



EXECUTIVE COMPENSATION PROGRAM FOR THE ST. CLAIR CATHOLIC DISTRICT SCHOOL BOARD

January 2018

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Cover Letter

Dear Community Member,

In 2014, the Government of Ontario began the process of developing public sector compensation frameworks to ensure a transparent and consistent approach to executive compensation. The *Broader Public Sector Executive Compensation Act of 2014* (“BPSECA” or “the Act”), introduced by the Ontario Government, applies to all Ontario public sector designated employers, including universities, colleges, hospitals, and school boards. This includes the St Clair Catholic District School Board.

In compliance with the *Act*, Ontario Regulation 304/16 – *Executive Compensation Framework*, and Ontario Regulation 187/17 (“*the Regulations*”), all 72 Ontario public sector school boards collaboratively developed a comprehensive proposed Executive Compensation Program to support executive compensation management across the Province. This work was completed in consultation with Mercer (Canada) Limited, an independent consulting firm that specializes in executive compensation. The proposed Executive Compensation Program sets out a rational compensation approach for executive positions across all school boards, including those in our Board. The school boards are committed to meeting the intent and goals of the Ministry of Education and Treasury Board Secretariat to ensure responsible and transparent executive compensation management in the Ontario broader public sector.

In the education sector, a competitive, fair, and responsible Executive Compensation Program is vital for attracting and retaining the talented, innovative leadership required to ensure continued progress in student achievement and success. Our proposed Executive Compensation Program balances the need to manage compensation costs and the need to attract and retain the executive talent we seek.

Key sections in our proposed Executive Compensation Program include:

- Executive Compensation Philosophy
- Executive Accountability & Complexity Matrix
- Proposed Comparator Organizations
- Proposed Executive Compensation Framework
- Executive Pay Envelope and Proposed Maximum Rate of Increase

As part of the Government Regulations, all Ontario broader public sector employers were required to conduct a 30-day public consultation on their proposed Executive Compensation Program. This occurred from December 19, 2017 to January 18, 2018.

Thank you,

John Van Heck
Chair of the Board

Background Information

The 72 Ontario school boards of the four publicly funded education systems worked through a Steering Committee to develop a Province-wide sector-based proposed Executive Compensation Program for Directors of Education, Associate Directors, Supervisory Officers, and other executive positions, as per the Act and the Government Regulations.

The Steering Committee was comprised of leadership from the following groups:

- Association des conseils scolaires des écoles publiques de l’Ontario (“ACEPO”)
- Association des gestionnaires de franco-ontarienne (“AGEFO”)
- Association franco ontarienne des conseils scolaires catholiques (“AFOCSC”)
- Conseil ontarien des directrices et des directeurs de l’éducation de langue française (“CODELF”)
- Council of Ontario Directors of Education (“CODE”)
- English Catholic Council of Directors of Education (“ECCODE”)
- Ontario Catholic School Trustees’ Association (“OCSTA”)
- Ontario Catholic Supervisory Officers Association (“OCSOA”)
- Ontario Public School Boards’ Association (“OPSBA”)
- Ontario Public Supervisory Officers Association (“OPSOA”)
- Public Council of Ontario Directors of Education (“PCODE”)

The school boards across the province and our Board, St. Clair Catholic District School Board, are committed to supporting and ensuring that the goals of the Act are met, including:

- Standardization - providing a consistent, evidence-based approach to setting compensation, based on research and consultation;
- Balance - managing compensation costs while allowing the school boards to attract and retain the talent necessary to deliver high quality public services; and,
- Transparency - enhancing the transparency of executive compensation decisions through public consultation and posting.

The proposed Executive Compensation Program developed for all Ontario school boards is intended to be transparent, evidence-based, and meets the requirements of the Act and the Government Regulation. At the St. Clair Catholic District School Board, the proposed Executive Compensation Program applies to the following designated executives:

Designated Executive	Executive Class
Director of Education	Director of Education
Associate Director, Corporate Services	Associate Director
Superintendent of Education 1	Executive / Supervisory Officer
Superintendent of Education 2	Executive / Supervisory Officer
Superintendent of Education 3	Executive / Supervisory Officer

Key Considerations

The school boards considered the following in the development of the proposed Province-wide Executive Compensation Program, including the proposed Executive Compensation Philosophy and the proposed Executive Compensation Framework:

