,363	\$15,849	\$14,514	52%	\$3,832	\$14,223	\$18,055	Straight-line calculated projection.
St. John the Baptist	\$28,293	\$22,873	\$5,420	81%	(\$9,996)	\$2,655	(\$3,680)	Projected deficit provided by Principal. The school is planning on using \$3,661 school generated funds to pay for computers that are currently in the school budget accounts; thus, the school deficit will be reduced to \$3,680.
St. John Vianney	\$37,770	\$15,728	\$22,042	42%	\$11,440	\$9,535	\$10,000	Projected surplus provided by Principal. The school is planning a substantial technology purchase (ipads, laptops, TV) to bring the Library in the direction of 21st Century Learning. A portion of the purchase will be reimbursed by the School Council and School fundraising account.
St. Joseph	\$26,428	\$11,799	\$14,629	45%	\$6,676	\$3,283	\$6,959	Projected surplus provided by Principal. Additional expenditures are anticipated relating to "greening project" in the school yard.
St. Jules	\$21,857	\$16,191	\$5,666	74%	(\$5,247)	\$6,584	\$1,337	Straight-line calculated projection.
St. Louis	\$24,909	\$14,296	\$10,613	57%	\$977	\$9,895	\$5,872	Projected surplus provided by Principal. St. Louis plans on spending approximately \$5,000 on computers which will reduce the projected year end surplus to \$5,872.
St. Maria Goretti	\$19,291	\$13,759	\$5,532	71%	(\$3,742)	\$5,040	\$1,298	Straight-line calculated projection.
St. Mary	\$16,675	\$10,453	\$6,222	63%	(\$823)	(\$2,591)	(\$3,414)	Straight-line calculated projection.
St. Peter	\$27,048	\$19,414	\$7,634	72%	(\$5,451)	\$4,614	\$4,000	Projected surplus provided by Principal. First part of year included one-time computer expenditures which will not recur.
St. Pius X	\$36,746	\$33,895	\$2,851	92%	(\$19,995)	\$2,922	\$5,972	Projected surplus provided by Principal. A significant portion of the projected variance is due to computer hardware and instructional supply purchases made in the first two months to be utilized for the balance of the school year. As well, approximately \$7,800 of Muskoka bus costs currently in school budget expenditures will be reimbursed utilizing school generated funds. The school plans to closely monitor its budget in order to reduce the projected year end variance to a variance much more reflective of actual budget use at St Pius X.
St. Rose	\$17,345	\$13,726	\$3,619	79%	(\$5,634)	\$6,470	\$836	Straight-line calculated projection.
St. Theresa	\$11,399	\$10,981	\$418	96%	(\$6,983)	\$5,173	(\$1,810)	Straight-line calculated projection.



**Windsor-Essex Catholic District School Board  
2011-12 In-Year School Variance Report  
For the Period Ending February 29, 2012  
60% of the School Year Elapsed**

Appendix A

School	2011-12 Annual Expenditure Budget	2011-12 YTD Actual at Feb. 29 <sup>th</sup> (excludes prior year surplus/(deficit))	2011-12 YTD Variance at Feb. 29 <sup>th</sup>	YTD % of Budget Expended at Feb. 29 <sup>th</sup>	Projected Year-End Surplus/(Deficit)	Prior Year Surplus/(Deficit)	Projected Year-End Surplus/(Deficit) Including Prior Year Surplus/(Deficit)	Comments
St. William	\$39,283	\$26,977	\$12,306	69%	(\$5,877)	\$10,334	\$0	Projected "on-budget" position provided by Principal. Additional expenditures are anticipated to be made including paper and learning materials thereby reducing the projected surplus at year end to nil.
<b>Total Elementary Schools</b>	<b>\$967,610</b>	<b>\$578,103</b>	<b>\$389,507</b>	<b>60%</b>	<b>(\$154)</b>	<b>\$132,306</b>	<b>\$138,825</b>	
<b>SECONDARY SCHOOLS</b>								
Assumption	\$79,242	\$63,303	\$15,939	80%	(\$26,730)	\$3,106	(\$16,704)	Projected deficit provided by Principal.  The variance is due to the purchase of instructional supplies and learning materials that will be used for the remainder of the year and the purchase of new and replacement computer technology that will be used for a number of years. The school is closely monitoring the budget to ensure that the projected year-end variance will be reduced significantly.
F. J. Brennan	\$80,262	\$61,346	\$18,916	76%	(\$22,432)	\$23,671	\$1,239	Straight-line calculated projection.
Catholic Central	\$92,679	\$53,741	\$38,938	58%	\$2,715	\$15,416	\$18,131	Straight-line calculated projection.
Cardinal Carter	\$83,739	\$60,282	\$23,457	72%	(\$17,175)	\$23,171	\$5,997	Straight-line calculated projection.
Holy Names	\$124,641	\$92,438	\$32,203	74%	(\$30,104)	(\$12,585)	(\$42,689)	Straight-line calculated projection.
St. Joseph	\$110,803	\$53,064	\$57,739	48%	\$21,972	\$2,043	\$24,015	Straight-line calculated projection.
St. Anne	\$144,600	\$123,297	\$21,303	85%	(\$61,804)	\$12,976	(\$48,828)	Straight-line calculated projection.
St. Thomas of Villanova	\$123,914	\$64,500	\$59,414	52%	\$15,938	(\$28,911)	(\$12,972)	Straight-line calculated projection.
St. Michael's Victoria	\$36,897	\$16,806	\$20,091	46%	\$8,764	\$16,131	\$24,895	Straight-line calculated projection.
St. Michael's Adult Campus	\$13,556	\$12,949	\$607	96%	(\$8,121)	\$0	(\$8,121)	Straight-line calculated projection.
<b>Total Secondary Schools</b>	<b>\$890,333</b>	<b>\$601,727</b>	<b>\$288,606</b>	<b>68%</b>	<b>(\$116,977)</b>	<b>\$55,018</b>	<b>(\$55,039)</b>	
<b>TOTAL ALL SCHOOLS</b>	<b>\$1,857,943</b>	<b>\$1,179,830</b>	<b>\$678,113</b>	<b>64%</b>	<b>(\$117,131)</b>	<b>\$187,324</b>	<b>\$83,786</b>	



### School Budget Variance Report Explanation

As part of the variance reporting process, schools are responsible for monitoring expenditures to ensure operations are conducted within the approved budget. A School Variance Report has been prepared in Appendix A. The various components of the **School Variance Report** are summarized in the following table:

Column	Description
School	This field identifies the individual school.
2011-12 Annual Expenditure Budget	This field contains the particular school's approved budget for the 2011-12 school year.
2011-12 YTD Actual at Feb. 29 <sup>th</sup> (excludes prior year surplus/deficit)	<p>This field contains the sum of (1) the year-to-date (YTD) actual expenditures incurred by the school as of the report date and (2) any commitments incurred by the school. Commitments, also known as encumbrances, are obligations such as purchase orders that have been issued but for which payment has not yet been made. Commitments reduce the budget balance available for other purposes.</p> <p>The prior year (2010-11) surplus/(deficit) for each school, which is rolled forward at year-end to the current school year (2011-12) has been excluded from this column so the actual spending reported is that incurred by the school in-year.</p>
2011-12 YTD Variance (at Feb. 29 <sup>th</sup> )	This is a formula driven field that calculates the 2011-12 Annual Budget less the YTD Actual Expenditures.
YTD % of Budget Expended at Feb. 29 <sup>th</sup>	This is a formula driven field that calculates the percentage of the Annual Budget that has been expended as of the report date. It is calculated by dividing the value reported in the YTD Actual field by the value reported in the Annual Budget field.
Projected Year-End Surplus/(Deficit)	This is a formula driven field that calculates the straight-line projection of the school's year-end surplus or deficit based on actual expenditures incurred as of the report date. The calculated value is based on projecting expenditures incurred to date to the end of the school year or June 30 <sup>th</sup> , 2012.
Prior Year Surplus/(Deficit)	<p>Both school budget surpluses and deficits are rolled over at each year-end to the next fiscal year. If a prior-year surplus existed, this surplus funding becomes available for use by the schools in the next fiscal year. Similarly, if deficits were incurred in the previous fiscal year, they remain the responsibility of the respective schools moving into the next fiscal year.</p> <p>In this column, the surplus or deficit incurred by each school in 2010-11 is reported.</p>



### School Budget Variance Report Explanation

<p>Projected Year-End Surplus/(Deficit) Including Prior Year Surplus/(Deficit)</p>	<p>Principals were provided an opportunity to change the year-end projection that was being calculated on a straight-line basis to something more reflective of where they believe they will end up at year end and provide associated commentary. In these instances where feedback was received, the value in this field represents the projected year-end surplus or deficit as provided by the school.</p> <p>In instances where no changes by the school were made, the value in this field is the sum of the Projected Year-End Surplus/(Deficit) column and the Prior Year Surplus/(Deficit) column that was rolled over from 2010-11.</p>
<p>Comments</p>	<p>This field contains comments as provided by the school Principal. If no comments were provided, the statement, "Straight-line calculated projection" has been entered.</p>



1325 California Avenue  
Windsor, ON N9B 3Y6  
CHAIRPERSON: Barbara Holland  
DIRECTOR OF EDUCATION: Paul A. Picard

**Meeting Date:**  
April 24, 2012

## BOARD REPORT

**Public**  **In-Camera**   
**PRESENTED FOR:** Information  Approval   
**PRESENTED BY:** Senior Administration  
**SUBMITTED BY:** Paul A. Picard, Director of Education  
**SUBJECT:** **ACCOMMODATION REVIEW COMMITTEE REPORTS TO THE DIRECTOR OF EDUCATION**

### RECOMMENDATION:

**That the Board receive as information the Final Accommodation Review Committees' (ARCs') Reports, submitted to the Director of Education, for the accommodation review studies of the Fontainebleau, Amherstburg and Lakeshore areas.**

**SYNOPSIS:** The Accommodation Review Committees' Final Reports to the Director of Education are provided to the Board as information at this time as part of the accommodation review process. The process is continuing, with further public consultation. Special Board meetings to receive the Director's report and further community input have been scheduled for May 14, 2012 (Amherstburg), May 15, 2012 (Fontainebleau) and May 17, 2012 (Lakeshore).

