

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

**REGULAR BOARD MEETING**  
**Tuesday, June 8, 2010 at 7:00 p.m.**  
**Windsor Essex Catholic Education Centre**  
**John Paul II Boardroom**

**A G E N D A**

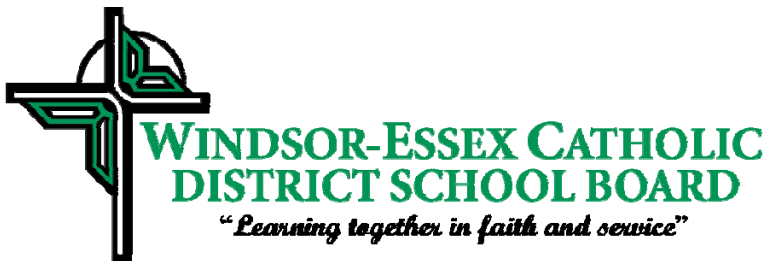
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|----|---|--------|
|    | I In-Camera Meeting – 6:00 p.m.   | Page # |
|    | II Regular Meeting of the Board - 7:00 p.m.   |        |
| 1. | Call To Order   |        |
| 2. | Opening Prayer  |        |
| 3. | Recording of Attendance   |        |
| 4. | Approval of Agenda  |        |
| 5. | Questions Pertaining to Agenda  |        |
| 6. | Disclosure of Interest - <u>Pursuant to the Municipal Conflict of Interest Act.</u>   |        |
| 7. | Presentations:  |        |
|    | a. Values, Influences, and Peers (VIP) (C. Geml)  | --     |
|    | b. Outstanding School Council Chairperson Award (P. Littlejohns)  | --     |
|    | c. Catholic Student Council Leadership Award (P. Littlejohns)   | --     |
|    | d. Catholic Character Development Initiative Awards “Our Journey to Holiness” (L.Staudt)  | --     |
|    | e. Recognition for the 2009-2010 Student Trustees (L. Staudt)   | --     |
|    | f. Premier Awards for Teaching Excellence (C. Geml)   | --     |
| 8. | Delegations: None   |        |
|    | a. Delegation Regarding Items <u>Not</u> on the Agenda  |        |
|    | <i>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 no longer than ten (10) minutes. The time limit can be waived by the consent of the majority of the Board.</i> |        |
|    | b. Delegations Regarding Items <u>On</u> the Agenda   |        |
|    | <i>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.</i>  |        |

9. Action Items:
  - a. Approval of Minutes
    - i) Minutes of In-Camera Meeting, May 25, 2010 --
    - ii) Minutes of Special In-Camera Meeting, May 29, 2010 --
    - iii) Minutes of Regular Board Meeting, May 25, 2010 1-6
  - b. Items from the re-convened in-camera meeting of May 25, 2010 and the Special In-Camera Meeting of May 29, 2010 and the In-camera meeting June 8, 2010 --
10. Communications:
  - a. External (Associations, OCSTA, Ministry): None
  - b. Internal (Reports from Administration):
    - i) Report: Administrative Staff Report (P. Picard) 7-8
    - ii) Report: Annual Child Care Report (C. Geml) 9-18
11. Unfinished Business: None
12. New Business:
  - a. Field Trips:
    - i) Report: St. Thomas of Villanova Catholic Secondary School - Field Trip to Monteverde Costa Rica, May 22-29, 2011 (P. Picard) 19-28
    - ii) Report: Cardinal Carter Catholic Secondary School - Field Trip to Europe-France, Monaco and Italy, March 10 to March 20, 2011 (C. Geml) 29-36
  - b. Report: Board Policy Review (*final approval*) Draft Policy ST:25 Voluntary First Nation, Métis and Inuit Self-Identification (L. Staudt) 37-41
  - c. Report: Board Policy Review (*final approval*) Draft Policy H:08 Workplace Harassment and Amended Policy H:19 Violence Prevention in the Workplace (P. Picard) 42-68
  - d. Deferred Report: Board Policy Review (*approval in principle*) Draft Policy B:08 Facility Partnerships (M. Iatonna) 69-76
  - e. Report: Board Policy Review (*approval in principle*) New Policy SC:19 Environmental Education (C. Geml) 77-82
  - f. Report: 2009-2010 Budget Status Report (M. Iatonna) *Handout*
13. Committee Reports:
  - a. Verbal Report: Safety Patrol Committee (P. Keane) --
  - b. Report: High School Council Meeting of April 8, 2010 (L. Staudt) 83-88
  - c. Report: Special Education Advisory Committee (SEAC) Meeting of Thursday, April 15, 2010 (C. Geml) 89-92
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
  - a. Draft Board Policy H:07 Selection Process - Principals and Vice Principals (*deferred March 10, 2009*) - -
  - b. Deferred Report: Play Surface Material Standard – Rubber (*deferred from April 28, 2009*) - -
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 with the In-Camera Session beginning at 6:00 p.m. and the Public Session beginning at 7:00 p.m.*
  - **Monday**, June 21, 2010
20. Closing Prayer
21. Adjournment

***Fred Alexander***  
*Board Chairperson*

***Joseph Berthiaume***  
*Director of Education & Secretary-Treasurer*



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

**REGULAR BOARD MEETING**  
**Tuesday, May 25, 2010 at 7:00 p.m.**  
**Windsor Essex Catholic Education Centre**  
**John Paul II Boardroom**

**MINUTES**

**PRESENT**

**Trustees:** F. Alexander, Chair P. Keane  
 J. Courtney J. Macri  
 M. DiMenna, Vice-Chair S. Porcellini  
 B. Holland L. Soulliere  
 C. Janisse

N. Timperio, Student Trustee  
 J. Wolinski, Student Trustee  
 Rev. L. Brunet, Board Chaplain

**Regrets:**

**Administration:** J. Berthiaume (Resource) J. Bumbacco  
 C. Geml E. Byrne  
 M. Iatonna P. Littlejohns  
 P. Picard P. Murray  
 L. Staudt C. Norris  
 J. Braido

**Recorder:** B. Marshall

1. Call To Order - Chair Alexander called the meeting to order at 7:19 p.m.
2. Opening Prayer - Fr. Brunet opened the meeting with a prayer.
3. Recording of Attendance - All trustees present.
4. Approval of Agenda - Handout of the Special Regular Meeting of May 20, 2010 is at trustee places and was previously provided to trustees electronically.

Amendments:

- Agenda item 9b should read: Items from the In-Camera meetings of May 20 and May 25, 2010
- Item 11a B:08 Facility Partnership deferred to the June 8 Board meeting

**Moved by Trustee DiMenna and seconded by Trustee Janisse that the May 25, 2010 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. Angela Catholic Elementary School Spiritual Presentation “Everything”  
Principal Kevin Bellaire, teachers Tara Clarke, Matt Colautti, Jeff Quenneville, Tina Tuer and students from St. Angela school presented to their Muskoka performance entitled “Everything”. The topic was Temptation and the power of our relationship with Jesus.
  - b. Ontario Association of Mathematics Educators (OAME) Conference: Dr. Dragana Martinovic, Associate Professor from the University of Windsor, teachers Steve Chevalier and David Petro presented the upcoming OAME 2011 *Put Math on the Map* Conference scheduled May 12 - 14, 2011 held in Windsor.
  - c. Principal’s Report on Student Achievement - Queen of Peace Catholic Elementary School  
Principal Nancy Sarkis and Vice Principal Tony Gebrail were present to provide an overview of the strategies and initiatives in place at Queen of Peace Catholic Elementary School to support faith development and student achievement.
  - d. St. Anne Catholic Secondary School ECO School “Green Thinking” Presentation  
The Ministry recently designated St. Anne Catholic Secondary School as a Bronze ECO school. Teacher, Kris Barron and students Taylor Bush and Darrin Quinn presented St. Anne’s environmental initiatives funded through ministry grants.
8. Delegations: None
  - a. Delegation Regarding Items Not on the Agenda
  - b. Delegations Regarding Items On the Agenda
9. Action Items:
  - a. Approval of Minutes
    - i) Minutes of In-Camera Meeting, May 11, 2010  
  
**Moved by Trustee Soulliere and seconded by Trustee DiMenna that the minutes of the Committee of the Whole Board In-Camera meeting of May 11, 2010 be adopted as distributed. Carried**
    - ii) Minutes of Special In-Camera Board Meeting, May 20, 2010  
  
**Moved by Trustee Holland and seconded by Trustee Janisse that the minutes of the Committee of the Whole Board Special In-Camera meeting of May 20, 2010 be adopted as distributed. Carried**

iii) Minutes of Regular Board Meeting, May 11, 2010

**Moved by Trustee Keane and seconded by Trustee DiMenna that the minutes of the Regular Board meeting of May 11, 2010 be adopted as distributed. Carried**

iv) Minutes of Special Regular Board Meeting May 20, 2010

**Moved by Trustee Macri and seconded by Trustee Courtney that the minutes of the Special Regular Board meeting of May 20, 2010 be adopted as distributed. Carried**

b. Items from the In-Camera Meeting of May 20, 2010 and May 25, 2010

Vice Chair DiMenna reported that the Windsor-Essex Catholic District School Board convened a Special Committee of the Whole Board meeting on May 20, 2010 pursuant to the Education Act - Section 207, to consider specific personnel matters.

In addition, the Windsor-Essex Catholic District School Board convened a closed Committee of the Whole Board meeting on May 25, 2010 pursuant to the Education Act - Section 207, to consider specific personnel, labour relations matters, and other matters permitted or required to be kept private and confidential under the Freedom of Information and Protection of Privacy Act.

**Moved by Trustee DiMenna and seconded by Trustee Soulliere that the recommendations and directions of the Committee of the Whole Board at its Special in-camera meeting of May 20, 2010 and the in-camera meeting of May 25, 2010 be approved. Carried**

Vice Chair DiMenna made the following announcements:

from the May 20, 2010 Committee of the Whole Board Special in-camera meeting

- the Short-listed candidates for the Director of Education position be contacted for a May 29, 2010 interview.

from the May 25, 2010 Committee of the Whole Board in-camera meeting

- receipt of the Administrative Staff Report on hiring, leave of absence, return from leave of absence, retirement and resignation of staff, dated May 25, 2010

10. Communications:

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

b. Internal (Reports from Administration):

i) Report: Administrative Staff Report

**Moved by Trustee Janisse and seconded by Trustee DiMenna that the Board receive the Administrative Staff Report on hiring, retirement and resignation of staff dated May 25, 2010 as information. Carried**

ii) Report: Legal Services - March and April 2010

**Moved by Trustee Soulliere and seconded by Trustee Holland that the Board receive the report Legal Services - March and April 2010 as information. Carried**

11. Unfinished Business:
- a. Deferred Report: Draft Policy B:08 Facility Partnerships (*deferred from May 11, 2010 and May 25, 2010*)

12. New Business:

- a. Field Trips:
  - i) Report: St. Maria Goretti Catholic Elementary School - Field Trip to Cedar Point, Sandusky, Ohio, June 17, 2010

**Moved by Trustee Janisse and seconded by Trustee Holland that the Board approved the St. Maria Goretti Catholic Elementary School - Field Trip to Cedar Point, Sandusky, Ohio, scheduled for Thursday, June 17, 2010 Carried**

- ii) Report: St. Pius X Catholic Elementary School - Field Trip to Bluewater Fun Park in Sarnia, June 16, 2010

**Moved by Trustee Janisse and seconded by Trustee Holland that the Board approve the St. Pius X Catholic Elementary School field trip to Bluewater Fun Park in Sarnia, on June 16, 2010. Carried**

- iii) Report: St. Gregory Catholic Elementary School - Field Trip to East Park Golf Gardens, London, June 16, 2010

**Moved by Trustee Janisse and seconded by Trustee Holland that the Board approve the St. Gregory Catholic Elementary School field trip to East Park Golf Gardens, London on Wednesday, June 16, 2010. Carried**

- iv) Report: Holy Names Catholic Secondary School - Field Trip to Windsor Campground, June 11, 2010

**Moved by Trustee Janisse and seconded by Trustee Holland that the Board approve the Holy Names Catholic Secondary School - Field Trip to Windsor Campground scheduled for June 11, 2010. Carried**

- b. Report: Board Policy Review (*approval in principle*) Draft Policy ST:25 Voluntary Aboriginal Self-Identification

Trustee Soulliere suggested in the Policy title replacing Aboriginal with First Nation and Inuit as to be more inclusive. After consultation with our Aboriginal community, the title has been changed to Voluntary First Nation, Métis and Inuit Self-Identification.

**Moved by Trustee Macri and seconded by Trustee DiMenna that the Board approve, in principle, draft New Board Policy ST:25 Voluntary Aboriginal Self-Identification Policy. Carried**

- c. Report: Board Policy Review (*approval in principle*) Amended Policy H:08 Workplace Harassment and Amended Policy H:19 Violence Prevention in the Workplace

**Moved by Trustee Macri and seconded by Trustee Holland that the Board approve, in principle, draft Amended Board Policies H:08 Workplace Harassment and H:19 Violence Prevention in the Workplace. Carried**

- d. Report: Catholic Central - Steam Conversion - Tender Approval

**Moved by Trustee Soulliere and seconded by Trustee Courtney that the Board approve the award of tender and the issuance of a purchase order contract for the Steam Conversion at Catholic Central Secondary School to Haller Mechanical Contractors Inc. at the submitted bid amount of \$1,968,750, incl. GST, of which \$1,805,510 is to be charged to 2010/11 Energy Efficient Schools Funding and \$163,240 to 2009/10 Good Places to Learn Stage 3 (GPL). Carried.**

13. Committee Reports:

- a. Report: French Immersion Advisory (FIAC) Committee Minutes of November 23, 2009

**Moved by Trustee Janisse and seconded by Trustee Porcellini that the Board receive the Minutes of the November 23, 2009 French Immersion Advisory Committee meeting as information. Carried.**

- b. Report: Audit Committee Report - Notes from the Meeting of May 5, 2010

**Moved by Trustee DiMenna and seconded by Trustee Janisse that the Board receive the Notes from the Audit Committee Meeting of May 5, 2010 as information. Carried**

14. Notice of Motion: None

15. Remarks and Announcements:

- a. Chairperson Alexander congratulated the Director Berthiaume for receiving the J.F. Johnston Educator of the Year award. He also attended the third annual Elementary Day of Champions at the Novelletto Centre and thanked the staff involved.
- b. Director of Education Berthiaume provided comment on recent activities supporting the Board's strategic priorities namely;  
*Community Engagement and Partnerships:* Attended Elementary Day of Champions; hosted Regional Educational Conference May 20 and 21, 2010; and met with Bishop Fabbro on May 19.  
*Celebrating Achievements:* Congratulations to grade 12 student Megan Renaud and grade 11 student Marissa Youman from Holy Names Catholic Secondary School. Both students won the Canadian Parent for French (CPF) *Allons en France* 2010 contest.
- c. Board Chaplain congratulated Spitfire athletes who attend St. Anne Catholic Secondary school.

16. Remarks/Questions by Trustees

Trustee Holland thanked administration for inviting St. Angela Catholic Elementary school students to present tonight.

Trustee Porcellini thanked the St. Angela students, teachers and principal for their presentation tonight. She also attended Catholic Central's bursary dinner mentioning all funds received help to support students and their post secondary education and congratulated teacher R. Baggio.



Student Trustee Wolinski attended the Catholic Central bursary dinner as a volunteer. Mentioned it is Prom season and her attendance at the Ontario Student Trustee Association (OSTA) conference held in Toronto.

Student Trustee Timperio participated in St. Thomas of Villanova's annual trip to Costa Rico and thanked administration for continuing to support this journey.

17. Pending Items
  - a. Draft Board Policy H:07 Selection Process - Principals and Vice Principals (*deferred March 10, 2009*)
  - b. Deferred Report: Play Surface Material Standard – Rubber (*deferred from April 28, 2009*)
18. Continuation of In-Camera - The Board reconvened to In-Camera Committee of the Whole meeting following adjournment.
19. Future Board Meetings: *Unless stated otherwise, all meetings will be held at the Windsor Essex Catholic Education Centre - 1325 California Avenue, Windsor with the In-Camera Session beginning at 6:00 p.m. and the Public Session beginning at 7:00 p.m.*
  - Tuesday, June 8, 2010
  - **Monday**, June 21, 2010
20. Closing Prayer – Fr. Brunet closed the meeting with a prayer.
21. Adjournment - There being no further business, the Regular Board meeting of May 25, 2010 adjourned at 8:56 p.m.

*Not Approved*

***Fred Alexander***  
*Board Chairperson*

***Joseph Berthiaume***  
*Director of Education & Secretary-Treasurer*



1325 California Avenue  
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CHAIRPERSON: Fred Alexander  
DIRECTOR OF EDUCATION: Joseph Berthiaume

**Meeting Date:**  
June 8, 2010

## BOARD REPORT

**Public**  **In-Camera**

**PRESENTED FOR:** Information  Approval

**PRESENTED BY:** Senior Administration

**SUBMITTED BY:** Joseph Berthiaume, Director of Education  
P. Picard, Superintendent of Human Resources  
J. Bumbacco, Assistant Superintendent, Human Resources  
C. Norris, Manager of Human Resources & Policy Development

**SUBJECT:** ADMINISTRATIVE STAFF REPORT

**RECOMMENDATION:**

**That the Board receive the *Administrative Staff Report* on hiring, retirement and resignation of staff dated June 8, 2010 for information.**

**SYNOPSIS:**

**BACKGROUND COMMENTS:**

**FINANCIAL IMPACT:**

**TIMELINES:**

**APPENDICES:**

- Administrative Staff Report dated June 8, 2010

**REPORT REVIEWED BY:**

<input checked="" type="checkbox"/> EXECUTIVE COUNCIL	Review Date:	June 2010
<input checked="" type="checkbox"/> SUPERINTENDENT	Approval Date:	June 2010
<input checked="" type="checkbox"/> DIRECTOR OF EDUCATION:	Approval Date:	June 2010

June 8, 2010

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

Employee Name	Position	Date
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**HIRING:****RETIREMENT:**

Hart, Sandra	Secondary Teacher	F. J. Brennan	June 30, 2010
Rosaasen, Jack	Secondary Teacher	Catholic Central	June 30, 2010
Levergood, Mary	Elementary Teacher	St. Peter	June 30, 2010
Hobson, Brenda	Elementary Teacher	St. John Vianney	June 30, 2010
Smith, Michael	Secondary Teacher	Catholic Central	June 30, 2010

**RESIGNATION:**

Renaud, Clare	Occasional Teacher	Unassigned	June 12, 2010
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1325 California Avenue  
Windsor, ON N9B 3Y6  
CHAIRPERSON: Fred Alexander  
DIRECTOR OF EDUCATION: Joseph Berthiaume

**Meeting Date:**  
June 8, 2010

## 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  
 Sharon O’Hagan-Wong, Assistant Superintendent

**SUBJECT:** **CHILD CARE ADVISORY COMMITTEE ANNUAL REPORT**

**RECOMMENDATION:**

**That the Board receive the Child Care Advisory Committee Annual Report as information.**

**SYNOPSIS:** This report is being presented to the Board on behalf of the members of the Child Care Advisory Committee detailing the activities of the Child Care Committee during the 2009-2010 school year. This report provides a brief summary of the 2009-2010 committee activities.

**BACKGROUND:** In March 2007, the Child Care Advisory Committee was established in accordance with Article 7.1 of Policy A:21 Child Care. The Child Care Advisory Committee includes:

- Lisa Soulliere-Trustee
- Sharon O’Hagan-Wong - Assistant Superintendent
- Ardra Kepran-Principal
- Rita Pallisco–Principal
- Kelly Rilley-Principal
- Alex Meyer-Parent
- Lisa and Don Ouellette-Parents
- Heather Grondin-Parent
- Tammy Mullins-Parent
- Ian Gould-Representative, Facility Services.

The Child Care Advisory Committee reconvened during the 2009-2010 school year to discuss issues surrounding the provision of childcare in the school board’s facilities formulating recommendations to the Child Care policy and procedures, which govern these

sites. In September the Committee chose to expand and circulated an invitation to parents to participate. Two parents expressed interest in participating on this committee: Ms. Tammy Mullins and Ms. Wendi Heyd and have joined the committee as Parent Representatives.

The Child Care Committee met on the following dates:

- January 6, 2010
- March 3, 2010
- April 6, 2010
- June 2, 2010

**BACKGROUND COMMENTS:** Throughout the course of the year, the Child Care Advisory Committee has formulated recommendations to the Board regarding the provision of Child Care Programs and recommended revisions to the existing lease agreement. A revised lease agreement will be circulated to our current providers for September 2010.

**FINANCIAL IMPACT:** Not applicable

**TIMELINES:** The Child Care Advisory Committee will reconvene in September 2010.

**APPENDICES:**

- Minutes – CCAC Minutes – January 2010
- Minutes – CCAC Minutes – March 2010
- Minutes – CCAC Minutes – April 2010
- Minutes – CCAC Minutes – June 2010 (meeting held June 2, 2010, handout minutes at the June 8, 2010 board meeting)
- Child Care and After School Centres 2009-2010

**REPORT REVIEWED BY:**

<input checked="" type="checkbox"/>	EXECUTIVE COUNCIL	Review Date:	June 1, 2009
<input checked="" type="checkbox"/>	SUPERINTENDENT	Approval Date:	June 2, 2010
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date:	June 2, 2010



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CHAIRPERSON: Fred Alexander  
DIRECTOR OF EDUCATION: Joseph Berthiaume  
Telephone: (519) 253-2481 FAX: (519) 253-0620

Child Care Advisory Committee  
Tuesday January 6, 2010 – 7:00pm  
Sister Marie Durocher Meeting Room, Catholic Education Centre

Present: Ms. Sharon O'Hagan Wong, Ms. Lisa Soulliere, Ms. Rita Pallisco, Mr. Alex Meyer, Ms. Heather Grondin, Ms. Kelly Rilley, Ms. Tammy Mullins, Mr&Mrs. Don and Lisa Ouellette, Ardra Kepran

Regrets: Ms. Doris Baggio

The meeting opened with the Prayer for the New Year.

