

1325 California Avenue  
 Windsor, ON N9B 3Y6  
 CHAIRPERSON: Barbara Holland  
 DIRECTOR OF EDUCATION: Paul A. Picard

**SUPERVISED  
 DELEGATION MEETING  
 Tuesday, January 29, 2013 at 7:00 p.m.  
 Windsor Essex Catholic Education Centre  
 John Paul II Board Room**

**REVISED (v.3)**

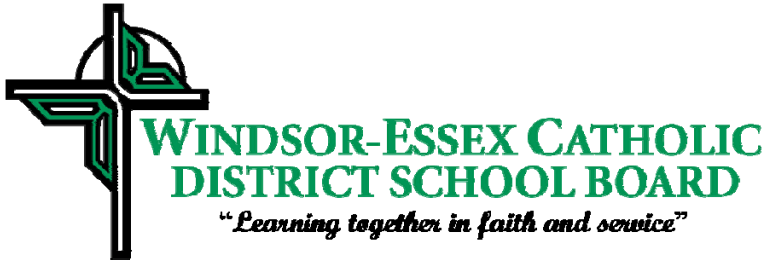
**A G E N D A**

		Page #
I	Supervised In-Camera Meeting – 6:00 p.m.	
II	Supervised Delegation Meeting – 7:00 p.m.	
1.	Call To Order	
2.	Opening Prayer	
3.	Recording of Attendance	
4.	Approval of Agenda	
5.	Disclosure of Interest - <u>Pursuant to the Municipal Conflict of Interest Act.</u>	
6.	Presentations: <i>None</i>	
7.	Delegations:	
8.	Action Items:	
	a. Previous Meeting Minutes	
	i) Minutes of Supervised In-Camera Meeting of December 18, 2012	--
	ii) Minutes of Supervised Delegation Meeting of December 18, 2012	1-6
	iii) Minutes of Supervised Emergency Meeting of January 11, 2013	7-8
	b. Items from the Supervised In-Camera meeting of January 29, 2013	--
9.	Communications:	
	a. External (Associations, OCSTA, Ministry): <i>None</i>	--
	b. Internal (Reports from Administration)	
	i) Report: Administrative Staff Report (J. Bumbacco)	9-10
	ii) Report: Community Use of Schools 2011-12 Annual Report (M. Iatonna)	11-13
	iii) Report: 2011-12 Annual Report on Trustee Expenses (M. Iatonna)	14-16
	iv) Report: Engaging Our Future – Foundations of Faith and Learning (P. Picard)	17-138

10. Unfinished Business: *None* --
11. New Business:
- a. Report: Draft Policy A:32 Integrated Accessibility Standards, *approval in principle* (C. Geml) 139-142
  - b. Report: Draft Policy B:09 Playgrounds and Playground Equipment, *approval in principle* (P. Picard) 143-151
  - c. Report: 2013 Temporary Borrowing Resolution – Annual Expenditures (M. Iatonna) 152-154
  - d. Report: 2013 Temporary Borrowing Resolution – Permanent Improvements (M. Iatonna) 155-157
  - e. **WALK-ON Report:** Deferral of the closure of St. John the Evangelist Catholic Elementary School and the Boundary Review for the Woodslee/Essex/Belle River Area (P. Picard) --
  - f. **WALK-ON Report:** Amended Board Policies – ST:05 Student Discipline, SC:15 Code of Conduct, and SC:18 Bullying Prevention and Intervention (C. Geml) --
12. Committee Reports: *None* --
13. Remarks and Announcements:
14. Pending Items: *None*
15. Continuation of In-Camera, if required.
16. Future Delegation 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, February 26, 2013
  - Tuesday, March 26, 2013
  - Tuesday, April 23, 2013
  - Tuesday, May 28, 2013
  - **MONDAY**, June 24, 2013
17. Closing Prayer
18. Adjournment

**Norbert Hartmann**  
*Supervisor of the Board*

**Paul A. Picard**  
*Director of Education & Secretary of the Board*



1325 California Avenue  
Windsor, ON N9B 3Y6  
CHAIRPERSON: Barbara Holland  
DIRECTOR OF EDUCATION: Paul A. Picard

**SUPERVISED  
DELEGATION MEETING  
Tuesday, December 18, 2012 at 7:00 p.m.  
Windsor Essex Catholic Education Centre  
John Paul II Board Room**

**MINUTES**

**PRESENT**

**Supervisor** N. Hartmann

**Administration:** P. Picard E. Byrne  
C. Geml P. King  
J. Bumbacco P. Murray  
M. Iatonna C. Norris  
P. Littlejohns S. O'Hagan-Wong  
J. Shea  
M. Seguin

**Recorder:** B. Marshall

1. Call To Order – Supervisor Hartmann called the meeting to order at 7:00 p.m.
2. Opening Prayer - Fr. Brunet opened the meeting with a prayer.
3. Recording of Attendance: All present
4. Approval of Agenda – Director Picard indicated the Handout report for item 9b(v) 2012-13 Revised Estimates has been distributed both electronically and hard copy.  
Amendments:
  - WALK-ON: Item 12c) French Immersion Advisory Committee Minutes of April 4, 2012.

**That the December 18, 2012 Delegation meeting agenda be approved as amended.  
Approved by Supervisor Hartmann**

5. Disclosure of Interest - Pursuant to the Municipal Conflict of Interest Act.: *None*
6. Presentations: *None*
7. Delegations: *None*

## 8. Action Items:

## a. Previous Meeting Minutes

- i) Minutes of Supervised In-Camera Meeting of November 27, 2012  
**Supervisor Hartmann received the November 27, 2012 Minutes of the Supervised In-Camera meeting as distributed.**
- ii) Minutes of Supervised Delegation Meeting of November 27, 2012  
**Supervisor Hartmann received the November 27, 2012 Minutes of the Delegation Meeting as distributed.**
- iii) Minutes of Supervised Special Meeting of December 4, 2012  
**Supervisor Hartmann received the December 4, 2012 Minutes of the Special Meeting as distributed.**

## b. Items from the Supervised In-Camera meeting of December 18, 2012

Supervisor Hartmann reported that the Windsor-Essex Catholic District School Board convened Supervised in-camera meeting on December 18, 2012 pursuant to the Education Act - Section 207, to consider specific personnel and other matters permitted or required to be kept private and confidential under the Freedom of Information and Protection of Privacy Act.

Supervisor Hartmann made the following announcements:

from the December 18, 2012 Supervised 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 December 18, 2012;
- received the following Principal and Vice Principal Placements for January 7, 2013:
  - **Fred Macapagal**, Vice Principal at St. John Vianney Catholic Elementary School to Acting Principal at St. Peter Catholic Elementary School;
  - **John Mazlounian**, Vice Principal at St. Bernard Catholic Elementary School, Amherstburg to Vice Principal at St. John Vianney Catholic Elementary School.

## 9. Communications:

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

## b. Internal (Reports from Administration)

## i) Report: Administrative Staff Report

Issue:

To provide an overview of staff changes at WECDSB.

Decision:

**That the Administrative Staff Report on hiring, retirement and resignation of staff dated December 18, 2012 be received for information.**

Rationale:

All hiring, retirements and resignations followed board policies, procedure and legislative requirements and requires no further action or decision.

## ii) Report: 2011-12 School Budget Status Report

Issue:

To provide a status of individual school budgets as at August 31, 2012.

Decision:

**That the 2011-12 Year-End School Budget Status Report be received for information.**

Rationale:

The schools ended the fiscal year with a \$156,644 surplus. When the prior year school budget surplus is considered, a final surplus of \$370,846 for all schools will be rolled forward to the 2012-13 fiscal year.

## iii) Report: 2011-12 Fiscal Year-End Financial Statements

Issue:

The audited financial statements, notes to the financial statements and auditor's report are required to be approved by the Supervisor and filed with the Ministry of Education by December 6, 2012.

Decision:

**That the approved audited 2011-12 Fiscal Year-End Financial Statements, submitted to the Ministry of Education December 6, 2012, be received as information.**

Rationale:

The Board ended the 2011-12 fiscal year with an in-year surplus of approximately \$191K and therefore was approved at the December 4, 2012 Special meeting. As a result the accumulated deficit at the beginning the current fiscal year therefore stands at \$2,289,848. The report was presented to offer the public the opportunity to provide input.

## iv) Report: 2011-12 Year-End Budget Variance Report

Issue:

A comparison of the 2011-12 final budget to the 2011-12 actual revenues and expenses.

Decision:

**That the 2011-12 Year-end Budget Variance Report be received as information.**

Rationale:

The Board ended the 2011-12 fiscal year with an in-year surplus of approximately \$191K and therefore approved at the December 4, 2012 Special meeting. As a result the accumulated deficit at the beginning the current fiscal year therefore stands at \$2,289,848. The report was presented to offer the public the opportunity to provide input.

v) Report: 2012-13 Revised Estimates (*Handout*)Issue:

Report provides an update on the submission of the 2012-13 Revised Estimates to the Ministry of Education.

Decision:

- 1. That the administration report on the 2012-13 Revised Estimates be received as information.**
- 2. That staff present a final report on the 2012-13 Revised Estimates to the January 29, 2012 meeting of the Board.**

Rationale:

Administration filed with the Ministry the adjusted Revised Estimates based on actual October 31<sup>st</sup> enrolment and any other changes that may have arisen since the initial June preparations. A further report is expected in the future.

10. Unfinished Business: *None*

11. New Business:

a. Report: Policy A:33 Copyrights – Fair Dealings (*final approval*)

Issue:

To provide final approval for a draft policy that incorporates revisions to the Copyright Act passed in June 2012.

Decision:

**That the Draft Board Policy A:33 Copyrights – Fair Dealings be approved.**

Rationale:

A new policy which incorporates fair dealings provisions of the Copyright Act will facilitate the use of short excerpts by teachers and provide savings of \$5.14 per Full Time Equivalent pupil annually. Also, the Board's policy development and review process has been followed.

b. Report: 2011-12 School Condition Improvement Recommended Budget

Issue:

To provide recommendations for projects to be undertaken during the second year of the School Condition Improvement Program.

Decision:

1. **That the 2012-13 School Condition Improvement Recommended Budget be approved.**
2. **That the report on School Condition Improvements be forwarded to principals and chairs of school advisory councils included in the 2012-13 program and the Parent Involvement Committee for information.**

Rationale:

Projects have been determined based on relative need and funding availability.

c. Report: 2011-12 School Renewal Recommended Budget

Issue:

To provide recommendations for projects to be undertaken as part of the 2012-13 School Renewal Program.

Decision:

1. **That the 2012-13 School Renewal Recommended Budget be approved.**
2. **That the report on School Renewal be forward to principals and chairs of school advisory councils included in the 2012-13 program and the Parent Involvement Committee for information.**

Rationale:

Projects have been recommended based on relative need and funding availability.

12. Committee Reports:

a. Report: Parent Involvement Committee (PIC) Minutes of September 13, 2012

**That the Parent Involvement Committee Minutes of the September 13, 2012 meeting**

**be received.**

- b. Report: Special Education Advisory Committee (SEAC) Minutes of October 23, 2012

**That the Special Education Advisory Committee Minutes of the October 23, 2012 meeting be received.**

- c. WALK-ON Report: French Immersion Advisory Committee (FIAC) Minutes of April 4, 2012

**That the French Immersion Advisory Committee Minutes of April 4, 2012 meeting be received.**

13. Remarks and Announcements:

Director of Education Picard provided comment on recent activities supporting the Board's strategic priorities namely;

*Catholic Faith Formation:* Advent masses occurring throughout the system. Catholic Education Centre celebrating mass tomorrow in the Assumption Chapel, trustees are welcome to attend.

*Employee Development And Student Achievement Initiatives:* Occasional Teachers Epi-Pen Demonstration; Elementary and Secondary French as a Second Language sessions will occur during PD Days in January; and Full Day Kindergarten Implementation session on January 16th.

*Community Engagement and Partnerships:* Senior administration attended Grade 8 Nights at all of our Secondary schools and would like to thank principals, vice principals and staff for their time and effort and especially their commitment to Catholic education.

Unfortunately the joint use agreement discussions with the Town of Lakeshore have discontinued. As per one of the Lakeshore Accommodation Review Committee recommendations, the board has begun the process of conducting a boundary review. Director Picard extended his apology to the Woodslee community for not achieving the goal of a joint use agreement with the Town of Lakeshore and indicated the Board is committed to the process and is open to further discussions prior to final recommendations in May.

Director Picard wished students, staff and their families a holy, merry, and safe Christmas.

Supervisor Hartmann mentioned in continuing with Engaging the Future, a report, generated through discussion papers received by various stakeholders, is expected to be presented at the January Delegation meeting. Supervisor Hartmann wished everyone a merry and prosperous Christmas.

15. Continuation of In-Camera, if required: *Not Required*

16. Future Delegation Meetings: *Unless stated otherwise, all meetings will be held at the Windsor-Essex Catholic Education Centre – 1325 California Ave., Windsor with the In-Camera session beginning at 6:00 pm and the Public session beginning at 7:00 pm.*

- Tuesday, January 29, 2013
- Tuesday, February 26, 2013
- Tuesday, March 26, 2013
- Tuesday, April 23, 2013
- Tuesday, May 28, 2013
- **MONDAY**, June 24, 2013

17. Closing Prayer – Fr. Brunet closed the meeting with a prayer.
18. Adjournment - There being no further business, the Delegation meeting of December 18, 2012 adjourned at 7:46 p.m.

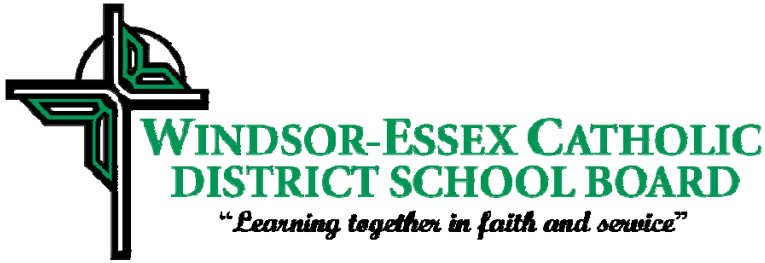
*Approved*

*Original signed by N. Hartmann and P. Picard*

***Norbert Hartmann***  
*Supervisor of the Board*

***Paul A. Picard***  
*Director of Education & Secretary of the Board*





1325 California Avenue  
Windsor, ON N9B 3Y6  
CHAIRPERSON: Barbara Holland  
DIRECTOR OF EDUCATION: Paul A. Picard

**EMERGENCY SUPERVISED  
DELEGATION MEETING  
Friday, January 11, 2013 at 12:45 p.m.  
Windsor Essex Catholic Education Centre  
St. Thomas of Aquinas Room**

**MINUTES**

**PRESENT**

**Supervisor** N. Hartmann

**Administration:** P. Picard M. Iatonna  
C. Geml P. Littlejohns  
J. Bumbacco

**Recorder:** B. Marshall

1. Call To Order – Supervisor Hartmann called the meeting to order at 12:45 p.m.
2. Opening Prayer – Director Picard opened the meeting with a prayer.
3. Recording of Attendance – All Present
4. Approval of Agenda  
*Supervisor Hartmann approved the agenda as received.*
5. Disclosure of Interest - Pursuant to the Municipal Conflict of Interest Act.: *None*
6. New Business:
  - a. Report: Ratification of the Tentative Collective Agreement between the Board and the CUPE Locals 1358.1 and 1358.2

**Issue:**

Under the Putting Students First Act, local collective agreements were to be put in place based on the terms of the negotiated agreement between the government and OECTA and other memoranda of understanding signed before Aug. 31, 2012 with a deadline of December 31, 2012. The Minister of Education extended the deadline for the CUPE local agreements to January 14, 2013.

Decision:

**That the Supervisor receive the tentative ratified agreements from CUPE Locals 1358.1 Educational Assistants and 1358.2 Special Services Unit; and**

**That the Supervisor ratify the tentative agreements dated January 11, 2013 between the Board and the CUPE Locals 1358.1 Educational Assistants and 1358.2 Special Services Unit; and**

**The Supervisor or Board's designate forward the ratified agreements to the Minister of Education for compliance verification and final approval.**

Rationale:

Due to the deadline of January 14, 2013, an Emergency Delegation meeting was necessary to ratify the tentative CUPE 1358.1 and CUPE 1358.2 local agreements to meet the deadline.

7. Future Delegation 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, January 29, 2013
  - Tuesday, February 26, 2013
  - Tuesday, March 26, 2013
  - Tuesday, April 23, 2013
  - Tuesday, May 28, 2013
  - **MONDAY**, June 24, 2013
8. Closing Prayer – Director Picard closed the meeting with a prayer.
9. Adjournment - There being no further business, the Emergency Supervised Delegation meeting of January 11, 2013 adjourned at 12:48 p.m.

*Approved*

*Original signed by Norbert Hartmann and Paul Picard*

**Norbert Hartmann**  
*Supervisor of the Board*

**Paul A. Picard**  
*Director of Education & Secretary of the Board*

Dated: January 14, 2013



1325 California Avenue  
Windsor, ON N9B 3Y6  
CHAIRPERSON: Barbara Holland  
DIRECTOR OF EDUCATION: Paul A. Picard

**Supervised  
Meeting Date:  
January 29, 2013**

**BOARD REPORT**

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

**PRESENTED FOR:** Information  Approval

**PRESENTED BY:** Senior Administration

**SUBMITTED BY:** Paul A. Picard, Director of Education  
Jamie Bumbacco, Executive Superintendent of Human Resources  
Patrick Murray, Superintendent, Human Resources  
Colleen 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 January 29, 2013 for information.**

**SYNOPSIS:**

**BACKGROUND COMMENTS:**

**FINANCIAL IMPACT:**

**TIMELINES:**

**APPENDICES:**

- Administrative Staff Report dated January 29, 2013

**REPORT REVIEWED BY:**

<input checked="" type="checkbox"/> EXECUTIVE COUNCIL:	Review Date:	January 21, 2013
<input checked="" type="checkbox"/> EXECUTIVE SUPERINTENDENT:	Approval Date:	January 21, 2013
<input checked="" type="checkbox"/> DIRECTOR OF EDUCATION:	Approval Date:	January 21, 2013

January 29, 2013

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

	<b>Employee Name</b>	<b>Position</b>	<b>Date</b>	
<b>HIRING</b>	Bonadonna, Christina	Itinerant Early Childhood Educator	January 7, 2013	
	Bowyer, Meaghan	Child and Youth Worker	January 7, 2013	
	DiPonio, Eugenio	Occasional Teacher	December 19, 2012	
	Gouin, Patrick	Part-Time Custodian	January 14, 2013	
	Jean, Nathan	Part-Time Custodian	January 14, 2013	
	Melanson, Janice	Part-Time Custodian	January 14, 2013	
<b>RETIREMENT:</b>	Catterson, Peter	Secondary Teacher	June 30, 2013	
	McRae, Mary Ann	Secondary Teacher	January 31, 2013	
<b>RESIGNATION:</b>	Kent, Wanda	Speech-Language Pathologist	January 4, 2013	Revised Resignation Date
	Lauzon, Denise	Occasional Teacher	December 21, 2012	
	Pulidoi Collazos, Sonia	Occasional Teacher	December 21, 2012	
	Sargent, Wayne	Occasional Teacher	January 7, 2013	



## BOARD REPORT

<b>Supervised Meeting Date:</b> January 29, 2013
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**Public**  **In-Camera**   
**PRESENTED FOR:** Information  Approval   
**PRESENTED BY:** **Senior Administration**  
**SUBMITTED BY:** Paul Picard, Director of Education  
 Mario Iatonna, Executive Superintendent of Business  
 Paulette Littlejohns, Senior Manager, Facilities & Support Services  
**SUBJECT:** **2011-12 COMMUNITY USE OF SCHOOLS ANNUAL REPORT**

### RECOMMENDATION:

**That the Board receive the 2011-12 Community Use of Schools Annual Report as information.**

### SYNOPSIS:

This report is being submitted to the Board as information on the charges to the Community Use of Schools Grant as of August 31, 2012, and in accordance with the reporting requirements of Board Policy A: 03 Community Use of Schools.

### BACKGROUND COMMENTS:

The Community Use of Schools Program is a government program established in 2004 to provide assistance to District School Boards to increase affordable access for Not-For-Profit Groups to both indoor and outdoor school space. Community Use of Schools for the Windsor–Essex Catholic District School Board is governed by policy A:03 Community Use of Schools.

### FINANCIAL IMPLICATIONS:

The Ministry of Education requires a detailed annual report outlining Community Use of Schools expenditures. The expenditures include custodial overtime, Community Use clerical support, upgrades to facilities conditions, software licencing and any professional development. The 2011-12 financial results of the Board approved budget for Community Use are presented as follows:

**Table 1: Community Use of Schools - Summary of Financial Results**

(\$)	Budget	Actual	In-Year Change	
			\$	%
<b>Revenue</b>				
General Legislative Grant	301,377	301,377	-	0.0%
Rental Revenue	46,000	65,851	19,851	43.2%
Salary Recoveries	24,500	49,449	24,949	101.8%
<b>Total Revenue</b>	<b>371,877</b>	<b>416,677</b>	<b>44,800</b>	<b>12.0%</b>
<b>Expenses</b>				
School Operations	168,115	368,956	200,841	119.5%
School Maintenance	16,609	4,407	(12,202)	-73.5%
<b>Total Expenses</b>	<b>184,724</b>	<b>373,363</b>	<b>188,639</b>	<b>102.1%</b>
<b>In-Year Surplus/(Deficit)</b>	<b>187,153</b>	<b>43,314</b>	<b>(143,839)</b>	<b>-</b>

The Community Use of Schools allocation received by the Ministry of Education is to support not-for-profit permits only. In order to separate the not-for-profit information, the Board tracks For-Profit revenue and custodial overtime expenses.

When the Community Use of School actual revenue and expenses for 2011-12 outlined in the table above are broken down between Not-For-Profit and For-Profit, the following results:

**Table 2: Breakdown of Actual Revenue and Expenses**

(\$)	Not-For-Profit	For- Profit	Total
	Actual	Actual	Actual
<b>Revenue</b>			
General Legislative Grant	301,377	-	301,377
Rental Revenue	57,045	8,806	65,851
Salary Recoveries	36,744	12,705	49,449
<b>Total Revenue</b>	<b>395,166</b>	<b>21,511</b>	<b>416,677</b>
<b>Expenses</b>			
School Operations	356,251	12,705	368,956
School Maintenance	4,407	-	4,407
<b>Total Expenses</b>	<b>360,658</b>	<b>12,705</b>	<b>373,363</b>
<b>Difference</b>	<b>34,508</b>	<b>8,806</b>	<b>43,314</b>

The Board of Trustees, at its meeting held August 30, 2011, approved a rental rate increase effective September 1, 2011 in an effort to offset the costs on a go-forward basis. As indicated in the Table 2 (Breakdown of Actual Revenue and Expenses) above, the implementation of the rate increases has produced a positive net difference of actual revenue versus actual expenditures of \$34,508 in not-for-profit and \$8,806 in for-profit community use for a total positive net difference in actuals of \$43,314 in 2011-12.

As indicated in Table 1 (Summary of Financial Results) above, the Ministry allocation for the 2011-12 school year was \$301,377. At its meeting of June 28, 2011, the Board approved a 2011-12 expenditure budget for Community Use of Schools in the amount of \$258,615. Resulting from reductions made in the 2011-12 Revised Budget Estimates, this budget was

further reduced to \$184,724. However, actual expenditures were \$373,363, which exceeded the budget by \$188,639.

Even though revenue increased as well in 2011-12, the Community Use of Schools program experienced a net deficit of \$143,839. Over the past few years, the cost of the Community Use of Schools program has exceeded both the grant provided by the Ministry of Education and the Board approved expenditure budget.

**TIMELINES:**

September 1, 2011 – August 31, 2012

**APPENDICES:** None.

**REPORT REVIEWED BY:**

<input checked="" type="checkbox"/>	EXECUTIVE COUNCIL:	Review Date:	--
<input checked="" type="checkbox"/>	EXECUTIVE SUPERINTENDENT:	Approval Date:	January 23, 2013
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date:	January 23, 2013



<b>Supervised Meeting Date:</b> January 29, 2013
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## BOARD REPORT

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

**PRESENTED FOR:** Information  Approval

**PRESENTED BY:** Senior Administration

**SUBMITTED BY:** Paul A. Picard, Director of Education  
Mario Iatonna, Executive Superintendent of Business

**SUBJECT:** **2011-12 ANNUAL REPORT ON TRUSTEE EXPENSES**

### RECOMMENDATION:

**That the Board receive the 2011-12 Annual Report on Trustee Expenses as information.**

### SYNOPSIS:

This report presents an annual summary of the expenses of each trustee for the 2011-12 fiscal year, in accordance with Board Policy *T02 Conventions, Meetings, Out of Pocket Expenses*.

### BACKGROUND COMMENTS:

The *Education Act* provides parameters for trustee honoraria and reimbursement for travel expenses, professional development and reasonable out-of-pocket expenses incurred as a result of carrying out their duties in accordance with Board policy. Funds available to support trustee honoraria and to reimburse them for expenses incurred in the course of their duties are governed by several policies of the Board, including: *T01 Student Trustee, T02 Conventions, Meetings, Out of Pocket Expenses, T06 Honoraria for Trustees, and A:04 Travel, Meal, Professional Development, and Compensation for Use of Auto*.

### Honoraria

Within limits set in regulation by the Minister, Section 191 of the Education Act provides:

s.191. (1) A board may pay each of its members an honorarium in an amount determined by the board, and

s.191. (2) A board may pay to its chair and vice-chair an additional honorarium in an amount determined by the board.



The Education Act further provides that:

s.191.3 Despite this Act or any other Act, where an elected member of a board is, under a by-law or resolution of a board, paid a salary, indemnity, allowance or other remuneration, one-third of such amount shall be deemed to be for expenses incident to the discharge of his or her duties as a member of the board.

Therefore one-third of each trustees' honorarium is deemed a tax-free expense allowance that he or she may use at his or her sole discretion.

Honoraria for elected trustees is adjusted annually in accordance with *Ontario Regulation 357/06 Honoraria for Board Members* and duly included in the Board's approved operating budget. The annual honoraria for student trustees is determined through *Ontario Regulation 7/07 Student Trustees* and also included in the Board's approved operating budget. The levels set for trustee and student trustee honoraria are provided in a separate report to the Board on an annual basis.

### **Expenses**

In addition to the above deemed tax-free expense provision of the honoraria, the Act also provides:

s. 191.2 (4) A board may, in accordance with a policy established by it under subsection (3), reimburse a member for his or her out-of-pocket expenses reasonably incurred in connection with carrying out the responsibilities of a board member.

The Ministry of Education's School Board Administration and Governance Grant provides for an annual allotment of up to \$5,000 to be used toward trustee reimbursement for travel, professional development and other reasonable out-of-pocket expenses. In addition to this allotment, the Board has approved through Board policy that trustee travel expenses (i.e., mileage) within the City of Windsor and County of Essex is to be reimbursed separately through the Board's operating budget and funded within the Board's overall allocation through the Administration and Governance Grant.

### **FINANCIAL IMPACT:**

The 2011-12 Summary of Trustee Expenses report is attached. An amount of \$30,600 was provided for expenses in the 2011-12 Revised Budget. The actual total expenses of \$25,432 are \$5,168 (17%) below the approved budget.

### **TIMELINES:**

The expenses are for the 2011-12 budget year from September 1, 2011 through August 31, 2012.

### **APPENDICES:**

- 2011-12 Summary of Trustee Expenses

### **REPORT REVIEWED BY:**

<input checked="" type="checkbox"/>	EXECUTIVE COUNCIL:	Review Date:	January 21, 2013
<input checked="" type="checkbox"/>	EXECUTIVE SUPERINTENDENT:	Approval Date:	January 21, 2013
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date:	January 21, 2013

**2011-12 SUMMARY OF TRUSTEE EXPENSES**

Trustee	Annual Honorarium <sup>(1)</sup> 31-101000 31-201000	Local Mileage <sup>(2)</sup> 31-362000	Conference/ Seminar Registration		Meals 31-317006	Other 31-317007	Accommodations 31-317008	Mileage (Out of County) and PD Travel <sup>(4)</sup> 31-361000	Communications (Includes Internet, Telephone/Fax/ Cell phone) 31-552001	TOTAL
			31-317000							
Fred Alexander	\$ 12,247	\$ 796	\$ 2,670		\$ 138	\$ 632	\$ 1,364	\$ 1,448	\$ 6,252	
Joan Courtney	10,679	548	518	69	182	279	611	1,379	3,038	
Mary DiMenna	13,810	2,370						548	548	
Frank Favot	10,679	73		51			62	315	428	
Barbara Holland <sup>(4)</sup>	15,338	887	230	69	687	705	3,306	800	5,797	
John Macri	10,679	460			191			1,182	1,373	
Bernie Mastromattei	10,679	84						895	895	
Jim McMahan	10,679	429	(31)						(31)	
Lisa Soulliere	10,679	2,629	296	-		276	327	821	1,720	
<b>TRUSTEE SUBTOTAL</b>	<b>\$ 105,469</b>	<b>\$ 8,276</b>	<b>\$ 3,683</b>	<b>\$ 189</b>	<b>\$ 1,198</b>	<b>\$ 1,892</b>	<b>\$ 5,670</b>	<b>\$ 7,388</b>	<b>\$ 20,020</b>	
Joseph Najem	2,632	876	1,044	167	7	624	-	417	2,259	
Nilo Tavares	2,633	-	1,044	254	-	624	113	400	2,435	
Madeline Ellepola <sup>(3)</sup>			289	71		358			718	
<b>STUDENT TRUSTEE SUBTOTAL</b>	<b>\$ 5,265</b>	<b>\$ 876</b>	<b>\$ 2,377</b>	<b>\$ 492</b>	<b>\$ 7</b>	<b>\$ 1,606</b>	<b>\$ 113</b>	<b>\$ 817</b>	<b>\$ 5,412</b>	
<b>TOTAL ACTUAL</b>	<b>\$ 110,734</b>	<b>\$ 9,152</b>	<b>\$ 6,060</b>	<b>\$ 681</b>	<b>\$ 1,205</b>	<b>\$ 3,498</b>	<b>\$ 5,783</b>	<b>\$ 8,205</b>	<b>\$ 25,432</b>	
<b>TOTAL BUDGET</b>	<b>\$ 109,233</b>	<b>\$ 10,800</b>	<b>\$ 4,500</b>	<b>\$ 1,800</b>	<b>\$ 2,700</b>	<b>\$ 5,400</b>	<b>\$ 7,200</b>	<b>\$ 9,000</b>	<b>\$ 30,600</b>	

**Notes:**

- <sup>(1)</sup> The annual honorarium is set at one level from September 1, 2011 to November 30, 2011, and another from December 1, 2011 to August 31, 2012.
- <sup>(2)</sup> Expenses pertaining to mileage to attend local meetings and events (within Essex County) are reimbursed through an account that is budgeted for annually over and above the \$5,000 Conference/Seminar Registration allotment for Trustee expenses.
- <sup>(3)</sup> Madeline Ellepola (2012-13 Student Trustee) attended the OSTA-AECO Conference in Toronto from May 24th to 27th.
- <sup>(4)</sup> Out of county mileage for Barbara Holland includes \$1,546 of travel costs related to St. Peter's Seminary. These costs will be tracked and reported separately in 2012-13.

**Student Trustee Supervision Costs:** \$ 2,505 (includes transportation, accommodation and meal costs related to supervision while student trustees are away at conferences) (not included above)

**Membership / Insurance Fees Related to Governance Activities:**

Ontario Catholic Schools Trustees Association (OCSTA) 2011-12 Membership Fees	\$ 71,251	(Approved October 11, 2011)
Ontario Catholic Schools Trustees Association (OCSTA) 2011-12 Special Levy	5,656	(Approved October 11, 2011)
Trustee Group Accident Insurance 2012	367	(Approved December 13, 2011)
	<u>\$ 77,274</u>	



1325 California Avenue  
Windsor, ON N9B 3Y6  
CHAIRPERSON: Barbara Holland  
DIRECTOR OF EDUCATION: Paul A. Picard

**Supervised  
Meeting Date:**  
January 29, 2013

## BOARD REPORT

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

**PRESENTED FOR:** Information  Approval

**PRESENTED BY:** Senior Administration

**SUBMITTED BY:** Paul A. Picard, Director of Education

**SUBJECT:** **ENGAGING OUR FUTURE – ENVIRONMENTAL SCAN  
January 2013**

### RECOMMENDATION:

**That the Board receive the Environmental Scan document, *Engaging Our Future* for information.**

### SYNOPSIS:

Our Catholic school system is based upon two fundamental pillars, Faith Formation and Student Achievement. The strength of these foundational pillars is inexorably linked to public confidence in our ability as a system to provide academic excellence linked to and strengthened by our Catholic Christian value system. The purpose of this document is to provide a data driven frame of reference in order to develop a shared vision towards the future.

### APPENDICES:

- Engaging Our Future, January 2013.  
(Colour copy located on the Board's website under Board Meetings, Engaging Our Future, January 2013). Click [here](#) for a quick link to the document.

### REPORT REVIEWED BY:

<input checked="" type="checkbox"/>	EXECUTIVE COUNCIL:	Review Date:	January 21, 2013
<input checked="" type="checkbox"/>	EXECUTIVE SUPERINTENDENT:	Approval Date:	January 22, 2013
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date:	January 22, 2013



# WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD

## Foundations of Faith and Learning

### Engaging Our Future

#### *Faith Development*

- 1 We seek to make Catholic faith integral to all aspects of our lives and learning.
- 2 We provide meaningful and ongoing Catholic faith formation for all students and employees.
- 3 We foster, through Our Journey to Holiness\*, a spirit of kindness, compassion and service to the community.
- 4 We create, in all our places of learning and labour, welcoming, inclusive and safe environments in which the dignity and worth of each individual is valued as being in the image and likeness of Christ.
- 5 We embrace the Ontario Catholic School Graduate Expectations\* as the desired outcomes for all our students as they pursue educational excellence.

\* *Our Journey to Holiness*,  
Windsor-Essex Catholic District School Board  
\* *Ontario Catholic School Graduate Expectations*,  
Institute for Catholic Education

#### *Student Achievement*

- 1 We challenge all our students to become critical thinkers, effective communicators and problem-solvers through the development of literacy and numeracy skills.
- 2 We nurture well-rounded, faith-filled and contributing citizens by developing knowledge, understanding and proficiencies in sciences, arts, humanities, languages and technologies.
- 3 We enhance intellectual, physical, emotional and spiritual well-being through Healthy Active Living Education\*.
- 4 We encourage effective communication among all partners in Catholic education to promote students' achievement and spiritual growth.
- 5 We support the professional development of all employees through training, mentoring and sharing best practices in order to enrich the educational experiences of our students.

\* *Healthy Active Living Education*,  
Ontario Ministry of Education

*"Learning together in faith and service"*

*January 2013*

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*A message from Rev. Thomas Rosica*

I began my association with the Windsor-Essex Catholic District School Board in 1985 when I was first assigned to pastoral ministry as a young deacon and then priest at St. John the Baptist Church in Amherstburg. For the past twenty-eight years, I have known so many of the educators and administrators of the board in my various capacities as parish priest, graduate student in Rome and Jerusalem, professor of Sacred Scripture at the Universities of Toronto, Western Ontario, St. Peter's Seminary in London, and Assumption University in Windsor. During the years of leading World Youth Day 2002 and the Papal Visit to Canada, I had the privilege of drawing from the outstanding talent pool of young people and educators who are the beneficiaries of this excellent Catholic Education system in Canada.

For the past decade, in my capacity as founder and Chief Executive Officer of the Salt and Light Catholic Television Network, I have worked with every Catholic School Board in Canada, and particularly in Ontario. We interact closely with students, teachers and administrators of the Windsor-Essex Catholic Board on a variety of educational programs. In addition to my leadership of Canada's first national Catholic television network, I have been the President of Assumption University in Windsor. This new role has brought me in direct, regular contact with the Windsor- Essex Board, its administrators, educators and staff. Our collaboration on the unique Faith Assessment now underway has confirmed once again what I have always felt about this Catholic Board. The Board is proactive in its mission of education and evangelization. It is genuinely concerned about the future of Catholic Education, the future of the Church, and the transmission of the Catholic faith.

While there may have been administrative and budgetary challenges in recent history, the Windsor- Essex Catholic District School Board is at the top of my list for excellence in academics, excellence in the development of faith and Catholic values, excellence in the mature approach of teachers and administrators who are not merely functionaries but real partners in Catholic education and mentors on the journey of faith. We can be very proud of this Catholic Board for the ways that it has faced challenges with honesty, openness, and a real desire to be transparent and oriented toward the future. Some of the most selfless, generous educators, administrators and staff people are found in this Catholic School Board. It has been an honor, privilege and blessing to be associated with this Catholic School Board and I look forward to more collaboration in the future.

A handwritten signature in black ink that reads 'Thomas Rosica, C.S.B.'.

Fr. Thomas Rosica, C.S.B.,  
C.E.O., Salt and Light Catholic Media Foundation  
President and Vice-Chancellor, Assumption University, Windsor  
Member, Pontifical Council for Social Communications at the Vatican





## An Environmental Scan

### ***Engaging Our Future***

***“The choices you make today, shape who you will become tomorrow.” Bob Upgren***

At a special presentation held in the Fall with our parents, principals, priests, student leaders and community partners, we were challenged by Bob Upgren, a noted speaker who has worked with our children at the Muskoka Woods Experience, to look at our school system, and the children entrusted to us, through the lens of faith. We were encouraged to tell our story, celebrate our achievements, identify our challenges and determine a shared vision for the future. It sounds simple doesn't it?

As parents, we want our children to live, learn and grow in schools that celebrate academic excellence and the gospel values expressed through the life of Jesus. It's the hows and whys that require some thought. How do we step forward together? Who is the storyteller? What are our treasures? Our challenges? How do we use our resources efficiently and effectively while ensuring that our students continue to excel in a holistic environment that focuses on their academic and spiritual growth?

This document, or 'scan' of our system, addresses these questions by using data to paint a picture of our families, our faith practices, our financial flexibility, our staff, infrastructure, and the methodology used to deliver the curriculum endorsed by our Catholic bishops. By using this information as a common frame of reference moving forward, we can continue the ongoing work already underway with community partners to build on our accomplishments while looking for innovative ways to improve our schools, build public confidence in our efforts, and give our children the opportunities for success desired by all.

On behalf of my colleagues on the Board of Trustees, I invite you to step into the future with us by sharing any questions, concerns or comments you may have regarding this system overview and the pillars of faith formation and student achievement it supports. You can reach us via email at [director@wecdsb.on.ca](mailto:director@wecdsb.on.ca) knowing that as we contemplate our choices, your input will be thoughtfully considered and greatly appreciated.

Sincerely,

A handwritten signature in blue ink that reads "Barbara Holland".

