



REGULAR BOARD MEETING
Tuesday, January 15, 2008 at 7:00 p.m.
Windsor Essex Catholic Education Centre
John Paul II Boardroom

A G E N D A

- | | | |
|----|--|--------|
| I | In-Camera Meeting – 6:00 p.m. | Page # |
| II | Regular Meeting of the Board - 7:00 p.m. | |

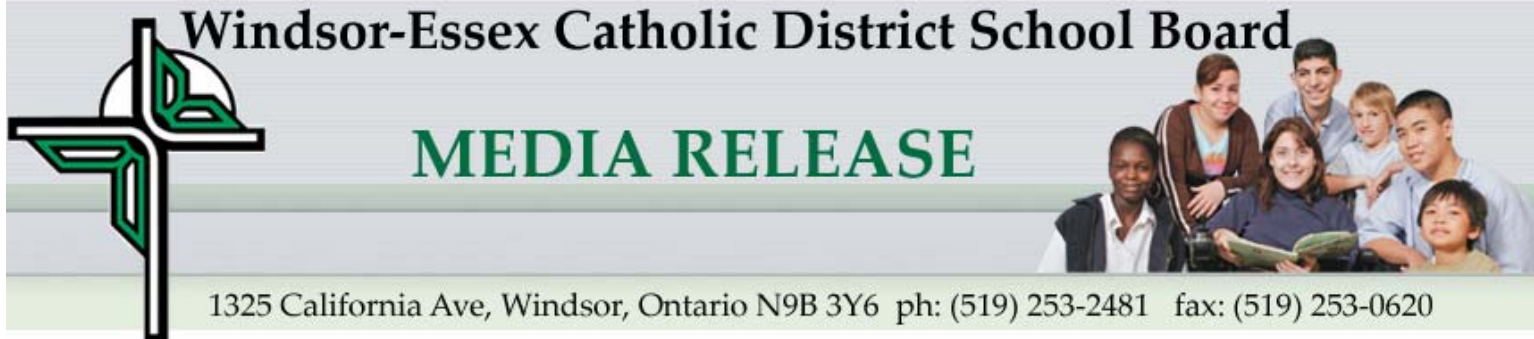
1. Call To Order
2. Opening Prayer
3. Recording of Attendance
4. Approval of Agenda
5. Questions Pertaining to Agenda
6. Disclosure of Interest - Pursuant to the Municipal Conflict of Interest Act.
7. Presentations
 - a. Recognition of Darlene Kennedy's Induction into the National Academy of Canada's Outstanding Principals 1
8. Delegations
 - a. Delegation Regarding Items Not on the Agenda
3:11.1 Any person(s) wishing to make a formal presentation to the Board shall make their intent known, in writing, to the Secretary at least one week prior to the regular meeting. They shall briefly explain in their petition the nature of their business. Discussion shall be limited to the petition and shall be not longer than ten (10) minutes. The time limit can be waived by the consent of the majority of the Board.
 - b. Delegations Regarding Items On the Agenda
3:11.2 Any person(s) wishing to appear before the Board and speak on an item appearing on the agenda of the Board Meeting has until NOON of the day of the Board meeting to make a request to the Secretary. They shall explain briefly the nature of their business. The discussion shall be limited to the item on the agenda and shall be no longer than ten (10) minutes.

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	c. Report: Board Policy Amendment (for final approval) - Draft Policy B: 01 Smoke Free Schools and Sites (P. Picard)	100 - 105
	d. Report: Board Policy Amendments (for approval in principle) - Draft Policy ST:05 Student Discipline Policy; Draft Policy SC:15 Code of Conduct; and, Draft Policy SC:18 Bullying Prevention and Intervention (L. Staudt/C. Geml)	106 - 127
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	h. Report: Board Meeting Schedule for March and April 2008 (J. Berthiaume)	152 - 154
	i. Report: Board Resolution for Temporary Borrowing (M. Iatonna)	155 - 157
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14. Notice of Motion
15. Remarks and Announcements
 - a. Chairperson
 - b. Director of Education
 - c. Board Chaplain
16. Remarks/Questions by Trustees
17. Pending Items
18. Continuation of In-Camera, if required.
19. Future Board Meetings: (unless stated otherwise all meetings will be held at the Windsor Essex Catholic Education Centre - 1325 California Avenue, Windsor)
 - Tuesday, January 29, 2008
 - Tuesday, February 12, 2008
 - Tuesday, February 26, 2008 (TENTATIVE)
 - Tuesday, March 11, 2008 (TENTATIVE – March Break)
 - Tuesday, March 25, 2008 (TENTATIVE)
 - Tuesday, April 8, 2008 (TENTATIVE)
 - Tuesday, April 22, 2008
 - Tuesday, May 13, 2008
 - Tuesday, May 27, 2008
 - Tuesday, June 10, 2008
 - Monday, June 23, 2008
20. Closing Prayer
21. Adjournment

John Macri
Board Chairperson

Joseph Berthiaume
Director of Education & Secretary-Treasurer



Windsor-Essex Catholic District School Board

MEDIA RELEASE

1325 California Ave, Windsor, Ontario N9B 3Y6 ph: (519) 253-2481 fax: (519) 253-0620

FOR IMMEDIATE RELEASE
January 8, 2008

CATHOLIC CENTRAL PRINCIPAL RECOGNIZED AS ONE OF CANADA'S MOST OUTSTANDING

The Windsor-Essex Catholic District School Board is proud to celebrate the recognition of **Ms. Darlene Kennedy, Principal of Catholic Central High School** as one of **Canada's Most Outstanding Principals - 2008**. On Tuesday, February 26, 2008, Ms. Kennedy will be inducted along with 32 selected principals from each province and territory into the National Academy of Canada's Outstanding Principals.

Now in its fourth year, Canada's Outstanding Principals program was developed as an endeavour between The Learning Partnership and the Canadian Association of Principals, in collaboration with the University of Toronto's Rotman School of Management. Ms. Kennedy has been recognized for her unique and crucial contribution as "an exceptionally dedicated principal of a publicly funded school". The honour acknowledges "the extraordinary contributions made by a principal to the students and local community in helping to ensure quality education for Canada's young people".

Darlene Kennedy has earned the love and respect of countless students, staff, parents and community leaders during her teaching career in numerous Windsor and Essex County Catholic schools. Among her many noteworthy achievements, Ms. Kennedy assisted in the establishment of Catholic Central High School in the mid-1980's. Today, as the Principal of Catholic Central, Ms. Kennedy provides a unique blend of leadership qualities. Ms. Kennedy is noted for her untiring faith and love for her students and her daily support of their successes. Her leadership inspires the teaching staff to devote their efforts to the future lives and careers of Catholic Central graduates.

As one student noted in her letter of recommendation, "Ms. Kennedy is a kind principal who leads by example. Her welcoming nature has created a family-like atmosphere at CCH. Opening her arms with love and compassion towards anyone who walks through the doors of CCH, she provides an environment where students feel welcome."

From February 24 to 28, the 33 selected principals will participate in a five-day Executive Leadership Training Program at the prestigious University of Toronto's Rotman School of Management where they will have the opportunity to dialogue and reflect on leadership issues with other renowned leaders from the educational, social, cultural and business communities.

The Windsor-Essex Catholic District School Board congratulates Ms. Darlene Kennedy for this prestigious recognition as one of Canada's Outstanding Principals.

- 30 -

For further information contact:

Joseph Berthiaume, Director of Education, 519-253-2481, ext. 1201

Darlene Kennedy, Principal - Catholic Central High School, 519-256-3171



1325 California Avenue
Windsor, ON N9B 3Y6
CHAIRPERSON: John Macri
DIRECTOR OF EDUCATION: Joseph Berthiaume

**REGULAR BOARD MEETING
Tuesday, December 11, 2007 at 7:00 p.m.
Windsor Essex Catholic Education Centre
John Paul II Boardroom**

MINUTES

PRESENT

Trustees:	F. Alexander	P. Keane
	J. Courtney, Vice-Chair	J. Macri, Chair (<i>electronically</i>)
	M. DiMenna	L. Soulliere
	C. Janisse	
	Rev. L. Brunet, Board Chaplain	
	N. Bradley, Student Trustee	
Regrets:	Trustee B. Holland, Trustee S. Porcellini, and Student Trustee C. Resendes	
Administration:	J. Berthiaume (Resource)	L. Staudt
	C. Geml	J. Bumbacco
	M. Iatonna	C. Norris
	P. Picard	S. O'Hagan-Wong
	M. Seguin	R. Sasso
Recorder:	D. Steffens	

1. Call To Order - Vice-Chair Courtney assumed the Chair and called the meeting to order at 7:31 p.m.
2. Opening Prayer - Fr. Brunet opened the meeting with the reading of intentions and a prayer.
3. Recording of Attendance - Since Trustee Macri participated electronically, Vice Chair Courtney assumed the Chair. Trustees Holland and Porcellini sent regrets due to illness. Student Trustee Resendes regrets due to weather conditions.
4. Approval of Agenda

Amendments:

- DEFERRAL: Item 12g Report: Budget Report for the Fiscal Year Ended August 31, 2007 - deferred to the January 15, 2008 Regular Board Meeting

Moved by Trustee DiMenna and seconded by Trustee Keane that the December 11, 2007 Regular Board meeting agenda be approved as amended. Carried.

5. Questions Pertaining to Agenda - None.
6. Disclosure of Interest - Pursuant to the Municipal Conflict of Interest Act. - None.
7. Presentations

- a. St. Michael's Alternate High School Program

Superintendent Linda Staudt presented a videotaped of a CBC special interest story profiling the graduate program for St. Michael's Alternate High School Program. Broadcaster D. Molnar is a finalist in the New York Festivals' 2008 TV Broadcasting Awards Competition for the piece.

8. Delegations

- a. Delegation Regarding Items Not on the Agenda - None.
- b. Delegations Regarding Items On the Agenda - None.

9. Action Items

- a. Approval of Minutes

- i) Minutes of In-Camera Meeting, November 27, 2007

Moved by Trustee Soulliere and seconded by Trustee DiMenna that the minutes of the Committee of the Whole Board In-Camera meeting of November 27, 2007 be adopted as distributed. Carried.

- ii) Minutes of Regular Meeting, November 27, 2007

Moved by Trustee Keane and seconded by Trustee Janisse that the minutes of the Regular Board meeting of November 27, 2007 be adopted as distributed. Carried.

- iii) Minutes of Organizational Meeting, December 4, 2007

Moved by Trustee DiMenna and seconded by Trustee Janisse that the minutes of the Organizational Board meeting of December 4, 2007 be adopted as distributed. Carried.

- b. Items From In-Camera Meeting of December 11, 2007

Trustee DiMenna that the Windsor-Essex Catholic District School Board convened a closed Committee of the Whole Board meeting on December 11, 2007 pursuant to the Education Act - Section 207, to consider specific personnel and other matters permitted or required to be kept private and confidential under the Freedom of Information and Protection of Privacy Act.

Moved by Trustee DiMenna and seconded by Trustee Soulliere that the recommendations and directions of the Committee of the Whole Board at its in-camera meeting of December 11, 2007 be approved. Carried.

Trustee DiMenna made the following announcements:

- The reassignment of **Filomena Greco** from Vice-Principal at St. John Vianney and St. Peter Elementary schools to Vice-Principal St. John the Baptist, effective January 7, 2008
- The reassignment of **Michelle Mailloux** from Vice-Principal St. John the Baptist to Vice-Principal at St. John Vianney and St. Peter Elementary schools, effective January 7, 2008
- A Special Committee of the Whole Board In-Camera meeting has been scheduled for January 8, 2008, pursuant to the Education Act - Section 207.

10. Communications

a. External (Associations, OCSTA, Ministry) - None.

b. Internal (Reports from Administration)

i) Report: Administrative Staff Report

Moved by Trustee Soulliere and seconded by Trustee DiMenna that the Board receive the Administrative Staff Report on hiring, retirement and resignation of staff dated December 11, 2007 for information. Carried.

ii) Report: Legal Services – August and September 2007

Moved by Trustee Alexander and seconded by Trustee Soulliere that the Board receive the report Legal Services – August and September 2007 as information. Carried.

iii) Report: 2006 – 2007 Property Disposition and Acquisition Summary (M. Iatonna)

Moved by Trustee Soulliere and seconded by Trustee Janisse that the Board receive the Property Disposition and Acquisition Summary for 2006/2007 as information. Carried.

iv) Verbal Report: 2007 – 2008 Revised Estimates

Superintendent Iatonna reported that the Ministry requires school boards to submit revised estimates utilizing October 30 enrolments by November 30. A request for an extension to submit the board's revised estimates has been granted for the end of this week.

Moved by Trustee Alexander and seconded by Trustee Janisse that the verbal report concerning the 2007 - 2008 Revised Estimated be received as information. Carried.

11. Unfinished Business - None.

12. New Business

a. Field Trips:

i) Catholic Central and Assumption College Catholic High School - New York City (L. Staudt)

Moved by Trustee Keane and seconded by Trustee DiMenna that the Board approve the Assumption College and Catholic Central High School field trip to New York City scheduled from May 22 - 25, 2008. Carried.

ii) Assumption College Catholic High School - Quebec City

Moved by Trustee Keane and seconded by Trustee DiMenna that the Board approve the Assumption College Catholic High School field trip to Quebec City, Quebec from January 30 to February 2, 2008. Carried.

b. Report: Board Policy Amendment (for approval in principle) - Draft Policy F:01 Donations/Sponsorships/Partnerships

The proposed Draft Policy F: 01 Donations/Sponsorships/Partnerships replaces existing Board Policies F: 01 Donations and SC: 06 Corporate Sponsorship. A final draft will be presented for final approval at the next Board meeting, at which time a supporting procedure will be presented as information. Administration will follow-up with high schools to compile a list of student scholarships and bursaries available through donations and explore the possibility of a central access point for students to access the information.

Moved by Trustee Soulliere and seconded by Trustee Alexander that the Board approve in principle draft Policy F: 01 Donations/Sponsorships/Partnerships. Carried.

c. Report: Board Policy Amendment (for approval in principle) - Draft Policy B: 01 Smoke Free Schools and Sites

The proposed Draft Policy B: 01 Smoke Free Schools and Sites replaces existing Board Policy B:01 Smoke Free Schools and Sites. A final draft will be presented for final approval at the next Board meeting, at which time a supporting procedure will be presented as information. Director Berthiaume reported that the board is exploring smoking cessation programs free of charge for employees.

Moved by Trustee Alexander and seconded by Trustee DiMenna that the Board approve in principle Draft Policy B: 01 Smoke Free Schools and Sites. Carried.

d. Report: Revised School Year Calendar 2007 - 2008

The Board approved a School Year Calendar for the 2007 - 2008 school year at its regular meeting on April 10, 2007. On October 11, 2007, the Government of Ontario announced the creation of a province-wide statutory holiday known as "Family Day." The new holiday will occur on the third Monday in February of each school year, beginning February 18, 2008.

Moved by Trustee Keane and seconded by Trustee Janisse that the Board approve the revised School Year Calendar 2007 - 2008 for the Windsor-Essex Catholic District School Board to include the addition of the February 18, 2008 statutory holiday known as "Family Day." Carried.

e. Report: Ontario Association of Parents in Catholic Education (OAPCE) 2008 Annual Membership Fees

Moved by Trustee Soulliere and seconded by Trustee Janisse that the Board approve payment of the Ontario Association of Parents in Catholic Education (OAPCE) 2008 annual membership fees for 41 elementary school councils and 8 secondary school councils in the amount of \$60.00 per school. Carried.

- f. Report: Cafeteria Services Request for Proposal (RFP) Process
Moved by Trustee Alexander and seconded by Trustee Keane that the Board approve the request for proposal (RFP) process for cafeteria services and that administration proceed with the RFP in the month of February 2008.

Discussion followed regarding the possibility of deferring discussion on the report to January to allow some trustees time to request clarification and additional background information. The process will include a method to involve secondary principals and receive student senate input.

Moved by Trustee Janisse and seconded by Trustee DiMenna that the Board defer the report Cafeteria Services Request for Proposal (RFP) Process for discussion at the January 15, 2008. Carried.

- g. Report: Budget Report for the Fiscal Year Ended August 31, 2007 - This report was deferred to the January 15, 2008 Regular Board Meeting agenda.

13. Committee Reports

- a. Report: Special Education Advisory Committee (SEAC) Meeting of October 4, 2007 (A typographical error on page 2 of the October 4, 2007 SEAC minutes will be corrected.)
Moved by Trustee DiMenna and seconded by Trustee Janisse that the Board receive the Minutes of the October 4, 2007 Special Education Advisory Committee meeting as information. Carried.
- b. Report: Elementary School Council – Umbrella Group Meeting of November 14, 2007 (A typographical error on page 1 of the November 14, 2007 meeting notes will be corrected.)
Moved by Trustee Keane and seconded by Trustee DiMenna that the Board receive the report for the November 14, 2007 Elementary School Council – Umbrella Group meeting as information. Carried.
- c. Report: Audit Committee Meeting of November 14, 2007
Moved by Trustee DiMenna and seconded by Trustee Soulliere that the Board receive the Notes from the Audit Committee dated November 14, 2007 as information. Carried.

14. Notice of Motion - None.

15. Remarks and Announcements

- a. Chairperson - Trustee Courtney thanked everyone in system for their hard work and dedication to make 2007 a successful year for the board and indicated that she looking forward to 2008. Trustee Courtney wished everyone a peaceful Christmas season and happy New Year.
- b. Director of Education Berthiaume congratulated members of the organizing team for a very successful system-wide faith day on November 30, and congratulated members, coaches and supporters of the Holy Names Catholic High School senior football team for their performance that lead them to the Western Bowl. Director Berthiaume wished all trustees, staff and students the best for a happy Holy Christmas season.

- c. Board Chaplain Fr. Brunet wished everyone a holiday season filled with the peace of Christ this Christmas.

16. Remarks/Questions by Trustees

- Trustee Janisse encouraged Student Trustee Bradley to conduct a student survey as soon as possible for the cafeteria services RFP. Trustee Janisse wished everyone a merry Christmas and happy New Year and asked everyone to keep wife's mother in prayers.
- Trustee Keane congratulated CBC Video Journalist and reporter Dale Molnar for the excellent work on the special interest story on St. Michael's Alternate High School program and wished him success in his award nomination. Trustee Keane thanked all employees who assisted with the organization of the Together in Faith Day and commented on the valuable message delivered by the keynote motivational speaker. Trustee Keane wished everyone a merry Christmas.
- Trustee Alexander thanked Superintendent Iatonna and Steve Kapusta from the City of Windsor Transportation Planning Division for attending St. Jules School Council meeting to discuss safety issue pertaining to traffic in the area of the school. Trustee Alexander wished everyone a merry Christmas.
- Trustee Soulliere wished everyone a merry Christmas.
- Trustee DiMenna wished everyone a merry Christmas.
- Trustee Macri wished everyone a merry Christmas.
- Student Trustee Bradley commented on initiating a survey for student input on cafeteria services and indicated that trustee input into the process would be welcomed. Student Trustee Bradley indicated that she and Student Trustee Resendes are interested in the possibility of revising the student trustee term to a staggered two year term to make the role more effective. Student Trustee Bradley wished everyone a merry Christmas and happy New Year.

17. Pending Items - None.

18. Continuation of In-Camera - Not required.

19. Future Board Meetings: (unless stated otherwise all meetings will be held at the Windsor Essex Catholic Education Centre - 1325 California Avenue, Windsor)

- Tuesday, January 15, 2008
- Tuesday, January 29, 2008
- Tuesday, February 12, 2008
- Tuesday, February 26, 2008
- Tuesday, March 11, 2008 (TENTATIVE – March Break)
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- Tuesday, April 22, 2008
- Tuesday, May 13, 2008

- Tuesday, May 27, 2008
- Tuesday, June 10, 2008
- Monday, June 23, 2008

20. Closing Prayer - Fr. Brunet closed the meeting with a prayer.
21. Adjournment - There being no further business, the Regular Board meeting of December 11, 2007 adjourned at 8:25 p.m.

Not approved.

Joan Courtney
Board Vice-Chairperson

Joseph Berthiaume
Director of Education & Secretary-Treasurer



Ontario Catholic School
Trustees' Association

P.O. Box 2064, Suite 1804
20 Eglinton Avenue West
Toronto, Ontario M4R 1K8
T. 416.932.9460 F. 416.932.9459
ocsta@ocsta.on.ca www.ocsta.on.ca

Bernard Murray, *President*
Paula Peroni, *Vice President*
John Stunt, *Executive Director*

January 7, 2008



MEMORANDUM

TO: Chairpersons and Directors of Education
- All Catholic District School Boards and School Authorities

FROM: Carol Devine, Director, Legislative and Political Affairs

SUBJECT: Provincial Pre-Budget Consultations

The Ontario legislature's Standing Committee on Finance and Economic Affairs has announced the dates of its public hearings for Pre-Budget Consultations.

Attached is information regarding the schedule of hearings and the process for making submissions, either oral or written, as well as the membership of the Standing Committees. A more detailed schedule will soon be available on the Standing Committee website.

OCSTA has requested a place at the hearings in Toronto. The Association's brief will be based on our 2007 Finance Brief, as circulated to you in December. We encourage boards to make local submissions and would appreciate receiving a copy of any oral or written presentations you may make.

Attachment

PRE-BUDGET CONSULTATIONS
CONSULTATIONS PRÉBUDGÉTAIRES

The Standing Committee on Finance and Economic Affairs will meet to conduct Pre-Budget Consultations.

The Committee intends to hold public hearings in Toronto on January 21 and 28, 2008; in Sault Ste. Marie, Timmins, and Thunder Bay during the week of January 22, 2008; and in Kingston, Guelph, and London during the week of January 29, 2008.

All interested people who wish to be considered to make an oral presentation should contact the Clerk of the Committee by **5:00 p.m. on Friday, January 11, 2008.**

Those who do not wish to make an oral presentation but who are interested in commenting on the issue may send a written submission to the Clerk of the Committee at the address below by **5:00 p.m. on Thursday, January 31, 2008.**

Pat Hoy, MPP
Short
Chair/Président
Clerk/Greffier

William

Room 1405, Whitney Block/Bureau 1405, édifice Whitney
Queen's Park, Toronto, ON M7A 1A2

Telephone/Téléphone:
Facsimile/Télécopieur:
TTY/ATS:
3538

(416) 325-3883
(416) 325-3505
(416) 325-

Collect calls will be accepted/
Nous acceptons les appels à frais virés.

Ces renseignements sont disponibles en français sur demande.

Committee Members

Chair

Pat Hoy
LIB / Chatham--Kent--Essex

Vice-Chair

Jean-Marc Lalonde
LIB / Glengary--Prescott--Russell

Member

Sophia Aggelonitis
LIB / Hamilton Mountain

Ted Arnott
PC / Wellington--Halton Hills

Wayne Arthurs
LIB / Pickering--Scarborough East

Toby Barrett
PC / Haldimand--Norfolk

Leeanna Pendergast
LIB / Kitchener--Conestoga

Michael Prue
NDP / Beaches--East York

Charles Sousa
LIB / Mississauga South

Clerk

William Short
Tel. 416-325-3883

william_short@ontia.ola.org

Toward Review and Refinement

*A Brief to the Minister of Education
Regarding Education Funding*

December 4, 2007



Ontario Catholic School
Trustees' Association



Ontario Catholic School Trustees' Association

OUR MISSION

Inspired by the Gospel, we provide leadership, service and a provincial voice for Catholic School Boards in promoting and protecting Catholic education.

OUR VISION

In keeping with our Mission, the Ontario Catholic School Trustees' Association:

OPERATIONAL VALUES

- **Embodies** and promotes the values and traditions of our Catholic faith in all Association activities.
- **Respects** the principles of democratic and accountable governance.

POLITICAL ADVOCACY

- **Protects** the constitutional right of the Catholic community to govern, control and manage Catholic schools.
- **Promotes** education in our province that reflects the Catholic principles of social justice.
- **Advocates** for government recognition of the distinctive nature of Catholic education.
- **Advocates** for provincial policy, legislation and funding support that enable Catholic boards to provide quality Catholic education.
- **Influences** the strategic and political direction of the Ontario government and opposition parties regarding issues that impact Catholic education.

INFORMATION & SERVICES

- **Provides** faith formation and professional development resources and opportunities for its members.
- **Provides** to member boards information and services that recognize their diverse circumstances and needs.

COMMUNICATIONS & PUBLIC RELATIONS

- **Develops** effective structures that enhance communication and working relationships among OCSTA and its member boards.
- **Communicates** with member Boards and Catholic partners regarding relevant educational issues and OCSTA activities.
- **Promotes** public understanding of and support for Catholic education.
- **Celebrates** and **highlights** Catholic education's significant and continuing contribution to Ontario society.

PARTNERSHIPS

- **Stimulates** ongoing visioning of how Catholic education partners can collaborate to serve the interests of Catholic education.
- **Builds** significant partnerships within and beyond the Catholic community in support of Catholic education.

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INTRODUCTION

The Ontario Catholic School Trustees' Association (OCSTA) was founded in 1930. It represents 29 English-language Catholic district school boards and five English-language Catholic school authorities. Collectively, these school boards educate over 600,000 students from junior kindergarten to grade 12.

Inspired by the Gospel, the Mission of the Ontario Catholic School Trustees' Association is to provide leadership, service and a provincial voice for Catholic school boards in promoting and protecting Catholic education.

Annually, OCSTA submits a brief to the government with recommendations for improvements to the funding of education. Recommendations are made on the basis that the education funding system in Ontario must respond to four essential principles:

Equity -- A funding formula must distribute education dollars equitably among all Ontario school boards and their students;

Adequacy – The level of funding for education must be adequate to ensure quality education for today's students;

Autonomy/Flexibility – The model must allow school boards the autonomy and flexibility in spending they require to achieve the distinctive goals of their system, and to meet local needs; and

Accountability – The educational funding model must include mechanisms that ensure the appropriate degree of accountability for all parties and transparent processes and reporting mechanisms to support efficient and effective use of educational resources for students.

OCSTA welcomes the actions taken by the government in 2007/08 to improve the funding of education in Ontario. Many of the government's initiatives respond positively to recommendations made by OCSTA. Such actions have included:

- The overall increase in the 2007-08 GSN's of some \$963 million, including some \$781 million originally announced in March and a further \$182 million announced in August, 2007. The total GSN funding in 2007-08 is almost \$18.5 billion.
- An announcement of an additional \$200 million in funding outside the GSN's to support initiatives related to the Literacy and Numeracy Secretariat, Student Success, Official languages in Education, MISA, New Teachers Induction Program, Parent Engagement, Safe Schools and Aboriginal Education.

- a Program Enhancement Grant, at \$7,500 per school, to support a variety of arts, music, physical education and outdoor education programs, either new or existing.
- A new First Nation, Métis and Inuit Education Supplement of some \$10.5 million to assist in funding Native Languages programs, Native Studies courses and to assist boards with a higher estimated proportion of First Nations, Métis and Inuit students.
- A new Supported Schools allocation to assist remote and small Elementary and Secondary schools with additional teachers and enhanced funding through the School Operations and School Renewal grants.
- The announcement of increased funding to a variety of new and existing funding programs to meet the capital needs of existing and future schools, new and renovated.
- The mid-August announcement provided additional funding for more vice-principals, increases to school operations and maintenance, additional support to Education Assistants and increases to a number of the benchmarks to more accurately reflect the cost of support workers, secretaries and supply teachers.

A Matter of Urgency

Notwithstanding these laudable initiatives and funding increases, school boards continue to experience financial problems. Several Catholic school boards have struggled to produce a balanced budget this year. Some boards will be faced with year-end deficits; many others are predicting deficit budgets in future years. Declining enrolment, now the reality for almost every board in Ontario, further exacerbates boards' financial challenges and is undoubtedly one of the most urgent issues to be addressed in the coming months. One time measures used to achieve a balanced 2007-08 budget, such as the draw down of diminishing reserves, deferral of required building maintenance, deferral of hiring for open staff positions and the reduction or flattening of non-staff budget lines will not be available in the future for many school boards. The additional funding announced in August assisted struggling boards with some of their financial burden but as one Director of Education put it recently *"The increased funding will not fundamentally change any of the decisions we made in arriving at 2007-08 budget but will only serve to soften the blow by reducing staff reductions"*

The urgent need for further refinements to the funding model for 2008-09 is clear. The August announcement indicated that a review of the funding model is planned by 2010. However, unless the benchmarks are updated immediately to align them more closely with actual costs incurred by school boards, many boards will be in further financial difficulty before that time.

There has not been a comprehensive update to the benchmarks since the formula's introduction in 1998. This historical under funding must be addressed immediately.

We have previously indicated, on many occasions, our support for the present funding model. We do not think it is broken nor do we wish to see it scrapped and replaced with a new, unspecified model. We do strongly feel that enhancements and refinements to the present model are required. A review should occur immediately, in order that improvements to the model can be introduced as soon as possible.

OCSTA appreciates the consultation opportunities that have addressed some individual grants but believes that consultation can become more meaningful and effective with the establishment of an on-going provincial advisory committee that could provide the government with regular and appropriate feedback on the effectiveness of the funding formula as a whole.

In any amendment or changes to the funding model, it is essential that the principles of equity, flexibility, autonomy, adequacy and accountability prevail. The funding formula must provide equality of educational opportunity for all students across Ontario.

DECLINING ENROLMENT

Almost every school board in Ontario is experiencing some degree of declining enrolment. A recent survey of OCSTA member boards indicated that only two boards did not have declining enrolment in the elementary panel. Declines are particularly evident at the JK/SK intake level. This problem will only get worse as this smaller cohort progresses through the system.

