Opening Remarks

Larry Clifford, Director of Education
Ministry of Education Objectives

• Increase student achievement at elementary and secondary
• Reduce gender gaps between male and female for academic achievement both elementary and secondary
• Increase public confidence in the publicly funded education system in Ontario
Board Budget Objectives 2013-2014

• Deliver a balanced budget
• Protect the classroom, student achievement and faith development initiatives
• Maintain current level of financial reserves
Minimize layoffs in staffing

Build public confidence in our fiscal ability to deliver quality program and a balanced budget
Overview

✓ Annual Budget Report
✓ Budget timelines
✓ Planning assumptions
✓ Major changes to budget
✓ Budget challenges
✓ Enrolment
✓ Budget consultation
✓ Budget risks
✓ Budget overview

✓ Revenue projections
✓ Expense determination
✓ Accumulated Surplus
✓ Staffing changes
✓ 2013-14 Budget reductions
✓ Planning Areas
✓ Future Focus
✓ Summary and Motions
Annual Budget Report

• Accompanying document to the presentation
• Available to Parents, Students, Trustees and other Catholic School Supporters
• Contains dashboard and planning area summaries
Budget timelines

- Pre-budget preparation
- Consultation
- Preparation
- Presentation
- Ministry deadline

January - February ➔ March ➔ March - June ➔ June 10th ➔ June 28th

- Budget planning is a 6 month process
- Timelines are tight to satisfy policy requirements and deliberation periods and to meet the Ministry deadline of June 28
- The BAC was engaged through this process, though the information we could give to them was limited due to our timing of balancing the budget
Planning Assumptions

Ministry Requirements

• The overall budget must be balanced and compliant (no unsustainable use of reserves)
• Targeted funds must be used for specific initiatives (e.g. Early Learning)
• Administration and Governance expenditures cannot exceed allocation
• Compliance with legislation
Planning Assumptions continued

Board Requirements

• Budget must be balanced
• Impact to students must be minimized
• Funding Memo from Ministry will be used for grant and expense calculations (wages, sick days, gratuities)
• A conservative enrolment projection will be used
• Compliance with legislation, accounting regulations and contractual agreements
• Compliance with Board policies, specifically IV 007
Major Changes to Budget

- Frozen salaries for those at the top of the grids
- Sick leave days reduced to 11
- 1.5% reduction to salary benchmarks for teachers, Principals and VPs
  - reflects 3 unpaid days and grid movements effective on the 97th day
- 34 credit threshold
  - reduces funding for students with a high number of credits
Major Changes to Budget continued

Increased funding in the following areas:

• 1.0% increase in OMERS funding
• 2.0% increase in transportation funding
• 2.0% increase in operations and maintenance funding
• 7.9% increase in utilities funding
Budget Challenges

Challenges faced with 2013-14 budget preparation:

• Declining Enrolment - $4M

• Ministry restraint measures
  • Reduced funding yet infrastructure costs do not always decline
  • Difficult to project impact of some changes (sick leave plan)

• Collective agreements
  • Imposed labour frameworks
Budget Challenges continued

Ongoing:

• Controlling supply costs
• Controlling utility costs
• Costs for students with individual needs
• Aging infrastructure
The Board enrolment decline is stabilizing in elementary but secondary will be affected for the next 4 years

• Enrolment is a key driver for most of the grants we receive from the Ministry

• Enrolment projections are difficult to anticipate as actual results will vary
Projected enrolment for 2013-14 was:

- Prepared by our Planning Department with a grouping of various scenarios
- Presented to the Budget Advisory Committee for decision on which scenario to use
- The BAC decided to use a very risk averse scenario to ensure our budget would be prepared conservatively
- BAC later revised the number up slightly to what has been presented today
Enrolment continued

Projected enrolment for 2013-14 does not include:

- 1,079 Early Learning Students
  - funded through targeted grant vs GSN
- International students
  - Pay tuition fees
  - Steadily increasing due to aggressive recruitment
Board enrolment continues to decrease with a reduction of 363 students (1.4%) projected for 2013-2014 over this time last year.

<table>
<thead>
<tr>
<th>Day School Enrolment</th>
<th>2013</th>
<th>2014</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior Kindergarten</td>
<td>617</td>
<td>630</td>
<td>13</td>
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<tr>
<td>Senior Kindergarten</td>
<td>696</td>
<td>693</td>
<td>(3)</td>
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<tr>
<td>Grades 1-3</td>
<td>4,473</td>
<td>4,394</td>
<td>(79)</td>
</tr>
<tr>
<td>Grades 4-8</td>
<td>7,715</td>
<td>7,599</td>
<td>(116)</td>
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<tr>
<td>Total Elementary</td>
<td>13,501</td>
<td>13,315</td>
<td>(185)</td>
</tr>
<tr>
<td>Grades 9-12</td>
<td>6,537</td>
<td>6,359</td>
<td>(178)</td>
</tr>
<tr>
<td>Total Day School Enrolment</td>
<td>20,038</td>
<td>19,674</td>
<td>(363)</td>
</tr>
</tbody>
</table>

Note: Early Learning and VISA students are not included in above totals as they are funded outside of the GSN.
Enrolment trends

Historical

Projected
Budget Consultation and Survey Results
Budget Advisory Committee (BAC)

BAC consists of Trustees, Community members, Senior staff and Principal representatives

