

**REGULAR BOARD MEETING
Tuesday, March 28, 2017 at 7:00 p.m.
Windsor Essex Catholic Education Centre
John Paul II Board Room**

A G E N D A

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

By-Law 3:09: Any person(s) wishing to appear before the BOARD and speak to an item appearing on the agenda of the BOARD meeting has until noon the day before the BOARD meeting to make a request to the SECRETARY. They shall explain briefly the matter on which the presentation is to be made, the organization or interested parties to be represented, the identity, and if applicable, the authority of the spokesperson. A Delegation Form, located on the BOARD's website, must be completed and forward to the SECRETARY.
8. Action Items:
 - a. Previous Meeting Minutes
 - i) Minutes of the Committee of the Whole Board In-Camera Meeting of February 14, 2017 --
 - ii) Minutes of the Regular Board Meeting of February 28, 2017 1-6
 - b. Items from the Special Committee of the Whole Board In-Camera meeting of March 28, 2017. --

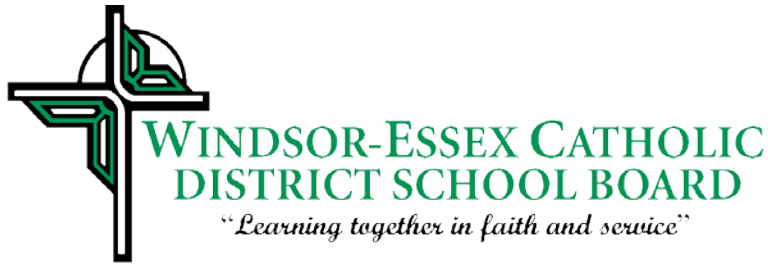
9. Communications:
 - a. External (Associations, OCSTA, Ministry):
 - i) Ontario Catholic School Trustees' Association (OCSTA) 2017 Annual General Meeting & Conference Resolutions (B. Holland) 7-26
 - b. Internal (Reports from Administration):
 - i) Report: Appointment of Student Trustees for the 2017-2018 School Year (T. Lyons) 27-28
 - ii) Report: 2015-2016 Community Use of Schools Annual Report (T. Lyons) 29-31
 - iii) Report: 2017-2018 Budget Consultation Survey Results (P. King) 32-58
 - iv) Report: 2017-2018 Budget Pressures and Challenges (P. King) 59-112
10. Committee Reports:
 - a. Report: Parent Advisory Committee (PIC) Meeting Minutes of September 20, 2016 and October 18, 2016 (T. Lyons) 113-116
 - b. Report: City and School Boards Liaison Committee Meeting Minutes of January 18, 2017 (P. King) 117-122
11. Unfinished Business: *None*
12. New Business:
 - a. Report: Tender Approval – School Consolidation Project – Cardinal Carter Secondary School Renovations (T. Lyons) 123-125
13. Notice of Motion:
14. Remarks and Announcements:
 - a. Chairperson of the Board
 - b. Director of Education
 - c. Board Chaplain
15. Remarks/Questions by Trustees
16. Pending Items: *None*
17. Future Regular Board Meetings: *Unless stated otherwise, all meetings will be held on the fourth Tuesday of the month at the Windsor Essex Catholic Education Centre - 1325 California Avenue, Windsor beginning at 7:00 p.m.*
 - Tuesday, April 25, 2017
 - Tuesday, May 23, 2017
 - Tuesday, June 13, 2017
 - **Monday**, June 26, 2017

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

T. Lyons
*Executive Superintendent of Corporate Services/
Associate Director*



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

REGULAR BOARD MEETING
Tuesday, February 28, 2017 at 7:00 p.m.
Windsor Essex Catholic Education Centre
John Paul II Board Room

MINUTES

PRESENT

Trustees: F. Alexander B. Mastromattei
F. Costante S. Tope
M. DiMenna, *Vice-Chair* (participated electronically)
F. DiTomasso
B. Holland, *Chair*

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

Regrets: Trustee Soulliere, Trustee Valentinis, Student Trustee Zovko

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

Recorder: B. Marshall

1. Call To Order – Chair Holland called the meeting to order at 7:00 pm.
2. Opening Prayer – Fr. Brunet opened the meeting with a prayer.
3. Recording of Attendance – Trustee Soulliere and Trustee Valentinis sent their regrets due to their vacation. Vice Chair DiMenna participated electronically. Student Trustee Zovko sent her regrets due to illness.
4. Approval of Agenda – No amendments this evening.

Moved by Trustee Mastromattei and seconded by Trustee Tope that the February 28, 2017 Regular Board meeting agenda be approved as distributed. *Carried*

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

6. Presentations:

a. Renewed Math Strategy

Executive Superintendent Byrne, Superintendent Rosemary Lo Faso and Curriculum Consultants David Petro and Kim Capaldi-Field outlined the board's renewed math strategy key objectives; the Board's focus on the What and How to engage students; provided examples of math tools; and the importance of the role of the teacher, principal, peers and parents to create a non-threatening, interactive classroom.

7. Delegations: *None*

8. Action Items:

a. Previous Meeting Minutes

i) Minutes of the Committee of the Whole Board In-Camera Meeting of January 17, 2017

Moved by Trustee DiTomasso and seconded by Trustee Tope that the Minutes of the Committee of the Whole Board In-Camera meeting of January 17, 2017 be adopted as distributed. *Carried*

ii) Minutes of the Special Committee of the Whole Board In-Camera Meeting of January 31, 2017

Moved by Trustee Alexander and seconded by Trustee DiTomasso that the Minutes of the Special Committee of the Whole Board In-Camera meeting of January 31, 2017 be adopted as distributed. *Carried*

iii) Minutes of the Regular Board Meeting of January 31, 2017

Moved by Trustee Tope and seconded by Trustee Mastromattei that the Minutes of the Regular Board Meeting of January 31, 2017 be adopted as distributed. *Carried*

b. Items from the Committee of the Whole Board In-Camera meeting of February 14, 2017.

Vice Chair DiMenna reported that the Windsor-Essex Catholic District School Board convened a closed Committee of the Whole Board in-camera meeting on February 14, 2017 pursuant to the Education Act - Section 207, to consider specific labour relations matters and other matters permitted or required to be kept private and confidential under the Freedom of Information and Protection of Privacy Act.

Moved by Trustee DiMenna and seconded by Trustee Tope that the recommendations and directions of the Committee of the Whole Board in-camera meeting of February 14, 2017 be approved. *Carried*

Vice Chair DiMenna made the following announcements:

Items received from the February 14, 2017 in-camera meeting:

- The Windsor-Essex Catholic District School Board ratified a two year Extension Agreement with OECTA including central and local terms as follows:
 - That the local terms of the 2014-2017 collective agreement in effect between Windsor-Essex Catholic District School Board and OECTA remain status quo for the period September 1, 2017 to August 31, 2019; and
 - The Board received the central collective agreement terms as outlined and contained in the Extension Agreement and Appendices, dated January 26, 2017, made between the OECTA and the Ontario Catholic School Trustees' Association (OCSTA) and Agreed to by the Crown.
- Received a verbal report on Audit Committee Meeting of January 30, 2017 public and in-camera items.
- Approved in principle the City and School Board Liaison Committee Draft Terms of Reference and Mandate.

9. Communications:

- a. External (Associations, OCSTA, Ministry): *None*
- b. Internal (Reports from Administration):
 - i) Report: 2016-2017 First Interim Financial Variance Report

Moved by Trustee Alexander and seconded by Trustee Costante that the 2016-17 First Interim Financial Variance Report be received as information. *Carried*

- ii) Report: Windsor-Essex - Student Transportation Services (WESTS) Annual Report to the Board for the Year Ended August 31, 2016

Moved by Trustee Tope and seconded by Trustee Mastromattei that the 2015-16 Annual Report from Windsor-Essex - Student Transportation Services (WESTS) be received as information. *Carried*

- iii) Report: Director of Education's Annual Report to the Community for 2016

Moved by Trustee Tope and seconded by Trustee DiTomasso that the Director's Annual Report to the Community for 2016 be received as information. *Carried*

10. Committee Reports:

- a. Report: Special Education Advisory Committee (SEAC) Minutes of January 19, 2017

Moved by Trustee DiTomasso and seconded by Trustee Mastromattei that the Board receive the Minutes of the Thursday, January 19, 2017 Special Education Advisory Committee meeting as information. *Carried*

- b. Report: French Immersion Advisory Committee (FIAC) Minutes of December 8, 2016

Moved by Trustee Costante and seconded by Trustee Tope that the Board receive the Minutes of the December 8, 2016 French Immersion Advisory Committee meeting as information. *Carried*

11. Unfinished Business: *None*

12. New Business:

- a. Report: Tender Approval – School Consolidation Project – Assumption Middle School - New Gymnasium

Moved by Trustee Costante and seconded by Trustee Tope that approval be given to the award of tender and the issuance of a purchase order contract for the construction of a new gymnasium at Assumption Middle School pertaining to School Consolidation in the amount of \$2,615,912.50 plus HST to Alliance General Contracting of Windsor Inc. Carried

13. Notice of Motion: *None*

14. Remarks and Announcements:

- a. Chairperson of the Board Holland provided the following comments:

- On behalf of the Trustees I would like to thank the Principals and staff who prepared their schools for the JK/SK Open Houses. Also, thank you to the consultants for preparing the JK packages and the board's marketing/media team for the many school highlights.
- Bishop Fabbro announced the Diocese has appointed a new Episcopal Liaison for Catholic Schools. The Board congratulates Joseph Bezzina, the former Director of Pastoral Services, on his new role. The Episcopal Liaison coordinates regular encounters of school boards, communicates the Bishop's perspective, desires and requests to the Catholic education stakeholders and provides assistance to Board personnel in enriching the Catholicity of their practices. The Board welcomes Mr. Bezzina and looks forward to working with him.
- Chair Holland wished everyone a relaxing and safe March break.

- b. Director of Education Picard provided comments on recent activities supporting the Board's strategic priorities namely;

Catholic Faith Formation: All of our schools will be receiving ashes on Ash Wednesday including an Ash Wednesday mass at the Catholic Education Centre. Trustees are welcome to attend the mass at 11:15 am in the Assumption Chapel.

Employee Development and Student Achievement Initiatives: The following seminars or workshops are scheduled during the month of March: Teacher Leadership program; French as a Second Language Secondary In-Service; Early Years Professional Development; Principal Professional Development; and Renewed Math Strategy Lead Teacher sessions.

Community Engagement and Partnerships: The 13th Annual Social Justice Forum for grade 8 students was held last Thursday at the University of Windsor. This year's attendance from our Board was the best since the forum began. New this year was the First Nations presentation about the right to clean water. Thank Superintendent Seguin representing me, had a conflict.

Celebrating Achievements: The Director and senior administrators visited schools during the recent JK/SK Open Houses. On behalf of Senior Administration, a heartfelt thank you to principals, staff and parents who helped make the evening special. The biggest thank you is offered to the students who were incredible ambassadors. It takes a village and the village

was "all in". All of us who visited schools experienced the same thing....Catholic education at its finest.

Miscellaneous: The Board's Employee Assistance Program will be offering skating on Tuesday, March 14th from 5:00 to 7:00 pm at South Windsor Arena; and a Volleyball Parent Information night is scheduled for March 6th at 7:00 pm at Central Park Athletics. Director Picard wished everyone a restful and enjoyable March break.

- c. Board Chaplain Brunet inquired on the number of students who have not met the Health Unit Immunization requirements. Communications Coordinator Fields indicated approximately 200 high school students, a considerable decrease from the start of the program.

15. Remarks/Questions by Trustees

Trustee Tope attended all four elementary schools during the JK Open House and thanked the ambassadors from each school and the parent councils.

Student Trustee Benjamin mentioned she and Student Trustee Zovko are thankful to the Board for allowing them to partake in the Ontario Student Trustees' Association Conference last week in Ottawa. They are thankful for the opportunity to represent the board and gain the experience of interacting with other student trustees across the province. Many initiatives were discussed which sparked ideas for our student senate to participate in.

Student Senate is looking forward to beginning our "battery collection for zinc" initiative this month.

16. Pending Items: *None*

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

- Tuesday, March 28, 2017
- Tuesday, April 25, 2017
- Tuesday, May 23, 2017
- Tuesday, June 13, 2017
- **Monday, June 26, 2017**

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 February 28, 2017 adjourned at 7:53 p.m.

Not Approved

Barbara Holland
Chairperson of the Board

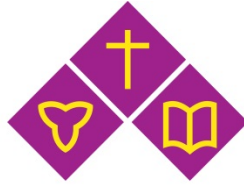
Paul A. Picard
Director of Education & Secretary of the Board



Ontario Catholic School
Trustees' Association

2017 AGM & CONFERENCE

RESOLUTIONS



Ontario Catholic School Trustees' Association

Our Mission

Inspired by the Gospel, the Ontario Catholic School Trustees' Association provides the provincial voice, leadership and service for elected Catholic school trustees to promote and protect publicly funded Catholic education in Ontario.

Our Vision

Ontario is enriched by a publicly funded Catholic education system governed by locally elected Catholic school trustees who serve with faith, commitment and compassion.

Explanation of Committee Recommendations & Resolution Session Procedures

Resolution sessions will be conducted using “**Robert’s Rules of Order**” and the provisions of the OCSTA Constitution. The chairperson of the session will ensure compliance with their rules.

Explanation of Committee Recommendations

The **Resolutions** Committee will study the resolutions and offer recommendations on the best way to meet their intent. The recommendations and their implications are:

- i. **Approve**
The direction given in the “therefore be it resolved” section of the resolution will be carried out.
- ii. **Approve and refer to the committee for appropriate implementation.**
The resolution will be forwarded to the designated committee for implementation.
- iii. **Receive and refer to the committee for study.**
The resolution will be forwarded to the designated committee for study. Following the study and receipt of the committee’s recommendation, the Board of Directors will determine whether or not the resolution will be implemented.
- iv. **Not approve**
No action will be taken.
- v. **No recommendation**
The committee is not making any recommendation with respect to the resolution.
- vi. **No action required**
The intent of the resolution has been met. No further action will be taken.

Resolution Session Procedures

Delegates wishing to speak to a resolution must go to one of the floor microphones and state their name and the name of the board they represent.

The mover of a resolution will have the opportunity to be the first and last to speak to that resolution. Other trustees may speak **once** to a resolution.

The chairperson may declare a motion out of order giving the reasons for doing so. The chairperson’s decision may be challenged by a majority vote of those voting delegates at the session when the vote is called.

Voting will be by a show of hands. Delegates carrying proxies must have and show proper identification - i.e. proxy badge. Ballots will be provided in the event that a vote by ballot is called for.

Note Re Quorum: *Quorum for the transaction of business at any meeting of the Members shall require the presence in person or by proxy of not less than a total of forty (40) current Members.*

Grouped Resolutions

- a. the chair of the session will ask for a mover and seconder to approve the **grouping** of various related resolutions.
- b. the chair of the session will ask for movers and seconders for the committee recommendation for each group.
- c. delegates will vote on the committee recommendation for each group.

Delegates may request that any resolution(s) be removed from a “group” to be handled individually. These will be addressed when the group from which they have been removed has been dealt with.

Resolutions Handled Individually

These will include resolutions removed from the groups, resolutions for which the committee has not made any recommendation and resolutions from the floor.

A. Resolutions with committee recommendations

1. The chair of the session will announce the resolution number and the name of the sponsoring board:
 - ☐ the chair will call for the sponsoring board to move and second **the committee recommendation;**
 - ☐ delegates will speak to the committee recommendation;
 - ☐ delegates will vote on the committee recommendation.
2. If the sponsoring board does not move the committee recommendation from the floor:
 - ☐ the chair will call for the sponsoring board to move their **original resolution;**
 - ☐ delegates will speak to the resolution;
 - ☐ delegates will vote on the resolution.
3. If the original resolution is not moved by the sponsoring board, the resolution will be withdrawn.

B. Resolutions without committee recommendations

1. These resolutions will be handled as follows:
 - ☐ the chair will call for the sponsoring board to move their **original resolution;**
 - ☐ delegates will speak to the resolution;
 - ☐ delegates will vote on the resolution.
2. If the original resolution is not moved by the sponsoring board, the resolution will be withdrawn.

C. Amendments from the Floor

Amendments made on the floor relate to the “therefore be it resolved” section of the resolution and **must be written out** and handed to the chairperson. The chairperson will consider the amendment and, if necessary, discuss it with the parliamentarian or others to ensure that it is clearly understood.

- ☐ the chair will **read** the amendment;
- ☐ delegates will speak to the amendment;
- ☐ delegates will vote on the amendment;
- ☐ delegates will vote on the resolution as amended.

If the amendment is defeated:

- ☐ delegates will be asked to speak to the original resolution;
- ☐ delegates will vote on the original resolution.

D. Members’ Discussion Rights

Under Article 5.11 (*Members Discussion Rights*), a Member may raise a matter for discussion at the Annual General Meeting. Subject to the provisions in Articles 5.10.1 to 5.10.5, and 5.11, the item may be addressed, and may be referred to a committee of OCSTA for further consideration, but it shall not be put to a vote at the meeting at which it has been raised.

If the Member continues such discussion for three minutes or more, the Chair of the meeting may interrupt the Member and permit others to speak and/or make any subsidiary motion related thereto.

Revised March 9, 2017

MOTION TO DEAL WITH RESOLUTIONS IN GROUPS

MOVED BY:

SECONDED BY:

THAT:

the grouping of the Resolutions be approved.

APPROVE & REFER

RESOLUTIONS # 1-4

RESOLUTION #1-17

Moved by: Anna da Silva

Dufferin-Peel Catholic District School Board

Seconded by: Darryl D'Souza

Topic: Student Transportation Funding

Whereas: funding for student transportation by the Ministry of Education has not been reviewed in a comprehensive manner for several years, save for the Effectiveness and Efficiency (E&E) reviews; and

Whereas: the provision of student transportation services is paramount in ensuring school safety and safe arrival of students to and from school, as well as being relied upon by many families to transport all students including the very young and students with special needs; and

Whereas: costs associated with transportation to increase (i.e., fuel costs, cap and trade program, fleet costs, etc.); and

Whereas: cost adjustment increases have been provided only to school boards with transportation deficits.

Therefore be it resolved that:

The Ontario Catholic School Trustees' Association petition the Ministry of Education to review transportation funding in an effort to increase funds to allow school boards to provide a level of service that meets the needs of all eligible students and families within their respective districts.

Committee Recommendation:

Approve and refer to Political Advocacy Committee.

RESOLUTION #2-17**Moved by:** Sharon Hobin**Dufferin-Peel Catholic District School Board****Seconded by:** Luz del Rosario**Topic: Funding for Students with Diverse Learning Needs Including Special Education Needs**

Whereas: the principles of the draft ministry resources *Learning for All: K-12*, the aligned Inter-Ministerial Provincial Transition Framework and commitments to supporting successful transitions for all students (PPM 156) are founded on beliefs that all students can succeed and that student well-being, achievement, student voice and engagement need to be supported in an inclusive learning environment; and

Whereas: School boards continue to be challenged in their ability to design effective school and system improvement plans when funding and other pressures may arise in delivering a ministry-mandated criterion-referenced curriculum with related expected practices while adhering to a universal design for learning approach which honours success for all through personalized instruction; and

Whereas: building capacity of staff through professional learning in support of all diverse learners is critical to student well-being and student achievement; recognizing the need to have adequate time for consolidation and practice of new learning; and

Whereas: the Ministry of Education, Ministry of Child and Youth Services and Ministry of Health's mental well-being, special education and renewed mathematics strategies will need sustainable commitments to keep pace with growth communities and to respond to changing needs and societal demands in equitable and transparent ways; and

Whereas: School boards continue to be faced with challenges related to providing specialized programming, support and human resources to ensure that all students achieve their fullest potential.

Therefore be it resolved that:

The Ontario Catholic School Trustees' Association petition the Ministry of Education to review on-going equitable and sustainable funding and continue to address the changing nature and complexity of student needs and required supports by providing adequate funding that reflects the actual need without resulting in the reallocation of funding from other budget lines.

Committee Recommendation:

Approve and refer to Political Advocacy Committee.

RESOLUTION #3-17**Moved by:** Patrick Daly**Hamilton-Wentworth Catholic District School Board****Seconded by:** John Valvasori**Topic:** **Ontario's Renewed Mathematics Strategy Funding to School Boards**

Whereas: the goal in Ontario is that 75 per cent of all elementary students achieve a level 3 or higher on provincial assessments in reading, writing and mathematics; and

Whereas: the Ministry is committed to continuing to work with teachers, principals, supervisory officers, directors of education and their professional associations to identify and share effective and innovative learning, teaching and leading practices; and

Whereas: the Renewed Mathematics Strategy calls on all of us to leverage our collective knowledge and skills from shared past successes to focus on improving student achievement in math; and

Whereas: support for schools will focus on providing release time for teams of educators to engage and network in professional learning and capacity building opportunities; and

Whereas: focused support, both in terms of funding and professional learning, will be provided to strengthen mathematics learning, teaching and leading across Ontario for students with special education needs, particularly for students with learning disabilities.

Therefore be it resolved that:

The Ontario Catholic School Trustees Association petition the Ministry of Education to fund the Ontario Renewed Mathematics Strategy adequately on a per pupil basis so to ensure equity/fairness and in such a way as to provide flexibility/autonomy at the local school board level.

Committee Recommendation:

Approve and refer to Political Advocacy Committee.

Moved by: Fulvio Valentinis**Windsor-Essex Catholic District School Board****Seconded by:** Susan Tope**Topic:** **Honouring the Truth, Reconciling the Future**

Whereas: the Truth and Reconciliation Commission of Canada in its final report made the following recommendations regarding education:

“62. We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:

- i. Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples’ historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students.
- ii. Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.
- iii. Provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms.
- iv. Establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in education.

63. We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:

- i. Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.
- ii. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.
- iii. Building student capacity for intercultural understanding, empathy, and mutual respect.
- iv. Identifying teacher-training needs relating to the above.

64. We call upon all levels of government that provide public funds to denominational schools to require such schools to provide an education on comparative religious studies, which must include a segment on Aboriginal spiritual beliefs and practices developed in collaboration with Aboriginal Elders.

RESOLUTION #4-17

65. We call upon the federal government, through the Social Sciences and Humanities Research Council, and in collaboration with Aboriginal peoples, post-secondary institutions and educators, and the National Centre for Truth and Reconciliation and its partner institutions, to establish a national research program with multi-year funding to advance understanding of reconciliation.”

Whereas: it is essential that the recommendations of the committee be implemented to ensure education of students on the issues highlighted by the above recommendations to build student capacity for intercultural understanding, empathy, and mutual respect and to advance Canadian cultural development; and

Whereas: Catholic schools deliver religion curriculum as developed by ICE.

Therefore be it resolved that:

1. OCSTA engage our Catholic curriculum partners to further support the implementation of recommendations #62(i) and (ii) to develop age-appropriate Catholic curriculum on residential schools, Treaties, and Aboriginal peoples’ historical and contemporary contributions to Canada for Kindergarten to Grade Twelve students and to develop and deliver the professional development programs necessary to enable teachers to deliver the curriculum effectively to elementary and secondary students.
2. OCSTA engage our Catholic curriculum partners to further support the implementation of recommendation #64 including revisions to the religion curriculum on comparative religious studies, to include a segment on Aboriginal spiritual beliefs and practices developed in collaboration with Aboriginal Elders.
3. OCSTA convey to the Ontario Ministry of Education, the support of Catholic Boards for the above recommendations and actively lobby the Ministry to provide the funding necessary for ICE to develop the Catholic curriculum necessary to advance the recommendations as above noted.
4. OCSTA continue to educate its members to advance the recommendations of the Truth and Reconciliation Commission as above noted.

Committee Recommendation:

Approve and refer to Catholic Education & Trustee Enrichment Committee.

RECEIVE & REFER

RESOLUTIONS # 5-8

RESOLUTION #5-17

Moved by: Sharon Hobin

Dufferin-Peel Catholic District School Board

Seconded by: Esther O'Toole

Topic: Daily Occasional Teacher Roster Caps

Whereas: daily occasional teacher roster caps are articulated in local collective agreements; and

Whereas: recent local OECTA – OT negotiations were restricted with respect to addressing daily occasional teacher list caps by OECTA Central Agreement status quo clauses as a result of central table negotiations; and

Whereas: certain school boards are faced with challenges in providing adequate coverage for permanent teacher absence due to restrictions as a result of the daily occasional teacher cap size as found in local agreement language pre-dating the 2012 round of negotiations; and

Whereas: seniority based hiring as per Regulation 274 negates the original intent of an Occasional Teacher CAP; and

Whereas: the ability to call upon and place qualified occasional teachers is critical to ensure student well-being, achievement and safety.

Therefore be it resolved that:

The Ontario Catholic School Trustees' Association petition the Ministry of Education to remove reference to a daily occasional teacher list cap from all central table discussions, thereby giving boards the opportunity to renegotiate this item locally between individual school boards and their local bargaining unit.

Committee Recommendation:

Receive and refer to Labour Relations Committee.

RESOLUTION #6-17

Moved by: Frank Di Cosola

Dufferin-Peel Catholic District School Board

Seconded by: Thomas Thomas

Topic: Ontario Regulation 274/12 – Hiring Practices

Whereas: Regulation 274 has been imposed upon school boards with regards to hiring practices; and

Whereas: Regulation 274 stipulates that occasional teachers be ranked in terms of seniority and placed on a roster; and

Whereas: Regulation 274 outlines a prescribed process and timeline for the posting of available teaching positions; and

Whereas: Regulation 274 stipulates consistency in teacher assignment supports student achievement and well-being; and

Whereas: Regulation 274 has ramifications in terms of providing consistency and continuity of teachers in classrooms; and

Whereas: Regulation 274 has ramifications in terms of hiring practices addressing individual student needs and ability to hire staff who are reflective of the diversity in the school communities they serve; and

Whereas: School Boards are directed to hire from the top five qualified candidates limiting management rights.

Therefore be it resolved that:

The Ontario Catholic School Trustees' Association petition the Ministry of Education to review Regulation 274 – Hiring Practices, to allow school boards to exercise management rights in hiring at the local school board level thereby ensuring consistency of continuous teacher assignments in classrooms for both long term vacancies and permanent vacancies.

Committee Recommendation:

Receive and refer to Labour Relations Committee.

RESOLUTION #7-17**Moved by:** Bob Michaud**Renfrew County Catholic District School Board****Seconded by:** Judy Ellis**Topic:** **School Organizational Models** (*see attached Rationale*)

Whereas: the Ministry of Education Capital Branch in the interests of perceived efficiencies appears to favour a K-12 school organizational model in low population density areas; and

Whereas: a K-12 model may not be the preferred choice of the school board or community; and

Whereas: the board may have concerns over distances pupils will need to travel to their local school if there are fewer, larger schools; and

Whereas: current school models such as K-7 and 8-12 may support the board's student well-being and achievement initiatives; and

Whereas: School Boards should not be financially penalized for selecting a school organizational model that meets the needs of their community.

Therefore be it resolved that:

OCSTA petition the Ministry of Education to recognize the authority of school boards to:

- a. Determine school organizational models based primarily on community consultation, student achievement and well-being; and
- b. further that the Ministry respect the right of school boards to select the organization model that meets the needs of their community and not financially penalize a board for selecting an organizational model other than K-12; and
- c. that the Ministry operates in a transparent and open manner with Boards as they engage in open, transparent ARC processes in their communities.

