WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD
"Learning together in faith and service"

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

**SUPERVISED
DELEGATION MEETING
Tuesday, November 27, 2012 at 7:00 p.m.
Windsor Essex Catholic Education Centre
John Paul II Board Room**

A G E N D A

		Page #
I	Supervised In-Camera Meeting – 6:00 p.m.	
II	Supervised Delegation Meeting – 7:00 p.m.	

1. Call To Order

2. Opening Prayer

3. Recording of Attendance

4. Approval of Agenda

5. Disclosure of Interest - <u>Pursuant to the Municipal Conflict of Interest Act</u>.

6. Presentations: *None*

7. Delegations:

8. Action Items:
   a. Previous Meeting Minutes
      i) Minutes of Supervised In-Camera Board Meeting, October 23, 2012   -
      ii) Minutes of Supervised Board Meeting, October 23, 2012   1-3
   b. Items from the Supervised In-Camera meeting of November 27, 2012   -

9. Communications:
   a. External (Associations, OCSTA, Ministry): *None*   -
   b. Internal (Reports from Administration)
      i) Report: Administrative Staff Report (J. Bumbacco)   4-5
      ii) Report: Status - Implementation of Pupil Accommodation Review Decisions   6-14
          (J. Bumbacco)
      iii) Report: 2012 Summer Programs, Focus on Youth, and Summer School   15-18
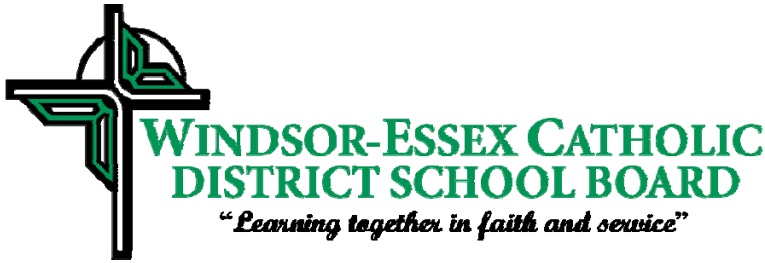   (J. Bumbacco)

AGENDA Supervised Delegation Meeting   *Page 1*
Tuesday, November 27, 2012

10. Unfinished Business: *None*   --

11. New Business:

12. Committee Reports:

13. Remarks and Announcements:

14. Pending Items: *None*

15. Continuation of In-Camera, if required.

16. Future Delegation 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, December 18, 2012
- Tuesday, January 29, 2013
- Tuesday, February 26, 2013
- Tuesday, March 26, 2013
- Tuesday, April 23, 2013
- Tuesday, May 28, 2013
- **MONDAY**, June 24, 2013

17.   Closing Prayer

18.   Adjournment

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

WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD
"Learning together in faith and service"

SUPERVISED
REGULAR BOARD MEETING
Tuesday, October 23, 2012 at 10:30 a.m.
Windsor Essex Catholic Education Centre
St. Thomas of Aquinas Room

M I N U T E S

PRESENT

Supervisor:	Norbert Hartmann	
Administration:	P. Picard	J. Bumbacco
	C. Geml	M. Iatonna
Recorder:	B. Marshall	

1. Call To Order – Supervisor Hartmann called the meeting to order at 10:31 a.m.

2. Opening Prayer – Executive Superintendent Iatonna opened the in-camera meeting with a prayer; Regular meeting immediately followed the adjournment of the in-camera meeting.

3. Recording of Attendance – Senior Manager of Facilities and Support Services Paulette Littlejohns was absent to due illness.

4. Approval of Agenda

   That **the October 23, 2012 Supervised Regular Board meeting agenda be approved as distributed.**
   Approved by Supervisor Hartmann.

5. Disclosure of Interest - <u>Pursuant to the Municipal Conflict of Interest Act</u>.: *None*

6. Presentations: *None*

7. Delegations: *None*

8. Action Items:
   a. Items for the Supervised In-Camera meeting of October 23, 2012

Supervisor Hartmann reported that the Windsor-Essex Catholic District School Board convened a closed Committee of the Whole Board meeting on October 23, 2012 pursuant to the Education Act - Section 207, to consider specific personnel and other matters permitted or required to be kept private and confidential under the Freedom of Information and Protection of Privacy Act. The following announcements were made public through Board Highlights:

- receipt of the Administrative Staff Report on hiring, leave of absence, return from leave of absence, retirement and resignation of staff, dated October 23, 2012.

9.   Communications:
   a.   External (Associations, OCSTA, Ministry):
      i)   Ontario Catholic Schools Trustees' Association (OCSTA) Memorandum, dated September 28, 2012 re: 2013 AGM & Conference Resolutions

      That the Board receive the Ontario Catholic Schools Trustees' Association Memorandum regarding the 2012 Annual General Meeting (AGM) and Conference Resolutions as information.
      Received by Supervisor Hartmann.

      ii)   Ontario Catholic Schools Trustees' Association (OCSTA) Memorandum, dated September 28, 2012 re: OCSTA Trustee Award of Merit

      That the Board receive the Ontario Catholic Schools Trustees' Association Memorandum regarding the OCSTA Trustee Award of Merit as information.
      Received by Supervisor Hartmann.

   b.   Internal (Reports from Administration)
      i)   Report: Administrative Staff Report

      That the Board receive the *Administrative Staff Report* on hiring, retirement and resignation of staff dated October 23, 2012 for information.
      Received by Supervisor Hartmann.

10.   Unfinished Business: *None*

11.   New Business:
   a.   Report: Appointment of Joseph Colella, Representative, Learning Disabilities Association Windsor-Essex to the Special Education Advisory Committee (SEAC)

      That the Board approve the appointment of Joseph Colella, representative, Learning Disabilities Association of Windsor-Essex to the Special Education Advisory Committee (SEAC) for the balance of the four-year term, December 1, 2010 to November 30, 2014.
      Approved by Supervisor Hartmann.

b. Report: Ontario Catholic School Trustees' Association (OCSTA) 2012-13 Membership Fees

That the Board renew its annual membership with the Ontario Catholic School Trustees' Association (OCSTA) and that payment for the 2012-13 membership fees and levy in the amount of $76,369.00 be funded with 2012-13 approved budget (Acct. No. 000-31-701000-6-000).
Approved by Supervisor Hartmann.

c. Deferred Report: Request for Quote (RFQ) – Dell Refurbished Computers

That the Board approve the issuance of a purchase order contract for the purchase of 500 Dell Refurbished Computers to CNB Computers Inc. at the submitted bid amount of $136,000 ($272 per unit) plus applicable taxes to be funded from Computer Central Purchases account 10-502002-6-000.
Approved by Supervisor Hartmann.

12. Committee Reports:
   a. Report: Special Education Advisory Committee (SEAC) Minutes of May 31, 2012

   That the Board receive the Minutes of the Thursday May 31, 2012 Special Education Advisory Committee meeting as information.
   Received by Supervisor Hartmann.

13. Notice of Motion: *None*

14. Remarks and Announcements: *None*

15. Pending Items: *None*

16. Continuation of In-Camera, if required.: *Not Required*

17. Closing Prayer – Director Picard closed the meeting with a prayer.

18. Adjournment - There being no further business, the Regular Board meeting of October 23, 2012 adjourned at 10:38 a.m.

     Approved

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

WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD

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

B O A R D   R E P O R T

Supervised Meeting Date:
November 27, 2012

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 November 27, 2012 for information.**

SYNOPSIS:

BACKGROUND COMMENTS:

FINANCIAL IMPACT:

TIMELINES:

APPENDICES:
- Administrative Staff Report dated November 27, 2012

REPORT REVIEWED BY:

☒	EXECUTIVE COUNCIL:	Review Date:	November 19, 2012
☒	EXECUTIVE SUPERINTENDENT:	Approval Date:	November 19, 2012
☒	DIRECTOR OF EDUCATION:	Approval Date:	November 19, 2012

November 27, 2012

Windsor-Essex Catholic District School Board
Administrative Staff Report
Public

	Employee Name	Position	Date
HIRING	Russo, Roseanne	Occassional	November 19, 2012
RETIREMENT:	Borre, Wanda	Learning Technologies School Support	November 30, 2012
	DiPonti, Pasqualina Evangelista	Elementary Teacher	November 30, 2012
	Jolicoeur, Greg	Elementary Principal	December 31, 2012
	Renaud, Ronald	Secondary Teacher	June 30, 2013
RESIGNATION:	Faucher, Ashley	Occasional Teacher	October 12, 2012

WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD

BOARD REPORT

Supervised
Meeting Date:
November 27, 2012

Public ☒   **In-Camera** ☐

PRESENTED FOR: Information ☒   Approval ☐

PRESENTED BY: Senior Administration

SUBMITTED BY: Paul A. Picard, Director of Education
Colleen Norris, Manager of Human Resources and Policy Development

SUBJECT: **STATUS - IMPLEMENTATION OF PUPIL ACCOMMODATION REVIEW DECISIONS**

RECOMMENDATION:

That the Board receive as information this status report on the implementation of the pupil accommodation review decisions respecting the Fontainebleau, Lakeshore, and Amherstburg families of schools.

SYNOPSIS: The attached reports are provided as status updates on the implementation of the Board of Trustees decision of June 26, 2012 respecting pupil accommodations for the Fontainebleau area, including St. Alexander and W.J. Langlois Catholic Elementary Schools; the Amherstburg area, including St. Theresa, Stella Maris and St. Bernard Catholic Elementary Schools; and the Lakeshore area, including Our Lady of Annunciation and St. John the Evangelist Catholic Elementary Schools.

BACKGROUND COMMENTS: At its public meeting on October 11, 2011, the Board of Trustees approved the establishment of Accommodation Review Committees for the purpose of leading accommodation review studies for the schools detailed above, in the Fontainebleau, Amherstburg and Lakeshore areas.

The Accommodation Review Committees (ARCs), in fulfillment of their mandate, conducted the public consultation studies over the course of the 2011- 2012 school year, and presented their recommendation reports to the Director of Education in April 2012.

After consideration of input received from the communities through the public consultation processes, the recommendations of the ARCs and Board Administration, the Board of Trustees at its public meeting of June 26, 2012 approved pupil accommodations for the schools under review.

The attached status reports include the details of the Board's pupil accommodation decisions and the steps taken towards implementation.

FINANCIAL IMPACT: As detailed within attached reports.

TIMELINES: As detailed within attached reports.

APPENDICES: Appendix "A" - Status Report Fontainebleau Area
Appendix "B" - Status Report Amherstburg Area
Appendix "C" - Status Report Lakeshore Area, including Letter to Town of Lakeshore

REPORT REVIEWED BY:

☒	EXECUTIVE COUNCIL:	Review Date:	October 9, 2012
☒	EXECUTIVE SUPERINTENDENT:	Approval Date:	October 9, 2012
☒	DIRECTOR OF EDUCATION:	Approval Date:	October 9, 2012

Appendix "A"

STATUS REPORT

IMPLEMENTATION OF ACCOMMODATION REVIEW DECISION OF JUNE 26, 2012 FOR THE FONTAINEBLEAU AREA STUDY, INCLUDING ST.ALEXANDER AND W.J. LANGLOIS CATHOLIC ELEMENTARY SCHOOLS

DECISION:

On June 26, 2012, the Board approved the following pupil accommodations for the Fontainebleau area schools:

That, effective September 2012, the students from W.J Langlois and St. Alexander be temporarily accommodated at the St. Alexander site pending renovations and retrofitting of the W.J. Langlois building to create a blended open concept/traditional classroom setting, with the new merged community then transferring into the renovated facility at the W.J. Langlois building no earlier than October 9, 2012 and no later than January 7, 2013;

That, upon the transfer of students into the renovated facility at W.J. Langlois, St. Alexander be officially closed and the property declared surplus to the Board's needs;

That the boundaries of St. Jules, St. Bernard and Our Lady of Lourdes be "open" to any St. Alexander students who wish to register at any of those schools out of boundary, conditional upon families providing their own means of transportation;

and, That an Integration Committee, composed of representatives from each school community be immediately established in order to plan for and implement the positive integration of students and staff into the new merged community, and to consult with Board Administration in the formalizing of plans for retrofitting and establishing timelines for transition.

IMPLEMENTATION:

- On June 27, 2012, notice of the Board's accommodation decision was posted to the public web site and forwarded to principals for distribution to their school communities.
- The Principal assigned to the new merged St. Alexander/W.J. Langlois (Joan Schell, Principal of W.J. Langlois from January 2010) immediately began contacting St. Alexander families by telephone to welcome them and to respond to questions or concerns.

- An Integration/Transition committee composed of the Superintendent of Education, Principal and school council chairs met through the summer and attended at the W.J. Langlois site. The Committee recommended the following for the W.J. Langlois facility:

    o The school be refreshed for the newly combined school community
    o The interior of the entire school be painted.
    o All carpet be removed and replaced (preference for darker carpet and not "carpet tiles").
    o A door to be placed in the wall between Room 4 and Room 58 (JK/ SK area)
    o Installation of a retractable wall on both sides of the computer lab (giving flexibility).
    o That no additional construction occur until the merged community moves in, giving time for consideration of any feedback the Principal/Committee may receive during the school year regarding the improvement of the learning environment; Any of the funds allocated to renovations of the school not used at the onset be held back to address concerns that may be raised over the course of the school year.

- The following facility improvements have been undertaken at W.J. Langlois:

    o An intensive summer clean up.
    o Painting of the entire interior of the school has been completed.
    o Waterproofing has been completed.
    o New carpeting is scheduled for installation shortly.
    o Tender process was completed and the installation of new windows and exterior doors has begun. The work is scheduled for substantive completion by the Christmas break.
    o The proposal for the retractable wall is currently being costed and that information will be shared with the Integration/Transition Committee.
    o The installation of the door in the JK/SK area has been placed on hold pending further discussion with the Committee.

- Over the course of the summer, the Principal worked with the Transportation Consortium to ensure that bussing was arranged for W.J. Langlois students temporarily being transported to the St. Alexander site.

- There are currently 300 students attending W. J Langlois at the St. Alexander site. The student population is composed of the following:

    o 184 W.J. Langlois students
    o 87 St. Alexander students
    o 29 new to the merged school community

The students are being temporarily accommodated within the St. Alexander facility and the two (2) portables at the site have been transferred to St. Jules to accommodate the influx of students at that site; 61 of the St. Alexander students electing to attend St. Jules. Of the 190 students, grades JK-7, registered at St. Alexander in June 2012,

17 students registered in a public elementary school, 1 moved out of province, and 172 are attending W.J. Langlois, St. Jules or another WECDSB Catholic elementary school.

- The Full Day Early Learning Kindergarten Program has been successfully transferred from the W.J. Langlois site, and is being enhanced by the services of the Toy Box (the before and after school child care center) and the Ontario Early Years Program, which have both continued in their existing locations at St. Alexander. The Toy Box has indicated a willingness to transfer to the W.J. Langlois site, and the Principal has dedicated a shared space for them in the SK/Grade 1 room at Langlois. Further discussions will be undertaken with the Ontario Early Years Program in the hopes of being able to also transfer that program to the Langlois site.

- The Principal reports that the staff has worked diligently to create a "blended" school community. Class lists were prepared to "blend" students from both Langlois and St. Alexander in to each classroom. The Principal has received positive feedback from staff and the community with respect to the transition. The School Council of the new merged community held its first meeting in September. Parents from both school communities were in attendance.

- Administration continues to consult and work with the Integration/Transition Committee, in establishing the timing and implementation of the transition of the merged community to the Langlois facility, and in planning for the official closing of the St. Alexander facility.

- The Executive Superintendent of Business forwarded notices required under Regulation 444/98 of the Education Act for the sale of the St. Alexander property. Should the Board not receive offers from the notified parties by December 20, 2012; the Board will list the property for sale at fair market value.

WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD

Appendix "B"

STATUS REPORT

IMPLEMENTATION OF ACCOMMODATION REVIEW DECISION OF JUNE 26, 2012 FOR THE AMHERSTBURG AREA STUDY, INCLUDING ST.THERESA, STELLA MARIS, AND ST.BERNARD CATHOLIC ELEMENTARY SCHOOLS

DECISION:

On June 26, 2012, the Board approved the following pupil accommodations for the Amherstburg area schools:

That, effective September 2012, St. Theresa be officially closed and the property declared surplus to the Board;

That the boundaries of the neighbouring schools, including St. Bernard, Stella Maris and St. Joseph be adjusted to accommodate those students currently within the St. Theresa boundary;

That the boundaries of St. Bernard, Stella Maris, St. Joseph and St. Anthony be "open" to allow students to register at any of the schools out of boundary, conditional upon them providing their own means of transportation;

and That an Integration Committee, composed of representatives from each school community, including St. Theresa, Stella Maris, St. Bernard and St. Joseph be immediately established in order to plan for and implement the positive integration of students and staff into the new merged communities.

IMPLEMENTATION:

- On June 27, 2012, notice of the Board's accommodation decision was posted to the public website and forwarded to Principals for distribution to their school communities.

- The Principals of St. Bernard, Stella Maris, and St. Joseph immediately contacted families who were located within the new amended transportation boundaries for their schools to welcome them, and to address any questions or concerns.

- An Integration/Transition committee composed of the Superintendent of Education, Principals and School Council chairs of St. Bernard, Stella Maris, St. Theresa and

St. Joseph met over the course of the summer and toured the St. Theresa site. Discussions took place with respect to the transfer of Ontario Student Records (OSRs), bank records, equipment and to the protection and transfer of religious artifacts located within the St. Theresa facility. A communication plan was established for inquiries over the summer period and plans were begun for an ice cream social and open houses at St. Joseph, St. Bernard and Stella Maris. Brochures were prepared and sent out through the community, and the event took place on August 21, 2012.

- A number of families residing in the Crown Ridge Subdivision, within the amended transportation boundary for St. Bernard, indicated a preference to attend Stella Maris. Working with the Transportation Consortium, and recognizing the close proximity of the families to the transportation boundary with Stella Maris, Board administration authorized the establishment of an additional bus to accommodate the request and those students are attending Stella Maris.

- Effective September 2012 the following are enrolment numbers for the Amherstburg/River Canard schools:

  - St. Bernard   204   (8 from St. Theresa)
  - Stella Maris   310   (31 from St. Theresa)
  - St. Joseph   364   (5 from St. Theresa)

  At the end of June 2012, 115 students (JK/SK to grade 7) were attending St Theresa. As detailed above, 44 students registered in an Amherstburg/River Canard area Catholic elementary school. Two (2) students registered at Holy Name in Essex, 1 at St. Anthony (Harrow), and 1 at St. Christopher Catholic Elementary. Sixty-seven (67) registered in a local public school (20 at Anderdon and 47 at Malden Central).

- The Full Day Early Learning Kindergarten Program has continued at St. Bernard and was implemented this school year at St. Joseph. Stella Maris is scheduled for implementation in Phase 4, September 2013.

- All of the receiving schools have welcomed the students and their families from St. Theresa at opening assemblies and Meet the Teacher Nights. Recommendations have been made through the Integration/Transition Committee to allow for the merge of St. Theresa students in to the existing school communities, while still honouring their identity as proud St. Theresa students. Principals have been encouraged to ensure that grade 8 graduating plans for this school year acknowledge the prior 7 years these students have so much enjoyed at St. Theresa.

- Administration continues to consult and work with the Integration/Transition Committee in implementing smooth transitions for the school communities and in planning for the official closing of the St. Theresa facility.

- The Executive Superintendent of Business forwarded notices required under Regulation 444/98 of the Education Act for the sale of the St. Theresa property. Should the Board not receive offers from the notified parties by December 20, 2012; the Board will list the property for sale at fair market value.

Appendix "C"

STATUS REPORT

IMPLEMENTATION OF ACCOMMODATION REVIEW DECISION OF JUNE 26, 2012 FOR THE LAKESHORE AREA STUDY, INCLUDING OUR LADY OF ANNUNCIATION AND ST. JOHN THE EVANGELIST CATHOLIC ELEMENTARY SCHOOLS

DECISION:

On June 26, 2012, the Board approved the following pupil accommodations for the Lakeshore area schools:

That the Board approve Our Lady of Annunciation remaining open while the Board pursues a partnership with the French Catholic Board and/or another neighbouring Catholic Board, as well as Ministry of Education funding, 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;

That Our Lady of Annunciation be closed and the property declared surplus to the Board's needs should the new school be realized;

That St. John the Evangelist Catholic Elementary School be scheduled for closure in June 2013 and the school community accommodated at St. John the Baptist effective September 2013, subject to the following;

That in the 2012-2013 school year, the Board conduct a boundary review for the Woodslee/Essex/Belle River area, including St. John the Evangelist, Holy Name (Essex), St. William and St. John the Baptist to determine whether enrolment at the schools can be balanced so that each school meets the Ministry of Education utilization funding threshold;

That administration enter into discussions with the Municipality of Lakeshore toward arriving at a mutually agreeable joint use agreement through which the Municipality would lease a portion of the St. John the Evangelist facility;

That *on or before* May 2013, the Board shall examine the results of the boundary review, including the utilization rates and the Board's 2013/2014 student population forecasts for St. John the Evangelist, Holy Name (Essex), St. William and St. John the Baptist, to

consider a further deferral of the closure of St. John the Evangelist, based on the Board's determination of the viability of each of the four (4) schools;

and, That should the Board decide, based on its review, not to defer, but to confirm the closure of St. John the Evangelist, a Joint Integration Committee shall be established in May 2013, composed of representatives from St. John the Evangelist and St. John the Baptist in order to implement the positive integration of students and staff.

<u>IMPLEMENTATION:</u>

- On June 27, 2012, notice of the Board's accommodation decision was posted to the public web site and forwarded to Principals for distribution to their school communities.

- Both Our Lady of Annunciation and St. John Evangelist schools remain open for the 2012-2013 school year, with Full Day Early Learning Programs continuing at each site.

- Our Lady of Annunciation enrolment for the 2012 – 2013 remains stable at 132 students (135 students in 2011-2012); with the loss of a large graduating class being offset by an increase in the numbers of JK/SK (16 JK/SK in 2011, 23 in 2012).

- Board administration continues to pursue a partnership with the French Catholic Board and/or another neighbouring Catholic Board, as well as Ministry of Education funding, for a new rural school building.

- Effective September 2012, the following are enrolment numbers for St. John the Evangelist and area elementary schools:

  - St. John the Evangelist   155 (from 164 in 11/12)
  - St. John the Baptist   400 (from 432 in 11/12)
  - Holy Name (Essex)   471 (from 494 in 11/12)
  - St. William   618 (from 657 in 11/12)

- The Director has forwarded correspondence (attached) to the Municipality of Lakeshore, with a request to meet, to canvass the possibility of arriving at a mutually agreeable joint use agreement for the St. John the Evangelist school building. If such an agreement cannot be reached by the end of October, Administration will commence the boundary review process, in order to allow adequate time for community consultation in the review, and to meet the May 2013 date for determination by the Board of the viability of maintaining St. John the Evangelist through a further deferral, or to close the school pursuant to the decision of the Board of June 26, 2012.

WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD

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

BOARD REPORT

Supervised Meeting Date:
November 27, 2012

Public   ☒   **In-Camera**   ☐

PRESENTED FOR: Information   ☒   Approval   ☐

PRESENTED BY: Senior Administration

SUBMITTED BY: Paul Picard, Director of Education
Jamie Bumbacco, Executive Superintendent of Human Resources

SUBJECT: **SUMMER PROGRAMS: FOCUS ON YOUTH AND SUMMER SCHOOL**

RECOMMENDATION:

>   **That the Board receive the *Summer Programs: Focus on Youth and Summer School* report as information**

SYNOPSIS: The Windsor-Essex Catholic District School Board in partnership with the Ministry of Education and local community agencies offered a variety of summer program opportunities for children and youth through a Ministry of Education **Focus on Youth** Grant. Programming was offered in the areas of: Arts, Leadership Development, Recreation, Social and Tutoring/Academic.

In addition, the Board also offered a range of programming to students through its regular **Summer School Program**. Students were able to enroll in the following:
>   Improvement Credits
>   Full Credit
>   Cooperative Education – Summer Jobs for Youth
>   Online Courses
>   Literacy/Numeracy and ESL

BACKGROUND COMMENTS:
Focus on Youth: In Spring 2012, the Board received a Focus on Youth Grant of $250,000 to work in conjunction with community partners to offer summer programming to meet the needs of children and youth in Windsor and Essex County. Focus on Youth is a partnership between the Ontario Ministry of Education, school boards and local community agencies.

Goals of Focus on Youth Program:
- Assisted not-for-profit insured groups to deliver summer activities that kept young people safe and active;
- School space offered free of charge to community groups who successfully completed the application process;

- High school students hired to assist the community service camps at one of the Board's sites

Highlights of the 2012 Windsor-Essex Catholic District School Board Focus on Youth Program

The following table provides as overall summary of the 2012 Focus on Youth programs.

Windsor-Essex District School Board Focus on Youth 2012 Summary	#
Partner Community Agencies	15
Program Sites	15
High School Students Employed	100
Children & Youth who took part in summer activities	24,574

<u>**Windsor-Essex Catholic District School Board Summer School Programming:**</u>
This past summer a total of 1082 students took part in Summer School programming offered by the Windsor-Essex Catholic District School Board. The following table provides a summary of the enrolment in the various Summer Programs offered by the Board.

The following table provides a summary of the enrolment in the various Summer Programs offered by the Board over the past five years.

Five Year Summer School Programming Enrolment

Students registered	2008	2009	2010	2011	2012	
Literacy/Numeracy	67	81	25	44	55	
ESL	19	17	16	21	13	
Full Credit	128	226	215	150	218	
Improvement Credit	503	639	424	594	552	
e-Learning Full Credit	76	74	94	107	191	
Special Programs	39	40	48	52	53	
Total Students	832	1077	812	968	1082	

ESL includes ESL / ELD
Full credit – co-op (2-credit and 1-credit), SPH4U, OLC4O, PAF10, THJ10, GPP3O, ENG4U, ENG3U, HSB4M
Special Programs – Muskoka track

Courses offered:
- Improvement Credits
- Cooperative Education
- Online Courses
- Full Credit
- Literacy/Numeracy and ESL

Success Rate:
- Improvement Credits (95%)
- Co-operative Education (83%)
- Online Courses (94%)
- Full Credit (95%)

Courses offered during one, 10 day, 55 hour block
A second block was not offered this summer due to insufficient requests for the past two years.

Block 1: July 3-16, 2012

STAFF

Summer School operates as a St. Michael's program.

Principal of St. Michael's: Joseph Charron

Summer School Principal 2012: Arlene Davis

Site Administrators: Holy Names Luigi Baggio
                     St. Joseph's Danielle Desjardins-Koloff
                     St. Michael's Stephanie Houlahan

- 35   Teaching Staff
- 0   Support Staff

FINANCIAL IMPACT: The Ministry of Education provides funding to school boards to offer summer programming for students.

TIMELINES: July 2012.

APPENDICES
- Focus on Youth Program – 2011-2012 Detailed Summary

REPORT REVIEWED BY:
☒   EXECUTIVE COUNCIL: Review Date: November 19, 2012
☒   EXECUTIVE SUPERINTENDENT: Approval Date: November 19, 2012
☒   DIRECTOR OF EDUCATION: Approval Date: November 19, 2012

FOCUS ON YOUTH PROGRAM
2011/2012 DETAILED SUMMARY

# of Sites	15
# Participants	24,574
# of Providers	15

Provider	Average # of participants
South County Volleyball	21
WECDSB - St. Louis Summer Camp	19
Tecumseh Saints	39
Friends of the University of Windsor	18
Youth & Family Resource Network of Essex County	34
Core City Hoops	121
Women's Enterprise Skills	9
Riverside Sports	103
Town of LaSalle, Department of Culture & Recreation	103
University of Windsor, Lancer Camp	116
Autism Services Inc.	60
Learning Disabilities Association	61
Turtle Island House	9
Leamington Kinsmen Recreation Complex	63
YMCA	24
WECDSB - Yellow School Bus	66

Program Sites

Holy Name Elementary School
Holy Names Secondary School
St. Anne's Secondary School
St. Joseph's Secondary School
St. John Vianney Elementary School
Catholic Central Secondary School
St. Anthony Elementary School
Assumption Secondary School
F.J. Brennan Secondary School
Cardinal Carter Secondary School
Vollmer Centre
Our Lady of Lourdes Elementary School
Our Lady of Mount Carmel Elementary School
Leamington Kinsmen Recreation Complex
University of Windsor

WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD

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

B O A R D   R E P O R T

Supervised
Meeting Date:
November 27, 2012

Public ☒   **In-Camera** ☐

PRESENTED FOR: Information ☒   Approval ☐

PRESENTED BY: Senior Administration

SUBMITTED BY: Paul A. Picard, Director of Education
Colleen Norris, Manager of Human Resources and Policy
Development

SUBJECT: **ANNUAL PLAN FOR POLICY REVIEW 2012 - 2013**

RECOMMENDATION:

That the Board receive as information the Annual Plan for Policy
Review 2012-2013.

SYNOPSIS: Pursuant to Policy A: 01 Policy Development, Approval and Review, the
Director is to provide to the Board an annual plan for policy review.

BACKGROUND COMMENTS: The attached plan was prepared in consultation with Board
administrative staff. It is proposed that the Plan be forwarded to stakeholders and posted to
the public website, for consultation and feedback on both the plan itself and the policies
referenced within it.

FINANCIAL IMPACT: N/A

TIMELINES: The policies listed within the plan are being reviewed, and are in varying degrees
of policy development. Reviews will be undertaken on a priority basis over the course of the
school year. The Plan, and implementation timelines, may be adjusted from time to time, based
on changes in legislation, regulation and guidelines, and stakeholder feedback.

APPENDICES: Annual Review Plan 2012 - 2013

REPORT REVIEWED BY:
☒   EXECUTIVE COUNCIL: Review Date: October 23, 2012
☒   EXECUTIVE SUPERINTENDENT: Approval Date: October 23, 2012
☒   DIRECTOR OF EDUCATION: Approval Date: October 23, 2012

WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD
ANNUAL PLAN FOR POLICY REVIEW 2012-2013

SECTION A: The following are those policies endorsed for review this school year or prior, which have been applied with general effectiveness, and where no substantive amendments are anticipated:

- A: 02 Inclement Weather – Emergency School Closings
- A: 07 Channels of Communication *
- A: 09 Educational Materials De-selection *
- A: 13 Board Solicitor *
- A: 15 Death, Bereavement or Illness *
- A: 16 Information/Materials Distribution to Parents *
- A: 17 Educational Research and Related Surveys *
- A: 18 Continuing Education/Summer School Programs *
- A: 19 Communicable Diseases
- A: 21 Child Care
- A: 22 School Boundary *
- A: 24 Criminal Background Checks for Service Providers and Others (Non-Employees) *
- A: 28 Advertising Expenditures
- A: 29 Advocacy Expenditures
- A: 30 Privacy
- B: 01 Smoke Free Schools and Sites
- B: 03 Vehicles on School Property During School Hours *
- B: 04 Keys to Schools *
- B: 06 Facility Maintenance
- F: 01 Donations/Sponsorships/Partnerships
- F: 04 Sweatshop Free Purchasing
- H: 01 Staff Performance Management
- H: 02 Employee Wellness *
- H: 06 Health and Safety of Employees *
- H: 08 Workplace Harassment
- H: 09 Assault on Employee
- H:10 Employee Injury/Illness
- H: 11 Drug and Alcohol Abuse by Employees *
- H: 13 HIV Presence in Employees *
- H: 14 Teacher Exchanges *
- H: 15 Transfer of Principals and Vice-Principals
- H: 19 Violence Prevention in the Workplace
- SC: 01 Catholic School Councils *
- SC: 08 Child Abuse Reporting
- SC: 09 School Volunteers *

SECTION A (cont'd)

- ➢ SC: 11 Trespassing *
- ➢ SC: 13 Release of Student Information *
- ➢ SC: 14 Emergency Response Plan *
- ➢ SC: 15 Code of Conduct
- ➢ SC: 16 Open/Close Exercises *
- ➢ SC: 17 Video Security Surveillance
- ➢ ST: 04 Attendance and Punctuality *
- ➢ ST: 08 Grade 8 Graduation *
- ➢ ST: 09 Control of Head Lice and Nits
- ➢ ST: 12 Student Pregnancy *
- ➢ ST: 13 Safe Arrival
- ➢ ST: 14 New Academic Programs *
- ➢ ST: 16 HIV Presence in Students *
- ➢ ST: 19 Appropriate Dress *
- ➢ ST: 22 Home Instruction *
- ➢ ST: 23 Assessment, Evaluation and Reporting, Grades 1 to 12
- ➢ ST: 24 Special Education Equipment
- ➢ T: 03   Information to Trustees

*The above noted policies require formatting amendments for consistency with current conventions.

SECTION B: The following are those policies endorsed for review this school year or prior, where substantive amendments are anticipated:

POLICY	ANTICIPATED REVIEW/AMENDMENT
A: 03 Community Use	Current policy/procedure has been reviewed by the Senior Manager of Facilities Services and Outreach Coordinator, with suggestions for minor amendments to policy, and more substantive amendments to supporting procedure, to reflect current practice. Draft amended policy will be prepared and forwarded to Executive Council, for approval to forward for public consultation.
A: 04 Travel, Meal, Professional Development and Compensation for Use of Auto	Draft policy has been prepared and is being further considered for compliance with the Broader Public Sector (BPS) Expenses Directive.
A: 12 Code of Ethics	To be reviewed for compliance with current practice and requirements of BPS Procurement Directive.

SECTION B (con't) POLICY	ANTICIPATED REVIEW/AMENDMENT
A:14 Promoting and Supporting Equity and Inclusion within a Catholic Community	For compliance with Bill 13.
A: 27 Purchasing Cards	Principles set out within policy have been applied effectively. Review of supporting administrative procedure required to ensure reflective of current implementation practices.
B: 05 Property Damage/Vandalism/Theft	Anticipate recommended amendments, to include liability/insurance implications.
B: 06 Access to School Premises	Review required for compliance with current practice and amendments to Education Act and Regulations.
F: 02 Purchasing/Disposal of Assets	Draft revised policy has been prepared in consultation with Manager of Benefits/Payroll/Purchasing, and is being further considered for compliance with current practice and requirements of the BPS Procurement Directive.
H: 17 Employees' Acceptable Use of Electronic Access, Information Technology and Data	Currently under review, in consultation with the Superintendent of Education and Information Technology Staff.
H: 18 Internet Accessible Use – Employees	Currently under review, in consultation with the Superintendent of Education and Information Technology Staff.
SC: 02 Fundraising	Review for compliance with Ministry guidelines (B Memo May 4, 2012).
SC: 03 Acceptable Use of the Internet (Students)	Currently under review, in consultation with the Superintendent of Education and Information Technology Staff.
SC: 10 Crisis/Trauma Response Plan	Review for consistency with current practice.
SC: 12 Co-Instructional Activities	Review for consistency with current practice and legislation.
ST: 01 Student Admission (Elementary) ST: 02 Student Admission (Secondary)	Review for consistency with current practice and legislation.
ST:05 Student Discipline Policy	For Compliance with Bill 13.

SECTION B (cont'd)	.
POLICY	ANTICIPATED REVIEW/AMENDMENT
ST: 15 Accidents/Students	Review for consistency with current practice.
ST: 18 Physical Intervention	Guiding principles have been applied effectively. Anticipate need for review and amendment to reflect changes in procedure, forms and reporting
ST: 20 Collection of Personal Information	
T: 02 Conventions, Meetings, Out of Pocket Expenses	Review for consistency with current practice and legislation.
T: 04 Electronic Participation in Board Meetings	Draft policy has been prepared and is being further considered for compliance with the (BPS) Expenses Directive.
T: 05 Negotiation Procedures	Amendments anticipated with concurrent review of Board Operational Procedures, and to address issues for clarification. Review for consistency with current practices.

SECTION C: Anticipated New Policy Development Proposals

➢ Policy/Procedure respecting head injuries/concussions	With introduction of Bill 39 Education Amendment Act (Concussions), 2012.
➢ Play Structure and Surfaces Policy	Based on the recommendations of the Board of Trustees, approved April 10, 2012. Draft has been prepared, in consultation with the Senior Manager Facilities Services and Facilities Services Staff. Draft policy will be finalized and forwarded to Executive Council, for approval for public consultation.
➢ Integrated Accessibility Standards	In compliance with Regulations passed under the Accessibility for Ontarians with Disabilities Act.
➢ Copyright – Fair Dealings	Recent legislative and judicial changes to the Canadian Copyright Act

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PRESENTED BY: Senior Administration

SUBMITTED BY: Paul Picard, Director of Education
Jamie Bumbacco, Executive Superintendent of Human Resources

SUBJECT: **ENROLMENT/STAFFING SCHOOL ORGANIZATION INFORMATION OF ELEMENTARY/SECONDARY SCHOOLS – SEPTEMBER, 2012**

RECOMMENDATION:

> **That the Board receive the report *Enrolment/Staffing School Organization Information of our Elementary/Secondary Schools – September 2012* as information.**

SYNOPSIS:
In cooperation with the business department, our school principals and the Human Resources Department, we staff our schools in accordance with Ministry Regulations and the relevant collective agreements.

BACKGROUND COMMENTS:
The Ministry established Pupil Teacher Ratio, the Primary Reduction Program, and teacher preparation time, and the Special Education program delivery, are factors taken into consideration in the staffing of our schools.

FINANCIAL IMPACT:
A surplus of the equivalent of 7.31 Teaching Staff (6.0 Elementary, 1.31 Secondary)

TIMELINES: 2012 - 2013 School Year

APPENDICES:
- Appendix A: Summary of Academic Hiring – September 2012
- Appendix B: Elementary School Organizations and Supporting Data
- Appendix C: Secondary School Enrolment Information
- Appendix D: Educational Assistants - Full Time Equivalent (FTE) by Location

REPORT REVIEWED BY:
☒   EXECUTIVE COUNCIL: Review Date: October 15, 2012
☒   EXECUTIVE SUPERINTENDENT: Approval Date: October 15, 2012
☒   DIRECTOR OF EDUCATION: Approval Date: October 15, 2012

ENROLMENT /STAFFING SCHOOL ORGANIZATION INFORMATION OF ELEMENTARY/SECONDARY SCHOOLS – SEPTEMBER, 2012

APPENDIX A:

Summary of Academic Hiring September, 2012

SUMMARY OF ACADEMIC HIRING – 2011/2012 SCHOOL YEAR

Effective October 12, 2012

Elementary Teachers:

Occasional Teachers	2
New Grads	0
Other Board	0
Total	**2**

Secondary Teachers:

Occasional Teachers	2
New Grads	0
Other Board	0
Total:	**2**

Total New Hires to Date: **4**

"A" Occasional Teachers hired =   **3**
"B" Occasional Teachers hired =   **1**
 New Grads hired   **=**   **0**
 Other Board   **=**   **0**

75% of new hires to date were Occasional "A"

ENROLMENT /STAFFING SCHOOL ORGANIZATION INFORMATION OF ELEMENTARY/SECONDARY SCHOOLS – SEPTEMBER, 2012

APPENDIX B:

Elementary School Organizations and Supporting Data

Elementary School Enrolments by School
Elementary Combined Class and Class Count
Elementary Class Size Statistics
Elementary Pupil – Teacher Ratios (PTR)
Elementary Staff Allocations by School
Individual Elementary School Organizations

Actual Elementary Enrolments for 2012-2013 as of September 30, 2012

	JK-FD	SK-FD	JK	SK	JK EL	SK EL	01	02	03	04	05	06	07	08	Total	FTE Total
Christ the King School			20.	24.			26.	29.	25.	35.	36.	48.	43.	49.	335.	313.
H J Lassaline School					34.	44.	43.	42.	38.	38.	43.	44.	43.	41.	410.	410.
Holy Cross School			57.	62.			91.	84.	63.	84.	75.	91.	80.	87.	774.	714.5
Holy Name School					36.	37.	49.	43.	64.	52.	48.	47.	47.	50.	473.	473.
Immaculate Conception School			10.	17.			16.	13.	23.	16.	16.	24.	34.	28.	197.	183.5
L A Desmarais School			26.	41.			40.	37.	48.	45.	42.	41.	32.	48.	400.	366.5
Notre Dame School			32.	44.			47.	49.	55.	45.	53.	66.	35.	65.	491.	453.
Our Lady of Lourdes School					19.	21.	19.	19.	17.	22.	20.	15.	19.	23.	194.	194.
Our Lady of Mount Carmel School					57.	58.	55.	47.	73.	68.	65.	77.	77.	53.	630.	630.
Our Lady of Perpetual Help School					30.	31.	33.	39.	38.	30.	33.	41.	52.	48.	375.	375.
Our Lady of the Annunciation School					11.	12.	7.	11.	15.	13.	13.	18.	13.	19.	132.	132.
Queen of Peace School					17.	25.	21.	16.	27.	35.	35.	30.	40.	42.	288.	288.
Sacred Heart Elementary School					43.	42.	51.	57.	49.	65.	61.	48.	66.	66.	548.	548.
St Angela School					32.	33.	27.	38.	31.	33.	31.	43.	37.	36.	341.	341.
St Anne French Immersion School			46.	44.			63.	58.	56.	33.	40.	35.	36.	40.	451.	406.
St Anthony School			18.	20.			17.	26.	21.	32.	27.	20.	24.	28.	233.	214.
St Bernard School-Amherst					20.	16.	14.	20.	17.	25.	23.	20.	29.	20.	204.	204.
St Bernard School-Windsor					22.	17.	12.	20.	24.	21.	28.	34.	27.	30.	235.	235.
St Christopher School					35.	41.	46.	55.	55.	45.	58.	66.	69.	58.	528.	528.
St Gabriel School			28.	33.			39.	47.	40.	46.	56.	40.	69.	48.	446.	415.5
St Gregory School			36.	26.			28.	23.	33.	44.	44.	48.	49.	56.	387.	356.
St James School					31.	18.	31.	22.	22.	42.	27.	34.	42.	31.	300.	300.
St John School					20.	21.	18.	20.	18.	15.	22.	23.	23.	24.	204.	204.
St John de Brebeuf School					49.	52.	38.	52.	40.	45.	46.	59.	55.	54.	490.	490.