Welcome

- New Members: Heather and Kelly
- Introduction of CCAC members

In November the school board announced the full day alternate days in preparation for the full day every other day initiative to come. Both the city and county will have JK/SK full day alternate days.

There will be more information in February during registration about the upcoming initiatives for JK/SK full day programs.

The Ministry is moving toward full day every day program. The Full day program is one that will be phased in a 5yr plan. JK / SK is still an optional opportunity program for parents.

There is a criteria that is to be followed.

- Target 14 class room spaces. 365 student spaces
- Use existing space
- 26 students : 1 teacher & 1 ECE per class (13:1)
- Student achievement data, where children will benefit from a full day learning
- Neighborhood needs

There will be an impact on the child care programs within those schools that are chosen for everyday full day learning.

The board has given the ministry a list of 14 schools with in the catholic school board that they feel meet the criteria listed. Out of the list seven schools will be chosen to start the full day everyday learning. The announcement will be made within the next week, what schools will be chosen for the program.

Rita P. had concerns in regards to children with special needs (i.e. medical concerns) having access to a CCAC nurse. (nurses can not go in to the child care centers to administer medicine i.e. insulin.) What will happen with these types of situations? Issues of this nature are going to have to be looked at and assessed.

#### Before and after school care

At least 15 JK/SK parents will have to request before and after school care for the board to implement ece care before and after school program. This program is in phase 2 of implementation. The way it looks right now a board employed ece will work from 7am – 1pm and another ece will work 1pm – 5:30pm.

February will be a very busy month for schools. JK/SK open houses and registrations are going on.

#### Lease Agreements

There are a number of lease agreements coming due. The lease agreements are 3ys in duration (2007 – 2010).

We need to re-evaluate the lease agreement. Does anything need to be adjusted? This issue will be brought up at the next meeting.

#### Playground Equipment

The board is having a lot of problems / issues raised in regards to the playground equipment. A note should be embedded to accompany playground equipment in the lease agreement. A play structure update.

Next meeting: Tuesday March 2<sup>nd</sup> 7pm.



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Child Care Advisory Committee  
Wednesday, March 3, 2010 – 7:00pm  
Sister Marie Durocher Meeting Room, Catholic Education Centre

Present: Ms. Sharon O'Hagan Wong, Ms. Lisa Soulliere, Ms. Rita Pallisco, Mr. Alex Meyer, Ms. Heather Grondin, Ms. Kelly Rilley, Ms. Ardra Kepran, Mr & Mrs. Don & Lisa Ouellette.

Regrets: Ms. Tammy Mullins

The meeting opened with a Prayer.

Reviewed January's meeting minutes. Added Ardra's name to those present.

Update

The Discovery Child Care provider has been in touch about the dwindling numbers at Queen of Peace and St. Louis. The students will be moving to another location close by.

Sharon has received a letter from Lakeshore Township Community Daycare asking for special consideration in regards to the monthly fees. They are having a difficult time at the moment. They have approximately 8-10 children in the compliment to daycare program and approximately 50 children in the before and after program.

The majority of the child care advisory committee feels that this may set a bad precedence if we let one child care provider not pay their fees.

The child care advisory committee would like to know if there are any other circumstances we should be aware of. Sharon will get clarification on what is going on with Lakeshore Township Community Daycare and prepare a report for the executive board.

The child care advisory committee will wait until more information is made available to come to an informed decision.

We have been informed that Little Blessings at St. John the Evangelist is going to close. They have only been open since September at St. John the Evangelist. Another centre Little Blessings operates will be closing as well.

St. Francis will be closing. There will be an arch put in place for this community. Come and Play child care centre will move to St. John because of such a large child care base in the community. There will be a full day program offered at St. John. Come and Play is looking at starting an infant program in this area.



## Full Day Learning

If a community shows interest in extended day care, a survey can be distributed for 4-7yrs to see if extended day care would be something to pursue.

There needs to be a cost recovery program for the board for before and after child care. The Board is looking at approximately \$5 an hour.

A lot of information will be gathered from the community and child care providers for the extended day child care.

## School Council Umbrella Group

There were 15 schools represented at the umbrella meeting. The representatives were very receptive to all the information they were being given about the all day every day jk/sk learning.

The Board has found the Municipality to be very supportive of the all day everyday learning.

Four child care providers are going to be effected at this time by the all day everyday learning for jk/sk. Sharon has been in constant contact with the providers during this process.

## Revisions to Lease Agreement

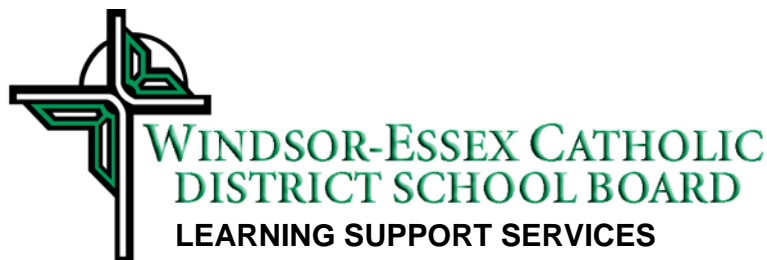
Section 7.3 sub section 1 addition d) if space permits and case by case basis children over 12yrs can attend.

Playground equipment issues - to be embedded into the lease agreement.

Procedures for water testing and flushing to be added. The results are needed for child care providers for licensing.

Issues to be revisited: how many families are going to be effected by the closing of St. John and St. James.

Next meeting: Tuesday, April 6<sup>th</sup> @7pm.



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Child Care Advisory Committee  
Tuesday, April 6, 2010 – 7:00pm  
Sister Marie Durocher Meeting Room, Catholic Education Centre

Present: Ms. Sharon O'Hagan Wong, Ms. Lisa Soulliere, Ms. Rita Pallisco, Mr. Alex Meyer, Ms. Heather Grondin & Mr & Mrs. Don & Lisa Ouellette.

Regrets: Ms. Ardra Kepran

The meeting opened with a Prayer.

Reviewed March's meeting minutes.

Lease Agreement

Items to be added to the lease agreement: Safety inspections  
Water flushing  
Inclusion of student who are 13yrs old

Fees

St. Williams – is not a unique circumstance. The executive council asked we stay with the status quo.

Update

Parent information sessions have been conducted at 7 schools. All parents seem interested in the full day learning program. The teachers are participating at the information sessions.

St. James – 16 families are showing interest in the JK/SK extended daycare.

The board will be moving forward with talking to parents about a contract for before and after program at St. James. Both parents and the principal are really interested in the before and after school program.

St. Francis – Come & Play child care provider is going to close. They are unable to make the commitment to relocate to St. John. Sharon is going to meet with them again in regards to having a childcare provider care for children instead of the board providing the care.

There will be a meeting with the ministry and the public board about year 2 and talk about the childcare fees.

The board needs 15 families interested in the before and after program before they will entertain anything at a school.

Ontario Early Years – Jefferson and Amherstburg locations are looking for space. Possibly St. Bernard. Sharon will be meeting with the city in regards to this. Jefferson moving to St.Pius is a possibility for OEY. This issue has been sent to executive council.

Little Blessings at St. John is closing. YMCA is interested in the space. An RFP was circulated less than a year ago. An offer will be sent to YMCA to see if they are still interested in St. John. Have YMCA do a walk through and see what needs have to be met. Let YMCA see what they are committing themselves to.

Next Meeting Date: June 2 @7pm.



1325 California Avenue  
Windsor, ON N9B 3Y6  
CHAIRPERSON: Fred Alexander  
DIRECTOR OF EDUCATION: Joseph Berthiaume  
Telephone: (519) 253-2481 FAX: (519) 253-0620

Child Care Advisory Committee  
Monday June 2, 2010 – 6:00pm  
Sister Marie Durocher Conference Room, Catholic Education Centre

Present: Ms. Sharon O'Hagan Wong, Ms. Rita Pallisco, Ms. Ardra Kepran,  
Mr&Mrs. Don and Lisa Ouellette, Tammy Mullins, Heather Grondin

Regrets: Ms. Kelly Rilley, Trustee Soulliere

The meeting opened with a prayer

Sharon welcomed all those present and thanked everyone for their commitment to our committee. She informed the group that we would be again reconvening in the fall and would be in touch with an invitation to serve on this committee again in the new school year.

Reviewed the minutes from April 6, 2010 meeting.

**Early Learning Program Update:** Sharon shared an update with the committee detailing the professional development that has taken place to date for principals and teachers as they prepare for the implementation of Early Learning in eight schools in WECDSB. The posting for Early Childhood Educators has recently been released and 16 ECE will be hired to support the ELP in September.

**Ontario Early Years Centres:** the committee was informed that visits have taken place to schools throughout Windsor and Essex County in an attempt to identify space that would be available for the relocation of Ontario Early Years Centres. A report is being prepared for Executive Council and the Board which will detail the schools identified and the space designated for OEY Centres.

**CCAC Annual Board Report:** An Annual Report of the CCAC will be presented to the Board this Tuesday, June 8, 2010. A copy of the report was circulated.

**Lease Agreement:** A copy of the revised License Agreement was circulated to the committee and information was shared regarding the revisions to the

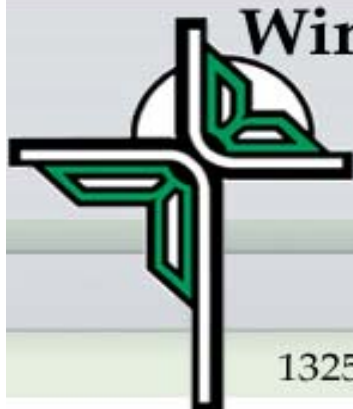
*"Learning together in faith and service"*

agreement. The revised lease agreement will be shared in the in-camera session of the Board meeting on Tuesday, June 8, 2010. Input from both our legal counsel as well as Health and Safety Department was secured prior to the revisions. A letter received from Best Friends Child Care Board of Directors was shared with the Committee. The Board of Directors expressed concern regarding the potential loss of permission to access the playground structure. Sharon again reiterated the precarious situation around playground structures and safety equipment. This information will be shared with the Board of directors through Heather Grondin

### School Site Updates

- St. John the Evangelist – YMCA has circulated a needs assessment to the St. John the Evangelist parent community and will ascertain the viability of providing before and after school care in that school community
- W.J. Langlois – the parents of this school community are expressing interest in a before and after school program. Sharon is designing a needs assessment to be circulated which will survey need as well as whether families would be interested in transporting their children to ToyBox Child Care at St. Alexander. Once these results are ascertained Sharon will proceed with next steps.
- St. James – parents in this school community are being notified that an extended day program can be offered if 19 families commit to purchase the service at \$7.50 per hour. If 19 families do not demonstrate an interest we will consider circulating an RFP for this site.

Adjournment : 7:30pm




# Windsor-Essex Catholic District School Board

*Child Care and After School Centres in our Schools*

**2009-2010**

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



School	Child Care Provider	Website	Programs Offered
Christ the King Catholic Elementary School	Sundowners Day Care & Resource Center   ph: (519) 250-0211		Before & After - Full Day Child Care
H.J. Lassaline Catholic Elementary School	City of Windsor Municipal Early Learning & Child Care Ctr.   ph: (519) 251-2455	<a href="http://www.cityofwindsor.com">www.cityofwindsor.com</a>	Before & After - Full Day Child Care & Early Yrs. Ctr.
Holy Cross Catholic Elementary School	Sundowners Day Care   ph: (519) 966-9426	<a href="http://www.sundownersdaycare.com">www.sundownersdaycare.com</a>	Before & After - Full Day Child Care
Holy Name Catholic Elementary School	Once Upon a Time Daycare   Ontario Early Years		Before & After - Full Day Child Care & Early Yrs. Ctr.
Immaculate Conception Catholic Elementary School	A Place to Grow   ph: (519) 255-1279		Before & After - Full Day Child Care
L. A. Desmarais Catholic Elementary School	Sundowners Day Care   ph: (519) 258-8741	<a href="http://www.sundownersdaycare.com">www.sundownersdaycare.com</a>	Before & After - Full Day Child Care
Notre Dame Catholic Elementary School	Latchkey Day Care   ph: (519) 250-6852	<a href="http://www.latchkey.ca">www.latchkey.ca</a>	Before & After Only
Our Lady of Mount Carmel Catholic Elementary School	Latchkey Day Care   ph: (519) 250-5397	<a href="http://www.latchkey.ca">www.latchkey.ca</a>	Before & After - Full Day Child Care
Our Lady of Perpetual Help Catholic Elementary School	Sundowners Day Care   ph: (519) 966-7201	<a href="http://www.sundownersdaycare.com">www.sundownersdaycare.com</a>	Before & After - Full Day Child Care
Our Lady of the Annunciation Catholic Elementary School	Latchkey Day Care & Learning Center	<a href="http://www.latchkey.ca">www.latchkey.ca</a>	Before & After Only
Queen of Peace Catholic Elementary School	Discovery   ph: (519) 322-5100	<a href="http://www.discoverychildcareschools.com">www.discoverychildcareschools.com</a>	Before & After - Full Day Child Care
Sacred Heart Catholic Elementary School	Latchkey Day Care   ph: (519) 734-0866	<a href="http://www.latchkey.ca">www.latchkey.ca</a>	Before & After - Full Day Child Care
St. Alexander Catholic Elementary School	The Toy Box   ph: (519) 966-2727	<a href="http://www.thetoyboxece.com">www.thetoyboxece.com</a>	Before & After - Full Day Child Care
St. Angela Catholic Elementary School	A Place to Grow Child Care Center		Before & After - Full Day Child Care
St. Christopher Catholic Elementary School	A Place to Grow   ph: (519) 250-6759		Before & After - Full Day Child Care
St. Francis Catholic Elementary School	Come and Play Nursery   ph: (519) 253-0313		Before & After - Full Day Child Care
St. Gabriel Catholic Elementary School	Best Friends Learning Center   ph: (519) 966-5184		Before & After - Full Day Child Care
St. Gregory Catholic Elementary School	Latchkey Day Care   ph: (519) 735-8693	<a href="http://www.latchkey.ca">www.latchkey.ca</a>	Before & After Only
St. John de Brebeuf Catholic Elementary School	Discovery   ph: (519) 733-6203	<a href="http://www.discoverychildcareschools.com">www.discoverychildcareschools.com</a>	Before & After - Full Day Child Care
St. John the Baptist Catholic Elementary School	Latchkey Day Care   ph: (519) 728-1447	<a href="http://www.latchkey.ca">www.latchkey.ca</a>	Before & After Only
St. John the Evangelist Catholic Elementary School	Little Blessings Child Care   ph: (519) 975-0476	<a href="http://www.littleblessings.ca">www.littleblessings.ca</a>	Before & After Only
St. John Vianney Catholic Elementary School	Sundowners   ph: (519) 948-0343	<a href="http://www.sundownersdaycare.com">www.sundownersdaycare.com</a>	Before & After - Full Day Child Care
St. Joseph Catholic Elementary School	Latchkey Day Care   ph: (519) 979-2966	<a href="http://www.latchkey.ca">www.latchkey.ca</a>	Before & After Only
St. Louis Catholic Elementary School	Discovery   ph: (519) 326-3600	<a href="http://www.discoverychildcareschools.com">www.discoverychildcareschools.com</a>	Before & After - Full Day Child Care
St. Mary Catholic Elementary School	Once Upon a Time Daycare   ph: (519) 890-0669		Before & After - Full Day Child Care

<b>St. Peter Catholic Elementary School</b>	Latchkey Day Care   ph: (519) 979-7070	<a href="http://www.latchkey.ca">www.latchkey.ca</a>	Before & After Only
<b>St. Pius X Catholic Elementary School</b>	Latchkey Day Care   ph: (519) 979-2966	<a href="http://www.latchkey.ca">www.latchkey.ca</a>	Before & After - Full Day Child Care
<b>St. Rose Catholic Elementary School</b>	YMCA   ph: (519) 258-9622 Ext. 239 or 948-9622 (at the school)	<a href="http://www.windsor.essex.ymca.ca">www.windsor.essex.ymca.ca</a>	Before & After - Full Day Child Care
<b>St. Theresa Catholic Elementary School</b>	The Creative Child   ph: (519) 736-8131	<a href="http://www.thecreativechild3.com">www.thecreativechild3.com</a>	Before & After - Full Day Child Care
<b>St. William Catholic Elementary School</b>	Lakeshore Daycare   ph: (519) 727-3711		Before & After Only



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

**Meeting Date:**  
June 8, 2010

## BOARD REPORT

**Public**  **In-Camera**

**PRESENTED FOR:** Information  Approval

**PRESENTED BY:** Senior Administration

**SUBMITTED BY:** Joseph Berthiaume, Director of Education  
Paul Picard, Superintendent of Education

**SUBJECT:** **ST. THOMAS OF VILLANOVA SECONDARY SCHOOL –  
- Field Trip Monteverde Costa Rica, May 22 to 29, 2011**

**RECOMMENDATION:**

**That the Board approve the St.Thomas of Villanova Catholic Secondary  
School field trip to Monteverde, Costa Rica, May 22 to 29, 2011**

**SYNOPSIS:** In accordance with Board Policy SC:04 Field Trips, this report seeks Board approval for approximately 30 secondary students to travel to Monteverde, Costa Rica for the purpose of curriculum enrichment and academic courses. Students will attend Mass on Saturday night in Puntarenas.

**BACKGROUND COMMENTS:** This field trip request is in compliance with the Field Trip policy.

**FINANCIAL IMPACT:** \$1,650.00 per student

**TIMELINES:** May 22 to 29, 2011

**APPENDICES:**

- Request for Approval Field Trip – SC:04 Form A
- Overall and Specific Curriculum Expectations
- Itinerary

**REPORT REVIEWED BY:**

<input checked="" type="checkbox"/> EXECUTIVE COUNCIL	Review Date: May 25, 2010
<input checked="" type="checkbox"/> SUPERINTENDENT	Approval Date: May 25, 2010
<input checked="" type="checkbox"/> DIRECTOR OF EDUCATION:	Approval Date: May 25, 2010





**Windsor-Essex Catholic District School Board Field Trip Approval Form**

May 18, 2010 2:20:49 PM

**SC:04 Form A** 2008 v.1

▼ Subject: Field Trip/Excursion Approval Form  
 To: **Beth Marshall**

From: **Dino Quenneville**  
 Kathy Furlong  
 George Cuckovic

Teacher: George Cuckovic School: STOV  
 Destination Name: Monteverde Costa Rica Name of Carrier: Delta/ Tural  
 Mode of Transportation: Air / Bus /Taxi Travel Company Involved: Delta/ Tural  
 Departure Date: May 22, 2011  Return Date: May 29, 2011   
 Time of Departure from School: 3:00 am Approximate Time of Return to School: 11:00 pm  
 Number of Male Students: 15 Number of Female Students: 15  
 Total Cost Per Student: 1650 Personal Cost Per Student: 1650  
 Grade of Students: 12 Number of Supervisors: Male: 2 Female: 2

Purpose of Trip/Excursion: Rainforest excursion and experimentation

Relationship to Students' Program/Course: *Maximum 200 characters.*  
 as per curriculum connections package attached

Pre-Trip/Excursion Preparation(s) by Students: *Maximum 200 characters.*  
 4 years of science maintaining 70 % average

Follow-up Activities Planned: *Maximum 200 characters.*  
 testimonial letters and experimental write up

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

mass saturday night in San Jose

Date Submitted: May 6, 2010  Teacher: George Cuckovic  
 Approval Date: May 9, 2010  Principal: Kathy Furlong  
 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.

# OVERALL AND SPECIFIC CURRICULUM EXPECTATIONS

## RELATIONSHIP TO COSTA RICA DESTINATION PROGRAM:

### SNC 2D- BIOLOGY

#### Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of the dynamic nature of ecosystems, including the relationship between ecological balance and the sustainability of life;

*(Entomology study, Monteverde Cloudforest Preserve)*

- investigate factors that affect ecological systems and the consequences of changes in these factors;

*(Entomology study)*

- analyse issues related to environmental sustainability and the impact of technology on ecosystems

*(Entomology study, Monteverde Cloudforest Preserve, Sky Walk-Sky Track Tour)*

#### Specific Expectations

##### *Understanding Basic Concepts*

By the end of this course, students will:

- examine the factors (natural and external) that affect the survival and equilibrium of populations in an ecosystem (e.g., resource limits of an ecosystem, competing populations, bioaccumulation, selective decline);

*(Entomology study, El tegra Reserve, Sky Walk-Sky Track Tour)*

- examine how abiotic factors affect the survival and geographical location of biotic communities (e.g., explain why deserts exist in different parts of the world);

**(Entomology study, El tegra Reserve)**

- explain why different ecosystems respond differently to short-term stresses and long-term changes (e.g., short term: the activity of tent caterpillars during a season; long-term: the effect of acid rain on maple trees);

**(El tegra Reserve, Cloud Forest School)**

- compare a natural and a disturbed ecosystem and suggest ways of assuring their sustainability (e.g., compare a meadow and a lawn);

**(Entomology study, El tegra Reserve, Cloud Forest School,)**

- through investigations and applications of basic concepts:
  - formulate scientific questions about observed ecological relationships, ideas, problems, and issues (e.g., “What impact will supplying an excess of food for a particular organism have on an ecosystem?”);
  - demonstrate the skills required to plan and conduct an inquiry into ecological relationships, using instruments, apparatus, and materials safely and accurately, and controlling major variables and adapting or extending procedures where required;
  - select and integrate information from various sources, including electronic and print resources, community resources, and personally collected data, to answer the questions chosen;
  - analyse data and information and evaluate evidence and sources of information, identifying flaws such as errors and bias;
  - select and use appropriate vocabulary and numeric, symbolic, graphic, and linguistic modes of representation to communicate scientific ideas, plans, results, and conclusions (e.g., use terms such as *biotic*, *abiotic*, *biomass*, *biome*, *ecosystem*, *chemical concentration*, and *biodiversity* when making presentations);

**(Entomology study)**

## **SBI 3U**

### **Overall Expectations**

#### **By the end of this course, students will:**

- demonstrate an understanding of the diversity of living organisms through applying the concepts of phylogeny and taxonomy to the kingdoms of life (including Eubacteria and Archeabacteria) and viruses;
- use techniques of sampling and classification to illustrate the fundamental principles of taxonomy;
- relate the role of common characteristics and diversity within the kingdoms of life (including Eubacteria and Archeabacteria) to the importance of maintaining biodiversity within natural ecosystems, and explain the use of micro-organisms in biotechnology
- demonstrate the skills required to plan and carry out investigations, using laboratory equipment safely, effectively, and accurately (e.g., conduct an experiment to investigate gas production in the metabolic processes of plants);
- select and use appropriate numeric, symbolic, graphical, and linguistic modes of representation to communicate scientific ideas, plans, and experimental results (e.g., identify chemical formulae for some important biochemical compounds; use correct terminology to describe the internal systems of organisms);
- locate, select, analyse, and integrate information on topics under study, working independently and as part of a team, and using appropriate library and electronic research tools, including Internet sites;
- compile, organize, and interpret data, using appropriate formats and treatments, including tables, flow charts, graphs, and diagrams (e.g., construct a flow chart to describe representative mechanisms in living organisms, or a chart on the uses of microbes in biotechnological applications);
- communicate the procedures and results of investigations and research for specific purposes using data tables and laboratory reports (e.g., describe appropriate sampling techniques for classification of specimens in a local environment);

***(Entomology study)***

## **Specific Expectations**

### ***Understanding Basic Concepts***

#### **By the end of this course, students will:**

- demonstrate, through applying classification techniques and terminology, the usefulness of the system of scientific nomenclature in the field of taxonomy;
- classify representative organisms from each of the kingdoms (e.g., classify organisms according to their nutritional pattern, type of reproduction, habitat, and general structures);
- use appropriate sampling procedures to collect various organisms in a marsh, pond, or other ecosystem, and classify them following the principles of taxonomy.

