

**2005-2006  
SCHOOL  
YEAR  
BUDGET**



LEARNING • GROWING • TRANSFORMING THE WORLD TOGETHER

**INTRODUCTION  
TO THE 2005-2006  
BUDGET**

The following estimate of revenues and expenditures to support improved student learning during the 2005-2006 school year is presented to the Board of Trustees for approval as recommended by the Director of Education and the Superintendent of Business and Finance -- on behalf of senior administration. The budget includes **\$ 178,085,050** in operating expenditures and **\$27,784,974** in capital expenditures for a total budget of **\$ 205,870,024**.

This budget paper addresses the following issues of note:

- Provincial Priorities and 2005-2006 Revenue
- System Plan for Improved Student Learning – Planning January-to-January
- Enrolment and Funding
- Funding Catholic Distinctiveness
- Achieving Equity Through School Budgets
- Trustee Prerogatives
- Fiscal Audit, Legal Fees and Curriculum Monitoring
- Focus on Accountability and Transparency
- Investment in Staff Development
- Accommodation Master Plan
- Breakdown of Operating and Capital Budgets
- Report on Reserve Funds
- Resolutions for Consideration by Board of Trustees
- APPENDIX A – Budget Summary

**As is customary in the Waterloo Catholic District School Board, this budget is hereby presented to the Board of Trustees as information – to be brought forward for consideration and approval in public session on June 29, 2005.**

**Roger D. Lawler,**  
Director of Education  
(Chief Education/Executive Officer and Secretary of the Board)

**Helen Mitchell,**  
Superintendent of Business and Finance  
(Treasurer of the Board)

**Monday, June 27, 2005**

Revenue provided through the provincial budget is directed towards the following areas as per Ministry guidelines:

- Reduction of average class size in Grades JK to 3;
- Literacy and numeracy targets aimed at ensuring 75% of all 12-year-olds reach provincial standards by 2007-2008;
- Learning to 18 – retaining more students in secondary school until age 18;
- Peace and stability through four-year collective agreements.

It needs to be stressed and highlighted that funding provided through this year's Grants for Student Needs is **targeted** funding. In other words, if school boards do not focus the funding on the Government's goals, the Government will withhold funding. This stipulation will also apply to the 2006-07 and 2007-08 budget years to coincide with the recently settled collective bargaining contracts with the various Teacher Federations across the province.

Given the above, this budget provides for the following additional teaching positions:

- 7 speciality teachers who will do planning time. Specialty areas covered will be the Arts, Literacy/Numeracy, Physical and Health Education.
- 18.5 new teaching positions to reduce the JK to Grade 3 average class size to 20 to 1.
- 14 new teachers to be part of the secondary school *Building Successful Students* initiative.

Recently, the Deputy Minister of Education, Ben Levin, released a letter to education stakeholders outlining the Ministry's "three goals" and the result targets for which school boards will be held accountable. The revenue provided by Government for this budget and the revenue that will be provided outside of the Grant Regulations – particularly through the Literacy and Numeracy Secretariat – is all **targeted** to achieving these goals:

Goals	Results
High Levels of Student Achievement	*75% of Ontario students to be at the provincial standard on province-wide reading, writing, and mathematics tests by 2008  *Significant reduction in the number of students who leave secondary school without a diploma
Reduced Gaps in Student Achievement	*Improved performance of schools where two-thirds, or more, of students do not meet the provincial standards in Grade 3 reading tests.
High Levels of Public Confidence	Potential Results (to be discussed)  *Increased parental participation in learning *Improved return on educational resources *Survey results with higher public confidence levels

To achieve the Ministry's goals, there will need to be an increased focus on system level and school leadership as a vehicle to bring about change in complex school systems. The Literacy and Numeracy Secretariat has identified "*capacity building at the board, school and regional levels*" as "*our key initiative for next year [2005-2006].*" Administration concurs with this goal and assures the Board of Trustees that the Ministry's goals will be reflected in the goals set under our *System Plan for Improved Student Learning* and in this budget.

