



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

**REGULAR BOARD MEETING**  
**Tuesday, June 13, 2017 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: *None*
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 Committee of the Whole Board In-Camera Meeting of May 9, 2017 --
    - ii) Minutes of the Regular Board Meeting of May 23, 2017 1-7
  - b. Items from the Committee of the Whole Board In-Camera meeting of June 13, 2017. --
9. Communications:
  - a. External (Associations, OCSTA, Ministry): *None*
  - b. Internal (Reports from Administration): *None*

10. Committee Reports:
  - a. Report: Special Education Advisory Committee (SEAC) Minutes of April 20, 2017 (E. Byrne) 8-10
  - b. Report: Special Education Plan Amendments 2017 (E. Byrne) 11-12
  - c. Report: French Immersion Advisory Committee (FIAC) Minutes of April 12, 2017 (E. Byrne) 13-17
  
11. Unfinished Business: *None*
  
12. New Business:
  - a. Report: Proposed Boundary Adjustment for Cardinal Carter and St. Thomas of Villanova Catholic Secondary Schools (D. Fister) 18-29
  - b. Report: Proposed Boundary Adjustment for Cardinal Carter and St. Anne Catholic Secondary Schools (Gracey Side Road) (D. Fister) 30-35
  - c. Report: 2017-2018 Final Draft Budget (P. King) 36-91
  
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.*
  - **Monday**, June 26, 2017
  - Tuesday, September 26, 2017
  - Tuesday, October 24, 2017
  - Tuesday, November 28, 2017
  - Tuesday, December 5, 2017 – (Trustee Organizational Meeting 7:45 pm start)
  - Tuesday, December 12, 2017
  - Tuesday, January 30, 2018
  - Tuesday, February 27, 2018
  - Tuesday, March 27, 2018
  - Tuesday, April 24, 2017
  - Tuesday, May 22, 2018
  - Tuesday, June 12, 2018
  - **Monday**, June 25, 2018

*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, May 23, 2017 at 7:00 p.m.**  
**Windsor Essex Catholic Education Centre**  
**John Paul II Board Room**

**MINUTES**

**PRESENT**

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

S. Binjamin, Student Trustee  
Rev. L. Brunet, Board Chaplain

**Regrets:** Chair Holland and Student Trustee Zovko

**Administration:** P. Picard (Resource) S. Fields G. McKenzie  
T. Lyons J. Ibrahim M. Seguin  
E. Byrne R. Lo Faso J. Ulicny  
D. Fister  
P. King

**Recorder:** B. Marshall

1. Call To Order - In absence of Chair Holland and in accordance with Board By-Law 7:01 Presiding Officer, Chair Pro-Tem DiMenna called the meeting to order at 7:00 pm.
2. Opening Prayer – Fr. Brunet opened the meeting with a prayer.
3. Recording of Attendance – Chair Holland sends her regrets due to her vacation. Student Trustee Zovko is absent due to school commitments.
4. Approval of Agenda – No amendments this evening.  
Clerical Error: Item 7a Delegations: Maggie Dorian should be spelled Dorion.

**Moved by Trustee Mastromattei and seconded by Trustee Costante that the May 23, 2017 Regular Board meeting agenda be approved as distributed. Carried**



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

6. Presentations:

a. Switch on Learning: Everyone Can Code K-12 Robotics and Coding Initiative

Prior to the Board meeting, a group of Grade 3 students were in attendance to teach Trustees how to code as part of the Switch to Learning: Everyone Can Code K-12 Robotics and Coding Initiative.

John Ulicny, Superintendent of Human Resources, Doug Sadler, Principal of Human Resources and Information Technology and Laurie Clement, Technology Enabled Learning and Teaching Consultant highlighted a few projects that have reshaped the learning environment for students and staff with a particular focus on the elementary robotics and coding initiative. The Board's ultimate goal is to inspire all students and empower them with the knowledge and skills they need to live purposeful, meaningful lives.

b. St. Thomas of Villanova Catholic Secondary School Robotics Team

Principal Amy Facchineri and Grade 10 student Erica Rossi provided video presentations of the recent St. Thomas of Villanova First Robotics Competition Championship. For the second year, the WiredCats Team qualified for the FIRST Robotics Competition (FRC) World Championship. Currently the WiredCats are ranked 5<sup>th</sup> out of 145 teams in Ontario. Ms. Rossi thanked the Board, Principal, and teachers for their support.

c. Recipient of the Dr. Bette M. Stephenson Recognition of Achievement Award (EQAO) - Cardinal Carter Catholic Secondary School

The Dr. Bette M. Stephenson Recognition of Achievement Award recognizes schools across the province for their use of data to enhance and support the progress of their students. The schools recognized through this program have used a wide range of evidence to develop action plans based on their unique circumstances and have seen notable improvements in student achievement, as demonstrated by an increase in EQAO results over time. This year, Cardinal Carter Catholic Secondary School was recognized for their cross-panel collaboration, the use of technology, and descriptive feedback as methods to help students succeed.

Congratulations to Principal Dwayne Brunet, Department Head Teacher Sue Latour, Teachers Charbel Taouil and Denise Sauve for being recognized for this EQAO achievement award.

d. Recipient of the Certificate of Achievement for the 2016-2017 Prime Minister's Award for Teaching Excellence - Rocky Ieraci, Holy Names Catholic High School Teacher

Holy Names Catholic High School teacher Rocky Ieraci received a Certificate of Achievement for the 2016-17 Prime Minister's Award for Teaching Excellence. This

year, there were only 52 such awards delivered across the country and Mr. Ieraci was the only teacher in Windsor-Essex to receive this prestigious award. Congratulations Mr. Ieraci.

7. Delegations:

- a. Elise Daragon, Principal of St. Bernard/St. Jules Catholic Elementary Schools, Maggie Dorion, Vice Principal of St. Bernard, Michael Pio, Vice Principal of St. Jules and Yvonne Dupuis Chairperson of the St. Bernard Catholic School Advisory Council to speak to the naming of the new Windsor elementary school.

Principal Daragon briefed Trustees on the process of selecting the recommended new school name. In accordance with Board Policy A:11 Naming of Schools, a consultative process and corresponding plan, to engage all stakeholders, was initiated by the school's administrative team. The plan included consultation with the Catholic School Advisory Council (CSAC) of St. Bernard/St. Jules, and respective school staff to review the policy and to provide a clear and transparent process that valued student voice. Based on the student vote and on behalf of the students of St. Bernard/St. Jules they respectfully request that the Board of Trustees approve their choice of the new school name: St. Mother Teresa Catholic Elementary School.

Ms. Dupuis praised the process and school communities for coming together as one. In September the students will enter the new school, knowing they were instrumental in selecting it's name.

8. Action Items:

- a. Previous Meeting Minutes  
i) Minutes of the Committee of the Whole Board In-Camera Meeting of April 11, 2017

**Moved by Trustee Costante and seconded by Trustee Tope that the Minutes of the Committee of the Whole Board In-Camera meeting of April 11, 2017 be adopted as distributed. Carried**

- ii) Minutes of the Regular Board Meeting of April 25, 2017

**Moved by Trustee Soulliere and seconded by Trustee Valentinis that the Minutes of the Regular Board meeting of April 25, 2017 be adopted as distributed. Carried**

- b. Items from the Committee of the Whole Board In-Camera meeting of May 9, 2017.

Trustee Soulliere reported that the Windsor-Essex Catholic District School Board convened a closed Committee of the Whole Board in-camera meeting on May 9, 2017 pursuant to the Education Act - Section 207, to consider specific personnel, real property matters, Security of the Property of the Board matters, labour relations 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.

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

**Moved by Trustee Soulliere and seconded by Trustee Mastromattei directions of the Committee of the Whole Board at its in-camera meeting of May 9, 2017 be approved. Carried**

From the May 9, 2017 Committee of the Whole Board in-camera meeting:

- Received a verbal report on the Audit Committee Meeting of April 26, 2017 both public and in-camera items; and
- Approved the Real Property Disposition – St. André and St. Gregory Church Land Exchange (13765 St. Gregory Rd., Tecumseh).

9. Communications:
- a. External (Associations, OCSTA, Ministry): *None*
  - b. Internal (Reports from Administration): *None*

10. Committee Reports:
- a. Report: Special Education Advisory Committee (SEAC) Minutes of February 16, 2017

**Moved by Trustee DiTomasso and seconded by Trustee Soulliere that the Special Education Advisory Committee (SEAC) Minutes of February 16, 2017 be received as information. Carried**

- b. Report: French Immersion Advisory Committee (FIAC) Minutes of February 16, 2017

**Moved by Trustee Costante and seconded by Trustee Mastromattei that the French Immersion Advisory Committee (FIAC) Minutes of February 16, 2017 be received as information. Carried**

11. Unfinished Business: *None*

12. New Business:
- a. Report: New Elementary School Name – St. Bernard/St. Jules Communities

Board Chaplin Brunet indicated the canonical name of Mother Teresa is St. Teresa of Calcutta.

**AMENDED MOTION: Moved by Trustee Alexander and seconded by Trustee Mastromattei that the Board approve the new school name of the consolidated communities of St. Bernard and St. Jules Catholic Elementary schools as St. Teresa of Calcutta Catholic Elementary School. Carried**

**ORIGINAL MOTION: Moved by Trustee Tope and seconded by Trustee Alexander that the Board determine and approve the new school name of the consolidated school**

communities of St. Bernard and St. Jules Catholic Elementary schools given the potential school names derived from the consultative process.

- b. Report: Tender Approval – STEM Lab Renovations at Holy Names Catholic High School

**Moved by Trustee Costante and seconded by Trustee Soulliere that approval be given to the award of tender and the issuance of a purchase order contract for the converting of the current science labs to a STEM lab hub for science and robotics at Holy Names Catholic High School to Vince Ferro Construction in the amount of \$1,082,736 plus HST. Carried**

- c. Report: Tender Approval – HVAC Pump Replacements – Cardinal Carter Catholic Secondary School

**Moved by Trustee Soulliere and seconded by Trustee DiTomasso that approval be given to the award of tender and the issuance of a purchase order for the HVAC pump replacements at Cardinal Carter Catholic Secondary School to Bryant Heating & Air Conditioning in the amount of \$125,000 plus HST to be funded from the approved 2016-17 School Condition Improvement Budget. Carried**

13. Notice of Motion: *None*

14. Remarks and Announcements:

- a. Chair Pro Tem DiMenna, on behalf of the Board of Trustees congratulated Director Paul Picard on receiving the J.F. Johnston Outstanding Educator Award for 2017. Sponsored by the Catholic Principals Council of Ontario – Windsor Essex, awarded annually to one Educator who best exemplifies the vision and mission of the Windsor-Essex Catholic District School Board. Congratulations Paul; well deserved.

Also congratulated Student Trustees Benjamin and Zovko, as well as the Student Senate, for the success of their Zinc Saves Lives Battery Recycling initiative. Well done.

- b. Director of Education Director of Education Picard provided comments on recent activities supporting the Board's strategic priorities namely;  
***Employee Development and Student Achievement Initiatives:*** A number of seminars or workshops are scheduled for the month of June: Teacher and Principal Mentoring; First Aid Training; Computer Education and Robotics Teacher Training; and Question to Learn K-12 – an Inquiry based PD initiative.  
***Celebrating Achievements:*** The Awards Recognition Committee encourages the participation of our staff, students and parents in the nomination of candidates in our system-wide awards program. Please consider nominating candidates for the Catholic School Secondary and Elementary Student Council Leadership and Outstanding Catholic School Council Leadership Awards. Applications will be received until June 9<sup>th</sup>. As well, nominations for the Kit Lacasse Award will be received until June 2<sup>nd</sup>.

Congratulations to students Jada Malott from St. John Vianney Catholic Elementary School and Kyle Tran from F.J. Brennan Catholic High School who have been appointed to sit on the 2017-2018 Minister's Student Advisory Board.

- c. Board Chaplain Brunet congratulated Trustee Alexander on the naming of the new school and his devotion to the St. Bernard/St. Jules community. Fr. Brunet also mentioned Sunday, May 28<sup>th</sup> is the Communication Sunday and thanked Communications Coordinator Fields for his efforts in promoting the Board.

15. Remarks/Questions by Trustees

Trustee Alexander thanked Principal Daragon and the two school communities for their involvement in naming the new school, in particular the students.

Trustee Mastromattei congratulated Mr. Rocky Ieraci for his Certificate of Achievement. He also congratulated Director Picard for receiving the J.F. Johnston award and mentioned Director Picard mirrors the inherent qualities of Mr. Johnston.

Trustee Costante also congratulated Rocky Ieraci and Director Picard; both individuals receiving well deserved recognition.

Trustee Valentinis commented this evening was a wonderful celebration of achievement. He thanked Director Picard for his commitment and leadership to the Board. Trustee Valentinis also congratulated Trustee Alexander on his dedication to the St. Bernard/St. Jules communities and the building of the new school as well as the schools' administrative leaders.

Trustee DiTomasso congratulated Director Picard and Rocky Ieraci. He also mentioned tomorrow, St. Thomas of Villanova will be receiving the Roseland Rotary Club Peace School award and thanked Superintendent Ibrahim for inviting him to the Elementary Day of Champions.

Student Trustee Benjamin mentioned the following:

- St. Joseph's High School reported a successful blood drive and hosted a garage sale this past weekend, in which proceeds went to the Heart and Stroke Foundation.
- St. Joseph's and St. Thomas of Villanova High School Student Senates are preparing for their end of the year pep rallies.
- Elections across the high schools are being held for positions within student council for the upcoming 2017-2018 school year.
- Student Trustees Zovko and Benjamin, as well as Student Senate, would like to inform the Board the Zinc Saves Lives initiative inspired by students, staff and communities collected 338,233 batteries saving 222,000 lives in Africa.

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, June 13, 2017
- **Monday**, June 26, 2017
- Tuesday, September 26, 2017
- Tuesday, October 24, 2017
- Tuesday, November 28, 2017
- Tuesday, December 5, 2017 – Trustee Organizational Meeting 7:45 pm start
- Tuesday, December 12, 2017
- Tuesday, January 30, 2018
- Tuesday, February 27, 2018
- Tuesday, March 27, 2018
- Tuesday, April 24, 2017
- Tuesday, May 22, 2018
- Tuesday, June 12, 2018
- **Monday**, June 25, 2018

*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 closed the meeting with a prayer.
20. Adjournment – There being no further business, the Regular Board meeting of May 23, 2017 adjourned at 8:42 p.m.

**Mary DiMenna**  
*Chair Pro-Tem*

**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

**Meeting Date:**  
 June 13, 2017

## BOARD REPORT

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

**PRESENTED FOR:** Information  Approval

**PRESENTED BY:** SEAC Committee – Trustee Members

**SUBMITTED BY:** Paul A. Picard, Director of Education  
 Emelda Byrne, Executive Superintendent of Education Student Achievement K-12

**SUBJECT:** **SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)  
 Meeting of April 20, 2017**

**RECOMMENDATION:**

**That the Board receive the Minutes of the Thursday, April 20, 2017  
 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 April 20, 2017 SEAC minutes were approved at the May 18, 2017 meeting. The next SEAC meeting is scheduled for June 15, 2017.

**APPENDICES:**

- Special Education Advisory Committee Minutes of Thursday, April 20, 2017.

**REPORT REVIEWED BY:**

<input checked="" type="checkbox"/>	EXECUTIVE COUNCIL:	Review Date:	May 30, 2017
<input checked="" type="checkbox"/>	EXECUTIVE SUPERINTENDENT:	Approval Date:	May 30, 2017
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date:	May 30, 2017



## APPENDIX 1

## Windsor-Essex Catholic District School Board

1325 California Ave., Windsor, ON N9B 3Y6

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

### SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

**DATE: Thursday April 20, 2017 TIME: 6:00 p.m.**

**Windsor Essex Catholic Education Centre**

**1325 California Avenue, Windsor**

#### Trustees

Lisa Soulliere – Trustee Member

Mary DiMenna – Trustee Member

#### Administration

Joseph Ibrahim – Superintendent of Education K-12

#### Principals' Association

John Riberdy

#### Ministry of Education & Training

Joy Antoniuk – Education Officer

#### Association Representatives

**Melanie Allen** – VIEWS (Vice Chair)

**Jillian Fenech** – Autism Ontario Windsor-Essex (Chair)

**Joanna Zeiter** – Easter Seals

TBA – Community Living

**Christine Stanley** – Learning Disabilities Association

**Tim Dufour** – Up About Down (Windsor-Essex Down Syndrome Association)

**Patricia Amaral** – Ontario Federation for Cerebral Palsy

### MINUTES

1. Call to order – Jillian Fenech (Chair) 6pm
2. Opening Prayer – Jillian Fenech, SEAC
3. Welcome/Introductions - Dr. Erin Picard - Ph.D., C.Psych., Chief Psychologist, Clinical Neuropsychologist, Windsor-Essex Catholic District School Board
4. Recording of Attendance - regrets Tim Dufour, Joanna Zeiter, Patricia Amaral
5. Dr. Picard's Presentation: Peer Assisted Learning Strategies (PALS) and EMPOWER
  - a) PALS program JK-3 since 2003 - seems to have made progress/success - lower numbers of students with reading challenges
  - b) EMPOWER - 3 year pilot with goal to add to the two schools to the two already participating in the pilot
  - c) Question: - with PALS, was the reason for the reading difficulty looked at? Answer: Research shows that the reading challenge is quite often phonological - students haven't been given/learned autonomous skills (phonics). Other recommendations are made if necessary.
  - d) Question: - What is the difference between PALS and PALS1? Answer: PALS1= grade 1. Comment: PALS & EMPOWER are both good; some areas of PALS are better.
6. Approval of Agenda:
 

**Motion made by Mary DiMenna to approve the April 20, 2017 agenda; second by Lisa Soulliere.**  
*Carried.*
7. Agenda Questions from Observers - none
8. Disclosure of Pecuniary Interest – none
9. Approval of February 16, 2017 Minutes:
 

**Motion made by Sarah Stanton to approve the Minutes of January 19, 2017; second by Melanie Allen.**  
*Carried.*
10. Business Arising – none
11. Information Items:
  - a) Letter from Peterborough Victoria Northumberland and Clarington CDSB to Minister of Education - Comment from Lisa Soulliere: Has there been a significant redistribution of funding? It is felt that WECD SB funding has stayed stable; it's the needs/expenses that have increased.
  - b) 2016 Director's Annual Report to the Community
 

**Motion made by Mary DiMenna to accept the above as information; second by Melanie Allen. Carried.**



12. Report from Chair-no report
13. Report from Trustees- attached - presented by Mary DiMenna  
**Motion made by Lisa Soulliere to accept the Trustees' report as information; second by Christine Stanley. Carried.**
14. Report from Superintendent of Education –
  - a) May 16 - Elementary Day of Champs at Villanova
  - b) June 9 - Secondary Day of Champs at St. Anne's High School
  - c) PIC event tonight - IB and Student Support Services have tables there
  - d) Accessibility Plan - 2017 ends 5 year cycle - Accessibility Report is available on WECDSB website
  - e) May 11 - Council for Exceptional Children Banquet
  - f) May 18 - presentation to SEAC - Transition Planning and Resources**Motion made by Melanie Allen to accept the Superintendent's report as information; second by Mary DiMenna. Carried.**
15. New Business – none
16. Association Reports
  - a) From Christine Stanley:
  - b) \$1000 scholarship information provided. Copy Attached. Jeri to send to schools.
  - c) From Jillian Fenech:
    - i. Outstanding Educators Award to Debbie LeBlanc
    - ii. Youth Award presented to 3 female students at St. Gabriel for fundraising efforts in memory of Ellery LaPorte-over \$1000 was raised
    - iii. Team Award – Assumption
    - iv. Peer Group is running now with 4 participants and their parents - future partnership with John McGivney for peer program next year**Motion made by Lisa Soulliere to accept as information; second by Mary DiMenna. Carried.**
17. Closing Prayer
18. Adjournment 7pm

**Next meeting May 18, 2017**

Please notify *Jeri Linton* by e-mail [jeri\\_linton@wecdsb.on.ca](mailto:jeri_linton@wecdsb.on.ca) or by phone 519-253-2481 ext. 1225 if you or your alternate is unable to attend.



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

**Meeting Date:**  
 June 13, 2017

## BOARD REPORT

**PRESENTED FOR:**      **Public**                        **In-Camera**              
                                  Information                Approval               

**PRESENTED BY:**      Senior Administration

**SUBMITTED BY:**     Paul A. Picard, Director of Education  
                                  Joseph Ibrahim, Superintendent of Education K-12

**SUBJECT:**             **SPECIAL EDUCATION PLAN AMENDMENTS 2017**

**RECOMMENDATION:**

**That the Board approve the amendments to the Special Education Plan 2017; and**

**That the amendments be submitted to the Ministry of Education.**

**SYNOPSIS:**

The Ministry of Education mandates that each school board develop and maintain a Special Education Plan, which is to be reviewed annually. Both the Special Education Advisory Committee (SEAC) and the Board are mandated to approve the amendments to the Plan each year.

**BACKGROUND COMMENTS:**

In accordance with Regulation 306 under the Education Act, the Ministry of Education requires that school boards develop and maintain a Special Education Plan. Each board is required to review annually and amend its Plan to meet the current needs of its students.

The 2017 Special Education Plan amendments are approved by the Special Education Advisory Committee which met on Thursday, May 18, 2017. Trustee approval is requested.

**FINANCIAL IMPACT:**

N/A

**TIMELINES:**

Submission to the Ministry of Education by July 31, 2017.

**APPENDICES:**

- Due to the length of the document (96 pages), the Windsor-Essex Catholic District School Board’s Special Education Plan Amendments 2017 can be found on the Board’s web site at the following link:  
<http://www.wecdsb.on.ca/pdf/lsst/SpecEdPlanAmend2017.pdf>

**REPORT REVIEWED BY:**

<input checked="" type="checkbox"/>	EXECUTIVE COUNCIL:	Review Date:	May 30, 2017
<input checked="" type="checkbox"/>	EXECUTIVE SUPERINTENDENT:	Approval Date:	May 30, 2017
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date:	May 30, 2017



## WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD

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

**Meeting Date:**  
June 26, 2017

### BOARD REPORT

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

**PRESENTED FOR:** Information  Approval

**PRESENTED BY:** Senior Administration

**SUBMITTED BY:** Paul Picard, Director of Education  
Emelda Byrne, Executive Superintendent of Education  
Student Achievement K - 12

**SUBJECT:** **FRENCH IMMERSION ADVISORY COMMITTEE (FIAC)  
- MEETING OF April 12, 2017**

#### RECOMMENDATION:

**That the Board receive the Minutes of the April 12, 2017 French Immersion Advisory Committee meeting as information.**

#### SYNOPSIS:

In accordance with Board By-Laws, *Section 5:00 Committee Reports*, the French Immersion Advisory Committee (FIAC) is submitting to the Board, for information, the Minutes of its May 21, 2015 meeting.

#### BACKGROUND COMMENTS:

The French Immersion Advisory Committee came into existence as a result of a recommendation made at a Special Board meeting on February 3, 2009. The role of the French Immersion Advisory Committee is to promote and support the system-wide French Immersion program, exchange information and points of view about the French Immersion program and provide advice, recommendations and feedback to the Board on French Immersion.

#### FINANCIAL IMPACT:

N/A

#### TIMELINES:

The next French Immersion Advisory Committee meeting occurred on **Tuesday, May 12, 2017** at the Catholic Education Centre. Minutes will be provided to the Board following approval by the French Immersion Advisory Committee.

**APPENDICES:**

- French Immersion Advisory Committee Minutes of April 12, 2017

**REPORT REVIEWED BY:**

<input checked="" type="checkbox"/>	EXECUTIVE COUNCIL:	Review Date:	May 30, 2017
<input checked="" type="checkbox"/>	EXECUTIVE SUPERINTENDENT:	Approval Date:	May 30, 2017
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date:	May 30, 2017



# WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD

## Appendix A

1325 California Avenue  
Windsor, ON N9B 3Y6

CHAIRPERSON: Barbara Holland  
DIRECTOR OF EDUCATION: Paul A. Picard

### FRENCH IMMERSION ADVISORY COMMITTEE

Wednesday, April 12<sup>th</sup> 2017 at 6:00 p.m.

CEC – JP Board Room

#### PRESENT:

Susan Tope – Trustee  
Bernie Mastromattei – Trustee  
Dwayne Brunet- Principal – Cardinal Carter  
Cynthia Faccinato – VP St. Anne Secondary  
Emelda Byrne – Superintendent of Education  
Laura Mills- Consultant- RECORDING  
Anna Tomaselli –Dept Head, Mod Lang.- St Joseph High School  
Jeremy Schiller –Principal – St. Mary's  
Fran Hall- Principal –St. John the Baptist  
Analisa Piazza- Teacher- St. Joseph Elementary  
Amy Facchineri – Principal – St. T Villanova  
Brendan Roberts – Principal – St. Joseph's HS  
Julie St. John- Parent Rep – St. Anne F/I  
Francine Mastronardi – Parent Rep. – St. Louis  
Andrew DiPietro – Teacher – St. Louis  
Michael Cusinato – Principal – St. Anne F/I  
Laura Guglietta – Principal – St. André  
Danielle Bonnevie – Teacher – St. Mary's  
Michael Jraiche- Dept. Head, Mod Lang. – Cardinal Carter  
Rony Samia – Teacher – St. Anne F/I  
Linda DiPasquale –Principal – St. Joseph  
Geneviève Cano – Principal – Christ the King  
Claudette Daoud – Parent Rep. – Cardinal Carter

#### REGRETS:

Marta Marazita – Principal – St. Louis  
Amy LoFaso – Principal – St. Anne Secondary  
Kim Koekstat – Dept. Head, Mod. Lang. – St. Anne Sec  
Shannon Porcellini Canadian Parents for French  
Deanne Stulic – Teacher – St. Joseph Elementary  
Monika Lage – Teacher – St. Joseph High School  
Maggie Beneteau – Dept. Head, Mod. Lang. – St. T. Villanova  
Stephanie Moore – Parent Rep. – St. Joseph Elementary  
Marie O'Neil – Parent Rep. – St. Mary  
Jennifer Daley – Stewart – Teacher- Christ the King  
Rosa Talluto- Parent Rep – St André  
Paulina VanVelzen – Parent Rep – Christ the King

#### NOTES

1. **Call to Order**  
Trustee Tope called the meeting to order at 6:09 p.m.
2. **Opening Prayer** – Laura Mills
3. **Approval of Agenda**  
Motion by Amy Facchineri and seconded by Dwayne Brunet that the Agenda be approved.  
*Carried*
4. **Approval of Minutes for May 19<sup>th</sup> 2016 meeting**  
Motion by Brendan Roberts and seconded by Laura Guglietta that the Minutes be approved.  
*Carried*
5. **Report from Executive Superintendent Emelda Byrne**
  - a) Both principals from St. Mary, Maidstone and Holy Name, Essex were asked to conduct a survey with their grade 6, 7 & 8 students to see if there was enough interest if given a choice based on residential addresses to attend St Thomas of Villanova, Cardinal Carter or St. Anne's High Schools. The purpose of the survey is to further inform Sr. Admin possible retention rates of our students in grade 8 to 9 within these school boundaries.
  - b) Option sheets for Grade 8 students have confirmed their choice of a secondary school, however moving forward - Grade 7's and 6's warrant further investigation through transportation regarding existing routes vs. additional bus being added.