It is essential that school boards have the most current, accurate and localized demographic and enrolment information available if they are to plan effectively and efficiently for the future. Accessing the professional assistance and skills necessary to secure and analyze such information can be difficult and costly for school boards, particularly smaller boards outside large urban centres. Ministry of Education assistance would be invaluable to boards seeking up-to-date enrolment projections. The Ministry could also provide a provincial template to help boards analyze demographic data in a consistent and productive manner.

The GSN's are primarily enrolment driven and even small declines in enrolment have a severe negative effect on revenues. Unfortunately, board expenditures do not follow the same pattern, as they tend to be fixed within certain blocks. Even though there may be enrolment declines overall in a board, the decline at the school level is often less dramatic and does not allow boards to reduce school based expenditures (principally teacher/support staff salaries) to the same degree and in the same time cycle. The problem of reacting at the board office is even more difficult as many of these centralized expenditures are fixed within broad enrolment numbers. It is difficult to adjust transportation services, for example, as bus routes and their costs remain relatively fixed.

The School Foundation Grant and the new Program Enhancement Grant ameliorate some of the effects of lost pupils, as they are not enrolment dependent. There has also been partial relief for declining enrolment in the GSN's, particularly through the Declining Enrolment Adjustment grant. This assistance, however, is not complete and is short lived. Consideration must be given to technical changes to this grant that would recognize in a more realistic way the effects of an enrolment decline on a board's revenues. The present determinant for eligibility for the grant, for instance, is based on an overall decline in a board's total (elementary and secondary) ADE. In fact, most boards are experiencing a decline in their elementary panel while they have no decline or even an increase in the secondary. This has a significant effect on the amount of declining enrolment grant a board will receive. Consideration should be given to calculating the declining enrolment grant on a panel-by-panel basis, rather than on the total enrolment basis currently in use.

In 2005-06, the government provided additional one-time funding of some \$53 million to support boards facing difficult declining enrolment circumstances while a fuller policy review was to be undertaken. This assistance was not renewed in 2006-07 or 2007-08 despite an overall decline of some 25,000 pupils (ADE) and the continuation of boards' difficulties. There have been no new policies introduced during this period.

In the 2002 Technical Paper, it was acknowledged that *“The issue of declining enrolment will become more important over the next few years, since the rate of overall enrolment growth is slowing and many more boards are projected to show enrolment declines in the rest of this decade”*. This prediction has come true for many boards sooner and more severely than might have been anticipated in 2002. The temporary and transitional measures that were previously introduced assisted boards for one or two years but what is needed now is a longer term solution to this serious problem. School boards and the Ministry must together address the long term effects of the growing phenomena of declining enrolment. They must find a way to soften its blow and allow boards to react to it within a more reasonable time frame. OCSTA recommends the creation of a task force comprised of Ministry and school board personnel to examine all aspects of this matter and formulate recommendations that will address school boards’ concerns.

Enabling school boards to close and/or consolidate schools in an efficient fashion allows some short-term relief to boards coping with declining enrolment. The Pupil Accommodation Review Guidelines, though onerous in administrative requirements, will enable some boards to eliminate the unnecessary operating costs associated with keeping low-enrolment schools open. Unfortunately, some of the other difficulties resulting from enrolment decline and excess capacity remain.

Recommendation 1

- a. That the Ministry of Education immediately convene a task force comprised of school board officials, Ministry of Education personnel, personnel from other provincial Ministries and related organizations as needed to examine the impact of declining enrolment in school boards across the province and recommend long-term strategies for dealing with this issue.**
- b. That all provincial strategies designed to deal with declining enrolment realities respect the legislative and constitutional framework for education in Ontario, which includes public, Catholic, French-language and English-language school boards.**

Recommendation 2

That the Ministry of Education provide additional relief to school boards facing declining enrolment by enhancing the Declining Enrolment Adjustment grant until such time as the Task Force can report to the Ministry and long term solutions can be implemented.

EMPLOYEE COMPENSATION BENCHMARKS

The funding for employee compensation is an extremely serious issue for school boards across the province as salaries make up over 80% of board's operating expenditures.

Employee Salaries

In its 2005 brief "*A Time of Opportunity*", OCSTA emphasized the concern about the gap that existed between the actual cost of salaries, particularly teachers' salaries, and the funding provided for them. This gap had grown significantly since the introduction of the present funding system in 1998.

OCSTA was pleased that the government acknowledged the existence of the salary gap and took significant steps to address it in the 2006-07 year's GSN's. The teacher salary benchmarks were increased by 8.3% in 2006-07 and by a further 3% to meet this year's cost of the labour framework agreement.

OCSTA has expressed its concerns about the funding of increases to the salary benchmark through the realignment of grants, chiefly the Local Priorities Allocation and the Learning Opportunities Grant. The former was eliminated and the latter significantly reduced.

The elimination of the Local Priorities Allocation decreased funding flexibility and school boards' ability to fund programs that are not otherwise funded or not fully funded by the GSN's. This is problematic for Catholic school boards, who often use a portion of this grant to support distinctively Catholic programs such as chaplains, faith animators, student retreats, or faith formation for staff. The loss of this flexibility puts the funding of these programs and services in jeopardy.

The decrease in the Learning Opportunities Grant affected boards to different degrees. For some boards, the realignment had a negligible effect and the transfer to the salary benchmarks was revenue neutral. For other boards, particularly large urban boards, the reduction in LOG was severe and was not fully compensated by the transfer to salary benchmarks. This produced a negative impact on programs for at-risk students. Some boards continue to have a salary gap and have lost LOG revenue as well and thus have certainly been disadvantaged in the process.

The impact of this re-alignment points out the difficulty of attempting to fix flaws in the funding formula through transfers from one grant to another. Such transfers are particularly problematic when monies are transferred out of a special purpose grant. Attempts to address outdated benchmarks within the Foundation Grant through increases to Special Purpose grants will produce inequitable results, as Special Purpose Grants are not equally distributed to school boards. An on-going provincial advisory committee, as recommended later in this brief, could assist the government in monitoring the overall impact of changes to any part of the funding formula.

The updating of salary benchmarks to better reflect actual costs is a positive step. It is critical that these benchmarks are regularly reviewed and maintained to ensure that significant gaps between costs and funding do not re-occur.

Teacher Qualifications and Experience Grant

The Teacher Qualification & Experience (“Q & E”) Grant provides funding to offset the cost of teachers who, because of their qualifications and experience, have salaries above the benchmark level used in the Pupil Foundation Grant. There are several other categories of teachers, however, funded not through the Foundation Grant but rather through special purpose grants, that are not recognized for Q & E purposes. Since many of these teachers are senior and have higher than average qualifications, their salary cost is higher. To the extent that the salary cost is greater than what is funded through the special purpose grant, there is a gap or shortfall in funding. The criteria that is being used to determine those teachers eligible for Q & E funding should be amended to include all qualified teachers, regardless of their funding source.

Average Secondary Credit Load

A problem not yet fully addressed is the failure within the formula calculations to reflect the actual number of teachers required at the secondary school level. Funding for the average credit load was improved to 7.5 credits but does not yet recognize the actual number of credits provided by school boards. In 2002, the Education Equality Task Force (EETF) noted that over 50 school boards reported average credit loads of greater than 7.5. Since that time the four year secondary program has been implemented. Boards that have an average credit load in excess of 7.5 face higher costs to employ additional teachers. These costs are not recognized for funding purposes.

Recommendation 3

That the Ministry of Education take steps to ensure that the provincial funding model for 2008-09 and future years reflects the actual cost of employees’ salaries, includes funding under the Cost Adjustment and Teacher Qualification & Experience Grant for all teachers, and funds the number of secondary teachers required to provide the actual number of credits being taken.

Employee Benefits

Employee benefits are proportionately more under-funded than salaries. In 2002, the government funded benefits at 12% of salary for teaching staff and 15.7% for non-teaching staff. At that time the Education Equality Task Force reported that updating of benchmarks to meet costs would require a change in rate to 13.1% for teaching staff. The rate for non-teaching staff would have to be improved to 19.2%. The 2006-07 GSN's decreased the percentage for teaching staff from 12% to 11.1% of salary and for non-teaching staff from 15.7% to 14.8%, and the 2007-08 GSN's maintained these levels. As a result, the gap between benchmarks and costs remains at the 2002 level and possibly higher. A recent survey conducted by OCSTA of its member boards indicates that the percentage of benefits to teacher salaries is well in excess of 11.1% and in excess of 14.8% for non-teachers.

Employee groups want boards to insure the cost of services that were previously covered in whole or part by the Provincial Health Care funding but have now been either eliminated or reduced e.g. Optometry, Physiotherapy, and Chiropractic services. One benefit consultant recently reported *"For many years employers have been watching their drug plan costs grow at a pace well beyond the general rate of inflation"*. They further noted that *"Although the challenge for employers to successfully strike the balance between controlling costs and providing a comprehensive program for employees is not new, it becomes further complicated by broader environmental issues"*.

Concerns have also been expressed as to the possible negative effect that might occur in the future as employees stay beyond the current retirement age. This is more likely to occur given the changes to the law regarding "mandatory retirement. An aging workforce could increase the incidence of certain health benefits and contribute to an increase in overall costs.

It must be noted that board costs for employee compensation are increased when more employees (relative to student enrolment) are required in response to implement government initiatives. The negative effect of any funding benchmark shortfalls is multiplied. All of these factors strengthen the argument that benchmarks for employee benefits need to be updated annually to better reflect actual costs.

OCSTA is pleased that the Ministry has acknowledged the need to update the benefits benchmarks and as a first step, set aside up to \$50M to support this update.

OCSTA and our member boards would be pleased to assist the Ministry in any way possible to ensure that the necessary refinements are put in place as soon as possible.

Recommendation 4

That the Ministry of Education review and enhance the funding formula to ensure that benchmarks are in place to enable school boards to fund the current costs of employee benefits.

SPECIAL EDUCATION

OCSTA appreciates the significant improvements to the funding of Special Education that have been made since 1998. In 2007-08, the GSN's initially provided an additional \$25 million to help children with special needs. The mid-August announcement provided a further \$19 million to increase the Special Education Per Pupil Amount (SEPPA) In addition, there is a promise of a further \$10 million in 2008-09. Grants for Special Education now total almost \$2.1 billion. Many school boards, however, continue to express serious concerns about the on-going gap between the cost of current programs and services for students with special needs and current funding levels. Most boards have identified the under funding of Special Education as one of the most serious problems they are facing in 2008-09.

Method of Determining Allocation

OCSTA supports a layered approach to Special Education Funding. The current practice of providing grants through the Foundation Grant and supplementing these with a separate and protected Special Education Per Pupil Amount (SEPPA) grant to assist in provision of services and programs for students with special needs must be maintained. It is necessary, however, that benchmarks within the SEPPA allocation be reviewed and updated to better reflect real board costs, particularly at the secondary level. Boards also require resources to refresh and replace the specialized equipment required by some students, throughout their academic career, but funded only on a one-time basis. Although the gap between elementary and secondary SEPPA funding has now been narrowed, it has not been closed sufficiently to recognize the cost of on-going services that must be provided to very high-needs students throughout their academic career.

Separate funding is also provided to boards for students with high needs who require more costly special education services, including teachers, education assistants and other support. The amount of this allocation varies from board to board based upon the number of these students. Previously a very complex and time consuming administrative procedure had been engaged regularly by school boards to justify their entitlement. Boards are pleased that the complex and time-consuming administrative procedure previously required to secure funding has been eliminated, but are concerned that the current enrolment-based high needs amount is not structured to respond to changing incidence. It cannot be assumed that a decline in overall enrolment means a similar decline in numbers of high needs students. It is essential that a review process be developed to track changes in incidence and adjust funding accordingly on a regular basis.

Recommendation 5

That the Ministry of Education continue to allocate funds for Special Education through a layered process that includes the Foundation Grant, a separate and protected SEPPA grant and funding to recognize the incidence of students with high needs.

Recommendation 6

That benchmarks within the SEPPA allocation be reviewed and updated to more closely reflect actual board costs, particularly at the secondary level.

Recommendation 7

That the Ministry of Education develop a research/review process to confirm the validity of, or track changes in rates of students with high needs in order to inform future funding decisions.

STUDENT TRANSPORTATION

Transportation services are very important for children in the Catholic school system. In general, a greater proportion of Catholic school students than public school students depend on transportation services to gain access to their local school. Catholic schools tend to serve larger areas as there are fewer of them. Because of this greater need for transportation services, Catholic District School Boards generally allocate a greater proportion of their budget for transportation than do their coterminous District School Boards.

OCSTA welcomed the increase in funding for student transportation included in the 2007-08 grant announcements. Boards received \$15 million to assist them in dealing with increased fuel costs for the 2007-08 school year. There was a further \$3 million for boards with increased enrolment as well as \$1.5 million for school bus safety programming.

Transportation Consortia

The Ministry has mandated transportation consortia. OCSTA continues to be concerned about the strict and prescribed guidelines within which transportation consortia are to operate. We have previously addressed this issue in our letters of June 28, 2006 and September 27, 2006 to the Minister of Education. Our concerns were heightened by the release of the four "Efficiency & Effectiveness Reviews on Transportation Consortia" in April, 2007. Some of the recommendations within these Reports have raised further issues, particularly in regard to the future direction of transportation policies and practices.

Catholic boards have for many years cooperated with their coterminous boards in delivering transportation services. Considerable cost-savings have been achieved, for the most part by reducing the number of buses on the road. Even some of the very successful cooperative arrangements presently in place, however, do not meet the narrow criteria for consortia outlined in 2006: SB: 13. OCSTA strongly believes that the definition of consortia must be broadened to include a wider range of cooperative transportation ventures. We also believe that the same opportunity currently afforded to French-language boards to seek Ministry approval to deliver transportation independently should be made available to English-language boards who believe they can meet a provincial standards for efficiency and effectiveness outside a formal consortium.

Also released in mid-August was Memorandum 2007:SB16 – Student Transportation – Cost Study Funding Enhancements. This memorandum incorporates the results of the Cost Benchmark Study, which established a cost benchmark for the operation of a 72 passenger school bus. The study and the resulting funding adjustments are intended to assist school boards and school bus operators in the negotiation of school bus contracts. At this time, we are unable to fully evaluate the benefits that might accrue from the Cost Study as boards are still in the process of submitting to the Ministry accurate 2006-07 contract information. A preliminary conclusion has been reached by some, however, that school boards will accrue little real financial benefit from this initiative. This matter requires further review once all of the relevant facts have been determined.

Catholic School boards share the Ministry's concern for cost effectiveness and are prepared to work cooperatively with their coterminous public boards to examine all means to meet most efficiently the transportation needs of students across Ontario. No board should be required, however, to adopt measures that would result in that board incurring higher transportation costs, unless these costs are offset by increased transportation grants.

Recommendation 8

That the Ministry of Education review and refine its transportation reform policy,

To make clear the continuing authority and autonomy of school boards to establish policy regarding student transportation within their jurisdiction;

To broaden the definition of acceptable transportation consortia to include a spectrum of cooperative transportation arrangements;

To enable English-language boards that meet the provincial standard of efficiency and effectiveness to continue to deliver transportation services independently; and

To include the right to withdraw from a consortium as the final step in the dispute resolution process.

Transportation Funding Model

OCSTA is very concerned that neither E&E Review Reports nor current Ministry documentation and discussion indicate that a new funding formula for student transportation is currently under consideration. It would appear that for the foreseeable future the funding adjustments to a school board's transportation allocations will only take place after an E&E review is conducted on the relevant transportation consortium. Regardless of their transportation needs, any English-language board that does not belong to an approved consortium is ineligible for funding increases tied to the E&E review. Boards who do meet consortium standards are not treated equally, as those reviewed first are eligible for an increase in base funding one or more years before those reviewed in a later cycle. This is a significant deviation from previous Ministry practice and policy.

A new formula for funding student transportation must be found that will provide sufficient funds to ensure a reasonable level of service and allocate those resources equitably. The formula must treat school boards and students in similar circumstances in a similar manner.

Prior to 1998, many Catholic school boards sought correction to the provincial transportation funding formula, which was based on a flawed 1996-97 grant base and provided funding at far too low a level to meet their transportation needs. The provincial education funding formula that was introduced in 1998 did much to promote equity for students across Ontario but did not revise the transportation component of the formula.

Catholic school boards have been struggling for many years to maintain adequate transportation services with far less than adequate funding. Now, boards find themselves in an even more precarious situation due to unstable fuel prices. The gap between costs and revenue is growing, adding to boards' overall financial woes.

Any new transportation funding formula must take into consideration a number of issues. Particular attention must be given to adequate funding for transportation of students with special needs, which is unique and expensive. Because it does not fit into the general transportation mode of a school board, this specialized transportation can often distort the board's overall transportation costs. There is currently no special funding for these services. Consideration must be given to these special needs when developing a new transportation funding formula.

Differences in student transportation needs must be recognized whether boards are in the same jurisdiction or in different parts of the province. A local priorities component of transportation funding would allow boards the flexibility to provide transportation for specialized schools or to implement policy variations in walk distances as required to meet local circumstances with respect to safety.

Meeting student transportation needs in the future will be particularly challenging in light of the international pressures on fuel costs. In light of volatile fuel prices and fuel escalation clauses in many boards' transportation carrier contracts, there is a critical need for a mechanism which adjusts the cost component of the transportation grants on a more responsive basis than currently is the case.

Steps must be taken now to prepare for a reformed approach to transportation funding which is true to the underlying principles of equity, adequacy, autonomy/flexibility and accountability that are shared by OCSTA and the Ministry of Education

Recommendation 9

That the Ministry of Education, in consultation and partnership with school boards and their provincial associations, immediately re-engage in the process of developing an equitable and adequate transportation funding formula that meets actual needs for student transportation, including transportation for those with special needs.

CAPITAL

The 2007-08 GSN's continue initiatives that will enable school boards to fund new schools or renovations, manage existing capital debt and encourage transfer of surplus schools to coterminous boards. These initiatives include Stage 3 of Good Places to Learn, Prohibitive to Repair allocations, Primary Class Size capital, Growth Schools capital funding for French-language boards as well as funding under the New Pupil Place grants and School Renewal grants. The Ministry has also announced its intention to establish a provincial vehicle to provide school boards with long-term financing.

The mid-August announcement indicated a change in the provincial regulations to include, as part of a board's total capital debt commitment, a board's lease commitments for instructional spaces that existed as of August 31, 2005. Other technical changes were announced as part of the mid-August funding enhancements to the Growth Schools capital program and the Primary Class Size capital program.

OCSTA and its member boards welcome these announcements and look forward to working with Ministry officials to provide school facilities that meet the needs of local communities. It is our hope that, taken together, these initiatives will be able to address the capital backlog, reduce the number of portable classrooms being used for other than temporary purposes and provide support for the capital needs of provincial initiatives, including the mandated reduction in Primary Class Size. We are also hopeful that the Good Places to Learn Grant, in its third and final stage in 2007-08, will be extended to meet the remaining and additional renewal needs of school boards.

In 1998, the Ministry of Education introduced a comprehensive, objective and transparent formula-based capital funding model that in a predictable and stable manner, provided for, local decision making and local priorities. It gave school boards the ability to generate and manage their capital projects, based on their assessment of local needs.

In recent years changes have been made to the original capital funding program, that have negatively impacted school boards' ability to build additional facilities. Boards can no longer qualify for higher capital grants by removing from their facilities inventory schools that have been closed.

Declining enrolment, more serious than originally anticipated, has further fractured a board's ability to access capital grants under the New Pupil Place grants. In order to be eligible for Growth School grants, a board must already be in debt and have the pertinent school project included in their Education Development Charges By-Law.

Although boards are now required to submit business cases for Growth Schools, Prohibitive to Repair and Replacement School funding, there is no clear and objective criteria whereby they may determine their eligibility for these grants. Boards have expressed concern about a lack of transparency in the provincial decision making process as to the determination of these grants.

Despite the number and variety of facilities grants that have been put in place, these do not address all of the capital needs of school boards. It is essential that the overall plan and process of capital funding for school boards be re-assessed by the Ministry, in consultation with school boards. Such a reassessment should identify concerns and gaps in the current program and explore a variety of possible approaches to best meet boards' capital needs. A review area approach to the determination of the New Pupil Place Grant, for example, is one option that should be studied.

Recommendation 10

That the Ministry of Education in consultation with school boards, undertake the design of a coordinated, transparent and objective capital funding program that addresses the needs of both growth schools and older existing schools and works efficiently and effectively for both the Ministry and school boards.

There is a need to bring all school facilities to a minimum provincial standard that fully addresses health and safety considerations, current jurisdictional requirements, accessibility standards and the demands of various Ministry programs. School Renewal funding must be enhanced to provide adequate funding to meet these needs.

Currently, many boards are facing large, unexpected and unbudgeted costs related to the need to flush lead from water pipes. These costs are the result of new rules imposed upon boards this summer regarding the allowable level of lead in water in schools. The costs are related to the amount of staff time, record keeping, testing and administration required and amount to hundreds of thousands of dollars per year for even mid size boards. Boards require immediate assistance in 2007-08, as well as ongoing annual funding to offset these costs.

Changes in legislation governing asbestos now treats non-friable materials in the same way as it does friable materials. The removal of ceiling and floor tiles, for instance, now requires more specialized treatment, i.e. the refuse must go to approved landfill sites and protection must be in place during the removal process. The net result of the new requirements is that the cost of replacement tiles has quadrupled. While the health & safety effects of the changes in the law are admirable, boards do not have the additional funding required to cover the increased costs.

Recommendation 11

That the School Renewal Grant and/or the School Operations Grant be reviewed and refined to provide the funding necessary to ensure that all schools meet minimum provincial standards for health, safety and accessibility, the demands of all government approved programs and local jurisdictional requirements.

The benchmarks inherent in the capital funding model have not increased substantially since 1998. In addition, there has been a 5% reduction in the Geographic Adjustment Factor. There is a need for the capital funding formula to recognize diverse and rapidly changing construction costs in various regions of the province. Several northern boards have identified problems with the current model related to the unique and peculiar geographic challenges of those areas. Older urban boards must deal with higher construction costs associated with, among other things, elimination of existing structures and building underground parking facilities within limited site space. There is a need for a mechanism to adjust the benchmarks on a regular and timely basis and recognize the regional differences of school boards' capital requirements.

Recommendation 12

That the benchmarks utilized in the calculation of funding capital programs be regularly updated and adjusted to reflect inflation and rapidly changing construction costs and to recognize variations in construction costs across Ontario.

SCHOOL BOARD ADMINISTRATION

In 1998, when the present funding model was introduced, there was a significant reduction in the funding of Board Governance and Administration expenditures. Boards have struggled since then to operate within their administrative allocations and have reduced administrative positions significantly. Funding available for administration was further reduced in 2006-07 when, as part of the realignment of grants, the Local Priorities Grant was eliminated. Many boards had used some portion of this grant to finance the difference between their administrative expenditures and their administrative allocation. These funds are no longer available for this purpose.

Reduced funding flexibility and tighter spending restrictions for school board administration have been put in place at the same time as administrative workload and cost pressures on the administration line have increased. School boards are facing increasing legal costs, including, for example around issues related to suspension and expulsion hearings and matters referred to the Ontario College of Teachers. Demands for information, particularly from the Ministry of Education, have increased. Many of the Ministry's reporting and accountability requirements, such as special education forms and pupil accommodation reports, call upon central office expertise, and, at times, school based personnel as well. Given current staffing levels, school boards, and especially small boards, find it increasingly difficult to handle information and data requests on a timely and efficient basis.

In order to function efficiently and effectively, school boards have become more reliant on information technology in all areas, both administrative and academic. Though a portion of the Foundation Grant provides funding for the latter, there is no specific grant IT for Administrative needs. Computer hardware and software quickly becomes obsolete and must be refreshed in order to maintain maximum efficiency. Although the cost of hardware has generally dropped over the years, the cost of sophisticated software programs, support and training has escalated. These costs must be funded from the board administration grant and have contributed to expenditure increases over the past few years.

A particularly significant example of the increased administrative burden that boards are now facing relates to MISA and OnSIS. School boards have been partially funded by the Ministry to begin the implementation of these initiatives. While boards see the benefits that would arise from the full implementation of MISA and OnSIS, they are concerned with the level of ongoing support and resources provided for these initiatives. The considerable demands on staff time associated with MISA and OnSIS are occurring at the same time that some boards, in order to balance this year's budget, have had to reduce their IT staff and programs. If boards are to complete the implementation of these initiatives within the required timelines, they will require additional assistance.

Another issue of concern to school boards is the lack of funding support for the repair and maintenance of administrative buildings. There is no room within the existing administrative envelope to cover the cost of major repairs to aging administrative buildings, nor do all boards have access to funds for this purpose as a result of the sale of existing administration buildings.

OCSTA believes that the formulae which generate the Administrative grant need to be reviewed to provide adequate funding for administration purposes. Refinements should include a declining enrolment provision to recognize the inability of school boards to downsize administration when relatively minor enrolment declines occur. The change to the base amount announced as part of the August 2007 enhancements is a welcome step in this regard.

There is also a need to re-consider the classification of administrative expenditures to ensure that they are fairly labeled and accounted for avoiding distortions in this budget area. Expenditures now classified as administration would more appropriately be charged to other areas of a board's budget. These would include expenditures related to legal fees for employee arbitration, legal and administrative costs related to special education tribunals, professional and legal fees incurred during employee negotiations, and legal and other costs incurred as a result of suspension and expulsion appeals.

Recommendation 13

That a systematic audit of provincially-mandated accountability processes affecting all aspects of school board funding be initiated to assess their efficiency, effectiveness and impact on board operations, and

That, following such an audit, the number and scope of accountability mechanisms and the funding benchmarks within the Administrative and Governance envelope be adjusted appropriately.

Recommendation 14

That the Ministry of Education provide school boards with one-time funding for technology upgrading as well as annual funding for ongoing technology upgrades and software maintenance and support.

Recommendation 15

That the Ministry of Education review the implementation of MISA and OnSIS with a view to amending the timelines to more attainable dates and providing school boards with additional resources for these programs.

TIMING OF MINISTRY ANNOUNCEMENTS

The initial funding announcements for 2007-08 were made in mid-March, 2007. This early announcement was welcomed by school boards as it enabled them to complete their budget process in the spring of 2007. This initial funding announcement was augmented by a subsequent announcement in mid-August which provided enhanced funding in a number of key areas. Although school boards welcomed this additional funding, its arrival before the opening of the 2007-08 school year limited the positive impact on school based operations it was intended to have. An announcement in March of the full package of funding for the next school year would give boards maximum flexibility in planning and best ensure that the province's goals are properly met on a timely basis.

Sufficient time between the announcement of funding changes and the deadlines for implementation of new programs and, most importantly, submission of boards' annual estimates, would allow administrators and trustees to properly determine the impact of changes on board operations. It would also provide adequate opportunity for other stakeholders, especially parents, to measure the effect of proposed changes, and where appropriate, have input on them.

Recommendation 16

That the government and the Ministry of Education make all announcements pertaining to the distribution of funds, whether operating or capital, in a timely fashion, to allow school boards adequate time to plan and implement programs in a responsible, accountable, efficient and effective manner and that the announcements pertaining to the annual Grants for Students Needs be made not later than March 31st of the prior year.

PROVINCIAL ADVISORY COMMITTEE ON FUNDING BENCHMARKS

OCSTA appreciates the government's ongoing commitment to publicly-funded education and student success. We welcome the funding that has been provided to meet the government's priorities in primary class reduction, student success, and lower drop-out rates. Catholic school boards support these initiatives and are proud of the positive results they are achieving. As welcome as they are, however, these new allocations do not address long standing inadequacies in funding for basic programs and services already in place, such as transportation, special education and capital.

The vast majority of Ontario's Catholic school boards have filed balanced budgets for 2007-08. Boards have resorted to a number of one-time solutions to achieve a balanced budget, including the draw-down of reserves, reducing administrative, academic and support staff, deferral of maintenance and arbitrary expenditure reductions in non-staff areas. Having exhausted these band-aid measures, boards have expressed serious concerns about their ability to balance in the future. They are seeking provincial assistance in their efforts to provide students with the quality educational programs they require.

Although we support the creation of working groups to deal with specific education funding issues, OCSTA must continue to emphasize the value to the Minister and to education of an on-going provincial committee dealing with the education funding model as a whole. OCSTA shares the Minister's concerns regarding the impact of piecemeal refinements to the funding model since its inception and sees such a provincial committee as a viable solution to this problem. This provincial advisory committee, made up of representatives from local school boards, provincial associations and senior Ministry staff, would meet on a regular basis to review the funding formula and its benchmarks and provide recommendations to the Minister regarding appropriate refinements.

In 2002, the Education Equality Task Force recommended that the Ministry, in consultation with school boards and other members of the education community, develop mechanisms for annually reviewing and updating benchmarks in the funding formula. In the 2004-05 Technical paper, the Ministry committed to establishing such a process. The provincial advisory committee proposed by OCSTA could serve as the vehicle for such a review. The government has taken a number of significant and valuable steps in order to improve education and its funding. A provincial education advisory committee could provide feedback to the Minister with respect to the impact of these measures and the potential value of further steps in funding reform.

Recommendation 17

That the Minister of Education create a provincial advisory committee, including representation from provincial education associations and Ministry officials, to monitor the impact of the funding formula and provide on-going advice to the Minister on funding issues.

THE PROSPECT OF A RETURN TO A LOCAL LEVY

It continues to be recommended by some that local school boards be allowed to levy ratepayers in a limited way. This is proposed as the solution to school boards' current funding difficulties and the way to find new money for education without imposing a heavier burden on the provincial budget. OCSTA would strongly oppose a return to any type of local tax levy by school boards.