Actual Elementary Enrolment 2012-2013.xls

School																
St John the Baptist School					25.	21.	37.	41.	37.	46.	45.	49.	58.	42.	401.	401.
St John the Evangelist School					12.	14.	18.	10.	20.	11.	18.	18.	11.	23.	155.	155.
St John Vianney School			39.	41.			55.	68.	62.	62.	78.	65.	46.	76.	592.	552.
St Joseph School					19.	24.	30.	37.	40.	31.	36.	44.	48.	55.	364.	364.
St Jules School			30.	29.			35.	38.	35.	34.	45.	35.	51.	48.	380.	350.5
St Louis School					34.	31.	26.	34.	32.	37.	41.	35.	50.	41.	361.	361.
St Maria Goretti School			13.	17.			18.	27.	21.	33.	22.	27.	26.	42.	246.	231.
St Mary School	29.	20.					36.	28.	23.	23.	22.	28.	21.	10.	240.	240.
St Peter School					20.	23.	35.	39.	34.	38.	39.	56.	36.	52.	372.	372.
St Pius X School			39.	39.			51.	49.	56.	50.	69.	61.	72.	70.	556.	517.
St Rose School					31.	28.	22.	29.	21.	38.	36.	33.	34.	32.	304.	304.
St William School			42.	56.			54.	70.	58.	63.	60.	74.	71.	70.	618.	569.
Stella Maris School			24.	18.			31.	33.	29.	24.	43.	32.	41.	35.	310.	289.
W J Langlois School					30.	21.	26.	16.	20.	39.	36.	35.	37.	40.	300.	300.
Total	29.	20.	460.	511.	627.	630.	1305.	1386.	1380.	1458.	1532.	1604.	1643.	1680.	14265.	13779.5

Elementary Combined Class & Class Count, 2012-2013

School	JK-FD	SK-FD	JK	JK/SK	SK	JK EL	JK/SK EL	SK EL	SK EL/01	01	01/02	02	02/03	03	03/04	04	04/05	05	05/06	06	06/07	07	07/08	08	Total
C. the King				2	1					1	1		1	1		1	1	1			2		2	2	16
H J Lassa.							3			2		2		2		1	1	1	1	1	1	1	1	1	18
Holy Cross				6						4	1	4		3		3		3		4		3		3	34
Holy Name						1	1	1		2	1	1	1	2	1	1	2		2		1	1	1	1	20
Imma. Conc.				2						1			1		1		1		1		1	1		1	10
L A Desmarais			1	1	2					2		1	1	2		1	1	1	1	1		1	1	1	18
Notre Dame			1	1	2					2	1	1	1	2	1	1	1	1	1	2		1	1	2	22
O.L. of Lourdes							2			1			1		1		1		1			1		1	9
OLMC							4			3		2	1	3		3		3		3		3		2	27
OLPH							2	1		1		2		2		1		1	1	1	1	1		1	16
O. L. Annun.							1					1			1		1				1			1	6
Q. of Peace							2	1		1		1		1	1	1		1	1	1	1	1		1	14
Sacred Hrt						1	1	1		2	1	2	1	2		2		2		2	2	1		2	23
St Angela							2	1		1		1	1	1	1	1	1		2		1	1		1	15
St Anne F.I.				5						2	2	2	1	2		1	1	1		1	1	1		2	22
St Anthony				1	1					1		1	1		1		1	1			1			1	11
St Bern. Amherst							2			1		1		1		1		1		1		1		1	10
St Bern. Windsor							2					1		1		1		1	1	1		1		1	10
St Christopher							3			2	1	2		2	1	1	1	1	1	2	1	1	1	2	22
St Gabriel			1	1	1					2		2	1	1	1	1	2		1	1	2	1		1	20
St Gregory			1	2						1	1		1	1	1	1		2		2		2		2	17
St James							2			1	1	1		1		1	1		1	1		1	1	1	13
St John							1		1		1			1		1		1		1			2		9
St J. de Brebeuf							4			2		2	1	1	1	1	1	1	1	2		2		2	21
St J. the Baptist							2			2		2		1	1	1	1	1	1		2			2	17
St J. the Evang							1			1			1		1				1		1			1	7
St J. Vianney				4						3		3	1	3		2		2	1	2		2		3	27
St Joseph							2			1	1	1	1	1	1		1	1	1		2			2	16
St Jules				3						2		2		1	1		1	1	1		2			2	17
St Louis							2		1	1		2		1	1	1		1	1	1		2		2	16
St M. Goretti			1		1					1		1	1		1	1		1		1		1		2	12
St Mary	2	1								2		1	1		1		2		1	1			1		13
St Peter							2			1		1	1	1	1		2		1	1	1	1		2	16
St Pius X			2		2					2	1	2		3		2		2	1	2		3		3	25
St Rose							2			1		1	1		1	1		1	1	1		1	1	1	13
St William			1	2	2					2	1	3		3		2	1	2		3		3		3	28
Stella Maris				2						1	1	1	1		1		1	1		1	1		1	1	13
W J Langlois							2		1		1		1		1	1		1	1	1		1	1		13
Total	2	1	8	32	12	2	45	2	6	54	20	48	25	44	25	35	28	37	24	48	12	51	18	57	636

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Elementary Class Size Statistics 2012-2013

Key Statistics

Board Statistics	
% Primary Classes 20 and Under	92
% Primary Classes 23 and Under	100
Average Early Learning Class Size	24.67
Average Primary Class Size	19.18
Average Junior/ Intermediate Class Size	24.55
Average Class Size	22.16
Average 1-8 Class Size	22.53
% Grade 3/4 Combined Classes 23 and Under	100
Total Primary Classes	252

Early Learning Statistics

% of Early Learning Classes	
20 and Under	16.33
21 to 25	30.61
26	6.12
27 to 29	40.82
30 and Above	6.12

# of Early Learning Classes	
20 and Under	8
21 to 25	15
26	3
27 to 29	20
30 and Above	3
Total	49

Early Learning Classes	
Total Early Learning Classes	49
Total Early Learning Enrolment	1209

Primary Statistics

% of Primary Classes	
20 and Under	92.06
21	1.98
22	4.37
23	1.59

Elementary Class Size Statistics 2012-2013

24	0.00
25 and Above	0.00

# of Primary Classes	
20 and Under	232
21	5
22	11
23	4
24	0
25 and Above	0
Total	252

Primary Classes	
Total Primary Classes	252
Total Primary Enrolment	4833

Elementary Pupil Teacher Ratio 2012-2013

	Early Learning								Primary								Jr/Int								Total excl ELP			Total		
	<20	20-25	26	27-30	30+	Avg	FTE	Tot	<12	12-16	17-19	20	21-23	Avg	FTE	Tot	<17	17-22	23-25	26-28	29+	Avg	FTE	Total	Avg	FTE	Tot	Avg	FTE	Total
C. the K.										3.		4.		17.71	5.5	7.		3.	6.			23.44	9.	9.	20.94	14.5	16.	20.94	14.5	16.
Lass.		1.	1.	1.		26.	3.	3.			2.	2.	2.	20.5	6.	6.		3.	4.	2.		23.11	9.	9.	22.07	15.	15.	22.72	18.	18.
H. Cross									1.	1.	15.	1.		19.83	15.	18.		1.	6.	6.	3.	26.06	16.	16.	22.76	31.	34.	22.76	31.	34.
H. Name		3.				24.	3.	3.			1.	4.	2.	20.14	7.	7.			5.	4.	1.	26.1	10.	10.	23.65	17.	17.	23.7	20.	20.
ICS									3.	1.				15.25	3.	4.	4.	1.	1.			22.17	6.	6.	19.4	9.	10.	19.4	9.	10.
Desm.									1.	3.	3.	3.		19.3	8.	10.		4.	4.			26.13	8.	8.	22.33	16.	18.	22.33	16.	18.
Notre D.											2.	8.	1.	19.73	9.	11.			9.	2.		24.91	11.	11.	22.32	20.	22.	22.32	20.	22.
O. L. Lourdes	1.	1.				20.	2.	2.			1.		1.	21.	2.	2.	2.	3.				22.2	5.	5.	21.86	7.	7.	21.44	9.	9.
OLMC				4.		28.75	4.	4.			3.	6.		19.44	9.	9.	4.	4.	6.			24.29	14.	14.	22.39	23.	23.	23.33	27.	27.
OLPH				2.		28.5	2.	2.			3.	3.		19.33	6.	6.			6.	1.	1.	25.75	8.	8.	23.	14.	14.	23.69	16.	16.
Annunciation		1.				22.	1.	1.	1.					16.	1.	1.	2.	2.				22.75	4.	4.	21.4	5.	5.	21.5	6.	6.
Q. of P.	1.	1.				18.5	2.	2.	1.		3.			15.5	4.	4.	3.	2.	2.		1.	23.75	8.	8.	21.	12.	12.	20.64	14.	14.
S. Heart				3.		28.	3.	3.			2.	6.		19.63	8.	8.			6.	6.		25.42	12.	12.	23.1	20.	20.	23.74	23.	23.
St Angela				2.		30.	2.	2.			1.	2.	2.	20.2	5.	5.	3.	5.				23.5	8.	8.	22.23	13.	13.	23.27	15.	15.
St Anne F.I.									1.	11.	1.	1.		18.71	11.5	14.	2.	6.				22.75	8.	8.	20.18	19.5	22.	20.18	19.5	22.
St Anthony											4.	1.		18.8	4.	5.	2.	3.	1.			23.17	6.	6.	21.18	10.	11.	21.18	10.	11.
St Bern. Amherst	1.	1.				18.	2.	2.	1.	1.	1.			17.33	3.	3.	2.	2.			1.	23.6	5.	5.	21.25	8.	8.	20.6	10.	10.
St Bern Windsor	1.	1.				19.5	2.	2.			1.	1.		19.5	2.	2.			3.	2.	1.	26.	6.	6.	24.38	8.	8.	23.4	10.	10.
St Christ.		2.	1.			25.33	3.	3.			2.	4.	1.	20.	7.	7.	1.	1.	9.		1.	26.17	12.	12.	23.89	19.	19.	24.09	22.	22.
St Gabriel										1.	7.	1.		20.	7.5	9.	4.	2.	5.			24.18	11.	11.	22.3	18.5	20.	22.3	18.5	20.
St Gregory											2.	4.	1.	20.	5.5	7.	3.	4.	3.			24.7	10.	10.	22.76	15.5	17.	22.76	15.5	17.
St James		2.				24.5	2.	2.			3.		1.	18.75	4.	4.		4.	3.			25.29	7.	7.	22.91	11.	11.	23.15	13.	13.
St John				1.		27.	1.	1.			2.	1.		18.67	3.	3.	1.	3.	1.			24.2	5.	5.	22.13	8.	8.	22.67	9.	9.
St J. de Brebeuf	1.			3.		25.75	4.	4.			3.	3.		19.17	6.	6.			7.	4.		24.91	11.	11.	22.88	17.	17.	23.43	21.	21.
St J.the Baptist		2.				23.	2.	2.			2.	2.	1.	19.4	5.	5.	2.	3.	2.		3.	25.6	10.	10.	23.53	15.	15.	23.47	17.	17.
St J. the Evang.			1.			26.	1.	1.			2.			18.	2.	2.		4.				23.25	4.	4.	21.5	6.	6.	22.14	7.	7.
St J. Vianney											7.	6.	1.	19.07	12.	14.		8.	5.			25.15	13.	13.	22.	25.	27.	22.	25.	27.
St Joseph	1.			1.		21.5	2.	2.			4.	1.		18.8	5.	5.	1.	2.	5.		1.	25.33	9.	9.	23.	14.	14.	22.81	16.	16.
St Jules									1.	5.	2.			18.38	6.5	8.			5.	3.	1.	25.44	9.	9.	22.12	15.5	17.	22.12	15.5	17.
St Louis				2.		27.5	2.	2.			4.	1.		18.	5.	5.	2.	3.	4.			24.11	9.	9.	21.93	14.	14.	22.63	16.	16.
St M. Goretti									2.	3.				16.6	4.	5.	4.		3.			23.57	7.	7.	20.67	11.	12.	20.67	11.	12.
St Mary									2.	4.	1.			17.57	7.	7.	2.	3.	1.			19.67	6.	6.	18.54	13.	13.	18.54	13.	13.
St Peter	1.			1.		21.5	2.	2.		1.	4.			19.8	5.	5.	1.	1.	7.			25.67	9.	9.	23.57	14.	14.	23.31	16.	16.
St Pius X											5.	6.	1.	19.58	10.	12.			9.	4.		24.85	13.	13.	22.32	23.	25.	22.32	23.	25.
St Rose				1.	1.	30.5	2.	2.				2.	1.	20.67	3.	3.	3.	4.	1.			23.	8.	8.	22.36	11.	11.	23.62	13.	13.
St William											3.	9.	2.	20.14	11.5	14.			12.	2.		24.14	14.	14.	22.14	25.5	28.	22.14	25.5	28.
Stella Maris											4.	2.		20.67	5.	6.			2.	3.	2.	26.43	7.	7.	23.77	12.	13.	23.77	12.	13.
W J Langlois	1.			1.		21.	2.	2.			2.	1.		19.33	3.	3.	1.	4.	3.			24.63	8.	8.	23.18	11.	11.	22.85	13.	13.
Total	8.	15.	3.	22.	1.	536.83	49.	49.	1.	16.	95.	115.	25.	720.5	226.	252.	2.	57.	156.	104.	16.	925.39	335.	335.	842.94	561.	587.	847.93	610.	636.

Elementary Staff Allocation by Schools 2012-2013

School	Classroom	LSST	FSL	Specialty	Total
Christ the King Catholic School	14.5	2.1	1.5	.5	18.6
H J Lassaline Catholic School	18.	2.6	1.5	.5	22.6
Holy Cross Catholic School	31.	4.2	3.	1.	39.2
Holy Name Catholic School	20.	2.6	2.	1.1	25.7
Immaculate Conception School	9.	3.1	1.	.35	13.45
L A Desmarais Catholic School	16.	3.	1.5	.5	21.
Notre Dame Catholic School	20.	3.1	2.	.5	25.6
Our Lady of Lourdes Catholic School	9.	2.	1.	.5	12.5
Our Lady of Mount Carmel School	27.	3.6	2.5	1.	34.1
Our Lady of Perpetual Help School	16.	3.1	1.5	.5	21.1
Our Lady of the Annunciation School	6.	2.	1.	.	9.
Queen of Peace Catholic School	14.	2.5	1.5	.5	18.5
Sacred Heart Catholic School	23.	3.	2.	1.1	29.1
St Angela Catholic School	15.	2.6	1.	.35	18.95
St Anne French Immersion School	19.5	2.5	2.	.5	24.5
St Anthony Catholic School	10.	2.5	1.	.25	13.75
St Bernard Catholic School-Amherst	10.	3.1	1.	.25	14.35
St Bernard Catholic School-Windsor	10.	2.5	1.	.3	13.8
St Christopher Catholic School	22.	3.1	2.	1.	28.1
St Gabriel Catholic School	18.5	3.1	2.	.5	24.1
St Gregory Catholic School	15.5	2.1	1.58	.5	19.68
St James Catholic School	13.	2.5	1.5	.5	17.5
St John Catholic School	9.	3.	1.	1.	14.
St John de Brebeuf Catholic School	21.	3.1	2.	.5	26.6
St John the Baptist Catholic School	17.	3.	1.5	1.1	22.6
St John the Evangelist Catholic	7.	2.	1.	.	10.
St John Vianney Catholic School	25.	2.5	2.	2.2	31.7
St Joseph Catholic School	16.	2.6	1.5	.5	20.6
St Jules Catholic School	15.5	2.5	1.5	.5	20.
St Louis Catholic School	16.	2.6	1.5	.5	20.6
St Maria Goretti Catholic School	11.	2.	1.	.5	14.5
St Mary Catholic	13.	2.	1.	.5	16.5
St Peter Catholic School	16.	3.1	1.5	.5	21.1
St Pius X Catholic School	23.	3.	2.42	1.6	30.02
St Rose Catholic School	13.	2.5	1.	.5	17.
St William Catholic School	25.5	3.1	2.5	1.6	32.7
Stella Maris Catholic School	12.	2.	1.	.5	15.5
W J Langlois Catholic School	13.	2.5	1.5	.5	17.5
Total	610.	102.4	59.	24.7	796.1

School Organization

2012-2013

School: Christ the King Catholic School

Classroom Staff

Data Regions within table/matrix cells are ignored.			Staff FTE	IntGr	JK	SK	01	02	03	04	05	06	07	08	Total	FTE	Int Total
		JK/SKMWL	.5	.	10.	6.	.	.	.	.	.	.	.	.	16.	8.	16.
		JK/SKTTH	.5	.	11.	3.	.	.	.	.	.	.	.	.	14.	7.	14.
		SKTTHL	.5	.	.	15.	.	.	.	.	.	.	.	.	15.	7.5	15.
		1B	1.	.	.	.	20.	.	.	.	.	.	.	.	20.	20.	20.
		1/2F	1.	.	.	.	6.	14.	.	.	.	.	.	.	20.	20.	20.
		2/3K	1.	.	.	.	.	15.	5.	.	.	.	.	.	20.	20.	20.
		3L	1.	.	.	.	.	.	20.	.	.	.	.	.	20.	20.	20.
		4C	1.	.	.	.	.	.	.	25.	.	.	.	.	25.	25.	25.
		4/5P	1.	.	.	.	.	.	.	10.	11.	.	.	.	21.	21.	21.
		5B	1.	.	.	.	.	.	.	.	25.	.	.	.	25.	25.	25.
		6A	1.	.	.	.	.	.	.	.	.	24.	.	.	24.	24.	24.
		6S	1.	.	.	.	.	.	.	.	.	24.	.	.	24.	24.	24.
		7K	1.	.	.	.	.	.	.	.	.	.	21.	.	21.	21.	21.
		7S	1.	.	.	.	.	.	.	.	.	.	22.	.	22.	22.	22.
		8R	1.	.	.	.	.	.	.	.	.	.	.	24.	24.	24.	24.
		8D	1.	.	.	.	.	.	.	.	.	.	.	25.	25.	25.	25.
Total			14.5	.	21.	24.	26.	29.	25.	35.	36.	48.	43.	49.	336.	313.5	336.

Non-Classroom Staff

Data Regions within table/matrix cells are ignored.		LSST	FSL	Specialty	Total
			1.00		1.00
		0.60			0.60
			0.50		0.50
		1.00			1.00
		0.50		0.50	1.00
Total		2.10	1.50	0.50	4.10

Totals

	Classroom	LSST	FSL	Specialty	Total
Assigned	14.5	2.1	1.5	.5	14.5
Allocated	14.5	2.1	1.5	.5	14.5
Remaining	.	.	.	.	.

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School Organization

2012-2013

School: H J Lassaline Catholic School

Classroom Staff

Data Regions within table/matrix cells are ignored.			Staff FTE	IntGr	JK EL	SK EL	01	02	03	04	05	06	07	08	Total	FTE	Int Total
		JK/SKT	1.	.	9.	17.	.	.	.	.	.	.	.	.	26.	26.	26.
		JK/SKV	1.	.	11.	14.	.	.	.	.	.	.	.	.	25.	25.	25.
		JK/SKC	1.	.	12.	14.	.	.	.	.	.	.	.	.	26.	26.	26.
		Gr.1B	1.	.	.	.	20.	.	.	.	.	.	.	.	20.	20.	20.
		Gr. 1M	1.	.	.	.	23.	.	.	.	.	.	.	.	23.	23.	23.
		Gr. 2	1.	.	.	.	.	20.	.	.	.	.	.	.	20.	20.	20.
		Gr.2B	1.	.	.	.	.	20.	.	.	.	.	.	.	20.	20.	20.
		Gr.3M	1.	.	.	.	.	.	19.	.	.	.	.	.	19.	19.	19.
		Gr.3R	1.	.	.	.	.	.	19.	.	.	.	.	.	19.	19.	19.
		Gr.4P	1.	.	.	.	.	.	.	23.	.	.	.	.	23.	23.	23.
		Gr.4/5M	1.	.	.	.	.	.	.	15.	5.	.	.	.	20.	20.	20.
		Gr.5G	1.	.	.	.	.	.	.	.	23.	.	.	.	23.	23.	23.
		5/6	1.	.	.	.	.	.	.	.	15.	5.	.	.	20.	20.	20.
		Gr.6P	1.	.	.	.	.	.	.	.	.	24.	.	.	24.	24.	24.
		Gr.6/7L	1.	.	.	.	.	.	.	.	.	16.	7.	.	23.	23.	23.
		Gr.7L	1.	.	.	.	.	.	.	.	.	.	26.	.	26.	26.	26.
		Gr.7/8G	1.	.	.	.	.	.	.	.	.	.	10.	14.	24.	24.	24.
		Gr.8I	1.	.	.	.	.	.	.	.	.	.	.	26.	26.	26.	26.
Total			18.	.	32.	45.	43.	40.	38.	38.	43.	45.	43.	40.	407.	407.	407.

Non-Classroom Staff

Data Regions within table/matrix cells are ignored.		LSST	FSL	Specialty	Total
		0.60			0.60
		1.00			1.00
			1.00		1.00
		1.00			1.00
			0.50	0.50	1.00
Total		2.60	1.50	0.50	4.60

Totals

	Classroo	LSST	FSL	Specialty	Total
Assigned	18.	2.6	1.5	.5	18.
Allocated	18.	2.6	1.5	.5	18.
Remaining	.	.	.	.	.

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School Organization

2012-2013
School: Holy Cross Catholic School
Classroom Staff

Data Regions within table/matrix cells are ignored.			Staff FTE	IntGr	JK	SK	01	02	03	04	05	06	07	08	Total	FTE	Int Total
		JK/SKSTR	.5	.	8.	12.	.	.	.	.	.	.	.	.	20.	10.	20.
		JK/SKDFM	.5	.	9.	10.	.	.	.	.	.	.	.	.	19.	9.5	19.
		JK/SKWTR	.5	.	9.	11.	.	.	.	.	.	.	.	.	20.	10.	20.
		JK/SKDTR	.5	.	10.	10.	.	.	.	.	.	.	.	.	20.	10.	20.
		JK/SKWMW	.5	.	10.	10.	.	.	.	.	.	.	.	.	20.	10.	20.
		JK/SKDMW	.5	.	11.	9.	.	.	.	.	.	.	.	.	20.	10.	20.
		1C	1.	.	.	.	20.	.	.	.	.	.	.	.	20.	20.	20.
		1F	1.	.	.	.	20.	.	.	.	.	.	.	.	20.	20.	20.
		1M	1.	.	.	.	20.	.	.	.	.	.	.	.	20.	20.	20.
		1P	1.	.	.	.	20.	.	.	.	.	.	.	.	20.	20.	20.
		1/2S	1.	.	.	.	11.	4.	.	.	.	.	.	.	15.	15.	15.
		2C	1.	.	.	.	.	20.	.	.	.	.	.	.	20.	20.	20.
		2D (mat)	1.	.	.	.	.	20.	.	.	.	.	.	.	20.	20.	20.
		2S	1.	.	.	.	.	20.	.	.	.	.	.	.	20.	20.	20.
		2W	1.	.	.	.	.	20.	.	.	.	.	.	.	20.	20.	20.
		3D	1.	.	.	.	.	.	20.	.	.	.	.	.	20.	20.	20.
		3I	1.	.	.	.	.	.	20.	.	.	.	.	.	20.	20.	20.
		3F	1.	.	.	.	.	.	23.	.	.	.	.	.	23.	23.	23.
		4C	1.	.	.	.	.	.	.	27.	.	.	.	.	27.	27.	27.
		4J	1.	.	.	.	.	.	.	28.	.	.	.	.	28.	28.	28.
		4M	1.	.	.	.	.	.	.	28.	.	.	.	.	28.	28.	28.
		5B (mat)	1.	.	.	.	.	.	.	.	25.	.	.	.	25.	25.	25.
		5C	1.	.	.	.	.	.	.	.	25.	.	.	.	25.	25.	25.
		5D	1.	.	.	.	.	.	.	.	25.	.	.	.	25.	25.	25.
		6SP	1.	.	.	.	.	.	.	.	.	22.	.	.	22.	22.	22.
		6	1.	.	.	.	.	.	.	.	.	23.	.	.	23.	23.	23.
		6P	1.	.	.	.	.	.	.	.	.	23.	.	.	23.	23.	23.
		6R	1.	.	.	.	.	.	.	.	.	23.	.	.	23.	23.	23.
		7S	1.	.	.	.	.	.	.	.	.	.	26.	.	26.	26.	26.
		7K	1.	.	.	.	.	.	.	.	.	.	27.	.	27.	27.	27.
		7M (mat)	1.	.	.	.	.	.	.	.	.	.	27.	.	27.	27.	27.
		8MCL	1.	.	.	.	.	.	.	.	.	.	.	28.	28.	28.	28.
		8L	1.	.	.	.	.	.	.	.	.	.	.	29.	29.	29.	29.
		8MCC	1.	.	.	.	.	.	.	.	.	.	.	29.	29.	29.	29.
Total			31.	.	57.	62.	91.	84.	63.	83.	75.	91.	80.	86.	772.	712.5	772.

Non-Classroom Staff

Data Regions within table/matrix cells are ignored.		LSST	FSL	Specialty	Total
		1.00			1.00
			1.00		1.00
				1.00	1.00
		1.00			1.00
		0.60			0.60
		0.60			0.60
		1.00			1.00
			1.00		1.00
			1.00		1.00
Total		4.20	3.00	1.00	8.20

Totals

	Classroom	LSST	FSL	Specialty	Total
Assigned	31.	4.2	3.	1.	31.
Allocated	31.	4.2	3.	1.	31.
Remaining	.	.	.	.	.

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School Organization

2012-2013

School: Holy Name Catholic School

Classroom Staff

Data Regions within table/matrix cells are ignored.			Staff FTE	IntGr	JK EL	SK EL	01	02	03	04	05	06	07	08	Total	FTE	Int Total
		JKD	1.	.	25.	.	.	.	.	.	.	.	.	.	25.	25.	25.
		JK/SKR	1.	.	11.	12.	.	.	.	.	.	.	.	.	23.	23.	23.
		SKD	1.	.	.	25.	.	.	.	.	.	.	.	.	25.	25.	25.
		1K	1.	.	.	.	20.	.	.	.	.	.	.	.	20.	20.	20.
		1M	1.	.	.	.	20.	.	.	.	.	.	.	.	20.	20.	20.
		1/2P MAT	1.	.	.	.	8.	12.	.	.	.	.	.	.	20.	20.	20.
		2L	1.	.	.	.	.	20.	.	.	.	.	.	.	20.	20.	20.
		2/3	1.	.	.	.	.	11.	8.	.	.	.	.	.	19.	19.	19.
		3	1.	.	.	.	.	.	20.	.	.	.	.	.	20.	20.	20.
		3P	1.	.	.	.	.	.	20.	.	.	.	.	.	20.	20.	20.
		3/4	1.	.	.	.	.	.	16.	7.	.	.	.	.	23.	23.	23.
		4K	1.	.	.	.	.	.	.	28.	.	.	.	.	28.	28.	28.
		4/5M	1.	.	.	.	.	.	.	8.	16.	.	.	.	24.	24.	24.
		4/5R	1.	.	.	.	.	.	.	9.	16.	.	.	.	25.	25.	25.
		5/6H	1.	.	.	.	.	.	.	.	7.	18.	.	.	25.	25.	25.
		5/6P	1.	.	.	.	.	.	.	.	9.	16.	.	.	25.	25.	25.
		6/7T LTO	1.	.	.	.	.	.	.	.	.	13.	13.	.	26.	26.	26.
		7G	1.	.	.	.	.	.	.	.	.	.	28.	.	28.	28.	28.
		7/8T	1.	.	.	.	.	.	.	.	.	.	6.	20.	26.	26.	26.
		8L	.5	.	.	.	.	.	.	.	.	.	.	29.	29.	29.	29.
		8L	.5	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Total			20.	.	36.	37.	48.	43.	64.	52.	48.	47.	47.	49.	471.	471.	471.

Non-Classroom Staff

Data Regions within table/matrix cells are ignored.		LSST	FSL	Specialty	Total
			1.00		1.00
		1.00			1.00
				0.50	0.50
		1.00			1.00
				0.60	0.60
		0.60			0.60
			1.00		1.00
Total		2.60	2.00	1.10	5.70

Totals

	Classroom	LSST	FSL	Specialty	Total
Assigned	20.	2.6	2.	1.1	20.
Allocated	20.	2.6	2.	1.1	20.
Remaining	.	.	.	.	.

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School Organization

2012-2013

School: Immaculate Conception Catholic School

Classroom Staff

Data Regions within table/matrix cells are ignored.			Staff FTE	IntGr	JK	SK	01	02	03	04	05	06	07	08	Total	FTE	Int Total
		JK/SKSTTH (Leave - TBA)	.5	.	3.	9.	.	.	.	.	.	.	.	.	12.	6.	12.
		JK/SKSMW (Leave- TBA)	.5	.	7.	7.	.	.	.	.	.	.	.	.	14.	7.	14.
		1B	1.	.	.	.	16.	.	.	.	.	.	.	.	16.	16.	16.
		2/3G(Mat.)	1.	.	.	.	.	13.	6.	.	.	.	.	.	19.	19.	19.
		3/4S	1.	.	.	.	.	.	17.	5.	.	.	.	.	22.	22.	22.
		4//5B	1.	.	.	.	.	.	.	11.	7.	.	.	.	18.	18.	18.
		5/6B	1.	.	.	.	.	.	.	.	9.	14.	.	.	23.	23.	23.
		6/7H	1.	.	.	.	.	.	.	.	.	10.	11.	.	21.	21.	21.
		7T	1.	.	.	.	.	.	.	.	.	.	23.	.	23.	23.	23.
		8S	1.	.	.	.	.	.	.	.	.	.	.	28.	28.	28.	28.
Total			9.	.	10.	16.	16.	13.	23.	16.	16.	24.	34.	28.	196.	183.	196.

Non-Classroom Staff

Data Regions within table/matrix cells are ignored.		LSST	FSL	Specialty	Total
		0.50			0.50
		1.00			1.00
			1.00		1.00
		1.00			1.00
		0.60			0.60
				0.35	0.35
Total		3.10	1.00	0.35	4.45

Totals

	Classroom	LSST	FSL	Specialty	Total
Assigned	9.	3.1	1.	.35	9.
Allocated	9.	3.1	1.	.35	9.
Remaining	.	.	.	.	.

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School Organization

2012-2013

School: L A Desmarais Catholic School

Classroom Staff

Data Regions within table/matrix cells are ignored.			Staff FTE	IntGr	JK	SK	01	02	03	04	05	06	07	08	Total	FTE	Int Total
		JK M/W	.5	.	16.	.	.	.	.	.	.	.	.	.	16.	8.	16.
		JK T/Th	.5	.	9.	7.	.	.	.	.	.	.	.	.	16.	8.	16.
		JK M/W	.5	.	.	16.	.	.	.	.	.	.	.	.	16.	8.	16.
		SK T/Th	.5	.	.	17.	.	.	.	.	.	.	.	.	17.	8.5	17.
		1	1.	.	.	.	20.	.	.	.	.	.	.	.	20.	20.	20.
		1	1.	.	.	.	20.	.	.	.	.	.	.	.	20.	20.	20.
		2	1.	.	.	.	.	23.	.	.	.	.	.	.	23.	23.	23.
		2/3	1.	.	.	.	.	14.	6.	.	.	.	.	.	20.	20.	20.
		3	1.	.	.	.	.	.	20.	.	.	.	.	.	20.	20.	20.
		3	1.	.	.	.	.	.	22.	.	.	.	.	.	22.	22.	22.
		4	1.	.	.	.	.	.	.	26.	.	.	.	.	26.	26.	26.
		4/5	1.	.	.	.	.	.	.	19.	6.	.	.	.	25.	25.	25.
		5	1.	.	.	.	.	.	.	.	27.	.	.	.	27.	27.	27.
		5/6	1.	.	.	.	.	.	.	.	9.	16.	.	.	25.	25.	25.
		6	1.	.	.	.	.	.	.	.	.	25.	.	.	25.	25.	25.
		7	1.	.	.	.	.	.	.	.	.	.	28.	.	28.	28.	28.
		7/8	1.	.	.	.	.	.	.	.	.	.	4.	21.	25.	25.	25.
		8	1.	.	.	.	.	.	.	.	.	.	.	27.	27.	27.	27.
Total			16.	.	25.	40.	40.	37.	48.	45.	42.	41.	32.	48.	398.	365.5	398.

Non-Classroom Staff

Data Regions within table/matrix cells are ignored.		LSST	FSL	Specialty	Total
				0.50	0.50
		1.00			1.00
		1.00			1.00
			0.50		0.50
			1.00		1.00
		1.00			1.00
Total		3.00	1.50	0.50	5.00

Totals

	Classroom	LSST	FSL	Specialty	Total
Assigned	16.	3.	1.5	.5	16.
Allocated	16.	3.	1.5	.5	16.
Remaining	.	.	.	.	.

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2012-2013

School: Notre Dame Catholic School

Classroom Staff

Data Regions within table/matrix cells are ignored.			Staff FTE	IntGr	JK	SK	01	02	03	04	05	06	07	08	Total	FTE	Int Total
		JKM-M	.5	.	20.	.	.	.	.	.	.	.	.	.	20.	10.	20.
		JK/SKT-M	.5	.	12.	7.	.	.	.	.	.	.	.	.	19.	9.5	19.
		SKM-D	.5	.	.	17.	.	.	.	.	.	.	.	.	17.	8.5	17.
		SKT-D	.5	.	.	20.	.	.	.	.	.	.	.	.	20.	10.	20.
		1G	1.	.	.	.	20.	.	.	.	.	.	.	.	20.	20.	20.
		1N	1.	.	.	.	20.	.	.	.	.	.	.	.	20.	20.	20.
		1/2M	1.	.	.	.	7.	13.	.	.	.	.	.	.	20.	20.	20.
		2B	1.	.	.	.	.	20.	.	.	.	.	.	.	20.	20.	20.
		2/3S	1.	.	.	.	.	15.	5.	.	.	.	.	.	20.	20.	20.
		3L	1.	.	.	.	.	.	20.	.	.	.	.	.	20.	20.	20.
		3T	1.	.	.	.	.	.	20.	.	.	.	.	.	20.	20.	20.
		3/4W	1.	.	.	.	.	.	10.	13.	.	.	.	.	23.	23.	23.
		4B	1.	.	.	.	.	.	.	27.	.	.	.	.	27.	27.	27.
		4/5	1.	.	.	.	.	.	.	5.	19.	.	.	.	24.	24.	24.
		5C	1.	.	.	.	.	.	.	.	26.	.	.	.	26.	26.	26.
		5/6A (Mat)	1.	.	.	.	.	.	.	.	8.	16.	.	.	24.	24.	24.
		6P	1.	.	.	.	.	.	.	.	.	25.	.	.	25.	25.	25.
		6Z	1.	.	.	.	.	.	.	.	.	25.	.	.	25.	25.	25.
		7F	1.	.	.	.	.	.	.	.	.	.	25.	.	25.	25.	25.
		7/8P	1.	.	.	.	.	.	.	.	.	.	10.	15.	25.	25.	25.
		8B	1.	.	.	.	.	.	.	.	.	.	.	25.	25.	25.	25.
		8I	1.	.	.	.	.	.	.	.	.	.	.	25.	25.	25.	25.
Total			20.	.	32.	44.	47.	48.	55.	45.	53.	66.	35.	65.	490.	452.	490.

Non-Classroom Staff

Data Regions within table/matrix cells are ignored.		LSST	FSL	Specialty	Total
		0.60			0.60
			0.50		0.50
		1.00			1.00
		1.00			1.00
			1.00		1.00
		0.50		0.50	1.00
			0.50		0.50
Total		3.10	2.00	0.50	5.60

Totals

	Classroom	LSST	FSL	Specialty	Total
Assigned	20.	3.1	2.	.5	20.
Allocated	20.	3.1	2.	.5	20.
Remaining	.	.	.	.	.

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School Organization

2012-2013
School: Our Lady of Mount Carmel School
Classroom Staff

Data Regions within table/matrix cells are ignored.			Staff FTE	IntGr	JK EL	SK EL	01	02	03	04	05	06	07	08	Total	FTE	Int Total
		JK/SK K	1.	.	14.	15.	.	.	.	.	.	.	.	.	29.	29.	29.
		JK/SK Li	1.	.	14.	15.	.	.	.	.	.	.	.	.	29.	29.	29.
		JK/SK L	1.	.	16.	13.	.	.	.	.	.	.	.	.	29.	29.	29.
		JK/SK S	.5	.	.	.	.	.	.	.	.	.	.	.	.	.	.
		JK/SK S	.5	.	13.	15.	.	.	.	.	.	.	.	.	28.	28.	28.
		1 F	1.	.	.	.	18.	.	.	.	.	.	.	.	18.	18.	18.
		1 T	1.	.	.	.	18.	.	.	.	.	.	.	.	18.	18.	18.
		1 M	1.	.	.	.	19.	.	.	.	.	.	.	.	19.	19.	19.
		2 - B	1.	.	.	.	.	20.	.	.	.	.	.	.	20.	20.	20.
		2 P	1.	.	.	.	.	20.	.	.	.	.	.	.	20.	20.	20.
		2/3 -R	1.	.	.	.	.	7.	13.	.	.	.	.	.	20.	20.	20.
		3 - F	1.	.	.	.	.	.	20.	.	.	.	.	.	20.	20.	20.
		3 - K	1.	.	.	.	.	.	20.	.	.	.	.	.	20.	20.	20.
		3 McM	1.	.	.	.	.	.	20.	.	.	.	.	.	20.	20.	20.
		4 J	1.	.	.	.	.	.	.	22.	.	.	.	.	22.	22.	22.
		4 - D	1.	.	.	.	.	.	.	23.	.	.	.	.	23.	23.	23.
		4 S	1.	.	.	.	.	.	.	23.	.	.	.	.	23.	23.	23.
		5	1.	.	.	.	.	.	.	.	21.	.	.	.	21.	21.	21.
		5 L MAT	1.	.	.	.	.	.	.	.	22.	.	.	.	22.	22.	22.
		5 P	1.	.	.	.	.	.	.	.	22.	.	.	.	22.	22.	22.
		6 G	1.	.	.	.	.	.	.	.	.	25.	.	.	25.	25.	25.
		6 C	1.	.	.	.	.	.	.	.	.	26.	.	.	26.	26.	26.
		6F Li	1.	.	.	.	.	.	.	.	.	26.	.	.	26.	26.	26.
		7 J	1.	.	.	.	.	.	.	.	.	.	25.	.	25.	25.	25.
		7 H	1.	.	.	.	.	.	.	.	.	.	26.	.	26.	26.	26.
		7 O	1.	.	.	.	.	.	.	.	.	.	26.	.	26.	26.	26.
		8 E	1.	.	.	.	.	.	.	.	.	.	.	26.	26.	26.	26.
		8 B	1.	.	.	.	.	.	.	.	.	.	.	27.	27.	27.	27.
Total			27.	.	57.	58.	55.	47.	73.	68.	65.	77.	77.	53.	630.	630.	630.

Non-Classroom Staff

Data Regions within table/matrix cells are ignored.		LSST	FSL	Specialty	Total
				1.00	1.00
			0.50		0.50
			1.00		1.00
			1.00		1.00
		1.00			1.00
		1.00			1.00
		1.00			1.00
		0.60			0.60
Total		3.60	2.50	1.00	7.10

Totals

	Classroom	LSST	FSL	Specialty	Total
Assigned	27.	3.6	2.5	1.	27.
Allocated	27.	3.6	2.5	1.	27.
Remaining	.	.	.	.	.

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School Organization

2012-2013

School: Our Lady of Lourdes Catholic School

Classroom Staff

Data Regions within table/matrix cells are ignored.			Staff FTE	IntGr	JK EL	SK EL	01	02	03	04	05	06	07	08	Total	FTE	Int Total
		JKSK-A	1.	.	8.	7.	.	.	.	.	.	.	.	.	15.	15.	15.
		JKSK-C	1.	.	11.	14.	.	.	.	.	.	.	.	.	25.	25.	25.
		1M	1.	.	.	.	19.	.	.	.	.	.	.	.	19.	19.	19.
		2/3D	1.	.	.	.	.	19.	4.	.	.	.	.	.	23.	23.	23.
		3/4H	1.	.	.	.	.	.	13.	9.	.	.	.	.	22.	22.	22.
		4/5R	1.	.	.	.	.	.	.	12.	11.	.	.	.	23.	23.	23.
		5/6A	1.	.	.	.	.	.	.	.	9.	15.	.	.	24.	24.	24.
		7B	1.	.	.	.	.	.	.	.	.	.	19.	.	19.	19.	19.
		8S	1.	.	.	.	.	.	.	.	.	.	.	23.	23.	23.	23.
Total			9.	.	19.	21.	19.	19.	17.	21.	20.	15.	19.	23.	193.	193.	193.

Non-Classroom Staff

Data Regions within table/matrix cells		LSST	FSL	Specialty	Total
				0.50	0.50
		1.00			1.00
			1.00		1.00
		1.00			1.00
Total		2.00	1.00	0.50	3.50

Totals

	Classroom	LSST	FSL	Specialty	Total
Assigned	9.	2.	1.	.5	9.
Allocated	9.	2.	1.	.5	9.
Remaining	.	.	.	.	.

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School Organization

2012-2013

School: Our Lady of Perpetual Help School

Classroom Staff

Data Regions within table/matrix cells are ignored.			Staff FTE	IntGr	JK EL	SK EL	01	02	03	04	05	06	07	08	Total	FTE	Int Total
		JK/SK	1.	.	15.	12.	.	.	.	.	.	.	.	.	27.	27.	27.
		JK/SK	1.	.	15.	13.	.	.	.	.	.	.	.	.	28.	28.	28.
		SK/ 1V	1.	.	.	6.	13.	.	.	.	.	.	.	.	19.	19.	19.
		1R	1.	.	.	.	20.	.	.	.	.	.	.	.	20.	20.	20.
		2 M	1.	.	.	.	.	19.	.	.	.	.	.	.	19.	19.	19.
		2B - mat leave	1.	.	.	.	.	20.	.	.	.	.	.	.	20.	20.	20.
		3B	1.	.	.	.	.	.	18.	.	.	.	.	.	18.	18.	18.
		3M	1.	.	.	.	.	.	20.	.	.	.	.	.	20.	20.	20.
		4G	1.	.	.	.	.	.	.	24.	.	.	.	.	24.	24.	24.
		4/5C	1.	.	.	.	.	.	.	6.	18.	.	.	.	24.	24.	24.
		5/6M	1.	.	.	.	.	.	.	.	15.	10.	.	.	25.	25.	25.
		6C	1.	.	.	.	.	.	.	.	.	25.	.	.	25.	25.	25.
		6/7P	1.	.	.	.	.	.	.	.	.	6.	18.	.	24.	24.	24.
		7F	1.	.	.	.	.	.	.	.	.	.	28.	.	28.	28.	28.
		7/8P	1.	.	.	.	.	.	.	.	.	.	6.	19.	25.	25.	25.
		8B	1.	.	.	.	.	.	.	.	.	.	.	29.	29.	29.	29.
Total			16.	.	30.	31.	33.	39.	38.	30.	33.	41.	52.	48.	375.	375.	375.

Non-Classroom Staff

Data Regions within table/matrix cells are ignored.		LSST	FSL	Specialty	Total
		1.00			1.00
			1.00		1.00
		0.60			0.60
			0.50		0.50
		0.50		0.50	1.00
		1.00			1.00
Total		3.10	1.50	0.50	5.10

Totals

	Classroom	LSST	FSL	Specialty	Total
Assigned	16.	3.1	1.5	.5	16.
Allocated	16.	3.1	1.5	.5	16.
Remaining	.	.	.	.	.

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School Organization

2012-2013

School: Our Lady of the Annunciation School

Classroom Staff

Data Regions within table/matrix cells are ignored.			Staff FTE	IntGr	JK EL	SK EL	01	02	03	04	05	06	07	08	Total	FTE	Int Total
		JK/SKB	1.	.	11.	12.	.	.	.	.	.	.	.	.	23.	23.	23.
		1/2L	1.	.	.	.	7.	11.	.	.	.	.	.	.	18.	18.	18.
		3/4G	1.	.	.	.	.	.	15.	5.	.	.	.	.	20.	20.	20.
		4/5D	1.	.	.	.	.	.	.	8.	13.	.	.	.	21.	21.	21.
		6/7	1.	.	.	.	.	.	.	.	.	18.	7.	.	25.	25.	25.
		7/8H	1.	.	.	.	.	.	.	.	.	.	6.	19.	25.	25.	25.
Total			6.	.	11.	12.	7.	11.	15.	13.	13.	18.	13.	19.	132.	132.	132.

Non-Classroom Staff

Data Regions within table/matrix cells are ignored.		LSST	FSL	Total
		1.00		1.00
			1.00	1.00
		1.00		1.00
Total		2.00	1.00	3.00

Totals

	Classroom	LSST	FSL	Specialty	Total
Assigned	6.	2.	1.		6.
Allocated	6.	2.	1.	.	6.
Remaining	.	.	.		.

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School Organization

2012-2013

School: Queen of Peace Catholic School

Classroom Staff

Data Regions within table/matrix cells are ignored.			Staff FTE	IntGr	JK EL	SK EL	01	02	03	04	05	06	07	08	Total	FTE	Int Total
		SK/1M	1.	.		5.	15.	.	.	.	.	.	.	.	20.	20.	20.
		2L	1.	.		.	.	17.	.	.	.	.	.	.	17.	17.	17.
		3R	1.	.		.	.	.	19.	.	.	.	.	.	19.	19.	19.
		3/4Pe	1.	.		.	.	.	8.	10.	.	.	.	.	18.	18.	18.
		4P	1.	.		.	.	.	.	26.	.	.	.	.	26.	26.	26.
		5D	1.	.		.	.	.	.	.	23.	.	.	.	23.	23.	23.
		5/6C	1.	.		.	.	.	.	.	12.	9.	.	.	21.	21.	21.
		6C	1.	.		.	.	.	.	.	.	21.	.	.	21.	21.	21.
		7G	1.	.		.	.	.	.	.	.	.	29.	.	29.	29.	29.
		7/8M	1.	.		.	.	.	.	.	.	.	11.	14.	25.	25.	25.
		8D	1.	.		.	.	.	.	.	.	.	.	28.	28.	28.	28.
		JK/SKP	1.	.	9.	15.	.								24.	24.	24.
		JK/SKPo	1.	.	9.	5.	.								14.	14.	14.
		1Pa	1.	.	.	.	7.								7.	7.	7.
Total			14.	.	18.	25.	22.	17.	27.	36.	35.	30.	40.	42.	292.	292.	292.

Non-Classroom Staff

Data Regions within table/matrix cells are ignored.		LSST	FSL	Specialty	Total
		0.50		0.50	1.00
			0.50		0.50
		1.00			1.00
			1.00		1.00
		1.00			1.00
Total		2.50	1.50	0.50	4.50

Totals

	Classroom	LSST	FSL	Specialty	Total
Assigned	14.	2.5	1.5	.5	14.
Allocated	14.	2.5	1.5	.5	14.
Remaining	.	.	.	.	.

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School Organization

2012-2013

School: Sacred Heart   School

Classroom Staff

Data Regions within table/matrix cells are ignored.			Staff FTE	IntGr	JK EL	SK EL	01	02	03	04	05	06	07	08	Total	FTE	Int Total
		JKM	1.	.	29.	.	.	.	.	.	.	.	.	.	29.	29.	29.
		JK/SKF	1.	.	14.	14.	.	.	.	.	.	.	.	.	28.	28.	28.
		SKB	1.	.	.	28.	.	.	.	.	.	.	.	.	28.	28.	28.
		1J	1.	.	.	.	20.	.	.	.	.	.	.	.	20.	20.	20.
		1S	1.	.	.	.	20.	.	.	.	.	.	.	.	20.	20.	20.
		1/2N	1.	.	.	.	11.	9.	.	.	.	.	.	.	20.	20.	20.
		2B	1.	.	.	.	.	20.	.	.	.	.	.	.	20.	20.	20.
		2G	1.	.	.	.	.	20.	.	.	.	.	.	.	20.	20.	20.
		2/3B	1.	.	.	.	.	8.	12.	.	.	.	.	.	20.	20.	20.
		3D	1.	.	.	.	.	.	18.	.	.	.	.	.	18.	18.	18.
		3M	1.	.	.	.	.	.	19.	.	.	.	.	.	19.	19.	19.
		4D	1.	.	.	.	.	.	.	26.	.	.	.	.	26.	26.	26.
		4J	1.	.	.	.	.	.	.	26.	.	.	.	.	26.	26.	26.
		4/5D	1.	.	.	.	.	.	.	13.	12.	.	.	.	25.	25.	25.
		5P	1.	.	.	.	.	.	.	.	24.	.	.	.	24.	24.	24.
		5B	1.	.	.	.	.	.	.	.	25.	.	.	.	25.	25.	25.
		6D	1.	.	.	.	.	.	.	.	.	23.	.	.	23.	23.	23.
		6B	1.	.	.	.	.	.	.	.	.	25.	.	.	25.	25.	25.
		7W	1.	.	.	.	.	.	.	.	.	.	25.	.	25.	25.	25.
		7B	1.	.	.	.	.	.	.	.	.	.	26.	.	26.	26.	26.
		7/8H	1.	.	.	.	.	.	.	.	.	.	15.	12.	27.	27.	27.
		8D	1.	.	.	.	.	.	.	.	.	.	.	26.	26.	26.	26.
		8S	1.	.	.	.	.	.	.	.	.	.	.	28.	28.	28.	28.
Total			23.	.	43.	42.	51.	57.	49.	65.	61.	48.	66.	66.	548.	548.	548.

Non-Classroom Staff

Data Regions within table/matrix cells are ignored.		LSST	FSL	Specialty	Total
			1.00		1.00
		1.00			1.00
				0.50	0.50
			1.00		1.00
		1.00			1.00
		1.00			1.00
				0.60	0.60
Total		3.00	2.00	1.10	6.10

Totals

	Classroom	LSST	FSL	Specialty	Total
Assigned	23.	3.	2.	1.1	23.
Allocated	23.	3.	2.	1.1	23.
Remaining	.	.	.	.	.