- Work completed by the committee:
  - Approving public consultation survey questions;
  - Determining enrolment;
  - Asking questions of management;
  - Budget presentation input;
  - Providing a front line perspective and
  - Providing budget reduction suggestions
Budget consultation

Consultation process same as in prior years

• Online survey was the only consultation tool used to solicit feedback
• 866 responses received to targeted questions
• Survey this year also had open ended questions where questions could be asked and reduction suggestions could be made
  • Responses can be found on website
  • Suggestions are being reviewed
Budget overview

Revenues $248.1M

Expenses $248.1M

Balanced Budget

Operating $230.5 M

Capital $17.6 M
Budget overview continued

Ministry of Education
$181.0M

GSN
$166.3M

Targeted
$14.7M

Municipal Levies
$57.3M

Other revenue
$9.8M

Tuition fees
$4.5M

Con Ed
$2.9M

Extended day
$1.2M

Rent & Leases
$0.8M

Miscellaneous
$0.4M

Total Budget Allocation
$248.1M
Revenue calculation

• Most revenue is generated by enrolment through the Grants for Students Needs (GSNs)
• We also receive targeted grants for specific Ministry initiatives
• Other revenues such as VISA student tuition, rental, interest income etc. are derived from known sources as well as projections based on historical trends
<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Revenues</td>
<td>237,105,869</td>
<td>243,822,273</td>
<td>244,151,221</td>
<td>248,089,003</td>
</tr>
</tbody>
</table>

![Bar chart showing total revenues trends from 2010-2011 to 2013-2014]
# Total Revenues by Planning Area

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Services</td>
<td>186,893,731</td>
<td>191,919,597</td>
<td>192,377,200</td>
<td>197,873,4253</td>
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<tr>
<td>Facility Services</td>
<td>21,172,965</td>
<td>21,129,052</td>
<td>20,777,299</td>
<td>21,717,727</td>
</tr>
<tr>
<td>Capital</td>
<td>16,088,954</td>
<td>16,586,911</td>
<td>18,091,703</td>
<td>17,577,757</td>
</tr>
<tr>
<td>Transportation</td>
<td>6,426,114</td>
<td>7,749,967</td>
<td>6,716,865</td>
<td>6,358,938</td>
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<tr>
<td>Board Administration</td>
<td>6,524,105</td>
<td>6,436,746</td>
<td>6,188,148</td>
<td>6,561,155</td>
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<tr>
<td>Total Revenues</td>
<td>237,105,869</td>
<td>243,822,273</td>
<td>244,151,215</td>
<td>248,089,003</td>
</tr>
</tbody>
</table>

## Pie Chart

- **Learning Services**: 78.9%
- **Operations**: 8.6%
- **Administration**: 2.6%
- **Transportation**: 2.6%
- **Capital**: 7.2%

### Percentages
- **Con Ed**: 4.0%
- **Spec Ed**: 10.8%
- **Program Services**: 64.2%
Expense determination

• Expenses are determined from legislative and contractual requirements, the Board Improvement Plan, Strategic Directions, Board Policy and other known infrastructure needs

• Budgets are prepared based on a zero base meaning there are no flat-lined budgets from previous years – everything requires justification and review by others
## Total Expenditures

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Total Expenditures</td>
<td>240,251,818</td>
<td>244,247,558</td>
<td>244,151,221</td>
<td>248,089,003</td>
</tr>
</tbody>
</table>

### Graph

![Bar graph showing total expenditures over the years.](image-url)
## Total Expenditures by Planning Area

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Services</td>
<td>188,743,168</td>
<td>193,816,785</td>
<td>194,068,122</td>
<td>197,460,486</td>
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<tr>
<td>Facility Services</td>
<td>22,133,375</td>
<td>20,894,492</td>
<td>19,480,710</td>
<td>20,514,054</td>
</tr>
<tr>
<td>Capital and debt</td>
<td>17,012,274</td>
<td>17,167,475</td>
<td>18,091,703</td>
<td>17,577,757</td>
</tr>
<tr>
<td>Transportation</td>
<td>5,783,355</td>
<td>6,014,476</td>
<td>5,916,508</td>
<td>6,146,319</td>
</tr>
<tr>
<td>Board Administration</td>
<td>6,579,646</td>
<td>6,354,330</td>
<td>6,594,178</td>
<td>6,390,387</td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td><strong>240,251,818</strong></td>
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<td><strong>244,151,221</strong></td>
<td><strong>248,089,003</strong></td>
</tr>
</tbody>
</table>

**Pie Chart:**
- **Learning Services:** 79.2%
- **Operations:** 8.0%
- **Administration:** 2.7%
- **Transportation:** 2.4%
- **Capital:** 7.4%