**BACKGROUND COMMENTS:** On October 11, 2011, the Board approved proceeding with pupil accommodation reviews of the following elementary schools:

- The Fontainebleau area, including W.J.Langlois and St. Alexander
- The Amherstburg area, including St. Bernard, Stella Maris and St. Theresa
- The Lakeshore area, including Our Lady of Annunciation and St. John the Evangelist

As required under Board Procedure Pr A:05 Pupil Accommodation Review, Accommodation Review Committees were established to lead the public review and to study, report and make recommendations on accommodation options for the schools under consideration.

The ARCs held public consultation meetings over the course of the reviews to present their work and to receive input from the communities. Pursuant to their mandate, and as detailed within their Terms of Reference, the committees relied on school information profiles,

information provided by Board administration, and input received through the public consultation process to complete their studies and to finalize the attached reports.

The reports were submitted to the Director of Education on April 16, 2012.

**TIMELINES:** The Director will review the ARC reports submitted to him and will prepare reports to the Board that include the results of the public consultation process and analysis and recommendations. The Director's reports will be presented to the Board at the following special public meetings for community input:

- For the Amherstburg area, Monday, May 14, 2012, 6:30 pm at St. Thomas of Villanova Secondary School.
- For the Fontainebleau area, Tuesday, May 15, 2012, 6:30 pm at St. Joseph Secondary School
- For the Lakeshore area, Thursday, May 17, 2012, 6:30 pm at St. Anne Secondary School.

The Director's reports will include as appendices, the ARCs' final School Information Profiles and Accommodation Reports, the information package provided to the ARCs by Board administration, and the minutes of all ARC meetings (including minutes of public meetings for input as well as committee meeting minutes). The Director's reports will be provided to the Trustees at least two weeks prior to the special public meetings and will be posted at that time to the Board's public website, in order to allow the community an opportunity to consider the Director's reports prior to the special public meetings for community input.

Following the special Board meetings, the Director, in consultation with Board administration, will prepare a follow up report to the Board in which he will report on and respond to the representations made by the public.

A public Board meeting has been scheduled for Tuesday, June 26, 2012, 7:00 pm, John Paul II Board Room, at which time the Board of Trustees will vote and make its final decision on the recommendations of the ARCs and the recommendations of the Director and Board administration. The Director's follow up report will be made available and posted to the Board's public website, prior to the meeting. The community has received notice of this meeting and the special meetings for public input through school letters, advertisements in local newspapers, and the Board website.

**FINANCIAL IMPACT:** N/A

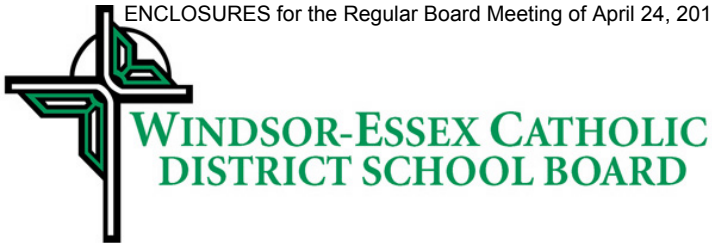
**APPENDICES:**

- Accommodation Review Committee Fontainebleau Final Accommodation Report
- Accommodation Review Committee Amherstburg Final Accommodation Report
- Accommodation Review Committee Lakeshore Final Accommodation Report

All documents relative to the ARC study, including the final reports, school profiles, background information, and minutes of all meetings are currently available on the Board's public website at [www.wecdsb.on.ca](http://www.wecdsb.on.ca).

**REPORT REVIEWED BY:**

<input type="checkbox"/>	EXECUTIVE COUNCIL:	Review Date:	--
<input checked="" type="checkbox"/>	EXECUTIVE SUPERINTENDENT:	Approval Date:	April 18, 2012
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date:	April 18, 2012



# **ACCOMMODATION REVIEW COMMITTEE**

**Fontainebleau**

*Final*

## **RECOMMENDATION REPORT**

**Study of St. Alexander and W.J. Langlois  
Elementary Schools**

**Submitted to the Director of Education**

**April 16, 2012**

## **Background**

On October 11, 2011, the Board approved proceeding with a pupil accommodation review of two elementary schools located in the Fontainebleau area of Windsor, including St. Alexander and W.J Langlois. In his report to the Board on October 11, 2011 the Director of Education noted the need to address the excess facility capacity in the Board's schools as well as the possible existence of one or more of the following conditions within the schools referred for study:

- is unable to provide a suitable and equitable range of learning opportunities for students;
- has experienced or will experience an adverse impact on learning opportunities for students due to declining enrolment;
- Reorganization could enhance program and learning opportunities for students;
- Teaching/learning spaces are not suitable to provide the programs needed to serve the community and retrofitting may be cost prohibitive;
- Under normal staffing allocation practices, it would be necessary to assign three grades to one class;
- higher building maintenance expenses are being incurred than what is typical for the system and/or is in need of major capital improvements;
- The consolidation of schools is in the best interest of the overall school system;

As required under Board Procedure Pr A: 05 Pupil Accommodation Review, an Accommodation Review Committee (ARC) was established to lead the public review of the group of schools, and to study, report and make recommendations on the accommodation options for these schools.

Invitations to participate in the ARC were forwarded to the two school communities, requesting suggestions for teaching, non-teaching, parent, community and business representatives. Invitations were also extended to local parishes and municipal representatives. The ARC is comprised of the following:

- Trustee Lisa Soulliere, as chair of the ARC
- Trustee Fred Alexander
- Superintendent Mike Seguin
- Fr. Andy Dwyer, Pastor St. Theresa Parish
- One business representative
- From each school:
  - The school principal
  - A representative from the teaching staff (These members did participate on the Committee until they were advised by their OECTA representatives to remove themselves from the Committee)
  - A representative from the non-teaching staff



- Three parents, one of whom is the School Council Chair for the school
- A community representative

The ARC held public consultation meetings over the course of the review to present its work and to receive comments and questions from the public. Working meetings were also held during the process to gather information, consider public input, analyze data, generate and study options and recommendations for the most beneficial pupil accommodations for this group of schools. All information, including accommodation options considered, and minutes of all working and public meetings were posted to the Board's web site. The public was also advised that hard copies of all documents could be obtained through the school principal or from the Catholic Education Centre. Questions and comments received at public meetings and through correspondence or communications through ARC members were discussed and considered by the ARC in the course of its study. Advance notice of all public meetings was provided through school newsletters, letters to the school community, synvoice messages, church bulletins and advertisements in the Windsor Star.

The minutes of all Working and Public meetings are attached as Appendix A.

At the first public meeting the Committee presented the School Profiles which had been prepared by Board Administration. The Committee made amendments to those profiles after hearing from the community and these profiles were again presented for input at the second public meeting.

Administration presented two possible accommodation options for consideration by the Committee and invited the Committee's comments or suggestions for other options. The Committee presented the options it planned to consider in its study to the community at the second public meeting. After hearing from the community, the Committee expanded on those options suggesting various implementation plans should either option be adopted. These amended options were also presented for public input.

The ARC relied on the completed profiles, information received through Board administration and input received through the public consultation process to complete its study pursuant to the Board's Pupil Accommodation Review Policy and Procedure and its terms of reference. This draft report comes out of that study and is presented for public consultation.

## **RECOMMENDATION**

**Consolidate W. J. Langlois at the St. Alexander site, with a renovation and/or construction of an addition to the existing school building.**

## Comments

The committee representatives from the W. J. Langlois community are not in favour of this recommendation and do not necessarily agree with the comparisons or data within the recommendation.

The committee representatives from the St. Alexander community support this recommendation for the following reasons. *They rely upon the information for which they have details in the School Profile. The following are the highlights of the details in addressing Value to the Student, the Board, the Community and the Economy.*

### VALUE TO THE STUDENT

- All staff from St. Alexander trained in Ministry of Ed. Initiatives Ontario Focused Intervention Plan for education(OFIP).
- St. Alexander can accommodate all types of exceptionalities (ie. Behavior outbursts – student placed in safe closed rooms to calm down, beneficial to other students who do not have to continue to witness outburst and get harmed thru outbursts).
- Crusader Healthy Snack Program parent volunteer provides healthy eating choices three days a week.
- In the Fontainebleau/Roseville area, St. Alexander has consistently scored high on EQAO test scores in the last 10 years.
- Having consistency within a school board is very important when it comes to what is offered to each student, no matter what school they attend. The curriculum is consistent from the Ministry of Education, within the school board; the learning environment should also be consistent and comparable to the other schools within the board. St. Alexander is a traditional school which offers a comparable learning environment to that of the rest of the WECDSB, which provides the students with an equal opportunity to succeed compared to the other schools within the board.
- Safety of students is also a very important concern for the parents and the board itself. At St. Alexander School traditional classrooms have the opportunity to be locked at a moment's notice - thus providing the students with the safest environment should it be

necessary to be protected. St. Alexander is also in close proximity to other schools, churches, businesses that can house the school in an emergency evacuation.