- 6. Report from Modern Language Consultant Laura Mills:**
- a) French Immersion in-service sessions - Grades 5-8 Friday April 7<sup>th</sup>.
  - b) Dr Picard and I covered an overview of the companion resource entitled *Including Students with Special Education Needs in French as a Second Language Programs*.
  - c) Discussions included the literacy block and guided reading for grade 5-8 French Immersion classrooms. Teachers shared some successful teaching strategies.
  - d) A guest speaker from Toronto presented on *Idéllo*. Teachers were able to register their FREE accounts.
  - e) The DELF test is to take place May 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> 2017  
There are 14 students from our board who will be writing it at the Civic and Education Centre this year. We have 9 students writing B2, 1 student writing B1 and 4 students writing A2 making up a mix of Core FSL and French Immersion students. Our goal is that all French Immersion students be prepared to write B2 by the end of grade 12. The B level is an indicator of the student being an independent language user on their way to being fully proficient in the language.
  - f) We are planning ahead and are well underway with regards to the purchase of resources for the 5 new classrooms that we are growing this coming September 2017– we have one new grade 6 classroom (St. Louis), two new grade 4 classrooms (Christ the King and St. André), two new grade 3 classrooms (St. John the Baptist and St. Joseph).
- 7. Report from Trustee Tope**
- a) Trustee Tope shared that she was impressed to see Priests in attendance at the JK open houses along with healthy snacks were served.
  - b) St. John the Baptist had her current JK students in attendance to support their JK open house.
- 8. New Business/Round Table Discussion: JK Open House and Enrolment updates.**
- a) Jeremy Schiller, Principal at St. Mary's French Immersion thanked the board for having initiated the surveys. St. Mary's staff hosted a successful open house and invited Villanova's hospitality students to prepare and serve visitors that night. Their current JK enrolment is confirmed at 13 with an additional 3 enrolment packages still to be returned. Jeremy also mentioned that he really likes the seesaw program and is thinking a junior teacher might pilot it at his school. There was a discussion about the importance of hiring qualified French speaking staff in order to maintain the integrity of the French Immersion program.
  - b) Michael Cusinato, Principal at St. Anne's French Immersion was pleased with his JK open house and that they currently have 44 new JK students registered. His school open house focused on the "whole" school approach also displaying math and science in higher grades being a focus, not only the JK /SK programs. Michael also stated that the end goal of the French Immersion program is important to share with new parents so that they understand the progress and see the successes at the end. Roni Samia, teacher at St. Anne's French Immersion mentioned that students from the WECD SB write the EQAO testing in English and do quite well. It's important for parents to understand that literacy skills will transfer. Roni also suggested reaching out to other communities re: Immigrants new to the area who may not be aware that the French Immersion program is an option for their children.
  - c) Brendan Roberts, Principal of St. Joseph Secondary School shared that they will welcome 28 new Grade 9 French Immersion students for September 2017.
  - d) Genevieve Cano, Principal from Christ the King Elementary School spoke about the JK open house that she hosted at her school. Current new enrolment numbers at Christ the King are at 14 new JK students, 1SK and a grade 2. Geneviève has another open house planned and a recruiting blitz during education week. She will also be putting an ad in the church bulletin. In regards to parents who are concerned about choosing French Immersion for their children there are many informative and supporting websites.
  - e) Linda DiPasquale, Principal at St. Joseph Elementary with French Immersion was very pleased with the open house she hosted. Once a child registers at the school and before they left, they received a book, crayons, snacks, and a badge. The badges indicate that the student had a package. For September 2017 St Joseph Elementary School will welcome 36 new French

Immersion students and 25 additional new students in the English program for a total of 61 new JK students.

- f) Amy Facchineri, Principal at St. Thomas of Villanova shared that she has 27 new Grade 9 French Immersion students enrolled for September 2017 and a total of 200 French Immersion students in grades 9-12. She did mention that the cap and is hoping for more enrolments to help with class size.
- g) Fran Hall, Principal at St. John the Baptist was pleased with their open house. There are currently 11 new French Immersion JK students and 10 new English JK students enrolled for September 2017. She did share that there are a few outstanding packages to follow up on and that need to be returned. She shared that new students to the school received rosaries made that were made by students who are the Ambassadors of Faith at the school.
- h) Laura Guglietta, Principal at St. André shared that her staff will welcome 40 new JK students and 2 new SK students in September 2017. She also mentioned that there are a few registration packages to be returned. Students received Canadian Parents for French booklets in their enrolment packages.
- i) Dwayne Brunet, Principal at Cardinal Carter High School shared that their Grade 9 enrolment numbers are the highest they have ever been at 21 but is expecting upwards of 28 to start in September 2017. Michael Jraiche, teacher at the school shared that through the settlement worker, he has students who are reaching out to immigrants to help them learn to read. This is taking place on Saturdays in Leamington.
- j) Kelly Riley, Principal at St. Louis shared that her school will welcome 18 new JK students to the French Immersion program and 27 new JK students to the English program. She was happy to share that the SeeSaw program has been well received by parents and allows them to see and experience the learning that is going on in the Kindergarten classrooms. Francine Mastronardi, parent at St. Louis Elementary School mentioned breaking the barrier for parents who are looking at enrolling their children in French Immersion and that LSST support exists in our French Immersion Schools.
- k) Cynthia Faccinato, Vice Principal at St. Anne's High School shared that they have 25 new grade 9 French Immersion students registered and 245 total French Immersion students currently in grades 9-12. She also mentioned that traditionally during the month of August there seems to be a huge influx of student enrolment.

**9. Next meeting Tuesday May 16<sup>th</sup> 2017 6:00 p.m.  
Closing prayer and adjournment at 7:36 p.m.**





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

**Meeting Date:**  
 June 13, 2017

## BOARD REPORT

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

**PRESENTED FOR:** Information  Approval

**PRESENTED BY:** Senior Administration

**SUBMITTED BY:** Paul A. Picard, Director of Education  
 Dan Fister, Executive Superintendent of Innovation and Experiential Learning  
 Emelda Byrne, Executive Superintendent of Student Achievement

**SUBJECT:** **PROPOSED BOUNDARY ADJUSTMENT FOR CARDINAL CARTER AND ST. THOMAS OF VILLANOVA CATHOLIC SECONDARY SCHOOLS.**

**RECOMMENDATION:**

**That the Board approve the establishment of a Boundary Review Committee pursuant to the Board Policy A:22, School Boundary, in order to study the proposed recommendations of Senior Administration and consult with the affected stakeholders; and**

**That subject to public consultation, the Board approve in principle the proposed boundary adjustment options for future students in the current Cardinal Carter and St. Thomas of Villanova Catholic Secondary School boundaries.**

**SYNOPSIS:**

This report provides a summary of the recommendations and rationale in adjusting the boundaries for Cardinal Carter and St. Thomas of Villanova Catholic Secondary Schools. Senior Administration is recommending that the Board engage in a consultative process in accordance with Board Policy A:22, School Boundary (see Appendix I: *Board Policy A:22, School Boundary*) regarding potential boundary recommendations for students. This process will support the respective school communities by providing secondary school choice and its associated opportunities for our students and enhancing retention rates.

**BACKGROUND COMMENTS:**

During the February 7<sup>th</sup>, 2017 Executive Council meeting, information regarding a boundary proposal was presented to support student retention at Holy Name Catholic Elementary School and St. Mary’s French Immersion Catholic Elementary School.

On or after February 16<sup>th</sup>, 2017, a parental letter and accompanying survey was distributed to the families of grade 6, 7 and 8 students in the school communities of Holy Name Catholic and St. Mary's French Immersion Catholic Elementary Schools (see Appendix II: *Parental Letter and Survey: Holy Name Catholic Elementary School* and Appendix III: *Parental Letter and Survey: St. Mary's F.I. Catholic Elementary School*). The survey results were collected and collated on February 24<sup>th</sup>, 2017 and finalized on March 3<sup>rd</sup>, 2017. The results revealed an increased predicted retention rate over the next three (3) years among the two (2) prominent secondary schools of choice; namely: Cardinal Carter and St. Thomas of Villanova Catholic Secondary Schools (see Appendix IV: *Survey Results: Holy Name Catholic Elementary School* and Appendix V: *Survey Results: St. Mary's French Immersion Catholic Elementary School*).

Subsequent meetings took place between the Executive Superintendents of: Innovation and Experiential Learning, Business and Student Achievement and representatives from the Windsor Essex Student Transportation Services (WESTS) to ascertain the feasibility of a boundary change and its impact on transportation. On May 11<sup>th</sup>, a meeting with members from WESTS outlined a boundary adjustment that would accommodate the students of the affected school communities and minimize additional transportation costs based on the results of the survey. In the end, the following recommendations were proposed:

- Create a shared Cardinal Carter/Villanova area that aligns with Ward 1, Essex urban centre (see Appendix VI: *Proposed STOV/CART Boundaries in Essex Area* – noted as **Shared Cart/STOV** on map);
- Provide board-sponsored transportation for graduating students of Holy Name Catholic Elementary and St. Mary's French Immersion Catholic Elementary Schools within the Ward 1, Essex urban centre to their school of choice; namely: Cardinal Carter Catholic Secondary School or St. Thomas of Villanova Catholic Secondary School;
- Adjust the existing Cardinal Carter boundary west of County Road 23 (Arner Townline) and west/southwest of Highway #3 to be incorporated into the St. Thomas of Villanova boundary (see Appendix VI: *Proposed STOV/CART Boundaries in Essex Area* – noted as **To STOV** on map); and
- Provide board-sponsored transportation for graduating students of Holy Name Catholic Elementary and St. Mary's French Immersion Catholic Elementary Schools within this former Cardinal Carter boundary to St. Thomas of Villanova Catholic Secondary School;

#### **FINANCIAL IMPACT:**

If the proposed boundary adjustments are approved, there would be a minimal increase in transportation costs associated with the modification of existing bus routes in the 2017-18 school year. An additional 24 students are expected to select St. Thomas of Villanova Catholic Secondary school rather than a coterminous school option in the 2018-19 school year. This will positively affect our fiscal position in the acquisition of additional funding through the Grants for Student Needs (GSN).

#### **TIMELINES:**

Upon approval of the proposed boundary changes, the Board will endeavour to implement the boundary adjustments for the 2017-18 school year.

#### **APPENDICES:**

- Appendix I: *Board Policy A:22, School Boundary*
- Appendix II: *Parental Letter and Survey: Holy Name Catholic Elementary School*
- Appendix III: *Parental Letter and Survey: St. Mary's F.I. Catholic Elementary School*

- Appendix IV: *Survey Results: Holy Name Catholic Elementary School*
- Appendix V: *Survey Results: St. Mary's F.I. Catholic Elementary School*
- Appendix VI: Proposed STOV/CART Boundaries in Essex Area (Map)
- Appendix VII: Current STOV/CART Boundaries in Essex Area (Map)

**REPORT REVIEWED BY:**

<input checked="" type="checkbox"/>	EXECUTIVE COUNCIL:	Review Date:	June 6, 2017
<input checked="" type="checkbox"/>	EXECUTIVE SUPERINTENDENT:	Approval Date:	June 6, 2017
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date:	June 6, 2017



Windsor-Essex Catholic District School Board

Section: Administration

**Policy: School Boundary**

Appendix I

**A:22**

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## **POLICY**

1. The purpose of this policy is to establish criteria for the development and review of elementary and secondary school boundaries.
2. The objective of the school boundary policy shall be to achieve the greatest good for the greatest number of our students and their families. It shall be implemented in keeping with our mission and shall be mindful of the best and most prudent use of all resources available to us.
3. The Windsor-Essex Catholic District School Board is required to operate schools that are educationally advantageous and economically efficient. Various factors beyond the Board's control will impact on this commitment. These include declining, increasing and shifting populations, current funding and operational realities, changing educational objectives and physical limitations.
4. The Board, through its administration shall continuously monitor these factors and plan for pupil accommodations. This may result in an administrative recommendation that a particular boundary or boundaries be adjusted.
5. This policy applies to all new schools and to amendments to established school boundaries.

## **PRINCIPLES**

Boundaries shall be established for all schools operated by the Board.

Elementary school boundaries where possible shall be developed to create neighbourhood/community school(s). The boundary of the school shall be of a sufficient size to sustain the long term operation of the school at a full or a near full capacity level. However, it is recognized that in order for a school to reach the mature sustainable enrolment it will experience levels of peak enrolment that may necessitate temporary accommodation.

Secondary school boundaries shall be developed based on the associate elementary school boundaries and/or geographic parameters.

**Policy: School Boundary****A:22**

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**REQUIREMENTS**

Where possible, highways, railroad lines, parks, and major open spaces, utility corridors, along real lot lines and the mid-point of arterial roads shall be used for locations for school boundary limits.

School boundaries shall be set giving consideration to maximization of a safe walking route to school.

A proposed school boundary report shall be developed by Administration and approved "in principle" by the Board.

The Chair of the Board will create a Boundary Review Committee that will consist of two trustees (at least one of the trustees will be from the affected area) and a member of senior administration who will act as a resource.

The purpose of the Boundary Review Committee will be to study the recommendations of the administration report and to hear from concerned parents and others affected by the recommendations.

All those who may be affected by the recommendations shall be notified by the affected school(s) Principal(s) as to date, time and location of the consultation meetings. (School Councils, local Parish Priest, interested community members, etc.)

The Boundary Review Committee will then issue its report with recommendations to the whole Board for approval. If approval is granted, the recommendations will be acted upon in an appropriate time manner as set out in the report. If the report is not accepted the Board may then ask the present committee to do further review; the Board may modify and approve the report ; or the Board may decide to bring an end to the review process at this time.

Approved by Board: March 25, 2003

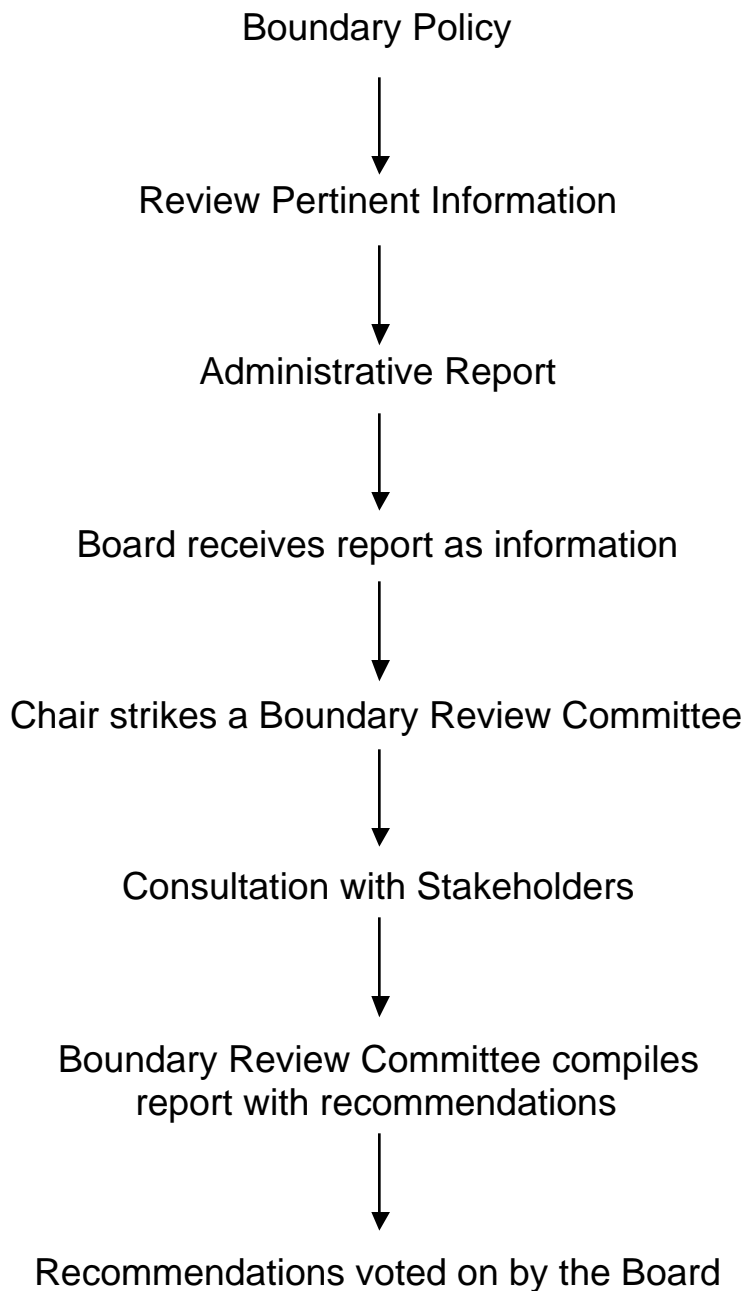
Related Policy: **A:05 School Closure/Pupils Accommodation Review**

Related Board Committee:

Policy Review Date: September 25, 2003

# FLOW CHART

**A:22**



## Appendix II

*Insert School Letterhead/Mast Head*

Thursday, February 16, 2017

Dear Parents/Guardians:

With just over half of the school year behind us we look back on the progress made by our students and look forward with excitement to planning for the year ahead in 2017-2018.

For the families of our youngest learners it means a new beginning with the official selection of a Catholic elementary school for kindergarten. For our Grade 8 students, it means selecting a Catholic secondary school to begin their journey to a variety of programming and pathways upon graduation from a Catholic elementary school.

At the Windsor Essex Catholic District School Board, we take great pride in providing a variety of opportunities centered on our innovative programs and academies for both middle school and secondary students alike. We believe that our schools must be engaging places where students can learn in alternative settings and through programming that challenges the mind, body and spirit in best preparing them for the careers of tomorrow.

With this in mind, the growth of our innovative programs and academies are driven by the changing needs of our students, their families and the communities we serve. In order to best prepare our education system for this continued growth and specialized programming including French Immersion, we need to plan for the corresponding increase of student enrolment, registration and transportation needs.

To help us better serve the community and plan for future programming, we ask that you complete the survey below and return the detached portion to your son/daughter's home room teacher **on or before Friday, February 24<sup>th</sup>**. This information will help guide our planning for both our system and most importantly for our students. We thank you in advance of your support and look forward in continuing to provide quality programming within our Catholic education family.

Sincerely,

Brian Marenchin  
Principal



.....

## Programming Survey

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_  
(Please Print)

**Upon completion of grade 8, which of the following secondary schools would you consider enrolling your son/daughter should transportation be available for the school of your choice? Please rank your 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> choices below:**

- Cardinal Carter Catholic Secondary School *(Transportation provided presently)*
- St. Thomas of Villanova Catholic High School
- St. Anne's Catholic High School

Please return the detached portion of the survey to your son/daughter's home room teacher **on or before Friday, February 24<sup>th</sup>**.

Thank you for completing the survey!

'Name' Catholic Elementary School

Appendix III

*Insert School Letterhead/Mast Head*

Thursday, February 16, 2017

Dear Parents/Guardians:

With just over half of the school year behind us we look back on the progress made by our students and look forward with excitement to planning for the year ahead in 2017-2018.

For the families of our youngest learners it means a new beginning with the official selection of a Catholic elementary school for kindergarten. For our Grade 8 students, it means selecting a Catholic secondary school to begin their journey to a variety of programming and pathways upon graduation from a Catholic elementary school.

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To help us better serve the community and plan for future programming, we ask that you complete the survey below and return the detached portion to your son/daughter’s home room teacher **on or before Friday, February 24<sup>th</sup>**. This information will help guide our planning for both our system and most importantly for our students. We thank you in advance of your support and look forward in continuing to provide quality programming within our Catholic education family.

Sincerely,

Jeremy Schiller  
Principal



**Programming Survey**

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_  
*(Please Print)*

**Upon completion of grade 8, which of the following secondary schools would you consider enrolling your son/daughter should transportation be available for the school of your choice? Please rank your 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> choices below:**

- Cardinal Carter Catholic Secondary School *(Transportation provided presently)*
- St. Thomas of Villanova Catholic High School
- St. Anne’s Catholic High School

Please return the detached portion of the survey to your son/daughter’s home room teacher **on or before Friday, February 24<sup>th</sup>**.

Thank you for completing the survey!



Holy Name Catholic Elementary School

Survey Results - Secondary School Selection

6/06/17

Appendix IV

Grade	Responses	Ttl Students	% Response
6	16	45	35.6%
7	58	65	89.2%
8	3	49	6.1%
<b>Total</b>	77	159	48.4%

Grade 6								
Choices	CCCHS	STOV	St Anne	EDHS	Other	Total	Choices	%WEC
1st	4	5	1	6	0	16	1st	62.5%
2nd	7	0	4	1	0	12	2nd	
3rd	1	4	3	0	0	8	3rd	
4th	0	1	2	0	0	3	4th	

Grade 7								
Choices	CCCHS	STOV	St Anne	EDHS	Other	Total	Choices	%WEC
1st	18	18	2	17	4	59	1st	64.4%
2nd	6	6	5	4	0	21	2nd	
3rd	6	2	8	0	0	16	3rd	
4th	0	1	2	0	0	3	4th	

Grade 8								
Choices	CCCHS	STOV	St Anne	EDHS	Other	Total	Choices	
1st	1	1	0	0	0	2	1st	
2nd	0	0	1	0	0	1	2nd	
3rd	1	0	0	0	0	1	3rd	
4th	0	0	0	0	0	0	4th	

Total													
Choices	CCCHS	%	STOV	%	St Anne	%	EDHS	%	Other	%	Choices	Total	%WEC
1st	23	29.9%	24	31.2%	3	3.9%	23	29.9%	4	5.2%	1st	77	64.9%
2nd	13	38.2%	6	17.6%	10	29.4%	5	14.7%	0	0.0%	2nd	34	
3rd	8	32.0%	6	24.0%	11	44.0%	0	0.0%	0	0.0%	3rd	25	
4th	0	0.0%	2	33.3%	4	66.7%	0	0.0%	0	0.0%	4th	6	
<b>Total</b>	44	31.0%	38	26.8%	28	19.7%	28	19.7%	4	2.8%	<b>Total</b>	142	

St. Mary's F.I. Catholic Elementary School

Survey Results - Secondary School Selection

6/06/17

Appendix V

Grade	Responses	Ttl Students	% Response	
6	25	25	100.0%	
7	14	14	100.0%	
8	20	20	100.0%	
<b>Total</b>	59	59	100.0%	

Grade 6												
Choices	CCCHS	STOV	St Anne	EDHS	Other	Total	Choices	%WEC				
1st	1	12	3	8	1	25	1st	64.0%				
2nd	3	4	5	4	0	16	2nd					
3rd	5	1	4	0	0	10	3rd					
4th	0	0	0	0	0	0	4th					

Grade 7												
Choices	CCCHS	STOV	St Anne	EDHS	Other	Total	Choices	%WEC				
1st	2	6	2	3	1	14	1st	71.4%				
2nd	2	4	1	0	0	7	2nd					
3rd	2	0	4	1	0	7	3rd					
4th	0	0	0	0	0	0	4th					