Barbara Holland  
Chairperson of the Board



## ***Engaging Our Future***

The Windsor Essex Catholic District School Board is pleased to release a comprehensive overview of our system entitled Engaging Our Future. The report is divided into the following sections:

- Our Community
- Our Faith
- Our Students
- Our Staff
- Our Infrastructure
  - Schools
  - Information Technology and Management
- Our Finances
- Specialized Programming

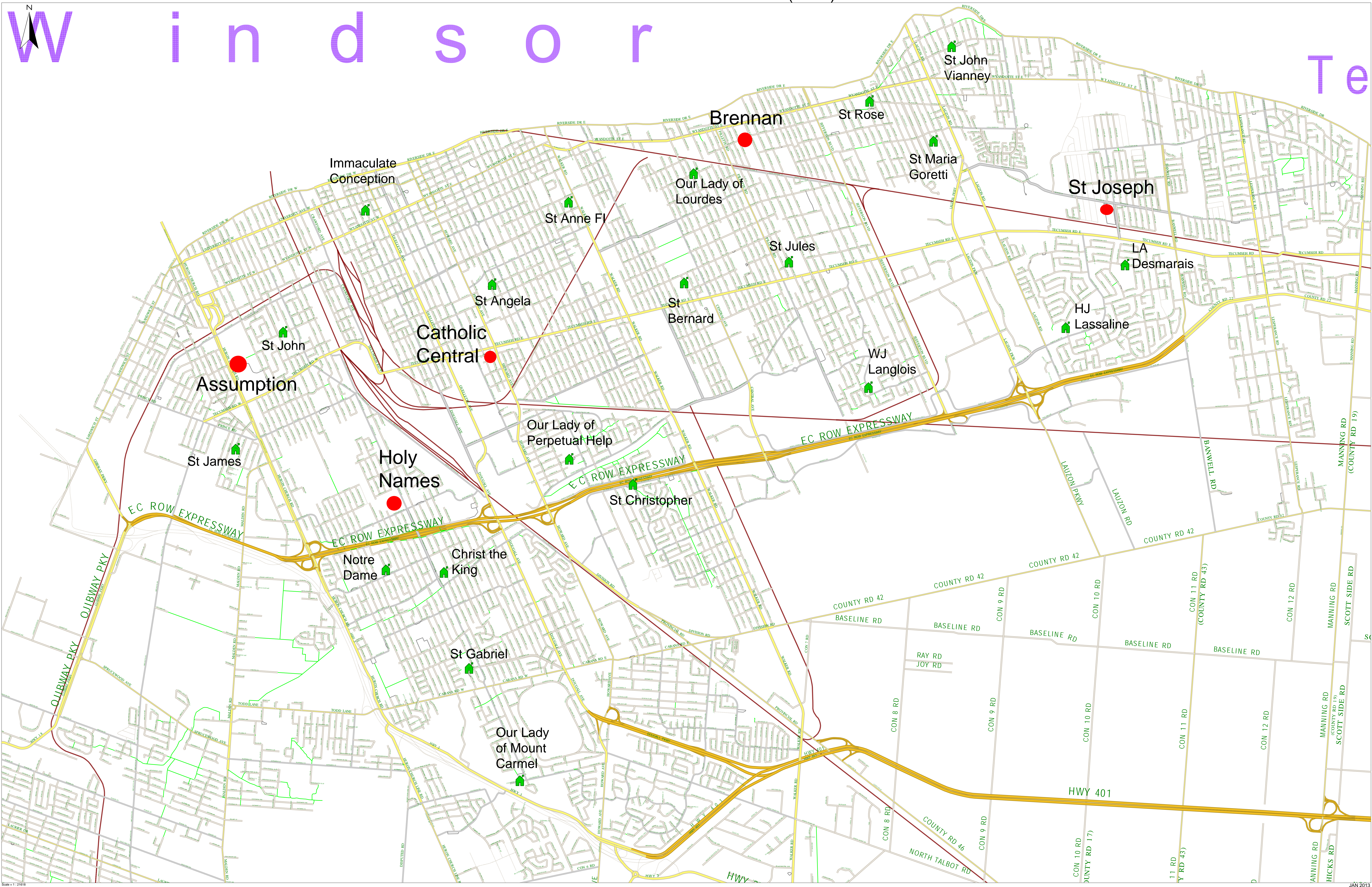
Our Catholic school system is based upon two fundamental pillars, Faith Formation and Student Achievement. The strength of these foundational pillars is inexorably linked to public confidence in our ability as a system to provide academic excellence linked to and strengthened by our Catholic Christian value system.

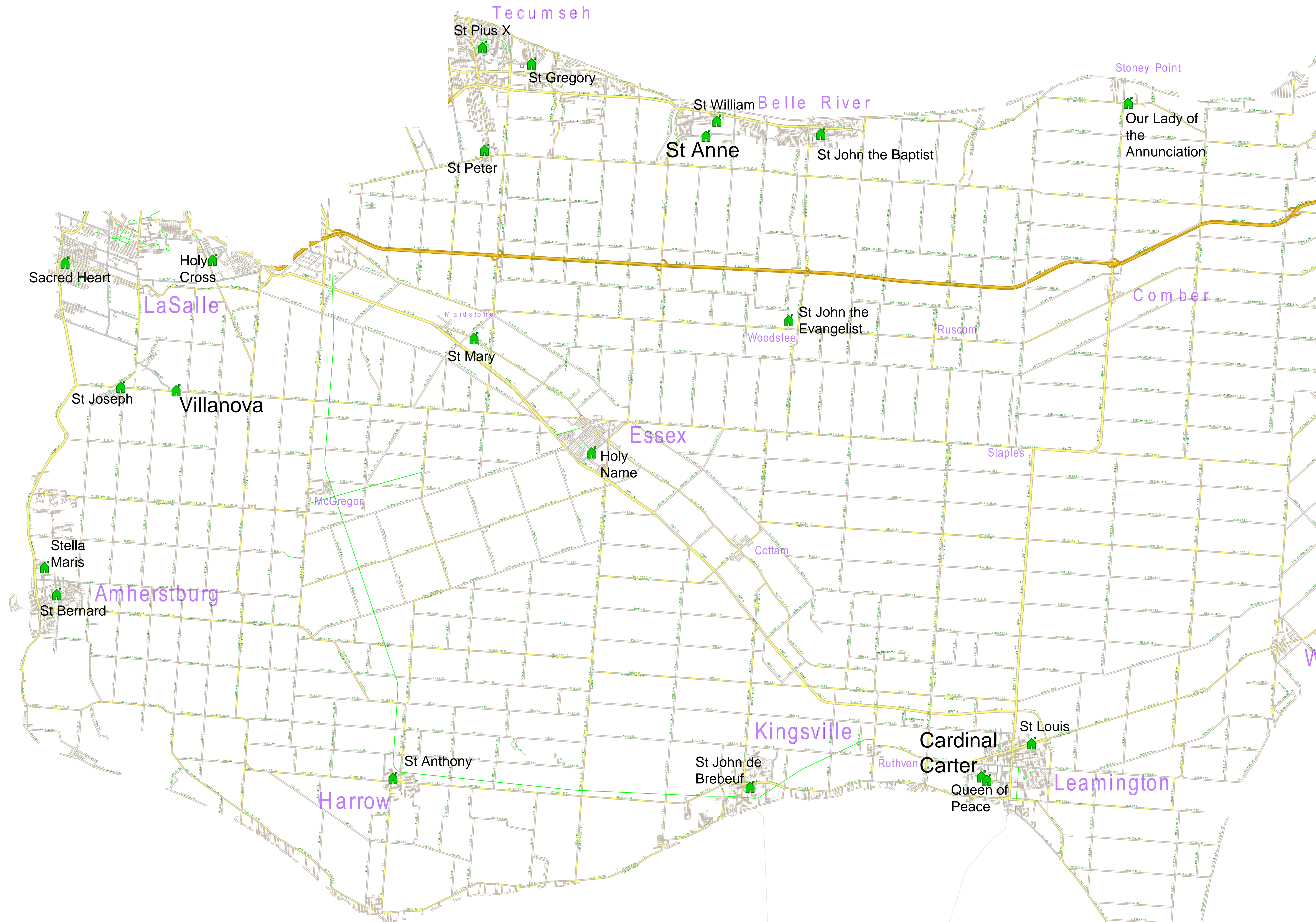
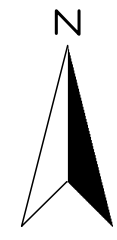
The purpose of this document is to provide a data driven frame of reference in order to develop a shared vision towards the future.

A handwritten signature in black ink, which appears to read "Paul A. Picard".

Paul A. Picard  
Director of Education

# W i n d s o r T e





## Our Community

As defined in Statistics Canada, the Windsor-Essex Region consists of 9 census subdivisions that are divided into the City of Windsor and the municipalities of Amherstburg, Essex, Kingsville, Lakeshore, Leamington, LaSalle, Pelee Township, and Tecumseh.

The Windsor-Essex Catholic District School Board (WECDSB) is an inclusive English-language Catholic school board, with a nominal daily enrolment of 22,701 (including Adult Education) as of October 31, 2012. The Board operates 38 elementary and 9 secondary schools throughout Essex County, with the exception of Pelee Island. French Immersion is available at 3 elementary and 4 secondary schools.

Similar to any organization that serves the community, WECDSB considers all areas of demographics. The population and ages of its citizens within the Windsor-Essex Region, population projections, immigration, religious affiliations, and the support for our children are among the complex factors that influence education.

### Population Growth

**Table 1.1: Population Growth**

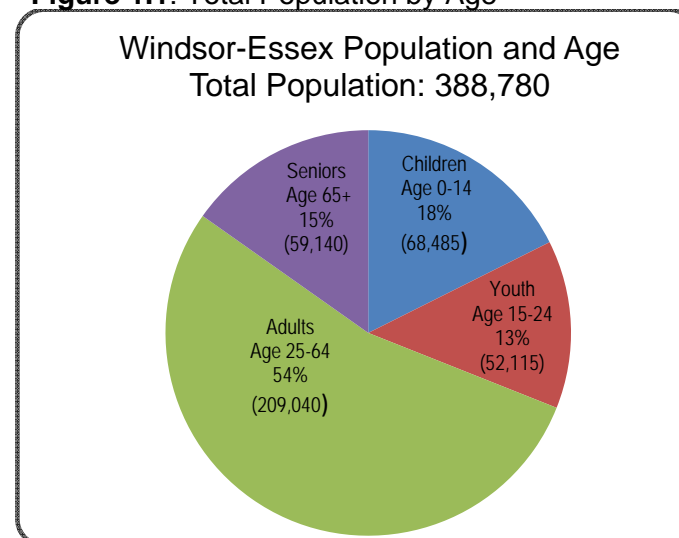
Age	Windsor-Essex Population				Ontario Population			
	2006	2011	Increase/ (Decrease) %	% of Total 2011 Pop.	2006	2011	Increase/ (Decrease) %	% of Total 2011 Pop.
0-14	74,950	68,485	(8.6%)	18%	2,210,805	2,231,770	0.9%	17%
15-24	53,460	52,115	(2.5%)	13%	1,630,370	1,716,545	5.3%	13%
25-64	212,540	209,040	(1.6%)	54%	6,669,940	7,076,190	6.1%	55%
65+	52,460	59,140	12.7%	15%	1,649,180	1,878,325	13.9%	15%
<b>Total</b>	<b>393,402</b>	<b>388,782</b>	<b>(1.2%)</b>		<b>12,160,282</b>	<b>12,851,821</b>	<b>5.7%</b>	
Median Age	37.9	40.8			38.1	40.4		
% of pop. aged 15 & over	80.9%	82.4%	1.9%		80.9%	83.0%		

Source: Statistics Canada, 2011 Census

### Trends

- Population of Windsor-Essex is 388,780, a decrease of 1.2% from 2006. However when examining longer term trend, the population of Windsor-Essex has increased 3.6% from 2001 (total population 374,975). This is in contrast to Ontario's 5.7% increase in population.
- Seniors are the fastest growing age group. A 12.7% population growth from 2006 to 2011, comparable to Ontario.
- In contrast to Ontario, a decline in all age groups with the exception of the 65+. Significant decline in the 0-14 age group.
- Median age has also increased, similar to Ontario.

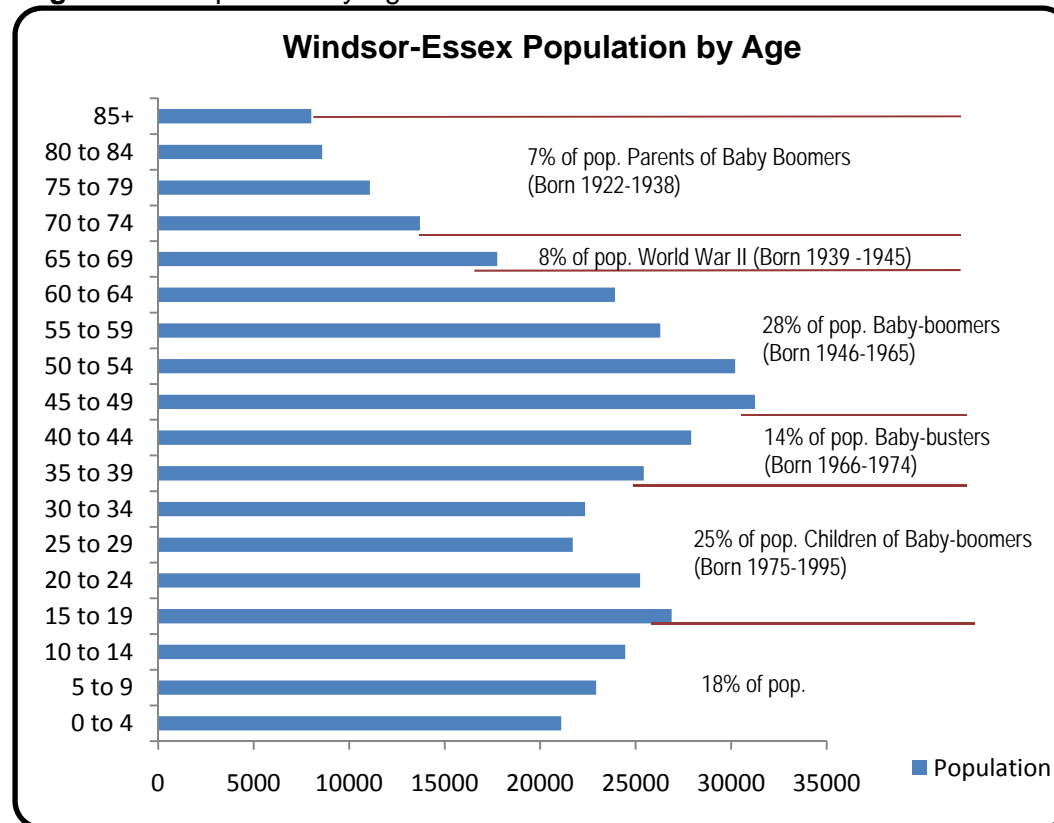
**Figure 1.1: Total Population by Age**



## Our Community

Figure 2 below depicts the age distribution within the Windsor-Essex Region. Birth rates were very high during the 20 year period following World War II. Babies born in this period are commonly referred to as the “Baby Boomers”. Baby Boomers are the single largest population group in the Windsor-Essex; 28% of the population.<sup>1</sup>

**Figure 1.2: Population by Age**



**Key Facts**

- Highest total population is Baby Boomers, followed by their children. The youngest baby boomer is 46 years old; the youngest age of their children is approximately 16.
- The challenge Windsor-Essex is experiencing is attracting and retaining citizens, especially our youth.

<sup>1</sup> Windsor-Essex County Health Unit, Population Report Windsor-Essex County 2009

## Our Community

### Population Projections

#### Trends:

- The 25 to 64 and the 65+ age groups are projected to grow.

#### Key Facts:

- Slight decline in the 0-14 age group; 17.3% in 2011 to 16.8% in 2036.
- Slight decline in the 15-24 age group; 14.3% in 2011 to 12.8% in 2036.
- Slight decline in the 25-64 age group; 53.8% in 2011 to 48.5% in 2036.
- The 65+ population is projected to double its population; 14.6% in 2011 to 28.9% in 2036.

### Population Comparison within Windsor-Essex

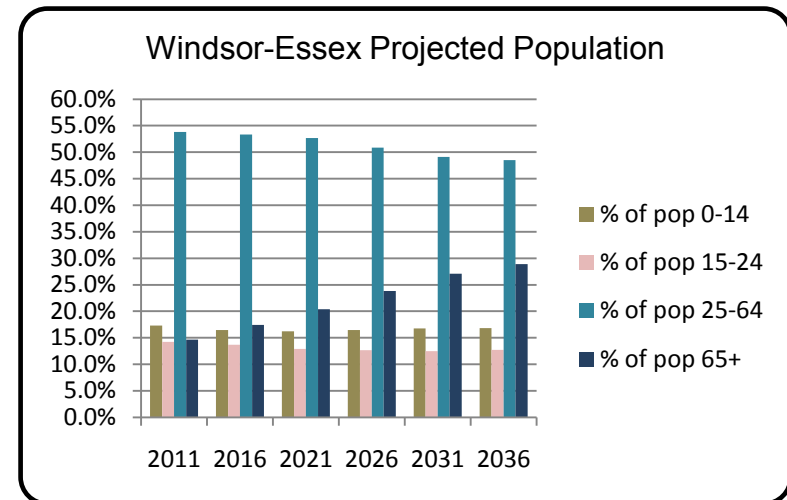
#### Key Facts

- Increase in population in the Kingsville, LaSalle and Lakeshore municipalities. Due to the availability of land, the supply of relatively affordable housing, and out-migration of residents from the City of Windsor to the “suburbs”.<sup>2</sup>
- Decrease in population in all other areas.

Sources:

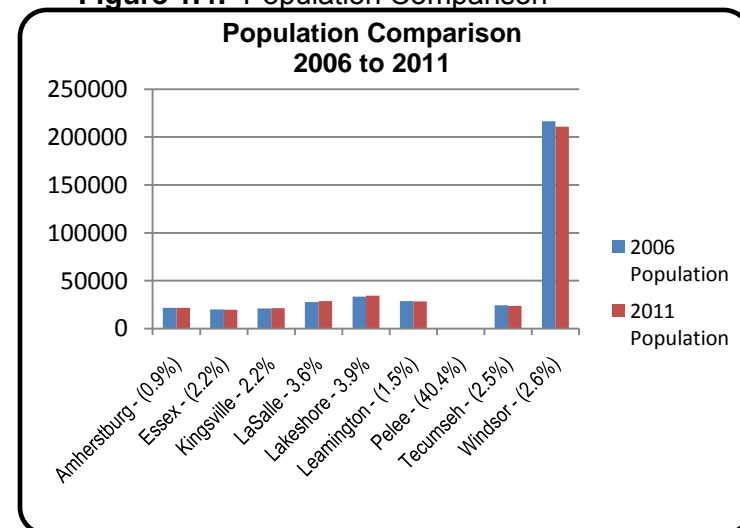
Statistics Canada: Statistics Canada, 2001, 2006 and 2011 Census of Population

Figure 1.3: Projected Population



Source: Ontario Ministry of Finance Projections (Table 10.31)

Figure 1.4: Population Comparison



<sup>2</sup> Foundation Report: Essex County Official Plan Review, The County of Essex, by N. Barry Lyon Consultants Limited, August 2011

## Our Community

### Population Trends

#### Trends:

- Windsor-Essex citizens are relocating to other areas.
- According to Conference Board of Canada, in their Winter 2011 Metropolitan Outlook), it is projected that this trend will begin to reverse itself in 2012.<sup>3</sup>

#### Key Facts:

- Windsor-Essex experienced a net out-migration at each age level except those over age 65.
- There was an out-migration of 9,502 people between the ages of 18 to 64 or 95.6% of the total documented out-migration in Windsor-Essex.
- According to these statistics, compared with the 2011 Census data, the total documented out-migration was approximately 2.5% of the population. This represents a 27% increase in out-migration from the previous reference period of 2003 to 2008, when there was a total out-migration of 7,830 people from Windsor-Essex.
- Both the Census and taxfiler data show that Windsor-Essex is losing citizens.

**Table 1.2:** In and Out Migration from 2005 to 2010

In and Out-Migration from Windsor-Essex 2005 to 2010				
Age Group	In-Migrants	Out-Migrants	Net Migrants	Percentage
0 - 17	10,462	11,387	-925	-9.3%
18 - 24	6,756	8,881	-2,125	-21.4%
25 - 44	16,803	23,532	-6,729	-67.7%
45 - 64	6,665	7,313	-648	-6.5%
65+	2,544	2,060	484	+4.9%
<b>Total</b>	<b>43,230</b>	<b>53,173</b>	<b>-9,943</b>	

Source: Workforce Windsor –Essex, Local Labour Market Plan Report & Action Plan 2012-13, data collected from Statistics Canada Taxfiler Data 2010

<sup>3</sup> Workforce Windsor-Essex, Local Labour Market Plan Report & Action Plan 2012-13, Arcand, A Lefebvre, M. McIntyre, J., Sutherland, GI, & Wiebe, R. *Economic Insights into 27 Canadian Metropolitan Economies*. Ottawa: The Conference Board of Canada, 2011.



## Our Community

### Immigrants

#### Trends:

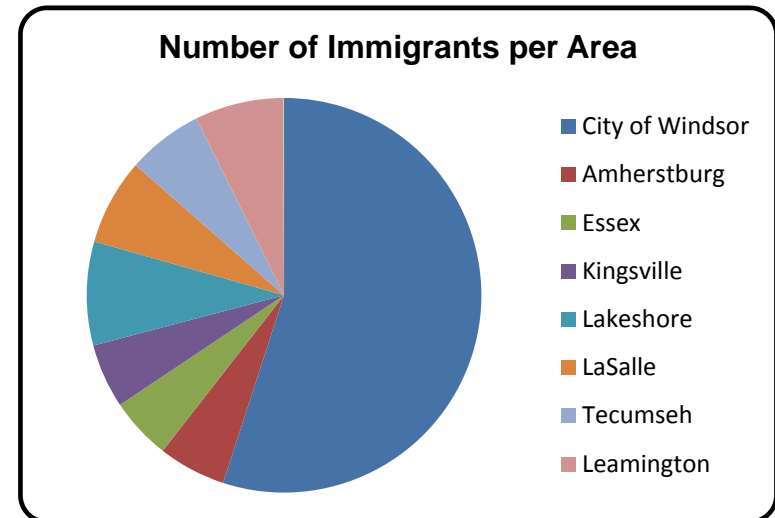
- Windsor-Essex has emerged as one of the second-tier immigrant settlement destinations. Traditionally, newcomers tend to arrive in first tier cities such as Toronto, Montreal and Vancouver.

**Table 1.3:** Immigrant Population per Area

	2006 Total Population*	Immigrants	%	Recent Immigrants	%
<b>Windsor-Essex*</b>	<b>389,590</b>	<b>87,170</b>	<b>22.4%</b>	<b>15,165</b>	<b>3.9%</b>
City of Windsor	214,260	59,855	27.9%	12,280	5.7%
Amherstburg	21,600	2,440	11.3%	200	0.9%
Essex	19,820	1,920	9.7%	125	0.6%
Kingsville	20,495	2,955	14.4%	275	1.3%
Lakeshore	33,105	3,605	10.9%	410	1.2%
LaSalle	27,565	4,710	17.1%	555	2.0%
Tecumseh	24,200	4,160	17.2%	385	1.6%
Leamington	28,275	7,485	26.5%	935	3.3%
Pelee	265	35	13.2%	0	0.0%

\*Note: Suppression of citizenship and immigration data on Indian reserves and settlements.

**Figure 1.5:** Immigrants per Area



#### Key Facts:

- Nearly 87,000 Windsor-Essex residents were born outside of Canada.
- City of Windsor's population consists of 28% of the immigrants.
- Second largest settlement is Leamington (26.5%) which could be attributed to migrant workers.
- LaSalle and Tecumseh also indicate a high percentage of immigrants.

**\*Note: Immigration data is collected every 10 years. The 2011 census information relating to immigration is expected to be released on May 8, 2013. Therefore the most current data is from the 2006 Census, extracted from the 2001 Census.**

Source: Windsor Essex Local Immigration Partnership: A Community Plan to Promote the Settlement and Integration of Immigrants in Windsor and Essex County, February 2010.

## Our Community

### Religious Affiliations in Windsor-Essex

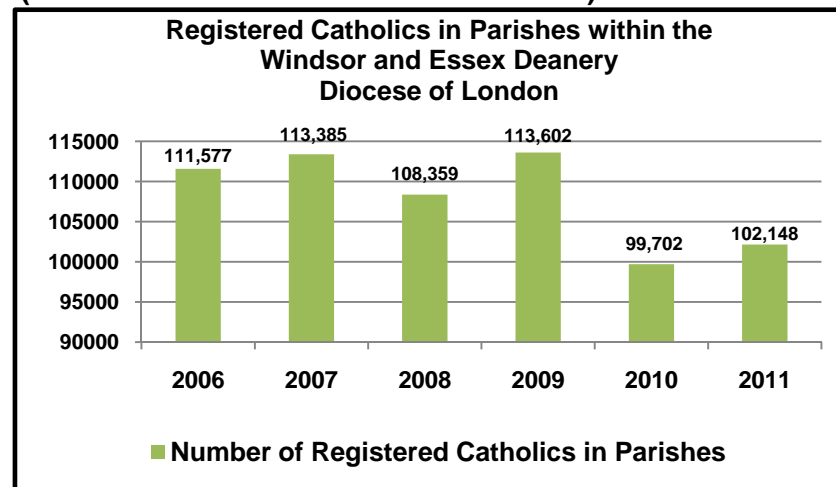
The Census question on religious affiliations is asked every 10 years. Similar to the release of the immigration data, religion affiliations are also expected to be released May 8, 2013, therefore the data from Statistics Canada is from the 2006 Census, extracted from the 2001 Census.

**Table 1.4: Religious Affiliations and Population  
(Data extracted from 2001 Census)**

Religion	Population	Percentage
<b>Catholic</b>	<b>160,525</b>	<b>52.6</b>
Protestant	72,950	23.9
Christian Orthodox	10,825	3.5
Muslim	10,745	3.5
Christian, n.i.e.	8,600	2.8
Buddhist	2,100	0.7
Hindu	1,885	0.6
Sikh	1,630	0.5
Jewish	1,335	0.4
Other Eastern Religions	360	0.1
No Religious Affiliation	33,730	11.1
<b>Total</b>	<b>304,950</b>	<b>100</b>

Source: Statistics Canada 2006 Census and A Community Plan To Promote the Settlement and Integration of Immigrants in Windsor and Essex County.

**Figure 1.6: Registered Catholics in Windsor and Essex Deanery  
(Data from Diocese of London 2006-2011)**



Source: Diocese of London

### Trends

- Registered Catholics in Parishes within the Windsor-Essex Deanery is in decline.

### Key Facts

- In 2006, there were 111,577 Registered Catholics in Parishes within the Windsor-Essex Deanery.
- Although Registered Catholics increased in 2007 by 1,808, there was a sharp decline in 2008 by 5026 parishioners.
- In 2009, registration peaked at 113,602, an increase of 5,243 from the previous year. This was followed by an extremely sharp decline of 13,900 parishioners in 2010.
- 2011 showed a slight increase in registration of 2,446 parishioners.
- Overall for the period 2006-2011 there has been a decline of 9,429 Registered Catholics (8.4%) in the Windsor-Essex Deanery.

**Table 1.5: Closed Parishes in Windsor-Essex Deanery, 2006-2011**

2006 4 closures	2007 1 closure	2008 3 closures	2009 2 closures	2010 1 closure	2011 None	2012 1 closure
St. Anne Windsor	St. Christopher Windsor	Our Lady of the Rosary Windsor	St. Rose of Lima Windsor	St. Patrick Windsor		Blessed Sacrament Windsor
St. Martin de Porres Windsor		St. Anne Windsor	St. Casimir Windsor			
Christ the King Windsor		St. Thomas the Apostle Windsor				
English Martyrs Church - Windsor						Note: 20 Parishes in Windsor Deanery, 15 in Essex Deanery.

## Our Community

### Employment Projections

#### Trends:

- In 2006, Windsor-Essex Region had approximately 188,000 jobs with 48% of the employed labour force located in the County of Essex.
- Between 1996 and 2006, employment in the region grew by 15% compared to 23% in the Province.
- The Region experienced a decline in net number of jobs and an increase in unemployment between 2001 and 2006.
- Employment continues to decline in the Windsor-Essex region, with unemployment reaching 10.7% in 2012.<sup>4</sup>

**Table 1.6 – Employment Forecast 2006-2031**

#### High Employment Forecast - County of Essex (Excluding Windsor), 2006-2031

	2006 Population Forecast	2031 Population Forecast	2006	2031	Growth 2006-31	% Growth 2006- 31	2006 Activity Rate*	2031 Activity Rate*
<b>County of Essex</b>	<b>176,930</b>	<b>230,250</b>	<b>58,700</b>	<b>82,600</b>	<b>23,830</b>	<b>40.6%</b>	<b>33.2%</b>	<b>35.9%</b>
LaSalle	27,650	39,300	4,820	8,450	3,630	75.3%	17.4%	21.5%
Tecumseh	24,220	33,380	13,570	18,690	5,120	37.7%	56.0%	56.0%
Lakeshore	33,250	44,540	10,530	16,700	6,170	58.6%	31.7%	37.5%
Amherstburg	21,750	27,750	4,490	6,280	1,890	42.1%	20.6%	22.6%
Essex	20,030	23,090	6,220	7,970	1,750	28.1%	31.1%	34.5%
Kingsville	20,910	25,990	6,520	8,450	1,930	29.6%	31.2%	32.5%
Leamington	28,830	35,900	12,460	15,800	3,340	26.8%	43.2%	44.0%
Pelee Township	290	300	160	160	-	-	55.2%	53.3%

Source: County of Essex, N. Barry Lyon Consultants Limited Official Plan Review, August 2011

\*Activity Rate is the total number of jobs located within a municipality divided by the population.

<sup>4</sup> County of Essex Official Plan Review. Policy Background Report 35, The Jones Consulting Group Ltd., November 2012, Statistics Canada 2012

## Our Community

### Food Banks

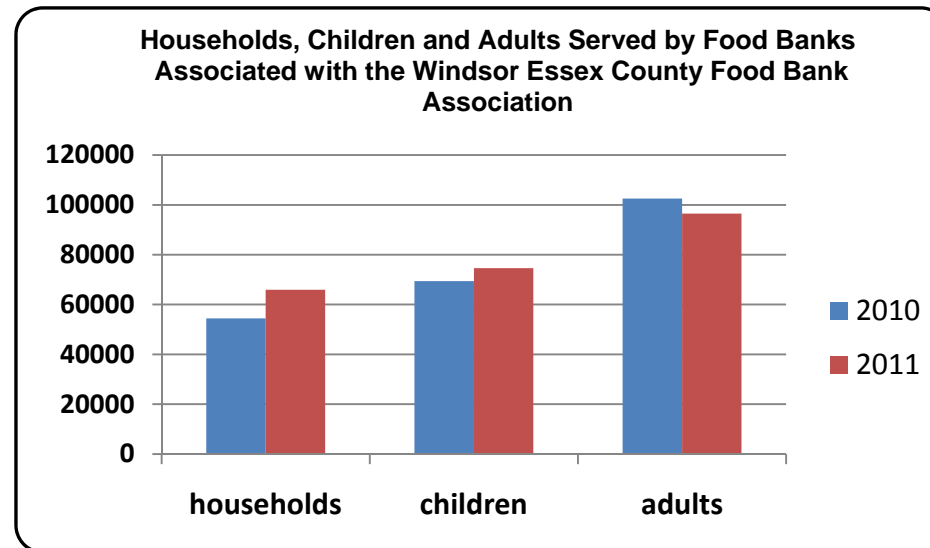
#### Trends

- The use of food banks has been increasing.

#### Key Facts

- Statistics provided by the Windsor Essex County Food Bank Association, which is comprised of 18 local food banks, indicate the use of food banks continues to rise.
- In 2010, they recorded 54,470 households being assisted and of that 69,415 were children and 102,531 were adults.
- In 2011, they recorded 65,943 households being assisted and of that 74,619 were children and 96,537 were adults.
- Over this two year period, there was an increase of 18% in assistance by households and a 7% increase in assistance by children.
- Due to the decrease in assistance by adults, this indicates there is an increase in single parent families accessing the food banks in our community.

**Figure 1.7: Households Served by Area Food Banks**



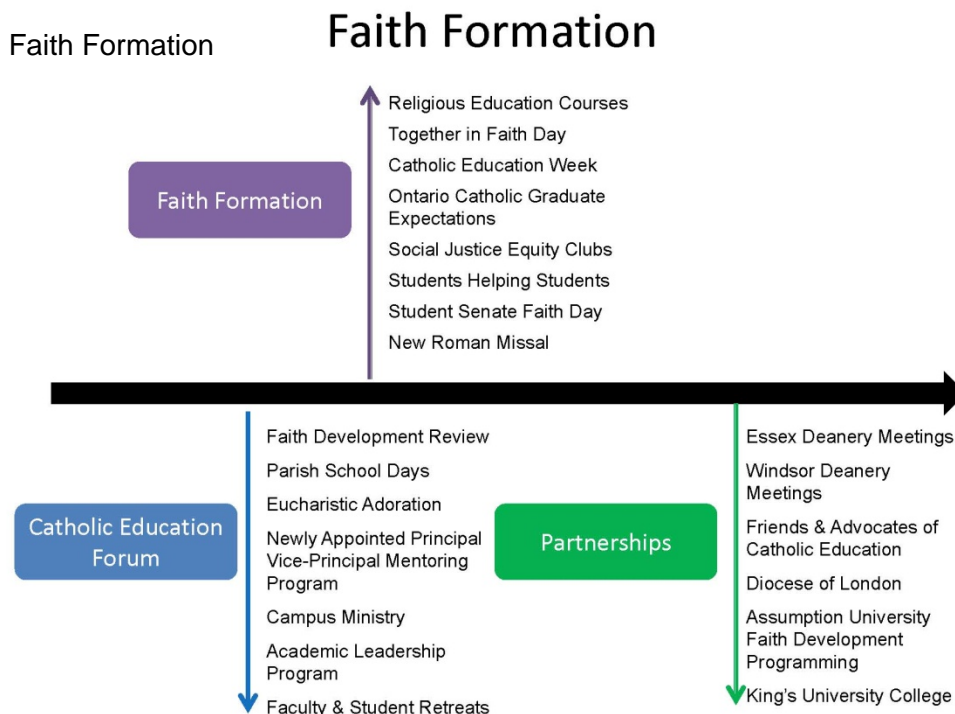
Source: Windsor Essex County Food Bank Association (comprised of 18 food banks)



## Our Faith

### Faith Formation Programming

Figure 2.1: Faith Formation



#### Trends:

- There has been an increase in the development of Catholic partnerships over the last two years.
- From the work of the committee, faith development programming is now taking place at each meeting of the Teacher Leadership program, the Newly Appointed Principal/Vice-Principal Mentoring program and meetings of Campus Ministers.
- The goal is to expand faith formation activities through the Faith Development Review initiative.

#### Key Facts:

- Out of the programming for Faith Formation, the new “Catholic Education Forum” was formed. The Catholic Forum was established in 2011 as means of bringing together and improving communication between the WECDSB and local Catholic Deaneries. Attendees included WECDSB senior administration, consultant of religious studies, principals from family of schools, and clergy from both of the Windsor and Essex Deaneries. David Howie, Executive Director from the Diocese of London along with Richard Corneil and Dan Moynihan moderated the forum. The Faith Development Review initiative was borne out of the work at the Catholic Education Forums (2011 and 2012).

## Our Faith

### Faith Development Review

#### Trends:

- As expected, schools reported that they had experienced success (scored higher) in most of the indicators.
- World Religions scored in the mid-range and this was expected since 38 of 47 schools in the system are elementary. Curriculum in this area is taught mainly in the grade 11 religious instruction program.
- Three areas were identified for the requirement of additional support:
  - Knowledge of Local Catholic History (now being addressed with the Faith Development Review Committee in partnership with Assumption University)
  - Adult Faith Formation / Theological Development of Staff History (now being addressed with the Faith Development Review Committee in partnership with Assumption University)
  - Opportunities for Staff (Faculty) Retreats (increased access and support already in progress – see Figure 2.3 (Staff Retreats))

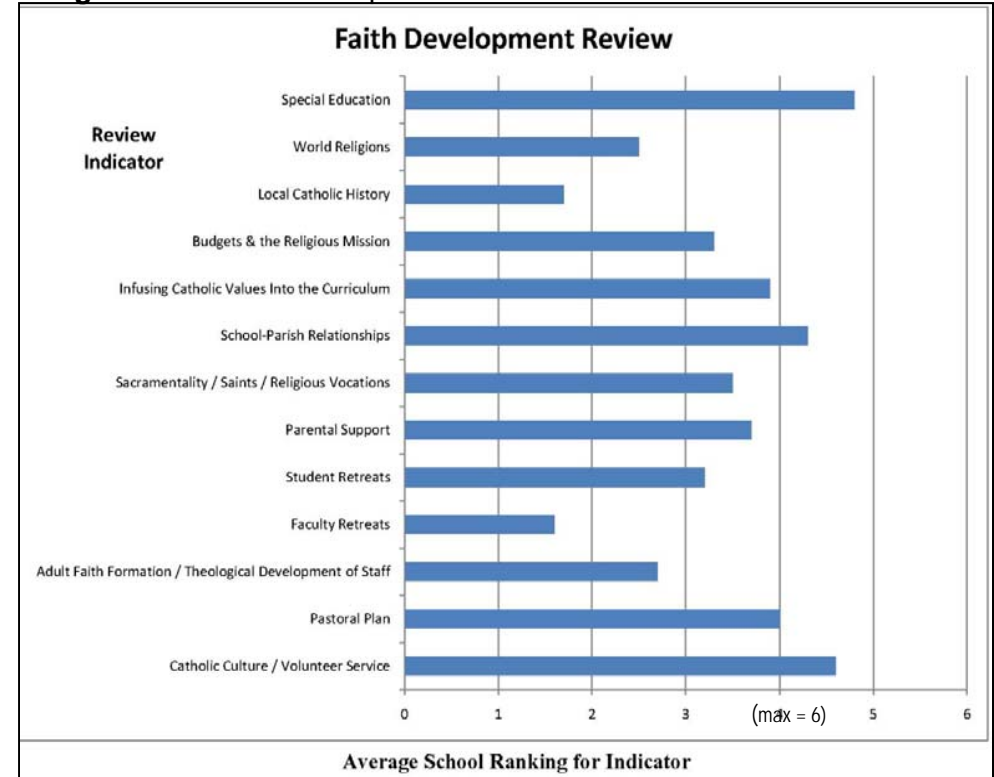
#### Key Facts:

The Faith Development Review Committee was established to address some of the key issues that were highlighted at the Catholic Education Forum. The main focus was the mutual desire to work together with our Catholic partners and to provide faith development opportunities for our Catholic community. The second outcome was the process to review what we are doing well and where we can improve the faith development of staff, students and parents in concert with our parish and diocesan partners. The Faith Development Review Committee was formed in January of 2012. The membership of the committee includes:

- WECDSB Senior Administration – Director and Superintendent;
- WECDSB Consultant of Religious Studies, Religion and Family Life;
- WECDSB Chairperson of the Board of Trustees;
- Assumption University Clergy and staff;
- Clergy from both the Windsor and Essex Deaneries.

Based on John Kostoff's book "Auditing our Catholic Schools", 13 key indicators were selected. The indicators formed the main body of the new "Faith Development Review Template". School principals of each elementary and secondary school consulted with their school personnel and broader faith community and assessed where they were on the continuum for each of the 13 indicators.