- With the transition to a new school, there will be a time of adjustment. Having to adjust to a school that offers a learning environment without disruption, would prove to be a benefit for the new students making the adjustment.
- St. Alexander will not currently require any construction to accommodate the students from WJ Langlois only minor renovations- WJ Langlois would require construction both inside and outside with the placement of portable classrooms to accommodate the St. Alexander students. (See Virtual Schools)
- With the adequate schoolyard space at St. Alexander many extracurricular activities that promote physical activity are provided to students as are indoor extracurricular activities both athletic and non-athletic. Many school clubs exist and can be expanded.
- The traffic count on Adstoll Street is low, and therefore a safe location for a school.
- The Bus Bay and Kiss N Ride established ensures a quick and safe arrival at St. Alexander. This is not currently offered at WJ Langlois or available without construction of a turnaround loop or rezoning by-law enforcement to allow for stopping in front of the school during school hours.
- Having a before and after school childcare program in the school aids parents and students from having to travel to a facility out of the neighborhood.
- The layout of the existing halls and classes create a window wall for natural daylight and venting for each classroom and other purpose rooms creating an inviting learning environment with natural light.
- Having a traditional layout also is beneficial for those students and parents who are with special needs: wheel chairs visually impaired etc. Having tiled floors and permanent hallways, with no carpeting makes it easy to get around the school without disrupting classrooms or the need for assistance and is easier to clean and sanitize.
- Having the school within walking distance from home allows children the opportunity to walk to school for physical and social reasons. 80% of the school's population walks to school.

- By consolidating Langlois to St. Alexander and increasing enrolment, a suitable and equitable range of learning opportunities will continue to be provided due to the increase in teachers and funding, allowing for the availability of more resources. Programs are similar to what is offered throughout the Windsor-Essex County area.
- With the consolidation of Langlois to St. Alexander, the occurrence of a three grade split would be less likely.
- The consolidation of Langlois to St. Alexander will be in the best interest of the students with the increase in social interaction as new friends are made and the two neighborhoods within this community come together into the learning environment that is most comparable to other schools in the board. Having won the Rotary Peace Prize and the Bea DeBernardi Award for inclusivity as an all inclusive neighborhood school community, we welcome and support all students to learn, contribute, participate and celebrate with their same age peers in regular classes in all areas of school life.
- Students benefit from the celebration of monthly liturgies and masses held both at St. Theresa Church and within the school's gymnasium. Some of the Masses are prepared and presented by the children during the year.
- If you refer to the "virtual school" you can see St. Alexander is able to accommodate all the student on the ground population and still provide space for LSST (room 12), BOT (room 12), the Ontario Early Years Program (room 1) and a large teacher prep room (room 29). All the classroom capacities fall well within the board's capacity limits.
- Fewer families will be displaced because St. Alexander has a larger population.
- St. Alexander has a wealth of resources and rooms to store it in. The large classrooms at St. Alexander have storage and shelving to provide ample space for resources and actual walls for displaying resources.
- St. Alexander has lockers for the students, which will alleviate clutter (coats, boots, books, backpacks, etc.) in the hallways and classrooms. At St. Alexander lunches can be left in lockers therefore cutting down the chances for allergic reactions and cross contamination.
- There is a bike rack at the front of St. Alexander School that currently accommodates 40 bicycles.

- All the programs already established at both schools can continue and/or be implemented at St. Alexander.

## **VALUE TO THE COMMUNITY**

- The students of St. Alexander strive to remain valuable examples in the community through their acts of charity, by cleaning up litter through the community and being respectful of the community's people and property.
- St. Alexander has been in the community since 1960.
- New families replacing elderly who are moving out – neighborhood is rising again. (increased JK/SK enrolment for 2011-12 from past years)
- Polling station for both municipal and provincial elections.
- Outside agencies use gym as a rental regularly.
- Having the Ontario Early Learning Centre in the school is a Value to the community as it promotes an educational and social environment for families with preschoolers to spend time together. It helps get the children ready for school. Currently St. Alexander has 16 traditional classrooms and 2 portable classrooms that could accommodate more than one community group function at the same time without interrupting each other, a gymnasium, and adequate yard space for outdoor activities. Currently St. Alexander has a partnership with OEY, Talk 2 Me, and the Toy Box. Other groups use school after hours as well.
- Having a school in the community that is comparable to the rest of the schools in the school board, provides an equal opportunity for the students to succeed. It is an attraction to new home buyers, and young families that this is in place. As traditional classroom schools are a preference not just of the WECDSB, but most people in general. By removing this "preferred" style of school from the neighborhood, families have indicated they will begin to remove themselves, and with fewer and fewer young families moving in, this would only impact negatively on the community as a whole.

- St. Alexander has an adequate number of teaching and learning spaces suitable to provide the programs needed to serve the community. (16 traditional classrooms that could accommodate more than one community group function at the same time without interrupting each other, a gymnasium, and adequate yard space for outdoor activities.) Currently St. Alexander has a partnership with OEY, Talk 2 Me, and the Toy Box. Other groups use school after hours as well.
- St. Alexander draws new and returning alumni families to the neighborhood. With the recent closing of Adstoll arena and a neighboring variety store, closing St. Alexander may be detrimental to the area and may dissuade new families from moving into the neighborhood
- There is little or no violence and vandalism at St. Alexander.

## **VALUE TO THE BOARD**

- Charitable donations – we demonstrate faith and service to others (our Board motto)
- Higher EQAO scores reflect well on the school board, and in turn, attracts more students.
- Traditional classrooms ensure that the learning environment, as is the curriculum, be comparable and consistent with the schools of the board. Traditional classrooms will ensure no hesitation among families to stay and move into the area and therefore stabilize or improve enrolment figures.
- Having the Ontario Early Learning Center is a Value to the Board. As families with young children come to the center they are also familiarizing themselves and their children with the school and in turn will enroll their children within the school if possible.
- At present time, with the estimates for future students, St. Alexander has sufficient space/classrooms to accommodate W. J. Langlois students, with little to no needed funding. (See Virtual School)
- Teachers prep and lunch areas provide sufficient space to accommodate increased staffing needs

- The adequate resource/meeting rooms will allow for easy transition of material from Langlois to be brought over and stored. No need for funding to construct more rooms.
- Sufficient washroom facilities will accommodate St. Alexander students along with Langlois students. No need for funding to construct more facilities.
- There are adequate parking spaces (68) to accommodate both staff and parents for drop off and pick up before and after school. There is no need of funding for more parking. Parking is also permitted on surrounding streets. There are currently 26 parking spaces at W. J. Langlois.
- By consolidating Langlois to St. Alexander the optimum utilization rate for the purpose of full funding would increase the threshold.
- By consolidating Langlois to St. Alexander and increasing enrolment thereby increasing teachers, funding and the availability of resources to provide students with a suitable and equitable range of learning opportunities, the concern of the Director set out in his report of October 11, 2011 would be addressed.
- Teaching and learning spaces are an adequate size within Ministry Standards in terms of square footage and can accommodate classroom capacities to provide programs needed to serve the community. Retrofitting is not necessary at this time. The concern of the Director with respect to the adequacy of teaching and learning spaces as set out in his October 11 report would be addressed.
- The maintenance expenses based on the age of the building at St. Alexander are comparable to the other schools in the board that are of the same age. Each school has a list of maintenance expenses that have accrued over the years due to lack of funding and each school will always carry forward a maintenance expense year after year and it will fluctuate in cost dependent on what the board deems necessary to repair.
- Yearly estimated cost of utilities is approximately \$10,000 cheaper than Langlois therefore Building and School Based Expenditures are cheaper. The annual operating cost at St. Alexander is close to \$10,000 less than W.J. Langlois.
- Based on this year's St. Alexander renewal plan, the \$10,000 St. Alexander need to replace the mill work and sinks in the staff washroom is minimal compared to the \$180,000 by W.J. Langlois to replace the windows and doors and an undetermined amount to waterproof the school.

- All the students from Langlois will easily fit into the existing school setting, making this an easy transition-no need for an addition to the property
- Families have moved back to the neighborhood specifically so their children can attend St. Alexander and there are a number of families attending St. Alexander even though they reside in the W.J. Langlois district.
- The open concept structure at W.J. Langlois would be more adaptable to resale.
- If necessary, an addition can be easily be added as a natural extension to the senior side of the school or courtyard without the disruption of learning.
- The majority of students graduating from St. Alexander maintain their Catholic education by attending F.J. Brennan and St. Joseph Secondary schools. Many of St. Alexander's students who have been involved in student council and leadership programs continue to represent their student bodies on council at the secondary school level. As well as many parents who held positions on St. Alexander's parent council move on with their children to dedicate their time and experience with positions at F.J. Brennan and St. Joseph.

## **VALUE TO THE ECONOMY**

- Daycare, Ontario Early Years, Talk 2 Me all benefit from the positive relationship with St. Alexander School
- Walmart, Silversteins, Evan's Wholesale, Nucelli, Kernels, Pita Pit, Koolini, Harvest Fresh lunch, Francos, Monarch, Nantais, Sharp Bus Lines, Veteran Cab, Your Neighborhood Credit Union, Costco, Freshco, Dollar Store, Zehrs etc... (see School Profile for companies that benefit from St. Alexander's business). By supporting local businesses, St. Alexander indirectly helps keep many individuals in the community employed
- St. Alexander provides co-operative education opportunities for students and supports high school co-op placements. As students complete their co-op placements it prepares for future job placement which in turn benefits the economy.



- St. Alexander supports local businesses on a daily, monthly and yearly basis for many reasons. (school supplies, purchases and orders for many programs and school functions) and in turn some of these same local businesses support St. Alexander as well, through fundraising events, prize and monetary donations, and delivery of orders for many programs and school functions. This in turn has a reciprocal effect where St. Alexander parents are aware of what businesses are involved with the school and in turn personally support these businesses. It's a win-win all around for the economy.
- St. Alexander employs over 25 staff members, making St. Alexander a viable local employer in the community which in turn the benefits the economy
- Former students return to see teachers or move back to the neighborhood so their kids can attend St. Alexander. Many generations of families live in the neighborhood that surrounds St. Alexander. Families are committed to investing in this neighborhood by purchasing homes to raise families in due to a traditional school close by.