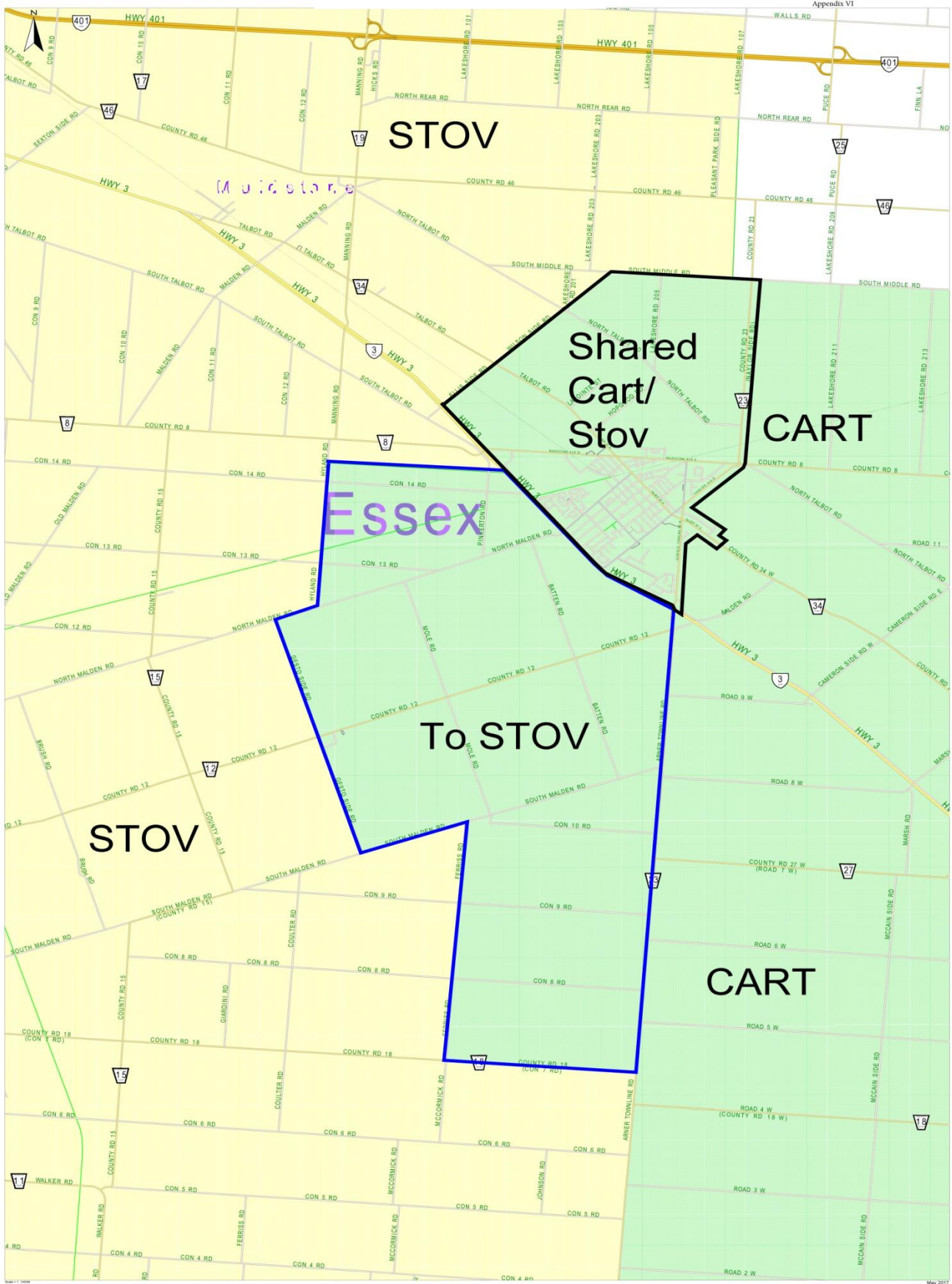
  

Grade 8												
Choices	CCCHS	STOV	St Anne	EDHS	Other	Total	Choices	%WEC				
1st	0	11	1	6	2	20	1st					
2nd	1	0	6	0	1	8	2nd					
3rd	6	0	1	0	0	7	3rd					
4th	0	0	0	0	0	0	4th					

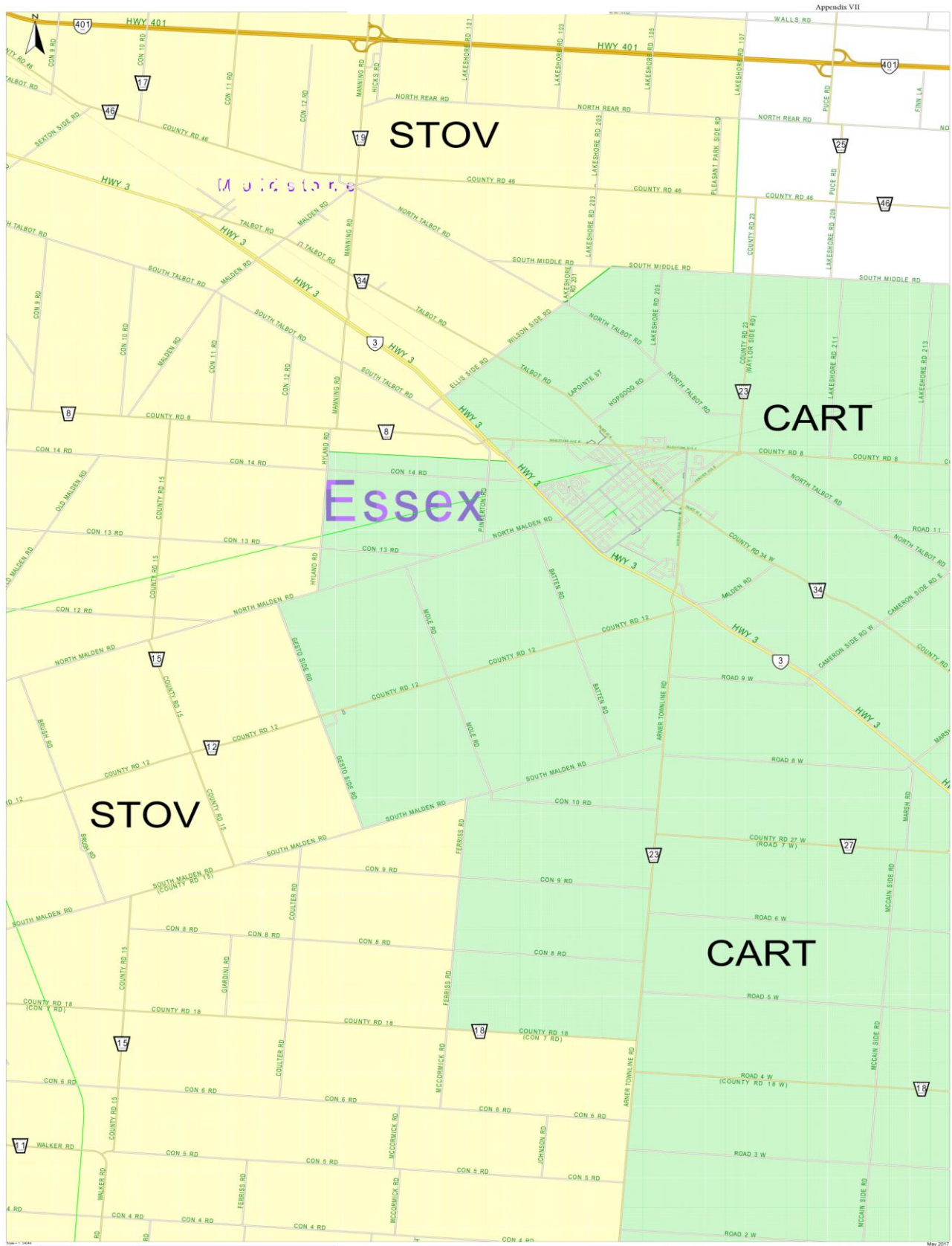
  

Total													
Choices	CCCHS	%	STOV	%	St Anne	%	EDHS	%	Other	%	Choices	Total	%WEC
1st	3	5.1%	29	49.2%	6	10.2%	17	28.8%	4	6.8%	1st	59	64.4%
2nd	6	19.4%	8	25.8%	12	38.7%	4	12.9%	1	3.2%	2nd	31	
3rd	13	54.2%	1	4.2%	9	37.5%	1	4.2%	0	0.0%	3rd	24	
4th	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	4th	0	
<b>Total</b>	22	19.3%	38	33.3%	27	23.7%	22	19.3%	5	4.4%	<b>Total</b>	114	

### Proposed STOV/CART Boundaries in Essex Area



# Appendix VII Current STOV/CART Boundaries in Essex Area







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

**Meeting Date:**  
 June 13, 2017

## BOARD REPORT

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

**PRESENTED FOR:** Information  Approval

**PRESENTED BY:** Senior Administration

**SUBMITTED BY:** Paul A. Picard, Director of Education  
 Dan Fister, Executive Superintendent of Education –  
 Innovation and Experimental Learning

**SUBJECT:** **PROPOSED BOUNDARY ADJUSTMENT FOR ST. ANNE’S AND CARDINAL CARTER CATHOLIC SECONDARY SCHOOLS (GRACEY SIDE ROAD)**

**RECOMMENDATION:**

**That the Board approve the establishment of a Boundary Review Committee pursuant to the Board’s School Boundary Policy and Procedures (A:22), 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 for St. Anne’s and Cardinal Carter Catholic Secondary Schools (Gracey Side Road).**

**SYNOPSIS:**

A request has been brought forward to change to the existing boundary for Gracey Side Road. Senior Administration is recommending that the Board engage in a consultative process in accordance with Board Policy A:22, School Boundary (see Appendix I: *Board Policy A:22, School Boundary*) regarding potential boundary recommendations for students. This process will facilitate future enrolment projections for September 2017.

**BACKGROUND COMMENTS:**

It is proposed to change the current boundaries to include both sides of Gracey Side Road. Currently, the boundary division is in the middle of Gracey Side Road. The proposed change would be the most easterly portion of the existing boundary to include BOTH sides of Gracey Side Road from Lake St. Clair on the north end to County Road #8 on the south (see Appendix II: *PROPOSED St. Anne Boundary Stoney Point/Comber Area - Map*).

Students residing in this area will attend St. Anne Catholic Secondary School with board-sponsored transportation.

**FINANCIAL IMPACT:**

If the proposed boundary adjustments are approved, there would be a minimal increase in transportation costs associated, as busing is currently provided in the proposed boundary change.

**TIMELINES:**

The Board shall endeavour to have the adjusted boundaries in place for the September 2017.

**APPENDICES:**

Appendix I: *Board Policy A:22, School Boundary*

Appendix II: *PROPOSED St. Anne Boundary Stoney Point/Comber Area - Map*

**REPORT REVIEWED BY:**

<input checked="" type="checkbox"/>	EXECUTIVE COUNCIL:	Review Date:	June 6, 2017
<input checked="" type="checkbox"/>	EXECUTIVE SUPERINTENDENT:	Approval Date:	June 6, 2017
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date:	June 6, 2017



Windsor-Essex Catholic District School Board

Appendix I

Section: Administration

**Policy: School Boundary**

**A:22**

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## **POLICY**

1. The purpose of this policy is to establish criteria for the development and review of elementary and secondary school boundaries.
2. The objective of the school boundary policy shall be to achieve the greatest good for the greatest number of our students and their families. It shall be implemented in keeping with our mission and shall be mindful of the best and most prudent use of all resources available to us.
3. The Windsor-Essex Catholic District School Board is required to operate schools that are educationally advantageous and economically efficient. Various factors beyond the Board's control will impact on this commitment. These include declining, increasing and shifting populations, current funding and operational realities, changing educational objectives and physical limitations.
4. The Board, through its administration shall continuously monitor these factors and plan for pupil accommodations. This may result in an administrative recommendation that a particular boundary or boundaries be adjusted.
5. This policy applies to all new schools and to amendments to established school boundaries.

## **PRINCIPLES**

Boundaries shall be established for all schools operated by the Board.

Elementary school boundaries where possible shall be developed to create neighbourhood/community school(s). The boundary of the school shall be of a sufficient size to sustain the long term operation of the school at a full or a near full capacity level. However, it is recognized that in order for a school to reach the mature sustainable enrolment it will experience levels of peak enrolment that may necessitate temporary accommodation.

Secondary school boundaries shall be developed based on the associate elementary school boundaries and/or geographic parameters.

**Policy: School Boundary****A:22**

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**REQUIREMENTS**

Where possible, highways, railroad lines, parks, and major open spaces, utility corridors, along real lot lines and the mid-point of arterial roads shall be used for locations for school boundary limits.

School boundaries shall be set giving consideration to maximization of a safe walking route to school.

A proposed school boundary report shall be developed by Administration and approved "in principle" by the Board.

The Chair of the Board will create a Boundary Review Committee that will consist of two trustees (at least one of the trustees will be from the affected area) and a member of senior administration who will act as a resource.

The purpose of the Boundary Review Committee will be to study the recommendations of the administration report and to hear from concerned parents and others affected by the recommendations.

All those who may be affected by the recommendations shall be notified by the affected school(s) Principal(s) as to date, time and location of the consultation meetings. (School Councils, local Parish Priest, interested community members, etc.)

The Boundary Review Committee will then issue its report with recommendations to the whole Board for approval. If approval is granted, the recommendations will be acted upon in an appropriate time manner as set out in the report. If the report is not accepted the Board may then ask the present committee to do further review; the Board may modify and approve the report ; or the Board may decide to bring an end to the review process at this time.

Approved by Board: March 25, 2003

Related Policy: **A:05 School Closure/Pupils Accommodation Review**

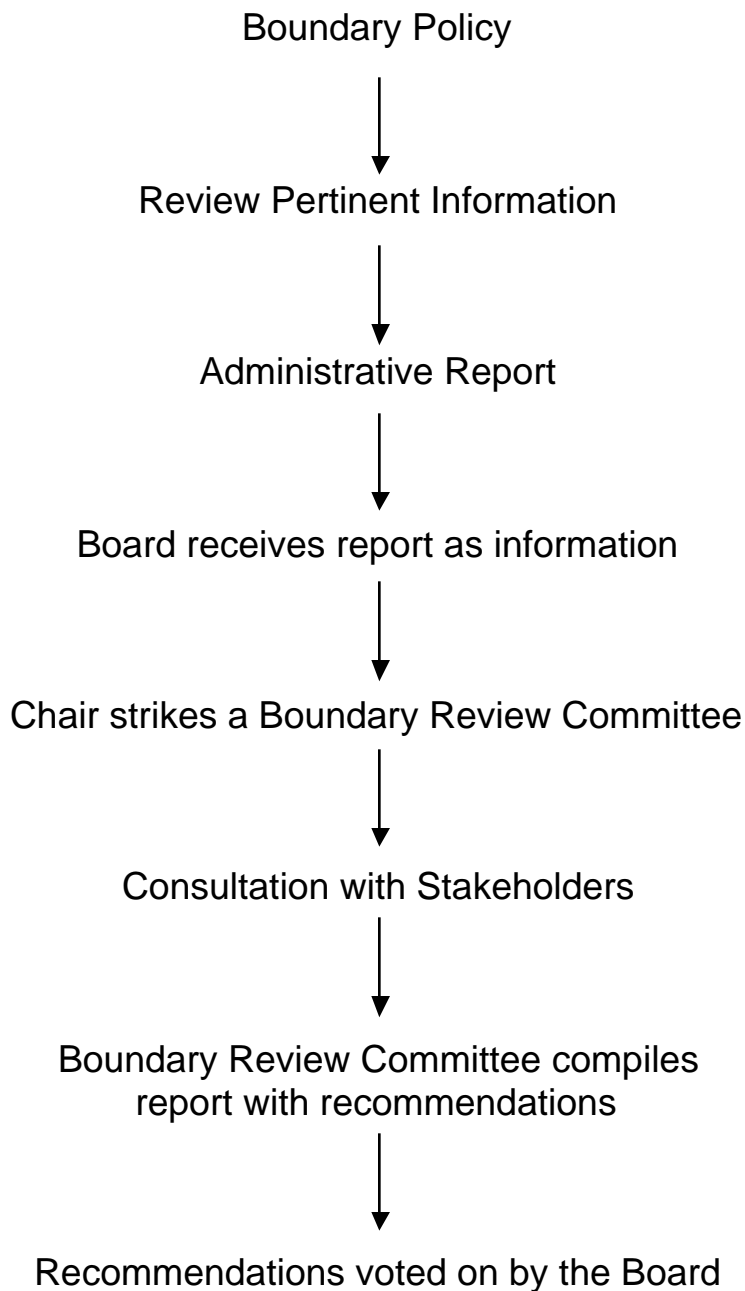
Related Board Committee:

Policy Review Date: September 25, 2003



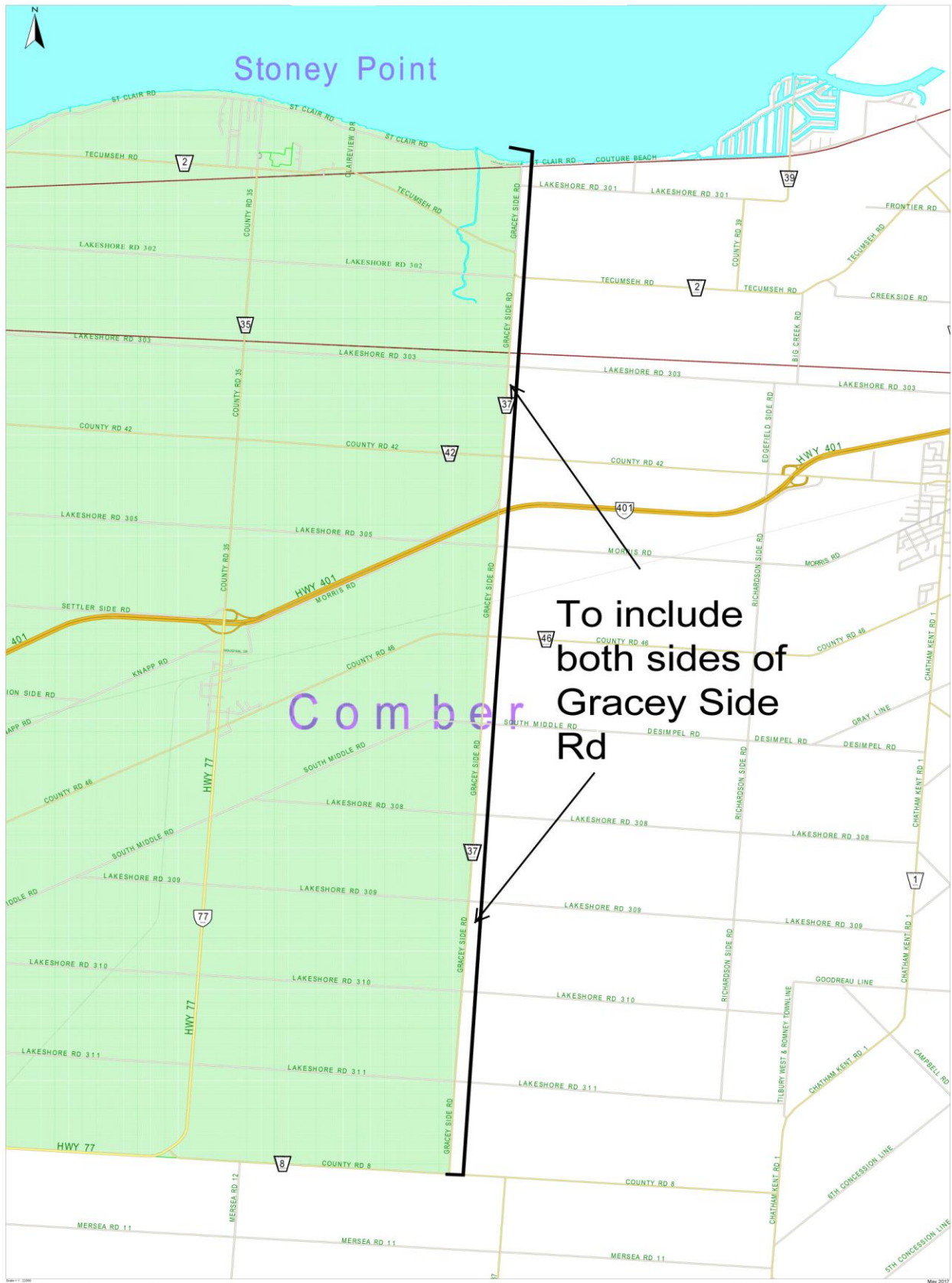
# FLOW CHART

**A:22**



Appendix II

Proposed St. Anne Boundary Stoney Point/Comber Area





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

**Meeting Date:**  
 June 13, 2017

## BOARD REPORT

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

**PRESENTED FOR:** Information  Approval

**PRESENTED BY:** Senior Administration

**SUBMITTED BY:** Paul A. Picard, Director of Education  
 Penny King, Executive Superintendent of Business  
 Terry Lyons, Executive Superintendent of Corporate Services / Associate Director  
 Emelda Byrne, Executive Superintendent of Education - Student Achievement K-12  
 Dan Fister, Executive Superintendent of Education - Innovation and Experiential Learning

**SUBJECT:** **2017-18 DRAFT BUDGET**

**RECOMMENDATION:**

**That the 2017-18 Draft Budget Estimates be received and that the documents be tabled for a 2 week period to permit further stakeholder and community input, with the final budget, as may be amended, to be brought forward for approval by the Board at its meeting scheduled for June 26, 2017.**

**SYNOPSIS:**

The purpose of this report is to present the 2017-18 Draft Budget Estimates and to seek further input from Trustees, stakeholders and the broader community regarding the budget recommendations. It is intended to submit the final budget, with any changes resulting from this additional community consultation, to the Board for approval at its meeting scheduled for Monday, June 26, 2017.

**BACKGROUND COMMENTS:**

The 2017-18 Draft Budget Estimates are appended for review and consideration. The draft is being tabled for a 2 week period to allow for further community consultation on the recommended budget. Administration will take any additional comments received under advisement in amending the draft for ultimate submission of a final budget for formal approval.

**FINANCIAL IMPLICATIONS:**

The 2017-18 Draft Budget Estimates as presented fulfills the requirements under the Education Act that the Board submit a compliant budget to the Ministry of Education prior to each fiscal year.

**TIMELINES:**

June 13, 2017 2017-18 Draft Budget tabled for a 2 week review/consultation period.

June 26, 2017 The 2017-18 Budget Estimates are to be formally approved.

June 30, 2017 The approved 2017-18 Budget Estimates are to be submitted to the Ministry of Education.

**APPENDICES:**

- 2017-18 Draft Budget

**REPORT REVIEWED BY:**

<input checked="" type="checkbox"/>	EXECUTIVE COUNCIL:	Review Date:	June 7, 2017
<input checked="" type="checkbox"/>	EXECUTIVE SUPERINTENDENT:	Approval Date:	June 7, 2017
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date:	June 7, 2017

# 2017-18 DRAFT BUDGET



JUNE 13, 2017

Windsor-Essex Catholic District School Board

“Learning together in faith and service”



## 2017-18 Draft Budget

Windsor-Essex Catholic District School Board  
1325 California Avenue  
Windsor, ON N9B 3Y6



Prepared by: Board Administration  
Presented to Trustees: June 13, 2017

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# Board of Trustees



**Barbara Holland**  
(Chair)  
Wards 6&7  
Windsor



**Mary DiMenna**  
(Vice-Chair)  
Area 2  
Essex / Harrow /  
Kingsville / Leamington



**Fred Alexander**  
Wards 5&8  
Windsor



**Fabio Costante**  
Wards 2&9  
Windsor



**Frank DiTomasso**  
Area 1  
LaSalle / Amherstburg



**Bernie Mastromattei**  
Wards 3&4  
Windsor



**Lisa Soulliere**  
Area 3  
Lakeshore



**Susan Tope**  
Area 4  
Tecumseh



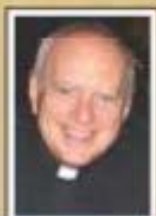
**Fulvio Valentinis**  
Wards 1&10  
Windsor



**Sabrina Benjamin**  
Student Trustee



**Lola Zovko**  
Student Trustee



**Father Larry Brunet**  
Board Chaplain

**Windsor - Essex Catholic District School Board**  
*Learning together in faith and wisdom*

# Our Mission, Priorities and Goals

***In keeping with the virtues of our Catholic faith, we are called to know every student, to inspire them to follow the example of Jesus, and empower them with the knowledge and skills they need to live purposeful, meaningful lives.***

## PRIORITIES AND GOALS



### Our Students

- To understand and know each student, in order to better promote their intellectual, spiritual, emotional, and physical well-being
- To guide and direct our students towards the pathway that works best for them, while helping them establish goals that are consistent with their individual aspirations
- To focus on the success of our most vulnerable, by creating positive, welcoming, safe learning environments where every child can achieve success



### Our Faith

- To create an atmosphere that nurtures the faith journey of all our students and encourages them to put into practice the virtues inherent in our faith
- To foster mutual respect for other beliefs while remaining true to our core Catholic principles and values
- To seek out creative ways of strengthening connections between faith and academics through curriculum



### Our Innovative Programs

- To create a culture of innovation that embraces the realities of a rapidly changing world
- To expose students to experiential learning that is related to exciting career paths in a variety of sectors, while being ever mindful of the potential for expansion into promising new areas that provide even greater opportunities for our students
- To further the use of advanced technology in our schools, constantly seeking new methods to enhance student learning



### Our Resources

- To be prudent, wise and responsible stewards of our resources
- To focus our resources on providing outstanding learning experiences for our students, while exploring and cultivating new community partnerships that can lead to exciting new learning opportunities
- To ensure that the priorities identified in the multi-year strategic plan shape the board's budget and strategically direct our resources to support evidence-based student achievement initiatives



### Our Team

- To provide meaningful professional development for everyone on our team
- To encourage all our employees, our ratepayers, and the broader Catholic community to commit to the faith formation and achievement of our students
- To foster a culture where we celebrate the success of our staff and students by recognizing their achievements

# At a Glance

## Day School Pupils

- 12,900 Elementary Students
- 6,774 Secondary Students

## Other Learners

- 140 Students over age 21
- 10 High Credit Students
- 124 International Students

## Facilities

- 32 Elementary Schools
- 3 Middle Schools
- 9 Secondary Schools

## Classroom Staff

- 1,195 Teachers
- 312 EAs & CYWs
- 74 ECEs

## Support Staff

- 246 School Support
- 44 Board Admin
- 163 Facility Services

## Governance

- 9 Trustees
- 2 Student Trustees

## Operating Budget

- \$252.8M

## Capital Budget

- \$11.9M



# Introduction

Each year, the development of the Board's budget presents various opportunities and challenges. Over the past year, Trustees' associations, education workers' unions, and teachers' federations successfully reached nine central (provincial) agreements. Together, these agreements provide two additional years of labour stability. WECDSB's 2017-18 budget development centered around the investments provided for the first year of the agreement, while continuing to focus on providing support for system priorities.