- The need for common, rational compensation tools and executive management compensation principles that provide consistency / fairness in executive compensation and guidance for individual school boards to make reasonable compensation management decisions
- The need to reduce the current compensation compression that exists between executives and Principals, as salaries negotiated through collective agreements continued to increase during the executive compensation freeze, making it difficult to attract individuals to take on executive level accountabilities
- The need to keep pace with the evolving Ontario market and remain competitive
 - During the public sector executive compensation freeze, Canadian salaries typically increased by 2% - 3% annually and pay structures or grids typically increased by 1% - 2% annually, as per Mercer's Compensation Planning Surveys
 - Based on information from Mercer, over the past five years, salaries in Ontario have also increased by approximately 2% - 3% annually
 - Over the past five years, there has been over a 5% change in the consumer price index and an annual inflation rate of greater than 1.3%
- The need for external comparisons with the market to attract and retain high quality executive talent
- The need for internal equity and a common Framework across the 72 Ontario school boards
- The need to apply standards of accountability and complexity when determining the appropriate level of each school board, using a Province-wide Accountability & Complexity Matrix with a set of Core and Non-Core factors (*see section 6: Executive Accountability & Complexity Matrix*)
- The need for a balanced approach between affordability and attraction / retention needs
- The need for individual school boards to have the flexibility and accountability to determine the placement of their specific executives within the base salary range

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Key Development Steps

Based on the identified key considerations and using common compensation design principles, the Steering Committee, working together with Mercer consultants, developed the Province-wide sectoral proposed Executive Compensation Program.

The development process involved the following steps:

1. Formation of a Steering Committee with representatives across each of the types of school boards (e.g., Public, Catholic, English, French)
2. Collection of organization, job, and compensation information from Directors of Education, Associate Directors, Supervisory Officers, and other executives through the use of an Excel / online questionnaire
3. Development of a consensus-based Executive Accountability & Complexity Matrix, taking into consideration analysis on the data collected
4. Development of a consensus-based proposed Executive Compensation Philosophy through experiences from the Steering Committee as well as past recruitment practices
5. Development of a consensus-based proposed Executive Compensation Framework, using common compensation design practices and constructs

Executive Compensation Philosophy

Executive Talent Needs

The school boards require highly skilled and highly principled leaders to lead the organization in providing, promoting, and enhancing publicly funded education. Student achievement and success is a critical public service and requires innovative leadership to further advance the current public education system, taking into consideration technology advances that can assist with student learning. In their leadership capacity, executives are required to work and communicate with a variety of unique community groups, Government, and other stakeholders, understanding and taking into consideration the school board's population diversity when making decisions (i.e., spoken languages, socio economics, and differing abilities of students, parents, and other community members).

Directors of Education and Academic Supervisory Officers are typically recruited from the education sector (often within the school boards). Recently, there has been difficulty attracting and retaining executive talent at the school boards, due to the compensation compression resulting from executive compensation freezes and increasing Principal and Teacher salaries through collective bargaining. There have also been challenges attracting and retaining Business Supervisory Officers and other executives, who often have increased opportunity for alternative employment. These executive jobs are typically recruited from a variety of broader public sector organizations, as well as private sector organizations.

Leaders of Catholic School Boards, including the St. Clair Catholic District School Board, must also nurture and maintain positive working relations with all parish and diocesan partners in our mutual mission of evangelization. These Catholic leaders must strive to earn and maintain the confidence of employees, parents and parish partners as capable, faithful leaders of Catholic education.

Compensation Elements

The school boards are expected to provide maximum compensation for executives up to the 50th percentile of the selected external comparator organizations, as per the Government Regulations. Compensation for school board executives consists of base salaries, pensions, and benefits. Each component of compensation plays an important role in the attraction, retention, reward, and recognition of the executives needed to carry out the school board's mission.

Base Salaries: Base salaries provide regular compensation to executives for their contributions to the organization. The proposed Provincial Program outlines a base salary range for school board executives. Individual base salaries may vary across executives considering their tenure, experience, relative accountabilities, and relative scope within the organization and across school boards.

Pension and Benefits: Consistent with the Government Regulations, our school board provides similar pension and benefits arrangements to those provided to non-executive managers in our board. Additional coverage or elements are only provided to executives if there is a critical business need and / or it is needed for the effective performance of the executive's job.

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Executive Accountability & Complexity Matrix

An Accountability & Complexity Matrix was developed to systematically group the school boards into seven levels. This Matrix uses a set of five Core and two Non-Core factors to rate, rank, and review each school board based on accountabilities, size, and other complexity criteria.