**Bar Graph:**
- **Con Ed:** 3.8%
- **Spec Ed:** 11.5%
- **Program Services:** 64.2%
## Total Expenditures by Category

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries &amp; benefits</td>
<td>195,095,159</td>
<td>199,475,277</td>
<td>197,775,616</td>
<td>201,459,360</td>
</tr>
<tr>
<td>Capital and debt</td>
<td>17,012,274</td>
<td>17,167,475</td>
<td>18,091,703</td>
<td>17,577,757</td>
</tr>
<tr>
<td>School Operations &amp; Maintenance</td>
<td>4,626,354</td>
<td>5,160,858</td>
<td>4,053,129</td>
<td>5,068,048</td>
</tr>
<tr>
<td>Transportation</td>
<td>5,783,355</td>
<td>6,014,476</td>
<td>5,916,508</td>
<td>6,146,319</td>
</tr>
<tr>
<td>Supplies</td>
<td>6,050,187</td>
<td>5,893,707</td>
<td>5,957,741</td>
<td>5,164,631</td>
</tr>
<tr>
<td>Fees &amp; Contracts</td>
<td>4,758,738</td>
<td>3,521,926</td>
<td>5,204,102</td>
<td>5,336,494</td>
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<tr>
<td>Utilities</td>
<td>4,701,714</td>
<td>4,486,896</td>
<td>4,678,908</td>
<td>5,111,963</td>
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<tr>
<td>Technology</td>
<td>1,268,454</td>
<td>1,661,884</td>
<td>1,420,835</td>
<td>1,549,479</td>
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<tr>
<td>Staff Development</td>
<td>955,583</td>
<td>865,058</td>
<td>1,052,679</td>
<td>674,952</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>240,251,818</strong></td>
<td><strong>244,247,558</strong></td>
<td><strong>244,151,221</strong></td>
<td><strong>248,089,003</strong></td>
</tr>
</tbody>
</table>

### Pie Chart

- **81.2%**: Salaries & Benefits
- **7.1%**: Capital & Debt Requirements
- **2.0%**: School Operations & Maintenance
- **2.5%**: Transportation
- **2.1%**: Supplies
- **2.0%**: Fees & Contracts
- **2.2%**: Utilities
- **2.1%**: Technology
- **0.6%**: Staff Development
- **0.3%**: Other Categories
## Accumulated Surplus

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Opening Accumulated Surplus</td>
<td>7,723,227</td>
<td>5,423,227</td>
<td>3,975,107</td>
<td>3,975,107</td>
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<tr>
<td>Contribution to Accumulated Surplus</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Draw from Accumulated Surplus</td>
<td>(2,300,000)</td>
<td>(1,448,120)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Closing Accumulated Surplus</td>
<td>5,423,227</td>
<td>3,975,107</td>
<td>3,975,107</td>
<td>3,975,107</td>
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</tbody>
</table>

### Composition of Accumulated Surplus

<table>
<thead>
<tr>
<th></th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Operating surplus</td>
<td>1,142,134</td>
</tr>
<tr>
<td>Network Infrastructure</td>
<td>500,000</td>
</tr>
<tr>
<td>Insurance</td>
<td>150,000</td>
</tr>
<tr>
<td>WSIB*</td>
<td>666,005</td>
</tr>
<tr>
<td>Committed capital projects*</td>
<td>834,853</td>
</tr>
<tr>
<td>Sinking fund interest*</td>
<td>682,115</td>
</tr>
</tbody>
</table>

*Note: encumbered
## Staffing Changes

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>1,296</td>
<td>1,300</td>
<td>1,274</td>
<td>1,284</td>
<td>10</td>
</tr>
<tr>
<td>Child &amp; Youth Care Workers</td>
<td>41</td>
<td>37</td>
<td>69</td>
<td>84</td>
<td>15</td>
</tr>
<tr>
<td>Educational Assistants</td>
<td>292</td>
<td>270</td>
<td>263</td>
<td>259</td>
<td>(4)</td>
</tr>
<tr>
<td>Early Childhood Educators</td>
<td>15</td>
<td>24</td>
<td>58</td>
<td>112</td>
<td>54</td>
</tr>
<tr>
<td><strong>Total Classroom</strong></td>
<td><strong>1,645</strong></td>
<td><strong>1,631</strong></td>
<td><strong>1,664</strong></td>
<td><strong>1,739</strong></td>
<td><strong>75</strong></td>
</tr>
<tr>
<td>School &amp; Board Administration</td>
<td>228</td>
<td>234</td>
<td>220</td>
<td>221</td>
<td>1</td>
</tr>
<tr>
<td>Facility Services</td>
<td>218</td>
<td>216</td>
<td>192</td>
<td>192</td>
<td>-</td>
</tr>
<tr>
<td>Other Support Staff</td>
<td>207</td>
<td>172</td>
<td>151</td>
<td>157</td>
<td>6</td>
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<tr>
<td><strong>Total Staff</strong></td>
<td><strong>2,298</strong></td>
<td><strong>2,253</strong></td>
<td><strong>2,227</strong></td>
<td><strong>2,309</strong></td>
<td><strong>82</strong></td>
</tr>
</tbody>
</table>
Budget Risks

Enrolment projections vary from actual results

- Low risk given conservative approach applied

Utility costs are subject to further pricing fluctuations

- Conservative approach taken in development of budget

Proposed sick leave model impact

- Impact on supply costs and salary costs
Budget Risks continued

Recent MOUs not in budget:

- Additional 2 weeks of maternity leave
- Sick days for employees who currently do not have them
- Reward program for certain staff for not taking sick days

34 Credit Threshold:

- Number of students estimated
Budget Reductions

Reductions in 2013-14 budget:

• **Staffing:**
  - Staffing related to declining enrolment
  - Non-replacement of vacant positions
  - Reduction of hours for one position
  - Potential elimination of one position
Budget reductions continued

Reductions in 2013-14 budget:

• Deferrals:
  ▪ Computer renewal
  ▪ Resource materials

• Other:
  ▪ Mandatory Professional development reduction
  ▪ Cancellation of non-binding contracts
  ▪ Overall reduction of non-staff budgets
  ▪ Reduction of maintenance equipment and supplies
Planning Areas
Planning Areas