Figure 2.2: Faith Development Review



## Our Faith

### Staff Retreats

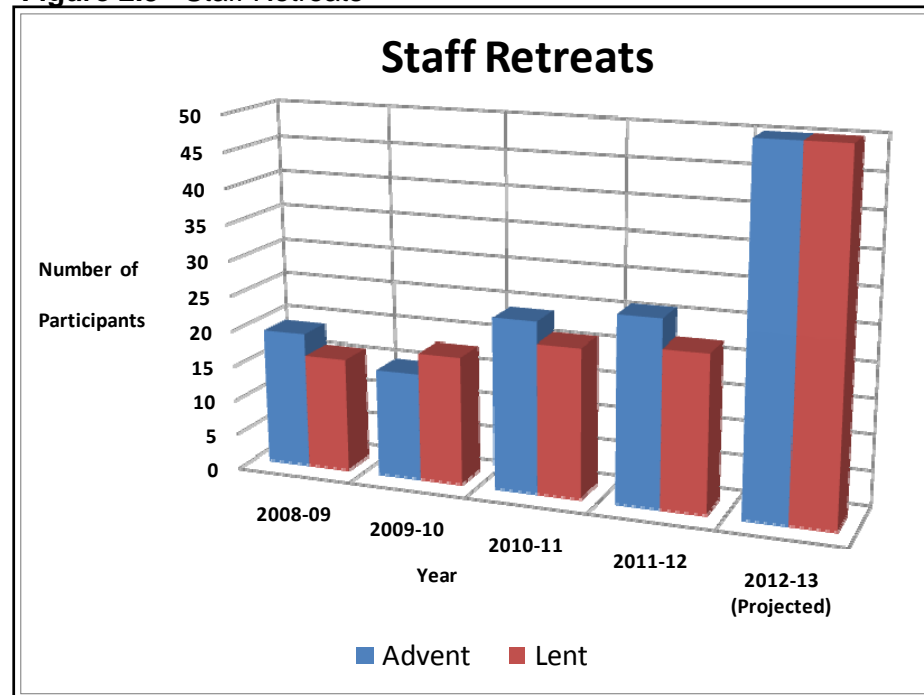
#### Trends:

- Since 2008, there is a trend toward increased participation by board employees.
- Due to the information gleaned from the Faith Development Review Template initiative, an increased focus has been placed on the provision of additional spaces for employee participation for Faith Formation opportunities.
- As a result, the number of participants in the Advent retreat increased by 100% from any previous year.
- The projection is that the same result will occur for Lent 2013.

#### Key Facts:

- Over the past 5 years, during Advent and Lent, all employees have been provided the opportunity to participate in retreats.
- Participation is voluntary and supported financially by the WECDSB.
- The retreats are facilitated by WEDCSB staff (Campus Ministers, Religious Education Consultant) and our Catholic partners (eg. clergy from either the Windsor or Essex Deanery).

**Figure 2.3– Staff Retreats**





## Our Faith

### Religious Education Courses

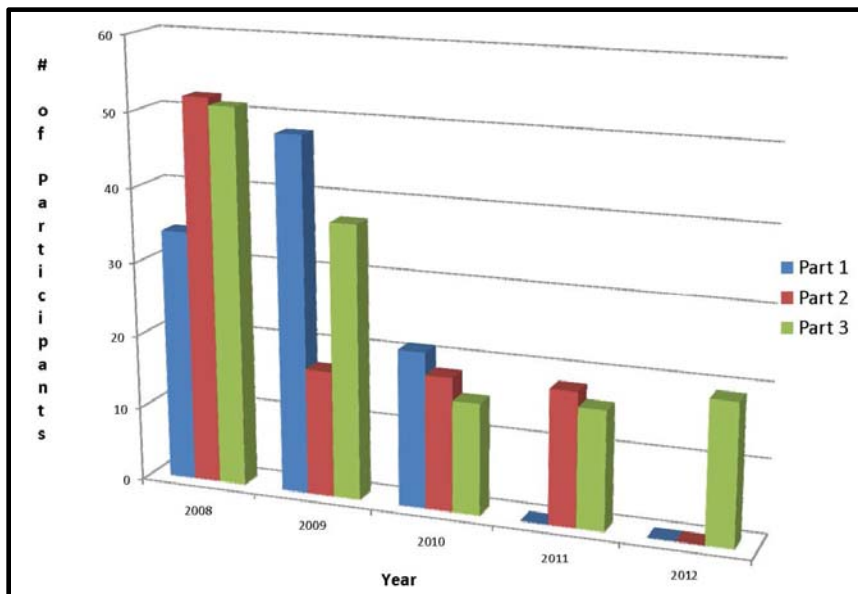
#### Trends:

- The number of teachers who have obtained the Part 1 Religious Education qualification has declined. This is due in large part to the limited hiring of new teachers over the last few years.
- There is an increase in the last three years in the number of teachers who have obtained the Part 3 Religious Education qualification. This is encouraging since this qualification is not a mandatory requirement.

#### Key Facts:

- The Religious Education qualification Part 1 course is a requirement for teachers who wish to obtain and/or maintain their employment status. Upon receiving permanent status, teachers have 2 years to complete Religion Education Part 1.
- The Religious Education qualification Part 2 course is a minimum requirement for those who wish to be considered for an administrative position (Principal or Vice-Principal)
- The Religious Education qualification Part 3 course (Specialist) can be used for entry into the Principal Qualification program, is required to be a department head of Catholic Studies and is considered an asset for positions of religious education teaching, religious education consultant, principals and senior administrative positions.

**Figure 2.4 – Religion Education Courses Qualifications**



**Table 2.1: Percentage of Teachers with Religious Qualifications**

Total # of Active Teachers as of January 11, 2013		1405
Religious Education, Part 1	1209	86%
Religious Education, Part 2	644	46%
Religious Education, Specialist	551	39%



**Our Students**

## Our Students

### Student Data

The Windsor-Essex Catholic District School Board is an inclusive English-language Catholic school board with a nominal enrolment of 22,701 as of October 31, 2012. It operates 38 elementary and 10 secondary schools. French Immersion is available at 3 elementary and 4 secondary schools.

**Table 3.1:** Elementary Enrolment

October 2012	
Elementary Enrolment	
JK-SK	2,277
Grades 1-8	11,992
Special Education	2,512

**Table 3.2:** Secondary Enrolment

October 2012	
Secondary Enrolment	
Secondary	7,831
Special Education	1,518

**Table 3.3:** School Organization

School Organization 2012-2013	
	# Schools
JK-8	38
9-12	8

**Table 3.4:** Alternative Secondary Schools

Alternative Secondary School 2012-2013		
	# Schools	Enrolment
Secondary	1	232
Adult	1	369

**Table 3.5:** Secondary Credits and Courses

2012-2013	
Number of Credits Taken by Level (Grades are in brackets)	
Academic (9 & 10)	10,730
University (11 & 12)	9,893
University/College (11 & 12)	7,609
Applied (9 & 10)	4,853
College (11 & 12)	4,707
Essentials (9 & 10)	790
Workplace (11 & 12)	1,929
Open (9 through 12)	17,310
<b>Total</b>	<b>57,821</b>
Number of Secondary Courses offered by level:	
Academic	409
University	401
University/College	308
Applied	235
College	225
Essentials	59
Workplace	116
Open	839
<b>Total</b>	<b>2,592</b>

# Our Students

## Elementary Enrolment

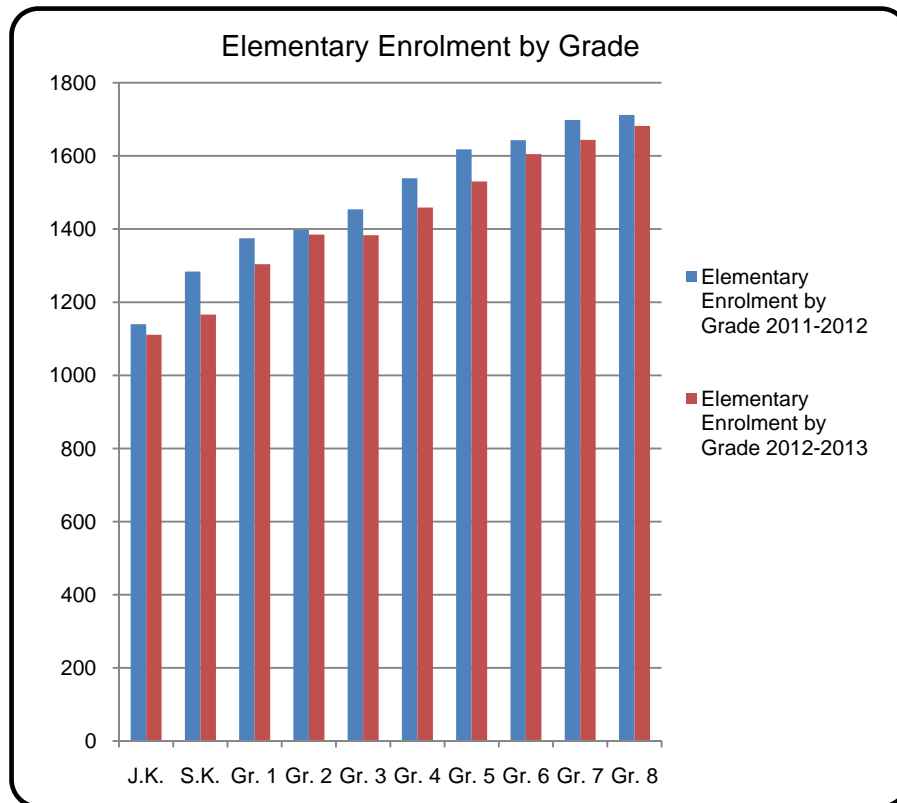
### Trend

- Elementary enrolment in the WECDSB has been in steady decline since 2000.

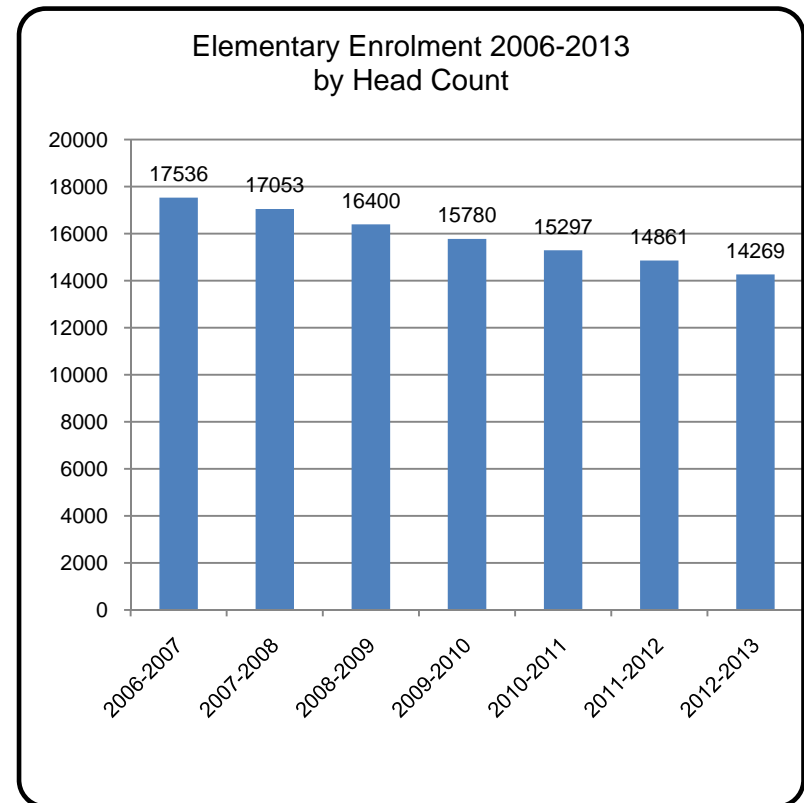
### Key Facts

- Elementary enrolment has declined an average of 3.4% per year since 2006.

**Figure 3.1:** Elementary Enrolment by Grade Count



**Figure 3.2:** Elementary Enrolment 2006-2013 by Head Count

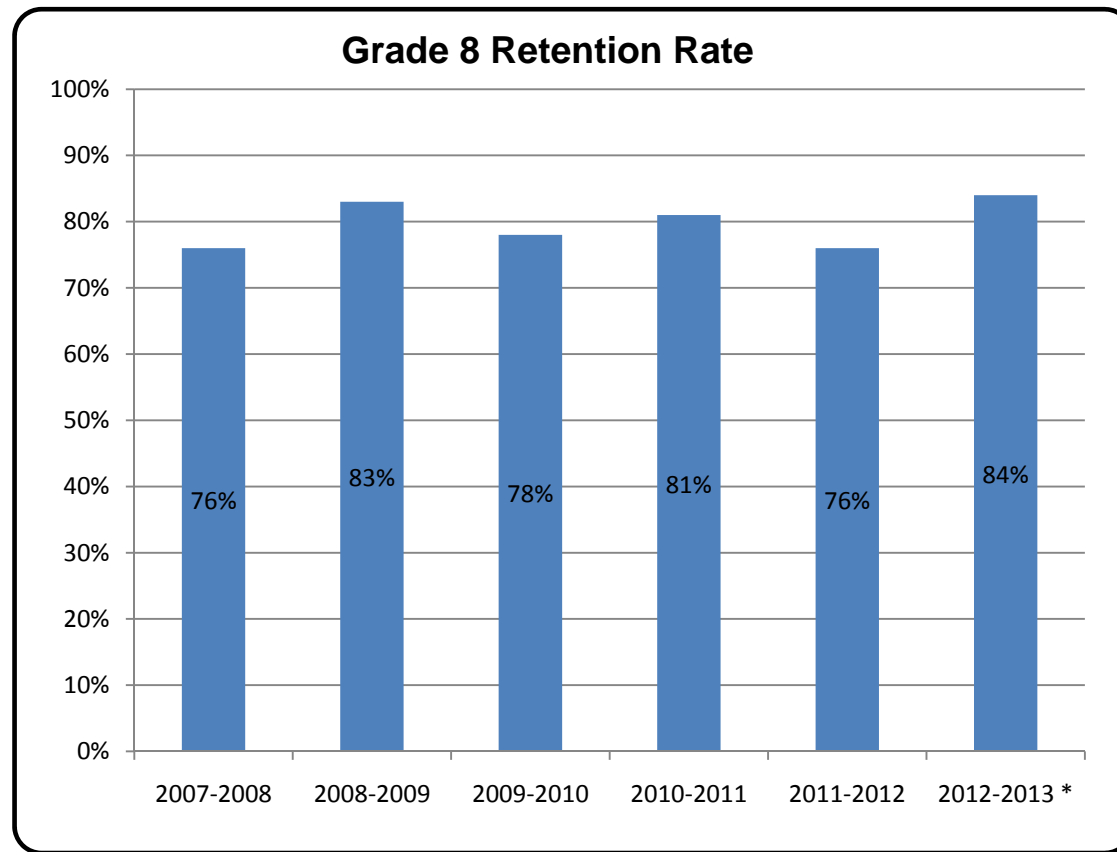


## Our Students

### Trends:

- 84% of our grade 8 students continue their education at one of our secondary schools.

**Figure 3.3:** Grade 8 Retention Rate



\*Note the 2012-2013 anticipated retention rate is based on registrations received to date.

# Our Students

## Secondary Enrolment

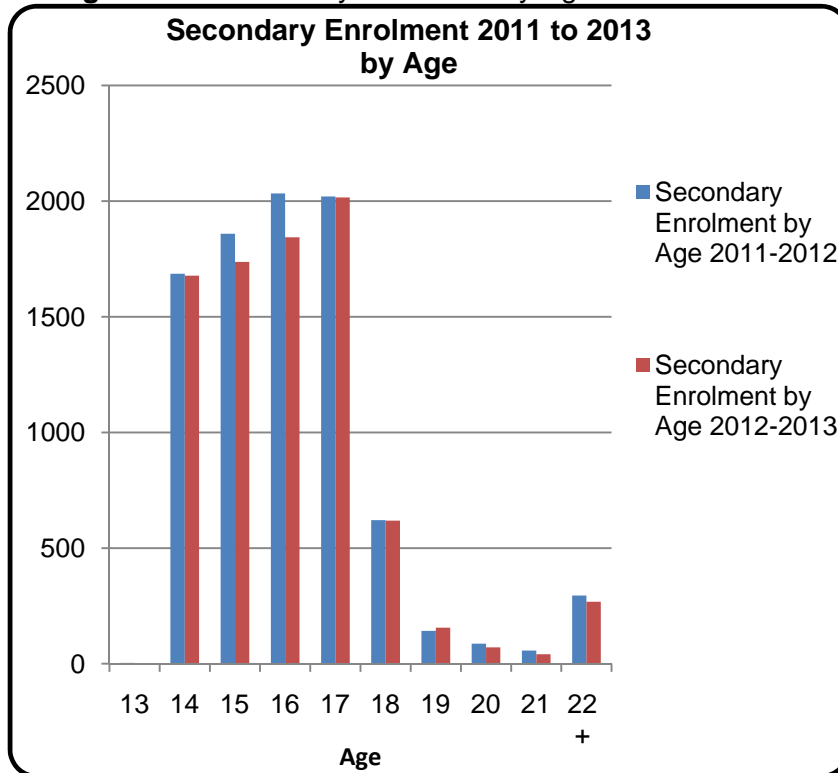
### Trend

- Secondary enrolment in the WECDSB has been in steady decline since 2006.

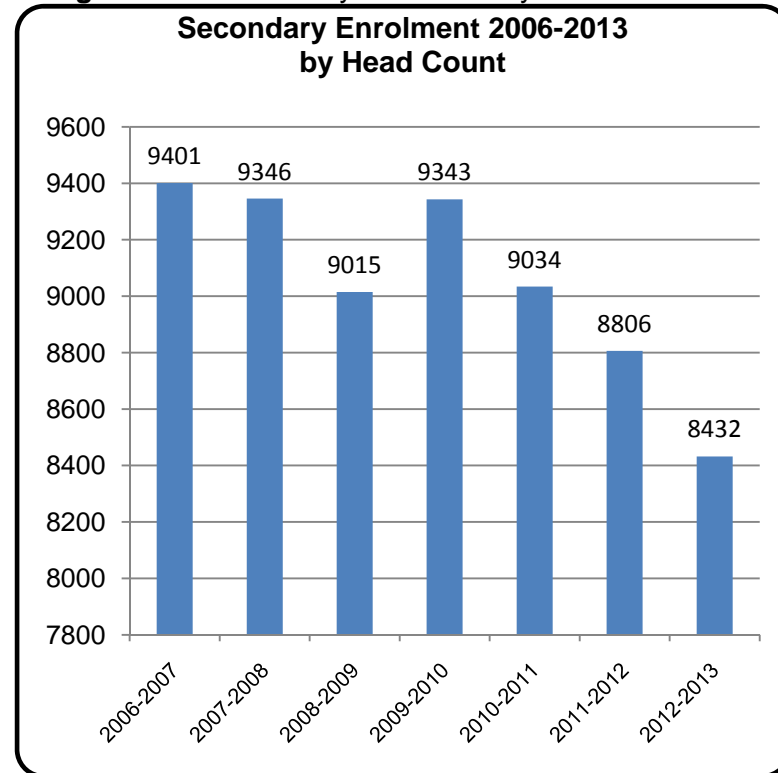
### Key Facts

- Secondary enrolment rose in 2009-2010 due to St. Michael's Adult changing from a Continuing Education school to an Adult Day School. (Prior to 2009-2010 these students were reported on Continuing Education registers).
- In the past 3 years enrolment has declined, there has been an average 3% drop per year.

**Figure 3.4:** Secondary Enrolment by Age



**Figure 3.5:** Secondary Enrolment by Head Count



\*Please note this data includes the St. Michael's Adult Campus

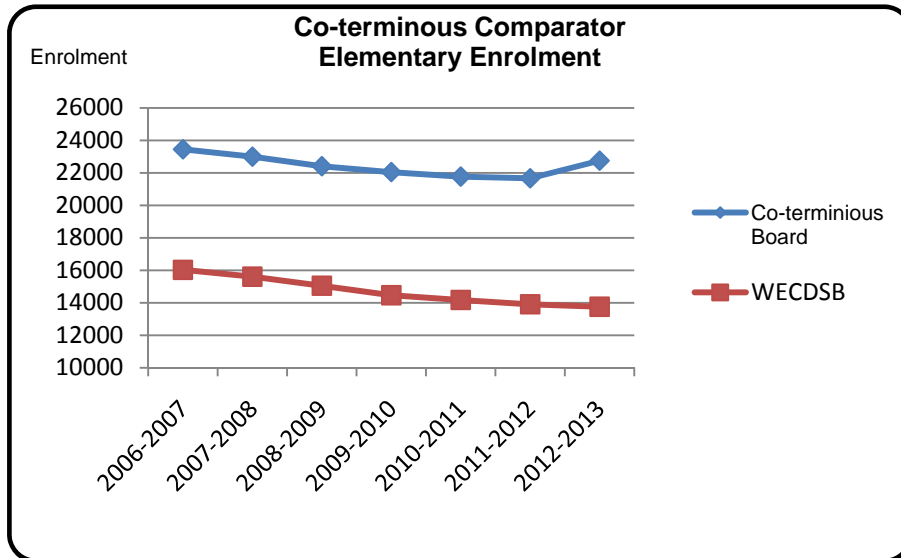
# Our Students

## Co-terminous Comparator – Public Schools

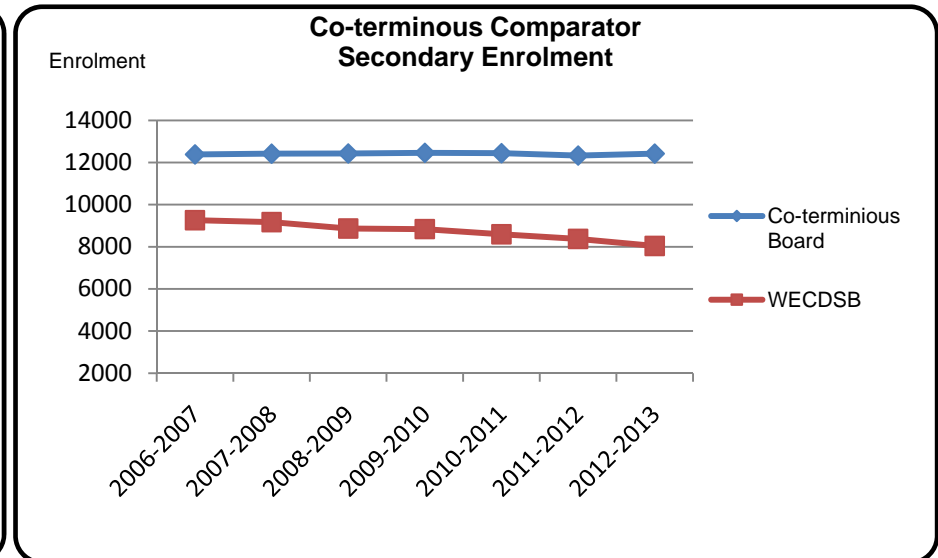
### Trend

- As the figures below indicate, our demographic challenges are similar to those of our co-terminous board.

**Figure 3.6:** Co-terminous Comparator – Elementary Enrolment



**Figure 3.7:** Co-terminous Comparator – Secondary Enrolment



Source: Greater Essex County District School Board – Ministry of Education OnSIS Reporting as of October 31 in each school year  
 Windsor-Essex Catholic District School Board – Education Finance Information System (EFIS) Financial Statements October 31 in each year.

## Our Students

### Co-terminous Comparator – Private Schools

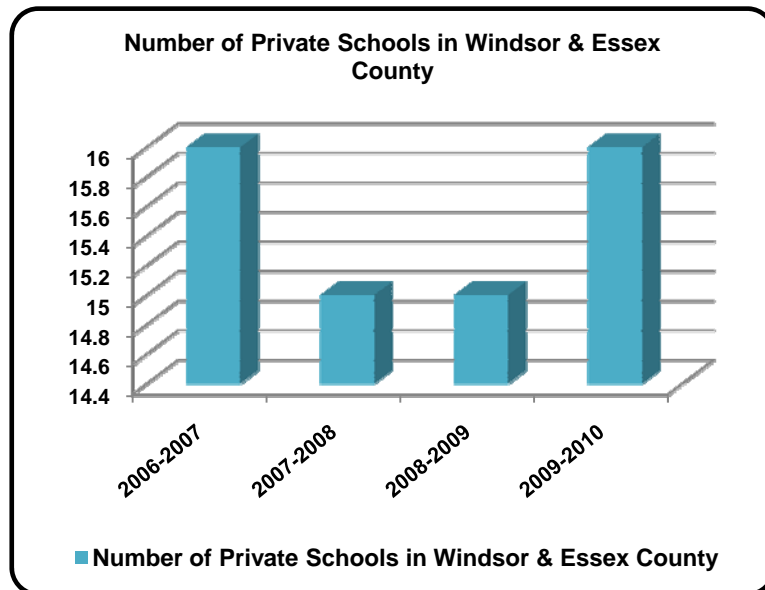
#### Trends

- The number of students attending private schools in Windsor and Essex County has decreased during the period 2006-2010.
- The number of Private Schools in Windsor and Essex County remains consistent for the same period.

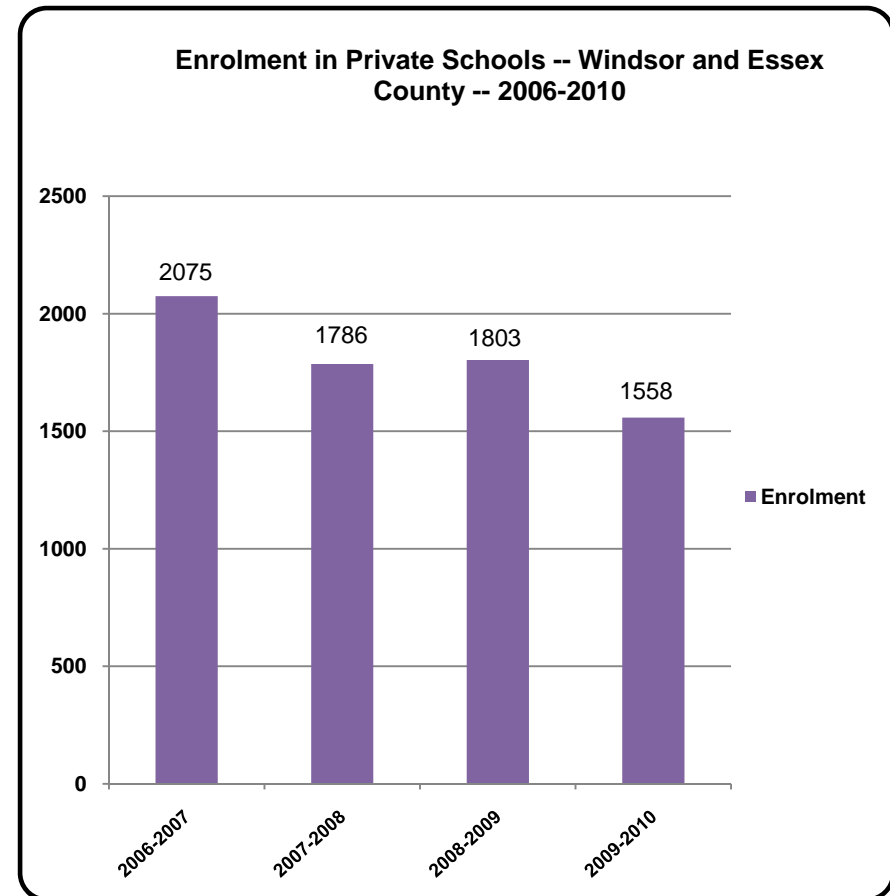
#### Key Facts

- The number of private schools in Windsor and Essex County remained consistent for the period 2006 to 2010. In the school year 2006-2007 and 2009-2010, there were 16 private elementary and/or secondary schools. While in 2007-2008 and 2008-2009, there were 15 private elementary and/or secondary schools.
- Between 2006-2010, private school enrolment for Windsor and Essex County decreased by 517 students (25%).

**Figure 3.9:** Number of Private Schools in Windsor-Essex



**Figure 3.8:** Enrolment in Private Schools, 2006-2010



Data Source: As reported by schools in the Ontario School Information System (OnSIS), Ministry of Education



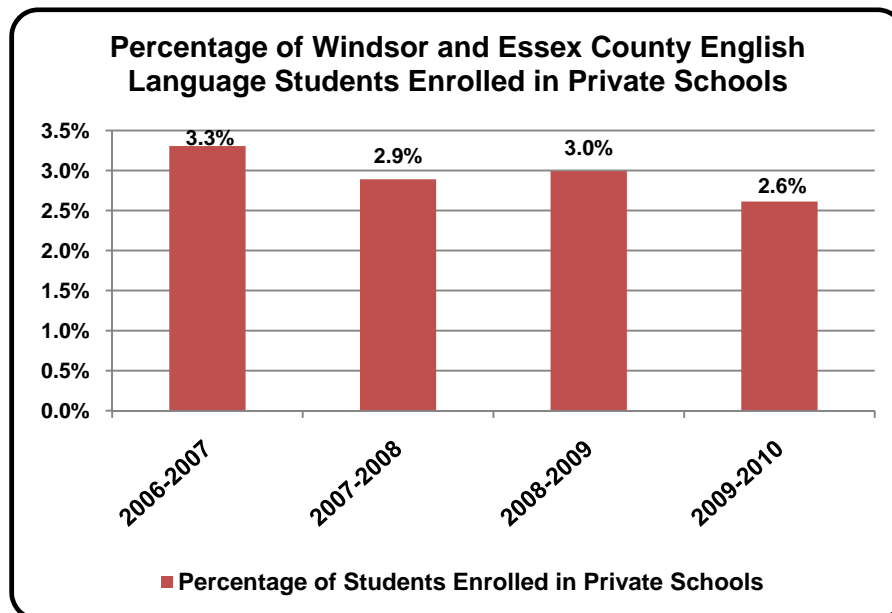
## Our Students

### Co-terminous Comparator – Private Schools

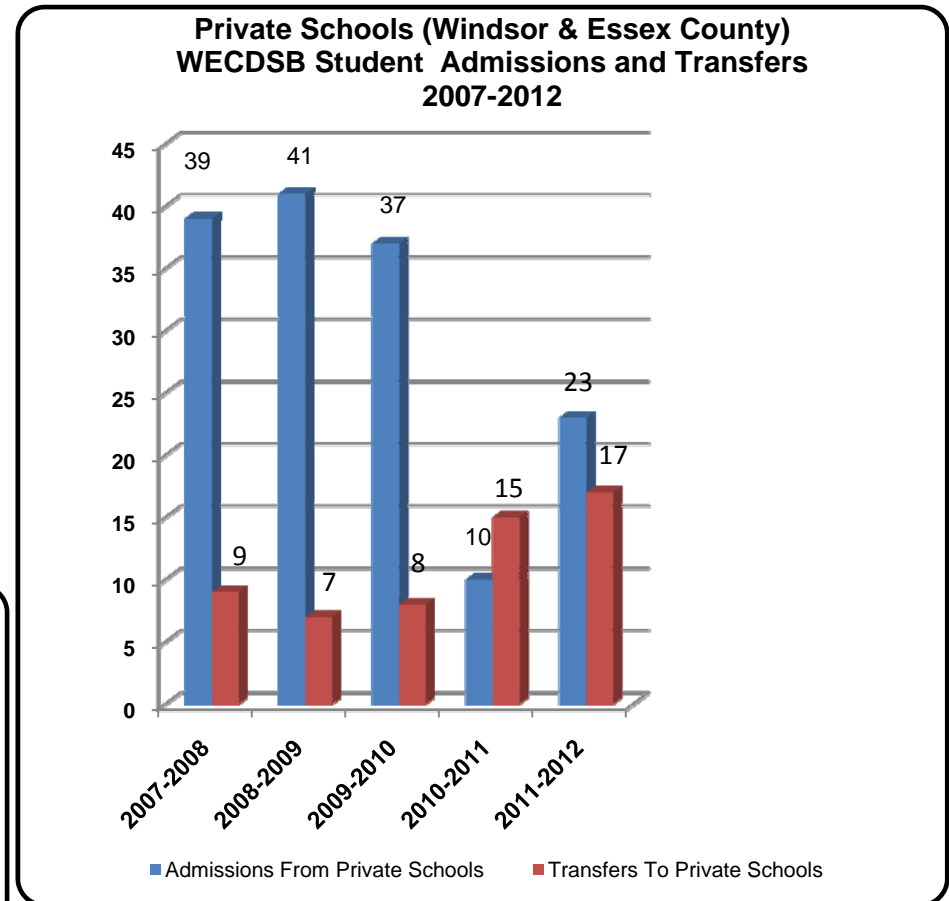
#### Key Facts

- From 2007 to 2010, the number of students transferring from private schools to Windsor-Essex Catholic Schools was consistently higher than the transfer of students from our schools to private schools.
- Although there was a slight increase in the number of students leaving Windsor-Essex Catholic Schools in 2010 to attend private schools, this represents a relatively small number of students.
- The percentage of students attending private schools ranges from 3.3% in 2006-2007 to 2.6% in 2009-2010 based on the total population of Windsor and Essex County English Language students (Elementary/Secondary).

**Figure 3.11:** Percentage of English Language Students Enrolled in Private Schools



**Figure 3.10:** Private Schools - Admissions and Transfers



Source: As reported by schools in the Ontario School Information System (OnSIS), Ministry of Education

## Our Students

### Kindergarten Enrolment

#### Trend

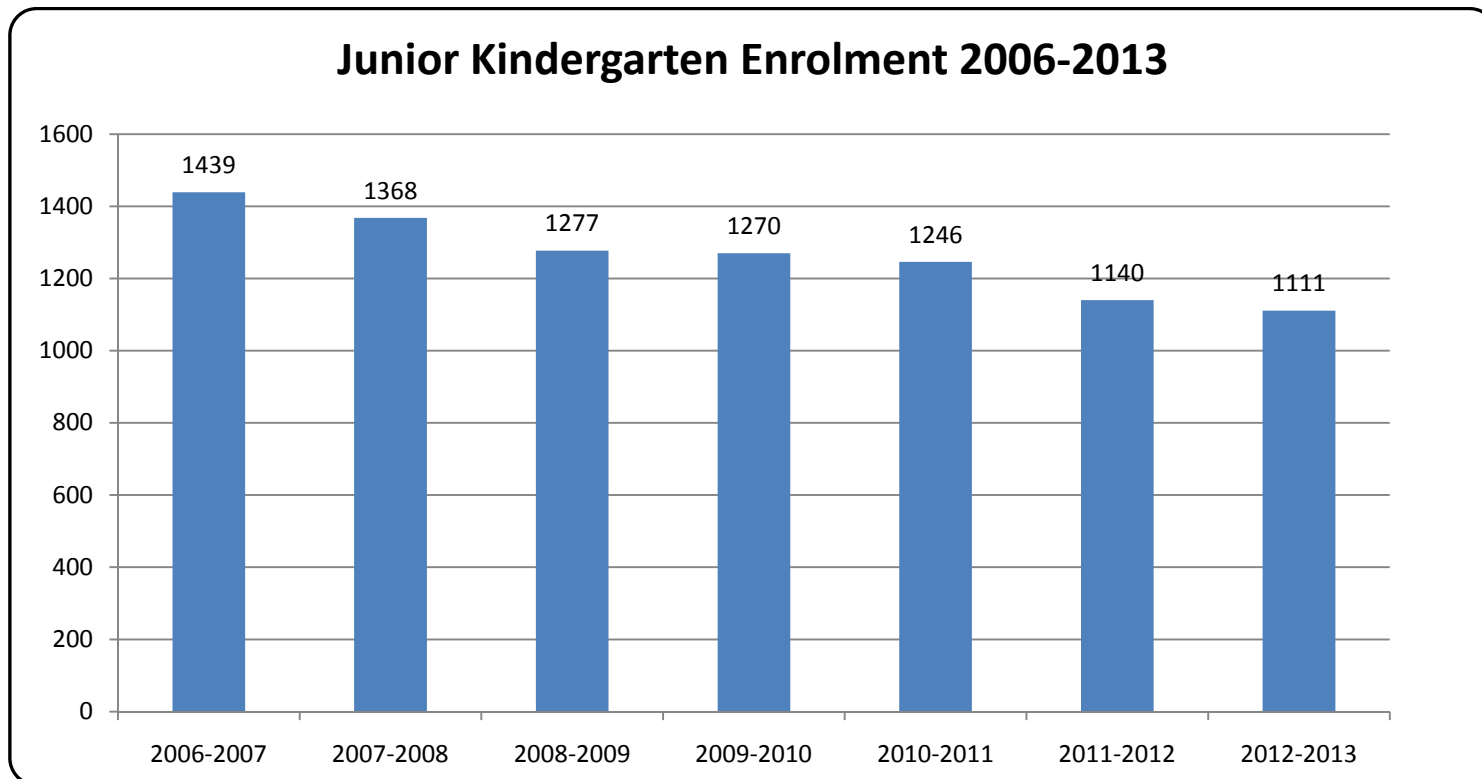
- Junior Kindergarten enrolment in the WECDSB has been in steady decline since 2006.

#### Key Facts

- The JK enrolment has declined on average of 55 students annually since 2006.

\*\* Related information included in the Full Day Kindergarten section.

**Figure 3.12:** Junior Kindergarten Enrolment, 2006-2013



## Our Students

### Full Day Kindergarten (FDK)

We are currently in Phase Three implementation of Full Day Kindergarten. Currently 49% of our four and five year olds attend Kindergarten on a daily basis. These classrooms are located in every jurisdiction of our community.

#### Trends and Key Facts

- Currently we have 2,278 children enrolled in Kindergarten Programs in our schools. In September 2012, 1255 students enrolled in the 20 schools offering the Full Day Kindergarten Program. Currently there are 670 male students and 591 female students enrolled in the Full Day Kindergarten Program. Our student space allocation provided by the Ministry for Phase Three was 1196, so we are currently over-subscribed by 59 student spaces.
  - 41JK/SK classrooms supported by a FDK Team – teacher and Registered Early Childhood Educator;
  - 8 FDK classrooms with an enrollment less than 16 children led by a teacher;
  - 5 SK/Grade One classrooms.

\* A Full Day Kindergarten program is offered at St. Mary's Catholic Elementary School which offers a French Immersion Program. This program is not funded through FDK however the school will be included in Phase Four implementation.

#### Before and After School Programs

- Before and After Child Care Programs are established in 27 Catholic elementary schools. Of those, 16 are programs offered in schools hosting Full Day Kindergarten Programs.

#### Ontario Early Years Centres

- We have established Ontario Early Years Centres in 7 Catholic elementary schools throughout Windsor-Essex County. These free programs provide parents and caregivers of children 0-6 an opportunity to meet and learn from each other, interact with staff, and learn about child development in a play based environment focused on literacy in the early years.

## Our Students

### Full Day Kindergarten (FDK)

#### Capital and First Time Equipping Funding and Projects

In order to successfully implement Full Day Kindergarten in many Phase Three schools it was necessary to build additional space and retrofit existing space. Throughout the course of the year several projects have been undertaken. The Ministry of Education has provided us with \$5,376,305.00 in order to complete these projects:

- Two room addition at Holy Name Catholic Elementary School.
- Two room addition at Our Lady of Mount Carmel Catholic Elementary School.
- Four room addition at Sacred Heart Catholic Elementary School.
- One room addition at St. Christopher Catholic Elementary School.
- One room addition and retrofit of existing space at St. Rose Catholic Elementary School.
- One room addition at St. John de Brebeuf Catholic Elementary School.
- One room addition at St. Peter Catholic Elementary School.