The table below presents the five Core factors:

Core Factor Dimensions	Levels						
	1	2	3	4	5	6	7
	P1 < P20	P20 < P40	P40 < P60	P60 < P80	P80 < P99	P99 +	P99 ++
Projected Operating Budget (\$Millions)	\$1 - \$60	\$61 - \$140	\$141 - \$230	\$231 - \$380	\$381 - \$1,500	\$1,501 - \$2,500	\$2,501 +
# Schools	1 - 20	21 - 35	36 - 50	51 - 85	86 - 200	201 - 400	401 +
Projected Enrolment	1 - 4,700	4,701 - 9,700	9,701 - 17,900	17,901 - 33,900	33,901 - 99,550	99,551 - 200,000	200,001+
# Full-Time Equivalent Teachers	1 - 290	291 - 660	661 - 1,180	1,181 - 2,220	2,221 - 7070	7,071 - 10,000	10,001 +
# Superintendents	1 - 2	3 - 4	5 - 6	7 - 9	10 - 20	21 - 25	26 +

The number of levels was determined using an initial quintile (five level) approach with additional levels 6 and 7 added to capture the further accountabilities and complexities of the largest school boards (that significantly differed from those in level 5). The number of levels was also tested using Mercer's proprietary job evaluation system, International Position Evaluation.

The table below presents the two Non-Core factors that may have been used to modify the school board level.

Geographic Complexity	Takes into consideration the size of the board (i.e. square kilometres), but more so the complexities that typically arise from having to manage a broad set of differences/complications across a geography. This also relates to interacting with multiple municipalities, townships, or community groups, as well as the potential requirement to effectively interact with stakeholders in multiple languages or with significant cultural differences.
Community Partnerships	Takes into consideration the typical nature of the relationships and associations with First Nations bands or other community partners within a board's geography/mandate; and the added diversity and complexities that can be associated with multiple First Nations' and/or community partnerships.

Based on the Accountability and Complexity Matrix, our Board is designated as a level 2 board. The St. Clair Catholic District School Board (SCCDSB) submits that its position as a "Level 2" School Board is inappropriate having regard to the demands placed on its executives and the spirit of the legislation itself, that being to attract and retain quality executive talent to lead the School Board in providing, promoting, and enhancing publicly funded education. It is SCCDSB's position that a detailed consideration of its unique circumstances with respect to both of the "Non-Core" Factors (Geographic Complexity and Community Partnerships) leads to the conclusion that SCCDSB is more appropriately a "Level 3" School Board with regard to its executive compensation requirements.

Accountability and Complexity Matrix: Non-Core Factors

Geographic Complexity

The St Clair Catholic District School Board (SCCDSB) operates within a large geographic area (approximately 5,500 square kilometres) that is predominantly rural in nature. The Board works with 12 different municipal councils, the largest urban centre being the City of Sarnia with a population of 71,500. The remaining 158,500 are spread across 11 municipalities/townships throughout the District. The distance from the northeast corner of the district to the southwest corner is in excess of 180 kilometres and requires approximately 2 ½ to 3 ½ hours to travel by vehicle depending on traffic conditions.

SCCDSB Executives manage diverse complexities related to the geography in which they operate. These complexities include, but are not limited to:

- 1) the size of the board, fluctuating climate conditions, and related dangers; and
- 2) the consideration of both rural and urban environments across a wide geographical area and the requirement to effectively interact with and regularly visit with community stakeholders such as mayors, city councillors, municipal staff and other interested partners in order to, among other things, coordinate capital upgrades, school consolidations, the use of Community Hubs (sharing of excess space in schools), student transportation and various student services.

These geographic complexities have far reaching implications for the day-to-day management of SCCDSB, its students and the community at large. SCCDSB Executives are required to reach beyond the regular responsibilities outlined in their job descriptions to provide support and leadership to the communities that depend on the Board for critical services.

Across the total Board area of some 5,500 square kilometres, SCCDSB's five (5) executives manage a total of 28 schools as summarized below:

School Type	# of Schools in SCCDSB
Elementary Schools	26
Secondary Schools	2

SCCDSB has an extensive school bus transportation system which includes the operation of 311 school buses/school purpose vehicles that travel a combined distance of 46,000 kilometres daily, which is equivalent to travelling well in excess of the circumference of the earth every day.