### **Analysis of Recommendation**

#### **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:**

- As indicated in the school profiles, both schools offer a broad range of quality programming. One or more of the Fontainebleau ARC representatives have suggested the following should the Board elect to proceed with the recommendation:
  - That air conditioners are installed in all rooms if feasible
  - That Full Day Early Learning Program continues
  - That the Back on Track Program continues
  - That any construction to the building would include more boys/girls washroom facilities
  - That the Book Room, Teacher/Resource Room also accommodate resources from W.J. Langlois
  - That portables only be used temporarily until an addition is built to accommodate the increased enrolment. If not feasible, prefer Port-a-Pak with washroom facilities
  - That the W.J. Langlois technology blend with the St. Alexander technology within space and reason and in proportion to enrolment
  - That the board endorse the process where the two school communities come together to form a new community with new school colours and new logo and the school painted to reflect the new colours and logo

- If Ministry funding was not realized, funds available from increased funding attributable to increased utilization of St. Alexander would be allocated to the new school community. The amount of funds allocated would be determined on a percentage basis with consideration given to the type of utilization of the site.
- Security door access (swipe card or buzzer access)
- Bring playground equipment over from WJ Langlois if it can be repaired to meet safety standards
- The Board implement the consolidation for the 2013/2014 school year, giving students, parent, teachers and the community time to adjust to the decision made, hence a smoother transition for everyone.

**The effects of consolidation, closure or program relocation on the following:**

**The attendance area defined for the schools**

The attendance area for the new merged community at St. Alexander would encompass the current boundary areas for St. Alexander and W. J. Langlois

**ii) Attendance at other schools**

The pending secondary boundary proposal would mean the new merged community would be a feeder school to F.J. Brennan secondary.

**The need and extent of bussing**

Currently approximately 20% of the students at St. Alexander and 25% of W.J. Langlois are bused. A merged community at St. Alexander will require another 3 additional buses at an annual cost of \$43,000 (total annual \$129,000). Approximately 60% of Langlois students will require busing.

**The financial effects of consolidating or not consolidating the school, including any capital implications:**

All students are projected to fit in the existing configuration of St. Alexander School without need for permanent classroom additions or portables, therefore there is no cost estimated for any additions or portables.

Many of the additional items recommended cannot be accurately costed at this stage, since the extent of work required has not been identified and some costs would be dependent on whether or not an addition is required/feasible. For example, the number of air conditioners may require a complete upgrade to electrical feeds into the school, at potentially considerable expense; the number of additional washroom facilities and their location within the building would have to be identified.

Given all of the renovations noted and those of a more general nature that may be required throughout the school, a very preliminary and very rudimentary cost of

\$1.5 million has been estimated. Costs could be significantly reduced with the elimination of air conditioning throughout the building.

- **Revenue implications as a result of the consolidation, closure or program relocation:**

Estimated possible proceeds of disposition of Langlois - \$880,000

The merged school will now be at capacity and revenues will match expenditures/operating costs at the new school building.

- **Savings expected to be achieved as a result of the consolidation, closure or program relocation:**

- i) **School operations (heating, lighting, cleaning, routine maintenance)**

Annual operational costs of Langlois -	\$97,321	
Annual operational costs of St. Alexander	<u>\$88,835</u>	
Total operating costs	\$186,156	
Estimated operational cost of accommodating 385-395	\$93835	(without addition of air conditioning)
Estimated cost savings	\$92,321	

**Expenditures to address school renewal issues, which will no longer be required:**

Renewal needs Langlois – 10 year estimate- \$2,082,463

- **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:**

- School operations (heating, lighting, cleaning, routine maintenance)**

Additional \$5,000.00 annual for opening portables

- School administration**

Teachers (merged community of 390) – Addition of 6.5 teachers to St. Alexander’s 14.5

Custodial – Current 3.0 projected to 1.75

Educational Assistants – status quo

Addition of 2 ECE to staff the early learning program

Addition of 1 behavior specialist to staff new Back on Track at St. Alexander

**School renewal**

Renewal costs of St. Alexander (10 years) \$2,693,067

**Transportation**

3 additional buses at total annual \$129,000

• **Net savings/costs associated with:**

**Teaching staff**

Teaching staff St. Alexander		\$1,316,140
Teaching Staff Langlois		<u>\$1,061,849</u>
Total		\$2,377,989
Estimated teaching staff		
Merged school		
16 classroom teachers		
5 nonclassroom		
21 @ \$86,472		<u>\$1,815,918</u>
Net savings		<u>\$562,071</u>

**School Administration**

<b>Custodial</b> from	\$146,200	<b>Learning Commons Specialist</b>	.66	\$26096
Projected custodial	<u>\$85,283</u>	Projected	.33	<u>13,048</u>
Net	\$ 60,917			\$13,048
 <b>Early Childhood Educator</b>				
Addition of 1 @ \$40,456				
Additional cost				
At merged school \$40,456 (unfunded for 2012/13)				
 Principal, secretary funded per school, therefore no savings				

Behaviour Specialist (back on track to move to St. Alexander to service new school community)/EA compliment status quo

### **Paraprofessionals**

Status quo

### **Student transportation**

Increase of 3 buses, \$129,000 annual

### **The possible alternative use or disposition of an empty building:**

Disposition in accordance with Education Act and regulations

## **RECOMMENDATION**

**Consolidate St. Alexander at the W.J. Langlois site, with the addition of portables and/or the construction of an addition and renovation to the existing school building.**

### **Comments**

The committee representatives from the St. Alexander community are not in favour of this recommendation and do not necessarily agree with the comparisons or data within the recommendation. If, however, the Board were to consider the merging of the two communities at Langlois, the St. Alexander committee representatives believe that their school community may be more amenable to the option if the Board undertook retrofitting at W.J. Langlois to make it more consistent with a traditional classroom setting.

The committee representatives from the W.J. Langlois community support this recommendation for the following reasons. *They rely upon the information for which they have details in the School Profile. The following are the highlights of the details in addressing Value to the Student, the Board, the Community and the Economy.*

## VALUE TO THE STUDENT

- W. J. Langlois offers many excellent programs for the students. (See W. J. Langlois school profile)
- The open concept of W. J. Langlois is a very favorable accommodation for our students. This is shown by many people that have attended W. J. Langlois as children, who are now returning to the area to raise their family and to have their own children attend W. J. Langlois. Some studies show that students taught at open concept schools are shown to be more creative and have the ability to multi-task. Some students of W. J. Langlois got up and spoke at the 1<sup>st</sup> Public ARC Meeting and this showed their confidence. A book was presented to the ARC committee called “What W. J. Langlois Means to Me” in which the students expressed all the benefits of attending W. J. Langlois including open concept which prepares them for life. (See 1<sup>st</sup> Public ARC Meeting Minutes)
- The importance of receiving a Catholic Education. (See 2<sup>nd</sup> Public ARC Meeting Minutes) W. J. Langlois celebrates Mass in the gym and at St. Vincent de Paul Church. Some of the Masses are prepared by and presented by the children during the year.
- W. J. Langlois effectively teaches students with special needs. There are several students with special needs who are fully integrated with all other students. They are made to feel a part of the W. J. Langlois family. (See 1<sup>st</sup> and 3<sup>rd</sup> Public ARC Meeting Minutes)
- W. J. Langlois has air conditioning. The comfort of the children during warm weather is very important and creates a more consistent effective physical learning environment.
- The school board has implemented new programs at W. J. Langlois, such as Full Day Early Learning Kindergarten and Back on Track. These programs are and continue to be very successful. The Full Day Early Learning Kindergarten program provides a developmentally appropriate environment for students to develop self regulation skills. Back on Track shows discipline to be a positive thing and how to learn from it.
- W. J. Langlois is located in a safe neighborhood where people look out for each other. Students take pride in their community. W. J. Langlois students have partnered with the City of Windsor’s Annual Clean Sweep Program, and is much appreciated by the community.
- The students can stay physically fit with the use of the track and outdoor activities. Recently in 2011 a basketball court and lights all around the track were added to the park. With the addition of the lights, this means families can enjoy the park into the late dusk hours.
- Having the school within walking distance from home allows children the opportunity to walk to school for physical and social reasons. 75% of the school’s population walks to school.

- W. J. Langlois is the recipient of the 2012 Rotary Peace Prize School designation.
- W. J. Langlois has a bike rack that will accommodate approximately 20 student bicycles.

### **VALUE TO THE SCHOOL BOARD**

- W. J. Langlois can hold up to 397 children (see the Enrollment and Capacity section, p. 17 in the ARC Information Package). W. J. Langlois currently has 200 children. Accommodations with portables, a small addition or retrofitting with additional walls could easily accommodate more students.
- According to p. 7 of the school profile, Question 3, the current renewal is 23.4% and a 10-year renewal is 31.7%. These numbers indicate it would be less costly to keep up Langlois. At a significant expense, there have been recent upgrades to the property. In the summer of 2011, new asphalt was put in place on the playground and all new drainage was put in. As a result, the school grounds are now accessible all year round. New lights were added to the school exterior and the exterior school building was painted.
- W. J. Langlois is the most affordable option. On the Summary of School Expenditures, Projected for the year ended August 31, 2012 report, it shows Langlois has a total cost of: \$ 1,869,150
- Langlois has potential room for parking expansion and a building addition if needed.