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School Organization

2012-2013

School: St Angela Catholic School

Classroom Staff

Data Regions within table/matrix cells are ignored.			Staff FTE	IntGr	JK EL	SK EL	01	02	03	04	05	06	07	08	Total	FTE	Int Total
		JK/SKA	1.	.	16.	14.	.	.	.	.	.	.	.	.	30.	30.	30.
		JK/SKQ	1.	.	16.	14.	.	.	.	.	.	.	.	.	30.	30.	30.
		K/1	1.	.	.	5.	15.	.	.	.	.	.	.	.	20.	20.	20.
		1/2G	1.	.	.	.	13.	7.	.	.	.	.	.	.	20.	20.	20.
		2D	1.	.	.	.	.	20.	.	.	.	.	.	.	20.	20.	20.
		2/3G	1.	.	.	.	.	11.	8.	.	.	.	.	.	19.	19.	19.
		3W	1.	.	.	.	.	.	19.	.	.	.	.	.	19.	19.	19.
		3/4P	1.	.	.	.	.	.	4.	19.	.	.	.	.	23.	23.	23.
		4/5B	1.	.	.	.	.	.	.	14.	7.	.	.	.	21.	21.	21.
		5C	1.	.	.	.	.	.	.	.	23.	.	.	.	23.	23.	23.
		6M	1.	.	.	.	.	.	.	.	.	21.	.	.	21.	21.	21.
		6L	1.	.	.	.	.	.	.	.	.	22.	.	.	22.	22.	22.
		7M	1.	.	.	.	.	.	.	.	.	.	24.	.	24.	24.	24.
		7/8Q	1.	.	.	.	.	.	.	.	.	.	13.	12.	25.	25.	25.
		8C	1.	.	.	.	.	.	.	.	.	.	.	24.	24.	24.	24.
Total			15.	.	32.	33.	28.	38.	31.	33.	30.	43.	37.	36.	341.	341.	341.

Non-Classroom Staff

Data Regions within table/matrix cells are ignored.		LSST	FSL	Specialty	Total
		1.00			1.00
		0.50			0.50
		0.60			0.60
			1.00		1.00
				0.35	0.35
		0.50			0.50
Total		2.60	1.00	0.35	3.95

Totals

	Classroom	LSST	FSL	Specialty	Total
Assigned	15.	2.6	1.	.35	15.
Allocated	15.	2.6	1.	.35	15.
Remaining	.	.	.	.	.

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School Organization

2012-2013

School: St Anne French Immersion School

Classroom Staff

Data Regions within table/matrix cells are ignored.			Staff FTE	IntGr	JK	SK	01	02	03	04	05	06	07	08	Total	FTE	Int Total
		JKSKMW	.5	.	9.	9.	.	.	.	.	.	.	.	.	18.	9.	18.
		JKSKMW	.5	.	9.	9.	.	.	.	.	.	.	.	.	18.	9.	18.
		JKSKTTh	.5	.	9.	10.	.	.	.	.	.	.	.	.	19.	9.5	19.
		JKSKTTh	.5	.	9.	10.	.	.	.	.	.	.	.	.	19.	9.5	19.
		Jk/SK	.5	.	10.	9.	.	.	.	.	.	.	.	.	19.	9.5	19.
		1L	1.	.	.	.	19.	.	.	.	.	.	.	.	19.	19.	19.
		1D	1.	.	.	.	20.	.	.	.	.	.	.	.	20.	20.	20.
		1/2W	1.	.	.	.	10.	9.	.	.	.	.	.	.	19.	19.	19.
		1/2P	1.	.	.	.	12.	7.	.	.	.	.	.	.	19.	19.	19.
		2F	1.	.	.	.	.	19.	.	.	.	.	.	.	19.	19.	19.
		2P	1.	.	.	.	.	20.	.	.	.	.	.	.	20.	20.	20.
		2/3	1.	.	.	.	.	5.	17.	.	.	.	.	.	22.	22.	22.
		3V	1.	.	.	.	.	.	19.	.	.	.	.	.	19.	19.	19.
		3D	1.	.	.	.	.	.	20.	.	.	.	.	.	20.	20.	20.
		4D	1.	.	.	.	.	.	.	24.	.	.	.	.	24.	24.	24.
		4/5D	1.	.	.	.	.	.	.	9.	15.	.	.	.	24.	24.	24.
		5L	1.	.	.	.	.	.	.	.	25.	.	.	.	25.	25.	25.
		6M (MAT)	1.	.	.	.	.	.	.	.	.	24.	.	.	24.	24.	24.
		6/7	1.	.	.	.	.	.	.	.	.	11.	13.	.	24.	24.	24.
		7	1.	.	.	.	.	.	.	.	.	.	23.	.	23.	23.	23.
		8L	1.	.	.	.	.	.	.	.	.	.	.	19.	19.	19.	19.
		8	1.	.	.	.	.	.	.	.	.	.	.	21.	21.	21.	21.
Total			19.5	.	46.	47.	61.	60.	56.	33.	40.	35.	36.	40.	454.	407.5	454.

Non-Classroom Staff

Data Regions within table/matrix cells are ignored.		LSST	FSL	Specialty	Total
		1.00			1.00
		0.50		0.50	1.00
			1.00		1.00
		1.00			1.00
			1.00		1.00
Total		2.50	2.00	0.50	5.00

Totals

	Classroom	LSST	FSL	Specialty	Total
Assigned	19.5	2.5	2.	.5	19.5
Allocated	19.5	2.5	2.	.5	19.5
Remaining	.	.	.	.	.

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School Organization

2012-2013

School: St Anthony Catholic School

Classroom Staff

Data Regions within table/matrix cells are ignored.			Staff FTE	IntGr	JK	SK	01	02	03	04	05	06	07	08	Total	FTE	Int Total
		JKSKMW	.5	.	18.	1.	.	.	.	.	.	.	.	.	19.	9.5	19.
		SKTT	.5	.	.	20.	.	.	.	.	.	.	.	.	20.	10.	20.
		1M	1.	.	.	.	17.	.	.	.	.	.	.	.	17.	17.	17.
		2E	1.	.	.	.	.	20.	.	.	.	.	.	.	20.	20.	20.
		2/3D	1.	.	.	.	.	6.	13.	.	.	.	.	.	19.	19.	19.
		3/4M	1.	.	.	.	.	.	8.	15.	.	.	.	.	23.	23.	23.
		4/5W	1.	.	.	.	.	.	.	17.	6.	.	.	.	23.	23.	23.
		5K	1.	.	.	.	.	.	.	.	21.	.	.	.	21.	21.	21.
		6L	1.	.	.	.	.	.	.	.	.	20.	.	.	20.	20.	20.
		7G	1.	.	.	.	.	.	.	.	.	.	24.	.	24.	24.	24.
		8C	1.	.	.	.	.	.	.	.	.	.	.	28.	28.	28.	28.
Total			10.	.	18.	21.	17.	26.	21.	32.	27.	20.	24.	28.	234.	214.5	234.

Non-Classroom Staff

Data Regions within table/matrix cells are ignored.		LSST	FSL	Specialty	Total
			1.00		1.00
		1.00			1.00
		0.50			0.50
		1.00			1.00
				0.25	0.25
Total		2.50	1.00	0.25	3.75

Totals

	Classroom	LSST	FSL	Specialty	Total
Assigned	10.	2.5	1.	.25	10.
Allocated	10.	2.5	1.	.25	10.
Remaining	.	.	.	.	.

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School Organization

2012-2013

School: St Bernard Catholic School-Amherst

Classroom Staff

Data Regions within table/matrix cells are ignored.			Staff FTE	IntGr	JK EL	SK EL	01	02	03	04	05	06	07	08	Total	FTE	Int Total
		JK/SKM	1.	.	6.	8.	.	.	.	.	.	.	.	.	14.	14.	14.
		JK/SKW	1.	.	14.	8.	.	.	.	.	.	.	.	.	22.	22.	22.
		1B	1.	.	.	.	14.	.	.	.	.	.	.	.	14.	14.	14.
		2F	1.	.	.	.	.	20.	.	.	.	.	.	.	20.	20.	20.
		3M	1.	.	.	.	.	.	17.	.	.	.	.	.	17.	17.	17.
		4Z	1.	.	.	.	.	.	.	25.	.	.	.	.	25.	25.	25.
		5B	1.	.	.	.	.	.	.	.	23.	.	.	.	23.	23.	23.
		6R	1.	.	.	.	.	.	.	.	.	20.	.	.	20.	20.	20.
		7D	1.	.	.	.	.	.	.	.	.	.	29.	.	29.	29.	29.
		7/8S	1.	.	.	.	.	.	.	.	.	.	.	20.	20.	20.	20.
Total			10.	.	20.	16.	14.	20.	17.	25.	23.	20.	29.	20.	204.	204.	204.

Non-Classroom Staff

Data Regions within table/matrix cells are ignored.		LSST	FSL	Specialty	Total
			1.00		1.00
		1.00			1.00
		0.60			0.60
		1.00			1.00
		0.50			0.50
				0.25	0.25
Total		3.10	1.00	0.25	4.35

Totals

	Classroom	LSST	FSL	Specialty	Total
Assigned	10.	3.1	1.	.25	10.
Allocated	10.	3.1	1.	.25	10.
Remaining	.	.	.	.	.

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School Organization

2012-2013

School: St Bernard Catholic School-Windsor

Classroom Staff

Data Regions within table/matrix cells are ignored.			Staff FTE	IntGr	JK EL	SK EL	01	02	03	04	05	06	07	08	Total	FTE	Int Total
		JKSK-F	1.	.	8.	7.	.	.	.	.	.	.	.	.	15.	15.	15.
		JKSK-C	1.	.	14.	10.	.	.	.	.	.	.	.	.	24.	24.	24.
		1/2C	1.	.	.	.	12.	8.	.	.	.	.	.	.	20.	20.	20.
		2/3L	1.	.	.	.	.	12.	7.	.	.	.	.	.	19.	19.	19.
		3/4G	1.	.	.	.	.	.	17.	6.	.	.	.	.	23.	23.	23.
		4/5V	1.	.	.	.	.	.	.	15.	10.	.	.	.	25.	25.	25.
		5/6B	1.	.	.	.	.	.	.	.	18.	7.	.	.	25.	25.	25.
		6/7S	1.	.	.	.	.	.	.	.	.	27.	.	.	27.	27.	27.
		7/8Z	1.	.	.	.	.	.	.	.	.	.	27.	.	27.	27.	27.
		8Q	1.	.	.	.	.	.	.	.	.	.	.	30.	30.	30.	30.
Total			10.	.	22.	17.	12.	20.	24.	21.	28.	34.	27.	30.	235.	235.	235.

Non-Classroom Staff

Data Regions within table/matrix cells are ignored.		LSST	FSL	Specialty	Total
			1.00		1.00
		1.00			1.00
		0.50			0.50
		1.00			1.00
				0.30	0.30
Total		2.50	1.00	0.30	3.80

Totals

	Classroom	LSST	FSL	Specialty	Total
Assigned	10.	2.5	1.	.3	10.
Allocated	10.	2.5	1.	.3	10.
Remaining	.	.	.	.	.

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School Organization

2012-2013

School: St Christopher Catholic School

Classroom Staff

Data Regions within table/matrix cells are ignored.			Staff FTE	IntGr	JK EL	SK EL	01	02	03	04	05	06	07	08	Total	FTE	Int Total
		JK/SK	1.	.	9.	16.	.	.	.	.	.	.	.	.	25.	25.	25.
		JK/SK	1.	.	12.	13.	.	.	.	.	.	.	.	.	25.	25.	25.
		JK/SK	1.	.	14.	12.	.	.	.	.	.	.	.	.	26.	26.	26.
		1	1.	.	.	.	20.	.	.	.	.	.	.	.	20.	20.	20.
		1	1.	.	.	.	20.	.	.	.	.	.	.	.	20.	20.	20.
		1/2 -	1.	.	.	.	6.	13.	.	.	.	.	.	.	19.	19.	19.
		2	1.	.	.	.	.	20.	.	.	.	.	.	.	20.	20.	20.
		2	1.	.	.	.	.	22.	.	.	.	.	.	.	22.	22.	22.
		3	1.	.	.	.	.	.	19.	.	.	.	.	.	19.	19.	19.
		3	1.	.	.	.	.	.	20.	.	.	.	.	.	20.	20.	20.
		3/4-	1.	.	.	.	.	.	16.	6.	.	.	.	.	22.	22.	22.
		4-	1.	.	.	.	.	.	.	26.	.	.	.	.	26.	26.	26.
		4/5-	1.	.	.	.	.	.	.	13.	12.	.	.	.	25.	25.	25.
		5-	1.	.	.	.	.	.	.	.	28.	.	.	.	28.	28.	28.
		5/6-	1.	.	.	.	.	.	.	.	18.	8.	.	.	26.	26.	26.
		6-	1.	.	.	.	.	.	.	.	.	26.	.	.	26.	26.	26.
		6-	1.	.	.	.	.	.	.	.	.	26.	.	.	26.	26.	26.
		6/7-	1.	.	.	.	.	.	.	.	.	6.	20.	.	26.	26.	26.
		7-	1.	.	.	.	.	.	.	.	.	.	29.	.	29.	29.	29.
		7/8-	1.	.	.	.	.	.	.	.	.	.	20.	6.	26.	26.	26.
		8-	1.	.	.	.	.	.	.	.	.	.	.	26.	26.	26.	26.
		8-	1.	.	.	.	.	.	.	.	.	.	.	26.	26.	26.	26.
Total			22.	.	35.	41.	46.	55.	55.	45.	58.	66.	69.	58.	528.	528.	528.

Non-Classroom Staff

Data Regions within table/matrix cells are ignored.		LSST	FSL	Specialty	Total
			1.00		1.00
			1.00		1.00
		1.00			1.00
				1.00	1.00
		0.60			0.60
		0.50			0.50
		1.00			1.00
Total		3.10	2.00	1.00	6.10

Totals

	Classroom	LSST	FSL	Specialty	Total
Assigned	22.	3.1	2.	1.	22.
Allocated	22.	3.1	2.	1.	22.
Remaining	.	.	.	.	.

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School Organization

2012-2013

School: St Gabriel Catholic School

Classroom Staff

Data Regions within table/matrix cells are ignored.			Staff FTE	IntGr	JK	SK	01	02	03	04	05	06	07	08	Total	FTE	Int Total
		JK	.5	.	20.	.	.	.	.	.	.	.	.	.	20.	10.	20.
		JK/SK	.5	.	8.	13.	.	.	.	.	.	.	.	.	21.	10.5	21.
		SK	.5	.	.	20.	.	.	.	.	.	.	.	.	20.	10.	20.
		1	1.	.	.	.	20.	.	.	.	.	.	.	.	20.	20.	20.
		1	1.	.	.	.	20.	.	.	.	.	.	.	.	20.	20.	20.
		2	1.	.	.	.	.	20.	.	.	.	.	.	.	20.	20.	20.
		2	1.	.	.	.	.	20.	.	.	.	.	.	.	20.	20.	20.
		2/3	1.	.	.	.	.	7.	13.	.	.	.	.	.	20.	20.	20.
		3	1.	.	.	.	.	.	20.	.	.	.	.	.	20.	20.	20.
		3/4	1.	.	.	.	.	.	7.	15.	.	.	.	.	22.	22.	22.
		4	1.	.	.	.	.	.	.	23.	.	.	.	.	23.	23.	23.
		4/5	1.	.	.	.	.	.	.	8.	12.	.	.	.	20.	20.	20.
		5	1.	.	.	.	.	.	.	.	22.	.	.	.	22.	22.	22.
		5	1.	.	.	.	.	.	.	.	22.	.	.	.	22.	22.	22.
		6	1.	.	.	.	.	.	.	.	.	28.	.	.	28.	28.	28.
		6/7	1.	.	.	.	.	.	.	.	.	12.	11.	.	23.	23.	23.
		7	1.	.	.	.	.	.	.	.	.	.	26.	.	26.	26.	26.
		7	1.	.	.	.	.	.	.	.	.	.	27.	.	27.	27.	27.
		8	1.	.	.	.	.	.	.	.	.	.	5.	21.	26.	26.	26.
		7/8	1.	.	.	.	.	.	.	.	.	.	.	27.	27.	27.	27.
Total			18.5	.	28.	33.	40.	47.	40.	46.	56.	40.	69.	48.	447.	416.5	447.

Non-Classroom Staff

Data Regions within table/matrix cells are ignored.		LSST	FSL	Specialty	Total
		1.00			1.00
				0.50	0.50
			1.00		1.00
		1.00			1.00
			1.00		1.00
		0.60			0.60
		0.50			0.50
Total		3.10	2.00	0.50	5.60

Totals

	Classroom	LSST	FSL	Specialty	Total
Assigned	18.5	3.1	2.	.5	18.5
Allocated	18.5	3.1	2.	.5	18.5
Remaining	.	.	.	.	.

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School Organization

2012-2013

School: St Gregory Catholic School

Classroom Staff

Data Regions within table/matrix cells are ignored.			Staff FTE	IntGr	JK	SK	01	02	03	04	05	06	07	08	Total	FTE	Int Total
		JK N	.5	.	20.	.	.	.	.	.	.	.	.	.	20.	10.	20.
		JK/SK D	.5	.	7.	15.	.	.	.	.	.	.	.	.	22.	11.	22.
		JK/SKD	.5	.	9.	11.	.	.	.	.	.	.	.	.	20.	10.	20.
		1 M	1.	.	.	.	19.	.	.	.	.	.	.	.	19.	19.	19.
		1/2 B	1.	.	.	.	9.	11.	.	.	.	.	.	.	20.	20.	20.
		2/3 P	1.	.	.	.	.	12.	8.	.	.	.	.	.	20.	20.	20.
		3 B	1.	.	.	.	.	.	19.	.	.	.	.	.	19.	19.	19.
		3/4M	1.	.	.	.	.	.	6.	16.	.	.	.	.	22.	22.	22.
		4G	1.	.	.	.	.	.	.	28.	.	.	.	.	28.	28.	28.
		5 M	1.	.	.	.	.	.	.	.	22.	.	.	.	22.	22.	22.
		5O	1.	.	.	.	.	.	.	.	22.	.	.	.	22.	22.	22.
		6S	1.	.	.	.	.	.	.	.	.	23.	.	.	23.	23.	23.
		6H	1.	.	.	.	.	.	.	.	.	24.	.	.	24.	24.	24.
		7 B	1.	.	.	.	.	.	.	.	.	.	24.	.	24.	24.	24.
		7S	1.	.	.	.	.	.	.	.	.	.	25.	.	25.	25.	25.
		8 K	1.	.	.	.	.	.	.	.	.	.	.	28.	28.	28.	28.
		8R	1.	.	.	.	.	.	.	.	.	.	.	28.	28.	28.	28.
Total			15.5	.	36.	26.	28.	23.	33.	44.	44.	47.	49.	56.	386.	355.	386.

Non-Classroom Staff

Data Regions within table/matrix cells are ignored.		LSST	FSL	Specialty	Total
			0.08		0.08
			0.50		0.50
		0.60			0.60
			1.00		1.00
		1.00			1.00
		0.50		0.50	1.00
Total		2.10	1.58	0.50	4.18

Totals

	Classroom	LSST	FSL	Specialty	Total
Assigned	15.5	2.1	1.58	.5	15.5
Allocated	15.5	2.1	1.58	.5	15.5
Remaining	.	.	.	.	.

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School Organization

2012-2013

School: St James Catholic School

Classroom Staff

Data Regions within table/matrix cells are ignored.			Staff FTE	IntGr	JK EL	SK EL	01	02	03	04	05	06	07	08	Total	FTE	Int Total
		jk/sk B	1.	.	13.	12.	.	.	.	.	.	.	.	.	25.	25.	25.
		jk/sk R	1.	.	18.	6.	.	.	.	.	.	.	.	.	24.	24.	24.
		1 B	1.	.	.	.	19.	.	.	.	.	.	.	.	19.	19.	19.
		1/2	.5	.	.	.	12.	5.	.	.	.	.	.	.	17.	17.	17.
		1/2	.5	.	.	.	.	.	.	.	.	.	.	.	.	.	.
		2 M	1.	.	.	.	.	18.	.	.	.	.	.	.	18.	18.	18.
		3 S	1.	.	.	.	.	.	22.	.	.	.	.	.	22.	22.	22.
		4 P	1.	.	.	.	.	.	.	28.	.	.	.	.	28.	28.	28.
		4/5 R	1.	.	.	.	.	.	.	14.	10.	.	.	.	24.	24.	24.
		5/6 T	1.	.	.	.	.	.	.	.	17.	6.	.	.	23.	23.	23.
		6 B	1.	.	.	.	.	.	.	.	.	28.	.	.	28.	28.	28.
		7/8 A	1.	.	.	.	.	.	.	.	.	.	16.	7.	23.	23.	23.
		7 W/K	.5	.	.	.	.	.	.	.	.	.	.	.	.	.	.
		7 W/K	.5	.	.	.	.	.	.	.	.	.	26.	.	26.	26.	26.
		8 M	1.	.	.	.	.	.	.	.	.	.	.	23.	23.	23.	23.
Total			13.	.	31.	18.	31.	23.	22.	42.	27.	34.	42.	30.	300.	300.	300.

Non-Classroom Staff

Data Regions within table/matrix cells are ignored.		LSST	FSL	Specialty	Total
		1.00			1.00
			1.00		1.00
				0.50	0.50
			0.50		0.50
		1.00			1.00
		0.50			0.50
Total		2.50	1.50	0.50	4.50

Totals

	Classroom	LSST	FSL	Specialty	Total
Assigned	13.	2.5	1.5	.5	13.
Allocated	13.	2.5	1.5	.5	13.
Remaining	.	.	.	.	.

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School Organization

2012-2013

School: St John Catholic School

Classroom Staff

Data Regions within table/matrix cells are ignored.			Staff FTE	IntGr	JK EL	SK EL	01	02	03	04	05	06	07	08	Total	FTE	Int Total
		JKSKI	1.	.	20.	6.	.	.	.	.	.	.	.	.	26.	26.	26.
		SK1W	1.	.	.	14.	5.	.	.	.	.	.	.	.	19.	19.	19.
		1/2	1.	.	.	.	13.	5.	.	.	.	.	.	.	18.	18.	18.
		2/3D	1.	.	.	.	.	15.	3.	.	.	.	.	.	18.	18.	18.
		3/4M	1.	.	.	.	.	.	15.	8.	.	.	.	.	23.	23.	23.
		4/5D	1.	.	.	.	.	.	.	7.	19.	.	.	.	26.	26.	26.
		5/6L	1.	.	.	.	.	.	.	.	3.	23.	.	.	26.	26.	26.
		7/8G	1.	.	.	.	.	.	.	.	.	.	11.	11.	22.	22.	22.
		7/8C	1.	.	.	.	.	.	.	.	.	.	12.	12.	24.	24.	24.
Total			9.	.	20.	20.	18.	20.	18.	15.	22.	23.	23.	23.	202.	202.	202.

Non-Classroom Staff

Data Regions within table/matrix cells are ignored.		LSST	FSL	Specialty	Total
		1.00			1.00
		1.00			1.00
		0.50		0.50	1.00
			1.00		1.00
		0.50		0.50	1.00
Total		3.00	1.00	1.00	5.00

Totals

	Classroom	LSST	FSL	Specialty	Total
Assigned	9.	3.	1.	1.	9.
Allocated	9.	3.	1.	1.	9.
Remaining	.	.	.	.	.

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School Organization

2012-2013

School: St John de Brebeuf Catholic School

Classroom Staff

Data Regions within table/matrix cells are ignored.			Staff FTE	IntGr	JK EL	SK EL	01	02	03	04	05	06	07	08	Total	FTE	Int Total
		JK/SKM	1.	.	7.	8.	.	.	.	.	.	.	.	.	15.	15.	15.
		JK/SKB	1.	.	13.	15.	.	.	.	.	.	.	.	.	28.	28.	28.
		JK/SKP	1.	.	13.	16.	.	.	.	.	.	.	.	.	29.	29.	29.
		JK/SKS	1.	.	16.	13.	.	.	.	.	.	.	.	.	29.	29.	29.
		1G	1.	.	.	.	18.	.	.	.	.	.	.	.	18.	18.	18.
		1B	1.	.	.	.	19.	.	.	.	.	.	.	.	19.	19.	19.
		2M	1.	.	.	.	.	19.	.	.	.	.	.	.	19.	19.	19.
		2L	1.	.	.	.	.	20.	.	.	.	.	.	.	20.	20.	20.
		2/3J	1.	.	.	.	.	12.	7.	.	.	.	.	.	19.	19.	19.
		3F	1.	.	.	.	.	.	18.	.	.	.	.	.	18.	18.	18.
		3/4C	1.	.	.	.	.	.	15.	8.	.	.	.	.	23.	23.	23.
		4T	1.	.	.	.	.	.	.	24.	.	.	.	.	24.	24.	24.
		4/5M	1.	.	.	.	.	.	.	13.	11.	.	.	.	24.	24.	24.
		5B	1.	.	.	.	.	.	.	.	24.	.	.	.	24.	24.	24.
		5/6D	1.	.	.	.	.	.	.	.	11.	12.	.	.	23.	23.	23.
		6S	1.	.	.	.	.	.	.	.	.	23.	.	.	23.	23.	23.
		6W	1.	.	.	.	.	.	.	.	.	24.	.	.	24.	24.	24.
		7H	1.	.	.	.	.	.	.	.	.	.	27.	.	27.	27.	27.
		7P	1.	.	.	.	.	.	.	.	.	.	28.	.	28.	28.	28.
		8D	1.	.	.	.	.	.	.	.	.	.	.	27.	27.	27.	27.
		8H	1.	.	.	.	.	.	.	.	.	.	.	27.	27.	27.	27.
Total			21.	.	49.	52.	37.	51.	40.	45.	46.	59.	55.	54.	488.	488.	488.

Non-Classroom Staff

Data Regions within table/matrix cells are ignored.		LSST	FSL	Specialty	Total
		0.50		0.50	1.00
			1.00		1.00
			1.00		1.00
		1.00			1.00
		0.60			0.60
		1.00			1.00
Total		3.10	2.00	0.50	5.60

Totals

	Classroom	LSST	FSL	Specialty	Total
Assigned	21.	3.1	2.	.5	21.
Allocated	21.	3.1	2.	.5	21.
Remaining	.	.	.	.	.

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School Organization

2012-2013

School: St John the Baptist Catholic School

Classroom Staff

Data Regions within table/matrix cells are ignored.			Staff FTE	IntGr	JK EL	SK EL	01	02	03	04	05	06	07	08	Total	FTE	Int Total
		JK/SKSQ	1.	.	12.	10.	.	.	.	.	.	.	.	.	22.	22.	22.
		JK/SKL	1.	.	13.	11.	.	.	.	.	.	.	.	.	24.	24.	24.
		1O	1.	.	.	.	18.	.	.	.	.	.	.	.	18.	18.	18.
		1R	1.	.	.	.	19.	.	.	.	.	.	.	.	19.	19.	19.
		2K	1.	.	.	.	.	20.	.	.	.	.	.	.	20.	20.	20.
		2VM 0.5 maternity	.5	.	.	.	.	.	.	.	.	.	.	.	.	.	.
		2VM 0.5 maternity	.5	.	.	.	.	21.	.	.	.	.	.	.	21.	21.	21.
		3T	1.	.	.	.	.	.	20.	.	.	.	.	.	20.	20.	20.
		3/4S	1.	.	.	.	.	.	17.	6.	.	.	.	.	23.	23.	23.
		4V	1.	.	.	.	.	.	.	29.	.	.	.	.	29.	29.	29.
		4/5Z	1.	.	.	.	.	.	.	11.	13.	.	.	.	24.	24.	24.
		5C	1.	.	.	.	.	.	.	.	27.	.	.	.	27.	27.	27.
		5/6D	1.	.	.	.	.	.	.	.	5.	21.	.	.	26.	26.	26.
		6S	1.	.	.	.	.	.	.	.	.	28.	.	.	28.	28.	28.
		7G	1.	.	.	.	.	.	.	.	.	.	29.	.	29.	29.	29.
		7R	1.	.	.	.	.	.	.	.	.	.	29.	.	29.	29.	29.
		8F	1.	.	.	.	.	.	.	.	.	.	.	21.	21.	21.	21.
		8T	1.	.	.	.	.	.	.	.	.	.	.	21.	21.	21.	21.
Total			17.	.	25.	21.	37.	41.	37.	46.	45.	49.	58.	42.	401.	401.	401.

Non-Classroom Staff

Data Regions within table/matrix cells are ignored.		LSST	FSL	Specialty	Total
		1.00			1.00
			1.00		1.00
				0.50	0.50
			0.50		0.50
				0.60	0.60
		1.00			1.00
		1.00			1.00
Total		3.00	1.50	1.10	5.60

Totals

	Classroom	LSST	FSL	Specialty	Total
Assigned	17.	3.	1.5	1.1	17.
Allocated	17.	3.	1.5	1.1	17.
Remaining	.	.	.	.	.

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School Organization

2012-2013

School: St John the Evangelist Catholic

Classroom Staff

Data Regions within table/matrix cells are ignored.			Staff FTE	IntGr	JK EL	SK EL	01	02	03	04	05	06	07	08	Total	FTE	Int Total
		JK/SK	1.	.	12.	14.	.	.	.	.	.	.	.	.	26.	26.	26.
		Grade 1	1.	.			18.	.	.	.	.	.	.	.	18.	18.	18.
		Grade 2/3	1.	.	.	.	.	10.	8.	.	.	.	.	.	18.	18.	18.
		Grade 3/4	1.	.	.	.	.	.	12.	11.	.	.	.	.	23.	23.	23.
		Grade 5/6	1.	.			.	.	.	.	18.	6.	.	.	24.	24.	24.
		Grade 6/7	1.	.			.	.	.	.	.	12.	11.	.	23.	23.	23.
		Grade 8	1.	.			.	.	.	.	.	.	.	23.	23.	23.	23.
Total			7.	.	12.	14.	18.	10.	20.	11.	18.	18.	11.	23.	155.	155.	155.

Non-Classroom Staff

Data Regions within table/matrix cells are ignored.		LSST	FSL	Total
		1.00		1.00
			1.00	1.00
		1.00		1.00
Total		2.00	1.00	3.00

Totals

	Classroom	LSST	FSL	Specialty	Total
Assigned	7.	2.	1.		7.
Allocated	7.	2.	1.	.	7.
Remaining	.	.	.		.

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School Organization

2012-2013
School: St John Vianney Catholic School
Classroom Staff

Data Regions within table/matrix cells are ignored.			Staff FTE	IntGr	JK	SK	01	02	03	04	05	06	07	08	Total	FTE	Int Total
		JK/SK D (M/W)	.5	.	8.	12.	.	.	.	.	.	.	.	.	20.	10.	20.
		JK/SK A (M/W)	.5	.	9.	12.	.	.	.	.	.	.	.	.	21.	10.5	21.
		JK/SK A (T/Th)	.5	.	11.	9.	.	.	.	.	.	.	.	.	20.	10.	20.
		JK/SK D (T/Th)	.5	.	12.	8.	.	.	.	.	.	.	.	.	20.	10.	20.
		1 C	1.	.	.	.	18.	.	.	.	.	.	.	.	18.	18.	18.
		1 S	1.	.	.	.	18.	.	.	.	.	.	.	.	18.	18.	18.
		1 H	1.	.	.	.	19.	.	.	.	.	.	.	.	19.	19.	19.
		2 D	1.	.	.	.	.	19.	.	.	.	.	.	.	19.	19.	19.
		2 R	1.	.	.	.	.	20.	.	.	.	.	.	.	20.	20.	20.
		2 S	1.	.	.	.	.	20.	.	.	.	.	.	.	20.	20.	20.
		2/3 M	1.	.	.	.	.	10.	7.	.	.	.	.	.	17.	17.	17.
		3	1.	.	.	.	.	.	17.	.	.	.	.	.	17.	17.	17.
		3 H	1.	.	.	.	.	.	18.	.	.	.	.	.	18.	18.	18.
		3 R	1.	.	.	.	.	.	20.	.	.	.	.	.	20.	20.	20.
		4 Le	1.	.	.	.	.	.	.	26.	.	.	.	.	26.	26.	26.
		4 Li	1.	.	.	.	.	.	.	26.	.	.	.	.	26.	26.	26.
		4/5 B	1.	.	.	.	.	.	.	11.	14.	.	.	.	25.	25.	25.
		5 L	1.	.	.	.	.	.	.	.	25.	.	.	.	25.	25.	25.
		5 C	1.	.	.	.	.	.	.	.	27.	.	.	.	27.	27.	27.
		5/6 D	1.	.	.	.	.	.	.	.	12.	13.	.	.	25.	25.	25.
		6 Le	1.	.	.	.	.	.	.	.	.	26.	.	.	26.	26.	26.
		6 P	1.	.	.	.	.	.	.	.	.	26.	.	.	26.	26.	26.
		7	1.	.	.	.	.	.	.	.	.	.	23.	.	23.	23.	23.
		7 S	1.	.	.	.	.	.	.	.	.	.	23.	.	23.	23.	23.
		8 C	1.	.	.	.	.	.	.	.	.	.	.	25.	25.	25.	25.
		8 N	1.	.	.	.	.	.	.	.	.	.	.	25.	25.	25.	25.
		8 F	1.	.	.	.	.	.	.	.	.	.	.	26.	26.	26.	26.
Total			25.	.	40.	41.	55.	69.	62.	63.	78.	65.	46.	76.	595.	554.5	595.

Non-Classroom Staff

Data Regions within table/matrix cells are ignored.		LSST	FSL	Specialty	Total
			1.00		1.00
		1.00			1.00
				1.00	1.00
		1.00			1.00
				0.60	0.60
			1.00		1.00
		0.50			0.50
				0.60	0.60
Total		2.50	2.00	2.20	6.70

Totals

	Classroom	LSST	FSL	Specialty	Total
Assigned	25.	2.5	2.	2.2	25.
Allocated	25.	2.5	2.	2.2	25.
Remaining	.	.	.	.	.

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School Organization

2012-2013

School: St Joseph Catholic School

Classroom Staff

Data Regions within table/matrix cells are ignored.			Staff FTE	IntGr	JK EL	SK EL	01	02	03	04	05	06	07	08	Total	FTE	Int Total
		JK/SKR	1.	.	6.	8.	.	.	.	.	.	.	.	.	14.	14.	14.
		JK/SKV	1.	.	13.	17.	.	.	.	.	.	.	.	.	30.	30.	30.
		1F	1.	.	.	.	19.	.	.	.	.	.	.	.	19.	19.	19.
		1/2C	1.	.	.	.	11.	8.	.	.	.	.	.	.	19.	19.	19.
		2D	1.	.	.	.	.	20.	.	.	.	.	.	.	20.	20.	20.
		2/3S	1.	.	.	.	.	9.	8.	.	.	.	.	.	17.	17.	17.
		3L	1.	.	.	.	.	.	19.	.	.	.	.	.	19.	19.	19.
		3/4T	1.	.	.	.	.	.	13.	5.	.	.	.	.	18.	18.	18.
		4M	1.	.	.	.	.	.	.	26.	.	.	.	.	26.	26.	26.
		5C	1.	.	.	.	.	.	.	.	26.	.	.	.	26.	26.	26.
		5/6H	1.	.	.	.	.	.	.	.	10.	15.	.	.	25.	25.	25.
		6B	1.	.	.	.	.	.	.	.	.	29.	.	.	29.	29.	29.
		7P	1.	.	.	.	.	.	.	.	.	.	23.	.	23.	23.	23.
		7B	1.	.	.	.	.	.	.	.	.	.	24.	.	24.	24.	24.
		8K	1.	.	.	.	.	.	.	.	.	.	.	27.	27.	27.	27.
		8A	1.	.	.	.	.	.	.	.	.	.	.	28.	28.	28.	28.
Total			16.	.	19.	25.	30.	37.	40.	31.	36.	44.	47.	55.	364.	364.	364.

Non-Classroom Staff

Data Regions within table/matrix cells are ignored.		LSST	FSL	Specialty	Total
		1.00			1.00
		0.25	0.75		1.00
		0.25	0.75		1.00
		0.60			0.60
		0.50		0.50	1.00
Total		2.60	1.50	0.50	4.60

Totals

	Classroom	LSST	FSL	Specialty	Total
Assigned	16.	2.6	1.5	.5	16.
Allocated	16.	2.6	1.5	.5	16.
Remaining	.	.	.	.	.

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School Organization

2012-2013

School: St Jules Catholic School

Classroom Staff

Data Regions within table/matrix cells are ignored.			Staff FTE	IntGr	JK	SK	01	02	03	04	05	06	07	08	Total	FTE	Int Total
		JK/SKBM	.5	.	10.	9.	.	.	.	.	.	.	.	.	19.	9.5	19.
		JK/SKFT	.5	.	10.	10.	.	.	.	.	.	.	.	.	20.	10.	20.
		JK/SKBT	.5	.	11.	11.	.	.	.	.	.	.	.	.	22.	11.	22.
		1L	1.	.	.	.	18.	.	.	.	.	.	.	.	18.	18.	18.
		1W	1.	.	.	.	18.	.	.	.	.	.	.	.	18.	18.	18.
		2M	1.	.	.	.	.	19.	.	.	.	.	.	.	19.	19.	19.
		2Mc	1.	.	.	.	.	19.	.	.	.	.	.	.	19.	19.	19.
		3H	1.	.	.	.	.	.	20.	.	.	.	.	.	20.	20.	20.
		3/4	1.	.	.	.	.	.	15.	8.	.	.	.	.	23.	23.	23.
		4T	1.	.	.	.	.	.	.	26.	.	.	.	.	26.	26.	26.
		5V	1.	.	.	.	.	.	.	.	29.	.	.	.	29.	29.	29.
		5/6M	1.	.	.	.	.	.	.	.	16.	10.	.	.	26.	26.	26.
		6D	1.	.	.	.	.	.	.	.	.	27.	.	.	27.	27.	27.
		7H	1.	.	.	.	.	.	.	.	.	.	25.	.	25.	25.	25.
		7M	1.	.	.	.	.	.	.	.	.	.	26.	.	26.	26.	26.
		8K	1.	.	.	.	.	.	.	.	.	.	.	23.	23.	23.	23.
		8T	1.	.	.	.	.	.	.	.	.	.	.	25.	25.	25.	25.
Total			15.5	.	31.	30.	36.	38.	35.	34.	45.	37.	51.	48.	385.	354.5	385.

Non-Classroom Staff

Data Regions within table/matrix cells are ignored.		LSST	FSL	Specialty	Total
			1.00		1.00
			0.50		0.50
		1.00			1.00
		0.50		0.50	1.00
		1.00			1.00
Total		2.50	1.50	0.50	4.50

Totals

	Classroom	LSST	FSL	Specialty	Total
Assigned	15.5	2.5	1.5	.5	15.5
Allocated	15.5	2.5	1.5	.5	15.5
Remaining	.	.	.	.	.

10/12/2012 2:29:54 PM

School Organization

2012-2013

School: St Louis Catholic School

Classroom Staff

Data Regions within table/matrix cells are ignored.			Staff FTE	IntGr	JK EL	SK EL	01	02	03	04	05	06	07	08	Total	FTE	Int Total
		JK/SKF	1.	.	16.	11.	.	.	.	.	.	.	.	.	27.	27.	27.
		JK/SKL	1.	.	17.	10.	.	.	.	.	.	.	.	.	27.	27.	27.
		SK/1	1.	.	.	10.	8.	.	.	.	.	.	.	.	18.	18.	18.
		1B	1.	.	.	.	18.	.	.	.	.	.	.	.	18.	18.	18.
		2M	1.	.	.	.	.	17.	.	.	.	.	.	.	17.	17.	17.
		2T	1.	.	.	.	.	17.	.	.	.	.	.	.	17.	17.	17.
		3M	1.	.	.	.	.	.	20.	.	.	.	.	.	20.	20.	20.
		3/4A	1.	.	.	.	.	.	12.	11.	.	.	.	.	23.	23.	23.
		4M	1.	.	.	.	.	.	.	26.	.	.	.	.	26.	26.	26.
		5F	1.	.	.	.	.	.	.	.	26.	.	.	.	26.	26.	26.
		5/6B	1.	.	.	.	.	.	.	.	15.	9.	.	.	24.	24.	24.
		6P	1.	.	.	.	.	.	.	.	.	26.	.	.	26.	26.	26.
		7D	1.	.	.	.	.	.	.	.	.	.	25.	.	25.	25.	25.
		7M	1.	.	.	.	.	.	.	.	.	.	25.	.	25.	25.	25.
		8A	1.	.	.	.	.	.	.	.	.	.	.	20.	20.	20.	20.
		8G	1.	.	.	.	.	.	.	.	.	.	.	21.	21.	21.	21.
Total			16.	.	33.	31.	26.	34.	32.	37.	41.	35.	50.	41.	360.	360.	360.

Non-Classroom Staff

Data Regions within table/matrix cells are ignored.		LSST	FSL	Specialty	Total
		1.00			1.00
		0.50	0.50		1.00
		0.60			0.60
				0.50	0.50
			1.00		1.00
		0.50			0.50
Total		2.60	1.50	0.50	4.60

Totals

	Classroom	LSST	FSL	Specialty	Total
Assigned	16.	2.6	1.5	.5	16.
Allocated	16.	2.6	1.5	.5	16.
Remaining	.	.	.	.	.

10/12/2012 2:29:55 PM

School Organization

2012-2013

School: St Maria Goretti Catholic School

Classroom Staff

Data Regions within table/matrix cells are ignored.			Staff FTE	IntGr	JK	SK	01	02	03	04	05	06	07	08	Total	FTE	Int Total
		JKH	.5	.	13.	.	.	.	.	.	.	.	.	.	13.	6.5	13.
		SKH	.5	.	.	17.	.	.	.	.	.	.	.	.	17.	8.5	17.
		1Q	1.	.	.	.	18.	.	.	.	.	.	.	.	18.	18.	18.
		2H	1.	.	.	.	.	18.	.	.	.	.	.	.	18.	18.	18.
		2/3B	1.	.	.	.	.	9.	7.	.	.	.	.	.	16.	16.	16.
		3/4R	1.	.	.	.	.	.	14.	7.	.	.	.	.	21.	21.	21.
		4	1.	.	.	.	.	.	.	26.	.	.	.	.	26.	26.	26.
		5D	1.	.	.	.	.	.	.	.	22.	.	.	.	22.	22.	22.
		6G	1.	.	.	.	.	.	.	.	.	27.	.	.	27.	27.	27.
		7M	1.	.	.	.	.	.	.	.	.	.	26.	.	26.	26.	26.
		8M	1.	.	.	.	.	.	.	.	.	.	.	21.	21.	21.	21.
		8Pam	.5	.	.	.	.	.	.	.	.	.	.	.	.	.	.
		8Pam	.5	.	.	.	.	.	.	.	.	.	.	21.	21.	21.	21.
Total			11.	.	13.	17.	18.	27.	21.	33.	22.	27.	26.	42.	246.	231.	246.

Non-Classroom Staff

Data Regions within table/matrix cells are ignored.		LSST	FSL	Specialty	Total
		1.00			1.00
			1.00		1.00
				0.50	0.50
		1.00			1.00
Total		2.00	1.00	0.50	3.50

Totals

	Classroom	LSST	FSL	Specialty	Total
Assigned	11.	2.	1.	.5	11.
Allocated	11.	2.	1.	.5	11.
Remaining	.	.	.	.	.

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School Organization

2012-2013

School: St Mary Catholic

Classroom Staff

Data Regions within table/matrix cells are ignored.			Staff FTE	IntGr	JK-FD	SK-FD	01	02	03	04	05	06	07	08	Total	FTE	Int Total
		4/5D	1.	.						10.	4.	.	.	.	14.	14.	14.
		6R	1.	.						.	.	15.	.	.	15.	15.	15.
		7/8K	1.	.						.	.	.	12.	11.	23.	23.	23.
		JK/SKD	1.	.	9.	4.	.	.	.	.	.	.	.	.	13.	13.	13.
		JK/SKC	1.	.	10.	7.	.	.	.	.	.	.	.	.	17.	17.	17.
		JK/SKN	1.	.	10.	8.	.	.	.	.	.	.	.	.	18.	18.	18.
		1H	1.	.	.	.	18.	.	.	.	.	.	.	.	18.	18.	18.
		1L	1.	.	.	.	18.	.	.	.	.	.	.	.	18.	18.	18.
		2T	1.	.	.	.	.	18.	.	.	.	.	.	.	18.	18.	18.
		2/3M	1.	.	.	.	.	9.	9.	.	.	.	.	.	18.	18.	18.
		3/4D	1.	.	.	.	.	.	14.	7.	.	.	.	.	21.	21.	21.
		4/5D	1.	.	.	.	.	.	.	6.	18.	.	.	.	24.	24.	24.
		6/7	1.	.	.	.	.	.	.	.	.	13.	9.	.	22.	22.	22.
Total			13.	.	29.	19.	36.	27.	23.	23.	22.	28.	21.	11.	239.	239.	239.

Non-Classroom Staff

Data Regions within table/matrix cells are ignored.		LSST	FSL	Specialty	Total
		1.00			1.00
		0.50		0.50	1.00
			1.00		1.00
		0.50			0.50
Total		2.00	1.00	0.50	3.50

Totals

	Classroom	LSST	FSL	Specialty	Total
Assigned	13.	2.	1.	.5	13.
Allocated	13.	2.	1.	.5	13.
Remaining	.	.	.	.	.