Given the large geographic area covered by the SCCDSB, we are faced with the issue of having to deal with multiple climatic/weather zones that create serious travel risks for all Executives who are required to travel from November to April – over 60% of the academic school year. These climatic zones create risky travel conditions due to icy roads, heavy wind and snow that often cause a significant number of road closures, school bus cancellations and motor vehicle accidents every year.

The large geographic area and rural nature of the district creates additional challenges from a human resources and financial perspective as follows:

Human Resources

- 1) Requesting permanent secretarial staff (floats) to support non-core schools due to distance (often requires additional personal time commitment at end of their day).
- 2) Many casual secretaries living in core school areas are not willing to drive and/or cannot be on time for early morning starts (early starts often due to bussing).
- 3) Finding qualified casuals (e.g. Educational Assistants) that live/work in the remote locations and the lack of opportunity for them to get enough hours to make it worth their while (covering minimum hours for medical days), continually needing to re-hire; time/costs associated with reposting, interviewing, training.
- 4) Support team and Supervisor visits to remote schools requires a lot of downtime/unproductive time while driving, additional personal time commitment at end of their days.

Financial

- 1) Allocation of Board budgets for rural/smaller schools challenging to ensure equity for staff development, programming, technology and asset purchases
- 2) Additional significant costs for mileage related to float school support secretaries, casuals and Planning team school visits.
- 3) Bussing for Board events (i.e. grade 9 day) more costly, which may be paid from the smaller school budget allocations.
- 4) Additional costs for courier services to remote schools
- 5) Board Financial Instruction Bank branches are typically not available in smaller centers, therefore more overhead costs to reconcile and manage

In addition to the above, the Board is often faced with equity issues for students/families from a rural/urban perspective:

- 1) Families looking at core school programs (French Immersion, teams, class sizes) and requesting Out of Boundary recognition in order to better meet their child's needs and opportunities; administrative and planning complexity
- 2) Families working in cities or core areas requesting Out of Boundary recognition to better accommodate their family for convenience purposes, administrative and planning complexity

The rural and decentralized portion of the overall population also prevents many households from having access to specialized services. Access to specialized services for students with special needs may not be readily available in rural areas and are often supplemented by SCCDSB services (e.g. Autism support, Speech language, Occupational/Physical Therapists, etc.). SCCDSB has increasingly been looked upon as a provider that can "fill the gap".

Community Partnerships

Our Board is privileged to work with a diverse group of community partners within our vast geographic complexity. Included among our community partners are four (4) different Indigenous territories, as well as an urban Indigenous partnership:

- 1) Bkejwanong Walpole Island First Nation
- 2) [Eelūnaapéewi Lahkéewiit](#) Delaware Nation
- 3) Aamjiwnaang First Nation
- 4) The Chippewas of Kettle and Stony Point First Nation
- 5) The Sarnia Lambton Native Friendship Centre

These community partners provide ongoing support, history and perspective to our staff and students across the system. The partnerships range from supporting student achievement and well-being to building cultural competency among staff and students. Of note, the Heritage Centre of Bkejwanong Walpole Island First Nation provides teachings and hands on learning for students and staff on stewardship and traditional ways of

knowing that support and sustain our communities. Community members along with Thunderbird Crafts of Kettle and Stony Point provides teachings and authentic, locally crafted materials for students and staff to build a greater appreciation and understanding of traditions, culture, and perspectives. The Sarnia Lambton Native Friendship Centre provides student support in the areas of goal setting and leadership development while providing culturally appropriate learning directed to improve skills, knowledge, and attitude along with personal well-being.

In the 2016/17 school year, 360 grade 7-12 students had an opportunity to spend the day at Bkejwanong Walpole Island First Nation engaging in experiential, cultural and historical learning opportunities. Secondary students from Chatham Kent and Sarnia Lambton participate in Secondary First Nations and Métis Student Leadership Groups, who meet monthly with community partners.

These important partnerships visibly demonstrate the mutual commitment of our school district and the First Nation communities to work together to ensure a high quality academic and cultural education for First Nation students. Because we value relationships and authentic engagement, we are committed to engaging children, youth, families, and communities in culturally responsive learning programs, and partnerships that lead to shared leadership, shared responsibility, and shared decision-making in our education system.