#### Child Care Programs and Ontario Early Years Centres

We have partnered with a number of Child Care Providers offering Child Care Programs in our schools in order to support the re-profiling of their space. At two of our schools, Holy Name Catholic Elementary and Sacred Heart Catholic Elementary School, modifications were made to Ontario Early Years Centres in order to better meet the needs of young families and our school community as we transition to a Child and Family Centre model.

#### First Time Equipping

In preparation for the implementation of Full Day Kindergarten, the Ministry of Education provides School Boards with "First Time Equipping" funds to ensure that adequate equipment and materials are available for students. We have identified and tendered a listing of materials and resources required to effectively implement the Full Day Kindergarten Program. Prior to a school launching the program, an inventory of the resources in the existing Kindergarten classrooms is taken. Once gaps have been identified, we order the necessary equipment and track expenditures for each new Full Day Kindergarten class.

#### **Phase One (2010-2011) \$140,000.00**

Sites: H.J. Lassaline, Our Lady of Annunciation, Our Lady of Perpetual Help, St. Angela, St. James, St. Louis, W.J. Langlois

#### **Phase Two (2011-2012) \$ 60,000.00**

Sites: St. John (Windsor), St. John the Baptist, St. Bernard (A), Queen of Peace

#### **Phase Three (2012-2013) \$260,000.00**

Sites: Holy Name, Sacred Heart, Our Lady of Mount Carmel, St. Peter, St. Rose, St. Christopher, St. Bernard (W), Our Lady of Lourdes,

St. John Brebeuf, St. John the Evangelist

\*Throughout the course of the year, additional resources that are required are ordered.

## Our Students

### Early Developmental Instrument (EDI)

The Early Developmental Instrument measures the readiness of children to begin to learn in a school setting. The EDI is completed by Kindergarten Teachers on each of their students who are five years old (Senior Kindergarten). The assessment is a compilation of questions in five different domains – physical health and well-being, social competence, emotional maturity, language and cognitive development, communication skills and general knowledge. The total number of EDI questionnaires completed in Windsor-Essex in 2012 is 4,227.

#### Domains

**Physical Health & Well-Being** - includes gross and fine motor skills - e.g., holding a pencil, running on the playground, motor coordination, and adequate energy levels for classroom activities.

**Social Competence** - includes curiosity about the world, eagerness to try new experiences, knowledge of standards of acceptable behaviour in a public place, ability to control own behaviour, cooperation with others, following rules, and ability to play and work with other children.

**Emotional Maturity** - includes ability to reflect before acting, a balance between too fearful and too impulsive, and ability to deal with feelings at the age appropriate level, and empathic response to other people's feelings.

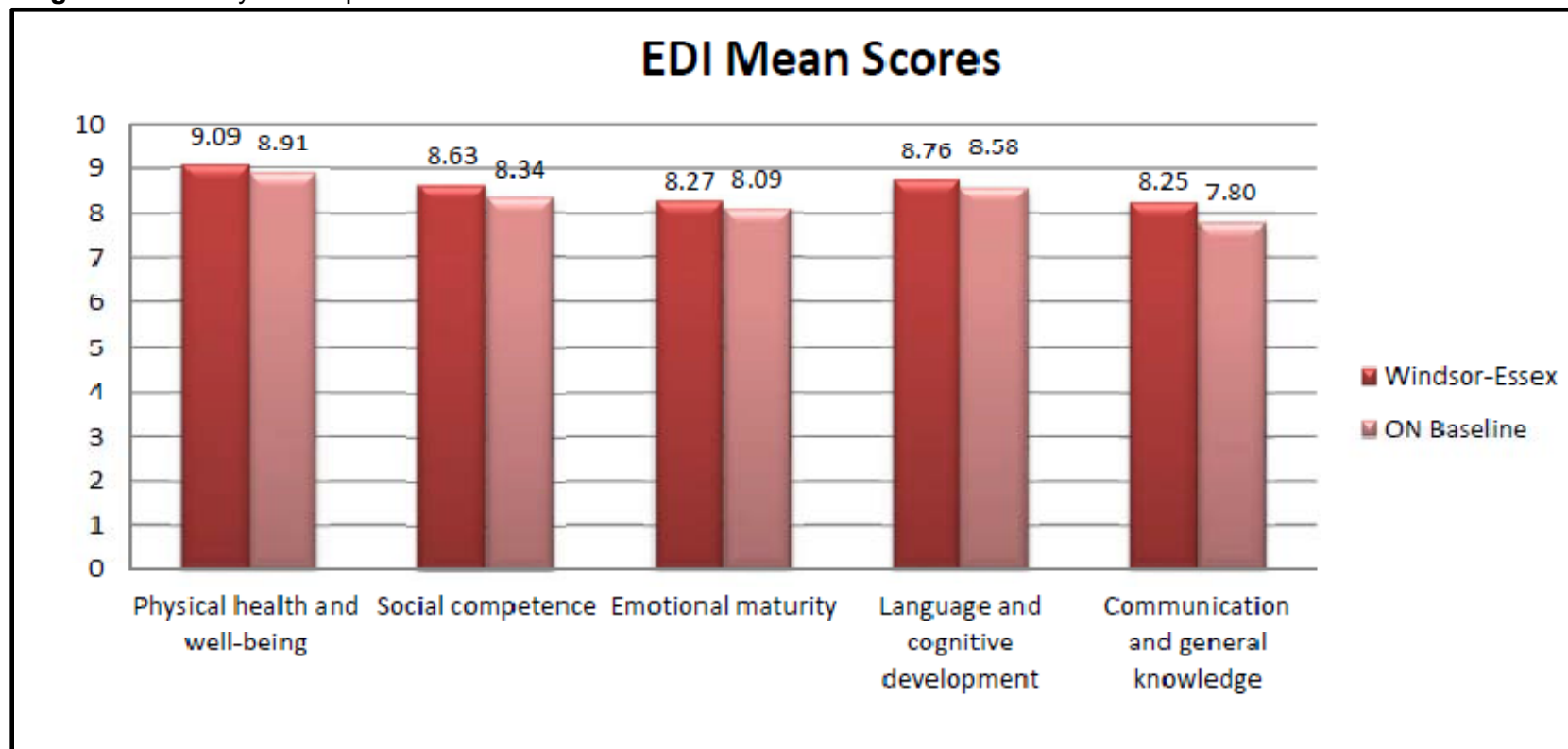
**Language and Cognitive Development** - includes reading awareness, age appropriate reading, writing and numeracy skills, board games, and ability to understand similarities and differences, and to recite back specific pieces of information from memory.

**Communication Skills and General Knowledge** - includes skills to communicate needs and wants in socially appropriate ways, symbolic use of language, story-telling, and age appropriate knowledge about the life and world around.

## Our Students

### Early Development Instrument Results – 2012

Figure 3.13: Early Development Instrument Results - 2012



#### Key Facts

- The mean scores achieved by Windsor-Essex in 2012 out-performed the Ontario baseline.
- When compared to the Windsor-Essex 2008, cohort the sub domain mean scores remained relatively stable.
  - Physical Health and Well-being – 9.09
  - Social Competence – 8.63
  - Emotional Maturity – 8.27
  - Language and Cognitive Development – 8.76
  - Communication and General Knowledge – 8.25
- The domain indicating greatest need continues to be communication and general knowledge.

## Our Students

### Special Education Needs and Support Services

#### Elementary

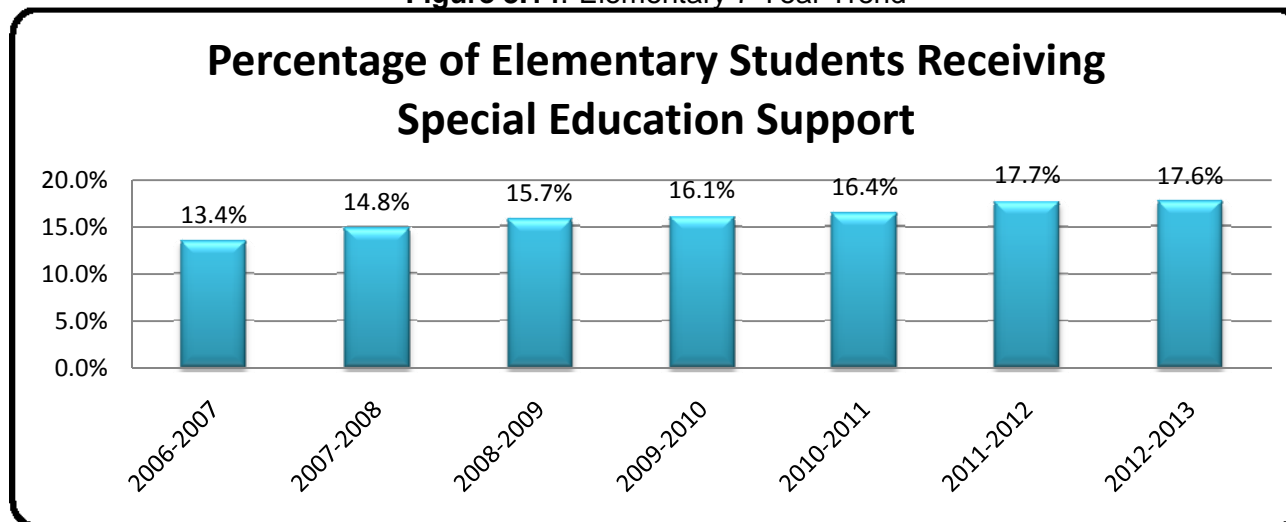
##### Trends

- The number of students with a formal designation through the Identification Placement Review Committee (IPRC) has decreased.
- The number of students without a formal designation through an IPRC with an Individual Education Plan (IEP) has increased.
- The number of students without a formal designation through an IPRC with an Accommodation Log has increased.
- The number of students receiving special education support has increased.
- The number of males receiving special education support exceeds the number of females receiving support.

**\*Please note that these statistics are a result of and in keeping with the Ministry and Board philosophy that a student does not necessarily require a formal identification through an Identification Placement Review Committee (IPRC) to receive special education support.**

The WECD SB has been experiencing declining enrolment on a whole, but the number of students with special education learning needs has increased each year. Although statistically fewer students are being formally identified, in actuality more students are being assessed and receiving support. Assessments are being utilized to program for students, not merely to identify them as exceptional.

Figure 3.14: Elementary 7 Year Trend



## Our Students

### Special Education Needs and Support Services

#### Secondary

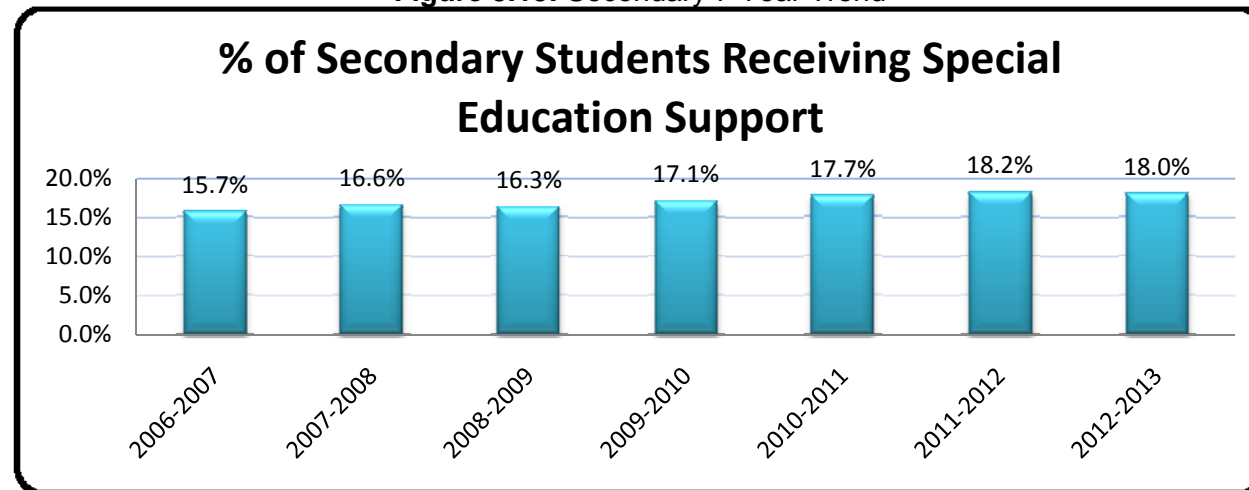
#### Trends:

- The number of students without a formal designation through the Identification Placement Review Committee (IPRC) with an Individual Education Plan (IEP) has increased.
- The number of students without a formal designation through an IPRC with an Accommodation Log has remained consistent but is at the lowest point in 2012.
- The total number of students with an IEP has increased.
- The number of students receiving special education support has increased.
- The number of males receiving special education support exceeds the number of females receiving support.

**\*Please note that these statistics are a result of and in keeping with the Ministry and Board philosophy that a student does not necessarily require a formal identification through an Identification Placement Review Committee (IPRC) to receive special education support.**

The WECD SB has been experiencing declining enrolment on a whole, but the number of students with special education learning needs has increased each year. Although statistically fewer students are being formally identified, in actuality more students are being assessed and receiving support. Assessments are being utilized to program for students, not merely to identify them as exceptional.

Figure 3.15: Secondary 7 Year Trend





## Our Students

### Special Needs Education and Support Services

The WECDSD offers proactive and integrated supports while promoting mental health literacy (basic knowledge) by enhancing capacity of students and educators, providing links to health-care providers and specialized mental health services, and by encouraging caregivers to be a part of the treatment plan and solution. The service delivery model supports a sustainable continuum of need from the point of concern through the pathway of supports to coordinate with specialized community services for families. The process assists the Board in identifying the difference between mental health concerns and mental health disorders through school/home/community collaboration.

In support of the new service delivery model and in keeping with the ministry's mental health plan, a Psychologist was hired as the WECDSD's mental health lead. This individual serves as the lead member of the newly established Student Support Services Team which includes the Board's Chief Psychologist, Vice-Principal of Safe Schools, Behaviour Expertise Lead, Consultant of Student Mental Health and Well-Being and the Associate Director. This team meets weekly to discuss all presenting cases, review system needs, provide training sessions for educators and support staff, while responding to student needs on a daily basis.

### Child and Youth Workers

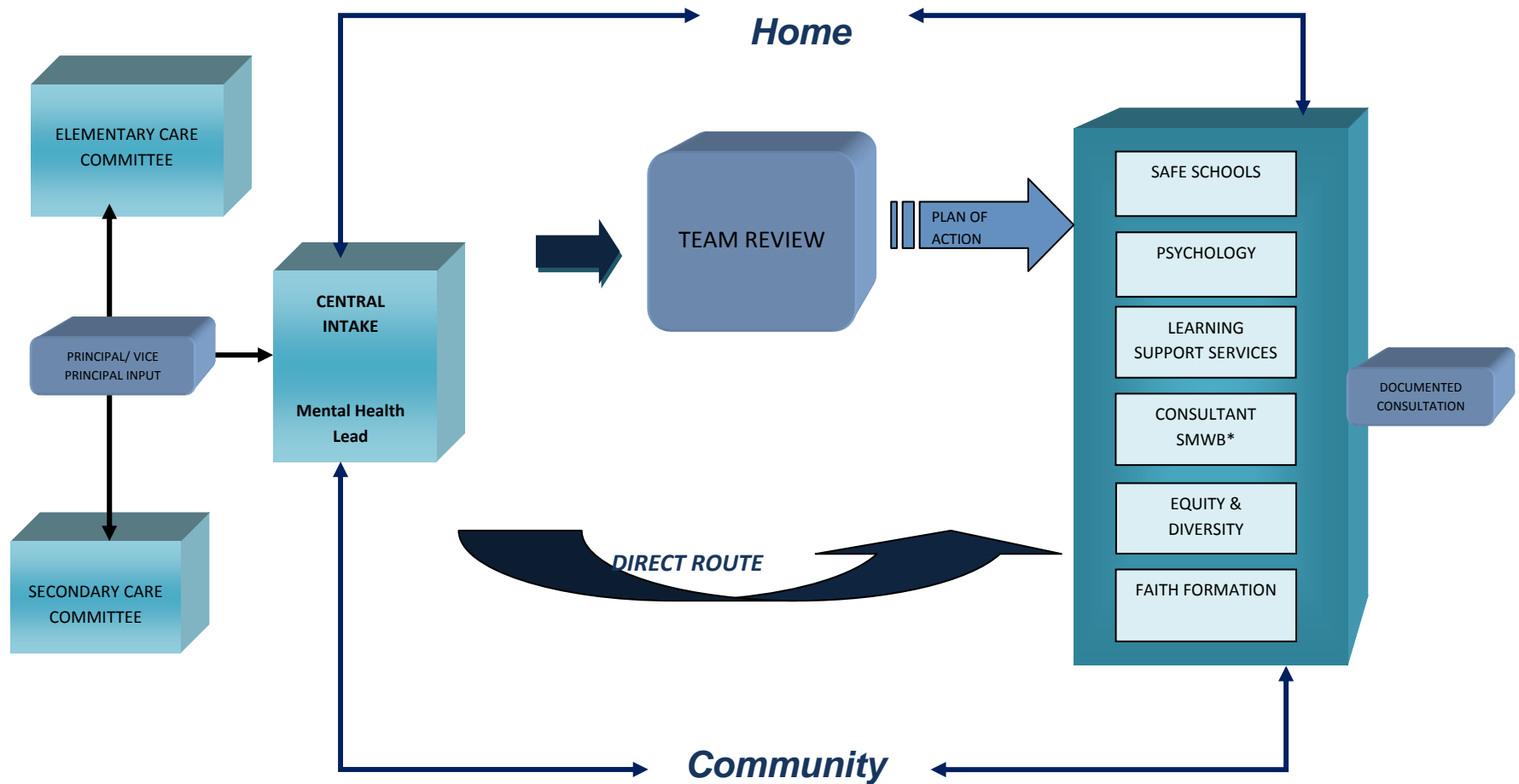
In order to provide direct and immediate assistance for students and staff in proactive behaviour development and in dealing with presenting behaviour in a positive and proactive approach, thirteen additional Child and Youth Workers (CYW) were added to the existing complement of seven. As a result, there are seventeen Back on Track programs being lead by CYWs operating in our elementary schools and there are six system CYWs who work as part of a team to support both elementary and secondary schools in dealing with difficult behaviour issues.

**Table 3.6:** Special Education Needs: Back on Track Locations

<b>Back on Track Locations</b>	
<b>2011/12</b>	<b>2012/2013</b>
<b>Elementary Schools</b>	
Immaculate Conception	Immaculate Conception
W. J. Langlois	W.J. Langlois
St. Angela	St. Angela
Holy Name (Essex)	Holy Name (Essex)
St. James	St. James
Our Lady of Perpetual Help	Our Lady of Perpetual Help
	St. John (Windsor)
	Our Lady of Lourdes
	St. Christopher
	St. John the Baptist
	Sacred Heart
	H.J. Lassaline
	Notre Dame
	St. Louis
	St. John Vianney
	St. Bernard (Windsor)
<b>Secondary School(s)</b>	
Catholic Central	Catholic Central

# Our Students

**Figure 3.16:**  
**Model of Service Delivery – Student Support Services**



\*SMWB = Student Mental Health Well-Being

## Our Student Achievement

Student achievement data is a solid indicator of student performance and drives board improvement strategies in both the elementary and secondary panels. Annual Education Quality and Accountability Office (EQAO) data for the Assessments of Reading, Writing and Mathematics for the Primary and Junior Divisions, Grade 9 Academic and Applied Assessments of Mathematics and the Ontario Secondary School Literacy Test (OSSLT) combined with secondary pass rates, credit accumulation rates and post-secondary pathway information, allows the WECDSB to identify areas of strength and implement strategies to address areas in need of improvement.

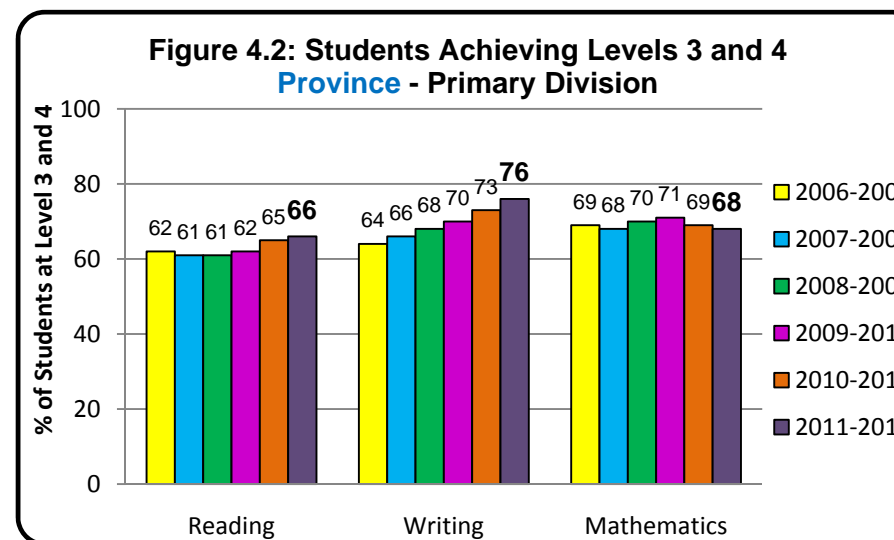
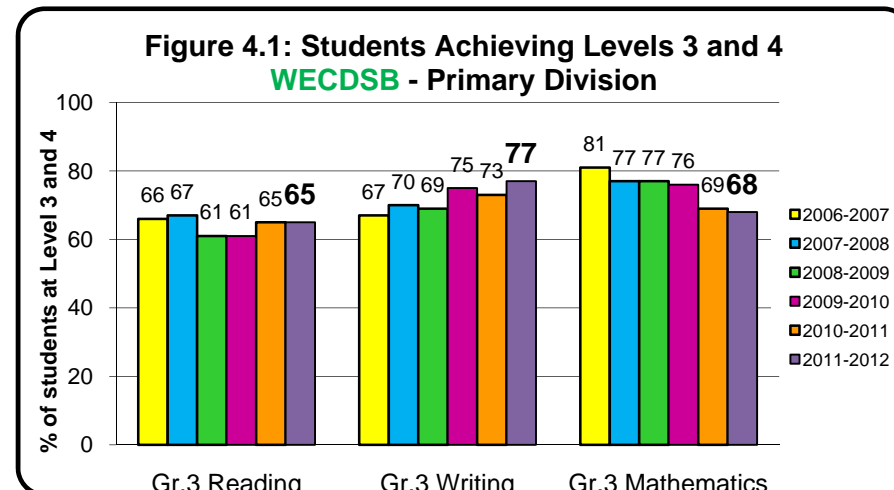
### EQAO Primary Reading, Writing and Mathematics

#### Trends

- The percentage of students achieving levels 3 and 4 in the primary division has fluctuated in reading and writing and declined in mathematics.

#### Key Facts

- The number of students in the Grade 3 cohort has decreased from 1,731 students in 2006-2007 to 1 462 students in 2011-2012.
- In 2011-2012, the percentage of students achieving levels 3 and 4 in reading remained at 65%, writing increased by 4%, from 73% to 77%, and mathematics decreased by 1%, from 69% to 68%.
- The percentage of students achieving level 4 increased in reading, writing and mathematics by 2%.
- In writing, all students achieved level 2 or higher.
- The percentage of WECDSB primary students achieving levels 3 and 4 is consistent with provincial percentages in all three areas.



# Our Student Achievement

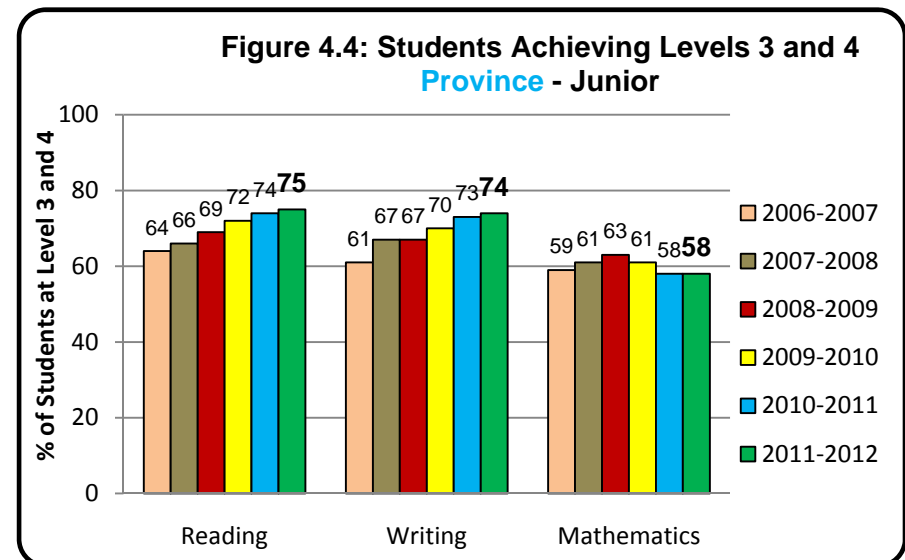
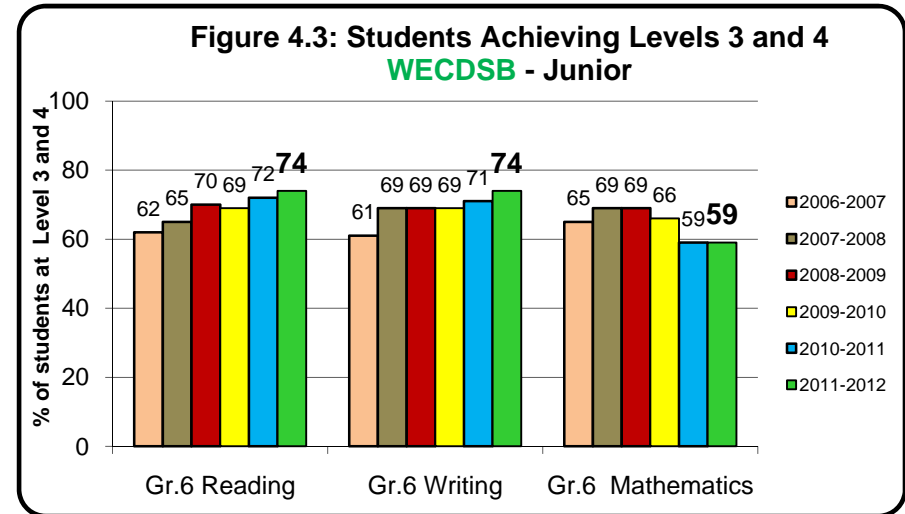
## EQAO Junior Reading, Writing and Mathematics

### Trends

- The percentage of students achieving levels 3 and 4 in the junior divisions has fluctuated in reading and writing and declined in mathematics.

### Key Facts

- The number of students in the Grade 6 cohort decreased from 1,936 students in 2006-2007 to 1,649 students in 2011-2012.
- In 2011-2012, the percentage of students achieving levels 3 and 4 in reading increased by 2%, from 72% to 74%, writing increased by 3%, from 71% to 74%, and mathematics remained constant at 58%.
- The percentage of students achieving level 4 increased in reading by 2% and increased by 3% in writing and mathematics.
- In writing, all students achieved level 2 or higher.
- The percentage of WECD SB junior students achieving levels 3 and 4 is consistent with provincial percentages in all three areas.



# Our Student Achievement

## EQAO Primary Reading, Writing and Mathematics – Gender Gaps

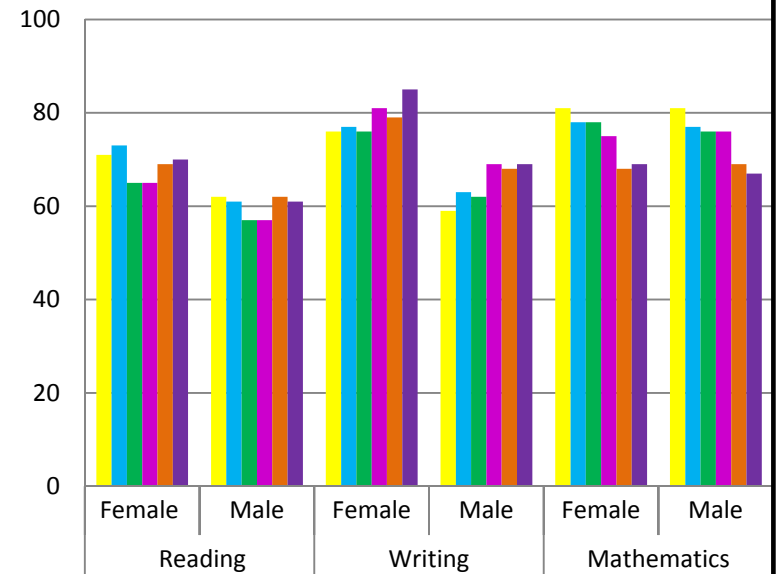
### Trends

- More females compared to males, in the primary division, have consistently achieved levels 3 and 4 in reading, writing and mathematics.
- The gender gaps in all three areas have fluctuated from year to year.
- The largest gender gap has consistently been in writing.

### Key Facts

- Over the past six years, males only outperformed females in the area of mathematics by 1% on the 2009-2010 and 2010-2011 assessments.
- In 2011-2012, the gender gap increased in reading by 2%, from 7% to 9%, in writing by 5%, from 11% to 16%, and in mathematics by 1%, from 1% to 2%.
- The gender gaps for primary students in the WECDSB have generally been the same or slightly smaller than the provincial gender gaps.

**Figure 4.5: Students Achieving Levels 3 and 4 by Gender (%) Primary Reading, Writing and Mathematics**



2006-2007	71	62	76	59	81	81
2007-2008	73	61	77	63	78	77
2008-2009	65	57	76	62	78	76
2009-2010	65	57	81	69	75	76
2010-2011	69	62	79	68	68	69
2011-2012	70	61	85	69	69	67

# Our Student Achievement

## EQAO Junior Reading, Writing and Mathematics – Gender Gaps

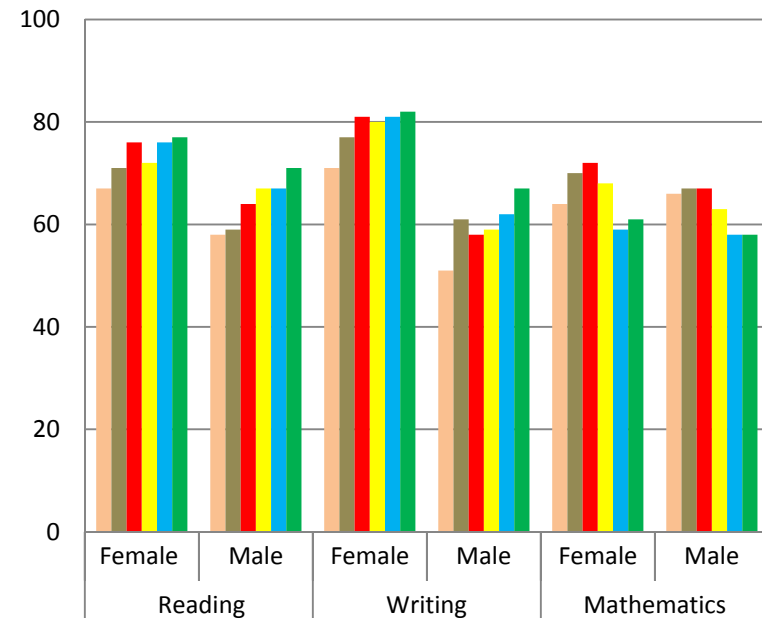
### Trends

- More females compared to males, in the junior division, have consistently achieved levels 3 and 4 in reading, writing and mathematics.
- The gender gap in reading and math has fluctuated from year to year and has decreased over the past three years in writing.
- The largest gender gap has consistently been in writing.

### Key Facts

- Over the past six years, males only outperformed females in the area of mathematics by 2% on the 2006-2007 assessment.
- In 2011-2012, the gender gap decreased in reading by 3%, from 9% to 6%, in writing by 4%, from 19% to 15%, and increased in mathematics by 2%, from 1% to 3%.
- The gender gaps for junior students in the WECDSB have generally been the same or slightly smaller in reading and writing than the provincial gender gaps, and the WECDSB gender gap has been the same or slightly greater in mathematics than the province.

**Figure 4.6: Students Achieving Levels 3 and 4 by Gender (%) Junior Reading, Writing and Mathematics**



2006-2007	67	58	71	51	64	66
2007-2008	71	59	77	61	70	67
2008-2009	76	64	81	58	72	67
2009-2010	72	67	80	59	68	63
2010-2011	76	67	81	62	59	58
2011-2012	77	71	82	67	61	58

## Our Student Achievement

### EQAO Primary and Junior Reading, Writing, and Mathematics – English Language Learners (ELL)

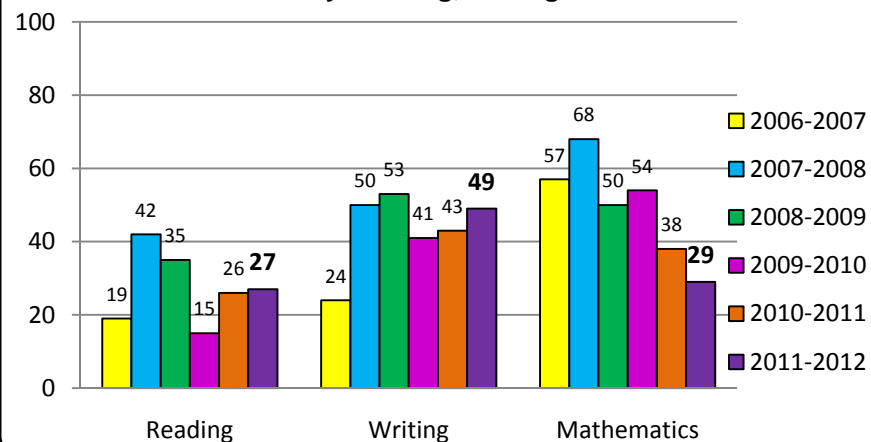
#### Trends

- The percentage of English Language Learners (ELLs), in both the primary and junior divisions, achieving levels 3 and 4 has increased in reading and writing and decreased in mathematics.

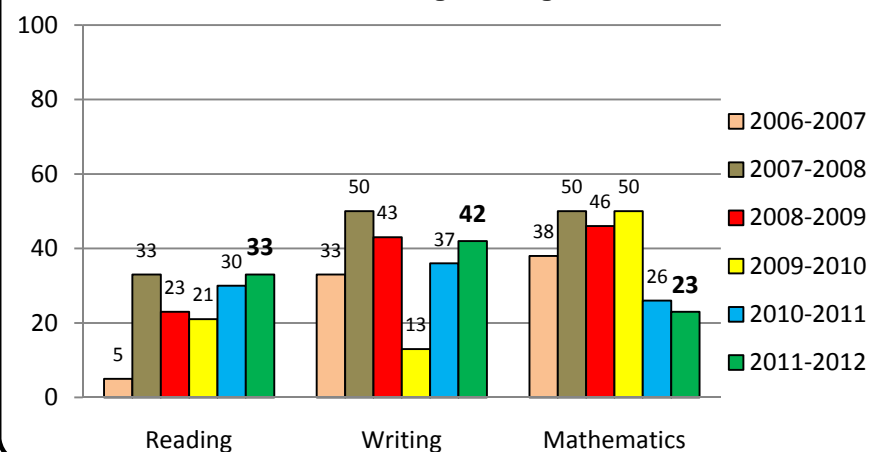
#### Key Facts

- In the primary division, the percentage of ELLs has increased from 1% to 3% (49 students) of the Grade 3 cohort over the past six years.
- In 2011-2012, the percentage of primary ELLs achieving levels 3 and 4 in reading increased by 1% (26% to 27%), writing increased by 6% (43% to 49%) and mathematics decreased by 9% (38% to 29%).
- In the junior division, the percentage of English language learners has increased from 1% to 4% (60 students) of the Grade 6 cohort over the past six years.
- In 2011-2012, the percentage of junior ELLs achieving levels 3 and 4 in reading increased by 3% (30% to 33%), writing increased by 5% (37% to 42%) and mathematics decreased by 3% (26% to 23%).
- In 2011-2012, the percentage of junior ELLs achieving level 4 increased by 4% in all areas.

**Figure 4.7: English Language Learners (%) Achieving Levels 3 and 4 Primary Reading, Writing and Mathematics**



**Figure 4.8: English Language Learners (%) Achieving Levels 3 and 4 Junior Reading, Writing and Mathematics**



## Our Student Achievement

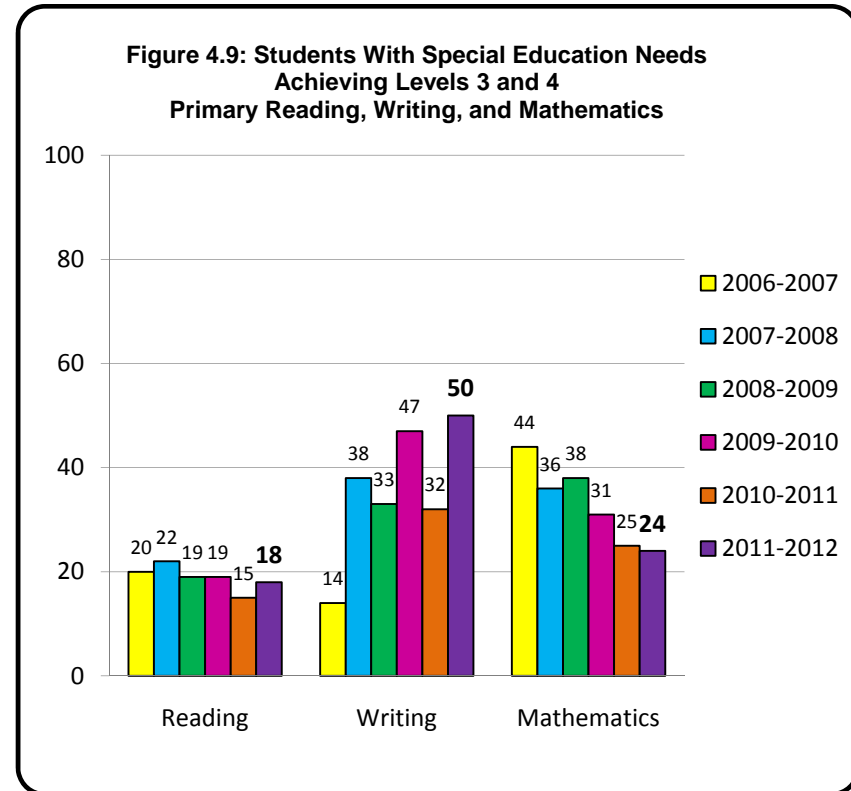
### EQAO Primary Reading, Writing, and Mathematics – Students with Special Education Needs (Excluding Gifted)

#### Trends

- The percentage of students with special education needs achieving levels 3 and 4 has fluctuated in reading and writing and decreased in mathematics.