The introduction of the current funding model remedied the inequity of assessment wealth as a source of education financing. Prior to 1998, the greatest impediment to the achievement of equality of educational opportunity for Ontario's students was unequal access to assessment wealth by school boards. This inequality occurred on a geographic basis, because urban areas are assessment wealthier than rural areas, and on a coterminous basis, because, through the operation of the default mechanism in the assessment system, public boards are always assessment wealthier than Catholic boards, and English boards are always assessment wealthier than French boards. Because assessment wealth is not concentrated evenly across Ontario, some boards had a greater ability to generate wealth by levying mill rates than did other boards.

While financial autonomy was theoretically available to Catholic and French boards in the past because of their unfettered ability to levy rates, it was not practically available, since these boards needed to match local mill rates with the assessment-richer coterminous public and English boards in order to avoid an exodus of ratepayers. This inevitably yielded less revenue per student and denied equality of educational opportunity.

It should be noted that a return to local taxation would not relieve the Government's financial responsibility for education. The Government's stated legal commitment to equality of education opportunity would preclude a return to local taxation without full equalization by the province through the grant system. The fiscal burden for the government to equalize would be significant. If the province did not commit itself to full equalization, then there would be a return to the wasteful competition for local assessment that characterized the old funding model. Any money spent on the resumption of local taxation would be much better spent on education.

Recommendation 18

That taxation powers in regard to education remain fully within the mandate of the provincial government.

CONCLUSION

OCSTA appreciates the significant steps taken by the government in improving the funding of education for 2007-08. An opportunity now exists to correct shortcomings in the funding formula. Corrections must be made to the benchmarks to provide for alignment with actual costs. We believe that the review of the funding model should take place as soon as possible so that changes emanating from the review can be in place not later than the 2009-10 school year. Without these corrections many of our boards will not be able to develop balanced budgets without significant reductions in programs, services and personnel.

We express our strong support for the present funding model and would not want to see it abandoned. The funding model does require some refinements and enhancements and these should take place within the core principles of equity, adequacy, flexibility/autonomy and accountability.

OCSTA looks forward to working in partnership with the Minister, Ministry staff and other stakeholders in education on funding refinements and in particular on a provincial advisory committee on funding benchmarks. We urge immediate action in these endeavours.

SUMMARY OF RECOMMENDATIONS

Recommendation 1

- a. That the Ministry of Education immediately convene a task force comprised of school board officials, Ministry of Education personnel, personnel from other provincial Ministries and related organizations as needed to examine the impact of declining enrolment in school boards across the province and recommend long-term strategies for dealing with this issue.
- b. That all provincial strategies designed to deal with declining enrolment realities respect the legislative and constitutional framework for education in Ontario, which includes public, Catholic, French-language and English-language school boards.

Recommendation 2

That the Ministry of Education provide additional relief to school boards facing declining enrolment by enhancing the Declining Enrolment Adjustment grant until such time as the Task Force can report to the Ministry and long term solutions can be implemented.

Recommendation 3

That the Ministry of Education take steps to ensure that the provincial funding model for 2008-09 and future years reflects the actual cost of employees' salaries, includes funding under the Cost Adjustment and Teacher Qualification & Experience Grant for all teachers, and funds the number of secondary teachers required to provide the actual number of credits being taken.

Recommendation 4

That the Ministry of Education review and enhance the funding formula to ensure that benchmarks are in place to enable school boards to fund the current costs of employee benefits.

Recommendation 5

That the Ministry of Education continue to allocate funds for Special Education through a layered process that includes the Foundation Grant, a separate and protected SEPPA grant and funding to recognize the incidence of students with high needs.

Recommendation 6

That benchmarks within the SEPPA allocation be reviewed and updated to more closely reflect actual board costs, particularly at the secondary level.

Recommendation 7

That the Ministry of Education develop a research/review process to confirm the validity of, or track changes in rates of students with high needs in order to inform future funding decisions.

Recommendation 8

That the Ministry of Education review and refine its transportation reform policy,

To make clear the continuing authority and autonomy of school boards to establish policy regarding student transportation within their jurisdiction.

To broaden the definition of acceptable transportation consortia to include a spectrum of cooperative transportation arrangements;

To enable English-language boards that meet the provincial standard of efficiency and effectiveness to continue to deliver transportation services independently; and

To include the right to withdraw from a consortia in the dispute resolution process, as the final step.

Recommendation 9

That the Ministry of Education, in consultation and partnership with school boards and their provincial associations, immediately re-engage in the process of developing an equitable and adequate transportation funding formula that meets actual needs for student transportation, including transportation for those with special needs.

Recommendation 10

That the Ministry of Education in consultation with school boards, undertake the design of a coordinated, transparent and objective capital funding program that addresses the needs of both growth schools and older existing schools and works efficiently and effectively for both the Ministry and school boards.

Recommendation 11

That the School Renewal Grant and/or the School Operations Grant be reviewed and refined to provide the funding necessary to ensure that all schools meet minimum provincial standards for health and safety and accessibility, the demands of all government approved programs, and local jurisdictional requirements.

Recommendation 12

That the benchmarks utilized in the calculation of funding capital programs be regularly updated and adjusted to reflect inflation and rapidly changing construction costs and to recognize variations in construction costs across Ontario.

Recommendation 13

That a systematic audit of provincially-mandated accountability processes affecting all aspects of school board funding be initiated to assess their efficiency, effectiveness and impact on board operations, and

That, following such an audit, the number and scope of accountability mechanisms and the funding benchmarks within the Administrative and Governance envelope be adjusted appropriately.

Recommendation 14

That the Ministry of Education provide school boards with one-time funding for technology upgrading as well as annual funding for ongoing technology upgrades and software maintenance and support.

Recommendation 15

That the Ministry of Education review the implementation of MISA and OnSIS with a view to amending the timelines to more attainable dates and providing school boards with additional resources for these programs.

Recommendation 16

That the government and the Ministry of Education make all announcements pertaining to the distribution of funds, whether operating or capital, in a timely fashion, to allow school boards adequate time to plan and implement programs in a responsible, accountable, efficient and effective manner and that the announcements pertaining to the annual Grants for Students Needs be made not later than March 31st of the prior year.

Recommendation 17

That the Minister of Education create a provincial advisory committee, including representation from provincial education associations and Ministry officials, to monitor the impact of the funding formula and provide on-going advice to the Minister on funding issues.

Recommendation 18

That taxation powers in regard to education remain fully within the mandate of the provincial government.

**OCSTA Board of Directors
2007-2008**

Bernard Murray, President	- Huron-Perth CDSB
Paula Peroni, Vice-President	- Sudbury CDSB
Paul C. Whitehead, Past President	- London DCSB
John Caputo	- Huron-Superior CDSB
Oliver Carroll	- Toronto CDSB
Elizabeth Crowe	- York CDSB
Tony da Silva	- Dufferin-Peel CDSB
Peter DelGuidice	- Northeastern CDSB
Marino Gazzola	- Wellington CDSB
Betty-Ann Kealey	- Ottawa CSB
Nancy Kirby	- CDSB of Eastern Ontario
Paul Landry	- Kenora CDSB
Catherine LeBlanc-Miller	- Toronto CDSB
Alice Anne LeMay	- Halton CDSB
Linda Ward	- St. Clair CDSB
Suzanne Youngs	- Parry Sound RCSSB
Bishop John Boissonneau, OCCB Liaison	
Fr. Pat Fitzpatrick, Chaplain	
John Stunt, Executive Director	



Ontario Catholic School
Trustees' Association



District School Board of Niagara

Achieving Success Together

191 Carlton Street, St. Catharines, Ontario L2R 7P4 (905) 641-1550 Fax: (905) 685-8511

Warren Hoshizaki, Director of Education

December 7, 2007

Board Chair
Windsor-Essex Catholic District School Board
1325 California Avenue
Windsor
Ontario
N9B 3Y6



Dear Board Chair

At its Board meeting on November 13, 2007, the Board of Trustees for the District School Board of Niagara approved the following motion:

“That the Ministry of Education amend the current funding formula determining the level of funding for the High Needs Amount (ISA 2 and ISA 3) section of the special education grant to reflect current realities.”

We are writing to you today to request your support of this motion.

The Ministry funding provided for the High Needs Amount of Special Education funding has been frozen at 2003/04 levels and does not accurately reflect today's realities. This has placed many boards across the province at a distinct disadvantage by diverting funds from other areas to support special education services. The shortfall in special education allocation has had a significant impact on the services and programs Boards can offer all other students.

The trustees of the District School Board of Niagara are seeking your endorsement of this motion by making your views known to Mr. George Zegarac, Assistant Deputy Minister, Special Education Strategic Planning Branch, Ministry of Education, 900 Bay Street, Mowat Block, 4th Floor, Toronto, Ontario M7A 1L2.

Yours truly

A handwritten signature in black ink, appearing to read 'Kevin Maves'.

Kevin Maves
Board Chair

A handwritten signature in black ink, appearing to read 'Warren Hoshizaki'.

Warren Hoshizaki
Director of Education

cc: J. Berthiaume
J. Macri



1325 California Avenue
 Windsor, ON N9B 3Y6
 CHAIRPERSON: John Macri
 DIRECTOR OF EDUCATION: Joseph Berthiaume

Meeting Date:
 January 15, 2008

BOARD REPORT

Public **In-Camera**

PRESENTED FOR: Information Approval

PRESENTED BY: Senior Administration

SUBMITTED BY: Joseph Berthiaume, Director of Education
 P. Picard, Senior Manager of Human Resources
 P. Littlejohns, Manager of Human Resources
 J. Bumbacco, Supervisor of Human Resources, Academic

SUBJECT: **ADMINISTRATIVE STAFF REPORT**

RECOMMENDATION:

That the Board receive the *Administrative Staff Report* on hiring, retirement and resignation of staff dated January 15, 2008 for information.

SYNOPSIS:

BACKGROUND COMMENTS:

FINANCIAL IMPACT:

TIMELINES:

APPENDICES:

- Administrative Staff Report dated January 15, 2008

REPORT REVIEWED BY:

<input checked="" type="checkbox"/> EXECUTIVE COUNCIL	Review Date: January 7, 2008
<input checked="" type="checkbox"/> SUPERINTENDENT	Approval Date: January 8, 2008
<input checked="" type="checkbox"/> DIRECTOR OF EDUCATION:	Approval Date: January 9, 2008

January 15, 2008

**Windsor-Essex Catholic District School Board
Administrative Staff Report**

	Employee Name	Position	Location	Date
HIRING:	Tracey Bertrand	Elementary Teacher .5	Sacred Heart	January 7, 2008
	Pamela Sementilli	Elementary Teacher .5	St. Christopher	January 7, 2008
	Kristen Paterson	Elementary Teacher	Holy Name	January 7, 2008
	Natalie Bertrand	Elementary Teacher .5	St. Mary	January 7, 2008
RESIGNATION:	Oksana Halitsky	Occasional Teacher	Supply	December 3, 2007
RETIREMENT:	Christine Pastorius	Elementary Teacher	Holy Name	March 1, 2008
	Nora Rehner	Elementary Teacher (LTD)	H. J. Lassaline	December 31, 2007
OTHER:				
Teacher Retirements - Upcoming		Elementary: 1	Secondary: 1	Total: 2
*Have given notice; have yet to retire				
Teacher Retirements - Year to Date		Elementary: 2	Secondary: 0	Total: 2
** Have retired as of this date				
Teacher Resignations - Upcoming		Elementary: 0	Secondary: 0	Total: 0
Teacher Resignations - Year to Date		Elementary: 1	Secondary: 0	Total: 1



1325 California Avenue
Windsor, ON N9B 3Y6
CHAIRPERSON: John Macri
DIRECTOR OF EDUCATION: Joseph Berthiaume

Meeting Date:
January 15, 2008

BOARD REPORT

Public **In-Camera**

PRESENTED FOR: Information Approval

PRESENTED BY: Senior Administration

SUBMITTED BY: Joseph Berthiaume, Director of Education
Mario Iatonna, Superintendent of Business
Ken Gignac, Controller of Finance

SUBJECT: **2007-08 BUDGET STATUS REPORT**

RECOMMENDATION:

That the Board receive the 2007-08 Budget Status Report as information.

SYNOPSIS:

Reports are provided to give an update of the Board's financial status, as well as a projection to year end of the annual expenditures and revenues.

BACKGROUND COMMENTS:

On December 15, 2007, the Board submitted its revised budget to the Ministry, updated to reflect actual enrolments as of October 31, 2007.

Regular reviews of departmental budgets are conducted to identify possible variances that require adjustments to the budget during the year. During these reviews, adjustments to the budget are considered to achieve a balanced position by year end.

The budget status reports highlight these variances and provide the latest projection of the Board's financial status. A review of the first quarter was made with the intent to project annual expenditures. To project expenses, the following assumptions are used:

A. That spending will continue at the same rate for the next three (3) quarters.

Examples of these types of expenditures include:

- Salaries and wages when the staffing complement is set at the beginning of the year and labour contracts have been settled through negotiations.
- Transportation contracts for school buses.

B. That some quarters may experience higher rates of spending but the total will remain within the budget by year end:

Examples of these types of expenditures include:

- The majority of textbooks are purchased in the first quarter.
- The purchase of classroom computers may be tendered in any quarter.

FINANCIAL IMPACT:

A Financial and Operational Plan to address projected year end expenditures is being provided to the Board in a separate report. The revised budget shown for Occasional/Supply has been understated by \$2M in order for the entire Board budget to match the Ministry allocation. Upon approval of the Financial and Operational Plan, the budget amount will be reinstated.

TIMELINES:

Regular Budget Status Reports will be provided to the Board.

APPENDICES:

- Budget Report for 2007-08 as at December 31, 2007.

REPORT REVIEWED BY:

<input checked="" type="checkbox"/> EXECUTIVE COUNCIL	Review Date: January 7, 2008
<input checked="" type="checkbox"/> SUPERINTENDENT	Approval Date: January 9, 2008
<input checked="" type="checkbox"/> DIRECTOR OF EDUCATION:	Approval Date: January 9, 2008

THE WINDSOR ESSEX CATHOLIC DISTRICT SCHOOL BOARD
BUDGET REPORT FOR 2007/2008
AS AT DECEMBER 31 2007

<u>CATEGORY</u>	REVISED BUDGET DEC 15 2007	PROJECTED EXPENSE TO AUG 31 2008	PROJECTED VARIANCE AT AUG 31 2008
<u>CLASSROOM</u>			
Classroom Teachers	\$122,772,200	\$122,500,000	\$272,200
Occasional/Supply	1,436,321	3,573,021	-2,136,700
Teacher Assistants	12,130,000	12,140,000	-10,000
Classroom Computers	1,250,000	1,250,000	0
Textbooks, Learning etc.	5,885,285	5,885,285	0
Professional/Para Prof/Techs	5,249,900	5,249,900	0
Library & Guidance	3,659,256	3,659,256	0
Staff Development	400,000	400,000	0
Department Heads	495,000	495,000	0
Sub-total	153,277,962	155,152,462	-1,874,500
<u>NON CLASSROOM</u>			
Coordinators/Consultants	1,361,963	1,361,963	0
Principals, Vice Principals	10,046,500	10,182,000	-135,500
School office	5,235,270	5,225,270	10,000
Continuing Ed, Intn'l Language	1,440,000	1,440,000	0
Sub-total	18,083,733	18,209,233	-125,500
<u>ADMINISTRATION</u>			
Trustees	157,500	157,500	0
Director & S.O.'s	1,029,000	1,029,000	0
Board Administration	5,976,200	5,976,200	0
Sub-total	7,162,700	7,162,700	0
<u>OTHER OPERATING</u>			
Pupil Transportation	8,099,000	8,099,000	0
School Renewal	3,208,411	3,208,411	0
Operations & Maintenance	20,501,700	20,501,700	0
Sub-total	31,809,111	31,809,111	0
TOTAL OPERATING	210,333,506	212,333,506	-2,000,000



1325 California Avenue
Windsor, ON N9B 3Y6
CHAIRPERSON: John Macri
DIRECTOR OF EDUCATION: Joseph Berthiaume

Meeting Date:
January 15, 2008

BOARD REPORT

Public **In-Camera**

PRESENTED FOR: Information Approval

PRESENTED BY: Senior Administration

SUBMITTED BY: Joseph Berthiaume, Director of Education
Mario latonna, Superintendent of Business

SUBJECT: **LEGAL SERVICES – OCTOBER 2007**

RECOMMENDATION:

That the Board receive the report Legal Services – October 2007 as information.

SYNOPSIS:

By the terms of the agreement with the Board the Board’s solicitor, Shibley Righton LLP is required to report fees and services on a regular basis.

BACKGROUND COMMENTS:

This report is supported by documentation that has been provided to and reviewed by Senior Administration. Records provided indicate hourly rates, time billed, description of services and total amount invoiced.

FINANCIAL IMPACT:

For the month of October 2007 legal fees submitted as follows:

*Real Estate and Property Matters	\$ 9,152.00
*Labour (incl. Negotiations, Contract Administration and Arbitration)	\$ 6,525.00
*Litigation (inc. OLRB Hearings, Spec Ed., Human Rights and Safe School Issues)	\$375.00
*Other Misc. (On-going Legal Advice and Consultation)	\$17,015.00

Total	<u>\$33,067.00</u>
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The above fees do not include disbursements and GST.

TIMELINES:

October Report - January Board Meeting.

APPENDICES:

None.

REPORT REVIEWED BY:

- EXECUTIVE COUNCIL
- SUPERINTENDENT
- DIRECTOR OF EDUCATION:

Review Date: January 7, 2008

Approval Date: January 8, 2008

Approval Date: January 8, 2008



1325 California Avenue
Windsor, ON N9B 3Y6
CHAIRPERSON: John Macri
DIRECTOR OF EDUCATION: Joseph Berthiaume

Meeting Date:
January 15, 2008
Deferred From:
December 11, 2007

DEFERRED BOARD REPORT

Public **In-Camera**

PRESENTED FOR: Information Approval

PRESENTED BY: Senior Administration

SUBMITTED BY: Joseph Berthiaume, Director of Education
Mario Iatonna, Superintendent of Business
Claude Marier, Manager of Purchasing & Administrative Services

SUBJECT: **CAFETERIA SERVICES-REQUEST FOR PROPOSAL PROCESS**

RECOMMENDATION:

That the Board approve the request for proposal RFP process for cafeteria services and that administration proceed with the RFP in the month of February 2008.

SYNOPSIS:

A request for proposals for cafeteria services is being considered in the month of February 2008. This report is submitted to the Board for information and administration is recommending approval from the Board to proceed.

BACKGROUND COMMENTS:

An RFP for cafeteria services took place in 2003. The end result was that Aramark became the Board's cafeteria service provider with a 3-year contract. This contract was renewable for an additional two (2) years upon the Board and Aramark's approval. The Board's approval for a one-year extension was granted and the purpose of this report is to inform the Board of options available for next year.

The first option would be to extend the contract with the current company to the 5th and final year of the agreement. If the Board chooses this option, then going to tender in February 2008 would not be necessary.

The second option would be to not extend the current contract in the 5th year and proceed with the RFP plans in February 2008, in order to complete the process in time for a smooth transition to a possible new cafeteria service provider over the summer months.

Student Senate input on cafeteria services has been acquired and any and all recommendations have been taken into consideration.

Administration is also not recommending that individual schools bid on providing these services through their classroom food programs on the basis that they would not be able to provide the full services necessary on the required schedule and for the enrolments of these secondary schools.

Additional information:

If the RFP goes forward, the following criteria and scope of work will be addressed accordingly:

1. Completion of the company information sheet.
2. Site visits will be mandatory.
3. Minimum of \$5,000,000 liability coverage.
4. Listing of all vendor supplied equipment expected as part of the RFP.
5. Supply of menu offerings including pricing for same.
6. Expected participation in the "Eat Smart Program".
7. Clearly stated percentage of sales return details.
8. Contributions to a scholarship fund for the benefit of the students.
9. Statement of sales on a quarterly basis with cheques payable to the board.
10. Completion of the "Employee information" (Bill 7 information).
11. Completion of the "Request for Proposal Submission Form".
12. A statement of agreement to the "19 specific conditions of food service agreement". (See appendices)

FINANCIAL IMPLICATIONS:

The annual current revenue value of this contractual agreement is in the order of \$250,000.00.

TIMELINES:

Proceeding with this RFP requires Board approval at the Board Meeting on December 11, 2007, in order to begin the RFP process in February 2008, if so directed by the Board.

APPENDICES:

- Sample advertisement and documentation to be used for RFP process.

REPORT REVIEWED BY:

EXECUTIVE COUNCIL

SUPERINTENDENT

DIRECTOR OF EDUCATION:

Review Date: December 3, 2007

Approval Date: December 4, 2007

Approval Date: December 4, 2007

**WINDSOR-ESSEX CATHOLIC
DISTRICT SCHOOL BOARD**

REQUEST FOR PROPOSAL CAFETERIA SERVICES

Food service companies having the necessary experience and expertise are invited to submit RFP'S in respect to cafeteria services for the Board's eight (8) secondary schools in Windsor and Essex County.

The tender closing date is _____ and site visits prior to tender are mandatory.

Companies requesting a submission package are encouraged to supply pertinent information regarding company history, profile, staff and experience in this type and size of food service.

To obtain a submission package interested parties are asked to contact:

Windsor-Essex Catholic District School Board
Purchasing Department
1325 California Ave.
Windsor, Ont. N9B 3Y6
ATT: Claude Marier
Mgr. of Purchasing & Admin. Services
Phone: (519)253-2481 ext. 1210
Fax: (519)253-8397

The WECDSB reserves the right to accept or reject any or all the submissions at its sole discretion.

John Macri
Chairperson of the Board

Joseph Berthiaume
Director of Education

SITE VISIT SCHEDULE

The following is a tentative schedule of the planned site visits for bidders to attend:

NOTE: (This schedule may be escalated or changed on that date if time constraints occur.)

SCHOOL	LOCATION	DATE OF SITE VISIT	TIME OF VISIT
Assumption High School	1100 Huron Church Rd. Windsor, Ontario N9C 2K7	, 2008.	8:00 AM
F. J. Brennan High School	910 Raymo Road Windsor, Ontario. N8Y 4A6	, 2008.	9:00 AM
Catholic Central High School	441 Tecumseh Rd. E. Windsor, Ontario N8X 2R7	, 2008.	10:00 AM
Holy Names High School	1400 Northwood Windsor, Ontario. N9E 1A4	, 2008.	11:00 AM
St. Joseph's High School	2425 Clover Street Windsor, Ontario. N8P 2A3	, 2008.	1:00 PM
St. Anne High School	1200 Oakwood Ave. Lakeshore, Ontario N0R 1A0	, 2008.	2:00 PM
Cardinal Carter High School	120 Ellison Ave. Leamington, Ontario. N8H 5C7	, 2008.	3:00 PM
St. Thomas of Villanova H. S.	2800 County Rd. #8 LaSalle, Ontario. N9A 6Z6	, 2008.	4:00 PM

COMPANY INFORMATION SHEET

**WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD
CAFETERIA SERVICES SECONDARY SCHOOLS
REQUEST FOR PROPOSAL**

COMPANY INFORMATION SHEET:

PAYMENT TERMS: _____

COMPANY NAME: _____

DATE: _____

REPRESENTATIVE NAME: (PLEASE PRINT) _____

AUTHORIZED SIGNATURE: _____

TITLE: _____

PHONE NUMBER: _____

FAX NUMBER: _____

E-MAIL: _____

REQUIRED DOCUMENTATION

One (1) complete copy of the Request for Proposal package as presented.

**FAILURE TO COMPLY WITH THE ABOVE INSTRUCTIONS MAY RESULT IN
YOUR PROPOSAL BEING REJECTED.**

TERMS & CONDITIONS

REQUEST FOR PROPOSAL TERMS AND CONDITIONS

INTENT

The intent of this document is to procure for the Windsor-Essex Catholic School Board the goods and/or services indicated in accordance with the terms and conditions outlined herein. To this end, the evaluation process in determining which bid will result in an award, will consist of consideration being given to: price, delivery, quality of goods, performance and any special or extra costs involved therein, and to bidder qualifications, both financial and reliability.

BID FORMAT

1. No oral, telegraphic, telephonic or facsimile Request for Proposals will be considered.
2. Request for Proposals, which are late, illegible, presented in pencil or unsigned, will be rejected.

ALTERATIONS & CANCELLATION OF REQUEST FOR PROPOSAL

The Windsor-Essex Catholic District School Board reserves the right to alter the date of this Request for Proposal or to cancel this Request for Proposal without any penalty or cost to the Board.

CHANGES TO REQUEST FOR PROPOSAL

Any changes or revisions will be issued as a formal addendum to all bidders. As well any changes or deviations from the terms and conditions of this RFP must be stated clearly with your bid submission.

AWARD TO MORE THAN ONE BIDDER

Request for Proposal items on this list may be split among various vendors and, therefore, the Board shall reserve the right to award this contract to more than one bidder.

TERMINATION

Should the Board deem either the service or the equipment provided by the successful bidder unsatisfactory anytime during the term of the contract, the contract may be cancelled upon thirty (30) days written notice by the Board.

SUB-CONTRACTING

Unless otherwise stated in this document, it is mutually agreed and understood that the successful bidder(s) will not assign, transfer, convey, sublet or otherwise dispose of the contract or the right, title or interest therein, or the bidder power to execute such contract to any other person, firm, company or corporation without the previous written consent of the Board.

SITE EXAMINATION

It is mandatory that before submitting a Request for Proposal, the bidder shall carefully examine the sites of the proposed contract to become fully familiarized to the existing conditions and limitations. In the event that site visits on the assigned date and schedule are not possible, an alternative appointment(s) must be made with the principal of the school(s) prior to visiting the school(s). All bidder(s) must check in at the office prior to site examination. No allowance shall be made subsequently in this connection on behalf of the contractor for any error or negligence on their part.

ESTIMATED ENROLMENTS

Any enrolments indicated are estimates only and the Board is merely providing a usage established over the past year. The enrolment numbers are furnished without any liability to the Board.

INSURANCE

The successful bidder will obtain a comprehensive policy of public liability and property damage insurance coverage with an insurer licensed to carry on business in the Province of Ontario. In respect of any one accident to a minimum of \$5,000,000 exclusive of interest and costs, against loss of damage resulting from bodily injury to, or death of, one or more persons and loss of, or damage to property and such policy shall name the Board against all claims for all damages to any property of the owner of any other public or private property resulting from or arising out of any act or omission on the part of the successful bidder(s) or any of his/her servants or agents during the execution of the contract and shall within seven working days of being notified of award of contract, forward the Purchasing Department of the Board a valid Certificate of Insurance naming the Board as an Additional Interest.

EQUIPMENT

The caterer is responsible for daily cleaning of the entire kitchen, servery and preparation areas, including the floors. Equipment must be cleaned and maintained according to Municipal/Regional/ Provincial Health Regulations. Board supervisors will inspect the area once a semester to ensure that proper cleaning procedures are followed and will submit a report to the appropriate Board personnel. These inspections could be more frequent if the need arises.

At all eight (8) schools, the Board owns the main pieces of equipment. The caterer shall provide all standard servery equipment and any additional main pieces of equipment required to fulfill the service.

The caterer must provide a listing of what equipment they intend to provide at each location as part of their proposal submission.

FINANCIAL ARRANGEMENTS

1. The Caterer shall operate the cafeteria to its own account and shall retain all the cash revenues from cafeteria and other sales. All profits in operating the cafeteria food service shall accrue to the caterer and the caterer shall absorb any operating losses that may occur. The Board is not responsible for operating losses incurred by the caterer.

2. The selling prices in the cafeteria and food/snack vending machines shall be as agreed upon between the caterer and the Board at the start of this contract. The pricing will remain in effect for the duration of that school year. Any changes in pricing will be mutually agreed upon between the caterer and the Board.

3. The caterer shall return to the Board a percentage of gross sales, from cafeteria and food/snack vending machines. Clearly state your percentage of return.

4. The caterer shall contribute to a scholarship fund to be administered for the benefit of the students of the Windsor-Essex Catholic District School Board.

5. The Caterer shall submit to the Board:
Statements of sales on a quarterly basis together with a cheque payable to the Board calculated in accordance with the agreement set out.

SPECIFIC CONDITIONS OF FOOD SERVICE AGREEMENT

- 1) Each school principal will be the Board designate to monitor cafeteria operations at the school.
- 2) The catering company will provide an on-site cafeteria manager to work in conjunction with the principal (or designated agent) to monitor items such as:
 - quality of food / variety of food
 - service / suitability of personnel
 - weekly specials / daily menu
 - special celebrations or events.
- 3 a) The Board invites the catering company to propose on vending services. The Board may choose to award cafeteria and vending services to separate companies. These vending services are limited solely to the servery and cafeteria area of the school.
- b) Installation of vending machines will be at no cost to the Board.
- 4) Commission will be paid to the Board and/or school as outlined in the financial submission of the proposal.
- 5) The duration of the contract is for three (3) years commencing September 2008 to June 2011, with an option by the Board to renew for a further one (1) or two (2) years.
- 6) Prices are to be fixed for one (1) year. Annual adjustments, as necessary, will be mutually agreed upon. Prices, food size and menu boards are to be consistent at all schools and price lists will be made available to all schools for distribution to parents prior to school opening.
- 7) The contract may be terminated upon thirty (30) days written notice by the Board or the supplier due to non-compliance of the terms and conditions of the contract.
- 8) All accounts with the caterer are to be fully invoiced and the ledger relevant to this will bear review by the Board designated official(s).
- 9) The caterer is required to comply with the terms of the Worker's Compensation Board and the Occupational Health and Safety Acts, including WHIMIS.
- 10) The Board will not guarantee a minimum amount of sales to be expected by the contractor and there are no warranties or guarantees in this regard.
- 11) The contracted commission rate/benefits/applicable bonuses and the 2% maintenance fee will be paid to the Board on a monthly basis within fifteen (15) days after each month end, by means of a cheque payable to Windsor-Essex Catholic School Board.
- 12) The caterer shall employ competent uniformed staff. The contractor's employees shall be required to comply with all regulations established by the Board and the contractor agrees to ensure insofar as reasonably possible by periodic medical examination that such employees who handle food, cooking or eating utensils and linen or who have personal contact with people eating in the premises, are free from communicable diseases.