Committee Recommendation:

Receive and refer to Political Advocacy Committee.

RESOLUTION #7-17**Rationale provided by Renfrew County CDSB re: School Organizational Models**

Through discussions with the Ministry of Education Capital Branch regarding options to reduce and eliminate excess space, the Ministry appears to favour a K-12 school model for capital funding purposes, at least in rural areas, to realize building economies of scale. This financial pressure may force boards to alter their school organizational models (K-7, 8-12) that support student well-being and achievement and are preferred by the community and the Board. This resolution seeks to have the authority to determine school organization reside with school boards. School Boards should not be financially penalized for selecting a school organizational model that is not a K-12 model. School Boards should retain the right to determine school organizational models based on local needs and circumstances.

RESOLUTION #8-17**Moved by:** Fulvio Valentinis**Windsor-Essex Catholic District School Board****Seconded by:** Susan Tope**Topic: Transportation Funding**

Whereas: the Ministry of Education established current transportation funding grants in 1998 at the time of amalgamation of school boards;

Whereas: transportation funding levels were based on transportation spending by school boards prior to amalgamation;

Whereas: amalgamation resulted in combining rural and urban boards whose transportation needs and models were different at the time of amalgamation;

Whereas: the difference in transportation services in rural and urban areas of boards has now created a perception of inequity of service within boards;

Whereas: urban infrastructure provides for public transportation services that also struggle to build and maintain ridership to sustain public transportation services.

Therefore be it resolved that:

OCSTA establish a committee to study, evaluate and propose changes to the transportation grant system currently provided by the Ministry of Education; and

The committee established also evaluate opportunities to lobby the Ministry of Transportation to partner with the Ministry of Education to provide funding to boards interested in collaborating with public transportation services to address student transportation needs while building ridership for public transportation services.

Committee Recommendation:

Receive and refer to Political Advocacy Committee.

	Board	Topic	AGM Decision	Action Taken	Status
A	OCSTA	Region Designation	Approve	The OCSTA By-Law was amended to state that the Brant Haldimand Norfolk CDSB shall be a Member of Region 11 instead of Region 4.	<i>Complete</i>
B	OCSTA	Continuation of Support for FACE Project	Approve	A levy of up to \$0.12 per pupil was approved for two years beyond the August 2016 expiry date of the current Joint Venture Partners' Agreement.	<i>Complete</i>
1.	York	Information Technology Infrastructure	Approve	Included in Annual Finance Brief to the Minister.	<i>Complete</i>
2.	Simcoe	Home, School, Church (create forums for trustee discussions at Regional Meetings and online via the OCSTA website for the purposes of strengthening the home-school-church triad).	Approve and refer to Catholic Education Committee (Catholic Education & Trustee Enrichment Committee)	Discussions are currently part of the Regional Meeting format and a new online discussion forum has been created on the OCSTA website for trustees. Feb. 13-2017 Letter sent to Chair of Simcoe Muskoka CDSB.	<i>Complete</i>
3.	Simcoe	Negotiations	Approve and refer to Labour Relations Committee	<i>Subsequent to the receipt of this resolution, extension agreements inclusive of both central and local terms have been ratified across the sector. Accordingly, no local bargaining will be conducted for a period of two years obviating the need for a survey at this time. Information can be collected at a later date, in anticipation of local bargaining.</i>	<i>Ongoing</i>
4.	York	Earned Leave Plan	Approve and refer to Labour Relations Committee	<i>Staff have requested data from member boards with respect to the ELP program and this data, amongst other data, still needs to be analyzed.</i>	<i>Ongoing</i>
5.	York	Employee Life & Health Trustee (ELHT) – Cost Base for Individual Boards	Approve and refer to Labour Relations Committee	<i>OCSTA has, and continues to, request that the working group be convened to examine board ELHT costs. It is our understanding that the Ministry remains committed to convening this group once all of the ELH Trusts are established.</i>	<i>Ongoing</i>
6.	Dufferin-Peel	Funding Formula Reform and School Board Budget Reductions	Approve and refer to Legislation & Finance Committee (Political Advocacy Committee)	Included in Annual Finance Brief to the Minister.	<i>Complete</i>

7.	Dufferin-Peel	21st Century Programs and Services for Students with Differing Abilities Including Diverse Learning Needs (e.g. – mental well-being and mental health challenges, transitions to meaningful employment)	Approve and refer to Legislation & Finance Committee <i>(Political Advocacy Committee)</i>	Included in Annual Finance Brief to the Minister.	<i>Complete</i>
8.	Simcoe	Trustee Outreach	Approve and refer to Legislation & Finance Committee <i>(Political Advocacy Committee)</i>	An online database of resources to support trustee community outreach, social media use, and political advocacy has been developed. Feb.13.2017 Letter sent to Chair of Simcoe Muskoka CDSB	<i>Complete</i>
9.	York	Special Education	Approve and refer to Legislation & Finance Committee <i>(Political Advocacy Committee)</i>	Included in 2016 Finance Brief to the Minister.	<i>Complete</i>
10.	York	Sick Leave/Short Term Leave & Disability Plan	Receive and refer to Labour Relations Committee	<i>OCSTA will continue to request sick leave utilization from its board members in order to track whether usage has continued to increase within various education employee groups.</i> Included in 2016 Finance Brief to the Minister.	<i>Ongoing</i>
11.	Dufferin-Peel	Pupil Accommodation Review Guidelines - Timelines	Receive and refer to Legislation & Finance Committee <i>(Political Advocacy Committee)</i>	Included in 2016 Finance Brief to the Minister.	<i>Complete</i>
12.	Kenora	School Bus Transportation	Receive and refer to Legislation & Finance Committee <i>(Political Advocacy Committee)</i>	Included in 2016 Annual Finance Brief to the Minister.	<i>Complete</i>
13.	York	Canadian Dollar Exchange Rates	Receive and refer to Legislation & Finance Committee <i>(Political Advocacy Committee)</i>	Committee determined that no action be taken on this resolution. York CDSB was notified on October 14, 2016.	<i>Complete</i>

2016 (15) OCSTA=2, Dufferin-Peel=3, Kenora=1, Simcoe=3, York=6

2015 (27) Brant=1, Dufferin-Peel=4, Huron Superior=4, Kenora=1, Ottawa=1, Renfrew=1, Simcoe=6, Superior North=1, Windsor=5

2014 (16): Algonquin=1, Eastern Ontario=1, Dufferin-Peel=6, Nipissing= 1, Northwest=1, Ottawa=3, Renfrew=1, Waterloo=1

2013 (16): Brant=1, Dufferin-Peel=2, London=1, Renfrew=1, Simcoe=1, Toronto=9, York=1

March 9, 2017



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

Meeting Date:
March 28, 2017

BOARD REPORT

Public ☒ **In-Camera** ☐

PRESENTED FOR: Information ☒ Approval ☐

PRESENTED BY: Senior Administration

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

SUBJECT: **APPOINTMENT OF STUDENT TRUSTEES
FOR THE 2017-2018 SCHOOL YEAR**

RECOMMENDATION:

That the Board receive as information the appointment of Grace Santin from St. Joseph's High School and Connor Sloan from St. Thomas of Villanova High School as Student Trustees for the 2017-2018 school year.

SYNOPSIS:

In accordance with Bill 78, the Education Statute Law Amendment Act (Student Performance), 2006, Regulation 07/07 – Student Trustees and Board Policy T:01 Student Trustees, an election was held to select two Student Trustees for the 2017-2018 school year.

BACKGROUND COMMENTS:

Students elected to the position of Student Senate Representative from their respective high schools attended a retreat on Tuesday, March 7, 2017 facilitated by Betty Brush, Religion and Family Life Consultant and Mike Seguin, Superintendent of Education. At the conclusion of the retreat, an election was held to select two Student Trustees for the coming school year. Elected as Student Trustees for the 2017-2018 school year were Grace Santin from St. Joseph's Catholic High School and Connor Sloan from St. Thomas of Villanova Catholic High School.

The two current Student Trustees, Sabrina Benjamin and Lola Zovko will serve as mentors for Grace Santin and Connor Sloan to assist in preparing them to assume their new role.

FINANCIAL IMPACT:

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

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

TIMELINES:

The Student Trustees will serve a one-year term from August 1, 2017 to July 31, 2018.

APPENDICES:

None.

REPORT REVIEWED BY:

<input checked="" type="checkbox"/>	EXECUTIVE COUNCIL:	Review Date:	March 21, 2017
<input checked="" type="checkbox"/>	EXECUTIVE SUPERINTENDENT:	Approval Date:	March 21, 2017
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date:	March 21, 2017



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

Meeting Date:
March 28, 2017

BOARD REPORT

Public ☒ **In-Camera** ☐

PRESENTED FOR: Information ☒ Approval ☐

PRESENTED BY: Senior Administration

SUBMITTED BY: Paul A. Picard, Director of Education
Terry Lyons, Associate Director of Corporate Services/ Associate Director

SUBJECT: 2015-16 COMMUNITY USE OF SCHOOLS ANNUAL REPORT

RECOMMENDATION:

That the Board receive the 2015-16 Community Use of Schools Annual Report as information.

SYNOPSIS:

This report is being submitted to the Board as information on the financial results of the Community Use of Schools Program as of August 31, 2016, and in accordance with the reporting requirements of Board Policy A: 03 Community Use of Schools.

BACKGROUND COMMENTS:

The Community Use of Schools Program is a Ministry of Education program established in 2004 to provide assistance to District School Boards to increase affordable access for Not-For-Profit Groups to both indoor and outdoor school space. Community Use of Schools for the Windsor-Essex Catholic District School Board is governed by policy A:03 Community Use of Schools.

FINANCIAL IMPLICATIONS:

The Ministry of Education requires a detailed annual report outlining Community Use of Schools expenditures. The expenditures include custodial overtime, Community Use clerical support, upgrades to facilities conditions, software licensing and any professional development. Program funding varies on an annual basis and is calculated through the Ministry's Grant for Student Needs (GSN) and included in the Board's Budget Estimates. The 2015-16 financial results of the Board approved budget for Community Use are presented as follows:

Table 1: Community Use of Schools - Summary of Financial Results

Table 1: Community Use of Schools – Summary of Financial Results				
(\$)	Budget	Actual	In-Year Change	
			\$	%
Revenue				
General Legislative Grant	271,592	271,592	-	0.0%
Rental Revenue	63,602	69,382	5,780	9.1%
Salary Recoveries	23,516	33,035	9,519	40.5%
Total Revenue	358,710	374,009	15,299	4.3%
Expenses				
School Operations & Maint	358,710	517,087	158,377	44.2%
Total Expenses	358,710	517,087	158,377	44.2%
In-Year Surplus/(Deficit)	-	(143,078)	(143,078)	

As indicated in Table 1, the Community Use of School program operated at deficit of \$143,078. For comparative purposes, the deficit of the Community Use of School program for 2014-15 was \$51,095.

The Community Use of Schools allocation received by the Ministry of Education is to support Not-For-Profit permits only. In order to separate the Not-For-Profit information, the Board tracks For-Profit revenue and custodial overtime expenses.

When the Community Use of School actual revenue and expenses for 2015-16 outlined in the table above are broken down between Not-For-Profit and For-Profit operations, the following results:

Table 2: Breakdown of Actual Revenue and Expenses

(\$)	Not-For-Profit	For-Profit	Total
	Actual	Actual	Actual
Revenue			
General Legislative Grant	271,592	-	271,592
Rental Revenue	58,998	10,384	69,382
Salary Recoveries	31,283	1,752	33,035
Total Revenue	361,873	12,136	374,009
Expenses			
School Operations & Maint	514,609	2,478	517,087
Total Expenses	514,609	2,478	517,087
Difference	(152,736)	9,658	(143,078)

As indicated in Table 2 (Breakdown of Actual Revenue and Expenses) above, the Not-For-Profit category produced a deficit of \$152,736. The For-Profit category produced a slight surplus of \$9,658.

Over the past few years, the cost of the Community Use of Schools program has exceeded both the grant provided by the Ministry of Education and the Board approved expenditure budget. In 2015-16 the General Legislative Grant for Community Use of Schools revenue

decreased \$11,937 over 2014-15 revenue. At its meeting of June 27, 2016, the Board approved the increase of Community Use rental rates and the elimination of the 40% subsidy for custodial overtime provided to Not-For-Profit users to reduce and/or potentially eliminate the ongoing deficit realized by Community Use of Schools. This change took effect September 1, 2016. Results of this decision will show in the 2016/17 annual report. The Board continues to offer school space to the community at rates that are equal to our coterminous Board and more competitive than other Boards in the province.

TIMELINES:

September 1, 2015 – August 31, 2016

APPENDICES:

N/A

REPORT REVIEWED BY:

<input type="checkbox"/>	EXECUTIVE COUNCIL:	Review Date:	--
<input checked="" type="checkbox"/>	EXECUTIVE SUPERINTENDENT:	Approval Date:	March 21, 2017
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date:	March 21, 2017



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

Meeting Date:
March 28, 2017

BOARD REPORT

Public ☒ **In-Camera** ☐

PRESENTED FOR: Information ☒ Approval ☐

PRESENTED BY: Senior Administration

SUBMITTED BY: Paul A. Picard, Director of Education
Penny King, Executive Superintendent of Business

SUBJECT: 2017-18 BUDGET CONSULTATION SURVEY

RECOMMENDATION:

That the report on the 2017-18 Budget Consultation Survey be received as information.

SYNOPSIS:

This report has been prepared to provide information on the 2017-18 Budget Consultation Survey results.

BACKGROUND COMMENTS:

The Board is committed to ensuring that sufficient communication and consultation with the community exists regarding 2017-18 budget development. The community has been invited to provide input at an early stage of budget development through a formal budget consultation survey. The intent of the survey is to inform the Board's budget development and assist in formulating and affirming Board priorities as the Board works to promote excellence in education within a Faith-centered learning environment.

This year the Board utilized a new survey tool which allowed for better ease of access on tablets and smart phones.

Availability of the survey on the Board's website was advertised in the Windsor Star, and communicated formally to certain stakeholders including Principals and Vice-Principals, the Parent Involvement Committee, the Special Education Advisory Committee, the French Immersion Advisory Committee, the Audit Committee, Catholic School Advisory Councils, employee groups (OECTA, Unifor, CUPE, Non-Union), the Student Senate, and employees via the internal shared staff folder. In addition, on February 3 and March 2, synrevoice messages were sent to all student families inviting their participation in the survey.

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

As of the original March 10, 2017 submission deadline, 398 survey responses were received. By comparison, 349 survey responses were received for the 2016-17 Budget Consultation Survey. Responses were received from stakeholder groups as follows:

Respondent	2016-17 Results	2017-18 Results	Percent Change
Parent/Guardian	205	248	21.0%
Student	22	16	(27.3%)
Staff Member	108	118	9.3%
Other	14	16	14.0%
Total	349	398	14.0%

Responses to the 2017-18 Budget Consultation Survey are summarized in Appendix A for the Board's information and consideration. Future opportunities for community consultation continue to exist through the budget development process.

FINANCIAL IMPACT:

N/A

TIMELINES:

The 2017-18 Budget Survey was posted on the Board website on February 3, 2017. The final draft Budget is scheduled to be tabled with the Board of Trustees at its meeting of June 13, 2017, with final deliberation and approval on June 26, 2017.

APPENDICES:

Appendix A: WECDSB 2017-18 Budget Consultation Survey Results

Appendix B: WECDSB Budget Consultation Survey

REPORT REVIEWED BY:

<input checked="" type="checkbox"/> EXECUTIVE COUNCIL:	Review Date:	--
<input checked="" type="checkbox"/> EXECUTIVE SUPERINTENDENT:	Approval Date:	March 21, 2017
<input checked="" type="checkbox"/> DIRECTOR OF EDUCATION:	Approval Date:	March 21, 2017



Appendix A

2017-18 Budget Consultation Survey Results

As of March 10, 2017

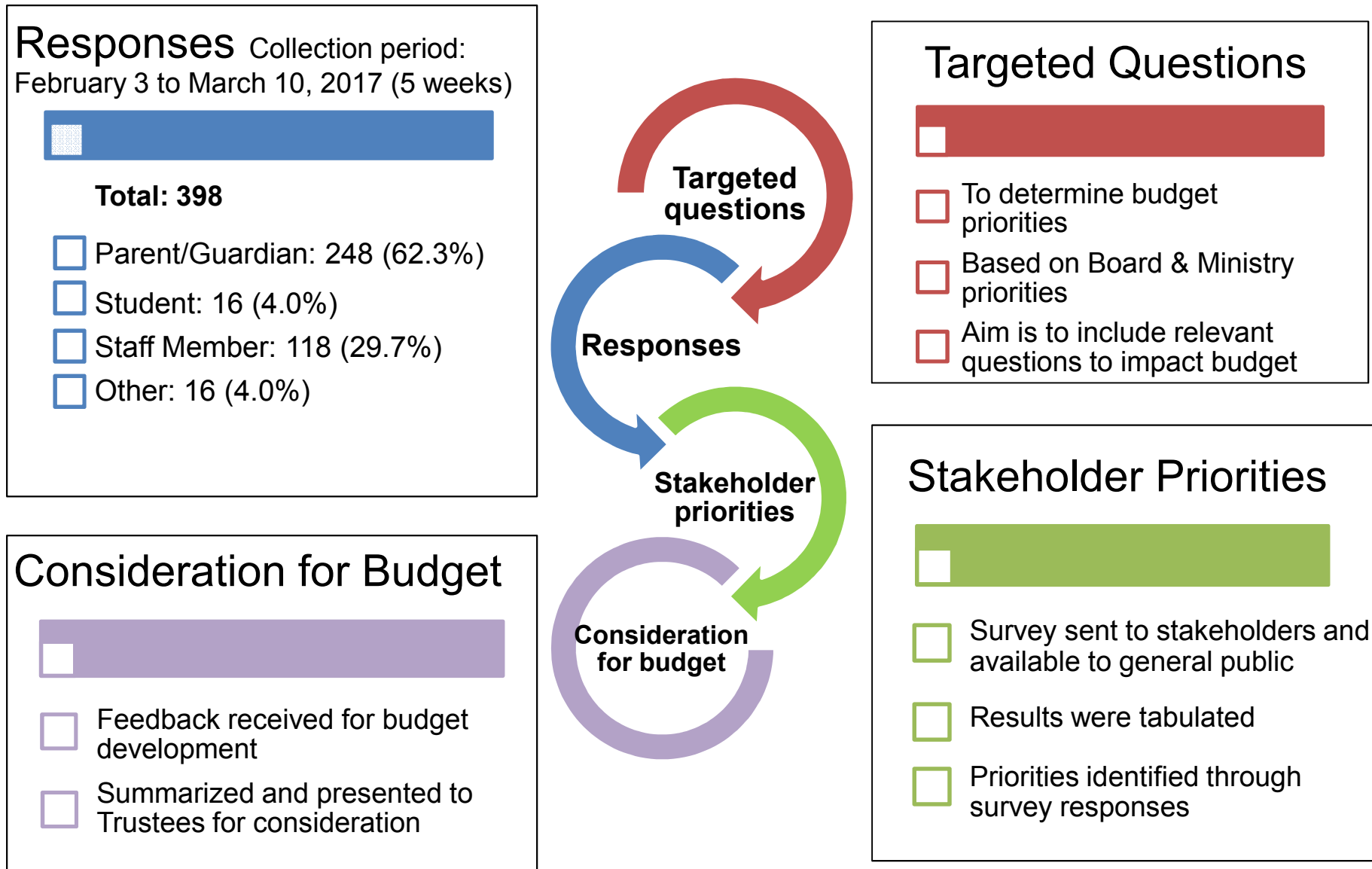


2017-18 Budget Consultation Survey Overview

The Windsor-Essex Catholic District School Board is committed to ensuring that programs and services continue to support high levels of student achievement and faith development. As part of the Budget consultation process, the Board invited its stakeholders to provide input into the development of the 2017-18 Budget. The intent of the survey is to inform the Board's budget development process and assist in formulating and affirming the Board priorities as the Board works to promote excellence in education within a faith-centered learning environment.

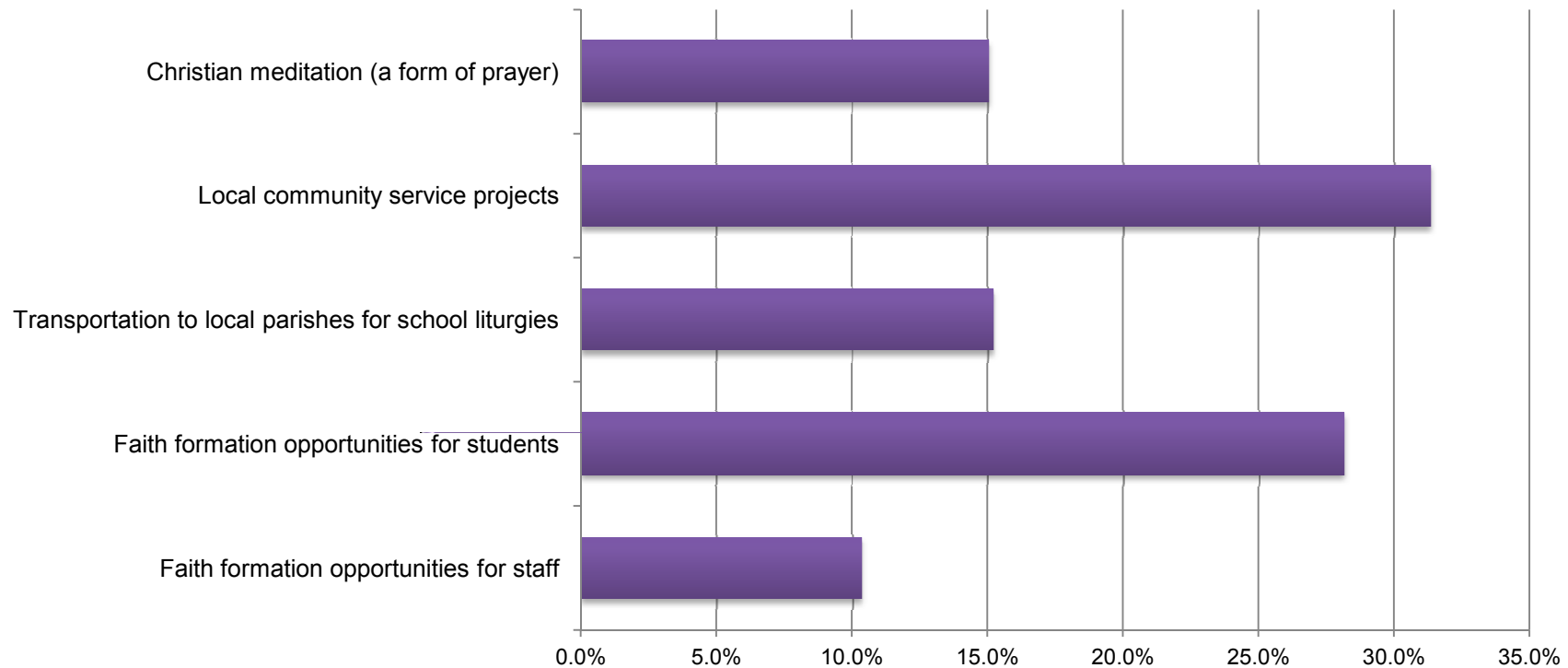
- ☑ **OUR FAITH**
- ☑ **OUR STUDENTS**
- ☑ **OUR INNOVATIVE PROGRAMS**
- ☑ **OUR RESOURCES**
- ☑ **OUR TEAM**

Budget Consultation Survey Process



Budget Consultation Survey Results

Q1. Faith development plays a central role in our Catholic system. Where do you believe efforts should be focused in the area of faith development?



Responses: Parent/Guardian: 247 Staff Member: 118 Student: 16
Other: 15 Unanswered: 2

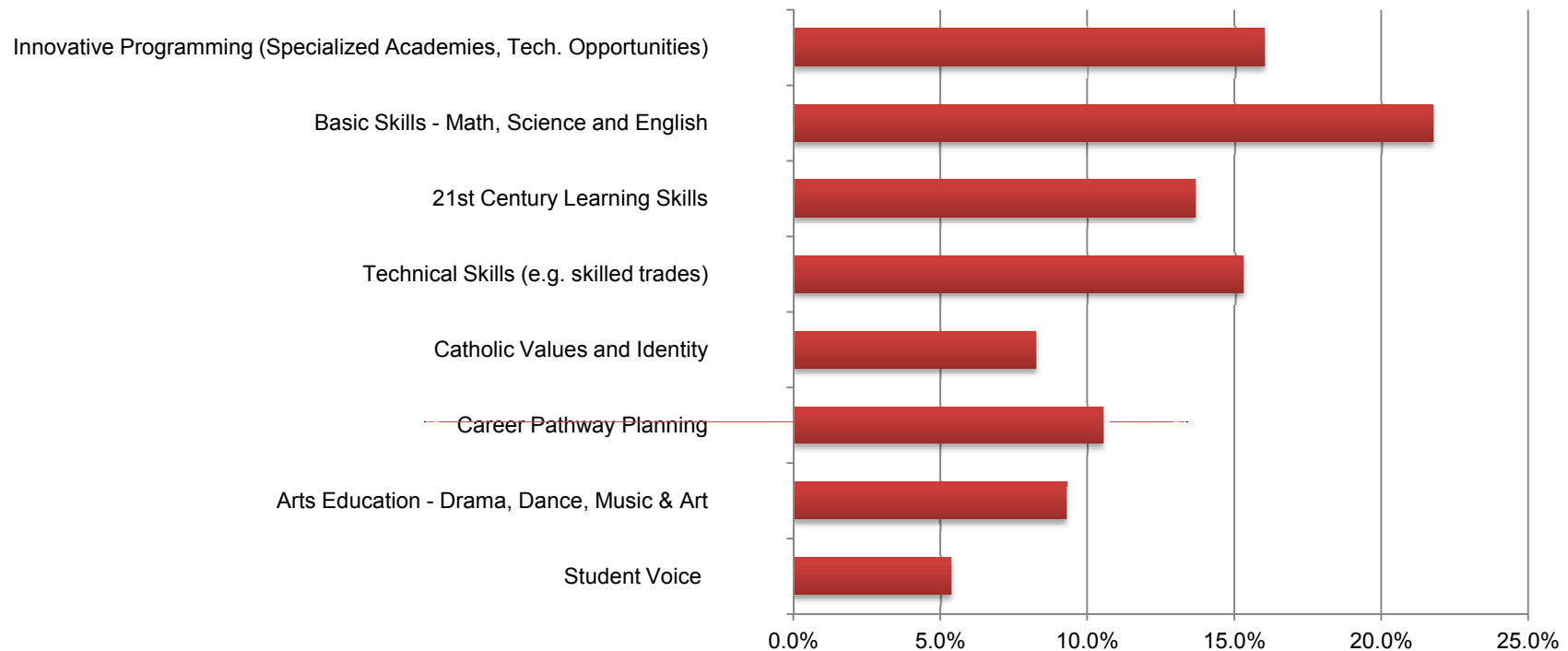
Results are representative of a percentage of total selections made.

Consideration for budget

Stakeholders have identified local community projects and faith formation opportunities for students as what they believe should be the main areas of focus for faith development.

