



**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

**REGULAR BOARD MEETING  
Tuesday, March 24, 2015 at 7:00 p.m.  
Windsor Essex Catholic Education Centre  
John Paul II Board Room**

**AGENDA**

1. Call To Order
2. Opening Prayer
3. Recording of Attendance
4. Approval of Agenda
5. Disclosure of Interest - Pursuant to the Municipal Conflict of Interest Act.
6. Presentations:
  - a. Annual Emergency Response Procedures for Board Meetings (C. Geml) --
7. Delegations:

*By-Law 3:09: Any person(s) wishing to appear before the BOARD and speak to an item appearing on the agenda of the BOARD meeting has until noon the day before the BOARD meeting to make a request to the SECRETARY. They shall explain briefly the matter on which the presentation is to be made, the organization or interested parties to be represented, the identity, and if applicable, the authority of the spokesperson. A Delegation Form, located on the BOARD's website, must be completed and forward to the SECRETARY.*
8. Action Items:
  - a. Previous Meeting Minutes
    - i) Minutes of the Regular Board Meeting of February 24, 2015 1-6
  - b. Items from the Special Committee of the Whole Board In-Camera meeting of February 24, 2015 --
9. Communications:
  - a. External (Associations, OCSTA, Ministry):
    - i) Report: Ontario Catholic School Trustees' Association (OCSTA): The Year in Review 2014 – Serving in the Love of Christ (B. Holland) 7-23

- b. Internal (Reports from Administration)
  - i) Report: 2015-2016 Budget Consultation Survey (M. Iatonna) 24-46
  - ii) Report: 2015-2016 Budget Pressures and Challenges (M. Iatonna) 47-92
  - iii) Report: Appointment of Student Trustees for the 2015-2016 School Year (C. Geml) 93-94
  
- 10. Committee Reports:
  - a. Report: Minutes of the Special Education Advisory Committee of January 15, 2015 (C. Geml) 95-100
  
- 11. Unfinished Business: *None*
  
- 12. New Business:
  - a. Report: Boundary Adjustments for Christ the King Catholic Elementary School, *final approval* (C. Geml) 101-104
  - b. Report: Regular Board Meetings for the Months of July/August 2015 and for the 2015-2016 School Year (P. Picard) 105-107
  - c. Report: Amended 2015 Temporary Borrowing Resolutions – Permanent Improvements and Annual Expenditures (M. Iatonna) 108-111
  
- 13. Notice of Motion:
  
- 14. Remarks and Announcements:
  - a. Chairperson of the Board
  - b. Director of Education
  - c. Board Chaplain
  
- 15. Remarks/Questions by Trustees
  
- 16. Pending Items: *None*
  
- 17. Future Regular Board Meetings: *Unless stated otherwise, all meetings will be held on the fourth Tuesday of the month at the Windsor Essex Catholic Education Centre - 1325 California Avenue, Windsor beginning at 7:00 p.m.*
  - Tuesday, April 28, 2015
  - Tuesday, May 26, 2015
  - **MONDAY**, June 22, 2015

*Committee of the Whole Board In-Camera Meetings will be held on the second Tuesday of the month at 6:00 pm (closed sessions).*
  
- 18. Adjourn to In-Camera meeting, if required:
  
- 19. Closing Prayer

20. Adjournment

***Barbara Holland***  
*Chairperson of the Board*

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



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

**REGULAR BOARD MEETING**  
**Tuesday, February 24, 2015 at 7:00 p.m.**  
**Windsor Essex Catholic Education Centre**  
**John Paul II Board Room**

**MINUTES**

**PRESENT**

**Trustees:** F. Alexander L. Soulliere  
F. Costante S. Tope  
M. DiMenna, Vice-Chair F. Valentinis  
F. DiTomasso  
B. Holland, Chair

K. Dumlao, Student Trustee  
V. Gaspard, Student Trustee  
Rev. L. Brunet, Board Chaplain

**Regrets:** Trustee Mastromattei

**Administration:** P. Picard (Resource) E. Byrne C. Norris  
C. Geml S. Fields S. O'Hagan-Wong  
M. Iatonna P. King M. Seguin  
R. Lo Faso J. Ulicny  
P. Murray

**Recorder:** B. Marshall

1. Call To Order – Chair Holland called the meeting to order at 7:15 pm.
2. Opening Prayer – Fr. Brunet opened the meeting with a prayer.
3. Recording of Attendance – Trustee Mastromattei sent his regrets due to his vacation.
4. Approval of Agenda – No amendments this evening.

**Moved by Trustee DiMenna and seconded by Trustee Tope that the February 24, 2015 Regular Board meeting agenda be approved as distributed. *Carried***

5. Disclosure of Interest - Pursuant to the Municipal Conflict of Interest Act: None

6. Presentations: *None*

7. Delegations: *None*

8. Action Items:

a. Previous Meeting Minutes

i) Minutes of the Committee of the Whole Board In-Camera Meeting of January 13, 2015

**Moved by Trustee Soulliere and seconded by Trustee Valentinis that the Minutes of the Committee of the Whole Board In-Camera meeting of January 13, 2015 be adopted as distributed. Carried**

ii) Minutes of the Regular Board Meeting of January 27, 2015

**Moved by Trustee DiMenna and seconded by Trustee Alexander that the Minutes of the Regular Board meeting of January 27, 2015 be adopted as distributed. Carried**

b. Items from the Committee of the Whole Board In-Camera meeting of February 10, 2015

Vice Chair DiMenna reported that the Windsor-Essex Catholic District School Board convened a closed Committee of the Whole Board meeting on February 10, 2015 pursuant to the Education Act - Section 207, to consider specific personnel, pupil, real property matters, potential litigation matters and other matters permitted or required to be kept private and confidential under the Freedom of Information and Protection of Privacy Act.

Trustee DiTomasso declared a conflict of interest during the In-Camera Session and excused himself from the relevant discussion item.

**Moved by Trustee DiMenna and seconded by Trustee DiTomasso that the recommendations and directions of the Committee of the Whole Board at its in-camera meeting of February 10, 2015 be approved. Carried**

Vice Chair DiMenna made the following announcements:

From the February 10, 2015 Committee of the Whole Board in-camera meeting

- One year parking lease agreement for Christ the King Catholic Elementary School – 1201 Grand Marais Road West, Windsor;
- Upon receiving Ministry of Education approval, proceed with sale of 1166 Eastlawn Boulevard and the vacant land on the north side of Adstoll Avenue;
- One year extension to the legal services agreement with Shibley-Righton LLP; and
- Approved the Windsor-Essex Catholic District School Board's Communications Strategy Plan.

9. Communications:
  - a. External (Associations, OCSTA, Ministry): *None*
  - b. Internal (Reports from Administration)
    - i) Report: Community Use of Schools 2013-2014 Annual Report

**AMENDED MOTION: Moved by Trustee Valentinis and seconded by Trustee Costante that the Board receive the 2013-14 Community Use of Schools Annual Report as information; and**

**That senior administration bring forward options to eliminate the Community Use of Schools' deficit. *Carried***

***In Favour: Trustees Costante, DiMenna, DiTomasso, Soulliere, Tope, Valentinis***

***Opposed: Trustee Alexander***

**ORIGINAL MOTION: Moved by Trustee Soulliere and seconded by Trustee Valentinis that the 2013-14 Community Use of Schools Annual Report be received as information.**

10. Committee Reports:
  - a. Report: Minutes of the French Immersion Advisory Committee October 9, 2014

**Moved by Trustee Soulliere and seconded by Trustee Costante that the Board receive the Minutes of the October 9, 2014 French Immersion Advisory Committee meeting as information. *Carried***

- b. Report: Parent Involvement Committee (PIC) for October 29, 2014

**Moved by Trustee DiMenna and seconded by Trustee Tope that the Board receive the Minutes of the October 29, 2014 Parent Involvement Committee (PIC) Meeting as information. *Carried***

11. Unfinished Business: *None*

12. New Business:
  - a. Report: Annual Plan for Policy Review – 2014-15

**Moved by Trustee DiTomasso and seconded by Trustee DiMenna that the Board receive as information the Annual Plan for Policy Review 2014-2015; and**

**That the Board approve the referral of the policies detailed within section A of the Plan to the 2017 – 2018 policy review cycle, as having been reviewed and requiring no amendment. *Carried***

- b. Report: Grass Cutting and Trimming Services 2014-15

**Moved by Trustee DiMenna and seconded by Trustee Tope that approval be given to the extend the existing 3 year arrangement with Quality Turf, Dukes Groundskeeping Inc., TLC (Total Lawn Care) and Garlatti Landscaping Inc. for the provision of grass cutting and trimming services for an additional one year term for the 2015 season, as a charge to Groundskeeping accounts 000-40-430031-1-000, 000-40-430031-4-000 and 000-44-430031-6-000. Carried**

*Trustee Alexander left the meeting at 7:50 pm.*

13. Notice of Motion: *None*

14. Remarks and Announcements:

- a. Chairperson of the Board Holland wished everyone a safe and restful March Break and remarked on a fond memory of Patrick Murray. Chair Holland congratulated Superintendent Patrick Murray on his retirement.
- b. Director of Education Picard provided comments on recent activities supporting the Board's strategic priorities namely;
  - Catholic Faith Formation:** During our Lenten journey, our Religion Consultant Betty Brush provides electronically weekly reflections, prayers and resources.
  - Employee Development and Student Achievement Initiatives:** The following workshops are scheduled during the month of March: Numerous System Implementation and Monitoring sessions are scheduled for the rest of the month and into March; and Support Staff and Teacher Leadership programs continue.
  - Community Engagement and Partnerships:** The 11th Annual Social Justice Forum for grade 8 students was held on Thursday, February 19, 2015. Approximately 170 Grade 8 students from both our Board and the public board were in attendance. The theme for the forum was "Together we can make a difference." The students were involved in 5 workshops dealing with various social justice issues such as poverty and homelessness and the right to clean water. It is a wonderful way to introduce our Catholic Social teachings to our elementary schools and to share with members of other systems.
  - Miscellaneous:** Director Picard wished students, staff and their families a safe and restful March Break.

Director Picard congratulated Superintendent Patrick Murray for his many years of service in education both within and outside of the Board.

Superintendent Murray thanked the Board for the many opportunities provided and thanked his colleagues for their guidance, support and friendship.

- c. Board Chaplain Fr. Brunet commented on Superintendent Patrick Murray's professionalism, vision and commitment to education. Fr. Brunet suggested during this Lenten season not only fast but consider prayer and almsgiving in your daily routine.

## 15. Remarks/Questions by Trustees

Trustee Tope shared comments from Geneviève Cano, principal at St. Mary's Catholic Elementary French Immersion School on the success of the French Immersion JK/SK Open House.

Trustee Costante wished Superintendent Patrick Murray a happy retirement.

Trustee Valentinis recognized Superintendent Patrick Murray's commitment and 40 years of service to the Board.

Trustee Soulliere mentioned on February 8<sup>th</sup> the Holy Names Catholic Secondary School Festival Choir performed with the band Foreigner at Caesars Windsor. Trustee Soulliere also congratulated Superintendent Patrick Murray on his hard earned and well deserved retirement.

Trustee DiTomasso thanked Superintendent Patrick Murray for his commitment and dedication to the Board.

Trustee DiMenna mentioned had the pleasure to work with Superintendent Patrick Murray when he was a principal and as a Superintendent and wished him well on his retirement.

Student Trustee Dumlao thanked Superintendent Patrick Murray for his commitment to students over the past 40 years.

Student Trustee Gaspard wished Superintendent Patrick Murray a happy retirement.

Student Trustees Dumlao and Gaspard commented on the following school activities:

- *St. Joseph's* – Cupid's Combat; Couples Game Lunch Activity; Canadian Flag Day; School Musical Hairspray; Chocolate roses; and Candy Gram Serenade.
- *Holy Names* – Heart Game and Candy Grams during the month of February.
- *F.J. Brennan* – Heart attack game; An Orange Day fundraiser organized by a Brennan student with cancer raised \$1800 to benefit the South Western Ronald McDonald House.
- *Assumption* – Valentine's Day grams (roses, candy, singing grams); Pep Rally for senior boys WECDSA basketball champions; iClimb February 25th in support of United Way.
- *Catholic Central* – Students showed their Valentine's Day spirit by buying Candy Grams, roses and flower bouquets.
- *Cardinal Carter* – Candy Grams and Roses for Valentine's Day; Pep Rally which included a dance battle and a video in honour of Canada's 50th National Flag Day. The school also had guest speaker Matt Fraud to speak about healthy relationships.
- *St. Anne* – Began the month of February with a spirit week and rose grams were sold at the beginning of the month to celebrate Valentine's Day.
- *St. Thomas of Villanova* – Began the month by selling roses for Valentine's Day followed by a Cupid Contest. At the moment, their Student Council is organizing a Dodgeball tournament.

16. Pending Items: *None*



17. Future Regular Board Meetings: *Unless stated otherwise, all meetings will be held on the fourth Tuesday of the month at the Windsor Essex Catholic Education Centre - 1325 California Avenue, Windsor beginning at 7:00 p.m.*

- Tuesday, March 24, 2014
- Tuesday, April 28, 2015
- Tuesday, May 26, 2015
- **MONDAY**, June 22, 2015

*Committee of the Whole Board In-Camera Meetings will be held on the second Tuesday of the month at 6:00 pm (closed sessions).*

18. Adjourn to In-Camera meeting, if required: *Not required.*

19. Closing Prayer – Fr. Brunet please close the meeting with a prayer.

20. Adjournment – There being no further business, the Regular Board meeting of February 24, 2015 adjourned at 8:10 p.m.

*Not Approved*

**Barbara Holland**  
*Chairperson of the Board*

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



Ontario Catholic School  
Trustees' Association

# The Year in Review

2014

**SERVING** IN THE  
LOVE OF **CHRIST**



Ontario Catholic School  
Trustees' Association

## OUR MISSION

Inspired by the Gospel, we provide leadership, service and a provincial voice for Catholic School Boards in promoting and protecting Catholic education.

## OUR VISION

In keeping with our Mission, the Ontario Catholic School Trustees' Association:

### OPERATIONAL VALUES

- ☛ **Embodies** and promotes the values and traditions of our Catholic faith in all Association activities.
- ☛ **Respects** the principles of democratic and accountable governance.

### POLITICAL ADVOCACY

- ☛ **Protects** the constitutional right of the Catholic community to govern, control and manage Catholic schools.
- ☛ **Promotes** education in our province that reflects the Catholic principles of social justice.
- ☛ **Advocates** for government recognition of the distinctive nature of Catholic education.
- ☛ **Advocates** for provincial policy, legislation and funding support that enable Catholic boards to provide quality Catholic education.
- ☛ **Influences** the strategic and political direction of the Ontario government and opposition parties regarding issues that impact Catholic education.

### INFORMATION & SERVICES

- ☛ **Provides** faith formation and professional development resources and opportunities for its members.
- ☛ **Provides** to member boards information and services that recognize their diverse circumstances and needs.

### COMMUNICATIONS & PUBLIC RELATIONS

- ☛ **Develops** effective structures that enhance communication and working relationships among OCSTA and its member boards.
- ☛ **Communicates** with member Boards and Catholic partners regarding relevant educational issues and OCSTA activities.
- ☛ **Promotes** public understanding of and support for Catholic education.
- ☛ **Celebrates** and **highlights** Catholic education's significant and continuing contribution to Ontario society.

### PARTNERSHIPS

- ☛ **Stimulates** ongoing visioning of how Catholic education partners can collaborate to serve the interests of Catholic education.
- ☛ **Builds** significant partnerships within and beyond the Catholic community in support of Catholic education.

## 2014 in Review Message to OCSTA Members

Kevin Kobus  
Executive Director



Kathy Burtnik  
President



2014 was a year of change and new beginnings on many fronts for OCSTA and our members. We are most grateful to outgoing president Marino Gazzola for setting a strong foundation for the work to be done in 2014.

Among the initiatives that he aptly managed was the consultation with OCSTA members on the development of a central framework for bargaining. The legislation arising, in part, from that consultation reflected many of the recommendations put forward by OCSTA's member boards. *The School Board Collective Bargaining Act, 2014* was designed to bring stability to the labour negotiations environment through the creation of a central bargaining framework. With this legislation, OCSTA assumes the role of designated bargaining agent for Catholic school boards in Ontario.

Please know that your association is committed to ensuring that the new collective bargaining process supports and strengthens our Catholic schools. *The Year in Review: 2014* will provide you with an overview of the work being done by this association on your behalf, in the areas of labour, government relations, professional development, Catholic education, education finance, and community engagement.

Elections at both the provincial and municipal level had a significant impact on the work of OCSTA. As the association representing the voice of Catholic education in Ontario, we ensured that we communicated and met with all

three major parties to help shape the context for education policy direction in the province. Post-election we continue to meet and have discussions with the Minister of Education, Liz Sandals, and the Premier of Ontario, Kathleen Wynne. Such meetings give us an opportunity to articulate current priorities and issues in our system while positioning the association as a collaborative partner in the design and delivery of education in Ontario.

The fall 2014 municipal election brought some change at the local level. While we said good-bye to some of our long-serving and much-respected trustees, we also welcomed many newly elected trustees. We hope both new and returning trustees will find this report informative as a reference and as a tool for gauging the work ahead.

In a few months the Association will be celebrating a milestone anniversary that commemorates 85 years of trustee leadership and service in Catholic education. We look forward to seeing you at the association's 85<sup>th</sup> Annual General Meeting and Conference, April 30 – May 2, 2015, where we can gather as a community to set the direction of this Association for the years ahead.

Yours in Catholic education,

Kathy Burtnik, President  
Kevin Kobus, Executive Director

## Advocacy and Partnerships

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### Celebrating the Eucharist with MPPs at Queen's Park



On April 2, trustees representing Catholic school boards across the province joined with bishops from the Assembly of Catholic Bishops of Ontario (ACBO) and teachers from the Ontario English Catholic Teachers' Association (OECTA) to discuss with MPPs Catholic education and its role in the success of Ontario's school system.

The day began with a historic event – the first celebration of Mass at Queen's Park. His Eminence Thomas Cardinal Collins celebrated Mass in the Legislative dining room, and all MPPs and staff were invited to attend. Delegates were pleased to welcome Premier of Ontario Kathleen Wynne, Minister of Education Liz Sandals, Minister of Government Services and Government House Leader John Milloy, Opposition Leader Tim Hudak, and other MPPs.

In addition to office meetings with legislators, delegates were recognized by MPPs during the question period.



### Minister Sandals with students from Toronto CDSB's Cardinal Carter Academy for the Arts

The 2014 Lobby Day event for Catholic education was jointly coordinated by OCSTA, ACBO, and OECTA through the FACE initiative. FACE stands for Friends and Advocates for Catholic Education. Former FACE project manager Roger Lawler worked with consultants at Enterprise Canada to arrange for approximately 28 meetings between delegates and MPPs. Premier Wynne, PC Leader Tim Hudak, and Minister of Education Liz Sandals were among the provincial leaders meeting with Catholic school system delegation teams throughout the day.

We wish to thank members of our Student Trustee Catholic Board Council who attended and student band members from the Toronto Catholic DSB's Cardinal Carter Academy for the Arts, who provided wonderful musical performances during the evening reception.

## Labour

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The most significant event regarding labour for 2014 was the enactment of the *School Boards Collective Bargaining Act*. That Act established a new central collective bargaining framework,

including participation by the Crown. The *Act* further designated OCSTA as the employer bargaining agent for all bargaining units of every English-language separate district school board for central bargaining. Under the direction of our newly formed Labour Relations Committee, currently chaired by Trustee Patrick Daly, OCSTA has developed policies and procedures that will govern our collective bargaining processes as we move forward through 2015.

In preparation for the current negotiations, staff have met regularly with representatives of the Crown, as well as representatives of other Trustees' Associations. We have also reached out to many of our boards in the areas of human resources, employee relations, and finance, tapping into their rich expertise.

Board staff from across the province have participated in our Collective Bargaining Advisory group, providing input with regard to current agreements and the challenges experienced by school boards. This input will help inform our table positions on many key items. Some of these staff are further assisting through participation on various bargaining teams. This is a large commitment and we underscore our sincere thanks to all of our member boards for their invaluable assistance in this regard.

We will continue to regularly update our chairs and directors with regard to the status of central collective bargaining as we move forward in 2015.

During this past year, we have also seen the release of various Ministry reports, including

- teacher workload and professionalism
- principal/vice-principal workload
- implementation of PPM 155 (diagnostic assessments)
- implementation of Regulation 274 (teacher hiring practices)

**Note:** These reports can be accessed at the following site:

<http://www.edu.gov.on.ca/eng/policyfunding/memos/november14>

These reports highlight some of the issues that are of significant importance to our member boards and may form the subject of central matters discussed at the bargaining table.

During the spring of 2014, OCSTA was very pleased to welcome Sharon Duffy to our Labour Relations department. Sharon has been seconded from the Toronto Catholic District School Board. We sincerely welcome Sharon to the team as she joins Mike McPhee and Wally Easton as part of our current core Labour Relations staff. Pam DeNobrega has also moved to our new Labour Relations office and continues to provide administrative/clerical support to our department.

While expanding core staff to build our capacity, we were able to secure additional office space in the adjoining building at Yonge and Eglinton. The Labour Relations office is located at 2300 Yonge Street, Suite 1704, Box 2427, Toronto, ON, M4P 3C8, and we can be contacted at 416-487-4273.

We all look forward to continuing to serve our OCSTA member boards throughout the next year. We hope that all of our collective efforts serve to enhance Catholic education and the well-being and achievement of our students.

## Finance

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Much of the past year has been devoted to supporting the Labour Relations Department in the preparations for bargaining under the new *School Boards Collective Bargaining Act*. As school board staff are aware, we have made several data requests to boards, much of which has been financial. In addition, there have been numerous

discussions and consultations for the upcoming labour negotiations.

OCSTA and OCSBOA sponsored the annual Business Seminar in April immediately prior to OCSTA's AGM. The guest speakers were former Minister of Education, Janet Ecker, and the Auditor General of Ontario, Bonnie Lysyk. The seminar also included a panel discussion on school board efficiency and modernization.

Approximately 85 delegates attended the seminar in Niagara Falls.

As in past years, OCSTA completed the annual analysis of school boards' estimates which were submitted to the Ministry last June. The analysis showed that most Catholic boards continue to maintain a healthy financial position although there has again been a slight decrease in the total accumulated surplus of Catholic boards. We have been monitoring the impact of recent changes to the *Grants for Student Needs (GSNs)*, particularly the changes to the *Board Administration and Governance Grant* and the *High Needs Amount of the Special Education Grant*, both of which are being phased in over a four-year period. The analysis also showed a slight increase in elementary enrolment for Catholic boards. While much of the increase is due to the implementation of full day kindergarten, there is also an increase in the overall primary enrolment. However, secondary enrolment will continue to decrease provincially for the next few years.

OCSTA submitted its annual Finance Brief, *Partners in Achieving Excellence*, to the Minister in November, a copy of which was sent to all Catholic school boards. OCSTA also participated in the Ministry's 2015-16 Funding Consultation and provided input on a variety of issues, including efficient use of school space, community partnerships, and the new draft *Pupil Accommodation Review Guidelines*.

## Faith & Professional Development

### Catholic Education Week 2014

# SERVING IN THE LOVE OF CHRIST

The resource package and theme song that arrive in Ontario Catholic boards for Catholic Education Week (CEW) are prepared by a dedicated group of religion and music educators from a half dozen Catholic school boards. We thank the following educators for their contributions to this work in 2014:

**Paul Beaudette**, Hamilton-Wentworth CDSB

**Janet Bentham**, Ottawa CSB

**Sr. Pat Carter**, Huron-Superior CDSB

**Paul De Vuono**, Dufferin-Peel CDSB

**José Gauvreau**, Conseil scolaire catholique de district des Grandes Rivières

**Les Miller**, Ontario Institute for Studies in Education

**Martina Smith**, York CDSB

**Katharine Stevenson**, Halton CDSB

**Stephanie Maher**, Simcoe Muskoka CDSB

We'd also like to express special thanks to the writer and performer of the 2014 Catholic Education Week song, Dufferin-Peel CDSB teacher **Nancy Bodsworth**.

### Province-wide Mass

A new feature for Catholic Education Week introduced in 2014 was the first ever province-wide student Mass. The event was the idea of the student trustees on the provincial Catholic Board Council.

In addition to this unique event, the Catholic student trustee leadership extended a special invitation to the Holy Father to bring greetings to the students of Ontario on the occasion of this historic province-wide Mass.

With the support and assistance of staff at the Toronto Archdiocese, this invitation was presented to Pope Francis. Given the volume of invitations and requests received by the Vatican for the Holy Father, our students and the education community as a whole were thrilled to receive notice that Pope Francis had responded to the request with a message to Ontario's students. That message was read at the beginning of each Mass.

The following is an excerpt from Pope Francis' message to Cardinal Collins for students in Ontario's Catholic schools:

*"...In light of the theme you have chosen, "I am among you as one who serves" (Lk 22:27), the Holy Father prays that you will keep your hearts and minds focused on Jesus Christ, thereby imitating his zeal and joy in the service of others. He especially encourages you, staff and the students alike, to embrace prayerfully the wonder and the beauty of the Gospel, so as to be constantly renewed by the grace of Christ's presence..."*

In addition to the message from the Holy Father, school communities also received a unique video recorded message from their respective diocesan bishop(s). These videos were shown before Mass at school/board locations throughout the province.

