



**WINDSOR-ESSEX CATHOLIC
DISTRICT SCHOOL BOARD**

"Learning together in faith and service"

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

**REGULAR BOARD MEETING
Tuesday, January 27, 2015 at 7:00 p.m.
Windsor Essex Catholic Education Centre
John Paul II Board Room**

AGENDA

1. Call To Order
2. Opening Prayer
3. Recording of Attendance
4. Approval of Agenda
5. Disclosure of Interest - Pursuant to the Municipal Conflict of Interest Act.
6. Presentations: *None*
7. Delegations: --
8. Action Items:
 - a. Previous Meeting Minutes
 - i) Minutes of the Committee of the Whole Board In-Camera Meeting of December 11, 2014 --
 - ii) Minutes of the Regular Board Meeting of December 16, 2014 1-9
 - iii) Minutes of the Special Regular Board Meeting of January 19, 2015 10-12
 - b. Items from the Committee of the Whole Board In-Camera meeting of January 13, 2015 --
9. Communications:
 - a. External (Associations, OCSTA, Ministry):
 - i) Report: Board Resolutions To Present to the Ontario Catholic School Trustees' Association Annual General Meeting Committee (B. Holland) 13-19
 - b. Internal (Reports from Administration)
 - i) Report: Windsor-Essex – Student Transportation Services (WESTS) Annual Report for the Year Ended August 31, 2014 (M. Iatonna) 20-30

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|-------|---|--------|
| ii) | Report: Employee Purchasing Card Use 2013-2014 (M. Iatonna) | 31-40 |
| iii) | Report: 2013-2014 Annual Report on Trustee Expenses (M. Iatonna) | 41-43 |
| iv) | Report: 2014-2015 First Interim Financial Variance Report (M. Iatonna) | 44-61 |
| v) | Report: 2014-2015 School Budget Status Report (M. Iatonna) | 62-67 |
| vi) | Report: 2015-2016 Budget Schedule (M. Iatonna) | 68-77 |
| vii) | Report: Trustee Attendance July – December 2014 (P. Picard) | 78-79 |
| viii) | Report: Second Annual State of the Board Report to the Windsor Essex Catholic Community (P. Picard) | 80-107 |
10. Committee Reports:
- | | | |
|----|--|---------|
| a. | Report: Minutes of the Special Education Advisory Committee (SEAC) of October 21, 2014 (C. Geml) | 108-112 |
| b. | Report: Minutes of the Parent Involvement Committee (PIC) of September 29, 2014 (P. Picard) | 113-116 |
11. Unfinished Business: *None*
12. New Business:
- | | | |
|----|--|---------|
| a. | Report: New Draft Policy ST:26 Concussions, <i>final approval</i> (J. Bumbacco) | 117-156 |
| b. | Report: Schools First Child Care Capital Retrofit Program Status Report (M. Iatonna) | 157-160 |
13. Notice of Motion:
14. Remarks and Announcements:
- a. Chairperson of the Board
 - b. Director of Education
 - c. Board Chaplain
15. Remarks/Questions by Trustees
16. Pending Items: *None*
17. Future Regular Board Meetings: *Unless stated otherwise, all meetings will be held on the fourth Tuesday of the month at the Windsor Essex Catholic Education Centre - 1325 California Avenue, Windsor beginning at 7:00 p.m.*
- Tuesday, February 24, 2015
 - Tuesday, March 24, 2014
 - Tuesday, April 28, 2015
 - Tuesday, May 26, 2015
 - **MONDAY**, June 22, 2015

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

18. Adjourn to In-Camera meeting, if required:
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, December 16, 2014 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
B. Holland, Chair	
K. Dumlao, Student Trustee	
V. Gaspard, Student Trustee	
Rev. L. Brunet, Board Chaplain	

Regrets:

Administration:

P. Picard (Resource)	E. Byrne
C. Geml	S. Fields
J. Bumbacco	R. Lo Faso
M. Iatonna	M. Seguin
	S. O'Hagan-Wong
	J. Ulicny

Recorder:

B. Marshall

1. Call To Order – Chair Holland called the meeting to order at 7:05 pm.
2. Opening Prayer – Fr. Brunet opened the meeting with a prayer.
3. Recording of Attendance – All present
4. Approval of Agenda

Moved by Trustee DiMenna and seconded by Trustee Tope that the December 16, 2014 Regular Board meeting agenda be approved as distributed. *Carried*

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

6. Presentations: *None*

7. Delegations:

- a. Parent, Mike Rohrer to speak in support of the Director's recommendation to expand French Immersion at the former St. Gregory Catholic Elementary school site.

Mr. Rohrer expressed his gratitude to the Director for examining the possibility of French Immersion in the Lakeshore area and recommending the former St. Gregory Catholic Elementary school site.

- b. Town of Tecumseh Mayor Gary McNamara and Chief Administrative Officer Tony Haddad to speak in support of the Director's recommendation for the former St. Gregory Catholic Elementary School site as a Phased-In single track French Immersion school beginning September 2015.

Mayor McNamara applauds the Director's recommendation and looks forward to working in collaboration with the Board and the Town of Tecumseh. On behalf of town council and all the residents of Tecumseh, Mayor McNamara thanked administration.

8. Action Items:

- a. Previous Meeting Minutes

- i) Minutes of the Committee of the Whole Board In-Camera Meeting of October 14, 2014

Moved by Trustee Mastromattei and seconded by Trustee DiMenna that the Minutes of the Committee of the Whole Board In-Camera meeting of October 14, 2014 be adopted as distributed. *Carried*

- ii) Minutes of the Emergency Committee of the Whole Board In-Camera Meeting of October 28, 2014

Moved by Trustee DiMenna and seconded by Trustee Mastromattei that the Minutes of the Emergency Committee of the Whole Board In-Camera meeting of October 28, 2014 be adopted as distributed. *Carried*

- iii) Minutes of the Regular Board Meeting of November 25, 2014

Moved by Trustee Valentinis and seconded by Trustee DiMenna that the Minutes of the Regular Board meeting of November 25, 2014 be adopted as distributed. *Carried*

- iv) Minutes of the Inaugural Meeting of December 2, 2014

Moved by Trustee Tope and seconded by Trustee Alexander that the Minutes of the Inaugural Meeting of December 2, 2014 be adopted as distributed. *Carried*

- b. Items from the Committee of the Whole Board In-Camera meeting of December 11, 2014

Vice Chair DiMenna reported that the Windsor-Essex Catholic District School Board convened closed Committee of the Whole Board meetings on December 11, 2014 pursuant to the Education Act - Section 207, to consider specific personnel, real property 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. At the December 11, 2014 meeting Trustee DiTomasso declared a conflict of interest during the In-Camera Session and excused himself from the relevant discussion item.

Moved by Trustee DiMenna and seconded by Trustee Mastromattei that the recommendations and directions of the Committee of the Whole Board in-camera meetings of December 11, 2014 be approved. *Carried*

9. Communications:

- a. External (Associations, OCSTA, Ministry):
- i) Ontario Catholic School Trustees' Association (OCSTA) Memorandum dated October 28, 2014: 2015 AGM and Conference Resolutions

AMENDED MOTION: Moved by Trustee DiMenna and seconded by Trustee Tope that the Board receive the Ontario Catholic School Trustees' Association (OCSTA) Memorandum dated October 28, 2014: 2015 AGM and Conference Resolutions as information; and

That the Board develop an Ad Hoc Resolution Committee consisting of three trustees to develop resolutions and to review the OCSTA resolution package prior to the April 2015 Annual General Meeting. *Carried*

ORIGINAL MOTION: Moved by Trustee Tope and seconded by Trustee Soulliere that the Board receive the Ontario Catholic School Trustees' Association (OCSTA) Memorandum dated October 28, 2014: 2015 AGM and Conference Resolutions as information.

- ii) Ontario Catholic School Trustees' Association (OCSTA) Memorandum dated November 10, 2014: Changes in Selection Process for Regional Directors

Moved by Trustee DiMenna and seconded by Trustee Costante that the Board of Trustees agree that the process for the election of Ontario Catholic School Trustees' Association (OCSTA) Regional Directors remain status quo: conduct elections as per past practice with a call for nominations by the Association and elections by ballot held, if required, at the Annual General Meeting. *Carried*

- b. Internal (Reports from Administration)
 - i) Verbal Report: Facility Partnerships Annual Public Announcement

The Ministry of Education released Memorandum 2010: B1 Encouraging Facility Partnerships on February 11, 2010, along with the Ministry of Education's Facility Partnerships Guideline, and in accordance with Board Policy B: 08 Facility Partnerships, information is being provided verbally at this regular Board meeting to advise interested community partners regarding available spaces and/or potential co-build projects.

The information being conveyed at this meeting is that the Board currently does not have surplus space which has been specifically declared for facility partnerships. However, the Board is willing to explore potential facility partnerships with any interested parties.

Any potential community partner wishing to discuss future partnership opportunities with the Board can contact the Facilities Services Department.

- 10. Committee Reports:
 - a. Report: Appointment of Joanne Zeiter, Representative, Easter Seals Ontario to the Special Education Advisory Committee (SEAC)

Moved by Trustee DiMenna and seconded by Trustee Soulliere that the Board approve the appointment of Joanne Zeiter, representative, Easter Seals Ontario to the Special Education Advisory Committee (SEAC) for the four-year term, December 1, 2014 to November 30, 2018. Carried

- b. Report: 2014-2018 Appointments to Special Education Advisory Committee

Moved by Trustee Soulliere and seconded by Trustee Tope that the Board approve the 2014-2018 appointments to Special Education Advisory Committee. Carried

- 11. Unfinished Business: *None*

- 12. New Business:

- a. Report: Proposed Boundary Adjustments for Christ the King Catholic Elementary School

Moved by Trustee Costante and seconded by Trustee DiMenna 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 options for future English students in the current Christ the King Catholic Elementary school boundary. Carried

b. Report: Expansion of Elementary French Immersion Program

Associate Director Geml and Superintendent Byrne provided trustees with background information and results from the French Immersion Survey. A more comprehensive report including the financial impact will be presented at the January meeting.

Moved by Trustee Mastromattei and seconded by Trustee Costante that approval in principle be given to the designation of the former St. Gregory Catholic Elementary School site as a Phased-in single track French Immersion school beginning September 2015; and

That approval in principle be given to the establishment of a dual track English and French Immersion program at St. Joseph Catholic Elementary School beginning September 2015; and

That Administration be directed to provide a comprehensive implementation plan for both programs, including financial considerations to the Board at its meeting scheduled for January 27, 2015, prior to final Board approval to proceed. *Carried*

c. Report: 2015 Temporary Borrowing Resolution – Annual Expenditures

Moved by Trustee Alexander and seconded by Trustee DiMenna that the Board approve the 2015 Temporary Borrowing Resolution – Annual Expenditures (deemed to be read three times) authorizing the Board to borrow up to \$42,162,000 to meet, until current revenues are collected, the current expenditures of the Board for 2015. *Carried*

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

RESOLUTION duly passed by the Windsor-Essex Catholic District School Board at the meeting duly called on the 16th day of December 2014.

ON MOTION it was resolved as follows:

WHEREAS the Windsor-Essex Catholic District School Board (the “Board”) considers it necessary to borrow the amount of up to \$42,162,000 to meet, until current revenues are collected, the current and capital expenditures of the Board for 2015.

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

THEREFORE, BE IT RESOLVED THAT:

1. The Chairperson, Vice-Chairperson, Secretary or Treasurer of the Board are hereby authorized on behalf of the Board to borrow from time-to-time by way of Promissory Note a sum or sums not exceeding the aggregate \$42,162,000 to meet the current and capital expenditures of the Board until the current revenues have been received and to give on behalf of the Board a Promissory note or notes under the corporate seal of the Board signed by the Chairperson or Vice-Chairperson of the Board and the Secretary or Treasurer of the Board for the monies

borrowed hereunder;

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

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

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

AS WITNESS, the Corporate Seal of this Board this 16th day of December 2014.

- d. Report: 2015 Temporary Borrowing Resolution – Permanent Improvements

Moved by Trustee Soulliere and seconded by Trustee Tope that the Board approve the 2015 Temporary Borrowing Resolution – Permanent Improvements (deemed to be read three times) authorizing the Board to borrow \$13,912,000 to bridge finance the permanent improvements as detailed of the Board for 2015. Carried

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

RESOLUTION duly passed by the Windsor-Essex Catholic District School Board at the meeting duly called on the 16th day of December 2014.

ON MOTION it was resolved as follows:

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

AND WHEREAS:

- A. The Board has authorized the permanent improvements in the amount of \$13,912,000;
- B. The Board wishes to apply to the Canadian Imperial Bank of Commerce (“CIBC”) for a capital loan for the purpose of financing the permanent improvements;

- C. The total cost of the permanent improvements is within the Board's Debt and Financial Obligation Limit as established by the Ministry of Education and Training.

THEREFORE, BE IT RESOLVED THAT:

1. The Chairperson, Vice-Chairperson, Secretary or Treasurer of the Board are hereby authorized on behalf of the Board to borrow \$13,912,000 for permanent improvements in accordance with the Act, plus interest at a rate to be agreed upon from time to time with CIBC.
2. The Chairperson, Vice-Chairperson, Secretary or Treasurer of the Board are hereby authorized for and on behalf of the Board to execute and deliver all such other documents and to do such other acts and things as may be necessary to give full effect to the Resolution.

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

AS WITNESS, the Corporate Seal of this Board this 16th day of December 2014.

- e. Report: New Draft Policy ST:26 Concussions, *approval in principle*

Moved by Trustee Alexander and seconded by Trustee Costante that the Board approve, in principle, Draft Board Policy T: 26 Concussions. Carried

13. Notice of Motion: *None*

14. Remarks and Announcements:

- a. Chairperson of the Board commented on the direction of tonight's meeting and the Board's surplus. Chair Holland wished everyone a Merry Christmas and Happy New Year.
- b. Director of Education Picard provided comments on recent activities supporting the Board's strategic priorities namely;

Catholic Faith Formation: Advent Masses are occurring at schools across the system; This past Friday, custodians, educational assistants, early childhood educators, elementary and secondary teachers, for a total of 30 employees gathered together for an Advent Retreat held at Oxley. This year's theme was *...and Mary pondered all these things in her heart...* Thank you to the Faith Formation team for offering these faith filled system retreats.

Employee Development and Student Achievement Initiatives: In January the following workshops will occur: System Implementation and Monitoring Numeracy session and Support Staff Leadership, Principal Mentoring and Teacher Leadership continue.

Miscellaneous: Wish everyone a Holy and happy Christmas and all the best in the New Year.
- c. Board Chaplain commented on the Bishop's retreat, an annual invitation for trustees.

15. Remarks/Questions by Trustees

Trustee Alexander inquired on the Ministry's review of the Accommodation Review process. Director Picard believes the final recommendations are expected to be received in the new year. Trustee Alexander supports the expansion of French Immersion and wished everyone a Merry Christmas and Happy New Year.

Trustee Tope thanked her family of schools for the warm welcome, supports the expansion of French Immersion and wished everyone a Merry Christmas.

Trustee Mastromattei reflected on the past four year accomplishments and wished everyone a Merry Christmas.

Trustee Costante commented on the French Immersion gap in the west side of Windsor, looks forward to working with the Board and wished everyone a Merry Christmas.

Trustee Valentinis thanked administration for the warm welcome and suggested a strategic planning session to develop priorities, framework and vision for the next four years. Chair Holland mentioned the Board met four years ago to develop a strategic plan and implemented the framework to achieve the results of today. Director Picard suggested a planning session be scheduled after the State of the Board's address in January. Trustee Valentinis wished everyone a Merry Christmas and Happy New Year.

Trustee Soulliere commented on St. John the Baptist Catholic elementary school's success in the Ontario Catholic School Trustees' Association short video contest. Trustee Soulliere also wished everyone a Merry Christmas and Happy New Year.

Trustee DiTomaso thanked administration for the warm welcome and Merry Christmas to all.

Trustee DiMenna praised Cardinal Carter's Danceology performance in which Trustee Soulliere's daughter participated, thanked Chair Holland for taking the time to attend the Dancelogy and thanked the staff, students and parents for their commitment. Trustee DiMenna also wished everyone a Merry Christmas and Happy New Year.

Students Trustee Dumlao and Gaspard commented on the following:

- *Ministry of Student Advisory Council* grant opportunity.
- *St. Joseph's* – Students Helping Students fundraiser; Ugly Christmas sweater and pictures with Santa; Catholic Zakoor Cup against Brennan; Last day of school, singing 12 days of Christmas; and currently planning for a Fashion show.
- *Holy Names* – Dress Down Day with proceeds to a local school; Hats and gloves collection; Sold Candy Grams; Grade 8 Night; Spirit Week; and Christmas Prep Rally.
- *F.J. Brennan* – Candy Grams for Students Helping Students; Zakoor Cup Prep Rally; Muskoka Dance; SAC Video; and Ugly Christmas sweater contest.
- *Cardinal Carter* – Students Helping Students Dress Down fundraiser; Mass, lunch and Hockey game; Ugly Christmas sweater day; Cake auction; Door decorating; and Dancelogy.
- *Catholic Central* – Students Helping Students socks and mittens drive; Candy Grams;

Ugly Christmas sweater and music chairs; Christmas movie night; Lunch and Teacher Dodgeball game; Talent Show; and Prom theme – Fire and Ice.

- *St. Anne* – Door Decorating contest; Jingle Bell Run; Gingerbread Decorating; Ugly Christmas Sweater Day; Christmas Hat Day; Candy Cane Grams; Breakfast, mass, pictures with Santa; and Christmas Prep Rally.
- *St. Thomas of Villanova* – Wildcat Lottery; Student/Teacher basketball game; Christmas pajamas; Gingerbread making contest; Live Music; Green and Red day; North Pole theme day; Ugly Christmas sweater; pancakes and pictures with Santa; Candy Grams; and Christmas Ornament sales.
- *Assumption* – Raised over 32,000 canned goods; Dress Down day; Christmas Grams; Decorating Christmas tree; and Christmas Assembly.

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, January 27, 2015
- Tuesday, February 24, 2015
- Tuesday, March 24, 2014
- Tuesday, April 28, 2015
- Tuesday, May 26, 2015
- **MONDAY**, June 22, 2015

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

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

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

20. Adjournment - There being no further business, the Regular Board meeting of December 16, 2014 adjourned at 8:49 p.m.

Not Approved

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

**SPECIAL
REGULAR BOARD MEETING
Monday, January 19, 2015 at 7:00 p.m.
Windsor Essex Catholic Education Centre
John Paul II Board Room**

MINUTES

PRESENT

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

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

Regrets: Trustee Alexander

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

Recorder: B. Marshall

1. Call To Order – Chair Holland called the meeting to order at 7:05 pm.
2. Opening Prayer – Fr. Brunet opened the meeting with a prayer.
3. Recording of Attendance – Trustee Alexander sends his regrets due to a prior commitment.
4. Approval of Agenda
Amendment:
Delegation a) Sherri Ristanovic is unable to make tonight's meeting. David McNamara, Treasurer of St. Anne Catholic Elementary French Immersion School will speak on behalf of the school's Parent Council.

Moved by Trustee DiMenna and seconded by Trustee Costante that the Special Board Meeting of January 19, 2015 be approved. *Carried*

5. Disclosure of Interest - Pursuant to the Municipal Conflict of Interest Act: *None*
6. Presentations: *None*
7. Delegations:
 - a. David McNamara, Treasurer of St. Anne Catholic Elementary French Immersion School - Catholic School Council, to speak in support of French Immersion programs.

Mr. McNamara supports the expansion of French Immersion and encourages the board to grandfather transportation to students currently attending St. Anne Catholic French Immersion school in the Forest Glade and Riverside areas.

- b. Shannon Porcellini, Lisa Nelson and Stephanie Arneaud from Canadian Parents for French – Windsor-Essex, to speak in support of the investment and expansion of French Immersion.

Ms. Porcellini commented on the role and responsibilities of the Canadian Parents for French. Ms. Porcellini applauds the board for expanding the French Immersion program to further enhance accessibility to all parents and students in Essex County.

8. Action Items: *None*
9. Communications: *None*
 - a. External (Associations, OCSTA, Ministry):
 - b. Internal (Reports from Administration)
10. Committee Reports: *None*
11. Unfinished Business: *None*
12. New Business:
 - a. Report: Expansion of Elementary French Immersion Programs

Addressing Trustees' questions, senior administration provided historical, financial, boundary and projected enrolment figures for the elementary French Immersion programs.

Moved by Trustee Mastromattei and seconded by Trustee Tope that approval be granted for the designation of the former St. Gregory Catholic Elementary School site as a Phased-in single track French Immersion school beginning September 2015; and

That approval be granted for the establishment of a dual track English and French Immersion programs at St. Joseph Catholic Elementary School beginning September 2015; and

That approval be granted to implement boundary adjustments for the above designated French Immersion sites. *Carried*

13. Notice of Motion: *None*

14. Remarks and Announcements: No remarks or announcements this evening

15. Remarks/Questions by Trustees

Trustee Tope thanked representatives who took the time to attend tonight's meeting and looks forward to the January 20, 2015 open house at Tecumseh Library.

Trustee DiTomasso applauded the expansion of French Immersion and also thanked those in attendance.

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, January 27, 2015
- Tuesday, February 24, 2015
- Tuesday, March 24, 2014
- Tuesday, April 28, 2015
- Tuesday, May 26, 2015
- **MONDAY**, June 22, 2015

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

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

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

20. Adjournment – There being no further business, the Regular Board meeting of January 19, 2015 adjourned at 7:57 p.m.

Not Approved

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

Meeting Date:
January 27, 2015

BOARD REPORT

Public **In-Camera**

PRESENTED FOR: Information Approval

PRESENTED BY: Trustee Committee - OCSTA Resolution

SUBMITTED BY: Paul A. Picard, Director of Education

SUBJECT: **BOARD RESOLUTIONS TO PRESENT TO THE ONTARIO
CATHOLIC SCHOOL TRUSTEES' ASSOCIATION ANNUAL
GENERAL MEETING COMMITTEE**

RECOMMENDATION:

That the Board approve the enclosed resolutions presented by the Trustee Ad Hoc OCSTA Resolution Committee; and

That the Board grant approval to submit the resolutions to be considered and voted on at the OCSTA Annual General Meeting in April 2015.

SYNOPSIS:

Ontario Catholic School Trustees' Association, a provincial voice for Catholic Education, has assisted Catholic Boards in safeguarding and promoting the interests of Catholic education in Ontario for more than 80 years. OCSTA is a central source of information about government funding and initiatives affecting Catholic education. As the sole provincial association for Ontario's 29 English Catholic District School Boards, OCSTA represents the needs and perspectives of Catholic school boards to the provincial government and, when necessary, the federal government. Annually, OCSTA offers an opportunity for delegates to consider and vote on all resolutions received by OCSTA members. The resolution process provides member boards with the opportunity to bring important issues, which have provincial implications, to the attention of all trustees in the province. The processing of all resolutions is a fundamental responsibility of the Association. This year's Annual General Meeting is held in Toronto April 30th to May 2, 2015. The Conference Committee will study the resolutions and offer recommendations on the best way to meet their intent.

BACKGROUND COMMENTS:

At the December 16, 2014 Regular Board meeting, the following amended motion was approved:

That the Board receive the Ontario Catholic School Trustees' Association (OCSTA) Memorandum dated October 28, 2014: 2015 AGM and Conference Resolutions as information; and

That the Board develop an Ad Hoc Resolution Committee consisting of three trustees to develop resolutions and to review the OCSTA resolution package prior to the April 2015 Annual General Meeting.

The OCSTA Resolution committee consists of Trustees Soulliere, DiTomasso, Tope and Holland. Committee members met January 13th and January 20th, 2015.

FINANCIAL IMPACT:

Not applicable.

TIMELINES:

The OCSTA deadline for receipt of resolutions is 12:00pm January 30, 2015.

APPENDICES:

Appendix A: Proposed Resolutions presented by the Trustee Ad Hoc OCSTA Resolution Committee.

REPORT REVIEWED BY:

<input checked="" type="checkbox"/>	OCSTA Resolution Committee Members:	Review Date:	January 20, 2015
<input checked="" type="checkbox"/>	Chair of the Board:	Approval Date:	January 20, 2015

Windsor-Essex Catholic District School Board

Moved by: Lisa Soulliere

Seconded by: Frank DiTomasso

Topic: **OCSTA Professional Development by Electronic Means**

Whereas: OCSTA provides professional development for the benefit of Trustees on a regular on-going basis; and

Whereas: all Trustees may not be able to attend every OCSTA conference or professional development session in person;

Whereas: advancements in technology have made it easier and more affordable to provide for electronic delivery of professional development.

Therefore be it Resolved that:

OCSTA establish a committee to study, evaluate and propose changes that would complement the current method of personal attendance to also include a consistent method of electronic delivery of professional development to ensure all Trustees have access to the professional development being offered by the association; and

That OCSTA establish a deadline for implementation of a consistent electronic delivery model for professional development by January 1, 2016.

Windsor-Essex Catholic District School Board

Moved by: Lisa Soulliere

Seconded by: Susan Tope

Topic: **OCSTA Independent Structural and Operational Review**

Whereas: the Ministry of Education is formally recognizing OCSTA as the bargaining agent for Catholic School Boards in Ontario resulting in a significant change in the role of the organization and a shift in authority from local Catholic boards to OCSTA; and

Whereas: there is no financial or operational issue more significant to the delivery of education at the local level than employee contracts; and

Whereas: the Ministry of Education continues to view OCSTA as the political lobbying voice for Catholic education across the Province of Ontario; and

Whereas: there is no issue more important politically to Catholic education than the on-going threat to the continuation of Catholic Education in the Province of Ontario.

Therefore be it Resolved that:

OCSTA establish as its two strategic priorities:

- 1) On-going political lobbying to ensure the continuation of Catholic Education in the Province of Ontario; and
- 2) Effective professional contract negotiations.

OCSTA engage external professional experts in organizational efficiency and effectiveness to review and recommend changes to the organizational structure, operations, policies, procedures and practices in light of these two strategic priorities; and

OCSTA request as part of the recommendations, appropriate organizational charts including lines of authority within the organization, new job descriptions for key positions, qualifications for each position and current market rate salary recommendations for each position; and

OCSTA request as part of the recommendations, appropriate structure and roles for Trustees within the organization to reflect the Trustee governance role and respect the role of all Trustees as elected local representatives.

Windsor-Essex Catholic District School Board

Moved by: Frank DiTomasso

Seconded by: Susan Tope

Topic: **OCSTA Trustee Representation**

Whereas: the Ministry of Education is formally recognizing OCSTA as the bargaining agent for Catholic School Boards in Ontario representing a significant change in the role of the organization and a shift in authority from local Catholic boards to OCSTA; and

Whereas: there is no financial or operational issue more significant to the delivery of education at the local level than employee contracts; and

Whereas: local Boards are elected to provide a voice for constituents and to address the local and unique needs of each area in the Province; and

Whereas: the current model of combining Boards regionally with one representative chosen from each group of boards is no longer adequate and does not reflect the responsibility of local boards in addressing unique local needs.

Therefore be it Resolved that:

OCSTA change its current structure to allow one member from each Board to sit on the OCSTA Board.

Windsor-Essex Catholic District School Board

Moved by: Barbara Holland

Seconded by: Susan Tope

Topic: Election of Catholic Trustees

Whereas: the Education Act provides that a candidate is qualified for the office of Catholic Trustee if they are Roman Catholic; and

Whereas: Section 16 of the Assessment Act provides the process for the identification of those qualified as candidates for the position of Catholic Trustee; and

Whereas: the Municipal Elections Act establishes the duties and responsibilities of the Clerk in conducting municipal elections including the certification of candidates for the position of Catholic Trustee.

Therefore be it Resolved that:

Prior to the 2018 municipal election, OCSTA develop a document that provides direction to the Clerks of municipalities in the Province of Ontario regarding their responsibilities in certifying candidates for the office of Catholic Trustee as established by the Education Act, the Assessment Act and the Municipal Elections Act.

Windsor-Essex Catholic District School Board

Moved by: Lisa Soulliere

Seconded by: Barbara Holland

Topic: **Supervision of a School Board**

Whereas: the Education Act provides for the Minister to supervise a Board under certain circumstances; and

Whereas: the Education Act provides for the protection of denominational, linguistic and cultural issues while under supervision; and

Whereas: the Municipal Elections Act requires the election of School Board Trustees to provide local representation regarding education; and

Whereas: the Act contains certain sections which give powers to the Minister that challenge the principles of democracy; and

Whereas: the rights of electors to local representation and the right of the Minister to suspend the right of local representation by a School Board should be conscientiously considered with every opportunity of procedural fairness and justice applied.

Therefore be it Resolved that:

OCSTA examine the sections of the Education Act that pertain to supervision and that they provide findings to address the protection of denominational rights and procedural fairness to the Minister on behalf of member Boards.



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

Meeting Date:
January 27, 2015

BOARD REPORT

Public **In-Camera**

PRESENTED FOR: Information Approval

PRESENTED BY: Senior Administration

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

SUBJECT: **WINDSOR-ESSEX - STUDENT TRANSPORTATION SERVICES
(WESTS) ANNUAL REPORT FOR THE YEAR ENDED
AUGUST 31, 2014**

RECOMMENDATION:

**That the 2013-14 Annual Report from the Windsor-Essex - Student
Transportation Services (WESTS) be received as information.**

SYNOPSIS:

Student transportation services are provided to the Windsor-Essex Catholic District School Board through the Windsor-Essex - Student Transportation Services (WESTS). The attached Annual Report (Appendix A) summarizes the operations of WESTS for the year ended August 31, 2014.

BACKGROUND COMMENTS:

On January 20, 2003, the Board entered into an agreement with the Greater Essex County District School Board and Conseil scolaire de district des écoles catholiques du Sud-Ouest in order to provide common administration of student transportation within the district. On September 10, 2009, a new agreement was entered into and included the Conseil scolaire de district du Centre-Sud-Ouest. The consortium agreement was executed in an effort to increase delivery efficiency and cost effectiveness of student transportation for each of the school boards. Under the formal agreement, decisions related to the financial and operating activities were shared. No partner was in a position to exercise unilateral control.

On July 18, 2013, the Board, along with the three other named school boards, formed a new corporation known as Service De Transport Des Éléves - Windsor-Essex - Student Transportation Services. On August 26, 2013, approval was given for the Board to enter into an agreement with the three other school boards specifying the terms and conditions of the new entity. Transportation services are now provided under the auspices of the new corporation.

FINANCIAL IMPACT:

The Board's 2013-14 consolidated audited financial statements reflect proportionate consolidation, whereby they include the assets that it controls, the liabilities that it has incurred, and its pro-rata share of revenues and expenses. Total expenses of the corporation at August 31, 2014 were \$19,767,285 (2013 - \$20,142,839). The Board's pro-rata share of expenses at August 31, 2014 was \$6,983,975 (2013 - \$7,074,599).

The Board's revised estimates for the 2013-14 fiscal-year included a budgeted amount of \$6,784,000 for student transportation expenses. Transportation expenses include costs to transport pupils from home to school and from school to school, expenses related to transportation that are not included under instruction (such as field trips), and general expenses related to transportation such as department managers and supervisory personnel, secretarial and clerical staff salaries, benefits and related supplies and services. The Board's transportation budget ended the 2013-14 fiscal-year with a deficit of approximately \$200K related to fuel escalation costs in excess of budget. The Ministry of Education provided funding to fully offset these excess fuel costs.

TIMELINES:

Not applicable.

APPENDICES:

- Appendix A: Windsor-Essex - Student Transportation Services (WESTS) Annual Report 2013 - 2014

ON-LINE RESOURCES:

- Windsor-Essex - Student Transportation Services (WESTS) Website
<http://www.buskids.ca/>

REPORT REVIEWED BY:

<input checked="" type="checkbox"/>	EXECUTIVE COUNCIL:	Review Date:	January 6, 2015
<input checked="" type="checkbox"/>	EXECUTIVE SUPERINTENDENT:	Approval Date:	January 6, 2015
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date:	January 6, 2015



APPENDIX "A"

Service de transport des élèves Windsor-Essex Student Transportation Services

ANNUAL REPORT 2013-2014



Submitted by: Gabrielle McMillan
General Manager

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MESSAGE FROM THE PRESIDENT



As president of the Board of Directors, I am extremely pleased to present the Annual Report of Service des élèves Windsor-Essex Student Transportation Services (WESTS). The past school year has seen much change for the consortium and much success.

The Ministry of Education Efficiency & Effectiveness Re-review was conducted in early 2014 and due to the hard work of the staff and the board; the organization received the highest rating. Our board is extremely proud of this accomplishment as it affirms that our consortium is operating efficiently, effectively and in the best interest of the students that utilize our transportation services.

We were incorporated as a Not for Profit legal entity this year, which has been a long-term goal of the consortium partner district school boards.

The consortium faces many of the same challenges that some of the school boards face with declining enrolment and resulting school closures. The staff continues to rise to the challenges presented and looks for ways to utilize the transportation dollars as efficiently as possible in an ever-changing environment.

The Board of Directors and the staff are committed to a continuous improvement model for delivery of transportation services and meeting the vision of our organization. We look forward to another successful year of providing transportation to the students in Windsor and Essex County.

Sincerely,

Mario Iatonna
President, Board of Directors

MISSION

Service de transport des élèves-Windsor-Essex Student Transportation Services (WESTS) is committed to supporting the education of our students by providing safe, effective and efficient transportation.

BOARD OF DIRECTORS

Mario Iatonna	President
Carolyn Bastien	Vice President
Cathy Lynd	Treasurer
Françoise Fournier	Director

INTRODUCTION

Service de transport des élèves-Windsor-Essex Student Transportation Services (WESTS) has evolved from the initial consortium formed in 1989 between the Essex County Public Board and Essex County Separate Board to the current consortium which includes the following boards:

- Conseil scolaire catholiques Providence
- Conseil scolaire Viamonde
- Greater Essex County District School Board
- Windsor Essex County District School Board

The consortium was incorporated as a Not for Profit organization on July 18, 2013 to provide student transportation in the Windsor Essex County area. The consortium is headed by the General Manager and is operationalized through nine (9) staff members.