Budget Consultation Survey Results Continued...

Q2. Which items would you like the Board to consider as essential to the education of children in preparing them for their careers of tomorrow?



Responses: Parent/Guardian: 248 Staff Member: 118 Student: 16
Other: 16

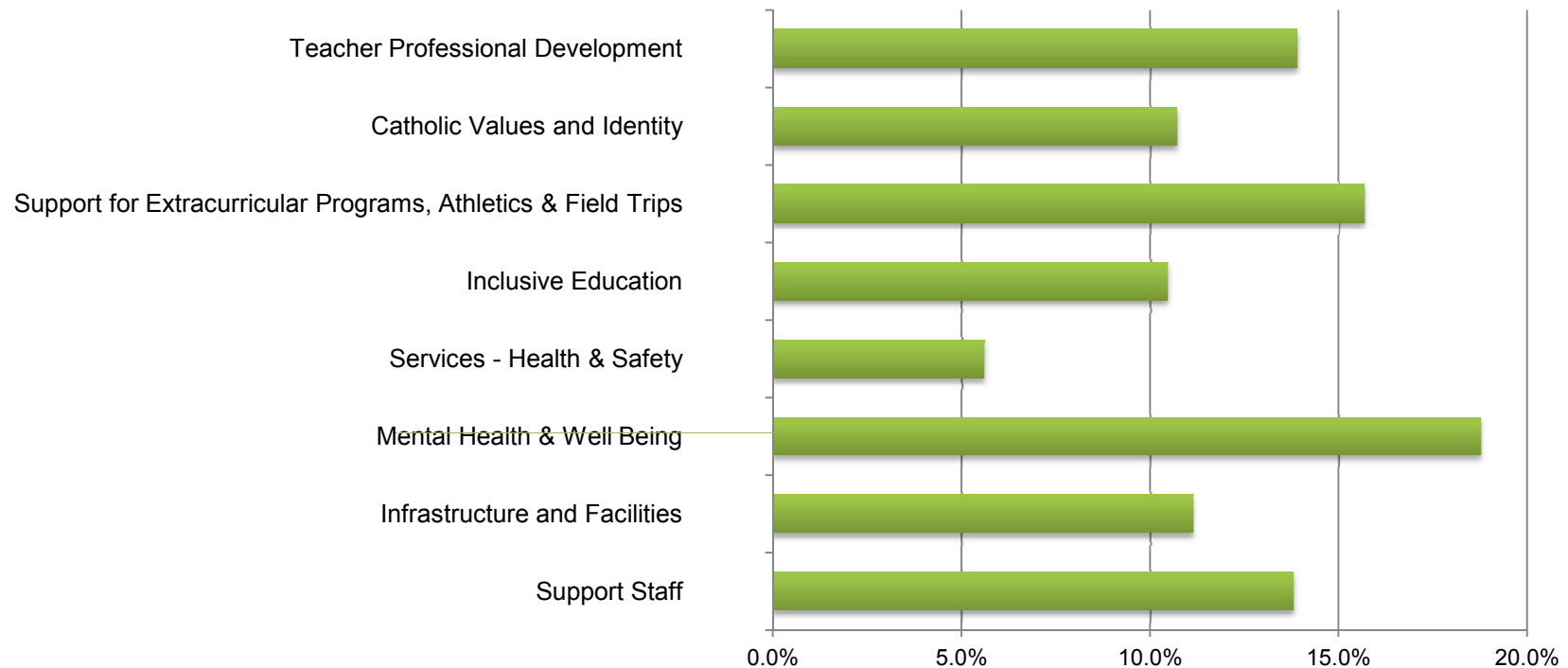
Results are representative of a percentage of total selections made.

Consideration for budget

Basic Skills – Math, Science and English, Innovative Programming and Technical Skills are considered essential by stakeholders.

Budget Consultation Survey Results Continued...

Q3. Which of the following supports would you consider to play an important role in guiding and supporting students in providing them with an exceptional learning experience?



Responses: Parent/Guardian: 246 Staff Member: 118 Student: 16
Other: 16 Unanswered: 2

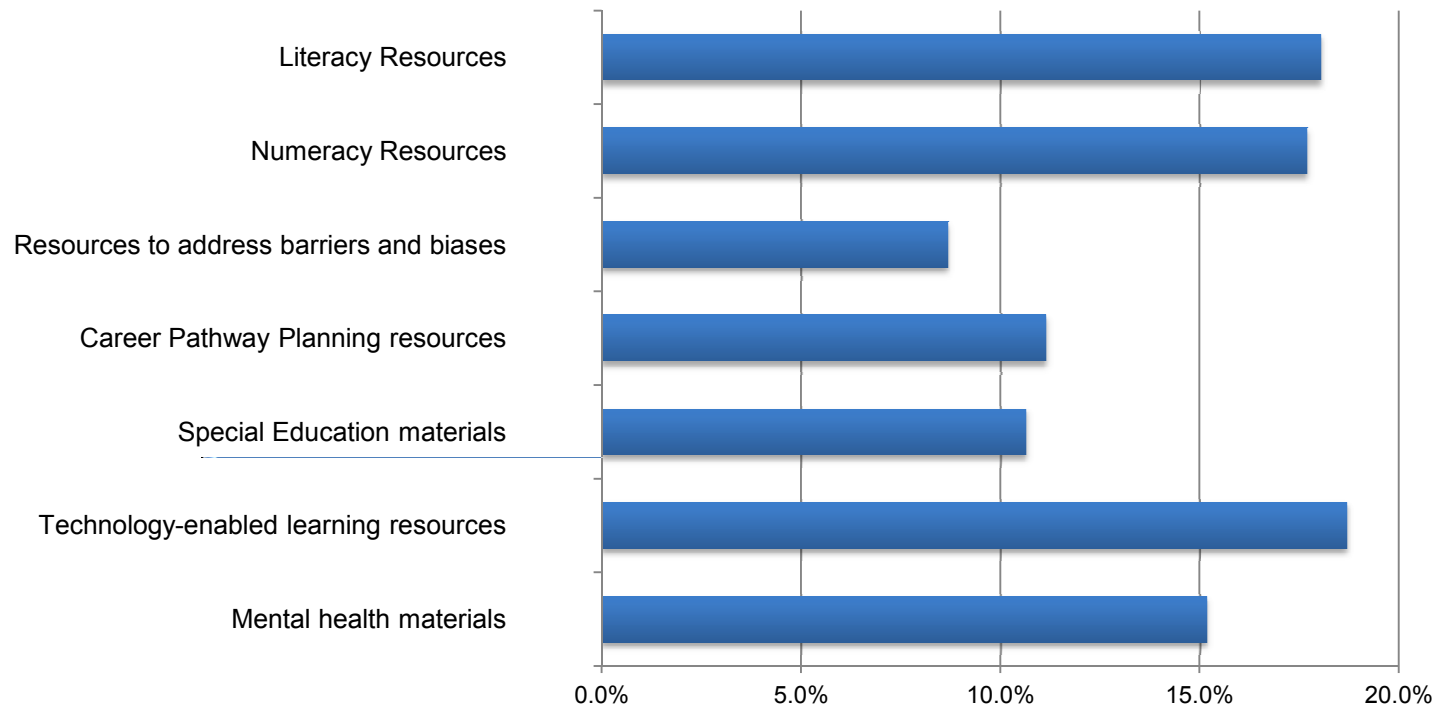
Results are representative of a percentage of total selections made.

Consideration for budget

Mental Health & Well Being supports were identified as playing the most important role in supporting students.

Budget Consultation Survey Results Continued...

Q4. In your view, which of the following student achievement resources would best serve to facilitate student learning & engagement and play a central role in our Catholic system?



Responses: Parent/Guardian: 247 Staff Member: 118 Student: 16
Other: 16 Unanswered: 1

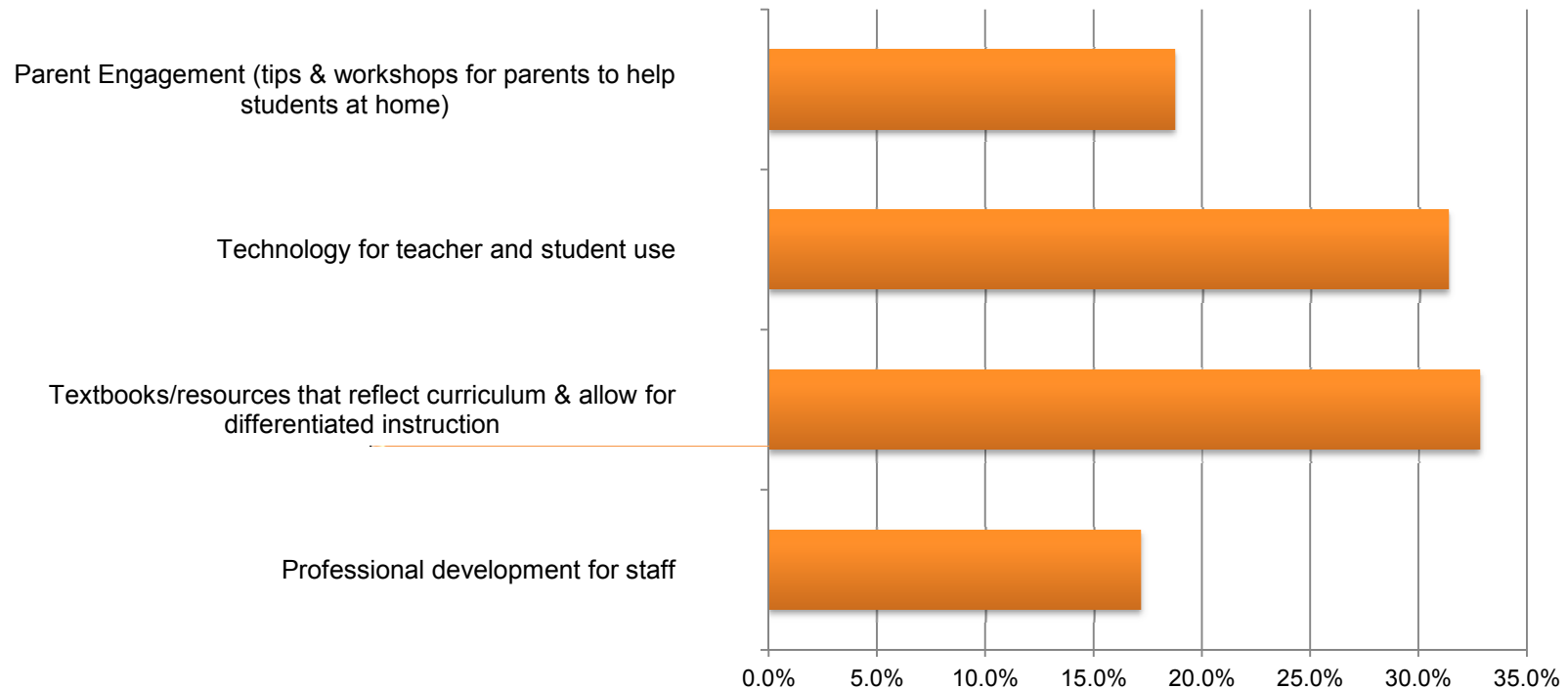
Results are representative of a percentage of total selections made.

Consideration for budget

Literacy, Numeracy and Technology-enabled learning resources have been identified as best facilitating student learning & engagement.

Budget Consultation Survey Results Continued...

Q5. Where do you believe efforts should be focused on numeracy and literacy to have the greatest long-term positive impact on student achievement?



Responses: Parent/Guardian: 247 Staff Member: 118 Student: 16
Other: 16 Unanswered: 1

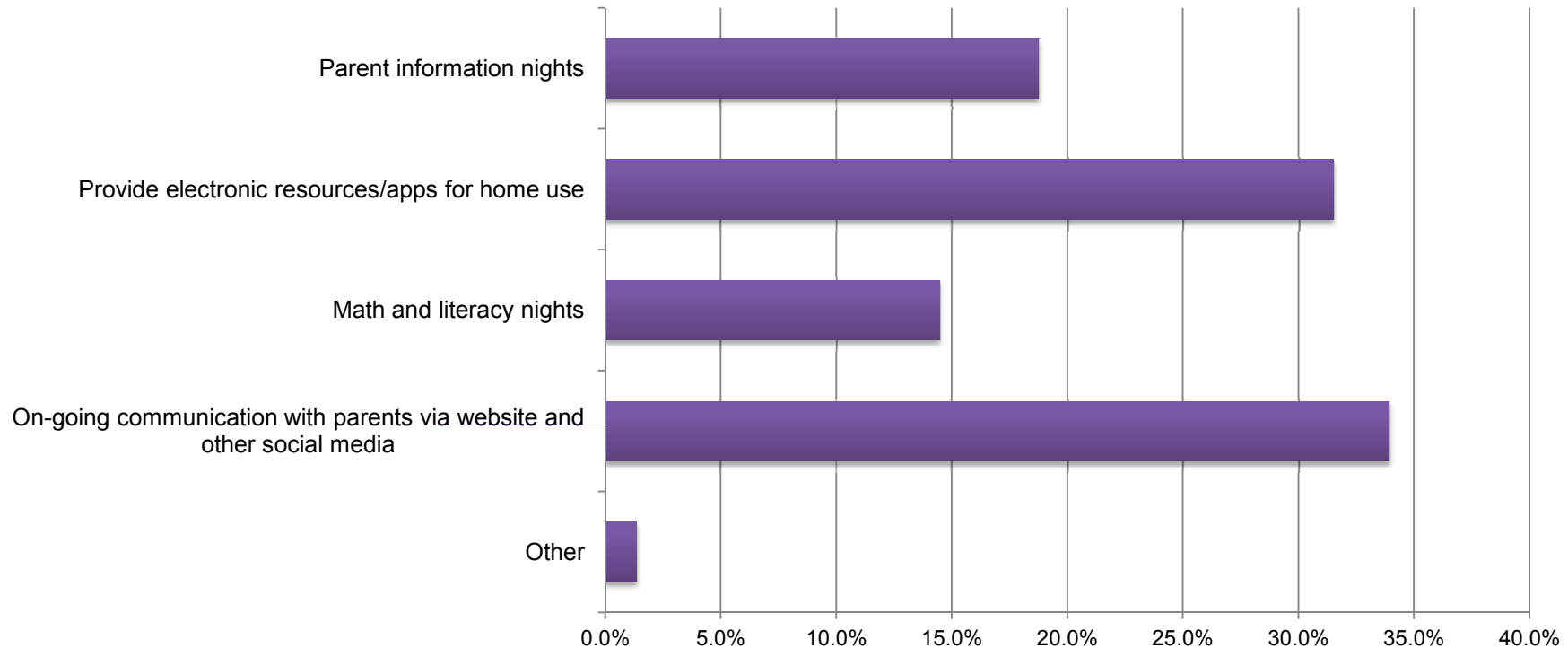
Results are representative of a percentage of total selections made.

Consideration for budget

Textbook/resources and Technology use have been identified as the areas that would have the greatest impact on student achievement.

Budget Consultation Survey Results Continued...

Q6. How could we engage parents to participate in our schools and learn more about supporting student achievement?



Responses: Parent/Guardian: 248 Staff Member: 118 Student: 16
Other: 16

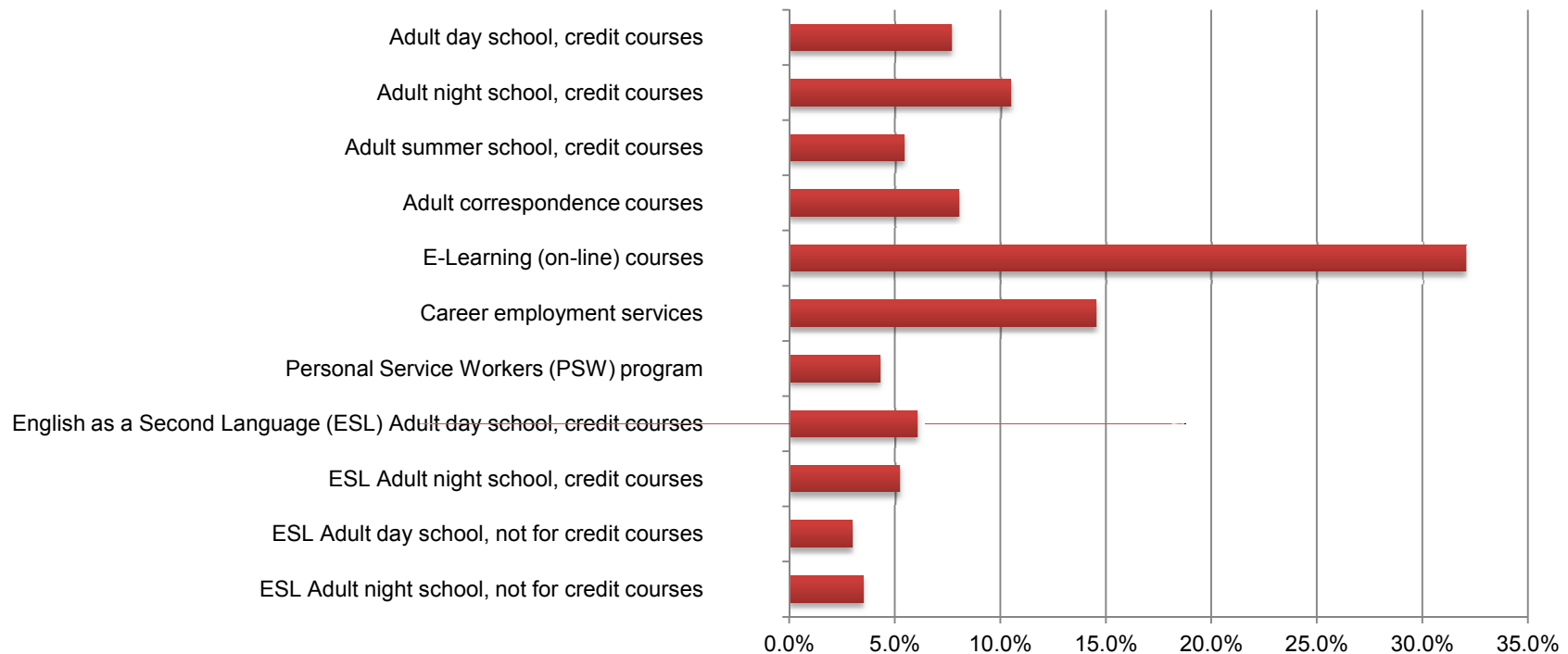
Results are representative of a percentage of total selections made.

Consideration for budget

Providing electronic resources and on-going communication with parents via social media have been identified as the best ways to engage parents to support student achievement.

Budget Consultation Survey Results Continued...

Q7. Are you interested in the following types of Adult Education programs?



Responses: Parent/Guardian: 172 Staff Member: 89 Student: 14
Other: 12 Unanswered: 111

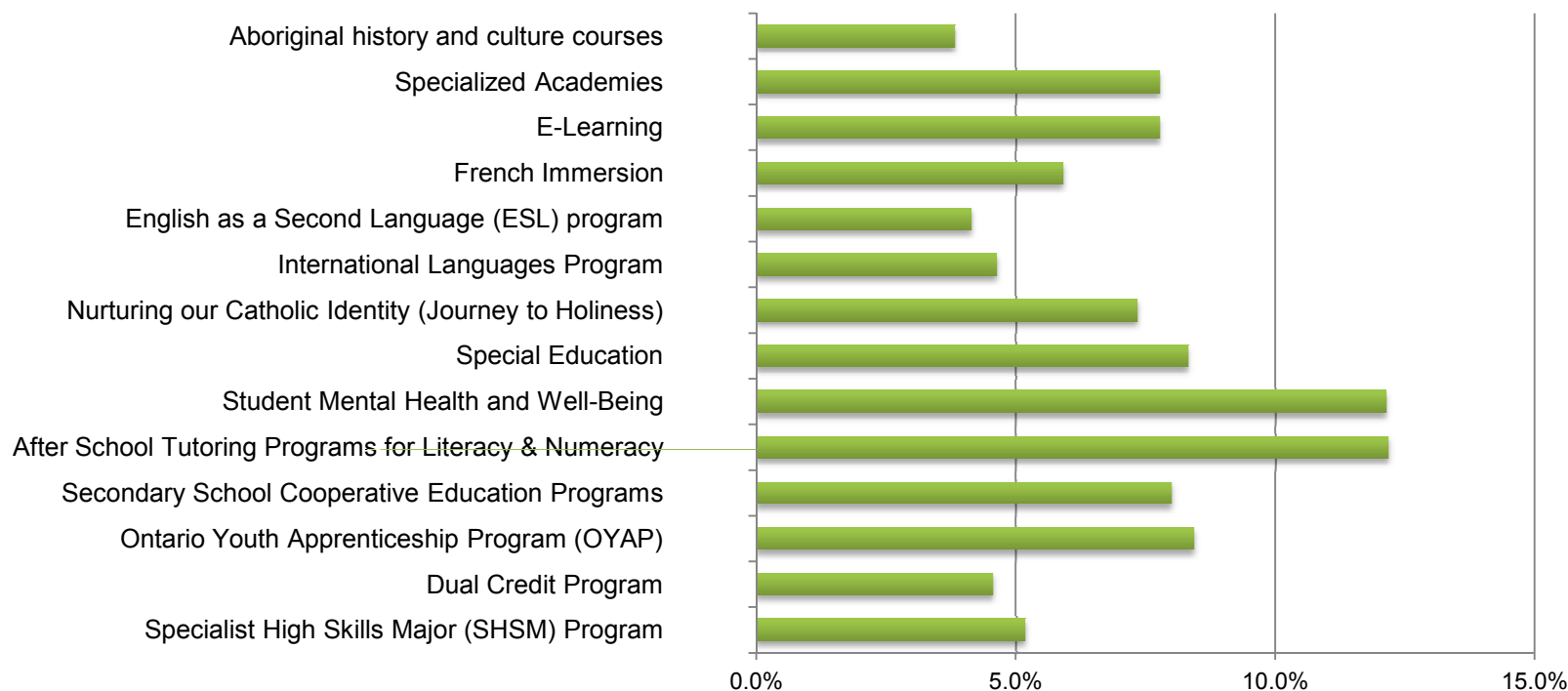
Results are representative of a percentage of total selections made.

Consideration for budget

E-Learning (on-line) courses have been identified as the preferred Adult Education program.

Budget Consultation Survey Results Continued...

Q8. Please choose the program/services that you feel best support student achievement and well-being.



Responses: Parent/Guardian: 245 Staff Member: 117 Student: 15
Other: 16 Unanswered: 5

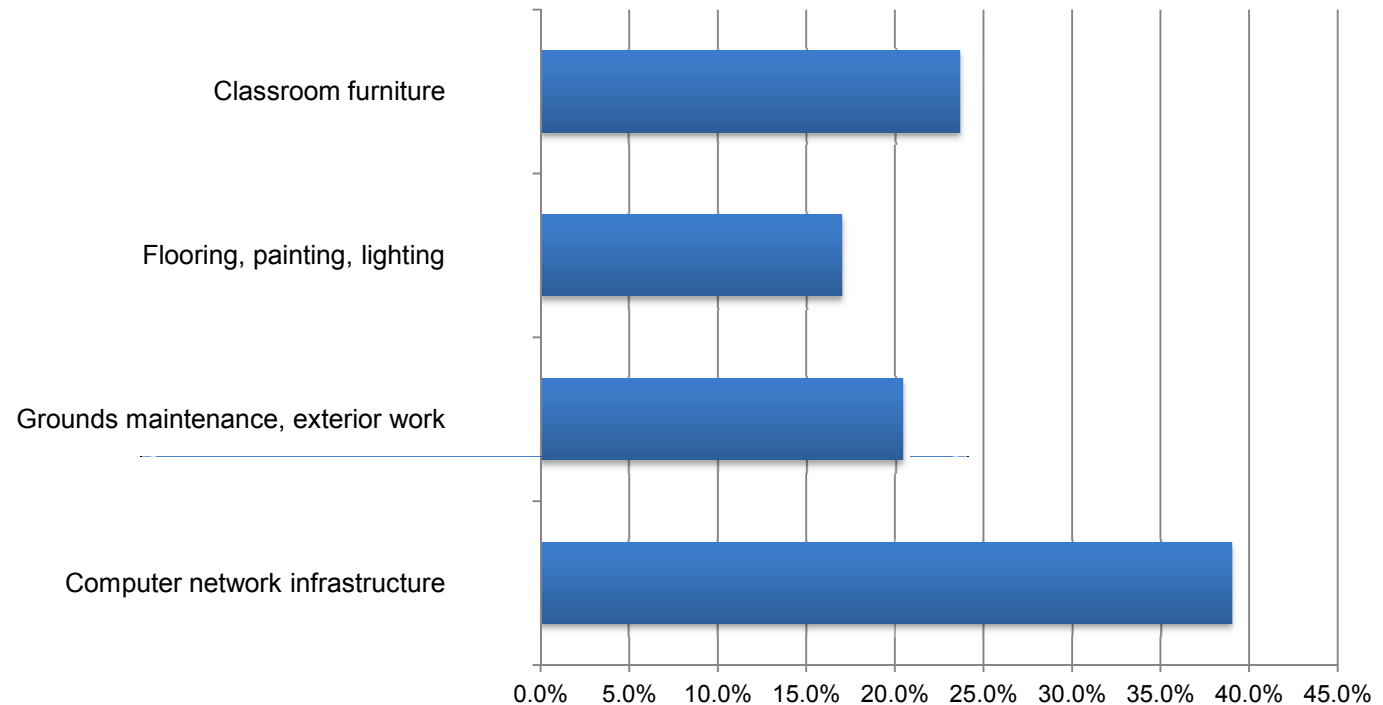
Results are representative of a percentage of total selections made.

Consideration for budget

After School Tutoring and Student Mental Health and Well-Being programs have been identified as the programs that best support student achievement and well-being.

Budget Consultation Survey Results Continued...

Q9. Please choose the school building component that you believe requires the most service, maintenance or replacement.