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School Organization

2012-2013

School: St Peter Catholic School

Classroom Staff

Data Regions within table/matrix cells are ignored.			Staff FTE	IntGr	JK EL	SK EL	01	02	03	04	05	06	07	08	Total	FTE	Int Total
		JK/SK	1.	.	6.	9.	.	.	.	.	.	.	.	.	15.	15.	15.
		JK/SKS	1.	.	14.	14.	.	.	.	.	.	.	.	.	28.	28.	28.
		1R	1.	.	.	.	20.	.	.	.	.	.	.	.	20.	20.	20.
		1/2	1.	.	.	.	14.	5.	.	.	.	.	.	.	19.	19.	19.
		2D	1.	.	.	.	.	20.	.	.	.	.	.	.	20.	20.	20.
		2/3U	1.	.	.	.	.	14.	5.	.	.	.	.	.	19.	19.	19.
		3V	1.	.	.	.	.	.	20.	.	.	.	.	.	20.	20.	20.
		3/4G	1.	.	.	.	.	.	9.	11.	.	.	.	.	20.	20.	20.
		4/5W	1.	.	.	.	.	.	.	13.	13.	.	.	.	26.	26.	26.
		4/5R	1.	.	.	.	.	.	.	14.	11.	.	.	.	25.	25.	25.
		5/6M	1.	.	.	.	.	.	.	.	15.	11.	.	.	26.	26.	26.
		6C	1.	.	.	.	.	.	.	.	.	28.	.	.	28.	28.	28.
		6/7M	1.	.	.	.	.	.	.	.	.	17.	9.	.	26.	26.	26.
		7D	1.	.	.	.	.	.	.	.	.	.	27.	.	27.	27.	27.
		8C	1.	.	.	.	.	.	.	.	.	.	.	26.	26.	26.	26.
		8U	1.	.	.	.	.	.	.	.	.	.	.	26.	26.	26.	26.
Total			16.	.	20.	23.	34.	39.	34.	38.	39.	56.	36.	52.	371.	371.	371.

Non-Classroom Staff

Data Regions within table/matrix cells are ignored.			LSST	FSL	Specialty	Total
				0.50		0.50
				1.00		1.00
			0.50		0.50	1.00
			0.60			0.60
			1.00			1.00
			1.00			1.00
Total			3.10	1.50	0.50	5.10

Totals

	Classroom	LSST	FSL	Specialty	Total
Assigned	16.	3.1	1.5	.5	16.
Allocated	16.	3.1	1.5	.5	16.
Remaining	.	.	.	.	.

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School Organization

2012-2013

School: St Pius X Catholic School

Classroom Staff

Data Regions within table/matrix cells are ignored.	Staff FTE	IntGr	JK	SK	01	02	03	04	05	06	07	08	Total	FTE	Int Total
JKTTHT	.5	.	19.	.	.	.	.	.	.	.	.	.	19.	9.5	19.
JKMWT	.5	.	20.	.	.	.	.	.	.	.	.	.	20.	10.	20.
SKMWS	.5	.	.	19.	.	.	.	.	.	.	.	.	19.	9.5	19.
SKTTHC	.5	.	.	20.	.	.	.	.	.	.	.	.	20.	10.	20.
1B	1.	.	.	.	20.	.	.	.	.	.	.	.	20.	20.	20.
1P	1.	.	.	.	20.	.	.	.	.	.	.	.	20.	20.	20.
1/2	1.	.	.	.	11.	9.	.	.	.	.	.	.	20.	20.	20.
2B	1.	.	.	.	.	20.	.	.	.	.	.	.	20.	20.	20.
2W	1.	.	.	.	.	20.	.	.	.	.	.	.	20.	20.	20.
3P	1.	.	.	.	.	.	18.	.	.	.	.	.	18.	18.	18.
3H	1.	.	.	.	.	.	19.	.	.	.	.	.	19.	19.	19.
3N	1.	.	.	.	.	.	19.	.	.	.	.	.	19.	19.	19.
4G	1.	.	.	.	.	.	.	25.	.	.	.	.	25.	25.	25.
4K	1.	.	.	.	.	.	.	25.	.	.	.	.	25.	25.	25.
5S	1.	.	.	.	.	.	.	.	26.	.	.	.	26.	26.	26.
5C	1.	.	.	.	.	.	.	.	27.	.	.	.	27.	27.	27.
5/6C	1.	.	.	.	.	.	.	.	15.	7.	.	.	22.	22.	22.
6D	1.	.	.	.	.	.	.	.	.	27.	.	.	27.	27.	27.
6K	1.	.	.	.	.	.	.	.	.	27.	.	.	27.	27.	27.
7G	1.	.	.	.	.	.	.	.	.	.	23.	.	23.	23.	23.
7D	1.	.	.	.	.	.	.	.	.	.	24.	.	24.	24.	24.
7S	1.	.	.	.	.	.	.	.	.	.	24.	.	24.	24.	24.
8F	1.	.	.	.	.	.	.	.	.	.	.	23.	23.	23.	23.
8H	1.	.	.	.	.	.	.	.	.	.	.	23.	23.	23.	23.
8HT	1.	.	.	.	.	.	.	.	.	.	.	24.	24.	24.	24.
Total	23.	.	39.	39.	51.	49.	56.	50.	68.	61.	71.	70.	554.	515.	554.

Non-Classroom Staff

Data Regions within table/matrix cells are ignored.	LSST	FSL	Specialty	Total
		0.42		0.42
	1.00			1.00
		1.00		1.00
	1.00			1.00
		1.00		1.00
	1.00			1.00
			1.00	1.00
			0.60	0.60
Total	3.00	2.42	1.60	7.02

Totals

	Classroom	LSST	FSL	Specialty	Total
Assigned	23.	3.	2.42	1.6	23.
Allocated	23.	3.	2.42	1.6	23.
Remaining	.	.	.	.	.

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School Organization

2012-2013

School: St Rose Catholic School

Classroom Staff

Data Regions within table/matrix cells are ignored.			Staff FTE	IntGr	JK EL	SK EL	01	02	03	04	05	06	07	08	Total	FTE	Int Total
		JK/SKC	1.	.	15.	14.	.	.	.	.	.	.	.	.	29.	29.	29.
		JK/SKL	1.	.	16.	14.	.	.	.	.	.	.	.	.	30.	30.	30.
		1D	1.	.	.	.	22.	.	.	.	.	.	.	.	22.	22.	22.
		2M	1.	.	.	.	.	20.	.	.	.	.	.	.	20.	20.	20.
		2/3M	1.	.	.	.	.	9.	11.	.	.	.	.	.	20.	20.	20.
		3/4S	1.	.	.	.	.	.	10.	12.	.	.	.	.	22.	22.	22.
		4M	1.	.	.	.	.	.	.	26.	.	.	.	.	26.	26.	26.
		5M	1.	.	.	.	.	.	.	.	22.	.	.	.	22.	22.	22.
		5/6K	1.	.	.	.	.	.	.	.	14.	8.	.	.	22.	22.	22.
		6	1.	.	.	.	.	.	.	.	.	25.	.	.	25.	25.	25.
		7C	1.	.	.	.	.	.	.	.	.	.	23.	.	23.	23.	23.
		7/8M	1.	.	.	.	.	.	.	.	.	.	11.	8.	19.	19.	19.
		8J	1.	.	.	.	.	.	.	.	.	.	.	24.	24.	24.	24.
Total			13.	.	31.	28.	22.	29.	21.	38.	36.	33.	34.	32.	304.	304.	304.

Non-Classroom Staff

Data Regions within table/matrix cells are ignored.		LSST	FSL	Specialty	Total
		1.00			1.00
		0.50			0.50
			0.50	0.50	1.00
		1.00			1.00
			0.50		0.50
Total		2.50	1.00	0.50	4.00

Totals

	Classroom	LSST	FSL	Specialty	Total
Assigned	13.	2.5	1.	.5	13.
Allocated	13.	2.5	1.	.5	13.
Remaining	.	.	.	.	.

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School Organization

2012-2013
School: St William Catholic School
Classroom Staff

Data Regions within table/matrix cells are ignored.			Staff FTE	IntGr	JK	SK	01	02	03	04	05	06	07	08	Total	FTE	Int Total
		JKTT	.5	.	20.	.	.	.	.	.	.	.	.	.	20.	10.	20.
		JK/SK MW	.5	.	10.	10.	.	.	.	.	.	.	.	.	20.	10.	20.
		JK/SK MW	.5	.	12.	7.	.	.	.	.	.	.	.	.	19.	9.5	19.
		SKMW	.5	.	.	19.	.	.	.	.	.	.	.	.	19.	9.5	19.
		SKTT	.5	.	.	20.	.	.	.	.	.	.	.	.	20.	10.	20.
		1B	1.	.	.	.	20.	.	.	.	.	.	.	.	20.	20.	20.
		1I	1.	.	.	.	22.	.	.	.	.	.	.	.	22.	22.	22.
		1/2G	1.	.	.	.	12.	8.	.	.	.	.	.	.	20.	20.	20.
		2N	1.	.	.	.	.	20.	.	.	.	.	.	.	20.	20.	20.
		2V	1.	.	.	.	.	20.	.	.	.	.	.	.	20.	20.	20.
		2G	1.	.	.	.	.	22.	.	.	.	.	.	.	22.	22.	22.
		3G	1.	.	.	.	.	.	19.	.	.	.	.	.	19.	19.	19.
		3M	1.	.	.	.	.	.	19.	.	.	.	.	.	19.	19.	19.
		3R	1.	.	.	.	.	.	20.	.	.	.	.	.	20.	20.	20.
		4C	1.	.	.	.	.	.	.	26.	.	.	.	.	26.	26.	26.
		4M	1.	.	.	.	.	.	.	26.	.	.	.	.	26.	26.	26.
		4/5Mc	1.	.	.	.	.	.	.	11.	12.	.	.	.	23.	23.	23.
		5P	1.	.	.	.	.	.	.	.	23.	.	.	.	23.	23.	23.
		5H	1.	.	.	.	.	.	.	.	25.	.	.	.	25.	25.	25.
		6F	1.	.	.	.	.	.	.	.	.	24.	.	.	24.	24.	24.
		6D	1.	.	.	.	.	.	.	.	.	25.	.	.	25.	25.	25.
		6R	1.	.	.	.	.	.	.	.	.	25.	.	.	25.	25.	25.
		7D	1.	.	.	.	.	.	.	.	.	.	23.	.	23.	23.	23.
		7F	1.	.	.	.	.	.	.	.	.	.	24.	.	24.	24.	24.
		7M	1.	.	.	.	.	.	.	.	.	.	24.	.	24.	24.	24.
		8G	1.	.	.	.	.	.	.	.	.	.	.	23.	23.	23.	23.
		8N	1.	.	.	.	.	.	.	.	.	.	.	23.	23.	23.	23.
		8B	1.	.	.	.	.	.	.	.	.	.	.	24.	24.	24.	24.
Total			25.5	.	42.	56.	54.	70.	58.	63.	60.	74.	71.	70.	618.	569.	618.

Non-Classroom Staff

Data Regions within table/matrix cells are ignored.		LSST	FSL	Specialty	Total
			0.50		0.50
			1.00		1.00
		1.00			1.00
			1.00		1.00
		0.50			0.50
		0.60			0.60
		1.00			1.00
				1.00	1.00
				0.60	0.60
Total		3.10	2.50	1.60	7.20

Totals

	Classroom	LSST	FSL	Specialty	Total
Assigned	25.5	3.1	2.5	1.6	25.5
Allocated	25.5	3.1	2.5	1.6	25.5
Remaining	.	.	.	.	.

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School Organization

2012-2013

School: Stella Maris Catholic School

Classroom Staff

Data Regions within table/matrix cells are ignored.			Staff FTE	IntGr	JK	SK	01	02	03	04	05	06	07	08	Total	FTE	Int Total
		JK/SKTTh	.5	.	11.	11.	.	.	.	.	.	.	.	.	22.	11.	22.
		JK/SKMW	.5	.	13.	7.	.	.	.	.	.	.	.	.	20.	10.	20.
		1D	1.	.	.	.	20.	.	.	.	.	.	.	.	20.	20.	20.
		1/2M	1.	.	.	.	11.	9.	.	.	.	.	.	.	20.	20.	20.
		2	1.	.	.	.	.	20.	.	.	.	.	.	.	20.	20.	20.
		2/3P	1.	.	.	.	.	4.	18.	.	.	.	.	.	22.	22.	22.
		3/4W	1.	.	.	.	.	.	11.	12.	.	.	.	.	23.	23.	23.
		4/5M	1.	.	.	.	.	.	.	12.	14.	.	.	.	26.	26.	26.
		5Mc	1.	.	.	.	.	.	.	.	29.	.	.	.	29.	29.	29.
		6S	1.	.	.	.	.	.	.	.	.	28.	.	.	28.	28.	28.
		6/7D	1.	.	.	.	.	.	.	.	.	4.	21.	.	25.	25.	25.
		7/8V	1.	.	.	.	.	.	.	.	.	.	20.	6.	26.	26.	26.
		8B	1.	.	.	.	.	.	.	.	.	.	.	29.	29.	29.	29.
Total			12.	.	24.	18.	31.	33.	29.	24.	43.	32.	41.	35.	310.	289.	310.

Non-Classroom Staff

Data Regions within table/matrix cells are ignored.		LSST	FSL	Specialty	Total
			1.00		1.00
		0.50			0.50
		0.50			0.50
		1.00			1.00
				0.50	0.50
Total		2.00	1.00	0.50	3.50

Totals

	Classroom	LSST	FSL	Specialty	Total
Assigned	12.	2.	1.	.5	12.
Allocated	12.	2.	1.	.5	12.
Remaining	.	.	.	.	.

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School Organization

2012-2013

School: W J Langlois Catholic School

Classroom Staff

Data Regions within table/matrix cells are ignored.			Staff FTE	IntGr	JK EL	SK EL	01	02	03	04	05	06	07	08	Total	FTE	Int Total
		JK/SK	1.	.	9.	6.	.	.	.	.	.	.	.	.	15.	15.	15.
		JK/SK	1.	.	20.	7.	.	.	.	.	.	.	.	.	27.	27.	27.
		SK/Gr.1	1.	.	.	8.	12.	.	.	.	.	.	.	.	20.	20.	20.
		Grade 1/2	1.	.	.	.	14.	5.	.	.	.	.	.	.	19.	19.	19.
		Grade 2/3	1.	.	.	.	.	11.	8.	.	.	.	.	.	19.	19.	19.
		Grade 3/4	1.	.	.	.	.	.	12.	11.	.	.	.	.	23.	23.	23.
		Grade 4	1.	.	.	.	.	.	.	28.	.	.	.	.	28.	28.	28.
		Grade 5	1.	.	.	.	.	.	.	.	24.	.	.	.	24.	24.	24.
		Grade 5/6	1.	.	.	.	.	.	.	.	11.	12.	.	.	23.	23.	23.
		Grade 6	1.	.	.	.	.	.	.	.	.	23.	.	.	23.	23.	23.
		Grade 7	1.	.	.	.	.	.	.	.	.	.	25.	.	25.	25.	25.
		Grade 7/8	1.	.	.	.	.	.	.	.	.	.	12.	14.	26.	26.	26.
		Grade 8	1.	.	.	.	.	.	.	.	.	.	.	26.	26.	26.	26.
Total			13.	.	29.	21.	26.	16.	20.	39.	35.	35.	37.	40.	298.	298.	298.

Non-Classroom Staff

Data Regions within table/matrix cells are ignored.		LSST	FSL	Specialty	Total
		1.00			1.00
		1.00			1.00
		0.50			0.50
			1.00		1.00
			0.50	0.50	1.00
Total		2.50	1.50	0.50	4.50

Totals

	Classroom	LSST	FSL	Specialty	Total
Assigned	13.	2.5	1.5	.5	13.
Allocated	13.	2.5	1.5	.5	13.
Remaining	.	.	.	.	.

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ENROLMENT /STAFFING SCHOOL ORGANIZATION INFORMATION OF ELEMENTARY/SECONDARY SCHOOLS – SEPTEMBER, 2012

APPENDIX C:

Secondary School Enrolment Information

Secondary Enrolment Under and Over 21
As of October 31, 2012

School	TOTAL NOMINAL	Under 21			Over 21			TOTAL FTE	TOTAL FTE Under 21	TOTAL FTE Over 21	VISA Under 21	VISA Under 21 FTE	Total Under 21 FTE Minus Visa
		Full-Time Under 21	Part-Time Under 21	FTE Part Time	Full-Time Over 21	Part-Time Over 21	FTE Part Time						
Assumption	607	598	9	4.62				602.62	602.62	0.00			602.62
Cardinal Carter	657	650	7	3.36				653.36	653.36	0.00			653.36
Catholic Central	823	789	22	10.78	12			811.78	799.78	12.00	7	7	792.78
Brennan	687	686	1	0.51				686.51	686.51	0.00	1	1	685.51
Holy Names	1381	1366	15	6.86				1372.86	1372.86	0.00	5	5	1367.86
St. Anne	1393	1388	5	2.50				1390.50	1390.50	0.00	8	8	1382.50
St. Joseph	1082	1079	3	1.56				1080.56	1080.56	0.00			1080.56
St. Michael's Adult	370	64	11	5.50	220	75	37.50	327.00	69.50	257.50			69.50
St. Michael's Alternative	232	217	12	3.22	1	2	0.46	221.22	220.22	1.46			220.22
St. Thomas of Villanova	1200	1172	28	13.52				1185.52	1185.52	0.00			1185.52
TOTAL	8432	8009	113	52.43	233	77	37.96	8331.93	8061.43	270.96	21	21	8040.43

Sec. Enrolment Under 21	October	March	ADE
Full-Time	7988.00	7713.00	7850.5
Part-Time	113.00	113.00	113
Part-Time FTE	52.43	52.43	52.43
Total FTE	8040.43	7765.43	7902.93
VISA	21	21	21

Sec. Enrolment Over 21	October	March	ADE
Full-Time	233	200	216.5
Part-Time	77	77	77
Part-Time FTE	37.96	37.96	37.96
Total FTE	270.96	237.96	254.46

ENROLMENT /STAFFING SCHOOL ORGANIZATION INFORMATION OF ELEMENTARY/SECONDARY SCHOOLS – SEPTEMBER, 2012

APPENDIX D:

Educational Assistants – Full Time Equivalent (FTE) by Location

EDUCATIONAL ASSISTANTS (EA) FTE BY LOCATION

October 12, 2012

SCHOOL	# of EA's Oct 4/10	Additions/ Reductions	NEW TOTAL
Assumption	4.0	add .5	4.5
Cardinal Carter	11.0	add 2	13
Catholic Central	11.0		11
Christ the King	4.0	reduced 1	3
L.A. Desmarais	4.5	reduced .5	4
F.J. Brennan	9.0		9
W.J. Langlois	4.0		4
H.J. Lassaline	6.5	reduced 2.5	4
Holy Cross	8.0		8
Holy Name Essex	8.0		8
Holy Names Secondary	6.0	add 4	10
Immaculate Conception	5.0	reduced 1	4
Notre Dame	7.5	reduced 1	6.5
Our Lady of Lourdes	4.5	reduced 2.5	2
Our Lady Mount Carmel	4.5	add 3	7.5
Our Lady of Perpetual Help	6.0	add .5	6.5
Our Lady of Annunciation	3.0	reduced 1	2
Queen of Peace	6.5	reduced .5	6
Sacred Heart	6.5	reduced 1	5.5
Stella Maris	3.0		3
St. Alexander	4.5		0
St. Angela	7.5		7.5
St Anne Fr Imm	1.5		1.5
St. Anne HS	8.5		8.5
St. Anthony	4.0	reduced .5	3.5
St. Bernard (Amherstburg)	3.0		3
St. Bernard (Windsor)	3.0	add 1	4
St. Christopher	7.5	reduced 3.5	4
St. Gabriel	5.0	reduced 1	4
St. Gregory	4.0	reduced 1	3
St. James	5.5	add 1	6.5

SCHOOL	# of EA's Oct 4/10	Additions/ Reductions	NEW TOTAL
St. John	4.5		4.5
St. John de Brebeuf	3.0	add 2.5	5.5
St. John the Baptist	4.5	reduced 1.5	3
St John the Evangelist	2.5	reduced .5	2
St. John Vianney	9.0	reduced 2.5	6.5
St. Joseph Elementary	3.0		3
St. Joseph HS	12.0	add 2.5	14.5
St. Jules	7.5		7.5
St. Louis	6.5	reduced 1	5.5
St. Maria Goretti	4.0	add .5	4.5
St. Mary	1.0		1
St. Peter	4.5	reduced .5 EA	4
St. Pius X	9.0	reduced 1	8
St. Rose	6.0	reduced .5	5.5
St Theresa	3.0		0
St. Thomas of Villanova	13.0	add 1	14
St. William	5.5	reduced 1.5	4
St. Michael's Work Matters	1.0		1
Totals	**275.0**		**261**
		NEW REVISED TOTAL 261	

WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD

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

BOARD REPORT

	Supervised Meeting Date: November 27, 2012

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: **EMPLOYEE ATTENDANCE SUPPORT PROGRAM**

RECOMMENDATION:

> **That the Board receive as information the School Boards' Cooperative Inc. (SBCI) Needs Assessment regarding employee attendance support; and**
>
> **That the Board approve entering into an agreement with SBCI for the provision of attendance support services at a cost in 2012-13 of $36,339.42 plus applicable taxes, with the extension of the program in future years to be subject to annual budget approval.**

SYNOPSIS:
A needs assessment relating to employee attendance support was undertaken by School Board's Co-operative Inc. (SBCI), pursuant to the recommendation approved by the Board on April 24, 2012. The resulting SBCI Needs Assessment (Appendix A) is presented as information.

To address the needs set out within the Assessment Report, administration recommends that the Board enter into an agreement with SBCI for the provision of attendance support services.

BACKGROUND COMMENTS:
SBCI is a not-for-profit co-operative, established in 1994 by a number of Ontario school boards, to provide advice and guidance on workers' compensation issues. Their services have been expanded to now include health & safety and attendance/disability management. Fifty-six (56) school boards, including the WECDSB, use some form of their service. Thirty (30) of those boards retain SBCI for attendance support services.

Based on the absence data report of January 17, 2012, and the follow up reports of February 28, 2012 and April 24, 2012, the Board approved the recommendation to enter into an agreement with SBCI to conduct a needs assessment that would address concerns

for employee absence. Pursuant to that approval, SBCI reviewed attendance data, policies/procedures, practices, collective agreements, and conducted focus group sessions with Senior Administration, Principals, Managers and Supervisors, Human Resources, Information Technology (IT), and Union groups.

The needs assessment provides a qualitative analysis of the WECDSB attendance support practices in comparison to SBCI best practices. Through that analysis, SBCI identifies the need for the establishment of an effective, consistent, attendance support program. It projects that savings of $895,558 annually (representing a reduction of one day per full time equivalent) are readily achievable with the implementation of an attendance support program which adheres to SBCI best practices.

The attendance support services, which are offered through SBCI, are detailed within Appendix B (attached), and include supports for attendance management, disability management, and wellness programs; all of which are identified as being necessary to effectively address the Board's employee attendance support needs.

SBCI currently provides the Board with WSIB support service at an approximate cost of $45,000 annually. The Board has also executed a letter of intent to enter into an agreement with SBCI/AIM Health, towards the implementation of a third party adjudication process for the Board's short term disability plan for non-academic staff, currently being established in compliance with the recently enacted, Putting Students First Act.

Retaining the services of SBCI for the purposes of attendance support/disability management would not only address the Board's needs related to employee absence, but would provide a seamless transition and consistent support for non-academic staff accessing the Board's short term disability plan through the SBCI/Aim adjudication process.

FINANCIAL IMPACT:
The annual fee for the SBCI attendance support service is $36,339.42 excluding taxes. This is a twenty percent (20%) discount of the regular rate ($45,424.27), provided on the basis that the Board has also undertaken to enter an agreement for the SBCI/AIM adjudication service. Based on the experiences of other Boards implementing similar processes, it is estimated that to effectively implement an attendance support program, the Board may require SBCI's full attendance support services for a three (3) year period. Service, and the respective fee, could be reduced at the conclusion of that period and customized to focus on immediate needs or individual case management.

While funding has not been provided in the 2012-13 budget for this program, it is recommended that the quoted fee of $36,339.42 plus applicable taxes be charged to Account No. 000-34-653000-6-000 and funded through savings in absence costs anticipated in 2012-13. For future years, appropriate funds will be identified in the annual budget for this program.

TIMELINES:
Implementation of the attendance support program to commence immediately as per the Needs Assessment, Appendix B: Planning and Implementation Process.

APPENDICES:
Appendix A: Needs Assessment
Appendix B: Attendance Support Services

REPORT REVIEWED BY:

☒	EXECUTIVE COUNCIL:	Review Date:	November 19, 2012
☒	EXECUTIVE SUPERINTENDENT:	Approval Date:	November 20, 2012
☒	DIRECTOR OF EDUCATION:	Approval Date:	November 20, 2012

NEEDS ASSESSMENT

Windsor-Essex Catholic District School Board

September 25, 2012

TABLE OF CONTENTS

INTRODUCTION AND METHODOLOGY

Employee absenteeism is an important challenge for Ontario school boards and has negative impacts on employers and employees. There are direct and indirect costs associated with employee absenteeism. While the direct costs can be measured through salary continuation payments when an employee is absent, indirect costs are somewhat difficult to measure, and have been estimated to be 3-10 times higher than direct costs. Frequent disruptions in the delivery of classroom programs and services are continually the subject of parental concern. Curriculum continuity and the stability of the classroom for students are compromised by absenteeism. Furthermore, research indicates that employee wellness, productivity and morale suffer due to the excessive absenteeism of work colleagues and many employees who struggle with regular attendance may need support for undiagnosed disabilities. The end result of these direct and indirect negative effects of absenteeism is a reduction in student achievement and performance.

A comprehensive Attendance Support Program promotes a workplace culture of wellness and quality resulting in improved attendance at work and has tremendous benefits to both employees and school boards. Absenteeism is reduced through supportive interventions for employees in the form of Disability Management (employee support for absences > 5 consecutive days), Attendance Management (non-disciplinary support for employees demonstrating short term sporadic absences) and Wellness (health promotion and prevention of illness and injury). In addition, because there is a correlation between the attendance performance of teachers and student achievement, an effective Attendance Support Program should lead to improvements in the quality of education for students.

Windsor-Essex Catholic District School Board (DSB) asked SBCI to conduct a needs assessment which provides qualitative analyses of the school board's current attendance support practices to SBCI best practices. As part of the needs assessment process, SBCI conducted focus groups on June 11, 2012 with representatives of the following employee groups: Senior Administration (Director and Superintendents); Principals; Managers; Supervisors; Human Resources; Information Technology (IT); and Union groups. SBCI also requested Windsor-Essex Catholic DSB's employee attendance data for the 2009-10 and 2010-11 school years for quantitative analyses.

SECTION 1: EXECUTIVE SUMMARY

Employee absenteeism is an important challenge for Ontario school boards. There are tremendous benefits of implementing an effective Attendance Support Program. Noting the Senior Administration team at Windsor-Essex Catholic DSB acknowledges that employees are the board's greatest resource, having supportive programs in place for them during difficult times in their lives promotes a workplace culture of wellness and quality. Doing so promotes regular attendance at work among employees and results in significant cost savings. These improvements correlate to improved student achievement.

SBCI has assessed your current attendance support practices in comparison with SBCI best practices and identified the gaps, constraints and roadblocks to success in your management of absenteeism. We have also analyzed the 2009-10 and 2010-11 attendance data provided by your board, and projected your expected post-development savings for reducing absenteeism.

Actual Versus Target
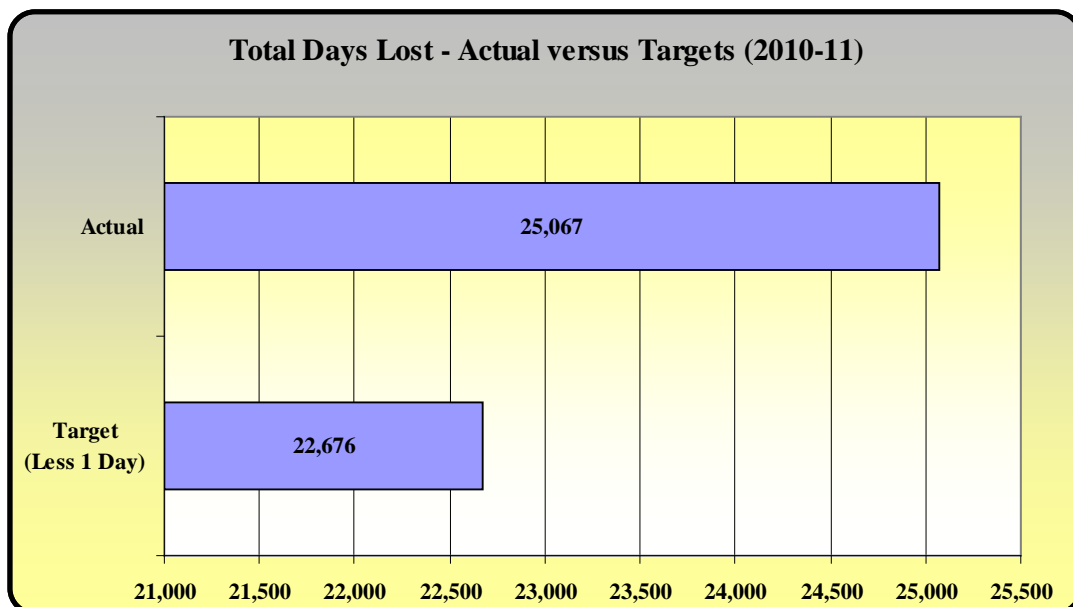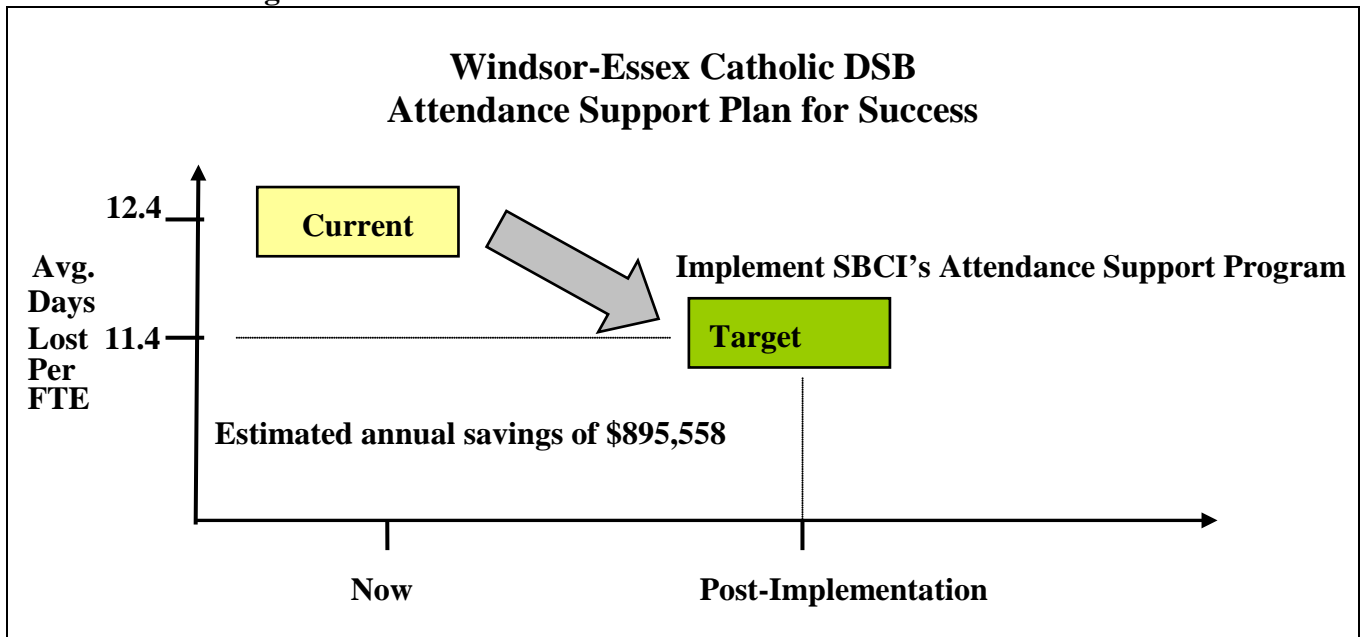
Windsor-Essex Catholic DSB
Attendance Support Plan for Success

Avg. Days Lost Per FTE

12.4 — **Current**

Implement SBCI's Attendance Support Program

11.4 — **Target**

Estimated annual savings of $895,558

Now   Post-Implementation

Total Days Lost - Actual versus Targets (2010-11)

Actual: 25,067

Target (Less 1 Day): 22,676

21,000 21,500 22,000 22,500 23,000 23,500 24,000 24,500 25,000 25,500

Note: Total Days Lost includes paid and unpaid absences due to personal illness (Absence Codes AB20 and GR20) only.

The savings shown above are readily achievable. The target is based on reducing absenteeism by one day per FTE and is expected to be realized by virtue of the implementation of an Attendance Support Program which adheres to SBCI best practices. The initial target savings (in salary continuation costs) for your board is $895,558.

The following chart shows a summary of your board's absence data for the 2010-11 school year with a comparison of days lost per employee from the previous year. The board's 2,391 employees were absent for a total of 29,754 work days due to non-occupational illness and injury. In the table below Work Days Lost is the amount of days lost for employees. FTE Days Lost represents the actual time lost based on employee FTE. For example, a .5 FTE employee who misses their shift will have the absences counted as a half day. Therefore, the FTE Days Lost will be somewhat less than actual work days lost.

Magnitude of Absences

	Elementary	Secondary	EAs	Custodial	Others	Total
Work Days Lost	12,342	6,320	4,620	3,057	3,415	29,754
FTE Days Lost	9,620	5,639	4,053	2,831	2,924	25,067
Employee Head Count	922	589	268	193	419	2,391
Average Days Lost Per Employee 2010-11	13.4	10.7	17.2	15.8	8.2	12.4
Average Days Lost Per Employee 2009-10	13.2	10.6	16.9	14.9	8.4	12.3

Note: Total Days Lost includes paid and unpaid absences due to personal illness (Absence Code AB20 and GR20) only.

The overall average Days Lost is calculated using Work Days Lost. Windsor-Essex Catholic DSB overall average is 12.4 work days lost for each employee. This level of absenteeism indicates that there is an opportunity for improvement in this category resulting in significant salary continuation costs.

Duration of Absences
While magnitude provides the overall absence picture for each group, the chart below shows short term absences due to non-occupational illness and injury that are less than 6 consecutive days of duration, and excludes longer term absences associated with disability.

Short Term Absences < 6 Consecutive Days

	Elementary	Secondary	EAs	Custodial	Others	Total
Work Days Lost	9,639	4,519	3,685	1,782	2,448	22,073
Incidents	8,050	3,859	2,900	759	1,867	17,435
Employee Head Count	922	589	268	193	419	2,391
Average Incidents Per Employee 2010-11	8.7	6.6	10.8	3.9	4.5	7.3
Average Incidents Per Employee 2009-10	8.1	6.0	11.2	4.1	4.1	6.9

Note: Total Days Lost includes paid and unpaid absences due to personal illness (Absence Codes AB20 and GR20) only.

Of the 29,754 work days absent, 74% (22,073 days) were due to short term absences of 1-6 days in duration. Short term absenteeism incidents for Elementary Teachers and EA's are higher than the school board overall average. Further investigation is needed to identify the reasons why the short term absenteeism rate for Custodial staff is significantly lower than the school board average and all other employee groups. While there may be a variety of contributing factors, SBCI's Attendance Support Program would help address this anomaly by helping your board implement a program that can be applied consistently among all employee groups.

The chart below shows long term absences due to non-occupational illness and injury that are greater than 5 consecutive days of duration for each employee group. It also includes the average duration of these cases. Long term absences accounted for 7,681 lost work days (26% of the total), distributed across 437 disability cases for an average duration of 18 days per case.

Long Term Absences >5 Consecutive Days

	Elementary	**Secondary**	**EAs**	**Custodial**	**Others**	**Total**
Work Days Lost	2,703	1,801	935	1,275	967	7,681
Incidents*	155	97	52	69	64	437
Average Duration 2010-11	17	19	18	18	15	18
Average Duration 2009-10	21	24	17	15	21	20

Note: Total Days Lost includes paid and unpaid absences due to personal illness (Absence Code AB20 and GR20) only.
* The Number of Incidents is calculated from the absence data records. Each absence duration (can be 1 day or consecutive days) will be considered as one incident.

The duration for Secondary Teachers is the longest at 19 days while the duration for the Others group is the shortest at 15 days. The average duration is fairly consistent across all employee groups.

The introduction of an Attendance Support Program is expected to realize initial target cost savings of $895,558 in salary continuation. The chart below shows the estimated reduction in salary continuation that will be achieved by reducing absenteeism by one day per FTE. The savings will continue and increase annually and be realized by developing and implementing a plan to achieve SBCI best practices.

Salary Continuation Costs - Actual and Target Projections (2010-11)
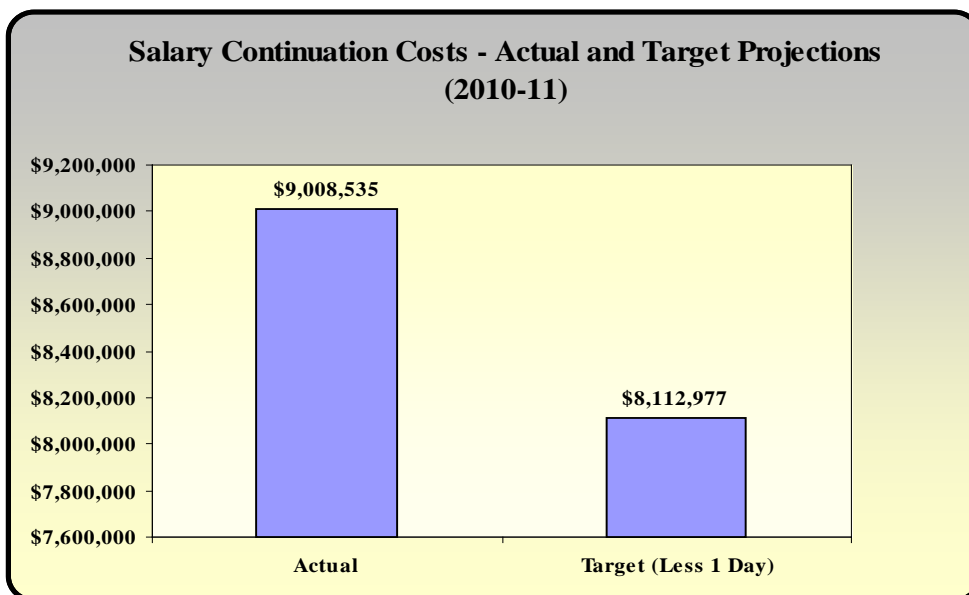
Although somewhat difficult to measure, the indirect costs of absenteeism are more significant than the continuation of direct payment of wages and benefits during absences. Frequent disruptions in the delivery of classroom programs and services are increasingly becoming the subject of parental concern. Curriculum continuity and the stability of the classroom, particularly for special needs students, are compromised by absenteeism. Furthermore, research indicates that employee wellness, productivity and morale suffer due to the excessive absenteeism of work colleagues. The end result of these direct and indirect negative effects of absenteeism is a reduction in student achievement and performance.

In this report SBCI has defined:

- 6 SBCI best practices which will lead to improved attendance performance;
- Roadblocks and constraints to achieving Best Practices and thus reducing days lost;
- Your board's status (the "gap analysis")

The following chart shows the Best Practices picture for your board (rankings out of 10). The best practices are dealt with in Section 2 of this report and further explained in Appendix A.

Board Ranking on Best Practices - scores out of 10
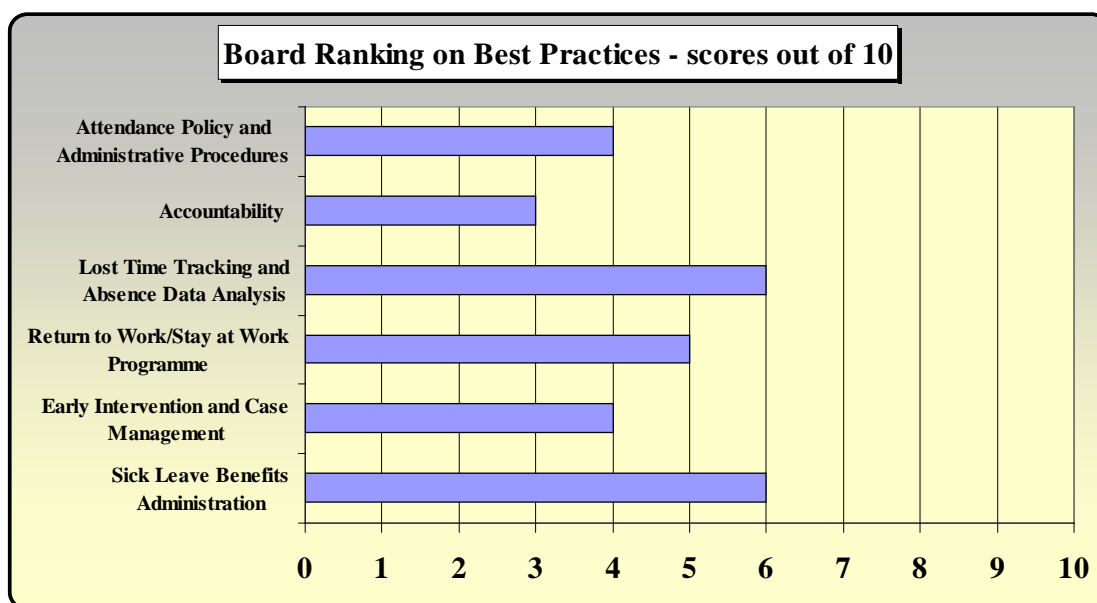
Windsor-Essex Catholic DSB rankings are determined by using participants' responses during the focus group sessions as well as any documentation provided by the school board and comparing these to SBCI best practices.

The results show that improvements in all Best Practice areas are needed. The attendance data also demonstrates that your board is functioning below its peers in key measures related to Attendance Support.

Windsor-Essex Catholic DSB has developed policies, procedures and programs related to Absence Reporting, Employee Wellness, and Workplace Safety & Insurance Management. However, the board does not have an Attendance Management or formalized Disability Management program. The Ministry of Education's Operational Review has recommended such a program be implemented by school boards to better support employees and manage costs associated with short term absenteeism. An Attendance Support Program would ensure employee attendance and issues are handled consistently and supportively in a non-disciplinary manner. Without a formal Attendance Support Program, it would be a challenge for Windsor-Essex Catholic DSB to demonstrate that employee attendance concerns are handled supportively and consistently in compliance with Human Rights legislation and case law principles.

Senior Administration at Windsor-Essex Catholic DSB understands its role of leading, guiding and creating a vision for the improved management of absences related to non-occupational illness and injury. They acknowledge that employees are the board's greatest resource and that there is a need to focus on Health and Wellness that supports the mental and physical health of employees noting among other factors an aging employee demographic. They also acknowledge the need for additional staff to support employees effectively and manage the impacts of absenteeism. Principals, Managers and Supervisors need the foundational supports of policies and procedures, clear and consistent expectations from their superiors and specific training to achieve their roles and responsibilities related to the Attendance Support Program.

Windsor-Essex Catholic DSB uses IPPS for tracking, and reporting absences and administering sick leave benefits. However, there are gaps in relation to available management reports that would allow the identification of employees for early intervention and attendance management, as well as understanding the costs of absenteeism to help identify proactive initiatives for various employee groups. The school board's IPPS Human Resources data warehouse should be explored in conjunction with SBCI to determine if it can produce the reports needed for effective disability and attendance management. The school board should also consider the use of Parklane's Attendance Management Share system designed specifically for managing attendance. To administer sick leave benefits, all management levels at the school board need to communicate a consistent message related to accessing sick leave benefits.

The board's Return to Work team has some positive return to work processes that are in line with best practices. In addition, some focus groups indicated that Human Resources staff is knowledgeable, supportive and helpful when dealing with disability and attendance related issues. Although some return to work processes exists, there is a gap in the area of Early Intervention and Case Management of employees who are absent due to longer term absences. SBCI would assist Windsor-Essex Catholic DSB to develop strategies to minimize any existing gaps to promote timely and safe return to work of all employees.

Recommendations and Next Steps are outlined in Section 5 of this document.

SBCI looks forward to working with Windsor-Essex Catholic DSB in developing and implementing effective Attendance Support Program. Our program will support recommendations identified by the Ministry of Education in its Operational Review and will assist the school board in identifying and implementing any administrative and operational needs as a result of the changes to sick leave. SBCI has built a sound reputation as a low-cost industry leader of Attendance Support Program services and solutions.

SECTION 2: BOARD CURRENT PRACTICES VERSUS BEST PRACTICES (QUALITATIVE ANALYSIS)

As previously stated, an Attendance Support Program is the most important driver in shaping the attendance and wellness culture of an organization, which in turn impacts workplace quality, employee wellness and student achievement. Section 2 compares the board's current Attendance Support practices to best practices.

The analysis that follows is qualitative in nature. It consists of a thorough review of board policies and procedures, as well as results of questionnaires and focus group sessions with key individuals within the organization. The analysis highlights key Best Practices and assesses how the board compares to each one of them. The board's performance is rated on a scale from 1 to 10 where 10 is excellent and 1 is poor. More details regarding Best Practices are available in Appendix A.

Best Practice # 1 - Written Attendance Policy and Administrative Procedures

Arbitrators have established that Attendance Support policies and procedures need to be enforced, well known by employees and must be applied in a fair, reasonable and consistent manner. Employees need to be aware of the consequences of not adhering to the policy.

Attendance Support Programs must include clear policies and procedures for absence reporting, confidentiality of medical information, disability management, and attendance management. As well, a health and wellness culture should be indicated by a variety of formalized initiatives and an employee engagement process. Precise triggers for action and absence thresholds should be identified and the workplace parties' roles and responsibilities for attendance, absence monitoring, case management and return to work should be clear.

Current Board Practice

1	2	3	4	5	6	7	8	9	10

A key element of this Best Practice is that employees and all levels of management have a consistent awareness and understanding of policies and procedures related to Attendance Support. The score is based on focus group responses, documentation provided by the school board and comparing these to SBCI Best Practices specifically related to your board's current status of key documented policies, procedures and initiatives in the following areas:

- Disability Management (RTW/Accommodation)
- Confidentiality of Medical Records
- Absence Reporting Procedures

- Attendance Management
- Wellness

SBCI has been provided with policies and documented procedures for:

- Absence Reporting for non-occupational personal illness and injury
- Collective Agreements that pertain to Sick Leave or Leaves of Absences and Retirement Gratuity
- Employee Wellness Program & Workplace Safety & Insurance Management Program

Human Resources staff noted they have a documented internal process for protecting employee privacy and storing medical information separately in employee health files when received in Human Resources. Principals, Managers and Supervisors are aware of the importance of adhering to this process and should be recognized for complying with legal requirements regarding confidentiality of personal information.