### **VALUE TO THE COMMUNITY**

- W. J. Langlois has been in existence in the community since 1970.
- W. J. Langlois is right next to Fontainebleau Library. The close proximity promotes use of the library by parents and students. The school is an integral part of the community.
- W. J. Langlois is right next to Rivard Park which has a quarter mile walking track, playground, swing set, and soccer field improvements were made with input from students regarding the Master Plan for Rivard Park. The school, park, and library are the nucleus of the Fontainebleau community.
- W. J. Langlois has presently 26 parking spaces and currently uses the library and nearby church parking lots.

- W. J. Langlois is used as a polling station for Municipal, Provincial and Federal elections.
- The W. J. Langlois building is rented out to community groups.

### **VALUE TO THE LOCAL ECONOMY**

- Student usage of the Fontainebleau library validates the importance of the library in the community.
- W. J. Langlois supports local businesses by using their services. The school also supports small business owners such as a nearby home day care. (See School Profile for a list of businesses) (See 1<sup>st</sup> Public ARC Meeting Minutes)
- Families are moving into the neighbourhood to attend W. J. Langlois and former students are returning so that their own children can attend the school.

### **Analysis of Recommendation**

**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:**

As indicated in the school profiles, both schools offer a broad range of quality programming. One or more of the Fontainebleau ARC representatives have suggested the following should the Board elect to proceed with the recommendation:

- That Full Day Early Learning Program continues
- That a before and after school program be implemented
- That the Back on Track program continues
- The addition of four (4) rooms off the senior hallway. If not feasible, prefer a Port-a-Pak with washroom facilities
- Construction of a bus bay to accommodate the Kiss 'n Ride program and a one way loading/unloading zone
- That the Book Room, Teacher/Resource Room also accommodate resources from St. Alexander
- That the St. Alexander technology blend with the W.J. Langlois technology within space and reason and in proportion to enrolment population
- That the board endorse the process where the two school communities



come together to form a new community with new school colours and new school logo and the school painted to reflect the new colours and logo.

- That the playground equipment be upgraded and bring playground equipment over from St. Alexander if it can be done feasibly.
- That the merged school continue with open concept
- Give parents an alternative closed classroom school for their children to attend, regardless of boundaries. If parents are willing to drive their children, let them choose another alternative.
- If Ministry funding was not realized, funds available from increased funding attributable to increased utilization of W.J. Langlois would be allocated to the new school community. The amount of funds allocated would be determined on a percentage basis with consideration given to the type of utilization of the site.
- Security door access (swipe card or buzzer access)
- Ontario Early Years program
- The Board implement the consolidation for the 2013/2014 school year, giving students, parent, teachers and the community time to adjust to the decision made, hence a smoother transition for everyone.

**The effects of consolidation, closure or program relocation on the following:**

**The attendance area defined for the schools**

**The attendance area for the new merged community at St. Alexander would encompass the current boundary areas for St. Alexander and W. J. Langlois**

**ii) Attendance at other schools**

**The pending secondary boundary proposal would mean the new merged community would be a feeder school to F.J. Brennan secondary.**

**iii) The need and extent of bussing**

**Currently approximately 20% of the students at St. Alexander and 25% of W.J. Langlois are bused. A merged community at W.J. Langlois would initially require a slightly higher cost due to a number of grandfathered students from previous school closures, but would in the end mean another 3 additional buses at an annual cost of \$43,000 (total annual \$129,000). Approximately 75% of current St. Alexander students will require bussing.**

**The financial effects of consolidating or not consolidating the school, including any capital implications:**

Combining all students at the W. J. Langlois site in accordance with the “virtual school” referenced by the Committee is projected to require 3 additional permanent classrooms at an estimated cost of \$1,500,000 total or 3 portables at an estimated

cost of \$270,000.

There may be a possibility of accommodating all students in the existing building with the removal and relocation of existing walls, estimated cost of \$200,000.

Many of the additional items recommended cannot be accurately costed at this stage, since the extent of work required has not been identified. For example, the construction of a bus bay would be for buses only, with a Kiss and Ride being a separate facility. A location, access point and size would have to be identified for each.

Given all of the renovations noted and those of a more general nature that may be required throughout the school, a very preliminary and very rudimentary cost of \$1.5 million (depending on renovations) has been estimated.

- **Revenue implications as a result of the consolidation, closure or program relocation:**

Proceeds of disposition St. Alexander - \$825,000

The merged school will now be at capacity and revenues will match expenditures/operating costs at the new school building.

- **Savings expected to be achieved as a result of the consolidation, closure or program relocation:**

**School operations (heating, lighting, cleaning, routine maintenance)**

Annual operational costs of Langlois -	\$97,321	
Annual operational costs of St. Alexander	<u>\$88,835</u>	
Total operating costs	\$186,156	
Estimated cost of accommodating 385-395 (with addition)		<u>\$107,321</u>
Estimated cost savings (with addition)		\$78,835
Estimated cost savings (no addition)		\$88,835

**Expenditures to address school renewal issues, which will no longer be required:**

Renewal needs St. Alexander – 10 year - \$2,693,067

- **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:**

**School operations (heating, lighting, cleaning, routine maintenance)**

Additional \$10,000 if addition

**School administration**

Teachers (merged community of 390) – Addition of 8 teachers to Langlois’ 13

Custodial current 3.0 total to 2.0

Educational Assistants – status quo

Addition of 1 ECE to staff the early learning program

**School renewal**

Renewal needs of W.J. Langlois – 10 years - \$2,082,463

**Transportation**

3 additional buses at total annual \$129,000

- **Net savings/costs associated with:**

**Teaching staff**

Teaching staff St. Alexander	\$1,316,140
Teaching Staff Langlois	<u>\$1,061,849</u>
Total	\$2,377,989
Estimated teaching staff	
Merged school	
16 classroom teachers	
5 nonclassroom	
21 @ \$86,472	<u>\$1,815,918</u>
Net savings	\$562,071

**School Administration**

<b>Custodial</b> from 3.00	146,200	<b>Learning Commons Specialist</b> .66	\$26096
Projected	<u>97,466</u>	Project	.33 <u>13,048</u>

Net	\$48,734	\$13,048
<b>Early Childhood Educator</b>		
Addition of 1 @ \$40,456		
Additional cost		
At merged school \$40,456		
Principal, secretary funded per school, therefore no savings		
Behaviour Specialist/EA compliment status quo		

### **Paraprofessionals**

**Status - quo**

### **Student transportation**

Increase of 3 buses, \$129,000 annual

- **The possible alternative use or disposition of an empty building:**

Disposition in accordance with Education Act and regulations

*“Learning together in faith and service”*



**WINDSOR-ESSEX CATHOLIC  
DISTRICT SCHOOL BOARD**

# **ACCOMMODATION REVIEW COMMITTEE**

**Amherstburg**

*Final*

## **RECOMMENDATION REPORT**

**Study of St. Theresa, St. Bernard  
& Stella Maris Schools**

**Submitted to the Director of Education**

**April 16, 2012**

## **Background**

On October 11, 2011, the Board approved proceeding with a pupil accommodation review of three elementary schools located in the Amherstburg area of Essex County, including St. Theresa, St. Bernard and Stella Maris. In his report to the Board on October 11, 2011 the Director of Education noted the need to address the excess facility capacity in the Board's schools as well as the possible existence of one or more of the following conditions within the schools referred for study:

- is unable to provide a suitable and equitable range of learning opportunities for students;
- has experienced or will experience an adverse impact on learning opportunities for students due to declining enrolment;
- Reorganization could enhance program and learning opportunities for students;
- Teaching/learning spaces are not suitable to provide the programs needed to serve the community and retrofitting may be cost prohibitive;
- Under normal staffing allocation practices, it would be necessary to assign three grades to one class;
- higher building maintenance expenses are being incurred than what is typical for the system and/or is in need of major capital improvements;
- The consolidation of schools is in the best interest of the overall school system;

As required under Board Procedure Pr A: 05 Pupil Accommodation Review, an Accommodation Review Committee (ARC) was established to lead the public review of the schools, and to study, report and make recommendations on the accommodation options for these schools.

Invitations to participate in the ARC were forwarded to the three school communities, requesting suggestions for teaching, non-teaching, parent, community and business representatives. Invitations were also extended to local parishes and municipal representatives. The ARC is comprised of the following:

- Trustee Frank Favot, as chair of the ARC
- Trustee Mary DiMenna
- Superintendent JoAnne Shea
- Rev. Fr. Brian Jane, Pastor of St. John the Baptist Church
- Three community representatives
- From each school:
  - The school principal
  - A representative from the teaching staff
  - A representative from the non-teaching staff

- o Three parents, one of whom is the School Council Chair for the school

The ARC held public consultation meetings over the course of the review to present its work and to receive comments and questions from the public. Working meetings were also held during the process to gather information, consider public input, analyze data, generate and study options and recommendations for the most beneficial pupil accommodations for this group of schools. All information, including accommodation options considered, and minutes of all working and public meetings were posted to the Board's web site. The public was also advised that hard copies of all documents could be obtained through the school principal or from the Catholic Education Centre. Questions and comments received at public meetings and through correspondence or communications through ARC members were discussed and considered by the ARC in the course of its study. Advance notice of all public meetings was provided through school newsletters, letters to the school community, synvoice messages, church bulletins and advertisements in the Windsor Star.

The minutes of all Working and Public meetings are attached as Appendix A.

At the first public meeting the Committee presented the School Profiles which had been prepared by Board Administration. The Committee made amendments to those profiles after hearing from the community and these profiles were again presented for input at the second public meeting.

Administration presented the following three accommodation options for consideration by the Committee (numbering for reference purposes only):

- #1 Consolidate St. Theresa at Stella Maris
- #2 Consolidate St. Theresa at St. Bernard
- #3 Close St. Theresa and accommodate students at St. Bernard and Stella Maris

The Committee was invited to provide input and to suggest other alternative options. The Committee added the following option for consideration in its public consultation study:

- #4 Remain status quo for all three schools and monitor potential growth within the area.  
Review boundaries to include St. Anthony, Harrow and St. Joseph, River Canard.  
Explore enhanced specialized programming adjustments such as French immersion, full day early learning programs and onsite childcare, with the intent of attracting students to all three schools.