The event generated media attention and much appreciation throughout our school system for the leadership and enthusiasm of our Catholic school students.

### **Good Governance Centre for Catholic Trustees**

Developed several years ago by the Ontario Education Services Corporation (OESC), the Good Governance for School Boards Trustee Professional Development Program consists of content-rich modules that were delivered as part of a series of seminar sessions hosted by OCSTA between 2011 and 2014. Each module presented at these events was revised by OCSTA to reflect

the values, perspectives, and priorities of Catholic trustees.

In 2014, OCSTA's Board of Directors decided to make these modules accessible to OCSTA members on an ongoing basis – especially following municipal elections when much of this information can support new trustee orientation efforts.

To make this program more accessible to members on an ongoing basis, OCSTA created an online learning centre for trustees called the Good Governance Centre. This online portal for constantly updated professional development content is contained within a fully automated online learning system that allows for self-directed learning and access to downloadable documents and multi-media resources (including videos). The Good Governance Centre can be accessed from any page of the OCSTA website at [www.ocsta.on.ca](http://www.ocsta.on.ca).

Trustees who completed modules during the initial roll out at OCSTA seminars have full access to this system and can use their login credentials to enter the centre and download content twenty-four hours a day. Most of the material that was previously presented at seminars has been updated.

### **OCSTA/OECTA Religious Education AQ Courses**

For over forty years, OECTA and OCSTA have been jointly overseeing the Religious Education Additional Qualifications (AQ) program. Not only is this an important symbol of unity among our Catholic partners, but it is also a unique professional learning program that is not offered in other provincial jurisdictions offering full funding of Catholic schools, e.g., Alberta or Saskatchewan.

The Religious Education AQ courses, especially Part 1, are a requirement to work in almost all Ontario Catholic school boards. Many boards also



require Parts 2 and Part 3 (Specialist) for leadership positions in their schools and board offices.

Over the last several years, there has been a measureable decline in teachers taking this OEFTA/OCSTA program. In part this is due to a decline in hiring of new teachers and also due to the fact that teachers are permitted to take these courses at Ontario Faculties of Education.

Courses offered at Ontario Faculties of Education are not part of the OCSTA/OEFTA program and thus neither OEFTA nor OCSTA staff members are permitted to oversee or review these faculty programs.

In an attempt to further expand the Religious Education AQ program, both the OEFTA and the OCSTA Board of Directors have authorized the program to be advertised in US border dioceses, including Detroit, Buffalo, and Ogdensburg.

### **OCSTA Certificate Course in Catholic Education Leadership**

Approximately thirty trustees, representing several boards across Ontario, have enrolled in a unique certificate program for trustees developed by OCSTA and offered in collaboration with several Catholic universities in Ontario.

The course involves ten on-line lessons, as follows:

- Ontario Catholic Education: A Legal and Historical Overview
- Social Teaching, Catholic Education & The Catholic Trustee
- Catholic Media and Organizations to Support Catholic Trustees
- Leadership within the Changing Reality of Catholicism
- Leadership Lessons of Pope Francis
- Our Future: Youth Engagement in Catholic Education

- First Nations, Metis, and Inuit Issues in Catholic Education
- Best Practices: The Triad Relationship (Home, School and Parish)
- Catholic Education Around the World: Canada, USA, Europe, India, South America, Africa and Australia
- Local/Regional Course Topics (for local, in-person sessions).

Course schedule: January – April, 2015

### **Developing *Accepting Schools Act* Resources for Catholic Educators**

As a result of requirements arising out of the *Accepting Schools Act* legislation, the OESC (Ontario Educational Services Corporation) was commissioned to design educational resources for all four school systems in Ontario (Catholic, French Catholic, Public, and French Public).

In the spring, summer, and autumn of 2014, writers from French and English Catholic boards met under the leadership of ICE (Institute for Catholic Education) to design materials consistent with Catholic teaching. OCSTA is represented on this team by Director of Catholic Education Brian O’Sullivan.

These resources are expected to be available on the OESC website in March 2015.

### **OCSTA First Nations Trustees’ Advisory Council**

The First Nations presence is significant in both northern and southern Ontario. Southern Ontario cities, including Brantford, Sarnia, London, Toronto, Barrie, Peterborough, Belleville, Kingston and Ottawa, have significant numbers of First Nations communities. First Nations, Metis, and Inuit Education (FNMI) student achievement has become an important priority of the Ontario government.

OCSTA's First Nations Trustees' Advisory Council (FNTAC) monitors developments in aboriginal education and brings forward initiatives and recommendations to address current issues. This past year the FNTAC reviewed reports on

- federal funding shortfalls for FNMI education (Don Drummond)
- achievement reports on FNMI students (People for Education)
- Charter of Commitment for FNMI Education designed by OPSBA (Ontario Public School Board Association)

The committee is considering an AGM resolution for 2015 to invite OCSTA to endorse the FNMI Charter with the inclusion of references to Catholic education.

### Professional Development Events

As the only organization offering professional development specifically for English-speaking Catholic school board trustees in Ontario, OCSTA regularly assesses the needs of the membership to develop, in conjunction with the Board of Directors, event programming to support trustee professional development.

This program includes the following events:

- Catholic Trustees' Professional Development Seminar – January
- OCSTA/OCSBOA (Ontario Catholic School Business Officials' Association) Business Seminar - May
- OCSTA AGM & Conference - April
- OCSTA Regional Meetings – held in the fall and in the spring at the AGM and Conference
- OCSTA School Board Communicators' Seminar – November
- Labour Relations Seminar – date varies



(l. to r.) Kevin Kobus, OCSTA E.D.; Janet Ecker, Former Minister of Education; and Kathy Burtnik, OCSTA President

Some of the topics presented and discussed at 2014 OCSTA events include

- “Reinforcing the Provincial Framework for Catholic Student Trustee Leadership Development at OCSTA” (student trustee workshop and discussion session), facilitated by Niagara Catholic DSB principals Ralph DeFazio and Ken Griepsma
- “How Catholic School Boards are Using Technology to Enhance Education,” a panel discussion with Catherine Montreuil, Director of Education, Bruce-Grey CDSB; Rick Brassard, Chair, Northeastern CDSB; Lori Di Marco, Superintendent of Learning, Student Achievement and Well-Being, Toronto CDSB
- “From a Small Seed: The Blossoming and Fruits of Elementary Chaplaincy at the Niagara Catholic DSB,” presented by Debra McCaffery, Board Chaplaincy Leader, Niagara CDSB
- “Digital Literacy and e-Learning – Challenges and Opportunities,” presented by Jesse Brown, Digital Media Expert, Broadcast Journalist (CBC), and co-founder of popular educational website Bitstrips.com



## Promoting Catholic Education

For the 2014 Faith in Our Future Short Video Contest, students in grades 4-12 were invited to develop two-minute video presentations on the experience of Advent in Catholic schools. As in previous contests, the videos were mounted on YouTube and easily promoted using various social media channels from Twitter to Facebook.

Social media has proven to be an effective method for sharing the good news about Ontario's Catholic schools with as many people in the Catholic community as possible.

Awards were presented to the three top scoring videos in each of the elementary and secondary school panels for a total of six awards.

Prizes presented were as follows: first place: \$200 Best Buy Gift Card; second place: \$150 Best Buy Gift Card; and third place: \$100 Indigo Gift Card.

The following are elementary and secondary school winners of the 2014 Advent Short-Video Contest for Students:

### Elementary Level:

**1<sup>st</sup> place:** "[Experiencing Advent](#)", St.

Michael CES, London DCSB

**2<sup>nd</sup> place:** "[Prepare and Rejoice](#)", St. Francis CES, London DCSB

**3<sup>rd</sup> place:** "[Faith in our Future: Advent Focus](#)", St. James CES, Ottawa CSB

### Secondary Level:

**1<sup>st</sup> place:** "[We Know Advent](#)", St. Edmund Champion CSS, Dufferin-Peel CDSB

**2<sup>nd</sup> place:** "[President's Council Advent Video](#)", Fr. Bressani CSS, York CDSB

**3<sup>rd</sup> place:** "[Advent: The Hopeful Wait](#)", St. Edmund Champion CSS, Dufferin-Peel CDSB

Congratulations to all students and staff who worked together to create submissions for this contest.

To see all submissions, please visit the [OCSTA Channel](#) on YouTube: ([www.youtube.com/ocstavideo1](http://www.youtube.com/ocstavideo1)).



## Association Governance

---

The Association is managed by a board of directors made up of 18 Catholic school trustees representing 12 regions from across Ontario.

### OCSTA BOARD OF DIRECTORS

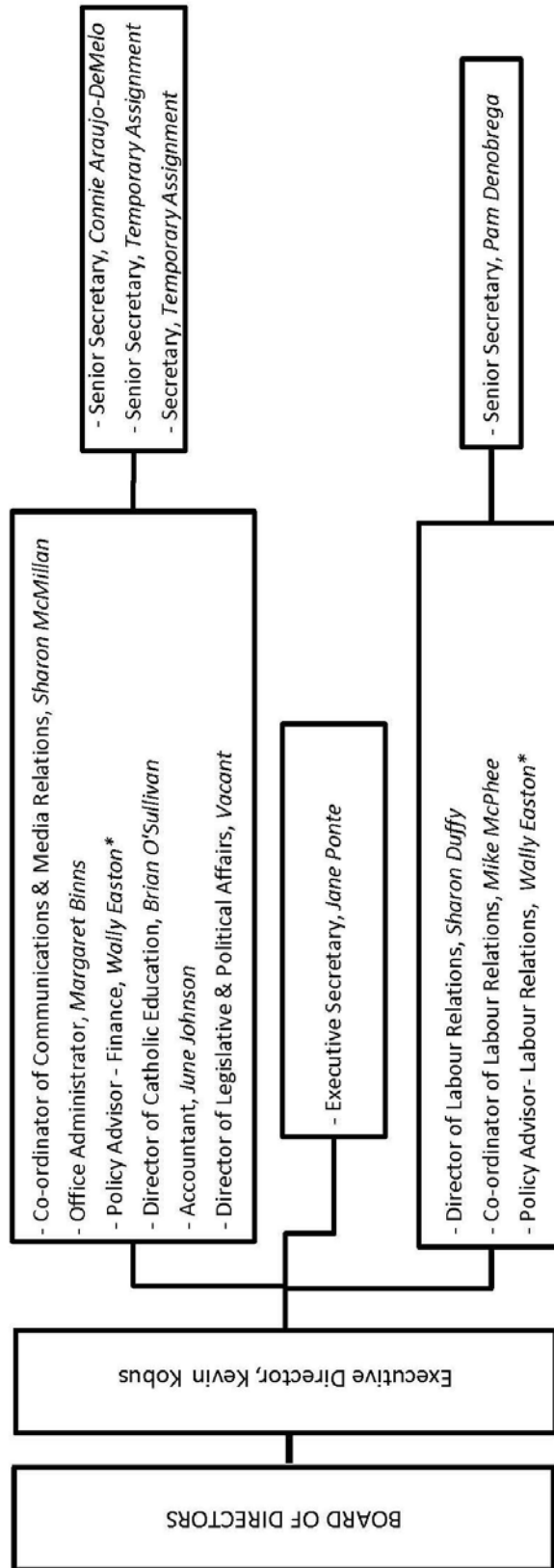
President: **Kathy Burtnik**, *Niagara Catholic District School Board*  
 Vice President: **Bob Schreder**, *Renfrew County Catholic District School Board*  
 Past President: **Marino Gazzola**, *Wellington Catholic District School Board*

| Region No.   | Director                                                                                               | Catholic School Board/s in Region                                                                                                                                                                                                         |
|--------------|--------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1            | <b>Colleen Landers</b><br><i>Northeastern CDSB</i>                                                     | Huron-Superior Catholic District School Board<br>Nipissing-Parry Sound Catholic District School Board<br>Northeastern Catholic District School Board<br>Sudbury Catholic District School Board                                            |
| 2            | <b>Paul Landry</b><br><i>Kenora CDSB</i>                                                               | Kenora Catholic District School Board<br>Northwest Catholic District School Board<br>Superior North Catholic District School Board<br>Thunder Bay Catholic District School Board                                                          |
| 3 (at large) | <b>Anne-Marie Fitzgerald</b><br><i>The Northwest CDSB</i>                                              | Northern Regions 1 & 2                                                                                                                                                                                                                    |
| 4            | <b>Beverley Eckensweiler</b><br><i>Bruce-Grey CDSB</i>                                                 | Brant Haldimand Norfolk Catholic District School Board<br>Bruce-Grey Catholic District School Board<br>Huron-Perth Catholic District School Board<br>Waterloo Catholic District School Board<br>Wellington Catholic District School Board |
| 5            | <b>Linda Ward</b><br><i>St. Clair CDSB</i>                                                             | London District Catholic School Board<br>St. Clair Catholic District School Board<br>Windsor-Essex Catholic District School Board                                                                                                         |
| 6            | <b>Patrizia Bottoni</b><br><b>Frank D'Amico</b>                                                        | Toronto Catholic District School Board                                                                                                                                                                                                    |
| 7            | <b>Anna da Silva</b><br><b>Thomas Thomas</b>                                                           | Dufferin-Peel Catholic District School Board                                                                                                                                                                                              |
| 8            | <b>Carol Cotton</b>                                                                                    | York Catholic District School Board                                                                                                                                                                                                       |
| 9            | <b>Shawn Cooper</b><br><i>Simcoe Muskoka CDSB</i>                                                      | Durham Catholic District School Board<br>Peterborough, Victoria, Northumberland & Clarington Catholic District School Board<br>Simcoe Muskoka Catholic District School Board                                                              |
| 10           | <b>Andrew Bray</b><br><i>Renfrew County CDSB</i>                                                       | Algonquin & Lakeshore Catholic District School Board<br>Catholic District School Board of Eastern Ontario<br>Renfrew County Catholic District School Board                                                                                |
| 11           | <b>Patrick Daly</b><br><i>Hamilton-Wentworth CDSB</i><br><b>Arlene Iantomasi</b><br><i>Halton CDSB</i> | Halton Catholic District School Board<br>Hamilton-Wentworth Catholic District School Board<br>Niagara Catholic District School Board                                                                                                      |
| 12           | <b>Mark Mullan</b>                                                                                     | Ottawa Catholic School Board                                                                                                                                                                                                              |

Executive Director: **Kevin Kobus**  
 Chaplain: **Father Patrick Fitzpatrick**  
 ACBO Liaison: **Bishop John Boissonneau**



Ontario Catholic School Trustees' Association



\*dual role

## Membership

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**Greg Speagle, Chairperson**

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**Patricia Preston, Director of Education**  
**Elizabeth Crowe, Chairperson**







Ontario Catholic School  
Trustees' Association



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

**Meeting Date:**  
March 24, 2015

## BOARD REPORT

**Public**  **In-Camera**   
**PRESENTED FOR:** Information  Approval   
**PRESENTED BY:** Senior Administration  
**SUBMITTED BY:** Paul A. Picard, Director of Education  
 Mario Iatonna, Executive Superintendent of Corporate Services  
**SUBJECT:** **2015-16 BUDGET CONSULTATION SURVEY**  
**RECOMMENDATION:**

**That the report on the 2015-16 Budget Consultation Survey be received as information.**

### SYNOPSIS:

This report has been prepared to provide information on the 2015-16 Budget Consultation Survey results.

### BACKGROUND COMMENTS:

The Board is committed to ensuring that sufficient communication and consultation with the community exists regarding 2015-16 budget development. The community has been invited to provide input at an early stage of budget development through a formal budget consultation survey. The intent of the survey is to inform the Board's budget development and assist in formulating and affirming Board priorities as the Board works to promote excellence in education within a Faith-centered learning environment.

Availability of the survey on the Board's website was advertised in the Windsor Star, and communicated formally to certain stakeholders including Principals and Vice-Principals, the Parent Involvement Committee, the Special Education Advisory Committee, the French Immersion Advisory Committee, the Audit Committee, School Advisory Councils, employee groups (OECTA, Unifor, CUPE, Non-Union), and employees via the internal shared staff folder. On January 29 and March 4, synovoice messages were sent to all student families inviting their participation in the survey.

In addition, the Director of Education formally communicated to the Pastoral Team informing them of the survey and requesting their assistance in notifying their parish communities of the opportunity to provide input.

As of the original March 6, 2015 submission deadline, 307 survey responses were received. Four additional submissions were received by Sunday, March 8<sup>th</sup>. These responses have been captured in the 311 survey responses compiled and summarized in Appendix A for the Board's information and consideration.

Future opportunities for community consultation continue to exist through the budget development process.

**FINANCIAL IMPACT:**

N/A

**TIMELINES:**

The Budget Survey was posted on the Board website on January 30, 2015. The final draft Budget is scheduled to be tabled with the Board of Trustees at its meeting of May 26, 2015, with final deliberation and approval on June 22, 2015.

**APPENDICES:**

Appendix A: WECDSB 2015-16 Budget Consultation Survey Results

Appendix B: WECDSB Budget Consultation Survey

**REPORT REVIEWED BY:**

|                                     |                           |                |                |
|-------------------------------------|---------------------------|----------------|----------------|
| <input type="checkbox"/>            | EXECUTIVE COUNCIL:        | Review Date:   | --             |
| <input checked="" type="checkbox"/> | EXECUTIVE SUPERINTENDENT: | Approval Date: | March 17, 2015 |
| <input checked="" type="checkbox"/> | DIRECTOR OF EDUCATION:    | Approval Date: | March 17, 2015 |

Appendix A



# 2015-16 Budget Consultation Survey Results

March 24, 2015



# 2015-16 Budget Consultation Survey Overview

The Windsor-Essex Catholic District School Board is committed to ensuring that programs and services continue to support high levels of student achievement and faith development. As part of the Budget consultation process, the Board invited its stakeholders to provide input into the development of the 2015-16 Budget. The intent of the survey is to inform the Board's budget development process and to assist in formulating and affirming the Board priorities as the Board works to promote excellence in education within a faith-centered learning environment.

- ☑ **FAITH-CENTERED LEARNING**
- ☑ **PROMOTING STUDENT ACHIEVEMENT AND WELL-BEING**
- ☑ **STEWARDSHIP OF RESOURCES**
- ☑ **EMPLOYEE DEVELOPMENT**
- ☑ **STRENGTHENING PUBLIC CONFIDENCE**

# Budget Consultation Survey Process

**Responses** Collection period:  
January 30 to March 6, 2015 (5 weeks)



- Total: 311
- Parent/Guardian: 229 (73.6%)
- Student: 2 (0.6%)
- WECDSB Staff Member: 44 (14.2%)
- Catholic Ratepayer: 23 (7.4%)
- Community Member: 5 (1.6%)
- Other: 8 (2.6%)

## Targeted Questions



- To determine budget priorities
- Based on Board & Ministry priorities
- Aim is to include relevant questions to impact budget

## Consideration for Budget



- Feedback received for budget development
- Summarized and presented to Trustees for consideration

## Stakeholder Priorities

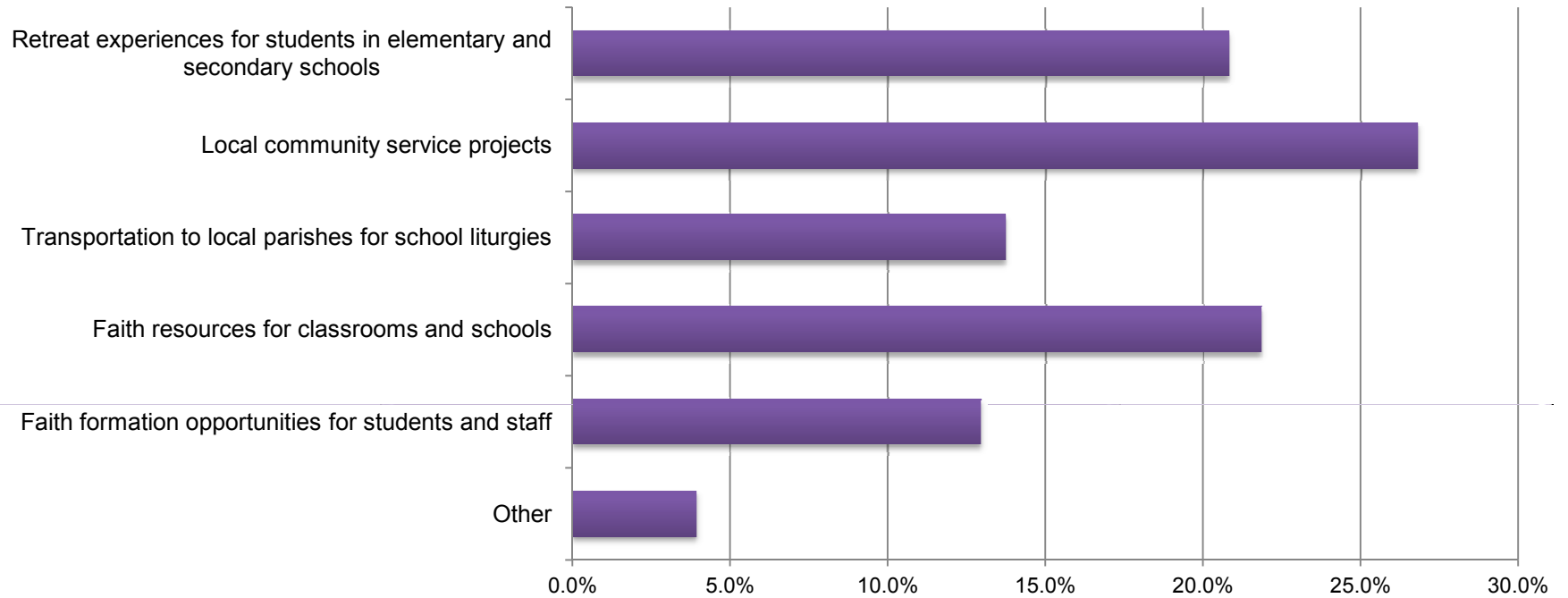


- Survey sent to stakeholders and available to general public
- Results were tabulated
- Priorities identified through survey responses

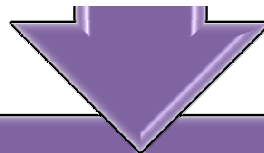


# Budget Consultation Survey Results

**Q1. Faith development plays a central role in our Catholic system. Where do you believe efforts should be focused in the area of faith development? (Select all that apply)**



Results are representative of a percentage of total selections made



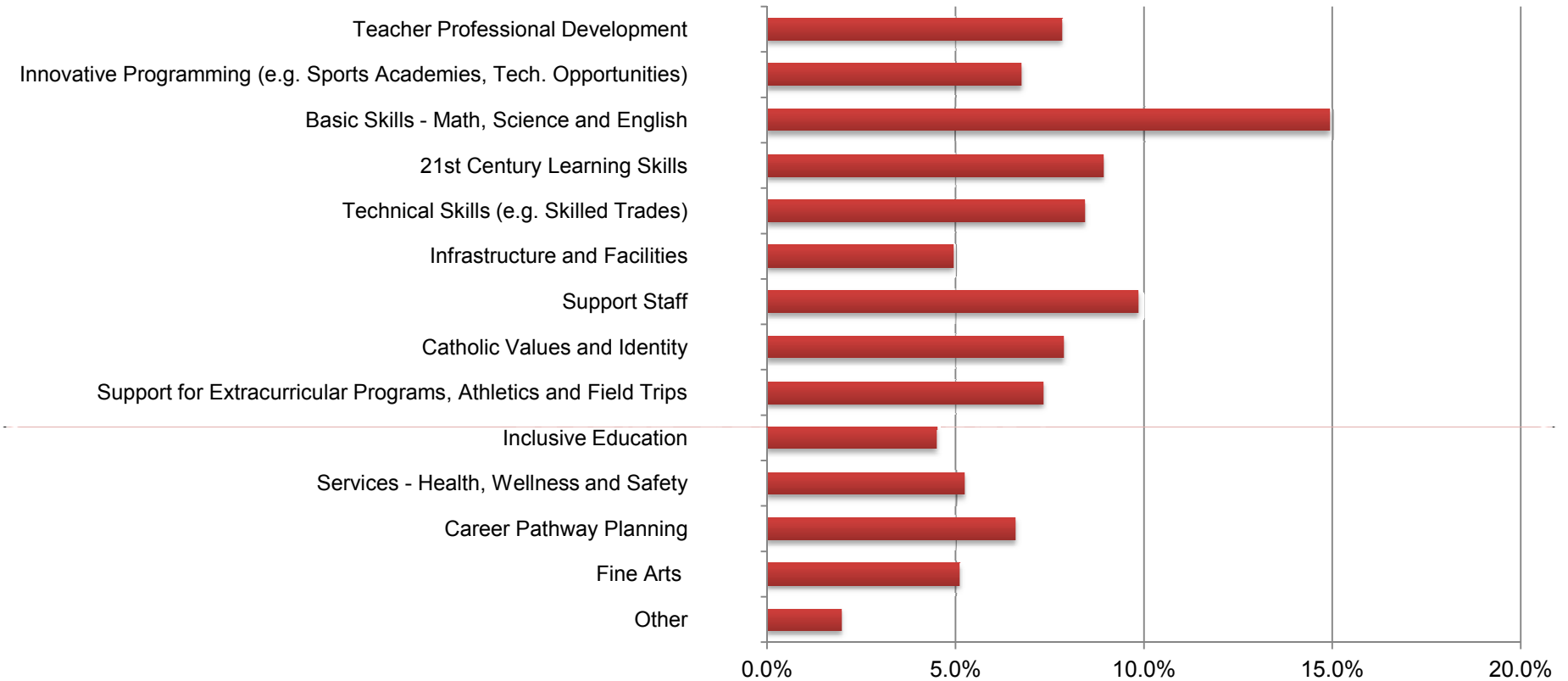
## Consideration for budget

Stakeholders have identified local community service projects and faith resources as the main areas of focus for faith development.