#### Key Facts

- The percentage of students with special education needs has increased from 9% to 13% (189 students) of the Grade 3 cohort over the past six years.
- In 2011-2012, the percentage of students with special education needs in the primary division achieving levels 3 and 4 increased in reading by 3% (15% to 18%), writing increased by 18% (32% to 50%) and mathematics decreased by 1% (25% to 24%).
- In 2011-2012, the number of students with special education needs achieving level 4 increased by 1% in reading and writing and by 3% in mathematics.





## Our Student Achievement

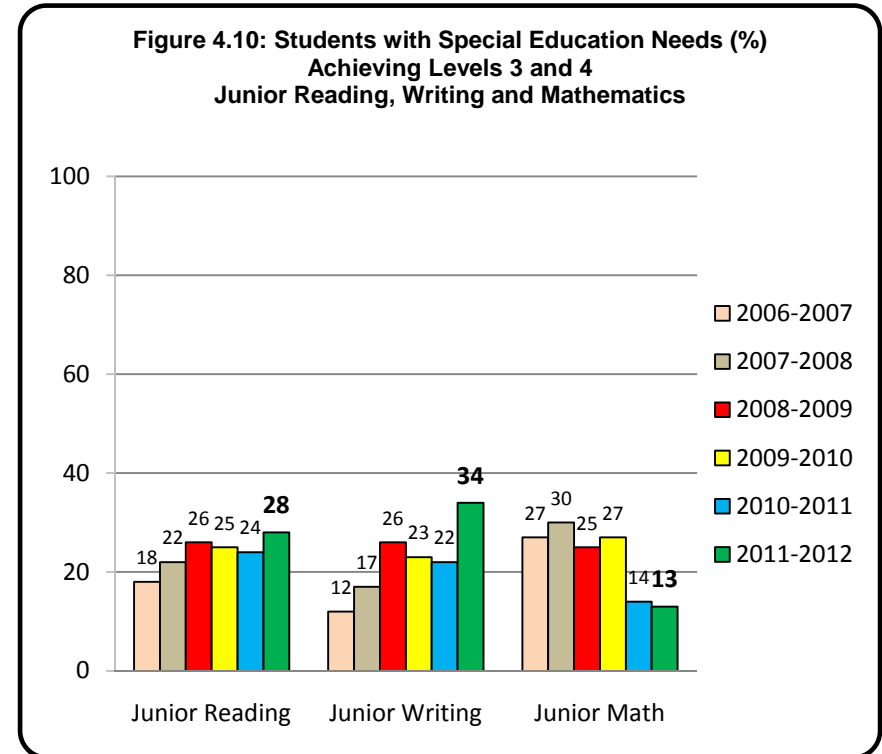
### EQAO Junior Reading, Writing, and Mathematics – Students with Special Education Needs (Excluding Gifted)

#### Trends

- The percentage of students with special education needs achieving levels 3 and 4 has fluctuated in reading and writing and decreased in mathematics.

#### Key Facts

- The percentage of students with special education needs has fluctuated between 13% and 16% of the Grade 6 cohort over the past six years.
- In 2011-2012, the percentage of students with special education needs was 14% (227 students) of the Grade 6 cohort.
- In 2011-2012, the percentage of students with special education needs in the junior division achieving levels 3 and 4 increased by 4% (24% to 28%) in reading, 12% (22% to 34%) in writing, and decreased by 1% (14% to 13%) in mathematics.
- In 2011-2012, the number of students achieving Level 4 in writing increased by 2%.



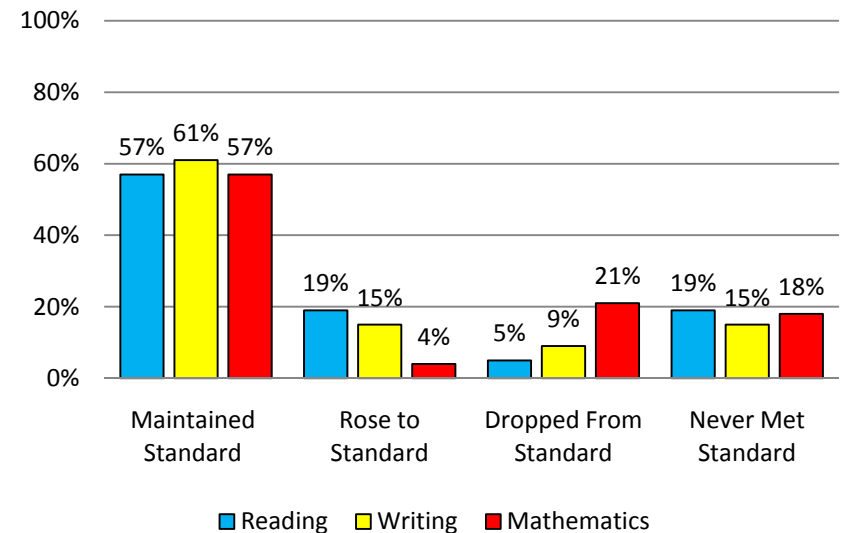
## Our Student Achievement

### Cohort Tracking – Four Pathways of Student Achievement, Primary and Junior Divisions (New EQAO Report in 2011-2012)

#### Key Facts

- Of the students who achieved level 3 or 4 on the Grade 3 assessment, 61% maintained the provincial standard in writing on the Grade 6 assessment compared to 57% in reading and mathematics.
- Of the students who did not achieve level 3 or 4 on the Grade 3 assessment, 19% rose to the provincial standard in reading on the Grade 6 assessment, compared to 15% in writing and 4% in mathematics.
- Of the students who achieved level 3 or 4 on the Grade 3 assessment, 21% dropped from the provincial standard in mathematics, compared to 5% in reading and 9% in writing.
- 19% of students did not achieve a level 3 or 4 in reading on both the Grade 3 and Grade 6 assessments, compared to 15% in writing and 18% in mathematics.

**Figure 4.11: Cohort Achievement Tracking  
Grade 3 (2008-2009) to Grade 6 (2011-2012)**



**Maintained Standard** - refers to students who achieved level 3 or 4 on the Grade 3 and Grade 6 assessments.

**Rose to Standard** – refers to students who did not achieve level 3 or 4 on the Grade 3 assessment but did so on the Grade 6 assessment.

**Dropped From Standard** – refers to students who achieved level 3 or 4 on the Grade 3 assessment but did not on the Grade 6 assessment.

**Never Met Standard** – refers to students who did not achieve level 3 or 4 on both the Grade 3 and Grade 6 assessments.

## Our Student Achievement

### EQAO Grade 9 Academic and Applied Mathematics

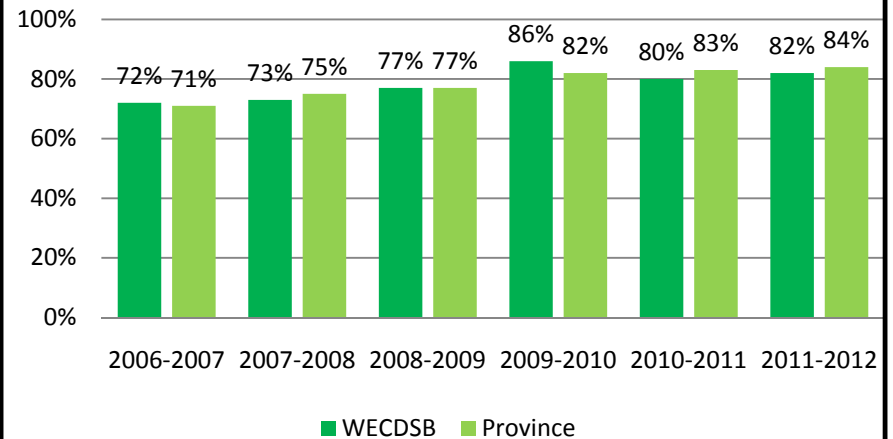
#### Trends

- The percentage of students achieving levels 3 and 4 in Grade 9 academic mathematics has steadily increased.
- The percentage of students achieving levels 3 and 4 in Grade 9 applied mathematics has fluctuated from year to year.

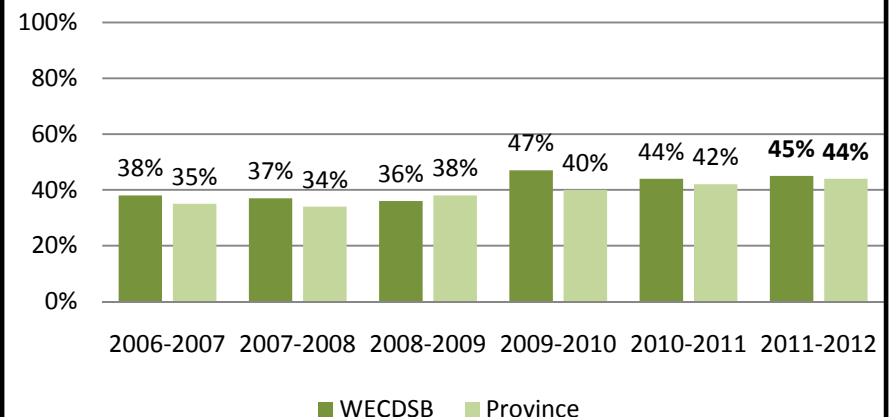
#### Key Facts

- The number of students in the Grade 9 academic mathematics cohort has decreased over the past six years from 303 students to 1,150 students.
- In 2011-2012, the percentage of students in Grade 9 academic mathematics achieving levels 3 and 4 increased by 2%, from 80% to 82%.
- The number of students in the Grade 9 applied mathematics cohort has decreased over the past six years from 695 students to 583 students.
- In 2011-2012, the percentage of students in Grade 9 applied mathematics achieving levels 3 and 4 increased by 1%, from 44% to 45%.
- The percentage of WECD SB Grade 9 academic and applied mathematics students achieving levels 3 and 4 is consistent with provincial percentages.

**Figure 4.12: Grade 9 Academic Mathematics - Percentage of Students Achieving Levels 3 and 4**



**Figure 4.13: Grade 9 Applied Mathematics - Percentage of Students Achieving Levels 3 and 4**



## Our Student Achievement

### EQAO Grade 9 Applied and Academic Mathematics – Gender Gaps

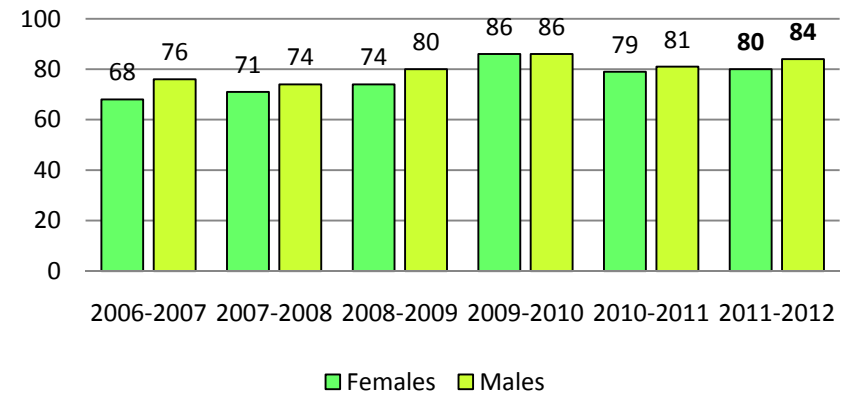
#### Trends

- More males compared to females have consistently achieved levels 3 and 4 on both the Grade 9 academic and applied mathematics assessments.
- The gender gaps have fluctuated from year to year for both Grade 9 academic and applied mathematics.

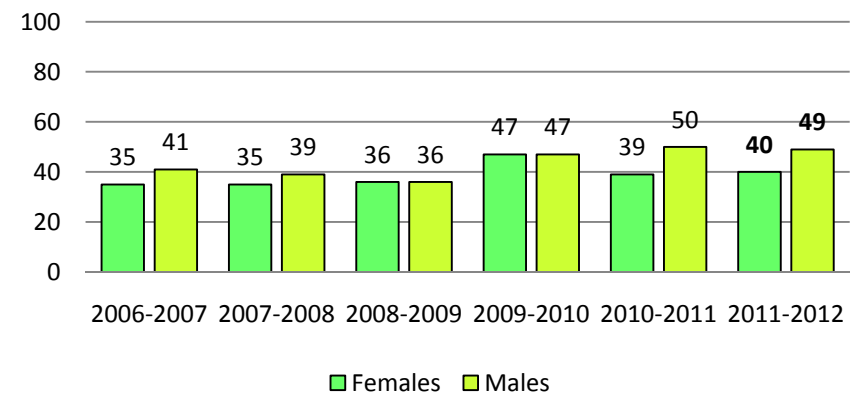
#### Key Facts

- In 2011-2012, the gender gap increased by 2%, from 2% to 4%, for Grade 9 academic mathematics.
- In 2011-2012, the gender gap decreased by 2%, from 11% to 9%, for Grade 9 applied mathematics.
- The gender gaps for Grade 9 academic mathematics in the WECDSB have generally been the same or slightly greater than the provincial gender gaps.
- The gender gaps for Grade 9 applied mathematics in the WECDSB are not consistent with provincial gender gaps, as they have been much higher or lower.

**Figure 4.14: Students (%) Achieving Levels 3 and 4 by Gender  
Grade 9 Academic Mathematics**



**Figure 4.15: Students (%) Achieving Levels 3 and 4 by Gender  
Grade 9 Applied Mathematics**



## Our Student Achievement

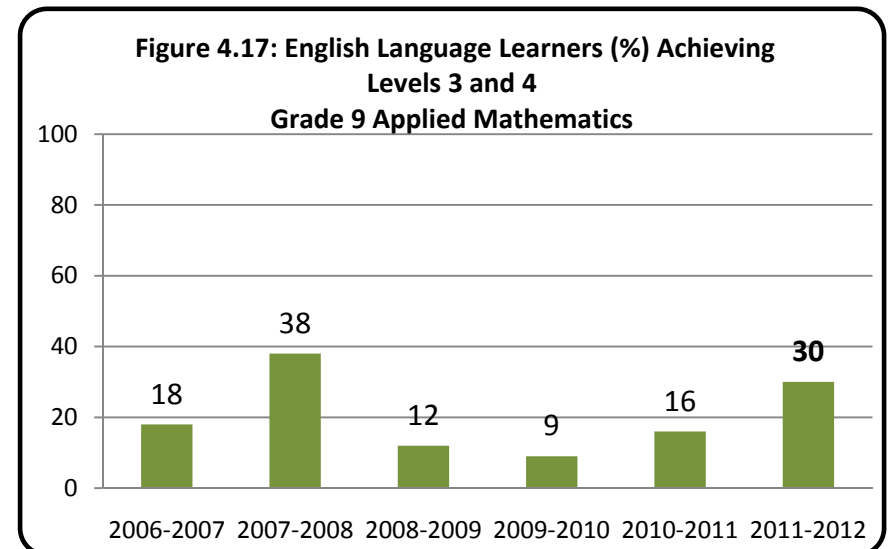
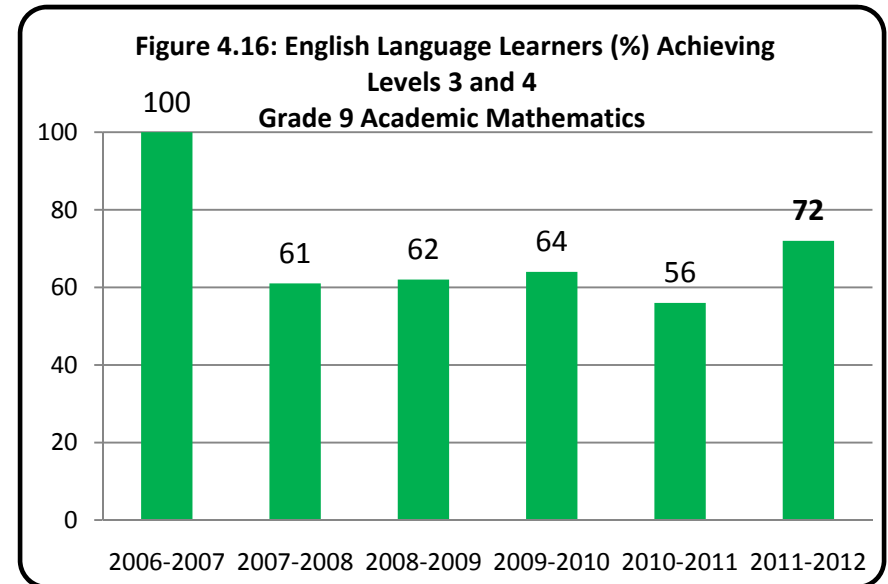
### EQAO Grade 9 Academic and Applied Mathematics – English Language Learners (ELL)

#### Trends

- The percentage of ELLs achieving levels 3 and 4 has fluctuated from year to year for both Grade 9 applied and academic mathematics.

#### Key Facts

- Over the past six years, the percentage of ELLs has increased from less than 1% to 3% (32 students) for the Grade 9 academic mathematics cohort.
- In 2011-2012, the percentage of ELLs achieving levels 3 and 4 in Grade 9 academic mathematics increased by 16%, from 56% to 72%.
- In 2011-2012, the percentage of ELLs achieving level 4 in Grade 9 academic mathematics increased by 3%.
- Over the past six years, the percentage of ELLs has ranged from 2% to 3% for the Grade 9 applied mathematics cohort.
- In 2011-2012, the percentage of ELLs achieving levels 3 and 4 for Grade 9 applied mathematics increased by 14%, from 16% to 30%.



## Our Student Achievement

### EQAO Grade 9 Academic and Applied Mathematics – Students with Special Education Needs (Excluding Gifted)

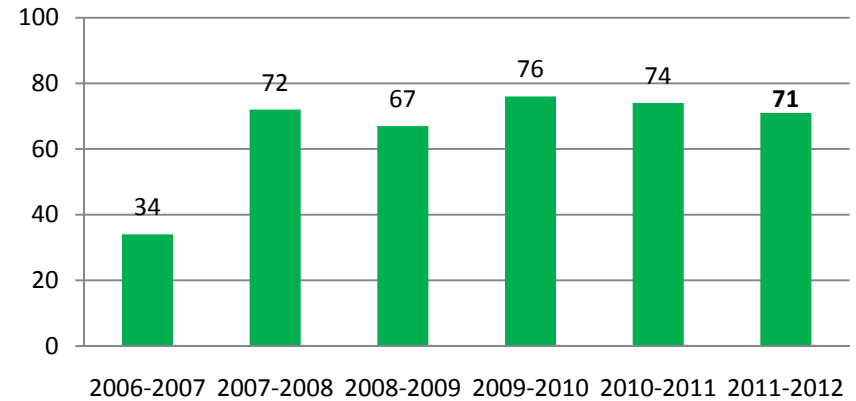
#### Trends

- The percentage of students with special education needs achieving levels 3 and 4 in both Grade 9 academic and applied mathematics has fluctuated, however in the past two years there has been a decline.

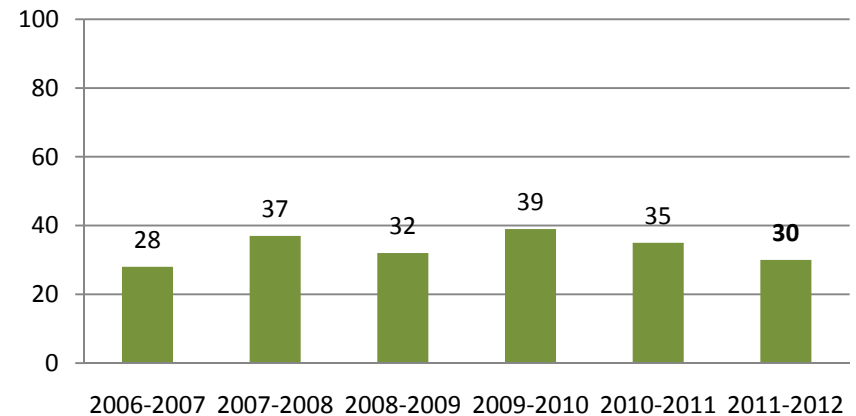
#### Key Facts

- Over the past six years, the percentage of students with special education needs has increased from 2% to 3% (35 students) of the Grade 9 academic mathematics cohort.
- In 2011-2012, the percentage of students with special education needs achieving levels 3 and 4 in Grade 9 academic mathematics decreased by 3%, from 74% to 71%.
- Over the past six years, the percentage of students with special education needs has increased from 26% to 30% (176 students) of the Grade 9 applied mathematics cohort.
- In 2011-2012, the percentage of students with special education needs achieving levels 3 and 4 in Grade 9 applied mathematics has decreased by 5%, from 35% to 30%.
- In 2011-2012, the percentage students with special education needs achieving level 1 in Grade 9 applied mathematics increased by 14%, from 17% to 31%.

**Figure 4.18: Students with Special Education Needs (%) Achieving Levels 3 and 4 Grade 9 Academic Mathematics**



**Figure 4.19: Students with Special Education Needs (%) Achieving Levels 3 and 4 Grade 9 Applied Mathematics**



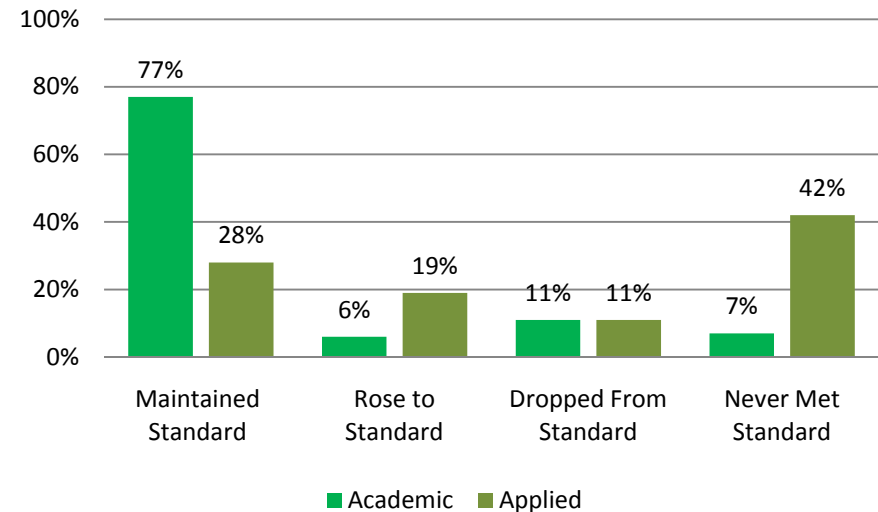
## Our Student Achievement

### Cohort Tracking – Four Pathways of Student Achievement, Grade 6 to Grade 9 Mathematics

#### Key Facts

- Of the students who achieved level 3 or 4 on the Grade 6 assessment, 77% maintained the provincial standard on the Grade 9 academic mathematics assessment, compared to 28% on the Grade 9 applied math assessment.
- Of the students who did not achieve level 3 or 4 on the Grade 6 mathematics assessment, 19% rose to the provincial standard on the Grade 9 applied mathematics assessment, compared to 6% on the Grade 9 academic mathematics assessment.
- Of the students who achieved level 3 or 4 on the Grade 6 mathematics assessment, 11% dropped from the provincial on both the Grade 9 academic and applied mathematics assessments.
- The percentage of students who did not achieve level 3 or 4 on the Grade 6 and Grade 9 academic and applied mathematics assessments was significantly higher for applied mathematics, 42%, compared to 7% for academic mathematics.

**Figure 4.20: Cohort Achievement Tracking - Mathematics  
Grade 6 (2008-2009) to Grade 9 (2011-2012)**



**Maintained Standard** - refers to students who achieved level 3 or 4 on both the Grade 6 and Grade 9 mathematics assessments.

**Rose to Standard** – refers to students who did not achieve level 3 or 4 on the Grade 6 math assessment but did so on the Grade 9 mathematics assessment.

**Dropped From Standard** – refers to students who achieved level 3 or 4 on the Grade 6 math assessment but did not on the Grade 9 mathematics assessment.

**Never Met Standard** – refers to students who did not achieve level 3 or 4 on both the Grade 6 and Grade 9 mathematics assessments.

## Our Student Achievement

### Ontario Secondary School Literacy Test (OSSLT) Success Rates

#### Trends

- The success rates for first-time eligible\* (fully participating) students has been 81% or higher, with a year to year variance of 4% or less.
- The success rates for previously eligible\* students has been 47% or higher, with a year to year variance of 4% or less, with the exception of March 2007.

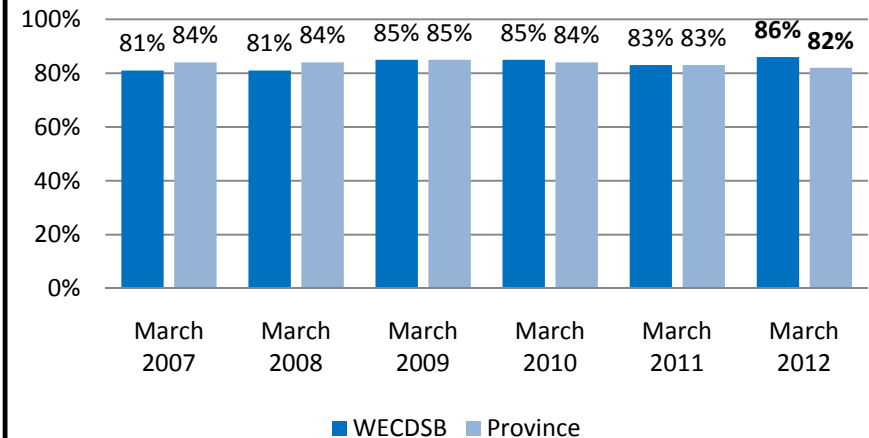
#### Key Facts

- Over the past six years, the first-time eligible (fully participating) cohort has decreased from 1,987 students to 1,625 students.
- In 2011-2012, success rates for first-time eligible (fully participating) students increased by 3%, from 83% to 86%.
- In 2011-2012, the deferral rate for first-time eligible students was 11%.
- Over the past six years, the previously eligible (fully participating) cohort has increased from 562 students to 692 students.
- In 2011-2012, the success rate for previously eligible (fully participating) students increased by 4%, from 47% to 51%.

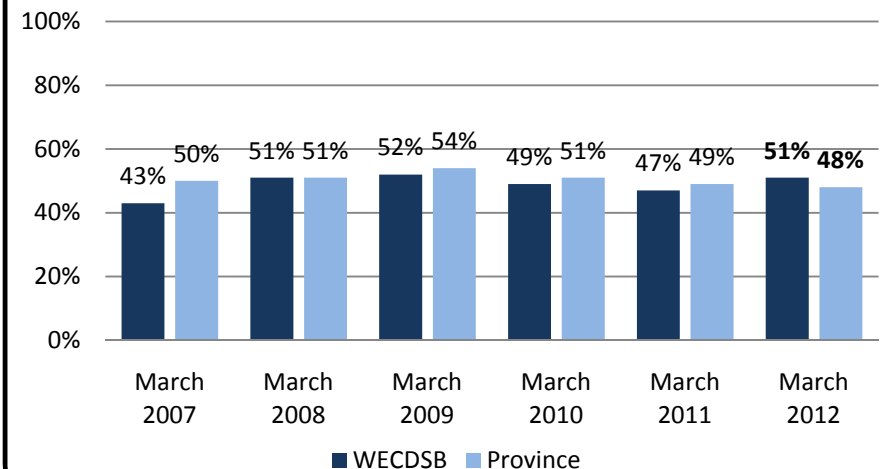
\*First time eligible = first attempt

\*Previously eligible = were eligible to take the test in the previous year but deferred one year or they are second time writers.

**Figure 4.21: OSSLT Success Rates  
First-Time Eligible (Fully Participating)**



**Figure 4.22: OSSLT Success Rates  
Previously Eligible (Fully Participating)**





## Our Student Achievement

### OSSLT Success Rates – Gender Gaps

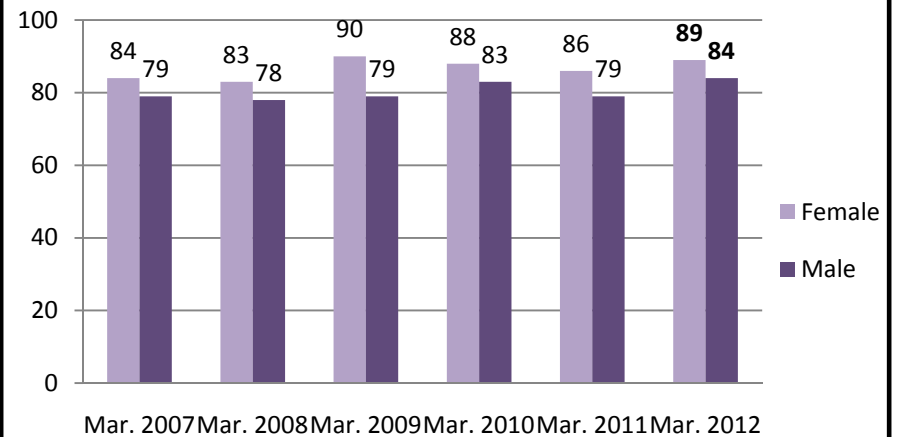
#### Trends

- The success rates for females have consistently been higher than the success rates for males for both first-time eligible (fully participating) and previously eligible (fully participating) students.
- The gender gap for first-time eligible (fully participating) students has fluctuated between 5% to 11% over the past six years.
- The gender gap for previously eligible (fully participating) students has fluctuated between 1% and 9% over the past six years.

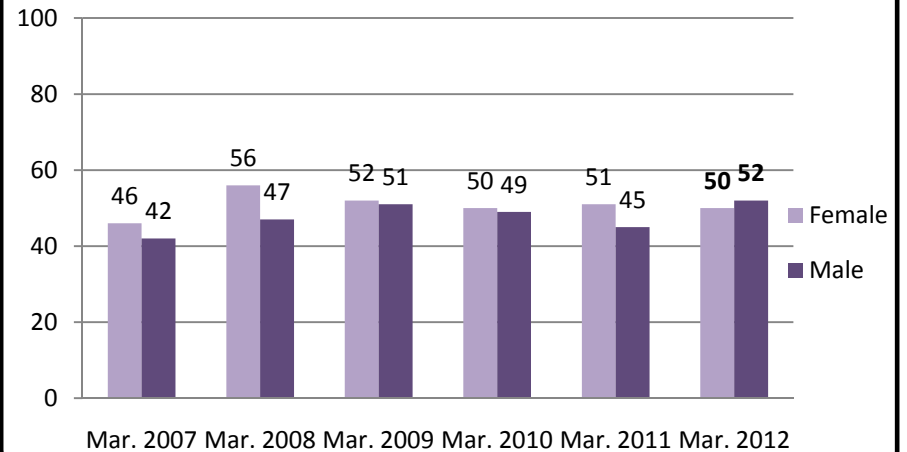
#### Key Facts

- In 2011-2012, the gender gap for first-time eligible (fully participating) students decreased by 2%, from 7% to 5%.
- In 2011-2012, the gender gap for previously eligible (fully participating) students decreased from 6% to 2%.
- The gender gap for previously eligible (fully participating) students in 2011-2012 favoured males.
- The gender gap for first-time eligible and previously eligible (fully participating) for the WECDsB have generally been less than the provincial gender gaps in both areas.

**Figure 4.23: OSSLT Success Rates by Gender (%)  
First-Time Eligible (Fully Participating)**



**Figure 4.24: Success Rates by Gender (%)  
Previously Eligible (Fully Participating)**



## Our Student Achievement

### OSSLT Success Rates – English Language Learners (ELL)

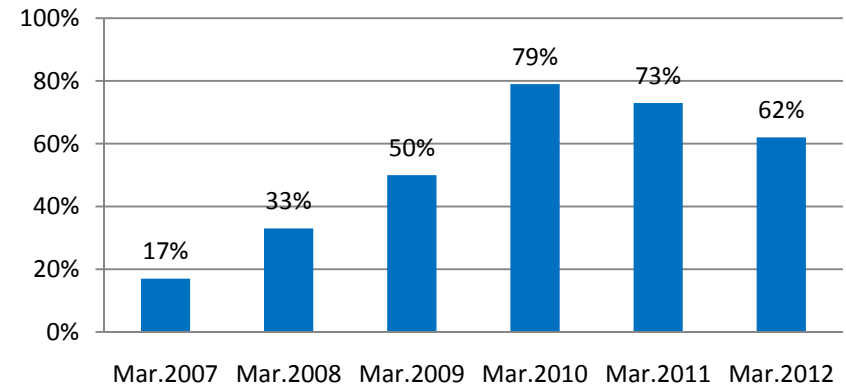
#### Trends

- The success rate for first-time eligible (fully participating) English Language Learners (ELLs) steadily increased for three years, however there has been a declining trend for the past two years.
- The success rate for previously eligible (fully participating) ELLs has fluctuated from year to year.

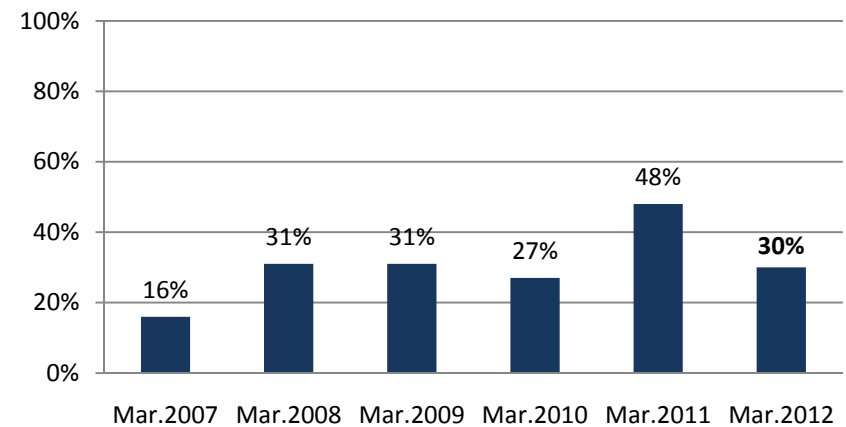
#### Key Facts

- Over the past six years, the percentage of ELLs has increased from 3% to 5% (86 students) of the first-time eligible (fully participating) cohort.
- In 2011-2012, the success rate for first-time eligible (fully participating) ELLs decreased by 11%, from 73% to 62%.
- Over the past six years, the percentage of ELLs has decreased from 26% to 17% (94 students) of the previously eligible (fully participating) cohort.
- In 2011-2012, the success rate for previously eligible (fully participating) ELLs decreased by 18%, from 48% to 30%.

**Figure 4.25: OSSLT Success Rates - English Language Learners First-Time Eligible (Fully Participating)**



**Figure 4.26: OSSLT Success Rates - English Language Learners Previously Eligible (Fully Participating)**



## Our Student Achievement

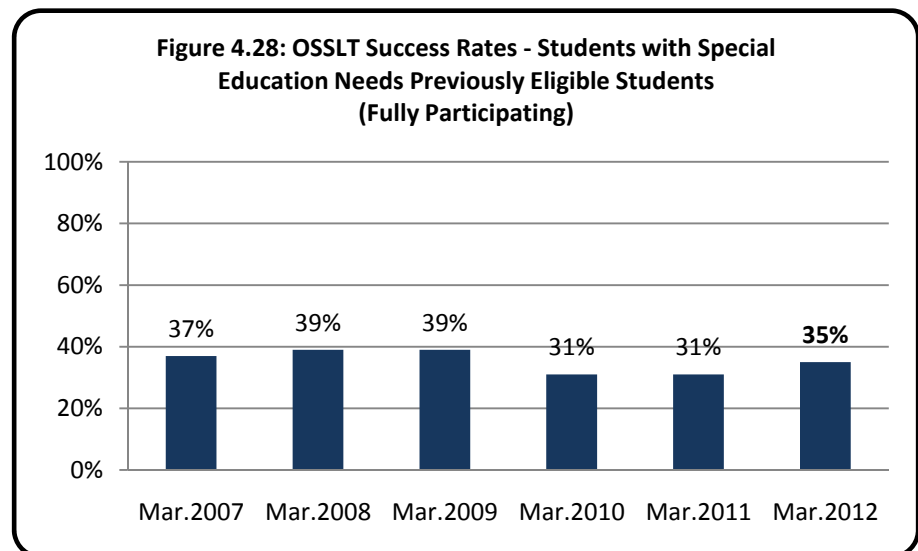
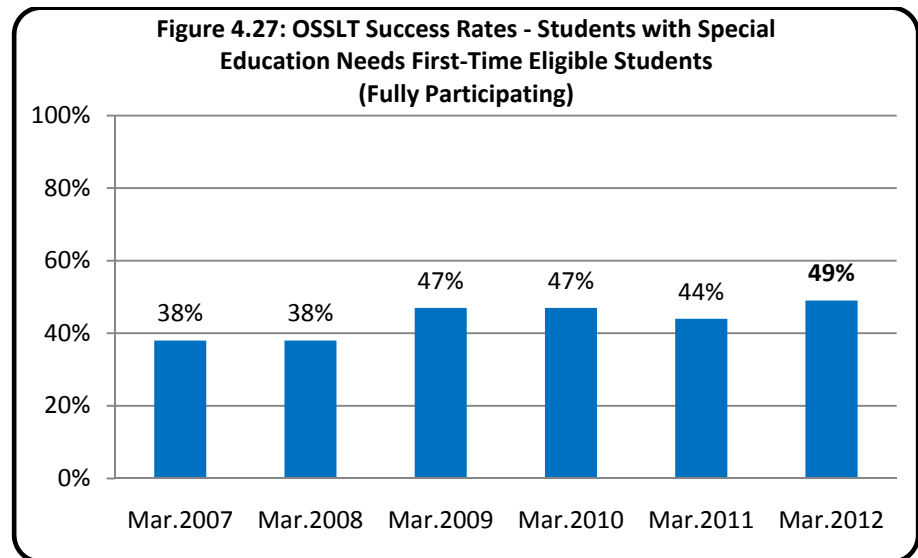
### OSSLT Success Rates – Students with Special Education Needs (Excluding Gifted)

#### Trends

- The success rate for first-time eligible (fully participating) students with special education needs steadily increased, with the exception of March 2011.
- Over the past six years, the success rate for previously eligible (fully participating) students with special education needs fluctuated from year to year.

#### Key Facts

- Over the past six years, the percentage of students with special education needs has increased from 12% to 15% (282 students) of the first-time eligible (fully participating) cohort.
- In 2011-2012, the success rate for first-time eligible (fully participating) students with special education needs increased by 5%, from 44% to 49%.
- Over the past six years, the percentage of students with special education needs has increased from 35% to 40% (276 students) of the previously eligible (fully participating) cohort.
- In 2011-2012, the success rate for previously eligible (fully participating) students with special education needs increased by 4%, from 31% to 35%.



## Our Student Achievement

### OSSLT Success Rates - Special Education Individual Education Plan (IEP) and Identification Placement Review Committee (IPRC)

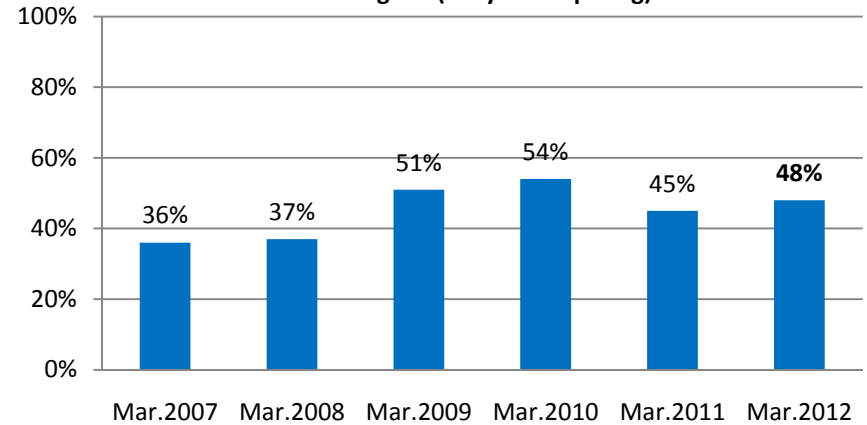
#### Trends

- The success rate for first-time eligible (fully participating) students with special education needs (IEP and IPRC) has steadily increased, with the exception of March 2011.
- The success rate for previously eligible (fully participating) students with special education needs has fluctuated, however for the past three years the success rate has remained static.