In addition to our Indigenous partners, SCCDSB also interacts with a diverse group of community partners throughout our large geographic area to support student achievement and pathway development and consideration. During the 2016/17 school year every grade 8 student, elementary teacher, elementary administrator, secondary teacher and secondary administrator visited at least one of our local community colleges to engage in rich conversations about curricular connections between elementary, secondary and postsecondary institutions. Our community partners include, but are not limited to:

1. Lambton College - Dual credit , SWAC and OYAP programming
2. St Clair College (Chatham Campus) - Dual Credit, SWAC and OYAP programming
3. St Clair College (Windsor Campus) - Dual Credit, SWAC and OYAP programming
4. Ridgeway College - Pathway programming
5. Sarnia Lambton Workforce Development Board
6. Chatham-Kent Workforce Development Board
7. LIUNA (Labourers Union)
8. Communities in Bloom, Sarnia
9. CAS Sarnia Lambton
10. Sarnia Lambton Industrial Alliance
11. CAS Chatham Kent
12. Rebound, Sarnia
13. Chatham-Kent Children's Services
14. St. Clair Child and Family Services

In addition to the above, SCCDSB has partnered with 12 municipalities, as well as counties and business leaders across the region. These partnerships require frequent communication with community partners and are facilitated by Executive attendance at council meetings, programming discussions, and through the sharing of facilities for community use. Executives frequently engage with community leaders such as the respective municipalities, counties, business leaders, Indigenous communities and other stakeholders in order to discuss capital upgrades, maintenance, community celebrations and activities. Furthermore, SCCDSB Executives visit each community to discuss their 5-year capital plan which discloses possible school consolidations, excess space in schools, before and after school programs, proposed capital upgrades and interests in student transportation.

The myriad of partnerships described above are of great importance to our Board and the communities that we serve, however, it is also very clear that all of these partnership relationships contribute to a very high level of complexity for SCCDSB Executives, as they strive to manage the day-to-day operations of the Board. Based on the review of the 2 non-core factors of Geographic Complexity and Community Partnerships outlined in detail above, it is the position of the SCCDSB that we are appropriately a "Level 3" board with regard to our executive compensation requirements and we are formally seeking approval for designation as a Level 3 Board.

Proposed Comparator Organizations

The Government Regulations stipulate that a minimum of eight comparators must be used in the Comparative Analysis and development of the Executive Compensation Framework. In addition, all comparator organizations must be comparable with respect to three or more of the following factors:

- A. The scope of responsibilities of the organization's executives
- B. The type of operations the organization engages in
- C. The industries within which the organization competes for executives
- D. The size of the organization
- E. The location of the organization

Comparable positions generally include those that are similar with respect to essential competencies (knowledge, skills, and abilities), relative complexity, and the level of accountability associated with the position. The Director of Education executive class is compared to the head of an organization (e.g., President or Chief Executive Officer) and the Supervisory Officer executive class is compared to the Vice President level at comparator organizations.

A set of proposed comparator organizations was developed taking into consideration the factors outlined above, the markets that the school boards compete for executive talent, and the size and complexity of the school boards in each level. There are nine comparators for each school board level and a total of 41 comparators, with an approximate 78% weighting on education-focused organizations. While of the factors outlined above are important, size is a key consideration when doing compensation comparisons and was used in the selection of all comparators. The table below outlines the comparator organizations in our level. In addition to these comparators, the school boards conducted a series of internal analyses and the current compensation levels and practices at all 72 school boards were considered in the development of the proposed Framework. Each school board was compared to every other school board through the Executive Accountability & Complexity Matrix.

Market Segment	Level 3 Comparators (N=9)
Education	Brock University
	Cambrian College
	Fleming College
	London District Catholic School Board
	EQAO
	Ontario Educational Communications Authority
	Ontario French Language Educational Communications Authority
Broader Public Sector	Simcoe County
	Ontario Government Executive

Proposed Executive Compensation Framework

The proposed Executive Compensation Framework sets the base salary ranges for each of the school board's designated executives and was developed using common compensation management principles as well as the proposed external comparators identified in section 7, Potential Comparator Organizations.

The base salary range maximums are less than the 50th percentile compensation cap. As per the Government Regulations, the compensation cap was calculated using the maximum total cash compensation provided to comparable positions at the proposed external comparator organizations. The base salary range minimums were developed using a relatively common percentage range spread from the minimum to the maximum of the range. The base salary ranges for the Directors of Education are slightly larger as it is considered a "career range", the top position within the school board where an executive may stay within the position for many years. The executive ranges increase across the seven levels as there is increasing job variability.

While the Act and Government Regulations do not specifically require the development of ranges, base salary ranges were developed, so executives can be differentiated and paid appropriately, considering internal equity and consistency, as well as other individual characteristics, such as tenure, experience, and their relative accountabilities. Therefore, executives may be paid at different levels within the range based on these criteria.