**Academic**
- Program Services
- Student Services
- School Budgets
- Continuing Education

**Infrastructure**
- Facility Services
- Capital and debt

**Support**
- Administration
- Student Transportation

- $195.9M
- $39.3M
- $12.9M
Planning Areas continued

Further details can be found in the Annual Budget Report for each of the areas:

• Administration
• Transportation
• Operations
• Capital
• Learning Services
Capital and Debt
## Capital and Debt

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Capital</strong></td>
<td>17,012,274</td>
<td>17,167,475</td>
<td>18,091,703</td>
<td>17,577,757</td>
</tr>
</tbody>
</table>

### Graph

- **2010-2011 Actual**: 16,400
- **2011-2012 Actual**: 16,600
- **2012-2013 Estimates**: 17,200
- **2013-2014 Estimates**: 17,400

**Units**: Thousands
Capital and debt continued

Capital and debt is comprised of:

• Interest on long term debt
• Depreciation of capital assets

2013-2014 budget includes:

• $11.8M in depreciation
• $ 5.8M in interest costs on long term debt
Capital and debt continued

• School Condition Improvement funding ($1.5M) will be received again in 2013-14 to address renewal needs in older schools (built prior to 2007)

• Board continued commitment to dispose of surplus real estate assets: Sacred Heart, St. Joseph K, St. Patrick, Monsignor Gleason, any ARC closures required

• Continued Full Day Kindergarten implementation – more sites now requiring capital in order to accommodate program

• Board will apply for Capital Priorities Funding from Province
Capital and debt continued

This report was generated without using Virtual Events.
Areas of focus for the upcoming year:

- FDK capital renovations*
- St. Gabriel new elementary school*
- Blessed John Paul addition*
- St. Aloysius renovation*
- School Condition Improvement and renewal spending to address system infrastructure needs
- Accommodation reviews

*Note: project costs are not included in the budget as they will be financed once complete
Administration
## Administration

<table>
<thead>
<tr>
<th></th>
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</thead>
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<tr>
<td>Trustees</td>
<td>228,586</td>
<td>250,763</td>
<td>239,361</td>
<td>224,257</td>
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<tr>
<td>Director &amp; SO’s</td>
<td>1,210,175</td>
<td>1,234,376</td>
<td>1,557,169</td>
<td>1,418,613</td>
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<tr>
<td>Board Administration</td>
<td>5,140,885</td>
<td>4,869,192</td>
<td>4,797,648</td>
<td>4,747,517</td>
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<tr>
<td><strong>Total Administration</strong></td>
<td><strong>6,579,646</strong></td>
<td><strong>6,354,330</strong></td>
<td><strong>6,594,178</strong></td>
<td><strong>6,390,387</strong></td>
</tr>
</tbody>
</table>

![Bar Chart]

**Legend:**
- Trustees
- Director & SO’s
- Board Administration
- Total Admin Expenditures

**Units:** Thousands

<table>
<thead>
<tr>
<th>Year</th>
<th>Trustees</th>
<th>Director &amp; SO’s</th>
<th>Board Administration</th>
<th>Total Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011 Actual</td>
<td>87,980</td>
<td>466,563</td>
<td>2,064,002</td>
<td>3,013,105</td>
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<tr>
<td>2011-2012 Actual</td>
<td>88,460</td>
<td>470,906</td>
<td>2,118,063</td>
<td>3,266,439</td>
</tr>
<tr>
<td>2012-2013 Estimates</td>
<td>88,120</td>
<td>485,821</td>
<td>2,290,094</td>
<td>3,665,035</td>
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<tr>
<td>2013-2014 Estimates</td>
<td>88,000</td>
<td>490,100</td>
<td>2,395,084</td>
<td>3,703,184</td>
</tr>
</tbody>
</table>

**Notes:**
- The data reflects the administration expenditures for the years 2010-2011 to 2013-2014.
- The actual expenditures are compared with the estimates for each year.
- The expenditures show a steady increase year over year.
Administration

There have been no major budget changes

- Staff restructuring – ongoing to address workload and respond to declining enrolment
Student Transportation
## Student Transportation

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td><strong>Total Transportation Services</strong></td>
<td>5,783,355</td>
<td>6,014,477</td>
<td>5,916,508</td>
<td>6,146,319</td>
</tr>
</tbody>
</table>

### Thousands

![Bar chart showing transportation services over years](image-url)
Student Transportation continued

Significant changes in Student Transportation:

• Reduction to revenue due to enrolment decline

• Grand River Transit fees budgeted to increase
  ▪ GRT passes reduced

• Bell time change by 20 minutes at 1 site to accommodate route efficiencies
Future focus for student transportation:

- Re-negotiation of bus and taxi operator contracts which expire August 2014
- Further efficiencies will be minimal without coordinating bell times across the region
- Continued focus on student safety, ride time as well as assessing operator performance
Facility Services
Facility Services

Significant funding changes in Facility Services

- 7.9% increase in utility funding
- 2.0% increase in operations and maintenance funding (supplies, contracts etc)
# Facility Services Detail