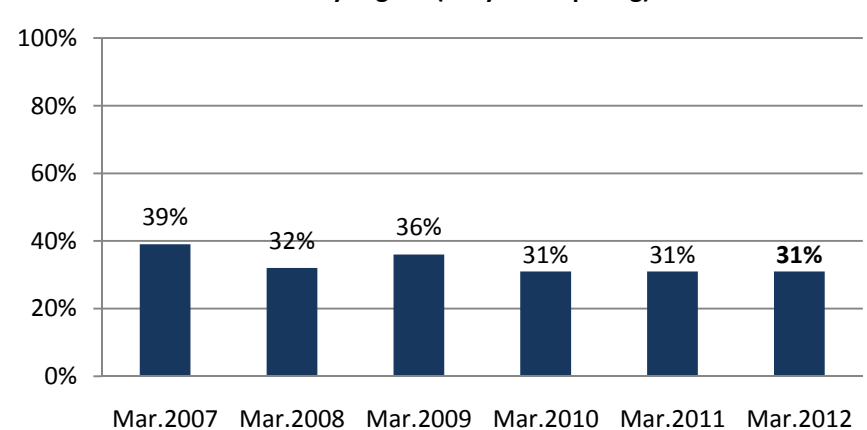
#### Key Facts

- Over the past six years, the percentage of students with special education needs (IEP and IPRC) has decreased from 11% to 9% (150 students) of the first-time eligible (fully participating) cohort.
- In 2011-2012, the success rate for first-time eligible (fully participating) students with special education needs (IEP IPRC) increased by 3%, from 45% to 48%.
- Over the past six years, the percentage of students with special education needs (IEP and IPRC) has remained at 30% of the previously eligible (fully participating) cohort.
- In 2011-2012, the success rate for previously eligible (fully participating) students with special education needs (IEP IPRC) remained constant at 31%.

**Figure 4.29: OSSLT Success Rates - Students with Special Education Needs (IEP and IPRC) Receiving Accommodations First- Time Eligible (Fully Participating)**



**Figure 4.30: OSSLT Success Rates - Students With Special Education Needs (IEP and IPRC) Receiving Accommodations Previously Eligible (Fully Participating)**



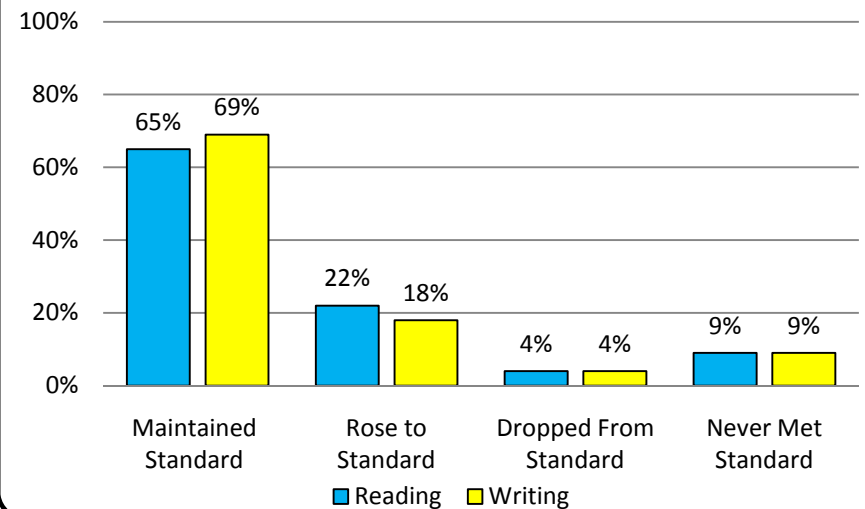
## Our Student Achievement

### Cohort Tracking – Four Pathways of Student Achievement, Grade 6 to OSSLT Reading and Writing (New EQAO Report for 2011-2012)

#### Key Facts

- Of the students who achieved level 3 or 4 on the Grade 6 assessment in writing, 69% were successful on the OSSLT, compared to 65% in reading.
- Of the students who did not achieve level 3 or 4 on the Grade 6 assessment in reading, 22% were successful on the OSSLT, compared to 18% in writing.
- Of the students who achieved a level 3 or 4 on the Grade 6 assessment in reading and writing, 4% were not successful on the OSSLT in both areas.
- 9% of the students did not achieve level 3 or 4 on the Grade 6 assessment in reading and writing and were not successful on the OSSLT.

**Figure 4.31: Cohort Achievement Tracking - Reading and Writing Grade 6 (2007-2008) to OSSLT (2012)**



**Maintained Standard** - refers to students who achieved level 3 or 4 on Grade 6 reading and writing assessment and were successful on the OSSLT.

**Rose to Standard** – refers to students who did not achieve level 3 or 4 on the Grade 6 reading and writing assessment but were successful on the OSSLT.

**Dropped From Standard** – refers to students who achieved level 3 or 4 on the Grade 6 reading and writing assessment but were not successful on the OSSLT.

**Never Met Standard** – refers to students who did not achieve level 3 or 4 on both the Grade 6 and Grade 9 reading and writing assessments.

## Our Student Achievement

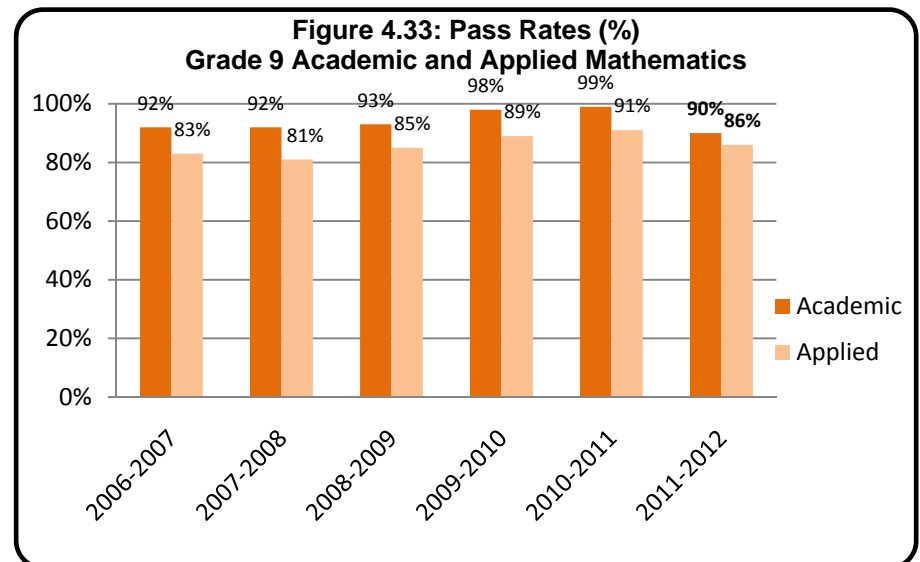
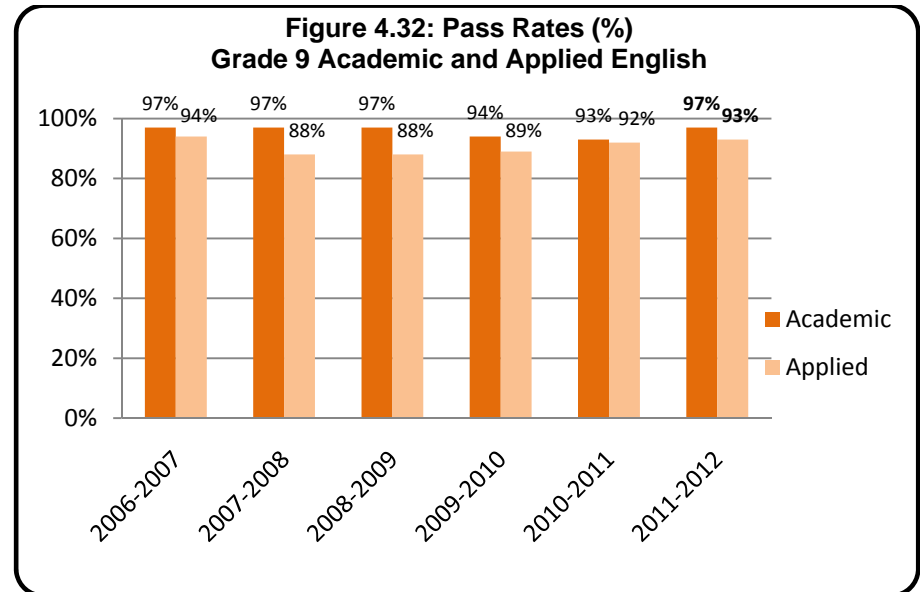
### Pass Rates – Grade 9 English and Mathematics

#### Trends

- The pass rates for Grade 9 academic English have consistently been 93% or higher and the pass rates for Grade 9 applied English have consistently been 88% or higher.
- The pass rates for Grade 9 academic mathematics have consistently been 90% or higher and the pass rates for Grade 9 applied mathematics have consistently been 81% or higher.

#### Key Facts

- In 2011-2012, the pass rate for academic English increased by 4%, from 93% to 97% and the pass rate for applied English increased by 1%, from 92% to 93%.
- In 2011-2012, of the 93% who passed the applied English course, 22% achieved level 1 and 30% achieved level 2.
- In 2011-2012, the pass rate for academic mathematics decreased by 9%, from 99% to 90% and the pass rate for applied mathematics decreased by 5%, from 91% to 86%.
- In 2011-2012, of the 86% who passed the applied mathematics course, 24% achieved a level 1 and 25% achieved a level 2.



## Our Student Achievement

### Pass Rates – Grade 10

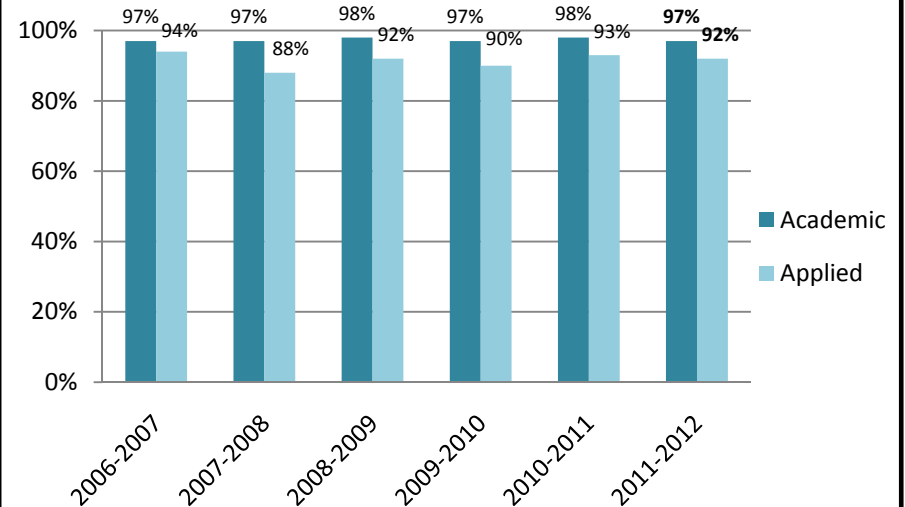
#### Trends

- The pass rates for Grade 10 Academic English have consistently been 90% or higher and the pass rates for Grade 10 Applied English have consistently been 88% or higher.
- The pass rates for Grade 10 Academic Mathematics have consistently been 97% or higher and the pass rates for Grade 10 Applied Mathematics have consistently been 88% or higher.

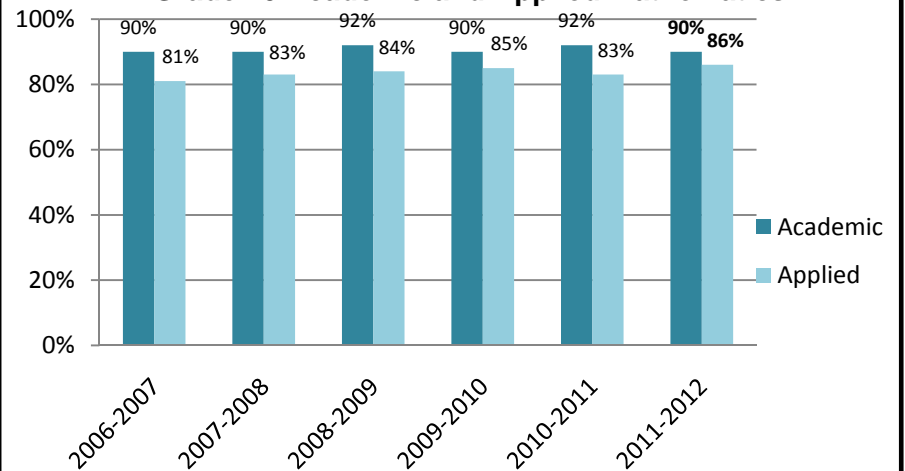
#### Key Facts

- In 2011-2012, the pass rate for both academic and applied English decreased by 1%.
- In 2011-2012, of the 97% who passed the applied English course, 22% achieved level 1 and 27% achieved level 2.
- In 2011-2012, the pass rate for academic mathematics decreased by 2%, from 92% to 90% and the pass rate for applied mathematics increased by 3%, from 83% to 86%.
- In 2011-2012, of the 86% who passed the applied mathematics course, 24% achieved a level 1 and 24% achieved a level 2.

**Figure 4.34: Pass Rates  
Grade 10 Academic and Applied English**



**Figure 4.35: Pass Rates  
Grade 10 Academic and Applied Mathematics**



## Our Student Achievement

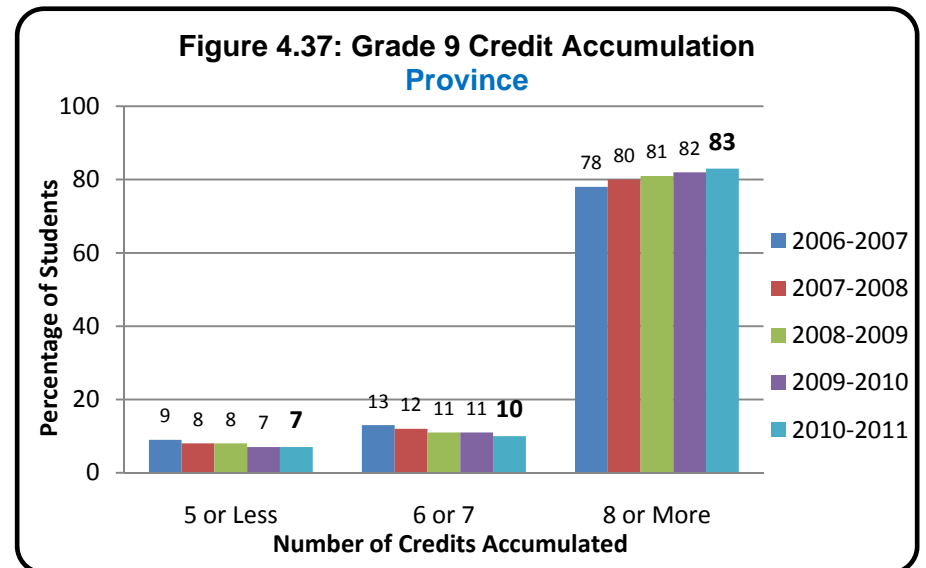
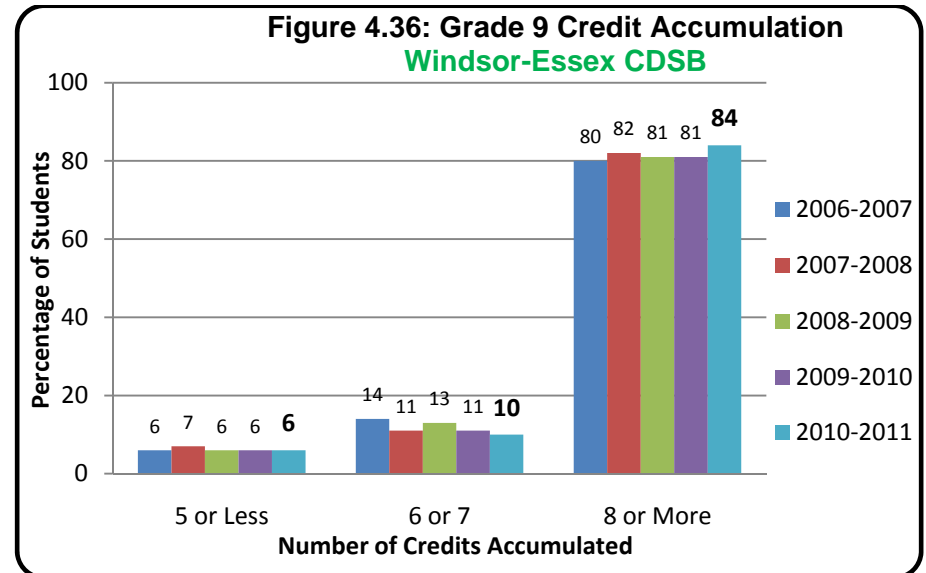
### Credit Accumulation – Grade 9

#### Trends

- The percentage of students accumulating 5 credits or less has remained static.
- The percentage of students accumulating 6 or 7 credits has decreased for the past two years.
- The percentage of students accumulating 8 credits or more has slightly fluctuated from year to year.

#### Key Facts

- In 2010-2011, the percentage of Grade 9 students accumulating 5 credits or less remained at 7%.
- In 2010-2011, the percentage of Grade 9 students accumulating 14 or 15 credits decreased by 1%, from 11% to 10%.
- In 2010-2011, the percentage of Grade 10 students accumulating 13 credits or less increased by 1%, from 82% to 83%.
- The credit accumulation rates for WECDSB Grade 9 students are consistent with provincial credit accumulation rates.



\*Reportable data is not yet available for the 2011-2012 school year.



## Our Student Achievement

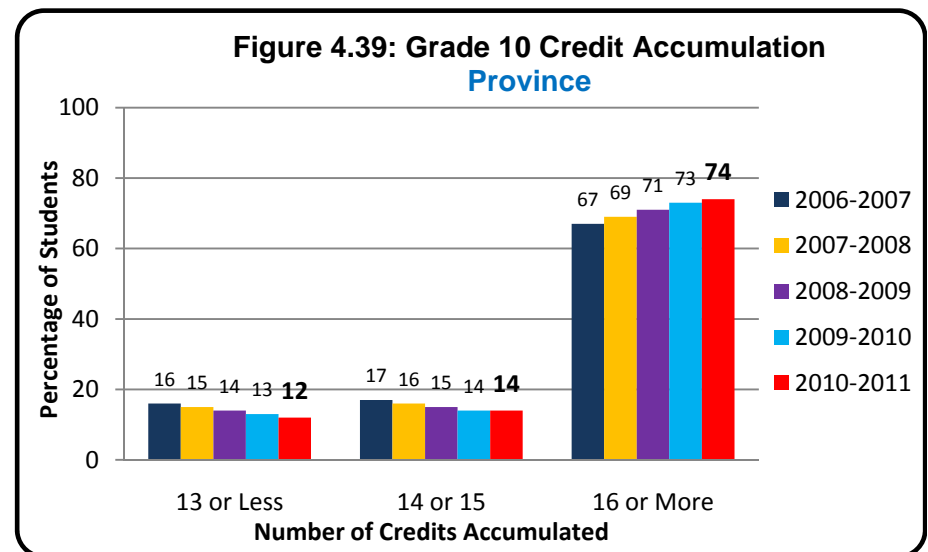
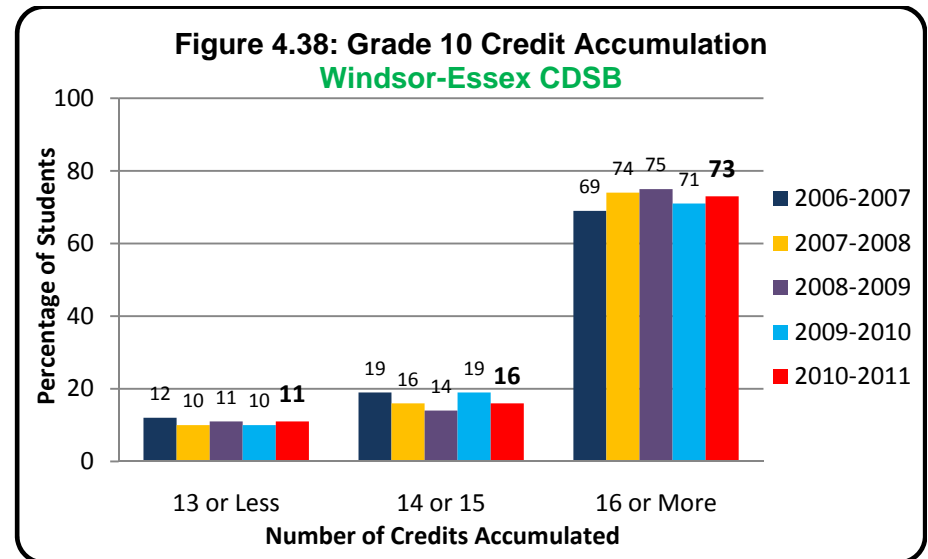
### Credit Accumulation – Grade 10

#### Trends

- The percentage of Grade 10 students accumulating 13 credits or less, 14 or 15 credits and 16 credits or more has fluctuated slightly from year to year.

#### Key Facts

- In 2010-2011, the percentage of Grade 10 students accumulating 13 credits or less increased by 1%, from 10% to 11%.
- In 2010-2011, the percentage of Grade 10 students accumulating 14 or 15 credits decreased by 3%, from 19% to 16%.
- In 2010-2011, the percentage of Grade 10 students accumulating 16 credits or more increased by 2%, from 71% to 73%.
- The credit accumulation rates for WECDSB Grade 10 students are consistent with provincial credit accumulation rates.



\* Reportable data is not yet available for the 2011-2012 school year.

## Our Student Achievement

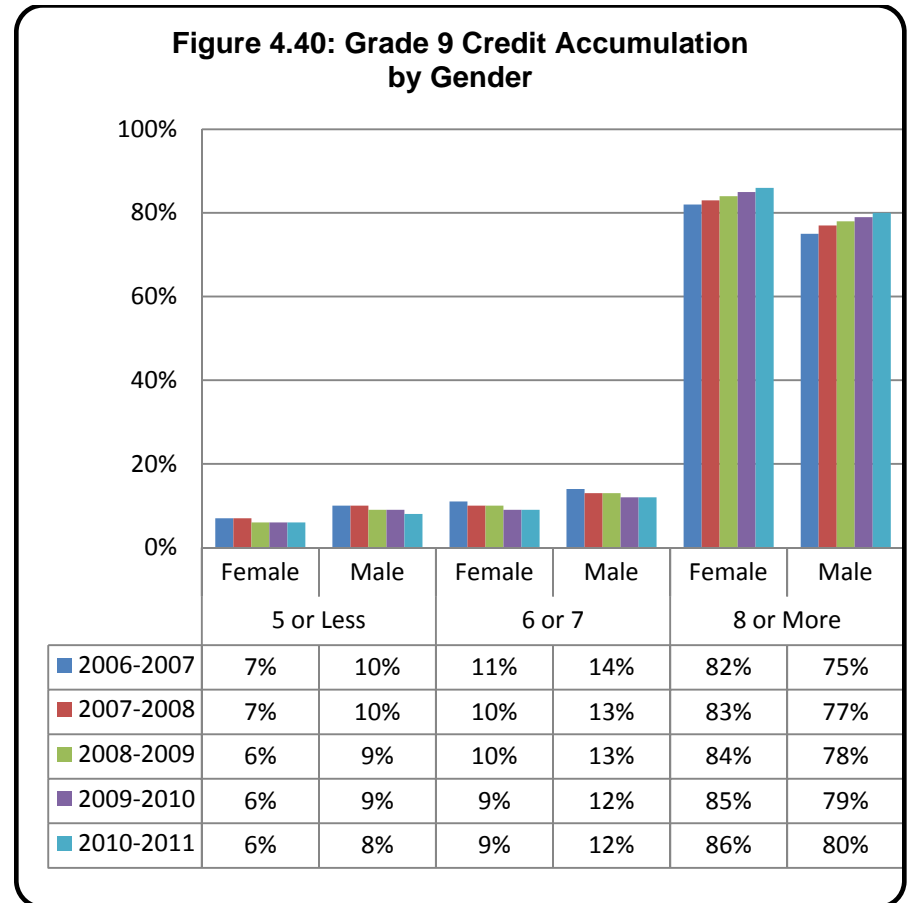
### Credit Accumulation by Gender – Grade 9

#### Trends

- Males have consistently accumulated fewer credits than females in Grade 9.
- The accumulation of 8 credits or more has consistently had the a slightly greater gender gap, favouring females, in Grade 9.

#### Key Facts

- In 2010-2011, the gender gap for the accumulation of 5 credits or less decreased by 1%, from 3% to 2% favouring males.
- In 2010-2011, the gender gap for the accumulation of 6 or 7 credits increased remained at 3%, favouring males.
- In 2010-2011, the gender gap for the accumulation of 8 credits or more remained at 6%, favouring females.



\*Reportable data is not yet available for the 2011-2012 school year.

## Our Student Achievement

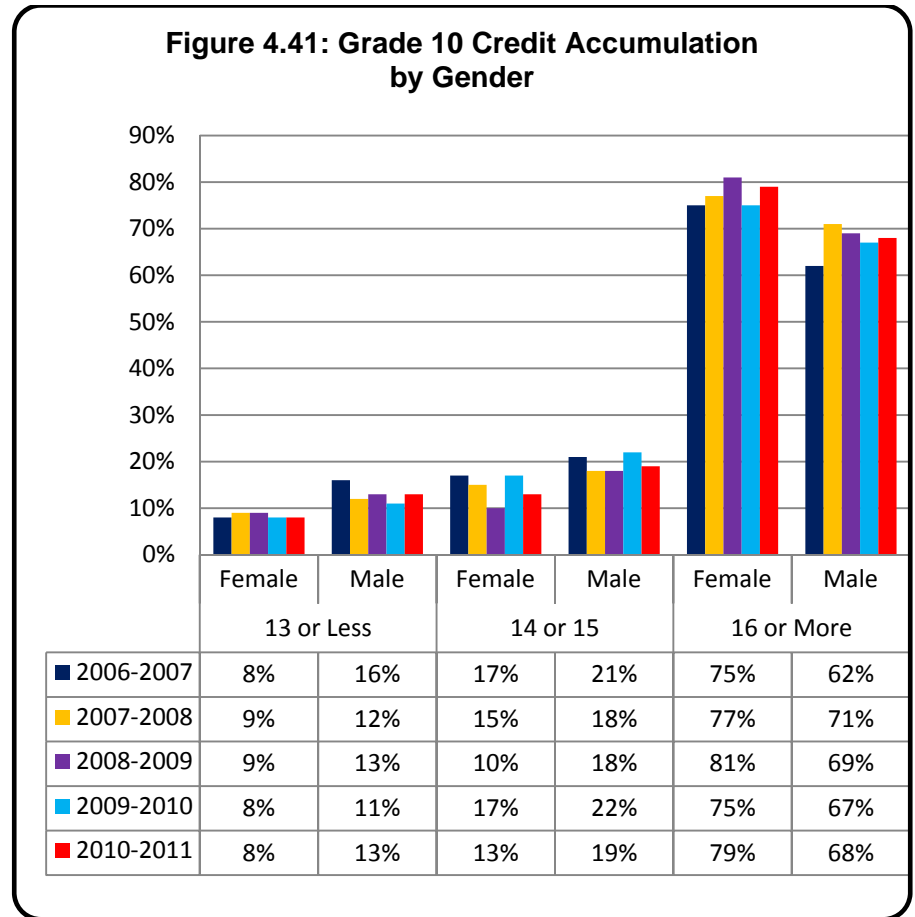
### Credit Accumulation – Grade 10

#### Trends

- Males have consistently accumulated fewer credits than females in Grade 10.
- The accumulation of 16 credits or more has consistently had the most significant gender gap, favouring females, in Grade 10.

#### Key Facts

- In 2010-2011, the gender gap for the accumulation of 13 credits or less increased by 2%, from 3% to 5% favouring males.
- In 2010-2011, the gender gap for the accumulation of 14 or 15 credits increased by 1%, from 5% to 6% favouring males.
- In 2010-2011, the gender gap for the accumulation of 16 or more credits increased by 3%, from 8% to 11% favouring females.



\*Reportable data is not yet available for the 2011-2012 school year.

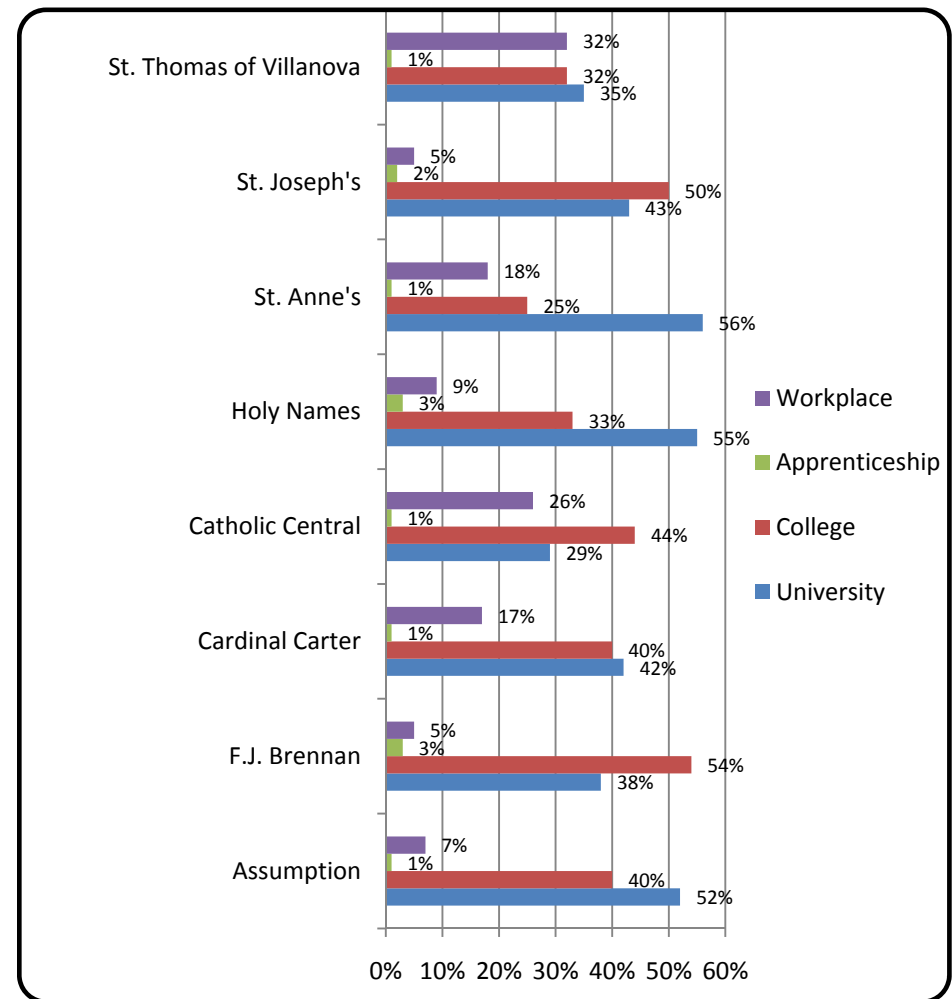
## Our Student Achievement

### Secondary Pathways

#### Trends

- Overall, university and college are the most common pathways across all WECDSD secondary schools, followed by a workplace pathway.
- Apprenticeship is the least common pathway across all WECDSD secondary schools.

Figure 4.42: Secondary Pathways – 2011-2012



## Our Students at Risk

### Suspensions and Expulsions

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

#### Trends:

- The percentage of students suspended by system enrolment has remained relatively static over the last three years with elementary data showing a small decline and secondary data showing fluctuations.
- The majority of suspensions occur at the secondary level. Students between 12 and 16 years of age accounted for 64% of the suspensions issued in 2011-2012.
- The total number of students who received a suspension has declined over the last 3 years.
- At elementary, the total number of suspensions has declined over the last 3 years while at secondary the total number of suspensions has fluctuated.

#### Key Facts:

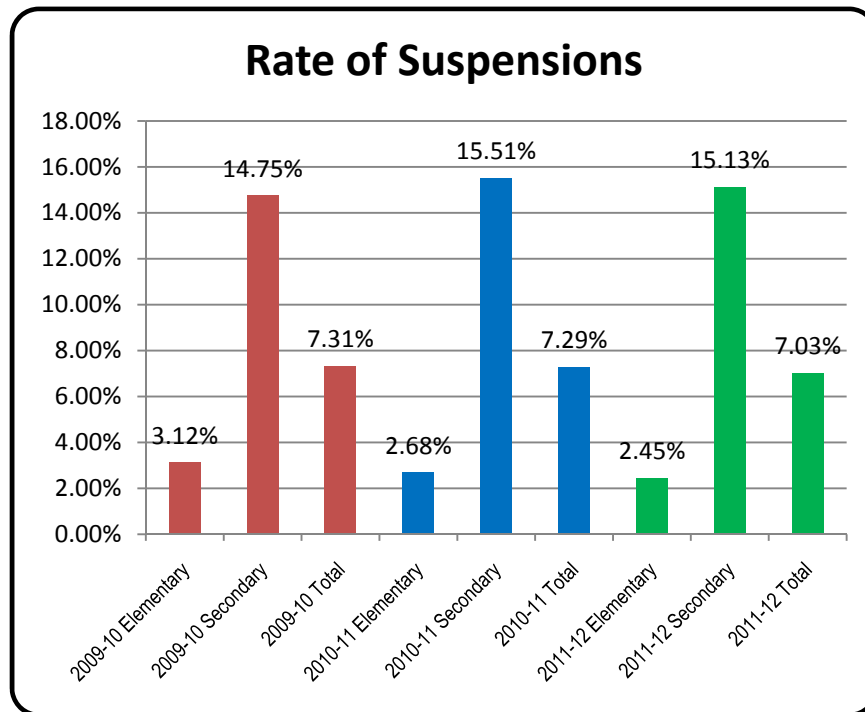
- The majority of suspensions issued are one day in length and most students who receive a suspension are not issued additional suspensions over the course of the year.
- A significant number of suspensions at the secondary level are related to the progressive enforcement of school attendance policies.
- The number of student expulsions has been consistently less than 5 students per year and have been issued for serious infractions of Board policy in accordance with ST:05 (Student Discipline Policy).

## Our Students at Risk

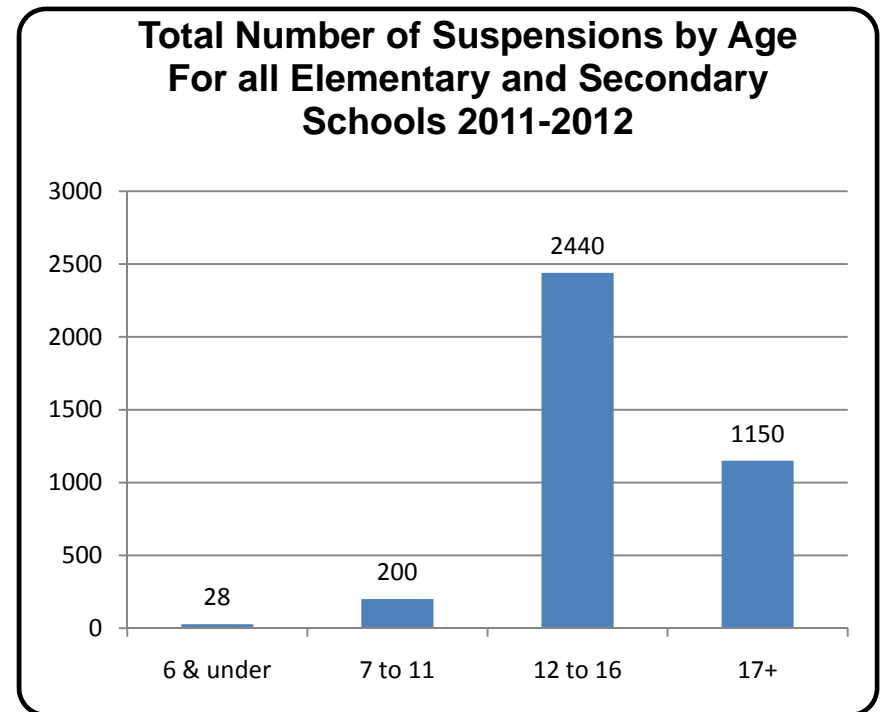
### Progressive Discipline

The goal of progressive discipline is to support a safe, caring, inclusive and accepting school environment in which every pupil can reach his or her full potential. Progressive discipline is an approach that uses a continuum of interventions, supports, and consequences, building upon strategies that promote positive behaviours. The range of interventions used by the Board and all schools must be clear and developmentally appropriate, and must include learning opportunities for pupils in order to reinforce positive behaviours and help pupils make good choices. The Windsor-Essex Catholic District School Board knows that a safe, inclusive and accepting school is essential for student achievement and well-being. The following are some of the safe, caring and inclusive school initiatives have taken place to help foster school climates that are based on healthy and respectful relationships throughout the whole school and surrounding community:

**Figure 5.1: Rate of Suspensions**



**Figure 5.2: Total Number of Suspensions by Age, Elementary and Secondary**



**Our Students at Risk****Table 5.1: Safe Schools Training Initiatives**

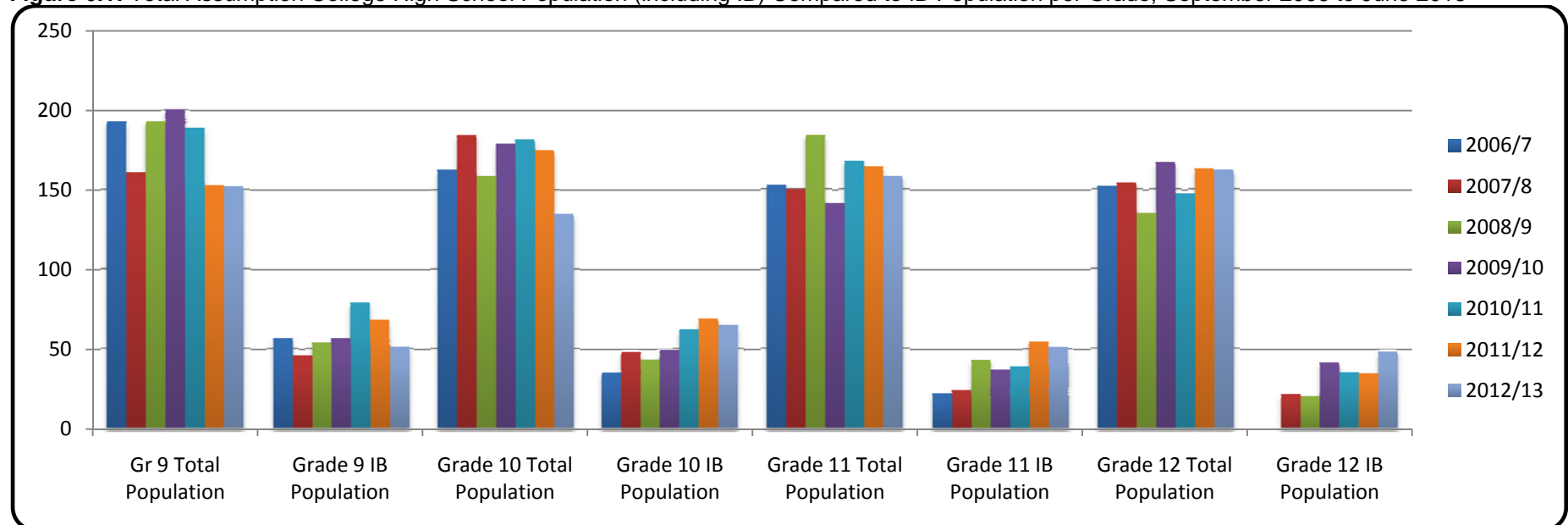
	<b>AUDIENCE</b>	<b>PURPOSE</b>
August/September 2009 Discipline Tracker Training	Elementary and Secondary Administrators	Introduce the Board developed program to document and track progressive student discipline
December 2009 Bill 157	Elementary and Secondary Administrators	Introduce to administration the requirements of the "Keeping our Kids Safe at School Act"
February 2010 Bill 157	School Staff	Inform staff of their duty to report per Bill 157
2010 Initial Police Protocol	Elementary and Secondary Administrators	Inform administrators of their obligations under the jointly developed Police-School Protocol
January 2011 B.R.A.V.E. Conference	Elementary and Secondary Administrators, Safe Schools Members, Police Liaison Officers	Dr. Brooks presented about building resiliency in children and Lt. Grossman addressed school safety and media violence
September 2011 Police Protocol- Revised	Elementary and Secondary Administrators, Police Liaison Officers	To inform administrators of the provincial changes to the Police-School Protocol
August 2012 – Discipline Tracker Training	Elementary and Secondary Administrators	Update on changes and improvements in reporting
October 2012 – Drug and "Sexting" Professional Development	Elementary and Secondary Administrators, Police Liaison Officers	Focus on current issues administrators face in their schools
December 2012 – Cyberbullying	Safe Schools and Administrators	Professional Development on cyberbullying, focusing on the impact cyberbullying has on girls
Ongoing – Police Liaison Committee	Administrators and Police Liaison Officers	Meet six times a year to discuss current issues and provide relevant training to school administrators
B-RAD (Bullying, Relationships Alcohol and Drugs)	Administrators and Police – Grade 9 students	Meet six times a year to develop and deliver program to all grade 9 students
Ongoing – Mentoring Program	New Administrators	Review Safe School Policies
Ongoing – Safe Schools Professional Development	Principal Candidates from the University of Windsor	Provide Safe Schools information and resources to Principal candidates
Ongoing – V. I. P. (Values, Influences and Peers)	Grade 6 students	Police liaison officers deliver the V. I. P. program about making positive decisions to grade 6 students
Ongoing – GAD (Getting Along Digitally)	Grade 7 and 8 students	Grade 11 and 12 students deliver a unique program to grade 7 and 8 students that focuses on internet safety, "Safe Netiquette"

## Our Specialty Programs

### International Baccalaureate Programme (IB)

The International Baccalaureate Programme (IB) at Assumption College High School was authorized in May 2006 and the first students entered the Programme in September 2006. The IB Programme is an academically challenging balanced program of education with final examinations that prepare students 16-18 for success at university and life beyond. The IB Programme is normally taught over two years and has gained respect and recognition from the world's leading universities. The IB Programme at Assumption is open to all students throughout Windsor and Essex County and begins in Grade 9 with a two-year Pre-IB Programme leading into the two-year formal IB Programme.