Administration is also aware as more and more education dollars become targeted by Government to address Government priorities, there is less and less flexibility for school boards to address local initiatives. This trend toward less flexibility is expected to continue.

**System Plan for  
Improved Student  
Learning –  
Planning January  
to January**

Each year, the school system develops an operational plan geared to aligning our practices under our strategic plan (*Sharing Our Journey*) with the Ministry's initiatives and the requirements of the Education Quality and Accountability Office. We accomplish these tasks through the development of a System Plan for Improved Student Learning – our core business. This year we also add the requirements of the newly formed Literacy and Numeracy Secretariat.

Our system plan flows from these provincial and board goals. *Sharing Our Journey* has been renewed by the Board of Trustees until the 2009 school year. Thus, our system priorities have been established for the 2004, 2005, 2006, 2007 and 2008 school years and concentrate on the following areas:

1. **Faith Formation:**
  - Focus Areas: Pastoral Teams for all school and Board Office sites.
2. **Instruction and Assessment:**
  - Focus Areas: Assessment, Language Literacy, Mathematics, Pathways.
3. **Building Safe, Nurturing, Inclusive Communities:**
  - Focus Areas: Bullying Prevention, Conflict Resolution, Employee Workplace Harassment/Discrimination Prevention Policy.
4. **System Support:**
  - Focus Areas: Energy Conservation Program, Public Sector Accounting Principles, Human Resource Services Policies and Procedures.

We are aligning the system plan with a January-to-January planning cycle. This will permit schools to capture both reporting cycles from the provincial testing results and also permit staff to engage in the subsequent allocation of resources in time for the June budget cycle.

In September, 2005, school administrators will receive the System Plan for Improved Student Learning revisions for 2006. This process will identify the benchmarked key activities. Central office staff will begin working with school level staff to conduct a gap analysis centred on the identified benchmarks for the activity and their current level of understanding and practice. School staff will use the System Plan to conduct this gap analysis from each benchmarked key activity from October to December, 2005.

The findings of the gap analysis will then be used at each school site to update their School Improvement Plan; a plan focused on reaching the benchmark over our study period of 2004 to 2008.

These School Improvement Plans, which are school specific, will be submitted to School Superintendents by January 30, 2006. All schools will then produce yearly status reports with respect to their ability to meet the benchmarks and it will be these reports along with EQAO results that will form the basis of monitoring reports for how we are aligning our practice with the strategic plan, *Sharing Our Journey*, and government initiatives.

**ENROLMENT AND THE CONTEXT OF BUDGET DEVELOPMENT**

We are beginning to see the impact of the *'baby boom echo'* moving through the school system -- wherein the number of new JK and K registrations has fallen off. This is a provincial trend. We anticipate our enrolment will continue to decline and finally level out at roughly the enrolment levels seen in 1998, before gradually picking up again.

The chart below indicates the annual enrolments on the official count date of October 31<sup>st</sup>. For 2005, our projection is that we will likely reach an overall enrolment of 23,939. In 2004-05 we projected that we would arrive at an enrolment of 23,781. However, we ended up with an enrolment of 24,281. This was largely due to the transition to the end of the OAC program and having a JK to Grade 12 system.

In 2003-04 we projected an enrolment of 24,073 and ended up with an enrolment of 24,078, a difference of five students. Enrolment reports are prepared for the Board after each official count date; that is, October 31<sup>st</sup> and March 31<sup>st</sup> of each year.

**ENROLMENT HISTORY – TEN YEARS OF GROWTH, DECLINE AND GROWTH.**

Year	Enrolment as of Oct. 31	% Change Over Year Before
1994	22,746	-
1995	22,966	0.96
1996	23,156	0.82
1997	23,491	1.44
1998	23,919	1.82
1999	24,075	0.65
2000	24,105	0.12
2001	24,285	0.74
2002	24,244	(0.16)
2003	24,078	(0.68)
2004	24,281	(0.84)
2005	23,939	(1.40)

**THE RELATIONSHIP BETWEEN REVENUE AND ENROLMENT.**

There is a distinct relationship between enrolment and a school board's revenue. As school boards decline in enrolment, there is a revenue loss. Similarly, an enrolment increase brings in new revenue. Work at the school level to recruit and then retain students is highly significant.