Responses: Parent/Guardian: 239 Staff Member: 118 Student: 16
Other: 16 Unanswered: 9

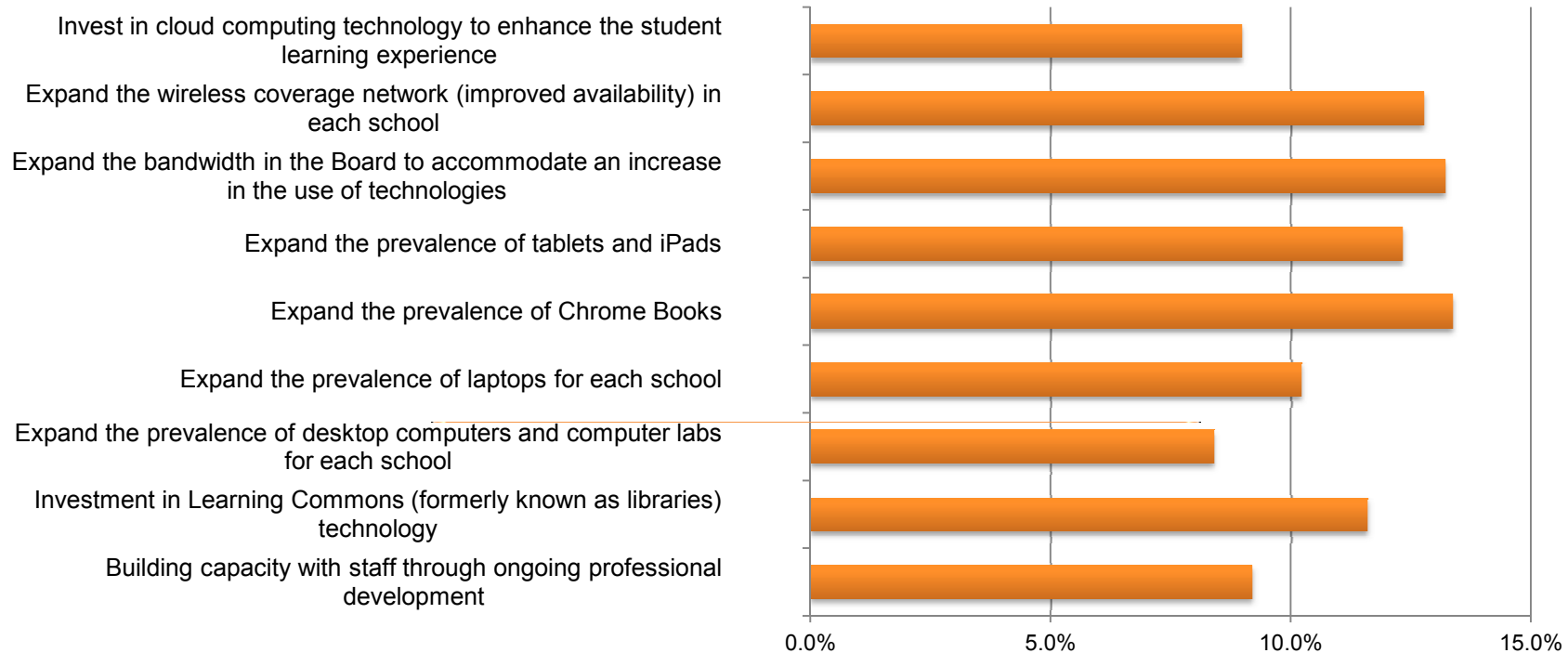
Results are representative of a percentage of total selections made.

Consideration for budget

Stakeholders have identified Computer network infrastructure as being most in need of service, maintenance or replacement.

Budget Consultation Survey Results Continued...

Q10. In the previous few years, the Board has received additional Ministry funding for Technology resources. If this funding continues in the 2017-18 year, what resources do you believe have the greatest impact on student success?



Responses: Parent/Guardian: 246 Staff Member: 118 Student: 16
Other: 16 Unanswered: 2

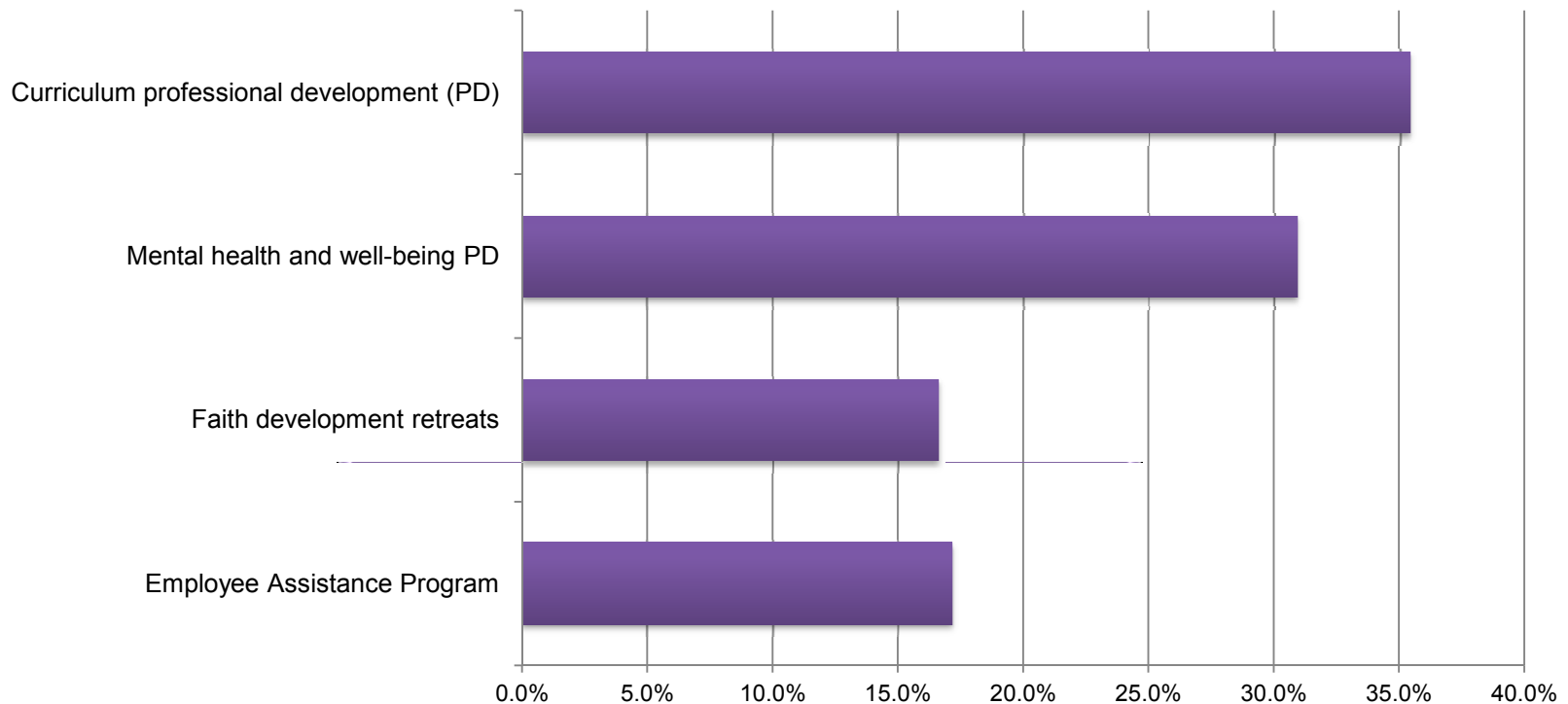
Results are representative of a percentage of total selections made.

Consideration for budget

Expanding the prevalence of Chrome Books and expanding the Board bandwidth have been identified by stakeholders as the technology areas that would best impact student success.

Budget Consultation Survey Results Continued...

Q11. What activities do you value most in supporting employee development?



Responses: Parent/Guardian: 243 Staff Member: 117 Student: 16
Other: 16 Unanswered: 6

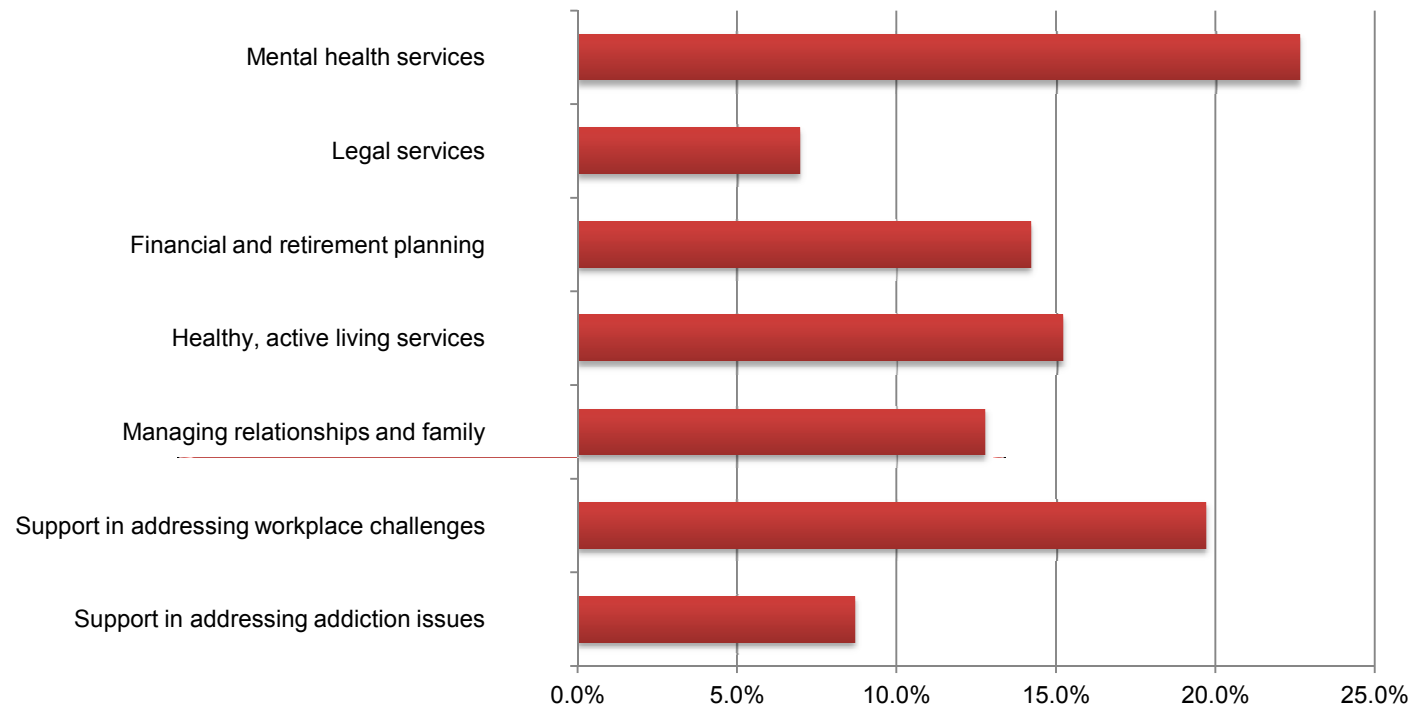
Results are representative of a percentage of total selections made.

Consideration for budget

Curriculum professional development has been identified as most important in supporting employee development.

Budget Consultation Survey Results Continued...

Q12. What are the most important services to offer in an Employee Assistance Program?



Responses: Parent/Guardian: 241 Staff Member: 118 Student: 15
Other: 16 Unanswered: 8

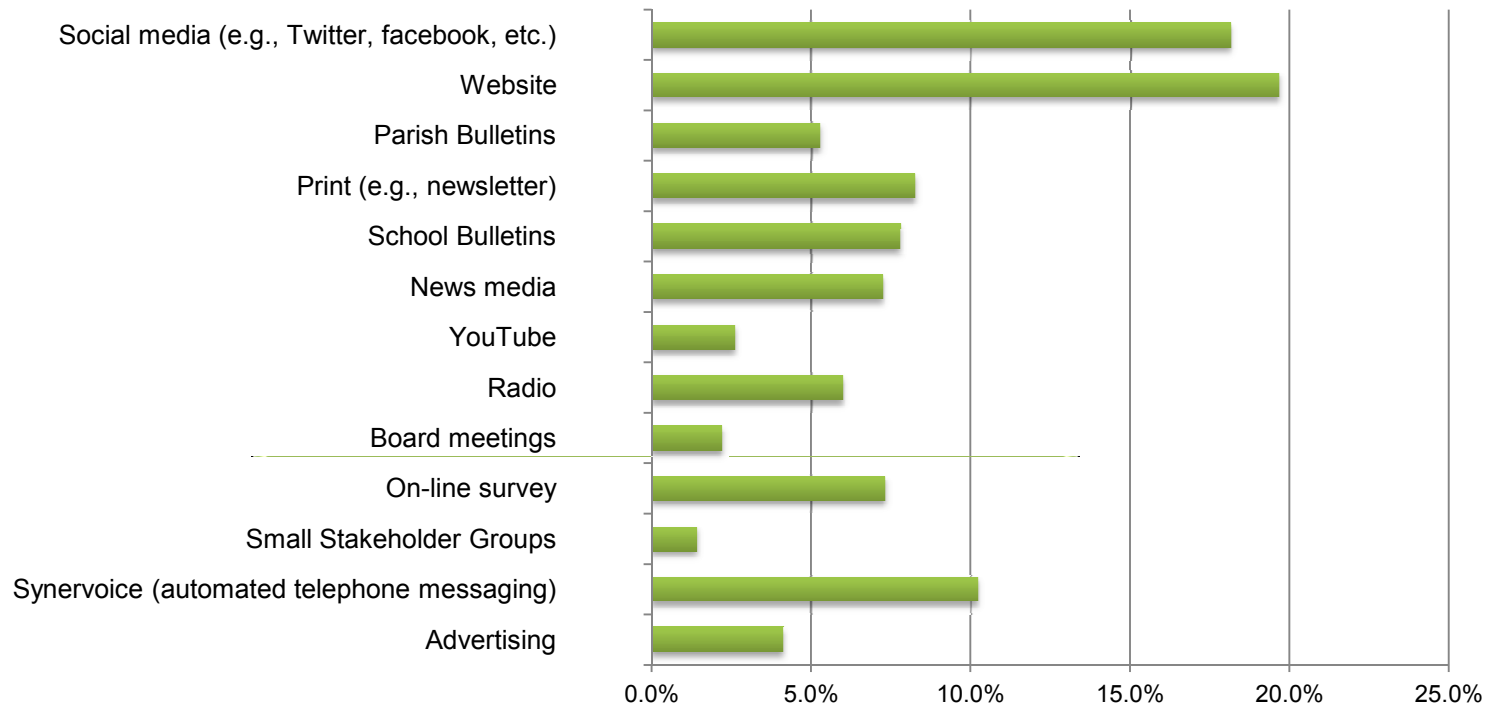
Results are representative of a percentage of total selections made.

Consideration for budget

Mental Health services and Support in addressing workplace challenges have been identified as the most important services to be offered in an Employee Assistance Program.

Budget Consultation Survey Results Continued...

Q13. Please rate the methods that the WECD SB may use to best communicate and consult with the public.



Responses: Parent/Guardian: 247 Staff Member: 117 Student: 16
Other: 16 Unanswered: 2

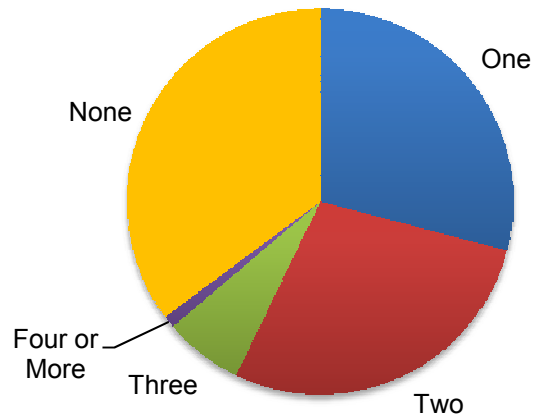
Results are representative of a percentage of total selections made.

Consideration for budget

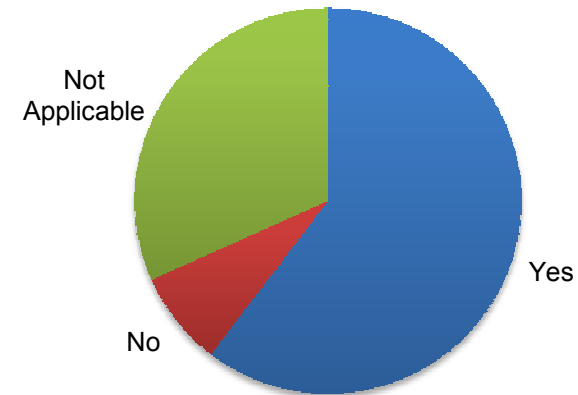
Stakeholders have identified the Board Website and Social media as the best methods of communication with the public.

Budget Consultation Survey Results Continued...

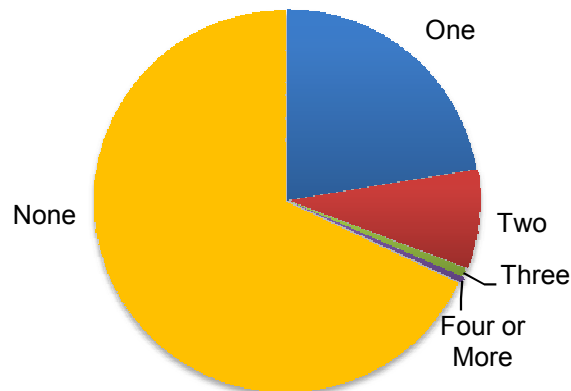
How many children grade K-8 do you have?



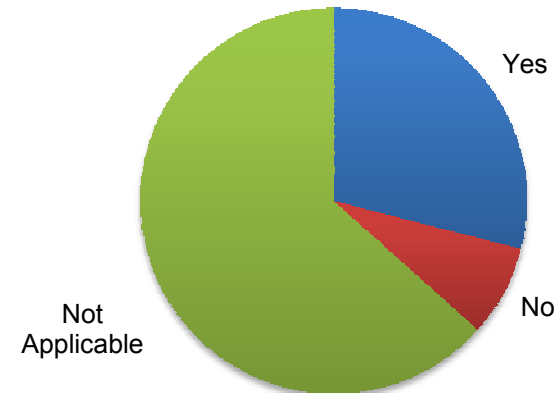
Are all your grade K-8 children in WECSDB schools?



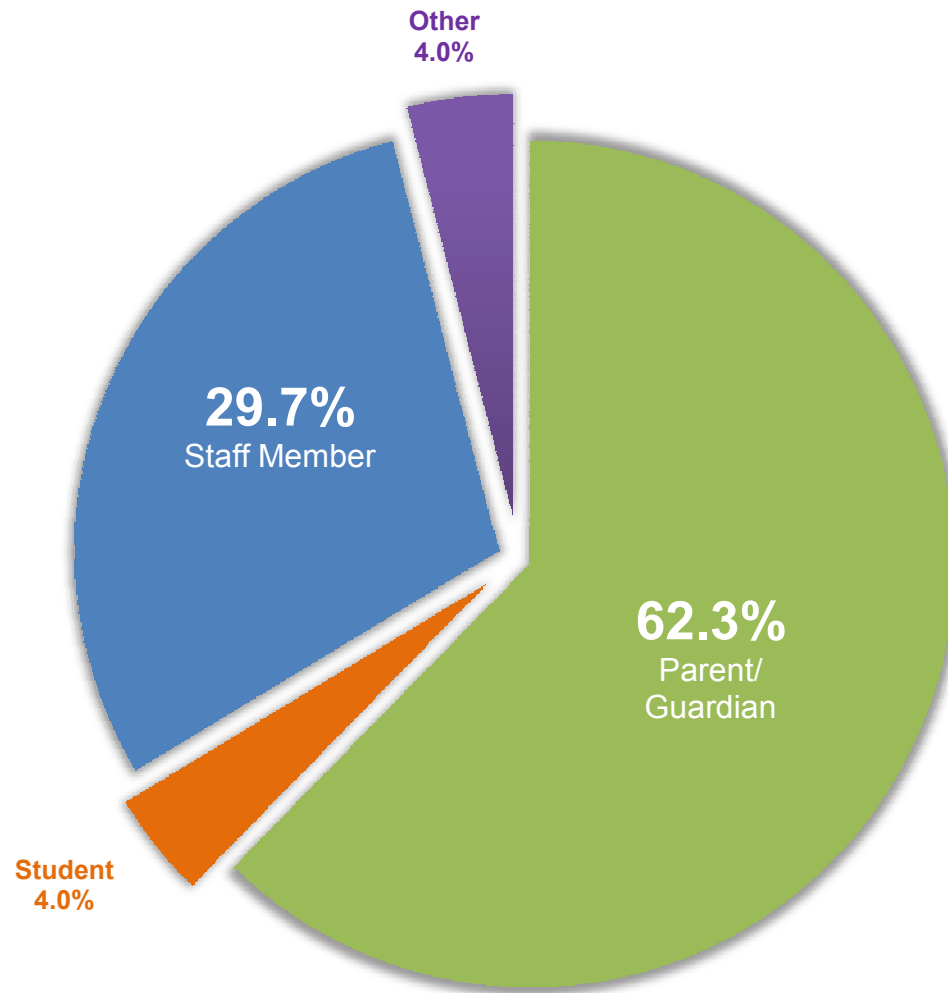
How many children grade 9-12 do you have?



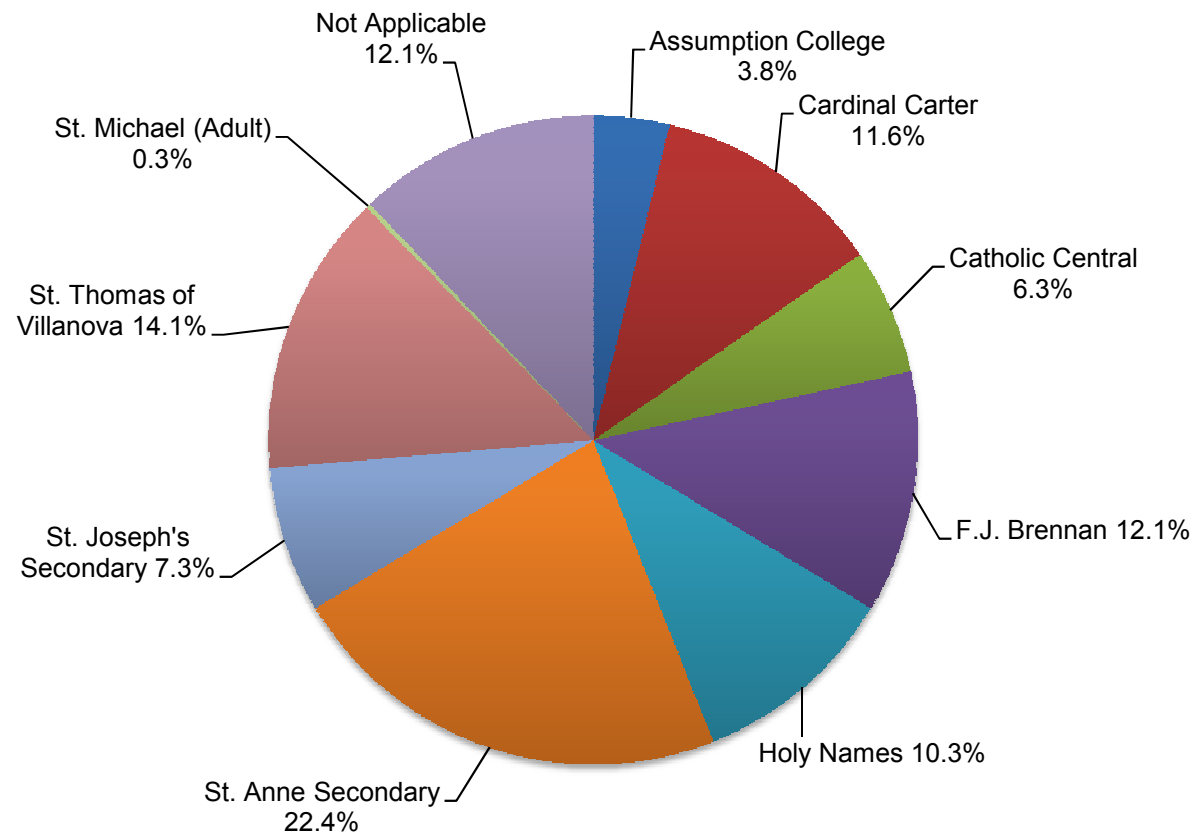
Are all your grade 9-12 children in WECSDB schools?



These survey results were completed by:



Survey responses by Family of Schools location are as follows:



2017-18 ON-LINE BUDGET CONSULTATION SURVEY APPENDIX B

As part of our Budget consultation process, the Windsor-Essex Catholic District School Board (WECDSB) invites its stakeholders to provide input into the development of the 2017-18 Budget. The Board is seeking input through this Budget Consultation Survey.

WECDSB's Mission is "*In keeping with the virtues of our Catholic faith, we are called to know every student, to inspire them to follow the example of Jesus, and empower them with the knowledge and skills they need to live purposeful, meaningful lives.*" The intent of this survey is to inform the Board's budget development process and assist in formulating and affirming Board priorities as the Board works to promote excellence in education within a Faith-centered learning environment.

Our hope is that your responses will identify areas that are priorities for you, for our students and for our schools.

Survey responses received by March 10, 2017 will be summarized and presented to the Board at its meeting of March 28, 2017. The survey will remain open and if responses received subsequent to March 10 significantly change the results, the changes will be reported in the final draft budget which is expected to be tabled with the Board of Trustees at its meeting on June 13, 2017, with final deliberation and approval on June 26, 2017.

start

press ENTER

1 A. OUR FAITH: Question #1

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

- ☐ Christian meditation (a form of prayer) ☐ Local community service projects
- ☐ Transportation to local parishes for school liturgies
- ☐ Faith formation opportunities for students (e.g. participation in conferences, retreats, equity and inclusion programs/events, guest presenters)
- ☐ Faith formation opportunities for staff

2 B. OUR STUDENTS: Question #2

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

- ☐ Innovative Programming (e.g. Specialized Academies, expanded technological opportunities)
- ☐ Basic Skills – Math, Science and English ☐ 21st Century Learning Skills
- ☐ Technical Skills (e.g. skilled trades) ☐ Catholic Values & Identity ☐ Career Pathway Planning
- ☐ Arts Education - Drama, Dance, Music and Art ☐ Student Voice

3 B. OUR STUDENTS: Question #3

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

- ☐ Teacher Professional Development ☐ Catholic Values & Identity
- ☐ Support for Extracurricular Programs, Athletics and Field Trips ☐ Inclusive Education
- ☐ Services - Health & Safety ☐ Mental Health & Well Being ☐ Infrastructure and Facilities
- ☐ Support Staff

4 B. OUR STUDENTS: Question #4

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

- ☐ Literacy resources ☐ Numeracy resources
- ☐ Resources to address barriers and biases (Equity and Inclusive education)
- ☐ Career Pathway Planning resources ☐ Special Education materials
- ☐ Technology-enabled learning resources ☐ Mental health materials

5 B. OUR STUDENTS: Question #5

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

- ☐ Tips and workshops for parents to help students at home (Parent engagement)
- ☐ Technology for teacher and student use
- ☐ Textbooks/resources that reflect the curriculum and allow for differentiated instruction
- ☐ Professional development for staff

6 B. OUR STUDENTS: Question #6

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

- ☐ Parent information nights ☐ Provide electronic resources/apps for home use
- ☐ Math and literacy nights
- ☐ On-going communication with parents via website and other social media ☐ Other

7 C. OUR INNOVATIVE PROGRAMS: Question #7

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

- ☐ Adult day school, credit courses ☐ Adult night school, credit courses
- ☐ Adult summer school, credit courses ☐ Adult correspondence courses
- ☐ E-learning (on-line) courses ☐ Career employment services
- ☐ Personal Service Worker (PSW) program

- ☐ (English as a Second Language)ESL Adult day school, credit courses
- ☐ ESL Adult night school, credit courses ☐ ESL Adult day school, not for credit courses
- ☐ ESL Adult night school, not for credit courses

8 C. OUR INNOVATIVE PROGRAMS: Question #8

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

- ☐ Aboriginal history and culture courses ☐ Specialized Academies ☐ E-Learning
- ☐ French Immersion ☐ English as a Second Language (ESL) program
- ☐ International Languages Program ☐ Nurturing our Catholic Identity (Journey to Holiness)
- ☐ Special Education ☐ Student Mental Health and Well-Being
- ☐ After School Tutoring Programs for Literacy and Numeracy
- ☐ Secondary School Cooperative Education Programs
- ☐ Ontario Youth Apprenticeship Program (OYAP) ☐ Dual Credit Program
- ☐ Specialist High Skills Major (SHSM) Program

9 D. OUR RESOURCES: Question #9

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

- ☐ Classroom furniture ☐ Flooring, painting, lighting ☐ Grounds maintenance, exterior work
- ☐ Computer network infrastructure

10 D. OUR RESOURCES: Question #10

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

- ☐ Invest in cloud computing technology to enhance the student learning experience
- ☐ Expand the wireless coverage network (improved availability) in each school
- ☐ Expand the bandwidth in the Board to accommodate an increase in the use of technologies

- ☐ Expand the prevalence of tablets and iPads ☐ Expand the prevalence of Chrome Books
- ☐ Expand the prevalence of laptops for each school
- ☐ Expand the prevalence of desktop computers and computer labs for each school
- ☐ Investment in Learning Commons (formerly known as libraries) technology
- ☐ Building capacity with staff through ongoing professional development

11 E. OUR TEAM: Question #11

What activities do you value most in supporting employee development?