# Budget Consultation Survey Results Continued...

**Q2. As a stakeholder of the Windsor-Essex Catholic District School Board, which items would you like the Board to consider as essential to the education of children? (Select all that apply)**



Results are representative of a percentage of total selections made



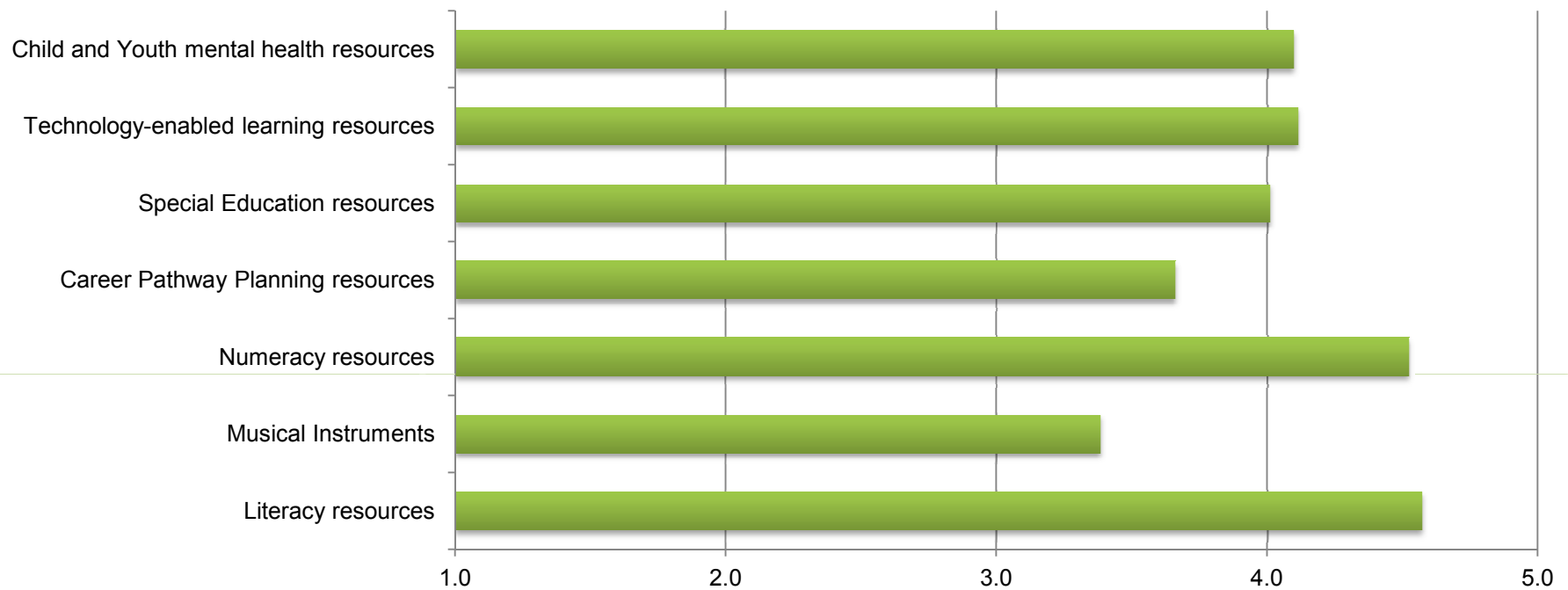
**Consideration for budget**

**Basic Skills – Math, Science and English are considered essential to stakeholders.**

# Budget Consultation Survey Results Continued...

**Q3. Student Achievement resources are used to facilitate student learning & engagement and play a central role in our Catholic system. Please rate each of the following resources that support student achievement and well-being.**

**(1 = low importance; 5 = high importance)**



Results represent a weighted average calculation of all ratings for a particular resource

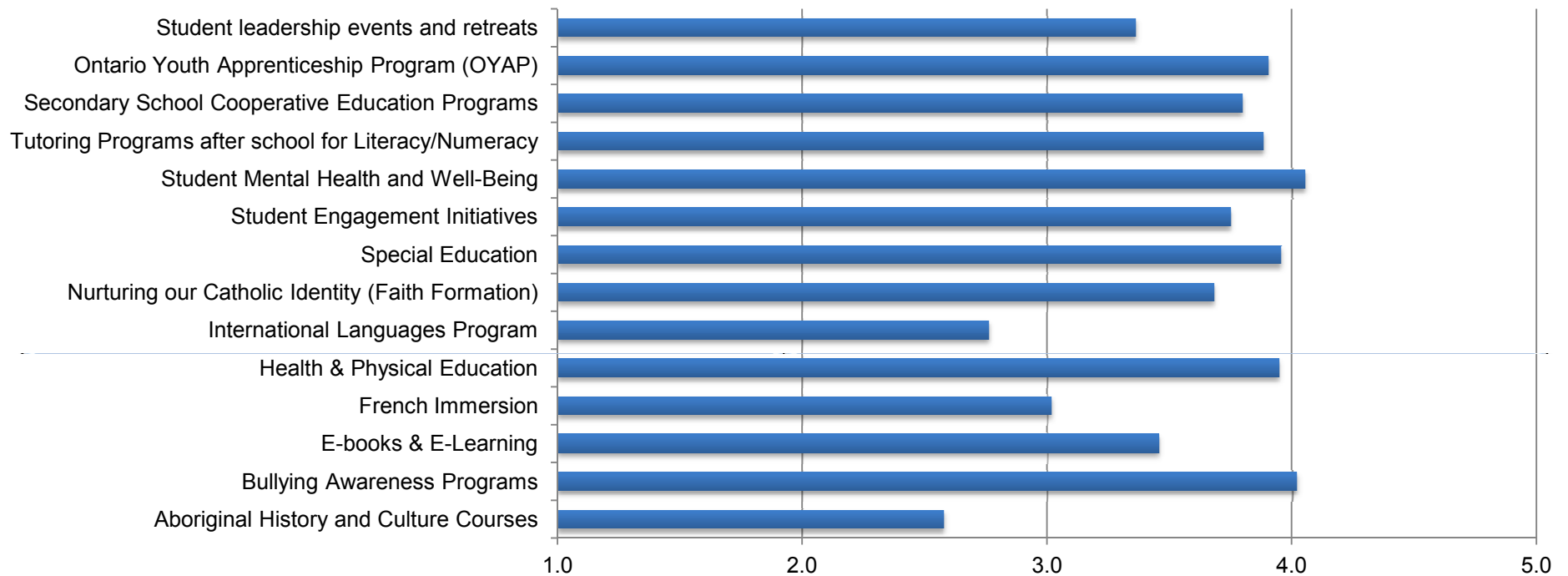


**Consideration for budget**

Stakeholders have ranked literacy and numeracy resources as the most important.

# Budget Consultation Survey Results Continued...

**Q4. Please rate each of the following programs and services that support student achievement and well-being.  
(1 = low importance; 5 = high importance)**



Results represent a weighted average calculation of all ratings for a particular option

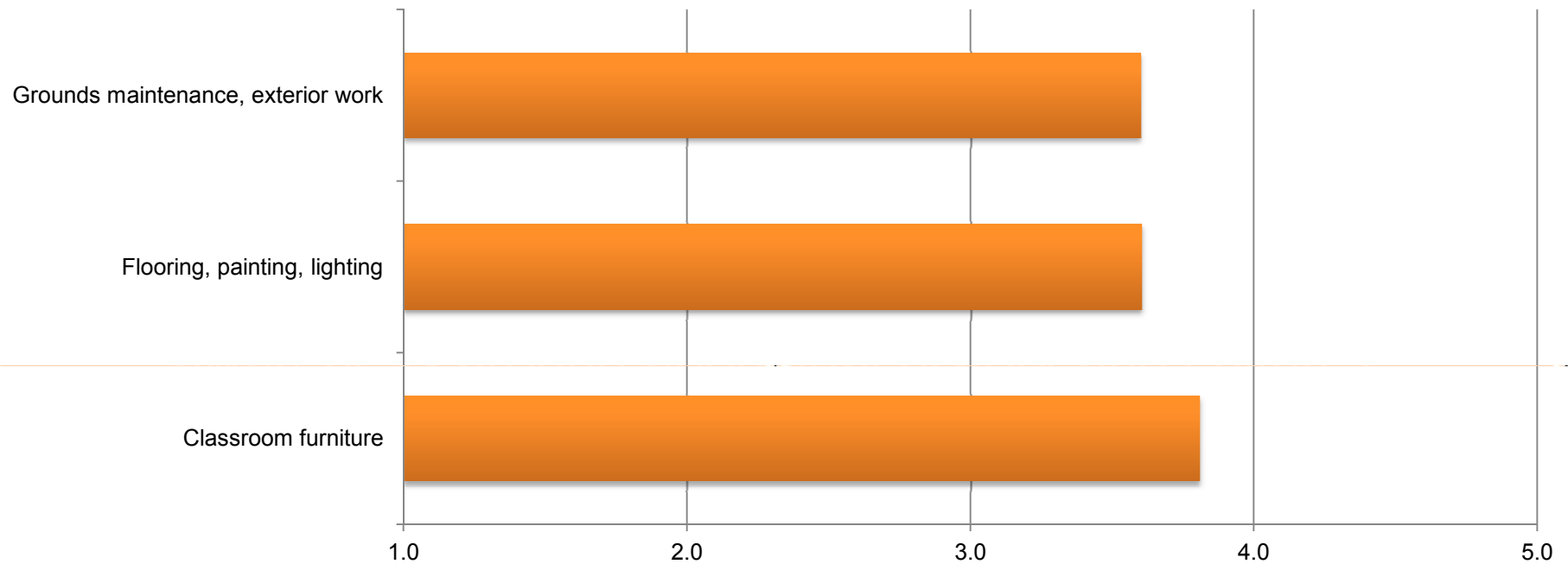


## Consideration for budget

Stakeholders have ranked Bullying Awareness Programs and Student Mental Health & Well-Being as being of high importance.

# Budget Consultation Survey Results Continued...

**Q5. Please rate the school building component that you believe requires more service, maintenance or replacement.  
(1 = requires least service; 5 = requires most service)**



Results represent a weighted average of all ratings for a particular component

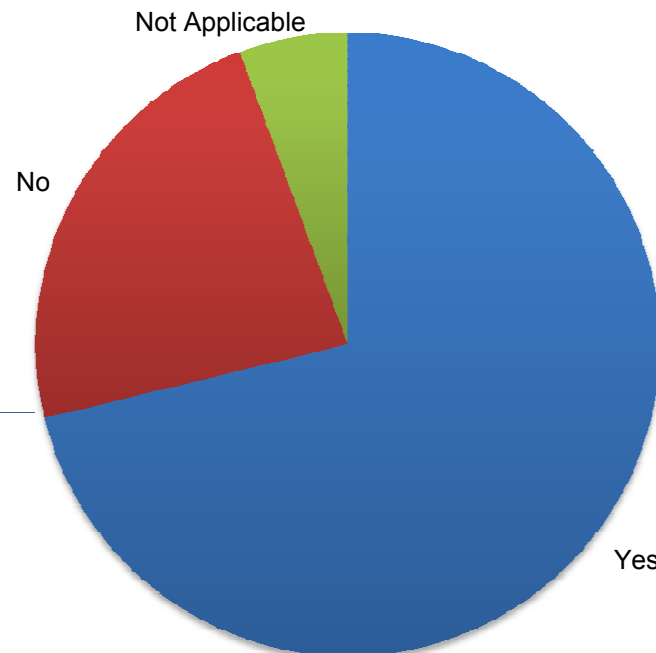


**Consideration for budget**

Stakeholders have ranked classroom furniture as the highest priority.

# Budget Consultation Survey Results Continued...

**Q6. As a parent, would you prefer to utilize an on-line payment system to pay for field trips, activity fees, school lunches, etc.?**

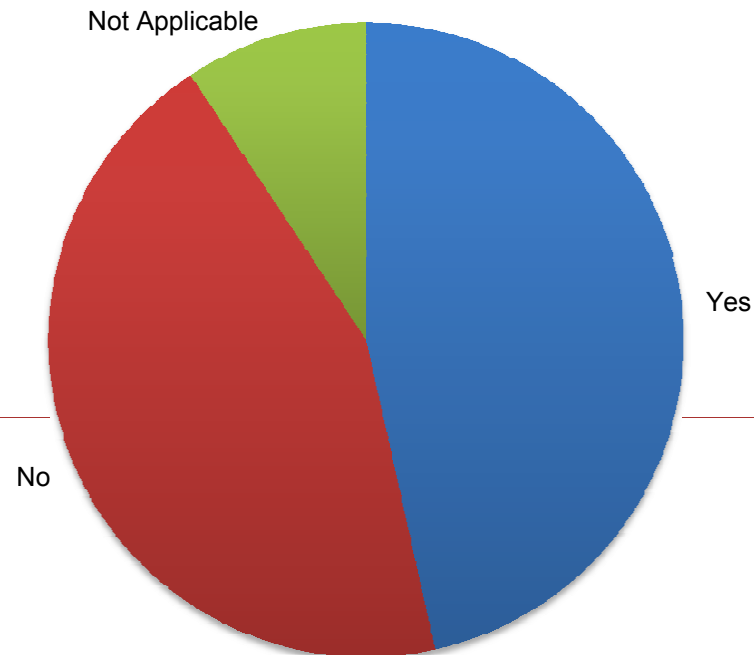


**Consideration for budget**

The majority of parents indicate that they would prefer to utilize an on-line payment system.

# Budget Consultation Survey Results Continued...

**Q7. As a parent, are you in favour of an increase or introduction of fees for optional programs?**

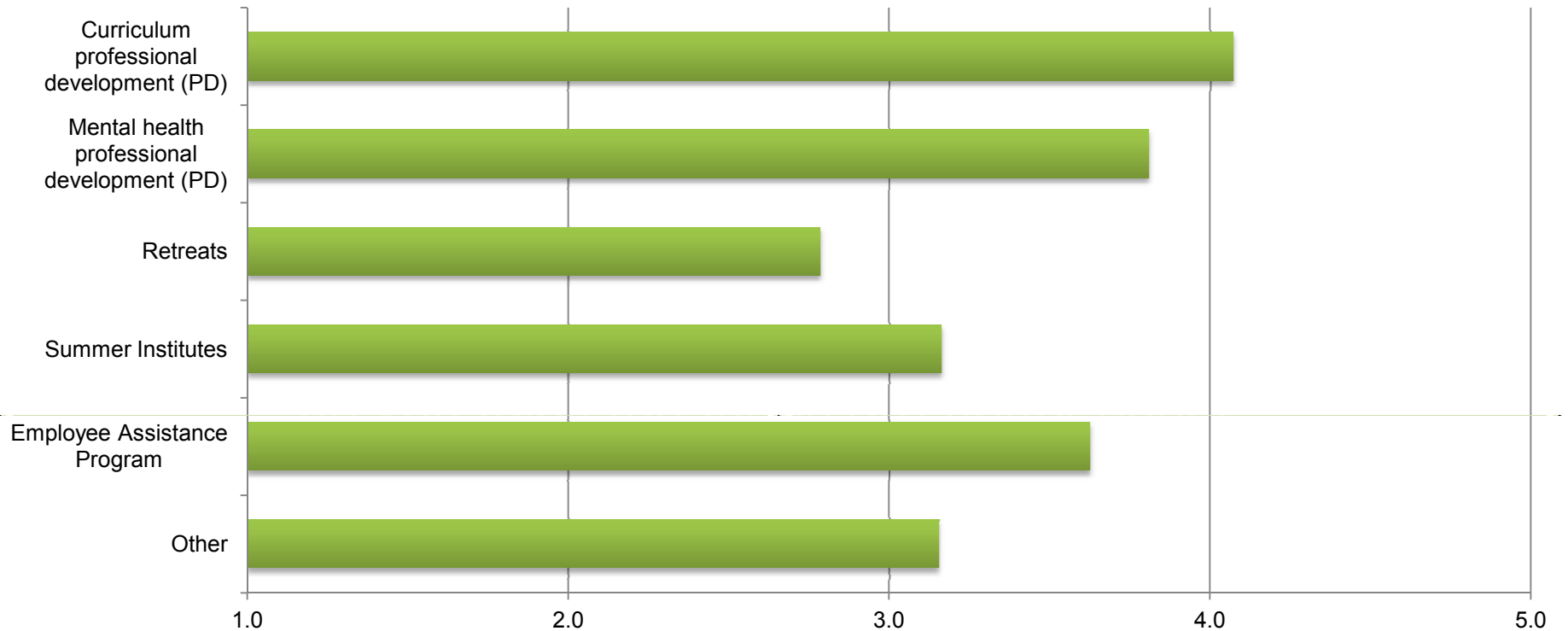


**Consideration for budget**

Parents are marginally in favour of an increase or introduction of fees for optional programs.

# Budget Consultation Survey Results Continued...

**Q8. What activities do you value most in supporting employee development?**  
Please indicate the priority for each of the options below.  
(1 = low priority; 5 = high priority)



Results represent a weighted average calculation of all ratings for a particular activity

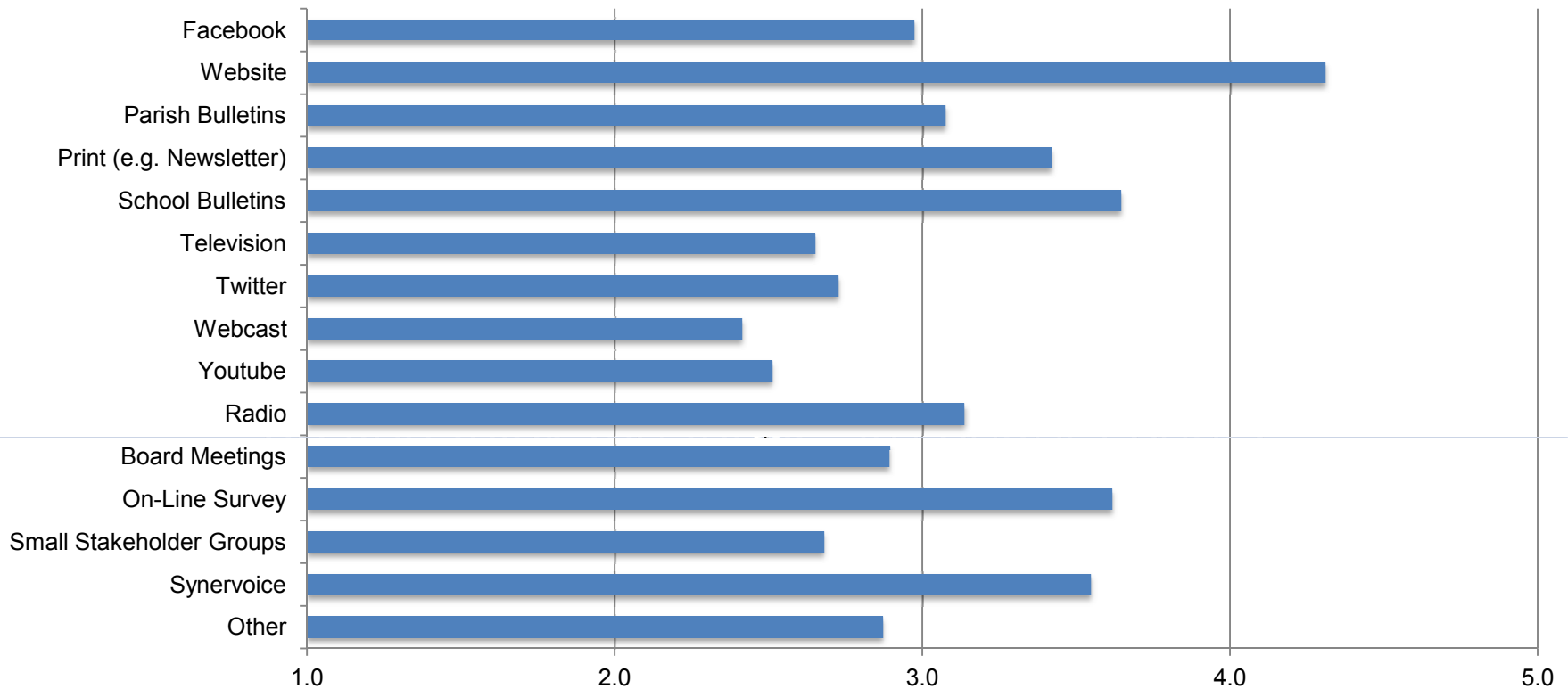


**Consideration for budget**

Stakeholders have identified curriculum professional development as the highest priority.

# Budget Consultation Survey Results Continued...

**Q9. Please rate the methods that the WECDSB may use to best communicate and consult with the public.  
(1 = least effective; 5 = most effective)**



Results represent a weighted average calculation of all ratings for a particular method



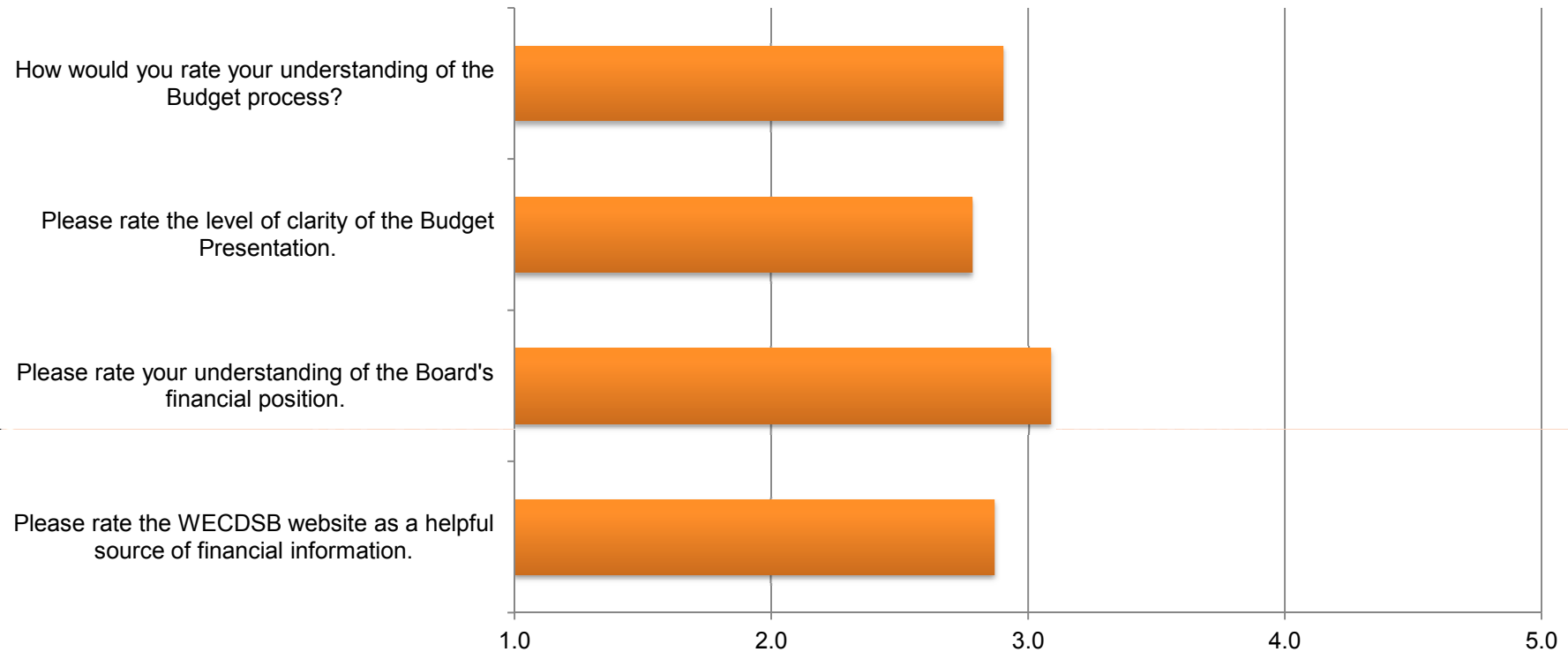
**Consideration for budget**

Stakeholders have identified the WECDSB website, school bulletins and on-line surveys as the best methods of communication.