Windsor-Essex Catholic DSB does have an approved and board-wide documented guideline for reporting absences; however Principals, Managers and Supervisors find it a challenge to provide a consistent message about the types of absences for which staff can access sick leave. Focus groups also indicated there are no consistent expectations among various employee groups regarding how to report their absences. Many focus group participants indicated that for greater consistency, they would support clear guidelines related to sick leave access and how staff should report their absences.

Focus group participants indicated that policies and documented procedures exist for Disability Management (Early Intervention, Work and Workplace Accommodations, Return to Work Planning and transition of absences to LTD). Formalized Disability Management policies and procedures are essential to ensure compliance with Human Rights legislation and that fair and consistent DM practices are applied across all employee groups.

The Windsor-Essex Catholic DSB does not have an Attendance Management Program. Some focus group participants in leadership positions indicated that excessive absenteeism issues need to be addressed and that employees need education around the proper use of sick leave. In particular, it was noted that excessive absenteeism occurs among the Educational Assistants. Others indicated they would be willing to speak to staff about attendance issues if there were procedures in place that would allow for consistency. Some indicated that attendance issues are not handled consistently or fairly and feel they have not been able to speak to employees about their attendance because the board has not had guidelines to deal with attendance issues in the past. Senior Administration indicated that an Attendance Support Program is needed to promote transparency.

The lack of an Attendance Management Program exposes the school board to liabilities related to non-compliance with Human Rights legislation and case law, excessive costs of unmanaged absenteeism, and lack of support for employees at potentially critical times in their lives.

Most focus group participants indicated they were not aware or could not describe the board's overall vision for health and wellness, with the exception of The Employee Assistance Program (E.A.P). Effective Wellness Programs improve employee health and safety proactively by addressing the school board's overall environment and by promoting healthy individual lifestyle practices among employees.

To help close the gaps related to this Best Practice, SBCI can assist the school board in developing policies and procedures and assist the board with appropriate processes to edit and develop drafts, invite

collaboration with its various employee groups and submit the draft documents for approval. SBCI's existing policies and procedures have gone through a legal review to ensure that they are compliant with legislation and case law principles.

Recommendations:
- **Senior Administration to champion the development of Attendance Support policies and procedures and establish links to the board's mission and vision.**
- **Align the board's vision in relation to: the psychosocial school board environment; individual lifestyle practices; and health, safety and prevention**.
- **Collaborate with unions and other employee groups to seek input on policies and procedures and implementation plans related to a formalized Attendance Support Program.**
- **Form a 'Development Team' to plan and implement deliverables associated with SBCI's Attendance Support Program project plans.**
- **Develop and implement a communication strategy using SBCI's sample templates to inform all school board employees of the new policies and procedures and roles and responsibilities of the workplace parties.**
- **Work with SBCI to develop and deliver customized training strategies for Principals, Managers and Supervisors so they can perform their roles and develop supportive skills related to the Attendance Support Program and its expectations.**

Best Practice # 2 – Accountability – Role of Senior Management, Principals, Managers and Supervisors

A review of Best Practices in Attendance Support Programs indicates that senior management (Director of Education and Superintendents) and middle management (Principals, Managers and Supervisors) need to demonstrate accountability for lost time.

The Director of Education and Superintendents must send a clear message that attendance is an important issue to the organization. This is done through the support of attendance policies and programs to assist employees in attending work regularly and by providing the required administrative tools and training for Principals, Managers and Supervisors. Extensive research shows that the role of Principals, Managers and Supervisors is crucial to managing attendance since they have the closest contact with absent employees. (See Appendix A)

Current Board Practice

1	2	3	4	5	6	7	8	9	10

The score is based on focus group responses and current work practices while comparing these to the following key elements related to this Best Practice:
- Management and bargaining units work collaboratively on the implementation of an Attendance Support Program.
- Documented roles and responsibilities exist related to absence reporting, disability management and attendance management.
- Principals, Managers and Supervisors participate in training regarding their roles and responsibilities in disability and attendance management.
- All levels of management communicate attendance expectations regularly and consistently.

Senior Administration at Windsor-Essex Catholic DSB understands the benefits of a proactive approach in promoting the health and well-being of employees and supporting them during a non-occupational injury or illness. Senior Administration acknowledges employees as the board's greatest resource and understands its role to set culture and expectations and provide a vision and direction to employees. While they are pleased with the efforts of Human Resources' work in relation to accommodation and return to work, there may be a need to consider further resources to support the administration of the sick leave benefit plan in compliance with the provincial plan changes. In addition, Senior Administration recognizes the need for a focus on overall health and wellness to ensure the overall health of employees is supported. They also noted that a recent Ministry of Education Operational Review recommended the school board move forward with an Attendance Support Program.

Principals, Managers and Supervisors reported some positive work practices related to assisting employees to return to work. They participate in meetings initiated by Human Resources to assist employees to return to work following longer term absences, especially if the employee requires accommodations. Union representatives may also attend these meetings. However, there are no clearly documented roles and responsibilities for these leaders to follow in the promotion of wellness, managing attendance or supporting employees with disabilities.

Many of these leaders noted that they try to be supportive with employees who struggle with regular attendance. However, because there are no clear procedures, they find attendance issues a challenge and indicated there are no consistent guidelines for them to communicate attendance expectations. Focus group results noted that if attendance issues arose with an employee, there would be concern over union reaction. Focus groups consistently expressed concern that employees feel entitled to access their sick leave and clarity is needed for employees about its proper use.

Recommendations:
- **Senior Administration should take a visible role to communicate its support for the development and implementation of an Attendance Support Program.**
- **Principals, Managers and Supervisors should attend training in their legal obligations and roles and responsibilities related to a formalized Attendance Support Program including Disability and Attendance Management as well as Wellness.**
- **With SBCI's assistance, Windsor-Essex Catholic DSB should ensure it has the resources and processes are in place to administer and monitor Attendance Support Programs so employees are supported effectively.**

Best Practice # 3 - Lost Time Tracking and Absence Data Analysis

Without accurate absence data and appropriate analytical tools, an organization cannot manage employee attendance effectively. Data (from your own board plus comparative boards and industry averages) is critical to the identification and understanding of absenteeism. It is also critical to the measurement of outcomes when Attendance/Disability Management Programs are implemented.

Data tracking and analysis are key elements of an effective and proactive Attendance Support Program. They serve to provide baseline measures and trigger interventions to assist employees who require support. By focusing on a few key metrics such as absence rates, the incidence and duration of absences, and the cost of absenteeism, your board can successfully implement effective absence reduction strategies.

Attendance reports should be clear, concise and explanatory. They should also be timely and tailored to their audience (e.g. management reports are summary and explanatory, while case management reports are more detailed and act as potential action triggers). Finally, they should be supported by documentation or user manuals that include explanations and procedures.

Current Board Practice

1	2	3	4	5	6	7	8	9	10

The score is based on focus group responses and your board's current use of management reports, absence codes, and attendance tracking and reporting systems related to the following key elements of this Best Practice:

- Current availability of reports showing the frequency, duration and costs associated with employee absences.
- The tracking and reporting of attendance is accurate and consistent for all employee groups.
- Appropriate absence codes are used for attendance tracking and reporting.
- The use of an Attendance Management threshold.

Windsor-Essex Catholic DSB uses IPPS (Integrated Personal Personnel System) for attendance tracking and KELCOM, a 24-hour Call-In Service for Teacher and EA Replacement Services. Facilities have their own replacement software which is a manual application and is aligned to IPPS.

The IT focus group indicated that data related to absence duration, costs and frequency is possible, however it is not readily available to stakeholders such as Senior Administration and Principals. Principals indicated they would like to receive timely absence alerts, trend analyses and the ability to speak to absent employees immediately. IT focus group participants indicated that IPPS has a wide variety of reporting capabilities which include the ability to produce reporting for trend analysis and the ability for Principals to receive timely absence alerts. Participants indicate that IPPS is not being used to its fullest potential because the general school population is not educated about the system capabilities. There is an opportunity for all stakeholders to receive education and training regarding IPPS capabilities.

Most focus groups indicated that absences are recorded accurately. However there is a growing trend that employees are using sick days for non-personal illness. Some groups felt it would be of benefit to have further communication on the proper selection of absence codes for various absence types.

SBCI recognizes that school boards need a system specifically designed to support absence tracking for Attendance Support Programs. Further to the focus group discussions, the capability of the board's IPPS Human Resources data warehouse could be explored to determine if it can produce the reports necessary for effective disability and attendance management. The board may also consider the use of the Parklane 'shared' Attendance Module as it provides tracking for absences and trigger reports as well as calendar views to make it possible to spot pattern absenteeism and frequent absences. In addition, the system allows benchmarking and evaluation of programs from year to year, comparisons to other Attendance Support member school boards and allows SBCI to assist the school board in case management.

Recommendations:

- **Human Resources should explore the IPPS Human Resources data warehouse with SBCI regarding specific reporting requirements to determine the reports that can be produced for effective disability and attendance management.**
- **Senior Administration and Human Resources should review appropriate attendance reports related to the frequency, duration and cost of absenteeism.**
- **Ensure the school board has appropriate absence codes to manage an Attendance Support Program effectively.**
- **Train employees to select appropriate absence codes.**
- **Consider the Parklane 'shared' Attendance Module available through SBCI to track and monitor attendance.**

Best Practice # 4 - Return to Work (RTW)/Stay at Work Program

Research has demonstrated that disability costs are reduced when accommodations and return to work (RTW) programs are implemented for employees who have been absent due to injury and illness. Some of the key elements of an effective RTW program are: clear roles and responsibilities, effective communication, a supportive environment, regular contact with the employee, a focus on abilities and the availability of physical demands analyses.

The involvement of the Supervisor in the RTW process is essential. Watson Wyatt's 2001 survey showed that line Supervisor involvement in return to work planning reduced duration of absence. The Institute for Work and Health identified support by the Supervisor to be one of the 5 primary factors predictive of successful return to work outcomes.

Current Board Practice

1	2	3	4	5	6	7	8	9	10

The score is based on focus group responses and current practices related to the following key elements of this Best Practice:
- Collaboration of the Principal/Supervisor, case manager and union in RTW/Stay at Work planning.
- Documentation of RTW/Stay at Work Plans provided to and signed by the workplace parties.
- Use of cognitive/physical demands analyses (C/PDA's).
- Comparison of essential duties to employee abilities and limitations and considering work and workplace accommodations.
- Provision of RTW/Stay at Work opportunities in a timely manner.

Windsor-Essex Catholic DSB has a HR Specialist who oversees the portfolio for WSIB, Disability and Absence Management and with the support of HR staff, this team has implemented some positive return to work practices. They are responsible for assisting employees to return to work from occupational and non-occupational absences due to injury and illness. Employees, who return to work directly to their pre-disability jobs without the need for a RTW Plan or accommodations, are assisted by their Principal, Manager or Supervisor. When RTW Plans or accommodations are required, the plan is documented and a variety of options is considered such as graduated hours and duties, modified work duties and accommodations.

The employee's functional abilities are obtained from the employee's treating medical practitioner and are then compared to the essential duties of the job in consultation with the workplace parties to determine if the employee can return to work with or without accommodations. Though this process is consistent with Best Practices, there is no process in place to determine proactively if an employee who wishes to remain off work is capable of performing their essential duties. Noting the volume of work, these staff would be challenged to take a more proactive approach. The return to work process for non-occupational absences appears to be initiated by the employee who provides medical information indicating they can return to work; and for occupational absences the process is driven by the Workplace Safety and Insurance Board's adjudication process.

Various focus group participants such as Principals, Managers, Supervisors, Human Resources, Senior Administration and Union representatives reported that they do not participate in and are not sure of their role in Return to Work/Stay at Work planning meetings with employees following a non-

occupational injury or illness. While some participants indicated that Return to Work (RTW)/Stay at Work Plans (SAW) are documented on a standard form, others reported that there is no standard form for RTW/SAW Plans. SBCI will partner with all stakeholders in establishing clear roles, responsibilities and guidelines when returning employees to work. Our goal is to ensure that leaders follow in the promotion of wellness, managing attendance or supporting employees with disabilities.

Recommendations:
- **Develop and communicate workplace party roles and responsibilities related to early and safe RTW.**
- **Ensure adequate work methods and resources are in place for proactive case management and successful RTW planning, monitoring and documentation.**
- **Meet regularly with LTD providers to ensure employees returning from LTD can be assisted and placed appropriately and proactively.**

Best Practice # 5 – Early Intervention and Case Management/Coaching Services

Case management involves the coordinating and integrating of a range of social, health and rehabilitation services to enhance the functioning and the quality of life of the individual, as well as improving the quality of care. Case management is an effective means of reducing the duration of absences due to disability. It includes a dedicated case manager, the early identification of barriers to RTW, prompt intervention to address related issues, and the development, implementation, and monitoring of the RTW plan.

Current Board Practice

1	2	3	4	5	6	7	8	9	10

The score is based on focus group responses and current practices related to the following key elements of this Best Practice:
- Documented early and supportive contact expectations for Principals, Managers and Supervisors, HR staff, and absent employees.
- Dedicated case manager.
- Proactive use of medical certificates and gathering of medical information.
- Documentation of all contacts and RTW plans.

Windsor-Essex Catholic DSB has a dedicated person to providing WSIB, Disability and Absence Management for occupational and non-occupational personal illness or injury. If an employee experiences a long term absence, they are expected to call their Principal or Supervisor. Principals, Managers, and Supervisors report that they do not contact employees for specific supportive purposes early in the absence. Additionally, they do not consistently conduct supportive and non-disciplinary meetings with all employees who struggle to attend work regularly after a specific number of absences. Principals, Managers, Supervisors and Human Resources staff have no documented expectations to follow for supporting employees who are absent greater than 5 consecutive days – a best practice that not only results in improved communication and support for employees, but better morale and motivation for an employee to return to work.

The lack of early intervention and case management services is a significant liability for both Windsor-Essex Catholic DSB and its employees in terms of the impacts of unmanaged case duration and the perception of lack of employer supports for its employees. Unmanaged case duration results in significant and unnecessary direct salary continuation costs and delays and even impairs the ability of

employees to resume their careers. Research shows that the longer an employee remains off work, the harder it is for the employee to return to work.

Windsor-Essex Catholic DSB currently has no formal resources to support an Attendance Management Program that would ensure employees who struggle to attend work regularly receive appropriate support within legislative requirements. While Principals, Managers and Supervisors indicate they receive helpful consultations from Human Resources when significant attendance issues arise, there are neither expectations nor a program in place to promote regular attendance at work, prevent attendance issues from becoming chronic and providing support for employees who need it. Therefore, the comments from focus groups indicating the existence of an 'entitlement mentality' to the use of sick leave appear to have some support. The lack of attendance management likely results in the significant costs associated with absenteeism at Windsor-Essex Catholic DSB.

Recommendations
- **Develop and implement draft Disability and Attendance Management Programs.**
- **Form a committee made up of all employee groups to provide input on draft documents and communication and training strategies.**
- **Ensure all employee groups are provided with fair and consistent early intervention services related to both disability and attendance management.**
- **Train Human Resources staff and Principals, Managers and Supervisors in their roles and responsibilities related to disability and attendance management**
- **Develop a case management strategy in conjunction with SBCI to ensure employees are provided with appropriate interventions and supports.**

Best Practice # 6 - Sick Leave Benefits Administration

Benefit design is known to have a significant impact on absenteeism levels. The number of sick days provided, the percentage of salary paid in sick leave benefits, and the waiting time between illness/injury and eligibility for benefit payment are all correlated with absenteeism levels.

Benefit plan administration has an impact on utilization. It defines criteria for sick leave benefit management and criteria that must be met for the payment of sick leave benefits. It has been shown that requiring employees to substantiate their absences will positively affect attendance behaviour.

Ontario school boards have until recent Ministry changes, inherited a very generous sick leave benefit plan that provided a large number of sick days at full salary without a waiting period. A cultural shift is needed to instill a sense of employee pride and loyalty towards attending work regularly and accessing sick leave as a benefit when needed for personal illness or injury.

Current Board Practice

1	2	3	4	5	6	7	8	9	10

The score is based on focus group responses, documentation provided by the school board and comparing these to SBCI Best Practices:
- Documented guidelines outlining when it is appropriate and inappropriate to access sick leave benefits.
- Support for sick leave through receiving timely and objective medical information rather than the provision of a doctor's note.

Windsor-Essex Catholic DSB does have documented guidelines regarding access to sick leave benefits, however some focus group participants indicated that they were not sure if these guidelines existed. SBCI can help the board review how guidelines for accessing sick leave are communicated and close any gaps that may exist. SBCI was provided with collective agreements which outline the sick leave plans for various employee groups. Each of these agreements outlines various conditions for access to sick leave benefits. Some agreements allow sick leave access for absences due to family member illnesses and other types of absences approved by management.

A board approved Standard Medical Certificate does not exist and some focus groups indicated that the collection and use of medical documentation is inconsistent. Human Resources staff understands that ongoing access to sick leave benefits must be supported with objective medical information, rather than notes from an employee's treating practitioner(s). Many focus group participants noted that they were not aware of this or not sure of the process regarding ongoing access to sick leave benefits and the collection of medical documentation. HR understands that appropriate resources are essential to ensure the medical information is provided in a manner outlined by collective agreements. SBCI's Attendance Support Program includes templates and letters the school board can use for obtaining medical information in a manner consistent with case law principles, legislative requirements and collective agreements.

Focus group results indicate Senior Administration, Principals, Managers and Supervisors, and Human Resources support the development of documented guidelines for absence reporting and access to sick leave benefits. Currently, expectations regarding the importance of regular attendance at work and guidelines related to sick leave are not communicated consistently. The majority of focus groups, including unions, also indicated there is a need for more consistency related to the guidelines for access to sick leave benefits. Some groups noted the generous sick leave plans as contributors to a 'sense of entitlement' among employees to access sick leave benefits for absences other than those outlined in collective agreements. Participants also indicated that a policy statement should be developed to educate employees about using sick leave for its intended use and the costs associated with absenteeism.

Recommendations
- **Develop and communicate a consistent message regarding the guidelines for accessing sick leave.**
- **Ensure that the above guidelines are aligned to the board's written documentation on Attendance Management, including any newly negotiated collective agreements.**
- **Train Principals, Managers and Supervisors to communicate a consistent message regarding the guidelines for accessing sick leave.**
- **Establish accountabilities for ensuring medical information is received in accordance with collective agreements and Early Intervention and Case Management Best Practices.**

SECTION 3: REVIEW OF DATA – QUANTITATIVE ANALYSIS

Magnitude of Absences

"Magnitude" refers to the total number of days of absences. This includes "short term" absences of less than 6 days, and "longer term" absences of greater than 5 days. The metric most commonly used by organizations to measure the magnitude of absenteeism is the number of days lost per employee.

The distinction between "Innocent" and "Culpable" absenteeism is significant in the design of an effective Attendance Support Program because the program deals only with innocent absenteeism. Culpable absences are typically managed through the progressive discipline process. Innocent

Absenteeism consists of employee absences for reasons beyond their control (such as sick leave and non-occupational injury) and is the focus of this report. Culpable Absenteeism consists of absences without authorization for reasons which are within the control of employees.

Magnitude Data by Employee Group

Windsor-Essex Catholic District School Board has provided absence data by employee group. Only absence codes AB20 and GR20, representing both paid and unpaid absences due to personal illness, is included in the quantitative analysis.

The school board's absence data for 2009-10 is used as a comparison of days lost per employee from the previous year. Further details of this data are included in Appendix C.

The key factors of absenteeism – root cause, impact, cost, etc – will differ by employee group. Yet any effective Attendance Support Program must adhere to the principle of consistency and fairness.

The pie chart shows the relative size of each employee group (e.g. the 922 Elementary Teachers make up 38% of your board's staff, as measured by FTEs) and the bar graph shows the average days absent per employee within that group due to paid and unpaid non-occupational illness or injury. For example, the group of EA's comprises 11% of the board's total staff and during the 2010-11 school year had an average of 17.2 days off for each of the 268 employees in that group.

Figure 3.1

Employee Group Distribution (2010-11)

- Custodial 8%
- Others 18%
- Elementary 38%
- EAs 11%
- Secondary 25%

Figure 3.2

Days Lost Per Employee by Group (2010-11)
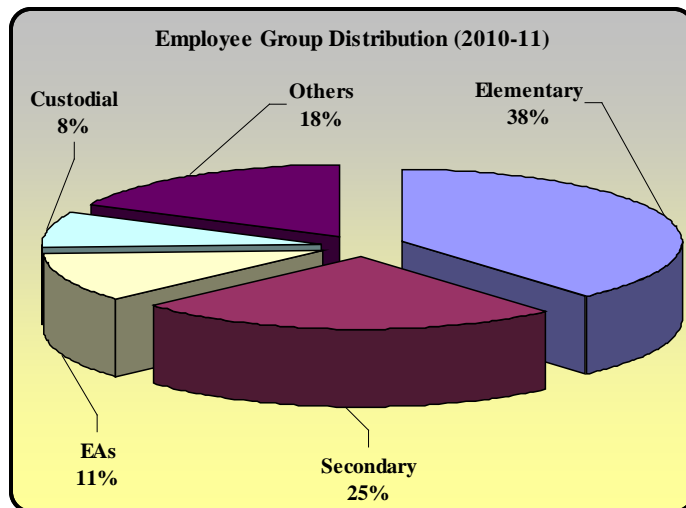
Elementary	Secondary	EAs	Custodial	Others
13.4	10.7	17.2	15.8	8.2
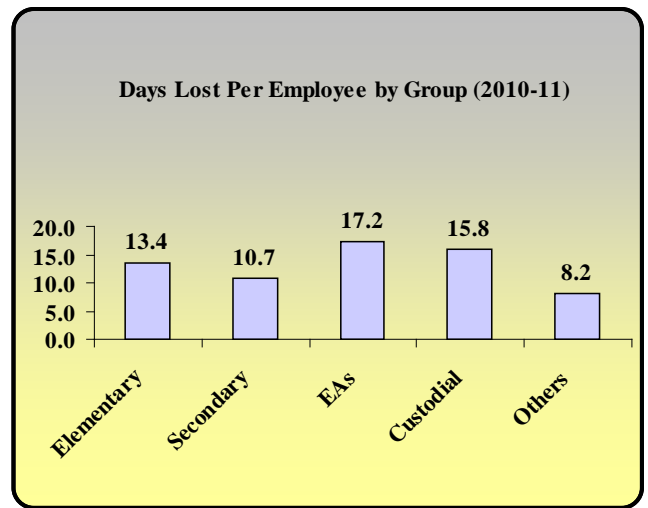
Figure 3.3 Magnitude of Absences

	Elementary	Secondary	EA's	Custodial	Others	Total
Work Days Lost	12,342	6,320	4,620	3,057	3,415	29,754
FTE Days Lost	9,620	5,639	4,053	2,831	2,924	25,067
Employee Head Count	922	589	268	193	419	2,391
Days Lost Per Employee 2010-11	13.4	10.7	17.2	15.8	8.2	12.4
Days Lost Per Employee 2009-10	13.2	10.6	16.9	14.9	8.4	12.3

Note: Total Days Lost includes paid and unpaid absences due to personal illness (Absence Code AB20and GR20) only.

It is important to stress that experience significantly different from the norm can occur for a variety of reasons: the occurrence of an anomalous year; outlier data having an inordinate impact on the whole; staff demographics, etc. However, it can also be an indication of an abnormal absenteeism or a poor general wellness culture within the board, and these are exactly the challenges that SBCI's Attendance Support services are designed to address proactively and for which it has shown proven success.

The next subsection will break down the magnitude data into two categories for further analysis: short term absences (<6 consecutive days) and long term absences (>5 consecutive days, also called disability). A final subsection will develop reasonable and realistic Target savings for your board.

Short Term Absences (<6 Consecutive Days)

The key metrics for short term absences are the number of absence incidents (or occurrences) per employee due to non-occupational illness and injury.

While magnitude provides the overall absence picture for each group, short term deals only with absences due to non-occupational illness and injury that are less than 6 consecutive days duration, thereby generally excluding absence days due to disability. Most employers expect and tolerate a certain amount of short term absences. However, many find that the effects of persistent absenteeism on productivity and employee morale, often by a few people, can be very damaging. Persistent short term absenteeism can be difficult to deal with and frustrating for employers. It can also be expensive when the cost of Replacement Teacher and board sick pay is considered.

Figure 3.4 Short Term Absences < 6 Consecutive Days

	Elementary	Secondary	EA's	Custodial	Others	Total
Work Days Lost	9,639	4,519	3,685	1,782	2,448	22,073
Incidents	8,050	3,859	2,900	759	1,867	17,435
Employee Head Count	922	589	268	193	419	2,391
Average Incidents Per Employee 2010-11	8.7	6.6	10.8	3.9	4.5	7.3
Average Incidents Per Employee 2009-10	8.1	6.0	11.2	4.1	4.1	6.9

Note: Total Days Lost includes paid and unpaid absences due to personal illness (Absence Codes AB20 and GR20) only.

Figure 3.5 Short Term Absence Incidents
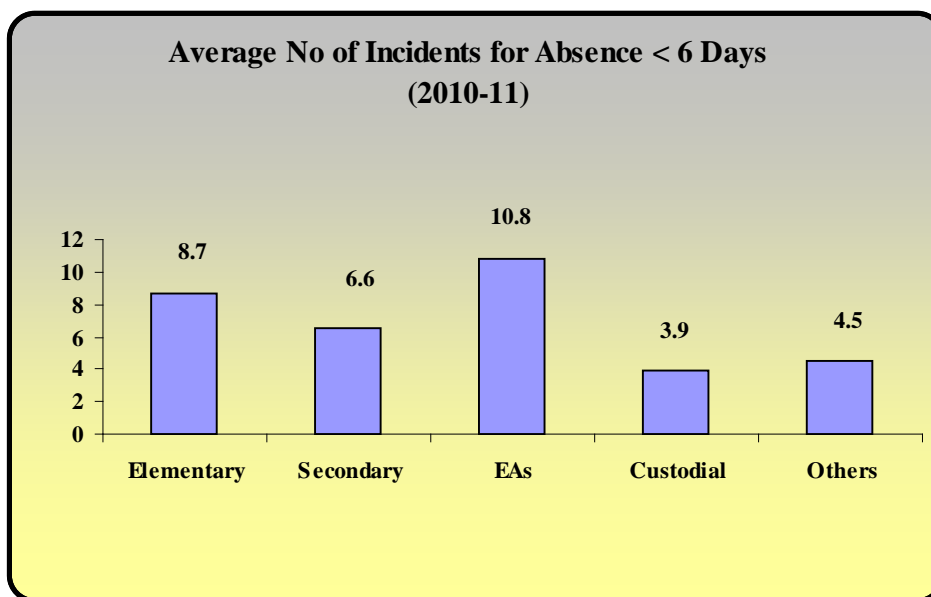
The short term absenteeism rates for Elementary Teachers and EA's are higher than Windsor-Essex Catholic District School Board's overall average. There may be a variety of contributing factors to these absenteeism rates such as a sense of entitlement to use sick leave for reasons other than its intended purpose. There may be health issues associated with the occupation; and/or management expectations may not be clear regarding the use and approval of sick leave. The new attendance support initiatives and management strategies involved in SBCI's Attendance Support Program should help overcome these factors.

Long Term Absences (>5 Consecutive Days)

Employees with long term absences typically suffer from significant health issues. At Windsor-Essex Catholic DSB, long term absences account for 26% of all days absent. It is typical for long term absences to account for a smaller percentage of days lost than short term absences at Ontario school boards. However, long term absences can represent a significant percentage of the overall lost time if duration is not actively managed.

The key metric for long term absences (or "disability") is the duration of the absence measured by the number of days. The following chart shows the data for your employee groups.

Figure 3.6 Long Term Absences >5 Consecutive Days

	Elementary	Secondary	EA's	Custodial	Others	Total
Work Days Lost	2,703	1,801	935	1,275	967	7,681
Incidents	155	97	52	69	64	437
Average Duration 2010-11	17	19	18	18	15	18
Average Duration 2009-10	21	24	17	15	21	20

Note: Total Days Lost includes paid and unpaid absences due to personal illness (Absence Code AB20 and GR20) only.

Figure 3.7 Long Term Absences (> 5 Consecutive Days)
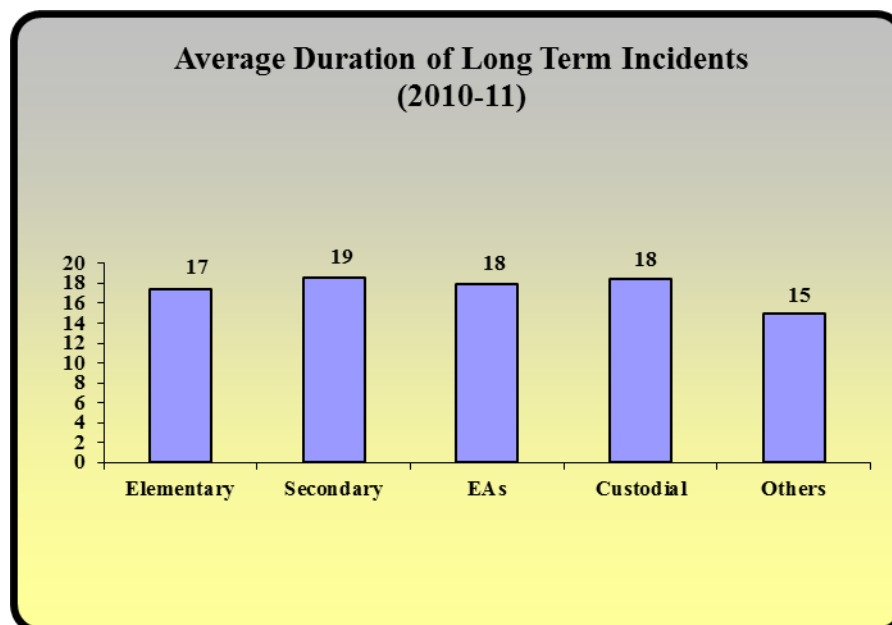
Note: Total Days Lost includes paid and unpaid absences due to personal illness (Absence Code AB20 and GR20) only.

The duration for Secondary Teachers is the longest at 19 days while the duration for the Others group is the shortest at 15 days. While the duration for all employee groups is relatively consistent, SBCI will work with your board to identify the reasons for any differences and develop a plan to ensure the duration of long term absences is minimized as much as possible through consistent early intervention, case management and early and safe return to work practices.

Total Absenteeism Summary and Targets

In summary, your board's 2,391 employees were off for a total of 29,754 work days during the 2010-11 school year due to paid and unpaid non-occupational illness or injury. Of those 29,754 work days, 74% were lost to 17,435 short term absences of 5 or less consecutive days. Long term absences accounted for 7,681 lost work days (26% of the total), across 437 disability cases for an average duration of 18 days per case.

Figure 3.8 below shows a realistic and achievable absence reduction Target for your board. The Target should be achieved through the adoption of the Best Practice recommendations (see Sections 2 and 5) via the implementation of SBCI's Attendance Support Program. The Target is based on reducing absenteeism by one day per FTE.

Figure 3.8
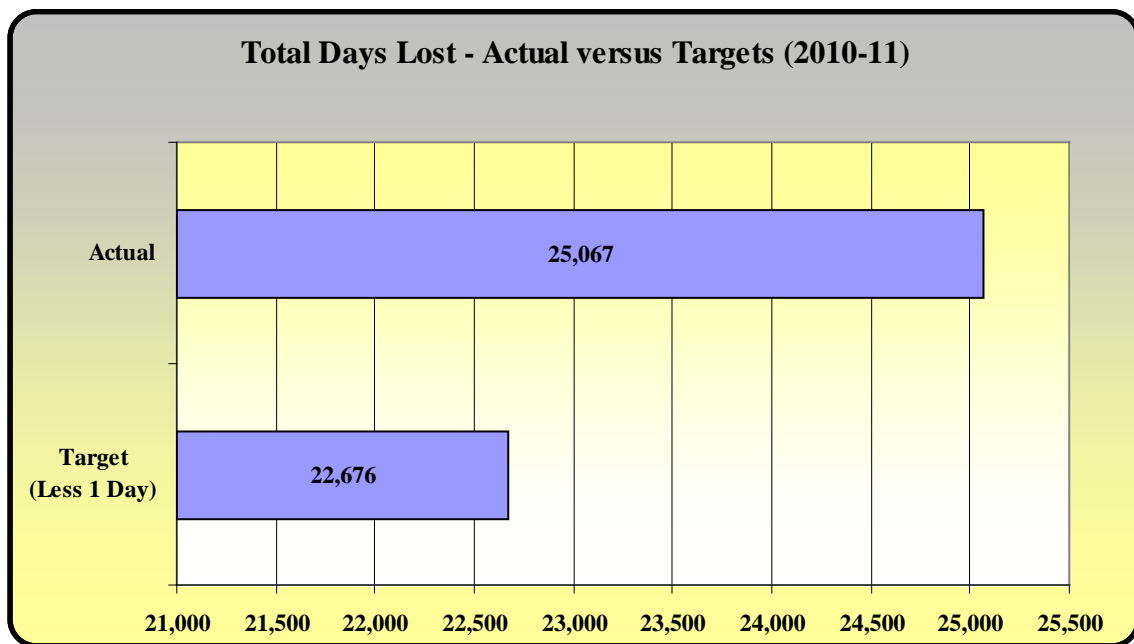
Total Days Lost - Actual versus Targets (2010-11)

Actual: 25,067
Target (Less 1 Day): 22,676

Note: Total Days Lost includes paid and unpaid absences due to personal illness (Absence Code AB20 and GR20) only.

SECTION 4: COST ANALYSIS - PROJECTED SAVINGS

Assessing the Financial Impact of Absenteeism

Cost is a key measure of the impact that absenteeism has on organizations. In organizations where employees are not replaced when they are absent, the direct cost of salary continuation benefits is used to assess the financial impact. We realize that this only represents a portion of the costs of absenteeism since indirect costs can be as much as 3 – 10 times higher than salary continuation.

In school boards, Teachers and Educational Assistants (and in some cases, Custodial staff) are generally replaced when they are absent. School boards therefore incur replacement costs and the school board receives "economic value" for these costs. Hence, we will follow the standard method of using salary continuation costs as the financial measure of absences.

Considerations in the cost of absences include:
- direct salary costs of employees off sick – the most common way of quantifying the cost of absence, and
- indirect costs which include:
  - Costs of organizing temporary/replacement workers;
  - Costs of paying for temporary/replacement workers – replacement costs;
  - Management time, and
  - Reduced productivity.

The detailed analysis of indirect costs of absenteeism to school boards is beyond the scope of this report.

Accurate absence costs are important because they help quantify potential savings which can be directed to meaningful initiatives that add value to the organization.

The chart below shows the salary continuation costs for paid absences only. It does not include salary continuation for absences where sick days have been exhausted resulting in unpaid absences. The chart also shows the projected savings for each employee group which will result from the implementation of SBCI's Attendance Support Program.

Figure 4.1 2010-11 Salary Continuation Costs and Potential Savings

Employee Group	Average Daily Salary Cost	Total Days Lost (FTE)	Estimated Salary Continuation Costs	Target Savings
Elementary	$426	9,620	$4,098,120	$392,772
Secondary	$444	5,639	$2,503,716	$261,516
EA's	$200	4,053	$810,600	$53,600
Custodial	$193	2,831	$546,383	$37,249
Others	$359	2,924	$1,049,716	$150,421
Total		**25,067**	**$9,008,535**	**$895,558**

Note: Total Days Lost includes paid and unpaid absences due to personal illness (Absence Code AB20 and GR20) only.

SECTION 5: RECOMMENDATIONS AND NEXT STEPS

RECOMMENDATIONS

It is recommended that Windsor-Essex Catholic District School Board:

Develop and implement an Attendance Support Program that is supported by formalized Disability, Attendance Management and Wellness Programs through the following process:

- o **Senior Administration should support the approval of Attendance Support policies and procedures and establish links to the board's mission and vision.**

- o **Review current resources and work methods to ensure employees are supported in compliance with legislation and Best Practices; and to ensure significant savings are achieved through effective management of absences related to non-occupational illness and injury.**

- o **Establish a 3 to 5 year strategy for maintaining commitment and timelines for the development of a sustainable Attendance Support Program**

- o **Develop and implement a communication strategy that outlines the supportive benefits to employees of early intervention and case management services related to an Attendance Support Program.**

- o **Train Principals, Managers and Supervisors regarding their roles and responsibilities related to Attendance Support.**

- o **Define and reinforce the purpose and access to sick leave benefits.**

NEXT STEPS

Attendance Support Program services and Case Management services commence immediately upon becoming an Attendance Support client. The process for developing and implementing an Attendance Support Program, facilitated by SBCI, includes a project plan that follows five steps for Disability Management and Attendance Management (see Appendix B for further details):

1. Strategy - Planning
2. Development and Design of Program
3. Implementation
4. Evaluation and Monitoring
5. Ongoing Services

Wellness Program development and implementation includes a project plan that can be done either simultaneously or independently from Disability Management and Attendance Management. SBCI's Wellness Program project plan considers the three main factors of a healthy workplace:

1. Health, Safety and Prevention
2. Psychosocial School Board Environment
3. Individual Lifestyle Practices

The blueprint of the Wellness Program will be reviewed in conjunction with Windsor-Essex Catholic DSB's Employee Assistance Program committee. We will identify opportunities to integrate new Wellness initiatives with the board's existing program.

APPENDIX A: BEST PRACTICES

Best Practice # 1 - Written Attendance Policy and Administrative Procedures

Policy

Arbitrators have established that attendance policies need to demonstrate the following characteristics:

- the policy should be well-established and known by employees;
- the policy must be fair and reasonable and applied in a consistent manner, and
- employees need to be aware of the consequences of not adhering to the policy.

Administrative procedures

A review of arbitration rulings indicates that arbitrators are looking for the following administrative procedures in Attendance Management Programs:
- reporting requirements are clear and well articulated e.g. who, when;
- triggers for action and absence thresholds are clearly indicated;
- requirements with respect to medical documents are identified e.g. when are they required, what is required, who will retain/store them, who will pay for them, and
- all key players need to be aware of their roles and responsibilities for attendance and absence monitoring.

In addition they must:

- be in compliance with the Employment Standards Act, the Workplace Safety and Insurance Act, the Human Rights Code and with collective agreements, and dovetail with
- RTW and Accommodation policies.

Best Practice # 2 - Accountability for Absenteeism – Role of Senior Management Principals, Managers and Supervisors

A review of Best Practices in attendance management suggests that accountability for lost time needs to stem from two levels in the organization: senior management (Director of Education and Superintendents) and middle management, which in the case of school boards, includes Principals, Managers and Supervisors.

Senior Administration needs to send a clear message that attendance is an important issue to the organization. This is done through the backing of attendance policies and also through the support of programs to assist employees in attending work.

Since much of the burden of managing attendance falls on management, key prerequisites of a successful attendance management strategy are providing the required administrative tools as well as an effective and comprehensive training program for school Principals, Managers and Supervisors.

Extensive research shows that the role of Supervisors is crucial to managing attendance since they have the closest contact with absent individuals. Several of the important findings are as follows:

- although each organization has its own culture with respect to attendance, the most powerful culture is the one found in each work unit. The Supervisor determines this, to a large extent, by his/her response to employee absenteeism and through his/her own attendance behaviour. Supervisors who model excellent attendance and who treat employee absenteeism in a fair and reasonable way typically see the lowest absenteeism rates;
- organizations that place financial accountability for attendance on Supervisors realize better results than organizations that place lost time costs in a central cost centre;
- Supervisors often feel ill-equipped to manage both short term and long-terms absences;
- Supervisors are often unsure about the stage at which long-term absences become a disciplinary issue;
- Supervisors often are uncomfortable with the idea of rehabilitation and RTW programs;
- at the school level, the setting of overall targets for improving attendance based on findings identified through regular monitoring and analysis of attendance has proven to be effective, and
- any identified good practice at a specific school should be effectively disseminated across the organization.

The recognition by Senior Management of the importance and the need for the training of Principals, Managers and Supervisors is one of the key elements of any successful Attendance Management Program. These leaders should receive training in a number of key areas:

- how to implement agreed procedures;
- how to influence factors that contribute to absence, and
- how their actions can affect the health and attendance of staff.

Best Practice # 3 - Lost Time Tracking and Absence Data Analysis

You cannot manage what you cannot measure. Without absence data, an organization does not know if it has an absence problem. Furthermore, without incidence and duration information, it cannot know the nature of its absence problem. Data is critical to the identification and understanding of absenteeism. It is also critical to the measurement of outcomes when Attendance/Disability Management Programs are implemented.

The consistent and robust use of attendance data to support school practices and policies can ensure that all attendance-related responsibilities are fully met.

Data tracking and analysis are key elements of all effective lost time management programs. They serve two critical functions:

- to provide baseline measures from which:
  o standards are developed;
  o employee group comparisons can be made;
  o benchmarking is possible, and
  o costs can be determined.
- to trigger interventions by management to assist employees who require support and modifications to their attendance behaviour.

Organizations with exemplary programs focus on a few key metrics:

- overall absence rate, i.e. a measurement that gives a high level view of absenteeism within the organization;
- absence incidence, i.e. generally considered to reflect wilful absences;

- absence duration, i.e. generally considered to reflect disability issues within the organization or lack of RTW interventions, and
- cost of absenteeism, i.e. a financial reflection of absence incidents and absence duration.

Best Practice # 4 – Use of Case Management or Early Intervention Services to Manage Occupational and Non-occupational Disability Cases

Case management has been defined as the method of co-ordinating and integrating a range of social, health and rehabilitation services to enhance the functioning and the quality of life of the individual, improve the quality of care and conserve costs. Case management is an effective means of reducing the duration of absences due to disability.

The processes involved in case management include:
- early identification and intervention;
- assessment;
- identification of barriers to RTW and development of a plan to remove these barriers;
- coordination and implementation of the plan, and
- evaluation of outcomes.

Best Practice # 5 - Return to Work Program (RTW)

Providing employees with transitional or modified work has been shown to reduce disability costs. Applied research in the field of disability management has identified important elements of transitional return to work programs. These include:

- Policies and Procedures;
- clear roles and responsibilities;
- administrative tools – software, forms, data tracking;
- program evaluation and monitoring;
- effective communications with employee groups and unions, and
- Senior Administration commitment and leadership.

The involvement of the Supervisor in the RTW process is essential. Watson Wyatt's 2001 survey showed that line Supervisor involvement in return to work planning reduced the absence rate from 4.9% to 2.6%. The Institute for Work and Health identified support by the Supervisor to be one of the 5 primary factors predictive of successful return to work outcomes.

The Supervisor can assist in return to work in a number of different ways:
- providing a supportive environment for employees;
- maintaining contact with the employee during the employee's absence;
- focusing on the employee's abilities;
- providing suitable and meaningful work to the employee, and
- providing feedback to both the employee and to the case manager with respect to the return to work plan.

Best Practice # 6 - Sick Leave Benefits Administration

Benefit design is known to have a significant impact on absenteeism levels. The numbers of "sick days" provided, the percentage of salary paid in a sick leave benefit, and the waiting time between illness/injury and eligibility for benefit payment, are all correlated with absenteeism levels.

Benefit plan administration has an impact on utilization. Lax administration can be expected to result in more lost time claims and longer duration than there would be in a situation of strict administration.

Ensuring that employees are using sick leave for the intended purpose can affect attendance behaviour in several ways; for instance:

- a sentinel effect is produced when employees are required to provide objective medical support for their absences. In other words, the message is given that the employer is paying attention, and
- the process can help to identify non-medical issues that may be contributing to an employee's decision not to attend work. By bringing such issues to the surface, there is an opportunity to match an issue with the appropriate resources.

APPENDIX B: PLANNING AND IMPLEMENTATION PROCESS

1. Strategy – Planning

- Bring together stakeholders to involve them in planning the program and defining the terms of involvement
- Identify the key contact persons for the project
- Define the Vision, Objectives and Goals of the Attendance Support Program – mandate and scope of the program
- Develop the blueprint for the Attendance Support Program
- Identify the building blocks (e.g. attendance management, disability management, wellness) and the overall healthy workplace strategy
- Set Budget
- Review absence codes
- Discuss alignment with Human Resources strategy for culpable absences/performance
- Analysis of board resource requirements
- Provide Disability Management 101 training

2. Development and Design of Program

Once the school board has established the building blocks required to support a comprehensive Attendance Support Program (ASP), then the fundamental components of the ASP can be developed.

SBCI will facilitate the process of:

- Developing supportive policies and procedures that are congruent with the vision, objectives and goals of the overall Healthy Workplace Strategy
- Identifying in detail, the roles of the various stakeholders and the establishment of a Stakeholder Committee
- Reviewing support and accountability with Senior Administration
- Collaborating with a Stakeholder Committee including union groups on Attendance Support Program development and implementation
- Developing a communication strategy
- Conducting Disability Management 201 and Long Term Disability Training
- Developing the necessary administrative supports
- Mapping of the ideal processes
- Drafting Policies and Procedures for final approval by the school board

3. Implementation

Implementation includes the following short and long term administrative requirements associated with the delivery of the program:

- **Identifying administrative requirements**:
  - o Attendance Support software – tracking and monitoring absence data
  - o Reports, forms, form letters, medical certificates
  - o Personnel needs both short term (transitional) and long term

- **Providing training to Principals, Managers and Supervisors:**
  - Identify the instructional goals and strategies
  - Identify the skills required by Principals, Managers and Supervisors
  - Develop materials needed in training
  - Deliver the training – who, when, size of groups
  - Evaluation of training sessions

- **Developing a communication strategy:**
  - Identify the audiences – employees, medical community
  - Articulate the key messages
  - Develop specific communication techniques and materials

4. Evaluation and Monitoring

SBCI recommends that both quantitative and qualitative evaluations be conducted after programs are implemented. Quantitative evaluations can be further broken down into process evaluation and impact evaluation, i.e. are the processes being followed and what is the impact? Qualitative evaluations provide information from the perspective of the users of the program.