The above options were presented for community input at the second public meeting.

After consideration of feedback received from the community, the Committee expanded its study to include the following options:

- #5 Close St. Bernard and accommodate students at St. Theresa and/or Stella Maris according to adjusted boundaries.
- #6 Consolidate St. Bernard and St. Theresa in a new school building at a neutral site, dependant on Ministry funding.

All of the options were presented to the community at the 3<sup>rd</sup> public meeting.

The ARC relied on the completed profiles, information received through Board administration and input received through the public consultation process to complete its study pursuant to the Board's Pupil Accommodation Review Policy and Procedure and its terms of reference. This draft report comes out of that study and is presented for public consultation.

The Committee reached full consensus on striking the following accommodation options and unanimously agreed not to recommend these as options suitable for this community of schools based on an assessment of Value to Student, Value to School Board, Value to Community and Value to Local Economy:

- The consolidation of St. Theresa at Stella Maris (option #1)
- The consolidation of St. Theresa at Stella Maris and St. Bernard (option #3)

The Committee could not reach consensus on whether or not to recommend the following options and therefore used a voting process in accordance with the Committee's terms of reference. On motion and through vote the following accommodation options were struck and are not recommended by the Committee. (The vote count on each motion to strike is noted):

- The consolidation of St. Theresa at St. Bernard (option #2 – 8 members voted in favour of striking the option and not recommending it as a suitable accommodation option; 3 members opposed the motion to strike the option as a possible recommendation).
- The consolidation of St. Bernard at St. Theresa and/or Stella Maris (option #5 – 9 members voted in favour of striking the option and not recommending it as a suitable accommodation option; 2 members opposed the motion to strike the option as a possible recommendation)
- The consolidation of St. Bernard and St. Theresa in a new school building at a neutral site, dependant on Ministry funding (option #6 – 7 members voted in favour of striking the option and not recommending it as a suitable accommodation option; 5 members opposed the motion to strike the option as a possible recommendation)



**RECOMMENDATION OF THE COMMITTEE:**

After consideration of all four components of the school information profiles including value to the students, value to the school Board, value to the community and value to the local economy and after consideration of input received through the consultation process, the Committee unanimously submits the following recommendation:

**Remain status quo and wait three to five years pending potential growth in the area for all three schools.**

- The Board shall explore potential growth within the surrounding areas of all three Schools.
- The Board shall be responsible for obtaining and presenting pertinent data, from Town of Amherstburg officials to verify potential residential distribution within these areas for the next three to five years, to the ARC Committee and the school community.
- The Board shall undertake a boundary review to include St. Anthony School in Harrow, St. Joseph School in River Canard and Holy Name School in Essex.
- The Board shall explore enhanced specialized programming such as the Dual Track French Immersion program, full day/every day early learning programs, on-site childcare, specific programming and classroom enhancements for the physically disabled and learning disabled Catholic children in our community, with the intent of attracting students to all three schools.
- The Board shall explore the feasibility and/or capability of converting all, one or two of the schools to becoming more energy efficient and eco friendly (i.e. rooftop solar panels, ground source energy for heating and cooling, tinting of southern windows to retain cooling in the summer, etc.)
- The Board shall endorse and/or allow the three schools to promote and advertise positive aspects of their schools, through local media or otherwise, with the intent of attracting students to all three schools.

**Programming**

- An integration Committee comprised of representatives from all three school communities would be established to help facilitate and integrate any new changes that the staff and students of these schools may need assistance with as well as maintaining optimal programming for the school community.

**Transportation**

- Students from all three schools will continue to be accommodated in accordance

with the Board's transportation policy.

### **Funding**

- The Board will follow proper protocol for applying to the Ministry and other respective levels of government for full or partial funding-grants for above mentioned specialized programming and other environmental initiatives.

### **Value to the Student**

- With an improved schoolyard space at Stella Maris, St. Bernard and St. Theresa many extra-curricular activities that promote physical activity can be more effectively and safely provided to students as are indoor extracurricular activities both athletic and non-athletic. Many school clubs that currently exist may be easily expanded.
- An improved Bus Bay and/or Kiss N Ride program would be established to ensure a quick and safe arrival at Stella Maris and St. Bernard Schools. These are not currently being offered or available without a rezoning by-law to allow for stopping in front of the schools during school hours.
- Having a before and after school childcare program in the school at St. Theresa aids parents and students from having to travel to a facility out of the community.
- A layout based on provincial mandates for barrier-free accessibility is beneficial for those students and parents who are with special needs: wheel chairs visually impaired etc. Having existing tiled floors, barrier free washrooms for staff and students, and entrances with wide doors for wheelchair access throughout makes it easy to get around the schools without disrupting classrooms or the need for assistance and is easier to clean and sanitize.
- Having Stella Maris, St. Bernard and St. Theresa Schools, within walking distance from home allows children the opportunity to walk to school for physical and social reasons. Over 90% of the St. Bernard population walks to school and St. John the Baptist Church.
- Presently, there is a full resident music program for all grades at St. Theresa with instruments funded primarily by the Parent Council in the amount of approximately \$38,000, for which the students are given more instruction than a regular itinerant program. It is imperative that this program continue.

**Value to the Community**

- The students at Stella Maris, St. Bernard and St. Theresa strive to remain valuable examples in their communities through their acts of charity, by cleaning up litter and being respectful of their community's residents and properties.
- New families are moving to Amherstburg each year. The residential population (according to the most recent census) is rising again.
- All three schools may be utilized as polling stations for municipal, provincial and federal elections if needed.
- Having schools in the community that are comparable to the rest of the schools in the school Board, provides an equal opportunity for the students to succeed. It is an attraction to new home buyers, and young families that this is in place, as traditional classroom schools are a preference not just of the WECDSB, but most people in general. By removing this "preferred" style of school from the community, families have indicated they will begin to remove themselves. As for the young families moving in, this would only impact negatively on their community as a whole.
- Stella Maris, St. Bernard and St. Theresa attract new and returning alumni families to their communities.
- There is little or no violence and/or vandalism at any of the three schools.

**Value to the Board**

- Charitable donations – we demonstrate faith and service to others (our Board motto).
- Higher EQAO scores reflect well on the school Board, and in turn, attract more students.
- Traditional classrooms ensure that the learning environment, as is the curriculum, be

comparable and consistent with the schools of the Board. Traditional classrooms will ensure no hesitation among families to stay and move into the area and therefore stabilize or improve enrolment figures.

- Having the Latchkey program operated by Creative Child Learning Centre Inc. at St. Theresa is a value to the Board. As families with young children come to St. Theresa, they are also familiarizing themselves and their children with the school and resources in the community, which in turn, will motivate them to enrol their children.
- Teacher prep and lunch areas provide sufficient space to accommodate increased staffing needs.
- Teaching and learning spaces are an adequate size within Ministry Standards in terms of square footage and can accommodate classroom capacities to provide programs needed to serve the community. The concern of the Director with respect to the adequacy of teaching and learning spaces as set out in his October 11 report would continue to be addressed for all three schools.
- The maintenance expenses based on the age of the buildings at Stella Maris, St. Bernard and St. Theresa are comparable to the other schools in the Board that are of the same age. Each school has a list of maintenance expenses that have accrued over the years due to lack of funding and each school will always carry forward a maintenance expense from year to year and it will fluctuate in cost dependent on what the Board deems necessary to repair.
- Based on this year's renewal plan, St. Bernard and St. Theresa are not even listed, while Stella Maris needs \$150,000 in maintenance repairs. When the totals are combined, it is minimal for the community as a whole.
- Many former students from Stella Maris, St. Bernard and St. Theresa who now have families have moved back to their old neighbourhoods specifically so their children can attend those schools.
- There is a better opportunity to sustain education K – 12 if our students attend our Catholic secondary schools. Some students who have been involved in student council and leadership programs at Stella Maris, St. Bernard and St. Theresa continue to represent their student bodies on council at the secondary school level. As well, many parents who held positions on parent council at Stella Maris, St. Bernard and St. Theresa move on with their children to dedicate their time and experience.

### Value to the Economy

- By supporting many local businesses, Stella Maris, St. Bernard and St. Theresa indirectly help keep many individuals in the community employed.
- Stella Maris, St. Bernard and St. Theresa support local businesses on a daily, monthly and yearly basis for many reasons. (school supplies, purchases and orders for many programs and school functions) and in turn, some of these same local businesses support our schools as well, through fundraising events, prize and monetary donations, and delivery of orders for many programs and school functions. This has a reciprocal effect where the parents from these schools become aware of what businesses are involved in their schools and in turn, support these businesses. It's a win-win all around for the local economy and community.
- Stella Maris, St. Bernard and St. Theresa employ local staff members, making them a viable local employer in their communities, which in turn, benefits the local economy.
- Former students return to see teachers or move back to their old neighbourhoods so their children can attend Stella Maris, St. Bernard and St. Theresa. Many generations of families live in the communities that surround these schools. Families are committed to investing in these communities. They purchase homes to raise their families in these communities because of the traditional schools nearby.

**The Committee submits the following as general information and not as a statement of support for these options:**

#### **Financial Implications on Mergers:**

- **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:**

- There was a large amount of concern expressed from the St. Theresa community for the possible loss of the St. Theresa music program that may result from any school closure.
- There was concern that elimination of the on-site child care at St. Theresa would pose a hardship to the employees as well as the parents who presently utilize the business.
- There was concern that the loss of the OEY or Ontario Early Years

Centre at St. Bernard would cause hardship to the employees and the parents utilizing the program.