# Budget Consultation Survey Results Continued...

**Q10. Please rate these public financial information questions.  
(1 = low; 5 = high)**



Results represent a weighted average of all ratings for a particular question

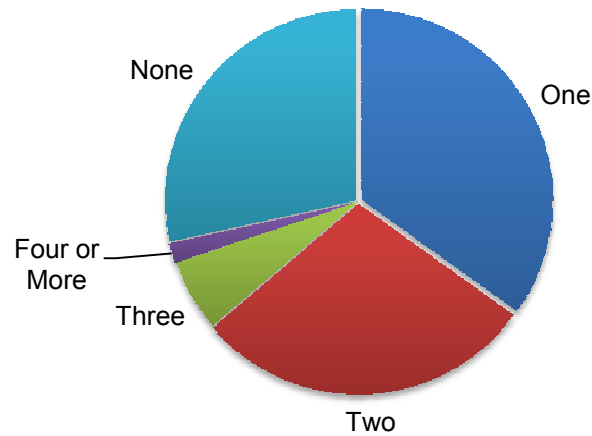


## Consideration for budget

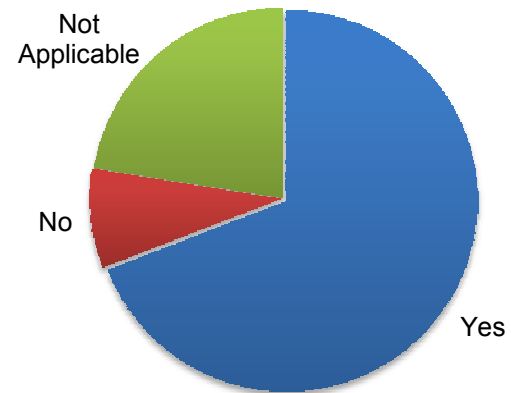
Stakeholders have a basic understanding of the Board's Budget process and financial position.

# Budget Consultation Survey Results Continued...

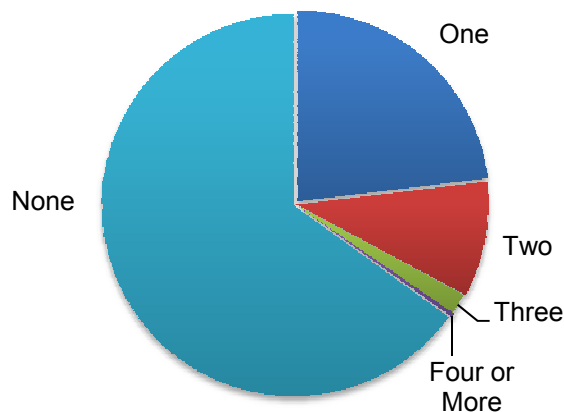
**How many children (K-8) do you have?**



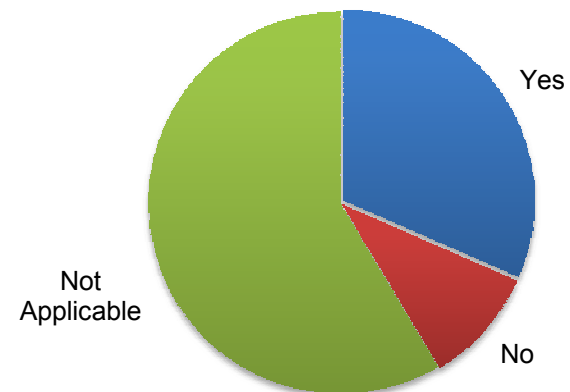
**Are all your K-8 aged children in WECSDB schools?**



**How many children (Grade 9-12) do you have?**

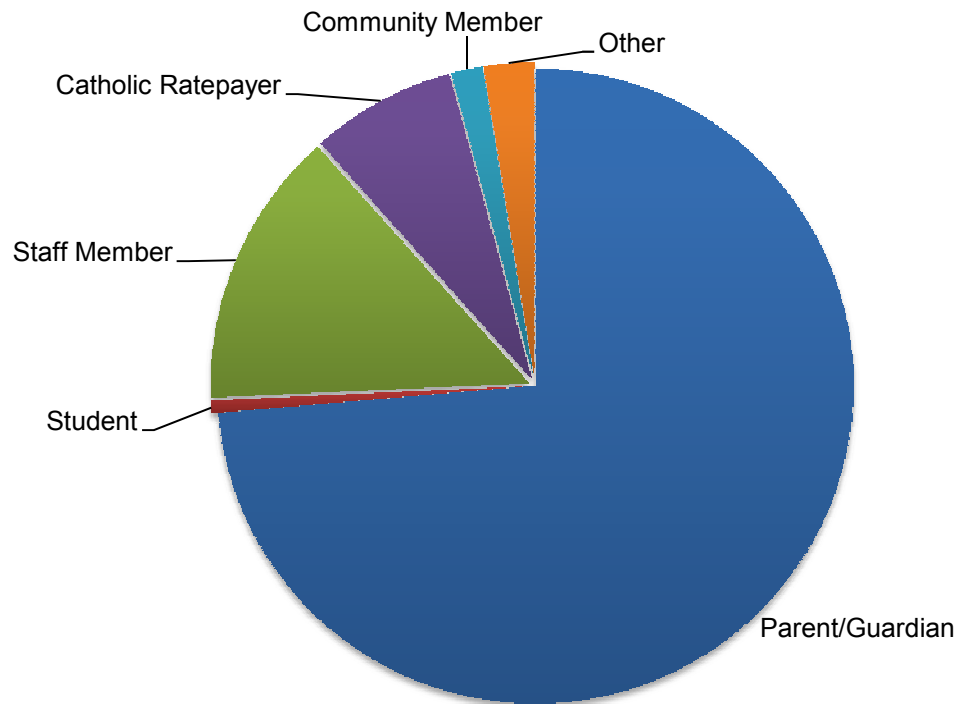


**Are all your Grade 9-12 aged children in WECSDB schools?**



# Budget Consultation Survey Respondents

**These survey results were completed by:**



## Appendix B

# Windsor-Essex Catholic District School Board Budget Consultation Survey

As part of our Budget consultation process, the Windsor-Essex Catholic District School Board (WECDSB) invites its stakeholders to provide input into the development of the 2015-16 Budget. The Board is seeking input through this Budget Consultation Survey.

WECDSB is committed to ensuring that programs and services continue to support high levels of student achievement and faith development. The intent of this survey is to inform the Board's budget development process and assist in formulating and affirming Board priorities as the Board works to promote excellence in education within a Faith-centered learning environment.

Our hope is that your responses will identify areas that are priorities for you, for our students and for our schools. Survey responses received by March 6, 2015 will be summarized and presented to the Board at its meeting of March 24, 2015. Surveys received subsequent to March 6, 2015 will be considered in the final draft budget which is expected to be tabled with the Board of Trustees at its meeting on May 26, 2015, with final deliberation and approval on June 22, 2015.

We thank you for taking the time to participate in the budget consultation process.

## A. FAITH CENTERED LEARNING

### Question #1

Faith development plays a central role in our Catholic system. Where do you believe efforts should be focused in the area of faith development? (Select all that apply)

- Retreat experiences for students in elementary and secondary schools
- Local community service projects
- Transportation to local parishes for school liturgies
- Faith resources for classrooms and schools
- Faith formation opportunities for students and staff (e.g. participation in conferences, equity and inclusion programs/events, guest presenters)
- Other:

## B. PROMOTING STUDENT ACHIEVEMENT AND WELL-BEING

### Question #2

As a stakeholder of the Windsor-Essex Catholic District School Board, which items would you like the Board to consider as essential to the education of children? (Select all that apply)

- Teacher Professional Development
- Innovative programming (Sports Academies, expanded technological opportunities)
- Basic Skills – Math, Science and English
- 21st Century Learning Skills
- Technical Skills (e.g. skilled trades)
- Infrastructure and Facilities
- Support Staff
- Catholic Values & Identity
- Support for Extracurricular Programs, Athletics and Field Trips
- Inclusive Education
- Services - Health, Wellness & Safety
- Career Pathway Planning
- Fine Arts
- Other:

**Question #3**

Student achievement resources are used to facilitate student learning & engagement and play a central role in our Catholic system. Please rate each of the following resources that support student achievement and well-being. (1 = Resource is of low importance 5 = Resource is of high importance)

|                                         | 1 - Low               | 2                     | 3                     | 4                     | 5 - High              | Unable to comment     |
|-----------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Literacy resources                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Musical Instruments                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Numeracy resources                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Career Pathway Planning resources       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Special Education resources             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Technology-enabled learning resources   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Child and Youth mental health resources | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Question #4**

Please rate each of the following programs and services that support student achievement and well-being. (1 = Program/Service is of low importance 5 = Program/Service is of high importance)

|                                                          | 1 - Low               | 2                     | 3                     | 4                     | 5 - High              | Unable to comment     |
|----------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Aboriginal history and culture courses                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Bullying awareness programs                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| E-books & E-Learning                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| French Immersion                                         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Health & Physical Education                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| International Languages Program                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Nurturing our Catholic Identity (Faith Formation)        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Special Education                                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Student Engagement Initiatives                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Student Mental Health and Well-Being                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Tutoring Programs after school for Literacy and Numeracy | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Secondary School Cooperative Education Programs          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ontario Youth Apprenticeship Program (OYAP)              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Student leadership events and retreats                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## C. STEWARDSHIP OF RESOURCES

### Question #5

Please rate the school building component that you believe requires more service, maintenance or replacement. (1 = Component requires least service / maintenance / replacement 5 = Component requires most service / maintenance / replacement)

|                                    | 1 - Low               | 2                     | 3                     | 4                     | 5 - High              | Unable to comment     |
|------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Classroom furniture                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Flooring, painting, lighting       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Grounds maintenance, exterior work | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Question #6**

As a parent, would you utilize an on-line payment system to pay for field trips, activity fees, school lunches, etc?

**Question #7**

As a parent, are you in favour of an increase or introduction of fees for optional programs?

## D. EMPLOYEE DEVELOPMENT

**Question #8**

What activities do you value most in supporting employee development? Please indicate the priority for each of the options below (1 = Low Priority 5 = High Priority)

|                                             | 1 - Low               | 2                     | 3                     | 4                     | 5 - High              | Unable to comment     |
|---------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Curriculum professional development (PD)    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Mental health professional development (PD) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Retreats                                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Summer Institutes                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Employee Assistance Program                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other                                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## E. STRENGTHENING PUBLIC CONFIDENCE

**Question #9**

Please rate the methods that the WECDSB may use to best communicate and consult with the public. (1 = Communication method is least effective 5 = Communication method is most effective)

|                          | 1 - Low               | 2                     | 3                     | 4                     | 5 - High              | Unable to comment     |
|--------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Facebook                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Website                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Parish Bulletins         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Print (e.g. newsletter)  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| School Bulletins         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Television               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Twitter                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Webcast                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Youtube                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Radio                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Board Meetings           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| On-Line Survey           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Small Stakeholder Groups | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Synervoice               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Question #10**

Please rate these Public Financial Information questions (1 = Low 5 = High)

|                                                              | 1 - Low               | 2                     | 3                     | 4                     | 5 - High              | Unable to comment     |
|--------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| How would you rate your understanding of the Budget process? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Please rate the level of clarity of the budget Presentation. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



|                                                                              | 1 - Low               | 2                     | 3                     | 4                     | 5 - High              | Unable to comment     |
|------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Please rate your understanding of the Board's financial position.            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Please rate the WECDSB website as a helpful source of financial information. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

To help inform our planning, we invite you to respond to a few additional questions.

**The survey is completed by**

**What is your postal code? (example N9H 1M8)**

**How many children grade K-8 do you have?**

**Are all your grade K-8 children in Windsor-Essex Catholic District schools?**

**How many children grade 9-12 do you have?**

**Are all your grade 9-12 children in Windsor-Essex Catholic District schools?**

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

**Meeting Date:**  
 March 24, 2015

## BOARD REPORT

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

**PRESENTED FOR:** Information  Approval

**PRESENTED BY:** Senior Administration

**SUBMITTED BY:** Paul A. Picard, Director of Education  
 Mario Iatonna, Executive Superintendent of Corporate Services

**SUBJECT:** **2015-16 BUDGET PRESSURES AND CHALLENGES**

**RECOMMENDATION:**

**That the Board receive the report on 2015-16 Budget Pressures and Challenges as information.**

**SYNOPSIS:**

The WECD SB, like all school districts, is required to approve and submit its annual budget in June for the coming school year. In order to enhance communication and consultation with the community with respect to the Board’s progress in budget development and in order to bring budget parameters to the attention of the Board early in the budget process, this report identifies the Provincial and local contexts in which the 2015-16 budget is being developed and outlines the pressures and challenges that must be considered in bringing a balanced budget to the Board.

**BACKGROUND COMMENTS:**

The Board’s strategic plan is key to its sustainability. Just as important to the Board’s long-term sustainability is its budget. In fact, the development of the Board’s annual budget is one of the most strategic, but also the most time consuming and labour intensive functions undertaken by Administration.

The budget is the Board’s fiscal plan that supports the delivery of educational programs and services and reflects the Board’s strategic plan for the upcoming academic year. It also provides the authority for Administration to spend on a variety of programs and services. It is important that the budget be developed in a thoughtful manner and that decisions respecting the expenditure of funds carefully weigh the impacts and benefit to stakeholders across the near and long-term horizons. Further, when developing the budget, both the Provincial and local context must be considered.

## PROVINCIAL CONTEXT:

The Provincial context must be considered by WECDSB as it proceeds through budget development. Some of the key considerations are as follows:

- The challenging Provincial fiscal outlook that impacted the development of prior year budgets will continue into the 2015-16 budget development process, as the Province remains on track to eliminate the provincial deficit by 2017-18. For the Ministry of Education, this is a significant challenge as it represents a potential reduction of 1 to 2% in total revenue creating an impact of \$250 to \$500 million. Ministry staff have communicated to school boards that in their 2015-16 budget development, they should plan for a 1 to 2% decrease in grant revenue as a cautious and prudent approach to budget development.
- The two year labour framework came to an end on August 31, 2014 and the Province introduced and passed Bill 122 (*School Boards Collective Bargaining Act*), which introduced a new central bargaining structure. The model features central bargaining for key issues with province-wide impacts such as pay and benefits, combined with a local bargaining table that is more in line with traditional collective bargaining. The Provincial Government noted that any modest wage increases that may be negotiated must be absorbed by employers within Ontario's existing fiscal plan. As negotiations continue centrally, it remains to be seen what the outcome of the new labour framework will be and whether the Ministry of Education will fund any increase in costs to school boards arising from the central terms of the collective agreements.
- In early 2014, the Ministry of Education introduced their new vision, *Achieving Excellence: A Renewed Vision for Education in Ontario*. This vision, which WECDSB needs to consider when developing its budget, has the following four priorities for the education system in Ontario:
  1. Achieving Excellence
  2. Ensuring Equity
  3. Promoting Well-Being, and
  4. Enhancing Public Confidence.
- 2015-16 Grant for Student Needs (GSN) – The GSN provided by the Province is the primary source of revenue for school districts. The Ministry of Education's grant announcement is expected at the end of March 2015, consistent with prior years. While GSN releases in the past decade have seen a significant increase in funding (even as enrolment has declined), the Ministry has stated that the recent pattern of annual increases in education funding is no longer sustainable as Ontario continues to deal with the challenges of the global economic downturn and slower-than-expected recovery. The Ministry of Education has consistently warned of expenditure restraint measures as part of its strategy, and affirmed that school boards will need to live within their means and find permanent savings, while still ensuring student achievement. All signals from the provincial government and the Ministry make it clear that WECDSB will need to plan for a reduction in expenditures over the next few years.

Notwithstanding this period of restraint, last year when the Ministry announced its reinvestment of another three years of School Condition Improvement funding, it committed to increase the funding in 2015-16 from \$250M to \$500M, and base the allocation on a new funding methodology that will include information collected from the Condition Assessment Program.

- Education Funding Consultations for 2015-16 – Beginning in September 2014, the Ministry of Education continued to build on the previous year's Education Funding Consultation (*School Board Efficiencies and Modernization Consultations*) through sessions with a broad range of education partners. The consultations occurred over several months, and focused on the following five topics:
  1. Identifying efficiencies
  2. Making more efficient use of school space
  3. Community partnerships
  4. Accountability
  5. Shared savings

A copy of the 2015-16 Education Funding Consultation Guide prepared by the Ministry, along with a summary presentation of the Ministry's findings from those consultations, are attached as Appendices to this report. The Ministry plans to use the feedback received to inform the development of the 2015-16 GSN.

## LOCAL CONTEXT:

### Enrolment

A preliminary enrolment forecast has been developed for 2015-16. Enrolment projections were established based on historical data, updated for current circumstances. The projections are conservative in nature, and have been reviewed and approved by Executive Council for use in 2015-16 budget development. The projected full-time equivalent (FTE) enrolment for 2015-16, with a comparison to 2014-15, is as follows:

|                                   | 2014-15<br>Revised<br>Estimates<br>(FTE <sup>1</sup> ) | Projected<br>2015-16<br>Estimates<br>(FTE) | Change in<br>Enrolment |
|-----------------------------------|--------------------------------------------------------|--------------------------------------------|------------------------|
| Elementary (ADE <sup>2</sup> )    | 13,331.00                                              | 12,729.00                                  | (602.00)               |
| Secondary (ADE) < 21 yrs          | 7,254.70                                               | 7,054.70                                   | (200.00)               |
| <b>TOTAL DAY SCHOOL ENROLMENT</b> | <b>20,585.70</b>                                       | <b>19,783.70</b>                           | <b>(802.00)</b>        |
| Total High Credit <sup>3</sup>    | 21.86                                                  | 22.86                                      | 1.00                   |
| Adult Pupils (ADE) > 21 yrs       | 192.05                                                 | 174.50                                     | (17.55)                |
| Total Visa Pupils                 | 76.00                                                  | 65.00                                      | (11.00)                |

Notes: (1) FTE = Full-Time Equivalent

(2) ADE = Average Daily Enrolment

(3) To encourage more students to complete their high school education within four years, the Ministry of Education developed a "34 Credit Policy". Students who return for a fifth year of high school and accumulate more than 34 credits during that fifth year are moved into a threshold of "High Credit Day School ADE" for enrolment purposes and are funded differently than other Day School Enrolment students under the GSN.

For the purposes of the 2015-16 budget estimates, a decline of 802 pupils from the Board's 2014-15 Revised Estimates (or 3.9%) is being projected for WECDSB, bringing the total enrolment down to 19,784 pupils from 20,586. Total High Credit pupils are essentially expected to remain stable with a 1 FTE change projected, while Adult and VISA pupils are projected to decrease from the prior year, collectively declining by 28.55 FTE.

Based on the enrolment identified above, Finance has prepared a preliminary funding forecast. As the final Grant for Student Needs announcement is not traditionally made until late March, the funding forecast is based on applying the projected enrolment to the current year's (i.e. 2014-15) funding formulas, adjusted for any 2015-16 grant changes known at this time. When the final GSN announcement is made, Finance will revise the funding forecast and communicate any changes to impacted departments and ultimately to the Board.

About two-thirds of education funding is based on enrolment. The projected decline of 802 FTE pupils is estimated to result in approximately \$8M of reduced grant revenues (based on 2014-15 funding formulas). The declining enrolment trend is expected to continue to place significant pressure on the Board's budget in future years. Looking at very preliminary nominal (i.e. head count) enrolment projections in the chart below gives an indication of the magnitude of the dilemma facing the Board.

| Grade                    | 2015-16 Projected Nominal Enrolment (i.e. Head Count) |
|--------------------------|-------------------------------------------------------|
| Junior Kindergarten (JK) | 950                                                   |
| Senior Kindergarten (SK) | 1,042                                                 |
| 1                        | 1,153                                                 |
| 2                        | 1,190                                                 |
| 3                        | 1,233                                                 |
| 4                        | 1,355                                                 |
| 5                        | 1,399                                                 |
| 6                        | 1,386                                                 |
| 7                        | 1,478                                                 |
| 8                        | 1,543                                                 |
| 9                        | 1,576                                                 |
| 10                       | 1,794                                                 |
| 11                       | 1,848                                                 |
| 12                       | 1,922                                                 |
| <b>NOMINAL ENROLMENT</b> | <b>19,869</b>                                         |

Note: Table does not include Secondary Day School > 21 yrs of age.

The Board is projected to graduate 972 more students at the end of 2015-16 than the number of students projected to be enrolled in JK during the year. It is evident from the data that the downward trend in enrolment is projected to continue year-over-year. If the projected JK enrolment for 2015-16 stays fixed for each year into the future and no other factors change, the Board would realize the results on the following page.

| Year                         | Nominal Enrolment | Pupil Decline From 2015-16 | % Decline From 2015-16 |
|------------------------------|-------------------|----------------------------|------------------------|
| 2019-20<br>(5 Year Outlook)  | 16,529            | (3,340)                    | (17%)                  |
| 2024-25<br>(10 Year Outlook) | 14,118            | (5,751)                    | (29%)                  |
| 2028-29<br>(14 Year Outlook) | 13,300            | (6,569)                    | (33%)                  |

The WECDSB Enrolment Projections and Demographic Trends report of December 9, 2013 by Watson & Associates provides two separate projections for future enrolment to 2027-28. In the hypothetical case of no new housing/growth and extrapolating the Watson projections at the same rate of change as in 2027-28, it is projected that the 2028-29 nominal enrolment would fall to 15,614 pupils, a decline of 4,543 or 23%. Extrapolating the projections made by Watson on the same basis to account for additional pupils from future new housing/growth, the 2028-29 nominal enrolment is projected to rise to 21,230, a projected increase of 5.3%.

The local economy is still at the earliest stages of a potential recovery. The tenuous nature of world, Ontario and local economies make forecasting the strength and timing of a full recovery very difficult to predict. The Ministry of Education had previously projected that the downward trend in junior kindergarten enrolments would bottom out in approximately 2014-15. The noted economic factors may push this date further into the future, with significant negative consequences for the Board's enrolment in the coming years.

### Budget Outlook

At this point in the year, the discussions on budget are complicated by uncertainty as to the exact amount and nature of provincial funding. As noted earlier in this report, specific information about the GSN is not typically available until the end of March (after the preparation and presentation of this report). Notwithstanding this, the development of forecasts for 2015-16 has begun based on 2014-15 funding formulas and experience, and a preliminary budget outlook has been developed. The table below summarizes the projected fiscal challenges for the upcoming academic year:

| Preliminary Forecast                                                                        | 2015-16<br>(\$Millions) |
|---------------------------------------------------------------------------------------------|-------------------------|
| Reduced GSN grant revenue due to decline in enrolment                                       | (8.027)                 |
| Reserve required per By-Law (0.5% of operating allocation)                                  | (1.091)                 |
| Structural Surplus from 2014-15 Revised Estimates                                           | 1.093                   |
| Potential 1% to 2% reduction in revenue to balance Provincial budget by 2017-18 (assume 2%) | (4.365)                 |
| <b>TOTAL REDUCTIONS REQUIRED</b>                                                            | <b>(12.391)</b>         |

Notwithstanding the positive financial results the Board has achieved in the past fiscal year, items such as the capital deficit and other spending pressures facing the Board such as Special Education and School Operations and Maintenance (where the Board continues to spend in excess of the Ministry allocation) are not included in the forecast above and continue to present challenges as the Board balances the 2015-16 budget. At the time of 2014-15 budget development, the Board's budget reflected spending \$1.7M in excess of the allocation on Special Education expenditures. With the projected decline in enrolment, this is only expected to increase in 2015-16. Necessary restraint measures combined with new and creative approaches to the way the Board delivers education and the way funds are used will need to continue to be the focus for WECDSB.

### Pressures

- **Technology:** Technologies have become tools of learning and necessities to function effectively and efficiently for both the administrative and academic operations of the Board. Permanent reductions to the Classroom Computer per-pupil benchmark in the 2009-10 GSN (that have not been subsequently increased) continue to add pressure to the Board's operating budget as computer hardware and software quickly become obsolete and must be refreshed to operate properly and maintain overall effectiveness. In addition, core network infrastructure that require upgrades to servers and switches in order to meet increased bandwidth demands across the Wide Area Network and Local Area Network place further strain on the budget as the GSN has not previously recognized the need for funding the upgrade of I.T. (Information Technology) infrastructure.
- **Capital Deficit:** Under prior administrations, the Board undertook the construction of school facilities not fully supported by New Pupil Place Grant revenues. As a result, there is unsupported debt, meaning capital debt that is not supported with grant revenues from the Province to meet principal and interest payments. This debt affects the Board each year in the form of unsupported amortization expense, which is projected to be approximately \$722K per year. As of 2013-14 year-end, the unsupported debt was \$14.9M. Adding interest on this debt raises the balance to \$16.5M. The Ministry of Education has previously recommended that the majority of this debt (\$11.6M) which relates to pupil places, be funded from the School Renewal Grant, which would commit approximately 23% of this grant annually for an estimated 19 years. Currently, the balance of the unsupported debt is planned to be funded from a portion of the accumulated surplus that has already been internally appropriated (\$1.3M), Proceeds of Disposition related to administrative building sales (\$0.7M), and future operating savings (\$2.9M).

While Administration is aggressively working to reduce this debt, it continues to crowd out spending that could be used for other priorities. To the extent that more of the available accumulated surplus earned to date can be internally appropriated for the purposes of paying down the unsupported debt, the Board would be able to free up scarce School Renewal funding to deal with the continued backlog of deferred maintenance that exists in its facilities. Continued fiscal prudence is necessary in the development of the 2015-16 budget in order to continue to increase the accumulated surplus such that more is available to fully offset the capital deficit, and build a balance that is unappropriated for operations.

- **Facilities:** Promoting more efficient use of school space for the 2014-15 school year became the government’s priority. To this end, the Ministry of Education announced in the previous year it was doing the following:
  - Revising the Pupil Accommodation Review Guideline (PARG).
  - Investing \$750M in capital funding over 4 years to support school consolidations and right-sizing of school facilities. In 2014-15 WECD SB applied for \$1.7M of this funding related to recent school consolidations (East Windsor and Tecumseh ARCS). While not approved in 2014-15, the Ministry encouraged the Board to resubmit the requests for future consideration, which the Board plans to do.
  - Reinvesting over \$8M in funding to boards to build planning capacity to address underutilized schools. WECD SB received \$38,125 for this purpose in 2014-15.
  - Changing the school operations and renewal funding through revisions to the top-up funding formulas (described further below).