**Figure 6.1:** Total Assumption College High School Population (including IB) Compared to IB Population per Grade, September 2006 to June 2013



**Trends:**

- The IB population is stabilizing with more students reaching the senior level (Gr. 11-12)

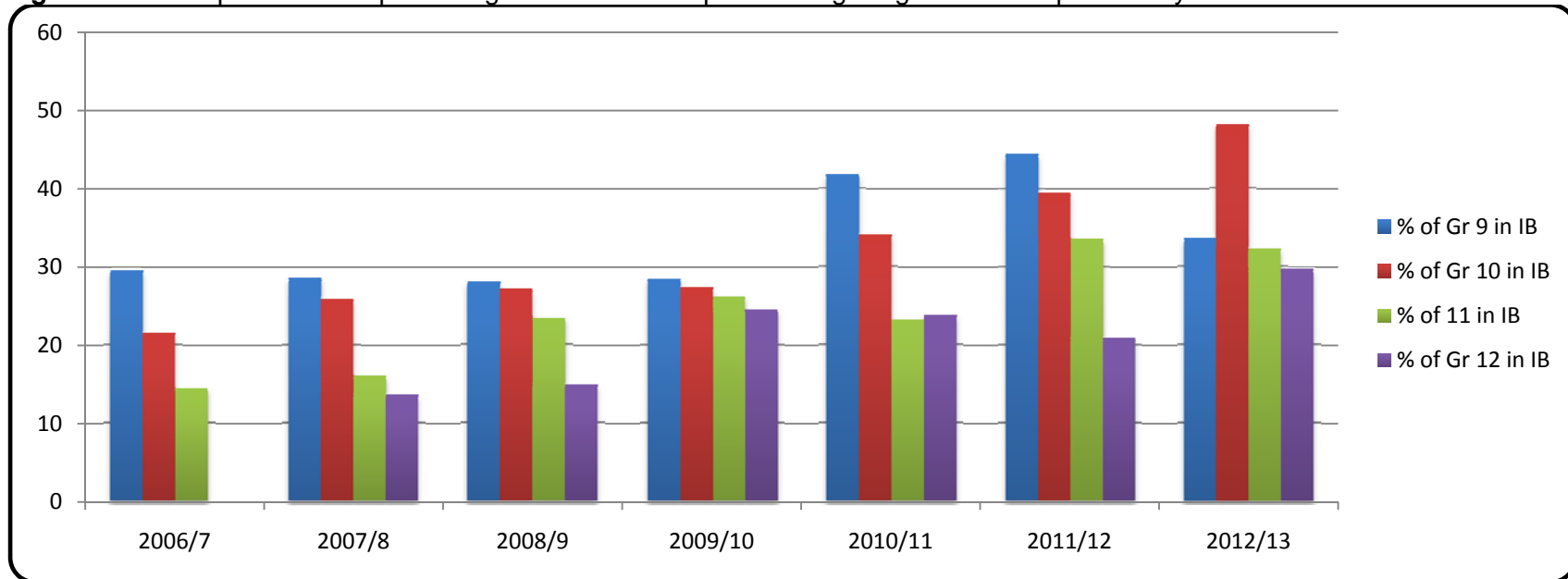
**Key Facts:**

- The benefit of the IB program is apparent in the growth in the number of students who are choosing this program of study.



## Our Specialty Programs

**Figure 6.2:** IB Population as a percentage of Total Assumption College High School Population by Year



### Trends:

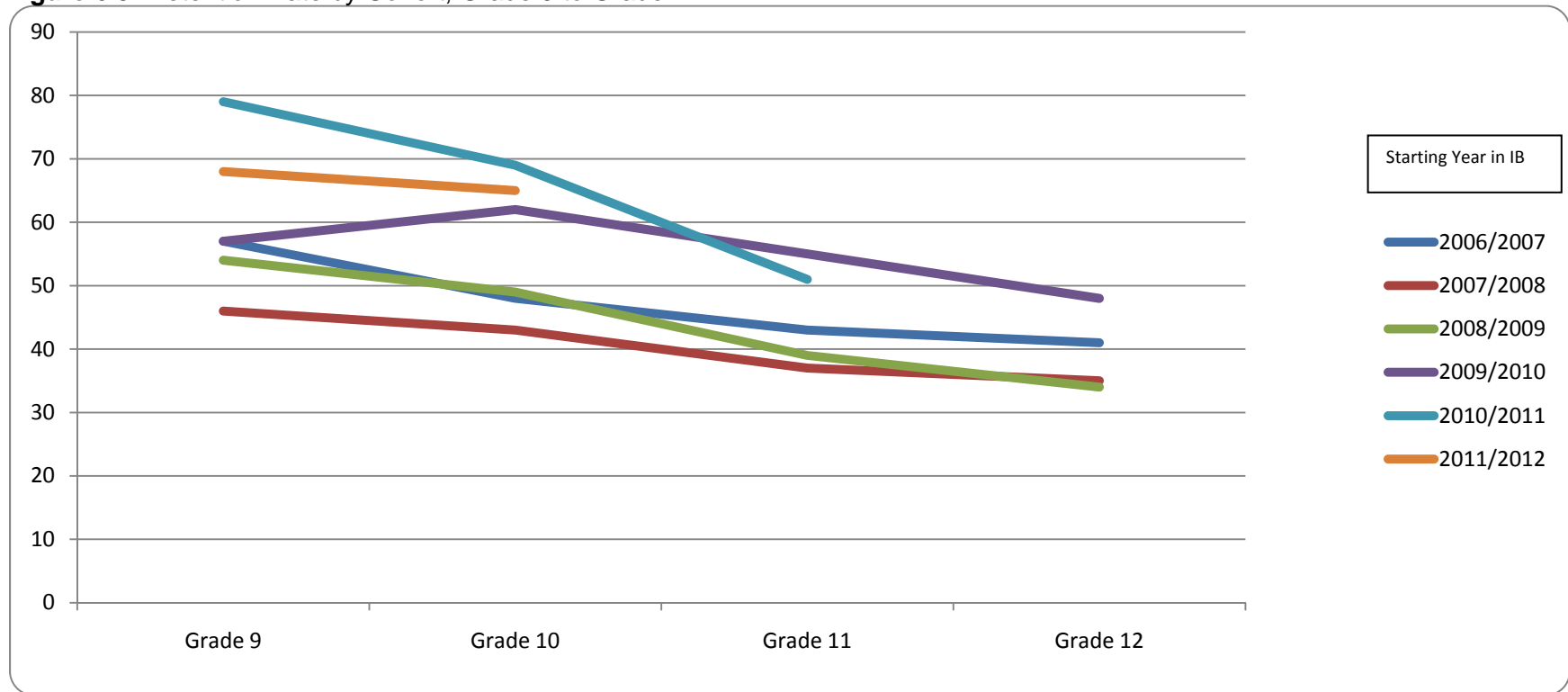
- The percentage of the Grade 10 population who are in the IB program is steadily increasing. The percentage of the Grade 11 and Grade 12 population who are in the IB program continues to increase.

### Key Facts:

- The IB program has become a significant program in the Assumption school community.

## Our Specialty Programs

**Figure 6.3:** Retention Rate by Cohort, Grade 9 to Grade 12

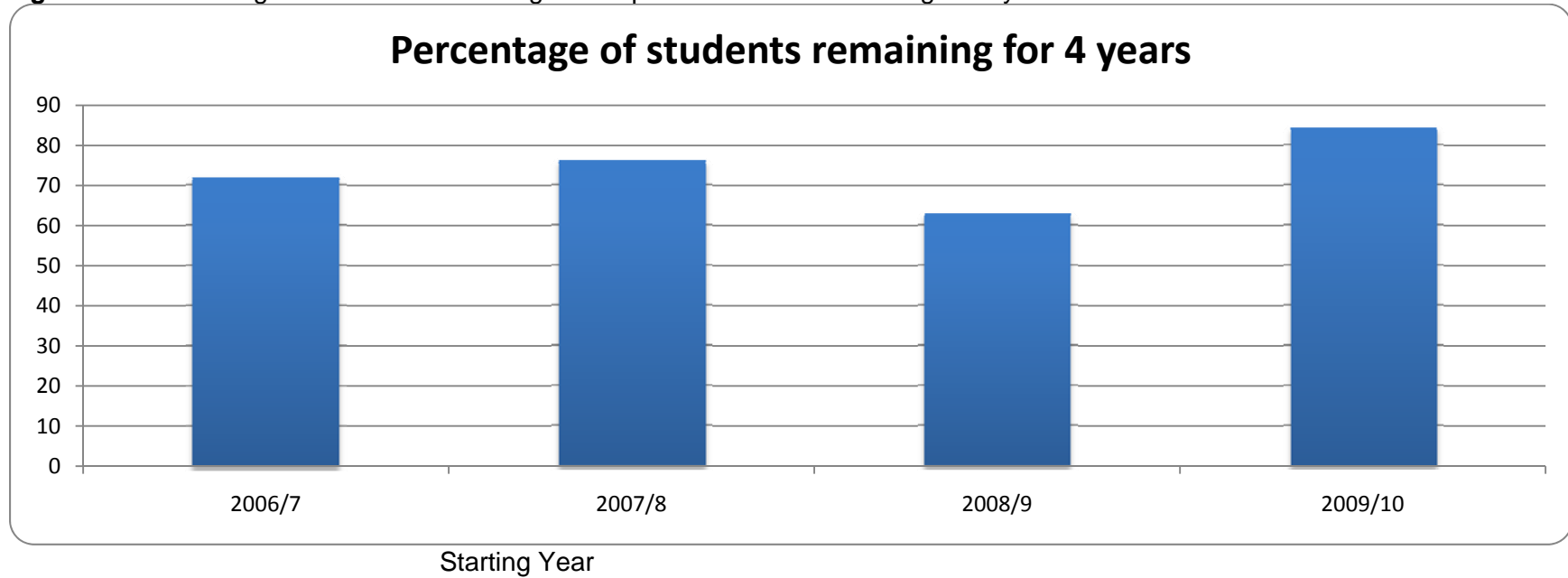


**Trends:**

- The percentage of retention from Grade 9 to Grade 12 is consistent since the introduction of the program.

## Our Specialty Programs

**Figure 6.4:** Percentage of Students Attending Assumption for IB and remaining for 4 years

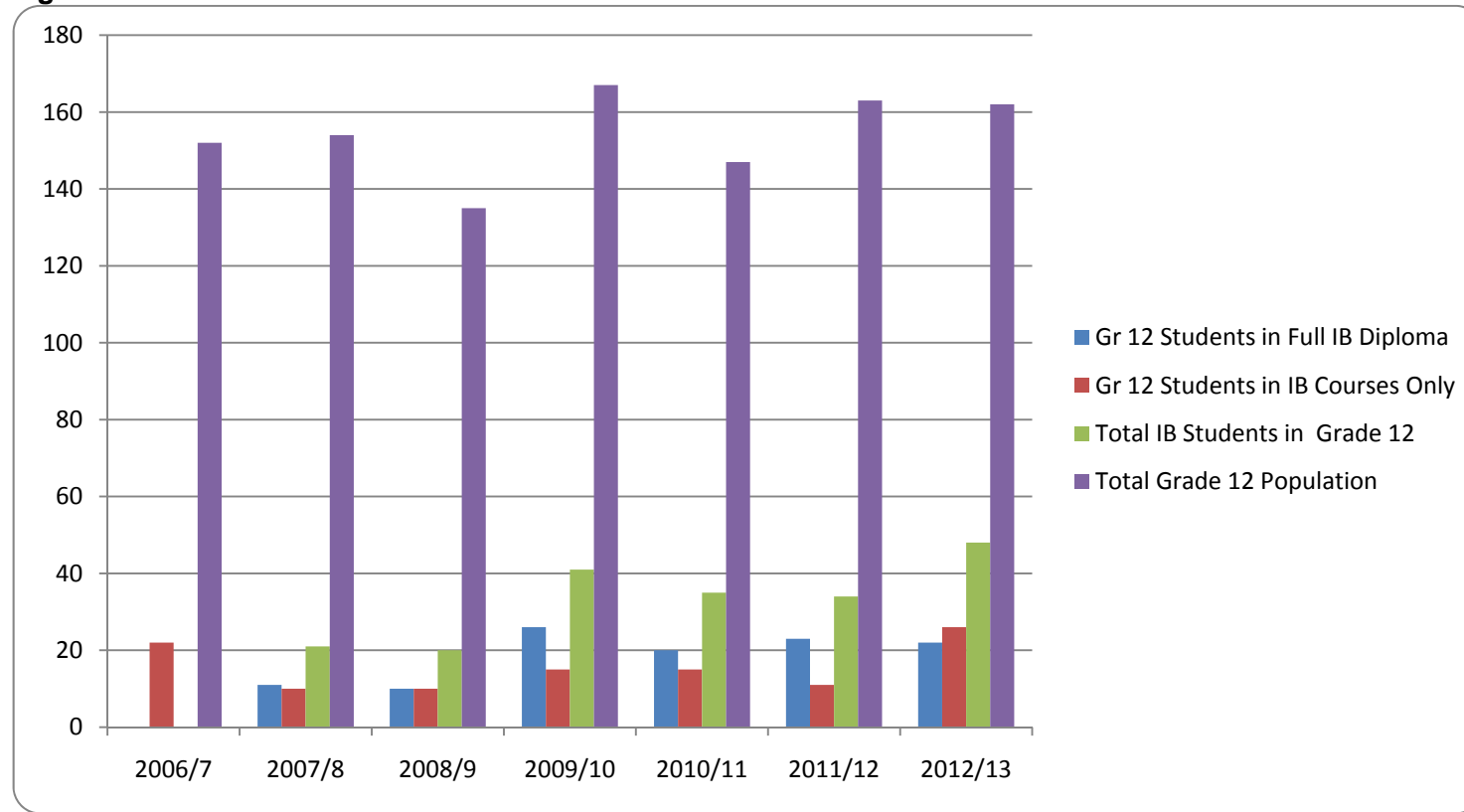


**Key Facts:**

- Although the numbers in the size of cohort vary, the percentage of IB students who attend Assumption for their four years of high school is approximately 74%. The IB program comprises 1/3 of the school population.

## Our Specialty Programs

**Figure 6.5: IB in Grade 12**



**Trends:**

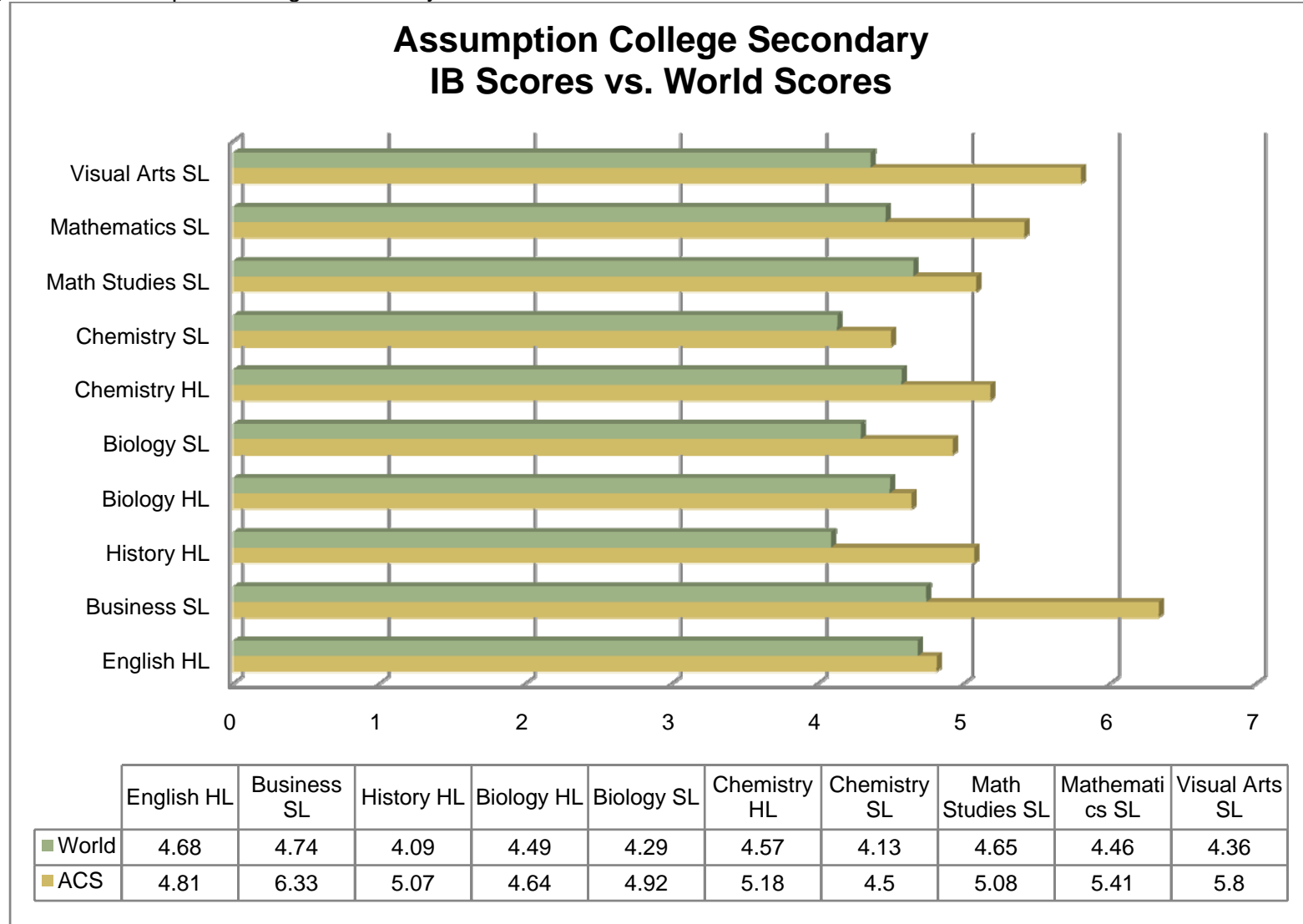
- Since the inception of the IB program, the percentage of IB students in the full IB program in Grade 12 has remained consistent while the percentage of students continuing to take IB courses in their Grade 12 year has steadily increased.

**Key Facts:**

- The Grade 12 IB population is 23% of the Grade 12 program at Assumption. Students are encouraged to complete the full IB Diploma; however, increasingly students are taking the route of completing specific IB courses only. This is a common practice in the IB world and allows students to have the benefit of the IB curriculum and pedagogy in chosen areas of concentration.

## Our Specialty Programs

**Figure 6.6:** Assumption College Secondary School IB Scores vs World Scores



**Key Facts:**

- On an assessment scale of 1-7, Assumption IB students consistently outperform the World average in all subject areas.

## Our Specialty Programs

### Specialist High Skills Major (SHSM)

The Specialist High Skills Major (SHSM) Program is a Ministry approved specialized program that allows students to focus their learning on a specific economic sector while meeting the requirements for the Ontario Secondary School Diploma (OSSD) and assists in their transition from secondary school to apprenticeship training, college, university or the workplace. Every SHSM must include the following five components:

- A bundle of 8 – 10 grade 11 and 12 credits.
- Sector recognized certifications and/or training courses.
- Experiential learning activities within the sector.
- “Reach Ahead” experiences connected with the student’s chosen post-secondary pathway.
- Development of key Essential Skills and work habits required for the sector; and the use of the Ontario Skills Passport (OSP) for the purpose of documentation.

### Windsor-Essex Catholic District School Board Specialist High Skills Major Programs

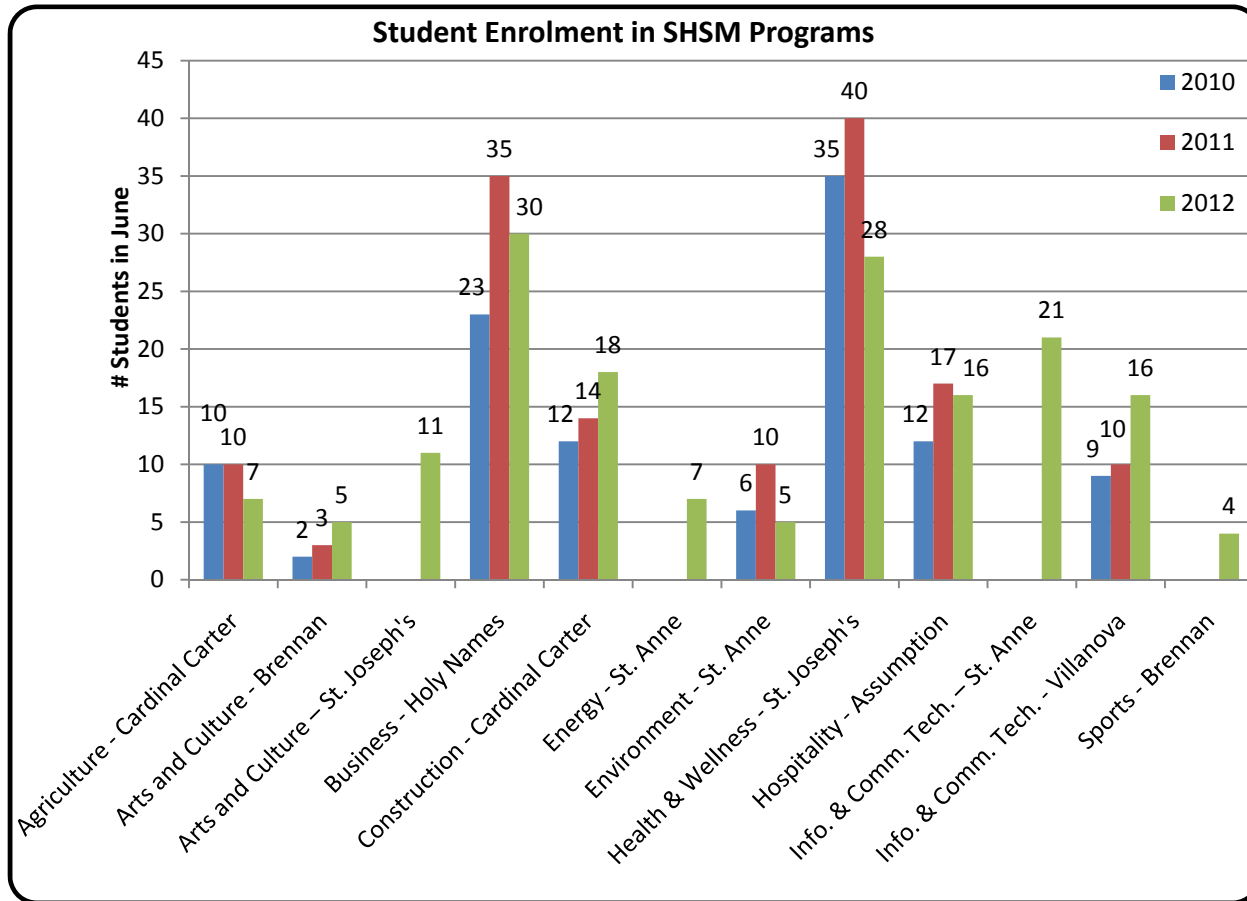
The Board is pleased to have in place the following Ministry-approved Specialist High Skills Major programs:

**Table 6.1:** Specialist High Skills Major Programs at WECDSB

SECONDARY SCHOOL	Current Programs	2012-2013 Grade 11 and 12 School Enrolment	2012-13 Initial SHSM Enrolment	2012-13 School SHSM Footprint
Assumption College	Hospitality	346	21	6.1%
Cardinal Carter	Agriculture Construction	325	20	6.2%
F J Brennan	Arts and Culture Sports	348	18	5.2%
Holy Names	Business	670	19	2.8%
St Anne	Environment Energy Info. & Comm. Tech.	710	52	7.3%
St Joseph's	Arts and Culture Health and Wellness	558	55	9.9%
St Thomas of Villanova	Info. & Comm. Tech.	607	16	2.6%

## Our Specialty Programs

**Figure 6.7:** Student Enrolment in SHSM Programs



\*\* Please note, the following Specialty programs were initiated in September 2012:

- Arts and Culture – St. Joseph's
- Energy – St. Anne
- Information and Communication – St. Anne
- Sports – F.J. Brennan

## Our Specialty Programs

### Specialist High Skills Major

#### Trends:

- Current individual school SHSM footprints range between 2.6% and 9.9% of the grade 11 and 12 school population;
- Enrolment in each of the SHSM programs has fluctuated over the last 3 years.

#### Key Facts:

Students enrolled in a SHSM Program:

- Gain important skills on the job with actual employers, at skills training centres and at school;
- Earn valuable industry certifications, including First Aid WHMIS and CPR;
- Customize their secondary school education to suit their interests and talents;
- Identify, explore and refine career goals and make informed decisions about their future;
- Graduate with an Ontario Secondary School Diploma with an embossed red seal, signifying the specialized program;
- Have increased credit success rates.



## Our Specialty Programs

### International Language

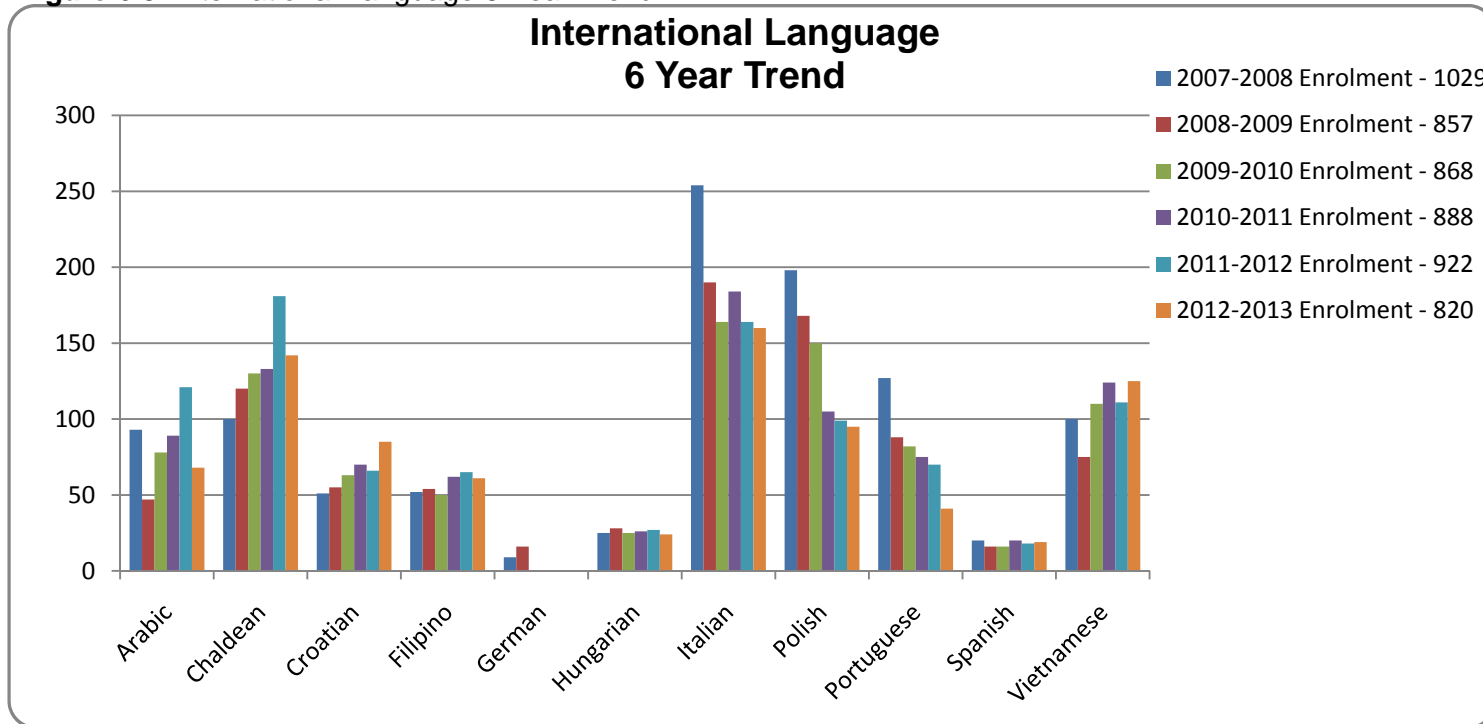
**Trends:**

- The enrolment in the International Languages Program has been consistent since its inception.

**Key Facts:**

- The International Languages Program has offered up to 11 languages in its course offerings based on the needs identified in the community. Chaldean, Italian, Polish and Vietnamese language classes are the most requested courses.

**Figure 6.8:** International Language 6 Year Trend



## Our Specialty Programs

### Arts

WECDSD students are engaged in a variety of art initiatives where the integration of the components of faith, technology, environmental stewardship and community is the focus.

### Arts and Technology

*Introducing new technology in the arts with a pilot project using the iPad*

- Exploring the War of 1812 in grade 7 and 8 classes at Stella Maris School.
- Students created a series of Claymations using the iPad.
- Culminating activity was a presentation at a provincial conference as a best practice. (90 students)

*Applying the iPad in the Secondary Arts classroom*

- Teachers have been experimenting with the application of the iPad as a teaching tool in music as part of a pilot project.
- Visual art students are exploring and implementing drawing and film making apps. (80 students)

*Participating Schools:*

St. Anne Secondary School, F. J. Brennan Secondary School and St. Joseph Secondary School.

### Elementary Music Program

- Expansion of programming from grade 7 and 8 to grade 6, 7 and 8.
- *Qualified music instruction;*  
Instrumental and Vocal Music, Music Theory, Music History, Music Appreciation, Music Therapy - Hand Drumming, Recorders, Orff Instruments.

### Secondary Music Program

- Guest conductors from The Windsor Symphony Orchestra worked with senior students at Holy Names High School and Assumption College High School.
- *Music and Technology;*  
Using the iPad application; Garage Band. Students from St. Anne High School and F.J. Brennan High School created music using Garage band. They also blended traditional instruments with the iPad in performance. Visual art students at St. Joseph's Secondary School created a video of the process.

## Our Specialty Programs

### First Nation, Metis and Inuit Education Initiative

On June 8, 2010, the Windsor-Essex Catholic District School Board approved a Voluntary First Nation, Inuit and Metis Self-Identification policy. The intent of the policy is to help all First Nation, Metis and Inuit students who self-identify to receive supportive programming in order to achieve the fullness of their God-given gifts and talents. Since that policy implementation, there have been a very small number of students who have self-identified. The progress of those students is being monitored on an ongoing basis and all students are currently achieving at the provincial standard or higher. Monitoring will continue and supports that are available will be provided. Career pathway information and scholarship and bursary information will be available to assist in planning post-secondary opportunities.

The first phase of the board's aboriginal plan at the elementary level focused on building cultural awareness with Grade 6 students and teachers. At the secondary level, the focus was with Guidance, Student Success, History, Civics and English teachers. The determination was made at the secondary level to introduce Native Studies courses and/or curriculum units into various secondary disciplines.

In February 2012, the first Native Studies course, Issues of Indigenous Peoples in a Global Context, was introduced at one secondary school and 34 students registered in the course. Course retention was 100% and 81% of the students in the course achieved provincial standard or higher. The course will be offered again in Semester II 2013 and in the 2012-13 school year another secondary school will be offering this course as the first Native Studies course in 2013-14. The Grade 11 pre-requisite to this course will also be offered in 2013-14 at both schools.

The next phase of the board's aboriginal plan was to foster community partnerships with various aboriginal groups in Essex County. In the summer of 2012, a program was made available to elementary and secondary aboriginal students to explore community bonding through the study of art. The board partnered with Turtle Island (University of Windsor) and the Can Am Friendship Centre. Through the Focus on Youth program, secondary school students had the opportunity to serve as mentors and tutors to the aboriginal students in the program in collaboration with the teaching staff.

The board will continue to support the self-identified aboriginal students and will continue to build cultural awareness in the mainstream student and teacher population.

## Our Specialty Programs

### Jumpstart Student Nutrition Program

Many school communities in the Windsor-Essex Catholic District School Board have established student nutrition programs in order to increase student access to healthy, nutritious foods. Research indicates that proper nutrition impacts a students' ability to focus therefore increasing student achievement success. Universal access to nutritious foods can also impact students' attitudes toward some foods in particular fruits and vegetables. Increasing the daily consumption of fruits and vegetables has the potential to decrease childhood obesity. These programs are established and maintained by volunteers in school communities under the leadership of a volunteer coordinator who is most often the principal but might also include an alternative employee or a volunteer from the school community. Sustaining a vibrant Student Nutrition Program requires a strong commitment from a school community both financially and in the volunteer hours spent purchasing, preparing and distributing foods as well as maintaining the appropriate practices to support the grant process. Grants are provided to individual school communities through a number of funding streams – Ontario Student Nutrition Program Grants from the Ministry of Child and Youth, Breakfast Clubs of Canada, Breakfast for Learning, Pathway to Potential as well as many private and corporate donations to Jumpstart. To qualify for many of the grants available it is necessary for school communities to have in place a revenue generation strategy to increase the sustainability. The Windsor-Essex Health Unit provides support to Jumpstart to offer mandatory safe food handling training to ensure appropriate practices are in place at each school offering a program.

- The number of schools with student nutrition programs has increased. At this time 23 elementary schools and 6 secondary schools of the Windsor-Essex Catholic District School Board have student nutrition programs operating this year.

### Muskoka Woods Leadership Experience

2012 celebrated the 19<sup>th</sup> year the WECDSB has partnered with Muskoka Woods Resort to provide a life-changing experience for our elementary students and secondary leaders. This year over 1500 Grade 8 students under the leadership of 400 secondary students participated in a 4 day/3 night outdoor recreation experience designed to nourish the body and spirit. This opportunity provides our students with an opportunity to grow spiritually, physically, mentally and socially, inspire our students to change their world and challenge our students to be everything God created them to be. For 19 years support staff, teachers, administrators and trustees have supported and encouraged the Muskoka Woods Experience for the children we all serve.

## Our Specialty Programs

### Focus on Youth and Summer School

The Windsor-Essex Catholic District School Board in partnership with the Ministry of Education and local community agencies offered a variety of summer program opportunities for children and youth through a Ministry of Education **Focus on Youth** Grant. Programming was offered in the areas of: Arts, Leadership Development, Recreation, Social and Tutoring/Academic.

#### Goals of Focus on Youth Program:

- Assisted not-for-profit insured groups to deliver summer activities that kept young people safe and active
- School space offered free of charge to community groups who successfully completed the application process
- High school students hired to assist the community service camps at one of the Board's sites

#### Highlights of the 2012 Windsor-Essex Catholic District School Board Focus on Youth Program

The following table provides an overall summary of the Focus on Youth programs.

**Table 6.2:** Focus on Youth Summary

<b>Windsor-Essex District School Board Focus on Youth Summary</b>	2009	2010	2011	2012
Partner Community Agencies	13	14	13	15
Program Sites	18	15	16	15
High School Students Employed	123	115	95	100
Children & Youth who took part in summer activities	9,857	16,529	17,092	24,574

### Summer School Program

In addition, the Board also offered a range of programming to students through its regular Summer School Program. Students were able to enroll in the following:

- Improvement Credits
- Full Credit
- Cooperative Education – Summer Jobs for Youth
- Online Courses
- Literacy/Numeracy and ESL

This past summer a total of 1082 students took part in Summer School programming offered by the Windsor-Essex Catholic District School Board.

## Our Specialty Programs

The following table provides a summary of the enrolment in the various Summer Programs offered by the Board over the past five years.