#### ***(Entomology study)***

## **SBI 4U**

### **Overall Expectations**

#### **By the end of this course, students will:**

- investigate, analyse, and evaluate populations, their interrelationships within ecosystems, and their effect on the sustainability of life on this planet;

***(Entomology study, Monteverde Cloudforest Preserve, El tegra Reserve)***

### **Specific Expectations**

#### ***Understanding Basic Concepts***

#### **By the end of this course, students will:**

- explain, using examples, the process of adaptation of individual organisms to their environment (e.g., explain the significance of a short life cycle in the development of antibiotic-resistant bacteria populations).

***(Rincon de la Vieja National Park, Entomology study, Monteverde Cloudforest Preserve)***

- explain the concepts of interaction (e.g., competition, predation, defence mechanisms, symbiotic relationships, parasitic relationships) among different species of animals and plants;

***(Entomology study, Monteverde Cloudforest Preserve)***

- describe characteristics of a population, such as growth, density, distribution, carrying capacity, minimum/viable size;

***(Entomology study, El tegra Reserve)***

- compare and explain the fluctuation of a population of a species of plant, wild animal, and micro-organism, with an emphasis on such factors as carrying capacity, fecundity, and predation;

***(Entomology study, Monteverde Cloudforest Preserve)***

# Earth and Space Science, Grade 12, University Preparation (SES4U)

## Overall Expectations

By the end of this course, students will:

- assess the impact of natural forces and systems on the Earth's physical and human environments, as well as the impact of human activities on natural systems.

*(Rincon de la Vieja National Park, El tegra Reserve)*

- identify the processes at work within the Earth (e.g., plate tectonics, earthquakes, volcanism) and on its surface (e.g., running water, weathering and erosion, mass wasting, glaciation), and describe the role of both types of processes in shaping the Earth's surface;

*(Rincon de la Vieja National Park)*

- demonstrate an understanding of the interrelationships between internal and surficial Earth processes (e.g., earthquake activity, volcanic eruptions, floods, erosion) and the ways in which they affect human activity.

*(Rincon de la Vieja National Park)*

## Specific Expectations

### *Understanding Basic Concepts*

By the end of this course, students will:

- document and explain, through investigation, examples of the complex interconnectedness of physical, chemical, and biological processes as they apply to the Earth (e.g., plants live in the biosphere by taking nutrients and other crucial substances from the other three spheres of the Earth, to which they also contribute important substances).
- identify major areas of tectonic activity in the world (e.g., Japan – convergent margin; Iceland – divergent margin; California – transform fault), drawing on information about the relationship between earthquakes, volcanoes, and plate boundaries (e.g., plot on a world map, for a given time period, the locations of recorded earthquakes and active volcanoes);

*(Rincon de la Vieja National Park, El tegra Reserve)*

## Itinerary

The following information is a brief schedule of the planned events for May 2011 trip to Costa Rica.

Sunday May 22	-arrive at hotel in San Jose - swim and relax after long day of travel
Monday May 23	-bus tour of SanJose -visit Volcano Poas -travel to Monte Verde in afternoon -get established into rooms at Estacion Biologica
Tuesday May 24	-hike biological preserve trail in the morning (guided tour ) -visit El Tegra Reserve in the afternoon (second growth rainforest) -set up experiments -run field study at night
Wednesday May 25	-visit Costa Rican school for charity school supplies - hike to the continental divide on the station -field studies at night
Thursday May 26	-horseback riding and hot spring tour/ Bat Tour (Dr. Richard Laval) -field studies at night
Friday May 27	-zip lines in the morning Extremo -sky track in the afternoon Salvatura -wrap up studies and begin write up
Saturday May 28	-day of travel to Beach on coastal city of Puntarenas - Mass in Puntarenas - arrive at hotel in evening
Sunday May 29	-travel home

\*\*\*Phone # for Biological station 011-506-645-5539



### **Fund Raising Events**

The following fund raising events are open to all students to participate in. All funds raised by each individual student will aid in their individual trip price.

**-Coffee Sales**

(students receives 4 dollars from every bag sold, sales are done two to three times during the year)

**-Letter writing campaigns**

(students write various businesses from local area asking for donations, all money goes to individual student who wrote letter)

**-Three benefit dinners**

(benefit prices vary from restaurant to restaurant varying from \$8-16 per ticket sold)

**-Environmental Clean up-working with ERCA**

(students receive donations from friends, family, staff, and neighborhood members to clean local watershed, all money goes to individual student funds)

**-Meat Draw**

(students sell tickets for a meat draw during school hours, all money raised is divided equally for those students who help sell tickets)



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

**Meeting Date:**  
 June 8, 2010

## 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  
 Sharon O'Hagan-Wong, Assistant Superintendent of Education

**SUBJECT:** **CARDINAL CARTER – FIELD TRIP TO EUROPE - FRANCE, MONACO AND ITALY, MARCH 10 – MARCH 20, 2011**

**RECOMMENDATION:**

**That the Board approve the Cardinal Carter field trip to France, Monaco and Italy, March 10 – March 20, 2011**

**SYNOPSIS:** In accordance with Board Policy SC:04 Field Trips, this report seeks Board approval for 20 grade 10-12 students to travel to Europe. The field trip is in compliance with the Field Trip policy.

**BACKGROUND COMMENTS:** This trip will provide students with the opportunity to study history, art and the French language.

**FINANCIAL IMPACT:** \$3,365/student

**TIMELINES:** March 10 – 20, 2011

**APPENDICES:**

- Field Trip approval Form SC:04
- Itinerary

**REPORT REVIEWED BY:**

<input checked="" type="checkbox"/> EXECUTIVE COUNCIL	Review Date: May 31, 2010
<input checked="" type="checkbox"/> SUPERINTENDENT	Approval Date: May 31, 2010
<input checked="" type="checkbox"/> DIRECTOR OF EDUCATION:	Approval Date: May 31, 2010

5/3/2010 11Terri Maitre

Tuesday, May 04, 2010 8:52:57 AM

Title: Field Trip/Excursion Approval Form : Windsor-Essex CDSB

Page 1 of 1



### Windsor-Essex Catholic District School Board Field Trip Approval Form

Tuesday, May 04, 2010 8:05:51 AM

SC:04 Form A 2008 v.1

Subject: Field Trip/Excursion Approval Form

From: John Ulicny

To: Terri Maitre  
Sharon O'Hagan-Wong

Marco Antonuzzo

Teacher: Joanne Bateman, Marco Antonuzzo School: Cardinal Carter

Destination Name: Europe - France, Monaco, and It... Name of Carrier: Stevenson, Air France

Mode of Transportation: Bus, Plane Travel Company Involved: Ship's Travel

Departure Date: Thu, Mar 10, 2011  Return Date: Sun, Mar 20, 2011

Time of Departure from School: 3:00 Approximate Time of Return to School: 12:00

Number of Male Students: 10 Number of Female Students: 10

Total Cost Per Student: 3365.00 Personal Cost Per Student: 3365.00

Grade of Students: 10-12 Number of Supervisors: Male: 1 Female: 1

Purpose of Trip/Excursion: To enrich study of the art, culture and history of Europe.

Relationship to Students' Program/Course: *Maximum 200 characters.*

To coincide with the study of history, art and the French language.

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

To study the art and history of France and Italy.

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

Discussion, report.

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

Notre Dame, Paris - Saturday, 12 March (6p.m. service)

Date Submitted: Sun, May 02, 2010  Teacher: Joanne Bateman, Marco...

Approval Date: Tue, May 04, 2010  Principal: John Ulicny

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.

## Destinations Learning Enrichment Activity

### European Cultural, Historical and Artistic Experience – 2011 – Italy and France

Cardinal Carter Secondary School

**Destination Program** provides students with opportunities for:

- Academic Enrichment
- Program Enhancement
- Travel
- Long Range Academic Planning

**An Independent Study Unit** is tied to a language and/or history course

A specific travel destination is linked to academic courses and curriculum expectations.

#### Student preparation:

- Students and parents will meet with teacher advisors in order to prepare for the trip - planning, educating, and 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 France and Italy.

#### History Expectations and their connection to the Destinations Activity

By the end of this course, students will:

##### **Change and Continuity**

- Assess the influence of individuals and groups who have helped shape Western attitudes to change.
- Assess the variety, intensity, and breadth of change that has taken place from the sixteenth century to the present.
- *Students will tour a number of major European cities where significant historical changes have taken place that have helped to shape Western attitudes. i.e. Paris – French Revolution, Florence – The Enlightenment, Rome – The Vatican.*

##### **Citizenship and Heritage**

- Describe the main tenants of key modern beliefs and philosophies and explain how they shaped Western thought.
- Describe key developments in a variety of modes of artistic expression in the West and the rest of the world since the sixteenth century (e.g. classical, baroque, romantic and modern art; traditional and modern architectural styles)
- *Students will tour cities that have been the source of some key modern beliefs and philosophies. i.e. Paris, Florence, Rome.*

##### **Methods of Historical Inquiry and Communication**

- Select and use a wide variety of relevant primary and secondary sources (e.g. written, visual, oral, physical) that represent a wide range of perspectives.
- *Students will be exposed to many primary and secondary historical sources as they tour France and Italy – i.e. museums, art galleries, and cathedrals.*

## **Language Expectations and their connection to the Destinations Activity**

By the end of this course, students will:

### **Oral Communication**

- Demonstrate an understanding of a variety of oral messages, communicated in various situations and for a variety of purposes.
- Respond in a variety of ways to a wide range of media works.
- Use appropriate language and conventions during oral communication.
- Express and justify ideas and opinions in self-directed conversations and discussion on a variety of issues.
- *Students will have numerous opportunities to use their oral communication skills in both French and Italian – i.e. ordering in restaurants, asking directions, purchasing items, touring museums and art galleries.*

### **Reading**

- Read and demonstrate an understanding of a range of literary information and texts.
- *Students will have numerous opportunities to use their French and Italian reading skills – i.e. menus, airports, signs, museums and art galleries.*

## **Ontario Catholic School Graduate Expectations and their connection to the Destinations Activity**

The Graduate is expected to be:

### **A Discerning Believer Formed in the Catholic Faith Community who:**

- Participate in the sacramental life of the Church and demonstrate an understanding of the centrality of the Eucharist to our Catholic story.
- Respects the faith traditions, world religions and the life-journeys of all people of good will.
- *Students will attend Eucharistic celebrations at Notre Dame in Paris and Basilica di Santa Maria Maggiore in Rome.*
- *Students will have opportunities to be exposed to various faith traditions and world religions as they tour cities and museums.*

### **A Responsible Citizen who:**

- Respects and affirms the diversity and interdependence of the world's people and cultures.
- Respects and understands the history, cultural heritage and pluralism of today's contemporary society.
- *Students will be able to learn to respect and understand the diversity, history, cultural heritage and interdependence of some of the world's people and culture by visiting their cities and towns in France and Italy.*

Ship's School Educational Tours Ltd.  
95 Dalhousie St., Brantford, Ontario, N3T 2J1  
TEL: (519) 753-2695, FAX: (519) 753-6376  
Email: [tours@pawelstravel.com](mailto:tours@pawelstravel.com)

**PROPOSED**

**CARDINAL CARTER SECONDARY SCHOOL  
FRANCE & ITALY  
March 10 – 20, 2011  
Proposed Itinerary**

**Thursday, March 10**

Evening departure from Detroit Airport to Paris, France on Northwest Airlines or similar. Full service dinner, breakfast, and movie provided.

**Friday, March 11**

Morning arrival in Paris where you are met by private coach and taken on an orientation tour of the city before arriving at the hotel. Highlights include a visit to Montmartre and Sacre Coeur. Time to settle in before going to dinner.

**Saturday, March 12**

Additional sight seeing of the French capital including a tour of the Latin Quarter, Notre Dame, the Opera House, and the Louvre museum, famous for works such as the Mona Lisa and Venus DeMilo. 6pm Mass at Notre Dame. Tonight following dinner will be an opportunity to see Paris by night aboard the Bateaux Mouches.

**Sunday, March 13**

This morning's tour takes you a short distance outside of Paris to Versailles. While here you will visit the famous palace built by the "Sun King" Louis XIV, the place where French revolutionaries came for Louis XVI and Marie Antoinette. In the afternoon return to Paris for lunch followed by a visit to the Eiffel Tower and a stroll along the Champs Elysees. Dinner and overnight.

**Monday, March 14**

A visit to the D'Orsey Museum, famous for its Impressionist collection, before transferring to the Gare de Lyon where you will board your high-speed train to Nice, France, unofficial capital of the French Riviera. Check in to your centrally located hotel before enjoying dinner at a restaurant in the Old Town. Overnight.

**Tuesday, March 15**

This morning following breakfast you are joined by a local guide and taken on a tour of Nice. Highlights include the Flower Market, the Old Town and a trip on the new Tram lines to visit the Chagall Museum. Dinner and overnight.

**Wednesday, March 16**

Morning journey takes you along the Mediterranean coastline. Your first stop will be Eze to visit a local perfumerie. Following the visit you continue to the principality of Monaco. Time to walk around and explore "the rock" where you will find the Royal Palace and Cathedral before making your way back to Nice. Dinner and overnight.

**Thursday, March 17**

Morning departure from Nice. Today you cross the border into Italy as you make your way to Pisa where you will have time to see the famous Leaning Tower before continuing to Florence. Dinner and overnight.

**Friday, March 18**

Sightseeing tour of Florence. Highlights include the Baptistry, Giotto's Bell Tower, and the Ponte Vecchio. In early afternoon you visit the Academia Museum, home of the "David." Any time left will be enjoying the atmosphere of the St. Lorenzo Market. Dinner and overnight.

**Saturday, March 19**

Morning departure from Florence as you make your way to Rome. Upon arriving in the "Eternal City," you are joined by a local guide for an afternoon tour including: the Colosseum, the Forum, the Vittorio Emmanuelle building and several well known landmarks including the Trevi Fountain and Spanish Steps. Tonight's dinner will be at a local Pizzeria.

**Sunday, March 20**

Early morning transfer to Vatican City for a tour of St. Peters Basilica and the Vatican Museum including the Sistine Chapel. Following the tour you will return to the hotel to pack and make your way to the airport where you will return to Detroit on Air France or similar.

**WELCOME HOME!!!!!!**

*Approximate Tour Cost:* \$3135.00 Per Person sharing triple or quad accommodations (minimum 30 participants)  
 \$3235.00 Per Person sharing triple or quad accommodations (minimum 25 participants)  
 \$3365.00 Per Person sharing triple or quad accommodations (minimum 20 participants)  
*Twin supplement:* \$195.00 per person sharing twin or double accommodation  
*Single supplement:* \$610

**Price Includes:**

- Return airfare from Detroit on Air France or similar
- 10 nights accommodation based on 3 or 4 persons in a room
- Deluxe motorcoach through the tour
- Daily breakfast and dinner
- Sightseeing as per the itinerary
- All taxes and tips
- Guided city tours of Paris, Florence and Rome
- Cruise on the Bateaux Mouches
- Admissions to:
  1. The Louvre
  2. The Eiffel Tower
  3. Versailles
  4. The Academia Museum
  5. Santa Croce
  6. The Vatican Museum
  7. The Colosseum

**Not Included:**

- Transfers to Detroit airport
- Lunches
- Beverages with meals
- Airport taxes approximately \$125.00 USD
- Optional – All-inclusive Insurance:
 

\$103.68	ages 0-17
\$109.08	ages 18-29 including teachers and chaperones under the age of 65

**SHIP'S SCHOOLS EDUCATIONAL TOURS**

95 Dalhousie Street, Brantford, Ontario N3T 2J1

Tel: (519)753-2695 Fax: (519)753-6376 Email: [tours@pawelstravel.com](mailto:tours@pawelstravel.com)

Ont. Reg. #1034992

**TERMS AND CONDITIONS****RESERVATIONS AND DEPOSITS:**

A deposit of \$250.00 is required at the time of registration. Your registration is confirmed upon receipt of your deposit and application form. No reservations will be accepted without a signed application form.

**REFUND OF UNUSED ARRANGEMENTS:**

Because the rates of Ship's Schools Educational Tours are based on group participation, no refund can be made for any tour accommodation or tour service or tour feature not taken. If cancellation occurs while the tour is in progress, no refund can be made for the tour portion not taken. We strongly suggest that to allow for any unexpected contingencies, you purchase the all-inclusive insurance.

**CANCELLATION POLICY:**

Refund of money paid is made in full, up to June 1, 2010. After June 1, 2010 a \$250.00 administration fee applies if cancellation is received in writing by Ship's Schools Educational Tours more than 90 days prior to departure date. For cancellation received in writing 90 days prior or less the following cancellation charges apply:

90 to 46 days before departure:	25% of tour cost
45 to 15 days before departure:	50% of tour cost
Within 14 days prior to departure:	100% of tour cost

**RESPONSIBILITY:**

Ship's School Educational Tours reserves the right without notice, to withdraw any part or all of the tour. Factors such as airline schedule changes, hotel bookings, inclement weather, etc. may necessitate changes in the itinerary as outlined. There may also be other circumstances in which changes become necessary or advisable. Any savings realized by these changes will be passed on to the passengers, any restaurant expenses shall be borne by the passenger. Ship's School Educational Tours acts only as an agent in securing hotel, transportation and other travel services and in no event shall be held responsible for the failure of any person or company to render any transportation, lodging or any other travel service to be provided on the tour. All hotel, transportation and other travel services are provided to tour members subject to all the terms and conditions under which they are offered to the public generally. The acceptance of the initial service to be provided under the tour shall be considered an acceptance by the tour member of those conditions. Ship's School Educational Tours also reserves the right to decline, to accept or retain any person as a member of the tour, in which case equitable refund will be made at the discretion of the tour operators.

**AIR TRANSPORTATION:**

Trans Atlantic economy flight by scheduled, IATA carriers, based charter class fare. Other fares may also be used. All fares are subject to specific rules and regulations, to changes and government approval.

**CURRENCY**

The tour cost is based on the current exchange rate of \_\_\_\_\_. Should the rate of exchange rise or fall by 5% the cost of the tour will be adjusted accordingly. Any difference in exchange exceeding 5% of the rate used will result in a reduction or supplement as applicable.



**SHIP'S SCHOOLS EDUCATIONAL TOURS**

95 Dalhousie Street,  
Brantford, Ontario N3T 2J1  
Tel: (519)753-2695 Fax: (519)753-6376

**APPLICATION FORM (To be filled out by each student)**

Name: \_\_\_\_\_ Sex: \_\_\_\_\_  
(Surname as it appears in your passport) (First name as it appears on your passport)

**WE REQUIRE A COPY OF YOUR PASSPORT (INFORMATION PAGES ONLY) TO BE SENT NO LATER THAN DECEMBER 30 2010**

*This Information Is Required By This Date For Submission To The Airlines In Order For Tickets To Be Issued. If your passport is not received by this date and your ticket is issued without passport validation any changes that are required will result in a charge of \$75.00 billed directly to the student.*

Address: \_\_\_\_\_ City: \_\_\_\_\_

Postal Code: \_\_\_\_\_ Phone Number: \_\_\_\_\_ Birthplace: \_\_\_\_\_  
(Day/Month/Year)

School: Cardinal Carter Secondary School Group Leader: \_\_\_\_\_

Are you a Canadian Citizen? Yes: \_\_\_\_\_ No: \_\_\_\_\_

If not, please provide citizenship: \_\_\_\_\_

We the undersigned have read, understand and agree to abide by all the conditions stipulated in the TERMS & CONDITIONS. We undertake full financial responsibility for any damage caused by the undersigned participant and agree to pay his/her return home on the first available flight, should his/her behaviour be deemed detrimental to the welfare of the student group. It is understood that the decision for such actions rests with his/her teacher in consultation with Ship's School Educational Tours.