Key statistics related to the Board’s current school utilization are highlighted in the table below.

|                                                                                             |
|---------------------------------------------------------------------------------------------|
| ✓ WECD SB has 36 elementary schools of which 0 are below 50% utilization.                   |
| ✓ WECD SB has 10 secondary schools of which 1 is below 50% utilization.                     |
| ✓ 13% of WECD SB’s schools are using less than 65% of the available space.                  |
| ✓ 72% of WECD SB’s schools are using between 65 to 95% of the available space.              |
| ✓ There is currently excess capacity of 3,196 spaces or 13% across WECD SB’s entire system. |

\* All statistics from 2014-15 Revised Estimates

As noted above, the Board has over 3,100 surplus pupil spaces in all of its schools, which represent an approximate equivalent of 8 average-sized elementary schools that would have to close for the Board to address this excess capacity.

There are costs associated with idle spaces which are not being used for core educational purposes. Schools with excess capacity are still subject to the same fixed costs of school operations, such as utilities and maintenance. Because space is underutilized however, the schools do not receive enough per-pupil funding through basic foundation grants to cover these fixed costs. To address this problem, the Ministry provides boards with top-up funding in the School Facility Operations and Renewal Grants. The top-up funding is calculated at the school level based on



a school's utilization rate. A school's utilization rate is based on the proportion of its average daily enrolment to its on-the-ground (OTG) capacity.

Top-up funding provides additional supports for schools that are operating at less than full capacity based on the criteria outlined in the table below:

| Level of Regular Top-Up | Eligibility                                                                                                                                        | Example(s)                                                                                                                                                                                                               |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Tier 1                  | Eligible schools $\leq$ 65% utilization are provided a top-up rate that recognizes 10% of their excess capacity.                                   | <u>Example:</u> A school with a utilization rate of 60% would be treated as if it were operating at 70%.                                                                                                                 |
| Tier 2                  | Eligible schools $>$ 65% utilization are provided a top-up rate that recognizes 15% of their excess capacity rate up to a maximum 95% utilization. | <u>Example 1:</u> A school with a utilization rate of 75% would be treated as if it were operating at 90%.<br><u>Example 2:</u> A school with a utilization rate of 85% would be treated as if it were operating at 95%. |

The table below summarizes the top-up expected to be received in 2014-15 based on the existing utilization rates and Ministry eligibility criteria:

| School Utilization           | Number of Schools | Amount of Top-Up Provided |
|------------------------------|-------------------|---------------------------|
| 100%                         | 7                 | None                      |
| Equal to or greater than 95% | 3                 | None                      |
| Between 81% and 94%          | 15                | < 15%                     |
| Between 66% and 80%          | 15                | 15%                       |
| 65% or less                  | 6                 | 10%                       |

All schools identified above that are less than 100% utilization are not generating full School Operations and Renewal grant funding after any top-up funding (if applicable) is applied. Therefore, WECDSB is not maximizing the benefit it could be receiving from the allocation, which is causing a budget pressure.

In the 2014-15 Revised Budget Estimates, 9.4% (almost \$2.1M) of WECDSB's total school operations and school renewal funding is dedicated to funding empty spaces. This is an amount which, if fewer empty pupil places existed, could be freed up for more resources for the classroom and more opportunities for students to learn and grow.

- **Special Education:** WECDSB's inclusive model of Special Education service delivery expresses its commitment to educate each child to the maximum extent appropriate in the classroom he or she attends. It involves bringing the support services to the child rather than moving the child to the services. It is centered on

the belief that all students can succeed and that student achievement and well-being need to be supported in an inclusive learning environment. This model however causes budget pressures as the number of students with special needs continues to increase each year, notwithstanding that overall student enrolment is decreasing significantly. WECD SB's total annual special education expenditures since 2002-03 have increased by \$9.8M or 50% while the annual grant allocation has only increased by \$4.4M or 20%. This gap will continue to create fiscal pressures for the Board in the 2015-16 fiscal year.

- **Faith Formation:** WECD SB's strategic priorities consist of Faith Formation and Student Achievement. Integrating faith into the curriculum and promoting faith formation of students and staff are critical to fulfilling the mission of Catholic Education and preserving the Catholic identity. This is an area however for which there is no direct funding source to support the costs, and it remains unlikely that the Board will receive direct funding to support this pressure. The Board must carve out funding from other grants or find savings elsewhere to fund this priority.
- **School Budgets:** Over the past four years total school budgets have remained relatively stable, with only a 2.7% change in funding allocated to schools from 2011-12 to 2014-15. The school budget allocations that have been marginally reduced over this time period are due to school closures/consolidations and due to certain amounts of budget funds still accessible to schools but managed centrally due to the enveloping provisions of the grants. With approximately two-thirds of education funding based on enrolment, the historical decline in WECD SB's total enrolment has resulted in reduced grant revenues overall for the Board. With a shrinking pool of available funds, it remains increasingly difficult to continue to maintain the stable level of school budget support.
- **Other:** There have been limited budget increases (if any) over the past few years and each year discretionary expenses have been reviewed to identify decreases where necessary. While Administration continues to review these expenses for further savings, each year it becomes more and more difficult to identify the deeper reductions that are needed to maintain last year's level of educational programs and services. There is constant pressure to maintain gains in student achievement while staffing, resources and Ministry funding are all being reduced. Each year presents less and less room to absorb pressures.

Furthermore, approximately 82% of the total Board budget consists of salaries & benefits, with a significant portion of the remaining expenses either being mandatory (e.g. amortization, debenture interest, contractual fees, etc.) or revenue neutral (e.g. Educational Program – Other expenses with corresponding funding sources, etc).

### Approach to 2015-16 Budget Development

Not all budget pressures can or should be solved with an infusion of new funding. Discussions have begun internally with a view to identifying expenditure reductions which could be implemented next year, with a goal of finding reductions in areas that have minimal impact on students. In areas where resources must be reduced, it will be challenging to mitigate the possible negative impacts. As Administration works to align scarce budget resources to the strategic objectives and priorities of the Board, currently under review, additions to certain areas of the budget may be required. Where additions are needed, offsetting reduction proposals will be necessary.

Risk Assessment

As noted earlier, the information presented in this report is very preliminary, and conservative in nature. 2015-16 education funding formulas are not yet known, nor is the exact amount of funding reductions needed to eliminate the annual provincial deficit by 2017-18 known (1 or 2%). Another major risk factor in budget preparation lies in enrolment projections. Last year at this time, Administration projected a 900 FTE decline in pupils for the 2014-15 fiscal year, while the actual decline appears to be more in the range of 465 pupils. While Administration has projected an 802 FTE pupil decline in 2015-16, it remains to be seen what the actual change will be. In addition, even if actual enrolment remains as projected on a system wide basis, large school-by-school variances can create staffing pressures in the fall.

Summary

All of the above is being provided for the information of the Board at this time. Administration will continue to develop the 2015-16 budget with due consideration to the factors that have been identified.

**FINANCIAL IMPACT:**

Discussed throughout the report.

**TIMELINES:**

The detailed 2015-16 budget process, including timelines, has previously been submitted to the Board. A further update report is anticipated to be provided to the Board in late April. The final budget is due for submission to the Ministry of Education by June 30, 2015.

**APPENDICES:**

Appendix A - Ministry of Education 2015-16 Education Funding Consultation Guide  
Appendix B - Ministry of Education 2015-16 Education Funding Consultations: What We Heard

**REPORT REVIEWED BY:**

|                                     |                           |                |                |
|-------------------------------------|---------------------------|----------------|----------------|
| <input type="checkbox"/>            | EXECUTIVE COUNCIL:        | Review Date:   | --             |
| <input checked="" type="checkbox"/> | EXECUTIVE SUPERINTENDENT: | Approval Date: | March 18, 2015 |
| <input checked="" type="checkbox"/> | DIRECTOR OF EDUCATION:    | Approval Date: | March 18, 2015 |

# **2015-16 EDUCATION FUNDING CONSULTATION GUIDE**

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This is a defining time for public education in Ontario. Our challenging fiscal reality means the hard work over the past 10 years, which has transformed Ontario's education system into a recognized world leader, is not over. The timing is right for change.

In early 2014 we introduced our new Vision, [\*Achieving Excellence: A Renewed Vision for Education in Ontario\*](#). Our Vision is an education system that prioritizes excellence, equity, wellness, and public confidence. However, our system needs to be sustainable, responsible, modern and efficient. Collaboration among the entire education sector is crucial in making this Vision a reality.

Similar to last year's GSN consultation, the input you provide this year will be instrumental in making decisions for the 2015-16 school year. I am confident that channelling the expertise, knowledge and creativity in the education sector will result in an updated Efficiencies and Modernization strategy that is thoughtful, collaborative and comprehensive.

I would like to thank you for your ongoing thoughtfulness and sincerity in sharing your views with us throughout the School Board Efficiencies and Modernization consultation process. I look forward to your support as we move forward with ensuring that Ontario is the best place to learn and grow for our children. Together, we have the resolve to achieve excellence.



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To move forward responsibly, Ontario needs to make the best possible use of limited resources. We recognize that this challenge will require hard work, restraint and creative thinking across the system.

Every year, we take the opportunity to consult with our education partners about what you think is important and to discuss new priority areas. Our success will depend in large part on collaborating with you to safeguard our education system both for current and future generations of students. Making the best possible use of school space and finding real savings are critical for Ontario's education system to maintain its place as a global model, however these goals are only part of what we want to discuss.

We know that change is never easy. Transforming the education system and realizing our shared goals for achieving excellence while living within our means will require commitment and determination. We look forward to continuing to work with you to find creative new ways to secure the sustainability of Ontario's education system.



support every child  
reach every student



## INTRODUCTION

Over the last year, we have been working collaboratively with the education community on developing new ideas for improving the delivery of education in Ontario. For the 2014-15 Grants for Student Needs (GSN), we took a measured and phased approach to promoting more efficient use of school space. The government's approach, called the School Board Efficiencies and Modernization Strategy (SBEM), consists of the following five key elements:

- Revising GSN grants and allocations to encourage boards to make more efficient use of school space;
- Revising the Pupil Accommodation Review Guideline (PARG) to make the process more effective for boards and the community;
- Providing more capital funding to support consolidations and right-sizing of school facilities;
- Providing funding to boards to build planning capacity where there is a need to address underutilized schools; and
- Consulting with the education sector on a regular basis on issues related to the GSN, including issues related to making more efficient use of school space.

We continue to believe that a collaboratively developed School Board Modernization and Efficiencies Strategy is the best way forward.

Investments in Ontario's public education system begin and end with a commitment to the success and well-being of every student. Part of that commitment is ensuring that we continue to make the most efficient use of our resources. The recent pattern of annual increases in education funding is no longer sustainable and the system needs to live within its means while simultaneously ensuring student achievement. This will require creative thinking from our education partners.

This year, we are continuing those discussions by focusing on the following areas:

- Identifying efficiencies;
- Making more efficient use of school space;
- Community partnerships;
- Accountability; and
- Sharing savings.

These discussions will provide guidance as we continue to look for creative new approaches to deliver our education system within current fiscal realities.

While this guide provides focus for discussions, the main purpose of the sessions is to hear our education partners' ideas. We encourage you to share ideas and insights regarding any areas you feel deserve further consideration, such as transportation. We would also appreciate receiving written submissions, which can be directed to:

Kate Gooding, Coordinator, Education Finance Issues  
Education Finance Branch  
Ministry of Education  
20<sup>th</sup> Floor Mowat Block,  
900 Bay Street, Toronto, ON M7A 1L2  
[Kate.Gooding@Ontario.ca](mailto:Kate.Gooding@Ontario.ca)

We are providing the Guide in advance of face-to-face discussions to ensure more time to consider the details on specific grants for which we are seeking feedback. A series of consultations will take place in September/October 2014. Discussions will involve:

- School board representatives, including Directors of Education and senior school board officials;
- Trustee associations;
- Principals and vice-principals;
- Teachers' federations;
- CUPE and other support staff unions;
- The Minister's Advisory Council on Special Education;
- Parent groups (People for Education, Ontario Federation of Home and School Associations, Ontario Association of Parents in Catholic Education, Parents partenaires en éducation); and
- Student groups (Ontario Student Trustees Association, Minister's Student Advisory Council, Regroupement des élèves conseillères et conseillers francophones de l'Ontario, Fédération de la jeunesse franco-ontarienne).

The government is looking for new approaches to continue to deliver key priorities within current fiscal realities. Consultations are an important tool as the Province follows the path to a balanced Budget by 2017-18. This means that permanent savings need to be found. For the Ministry of Education, this is a significant planning challenge as it represents a potential reduction of 1 to 2 % in total revenue creating an impact of \$250 to \$500 million.

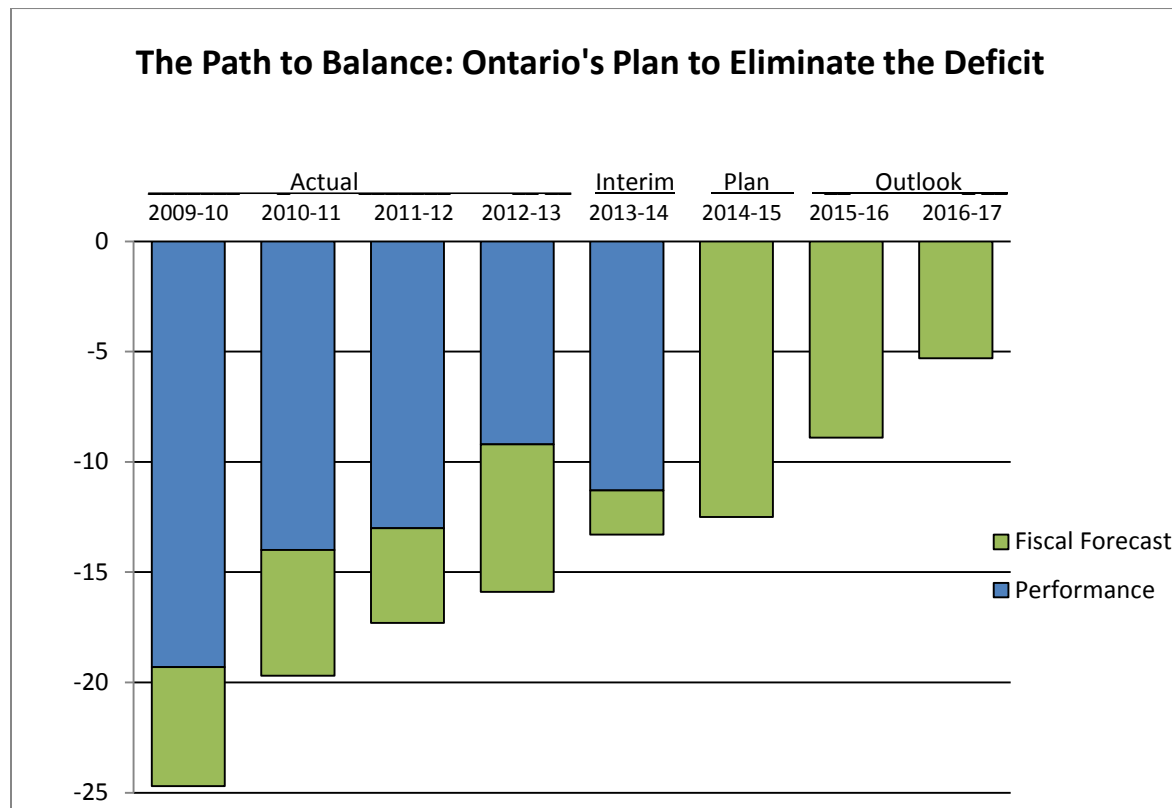
The government's vision is a public education system that focuses on student achievement and well-being and also excels at making the best use of its resources. While this is a daunting task, the evidence of the past decade demonstrates that our education system is capable of making real, positive change. We will look at the best ideas and practices in Ontario and other Canadian jurisdictions. At all times, we must keep in mind and respect our constitutional framework and resulting rights as well as Ontario's great diversity. Together we can build a system that is efficient, resilient and one that meets the needs of students today and tomorrow.



## IDENTIFYING EFFICIENCIES

### CONTEXT

A crucial component of this consultation is identifying savings and efficiencies. This requirement is particularly important now, as Ontario follows the path to a balanced Budget in 2017-18.



Last year, we heard that Boards may be best positioned to find short term internal savings. In the longer term, Ministry involvement ensures alignment with Ontario’s vision for student achievement and well-being. Assessing which approaches work in specific situations and sharing best practices from across the system supports a more consistent and strategic approach in the longer term.

The reality of today's fiscal climate means that permanent savings need to be found. The following principles are proposed to find these savings:

| Principle                                                                | Finding Permanent Savings                                                                                                                                                                                          |
|--------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Focus on the four goals of Ontario's vision: <i>Achieving Excellence</i> | Focus must be maintained on core priorities, and programs should align so that they contribute to Ontario's vision of achieving excellence, ensuring equity, promoting well-being and enhancing public confidence. |
| Equity                                                                   | Change must be equitable and take into consideration factors such as location, language, or socioeconomic status of students.                                                                                      |
| Respect for collective bargaining                                        | Changes must maintain consistency with the collective bargaining process.                                                                                                                                          |
| Funding – cost alignment                                                 | Align funding with cost structures to achieve immediate savings.                                                                                                                                                   |

## CONSIDERATIONS

- Are these the right principles to guide the identification of permanent savings?
- What areas of savings can you identify that align with these principles?

## MAKING MORE EFFICIENT USE OF SCHOOL SPACE

Last year we heard that underutilization of space is a significant issue and that there are opportunities to make more efficient use of school space. You told us that both time and up-front investments will be needed to create new space, or adapt existing space, to realize permanent savings over the longer term. Any changes in school space must also balance local knowledge with central direction. In addition, all efficiency and modernization strategies need to link to the next phase of Ontario's education vision – [\*Achieving Excellence, A Renewed Vision for Education in Ontario\*](#).

As a result, promoting more efficient use of school space for the 2014-15 school year became the government's priority. This strategic approach included the following elements:

- revising the Pupil Accommodation Review Guideline (PARG) to make the process more effective for boards and the community;
- a \$750 million investment in capital funding over 4 years to support consolidations and right-sizing of school facilities – in addition to \$1.25 billion invested in school renewal;
- a reinvestment of over \$8 million in funding to boards to build planning capacity to address underutilized schools;
- incenting boards to make more efficient use of school space through changes to school operations funding resulting in \$42 million in savings; and
- investing \$15 million in isolated schools that combine secondary and elementary panels.

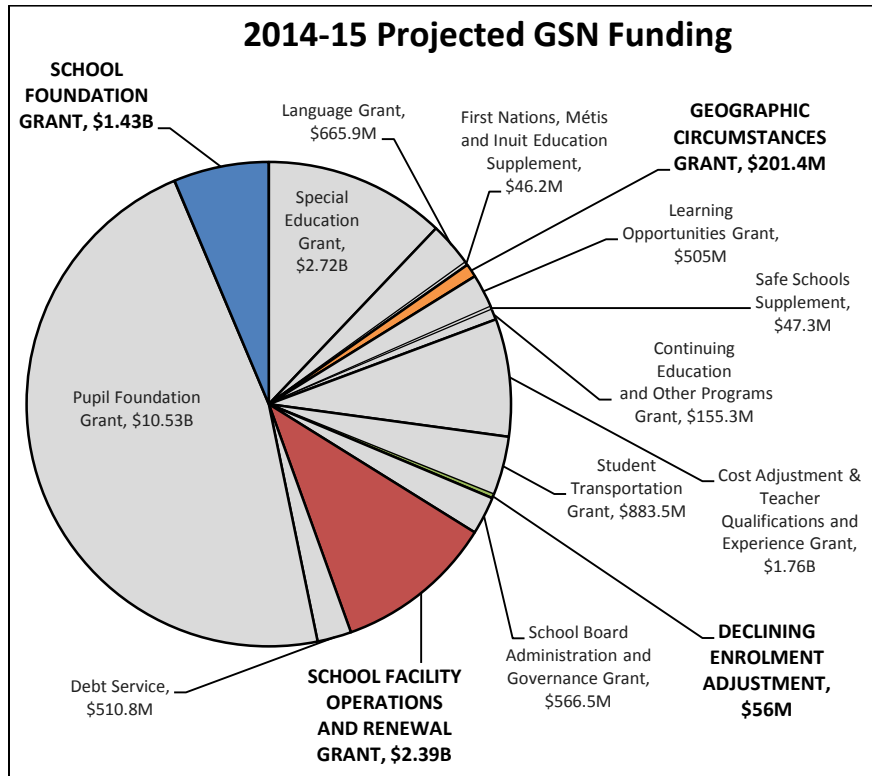
The cumulative impact of the elements of this strategy is an upfront investment in transformation of \$773 million and a total savings found of \$42 million.



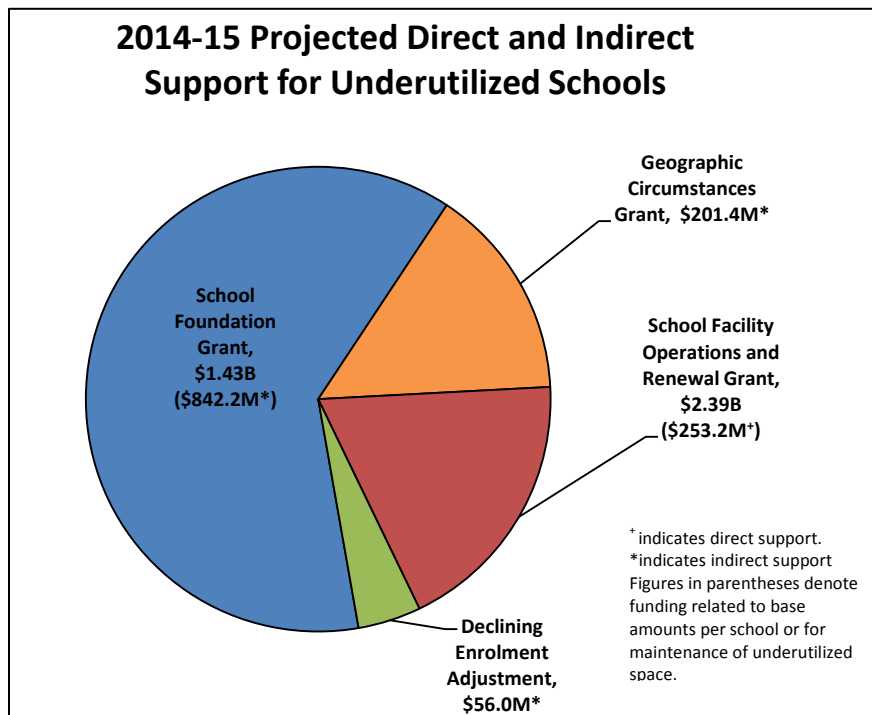
Our current challenge is to build on this strategy and address other issues our education partners may raise. This Guide seeks feedback on the initiatives to date and provides details on specific grants that directly or indirectly support underutilized school space. It is our intention that this Guide will facilitate a more focused and comprehensive discussion.

At present, almost 70% of Ontario's schools receive direct or indirect financial support to offset costs associated with space that is idle or not being used for core educational purposes. In challenging fiscal times, we must be sure that we are making efficient use of school space. Efficiencies can be achieved by sharing space with other boards, through consolidating schools within one board, and through increased community partnerships. Solutions must balance the needs of students and communities.

The following charts highlight the grants that directly and indirectly support underutilized school space.



In 2014-15, over \$1 billion in GSN funding will directly or indirectly support underutilized school space. We have a choice: continue supporting underutilized school space at the current rate or shift our focus on improved student achievement and well-being. Efficiently using school space offers a number of benefits, including more resources for the classroom, more innovative community partnerships, and more opportunities for students to learn and grow.



See Appendix A for a more detailed grant-by-grant analysis.

## Key Facts

Ontario has 3,986 elementary and 923 secondary/combined schools.

Almost 600 schools in Ontario are less than half full.

In the GTA alone, there are about 140 half-empty schools and almost 70 very small schools.

10% (over \$250M) of total school operations and school renewal funding is dedicated to funding empty spaces.

Almost \$80M is allocated to enhanced top-up funding for school operations and school renewal for those schools, designated as rural or supported.

## CONSIDERATIONS

- What feedback can you provide on the changes made thus far to encourage more efficient use of school space?
- How can the GSN be adjusted to better reflect current enrolment and school-space realities in Ontario?
- Are there any other grants that should be considered as part of a strategy to make more efficient use of school space?

## COMMUNITY PARTNERSHIPS

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### CONTEXT

As we move toward making more efficient use of school space, we are also investigating ways to strengthen and create new community use partnerships. One such priority is using school space and schools as a hub to support the integration of child care.

Partnerships are part of the foundation of a strong, vibrant and sustainable education system. Any plan to increase community use of schools must optimize the use of public assets. Community partnerships involve school boards finding alternative uses for their facilities at full cost recovery. At the same time, we must also consider long-term needs.

As part of last year's consultations, we heard that we need to work together to define a policy framework for community partnerships. This year's consultation is an opportunity to get feedback on what this policy framework could look like from the perspective of our education partners. In addition, the government will also be seeking opportunities to discuss community partnerships with other sectors and stakeholders. Strong, vibrant community partnerships will involve the education sector not only seeking new ways to work together but finding opportunities for collaboration with new partners and new sectors.