- 13) The Board reserves the right to demand the removal of any employees engaged in this contract if, in the Board's opinion, their conduct has been of an unacceptable nature.
- 14) All workplace injuries and accidents must be reported to the Board's Health and Safety Representative in a timely fashion.
- 15) Quality ratings of raw food shall be no less than the Canada Grade A Standard, number 1 or equivalent, as the case may be for meat, fish, poultry, eggs, dairy products and produce. No dented cans, rusted cans or products beyond expiry date are permitted. All other food products and condiments must be of comparable quality.
- 16) All foods shall be prepared, stored and served at the proper temperature, attractive in appearance and in compliance with health regulations.
- 17) Catering services will be provided for luncheons, buffets, dinners, banquets, meetings and other events as specified by the Board. The caterer is responsible to clean-up each area and remove all items within 30 minutes of the end of each event. The Board reserves the right to select other providers for special staff/student events.
- 18) The caterer will supply the appropriate Board personnel with an annual inventory of equipment to be supplied at each location.
- 19) Delivery or service vehicles must not enter or leave school grounds when students are in the Area, unless directed by or with permission of the school and/or administrative staff.

<u>LISTING OF SCHOOL INFORMATION</u>		
SCHOOL	LOCATION	CURRENT ENROLMENT
Assumption High School	1100 Huron Church Rd. Windsor, Ontario N9C 2K7	712
F. J. Brennan High School	910 Raymo Road Windsor, Ontario. N8Y 4A6	956
Cardinal Carter High School	120 Ellison Ave. Leamington, Ontario. N8H 5C7	928
Catholic Central High School	441 Tecumseh Rd. E. Windsor, Ontario N8X 2R7	979
Holy Names High School	1400 Northwood Windsor, Ontario. N9E 1A4	1285
St. Anne High School	1200 Oakwood Avenue Lakeshore, Ontario. N0R 1A0	1746
St. Joseph's High School	2425 Clover Street Windsor, Ontario. N8P 2A3	1276
St. Thomas of Villanova High School	2800 County Rd. #8 LaSalle, Ontario. N9A 6Z6	1518

EMPLOYEE INFORMATION (Bill 7 Information)

POSITION	RATE OF PAY	HIRE DATE	HOUR PER WEEK	BENEFITS

REQUEST FOR PROPOSAL SUBMISSION FORM

I/We do hereby agree to supply and/or install materials, equipment and services as quoted herein in accordance with the terms and conditions of this quote. No other conditions shall apply.

TERMS: _____ DISCOUNT: _____ % _____ DAYS DATE: _____, 2008.

VENDOR: _____

ADDRESS: _____

CITY & PROVINCE: _____ POSTAL CODE: _____

TELEPHONE #: () _____ FACSIMILE#: () _____

QUOTED % OF GROSS SALES PAYABLE TO THE BOARD (CAFETERIA SERVICES): _____ %

QUOTED ANNUAL SCHOLARSHIP AMOUNT PAYABLE : _____.

QUOTED % OF GROSS SALES PAYABLE TO THE BOARD:
(SNACK) VENDING MACHINES: _____ %

QUOTED % OF GROSS SALES PAYABLE TO THE BOARD:
(POP) VENDING MACHINES: _____ %

REPRESENTATIVE NAME: (PLEASE PRINT) _____

AUTHORIZED SIGNATURE: _____



1325 California Avenue
Windsor, ON N9B 3Y6
CHAIRPERSON: John Macri
DIRECTOR OF EDUCATION: Joseph Berthiaume

Meeting Date:
January 15, 2008

BOARD REPORT

Public **In-Camera**
PRESENTED FOR: Information Approval
PRESENTED BY: Senior Administration
SUBMITTED BY: Joseph Berthiaume, Director of Education
 Cathy Geml, Superintendent of Education
SUBJECT: **ST. THOMAS OF VILLANOVA CATHOLIC HIGH SCHOOL
 - Field Trip for Musicians & Vocalists to Chicago, Illinois**

RECOMMENDATION:

That the Board approve the St. Thomas of Villanova Catholic High School field trip for the Music Department, Sr. & Jr. Concert Band, Jazz Band and Vocalists to Chicago, Ill. to perform and take in the rich culture of the city from May 15 to 18, 2008.

SYNOPSIS: In accordance with Board Policy SC:04 Field Trips, this report seeks Board approval for music students in grades 9 – 12 to travel by coach to Chicago, Illinois. This field trip request is in compliance with the Field Trip policy.

BACKGROUND COMMENTS: The group of school musicians and vocalists will participate in performances and workshop clinics to enhance and improve their skills. The students will also attend a Broadway production and workshops at the Northwest University.

FINANCIAL IMPACT: Approximately \$749.00 per student.

TIMELINES: May 15 – 18, 2008

APPENDICES:

- Request for Approval of Field Trip - Form A
- Request for Field Trip Letter
- Preliminary Itinerary

REPORT REVIEWED BY:

<input checked="" type="checkbox"/>	EXECUTIVE COUNCIL	Review Date: December 17, 2007
<input checked="" type="checkbox"/>	SUPERINTENDENT	Approval Date: December 13, 2007
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date: January 9, 2008



Request for Approval of Field Trip

School	St. Thomas Of Villanova		Date of Trip	Ex. mm/dd/yyyy May 15/08-May 18/08	
Destination	Chicago, Ill.		Mode of Transportation	Coach	
School Departure Time	7:00 AM	School Arrival Time	4:00 PM	Name of Carrier	TBA
# of Male Students	22	Grade of Students	9-12	Number of Supervisors	Female 2 Male 3
# of Female Students	28	Personal Cost Per Student	\$300.00	Travel Company Involved	School Voyageurs
Total Cost Per Student	\$749.00				

EDUCATIONAL RATIONALE

Name of Teacher: Nino Palazzolo

Purpose of Trip: Performance & clinics; musical presentations, Broadway Show

Relationship to Students' Program/Course: Performance and curricular based activities as per Itinerary

Pre-Trip Preparation(s) by Students: rehearsal, individual preparation of skills

Follow-Up Activities Planned: critique of performances and concerts

If Activity is Occuring over a Weekend Indicate Plans for Students to Attend a Eucharistic Celebration: Sat. pm RC mass, St. Patrick's Catholic Church

Date Submitted	31/10/2007	Name of Teacher	Nino Palazzolo
Approval Date	23/11/2007	Name of Principal	Mrs. JoAnne Shea
Approval Date	07/12/2007	Name of Superintendent	Cathy Geml
Approval Date		Board of Trustees Approval (per Superintendent)	

**For Same Day Local/Regional Trip, submit request to Principal 2 weeks prior to trip.
 For Multiple Days Local/Regional Trips, submit request to Superintendent 4 weeks prior to trips.
 For Special Trips, submit request to Superintendent for Board approval 8 weeks prior to trip.**

Send signed form to School Superintendent, school should retain a copy, Superintendent will return copy upon approval of trip.

In accordance with the Municipal Freedom of Information and Protection of Privacy Act, 1989, information in forms and documents pertaining to a student registered/enrolled within the Windsor-Essex Catholic District School Board is collected under the legal authority of the Education Act and its Regulations and the Ontario Student Record Guideline, 1980.

January 10, 2008

Ms. Cathy Geml
Superintendent of Education
Board Trustees
Mrs. JoAnne Shea

I would like to propose a field trip for our Music Dep't, Sr & Jr Concert Band, Jazz Band and Vocalists; an excursion to Chicago where the groups would perform and take in the rich culture the city has to offer.

The Group would be participating in performances and workshop clinics specifically targeting areas for skill improvement. The students will also have the opportunity of being an audience at a Broadway production as well as workshops at the Northwest University.

With your approval, we would like to begin a fund raising campaign in order to offset the costs. Students participating will submit \$300.00 as an initial deposit and different fundraisers such as talent shows, chocolate bars, cookie dough, pasta nights, bandathons, etc. will help with the remaining costs. We remain aware of students with financial difficulties and will discretely offer assistance so that any student who works toward the trip will not be forgotten.

Enclosed is a package of pertinent information; Approval Request form, Preliminary Itinerary, Ministry of Education Arts Document Overall and Specific Expectations of our program as it relates to performance on field trips.

Thank you for your consideration.

Sincerely,

Nino Palazzolo (Music Director)
St. Thomas Of Villanova Secondary

cc: Mrs. L. Bastien, Department Head, Arts

St Thomas of Villanova
 Chicago
 Thursday May 15, 2008 to Sunday May 18, 2008
 4 Days and 3 Nights
 Bus:

Preliminary Itinerary

St Thomas of Villanova
Chicago
Thursday May 15, 2008 to Sunday May 18, 2008
4 Days and 3 Nights
Bus:

Thursday May 15, 2008

7:00 am Board your motor coach and depart for Chicago! En route, your guide will get to know the students on a first name basis and lead discussions. You should bring a lunch from home (please no fresh fruits or vegetables).

Don't forget to turn your watches back one hour upon arrival in Chicago as we are now in Central Standard Time.

PASSENGERS ARE RESPONSIBLE FOR BRINGING APPROPRIATE IDENTIFICATION TO CROSS THE BORDER.

Chicago is Central Standard Time. Remember to set your watches back one hour.

Expectation:

13. describe the distinctive nature of participating in the various roles associated with music activities (e.g., soloists and accompaniments, ensemble members or leaders)

1:00 pm Visit the John G. Shedd Aquarium, one of the oldest public aquariums in the world. Be sure to visit the Oceanarium and Amazon Rising displays.

3:30 pm Explore the sights and sounds of the attractions at Navy Pier. With more than 50 acres of parks, promenades, shops, restaurants and attractions, Navy Pier is host to an unparalleled array of events and entertainment. Check out the Ferris wheel, carousel, wave swinger, funhouse maze and more!

6:00 pm The group enjoys a full dinner at Buddy Guy's Legends Restaurant and Concert Hall.

7:30 pm A breath-taking view from the top of the newly renovated John Hancock Tower gives a panoramic view of the architecture, neighborhoods and lake that make Chicago unique.

9:30 pm Approximate time of arrival at the Holiday Inn Countryside. LOCATION: 6201 W. Joliet Rd. TEL: 708-352-1101.

11:00 pm Overnight at your accommodations. Night security is on duty 11pm-5am.

Overall Expectation

9. demonstrate the ability to listen attentively and with discernment to live and recorded music, using the stages of critical analysis (initial reaction, description, analysis, interpretation and judgment);
10. demonstrate an understanding of the function of music in society;
11. identify connections between music education and various careers;

St Thomas of Villanova
Chicago

Thursday May 15, 2008 to Sunday May 18, 2008

4 Days and 3 Nights

Bus:

12. demonstrate an understanding of rehearsal, performance, and audience etiquette;
13. describe the distinctive nature of participating in the various roles associated with music activities (e.g., soloists and accompaniments, ensemble members or leaders);
14. demonstrate an understanding of the relationship of the audience and performer (e.g., attend a live performance and respond to it orally or in writing, using terminology appropriate to the grade);
15. identify how skills developed in music are applied in various music/ related careers;
16. analyse, orally and in writing, the quality and impact of a variety of live and/ or recorded performances, using appropriate music vocabulary;
18. demonstrate an understanding of basic elements of arts project design

Friday May 16, 2008

8:00 am Hot buffet breakfast at the Holiday Inn Countryside.

9:30 am Workshop at Northwestern University (subject to availability).

12:00 pm The group has the opportunity to make their own arrangements for lunch.

1:00 pm One of the great art museums of the world, the Art Institute of Chicago's collection spans 5,000 years of artistic expression through paintings, prints, drawings, sculptures, photographs, video, and textiles.

3:30 pm Discover the Chicago Cultural Center with five floors featuring architectural styles that span the globe including the \$35 million Tiffany dome. Take part in the free events that are happening, which may include live music programs and/or exhibitions.

5:00 pm Arrive at Andy's Jazz Club for dinner and a live jazz performance. One of Chicago's best known and most respected jazz establishments, the evening will not disappoint!

7:00 pm During your Untouchables Gangster Tour a local gangster hijacks your motor coach for a two-hour tour through Prohibition Era Chicago. See the hot spots, hit spots and hideouts made famous by Al Capone, his allies and enemies.

11:00 pm Overnight at your accommodations. Night security is on duty 11pm-5am.

7. demonstrate an understanding of music literacy, at a level appropriate for the grade, using the creative process (perception, production, and reflection);
9. demonstrate the ability to listen attentively and with discernment to live and recorded music, using the stages of critical analysis (initial reaction, description, analysis, interpretation and judgment);
10. demonstrate an understanding of the function of music in society;
11. identify connections between music education and various careers;
12. demonstrate an understanding of rehearsal, performance, and audience etiquette;
13. describe the distinctive nature of participating in the various roles associated with music activities (e.g., soloists and accompaniments, ensemble members or leaders);
14. demonstrate an understanding of the relationship of the audience and performer (e.g., attend a live performance and respond to it orally or in writing, using terminology appropriate to the grade);
15. identify how skills developed in music are applied in various music/ related careers;
16. analyse, orally and in writing, the quality and impact of a variety of live and/ or recorded performances, using appropriate music vocabulary;
18. demonstrate an understanding of basic elements of arts project design

3300 Bloor Street 800 267 6425
Suite 1801

Toronto, ON M8X 2X2 WWW.SCHOOLVOYAGEURS.COM

QuoteID: 71269 Version: A-1 Printed: 10/3/2007

St Thomas of Villanova
 Chicago
 Thursday May 15, 2008 to Sunday May 18, 2008
 4 Days and 3 Nights
 Bus:

Saturday May 17, 2008

8:00 am Hot buffet breakfast at the Holiday Inn Countryside.

9:30 am Performance Opportunity

12:00 pm The group has the opportunity to make their own arrangements for lunch.

2:30 pm Explore Michigan Ave, otherwise know as the Magnificent Mile. Over 460 stores, 275 restaurants, 51 hotels, and two unique museums make-up Chicago's "main street". Don't miss the Wrigley Building, Tribune Tower or the Water Tower.

5:00 pm **The group will attend mass in Old Saint Patrick's Church, originally built in 1856;this Church has survived fires and successes to serve the people of Chicago.**

6:30 pm Dinner at the Hard Rock Cafe.

8:00 pm Enjoy a theatre performance of "Wicked" in the heart of Chicago's downtown (performances are subject to availability) \$50 USD allowance included

11:00 pm Overnight at your accomodations. Night security is on duty 11pm-5am.

Overall Expectations:

6. demonstrate the effective use of analog and /or digital technology in music applications;
7. demonstrate an understanding of music literacy, at a level appropriate for the grade, using the creative process (perception, production, and reflection);
9. demonstrate the ability to listen attentively and with discernment to live and recorded music, using the stages of critical analysis (initial reaction, description, analysis, interpretation and judgment);
10. demonstrate an understanding of the function of music in society;
11. identify connections between music education and various careers;
12. demonstrate an understanding of rehearsal, performance, and audience etiquette;
13. describe the distinctive nature of participating in the various roles associated with music activities (e.g., soloists and accompaniments, ensemble members or leaders);
14. demonstrate an understanding of the relationship of the audience and performer (e.g., attend a live performance and respond to it orally or in writing, using terminology appropriate to the grade);
15. identify how skills developed in music are applied in various music/ related careers;
16. analyse, orally and in writing, the quality and impact of a variety of live and/ or recorded performances, using appropriate music vocabulary;
17. analyse the quality of their own and their peer's performances, using appropriate music vocabulary to suggest ways of improving those performances (e.g., style/ groove, intonation, tone quality, dynamics, articulation, phrasing, rhythm, balance and blend, overall effect);
18. demonstrate an understanding of basic elements of arts project design

Specific Expectations: recognize the ability to:

1. perform musical works proficiently in a variety of styles for various ensembles;
2. demonstrate the specific technical skills necessary for the expressive performance of repertoire (e.g., skills in handling articulation, phrasing, intonation, dynamics, tempi, rhythms, balance, blend) through the performance of studies (e.g., solo studies, studies for small or large ensembles);

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QuoteID: 71269 Version: A-1 Printed: 10/3/2007

St Thomas of Villanova
Chicago

Thursday May 15, 2008 to Sunday May 18, 2008

4 Days and 3 Nights

Bus:

3. accurately play or sing notated or stylistically correct articulations (e.g., accent, *staccato*, slur);
4. play or sing with an understanding of musical phrase structure (i.e., notated, improvised, or stylistically correct);
5. demonstrate consistently correct body posture;
6. control notated or stylistically correct dynamics while maintaining good tone quality;
7. play or sing with tone quality appropriate to the repertoire being performed;
8. play or sing with accurate pitch;
9. play or sing with accurate intonation both melodically and harmonically;
10. play or sing maintaining a consistent tempo;
11. play or sing in simple and compound metres (e.g., 4/4, 3/4, 2/4, 6/8);
12. accurately play or sing notated or improvised rhythms (e.g., sixteenths through whole notes and rests, including dotted values);
13. play or sing with sensitivity to balance and blend;

Sunday May 18, 2008

9:00 am Come to the House of Blues and experience the popular Sunday Gospel Brunch, featuring inspiring gospel

performances and an amazing buffet to feed the body and the soul!

11:00 am Board your motor coach and depart for home

4:00 pm Approximate time of arrival at your school.

Expectation:

13. describe the distinctive nature of participating in the various roles associated with music activities (e.g., soloists and accompaniments, ensemble members or leaders)

St Thomas of Villanova
Chicago
Thursday May 15, 2008 to Sunday May 18, 2008
4 Days and 3 Nights
Bus:

Overview with Quote:

Each itinerary includes the following:

The Basics

Holiday Inn - Countryside
1 Motorcoach Transportation: 56 seats

The School Voyageurs Difference

"Call Home for Free!" phone card for every passenger
24 hour Emergency Phone Service
Dedicated night watch security at the hotel between 11pm and 5am
Evening Parent Presentation
Full Time School Voyageurs Tour Manager
Refund Guarantee Protection and On Tour Medical Coverage
Teacher Travel Kit

U.S. Exchange
Tours and Attractions

Art Institute of Chicago
Chicago Cultural Center
John G. Shedd Aquarium
John Hancock Observatory
Mass at Old Saint Patrick's Church
Navy Pier
Performance Opportunity
The Field Museum -Docent led Tour

Theatre Performance
Untouchables GangsterTour of Chicago
Workshop at Northwestern University

Meals

3 Full Breakfasts
3 Full Dinners

Villanova in The Windy City

Dates: Thursday May 15, 2008 to Sunday May 18, 2008
Duration: 4 days and 3 nights
Minimum # of paying passengers: 50

Tour Cost: \$ 749.00
GST: \$ 0.00
Total Cost: \$ 749.00

3300 Bloor Street 800 267 6425
Suite 1801
Toronto, ON M8X 2X2 WWW.SCHOOLVOYAGEURS.COM
QuoteID: 71269 Version: A-1 Printed: 10/3/2007



1325 California Avenue
Windsor, ON N9B 3Y6
CHAIRPERSON: John Macri
DIRECTOR OF EDUCATION: Joseph Berthiaume

Meeting Date:
January 15, 2008

BOARD REPORT

Public **In-Camera**

PRESENTED FOR: Information Approval

PRESENTED BY: Senior Administration

SUBMITTED BY: Joseph Berthiaume, Director of Education
Paul Picard, Senior Manager of Human Resources

SUBJECT: **FIELD TRIP - CARDINAL CARTER CATHOLIC HIGH SCHOOL
- Montreal, Quebec**

RECOMMENDATION:

That the Board approve Cardinal Carter Catholic High School Field Trip to Montreal, Quebec field trip for February 21 to 24, 2008.

SYNOPSIS: In accordance with Board Policy SC:04 Field Trips, this report seeks Board approval for 20 students in grades 10, 11 and 12 studying French to travel to Montreal, Quebec. This field trip request is in compliance with the Field Trip policy.

BACKGROUND: This excursion will provide students with opportunities to explore exhibits, guided-tours, and activities in the areas of French Culture, History, Religion, and Language.

FINANCIAL IMPACT: Approximately \$620.00 per student

TIMELINES: February 21 to 24, 2008

APPENDICES:

- Request for Approval of Field Trip – SC:04 Form A
- Itinerary, Learning Enrichment Activity expectations

REPORT REVIEWED BY:

<input type="checkbox"/> EXECUTIVE COUNCIL	Review Date: --
<input checked="" type="checkbox"/> SUPERINTENDENT	Approval Date: December 13, 2007
<input checked="" type="checkbox"/> DIRECTOR OF EDUCATION:	Approval Date: January 9, 2008



Windsor-Essex Catholic District School Board Field Trip Approval Form

December 17, 2007 1:57:49 PM

From: **Dino Quenneville**
 Leo Clark
 Jeremy Schiller

Send

SC:04 Form A

Subject: Approval for Field Trip Form v.5

2007 v.5

To: **Debi Steffens**
 School:

Mode of Transportation:

Departure Date:

Return Date:

Name of Carrier:

Destination Name:

Travel Company Involved:

Time of Departure from School:

Approximate Time of Return to School:

Number of Male Students:

Number of Female Students:

Total Cost Per Student:

Personal Cost Per Student:

Grade of Students:

Number of Supervisors: Male: Female:

Name of Teacher:

Purpose of Trip/Excursi...

Relationship to Students' Program/Cour... *Maximum 200 characters.*

Please see attached forms for specific curriculum expectations related to the trip's itinerary.

Pre-Trip/Excursion Preparation(s) by Students: *Maximum 200 characters.*

On line scavenger hunt, research of the city and regular classroom activities.

Follow-up Activities Planned: *Maximum 200 characters.*

A 3 page essai detailing the students' experiences at the sights visited during the excursion.

If activity is occurring over a weekend Indicate plans for students to attend a eucharistic celebration:

The group will arrive at the Notre Dame Basilica to attend Mass February 23 at 5:00 pm

Date Submitted:

Teacher:

Approval Date:

Principal:

Approval Date:

Superintendent:

Approval Date:

Trustee (per SO):

For Same Day Local/Regional Trips/Excursions, submit request to Principal 2 weeks prior to trip/excursion. For Multiple Days Local/Regional Trips/Excursions, submit request to Superintendent 4 weeks prior to trips/excursions. For Special Trips/Excursions, submit request to Superintendent for Board approval 8 weeks prior to trip/excursion.

Send signed form to School Superintendent, school should retain a copy, Superintendent will return copy upon approval of trip/excursion. In accordance with the Municipal Freedom of Information and Protection of Privacy Act, 1989, information in forms and documents pertaining to a student registered/enrolled within the Windsor-Essex Catholic District School Board is collected under the legal authority of the Education Act and its Regulations and the Ontario Student Record Guideline, 2000.

Field Trip Learning Enrichment Activity

Voyage à Montréal - a cultural experience - 2008 - Montreal, Quebec

Cardinal Carter Catholic Secondary School

All specific travel destinations are linked to Academic courses and Curriculum expectations
(Please see the attached table).

Student Preparation

- ⇒ Students will meet with teacher advisors in order to plan for the trip (planning, educating, clarifying information).

- ⇒ Students will be given a packet of information related to the activities and attractions planned for the trip in order to better enable them to understand what they are seeing and doing while touring Montreal.

- ⇒ Students will use the knowledge gained on the field trip to reinforce course materials that have been taught or will be taught throughout the semester.

Knowledge of a second language is valuable for a number of reasons. Through learning a second language, students can strengthen their first-language skills and enhance their critical and creative thinking abilities; they also tend to become more tolerant and respectful of other cultures. In addition, the ability to communicate in another language provides students with a distinct advantage in a number of careers, both in Canada and internationally.

Day 1 February 21st, 2008

Destination:

Underground Metro (Subway) and shopping area**Curriculum Expectations**

- recognize and use appropriate language structures;
- use newly acquired vocabulary in conversation;
- interpret the meaning of unfamiliar words, using contextual clues
- follow a series of directions (e.g., how to reach a particular destination)

Day 2 February 22, 2008

Destinations:

St. Joseph's Oratory, Notre Dame Basilica, The Port, St. Helen's Islands, Botanical Gardens, Montreal Museum of Archaeology and History Young Explorers Program, and La Sucrerie De La Montagne**Curriculum Expectations**

- expand their understanding of francophone culture
- express ideas and opinions in self-directed conversations and discussions;
- use newly acquired vocabulary in conversation;
- use correct grammar and appropriate language conventions during oral communication activities.
- use specific research skills (e.g., identifying sources, gathering data, taking notes) as they read for information
- use reading strategies (e.g., skimming text for information, using clues from context, using knowledge of word families and root words) to determine the meaning of unfamiliar words and idiomatic expressions;
- use French-English and French dictionaries to determine the meaning of unfamiliar vocabulary.

Day 3 February 23, 2008

Destinations:

Biodome, Olympic Tower, Funicular, Bell Centre, Historic Old Montreal, Mass at Notre Dame Basilica, and Le 1000 Atrium for skating**Curriculum Expectations**

- expand their understanding of francophone culture
- express ideas and opinions in self-directed conversations and discussions;
- use newly acquired vocabulary in conversation;
- use correct grammar and appropriate language conventions during oral communication activities.
- write a journal entry detailing a day's activities (e.g., sites visited, cultural events, interactions with the local people);
- use information obtained from research to complete a written task (details and descriptions of the trip)
- follow a series of directions (e.g., how to reach a particular destination);
- understand and participate in spontaneous conversations
- read and summarize a variety of current materials (e.g., newspapers, magazines, brochures, guides);
- use French-English and French dictionaries to verify spelling, confirm the meaning of newly acquired words and phrases, and expand their vocabulary.

November 20, 2007

Mr. Jeremy Schiller
Cardinal Carter High School
120 Ellison Ave.
Leamington, Ontario
N8H 5C7

Dear Jeremy:

I would like to thank you for the opportunity to submit this proposal on your Educational Field Trip to **Montreal, Quebec.**

Enclosed please find a proposed itinerary with the attractions we have included in this program.

Required amount of passengers: The tour cost has been based on 20 paying participants. All tour quotes are based on a minimum number of passengers as stipulated on the Proposed Itinerary. Should your number of passengers drop below that number, Shoreline Tours reserves the right to adjust the per passenger charge.

Complimentary packages

We will extend two complimentary (two people in a room) packages for the chaperones.

Payment Schedule

Our company will require a deposit of \$50.00 per person within 30 days of the confirmation of this tour.

Final Payments – Rooming List:

The rooming list of the people traveling will be due in our office 6 weeks prior to the departure date. The final payment is due in our office 4 weeks prior to your departure.

I will be pleased to discuss any amendments with you. A more comprehensive itinerary will be available once the group has approved the basic outline.

We hope this information enclosed meets your requirements. Please free feel to contact me at anytime for a meeting or any questions you may have.

Thank you

Susan LeClair
Tour Coordinator

**Cardinal Carter High School
Montreal, Quebec
4 Days/3 Nights**

Proposal #1:

- 5:30 a.m. Everyone assembles at: **Cardinal Carter High School**
120 Ellison Ave.
Leamington, Ontario
- 5:45 a.m. Bus Company: Badder Bus Lines – 26 passenger
Head Teacher: Jeremy Schiller
- 6:00 a.m. Departure for Montreal, PQ.
Traveling time: 12 hrs. Making stops en route
- 6:00 p.m. Check into the: **Hotel Maritime Plaza**
1155 Rue Guy
Montreal, Quebec
Phone: (514) 932-1411
- 6:30 p.m. The hotel is located within walking distance (5 blocks) of the underground shopping area of Montreal. Montreal has an **extensive underground** like no other city consisting of restaurants, shopping areas and the subway system. (1 hr)
- The group will have time to explore the amazing way local Montreal people can go to work, entertain, dine, and shop without going outside.
- The students will be under the supervision of the chaperones at all times while in the Underground Mall Area. The group will purchase their dinner while at the Mall.

Day Two: February 22, 2008:

- 8:00 a.m. **Breakfast** is included this morning
- 9:00 a.m. Arrival into the **St. Joseph Oratory** on Mont Royal for a **narrated tour**. Holding 10,000 worshippers, it is one of the world's most visited shrines. The basilica's 97-metre (318 feet) dome is second highest only to St. Peter's, its nave one of Quebec's largest, and concerts feature its organs and 52 bell chimes.

Continue with a ***Montreal Classical*** this overview covers Old Montreal including a visit to the Notre-Dame Basilica (\$); the Port; Jean-Drapeau Park (St. Helen's and Notre-Dame Islands); the Botanical Gardens and the Olympic Park; the Latin Quarter; Mount Royal Park and the residential areas of Outremont or Westmount; the Downtown area and the Underground City.

Notre Dame Basilica – the most famous of the sanctuaries is Notre Dame Basilica erected in 1829, a Gothic Revival masterpiece with its sculpted wood and gold leaf interior, huge 113-year-old organ, exquisite Sacred Heart Chapel and stained glass windows depicting biblical scenes and the city's history.