- ☐ Curriculum professional development (PD)
- ☐ Mental health and well-being professional development (PD) ☐ Faith development retreats
- ☐ Employee Assistance Program

12 E. OUR TEAM: Question #12

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

- ☐ Mental health services ☐ Legal services ☐ Financial and retirement planning
- ☐ Healthy, active living services ☐ Managing relationships and family
- ☐ Support in addressing workplace challenges ☐ Support in addressing addiction issues

13 E. OUR TEAM: Question #13

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

- ☐ Social media (e.g. Twitter, facebook, etc) ☐ Website ☐ Parish Bulletins
- ☐ Print (e.g. newsletter) ☐ School Bulletins ☐ News Media ☐ YouTube ☐ Radio
- ☐ Board meetings ☐ On-line survey ☐ Small Stakeholder Groups
- ☐ Synervoice (automated telephone messaging) ☐ Advertising

14 The survey is completed by:

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

☐ Parent/Guardian ☐ Student ☐ Staff Member ☐ Other

15 Which school are you most connected to?

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

☐ 1 ☐ 2 ☐ 3 ☐ 4 or more ☐ None

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

☐ Yes ☐ No ☐ Not applicable

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

☐ 1 ☐ 2 ☐ 3 ☐ 4 or more ☐ None

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

☐ Yes ☐ No ☐ Not applicable

Submit

Never submit passwords! - Report abuse



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

Meeting Date:
March 28, 2017

BOARD REPORT

Public ☒ **In-Camera** ☐

PRESENTED FOR: Information ☒ Approval ☐

PRESENTED BY: Senior Administration

SUBMITTED BY: Paul A. Picard, Director of Education
Penny King, Executive Superintendent of Business

SUBJECT: 2017-18 BUDGET PRESSURES AND CHALLENGES

RECOMMENDATION:

That the report on 2017-18 Budget Pressures and Challenges be received as information.

SYNOPSIS:

The Windsor-Essex Catholic District School Board (WECD SB), like all school districts, is required to approve and submit its annual budget in June for the coming school year. In order to enhance communication and consultation with the community with respect to the Board's progress in budget development and in order to bring budget parameters to the attention of the Board early in the budget process, this report identifies the Provincial and local contexts in which the 2017-18 budget is being developed and outlines the pressures and challenges that must be considered in bringing a balanced budget to the Board.

BACKGROUND COMMENTS:

The Board's strategic plan is key to its sustainability. Just as important to the Board's long-term sustainability is its budget. In fact, the development of the Board's annual budget is one of the most strategic, but also the most time consuming and labour intensive functions undertaken by Administration. Further, budgeting does not solely belong to business departments. In the Ministry of Education's Financial Orientation for Trustees (December 2014), the Ministry notes that, "Directors, Superintendents and other senior program staff must be involved in the planning processes and be held accountable for budget performance".

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

PROVINCIAL CONTEXT:

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

- Provincial Outlook:
In the *2016 Ontario Economic Outlook and Fiscal Review*, the provincial government projected a deficit of \$4.3 billion in 2016-17 and balanced budgets in 2017-18 and 2018-19, consistent with the 2016 Budget plan. This plan means that the Ministry of Education is now in a period of prioritization – a period in which strategic choices need to be made about how best to focus the limited resources it has to deliver on its renewed goals while achieving fiscal sustainability over the long term. It is likely that this era of fiscal restraint is going to continue into the foreseeable future, and as a result, the government continues to look for innovative approaches to deliver on key priorities within fiscal realities.
- Labour Negotiations:
On February 21, 2017, the Ontario government introduced Bill 92, *School Boards Collective Bargaining Amendment Act, 2017* which amends the *School Boards Collective Bargaining Act, 2014*. Bill 92 includes, among other things:
 - Requiring participation for all education sector unions in central bargaining to ensure consistency across the province;
 - Requiring an additional five days notice for strikes and lock outs in certain circumstances; and
 - Allowing terms of collective agreements to be extended for periods of two, three, four or five years to support improved flexibility for all parties.

On February 23, 2017, the Minister of Education announced that tentative agreements to extend contracts by two years had been reached with all teacher and education worker unions, including OECTA and CUPE. Previously, all collective agreements with teachers and other education workers in the province were set to expire on August 31, 2017. With the extension, the agreements now operate until August 31, 2019, ensuring labour peace in the near term, stability in the education section, and continuity of a positive learning environment for students.

Both the OECTA and CUPE agreements include compensation increases of 4% over the 2 year extended term. The OECTA central agreement included system investments in the amount of \$33M province-wide to prioritize teachers to support students in need, while the CUPE agreement established province-wide investments in the amount of \$26M to prioritize educational assistants, child and youth workers and professional student service personnel, to support students in need.

- Employee Benefits:
One significant change that resulted from the 2014-17 collective agreements was the establishment of employee life and health trusts (ELHT) for employee benefits. The transition to the ELHTs is anticipated to occur in 5 waves with the first 3 waves being complete by February 1, 2017. Waves 4 and 5 are scheduled to transition on April 1 and June 1, 2017 respectively. As of April 1, 2017 (Wave 4 migration date), there will be 125,000 provincial employees receiving benefits under the ELHTs. WECDSD is scheduled to migrate its OECTA employees to the trust in Wave 5 on June 1, 2017. CUPE, Principal/Vice-Principal and non-union groups are working towards establishing their own Trusts. According to the Ministry, timing is not yet confirmed, but participation for these groups could happen in the 2017-18 school year.

The trusts have fixed unit contribution rates that include both a government and school board share. Each school board is responsible for their 2014-15 benefit costs per full-

time equivalent (FTE) by bargaining group, plus a 4% increase in both 2015-16 and 2016-17. To ensure that individual school boards are not financially affected by the move to the trusts and that their financial responsibility is limited to their cost per FTE, the Ministry will make stabilization adjustments to “true-up” boards to their existing cost structure. Both the government contributions and stabilization adjustments will be provided through GSN table amounts.

- Provincial Priorities:

The Ministry of Education continues to build on the strong foundation set out in *“Achieving Excellence: A Renewed Vision for Education in Ontario”*. The focus remains on its four key priorities – achieving excellence, ensuring equity, promoting well-being and enhancing public confidence in the publicly funded education system. WECDSEB must continue to consider these goals in its own budget development process, as well as share the Ministry’s commitment to ensuring that the education system is accountable and efficient.

- Grant for Student Needs:

The Grant for Student Needs (GSN) provided by the Province is the primary source of revenue for school districts. It allocates the overwhelming majority (more than 90%) of school board annual revenues. It provides the financial foundation for both the day-to-day delivery of education programs and services, along with funding for innovative and creative programs. There has been over a decade of investments by the province in public education, with operating funding totalling \$22.86 billion in 2016-17. School boards have flexibility in how they use this funding, within an overall accountability framework.

Last year the main changes to the GSN funding formula focused on alignment with the central labour agreements, and on First Nation, Métis and Inuit Education leads in every school board. A focus on community hubs, and the importance of census data in certain allocations was also highlighted. In 2017-18, the Ministry plans to build on the foundational changes already made to the GSN, with emphasis on the topics noted in the “Education Funding Consultation” section below.

The 2017-18 GSN will be announced in late March 2017. Given Administration’s commitment to share its progress on budget development with stakeholders, this report was written and published in advance of that announcement. As such, this report contains broad estimates of funding pressures, which will continue to be refined as the budget development process progresses.

- Education Funding Consultations:

The Ministry of Education conducted a Provincial Education Event on November 9th and 10th, 2017. One engagement session on education funding took place on November 10th as part of the Provincial Education Event. This engagement allowed school board representatives to provide input on the Grants for Student Needs and other education funding sources for the upcoming school year. WECDSEB was represented by the Director of Education, the Executive Superintendent of Corporate Services/Associate Director and the Executive Superintendent of Student Achievement.

Similar to previous years, the Ministry prepared a guide with key discussion topics to help structure the conversation. The *2017-18 Education Funding Engagement Guide* is attached as an appendix to this report. The Guide focuses on topics which can be grouped in terms of the priorities identified in the table on the following page:

Major Topics for 2017-18 Funding Engagement Consultations:

Achieving Excellence	<ul style="list-style-type: none"> • Renewed Mathematics Strategy • Highly Skilled Workforce • Enabling Digital Education
Equity in Education	<ul style="list-style-type: none"> • Special Education Grant • Indigenous Education • Children and Youth in Care
Enhancing Public Confidence	<ul style="list-style-type: none"> • Next Steps in Community Hubs • School Board Admin & Governance Compliance • Further Transformation of Other Transfer Payments

The Ministry plans to use the feedback received to inform the development of the 2017-18 GSN.

LOCAL CONTEXT:
Enrolment

One of the most impactful metrics affecting the development of the 2017-18 budget is the projection of student enrolment for that year. A preliminary enrolment forecast has been developed for 2017-18. Enrolment projections were established based on historical data, updated for current circumstances. The projections have been reviewed and approved by Executive Council for use in 2017-18 budget development. The projected full-time equivalent (FTE) enrolment for 2017-18, with a comparison to 2016-17, is as follows:

	2016-17 Budget (FTE¹)	Projected 2017-18 Budget (FTE)	Change in Enrolment
Elementary (ADE ²)	13,000.00	12,700.00	(300.00)
Secondary (ADE) < 21 yrs	7,000.00	6,774.20	(225.80)
TOTAL DAY SCHOOL ENROLMENT	20,000.00	19,474.20	(525.80)
Total High Credit ³	15.00	10.37	(4.63)
Adult Pupils (ADE) > 21 yrs	170.00	140.00	(30.00)
Total Visa Pupils	65.00	96.00	31.00

Notes: (1) FTE = Full-Time Equivalent

(2) ADE = Average Daily Enrolment

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

For the purposes of the 2017-18 budget estimates, a decline of 526 pupils from the Board approved 2016-17 Estimates (or 2.6%) is being projected for WECD SB, bringing the total enrolment down to 19,474 pupils from 20,000. Both High Credit and Adult pupils are slightly lower with a collective 34.63 FTE decrease projected, while VISA pupils are projected to increase by 31 FTE compared to the prior year.

Based on the enrolment identified above, a preliminary funding forecast has been prepared. As noted earlier in this report, the final GSN announcement had not yet been made at the time this report was authored and published. As such, the funding forecast contained herein is based on applying the projected enrolment to the current year's (i.e. 2016-17) funding formulas, adjusted for any 2017-18 grant changes known at the time the report was authored. The Business Department will revise the funding forecast and communicate any changes to impacted departments and ultimately to the Board when the 2017-18 GSN changes are released.

About two-thirds of education funding is based on enrolment. The projected decline of 526 FTE pupils is estimated to result in approximately \$5.99M of reduced grant revenues (based on 2016-17 funding formulas). The declining enrolment trend is expected to continue to place significant pressure on the Board's budget in future years. Looking at very preliminary nominal (i.e. head count) enrolment projections in the chart below gives an indication of the magnitude of the dilemma facing the Board.

Grade	2017-18 Projected Nominal Enrolment (i.e. Head Count)
Junior Kindergarten (JK)	1,076
Senior Kindergarten (SK)	1,164
1	1,165
2	1,171
3	1,256
4	1,261
5	1,290
6	1,411
7	1,459
8	1,447
9	1,543
10	1,775
11	1,729
12	1,877
NOMINAL ENROLMENT	19,624

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

The Board is projected to graduate 801 more students at the end of 2017-18 than the number of students projected to be enrolled in JK during the year. It is evident from the data that the downward trend in enrolment is projected to continue year-over-year. If the projected JK enrolment for 2017-18 stays fixed for each year into the future and no other factors change, the Board would realize the results below.

Year	Nominal Enrolment	Pupil Decline From 2017-18	% Decline From 2017-18
2021-22 (5 Year Outlook)	17,004	(2,620)	(13.4%)
2026-27 (10 Year Outlook)	15,516	(4,108)	(20.9%)
2030-31 (14 Year Outlook)	15,064	(4,560)	(23.2%)

The WECD SB Enrolment Projections and Demographic Trends report of December 9, 2013 by Watson & Associates provides two separate projections for future enrolment to 2027-28. In the hypothetical case of no new housing/growth and extrapolating the Watson projections at the same rate of change as in 2027-28, it is projected that the 2030-31 nominal enrolment would fall to 15,532 pupils, a decline of 4,092 or 20.9%. Extrapolating the projections made by Watson on the same basis to account for additional pupils from future new housing/growth, the 2030-31 nominal enrolment is projected to rise to 21,999 pupils, a projected increase of 12.1%.

Budget Outlook

At this point in the year, the discussions on budget are complicated by uncertainty as to the exact amount and nature of provincial funding expected in 2017-18. Despite this, the development of forecasts for 2017-18 has begun based on 2016-17 funding formulas and experience, and a preliminary budget outlook has been developed. The table below summarizes the projected fiscal challenges for the upcoming academic year:

Preliminary Forecast	2017-18 (\$Millions)
Deficit from 2016-17 Estimates	(5.309)
Adjust reserve required per By-Law to 0.5% of operating allocation	0.044
Adjust Post Retirement Benefit Liability Phase-in amount	2.489
Adjust Post Retirement Benefit PSAB Expense	0.252
Structural Deficit from 2016-17	<u>(2.524)</u>
Projected reduction in GSN grants due to decline in enrolment	(5.998)
TOTAL REDUCTIONS REQUIRED	(8.522)

The capital deficit and other spending pressures facing the Board such as Special Education and School Operations and Maintenance (where the Board continues to spend in excess of the Ministry allocation) are not included in the forecast above and continue to present challenges as the Board balances the 2017-18 budget. For example, the 2016-17 budget reflects spending of \$3.7M in excess of the allocation on Special Education. At 2016-17 Revised Estimates, the Special Education deficit grew to \$4.3M. Given this and other pressures, necessary restraint measures combined with new and creative approaches to the way the Board delivers education will need to continue to be the focus for WECD SB. Plans for spending in the 2017-18 budget will have to be prioritized, with the goal of achieving thoughtful and responsible savings to achieve the reduction target identified above.

It is also important to note that the projected reduction target of \$8.5M identified above could be adjusted based on anticipated increases in enrolment, should they occur, as WECD SB progresses through the budget development cycle. Further, the reduction target above reflects reduced revenue due to a projected decline in enrolment, but does not reflect any reduction in academic staffing costs which are the costs most variable with changes in enrolment. If there were increases to enrolment or reductions in staffing (if enrolment does decline), the reduction target above would reduce.

Achieving required reductions without the use of Accumulated Surplus

Each year, boards are required under Section 231 of the Education Act to have balanced budgets, where estimated expenditures do not exceed estimated revenues. The Education Act

contains provisions that allow for an in-year deficit for a fiscal year of up to 1% of the Board's operating revenue, provided it does not exceed the Board's accumulated surplus of the preceding year. For WECDSD, 1% of operating revenue equals approximately \$2.1M. Therefore, the Board can use a certain amount of its accumulated surplus (historically referred to as reserves) as part of balancing revenues with expenditures.

With an accumulated surplus available, some may argue that the Board should look to its current reserve balance to partially meet the reduction target identified above, instead of finding new savings. In fact, this strategy has been adopted in the 2015-16 and 2016-17 budgets to support improvements in learning, allowing WECDSD to make important investments to support students, staff and schools.

The continuation of this approach however is not a strategy recommended by Administration. Using the 1% or \$2.1M limit allowed would provide a one-time budget savings in the 2017-18 year that is not sustainable in future years. Paying for current expenses with reserves prevents the Board from adjusting its cost structures to align with reduced Ministry funding. This problem compounds from one year to the next as permanent savings not found in the current year carryforward to the next year as a budget pressure. This is evident in the table above as the Board is now faced with finding \$2.524M of reductions not identified in the 2016-17 budget. Also, a portion of the Board's accumulated surplus is internally appropriated for other items and not available, and the portion that is unrestricted is needed, in part, to continue to offset the balance of the Board's capital deficit.

In addition, reliance on accumulated surplus to aid in balancing the budget can raise the risk profile of the Board from the Ministry's perspective. Consequences of ineffective budgeting can be high, and ultimately could lead to budget decision making powers being suspended by the Ministry.

Pressures

- Information Technology (I.T.):
In order for every student to achieve excellence in the 21st century, access to a robust and reliable broadband internet connection is a necessity. Recognizing this, the Ministry announced a Broadband Modernization Program in 2016 with the goal of eventually providing connectivity to all students and educators in Ontario at a sustainable cost.

While the Broadband Modernization Program is executed, Ministry funding continues to remain available through the GSN's Pupil Foundation Grant for I.T. related learning materials and classroom computers. While this funding compensates for things such as instructional software, CD ROMs, DVD, technology supporting distance education, internet expenses, classroom computers and associated network costs, no GSN funding has been provided for the foundation I.T. infrastructure for either academic or administrative purposes. In addition, in 2009-2010, the classroom computer portion of the Pupil Foundation Grant was reduced by \$25M and has not been reinstated. The Ministry did announce in the fall of 2014 a three year, \$150M investment in a Technology and Learning Fund EPO (Education Program – Other) which augments existing technology funding, however it remains to be seen whether further investments will be made to this funding after 2016-17 which is the third year of the three year investment.

- Capital Deficit:
Under prior administrations, the Board undertook the construction of school facilities not fully supported by New Pupil Place Grant revenues. As a result, there is unsupported debt, meaning capital debt that is not supported with grant revenues from the Province

to meet principal and interest payments. This debt affects the Board each year in the form of unsupported amortization expense, which is approximately \$722K per year. In the 2015-16 Financial Statements, \$1.045M of accumulated surplus was internally appropriated in to pay down WECDSB's capital deficit on land. The balance of debt remaining will need to be funded from a combination of areas including proceeds of disposition from surplus property sales, future operating savings and school renewal grant encumbrances.

While Administration is aggressively working to reduce the balance of the capital deficit, it continues to crowd out spending that could be used for other priorities. Continued fiscal prudence is necessary in the development of the 2017-18 budget in order to preserve the accumulated surplus, such that more is available to fully offset the capital deficit and build a balance that is unappropriated for operations.

- Special Education:

WECDSB's inclusive model of Special Education service delivery expresses its commitment to educate each child to the maximum extent appropriate in the classroom he or she attends. It involves bringing the support services to the child rather than moving the child to the services. This model however causes budget pressures as the number of students with special needs continues to increase each year, notwithstanding that overall student enrolment is decreasing. As with many other Catholic boards, the adequacy of special education funding is critical to WECDSB's ability to deliver the range of services necessary to provide quality learning opportunities for students with special needs. Each year, costs continue to exceed the funding, and WECDSB must use other allocations to augment its special education funding.

WECDSB's total annual special education expenditures since 2002-03 have increased by \$11.4M or 60% while the annual grant allocation has only increased by \$4M or 20%. This gap will continue to create fiscal pressures for the Board in the 2017-18 fiscal year.

- Faith Formation:

Integrating faith into the curriculum and promoting faith formation of students and staff are critical to fulfilling the mission of Catholic Education and preserving the Catholic identity. This is an area however for which there is no direct funding source to support the costs and as such the Board must carve out funding from other grants or find savings elsewhere to fund this priority.

- School Budgets:

Over the past five years total school budgets have remained relatively stable, with only a 5.5% decrease in funding allocated to schools from 2011-12 to 2016-17. Reductions are attributable to the following:

- Declining enrolment (2015-16 school budgets were reduced 2.8% to partially offset for the board's decline in enrolment);
- School closures/consolidations; and
- Certain amounts of budget funds still accessible to schools but managed centrally due to the enveloping provisions of the grants.

With approximately two-thirds of education funding based on enrolment, the historical decline in WECDSB's total enrolment has resulted in reduced grant revenues overall for the Board. With a shrinking pool of available funds, it remains increasingly difficult to continue to maintain the relatively stable level of school budget support.

- Change in Non-Grant Revenue:

Although non-grant revenues represent a relatively small amount of the financial resources received by the Board, they are extremely important to the activities they support. For example, user fees received for facility rentals or sports academy programs, at a minimum, should offset the related costs. The fees for such programs will need to be monitored to ensure costs are covered. For example, a new sports academy will usually result in a deficit in the start up phase. It is important to monitor the programs as they grow to ensure they eventually cover the costs of running the program.

- Other:

There have been limited budget increases over the past few years and each year discretionary expenses have been reviewed to identify decreases where necessary. While Administration continues to review these expenses for further savings, each year it becomes more and more difficult to identify the deeper reductions that are needed to maintain the prior year's level of educational programs and services. There is constant pressure to maintain gains in student achievement while resources and Ministry funding are all being reduced. Each year presents less and less room to absorb pressures.

Furthermore, approximately 81% of the total Board budget consists of salaries and benefits, with a significant portion of the remaining expenses either being mandatory (e.g. amortization, debenture interest, contractual fees, etc.) or revenue neutral (e.g. Educational Program – Other expenses with corresponding funding sources, etc).

Going Forward

Discussions have begun internally with a view to identifying expenditure reductions which could be implemented next year, with a goal of finding reductions in areas that have minimal impact on students. In areas where resources must be reduced, it will be challenging to mitigate the possible negative impacts. As Administration works to align scarce budget resources to the strategic objectives and priorities of the Board, additions to certain areas of the budget may be required. Where additions are needed, offsetting reduction proposals will be necessary.

Risk Assessment

As noted earlier, the information presented in this report is very preliminary. Actual 2017-18 grant changes announced at the end of March are likely to change the budget outlook. Another major risk factor in budget preparation lies in enrolment projections. While Administration has projected a 526 FTE pupil decline in 2017-18, it remains to be seen what the actual change will be. In addition, even if actual enrolment remains as projected on a system wide basis, large school-by-school variances can create staffing pressures in the fall.

Summary

All of the above is being provided for the information of the Board at this time. Administration will continue to develop the 2017-18 budget with due consideration to the factors that have been identified.

Strategic choices and difficult decisions need to be made to deal with the financial realities facing the Board and to ensure the Board remains fiscally sustainable over the long term.

FINANCIAL IMPACT:

Discussed throughout the report.

TIMELINES:

The detailed 2017-18 budget process, including timelines, has previously been submitted to the Board. A further update report is anticipated to be provided to the Board in late April. The final budget is due for submission to the Ministry of Education by June 30, 2017.

APPENDICES:

Appendix A - Ministry of Education 2017-18 Education Funding Engagement Guide

REPORT REVIEWED BY:

<input checked="" type="checkbox"/>	EXECUTIVE COUNCIL:	Review Date:	--
<input checked="" type="checkbox"/>	EXECUTIVE SUPERINTENDENT:	Approval Date:	March 21, 2017
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date:	March 21, 2017

2017-18 Education Funding Engagement Guide

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As Minister, I am always inspired when I walk into one of Ontario's schools and meet the students and education workers who are making their school community so strong and vibrant. The young learners I meet in the hallways, the professional educators I meet in the classrooms and the staff that keep the school humming all motivate me. And when my visit concludes, I leave with the assurance that Ontario's educational system is strong, resilient and building the best leaders for tomorrow.

I am proud of the work that has already been done to ensure education funding is more focused on directly supporting students and their classroom experience. In our upcoming education funding engagement sessions, the input you provide will be instrumental in making funding decisions for the 2017-18 school year.

Your feedback is important to me, and the release of this Engagement Guide is an opportunity to hear from you and benefit from your expertise and insight. This year, we will continue the dialogue on funding supports to ensure equity and accountability, while expanding the conversation to other important topics.

I encourage you to participate in this engagement and look forward to our continued collaboration and partnership.

Sincerely,

[MINISTER'S SIGNATURE]

Mitzie Hunter, MBA
Minister of Education

The Ministry of Education continues to build on the strong foundation set out in [*Achieving Excellence: A Renewed Vision for Education in Ontario*](#). The focus on our four key priorities – achieving excellence, ensuring equity, promoting well-being and enhancing public confidence in our publicly funded education system – is critical for long-term student success and fiscal sustainability.

I am proud of the work that has already been done to ensure education funding is more focused on directly supporting students and their classroom experience. Similar to previous years' education funding engagement sessions, the input you provide this year will be instrumental in making funding decisions for the 2017-18 school year.

The release of this Engagement Guide is an important opportunity to hear from you and benefit from your expertise and insight. This year, we will continue the dialogue on funding supports to ensure equity and accountability, while expanding the conversation to other important topics. We look forward to your advice and input on education funding for the 2017-18 school year.

We are working to continually strengthen our collaborative partnerships with you to support continuous improvement of the education funding system. I encourage you to participate in this engagement and look forward to our continued collaboration and partnership. I want to thank you all for your participation and feedback.

Sincerely,

[DEPUTY MINISTER'S SIGNATURE]

Bruce Rodrigues
Deputy Minister of Education

Introduction

An education system that is sustainable, responsible and transparent inspires public confidence and contributes to positive student outcomes. *Achieving Excellence: A Renewed Vision for Education in Ontario (Achieving Excellence)* sets out these principles while creating the conditions for excellence, equity and student well-being. Students must have a wide range of skills and knowledge to succeed in an increasingly competitive world. By working with our partners in the education community, Ontario is committed to ensuring that our publicly-funded education system is accountable and efficient.

Annual education funding sector engagement is part of the Ministry of Education's ongoing commitment to work with the education community to develop new ideas for improving the funding mechanisms that support the delivery of education in Ontario. Every year, this joint effort has resulted in changes to our funding formulas. However, aligning the allocation of resources with our goals is always a work in progress.

The way funding is allocated to support Ontario's education system shapes the possibilities for skill and knowledge acquisition. The government continues to look for innovative approaches to deliver key priorities within fiscal realities. These engagement sessions are an important tool as the government looks to a balanced budget in 2017-18. The Guide sets out specific priorities for discussion, however we continue to remain open to all conversations, even beyond the themes outlined in this Guide.