### CURRENT POLICY AND REGULATORY FRAMEWORK

A discussion on how to develop a policy framework should be based on, but not limited to, an understanding of the existing Guideline, described below.

#### Facility Partnerships Guideline

In February 2010, the Ministry released the [Facility Partnerships Guideline](#) to further encourage boards to optimize the use of their facilities for the benefit of boards, students and the community. The Guideline focuses on opportunities to share facilities with community partners when building new schools, undergoing significant renovations and considering the use of unoccupied space in schools.

School boards are expected to develop local facility partnership policies that comply with the Ministry's Guideline. Partnerships may take the form of long-term lease, license or joint-use agreement. It is the role and responsibility of school boards to determine what facilities are suitable/not suitable for partnerships, what entities are suitable/not suitable facility partners, and when to enter into partnerships.

| Context                                           | Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Elements of a school board policy on partnerships | <p>Board facility partnership policies are expected to identify:</p> <ul style="list-style-type: none"> <li>• Principles and criteria regarding the eligibility of partners;</li> <li>• How available space in schools will be selected;</li> <li>• What entities will be selected for the notification list;</li> <li>• How potential partners will be notified of available space and construction plans; and</li> <li>• How entities will be selected for partnerships, including prioritization, if applicable.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Requirements of school board partnerships         | <p>In compliance with local bylaws, boards may consider both for-profit and non-profit entities, as they see fit. Boards are expected to consider the value of the partnership to students and incorporate the following requirements:</p> <ul style="list-style-type: none"> <li>• Health and safety of students must be protected;</li> <li>• Partnership must be appropriate for the school setting;</li> <li>• Partnership must not compromise the student achievement strategy;</li> <li>• Entities that provide competing education services (tutoring services, JK-12 private schools/colleges, credit offering entities not government-funded) are not eligible partners.</li> <li>• No additional costs to support facility partnerships.</li> <li>• Fees charged to partners should cover the operations and capital costs, including administrative and property taxes (if applicable), to the board of the space occupied by the partner.</li> </ul> |

### Child Care as a Priority

The *Ontario Early Years Policy Framework* sets out a vision of a responsive, high-quality, accessible and increasingly integrated system of early years programs and services that better support Ontario's children and families. Child care and early years programs play a key role in children's learning and development and future success in school and life. School boards work with the ministry, schools and child care providers to ensure child care and early years programs are available to best meet the needs of families and children. Approximately half of licensed child care spaces across the province are located in schools.



| Context                                                                                      | Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Ministry initiatives undertaken to support the <i>Ontario Early Years Policy Framework</i> . | <ul style="list-style-type: none"> <li>• The implementation of full day kindergarten (FDK) and the associated before and after school programs for four and five year olds, where there is sufficient demand</li> <li>• Capital investments to increase access to child care spaces in schools for children under school-age</li> <li>• The introduction of Bill 10, <i>the Child Care Modernization Act, 2014</i> which, if passed, would:               <ul style="list-style-type: none"> <li>○ set out a new modernized legislative and regulatory framework for child care and early years</li> <li>○ enable greater collaboration between the ministry, municipalities, school boards and other early years partners; and</li> <li>○ require school boards to ensure before and after school programs are available for 6-12 year olds, where there is sufficient demand.</li> </ul> </li> </ul> |

### Leveraging School Property for Other Public Uses

When a school board wishes to dispose of excess space, the board is required to follow [Ontario Regulation 444/98 – Disposition of Surplus Real Property](#) prior to the property being sold or leased on the open market.

Under this Regulation, school boards are required to declare a space or property surplus by passing a board motion. Boards are required to circulate the surplus space or property to sell, lease, or dispose of, to the following public entities:

- Coterminous school boards;
- Colleges;
- Universities;
- The Crown in right of Ontario (i.e., Infrastructure Ontario);
- Lower-tier municipalities;
- Upper-tier municipalities; and
- Local service boards within an unorganized municipal territory.

### CONSIDERATIONS

- How can underutilized school space be used to meet the early learning and child care needs of the community while not requiring additional costs be borne by the board to support such partnerships?
- How do we ensure that excess school space is available to neighbouring school boards prior to it being sold or leased on the open market? What are the existing barriers to this?
- How can school boards cover costs for excess school space by strengthening and creating community partnerships?
- How can a community's need for green space be accommodated while respecting the need for school boards to focus scarce resources on education?





## ACCOUNTABILITY

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### CONTEXT

In general, there are two broad approaches, or tools, used to support accountability between the Province and school boards:

- Earmarking or enveloping funds for specific purposes; and
- Setting reporting requirements to track and evaluate the use of funding and the way it supports the achievement of objectives.

Both accountability and flexibility are important, and at times are at odds with each other. The need for accountability must be balanced with the need for school board flexibility. This balance requires ongoing monitoring and adjustments.

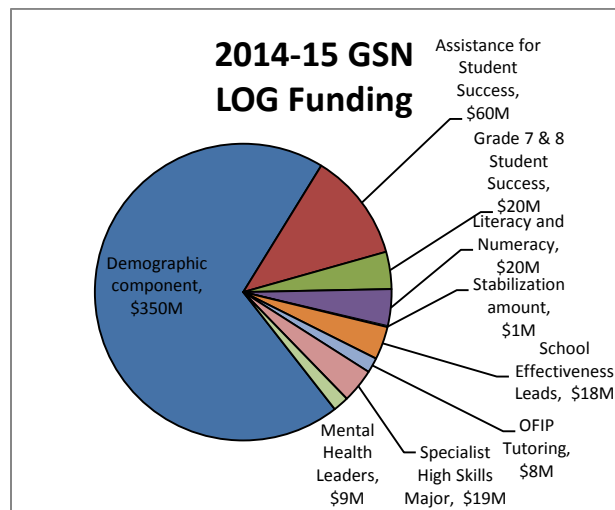
For example, as part of the successful implementation of Full-Day Kindergarten, the Ministry simplified administration by reducing reporting requirements from six annual reports/affirmations to one. The end result was a shift towards school board budget flexibility and less provincial reporting requirements.

At the same time, as part of last year's consultation, the Ministry announced its intention to review Learning Opportunities Grant (LOG) and Safe Schools Supplement Funding to determine if stronger accountability mechanisms are required to ensure that funding is meeting provincial policy objectives. This year's consultation is an opportunity to discuss whether the balance between accountability and flexibility should be shifted in these areas.

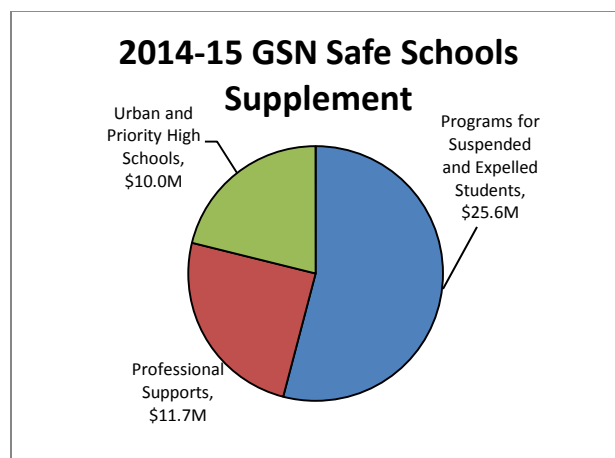


**AREAS OF FOCUS**

*LOG and Safe Schools Supplement Funding in the GSN*



The Learning Opportunities Grant (LOG) supports a wide range of programs for students, including supports for Student Success, literacy and numeracy, and Specialist High Skills Majors, among other allocations. Most funding in LOG is driven by demographics and is based on social and economic indicators associated with students having a higher risk of academic difficulty. Although most of the LOG components are not enveloped, many of the smaller LOG grants require significant reporting.



The Safe Schools Supplement supports the Safe School Strategy across the province, as well as selected secondary schools in priority urban neighbourhoods. A safe, inclusive and accepting school environment is a necessary condition for student success. The allocation is based on total enrolment, targeted enrolment, board location, and school location. Currently, both the GSN and Education Programs, Other (EPO) portions of the Safe Schools Supplement require reporting. The GSN portion is not enveloped.

The concern associated with not enveloping the LOG and Safe Schools Supplement is that funds may be redirected from their intended education priorities (including math, literacy and students at risk) to other budget areas.

*Provincial Reporting Requirements*

Boards report data to the Ministry through a number of different mechanisms. The Ministry plans to update and rationalize some of these reporting requirements. For example, the Ministry is implementing a two-phased approach to streamline reporting around some of its smaller transfer payments (EPO) in order to integrate them into the financial reporting system already developed for school boards (i.e., the Education Finance Information System).

The Ministry is seeking input on ways to rationalize reporting requirements.

## CONSIDERATIONS

- How can accountability and reporting mechanisms for LOG and Safe Schools Supplement better support the policy objectives of these grants?
- How would enveloping LOG and the Safe Schools Supplement create challenges for school boards?
- How can reporting requirements be further streamlined and reduced without losing reporting effectiveness?
- Are there specific suggestions for how to streamline reporting requirements to find efficiencies in administration?



## SHARING SAVINGS

### CONTEXT

The concept of shared savings was discussed last year as part of the consultation process. We heard that achieving long-term savings requires up-front spending. In response, as part of the implementation of the School Board Modernization and Efficiencies (SBEM) strategy and the launch of the 2014-15 GSN, the government made significant investments in priority areas. These investments were only made possible by your hard work in identifying both efficiencies and key areas of need.

| Total Upfront Investment       | Purpose                                                                                                        |
|--------------------------------|----------------------------------------------------------------------------------------------------------------|
| \$8M – Capital Planning        | Funding for Boards to build planning capacity                                                                  |
| \$15M – Supported Schools      | Funding for teachers in isolated schools that have combined the elementary and secondary panels under one roof |
| \$750M – School Consolidations | Investment over 4 years to support school consolidations – over and above the \$1.25B for school renewal       |

| Total Upfront Investment | 2014-15 Top-Up Adjustment |
|--------------------------|---------------------------|
| \$773 Million            | \$42 Million              |

The cumulative impact of the elements of this strategy is an upfront investment in transformation of \$773 million and a total savings found of \$42 million.

Together we can build on the successes of last year and identify potential efficiencies to support other key priorities and determine how best manage a potential reduction of 1 to 2 % in total revenue.

In recent years, the government has made many investments to give students the skills and knowledge they need to succeed. These investments support all types of learning.

- \$150 million over three years in technology and learning tools such as new digital tablets, netbooks, cameras, software and professional development for teachers.
- Nearly \$14 million annually for the Community Use of Schools Program to support schools as community hubs.
- \$20 million annually for Outdoor Education and Engagement to support outdoor learning activities for elementary and secondary students.

### CONSIDERATIONS

- How can we work together to prioritize potential areas of re-investment?
- What key areas should be prioritized?

## CONCLUSION

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### ONGOING DIALOGUE

Education funding must reflect current priorities and fiscal realities.

A constructive dialogue is essential to ensure that the public education system operates as effectively as possible. As each board and each education partner in Ontario is unique in both the challenges it faces and the opportunities it sees, input from all partners is invaluable.

Ensuring sound education funding decisions and making the most efficient use of school space involves collaborative decision-making and creativity. We must make permanent changes to education funding to better align with actual student enrolment and board cost structures to drive efficiencies and support the government's student achievement agenda.

The main purpose of these consultation sessions is to hear our education partners' ideas. We encourage you to share any ideas and insights regarding areas you feel deserve further consideration. We welcome all feedback and suggestions.

We would like to thank you in advance for your participation and for sharing your views with us through these sessions. Your input will be used as we develop education funding policy for the upcoming school year and as we strive to achieve excellence for Ontario.



## APPENDIX A

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### Detailed analysis of grants for consideration in the GSN



## SCHOOL FACILITY OPERATIONS AND RENEWAL GRANT

### CONTEXT

This grant consists of two sub allocations: (1) School Operations; and (2) School Renewal. While enrolment is a key driver of both allocations, there are also funding supports for underutilized space through the top-up portion of the School Facility Operations and Renewal Grant. The total School Facility Operations and Renewal Grant is projected to be \$2.39 billion in 2014–15.

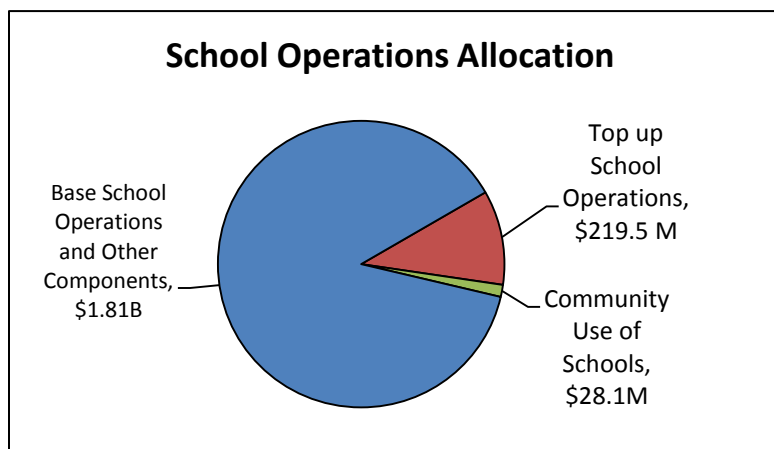
The top-up portion of the School Facility Operations and Renewal Grant provides funding for under-utilized space based on a utilization rate. A school’s utilization rate is based on the proportion of its average daily enrolment (based on elementary and secondary enrolment) to its on-the-ground (OTG) capacity. To encourage new partnerships, school boards are required to remove (from reporting) only 50% of their OTG capacity that is occupied by partners during the day (for six months or more) for the purpose of calculating utilization. Examples of partners could include child care providers and pediatric clinics.

### School Operations Allocation

The School Operations Allocation is the sum of several components and addresses the daily costs of operating instructional buildings and sites (e.g., heating, lighting, maintenance, etc.).

The component which provides support for underutilized space is:

|                                     |                                                                                           |
|-------------------------------------|-------------------------------------------------------------------------------------------|
| <i>Top-up for School Operations</i> | Address the cost of cleaning and maintaining some of the underutilized school’s capacity. |
|-------------------------------------|-------------------------------------------------------------------------------------------|

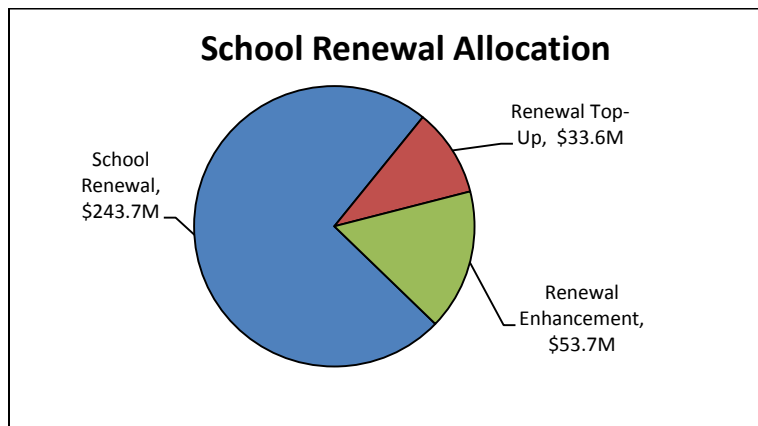


### School Renewal Allocation

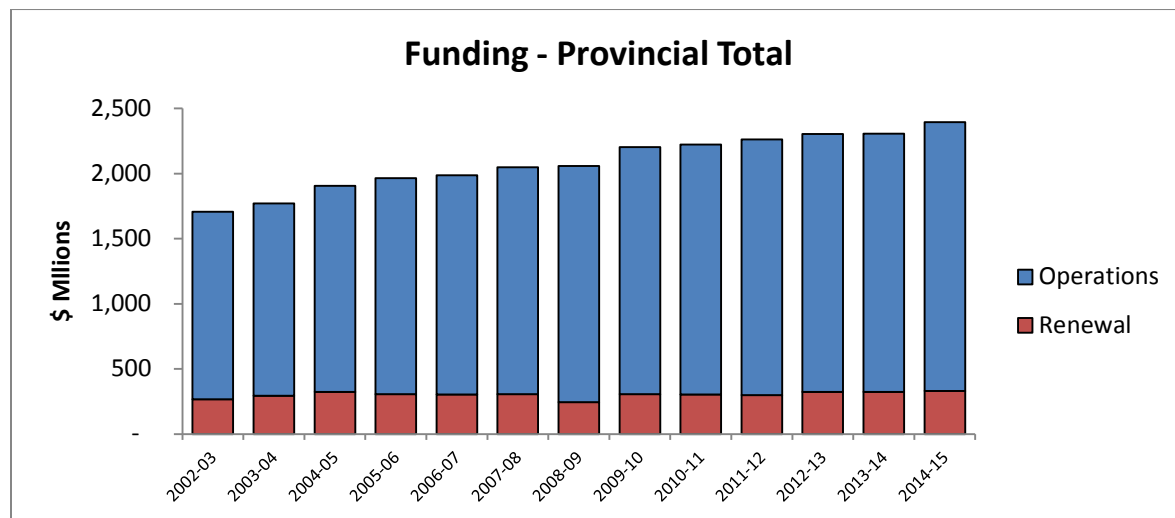
The School Renewal Allocation is the sum of several components and provides funding for expenses related to the costs of repairing and renovating school sites. A renewal project would normally cost more than \$10,000 and convey a benefit over more than one year (e.g., extends the previously assessed useful life of the building structure and/or installed component/systems; decreases operating costs; increases building or system capacity and/or quality).

The component which provides support for underutilized space is:

|                                  |                                                                               |
|----------------------------------|-------------------------------------------------------------------------------|
| <i>Top-up for School Renewal</i> | Address the cost of repairing and renovating underutilized school's capacity. |
|----------------------------------|-------------------------------------------------------------------------------|



The threshold for Base Top-up funding for the School Renewal and School Operations Allocations is being reduced slightly in 2014-15. In its place, a two-tiered system for calculating Base Top-up funding based on a school's utilization rate is being introduced.





## METHODOLOGY – Top-Up Funding

Top-up funding is provided to school boards as part of the School Facility Operations and Renewal Grant. While base funding for this grant is driven by board-wide enrolment, top-up funding is calculated at the school level and is driven by a school's utilization rate. Top-up funding provides additional (operational and renewal) supports for schools that are operating at less than full capacity.

| Level of Top-Up                                                                                                                                                                                                                                                                                                                                                                                                  | Eligibility                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Regular</p> <p>To bridge the gap between actual utilization and capacity, almost all underutilized facilities generate regular top-up funding (new facilities and facilities with significant additions are excluded for 5 years).</p>                                                                                                                                                                        | <p>Eligible schools <math>\leq</math> 65% utilization are provided a top-up rate that recognizes 10% of their excess capacity.</p> <p>Eligible schools <math>&gt;</math> 65% utilization are provided a top-up rate that recognizes 15% of their excess capacity rate up to a maximum 95% utilization.</p>                                                                                                                                                                                     |
| <p>Enhanced</p> <p>Enhanced top-up funding recognizes that some schools need to remain open due to their distance from another school within the same panel and board. It provides these schools with funding for their total underutilized space (to recognize the facility at 100% utilization). This funding makes up the difference between regular top up and funding that recognizes 100% utilization.</p> | <p>Rural and supported schools are eligible for enhanced top-up.</p> <p>Rural schools:<br/>Schools with a rural postal code are classified as rural or are deemed rural by regulation.</p> <p>Supported schools:<br/>An elementary school is deemed to be "supported" if the next closest elementary school of the board is at least 20 kilometres away.<br/>A secondary school deemed to be "supported" if the next closest secondary school of the board is at least 45 kilometres away.</p> |

## CONSIDERATIONS

- Does the current grant structure match the on-the-ground reality (e.g., are operating and maintenance costs the same with empty student spaces as they are if those spots are filled with students)?
- How can the structure of the grant (e.g., thresholds or cost drivers) be changed to encourage boards to make more efficient use of school space and find savings?

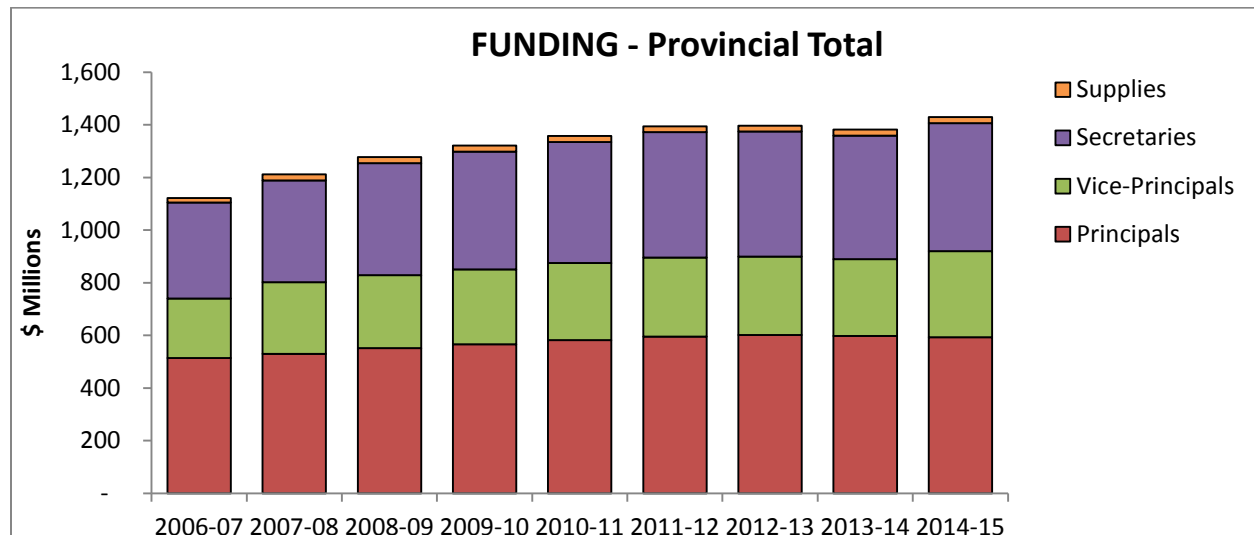
## SCHOOL FOUNDATION GRANT

### CONTEXT

Created in 2006-07, this school-based grant replaced board-based funding previously allocated through the Pupil Foundation Grant. This grant provides funding for a full-time principal (half-time for schools with fewer than 50 students) and full-time school office support staff (school secretary) in every school. Funding for vice-principals starts at school sizes of 250 Average Daily Enrolment (ADE) in elementary and 100 ADE in secondary, and scales based on enrolment. This grant is not enveloped, as school boards are responsible for decisions regarding the allocation of staff in schools.

Although funding is based on the number and size of schools, the list of eligible schools is specified in a table in the GSN regulation.

The School Foundation Grant is projected to be \$1.43 billion in 2014-15.



## METHODOLOGY

| Categories             | Elementary Foundation Grant                                                                                                                           | Secondary Foundation Grant                                                                                                                                                                  |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Principals             | ½ Principal - schools with under 50 ADE<br>1 Principal - schools with 50 or more ADE                                                                  | ½ Principal - schools with under 50 ADE<br>1 Principal - schools with 50 or more ADE                                                                                                        |
| Vice-Principals        | VPs - scaled based on enrolment over 250 ADE (maximum 2)<br>(1 at 600 ADE; 2 at 1,000 ADE)                                                            | VPs - scaled based on enrolment over 100 ADE<br>(1 at 500 ADE; 2 at 1,000 ADE; and 3 at 1,500 ADE)                                                                                          |
| Secretaries            | 1 Secretary - for every school<br>Additional Secretaries - scaled based on enrolment over 100 ADE<br>(1 at 524 ADE; 2 at 796 ADE; and 3 at 1,069 ADE) | 1 Secretary - for every school<br>Additional Secretaries - scaled based on enrolment over 100 ADE (1 at 420 ADE; 2 at 637 ADE; 3 at 819 ADE; 4 at 1,000 ADE; 5 at 1,250 ADE and 6 at 1,500) |
| School Office Supplies | \$2,070.50 per school<br>\$6.06 per ADE                                                                                                               | \$3,080.50 per school<br>\$7.07 per ADE                                                                                                                                                     |

## CONSIDERATIONS

- Does the current grant structure match the on-the-ground reality (e.g., funding a principal at 50 ADE)?
- How can the structure of the grant (e.g., thresholds or cost drivers) be changed to encourage boards to make more efficient use of school space, find savings, and further other policy objectives?
- Does the current structure of the grant provide opportunities to foster the development of senior school administration?