Revenue for the budget is calculated using the **average daily enrolment of the system** -- that is, 50% of the projected October 31, 2005, enrolment and 50% of the March 31, 2006, projected enrolment. (Junior and Senior Kindergarten students count as half-time). **The average daily enrolment estimate for the 2005-2006 school year is projected to be 15, 271 (elementary) and 7,314.5 (secondary) -- for a system total of 22,585.50 students.**

**FUNDING  
CATHOLIC  
DISTINCTIVENESS**

This budget meets the provincial trustees' association's definition of *Catholic Distinctiveness* [see chart below]. Beyond the teaching of Religious Education and Family Life by qualified Catholic teaching staff, approximately **\$1,823,385** of total expenditures can be attributed to the decisions made regarding our ongoing goal to reflect our distinctiveness as a Catholic Board. Highlighting how we allocate resources is an important way to demonstrate our difference and our relevance in an increasingly secular and complex world. The expenditure this year represents an increase of \$203,014 over 2004-2005.

<b>Catholic Distinctiveness Area</b>	<b>Amount</b>
Chaplaincy – Elementary and Secondary	\$ 678,809
Catholic Family Life/Religious Education/Adult Faith Formation Central Staff	\$ 324,795
Family Life Program	\$ 148,852
Religious Education Program	\$ 26,625
Student Retreat Program – Mount Mary	\$ 101,004
Leadership and Faith Conference	\$ 34,000
Religious Education Part I Course For New Teaching Staff	\$ 55,000
Transportation Support for Students in Need	\$ 8,000
Equity	\$ 24,400
Pastoral Care Teams	\$ 16,000
Faith Advisory Committee	\$ 3,000
Adult Faith Formation Program Support	\$ 45,250
Catholic Curriculum Co-operative Membership Levy	\$ 12,000
Catholic School Council Development	\$ 7,250
Trustee Development and Community Relations	\$ 27,000
Trustee Membership Fees (CCSTA and OCSTA)	\$ 75,000
Catholic Youth Leadership Conference	\$ 15,000
Student Trustee and Student Leadership Development	\$ 5,000
Catholics In Public Life Conference (St. Jerome's University)	\$ 30,000
Chapel at New Catholic Education Centre	\$ 5,000
Catholic Family Counselling Employee Assistance Program	\$125,000
Chaplaincy Formation Program	\$ 2,000
Spiritual Animator Supplies	\$ 4,000
Employee Wellness	\$ 48,000
<b>TOTAL</b>	<b>\$1,823,385</b>

**ACHIEVING  
EQUITY THROUGH  
SCHOOL  
BUDGETS**

Equity of access to resources and opportunities is addressed through the following strategies:

- Basic school budgets: Funding for basic school budgets (to purchase textbooks, learning materials, etc.) is provided through a mechanism to account for the differences among schools. This ensures an equitable distribution of resources where the neediest students have their needs addressed in the same manner as other students. We have an unapologetic bias towards options for the marginalized!