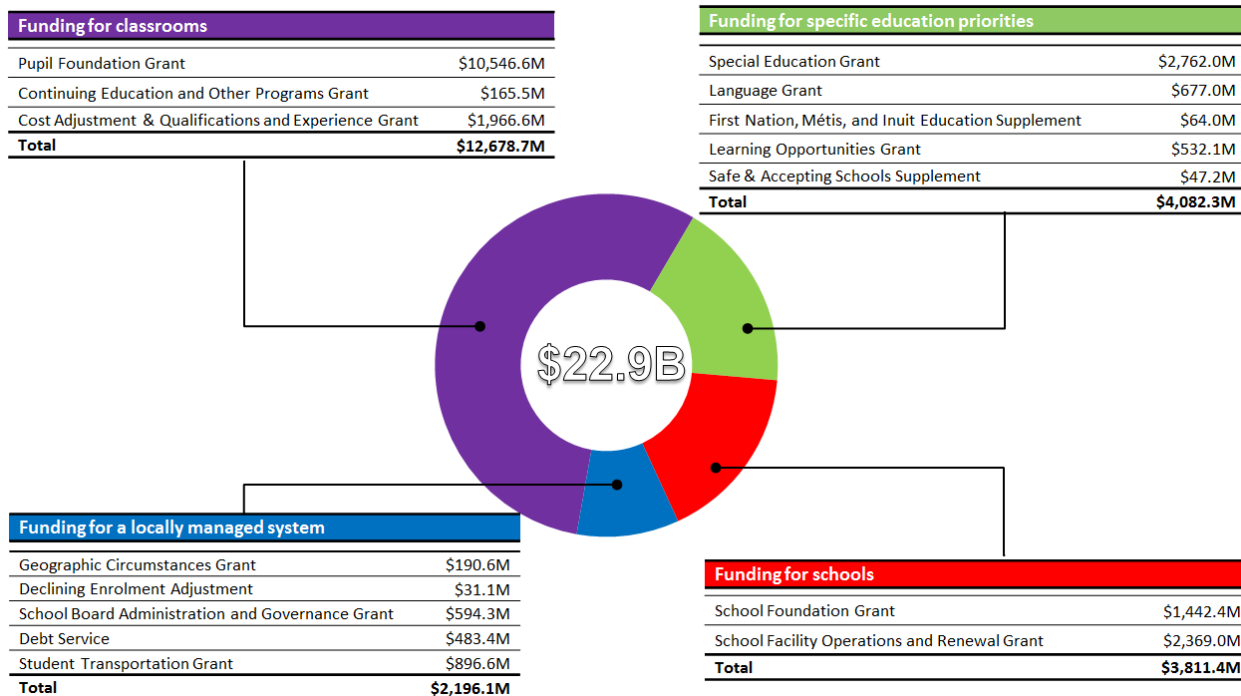
The Grants for Student Needs (GSN) represents a complex blend of policies and funding formulas designed to achieve the ministry's goals for the education system. GSN funding can be broadly categorized into four areas of support:

1. **Funding for classrooms** focuses on providing classroom resources;
2. **Funding a locally managed system** aims to ensure board leadership carries out focused activities to support alignment of resources which help schools and students strive to achieve excellence;
3. **Funding for schools** provides the resources to ensure schools have the leadership they need and are clean, well-maintained and efficient facilities for learning; and
4. **Funding for specific education priorities** speaks mainly to the *Achieving Excellence* goal of addressing priority areas of equity and well-being by, for example, meeting special education needs.

The GSN allocates the overwhelming majority (more than 90%) of school board annual revenues. It provides the financial foundation for both the day-to-day delivery of education programs and services to our students, and for the innovative and creative programs, whether at the local level or province wide, that characterize our education system. The ministry recognizes that conditions vary widely across Ontario and the funding formulas cannot take every situation into account. This is why local school

boards have flexibility in how they use funding, within an overall accountability framework.

WHAT DOES THE GSN SUPPORT?



In 2016-17, the ministry has allocated \$22.9 billion through the GSN. In addition, the ministry provides funding outside of the GSN through transfer payments known as Education Programs – Other (EPO). The following funding announcements have been made to boards:

- \$104.1 million in funding (announced in [memorandum 2016:B07 – 2016-17 School Year Education Programs – Other \(EPO\) Funding](#)) to support a variety of programs (e.g., autism supports, Community Use of Schools, mental health supports, Technology and Learning Fund); and
- More than [\\$60 million](#) to support Ontario's Renewed Mathematics Strategy.

Some EPO funding is allocated to school boards, but depending on the specific purpose, EPO allocations are also made to non-school board partners or to a combination of school board and non-school board partners. All EPO allocations, regardless of the recipient, have the goal of supporting the province's education priorities and are intended to directly or indirectly benefit the school boards as they work to support these priorities.

Over time, the areas of focus in our funding engagements have evolved to reflect the needs of various stakeholders with the aim of improving the value and impact of funding.

The Focus of Recent Engagements			
2014-15	2015-16	2016-17	2017-18
Primarily focused on: <ul style="list-style-type: none"> • School Board Efficiencies and Modernization (SBEM) Part 1; and • EPO Transformation 	Primarily focused on: <ul style="list-style-type: none"> • Broadening the SBEM initiative with further measures to encourage the management of underutilized school space, i.e., SBEM Part 2 	Primarily focused on: <ul style="list-style-type: none"> • Continuing SBEM Part 2; • Equity in Education; and • Expanded Accountability Measures 	Primarily focused on: <ul style="list-style-type: none"> • Achieving Excellence; • Broadening Equity in Education Conversation; and • Enhancing Public Confidence

Last year the main changes to the funding formula focused on alignment with the central labour agreements, and on First Nation, Métis, and Inuit Education leads in every school board. The province also moved forward on implementing the recommendations provided in [*Community Hubs in Ontario: A Strategic Framework & Action Plan*](#).

Also, in last year's discussions, the ministry highlighted the importance of census data in some allocations as a quantitative indicator of levels of need for a particular set of programs and services. Subsequently, changes were made to the Per-Pupil Amount (PPA) Allocation in the First Nation, Métis, and Inuit Education Supplement and two components of the Language Grant to better reflect and support the on-the-ground needs of boards. In 2016-17, the ministry began a three-year phase-in of these updates.

These changes were layered upon the important reforms that began in prior years including the phase-in of the School Board Efficiencies and Modernization (SBEM) strategy, and the new funding models for the Differentiated Special Education Needs Amount (DSENA) Allocation and the School Board Administration and Governance Grant. These changes will be fully phased-in in 2017-18.

This year, we are building on the foundational changes we have already made to the GSN. In order to best achieve Ontario's renewed goals, we focus on topics which can be grouped in terms of the following priorities:

Ministry Goal	Topic for Discussion
Achieving Excellence	Renewed Mathematics Strategy
	Highly Skilled Workforce
Equity in Education	Enabling Digital Education
	Special Education Grant
	Indigenous Education
Enhancing Public Confidence	Children and Youth in Care
	Next Steps in Community Hubs
	School Board Administration and Governance Compliance
	Further Transformation of Other Transfer Payments

About this Engagement

We are providing this Engagement Guide in advance of face-to-face discussions to ensure our partners have sufficient time to consider the details of these specific areas for which we are seeking feedback. Engagement sessions will take place in late fall 2016.

One issue the ministry wishes to acknowledge is that, in conducting these engagement sessions, it needs to strike the right balance between confidentiality and respect for government's own internal decision-making processes, and the need for transparency with its stakeholders.

As noted elsewhere in this Guide, these engagement sessions directly inform education funding decisions. Discussion summaries of past engagement sessions are available on the [Education Funding page of the ministry website](#).

To build on the progress we have made over the past decade, we will continue to set new goals for the future and look at the best ideas and practices in Ontario and other jurisdictions. These discussions will provide guidance as we continue to look for creative new approaches to support our education system in its transformation from great to excellent.

ACHIEVING EXCELLENCE

Renewed Mathematics Strategy

Context

Building on the renewed goals in *Achieving Excellence*, the ministry is committed to helping students gain the mathematics knowledge and skills that they will need for the future. Increasing mathematics achievement across the province will continue to be a key priority for the ministry, which will be supported through more than \$60 million in dedicated funding for 2016-17.

Ontario's Renewed Mathematics Strategy (RMS) announced April 4, 2016, is an Early Years to Grade 12 strategy that leverages the collective knowledge and skills from our shared successes of the past to focus on improving student achievement in mathematics. The RMS will provide new forms of support for all schools, increased support for some schools, and intensive support to a select group of schools with the greatest needs in mathematics.

Starting in September 2016, key elements of RMS were introduced, including:

- Three hundred minutes per five-day cycle - preferably in daily blocks of sixty minutes, with a minimum of forty minutes per block - will be protected for effective math instruction and assessment for students in Grades 1 to 8, in addition to embedding the use of math across the curriculum;
- Up to three math lead teachers in all elementary schools. Math lead teachers are responsible for deepening their mathematics knowledge through professional learning, applying this learning to their professional practice, and sharing strategies for learning with other educators in their school as appropriate in professional practice;
- Focused support to strengthen math learning, teaching and leading across Ontario for students with special education needs, particularly for students with learning disabilities;
- More opportunities for teachers and principals to deepen their knowledge in math learning and teaching. Support for these opportunities is increased for schools with lower math achievement, including a dedicated math facilitator to work with the few schools with the greatest needs; and
- One dedicated math Professional Activity (PA) Day for educators.

Funding Framework

The funding model of the RMS is largely predicated on Education Quality and Accountability Office (EQAO) results in Grades 3, 6 and 9 mathematics with specific funding amounts allocated based on school performance and school size. The funding

amounts allocated to each school board or school authority therefore take into account the achievement levels of students by school as well as the anticipated resources needed to provide professional learning opportunities to educators and leaders.

An important part of the RMS is that while the funding model rests on certain assumptions about how implementation will occur (e.g., a whole-school/whole department improvement approach with release time funded for capacity building), school boards will have some flexibility in configuring these supports, with the support of the ministry, to fit within the unique context of their schools. The flexibility may be particularly pertinent in circumstances that may be unique to a school, school board or board type.

The accountability framework for funding provided to school boards to support the RMS replaces the separate Transfer Payment Agreements (TPAs) associated with 12 previous EPO grants, representing a significant reduction in discrete initiatives and a shift in ministry funding practice and programmatic alignment. The four key objectives of the RMS are as follows:

1. Increased student achievement/engagement in mathematics;
2. Increased educator math knowledge and pedagogical expertise;
3. Increased leader use of knowledge of effective mathematics pedagogy to provide the necessary supports and conditions for school and system improvement; and
4. Increased parent engagement in their children's mathematics learning.

To achieve these broad objectives, the TPA outlines the process and expectations through which district school boards will be supported to identify and report on measurable outcomes that reflect their particular contexts and current capacity to support increased achievement in mathematics.

Outside of the funding provided to school boards to support the RMS, there are existing supports to improve mathematics achievement, which include:

- Additional Qualifications (AQ) subsidies administered by teacher federations;
- Newly designed subsidies to support participation in Mathematics AQ courses as a school-based team, including principals and vice-principals;
- Summer credit-bearing reach ahead opportunities for students transitioning from Grade 8 to Grade 9;
- Tutoring opportunities such as Tutors in the Classroom, and Literacy and Numeracy Outside the School Day; and
- Funding for school boards to hire School Effectiveness Leads and Student Success Leaders to support schools in conducting effective School Self-Assessments and to provide system leadership.

The conversations between education partners since the launch of the RMS have helped to shape the strategy as it evolves within the various contexts across the

province. For a more detailed description of the RMS funding formula and reporting requirements see Appendix I.

Considerations

1. Now that the RMS has launched, are there any aspects of the strategy that require additional clarification or support to meet the objective of improved student achievement in mathematics?
2. What challenges and opportunities do you anticipate in providing professional learning for educators in mathematics this year?
3. How will the accountability requirements for the RMS inform the evolution of the strategy as it is implemented locally in school boards? Are they adequate?
4. The RMS allows school boards some flexibility in configuring the required supports to meet the needs of their local context. What types of evidence and best practices are being used to shape the strategy, to make the most of this flexibility?
5. How can supports provided outside of direct EPO funding (e.g., summer opportunities for students, educators and principals) strengthen a board's overall mathematics improvement goals (as outlined in your Board Improvement Plan) and as a result lead to greater student success?
6. Could the RMS be more effectively and/or efficiently allocated?

Highly Skilled Workforce

Context

In fall 2015, the Premier's Highly Skilled Workforce Expert Panel (the Panel) was established by the government. The Panel was asked to develop an integrated strategy to help the province's current and future workforce adapt to the demands of a technology-driven knowledge economy – with a goal of doing so by bridging the worlds of skills development, education and training.

The report, [*Building the Workforce of Tomorrow: A Shared Responsibility*](#), has been developed based on the premise that Ontario's workforce has long been its strength, but to compete and succeed in a fast-paced economy, Ontario's workforce must be equipped with skills and opportunities that meet all the needs of the jobs of today and tomorrow. The Panel envisions an Ontario economy in which employers understand that human capital is as valuable and necessary to business and productivity growth as other forms of capital. This would also be an economy where entrepreneurship and innovation are encouraged and nurtured.

The Panel made 28 recommendations in six key themes and two other areas. Of the 28 recommendations, 10 are directly linked to existing programming within the ministry, such as expanding the Specialist High Skills Major (SHSM) program, ensuring adult learners have access to quality learning opportunities, and identifying promising practices for teaching to support the current and future economy. Along with the Ministry of Education, the Ministries of Advanced Education and Skills Development,¹ Citizenship and Immigration², Economic Development and Growth³ and Infrastructure⁴ have all been involved in the work of the Panel.

For additional details of the Panel's 10 recommendations related to the Ministry of Education see Appendix II.

Experiential Learning

A key recommendation of the Panel's report is to “expand experiential learning by ensuring that every student has at least one experiential learning opportunity by the end of high school and one opportunity by the end of postsecondary education” (Recommendation 3.2). Through these types of opportunities students learn more about themselves, their interests and strengths, and are able to explore a variety of

¹ Formerly the Ministry of Training Colleges and Universities.

² Formerly part of the Ministry of Citizenship, Immigration and International Trade.

³ Formerly part of the Ministry of Economic Development, Employment and Infrastructure.

⁴ Formerly part of the Ministry of Economic Development, Employment and Infrastructure.

communities, organizations and workplaces that inform current and future educational and career decisions.

Experiential learning applies to authentic contexts in the community on a local, national or global level and the connection can be by being physically present (on-site experience e.g., cooperative education), being present through the use of various communication technologies (virtual experience) or a combination (blended experience). Community-connected experiential learning supports the development of students' capabilities for deeper learning, including learning for transfer and helping them acquire important skills such as critical thinking and problem solving, communication and collaboration. These skills provide students with a strong foundation to be able to succeed in an increasingly competitive world.

The ministry is working towards the release of a program policy document in fall 2017 entitled *Community-Connected Experiential Learning, A Policy Framework for Ontario Schools, Kindergarten to Grade 12* which outlines policy, procedures and mechanisms for deepening and broadening the role of experiential learning for students from Kindergarten to Grade 12. This new policy framework reaffirms the Ontario government's commitment to provide students with educational experiences and opportunities that strengthen the sense of engagement and motivation to learn that are foundational to all students' success.

Adult Education and Continuing Education

Building the Workforce of Tomorrow: A Shared Responsibility builds on themes introduced in [Ontario Learns: Strengthening Our Adult Education System](#), a report by current Premier Kathleen Wynne in 2005. The goal of the report was to propose a policy framework for adult education and recommend actions that would not only support but also improve adult education in Ontario.

The Ministry of Education made a commitment in *Achieving Excellence* to "ensure that the adult education system better supports adult learners in their efforts to finish high school and successfully transition to postsecondary education, training or the workplace." The Ministry of Education's Adult Education Strategy was announced in December 2014, to support this commitment and provide an opportunity to explore innovative ways to reengage adult learners and build school board capacity to better assist them in achieving their goals.

In early 2015, the ministry held six regional engagement sessions with school board adult education representatives and these recurring themes informed the development of four key goals of the Adult Education Strategy:

1. Regionally coordinated access to **flexible delivery** of Adult and Continuing Education programs and services (e.g., e-learning, hybrid delivery programs) that best meet adult learner needs;

2. Coordinated **information, intake, assessment, and referral**, provided at school boards to ensure learners are directed to the program or service that best meets their needs;
3. Regionally available and consistently applied **Prior Learning Assessment and Recognition (PLAR) for Mature Students** working towards a high school diploma; and
4. Regionally available **guidance, career counselling and pathway planning** for mature students working towards a high school diploma or seeking prerequisites for postsecondary education.

Specialist High Skills Major

SHSM is a ministry-approved specialized program that allows students to focus their learning on one of 19 specific economic sectors while meeting the requirements for the Ontario Secondary School Diploma (OSSD) and assists in their transition from secondary school to apprenticeship training, college, university, or the workplace. Students receive a seal on their diploma when they complete the five required components of the SHSM, including a specific bundle of 8-10 courses (a minimum of 2 cooperative education credits) in their selected field and valuable industry recognized certifications and experiences. Data from the Ontario School Information System (OnSIS) has consistently shown that students in SHSM programs attain credits at a higher rate than students not in SHSM, with a greater achievement gap for students taking workplace and college courses⁵.

The Panel was very impressed by the SHSM program, particularly in its ability to enable students to gain sector-specific skills and knowledge in the context of engaging, career-related learning environments. Consequently, one of the key recommendations for the ministry in the Panel's report is "to expand the Specialist High Skills Majors (SHSM) Program from the current provincial footprint of 14% of all students in grades 11 and 12 to 25% in the next three years." In the 2016-17 school year approximately 48,000 students are projected to be enrolled in 1,835 SHSMs with programs offered in every school board across the province. The recommendation indicates that the ministry should "work with the Planning and Partnership Table to expand the number of available program sectors and generate greater employer participation in this program."

The SHSM has continued to innovate by providing opportunities for students in Innovation, Creativity and Entrepreneurship (ICE). The purpose of ICE training is to meet the demand for a highly skilled workforce that is able to be innovative, creative

⁵ Based on OnSIS data between 2011-12 and 2014-15, the difference between credits earned versus attempted for SHSM compared to non-SHSM students has been approximately 2%. In 2014-15, SHSM students earned 96% of credits attempted, compared to 94% for students not in SHSM. Of those students, achieved credit attempts were greater for SHSM students than non-SHSM students taking workplace (+7%) and college (+4%) courses.

and entre/intrapreneurial by delivering this training to students in the Specialist High Skills Major (SHSM) program.

The training provides students with a process and set of tools that help them develop the mindsets related to innovation, creativity and entrepreneurship in the context of a real world, sector relevant challenge developed in consultation with employers and sector partners. With the aim of developing engaged and contributing citizens, this training seeks to have students consider the impact and consequences of their innovations on the world.

Funding Framework

Adult Education and Continuing Education are supported through both the GSN and EPO. See Appendix III for more detailed analysis of the Continuing Education and Other Programs Grant.

Seventy-four percent (74%) of SHSM is funded through the Learning Opportunities Grant (LOG) with the remaining funding flowed through EPO. See Appendix IV for more detailed LOG analysis.

For 2014-15 and 2015-16 (fiscal years), the ministry provided over \$900,000 through EPO funding to school boards to deliver 123 diverse community-connected experiential learning projects which has helped to inform the policy and support expansion of these opportunities. Community partners and students in both elementary and secondary school benefited from the experiential learning opportunities. For example, community partners mentored students in Grades 11 and 12 computer studies and communication technology classes to utilize their technical and entrepreneurial skills to develop educational apps for Grade 5 and 6 “clients” who provided the inspiration, content and visual design for the apps.

Considerations

1. One of the Panel’s recommendations focuses on an expansion of SHSM programs from the current footprint of approximately 14% of all grade 11 and grade 12 students to 25% (Recommendation 3.1). How can we allocate funding more efficiently and effectively to work towards this target of increased student participation by the 2019-20 school year? What are the non-financial barriers to and opportunities for growth? How might school boards be encouraged to continue to work with partners in your communities to promote and deliver experiential learning opportunities?
2. How might schools be encouraged to apply for community-connected experiential learning project funding to support deeper understanding and wider implementation (i.e., scaling up) of experiential learning?
3. What opportunities are there within existing funding to support Recommendation 3.2 of the Panel, namely, “Ontario should commit to ensure that every student

has at least one experiential learning opportunity by the end of secondary school (in addition to the existing volunteer requirements)”? For example, are there opportunities within the RMS or the Technology Learning Fund (TLF) to build teacher capacity to understand experiential learning and apply the experiential learning cycle?

4. Ensuring that adults have greater access to flexible program delivery options is a key goal of the Adult Education Strategy. How should the Continuing Education and Other Programs Grant (or portions of this grant) be streamlined to more effectively and/or efficiently allocated resources to work towards this goal of flexible delivery models e.g. hybrid learning,
5. In order to incent boards to explore more innovative ways to reengage adult learners and assist them in achieving their goals, what relevant performance measures could be considered to better support accountability for adult learner success?

Enabling Digital Education

Context

Achieving Excellence sets out a plan to ensure that all learners develop the knowledge, skills and characteristics that will lead them to become personally successful, economically productive and actively engaged citizens. Specifically the plan commits Ontario to:

- Invest in innovative teaching practices and instructional methods enabled by technology to more precisely engage and address the learning needs of all students;
- Invest in the technology, design, and infrastructure required for the classrooms of the future to serve the needs of all communities; and
- Work with teachers, principals, and supervisory officials and their professional associations to identify and share effective and innovative teaching practices that include the use of technology.

In order for every student in Ontario to achieve excellence in the 21st century, access to a robust and reliable broadband internet connection is a necessity. Information, media and technology skills are foundational to 21st century learning. Equitable broadband access for all students also supports the development of a highly skilled workforce and the preparation of students for postsecondary education or apprenticeships. In an effort to enable 21st century learning, and to respond to a variety of needs with respect to special education, differentiated instruction, digital skill development and inquiry-based learning, the ministry is committed to maximizing the effective use of technology in the classroom. The government's broadband initiative seeks to provide connectivity to all students and educators in Ontario at a sustainable cost.

Broadband opens the door to far more learning possibilities. Reliable internet connectivity is necessary for educators and students to access a rich and wide variety of learning resources online. The ministry provides all school boards with a Virtual Learning Environment that supports e-Learning, blended learning, professional learning, and the use of digital resources. Currently, access to these resources is varied since connectivity will influence what content, applications and functionality students and educators will be able to effectively use. Beyond meeting the broadband needs of today, networks need be designed to meet future technology demands which are projected to increase. The doors to learning are increasing exponentially.

Many schools do not currently have the bandwidth to support the growing needs of technology in the classroom. Some school board networks were originally designed to support administrative functions; the increase in technology usage across boards has caused degradation of the network performance impacting the use of technology for both educators and administrators. Bandwidth constraints can undermine efforts that use technology to make schools more efficient in terms of operations and allow students and teachers access to quality learning resources and experiences. The increase in

demand is mostly driven by the introduction of both new internet centric collaborative applications and the use of student-owned devices in learning activities. Universal access to adequate broadband is an essential resource for establishing the learning conditions that advance student instruction and learning.

Ontario's 2016 Budget committed to ensuring that Ontario's publicly funded school boards have equitable and affordable access to high-speed broadband services to support stronger 21st century instruction and learning needs.

Funding Framework

Boards have various revenue sources available to support digital education for 21st century learning, including:

- Funding through the GSN for learning materials required to meet the learning expectations of the curriculum (such as instructional software, CD ROMs, DVDs, technology supporting distance education, as well as internet expenses), as well as classroom computers and the associated network costs; and
- EPO funding (i.e., \$150.0 million invested over three years in the Technology and Learning Fund (TLF) which augments the funding for technology and digital learning tools and funds educator professional learning, research and sector capacity building for innovative pedagogical practices).

This flexibility has allowed boards to invest in technology, design and infrastructure required for the classroom. For example, boards reported expenditures of over \$260 million on computer technology (both instructional and capital) for the 2014-15 school year.

Considerations

1. What are our system's learning needs when it comes to technology enabled learning?
2. What mechanisms are in place to ensure that broadband is used to support student achievement, ensure equity, promote well-being, and enhance public confidence in ways that are not otherwise possible? Are these mechanisms scalable?
3. If TLF funding was continued, how could we allocate the portion of funding for technology and digital learning tools more effectively and/or efficiently?
4. Is there a role for a collaborative governance structure of digital education assets (e.g., consortia)?
5. Ministry analysis has shown that computer expenditures (operating and capital) can vary significantly from year to year. What are some of the reasons for this volatility?

EQUITY IN EDUCATION

Special Education Grant

Context

The Special Education Grant (SEG) provides additional funding, beyond the foundation grants, to support positive outcomes for students with special education needs i.e., for programs, services, and/or equipment required to meet their educational needs. The goal is to ensure equity in access to learning for all students.

The SEG was a key area of focus for the 2016-17 Education Funding Engagement Sessions. Informed by these discussions, the ministry:

- Developed the [2016-17 Education Funding: A Guide to the Special Education Grant](#), to provide an overview of special education and how it is funded in Ontario for parents, the public and other partners in the education sector; and
- Announced that beginning in 2016-17, the former High Needs Amount name would be changed to the Differentiated Special Education Needs Amount (DSENA). This new name better expresses the allocation's purpose, to better reflect the variation among boards with respect to students with special education needs and boards' abilities to meet those needs.

Special Education Resources

The ministry is updating the special education guide for educators. *Special Education Kindergarten to Grade 12: A Policy and Resource Guide* is targeted for release in fall 2016 and provides integrated, comprehensive, and updated information about legislation, regulations, policies and programming pertaining to the education of students with special education needs. This update will also include current information about special education funding and links to the recently released ministry resource for parents entitled *2016-17 Education Funding: A Guide to the Special Education Grant*. This is an opportunity to review and align the information and several ministry resources that support special education programs and services, including individual education plans (IEPs), transition planning and early identification.

Students with Greater Special Education Needs

The number of students reported to be receiving special education programs and/or services continues to increase each year. School boards report an increase in the numbers of students with greater special education needs and their challenges meeting the needs of these students. Some school boards have indicated challenges related to availability of community resources and/or funding.

The SEG currently uses the Special Incidence Portion (SIP) Allocation to support pupils with greater needs. This allocation funds those who require more than two full-time staff to address the health and safety needs of both the students who have extraordinarily high needs related to their disabilities and/or exceptionalities and of others at their school. The SIP Allocation is projected to be \$82.3 million in 2016-17.

Funding Framework

The SEG is projected to increase to approximately \$2.76 billion in 2016-17 and is made up of the following six allocations:

- Special Education Per Pupil Amount (SEPPA) Allocation – \$1.43 billion, provides funding to every school board to assist with the costs of providing additional support to students with special education needs;
- Differentiated Special Education Needs Amount (DSENA) Allocation – \$1.05 billion, addresses the variation among school boards with respect to their population of students with special education needs and school boards' ability to support these needs;
- Special Equipment Amount (SEA) Allocation – \$96.9 million, supports the purchase of equipment that may be required by students with special education needs;
- Special Incidence Portion (SIP) Allocation – \$82.3 million, supports students with extraordinary high needs who require more than two full-time staff to address their health and/or safety needs, and those of others at their school;
- Facilities Amount (FA) Allocation – \$96.1 million, supports school boards' provision of education programs to school-aged children and youth in care and/or treatment centres, and in custody and correctional facilities; and
- Behaviour Expertise Amount (BEA) Allocation – \$11.7 million, supports the hiring of professional staff at the school board level who have expertise in applied behaviour analysis.