- Disability and Attendance Management case audits
- Attendance Management reports including comparative reports with other boards through Parklane Attendance Management module
- Annual reporting including program progress

5. Ongoing Services

Once your Disability and Attendance Management Programs have been implemented, SBCI's ongoing services will be reviewed and structured to your requirements and may include:

- Disability and attendance case consultation
- Third party legal and medical consultation as required
- Ongoing and customized training to comply with legislative changes and staff turnover
- Ongoing Parklane system support
- Ensuring programs are not inconsistent with Collective Agreements changes
- Year to year data analyses and benchmarking
- Annual reviews of Attendance Management thresholds and Disability Management durations
- Mental health strategy and case consultation
- Flow Disability and Attendance Management into the formalized Healthy Workplace Strategy

APPENDIX C: DETAILS OF DATA ANALYSIS FOR 2009-10

Magnitude of Absence

	Elementary	Secondary	EAs	Custodial	Others	Total
Work Days Lost	12,555	6,510	4,246	2,808	3,234	29,353
FTE Days Lost	9,893	5,751	3,787	2,590	2,912	24,933
Employee Head Count	948	615	251	189	383	2,386
Days Lost Per Employee	13.2	10.6	16.9	14.9	8.4	12.3

Short Term Absences (< 6 Consecutive Days)

	Elementary	Secondary	EAs	Custodial	Others	Total
Work Days Lost	9,381	4,382	3,568	1,887	2,060	21,278
Incidents	7,719	3,673	2,808	774	1,579	16,553
Employee Head Count	948	615	251	189	383	2,386
Average Incidents Per Employee	8.1	6.0	11.2	4.1	4.1	6.9

Long Term Absences (> 5 Consecutive Days)

	Elementary	Secondary	EAs	Custodial	Others	Total
Work Days Lost	3,174	2,128	678	921	1,174	8,075
Incidents	153	88	39	63	55	398
Average Duration	21	24	17	15	21	20

Salary Continuation Costs

Employee Group	Average Daily Salary Cost	Total Days Lost (FTE)	Estimated Salary Continuation Costs
Elementary	$406	9,893	$4,016,558
Secondary	$425	5,751	$2,444,175
EAs	$193	3,787	$730,891
Custodial	$187	2,590	$484,330
Others	$346	2,912	$1,007,552
Total		**24,933**	**$8,683,506**

ATTENDANCE SUPPORT SERVICES

THE ATTENDANCE SUPPORT PROGRAM DEVELOPMENT AND IMPLEMENTATION PROCESS

SBCI's Attendance Support Program encompasses many components of a healthy workplace, including disability management, attendance management and wellness programs. These programs are developed in accordance with legislative requirements, best practices and our experiences with other school boards.

Disability Management Program:

Disability Management has been defined as the materials, the people and the resources to prevent, if possible, disability as a result of non-occupational (not work related) illness or injury; encourage rehabilitation and early and safe return to work (RTW); and reduce the impact of disability both on the employee and the employer.

The primary components of a disability management program include:

1. Policies and procedures that articulate the employer's commitment to assist employees in returning to work, and/or remain at work after illness/injury from a non-occupational absence.
2. Processes with respect to:
   - Early intervention
   - Case management
   - Return to work facilitation
3. Outcome measurement.

Attendance Management Program:

Attendance management has been defined as the materials, people and the resources to support employees who are struggling to maintain regular attendance at work. Attendance management is a non-disciplinary, supportive program designed to collaboratively support an employee's obligation to maintain reliable, regular attendance at work. The goal is a working environment that motivates employees to attend work regularly.

Attendance Management programs include:

1. Policy and procedures that through a supportive approach:
   - Articulate attendance expectations
   - Outline processes with respect to:
     o Reporting absences
     o Medical documentation requirements
     o Defining and managing absenteeism
2. Benefit plan design and administration
3. Attendance tracking and data analysis mechanism
4. Outcome measurement

2

PROGRAM IMPLEMENTATION

The process for implementing an attendance support program, facilitated by SBCI, includes the following four steps:

1. **Planning and Strategy**
2. **Program Design and Development**
3. **Implementation Strategy**
4. **Evaluation and Monitoring**

1. Planning and Strategy

- Creation of the development team to involve them in planning the program and defining the terms of involvement.
- Identifying the key contact persons for the project.
- Defining the vision, objectives and goals of the attendance support program – mandate and scope of the program.
- Developing the blueprint for the attendance support program.
- Identifying the building blocks (e.g. disability management, attendance management, wellness, etc.) and the overall healthy workplace strategy.
- Determine in which order the programs should be developed - enables the board to articulate what it wishes to accomplish and how it intends to do so.
- Review of absence codes and defining sick leave.
- Reviewing system requirements to produce valid and timely absence reports.
- Budget/resources.
- Training board personnel on best practices, and an overview of relevant legislation.

2. Program Design and Development

Once the school board selected and sequenced the building blocks required to provide a comprehensive attendance support strategy then programs, such as disability management, attendance management and wellness, can be developed. SBCI will facilitate the process of:

- Developing supportive policies and procedures that are congruent with the vision, objectives and goals of the overall healthy workplace strategy.
- Identifying in detail, the roles of the various stakeholders, including the union, and the establishment of a stakeholder committee.
- Stakeholder committee overview of the attendance support program
- Collaboration with the stakeholder committee on the policy and procedural documents.
- Developing the necessary administrative supports, including a disability management guide.
- Mapping of the ideal processes.
- Training of board personnel on the recommended disability management and long term disability (LTD) processes, including providing tools and resources to assist with the day to day management of cases.
- Development of a communication strategy.

3

3. Implementation Strategy

The Implementation Strategy outlines the following short and long term administrative requirements associated with the delivery of the program:

- Identifying administrative requirements:
    - Attendance support software – tracking and monitoring absence data
    - Reports, forms, form letters, medical certificates
    - Personnel needs both short-term (transitional) and long-term

- Providing training to supervisors:
    - Identify the instructional goals and strategies
    - Identify the skills required by principals, managers and supervisors
    - Develop materials needed in training
    - Deliver the training – who, when, size of groups
    - Evaluation of training sessions

- Communication of the program:
    - Articulate the key messages
    - Develop specific communication techniques and materials

4. Evaluation and Monitoring

SBCI recommends that both quantitative and qualitative evaluations be conducted after programs are implemented. Quantitative evaluations can be further broken down into process evaluation and impact evaluation, i.e. are the processes being followed and what is the impact that they are producing? Qualitative evaluations provide information from the perspective of the users of the program.

The program implementation service flows into an on-going attendance support advice and service.

ON-GOING ATTENDANCE SUPPORT PROGRAM ADVICE AND GUIDANCE SERVICE:

Program Advice & Assistance

- Benchmarking, Data Tracking, Monitoring and Reporting
- Periodic audit of the attendance support program.
- SBCI will provide an annual report showing performance in attendance support – both quantitative and qualitative with advice and recommendations for improvement.
- Threshold development
- Policy and Procedure Development
- Legislative Review
- Collective Agreement Review
- Clarity on Role and Responsibilities
- Case Management Services (early intervention, accommodation, return/stay at work)

4

- IME Referrals
- Access to independent medical/legal review
- Long Term Disability Strategy to work with existing insurers
- Training and Workshops specific to key stakeholders
- Communication Strategy
- Audits/Assessment
- Annual Trending Reports
- Case file reviews, return to work plans, access to medical reviews and legal opinions, as well as support and guidance on any related matters at grievance or arbitration.
- Ongoing training and in-service sessions for management, employees, etc.
- Act as a resource on committees related to disability management, attendance support and/or wellness.
- Provide expertise related to individual and organizational health initiatives.

DISABILITY MANAGEMENT

Disability Management Program Oversight:

- Periodic audit of disability management program.
- Ongoing program enhancement.
- Review monthly reports from Human Resources (HR) attendance system or Parklane regarding sick leave. (If applicable)
- Available to HR contact for a monthly case review to identify complex cases.
- Ongoing program advice, case management oversight and assistance with complex cases.

Disability Management Cases:

SBCI will work in collaboration with the HR contact responsible for the program to:

- Assist with ongoing day to day operations of the disability management program, including case referral process, to ensure consistency and that best practices are followed.
- Assist with writing letters to physician's for clarification regarding restrictions or accommodations.
- Assist in identify opportunities for early return to work when the board is able to safely accommodate the employee in the workplace.
- Refer complex cases when assistance is required.
- Assist in the return to work process.
- Refer to labour relations to determine next steps, if employee reaches maximum medical recovery and has not been able to achieve fulltime hours.
- Review permanent restrictions annually.

Complex Case Management

- Following are examples of complex cases:

  o The employee's impairment does not match their documented disability.
  o The employee or supervisor has identified that workplace issues are complicating the return to work, good attendance or performance.
  o An employee receiving LTD has been identified as ready to return to work in some capacity but suitable employment has not been found.
  o The disability includes a mental health issue.

- SBCI will assist in the identification and management of complex cases.

ATTENDANCE MANAGEMENT

Attendance Management Program Oversight:

- Receive copy of attendance reports and comment, if appropriate.
- Ongoing assistance with Parklane Attendance Module. (If applicable)

Attendance Management Cases:

SBCI will work in collaboration with the HR contact responsible for the program to:

- Conduct periodic case reviews.
- Review reports from which problematic absenteeism can be consistently identified, managed and resolved.
- Provide advice and assistance to manage case load and to progress cases as quickly as possible.
- Assist (remotely) with employees, physicians, unions and board to develop remain at work or return to work or accommodation plans.
- Review medical information to provide an understanding of restrictions/limitations and to remove barriers to RTW for any non-occupational illness or injury in cases where the school board requires assistance with medical information.
- As required, contact medical practitioner(s) to clarify medical information.
- Assist in fostering a collaborative and supportive environment (board, supervisor, employee, employee representative, employee's physician) to facilitate early and safe return to work.
- Identify transitional RTW opportunities.
- Advise on RTW issues.
- Liaise with IT staff or external IT consultants on attendance management module/reports/etc.

Other Services Include:

- Mental Health Strategies, Workshops and Training
- Psychosocial Strategies, Workshops and Training
- Individual AM and DM Case Management Advice and Guidance

6

WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD

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

B O A R D   R E P O R T

Supervised
Meeting Date:
November 27, 2012

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 PROPERTY DISPOSITION AND ACQUISITION SUMMARY**

RECOMMENDATION:

That the Board receive the 2011–12 Property Disposition and Acquisition Summary as information.

SYNOPSIS:
To provide a summary of real property transactions completed during the 2011-12 fiscal year.

BACKGROUND COMMENTS:
No real properties were acquired or disposed during the 2011-12 school year. However, during 2011-12, the Board undertook an extensive review of its facility usage within the broader context of declining enrolment. In the fall of 2011, the Board engaged Catholic ratepayers from various areas of the district in a series of consultative discussions regarding potential boundary and facility usage adjustments in order to optimize its use of facilities.

Following a comprehensive review and public consultation process, the following properties were deemed surplus to the Board's future needs and not required for the purposes of the Board:

- 707 – 735 Tuscarora Street, Windsor: due to the relocation of Immaculate Conception Catholic Elementary School from 735 Tuscarora Street to the present site of St. Michael's Alternate Catholic High School – Victoria Campus Site
- 4130 Franklin Street, Windsor: due to the closure of Our Lady of Lourdes Catholic Elementary School
- 1847 Meldrum Road, Windsor: due to the closure St. Bernard Catholic Elementary School

- 5305 Adstoll Avenue, Windsor: due to the closure of St. Alexander Catholic School
- 6101 County Road #20, Amherstburg: due to the closure of St. Theresa Catholic Elementary School

The above properties subsequently proceeded to the disposition process in accordance with O. Reg. 444/98 *Disposition of Surplus Real Property*.

FINANCIAL IMPACT:
Not applicable.

TIMELINES:
The above surplus properties are in various stages of the disposition process. Due to marketing conditions related to sales of these types of property, timelines for the sale, or occupancy dates in the case of lease agreements, are not known at present.

APPENDICES:
None.

REPORT REVIEWED BY:

☒	EXECUTIVE COUNCIL:	Review Date:	October 1, 2012
☒	EXECUTIVE SUPERINTENDENT:	Approval Date:	October 1, 2012
☒	DIRECTOR OF EDUCATION:	Approval Date:	October 1, 2012

WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD

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

B O A R D   R E P O R T

Supervised Meeting Date:
November 27, 2012

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
Paulette Littlejohns, Senior Manager, Facilities & Support Services

SUBJECT: **FACILITY PARTNERSHIPS – REPORT ON POTENTIAL SPACES AVAILABLE**

RECOMMENDATION:

That the Board receive as information, the report on potential spaces available for Facility Partnerships and that Administration share this information with community partners through the Board's web-site.

SYNOPSIS:
This report is being submitted to the Board as information regarding potential unused spaces that could be available for community partnerships.

BACKGROUND COMMENTS:
In compliance with *Ministry Memorandum 2010: B1 Encouraging Facility Partnerships*, dated February 11, 2010, the *Ministry of Education's Facility Partnerships Guideline* and Board *Policy B:08 Facility Partnerships*, the Board must annually hold a public meeting in order to exchange information with interested community partners regarding available spaces and/or potential co-build projects and community needs.

Presently, St. John the Evangelist is available for a community partnership. In addition, as identified on November 22, 2011, the Board's new planned elementary school (consolidation of St. Bernard and Our Lady of Lourdes schools) may be suitable for co-building partnership opportunities.

FINANCIAL IMPLICATIONS:
Partnership agreements involving the use of Board space by any potential partners would be on a cost recovery basis.

TIMELINES: N/A

APPENDICES:
Policy B:08 – Facility Partnerships

REPORT REVIEWED BY:

☒	EXECUTIVE COUNCIL:	Review Date:	November 19, 2012
☒	EXECUTIVE SUPERINTENDENT:	Approval Date:	November 19, 2012
☒	DIRECTOR OF EDUCATION:	Approval Date:	November 19, 2012
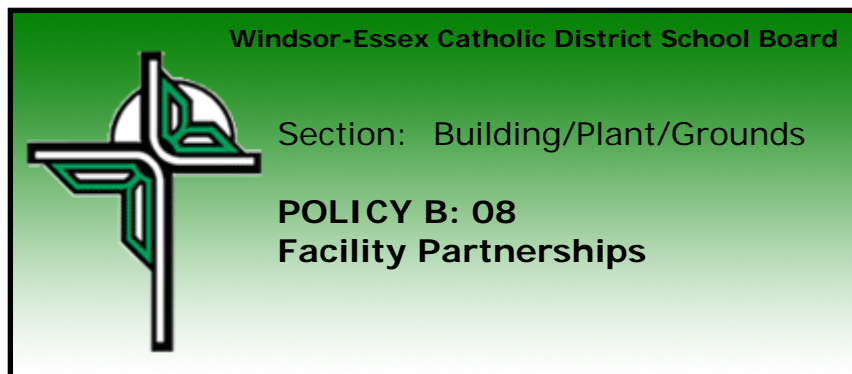
	NUMBER:	B: 08
Windsor-Essex Catholic District School Board	EFFECTIVE:	Sept. 28, 2010
Section: Building/Plant/Grounds	AMENDED:	
POLICY B: 08	RELATED POLICIES:	See References
Facility Partnerships	REPEALS:	
	REVIEW DATE:	2013 – 2014

1.0 OBJECTIVE:

1.1 To establish guidelines for the development of facility partnership opportunities with community partners whose missions enhance and respect the autonomy and denominational rights of the Catholic school system.

2.0 DEFINITIONS:

2.1 *Facility Partnerships:* Partnerships between the Windsor-Essex Catholic District School Board and community partners to share facilities to benefit the board, students and the community, and to optimize the use of public assets owned by the school board. Partnerships may involve co-built facilities, lease, license, and joint-use agreements to utilize part of a school facility specifically during school hours, in new and existing school facilities where students are being taught.

3.0 GUIDING PRINCIPLES:

3.1 The Windsor-Essex Catholic District School Board shall operate its school buildings and property for the primary purpose of providing a suitable learning environment for the delivery of educational programs to support student achievement and safety of students.

3.2 The Board recognizes that cooperative and collaborative partnerships are part of the foundation of a strong, vibrant and sustainable publicly funded educational system and that effective partnerships must respect the core values of each partner.

3.3 The Board is open to consideration of joint capital ventures where they are demonstrated to be in the best interest of the Board. When considering a Facility partnership, the health and safety of students must be protected and the partnership must be appropriate for the school setting.

3.4 The intent of entering into a facility partnership is to:

   a) Improve services and supports available to students
   b) Strengthen relationships between the board, community partners and the public
   c) Maximize the use of public infrastructure
   d) Reduce facility operating costs

e) Provide opportunities for new and/or additional sources of funds for financing building improvements and program delivery

f) Provide a foundation for improved service delivery for the community.

4.0 SPECIFIC DIRECTIVES:

4.1 This policy does not apply:

a) where the Board has declared space surplus in compliance with Ontario Regulation 444/98, which grants priority treatment to coterminous boards and other public entities when disposing of surplus property through sales or leases.

b) under the Community Use of Schools program which encourages community partners to use school facilities outside of school hours.

4.2 The Board has the authority to make decisions regarding its school facilities and the use of its facilities that are consistent with the Education Act, municipal zoning and other legal restrictions, and will identify which schools will or will not be suitable for facility partnerships. Available space is not the only criteria for selecting schools for partnerships. The Board will also consider, among other factors:

a) issues related to student safety

b) student achievement and pupil accommodation strategies (including those that may result in school consolidations)

c) zoning and site use restrictions

d) facility condition

e) the configuration of space

f) the ability to separate the space used by partners from the space used by students.

4.3 The Board shall develop a notification list that will include the entities listed in Ontario Regulation 444/98 - Disposition of Surplus Properties. If other entities, such as childcare operators and government-funded agencies request it, they will be added to the notification list. The Board reserves the right to prioritize the notification list as it sees fit.

4.4 The Board shall post information on its website regarding its intention to build new schools and to undertake significant renovations and information regarding unused space in open and operating schools and administrative buildings that is available for facility partnerships. This information will be updated at least once a year in the case of space in existing schools, and as needed in the case of co-building opportunities. Entities on its notification list will be informed when information on its website about facility partnership opportunities is updated.

4.5 The Board shall hold a public meeting, once a year, to exchange information with interested community partners regarding available spaces and/or potential co-build projects, and community needs. This public meeting may be part of the Board's Regular Board meeting. The Board shall provide advance notice of the public meeting to entities on its notification list.

4.6   In keeping with the intent of the Facility Partnerships, primary criteria regarding the eligibility of partners shall include the value of the partnership to students, the school and the local Catholic community. Among other factors, the Board will also consider:

a) partners must be respectful of the Catholic Faith;
b) health and safety of students must be protected;
c) partnerships must be appropriate for the school setting;
d) partnerships must not compromise the student achievement strategy;
e) partnerships may be considered with organizations that are for-profit and not-for-profit and the venture must be financially viable in the opinion of the Board;
f) partners must be willing to execute a lease/license/joint use/ partnership agreement
g) partnerships must be transparent, sustainable and supportive of student achievement;
h) entities that provide competing education services such as tutoring services, JK - 12 private schools or private colleges, and credit offering entities that are not government-funded are not eligible partners.

4.7   As part of the Board's planning process, when considering building a new school or undertaking significant addition or renovation, the Board will notify the entities on the notification list one (1) to three (3) years prior to the potential construction start date, where practical. The notification shall be supported by a Board resolution. The Board does not need to have an identified source of funding or Ministry approval when notification is provided.

4.8   Once notified, entities may express their interest in co-building with the Board. The Board will then evaluate the expressions of interest to select partner(s) based on its Facility Partnerships policy. The Minister's approval may be required depending on the provision under the *Education Act*. Partnership agreements cannot be finalized until both the Board and the partner(s) have an approved source of funding.

4.9   Potential partners shall be provided clear instructions regarding their rights and responsibilities as tenants, including maintenance standards, and the applicability of board policies, including accessibility and inclusiveness policies.

4.10   On a cost recovery-basis, the fees charged to partners should cover the operations and capital cost, including administrative costs and property taxes, to the board of the space occupied by the partner. Additional costs to perform minor renovations to protect student safety, provide appropriate washrooms, and otherwise make the space suitable for use by facility partners should be borne by the partners. In the case of co-building, partners will be required to pay for and finance their own share of construction, including a proportional share of joint-use or shared space.

4.11   All Board approved partners shall enter in to a lease/license/joint use/partnership agreement that includes but shall not be limited to the following:

a) Term of Partnership/lease/licence
b) Space Utilization
c) Cost Assessment/Recovery
d) Hours of operation
e) Maintenance
f) Compliance with legislation
g) Improvements or alterations to the building
h) Insurance/liability
i) Dispute Resolution
j) Termination

5.0 RESPONSIBILITY:

5.1 It is the role and responsibility of the Board to determine what facilities are suitable and not suitable for partnerships, what entities are suitable and not suitable facility partners, and when to enter into a partnership.

5.2 The Board is responsible for ensuring proper legal agreements that respect the *Education Act* and protect its rights.

5.3 The Director is responsible for assisting the Board in the process of long-term accommodation planning, in order to monitor enrolment trends, school capacity, address provincial policy initiatives, and implement new capital projects accordingly. This planning should take into account opportunities for facility partnerships.

5.4 The Superintendent of Business shall be responsible for formalizing Facility Partnership agreements.

5.5 The Board's Outreach Coordinator shall be responsible for ensuring information is provided as required under this policy and for addressing facility partnership inquiries received from the Ministry of Education and/or the community.

6.0 REVIEW AND EVALUATION:

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

6.2 This Policy shall be reviewed during the 2013 – 2014 policy review cycle.

7.0 REFERENCES:

Ontario Education Act
Ontario Regulation 444/98 - Disposition of Surplus Properties
Facility Partnerships Guideline, Ministry of Education, February 11, 2010

POLICY B: O8 Facility Partnerships

Pupil Accommodation Review Guidelines, Ministry of Education, revised June 26, 2009

Board Policy References
A:03 Community Use of Schools
A:05 Pupil Accommodation Review
A: 22 School Boundary
A:31 Accessibility Standards for Customer Service
B:01 Smoke Free Schools and Sites
B:03 Vehicles on School Property During School Hours
B:04 Keys to Schools
B:05 Property Damage/Vandalism/Theft
B:06 Facility Maintenance
B:06 Access to School Premises
SC:11 Trespassing

WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD

B O A R D   R E P O R T

Supervised Meeting Date:
November 27, 2012

Public ☒   **In-Camera** ☐

PRESENTED FOR: Information ☒   Approval ☐

PRESENTED BY: Senior Administration

SUBMITTED BY: Paul A. Picard, Director of Education

SUBJECT: **2012-2013 STRATEGIC PLAN PRIORITIES FOR THE DIRECTOR OF EDUCATION AND SENIOR ADMINISTRATIVE STAFF**

RECOMMENDATION:

That the Board receive the 2012-2013 Strategic Plan Priorities for the Director of Education as information and that it be used in the evaluation of the Director of Education's performance management process as outlined in Board Policy H: 20 Performance Management – Director of Education.

SYNOPSIS:
As per Policy H: 20 Performance Management – Director of Education that states – *The Director shall file an annual report identifying areas of focus for attention for the upcoming school year at the August Board Meeting* – herein is the Director of Education's report outlining the 2012-2013 Strategic Plan Priorities.

BACKGROUND COMMENTS:
Board Policy H: 20 Performance Management – Director of Education was formally approved by the Board of Trustees at the June 23, 2008 Board Meeting. Approval of this policy now allows for the Director of Education to begin the formal process of performance appraisal as outlined in said policy. The Performance Management process begins with the Director of Education presenting an annual plan for the upcoming school year to the Board of Trustees.

Also as part of this process, the addition of the 2012-2013 Strategic Plan Priorities for Senior Administration is added to the Director of Education's report.

FINANCIAL IMPACT:
N/A

TIMELINES:
The Director of Education's Performance Management process is to be completed by May 31, 2013.

APPENDICES:
- Appendix A - 2012-2013 Strategic Plan Priorities for the Director of Education
- Appendix B - 2012-2013 Strategic Plan Priorities for Senior Administration

REPORT REVIEWED BY:

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DIRECTOR OF EDUCATION

STRATEGIC PRIORITIES FOR 2012-2013

In January 2009, the Board of Trustees approved a new strategic plan for the Windsor-Essex Catholic District School Board. This document entitled "Foundations of Faith and Learning 2009-2014" included the System Priorities of Faith Development and Student Achievement. As Director of Education, I have outlined the following as my strategic priorities for 2012-2013:

FAITH DEVELOPMENT

- Continue to work cooperatively with Bishop Fabbro and Deaneries in support of Catholic Education;
- Take a leadership role in working with our Board's Friends and Advocates of Catholic Education Committee;
- Ensure in my school visits, and in communicating to stakeholders, that I continue to stress our mission of Faith Development as a primary objective;
- Continue to develop an action plan to respond to the data accumulated through the Faith Development review process;
- Expand the dialogue with Diocesan clergy to promote evangelization;
- Continue to foster support throughout our system for our Catholic Character Development document, "Our Journey to Holiness";
- Work closely with our Communications Liaison to promote and support programs from St. Peter's Institute;
- Continue to provide and to support meaningful and ongoing Catholic Faith Development for all students and employees, with this year's theme in mind..."*Cast Your Nets*";
- Extend an invitation to meet twice a year with the leadership of our employee groups to discuss ways we can work together to promote Faith Development in our system;
- Expand the relationship with both Assumption University and King's College;
- Continue to strengthen the relationship with Local Members of Provincial Parliament (MPPs);
- Look for opportunities to showcase our successes in the area of Faith Development to our community;
- Continue to embrace and reinforce the Ontario Catholic School Graduate Expectations as the desired outcomes for all of our students as they pursue educational excellence;
- Work in cooperation with service providers to support our community, i.e., United Way Campaign, Transition to Betterness, Free the Children Foundation as well as other Catholic Mission organizations;
- Continue to work towards implementation of the recommendations outlined by the Ministry of Education from the findings of the Operational Review of the Board and subsequent consults.

STUDENT ACHIEVEMENT

- Student Achievement remains a top priority and I will continue to ensure our strategies are aligned with the Ministry of Education in working toward the goal of increased Student Achievement, closing the gap in achievement levels for all students and to increasing confidence for publicly funded Catholic education;
- Continue with ongoing support of professional development for all employees through training, mentoring and sharing best practices in order to enrich the educational experiences of all of our students;
- Encourage effective communication among all partners in Catholic education to promote Student Achievement and spiritual growth;
- Provide opportunities to enhance intellectual, physical, emotional and spiritual well being of all of our students;
- Work with all employee groups and parents to challenge all students to become critical thinkers, effective communicators and problem solvers through the development of literacy and numeracy skills within the broader context of faith formation;
- Ensure Student Achievement and the individual school improvement plans are focused topics of discussion. Set as a goal improvement in all areas of the EQAO Assessment;
- Continue to work with the University of Windsor to promote a sharing of resources to support our students and schools in the areas of education research and physical well being;
- Continue to strengthen the relationship with Local Members of Provincial Parliament (MPPs);
- Continue to work towards implementation of the recommendations outlined by the Ministry of Education from the findings of the Operational Review of the Board and subsequent consults;

SUPERVISION

- In collaboration with, and under the direction of the Ministry of Education appointed Supervisor, I shall endeavour to develop plans and structures to:
  - ➢ assure long term financial stability;
  - ➢ engage the future by beginning a comprehensive public consultation process;
  - ➢ enhance management capacity for budget development and monitoring;
  - ➢ increase interdepartmental activities for assessing progress to goals;
  - ➢ develop a long term strategic plan for the board;
  - ➢ enhance accountability, transparency and public engagement;
  - ➢ develop a plan for earlier retirement of capital debt;
  - ➢ oversee the development of consistent and transparent operational processes and policies that increase public confidence.

APPENDIX B

2012-2013 Strategic Plan Priorities

For

Senior Administration

ASSOCIATE DIRECTOR OF EDUCATION
STUDENT ACHIEVEMENT K – 12

STRATEGIC PRIORITIES FOR 2012-2013

FAITH DEVELOPMENT

We embrace the Ontario Catholic School Graduate Expectations as the desired outcomes for all of our students as they pursue educational excellence:

- Continue in our efforts to develop an awareness, understanding and empathy for the health and well-being of our students
- Continue and expand upon the "Move One in His Name" theme to extend to "Cast Your Nets" where we are asked to implement the successful strategies we used for some to many
- Continue with the graduated implementation of the revised Fully Alive Program (Gr.6)
- Continue to support students in an inclusive environment as they develop into effective communicators and learn to read, understand and use written materials
- Continue to encourage students to think reflectively and creatively, and to contemplate and solve problems as becoming discerning believers

Employee Faith Formation:
- Continue to provide and support meaningful and ongoing Catholic Faith Development for all stakeholders in keeping with this year's theme, "Cast Your Nets"
- Senior Administration will continue to work with the Supervisor to review policies to ensure that they support public confidence, enhance accountability, transparency and public engagement.
- In response to the recommendations identified at the Catholic Education Forum, a faith development review will be established system-wide
- Continue to collaborate with the Parent Involvement Committee (P.I.C.) and a representative from the Diocese
- Continue to foster a spirit of kindness, compassion and service to the community through Our Journey to Holiness
- Continue to welcome and include all students with various learning and individual needs
- Continue to facilitate ongoing communication between the Diocese/Board/ parishes/schools

STUDENT ACHIEVEMENT

We nurture well-rounded, faith-filled and contributing citizens by developing knowledge, understanding and proficiencies in sciences, arts, humanities, languages and technologies.

We challenge all our students to become critical thinkers, effective communicators and problem-solvers through the development of literacy and numeracy skills. These attributes

will continue to be our focus as we work with the Supervisor to develop a long term strategic plan for the board.

Assessment and Evaluation and Achievement Expectations:
- Continue to encourage effective assessment for, as and of learning to guide, monitor and adjust instructional practices while in keeping with the Ministry of Education's focus on effective instructional delivery
- Continue to encourage teachers and administrators to utilize existing data to inform and drive instructional practice with the intent to improve student achievement and close gaps in learning
- Continue to utilize the data gathered on "Marker Students" in order to generalize and expand the successful strategies to meet the needs of all students, including those students with special learning needs
- Continue and expand on the focus in the area of Mathematics through ministry initiatives, Student Learning Scans in both elementary and secondary schools
- Continue to work with staff and students to include students with special learning needs in EQAO testing and moving from Level 1 to Level 2

P.A.L.S. (Peer Assisted Learning Strategies)
- Continue to monitor the fidelity of Literacy P.A.L.S. and share the successes of the program in order to maintain and surpass the progress to date
- Implement a new training program (Numeracy P.A.L.S.) for the Tutors in the Classroom initiative in order to support the Board Improvement Plan focus on math

Student Support Services Model (formerly Student Mental Health Model)
- Continue to support staff and students under the new delivery model through the support of the Student Support Services Team, including the new School/Community Support Supervisor
- Continue to support students and staff with managing behavior with the addition of system and school-based Child and Youth Workers

Early Years
- Continue to enhance the strengthening of early years programming and supports offered in school communities. This includes establishment of Child Care Programs, Ontario Early Years Centres and strengthening opportunities for young families.
- Introducing opportunities for early communication and developmental screenings will ensure earlier intervention and success for our youngest students.
- Appropriate assessment and evaluation practices in Kindergarten will be explored in a Collaborative Inquiry

Safe Schools
- Continue building and sustaining a positive and inclusive school culture to prevent bullying and violence
- Continue with the implementation process for the "Whole School Approach" to build relationships among staff and students, and between staff and students to promote a safe learning and working environment

Information Technology
- Assist schools in integrating technology to facilitate a more streamlined and accessible communication venue
- Continue to train staff and students on the proper utilization of digital resources that support the delivery of curriculum expectations in the classroom and promote critical thinking
- Continue with the implementation and coordination of an effective library media program that aligns with the Ontario Curriculum K-12 and the shift to the digital age

EXECUTIVE SUPERINTENDENT
OF BUSINESS

STRATEGIC PRIORITIES FOR 2012-2013

FAITH DEVELOPMENT

- Foster a faith-based work environment throughout the Board.
- Focus budget development and resource allocation on promoting faith-based activities in schools and throughout the Board.
- Advance more frequent liaison with the Diocese on business and property matters for the purpose of advancing the mutual interests of both the Diocese and the Board.

STUDENT ACHIEVEMENT

- Provide support from a financial perspective to the Director of Education in developing an updated comprehensive strategic plan for the Board.
- Supply information, develop options and make recommendations to the Director of Education to put sustainable plans in place to assure long term financial stability of the Board in support of objectives for student learning.
- Support the ongoing increase in interaction between departments in working together to fulfill Board objectives and to regularly monitor progress towards achieving these objectives.
- Encourage and provide support to enhance management capacity for budget development and monitoring throughout the Board organization.
- Enhance confidence of stakeholders in the operation of the Board by continuing to enhance accountability, transparency and public engagement by fully addressing remaining recommendations in recent operational and financial reviews.
- Increase the opportunities for all stakeholders to participate in providing input to the establishment of Board priorities and to the annual budget development process.
- Build on past efforts to continuously improve development, implementation and documentation of policies and procedures to ensure that financial stability and public confidence is supported and sustained.
- Undertake a review of the existing capital debt retirement plan with the aim of amending the plan to achieve an earlier retirement of the capital debt.
- Expand the introduction of new cash management systems in each school and provide ongoing training of school staff involved in financial matters to increase knowledge and proficiency with respect to financial policies and processes.

EXECUTIVE SUPERINTENDENT
OF HUMAN RESOURCES

STRATEGIC PRIORITIES FOR 2012–2013

FAITH DEVELOPMENT

- Ensure that tenets of denominational rights and Catholic values are preserved in all hiring practises and procedures
- Continue to foster a faith-based working relationship with all employees and union leadership.
- Continue to develop policies and procedures that ensure that the workplace is free from harassment and that all employees are supported in a faith-filled environment.

STUDENT ACHIEVEMENT

- Incorporate and interpret Memorandum of Understanding (MOU) and legislative language into all collective agreements.
- Develop and implement an attendance support program
- Incorporate new sick leave provisions into existing Human Resources' practices and policies
- Work in conjunction with sick leave / short term leave plan providers (SBCI & OTIP) on developing and implementing Human Resource procedures in the area of absenteeism/ sick leave.
- Develop hiring practices and procedures utilizing MOU / Legislation language with respect to the hiring of occasional teachers into long term assignments and the hiring of occasional teachers to permanent teaching positions.
- Develop and implement the new provisions of the Teacher Performance Appraisals as introduced by the Ministry of Education
- Develop enrolment projections, timelines, tasks and responsibilities, and complete a procedural document
- Develop staffing projections, timelines, tasks and responsibilities and complete a procedural document
- Liaison with the Business Department to ensure that Human Resources / Business / Payroll goals, expectations and ultimately accountability is shared and regularly communicated
- Ensure that Human Resources personnel are an integral part of the budget development process in particular how this relates to enrolment forecasting and assignment of academic and support staff.
- Develop specific timelines, job responsibilities and goals with the Business Department as it relates to the shared responsibility between Business and Human Resources with regard to accountability and adherence to the budget.

SENIOR MANAGER
FACILITIES AND SUPPORT SERVICES

STRATEGIC PRIORITIES FOR 2012-2013

FAITH DEVELOPMENT

- Continue to foster a faith-based working environment
- Provide valued service to the school community and foster a spirit of kindness and compassion in carrying out that service
- Continue to work with the Union to ensure the workplace is free of harassment and that all individuals are treated with respect, dignity and acceptance
- Continue to serve on the Board's Friends and Advocates of Catholic Education Committee

STUDENT ACHIEVEMENT

- Work with community partners to make Board facilities welcoming and successful for their programs and at the same time enhance public confidence in our Catholic school system
- Continue development and/or construction of Full Day Early Learning sites
- Strive to make the Board's facilities safe, healthy and inviting learning environments for students as well as staff and parents
- Assist the Director with his priorities under supervision in developing plans and structures for long-term financial stability and the elimination of capital debt
- Ensure departmental processes support the financial stability of the Board in a manner that is transparent and enhances accountability
- Actively participate in the Board's Budget Workgroup in the development and monitoring of the Board's budget
- Provide a leadership role in the Department and encourage staff to work as team members to achieve goals and objectives and provide assessment and feedback on progress of these goals
- Continue to develop long-term strategies to address Facilities Services budget challenges
- Encourage support staff to participate in the Board's Leadership Program in order to foster growth and build skills in communication and personal confidence within their roles
- Continue to support the Board's Employee Assistance Program and work with Union groups on the EAP Committee to promote health and wellness programs for Board employees

WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD

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

B O A R D   R E P O R T

**Supervised
Meeting Date:**
November 27, 2012

Public ☒   **In-Camera** ☐

PRESENTED FOR: Information ☐   Approval ☒

PRESENTED BY: Senior Administration

SUBMITTED BY: Paul A. Picard, Director of Education

SUBJECT: **MINISTRY OF EDUCATION REVIEWS – STATUS REPORT ON PREVIOUS RECOMMENDATIONS.**

RECOMMENDATION:

That the Board receive as information the status reports on recommendations implemented pursuant to previous operational reviews by the Ministry of Education intended to provide action plans for enhancing management capacity.

SYNOPSIS:
This report provides an update on the implementation by Board management of recommendations contained in previous operational reviews conducted by the Ministry of Education.

BACKGROUND COMMENTS:
One of the guiding principles for Board management is to regularly engage others in seeking out continual improvement in order to support students in attaining the highest levels in academic achievement and to encourage students towards active and ongoing faith development. WECDSB routinely welcomes others in to examine operations and activities so that policies and procedures remain consistent with best practices in the education sector.

Over the years, the Board has sought and participated in numerous reviews of its operations. WECDSB has acted aggressively and positively on the recommendations arising from each of these reviews. The commitment to embrace the enhancement of operations has resulted in an organization that has been, is and will continue to be well-positioned to effectively move the Board forward into the future.

Of the 132 recommendations made by previous reviews of Board policies and practices, 65% have been successfully implemented. The major improvements resulting from their adoption have been:

- Improved collaboration between administrative departments responsible for all facets of board operation.
- Better integration of diverse data sets.
- Enhanced financial oversight and accountability by departments.
- More sophisticated procurement processes to ensure fair, open and transparency in all purchasing activities.
- Advanced identification and assessment of opportunities and risks.
- Greater engagement of all stakeholders in development of policies and budgets.
- More extensive implementation of leading edge practices through research and benchmarking with other school boards.
- Improved governance through better defined roles and responsibilities between trustees and administration.

Forty-six (46) recommendations are either partially implemented or are still in the process of being completed, primarily from the most recent operational reviews requiring a longer timeline for completion. Once they are fully implemented, the Board will benefit by:

- A more strategic approach to balancing the identified service needs and wants with available resources.
- The development of a more comprehensive, multi-year strategic plan for the Board, including major activities of the Board.
- Improvements to enrolment planning activities to support strategic planning.
- Enhancements to school staffing allocation and workload models.
- Better attendance management through a consistent structured approach.
- Augmented reporting for all activities of the Board.

The appendices to this report list the recommendations arising out of all of the major operational and related reviews of the Board undertaken by or through the Ministry of Education. The status of every action taken pursuant to each recommendation is clearly identified, almost all of which are shown as having been previously completed.

WECDSB is committed to a continual review of its policies, practices and procedures to ensure that we continue to provide an environment which is open, transparent, fiscally responsible, and most importantly ensure that our students and their families continue to thrive and grow.

FINANCIAL IMPACT:
Where applicable, financial impacts have been identified in the appendices.

TIMELINES:
The status of recommendations contained in reviews carried out from 2006 to 2012 are included in this report.