When announced on April 12, 2017, Senior Administration thoroughly examined the 2017-18 Grants for Student Needs. As budget development progressed, expense budgets were aligned to the applicable Ministry grants, and variances were analyzed. Management quickly identified pressure areas, discussions ensued, and informed decisions were made -- all enhanced by changes in the senior administrative team.

Key highlights of the proposed budget include:

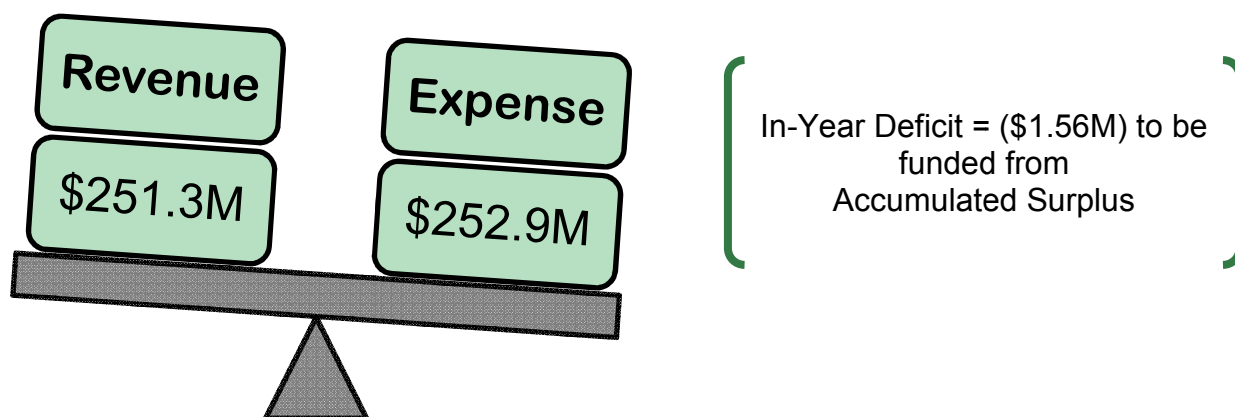
- Balanced budget - With \$252.9M of expenditures funded by Ministry grants and accumulated surplus, the budget is balanced as defined under the Education Act.
- Enrolment decline – Continuing to remain a challenge, the 2017-18 budget reflects a decline of 326 days school pupils of the board. While problematic, this decline is less than that experienced in prior budgets.
- Extension agreement provisions – Wage increases, investments in benefits, local priorities funding, class size reductions and increases to community use of schools and other priorities have been reflected in the 2017-18 budget.
- Consultation – Input from stakeholders and the broader community informed the budget process.
- International Education – Prior year investments in the program have manifested in the 2017-18 budget in the form of increased tuition paying students and the 'net contribution' that results.
- Provision for contingency - Set at 0.5% of operating revenue or about \$1.1M, risk in the 2017-18 budget is mitigated with the incorporation of an expenditure contingency.

2017-18 projects to be an interesting year. While challenges exist, we remain confident that we will find creative ways to manage the situations we face, while honoring our mission to empower our students with the knowledge and skills they need to live purposeful, meaningful lives.

“We live in a time of constant change. This new reality offers both challenges and opportunities. Providing pathways to excellence for our students is both our mission and our passion. A focus upon student achievement, delivered with an ever evolving culture of innovation, drives our programming. Faith formation and the emotional well-being of those entrusted to our care is our commitment to our ratepayers. We continue to build our system from our most vulnerable outward, ever mindful that inclusion makes all of us stronger.” *(Paul A. Picard, Director of Education)*

# Financial Summary

The Windsor-Essex Catholic District School Board is presenting a \$252.9M expenditure budget for the 2017-18 school year, to be funded with \$251.3M of grant revenues and \$1.56M of accumulated surplus.



Section 232 of the Education Act requires boards to adopt balanced budgets. In doing so, boards can use accumulated surplus, (formerly known as reserves) as part of balancing revenue and expenditures. According to the Education Act, balanced budgets are defined as:

- (1) Budgets not showing in-year deficits; or
- (2) Budgets showing in-year deficits if the deficits are not greater than the lesser of the following:
  - (a) the accumulated surplus for the previous year = \$10.9M projected for WECD SB
  - (b) 1% of the Boards operating revenue for the fiscal year = \$2.3M for WECD SB

Given the criteria above, item (1) does not apply as the 2017-18 budget is showing an in-year deficit. Moving to item (2), the lesser of items (a) and (b) for WECD SB is item (b) at \$2.3M. Therefore, since the planned 2017-18 in-year deficit of \$1.56M is not greater than item (b) or \$2.3M, the Board is in compliance with the Education Act and considered to have a balanced budget.

With an Accumulated Surplus of \$14.3M at the end of 2015-16 that is projected to remain at a healthy level of \$10.9M at the end of 2016-17, Administration is recommending to use \$1.56M of reserves to balance the budget in 2017-18 -- less than the maximum allowable amount of \$2.3M. This strategy will enable the Board to make important investments to support our most vulnerable students with special needs, and ensure stability and sustainability of programs and services in 2017-18.

While it is always prudent to expend slightly less than that provided in grants, it is WECD SB's responsibility to use all funds available to provide the best possible learning opportunities for pupils, maintain services to meet the needs of all students, budget for contingencies, and allow continued progress towards system growth and achievement of strategic objectives.

Section 13:05 of the Board By-Laws states that the Board shall include in its budget an annual contingency amount to be set at no less than 0.5% of the Board's operating allocation for the budget year being approved. As such, the 2017-18 Budget Estimates contains a provision for contingency of \$1,130,889, as



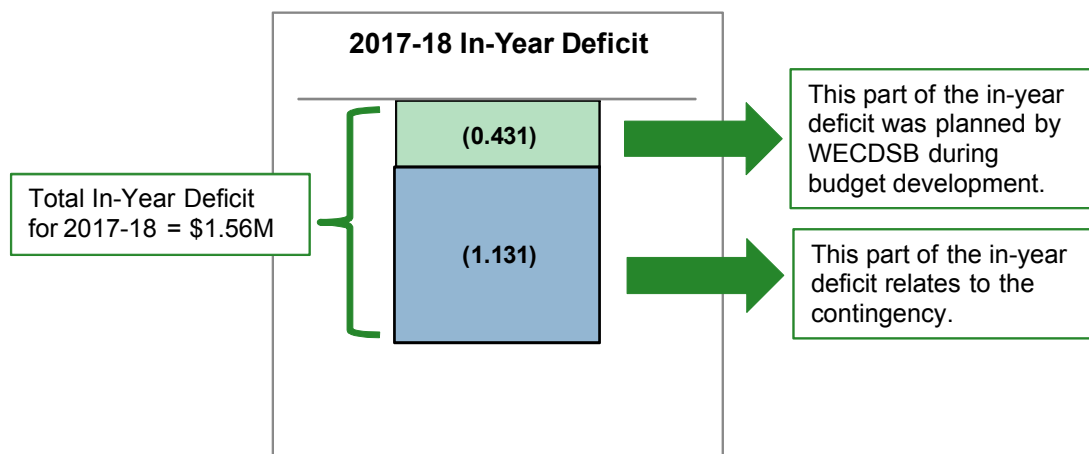
shown in the summary of financial results below.

**Summary of Financial Results**

(\$Thousands)	2015-16 Financial Statements	2016-17 Budget Estimates	2017-18 Budget Estimates	Change (2016-17 Budget to 2017-18 Budget)	
				\$	%
<b>REVENUE</b>					
Operating	223,274	222,170	226,728	4,558	2.1%
Capital	18,532	19,709	19,618	(91)	(0.5%)
Other	14,207	4,428	4,948	520	11.7%
<b>Total Revenue</b>	<b>256,013</b>	<b>246,307</b>	<b>251,294</b>	<b>4,987</b>	<b>2.0%</b>
<b>EXPENSES</b>					
Instruction	190,493	189,454	192,255	2,800	1.5%
Administration	8,623	8,583	7,690	(892)	(10.4%)
Transportation	7,312	7,737	8,101	363	4.7%
Pupil Accommodation & Other	54,027	44,723	43,679	(1,044)	(2.3%)
Provision for Contingency	-	1,108	1,131	23	2.1%
<b>Total Expenses</b>	<b>260,456</b>	<b>251,606</b>	<b>252,856</b>	<b>1,250</b>	<b>0.5%</b>
<b>In-Year Surplus/(Deficit)</b>	<b>(4,442)</b>	<b>(5,299)</b>	<b>(1,561)</b>	<b>3,737</b>	<b>(70.5%)</b>

0.5% of operating revenue in 2017-18 to meet contingency requirement of Board By-Law s. 13:05

As seen in the table above and mentioned previously, the recommended budget, with an in-year deficit of \$1.56M, plans to use accumulated surplus in addition to current year revenues to offset expenses in 2017-18. The budget also contains a provision for contingencies that, if not used, will lessen the actual draw required from accumulated surplus at year-end. Without the contingency, the planned in-year deficit would be \$0.43M, as shown below.



As the year progresses and actual enrolment becomes known, better estimates of revenue will become available and cost estimates will be refined. Despite using accumulated surplus, WECDSB is in good financial position, situating itself to address the needs of all our students.

# 2017-18 GSN Highlights

Provincial grants to school boards are provided through Grants for Student Needs (GSN) and are generated primarily by student enrolment. The Ministry of Education announced the 2017-18 Grants for Student Needs on April 12, 2017. According to the Ministry, total GSN funding to all school boards across the sector is projected to increase by 3.8% to \$23.8 billion from the prior year's Revised Estimates, an average of \$12,100 per pupil. The 2017-18 GSN reflects implementation of recently ratified labour agreements and regular updates to the GSN.

Capital funding details can be found on page 31. All other highlights of the 2017-18 GSN are provided below.

## Enhancements to Implement 2017-19 Labour Agreements:

- **Salaries and Professional Development:**
  - ⇒ 1.5% salary benchmark increase for staff in 2017-18 (excluding Principals, VPs and Directors of Education).
  - ⇒ One-time payment in 2017-18 for PD equivalent to 0.5% increase in salary benchmark.
- **Benefit Trust Investments in 2017-18:**
  - ⇒ Inflation protection increases, increases to base funding and/or FTE changes.
- **Local Priorities Funding (LPF):**
  - ⇒ LPF established to address local issues.
  - ⇒ To be used by Boards to hire teachers and education workers.
- **Community and Other Priorities:**
  - ⇒ 3% increase to the Community Use of Schools funding.
  - ⇒ New "Human Resource Transition Supplement" funding to help manage impact of contract extensions.
- **Class Size Investments:**
  - ⇒ Lower the funded average class size in FDK from current level of 26 students per class to 25.75 in 2017-18.
  - ⇒ Lower the funded class size average in Grades 4-8 to 24.17 students per class in 2017-18, and to 22.85 over five years.



## Indigenous Education:

- In 2017-18, per-pupil amount (PPA) of the Indigenous Education Grant will be fully enveloped.
- Must allocate 1.0 FTE for dedicated lead position who is dedicated only to this role.
- Must identify Supervisory Officer accountable for implementation of Framework and oversight over work of lead.

## School Foundation Grant (SFG):

- New funding for an additional principal for elementary or secondary school that consist of multiple buildings on the same campus with large enrolment.
- For the purposes of funding school administration, SFG will be based on a campus definition of a school – to be phased in over four years.

## Keeping up with costs:

- 2% increase to non-staff School Operations benchmarks (for commodity price increases such as natural gas, facility insurance etc.).
- Increase to Student Transportation Grant (2% net of surplus).

# Budget Planning Objectives

The Windsor-Essex Catholic District School Board's budget is developed each year in accordance with specific pre-determined internal and external budget guidelines.

## Internal Guidelines

Internal Board policies and guiding principles that govern the budget development process include:

- Board level contractual, negotiated and self-determined conditions or restrictions must be respected;
- All Ministry requirements must be met;
- Alignment with Ministry and Board priorities must occur when allocating resources;
- Where reductions are necessary, impacts to students and faith development initiatives must be minimized;
- A conservative enrolment projection must be used;
- The presented budget must be realistic;
- An annual contingency in the budget of no less than 0.5% of the Board's operating allocation for the year must be included.

## External Guidelines

Education funding is intended to mirror cost structures, but boards have flexibility in their actual expenditures. It is up to boards to determine their detailed budget commitments within the terms of the Education Act and other relevant regulations and memoranda. At the same time, there are restrictions on how school boards may use certain components of their allocation.

Certain external requirements include:

- Compliance with the Education Act, associated regulations, Ministry memoranda and Public Sector Accounting Board standards;
- Submission of a balanced budget, on time;
- Achievement and maintenance of class size ratios;
- Special Education funding must be spent on Special Education expenditures;
- The following allocations within the Student Achievement Envelope of the Learning Opportunities Grant are limited for use collectively on seven programs:
  1. the Literacy and Math Outside the School Day Allocation,
  2. the Student Success, Grades 7 to 12 Allocation,
  3. the Grade 7 and 8 Literacy and Numeracy and Student Success Teachers Allocation,
  4. the School Effectiveness Framework Allocation,
  5. the Ontario Focused Intervention Partnership (OFIP) Tutoring Allocation,
  6. the Specialist High Skills Major (SHSM) Allocation, and
  7. the Outdoor Education Allocation.



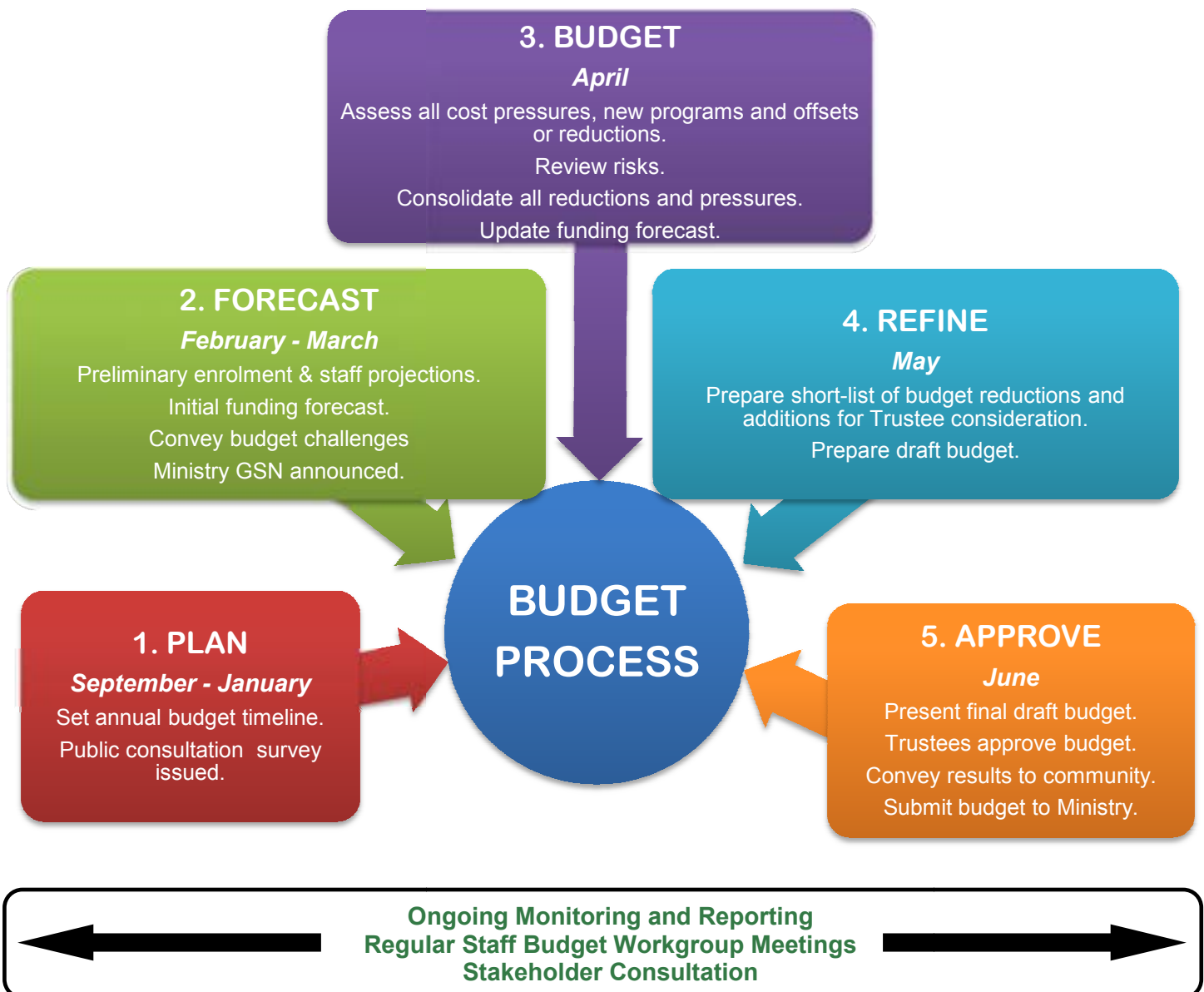
- The Library Staff Allocation is to be used to fund library staff.
- The Per-Pupil Amount Allocation within the Indigenous Education Grant is limited to expenditures that support the Framework. At least half of the minimum funding provided through this allocation must be spent on a dedicated position, and any remainder used to support the *Framework* through the Board Action Plan.
- School Renewal funding is primarily limited to capital renewal expenditures;
- School Condition Improvement funding is to be used for renewal expenditures that are capitalized;
- Capital funding is to be used for approved capital projects;
- Administration and Governance spending must not exceed the grant allocation;
- New Teacher Induction Program (NTIP) funding is to be used for eligible NTIP expenditures;
- Temporary Accommodation funding can only be used for portable moves, leases and purchases, as well as lease costs for permanent instructional space;
- Mental Health Leader funding must be used to provide at least one Mental Health Leader;
- EPO (Education Programs – Other) grants received must be used consistent with the mandate of the particular program;
- Accumulated Surplus to a maximum amount of 1.0% of operating revenue can be used to balance the budget. Amounts beyond this require Ministry approval.



# Budget Process & Timelines

The budget is the Board’s fiscal plan that supports the delivery of education programs and services and reflects the Board’s strategic plan for the upcoming academic year. It also provides the authority for Administration to spend funds on a variety of programs and services. The fiscal year for all school boards in Ontario is in alignment with the school year and runs from September 1 to August 31. The Ministry of Education requires school boards to approve a balanced budget for the upcoming fiscal year before the end of June of the current year.

WECD SB follows a five-stage strategic budget development process. Key elements for each of the respective stages of the budget process are depicted below.



As can be seen from the diagram above, the development of the annual budget is one of the most time consuming and labour intensive functions undertaken by Administration, spanning more than 6 months of the year.

To better facilitate the budget process and communication between departments, the Board has established a Staff Budget Workgroup comprised of management representatives from each department. The Staff Budget Workgroup facilitates the budget development process and helps ensure compliance of all departments with specific budget-related tasks. This multi-disciplinary team, reporting to Executive Council, allows the Board to take a holistic view of budget development and consider the unique needs and competencies of each department.

The Workgroup members and the departments they represent are depicted below:

Member	Area Represented
Susan Swiatoschik	Business (Staff Budget Workgroup Chair)
Colleen Norris	Human Resources and Elementary Staffing
John Ulicny	Information Technology and Secondary Staffing
Emelda Byrne	Student Achievement K-12
Penny King	Business and Board Administration
Chris Meloche	Business & Facility Services Support
Dan Fister	Student Achievement K-12 and Innovation & Experiential Learning
Joe Ibrahim	Special Education
Gary McKenzie	Facility Services



**Capital Budget Process:**

The Board is required to distinguish between operating and capital budgets since the sources of funding are separate and distinct. The Capital Budget is developed in conjunction with the Facility Services and Information Technology departments who assist in determining the Board’s future capital needs. Requested projects from departments and schools are prioritized along with a detailed project description with the requested budget. Administration reviews the requests, and recommendations are put forward to balance the projects to available funding. The recommendations are based on departmental priorities taking into account asset management principles, previous funding allocations, and Board priorities.

There is a portion of the funding for each year of the capital budget that is left unallocated to allow for some level of flexibility to address changing priorities, unanticipated projects and/or changes to currently approved capital projects.

# Budget Consultation

The Board remains committed to ensuring that appropriate communication and consultation with the community exists regarding 2017-18 budget development. The community was invited to provide input at an early stage of budget development through a formal budget consultation survey, which was posted on the Board's website on February 3, 2017. This year the Board utilized a new survey tool which allowed for better ease of access on tablets and smart phones.

The intent of the survey was 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. The challenge faced by the Board is that there is very little flexibility in the application of grant funding to all but specified programs.

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, Catholic School Advisory Councils, employee groups (OECTA, Unifor, CUPE, Non-Union), the Student Senate, and employees via the internal shared staff folder. In addition to utilizing the Board's social media (i.e., Facebook, Twitter) to reach a broader stakeholder base, synrevoice messages were sent to all student families directly inviting their participation.

Survey responses received by March 10, 2017 were compiled and summarized in a report to the Board at its meeting of March 28, 2017. At that time, the Board had received a total of 398 responses, up 49 from the total 349 responses received to last year's survey, and up 87 from the total 311 responses received to the survey conducted two years prior.

Responses to the 2017-18 Budget Consultation Survey are summarized in Appendix I.



What We  
Heard

- Stakeholders consider **Innovative Programming** essential to the education of children in preparing them for careers of tomorrow.

What We  
Are Doing

- The 2017-18 budget includes investments in specialized equipment, instructional supplies, and technical experts relating to our Sports Academies, as well as our new Construction and STEM Academies.

# Budget Pressures, Challenges & Risks

A school board’s budget contains inherent pressures, challenges, and risks. Necessary restraint measures, combined with new and creative approaches to the way the Board delivers education and the way funds are used are needed to mitigate, as much as possible, the challenges and risks.

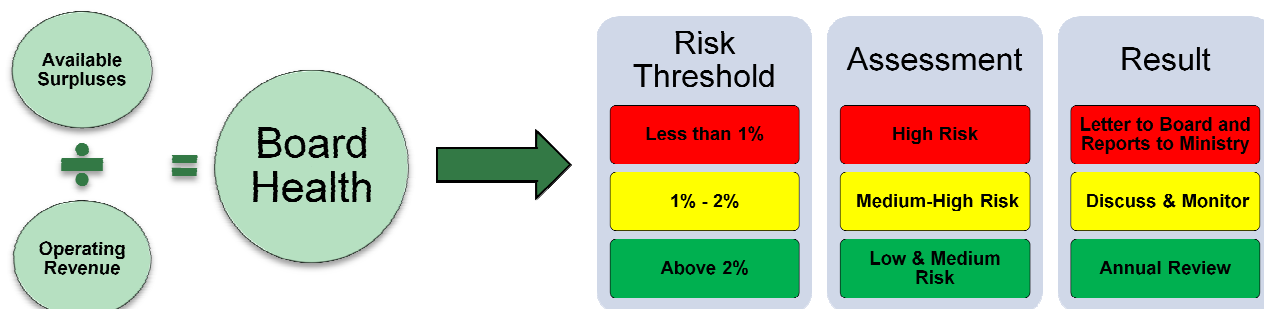
An identification of preliminary budget pressures and challenges facing the Board was presented to the Board of Trustees at its meeting of March 28, 2017. An update report was provided on April 25, 2017. A listing of known pressures, challenges and risks related to the 2017-18 budget are highlighted below.

Risks	Pressures & Challenges
<ul style="list-style-type: none"> <li>• Enrolment projections may vary from actual results creating disruptions to school scheduling and changes in grant revenues.</li> <li>• Utility cost volatility.</li> <li>• Unforeseen activity and events (i.e. weather).</li> <li>• Occasional teacher costs difficult to project.</li> <li>• Inflation assumptions.</li> <li>• Legal costs difficult to project.</li> <li>• Claims, grievances and legal settlements.</li> <li>• Unanticipated students with special needs.</li> <li>• Transition to provincial Employee Life and Health Trusts.</li> <li>• Innovative programming – ensuring financial feasibility of programs.</li> <li>• International education revenues at risk if political climate / major incident deters students from travelling abroad.</li> <li>• Changes in government.</li> </ul>	<ul style="list-style-type: none"> <li>• Labour agreement extensions and enhancements.</li> <li>• Cost of phasing-in post age 65 retirement benefit liability.</li> <li>• Declining enrolment – 2/3 of education funding is based on enrolment but board costs do not decrease proportionately as enrolment falls.</li> <li>• Capital deficit crowds out spending that could be used for other initiatives.</li> <li>• Aging infrastructure – buildings, equipment.</li> <li>• Supporting an increasing proportion of students with special education needs in an inclusive environment with available funding.</li> <li>• Supporting faith initiatives with no direct source of funding.</li> <li>• Controlling staffing costs (81% of total budget).</li> <li>• Balancing the budget with a contingency using available funding.</li> <li>• Aligning funding received with Ministry and Board priorities.</li> <li>• Lack of discretionary funds.</li> </ul>



The Ministry assesses board health based on 3 criteria:

1. In-Year deficit as a % of operating allocation;
2. Number of years remaining before depletion of accumulated surplus; and
3. Ending accumulated surplus as a % of operating allocation, depicted below.