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries &amp; Benefits</td>
<td>11,682,591</td>
<td>11,197,498</td>
<td>11,052,091</td>
<td>11,213,062</td>
</tr>
<tr>
<td>Utilities</td>
<td>4,701,714</td>
<td>4,486,896</td>
<td>4,498,908</td>
<td>4,802,788</td>
</tr>
<tr>
<td>Contracts &amp; Supplies</td>
<td>5,472,710</td>
<td>4,656,063</td>
<td>3,663,473</td>
<td>3,818,303</td>
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<tr>
<td>Other</td>
<td>276,360</td>
<td>554,035</td>
<td>266,238</td>
<td>679,901</td>
</tr>
<tr>
<td><strong>Total Facility Services</strong></td>
<td><strong>22,133,375</strong></td>
<td><strong>20,894,492</strong></td>
<td><strong>19,480,710</strong></td>
<td><strong>20,514,054</strong></td>
</tr>
</tbody>
</table>

![Bar chart showing Facility Services detail](chart.png)
Facility Services continued

Importance of the Learning Environment:

**Elementary capacity:** 135 to 578 pupil places

**Elementary enrolment:** 101 to 685 ADE

**Utilization rate:** 56% to 118%

**Secondary capacity:** 1,050 to 1,530 pupil places

**Secondary enrolment:** 960 to 1,759 ADE

**Utilization rate:** 94% to 118%
Importance of the Learning Environment continued:

Utilization rates are important to note as some schools have surplus capacity which result in vacant rooms and others are beyond capacity resulting in the need for 109 portables for the upcoming year.

ARC’s are necessary to ensure enrolment and capacity are managed effectively.
Importance of the Learning Environment continued:

Primary Class Size

• 100% of JK-3 classes contain 23 or fewer pupils
• 91% of JK-3 classes contain 20 or fewer pupils
• Grade 4-8 Board-wide average class size of 24.5 pupils
• Grade 9-12 Board-wide average class size of 22 pupils
Current year focus:

- Reducing set points by 1 degree for heating season (per survey results)
- Increasing set point by 1 degree for cooling season (per survey results)
- Lockdown protocol, safe welcome programs review
- Fire Safety Plans – review and standard update
- Energy efficient lighting upgrades
Facility Services continued

Future focus:

• Solar projects
• Ensuring the Board is as energy efficient as possible
• Working with schools re: renewal needs
Learning Services
Learning Services is comprised of:

- Program Services
- Student Services – Special Education
- School Budgets
- Continuing Education
Learning Services continued:

- Learning Services makes up about 80% of entire budget allocation
- Within that, 94% of the budget is salaries and benefits
- Salaries included: teachers, principals, vice principals, support staff such as EAs, CYCWs, ECEs and other school staff
- EPOs are usually directly beneficial to Learning Services initiatives (i.e. 50% Early Learning)
# Learning Services

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Services</td>
<td>148,526,010</td>
<td>152,277,696</td>
<td>154,065,022</td>
<td>157,253,431</td>
</tr>
<tr>
<td>Special Education</td>
<td>28,206,305</td>
<td>29,028,425</td>
<td>28,061,781</td>
<td>27,837,735</td>
</tr>
<tr>
<td>Continuing Education</td>
<td>10,149,099</td>
<td>9,804,355</td>
<td>9,361,496</td>
<td>9,822,691</td>
</tr>
<tr>
<td>School Budgets</td>
<td>2,783,156</td>
<td>2,706,309</td>
<td>2,579,823</td>
<td>2,546,629</td>
</tr>
<tr>
<td><strong>Total Learning Services</strong></td>
<td><strong>189,664,570</strong></td>
<td><strong>193,816,785</strong></td>
<td><strong>194,068,122</strong></td>
<td><strong>197,460,486</strong></td>
</tr>
</tbody>
</table>

![Bar Chart](chart.png)
### Learning Services: Program Services Detail

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Salaries &amp; benefits</td>
<td>142,228,543</td>
<td>147,777,015</td>
<td>146,391,822</td>
<td>150,245,778</td>
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<tr>
<td>Text books &amp; instructional supplies</td>
<td>2,221,151</td>
<td>1,430,523</td>
<td>2,338,758</td>
<td>1,580,447</td>
</tr>
<tr>
<td>Contracts &amp; other services</td>
<td>1,953,865</td>
<td>2,573,959</td>
<td>3,437,307</td>
<td>4,591,400</td>
</tr>
<tr>
<td>Staff development</td>
<td>609,526</td>
<td>599,311</td>
<td>695,778</td>
<td>441,891</td>
</tr>
<tr>
<td>Other</td>
<td>1,512,925</td>
<td>1,539,926</td>
<td>1,201,357</td>
<td>393,918</td>
</tr>
<tr>
<td><strong>Total Program Services</strong></td>
<td><strong>148,526,010</strong></td>
<td><strong>153,920,734</strong></td>
<td><strong>154,065,022</strong></td>
<td><strong>157,253,433</strong></td>
</tr>
</tbody>
</table>

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**Bar Chart:**
- **Salaries & Benefits**
- **Supplies**
- **Contracts**
- **Staff Development**
- **Other**

**Chart Details:**
- **Thousands**
## Learning Services: Student Services Detail

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary &amp; Benefits</td>
<td>26,958,655</td>
<td>26,210,596</td>
<td>26,733,483</td>
<td>26,565,316</td>
</tr>
<tr>
<td>Textbooks &amp; Instructional Supplies</td>
<td>189,322</td>
<td>180,385</td>
<td>252,657</td>
<td>240,780</td>
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<tr>
<td>Contracts</td>
<td>151,072</td>
<td>171,629</td>
<td>169,969</td>
<td>252,625</td>
</tr>
<tr>
<td>Staff Development</td>
<td>146,713</td>
<td>73,875</td>
<td>165,921</td>
<td>100,285</td>
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<tr>
<td>Other</td>
<td>760,542</td>
<td>748,902</td>
<td>739,751</td>
<td>678,729</td>
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<tr>
<td><strong>Total Special Education</strong></td>
<td><strong>28,206,304</strong></td>
<td><strong>27,385,387</strong></td>
<td><strong>28,061,781</strong></td>
<td><strong>27,837,735</strong></td>
</tr>
</tbody>
</table>