- With reference to elementary school budgets, internal equity is achieved between small and large schools. For example, each elementary school receives a base amount of \$91 per pupil. The additional funding per pupil is divided as follows:
  - Elementary Schools with fewer than 200 students receive an extra \$24 per pupil -- for a total allocation of \$115 per pupil. Therefore, seven schools [six in 2004/05], accommodating 1198 students [984 in 04/05], will receive an extra \$4,100 per school [\$4,000 in 04/05].
  - Elementary Schools with between 201 and 315 students receive an extra \$12 per pupil -- for a total allocation of \$103 per pupil. Therefore, 17 schools [18 in 04/05], accommodating 4,319.5 students [4,600 in 04/05], will receive \$3,050 extra per school [\$3,000 in 04/05].
  - Elementary Schools with more than 315 students receive an extra \$6 per pupil -- for a total allocation of \$97 per pupil. Therefore, 23 schools [23 in 04/05], accommodating 9,877 students [9,900 in 04/05], will receive \$2,500 extra per school [\$2,500 in 04/05].
  - Secondary Schools receive \$180 per student of which \$5 is set aside co-operatively for co-instructional activities.
- Principals will allocate a minimum of 10% of the school budget towards purchases for school libraries. This is in addition to the \$3,500 per school that each school library received as a result of the Ministry announcement in May, 2005 (a system total of \$189,000) to ensure school libraries receive additional support as part of the literacy initiative.
- Although the general elementary school budgets are \$9 per pupil lower in 2005-06 than in 2004-05 (about \$137,000), elementary schools were provided with system-level funds for the purchase of mathematics textbooks for six grades. This funding of \$345,000 came from the Program Services budget and represents an expenditure elementary schools will not have to make next year. An additional \$77,000 will be expended centrally during 2005-06 for mathematics textbooks for Grades 1 and 2. Over this two-year period, therefore, all mathematics textbooks from Grade 1 to 8 will have been replaced through central funds.
- Beyond the above, the Minister also announced on May 31, 2005, a further \$355,406 elementary and \$154,433 secondary that is being made available outside of the Grants for Student Need process for school boards to spend on textbooks and learning materials [B5 Memo, June 16, 2005]. This money must be spent by March 31, 2006.
- St. Mary's High School will also see additional staff added through this budget. The enrolment at St. Mary's is expected to exceed 2,200 next September. Administration views this phenomenon as a function of retaining more and more of our Grade 8 learners in an area that is also experiencing unprecedented growth. At the same time, the growth is expected to level off and decline by 2008-2009. As a result, this budget provides for an additional Acting Vice-Principal at St. Mary's as well as a half-time Chaplain and seven noon-hour supervisors. A portion of funding for these positions has come from a reduction in secondary school budgets by \$20 per pupil. Administration believes, however, that these positions are imperative -- and adjustments to the overall budget are necessary at this time to find the required funding. These positions will be reviewed annually and reduced or eliminated as enrolment declines. Furthermore, there is no doubt of the need to conduct a secondary boundary review in Kitchener-Waterloo to ensure students are equitably distributed among the board's secondary schools. It is anticipated that this review will occur during 2005-06.
- This budget also addresses certain equity issues within the delivery of Special Education. As supported through consensus by the Board's Special Education Advisory Committee (SEAC) we have added a half-time teacher of the gifted. We have also increased

professional development funding and resources. These results flow directly from the work and recommendations of the five SEAC action teams in place during 2004-2005, and speak to the consultative nature of Administration's relationship with SEAC.

**BUDGET FOR TRUSTEE PREROGATIVES**

The Board receives \$105,000 in revenue for trustee work. However, according to Board policy, budgeting must provide for not less than **\$135,000** per annum for trustee prerogatives. This budget provides trustees **\$187,758** for the following:

• Trustee honourarium/mileage/expenses	(9 trustees)	\$ 66,258
• Student Representatives on the Board	(2 students)	\$ 5,000
• Trustee Development and Community Relations		\$ 27,000
• Board and Committee meetings		\$ 6,500
• Legal Fee/consulting		\$ 7,000
• Ontario and Canadian Catholic Trustee Association Fees		\$ 75,000
• Telephone		\$ 1,000
<b>TOTAL</b>		<b>\$ 187,758</b>

**BUDGET FOR FISCAL AUDIT, LEGAL FEES, CURRICULUM MONITORING**

Budgeting must provide not less than **\$155,000** per annum for fiscal audit and legal fees -- or fail to provide funding for monitoring activities. This budget provides for monitoring activities as follows:

• Auditing Fees - General	\$ 55,000
• Auditing Fees – Adult Education	\$ 2,500
• Auditing Fees – Resource Development Office	\$ 8,000
• Legal Fees – Resource Development Office	\$ 10,000
• Legal Fees – Human Resources	\$ 50,000
• Legal Fees - Property Matters	\$ 15,000
• Legal Fees – Business & Finance	\$ 20,000
• Legal Fees – Special Education	\$ 35,000
• Legal Fees – Director's Office	\$ 28,000
• Legal Fees – Trustees	\$ 7,000
• Legal Fees – Plant	\$ 25,000
• Legal Fees – Program Services	\$ 3,000
• Curriculum Monitoring	*see note
<b>TOTAL</b>	<b>\$ 258,500</b>

**Note:** This budget letter does not specifically identify in the budget those portions attributed to curriculum monitoring since all revenues now received from Government with respect to Grants for Student Needs and revenues from the Literacy and Numeracy Secretariat require reports on achieving improvement of student learning. Rather than identify each initiative, curriculum monitoring is now part of all initiatives.

**FOCUS ON  
TRANSPARENCY  
AND  
ACCOUNTABILITY**

In September, 2004, the Board's auditor informed the Board of Trustees of the move on the part of the provincial government to accounting principles set down by the *Public Sector Accounting Board – PSAB*. These PSAB principles were approved by the Government of Premier Eves and are being implemented by the Government of Premier McGuinty.

PSAB requires the reporting by school boards of ALL funds, assets and future liabilities. This requires the board to engage in a process whereby all property is valued and added to the assets of the province. This in itself is a mammoth task!

We are also required to report all future liabilities, for example, employee benefits. Finally, there is a requirement to report ALL funds within the school system. This includes all funds raised and accessed by school councils, student councils as well as proceeds from hot dog/pizza days *et cetera*.

To implement PSAB there is the need for a fundamental shift in the way we do business. Budgets become a statement of what the school system intends to do and then reporting back on how the system in fact did in relation to the plan. In this regime, the process is more transparent and requires forward-thinking budget planning.

In order to assist the school system in implementing PSAB, this budget provides for the engagement of an Internal Auditor position. While PSAB will be one function of the new position, other value will be added through ongoing monitoring of the budget and budgetary processes.

Beyond the above, trustees and staff are aware of the vibrant Adult and Continuing Education program administered by our school system. Beginning in 2005-2006 the Adult and Continuing Education program will become the responsibility of the Superintendent of Human Resource Services. To assist in this transition, this budget provides for an additional Human Resource Services Officer with responsibility for Adult and Continuing Education contracts. As well, the new Human Resource Services Officer will assume responsibility for custodial and maintenance timesheets and the system's new wellness initiative. This change in practice will result in all human resource services issues being managed by one department.

**INVESTMENT IN  
STAFF  
DEVELOPMENT**

Professional development describes the programs and services that ensure staff remain current and up-to-date. Capacity-building is a term used to describe providing people with the ability to make the system vision a reality. People – whether staff, trustee, or Catholic School Council member – cannot be expected to change, or improve, if they do not have the ability to behave in new ways.

Thus, a focus on both professional development and capacity-building is necessary to move ahead. In fact, research indicates that a progressive, growing organization will allocate a minimum of 1% of payroll to professional development for its employees if it is serious about building capacity.

Our local allocations for professional development are:

Year	Staff	Board Allocation	Amt. Per Staff Member
2005-06	2262.5	\$1,528,497	\$675
2004-05	2166.7	\$1,393,132	\$643
2003-04	2209.2	\$ 850,884	\$385
2002-03	2045.6	\$ 425,442	\$ 208
2001-02	2064.5	\$ 506,344	\$ 245
2000-01	2006.1	\$1,405,045	\$ 700
1999-00	1957.4	\$ 921,277	\$ 470
1998-99	1750.4	\$ 935,354	\$ 534

Through this budget, funds in the amount of **\$1,528,497** have been allocated to provide for staff development – a 9.7% increase. This does bring us over the industry goal of 1% of payroll allocated to staff development. In this regard, all sectors of the organization will be impacted as we continuously strive to improve student learning. Indeed, we are proud of the fact that our staff participate in after-school programs and Summer Institutes as well as through the regular school day. This is but one small example of their commitment to our students.