Transportation service is provided on school buses; taxis; specialized medical transportation and public transit. In 2013-14, the following seven (7) bus operators were contracted to provide the main school bus service:

- ❖ C.A. Bailey
- ❖ C.G. Pearson Ltd.
- ❖ Richmond Coach Ltd.
- ❖ Sharp Bus Lines
- ❖ First Student
- ❖ G & L Stevenson
- ❖ Debbie Crawford

WESTS also has contracts with taxi service providers, specialized medical transportation providers and the public transit provider. Service is also provided on a contract basis to the local John McGivney Centre, which services students with developmental and physical challenges.

HIGHLIGHTS FROM 2013-14

- ✚ On July 18, 2013, WESTS incorporated as a Separate Legal Entity. The formation of the Legal entity solidifies the role of the consortium in providing fair and equitable service to all member boards.
- ✚ The Ministry of Education conducted an Effectiveness & Efficiency Re-review of the Consortium on February 5, 2014. The consortium received a HIGH rating on the re-review.
- ✚ WESTS participated with two member school boards in Accommodation Reviews that resulted in school closures and boundary adjustments.
- ✚ Optimized routes by utilizing main thoroughfares and moving out of subdivision and side streets where possible.
- ✚ Provided refresher training to 1800 students from Grades 4 – 8 on bus safety.
- ✚ Updated our Safety Patrol Program in conjunction with CAA and community partners such as the OPP and Windsor Police Services.
- ✚ Provided diversity training to all WESTS staff to improve customer service provision.
- ✚ Utilized a call centre to answer calls during start up to improve the turnaround time for setting up transportation, addressing stop change requests and courtesy ride requests.
- ✚ Implemented a pilot project to allow parents of Grade 1 students to opt to have designates for their children. This has now been made a permanent option in the 2014-15 school year.
- ✚ Provided red tags for students with Epi-pens to allow the driver to more readily identify the students in cases of allergic reactions.

STATISTICS

WESTS services the Windsor Essex County area, which geographically encompasses approximately, 1850 sq. kms.

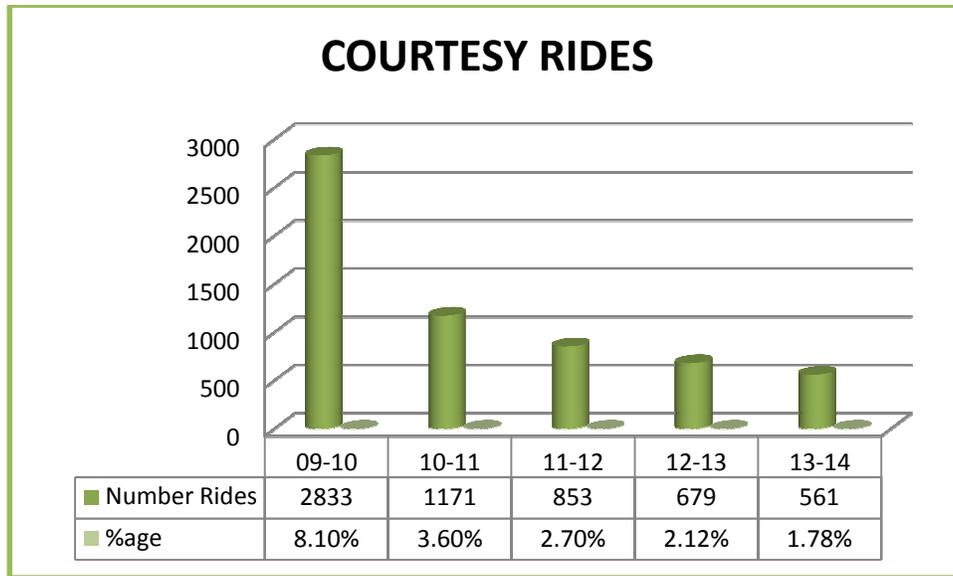
Number of Schools Serviced	139
Agency Schools	3
Kms driven per day	45,124
Number of students transported	31,410
Percentage of Students transported	61.5%

Courtesy rides are approved for students in the walk zone at existing stops, if there is room on the bus. Out of Boundary, courtesy rides are approved by the member board's Superintendents of Business only for special circumstances. There continues to be some grandfathered courtesy rides that originate from school closures. The following charts identify the number of rides, types and the historical information regarding the rides.

BOARD	TOTAL NUMBER STUDENTS BUSSED	2013/14 COURTESY RIDES	%AGE TOTAL RIDERS ON COURTESY
CS Viamonde (CSV)	382	18	4.6%
CSC Providence (CSCP)	4,089	68	1.7%
WECDSB	10,180	277	2.7%
GECDSB	16,761	198	1.2%
TOTAL	31,412	561	1.78%

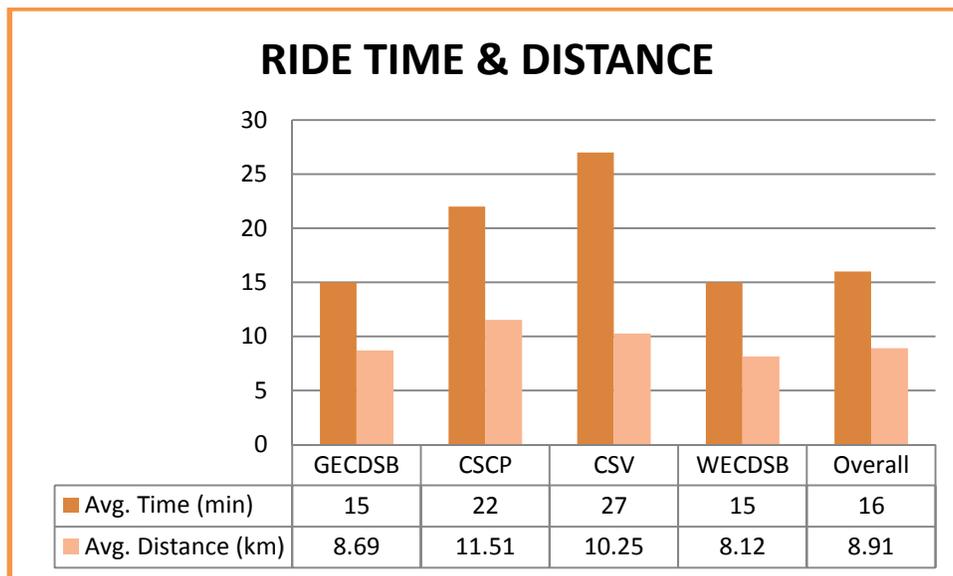
BREAKDOWN BY TYPE OF COURTESY RIDES

BOARD	Walkers 2013/14	OOB 2013/14	Grandfather 2013/14	Total 2013/14
CSV	18	0	0	18
CSCP	39	6	23	68
WECDSB	129	2	146	277
GECDSB	97	12	89	198
TOTAL	283	20	258	561

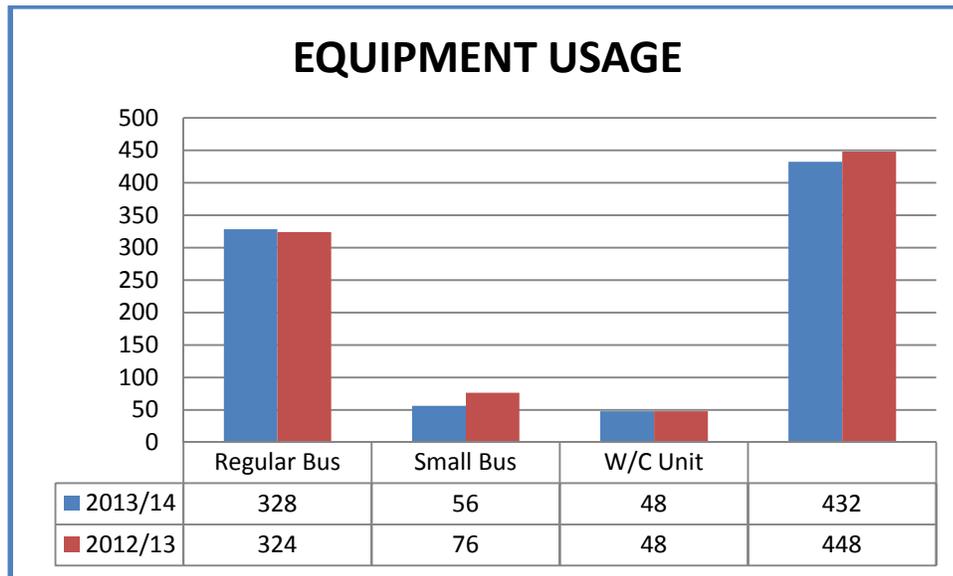


Student Ride Time and Distance

The closure of schools and the resulting amalgamation of students to other sites present a challenge as the distance for bus rides increases with resulting increased ride times for students. We utilize optimization functions in our software to develop routes that provide efficiencies while keeping ride times as low as possible. The Ministry E & E review commented on the ride times, as follows, *“These values provide an indication that even with a substantial reduction in buses, the level of service remains excellent”*.



EQUIPMENT UTILIZATION



Our goal is to utilize the equipment as efficiently as possible and to multi-route whenever possible. We have been able to route so that only 7% of our regular buses are single routed. Many of our special needs buses are single routes based on distance and needs of the students.

	2013/14	2012/13
Single Routes	72	87
Multi-Routes	360	361
Total Routes	432	448

YEAR	TOTAL # STUDENTS	TOTAL # STUDENTS ON BUSES	# BUSES	# SCHOOLS CLOSED	# SCHOOLS OPENED
2009/10	67,858	34,972	506	3	
2010/11	66,014	32,523	479		1
2011/12	65,323	31,580	457	1	2
2012/13	64,720	32,051	448	5	
2013/14	63,755	31,410	432	1	

OPERATOR REVIEWS

In order to ensure that we are receiving the best service possible from our bus operators we have set up contractual requirements for Key Performance Indicators. These indicators are used to assess performance and identify areas of improvement. The following is a summary of the scoring for all the operators.

OPERATOR SCORECARD

	Weighting @	Score
Operator Overall Score	10%	10
Driver Overall Score	15%	14.4
Vehicle Overall Score	15%	13.6
Transportation Manager Score	6%	5.5
MTO Inspection Score	10%	9.
WSIB Certificate	3%	3
CVOR Score	10%	6.9
Facility Audit Score	5%	3.7
Accidents	8%	7.4
Incidents	10%	9.6
Complaints	8%	7.8

TOTAL AVERAGE SCORE	90.8/100
----------------------------	-----------------

FUTURE PLANS

- Ⓢ **Complete RFP process for operator procurement**
- Ⓢ **Negotiate first collective agreement with new bargaining unit**
- Ⓢ **Review all walk boundaries to ensure they accurately reflect the policy**
- Ⓢ **Update the Strategic Plan**
- Ⓢ **Explore bus safety training programs for students**



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

Meeting Date: January 27, 2015
--

BOARD REPORT

Public **In-Camera**

PRESENTED FOR: Information Approval

PRESENTED BY: Senior Administration

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

SUBJECT: **EMPLOYEE PURCHASING CARD USE 2013-14**

RECOMMENDATION:

That the Board receive the Employee Purchasing Card Use 2013-14 report as information.

SYNOPSIS:

In accordance with Board Procedure PR A: 27 Purchasing Cards, this report summarizes Board purchasing cards (P-Cards) use for the 2013-14 budget year.

BACKGROUND COMMENTS:

Authorization of Users:

Purchasing cards are issued to users who have been approved by Executive Council. In 2013-14, the Board had fifty-two corporate Purchasing Cards issued to administrative and maintenance employees. Board Trustees and Student Trustees are not issued purchasing and/or credit cards. When required, a purchasing card issued to administration is used to confirm travel/accommodation arrangements related to Board Trustee or Student Trustee attendance at out of district meetings or conferences.

Audit Procedures:

The Board's external auditors perform random reviews of the expense statements and receipts as part of the annual audit. Supervisors review expenditures of staff that have been issued a purchasing card on a monthly basis.

Expenses:

The 2013-14 Purchasing Card Summary is listed in Appendix A. The purchasing cards issued to administrative staff are primarily used for Board business, meetings and professional development expenditures, including expenditures incurred by staff in attendance at these meetings. Sixty-seven percent of the expenditures are purchases of

goods and services by Facilities Services. Expenditures associated with the Board purchasing cards include:

- Information Technology supplies
- Approved travel expenditures for authorized Board business
- Books, supplies required by the Board
- Facility maintenance/utility supplies

There are 5 purchasing cards which have credit limits of \$10,000 and a single purchase limit of \$5,000.

There are 7 purchasing cards which have credit limits of \$5,000 and a single purchase limit of \$2,000.

There are 13 purchasing cards which have credit limits of \$5,000 and a single purchase limit of \$1,000.

There are 27 purchasing cards which have credit limits of \$4,000 and a single purchase limit of \$500.

Comments respecting the expenditures listed in Appendix A are noted as follows:

1. The usage by Senior Administration totals \$25,803. This is largely attributable to purchases that are reimbursed from the Ministry of Education pertaining to specific programs. This applies in varying degrees to other purchasing card purchases as well.
2. The usage by maintenance/utility employees varies given the difference in job requirements, particularly for completing urgent repairs in a timely manner.

FINANCIAL IMPACT:

For the 2013-14 fiscal period, a total of \$128,475 was expended through the Board's twenty-two administrative cards and \$259,521 through the Board's thirty Facilities Services employee cards, for a grand total of \$387,996.

TIMELINES:

This report covers the period from September 1, 2013 through August 31, 2014.

APPENDICES:

- Appendix A - Purchasing Card Summary
- Appendix B – PR A:27 Administrative Purchasing Cards Procedure

REPORT REVIEWED BY:

<input checked="" type="checkbox"/>	EXECUTIVE COUNCIL:	Review Date:	January 6, 2015
<input checked="" type="checkbox"/>	EXECUTIVE SUPERINTENDENT:	Approval Date:	January 6, 2015
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date:	January 6, 2015

Appendix A

**Windsor-Essex Catholic District School Board
PURCHASING CARD SUMMARY
September 2013 - August 2014**

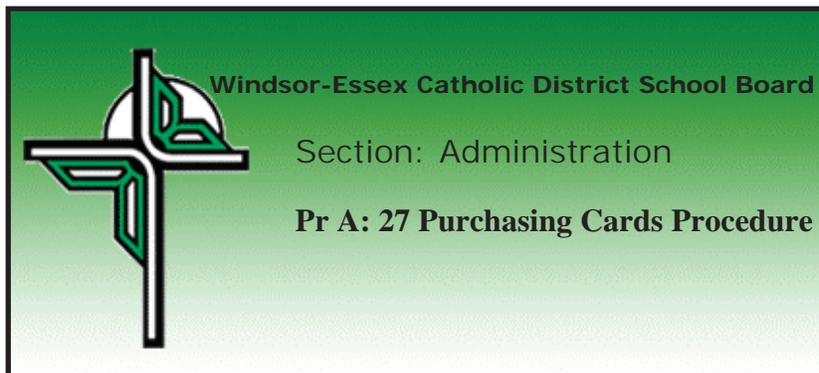
Title of Cardholder	Amount
SENIOR ADMINISTRATION	
Director of Education	\$ 14,072
Executive Superintendent of Human Resources	985
Associate Director of Education - Student Achievement K-12	7,755
Executive Superintendent of Corporate Services	2,991
	<u>25,803</u>
ADMINISTRATION	
Superintendent of Human Resources	17
Superintendent of Education - Student Achievement K-12	7,952
Superintendent of Education - Student Achievement K-12	11,808
Superintendent of Education - Student Achievement K-12	3,323
Superintendent of Education - Student Achievement K-12	13,063
Senior Manager of Human Resources and Policy Development	2,693
Communications Coordinator	446
Senior Manager of Facilities Services	286
Health & Safety Specialist	4,729
Executive Assistant to the Board	7,533
	<u>51,850</u>
CONSULTANTS	
Elementary Curriculum	2,473
International Education	7,634
OYAP	3,492
	<u>13,599</u>
IT DEPARTMENT	
Superintendent of Education - Student Achievement K-12	11,075
Communication Cabling Technician	7,466
Computer Services Technician	18,682
	<u>37,223</u>
FACILITIES SERVICES	
Supervisor of Operations Services	3,462
Supervisor of Maintenance Services	6,944
Maintenance Employee	24,704
Maintenance Employee	12,865
Maintenance Employee	12,766
Maintenance Employee	20,433
Maintenance Employee	12,556
Maintenance Employee	1,977
Maintenance Employee	4,398
Maintenance Employee	9,708
Maintenance Employee	3,926
Maintenance Employee	33,555
Maintenance Employee	14,117

Appendix A

**Windsor-Essex Catholic District School Board
PURCHASING CARD SUMMARY
September 2013 - August 2014**

Title of Cardholder	Amount
Maintenance Employee	\$ 21,736
Maintenance Employee	4,302
Maintenance Employee	27,210
Maintenance Employee	141
Maintenance Employee	10,159
Maintenance Employee	755
Maintenance Employee	7,502
Maintenance Employee	3,573
Maintenance Employee	300
Maintenance Employee	860
Maintenance Employee	15,080
Maintenance Employee	5,324
Maintenance Employee	1,032
Courier	136
	<u>\$ 259,521</u>
<hr/>	
Total Purchasing Card charges for period September 2013 to August 2014	\$387,996

Note: There are 5 employees with Purchasing Cards (2 consultants and 3 maintenance employees) who had no transactions during 2013-14 and are therefore not listed above.



PROCEDURE:	Pr A: 27
EFFECTIVE:	
AMENDED:	
RELATED POLICIES:	A:27 A:04 Pr A:04 A:12 F:02
REPEALS:	
REVIEW DATE:	

1.0 OBJECTIVE

To provide procedures to govern the use of Board Purchasing Cards.

2.0 SCOPE

- 2.1 The use of the Purchasing Card for small dollar transactions is intended to replace purchases that would generally have been obtained by the Purchase Order or Petty Cash procedures.
- 2.2 It is unacceptable to use the Purchasing Card if the requested items have been denied through the Purchasing Requisition Process.
- 2.3 If the cardholder is uncertain regarding the acceptability of the purchase, they should discuss the issue with their manager or supervisor in advance of the purchase. If further clarification is required, the Purchasing Department should be contacted.

3.0 AUTHORIZATION

- 3.1 Purchasing Cards shall only be issued to those individuals who have been approved by Executive Council, and who have fully executed the Purchasing Card Employee Acknowledgement, which is attached as Appendix A.
- 3.2 To request consideration for approval from Executive Council, the employee’s supervisor shall submit the employee’s name and the rationale for the request detailing the employee’s need for a Purchasing Card. Approval shall be at the discretion of Executive Council.
- 3.3 The Controller of Finance shall provide to Executive Council as requested, and file with Executive Council at least twice yearly, a list of individuals who have been issued a Purchasing Card and the year to date expenses charged to their cards.

-
- 3.4 Supervisors shall execute the acknowledgement agreeing to review purchases to ensure the terms therein, as well as the provisions of the Board's Purchasing Card Policy and Procedure, are followed.
- 3.5 Management shall set authorization controls that include:
- a) restriction that there be no purchases of alcohol charged to the Purchasing Card.
 - b) restriction that there be no cash advances charged to the Purchasing Card.
 - c) monthly credit limits for individual cardholders.
 - d) dollar limit per transaction for individual cardholders to a maximum of \$3,000 (sales taxes excluded).
 - e) Types of merchants that will be authorized.
- 3.6 Cardholders shall not split transactions in order to comply with the dollar limits. Supervisors shall review purchases to determine whether items are being purchased separately to avoid these limits. Should the supervisor determine, at his or her discretion, that this procedure is being breached, he or she may take disciplinary action, including cancellation of the Purchasing Card.
- 3.7 The Board will receive an annual report on Purchase Cards. The report will contain the title of the person issued the purchase card and a summary of all expenses charged to their card.

4.0 AUDIT

- 4.1 Purchasing Cards are subject to audit at any time.
- 4.2 The bank produces monthly Purchase" Exception Reports" on individual cardholders by merchant category. The Central Card Coordinator will review these "Exception Reports" on a monthly basis. Regular spot audits will be performed to ensure successful implementation of the Program.
- 4.3 Exception Reports are designated to illustrate deviations from established Board standards, Policy and Procedure dealing with the use of Purchase Cards.

5.0 PURCHASE PROCEDURES AT VENDOR

- 5.1 The steps of a typical pick-up order include the following:
- a) the cardholder selects merchandise and presents it with the card to the cashier.
 - b) The cashier totals the sale and obtains authorization from the credit company.

- c) The cardholder signs and receives a detailed cash register receipt that is to be retained in his/her records (vendor's GST number must appear on the cash register receipt).

5.2 The steps of a typical telephone/mail/fax order include the following:

- a) the cardholder selects merchandise or service and then calls/mails/faxes the supplier with the order.
- b) the cardholder instructs the supplier to change the merchandise/service to their Purchasing Card and supplies the card number.
- c) the cardholder must instruct the supplier to follow these rules:
 - i. forward a receipt and/or packing slip to cardholder for confirmation
 - ii. ensure that the GST number is on the receipt or packing slip

6.0 BUDGET PROCEDURES

- 6.1 The WECDSB Purchasing Cards are linked to budget accounts. Each card has been assigned a default school/board department budget code that is used to process payment for purchases made on the card. Re-allocation of expenditures is not encouraged but, at the discretion of the Controller, re-allocation will be accommodated by the Finance Department.

7.0 RECONCILIATION, PAYMENT AND RECORD

- 7.1 Each cardholder will receive a Monthly Statement identifying each transaction made against the card during the previous month. The statement will be mailed to the cardholder at their office/school address. This cardholder statement is not to be paid but is for reconciliation purposes only. The total purchases will appear on the Master statement that is received by the Finance Department for direct payment.
- 7.2 The following steps are required for each cardholder for the reconciliation of all Purchasing Card purchases:
- a) The cardholder matches all transaction receipts and supporting documentation stored in the Purchasing Card monthly file folder with the transactions listed on his/her statement. This shall include an itemized receipt, credit card receipt, and if relating to a meal expense, an explanation as to whose expenses are being covered and the reason the expense was incurred. The documents are to be attached to the monthly statement and forwarded to the accounting department.
 - b) Should the transaction involve the purchase of air or train fare, the cardholder shall attach a copy of the boarding pass or ticket stub to the statement.
 - c) The cardholder acknowledges the verification of all monthly transactions listed by signing the monthly statement at the bottom.

-
- Any discrepancies must be identified and appropriate action taken to resolve the problem
- d) Retain all receipts that do not appear on the current statement in the Purchasing Card monthly File Folder, to be submitted later with the statement on which they are listed.
- 7.3 The purchase cardholder must submit monthly statements to his or her supervisor for approval within 7 days of receipt of the statement.
- 7.4 Those functional areas that choose not to submit the required monthly reporting on time, will have **all cards** in their area designated as unusable for a one-month period by the Superintendent of Business. The Superintendent of Business will **not** attempt to track down the information, as the time frame to supply all information is considered reasonable. If a potential difficulty is looming, it is the responsibility of the Principal/Supervisor to contact the Central Card Coordinator. This option is intended to stress to all staff utilizing the card of the importance of timely reporting, thereby ensuring a proper audit trail.
- 7.5 Purchasing will assume that all transactions recorded by the bank are legitimate and the Cardholder/Principal will process payment to the bank without approval. Responsibility rests with the cardholder to ensure that all transactions are accurate and legitimate.

8.0 TERMINATED EMPLOYEES

- 8.1 The following are steps taken when an employee leaves the School Board:
- a) Local management is responsible for collecting and destroying the card
 - b) Local management notifies the Central Card Coordinator
 - c) The Central Card Coordinator advises the bank to cancel the card

9.0 DISPUTE PROCESS

- 9.1 The following steps should be taken for all transactions in dispute:
- a) Cardholder contacts supplier directly
 - b) Supplier reviews information and either demonstrates the charge is legitimate, credits the account or continues dispute
 - c) If the dispute continues, contact the Central Card Coordinator with details
 - d) The Central Card Coordinator will work with CIBC to resolve the issue

10.0 LOST AND STOLEN CARDS

- 10.1 The cardholder must notify the bank immediately of any lost or stolen card. The lost or stolen card will be cancelled and a replacement card will be issued. Until the card is reported lost or stolen, charges made on the card will be the responsibility of the school/department to which it has been issued. Cardholders should exercise care in keeping the Purchasing Card and its account number secure from theft or misuse.

11.0 OWNERSHIP OF CARDS

- 11.1 All Purchasing Cards issued by the Windsor-Essex Catholic District School Board remain the property of the bank and as such, may be cancelled/revoked at any time.

APPENDIX A**Purchasing Card Employee Acknowledgement**

This document outlines the responsibilities I have as a holder of the CIBC Purchasing Card for procurement. My signature indicates that I have read and understand these responsibilities and, agree to the policies and procedures established for the program.

1. The credit card is intended to facilitate the purchase and payment of materials and services required to conduct business. I cannot use the card for personal purchases.
2. Unauthorized use of the card can be considered misappropriation of funds. This could result in:
 - i) Immediate and irrevocable forfeiture of the card and/or
 - ii) Disciplinary action that may result in termination of employment
3. I understand that the card must be surrendered upon suspension or termination of employment, whether for retirement, voluntary, separation, resignation or dismissal. I may also be requested to surrender the card for reasons not related to my own personal situation, such as re-organization. I understand that use of the card, after privileges are withdrawn, is prohibited.
4. I will maintain the card with appropriate security whenever and wherever I may use the card. If the card is lost or stolen, I agree to notify CIBC and the Card Coordinator immediately. I understand failure to promptly notify CIBC of the theft, loss or misplacement of the Card could make me responsible for the fraudulent use of the card.
5. The Purchasing Card is issued in my name. I will not allow any other person to use my card.
6. I understand that since the Board is responsible for payment, I may periodically be required to comply with internal control procedures designed to protect the organizations assets. This may include being asked to produce the credit card records for audit purposes.
7. I understand that I will receive a monthly statement that will report all activity during the last cycle. I will resolve any discrepancies by either contracting the supplier of the Card Coordinator as appropriate. I understand that I will be required to obtain a copy of the cash register receipt or packing slip and reconcile them with the monthly statement.
8. I understand that all charges will be billed directly to and paid directly by the Board. I understand that CIBC cannot accept payment from me directly.
9. I agree to charge only those purchases consistent with the type of materials and services authorized by management.

I _____ hereby acknowledge the receipt of the Board's VISA Purchasing Card. I have verified the information contained thereon and attest to its accuracy.

Employee Name (please print) _____

Employee Signature: _____ Date: _____

I _____ hereby acknowledge that _____ has been approved as holder of the CIBC Purchasing Card, and as supervising officer I shall make best efforts to review purchases to ensure compliance with conditions, policies and procedures.

Supervisor's Name (please print): _____

Supervisor's Signature: _____ Date: _____



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

Meeting Date:
January 27, 2015

BOARD REPORT

Public **In-Camera**
PRESENTED FOR: Information Approval
PRESENTED BY: Senior Administration
SUBMITTED BY: Paul A. Picard, Director of Education
 Mario Iatonna, Executive Superintendent of Corporate Services
SUBJECT: **2013-14 ANNUAL REPORT ON TRUSTEE EXPENSES**
RECOMMENDATION:

That the Board receive the 2013-14 Annual Report on Trustee Expenses as information.

SYNOPSIS:

This report presents an annual summary of the expenses of each trustee for the 2013-14 fiscal year, in accordance with Board Policy *T02 Conventions, Meetings, Out of Pocket Expenses*.

BACKGROUND COMMENTS:

The *Education Act* provides parameters for trustee honoraria and reimbursement for travel expenses, professional development and reasonable out-of-pocket expenses incurred as a result of carrying out their duties in accordance with Board policy. Funds available to support trustee honoraria and to reimburse them for expenses incurred in the course of their duties are governed by several policies of the Board, including: *T01 Student Trustee, T02 Conventions, Meetings, Out of Pocket Expenses, T06 Honoraria for Trustees, and A:04 Travel, Meal, Professional Development, and Compensation for Use of Auto*.

Honoraria

Within limits set in regulation by the Minister, Section 191 of the Education Act provides:

s.191. (1) A board may pay each of its members an honorarium in an amount determined by the board, and

s.191. (2) A board may pay to its chair and vice-chair an additional honorarium in an amount determined by the board.

The Education Act further provides that:

s.191.3 Despite this Act or any other Act, where an elected member of a board is, under a by-law or resolution of a board, paid a salary, indemnity, allowance or other remuneration, one-third of such amount shall be deemed to be for expenses incident to the discharge of his or her duties as a member of the board.

Therefore one-third of each trustees' honorarium is deemed a tax-free expense allowance that he or she may use at his or her sole discretion.

Honoraria for elected trustees is adjusted annually in accordance with *Ontario Regulation 357/06 Honoraria for Board Members* and duly included in the Board's approved operating budget. The annual honoraria for student trustees is determined through *Ontario Regulation 7/07 Student Trustees* and also included in the Board's approved operating budget. The levels set for trustee and student trustee honoraria are provided in a separate report to the Board on an annual basis.

Expenses

In addition to the above deemed tax-free expense provision of the honoraria, the Act also provides:

s. 191.2 (4) A board may, in accordance with a policy established by it under subsection (3), reimburse a member for his or her out-of-pocket expenses reasonably incurred in connection with carrying out the responsibilities of a board member.

The Ministry of Education's School Board Administration and Governance Grant provides for an annual allotment of up to \$5,000 to be used toward trustee reimbursement for travel, professional development and other reasonable out-of-pocket expenses. In addition to this allotment, the Board has approved through Board policy that trustee travel expenses (i.e., mileage) within the City of Windsor and County of Essex is to be reimbursed separately through the Board's operating budget and funded within the Board's overall allocation through the Administration and Governance Grant.

FINANCIAL IMPACT:

The 2013-14 Summary of Trustee Expenses report is attached. An amount of \$30,600 was provided for expenses in the 2013-14 Revised Budget. The actual total expenses of \$21,944 are \$8,656 (28%) below the approved budget.

TIMELINES:

The expenses are for the 2013-14 budget year from September 1, 2013 through August 31, 2014.

APPENDICES:

2013-14 Summary of Trustee Expenses

REPORT REVIEWED BY:

<input checked="" type="checkbox"/>	EXECUTIVE COUNCIL:	Review Date:	January 13, 2015
<input checked="" type="checkbox"/>	EXECUTIVE SUPERINTENDENT:	Approval Date:	January 13, 2015
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date:	January 13, 2015

2013-14 SUMMARY OF TRUSTEE EXPENSES

Trustee Name	Annual Honorarium ⁽¹⁾	Mileage (Local) ⁽²⁾	Conference/ Seminar Registration	Meals	Other	Accommodations	Mileage (Out of County) and PD Travel	Communications (Includes Internet, Telephone/Fax/ Cell phone)	TOTAL
Fred Alexander	\$ 10,483	\$ 47	\$ -	\$ -	\$ 38	\$ -	\$ -	\$ 1,883	\$ 1,921
Joan Courtney	10,650	251	918	175	20	864	649	1,265	3,891
Mary DiMenna	13,835	1,414	-	-	-	-	-	635	635
Frank Favot	10,650	-	-	-	-	-	-	-	-
Barb Holland	17,020	561	115	-	-	162	-	710	987
Barb Holland (St. Peter's Seminary) ⁽³⁾	-	-	-	-	-	-	454	-	454
John Macri	10,650	157	-	-	59	-	-	1,107	1,166
Bernie Mastromattei	10,650	117	-	-	-	-	-	990	990
Jim McMahan	10,650	-	-	-	-	-	-	268	268
Lisa Soulliere	10,650	1,922	-	-	-	-	-	1,053	1,053
TRUSTEE SUBTOTAL	\$ 105,238	\$ 4,469	\$ 1,033	\$ 175	\$ 117	\$ 1,026	\$ 1,103	\$ 7,911	\$ 11,365
Francis Dellosa ⁽⁴⁾	\$ 2,701	-	1,033	270	-	1,772	938	-	4,013
Madeline Ellapola ⁽⁵⁾	2,696	-	1,153	1,306	-	2,977	1,130	-	6,566
STUDENT TRUSTEE SUBTOTAL	\$ 5,397	\$ -	\$ 2,186	\$ 1,576	\$ -	\$ 4,749	\$ 2,068	\$ -	\$ 10,579
TOTAL ACTUAL	\$ 110,635	\$ 4,469	\$ 3,219	\$ 1,751	\$ 117	\$ 5,775	\$ 3,171	\$ 7,911	\$ 21,944
TOTAL BUDGET	\$ 110,338	\$ 10,800	\$ 4,500	\$ 1,800	\$ 2,700	\$ 5,400	\$ 7,200	\$ 9,000	\$ 30,600
SURPLUS/(DEFICIT)	\$ (297)	\$ 6,331	\$ 1,281	\$ 49	\$ 2,583	\$ (375)	\$ 4,029	\$ 1,089	\$ 8,656

Notes:

⁽¹⁾ The annual honorarium is set at one level from September 1, 2013 to November 30, 2013, and another from December 1, 2013 to August 31, 2014.

⁽²⁾ Expenses pertaining to mileage to attend local meetings and events (within Essex County) are reimbursed through a separate Board budget account.

⁽³⁾ Barb Holland also incurred out of county travel costs related to St. Peter's Seminary, which are reported separately.

⁽⁴⁾ Francis Dellosa (2013-14 Student Trustee) attended the OSTA Conference in Ottawa in February 2014 and the OSTA Conference in Toronto in May 2014.

⁽⁵⁾ Madeline Ellapola (2013-14 Student Trustee) attended the OSTA Conferences in Toronto in November 2013 and May 2014 and the OSTA Conference in Ottawa in February 2014.