\_\_\_\_\_  
Signature of Parent/Guardian  
(If participant is under 18 years)

\_\_\_\_\_  
Signature of Student

**Please complete this form and submit it together with your deposit of \$250.00**  
**Insurance premiums are shown on the itinerary and can guard against cancellation penalties if cancellation is due to a reason covered by the policy. Reasons include; loss of parents, employment, issuance of an official travel advisory, or cancellation due to a medical reason. Some exceptions may apply. For complete details on the Youth Package Tour insurance please contact our office. Insurance must be accepted OR declined before any penalties take effect.**

**Please indicate below if you would like to accept or decline the insurance.**

Youth Package Accepted  **Declined** please sign \_\_\_\_\_

**Special Requests:** (Dietary)  Vegetarian  Food Allergy \_\_\_\_\_

\*  Special Medical Needs: \_\_\_\_\_

\* Must be indicated at time of booking. Cannot be requested after your application has been received or a \$50.00 charge will apply.



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

**Meeting Date:**  
 June 8, 2010

## 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  
 Colleen Norris, Manager of Human Resources & Policy Development

**SUBJECT:** **POLICY DEVELOPMENT AND REVIEW:**  
 – **NEW POLICY ST: 25 VOLUNTARY FIRST NATION, MÉTIS AND INUIT SELF-IDENTIFICATION POLICY**

**RECOMMENDATION:**

**That the Board provide final approval to draft new Board Policy ST: 25 Voluntary First Nation, Métis and Inuit Self-Identification Policy.**

**and, that the Board receive Administrative Procedure Pr ST:25 Voluntary First Nation, Métis and Inuit Self-Identification Policy as information.**

**SYNOPSIS:** Final approval is requested of Draft Policy ST: 25 Voluntary First Nation, Métis and Inuit Self-Identification Policy, as previously approved in principle by the Board of Trustees on May 25, 2010.

**BACKGROUND COMMENTS:** A new Board Policy is required to ensure that all First Nation, Métis and Inuit students and/or their parents, on behalf of their children, have the means for voluntary, confidential self-identification, and to provide for the implementation of the Ontario Ministry of Education First Nation, Métis and Inuit Policy Framework within the Windsor-Essex Catholic District School Board. The draft policy was circulated and posted for public input on April 21, 2010 and remains posted to the Board’s public website under “Current Draft Policies”. The draft policy was presented to the Board and approved in principle on May 25, 2010. The draft policy was approved in principal with the amendment to the name of the policy from “Voluntary Aboriginal Self-Identification Policy” to “Voluntary First Nation, Métis and Inuit Self-Identification Policy. There were no other suggested amendments received and the draft policy is recommended for final approval.

The attached supporting administrative procedure is presented as information and will be implemented upon final approval of the amended policy. The procedures reflect

discussions with the local First Nation, Métis and Inuit communities and comply with the principles and directives within the new Board Policy.

**FINANCIAL IMPACT:** N/A

**TIMELINES:** Upon final approval, the Policy will be forwarded to Principals and Vice-Principals, shared with the local First Nation, Métis and Inuit communities, and posted to the Board’s public website.

In preparation for implementation in September 2010, the following schedule of activities will take place:

- The Board’s student registration forms will be revised to reflect the selected voluntary self-identification fields.
- Appropriate communication material will be developed for distribution to all school communities.
- The Board’s data entry system will be revised in correlation with fields.
- Communication material on Voluntary Self-Identification Policy for First Nation, Métis and Inuit students will be developed, distributed to all currently registered families, provided to new registrants, and made available on the Board’s website. In addition, an announcement will be included in June 2010 school newsletters.


**APPENDICES:**

- Administrative Procedure Pr ST: 25 Voluntary First Nation, Métis and Inuit Self-Identification Policy

*Note: Draft Policy ST: 25 Voluntary First Nation, Métis and Inuit Self-Identification Policy, as previously approved in principle is currently posted to the Board’s public website at [www.catholicboard.ca](http://www.catholicboard.ca) under “Board Policies Drafts.”*

**REPORT REVIEWED BY:**

<input checked="" type="checkbox"/>	EXECUTIVE COUNCIL	Review Date:	May 31, 2010
<input checked="" type="checkbox"/>	SUPERINTENDENT	Approval Date:	May 31, 2010
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date:	May 31, 2010



**Windsor-Essex Catholic District School Board**

Section: Students

**ADMINISTRATIVE PROCEDURE**  
**Pr ST: 25 Voluntary First Nation, Métis and Inuit Self-Identification**

<b>NUMBER:</b>	Pr ST: 25
<b>EFFECTIVE:</b>	DRAFT
<b>AMENDED:</b>	
<b>RELATED POLICIES:</b>	See References
<b>REPEALS:</b>	
<b>REVIEW DATE:</b>	DRAFT

**DRAFT**

**1.0 OBJECTIVE:**

- 1.1 To establish procedure for the voluntary self-identification of First Nation, Métis and Inuit students.

**2.0 PROCEDURE:**

- 2.1 The Windsor-Essex Catholic District School Board student registration forms will reflect the First Nation, Métis and Inuit Voluntary Self-Identification fields in the collection of accurate data and the data entry system will correlate with the self-identification fields.
- 2.2 Communication material on the Voluntary Self-Identification Policy for First Nation, Métis and Inuit students will be developed, distributed to all currently registered families, provided to new registrants, and made available on the Windsor-Essex Catholic District School Board website.
- 2.3 Students attending a Windsor-Essex Catholic District School Board elementary or secondary school will be able to self-identify by selecting the appropriate field on the Student Verification/Information Update Form. For students under 18 years of age, the First Nation, Métis and Inuit Self-Identification requires parent/guardian signature, unless the student is 16/17 and withdrawn from parental control.
- 2.4 New students registering in a Windsor-Essex Catholic District School Board elementary or secondary school can acknowledge their First Nation, Métis or Inuit ancestry on the Student Registration Form and will be invited to self-identify at the time of registration.
- 2.5 Self-identification of First Nation, Métis and Inuit ancestry by parents/guardians, students 16/17 and withdrawn from parental control and students 18 years of age and older, shall be voluntary.
- 2.6 Self-identification shall include all First Nation, Métis and Inuit people, regardless of status.
- 2.7 Parents/guardians, students 16/17 and withdrawn from parental control and students 18 years of age and older shall be entitled to remove the identification at any time, upon written request to the Principal.

**ADMINISTRATIVE PROCEDURE Pr ST: 25 Voluntary First Nation, Métis and Inuit Self-Identification DRAFT**

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2.8 No proof of ancestry shall be required.

**3.0 CONFIDENTIALITY**

3.1 The dignity and well being of students shall be given the highest priority.

3.2 Data collected under this policy will be in accordance with the Education Act, the Ontario Human Rights Code, the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA), and the Freedom of Information and Protection of Privacy Act (FIPPA).

3.3 Individual data will be confidential to individuals in the school system who require such information for the provision of resources, services and experiences to benefit First Nation, Métis and Inuit students.

3.4 Aggregate data may be available to the school system, the Ministry, and the First Nation, Métis and Inuit communities.

3.5 Aggregate data may be reported publicly by the Education Quality and Accountability Office.

3.6 The data collected as a result of this policy will be evaluated on an ongoing basis and the aggregate results reported annually to the Board and to the Original Peoples Education Committee and The Métis Nation of Ontario.

3.7 All data collected under this policy will be securely stored to respect student privacy and will be treated under the same rules and regulations that govern Ontario Student Records.

**4.0 PURPOSES OF DATA COLLECTION**

4.1 To assist schools in better understanding the demographics of their population.

4.2 To assist the Windsor-Essex Catholic District School Board in assessing which schools require additional programming, targeted initiatives, additional support and the involvement of family and the greater community in the life of the school.

4.3 To identify First Nation, Métis and Inuit students who would benefit from additional support.

4.4 To measure the Windsor-Essex Catholic District School Board's effectiveness in improving the achievement, retention and graduation rates of First Nation, Métis and Inuit students.

**ADMINISTRATIVE PROCEDURE Pr ST: 25 Voluntary First Nation, Métis and Inuit Self-Identification DRAFT**

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**5.0 DATA EVALUATION**

- 5.1 The procedure will be reviewed annually for its effectiveness.
- 5.2 The data collected as a result of the policy will be evaluated on an annual basis and the aggregate results reported to the Original Peoples Education Committee, The Métis Nation of Ontario and the Windsor-Essex Catholic District School Board.
- 5.3 The Original Peoples Education Committee and The Métis Nation of Ontario will, in consultation with their local communities, recommend next steps for continuing to support their students in particular as well as promoting greater awareness of First Nation, Métis and Inuit culture and heritage in general.



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

**Meeting Date:**  
 June 8, 2010

## BOARD REPORT

**Public**  **In-Camera**

**PRESENTED FOR:** Information  Approval

**PRESENTED BY:** Senior Administration

**SUBMITTED BY:** Joseph Berthiaume, Director of Education  
 Paul Picard, Superintendent of Education  
 Colleen Norris, Manager of Human Resources & Policy Development  
 Gary McKenzie, Risk Assessment Manager

**SUBJECT: POLICY DEVELOPMENT AND REVIEW:**

- **AMENDED POLICY H:08 WORKPLACE HARASSMENT**
- **AMENDED POLICY H:19 VIOLENCE PREVENTION IN THE WORKPLACE**

**RECOMMENDATION:**

**That the Board provide final approval to Draft Amended Board Policies H:08 Workplace Harassment and H:19 Violence Prevention in the Workplace;**

***and, that the Board receive Administrative Procedure Pr H:08 Workplace Harassment as information;***

***and, that the Board receive as information Program for Violence Prevention in the Workplace.***

**SYNOPSIS:** Final approval is requested of Draft Policies H:08 Workplace Harassment and H:19 Violence Prevention in the Workplace, as previously approved in principle by the Board of Trustees on May 25, 2010.

**BACKGROUND COMMENTS:** The draft policies represent a revision to existing Board Policies *H:08 Workplace Harassment and H:19 Violence Prevention in the Workplace* which were reviewed in response to amendments to the Occupational Health and Safety Act under Bill 168. The draft policies were circulated and posted for public input on May 20, 2010 and remain posted to the Board’s public website under “Current Draft Policies”. The draft policies were presented to the Board and approved in principle on May 25. There have been no proposed amendments to the draft policies as approved in principle, and the draft policies are recommended for final approval.

The attached supporting administrative procedure Pr H:08 Workplace Harassment is presented as information and will be implemented upon final approval of the amended policy. The procedure reflects changes to the Occupational Health and Safety Act and includes amendments that will ensure a fair and efficient process that complies with the principles and directives approved by the Board within the amended policy.

The attached Program for Violence Prevention in the Workplace has been amended to reflect changes to the Occupational Health and Safety Act and is presented as information.

**FINANCIAL IMPACT:** N/A

**TIMELINES:** Immediate implementation upon final Board approval.

**APPENDICES:**


- Administrative Procedure Pr H:08 Workplace Harassment
- Program for Violence Prevention in the Workplace

*Note: Draft Policies H:08 Workplace Harassment and H:19 Violence Prevention in the Workplace, as previously approved in principle are currently posted to the Board’s public website at [www.catholicboard.ca](http://www.catholicboard.ca) under “Board Policies Drafts.”*

**REPORT REVIEWED BY:**

<input checked="" type="checkbox"/>	EXECUTIVE COUNCIL	Review Date:	May 31, 2010
<input checked="" type="checkbox"/>	SUPERINTENDENT	Approval Date:	May 31, 2010
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date:	May 31, 2010





**Windsor-Essex Catholic District School Board**

Section: Human Resources

**ADMINISTRATIVE PROCEDURE:  
PR H: 08 Workplace  
Harassment**

<b>NUMBER:</b>	PR H: 08
<b>EFFECTIVE:</b>	January 11, 2000
<b>AMENDED:</b>	DRAFT
<b>RELATED POLICIES:</b>	See References
<b>REPEALS:</b>	
<b>REVIEW DATE:</b>	DRAFT

**DRAFT**

**1.0 OBJECTIVES:**

- 1.1 These procedures are to provide a mechanism for implementing the Board’s Workplace Harassment Policy.

**2.0 GENERAL:**

2.1 Nothing in these procedures denies or limits access to other avenues of redress available under the law or through the filing of a grievance or through progressive discipline. In such a case, any process within this procedure shall cease until the parties and their respective representatives have met with the Superintendent of Human Resource Services to determine whether a formal investigation will proceed or whether the complainant wishes to proceed under another process. Multiple processes shall not be permitted to proceed concurrently, although informal dispute resolution attempts shall be permitted at any time with the agreement of the Board and the parties.

2.2 Who May Initiate a Complaint?

- i. All workers who believe that they have experienced harassment may initiate a complaint. In addition, those who have witnessed harassment directly, have received reports of harassment incidents or have reasonable grounds to suspect that harassment is occurring, may initiate a complaint. Anonymous reports will not be entertained for dispute resolution under these procedures. Third party disclosures will only go forward (to the formal stage) with the alleged victim’s consent.
- ii. A complainant is free to discontinue a complaint at any time. The Board, however, may deem the circumstances worthy of further investigation and initiate its own action.
- iii. Each employee has the right and is encouraged to contact his/her Union/Federation for assistance and advice throughout this process. Non-unionized employees are encouraged to consult with the Manager of Human Resources or the Superintendent of Human Resources.

2.3 Timelines

- i. All complaints should be reported as soon as possible and must be reported within one (1) year of the most recent alleged harassing behaviour. A complaint outside this time frame may be considered by consulting the Superintendent of Human Resource Services.

**ADMINISTRATIVE PROCEDURE PR H: 08 Workplace Harassment DRAFT**

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**2.4 Confidentiality**

- i. It is the duty of the supervisory and managerial personnel to maintain confidentiality in the complaint process. All complainants, respondents and other persons involved with the complaint processes under these procedures will ensure that all matters remain confidential. Witnesses should be informed that supervisory and managerial personnel, in obtaining a statement, will maintain such statement in strict confidence, subject to their ability to conduct a full and thorough investigation.
- ii. Notwithstanding the above, procedural fairness requires that the respondent to a complaint be apprised of the nature of the complaint and by whom it has been made so that they have an opportunity to respond to the allegations. This may require the disclosure of witness names and statements to the parties.
- iii. The Board may be required to provide information obtained during an investigation to an outside agency, such as police services, Ministry of Labour, court or tribunal that has the right to require information otherwise protected by the *Municipal Freedom of Information and Protection of Privacy Act*.

**2.5 Records**

- i. All correspondence and other documents generated under these procedures must, subject to the *Municipal Freedom of Information and Protection of Privacy Act*, be stored in a locked and secure file in the Human Resources department.

**2.6 Misuse of the Complaint Procedures**

- i. If there is a determination by the Board on a balance of probabilities that a complaint has been filed in bad faith, the complaint process may discontinue and disciplinary action may occur.

**2.7 Reprisals**

- i. Reprisals against individuals because they have reported a complaint are strictly forbidden. Alleged reprisals shall be investigated as formal complaints and, if substantiated, are subject to the same consequences as complaints of harassment.

**3.0 INFORMAL RESOLUTION:**

- 3.1 Supervisory and managerial personnel may become aware of workplace harassment in the working environment in different ways. They may observe it directly or receive a report from the individual affected. They may also receive reports from third parties. If the supervisor is the party alleged to be responsible for the objectionable behaviour, the concern should be reported to the appropriate manager above the supervisor.

**ADMINISTRATIVE PROCEDURE PR H: 08 Workplace Harassment DRAFT**

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3.2 Informal Resolution is a procedure that provides an opportunity for parties to resolve a dispute mutually in a respectful manner. Supervisory and managerial personnel, as well as union/federation representatives, are required to first engage in Informal Resolution as a means of resolving issues.

3.3 Informal Resolution Steps

- i. Supervisory or managerial personnel, as well as union/federation representatives, will attempt to facilitate an informal resolution by:
  - suggesting that the complainant confront the problem by making it clear to the individual alleged to have engaged in workplace harassment that the behaviour is not acceptable and by obtaining a commitment that the behaviour will stop; and/or
  - informing the individual of the complainant's concern regarding the alleged objectionable behaviour and the Board's expectation for appropriate behaviour, providing a copy of the Workplace Harassment Policy and/or other relevant Board policies, and obtaining a commitment that the behaviour will stop; and/or
  - convening a meeting(s) with the supervisor, parties and representatives.

3.4 Information Resolution Follow-up

- i. In cases where an informal plan of action is implemented, supervisory and managerial personnel will follow up by monitoring the situation, holding, if necessary, subsequent meetings with the parties and taking further steps to ensure that concerns have been addressed.
- ii. All notes and/or information prepared in the course of the informal complaint process will be forwarded to the Human Resources Department for storage in a confidential workplace incident file separate from the personnel file. Only a record of negative consequence, warning or caution will be placed in the respondent's personnel file.

#### **4.0 FORMAL COMPLAINT PROCEDURES:**

4.1 Initiating a Formal Complaint

- i. A complainant (as defined in section 2.2 above) and/or a respondent may initiate a formal complaint once all reasonable efforts have been made to resolve the conflict informally. The Superintendent of Human Resources will have the discretion to refer a formal complaint back to the appropriate supervisor and the parties if he/she is not satisfied that reasonable efforts have been made to resolve the dispute informally.

**ADMINISTRATIVE PROCEDURE PR H: 08 Workplace Harassment DRAFT**

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- ii. The complainant must put the complaint in written form and must include the specifics of the allegation(s), including times, dates and alleged conduct. The written complaint must be provided to the Superintendent of Human Resources, who will provide a copy to the respondent (s). The respondent (s) will be given a copy of the complaint and provided time to prepare a full and complete response to the allegations.

#### 4.2 Assistance for Complaints, Respondents and Witnesses

- i. Prior to initiating any complaint and throughout the complaint process, complainants and respondents have the right to seek assistance from various support persons, including colleagues and/or union/federation/association representatives.

#### 4.3 Threshold Assessment

- i. All formal reports filed under the Workplace Harassment Policy will be subject to an immediate threshold assessment to determine whether the alleged conduct would, if proven, meet the definition of workplace harassment.
- ii. If the Superintendent of Human Resources, following this threshold assessment, determines that the report filed:
  - would not, if true, meet the definition of workplace harassment;
  - does not provide sufficient details of the alleged harassment, provided the complainant is given notice that insufficient details have been provided and given reasonable time to provide sufficient details; or
  - is vexatious, frivolous or trivial, has not been made in good faith or would, if investigated, constitute an abuse of the Workplace Harassment Policy,

the complainant shall be so advised and no further action shall be taken under the Workplace Harassment Policy.

#### 4.4 Procedures for Resolving a Formal Complaint

- i. In all cases, where the Superintendent of Human Resource Services has determined that the parties have made reasonable efforts to resolve the dispute informally, and has conducted a threshold assessment to determine that a formal complaint should proceed, he/she shall direct the appropriate supervisory and managerial personnel to take action to resolve the formal complaint under this policy.

#### 4.5 Formal Investigation and Resolution

- i. A manager/supervisor who is independent of the complaint and informal resolution process shall be designated by the Superintendent of Human Resources to investigate the formal complaint.

**ADMINISTRATIVE PROCEDURE PR H: 08 Workplace Harassment DRAFT**

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- ii. In a formal investigation, the designated supervisor/manager who conducts the investigation shall ensure that the following steps are taken, as soon as possible:
  - A. take appropriate measures to ensure the safety of the complainant;
  - B. notify the complainant(s), the respondent(s) and witness(es) that they are entitled to seek support and assistance throughout the process;
  - C. ensure that the respondent(s) have a copy of the complaint and provide an opportunity for response;
  - D. interview the complainant(s) and/or the third party reporting the complaint;
  - E. interview the respondent(s);
  - F. interview witness(es);
  - G. Consider whether mediation meeting is appropriate and convene such meeting with agreement of parties;
  - H. come to conclusions about whether a specific incident did or did not occur based on a balance of probabilities (the question of whether behaviour is objectionable will be assessed using objective standards);
  - I. provide a written summary of the findings and conclusions to the complainant and to the respondent and give them an opportunity to respond to same; and
  - J. take appropriate action(s) to resolve the situation.
- iii. If the respondent declines to participate in the formal investigative process, the investigation will still proceed. The respondent should be encouraged to participate in the interest of a balanced and fair process.

**4.6 Standard of proof**

- i. The standard of proof to be applied is the balance of probabilities.

**4.7 Outcomes in formal investigations**

- i. In the event a complaint is not substantiated, no further action will be taken, subject to the section on maintaining records. In cases where the complaint is found to be trivial, vexatious or an abuse of the process, the complainant may be subject to disciplinary action as outlined in section 4.8. However, if there is need to restore a positive learning or working environment, appropriate recommendations will be made.

**4.8 Disciplinary Actions - Employee Respondents**

- i. Based on the results of the investigation, the Superintendent of Human Resources may impose discipline as appropriate and consistent with the circumstances.
- ii. The principles of progressive discipline will be applied in dealing with disciplinary actions under this policy. These would include the following possibilities:

**ADMINISTRATIVE PROCEDURE PR H: 08 Workplace Harassment DRAFT**

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- verbal warning;
- written reprimand;
- suspension with pay;
- suspension without pay; or
- dismissal from employment with the Board.

4.9 Disciplinary Actions - Other Respondents (non-employees – i.e. Permit holders, parents, visitors, etc.)

- i. Actions must be determined as appropriate for the individual situation and may include such responses as a letter of disapproval and caution or warning, a revoking of permits or contracts, an issuing of a trespass warning, or other remedies as provided by the common law and/or the appropriate legislation.

**5.0 APPEALS:**

5.1 In the event a complainant or respondent to a formal complaint has one or both of the specific concerns listed below, a written letter of appeal may be made to the Director of Education. The letter of appeal must be forwarded to the Director within 10 days of the final decision of the Superintendent of Human Resources. The Director of Education or his/her designate will then review the decisions based on the following grounds:

- i. The investigators did not comply with the procedures; or
- ii. New evidence has become known after the Superintendent of Human Resources final decision but before the expiry of the ten working days limitation period for requesting a review.

5.2 The Director/designate is not required to meet with the parties and will make his/her decision based on the evidence obtained during the investigation, the findings of the investigator and/or the Superintendent of Human Resources, the discipline decision, and the written submissions of the parties on appeal.