- **The effects of consolidation, closure or program relocation on the following:**

- i) **The attendance area defined for the schools**

All options for consolidation would require a review of boundaries.

- ii) **Attendance at other schools**

There were suggestions from the community for boundary review of all area schools including Stella Maris, St. Bernard, St. Theresa, St. Joseph (River Canard), St. Anthony (Harrow) and Holy Name (Essex)

- i) **The need and extent of bussing**

In any of options for consolidation, additional buses would not be required, although dependant on option selected, could result in longer ride times.

- **The financial effects of consolidating or not consolidating the school, including any capital implications:**

Closing either St. Theresa or St. Bernard and consolidating at Stella Maris would require a possible addition dependant on Ministry funding or the addition of portables, as Stella Maris is at capacity. If moving St. Theresa to Stella Maris could possibly mean a 2 room addition (rough estimate \$1,000,000 or 2 additional portables (rough - \$180,000).

If moving St. Theresa to St. Bernard there would be no significant capital expenditure as FTE at St. Theresa could be accommodated within the surplus at St. Bernard. Estimate of \$200,000 for minor renovations

If moving St. Bernard to St. Theresa would require at least a 2 room addition or 2 additional portables (at estimated cost detailed above)

If moving St. Bernard to Stella Maris could possibly mean a 3 room addition (rough estimate \$1,500,000 or 3 additional portables (rough - \$270,000)

*Estimated cost for a new school to accommodate students from St. Bernard and St. Theresa – approximate - \$7,000,000.00*

- **Revenue implications as a result of the consolidation, closure or program relocation:**

Sale of either St. Bernard- approximate estimated revenue from sale \$985,000  
and/or St. Theresa – approximate estimated revenue from sale \$735,000

A merged school would be at capacity and revenues would match expenditures/operating costs at the school where the communities were consolidated.

- **Savings expected to be achieved as a result of the consolidation, closure or program relocation:**

- i) **School operations (heating, lighting, cleaning, routine maintenance)**

If either St. Theresa or St. Bernard merged at Stella Maris there would be increase in operations to heat, light etc. portables/addition of approximately \$10,000 - 15,000, but offset with closure of other school site. (i.e.: no longer operating St. Theresa at \$77,788 or St. Bernard at \$75,065)

If St. Theresa merged at St. Bernard there would be no increase in operations as no need for addition – would save operating costs of St. Theresa (\$77,788), continue to pay operating costs of St. Bernard (\$75,065)

If St. Bernard merged at St. Theresa there would be an increase in operations to heat, light, etc. portables/addition of approximately \$10,000, but offset with closure of St. Bernard with operating costs of \$75,065.

- ii) **Expenditures to address school renewal issues, which will no longer be required:**

If closed St. Theresa would no longer need to address renewal needs of \$2,242,010

If closed St. Bernard would no longer need to address renewal needs of \$2,962,601

- **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:**

- i) **School operations (heating, lighting, cleaning, routine maintenance)**

Additional \$10,000 - \$15000 annual if merge at either Stella Maris or St. Theresa

**ii) School administration**

ECE: possible increase of 1 if St. Theresa merged at St. Bernard.

Custodian: possible .5 increase at the school where merge occurring

Educational Assistants – according to needs of students

**iii) School renewal**

Still need to address renewal needs at the school where merging.

**iv) Transportation**

No increase in number of buses

• **Net savings/costs associated with:**

**i) Teaching staff**

Teachers: Classes would be staffed in accordance with staffing requirements (a reduction in numbers would be realized).

**ii) School Administration**

Principal and secretary funded per school. Savings realized from reduction of salaries would be offset by loss of revenue.

Custodian: Could realize a net savings of 1 - .5 position with any merge

Learning Common Specialist: reduced by .33



**iii) Paraprofessionals**

This would remain same with or without merge

**iv) Student transportation**

nil

• **The possible alternative use or disposition of an empty building:**

Any closed facility would be sold according to Education Act and regulations



**WINDSOR-ESSEX CATHOLIC  
DISTRICT SCHOOL BOARD**

# **ACCOMMODATION REVIEW COMMITTEE**

**Lakeshore**

***FINAL***

## **RECOMMENDATION REPORT**

**Study of Our Lady of the Annunciation  
& St. John the Evangelist Schools**

**Submitted to the Director of Education**

**April 16, 2012**

## **Background**

On October 11, 2011, the Board approved proceeding with a pupil accommodation review of two elementary schools located in the Lakeshore area of Essex County, including Our Lady of the Annunciation and St. John the Evangelist. In his report to the Board on October 11, 2011 the Director of Education noted the need to address the excess facility capacity in the Board's schools as well as the possible existence of one or more of the following conditions within the schools referred for study:

- is unable to provide a suitable and equitable range of learning opportunities for students;
- has experienced or will experience an adverse impact on learning opportunities for students due to declining enrolment;
- Reorganization could enhance program and learning opportunities for students;
- Teaching/learning spaces are not suitable to provide the programs needed to serve the community and retrofitting may be cost prohibitive;
- Under normal staffing allocation practices, it would be necessary to assign three grades to one class;
- Higher building maintenance expenses are being incurred than what is typical for the system and/or is in need of major capital improvements;
- The consolidation of schools is in the best interest of the overall school system;

As required under Board Procedure Pr A: 05 Pupil Accommodation Review, an Accommodation Review Committee (ARC) was established to lead the public review of the schools, and to study, report and make recommendations on the accommodation options for these schools.

Invitations to participate in the ARC were forwarded to the two school communities, requesting suggestions for teaching, non-teaching, parent, community and business representatives. Invitations were also extended to local parishes and municipal representatives. The ARC is comprised of the following:

- Trustee Barbara Holland, as chair of the ARC
- Trustee Lisa Soulliere
- Superintendent Patrick Murray
- Rev. Fr. David Boutette, Pastor of St. John the Evangelist Church
- Rev. Fr. Robert Champagne, Pastor of Visitation Church
- Two business representatives
- From each school:
  - The school principal
  - A representative from the teaching staff
  - A representative from the non-teaching staff

- Three parents, one of whom is the School Council Chair for the school
- Two community representatives

The ARC held public consultation meetings over the course of the review to present its work and to receive comments and questions from the public. Working meetings were also held during the process to gather information, consider public input, analyze data, generate and study options and recommendations for the most beneficial pupil accommodations for these two schools. All information, including accommodation options considered, and minutes of all working and public meetings were posted to the Board's web site. The public was also advised that hard copies of all documents could be obtained through the school principal or from the Catholic Education Centre. Questions and comments received at public meetings and through correspondence or communications through ARC members were discussed and considered by the ARC in the course of its study. Advance notice of all public meetings was provided through school newsletters, letters to the school community, synervoice messages, church bulletins and advertisements in the Windsor Star.

The minutes of all Working and Public meetings are attached as Appendix A.

At the first public meeting the Committee presented the School Profiles which had been prepared by Board Administration. The Committee made amendments to those profiles after hearing from the community and these profiles were again presented for input at the second public meeting.

Administration presented the following three accommodation options for consideration by the Committee (numbered for reference purposes only):

- #1 Construction of a new school in Comber and consolidation of St. John the Evangelist and Our Lady of Annunciation
- #2 Closure of St. John the Evangelist and accommodating the student population at St. John the Baptist, St. William and Holy Name (Essex)
- #3 Maintain both schools with a boundary review to include St. John the Evangelist, Holy Name, St. William and St. John the Baptist

The Committee was invited to provide comments and/or suggestions for other options and chose to expand on the first accommodation to include the exploration of the possibility for specialized programming at the new school site. The Committee also added to the study the following option:

- #4 Closure of our Lady of Annunciation with accommodation of students at St. John the Evangelist and St. John the Baptist.

The Committee presented the above options to the community at the second public meeting.

After consideration of the feedback received from the community, the Committee included in the first option the possibility of the construction of a new school building at an alternate site on property to be determined pursuant to a comprehensive site search and also removed wording from two of the options to ensure that both schools were presented fairly. These amended options were presented for public input at the third public meeting.

**The ARC relied on the completed profiles, information received through Board administration and input received through the public consultation process to complete its study pursuant to the Board's Pupil Accommodation Review Policy and Procedure and its terms of reference. This draft report comes out of that study and is presented for public consultation.**

The Committee reached full consensus on striking the following accommodation options and unanimously agreed not to recommend these as options suitable for this community of schools based on an assessment of Value to Student, Value to School Board, Value to Community and Value to Local Economy:

- #2 Closure of St. John the Evangelist and accommodating the student population at St. John the Baptist, St. William and Holy Name (Essex)
- #4 Closure of our Lady of Annunciation with accommodation of students at St. John the Evangelist and St. John the Baptist.

### **RECOMMENDATIONS OF THE COMMITTEE:**

#### **RECOMMENDATION #1 (Referenced as #3 option above):**

After consideration of all four components of the school information profiles including value to the students, value to the school board, value to the community and value to the local economy and after consideration of input received through the consultation process, the Committee unanimously agreed to the following recommendation:

**Maintain both schools and undertake a boundary review for the Woodslee/Essex./Belle River areas including St. John the Evangelist, Holy Name in Essex, St. William and St. John the Baptist; and/or that share boundary areas be considered to increase utilization for both St. John the Evangelist and Our Lady of Annunciation.**

**Programming:** Programming would continue at St. John the Evangelist and Our Lady of the Annunciation.

**Transportation:** Students would be bused in accordance with Board transportation policy.

**Funding:** There is surplus capacity at St. John the Evangelist and any increase in student population could be accommodated with minor renovations.