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

Meeting Date: January 27, 2015
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BOARD REPORT

Public **In-Camera**
PRESENTED FOR: Information Approval
PRESENTED BY: Senior Administration
SUBMITTED BY: Paul A. Picard, Director of Education
 Mario Iatonna, Executive Superintendent of Corporate Services
SUBJECT: **2014-15 – FIRST INTERIM FINANCIAL VARIANCE REPORT**
RECOMMENDATION:

That the 2014-15 First Interim Financial Variance Report be received as information.

SYNOPSIS:

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

BACKGROUND COMMENTS:

The Board submitted Revised Budget Estimates for the 2014-15 fiscal year to the Ministry of Education on December 12, 2014, which met the required due date of December 15, 2014. These Revised Estimates were based on actual October 31, 2014 and projected March 31, 2015 enrolment levels, and any other material changes that arose since preparation of the original Board approved Estimates in June. The changes between the original Budget Estimates and Revised Budget Estimates are outlined below.

All variances calculated and analyzed are in comparison to the original 2014-15 Budget Estimates which were approved by the Board and submitted to the Ministry of Education in June 2014. The 2014-15 Revised Budget Estimates, submitted in December 2014, represent the latest financial submission to the Ministry of Education and is provided for information purposes only.

Summary of Changes from 2014-15 Estimates to 2014-15 Revised Estimates

The change between Estimates and Revised Estimates is summarized in the table on the following page.

(\$Thousands)	Estimates (Jun.2014)	Revised Estimates (Dec.2014)	In-Year Change (Estimates to Revised Estimates)	
			\$	%
Revenue				
Operating	222,729	225,728	2,999	1.3%
Capital	18,520	18,247	(273)	-1.5%
Other	4,882	5,399	516	10.6%
Total Revenue	246,132	249,374	3,242	1.3%
Expenses				
Instruction	187,040	189,165	2,125	1.1%
Other Operating	15,188	15,617	429	2.8%
Pupil Accommodation & Other	42,789	43,498	709	1.7%
Total Expenses	245,017	248,281	3,264	1.3%
In-Year Surplus/(Deficit)	1,115	1,093	(22)	-2.0%
Prior Year Accumulated Surplus/(Deficit)	10,492	15,317	4,825	46.0%
Accumulated Surplus/(Deficit)	11,607	16,410	4,803	41.4%

Total Revenue increased \$3.2M due to an enrolment increase of 1.9% from 20,478 Average Daily Enrolment (ADE) at Estimates to 20,876 ADE at Revised Estimates (see Appendix B). Other Revenue increased as a result of additional EPO (Education Program - Other) funding, interest income and tuition revenue compared to levels previously included in the 2014-15 Estimates.

Offsetting the revenue increase are increased expenses of \$3.2M. The increase in expenses is mainly due to changes in variable costs that fluctuate directly with enrolment, and costs offset by additional EPO funding which was not known at the time of Estimates. Specifically, notable changes between cycles occurred in the following areas:

Classroom Teachers - Costs increased \$1.5M in this category. An additional 7.2 elementary and 11.5 secondary teachers were added to compensate for additional enrolment. This increase in costs resulting from the additional full-time equivalent (FTE) teaching staff was slightly offset by a reduction in budgeted teacher wages as teacher placement on the Qualification and Experience Grid was lower than original projections.

Educational Assistants – Costs in this category increased \$0.2M. An additional 4.5 FTE Educational Assistants were required as a result of an increase in the number of students with special needs.

Staff Development - Costs in this category increased \$0.2M as a result of additional EPO funding.

Transportation - Costs in this category increased \$0.3M as a result of route changes made in 2014-15 due to school consolidations and program changes.

Other Expenses – The Revised Budget Estimates contain a \$1M increased provision of contingency reserves to allow for Board flexibility in program development, as well as the opportunity to address unanticipated changes in costs due to any number of reasons outside the control of the organization. Examples of

these unanticipated costs include inclement weather, legal matters, emergency infrastructure repairs, etc.

The net result of these revenue and expense changes at Revised Estimates yields an in-year surplus for the Board of \$1.093M, which is consistent with the \$1.115M in-year surplus originally projected at Estimates. In addition, given the actual in-year results of the previous fiscal year (2013-14) generated a \$15.3M surplus as opposed to a \$10.5M surplus as originally projected at the time of development of the 2014-15 Estimates, the Board now plans to achieve an accumulated surplus of \$16.4M at the end of 2014-15. This result is \$4.8M better than that anticipated in the original Budget Estimates.

Interim Financial Variance Reporting Cycle

This first Interim Financial Variance Report covers the three-month period from September 1, 2014 to November 30, 2014. It also shows comparatives for the same time period in the 2013-14 fiscal year. As at November 30, 2014, 25% of the fiscal year and 30% of the school year have elapsed. Therefore, it would be expected that the percent of expenditure forecast spent and revenue forecast received to be between 25% and 30%. Both revenues (28%) and expenditures (26%) are within this range, and therefore the 2014-15 fiscal year-to-date figures appear reasonable.

Interim Financial Variance Report Format

The Interim Financial Variance Report attached in the appendices is comprised of four sections: (1) A financial results summary presented in Appendix A which provides a high level summary of the Board's 2014-15 Estimates and Revised Estimates budgets and forecast of financial results; (2) a summary of enrolment presented in Appendix B; (3) a summary of staffing presented in Appendix C, and (4) detailed schedules of revenues and expenses presented in Appendices D and E which provide information on changes from budget to forecast and year-to-date comparisons.

Summary Schedules (see Appendices A, B and C)

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

Detailed Schedules of Revenues and Expenses (see Appendices D and E)

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

I. Financial Highlights – Appendix A:

The forecast financial results for 2014-15 are consistent with the 2014-15 Budget submitted in June 2014. There is an increase in revenue of \$3.2M mainly due to an increase in enrolment compared to Estimates. Also, there is an additional \$3.2M in total expenditures forecast due mainly to an increase in enrolment-related Teachers and Educational Assistants. Overall, at November 30, 2014, the forecast reflects a projected in-year surplus of \$1.143M which is \$28K (2.5%) greater than the in-year surplus contained in the 2014-15 Estimates.

II. Enrolment Highlights – Appendix B:

The Revised Budget Estimates were based on actual October 31, 2014 full-time equivalent (FTE) enrolment and a projection of March 31 2015 enrolment. At this time, there are 393 additional FTE pupils projected at year-end compared to what was presented in the 2014-15 Budget Estimates.

III. Staffing Highlights – Appendix C:

The staff establishment forecast currently reflects twenty-two (22) more FTE than budget primarily due to additional teachers required as a result of higher than estimated enrolment. These additional teachers were not included in the 2014-15 Budget Estimates, and as such the actual year-end staff establishment is projected to be higher than budget.

IV. Revenue Highlights – Appendix D:

The 2014-15 Estimates contain \$246.1M of revenues. For the period ending November 30, 2014, total revenues of \$68.7M (or 27.6% of forecast revenues) have been received consisting of \$56.8M from legislative grants, \$9.8M from municipal taxes, \$1.7M from other provincial grants (Education Program – Other, or EPOs), and \$0.4M from other revenue sources such as tuition revenue, rental revenue, fees, recovery of expenses, etc.

As noted in the Enrolment Highlights section above, at 2014-15 year-end, the Average Daily Enrolment (ADE) of total pupils of the board is expected to be higher than Estimates by 393 FTE pupils. Thus, there is an increase projected (\$2.97M) in pupil-based general legislative grant revenue at year-end.

Additionally, there is an anticipated increase in other revenue of \$516K which is a result of increased interest revenue of \$100K, and increased EPO revenue and other program revenue of \$416K. The EPO and other program revenues are offset by additional expenses. Offsetting these revenue increases is a forecast decrease in Deferred Capital Contribution Revenue of \$273K for which there is an offsetting forecast decrease in Amortization Expense.

Overall, total revenues are forecast to be higher than budget by \$3.2M.

V. Expenditure Highlights – Appendix E:

Forecast expenditures are expected to be higher than Estimates by \$3.2M primarily due to increased Teaching and Educational Assistant staffing costs to be incurred as a result of higher enrolment levels. Additionally, expenses related to transportation, communication and professional development are expected to be higher than originally estimated in the

Board approved budget. Further, the Board has increased its provision of contingency reserves by approximately \$1M for which the Board is conservatively expecting to be fully utilized at year-end.

In any given year the Board receives grant revenues in the form of the Grants for Student Needs (GSN) and EPO transfer payments. EPOs represent funding for key programs provided by the Ministry of Education to support its priority initiatives. For the purposes of this report, EPO expenses were not considered to generate a net variance at year-end as the expense is offset by an equal amount of revenue provided by the Ministry of Education.

Appendix E provides a schedule of detailed expenditures by various categories. A further explanation of each of these categories and the forecast expenditures and variance is provided below.

CLASSROOM TEACHERS

What does this category include?

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

How are expenses incurred?

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

What is the projected variance at year-end?

- This category is forecasting a \$1.5M deficit at year-end compared to Estimates due to the increased teacher staffing required as a result of higher enrolment than that contained in the original budget Estimates.

SUPPLY TEACHERS

What does this category include?

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

How are expenses incurred?

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

What is the projected variance at year-end?

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

EDUCATIONAL ASSISTANTS

What does this category include?

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

How are expenses incurred?

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

What is the projected variance at year-end?

- This category is forecasting a \$218K deficit at year-end compared to Estimates due to the increased staffing required as a result of higher enrolment than that contained in the original budget Estimates.

EARLY CHILDHOOD EDUCATORS**What does this category include?**

- This category includes all current salary and benefit costs related to Early Childhood Educators. Supply costs and vacation payouts for these employees are also included.

How are expenses incurred?

- Early Childhood Educators salary and benefit costs are incurred over 12 months.

What is the projected variance at year-end?

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

COMPUTERS**What does this category include?**

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

How are expenses incurred?

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

What is the projected variance at year-end?

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

TEXTBOOKS / CLASSROOM SUPPLIES**What does this category include?**

- The Textbook/Supplies category is for items used within the classroom directly by students. It includes textbook supplies and fees and services.
- The textbook supplies category contains most of the accounts that are used to populate the school budgets. It includes textbooks and learning materials, instructional supplies, application software (except software that is included with the purchase of a piece of computer hardware), printing and photocopying, field trips/excursions (including associated transportation, entrance fees and parking) and furniture and equipment expenses.
- Textbooks Fees & Services include certain costs related to Special Education transportation, the International Baccalaureate Programme and software fees and licenses which are in excess of \$500.

How are expenses incurred?

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

What is the projected variance at year-end?

- Projecting expenditures on a straight-line basis over a combination of 10 and 12 months results in an anticipated surplus in this category at year-end of approximately \$140K. The surplus is mainly attributable to prior year school budget surpluses reported in this category which were not projected in the budget.

PROFESSIONALS, PARAPROFESSIONALS & TECHNICIANS**What does this category include?**

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

How are expenses incurred?

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

What is the projected variance at year-end?

- This category is forecasting a \$42K deficit at year-end compared to Estimates due to increased supply staff requirements in this area.

LIBRARY / GUIDANCE**What does this category include?**

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

How are expenses incurred?

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

What is the projected variance at year-end?

- This category is forecasting an \$80K deficit at year-end compared to Estimates due to a forecasted reallocation of costs relating to Vice-Principal guidance teaching time from the Classroom teacher category to Guidance.

STAFF DEVELOPMENT**What does this category include?**

- This category includes the cost of all professional development (P.D.) for teaching personnel and other categories of employees providing instructional support services. Costs include registration, tuition fees, transportation, accommodation and meal expenses related to professional development. This category also includes charges for supply teachers hired in order to provide release time for a teacher to participate in professional development or in-service activities. This release time is often funded by the Ministry of Education through small EPO transfer payments received throughout the year. Any unbudgeted increase in expense due to P.D. resulting from an EPO has equal and offsetting revenue and therefore has no net effect to the Board.

How are expenses incurred?

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

What is the projected variance at year-end?

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

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

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

How are expenses incurred?

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

What is the projected variance at year-end?

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

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

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

How are expenses incurred?

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

What is the projected variance at year-end?

- This category is forecasting a \$249K deficit at year-end compared to Estimates due to increased staff requirements, specifically an additional Principal at the Brennan Hockey Academy and an additional Vice Principal seconded (and funded) by the Ministry.

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

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

How are expenses incurred?

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

What is the projected variance at year-end?

- This category is forecasting a \$133K surplus at year-end compared to Estimates due to a reduction of one school office secretary as a result of a school consolidation. Also, reduced benefits costs as a result of revised actuarial valuations are projected to contribute to the surplus.

CO-ORDINATORS AND CONSULTANTS**What does this category include?**

- This category includes all expenses relating to coordinators and consultants, curriculum development and program support. Costs associated with EPOs granted to provide program support are included in this category.

How are expenses incurred?

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

What is the projected variance at year-end?

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

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

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

How are expenses incurred?

- The costs in this category are the result of different programs offered at varying points throughout the year. For the most part, the costs in this category are incurred over 10 months or in the case of summer programs, over the summer months.

What is the projected variance at year-end?

- This category is forecasting a \$13K deficit at year-end compared to Estimates due to the introduction of the Italian language program and resulting staffing requirements which were not contemplated in the original budget Estimates.

TRUSTEES**What does this category include?**

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

How are expenses incurred?

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

What is the projected variance at year-end?

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

DIRECTORS AND SUPERVISORY OFFICERS**What does this category include?**

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

How are expenses incurred?

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

What is the projected variance at year-end?

- This category is forecasting a \$57K deficit at year-end as the 2014-15 budget was developed without provisions for certain contractual professional development and

vacation payouts which are expenses that have historically been incurred in this category. When this deficit is combined with the small \$16K deficit in the Trustee category and the projected \$127K surplus in the Board Administration category, the total Administration and Governance position is forecast to end the year \$54K under budget.

BOARD ADMINISTRATION

What does this category include?

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

How are expenses incurred?

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

What is the projected variance at year-end?

- The net legislative revenues for Board Administration as provided by the Ministry of Education in the 2014-15 Estimates are \$6.86M. The Board budgeted net expenses of \$6.63M in this category, resulting in funding of \$225K to be used for other programs of the Board.
- A projected surplus of \$127K at year-end is anticipated in this category, mainly due to interest and bank charges which are currently forecast to be under budget.

TRANSPORTATION

What does this category include?

- This category includes costs to transport pupils from home to school and from school to school, and expenses related to transportation that are not included under instruction.

- This category also includes general expenses related to transportation such as department managers and supervisory personnel, secretarial and clerical staff salaries, benefits and related supplies and services.

How are expenses incurred?

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

What is the projected variance at year-end?

- This category is forecasting a \$280K deficit at year-end compared to Estimates due to route changes as a result of school consolidations and program changes.

SCHOOL OPERATIONS & MAINTENANCE (FACILITY SERVICES)

What does this category include?

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

How are expenses incurred?

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

What is the projected variance at year-end?

- This category is projecting a net deficit at year-end of approximately \$101K with spending in areas such as utilities and supplies forecast to exceed Estimates.

SCHOOL RENEWAL - OPERATING

What does this category include?

- The School Renewal allocation can fund both capital expenditures as well as operating expenses. This category considers all expenses related to School Renewal projects that are not capitalized expenses, plus improvements to school sites. School renewal project expenses normally cost more than \$10,000, and unspent funds at year-end are deferred to the following year for future school renewal expenses.
- To protect school renewal funding for use on capital expenditures, any increase in boards' spending on school operations in 2014–15 using the School Renewal Allocation will be limited. The maximum increase will be limited to an additional 5 percent of each board's average spending of the School Renewal Allocation on activity that is operating in nature for the three years preceding 2014–15.
- This category also includes the financing costs associated with the Board's unsupported pupil-place debt until such time that the debt is repaid.

How are expenses incurred?

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

What is the projected variance at year-end?

- This category is forecasting a \$141K deficit at year-end compared to Estimates due to the increased School Renewal spending allowed as a result of an enrolment-related increase in School Renewal funding.

OTHER PUPIL ACCOMMODATION**What does this category include?**

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

How are expenses incurred?

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

What is the projected variance at year-end?

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

AMORTIZATION AND WRITE-DOWNS**What does this category include?**

- Amortization expense is a non-cash expense that reduces the value of an asset as a result of wear and tear, age or obsolescence. It is also known as depreciation, and represents an expense which is incurred over the period of the asset's useful life. Prior to 2009, the entire cost of a tangible capital asset was expensed in the year it was purchased, but now these assets are expensed, through an annual amortization charge, over the asset's expected lifetime which can range from 5 to 40 years depending on the type of asset.
- Write-downs result when the value of an asset is impaired which means that the asset can no longer contribute to the Board's ability to provide service at the previously anticipated level and that the impairment is permanent in nature.
- Included in this category is the amortization expense related to instructional, administrative and pupil accommodation assets.

How are expenses incurred?

- Amortization expense is calculated twice annually by the Board – once at March 31st for consolidated reporting to the Ministry of Education and also at year-end.

What is the projected variance at year-end?

- Amortization expense is forecasted to be \$273K less than budget, resulting in a forecasted surplus in this category. The reduced amortization expense is equally offset by reduced Deferred Capital Contributions, resulting in no net effect to the Board.

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

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

How are expenses incurred?

- The 55 School Board Trust is the same amount each year (\$1,612,745), and grant revenue is received to fully offset the cost. Costs associated with the wellness program are incurred at varying points throughout the year as activities are offered to staff.

What is the projected variance at year-end?

- This category includes a contingency reserve of \$1.0M higher than that provided for in the original Budget Estimates. At this time, the Board is conservatively expecting the contingency reserve to be fully utilized at year-end, resulting in the \$1M variance forecast.

Overall, total expenditures are forecast to be higher than budget by \$3.2M.

FINANCIAL IMPACT:

The Budget Estimates were developed with an in-year surplus of \$1.1M. Based on data as at November 30, 2014, revenues and expenses are both expected to exceed the budget by approximately \$3.2M, primarily due to additional enrolment. The result is a slightly higher forecasted in-year surplus of \$1.1M, which, when added to the prior year (2013-14) accumulated surplus of \$15.3M, results in a \$16.4M forecast accumulated surplus at 2014-15 year-end.

Trustees should be cautioned that the actual budget variance may vary significantly from the projected amount identified in this report due to impacts from multiple factors including timing of transactions, revised enrolment forecasts and year-end accruals and adjustments resulting from annual reconciliations and valuation of liabilities.

Administration continues to monitor the budget on an ongoing basis to assess whether revenues and expenditures are in line with budget. This financial report only considers actual results for the period ending November 30, 2014 – the first three months of the fiscal year. Continued use of estimates, historical knowledge and judgment were used in projecting budget versus actual variances to year-end, and material fluctuations in the projected variances can occur if any unforeseen activity is experienced.

TIMELINES:

Interim Financial Reports are provided quarterly to the Board.

The Board plans to produce a second Interim Financial Variance Report in mid-April based on a February 28th close date.

APPENDICES:

- Appendix A: Financial Results Summary
- Appendix B: Enrolment Summary
- Appendix C: Staffing Summary
- Appendix D: Detailed Revenues
- Appendix E: Detailed Expenditures

REPORT REVIEWED BY:

<input checked="" type="checkbox"/>	EXECUTIVE COUNCIL:	Review Date:	January 20, 2015
<input checked="" type="checkbox"/>	EXECUTIVE SUPERINTENDENT:	Approval Date:	January 20, 2015
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date:	January 20, 2015

APPENDIX A - FINANCIAL RESULTS SUMMARY

Windsor-Essex Catholic District School Board 2014-15 Interim Financial Report For the Period Ending November 30, 2014

Summary of Financial Results

(\$Thousands)	Estimates (Jun.2014)	Revised Estimates (Dec.2014)	Forecast	In-Year Change (Estimates to Forecast)	
				\$	%
REVENUE					
Operating	222,729	225,728	225,702	2,973	1.3%
Capital	18,520	18,247	18,247	(273)	(1.5%)
Other	4,882	5,399	5,399	516	10.6%
Total Revenue	246,132	249,374	249,348	3,216	1.3%
EXPENSES					
Instruction	187,040	189,165	188,967	1,927	1.0%
Other Operating	15,188	15,617	15,424	236	1.6%
Pupil Accommodation & Other	42,789	43,498	43,813	1,024	2.4%
Total Expenses	245,017	248,281	248,204	3,188	1.3%
In-Year Surplus/(Deficit)	1,115	1,093	1,143	28	2.5%
Prior Year Accumulated Surplus/(Deficit)	10,492	15,317	15,317	4,825	46.0%
Accumulated Surplus/(Deficit)	11,607	16,410	16,461	4,854	41.8%

Note: Forecast based on year-to-date actuals to November 30, 2014.

Changes in Revenue

- The increase in forecast revenue is due to an increase in enrolment and the resulting incremental GSN revenue of approximately \$2.973M. The decrease in Capital revenue relates to a decrease in Deferred Capital Contribution Revenue for which there is an offsetting decrease in Amortization Expense. The increase in other revenue of \$516K is a result of increased interest revenue of \$100K, increased other income of \$180K and increased EPO revenue of \$236K for which there is an offsetting increase in expenses.

Change in Expenses

- The increase in forecast Instruction expenses is attributable to an increase in teaching staff of \$1.617M, as well as an increase in Educational Assistants of \$218K, both of which result from higher than estimated enrolment. Other smaller increases in a number of categories totalling \$92K contribute to the balance of the increase.
- In addition, the "Other Operating" category, is reflecting increased expenditures of \$236K due to various increases relating to Transportation, Communications, Professional Development and Benefit related expenditures.
- The increase in the "Pupil Accommodation & Other" category is due mainly to an increase in contingency reserves.

Change in Surplus/Deficit

- The Board by-laws require the budget be developed with an in-year surplus of 0.5% of the in-year operating allocation, which amounts to \$1.11M for 2014-15. Currently, the Board is projecting an in-year surplus of \$1.14M, which is \$28K better than budget.

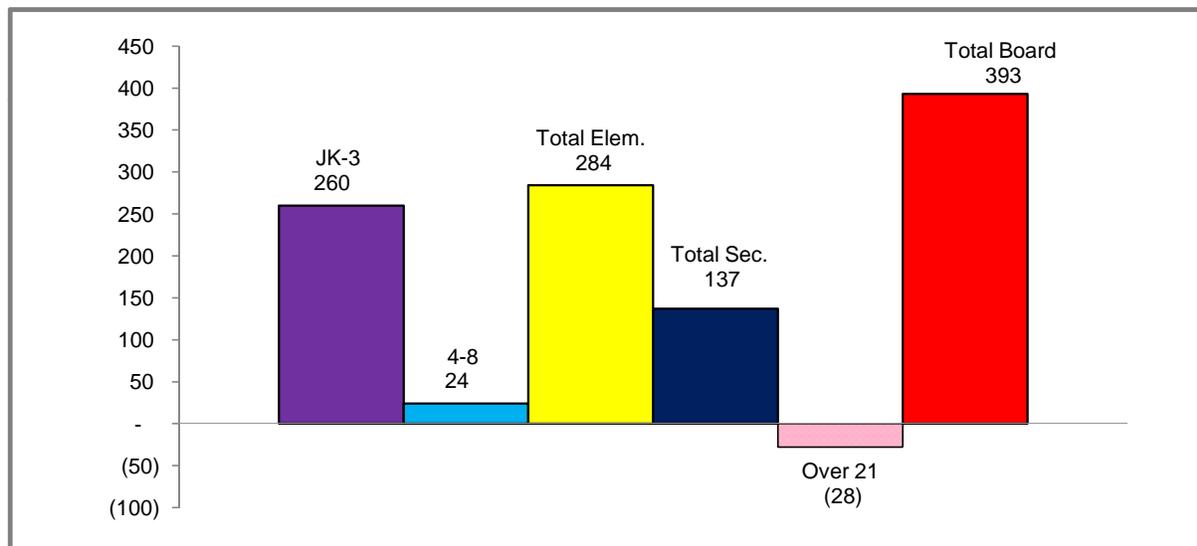
APPENDIX B - ENROLMENT SUMMARY

Windsor-Essex Catholic District School Board
2014-15 Interim Financial Report
For the Period Ending November 30, 2014

Summary of Enrolment

ADE	Estimates (Jun.2014)	Revised Estimates (Dec.2014) INFORMATION ONLY	Forecast	In-Year Change (Estimates to Forecast)	
				#	%
Elementary					
JK-3	5,677	5,940	5,937	260	4.6%
4-8	7,369	7,394	7,393	24	0.3%
Total Elementary	13,046	13,334	13,330	284	2.2%
Secondary < 21					
Grade 9 to 12	7,212	7,350	7,350	137	1.9%
Secondary < 21	7,212	7,350	7,350	137	1.9%
Secondary > 21	220	192	192	(28)	(12.7%)
Total Board	20,478	20,876	20,872	393	1.9%

Note: Forecast based on actual October 31, 2014 and projected March 31, 2015 count date. FTE's include VISA and High Credit students.

Changes in Enrolment: Budget (Estimates) v. Forecast**Highlights of Changes in Enrolment:**

- Increase in Elementary enrolment is due to several factors including higher than anticipated JK and SK enrolment, as well as additional Grade 7 and 8 enrolment as a result of the Hockey Academy. In addition, an overall conservative estimate of enrolment in June 2014 also contributed to the increase.
- Increase in Secondary enrolment is due to higher than anticipated retention rate of Grade 8 students moving into Secondary schools and overall conservative estimates at June 2014.

APPENDIX C - STAFFING SUMMARY

Windsor-Essex Catholic District School Board 2014-15 Interim Financial Report For the Period Ending November 30, 2014

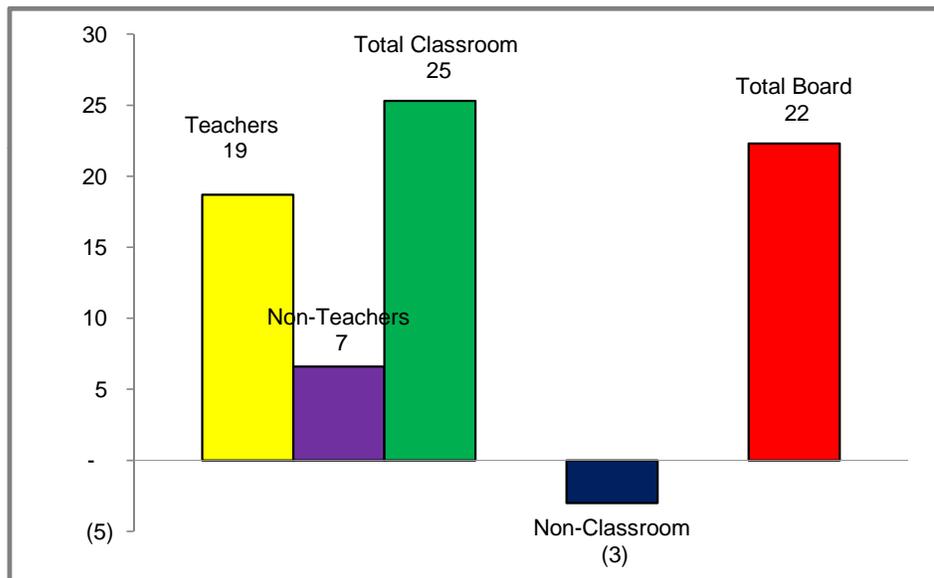
Summary of Staffing

Full-Time Equivalent (FTE)	Estimates (Jun.2014)	Revised Estimates (Dec.2014) INFORMATION ONLY	Forecast	In-Year Change (Estimates to Forecast)	
				#	%
Classroom					
Teachers	1,216	1,234	1,234	19	1.5%
Non-Teachers	610	617	617	7	1.1%
Total Classroom	1,826	1,851	1,851	25	1.4%
Non-Classroom	266	263	263	(3)	(1.1%)
Total Board	2,092	2,114	2,114	22	1.1%

Revised Estimate staffing based on October 31 count date.

Forecast staffing is the projected staff establishment to be reported at year-end.

Changes in Staffing: Budget (Estimates) v. Forecast



Highlights of Changes in Staffing:

- The increase in teachers relates to additional enrolment of 393 students.
- The increase in non-teachers relates to 4.5 FTE additional Educational Assistants required for Special Education students, 0.5 FTE additional Sign Language Interpreter, 1.0 FTE additional Principal at the Hockey Academy, and 1.0 FTE additional Vice-Principal on secondment to the Ministry
- The decrease in non-classroom staff relates to reduced number of custodial staff due to school consolidations.

APPENDIX D - DETAILED REVENUES

**Windsor-Essex Catholic District School Board
2014-15 Interim Financial Report
For the Period Ending November 30, 2014
(\$Thousands)**

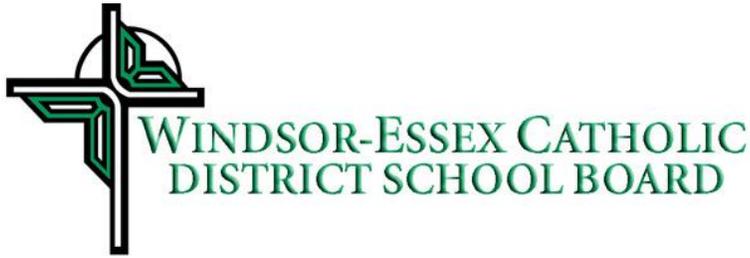
	Budget Assessment					Risk Assessment			
	a	b	c = b - a	d = c/a		e	f	g = e - f	
	Current Year: 2014-15					to November 30, 2014	to November 30, 2013	Year-to year Increase (Decrease)	Forecast vs. Prior Year YTD
	Estimates (Jun. 2014)	Revised Estimates (December 2014) INFORMATION ONLY	Forecast (to Aug 2015)	Change (between Estimates & Forecast)		% of Forecast Received	% of Actual Received		
\$ Increase (Decrease)				% Increase (Decrease)					
REVENUES									
Operating Grants									
Pupil Foundation	107,123	109,620	109,599	2,476	2.3%				
School Foundation	14,452	14,577	14,577	124	0.9%				
Special Education	25,936	26,355	26,350	415	1.6%				
French as a Second Language	2,435	2,632	2,632	197	8.1%				
English as a Second Language	1,915	2,126	2,126	212	11.1%				
Learning Opportunities	4,096	4,103	4,103	7	0.2%				
Continuing Education	409	490	490	81	19.8%				
Adult Education	813	642	642	(171)	(21.1%)				
Teacher Q&E	25,030	24,991	24,986	(44)	(0.2%)				
ECE Q&E	800	892	891	92	11.5%				
Transportation	7,775	7,775	7,775	-	0.0%				
Admin and Governance	5,777	5,872	5,871	93	1.6%				
School Operations	19,667	19,606	19,604	(63)	(0.3%)				
FDK Portable Leasing and other				-	0.0%				
First Nation, Métis and Inuit	293	292	292	(1)	(0.3%)				
Safe Schools Supplement	618	626	626	8	1.2%				
Community Use of Schools Grant	284	284	284	-	0.0%				
New Teacher Induction Program	53	52	52	(1)	(1.2%)				
Declining Enrolment	3,698	3,096	3,105	(593)	(16.0%)				
Temporary Accommodation	242	242	242	-	0.0%				
School Renewal - Operating Portion	1,453	1,594	1,594	141	9.7%				
Restraint Savings	(89)	(89)	(89)	-	0.0%				
Labour Related Enhancement	-	-	-	-	0.0%				
Adjustment for mTCA	(50)	(50)	(50)	-	0.0%				
Total Operating Grants	222,729	225,728	225,702	2,973	1.3%				
Debt Servicing Grants									
Permanent Financing of NPF	1,613	1,613	1,613	-	0.0%				
Amortization of DCC	9,422	9,149	9,149	(273)	(2.9%)				
Capital Debt Support Payment - Interest	7,485	7,485	7,485	0	0.0%				
Short Term Interest	-	-	-	-	0.0%				
Total Debt Servicing Grants	18,520	18,247	18,247	(273)	(1.5%)	0.0%	0.0%	0.0%	On Forecast
Total Legislative Grants	241,249	243,975	243,949	2,700	1.1%	27.3%	27.3%	(0.0%)	On Forecast
Other (EPOs & Non-Grant Revenue)	4,882	5,399	5,399	516	10.6%	40.0%	50.1%	(10.1%)	Behind Forecast
TOTAL REVENUE	246,132	249,374	249,348	3,216	1.3%	27.6%	28.6%	(1.1%)	Behind Forecast

APPENDIX E - DETAILED EXPENSES

**Windsor-Essex Catholic District School Board
2014-15 Interim Financial Report
For the Period Ending November 30, 2014
(\$Thousands)**

	Budget Assessment					Risk Assessment			
	a	b	c = b - a	d = c/a	e = i / b	f	g = f - e		
	Current Year: 2014-15					to Nov 30/14	to Nov 30/13	Year-to year Increase (Decrease)	Forecast vs. Prior Year YTD
EXPENSES	Estimates* (June 2014)	Revised Estimates (December 2014) INFORMATION ONLY	Forecast (to Aug 2015)	Change (between Estimates & Forecast)		% of Forecast Spent	% of Actual Spent		
				\$ Increase (Decrease)	% Increase (Decrease)				
Instruction									
Teachers	128,836	130,339	130,357	1,520	1.2%	27.0%	27.4%	(0.5%)	Savings Forecast
Supply Teachers	5,503	5,588	5,507	4	0.1%	20.3%	18.4%	1.8%	Forecast Pressure
Educational Assistants	15,660	15,878	15,878	218	1.4%	32.5%	26.3%	6.2%	Forecast Pressure
Early Childhood Educators	3,876	3,879	3,876	-	0.0%	0.1%	0.0%	0.1%	Forecast Pressure
Classroom Computers	784	784	784	-	0.0%	59.5%	31.4%	28.1%	Forecast Pressure
Textbooks and Supplies	4,612	4,523	4,472	(140)	(3.0%)	30.5%	28.1%	2.3%	Forecast Pressure
Professionals and Paraprofessionals	6,009	6,025	6,052	42	0.7%	24.0%	24.9%	(1.0%)	Savings Forecast
Library and Guidance	2,267	2,347	2,347	80	3.5%	32.0%	30.5%	1.5%	Forecast Pressure
Staff Development	712	870	712	0	0.0%	27.3%	25.2%	2.1%	Forecast Pressure
Department Heads	576	576	576	0	0.0%	31.1%	31.9%	(0.8%)	Savings Forecast
Principal and Vice-Principals	9,132	9,389	9,382	249	2.7%	28.3%	30.4%	(2.1%)	Savings Forecast
School Office	5,873	5,740	5,740	(133)	(2.3%)	25.8%	28.0%	(2.2%)	Savings Forecast
Co-ordinators and Consultants	2,836	2,772	2,830	(6)	(0.2%)	23.0%	25.2%	(2.1%)	Savings Forecast
Continuing Education	320	334	334	13	4.1%	9.9%	9.8%	0.1%	Forecast Pressure
Amortization and Write-downs	44	122	122	78	177.0%	0.0%	0.0%	0.0%	Savings Forecast
Total Instruction	187,040	189,165	188,967	1,927	1.0%	26.8%	27.2%	(0.3%)	Savings Forecast
Administration									
Trustees	152	172	168	16	10.4%	19.0%	21.8%	(2.8%)	Savings Forecast
Director/Supervisory Officers	1,565	1,607	1,622	57	3.6%	22.8%	25.7%	(2.9%)	Savings Forecast
Board Administration	6,531	6,607	6,403	(127)	(1.9%)	27.5%	30.6%	(3.0%)	Savings Forecast
Amortization and Write-downs	7	18	18	11	168.3%	0.0%	0.0%	0.0%	Savings Forecast
Total Administration	8,254	8,404	8,211	(44)	(0.5%)	26.4%	29.4%	(3.0%)	Savings Forecast
Transportation	6,933	7,213	7,213	280	4.0%	27.6%	28.1%	(0.5%)	Savings Forecast
Pupil Accommodation									
School Operations & Maintenance	22,539	22,324	22,639	101	0.4%	22.4%	23.3%	(0.9%)	Savings Forecast
School Renewal	875	1,016	1,016	141	16.1%	2.4%	44.1%	(41.7%)	Savings Forecast
Other Pupil Accommodation	7,541	7,541	7,541	-	0.0%	49.6%	52.1%	(2.5%)	Savings Forecast
Amortization and Write-downs	10,094	9,732	9,732	(362)	(3.6%)	0.0%	0.0%	0.0%	Savings Forecast
Loss on Disposal of TCA									
Total Pupil Accommodation	41,048	40,613	40,927	(120)	(0.3%)	21.6%	24.4%	(2.8%)	Savings Forecast
Other	1,741	2,886	2,886	1,145	65.8%	(9.2%)	(14.0%)	4.8%	Forecast Pressure
TOTAL EXPENSES	245,017	248,281	248,204	3,188	1.3%	25.5%	26.5%	(1.0%)	Savings Forecast

* Estimates adjusted for immaterial reallocations between envelopes.