- 12:00 p.m. Free time for lunch and shopping in **Old Montreal**. The students will be under the supervision of the chaperones at all times while in the Old Montreal Area.
- 1:30 p.m. Arrival into the **Montreal Museum of Archaeology and History** The group will take part in the **Young Explorers Program**. What better way to learn about archaeology than to explore the remains in the Museum and pretend to be an archaeologist? In a special discovery workshop, teams of students observe, handle, compare and identify authentic artifacts and ecofacts. They'll find out what it's like to be an archaeologist. (90 mins)
- After the program the group will have time to explore the rest of the Museum with it's artifacts and view a short film on archaeology.
- 4:00 p.m. Departure for the **Sucrierie De La Montagne**
Due to traffic conditions we must give extra traveling time
- 5:30 p.m. **Sucrierie De La Montagne** is located 45 minutes outside Montreal on 120 acre sugar bush in a picturesque natural setting. Visiting the Sucrierie de la Montagne is like going back in time to experience what everyday life was like in the turn-of the century. Located on top of the Rigaud Montain the group will learn about making maple-syrup and enjoy the warm family hospitality of a traditional French-Canadian sugaring-off party.

- 7:00 p.m. A delicious **French Canadiens Dinner** will be served
 Mountaineer's Pea Soup
 Country Fresh Bread
 Country Potatoes
 Maple Glazed Smoked Ham
 Wood-fired baked beans
 Soufflee Omelette
 Country Sausages
 Meat pie
 Dessert – Quebecois pancakes with pure maple syrup
- 9:30 p.m. Departure for the hotel

Day Three: February 23, 2008:

- 7:30 a.m. **Breakfast** is included this morning
- 8:30 a.m. Depart for the Biodome
 9:00 a.m. The **Biodome** is an environmental museum like no other in the world, leading visitors through four of the most beautiful ecosystems of the Americas. Travel from the humidity and heat of the tropical forest, into the depths of the St. Lawrence marine environment and the frigid Arctic and Antarctic polar worlds – all under one roof. (1½ hrs)
- 10:30 a.m. The group will walk next door to the **Olympic Tower** Designed for the 1976 Olympic Games, Olympic Stadium was not completed on time due to a strike by construction workers. The 556 leaning tower used to retract the roof stood half finished until 1987 when the roof was finally finished. The group will have a **guided tour throughout the Stadium.**
- The group will have a ride up the Funicular.** The funicular's cabin features large windows that allow you to see a breathtaking panorama of Montréal during the ascent and descent. In high season, the funicular-which travels 2.8 metres per second-makes approximately a hundred return trips each day along its 266 metres of rail. Each ascension takes less than 2 minutes.
- The funicular, built on 2 levels, is one of the only funiculars in the world that can accommodate some 76 passengers at the same time. It can therefore transport 500 people an hour! It is also the only one in the world that works on a curved structure; a hydraulic system allows the cabin to remain horizontal at all times as it glides up the back of the Tower.

- 12:00 p.m. Departure for the **Hard Rock Café – Montreal**
- 12:30 p.m. The group will have a delicious lunch at the Hard Rock
The menu selection in the Montreal Rock Star with choices of:
Hamburger, Cheeseburger, Veggie Burger, Caesar Salad, Grilled
Chicken Sandwich, and Cookie for dessert.
- 2:00 p.m. Arrival into the **Bell Center** home of the **Montreal Canadiens**.
- Visit the multi-functional amphitheatre, home of the Montreal
Canadiens and host to shows of international renown!
- Visits include:
Amphitheatre, Hall of Fame, press conference room, Jacques-
Beauchamp media Lounge, press gallery, and artists' luxury
suites. (1hr)
- 3:00 p.m. The group will have time to explore **Historic City Center – Old
Montreal**. There are several restaurants for the group to purchase
their lunch. (1 hr)
- 4:30 p.m. The group will meet at the **Notre Dame Basilica** to attend Mass
5:00 p.m. **Mass Begins**
- 6:00 p.m. Departure for **Le 1000 Atrium for skating** for the evening.
6:30 p.m. The group has the skating fees included in the price, however the
skate rentals are an additional amount.
- 9:30 p.m. Departure for the hotel for the evening.

Day Four: February 24, 2008:

- 7:30 a.m. **Breakfast** is included this morning
- 8:00 a.m. Room Check
Departure for Cardinal Carter High School
Making stops along the way
- 8:00 p.m. Approximate arrival time into Leamington

**Cardinal Carter High School
Montreal, Quebec
4 Days/3 Nights**

Proposal #1:**Tour Includes:**

Round Trip Motor Coach Transportation
 Three nights lodging at the Hotel Maritime
 Three Breakfast
 Lunch at Hard Rock Café
 Dinner at **Sucrerie De La Montagne**
 Narrated Tour of: St. Joseph Oratory
 City of Montreal
 Bell Center
 Educational Program at the Montreal Museum of Archaeology
 Admission into: The Biodome
 The Olympic Tower
 Funicular
 Attend Mass at Notre Dame Basilica
 Skating at Le 1000 Atrium
 Taxes, Handling, Service and gratuities on included meals
 Two complimentary double packages for the chaperones,

Tour cost per person:

Your tour cost is based on 20 paying participants along with 2 complimentary double packages via 1-26 passenger motor coach

QUAD OCCUPANCY

(4 people to a room)

\$ 579.00

\$ 34.74 g.s.t.

\$ 613.74

TRIPLE OCCUPANCY

(3 people to a room)

\$ 599.00

\$ 35.94 g.s.t.

\$ 634.94

DOUBLE OCCUPANCY

(2 people to a room)

\$ 639.00

\$ 38.34 g.s.t.

\$ 667.34

SINGLE OCCUPANCY

(1 person to a room)

\$ 799.00

\$ 47.94 g.s.t.

\$ 846.94



1325 California Avenue
Windsor, ON N9B 3Y6
CHAIRPERSON: John Macri
DIRECTOR OF EDUCATION: Joseph Berthiaume

Meeting Date:
January 15, 2008

BOARD REPORT

Public **In-Camera**

PRESENTED FOR: Information Approval

PRESENTED BY: Senior Administration

SUBMITTED BY: Joseph Berthiaume, Director of Education
Cathy Geml, Superintendent of Learning Support Services

SUBJECT: **FIELD TRIP – HOLY NAMES HIGH SCHOOL
-New York City**

RECOMMENDATION:

That the Board approve the Holy Names High School Field Trip to New York City, April 21 – 25, 2008.

SYNOPSIS: In accordance with Board Policy SC:04 Field Trips, this report seeks Board approval for 50 students in grades 11 – 12 studying literature and drama to travel by air to New York City. This field trip request is in compliance with the Field Trip policy.

BACKGROUND COMMENTS: This trip will provide students the experience of bringing literature and drama to life through a Broadway play and visit to many of the city sites, including Ground Zero and Central Park that will enhance their studies in several areas of the senior English and Drama curriculum. It will provide an impetus for further discussion, investigation and provide the elements to write a critique and review of the play and a photo essay. The trip will provide academic enrichment.

FINANCIAL IMPACT: \$950.00 per student

TIMELINES: April 21 – April 25, 2008

APPENDICES:

- Request for Approval of Field Trip – SC:04 Form A
- Rationale for NYC Field Trip and Itinerary

REPORT REVIEWED BY:

<input checked="" type="checkbox"/>	EXECUTIVE COUNCIL	Review Date: January 7, 2008
<input checked="" type="checkbox"/>	SUPERINTENDENT	Approval Date: January 7, 2008
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date: January 9, 2008



Request for Approval of Field Trip

School	Holy Names High School		Date of Trip	04/21/07	
Destination	New York City		Mode of Transportation	Airplane	
School Departure Time	6 AM	School Arrival Time	8 PM	Name of Carrier	Spirit
# of Male Students	25	Grade of Students	11-12	Number of Supervisors	Female 3 Male 2
# of Female Students	25	Personal Cost Per Student	\$950.00	Travel Company Involved	Great Adventure Tours
Total Cost Per Student	\$950.00				

EDUCATIONAL RATIONALE

Name of Teacher: Daniella Czudner, Mary Jo Grado

Purpose of Trip: to bring literature/drama to life through a Broadway play and visit to Central Park

Relationship to Students' Program/Course: supplements several areas of senior English and Drama curriculum

Pre-Trip Preparation(s) by Students: read Catcher in the Rye, study perspective, elements of drama

Follow-Up Activities Planned: write a critique/review of the play, photo essay

If Activity is Occuring over a Weekend Indicate Plans for Students to Attend a Eucharistic Celebration: n/a

Date Submitted	04/12/2007	Name of Teacher	Daniella Czudner, Mary Jo Grado
Approval Date	05/12/2007	Name of Principal	Jim Minello
Approval Date	07/12/2007	Name of Superintendent	Cathy Geml
Approval Date		Board of Trustees Approval (per Superintendent)	

**For Same Day Local/Regional Trip, submit request to Principal 2 weeks prior to trip.
 For Multiple Days Local/Regional Trips, submit request to Superintendent 4 weeks prior to trips.
 For Special Trips, submit request to Superintendent for Board approval 8 weeks prior to trip.**

Send signed form to School Superintendent, school should retain a copy, Superintendent will return copy upon approval of trip.

In accordance with the Municipal Freedom of Information and Protection of Privacy Act, 1989, information in forms and documents pertaining to a student registered/enrolled within the Windsor-Essex Catholic District School Board is collected under the legal authority of the Education Act and its Regulations and the Ontario Student Record Guideline, 1980.

Rationale for NYC Field Trip

Grade 11 University Preparation

Media Studies – p.21

“analyze the relationship between media works and their audiences”
(target audiences chosen by advertising campaigns. Identify demographic profile of the target audience for *Wicked*.)

Language – p. 19

“communicate orally in large and small groups for a variety of purposes, using appropriate academic and theoretical language.”
(FOLLOW UP DISCUSSION RE: PERSPECTIVE)

Literature Studies & Reading – p. 14

“compare their own ideas, values, and perspectives with those expressed or implied in a text (eg. Analyze the thinking and response of a fictional character in a crisis and compare them with their own probable reaction; debate two different interpretations of a literary work using specific references to the text to support their arguments.)” To be done at the site of Holden Caulfield’s epiphany in *The Catcher in the Rye*.

Understanding Elements of Style – p.15

“analyze how language and syntax are used in texts to create a voice appropriate to the purpose and audience.”

Grade 12 University Preparation

Literature Studies and Reading

2.1 “analyze and assess how key elements of challenging plays and essays reinforce the works themes and ideas.”

1.1 “analyze and assess ideas, themes, concepts and arguments in print and electronic texts (eg. Assess how the use of multiple perspectives in a novel contributes to its theme...)”

3.1 “analyze how language and syntax are used in texts to create particular effects (eg. Analyze how language is used to create pathos in a play...)”

Language

2.1 “Communicate orally in large and small groups for a variety of purposes, with a focus on challenging and extending the ideas of others; using academic and theoretical concepts and language; and discussing the coherence, relevance, strengths and weaknesses of ideas and arguments.”

2.2 “ Communicate orally in group discussions applying such skills as the following:

leading and contributing to productive discussion...
generating ideas, contributing information
connecting ideas and arguments to other knowledge; making inferences...”

Media

1.2“explain how representation, form, style, and technique in media works convey messages with social, ideological, and political implications.”

1.3“explain the relationship between media works and their audiences.”

Cost

The organizers plan to hold several fundraising events during 2nd semester in order to offset the cost.



GREAT ADVENTURE TOURS

PH: 519-727-3661 or 800-638-3945

FX: 519-727-6988

Linda@greatadventuretours.com

November 15, 2007
Holy Names High School
Via Email-

Attn: Ms Daniella Czudner

Quote: Q3100 New York City April 21-24, 2008

Monday April 21, 2008

7:12 am Group Departs On **Spirit Air** Flight To New York City

8:56 am Group arrives in New York

Group is transferred from the airport to **Downtown Manhattan Hotel**

Hotel Check In

Top of the Rock- *It's an experience in history and scenery that culminates with the best views of New York City from the newly renovated 70-story summit of 30 Rockefeller Plaza*

Dinner (included in cost)

Return to Hotel

Security 11pm – 7am

Tuesday April 22, 2008

Breakfast at hotel

“Catcher In The Rye Tour”- Local Tour Guide (Levy Brothers)

Lunch will be at your own expense

Broadway Classroom"- *Enhance your Broadway experience with a private workshop in creativity, team building, or history with Broadway professionals. Let us know what type of Broadway classroom experience you would like and we will arrange everything for you. Your group will receive the professional attention they deserve and will be amazed at the knowledge they receive from the classroom experience.*

Choose from one of these programs

- *Broadway 101: This is the perfect introduction to Broadway and basic theatre and creativity skills. Explore the importance of Broadway theatre and the training of a Broadway actor. Students start with physical and vocal warm-ups, followed by interactive focus/listening exercises and a story-telling exercise.*

- *Theatre In Context: Explore the history and literature that are related to the show you're seeing. Learn the historical and thematic context for your show and its literary source material. After physical and vocal warm-ups, students engage in scene-writing and improvisational exercises designed to illustrate the impact of place and time in theatre.*

- *Stage Combat: Trained professionals take your students behind the scenes to discover how fights and combat are choreographed on stage. Not only one of our most thrilling workshops, Stage Combat also teaches collaboration and safety above all.*

- *Theatre Sports: This team-oriented round of non-stop theatre games is perfect for short attention spans! After physical and vocal warm-ups, students stay active through team-building, focus and improvisational games designed to heighten focus, creativity and sensitivity to others.*

Dinner (included in cost)

Evening performance of the **Broadway Smash Musical “Wicked”**

Security 11pm – 7am

Wednesday April 24, 2008**Breakfast at the hotel**

“Broadway Classroom”- *Enhance your Broadway experience with a private workshop in creativity, team building, or history with Broadway professionals. Let us know what type of Broadway classroom experience you would like and we will arrange everything for you. Your group will receive the professional attention they deserve and will be amazed at the knowledge they receive from the classroom experience.*

Choose from one of these programs

- *Broadway 101: This is the perfect introduction to Broadway and basic theatre and creativity skills. Explore the importance of Broadway theatre and the training of a Broadway actor. Students start with physical and vocal warm-ups, followed by interactive focus/listening exercises and a story-telling exercise.*
- *Theatre In Context: Explore the history and literature that are related to the show you're seeing. Learn the historical and thematic context for your show and its literary source material. After physical and vocal warm-ups, students engage in scene-writing and improvisational exercises designed to illustrate the impact of place and time in theatre.*
- *Stage Combat: Trained professionals take your students behind the scenes to discover how fights and combat are choreographed on stage. Not only one of our most thrilling workshops, Stage Combat also teaches collaboration and safety above all.*
- *Theatre Sports: This team-oriented round of non-stop theatre games is perfect for short attention spans! After physical and vocal warm-ups, students stay active through team-building, focus and improvisational games designed to heighten focus, creativity and sensitivity to others.*

Lunch will be at the Tavern On The Green – Central Park (included in cost)

New York City Tour – SoHo/ Greenwich Village/ Little Italy, Ground Zero & Freedom Towers- *Stroll the quaint side streets of Greenwich Village, explore the many art galleries and high fashion boutiques of SOHO, enjoy the authentic cuisine and bustling activity in Chinatown, browse the discount shops of Canal Street or visit nearby Little Italy to sample New York's best Italian food*

7:00 pm**Yankees Game****Dinner at your own expense**

Return to Hotel

Security 11pm – 7am

Thursday April 25, 2008**Breakfast** at hotel

Statue of Liberty & Ellis Island – - *Located on 12-acre Liberty Island in New York Harbor, the Statue of Liberty was a gift of international friendship from the people of France to the people of the United States and is one of the most universal symbols of political freedom and democracy*

- 1:45 pm Transfer by **motorcoach** from hotel to Airport
- 4:45 pm Group departs on **Spirit Air flight** to Detroit
- 6:45 pm Group arrives at Detroit Metropolitan Airport

Price per person based on occupancy level, minimum 40 paid people: CANADIAN FUNDS

Single: \$1762.00 Double: \$1213.00 Triple: \$1030.00 Quad: \$939.00

Price includes:

- Roundtrip airfare on Spirit from Detroit to New York City
- Use of motorcoach as indicated in New York City (airport transfers, Yankee game)
- 3 nights hotel accommodations
- Security guard nightly (11pm-7am)
- 3 breakfasts
- 2 dinners & 1 Lunch
- Ticket to the Broadway Musical WICKED
- 2 Broadway Classroom program
- 1 ticket to a New York Yankee baseball game (subject to schedule availability)
- Attraction admissions as outlined on itinerary (Ellis Island, Statue of Liberty, Top of The Rock,
- 2 City Tours – “Catcher In The Rye” & New York City Tour
- Service of a local tour guide (as outlined on itinerary)
- All meal gratuities
- All taxes
- 1 “create a video” trip souvenir for each participant
-

***** Price includes 6 complimentary packages (based on 1 double & 1 quad room) for 49 paying passengers ******

All prices are subject to availability until receipt of signed contract



1325 California Avenue
Windsor, ON N9B 3Y6
CHAIRPERSON: John Macri
DIRECTOR OF EDUCATION: Joseph Berthiaume

Meeting Date:
January 15, 2008

BOARD REPORT

Public **In-Camera**

PRESENTED FOR: Information Approval

PRESENTED BY: Senior Administration

SUBMITTED BY: Joseph Berthiaume, Director of Education
Mario latonna, Superintendent of Business
Colleen Norris, Coordinator of Policy Development

SUBJECT: **BOARD POLICY AMENDMENTS**
- Draft Policy F: 01 Donations/Sponsorships/Partnerships

RECOMMENDATION:

That the Board provide final approval to draft Policy F: 01 Donations/Sponsorships/Partnerships;

and, that the Board revoke existing Board Policy SC: 06 Corporate Sponsorship;

and, that the Board receive as information Procedure Pr F: 01 Donations/Sponsorships/Partnerships.

SYNOPSIS: On December 11, 2007, the Board approved in principle draft Policy F: 01 Donations/Sponsorships/Partnerships.

The attached procedure was prepared by the Policy Working Subcommittee of Mario latonna, Superintendent of Business and Colleen Norris, Coordinator of Policy Development in consultation with staff and with the assistance of a public consultation process.

BACKGROUND COMMENTS: There have been no amendments made to the draft policy that was approved in principle. The draft as approved in principle is recommended for final approval.

Procedure Pr F: 01 Donations/Sponsorships/Partnerships was prepared in order to provide clear guidelines establishing who has authority to accept donations or enter into sponsorships/partnerships on behalf of the Board. The procedures also detail factors to be

considered by the Board when deciding whether to accept an offer of donation or before entering into a sponsorship/partnership agreement.

The Procedure establishes certain requirements and regulations regarding donations, partnerships and sponsorships.

The Procedure also directs that all sponsorships/partnerships be confirmed in the form of a written agreement and the form of that agreement is attached as a schedule to the Procedure.

FINANCIAL IMPACT: N/A

TIMELINES: The policy and procedure shall be implemented upon final approval of the policy

APPENDICES:

- Procedure Pr F: 01 Donations/Sponsorships/Partnerships

REPORT REVIEWED BY:

<input checked="" type="checkbox"/>	EXECUTIVE COUNCIL	Review Date: January 7, 2008
<input checked="" type="checkbox"/>	SUPERINTENDENT	Approval Date: January 8, 2008
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date: January 9, 2008



PROCEDURE:	Pr F: 01
EFFECTIVE:	
AMENDED:	
RELATED POLICIES:	F:01
REPEALS:	
REVIEW DATE:	2010-2011

1.0 Objective

- 1.1 To develop procedures to govern the consideration of offers for donations, the acceptance of donations, and the establishment of sponsorship agreements.

2.0 Definitions

- 2.1 Donation – A gift that involves money, materials or services where the only tangible benefits the donor receives are a letter of thank-you and a charitable donation receipt for tax purposes (as permitted by law).
- 2.2 Sponsorship – A written agreement for the provision of funds, price reductions, equipment, materials or services in exchange for some form of exclusivity and/or product recognition for a specified period of time.
- 2.3 Partnership – the overall term used to describe all joint ventures between the Board and/or its schools, and a community-based organization, a business, a government, or other educational institutions. A partnership is founded on the concept of mutual benefit wherein an enduring relationship evolves to provide advantages for both partners. The basis of a partnership is not necessarily financial. Rather, it can be an exchange of human and/or physical resources.

3.0 Approvals required for accepting donations

- 3.1 The Board may, through its authorized representatives, accept or decline offers of donations of cash, negotiable securities or other non- cash donations (gifts in kind). Offers of donations shall be considered as follows:
- Donations with a maximum dollar value of \$10, 000 directed to a particular school shall be subject to the approval of the Principal in consultation with the Superintendent of Education and the Superintendent of Business or designate.
 - Donations with a dollar value greater than \$10,000 directed to a particular school shall be subject to the approval of the Superintendent of Education in consultation with Executive Council.
 - Donations directed to a group of schools or Board – wide shall be subject to the approval of Executive Council.

To be considered, offers of donations other than cash or negotiable securities must be in writing and include a valuation of the donation by a person competent to make such appraisal.

4.0 Authority to enter sponsorship/partnership agreements on behalf of the Board

- 4.1 All school based sponsorship/partnership agreements require the approval of the Principal, in consultation with the School Council, and the approval of the appropriate Superintendent of Education. The Superintendent may discuss the proposal with Executive Council before rendering a decision.
- 4.2 Any agreement deemed by the Superintendent of Education to be out of the ordinary or the first of its kind for the Board shall be brought to Executive Council for discussion.
- 4.3 All board- wide agreements require the approval of Executive Council.

5.0 Factors to be considered when deciding whether to accept an offer of donation or before entering into a sponsorship or partnership agreement:

- 5.1 When deciding whether to accept an offer of donation or before entering into a sponsorship or partnership agreement, the following must be considered:
 - a) The compatibility of the donation and/or sponsorship/partnership agreement with the Board's mission, vision and goals;
 - b) The compatibility of the donation and/or sponsorship/partnership agreement with the Board's policies and procedures;
 - c) Value of the gift and/ or sponsorship/partnership agreement to the school's educational program;
 - d) Location of the gift in the school's building or on the school property;
 - e) Applicable installation or repair costs;
 - f) Safety, security and maintenance requirements;
 - g) Board standards of equipment (e.g. computers, audio-visual);
 - h) Financial commitment required by the school or the Board (e.g. ongoing costs).
 - i) For sponsorship agreements involving school uniforms, compliance with the requirements of the OFSAA Uniform Sponsorship Policy where necessary.
 - j) Whether conditions attached to the gift or agreement impose inordinate or undue restrictions on the normal operations of the school and/or Board.

6.0 Status of Donations

- 6.1 An individual or group wishing to make a donation should consult with the school principal, or the designated Board official. The donor should be informed that:

-
-
- a) All donations shall become the property of the Board and remain under the Board's control.
 - b) The Board will attempt to honour the intent of the donor as to use and location of accepted gifts but does not make any commitment as to use, replacement or disposal.
 - c) The use of the gift will be dependent upon the availability of funds within the school/Board budget.
 - d) Installation of, and/or alterations to, Board property required in association with acceptance of the gift shall be subject to the approval of the Superintendent of Business.

7.0 Recognition of Donor

- 7.1 The principal is expected to express in writing to the donor the school's appreciation for the gift. In the case of a group of schools or Board-wide donations or sponsorships, the Superintendent of Education is expected to express in writing to the donor the Board's appreciation for the gift.

8.0 Tax Receipts

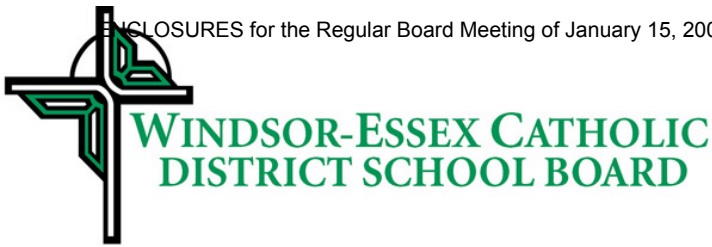
- 8.1 The Superintendent of Business or designate shall issue Income Tax Receipts in accordance with the Income Tax Act, R.S.C. 1985, c. 1 and the guidelines issued by the Ontario Association of School Business Officials.

9.0 Sponsorship/Partnership Agreements

- 9.1 All sponsorships/partnerships shall be confirmed in the form of a written agreement. Schedule "A" attached is a recommended format for a sponsorship/partnership agreement.
- 9.2 All agreements must be executed by the appropriate Board official authorized to grant approval.
- 9.3 Copies of all signed agreements must be forwarded to the Superintendent of Business.
- 9.4 The Board official granting approval, to ensure continued compliance with the Board's mission, values, goals, policies and procedures, shall review applicable sponsorship/partnership agreements annually.
- 9.5 The Superintendent of Business will report to the Board annually on donations and sponsorships/partnerships.

10.0 Advertising

- 10.1 No advertisement or announcement shall be placed in a school or on school property or distributed or announced to the pupils on school property without the consent of the Board, except announcements of school activities. Such consent shall be sought pursuant to the provisions of this procedure and other applicable Board policies and procedures.
- 10.2 Any agreement, wherein a company or community-based organization speaks at an assembly or makes a visual/audio presentation to promote a product or service in exchange for a donation/benefit to the Board/school, shall be in writing and shall be subject to the approvals set out within this procedure.
- 10.3 Any materials etc. sent home from the school through students must be approved pursuant to this procedure and/or Board Policy A: 16 Information/Materials Distribution to Parents/Guardians.



Schedule "A"

WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD SPONSORSHIP/PARTNERSHIP AGREEMENT

This is to certify that the Windsor- Essex Catholic District School Board and _____ have agreed to enter into a sponsorship/partnership agreement.

Sponsorship:

A written agreement for the provision of funds, price reductions, equipment, materials or services in exchange for some form of exclusivity and/or product recognition for a specified period of time.

Partnership:

The overall term used to describe all joint ventures between the Board and/or its schools, and a community-based organization, a business, a government, or other educational institutions. A partnership is founded on the concept of mutual benefit wherein an enduring relationship evolves to provide advantages for both partners. The basis of a partnership is not necessarily financial. Rather, it can be an exchange of human and/or physical resources.

Participants and contact information:

Windsor-Essex Catholic District School Board	Sponsor/Partner name
School(s)/Department	Name of Business/Organization/Individual
Address:	Address:
Contact:	Contact:
Phone/Fax/e-mail:	Phone/fax/e-mail:

Purpose and outline of the sponsorship/partnership agreement:

The product or service of the sponsor/partner:

Description of the commitment of each party (WECDSB and Sponsor/Partner) to the agreement:

Financial:

In-kind (e.g. equipment, material, or services):

Length of Agreement:

Start Date: _____

End Date: _____

Description of the form of recognition to be given to the sponsor/partner:

Signatories to the Agreement:

a) For the Business/Organization/Individual

Name (Print)

Title

Signature

Date

b) For the School/Department

Name (Print)

Title

Signature

Date

c) For the Board

Name (Print)

Title

Signature

Date

Note:

- This sponsorship/partnership agreement may be terminated in writing by either participant at any time or by either participant at a time agreed upon by the participants.
- The Windsor-Essex Catholic District School Board is not responsible for any claims arising out of the sponsorship/partnership agreement.



1325 California Avenue
Windsor, ON N9B 3Y6
CHAIRPERSON: John Macri
DIRECTOR OF EDUCATION: Joseph Berthiaume

Meeting Date:
January 15, 2008

BOARD REPORT

Public **In-Camera**

PRESENTED FOR: Information Approval

PRESENTED BY: Senior Administration

SUBMITTED BY: Joseph Berthiaume, Director of Education
Paul Picard, Senior Manager, Human Resources
Colleen Norris, Coordinator of Policy Development

SUBJECT: **BOARD POLICY AMENDMENTS**
- Draft Policy B: 01 Smoke Free Schools and Sites

RECOMMENDATION:

That the Board provide final approval to draft Policy B: 01 Smoke Free Schools and Sites;

and, that the Board receive as information Procedure Pr B: 01 Smoke Free Schools and Sites.

SYNOPSIS: On December 11, 2007, the Board approved in principle draft Policy B: 01 Smoke Free Schools and sites.

The attached Procedure Pr B: 01 Smoke Free Schools and Sites was prepared by the Policy Working Subcommittee of Paul Picard, Senior Manager, Human Resources and Colleen Norris, Coordinator of Policy Development, in consultation with the Risk Management Committee and with the assistance of a Public Consultation Process, which included input from the Tobacco Enforcement Unit of the Windsor-Essex Health Unit.

BACKGROUND COMMENTS: There have been no amendments made to the draft policy that was approved in principle. The draft as approved in principle is recommended for final approval.

Procedure Pr B: 01 Smoke Free Schools and Sites was prepared after a review of existing procedure to ensure compliance with the Smoke Free Ontario Act, which came into effect on May 31, 2006. The relevant provisions of the Smoke Free Ontario Act and regulations are attached to the procedure for reference purposes.

FINANCIAL IMPACT: N/A

TIMELINES: The policy and procedure shall be implemented immediately upon final approval of the policy.