### Comments

- **Evangelization through children is at risk with the closing of either school. What children acquire in a rural school seems to be more significant than what people realize, and with any closure, a number of our students might be lost to the public board.**
- **This is the only option that ensures that the student population of St. John the Evangelist remains intact.**
- **This is the most preferred recommendation from the members of the Committee from Our Lady of the Annunciation. It is also their priority that the student population stay together and they feel that recommendation #1 would be their best option of ensuring that.**
- **We owe it to the rural communities to provide Catholic education that is accessible within those communities wherever possible.**
- **The Committee feels very strongly that the closing of either of these two schools would be detrimental to the communities they serve.**
- **Encourage more municipal participation and joint use agreements to create community hubs.**
- **These two schools should be considered priority schools for the community use rentals, similar to the priority status of Immaculate Conception and St. John elementary schools in Windsor.**
- **That the Ministry of Education and the Board explore the benefits of a Parenting and Family Literacy Centre at these locations. This program currently exists at the GECDSB and other locations in the province but not in our Catholic Board or in this area.**
- **Given the possibility for growth in Lakeshore and Essex, leaving St. John the Evangelist open will help alleviate possible over-crowding at St. William, St. John the Baptist and Holy Name.**
- **Due to the unique boundaries for Our Lady of the Annunciation - Lake St. Clair to the north and Chatham Kent to the east, and the lengthy distance to adjacent schools, maintaining Our Lady of the Annunciation school at its present location will ensure English Catholic education to a very large geographical area.**
- **Both schools should work with their municipality to encourage growth and investment in the small rural communities.**
- **Establish recruitment committees at each school in concert with the parish to promote Catholic education.**

- **Due to continual community support and an active Parent Council at Our Lady of the Annunciation, the students are provided with technological learning support for curriculum development such as iPads and smart boards. These investments are utilized regularly by all students and staff daily to enhance programs and learning opportunities.**

**Recommendation #2 (referenced as option #1 above)**

After consideration of this option presented originally by Board administration, the Committee cannot reach consensus. The majority of the Committee members from St. John the Evangelist are not in favour of this option and do not endorse it as a recommendation to the Board. Members from Our Lady of the Annunciation see it as a possible, viable option for their community and would put forward the following recommendation.

Our Lady of the Annunciation recognizes this recommendation as an alternative by consolidating St. John the Evangelist and Our Lady of the Annunciation or the exploration of a possible partnership with another Catholic Board for a new rural school building to be constructed preferably near the new Visitation Church in Comber or at an alternative, centrally-located site on property to be determined pursuant to a comprehensive site search. The above alternatives would be dependent upon either a consolidation or partnership agreement and approved Ministry funding during which time, the involved schools(s) would remain open.

**Programming:** An integration Committee composed of representatives from both school communities would be established to facilitate the merger and maintenance of optimal programming for the new school community. The Committee recommends that the Board canvass the possibility for specialized programming, including the consideration of a dual track English/French Immersion program at the site.

**Transportation:** Currently, both school populations are being bused to their respective locations. Depending on the new location of the building, it is likely that the student population in the new school community would be bused.

**Funding:** The Board would apply to the Ministry of Education for capital funding for construction.

**Comments:**

- **Engage in planning for future rural Catholic education needs.**
- **Create a facility with joint use agreements to utilize part of the school facility specifically during school hours. This would create a “hub”, which would**

operate agencies from community services, i.e. child care, child and family services, Social Planning councils, provincial and federal resources and Family Resources. The potential for after school use would then exist and create the possibility of increasing services in an otherwise under-serviced area.

- That the Ministry of Education consider and the Board actively pursue Community use of Schools if funding is provided for a new building, choosing this location as a *priority school* in our rural setting. Given the proposed location of the school access to the 401 highway, County Rds. 42, 46, 8 and 77, this can all be done with ease leading to many surrounding underutilized areas such as the Township of Lakeshore, Leamington, Essex and Chatham Kent. It was stated that both Immaculate Conception and St. John School in Windsor are labeled as priority schools, but there are no such Catholic schools in the county.
- Enhance the learning environment through green technology and 21<sup>st</sup> century technology.
- That the Ministry of Education and the Board explore the benefits of a Parenting and Family Literacy Centre at the location. This program currently exists at the GECDSB and other locations in the province but not in our Catholic Board or in this area.
- The majority of St. John the Evangelist Committee members dissent to the recommendation of this option but acknowledge this as a viable option for the Annunciation community.

*ARC Committee Closing Comment:*

- Regardless of any decision by the Board, no action should take place until the start of the 2013-2014 school year.

In the best interest of students with special needs, we ask that the Board would be sensitive to the individual needs of each of the students involved and the appropriate amount of time will be granted to assist these students through any integration process.





1325 California Avenue  
 Windsor, ON N9B 3Y6  
 CHAIRPERSON: Barbara Holland  
 DIRECTOR OF EDUCATION: Paul A. Picard

**Meeting Date:**  
 April 24, 2012

## BOARD REPORT

**Public**  **In-Camera**   
**PRESENTED FOR:** Information  Approval   
**PRESENTED BY:** Senior Administration  
**SUBMITTED BY:** Paul A. Picard, Director of Education  
 Jamie Bumbacco, Executive Superintendent of Human Resources  
**SUBJECT:** **SCHOOL BOARDS' CO-OPERATIVE INC. (SBCI) EMPLOYEE ABSENCE SUPPORT PROPOSAL**

**RECOMMENDATION:**

**That the Board receive the information presented by SBCI (School Board's Co-operative Inc.) and approve entering into an agreement with this organization to conduct a needs assessment in regard to employee absence support.**

**SYNOPSIS:** Following the absenteeism reports presented to the Board on January 17<sup>th</sup> and February 28<sup>th</sup>, 2012, SBCI was contacted to provide further details to the Executive Council and to the Board regarding the services they can provide.

**BACKGROUND COMMENTS:** At a meeting held April 2<sup>nd</sup>, 2012 with Executive Council, SBCI presented a background of their organization and details of a plan that would assist with employee absence support. Following this evening's presentation (April 24, 2012) to the Board, the next stage would be to commence with a needs assessment to initiate the development of our own Absence Support Program.

**FINANCIAL IMPACT:** Approximately \$7500

**TIMELINES:** N/A

**APPENDICES:** N/A

**REPORT REVIEWED BY:**

<input checked="" type="checkbox"/>	EXECUTIVE COUNCIL:	Review Date:	April 17, 2012
<input checked="" type="checkbox"/>	EXECUTIVE SUPERINTENDENT:	Approval Date:	April 17, 2012
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date:	April 17, 2012



1325 California Avenue  
Windsor, ON N9B 3Y6  
CHAIRPERSON: Barbara Holland  
DIRECTOR OF EDUCATION: Paul A. Picard

**Meeting Date:**  
April 24, 2012

## BOARD REPORT

**Public**  **In-Camera**

**PRESENTED FOR:** Information  Approval

**PRESENTED BY:** Senior Administration

**SUBMITTED BY:** Paul A. Picard, Director of Education

**SUBJECT:** **COMMUNITY CONSULTATION REGARDING THE RELOCATION OF ST. JOHN CATHOLIC ELEMENTARY SCHOOL (WINDSOR)**

### RECOMMENDATION:

**That the Board approve the establishment of a Community Consultative Committee to consider the relocation of St. John Catholic Elementary School to the Catholic Education Centre site for the 2013-2014 School Year.**

**SYNOPSIS:** The recent Ministry of Education review has confirmed that the Board must continue to address facility usage within the context of declining enrolment. It is also Senior Administration's belief that top-up funding for schools with enrolment below capacity will continue to be reduced in the future from the current maximum top-up of 15% of capacity. Enhanced learning opportunities for students and the continued ability to offer elementary school Catholic education at multiple sites in the West end of Windsor are the key anticipated outcomes of this consultative process.

**BACKGROUND COMMENTS:** St. John Catholic Elementary School is presently below the optimal enrolment level for funding purposes. A continued decline is anticipated in future years. Furthermore, the present building will require significant capital renewal in order to continue to provide an effective learning environment for our students. Senior Administration is recommending a community consultation process in order to address the concerns listed above in the short term and in the long term to ensure the ongoing viability of two Catholic elementary schools in the West end of Windsor.

The Catholic Education Centre (CEC) is a state of the art facility that can be easily retrofitted to an elementary school which would be comparable to any of the Board's recently constructed schools. Several options among existing Board-owned properties are available to the Board for the purposes of the relocation of its Administrative Offices to accommodate St. John. If the consultation process points to a move of St. John to the CEC, then these options will be more fully explored.

**FINANCIAL IMPACT:** The operation of St. John at its present location is becoming increasingly challenging as enrolment continues to decline. Its future viability is being compromised in that the capital requirements and operating expenditures, now and projected into the future, exceed the current and anticipated future funding allocations from the Ministry of Education. When considering high priority repair items alone, a total of \$1.2M will be required to maintain the building at a suitable level over the next 10 years.

A move to the CEC would result in expenditures matched more appropriately with expected grant allocations, thereby removing a cost pressure on the Board's overall budget. The Board would also realize additional funds through the proceeds of selling the existing St. John property. These funds would be used to offset the Board's present capital debt that is not supported by Ministry grants.

A more fully developed financial assessment of the relocation of St. John and the Administrative Offices can be made as the consultative process proceeds to a preferred plan.

**TIMELINES:** The Community Consultative Committee would be struck immediately and would establish timelines for undertaking the process. A report would be brought back to the Board in order for a decision to be made on a potential move to take effect at the start of the 2013-14 school year.

**APPENDICES:** N/A

**REPORT REVIEWED BY:**

<input checked="" type="checkbox"/>	EXECUTIVE COUNCIL:	Review Date:	April 17, 2012
<input checked="" type="checkbox"/>	EXECUTIVE SUPERINTENDENT:	Approval Date:	April 18, 2012
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date:	April 18, 2012