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

Meeting Date:
January 27, 2015

BOARD REPORT

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

PRESENTED BY: Senior Administration

SUBMITTED BY: Paul A. Picard, Director of Education
Cathy Geml, Associate Director
Mario latonna, Executive Superintendent of Corporate Services

SUBJECT: 2014-15 SCHOOL BUDGET STATUS REPORT

RECOMMENDATION:

That the 2014-15 School Budget Status Report be received as information.

SYNOPSIS:

This report provides a status of individual school budgets as at November 30, 2014.

BACKGROUND COMMENTS:

With approximately two-thirds of education funding based on enrolment, the historical decline in WECDSD's total enrolment has resulted in reduced grant revenues overall for the Board. Despite a shrinking pool of available funds, the Board has continued to maintain a relatively stable level of school budget support over the past three years, with the allocation of central budget dollars to schools changing less than 2% during this time.

In 2014-15, there was no change to the School Budget allocation model from the previous year, and September 30, 2014 enrolment was used for those components of the school budget allocation model that are variable with enrolment.

This School Budget Status Report covers the three-month period from September 1, 2014 to November 30, 2014. As at November 30, 2014, 30% of the school year has elapsed. Therefore, generally speaking, it would be expected that school budgets would be approximately 30% spent.

Appendix A of the report includes the 2014-15 school budgets along with actual expenditures and variances as at November 30, 2014 for each school. A description of each column of the School Variance Report is provided in Appendix B.

With 30% of the school year elapsed at November 30, 2014, the schools have collectively spent 45% of their budgets. If current spending patterns are projected on a straight-line basis to the end of the school year, the schools would, in total, project a deficit at year-end. In 2013-14, prudent fiscal management by the principals as a group resulted in a prior year's surplus in total for all schools that has been rolled-over and is available to help offset pressures that exist in 2014-15. Analysis and input from school Principals have indicated some larger expenditures have been made at the start of the new school year. This rate of spending is not anticipated to continue throughout the remainder of the school year. Principals also anticipate receiving reimbursements from School Councils and School Cash to offset some of these larger expenditures. When the prior-year surplus is considered along with Principal analysis and input, a projected surplus of \$206,607 for all schools is anticipated at 2014-15 year-end.

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

FINANCIAL IMPACT:

Discussed throughout the report.

TIMELINES:

School budget status reports are provided periodically to the Board.

APPENDICES:

- Appendix A: 2014-15 In-Year School Budget Variance Report for the Period Ending November 30, 2014.
- Appendix B: School Budget Variance Report Explanation.

REPORT REVIEWED BY:

<input checked="" type="checkbox"/>	EXECUTIVE COUNCIL:	Review Date:	January 20, 2015
<input checked="" type="checkbox"/>	EXECUTIVE SUPERINTENDENT:	Approval Date:	January 20, 2015
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date:	January 20, 2015

**Windsor-Essex Catholic District School Board
2014-15 In-Year School Variance Report
For the Period Ending November 30, 2014**

School	2014-15 Budget (excludes EPO budgets)	2014-15 YTD Actual at Nov 30 th (excludes EPO expense and prior year surplus/(deficit))	2014-15 YTD Variance at Nov 30 th	YTD % of Budget Expended at Nov 30 th	Projected Year-End Surplus/(Deficit)	Prior Year Surplus/(Deficit)	Projected Year-End Surplus/(Deficit) Including Prior Year Surplus/(Deficit)	Comments
ELEMENTARY SCHOOLS								
Christ the King	\$22,429	\$9,292	\$13,137	41%	(\$8,511)	\$1,712	\$500	School year start up expenses; not expected to continue to spend at this rate
Corpus Christi	\$21,048	\$34,172	(\$13,124)	162%	(\$92,735)	\$0	(\$10,000)	Extraordinary start up costs due to new school opening. Reimbursement to school budget of \$6070 expenses approved and will reduce expenses to date. Further transitional expenses being reviewed for reimbursement of school budget. Spending frozen and emergency purchases require approval of Superintendent.
L.A. Desmarais	\$28,783	\$26,155	\$2,628	91%	(\$58,304)	\$3,303	\$0	Large technology expenses at start of school year will not continue. Reimbursement from PAC expected for some expenses.
Holy Cross	\$48,458	\$6,620	\$41,838	14%	\$26,414	\$1,301	\$27,715	Straight-line calculated projection.
Holy Name	\$31,470	\$7,547	\$23,923	24%	\$6,340	\$13,065	\$9,000	Will be purchasing technology.
Immaculate Conception	\$15,908	\$3,180	\$12,728	20%	\$5,318	\$10,932	\$16,250	Straight-line calculated projection.
W. J. Langlois	\$21,681	\$19,807	\$1,874	91%	(\$44,270)	\$9,465	\$44	Large technology expenses at start of school year will not continue. Reimbursement from PAC expected for some expenses.
H.J. Lassaline	\$29,241	\$8,117	\$21,124	28%	\$2,214	\$4,751	\$6,965	Straight-line calculated projection.
Notre Dame	\$32,726	\$11,426	\$21,300	35%	(\$5,320)	\$15,714	\$10,393	Straight-line calculated projection.
Our Lady of Mount Carmel	\$40,897	\$12,030	\$28,867	29%	\$841	\$16,402	\$17,243	Straight-line calculated projection.
Our Lady of Perpetual Help	\$23,644	\$2,985	\$20,659	13%	\$13,706	\$3,590	\$3,000	Will be purchasing technology and furniture
Our Lady of the Annunciation	\$11,498	\$3,235	\$8,263	28%	\$726	\$1,384	\$2,111	Straight-line calculated projection.
Queen of Peace	\$18,964	\$7,927	\$11,037	42%	(\$7,430)	\$9,613	\$2,183	Straight-line calculated projection.
Sacred Heart	\$35,542	\$24,787	\$10,755	70%	(\$46,990)	\$14,866	\$14,000	Large expenses at school year start up will not continue. Reimbursements have since been paid.
Stella Maris	\$21,814	\$12,553	\$9,261	58%	(\$19,984)	\$1,711	\$2,000	Three large one-time expenses at school year start up; spending will not continue at this rate.
St. Angela	\$23,378	\$2,627	\$20,751	11%	\$14,630	\$3,190	\$2,657	Will be purchasing technology and further reading material
St. Anne French Immersion	\$32,100	\$5,014	\$27,086	16%	\$15,404	\$3,981	\$19,385	Straight-line calculated projection.
St. Anthony	\$16,446	\$7,826	\$8,620	48%	(\$9,613)	\$1,272	\$0	Large technology expenses at start of school year will not continue.
St. Bernard - Windsor	\$22,458	\$9,534	\$12,924	42%	(\$9,288)	\$7,834	\$2,000	Large technology expenses at start of school year will not continue.
St. Bernard - Amherstburg	\$15,000	\$4,953	\$10,047	33%	(\$1,493)	\$1,860	\$367	Straight-line calculated projection.
St. Christopher	\$35,310	\$22,314	\$12,996	63%	(\$38,990)	\$7,857	\$8,000	Large technology expenses at start of school year will not continue.
St. Gabriel	\$27,886	\$21,237	\$6,649	76%	(\$42,825)	\$10,605	\$0	Large expenses at start of school year including unexpected replacing of necessary window coverings. Spending will not continue at this rate. Additionally, reimbursements anticipated.
St. James	\$21,597	\$4,233	\$17,364	20%	\$7,504	\$4,220	\$11,723	Straight-line calculated projection.
St. John	\$15,788	\$5,093	\$10,695	32%	(\$1,169)	\$9,993	\$8,824	Straight-line calculated projection.
St. John the Evangelist	\$12,502	\$1,856	\$10,646	15%	\$6,322	\$9,789	\$5,000	Will be purchasing technology and phys-ed equipment
St. John de Brebeuf	\$33,103	\$17,128	\$15,975	52%	(\$23,927)	\$4,068	\$4,000	Large technology expenses at start of school year will not continue. Reimbursement from PAC expected for some expenses.
St. John the Baptist	\$25,158	\$15,186	\$9,972	60%	(\$25,406)	\$10,816	(\$14,589)	Straight-line calculated projection.
St. John Vianney	\$50,592	\$32,846	\$17,746	65%	(\$58,773)	\$10,151	\$0	Reimbursements to school budgets for technology expenses anticipated.

Windsor-Essex Catholic District School Board
2014-15 In-Year School Variance Report
For the Period Ending November 30, 2014

School	2014-15 Budget (excludes EPO budgets)	2014-15 YTD Actual at Nov 30 th (excludes EPO expense and prior year surplus/(deficit))	2014-15 YTD Variance at Nov 30 th	YTD % of Budget Expended at Nov 30 th	Projected Year-End Surplus/(Deficit)	Prior Year Surplus/(Deficit)	Projected Year-End Surplus/(Deficit) Including Prior Year Surplus/(Deficit)	Comments
St. Joseph	\$24,071	\$15,668	\$8,403	65%	(\$28,098)	\$6,446	\$5,000	Large technology expenses at start of school year will not continue.
St. Jules	\$19,648	\$6,907	\$12,741	35%	(\$3,349)	\$5,549	\$2,200	Straight-line calculated projection.
St. Louis	\$24,369	\$3,481	\$20,888	14%	\$12,778	\$2,236	\$3,000	Will be purchasing technology.
St. Mary	\$19,370	\$14,610	\$4,760	75%	(\$29,277)	\$5,680	\$1,000	Large furniture and equipment expenses at start of school year will not continue.
St. Peter	\$24,796	\$15,093	\$9,703	61%	(\$25,457)	\$18,943	\$8,739	Furniture and equipment expenses at start of school year will not continue. Reimbursements are expected for some expenses. Future expense to technology anticipated.
St. Pius X	\$51,308	\$31,667	\$19,641	62%	(\$54,134)	\$17,690	\$5,000	Large technology expenses at start of school year will not continue. Reimbursement expected for some expenses.
St. Rose	\$18,751	\$4,281	\$14,470	23%	\$4,497	\$411	\$4,909	Straight-line calculated projection.
St. William	\$40,810	\$19,984	\$20,826	49%	(\$25,730)	\$11,088	\$497	Large technology expenses at start of school year will not continue. Reimbursement expected for some expenses.
Total Elementary Schools	\$958,544	\$451,373	\$507,171	47%	(\$544,378)	\$261,487	\$179,115	
SECONDARY SCHOOLS								
Assumption	\$67,738	\$16,894	\$50,844	25%	\$11,487	\$8,300	\$500	Upgrades to classroom technology expense expected.
F. J. Brennan	\$70,866	\$45,344	\$25,522	64%	(\$80,114)	\$3,134	\$0	Large technology expenses at start of school year will not continue. Reimbursement expected for some expenses.
Catholic Central	\$87,524	\$34,262	\$53,262	39%	(\$26,557)	\$11,200	\$0	Large technology expenses at start of school year will not continue. Reimbursement expected for some expenses.
Cardinal Carter	\$75,861	\$27,060	\$48,801	36%	(\$14,240)	\$1,857	\$0	Reimbursements is expected for some expenses.
Holy Names	\$157,587	\$55,646	\$101,941	35%	(\$27,695)	\$18,284	(\$9,411)	Straight-line calculated projection.
St. Joseph's	\$102,761	\$54,056	\$48,705	44%	(\$77,229)	\$2,012	\$2,000	Large expenses at start of school year relating to classroom supplies and materials will not continue. Reimbursements are expected for some expenses.
St. Anne	\$145,466	\$55,447	\$90,019	38%	(\$39,154)	\$2,494	\$5,000	Large expenses at start of school year will not continue. Reimbursements are expected for some expenses.
St. Thomas of Villanova	\$130,930	\$74,278	\$56,652	57%	(\$116,390)	\$12,708	\$8,986	Large expenses at start of school year (technology, furniture and equipment, Phys-ed equipment) will not continue. Reimbursements are expected for some expenses.
St. Michael's Alternate	\$19,964	\$5,851	\$14,113	29%	\$483	\$20,230	\$20,713	Straight-line calculated projection.
St. Michael's Adult Campus	\$3,803	\$1,463	\$2,340	38%	(\$1,067)	\$771	(\$296)	Straight-line calculated projection.
Total Secondary Schools	\$862,500	\$370,300	\$492,200	42%	(\$370,476)	\$80,991	\$27,493	
TOTAL ALL SCHOOLS	\$1,821,044	\$821,672	\$999,372	45%	(\$914,854)	\$342,478	\$206,607	



School Budget Variance Report Explanation

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

Column	Description
School	This field identifies the individual school.
2014-15 Budget (excludes EPO budgets)	This field contains the particular school's approved budget for the 2014-15 school year. EPO (Education Program - Other) budgeted expenditures have been excluded as they are offset by equal revenue.
2014-15 YTD Actual at Nov. 30 th (excludes prior year surplus/(deficit))	<p>This field contains the sum of (1) the year-to-date (YTD) actual expenditures incurred by the school as of the report date and (2) any commitments incurred by the school. Commitments, also known as encumbrances, are obligations such as purchase orders that have been issued but for which payment has not yet been made. Commitments reduce the budget balance available for other purposes.</p> <p>The prior year (2013-14) surplus/(deficit) for each school, which is rolled forward at year-end to the current school year (2014-15) has been excluded from this column so the actual spending reported is that incurred by the school in-year.</p>
2014-15 YTD Variance at Nov. 30 th	This is a formula driven field that calculates the 2014-15 Budget less the YTD Actual Expenditures.
YTD % of Budget Expended at Nov. 30 th	This is a formula driven field that calculates the percentage of the Budget that has been expended as of the report date. It is calculated by dividing the value reported in the YTD Actual field by the value reported in the Budget field.
Projected Year-End Surplus/(Deficit)	This is a formula driven field that calculates the straight-line projection of the school's year-end surplus or deficit based on actual expenditures incurred as of the report date. The calculated value is based on projecting expenditures incurred to date to the end of the school year or June 30 th , 2015.



School Budget Variance Report Explanation

<p>Prior Year Surplus/(Deficit)</p>	<p>Both school budget surpluses and deficits are rolled over at each year-end to the next fiscal year. If a prior-year surplus existed, this surplus funding becomes available for use by the schools in the next fiscal year. Similarly, if deficits were incurred in the previous fiscal year, they remain the responsibility of the respective schools moving into the next fiscal year.</p> <p>In this column, the surplus or deficit incurred by each school in 2013-14 is reported.</p>
<p>Projected Year-End Surplus/(Deficit) Including Prior Year Surplus/(Deficit)</p>	<p>Principals were provided an opportunity to change the year-end projection that was being calculated on a straight-line basis to something more reflective of where they believe they will end up at year end and provide associated commentary. In these instances where feedback was received, the value in this field represents the projected year-end surplus or deficit as provided by the school.</p> <p>In instances where no changes by the school were made, the value in this field is the sum of the Projected Year-End Surplus / (Deficit) column and the Prior Year Surplus / (Deficit) column that was rolled over from 2013-14.</p>
<p>Comments</p>	<p>This field contains comments as provided by the school Principal. If no comments were provided, the statement, "Straight-line calculated projection" has been entered.</p>



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

Meeting Date:
January 27, 2015

BOARD REPORT

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

RECOMMENDATION:

That the report on the 2015-16 Budget Schedule be received as information.

SYNOPSIS:

This report has been prepared to provide information on the proposed 2015-16 budget development process.

BACKGROUND COMMENTS:

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.

In order to meet this timeline and to provide an orderly process for the preparation of the 2015-16 Budget, a proposed schedule has been developed that provides opportunity to communicate budget information to the community and solicit input from all stakeholders.

FINANCIAL IMPACT:

Not applicable.

TIMELINES:

The budget development process begins early in January and it is expected the final 2015-16 Draft Budget will be considered for approval at the June 22, 2015 Public Board meeting.

Key budget development activities and timelines are noted in the attached Appendix A.

APPENDICES:

Appendix A: WECDSB 2015-16 Budget Process

REPORT REVIEWED BY:

<input checked="" type="checkbox"/>	EXECUTIVE COUNCIL:	Review Date:	January 6, 2015
<input checked="" type="checkbox"/>	EXECUTIVE SUPERINTENDENT:	Approval Date:	January 6, 2015
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date:	January 6, 2015

**APPENDIX A****WECDSB 2015-16 Budget Process**

This document is meant to outline the annual budget process, along with general timelines for development of the operating and capital budgets.

Summary: Key Budget Stages and Activities

Step	Key Budget Stage	Key Budget Activity	Deliverable(s)	Responsible for Completion	Approximate Date
1	Plan	Proposed budget timelines developed by Finance and communicated to all departments.	(1) Budget Timeline (2) Presentation at a Public Board Meeting	Finance	(1) Jan 5 – 9 (2) Jan 27
2	Plan	Public consultation survey issued	Public consultation survey	Community and Finance	Jan 30 – Mar 6 (5 weeks)
3	Forecast	Enrolment forecast prepared by Human Resources and signed off by Executive Council. Forecast of staffing begins.	(1) Enrolment Forecast (2) Enrolment Sign-Off	(1) Human Resources (2) Executive Council	(1) Jan 12 – Feb 13 (5 weeks) (2) Feb 17
4	Forecast	Preliminary funding forecast prepared by Finance. Communication of anticipated budget challenges based on forecast.	(1) Preliminary Funding Forecast (2) Presentation at a Public Board Meeting	Finance	(1) Feb 17 – Feb 26 (8 days) (2) Mar 24
5	Budget	Allocation of budget envelopes (salaries/benefits, departments, capital, schools) prepared by Finance.	Preliminary Funding Forecast broken out by envelope with explanations	Finance	Feb 27
6	Budget	Preparation of departmental budgets, central school budget allocations and salary and benefits budget development.	(1) Departmental & School Budgets (2) Preliminary Staff Allocation Forecast (3) Salary & Benefits Budget	(1) All Operating Departments (2) Human Resources (3) Finance	(1) Mar 2 – 13 (2 weeks) (2) Mar 13 (3) Mar 16 – 20 (1 week)



Step	Key Budget Stage	Key Budget Activity	Deliverable(s)	Responsible for Completion	Approximate Date
7	Budget	Budget consolidation prepared by Finance.	Consolidated Draft Budget	Finance	Mar 23 – Mar 27
8	Revise	Update report and draft budget tabled with Trustees, including potential alternative program delivery options and/or program reductions. EFIS ¹ is populated and updated to reflect GSN ² announcements.	(1) Draft Budget with pressures and reduction options (2) Presentation at a Public Board Meeting	Finance	(1) Mar 30 – Apr 27 (2) Apr 28
9	Revise	Trustee review phase including preparation of a short-list of budget prioritization alternatives for community input.	Short-list of budget prioritization alternatives to community	Trustees	Apr 28 – May 8 (2 weeks)
10	Revise	Community consultation period.	Feedback	Community and Finance	May 11 – 22 (2 weeks)
11	Revise	Final draft budget documents revised and tabled. EFIS is updated and refined.	(1) Updated budget documents (2) Draft Final Budget tabled with Trustees (3) Report & Presentation at a Public Board Meeting	Finance	(1) May 22 – 25 (2) May 26 (3) May 26
12	Approve	Final Board deliberations and public consultation.	(1) Budget deliberations & public consultation (2) Approved Budget	(1) Trustees and Community (2) Trustees	(1) May 26 – Jun 22 (4 weeks) (2) Jun 22
13	Approve	Final Board approved budget submitted to Ministry of Education through EFIS.	Submitted Budget	Finance	June 30

NOTES:¹EFIS = Education Finance Information System

²GSN = Grants for Student Needs



Operating Budget Process

Step 1: Proposed budget timelines developed by Finance and communicated to all departments.

This report is meant to outline the proposed annual budget process for Trustees and all Board budget owners, along with timelines for development of the Operating and Capital Budgets.

Given the Board's budget pressures due to declining enrolment, identification of discretionary spending areas is critical to avoid future budget deficits. Administration has categorized budget items on a line-by-line basis as either Discretionary, Discretionary-Traditional, Non-Discretionary and Revenue Neutral. These categories help inform decision making and improve efficiency in the budget development process. This classification and prioritization of accounts is reviewed annually as part of the departmental budget process.

Step 2: Public consultation survey issued.

A public consultation survey is issued inviting stakeholders to provide input. Notification will be published in the Windsor Star and on the Board website. Additionally, letters and memos will be sent to Parishes and Schools to communicate to their respective communities.

Step 3: Enrolment forecast prepared by Human Resources and signed off by Executive Council. Forecast of staffing begins.

Projected enrolment for the following year is a critical point in the budget process. The Human Resources Department is responsible for establishing the following year's enrolment projections based on historical data, updated for current developments. Student Achievement K-12 will be consulted on enrolment projections and will support Human Resources by providing input on elementary school enrolment figures. These projections are conservative and will be reviewed with and approved by Executive Council before departmental funding allocation and staff forecasts can be prepared. Once approved by Executive Council, the enrolment forecast will be provided to Finance and Human Resources will begin development of the staffing forecast.

Step 4: Preliminary funding forecast prepared by Finance and communication of anticipated budget challenges.

Finance will prepare a Preliminary Funding Forecast based on guidance from Ministry B Memos and the Enrolment Forecast. A comparison of the Funding Forecast to the prior year's budget will inform the anticipated Budget challenges for the Board during the upcoming academic year. When the final Grants for Student Needs (GSN) announcement is made in late March (during Step 5), Finance will revise the funding forecast and budget allocations and communicate any changes to impacted departments.

The report prepared at this stage will outline high level budget pressures and challenges that are expected in the upcoming fiscal year.



Step 5: Allocation of budget envelopes (salaries/benefits, departments, capital, schools) prepared by Finance.

Finance will allocate Budget envelopes for salaries/benefits, departments, capital planning and schools based on the Preliminary Funding Forecast. Included in this allocation will be a breakdown of how allocation amounts were determined.

Step 6: Preparation of departmental budgets, capital budgets, central school budget allocations and salary and benefits budget development.

Once allocations have been communicated by Finance in early March, staff begins to prepare departmental budgets, capital budgets and central school budget allocations.

During this phase, a preliminary staffing plan for all categories of employees is prepared. The Business Department is responsible for creating the salaries and benefits budgets while Human Resources is responsible for the staff allocation plan. When the staff allocation plan is complete, Finance will then consult with Human Resources to prepare the associated salary budget. Upon substantial completion of the staffing complement and salaries budget, Business (Payroll Division) will prepare the benefits budget.

Throughout the Budget Development process, Executive Council will be consulted to provide input into the individual budgets.

It is proposed annually that Administration will deliver a balanced budget in compliance with the Education Act and Board By-laws, developed based on the following principles:

1. Budget Increase Categories
 - A. Trustee Approved Annualizations
 - B. Provincially Negotiated Salary & Wage Increases
 - C. Contractual Obligations
 - D. Legislated Obligations
 - E. Significant Inflationary Pressures

The school board is facing fiscal pressures due to declining enrolment and corresponding reduced grant revenue. Additionally, many departments have legislative or other restrictions that inhibit achievement of a balanced budget with the same level of program delivery and staffing levels as experienced previously. As a result, Administration will develop potential options for Trustee consideration should certain recommendations not be acceptable. The reduction options prepared will exceed the amount required to balance the budget in order to allow some level of flexibility. Budget reduction options will be developed as follows:

2. Budget Reduction Categories
 - F. Line-by-Line Reductions
 - G. Program/Service Level Reductions (Minimal Impact)
 - H. Program/Service Level Reductions (Major Impact)
 - I. Program/Service Level Reductions (Complete Elimination)



The goal is to provide Trustees with the flexibility to achieve a balanced budget in compliance with the Education Act, while maintaining the system priorities of Student Achievement and Faith Development.

Step 7: Budget consolidation and listing of prioritization alternatives prepared by Finance.

After receiving individual departmental Budgets and completing the salary and benefits budget, Finance will consolidate all Budgets and prepare the Draft Budget.

Step 8: Update Report and Draft Budget tabled with Trustees, including potential alternative program delivery options and/or program reductions. EFIS is populated and updated to reflect the GSN announcements.

The draft budget and accompanying report prepared at this stage will outline and quantify any additional budget issues identified for the upcoming fiscal year. Any budget issues identified during the Administrative budget development phase will also be presented.

Trustees will receive potential budget options to consider should certain recommendations not be acceptable. These options will allow Trustees flexibility in achieving a final budget which is consistent with the Board's strategic priorities.

Step 9: Trustee review phase including preparation of a short-list of budget prioritization alternatives for community input.

During an approximate two week period, Trustees will review the budget issues and prioritization alternatives. They will be asked to indicate which issues they are prepared to recommend, which will then be tabled with the public as a short-list of alternatives. Trustee direction as to services to cut to achieve a balanced budget (if applicable) is sought at this time, based on the variety of reduction options identified.

Step 10: Community consultation period.

Trustees will provide the public with the short-list of prioritization alternatives developed in Step 8 for public consultation. Delegates will be able to attend Public Board Meetings to provide input to Trustees and Administration (other than for appropriate in-camera matters).

Step 11: Final draft budget documents revised and tabled. EFIS is updated and refined.

Once the Trustees and the public have reviewed the issues and made their recommendations, Finance will update the budget documents. The final draft budget will be tabled for four weeks for the general public, various stakeholders and the Board of Trustees.

Step 12: Final Board deliberations and public consultation.

The proposed timelines allow for Trustee budget deliberations and public consultation to occur at the end of May, allowing time for any subsequent revisions required based on discussions. Final budget deliberations will include early public input so that Trustees may make timely decisions regarding final budget revisions and approval.



Step 13: Final Board Approved Budget submitted to Ministry of Education through EFIS.

EFIS will be finalized and submitted to the Ministry of Education by the anticipated deadline of June 30, 2015.



Capital Budget Process

The Capital Budget will be prepared by Finance through consultation with Facilities and Information Technology (I.T.). Facilities and I.T. will determine the Board's future capital needs. These will inform the Capital Budget Development for the coming school year.

It is important to note that there is typically very little additional funding available for the annual capital budgets and that the projects in the Capital Plan must remain in balance to the projected funding.

Requested projects from departments and schools will need to be prioritized and contain a detailed project description and requested budget. Administration will review the requests and recommendations will be put forward to balance the projects to available funding. The recommendations will be based on departmental priorities taking into account asset management principles, previous funding allocations, and Board priorities.

There will be a portion of the funding in 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.

Unsupported Debt Reduction

The Debt Reduction Plan will be updated and included in the annual budget documents. The revised plan will outline the projected debt over the next 5 years, along with how the debt payments will be funded.

Staff Budget Workgroup

To better facilitate the Budget process and improve communication between departments, Administration has established a Staff Budget Workgroup comprised of Management representatives from each department. The Staff Budget Workgroup will meet regularly throughout the development cycle to discuss progress for each department and address any issues on a timely basis. This multidisciplinary team will allow the Board to take a holistic view to budget development and consider the unique needs and competencies of each department.

Competing Priorities

The budget schedule as identified above is aggressive. It is important to note that in each year, there are other significant initiatives currently underway at the Board that may impact the timelines. *The budget timelines are very tight and any changes or delays that impact the critical path of the process will result in the final budget date being postponed (resulting in significant financial penalties imposed by the Ministry of Education), or will significantly compromise the integrity of the steps inherent in the process.*



Budget Issues Categories & Definitions

Increase Categories

A. Annualizations (of previous Trustee Decisions)

Increases to the operating budget resulting from service level changes that have been quantified and approved by Trustees outside of the normal annual budget process which have an impact on future year's operating budgets and are supported by a Board Resolution.

B. Provincially Negotiated Salary & Wage Increases

Increases to the operating budget associated with salaries and wages stipulated within collective agreements.

C. Contractual Obligations

Increases to the operating budget that have been quantified and approved within a written contract / agreement, and include escalation clauses requiring additional funding. Copies of contract / agreement required.

D. Legislated Obligations

Increases to the operating budget in which there is no discretion as the Board is obligated through Federal / Provincial legislation to provide the service/program at a prescribed level as set out in the legislation.

E. Significant Inflationary Pressures

Increases to the operating budget resulting from corporately established levels and rates of inflation on specified expenditure line items. Typical items in this category include Insurance, Fuel and Utilities.

Reduction Categories

F. Line-By-Line Reductions

Reductions to the operating budget resulting from a line-by-line review of all departmental accounts in an effort to identify internal savings and efficiencies.

G. Service Level Reductions (Minimal Impact)

Reductions to the operating budget resulting in little or no impact on the department's existing level of program/service delivery as approved by Trustees.

H. Service Level Reductions (Major Impact)

Reductions to the operating budget resulting in significant changes to the department's existing level of program/service delivery as approved by Trustees.

I. Service Level Reductions (Complete Elimination)

Reductions to the operating budget resulting in a complete elimination of an existing program/service provided by the department as approved by Trustees.



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

Meeting Date:
January 27, 2015

BOARD REPORT

Public **In-Camera**

PRESENTED FOR: Information Approval

PRESENTED BY: Senior Administration

SUBMITTED BY: Paul Picard, Director of Education

SUBJECT: TRUSTEE ATTENDANCE – AUGUST TO DECEMBER 2014

RECOMMENDATION:

That the Board receive the report *Trustee Attendance – August to December 2014* as information.

SYNOPSIS:

In accordance with the Board motion of December 16, 2003, this report provides a summary of trustee and student trustee attendance at regularly scheduled board meetings during the months of August to December 2014.

BACKGROUND COMMENTS:

Three regularly scheduled Board meetings were held during the period of August to November 2014 for the 2010-2014 Trustee term. As this was an election year, the report also includes the returning and newly elected trustees' attendance at the December 2nd Inaugural Meeting and the first meeting of the 2014-2018 term held December 16th.

In summary, total regularly scheduled Board meetings for non-returning trustees is three meetings; returning elected trustees five meetings; and newly elected trustees two meetings.

The chart provided below summarizes attendance during the reporting period.

Trustee	Meetings Attended
Fred Alexander	5
Joan Courtney+	1
Mary DiMenna	5
Frank Favot+	3
Barbara Holland	5
John Macri+	3
Bernie Mastromattei	5
Jim McMahon+	3
Lisa Soulliere	4
Fabio Costante*	2
Frank DiTomasso*	2
Susan Tope*	2
Fulvio Valentinis*	2

+Non-Returning Trustees

*Newly elected Trustees

Student Trustee 2014-2015	Meetings Attended
Kyla Dumlao	5
Valere Gaspard	4

FINANCIAL IMPACT:

Not applicable.

TIMELINES:

The report on trustee attendance for the period of August to December 2014 will be submitted to the Board at its January 27, 2015 meeting.

APPENDICES:

None

REPORT REVIEWED BY:

<input checked="" type="checkbox"/>	EXECUTIVE COUNCIL:	Review Date:	January 13, 2015
<input checked="" type="checkbox"/>	EXECUTIVE SUPERINTENDENT:	Approval Date:	January 13, 2015
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date:	January 13, 2015



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

**Meeting Date:
January 27, 2015**

BOARD REPORT

Public **In-Camera**

PRESENTED FOR: Information Approval

PRESENTED BY: Senior Administration

SUBMITTED BY: Paul A. Picard, Director of Education
Cathy Geml, Associate Director of Education
Mario latonna, Executive Superintendent of Corporate Services
Jamie Bumbacco, Executive Superintendent of Human Resources

**SUBJECT: SECOND ANNUAL STATE OF THE BOARD REPORT TO THE
WINDSOR ESSEX CATHOLIC COMMUNITY**

RECOMMENDATION:

That the Board of Trustees receive the Second Annual State of the Board Report to the Windsor Essex Catholic Community as information.