### Bar Chart

- **Salaries & Benefits**
- **Supplies**
- **Contracts**
- **Staff Development**
- **Other**

![Bar Chart](chart.png)
## Learning Services: School Budgets

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>1,522,046</td>
<td>1,539,756</td>
<td>1,465,422</td>
<td>1,455,698</td>
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<tr>
<td>Secondary</td>
<td>1,261,110</td>
<td>1,166,553</td>
<td>1,114,401</td>
<td>1,090,932</td>
</tr>
<tr>
<td>Total School Budgets</td>
<td>2,783,156</td>
<td>2,706,309</td>
<td>2,579,823</td>
<td>2,546,630</td>
</tr>
</tbody>
</table>
School budgets are a function of enrolment which account for annual decline in funding

School Budget allocations should:

• Cover resources, materials and supplies for school
• Supply teacher costs – local PD
• Library resources
• Replacement furniture
• Reflect the school needs and improvement plans
Three Key Ministry Priorities for Education:

- High levels of student achievement;
- Reduced gaps in student achievement and
- Increased public confidence in public education.
Learning Services

Program Services is responsible for curriculum planning and school effectiveness.

Student Services provides support to all students, with special emphasis on those with an Individual Education Plan (IEP).

Learning Services is working towards a seamless model. The Board recognizes that what is necessary for some is good for all.
Budget submission for Learning Services concentrates on the 2 main Board priorities:

• Faith Development and
• Student Achievement

Budget submission reflects both the Ministry and Board priorities
Reflection of Board Ends:

1. Learners:
   a) Live their faith
      i. where faith practice forms an integral part of their daily lives as members of the school community.
      ii. where they have knowledge of the history, teaching, values and doctrines of the Catholic faith.
      iii. where they are contributors to society, dedicated to the common good.
Reflection of Board Ends continued:

2. Learning communities:
   a) are lived models of our Catholic faith
      I. where all are welcomed.
      II. where all are treated with respect.
      III. where all are caring stewards of their world.
   b) are inclusive:
      I. where everyone understands that our faith calls us to inclusion.
      II. where there is a continual renewal of commitment to the inclusion of all.
      III. where all students experience instruction and assessment that is differentiated based on their needs.
      IV. where all students are entitled to be in their home school in age appropriate classrooms.
   c) act as a part of a greater whole, recognizing their interdependence within the home, school and parish triad
Learning Services: Faith Development

Areas of focus for the upcoming year:

• Catholic Graduate Expectations
• Equity and Inclusion
  ▪ Restorative Justice/Practice
  ▪ Safe Schools
  ▪ Supporting students of a sexual minority
  ▪ Poverty and Learning
• Spiritual Development Day
• Retreat Experiences (per survey results)
• Dominican Encounter
Our budget priority reflects our commitment to our Catholic distinctiveness.

Budget is allocated and protected to support:

- Pastoral Care Teams
- Chaplaincy leaders
- Safe schools
- Poverty
Learning Services: Faith Development

Programming Highlights:
• Safe Schools
• Equity and Inclusion
Safe Schools

• Funding: $0.3M (same as prior year)
• Promotes an inclusive and safe school environment and raises awareness of respectful classrooms
• All schools participate in programs
  ▪ Imagine Program
  ▪ PALS program
  ▪ WE Schools Action Team
Equity and Inclusion

- Funding: Internally earmarked
- Commitment to a restorative approach to relationships, learning, and discipline. This approach sees the call to live in relationship as the foundation of all activity and reflects the Catholic commitment to affirm the essential dignity of the human person and recognize their need to participate in the community
Learning Services: Faith Development

Equity and Inclusion continued

- Restorative Justice/Practice
- Supporting students of a sexual minority
- Poverty and Learning Committee
- Spiritual Development Day
Future Focus:

• Updating faith curriculum (per survey results)
  ▪ Update Religious education curriculum
  ▪ Fully Alive program
Reflection of Board Ends:

1. Learners:
   
   b) Achieve academic success
      
      I. which is reflected by WCDSB results that significantly exceed provincial standards as measured in EQAO and literacy tests.
      
      II. where they have knowledge and skills to pursue suitable career and life paths.
Areas of focus for the upcoming year:

- School Effectiveness Framework (K-12)
- Learning For All (K-12)
- Growing Success (K-12)
- Inquiry based learning (K-12)
- Monitoring & increasing success of students on IEP’s and English Language Learners
- Assistive technologies
- Literacy, Numeracy, Pathways, Community, Culture & Caring
- Secondary credit accumulation & graduation rates
- EQAO (Grades 3, 6, 9 & 10)
- Targeted Ministry funding: Aboriginal Education, Equity and Inclusion, Mental Health etc.
EQAO

• Research demonstrates that students who meet the provincial standard early in their schooling are most likely to maintain that high achievement in secondary school.