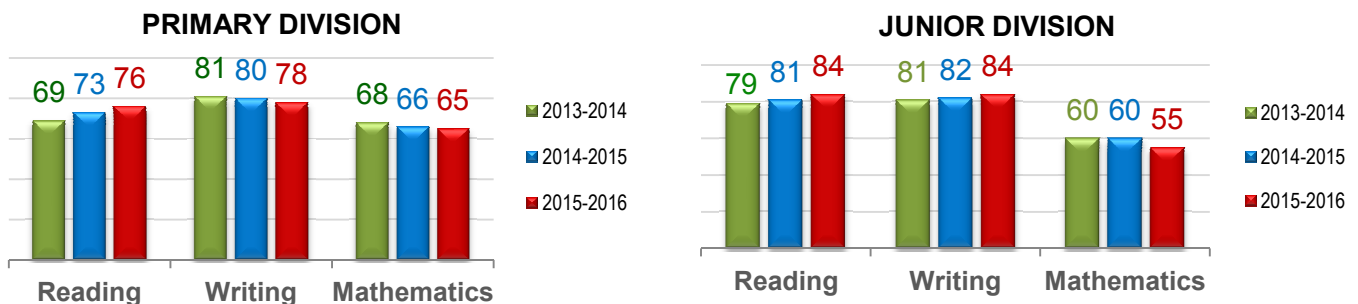
# EQAO Highlights

EQAO is the provincial agency that designs and tests Grade 3 and Grade 6 students in reading, writing and mathematics. Grade 9 students are tested in mathematics and Grade 10 students are given a literacy test. The EQAO is independent of the Ontario government, and the tests give parents, teachers, principals and school boards accurate, objective and clear information about how well students have learned the Ontario curriculum in reading, writing and mathematics.

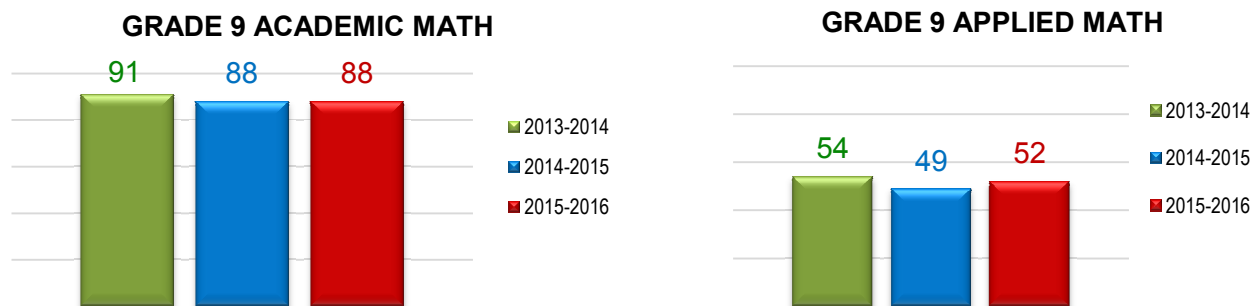


WECDsb students exceeded provincial averages in all EQAO categories, achieving results that were among the highest in Ontario for similar-sized boards. The charts below compare WECDsb results over the past three years.

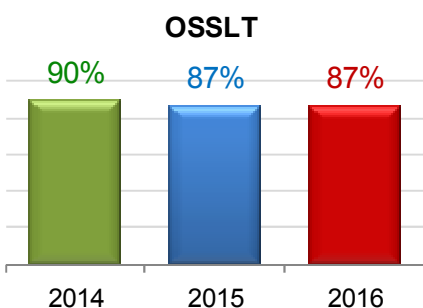
The assessment of Reading, Writing and Math in the Primary and Junior Divisions is shown below.



The grade 9 assessments of Academic and Applied Math is shown below:



The Ontario Secondary School Literacy Test (OSSLT) results are shown below:



The success rate for first-time eligible (fully participating) students who wrote the OSSLT was 87%, which is the same as last year. OSSLT success rates for first-time eligible (fully participating) students has been well over 80% for the past several years. WECDsb exceeded the OSSLT provincial success rate by 6%.



# Enrolment Highlights

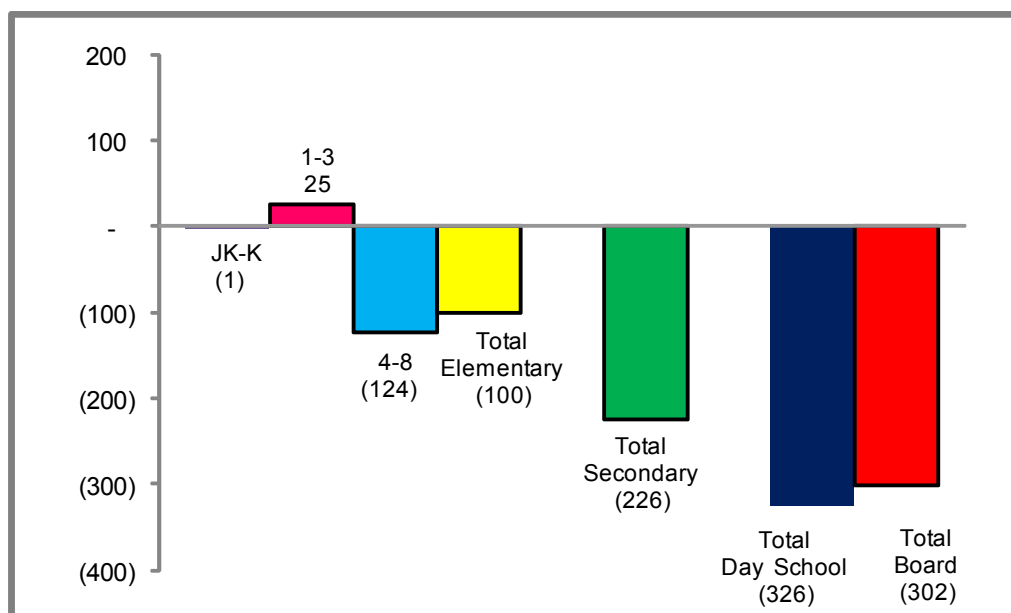
Enrolment projections for the 2017-18 Budget are conservative in nature, and were established based on historical data, updated for current circumstances. The Board's projected day school enrolment for 2017-18 is expected to be 19,674. This is a decrease of 326 students compared to the 2016-17 Budget Estimates.

With approximately two-thirds of education funding based on enrolment, the 2017-18 decline in enrolment equates to approximately \$2.75M in reduced grant revenue for the Board. The projected full-time equivalent (FTE) average daily enrolment for 2017-18 is follows:

## Summary of Enrolment

Full-Time Equivalent (FTE) Average Daily Enrolment (ADE)	2015-16 Financial Statements	2016-17 Budget Estimates	2017-18 Budget Estimates	Change (2016-17 Budget to 2017-18 Budget)	
				#	%
<b>Elementary</b>					
JK-K	2,215	2,325	2,324	(1)	(0.0%)
1-3	3,707	3,617	3,642	25	0.7%
4-8	7,271	7,058	6,934	(124)	(1.8%)
<b>Total Elementary</b>	<b>13,192</b>	<b>13,000</b>	<b>12,900</b>	<b>(100)</b>	<b>(0.8%)</b>
<b>Secondary &lt; 21</b>					
Grade 9 to 12	7,117	7,000	6,774	(226)	(3.2%)
<b>Total Secondary &lt; 21</b>	<b>7,117</b>	<b>7,000</b>	<b>6,774</b>	<b>(226)</b>	<b>(3.2%)</b>
<b>TOTAL DAY SCHOOL</b>	<b>20,309</b>	<b>20,000</b>	<b>19,674</b>	<b>(326)</b>	<b>(1.6%)</b>
Secondary > 21	183	170	140	(30)	(17.6%)
High Credit	19	15	10	(5)	(30.9%)
Visa (Tuition Paying)	67	65	124	59	90.0%
<b>TOTAL BOARD</b>	<b>20,576</b>	<b>20,250</b>	<b>19,948</b>	<b>(302)</b>	<b>(1.5%)</b>

## Changes in Enrolment: 2016-17 Budget v. 2017-18 Budget



# Staffing Highlights

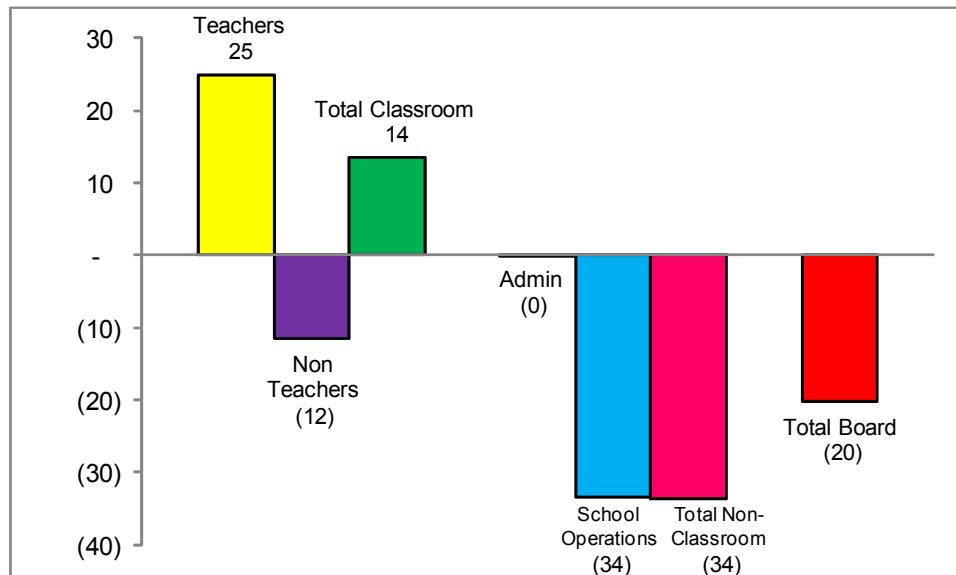
Staffing is the largest expenditure of the Board and comprises 81% of the overall budget.

Staffing for all positions is the responsibility of the Human Resources Department. The greatest challenge is controlling costs while ensuring Ministry class size targets and collective agreement provisions are maintained. The Board’s total estimated expenditures of salaries and benefits for the 2017-18 fiscal year are \$203.5M as compared to \$203.7M for 2016-17. A summary of staffing is presented below.

Full-Time Equivalent (FTE)	2015-16 Financial Statements	2016-17 Budget Estimates	2017-18 Budget Estimates	Change (2016-17 Budget to 2017-18 Budget)	
				#	%
<b>Classroom</b>					
Teachers	1,202	1,170	1,195	25	2.1%
Non-Teachers	631	644	632	(12)	(1.8%)
<b>Total Classroom</b>	<b>1,834</b>	<b>1,814</b>	<b>1,827</b>	<b>14</b>	<b>0.7%</b>
<b>Non-Classroom</b>					
Admin, Governance & Transportation*	58	55	55	(0)	(0.4%)
School Operations	188	197	163	(34)	(17.0%)
<b>Total Non-Classroom</b>	<b>246</b>	<b>252</b>	<b>218</b>	<b>(34)</b>	<b>(13.4%)</b>
<b>TOTAL BOARD</b>	<b>2,079</b>	<b>2,065</b>	<b>2,045</b>	<b>(20)</b>	<b>(1.0%)</b>

\* Includes 9 Trustees + 2 Student Trustees

Changes in Staffing: 2016-17 Budget v. 2017-18 Budget



Classroom teachers increased 25.0 FTE from the 2016-17 Estimates mainly due to enhancements resulting from the Local Priorities funding that arose through the recently negotiated central agreements.

The “Non-Teachers” category has decreased over 2016-17 Estimates, primarily due to reduced staff requirements due to school consolidations and closures.

The decrease of 34.0 FTE in the “School Operations” category from 2016-17 Estimates is due to a reduced number of staff resulting from retirements, workload efficiencies and school closures and consolidations.



# Revenue Highlights

Provincial grants to school boards are provided through annual Grants for Student Needs (GSN), (also known as “the funding formula”) and are generated primarily by student enrolment. The GSN is actually a collection of grants and it determines each board’s overall funding allocation.

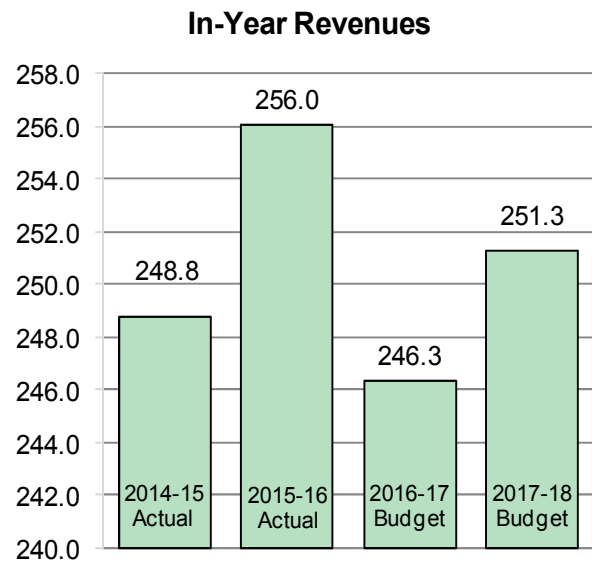
**Pupil Foundation Grant** – base per-pupil allocation that supports the elements of a classroom education that are required by, and generally common to, all students.

**School Foundation Grant** – provides a base for the costs of in-school administration and leadership as well as supplies for school administration purposes.

**Special Purpose Grants** – provides additional funding to recognize the different level of support required by boards, schools, and students related to location, student and school needs, and a board’s demographic profile.

**Debt Service Support** – provides funding to meet annual supported debt repayments (principal and interest), in addition to funding for short-term capital interest costs.

## FOUR YEAR REVENUE COMPARISON



The Board’s total estimated funding for the 2017-18 fiscal year is \$251.3M as compared to \$246.3M for 2016-17, an increase of \$5.0M. A reconciliation of **revenue** between the 2016-17 Budget Estimates and the 2017-18 Budget is summarized below:

	Amount (\$M)
<b>2016-17 Budget Estimates</b>	<b>246.3</b>
One time funding investments (i.e., Local Priorities, benefits trusts, etc.)	4.4
Salary benchmark and other increases for instructional staff (teachers, ECEs, P/VPs)	2.3
Reduced grant revenue due to decline in enrolment	(2.8)
Visa tuition revenue increase	0.7
DCC revenue increase, offset by increase in amortization expense	0.3
Other Net Adjustments	0.1
<b>2017-18 Budget Estimates</b>	<b>251.3</b>

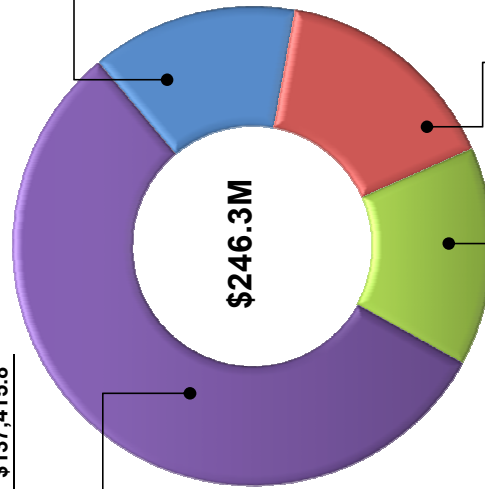
# WHAT DOES THE 2017-18 GSN AT WECDSB SUPPORT?

Note: The individual grant revenue allocations in the below charts are represented in thousands unless otherwise stated.

Funding for classrooms	
Pupil Foundation Grant	\$ 108,047.3
Continuing Education and Other Programs Grant	\$ 970.7
Cost Adjustment & Teacher/ECE Qual. & Exp. Grant	\$ 28,327.0
New Teacher Induction Program (NTIP)	\$ 70.9
<b>TOTAL</b>	<b>\$ 137,415.8</b>

Funding for classrooms has been impacted by recent labour negotiations.

Funding for schools	
School Foundation Grant	\$ 14,145.8
School Facility Operations and Renewal Grant	\$ 21,364.3
Temporary Accommodation Allocation	\$ 667.0
<b>TOTAL</b>	<b>\$ 36,177.1</b>



Funding for specific education priorities	
Special Education Grant	\$ 25,899.8
Language Grant	\$ 4,775.7
Indigenous Education Allocation	\$ 492.6
Learning Opportunities Grant	\$ 6,538.8
Safe & Accepting School Supplement	\$ 636.9
<b>TOTAL</b>	<b>\$ 38,343.9</b>

Funding for a locally managed system	
Declining Enrolment Adjustment Grant	\$ 1,187.1
School Board Administration and Governance Grant	\$ 6,253.1
Debt Service	\$ 19,618.5
Student Transportation Grant	\$ 7,759.5
Other	(408.8)
<b>TOTAL</b>	<b>\$ 34,409.4</b>

A detailed comparison of revenue by grant for the 2015-16, 2016-17 and 2017-18 fiscal years is provided below:

	DETAILED REVENUES				
	2015-16 Financial Statements	2016-17 Budget Estimates	2017-18 Budget Estimates	Change (2016-17 Budget to 2017-18 Budget)	
				\$ Increase (Decrease)	% Increase (Decrease)
<b>REVENUES (\$Thousands)</b>					
<b>Operating Grants</b>					
Pupil Foundation	108,042	107,684	108,047	363	0.3%
School Foundation	14,321	14,213	14,146	(67)	(0.5%)
Special Education	26,160	25,947	25,900	(47)	(0.2%)
French as a Second Language	2,644	2,643	2,703	59	2.2%
English as a Second Language	2,055	1,964	2,073	108	5.5%
Learning Opportunities	4,138	4,404	6,539	2,135	48.5%
Continuing Ed., Summer School, International Languages, High Credit	571	371	492	121	32.6%
Adult Education	582	573	479	(94)	(16.5%)
Teacher Qualification & Experience	26,978	25,790	27,156	1,366	5.3%
ECE Qualification & Experience	1,052	1,196	1,171	(26)	(2.1%)
Transportation	7,698	7,775	7,759	(16)	(0.2%)
Admin and Governance	5,927	6,032	6,210	179	3.0%
School Operations	19,552	19,370	19,314	(56)	(0.3%)
Trustees' Association Fee	43	43	43	-	0.0%
Indigenous Education Allocation	306	354	493	139	39.3%
Safe Schools Supplement	620	618	637	19	3.1%
Community Use of Schools Grant	272	272	279	7	2.6%
New Teacher Induction Program	50	56	71	15	25.9%
Declining Enrolment	1,032	798	1,187	389	48.8%
Temporary Accommodation	434	611	667	56	9.2%
School Renewal - Operating Portion	1,174	1,772	1,772	0	0.0%
Restraint Savings	(89)	(89)	(89)	-	0.0%
Adjustment for mTCA	(289)	(227)	(320)	(93)	40.8%
<b>Total Operating Grants</b>	<b>223,274</b>	<b>222,170</b>	<b>226,728</b>	<b>4,557</b>	<b>2.1%</b>
<b>Debt Servicing Grants</b>					
Permanent Financing of NPF	1,613	1,613	1,613	-	0.0%
Amortization of DCC	9,744	11,246	11,499	252	2.2%
Capital Debt Support Payment - Interest	7,176	6,850	6,507	(343)	(5.0%)
Short Term Interest	-	-	-	-	0.0%
<b>Total Debt Servicing Grants</b>	<b>18,532</b>	<b>19,709</b>	<b>19,618</b>	<b>(91)</b>	<b>(0.5%)</b>
<b>Total Legislative Grants</b>	<b>241,806</b>	<b>241,879</b>	<b>246,346</b>	<b>4,467</b>	<b>1.8%</b>
<b>Other (EPOs &amp; Non-Grant Revenue)</b>	<b>14,207</b>	<b>4,428</b>	<b>4,948</b>	<b>520</b>	<b>11.7%</b>
<b>TOTAL REVENUES</b>	<b>256,013</b>	<b>246,307</b>	<b>251,294</b>	<b>4,986</b>	<b>2.0%</b>

# Funding for Ministry Initiatives

As shown in the table below, the Ministry targets additional funding to school boards for specific provincial initiatives. These are called EPO (Education Program-Other) grants. These grants are provided outside of the regular operating grants and are often tied to separate contract agreements that require specific reporting on expenditures within set timelines. School boards are required to spend these grants for their intended purposes and the Ministry can take back any unspent funds.

EDUCATION PROGRAM - OTHER (EPO) GRANT REVENUE		
Program	2016-17 Budget	2017-18 Budget
Autism Supports and Training	30,493	30,145
Autism: Supporting Transition to the New Ontario Autism Program	-	105,339
Community Use of Schools - Outreach Coordinators	76,000	76,000
Community Use of Schools - Priority Schools	68,000	68,000
Early Year Leads Program	86,710	TBD
Focus on Youth	250,000	250,000
Renewed Mathematics Strategy	512,373	517,373
Techology and Learning Fund	418,485	TBD
Well Being: Safe Accepting and Healthy Schools and Mental Health	67,076	66,996
<b>Total EPO Grants Announced</b>	<b>1,509,137</b>	<b>1,113,853</b>
Placeholder for EPOs forecast to be announced (has matching expenses with no impact to budget)	449,129	784,118
<b>Total EPO Grants</b>	<b>1,958,266</b>	<b>1,897,971</b>

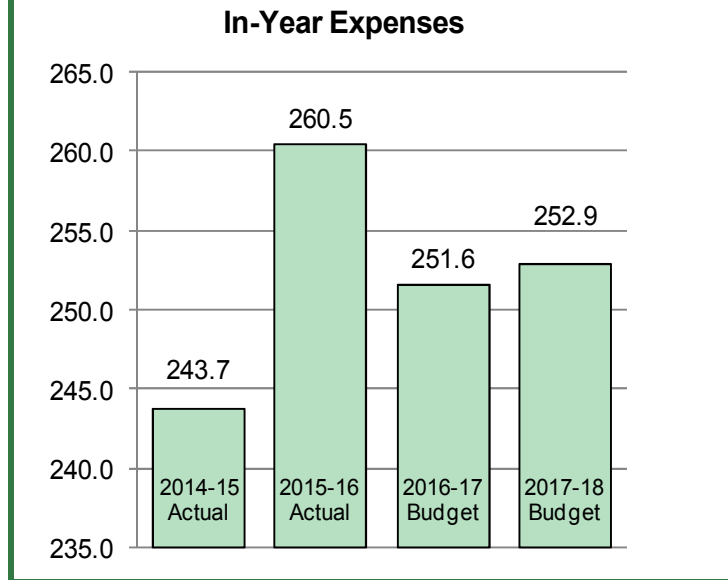


# Expenditure Highlights

The 2016-17 Budget Estimates expenditure budget was used as the base for the 2017-18 budget, adjusted:

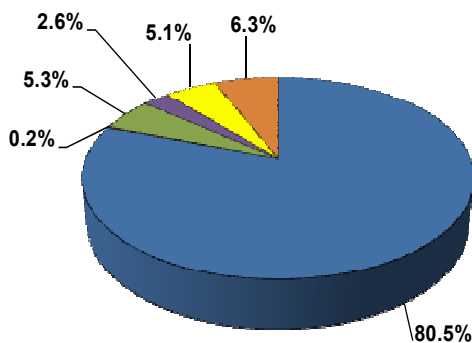
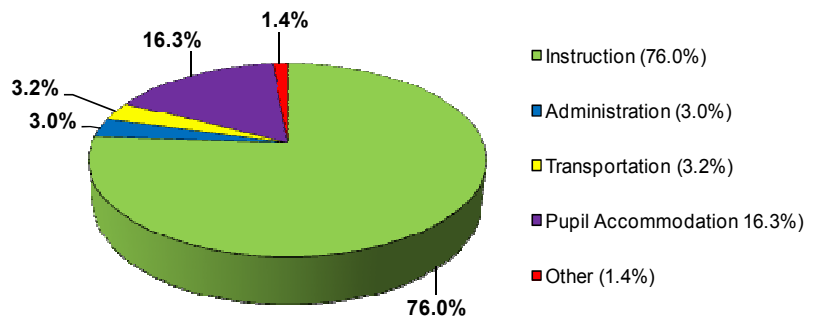
1. to exclude one-time budget allocations;
2. to include inflationary pressures such as increased utility costs;
3. to include contractual/statutory changes due to current collective agreements, service contracts etc.;
4. to reflect the most recent PSAB (Public Sector Accounting Board) actuarial forecasts;
5. to include anticipated EPOs offset by matching revenue;
6. to reflect the impact of enrolment projections on staffing; and
7. to allow for the implementation of Board priorities and previously approved Board commitments.

The Board's total estimated expenditures for the 2017-18 fiscal year are \$252.9M as compared to \$251.6M for 2016-17.



WECD SB expenses are largely comprised of labour related costs (salaries and benefits) for staff which typically represent about 80.5% of total expenditures. WECD SB's central administration costs are only 3.0% of the Board's total expenses.

## Expense by Category



- Salaries, Wages & Benefits (80.5%)
- Staff Development (0.2%)
- Supplies & Services (5.3%)
- Interest (2.6%)
- Rent, Fees & Contracts (5.1%)
- Amortization & Other (6.3%)



## Expense by Object

A detailed comparison of expenses for the 2015-16, 2016-17 and 2017-18 fiscal years is provided below:

EXPENSES (\$Thousands)	DETAILED EXPENSES				
	2015-16 Financial Statements	2016-17 Budget Estimates	2017-18 Budget Estimates	Change (2016-17 Budget to 2017-18 Budget)	
				\$ Increase (Decrease)	% Increase (Decrease)
<b>Instruction</b>					
Teachers	127,794	126,939	131,100	4,161	3.3%
Supply Staff	4,736	5,923	5,876	(47)	(0.8%)
Educational Assistants	16,899	16,598	16,123	(475)	(2.9%)
Early Childhood Educators	3,864	3,736	3,779	43	1.1%
Classroom Computers	1,290	1,378	1,209	(169)	(12.3%)
Textbooks and Supplies	4,036	4,164	4,221	56	1.4%
Professionals and Paraprofessionals	6,051	6,307	6,321	15	0.2%
Library and Guidance	2,195	2,437	2,366	(72)	(2.9%)
Staff Development	866	903	1,059	156	17.3%
Department Heads	572	651	661	10	1.5%
Principal and Vice-Principals	9,893	9,864	9,414	(450)	(4.6%)
School Office	9,022	7,125	6,388	(737)	(10.3%)
Co-ordinators and Consultants	2,764	2,953	3,241	288	9.7%
Continuing Education	338	309	309	(0)	(0.0%)
Amortization and Write-downs	173	166	188	22	13.2%
<b>Total Instruction</b>	<b>190,493</b>	<b>189,454</b>	<b>192,255</b>	<b>2,800</b>	<b>1.5%</b>
<b>Administration</b>					
Trustees	121	131	135	4	3.1%
Director/Supervisory Officers	1,606	1,311	1,065	(245)	(18.7%)
Board Administration	6,858	7,079	6,428	(651)	(9.2%)
Amortization and Write-downs	39	63	62	(0)	(0.5%)
<b>Total Administration</b>	<b>8,623</b>	<b>8,583</b>	<b>7,690</b>	<b>(892)</b>	<b>(10.4%)</b>
<b>Transportation</b>	<b>7,312</b>	<b>7,737</b>	<b>8,101</b>	<b>363</b>	<b>4.7%</b>
<b>Pupil Accommodation</b>					
School Operations & Maintenance	28,447	22,975	21,548	(1,427)	(6.2%)
School Renewal - Operating Portion	597	1,199	1,194	(5)	(0.4%)
Other Pupil Accommodation	7,180	6,856	6,513	(343)	(5.0%)
Amortization and Write-downs	10,254	11,740	11,970	231	2.0%
<b>Total Pupil Accommodation</b>	<b>46,477</b>	<b>42,771</b>	<b>41,226</b>	<b>(1,545)</b>	<b>(3.6%)</b>
Other Non-Operating	7,549	1,953	2,453	500	25.6%
Provision for Contingencies	-	1,108	1,131	23	2.1%
<b>TOTAL EXPENSES</b>	<b>260,456</b>	<b>251,606</b>	<b>252,856</b>	<b>1,250</b>	<b>0.5%</b>

2017-18 expenses by category and object are detailed below.