SYNOPSIS:

This comprehensive report will outline the Board's achievements and challenges. It will also articulate a vision moving forward.

BACKGROUND COMMENTS:

The current senior administrative team began its mandate in January 2011. An analysis of the state of the Board's finances, processes and procedures prompted administration to conclude that decisive measures needed to be undertaken.

Recommendations were made to the Board of Trustees, a road map, if you will, towards financial stability in the context of declining enrolment and unsustainable contractual working conditions and benefit packages.

The net result of the implementation of these recommendations was further erosion of public confidence which has been in obvious decline for over ten years. The broader context to this ten year decline was a history of deficits and operational reviews ultimately leading to Supervision.

Supervisor Hartmann came in with a mandate to develop a framework for long term financial stability and the re-establishment of public confidence. The history of "lurching from crisis to crisis" had to end.

The report the Board is receiving this evening, along with its supporting appendices, will clearly articulate our achievements, challenges and vision as we move forward together in service to Catholic education.

FINANCIAL IMPACT:

N/A

TIMELINES:

N/A

APPENDICES:

- Appendix A - 2014-2015 Strategic Directions and System Priorities for the Director of Education and Senior Administration
- Appendix B – Envisioning Excellence – State of the Board 2015
- Appendix C – The Director’s Annual Report to the Community for 2014

REPORT REVIEWED BY:

<input checked="" type="checkbox"/>	EXECUTIVE COUNCIL:	Review Date: January 20, 2015
<input checked="" type="checkbox"/>	EXECUTIVE SUPERINTENDENT:	Approval Date: January 20, 2015
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date: January 20, 2015



2014-2015 Strategic Directions and System Priorities

~Director of Education~

In January 2009, the Board of Trustees approved a new multi-year Strategic Plan for the Windsor-Essex Catholic District School Board. This document entitled "Foundations of Faith and Learning 2009-2014" established the two foundational system priorities of Faith Formation and Student Achievement. Post Supervision we will engage our partners in Catholic Education towards the development of a new multi-year strategic plan which will be unveiled as part of the second annual report on the State of the Board in January 2015.

As Director of Education I submit the following as my Strategic Priorities for 2014-2015:

Faith Development

- Continue to work with Bishop Fabbro and the Windsor and Essex Deaneries in support of Catholic Education.
- Continue to engage and support the F.A.C.E. (Friends and Advocates of Catholic Education) Committee and their initiatives.
- Based upon the Faith Development Review Initiative, begin to engage our school communities in a broader discussion regarding our mandate as stewards of Catholic education.

Appendix A

- Continue to foster support throughout the system for our Catholic Character Development document “Our Journey to Holiness”.
- Expand the relationship with Assumption University.
- Look for opportunities to showcase our successes in the areas of Faith Development and Social Justice to both our Catholic Community and the entire Windsor Essex region.
- Continue to embrace and reinforce the Ontario Catholic School Graduate Expectations as the desired outcomes for all of our students as they pursue educational excellence.
- Work with all of our partners to maximize a welcoming Christian environment for all who choose Catholic education.

Student Achievement

- Student Achievement remains a top priority and I will continue to ensure our strategies are aligned with the Ministry of Education in working toward the goal of increased Student Achievement, closing the gap in achievement levels for all students and to increasing confidence for publicly funded Catholic education.
- Continue with ongoing support of professional development for all employees through training, mentoring and sharing best practices in order to enrich the educational experiences of all of our students.
- Focus upon significant improvement in numeracy skills.

Appendix A

- Ensure that Student Achievement and individual School Improvement Plans are at the forefront of system initiatives. Set as a goal, not only improvement in all areas of EQAO assessment but also continue to strive to be the highest achieving Catholic Board in the Province of Ontario.
- Continue to improve all initiatives relative to student mental health and well-being as critical supports to student achievement in partnership with parents and community agencies.
- Advocate strongly for inclusion as the preferred education option for our students with special education needs.

Corporate Management

- Continue to strengthen policies and processes in order to ensure sustainable financial stability.
- Put processes in place toward the elimination of the capital deficit prior to the target date of the 2017-2018 fiscal year.
- Put processes in place toward the development of financial reserves in the areas of Capital, Operations and Special Education.
- Increase and enhance interdepartmental consultation and co-operation.
- Continue to assess facility usage in the context of declining enrolment through Accommodation Review.
- Review and adjust boundaries through a consultative process in order to mitigate the impact of potential school accommodation initiatives.

Appendix A

- Investigate the establishment of innovative programming as a means to increase enrolment, enhance the student experience and create pathways to high quality long term employment for those entrusted to our care.
- Begin a consultative process toward the expansion of French Immersion programming.

Public Confidence

- Subsequent to the Municipal Election of 2014, in collaboration with the new Board of Trustees, begin an extensive public consultation process towards the development of a long term strategic plan for 2015-2018.
- Enhance public engagement through the Parent Involvement Committee and the Catholic School Advisory Councils.
- Expand the scope of the Budget Priorities Survey in order to solicit meaningful input from all of our partners in Catholic education.
- Enhance accountability, transparency and public confidence through the development of a Strategic Communications Plan.
- Continue to offer a comprehensive State of the Board Report to our constituents and the broader Catholic Community (January 2015).



Paul A. Picard, Director of Education



2014-15 Strategic Directions and System Priorities

Associate Director of Education - Student Achievement K - 12
Executive Superintendent of Corporate Services
Executive Superintendent of Human Resources

STRATEGIC DIRECTIONS

Build Strong Catholic Identity and Community to Nurture the Distinctiveness of Catholic Education

- To support and enhance an inclusive environment for all students through a variety of sources, such as, social skills training and equity and diversity training.
- To promote healthy student mental health and well-being in our students by providing proactive and universal approaches to build resilience through problem-solving and coping strategies.

Appendix A

- To enhance our distinctive Catholic education system by providing meaningful and ongoing Catholic faith formation for all students and employees by building positive relationships with families, parishes, the Diocese and the broader Catholic Christian community.
- To cultivate a holistic environment that focuses on the academic and spiritual growth of both staff and students by celebrating service to the community through faith development programs such as “Our Journey to Holiness” and staff faith formation opportunities.
- To continue to enhance and support inclusionary practice and provide opportunities to engage in social justice experiences for all students and staff through diverse programming as an expression of faith in action.

Advance Student Achievement for All

- To foster early learning opportunities for our youngest students in order to assist each child in building a strong foundation for future success.
- To continue to offer a caring, safe, play-based learning environment that encourages spiritual, emotional, physical and cognitive development of all children.
- To enhance inquiry-based learning environments which provide children the opportunity to develop strong problem-solving skills and higher order thinking skills.
- To advance student achievement in the area of primary reading through the continuation of Peer Assisted Learning Strategies (P.A.L.S.) in JK through to Grade 3.

Appendix A

- To introduce the “All About Me Portfolio” Kindergarten to Grade 6.
- To implement focused small group instruction in reading strategies.
- To expand the use of assistive technology to enhance reading and writing for students with a variety of learning needs, i.e. iPads, iPods, specialized software, etc.
- To create a deeper understanding of mathematical concepts through problem-solving processes in order to elicit critical thinking.
- To build content knowledge of mathematical concepts, such as proportional reasoning, with staff and students.
- To increase student achievement through informed teaching and descriptive feedback by analyzing samples of student work, determining gaps and providing the necessary interventions.
- To increase enrolment in secondary school programming in co-operative education, Ontario Youth Apprenticeship Program (O.Y.A.P.), dual credits and Specialist High Skills Major (SHSM) by utilizing the Individual Pathway Planning (I.P.P.) strategies.
- To analyze board secondary indicator data on student achievement, including Grade 10 OSSLT, Grade 9 EQAO math, pass rates including mark distribution, and credit accumulation to identify additional programming needs and appropriate responses to meet the board targets for graduation rates.
- To advance student achievement through the development and implementation of the Board Improvement Plan for Student Achievement (BIPSA), and the alignment of School Improvement Plans (SIP) on the pillars of Faith Development and Student Achievement.

- To reinforce the importance of assessment and data collection in order to make informed judgments regarding student learning.

ENABLING STRATEGIES

Provide Supports for Success

- To provide safe, caring, inclusive and accepting school environments in which every student can achieve to his/her potential.
- To enhance student achievement for all students who require individualized programming through an Individual Education Plan (I.E.P.) by monitoring the implementation of the new web-based IEP.
- To expand learning opportunities for students with special learning needs through technology and literacy and numeracy programming through structured learning.
- To continue to support the WECDSB's Mental Health Strategy in cooperation with school personnel, parents, support staff, ministry and community partners, in conjunction with the WECDSB's Student Support Services Team.
- To support school-based identified needs related to student mental health and well-being.
- To continue to support successful transitions for students from entry to exit.

Enhance Technology for Optimal Learning

- To assist staff and students in redefining learning through integrated technology.
- To encourage creativity in the learning process by fostering change in traditional classroom practice.
- To promote cloud-based computing, competency and blended learning.
- To encourage staff and students to become curators of knowledge who efficiently and effectively communicate responsibly in the digital world.
- To expand on the use of assistive technology in supporting and fostering independence through structured learning strategies for students with special learning needs.

Building Partnerships

- To strengthen our Catholic partnerships by implementing the third year of the Faith Development Review Initiative with Catholic organizations such as the Diocese of London, Windsor and Essex Deaneries and Assumption University in order to support faith formation opportunities for students and staff.
- To strengthen partnerships through the Ontario Early Years Centers and Focus on Youth Programs in order to build a strong foundation for learning for students and their families.

Appendix A

- To support partnerships with local police associations as a proactive measure to building inclusive school climates that focus on developing healthy and respectful relationships throughout the whole school and surrounding community.
- To continue to work collaboratively with community providers who support students and their families with mental health and well-being, medical, and/or physical and therapeutic needs.

Strengthen Human Resource Practices

- To continue in our commitment to staff development and performance excellence through administration of established performance management processes.
- To continue to exercise transparent and fair hiring practices for all labour groups.
- To develop a comprehensive and transparent hiring rubric to be implemented for the selection process of all new teachers for Long Term Occasional Teacher Hiring.
- To preserve denominational rights and Catholic values as we develop the Long Term Occasional Teacher Hiring List according to Regulation 274.
- To continue the partnership with School Board's Cooperative Inc. (SCBI) and Manulife in order to refine best practices as they relate to attendance support and disability management for all employee groups.

Appendix A

- To fully implement an Attendance Support Program (ASP) and a Disability Management Program (DMP) in cooperation with all stakeholders, i.e. Trustees, Union Affiliates, Principals, Senior Administration.
- To continue to refine the procedures related to enrolment projections and staffing in conjunction with Business Services to ensure financial compliance with budget and Ministry of Education funding and regulations.
- To commence with the development of comprehensive collective agreement proposals as we move towards collective bargaining for all labour groups in the fall of 2014.
- To ensure that the collective bargaining process and ultimately new collective agreements contain all provincially and locally negotiated language.
- To fully implement an efficient and automated Absence Replacement System for all employee groups.
- To continue to market and develop the Board's International Education Program.

Ensure Responsible Fiscal and Operational Management

- Continue with the ongoing implementation of the multiyear plan for elimination of the capital deficit, including periodic reporting of progress to the Board of Trustees.
- Augment the accountability framework across the Board through development, implementation and communication of procedures aligned with the Board's financial and purchasing policies.

Appendix A

- Foster improvements to already implemented environmental stewardship practices through streamlining procedures and converting paper-based processes and records to digital formats.
- Enhance confidence of stakeholders in the operation of the Board by addressing remaining recommendations in recent operational and financial reviews.
- Examine the potential implementation of electronic funds transfers for vendor payments.
- Build on current shared services by exploring additional opportunities to promote effective and efficient use of resources with the goal of improving service.

Pursue Efficiencies in Operations

- To build on past efforts to continuously improve operational processes in order to maximize the effectiveness and efficiencies of operations as benchmarked against other service providers.

Ensure Effective Utilization of School Capacity

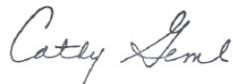
- To develop an updated plan for the future with respect to future school capacity requirements, potential attendance area boundary changes and formal accommodation reviews through stakeholder and broader community consultation, based on the recently completed comprehensive review of demographics and the development of enrolment projections.

Promote Improved Accessibility

- To make improvements in access to Board facilities for persons with disabilities in accordance with the Ontario Integrated Accessibility Standards Regulation.

Enhance Environmental Stewardship

- To continue to seek out new technologies to further reduce energy consumption in Board facilities and activities and to expand the use of environmentally friendly products in all facets of the Board's operations.



Cathy Geml
Associate Director of Education
Student Achievement K – 12



Mario Iatonna
Executive Superintendent
Corporate Services



Jamie Bumbacco
Executive Superintendent
Human Resources

Envisioning Excellence State of the Board 2015

Introduction

At the WECDSB, student achievement is our top priority.

On the surface, that may seem like an overstatement of the obvious, but when administering a board that includes almost 21,000 students and about 1,200 teachers in 46 schools, it can sometimes be easy to lose sight of the goal when caught up in the day-to-day tasks of our individual roles.

The reality is that everything we do, from maintaining our facilities and balancing our books to deploying our staff or introducing new programs or technology, is done with an eye towards the goal of ensuring our students achieve at their highest level and live up to their optimum potential in an intellectually stimulating, faith-filled environment.

In recent years, the vision of our inclusionary thinking was formalized with the concept of “Moving One in His Name,” with the emphasis placed on the notion that helping our most vulnerable succeed to the best of their ability is an effective strategy that proves beneficial for all students. The message that’s consistently delivered in all of our schools is that all students can achieve.

Over the last year, it has become plainly evident that our approach is working. Our student achievement scores have improved in most categories, a testament to those who have worked so hard to identify our challenges and develop targeted interventions designed to help our students overcome them.

An essential component of our success comes through acknowledging that our students live in a world of constant change, and that we need to meet students where they are in terms of individual learning styles and our use of technology in the classroom.

We have implemented exciting new programs like the Hockey Canada Skills Academy at the F.J. Brennan Centre of Excellence and Innovation and this year, will develop new plans to expand our French Immersion offerings, while introducing new initiatives designed to provide students with the concrete foundations they need to find meaningful occupations in the future.

None of these achievements would have occurred without the dedication of so many people throughout our system who have found ways to improve our financial outlook and our relationships with our employees. Improved student success is the sum total of their collective efforts.

Appendix B

The favourable situation in which we presently find ourselves didn't occur without some anguish, and we are sensitive to the sacrifice some have made in order to help our organization thrive. Decisions that helped us arrive to this point were never made lightly.

This report examines some highlights we've seen over the last year. It details the priorities we must address in the coming year, and acknowledges some of the challenges we'll face, all through the lens of how our various departments support our shared vision of student achievement and faith formation.

Highlights of 2014***Student achievement and faith formation***

- EQAO results showed that we were the top achieving board in southwestern Ontario, with Grade 3 and Grade 6 students meeting or exceeding provincial averages in five of six categories.
- In Grade 9 academic math, our students exceeded the provincial achievement average by six per cent, while at the applied level, they exceeded it by seven per cent.
- In the Grade 10 Ontario Secondary School Literacy Test (OSSLT), 90 per cent of the board's first-time eligible students were successful, and exceeded the provincial success rate by seven per cent.
- Responded positively to appeals for faith-based education by improving access to elementary schools for non-Catholics.
- Implementation of the Faith Development Review Template which documented best faith practices in our school communities, which were incorporated into school improvement plans and generated meaningful anecdotal data for further Faith Formation programming.
- Our Muskoka Woods program celebrated its 20th anniversary, bringing to more than 25,000 the number of students who have gone through the experience.
- Almost 30 schools participated in two, six week after-school Peer Assisted Learning Strategy sessions in numeracy to support expanded focus on mathematics.
- Built capacity in our schools to address students with mental health needs through workshops and information sessions, while helping families navigate community agencies to access much needed support.

Appendix B

- The documentation of best practices from each school regarding equity and inclusion, in order to support the implementation of inclusionary programming in our schools.
- A new Structured Learning Program in literacy and numeracy for secondary students in Life Skills programs to ensure our most vulnerable acquire skills they need to succeed to their maximum ability.
- The Summer Learning Program provided 30 Grades 2-3 students from core city schools with engaging, technology-driven literacy-based learning experiences, while fostering partnerships with parents to enhance student participation and success.
- The English Language Learners (ELL) Pilot Program at Immaculate Conception Catholic School helped Grade 2-6 students who recently arrived in Canada with limited prior schooling, providing intense support for them to successfully achieve curriculum expectations.

Human Resources

- Full implementation of Attendance Support and Disability Support Programs, to help our employees and promote continuity in our workplaces, with the goal of enhancing student achievement.
- A revised focus on the Short-Term Leave Disability Program and the implementation of best practices as they relate to decreasing absenteeism in the workplace.
- The fostering of a positive relationship of mutual respect with all of our labour partners, which has led to a decrease in grievances.
- The reinstatement of the vast majority of employees previously on lay off status, done with particular attention to seniority provisions as well as professional qualifications, preserving the integrity of classroom performance.

Corporate Services

- Realized an unprecedented \$9.9M in-year budget surplus.
- Increased the accumulated budget surplus to \$15.3M, the highest amount in Board history.
- Reduced the Board's capital deficit to \$14.9M, which is almost fully offset by eligible amounts in the accumulated budget surplus.

Appendix B

- Continued to establish and refine processes to enhance the accountability framework for Board financial processes.
- Expanded the use of environmentally friendly and energy efficient products through directed procurement.

Facilities & Technology

- Completed capital construction necessary to consolidate schools that resulted in more efficient usage of remaining classroom space throughout the system.
- Completed the fifth and final phase of the Full Day Kindergarten capital construction program by providing additions at several schools which augmented and improved learning environments for the Board's youngest students.
- Proceeded with improvements to permit the use of classroom space and ice time at the new Central Park Athletics facility for the new F. J. Brennan Hockey Canada Sports Academy.
- Major facility improvements at the F. J. Brennan Secondary School site to accommodate the introduction of the new Corpus Christi Catholic Middle School for Grades 7 and 8.
- Facility improvements to enhance existing programs and to accommodate relocated programs including the culinary program at F. J. Brennan and the cosmetology program at St. Thomas of Villanova.
- Integration of technology for ALL students.
- Wireless internet for all elementary and secondary schools completed a full year ahead of schedule, allowing for increased use of mobile technology (3,000 mobile devices added in the last two years).
- Rapid expansion of cloud computing (My Tools2Go use doubled since June of 2014), and increased student engagement thanks to greater use of e-learning and blended learning, and more technology professional development for staff.
- Successful launch of the Board's first 1:1 pilot Chromebook initiative at Corpus Christi Catholic Middle School, which increased student engagement, improved critical thinking skills and fostered enhanced collaboration for students, staff and parents.

Appendix B***Communications***

- The hiring of a Communications Coordinator.
- The development of a Communications Strategy to be presented to the Committee of the Whole Board in February.
- Improved media relations and increased positive news coverage for Board stories.
- Compliance with Canada's Anti-Spam Legislation.

Priorities for 2015***Student achievement and faith formation***

- To prepare for French Immersion expansion at the former St. Gregory site and St. Joseph Catholic elementary school.
- To increase capacity in our teachers and students in numeracy and mathematics, by providing improved access to increased professional development opportunities.
- To identify academic initiatives (PALS, CILM, LSA and SS-I) that yield best results by analyzing data and setting targets.
- Develop clear pathways for students and their families in need of support in the areas of mental health and at-risk behaviour.
- Full implementation of Structured Learning programming in literacy and numeracy for all secondary students in the Life Skills programs.
- Identify ways to embed inquiry-based learning into classroom instruction.
- Build capacity of Full Day Kindergarten Teams, with an emphasis on gathering evidence of student learning methods and communicating them to parents.
- To cultivate a holistic environment that focuses on the spiritual growth of staff and students by celebrating service to the community.
- Provide meaningful and ongoing Catholic faith formation for all students and employees by building positive relationships with families, parishes, the Diocese and the broader Catholic Christian community.

Appendix B

- Expand the Leadership - Principal Mentoring Program to include additional mentor/mentee sessions and refresher sessions for administrators, while providing leadership training through the Support Staff Leadership and Teacher Leadership programs.
- To increase the size and scope of the Summer Learning Program.
- Accessing initiatives that address curriculum delivery for students with special education needs through the *Learning for All* document.

Human Resources

- The negotiation of collective agreements with the seven labour groups, paying particular attention to employee working conditions and local issues.
- The implementation of provincially negotiated changes to the collective agreements of the seven labour groups and incorporating this language into existing practice.
- The full implementation of an automated absence reporting system with all employee groups (teaching, support staff, management).
- The hiring of a specialized work force deemed most qualified for any new and innovative programming (French Immersion, Specialist High Skills Majors, etc.).
- To expand and enhance professional development and leadership/mentorship opportunities for all employees.

Corporate Services

- Continue with the ongoing implementation of the multi-year plan for elimination of the capital deficit, including periodic reporting of progress to the Board of Trustees.
- Augment the accountability framework across the Board through development, implementation and communication of procedures aligned with the Board's financial and purchasing policies.
- Foster improvements to already implemented environmental stewardship practices through streamlining procedures and converting paper-based processes and records to digital formats.

Appendix B

- Examine the potential implementation of electronic funds transfers for vendor payments.
- Build on current shared services by exploring additional opportunities to promote effective and efficient use of resources with the goal of further improving service.

Facilities & Technology

- To continue to embed technology to support students in literacy and numeracy, while working with principals to drive technological enhancement to increase achievement.
- Introduce a new state-of-the-art computerized maintenance management system to digitize all inventory records, to enhance preventative maintenance practices and to improve the tracking and completion of work orders.
- Update the Board's Capital Plan through revising school capacity usage projections that reflect recent school consolidations and revised enrolment forecasts.
- Promote improved accessibility at all sites to position the Board to achieve the Accessibility for Ontarians with Disabilities Act mandatory requirement for full accessibility by 2025.
- Continue with initiatives to reduce energy usage and enhance environmental sustainability throughout the Board's facilities.
- Upgrade infrastructure to provide a stable, secure network that meets the increased demand for technology.
- Work with EQAO to successfully transition to Ministry mandated online assessment.

Communications

- To continue implementing the communications strategy, with an emphasis on a redesign of the board's web site.
- Building greater audiences for our stories through increased presence on various social media platforms.

Appendix B**Challenges for 2015*****Student achievement and faith formation***

- Providing students with varied opportunities to investigate, explore, reflect and choose pathways which will lead to individual success.
- Maintaining the scholastic momentum we have generated through supporting our most vulnerable by continuing to support ALL students as enrolment continues to fluctuate.
- Finding creative approaches to fulfill the professional development needs of teachers still relatively new to the profession and have had varied short-term assignments.
- Implementation of a new Kindergarten Report Card.

Human Resources

- Fluctuating enrolment.
- Integration of provincially negotiated language into existing collective agreements.
- Recruitment of teachers with specialized qualifications.

Corporate Services

- Continuing to improve all facets of the operation after two years of significant gains.
- Building on the Board's positive financial position after two years of record budget surpluses, while further enhancing student achievement.

Facilities & Technology

- Maintaining an effective and efficient operation that provides high quality schools and classrooms in the face of increasing regulations and costs, aging buildings and decreasing funding.
- Providing PD for staff and keeping pace with technology and infrastructure demands within budget constraints.
- Focusing limited funding to the core goal of student safety and welfare by providing positive learning environments for all students in the system.

Appendix B

Communications

- Anticipating those issues which may become problematic stories for the board and working with local media to ensure that the board's position on those issues is clearly communicated.



WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD

Equity and Inclusion
Mentorship

Director's Annual Report to the Community 2014

Focused Investment
Accountability

Scholastic Success
Achievement
Student Engagement
Public Confidence

Faith Formation
French Immersion
Life Skills
Technology Skills Development
Innovation

Excellence



If you are not busting paradigms, you are managing the past rather than creating the future.

~ Pauline Maxims for Modern Leaders

The fundamental systemic change engendered in 2012-2013 has yielded a rich bounty in 2013-2014. The power of both a shared vision and a collective commitment to excellence has moved us from good to the threshold of great. This vision is rooted in faith and in the belief that all we value must proceed from our most vulnerable outward.

There are many highlights from 2013-14 of which we can be especially proud, but perhaps none more significant than our student achievement results, which have improved in most categories, a testament to those who have worked so hard to identify our challenges and develop targeted interventions designed to help our students overcome them. Ultimately, this approach is one that reflects pedagogical methods that can help all our students make significant scholastic strides. What is necessary for some is undoubtedly good for all.

None of these achievements would have occurred without the dedication of so many people throughout our system who have found ways to improve our financial outlook and our relationships with our employees while modernizing facilities and creating the right atmosphere for our students to thrive. Improved student success is the sum total of their collective efforts.

While we are pleased with our outcomes to date, we still believe there is room for improvement and will continue to seek out ways to help our students be the best they can be. We have every reason to believe that the Windsor-Essex Catholic District School Board can be the best performing Board in Ontario.

In conclusion, we sincerely thank you for your unwavering faith in Catholic education.

Paul A. Picard
Director of Education

Envisioning Excellence: 2014 - A Year in Review

The strategic plan of the Windsor-Essex Catholic District School board is built upon the two fundamental pillars of student achievement and faith formation. The highlights below reflect a focused and collaborative commitment to excellence.

Student Achievement and Faith Formation

- EQAO results showed that we were the top achieving board in southwestern Ontario, with students meeting or exceeding provincial averages in most categories.
- Expanded focus on numeracy and mathematics.
- Responded positively to appeals for faith-based education by improving access to elementary schools for non-Catholics.
- Documented best faith practices in our schools, incorporating them into improvement plans and generating meaningful data for further Faith Formation programming.
- Built capacity in our schools to address students with mental health needs, while helping families navigate community agencies to access support.
- Documented best practices regarding equity and inclusion, to support the implementation of inclusionary programming in our schools.
- A new Structured Learning Program in literacy and numeracy for secondary students in Life Skills programs.
- The Summer Learning Program provided students from core schools with technology-driven literacy-based learning experiences.
- The English Language Learners (ELL) Pilot Program at Immaculate Conception Catholic School helped students who recently arrived in Canada meet curriculum expectations.
- Approved in principle the expansion of French Immersion programming.



Facilities & Technology

- Completed capital construction necessary to consolidate schools, resulting in more efficient use of classroom space throughout the system.
- Completed final phase of Full Day Kindergarten capital construction program by providing additions at several schools.
- Launched the F. J. Brennan Hockey Canada Sports Academy at the new Central Park Athletics facility.
- Major facility improvements at the F. J. Brennan Secondary School site to accommodate the introduction of the new Corpus Christi Middle School for Grades 7 and 8.
- Integration of technology for ALL students
- Wireless internet for all elementary and secondary schools completed a full year ahead of schedule.
- Rapid expansion of cloud computing and increased student engagement thanks to more technology professional development for staff.



Corporate Services

- Realized an unprecedented \$9.9M in-year budget surplus.
- Increased the accumulated budget surplus to \$15.3M, the highest amount in Board history.
- Reduced the Board's capital deficit to \$14.9M, which is almost fully offset by eligible amounts in the accumulated budget surplus.
- Continued to establish and refine processes to enhance the accountability framework for Board financial processes.
- Expanded the use of environmentally friendly and energy efficient products through directed procurement.



Human Resources

- Implemented Attendance Support and Disability Support Programs to help our employees and promote continuity in our workplaces.
- A revised focus on the Short-Term Leave Disability Program and the implementation of best practices as they relate to decreasing absenteeism in the workplace.
- The fostering of a positive relationship of mutual respect with all of our labour partners.



Communications

- The hiring of a Communications Coordinator and development of a Communications Strategy
- Improved media relations and increased positive news coverage for Board stories
- Increased Board presence on various social media platforms, improving engagement with broader audiences
- Compliance with Canada's Anti-Spam Legislation



School Board Profile

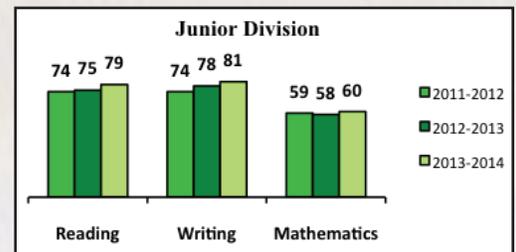
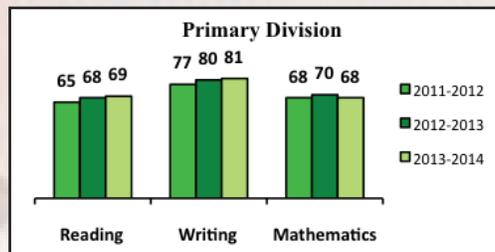
The Windsor-Essex Catholic District School Board operates 36 elementary schools and 8 secondary schools, as well as an alternative education program that provide quality Catholic education to 21,000 students. The board employs 1,234 full-time equivalent elementary and secondary teachers, as well as 868 support staff, which includes principals, vice-principals, educational assistants, child and youth workers, early childhood educators, IT technicians, school office support, custodial and maintenance staff, as well as board office administration and other professional staff.

Student Achievement Success in Windsor-Essex Catholic DSB

The results from the administration of the 2014 Assessments of Reading, Writing and Mathematics: Primary and Junior Divisions, the Grade 9 Assessment of Mathematics and the Ontario Secondary School Literacy Test indicate that the students of WECDSB are becoming more proficient in their literacy and numeracy skills and are amongst the most successful students in our region.

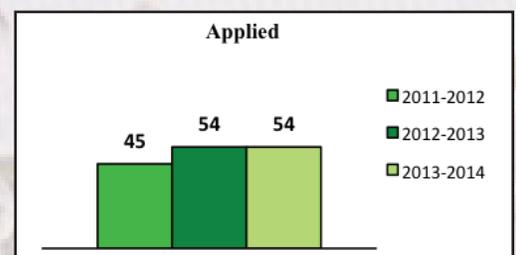
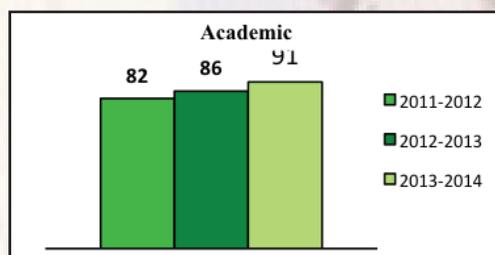
Assessment of Reading, Writing and Mathematics: Primary and Junior Divisions

In the Primary division, the percentage of students achieving the provincial standard increased by 1% in Reading, 1% in Writing and decreased by 2% in Mathematics. In the Junior division, there was an increase of 4% in Reading, 3% in Writing and 2% in Mathematics. Students in the WECDSB met or exceeded the provincial average in five of the six areas.



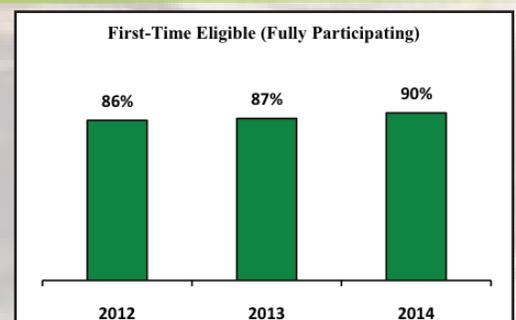
Grade 9 Assessment of Mathematics: Academic and Applied

Students enrolled in the Grade 9 academic course who achieved a provincial standard increased by 5%. For students enrolled in the Grade 9 applied course, 54% achieved the provincial standard, which is the same as last year. Students in the WECDSB exceeded the provincial average by 6% in the academic course and by 7% in the applied course.



Ontario Secondary School Literacy Test (OSSLT)

The success rate for first-time eligible (fully participating) students who wrote the OSSLT was 90%, which is a 3% increase from the previous year. This is the highest success rate for WECDSB first-time eligible (fully participating) students over the past five years. WECDSB exceeded the OSSLT provincial success rate by 7%.



Please visit the EQAO Web site for a full report: eqao.com

Hockey Canada Skills Academy Launched at Central Park Athletics

In September of 2014, the F.J. Brennan Centre of Excellence & Innovation launched the brand new Hockey Canada Skills Academy at the recently renovated state-of-the-art Central Park Athletics facility. More than 90 Grade 7-12 students from the open boundary Corpus Christi Middle School and F.J. Brennan Catholic High School are enrolled in the program, which allows students, regardless of their ability, to pursue their passion in an atmosphere that places a premium on academic achievement. The centre will expand to include soccer and baseball in 2015.



Student Senate

The 2013-2014 school year was led by Student Trustees Francis Dellosa from Assumption College School and Madeline Ellepola from F. J. Brennan Catholic High School. They did an excellent job coordinating the activities of the Student Senate, which is comprised of student parliament leaders from each of the Catholic Secondary Schools. A focal point of their provincial work included the province-wide mass that took place on May 7, 2014.



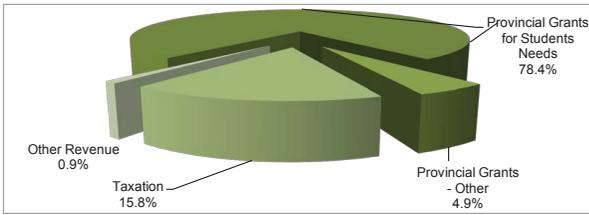
In 2014-2015 the Catholic Student Trustees elected are Kyla Dumlao of St. Joseph's Catholic Secondary School and Valere Gaspard from Cardinal Carter Catholic Secondary School. They are leading the Student Senate in organizing social justice and community outreach initiatives, which were inspired by and planned during the Student Senate Retreat day that they successfully ran. Future projects will see a province-wide mass entitled "Catholic Youth Day" on May 7, 2015.