The focus for teacher professional development in 2005-2006 is on the *System Plan for Improved Student Learning* – in particular our mandatory in-service related to Religious Education/Family Life, our in-service related to the priorities in the area of language and mathematics literacy (elementary and secondary), and the continual development of our school administrators, pastoral care teams, educational assistants, technicians and maintenance/custodial/ secretarial staff. This year, \$229,200 has been budgeted for non-teaching support staff development. This will impact on our CUPE, APPSP and CAW employees very positively.

Trustee development and community relations account for \$27,000 of the professional development budget. School council development receives \$7,250 while student representatives on the board and student leadership initiatives account for \$20,000.

**ACCOMMODATION  
MASTER PLAN**

Through the Grants for Student Needs process, the Minister requires all school boards to reconsider their accommodation needs and file a detailed plan with the Ministry of Education by October, 2005. Our Senior Manger of Facility Services will bring the report forward in the autumn. This new plan will replace the revised plan the Board of Trustees viewed during last year's budget process.

This budget does, however, provide for capital projects related to expenditure of school renewal funds that are flowed to school boards to ensure school buildings are maintained. The projects for these funds have been – to a large degree – pre-determined by the Ministry's assessment of all schools in Ontario through the RECAPP program.

Beyond the above, this budget plans for the hiring of an Energy Conservation Officer. Over the past three years, our energy costs have increased by **67%**. Natural gas has increased 120% since 1998/99. Hydro – our largest expenditure – has increased 50.9% over the same time frame. With these rising costs, we believe the only method that can impact on change is through both monitoring how we are doing and changing the habits of staff and students when it comes to energy use. When organizations have engaged the services of an Energy Conservation Officer, it is projected that the organization realizes a 5% savings in the first year. For our organization this translates into a \$200,000 savings.

In addition to engaging an Energy Conservation Officer, our Resource Development Office has entered an exciting partnership with Toyota Canada and the Waterloo Region District School Board to focus on energy conservation. The partnership has created a resource document entitled *Energy Conservation In Your Life* and will be used as part of the Grade 9 Science program. During the coming school year, curriculum resources on waste management will be developed. Part of the partnership calls for teacher and administrator training provided by Toyota Canada as well as tours of the Toyota plant in Cambridge. Supply teacher coverage and bussing costs are provided to facilitate the project. The overall focus of the partnership is energy conservation in three sectors: home, school and the workplace.

**BREAKDOWN OF OPERATING AND CAPITAL BUDGETS**

This proposed budget is broken down into two categories: “operating” and “capital”. The covering sheet shows the operating budget summary of **\$178,085,050** (line H). The capital budget summary of **\$27,784,974** is shown as line I. In total, the 2005-2006 operating and capital budget revenues are **\$205,870,024** (line K). The total operating and capital expenditures are **\$205,870,024** (line K).

**REPORT ON RESERVE FUNDS**

Column 1	2	3	4
<b>Capital Reserve Fund</b>	Projected Balance September 1, 2005	Transfers from Reserve Fund	Balance at August 31, 2006
<b>Accessibility Funding</b>	212,564	85,125	127,439
<b>Pupil Accommodation</b>	9,007,023	5,383,702	3,623,321
<b>Disposition of Property</b>	6,371,768	1,636,000	4,735,768
<b>Total Reserves - Capital</b>	15,591,355	7,104,827	8,486,528
<b>Classroom</b>	2,215,187	2,215,187	-
<b>Non-Classroom</b>	862,295	862,295	-
<b>Continuing Education</b>	100,000	100,000	-
<b>Special Education</b>	204,699	204,699	-
<b>Total Non-Capital</b>	3,382,181	3,382,181	-
<b>Total Reserves</b>	18,973,536	10,487,008	8,486,528

Beginning last year, we adopted the strategy of carrying forward any reserve funds into the next school year budget. This was done to ensure all available resources are in fact provided for student use and to counter any process whereby the Ministry could “*claw-back*” reserves -- as was sadly the case with our Special Education reserve last year. Although we did recover a majority of the clawed back Special Education funds, it was a frustrating position to be in; a position where our proactive planning worked against us.