APPENDICES:
- Ministry of Education Review - November 2006
- Control & Procedures Review of the Business Department Conducted by Price Waterhouse Coopers - June 2007
- Ministry of Education Operational Review - 2009 (Follow-Up - August 2010)
- Ministry of Education Review - Phase I - June 2011

- Price Waterhouse Coopers Operational Capacity Enhancement - December 2011 and Deloitte Investigation Report - August 2012

REPORT REVIEWED BY:

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Status Report on the
Ministry of Education Review - November 2006

No.	Recommendation	Action Taken		Next Steps	Responsibility
		Action	Status		
CONSTRUCTION					
R1.	School boards should conduct an extensive analysis of any proposed construction prior to commending projects to reduce the possibility of placing the board into financial constraints. This would include a reasonable estimate of the full construction costs, the expected Ministry funding, and the availability of reserves to supplement Ministry funding. This also allows for normal financing guidelines to be forecasted, including orderly repayment. This would also include consultation with the Ministry to clarify any funding assumptions that have been included in this analysis.	The Ministry has since issued various memoranda requiring school boards to follow a strict process with respect to construction planning and financing. WECDSB is following the prescribed Ministry processes for its projects.	Completed		Executive Superintendent of Business/Senior Manager of Facilities & Support Services
R2.	Senior Management should prepare for the Trustees an updated cash flow analysis, with appropriately supported assumptions, in order to establish the relevant action plans to be implemented in the future to ensure that the Board's financial obligations will be meet. Also, the Trustees should be periodically updated and review cash flow analysis to ensure that the appropriate actions are being taken to support the financing requirements. Management should also bring the finalized financing proposal to the Board as soon as possible and establish a regular reporting process to facilitate Board monitoring.	Financial requirements to service debt on previously completed projects are reported to the Trustees on, at least, an annual basis. New projects are following the new Ministry prescribed process which require financing reports to be considered by the Trustees and the Ministry at specific points during project planning and construction phases.	Completed		Executive Superintendent of Business
R3.	School boards should consult with other school boards who have considerable and/or similar school board construction experience. This will provide the benchmarking necessary to ensure that the school design, construction methodology and school construction costs are appropriate to the type of school being contemplated.	Consultation has taken place with other school boards with respect to new school construction. The new Ministry prescribed process, including school design and cost benchmarks, is directing all new school construction.	Completed		Executive Superintendent of Business/Senior Manager of Facilities & Support Services

No.	Recommendation	Action Taken		Next Steps	Responsibility
		Action	Status		
R4.	School boards should ensure that the compensation for contracted services acquired through tender such as architects, project managers, and construction companies is appropriate to the services received. The ideal compensation is a fixed fee with a provision for reasonable compensation for changes requested by the school board. If a flexible or percentage fee-based structure is negotiated, the board needs to ensure that provisions are in place to ensure construction costs are capped or there are proper cost controls to reduce the risk of escalating costs. This may include increased monitoring by board staff, periodic progress reporting, and Trustee approval for major changes to the project over a certain dollar limit, or holding decision-makers responsible and/or liable for decisions or advice provided to the board. In all cases, the Trustees must be notified of the progress and costs on a regular basis.	Through WECDSB's revised purchasing policy, architects are being retained on a percentage fee based on actual construction costs. Cost consultants and construction companies are being retained on a fixed fee basis. Controls have been put in place to monitor construction costs, with involvement by Finance staff directly on the project committees along with multiple approvals required for expenditures. There is a standing agenda item at every Board meeting for administration to provide a verbal report on project progress and financial considerations. Written reports are provided at key decision points and for any significant expenditures that are beyond the original project scope.	Completed		Executive Superintendent of Business
R5.	The tendering process could be enhanced by having a cost estimator prepare a detailed cost analysis of a proposed school design prior to tendering the school project. This allows the school design to be modified if the cost is determined to be prohibitive. This will also allow the board to evaluate the reasonableness of the tenders being received. Also, pre-qualification of contractors and sub-contractors will allow for a more efficient and timely tendering process as long as it is not overridden by unnecessary conditions being attached to the pre-qualification process.	The Ministry has since issued various memoranda requiring school boards to follow a strict process with respect to construction planning and financing. WECDSB is following the prescribed Ministry processes for its projects. This includes the requirement for a cost consultant to be retained and to provide cost analyses at various points in planning, including immediately prior to project tendering, which must be submitted to the Ministry for review and approval. Pre-qualification of contractors is considered for new school construction projects as may be deemed to be appropriate.	Completed		Executive Superintendent of Business
R6.	School boards should use a stipulated sum contract where possible. Planning of the construction	Pursuant to this recommendation, WECDSB is utilizing stipulated sum	Completed		Executive Superintendent of

No.	Recommendation	Action Taken		Next Steps	Responsibility
		Action	Status		
	should occur early as possible to avoid possible overtime, to allow for efficient acquisition of materials and to have the building enclosed in time to reduce the possible seasonal effects on construction costs. Also, advanced planning will ensure that all aspects of the construction, which include planning, design, acquisition, development, and construction, are appropriately considered, including possible contingencies, and addressed prior to commencement to reduce the possibility of cost overruns.	contracts for its major construction projects. Time is being taken during the project planning phase to address potential issues that may arise and to cover off contingencies, wherever possible, prior to tendering.			Business/Senior Manager of Facilities & Support Services
R7.	The Board should develop a Construction policy and establish procedures to ensure appropriate governance of construction of schools, which would include all the above recommendations.	With the issuance of the new Ministry project planning and construction requirements for school boards, the establishment of a separate Board policy to address many of the recommendations in this review may be redundant. However, the Board will be assessing its practices throughout the planning and construction of the new St. Bernard school with the intent of compiling an internal set of procedures to be followed for future projects.	Completed		Executive Superintendent of Business/Senior Manager of Facilities & Support Services
CORPORATE CREDIT CARDS AND EXPENSES					
R8.	Appropriate policies are the key to improved control over expenditures. Separate policies are not required for each of the items below and could be combined into one over policy. The Board needs to: • Review its existing expense policies. • Develop a policy regarding cash advances and hospitality expenses. • Clarify the supporting documentation required for expenditures. For example, restaurant meal expenses should include the bill, a list of the diners, and the purpose of the meal. • Develop and clarify the approval and controls process for all levels of Board staff.	Expense policies for Trustees and staff were developed, approved and implemented in April 2007.	Completed		Executive Superintendent of Business/Manager of Human Resources & Policy Development

No.	Recommendation	Action Taken		Next Steps	Responsibility
		Action	Status		
	• Develop an exception process to deal with uncommon transactions.				
R9.	Training sessions should be held to educate all Board staff with respect to the requirements of the revised policy. Without appropriate communication of the revised policy, expense control may not be effective and may be subject to misinterpretation by both users and approvers.	Policy requirements were communicated at the time of implementation. Ongoing education of requirements occurs to improve knowledge, particularly for staff who incur expenses infrequently.	Completed		Executive Superintendent of Business/Manager of Human Resources & Policy Development
PURCHASING CARDS					
R10.	The Board should review and update its purchase cards policy to: • Clearly define acceptable transactions or type of transactions. • Clarify the roles and responsibilities of the cardholder and approver. • Clarify the supporting documentation required, at a minimum they should include frequency of review, signoff, etc.	A purchasing card policy was developed, approved and implemented in April 2007.	Completed		Executive Superintendent of Business/Manager of Human Resources & Policy Development
R11.	Training sessions should be held to educate all Board staff of the requirements of the revised policy. Without appropriate communication and awareness of the revised policy, expense control may not be effective.	Policy requirements were communicated at the time of implementation. Ongoing education of requirements occurs to improve knowledge, particularly for staff who incur expenses infrequently.	Completed		Executive Superintendent of Business/Manager of Human Resources & Policy Development
PROCUREMENT					
R12.	The Board should review and update their current procurement policy to provide additional clarity in some areas and to ensure that an exception management and "emergency" process is established to avoid possible misunderstanding of the expected requirements of the procurement policy. It should be made clear to all users that under no circumstances should Board policy not be followed.	Pursuant to this recommendation, the purchasing policy was significantly updated, approved and implemented in April 2009.	Completed		Executive Superintendent of Business/Manager of Human Resources & Policy Development
GOVERNANCE					
R13.	The Audit Committee should develop and finalize comprehensive Terms of Reference to ensure that	Pursuant to this recommendation, Terms of Reference for the Audit Committee	Completed		Executive Superintendent of

No.	Recommendation	Action Taken		Next Steps	Responsibility
		Action	Status		
	the members of the Audit Committee, Trustees, and Senior Management understand the roles and responsibilities of the Committee. Also, the terms of reference will identify the reporting requirements of the Committee for Senior Management. Some of the best practices discussed could be included in the document.	had been developed and approved. However, this has now been usurped by regulation, the provisions of which the Board has implemented.			Business
AD HOC POLICY COMMITTEE					
R14.	The Board has recently approved the Ad Hoc Policy Committee process. We have suggested application of the policy principals to the travel and hospitality expense management issues in Section 3 and the need for updated policy. Also, to ensure that clear and concise policies are developed with appropriate exception processes to address unusual situations, we recommend that the Board monitor policy development/approval through the "Ad Hoc" and "Review" Committees. As well, the Board should request an updated travel/hospitality policy as soon as possible.	Pursuant to this recommendation, the Board significantly updated and revised its policy development and review process. This process is being used successfully to update the Board's policies on a regular basis.	Completed		Executive Superintendent of Business/Manager of Human Resources & Policy Development
MANAGEMENT PROCESS AND BOARD GOVERNANCE ALIGNMENT					
R15.	In our view, there is an opportunity for the Board to make improvements on future process and communication, but the status quo is not appropriate. As the Chief Executive Officer, the Director of Education is responsible and accountable for the leadership necessary to achieve Board objectives. The Board recently appointed a new Director of Education with the unanimous support of the Trustees and the apparent support of Board staff. The Director, with the support of the Board, should assess and address the key opportunities to make the changes deemed necessary. Various mechanisms which could assist with such changes are available to management and Trustees and the choices should be carefully considered by both groups as deemed necessary.	With the efforts of the Trustees and the two Directors in place since this recommendation was first made, substantial progress has been made in improving processes and communication, so that the Trustees are duly and regularly advised of key issues and recommendations can be considered and direction approved by the Trustees on a timely basis.	Completed		Executive Council (i.e. Director and all department heads)

No.	Recommendation	Action Taken		Next Steps	Responsibility
		Action	Status		
	As noted in this report, an improved process should be developed in order for senior management to best identify key issues, collectively provide input and assess options, and make recommendations to the Trustees, and for the Trustees to respond to management and fellow Trustees in a similar manner.				
R16.	Trustees and Senior Management should establish the information requirements and protocols, relating to the operations of the Board, to ensure that appropriate and timely decisions are made. Also, specific projects may require additional information requirements which should be established at the beginning of the projects.	Processes have been established so that Senior Management communicates regularly to Trustees on Board operations and projects in order to obtain direction and approval from Trustees where and when necessary.	Completed		Executive Council (i.e. Director and all department heads)
R17.	A clear and concise summary of information is important to ensure that members of the Executive Council and the Trustees understand the issue and can make the appropriate recommendations/decisions. Information relevant to the decision should not be "buried" in other documents with the expectation that the Trustees will be able to decipher or discover it.	Clear and comprehensive reports are now provided to the Trustees as a matter of normal practice, typically accompanied by a verbal presentation by Senior Management at Board meetings to ensure that all relevant information is placed transparently before the Trustees for consideration.	Completed		Executive Council (i.e. Director and all department heads)
FORECASTING					
R18.	Trustees should establish a variance threshold whereby Senior Management is required to report and provide adequate explanation. This will allow the Trustees to make appropriate decisions to address these variances if deemed necessary. Also, quarterly financial statements and forecasts should be part of the regular/timely financial reporting requirements for Senior Management.	While a specific variance threshold has not been identified, Senior Management brings forward potential variances at each Board meeting, as situations may arise. This is over and above the regular financial reporting that is made to the Board.	Completed		Executive Council (i.e. Director and all department heads)
SPECIAL EDUCATION COSTS					
R19.	We recommend that the Board review the special education cost components to ensure that only special education costs are allocated to this budget area and that the allocation of non-special education costs is appropriate.	Special education costs were reviewed in detail and expenditures allocated to the appropriate budget area.	Completed		Executive Superintendent of Business/Associate Director of Education

Status Report on the
Control and Procedures Review of the Business Department
Conducted by Price Waterhouse Coopers – June 2007

No.	Recommendation	Action Taken		Next Steps	Responsibility
		Action	Status		
High Level Review of Organizational Structure					
R1.	We recommend that the Department consider implementing the new proposed structure. Once the final structure is determined, each job description within the department will need to be revisited and updated to reflect the changes in the structure and the reallocation of job descriptions.	The new structure was approved by the Trustees and implemented through 2007-08. This included creation and filling of a new Manager of Payroll position (subsequently merged with Manager of Purchasing position), reassignment of Payroll Supervisor duties, deletion of Payroll Receptionist position, cross-training of Payroll Clerks and general reallocation of duties across the Business Department.	Completed		Executive Superintendent of Business
High Level Review of Payroll					
R1.	Develop and communicate a framework of articulated objectives.	Both WECDSB, as a whole, and the Business Department revised their strategic plans and objectives in 2007-08. The then new Payroll Manager simultaneously developed objectives for the payroll area, consistent with the broader efforts.	Completed		Executive Superintendent of Business
R2.	Detailed written procedures should be developed and documented.	The development of procedures was coordinated by the then newly-appointed Supervisor of Business Services for the payroll area and the rest of the Business Department.	Completed		Executive Superintendent of Business
R3.	Monitoring of payroll performance.	The then new Manager of Payroll implemented measures and pursued best practices in documenting and monitoring timeliness and cost efficiency in payroll processing.	Completed		Executive Superintendent of Business
R4.	Access rights to IPPS (Human Resources/Payroll System).	Edit rights over payroll standing data were reviewed and adjusted. A revised procedure was put in place in 2007-08 so that changes to employee files were documented and approved before changes were processed in the payroll system.	Completed		Executive Superintendent of Business

No.	Recommendation	Action Taken		Next Steps	Responsibility
		Action	Status		
R5.	Segregation of duties.	A review of the segregation of duties was undertaken in 2007-08 and changes made in order to decrease the risk of misappropriation of assets.	Completed		Executive Superintendent of Business
R6.	Structure of the Payroll Department and Processes	The previous split of responsibilities between the academic and support staff payroll sections was addressed with changes in the organizational structure in 2007-08. This successfully streamlined processes and improved efficiency.	Completed		Executive Superintendent of Business
High Level Review of Revenue and Cash Receipts					
R1.	Some unpredictability should be implemented in the auditing of school funds.	Budget monitoring and follow-up procedures were established through the Audit Committee with subsequent reporting to the Board.	Completed		Executive Superintendent of Business
High Level Review of Reporting Mechanism to the Board					
R1.	Written policies and procedures should be formally developed and documented.	Budget monitoring and follow-up procedures were established through the Audit Committee with subsequent reporting to the Board.	Completed		Executive Superintendent of Business/Manager of Human Resources & Policy Development
R2.	Board reports should be consistent and should provide the Trustees with all relevant information needed to make informed decisions on a timely basis.	Reports emanating from the Business Department were enhanced in order to contain comprehensive background information and a detailed discussion of financial implications related to the subject matter.	Completed		Executive Council (i.e. Director and all department heads)
R3.	Board reports should be signed off by a responsible individual within each Department involved with or affected by the matters included in the report.	The procedure for Board reports was revised to require review by the Director and all Executive Superintendents at the weekly Executive Council meetings and approved accordingly before being added to the Board meeting agenda.	Completed		Executive Council (i.e. Director and all department heads)
Control and Procedures Review - Purchasing and Procurement					
R1.	Develop and communicate a framework of articulated objectives.	Both WECDSB, as a whole, and the Business Department revised their strategic plans and objectives in 2007-08. The Purchasing Manager simultaneously developed objectives for the purchasing area, consistent with the broader efforts.	Completed		Executive Superintendent of Business
R2.	Establish written procedures for the use of	The Superintendent of Business updated all	Completed		Executive

No.	Recommendation	Action Taken		Next Steps	Responsibility
		Action	Status		
	system contracts (blanket purchase orders).	purchasing and procurement policies and procedures in April 2009, which includes the use of system contracts.			Superintendent of Business
R3.	Conduct planning sessions for future purchasing requirements including contract performance measures.	A listing of future purchasing requirements was developed in 2007-08 and is being augmented and updated on a regular basis. Large scale purchases are being reviewed in greater detail with increasing advance consultation with affected stakeholders.	Completed		Executive Superintendent of Business
R4.	Develop a rating system for vendor capabilities and vendor performance.	The Board has an established database for all vendors. Given workload and other priorities, present levels of staffing and resources do not permit the development and implementation of a rating system at this time. Vendor capabilities and performance are currently addressed on a case-by-case basis.	In Progress	Develop and implement a vendor rating system contingent on workload and other priorities.	Executive Superintendent of Business
R5.	Regular reviews of purchasing system generated reports should be taking place.	Reviews of reports on purchasing matters, such as stale-dated purchase orders, are being conducted on a regular basis.	Completed		Executive Superintendent of Business
R6.	Regular monitoring to ensure strict adherence to all purchasing policies.	As noted by the review consultant, there were policies, procedures and controls in place in 2007 and these were being followed in most cases. Where past exceptions have been noted with respect to processes, such as tendering of major work, these are now reported to Executive Council and the Board to seek requisite approval consistent with the Purchasing Policy adopted by the Board in April 2009.	Completed		Executive Superintendent of Business
R7.	Adherence to purchasing policy of obtaining quotes and retaining quotes as evidence that policy is adhered to.	While quotes had been obtained in the past consistent with the policy, these quotes were not always retained on file as historical records. Since this review in 2007, retention of all such records was implemented as a standard practice.	Completed		Executive Superintendent of Business
R8.	The use of purchase cards issued through the WECDSB should be monitored on a regular basis and staff should be trained with respect to the policies surrounding the use of these cards.	The policies and procedures with respect to purchasing cards were reviewed, updated and approved by the Board. Training is conducted for staff issued cards.	Completed		Executive Superintendent of Business

No.	Recommendation	Action Taken		Next Steps	Responsibility
		Action	Status		
R9.	The criteria for allowing a purchase to be made without an approved purchase order should be reviewed and updated. The specific situations where there is an acceptable practice should be communicated to all parties involved and then adherence to the criteria should be strictly enforced and monitored.	Purchases are now made consistent with the requirements of the Board's updated purchasing policy, which was adopted in April 2009.	Completed		Executive Superintendent of Business
R10.	The WECDSB should develop a comprehensive construction policy and establish procedures to ensure appropriate governance of construction of schools, which would include recommendations summarized below along with the more detailed recommendations contained in the Ministry's report.	The Ministry has established parameters in this regard by memorandum SB2 dated January 15, 2012. The Board is following the Ministry's direction, as specified, for its projects.	Completed		Executive Superintendent of Business/Senior Manager of Support & Facilities Services/ Manager of Human Resources & Policy Development
R11.	The WECDSB should conduct an extensive analysis of any proposed construction prior to commencement of the project.	Processes related to such an analysis are being covered in the direction noted in no. 10 above.	Completed		Executive Superintendent of Business/Senior Manager of Support & Facilities Services
R12.	Throughout the construction process, management should provide the Board of Trustees with an updated cash flow analysis of the project.	Processes related to providing such an analysis are being covered in the direction noted in no. 10 above.	Completed		Executive Superintendent of Business/Senior Manager of Support & Facilities Services
R13.	Compensation structure for contracted services should be acquired through tender and should be appropriate to the services rendered.	Purchases of contracted services are now made consistent with the requirements of the Board's updated purchasing policy, which was adopted in April 2009.	Completed		Executive Superintendent of Business/Senior Manager of Support & Facilities Services
R14.	The WECDSB should use a stipulated sum contract where possible. Planning should occur as early as possible to ensure that there is adequate time to address all aspects of the construction from planning and design to completion.	WECDSB is utilizing stipulated sum contracts for its major construction projects. Time is being taken during the project planning phase to address all aspects of construction.	Completed		Executive Superintendent of Business/Senior Manager of Support & Facilities Services

Status Report on the
Ministry of Education Operational Review – 2009
Follow-up of August 2010
Conducted by Price Waterhouse Coopers

No.	Recommendations	Follow-Up August 2010	Action Taken		Next Steps	Responsibility
			Action	Status		
Governance And School Board Administration						
R1.	The school board should finalize its governance model by clearly delineating the division of duties between the Board of Trustees and the Director of Education. The governance process including clearly defined duties and responsibilities should be documented in the Board's policies.	In Progress	Upon issuance of governance regulations by the Ministry of Education in 2010, WECDSB finalized its governance policies through revision of its Board By-Laws to specify Board guiding principles, role of the Board, role of the Trustee, role of the Chair, role of the Director of Education, executive limitations, Board member code of conduct, Board member conflict of interest and Board/administration dispute resolution process.	Completed		Director
R2.	The Board should ensure that priorities, particularly in the area of governance, are established for the development of the Board's policies and that all policies are reviewed according to the policy review cycle.	No Follow-up by PwC	Additional staff resources were added to assist with the policy development, review and approval process. The Board's Policy and Procedures pertaining to Policy Development, Review and Approval were reviewed and streamlined, while still ensuring transparency and opportunity for public input. Governance policies were given priority. Other priority policies are now up to date and future review cycles have been established for all policies.	Completed		Policy Development

No.	Recommendations	Follow-Up August 2010	Action Taken		Next Steps	Responsibility
			Action	Status		
R3.	The school board has informal planning processes and employee development programs to ensure leadership continuity and support succession planning at all levels of administration. However, the school board should develop a formal succession plan to manage departures of key staff.	In Progress	Full scale departmental reorganization took place in 2009-10 under the direction of Executive Council and in consultation with the Board of Trustees. Direction to move towards cross training of staff and formalized succession began early in 2010. Further efforts are ongoing.	Initial efforts completed Further work in progress	Continue to develop staff to facilitate succession planning.	Executive Superintendent of Human Resources
Human Resources Management And School Staffing /Allocation						
R4.	Management should establish formal disciplinary procedures for all teaching and non-teaching staff. Existing progressive discipline practices should be formalized and communicated to all staff.	No Follow-up by PwC	Disciplinary procedures were reviewed with all bargaining units within the context of collective agreement provisions and the Ontario Labour Relations Act during Labour Management Meetings in 2009-10. Development of formal board-wide discipline policy and procedures for all staff groups remains in process.	Initial efforts completed Further work in progress	Finalize development of Board-wide discipline policy and procedures.	Executive Superintendent of Human Resources
R5.	The HR department should develop a comprehensive attendance management program, with policies and procedures for specific categories of absenteeism. This would provide a consistent and structured approach to improving attendance, including positive reinforcement for employees and standardized practices across all employee groups.	Not Yet Implemented	The Human Resources Department received a comprehensive "Needs Assessment" report from SBCI. Business and Human Resources are in the process of coordinating an Attendance Support Program for all employee groups and Short Term Leave and Disability Plan for all support staff.	In Progress	Retain SBCI and implement attendance support program.	Executive Superintendent of Human Resources
R6.	The HR department should periodically report on the effectiveness of the attendance management process/programs to senior management and the Board.	No Follow-up by PwC	Ongoing monthly reporting of Attendance related issues to Executive Council was introduced and continues on a regular basis. Reporting to the Board was formalized in October 2010.	Initial efforts completed Further work in	Implement revised reporting pursuant to new attendance support	Executive Superintendent of Human Resources

No.	Recommendations	Follow-Up August 2010	Action Taken		Next Steps	Responsibility
			Action	Status		
			Development of an Attendance Management Program remains in progress through consultation with SBCI.	progress	program.	
R7.	Management should conduct independent compliance audits of the school board's insurance carrier, to ensure adherence to the benefit plan's terms and conditions.	Implemented	Independent audit was conducted in 2010. Future periodic audits are to be included in WECDSB's benefits consultant's work plan.	Completed		Executive Superintendent of Business
R8.	Management should conduct periodic and confidential staff surveys, to improve communication with staff and provide input for professional development plans and HR policy.	No Follow-up by PwC	The Human Resources Department is to consult with each department's senior management staff on the development of appropriated surveys to support departmental initiatives and inform development of policies and procedures through the Human Resources Department. Work has yet to commence on this due to other WECDSB priorities.	In Progress	Implement regular staff surveys.	Executive Superintendent of Human Resources
R9.	Management should conduct exit interviews. These interviews would provide input for HR policy, as well as process and program improvement.	No Follow-up by PwC	Human Resources have developed an exit checklist for supervisors to implement when employees leave the organization or transfer to a new work location within the Board. Exit interviews are part of this process.	Completed		Executive Superintendent of Human Resources
R10.	Management should compare its staffing costs and funding models with similar school boards to ensure efficient use of resources.	No Follow-up by PwC	The Human Resources Department has started reviewing staffing costs in consultation with the Business Department and in the context of declining enrolment and associated grant revenues.	Initial efforts completed Further work in progress	Undertake ongoing review in comparison to other Boards.	Executive Superintendent of Human Resources/ Executive Superintendent of Business
Financial Management						
R11.	Interim financial reports should be enhanced by providing explanations of variances and a forecast of expenditures for each category,	Not Yet Implemented	Completed in 2010-11. Interim financial reports are modeled after the Ministry of Education's	Completed		Executive Superintendent of Business/ Executive

No.	Recommendations	Follow-Up August 2010	Action Taken		Next Steps	Responsibility
			Action	Status		
	based on historical data, or (for salaries and benefits) the number of staff and pays processed to date.		recommended template for reporting to the Board of Trustees.			Superintendent of Human Resources
R12.	Management and the Board should consider establishing an internal audit function. Management could start by identifying options for its mandate and scope and the estimated annual cost of each option.	In Progress	The Ministry subsequently provided funding for all school boards to establish a dedicated internal audit function shared among several boards in each region. WECDSB is participating in the southern region with Thames Valley as the host board. The audit team has been established, comprehensive risk assessments have been undertaken and a multi-year internal audit plan has been developed for WECDSB.	Completed		Executive Superintendent of Business
R13.	As part of the internal auditor's mandate, the school board should establish and document audit plans. Management should follow up and act upon internal audit report recommendations.	No Follow-up by PwC	An audit plan has been established through the recently formed regional internal audit team and WECDSB is acting on recommendations as they arise from specific audit activities.	Completed		Executive Superintendent of Business
R14.	The audit committee should be expanded to include at least two external members with appropriate professional backgrounds and designations to act as advisors and contribute to the committee's effectiveness.	In Progress	A regulation regarding audit committees came into effect on September 1, 2010. The regulation specified the requirement for external members, two for WECDSB, and the qualifications for these members. WECDSB did recruit for two external members and they are now actively participating on the Board's Audit Committee.	Completed		Executive Superintendent of Business
R15.	Management should ensure that all financial reports are completed and filed in accordance with established timelines.	No Follow-up by PwC	Given workload and other priorities, present levels of staffing and resources make it	Completed		Director/ Executive Superintendent of Business

No.	Recommendations	Follow-Up August 2010	Action Taken		Next Steps	Responsibility
			Action	Status		
			challenging for the completion of financial reports within established timelines. However, reports are being submitted on a timely basis.			
R16.	The school board should ensure that the external auditors provide a report with audit findings, and that any recommendations are acted upon by management.	Implemented	The external auditors were requested to provide a report each year, with this now being an established practice since December 2009. Management immediately acts on the recommendation provided by the external auditors.	Completed		Executive Superintendent of Business
R17.	While the school board currently does not have investments, management should consider establishing an investment policy and periodically reporting to the board on the performance of the investment activity.	No Follow-up by PwC	The Board presently has no investments and is unlikely to have any in the near future. Given workload and other priorities, present levels of staffing and resources do not permit the completion of this item in the foreseeable future. If the development of such a policy becomes necessary in the future, it will be prioritized accordingly.	Completion date to be established as may become necessary in the future	Develop policy in future as workload and other priorities permit.	Executive Superintendent of Business
R18.	The school board should compare its banking terms and conditions to those of similar school boards.	No Follow-up by PwC	Informal discussions have taken place with other school boards with no areas of immediate concern being apparent. A more formal review will be undertaken at the time the Board proceeds to tender for banking services at a yet to be determined future date.	Initial efforts completed Scheduling of further work is to be determined	Undertake formal review in 2013-14 of banking services provided by other Boards.	Executive Superintendent of Business
R19.	Management should tender its banking services with the view to consolidating all cash management activities with a single financial institution.	No Follow-up by PwC	Given workload and other priorities, present levels of staffing and resources do not permit the completion of this item in the foreseeable future. Appropriate scheduling of a	Completion date to be determined	Consider issuing RFP for banking services in 2013-14.	Executive Superintendent of Business

No.	Recommendations	Follow-Up August 2010	Action Taken		Next Steps	Responsibility
			Action	Status		
			tender call will be considered for the 2013-14 school year.			
R20.	Management should consider implementing an electronic payment and registration system for permitting of facilities and continuing education. In doing so, management should continue reviewing the existing solutions in place at the local municipality and other school boards.	No Follow-up by PwC	The registration system for permitting of facilities was acquired in early 2010 and was implemented at that time. Development of a registration system for continuing education and an electronic payment system is to be prioritized for future review and implementation against other WECDSB priorities.	Initial efforts completed Scheduling of further work is to be determined	Develop system in future as workload and other priorities permit.	Executive Superintendent of Business/ Senior Manager of Support & Facilities Services
R21.	Management should consider implementing the electronic supplier interface for ordering, processing and payment.	No Follow-up by PwC	Given workload and other priorities, present levels of staffing and resources do not permit the completion of this item in the foreseeable future. Scheduling will be established in the future with due consideration against other Board priorities and available resources.	Completion date to be determined	Develop interface in future as workload and other priorities permit.	Executive Superintendent of Business
R22.	Management should implement electronic funds transfers (EFT) for vendor payments. The use of EFT would build efficiency by simplifying and automating the payment process.	Not Yet Implemented	Given workload and other priorities, present levels of staffing and resources do not permit the completion of this item in the foreseeable future. Scheduling will be established in the future with due consideration against other Board priorities and available resources.	Completion date to be determined	Implement in future as workload and other priorities permit.	Executive Superintendent of Business
School Operations and Facilities Management						
R23.	Facilities management should develop an annual departmental plan that aligns with the objectives of the school board's annual operational plan. The plan should set targets, timelines and assigned responsibilities for key activities. This would enable management to track and	No Follow-up by PwC	Facilities Services has established weekly management staff meetings in addition to specified project meetings to discuss activities, timelines and responsibilities. More formal annual plans are to be developed	Initial efforts completed Scheduling of further work is to be	Develop formal annual plans.	Senior Manager of Support & Facilities Services

No.	Recommendations	Follow-Up August 2010	Action Taken		Next Steps	Responsibility
			Action	Status		
	report progress of its defined priorities and goals throughout the year.		in the future.	determined		
R24.	The school board should consider enhancing its custodial staffing model by including additional factors such as the use of portable classrooms and facilities with the view to further streamlining custodial staffing. Management should also consider placing employees on modified work schedules. As a starting point, the school board should consider conducting a comparison of its staff allocation model with other school boards.	No Follow-up by PwC	While WECDSB continues to seek the streamlining of custodial staffing and modifying work schedules to mirror the best practices of other boards, WECDSB's collective agreement obligations prevent progress in this regard. Notwithstanding this, workloads have been modified where feasible with some limited staffing reductions and cost savings having been realized since 2010.	Initial efforts completed Further efforts dependent on changes to collective agreement	Enhance custodial staffing model in accordance with provisions on new collective agreement once negotiated.	Senior Manager of Support & Facilities Services/ Executive Superintendent of Human Resources
R25.	Management should ensure implementation of a web based computerized maintenance system which would enable management, among other functions, to automatically general track and log facility work orders. The school board should also maintain accurate and up-to-date information within the ReCAPP database.	No Follow-up by PwC	A computerized maintenance management system was acquired and piloted in one school in early 2010. Extending future implementation to other schools is dependent on availability of staff resources.	Pilot efforts introduced Scheduling of further work is to be determined	Expand implementation as resources permit.	Senior Manager of Support & Facilities Services
R26.	The school board should establish a multi-year energy management plan that incorporates quantifiable measures and is aligned with its strategic direction.	Not Yet Implemented	WECDSB has undertaken significant energy initiatives over the years (e.g. Consortium purchasing of natural gas and electricity, lighting retrofits, window replacements, solar panel installations, etc.). A more formal energy plan is to be developed as the availability of staff resources permits.	Completion date to be established	Develop formal energy plan to document efforts to date and those proposed for the future.	Senior Manager of Support & Facilities Services
R27.	Management should track energy consumption/expenditure data at the facility level. The tracing and analysis of energy consumption data provided by its utility companies will enable management to better	Not Yet Implemented	Through discussions with utility providers, WECDSB has been advised that they are either unable or not prepared to provide facility level data at this time.	Deemed completed		Senior Manager of Support & Facilities Services

No.	Recommendations	Follow-Up August 2010	Action Taken		Next Steps	Responsibility
			Action	Status		
	tract and monitor energy consumption patterns by facility. It will also contribute to further development of the energy management plan and enable formal annual reporting on the conservation savings.					
R28.	Management should consider obtaining consolidated billing for all school board facilities from each utility.	No Follow-up by PwC	Through discussions with utility providers, only one can supply consolidated billing. Therefore, the pursuit of consolidated billing for all utilities is not feasible at this time.	Deemed completed		Senior Manager of Support & Facilities Services/Executive Superintendent of Business
R29.	Management should maintain accurate up-to-date data within the ReCAPP database to support capital planning.	No Follow-up by PwC	Major update completed in November 2009. Data is now being maintained on a regular basis.	Completed		Senior Manager of Support & Facilities Services/
R30.	Management should establish cost-effective practices in the design and construction of facilities including cost-effective designs, standard footprints, and energy conservation.	No Follow-up by PwC	The Ministry of Education recently proceeded with an initiative, working with representatives from school boards, to establish standard practices as contemplated in this item. The results have been published and WECDSB is following the standards that have been developed. For those standards not established, WECDSB is considering retaining the current architect on the St. Bernard new school construction project for this purpose.	Initial efforts completed Scheduling of further work is to be determined	Standards to be established during new St. Bernard school construction in 2013-14.	Senior Manager of Support & Facilities Services/Executive Superintendent of Business
R31.	As part of establishing standard policy and procedures to rationalize construction projects, the school board should consider construction costs and design standards adopted by other school boards.	In Progress	Refer to Item 30.	Initial efforts completed. Scheduling of further work is to be determined.	Refer to item 30.	Senior Manager of Support & Facilities Services/Executive Superintendent of Business

No.	Recommendations	Follow-Up August 2010	Action Taken		Next Steps	Responsibility
			Action	Status		
R32.	Management should establish a project management process, to monitor and control construction projects and their costs.	In Progress	The Ministry has established parameters in this regard by memorandum SB2 dated January 15, 2010. The Board is following the Ministry's direction, as specified, for its projects.	Completed		Senior Manager of Support & Facilities Services/Executive Superintendent of Business
R33.	Management should maintain an approved list of contractors, architects, and related professionals. The list should be evaluated and updated in five-year cycles.	No Follow-up by PwC	The Board has an established database for all vendors, including those named in this item. Given workload and other priorities, present levels of staffing and resources do not permit the evaluation and updating of the database in the foreseeable future.	Initial efforts completed Scheduling of further work is to be determined	Develop list in future as workload and other priorities permit.	Senior Manager of Support & Facilities Services/Executive Superintendent of Business
From: 2010 Follow-Up Recommendations – School Board Adoption of New Leading Practices						
HR Management and School Staffing/Allocation:						
	The school board maintains appropriate process and systems to monitor staff attendance on a timely basis.	Adopted	Needs Assessment in the area of attendance monitoring/support has been conducted by SBCI. The development of a program is imminent with SBCI taking the lead in working and training all stakeholders (senior administrators, Principals, Union leaders, Human Resource personnel).	In Progress	Implementation meetings being scheduled with all stakeholders.	Executive Superintendent of Human Resources
Financial Management						
	Management ensures adequate controls are in place to safeguard non-grant revenue and coordinate the annual reporting of revenues and expenditures from all sources	Adopted	Controls put in place. Additional staff was previously retained in 2009 and is dedicated to this function.	Completed		Executive Superintendent of Business
	Approved procurement policies clearly outline circumstances under which the board will use competitive versus non-competitive procurement methods.	Adopted	Procurement policy outlining these circumstances was approved on April 28, 2009.	Completed		Executive Superintendent of Business
Operations and Facilities Management						
	The school board has implemented a formal	Adopted	Education environmental policy	Completed		Senior Manager of

No.	Recommendations	Follow-Up August 2010	Action Taken		Next Steps	Responsibility
			Action	**Status**		
	green clean program as part of its overarching Education Environmental Policy		approved by Board in 2010 and green clean program implemented.			Support & Facilities Services
	Develop, implement and monitor an occupational health and safety strategy and/or plan that reflects the Board's occupational health and safety policies and administrative procedures and ensures the school board is in compliance with associated occupational health and safety statutory requirements.	Adopted	Board has dedicated staff resources on an ongoing basis to carry out plans arising out of its health and safety policies.	Completed		Director/ Senior Manager of Support & Facilities Services & Manager of Human Resources & Policy Development
	Develop, implement and monitor a security strategy and/or plan that reflects the board's security and student safety policies and administrative procedures and ensures the board is in compliance with statutory/policy security requirements.	Adopted	Board has dedicated staff resources on an ongoing basis to carry out plans arising out of its security policies and procedures.	Completed		Executive Superintendent of Business/ Senior Manager of Support & Facilities Services & Manager of Human Resources & Policy Development
	Develop, implement and monitor a health strategy and/or plan that reflects the board's health policies and procedures and ensures the school board is in compliance with statutory health requirements.	Adopted	Board has policies in place to ensure compliance with statutes and also with general employee health through an active wellness program.	Completed		Senior Manager of Support & Facilities Services & Manager of Human Resources & Policy Development
	In constructing, acquiring, operating and managing school facilities, the school board is guided by the principles outlined in the *Ontario Green Energy Act, 2009.*	Adopted	Board has been involved in several energy programs over the years that have refined the manner in which operations are conducted.	Completed		Senior Manager of Support & Facilities Services
	Management gives full consideration to the use of available school space in their local communities before proceeding to build, purchase or lease other spaces.	Adopted	Comprehensive accommodation reviews as required by the Ministry are undertaken before any major school space changes are contemplated.	Completed		Director/ Executive Superintendent of Business/Senior Manager of Support & Facilities Services

Status Report on the
Ministry of Education Review – Phase I - 2011

No.	Recommendation	Action Taken		Next Steps	Responsibility
		Action	Status		
High Level Review of Organizational Structure					
R1.	Approximately 24 percent of the board's renewal grant needs to be protected to address the capital deficit and unsupported amortization expense. Without further action this encumbrance will last for 23 years, so strategies to retire this earlier should be developed. Such strategies include applying more renewal than the minimum needed and pursuing proceeds of disposition. An accommodation review is required.	The Board has budgeted more school renewal funding than the minimum in the most recent and current year in order to address the capital deficit sooner. In addition, the Board proceeded with accommodation and other reviews in 2011-12, which resulted in 3 school buildings being declared surplus to the Board's needs. Proceeds of disposition of these properties will go toward the capital deficit. Further accommodation reviews are contemplated for 2012-13 and future years.	Ongoing	Further accommodation reviews are contemplated for 2012-13 and future years.	Director/Executive Superintendent of Business/ Executive Superintendent of Human Resources
R2.	Variance reports should include a staffing reconciliation and a prior year actual. Follow-up on any significant variances is necessary. These variances should be used to track risks against the forecast and should be discussed regularly with the senior executive team. The senior executive team should develop mitigation strategies for pressures that are likely to occur.	Variance reports include staffing reconciliations and prior year actuals. Variances are discussed at every Executive Council meeting. Mitigation strategies had been planned prior to Ministry supervision of the Board.	Procedure completed Mitigation strategies under review with Ministry	Variances are discussed at every Executive Council meeting. Mitigation strategies had been planned prior to Ministry supervision of the Board and will be considered as Ministry may permit.	Executive Council (i.e. Director and all department heads)
R3.	Information from the variance reporting should be used to begin the preliminary budget forecast, combined with announced funding changes and the impact expected from the change in enrolment. Spending pressures should not be rolled into the base. A trade-off list of pressures and potential reductions should then be developed. This	Procedure implemented for the 2012-13 Estimates development. Refinements to procedure will be considered on an ongoing basis.	Procedure completed Further refinements are ongoing	Refinements to procedure will be considered on an ongoing basis.	Executive Council (i.e. Director and all department heads)

Ministry of Education Review – June 2011 – Phase I

No.	Recommendation	Action Taken		Next Steps	Responsibility
		Action	Status		
	list of options should exceed the reductions required. Where appropriate, options should be added that relate to areas where the grants were reduced. The budget estimate should be further refined once the preliminary expense forecast is built and EFIS is populated with the latest information. This should be done before the budget is finalized in case further refinements are necessary.				
R4.	The budget process, in-year tracking, and year-end reconciliations should be a joint process where everyone is engaged in the discussion of risks and opportunities and clear timelines and lines of accountability are established.	A budget working group, consisting of senior representatives from all departments, was established and implemented for the 2012-13 Estimates development. The group will remain together into the future to deal with in-year tracking, year-end reconciliations and Revised Estimates development.	Procedure completed Further refinements are ongoing	Budget working group will continue to meet to deal with in-year tracking, year-end reconciliations and Revised Estimates development.	Executive Council (i.e. Director and all department heads)
R5.	There are opportunities for reductions based on the revenue and spending comparisons as well as comparisons to other boards, including: i. Teachers Assistants - over allocation by $1.9M and is in the fourth quartile (top 18 boards) of the most overspent in the Province. ii. School Operations - over allocation by $1.1M and is in the fourth quartile (top 18 boards of the most overspent in the Province. iii. Professionals and Para-professionals - over allocation by $0.3M and is in the third quartile (top 36 boards) of the most overspent in the Province.	Reduction opportunities were considered during the 2012-13 Estimates development. Of those noted in this recommendation, three were budgeted at significantly reduced amounts above the allocation including Teacher Assistants at $105,000 above the allocation, School Operations at $513,000 above the allocation and Professionals and Para-Professionals at $144,000 above the allocation. Continuing Education was reduced to $138,000 below the allocation. Notwithstanding the reductions, these are all anticipated to be on budget at year-end 2012-13. Other	Completed		Executive Council (i.e. Director and all department heads)

Ministry of Education Review – June 2011 – Phase I

No.	Recommendation	Action Taken		Next Steps	Responsibility
		Action	**Status**		
	iv. Continuing Education - over allocation by $0.2M and is in the fourth quartile (top 18 boards of the most overspent in the Province.	opportunities were reviewed and implemented during the budget development. This will be an ongoing approach during development of future budgets.			
R6.	Large scale changes require consultation to fully understand the impact. Changes also need to be put into context with clear messaging and a clear vision. Pilots and success stories are helpful to get buy-in and are suggested for the library initiative and other large scale changes, otherwise it can be too much too fast. Technology investments are likely required to fully realize the digital libraries vision of the board, but WECDSB is currently facing a deficit, so this vision must be assessed against other priorities.	Efforts have been put forward to improve consultation with stakeholders, particularly the Parent Involvement Committee. A more deliberate approach is being taken to future changes.	Ongoing	Communication of vision and consultation to be enhanced by initiatives in 2012-13. (i.e. visioning and customer service training)	Executive Council (i.e. Director and all department heads)
R7.	To become compliant with Ministry regulations that require boards to live within the board administration allocation, WECDSB should make adjustments to its reporting to correct areas that have been mapped to the administration function incorrectly. The board should also consider the reductions in administration spending that have been proposed by board staff.	Adjustments to board administration mapping have been made. Reductions in administration funding have been implemented to a point that is $528,000 below the allocation.	Completed		Director/Executive Superintendent of Business/ Executive Superintendent of Human Resources
R8.	Early, frequent and clear communications with the community are necessary. Set the stage with preliminary forecasts of what type of challenge the board will be facing. Seek input on potential areas of reductions and pressures with more options than the reductions required. Clear and more frequent messaging especially if significant changes are planned, like in the case of libraries. The vision, strategy, and key messages need to be prominent and clearly articulated in the communications materials.	Improvements have been made in processes and will continue into the future.	Ongoing	Communication of vision and consultation to be enhanced by initiatives in 2012-13. (i.e. visioning and customer service training)	Executive Council (i.e. Director and all department heads)

Status Report on the
Price Waterhouse Coopers Operational Capacity Enhancement – December 2011
and Deloitte Investigation Report – August 2012

No.	Recommendations (PwC)	Deloitte August 2012	Deloitte Comments	Action Taken		Next Steps	Responsibility
				Action	Status		
R1.	Implement a five stage strategic budget development process to address timing and staging issues.	Fully Implemented	Fully implemented ahead of schedule proposed by PwC	Process fully implemented	Completed		Executive Council (i.e. Director and all department heads)
R2.	Take a more strategic approach to budget development through integrating needs assessments, service delivery reviews, and options development.	Partially Implemented	• No Mandatory multi-year strategic plan (B177)	Only very preliminary work undertaken towards multi-year strategic plan	In initial stages	Fully develop multi-year strategic plan.	Executive Council (i.e. Director and all department heads)
			• No multi-year maintenance plan	No reference in PWC report to a multi-year maintenance plan or explanation in Deloitte report of what this is, so no action taken until clarification is provided by Deloitte/Ministry	Not yet commenced. Clarification to be sought from Deloitte/ Ministry	Seek clarification from Deloitte/Ministry regarding multi-year maintenance plan.	Director
			• No IT Strategic Plan	IT strategic plan has been developed and is in the initial stages of implementation	Completed		Associate Director of Education
			Prioritization based on a framework developed by the Staff Budget Workgroup	Prioritization is now based on a framework established by Staff Budget Workgroup	Completed		Staff Budget Workgroup and all department heads.

Price Waterhouse Coopers and Deloitte Recommendations (December 2011 and August 2012)   Page 1 of 8

No.	Recommendations (PwC)	Deloitte August 2012	Deloitte Comments	Action Taken		Next Steps	Responsibility
				Action	Status		
			• Included a line-by-line review of all revenues and expenses	Line-by-line review of all revenues and expenses is part of the now established budget process	Completed		All department heads.
			• Community provided with ample opportunity to provide feedback.	Community is now provided opportunity for input at various stages of budget development process	Completed		Executive Superintendent of Business
R3.	Introduce formal channels of communication and consultation to improve transparency of the budget development process	Fully Implemented	• Six key steps adopted	Process fully implemented	Completed		Executive Council (i.e. Director and all department heads)
			• One minor step in progress – development of an online budget portal	Budget portal remains in process	In progress	Complete budget portal.	Executive Superintendent of Business/I.T.
R4.	Implement formal budget risk management as part of the budget planning process	Not Implemented *In this particular recommendation the authors of the report have included some	• Risks not identified or formally quantified • No contingencies developed for the 2012/13 budget items	Comprehensive corporate risk assessment was in process at time of Deloitte review and has now been completed. This assessment will guide budget risk management moving into the future	Completed		Executive Council (i.e. Director and all department heads)
		considerations that go beyond what	• No risk management plan	Comprehensive corporate risk assessment was in	Completed		Executive Superintendent of Business

No.	Recommendations (PwC)	Deloitte August 2012	Deloitte Comments	Action Taken		Next Steps	Responsibility
				Action	Status		
		was originally proposed in the PwC report. Removal of these additional consideratio ns however would not change the overall implementati on status for this recommenda tion	developed for the 2012/13 budget	process at time of Deloitte review and has now been completed. This assessment will guide budget risk management moving into the future			
			• No system constraints that would block transactions (PO's) that exceed budget	Investigations into capability of current financial system to block transactions has confirmed system is not capable of doing this. Discussions are ongoing with Ministry to determine other options that may be available	Under investigation by Ministry.	Await Ministry input before determining future steps.	Executive Superintendent of Business
			• No formal tracing of in-year transfers of budget amounts	Process for formal tracing of in-year budget amounts has been implemented	Completed		Executive Superintendent of Business
R5.	Enhance monitoring and reporting mechanisms in order to improve accountability in the budget process	Partially Implemented * Although the specific recommenda tions have been implemented there are some additional	• Explicit steps of using Interim Financial Reporting Committee (IFRC) reporting template and quarterly reports to the school board was implemented	Previously implemented	Completed		Executive Superintendent of Business
		consideratio ns for the school board that should be in place	• Limited budget owner accountability or understanding of budget position	Education process is ongoing	Initial efforts completed	Continue to reinforce accountability	Executive Council (i.e. Director and all department heads)

No.	Recommendations (PwC)	Deloitte August 2012	Deloitte Comments	Action Taken		Next Steps	Responsibility
				Action	Status		
		to improve accountability where it is required.					
			• Department accountability often requires proactive interventions by Finance	Departments being held accountable for budget monitoring.	Initial efforts completed	Continue to reinforce accountability	Executive Council (i.e. Director and all department heads)
R6.	Establish clear ownership of enrolment planning activities	Partially Implemented	• Enrolment is centrally prepared but draws upon other departments and Principals	Elementary enrolment has been centralized. Secondary enrolment projections and clear responsibilities have been put into place for 2012-2013	In initial stages	Finalize documentation of roles, responsibilities and timelines for both elementary and secondary enrolment planning activities.	Executive Superintendent of Human Resources
			• Timelines and process for enrolment have not been formally documented or communicated to stakeholders	Timelines and process for enrolment remain undocumented and not communicated.	In initial stages	Finalize documentation of process and communicate to stakeholders	Executive Superintendent of Human Resources
			• Deadlines for locking down enrolment numbers are driven by the budget development schedule	Budget development process now locks down enrolment numbers at required time.	Completed		Executive Superintendent of Business

Price Waterhouse Coopers and Deloitte Recommendations (December 2011 and August 2012)   Page 4 of 8

No.	Recommendations (PwC)	Deloitte August 2012	Deloitte Comments	Action Taken		Next Steps	Responsibility
				Action	Status		
R7.	Establish clear accountabilities in the staff allocation process	Partially Implemented	• HR now owns staffing and uses allocation formula driven process	HR has assumed responsibility for staff allocation	In progress	Undertake documentation, establishment of Working Committee, mid-year audits and year-end evaluation	Executive Superintendent of Human Resources
			• Sufficient communication to Principals	Principals are actively involved in process	Completed		Executive Superintendent of Human Resources
			• Documentation of staffing process roles and responsibilities not formalized in a standard operating procedure • No Working Committee established • No mid-year audits or year-end evaluation of process	Documentation, establishment of Working Committee, mid-year audits and year-end evaluation have not been undertaken	In initial stages	Undertake and finalize documentation, establishment of Working Committee, mid-year audits and year-end evaluation of process	Executive Superintendent of Human Resources
R8.	Establish additional HR policies to guide hiring and recruiting decisions	Partially Implemented	• The department has developed a comprehensive policy with definition of relative and conflict of interest guidelines	Policy to guide hiring and recruiting decisions has been established	Completed		Executive Superintendent of Human Resources
			• No supporting template or sign-off sheet for those making	The new Hiring Policy requires a declaration to the Superintendent of Human Resources. The	Initial efforts have commenced	Develop supporting template and sign-off sheet for declarations during hiring process	Executive Superintendent of Human Resources

No.	Recommendations (PwC)	Deloitte August 2012	Deloitte Comments	Action Taken		Next Steps	Responsibility
				Action	Status		
			declarations during the hiring process	policy has been communicated to all staff and the requirement has been implemented. A formalized sign-off sheet will be developed consistent with Regulations.			
			• No evidence of consistent in-year staffing allocation change process or auditing by HR	With the new Administrative Procedures for operating variance reporting and forecasting, all changes in staffing are being audited and reported by Human Resources staff.	Partially completed and on-going	Develop in-year staffing allocation change process and auditing	Executive Superintendent of Human Resources
			• Reporting on in-year staffing estimated by Finance using Payroll data for IFRC reporting template	General discussions on establishing consistent data across organization have taken place	Initial efforts have commenced	Finalize in-year staffing reporting process	Executive Superintendent of Human Resources
			• Job descriptions for non-union positions have only been updated on a transactional basis as positions become available	With downsizing and reorganization, it is difficult to set descriptions as duties continue to change. With downsizing in the Human Resources department, it is difficult to assign someone to undertake the task; best efforts will be made to begin the updates.	Initial efforts and ongoing	Update all non-union job descriptions and develop process to ensure they are maintained updated on a regular basis	Executive Superintendent of Human Resources

No.	Recommendations (PwC)	Deloitte August 2012	Deloitte Comments	Action Taken		Next Steps	Responsibility
				Action	Status		
R9.	Consider how adequate effort can be dedicated to sub-processes with significant maturity gaps	Partially Implemented	• Finance has made staffing changes and is driving more services to departments through the Staff Budget Workgroup	Staff Budget Workgroup has been established and is functioning well in engaging departments	Completed		Executive Superintendent of Business
			• IT is in the process of redesigning the department to align with needs of the school board	Reorganization plan was completed, but some efforts put on hold until contract negotiations are finalized	Partially completed	Upon completion of collective agreements, move forward on items placed on hold.	Associate Director of Education
			• Facilities in the process of redesigning their custodial allocation model	Plan redesign was completed, but some efforts put on hold until contract negotiations are finalized	Partially completed	Upon completion of collective agreements, move forward on items placed on hold	Senior Manager of Facilities & Support Services
			• HR has added a staff member to track staff attendance data	Staff member added	Completed		Executive Superintendent of Human Resources
			• No redesign or allocation of new staff for staff allocation process or enrolment as per PwC recommendation	Redesign and allocation of new staff for staff allocation process and enrolment not yet undertaken	Initial efforts have commenced	Undertake and finalize redesign and allocation of new staff for staff allocation process and enrolment	Executive Superintendent of Human Resources
R10.	Clarify and formalize roles and responsibilities for the budget and enrolment planning	Partially Implemented	• Finance implemented clear roles and responsibilities	Roles and responsibilities identified and documented	Completed		Executive Superintendent of Business

No.	Recommendations (PwC)	Deloitte August 2012	Deloitte Comments	Action Taken		Next Steps	Responsibility
				Action	Status		
	processes		for budget development and financial reporting				
			• Enrolment planning process roles and responsibilities not formally documented	Roles and responsibilities identified but not documented	Initial efforts have commenced	Undertake documentation of enrolment planning roles and responsibilities	Executive Superintendent of Human Resources
			• Considerable lack of accountability from other department budget owners	Departments have been advised that they are being held accountable for budgets	In progress	Ongoing monitoring to ensure departments are developing and working within approved budgets	Executive Council (i.e. Director and all department heads)

WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD

BOARD REPORT

Supervised Meeting Date: November 27, 2012

Public ☒   **In-Camera** ☐

PRESENTED FOR: Information ☐   Approval ☒

PRESENTED BY: Senior Administration

SUBMITTED BY: Paul A. Picard, Director of Education
Cathy Geml, Associate Director of Education

SUBJECT: **NEW POLICY A:32 COPYRIGHTS – FAIR DEALINGS**
   - **APPROVAL IN PRINCIPLE**

RECOMMENDATION:

> **That the Board approve, in principle, Draft New Board Policy A:32 Copyrights – Fair Dealings.**

SYNOPSIS:
Recent legislative and judicial changes to the Canadian Copyright Act have immediate and important implications for school boards. The attached *Draft Policy A:32 Copyrights – Fair Dealings* was developed to ensure compliance with the Canadian Copyright Act and the "Fair Dealings Guidelines" developed by the Council of Ministers of Education Canada (CMEC) Copyright Consortium. School boards must implement the Fair Dealing Guidelines in order to claim the full benefit of fair dealing.