The Board's Multi-year Plan can be found at the following link:

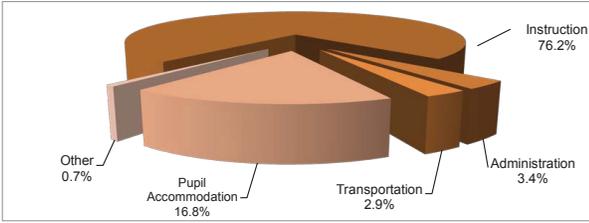
www.wecdsb.on.ca/board-mission.html

In support of the Board's Multi-Year Plan, the 2014-2015 Strategic Directions and System Priorities for the Director of Education and Senior Administration can be found at the following link:

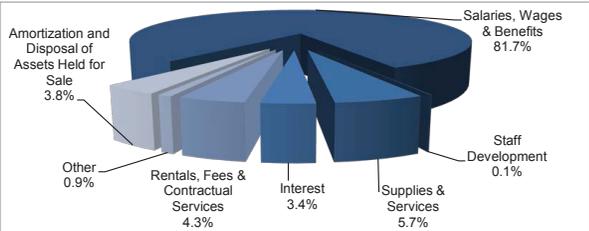
www.wecdsb.on.ca/pdf/director/2014-2015StrategicDirectionsandSystemPriorities.pdf



Category	Amount	Percentage
Provincial Grants for Students Needs	\$ 197,908,574	78.4%
Provincial Grants - Other	12,298,758	4.9%
Taxation	39,892,804	15.8%
Other Revenue	2,367,513	0.9%
TOTAL	\$ 252,467,649	100.0%



Category	Amount	Percentage
Instruction	\$ 184,836,874	76.2%
Administration	8,164,673	3.4%
Transportation	6,983,975	2.9%
Pupil Accommodation	40,825,485	16.8%
Other	1,726,397	0.7%
TOTAL	\$ 242,537,404	100.0%
ANNUAL SURPLUS	\$ 9,930,245	



Category	Amount	Percentage
Salaries, Wages & Benefits	\$ 198,173,259	81.7%
Staff Development	193,363	0.1%
Supplies & Services	13,901,193	5.7%
Interest	8,295,490	3.4%
Rentals, Fees & Contractual Services	10,431,736	4.3%
Other	2,223,154	0.9%
Amortization and Disposal of Assets Held for Sale	9,319,209	3.8%
TOTAL	\$ 242,537,404	100.0%

2013-2014 Highlights

With a focus on student achievement, faith formation, and stewardship of resources, the Board successfully ended the 2013-2014 fiscal year with an in-year surplus of \$9.9M, which was \$4.7M better than originally projected. This was achieved through a number of factors, including improved revenues thanks to an increase in secondary enrolment that led to higher provincial grants, increased tuition revenue,

increased labour-related enhancement funding for attendance recognition and maternity leave top-up, and improved interest revenue due to better cash management. In addition, expenses decreased due to such factors as reduced benefit costs, a decrease in instruction expenses and salary expenditures, and reduced administration costs. The 2013-2014 financial results increased the accumulated surplus to \$15.3M, the highest

amount in Board history.

The expenditure charts above highlight how the Board allocated its resources in 2013-2014 to have the greatest impact on the classroom. Also shown is a chart depicting sources of revenue that were used to finance these expenditures.

A 2014-2015 Budget to Support Student Success

The budget is the Board's fiscal plan that supports the delivery of educational programs and services and is key to its long-term sustainability. Building on the previous year of solid fiscal management, the Board passed a balanced budget of \$245.0M for the 2014-2015 school year. This budget features a modest in-year surplus of \$1.1M.

The approved budget was the product of extensive community consultation with a focus

on providing the system with the financial, human and capital resources necessary to ensure continued student success and faith formation.

Arriving at this balanced position has not been without its challenges. The effects of declining student enrolment present ongoing funding pressures for the Board, as grants from the Ministry of Education are largely tied to enrolment. These pressures, combined with the Board's commitment to eliminate its capital

deficit, put a strain on the operating budget and facility utilization.

Despite these challenges, the Board's most recent financial forecast prepared in December 2014 presents an even more positive financial outlook for the Board. Additional savings are forecast, demonstrating the Board's commitment to fiscal responsibility while maintaining system-wide stability that does not compromise student achievement.

Trustees

Barbara Holland, Chair (City of Windsor - Wards 6 & 7)
 Mary DiMenna, Vice-Chair (Essex County - Area 2)
 Fred Alexander (City of Windsor - Wards 5 & 8)
 Fabio Costante (City of Windsor - Wards 2 & 9)
 Frank DiTomasso (Essex County - Area 1)
 Bernie Mastromattei (City of Windsor - Wards 3 & 4)

Lisa Soulliere (Essex County - Area 3)
 Susan Tope (Essex County - Area 4)
 Fulvio Valentinis (City of Windsor - Wards 1 & 10)
 Kyla Dumlao (Catholic Student Trustee 2014-2015)
 Valere Gaspard (Catholic Student Trustee 2014-2015)



Senior Administration

Paul A. Picard, Director of Education
 Cathy Geml, Associate Director of Education, Student Achievement K-12
 Mario Iatonna, Executive Superintendent of Corporate Services
 Jamie Bumbacco, Executive Superintendent of Human Resources
 Emelda Byrne, Superintendent of Education
 Penny King, Superintendent of Business

Sharon O'Hagan-Wong, Superintendent of Education
 Rosemary Lo Faso, Superintendent of Education
 Patrick Murray, Superintendent of Human Resources
 Mike Seguin, Superintendent of Education
 John Ulicny, Superintendent of Education

Chair's Message

Catholic education is much more than the scholastic fundamentals we teach our children every day. It's about the spiritual formation of the whole person, a formation that begins at home and is supported in our community and in our classrooms.

Each day in our schools, our staff members strive to emulate the characteristics made evident in the life of Jesus, and as a result, our children are receiving a rich, vibrant Catholic educational experience in a dynamic environment that is supportive for every child - particularly the most vulnerable among us. Student achievement is our number one priority, and we will continue to build on the success we've experienced this year, so that we will not only "Move one in His name," but many.

There is much to celebrate in this year's Director's Report, but much work left to do. Our goal is simple. We want our young people to be the highest achieving students in the Province of Ontario. There is no doubt they have the talents and skills. It is up to us to encourage those gifts so that each child reaches their potential.

To ensure we meet that target, we will continue to spend our funds strategically, maintain our balanced budget and use our surplus wisely, directing funds and resources in ways that target student success through enhanced and well-established programs while launching new, innovative ways of learning.

Catholic education is a shared responsibility, and the Board of Trustees is grateful to all

those who have gifted us with their time and talent to ensure that this sacred trust continues to provide for the children in our care.

Working together, with a focused and committed staff, engaged parents, dedicated parish teams and supportive community partners, we believe the vision we embrace can become the reality experienced for each child enrolled in the Windsor-Essex Catholic District School Board.

Yours in faith,

Barbara Holland

Barbara Holland
 Chair, Board of Trustees



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

MeetingDate:
January 27, 2015

BOARD REPORT

Public **In-Camera**

PRESENTED FOR: Information Approval

PRESENTED BY: SEAC Committee – Trustee Members

SUBMITTED BY: Paul A. Picard, Director of Education
Cathy Geml, Associate Director of Education Student Achievement K-12

SUBJECT: **SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)**
Meeting of Tuesday, October 21, 2014

RECOMMENDATION:

**That the Board receive the Minutes of the Tuesday, October 21, 2014
Special Education Advisory Committee meeting as information.**

SYNOPSIS:

The Special Education Advisory Committee (SEAC) is an advisory committee mandated through the Education Act as a standing committee of each school board. All minutes of the Special Education Advisory Committee are to be received by the Board.

BACKGROUND COMMENTS:

The Special Education Advisory Committee reports to the school board and makes recommendations to the board regarding special education programs and services. Regulation 464/97 sets out requirements for school boards with respect to Special Education Advisory Committees and outlines their role, membership, and scope of activities. The regulation requires SEACs to meet at least ten times in each school year.

FINANCIAL IMPACT:

N/A

TIMELINES:

The next SEAC meeting will occur on Thursday, November 20, 2014 at the Catholic Education Centre.

APPENDICES:

- Special Education Advisory Committee Minutes of Tuesday, October 21, 2014.

REPORT REVIEWED BY:

<input checked="" type="checkbox"/>	EXECUTIVE COUNCIL:	Review Date: January 20, 2015
<input checked="" type="checkbox"/>	EXECUTIVE SUPERINTENDENT:	Approval Date: January 20, 2015
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date: January 20, 2015



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

**SPECIAL EDUCATION ADVISORY COMMITTEE MEETING
Thursday October 21, 2014 – 6:00 P.M.
Windsor Essex Catholic Education Centre
1325 California Avenue, Windsor**

MINUTES

Present:	Melanie Allen	VIEWS
	Rose Lamug	Autism Ontario Windsor-Essex (V-Chair)
	John McMahon	Community Living
	Michelle Friesen	Integration Action for Inclusion
	Mary DiMenna	Trustee
	John Riberdy	Principal
	Cathy Geml	Associate Director of Education
	Rosemary Lo Faso	Superintendent Student Achievement K-12
	Terri Maitre	Recorder

1. Call to Order – Rose Lamug, Vice-Chair
2. Opening Prayer – SEAC members
3. Welcome – Rose Lamug welcomed and introduced SEAC to the Delegation visiting from the Netherlands.
4. Recording of Attendance – Regrets: Lisa Soulliere, Shelley Lavoie, Tina Grecco
5. Approval of Agenda - October 21, 2014. Revised to reflect Rose Lamug Vice Chair, chairing the meeting.

Motion by Melanie Allen and seconded by Mary DiMenna that the Agenda be approved as printed and circulated. *Carried*

6. Agenda Questions from Observers - None
7. Disclosure of Pecuniary Interest - None
8. Approval of Minutes - #13 Motion, revision.

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

9. Business Arising - None

Information Items –

- (a) Letter from Hamilton Niagara Haldimand Brant LHIN to the Halton District School Board thanking them for raising concerns regarding access to school health support services (SHSS) in Halton.
- (b) Revised PPM 8: Identification of and program planning for students with learning disabilities.
- (c) Autism Canada October conference information previously forwarded to SEAC on September 24, 2014.

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

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

At the Committee of the Whole Board in-camera sessions of **September 9, 2014.**

- The Board approved the 2014/2015 Internal Audit Plan as recommended by the Audit Committee.

Regular Board Meeting:

Presentations:

Summary of the Summer Learning Program:

Consultant Heather Best and Vice Principal Maggie Dorion presented a summary of the Summer and Learning Program 2014, Literacy, Technology and Recreation Summer Fun Camp. The camp provided students with engaging literacy based learning experiences in the areas of reading and writing, while embedded technology. Students participated in a recreational component through the Yellow School Bus Camp.

A special thank you to teachers Kim Capaldi-Field, Cailin Bosnyak, Aimee Bellefleur and Rosina Northcott.

The following items were received as information:

- Ministry of Transportation effectiveness and Efficiency Review Update.
- Trustee Attendance – January to July 2013/2014
- 2013/2014 EQAO Assessment of Reading, Writing and Mathematics Primary Division (Grades 1-3) and Junior Division (Grades 4-6)
- Verbal report on Enrolment/Staffing School Organization information for Elementary and Secondary Schools September 2014
- 2013/2014 Third Interim Financial Report
- 2014/2015 Strategic Directions and System Priorities for the Director of Education and Senior Administration.

All of the above reports can be located on the WECDSB website-board meeting package.

The following items were received for approval:

- Amended Policy T:01 Student Trustee (approved in principle). *Located on the board website for input from stakeholders.*
- 2014 Municipal Election – Appointments to Compliance Audit Committee.
- ADDITION: Expansion of French Immersion – Feasibility Study.

Motion by Melanie Allen and seconded by John Riberdy that the report from Trustees be accepted as information. *Carried*

13. Report from Associate Director of Education – Cathy Geml, Associate Director welcomed Paul Picard Director of Education to the meeting and gave a brief overview of SEAC's role to the delegation from the Netherlands. The delegation is visiting the WECDSB to observe how inclusive education works.

The formal portion of the meeting was completed and Associate Director, Cathy Geml turned the floor over to SEAC and the delegation from the Netherlands to continue discussions on inclusive education.

Each SEAC member gave a brief overview of the association they represent and shared personal stories on the trials and the positive aspects of inclusion.

Associate Director, Cathy Geml gave a brief history of the implementation of inclusion, along with the challenges and the successes the Board faced along the way.

Director, Paul Picard shared valuable information on inclusion and stated that about 10 years ago the Board's special needs students were not a part of the Board's grade eight Muskoka Woods experience. The Board started with one special needs student and now all students are given the opportunity to participate in the program. The program is a huge success for all students and staff who participate.

The Director from the Netherlands thanked SEAC for their input and wonderful stories. He then stated that the group had been inspired by meeting with many staff and in particular the visits to the school sites where they witnessed the success of an inclusionary board. The group felt encouraged and have a renewed enthusiasm as they move forward in their endeavor to inclusive education.

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

14. New Business - N/A

15. **Association Reports**

- (a) N/A

16. Closing Prayer – SEAC members

Meeting adjourned: 6:20 p.m. Further discussion between SEAC and the delegation from the Netherlands adjourned: 7:35 p.m.

Next meeting: Thursday, November 20, 2014 at 6:00 p.m.



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

Meeting Date:
January 27, 2015

BOARD REPORT

Public **In-Camera**
PRESENTED FOR: Information Approval
PRESENTED BY: Senior Administration
SUBMITTED BY: Paul Picard, Director of Education
SUBJECT: **PARENT INVOLVEMENT COMMITTEE (PIC)**
Minutes of Meeting held September 29, 2014

RECOMMENDATION:

That the Board receive the Minutes of the September 29, 2014 Parent Involvement Committee (PIC) Meeting as information.

SYNOPSIS: This report is intended to provide an update to the Windsor-Essex Catholic District School Board of Trustees on the activities of the Parent Involvement Committee (PIC) members that was established pursuant to *Ontario Regulation 612/00 School Councils and Parent Involvement Committees*. The Parent Involvement Committee is submitting the Minutes of its September 29, 2014 Meeting as information.

BACKGROUND COMMENTS: The revised Terms of Reference (Bylaws) governing the conduct of the PIC's affairs, were approved by the Board of Trustees at their meeting of December 17, 2013. As per Article 15.1 of said Terms of Reference, PIC shall formally submit a copy of all approved meeting minutes to the Board through a report that is to be placed on a public board meeting.

FINANCIAL IMPACT: N/A

TIMELINES: Since the September 29, 2014 Meeting, PIC has held further meetings on October 29, 2014 and November 24, 2014. Minutes of these meetings will be provided to the Board of Trustees following approval by the PIC.

APPENDICES:

- Parent Involvement Committee Minutes – September 29, 2014

REPORT REVIEWED BY:

<input checked="" type="checkbox"/>	EXECUTIVE COUNCIL:	Review Date:	January 6, 2015
<input checked="" type="checkbox"/>	EXECUTIVE SUPERINTENDENT:	Approval Date:	January 6, 2015
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date:	January 6, 2015

WECDSB Parent Involvement Committee Meeting Minutes

Tuesday, September 29, 2014

In Attendance

-Paul Picard
-Barb Holland
-Jason Lazarus
-Kim Bouchard
-Dana Tonus
-Shelley Bolger
-Heather McCauley
-Frank Favot
-Julie St. John
-Claudette Daoud
-Karen Palamides
-Fabio Costante
-Morgan Jas
-Colleen Switzer
-Mike Houston

***Call to Order**

***Opening prayer**

***Approval of Agenda**

1. Collen Switzer
2. Dana Tonus

***Disclosure of Interest**- Trustee Candidate Debate- Jason & Fabio

***Approval of November Meeting Minutes**

-revision of names Bouchard and Fabio , Heather and Shelley not present
Approval Motion 1. Julie St. John 2. Colleen Switzer

***Director's Report** – Director Picard gave a report on the challenges involved in the last four years surrounding declining enrolment, financial stability and culture within the board explaining the conscious decision to maintain the number of Supervisory Officers for

accountability, mentoring, monitoring reasons. He also described the process being used to review data and ensure our EQAO scores remain as successful as they are now. He identified how they plan to identify gaps, meet the needs of students whose achievement is not at the provincial level, focus on strengths by school and fit within the board improvement plan. He also explained how the motto for the board over the years has built upon the idea of 'Move One in His name' to "Cast out Your nets" and the concept this year is "My lambs know me and I know my lambs".

***Trustee Barb Holland Report**

Chair Holland also spoke to the past few years and after having faced supervision how the board has improved communication and is reaching out to community partners and continuing to build positive relationships, made strategic investment of money where it matters most and are moving forward.

Discussion amongst members surrounding the positive EQAO results, trends in demographic areas, need for PIC to reach out to lower socio-economic areas and other standards of measure being used to test students, Literacy and Numeracy PALS , and the use and benefits of Chrome Books and iPads.

***Sub Committee Reports**

Heather McAuley - Parent Engagement

Shelley Bolger- PRO grant 2014 \$20 200 Parents, We Need to Talk

***Action Items**

Post Secondary Workshop

November - host something smaller to promote the idea and discuss bursaries, scholarships, etc.

First PIC Network Night- November 26, 6:30 food provided- discussed sending out save the date at commissioning.

Budget- Discussion of budget and possible expenses for the year.

Website, facebook Updates and Communication- discussed needing a point person for this- Karen Palamides offered to take a look and see if she could take on the task

Trustee Candidate Debate- PIC brought up the idea of wanting to host a Meet the Candidates Trustee event.

Meeting Dates for the Rest of the Year -

Dates set:

1. September 29, 2014 in progress
2. October 29, 2014 - 7:00 pm
3. November 24, 2014 - 6:30 pm
4. January 5, 2015 Work session - 6:30 pm
5. February 9, 2014 - 6:30 pm
6. March 9, 2014 - 6:30 pm
7. May 4, 2014 – 6:30 pm

Adjustments to Terms of Reference

Fabio Costante agreed to take a look at the terms of reference

***New Business**

People for Education Conference- Support 2 people to attend November 8, 2014

OAPCE Rep, Colleen discussed the role and purpose of OAPCE, Claudette and Morgan both interested.

Appointment of New Members

Karen Palamides -- Nominated by: 1. Kim Bouchard 2. Fabio Costante

Motion carried

Morgan Jas Nominated by: 1. Shelley Bolger 2. Dana Tonus

Motion carried

***Next Meeting** Wednesday, October 29, 2014 7:00 pm

***Closing Prayer and Adjournment** - Motion 1- Dana Tonus 2 -Shelley Bolger



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

**Meeting Date:
January 27, 2015**

BOARD REPORT

Public **In-Camera**

PRESENTED FOR: Information Approval

PRESENTED BY: Senior Administration

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

SUBJECT: **NEW DRAFT POLICY ST: 26 CONCUSSIONS**

RECOMMENDATION:

That the Board provide final approval of Draft Board Policy ST: 26 Concussions; and

That the Board receive as information Administrative Procedure Pr ST: 26 Concussion.

SYNOPSIS:

New Draft Policy ST: 26 Concussions, previously approved in principle on December 16, 2014, is recommended for final approval, with a highlighted amendment included, based on stakeholder feedback.

BACKGROUND COMMENTS:

Draft Board Policy ST: 26 is presented in compliance with Ministry of Education PPM 158, which requires all school boards in the province to implement a concussion policy on or before January 30, 2015.

An initial draft policy was approved in principle by the Board on December 16, 2014. That draft policy, as well as a supporting administrative procedure, was circulated for stakeholder input. An additional reference, as highlighted, has been included in the policy, as recommended by the Windsor/Essex County Health Unit. The administrative procedure was also amended, as highlighted, based on valuable input received from the community, including feedback from the Windsor/Essex County Health Unit.

FINANCIAL IMPACT:

Administration is considering the use of an online training module with an estimated initial cost of approximately \$3,000 and an annual license fee of approximately \$1,500.

TIMELINES:

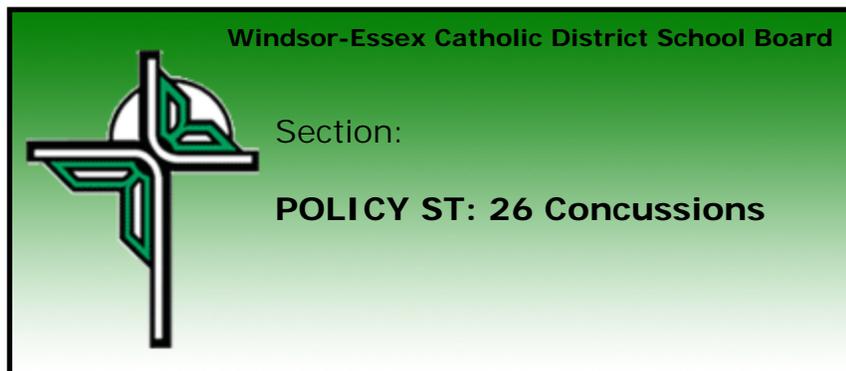
For immediate implementation.

APPENDICES:

- Draft Policy ST: 26 Concussions
- Draft Procedure Pr ST: 26 Concussions

REPORT REVIEWED BY:

<input checked="" type="checkbox"/>	EXECUTIVE COUNCIL:	Review Date:	January 20, 2015
<input checked="" type="checkbox"/>	EXECUTIVE SUPERINTENDENT:	Approval Date:	January 20, 2015
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date:	January 20, 2015



NUMBER:	ST: 26
EFFECTIVE:	
AMENDED:	DRAFT
RELATED POLICIES:	See References
REPEALS:	
REVIEW DATE:	2019-2020

DRAFT

1.0 OBJECTIVE:

- 1.1 To ensure that practices and strategies are implemented throughout the Windsor-Essex Catholic District School Board community that:
- i) Develop awareness of the seriousness of concussions;
 - ii) Assist in preventing and identifying concussions;
 - iii) Address the management of diagnosed concussions; and
 - iv) Provide for the training of Board and school staff.

2.0 DEFINITIONS:

2.1 A concussion:

- is a brain injury that causes changes in the way in which the brain functions and that can lead to symptoms that can be physical (e.g., headache, dizziness), cognitive (e.g., difficulty in concentrating or remembering), emotional/behavioural (e.g., depression, irritability), and/or related to sleep (e.g., drowsiness, difficulty in falling asleep);
- may be caused either by a direct blow to the head, face, or neck or by a blow to the body that transmits a force to the head that causes the brain to move rapidly within the skull;
- can occur even if there has been no loss of consciousness (in fact most concussions occur without a loss of consciousness);
- cannot normally be seen by means of medical imaging tests, such as X-rays, standard computed tomography (CT) scans, or magnetic resonance imaging (MRI) scans; and
- is a clinical diagnosis made only by a medical doctor or a nurse practitioner. Educators, school staff, or volunteers cannot make the diagnosis.

2.2 Second Impact Syndrome:

- Injuries that result from a concussion may lead to “second impact syndrome”, which is a rare condition that causes rapid and severe brain swelling and often catastrophic results, if an individual suffers a second concussion before he or she is free from symptoms sustained from the first concussion.

3.0 GUIDING PRINCIPLES:

- 3.1 The Board is committed to ensuring the safety and well-being of students and recognizes that health and safety of students are essential preconditions for effective learning.
- 3.2 Research demonstrates that a concussion can have a significant impact on a student – cognitively, physically, emotionally and socially.

POLICY ST: 26 Concussions

- 3.3 Proper recognition and response to concussion in the school environment can prevent further injury and assist with recovery.

4.0 SPECIFIC DIRECTIVES:

- 4.1 Administration shall develop procedures that comply with the requirements of Ministry of Education Policy/Program Memorandum No. 158, and that:
- i) Develop awareness of the seriousness of concussions;
 - ii) Assist in preventing and identifying concussions;
 - iii) Address the management of diagnosed concussions; and
 - iv) Provide for the training of Board and school staff.

5.0 RESPONSIBILITY:

- 5.1 Senior Administration shall administer this policy.
- 5.2 Principals shall implement this policy and all administrative procedures established to support the policy.
- 5.3 It is the responsibility of all staff and volunteers, including all coaches, to follow this policy and all related administrative procedures.
- 5.4 It is the responsibility of students and parents/guardians to gain awareness of concussions and collaborate with the school to manage suspected or diagnosed concussions appropriately.

6.0 REVIEW AND EVALUATION:

- 6.1 The effectiveness of this policy shall be accessed through Trustee, staff and community satisfaction measures.
- 6.2 This policy will be reviewed in the 2019 – 2020 policy review cycle.

7.0 REFERENCES:

Education Act and Regulations

Policy Program No. 158, School Board Policy on Concussion, Ministry of Education, March 19, 2014.

Ontario Physical Education Safety Guidelines, OPHEA (Ontario Physical and Health Education Association) <http://safety.ophea.net/>;

Concussion Web Portal, Government of Ontario, www.ontario.ca/concussion

Parachute Canada at www.parachutecanada.org

Canadian Pediatric Society at www.cps.ca/en

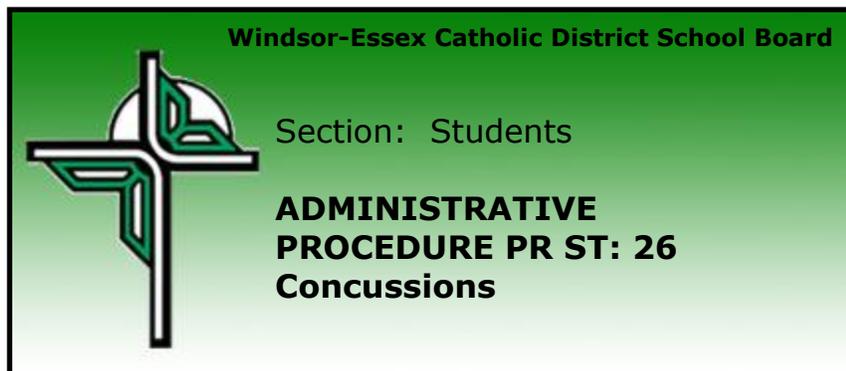
[Ontario Neurotrauma Foundation at http://onf.org/documents/guidelines-for-pediatric-concussion](http://onf.org/documents/guidelines-for-pediatric-concussion)

Ontario School Board's Insurance Exchange

POLICY ST: 26 Concussions

Other related policies of the Board which support this policy are:

- SC: 04 and Pr SC: 04 Field Trips/Exursions
- ST: 11 and Pr ST: 11 Student Health Support
- ST: 15 Accidents/Students



NUMBER:	PR ST: 26
EFFECTIVE:	
AMENDED:	DRAFT
RELATED POLICIES:	See References
REPEALS:	
REVIEW DATE:	2019-2020

DRAFT

1.0 STRATEGIES TO DEVELOP AWARENESS

- 1.1 The Board shall continue to work with community partners, including the Windsor-Essex Health Unit, the Brain/Injury Association, and the local medical community, on joint efforts to share information; to review and monitor the effectiveness of awareness, prevention, identification and management practices; and to communicate the common message to students, parents, staff and volunteers of the seriousness of concussions and the corresponding importance of preventative and management strategies.
- 1.2 The Board's ~~Community Use Outreach Coordinator~~ representative responsible for **community outreach** will ensure that all organizations that use Board facilities through the Community Use Program are provided information that details the seriousness of concussions, as well as tools for prevention, identification, and management of concussions.
- 1.3 The Board shall share similar information (as detailed within 1.2, above) with any individuals or organizations entering into joint use agreements with the Board, including licensed child-care providers.
- 1.4 Concussion awareness is incorporated within the physical education curriculum, both at the elementary and secondary level. Teachers shall be encouraged to implement concussion classroom learning modules aligned with the curriculum expectations.
- 1.5 The following are sample strategies, recommended to educate students, parents, staff and volunteers, and to develop concussion awareness:
 - i) Conduct a preseason/activity group/team meeting on concussion education;
 - ii) Develop and distribute information checklists for students/athletes about prevention strategies, **with reminders for classroom safety and to raise awareness that concussions can occur, not only in the gym, on the rink or playing field, but in any location, including the classroom, hallways, playground and school bus;**
 - iii) Post concussion information to inform/reinforce symptoms and signs and what to do if a concussion is suspected;
 - iv) Post information posters on prevention of concussions (e.g., encouraging students to report concussion symptoms) in high traffic student areas (e.g., change room/locker area/classroom/gymnasium);
 - v) Distribute concussion fact sheets (prevention, signs and symptoms) for each student/athlete on school teams;
 - vi) Distribute and collect completed student concussion contract or pledge (signed by student/athlete and parents/guardians).

PROCEDURE Pr ST: 26 Concussions

2.0 PREVENTION/IDENTIFICATION AND MANAGEMENT STRATEGIES

- 2.1 The Board shall adopt the prevention, identification and management procedures set out within the Ophea Ontario Physical Education Safety Guidelines. Understanding that concussion information and procedures are always evolving with new research and consensus guidelines, Administration will continue to consult with Ophea, and will update this procedure as amendments are implemented, and this Procedure, with the attached Ophea guidelines (as amended to reference Windsor-Essex Catholic District School Board policy and practice), shall be reviewed at least annually prior to the start of each school year. The most current procedures are attached as Appendix “A”.

All Board staff, volunteers, students, and parents shall work together to ensure that the procedures are followed when a concussion is suspected.

3.0 TRAINING

- 3.1 Training shall be made available to all Board employees and school volunteers who are in direct contact with students on a regular basis.
- 3.2 The timing and nature of the training will be determined in accordance with staff and volunteer roles and responsibilities.

4.0 ROLES AND RESPONSIBILITIES

- 4.1 Senior Administration will:
- Continue to consult with Ophea and the Ontario School Board Insurance Exchange (OSBIE) in reviewing these procedures, to ensure alignment with current best practices;
 - Ensure that concussion training is made available to all Board employees and volunteers who are in direct contact with students on a regular basis, in accordance with their roles and responsibilities;
 - Ensure that concussion awareness information is made available to students, parents, and members of the community who may be using Board facilities; and
 - Provide support to principals/vice-principals as they implement the procedures within schools.
- 4.2 Principals and Vice-Principals will:
- Ensure that the procedures are implemented within the school community;
 - Communicate to all staff, volunteers, students and parents/guardians their roles/responsibilities in the implementation of the procedures;
 - Monitor and track that all necessary training as been provided.
 - Follow the prescribed procedures as set out in Appendix “A”, including the completion of the required documentation detailing the date, time, circumstances and actions taken whenever a suspected concussion has occurred.
 - Maintain a record of those students who have suffered concussions and make that

PROCEDURE Pr ST: 26 Concussions

information available to all staff, coaches, and volunteers who will be working with that student, with respect for the provisions of the Municipal Freedom of Information and Protection of Privacy Act.

- Lead a collaborative team approach in the development of the return to learn/return to play plan, which would include (as applicable), the participation of the concussed student, parents/guardians, classroom teacher (s), coach (s), LST, student success, and guidance teachers (in secondary), LSST teachers (in elementary), as well as the Board's Learning Support Services Team.

4.3 Staff/Coaches/Volunteers will:

- Know what to do in the event of a suspected concussion;
- Participate in required training;
- Understand and fulfill their roles and responsibilities in the implementation of these procedures and complete the required documentation detailing the date, time, circumstances and actions taken whenever a suspected concussion has occurred;
- Check to see that all equipment is certified (if applicable), in good condition, worn properly, and is appropriate for the activity;
- Plan age appropriate activities and supervise students at all times;
- Provide information and reminders to students respecting safety/prevention and the seriousness of concussions throughout the school year and prior to participation in physical activities;
- Where a student has suffered a concussion, ensure that the proper medical documentation is received, and all procedures are followed, prior to the student returning to learn and play.

4.4 Students will:

- Abide by the rules and regulations of the school, classroom and sport/activity;
- Understand and fulfill their roles and responsibilities in the implementation of these procedures;
- Wear any required equipment in the correct manner;
- Participate in all safety training;
- Learn to recognize the signs/symptoms of concussion and immediately report any concussion symptoms they may observe in themselves or other students to staff/volunteers/coaches, regardless of whether the injury may have occurred at or outside of school.

4.5 Parents/Guardians will:

- Learn the signs and symptoms of concussion and review them with students;
- Understand and fulfill their roles and responsibilities in the implementation of these procedures;
- Have a student assessed by a medical practitioner (physician or nurse practitioner) as soon as possible in the event that a concussion is possible;
- Collaborate with school staff to manage the concussion/return to learn/return to play;
- Advise school personnel if a student is diagnosed with a concussion due to an injury incurred outside of school.



APPENDIX "A" to Procedure PR ST: 26 Concussions

ONTARIO PHYSICAL EDUCATION SAFETY GUIDELINES (WITH AMENDMENTS TO REFERENCE WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD POLICY AND PRACTICE)

APPENDIX C-1 CONCUSSION PROTOCOL; PREVENTION, IDENTIFICATION AND MANAGEMENT PROCEDURES.

INTRODUCTION

The Ministry of Education expects all school boards in Ontario to develop and maintain a policy on concussion as outlined in Policy/Program Memorandum No. 158: School Board Policies on Concussion. In partnership with the Ministry of Education, the *ThinkFirst Concussion Education and Awareness Committee*, and the *Recognition and Awareness Working Group of the Mild Traumatic Brain Injury/Concussion Strategy*, the Ontario Physical and Health Education Association (Ophea) has developed a concussion protocol as part of the Ontario Physical Education Safety Guidelines. The concussion protocol, contained within this appendix is based on current research and knowledge and provides information on concussion prevention, identification of a suspected concussion and management procedures for a diagnosed concussion, including a plan to help a student return to learning and to physical activity. PPM 158 recognizes the Ontario Physical Education Safety Guidelines Concussion Protocol outlined in this document to be the minimum standard.

School boards may localize the components of the concussion protocol, to meet the specific needs of their school district, keeping in mind that they can raise the minimum standards but cannot lower the standards. Although it is important to be familiar with the Ontario Physical Education Safety Guideline Concussion Protocol, educators must ensure that they use their own board's concussion protocol.