Trustees should be aware of a change this year regarding Special Education Reserve funds. School boards are no longer permitted Special Education Reserves that exceed 2% of their *ISA 2 and 3* claims. For us, this amounts to \$206,640 on \$10.332 million in *ISA 2 and 3* grants. Any reserve greater than the 2% is automatically deducted by government from the board’s 2005-2006 Special Education revenues. The message is clear: large amounts of funding can no longer be held in reserve.

This budget, therefore, also calls for the full use of our operating reserves in order to file a balanced budget. Thus, as stated in last year’s budget letter, “*we will have what can safely be called a ‘continuous budget’ as we work to provide programs and services for our students.*” It also needs to be stressed that all programs and services will undergo a review next year in light of using up the reserve funds this year. On the one hand, government encourages school

boards to not have reserve funds; to allocate all funds in the aid of students. On the other hand, all school boards face a funding gap. The funding gap is the difference between what school boards are funded for salaries and what school boards currently pay out -- and will pay out over the next three years of the provincial agreements. In our case, the funding gap is approximately \$3 million. The four provincial trustee associations have begun to work with the Ministry of Education on this issue and need to continue to do so. Without a resolution to this issue for the 2006-2007 and 2007-2008 school year budgets, school boards will need to eliminate programs in order to balance their budgets.

**CONCLUSION**

In conclusion, the *Education Act* and Regulations require that the Board of Trustees adopt an annual balanced budget. Thus, the Secretary, Treasurer and all members of Senior Administration do hereby recommend that the Board of Trustees approve the following motions:

**RESOLUTION FOR  
BOARD  
APPROVAL...**

**Motion A: THAT the Board of Trustees approve the "Employee Assistance Program" portion of the 2005-2006 School Year Budget in the amount of \$125,000, as contracted with Catholic Family Counselling.**

**Motion B: THAT, under Section 231 of the Education Act and Regulations, Board Policy IV 006 "Financial Condition", Board Policy IV 005 "Budgeting/ Forecasting" and the Waterloo Catholic District School Board's General Board Operational and Procedural By-law, the Board of Trustees approve the remainder of the 2005-2006 School Year Budget in the amount of \$205,745,024 -- and instruct the Director of Education to file a total budget of \$205,870,024 with the Ontario Ministry of Education in compliance with the Education Act and the Ministry of Education's budget submission process.**

Roger D. Lawler,  
Director of Education and  
Secretary of the Board.

Helen Mitchell  
Superintendent of Business and Finance and  
Treasurer of the Board

**Reviewed and endorsed by all members of Planning and Priorities Committee:**

- **Dave Bennett**, Senior Manager of Operations
- **Heather Cullen**, Superintendent of Instruction and Assessment
- **Gytis Grabauskas**, Senior Manager of Human Resource Services
- **Wayne Hobbs**, Senior Manager of Student Services
- **Bernie Kowalczyk**, Superintendent of Student Services
- **Roger Lawler**, Director of Education
- **Gary Leduc**, Superintendent of Community Development
- **Shesh Maharaj**, Senior Manager of Finance
- **Bryan Mahn**, Superintendent of Human Resource Services
- **Helen Mitchell**, Superintendent of Business and Financial Services
- **Sandra Quehl**, Chief Information Officer
- **Bruce Rodrigues**, Superintendent of Leadership and Faith Development
- **John Shewchuk**, Senior Manager of Public Affairs & Executive Assistant to the Director