The base salary ranges were developed taking into consideration the Principal salary grids (up to the end of the 2017/2018 school year). In order to reduce the compression and attract school board employees to executive positions, we strive to maintain approximately a 5% differential between the executive minimum and the maximum Principal salaries. As a result, the proposed Executive Compensation Framework may need to be revisited based on future collective bargaining or changes to collective agreements related to Teacher and Principal compensation.

The table below details the base salary range minimums and maximums for the Directors of Education, Associate Directors, and other executives (including Supervisory Officers).

Base salaries are presented in CAD \$000's

School Board Level	1	2	3	4	5	6	7
Directors	\$166 - \$198	\$176 - \$218	\$192 - \$237	\$208 - \$257	\$224 - \$277	\$239 - \$296	\$255 - \$316
Associate Directors	\$158 - \$166	\$167 - \$176	\$183 - \$192	\$198 - \$208	\$213 - \$224	\$228 - \$239	\$243 - \$255
Executives	\$140 - \$157	\$140 - \$166	\$140 - \$176	\$140 - \$185	\$140 - \$194	\$140 - \$204	\$140 - \$213

Our Board is accountable for determining the appropriate placement of our designated executives within the base salary range. The following criteria will be considered when determining their placement in the base salary range:

- The scope of the executive work, including the accountabilities and complexities of the position;
- External public sector comparators and internal school board comparators (at the same level as well as the levels directly above and below); and,
- The tenure, experience, and other individual characteristics (often a composite) of incumbents.

The table below details the Director of Education, Associate Director, and Executive base salary ranges for Level 3 school boards, including our Board:

Director of Education	\$192-237
Associate Director	\$183-192
Superintendents of Education	\$140-176

Executive Pay Envelope and Proposed Maximum Rate of Increase

The Government Regulations requires the calculation of a pay envelope (total of all actual base salaries paid to executives) and an annual maximum rate of increase. The table below outlines the pay envelope at the St. Clair Catholic District School Board and the proposed maximum rate of increase.

Envelope	Proposed Maximum Rate of Increase
\$889,000	5.0%

The provincial regulation permits the following: Actual annual increases paid to executives may be less than the proposed maximum rate of increase and individuals may receive more or less than the proposed maximum rate of increase, considering a variety of criteria, including their tenure in the designated executive position.

The provincial regulation also stipulates that increases will not be provided beyond the range maximum. Upon implementation of the Framework, the envelope may be prioritized for executives below the minimum of the range or executives in other unique circumstances.

The table below details the rationale for the proposed maximum rate of increase relative to the factors outlined in the Government Regulations.

Factor	Proposed Maximum Rate of Increase
The financial and compensation priorities of the Ontario Government	The Government has identified a need to take a balanced approach to managing public sector compensation, recognizing the need to maintain a stable, flexible and high-performing public-sector workforce that supports the government's transformational priorities and at the same time ensuring that public services continue to remain affordable. For executives, the Government wants to ensure that broader public-sector organizations are able to attract and retain the necessary talent to deliver high-quality public services while managing public dollars responsibly.
Recent Executive Compensation Trends	The school boards closely considered both executive compensation trends within the broader public sector as well as the sectors from which the school boards attract executive talent. The following trends reflect the findings of Mercer's most recent compensation planning study: <ul style="list-style-type: none"> - Canadian broader public sector average executive compensation increases are projected to be 2.6%; and, - Canadian services (non-financial) average executive compensation increases are projected to be 2.8%.
Comparison of Percentage of Operating Budget for Executive Salaries between our Board and its Comparators	The school boards regularly review the appropriateness of their executive organizational structures and staffing and believe that they are appropriate given the complexity of the organization, and do not warrant an overall reduction in the annual maximum increase to the pay envelope.

<p>The Effect on the Ability to Attract and Retain Talent</p>	<p>The school boards have difficulty attracting and retaining executive talent as Principal and Teacher salaries continued to increase, resulting in significant salary compression. The proposed maximum rate of increase must consider increases for represented jobs within the organization, as they are an important source for attracting talent to future executive positions. The proposed maximum rate of increase must provide the flexibility required to balance affordability with the need to avoid long-term pay compression, or inversion, between layers of management and between management and the bargaining units.</p>
<p>Any Significant Expansion that is Not a Result of Restructuring</p>	<p>This factor is not applicable to St. Clair Catholic District School Board now, but may be in future.</p>