The Ontario Physical Education Safety Guidelines Concussion Protocol (OPESGCP) is a living document. Concussion information and procedures for the components of prevention, identification and management are always evolving with new research and consensus guidelines. In order to keep users of this document up to date with the newest information and procedures this document will be reviewed and revised where necessary on a yearly basis. School boards and users of this document are advised to refer to the OPESGCP each and every

year in September for the current OPESGCP. Where revisions are of a critical nature Ophea will inform its users through electronic notification.

CONTEXT

Recent research has made it clear that a concussion can have a significant impact on a student's cognitive and physical abilities. In fact, research shows that activities that require concentration can actually cause a student's concussion symptoms to reappear or worsen. It is equally important to develop strategies to assist students as they "return to learn" in the classroom as it is to develop strategies to assist them "return to physical activity". Without addressing identification and proper management, a concussion can result in permanent brain damage and in rare occasions, even death.

Research also suggests that a child or youth who suffers a second concussion before he or she is symptom free from the first concussion is susceptible to a prolonged period of recovery, and possibly Second Impact Syndrome - a rare condition that causes rapid and severe brain swelling and often catastrophic results.

Administrators, educators (including occasional teachers), school staff, students, parents and school volunteers play an important in the prevention of concussion, identification of a suspected concussion, as well as the ongoing monitoring and management of a student with a concussion.

CONCUSSION DEFINITION

A concussion:

- is a brain injury that causes changes in how the brain functions, leading to symptoms that can be physical (e.g., headache, dizziness), cognitive (e.g., difficulty concentrating or remembering), emotional/behavioural (e.g., depression, irritability) and/or related to sleep (e.g., drowsiness, difficulty falling asleep);
- may be caused either by a direct blow to the head, face or neck, or a blow to the body that transmits a force to the head that causes the brain to move rapidly within the skull;
- can occur even if there has been no loss of consciousness (in fact most concussions occur without a loss of consciousness); and,
- cannot normally be seen on X-rays, standard CT scans or MRIs.

CONCUSSION DIAGNOSIS

A concussion is a clinical diagnosis made by a medical doctor or nurse practitioner. It is critical that a student with a suspected concussion be examined by a medical doctor or nurse practitioner.

1. PREVENTION COMPONENT

Concussion prevention is important, "*...there is evidence that education about concussion leads to a reduction in the incidence of concussion and improved outcomes from concussion...*"¹

Any time a student/athlete is involved in physical activity, there is a chance of sustaining a concussion. Therefore it is important to take a preventative approach encouraging a culture of safety mindedness when students are physically active.

PPM 158 states that the policy should include strategies for preventing and minimizing the risk of sustaining concussions (and other head injuries) in schools and at off-site school events.

One approach to the prevention of any type of injury includes primary, secondary and tertiary strategies. Listed below are the three strategies for concussion injury prevention²:

- Primary - information/actions that prevent concussions from happening (e.g., rules and regulations, minimizing slips and falls by checking that classroom floor and activity environments provide for safe traction and are obstacle free);
- Secondary - expert management of a concussion that has occurred (e.g., Identification, and Management - Return to Learn and Return to Physical Activity) that is designed to prevent the worsening of a concussion;
- Tertiary - strategies help prevent long-term complications of a concussion (chronic traumatic encephalopathy) by advising the participant to permanently discontinue a physical activity/sport based on evidence-based guidelines.

¹ Journal of Clinical Sport Psychology, 2012, 6, 293-301; Charles H. Tator, Professor of Neurosurgery, Toronto Western Hospital, Toronto, ON Can.

² Journal of Clinical Sport Psychology, 2012, 6, 293-301; Charles H. Tator, Professor of Neurosurgery, Toronto Western Hospital, Toronto, ON Can.

Primary and secondary strategies are the focus of the concussion injury prevention information located in Appendix C- 5: Sample Concussion Prevention Strategies

2. IDENTIFICATION COMPONENT

"The identification component provides strategies for the following:

- a) A teacher/coaches initial response for safe removal from the activity of a student injured as a result of a blow to the head, face or neck or a blow to the body that transmits a force to the head (e.g., student is conscious, student is conscious but lost consciousness even for a short period of time, student is unconscious)
- b) Initial concussion - assessment strategies (e.g., use of common symptoms and signs of a concussion.
- c) Steps to take following an initial assessment ³

a) INITIAL RESPONSE:

If a student receives a blow to the head, face or neck, or a blow to the body that transmits a force to the head that causes the brain to move rapidly within the skull, and as a result may have suffered a concussion, the individual (e.g., teacher/coach) responsible for that student must take immediate action as follows:

Unconscious Student (or where there was any loss of consciousness)

- Stop the activity immediately - assume there is a concussion.
- Initiate Emergency Action Plan and call 911. Do not move the student.
- Assume there is a possible neck injury and, only if trained, immobilize the student before emergency medical services arrive.
 - Do not remove athletic equipment (e.g., helmet) unless there is difficulty breathing.
- Stay with the student until emergency medical services arrive.
- Contact the student's parent/guardian (or emergency contact) to inform them of the incident and that emergency medical services have been contacted.
- Monitor and document any changes (i.e., physical, cognitive, emotional/behavioural) in the student.
 - Refer to your board's injury report form for documentation procedures.

³ Policy/Program Memorandum 158: School Board Policies on Concussion, 3, March 19, 2014, Ontario Ministry of Education

- If the student regains consciousness, encourage him/her to remain calm and to lie still. Do not administer medication (unless the student requires medication for other conditions - e.g., insulin for a student with diabetes, **in accordance with the student's Health Support Plan -Board Policy ST: 11**).

Conscious Student

- Stop the activity immediately.
- Initiate Emergency Action Plan.
- When the student can be safely moved, remove him/her from the current activity or game/**location, preferably to a more quiet, potentially less sensory stimulating environment (i.e.office).**
- Conduct an initial concussion assessment of the student (e.g., using "Appendix C-2 - Sample Tool to Identify a Suspected Concussion").

b) INITIAL CONCUSSION ASSESSMENT

Following a blow to the head, face or neck, or a blow to the body that transmits a force to the head, a concussion should be suspected in the presence of any one or more of the following signs or symptoms:

TABLE 1: Common Signs and Symptoms of a Concussion

Possible Signs Observed <i>A sign is something that will be observed by another person (e.g., parent/guardian, teacher, coach, supervisor, peer).</i>	Possible Symptoms Reported <i>A symptom is something the student will feel/report.</i>
<p>Physical</p> <ul style="list-style-type: none"> • vomiting • slurred speech • slowed reaction time • poor coordination or balance • blank stare/glassy-eyed/dazed or vacant look • decreased playing ability • loss of consciousness or lack of responsiveness • lying motionless on the ground or slow to get up • amnesia • seizure or convulsion • grabbing or clutching of head <p>Cognitive</p> <ul style="list-style-type: none"> • difficulty concentrating • easily distracted • general confusion • cannot remember things that happened before and after the injury • does not know time, date, place, class, type of activity in which he/she was participating • slowed reaction time (e.g., answering questions or following directions) <p>Emotional/Behavioural</p> <ul style="list-style-type: none"> • strange or inappropriate emotions (e.g., laughing, crying, getting angry easily) <p>Sleep Disturbance</p> <ul style="list-style-type: none"> • drowsiness • insomnia 	<p>Physical</p> <ul style="list-style-type: none"> • headache • pressure in head • neck pain • feeling off/not right • ringing in the ears • seeing double or blurry/loss of vision • seeing stars, flashing lights • pain at physical site of injury • nausea/stomach ache/pain • balance problems or dizziness • fatigue or feeling tired • sensitivity to light or noise <p>Cognitive</p> <ul style="list-style-type: none"> • difficulty concentrating or remembering • slowed down, fatigue or low energy • dazed or in a fog <p>Emotional/Behavioural</p> <ul style="list-style-type: none"> • irritable, sad, more emotional than usual • nervous, anxious, depressed <p>Sleep Disturbance</p> <ul style="list-style-type: none"> • drowsy • sleeping more/less than usual • difficulty falling asleep

Note:

- Signs and symptoms can appear immediately after the injury or may take hours or days to emerge.
- Signs and symptoms may be different for everyone.
- A student may be reluctant to report symptoms because of a fear that he/she will be removed from the activity, his/her status on a team or in a game could be jeopardized or academics could be impacted.

- It may be difficult for younger students (under the age of 10), students with special needs or students for whom English/French is not their first language to communicate how they are feeling.
- Signs for younger students (under the age of 10) may not be as obvious as in older students.

C) STEPS TO TAKE FOLLOWING AN INITIAL ASSESSMENT

- i. If sign(s) are observed and/or symptom(s) are reported and/or the student fails the Quick Memory Function Assessment (see Appendix C-2):*

Teacher Response

- A concussion should be suspected - do not allow the student to return to play in the activity, game or practice that day even if the student states that he/she is feeling better.
- Contact the student's parent/guardian (or emergency contact) to inform them:
 - of the incident;
 - that they need to come and pick up the student; and,
 - that the student needs to be examined by a medical doctor or nurse practitioner as soon as possible that day.
- Monitor and document any changes (i.e., physical, cognitive, emotional/behavioural) in the student. If any signs or symptoms worsen, call 911.
 - Refer to your board's injury report form for documentation procedures.
- Do not administer medication (unless the student requires medication for other conditions - e.g., insulin for a student with diabetes, **in accordance with the student's Health Support Plan -Board Policy ST: 11**).
- Stay with the student until her/his parent/guardian (or emergency contact) arrives.
 - The student must not leave the premises without parent/guardian (or emergency contact) supervision.

Information to be Provided to Parent/Guardian:

- Parent/Guardian must be:
 - informed that the student needs to be examined by a medical doctor or nurse practitioner as soon as possible that day; and, provided with a copy of the

tool used to identify the suspected concussion, (see "Appendix C-2 - Sample Tool to Identify a Suspected Concussion")

- o informed that they need to communicate to the school principal the results of the medical examination (i.e., the student does not have a diagnosed concussion or the student has a diagnosed concussion) prior to the student returning to school (see the sample reporting form "Appendix C-3 - Sample Documentation of Medical Examination").
 - If no concussion is diagnosed: the student may resume regular learning and physical activities.
 - If a concussion is diagnosed: the student follows a medically supervised, individualized and gradual Return to Learn/Return to Physical Activity Plan.

ii. If signs are NOT observed, symptoms are NOT reported AND the student passes the Quick Memory Function Assessment (see Appendix C-2):

Teacher response:

- A concussion is not suspected - the student may return **to learn and** to physical activity.
- However the student's parent/guardian (or emergency contact) must be contacted and informed of the incident.

Information to be Provided to Parent/Guardian:

- Parent/Guardian must be:
 - o informed that:
 - signs and symptoms may not appear immediately and may take hours or days to emerge;
 - the student should be monitored for 24-48 hours following the incident; and,
 - if any signs or symptoms emerge, the student needs to be examined by a medical doctor or nurse practitioner as soon as possible that day.
- Schools may wish to use "Appendix C-2 - Sample Tool to Identify a Suspected Concussion" to communicate this information.

Responsibilities of the School Principal

Once a student has been identified as having a suspected concussion, the school principal must:

- inform all school staff (e.g., classroom teachers, physical education teachers, intramural supervisors, coaches) and *volunteers who work with the student with the suspected concussion; and, (*Prior to communicating with volunteers refer to board protocol for sharing of student information.)
- indicate that the student shall not participate in any learning or physical activities until the parent/guardian communicates the results of the medical examination (i.e., the student does not have a diagnosed concussion or the student has a diagnosed concussion) to the school principal (e.g., by completing "Appendix C-3 - Sample Documentation of Medical Examination" or by returning a note signed and dated by the parent/guardian).

DOCUMENTATION OF MEDICAL EXAMINATION:

Prior to a student with a suspected concussion returning to school, the parent/guardian must communicate the results of the medical examination (i.e., student does not have a diagnosed concussion or the student has a diagnosed concussion) to the school principal (see the sample reporting form "Appendix C-3 - Sample Documentation of Medical Examination").

- If no concussion is diagnosed: the student may resume regular learning and physical activities.
- If a concussion is diagnosed: the student follows a medically supervised, individualized and gradual Return to Learn/Return to Physical Activity Plan (see section below: Management Procedures for a Diagnosed Concussion).

Responsibilities of the School Principal

Once the parent/guardian has informed the school principal of the results of the medical examination, the school principal must:

- inform all school staff (e.g., classroom teachers, physical education teachers, intramural supervisors, coaches) and *volunteers who work with the student of the diagnosis; and, (*Prior to communicating with volunteers refer to board protocol for sharing of student information.)
- file written documentation (e.g., "Appendix C-3 - Sample Documentation of Medical Examination", parent's note) of the results of the medical examination (e.g., in the student's OSR).

- Principal provides parent/guardian with a form to record documentation of the student's progress through the Return to Learn/Return to Physical Activity Plan (e.g., Appendix C-4 - Sample Documentation for a Diagnosed Concussion -Return to Learn/Return to Physical Activity Plan).

3. MANAGEMENT PROCEDURES FOR A DIAGNOSED CONCUSSION

*"Given that children and adolescents spend a significant amount of their time in the classroom, and that school attendance is vital for them to learn and socialize, full return to school should be a priority following a concussion."*⁴

Knowledge of how to properly manage a diagnosed concussion is critical in a student's recovery and is essential in helping to prevent the student from returning to learning or physical activities too soon and risking further complications. Ultimately, this awareness and knowledge could help contribute to the student's long-term health and academic success.

Return to Learn/Return to Physical Activity Plan

A student with a diagnosed concussion needs to follow a medically supervised, individualized and gradual Return to Learn/Return to Physical Activity Plan. While return to learn and return to physical activity processes are combined within the Plan, a student with a diagnosed concussion must be symptom free prior to returning to regular learning activities (i.e., Step 2b - Return to Learn) and beginning Step 2 - Return to Physical Activity.

In developing the Plan, the return to learn process is individualized to meet the particular needs of the student. There is no preset formula for developing strategies to assist a student with a concussion to return to his/her learning activities. In contrast, the return to physical activity process follows an internationally recognized graduated stepwise approach.

Collaborative Team Approach:

It is critical to a student's recovery that the Return to Learn/Return to Physical Activity Plan be developed through a collaborative team approach. Led by the school principal, the team should include:

- the concussed student;

⁴ Davis GA, Purcell LK. The evaluation and management of acute concussion differs in young children. *Br J Sports Med*. Published Online First 23 April 2013 doi:10.1136/bjsports-2012-092132 (p. 3)

- her/his parents/guardians;
- school staff and volunteers who work with the student; and,
- the medical doctor or nurse practitioner.

Ongoing communication and monitoring by all members of the team is essential for the successful recovery of the student.

Completion of the Steps within the Plan:

The steps of the Return to Learn/Return to Physical Activity Plan may occur at home or at school.

The members of the collaborative team must factor in special circumstances which may affect the setting in which the steps may occur (i.e., at home and/or school), for example:

- the student has a diagnosed concussion just prior to winter break, spring break or summer vacation; or,
- the student is neither enrolled in Health and Physical Education class nor participating on a school team.

Given these special circumstances, the collaborative team must ensure that steps 1-4 of the Return to Learn/Return to Physical Activity Plan are completed. As such, written documentation from a medical doctor or nurse practitioner (e.g., "Appendix C-4 - Sample Documentation for a Diagnosed Concussion - Return to Learn/Return to Physical Activity Plan") that indicates the student is symptom free and able to return to full participation in physical activity must be provided by the student's parent/guardian to the school principal and kept on file (e.g., in the student's OSR).

It is important to note:

- Cognitive or physical activities can cause a student's symptoms to reappear.
- Steps are not days - each step must take a minimum of 24 hours and the length of time needed to complete each step will vary based on the severity of the concussion and the student.
- The signs and symptoms of a concussion often last for 7 - 10 days, but may last longer in children and adolescents⁵.

⁵ McCrory P., Johnston K., Meeuwisse W., et al. (2005). Summary and agreement statement of the 2nd International Conference on Concussion in Sport, Prague 2004. *British Journal of Sports Medicine*. 39(4), 196-

Step 1 - Return to Learn/Return to Physical Activity

The student does not attend school during Step 1.

The most important treatment for concussion is rest (i.e., cognitive and physical).

- Cognitive rest includes limiting activities that require concentration and attention (e.g., reading, texting, television, computer, video/electronic games).
- Physical rest includes restricting recreational/leisure and competitive physical activities.

Step 1 continues for a minimum of 24 hours and until:

- the student's symptoms begin to improve; **OR**,
- the student is symptom free;

as determined by the parents/guardians and the concussed student.

Parent/Guardian:

Before the student can return to school, the parent/guardian must communicate to the school principal (see sample "Appendix C-4 - Sample Documentation for a Diagnosed Concussion - Return to Learn/Return to Physical Activity Plan") either that:

- the student's **symptoms are improving** (and the student will proceed to Step 2a - Return to Learn); **OR**,
- the student is **symptom free** (and the student will proceed directly to Step 2b - Return to Learn and Step 2 - Return to Physical Activity).

Return to Learn - Designated School Staff Lead:

Once the student has completed Step 1 (as communicated to the school principal by the parent/guardian) and is therefore able to return to school (and begins either Step 2a - Return to Learn or Step 2b - Return to Learn, as appropriate), one school staff (i.e. a member of the collaborative team, either the school principal or another staff person designated by the school principal) needs to serve as the main point of contact for the student, the parents/guardians, other school staff and volunteers who work with the student, and the medical doctor or nurse practitioner.

204, as cited in McCrory P. et al. (2013). Consensus statement on concussion in sport: the 4th International Conference on Concussion in Sport held in Zurich, November 2012. *British Journal of Sports Medicine*, 47(5), 250-258.

The designated school staff lead will monitor the student's progress through the Return to Learn/Return to Physical Activity Plan. This may include identification of the student's symptoms and how he/she responds to various activities in order to develop and/or modify appropriate strategies and approaches that meet the changing needs of the student.

Step 2a - Return to Learn

A student with symptoms that are improving, but who is not yet symptom free, may return to school and begin Step 2a - Return to Learn.

During this step, the student requires individualized classroom strategies and/or approaches to return to learning activities - these will need to be adjusted as recovery occurs (see Table 2 - Return to Learn Strategies/Approaches). At this step, the student's cognitive activity should be increased slowly (both at school and at home), since the concussion may still affect his/her academic performance. Cognitive activities can cause a student's concussion symptoms to reappear or worsen.

It is important for the designated school staff lead, in consultation with other members of the collaborative team, to identify the student's symptoms and how he/she responds to various learning activities in order to develop appropriate strategies and/or approaches that meet the needs of the student. School staff and volunteers who work with the student need to be aware of the possible difficulties (i.e., cognitive, emotional/behavioural) a student may encounter when returning to learning activities following a concussion. These difficulties may be subtle and temporary, but may significantly impact a student's performance⁶.

⁶ Davis GA, Purcell LK. The evaluation and management of acute concussion differs in young children. Br J Sports Med. Published Online First 23 April 2013 doi:10.1136/bjsports-2012-092132

TABLE 2: Return to Learn Strategies/Approaches⁷

COGNITIVE DIFFICULTIES		
Post Concussion Symptoms	Impact on Student's Learning	Potential Strategies and/or Approaches
Headache and Fatigue	Difficulty concentrating, paying attention or multitasking	<ul style="list-style-type: none"> ensure instructions are clear (e.g., simplify directions, have the student repeat directions back to the teacher) allow the student to have frequent breaks, or return to school gradually (e.g., 1-2 hours, half-days, late starts) keep distractions to a minimum (e.g., move the student away from bright lights or noisy areas) limit materials on the student's desk or in their work area to avoid distractions provide alternative assessment opportunities (e.g., give tests orally, allow the student to dictate responses to tests or assignments, provide access to technology)
Difficulty remembering or processing speed	Difficulty retaining new information, remembering instructions, accessing learned information	<ul style="list-style-type: none"> provide a daily organizer and prioritize tasks provide visual aids/cues and/or advance organizers (e.g., visual cueing, non-verbal signs) divide larger assignments/assessments into smaller tasks provide the student with a copy of class notes provide access to technology repeat instructions provide alternative methods for the student to demonstrate mastery
Difficulty paying attention/concentrating	<p>Limited/short-term focus on schoolwork</p> <p>Difficulty maintaining a regular academic workload or keeping pace with work demands</p>	<ul style="list-style-type: none"> coordinate assignments and projects among all teachers use a planner/organizer to manage and record daily/weekly homework and assignments reduce and/or prioritize homework, assignments and projects extend deadlines or break down tasks facilitate the use of a peer note taker provide alternate assignments and/or tests check frequently for comprehension consider limiting tests to one per day and student may need extra time or a quiet environment

⁷ Adapted from Davis GA, Purcell LK. The evaluation and management of acute concussion differs in young children. Br J Sports Med. Published Online First 23 April 2013 doi:10.1136/bjsports-2012-092132

EMOTIONAL/BEHAVIOURAL DIFFICULTIES		
Post Concussion Symptoms	Impact on Student's Learning	Potential Strategies and/or Approaches
Anxiety	Decreased attention/concentration Overexertion to avoid falling behind	<ul style="list-style-type: none"> inform the student of any changes in the daily timetable/schedule adjust the student's timetable/schedule as needed to avoid fatigue (e.g., 1-2 hours/periods, half-days, full-days) build in more frequent breaks during the school day provide the student with preparation time to respond to questions
Irritable or Frustrated	Inappropriate or impulsive behaviour during class	<ul style="list-style-type: none"> encourage teachers to use consistent strategies and approaches acknowledge and empathize with the student's frustration, anger or emotional outburst if and as they occur reinforce positive behaviour provide structure and consistency on a daily basis prepare the student for change and transitions set reasonable expectations anticipate and remove the student from a problem situation (without characterizing it as punishment)
Light/Noise Sensitivity	Difficulties working in classroom environment (e.g., lights, noise, etc.)	<ul style="list-style-type: none"> arrange strategic seating (e.g., move the student away from window or talkative peers, proximity to the teacher or peer support, quiet setting) where possible provide access to special lighting (e.g., task lighting, darker room) minimize background noise provide alternative settings (e.g., alternative work space, study carrel) avoid noisy crowded environments such as assemblies and hallways during high traffic times allow the student to eat lunch in a quiet area with a few friends where possible provide ear plugs/headphones, sunglasses
Depression/Withdrawal	Withdrawal from participation in school activities or friends	<ul style="list-style-type: none"> build time into class/school day for socialization with peers partner student with a "buddy" for assignments or activities

Note: "Compared to older students, elementary school children are more likely to complain of physical problems or misbehave in response to cognitive overload, fatigue, and other concussion symptoms."⁸

Parent/Guardian:

Must communicate to the school principal (see sample "Appendix C-4 - Sample Documentation for a Diagnosed Concussion - Return to Learn/Return to Physical Activity Plan") that the student is symptom free before the student can proceed to Step 2b - Return to Learn and Step 2 - Return to Physical Activity.

Step 2b - Return to Learn (occurs concurrently with Step 2 - Return to Physical Activity)

A student who:

- has progressed through Step 2a - Return to Learn and is now symptom free may proceed to Step 2b - Return to Learn; or,
- becomes symptom free soon after the concussion may begin at Step 2b - Return to Learn (and may return to school if previously at Step 1).

At this step, the student begins regular learning activities without any individualized classroom strategies and/or approaches.

- This step occurs concurrently with Step 2 - Return to Physical Activity.

Note: Since concussion symptoms can reoccur during cognitive and physical activities, students at Step 2b - Return to Learn or any of the following return to physical activity steps must continue to be closely monitored by the designated school staff lead and collaborative team for the return of any concussion symptoms and/or a deterioration of work habits and performance.

- If, at any time, concussion signs and/or symptoms return and/or deterioration of work habits or performance occur, the student must be examined by a medical doctor or nurse practitioner.

⁸ Concussion in the Classroom. (n.d.). Upstate University Hospital Concussion Management Program. Retrieved from <http://www.upstate.edu/pmr/healthcare/programs/concussion/pdf/classroom.pdf>

- The parent/guardian must communicate the results and the appropriate step to resume the Return to Learn/Return to Physical Activity Plan to the school principal (e.g., see "Appendix C-4 - Sample Documentation for a Diagnosed Concussion - Return to Learn/Return to Physical Activity Plan") before the student can return to school.

Step 2 - Return to Physical Activity

Activity: Individual light aerobic physical activity only (e.g., walking, swimming or stationary cycling keeping intensity below 70% of maximum permitted heart rate)

Restrictions: No resistance or weight training. No competition (including practices, scrimmages). No participation with equipment or with other students. No drills. No body contact.

Objective: To increase heart rate

Parent/Guardian:

Must report back to the school principal (e.g., see "Appendix C-4 - Sample Documentation for a Diagnosed Concussion - Return to Learn/Return to Physical Activity Plan") that the student continues to be symptom free in order for the student to proceed to Step 3.

Step 3 - Return to Physical Activity

Activity: Individual sport-specific physical activity only (e.g., running drills in soccer, skating drills in hockey, shooting drills in basketball)

Restrictions: No resistance/weight training. No competition (including practices, scrimmages). No body contact, no head impact activities (e.g., heading a ball in soccer) or other jarring motions (e.g., high speed stops, hitting a baseball with a bat).

Objective: To add movement

Step 4 - Return to Physical Activity

Activity: Activities where there is no body contact (e.g., dance, badminton). Progressive resistance training may be started. Non-contact practice and progression to more complex training drills (e.g., passing drills in football and ice hockey).

Restrictions: No activities that involve body contact, head impact (e.g., heading the ball in soccer) or other jarring motions (e.g., high speed stops, hitting a baseball with a bat)

Objective: To increase exercise, coordination and cognitive load

Teacher:

Communicates with parents/guardians that the student has successfully completed Steps 3 and 4 (see "Appendix C-4 - Sample Documentation for a Diagnosed Concussion - Return to Learn/Return to Physical Activity Plan")

Parent/Guardian:

Must provide the school principal with written documentation from a medical doctor or nurse practitioner (e.g., completed "Appendix C-4 - Sample Documentation for a Diagnosed Concussion - Return to Learn/Return to Physical Activity Plan") that indicates the student is symptom free and able to return to full participation in physical activity in order for the student to proceed to Step 5 - Return to Physical Activity.

School Principal:

Written documentation (e.g., "Appendix C-4 - Sample Documentation for a Diagnosed Concussion - Return to Learn/Return to Physical Activity Plan") is then filed (e.g., in the student's OSR) by the school principal.

Step 5 - Return to Physical Activity

Activity: Full participation in regular physical education/intramural/interschool activities in non-contact sports. Full training/practices for contact sports.

Restrictions: No competition (e.g., games, meets, events) that involve body contact

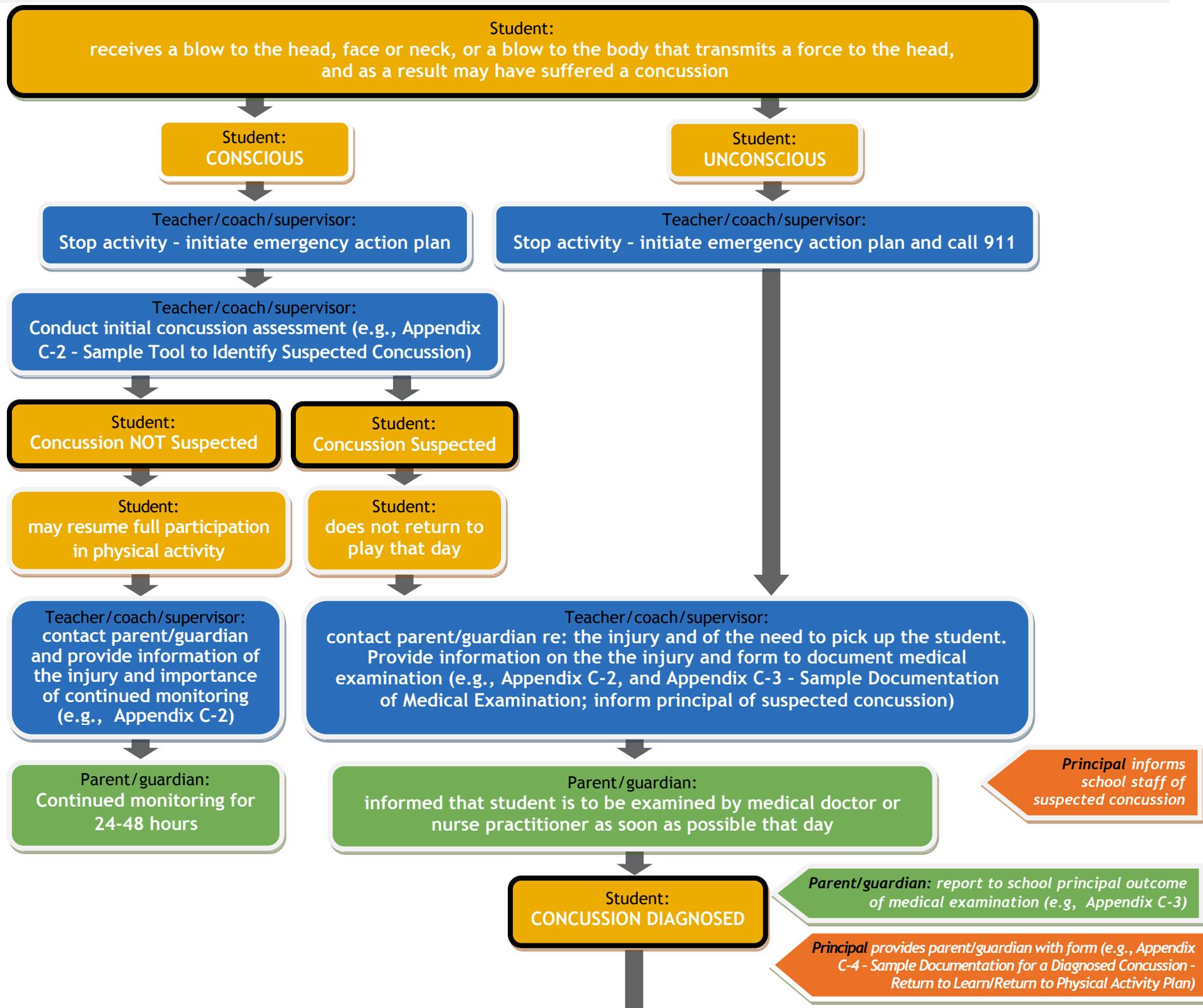
Objective: To restore confidence and assess functional skills by teacher/coach

Step 6 - Return to Physical Activity (Contact sports only)

Activity: Full participation in contact sports

Restrictions: None

CHART 1: Steps and Responsibilities in Suspected and Diagnosed Concussions



Principal informs school staff of concussion and establishes collaborative team identifying designated school staff lead

Parent/guardian: report back to school principal (e.g., Appendix C-4 - Sample Documentation for a Diagnosed Concussion - Return to Learn/Return to Physical Activity Plan: Step 1)

Student is monitored for the return of concussion signs and/or symptoms and/or deterioration of work habits or performance. If at any time concussion signs and/or symptoms return and/or deterioration of work habits or performance occurs, the student must be examined by a medical doctor or nurse practitioner who will determine which step in the Return to Learn/Return to Physical Activity process the student must return to using Appendix C-4: Return of Symptoms

Return to Learn/Return to Physical Activity - Step 1 (home)
Student: complete cognitive and physical rest

**Student:
Returns to School**

Symptoms are Improving

Return to Learn - Step 2a (with symptoms)
Student: requires individualized classroom strategies and/or approaches, see Appendix C-1, TABLE 2: Return to Learn Strategies

Parent/guardian: report back to school principal student progress through Step 2a (e.g., Appendix C-4: Step 2a)

Symptom Free

Return to Learn - Step 2b (symptom free)
Student: begins regular learning activities

Return to Physical Activity - Step 2 (home)
Student: individual light aerobic physical activity only

Parent/guardian: report back to school principal student progress through Step 2b/ Step 2 (e.g., Appendix C-4: Step 2b/Step 2)

Return to Physical Activity - Step 3 (school)
Student: individual sport specific physical activity only

Return to Physical Activity - Step 4 (school)
Student: activity with no body contact

Teacher: inform parent of completion of Step 4 (e.g., Appendix C-4: Step 4)

Parent/guardian: report back to school principal - include written documentation from medical doctor or nurse practitioner to indicate the student remains symptom free and able to return to full participation (e.g., Appendix C-4: Step 4)

Return to Physical Activity - Step 5 (school)
Student: full participation in non-contact sports - full training for all sports

Return to Physical Activity - Step 6 (school)
Student: full participation in all physical activity (including contact sports)



Appendix A - Procedure PR ST: 26 Concussions

Ontario Physical Education Safety Guidelines

Appendix C-2 Sample Tool to Identify a Suspected Concussionⁱ

This sample tool is a quick reference, to be completed by teachers, to help identify a suspected concussion and to communicate this information to parent/guardian.

Identification of Suspected Concussion

Following a blow to the head, face or neck, or a blow to the body that transmits a force to the head, a concussion must be suspected in the presence of **any one or more** of the signs or symptoms outlined in the chart below and/or the failure of the Quick Memory Function Assessment.

1. Check appropriate box

An incident occurred involving _____ (student name) on _____ (date).
He/she was observed for signs and symptoms of a concussion.