5.3 The Director/designate shall affirm or amend a final decision or may require that a new investigation be undertaken.

**6.0 REFERENCES:**

*Canadian Charter of Rights and Freedoms*  
*Municipal Freedom of Information and Protection of Privacy Act*  
*Ontario Human Rights Code*  
*Ontario Occupational Health and Safety Act*  
*Teaching Profession Act*  
*Ontario College of Teachers Act, 1996*

Related Board Policies:

A: 14 Anti-Racism & Ethno cultural Equity  
 H: 08 Workplace Harassment



**Windsor-Essex Catholic District School Board**

Section: Human Resources

**PROGRAM FOR VIOLENCE PREVENTION IN THE WORKPLACE**

NUMBER:	Prog H:19
EFFECTIVE:	DRAFT
AMENDED:	
RELATED POLICIES:	See References
REPEALS:	
REVIEW DATE:	DRAFT

**DRAFT**

**A. PREAMBLE:**

As an advocate for Catholic education, the Windsor-Essex Catholic District School Board is committed to the promotion of the values of respect, dignity and fairness for all. The Board believes that in adhering to these values there can be no tolerance of violence in the work or learning environment.

The Windsor-Essex Catholic District School Board is committed to providing a safe, healthy and violence free workplace. It is intended that this program will fulfill the objective of Board Policy H: 19 Violence Prevention in the Workplace (Appendix A) in implementing effective measures to prevent and deal with violence in the workplace.

The purpose of the program is to educate staff, students and community members to understand and identify workplace violence and their role in its prevention and corrective actions.

The Windsor-Essex Catholic District School Board expects that any incidents of or threats of workplace violence will be dealt with promptly by all parties concerned. The Board expects that all incidents or threats of workplace violence will be investigated in a fair, consistent, thorough, and confidential manner.

Nothing in the procedures detailed within this program denies or limits access to other avenues of redress available under the law or the filing of a grievance. In such a case, the program's processes and the procedures shall cease until the parties and their respective representatives have met with the Superintendent of Schools/Human Resource Services to determine whether a formal investigation will proceed or whether the complainant wishes to proceed under another avenue. Multiple processes shall not be permitted to proceed concurrently, although informal dispute resolution attempts shall be permitted at any time with the agreement of the Board and the parties.

**B. DEFINING AND IDENTIFYING WORKPLACE VIOLENCE:**

i. **DEFINITION WORKPLACE VIOLENCE -**

~~*Workplace Violence is the attempted or actual exercise of any intentional physical force that causes or may cause physical injury to a worker. It would include any threats that would give an individual reasonable ground to believe he or she was at risk of physical injury.*~~

**PROGRAM FOR VIOLENCE PREVENTION IN THE WORKPLACE --- DRAFT**

As defined by the *Occupational Health and Safety Act*, “Workplace Violence” is:

- a) the exercise of physical force by a person against a worker, in a workplace, that causes or could cause physical injury to the worker,
- b) an attempt to exercise physical force against a worker, in a workplace, that could cause physical injury to the worker,
- c) a statement or behaviour that it is reasonable for a worker to interpret as a threat to exercise physical force against the worker, in a workplace, that could cause physical injury to the worker.

ii. — **~~BREAKING DOWN THE DEFINITION~~**

“Workplace” is defined as any location where any employee of the Windsor Essex Catholic District School Board is carrying out any work-related function.

~~**ATTEMPTED OR ACTUAL EXERCISE OF ANY INTENTIONAL PHYSICAL FORCE THAT CAUSES OR MAY CAUSE PHYSICAL INJURY** would include:~~

~~ASSAULT—any intent to inflict injury on another, coupled with an apparent ability to do so; any intentional display of force that causes the victim to fear immediate bodily harm.~~

~~SEXUAL ASSAULT—is the use of threat or violence to force one individual to touch, kiss, fondle, or have sexual intercourse with another; and includes any unwanted sexual act done by one person to another.~~

~~THREATS would include a verbal or written communicated intent to inflict physical or other harm on any person or to property by some unlawful act. The following describes three types of threats:~~

- ~~A direct threat is a clear and explicit communication distinctly indicating that the potential offender intends to harm, for example, “I am going to make you pay for what you did to me”.~~
- ~~A conditional threat involves a condition, for example, “If you don’t leave me alone you will regret it”.~~
- ~~Veiled threats usually involve body language or behaviours that leave little doubt in the mind of the victim that the perpetrator intends to harm.~~

iii. — **~~CLASSIFICATION BASED ON RISK ASSESSMENT~~**

- a) — ~~The Windsor Essex Catholic District School Board conducted a risk assessment and determined that a degree of risk for all board employees exists from the following groups:~~



**PROGRAM FOR VIOLENCE PREVENTION IN THE WORKPLACE --- DRAFT**

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- ~~Students on staff~~
- ~~Staff on staff~~
- ~~General public on staff~~

**C. RISK ASSESSMENT - ASSESSING AND IDENTIFYING THE RISK:**

In accordance with the Violence Prevention in the Workplace Policy, the Windsor-Essex Catholic District School Board conducted a risk assessment and determined that a degree of risk for all board employees exists from the following groups:

- Students on staff
- Staff on staff
- General public (including) parents on staff

The Board will continue to reassess the risks of workplace violence as often as is necessary to ensure that the Violence Prevention Policy and supporting program continue to protect workers from work place violence.

In an effort to control the risks identified in the assessment/reassessment process, the Board has established roles and responsibilities for staff, students, parents, contract workers and members of the public (see section D below) and has developed and implemented prevention measures (section E below).

**D. ROLES AND RESPONSIBILITIES:****i. Senior Administration**

The Director of Education and Senior Administration has the responsibility for the health, safety and well being of staff. Therefore, it is the responsibility of this group to implement the following:

- Shall maintain and enforce all Federal and Provincial Acts, Statutes and Regulations including the Occupational Health and Safety Act and all Board policies and procedures concerning health and safety;
- Demonstrate in their words and actions as leaders of the Windsor-Essex Catholic District School Board, commitment to intolerance of violence in the workplace;
- Shall give support and direction to supervisors in implementing the Violence Prevention Program;
- Accept responsibility for the provision of a comprehensive communication plan to the Windsor-Essex Catholic District School Board regarding the implementation of the Policy and Program for Violence Prevention in the Workplace;
- Do whatever they can as the visible leaders of the Board to mitigate any risk or hazard threatening the safety and/or wellness of the Windsor-Essex Catholic District School Board environment;
- Provide comprehensive support for those who experience violence at work;

## **PROGRAM FOR VIOLENCE PREVENTION IN THE WORKPLACE --- DRAFT**

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- Provide the resources to educate and inform all staff, students, parents, and community members regarding violence in the workplace;
- Shall, through the Risk Management Steering Committee, monitor and annually assess the effectiveness of the Violence Prevention Program;
- Accept responsibility for the provision of resources to train those in positions of leadership and to attend training themselves in the following topics:
  - How to recognize workplace violence;
  - Raising awareness regarding workplace violence;
  - How to mitigate the risk of violence at work;
  - Responding fairly and with equanimity to complaints of workplace violence;
  - Fact-finding and investigating;
  - Supportive measures for victims of workplace violence;
  - Track and measure the impact of violence in the workplace and develop plans to remedy breaches of the Policy;
  - Any other training necessary to further the prevention of Workplace Violence i.e. Domestic violence awareness.

### **ii. Principals/Supervisors**

Principals/Supervisors have responsibility for the health, safety, and well being of staff at their worksite. Principals/Supervisors must enforce and comply with all provisions of the Violence Prevention in the Workplace Policy and Program. Therefore, Principals/Supervisors shall:

- Maintain and enforce all Federal and Provincial Acts, Statutes and Regulations including the Occupational Health and Safety Act and all Board policies and procedures;
- Model the substance and intent of the Windsor-Essex Catholic District School Board Policy and Program for Violence Prevention in the Workplace, and demonstrate in their words and actions commitment to intolerance of workplace violence;
- Work collaboratively with union representation and others involved who share joint responsibility to resolve issues with regard to workplace violence;
- Attend appropriate training regarding workplace violence;
- Assess the likely risks or potential for workplace violence within the worksite;
- Take all reports of threats of violence seriously;
- Be able to identify the early warning signs of the potentially problematic situation or individual and use preventative measures to avoid escalation;
- Every fall review the Workplace Violence Prevention Policy and Program with staff and ensure all training is completed;
- Ensure all new employees hired that academic year and any employees new to the worksite have completed all necessary training;
- Ensure students, parents and school councils are aware of the Board's Violence Prevention in the Workplace Policy and Program;
- Inform students and parents that violence is neither permitted or tolerated at their school;
- Educate and train all staff in safe working practices regarding the creation of a respectful work environment;

## PROGRAM FOR VIOLENCE PREVENTION IN THE WORKPLACE --- DRAFT

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- Ensure that all concerns are addressed professionally and in compliance with the Resolution Process as set out in section I of this Program;
- Refer any questions or concerns with respect to the Violence Prevention in the Workplace Program to Senior Administration;
- Introduce, manage and maintain written reporting procedures as required by this Policy and Program, and be aware of and abide by the provisions of all Board Policies and Procedures related to the Violence Prevention in the Workplace Policy and Program including, but not limited to, the provisions of:
  - A: 14 Anti-Racism & Ethno cultural Equity
  - H: 02 Employee Wellness Program
  - H: 06 Health and Safety of Employees
  - H: 08 Workplace Harassment
  - H: 09 Assault on Employee
  - H: 10 Employee Injuries/Illness
  - ⊖ ~~SC: 07 Safe Schools (Violence Free)~~
  - SC: 10 Crisis/Trauma Response Plan, including the flipchart “Managing and Responding to Crisis”
  - SC: 11 Trespassing
  - SC: 14 Emergency Response Plan and Emergency Response Plan Booklet and the School specific Emergency Response Plan
  - SC: 15 Code of Conduct
  - SC: 17 Video Security Surveillance
  - Pr SC: 17 Video Security Surveillance Procedure
  - SC:18 Bullying Prevention and Intervention
  - ⊖ ~~ST: 05 Suspension~~
  - ⊖ ~~ST: 06 Suspension Review and Appeal~~
  - ST: 05 Student Discipline Policy
  - ST: 18 Physical Intervention
  - Special Education Procedures and Guidelines Handbook

### iii. **Staff**

Every staff member contributes to the creation of a safe and healthy work environment by demonstrating respectful and appropriate conduct at work.

All staff must accept as a personal responsibility their own role in eliminating violence in the workplace. Therefore, staff shall:

- Understand and follow the Violence Prevention in the Workplace Policy and Program as well as all other related legislation, Board Policies and Procedures;
- Attend or participate in appropriate training regarding workplace violence and ask questions about anything not understood;
- Promote respectful interactions at work;
- Reduce workplace violence through ~~challenging-reporting~~ unacceptable behaviour;
- Report to the principal/supervisor of any incident or risk of workplace violence of which he or she is aware;

**PROGRAM FOR VIOLENCE PREVENTION IN THE WORKPLACE --- DRAFT**

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- Complete the Concern Report Form and submit to the appropriate individual for any conduct that causes an individual concern.

This is also expected from the staff member who witnesses an incident and is not the direct victim. Silence in the face of workplace violence does not allow for the promotion of a safer environment, and so every staff member who witnesses workplace violence shall report such behaviour.

No staff member who in good faith registers a complaint of violence will suffer any recrimination for doing so. However, false and malicious accusations will face consequential corrective and remedial action.

All complaints and reports of violence will be treated seriously, will be investigated thoroughly and fairly, and will be dealt with accordingly. Every attempt will be made to maintain confidentiality, and all investigations will be conducted adhering to any applicable provisions of the Municipal Freedom of Information and Protection of Privacy Act.

iv. **Students/Parents/Volunteers/Community Members/General Public**

Students, parents/guardians, volunteers, community members or members of the general public can expect to be treated with dignity and respect at all times while on Board property, school buses, or at Board sponsored programs or events, and should-expect to find a violence free environment.

It is the expectation that students, parents/guardians, volunteers, community members or members of the general public will also treat Windsor-Essex Catholic District School Board staff with the same respect and dignity, and that they will not exercise violent behaviour towards members of the Windsor-Essex Catholic District School Board staff. To this end, the Windsor-Essex Catholic District School Board is committed to the following:

- Developing a written communication for students, parents/guardians, and visitors outlining acceptable conduct that is expected for all people while on school board property, school buses, or while attending Board sponsored programs or events;
- Signage throughout Windsor-Essex Catholic District School Board property that sets out explicitly that Windsor-Essex Catholic District School Board is a violence-free work environment;
- Ensuring with this communication that all students, parents/guardians and visitors are made aware of their rights to seek recourse for perceived breaches of the Violence Prevention in the Workplace Policy;
- Informing with this same communication of the consequences for them for breaches of the Policy.

v. **Contract Workers**

“Contract Worker” shall include any person hired to perform a contract for the Windsor-Essex Catholic District School Board, or any person working for a company hired to

## **PROGRAM FOR VIOLENCE PREVENTION IN THE WORKPLACE --- DRAFT**

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perform a contract for the Board.

Contract workers can expect to be treated with dignity and respect at all times while on Board property, school buses, or at a Board sponsored program or event. Contract workers are expected to adhere to the provisions of all Board policy and procedure, including the provisions of the Violence Prevention in the Workplace Policy and Program.

### **E. PREVENTION MEASURES:**

#### **i. Employee Wellness Program**

Staff whom are identified at risk, triggered by issues, events, tragedies, or exhibit actions or behaviour that which may present risks, should be made aware of consultation services offered through the Employee Wellness Program.

The Program is entrenched in Board Policy H: 02 Employee Wellness Program and is a reflection of the Board's commitment to the well being of its employees. The Employee Wellness Program is a confidential service that assists employees with the following:

- Achieving personal well-being including dealing with personal stress, depression, managing anger, and crisis situations;
- Managing relationships and family;
- Addressing workplace challenges, including workplace conflict, work-related stress, and violence;
- Tackling addictions.

#### **ii. Curriculum**

To further its mission to provide students with a quality Catholic education rooted in the Gospel teachings, The Windsor-Essex Catholic District School Board is committed to ensuring that violence prevention is incorporated into the curriculum for students from junior kindergarten to the end of secondary school.

In attaining a safe school environment the Windsor-Essex Catholic District School Board shall:

- Support the ongoing faith development of all students and employees;
- Strengthen the partnership of the school, parish and home;
- Develop a system model of student conduct, which encourages self-discipline appropriate to the age and capabilities of the individual child, and recognizes learning as an activity requiring commitment, focus and respect for self and others;
- Ensure that all Primary/Junior curriculum materials and programs reinforce strategies that teach children how to deal with conflict in non-violent ways;
- Ensure that all curriculum materials and programs for Intermediate/Senior levels reinforce strategies that were taught in Primary/Junior divisions;
- Include community resources and people in the planning and implementation of violence prevention strategies as with the Values, Influences and Peers (VIP) program

## PROGRAM FOR VIOLENCE PREVENTION IN THE WORKPLACE --- DRAFT

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(Designed for students at the grade 6 level, it is team taught by an educator and police officer with the intent of reinforcing responsible citizenship, positive social behaviour, and community values).

- Ensure that team spirit and co-operation are goals of all physical education and extra curricular sports;
- Stress positive attitudes and fair mindedness in all activities;
- Provide and promote positive role models within the school setting;
- Endeavour to develop self-confidence and enhance self-esteem of its students.

### iii. **Other Board Policy/Procedure/Guidelines that Prevent and Mitigate Workplace Violence**

The Windsor-Essex Catholic District School Board has adopted policy, procedure and guidelines to assist in the prevention of workplace violence. The following policies/procedures/guidelines incorporate both prevention and reporting mechanisms:

- A: 14 Anti-Racism & Ethno cultural Equity
- H: 02 Employee Wellness Program
- H: 06 Health and Safety of Employees
- H: 08 Workplace Harassment
- H: 09 Assault on Employee
- H: 10 Employee Injuries/Illness
- ~~SC: 07 Safe Schools (Violence Free)~~
- SC: 10 Crisis/Trauma Response Plan, including the flipchart “Managing and Responding to Crisis”
- SC: 11 Trespassing
- SC: 14 Emergency Response Plan and Emergency Response Plan Booklet and the School specific Emergency Response Plan
- SC: 15 Code of Conduct
- SC: 17 Video Security Surveillance
- Pr SC: 17 Video Security Surveillance Procedure
- 
- SC:18 Bullying Prevention and Intervention
- ~~ST: 05 Suspension~~
- ~~ST: 06 Suspension Review and Appeal~~
- ST: 05 Student Discipline Policy
- ST: 18 Physical Intervention
- Special Education Procedures and Guidelines Handbook

### iv. **Risk Management Steering Committee**

The Risk Management Steering Committee established by the Board will continue to assess the varying degrees of potential exposure of the Board’s employees to violence in the workplace. The members of the Committee are committed to the prevention of workplace violence and the Committee, in consultation with the Joint Health and Safety Committee, will be responsible for the implementation of this program, including the development and delivery of training.

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**v. Physical Environment**

The Violence Prevention in the Workplace Program requires that administrators, principals, supervisors and workers take preventative measures aimed at reducing the risk of possible workplace violence. Such measures include but are not limited to the following:

- Reviewing the need for controlled entry points at the worksite;
- Controlling, managing and restricting internal access (i.e. keys/authorized personnel) to vital areas of operation at the worksite.
- Controlling and managing external access (i.e. keys/locks) at the worksite.
- Ensuring that there is a check in process for all visitors at the worksite.
- Controlling and managing parking and fire routes.
- Monitoring internal security by closing doors and windows and turning off computers when not in use, including after hours operations.
- Reviewing communication systems (i.e. intercoms, walkie talkies, video surveillance, etc.)
- Ensuring that emergency exits, corridors, stairwells and grounds are not blocked.
- Maintaining good housekeeping practices including proper storage of items.
- Ensuring that classroom(s) and office areas are configured in a manner that does not box in or restrict staff from the exit points.
- Ensuring all graffiti is reported and removed as soon as possible from the worksite.
- Reviewing and assessing lighting at the worksite.
- Ensuring all required fire and emergency response drills are conducted on a regular basis.
- Ensuring an annual fall review is conducted of the Board's Emergency Response Program.

**F. WORKPLACE VIOLENCE REPORTING PROCEDURES:**

The Windsor-Essex Catholic District School Board takes all reported incidents of violence seriously and will not ignore, condone or tolerate threatening or violent behaviour by any person who works for or is associated with the Board.

Summoning Immediate Assistance

~~In the event of immediate danger, the individual should refer to the Emergency Response Plan.~~

Supervisors will ensure measures are in place to allow workers to summon immediate assistance. In determining the effectiveness of various devices/means of communication, the supervisor will consider the employee's location (onsite or offsite) and the time of day (working during or outside of regular hours).

Reporting

All those who are included under section 3.3 of the Board Policy H: 19 Violence Prevention in the Workplace have access to the complaint procedures.

## PROGRAM FOR VIOLENCE PREVENTION IN THE WORKPLACE --- DRAFT

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Any staff member of the Windsor-Essex Catholic District School Board who believes that he or she is threatened or who experiences or witnesses any workplace violence as defined in the Violence Prevention in the Workplace Policy must promptly report it using the Concern Report Form (Appendix B).

All employees should refer to the Special Education Procedures and Guidelines Handbook when reporting incidents of student behaviour involving students with special needs.

When threatening or violent behaviour occurs on Windsor-Essex Catholic District School Board property, on a school bus, or at a Board sponsored event, the employee, student, parent/guardian, volunteer or visitor shall report incidents immediately using the following procedure:

1. All staff is responsible for reporting threats or violence to their Principal or supervisor. If the employee's direct supervisor is involved in the act, the employee shall contact the Superintendent of Human Resources. In all cases, the Concern Report Form shall be completed.
2. If the incident is of a serious nature and the employee and/or the Principal consider it necessary to do so, the police should be called.
3. For violence upon an employee the procedures set out in Policy H: 09 Assault on Employee must be followed.
4. All attempts will be made to maintain confidentiality, and the provisions of the Municipal Freedom of Information and Protection of Privacy Act will be followed as required.
5. Anyone engaged in threatening or violent behaviour may be removed from Board property as quickly as safety permits. They may be banned from access to Board property pending the outcome of an investigation.
6. With respect to violence committed by a student the provisions of Policy SC:07 Safe Schools (Violence Free) ST: 05 Student Discipline shall apply.

### Misuse of the Reporting Procedures

If there is a determination on a balance of probabilities that a complaint has been filed in bad faith, the complaint process may discontinue and disciplinary action may occur.

### Reprisals

Reprisals against individuals because they have reported a complaint are strictly forbidden. Alleged reprisals shall be investigated as formal complaints and, if substantiated, are subject to the same consequences as complaints of harassment.

### Records

All correspondence and other documents generated under these procedures must be stored in a locked and secure file in the Human Resources department.



**PROGRAM FOR VIOLENCE PREVENTION IN THE WORKPLACE --- DRAFT**

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**G. THRESHOLD ASSESSMENT:**

All reports filed under the Workplace Violence Policy will be subject to an immediate threshold assessment to determine whether the alleged conduct would, if proven, meet the definition of workplace violence.

If the Board, following this threshold assessment, determines that the report filed:

- would not, if true, meet the definition of workplace violence;
- does not provide sufficient details of the alleged incident or threat of workplace violence, provided the complainant is given notice that insufficient details have been provided and given reasonable time to provide sufficient details; or
- is vexatious, frivolous or trivial, has not been made in good faith or would, if investigated, constitute an abuse of the Workplace Violence Policy,

the complainant shall be so advised and no further action shall be taken under the Workplace Violence Policy.

**H. INCIDENT INVESTIGATION PROCEDURE:**

Conducting an internal investigation complaint or incident must be done with a high degree of sensitivity, and will often need to take into account the rights of not only the accuser but also the accused. In a school board setting the accused could be a student, employer, visitor, parent or outside community member. A comprehensive investigation needs to be performed to ensure compliance with applicable legislation and to withstand scrutiny of the courts, arbitrators and/or other administrative tribunals. The investigation needs to be fair and unbiased.