Accountability

The purpose of the SEG is to provide supports to students whose educational needs cannot be met through regular instructional and assessment practices. To ensure special education funding is focused on supporting the needs of these students, boards may only use the grant for special education (in-year or use unspent funding in a future school year). School boards have the authority and flexibility to use other GSN funding, as well as the SEG, to meet their responsibility to support students with special education needs. The ministry recognizes that boards need flexibility to address local needs, therefore there is some flexibility to use funding across individual allocations within the grant. The ministry will continue to monitor reporting and feedback from the sector to determine if adjustments are required.

Considerations

1. What accountability measures should the ministry consider using to assess outcomes for students with special education needs beyond EQAO assessments?
2. What internal processes does your board use to ensure it evaluates and allocates its resources in the best possible way to support students with special education needs?
3. What other GSN allocations are boards using to complement their Special Education Grant? Should the ministry consider changes to financial reporting to reflect this spending from other areas?
4. In the updating of special education resources, what clarification would be recommended in the development and implementation of IEPs?
5. How might we maximize the impact of the IEP and increase educator's ability to support students directly?
6. Presently SIP measures greater special education needs in terms of staff support received by the student.
 - a. How can we improve SIP for funding students with greater special education needs?
 - b. How could we better define students with greater special education needs?
 - c. How could we better report students with greater special education needs?

Indigenous Education

Context

First Nation, Métis, and Inuit Education Supplement

The First Nation, Métis, and Inuit Education Supplement (the Supplement) was introduced in 2007-08 and was designed to support programs for Indigenous learning as outlined in the *Ontario First Nation, Métis, and Inuit Education Policy Framework (the Framework)*.

The Supplement was a key area of focus for the 2016-17 Education Funding Engagement Sessions. Informed by these discussions, the ministry announced the following changes for 2016-17:

- An investment of \$1.2 million in the Per-Pupil Amount (PPA) Allocation to ensure that all school boards have the resources to establish a First Nation, Métis and Inuit Education Lead dedicated to supporting the implementation of the *Framework*. While the minimum level of funding is equivalent to the Supervisory Officer salary and benefits benchmark (under the new School Board Administration and Governance Grant model: \$165,520.12 in 2016-17), boards are not required to hire at the Supervisory Officer level;
- An investment of \$1.5 million to update the PPA Allocation with data from the 2011 National Household Survey (NHS) to better reflect and support the on-the-ground needs of boards; and
- The transfer of approximately \$6.0 million in funding from EPO to the GSN to support Board Action Plans (BAPs) on First Nation, Métis, and Inuit Education. The allocation method in the GSN will be similar to that of the EPO; however, the 2016-17 funding formula gives a greater weight to the components that use voluntary, confidential Indigenous student self-identification data.

Annual funding is provided outside the GSN to support the implementation of *the Framework*. In 2016-17, total funding outside the GSN is \$7.2 million (based on fiscal year). Examples of programs funded outside of the GSN include:

- Alternative Secondary Schools Program (ASSP) with Friendship Centres;
- Increasing community engagement activities and partnerships; and
- Professional development.

Truth and Reconciliation Commission

To support Ontario's commitment to reconciliation, the Ministry of Indigenous Relations and Reconciliation (formerly the Ministry of Aboriginal Affairs) released *The Journey Together: Ontario's Commitment to Reconciliation with Indigenous Peoples*, which

announced the government's plan to invest over \$250 million in new initiatives over three years.

As part of its response to the Truth and Reconciliation Commission's Calls to Action, the Ontario government is making a three-year annual investment (2016-17 to 2018-19) of \$5.0 million (\$15.0 million total) in the education sector. This funding will be used to help develop resources on the history and legacy of treaties, residential schools and Indigenous peoples in Ontario. This will help enhance teaching resources, build capacity and provide learning opportunities to build skills among Ontario educators to encourage critical thinking and deepen the understanding of Canadian treaties. The ministry will work in collaboration with Indigenous partners to implement this initiative.

In addition, the ministry will be working with partners to:

- Expand access for Indigenous children and families to culturally relevant child care and child and family programs off-reserve and child and family programs on-reserve;
- Provide support for Indigenous languages; and,
- Explore options for the creation of a new classification for First Nation/federally operated schools.

Tuition Agreements

An education services (tuition) agreement provides for the admission of First Nation pupils ordinarily resident on reserve to a school board's school on the payment of a fee. Section 188 of the *Education Act* authorizes, but does not require, district school boards to enter into these agreements with the Government of Canada or a First Nation. The ministry is not party to education services (tuition) agreements and cannot compel a board to enter into them.

While some agreements may contain some similar components, individual First Nation communities and school boards develop their own agreements and working relationships. A board may have different agreements with two or more First Nations. Individual First Nations and district school boards decide on the terms of the agreement, within the context of the calculation of fees regulation under the *Education Act*.

Funding Framework

The total Supplement is projected to be \$64.0 million in 2016-17. It has increased by 430% (\$51.9 million) since its introduction, and includes the following allocations:

- Native Languages Allocation – \$9.9 million;
- First Nation, Métis, and Inuit Studies Allocation – \$24.8 million;
- Per-Pupil Amount (PPA) Allocation – \$23.4 million; and
- Board Action Plans (BAP) Allocation – \$6.0 million.

Accountability

The purpose of the Supplement is to provide supports to Indigenous students to increase levels of student achievement and well-being and close the education achievement gap between Indigenous students and all students. Moreover, the Supplement is intended to increase the knowledge and awareness of all students about Indigenous cultures, histories, traditions, perspectives and contributions.

Boards will be required to report on how they spend the BAP Allocation of the GSN through interim and final reports. First Nation, Métis and Inuit Education Leads are expected to complete the interim and final reports, obtain sign-off from the local Aboriginal Education Advisory Council/Committee, and submit reports to the ministry.

Considerations

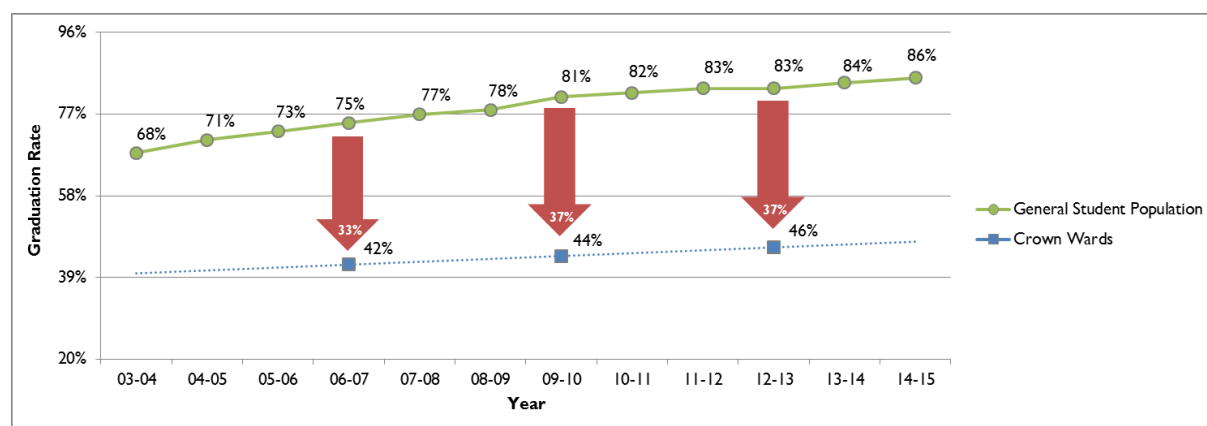
1. Have boards been successful in implementing a dedicated lead position?
2. Do the current four allocations within the Supplement efficiently and effectively address the needs of Indigenous learners?
3. Is the balance of accountability appropriate with respect to the components of the Supplement?
4. Should the ministry continue to increase the use of self-identification data in its funding models?
5. Are there provisions in the Calculation of Fees for Pupils regulation that you would like the ministry to review or amend?
6. What are examples of successful Education Service Agreement negotiation approaches? What opportunities exist for improvement?

Children and Youth in Care

Context

Since 2008, as part of the Student Success Strategy, the ministry has partnered with the Ministry of Children and Youth Services (MCYS) on initiatives to improve educational outcomes for children and youth in care (CYIC). *Achieving Excellence* reaffirmed the government's commitment to ensure the best possible learning opportunities and supports for students who may be at risk of not succeeding, including approximately 15,625 children and youth in care (which include approximately 6,374 Crown wards). According to the Ontario Association of Children's Aid Societies (OACAS), in 2012-13, 46% of Crown wards ages 19 and 20 had graduated from high school. Though not directly comparable due to differences in methodologies, the rate of students graduating within five years of starting high school was 83% in 2012-13 in Ontario. Provincially, the overall graduation rate currently sits at 85.5%.

Ontario Student Population and Crown Ward Graduation Rates



Beginning in 2013-14, the ministry has funded school boards to design and implement new innovative strategies and delivery models to improve the educational outcomes for students in the care of, or receiving services from, Children's Aid Societies (CASs). Boards were invited to submit proposals for programs which would build capacity in school boards and help to close the educational attainment gap for CYIC. In April 2016, an external evaluator was engaged to conduct an evaluation of the innovative education programs with a final report due December 2016.

In addition to the innovative programs, there are a number of other initiatives underway including:

- The Joint Protocol for Student Achievement (JPSA): School boards and CASs are working together on local protocols using the JPSA template that focus on five elements: information sharing processes; administrative processes; planning for student achievement; a dispute resolution process; and, monitoring and

evaluation of the protocol. The ministry has provided funding through the Crown Ward Education Championship Teams to support the development of protocols. Once signed additional funding is available to support the training of education and child welfare workers.

- Data Sharing Agreements: CASs have been asked to sign agreements with the ministry to share limited information pertaining to Crown and Society Wards in their care. With this information, the ministry will be able to link OnSIS data to children and youth in care, and generate non-identifying, aggregate data on the educational achievement of students in care across the province. This, along with the information sharing established under the JPSAs, should help to address the need for further information on the population of CYIC identified in the 2016-17 Education Funding Engagement Sessions.

Funding Framework

CYIC initiatives were previously funded through EPO at \$1.0 million annually. However, beginning in 2014-15, the ministry invested an additional \$2.1 million annually from the province's Poverty Reduction Strategy.

Many CYIC students are eligible for additional targeted supports beyond the CYIC specific EPO funding. For example, Indigenous students are over-represented in child welfare systems across Canada. As at-risk students, CYIC may also be identified for supports under the Learning Opportunities Grant and have a greater need for supports for non-teaching staff such as social workers, child and youth workers, psychologist, and attendance counsellors funded through the Safe and Accepting Schools Allocation.

Accountability

The purpose of this CYIC funding is to provide supports to children and students in the care of, or receiving services from, CASs to attain increased levels of student achievement and close the education achievement gap. Accountability for learner and program outcomes is currently achieved through deliverables in the TPAs that govern funding for the innovative programs and the JPSAs.

Considerations

1. Many CYIC are supported through additional targeted components of the GSN. Is this targeted funding enabling school boards to effectively support the needs of CYIC students?
2. How could this funding be more effectively and/or efficiently allocated?
3. What would be appropriate accountability mechanisms to ensure that the often complex needs of CYIC students are met?
4. How could best practices be shared across the province?
5. How might we better support the implementation of local JPSAs beyond training? Should funding be enveloped for that specific purpose?

6. How can we leverage available data to better track educational outcomes for CYIC and close achievement gaps?

ENHANCING PUBLIC CONFIDENCE

Next Steps in Community Hubs

Context

In August 2015, the Premier's Community Hub Framework Advisory Group issued a report entitled [Community Hubs in Ontario: A Strategic Framework and Action Plan](#). The report's strategic framework and action plan outlines specific recommendations intended to assist Ontario in the review of provincial policies and develop a framework to adapt existing public properties to become community hubs. The government has accepted all of the report's recommendations and fully supports integrated service delivery through community hubs.

Recently the government released a [One-Year Implementation Update on Community Hubs in Ontario](#) summarizing progress to date on implementing the recommendations. As schools play a valuable and important role as hubs for programs and services that benefit the broader community, the ministry has and will continue to work with other government ministries, the education sector, municipalities and community partners to implement outstanding recommendations.

On May 6, 2016, the ministry released [memorandum 2016:B9 - Ministry of Education Initiatives to Support Community Hubs in Schools](#), to announce three initiatives to support community hubs in schools. The initiatives are:

- Amendments to Ontario Regulation 444/98 – *Disposition of Surplus Real Property* (O. Reg. 444/98);
- Education capital funding to support community hubs in schools; and
- Additional child care retrofit funding.

Amendments to Ontario Regulation 444/98 Effective September 1, 2016

Community hubs were a key area of focus for the 2016-17 Education Funding Engagement Sessions. Informed by these discussions, the ministry reviewed several potential reforms to *O. Reg. 444/98* with the aim of promoting the regulation's effectiveness in keeping surplus school board properties in the public sphere, with priority given to school boards. The ministry made various amendments to the regulation that came into effect on September 1, 2016. Significant amendments include: an extension of the circulation period from 90 to 180 days; expansion of the list of public entities to receive notification of surplus school property; and, a requirement that all board-to-board sales be at fair market value.

Based on feedback from school boards, work is also underway to potentially streamline the circulation notice process. As additional details become available they will be shared with school boards.

Education Capital Funding to Support Community Hubs in Schools

On May 6, 2016, the ministry announced new capital funding initiatives to support the expansion of community hubs in schools:

- \$20.0 million to create space for new child care and child and family support programs through Ontario Early Years Child and Family Centres (Centres) in schools;
- \$18.0 million to retrofit existing child care space within schools to open up more spaces for children under four years old;
- \$50.0 million to retrofit available school space to make it suitable for use by community partners and the public; and
- Expanding eligibility for school capital funding to include building replacement space for eligible community partners in new schools or additions in the event their original school location is closed or sold.

Work is underway by the province to develop a framework to help decide when a sale at fair market value may align with the public interest and whether an investment on the part of the government is warranted to make it available for community use.

Child Care Licensees and Early Years Programs in Schools

The ministry has promoted a “schools-first approach” to support our collective work toward Ontario’s vision for the early years to ensure Ontario children and families are well supported by a system of responsive, accessible, high-quality, and increasingly integrated early years programs and services.

The government’s schools-first approach and ongoing new investments in school-based child care and early years programs resulted in increased use of school space and increased access to licensed child care options for parents and families. Over 50% of all licensed child care spaces in Ontario are located in publicly funded schools. Since the introduction of Full-Day Kindergarten (FDK), licensed child care spaces for four and five year old children located in schools has more than quadrupled – from 15,000 spaces in 2011 to 74,000 spaces in 2015-16. Within the next five years, an additional 100,000 child care spaces will be created to ensure access to quality, affordable care for families in Ontario.

The ministry has committed \$16.0 million to replace child care space in schools set for closure and/or consolidation, \$131.0 million to retrofit existing space in schools, \$120.0 million to build new child care spaces in schools, and \$20.0 million in child care and early years programs in schools to support the work on Centres.

In addition, the ministry provides over \$1.05 billion annually to 47 Consolidated Municipal Service Managers (CMSMs) / District Social Services Administration Boards (DSSABs) to manage the child care system locally on behalf of the Province. CMSMs/DSSABs provide operating funding to child care licensees to support affordability and access for parents through fee subsidies, as well as funding for child care operations, which may include lease costs for child care licensees.

Beginning in 2018, CMSMs/DSSABs will be responsible for the planning and management of Centres. Currently, many of the existing child and family programs funded by the ministry are located in schools or other community gathering places. As part of the planning and management of Ontario Early Years Child and Family Centres, the ministry is continuing to promote that CMSMs/DSSABs work with school boards to use a “schools-first approach”, to help establish these Centres as community hubs that are located in areas easy to access for families, and help to minimize transitions for younger children.

Before and After School Programs for Kindergarten to Grade 6

Approximately 50% of licensed child care spaces are before and after school spaces. Under the *Education Act*, there is a requirement for school boards to ensure that before and after school programs are available in all schools with FDK where there is sufficient demand for four and five year olds. Approximately 72% of schools with FDK currently have these programs.

Effective September 1, 2017, this requirement for school boards, working with municipal partners as service system managers for child care and the early years, will be expanded to all children 4 to 12 years old.

Accommodation Costs for Child Care Licensees and Early Years Partners

Under the *Child Care Modernization Act*, the *Education Act* was amended to include regulation-making authority on accommodation costs.

Currently, school boards determine how much to charge child care and early years program providers leasing space in schools. Policy direction provided through the *Community Planning and Partnership Guideline* that boards are expected to recover operating and capital costs; however, boards have the discretion in supporting facility partnerships based on their student achievement strategy. There is currently a wide range of monthly rates charged to child care licensees and early years programs across school boards.

The ministry is seeking to engage with school board partners, as well as municipal and community partners to review the issue of accommodation costs, identify specific challenges and provide input on potential approaches to address these challenges. This

work will support the ministry's commitment to affordable, accessible licensed child care options for children and families, and high-quality integrated early years programs.

Funding Framework

Eligibility for the recently announced ministry capital funding to support community hubs is restricted to school boards. No public or community organization can receive funding directly, instead they must partner with a school board to access funding. As all the available funding is for capital and not operational costs, all expenses must be depreciable. Due to limited funding the ministry is considering partially funding proposals depending on the ability of the community hub organization to contribute funding.

Considerations

1. How are the recent amendments to O. Reg. 444/98 working? Are there any further changes or support the ministry should consider making?
2. What other types of capital or other initiatives/programs should the ministry consider to encourage the development of more community hubs and community partnerships in schools?
3. What types of common data or information would be useful in either locating or operating a community hub in one of its local schools?
4. How can school boards, CMSMs/DSSABs and early years partners located in schools better collaborate to increase access and affordability to programs, and support the government's commitment to create 100,000 additional child care spaces?
5. What would be the impact to school boards of requiring that space leased to child care and early years providers be guaranteed for a minimum number of years?
6. What initiatives, guidance or regulatory measures could facilitate school boards and early years partners in working together more effectively (e.g., develop common methodology for school boards to recover costs associated with child care and early years)? How can these partnerships be made more transparent?
7. As the government transitions existing child and family programs to become Centres by 2018, how can we build on the work already done by school boards and partners to establish and operate family support programs in schools, and make greater connections to community hubs?

School Board Administration and Governance Compliance

Another key goal of *Achieving Excellence* is enhancing public confidence in Ontario's education system, one element of this is ensuring proper accountability for funding provided for education from public resources.

Context

In 2014-15, the ministry began phasing in a new allocation model for the School Board Administration and Governance Grant, as recommended by the School Board Administration and Governance Advisory Group (BAAG). The new model to be fully implemented in 2017-18 will be fiscally neutral provincially but will have some redistributive impacts on school boards.

Board Compliance with Enveloping Provision

Under the School Board Administration and Governance Grant, spending maximums are enveloped and board administration expenditures are limited to the Board Administration Allocation. Therefore, boards must ensure that their net expenses do not exceed their board administration and governance limit to comply with the GSN funding regulations.

In the [memorandum 2015: B07 - Grants for Student Needs Funding for 2015-16](#), the ministry informed boards of its intent to review compliance as part of implementation of the new enveloping provision for school board administration and governance.

When discussing accountability at the 2016-17 Education Funding Engagement Sessions, boards highlighted extraordinary costs related to School Board Administration and Governance, as a result of the collective bargaining process in 2015-16. The ministry recognized these challenges and deferred the review of board compliance with the enveloping provision of school board administration and governance for one year.

Other Revenues

Boards have the flexibility to allocate a portion of certain GSN grants (e.g., Declining Enrolment Allocation, Safe and Accepting Schools Allocation, New Teacher Induction Program Allocation, etc.) and to use other non-GSN revenue sources to support board administration expenses. These other revenues can include:

- EPO grants;
- Federal grants and fees (Native students who reside on Reserve, visa students, Language Instruction for Newcomers to Canada (LINC), transportation recoveries, etc.);

- Grants from other provincial ministries or municipal governments (Ontario Youth Apprenticeship Program, Literacy and Basic Skills, etc.);
- Investment income (interest, other); and,
- Fees and revenues from other sources (rental income, donations, fees for non-credit continuing education, etc.)

The Education Funding Information System (EFIS) Instructions set out the expectations regarding how boards spend these other revenues. In general, boards must use revenue collected from fees for purpose identified (i.e., match the revenue category to the related expense category). If there is no clear revenue category, boards must proportionally distribute these revenues to the various expense categories. Where boards have charged a tuition fee for visa students in excess of the normal fee (calculated in EFIS Appendix B), boards may distribute the excess to expense categories as they deem appropriate.

Non-Compliance Measures of the Class Size Regulation

In 2016-17, the ministry also introduced a new accountability framework to ensure compliance with the FDK and Primary (grades 1 to 3) provisions of the Class Size regulation (O. Reg. 132/12).

- For boards that have been non-compliant with these provisions of the Class Size regulation for two or more years, there are reductions in the GSN envelope for board administration and governance as defined in the GSN funding regulations. This is effectively a requirement to re-direct these funds to the classroom to assist with compliance with the class size regulation.
- The ministry has also signaled that there would be a review of board's use of other revenues for administrative purposes to determine if further restrictions are necessary.

Funding Framework

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

2016-17 is the third year of the four-year phase-in of the new allocation model. The total School Board Administration and Governance Grant is projected to be \$594.3 million in 2016-17 and is provided through the following allocations:

- Trustees Allocation - \$14.6 million;
- Reporting Entity Project Allocation - \$6.1 million;
- Parent Engagement Funding Allocation - \$3 million;
- Internal Audit Allocation - \$5.2 million;

- Board Administration Allocation (which is a combination of three old allocations that are being phased out and replaced with 10 core functions) - \$542.4 million.; and
- The Board Administration Allocation also provides funding to support:
 - Employer Bargaining Agent Fees - \$4.6 million;
 - Capital Planning Capacity - \$7.7 million; and
 - New in 2016-17, two former EPO programs, Technology Enabled Learning and Teaching Contacts (TELT) - \$7.6 million, and Managing Information for Student Achievement (MISA) Local Capacity - \$3.2 million.

Considerations

1. What challenges might a board face that may make it difficult for it to comply with the enveloping provisions?
2. How should the ministry ensure compliance with the enveloping provisions related to the grant? Should additional restrictions be placed on the use of other revenues used to offset board administration expenses? If restrictions were to be placed how should these be designed?

Further Transformation of Other Transfer Payments

Context

In 2014-15, the ministry initiated the EPO Transformation Project to simplify the reporting processes and requirements for EPO transfer payments to:

- Align the ministry's Renewed Vision for Education, EPO funding objectives and annual planning process;
- Reduce the administrative burden placed on boards; and
- Improve EPO program management through electronic delivery, reporting, data collection and analysis.

Starting in 2015-16, the ministry streamlined reporting requirements and increased flexibility for three themed EPO program bundles:

- Student Success – Building Capacity for Effective and Differentiated Instruction;
- Well Being: Safe, Accepting and Healthy Schools and Mental Health, Equity and Inclusive Education; and
- Ontario Leadership Strategy and Professional Learning Enhancements.

To further balance reporting requirements while continuing to support ministry core goals and priorities, the following existing ministry programs were transferred into the GSN in 2016-17:

- Board Action Plans on First Nation, Métis, and Inuit Education – \$6.0 million;
- Library staff (teacher-librarians and/or library technicians) – \$10.0 million;
- Managing Information for Student Achievement (MISA) Local Capacity initiative \$3.2 million;
- Outdoor Education – \$17.0 million; and
- Technology Enabled Learning and Teaching Contacts – \$7.6 million.

The ministry continues to evaluate opportunities to streamline and strategically bundle the remaining EPO programs. This will be done with the intent of reducing administrative burden and aligning program implementation with ministry priorities, while ensuring strong accountability and value for money.

Considerations

1. How can reporting requirements be further streamlined and reduced to find efficiencies in administration without losing reporting effectiveness?
2. Are there opportunities for EPO funding to be bundled to help reduce reporting requirements?
3. Are there opportunities to move any of this funding into the GSN?

Conclusion

Through this 2017-18 Education Funding Engagement Guide, the ministry is seeking to engage a wide range of education stakeholders to hear their views, ideas and concerns about future directions for education funding in Ontario. Input from the sector is important for many reasons – not least that it highlights the local achievement, innovation and creativity that is a hallmark of public education throughout our province.

There are many sections of the guide that focus on new priorities. However, we recognize that this means we may need to shift our focus from other areas. Throughout the engagement, we appreciate any input to identify areas that can be de-emphasized to ensure success of our current priorities.

The ministry welcomes your feedback. Your leadership and commitment to education in Ontario is one of the foundations of the positive change that we have already achieved, and we thank you in advance for continuing to share that with us as we work together on directions for the future.

APPENDICES

Appendix I: Renewed Mathematics Strategy

The Renewed Mathematics Strategy (RMS) dedicated investment of more than \$60 million for 2016-17 is composed of \$52.8 million for school boards with additional funds provided through partner organizations (e.g., summer learning programs, subsidies to support participation in AQ courses). Funds are designed to provide additional supports to all school boards with a focus on improving achievement in mathematics.

What follows is an overview and details of funding for the RMS and the criteria used to calculate school boards' 2016-17 allocations for K-12 supports, school board/school supports and by panel.