- No signs or symptoms described below were noted at the time. *Note: Continued monitoring of the student is important as signs and symptoms of a concussion may appear hours or days later (refer to #4 below).*
- The following signs were observed or symptoms reported:

Signs and Symptoms of Suspected Concussion	
Possible Signs Observed <i>A sign is something that is observed by another person (e.g., parent/guardian, teacher, coach, supervisor, peer).</i>	Possible Symptoms Reported <i>A symptom is something the student will feel/report.</i>
<p>Physical</p> <ul style="list-style-type: none"> <input type="checkbox"/> vomiting <input type="checkbox"/> slurred speech <input type="checkbox"/> slowed reaction time <input type="checkbox"/> poor coordination or balance <input type="checkbox"/> blank stare/glassy-eyed/dazed or vacant look <input type="checkbox"/> decreased playing ability <input type="checkbox"/> loss of consciousness or lack of responsiveness <input type="checkbox"/> lying motionless on the ground or slow to get up <input type="checkbox"/> amnesia <input type="checkbox"/> seizure or convulsion <input type="checkbox"/> grabbing or clutching of head <p>Cognitive</p> <ul style="list-style-type: none"> <input type="checkbox"/> difficulty concentrating <input type="checkbox"/> easily distracted <input type="checkbox"/> general confusion <input type="checkbox"/> cannot remember things that happened before and after the injury (<i>see Quick Memory Function Assessment on page 2</i>) <input type="checkbox"/> does not know time, date, place, class, type of activity in which he/she was participating <input type="checkbox"/> slowed reaction time (e.g., answering questions or following directions) <p>Emotional/Behavioural</p> <ul style="list-style-type: none"> <input type="checkbox"/> strange or inappropriate emotions (e.g., laughing, crying, getting angry easily) <p>Other</p> <ul style="list-style-type: none"> <input type="checkbox"/> _____ 	<p>Physical</p> <ul style="list-style-type: none"> <input type="checkbox"/> headache <input type="checkbox"/> pressure in head <input type="checkbox"/> neck pain <input type="checkbox"/> feeling off/not right <input type="checkbox"/> ringing in the ears <input type="checkbox"/> seeing double or blurry/loss of vision <input type="checkbox"/> seeing stars, flashing lights <input type="checkbox"/> pain at physical site of injury <input type="checkbox"/> nausea/stomach ache/pain <input type="checkbox"/> balance problems or dizziness <input type="checkbox"/> fatigue or feeling tired <input type="checkbox"/> sensitivity to light or noise <p>Cognitive</p> <ul style="list-style-type: none"> <input type="checkbox"/> difficulty concentrating or remembering <input type="checkbox"/> slowed down, fatigue or low energy <input type="checkbox"/> dazed or in a fog <p>Emotional/Behavioural</p> <ul style="list-style-type: none"> <input type="checkbox"/> irritable, sad, more emotional than usual <input type="checkbox"/> nervous, anxious, depressed <p>Other</p> <ul style="list-style-type: none"> <input type="checkbox"/> _____

If any observed signs or symptoms worsen, call 911.

2. Perform Quick Memory Function Assessment

Ask the student the following questions, recording the answers below. Failure to answer any one of these questions correctly may indicate a concussion:

- What room are we in right now? *Answer:* _____
- What activity/sport/game are we playing now? *Answer:* _____
- What field are we playing on today? *Answer:* _____
- What part of the day is it? *Answer:* _____
- What is the name of your teacher/coach? *Answer:* _____
- What school do you go to? *Answer:* _____

3. Action to be Taken

If there are **any** signs observed or symptoms reported, or if the student fails to answer any of the above questions correctly:

- a concussion should be suspected;
- the student must be immediately removed from play and must not be allowed to return to play that day even if the student states that he/she is feeling better; and
- the student must not leave the premises without parent/guardian (or emergency contact) supervision.

In all cases of a suspected concussion, the student must be examined by a medical doctor or nurse practitioner for diagnosis and must follow "Appendix C-1 - Concussion Protocol: Prevention, Identification and Management Procedures".

4. Continued Monitoring by Parent/Guardian

- Students should be monitored for 24 - 48 hours following the incident as signs and symptoms can appear immediately after the injury **or may take hours or days to emerge**.
- **If any signs or symptoms emerge**, the student needs to be examined by a medical doctor or nurse practitioner as soon as possible that day.

5. Teacher name: _____

Teacher signature: _____ Date: _____

This completed form must be copied, with the original filed as per school board policy and the copy provided to parent/guardian.

ⁱ Adapted from McCroy et. al, *Consensus Statement on Concussion in Sport. Br J Sports Med* 47 (5), 2013



Ontario Physical Education and Safety Guidelines

Appendix C-3 - Sample Documentation of Medical Examination

This form to be provided to all students suspected of having a concussion. For more information see "Appendix C-1 - Concussion Protocol: Prevention, Identification and Management Procedures"

_____ (student name) sustained a suspected concussion on _____ (date). As a result, this student must be seen by a medical doctor or nurse practitioner. Prior to returning to school, the parent/guardian must inform the school principal of the results of the medical examination by completing the following:

Results of Medical Examination

- My child/ward has been examined and **no concussion** has been diagnosed and therefore may resume full participation in learning and physical activity with no restrictions.

- My child/ward has been examined and a **concussion has been diagnosed** and therefore must begin a medically supervised, individualized and gradual Return to Learn/Return to Physical Activity Plan.

Parent/Guardian signature: _____

Date: _____

Comments:



Ontario Physical Education Safety Guidelines

Appendix C-4

Sample Documentation for a Diagnosed Concussion - Return to Learn/ Return to Physical Activity Plan

This form is to be used by parents/guardians to communicate their child's/ward's progress through the plan and is to be used with "Appendix C-1 - Concussion Protocol: Prevention, Identification and Management Procedures".

The Return to Learn/Return to Physical Activity Plan is a combined approach. Step 2a - Return to Learn must be completed prior to the student returning to physical activity. Each step must take a minimum of 24 hours (Note: Step 2b - Return to Learn and Step 2 - Return to Physical Activity occur concurrently).

Step 1 - Return to Learn/Return to Physical Activity

- *Completed at home.*
- *Cognitive Rest - includes limiting activities that require concentration and attention (e.g., reading, texting, television, computer, video/electronic games).*
- *Physical Rest - includes restricting recreational/leisure and competitive physical activities.*

My child/ward has completed Step 1 of the Return to Learn/Return to Physical Activity Plan (cognitive and physical rest at home) and his/her **symptoms have shown improvement**. My child/ward will proceed to Step 2a - Return to Learn.

My child/ward has completed Step 1 of the Return to Learn/Return to Physical Activity Plan (cognitive and physical rest at home) and is **symptom free**. My child/ward will proceed directly to Step 2b - Return to Learn and Step 2 - Return to Physical Activity.

Parent/Guardian signature: _____

Date: _____

Comments:

Ontario Physical Education Safety Guidelines
 Appendix C-4 - Documentation for a Diagnosed Concussion -
 Return to Learn/Return to Physical Activity Plan

Appendix A - Procedure PR ST: 26 Concussions

If at any time during the following steps symptoms return, please refer to the "Return of Symptoms" section on page 4 of this form.

Step 2a - Return to Learn

- *Student returns to school.*
- *Requires individualized classroom strategies and/or approaches which gradually increase cognitive activity.*
- *Physical rest- includes restricting recreational/leisure and competitive physical activities.*

- My child/ward has been receiving individualized classroom strategies and/or approaches and is **symptom free**. My child/ward will proceed to Step 2b - Return to Learn and Step 2 - Return to Physical Activity.

Parent/Guardian signature: _____

Date: _____

Comments:

Step 2b - Return to Learn

- *Student returns to regular learning activities at school.*

Step 2 - Return to Physical Activity

- *Student can participate in individual light aerobic physical activity only.*
- *Student continues with regular learning activities.*

- My child/ward is symptom free after participating in light aerobic physical activity. My child/ward will proceed to Step 3 - Return to Physical Activity.
- Appendix C-4 will be returned to the teacher to record progress through Steps 3 and 4.

Parent/Guardian signature: _____

Date: _____

Comments:

Step 3 - Return to Physical Activity

- *Student may begin individual sport-specific physical activity only.*

Step 4 - Return to Physical Activity

- *Student may begin activities where there is no body contact (e.g., dance, badminton); light resistance/weight training; non-contact practice; and non-contact sport-specific drills.*

- Student has successfully completed Steps 3 and 4 and is symptom free.
- Appendix C-4 will be returned to parent/guardian to obtain medical doctor/nurse practitioner diagnosis and signature.

Teacher signature: _____

Medical Examination

- I, _____ (medical doctor/nurse practitioner name) have examined _____ (student name) and confirm he/she continues to be symptom free and is able to return to regular physical education class/intramural activities/interscholar activities in non-contact sports and full training/practices for contact sports.

Medical Doctor/Nurse Practitioner Signature: _____

Date: _____

Comments:

Step 5 - Return to Physical Activity

- *Student may resume regular physical education/intramural activities/interscholar activities in non-contact sports and full training/practices for contact sports.*

Step 6 - Return to Physical Activity

- *Student may resume full participation in contact sports with no restrictions.*

Return of Symptoms

My child/ward has experienced a return of concussion signs and/or symptoms and has been examined by a medical doctor/nurse practitioner, who has advised a return to:

- Step _____ of the Return to Learn/Return to Physical Activity Plan

Parent/Guardian signature: _____

Date: _____

Comments:



Ontario Physical Education Safety Guidelines

Appendix C-5 - Sample Concussion Prevention Strategies

PPM 158 (Policy/Program Memorandum #158: School Board Policies on Concussion) recognizes the importance of prevention and states that every board policy should include strategies for preventing and minimizing the risk of sustaining concussions (and other head injuries) in schools and at off-site school events.

The prevention strategies have been organized into two main sections according to when they should be implemented:

- those strategies that should be used prior to physical activity (at the beginning of the school year) and/or prior to the sport season (e.g., interschool teams, intramural/house league activities);
- those strategies that should be used during a unit of physical activity, and/or sport season or intramural activities.

1. Prior to the sport season/beginning of the school year

a) Teachers/coaches/supervisors should:

- be knowledgeable of school board's concussion policy and procedures for prevention, identification, and management (return to learn and return to physical activity);
- be knowledgeable about safe practices in the sport/activity e.g., the rules and regulations and the specific sport/activity pages in the Ontario Physical Education Safety Guidelines;
- be familiar with the risks of a concussion or other potential injuries associated with the activity/sport and how to minimize those risks;
- be up to date and enforce school board/Athletic Association/Referee rule changes associated with minimizing the risks of concussion.
- be up to date with current body contact skills and techniques (e.g., safe tackling in tackle football), when coaching/supervising contact activities;
- be knowledgeable (when applicable) with the requirements for wearing helmets. (To date there is no evidence that helmets protect against concussions.) For more information on helmets please see the Generic Section.

- determine that protective equipment is approved by a recognized equipment standards association (e.g., CSA, NOCSAE), is well maintained, and is visually inspected prior to activity; and
- determine (where applicable) that protective equipment is inspected within approved timelines, by a certified re-conditioner as required by manufacturer (e.g., football helmet)

b) Boards, Athletic Associations and Referee Associations should:

- Consider rule changes to the activity, to reduce the head injury incidence or severity, where a clear-cut mechanism is implicated in a particular sport.
- Consider rule enforcement to minimize the risk of head injuries.

It is important for students/athletes and their parents/guardians to be provided information about the prevention of concussions. This concussion information must be as activity/sport specific as possible.

If students/athletes are permitted to bring their own protective equipment (e.g., helmets), student/athletes and parents/guardians must be informed of the importance of determining that the equipment is properly fitted and in good working order and suitable for personal use.

c) Parents/guardians to be informed of the:

- risks and possible mitigations of the activity/sport;
- dangers of participating with a concussion;
- signs and symptoms of a concussion;
- board's identification, diagnosis and management procedures; and
- importance of encouraging the ethical values of fair play and respect for opponents.

d) Student/athletes to be informed about:

- concussions;
 - definition
 - seriousness of concussions
 - causes,

- signs and symptoms, and
 - the board's Identification and management procedure
- the risks of a concussion associated with the activity/sport and how to minimize those risks;
- the importance of respecting the rules of the game and practising Fair Play (e.g., to follow the rules and ethics of play, to practice good sportsmanship at all times and to respect their opponents and officials);
- the dangers of participating in an activity while experiencing the signs and symptoms of a concussion and potential long-term consequences.
- the importance of:
 - immediately informing the teacher/coach of any signs or symptoms of a concussion, and removing themselves from the activity;
 - encouraging a teammate with signs or symptoms to remove themselves from the activity and to inform the teacher/coach; and
 - informing the teacher/coach when a classmate/teammate has signs or symptoms of a concussion.
- the use of helmet when they are required for a sport/activity:
 - helmets do not prevent concussions. They are designed to protect against skull fractures, major brain injuries (including bleeding into or around the brain), brain contusions and lacerations;
 - helmets are to be properly fitted and worn correctly (e.g., only one finger should fit between the strap and the chin when strap is done up).

Sample strategies/tools to educate students/athletes about concussion prevention

information:

- hold a preseason/activity group/team meeting on concussion education;
- develop and distribute an information checklist for students/athletes about prevention strategies;
- post concussion information to inform/reinforce symptoms and signs and what to do if a concussion is suspected;
- post information posters on prevention of concussions (e.g., encouraging students to report concussion symptoms) in high traffic student areas (e.g., change room/locker area/classroom/gymnasium);

-
- implement concussion classroom learning modules aligned with the curriculum expectations;
 - distribute concussion fact sheets (prevention, signs and symptoms) for each student/athlete on school teams;
 - Distribute and collect completed student concussion contract or pledge (signed by student/athlete and parents/guardians).

2. During the physical activity unit/sport season/intramural activity

a) teachers/coaches /supervisors should:

- teach skills and techniques in the proper progression;
- provide activity/sport-specific concussion information when possible;
- teach and enforce the rules and regulations of the sport/activity during practices and games/competition (particularly those that limit or eliminate body contact, or equipment on body contact);
- reinforce the principles of head-injury prevention (e.g., keeping the head up and avoiding collision);
- teach students/athletes involved in body contact activities:
 - sport-specific rules and regulations of body contact e.g., no hits to the head.
 - body contact skills and techniques and require the successful demonstration of these skills in practice prior to competition.
- discourage others from pressuring injured students/athletes to play/participate;
- demonstrate and role model the ethical values of fair play and respect for opponents;
- encourage students/athletes to follow the rules of play, and to practice fair play;
- use game/match officials in higher-risk interschool sports that are knowledgeable, certified and/or experienced in officiating the sport; and
- inform students about the importance of protective equipment fitting correctly (e.g., helmets, padding, guards).

b) During the physical activity unit/sport season/intramural activity students/athletes should:

- attend safety clinics/information sessions on concussions for the activity/sport;
- be familiar with the seriousness of concussion and the signs and symptoms of concussion;
- demonstrate safe contact skills during controlled practice sessions prior to competition;
- demonstrate respect for the mutual safety of fellow athletes e.g., no hits to the head, follow the rules and regulations of the activity;
- wear properly fitted protective equipment;
- report any sign or symptom of a concussion immediately to teacher/coach from a hit, fall or collision;
- encourage team mates/fellow students to report sign(s) or symptom(s) of a concussion and to refrain from pressuring injured students/athletes to play.

RESOURCES

- Ontario portal: www.Ontario.ca/concussions

Students/athletes who are absent for safety lessons (e.g. information, skills, techniques) must be provided with the information and training prior to the next activity sessions.



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

Meeting Date:
January 27, 2015

BOARD REPORT

Public **In-Camera**

PRESENTED FOR: Information Approval

PRESENTED BY: Senior Administration

SUBMITTED BY: Paul A. Picard, Director of Education
Cathy Geml, Associate Director of Education
Mario latonna, Executive Superintendent of Corporate Services

SUBJECT: **SCHOOLS FIRST CHILD CARE CAPITAL RETROFIT PROGRAM STATUS REPORT**

RECOMMENDATION:

That approval be given to the Schools-First Child Care Capital Retrofit Program Plan for 2014-15 and that the Plan be submitted to the Ministry of Education for approval as required.

SYNOPSIS:

This report provides a status update for the Schools-First Child Care Capital Retrofit Program.

BACKGROUND COMMENTS:

The Ministry of Education has provided capital funding to each school board as part of its Schools-First Child Care Capital Retrofit Program to support the conversion of existing four and five year old child care spaces for children under the age of 3.8 years. The Ministry requires each school board to submit, jointly with their corresponding Consolidated Municipal Service Managers (CMSMs), a child care retrofit plan identifying schools eligible for this funding.

An overall allocation of \$2,028,600 has been provided by the Ministry of Education to the Board to achieve a target of 336 spaces. The 2012-13 Schools-First Child Care Capital Retrofit Program approved by the Board resulted in Ministry approval for funding proposed retrofits at St. Louis, St. John Vianney and St. Angela Catholic Elementary Schools to provide 98 child care spaces. These projects have now been completed and year-to-date costs are \$1,037,109.

The 2013-14 Schools First Child Care Capital Retrofit Plan approved by the Board resulted in Ministry approval for funding proposed retrofits at St. Pius X, Holy Cross, and St. Gabriel Elementary Schools to provide 64 child care spaces. These projects are 95% complete and the total estimated costs at completion are \$34,000.

The 2014-15 Schools-First Child Care Capital Retrofit Plan is estimated to provide an additional 41 child care spaces. This would create a total of 203 additional child care spaces in the three years of implementation. The Board has investigated other communities and day care providers for interest in relocating to Board facilities but there appears to be no further interest.

The 203 child care spaces are only 60% of the 336 space conversion target provided by the Ministry. Per Memorandum 2013:EY3, the funding available to the Board is 60% of the total funding plus a 25% bonus on the percentage target achieved, for a total of 75% funding of the initial allocation (i.e. 60% plus 25% of 60% = 75%). The Board will receive 75% of the initial allocation for a total available funding for the three years of \$1,521,450 leaving an allocation of \$450,341 for the 2014-15 child care spaces.

For the 2014-15 plan, interest for expansion has been expressed by two school communities and corresponding child care providers. These include:

St. Anthony in Harrow
St. John the Baptist in Belle River

Upon review of these potential projects, the *Harrow Daycare & Latchkey* has provided a letter (Appendix A) deciding to remain at their current location and not relocate to St. Anthony elementary school.

At St. John the Baptist in Belle River, discussions have taken place with both the Ministry of Education and the City of Windsor as the CMSM for child care in Windsor and Essex County. Pursuant to these discussions, the 2014-15 Schools-First Child Care Retrofit Plan is being recommended as follows:

1. St. John the Baptist - \$440,000

Re-profiling of the existing child care program offered through Sonshine Day Care Centre to accommodate 41 child care spaces (10 infant spaces, 15 toddler spaces, and 16 pre-school spaces) in September 2015. Funding would be used to provide a new washroom facility, a new servery and staff room for the child care staff, a new entrance system, a new parking area, and reconfiguration of existing space for the infant, toddler, and pre-school areas.

Subject to Board approval, the above 2014-15 plan in the total amount of \$440,000 will be formally submitted to the Ministry for approval.

FINANCIAL IMPACT:

The Schools-First Child Care Capital Retrofit Program is a three-year Ministry of Education capital funding program spanning to the end of the 2014-15 school year. The WECDSB's total funding allocation is \$2,028,600 with a target of providing 336 additional child care spaces.

The Board is achieving less than the 75% of space conversion targets and will receive an equivalent amount of funding to the percentage of target achieved in addition to a 25% bonus on the percentage target achieved (i.e. 60% plus 25% of 60% = 75%). Child care spaces created in year one, two and now year three at St. John the Baptist will total 203; this is 60% of the Board's target. The 203 child care spaces will allow for 75% of the initial funding at \$1,521,450. The completed capital retrofit projects for 2012-13 and 2013-14 have thus far incurred year-to-date costs of \$1,071,109.

The 2014-15 Schools-First Child Care Capital Retrofit Program contemplates capital improvements at St. John the Baptist at an estimated cost of \$440,000. As indicated in the Background Comments section, an allocation of \$450,341 has yet to be committed. Therefore, sufficient funds are available to proceed with the work in 2014-15. The work would proceed upon approval of the Ministry of Education.

TIMELINES:

The 2014-15 Child Care Capital Retrofit Plan is to be submitted to the Ministry of Education for initial review by February 27, 2015. Once approved, projects are expected to be completed for occupancy by the start of school in September 2015. Any capital funds approved by the Ministry would have to be spent by August 2015.

APPENDICES:

- Appendix A – Letter from Harrow Daycare & Latchkey

REPORT REVIEWED BY:

<input checked="" type="checkbox"/>	EXECUTIVE COUNCIL:	Review Date:	January 20, 2015
<input checked="" type="checkbox"/>	EXECUTIVE SUPERINTENDENT:	Approval Date:	January 20, 2015
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date:	January 20, 2015



November 5, 2014

Windsor Essex Catholic District School Board
Attention: Sharon O'Hagan-Wong
1325 California Ave
Windsor, Ontario
N9B 3Y6

Dear Ms. O'Hagan- Wong:

We would like to take this opportunity to thank you again for your generous offer of moving the daycare operations into St. Anthony School in Harrow. After lengthy discussions and consideration we have concluded that it is not in the best interest of the daycare or the community for us to move to this location. Our current facilities were custom designed specifically to meet the daycare needs and to also meet the requirements of the Ministry of Education. We do not feel that the space available to us will suit our needs at this time, nor allow us future growth should the need arise.

We thank you again for your interest.

Sincerely,

A handwritten signature in black ink, appearing to be "Laura Sellars", written over a horizontal line.

Laura Sellars
President
Harrow Daycare Inc.

/ls

NOV 10 2014



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

WALK-ON BOARD REPORT

Meeting Date:
January 27, 2015

Public **In-Camera**
PRESENTED FOR: Information Approval
PRESENTED BY: Senior Administration
SUBMITTED BY: Paul A. Picard, Director of Education
 Cathy Geml, Associate Director of Education
SUBJECT: **NAMING OF THE NEW ELEMENTARY FRENCH IMMERSION
 SCHOOL IN TECUMSEH/LAKESHORE**

RECOMMENDATION:

That approval be given to name the new single track Elementary French Immersion School in Tecumseh/Lakeshore, located at 13765 St. Gregory Rd. St. Clair Beach, St. André French Immersion Catholic Elementary School.

SYNOPSIS:

At the January 19th, 2015 Board meeting, the Board approved the establishment of two additional French Immersion elementary sites; St. Joseph Catholic Elementary School (dual track) and the former St. Gregory Catholic Elementary School (single track).

In 2015-16, French Immersion will be available in JK/SK and Grade 1 with a new grade added each subsequent year at the new French Immersion site. Based on sufficient interest, program requirements and qualified staff, Grade 2 may also begin in September 2015.

BACKGROUND COMMENTS:

Due to the Board approval of a new single track French Immersion Catholic elementary school in the Tecumseh area it is recommended to consider St. André French Immersion Catholic Elementary School as a viable name for this new site.

As per Policy A:11 Guiding Principle 3.2 the naming of a school is intended to forge a connection with a Saint or other significant Catholic individual whose meaning will provide a focus to the school in order to kindle a spiritual bond for the students and staff. Saint André, our first Canadian Saint, was born in St. Grégoire, Quebec in 1845. He compared himself to Saint Joseph; fulfilling the role of a servant in an educational context. As the porter for 40

years at Notre Dame College in Montreal, he was known as the man of prayer. He visited and prayed for the sick, the handicapped and the chronically ill.

The name would reflect the school's Catholic French immersion identity as Saint André was born in Québec and was fluent in both English and French. Known as the doorkeeper, he welcomed all those looking for a ray of hope; he listened to them and prayed with them invoking the intercession of Saint Joseph. His spirituality and devotion to God make him a perfect role model for our Catholic school community. His ministry was one of welcome and prayer; a theme so dear to the hearts of all our school communities.

FINANCIAL IMPACT:

N/A

TIMELINES:

Pending Board approval implementation of the new name would commence immediately.

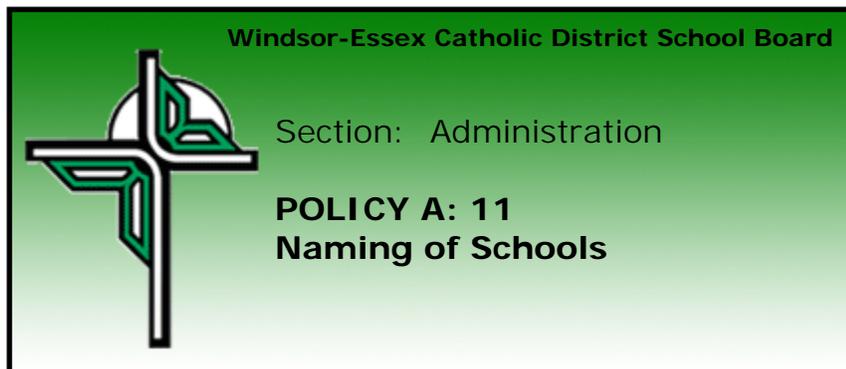
APPENDICES:

- Appendix A - Policy A:11 Naming of Schools
- Appendix B - Biography of Saint Brother Andre
- Appendix C - Prayer Card of Saint Brother Andre

REPORT REVIEWED BY:

<input checked="" type="checkbox"/>	EXECUTIVE COUNCIL:	Review Date:	January 27, 2015
<input checked="" type="checkbox"/>	EXECUTIVE SUPERINTENDENT:	Approval Date:	January 27, 2015
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date:	January 27, 2015

Appendix A



NUMBER:	A: 11
EFFECTIVE:	April 25, 2000
AMENDED:	June 2005 Oct. 26, 2010
RELATED POLICIES:	A:05; SC:05
REPEALS:	
REVIEW DATE:	2014-2015

1.0 OBJECTIVE:

- 1.1 The Windsor-Essex Catholic District School Board shall determine the name of all new schools following the completion of a consultative process.

2.0 GUIDING PRINCIPLES:

- 2.1 The Windsor-Essex Catholic District School Board (the Board), as owner of record of all system properties, is responsible for the naming of schools.
- 2.2 The naming of schools is intended to forge a connection with a Saint or other significant Catholic individual or tradition, whose gifts/meaning will provide a focus for the school and kindle a unique identity and spiritual bond for the students and staff.

3.0 SPECIFIC DIRECTIVES:

- 3.1 Proposed names shall reflect the school's Catholic identity.
- 3.2 The Board shall determine the name of all schools following the completion of a consultative process with the local Catholic school community.

4.0 RESPONSIBILITY:

- 4.1 Senior Administration, in consultation with the school principal (if named), and the local trustee(s), shall coordinate the public consultation process for the selection of potential school names.
- 4.2 The final choice of the school name shall rest solely with the Board of Trustees.

5.0 REVIEW AND EVALUATION:

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

POLICY A: 11 Naming of Schools

5.2 This policy will be reviewed in the 2014-2015 policy review cycle.

6.0 REFERENCES:

The Ontario *Education Act* and Regulations

A: 05 Pupil Accommodation Review Policy

SC: 05 Blessing and Opening of New Schools

Saint Brother André of Montreal (1845-1937):

The Man of Prayer of Mount Royal, Montreal

Feast day: January 7



His Life

Saint Brother André, born Alfred Bessette on August 8, 1845 in Saint-Grégoire d'Iberville, Quebec, was the eighth in a family of 12 children. His father died in a lumbering accident when André was only nine years old, and his mother died of tuberculosis three years later. At 12 years of age, he was an orphan, without money or education. He was small for his age, and rather frail. He tried working as a helper on his uncle's farm and he tried learning a number of trades: shoemaking, baking, welding, and blacksmithing, but his health did not permit him to persevere in any of them. When he was about 18, he emigrated to New England, where he found work in the textile industry.

He returned to Canada in 1867, and three years later was admitted to the Congregation of the Holy Cross, in Ville St-Laurent near Montreal, where he took the name Brother André. Although

he spoke fluent French and English, he could neither read nor write. His superiors were hesitant to invite him to take vows because of his poor health, but they eventually agreed to admit him because of his profound piety. For 40 years, he was the porter at Notre-Dame College in Montreal. He also looked after the laundry and the sacristy; he ran errands and cleaned.

As his work permitted, Brother André visited the sick and met with the handicapped and the chronically ill. He would pray with them, invoking the intercession of Saint Joseph. When he was about 30 years old, people began to attribute extraordinary favours and healings to his prayers. His reputation spread throughout Montreal and many brought their sick relatives to see the College door-keeper. They came in such great numbers that there were complaints from the parents of students and Brother André's superiors as well as doctors; the compromise solution was to authorize him to place a statue of Saint Joseph on the mountainside, facing the College.

In 1904, with the help of some lay friends he built a wooden chapel on Mount Royal. The cost, \$200, came from the offerings of those whom he had helped and from the nickels he charged students for haircuts. Pilgrims flocked to the chapel, and so many people wrote to Brother André with requests for prayers that four secretaries were required to answer their letters. The chapel was enlarged in 1908 and a stone crypt was erected in 1917. Construction of the Basilica began in 1924. It was finally completed in 1967. Saint Joseph's Oratory on Mount Royal is known around the world as a place of pilgrimage. Each year, hundreds of thousands of people are drawn to this place of prayer and recollection.

Brother André died on January 6, 1937, at the age of 91. He was declared Blessed on May 23, 1982 by Saint John Paul II. On Sunday, October 17, 2010, Pope Benedict canonized him.

His Spirituality

Alfred Bessette was above all a man of prayer. Father André Provençal, who had recommended him as a candidate for joining the religious of the Holy Cross, had noticed his piety when Alfred was a young man. Alfred was hesitant to present himself to the Holy Cross novitiate because he had so little education, but Father Provençal managed to persuade him that one didn't have to know how to read or write in order to pray. He went so far as to write in his letter of recommendation, "I am sending you a saint." Alfred's spirit of prayer overcame the reticence of his Holy Cross superiors. The novice master was convinced that even if Alfred turned out to be unsuitable for work, he could surely pray and teach by example.

Prayer was at the heart of his healing ministry. He prayed with the sick and involved them in praying, inviting them to reconciliation with God. He regularly prayed well into the night. He meditated on the passion of Jesus, and saw the suffering of Jesus in the suffering people who came to him for help. Like Moses on the mountain, he spent hours in intercessory prayer on behalf of those who asked him to talk to God on their behalf, often at the foot of the crucifix and before the Blessed Sacrament. That is where he found the courage, the patience, and the serenity to carry on his ministry of welcome.

He had a particular devotion to Saint Joseph. He understood Saint Joseph's life to be much like his own: a worker, at times an emigrant, fulfilling the role of a servant in an educational context. This was also the reality of many of the people who shared with Brother André their difficulties, suffering, weaknesses, and illnesses. His ministry became a movement of the people, based entirely on word of mouth and the witness of those who had received help from his prayers.

Brother André was friendly. He had good practical judgment and knew how to put people at ease. These qualities were ideally suited for his work as a porter. He remembered names, he loved to laugh, and he had a good sense of humour. "When I entered the community," he loved to say, "my superiors showed me the door and I stayed there for 40 years without leaving!" He was attentive to people, he had empathy, and he suffered with those who were suffering. These were qualities of his spirituality. People were attracted to this aging, simple, modest and plain-spoken man. His heart moved him to visit the sick, to pray with them, and to commend them to Saint Joseph. His modesty was so strong that he protested in tears against the claim that possessed the power to heal: "I don't heal," he would say. "It is Saint Joseph!"

His close contact with suffering gave him insight into human nature. On his deathbed he whispered to a member of his community, "God is good! How beautiful and powerful he is! He must be beautiful, because the human soul, which is a reflection of God's beauty, is so beautiful!"

For further information:

Websites:

<https://www.saint-joseph.org/en/sanctuary/saint-brother-andre>

http://www.biographi.ca/en/bio/bessette_alfred_16E.html

<http://www.thecanadianencyclopedia.com/en/article/saint-andre/>

<http://catholicism.org/br-andre.html>

http://www.vatican.va/holy_father/benedict_xvi/homilies/2010/documents/hf_ben-xvi_hom_20101017_canonizations_en.html

<http://saints.sqpn.com/saint-andre-bessette>

Books:

Brother André: The Wonder Man of Mount Royal, Henri-Paul Bergeron, C.S.C.
Brother André of St. Joseph's Oratory, William H. Gregory

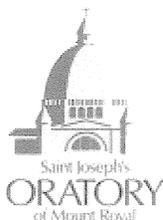


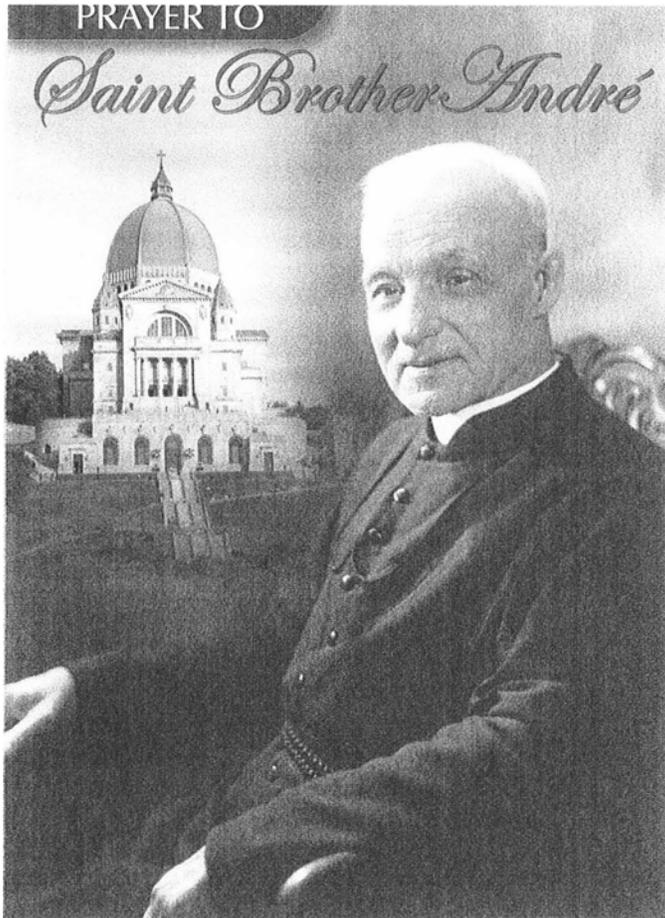
Photo:

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Appendix C



**Prayer to obtain a special favour
through the intercession of
Saint Brother Andre**

Saint Brother André,
we celebrate your presence among us.
Your loving friendship with Jesus,
Mary and Joseph
makes you a powerful intercessor
with God, our Father.

Compassion carries your words
straight to God's heart,
and your prayers are answered
and bring comfort and healing.

Through you, from our lips to God's ear,
our supplications are heard...

We ask to be made a part of
God's work, alongside you,
in the spirit of prayer, compassion and humility.

Saint Brother André, pray for us.

Amen.