The goal of incident investigation is to determine any unsafe practices or conditions that may have led or may lead to the incident of violence in order to eliminate the cause, or to institute appropriate precautionary measures to prevent similar occurrences.

The Occupational Health and Safety Act and the Workplace Safety and Insurance Act place the primary responsibility on Employers and Supervisors for workplace accident prevention.

~~Information obtained from an incident investigation can be vital assistance to an employer and a Joint Health and Safety Committee, by ensuring precautionary steps are taken to eliminate similar circumstances, and therefore similar incidents.~~

This can be accomplished by:

- An investigation of each individual incident to establish causes and factors involved;
- Analysis of any identified causes;
- Recommendations for corrective action, based upon the investigation findings and analysis of the causal factors;
- Implementation of corrective measures.

**PROGRAM FOR VIOLENCE PREVENTION IN THE WORKPLACE --- DRAFT**

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- a) When an incident is reported to a Principal or Supervisor or the Principal/Supervisor otherwise becomes aware of the incident, the Principal or Supervisor shall inform the Superintendent of Human Resources and the Director of Education.
- b) The Principal or Supervisor is responsible for conducting an incident investigation. The investigation will include all circumstances surrounding the incident, and interviews of the injured party and witnesses. The investigation should take place as soon as possible after the occurrence ~~and must be completed within forty eight (48) hours~~. The Principal or Supervisor shall continue to monitor the situation. The Principal or Supervisor shall consult with Senior Administration with respect to recommendations, procedures, and corrective measures, including disciplinary action. The Supervisor's Workplace Violence Prevention Investigation Report shall be forwarded to the Superintendent of Human Resources.
- c) ~~On a monthly basis, the Superintendent of Human Resources or designate shall provide a report to the co-chairs of the Joint Health and Safety Committee (JHSC) outlining any reports of violent incidents and setting out the steps taken to prevent a recurrence.~~ Based on the investigation, the Superintendent of Human Resources shall take appropriate action as he/she deems appropriate including disciplinary action.
- d) Incidents where an injury has occurred to an employee must be reported pursuant to Board Policy H: 10 Employees Injuries/Illness.

**I. RESOLUTION PROCESS FOR INCIDENTS OF THREATENING AND VIOLENT BEHAVIOUR:**

At all times employees, students, parents/guardians, volunteers, are empowered to:

- Inform the other individual (s) involved in an incident that the violent behaviour is unwelcome and to stop;
- Document the incident of violent behaviour;
- Seek assistance from a Principal or Supervisor;
- Speak to a Principal or Supervisor if you think that a co-worker is experiencing violent behaviour.

It is understood that an essential element of conflict resolution is confidentiality. It is an expectation of this process that all parties involved will only communicate the details of any issue to persons with a need to know for purposes of resolving the matter.

Any information/records regarding this process will be maintained in the Human Resources Department and will be confidential.

It is understood that all employees, parents/guardians, students, volunteers, and contract workers have a responsibility to promote a safe and healthy workplace, and as such are expected to participate in any investigation under this Policy or Program.

**PROGRAM FOR VIOLENCE PREVENTION IN THE WORKPLACE --- DRAFT**

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Because of the sensitive nature of issues reported, the Board may determine that employees involved as respondents may need to be temporarily removed from the workplace during the investigation of a complaint. Employees may be suspended from work pending investigation.

Each employee has the right and is encouraged to contact his/her Union/Federation for assistance and advice throughout this process. Non-unionized employees are encouraged to consult with the Manager of Human Resources or the Superintendent of Schools/Human Resource Services.

The Resolution Process does not preclude the Board's right to take appropriate disciplinary action depending on the details of the incident. The resolution process involves the following:

**1. Level I Employee Has a Troubling Situation Not Within the Definition of Violence**

When two individuals are involved in a conflict situation that is not defined as "workplace violence" for the purposes of this policy, the individuals may discuss the issue and come to a mutual resolution. This will not be recorded and tracked.

If one of the individuals is uncomfortable with confronting the other party, he/she may seek support from the Principal or Supervisor or Human Resources Representative to assist with the resolution of the issue.

**2. Level II Employee Files a Concern Report Form**

If the incident involves threatening or violent behaviour, or the parties are unable to resolve the issue with one another through conflict resolution, or the situation warrants a more formal approach, either party can initiate the process by filing a Concern Report Form with the Principal or Supervisor. Once the form is filed the Supervisor must meet with the two individuals involved within three working days and attempt to come to a satisfactory resolution for all parties. If a resolution is attained, it will be recorded on the Concern Report Form and signed by all parties. The Concern Report Form will then be forwarded to Human Resources for recording and tracking.

**3. Level III Alternative Dispute Resolution**

If no satisfactory resolution is attained at level II, the issue will be forwarded to Human Resources. The intent is to bring the parties together as quickly as possible, and the issue will be addressed and treated as an urgent matter. Once the issue is forwarded to Human Resources, initial contact will be made with both parties within three working days. Any process agreed to at this level will be scheduled as quickly as possible, and must be scheduled within one week of the parties being contacted by Human Resources, unless agreed to by the parties. Recommendations at this stage are voluntary for the parties and if either party is not agreeable, the matter will be forwarded to Level IV. Any terms of resolution attained at Level III will be agreed by the parties and signed off. The resolution of the issue will be recorded and tracked on the Concern Report Form.

**PROGRAM FOR VIOLENCE PREVENTION IN THE WORKPLACE --- DRAFT**

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**4. Level IV Formal Investigation**

The Concern Report Form shall be filed with the Director of Education/Designate along with a request for a meeting. Within ten (10) working days of receiving this request, the Director/Designate shall convene a meeting with the individuals who may be accompanied by associates. The Director/Designate shall hear representation from both sides of the issue and may request a fact-finding report from the appropriate Superintendent. The Director/Designate's decision shall be communicated to both parties within ten (10) working days of the meeting. Disciplinary action, up to an including termination of employment, may be taken in accordance with the Board's procedures regarding discipline for employees.

**J. CONFIDENTIALITY:**

It is the duty of the principal/supervisor to maintain confidentiality in the reporting, investigative and resolution process. All complainants, respondents and other persons involved with the processes under these procedures will ensure that all matters remain confidential. Witnesses should be informed that supervisory and managerial personnel, in obtaining a statement, will maintain such statement in strict confidence, subject to their ability to conduct a full and thorough investigation.

Notwithstanding the above, procedural fairness requires that the respondent to a complaint be apprised of the nature of the complaint, including specifics of the allegation, including times, dates and alleged conduct This may require the disclosure of witness names and statements to the parties.

The Board may be required to provide information obtained during an investigation to an outside agency, such as police services, the Ministry of Labour, court or tribunal, that has the right to require information otherwise protected by the *Municipal Freedom of Information and Protection of Privacy Act*.

**K. WORKPLACE VIOLENCE PREVENTION COMMUNICATIONS PLAN:**

In addition to staff training, the following will be used to educate and raise awareness:

- Ensure that all employees are forwarded copies of the Violence Prevention in the Workplace Policy and Program.
- Signage will be prepared that will promote the fact that the Windsor-Essex Catholic District School Board is a violence free workplace with a zero tolerance policy. Signage will be displayed in high traffic locations throughout Board property.
- Every fall, Principals and Supervisors will review with staff the Violence Prevention in the Workplace Policy and Program. Staff hired during the year will be informed of the Policy and Program as part of the orientation process.
- Principals shall advise parents/guardians of the Policy and Program within a school newsletter in the fall.
- The full policy and program will be posted to both the Board's public and internal web sites.

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**PROGRAM FOR VIOLENCE PREVENTION IN THE WORKPLACE --- DRAFT**


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- The communications plan will be reviewed annually by the Risk Management Steering Committee to monitor effectiveness and will be adapted as necessary.

**L. WORKPLACE VIOLENCE PREVENTION TRAINING:**

Based on the risk assessment conducted by the Board, the following training program has been established:

- a) **All employees** of the Windsor-Essex Catholic District School Board will be required to successfully complete an annual Violence Prevention in the Workplace Training Program.

b) **Specialized Training:**

i. **For Principals/Superintendents/Supervisors/~~Joint Occupational Health and Safety Committee/Emergency Response Team~~ may include the following:**

- Define and understand workplace violence .
- Identify situations and potentially violent behaviors prior to them becoming an issue.
- Understand how to deal with a troubled employee.
- Understand how to create safe work environment for employees.
- Protect and prevent incidents within the School or general work environment.
- Define liability as it pertains to themselves and the Board.
- Potential consequences for breach of Policy.

ii. **For Educational Assistants:**

The Board, with the collaboration of members of the Ontario English Catholic Teachers' Association, the Canadian Union of Public Employees and the Learning Support Services Department, prepared a Special Education Procedures and Guidelines handbook to provide instruction regarding the roles and responsibilities of the Educational Assistant. The handbook is reviewed and updated when required and a copy is provided to all Educational Assistants who are permanently employed with the Board.

A copy of the handbook is kept in the main office of each school as a reference tool for Educational Assistants employed by the Board on an occasional basis as well as for any employee dealing with the behaviour of a student with special needs. The handbook is also posted as a reference to the Educational Assistant Folder on the Board Employees' web site. The handbook provides instruction in the following areas:

- Health and Safety, including policies and forms;
- Behavioural interventions for students with special needs;
- Instructions and forms necessary for incident reporting including Behaviour Logs if an incident does not involve physical contact and Incident Intervention Form where an incident occurs between an Educational Assistant and a student

## PROGRAM FOR VIOLENCE PREVENTION IN THE WORKPLACE --- DRAFT

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- which involves physical contact.
- Instructional manual provided by the Canadian Red Cross on the prevention of disease transmission.

### iii. **For Designated Staff as Determined by Administration:**

Behaviour Management System (BMS) training shall be provided to designated staff as determined by Senior Administration.

All Violence Prevention in the Workplace training will be tracked by the Board's Human Resources Department.

## M. **PROGRAM MANAGEMENT:**

A Risk Management Steering Committee has been established by the Board to review and assess all areas of risk throughout the Board. The Committee's mandate includes overseeing the development, implementation and evaluation of this program.

**The goals of the Committee** in that endeavour are:

- To provide a safe working environment, thereby reducing the number and severity of staff incidents or accidents related to workplace violence.
- To raise awareness regarding the risk of workplace violence among all stakeholders.

**The purposes of the Committee** with respect to this endeavour:

- To oversee the risk assessment/reassessment process
- To develop policies and procedures related to workplace violence prevention.
- To identify desired outcomes based on the needs of the Board, policies, procedures and best practices.
- To participate in the selection of control measures.
- To assess learning needs of staff related to workplace violence prevention.
- To develop a training program for employees based on the learning-needs, assessment and desired outcomes.
- To coordinate the implementation of the training program for staff.
- To conduct an evaluation of the training program based on the desired outcomes.

## N. **PROGRAM AUDIT AND REVIEW:**

~~The Risk Management Steering Committee will review annually, in consultation with the Joint Health and Safety Committee, the Violence Prevention in the Workplace Policy and Program. In addition, the Violence Prevention in the Workplace Program will be tabled as an agenda item, on an annual basis, at a meeting of each bargaining unit's Labour/Management Committee.~~  
The Program will be reviewed in conjunction with the Violence Prevention in the Workplace Policy and in accordance with the Board's policy review process. The Policy and Program will be reviewed as often as necessary, and at least once annually.

## **APPENDIX A**

### **BOARD POLICY H:19 VIOLENCE PREVENTION IN THE WORKPLACE - UNDER REVIEW**

# APPENDIX B CONCERN REPORT FORM

This form is to be completed if ~~an employee~~ a person has a concern of threat or violence in the workplace whether the concern is for their own well-being or another individual within the workplace ~~fellow employee~~.

## Confidentiality

All complaints and reports of violence will be treated seriously, will be investigated thoroughly and fairly, and will be dealt with accordingly. Every attempt will be made to maintain confidentiality, and all investigations will be conducted adhering to any applicable provisions of the Municipal Freedom of Information and Protection of Privacy Act.

**SECTION 1 OF THE REPORT CAN BE COMPLETED BY ANY ~~EMPLOYEE~~ INDIVIDUAL IDENTIFYING A CONCERN AND BE SUBMITTED TO HIS/HER THE APPROPRIATE PRINCIPAL/SUPERVISOR.**

<b>Description of Concern:</b>	<input type="checkbox"/> Threat	<input type="checkbox"/> Assault	<input type="checkbox"/> Sexual Assault
Date of Incident: _____	Time of Incident: _____		
Location of Incident: _____			
Person(s) Involved:	<input type="checkbox"/> employee	<input type="checkbox"/> student	<input type="checkbox"/> public
Concern: _____			
_____			
_____			
Reported by: _____	Employee ID # _____		
(employee)			
School/Department/ _____			
Reported to: _____	Date: _____		
(Principal/Supervisor)			

**SECTION 2: THE PRINCIPAL/SUPERVISOR MUST COMPLETE THIS SECTION WITHIN THREE (3) WORKING DAYS AND FORWARD TO THE EMPLOYEE(S) NAMED INVOLVED.**

<b>Proposed Corrective Action to be Taken to Resolve Concern</b>	
_____	
_____	
_____	
Principal/Supervisor _____	Date: _____



**SECTION 3: IF THE EMPLOYEE AGREES WITH THE CORRECTIVE ACTION TAKEN BY THE SUPERVISOR, PLEASE SIGN AND DATE THIS FORM BELOW AND SUBMIT TO YOUR PRINCIPAL/SUPERVISOR WHO WILL FORWARD TO THE SUPERINTENDENT OF HUMAN RESOURCES FOR REVIEW AND TRACKING PURPOSES.**

Employee: \_\_\_\_\_ Date: \_\_\_\_\_

**SECTION 4: IF THE EMPLOYEE DOES NOT AGREE WITH THE PROPOSED CORRECTIVE ACTION TO BE TAKEN, SIGN AND DATE THIS FORM BELOW AND SUBMIT TO YOUR PRINCIPAL/SUPERVISOR WHO WILL FORWARD TO THE SUPERINTENDENT OF HUMAN RESOURCES.**

Employee: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Proposed Corrective Action to be Taken to Resolve Concern</b>	
_____	
_____	
_____	
Superintendent of Human Resources: _____	Date: _____

**IF THE EMPLOYEE AGREES WITH THE CORRECTIVE ACTION TAKEN BY THE SUPERINTENDENT OF HUMAN RESOURCES, PLEASE SIGN, DATE AND RETURN THIS FORM TO THE SUPERINTENDENT OF HUMAN RESOURCES FOR TRACKING PURPOSES.**

Employee: \_\_\_\_\_ Date: \_\_\_\_\_

**IF THE EMPLOYEE DOES NOT AGREE WITH THE PROPOSED CORRECTIVE ACTION TO BE TAKEN, PLEASE SIGN AND DATE THIS FORM AND FORWARD TO THE DIRECTOR OF EDUCATION. THIS WILL BE DEALT WITH PURSUANT TO LEVEL IV OF THE RESOLUTION PROCESS.\***

Employee: \_\_\_\_\_ Date: \_\_\_\_\_

**Level IV Formal Investigation**

\*Within ten (10) working days of receiving this request, the Director/Designate shall convene a meeting with the individuals who may be accompanied by associates. The Director/Designate shall hear representation from both sides of the issue and may request a fact-finding report from the appropriate Superintendent. The Director/Designate's decision shall be communicated to both parties within ten (10) working days of the meeting. Disciplinary action, up to an including termination of employment, may be taken in accordance with the Board's procedures regarding discipline for employees.

**Employee to be provided with a copy of this form**



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

**DEFERRED AND REVISED BOARD REPORT**

**Meeting Date:**  
 June 8, 2010  
**Deferred From:**  
 May 11, 2010

**Public**  **In-Camera**

**PRESENTED FOR:** Information  Approval

**PRESENTED BY:** Senior Administration

**SUBMITTED BY:** Joseph Berthiaume, Director of Education  
 Mario Iatonna, Superintendent of Business  
 Paul Picard, Superintendent of Education  
 Colleen Norris, Manager of Human Resources & Policy Development

**SUBJECT: POLICY DEVELOPMENT AND REVIEW:**  
 – **NEW POLICY B:08 FACILITY PARTNERSHIPS**

**RECOMMENDATION:**

**That the Board approve, in principle, Draft New Board Policy B:08 Facility Partnerships.**

**SYNOPSIS:** The new Draft Policy was developed in compliance with *Ministry Memorandum 2010: B1 Encouraging Facility Partnerships*, dated February 11, 2010 and the *Ministry of Education’s Facility Partnerships Guideline*. The draft policy is intended to establish guidelines for the development of facility partnership opportunities with community partners and is recommended for approval in principle at this time.

At its May 11, 2010 Regular Board meeting, the Board of Trustees reviewed and deferred action on the above recommendation in order to allow administration to follow-up on trustee questions and to determine if there is flexibility in the Ministry mandated timelines for approval and implementation.

**BACKGROUND COMMENTS:**

**Proposed Changes to Existing Policy/Procedure:** New Policy is recommended separate from the current A:03 Community Use of Schools policy where community partners are encouraged to use school facilities outside of school hours. The Ministry of Education’s new Facilities Partnerships Guidelines is intended to assist boards in establishing more community partners that may involve co-built facilities, lease, license, and joint-use agreements to utilize part of a school facility specifically during school hours, in new and existing school facilities where students are being taught.

**Source and Rationale for the Proposals:** Ministry Memorandum 2010: B1 Encouraging Facility Partnerships, dated February 11, 2010 and the Ministry of Education's Facility Partnerships Guideline.

**Results of Public Consultation Process:** The draft policy was forwarded to principals and vice principals, with a request to forward to school council chairs and staff for their suggestions and comments. The draft was also forwarded to Bishop Daniels, union and association representatives, trustees, student trustees, and was posted to the Board's website on March 30, 2010, inviting public input. The Draft will remain posted for feedback pending final Board approval.

The Policy Working Subcommittee received correspondence from the CAW unit representing the Board's custodial and maintenance group expressing concerns with the draft policy where it relates to the cleaning and maintaining of the facilities affected by partnership agreements. To address those concerns the Subcommittee amended the original draft to add section 4.11(e) which states that any agreement shall have provision for maintenance of the facility and that provision shall be in compliance with the Board's collective agreement with its custodial and maintenance staff.

**Impact On Other Policies and Procedures:** The draft policy is consistent with existing board policy and procedure.

**Timetable For Implementing Policy and Procedure:** The approved policy will be implemented following final approval.

**Benefits of the Policy Proposals:** The proposed policy reinforces the Board's commitment to explore community partnership opportunities that: provide for the operation of schools and facilities as effectively and efficiently as possible; enhance the learning experiences for students; and, ensure partnership agreements are in place that respect the Education Act and protect the Board's rights.

**Risks of Policy Direction and Mitigation Strategies:** – N/A

**Impact on Stakeholders and Plan For Communicating the Policies:** Upon final approval, the Policy will be forwarded to Principals and Vice-Principals to share with the school community. The approved policy must be posted on the Board's website no later than May 30, 2010 along with a list of available space and/or co-building partnership opportunities. The Board must hold its first annual public meeting prior to June 30, 2010, in order to exchange information with interested community partners regarding available spaces and/or potential co-build projects and community needs.

**Follow-Up Information to the May 11, 2010 Board Meeting:** At the Board meeting on May 11, 2010, Trustees raised a number of questions and concerns with respect to the Draft Policy. After consideration of those questions/concerns, the Subcommittee amended the original draft (additions are highlighted with underlining). There was a concern expressed that the timeline imposed by the Ministry (May 30, 2010, with public meeting on or before June 30, 2010) did not allow for full consideration of the policy proposal. Administration contacted a representative for the Ministry who indicated that the time for posting an approved policy can be extended to allow for the Board's policy development process. The Ministry recommended that if the public meeting is conducted in the new school year that notification of that intent be provided by the end of June.

The policy as amended is recommended for approval in principle. It is proposed that the amended draft, as approved in principle, be posted to the web site for further feedback until June 21. Any input will be considered and a final draft will be submitted for final approval at the June 21, 2010 meeting. The public meeting required under the policy could be conducted at the Board's first public meeting in August, 2010. The parties required to be notified under the policy would receive notification of the intent to conduct a meeting by the end of June, 2010.

**FINANCIAL IMPACT:** Boards are not expected to take on additional costs to support facility partnerships.


**TIMELINES:** The draft new policy will be presented for final Board approval at the June 21, 2010 Regular Board Meeting.

**APPENDICES:**

- Draft New Policy B:08 Facility Partnerships

**REPORT REVIEWED BY:**

<input checked="" type="checkbox"/>	EXECUTIVE COUNCIL	Review Date:	May 31, 2010
<input checked="" type="checkbox"/>	SUPERINTENDENT	Approval Date:	June 1, 2010
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date:	June 1, 2010



**Windsor-Essex Catholic District School Board**

Section: Building/Plant/Grounds

**POLICY B: 08**  
**Facility Partnerships**

<b>NUMBER:</b>	B: 08
<b>EFFECTIVE:</b>	DRAFT
<b>AMENDED:</b>	
<b>RELATED POLICIES:</b>	See References
<b>REPEALS:</b>	
<b>REVIEW DATE:</b>	DRAFT

**DRAFT**

**1.0 OBJECTIVE:**

- 1.1 To establish guidelines for the development of facility partnership opportunities with community partners whose missions enhance and respect the autonomy and denominational rights of the Catholic school system.

**2.0 DEFINITIONS:**

- 2.1 **Facility Partnerships:** Partnerships between the Windsor-Essex Catholic District School Board and community partners to share facilities to benefit the board, students and the community, and to optimize the use of public assets owned by the school board. Partnerships may involve co-built facilities, lease, license, and joint-use agreements to utilize part of a school facility specifically during school hours, in new and existing school facilities where students are being taught.