## DECLINING ENROLMENT ADJUSTMENT

### CONTEXT

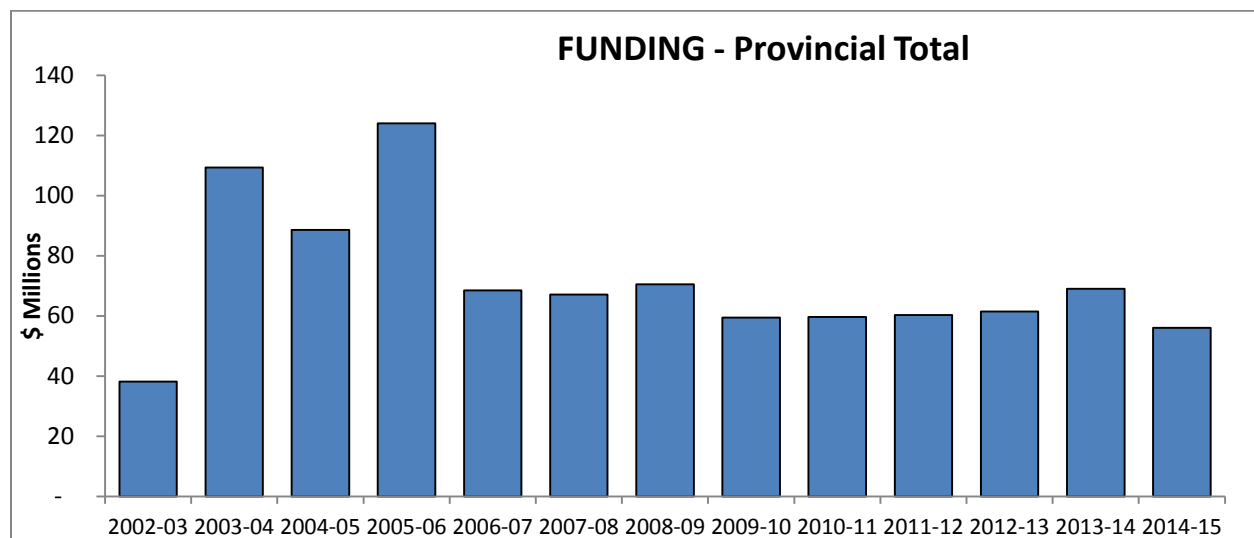
The Declining Enrolment Adjustment (DEA) was originally introduced in the 2002-03 GSN. The DEA recognizes that it takes time for boards to adjust their cost structures to declines in enrolment.

A significant portion of a school board’s revenue is determined by enrolment. As enrolment goes down, so does revenue. This is appropriate as when there are fewer students, boards no longer need the same number of teachers and other supports. Board costs, however, do not decline in a way that is strictly proportional to declining enrolment. The DEA provides temporary (phased out over three years) funding to help boards transition to the reduced revenue.

Building on the recommendations of the Declining Enrolment Working Group, the DEA was modified in 2009-10 to simplify the calculation. The change recognized that some types of costs are more difficult to reduce than others, and reinforced its purpose as short-term transitional funding.

To qualify for funding, a board must experience a decline in ADE.

The DEA is projected to be \$56 million in 2014–15.



\*Note that the methodology of the DEA was changed in 2009-10.

## METHODOLOGY

| First-Year Component                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Second-Year Component           | Third-Year Component           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|--------------------------------|
| <p>Based on the difference between the revenue under the current year's enrolment and the projected revenue if there had been no change in enrolment from the previous year. The allocations counted for the purposes of the DEA are:</p> <ul style="list-style-type: none"> <li>• 13% of the Pupil Foundation Grant (PFG); and</li> <li>• 100% of: Special Education Per-Pupil Amount; French as a First Language (start-up funding for new elementary classes is excluded); Remote and Rural; Per-pupil components of the Directors and Supervisory Officers and Board Administration; and School Operations.</li> </ul> | 50% of the First-Year Component | 5% of the First-Year Component |

## CONSIDERATIONS

- Does the current grant structure match the on-the-ground reality (e.g., 3 year lag in the ability to adjust costs)?
- Does the current grant provide the appropriate balance between supports for declining enrolment and ensuring adequate incentives for a school board to pursue efficiencies?
- How can the structure of the grant be updated to reflect current realities and the need to find permanent savings?
- With the introduction of the new board administration model, is there sufficient support to phase out the board administration component of the DEA?



## GEOGRAPHIC CIRCUMSTANCES GRANT

### CONTEXT

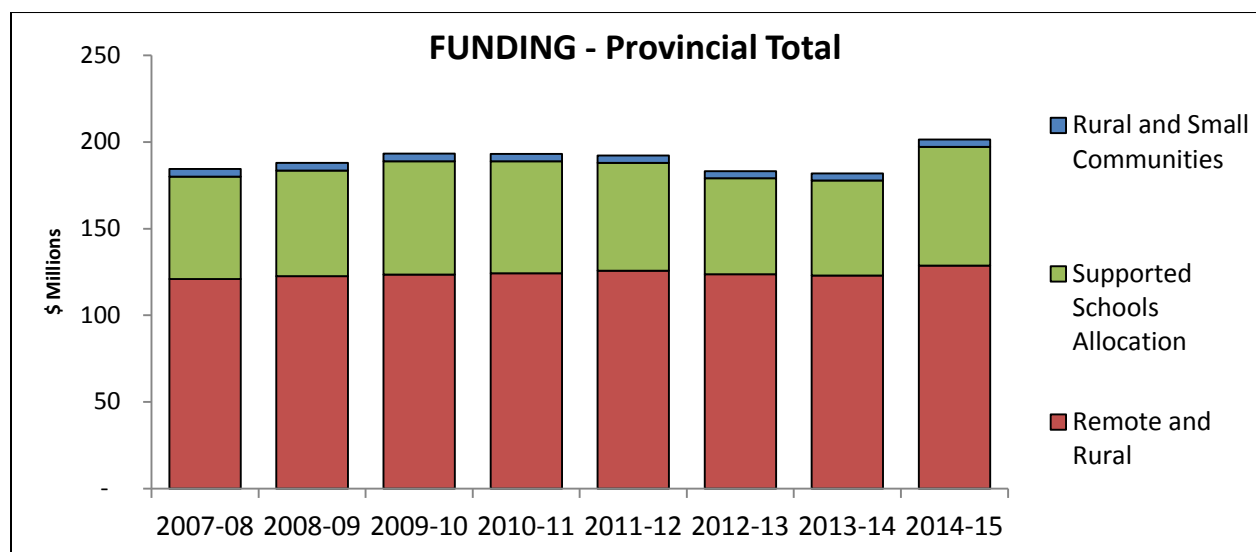
The Geographic Circumstance Grant recognizes the additional costs of operating small schools in isolated areas and the costs associated with rural boards. It provides stabilization funding for small schools, which may be underutilized.

This grant is made up of three allocations:

- Remote and Rural Allocation supports the higher cost of purchasing goods and services for Boards:
  - with low enrolment;
  - distant from major urban centres; and
  - with schools that are distant from one another.
- Supported Schools Allocation, introduced in 2007-08, provides funding for teaching staff to improve the viability of low-enrolment schools that are far from other schools of the board.
- Rural and Small Community Allocation supports boards with schools in rural or small communities.

The Supported Schools Allocation was changed for the 2014-15 school year to provide approximately \$15 million in additional support, primarily by increasing funding to combined (elementary and secondary) schools.

The total Geographic Circumstances Grant is projected to be \$201 million in 2014–15.



## METHODOLOGY

| Remote and Rural Allocation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Supported Schools Allocation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Rural and Small Community Allocation                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| <p><u>Board Enrolment</u> – scaled per-pupil amounts based on board enrolment. Tiers at 0, 4000, and 8000 students.</p> <p><u>Distance/Urban Factor/French-Language Equivalence</u> – per-pupil amount which scales based on distance from nearest urban centre and an urban factor with a minimum per-pupil amount for French-language boards. Tiers at 150, 650, and 1150 km from nearest urban centre.</p> <p><u>School Dispersion</u> – per-pupil calculation based on measures of the average distance between a board's schools and the average distance from schools to the board office.</p> | <p><u>Teachers</u> – the difference between funding for classroom teachers provided by the PFG and funding for minimum staffing levels (up to 7.5 elementary teachers and 14 secondary teachers which scale based on ADE, with tiers at 0 and 50 ADE). Combined schools are eligible for both an elementary and secondary amount.</p> <p><u>Early Childhood Educators (ECEs)</u> – based on the difference between the funding amount for ECEs provided through the PFG and funding for minimum staffing levels which are scaled based on JK-SK ADE. Tiers at 0, 16, and 42 ADE.</p> | <p>Based on the Rural and Small Community Measure, which is used by the Ministry of Finance for municipal grant purposes.</p> |

## CONSIDERATIONS

- Does the current grant structure match the on-the-ground reality (e.g., increased costs for dispersed schools or those far from an urban centre)?
- How can the structure of the grant be updated to reflect current realities and find permanent savings?
- Is there any overlap between the different components of this grant that should be addressed?
- How does the stabilizing effect of this grant impact board decisions on establishing and maintaining schools in rural and small communities?

Appendix B



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**2015-16 Education  
Funding Consultations:  
What We Heard**

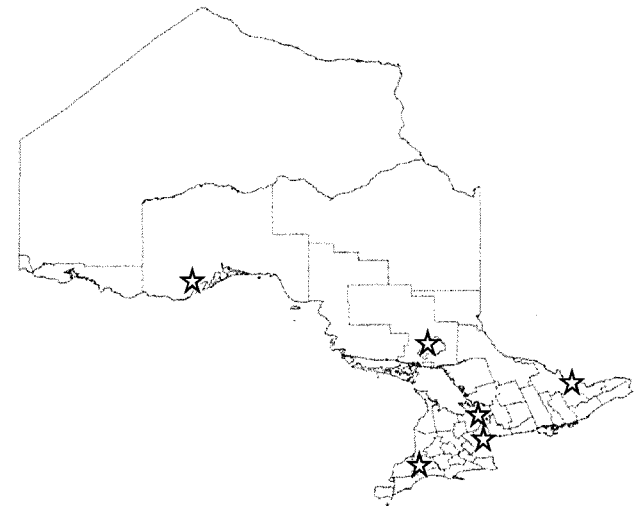
**January 2015**



# Education Funding Consultations – Overview

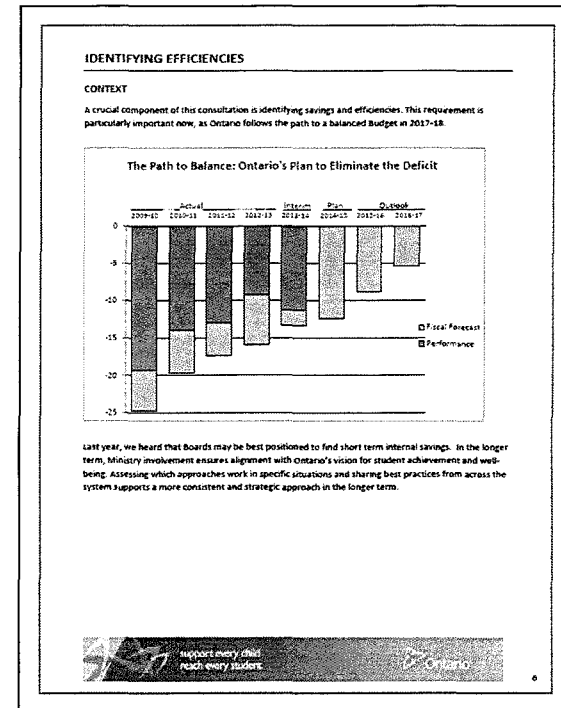
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- Funding consultations with a broad range of education partners, including school boards, parent groups, student trustees, CUPE and support staff unions, principals’/VPs’ associations, and teachers’ federations.
- **Broadest funding conversation since Rozanski’s Education Equality Task Force** over a decade ago, in terms of participation.
- Allows us to continue to integrate financial perspectives with academic and policy expertise from our education partners as well as the Ministry.
- Focused on **five topics**:
  1. Identifying efficiencies
  2. Making more efficient use of school space
  3. Community partnerships
  4. Accountability
  5. Sharing Savings



# On the Principles/Efficiencies

- Broad **general agreement on principles**
- On aligning with *Achieving Excellence*, recognize that a board may have its own local priorities to achieve as well.
- Include recognition of denominational differences
- Integrated upstream planning by all public sector partners is key, e.g., community hubs.
- Most frequently cited obstacles to finding efficiencies:
  - 80% plus of budgets go to salaries and benefits
  - Classroom sizes are regulated



# On More Efficient Use of School Space

- Funding, local politics still appear to work against most effective use of space
- Many suggestions for streamlining decisions/processes in closures and disposals
- Operational challenges:
  - School hard to close if it means 1 hr.+ bus ride
  - As demographics change, space may be needed later
  - In most schools, some “unused” space is needed for French, music, etc.
  - Community Hubs

**MAKING MORE EFFICIENT USE OF SCHOOL SPACE**

Last year we heard that underutilization of space is a significant issue and that there are opportunities to make more efficient use of school space. You told us that both one- and up-front investments will be needed to create new space, or adapt existing space, to realize permanent savings over the longer term. Any changes in school space must also balance local knowledge with central direction. In addition, all efficiency and modernisation strategies need to link to the next phase of Ontario's education vision – *Achieving Excellence: A Renewed Vision for Education in Ontario*.

As a result, promoting more efficient use of school space for the 2014-15 school year became the government's priority. This strategic approach included the following elements:


- revising the Pupil Accommodation Review Guideline (PARG) to make the process more effective for boards and the community;
- a \$750 million investment in capital funding over 4 years to support consolidations and right-sizing of school facilities – in addition to \$1.25 billion invested in school renewal;
- a reinvestment of over \$6 million in funding to boards to build planning capacity to address underutilized schools;
- incenting boards to make more efficient use of school space through changes to school operations funding resulting in \$42 million in savings; and
- investing \$15 million in isolated schools that combine secondary and elementary panels.

The cumulative impact of the elements of this strategy is an upfront investment in transformation of \$773 million and a total savings found of \$42 million.

| Total Upfront Investment | 2014-15 Top-Up Adjustment |
|--------------------------|---------------------------|
| \$773 million            | \$42 million              |

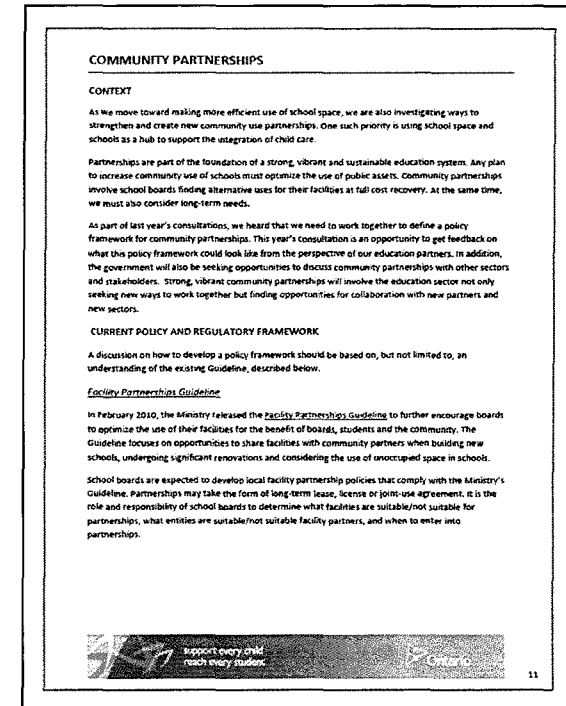
Our current challenge is to build on this strategy and address other issues our education partners may raise. This Guide seeks feedback on the initiatives to date and provides details on specific grants that directly or indirectly support underutilized school space. It is our intention that this Guide will facilitate a more focused and comprehensive discussion.

At present, almost 70% of Ontario's schools receive direct or indirect financial support to offset costs associated with space that is idle or not being used for core educational purposes. In challenging fiscal times, we must be sure that we are making efficient use of school space. Efficiencies can be achieved by sharing space with other boards, through consolidating schools within one board, and through increased community partnerships. Solutions must balance the needs of students and communities.

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# On Hubs/Community Partnerships

- Cautious optimism for Provincial role in aligning with other ministries and municipalities.
  - There is a broad range of hubs/partnerships out there and working and many great ideas for what a hub could offer
  - Major foci: childcare, wrap-around supports/mental health
- Cost is a consideration that must be addressed
- Complexity of existing and potential arrangements needs to be considered, as well as school and board capacity to find and maintain partnerships.
- Hubs may not be viable everywhere



# On Accountability

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- High quantity of reporting, need to ensure improving accountability and streamline as much as possible
- Flexibility is important. However, need for sweatering is understood and in some cases encouraged.
  - LOG and Safe Schools amounts – in many cases these amounts are already earmarked for intended purposes. Support for sweatering in high level program.
  - Could focus reporting on which programs are working well and which do not for suspended and expelled pupils.
- Transparency also key, need to balance board and federation perspective.
- More suggestions:
  - Avoid “money sparklers” (i.e. very small amounts of funding with significant conditions on expenditures) and “money bombs” (i.e., announcements of available funding that require application on short notice late in the school year)
  - Bundle/consolidate funds with same goal
  - Set \$ threshold for reporting on EPO grants
  - Focus more on what ministry really needs
  - Reduce report-backs across ministry

# On Shared Savings

- Main priorities for investment:
  - Mental health and students with special education needs
  - Continuing education supports, particularly for pupils with special education needs over 21 yrs. old.
  - Invest in teaching (P.D., etc.)
  - Technology

**SHARING SAVINGS**

**CONTEXT**

The concept of shared savings was discussed last year as part of the consultation process. We heard that achieving long-term savings requires up-front spending. In response, as part of the implementation of the School Board Modernization and Efficiencies (SBEM) strategy and the launch of the 2014-15 GSM, the government made significant investments in priority areas. These investments were only made possible by your hard work in identifying both efficiencies and key areas of need.

| Total Upfront Investment       | Purpose                                                                                                        |
|--------------------------------|----------------------------------------------------------------------------------------------------------------|
| \$8M – Capital Planning        | Funding for boards to build planning capacity                                                                  |
| \$15M – Supported Schools      | Funding for teachers in isolated schools that have combined the elementary and secondary panels under one roof |
| \$750M – School Consolidations | Investment over 4 years to support school consolidations – over and above the \$1.25B for school renewal       |

The diagram shows a box labeled 'Total Upfront Investment' with '\$773 Million' below it. An arrow points to a box labeled '2014-15 Top-Up Adjustment' with '\$42 Million' below it.

The cumulative impact of the elements of this strategy is an upfront investment in transformation of \$773 million and a total savings found of \$42 million.

Together we can build on the successes of last year and identify potential efficiencies to support other key priorities and determine how best manage a potential reduction of 1 to 2 % in total revenue.

In recent years, the government has made many investments to give students the skills and knowledge they need to succeed. These investments support all types of learning.

- \$150 million over three years in technology and learning tools such as new digital tablets, netbooks, cameras, software and professional development for teachers.
- Nearly \$34 million annually for the Community Use of Schools program to support schools as community hubs.
- \$20 million annually for Outdoor Education and Engagement to support outdoor learning activities for elementary and secondary students.

**CONSIDERATIONS**

- How can we work together to prioritize potential areas of re-investment?
- What key areas should be prioritized?

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## Next Steps

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- Taking all feedback into consideration as we move into planning and budgeting season.
- Initiating Technical Advisory Committee to review definition of school for funding purposes.
- Committed to make sure funding conversation reaches to all areas of the ministry and stakeholders, REC, other ministries.



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

**Meeting Date:**  
March 24, 2015

## BOARD REPORT

**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:** **APPOINTMENT OF STUDENT TRUSTEES  
FOR THE 2015-2016 SCHOOL YEAR**

### RECOMMENDATION:

**That the Board receive as information the appointment of Maddie Diab from St. Thomas of Villanova Catholic Secondary School and Jeremiah Bowers from Holy Names Catholic Secondary School as Student Trustees for the 2015-2016 school year.**

### SYNOPSIS:

In accordance with Bill 78, the Education Statute Law Amendment Act (Student Performance), 2006, Regulation 07/07 – Student Trustees and Board Policy T:01 Student Trustees, an election was held to select two Student Trustees for the 2015-2016 school year.

### BACKGROUND COMMENTS:

Students elected to the position of Student Senate Representative from their respective high schools, attended a retreat on Tuesday, March 3, 2015 facilitated by Betty Brush, Catholic Studies Consultant. At the conclusion of the retreat, an election was held to select two Student Trustees for the coming school year. Elected as Student Trustees for the 2015-2016 school year were **Maddie Diab from St. Thomas of Villanova Catholic Secondary School and Jeremiah Bowers from Holy Names Catholic Secondary School.**

The two current Student Trustees, Kyla Dumlao and Valere Gaspard will serve as mentors for Maddie Diab and Jeremiah Bowers to assist in preparing them to assume their new role.

### FINANCIAL IMPACT:

Each Student Trustee receives an honorarium of \$2,500 annually. If a student has not served for a full year (from August 1 to July 31), the amount is prorated. A budget has been provided for student trustees in order to provide financial resources for attendance at



provincial conferences and professional development opportunities. Students will be reimbursed for travel and miscellaneous out of pocket expenses up to an amount of \$5,000.

**TIMELINES:**

The Student Trustees will serve a one-year term from August 1, 2015 to July 31, 2016.

**APPENDICES:**

None.

**REPORT REVIEWED BY:**

|                                     |                           |                |                |
|-------------------------------------|---------------------------|----------------|----------------|
| <input checked="" type="checkbox"/> | EXECUTIVE COUNCIL:        | Review Date:   | March 10, 2015 |
| <input checked="" type="checkbox"/> | EXECUTIVE SUPERINTENDENT: | Approval Date: | March 10, 2015 |
| <input checked="" type="checkbox"/> | DIRECTOR OF EDUCATION:    | Approval Date: | March 10, 2015 |



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

**Meeting Date:**  
 March 24, 2015

## BOARD REPORT

**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, January 15, 2015**

**RECOMMENDATION:**

**That the Board receive the Minutes of the Thursday, January 15<sup>th</sup>, 2015  
 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 Thursday, February 19, 2015 at the Catholic Education Centre.

**APPENDICES:**

- Special Education Advisory Committee Minutes of Thursday, January 15, 2015.

**REPORT REVIEWED BY:**

|                                                               |                                  |
|---------------------------------------------------------------|----------------------------------|
| <input checked="" type="checkbox"/> EXECUTIVE COUNCIL:        | Review Date: February 24, 2015   |
| <input checked="" type="checkbox"/> EXECUTIVE SUPERINTENDENT: | Approval Date: February 24, 2015 |
| <input checked="" type="checkbox"/> DIRECTOR OF EDUCATION:    | Approval Date: February 24, 2015 |



**1325 California Ave., Windsor, ON N9B 3Y6  
Phone: (519) 253-2481 Fax: (519) 253-0620**

**SPECIAL EDUCATION ADVISORY COMMITTEE MEETING  
Thursday January 15, 2015 – 6:00 P.M.  
Windsor Essex Catholic Education Centre  
1325 California Avenue, Windsor**

**MINUTES**

|          |                |                                   |
|----------|----------------|-----------------------------------|
| Present: | Melanie Allen  | IEWS                              |
|          | Shelley Lavoie | Learning Disabilities Association |
|          | Rose Lamug     | Autism Ontario Windsor-Essex      |
|          | John Riberdy   | Principal                         |
|          | Lisa Soulliere | Trustee (Chair)                   |
|          | Mary DiMenna   | Trustee                           |
|          | John McMahon   | Community Living                  |
|          | Joanna Zeiter  | Easter Seals                      |
|          | Cathy Geml     | Associate Director of Education   |
|          | Terri Maitre   | Recorder                          |

1. Call to Order – Lisa Soulliere
2. Opening Prayer – SEAC members
3. Welcome – Lisa Soulliere welcomed SEAC to the meeting and welcomed new member Joanna Zeiter.
4. Recording of Attendance – Regrets: Tina Greco, Rosemary LoFaso
5. Approval of Agenda -

**Motion by Rose Lamug and seconded by Shelley Lavoie 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 -

**Motion by Mary DiMenna and seconded by John McMahon that the Minutes be approved as revised and circulated. *Carried***

9. Business Arising - None

10. Information Items – The following items were reviewed by the committee.
- (a) Letter to the Honourable Liz Sandals, the Honourable Tracy MacCharles and the Honourable Dr. Eric Hoskins from Grand Erie District School Board supporting various Board SEACs with a common concern regarding the state of speech and language services for Ontario school-aged children.
  - (b) Letter to the Honourable Liz Sandals from Durham Catholic District School Board supporting various Boards SEAC regarding mandatory Special Education qualifications.
  - (c) Letter to the Honourable Liz Sandals and the Honourable Brad Duguid from the Renfrew County Catholic DSB regarding the inclusion of special education in teacher education programs.
  - (d) Passport Mentoring – An in school opportunity to expose students, at the secondary school level, who have an intellectual disability to post-school experiences and options.
  - (e) Letter to the Honourable Liz Sandals from the Simcoe Muskoka Catholic DSB regarding their concern over the hiring process for teachers in Ontario as a result of Regulation 274.
  - (f) Special Education Strategy document.

**Motion by John McMahon and seconded by Melanie Allen that the Information Items be accepted as information. *Carried***

11. Report from Vice Chair – Information items above.
12. Report from Trustees – Trustee DiMenna

Regular Board Meeting: December 16, 2014

Received the following items for information:

- Appointment of Joanna Zeiter, Representative Easter Seals Ontario to the Special Education Advisory committee (SEAC).
- 2014-2018 appointments to the Special Education Advisory Committee (SEAC).  
*Windsor-Essex Down Syndrome Association*, Tina Greco - representative, Cindy Tracey - alternate.  
*VEWS* for the visually Impaired, Melanie Allen – representative.  
*Community Living Essex County*, John McMahon – representative.  
*Autism Ontario, Windsor Essex Chapter*, Rose Lamug – representative (SEAC Chair).  
*Learning Disabilities Association of Windsor-Essex County*, Shelley Lavoie – representative.