A. K-12 Supports (\$7.6 million)

K-12 Component – Board-level	Funding Amounts per School Board	Total Provincial Allocation
Special Education Supports Funding will be provided to all school boards and authorities through the same allocation model used in other years to support <i>Learning for All K-12</i> projects, that is a base of \$17,000 for school boards plus adjustment for Average Daily Enrolment (ADE).	\$17,000+	\$1.5 million
School Board Based Mathematics Facilitator (qualifying school boards only based on board size and student achievement) Funding for salary and travel per facilitator is allocated at \$115,000 per qualifying school board.	\$115,000	\$2.3 million
French-language School Board Mathematics Facilitator Funding for salary per facilitator is allocated at \$100,000 per qualifying French-language school board (Note: Travel expenses covered separately).	\$100,000	\$1.2 million
Regional Networking Funding for regional networking is allocated at \$25,000 per school board.	\$25,000	\$1.8 million
Continuity (qualifying school boards only) The present model is needs-based. As a result, funds will be redistributed between school boards. In order to ensure continuity, all school boards total elementary funding will fall within $\pm 25\%$ of 2015-16 funding.	varies	\$0.8 million

K-12 Component	\$7.6 million
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B. Elementary Supports (\$33.7 million)

Elementary - Board-level	Funding Amounts per School Board	Total Provincial Allocation
School Based Facilitator Funding for salary and travel per facilitator is allocated at \$110,000 per teacher per school board (with at least 0.3 to 0.5 full-time equivalent for the schools that require the greatest support; where school boards are eligible for less than one School-based Facilitator, one FTE is allocated to them.)	\$110,000	\$11.1 million
Kindergarten to Grade 3 Support Funding to support the release for participating in the Pedagogical Leadership K-3 sessions is allotted at \$5,000 per school board.	\$5,000	\$0.4 million
Elementary – Board-level Component		\$11.5 million

Elementary – School-level	Small Schools	Medium Schools	Large Schools	Total Provincial Allocation
Supports for All Elementary Schools – Teacher Professional Learning Funding to support teacher professional learning in mathematics provided at an average rate of \$250 per day, per teacher for release time.	\$1,250	\$2,000	\$2,500	\$6.6 million
Supports for All Elementary Schools – Principal Professional Learning Funding to support principal professional learning in mathematics provided at an average rate of \$350 per day per school administrator, for four days for all schools.	\$1,400	\$1,400	\$1,400	\$5.6 million

Lead Teachers for All Elementary Schools Funding to support professional learning for a lead teacher learner of mathematics in all schools provided at five days of release time for between one and three lead teachers depending on school size.	\$1,250	\$2,500	\$3,750	\$7.7 million
Increased Support for Some Elementary Schools	\$2,000+	\$3,000+	\$4,500+	\$1.0 million
Intensive Support for A Few Elementary Schools	\$5,000+	\$12,000+	\$12,000+	\$1.3 million
Elementary – School-level Component				\$22.2 million

C. Secondary Supports (\$11.5 million)

Secondary – School-level	Small Schools	Medium Schools	Large Schools	Total Provincial Allocation
Supports for All Secondary Schools Funding allocations for all boards are based on secondary student enrolment projections for 2016-17 under <i>Building Capacity for Effective Mathematics Instruction</i> .	Varies	Varies	Varies	\$1.7 million
Increased Support for Some Secondary Schools Funding to support lead mathematics teachers or department heads to provide additional supports in applied classes is calculated based on the proportion of a teacher FTE that is being funded (\$10,000). Additional funding to support participation in this network at \$1000 per team.	\$11,000	\$11,000	\$11,000	\$4.4 million

Intensive Support for A Few Secondary Schools Funding to support lead mathematics teachers or department heads to provide additional supports in applied classes is calculated based on the proportion of a teacher FTE that is being funded (\$15,000 for few). Funding towards registration fee (\$200) for the Ontario Association for Mathematics Education (OAME) / Ontario Mathematics Coordinators' Association (OMCA) Grade 9 Applied Mathematics Summer Institute. Additional funding to support participation in this network at \$1000 per team.	\$16,200	\$16,200	\$31,200	\$3.3 million
<i>Additional school board supports were provided to support funding for School Support Initiative (SSI) Leadership for some school boards.</i>				\$2.1 million
Secondary School-level Component				\$11.5 million

Appendix II: Highly Skilled Workforce Recommendations

Recommendations for the Ministry of Education	
3.1	Expand the number of students in Specialist High Skills Major programs from the current provincial footprint of 14% of all students in grades 11 and 12 to 25% in the next three years.
3.2	Work with the Industry Tables to expand opportunities for experiential learning. As a first step, Ontario should commit to ensure that every student has at least one experiential learning opportunity by the end of secondary school (in addition to the existing volunteer requirements).
3.6	Ensure adult learners have access to quality learning opportunities (including experiential learning) that are adaptable and appropriate to their needs and contexts.
4.1	Review on a priority basis the Guidance and Career Education curriculum to ensure that it exposes students to a variety of learning pathways and opportunities and develop a plan to support guidance counselling including a professional development strategy and supports for all classroom teachers.
4.2	Develop a strategy to provide students in the K-12 system with exposure and access to the science, engineering and technology fields. This strategy should be complementary to Ontario's recently announced Math Strategy and use similar tools. This strategy should leverage best practices and innovative approaches already in existence, and use intermediaries where necessary to augment existing curriculum.
4.3	Provide professional development opportunities for teachers with a counselling role, to expand their knowledge of current and future labour market needs. This could include working with Local Employment Planning Councils, local business groups and other intermediaries.
4.4	Encourage school boards to further work with intermediaries to introduce innovative practices designed to expose students to different career pathways in and outside the classroom.
4.5	School boards should work with employers and intermediaries to develop community approaches to career counselling that provide students with exposure to role models and positive examples of traditional and non-traditional careers.
6.1	Collaborate with partners on the development of an Ontario-specific skills and competencies framework, using the experiences of other jurisdictions as a guide.
6.3	Identify promising practices for the teaching of the competencies that are necessary for the current and future economy, such as problem solving, team work, and entrepreneurial spirit across curricular and extra-curricular learning opportunities, including through the arts, sports, math and science.

Appendix III: Continuing Education and Other Programs Grant

The Continuing Education and Other Programs Grant supports adult and high-credit day school programs and continuing education programs.

The Continuing Education and Other Programs Grant, which is projected to be \$165.5 million in 2016-17, consists of:

- Adult Day School – \$39.0 million;
- High-credit Day School – \$7.5 million;
- Summer School – \$32.4 million;
- Continuing Education – \$58.2 million;
- Prior Learning Assessment and Recognition (PLAR) – \$1.7 million; and
- International Languages, Elementary (ILE) – \$26.6 million.

Funding is \$3,368 per ADE for Adult Day and High-Credit Secondary Day School, Summer School students, and Continuing Education students (excluding students for whom fees are chargeable under the tuition fees regulation), and \$54.91 per classroom hour for international languages programs.

PLAR for mature students is a formal evaluation and accreditation process. School boards are funded based on their reporting of these assessment activities (\$121 for an individual student assessment for Grade 9 and 10 credits; \$121 for an individual student equivalency assessment for Grade 11 and 12 credits; and, \$364 for each completed challenge assessment for a Grade 11 or 12 full credit course).

Funding through the School Facility Operations and Renewal Grant is provided for day-school students aged 21 and over, high-credit secondary day-school ADE, and for students enrolled in summer school programs and in continuing education credit courses offered during the day.

Appendix IV: Learning Opportunities Grant – Specialist High Skills Major

The Learning Opportunities Grant (LOG) provides funding for a range of programs to help students who are at a greater risk of poor academic achievement. LOG is comprised of a number of allocations. The SHSM Allocation, which is projected to be \$18.7 million in 2016-17, is included in the Student Achievement Envelope of LOG.

The Student Achievement Envelope includes seven allocations: the Literacy and Math Outside the School Day Allocation; the Student Success, Grades 7 to 12 Allocation; the Grade 7 and 8 Literacy and Numeracy and Student Success Teachers; the School Effectiveness Framework Allocation; the Ontario Focused Intervention Partnership (OFIP) Tutoring Allocation; the SHSM Allocation; and, the Outdoor Education Allocation. There is flexibility in how boards may use some of the individual allocations within the Student Achievement Envelope, as long as the funds in total are spent on these seven programs. Any unspent funding within the Student Achievement Envelope must be treated as deferred revenue for future spending in these programs.

Additional funding to support the SHSM program is provided to school boards through an EPO transfer payment.

The funding for SHSM programs is to be used to address implementation expenditures including:

- Students' certification and training programs;
- Tracking students' completion of the SHSM components;
- Equipment purchases and consumable expenditures;
- Promotion and marketing; and
- Teacher professional development.

Resources

More detail about GSN funding may be found on the [Education Funding, 2016-17 page of the ministry website](#). The documents there include:

- 2016-17 Education Funding: A Guide to the Grants for Student Needs;
- Technical Paper 2016-17;
- School Board Funding Projections for the 2016-17 School Year;
- 2016-17 Education Funding: Discussion Summary; and
- Memorandum 2016: B06 – Grants for Student Needs changes for 2015-16 and 2016-17.

Additional resources include:

- Further information about EPO allocations may be found in [Memorandum 2016: B07 – 2016-17 School Year Education Programs – Other \(EPO\) Funding](#);
- [Memorandum 2016: SB07 – Special Education Funding in 2016-17](#); and
- April 8, 2016 memorandum from the Deputy Minister announcing the [Ontario's Renewed Mathematics Strategy](#).



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

Meeting Date:
March 28, 2017

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) – MEETINGS OF SEPTEMBER 20, 2016 AND OCTOBER 18, 2016**

RECOMMENDATION:

That the Board receive the Minutes of the Parent Involvement Committee (PIC) Meetings held on September 20, 2016 and October 18, 2016 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 20, 2016 and October 18, 2016 Meetings 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 the 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 received at a public board meeting.

FINANCIAL IMPACT:

N/A

TIMELINES:

The Parent Involvement Committee (PIC) approved the Minutes of the September 20, 2016 and October 18, 2016, electronically, as they were not available for approval at the meeting held on March 6, 2017.

APPENDICES:

Appendix A: Minutes of the Parent Involvement Committee Meeting – September 20, 2016

Appendix B: Minutes of the Parent Involvement Committee Meeting – October 18, 2016

REPORT REVIEWED BY:

<input checked="" type="checkbox"/>	EXECUTIVE COUNCIL:	Review Date:	March 21, 2017
<input checked="" type="checkbox"/>	EXECUTIVE SUPERINTENDENT:	Approval Date:	March 21, 2017
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date:	March 21, 2017

APPENDIX "A"

Parent Involvement Committee Meeting Minutes

Tuesday, September 20, 2016 – 6:30 pm

Call to Order and opening Prayer- Jason Lazarus

In Attendance: Dana Tonus, Shelley Bolger, Fabio Costante, Mike Seguin, Jason Lazarus, Kim Bouchard, Heather McAuley, Anita Carlin

Approval of Previous Meeting's Minutes: postponed to next meeting

Approval of Agenda: Moved by: D. Tonus Seconded by: S. Bolger and CARRIED

Disclosure of Interest- none

Director's Report: M Seguin

Schools- Assumption middle school has had a very positive response so far, Cardinal Carter's needs approval from town traffic study proposed, hoping for September 2017, Stellar Maris – Kiss n Ride complete, parking expanded and bus bay enlarged, and foundation poured on new addition. St. James should be complete by end of November

EQAO - released tomorrow, ahead in most categories and ahead of Provincial average in all categories, 3 and 6 cohorts showed improvements

Math Focus- Instructional time in math increased 10 minutes

Staffing - 41 teaching staff hired, all laid off were called back. Expected that we would lose approximately 800 students but we didn't lose any

Action Items:

PRO grant: H. McCauley discussed her FOS PRO grant and shared their ideas which ties in somewhat to Regional Grant

Discussion regarding planning of events and also hosting Marion Small to do a math night for parents and starting early in the year.

Holy Names and Cardinal Carter event. D. and L. Thachuk and C. Daoud will be approached to help

Thurs. Nov. 10, Tues. Nov. 22- J. Lazarus will follow up to confirm venues and availability

Motion: That a maximum of \$2000 be allotted for a Math Speaking event.

Moved by: H. McAuley Seconded by: A. Carlini and CARRIED

Recruitment for Committee: Discussion about recruiting new members at events

Recap of event at St. Anne's French Immersion: Postponed to next meeting

Expiry of Domain Registration and Web Hosting : Domain expiring for website and will need to move it over to new host. J. Lazarus will explore possibilities

Terms of Reference: F. Costante agreed to review

Closing Prayer: A. Carlini

Adjournment

APPENDIX "B"

Parent Involvement Committee Meeting Minutes
Tuesday, October 18, 2016 – 6:30 p.m.

Attendees: Jason, Morgan, Gizella, Kim, Heather, Colleen, Anita, Dana, Julie, Shelley
Attendees: WECD SB: Stephen Fields, Mike Seguin, Paul Picard

Meeting minutes approval postponed
Agenda approved
No disclosure
Delegate: Stephen Fields

Administration provided an update on the Unifor strike situation and advised of events that had or will be postponed and/or cancelled, i.e. Together in Faith Day, The impact on the OSSLT On-Line (Grade 10 Literacy Test) among other issues.

Math Update: People trained for every school.

Pro Grant event: two events one county one city. November 10 and November 22 - community fair - consider changing date.

Patty Kriswell: Bullying and relational - covert female to female bullying. work turned into a movie. screen movie and then use the material after. Attendance of 12. Spoke to students during the day and was well received. PIC sponsored \$1000.00.

PIC cancelled at school on **Oct 27. PIC needs to find new venue.** Suggested Caboto Club Parent Council meeting - clear through principal and someone must be there. and welcome to do the meeting somewhere else.

Oct 27 Post Secondary: Caboto, Fogolar, Ciociaro - moving from St. Anne. How to address issue. Deadline for accepting admission is Jan 9. Universities are accepting applications now for early admission.

PICNIC night was considered for **November 10.** Share ideas. Thinking the meeting would work with parents discussion at 6pm start, dinner 6:30, close at 9pm

Math Symposium: Meriam Small. three dates offered. **Jan 24** was date agreed upon. venue is TBD.

Cost: \$600.00 plus travel plus the venue.

Time: 5p to 7p

Speaks for 1.5 hours. Looking to "piggyback" additional schools during the day (3 at most).

Motion working on a bus pass with transit Windsor.

Meeting Adjourned.



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

Meeting Date:
March 28, 2017

BOARD REPORT

Public ☒ **In-Camera** ☐

PRESENTED FOR: Information ☒ Approval ☐

PRESENTED BY: Senior Administration

SUBMITTED BY: Paul A. Picard, Director of Education
Penny King, Executive Superintendent of Business

SUBJECT: **CITY AND SCHOOL BOARDS LIAISON COMMITTEE MEETING
– JANUARY 18, 2017**

RECOMMENDATION:

That the Board receive the Minutes of the January 18, 2017 City and School Boards Liaison Committee Meeting as information.

SYNOPSIS:

This joint committee is comprised of two Trustee appointed representatives from each of the four local school boards, as well as two members of city council. WECDSB's current Trustee representatives are the Chair of the Board and the Vice-Chair of the Board. WECDSB resource personnel include the Executive Superintendent of Business and the Senior Manager of Facility Services. Resource personnel from the City of Windsor are also present.

The City and School Boards Liaison Committee is a Council Advisory body, and meetings to discuss issues of a common concern are arranged on an as needed basis.

BACKGROUND COMMENTS:

A meeting was held on January 18, 2017 wherein the Chair of the Board, along with the Executive Superintendent of Business and the Senior Manager of Facility Services were in attendance. The attached minutes of January 18, 2017 were formally adopted at the City and School Boards Liaison Committee meeting held March 1, 2017.

FINANCIAL IMPACT:

N/A

TIMELINES:

The next City and School Boards Liaison Committee meeting is not yet determined.

APPENDICES:

- Appendix A: Minutes of the January 18, 2017 City and School Boards Liaison Committee Meeting.

REPORT REVIEWED BY:

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

Appendix A

SG/
Windsor, Ontario January 18, 2017

A meeting of the **City and School Boards Liaison Committee** is held this day commencing at 12:00 o'clock p.m. in Room 407, 400 City Hall Square East, there being present the following members:

City of Windsor:

Councillor Bill Marra (Chair)
Councillor Irek Kusmierczyk

Greater Essex County District School Board (GECDSB):

Cathy Lynd, Superintendent of Business
Kim McKinley, Chairperson of the Board
Ron LeClair, Board of Trustees

Windsor-Essex Catholic District School Board (WECDSB):

Penny King, Executive Superintendent of Business
Barbara Holland, Chairperson, Board of Trustees
Gary McKenzie, Senior Manager of Facility Services

Conseil scolaire Viamonde:

Yasmine Joheir, Community Liaison Officer

Conseil scolaire catholique Providence

Joseph Picard, Director of Education
Jean Blanchette, Director of Material Resources

Also present are the following City of Windsor personnel:

Mark Winterton, City Engineer
John Revell, Chief Building Official
Wes Hicks, Senior Manager, Infrastructure and Geomatics/Deputy City Engineer
Don Wilson, Manager of Development Applications
Josette Eugeni, Manager of Transportation Planning
John Lee, Chief Fire Prevention Officer
Mark Quiding, Windsor Police Services
Sandra Gebauer, Council Assistant
Will Foot, Council Assistant (A)

**City and School Boards Liaison Committee
Meeting Minutes**

January 18, 2017**1. CALL TO ORDER**

* The Chair calls the meeting to order at 12:02 o'clock p.m. and the Committee considers the Agenda being Schedule "A" **attached** hereto, matters which are dealt with as follows:

2. DISCLOSURE OF PECUNIARY INTEREST

None disclosed.

3. ADOPTION OF THE MINUTES

Moved by R. LeClair, seconded by B. Holland,
THAT the minutes of the City and School Boards Liaison Committee meeting held February 11, 2016, **BE ADOPTED** as presented.
Carried.

4. BUSINESS ITEMS**4.1 Review of the Draft Terms of Reference for the City and School Boards Liaison Committee.**

R. LeClair, Board of Trustees, GECDsB, expresses some concerns regarding the wording in the Draft Terms of Reference document and suggests the following:

- Under Mandate, the wording "to maximize resources and minimize negative effects on local communities" be removed,
- That for the wording in the Duties and Responsibilities, specify that the Committee may not direct City Staff or make binding decisions on the City of Windsor or any of the School Boards, and
- That the composition of the committee include two (2) Trustees from each of the four School Boards in order to achieve equal representation.

K. McKinley, Chairperson of the Board, GECDsB, explains that the terms for the School Board Trustees are not consistent with those of City Council and should be noted in the Appointment and Term section.

B. Holland, Chairperson, Board of Trustees, WECDsB, remarks that the tone of the document is negative with an emphasis on infrastructure, and fails to include the legislative role of the School Boards. She explains that the School Board's emphasis is

**City and School Boards Liaison Committee
Meeting Minutes**

January 18, 2017

on student programming whereas the City of Windsor's emphasis is on infrastructure. B. Holland suggests the following amendments to the draft:

- That the Introduction/Preface include only the first sentence, and
- That in the Mandate section, the second bullet point should end immediately after "local needs."

B. Holland further adds that she agrees with the reporting structure outlined in the Draft Terms of Reference and Mandate.

Y. Joheir, Community Liaison Officer, Conseil scolaire Viamonde, brings to the attention of the Committee that the Conseil scolaire Viamonde has not been included in the document in the Composition/Membership section.

J. Picard expresses concern that the Committee is comprised of only School Board Trustees and not Administration. It is confirmed that administration from both the City and School Boards will act as "resources" at committee meetings.

M. Winterton explains that since the last City and School Boards Liaison Committee meeting, that was held in February of 2016, an ad hoc Administrative group was formed and will meet quarterly to discuss technical and operational issues. It is agreed that minutes from these meetings will be provided and included in future meeting agendas.

Moved by K. McKinley, seconded by B. Holland,

THAT the City and School Boards Liaison Committee **APPROVE** the requested changes to the Draft Terms of Reference and Mandate, attached as Appendix A and that a revised version of the document **BE DISTRIBUTED** to all entities for review prior to final approval and adoption by the Committee.

Carried.

6. NEW BUSINESS

Councillor Marra proposes that a meeting be scheduled in the very near future in order to discuss outstanding issues including the role of the School Board Trustees, the City of Windsor's School Neighbourhood Policy, and other agenda items that are discussed. He also suggests that the mandate for the Planning, Heritage and Economic Development Standing Committee and the Environment, Transportation and Public Safety Standing Committee also be reviewed at the next meeting.

B. Holland recommends that the next meeting be held at the Windsor-Essex Catholic Education Centre and a date is agreed upon.

**City and School Boards Liaison Committee
Meeting Minutes**

January 18, 2017

7. DATE OF NEXT MEETING

The next meeting of the City and School Boards Liaison Committee will be held on Wednesday, March 1, 2017, at the Windsor-Essex Catholic Education Centre, 1325 California Avenue, at 12:00 o'clock pm.

8. ADJOURNEMENT

There being no further business, the meeting is adjourned at 12:40 o'clock p.m.

CHAIR

EXECUTIVE SECRETARY



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

Meeting Date:
March 28, 2017

BOARD REPORT

Public ☒ **In-Camera** ☐

PRESENTED FOR: Information ☐ Approval ☒

PRESENTED BY: Senior Administration

SUBMITTED BY: Paul A. Picard, Director of Education
Terry Lyons, Associate Director of Corporate Services/Associate Director

SUBJECT: **TENDER APPROVAL – SCHOOL CONSOLIDATION PROJECT –
CARDINAL CARTER SECONDARY SCHOOL RENOVATION.**

RECOMMENDATION:

That approval be given to the award of tender and the issuance of a purchase order contract for the interior renovation and construction of a new gymnasium at Cardinal Carter Catholic Secondary School to accommodate Cardinal Carter Middle School pertaining to School Consolidation in the amount of \$3,456,816.78 plus HST to Oscar Construction Company Ltd., upon the Ministry of Education granting approval to proceed.

SYNOPSIS:

The Board is seeking to proceed with construction and renovations to facilitate the school consolidation as previously approved by the Board for the Leamington area. This report recommends approval for the award of construction tender and contract for the construction at Cardinal Carter Catholic Secondary School.

BACKGROUND COMMENTS:

At a special regular meeting held on April 5, 2016, the Board approved proceeding with school consolidation in Leamington. The approval by the Board directed that application be made to the Ministry of Education through the School Consolidation Capital (SCC) Program for funding for the construction of additions/renovations, as may be required, to support the consolidation.

By letter dated May 19, 2016, the Ministry of Education confirmed approval of funding as follows:

Total School Consolidation (SCC) Funding for Leamington	<u>\$4,463,038</u>
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Estimated costs were provided to the Board of Trustees by administrative report at the Board's September 27, 2016 meeting. These costs along with the actual awarded tender submissions are provided in the following table:

**SCHOOL CONSOLIDATION PROJECTS FOR LEAMINGTON
ORIGINAL ESTIMATED COSTS AND ACTUAL TENDER SUBMISSIONS**

No.	Location	Description of Work	Original Estimated Construction Cost (\$)	Actual Awarded Tender Submissions (\$)
1	St. Louis	• Interior Renovations	413,100	950,907
	St. Louis	• Parking Lot • Bus Bay	TBD	
2	Cardinal Carter Middle School	• New Gymnasium • Interior Renovations	3,065,850	3,456,817

In accordance with the Board's Purchasing Policy, Tender #628 was issued for the interior renovations and addition of a new gymnasium at Cardinal Carter Catholic Secondary School on February 27, 2017.

A formal tender opening was held on Tuesday, March 21, 2017 at the Catholic Education Centre with Shannon Ficon, Gary McKenzie, Mark Beens (Gloss), Gerry Racine, Cathy Racine and representatives from Alliance General Contracting of Windsor Inc., Fortis Group, Oscar Construction Company Ltd., TCI Titan Group, Vince Ferro Construction and Wincon Construction.

FINANCIAL IMPACT:

A total of six (6) pre-qualified bidders submitted for this project. The bid results are summarized below. All submissions were reviewed and determined to be in compliance.

A summary of the bids meeting specifications for the project is provided below:

No.	Company	Time to Complete	Bid Price ¹ (\$)
1	Alliance General Contracting of Windsor Inc.	36 Weeks	4,094,566.00
2	Fortis Group	22 Weeks	3,622,328.00
3	Oscar Construction Company Ltd.	28 Weeks	3,456,816.78
4	TCI Titan Contracting Inc.	27 Weeks	3,828,744.66
5	Vince Ferro Construction Ltd.	26 Weeks	3,626,329.00
6	Wincon Construction 1986 Limited	24 Weeks	4,054,944.00

Note:

1. Bid Price includes itemized pricing for specialty classrooms, student drop off and roofing materials.

The low bidder meeting specifications is Oscar Construction Company Ltd. with a bid amount of \$3,456,816.78. The lowest bid price falls within compliance of the approved budget for this project. Details regarding estimated expenditures and funding are provided as follows:

Total Tendered Construction Cost	\$3,456,816
Plus: Estimated Professional and Other Fees	\$241,977
Less: School Condition Improvement funded portion related to paving	\$66,182
Total Estimated SCC Project Cost	\$3,632,611
Less: School Consolidated Capital Funding	\$3,928,641
Project Surplus	\$296,030

TIMELINES:

Upon the Ministry of Education granting approval to proceed, work will commence immediately after being notified of the acceptance of the bid and will take 28 weeks for completion.

APPENDICES:

None

REPORT REVIEWED BY:

<input type="checkbox"/>	EXECUTIVE COUNCIL:	Review Date:	
<input checked="" type="checkbox"/>	EXECUTIVE SUPERINTENDENT:	Approval Date:	March 22, 2017
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date:	March 22, 2017



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

Meeting Date:
March 28, 2017

WALK-ON BOARD REPORT

Public ☒ **In-Camera** ☐

PRESENTED FOR: Information ☐ Approval ☒

PRESENTED BY: Senior Administration

SUBMITTED BY: Paul A. Picard, Director of Education
Terry Lyons, Executive Superintendent of Corporate Services/
Associate Director

SUBJECT: **REQUEST FOR QUOTATION (RFQ) APPROVAL – DELL
REFURBISHED COMPUTERS**

RECOMMENDATION:

That the Board approve the issuance of a purchase order contract for the purchase of 285 Dell Refurbished Computers to CNB Computers Inc. at the submitted bid amount of (\$522 per unit) plus applicable taxes to be funded from account #000-75-565-000-6-000-000.

SYNOPSIS:

A request for quotation (RFQ) for the purchase of approximately 500 refurbished Dell computers for the Board's schools closed on February 15, 2017. The Board issued this RFQ to obtain a qualified organization for the purchase of 500+ refurbished Dell computers who could meet or exceed the specifications as required.

This report is submitted to the Board with the results of the RFQ and a recommendation for the issuance of a purchase order contract for 285 units with the 215 remaining units to be purchased in the 2017-18 budget year subject to appropriate funding and Board approval.

BACKGROUND COMMENTS:

A total of six (6) responses were received. An Evaluation Committee involving Sam Papaefthimiou and Shannon Ficon evaluated the proposals.

Evaluation of the responses was based on the following weighted criteria as outlined in the RFQ document:

1. Qualifications of the Firm (20%)
2. Warranty and Service (10%)
3. Capability to deliver within the time frame indicated (10%)
4. Pricing Proposal (60%)

"Learning together in faith and service"

A summary of the weighted average scores and per unit cost for each of the six (6) organizations is below:

Organization	Weighted Average Score (maximum score of 100)	Per Unit Cost (excluding taxes)
CNB Computers Inc. 6400 Northwest Drive Mississauga, ON L4V 1K1	100.00	\$522.00
7917805 Canada Inc., a division of Ederick Associates Inc. 3221 Derry Road W. Unit 10 Mississauga, ON L5N 7L7	78.15	\$624.50
Microcad Computer Corporation 499 McGregor Avenue London, ON N6J 2S8	74.95	\$550.00
VIG Solutions Inc. 100 Sheldon Drive Cambridge, ON N1R 7S7	71.08	\$590.00
IT Xchange (Ontario) Corp. 3500 Ridgeway Drive, Unit 4 Mississauga, ON L5L 0B4	Disqualified	Disqualified
Tigerdirect.ca DBA Acrodex Inc. 55 East Beaver Creek Rd. Unit G Richmond Hill, ON L4B 1E5	Disqualified	Disqualified

IT Xchange (Ontario) Corp. and Tigerdirect.ca bid submissions have been disqualified because they did not comply with all of the mandatory requirements.

After reviewing the proposals the Evaluation Committee recommends awarding the purchase order to CNB Computers Inc.. CNB Computers Inc. meets or exceeds the required specifications, delivery expectations and warranty and service requirements.

FINANCIAL IMPLICATIONS:

The cost to purchase 285 Dell refurbished computers from CNB Computers Inc. is \$148,770.00 plus applicable taxes. This amount will be funded from the 2016-17 Minor TCA account and has sufficient budget funds available to cover the costs of this purchase.

TIMELINES:

Delivery timeline is 10-15 business days after receipt of purchase order.

APPENDICES:

Not Applicable.

REPORT REVIEWED BY:

<input type="checkbox"/>	EXECUTIVE COUNCIL:	Review Date:	--
<input checked="" type="checkbox"/>	EXECUTIVE SUPERINTENDENT:	Approval Date:	March 27, 2017
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date:	March 27, 2017