**3.0 GUIDING PRINCIPLES:**

- 3.1 The Windsor-Essex Catholic District School Board shall operate its school buildings and property for the primary purpose of providing a suitable learning environment for the delivery of educational programs to support student achievement and safety of students.
- 3.2 The Board recognizes that cooperative and collaborative partnerships are part of the foundation of a strong, vibrant and sustainable publicly funded educational system and that effective partnerships must respect the core values of each partner.
- 3.3 The Board is open to consideration of joint capital ventures where they are demonstrated to be in the best interest of the Board. When considering a Facility partnership, the health and safety of students must be protected and the partnership must be appropriate for the school setting.
- 3.4 The intent of entering into a facility partnership is to:
  - a) Improve services and supports available to students
  - b) Strengthen relationships between the board, community partners and the public
  - c) Maximize the use of public infrastructure
  - d) Reduce facility operating costs
  - e) Provide opportunities for new and/or additional sources of funds for financing

**POLICY B: 08 Facility Partnerships DRAFT**

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building improvements and program delivery

- f) Provide a foundation for improved service delivery for the community.

**4.0 SPECIFIC DIRECTIVES:**

4.1 This policy does not apply:

- a) where the Board has declared space surplus in compliance with Ontario Regulation 444/98, which grants priority treatment to coterminous boards and other public entities when disposing of surplus property through sales or leases.
- b) under the Community Use of Schools program which encourages community partners to use school facilities outside of school hours.

4.2 The Board has the authority to make decisions regarding its school facilities and the use of its facilities that are consistent with the *Education Act*, municipal zoning and other legal restrictions, and will identify which schools will or will not be suitable for facility partnerships. Available space is not the only criteria for selecting schools for partnerships. The Board will also consider, among other factors:

- a) issues related to student safety
- b) student achievement and pupil accommodation strategies (including those that may result in school consolidations)
- c) zoning and site use restrictions
- d) facility condition
- e) the configuration of space
- f) the ability to separate the space used by partners from the space used by students.

4.3 The Board shall develop a notification list that will include the entities listed in Ontario Regulation 444/98 - Disposition of Surplus Properties. If other entities, such as childcare operators and government-funded agencies request it, they will be added to the notification list. The Board reserves the right to prioritize the notification list as it sees fit.

4.4 The Board shall post information on its website regarding its intention to build new schools and to undertake significant renovations and information regarding unused space in open and operating schools and administrative buildings that is available for facility partnerships. This information will be updated at least once a year in the case of space in existing schools, and as needed in the case of co-building opportunities. Entities on its notification list will be informed when information on its website about facility partnership opportunities is updated.

4.5 The Board shall hold a public meeting, once a year, to exchange information with interested community partners regarding available spaces and/or potential co-build projects, and community needs. This public meeting may be part of the Board's Regular Board meeting. The Board shall provide advance notice of the public meeting to entities on its notification list.

**POLICY B: 08 Facility Partnerships DRAFT**

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- 4.6 In keeping with the intent of the Facility Partnerships, primary criteria regarding the eligibility of partners shall include the value of the partnership to students, the school and the local Catholic community. Among other factors, the Board will also consider:
- a) Partners must be respectful of the Catholic Faith
  - b) health and safety of students must be protected;
  - c) partnerships must be appropriate for the school setting;
  - d) partnerships must not compromise the student achievement strategy;
  - e) Partnerships may be considered with organizations that are for-profit and not-for-profit and the venture must be financially viable in the opinion of the Board;
  - f) Partners must be willing to execute a lease/license/joint use/ partnership agreement
  - g) Partnerships must be transparent, sustainable and supportive of student achievement;
  - h) entities that provide competing education services such as tutoring services, JK - 12 private schools or private colleges, and credit offering entities that are not government-funded are not eligible partners.
- 4.7 As part of the Board's planning process, when considering building a new school or undertaking significant addition or renovation, the Board will notify the entities on the notification list one (1) to three (3) years prior to the potential construction start date, where practical. The notification shall be supported by a Board resolution. The Board does not need to have an identified source of funding or Ministry approval when notification is provided.
- 4.8 Once notified, entities may express their interest in co-building with the Board. The Board will then evaluate the expressions of interest to select partner(s) based on its Facility Partnerships policy. The Minister's approval may be required depending on the provision under the *Education Act*. Partnership agreements cannot be finalized until both the Board and the partner(s) have an approved source of funding.
- 4.9 Potential partners shall be provided clear instructions regarding their rights and responsibilities as tenants, including maintenance standards, and the applicability of board policies, including accessibility and inclusiveness policies.
- 4.10 On a cost recovery-basis, the fees charged to partners should cover the operations and capital cost, including administrative costs and property taxes, to the board of the space occupied by the partner. Additional costs to perform minor renovations to protect student safety, provide appropriate washrooms, and otherwise make the space suitable for use by facility partners should be borne by the partners. In the case of co-building, partners will be required to pay for and finance their own share of construction, including a proportional share of joint-use or shared space.
- 4.11 All Board approved partners shall enter in to a lease/license/joint use/partnership agreement that includes but shall not be limited to the following:

**POLICY B: 08 Facility Partnerships DRAFT**

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- a) Term of Partnership/lease/licence
- b) Space Utilization
- c) Cost Assessment/Recovery
- d) Hours of operation
- e) Maintenance (agreements with respect to maintenance will be in compliance with the Board's collective agreement with its custodian and maintenance group)
- f) Compliance with legislation
- g) Improvements or alterations to the building
- h) Insurance/liability
- i) Dispute Resolution
- j) Termination

**5.0 RESPONSIBILITY:**

- 5.1 It is the role and responsibility of the Board to determine what facilities are suitable and not suitable for partnerships, what entities are suitable and not suitable facility partners, and when to enter into a partnership.
- 5.2 The Board is responsible for ensuring proper legal agreements that respect the *Education Act* and protect its rights.
- 5.3 The Director is responsible for assisting the Board in the process of long-term accommodation planning, in order to monitor enrolment trends, school capacity, address provincial policy initiatives, and implement new capital projects accordingly. This planning should take into account opportunities for facility partnerships.
- 5.4 The Superintendent of Business shall be responsible for formalizing Facility Partnership agreements.
- 5.5 The Board's Outreach Coordinator shall be responsible for ensuring information is provided as required under this policy and for addressing facility partnership inquiries received from the Ministry of Education and/or the community.

**6.0 REVIEW AND EVALUATION:**

- 6.1 The effectiveness of this policy shall be assessed through Trustee, staff, and community satisfaction measures.
- 6.2 This Policy shall be reviewed during the 2013 – 2014 policy review cycle.

**7.0 REFERENCES:**

Ontario Education Act  
Ontario Regulation 444/98 - Disposition of Surplus Properties  
Facility Partnerships Guideline, Ministry of Education, February 11, 2010



**POLICY B: 08 Facility Partnerships DRAFT**

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Pupil Accommodation Review Guidelines, Ministry of Education, revised June 26, 2009

Board Policy References

A:03 Community Use of Schools

A:05 Pupil Accommodation Review

A: 22 School Boundary

A:31 Accessibility Standards for Customer Service

B:01 Smoke Free Schools and Sites

B:03 Vehicles on School Property During School Hours

B:04 Keys to Schools

B:05 Property Damage/Vandalism/Theft

B:06 Facility Maintenance

B:06 Access to School Premises

SC:11 Trespassing



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

<b>Meeting Date:</b> June 8, 2010
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## 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  
                               Emelda Byrne, Assistant Superintendent of Education  
                               Paulette Littlejohns, Senior Manager, Facilities & Support Services  
                               Colleen Norris, Manager of Human Resources & Policy Development  
**SUBJECT:**            **POLICY DEVELOPMENT AND REVIEW:**  
                               – **NEW POLICY SC:19 ENVIRONMENTAL EDUCATION**

**RECOMMENDATION:**

**That the Board approve, in principle, Draft New Board Policy SC:19 Environmental Education.**

**SYNOPSIS:** The new Draft Policy was developed to ensure compliance with the Ministry of Education’s *Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools*, and is recommended for approval in principle.

**BACKGROUND COMMENTS:**

**Proposed Changes to Existing Policy/Procedure:** The government has made a commitment that environmental education, as defined in the Ministry document *Shaping Our Schools, Shaping Our Future (2007)*. A new board policy is required to ensure compliance with the aforementioned policy framework. The draft policy was developed through a Policy Working Subcommittee consisting of Emelda Byrne, Assistant Superintendent; Paulette Littlejohns, Senior Manager, Facilities & Support Services; Ian Gauld, Supervisor, Operations Services; and, Colleen Norris, Manager of Human Resources & Policy Development.

**Source and Rationale for the Proposals:** *Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools* describes the ministry’s policy for environmental education. The policy framework provides a model for school boards in the development of board environmental policy that focuses on three goal areas:

- teaching and learning
- student engagement and community connections, and
- environmental leadership.

In order to support implementation of the policy framework, the Ministry funded a Regional Environmental Education Lead in each region. The London Regional Environmental Education Lead established a network of environmental education contacts and supported boards in the region in developing environmental education policies aligned with the provincial policy framework.

According to the Ministry's policy framework, school boards must:

- develop and maintain an environmental education policy that promotes environmentally responsible management practices
- establish a system-wide Environmental Education Committee
- embed environmental education as a priority in its strategic plan(s)
- integrate sustainable environmental practices in all operational services
- maintain an annual environmental action plan
- recognize environmental leadership in all employment categories
- integrate in-service opportunities related to environmental education into staff development for all employees

**Results of Public Consultation Process:** Draft Policy SC:19 Environmental Education and its supporting administrative procedure were forwarded to principals and vice principals, with a request to forward to school council chairs and staff for their suggestions and comments. The Draft was also forwarded to union and association representatives, trustees, student trustees, and was posted to the Board's website on April 21, 2010, inviting public input. The Draft will remain posted for feedback pending final approval. As of the date of this report there have been no suggestions for amendment.

**Impact On Other Policies and Procedures:** The draft amended policy is consistent with existing board policy and procedure. Existing board policies will be reviewed/developed as required with consideration of the requirements of the Environmental Education policy.

**Timetable For Implementing Policy and Procedure:** The policy shall be implemented upon final approval.

**Benefits of the Policy Proposals:** The proposed policy complies with the requirements of the provincial policy framework.

**Risks of Policy Direction and Mitigation Strategies:** – N/A

**Impact on Stakeholders and Plan For Communicating the Policies:** Upon final approval, the Policy will be forwarded to Principals and Vice-Principals and made available on the Board's website. Schools are expected to develop an implementation plan that aligns with board policy.

**FINANCIAL IMPACT:** N/A

**TIMELINES:** The draft new policy will be presented for final Board approval at the June 21, 2010 Regular Board Meeting.

**APPENDICES:**

- Draft New Policy SC:19 Environmental Education

**On-Line Resources:**

Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools


<http://www.edu.gov.on.ca/eng/teachers/enviroed/ShapeTomorrow.pdf>

Shaping Our Schools, Shaping Our Future (2007)

<http://www.edu.gov.on.ca/eng/teachers/enviroed/shapingSchools.pdf>

**REPORT REVIEWED BY:**

<input checked="" type="checkbox"/>	EXECUTIVE COUNCIL	Review Date:	May 31, 2010
<input checked="" type="checkbox"/>	SUPERINTENDENT	Approval Date:	May 31, 2010
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date:	May 31, 2010



**Windsor-Essex Catholic District School Board**

Section: Schools

**POLICY SC: 19**  
**Environmental Education**

<b>NUMBER:</b>	SC: 19
<b>EFFECTIVE:</b>	DRAFT
<b>AMENDED:</b>	
<b>RELATED POLICIES:</b>	See References
<b>REPEALS:</b>	
<b>REVIEW DATE:</b>	DRAFT

**DRAFT**

**1.0 OBJECTIVE:**

1.1 The purpose of this policy is to promote and support implementation and expansion of environmental education.

**2.0 DEFINITIONS:**

2.1 **Environmental education** is education about the environment, for the environment, and in the environment that promotes an understanding of rich and active experience in, and an appreciation for the dynamic interactions of:

- The Earth’s physical and biological systems
- The dependency of our social and economic systems on these natural systems
- The scientific and human dimensions of environmental issues
- The positive and negative consequences, both intended and unintended, of the interactions between human-created and natural systems.

2.2 **Environmental literacy** is an important outcome of environmental education. An environmentally literate individual will have the knowledge and perspectives required to understand public issues and place them in a meaningful environmental context.

**3.0 GUIDING PRINCIPLES:**

- 3.1 The Windsor-Essex Catholic District School Board believes that stewardship of creation and protection of the planet is a fundamental Catholic social teaching and that an environmental education framework that consists of themes associated with teaching and learning, student engagement, community connections and environmental leadership will assist students in becoming future stewards of creation.
- 3.2 The Windsor-Essex Catholic District School Board is committed to delivering effective environmental education and modelling environmentally responsible practices by consistently considering the environmental impact of curriculum and operational decisions.
- 3.3 The Windsor-Essex Catholic District School Board encourages staff, students and the school community to advocate for and follow environmentally sustainable practices. As part of this commitment, the Board is dedicated to engaging youth through leadership opportunities and will nurture students’ ability to affect positive change both locally and globally.

**POLICY SC: 19 Environmental Education DRAFT**

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- 3.4 The Windsor-Essex Catholic District School Board is committed to exercising leadership in environmental education, environmental action and care of the environment. Environmental impact will be considered in decision-making, and concern for the quality of the natural environment will be reflected in the daily activities of students and staff.

**4.0 SPECIFIC DIRECTIVES:**

- 4.1 ***Teaching and Learning*** - Environmental education initiatives shall be designed to enable students to develop the knowledge and skills they need to be environmentally active and responsible citizens, and to apply their knowledge and skills cooperatively to effect long-term change.
- 4.2 ***Student Learning and Community Connections*** - Students must be active participants in shaping their future. Opportunities shall be created for students to address environmental issues in their homes, in their local communities or at the global level. Student engagement shall involve the active participation of all students in sustainable environmental practices, a strong student voice in decision-making, and involvement in the school and community in meaningful ways.
- 4.3 ***Environmental Leadership*** - The Board shall promote leadership and encouragement for community-based, system-based and school based programs, projects, and special events designed to promote environmental awareness and conservation. By exercising environmental responsibility in its operations, the Windsor-Essex Catholic District School Board can serve as a model for students and the broader community and can ensure coherence with the environmental messages conveyed by the curriculum.
- 4.4 An Environmental Education Committee will be struck with membership from across the system to provide leadership support to enhance student engagement and community involvement, and to enhance the integration of environmentally responsible practices into management of resources, operations and facilities.
- 4.5 The Environmental Education Committee will develop and annually review, a system-level Environmental Plan. Concern for effects on the environment shall be reflected in all system-wide practices and procedures, including but not restricted to, curriculum development, capacity building, purchasing, waste management, maintenance and custodial services, and sites/facilities.
- 4.6 The requirements of this policy and associated administrative procedures will be incorporated into the development and implementation of strategies, programs and procedures to protect and conserve the environment, while ensuring that schools and workplace environments are safe and healthy.

**POLICY SC: 19 Environmental Education DRAFT**

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**5.0 RESPONSIBILITY:**

- 5.1 As stewards of God's creation, environmental education is the responsibility of the entire education community.
- 5.2 The Director of Education/designate shall issue administrative procedures to support this policy.
- 5.3 The Director of Education shall assign responsibility for environmental education and sound environmental practices to appropriate supervisory personnel.
- 5.4 Trustees will make decisions based on a careful balance between fiscal responsibility and sensitivity to a sustainable environment.

**6.0 REVIEW AND EVALUATION:**

- 6.1 This policy shall be reviewed during the 2014 - 2015 policy review cycle.

**7.0 REFERENCES:**

Education Act, R.S.O. 1990 and its Regulations

Environmental Protection Act, R.S.O. 1990 and its Regulations

Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools (*Ministry of Education, 2009*)

Shaping Our Schools, Shaping Our Future - Environmental Education in Ontario Schools (*Report of the Working Group on the Environmental Education, Ministry of Education, 2007*)

Administrative Procedure Pr SC:19 Environmental Education



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

## HANDOUT BOARD REPORT

**Meeting Date:**  
June 8, 2010

**Public**  **In-Camera**   
**PRESENTED FOR:** Information  Approval   
**PRESENTED BY:** Senior Administration  
**SUBMITTED BY:** Joseph Berthiaume, Director of Education  
 Mario latonna, Superintendent of Business  
**SUBJECT:** **2009-10 BUDGET STATUS REPORT**

**RECOMMENDATION:**

**That the Board receive as information the 2009-10 Budget Status Report, with a further report to be provided upon completion of the current review of the Board's capital and operating position by the Ministry of Education.**

**SYNOPSIS:**

This report is being presented to provide an update to the Board on the 2009-10 Budget Status.

**BACKGROUND COMMENTS:**

Over the past several months, Board administration has been working diligently with the Ministry of Education in ongoing efforts to address the Board's prior years' accumulated operating budget deficit. The Board had recorded surpluses of \$461,453 in 2007-08 and \$957,277 in the most recently completed 2008-09 budget year. These surpluses had reduced the Board's original \$4,771,246 accumulated deficit down to \$3,352,516.

A key component to reducing the deficit further has been the resolution of the Board's outstanding capital debt commitments. The details with respect to the exact amount of capital debt commitments remain under review by both Board administration and the Ministry. However, discussions with the Ministry have now progressed to a point where a draft financial status report can be presented to the Board for information purposes only. A draft summary of the Board's financial status has been compiled and is appended to this report. Once the Board and Ministry come to an agreement on the capital debt commitment amounts, a further report, with potentially revised numbers, will be presented to the Board for final approval.



**FINANCIAL IMPACT:**

Based on the discussions with the Ministry to date, the Board's year-end positions for the past two years are now being restated in draft format for the Board's information. For 2007-08, the year-end accumulated deficit has the potential to be reduced from the original \$4,309,793 to \$3,720,448. For 2008-09, the original \$3,352,516 accumulated deficit has the potential to be moved to a year-end surplus position of \$1,283,907. If ultimately approved by the Ministry, the effect is that the Board will have eliminated its accumulated deficit one year ahead of the schedule contemplated in the Board's approved Budget Reduction Plan.

The impact on the current 2009-10 budget year would be that the Board will have started the year with a surplus of \$1,283,907. However, there remain cost pressures which must be considered before amending the 2009-10 Budget as originally approved by the Board. These cost pressures are noted in more detail as follows:

1. The Ministry still requires the Board to address its prior capital debt that is presently not covered by available Ministry grants. The Board will be required to obtain financing for this debt at its sole cost. The amount of this capital debt remains under discussion. However, it appears at this stage that the maximum the Board may potentially be required to fund would be approximately \$1.6M per year over 25 years. This remains under review with the Ministry, with the aim of lowering the amount that the Board may ultimately be required to fund.
2. The Ministry has recently approved an amount of \$1.5M in capital funding for the St. James classroom addition and renovations to the existing school building. The Board had previously approved \$1.5M out of School Renewal to fund this work. With the Ministry approval, the \$1.5M from School Renewal would be available to fund other previously deferred projects. Since it is late in the budget year, the amount that may be spent in 2009-10 is unknown at this time, but it is under review. For the purposes of this report, the full \$1.5M is being shown as a transfer to School Renewal reserve, pending completion of the review. The net effect is a reduction of \$1.5M in the 2009-10 operating bottom line.
3. It is being recommended that \$500,000 be added to school budgets in 2009-10 to address cost pressures that have been felt by all schools whose budgets were reduced as part of the earlier Budget Reduction Plan to deal with the prior years' accumulated deficit. The distribution of this funding to individual schools is provided in the appended table entitled "2009-10 Proposed In-Year School Budget Adjustment". This is subject to final resolution of all other outstanding items currently under review with the Ministry.
4. It is being recommended that an amount of \$1.7M be held to the end of 2009-10 as a contingency to deal with any unforeseen expenditures that may arise. The amount of this contingency may change once the Ministry's review is complete.

By addressing these cost pressures in the manner indicated, the Board would be in a positive financial position moving into the next school year and beyond. Again, these actions are dependent on resolution of the capital debt commitments still under review with

the Ministry. Further recommendations will be made for the future, particularly with respect to ongoing declining enrolment, as the 2010-11 Budget development progresses in the coming weeks.

**TIMELINES:**

Through the Board's previously approved Budget Reduction Plan and depending on resolution of the Board's outstanding capital debt, which is subject to Ministry approval, the Board will potentially have eliminated its prior years' accumulated deficit by year-end 2008-09. Furthermore, the Board would potentially be in a surplus budget position projected to year-end 2009-10, but must continue to plan carefully to address ongoing cost pressures for the balance of 2009-10 and moving forward into the 2010-11 budget year.