2017-18 EXPENSE DETAIL BY CATEGORY - ELEMENTARY & SECONDARY COMBINED								
Expense Categories	Salaries and Wages	Employee Benefits	Staff Development	Supplies & Services	Interest Charges on Capital	Rent, Fees & Contractual Services	Amortization & Other	Total Expenses
<b>INSTRUCTION</b>								
Classroom Teachers	\$ 114,699,344	\$ 16,354,915	\$ -	\$ 45,934	\$ -	\$ -	\$ -	\$ 131,100,193
Supply Staff	5,322,028	554,232						5,876,260
Teacher Assistants	12,811,939	3,311,214						16,123,153
Early Childhood Educators	2,975,427	803,361						3,778,788
Computers	-			1,208,813				1,208,813
Textbooks/Supplies				3,766,776		454,024		4,220,800
(Para)Prof./Technicians	4,749,767	1,389,278		127,369		54,890		6,321,304
Library/Guidance	1,976,626	389,041						2,365,667
Staff Development	720,742	37,127	284,716				16,000	1,058,585
Department Heads	661,055							661,055
Principals/Vice-Principals	7,954,078	1,353,392	102,747	4,050				9,414,267
School Office	4,147,519	1,821,647		323,920		94,927		6,388,013
Coord. and Consultants	2,652,855	356,077		218,270		13,500		3,240,702
Continuing Education	280,500	8,861		19,700				309,061
Amortization/Write-downs							188,058	188,058
<b>Instruction Subtotal</b>	<b>\$ 158,951,880</b>	<b>\$ 26,379,145</b>	<b>\$ 387,463</b>	<b>\$ 5,714,832</b>	<b>\$ -</b>	<b>\$ 617,341</b>	<b>\$ 204,058</b>	<b>\$ 192,254,719</b>
<b>ADMINISTRATION</b>								
Trustees	\$ 102,234	\$ 3,456	\$ 13,200	\$ 16,200	\$ -	\$ -	\$ -	\$ 135,090
Director/Supervisory Officers	823,278	211,578	22,250	8,375				1,065,481
Board Administration	3,054,468	1,100,706	19,465	421,394		1,619,156	212,349	6,427,538
Amortization/Write-downs							62,232	62,232
<b>Administration Subtotal</b>	<b>\$ 3,979,980</b>	<b>\$ 1,315,740</b>	<b>\$ 54,915</b>	<b>\$ 445,969</b>	<b>\$ -</b>	<b>\$ 1,619,156</b>	<b>\$ 274,581</b>	<b>\$ 7,690,341</b>
<b>TRANSPORTATION</b>								
Pupil Transportation	\$ 39,224	\$ 10,720	\$ -	\$ -	\$ -	\$ 8,046,091	\$ 4,600	\$ 8,100,635
<b>Transportation Subtotal</b>	<b>\$ 39,224</b>	<b>\$ 10,720</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 8,046,091</b>	<b>\$ 4,600</b>	<b>\$ 8,100,635</b>
<b>PUPIL ACCOMMODATION</b>								
School Oper./Maintenance	\$ 9,055,875	\$ 3,718,337	\$ 6,042	\$ 7,213,185		\$ 1,552,618	\$ 2,000	\$ 21,548,057
School Renewal-Operating					175,071	1,019,269	-	1,194,340
Other Pupil Accommodation					6,508,196	5,000	-	6,513,196
Amortization/Write-downs							11,970,394	11,970,394
<b>Pupil Accom. Subtotal</b>	<b>\$ 9,055,875</b>	<b>\$ 3,718,337</b>	<b>\$ 6,042</b>	<b>\$ 7,213,185</b>	<b>\$ 6,683,267</b>	<b>\$ 2,576,887</b>	<b>\$ 11,972,394</b>	<b>\$ 41,225,987</b>
<b>OTHER</b>								
Other Non-Operating							\$ 2,453,013	\$ 2,453,013
Provision for Contingencies							1,130,890	1,130,890
<b>Subtotal - Other</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 3,583,903</b>	<b>\$ 3,583,903</b>
<b>TOTAL EXPENSES</b>	<b>\$ 172,026,959</b>	<b>\$ 31,423,942</b>	<b>\$ 448,420</b>	<b>\$ 13,373,986</b>	<b>\$ 6,683,267</b>	<b>\$ 12,859,475</b>	<b>\$ 16,039,536</b>	<b>\$ 252,855,585</b>

The challenges cited previously made this budget difficult to balance within available funding, given that 80.5% of the Board's budget is salaries and benefits, which is determined by Ministry ratios, collective agreements, legislative compliance, and student needs.

A reconciliation of **expenses** between the 2016-17 Budget Estimates and the 2017-18 Budget is summarized below:

	(\$M)
<b>2016-17 Budget Estimates</b>	<b>251.6</b>
1.5% increase in salaries (offset by increased benchmark funding)	3.2
0.5% lump sum payment for Professional Development (offset by one-time funding)	0.8
Decrease in PRB Liability Phase-In	(2.5)
Decrease in PSAB expense	(0.3)
Expenditure additions	3.0
Expenditure reductions	(2.4)
Amortization and write-downs of capital assets (offset by additional DCC revenue)	0.3
Debenture interest decrease	(0.3)
Other	(0.5)
<b>2017-18 Budget Estimates</b>	<b>252.9</b>

As can be seen in the table above, certain expenses increased due to the implementation of the enhancements of the recently negotiated agreements (the 1.5% salary increase and 0.5% lump sum Professional Development payment) while other expenses decreased - most notably post-retirement benefits. Specifics related to the PRB decreases are shown below, and result from recent settlements and an extension of the phase-in period from 10 to 16 years.

Item	2015-16 Financial Statements	2016-17 Budget	2017-18 Budget	Change (between 2016-17 & 2017-18)
PRB Liability Phase-In	\$431,804	\$4,143,085	\$1,653,279	(\$2,489,806)
PRB PSAB Expense	\$2,268,697	\$1,097,220	\$775,300	(\$321,920)
<b>TOTAL</b>	<b>\$2,700,501</b>	<b>\$5,240,305</b>	<b>\$2,428,579</b>	<b>(\$2,811,726)</b>

Identified above is \$2.4M of expenditure **reductions** in 2017-18 relative to the 2016-17 Budget Estimates. They include the following:

- Staffing reductions related to enrolment pressures
- School Operations labour reductions due to retirements, workload efficiencies and school consolidations and closures
- Reduction to miscellaneous line-by-line accounts, including resources, and supplies and services

While the 2017-18 budget required reductions to balance, Administration found it necessary to **add** the following in order to respond to inflationary pressures and allow for implementation of Board priorities:

- Additional staffing to support system needs
- Additional transportation costs to reflect certain program changes and boundary adjustments
- Additional resources for Innovative Programming and Academies
- School operation supplies and services cost increases (i.e., utilities, HVAC, plumbing, etc.)
- Other (provisions for Newcomer reception, mileage allowances, etc.)



# Accumulated Surplus

Revenues less expenses generate an annual or “in-year” surplus or deficit. The annual balance accumulates from one year to the next, and is referred to as the accumulated surplus/deficit. The accumulated surplus can be set aside or “internally appropriated” by the Board for specific purposes (formerly known as internally restricted reserves) such as reserves for working funds, retirement gratuities, capital reserves not required by legislation and so forth.

The following table shows the actual balance of the accumulated surplus/deficit available for compliance for the last 3 years, as well as the current forecast for 2016-17 and the projection for 2017-18:

(\$Thousands)	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Forecast	2017-18 Estimates
Opening Balance	5,387	14,760 *	18,719 ❖	14,277	10,949
Contributions (in-year surplus)	9,930	5,112	-	-	-
Draws (in-year deficit)	-	-	(4,442)	(3,328)	(1,561)
Internal Land Appropriation	-	(1,045)**	-	-	-
<b>Closing Balance</b>	<b>15,317</b>	<b>18,827</b>	<b>14,277</b>	<b>10,949</b>	<b>9,387</b>

Notes:

\* Opening Accumulated Surplus balance does not equal prior year closing balance due to grant adjustments resulting from a Ministry of Education enrolment audit conducted during the 2013-14 fiscal year after the 2013-14 year-end results were reported.

\*\* Represents an internal appropriation of Accumulated Surplus for historical unsupported land purchases, which moves surplus from “Available for Compliance” to “Unavailable for Compliance”.

❖ Opening Accumulated Surplus balance does not equal prior year closing balance due to grant adjustments relating to prior year enrolment audit.

As can be seen from the table above, the Board ended the 2015-16 fiscal year with an in-year deficit (i.e. “draw”) of \$4.4M. This included \$5.4M of net one-time, non-recurring PRB settlement payments.

The actual components of the accumulated surplus available for compliance for 2015-16, along with projections for 2016-17 and 2017-18 are detailed below.

(\$Thousands)	2015-16 Actual	2016-17 Forecast	2017-18 Estimates	
Operating surplus	7,657	4,392	2,894	unrestricted
School Renewal	172	172	172	restricted
Benefit Plan	83	83	83	restricted
Unfunded Post Age 65 Retirement Benefit Liability Phase-In (2012-13 to 2015-16)	5,145	5,145	5,145	restricted
Sinking fund interest	1,220	1,156	1,093	restricted
<b>TOTAL</b>	<b>14,277</b>	<b>10,949</b>	<b>9,387</b>	

# Faith Centered Learning

In keeping with the virtues of our Catholic faith, we are called to know every student, to inspire them to follow the example of Jesus, and empower them with the knowledge and skills they need to live purposeful, meaningful lives.

To support this mission, WECDSD strives:

- To understand and know each student, in order to better promote their intellectual, spiritual, emotional, and physical well-being.
- To create an atmosphere that nurtures the faith journey of all our students and encourages them to put into practice the virtues inherent in our faith.
- To foster mutual respect for other beliefs while remaining true to our core Catholic principles and values.
- To seek out creative ways of strengthening connections between faith and academics through curriculum.
- To provide meaningful and ongoing Catholic faith formation for all students and employees.
- To encourage all our employees, our ratepayers, and the broader Catholic community to commit to the faith formation and achievement of our students.



Although Faith Development is a part of every program offered by the Board, specialized resources are provided to assist classroom teachers and provide system-wide retreats and activities, which ensure the delivery of faith-oriented programming.

Funding for the following items in the 2017-18 budget is provided through a combination of savings in other areas and a reallocation of funding within the GSN, as there is no direct funding source to support the costs:

	<b>Amount (\$)</b>
Campus Ministers and Board Chaplain	655,703
Faith Consultant	116,671
Faith related staff development	55,000
Faith related supplies and services	19,050
Memberships	16,000
Provision for faith in school budgets	78,000
Retreats	46,000
<b>TOTAL</b>	<b>986,424</b>

Other resources that support this priority including superintendents, school principals, teachers and support staff that are involved in the planning of activities are not included in the expenditures listed above.

# International Education

WECDSD's International Education Program provides students from outside of Canada an opportunity to study at a local school, improve English language skills and gain an experience that will last a lifetime. The program has expanded over the past 8 years with students coming from China, Korea, Hong Kong, Japan, Vietnam, Columbia, Germany, Italy, Spain and Mexico. Benefits of the program include:

- Providing students with global competencies, knowledge and experiences they need to participate and succeed in a closely connected, worldwide economy.
- Improving cross-cultural communication and critical thinking skills.
- Cultivating acceptance and understanding of cultural diversity.
- Promoting our Board's world-class education system and Windsor as a destination for international students.
- Creating and enhancing pathways for all students.



The Board aims to expand the International Education program by exploring new countries and continuing to offer innovative programming that nurtures the mind, body and soul of our students. An outline of enrolment, revenues and expenses related to the program are summarized below:

	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Budget	2017-18 Budget
<b>Enrolment</b>					
Elementary	2	3	9	5	5
Secondary	41	57	58	60	119
<b>Total Enrolment (FTE)</b>	<b>43</b>	<b>60</b>	<b>67</b>	<b>65</b>	<b>124</b>
<b>Revenues</b>	<b>548,638</b>	<b>649,057</b>	<b>647,130</b>	<b>661,574</b>	<b>1,337,113</b>
<b>EXPENSES</b>					
Teaching Staff	195,625	280,036	309,093	308,982	596,637
Support Staff	35,555	66,959	152,606	155,128	172,577
Other	16,593	41,149	24,751	76,000	80,748
<b>Total Expenses</b>	<b>247,773</b>	<b>388,144</b>	<b>486,450</b>	<b>540,110</b>	<b>849,962</b>
<b>Net Contribution</b>	<b>300,865</b>	<b>260,913</b>	<b>160,680</b>	<b>121,464</b>	<b>487,151</b>



## Ontario's Strategy for K-12 Education Alignment with Ontario's vision for publicly funded education

Ontario's Strategy for K-12 International Education will expand and enrich the learning environment for all students and educators, providing opportunities to embrace diversity and achieve excellence through learning about and from other cultures and education systems.

For more information: <http://www.edu.gov.on.ca/eng/policyfunding/strategyK12.pdf>

# Special Education

In addition to the Pupil Foundation Grant and other GSN funding for classrooms, schools and the system as a whole, the Ministry provides school boards with the Special Education Grant. This grant provides additional funding for students who need special education programs, services and/or equipment.

## 2017-18 Highlights:

- The new DSENA allocation model, which was first introduced in 2014-15, will be fully implemented in 2017-18.
- The proportion of funding that is allocated through both the SESPM and the MOV will once again increase.
- The Base Amount for Collaboration and Integration will be maintained at \$450,000 per board.
- The legacy HNA per-pupil amounts will no longer be in effect.



WECDsB's inclusive model of Special Education service delivery expresses its commitment to educate each child to the maximum extent in the classroom he or she attends. It involves bringing the support services to the child rather than moving the child to the services. This vision is aligned with the Ministry's Renewed Vision for Education in Ontario (Achieving Excellence), which outlines a strong commitment to achieving equity in access to learning for students with special education needs. Both the Ministry's vision and WECDsB's model put into place the programs, supports and services that are essential to enable students with special education needs to achieve personal excellence.

This model however causes budget pressures as the proportion of students with special needs continues to increase each year. As a result, the Board annually overspends its allocation in this area, which continues in 2017-18, where slightly higher grant revenues offset by increased pupils with special needs has resulted in a \$4.7M gap between the expenses and funding.

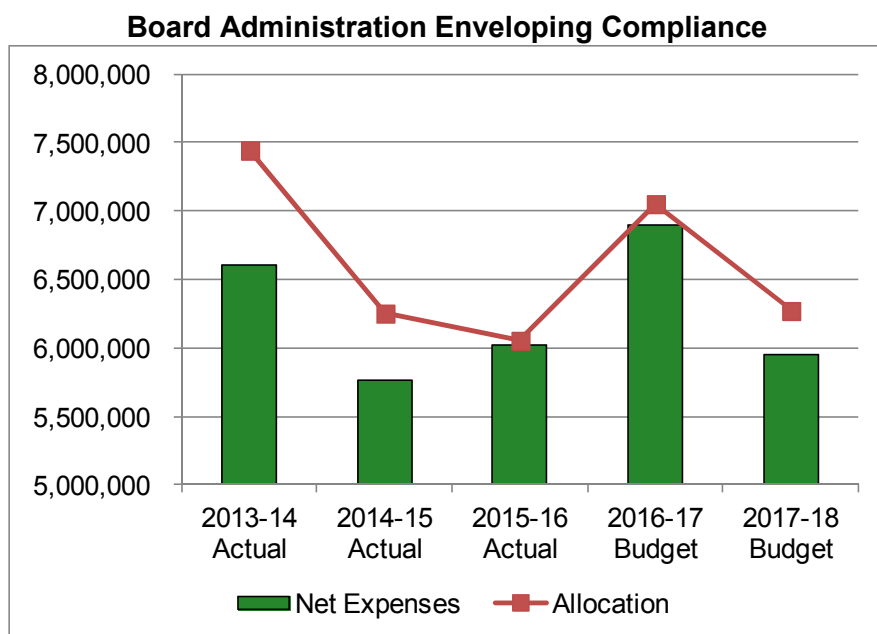
## Special Education

(\$Thousands)	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Budget	2017-18 Budget
<b>GRANT</b>						
SEPPA	14,268	13,611	14,302	14,076	14,167	14,371
SEA	719	685	834	927	800	852
DSENA	11,460	11,238	10,811	10,691	10,596	10,506
SIP	324	324	324	324	243	27
BEA	144	141	142	141	142	143
Other Revenue	872	1,269	-	-	-	535
<b>Total Funding</b>	<b>27,787</b>	<b>27,269</b>	<b>26,413</b>	<b>26,160</b>	<b>25,947</b>	<b>26,435</b>
<b>EXPENSES</b>						
Salaries and Wages	22,931	22,367	22,444	23,312	24,058	25,665
Employee Benefits	4,463	4,562	4,702	4,494	5,223	5,123
Staff Development	4	9	7	8	8	8
Supplies and Services	394	453	499	583	439	460
Fees and Contract Services	110	116	57	9	8	8
<b>Total Expenses</b>	<b>27,902</b>	<b>27,507</b>	<b>27,708</b>	<b>28,407</b>	<b>29,736</b>	<b>31,264</b>
Less: Self-Contained Class Allocation	(93)	(123)	(91)	(95)	(75)	(169)
<b>Net Expenses</b>	<b>27,809</b>	<b>27,384</b>	<b>27,617</b>	<b>28,312</b>	<b>29,662</b>	<b>31,095</b>
<b>In-Year Surplus/(Deficit)</b>	<b>(22)</b>	<b>(115)</b>	<b>(1,203)</b>	<b>(2,152)</b>	<b>(3,714)</b>	<b>(4,660)</b>

# Administration & Governance

The School Board Administration and Governance Grant provides funding for administration and governance costs such as operating board offices and central facilities, board-based staff and expenditures, including supervisory officers and their secretarial support.

The School Board Administration and Governance Grant enveloping provision incorporated in the GSN requires that boards' net administration and governance expenses in a fiscal year do not exceed the administration and governance grant. The expectation is that school boards are in compliance with the enveloping provision. As can be seen from the chart, WECDSB does not overspend its allocation and in fact continues to redirect surplus funds to other areas of the Board.



Funding for School Board Administration and Governance is provided through the following allocations:

1. Trustees Allocation
2. Reporting Entity Project Allocation
3. Parent Engagement Funding Allocation
4. Internal Audit Allocation (not applicable for WECDSB)
5. Board Administration Allocation

The Board Administration Allocation also provides funding to support:

- Employer Bargaining Agent Fees
- Capital Planning Capacity
- Technology enabled Learning and Teaching (TELT) Contacts (TELT)
- Managing Information for Student Achievement (MISA) Local Capacity
- New in 2017-18, a Human Resource Transition Supplement

## NEW FOR 2017-18

In 2014-15 the Ministry of Education began phasing in a new allocation method for the School Board Administration and Governance Grant. In 2017-18, the new allocation model is fully phased in.

As noted above, in 2017-18 the Ministry is providing a temporary transitional supplement to assist boards with the recently negotiated agreements. WECDSB's share is \$96,600.

The 2017-18 budget also contains compensation (salary and benefit) benchmark adjustments for all school board administration staff with the exception of the benchmarks related to Directors.

# Capital

The 2017-18 Budget reflects planned asset additions of \$11,937,054, summarized in the table below.

	(\$)
Buildings	9,240,846
Land Improvements	1,947,493
Computer Hardware	748,715
<b>TOTAL PLANNED ASSET ADDITIONS</b>	<b>11,937,054</b>



The \$11.9M of capital expenditures have been balanced against available Ministry funding, as identified in the table below.

Funding Source	(\$)
Full-Day Kindergarten	48,924
Capital Priorities Grant – Major Capital	2,587,452
School Condition Improvement Allocation	5,908,310
School Renewal Allocation (portion spent on capital)	1,734,592
Minor Tangible Capital Assets (moveable type assets)	319,580
Community Hubs	599,656
Greenhouse Gas Reduction	738,540
<b>TOTAL FUNDING</b>	<b>11,937,054</b>

For all capital assets the Board must calculate depreciation or amortization. The annual depreciation expense projected in 2017-18 as calculated on the Board's total capital asset net book value of \$234.9M is \$11,578,600. It is this amount, combined with asset write-downs of \$642,084, that forms part of the Board's projected \$252.9M expenditure budget in 2017-18.

The balance of the capital budget that is included in the Board's overall expenditure budget consists of known interest payments on debt obligations that resulted from historical construction of buildings and purchases of land.

Therefore, the capital expense in the 2017-18 budget is comprised of:

	(\$)
Interest on long term debt	6,508,196
Amortization & writedowns of capital assets	12,220,684
<b>TOTAL CAPITAL EXPENSE</b>	<b>18,728,880</b>

The Ministry continues to provide funding for the renewal of facilities through the School Renewal and School Condition Improvement Allocations, recognizing the large provincial and local renewal backlog. Details are provided on pages 32 and 33.



**Capital Funding Program Updates**



**Highlights Announced in 2017-18 GSN:**

- \$1.0 billion province-wide investment in School Condition Improvement (SCI) Funding in 2017-18 as follows:
  - ⇒ \$800 million of core SCI, and
  - ⇒ \$200 million of Greenhouse Gas (GHG) Reduction funding. This funding introduced to support the reduction of GHG emissions from facilities in the education sector, and is available from April 2017 to March 2018.
- Additional \$40 million for School Renewal Allocation in 2017-18.

The Ministry provides funding to boards for their capital needs through the following programs:

<b>Capital Priorities (CP):</b>	<b>School Consolidation Capital (SCC):</b>
<ul style="list-style-type: none"> <li>⇒ Primary means to fund projects required to address accommodation pressures, replace facilities in poor repair and support consolidation of underutilized facilities.</li> <li>⇒ <b>\$8,410,792 for new elementary school</b></li> <li>⇒ <b>\$26,255,807 for new secondary school</b></li> </ul>	<ul style="list-style-type: none"> <li>⇒ Intended to further assist school boards in managing their excess capacity and right-sizing their capital footprint.</li> <li>⇒ <b>\$4,463,038 for Leamington ARC</b></li> <li>⇒ <b>\$2,571,261 for West Windsor ARC</b></li> <li>⇒ <b>\$1,755,427 for Amherstburg ARC</b></li> </ul>
<b>Capital Planning Capacity (CPC):</b>	<b>School Renewal (SR):</b>
<ul style="list-style-type: none"> <li>⇒ Supports boards as they undertake additional capital planning activities to make efficient use of school space.</li> <li>⇒ <b>\$122,173 for WECDSB in 2017-18.</b></li> </ul>	<ul style="list-style-type: none"> <li>⇒ Addresses the costs of repairing and renovating schools.</li> <li>⇒ <b>\$3,352,333 for WECDSB in 2017-18.</b></li> </ul>
<b>Greenhouse Gas Reduction Funding (GHG):</b>	<b>School Condition Improvement (SCI):</b>
<ul style="list-style-type: none"> <li>⇒ Supports the reduction of reduce GHG emissions from education sector facilities.</li> <li>⇒ Can be used for the replacement, repair and installation of energy efficient building components and systems in schools and admin buildings.</li> <li>⇒ <b>\$1,477,080 for WECDSB in 2016-17 and 2017-18.</b></li> </ul>	<ul style="list-style-type: none"> <li>⇒ Addresses the backlog in school renewal needs focusing on ensuring facilities are in good condition, energy efficient, accessible and safe.</li> <li>⇒ 70% of the grant restricted to address major building components; 30% unrestricted.</li> <li>⇒ <b>\$5,908,310 for WECDSB in 2017-18.</b></li> </ul>
<b>Community Hubs:</b>	
<ul style="list-style-type: none"> <li>⇒ Used to retrofit available space in schools into community hub space and to improve the accessibility of schools to allow greater opportunities for use by the community.</li> <li>⇒ <b>\$599,656 for WECDSB</b></li> </ul>	

**School Renewal**

The School Renewal Grant, which addresses the costs of repairing and renovating schools, is \$3,352,333 in 2017-18, an increase of \$342,931 over the 2016-17 funding level of \$3,009,402. This funding can be spent on both operating and capital expenses, but there is a limit as to the amount that can be spent on operating. Unspent funds at year-end are deferred to the following year for future school renewal expenses. In 2016-17, an amount of \$154,396 is projected to be deferred to 2017-18, resulting in a total amount of \$3,506,729 available to spend. A list of planned projects for 2017-18 is provided below.