BACKGROUND COMMENTS:

Proposed Changes to Existing Policy/Procedure: The proposal is for the development of a new policy that complies with the Fair Dealing Guidelines as developed by the Council of Ministers of Education Canada (CMEC) Copyright Consortium, and sets out expectations that the Fair Dealing Guidelines will be communicated to all school locations on an annual basis in order to ensure that all staff understand the obligations of the school board in accordance with the Copyright Modernization Act.

Source and Rationale for the Proposals: In June, Canada's parliament passed Bill C-11, the Copyright Modernization Act, which resulted in an updated and renewed Canadian Copyright Act. This new legislation clarifies Canada's copyright regime and establishes a clear legal framework for the digital age. Such modernized legislation has been long overdue and has been a consistent lobbying target for Canada's school boards for many years. The updated Copyright Act now contains a clause which clarifies that teachers and students may use publicly-available internet materials for their learning and educational

pursuits. This "educational amendment" is an important change to Canadian copyright law because it provides certainty to teachers and students to know they are not contravening copyright when using materials which are intended to be freely available over the Internet. They can use such materials for routine classroom activities such as downloading, saving and sharing. Of course, any such materials must still be credited (e.g., in bibliographies) in the same way using print-sourced material would be.

The updated Copyright Act has other important allowances:

- Students in classrooms may view previously-recorded news programs or news commentary programs without paying royalties.
- Audio-visual works can be "performed" (i.e., shown) in classrooms.
- School libraries will be permitted to deliver "inter-library loan" copies of copyright-protected works using digital technologies.
- Recorded lessons may be made available for asynchronous viewing by students.
- Digital display units (such as whiteboards) may be used to project copyright-protected works in a classroom (subject to commercial availability and licencing terms).

Finally, and importantly, the updated Copyright Act adds "education" as an allowable purpose within the fair dealing provision.

The CMEC Copyright Consortium has received a legal opinion stating that any copying of short excerpts by teachers for the use of their students now qualifies as fair dealing and does not require compensation through the current certified Access Copyright Tariff. The legal opinion further states that Ministries and school boards no longer require the current certified Access Copyright tariff as most copying will qualify as "fair dealing." The legal opinion states that Ministries and school boards have an obligation to inform staff and students of copying parameters that qualify for fair dealing. Therefore, Fair Dealing Guidelines have been developed by CMEC's legal counsel to provide advice on the legal definition of "short excerpts" and set parameters for the types of copying that qualify as fair dealing in an educational setting.

The Fair Dealing Guidelines describe a "safe harbour," not absolute limits. Copying or communicating a copyright-protected work within the prescribed limits will, according to the advice of legal counsel, almost certainly be fair. Copying beyond those limits may or may not be fair. The Fair Dealing Guidelines also set out safeguards for copyright owners that will help school board staff deal fairly with copyright-protected material.

Staff and students must be mindful that some copying may not fall within the parameters set out in the *Fair Dealing Guidelines*. When such copying occurs permission can be sought from the copyright holder for free use or a royalty must be paid to the copyright holder. The Ministry is working with the CMEC Copyright Consortium to simplify the process for royalty payments.

Results of Public Consultation Process: The Board's policy development public consultation process began on November 7 with comments expected by December 6, 2012. Comments received by that date will be considered in developing the final Draft Policy to be presented for approval on December 18, 2012.

Impact On Other Policies and Procedures: The draft amended policy is consistent with existing board policy and procedure.

Timetable For Implementing Policy and Procedure: The Fair Dealing Guidelines must be incorporated into school board policies and communicated to all schools prior to December 31, 2012 in order for a school board to ensure that it has fulfilled its obligations and can opt out of paying the current certified Access Copyright Tariff.

Benefits of the Policy Proposals: The proposed Board policy complies with the requirements of the Fair Dealings Guidelines, and the Canada Copyright Act.

Risks of Policy Direction and Mitigation Strategies: N/A

Impact on Stakeholders and Plan For Communicating the Policies: Upon final approval, the Policy will be forwarded to Principals and Vice-Principals to communicate to all teachers, students and school advisory councils to help them deal fairly with copyright-protected material.

FINANCIAL IMPACT:
School boards have been paying $5.16 per full-time equivalent (FTE) student to Access Copyright for the right to copyright-protected print materials under the current certified Access Copyright Tariff. If the fair dealing guidelines are incorporated into board procedures and communicated with staff and students accordingly, CMEC legal counsel has advised that effective January 1, 2013 it is no longer necessary for boards to continue to pay copyright royalties to Access Copyright under the current tariff. That is a savings of $5.16 per FTE per year.

TIMELINES:
A report recommending final approval of the new Policy will be presented at the December 18, 2012 Supervised Regular Board Meeting. The approved policy and accompanying Fair Dealings Guidelines will be communicated system-wide prior to December 31, 2012.

APPENDICES:
- Draft Policy A:32 Copyrights – Fair Dealings
- Fair Dealing Guidelines, developed by the Council of Ministers of Education Canada (CMEC) Copyright Consortium – Fall 2012

REPORT REVIEWED BY:

☒	EXECUTIVE COUNCIL:	Review Date:	November 13, 2012
☒	EXECUTIVE SUPERINTENDENT:	Approval Date:	November 13, 2012
☒	DIRECTOR OF EDUCATION:	Approval Date:	November 13, 2012

Windsor-Essex Catholic District School Board	**NUMBER:**	A: 32
	EFFECTIVE:	December 18, 2012
Section: ADMINISTRATION	**AMENDED:**	--
	RELATED POLICIES:	See References
POLICY A: 32 **Copyrights – Fair Dealings**	**REPEALS:**	
	REVIEW DATE:	2013-14

DRAFT for Public Consultation Nov. 6

1.0   OBJECTIVE:

1.1   It is the policy of the Windsor-Essex Catholic District School Board to comply with the *Fair Dealing Guidelines* as developed by the Council of Ministers of Education Canada (CMEC) Copyright Consortium. The Windsor-Essex Catholic District School Board will communicate the *Fair Dealing Guidelines* to all school locations on an annual basis in order to ensure that all staff understand the obligations of the school board in accordance with the *Copyright Modernization Act*.

2.0   DEFINITIONS:

2.1   "Copyrights" - A set of exclusive rights, including the right to copy a work, a performance or sound recording.

2.2   "Copyright Infringement" - Violation of copyright through unauthorized copying or use of work or other subject matter under copyright.

2.3   "Fair Dealing" – Fair dealing is a user's right, outlined in the *Copyright Act* that identifies allowable purposes (or dealings) for the use of copyright-protected materials without permission or payment of copyright royalties.

2.4   "Fair Dealing Guidelines" (Appendix A) - The fair dealing provision in the *Copyright Act* permits use of a copyright-protected work without permission from the copyright owner or the payment of copyright royalties. To qualify for fair dealing, two tests must be passed.

First, the "dealing" must be for a purpose stated in the *Copyright Act*: research, private study, criticism, review, news reporting, education, satire, and parody. Educational use passes the first test.

The second test is that the dealing must be "fair". In landmark decisions in 2004 and in 2012, the Supreme Court of Canada provided guidance as to what this test means in schools and post-secondary institutions.

The "Fair Dealing Guidelines" apply to fair dealing in non-profit K-12 schools and post-secondary educational institutions and provide reasonable safeguards for the owners of copyright-protected works in accordance with the *Copyright Act* and the Supreme Court decisions.

DRAFT POLICY A: 32 Copyrights – Fair Dealing Guidelines

2.5   "Moral Rights" - Rights that authors and performers retain over the integrity of a work or sound recording, and the right to be named as its creator even after the sale or transfer of copyright.

3.0   GUIDING PRINCIPLES:

3.1   The Windsor-Essex Catholic District School Board respects the rights of copyright owners and shall not knowingly copy, sell, distribute, or use any print or electronic materials, without the express permission by the copyright owner, or in accordance with appropriate policies and/or licence agreements.

3.2   Teachers, instructors, professors and staff members in non-profit educational institutions may communicate and reproduce, in paper or electronic form, short excerpts from a copyright-protected work for the purpose of research, private study, criticism, review, news reporting, education and parody, in accordance with the "Fair Dealing Guidelines" (Appendix "A") and the provisions of the *Canada Copyright Act*.

3.3   All use of copyright-protected work shall be in compliance with the Canada Copyright Act and its Regulations, the *Copyright Modernization Act*, the "Fair Dealing Guidelines" (Appendix A), relevant policies of the Windsor-Essex Catholic District School Board, and all institutional licensing agreements.

4.0   SPECIFIC DIRECTIVES:

4.1   Teachers and students may use publicly-available Internet materials for their learning and educational pursuits. Such materials may be used for routine classroom activities such as downloading, saving, and sharing. Any such materials must be credited (e.g., in bibliographies) in the same way using print-sourced materials would be.

4.2   Copying or communicating short excerpts from a copyright-protected work under the Fair Dealing Guidelines (Appendix A) for the purpose of **news reporting, criticism or review** should mention the source and, if given in the source, the name of the author or creator of the work.

4.3   A single copy of a short excerpt from a copyright-protected work may be provided or communicated to each student enrolled in a class or course:

   a)   as a class handout
   b)   as a posting to a learning or course management system that is password protected or otherwise restricted to students of a school or post-secondary institution
   c)   as part of a course pack

4.4   A "short excerpt" means:

   a)   up to 10% of a copyright-protected work (including a literary work, musical score, sound recording, and an audio-visual work)

---

        b) one chapter from a book
        c) a single article from a periodical
        d) an entire artistic work (including a painting, print, photograph, diagram, drawing, map, chart, and plan) from a copyright-protected work containing other works
        e) an entire newspaper article or page
        f) an entire single poem or musical score from a copyright-protected work containing other poems or musical scores
        g) an entire entry from an encyclopedia, annotated bibliography, dictionary or similar reference work

4.5   Copying or communicating multiple short excerpts from the same copyright-protected work, with the intention of copying or communicating substantially the entire work, is prohibited.

4.6   Staff and students must be mindful that some copying or communicating may not fall within the parameters set out in the Fair Dealing Guidelines (Appendix A). When such copying occurs permission can be sought from the copyright holder for free use or a royalty must be paid to the copyright holder.

4.7   Copying or communicating that exceeds the limits in the Fair Dealing Guidelines (Appendix A) may be referred to the school principal, department supervisor or other person designated by the board for evaluation. An evaluation of whether the proposed copying or communication is permitted under fair dealing will be made based on all relevant circumstances.

4.8   Any fee charged by the educational institution for communicating or copying a short excerpt from a copyright-protected work must be intended to cover only the costs of the institution, including overhead costs.

4.9   A copy of the "Fair Dealing Guidelines" (Appendix A) shall be posted within the immediate vicinity of every photocopier in a manner that is readily visible and legible to persons using the photocopier to help them deal fairly with copyright-protected material.

5.0   RESPONSIBILITY:

5.1   This policy applies to all employees and students of the Windsor-Essex Catholic District School Board.

5.2   The Associate Director of Education is responsible for annually communicating this policy and the "Fair Dealing Guidelines" (Appendix "A") informing all staff and students of copying parameters that qualify for fair dealing in an educational setting.

5.3   The school principal or the immediate supervisor is responsible for implementing local procedures in compliance of this policy at their respective school and administrative sites.

DRAFT POLICY A: 32 Copyrights – Fair Dealing Guidelines

6.0　REVIEW AND EVALUATION:

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

　　6.2　This policy will be reviewed in the 2013 – 2014 policy review cycle.

7.0　REFERENCES:

Legal Framework:
Canada Copyright Act, R.S.C., 1985 and its Regulations
Copyright Modernization Act, 2012
Exceptions for Educational Institutions, Libraries, Archives and Museum Rights, SOR/99/325
Educational Program, Work and Other Subject-matter Record-Keeping Regulations, SOR/2001-296
Fair Dealing Guidelines – Council Ministers of Education Canada (CMEC) Copyright Consortium
Education Act (Appendix "A")

Related policies of the Board which support this policy are:

A:09 Educational Resources Deselection
A:12 Code of Ethics
A:14 Promoting and Supporting Equity & Inclusion Within a Catholic Community
A:16 Information/Materials Distribution to Parents
A:17 Educational Research and related Surveys
A:18 Continuing Education/Summer School Programs Policy
A:30 Privacy
A:31 Accessibility Standards for Customer Service
F:05 Fees for Learning Materials and Activities
H:02 Employee Wellness
H:17 Employees' Acceptable Use of Electronic Access, Information Technology and Data
H:18 Internet Acceptable Use - Employees
SC:01 Catholic School Councils
SC:03 Acceptable Use of the Internet (Students) - Internet Acceptable Use Policy
SC:12 Co-Instructional Activities
SC:15 Code of Conduct
SC:19 Environmental Education
ST:22 Home Instruction - Policy
ST:23 Assessment, Evaluation and Reporting, Grades 1 to 12
ST:24 Special Education Equipment
T:03 Information to Trustees

Fair Dealing Guidelines

_____

The fair dealing provision in the *Copyright Act* permits use of a copyright-protected work without permission from the copyright owner or the payment of copyright royalties. To qualify for fair dealing, two tests must be passed.

First, the "dealing" must be for a purpose stated in the *Copyright Act*: research, private study, criticism, review, news reporting, education, satire, and parody. Educational use of a copyright-protected work passes the first test.

The second test is that the dealing must be "fair." In landmark decisions in 2004 and in 2012, the Supreme Court of Canada provided guidance as to what this test means in schools and post-secondary educational institutions.

These guidelines apply fair dealing in non-profit K-12 schools and post-secondary educational institutions and provide reasonable safeguards for the owners of copyright-protected works in accordance with the *Copyright Act* and the Supreme Court decisions.

Guidelines

1. Teachers, instructors, professors and staff members in non-profit educational institutions may communicate and reproduce, in paper or electronic form, short excerpts from a copyright-protected work for the purposes of research, private study, criticism, review, news reporting, education, satire and parody.

2. Copying or communicating short excerpts from a copyright-protected work under these Fair Dealing Guidelines for the purpose of news reporting, criticism or review should mention the source and, if given in the source, the name of the author or creator of the work.

3. A single copy of a short excerpt from a copyright-protected work may be provided or communicated to each student enrolled in a class or course:

   a. as a class handout
   b. as a posting to a learning or course management system that is password protected or otherwise restricted to students of a school or post-secondary educational institution
   c. as part of a course pack

4. A short excerpt means:

   a. up to 10% of a copyright-protected work (including a literary work, musical score, sound recording, and an audiovisual work)
   b. one chapter from a book
   c. a single article from a periodical

    d. an entire artistic work (including a painting, print, photograph, diagram, drawing, map, chart, and plan) from a copyright-protected work containing other artistic works
    e. an entire newspaper article or page
    f. an entire single poem or musical score from a copyright-protected work containing other poems or musical scores
    g. an entire entry from an encyclopedia, annotated bibliography, dictionary or similar reference work

5. Copying or communicating multiple short excerpts from the same copyright-protected work, with the intention of copying or communicating substantially the entire work, is prohibited.

6. Copying or communicating that exceeds the limits in this Fair Dealing Guidelines may be referred to a supervisor or other person designated by the educational institution for evaluation. An evaluation of whether the proposed copying or communication is permitted under fair dealing will be made based on all relevant circumstances.

7. Any fee charged by the educational institution for communicating or copying a short excerpt from a copyright-protected work must be intended to cover only the costs of the institution, including overhead costs.

WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD

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

**Supervised
Meeting Date:**
November 27, 2012

B O A R D   R E P O R T

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
Jamie Bumbacco, Executive Superintendent of Human Resources

SUBJECT: **ONTARIO SCHOOL BOARDS' INSURANCE EXCHANGE
(OSBIE) INSURANCE PREMIUM - 2013**

RECOMMENDATION:

**That the Board approve payment in the amount of $701,103.68,
including tax, for the Ontario School Boards' Insurance Exchange
Insurance Premium for the year 2013.**

SYNOPSIS:
The Board purchases insurance from the Ontario School Boards' Insurance Exchange
(OSBIE) on an annual basis and it is now time to renew the Board's coverage for 2013.

BACKGROUND COMMENTS:
At its meeting of June, 14, 2011, the Board of Trustees approved the renewal of the Board's
membership in the Ontario School Boards' Insurance Exchange for a further 5 year term,
effective January 1, 2012 to December 31, 2016. The annual premium payment for this
insurance policy with OSBIE is due in January 2013.

FINANCIAL IMPACT:
The premium for 2013 is $701,103.68, including PST as applicable, noting that PST is not
charged on fleet automobile or on non-owned automobile liability premiums. This reflects
an increase of $5,327.36 (0.8%) over 2012. For comparison purposes, the increase in the
prior year from 2011 to 2012 was 6%.

Overall premium rates are determined by an actuary through OSBIE. Premium variances
from year to year result primarily from changes in exposure, general rate adjustments, and
loss experience. This year, the 14% increase under Property is primarily the result of
increased claim costs as well as increase reinsurance costs.

The breakdown of the premium by type of coverage with a comparison to the prior year is as follows:

Breakdown of Insurance Premiums
By Type of Coverage

Type of Coverage and Account	Limit of Coverage	Deductible	2012 Premium (incl. PST)	2013 Premium (incl. PST)	Percent Change
Liability Acct. No. 000-41-672000-6-000-0 School Maintenance - Liability Insurance	$24,000,000	N/A	$488,403	$472,475	-3.3
Property Acct. No. 000-41-671000-6-000-0 School Maintenance - Property Insurance	Unlimited	$10,000	162,606	186,794	+14.9
Fleet[1] Acct. No. 000-41-673000-6-000-0 School Maintenance - Vehicle Insurance **Non-Owned Automobile**[1] Acct. No. 000-41-672000-6-000-0 School Maintenance - Liability Insurance	$20,000,000 For 3rd Party Liability $24,000,000 For Non-Owned Auto Liability	$500	26,847	24,083	-10.3
Crime Acct. No. 000-32-672000-6-000-0 Director & Supervisory Officer - Liability Insur.	$500,000	$500	12,423	12,174	-2.0
Boiler & Machinery Acct. No. 000-41-671000-6-000-0 School Maintenance - Property Insurance	Unlimited	$5,000	5,497	5,578	+1.5
Total	---	---	**$695,776**	**$701,104**	**+0.8**

[1] No PST on fleet and non-owned automobile premiums.

Sufficient funds exist in the 2012-13 Board approved budget to cover the 0.8% increase in total costs in 2012-13. In addition, adequate funds will be provided in the 2013-14 budget estimates to cover the balance of the 2013 premiums from September 1 to December 31, 2013.

TIMELINES:
The renewal is due on January 1, 2013 and provides coverage for one year up to December 31, 2013.

APPENDICES:
N/A

REPORT REVIEWED BY:
☐ EXECUTIVE COUNCIL: Review Date: --
☒ EXECUTIVE SUPERINTENDENT: Approval Date: November 21, 2012
☒ DIRECTOR OF EDUCATION: Approval Date: November 21, 2012

WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD

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

B O A R D   R E P O R T

Supervised Meeting Date:
November 27, 2012

Public ☒ **In-Camera** ☐

PRESENTED FOR: Information ☐ Approval ☒

PRESENTED BY: Senior Administration

SUBMITTED BY: Paul Picard, Director of Education
Mario Iatonna, Executive Superintendent of Business

SUBJECT: **ONTARIO ASSOCIATION OF PARENTS IN CATHOLIC EDUCATION (OAPCE) – 2012-13 ANNUAL MEMBERSHIP FEES**

RECOMMENDATION:

That the Board approve payment of the Ontario Association of Parents in Catholic Education (OAPCE) 2012-13 annual membership fees for 38 elementary school councils and 8 secondary school councils in the amount of $68.00 per school ($3,128.00 total) to be charged to the Parent Engagement Account 000-10-320037-6-305.

SYNOPSIS:
Each year, the Board considers the payment, on behalf of its School Advisory Councils, of membership fees with the Ontario Association of Parents in Catholic Education (OAPCE).

BACKGROUND COMMENTS:
The OAPCE provides a voice for parents who share a common goal in supporting the continuation and preservation of publicly funded Catholic Education in the province.

The OAPCE 2013 Annual General Meeting and Conference – "Embracing Parent Engagement in Catholic Education" has been scheduled for May 24 - 25, 2013.

Additional information regarding the Ontario Association of Parents in Catholic Education (OAPCE) is available on their website at: http://www.oapce.on.ca.

FINANCIAL IMPACT:
The annual membership fee totalling $3,128.00 on behalf of 46 school advisory councils will be charged to the Parent Engagement Account 000-10-320037-6-305. This expense is within the limits of the 2012-13 approved budget.

TIMELINES:
The annual membership fee is due by January 1, 2013.

APPENDICES:
- OAPCE Correspondence, dated October 29, 2012
- OAPCE Membership Invoice, dated October 29, 2012

REPORT REVIEWED BY:

☒	EXECUTIVE COUNCIL:	Review Date:	November 13, 2012
☒	EXECUTIVE SUPERINTENDENT:	Approval Date:	November 20, 2012
☒	DIRECTOR OF EDUCATION:	Approval Date:	November 20, 2012

OAPCE

THE ONTARIO ASSOCIATION OF PARENTS IN CATHOLIC EDUCATION

cc: Exec Council
Nov. 6/12

Dear Mr. Picard
Director of Education, Windsor Essex CDSB
1325 California Ave.
Windsor, Ontario N9B 3Y6

October 29, 2012

RECEIVED
OCT 3 1 2012

Dear Mr. Picard,

On behalf of the Board of Directors for the Ontario Association of Parents in Catholic Education (OAPCE), it is with joy I extend our best wishes to you, your Board staff and teachers for a wonderful and safe school year!

I wish to thank you especially for your ongoing financial support of our association. Our Board has tremendous gratitude for those school boards and Directors of Education that are committed to ensuring the voice of parents is loud and strong not just in their local area but across the province and that the advice provided is duly considered as part of any decision making process. I hope we will once again be able to count on your support for the 2013 membership year for OAPCE to continue its work in promoting and protection our publicly funded English Catholic Education System in Ontario.

MEMBERSHIP-
Please review the attached invoice that will outline the cost of membership for your school board for the 2013 membership year. There has been no better time for all publicly funded Catholic School Boards to join the OAPCE on behalf of their parent communities; another critical partner working with classroom teachers, school administrators, and school boards. OAPCE is *the only recognized Catholic parent organization by the Ontario Ministry of Education* and as previously mentioned, your support is active evidence of the importance of parent engagement in your schools and the united partnership fundamental to the continuation of our school system. Please contact our office if you require more information at oapce@oapce.on.ca

OAPCE LIAISON REPS -
The Ministry of Education has specifically noted in Regulation 612 of the Education Act that included in the composition of an Ontario Catholic School Council, is an appointed **OAPCE Liaison Representative.** Please encourage your Catholic School Councils to nominate a Liaison Representative or should they wish the Chair / Vice Chair may also fulfill this role. We maintain an electronic database for the purpose of ensuring the Liaison reps, parents and our partners receive up to date and timely information by email. These may include but are not limited to: the operations and activities of the OAPCE; upcoming education events taking place in different areas across the province; requests for feedback on items such as curriculum reviews or Ministry initiatives where we are asked to provide comment on behalf of the parents in our system. This system is also used to receive information in return from our reps, parents and partners to highlight local and regional achievements, celebrations/events, as well as areas of concern requiring clarification and/or

P.O. Box 70614
2938 Dundas Street West
Toronto, Ontario Canada

Website   www.oapce.on.ca
Email   oapce@oapce.on.ca

Telephone (416)760-784
Toll Free 1-877-828-2081   Fax : 1-866-398-9336

OAPCE
THE ONTARIO ASSOCIATION OF PARENTS IN CATHOLIC EDUCATION

recommendations that have been identified. We would appreciate your encouragement to have your Superintendent of School Councils or of Parent Engagement contact our Head Office with the names, schools and email addresses as soon as possible this fall to ensure we are reaching each of your school councils. We recognize that many boards have generic school emails that are accessible by the school council chair and/or principal as we would appreciate that information at a minimum to assist us in our communication pursuit. **We do not share the contact information with anyone.** Our office may also follow-up again in early January to confirm we have accurate information.

GREAT NEWS - OAPCE

Our Board of Directors outlined new goals and objectives at our July meeting to set direction for our next two year strategic plan, taking into consideration the impacts of the Accepting Schools policy and the importance of ensuring parents have accurate and timely information and input in all areas this topic represents. Additionally our regional representation continues to grow and we look forward with much promise to providing additional supports to parents, school councils, Catholic Parent Involvement Committees and all our partners over this new school year.

As we departed the 73rd OAPCE Conference and AGM in May, the OAPCE Directors were inspired and energized by the incredible display of student talent, involvement and pride showcased by their presence at our event in Durham. Parents from all across the province gathered to celebrate our faith, share and learn from one another and we were so pleased to once again have distinguished leaders such as Arch Bishop Collins officiate our mass and Sister Joan Cronin of ICE attend our awards dinner to witness the recognition of most deserving parent volunteers. We very much look forward to continuing the conversation as we make our way to next year's Conference co-hosted by the Peterborough Victoria Northumberland and Clarington Catholic District School Board, taking place May 24th /25th, 2013 – "Embracing Parent Engagement in Catholic Education". Watch our website and your email for progress and updates....
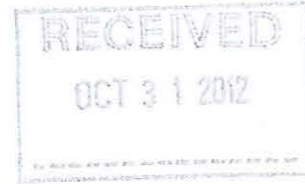
In closing please allow me to again thank you for your faithful financial support of parents in your school communities and the OAPCE as their provincial voice. While a volunteer based organization producing the majority of the work we accomplish, your financial backing is critical to ensuring our volunteers receive supports they need to meet the needs of our parent membership across the province.

Yours, In Catholic Education

Aimee Gerdevich,
President
Encl.

P.O. Box 70614
2938 Dundas Street West
Toronto, Ontario Canada

Website   www.oapce.on.ca
Email   oapce@oapce.on.ca

Telephone (416)760-784
Toll Free 1-877-828-2081   Fax : 1-866-398-9336
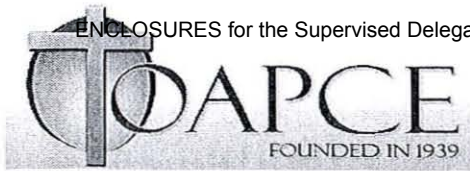
OAPCE
FOUNDED IN 1939
Ontario Association of Parents in Catholic Education

To:

Mr. Picard
Director of Education
Windsor Essex CDSB
1325 California Ave.
Windsor, Ontario N9B 3Y6

INVOICE

INVOICE #   108

DATE: OCTOBER 29, 2012

Description	Number of Schools	Rate	Total Amount
2012-2013 OAPCE Membership Support	46	$68.00	$3,128.00
Please Return a Copy with your Payment		COPY	$3,128.00

Please make cheque payable to The Ontario Association of Parents in Catholic Education (OAPCE)
P.O. Box 70614
2938 Dundas St West
Toronto, Ontario M6P 4E7

Thank you for your Support!

Website www.oapce.on.ca   Telephone: 416-760-7784   Toll Free: 1-877-828-2081
Email   oapce@oapce.on.ca   FAX: 1-866-398-9336

WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD

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

BOARD REPORT

| | | Supervised Meeting Date: November 27, 2012 |

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
Paulette Littlejohns, Senior Manager, Facilities & Support Services

SUBJECT: **NATURAL GAS SUPPLY CONTRACT**

RECOMMENDATION:

That the Board approve a fixed price natural gas supply contract through Shell Energy for up to 50% of the Board's needs for the period from November 1, 2012 to November 1, 2013 with the option to extend for a further one year period based on pricing.

SYNOPSIS:
This report is being submitted to provide information on the present status of the Board's natural gas supply contract and to recommend an extension of the current arrangement.

BACKGROUND COMMENTS:
Natural gas costs are currently billed to the Windsor-Essex Catholic District School Board in three portions: Commodity Supply (Shell Energy), Trans-Canada pipeline transportation, and distribution to schools (Union Gas). The existing natural gas bundled transportation contract with Shell Energy involves a consortium of local public entities called the Greater Essex Consortium. The consortium's intent is to improve pricing through increased volume leverage. The Greater Essex County District School Board, as one of the largest users in the group has historically signed the contract for the consortium and has been responsible for administration of the contract including distributing refund cheques to the various consortium members.

On June 22, 2009, the Board approved a fixed price natural gas supply contract through Shell Energy for up to 50% of the Board's needs for the period November 1, 2009 to November 1, 2011 with the option to extend to November 1, 2012 based on pricing. The remaining gas needs were left to the daily spot market prices.

It is recommended to continue this arrangement into the future as it mitigates the risk of a significant rise in future prices.

FINANCIAL IMPACT:
The total financial implication to the board for this fixed pricing contract will be dependent upon the ultimate purchase prices throughout the term of the contract. Any gas volumes used above or below the contracted amount are purchased or sold on the open market respectively at year-end or on an interim basis.

Similar to the previous natural gas contracts, the Facilities Services Department will be given authority by the Board to act on behalf of the Board to accept a pricing confirmation for up to 50% of the Board's needs and at different price points on the spot market for the balance at various times throughout the term.

TIMELINES:
The contract will be for a one year term from November 1, 2012 to November 1, 2013 with the option to extend for a further one year term based on pricing.

APPENDICES:
None.

REPORT REVIEWED BY:

☒	EXECUTIVE COUNCIL:	Review Date:	November 13, 2012
☒	EXECUTIVE SUPERINTENDENT:	Approval Date:	November 20, 2012
☒	DIRECTOR OF EDUCATION:	Approval Date:	November 20, 2012

WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD

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

BOARD REPORT

Supervised Meeting Date:
November 27, 2012

Public ⊠   **In-Camera** ☐

PRESENTED FOR: Information ☐   Approval ⊠

PRESENTED BY: Senior Administration

SUBMITTED BY: Paul Picard, Director of Education
Mario Iatonna, Executive Superintendent of Business

SUBJECT: **ANNUAL HONORARIA REVIEW**

RECOMMENDATION:

That the Board approve the honoraria for Board Members for the period from December 1, 2012 to November 30, 2013 in the amounts of $10,294.59 for Trustees, $13,359.61 for Vice-Chair and $16,424.63 for Chair.

SYNOPSIS:
In accordance with the *Education Act* and Ontario Regulation 357/06 *Honoraria for Board Members*, it is required to establish honoraria for Trustees, in each year of the Board's term of office, to take effect on December 1st.

BACKGROUND COMMENTS:
In June 2010, as part of its commitment to eliminating the deficit, the Government introduced the *Public Sector Compensation Restraint to Protect Public Services Act, 2010*, implementing a two-year freeze in the compensation structures affecting trustee honoraria to November 30, 2012. In April 2012, prior to the expiration for the restraint provisions, the government amended O. Reg. 357/06 *Honoraria for Board Members* to maintain the limits on trustee remuneration until March 31, 2014 to the levels that would have been obtained had the initial restraint period not ended.

Amended O. Reg. 357/06 specifies under Part II, Rules for the Period from April 1, 2012 to March 31, 2014:

"*Temporary limit on honoraria: Despite Part I, for the period from April 1, 2012 to March 31, 2014, the honorarium for a chair, vice-chair or other member of a district school board shall not exceed the maximum amount that was payable to a member with that office during the period in which the restraint measures under section 7 to 11 of the Public Sector Compensation Restraint to Protect Public Services Act, 2010 applied.*"

Regardless of the temporary limit, the Board is still required to establish honoraria for Trustees in each year of the Board's term of office. Pursuant to the legislation and regulation, *Board Policy T:06 Honoraria for Trustees* sets out the method for calculating Trustee honoraria.

Calculations for the one-year term commencing December 1, 2012 are as follows:

Component	Trustee	Vice-Chair	Chair
Base Amount	$5,900.00	$5,900.00	$5,900.00
Ontario CPI Increase Amount	378.78	378.78	378.78
Base Amount Additions	0.00	2,500.00	5,000.00
Enrolment Amount	4,309.12	4,309.12	4,309.12
Enrolment Amount Additions	0.00	554.03	1,108.06
Totals	**$10,587.90**	**$13,641.93**	**$16,695.96**

Per Ontario Regulation 357/06, the specific components are defined as follows:

Base Amount: An annual base amount of $5,900 for each year of the term of office from December 1, 2006 to November 30, 2010 for all trustees.

Ontario Consumer Price Index (CPI) Increase Amount:
Ontario Regulation 357/06, section 5(2) further specifies that the base amount limit for each year of a term of office beginning on or after December 1, 2010 is to be the amount calculated for the previous term of office, increased by an adjustment calculation reflecting the increase in the Ontario Consumer Price Index (CPI). However, no CPI increase was provided for 2010-11 or 2011-12, since such an increase was prohibited until November 30, 2012 under the *Public Sector Compensation Restraint to Protect Public Services Act, 2010.* This year, the CPI can be applied in accordance with the provisions of the Regulation.

Ontario Regulation 357/06, section 5(2) specifies that the base amount limit is to be:
"*the amount calculated for a year of the previous term of office, increased by the percentage increase in the Ontario Consumer Price Index, as published by Statistics Canada, for the period between*
  i.   *July 1 of the calendar year in which the previous term of office started* (2006)*, and*
  ii.   *June 30 of the calendar year in which the term of office starts* (2010)."

The index for July 1, 2006 is 109.0 (2002 = 100) and the index for June 30, 2010 is 116.0 (2002 = 100), which is a percentage increase of 6.42%.

The CPI adjustment amounts to a $378.78 increase for all trustees.

Base Amount Additions: An additional annual amount of $2,500 for the Vice-Chair and $5,000 for the Chair for each year of the term of office.

Enrolment Amount: An annual amount for all trustees calculated for each year of the term of office by taking the Average Daily Enrolment (ADE) for the just completed school year, multiplying it by $1.75, and dividing by the number of trustees. The 2011-12 actual ADE was 22,161.21 students. When multiplied by $1.75 and divided by 9 trustees, this yields an amount of $ 4,309.12 for all trustees.

Enrolment Amount Additions: An additional annual amount for the Vice-Chair calculated for each year of the term of office by taking the ADE and multiplying it by $0.025. The 2012-12 actual ADE was 22,161.21 students. When multiplied by $0.025, this yields an amount of $554.03 for the Vice-Chair. An additional annual amount for the Chair calculated for each year of the term of office by taking the ADE and multiplying it by $0.05. The 2011-12 actual ADE was 22,161.21 students. When multiplied by $0.05, this yields an amount of $ 1,108.06 for the Chair.

The above calculated honoraria for the period of December 1, 2012 to November 30, 2013 are as follows: $10,587.90 for Trustees, $13,641.93 for Vice-Chair and $16,695.96 for Chair.

However, these amounts represent an increase from the previous period and are contrary to the requirements of O. Reg. 357/06 as amended. Therefore, in accordance to the Regulation, trustee honoraria will remain at the December 1, 2011 to November 30, 2012 levels, as follows:

Trustees: **$10,294.59**
Vice-Chair: **$13,359.61**
Chair: **$16,424.63**

For Student Trustees, it is noted that the honoraria is set at $2,500.00 per term, which current term extends from August 1, 2012 to July 31, 2013, in accordance with Ontario Regulation 7/07 *Student Trustees* and Board Policy T:01 Student Trustees. For the Board Chaplain, the honorarium is established at the discretion of the Board. The current honorarium for the Board Chaplain is $3,500.00.

FINANCIAL IMPACT:
No additional costs for Trustee honoraria are incurred since amendments to O. Reg. 357/06 *Honoraria for Board Members* maintain the limits on trustee remuneration until March 31, 2014 to the levels that would have been obtained had the restraint period not ended. The honoraria for the 2012-13 budget year per this report equals $101,846.37. The Board approved an amount of $109,233 for Trustee Honorarium in account # 31-101000-6-000 in the 2012-13 Estimates.

TIMELINES:
The honoraria apply for the December 1, 2012 to November 30, 2013 term.

APPENDICES:
• None.

REPORT REVIEWED BY:
☐ EXECUTIVE COUNCIL:	Review Date:	--	
☒ EXECUTIVE SUPERINTENDENT:	Approval Date:	November 20, 2012	
☒ DIRECTOR OF EDUCATION:	Approval Date:	November 20, 2012	

WINDSOR-ESSEX CATHOLIC
DISTRICT SCHOOL BOARD

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

BOARD REPORT

Supervised
Meeting Date:
November 27, 2012

Public ☒   **In-Camera** ☐

PRESENTED FOR: Information ☒   Approval ☐

PRESENTED BY: SEAC Committee – Trustee Members

SUBMITTED BY: Paul A. Picard, Director of Education
Cathy Geml, Associate Director of Education Student Achievement K-12

SUBJECT: **SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)**
Meeting of Thursday September 20, 2012

RECOMMENDATION:

> **That the Board receive the Minutes of the Thursday September 20, 2012**
> **Special Education Advisory Committee meeting as information.**

SYNOPSIS: The Special Education Advisory Committee (SEAC) is an advisory committee mandated through the Education Act as a standing committee of each school board. All minutes of the Special Education Advisory Committee are to be received by the Board.

BACKGROUND COMMENTS: The Special Education Advisory Committee reports to the school board and makes recommendations to the board regarding special education programs and services. Regulation 464/97 sets out requirements for school boards with respect to Special Education Advisory Committees and outlines their role, membership, and scope of activities. The regulation requires SEACs to meet at least ten times in each school year.

FINANCIAL IMPACT: N/A

TIMELINES: The next SEAC meeting will occur on Tuesday October 23rd, 2012 at the Catholic Education Centre.

APPENDICES:
- Special Education Advisory Committee Minutes of Thursday September 20th, 2012.

REPORT REVIEWED BY:
☒ EXECUTIVE COUNCIL: Review Date: October 29, 2012
☒ EXECUTIVE SUPERINTENDENT: Approval Date: October 29, 2012
☒ DIRECTOR OF EDUCATION: Approval Date: October 29, 2012

1325 California Ave., Windsor, ON N9B 3Y6
Phone: (519) 253-2481 Fax: (519) 253-0620

SPECIAL EDUCATION ADVISORY COMMITTEE MEETING
Thursday September 20th , 2012– 6:00 P.M.
Windsor Essex Catholic Education Centre
1325 California Avenue, Windsor

MINUTES

Present:

Melanie Allen	VIEWS (SEAC Vice-Chair)
Lisa Soulliere	Trustee (SEAC Chair)
Mary DiMenna	Trustee
John McMahon	Community Living
Trudy Richards	Autism Ontario Windsor-Essex
Danielle Desjardin-Koloff	Representative Principal's Association
Cathy Geml	Associate Director of Education (ex-officio)
Terri Maitre	Recorder

1. Call to Order – Lisa Soulliere

2. Opening Prayer – Cathy Geml

3. Welcome – Cathy Geml

4. Recording of Attendance - Regrets from: Erin Earls, Mary-Anne Mouawad

5. Approval of Agenda - September 20th , 2012
   Motion by Mary DiMenna and seconded by Trudy Richards that the Agenda be approved as printed and circulated. *Carried*

6. Agenda Questions from Observers - None

7. Disclosure of Pecuniary Interest - None

8. Approval of Minutes – May 31st, 2012

   Motion by Danielle Desjardin-Koloff and seconded by Melanie Allen that the Minutes be approved as printed and circulated. *Carried*

9. Business Arising - None

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10.   Information Items

(a) Rescheduling October 18th SEAC meeting to October 23rd. Approved
(b) Supervisor N. Hartman to address SEAC – Tuesday, October 23, 2012.
(c) Appointment of Erin Earls from alternate to main representative for Up About Down Association.
(d) Resignation of Anne Marie Fantin alternate representative Community Living.
(e) SEAC meeting schedule for the 2012/2013 school year was approved.
(f) Autism Canada Conference – October 4-5, 2012 – provided as information.
(g) Upper Grand District School Board letter to Hon. John Milloy – Accessing Adult Services – provided as information.
(h) IEP Information evening – invitation went out to system and ratepayers.
(i) Bluewater DSB letter to Hon. Laurel Broten- Mental Health Support Portal- provided as information.
(j) Wellington Catholic DSB letter to Hon. Laurel Broten – Professional Development for all teachers in the area of Special Education – provided as information.
(k) Near North DSB letter to Hon. Laurel Broten – Timing of information regarding Fetal Alcohol Syndrome Disorder – provided as information.
(l) Autism 2012 – International Symposium – October 24-26, 2012 – provided as information.

Motion by Mary DiMenna and seconded by John McMahon that the Information Items be accepted. *Carried*

11.   Report from Chair – Add Student Trustees to the mailing list

12.   Report from Trustees – The following information was provided.

- Trustee DiMenna welcomed everyone back to a new school year.
- The Board Supervisor is Norbert Hartmann, Trustees have met with Mr. Hartmann, who is a very dedicated and fair person.
- Mr. Hartmann has encouraged the Trustees to stay involved in their schools and attend their committee meetings.
- There will not be any public Board meetings as long as the Board is under supervision, however, Mr. Hartmann will be meeting with Trustees periodically and will be giving Trustees information on the decisions he makes.
- Mr. Hartmann will be meeting with all stakeholders for input (principals, unions, administration, trustees and parents) and the Trustees encourage parents to be present at the meetings he schedules to provide input.
- Once Mr. Hartmann has completed his meetings, a report will be provided on next steps.
- Trustees will be co-operating fully with Mr. Hartmann.
- Mr. Hartmann will be making all financial decisions for the Board.
- The Board's EQAO test scores have been released and our scores have improved.
- Mr. Hartmann has sent a message out thanking the staff and students for their continued focus on student achievement and encouraged them to

continue their outstanding work.

Motion by Trudy Richards and seconded by Danielle Desjardin-Koloff that the report from Trustees be accepted as information. *Carried*

13.   Report from Associate Director of Education:

(a) Memorandum of Understanding (MOU) – Board is awaiting further direction.

(b) Assessment and Evaluation – Definition for Special Education – The Ministry will be devising a PPM surrounding Special Education.

(c) Teaching staff will have flexibility on Assessment and Evaluation, in regard to using their "professional judgment as per the MOU. This flexibility may cause a lack of consistency in Boards throughout the Province.

(d) September OCSOA meeting – Discussions we held surrounding the MOU and Special Education.

(e) SEAC discussion surrounding the MOU and programming ensued.

(f) EQAO – Board scores were up in Special Education. The Board sent a message out to system thanking them for their efforts in moving forward.

(g) Kevin Bellaire, Senior Manager of Student Services assisting in preparing the additional Back-On-Track rooms.

(h) An invitation has been extended to Dr. Rob Clark to attend the October 23rd meeting.

(i) Heather Best, Consultant K-12 Assessment & Evaluation specializing in EQAO will be invited to speak to SEAC in November.

Motion by John McMahon and seconded by Melanie Allen that the reports from the Associate Director be accepted as information. *Carried*

14.   New Business

15.   Association Reports – None

16.   Closing Prayer – Cathy Geml, Associate Director

Meeting adjourned: 6:40 p.m.

Next meeting: Tuesday, October 23rd, 2012 6:00 p.m.