**APPENDICES:**

- WECDSB Financial Status as of June 8, 2010
- WECDSB 2009-10 Proposed In-Year School Budget Adjustment

**REPORT REVIEWED BY:**

<input checked="" type="checkbox"/>	EXECUTIVE COUNCIL	Review Date:	June 7, 2010
<input checked="" type="checkbox"/>	SUPERINTENDENT	Approval Date:	June 8, 2010
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date:	June 8, 2010

**WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD**  
**DRAFT FINANCIAL STATUS AS OF JUNE 8, 2010**

ITEM	2007-08 REVISED ACTUAL	2008-09 REVISED ACTUAL	2009-10 PROJECTED
Opening Balance, Operating Fund	(4,771,246)	(3,720,448)	1,283,907
In-Year Board Reported Surplus/(Deficit)	461,453	957,277	-
Closing Balance, Operating Fund	(4,309,793)	(2,763,171)	1,283,907
Potential Adjustments in Capital and Operating Position (which are still under review with the Ministry of Education)	589,345	4,047,078	4,104,819
Sub-Total, Operating Fund	(3,720,448)	1,283,907	5,388,726
Less: Cost Pressures due to Capital Debt Commitments, St. James School Renewal Funding Change and Proposed Addition to School Budgets (all of which are still dependent on the current review by the Ministry of Education)	-	-	(3,600,000)
Less: Proposed Contingency (which is still dependent on the current review by the Ministry of Education)	-	-	(1,700,000)
<b>Revised Closing Balance, Operating Fund</b>	<b>(3,720,448)</b>	<b>1,283,907</b>	<b>88,726</b>

**WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD  
2009-10 PROPOSED IN-YEAR SCHOOL BUDGET ADJUSTMENT  
JUNE 8, 2010**

School	2009-10 Enrolment	2009-10 Budget	\$500,000	
			Proposed In-Year Adjustment	2009-10 Revised Budget
<b>ELEMENTARY</b>				
Christ the King	370.0	\$ 22,883	\$ 8,043	\$ 30,926
H.J. Lassaline	380.0	24,185	8,261	32,446
Holy Cross	763.5	24,941	16,598	41,538
Holy Name	502.0	30,203	10,913	41,116
Immaculate Conception	271.0	18,717	5,891	24,608
L.A. Desmarais	343.0	21,412	7,457	28,869
Notre Dame	463.0	27,065	10,065	37,131
Our Lady of Lourdes	182.5	14,222	3,967	18,189
Our Lady of Mount Carmel	548.5	31,590	11,924	43,514
Our Lady of Perpetual Help	393.5	24,733	8,554	33,287
Our Lady of the Annunciation	140.0	11,109	3,043	14,152
Queen of Peace	375.5	23,274	8,163	31,437
Sacred Heart	542.0	31,679	11,783	43,462
St. Alexander	274.0	18,321	5,957	24,278
St. Angela	283.0	11,637	6,152	17,790
St. Anne French Immersion	433.0	25,538	9,413	34,951
St. Anthony	245.5	16,305	5,337	21,642
St. Bernard - Amherstburg	228.5	15,879	4,967	20,846
St. Bernard - Windsor	240.0	16,360	5,217	21,577
St. Christopher	494.0	29,850	10,739	40,589
St. Francis	113.5	10,592	2,467	13,060
St. Gabriel	474.5	27,686	10,315	38,001
St. Gregory	393.5	23,620	8,554	32,174
St. James	210.0	15,569	4,565	20,135
St. John	177.5	14,025	3,859	17,884
St. John de Brebeuf	439.0	26,475	9,543	36,019
St. John the Baptist	452.5	27,067	9,837	36,904
St. John the Evangelist	174.0	12,620	3,783	16,403
St. John Vianney	556.5	32,104	12,098	44,202
St. Joseph	398.0	24,358	8,652	33,010
St. Jules	277.0	18,240	6,022	24,261
St. Louis	347.5	22,010	7,554	29,564
St. Maria Goretti	278.5	18,338	6,054	24,392
St. Mary	183.0	13,015	3,978	16,993
St. Peter	424.0	25,278	9,217	34,495
St. Pius X	580.0	33,435	12,609	46,044
St. Rose	282.5	16,159	6,141	22,301
St. Theresa	149.0	11,560	3,239	14,799
St. William	575.0	33,313	12,500	45,813
Stella Maris	274.5	17,808	5,967	23,775
W.J. Langlois	220.5	15,575	4,793	20,369
<b>TOTAL ELEMENTARY</b>	<b>14,453.0</b>	<b>\$ 878,750</b>	<b>\$ 314,196</b>	<b>\$ 1,192,945</b>
<b>SECONDARY</b>				
Assumption	652.5	\$ 77,504	\$ 14,185	\$ 91,688
Cardinal Carter	823.5	94,245	17,902	112,147
Catholic Central	816.0	89,295	17,739	107,034
F.J. Brennan	725.0	82,732	15,761	98,493
Holy Names	1,399.0	124,672	30,413	155,085
St. Anne	1,390.0	135,519	30,217	165,736
St. Joseph's	1,070.0	79,609	23,261	102,870
St. Michael's - Victoria	386.0	39,212	8,391	47,604
St. Thomas of Villanova	1,285.0	127,869	27,935	155,803
<b>TOTAL SECONDARY</b>	<b>8,547.0</b>	<b>\$ 850,656</b>	<b>\$ 185,804</b>	<b>\$ 1,036,461</b>
<b>GRAND TOTAL</b>	<b>23,000.0</b>	<b>\$ 1,729,406</b>	<b>\$ 500,000</b>	<b>\$ 2,229,406</b>



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

**Meeting Date:**  
 June 8, 2010

## BOARD REPORT

**Public**  **In-Camera**

**PRESENTED FOR:** Information  Approval

**PRESENTED BY:** High School Council Trustee Member – S. Porcellini

**SUBMITTED BY:** Joseph Berthiaume, Director of Education  
 Linda Staudt, Superintendent of Education  
 JoAnne Shea, Assistant Superintendent of Education

**SUBJECT:** **HIGH SCHOOL COUNCIL MEETING OF APRIL 8, 2010**

**RECOMMENDATION:**

**That the Board receive the report for the April 8, 2010 High School Council meeting as information.**

**SYNOPSIS:** The High School Council meets several times during each school year. In accordance with Board By-Laws, as a committee of the Board, all reports of High School Council meetings are to be received by the Board.

**BACKGROUND COMMENTS:** Every school in the Windsor-Essex Catholic School Board has a Catholic School Council; a group made up of parents, school staff and community representatives to offer advice to principals and the board on various topics. In addition, the board has regional *High School Council* that includes school council representation from all of the board’s secondary schools, provides an opportunity for secondary Catholic School Council members and principals to discuss matters of regional concern or interest with each other and their area superintendent. These meetings also offer the chance to share successes, experiences and "best practices" followed at their schools.

**FINANCIAL IMPACT:** n/a

**TIMELINES:** High School Council meetings are tentatively scheduled for 7:00 p.m. on the second Thursday of each month during the school year with the exception of December and March. The last meeting occurred on May 13; for which the report will be presented to the Board following approval by the High School Council at its June meeting. The remaining meetings scheduled for the 2009-10 school year are as follows:

- June 3 – hosted by Assumption College Catholic High School

**APPENDICES:**

- High School Council Report of April 8, 2010

**REPORT REVIEWED BY:**

- EXECUTIVE COUNCIL
- SUPERINTENDENT
- DIRECTOR OF EDUCATION:

Review Date: May 25, 2010

Approval Date: May 25, 2010

Approval Date: May 25, 2010



1325 California Avenue  
 Windsor, ON N9B 3Y6  
 BOARD CHAIRPERSON: Fred Alexander  
 DIRECTOR OF EDUCATION: Joseph Berthiaume

**HIGH SCHOOL COUNCIL MEETING**  
 (PARENT INVOLVEMENT COMMITTEE)

**MEETING REPORT**

Thursday, April 8, 2010 at 7:00 p.m.

Host: St. Thomas of Villanova Catholic Secondary School

**HIGH SCHOOL COUNCIL MEMBERS PRESENT:**

Catholic School Council Parent Representatives:

- |                                  |  |
|----------------------------------|--|
| Assumption College: Regrets      | Holy Names: Sherri Zorzit  |
| Cardinal Carter: Regrets         | St. Anne: Regrets  |
| Catholic Central: Janice Bennett | St. Joseph's: Regrets  |
| F. J. Brennan: Regrets           | St. Thomas of Villanova: Greg Farrah (Chair); Marie Allen, Parent Representative |

- |  |
|--|
| Community Representative: Regrets              |
| Board of Trustees Representative: Regrets      |
| Student Trustee Representative: Nadia Timperio |

**ADMINISTRATIVE RESOURCE PRESENT:**

- |   |
|---|
| Superintendent of Education: JoAnne Shea  |
| School Administrator Representative(s): Kim Larsen, Vice Principal at St. Thomas of Villanova Catholic Secondary School |
| Campus Ministry: Kathy Verardi, Campus Minister   |
| Recording Secretary: D. Steffens  |

1. Call To Order and Opening Prayer: Chair Farrah called the meeting to order at 7:08 p.m. Campus Minister K. Verardi led the group in prayer.
2. Introduction of Members and Roll Call
3. Approval of Agenda

Moved by: S. Zorzit                                      Seconded by: J. Bennett  
**THAT the agenda be approved as distributed.** *Carried.*

4. Presentation: None.
5. Approval of and Business Arising from the February 11, 2010 Report

Discussion on action items: J. Shea reported that the French Immersion signage for St. Anne High School has been approved by Executive Council.

Outstanding Action Items: G. Farrah to follow up with Cardinal Carter School Council re representation on the High School Council. J. Bachmeier to provide update on outcome of discussion with J. Laporte re Ontario Hockey League trade deadline issue.

Moved by: J. Bennett                      Seconded by: S. Zorzit  
**THAT the Report of February 11, 2010 be approved.** *Carried.*

6. New Business:
- a) Information: Draft Board Policies Currently Posted for Consultation and Feedback - A list of Board Policies currently under the consultation phase of development and/or review was provided. School Councils and other Catholic education stakeholders are invited to submit feedback to the Manager of Human Resources and Policy Development.
  - b) Rescheduling of the June 10, 2010 High School Council Meeting (system scheduling conflict) – Consensus reached to reschedule the June meeting to Thursday, June 3, 2010 at Assumption College Catholic High School
  - c) Update: OAPCE 2010 Conference and AGM "Sharing the Good News" - May 15, Niagara Falls - Additional information provided included the package. D. Steffens to follow-up with J. Bachmeier re his interest in attending.
7. Superintendent of Education's Report - Assistant Superintendent Shea provided a brief update on the following:
- a) **Parent Conference** - The London District Catholic and Thames Valley District school boards will be hosting a parent engagement conference on Saturday, April 24. The goal of the "From Rhetoric to Reality: How Engaged Parents Close the Achievement Gap for Students" conference is to bring parents together from across the province to gain greater understanding of parent engagement, how to achieve it and to introduce program and resources that promote meaningful and engaging roles for parents to contribute directly to the success of students. (Handout provided)
  - b) **Secondary Day of Champions** has been scheduled for Wednesday, June 9<sup>th</sup> at Cardinal Carter Catholic Secondary School. Additional information will be provided to schools as the date approaches.
  - c) **Development of the 2010-11 School Year Budget** - The budget process for next school year is under way. Public consultation will begin during the month of May. Additional information will be provided to school councils at a later date.
  - d) **Ontario Secondary School Literacy Test (OSSLT)** was conducted today for grade 10 students across the province. The OSSLT assesses the reading and writing skills students are expected to have acquired across all subjects up to the end of Grade 9. The Education Quality and Accountability Office (EQAO) will release results in June.
  - e) **Catholic Principals' Council of Ontario (CPCO) Annual General Meeting** – The Windsor-Essex Catholic Principals and Vice-Principals' Association will be hosting the provincial AGM during April 22 to 23, one of the largest conferences for Catholic school principals and vice-principals in this country. This year's theme is Embracing Our Catholic Vocation. J. Shea provided an overview of the program and indicated the organizing team has involved many staff and student groups to participate in the liturgical and welcoming activities.
  - f) **Data Warehouse** – The Managing Information for Student Achievement (MISA) initiative will be ready to launch soon. The data warehouse is intended to increase both provincial and local capacity to use data and information for evidence-informed decision-making to improve student achievement. Principals will be much more aware of the needs of the students, classrooms and school and teachers will be able to implement learning strategies to meet specific needs.
  - g) **Student-led Teacher Facilitated Projects (SpeakUp)** - In the final stages of approval for grants which provide opportunities for students to creatively address issues and express themselves with the goals of positively strengthening student engagement. The projects may address two main categories: school culture and classroom culture, and are intended to provide students an opportunity to examine and understand what helps or hinders their



learning; strengthen peer to peer relationships; and, connect with the world outside the walls of their school. Last year, one of St. Joseph's High School speak up project "Memory Initiative" was featured on the Ontario Premier's website.

8. Board of Trustees Report - Trustee Porcellini was not present.
9. Student Senate Report and Students Helping Students Update
  - a) *Student Senate Report:* Student Trustee N. Timperio reported that the Student Senate has completed the process of electing the 2010-11 Student Trustees. They will be formally introduced at the next public Board meeting. The Student Senate recently held a joint meeting with the Student Senate from the coterminous board to share ideas and network. Students will be attending the upcoming Environmental Expo featuring former U. S. President Clinton. Members of the Student Senate will be volunteering at the upcoming Catholic Principals' Council of Ontario (CPCO) Annual General meeting that is being hosted by principals and vice-principals of the board. The next Student Senate meeting will be held next week at Cardinal Carter Catholic High School.
  - b) *Students Helping Students Update:* Student Trustee N. Timperio reported a meeting will be held within the next month.
10. Chairperson Farrah's Report / Comments - Chair Farrah provided comment on the following:
  - his participation in a March 24 teleconference with Ministry officials regarding consultation on proposed regulatory provisions for Parent Involvement Committees.
  - his upcoming attendance, along with a parent from one of the board's elementary schools, at the Ministry Parent Involvement Committee Symposium in Toronto on Friday, April 16 that will be hosted by the Parent Engagement Office, Ministry of Education
  - introduced new High School Council member, Marie Allen, a member of the St. Thomas of Villanova Catholic School Council, who will bring the perspective of a French Immersion parent to the table.
11. Round Table Discussion and Comments
  - a) St. Anne High School Council Representative - Not present.
  - b) J. Bennett, Chair Catholic Central High School Council, provided comment on the following:
    - The school's annual bursary fund dinner and silent auction gala has been scheduled for May 20<sup>th</sup>, grade 11 and 12 faith retreats are scheduled to occur during April and May, several music students will be travelling to Nashville Tennessee at the end of April to experience the music culture, the senior prom will be May 21 at the Caboto Club, a fundraising yard sale will occur on June 12, and the school's Spring Music concert will be held on May 26.
  - c) S. Zorzit, Chair Holy Names Catholic High School Council, provided comment on the following:
    - Fame the Musical was a huge success, March 11 the music department held a Battle of the Bands" fundraiser with 19 bands showcased, Holy Names Jazz Band received a Silver Plus medal at the regionals in Kingsville, the dance team received 11 awards at their competition in Kitchener, Easter Mass was held on March 30, parent-teacher interviews will be held April 29, the Arts and Technology department will be hosting a Murder Mystery dinner theatre on May 21, the school's Fourth Annual Walkathon which will take place on Friday May 28<sup>th</sup> where all of the proceeds collected are given to charity. Congratulations were extended to student A. Dadamo who was offered a full ride scholarship to Alabama State University (for golf.)
  - d) F. J. Brennan Catholic High School Council Representative - Not present.

- e) S. Boglitch, (Chair) Assumption College Catholic High School Council, sent regrets but provided a written report on the following:
- the last Catholic School Advisory Council meeting was held on February 17, Assumption hosted the March 3<sup>rd</sup> Family of Schools/Parish Day, Assumption participated in a mall display that provided highlights of their International Baccalaureate program, recent community involvement/fundraising events included: a Habitat for Humanity event on February 24, Dodgeball Tournament for Malaria, "Kids for Peace" interfaith symposium at the Hospice Windsor, several fundraising events for Haiti Earthquake Relief efforts, a basketball game between Windsor Police and students was held to raise funds for the Assumption Basketball Teams and bursaries, and Assumption received a music grant for \$900.
- f) K. Larsen, (Vice-Principal) St. Thomas of Villanova Catholic Secondary School Council, provided comment on the following:
- highlighted the most recent copy of the school's new communication tool "weekly calendar" outlining upcoming and current events, seasonal sport team practices are starting this week, in midst of repair of auditorium due to flood, St. Thomas of Villanova dance team won the Respect Award at the recent competition in Kitchener, THINKfast!! student retreat will be held April 16, recent MADD presentation for grade 12 student, and congratulated former student Patrick Beneteau on his upcoming Ordination to the Priesthood on April 24.
- g) St. Joseph's Catholic High School Council Representative - Not present.
- h) Cardinal Carter Catholic Secondary School Council Representative - Not present.
- i) J. Bachmeier, Community Representative High School Council sent regrets this evening due to an employment commitment.

#### **ROUNDTABLE DISCUSSION ITEMS:**

A copy of the recent system newsletter "Across the Board" was distributed as information. Information was provided on the upcoming community symposium for parents, educators and service providers, "Out of the Shadows: Raising Awareness About Children and Youth Mental Health."

#### 12. Future Meetings:

- Thursday, May 13, 2010                      Host: St. Anne High School
- **Thursday, June 3, 2010**                      **Host: Assumption College Catholic High School**  
(Note change in June meeting date and location.)

#### 13. Closing Prayer and Adjournment - There being no further business, the meeting adjourned at 7:58 p.m.



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

**Meeting Date:**  
 June 8, 2010

**BOARD REPORT**

**Public**  **In-Camera**

**PRESENTED FOR:** Information  Approval

**PRESENTED BY:** SEAC Committee – Trustee Members

**SUBMITTED BY:** Joseph Berthiaume, Director of Education  
 Cathy Geml, Superintendent of Education

**SUBJECT:** **SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)**  
**Meeting of Thursday, April 15, 2010**

**RECOMMENDATION:**

**That the Board receive the Minutes of the April 15, 2010 Special Education Advisory Committee meeting as information.**

**SYNOPSIS:** The Special Education Advisory Committee (SEAC) is an advisory committee mandated through the Education Act as a standing committee of each school board. All minutes of the Special Education Advisory Committee are to be received by the Board.

**BACKGROUND COMMENTS:** The Special Education Advisory Committee reports to the school board and makes recommendations to the board regarding special education programs and services. Regulation 464/97 sets out requirements for school boards with respect to Special Education Advisory Committees and outlines their role, membership, and scope of activities. The regulation requires SEACs to meet at least ten times in each school year.

**FINANCIAL IMPACT:** n/a

**TIMELINES:** The next SEAC meeting occurred on Thursday, May 20, 2010 at the Catholic Education Centre. Minutes of the May 20, 2010 meeting will be provided following approval by SEAC.

**APPENDICES:**

- Special Education Advisory Committee Minutes of April 15, 2010

**REPORT REVIEWED BY:**

<input checked="" type="checkbox"/> EXECUTIVE COUNCIL	Review Date: May 31, 2010
<input checked="" type="checkbox"/> SUPERINTENDENT	Approval Date: May 31, 2010
<input checked="" type="checkbox"/> DIRECTOR OF EDUCATION:	Approval Date: May 31, 2010



**1325 California Ave., Windsor, ON N9B 3Y6**  
**Phone: (519) 253-2481 Fax: (519) 253-0620**

## **SPECIAL EDUCATION ADVISORY COMMITTEE MEETING**

**DATE: April 15, 2010 TIME: 6:00 p.m.**  
**Windsor Essex Catholic Education Centre**  
**1325 California Avenue, Windsor**  
**Blessed Marie Rose Durocher Meeting Room**

### **MINUTES**

Present:	Lisa Soulliere	Trustee Member (Acting Chair)
	Mary DiMenna	Trustee
	Sonia Sovran	Learning Disabilities Association
	Paula Nantais	Down Syndrome Parents
	Rita Raniwsky	Principal
	Michelle Friesen	Integration Action for Inclusion
	Cathy Geml	Superintendent, Learning Support Services
	Terri Maitre	Recording Secretary

1. Call to order
2. Opening Prayer
3. Welcome Introductions - Lisa Soulliere, Chair
4. Recording of Attendance - Regrets:  
 Cas Graham-Stuart, Autism Ontario Windsor-Essex (Vice Chair)  
 Melanie Allen, VIEWS  
 AnneMarie Drkulec, Integration Action for Inclusion  
 Mary Ferguson, Community Living
5. Approval of Agenda  
**Addition to Agenda of one item Glengarda meeting (e). Motion approved by Mary DiMenna Seconded Sonia Sovran that the Agenda be approved as amended and circulated. Carried**
6. Agenda Questions from Observers - None
7. Disclosure of Pecuniary Interest - None
8. Approval of Minutes – February 18, 2010  
**Motion by Mary Dimenna and seconded by Paula Nantais that the Minutes be approved. Carried**
9. Business Arising
  - None

10. Information Items
  - None
  
11. **Report from Chair**
  - Appointment of Mary Ferguson, Community Living to SEAC (information).
  - Letter to the Honourable Leona Dombrowsky, Niagara Catholic (follow-up).
  - Letter to the Honourable Leona Dombrowsky, SEAC committee (information, meeting scheduling). Waiting for response from the Ministry.
  - Memorandum from Julie Williams Re: Special Education Advisory Committees, the role of SEAC and the Ministry's role in improving communication tools for public access.
  
12. **Report from Trustees**

At the regular board meeting of April 13/10 Trustees received:

  - A presentation from Pam Skillings on Student Support Leadership Initiative (SSLI). "Leading the Way, Community Partnership in Children's Mental Health". Pam presented the SSLI Cluster (6) past, present and future goals with community partners Windsor-Essex Catholic District School Board, Greater Essex County District School Board, Windsor Western Regional Children's Centre and John McGivney Children's Centre School Authority.
  
  - Introduction of the 2010-11 Student Trustee Designates:  
MacKenzie Colman from F.J. Brennan Catholic Secondary School  
Laura Limarzi from Assumption College School
  
  - The board approved the following items of business:  
Replacement of boilers at Catholic Central at a cost of 2.5M
  
13. **Report from Superintendent**
  - Superintendent Cathy Geml presented information on a meeting which took place with representatives from Glengarda. Glengarda receives referrals from the Board. Ongoing concerns with Glengarda are currently being looked reviewed. Future meetings will be scheduled to address these concerns. Representatives from Glengarda will be invited to attend the next SEAC meeting.
  
  - Structured Learning - looking at the needs of each school. Creative learning tools play a significant part in this learning. Students at the secondary level have crafted shape structures to be used as a learning tool. Life skills students have become a part of this project by painting the structures. Other creative tools have been developed.
  
  - Update Ministry Website – The Ministry is updating their website for easier access to the community. A letter is being forwarded to schools indicating where the website can be located. The access information will be added to the board website.

14. New Business
  - None
15. Association Reports
  - Michelle Friesen will present findings on a three year project, Enhancing Family Supports to SEAC in the fall.
16. Closing Prayer
  - Superintendent Geml closed the meeting with a prayer.
17.
  - The meeting adjourned at 7:05 p.m.