**2017-18 School Renewal**

<b>Project / School</b>	<b>Project Description</b>	<b>Projected Cost</b>
<b><u>SCHOOL PROJECTS</u></b>		
Elementary	Based on project list, TCPS, assessments	260,000
Secondary	Based on project list, TCPS, assessments	140,000
<b><u>FLOORING</u></b>		
Various Schools	Carpet / flooring replacement, floor finishes	100,000
<b><u>PAVING</u></b>		
Various Schools	Parking lot replacement and bus bays	175,000
<b><u>MECHANICAL-PLUMBING</u></b>		
Various Schools	Washroom renovations	150,000
<b><u>MECHANICAL-HVAC</u></b>		
Elementary	Boiler Replacement, Upgrades & Repairs	175,000
Secondary	Boiler Replacement, Upgrades & Repairs	175,000
<b><u>WINDOWS</u></b>		
Elementary	Replace exterior windows	50,000
Secondary	Replace exterior windows	50,000
<b><u>SECURITY</u></b>		
Secondary	Camera upgrades and swipe access	60,000
<b><u>FIRE PROTECTION</u></b>		
Elementary	Fire panel replacements	50,000
Secondary	Fire panel replacements	50,000
<b><u>ACCESSIBILITY</u></b>		
Various Schools	Address accessibility issues	50,000
<b><u>OTHER</u></b>		
Various Schools	I. T. Projects (phones, access points and switch replacements)	467,145
Villanova	Water sewage treatment services	80,000
Various Schools	Contracted Service - Construction Management	118,425
Unassigned	Additional Projects to be determined	603,291
Provision for Unsupported Debt		752,868
<b>TOTAL PROJECTS</b>		<b>3,506,729</b>



**School Condition Improvement (SCI)**

For 2017-18, the ministry has committed \$800M in core School Condition Improvement (SCI) funding. This funding is intended to help boards address the identified renewal backlog from the data collected to date through the ministry's five-year Condition Assessment Program, which began in 2011. SCI funding is now allocated in proportion to a board's total assessed renewal needs under the ministry's Condition Assessment Program.

Boards must use this funding on depreciable renewal expenditures in schools that are expected to remain open and operating for at least five years. Boards are not to use this funding to expand the size of schools, build new schools, or to service debt.

School boards are required to direct 70 percent of their SCI funding to key building components (for example, foundations, roofs, windows) and systems (for example, HVAC and plumbing). The remaining 30 percent can continue to address major building components or, alternatively, building interiors and surrounding site components. School boards have the flexibility to prioritize schools and individual components and systems that fit under these categories and deal with problems as they emerge, rather than having to wait for the next condition assessment of a building.

WECDSB's SCI allocation is \$5,908,310 for 2017-18, an increase of \$2,106,100 over the 2016-17 funding level of \$3,802,210. Unspent funds will be carried forward to the following year.

A list of planned projects for 2017-18 is provided below.

<b>2017-18 School Condition Improvement</b>		
<b>Project / School</b>	<b>Project Description</b>	<b>Projected Cost</b>
<b><u>PAVING:</u></b>		
Various Schools	Parking Lot replacement and Bus Bays	760,442
<b><u>ROOFING:</u></b>		
Various Schools	Roof replacement	1,500,000
<b><u>HVAC:</u></b>		
Various Schools	Hot Water Tank Replacement	150,000
Various Schools	System Upgrades and Replacements	400,000
Various Schools	Boiler Replacement	250,000
<b><u>BUILDING &amp; SYSTEMS:</u></b>		
Various Schools	Other capital building - TBD	1,835,817
Various Schools	Site improvements relating to SCC projects	1,012,051
<b>TOTAL PROJECTS</b>		<b>5,908,310</b>

# Capital Deficit

Under previous administrations, the Board undertook the construction of facilities not fully supported by grant revenues. As a result, there is a capital deficit or 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 shown below:

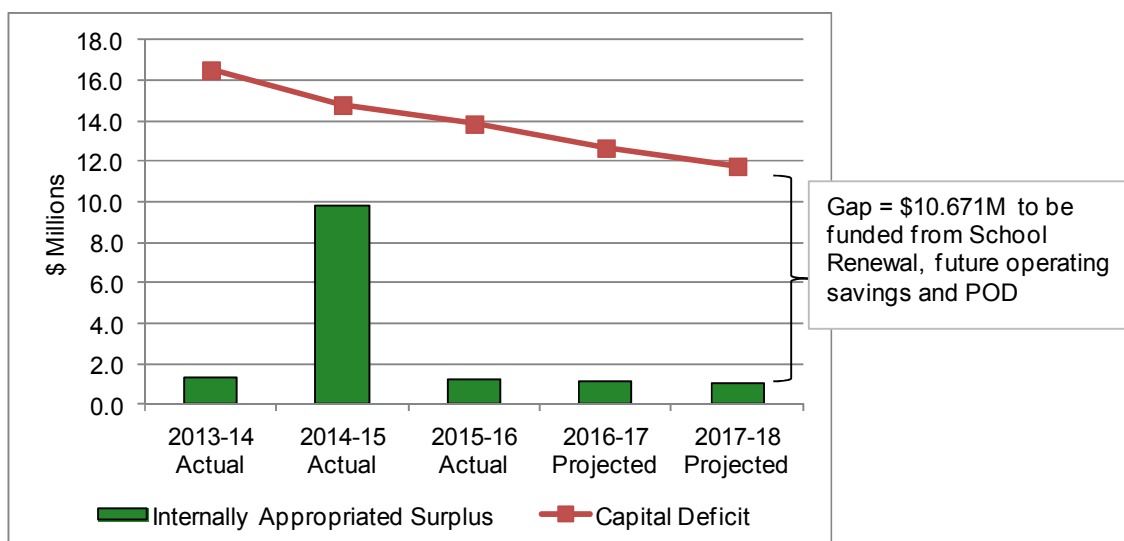
<b>Projected 2017-18 In-Year Activity:</b>		(\$)
Amortization of Deferred Capital Contributions (funding)		11,498,637
Amortization and Writedowns of Tangible Capital Assets (expense)		(12,220,684)
<b>UNSUPPORTED CAPITAL SPENDING</b>		<b>(722,047)</b>

A projection of the unsupported debt balance at August 31, 2018, along with planned funding sources, is presented below.

<b>Unsupported Debt Components:</b>		(\$M)	<b>Funding Sources:</b>		(\$M)
Depreciable Assets (Buildings)	10.625		Internally Appropriated Surplus	1.093	
Minor Tangible Capital Assets	0.350		School Renewal Allocation	8.670	
Interest over life of debt	0.788		Future Operating Savings	1.897	
<b>TOTAL</b>	<b>11.764</b>		Admin. Proceeds of Disposition	0.104	
			<b>TOTAL</b>	<b>11.764</b>	

As can be seen from the funding sources above, the School Renewal Allocation is relied on considerably to fund the capital deficit. Should the Board wish to free up the future use of the School Renewal Allocation, it will need to generate and accumulate surpluses so they can be internally appropriated to offset the capital deficit.

The chart below depicts the gap between the capital deficit and accumulated surplus internally appropriated to offset it.



# Ministry of Education Reporting Dates

Financial reporting, monitoring, and auditing are important elements of an overall accountability framework associated with funding that is provided for education. The Ministry continues to monitor that grant claims by school boards are in accordance with the grant regulations and that school boards are in compliance with provincial standards and legislation, and funding envelopes.

The Ministry has established the following dates for submission of financial reports in 2017–18.

June 30, 2017	Board Estimates for 2017–18
November 15, 2017	Board Financial Statements for 2016–17
November 24, 2017	Board Enrolment Projections for 2018–19 to 2021–22
December 15, 2017	Board Revised Estimates for 2017–18
May 15, 2018	Board Financial Report for September 1, 2017 to March 31, 2018

Some of the measures that the Ministry has taken to ensure compliance by school boards include:

- withholding grants when a board is not in compliance,
- requiring boards to prepare and submit deficit management plans when necessary, and
- directing boards to take measures to become compliant.

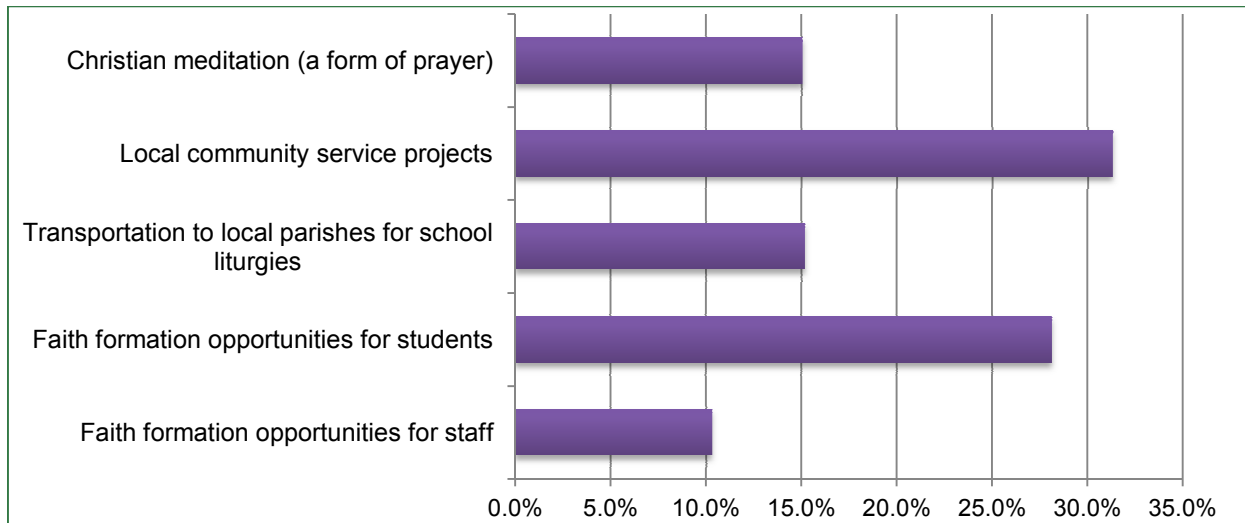




# Appendix I: Budget Consultation Survey Results

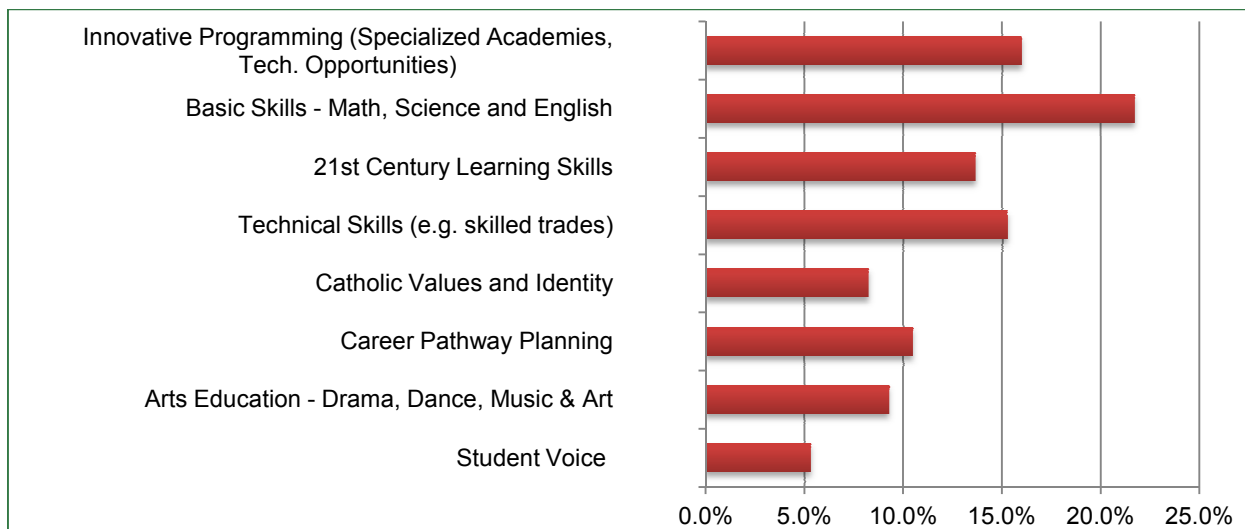
## QUESTION 1:

**Faith development plays a central role in our Catholic system. Where do you believe efforts should be focused in the area of faith development?**



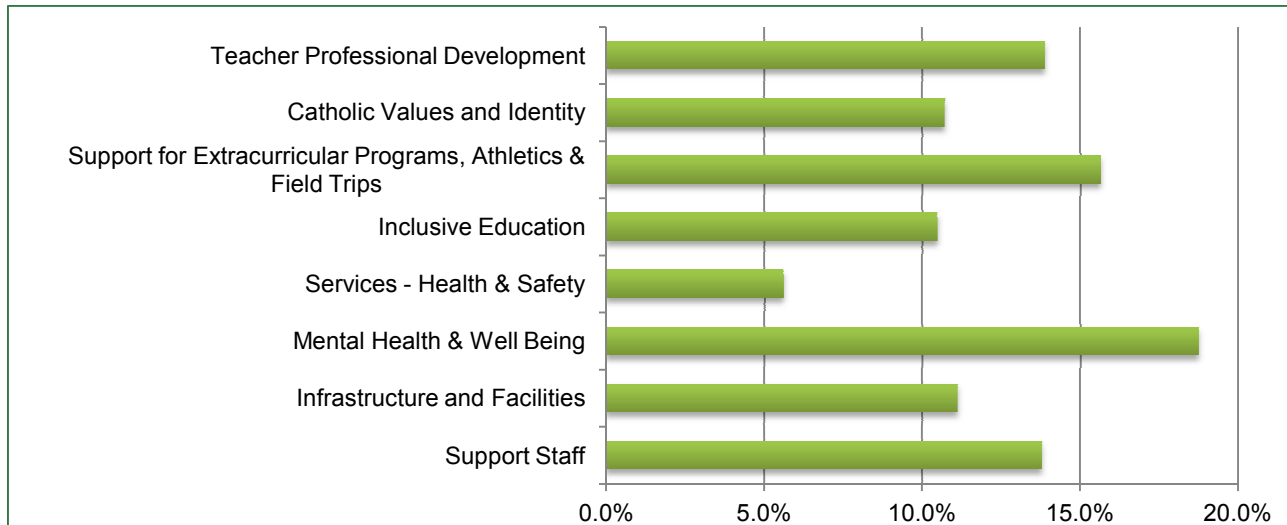
## QUESTION 2:

**Which items would you like the Board to consider as essential to the education of children in preparing them for their careers of tomorrow?**



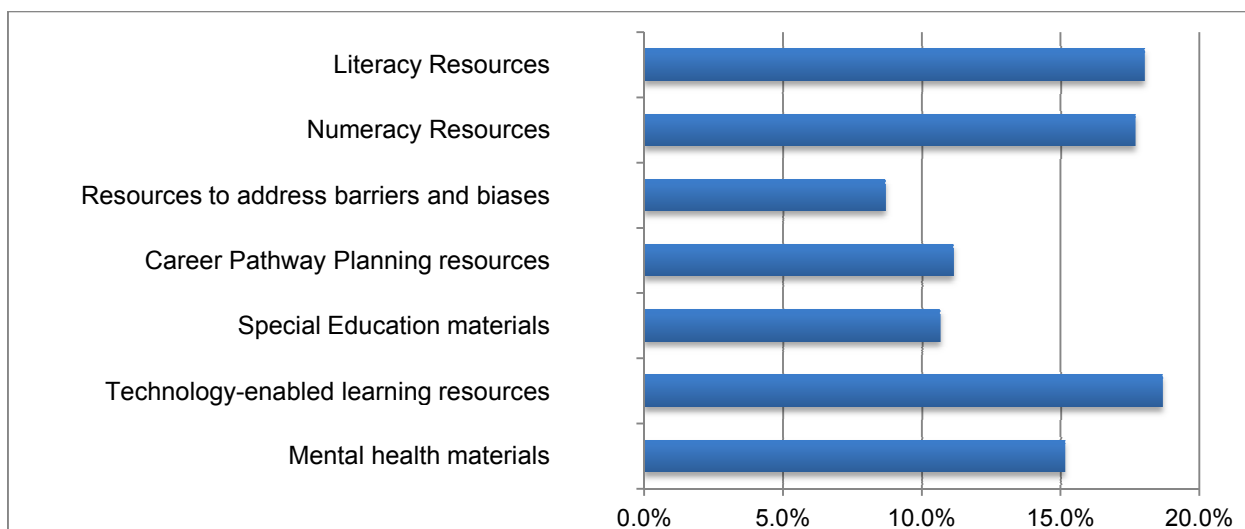
**QUESTION 3:**

**Which of the following supports would you consider to play an important role in guiding and supporting students in providing them with an exceptional learning experience?**



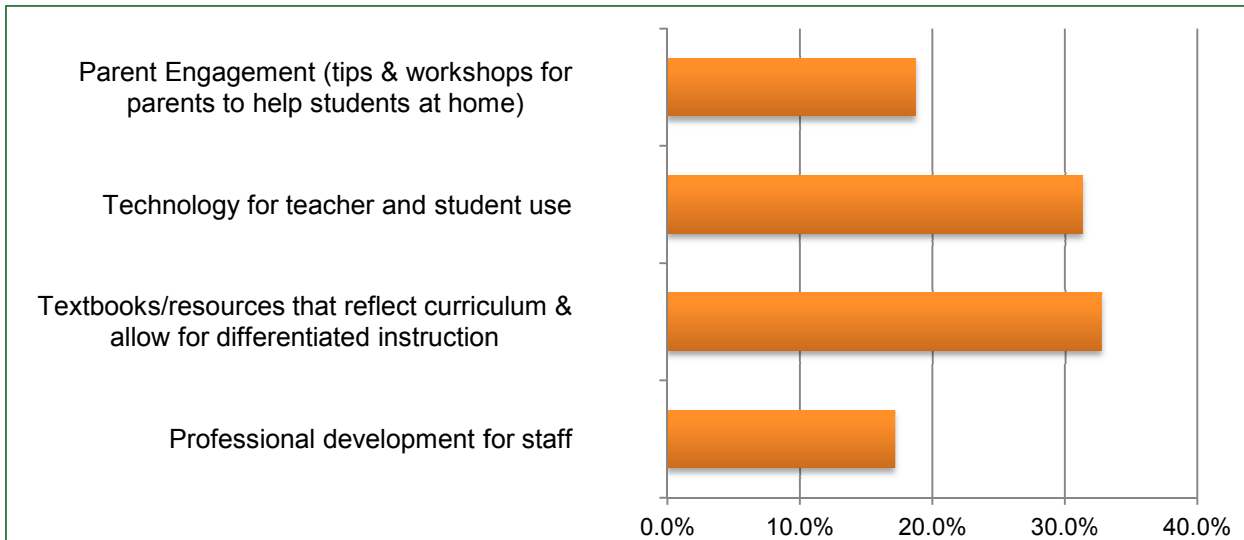
**QUESTION 4:**

**In your view, which of the following student achievement resources would best serve to facilitate student learning & engagement and play a central role in our Catholic system?**



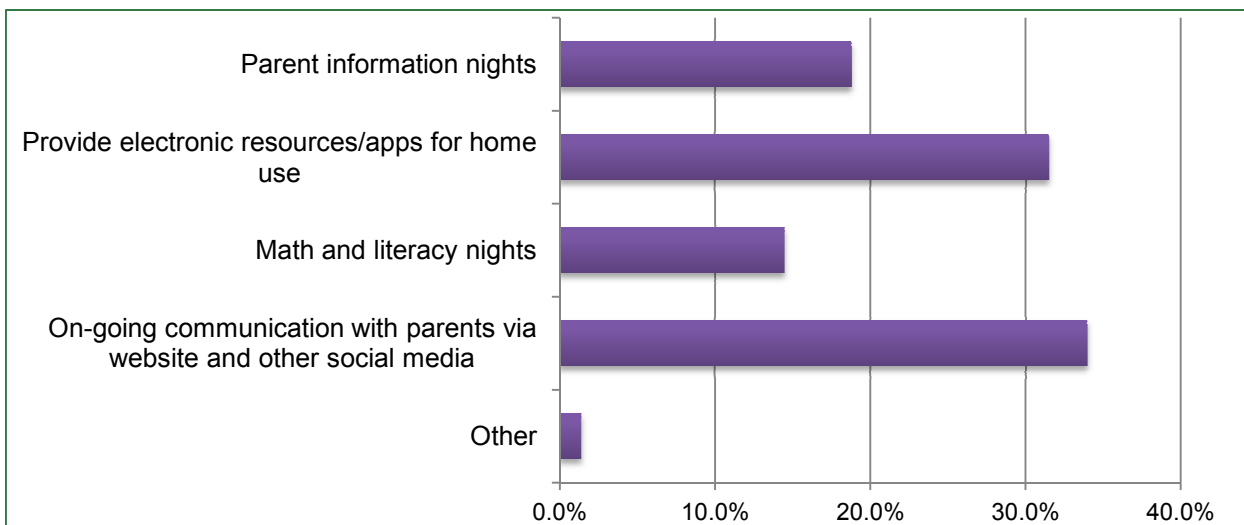
**QUESTION 5:**

**Where do you believe efforts should be focused on numeracy and literacy to have the greatest long-term positive impact on student achievement?**



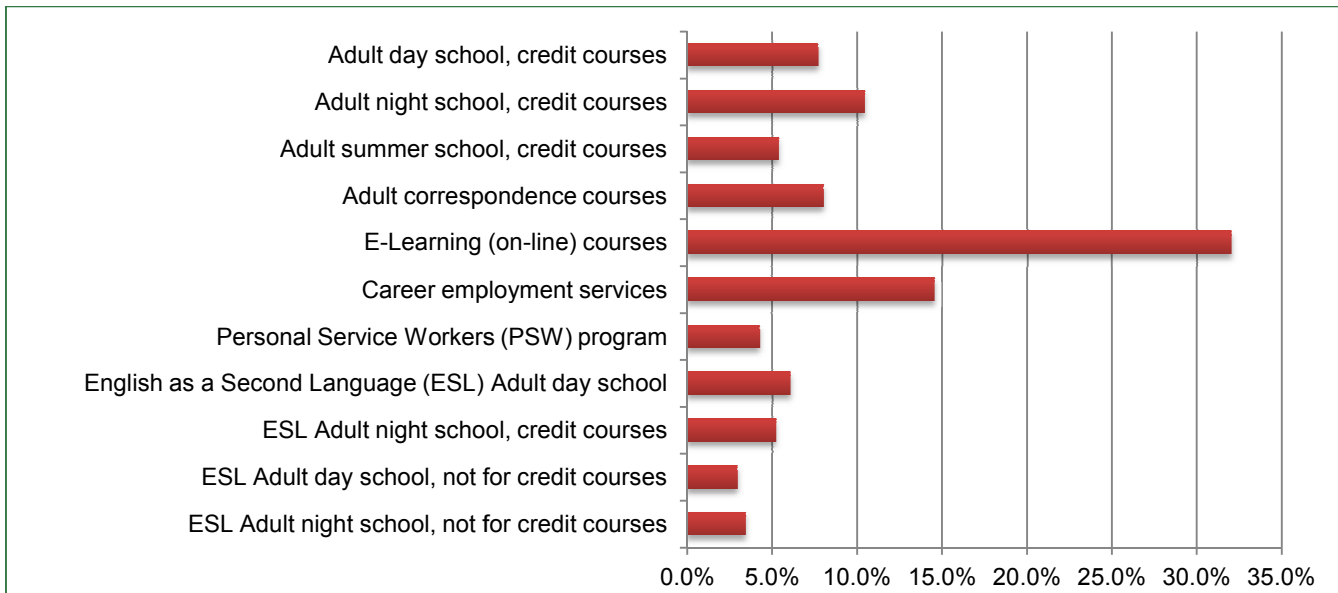
**QUESTION 6:**

**How could we engage parents to participate in our schools and learn more about supporting student achievement?**



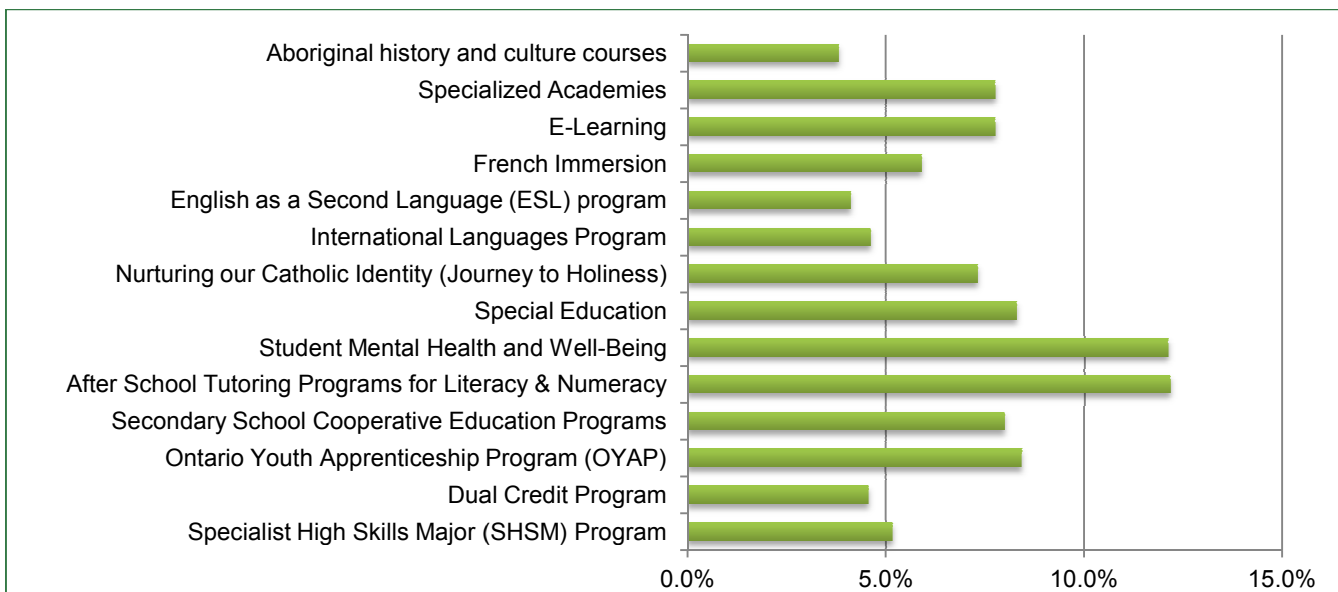
**QUESTION 7:**

**Are you interested in the following types of Adult Education programs?**



**QUESTION 8:**

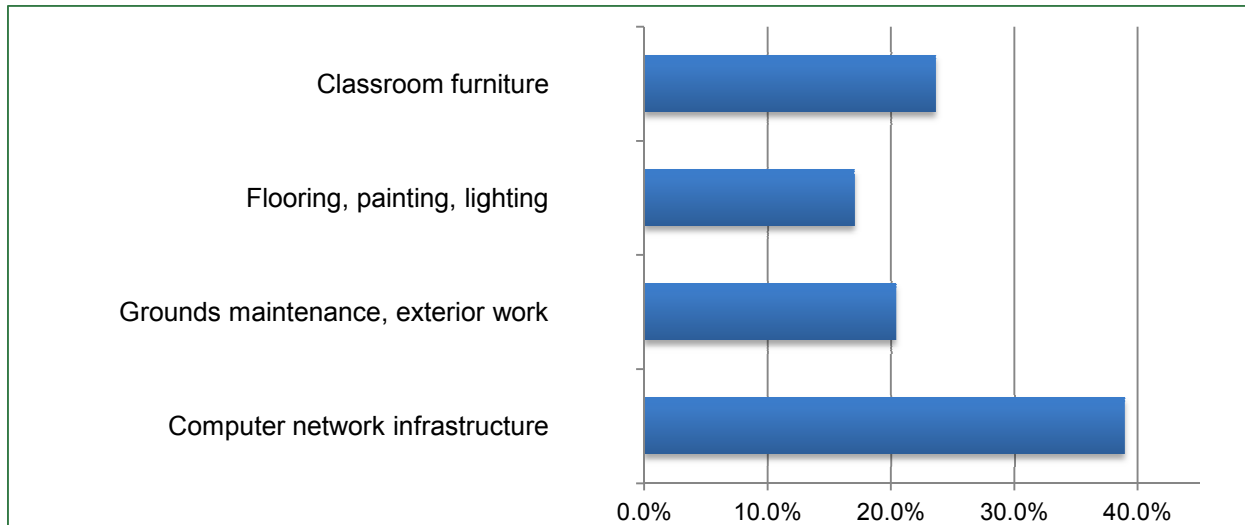
**Please choose the program/services that you feel best support student achievement and well-being.**