Received the following items for approval:

- Expansion of Elementary French Immersion Program – Trustees approved in principle the expansion of the French Immersion in the following areas:
  1. Former St. Gregory site-phase-in single track French Immersion

school beginning September 2015.

2. St. Joseph's dual track English and French Immersion beginning September 2015.

Administration was directed to provide a comprehensive implementation plan for both programs, including financial considerations to the board at a special board meeting scheduled for January 19, 2015, prior to final board approval.

There are presently four (4) sites already offering French Immersion:

St. Anne's - Windsor  
 Christ the King – Windsor  
 St. Mary's- Maidstone  
 Queen of Peace – Leamington

- New Draft Policy ST:26 Concussions, approval in principal available on the board website for input from stake holders.

Board of Trustees elected for 2014-2018

Barbara Holland – Ward 6 & 7 – Chair  
 Mary DiMenna – Area 2 – Leamington, Kingsville, Essex & Harrow – Vice Chair  
 Fred Alexander – Ward 5 & 8  
 Fabio Costante-Ward 2 & 9  
 Frank DiTomasso – Area 1 – LaSalle & Amherstburg  
 Bernie Mastromattei – Ward 3 & 4  
 Lisa Soulliere – Area 3 – Lakeshore  
 Susan Tope – Area 4 – Tecumseh  
 Fulvio Valentinis – Ward 1 & 10

Student Trustees:

Kyla Dumiao – St. Joseph's Catholic High School  
 Valere Gaspard – Cardinal Carter Catholic High School

Board Chaplain: Fr. Larry Brunet

**Motion by Lisa Soulliere and seconded by Rose Lamug that the report from Trustees be accepted as information. *Carried***

13. Report from Associate Director of Education –
  - (a) An informal SEAC information evening was held on November 20<sup>th</sup>, due lack of quorum. Holly Diloreto from St. Clair College delivered a short presentation regarding Community Integration through Cooperative Education to those in attendance. This program is designed to prepare students for employment. The Windsor-Essex Catholic District School Board is participating in this program. Three of the ten students will be placed at the Catholic Education Centre in various roles.

- (b) PPM No. 8 – revisions to the definition of the term “Learning Disabilities”. The document was included in the agenda for review and can be found on the Ministry website.  
<http://www.edu.gov.on.ca/extra/eng/ppm/ppm8.pdf>
- (c) Learning for All - funding will be channelled to secondary Special Education Strategies. John Riberdy offered information from the Elementary Special Education Strategy perspective.
- (d) Special Education Strategy. In October 2014 the Ministry invited boards and community partners to participate in a meeting with the objective to consolidate responsibility of services by March 2015. KPMG is facilitating the process. A Complex Care plan is due in June 2015, and a second plan (more information will be released upon receipt) is due in October. Each community must come up with a plan, submit and have the plan authorized by the Ministry. No additional funding has been provided to boards and community partners to implement this process.
- (e) Planning table Community Mental Health Plan for Children and Youth. Aligning services under the leadership of Mary Broga. Community Mary’s role is to address Gaps needs and develop a pathway.
- (f) The Geneva Centre is offering an Online Applied Behaviour Analysis Certificate Course for Educators. The Windsor-Essex Catholic District School Board was allotted 19 spaces and to date 18 of the spaces have been filled.
- (g) EduGains website –launch of a Special Education website geared to parents.  
<http://edugains.ca/newsite/SpecialEducation/index.html>

**Motion by Mary DiMenna and seconded by Rose Lamug that the report from the Associate Director be accepted as information. *Carried***

14. New Business -  
Associate Director, Geml chaired the election of officers for SEAC. Nominations were called for the position of SEAC Chair for the 2015 calendar year.  
Rose Lamug was acclaimed SEAC Chair for the 2015 calendar year.
- Nominations were called for the position of SEAC Vice-Chair for the 2015 calendar year.  
Mary DiMenna was acclaimed SEAC Vice-Chair for the 2015 calendar year.
15. **Association Reports**
- (a) Shelley Lavoie, LDA representative recommended a website which provides resources and valuable tips for classroom teachers. <http://ldatschool.ca/>
  - (b) Autism Gala scheduled for February.

**Motion by Lisa Soulliere and seconded by Melanie Allen that the reports from the associations be accepted as information. *Carried***

16. Closing Prayer – SEAC members

Meeting adjourned:

Next meeting: Thursday, February 19, 2015 at 6:00 p.m.



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

**Meeting Date:**  
March 24, 2015

## BOARD REPORT

**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:** **BOUNDARY ADJUSTMENTS FOR CHRIST THE KING  
 CATHOLIC ELEMENTARY SCHOOL, FINAL APPROVAL**

### RECOMMENDATION:

**That the Board provide final approval for the boundary adjustments for future English students in the current Christ the King Catholic Elementary School boundary; and**

**That the Board, as per Board By-Law 4:03 upon delivery of the final committee report, dissolve the Ad Hoc Special Christ the King Boundary Review Committee.**

### SYNOPSIS:

This report is seeking final approval for the Christ the King boundary adjustments and dissolution of the Ad Hoc Special Christ the King Boundary Review Committee.

### BACKGROUND COMMENTS:

Due to the recently implemented French Immersion Programming at Christ the King school for JK, SK and grade 1 students, administration recommended for the 2015-2016 school year, boundaries to be amended for English students beginning in JK and any other new English students.

At the December 16, 2014 Regular Board meeting, the Board approved:  
*The establishment of a Boundary Review Committee pursuant to the Board's School Boundary Policy and Procedures (A:22) required in order to study the proposed recommendations of Senior Administration and to hear from the affected stakeholders; and*

*That subject to public consultation, the Board approve in principle the proposed boundary adjustment options for future English students in the current Christ the King Catholic Elementary school boundary.*



Consistent with Policy A:22, an Ad Hoc Special Christ the King Boundary Review Committee was established to include the following members: Trustee Fulvio Valentinis, Trustee Bernie Mastromattei, Superintendent Emelda Byrne and Consultant Elisa Houston.

On January 8, 2015 the Principal at Christ the King School informed the school community via letter and synrevoice, of a public consultation meeting on Tuesday, January 20, 2015. The consultation was scheduled to present the proposed boundary options as well as to hear from stakeholders who may be affected by the recommendations.

No recommendations or suggestions regarding boundaries were received from stakeholders. Therefore beginning September 2015, the amended boundary adjustments for future English students in the current Christ the King boundary will take effect.

As per the Windsor-Essex Catholic District School Board By-Law, Section 4:03 Special Committees/Ad Hoc Special Committees: *A Special and Ad Hoc Special Committee shall be dissolved upon delivery of its final report to the Board.*

As all recommendations have been met, upon receiving final Board approval, the Ad Hoc Special Christ the King Boundary Review Committee is dissolved.

**FINANCIAL IMPACT:**

N/A

**TIMELINES:**

Amended boundary adjustments will be implemented for future English students in the current Christ the King Catholic Elementary school boundary beginning September 2015.

Upon receiving final Board approval, the Ad Hoc Christ the King Boundary Review Committee is dissolved.

**APPENDICES:**

Appendix A – Boundary Adjustments – Christ the King Catholic Elementary School

Appendix B – Christ the King English Boundary Redistribution Map

**REPORT REVIEWED BY:**

|                                     |                           |                |                |
|-------------------------------------|---------------------------|----------------|----------------|
| <input checked="" type="checkbox"/> | EXECUTIVE COUNCIL:        | Review Date:   | March 10, 2015 |
| <input checked="" type="checkbox"/> | EXECUTIVE SUPERINTENDENT: | Approval Date: | March 10, 2015 |
| <input checked="" type="checkbox"/> | DIRECTOR OF EDUCATION:    | Approval Date: | March 10, 2015 |

**Appendix A**

**BOUNDARY ADJUSTMENTS  
Christ the King Catholic Elementary School**

**Commencing September 1, 2015, the following boundary adjustments will take effect for new English students who would have, prior to the boundary adjustments, registered at Christ the King school.**

**New English students residing in the following area will register at:**

**St. Christopher Catholic Elementary School**

North: Division/Cabana Rd. E.

East: Airport Railway

West: CN Railway (parallel west of Provincial Rd.)

Residential areas only includes Devonwood, Acorn, Maple Leaf, Lone Pine, Countryside Park.

**New English students residing in the following area will register at:**

**St. Gabriel Catholic Elementary School**

North: Grand Marais drain

East: CN Rail (parallels Division/Provincial to the immediate west)

South: Cabana Rd E from CN Rail to Howard Ave. North along Howard Ave to a line extended from Liberty St. West along this line (Liberty St) to Rankin Ave.

West: Rankin Ave north to West Grand Ct, then Grand Marais drain.

**New English students residing in the following area will register at:**

**Notre Dame Catholic Elementary School**

North: From the corner of Kenora and Curry Ave., west along a line projected from Kenora St. to Ouellette Ave.

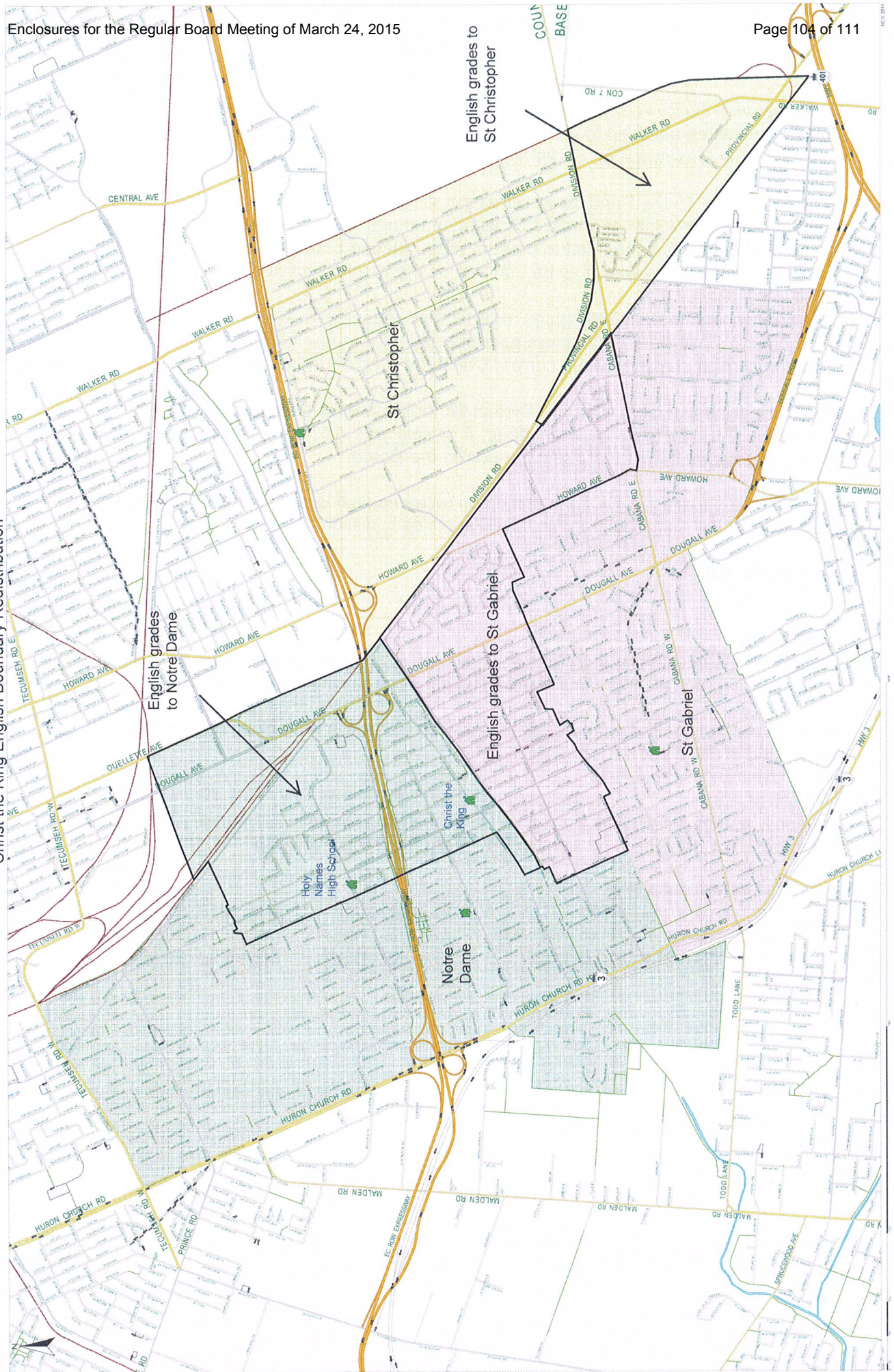
East: South along Ouellette Ave. along Ouellette Ave. projected line to Grand Marais drain.

South: Grand Marais drain.

West: Grand Marais drain to a line west of Rankin Ave., north to Grand Marais Rd. W. East along Grand Marais Rd. W. to Curry Ave., north along Curry Ave., to Kenora St.

Appendix B

Christ the King English Boundary Redistribution





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

**Meeting Date:**  
March 24, 2015

## BOARD REPORT

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

**PRESENTED FOR:** Information  Approval

**PRESENTED BY:** Barbara Holland, Chairperson of the Board

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

**SUBJECT:** **REGULAR BOARD MEETINGS FOR THE MONTHS OF JULY/AUGUST 2015 AND FOR THE 2015-2016 SCHOOL YEAR**

### RECOMMENDATION:

**That any additional meetings of the Board of Trustees for the months of July and August 2015 be held at the call of the Chair; and**

**That the Board adopt the attached schedule of Regular Board meetings for the 2015-2016 School Year as presented.**

### SYNOPSIS:

The first recommendation provides for the calling of special or emergency board meetings during the summer recess in the event that meetings are necessary for trustees to address critical matters. The second recommendation is intended to establish the Regular Board Meeting Schedule for the 2015-2016 School Year.

### BACKGROUND COMMENTS:

In the past, Board meetings over the summer school break have been held at the call of the Chair. The Board By-Laws stipulate that regularly scheduled meetings will occur on the fourth Tuesday of each month. The closed Committee of the Whole Board In-Camera meetings are held on the second Tuesday of the month.

As per the Board By-Laws, a special Board motion is required to change the regular meeting schedule of the Board. The following variances to the Regular Board meeting schedule as prescribed within the By-Laws are proposed:

**December 2015:** It is proposed that the December Regular meeting be scheduled for Tuesday, December 15, 2015 as the fourth Tuesday of the month falls during the Christmas Break.

**March 2016:** It is proposed that the March Regular meeting be scheduled for Tuesday, March 29 in order to accommodate vacations that traditionally are scheduled during the March Break.

**June 2016:** It is proposed that the Regular meeting in June be scheduled for Monday, June 27<sup>th</sup> in order to avoid scheduling conflicts with several secondary school graduation exercises.

**FINANCIAL IMPACT:**

None

**TIMELINES:**

July 2015 through June 2016

**APPENDICES:**

- Proposed Regularly Scheduled Board Meetings – 2015-2016 School Year

**REPORT REVIEWED BY:**

|                                     |                           |                |                |
|-------------------------------------|---------------------------|----------------|----------------|
| <input checked="" type="checkbox"/> | EXECUTIVE COUNCIL:        | Review Date:   | March 10, 2015 |
| <input type="checkbox"/>            | EXECUTIVE SUPERINTENDENT: | Approval Date: |                |
| <input checked="" type="checkbox"/> | DIRECTOR OF EDUCATION:    | Approval Date: | March 10, 2015 |



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

**PROPOSED  
REGULARLY SCHEDULED BOARD MEETINGS  
2014-2016 School Year**

As of: March 24, 2015

Tuesday, September 22, 2015  
Tuesday, October 27, 2015  
Tuesday, November 24, 2015  
**Tuesday, December 1, 2015 (Organizational Meeting – 7:30 p.m.)**  
Tuesday, December 15, 2015  
Tuesday, January 26, 2016  
Tuesday, February 23, 2016  
Tuesday, March 29, 2016  
Tuesday, April 26, 2016  
Tuesday, May 24, 2016  
**MONDAY, June 27, 2016**

Unless indicated otherwise, all Regularly Scheduled meetings will be held in the John Paul II Board Room at the Windsor Essex Catholic Education Centre 1325 California Avenue, Windsor, Ontario.

**Public Session: 7:00 p.m.**

*The agenda and supporting documentation will be available electronically on the Board's website the Wednesday preceding the scheduled meeting at: [www.wecdsb.on.ca](http://www.wecdsb.on.ca)*

*The closed sessions of the Committee of the Whole Board in-camera meetings are scheduled for the second Tuesday of the month.*



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

|                                        |
|----------------------------------------|
| <b>Meeting Date:</b><br>March 24, 2015 |
|----------------------------------------|

## BOARD REPORT

**Public**       **In-Camera**   
**PRESENTED FOR:** Information       Approval   
**PRESENTED BY:** Senior Administration  
**SUBMITTED BY:** Paul Picard, Director of Education  
 Mario Iatonna, Executive Superintendent of Corporate Services  
**SUBJECT:** **AMENDED 2015 TEMPORARY BORROWING RESOLUTIONS  
 – PERMANENT IMPROVEMENTS AND ANNUAL  
 EXPENDITURES**

### RECOMMENDATION:

**That approval be given to the amended 2015 Temporary Borrowing Resolution – Permanent Improvements (deemed to be read three times) authorizing the Board to borrow \$24,266,480 to bridge finance the permanent improvements, as detailed, of the Board for 2015; and**

**That approval be given to the amended 2015 Temporary Borrowing Resolution – Annual Expenditures (deemed to be read three times) authorizing the Board to borrow up to \$42,516,480 to meet, until current revenues are collected and capital expenditures are financed, the total of the current and capital expenditures of the Board for 2015.**

### SYNOPSIS:

This report seeks to amend the current Temporary Borrowing Resolutions authorizing the Board to borrow money for permanent improvements and current revenues pursuant to the provisions of Section 247 of the Education Act.

### BACKGROUND COMMENTS:

At its meeting of December 16, 2014, the Board approved two Temporary Borrowing Resolutions – one for permanent improvements (capital spending) in the amount of \$13,912,000, and a second for the total of current revenues (sums that the Board considers necessary to meet the current expenditures of the Board until the current revenue has been received) and capital revenues in the amount of \$42,162,000.

The amounts presented in the Borrowing Resolutions previously approved were calculated and presented in a manner consistent with prior years. Notwithstanding this, the Board's banker, CIBC (Canadian Imperial Bank of Commerce), has subsequently requested that the

Board reflect in the Permanent Improvements Borrowing By-Law the authorized limit the Board can expend in total on the various categories of capital spending, as opposed to the amount of planned borrowing in the 2015 calendar year which was previously reflected.

Since the borrowing by-laws are now required to be reconsidered, Administration is also recommending to lower the limit previously approved for current short-term borrowing by \$10M. Previously this amount was approved at \$28,250,000, however in the past calendar year (2014) not only did the Board not need to use the main operating line of credit at all, the Board had, on average, a positive \$18.5M bank balance.

The current and revised borrowing amounts are summarized below:

| Particulars                                                            | Previously Approved | Recommended Amount  | Required By    |
|------------------------------------------------------------------------|---------------------|---------------------|----------------|
| Full Day Kindergarten                                                  | \$756,000           | \$4,892,440         | CIBC           |
| Capital Priority – Major Capital (new elementary school)               | \$2,077,000         | \$8,295,040         | CIBC           |
| <b>Sub-Total</b>                                                       | <b>\$2,833,000</b>  | <b>\$13,187,480</b> |                |
| Previous Capital Spending, Not-Permanently Financed                    | \$11,079,000        | \$11,079,000        | No change      |
| <b>TOTAL BY-LAW PERMANENT IMPROVEMENTS</b>                             | <b>\$13,912,000</b> | <b>\$24,266,480</b> |                |
| Add: Current (short-term) spending                                     | \$28,250,000        | \$18,250,000        | Administration |
| <b>TOTAL BY-LAW ANNUAL EXPENDITURES (Current and Capital spending)</b> | <b>\$42,162,000</b> | <b>\$42,516,480</b> |                |

#### FINANCIAL IMPACT:

Amending the by-law for Permanent Improvements in the manner requested by CIBC, and amending the by-law for current spending as suggested by Administration, does not in any way change the Board's current plan for spending on either capital or operating type expenditures in calendar year 2015. In addition, there is no cost or other consequence to making the recommended changes noted above.

#### TIMELINES:

Both borrowing by-laws authorize short-term borrowing for current and capital expenditures for the period up to December 31, 2015.

#### APPENDICES:

- Amended 2015 Temporary Borrowing Resolution – Permanent Improvements
- Amended 2015 Temporary Borrowing Resolution – Annual Expenditures

#### REPORT REVIEWED BY:

|                                     |                           |                |                |
|-------------------------------------|---------------------------|----------------|----------------|
| <input type="checkbox"/>            | EXECUTIVE COUNCIL:        | Review Date:   | --             |
| <input checked="" type="checkbox"/> | EXECUTIVE SUPERINTENDENT: | Approval Date: | March 16, 2015 |
| <input checked="" type="checkbox"/> | DIRECTOR OF EDUCATION:    | Approval Date: | March 16, 2015 |



**WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD  
AMENDED 2015 TEMPORARY BORROWING RESOLUTION – PERMANENT  
IMPROVEMENTS**

RESOLUTION duly passed by the Windsor-Essex Catholic District School Board at the meeting duly called on the 24<sup>th</sup> day of March 2015.

ON MOTION it was resolved as follows:

WHEREAS the Windsor-Essex Catholic District School Board (the “Board”) is permitted to borrow money pursuant to the provisions of Section 247 of the Education Act (the “Act”) for the raising of funds to finance certain permanent improvements as more particularly described in this Resolution.

AND WHEREAS:

- A. The Board has authorized the permanent improvements in the amount of \$24,266,480;
- B. The Board wishes to apply to the Canadian Imperial Bank of Commerce (“CIBC”) for a capital loan for the purpose of financing the permanent improvements;
- C. The total cost of the permanent improvements is within the Board’s Debt and Financial Obligation Limit as established by the Ministry of Education.

THEREFORE, BE IT RESOLVED THAT:

- 1. The Chairperson, Vice-Chairperson, Secretary or Treasurer of the Board are hereby authorized on behalf of the Board to borrow \$24,266,480 for permanent improvements in accordance with the Act, plus interest at a rate to be agreed upon from time to time with CIBC.
- 2. The Chairperson, Vice-Chairperson, Secretary or Treasurer of the Board are hereby authorized for and on behalf of the Board to execute and deliver all such other documents and to do such other acts and things as may be necessary to give full effect to the Resolution.

WE HEREBY CERTIFY that the foregoing is a true and complete copy of a Resolution passed at a meeting of the Board duly called and held as aforesaid, which Resolution remain in full force and effect unamended on the date hereof.

AS WITNESS, the Corporate Seal of this Board this 24<sup>th</sup> day of March 2015.

\_\_\_\_\_  
Chairperson, Barbara Holland

\_\_\_\_\_  
Witness

\_\_\_\_\_  
Secretary, Paul A. Picard

\_\_\_\_\_  
Witness

**WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD  
AMENDED 2015 TEMPORARY BORROWING RESOLUTION – ANNUAL EXPENDITURES**

RESOLUTION duly passed by the Windsor-Essex Catholic District School Board at the meeting duly called on the 24<sup>th</sup> day of March 2015.

ON MOTION it was resolved as follows:

WHEREAS the Windsor-Essex Catholic District School Board (the “Board”) considers it necessary to borrow the amount of up to \$42,516,480 to meet, until current revenues are collected, the current and capital expenditures of the Board for 2015.

AND WHEREAS the total amount borrowed pursuant to this Resolution together with the total of any similar borrowing is not to exceed the uncollected balance of estimated revenues of the Board.

THEREFORE, BE IT RESOLVED THAT:

1. The Chairperson, Vice-Chairperson, Secretary or Treasurer of the Board are hereby authorized on behalf of the Board to borrow from time-to-time by way of Promissory Note a sum or sums not exceeding the aggregate \$42,516,480 to meet the current and capital expenditures of the Board until the current revenues have been received and to give on behalf of the Board a Promissory note or notes under the corporate seal of the Board signed by the Chairperson or Vice-Chairperson of the Board and the Secretary or Treasurer of the Board for the monies borrowed hereunder;

Provided, however, that the interest and any other charges connected therewith do not exceed the interest that would be payable at the prime lending rate on the date of borrowing of banks listed in Schedule 1 to the Bank Act minus 0.25% per annum.

2. The Treasurer of the Board is hereby authorized and directed to apply in payment of all sums borrowed as aforesaid, together with interest thereon, all monies comprising the current revenues of the Board hereafter received.
3. The Treasurer of the Board is hereby authorized and directed to deliver to the bank from time-to-time upon request a statement showing the total amount of unpaid previous borrowings of the Board for current and capital expenditures together with debt charges, if any, and also the uncollected balance of the estimated revenues for the current year or, where the estimates have not been adopted, the estimated revenues of the previous year less any current revenues already collected.

WE HEREBY CERTIFY that the foregoing is a true and complete copy of a Resolution passed at a meeting of the Board duly called and held as aforesaid, which resolution remains in full force and effect unamended on the date hereof.

AS WITNESS, the Corporate Seal of this Board this 24<sup>th</sup> day of March 2015.

\_\_\_\_\_  
Chairperson, Barbara Holland

\_\_\_\_\_  
Witness

\_\_\_\_\_  
Secretary, Paul A. Picard

\_\_\_\_\_  
Witness