APPENDICES:

- Procedure B: 01 Smoke-Free Schools and Sites

REPORT REVIEWED BY:

EXECUTIVE COUNCIL

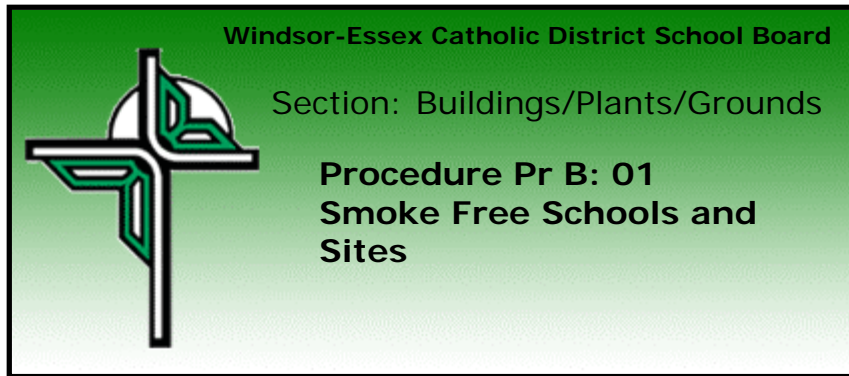
SUPERINTENDENT

DIRECTOR OF EDUCATION:

Review Date: January 7, 2008

Approval Date: January 8, 2008

Approval Date: January 8, 2008



PROCEDURE:	Pr B: 01
EFFECTIVE:	
AMENDED:	
RELATED POLICIES:	B:01,A: 03. Pr A:03, SC: 15
REPEALS:	
REVIEW DATE:	2010-2011

- 1.0 No person shall smoke tobacco or hold lighted tobacco in a school.
- 2.0 The said prohibition shall apply to the outdoor area of a school or site including smoking in cars in the school/site parking lot.
- 3.0 Smoking is banned in all buildings, properties and vehicles, which are under the jurisdiction of the Board.
- 4.0 Superintendents, Principals and/or Managers/Supervisors shall:
 - a) Ensure that signs are posted in the form and location prescribed in section 9 (3) of the Smoke-Free Ontario Act and section 15 of Ontario Regulation 48/06 (attached as Appendix "A") throughout Board/school property, including at each entrance and exit, washrooms, staff rooms, lunch rooms and Board vehicles.
 - b) Ensure that no ashtrays or similar equipment remain in any enclosed space (other than a vehicle in which the manufacturer has installed an ashtray);
 - c) Ensure that any person who refuses to comply with the smoking prohibition is requested to leave the prohibited area.
- 5.0 Self-help smoking cessation materials and programs may be offered to employees and students seeking help to quit through the Employee Wellness Program, Public Health Unit, or other community agencies.
- 6.0 Although it is not prohibited by legislation for students to possess cigarettes, principals may develop their own school policy to not allow cigarettes on school property.
- 7.0 The provisions of Board Policy B: 01 Smoke Free Schools and Sites and the provisions of this procedure shall govern community use of school facilities.
- 8.0 Students who violate Board Policy B: 01 Smoke Free Schools and/or this Procedure may be suspended in accordance with the Board's Student Discipline Policy.
- 9.0 Staff who violate Board Policy B: 01 Smoke Free Schools and/or this Procedure are subject to disciplinary action.

- 10.0 A person who contravenes the provisions of the Smoke-Free Ontario Act, S.O. 1994, its regulations and/or the local municipal by-laws pertaining to smoking in schools is guilty of an offence and on conviction is liable to a sanction determined in accordance with the Act and local municipal by-laws.

APPENDIX "A"

RELEVANT PROVISIONS OF SMOKE- FREE ONTARIO ACT, SECTION 9:

Prohibition

9(1) No person shall smoke tobacco or hold lighted tobacco in any enclosed public place or enclosed workplace*. 2005, c. 18, s.9.

Other prohibitions

- (2) No person shall smoke or hold lighted tobacco in the following places or areas:
1. A school as defined in the *Education Act*.....

* "Enclosed workplace" is defined within the legislation as:

- (a) The inside of any place, building or structure or vehicle or conveyance or a part of any of them,
 - (i) that is covered by a roof,
 - (ii) that employees work in or frequent during the course of their employment whether or not they are acting in the course of their employment at the time, and
 - (iii) that is not primarily a private dwelling, or
- (b) a prescribed place;

Employer Obligations

- (3) Every employer shall, with respect to an enclosed workplace or a place or area mentioned in subsection (2) over which the employer exercises control,
- (a) ensure compliance with this section;
 - (b) give notice to each employee in an enclosed workplace or place or area that smoking is prohibited in the enclosed workplace, place or area in a manner that complies with the regulations, if any;
 - (c) post any prescribed signs prohibiting smoking throughout the enclosed workplace, place or area over which the employer has control, including washrooms, in the prescribed manner;
 - (d) ensure that no ashtrays or similar equipment remain in the enclosed workplace or place or area, other than a vehicle in which the manufacturer has installed an ashtray;
 - (e) ensure that a person who refuses to comply with subsection (1) or (2) does not remain in the enclosed workplace or place or area; and
 - (f) ensure compliance with any other prescribed obligations.

RELEVANT PROVISIONS OF SMOKE-FREE ONTARIO ACT, REGULATION 48/06, SECTION 15:

Employer Obligations

15(1) For the purposes of clause 9(3) (c) and section 10 of the Act, an employer shall place the sign described in subsection (2) at each entrance and exit of the enclosed workplace in appropriate locations and in sufficient numbers to ensure that employees and the public are aware that no smoking is permitted in the enclosed workplace.

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-
- (2) The sign referred to in subsection (1) shall,
- (a) be 10 centimetres in height and 10 centimetres in width;
 - (b) have a white background and have a graphic of the international no smoking symbol;
 - (c) have the Trillium and Smoke-Free Ontario logos shown on the representation of the sign accessible through the website of the Ministry of Health Promotion at http://www.mhp.gov.on.ca/english/health/smoke_free/sign_intl or http://www.mhp.gov.on.ca/french/health/smoke_free/affiche_intl;
 - (d) be in the format shown on the representation of the sign accessible through the website.



1325 California Avenue
Windsor, ON N9B 3Y6
CHAIRPERSON: John Macri
DIRECTOR OF EDUCATION: Joseph Berthiaume

Meeting Date:
January 15, 2008

BOARD REPORT

Public **In-Camera**

PRESENTED FOR: Information Approval

PRESENTED BY: Senior Administration

SUBMITTED BY: Joseph Berthiaume, Director of Education
Linda Staudt, Superintendent of Education
Cathy Geml, Superintendent of Education
Bruno Limarzi, Vice-Principal Safe Schools
Colleen Norris, Coordinator of Policy Development

SUBJECT: **BOARD POLICY AMENDMENTS**

- Draft Policy ST: 05 Student Discipline Policy
- Draft Policy SC: 15 Code of Conduct
- Draft Policy SC: 18 Bullying Prevention and Intervention

RECOMMENDATION:

That the Board approve in principle Draft Policy ST: 05 Student Discipline Policy;

and, that the Board approve in principle Draft Policy SC: 15 Code of Conduct;

and, that the Board approve in principle Draft Policy SC: 18 Bullying Prevention and Intervention.

SYNOPSIS: Bill 212, An Act to amend the Education Act in respect of behaviour, discipline and safety, and its related regulations, come into effect February 1, 2008. The Policy Working Subcommittee of Linda Staudt, Superintendent of Education, Cathy Geml, Superintendent of Education, Bruno Limarzi, Vice-Principal of Safe Schools and Colleen Norris, Coordinator of Policy Development, has worked with staff, and through a public consultation process, to review existing Board policy and to develop draft policy ST: 05 Student Discipline Policy, Draft Policy SC: 15 Code of Conduct, and Draft Policy SC: 18 Bullying Prevention and Intervention to comply with the legislation and to achieve the objectives and satisfy the directives of the Ministry of Education's Safe School Strategy.

BACKGROUND COMMENTS:

Proposed Changes to Existing Policy/Procedure: The Policy Working Subcommittee proposes the following changes to existing policy:

- Draft Policy ST: 05 Student Discipline Policy to replace existing Board policies ST: 05 Suspension, ST:06 Suspension Appeal, ST: 07 Expulsion, ST: 21 Expulsion Appeal.
- Draft Policy SC: 15 Code of Conduct to replace existing Board Policy SC: 15 Code of Conduct.
- Draft Policy SC: 18 Bullying Prevention and Intervention be approved as a new Board policy.
- Procedures supporting Policy ST: 05 and SC: 18 shall be submitted to the Board as information and implemented upon final approval of the policies.

Source and Rationale for the Proposals

- Draft Policy ST: 05 Student Discipline Policy incorporates amendments made to the Education Act and fulfills the directives set out within the Ministry's Policy/Program Memorandum No. 145, Progressive Discipline and Promoting Positive Student Behaviour, P/PM 141 Programs for Students on Long-Term Suspension, and P/PM 142 Programs for Expelled Students.
- Draft Policy SC: 15 Code of Conduct reflects amendments made to Part XIII of the Education Act and fulfills the directives within P/PM 128 The Provincial Code of Conduct and School Board Codes of Conduct.
- Draft Policy SC: 18 Bullying Prevention was prepared after consideration of P/PM 144 Bullying Prevention and Intervention.

Results of Public Consultation Process – On December 14, 2007, the draft policies and procedures were forwarded to members of the Special Education Advisory Committee, Union Representatives, Trustees, Student Trustees and Principals and Vice-Principals, requesting that they direct copies to their School Chairs. The policy was also posted for feedback at that time on the Board's website.

The Policy Working Subcommittee also consulted with a committee of Principals and Vice Principals and with legal counsel in developing the drafts.

There were no substantive amendments made to draft policies ST: 05 or SC: 15 as posted for feedback on the Board's web site. Amendments are included in sections 4.3 and 4.4 of Draft Policy SC: 18 Bullying Prevention and Intervention to ensure that procedures are developed and support is provided not only for students who are affected by bullying behaviour, but for all members of the school community.

Impact On Other Policies and Procedures – The new legislation impacts on a number of existing Board Policies. The Policy Working Subcommittee anticipates the need for further amendments to Board Policy and will continue to work through a public consultation process to develop proposals for amendment that will be brought forward to the Board.

Timetable For Implementing Policy and Procedure – The legislated amendments take effect February 1, 2008. The Policy/Program Memorandums issued by the Ministry direct that Board policies on Progressive Discipline (Draft Policy ST: 05), policies respecting programs for students on long term suspension or expulsion (Draft Policy ST: 05), and policies on bullying prevention and intervention be in place by February 1, 2008. The

Ministry has also directed that Boards must review and amend their codes of conduct to comply with the new provincial Code of Conduct by February 1, 2008.

Benefits of the Policy Proposals – To ensure that Board policy is consistent with legislation and the Ministry’s Safe Schools Strategy.

Risks of Policy Direction and Mitigation Strategies – N/A

Impact on Stakeholders and Plan For Communicating the Policies – Pursuant to the policy development process, stakeholders will be notified of the new policy amendments and the policies will be posted to the Board’s public web site. The Vice-Principal of Safe Schools will lead the implementation of the policies within the Board

FINANCIAL IMPACT: Funding to support the Board’s policies, procedures and implementation plan will come from the Ministry’s Safe Schools allocation of \$415,212.

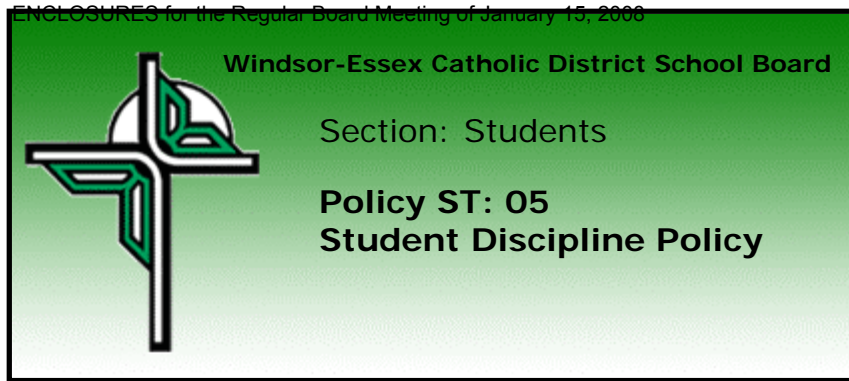
TIMELINES: As above-noted in the Timetable for Implementing Policy and Procedure.

APPENDICES:

- Draft Policy ST: 05 Student Discipline Policy
- Draft Policy SC: 15 Code of Conduct
- Draft Policy SC: 18 Bullying Prevention and Intervention

REPORT REVIEWED BY:

<input checked="" type="checkbox"/>	EXECUTIVE COUNCIL	Review Date: January 7, 2008
<input checked="" type="checkbox"/>	SUPERINTENDENT	Approval Date: January 9, 2008
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date: January 9, 2008



POLICY:	ST: 05
EFFECTIVE:	
AMENDED:	
RELATED POLICIES:	Detailed in references section 6.0
REPEALS:	
REVIEW DATE:	2010-2011

1.0 Objectives

DRAFT

- 1.1 To meet the goal of creating a safe, caring, and accepting school environment by supporting the use of positive practices as well as consequences for inappropriate behaviour, including progressive discipline, which includes suspension and expulsion where necessary.

2.0 Guiding Principles

- 2.1 The Provincial Code of Conduct, the Windsor-Essex Catholic District School Board Code of Conduct and the *Education Act* create expectations for behaviour for all persons on school property.
- 2.2 It is important that all pupils have a safe, caring and accepting school environment in order to maximize their learning potential and to ensure a positive school climate for all members of the school community.
- 2.3 Pursuant to the *Education Act*, principals are required to maintain proper order and discipline in schools, and pupils are responsible to the principal for their conduct and are required to accept such discipline as would be exercised by a reasonable, kind, firm and judicious parent.
- 2.4 The Board does not support discipline measures that are solely punitive. Schools are encouraged to implement proactive positive practices and corrective supportive practices when necessary.

3.0 Specific Directives

Positive Practices:

- 3.1 In order to promote and support appropriate and positive pupil behaviours that contribute to creating and sustaining safe, comforting and accepting learning and teaching environments that encourage and support students to reach their full potential, the Board supports the use of positive practices for: (1) prevention, and (2) positive behaviour management.

3.2 Preventative practices include:

- Anti-bullying and violence prevention programs;
- Mentorship programs;
- Student success strategies;
- Catholic Character education;
- Citizenship development;
- Student leadership; and
- Healthy lifestyles.

3.3 Positive behaviour management practices include:

- Program modifications or accommodations;
- Class placement;
- Positive encouragement and reinforcement;
- Individual, peer and group counseling;
- Conflict resolution;
- Mentorship programs;
- Sensitivity programs;
- Safety Plans;
- School, Board and community support programs; and
- Student success strategies

3.4 The Board recognizes that, in some circumstances, positive practices might not be effective or sufficient to address inappropriate pupil behaviour. In such circumstances, the Board supports the use of consequences.

3.5 In circumstances where a pupil will receive a consequence for his/her behaviour, it is the expectation of the Board that the principle of progressive discipline, consistent with Ministry of Education direction and PPM 145, will be applied, if appropriate.

Progressive Discipline:

3.6 The goal of this policy, with respect to progressive discipline, is to support a safe learning and teaching environment in which every pupil can reach his or her full potential. Appropriate action must consistently be taken by schools to address behaviours that are contrary to provincial and Board Codes of Conduct.

3.7 Progressive discipline is an approach that makes use of a continuum of interventions, supports, and consequences, building upon strategies that promote positive behaviours. The range of interventions, supports, and consequences used by the

- Board and all schools must be clear and developmentally appropriate, and must include learning opportunities for pupils in order to reinforce positive behaviours and help pupils make good choices. For pupils with special education and/or disability related needs, interventions, supports and consequences must be consistent with the expectations in the student's IEP and/or his/her demonstrated abilities.
- 3.8 The Board, and school administrators, must consider all mitigating and other factors, as required by the *Education Act* and as set out in Ontario Regulation 472/07.
- 3.9 Progressive discipline may include early and/or ongoing intervention strategies, such as:
- Contact with the pupil's parent(s)/guardian(s);
 - Verbal reminders;
 - Review of expectations;
 - Written work assignment with a learning component;
 - Volunteer service to the school community;
 - Peer mentoring;
 - Referral to counselling;
 - Conflict mediation and resolution; and/or
 - Consultation.
- 3.10 Progressive discipline may also include a range of interventions, supports and consequences when inappropriate behaviours have occurred, with a focus on improving behaviour, such as one or more of the following:
- Meeting with the pupil's parent(s)/guardian(s), pupil and principal;
 - Referral to a community agency for anger management or substance abuse counseling;
 - Detentions;
 - Withdrawal of privileges;
 - Withdrawal from class;
 - Restitution for damages;
 - Restorative practices; and/or
 - Transfer.
- 3.11 When addressing inappropriate behaviour, school staff should consider the particular pupil and circumstances, including any mitigating and other factors as set out in the Student Discipline Procedures, the nature and severity of the behaviour, and the impact on the school climate.

- 3.12 The Board also supports the use of suspension and expulsion as outlined in Part XIII of the *Education Act* where a pupil has committed one or more of the infractions outlined below on school property, during a school-related activity or event, and/or in circumstances where the infraction has an impact on the school climate.

Suspension:

- 3.13 The infractions for which a suspension may be imposed by the principal include:
1. Uttering a threat to inflict serious bodily harm on another person;
 2. Possessing alcohol, illegal and/ or restricted drugs;
 3. Being under the influence of alcohol;
 4. Swearing at a teacher or at another person in a position of authority;
 5. Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school;
 6. Bullying;
 7. Any act considered by the principal to be injurious to the moral tone of the school;
 8. Any act considered by the principal to be injurious to the physical or mental well-being of members of the school community; or
 9. Any act considered by the principal to be contrary to the Board or school Code of Conduct.
- 3.14 A pupil may be suspended only once for an infraction and may be suspended for a minimum of one (1) school day and a maximum of twenty (20) school days.

Mitigating and Other Factors:

- 3.15 Before imposing a suspension, the principal, as required by the *Education Act*, must consider any mitigating and other factors as set out in the Student Discipline Procedures. For the purpose of the Student Discipline Procedures, the Board interprets the provisions of the *Education Act* and Regulations in a broad and liberal manner consistent with the *Human Rights Code*.

Expulsion:

- 3.16 The infractions for which a principal may consider recommending to the Board that a pupil be expelled from the pupil's school or from all schools of the Board include:
1. Possessing a weapon, including possessing a firearm;
 2. Using a weapon to cause or to threaten bodily harm to another person;
 3. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
 4. Committing sexual assault;
 5. Trafficking in weapons, illegal, or restricted drugs;

6. Committing robbery;
7. Giving alcohol to a minor;
8. An act considered by the principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others;
9. A pattern of behaviour that is so inappropriate that the pupil's continued presence is injurious to the effective learning and/or working environment of others;
10. Activities engaged in by the pupil on or off school property that cause the pupil's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board;
11. Activities engaged in by the pupil on or off school property that have caused extensive damage to the property of the Board or to goods that are/were on Board property;
12. The pupil has demonstrated through a pattern of behaviour that s/he has not prospered by the instruction available to him or her and that s/he is persistently resistant to making changes in behaviour which would enable him or her to prosper; or
13. Any act considered by the principal to be a serious violation of the Board or school Code of Conduct.

Mitigating Factors and Other Factors:

- 3.17 Before imposing a suspension pending an investigation to determine whether to recommend expulsion, the principal must consider any mitigating factors as set out in the Student Discipline Procedures.
- 3.18 If the principal imposes a suspension pending an investigation to determine whether to recommend expulsion, the Principal must consider any mitigating and other factors as set out in the Student Discipline Procedures in determining whether to recommend an expulsion from the pupil's school or from all schools of the Board, as required by the *Education Act*. If the principal determines it is not appropriate to recommend an expulsion, the principal must consider mitigating and other factors in deciding whether to shorten the length of the suspension.
- 3.19 For the purpose of the Student Discipline Procedures, the Board interprets the provisions of the *Education Act* and Regulations in a broad and liberal manner consistent with the *Human Rights Code*.

Principal Investigation:

- 3.20 Before recommending an expulsion from the pupil's school or from all schools of the Board, the principal must complete an investigation, as required by the *Education Act*, which is consistent with the expectations for principal investigations outlined in the Board's Student Discipline Procedures.

Appeal:

- 3.21 Where a pupil's parent/guardian or the pupil, if 18 or older, or 16 or 17 and has removed him/herself from parental control, disagrees with the decision of a principal to suspend the pupil that pupil's parent/guardian or the pupil, if 18 or older, or 16 or 17 and removed from parental control, may appeal the principal's decision to suspend the pupil, in accordance with the Board's Student Discipline Procedures and Suspension Appeal Guidelines.
- 3.22 Suspension appeals will not be conducted in accordance with or be subject to the *Statutory Powers Procedure Act*.

Superintendent Responsible for Student Discipline:

- 3.23 The Superintendent Responsible for Student Discipline shall have the powers and duties outlined in the Student Discipline Procedures.

Discipline Committee:

- 3.24 The Board authorizes the creation of two Discipline Committees. Committee "A" shall decide appeals of principal suspensions and principal recommendations for expulsion arising out of county schools. Committee "A" shall be composed of three (3) Trustees elected within the City of Windsor to the WECDSB. Committee "B" shall decide appeals of principal suspensions and principal recommendations for expulsion arising out of schools located in the City of Windsor. Committee "B" shall be composed of three (3) Trustees elected within the County of Essex to the WECDSB. For these purposes, the Discipline Committees will conduct the suspension appeals and expulsion hearings in accordance with the Student Discipline Procedures, Suspension Appeal Guidelines, Expulsion Hearing Guidelines and Rules.
- 3.25 In all cases where consequences might be imposed, teachers, administrators and the Board will consider the safety and dignity of all pupils, and the impact of the activity on the school climate.
- 3.26 The Discipline Committee shall have the powers as set out in the *Education Act* and any other powers to implement any appropriate Order.

Authorization for Creation of Procedures:

- 3.27 This policy authorizes the creation of procedures for implementation, which shall be considered guidelines pursuant to the *Education Act*.

Review and Development of Programs for Expelled Students and Those on Long-Term Suspension:

- 3.28 Programs for expelled students or for those on a long-term suspension shall be reviewed and developed to allow students an opportunity to continue their education while they are away from their home school. The programs shall address the needs of all students across the jurisdiction equitably. They shall take into

account local needs and circumstances such as geographical considerations, demographics, cultural needs and availability of board and community support services.

- 3.29 The programs shall provide an academic component for any student that is serving a suspension of 6 days or more and shall provide an academic and non-academic component to any student that is serving a suspension of 11 days or more, or is on a full expulsion.
- 3.30 The board shall access evidence-based practices that promote positive student behaviour.
- 3.31 A Student Action Plan shall be developed for every student who makes a commitment to attend a board program for suspended students or a program for expelled students (as applicable).
- 3.32 The program will maintain a comprehensive and on-going connection with the home school and provide for parental/guardian involvement whenever possible.

4.0 Responsibility

- 4.1 The Director of Education shall be responsible for the implementation of this policy.

5.0 Review and Evaluation

- 5.1 The programs for students under long-term suspension and for expelled students shall be monitored, reviewed and evaluated for effectiveness on an annual basis.
- 5.2 This policy shall be reviewed during the 2010 –2011 policy review cycle.

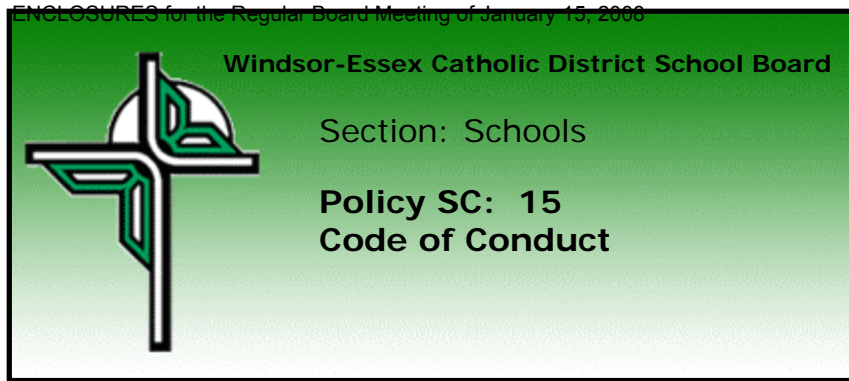
6.0 References

Education Act R.S.O. 1990, c. E.2 Part XIII Behaviour, Discipline and Safety
Ontario Regulation 472/07 Suspension and Expulsion of Pupils
Ontario Regulation 474/07 Access to School Premises
Ministry of Education Policy/Program Memorandum No. 141 School Board Programs for Students on Long-Term Suspension
Ministry of Education PPM No. 142 School Board Programs for Expelled Students
Ministry of Education PPM No. 145 Progressive Discipline and Promoting Positive Student Behaviour
Ministry of Education PPM No. 128 The Provincial Code of Conduct and School Board Code of Conduct
Ministry of Education PPM No. 144 Bullying Prevention and Intervention

Related Board Policies/Procedures:

A: 14 Antiracism and Ethno Cultural Equity

A: 20 Transportation Policy/Procedures
B:06 Access to School Premises
B:01 Smoke Free Schools and Sites
B:05 Property Damage/Vandalism/Theft
H:19 Violence Prevention in the Workplace and Program for Violence Prevention
SC: 03 Acceptable Use of the Internet (students)
SC:04 Field Trips Policy/Procedure
SC: 07 Safe Schools (Violence Free)
SC: 15 Code of Conduct
ST: 04 Attendance and Punctuality
ST: 05 Student Discipline Policy/Procedure
ST: 17 Alcohol Drug Students
ST: 18 Physical Intervention
ST: 19 Appropriate Dress



POLICY:	SC: 15
EFFECTIVE:	
AMENDED:	
RELATED POLICIES:	(references detailed in section 7.0)
REPEALS:	
REVIEW DATE:	2010-2011

1.0 Objectives

DRAFT

- 1.1 To ensure that the Code of Conduct of the Windsor-Essex Catholic District School Board promotes the mission and vision of the Board and provides a framework for individual schools to follow when reviewing their existing local, school-based codes of conduct.
- 1.2 The objectives of the Provincial Code of Conduct established by the Ministry of Education and the Board's Code of Conduct are the same and include the following:
 - a. To ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity;
 - b. To promote responsible citizenship by encouraging appropriate participation in the civic life of the school community;
 - c. To maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility;
 - d. To encourage the use of non-violent measures to resolve conflict;
 - e. To promote the safety of people in the Board's schools;
 - f. To discourage the use of alcohol and illegal drugs.

2.0 Definitions

- 2.1 *School Climate* – the sum total of all of the personal relationships within a school. A positive climate exists when all members of the school community feel safe, comfortable and accepted.

3.0 Guiding Principles

- 3.1 The Board shall remain faithful to its Vision and Mission Statement, which call students, parents, teachers, staff and the community to work together as a partnership of school, family and parish to provide an education that is rooted in the teachings of Jesus in the Gospel.
- 3.2 A school should be a place that promotes responsibility, respect, civility, and academic excellence in a safe learning and teaching environment. A positive school climate exists when all members of the school community feel safe, comfortable, and accepted.

- 3.3 All students, parents, teachers, and staff members have the right to be safe, and to feel safe, in their school community. With this right comes the responsibility to contribute to a positive school climate. The promotion of strategies and initiatives such as Student Success and character development, along with the employment of prevention and intervention strategies to address inappropriate behaviour, fosters a positive school climate that supports academic achievement for all students.
- 3.4 Responsible Christian citizenship involves appropriate participation in the faith and civic life of the school community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others.

4.0 Specific Directives

- 4.1 The Principal of each school shall review their school's local code of conduct and modify it where necessary to ensure that it is consistent with the Provincial Code of Conduct and the Board's Code of Conduct.
- 4.2 Appendix A is the WECDSB Code of Conduct. It sets out minimum requirements for each school's local Code of Conduct. These are mandatory for inclusion in each school's local code of conduct and are based on requirements of the Ministry of Education.
- 4.3 The provincial Code of Conduct and the Board's Code of Conduct set clear standards of behaviour that shall be incorporated into each school's local Code of Conduct and shall be applied not only to students, but also to all individuals involved in the publicly funded school system – parents, volunteers, teachers, and other staff members, whether they are on school property, on school buses, at school-related events or activities, or in other circumstances that could have an impact on the school climate.
- 4.4 In reviewing and developing the school's local Code of Conduct, the principal must take into consideration the views of the school council. In addition, he or she should:
- Seek input from students, staff, parents, and members of the school community;
 - Include procedures and timelines for review. The School's Code of Conduct shall be reviewed annually;
 - Develop a communications plan that outlines how these standards of behaviour and the Code of Conduct will be made clear to everyone.
- 4.5 Each school's code of conduct shall encourage members of the school community to develop knowledge of God and the teachings of Jesus Christ in a faith atmosphere.
- 4.6 The Principal of a school shall maintain a Principal's Handbook that shall include the School's Code of Conduct.

- 4.7 The local codes of conduct shall be communicated to all members of the school community.
- 4.8 The Principal shall file with the Superintendent of Education a current copy of the school's local Code of Conduct.

5.0 Responsibility

- 5.1 The Director of Education and the Principal of each school shall be responsible for the implementation of this policy.

6.0 Review and Evaluation

- 6.1 This policy and the Board's Code of Conduct shall be reviewed at least every three years and shall be scheduled for review during the 2010-2011 policy review cycle.