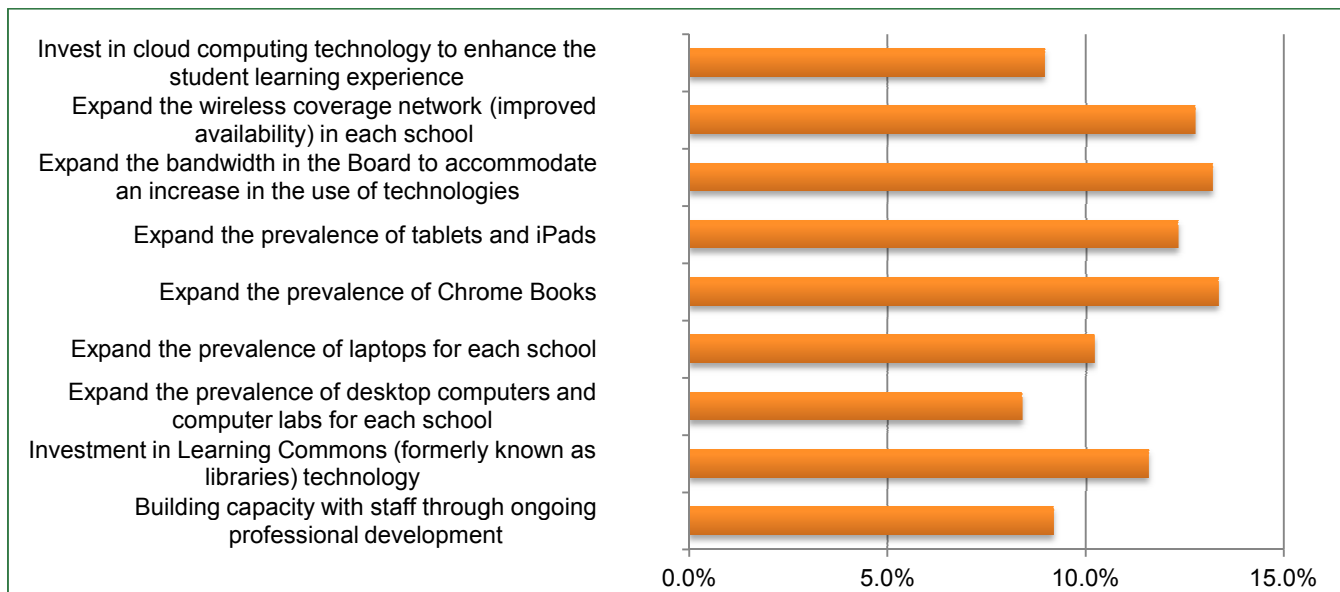
**QUESTION 9:**

**Please choose the school building component that you believe requires the most service, maintenance or replacement.**



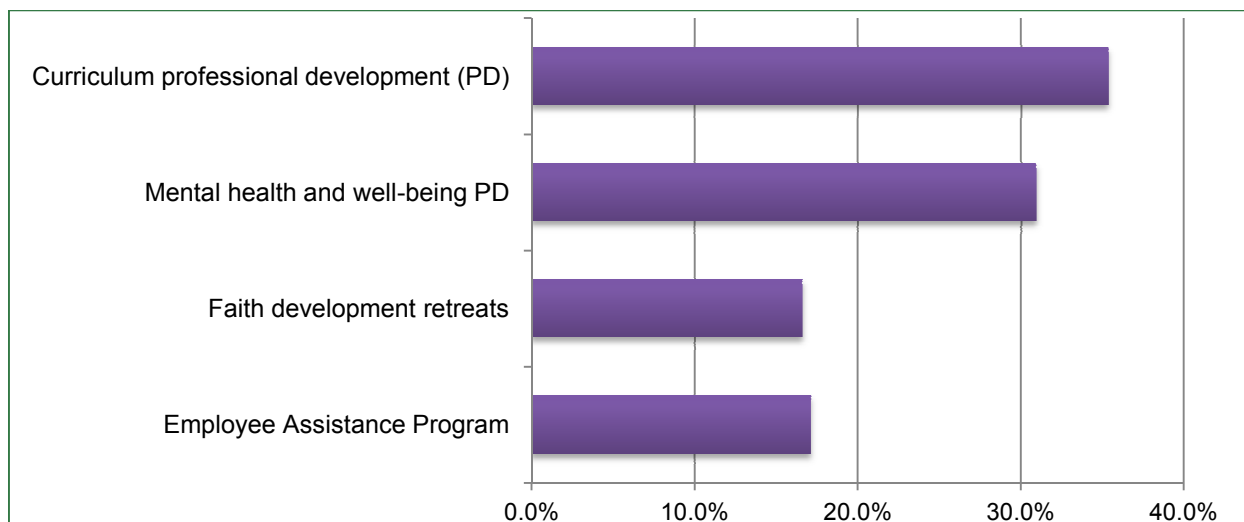
**QUESTION 10:**

**In the previous few years, the Board has received additional Ministry funding for Technology resources. If this funding continues in the 2017-18 year, what resources do you believe have the greatest impact on student success?**



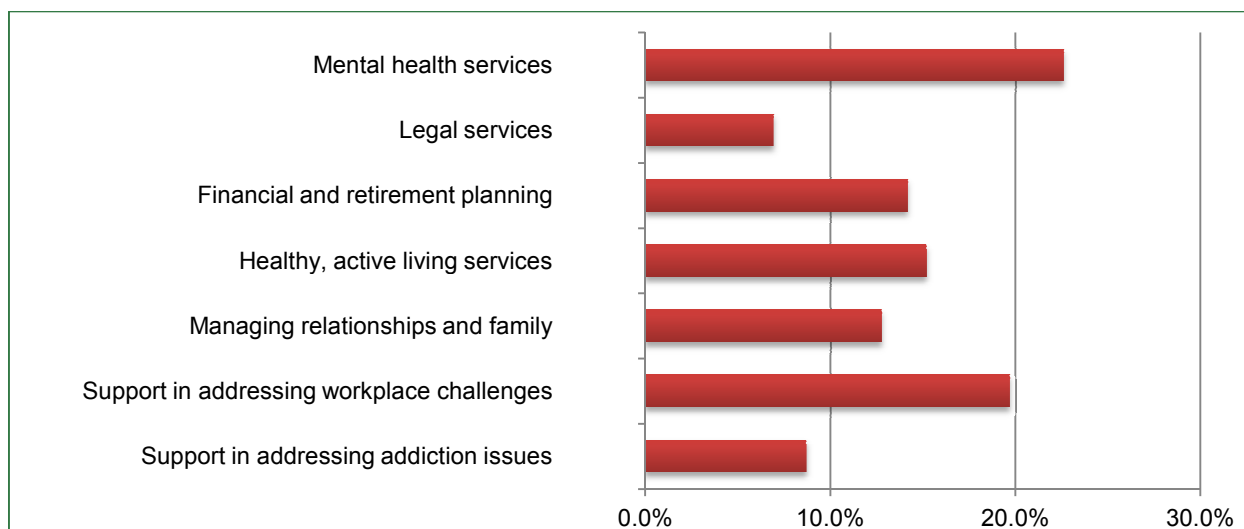
**QUESTION 11:**

**What activities do you value most in supporting employee development?**



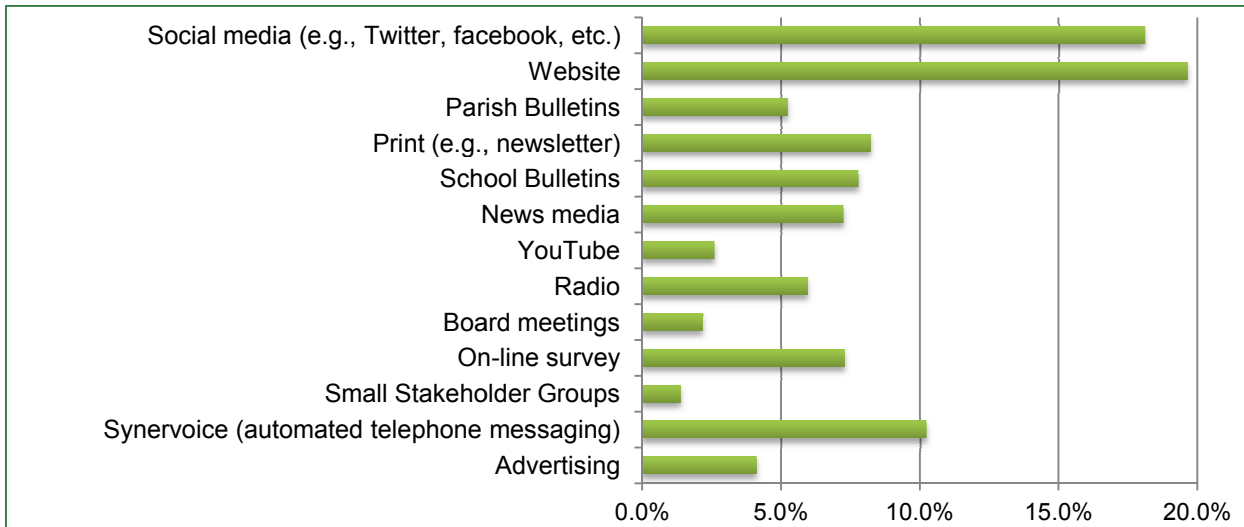
**QUESTION 12:**

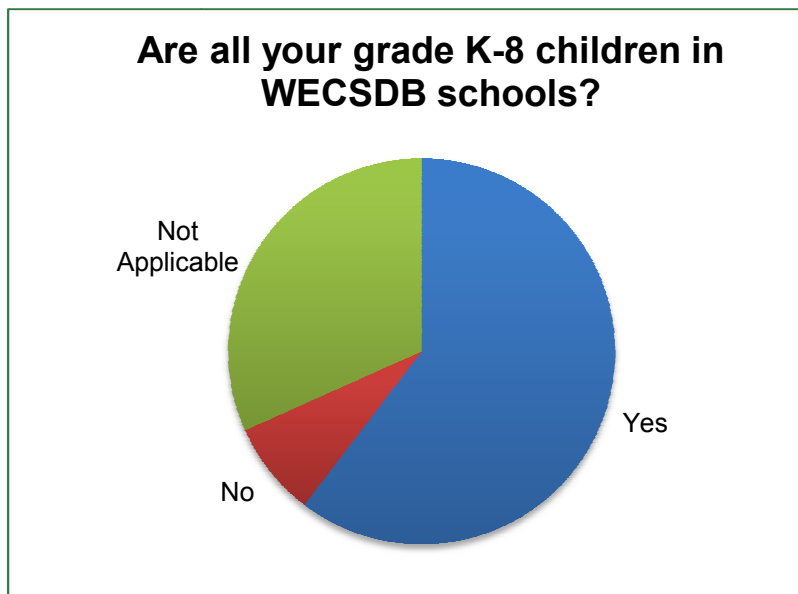
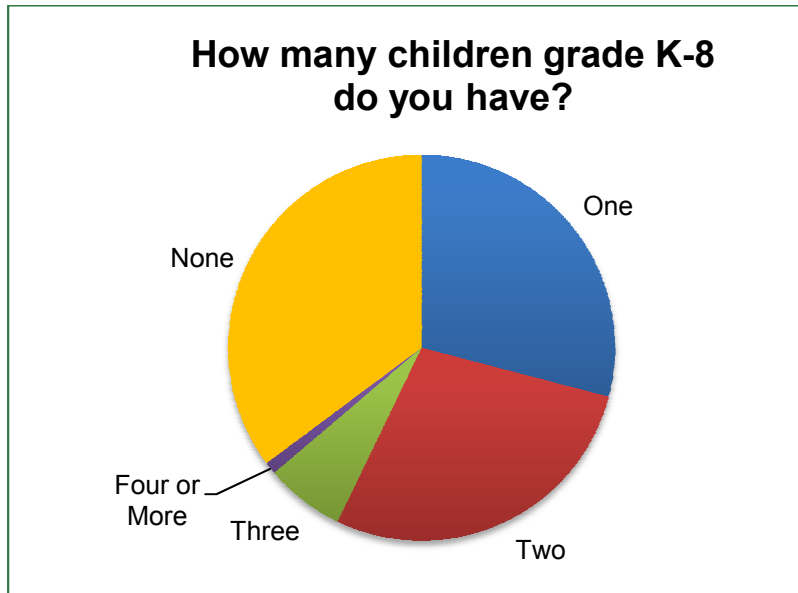
**What are the most important services to offer in an Employee Assistance Program?**



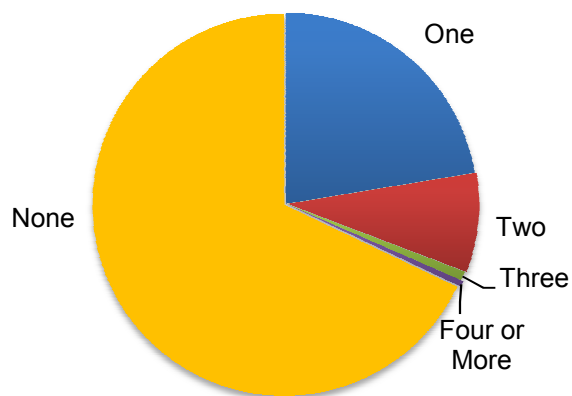
**QUESTION 13:**

**Please rate the methods that the WECDSB may use to best communicate and consult with the public.**

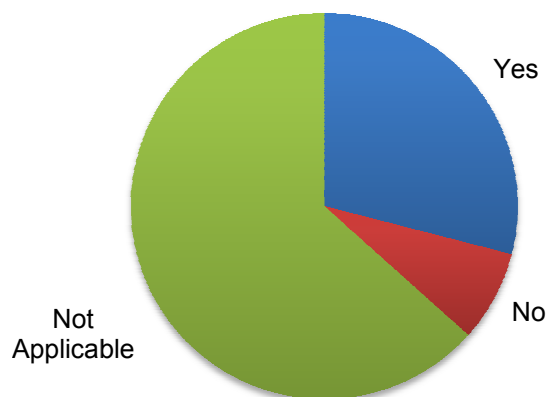




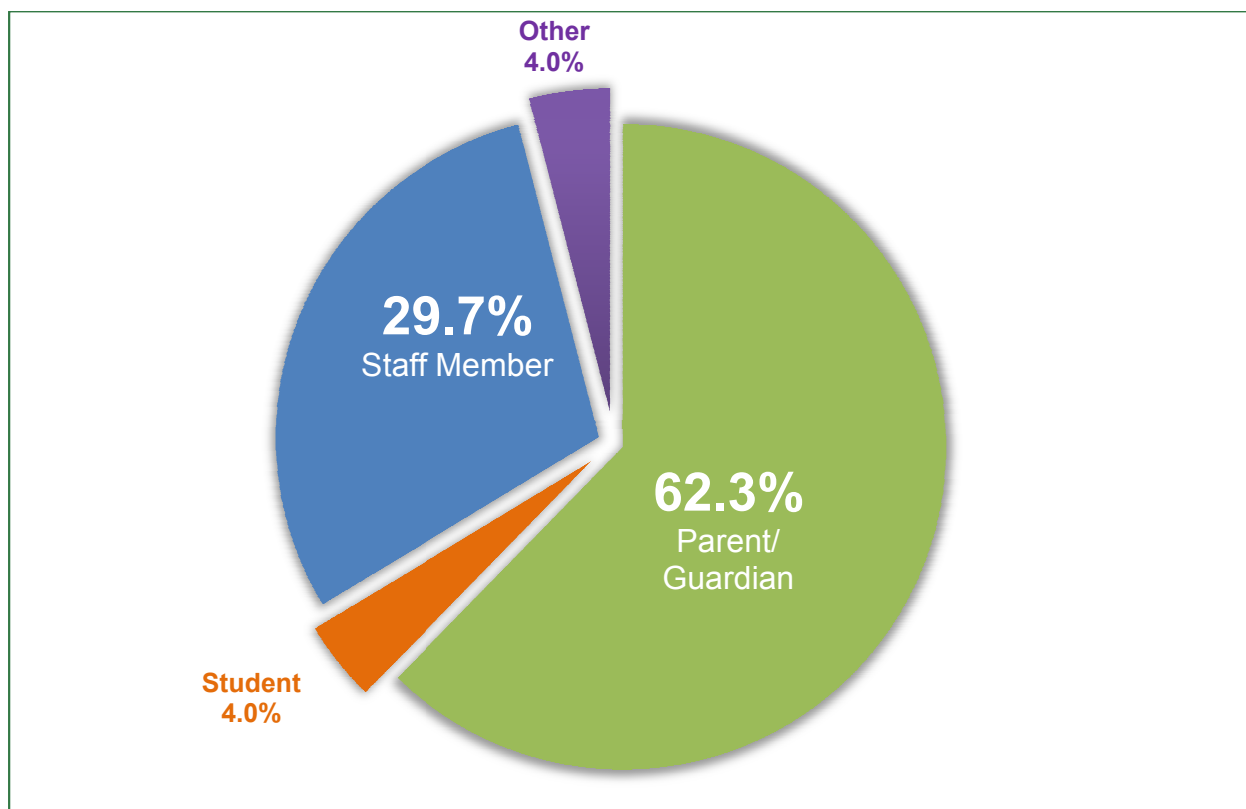
**How many children grade 9-12 do you have?**



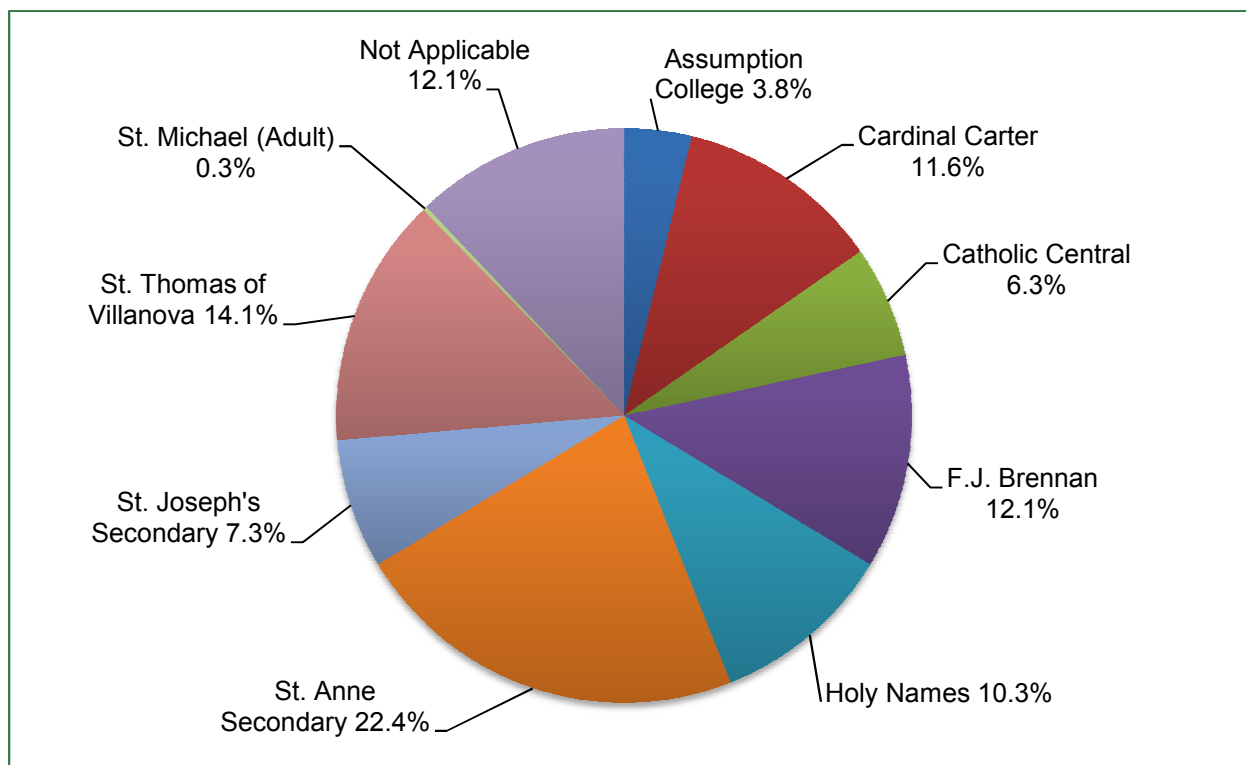
**Are all your grade 9-12 children in WECSDB schools?**



**SURVEY RESPONSES WERE COMPLETED BY:**



**SURVEY RESPONSES BY FAMILY OF SCHOOLS LOCATION ARE AS FOLLOWS:**



## Appendix II: Abbreviations

ADE	Average Daily Enrolment
ARC	Accommodation Review Committee
BEA	Behaviour Expertise Amount
CP	Capital Priorities
CPC	Capital Planning Capacity
CUPE	Canadian Union of Public Employees
CUS	Community Use of Schools
CYW	Child Youth Worker
DCC	Deferred Capital Contributions
DSENA	Differentiated Special Education Needs Amount
EA	Educational Assistant
ECE	Early Childhood Educator
EFIS	Education Financial Information System
EPO	Education Programs - Other
ESL	English as a Second Language
EQAO	Education Quality and Accountability Office
FDK	Full-Day Kindergarten
FSL	French as a Second Language
FTE	Full-Time Equivalent
GHG	Greenhouse Gas
GSN	Grants for Student Needs
GAAP	Generally Accepted Accounting Principles
HNA	High Needs Amount
HVAC	Heating, Ventilation and Air Conditioning
IT	Information Technology
JK	Junior Kindergarten
LPF	Local Priorities Funding
MISA	Managing Information for Student Achievement
MOE	Ministry of Education
MOV	Measures of Variability (relates to Special Education Funding)
mTCA	Minor Tangible Capital Assets
NPF	Not Permanently Financed
NTIP	New Teacher Induction Program
OCSTA	Ontario Catholic School Trustees' Association
OECTA	Ontario English Catholic Teachers' Association
OFIP	Ontario Focused Intervention Partnership
OSSLT	Ontario Secondary School Literacy Test
OYAP	Ontario Youth Apprenticeship Program
PD	Professional Development
POD	Proceeds of Disposition
PPA	Per Pupil Amount

PRB	Post Retirement Benefits
PSAB	Public Sector Accounting Board
P/VPs	Principals and Vice Principals
SCC	School Consolidation Capital
SCI	School Condition Improvement
SEA	Special Equipment Amount
SEPPA	Special Education Per Pupil Amount
SESPM	Special Education Statistical Prediction Model
SFG	School Foundation Grant
SHSM	Specialist High Skills Major
SIP	Special Incidence Portion
SK	Senior Kindergarten
SR	School Renewal
STEM	Science, Technology, Engineering and Math
TBD	To be Determined
TCA	Tangible Capital Assets
TCPS	Total Capital Planning Solution
TELT	Technology-Enabled Learning and Teaching Contacts
VPs	Vice Principals
WECDSB	Windsor-Essex Catholic District School Board







For more information about the 2017-18 budget, please contact:  
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