• Students who do not meet the provincial standard early in their schooling are most likely to struggle in later grades.
EQAO continued:

Grade 3 Reading
Grade 3 Writing
Grade 3 Math
Grade 6 Reading
Grade 6 Writing
Grade 6 Math
Academic Math
Applied Math
OSSLT

2011 - 2012 EQAO Results

MI
Learning Services: Student Achievement

Programming Highlights:
• Early Learning
• Literacy and Numeracy Supports
• Student Success
• 21st Century Learning
• Specialist High Skills Major (SHSM)
• Alternative Learning Program at St. Don Bosco
• First Nations, Metis & Inuit Education (FNMI)

Our Priorities within Learning Services:
• Maintain our focus on schools working with schools to provide professional learning for staff
Learning Services: Student Achievement

Early Learning

• Funded $11.5M (increase of $3.6M over prior year)
• Supports teaching and support staff
• Provides special needs and facilities support
• 2,145 Early Learning Pupils

Extended Day

• Payments received $1.2M (increase of $0.7M over prior year)
• Operates on board-wide break-even as some sites are chosen to provide additional community support
Early Learning continued:
Program timeline

<table>
<thead>
<tr>
<th>Year</th>
<th>Schools</th>
<th>Extended Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>8 schools</td>
<td>No extended day</td>
</tr>
<tr>
<td>Year 2</td>
<td>11 schools</td>
<td>3 extended day</td>
</tr>
<tr>
<td>Year 3</td>
<td>22 schools</td>
<td>13 extended day</td>
</tr>
<tr>
<td>Year 4</td>
<td>36 schools</td>
<td>21 extended day</td>
</tr>
<tr>
<td>Year 5</td>
<td>45 schools</td>
<td>? extended day</td>
</tr>
</tbody>
</table>
Early Learning continued:

### Core Day
- Teacher & ECE team
- EA support
- Focus on play-based learning
- Early Learning curriculum

### Extended Day
- Extension of core day
- Cost recovery basis
- Partnership with Region
- 320 students registered
Learning Services: Student Achievement

Student Success

• Funded $0.8M (same as prior year)
• Provides for 2 literacy/numeracy teachers
• Support for Student Success Lead
• Student Success initiatives
  • Student Voice
  • Adolescent Literacy Cross Panel
  • Numeracy Cross Panel
  • Student Success Cross Panel
  • Blended Learning
  • Bright Links
  • IPP/Career Cruising Prof Learning
  • School Learning Teams
Student Success continued:

- Literacy and Numeracy Support
  - Empower, NFL, Strong Start, Skills Builder, Student Work Study, Intervention Math Programs

- Family of Schools Strategic Professional Learning Support Model funded through external sources other than program (i.e. GSN and EPO)

- Strategic Family of Schools model where the following consultants will have Family of Schools school improvement duties as part of their portfolio
Learning Services: Student Achievement

21st Century Learning

- Funding: $0.1M (same as prior year)
- Supports full time 21st Century Learning champion

Student Outcomes for 21st Century Teaching and Learning

- Creativity, Entrepreneurship and Innovation
- Communication and Collaboration
- Research and Information Fluency
- Critical Thinking and Problem-Solving
- Digital Citizenship and Stewardship
- Technology Operations and Concepts
Student Success continued:

Working Groups:
- The 21st Century Classroom and Environment
- Library as Learning Commons
- Role of Technology
- Student Voice and Parent Engagement
- Digital Citizenship and Social Media
- Community Partnerships

Dedicated staffing to support student success:
- 14.5 teachers at all secondary sites
- 2 Student Success consultants (new this year)
- 2.5 Attendance Counselors (0.5 added this year – SAL)
Specialist High Skills Major

- Funding: $0.5M (decrease of $0.2M over prior year)
- Encourages students to focus their secondary school education on a career area of their choice
- 13 majors available from arts to construction
Learning Services: Student Achievement

Alternative Learning Program (St. Don Bosco)

• Funding: Internally earmarked

• The Board will continue to offer flexible, adaptable and relevant programs to students to assist them with earning high school credits (per survey)
First Nations, Metis and Inuit Education (FNMI)

- Funding: $0.2M (same as prior year)
- Supports Native Studies classes including teacher and resources
- Ministry initiative to provide education and awareness
- The Board continues to see increased credits earned at the secondary schools annually
- The Board will continue to bring Aboriginal elders to schools to share experiences and cultures (per survey)
Learning Services: Student Achievement

Special Education

• Funding: $26.7M

Budget has been presented and reviewed by SEAC

The Board will continue to meet student learning needs with programs such as:

• Corrective Reading
• Empower
• Learning Language and Loving It
• Autism Pro
• Assistive Technology
Importance of the Learning Environment continued:

Levels of Support

- Pervasive
- Extensive
- Limited
- Intermittent

Universal Learning Components for All Students:
- Universal Design for Learning
- Diversity of Student Needs
- Learning Styles
- Differentiated Instruction
- Social/Behavioural Expectations
- Classroom Management
- Assessment
- Evaluation
- Multiple Intelligences
- Accommodations
- Understanding Behaviour
- Cooperative Learning
- Program Planning
- Classroom Routines and Expectations
- Use of Technology

Inclusion

Education for All

Special Education Services: A student’s IEP drives the program and service provided to a student. It is developed collaboratively with input from the Parent, Principal, Special Education Teacher, Classroom Teacher, Collaborative Team and Community Agencies.
Importance of the Learning Environment continued:

Allocation of Education Assistants and CYCW’s

- Data driven decision
- Data collection tool to identify current and anticipated pupil need
- Meetings with all schools
Importance of the Learning Environment continued:

Data indicates:

• support for students who need assistance with self-regulation, and support for resolving conflict is key

“Self-regulation is the ability to control your mental, emotional and physiological state to the task at hand.”
Learning Services: Student Achievement

Special Education continued:

• Many students need support with resolving conflicts and in developing their social skills
• This requires the skill set of a Child and Youth Care Worker who delivers proactive, one-to-one, small group and class-wide instruction on topics such as conflict resolution, anti-bullying and social skills.
### Learning Services: Student Achievement

#### Special Education continued:

<table>
<thead>
<tr>
<th>Position</th>
<th>2012-2013 Estimates</th>
<th>2013-2014 Estimates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Section 23</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>SERT</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Psychoeducational Consultants</td>
<td>5</td>
<td>4.5</td>
</tr>
<tr>
<td>Social Worker</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Attendance Counselor</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Speech &amp; Language consultant</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Speech &amp; Language Assistants.</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Itinerant gifted, vision, hearing teachers</td>
<td>12</td>
<td>11.5</td>
</tr>
<tr>
<td>Community Workplace Officer</td>
<td>0.5</td>
<td>0.5</td>
</tr>
<tr>
<td>Elementary Special Education Teachers (enrollment driven)</td>
<td>52</td>
<td>51.5</td>
</tr>
<tr>
<td>Secondary Special Education Teachers (enrollment driven)</td>
<td>23</td>
<td>22.5</td>
</tr>
</tbody>
</table>
Mental Health

- Funding: $0.1M (new this year)
- Mental Health Lead will be hired
- Ministry and Board focus on Mental Health and Addictions
Learning Services: Student Achievement

Future Focus:

- Instructional Rounds
- Student Success and Mental Health
- 21st Century Learning
- Learning for All
- Internal Review of Individual Education Plans
- Transition Planning for our students
- Inclusion
Learning Services:
Continuing Education

www.wcdsb.ca
Learning Services: Continuing Education

Funded through the GSN and student fees

GSN $5.1M
Student fees $2.9M
MCI $1.7M

Total Revenues $9.7M
# Learning Services: Continuing Education

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Salaries &amp; Benefits</td>
<td>9,106,513</td>
<td>8,945,801</td>
<td>8,245,194</td>
<td>8,413,483</td>
</tr>
<tr>
<td>Supplies</td>
<td>543,094</td>
<td>650,427</td>
<td>969,837</td>
<td>1,284,428</td>
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<tr>
<td>Contracts</td>
<td>157,820</td>
<td>132,455</td>
<td>108,535</td>
<td>81,636</td>
</tr>
<tr>
<td>Other</td>
<td>341,672</td>
<td>75,673</td>
<td>37,930</td>
<td>43,144</td>
</tr>
<tr>
<td><strong>Total Continuing Education</strong></td>
<td><strong>10,149,099</strong></td>
<td><strong>9,804,355</strong></td>
<td><strong>9,361,496</strong></td>
<td><strong>9,822,691</strong></td>
</tr>
</tbody>
</table>

![Bar chart showing the expenditure for different categories over the years](chart.png)

- **Salaries & Benefits**
- **Supplies**
- **Contracts**
- **Other**
Learning Services: Continuing Education

St. Louis Adult Learning and Continuing Education Centre

- Supporting the community for over 25 years
- Specializes in secondary school credits (SSC), language training and workplace skills training
Changes to budget

Business model changes:

• Reduction in PSW classes offered
• Elimination of Personal Interest courses
• Elimination of TDA Apprenticeship Hairstyling
• Elimination of Computer Assistance Labs
Changes to budget continued:

- Labour framework impacts
  - Potential sick leave/maternity leave/Short Term Disability costs $0.2M (employees not previously eligible)
- 34 credit threshold contingency
Learning Services: Continuing Education

Program Highlights

• Increase in ESL students (small over prior years)
• Increase in correspondence students & lessons marked
• Increase in E-learning correspondence programming
• Decrease in Secondary School Credit (SSC) courses in Cambridge
• Reduced hospitality students
Future Focus
• Program viability at all sites
• Suitability of Cambridge site
• Continued marketing and promotion programs
• Addressing future accommodation needs
Overall Board
Future Focus
Future Focus

• Addressing continued declining enrolment and ensuring financial sustainability
• Reviewing spending and associated funding sources
• Negotiations
• Monitoring 34 credit threshold
• Accommodation Reviews
Concern Areas of the WCDSB Budget

• Declining enrolment – approximately 300 pupils A.D.E. 2014-2015
• I.T. infrastructure
• Learning Services supports
• Need for Departmental Structural Review
Summary and Motions
Summary

• The budget is balanced.
• Question period for Trustees: June 10 – 21, 2013.
• Budget Submission Date – June 28, 2013.
• The budget is compliant with board policy and Ministry requirements.
• There is inherent risk in some areas of the budget as noted earlier in this presentation.
Proposed Budget Motions

1. That the Board of Trustees approve an operating budget of $230,511,246 for the 2013-2014 school year.

2. That the Board of Trustees approve a capital budget of $17,577,757 for the 2013-2014 school year.

3. That the Board of Trustees directs Administration to file this balanced budget with the Ministry of Education before the deadline of June 28, 2013.
Questions can be submitted to:

budget@wcdsb.ca

by June 21st