7.0 References

Education Act R.S.O. 1990, c. E.2 Part XIII Behaviour, Discipline and Safety
Ontario Regulation 472/07 Suspension and Expulsion of Pupils
Ontario Regulation 474/07 Access to School Premises
Ministry of Education Policy/Program Memorandum No. 141 School Board Programs for Students on Long-Term Suspension
Ministry of Education PPM No. 142 School Board Programs for Expelled Students
Ministry of Education PPM No. 145 Progressive Discipline and Promoting Positive Student Behaviour
Ministry of Education PPM No. 128 The Provincial Code of Conduct and School Board Code of Conduct
Ministry of Education PPM No. 144 Bullying Prevention and Intervention

Related Board Policies/Procedures:

A: 12 Code of Ethics
A: 14 Antiracism and Ethno Cultural Equity
A: 20 Transportation Policy/Procedures
B:06 Access to School Premises
B:01 Smoke Free Schools and Sites
B:05 Property Damage/Vandalism/Theft
H:19 Violence Prevention in the Workplace and Program for Violence Prevention
SC: 03 Acceptable Use of the Internet (students)
SC:04 Field Trips Policy/Procedure
SC: 07 Safe Schools (Violence Free)
SC: 15 Code of Conduct
ST: 04 Attendance and Punctuality
ST: 05 Student Discipline Policy/Procedure
ST: 17 Alcohol Drug Students
ST: 18 Physical Intervention
ST: 19 Appropriate Dress

Appendix “A”

CODE OF CONDUCT WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD

The following is mandatory for inclusion in each WECDSB school’s local code of conduct and is based on the requirements established by the Ministry of Education:

1.0 Guiding Principles and Purposes of the Code

- 1.1 The standards of behaviour set out within this code apply not only to students, but also to all individuals involved in the publicly funded school system – parents, volunteers, teachers, and other staff members – whether they are on school property, on school buses, at school-related events or activities, or in other circumstances that could have an impact on the school climate.
- 1.2 All members of the school community are to be treated with respect and dignity, especially persons in positions of authority.
- 1.3 To promote responsible citizenship by encouraging appropriate participation in the civic life of the school community.
- 1.4 To maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.
- 1.5 To encourage the use of non-violent means to resolve conflict.
- 1.6 To promote the safety of people in the schools.
- 1.7 To discourage the use of alcohol and illegal drugs.

2.0 Roles and Responsibilities

2.1 Parents

Parents play an important role in the education of their children, and can support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents fulfill their role when they:

- show an active interest in their child’s school work and progress;
- communicate regularly with the school;
- help their child be neat, appropriately dressed and prepared for school;
- ensure that their child attends school regularly and on time;
- promptly report to the school their child’s absence or late arrival;
- show that they are familiar with the provincial Code of Conduct, the board’s code of conduct, and school rules;
- encourage and assist their child in following the rules of behaviour;
- assist school staff in dealing with disciplinary issues involving their child.

2.2 Students

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when a student:

- comes to school prepared, on time and ready to learn;
- shows respect for themselves, for others and for those in authority;
- refrains from bringing anything to school that may compromise the safety of others;
- follows the established rules and takes responsibility for his or her own action.

2.3 Principals

Principals, under the direction of their school board, take a leadership role in the daily operation of a school. They provide this leadership by:

- demonstrating care for the school community and a commitment to academic excellence in a safe teaching and learning environment;
- holding everyone, under their authority, accountable for their behaviour and actions;
- empowering students to be positive leaders in their school and community;
- communicating regularly and meaningfully with all members of their school community.

2.4 Teachers and School Staff

Teachers and school staff, under the leadership of their principals, maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, staff uphold these high standards when they:

- help students work to their full potential and develop their self-worth;
- empower students to be positive leaders in their classroom, school, and community;
- communicate regularly and meaningfully with parents;
- maintain consistent standards of behaviour for all students;
- demonstrate respect for all students, staff, parents, volunteers, and the members of the school community;
- prepare students for the full responsibilities of citizenship.

2.5 The Campus Ministers

The campus ministers in the secondary school of the Windsor-Essex Catholic District School Board, under the leadership of their principals, assist in fostering a safe environment when they:

- coordinate activities to promote school unity;

- facilitate communication among varied partners within the school community;
- organize worship celebrations, which include Eucharist and Paraliturgies;
- make available the reception of the sacraments;
- facilitate retreats for staff and students;
- liaise with local parishes;
- provide pastoral counseling for individual staff and students;
- make referrals to other school and community resources;
- witness to the Good News and strive to incorporate Gospel values in the life of the school community;
- initiate justice and peace issues and coordinate action plans;
- contribute as a member of each local school's Crisis Response Team

2.6 School Board

School Boards provide direction to their schools that ensure opportunity, excellence and accountability in the education system. School boards:

- develop policies that set out how their schools will implement and enforce the Provincial Code of Conduct and all other rules that they develop that are related to the provincial standards that promote and support respect, civility, responsible citizenship, and safety;
- seek input from school councils, their Parent Involvement Committee, their Special Education Advisory Committee, parents, students, staff members, and the school community;
- review these policies regularly with students, staff, parents, volunteers and the community;
- establish a process that clearly communicates the Provincial Code of Conduct and school board codes of conduct to all parents, students, staff members, and members of the school community in order to obtain their commitment and support;
- ensure an effective intervention strategy and response to all infractions related to the standards for respect, civility, responsible citizenship and safety;
- provide opportunities for all staff to acquire the knowledge, skills and attitudes necessary to develop and maintain academic excellence in a safe learning and teaching environment;
- Wherever possible, boards should collaborate to provide coordinated prevention and intervention programs and services, and should endeavour to share effective practices.

2.7 Police, Parish and Community Partners

- The police play an essential role in making our schools and communities safer;
- Police investigate incidents in accordance with the protocol developed with the local school board. These protocols are based on a provincial model developed by the Ministry of the Solicitor General and the Ministry of Education.

3.0 Standards of Behaviour

3.1 Respect, Civility & Responsible Citizenship

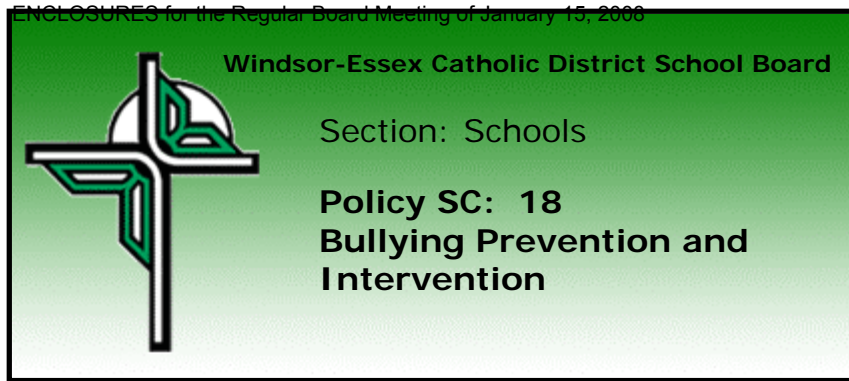
All members of the school community must:

- respect and comply with all applicable federal, provincial and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas and opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability;
- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- respect all members of the school community, especially persons in positions of authority;
- respect the need of others to work in an environment that is conducive to learning and teaching;
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- not swear at a teacher or at another person in a position of authority.

3.2 Safety

All members of the school community must not:

- be in possession of any weapon, including firearms;
- cause injury to any person with an object;
- use any object to threaten or intimidate another person;
- be in possession of, or under the influence of, or provide others with, alcohol or illegal drugs;
- inflict or encourage others to inflict bodily harm on another person;
- engage in bullying behaviours;
- commit sexual assault;
- traffic weapons or illegal drugs;
- give alcohol to a minor;
- commit robbery;
- engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.



POLICY:	SC: 18
EFFECTIVE:	
AMENDED:	
RELATED POLICIES:	(references detailed in section 7.0)
REPEALS:	
REVIEW DATE:	2010-2011

1.0 Objectives

DRAFT

- 1.1 To ensure that the school environment is one of respect, dignity and trust, consistent with the Gospel Values.
- 1.2 To develop and implement comprehensive board-wide bullying prevention strategies.
- 1.3 To develop and implement comprehensive board-wide intervention strategies to address incidents of bullying.
- 1.4 To empower all students and the entire school community to create schools free from bullying.

2.0 Definitions

- 2.1 **Bullying** is typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.

Students may attain or maintain power over others in the school through real or perceived differences. Some areas of difference may be size, strength, age, intelligence, economic status, social status, solidarity of peer group, religion, ethnicity, disability, need for special education, sexual orientation, family circumstances, gender, and race.

Bullying is a dynamic of unhealthy interaction that can take many forms. It can be physical (e.g. hitting, pushing, tripping), verbal (e.g., name calling, mocking, or making sexist, racist, or homophobic comments), or social (e.g., excluding others from a group, spreading gossip or rumours). It may also occur through the use of technology (e.g., spreading rumours, images, or hurtful comments through the use of e-mail, cell phones, text messaging, Internet websites, or other technology).

Children who suffer prolonged victimization through bullying, as well as children who use power and aggression as bullies, may experience a range of psychosocial problems that may extend into adolescence and adulthood.

- 2.2 **School Climate** is the sum total of all of the personal relationships within a school. When these personal relationships are founded in mutual acceptance and inclusion, and modeled by all, a culture of respect becomes the norm. A positive school climate exists when all members of the school community feel safe, comfortable, and accepted. A positive school climate is a crucial component of bullying prevention.

3.0 Guiding Principles

- 3.1 Bullying behaviours contradict the Gospel values, which are centered in the teachings of Christ. Accordingly the Board believes that all forms of bullying are unacceptable behaviours.
- 3.2 Bullying adversely affects students' ability to learn.
- 3.3 Bullying adversely affects healthy relationships and the school climate.
- 3.4 Bullying adversely affects a school's ability to educate its students.
- 3.5 Bullying will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g., online) where engaging in bullying will have a negative impact on the school climate.

4.0 Specific Directives

- 4.1 The Board shall ensure that a comprehensive bullying prevention strategy is developed and implemented that includes expectations for appropriate student behaviour.
- 4.2 The Board shall ensure that a comprehensive intervention strategy is developed and implemented to address incidents of bullying, including appropriate and timely responses. Intervention should be done in ways that are consistent with a progressive discipline approach as set out within the Board's Student Discipline Policy.
- 4.3 The Board shall ensure that procedures are developed and implemented that allow students and members of the school community to report incidents of bullying behaviour safely and in a way that will minimize the possibility of reprisal.
- 4.4 The Board shall ensure that support is provided for students and members of the school community who have felt bullied, for students who have bullied others, and for students and members of the school community who have been affected by observing bullying.
- 4.5 The Board shall put in place training strategies for all Principals, Vice-Principals, teachers, and educational assistants on prevention of bullying behaviour and intervention, including training on cultural sensitivity and on respect for diversity and special education needs.

- 4.6 The Board shall actively communicate its policy and procedures on bullying prevention and intervention to students, parents, teachers and other school staff, school councils, volunteers, and school bus operators/drivers. The roles and responsibilities of all members of the school community shall be clearly articulated and understood.

5.0 Responsibility

- 5.1 The administration of the Bullying Prevention and Intervention Policy is the responsibility of the Director of Education or designate(s).
- 5.2 It is the responsibility of trustees, senior administration, principals, vice-principals, supervisors, staff and the school community to foster an environment of respect, dignity and trust.
- 5.3 All policies, procedures, guidelines, and practices of the Board shall promote the principles of bullying prevention.

6.0 Review and Evaluation

- 6.1 Schools shall conduct an analysis of the school climate through surveys of students, staff members, and parents every three years.
- 6.2 Performance indicators shall be utilized for monitoring, reviewing, and evaluating the effectiveness of the Board's Bullying Prevention and Intervention policy and procedures.
- 6.3 This policy shall be reviewed during the 2010 –2011 review cycle.

7.0 References

Education Act R.S.O. 1990, c. E.2 Part XIII Behaviour, Discipline and Safety
Ontario Regulation 472/07 Suspension and Expulsion of Pupils
Ministry of Education PPM No. 145 Progressive Discipline and Promoting Positive Student Behaviour
Ministry of Education PPM No. 128 The Provincial Code of Conduct and School Board Code of Conduct
Ministry of Education PPM No. 144 Bullying Prevention and Intervention

Related Board Policies/Procedures:

A: 12 Code of Ethics
A: 14 Antiracism and Ethno Cultural Equity
A: 20 Transportation Policy/Procedures
SC: 03 Acceptable Use of the Internet (students)
SC:04 Field Trips Policy/Procedure
SC: 07 Safe Schools (Violence Free)

SC: 15 Code of Conduct
ST: 05 Student Discipline Policy/Procedure



1325 California Avenue
Windsor, ON N9B 3Y6
CHAIRPERSON: John Macri
DIRECTOR OF EDUCATION: Joseph Berthiaume

Meeting Date:
January 15, 2008

BOARD REPORT

Public **In-Camera**

PRESENTED FOR: Information Approval

PRESENTED BY: Senior Administration

SUBMITTED BY: Joseph Berthiaume, Director of Education
Linda Staudt, Superintendent of Education
Cathy Geml, Superintendent of Education
Bruno Limarzi, Vice-Principal Safe Schools

SUBJECT: **BOARD PLAN TO SUPPORT THE IMPLEMENTATION OF BILL 212 AND THE MINISTRY OF EDUCATION'S SAFE SCHOOLS STRATEGY**

RECOMMENDATION:

That the Board approve the following plan to support the board implementation of Bill 212 and the Ministry of Education Safe Schools Strategy effective February 1, 2008.

SYNOPSIS: The Windsor-Essex Catholic District School Board has received dedicated funding (\$415,212.00) for the 2007-2008 school year to support the implementation of Bill 212: Education Amendment Act (Progressive Discipline and School Safety) and the Ministry of Education's Safe School Strategy.

To lead the implementation within the Board, Bruno Limarzi has been seconded to the position of Vice-Principal Safe Schools for the period of December 3, 2007 to June 26, 2008. He will work with Senior Administration, School and Board staff to put in place and oversee the necessary policies, procedures and programming to comply with Bill 212 and the respective Ministry Policy/Program Memoranda:

- Programs for Students on Long-Term Suspension (P/PM 141)
- Programs for Expelled Students (P/PM 142)
- Bullying Prevention and Intervention (P/PM 144)
- Progressive Discipline and Promoting Positive Student Behaviour (P/PM 145)
- The Provincial Code of Conduct and School Board Codes of Conduct (P/PM 128)

BACKGROUND COMMENTS:

Program for Expelled Students

The board will continue with the present "Strict Discipline" model of programming for expelled students. Students in the program will be provided academic and non-academic support. These supports enable the students to continue with their education, as well, assist them in the development of long-term positive attitudes by identifying and addressing the underlying causes of the behaviour that led to the expulsion. The program for expelled students will be available to students from our Board and our co-terminous board. The program will be situated at St. Michael's Victoria Campus. Costs to each board will be assigned on a cost recovery/fee for service basis.

Program for Secondary Students on Long Term Suspension

The board will continue with the present model of accessing the co-terminous board's *Turning Point* program. Students on long term suspension will be provided academic and non-academic support. *The Turning Point* program will be available to students at both a city and county location. Costs to each board will be assigned on a cost recovery/fee for service basis.

Program for Elementary Students on Long Term Suspension

One elementary program will be established at W. J. Langlois Catholic Elementary School. Students on long term suspension will be provided academic and non-academic support. One elementary teacher and one behaviour specialist will staff the program.

Additional Supports for Students on Long Term Suspension and Expulsion

The equivalent of 1.0 Social Worker will be assigned to support the non-academic component for elementary/secondary students on long term suspension (0.5) and elementary/secondary students on expulsion (0.5). Community supports will be also accessed as needed.

Bullying Prevention and Promoting Positive Student Behaviour

Teacher Professional Development: All elementary and secondary teachers will be in-serviced on the January 31st Professional Development Day with respect to bullying prevention and promoting positive student behaviour.

Student Presentations: School-wide assemblies at each Catholic High School will take place in February. Grade 7 and 8 students will also be invited to take part in these presentations at their respective feeder high school. Featured will be *Rachel's Challenge* a program designed for students to create safer and more productive places to learn.

Parent/Community Presentations: Parents and members of the community will be invited to attend three evening presentations. Featured will be *Rachel's Challenge* a program designed for students to create safer and more productive places to learn.

Progressive Discipline

An Incident Tracker will be purchased as part of the Board's Student Information System (Trillium). The Incident Tracker will track incidents and interventions put in place to support progressive discipline. Additional resources will be purchased for schools to assist in the implementation of a progressive discipline model.

FINANCIAL IMPACT: Funding to support the Board's Plan will come from the Ministry of Education's 's Safe Schools allocation of \$415,212.

TIMELINES: Effective February 1, 2008.

APPENDICES: None

REPORT REVIEWED BY:

- EXECUTIVE COUNCIL
- SUPERINTENDENT
- DIRECTOR OF EDUCATION:

Review Date: January 7, 2008

Approval Date: January 9, 2008

Approval Date: January 9, 2008



1325 California Avenue
Windsor, ON N9B 3Y6
CHAIRPERSON: John Macri
DIRECTOR OF EDUCATION: Joseph Berthiaume

BOARD REPORT

Meeting Date:
January 15, 2008

Public **In-Camera**
PRESENTED FOR: Information Approval
PRESENTED BY: Senior Administration
SUBMITTED BY: Joseph Berthiaume, Director of Education
 Mario Iatonna, Superintendent of Business
 Ken Gignac, Controller of Finance
 Annamaria Easby, Supervisor of Accounting
SUBJECT: **BUDGET REPORT FOR THE FISCAL YEAR ENDED
 AUGUST 31, 2007**

RECOMMENDATION:

**That the Board receive the Budget Report for the fiscal year ended
 August 31, 2007;**

and, approve the transfer of \$395,050 from the Working Fund Reserve.

SYNOPSIS:

The external auditors work is now complete and the Auditors' Report has been issued. The Financial Statements for the fiscal year ending August 31, 2007 and the Auditors' Report are attached.

BACKGROUND COMMENTS:

The Board's year end financial statements were due to be filed with the Ministry on December 15, 2007. Permission was granted by the Ministry to extend the deadline to after the January 15, 2008 Board Meeting. The Board, however, did submit as requested by the Ministry, draft financial statements in December 2007 to allow the Ministry to complete its budget planning with the Province.

FINANCIAL IMPACT:

The drawdown of reserves requires Board approval and the transfer of \$395,050 reduces the Working Fund Reserve to a \$0 balance.

TIMELINES: N/A

APPENDICES:

- Auditors' Report
- Financial Statements for the fiscal year ending August 31, 2007

REPORT REVIEWED BY:

<input checked="" type="checkbox"/>	EXECUTIVE COUNCIL	Review Date: January 7, 2008
<input checked="" type="checkbox"/>	SUPERINTENDENT	Approval Date: January 9, 2008
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date: January 9, 2008

**WINDSOR-ESSEX CATHOLIC
DISTRICT SCHOOL BOARD**

**Financial Statements
August 31, 2007**

**GRAHAM, SETTERINGTON, McINTOSH,
DRIEDGER & HICKS**
CHARTERED ACCOUNTANTS



DAVID P. SETTERINGTON, FCA
AL W. McINTOSH, CA
PAUL H. DRIEDGER, BSc, CA
R. TYLER HICKS, BBA, CA
HEATHER L. MacPHERSON, BAcc, CA
LINDSAY L. ROUNDING, BAcc, CA

P.O. BOX 189, 49 ERIE ST. N.,
LEAMINGTON, ONTARIO N8H 3W2

TELEPHONE (519) 326-2681
FAX (519) 326-8044

AUDITORS' REPORT

**To the Board of Trustees of Windsor-Essex Catholic
District School Board**

We have audited the consolidated statement of financial position of Windsor-Essex Catholic District School Board as at August 31, 2007 and the consolidated statements of financial activities and changes in financial position for the year then ended. These financial statements are the responsibility of the Board's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

In our opinion, these consolidated financial statements present fairly, in all material respects, the financial position of the Windsor-Essex Catholic District School Board as at August 31, 2007 and the results of its operations and the changes in its financial position for the year then ended in accordance with Canadian generally accepted accounting principles.

**GRAHAM, SETTERINGTON, McINTOSH,
DRIEDGER & HICKS**

*Graham, Setterington, McIntosh,
Driedger & Hicks*

Leamington, Ontario
December 5, 2007

Chartered Accountants
Licensed Public Accountants

WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD
Statement of Financial Position
for the years ending August 31

FINANCIAL ASSETS	2007	2006
Cash and cash equivalents (note 2)	\$ 2,178,561	\$ 2,248,300
Accounts receivable	12,327,966	12,325,564
TOTAL FINANCIAL ASSETS	\$ 14,506,527	\$ 14,573,864
FINANCIAL LIABILITIES		
Temporary borrowing (note 3)	\$ 55,674,615	\$ 26,468,604
Accounts payable and accrued liabilities	6,909,767	4,830,658
Net debenture debt, capital loans and leases (note 6)	143,788,759	140,041,924
Deferred revenue - reserves (note 4)	8,704,860	8,103,996
Deferred revenue - other	596,005	476,105
Employee benefits payable (note 5)	64,843,004	56,061,391
TOTAL FINANCIAL LIABILITIES	280,517,010	235,982,678
NET FINANCIAL LIABILITIES	(266,010,483)	(221,408,814)
NON-FINANCIAL ASSETS		
Prepaid expenses	1,121,173	1,037,218
NET LIABILITIES	(264,889,310)	(220,371,596)
FINANCIAL POSITION		
Operating fund	(4,771,246)	-
Capital fund	(50,757,717)	(27,642,010)
Reserve fund	566,616	3,824,148
School Activities fund	2,149,586	2,219,325
TOTAL FUND BALANCE	(52,812,761)	(21,598,537)
Amounts to be recovered (note 7)	(212,076,549)	(198,773,059)
NET FINANCIAL POSITION	\$ (264,889,310)	\$ (220,371,596)

Signed on Behalf of the Board

Chief Executive Officer

Chair of Board

The accompanying notes are an integral part of these financial statements.

WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD
Statement of Financial Activities
For the years ended August 31

	(unaudited) 2006-07 Budget	2006-07 Actual	2005-06 Actual
REVENUES			
Local taxation	\$ 59,992,154	\$ 57,321,843	\$ 59,931,615
Provincial grants - student focused funding	156,364,504	158,398,650	148,721,603
Provincial grants - other	-	3,927,297	4,534,389
Federal grants and fees	-	2,811	-
Other fees and revenues	430,000	689,858	3,120,913
Investment income	120,000	74,971	95,299
School fundraising	8,300,000	7,384,606	8,350,000
TOTAL REVENUE	225,206,658	227,800,036	224,753,819
EXPENDITURES (note 9)			
Instruction	167,423,417	180,728,944	169,643,795
Administration	7,530,431	8,695,374	8,258,541
Transportation	7,980,000	7,743,434	7,767,094
School operations and maintenance	20,284,000	22,073,223	21,171,542
Pupil accommodation	41,204,792	44,093,640	65,984,893
Other	3,225,490	1,612,745	1,612,745
School funded activities	8,250,000	7,454,345	8,010,355
TOTAL EXPENDITURES	255,898,130	272,401,705	282,448,965
NET EXPENDITURES	(30,691,472)	(44,601,669)	(57,695,146)
Increase (decrease) in prepaid expenses	-	83,955	662,283
CHANGES IN NET LIABILITIES	(30,691,472)	(44,517,714)	(57,032,863)
FINANCING TRANSACTIONS			
Long term financing issues	-	8,094,232	45,000,000
Debt repayments and sinking fund contributions	(4,237,457)	(4,347,397)	(3,102,836)
Increase in unfunded liabilities	1,516,200	9,556,655	4,133,632
CHANGE IN AMOUNTS TO BE RECOVERED	(2,721,257)	13,303,490	46,030,796
CHANGE IN FUND BALANCES	(33,412,729)	(31,214,224)	(11,002,067)
Opening fund balances	2,952,191	(21,598,540)	(10,596,473)
Closing fund balances	\$ (30,460,538)	\$ (52,812,764)	\$ (21,598,540)

The accompanying notes are an integral part of these financial statements.

WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD
Statement of Changes in Financial Position
For the years ended August 31

	<u>2006-07</u>	<u>2005-06</u>
OPERATIONS		
Net expenditure	\$ (44,601,669)	\$ (57,695,146)
Sources and (Uses)		
Decrease (increase) in accounts receivable	(2,402)	(2,976,544)
Increase (decrease) in accounts payable and accrued liabilities	2,079,109	(4,079,304)
Increase (decrease) in deferred revenues - reserves	600,864	748,170
Increase (decrease) in deferred revenues - other	119,900	(1,143,188)
Increase employee benefits payable	8,781,613	3,696,008
NET DECREASE IN CASH FROM OPERATIONS	(33,022,585)	(61,450,004)
FINANCING		
Long term liabilities issued	8,094,232	45,000,000
Debt repaid and sinking fund contributions	(4,347,397)	(3,102,836)
NET INCREASE (DECREASE) IN CASH FROM FINANCING	3,746,835	41,897,164
CHANGE IN CASH AND CASH EQUIVALENTS	(29,275,750)	(19,552,840)
Opening cash and cash equivalents	(24,220,304)	(4,667,464)
Closing cash and cash equivalents	\$ (53,496,054)	(24,220,304)
Cash and cash equivalents comprise:		
Cash and short-term investments	\$ 2,178,561	\$ 2,248,300
Less: Bank temporary borrowing	55,674,615	26,468,604
	\$ (53,496,054)	\$ (24,220,304)

The accompanying notes are an integral part of these financial statements.

WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD
Schedule of Operating Fund
For the years ended August 31

	(unaudited) 2006-07 Budget	2006-07 Actual	2005-06 Actual
REVENUES			
Local taxation	\$ 59,992,154	\$ 57,321,843	\$ 59,931,615
Provincial legislative grants	156,364,504	158,398,650	148,721,603
Provincial grants - other	-	3,927,297	4,534,389
Federal grants and fees	-	2,811	-
Other fees and revenues	430,000	689,858	3,120,913
Investment income	120,000	74,971	95,299
TOTAL REVENUE	216,906,658	220,415,430	216,403,819
EXPENDITURES			
Instruction	167,423,417	180,018,579	168,594,094
Administration	7,530,431	8,695,374	8,258,541
Transportation	7,980,000	7,743,434	7,767,094
School operations and maintenance	20,284,000	22,002,559	21,154,225
Pupil accommodation	11,204,792	9,096,646	6,876,354
Other	1,612,745	-	-
TOTAL EXPENDITURES	216,035,385	227,556,592	212,650,308
NET REVENUE	871,273	(7,141,162)	3,753,511
Increase (decrease) in prepaid expenses	-	83,955	662,283
INCREASE (DECREASE) IN NON-FINANCIAL ASSETS	-	83,955	662,283
Debt principal repayments and sinking fund contributions	(4,237,457)	(4,347,397)	(3,102,836)
Increase in unfunded liabilities	1,516,200	9,556,655	4,133,632
CHANGE IN AMOUNTS TO BE RECOVERED	(2,721,257)	5,209,258	1,030,796
NET TRANSFERS (TO) FROM OTHER FUNDS			
Transfers (to) from capital fund	1,297,811	(3,929,032)	(5,029,600)
Transfer (to) from reserve fund	552,173	1,005,735	(416,990)
NET TRANSFERS TO OTHER FUNDS	1,849,984	(2,923,297)	(5,446,590)
CHANGE IN OPERATING FUND BALANCE	-	(4,771,246)	-
Opening balance - operating fund	-	-	-
Closing balance - operating fund	\$ -	\$ (4,771,246)	\$ -

The accompanying notes are an integral part of these financial statements.

WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD
Schedule of Capital Fund
For the years ended August 31

	(unaudited) 2006-07 Budget	2006-07 Actual	2005-06 Actual
REVENUES			
Other Revenues	\$ -	\$ -	\$ -
CAPITAL EXPENDITURES			
Instruction	-	710,365	1,049,701
School operations and maintenance		70,664	17,317
Pupil accommodation	30,000,000	34,996,994	59,108,539
Other	1,612,745	1,612,745	1,612,745
TOTAL EXPENDITURES	31,612,745	37,390,768	61,788,302
NET EXPENDITURES	(31,612,745)	(37,390,768)	(61,788,302)
LONG TERM FINANCING	-	8,094,232	45,000,000
NET TRANSFERS FROM (TO) OTHER FUNDS			
Transfers from operating fund	(1,297,811)	3,929,032	5,029,600
Transfers from reserve fund	1,345,355	2,251,797	711,683
NET TRANSFERS FROM OTHER FUNDS	47,544	6,180,829	5,741,283
CHANGE IN CAPITAL FUND BALANCE	(31,565,201)	(23,115,707)	(11,047,019)
Opening balance - capital fund	(1,207,736)	(27,642,010)	(16,594,991)
Closing balance - capital fund	\$ (32,772,937)	\$ (50,757,717)	\$ (27,642,010)

The accompanying notes are an integral part of these financial statements.

WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD
Schedule of Reserve Funds
For the years ended August 31

	(unaudited) 2006-07 Budget	2006-07 Actual	2005-06 Actual
REVENUES			
Investment income	\$ -	\$ -	\$ -
NET REVENUE	-	-	-
NET TRANSFERS (TO) FROM OTHER FUNDS			
Transfers (to) from operations	(552,173)	(1,005,735)	416,990
Transfers to capital	(1,345,355)	(2,251,797)	(711,683)
NET TRANSFERS TO OTHER FUNDS	(1,897,528)	(3,257,532)	(294,693)
CHANGE IN RESERVE FUND BALANCE	(1,897,528)	(3,257,532)	(294,693)
Opening balance - reserve fund	1,940,602	3,824,148	4,118,841
Closing balance - reserve fund	\$ 43,074	\$ 566,616	\$ 3,824,148
The reserve fund is comprised of:			
Working funds		\$ -	\$ 1,005,738
Pupil accomodation debt reserve		566,616	2,818,410
		\$ 566,616	\$ 3,824,148

The accompanying notes are an integral part of these financial statements.

WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD
Schedule of School Activities Fund
For the years ended August 31

	(unaudited) 2006-07 Budget	2006-07 Actual	2005-06 Actual
REVENUES			
Elementary School fundraising & other revenue	\$ 4,100,000	\$ 4,069,268	\$ 4,433,680
Secondary School fundraising & other revenue	4,200,000	3,338,071	3,916,320
NET REVENUE	8,300,000	7,407,339	8,350,000
EXPENDITURES			
School funded activities	8,250,000	7,415,866	8,010,355
NET REVENUE (EXPENDITURES)	50,000	(8,527)	339,645
CHANGE IN SCHOOL ACTIVITIES FUND BALANCE	50,000	(8,527)	339,645
Opening balance - School Activities Fund	2,219,325	2,219,325	1,879,680
Closing balance - School Activities Fund	\$ 2,269,325	\$ 2,210,798	\$ 2,219,325

The accompanying notes are an integral part of these financial statements.

WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD

Notes to the Consolidated Financial Statements

August 31, 2007

1. SIGNIFICANT ACCOUNTING POLICIES

(a) Reporting Entity

The consolidated financial statements are prepared by management in accordance with Canadian generally accepted accounting principles for local governments established by the Public Sector Accounting Board of The Canadian Institute of Chartered Accountants and reflect the assets, liabilities, revenues, expenditures and fund balances of the reporting entity. The reporting entity is comprised of all organizations accountable for the administration of their financed affairs and resources to the Board and which are controlled by the Board. School generated funds, which include the assets, liabilities, revenues, expenditures and fund balances of various entities which exist at the school level and which are controlled by the Board are reflected in the consolidated financial statement.

(b) Trust Funds

Trust funds and their related operations administered by the Board are not included in the financial statements as they are not controlled by the Board.

(c) Basis of Accounting

Revenues and expenditures are reported on the accrual basis of accounting. The accrual basis of accounting recognizes revenues as they are earned and measurable; expenditures are the cost of goods and services acquired in the period whether or not payment has been made or invoices received.

(d) Cash and Cash Equivalents

Cash and cash equivalents comprise of cash on hand, demand deposits and short-term investments. Short-term investments are highly liquid, subject to insignificant risk of changes in value and have a short maturity term of less than 90 days.

(e) Investments

Investments consist of marketable securities which are liquid short-term investments with maturities of between three months and one year at the date of acquisition, and are carried on the Statement of Financial Position at the lower of cost or market value.

(f) Capital Assets

The historical cost and accumulated depreciation of capital assets are not reported. Capital assets are reported as expenditures on the Statement of Financial Activities in the year of acquisition.

1. SIGNIFICANT ACCOUNTING POLICIES (Cont'd)

WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD

Notes to the Consolidated Financial Statements

August 31, 2007

(g) Deferred Revenue

Certain amounts are received pursuant to legislation, regulation or agreement and may only be used in the conduct of certain programs or in the delivery of specific services and transactions. These amounts are recognized as revenue in the fiscal year the related expenditures are incurred or services performed.

(h) Retirement and other employee future benefits

The Board provides defined retirement and other future benefits to specified employee groups. These benefits include pension, life insurance and health care benefits, retirement gratuity, worker's compensation and long-term disability benefits. The Board has adopted the following policies with respect to accounting for these employee benefits:

- (i) The costs of self insured retirement and other employee future benefit plans are actuarially determined using management's best estimate of salary escalation, accumulated sick days at retirement, insurance and health care cost trends, disability recovery rates, long-term inflation rates and discount rates.

For self insured retirement and other employee future benefits that vest or accumulated over the periods of service provided by employees, such as retirement gratuities and life insurance and health care benefits for retirees, the cost is actuarially determined using the projected benefits method prorated on service. Under this method, the benefit costs are recognized over the expected average service life of the employee group. Any actuarial gains and losses related to the past service of employees are amortized over the expected average remaining service life of the employee group.

For those self insured benefit obligations that arise from specific events that occur from time to time, such as obligations for worker's compensation, long-term disability and life insurance and health care benefits for those on disability leave, the cost is recognized immediately in the period the events occur. Any actuarial gains and losses that are related to these benefits are recognized immediately in the period they arise.

- (ii) The costs of multi-employer defined pension plan benefits, such as the Ontario Municipal Employees Retirement System pensions, are the employer's contributions due to the plan in the period;
- (iii) The costs of insured benefits are the employer's portion of insurance premiums owed for coverage of employees during the period.

1. SIGNIFICANT ACCOUNTING POLICIES (Cont'd)

(i) Reserves and Reserve Funds

Certain amounts, as approved by the Board trustees, are set aside in reserves and reserve funds for

WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD

Notes to the Consolidated Financial Statements

August 31, 2007

future operating and capital purposes. Transfers to and/or from reserves and reserve funds are an adjustment to the respective fund when approved.

(j) Government Transfers

Government transfers, which include legislative grants, are recognized in the financial statements in the period in which events giving rise to the transfer occur, providing the transfers are authorized, any eligibility criteria have been met and reasonable estimates of the amount can be made.

(k) Investment Income

Investment income earned on surplus operating funds, capital funds, reserves and reserve funds are reported as revenue in the period earned.

Investment income earned on externally restricted funds such as pupil accommodation, education development charges and special education is added to the fund balance and forms part of the respective deferred revenue balances.

(l) Budget Figures

Budget figures have been provided for comparison purposes and have been derived from the budget approved by the Trustees. The budget approved by the Trustees is developed in accordance with the provincially mandated funding model for school boards and is used to manage program spending within the guidelines of the funding model. Given differences between the funding model and Canadian generally accepted accounting principles for local governments established by the Public Sector Accounting Board, the budget figures presented have not been adjusted to conform with this basis of accounting as it is used to prepare the financial statements. The budget figures are unaudited.

(m) Use of Estimates

The preparation of financial statements in conformity with Canadian generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenues and expenditures during the year. Actual results could differ from these estimates.

WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD
Notes to the Consolidated Financial Statements
August 31, 2007

2. CASH AND CASH EQUIVALENTS

Cash and cash equivalents include the following:

	<u>2007</u>		<u>2006</u>
School Activities fund	\$ 2,149,586	\$	2,219,325
Petty Cash	28,975		28,975
	<u>\$ 2,178,561</u>	\$	<u>2,248,300</u>

3. TEMPORARY BORROWING

Temporary borrowing consists of the following:

	<u>2007</u>		<u>2006</u>
1 year line of credit bearing interest at prime minus 0.65%.	\$ 45,000,000	\$	-
Bank overdraft bearing interest at CIBC prime minus 0.6%.	8,799,713		18,531,177
90-day bank acceptance bearing interest at 4.33%.	1,874,902		7,937,427
	<u>\$ 55,674,615</u>	\$	<u>26,468,604</u>

4. DEFERRED REVENUE

The use of certain reserve funds are restricted by the provincial government regulations. It is a requirement of the public sector accounting principles of the Canadian Institute of Chartered Accountants that these reserve funds be reported as deferred revenue.

Deferred revenue set-aside for specific purposes by legislation, regulation or agreement as at August 31, 2007 is comprised of:

	<u>2007</u>		<u>2006</u>
Proceeds of Disposition	\$ 8,704,860	\$	8,103,996
	<u>\$ 8,704,860</u>	\$	<u>8,103,996</u>

WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD
Notes to the Consolidated Financial Statements
August 31, 2007

5. RETIREMENT AND OTHER EMPLOYEE FUTURE BENEFITS

Retirement and Other Employee Future Benefit Liabilities		2007		2006	
		Retirement Benefits	Other Employee Future Benefits	Total Employee Future Benefits	Total Employee Future Benefits
Accrued Employee Future Benefit Obligations	\$ 83,560,587	\$ 2,233,788	\$ 85,794,375	\$ 96,761,038	
Unamortized Actuarial (Gains) Losses	20,920,698	30,674	20,951,372	40,699,647	
Employee Future Benefits Liability	\$ 62,639,889	\$ 2,203,114	\$ 64,843,003	\$ 56,061,391	

Retirement and Other Employee Future Benefit Expenses		2007		2006	
		Retirement Benefits	Other Employee Future Benefits	Total Employee Future Benefits	Total Employee Future Benefits
Current Year Benefit Cost	\$ 4,020,700	\$ 270,500	\$ 4,291,200	\$ 2,705,404	
Interest on Accrued Benefit Obligation	4,600,398	60,140	4,660,538	3,164,462	
Recognized Actuarial (gains) losses	3,136,528	24,790	3,161,318	1,047,651	
Employee Future Benefit Expenses	\$ 11,757,626	\$ 355,430	\$ 12,113,056	\$ 6,917,517	

WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD

Notes to the Consolidated Financial Statements

August 31, 2007

5. RETIREMENT AND OTHER EMPLOYEE FUTURE BENEFITS (Cont'd)

Retirement Benefits

(i) Ontario Teacher's Pension Plan

Teachers and related employee groups are eligible to be members of Ontario Teacher's Pension Plan. Employer contributions for these employees are provided directly by the Province of Ontario. The pension costs and obligations related to this plan are a direct responsibility of the Province. Accordingly, no costs or liabilities related to this plan are included in the Board's financial statements.

(ii) Ontario Municipal Employees Retirement System

All non-teaching employees of the Board are eligible to be members of the Ontario Municipal Employees Retirement System (OMERS), a multi-employer pension plan. The plan provides defined pension benefits to employees based on their length of service and rates of pay. Effective January 1, 2006 employee contribution rates continued at levels of up to 9.6% of earnings. The Board contributions equal the employee contributions to the plan. During the year ended August 31, 2007, the Board contributed \$ 1,952,693 (2006 - \$ 1,852,084) to the plan. As this is a multi-employer pension plan, these contributions are the Board's pension benefit expenses. No pension liability for this type of plan is included in the Board's financial statements.

(iii) Retirement Gratuities

The Board provides retirement gratuities to certain groups of employees hired prior to specified dates. The amount of the gratuities paid to eligible employees at retirement is based on their salary, accumulated sick days, and years of service at retirement. The Board provides these benefits through an unfunded defined benefit plan. The benefit costs and liabilities related to this plan are included in the Board's financial statements.

(iv) Retirement Life Insurance and Health Care Benefits

The Board continues to provide life insurance, dental and health care benefits to certain employee groups after retirement until the members reach 65 years of age. The Board provides these benefits through an unfunded defined benefit plan. The benefit costs and liabilities related to this plan are included in the Board's financial statements.

Other Employee Future Benefits

(i) Workplace Safety and Insurance Board Obligations

The Board is a Schedule 2 employer under the Workplace Safety and Insurance Act and, as such, assumes responsibility for the payment of all claims to its injured workers under the Act. The Board does not fund these obligations in advance of payments made under the Act. The benefit costs and liabilities related to this plan are included in the Board's financial statements.

WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD
Notes to the Consolidated Financial Statements
August 31, 2007

5. RETIREMENT AND OTHER EMPLOYEE FUTURE BENEFITS (Cont'd)

Other Employee Future Benefits (Cont'd)

(ii) Long-term Disability Life Insurance and Health Care Benefits

The Board provides life insurance, dental and health care benefits to employees on long-term disability leave. The board is responsible for the partial payment of life insurance premiums and the partial costs of health care benefits under this plan. The Board provides these benefits through an unfunded defined benefit plan. The costs of salary compensation paid to employees on long-term disability leave are fully insured and not included in this plan.

The accrued benefit obligations for employee future benefit plans as at August 31, 2007 are based on an actuarial valuations for accounting purposes as at August 31, 2007. These actuarial valuations were based on assumptions about future events. The economic assumptions used in these valuations are the Board's best estimates of expected rates which implicitly include an inflation rate adjustment.

	2007	2006
	%	%
Wage and salary escalation	3.5 - 3.75	3.5 - 3.75
Insurance and health care cost escalation	5.0 - 11.5	5.0 - 11.5
Discount on accrued benefit obligations	4.75	4.75

6. NET LONG-TERM LIABILITIES

Net long-term debt reported on the Statement of Financial Position comprises of the following:

	2007	2006
1 By-law # 55	\$ 492,000	\$ 583,000
2 By-law # 57	-	124,000
3 By-law # 64	4,368,000	5,046,000
4 By-law # 67	5,832,000	6,520,000
5 By-law # 02-01	29,241,621	29,961,780
6 By-law # 03-04 Sinking Fund Debenture	24,012,700	24,012,700
7 By-law # 03-05	28,825,855	29,488,147
8 By-law # 06-01	44,074,458	45,000,000
9 By-law #06-03	8,005,804	-
Less: Sinking Fund Assets Balance as at August 31	(1,063,679)	(693,703)
	\$ 143,788,759	\$ 140,041,924

WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD
Notes to the Consolidated Financial Statements
August 31, 2007

6. NET LONG-TERM LIABILITIES (Cont'd)

Principal and interest payments relating to net long-term liabilities of \$143,788,759 outstanding as at August 31, 2007 are due as follows:

	Principal and Sinking Fund Contributions	Interest	Total
2007/08	4,545,014	8,182,886	12,727,900
2008/09	4,839,371	7,879,669	12,719,040
2009/10	5,159,847	7,553,304	12,713,151
2010/11	5,502,897	6,865,274	12,368,171
2011/12	5,711,004	6,801,010	12,512,013
Thereafter	118,030,626	56,486,382	174,517,008
	\$ 143,788,759	\$ 93,768,524	\$ 237,557,283

7. AMOUNTS TO BE RECOVERED IN FUTURE YEARS

The amounts to be recovered in future years reported on the Statement of Financial Position are comprised of:

	2007	2006
Capital outlay to be recovered in future years		
Net long term debt (note 6)	\$ 143,788,759	\$ 140,041,924
Amounts to be financed in future years		
Retirement and other employee future benefits liability (note 5)	64,843,004	56,061,391
Vacation accrual	618,936	557,692
Interest accrual	2,825,850	2,112,052
	\$ 212,076,549	\$ 198,773,059

8. DEBT CHARGES AND CAPITAL LOANS AND LEASES INTEREST

The expenditure for debt charges, capital loans and capital leases interest includes principal, sinking fund contributions and interest payments as follows:

	2007	2006
Principal payments on long term liabilities including contributions to sinking funds	\$ 4,217,458	\$ 3,075,430
Interest payments on long term liabilities	8,107,114	\$ 6,213,139
	\$ 12,324,572	\$ 9,288,569

WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD
Notes to the Consolidated Financial Statements
August 31, 2007

9. EXPENDITURES BY OBJECT

The following is a summary of the current and capital expenditures reported on the Statement of Financial Activities by object:

	(unaudited)		
	2007	2007	2006
	Budget	Actual	Actual
Current expenditures:			
Salary and wages	\$ 155,865,715	\$ 156,649,433	\$ 149,801,158
Employee benefits	27,094,516	32,807,251	27,282,885
Staff development	749,975	625,162	1,465,694
Supplies and services	8,516,723	16,964,383	15,274,552
Replacement furniture & equipment	1,614,537	904,545	1,682,490
Interest	8,004,792	9,096,646	6,876,354
Rental expenditures	314,000	656,815	544,989
Fees and contract services	14,698,000	9,696,751	8,959,295
Other	-	155,606	762,891
School fund activities	8,000,000	7,415,866	8,010,355
Capital expenditure	33,712,745	37,314,558	61,788,302
	\$ 258,571,003	\$ 272,287,016	\$ 282,448,965

10. ONTARIO SCHOOL BOARD INSURANCE EXCHANGE (OSBIE)

The school board is a member of the Ontario School Board Insurance Exchange (OSBIE), a reciprocal insurance company licensed under the Insurance Act. OSBIE insures general public liability, property damage and certain other risks.

11. FINANCIAL INSTRUMENTS

(a) Interest Rate Risk

Interest rate risk represents the risk to the Board's operations that arises from fluctuations in interest in interest rates and the degree of volatility of these rates. The Board is exposed to interest rate risk as the interest on the bank short term borrowings is at variable rates.

(b) Fair Value

Fair values approximate amounts at which financial assets and liabilities would be exchanged between willing parties, based on current markets for instruments of the same risk and materiality. The fair value of financial assets and liabilities approximate their carrying values.

WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD
Notes to the Consolidated Financial Statements
August 31, 2007

12. CONTINGENT LIABILITIES

In the normal course of operations, the Board became involved in various claims and legal proceedings. While the final outcome with respect to claims and legal proceedings pending at August 31, 2007 cannot be predicted with certainty, it is the opinion of the Board that their resolution will not have a material adverse effect on the Board's financial position or results of operations.



1325 California Avenue
Windsor, ON N9B 3Y6
CHAIRPERSON: John Macri
DIRECTOR OF EDUCATION: Joseph Berthiaume

HANDOUT BOARD REPORT

Meeting Date:
January 15, 2008

Public **In-Camera**
PRESENTED FOR: Information Approval
PRESENTED BY: Senior Administration
SUBMITTED BY: Joseph Berthiaume, Director of Education
 Mario Iatonna, Superintendent of Business
SUBJECT: **FINANCIAL AND OPERATIONAL PLAN**

RECOMMENDATION:

That the Board approve the Financial and Operational Plan;

and, that the plan and revised estimates be submitted to the Ministry of Education.

SYNOPSIS:

In order to guide current and future budget decisions, a proposed Financial and Operational Plan has been developed for consideration and approval by the Board.

BACKGROUND COMMENTS:

Specific points regarding the development of the plan are provided as follows:

1. The Board's external auditor, Graham, Settingington, McIntosh, Driedger & Hicks, has completed the audit of the 2006-07 financial statements. The Auditor's Report confirms a variance of \$4,771,245 in 2006-07 at year-end. The full Auditor's Report is to be submitted to the Board for consideration in a separate administrative report.
2. As required by the Ministry of Education, the Board has submitted its 2006-07 year-end financial position to the Ministry in December 2007. This was necessary so that the Ministry could proceed to undertake its own reporting and planning requirements. In discussions prior to this submission, the Ministry has acknowledged by email that the December 2007 submission is to be considered preliminary only, since the year-end financial statements have yet to be reviewed and approved for final submission by the Board. Final submission to the Ministry has been targeted subsequent to Board approval.

3. As required by the Ministry, the Board has submitted to the Ministry its 2007-08 revised budget estimates, adjusted to reflect actual enrolment numbers as of October 31, 2007. It is acknowledged that further adjustments to the 2007-08 budget estimates may be necessary to address the projected \$2M year-end variance and discussions have taken place with the Ministry in this regard.
4. Board administration continues to work with the Ministry to address the long-term capital financing of previously completed Board building projects. The Ministry has suggested that it is looking to have the particulars of the financing resolved with the Board, so that debentures can be issued as early as February 2008. It is anticipated that there will be a requirement for the Board to fund at least a portion of the necessary financing, although the precise amount has yet to be determined with the Ministry.
5. A proposed Financial and Operational Plan has been developed to guide current and future budget decisions and this plan is provided in the Financial Implications section below.
6. A list of proposed actions to move the plan implementation forward has also been developed and is provided in the Timelines section below.
7. Discussions have taken place with the Ministry regarding the general approach being taken and the plan and proposed actions have been developed on the basis of these discussions.

FINANCIAL IMPLICATIONS:

Details regarding the Financial and Operational Plan are as follows:

- The plan is based on Ministry funding allocations as adjusted for October 31, 2007 enrolments.
- The plan addresses the 2007-08 projected budget variance. The 2006-07 budget variance is to be addressed over the next two (2) years, as part of the 2008-09 and 2009-10 budget development processes.
- The 2007-08 budget is proposed to be adjusted with reductions as follows:
 - \$655,000 (20.4%) in Capital Renewal - This may be mitigated somewhat by proceeding with eligible Good Places to Learn projects.
 - \$625,000 (25%) in School Budgets - It is noted that approximately 20% of School Budget dollars were not expended last year.
 - \$200,000 in Professional Development - This is to be targeted at areas not specifically funded by the Ministry or not otherwise required to meet regulatory requirements.
 - \$100,000 (3.3%) in Supply Teachers - This is to be accomplished through improvements to staff deployment procedures.
 - \$ 50,000 (12.6%) in Replacement Furniture and Equipment - The inventory is relatively sound and the reduction should have limited impact.

- \$25,000 in Computer Technology Repairs - It is noted that this budget has traditionally been underspent.
 - \$50,000 in Overtime - This is a reduction in all areas of the Board's operations.
 - \$20,000 (1.6%) in Computers - This is a nominal amount to be achieved through various means to be identified throughout the balance of the year.
 - \$275,000 in Miscellaneous Accounts – This is to be determined by identifying items throughout the balance of the year, with these items to be reported to the Board.
- The reductions proposed above total \$2M. Any future unforeseen or emergency expenditures would require review and adjustment of the plan. Any annual surpluses that may be realized would be used to offset expenditures.

TIMELINES:

- Jan. 15/08 - As per consent obtained from the Ministry, the 2006-07 final audited financial statements are due to the Ministry subsequent to the Board approval at its January 15, 2008 meeting.
- Any Board approved adjustments to the 2007-08 budget pursuant to the financial and operational plan are to be submitted to the Ministry subsequent to approval by the Board at its January 15, 2008 meeting.
 - Implementation of the Financial and Operational Plan is to commence immediately following Board approval.
- Ongoing - Regular budget status reports are to be submitted for consideration at future meetings of the Audit Committee and the Board.
- Regular status reports on the Board's Financial and Operational Plan are to be provided to the Ministry.
 - The Board will continue working with the Ministry in order to secure long term financing of its capital debt.
- Jan. 29/08 - A recommended process and timetable for the development of the 2008-09 budget is to be prepared and submitted to the Board for approval, said process to allow for sufficient opportunity for input by affected stakeholders.
- Jun. 24/08 - Upon approval of the 2008-09 budget by the Board, the Board Financial and Operational Plan, as updated by the budget approval, is to be submitted to the Ministry.

APPENDICES: None.**REPORT REVIEWED BY:**

<input checked="" type="checkbox"/>	EXECUTIVE COUNCIL	Review Date:	January 14, 2008
<input checked="" type="checkbox"/>	SUPERINTENDENT	Approval Date:	January 15, 2008
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date:	January 15, 2008



1325 California Avenue
Windsor, ON N9B 3Y6
CHAIRPERSON: John Macri
DIRECTOR OF EDUCATION: Joseph Berthiaume

Meeting Date:
January 15, 2008

BOARD REPORT

Public **In-Camera**

PRESENTED FOR: Information Approval

PRESENTED BY: Senior Administration

SUBMITTED BY: Joseph Berthiaume, Director of Education

SUBJECT: **BOARD MEETING SCHEDULE - MARCH AND APRIL 2008**

RECOMMENDATION:

That the Board approve the revised Regular Board Meeting Schedule for the months of March and April 2008.

SYNOPSIS:

In accordance with the Board By-Laws, Regular Meetings of the Board shall be held on the second and fourth Tuesday in each month (September through June), unless otherwise ordered by special motion. This report seeks to revise the Board meeting dates for the months of March and April 2008.

BACKGROUND COMMENTS:

At it's meeting of June 25, 2007, the Board approved a schedule of Regular Board meetings for the 2007 - 2008 school year.

The first meeting in March was approved on a tentative basis as it falls during the March Break when several staff and trustees tend to schedule vacation time with their families. In addition, Good Friday and Easter Monday fall on March 21 and March 24 respectively leaving few business days to adequately prepare reports to the Board of Trustees for the March 25 meeting.

The board was recently informed that Darlene Kennedy, principal of Catholic Central High School, will be inducted on February 26, along with 32 selected principals from across Canada, into the National Academy of Canada's Outstanding Principals.

In consideration of the forgoing, it is proposed that:

- the February 26, 2008 Board Meeting be reschedule to March 4, in order to allow trustees and members of senior administration the opportunity to attend Ms. Kennedy's induction on February 26 in Toronto;

- the March 11 and March 25 Board meetings be cancelled
- the April 8 Board Meeting be reschedule to April 1, in order to shorten the time between the March and April meetings

This recommendation does not preclude the ability of the Board to schedule another meeting during this time period if it is deemed necessary.

FINANCIAL IMPACT:

TIMELINES:

Once approved, the revised meeting schedule will be communicated to the school communities as quickly as possible.

APPENDICES:

- Proposed 2007 - 2008 Revised Board Meeting Schedule

REPORT REVIEWED BY:

EXECUTIVE COUNCIL

SUPERINTENDENT

DIRECTOR OF EDUCATION:

Review Date: January 7, 2008

Approval Date: --

Approval Date: January 8, 2008



1325 California Avenue
Windsor, ON N9B 3Y6
CHAIRPERSON: John Macri
DIRECTOR OF EDUCATION: Joseph Berthiaume

DRAFT
REGULARLY SCHEDULED BOARD MEETINGS
2007 – 2008 School Year
Revised as of: January 15, 2008

Tuesday, August 28, 2007
Tuesday, September 11, 2007
Tuesday, September 25, 2007
Tuesday, October 9, 2007
Tuesday, October 23, 2007
Tuesday, November 13, 2007
Tuesday, November 27, 2007
Tuesday, December 4, 2007 (Organizational Meeting – 7:30 p.m.)
Tuesday, December 11, 2007
Tuesday, January 15, 2008
Tuesday, January 29, 2008
Tuesday, February 12, 2008
~~Tuesday, February 26, 2008 CANCELLED~~
Tuesday, March 4, 2008 NEW DATE
~~Tuesday, March 11, 2008 CANCELLED~~
~~Tuesday, March 25, 2008 CANCELLED~~
Tuesday, April 1, 2008 NEW DATE
~~Tuesday, April 8, 2008 CANCELLED~~
Tuesday, April 22, 2008
Tuesday, May 13, 2008
Tuesday, May 27, 2008
Tuesday, June 10, 2008
Monday, June 23, 2008

Unless indicated otherwise, all Regularly Scheduled meetings will be held
in the John Paul II Board Room
at the Windsor Essex Catholic Education Centre
1325 California Avenue, Windsor, Ontario.

Closed Session: 6:00 p.m.
Public Session: 7:00 p.m.

"Learning together in faith and service"



1325 California Avenue
Windsor, ON N9B 3Y6
CHAIRPERSON: John Macri
DIRECTOR OF EDUCATION: Joseph Berthiaume

Meeting Date:
January 15, 2008

BOARD REPORT

Public **In-Camera**

PRESENTED FOR: Information Approval

PRESENTED BY: Senior Administration

SUBMITTED BY: Joseph Berthiaume, Director of Education
Mario Iatonna, Superintendent of Business
Ken Gignac, Controller of Finance

SUBJECT: BOARD RESOLUTION FOR TEMPORARY BORROWING

RECOMMENDATION:

That the Board approve the Board Resolution for Temporary Borrowing (deemed to be read three times) authorizing the Board to borrow up to \$70,000,000 to meet, until current revenues are collected, the current expenditures of the Board for 2008.

SYNOPSIS:

A Temporary Borrowing Resolution is approved annually authorizing a limit that the Board may borrow to finance the calendar year's expenditure.

BACKGROUND COMMENTS:

These short-term loans are required to bridge finance the Board's capital expenditures that will ultimately be debentured. The Board presently has \$50,757,717 of capital expenditures that are not permanently financed. This year the Board will incur additional capital expenses for the completion of St. Anne's High School and Good Places to Learn projects. These expenses are estimated to be \$750,000. The interest on the Board's capital program is estimated to be \$2.5 million.

Short-term loans are also made to finance operations when expenses exceed revenues. This situation occurs at the end of every calendar quarter due to the time lag in receiving the tax levy payments from municipalities.

This year's cash requirements are estimated to be \$69 million to cover the following:

Capital Expenditures	\$54,000,000
Tax Levies	\$15,000,000

FINANCIAL IMPACT:

As noted in background comments section.

TIMELINES:

The Temporary Borrowing Resolution is approved annually.

APPENDICES:

- Resolution for Temporary Borrowing

REPORT REVIEWED BY:

- EXECUTIVE COUNCIL
- SUPERINTENDENT
- DIRECTOR OF EDUCATION:

Review Date: January 7, 2008

Approval Date: January 9, 2008

Approval Date: January 9, 2008

**Resolution for Temporary Borrowing by
Boards of Public, Separate, Secondary Schools
and Boards of Education (Ontario)**

RESOLUTION duly passed by the Windsor-Essex Catholic District School Board at the meeting duly called on the 15th day of January 2008.

ON MOTION it was resolved as follows:

WHEREAS the Windsor-Essex Catholic District School Board (hereinafter called the "Board") considers it necessary to borrow the amount of up to \$70,000,000 to meet, until current revenues are collected, the current expenditures of the Board for 2008.

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

1. The Chairperson, Vice-Chairperson or Secretary of the Board and the Treasurer of the Board are hereby authorized to borrow from time-to-time by way of Promissory Note a sum or sums not exceeding the aggregate \$70,000,000 to meet the current expenditures of the Board until the current revenues have been received and to give on behalf of the Board a Promissory note or notes under the corporate seal of the Board signed by the Chairperson or Vice-Chairperson of the Board and the Treasurer for the monies borrowed hereunder;

Provided, However:

That the interest and any other charges connected therewith do not exceed the interest that would be payable at the prime lending rate on the date of borrowing of banks listed in schedule 1 to the Bank Act.

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

I CERTIFY that the foregoing is true copy of a resolution passed at a meeting of the Board duly called and held as aforesaid, which resolution remains in full force and effect un-amended on the date hereof.

AS WITNESS, the Corporate Seal of this Board this _____ day of _____ 2008.

Director of Education, J. Berthiaume

Witness

Superintendent of Business, M. Iatonna

Witness