**Table 6.3: Five Year Summer School Programming Enrolment:**

<b>Students registered</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
Literacy/Numeracy	67	81	25	44	55
English as a Second Language	19	17	16	21	13
Full Credit	128	226	215	150	218
Improvement Credit	503	639	424	594	552
e-Learning Full Credit	76	74	94	107	191
Special Programs	39	40	48	52	53
<b>Total Students</b>	<b>832</b>	<b>1077</b>	<b>812</b>	<b>968</b>	<b>1082</b>

**Table 6.4: Summer School Program Success Rate**

Improvement Credits	95%
Co-operative Education	83%
Online Courses	94%
Full Credit	95%

### Staff

Summer School operates as a St. Michael's program, guided by 1 Principal, 3 Site Administrators, and 35 Teaching Staff.

## Our Continuing Education

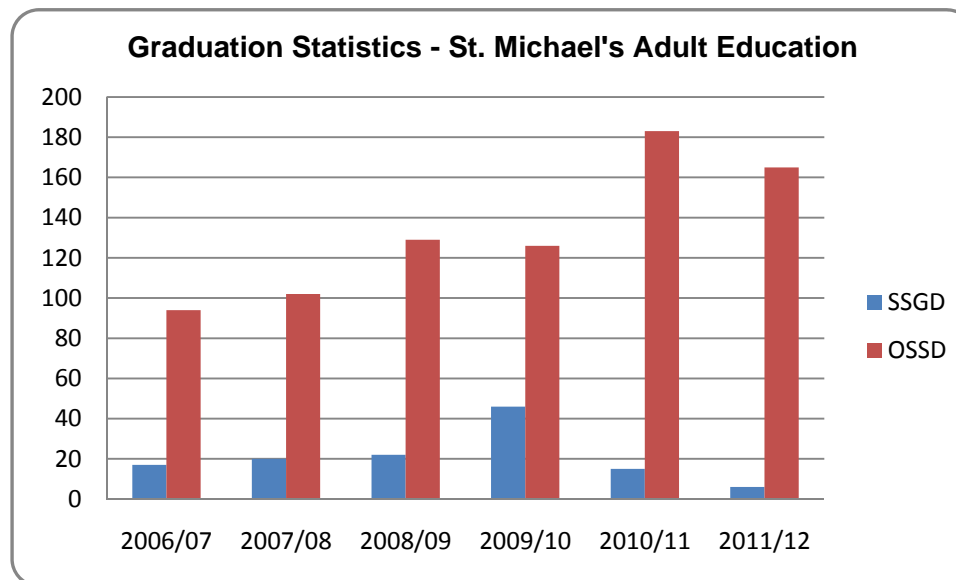
**Trends:**

- Since 2006 there has been an increase in Ontario Secondary School Diploma's (OSSD) granted.
- There are significantly fewer Secondary School Graduation Diploma's (SSGD) with a peak in 2009-10 and then a drop off.
- An Ontario Secondary School Diploma (OSSD) requires 30 credits, an Secondary School Graduation Diploma (SSGD) requires 27 credits

**Key Facts:**

- As the number of (significantly) older students returning to school decline, so do the number of SSGD's granted.
- More students fall under the OSSD requirements resulting in significantly more students earning this diploma.
- More students are finding the need to obtain their OSSD to gain employment.
- Classes commence in August two weeks prior to mainstream.
- There are 4 nine week blocks and the maximum absences allowed are 7 in a block.

**Figure 7.1:** Graduation Statistics – St. Michael’s Adult Education



## Our Staff

The Windsor-Essex Catholic District School Board is committed to providing a vibrant and dynamic staff to support those entrusted to our care; the students we serve. The Windsor-Essex Catholic District School Board workforce includes approximately 2,170 Full Time Equivalent (FTE) staff. Our teachers, our administration and our support staff are united and guided by our common goals of Faith Formation and Student Achievement. Together we remain steadfast in our resolve to provide a solid, faith-filled learning environment for our children.

### Staffing Levels 2012-2013

**Table 8.1:** WECDSB Staff

<b>STAFF</b>	
Permanent	2170.2
*School Based Staff - %	95%
Central Office Based Staff - %	5%
<i>*Includes Principal/Vice Principal</i>	

**Table 8.3:** Principals and Vice Principals

<b>PRINCIPALS AND VICE PRINCIPALS</b>		
Vice Principals	Elementary	27
	Secondary	26
Principals	Elementary	38
	Secondary	10

**Table 8.2:** Employees – School Based

<b>EMPLOYEES – School Based</b>	
Elementary Classroom Teachers	741
Secondary Classroom Teachers	463.5
Educational Assistants	261
Early Childhood Educators	41
Child & Youth Workers	23
Attendance Counselor	1
Campus Ministers	9
Library Staff	3
School Office Clerical	80
Computer and Technical Support	6.5
Custodial & Maintenance	193
Speech Services	12.1
Psychological Services	5



## Our Staff

**Table 8.4:** School Based Non-Classroom Teachers

<b>Employees – School Based Non-Classroom Teachers</b>	
Special Education Teachers	89.6
Deaf / Hard of Hearing	1
Tchr. for the Visually Impaired	2
Special Program	1
Guidance Teachers	21.66
Coordinators/Consultants	14.34

**Table 8.5:** Catholic Education Centre – Central Office

<b>Employees – Catholic Education Centre – Central Office</b>	
Director and Superintendents	10
Managers & Supervisors	12
Clerical/Secretarial/Technical	29
Transportation	4
School Operations – Maintenance	25
School Operations – Clerical	4
Curriculum – Clerical	4
Computer & Tech. Support	13.5

**Table 8.6:** Teachers' Years of Experience

<b>TEACHERS' YEARS OF EXPERIENCE 2012-2013</b>		
# of Years	Elementary	Secondary
0 - 4 years	8%	6%
5 – 9 Years	30%	17%
10+ Years	62%	77%

**Table 8.7:** New Hires Teaching Staff/Percentage Hired from Occasional Staff

<b>NEW HIRES TEACHING STAFF</b>			<b>% Hired from Occasional Staff</b>
Year	Elementary	Secondary	
2011-2012	2	8	80%
2012-2013	2	2	100%

**Table 8.8:** Teacher QECO Ratings (FTE)

<b>TEACHER QECO RATING STATISTICS (FTE)</b>			
QECO* RATING	2010/11	2011/12	2012/13
A1	15.5	17	13
A2	59.66	49.6	45.23
A3	326.82	291.9	264.8
A4	1032.62	1035	1003.02
Total	1434.5	1393.5	1326.05

**Table 8.9:** Teacher QECO Percentage Statistics

<b>TEACHER QECO PERCENTAGE STATISTICS</b>			
QECO RATING	2010/11	2011/12	2012/13
A1*	1%	1%	1%
A2*	4%	4%	3%
A3*	23%	21%	20%
A4*	72%	74%	76%

\*QECO = Qualifications Evaluation Council of Ontario

\*A1 = Category A1 requires a valid certification from the Ontario College of Teachers with an acceptable university degree.

\*A2 = Category A2 requires a valid certification from the Ontario College of Teachers with an acceptable four year undergraduate degree.

\*A3 = Category A3 requires a valid certification from the Ontario College of Teachers with an acceptable undergraduate university degree plus an Honour Specialist qualification.

\*A4 = Category A4 requires a valid certification from the Ontario College of Teachers with an acceptable four year undergraduate university degree which has first or second class standing, plus an Honour Specialist qualification.

For more information QECO Ratings refer to the website at [www.qeco.on.ca](http://www.qeco.on.ca).

## Our Staff

### Leadership

#### Trends:

- There has been significant leadership renewal in the past five years for both principals and support staff.
- New leadership opportunities continue to be available for the teaching staff of the Windsor-Essex Catholic District School Board.

#### Key Facts

- New hires among principals has been necessitated by retirements.
- New hires among Vice Principals has been necessitated by an increase in the number of “teaching Vice Principals” at both the elementary and secondary levels.
- The new “teaching Vice Principal” model was expanded substantially in 2010.

**Table 8.10:** Principal/Vice Principal New Hires by Year

PRINCIPAL / VICE PRINCIPAL NEW HIRES BY YEAR - September						
PANEL	POSITION	2008	2009	2010	2011	2012
Elementary	Principal	0	6	2	4	5
	Vice Principal	1	7	12	4	7
Secondary	Principal	0	4	1	0	0
	Vice Principal	0	6	11	5	0

### Retirement and Resignation Rates

#### Trends

- The Windsor-Essex Catholic District School Board continues to be an “employer of choice” as there have been a very small number of teacher resignations relative to other boards.
- When compared to the previous 5 year time period (2002-2007), an increase in teacher retirements has taken place in the last 5 years (2008-2012)

#### Key Facts

- Elementary and Secondary Teacher retirement rates remained consistent year to year during the past 5 years.
- High retirement rates were exhibited in the 2007-2008 school year for Secondary Teachers and in the 2008-2009 school year for Elementary Teachers.

## Our Staff

**Table 8.11:** Teacher Retirements by Year

TEACHER RETIREMENTS BY YEAR					
	2008	2009	2010	2011	2012
Elementary	34	44	26	19	37
Secondary	26	12	20	24	18

**Table 8.12:** Teacher Resignations by Year

TEACHER RESIGNATIONS BY YEAR					
	2008	2009	2010	2011	2012
Elementary	5	3	3	10	1
Secondary	2	1	2	1	3

### Staffing Overview

The Windsor-Essex Catholic District School Board is a medium to large sized board serving a very diverse population in urban Windsor and rural Essex County. The 2012-2013 school year required the Windsor-Essex Catholic District School Board to employ over 1,334 elementary and secondary teachers, 101 principals and vice principals. In total, there were approximately 2,170 permanent employees including vital support staff such as: Educational Assistants, Early Childhood Educators, Behaviour Specialists, Child & Youth Workers, caretaking and maintenance staff, school office clerical, IT Specialists and many other school and non-school based support staff. All share the common goals of Faith Formation and Student Achievement.

### Specialty Teaching Positions

#### Trends

- Provincially there has been an increase in preparation time in the Elementary panel. Therefore the demand for Specialty Teaching positions continues to reflect the hiring needs of the Elementary Teaching panel.

#### Key Facts

- Elementary preparation time is provided by PALS (Pupil Assisted Learning Strategies) in Junior Kindergarten to Grade 3. French as a Second Language provides preparation time in grades 4-8.
- Aggregate Preparation time is provided by Specialty Teachers.
- All Elementary and Secondary Vice Principals are assigned some teaching duties.
- The demand for Teachers who have French qualifications continues, especially as the Windsor-Essex Catholic District School Board expands its delivery of French Immersion.

## Our Staff

### Vice Principal Teaching Model

The WECDSB has a belief that Principals and Vice Principals are the key architects of guiding student achievement at the school level. In order to maximize student achievement and capitalize on the tremendous influence that administrative teams have on the delivery of program at the individual school level, the WECDSB has chosen to implement a “forward thinking” teaching Vice Principal model at both the elementary and secondary level.

#### Key Facts:

- 26 Teaching Vice Principals at the Elementary level
- 27 Teaching Vice Principals at the Secondary level
- Elementary Vice Principals teach 60% of the day
- Secondary Vice Principals teach 50% of the day
- Elementary Vice Principals provide PALS for consistency of program
- Secondary Vice Principals teach a variety of credit and non-credit subjects

#### Benefits of Vice Principal Teaching Model

- Consistency of program
- Increased visibility in the school and in particular the classroom setting
- Increased knowledge of the entire student body, their learning styles of individuals and how to best serve them
- The fostering of effective rapport with more students
- More administrative presence in the school, more supervision and thus safer schools, greater administrative access for parents
- Assist administrative team in staying current with practice and program

\*Note: See Principal/Vice Principal funding allocation in Finance Section.

## Our Staff

### Hiring and Promotions

The Windsor-Essex Catholic District School Board recognizes that its staff is its most important resource. The Board believes that the quality of the staff is a major component of an effective, productive system and makes every effort to attract and retain the best, qualified personnel.

The Board strives to provide the highest quality Catholic educational services to the Catholic community.

Criteria and qualifications for positions are established in a fair and objective manner. Recruitment for positions is done as widely as is appropriate to ensure that all qualified applicants have the opportunity to apply.

Promotions are based on demonstrated ability, skill, knowledge and the expertise required to perform the duties of the position.

Following are some of the procedures established to achieve the goal in hiring and promoting staff:

#### **Administrative Procedures: Hiring of Teachers**

- The process is conducted after consideration for any relevant provisions of the Board's collective agreement with its occasional teachers.
- The Executive Superintendent of Human Resources/designate(s) reviews prospective candidates' files for the purpose of selecting candidates for interviews and determines and oversees an interview process that ensures compliance with Board Policy H: 03 Hiring and Promotion Policy.
- Staff does not partake in the interview or any part of the hiring process where a candidate is a relative. Individuals who find themselves in this situation declare a conflict of interest and they remove themselves from the hiring process.

#### **Administrative Procedures: Hiring of Administrative and Support Staff**

- All available positions are posted in accordance with the respective collective agreement(s) where applicable.
- Recruitment for positions is done as widely as is appropriate to ensure that all qualified applicants have the opportunity to apply.
- Staff does not partake in the interview or any part of the hiring process where a candidate is a relative. Individuals who find themselves in this situation declare a conflict of interest and they remove themselves from the hiring process.
- The Executive Superintendent of Human Resources authorizes all new hiring to the Board through the Director of Education.

## Our Schools

The Windsor-Essex Catholic District School Board has 49 facilities within its system.

It is essential that our schools are welcoming to the community and that our facilities provide a positive and supportive learning environment for our students. Curriculum delivery has changed significantly in many student programs including broad-based technology, drama/dance/music, physical education and information technology. Our infrastructure must meet these changes in order that our students can achieve success.

As part of the province's plan for the renewal of public infrastructure, the Ministry of Education has made a commitment to provide resources for repairs and renovation of schools including funding for Full Day Kindergarten construction.

### Facility Facts & Figures

**Table 9.1:** Number of Facilities

FACILITIES	
Elementary	38
Secondary	10
Other	1

**Table 9.2:** Building Age

BUILDING AGE	
< 20 years	7
20 – 50 years	18
50+ years	24

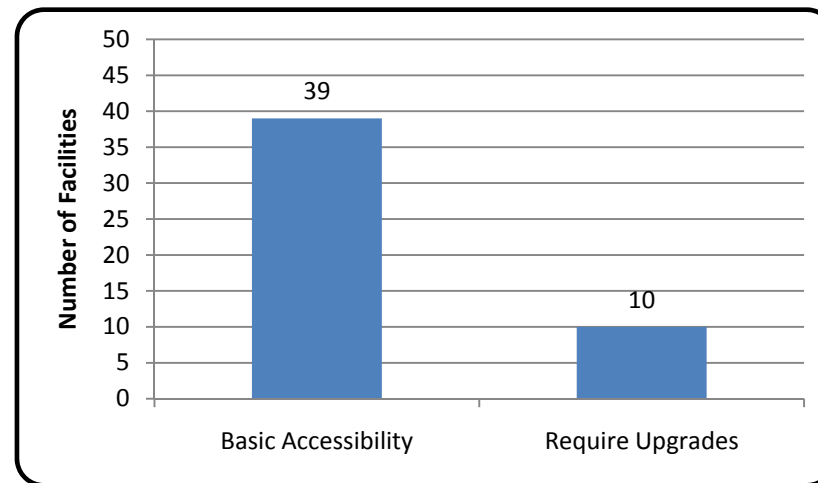
## Our Schools

### Requirements of Legislation

#### Trends

- New legislation, such as the *Accessibility for Ontarians with Disabilities Act*, will require all public buildings to become barrier-free.
- Legislative and regulatory changes mandate compliance with higher standards that may have not existed when facilities were constructed. The Board must expend funds to meet its obligations.

**Figure 9.1:** Number of Facilities Requiring Upgrades



#### Key Facts

- The Board is committed to providing a physical environment that is free of barriers for the students, parents and staff.
- Of the 49 facilities in the WECDSB, 39 have barrier-free access. Most facilities are not multi-level. Ensuring barrier free access to all schools is costly.
- The Board has established an Accessibility Committee which reviews the status of the Board's needs for accessibility and the status of designated projects. The Committee also prepares an annual and multi-year Accessibility Plan.

## Our Schools

### Facility Renewal and Maintenance

#### Trends

- There is an increasing demand for facility maintenance and repairs due to the age of the buildings.

**Table 9.3:** Projected Value of Required Maintenance

Projected Value of Required Maintenance <i>Source: Total Capital Planning Solutions (TCPS)</i>			
2013	2014	2015	2016
\$48.6 M	\$56.7 M	\$67.7 M	\$82.4 M

#### Key Facts

- *School Renewal* funded by the Ministry annually is spent to address any significant repairs required.
- In 2011-12, the Ministry allocated *School Condition Improvement* funding for three years. Funding was based primarily on the number of schools excluding schools built since 2007 and schools which Boards have received Ministry funding to substantially renovate and or replace. In 2011-12, the Board was allocated \$1,620,615 and for 2012-13 \$1,627,947

**Table 9.4:** Annual School Renewal Funding

Annual School Renewal Funding	
2007-08	\$3,161,459
2008-09	\$2,498,448
2009-10	\$3,104,071
2010-11	\$3,064,673
2011-12	\$3,010,187



## Our Schools

### Energy Management

#### Trends

- Overall energy expenditures have risen throughout Ontario.

#### Key Facts

- WECDSB has been involved in a consortium with other large employers for the purchase of gas and electricity.
- The Ministry of Education allocated Energy Efficiency funding over a two year period (2009-10, 2010-11) to be used to create environmentally friendly learning spaces to reduce energy use and to reduce greenhouse gas emissions.
- The Board was allocated \$4,059,244.
- These funds were used for the following projects:
  - Energy Audits at two secondary schools;
  - Replacement of boilers at one elementary school;
  - Heating/Cooling System at one secondary school;
  - Installation off occupancy sensors at several facilities;
  - Installation of LED exit lighting at several facilities;
  - Installation of portable controls and unit ventilators at several schools;
  - Replacement of hot water tanks with energy efficient tanks at several schools.
- The Board continues to utilize energy efficient products and systems when conducting routine maintenance and in construction projects.

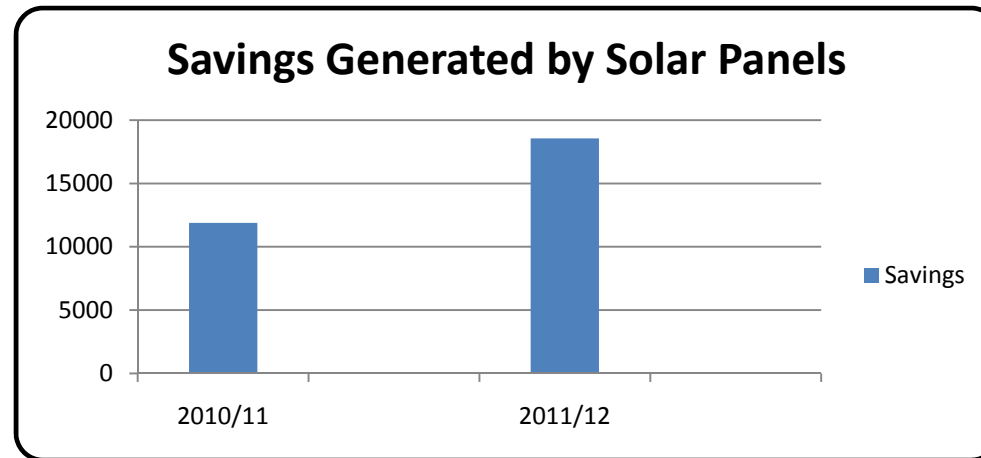
## Our Schools

### Renewable Energy

#### Trends

- Renewable energy is energy that comes from natural, sustainable sources such as the sun, wind and water.
- Generating energy from these sources is a cleaner alternative to generating energy from more traditional sources.

**Figure 9.2:** Savings Generated by Solar Panels



#### Key Facts

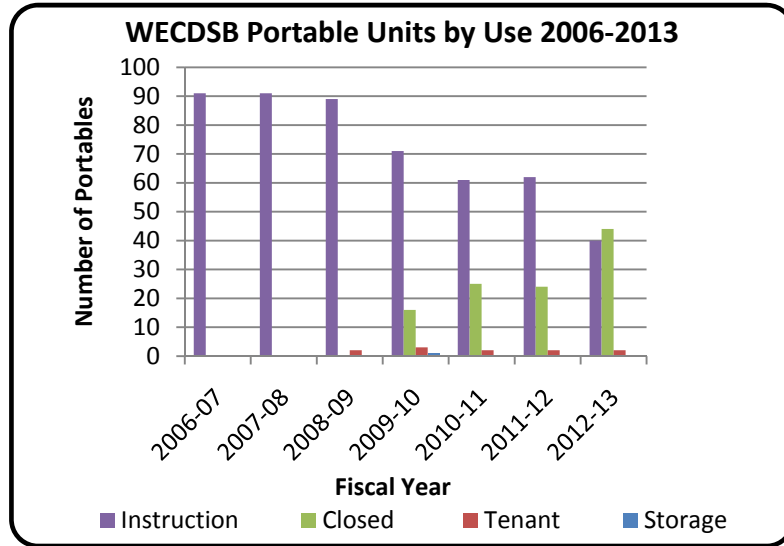
- The Ministry of Education funded the Green School Pilot Initiative in 2010-11 allowing Ontario schools to purchase, demonstrate, and test cutting edge green products/technologies to reduce their environmental footprint.
- The WECDSB installed solar panels at 2 elementary schools as well as a solar domestic hot water system at a secondary school.

## Our Schools

### Portables

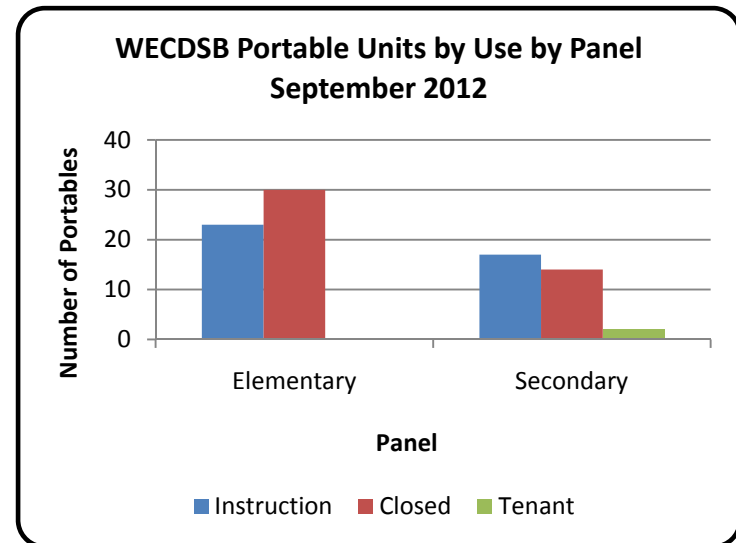
#### Trends

**Figure 9.3:** Portable Units by Use



- Portable usage for instruction has been steadily decreasing since 2009.

**Figure 9.4:** Portable Units by Use by Panel



#### Key Facts

- There are currently 86 portables in the WECDSB inventory. 47% of them are used for instruction.
- Currently 62% of the portables are located at elementary schools. 56% of these portables are closed.

## Our Schools

### Community Use of Schools and Permits

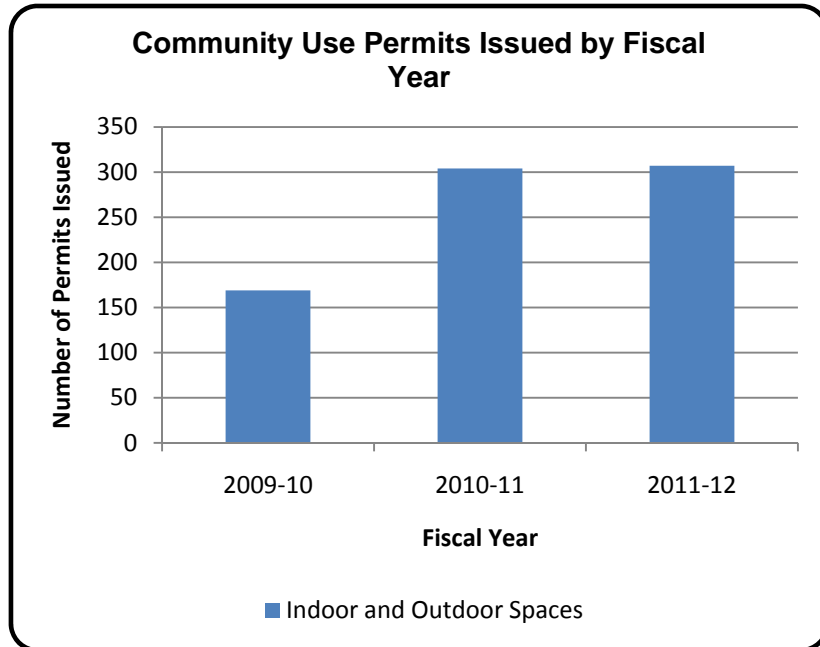
#### Trends

- Total permits issued and total permitted hours have increased over the past 3 years.

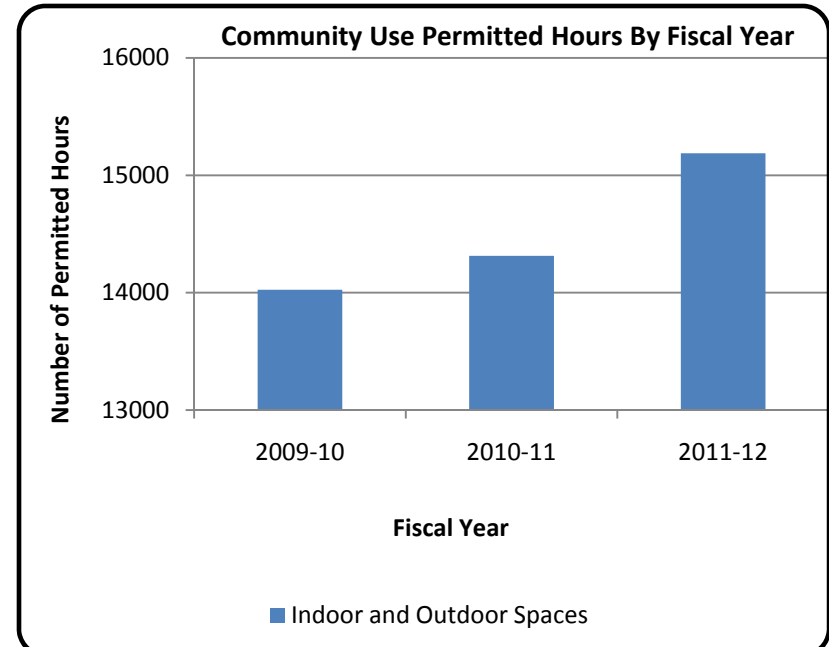
#### Key Facts

- WECDSD implemented an on-line permitting system in September 2010. The cost of the software implementation was funded by a one-time Ministry grant received.
- Use of schools and school grounds by the community impacts the wear-and-tear of the facilities and the maintenance costs.
- Costs associated with offering school spaces to not-for-profit community groups are offset by a subsidy received from the Ministry, annually, since 2004.
- The Board approved a restructuring of the rental rates in August 2011, to help align various community groups with the Ministry guidelines and to assist in financially sustaining such activities.

**Figure 9.5: Community Use Permits Issued**



**Figure 9.6: Community Use Permitted by Hours**



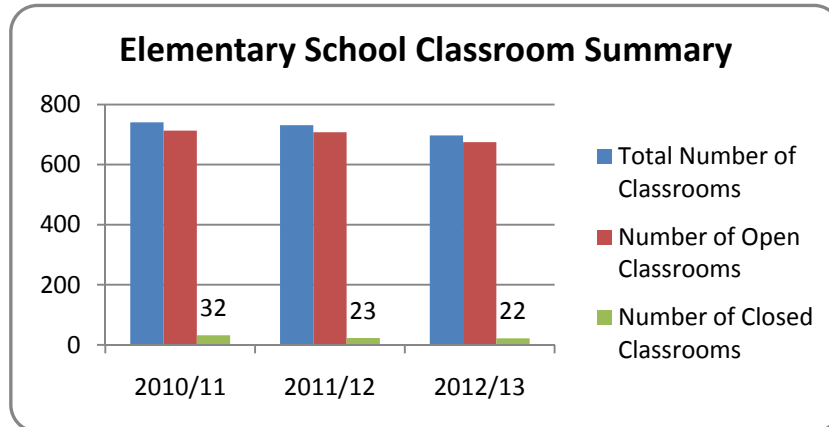
## Our Schools

### Classrooms

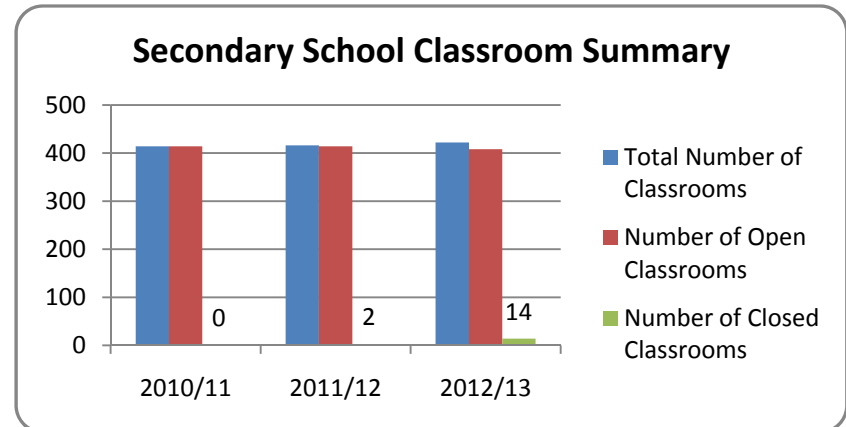
#### Trends

- As enrollment declines, it is necessary to close classrooms in order to reduce deterioration as well as the costs of cleaning the rooms.

**Figure 9.7: Elementary School Classroom Summary**



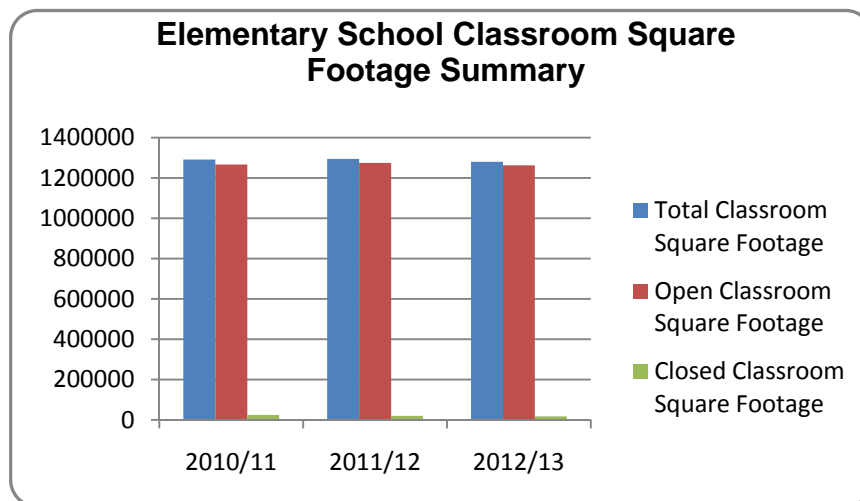
**Figure 9.8: Secondary School Classroom Summary**



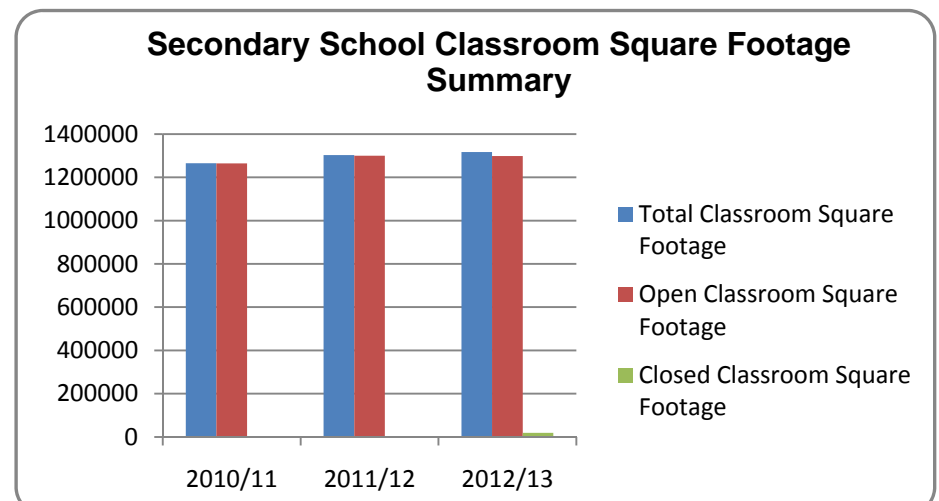
#### Key Facts

- There are currently 697 classrooms in our Elementary system and 422 classrooms in our Secondary system.
- 3% of Elementary and 3% of Secondary classrooms are currently closed.
- There has been a reduction in total classroom usage due to school closures.
- Despite a reduction in enrolment, there is not a proportional reduction in classroom usages.

**Figure 9.9: Elementary School Classroom Square Footage Summary**



**Figure 9.10: Secondary School Classroom Square Footage Summary**



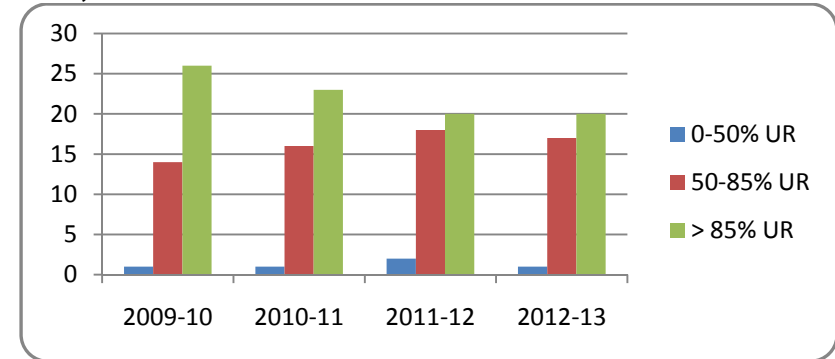
## Our Schools

### Surplus School Capacity

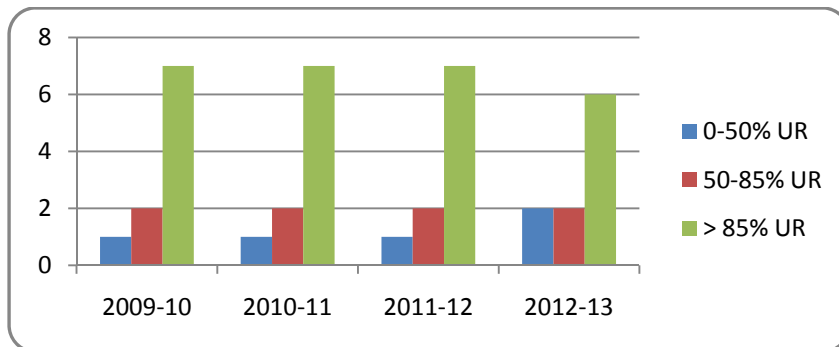
#### Key Facts

- The number of elementary schools utilizing at least 85% of their capacity has decreased significantly from 26 to 20 over the past 4 years.
- Even with recent school closures, 47% of elementary schools have less than the 85% minimum capacity to attract maximum grant funding from the Ministry of Education.

**Figure 9.11: WECDSD Elementary Schools Utilization Rate, 2009-2012**



**Figure 9.12: WECDSD Secondary Schools Utilization Rate, 2009-2012**



#### Key Facts

- 4 out of 10 buildings used for secondary schools are below the 85% threshold required to attract maximum grant funding from the Ministry of Education.

[Note: Utilization rate (UR) represents the proportion of actual enrolment versus the pupil space capacity of the school.]

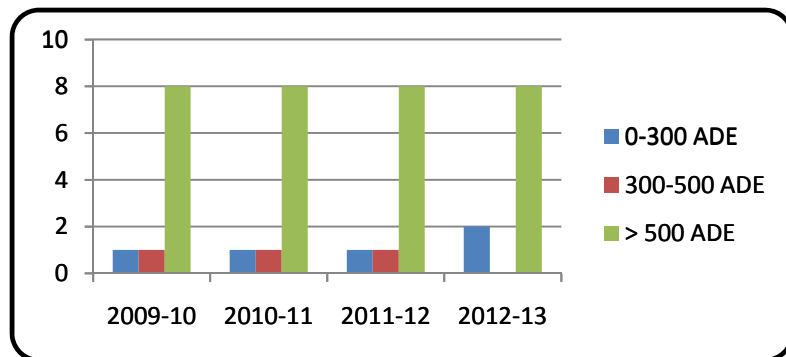
## Our Schools

### Lower Enrolment Schools

#### Key Facts

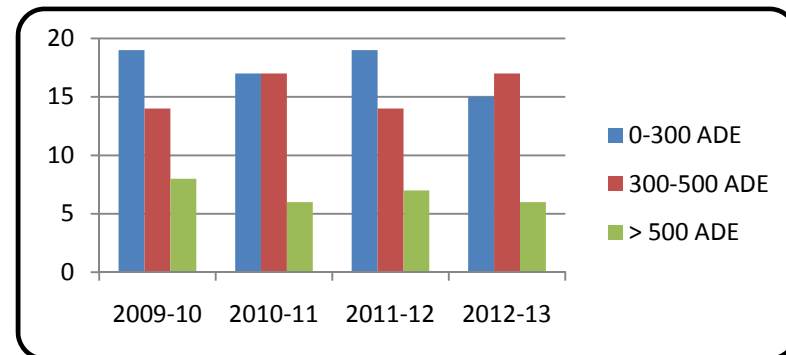
- Ongoing declining enrolment continues to result in elementary school buildings with lower numbers of pupils.
- Smaller elementary schools are not as efficient from an educational, operational and financial perspective.
- Recent elementary school consolidations have only partially addressed this situation.

**Figure 9.14: Number of WECDSB Elementary Schools by Total Enrolment**



\*ADE = Average Daily Enrolment

**Figure 9.13: Number of WECDSB Secondary Schools by Total Enrolment**



#### Key Facts

- Secondary school enrolments continue to be greater than 500 pupils, however decreases in 2 schools is resulting in enrolments declining to this number.
- The two buildings with less than 300 pupils house the alternative education program and the adult education programs.
- Consolidations would increase educational opportunities since a broader array of programs can be provided more efficiently as scale increases

## Our Information Technology

### Building from the Past, Learning in the Present, Leading in the Future

Technological advancements have altered the corporate and educational landscape within the Windsor-Essex Catholic District School Board. The global emergence of the internet changed the world! Technologies have become tools of learning by opening up opportunities for networking and knowledge sharing, providing alternative means to increase job efficiency and allowing staff and students to enhance their creativity and problem-solving ability. Such radical shifts have created new ways of doing business on the corporate and educational fronts for the WECDSB. Learning, the way individuals learn and how individuals are taught has evolved and will continue to be altered as technology advances.

The information technology philosophy regarding administrative and academic systems focuses on a continuous cycle of standardization, consolidation, centralization and virtualization in order to reduce costs, simplify operations and standardize practice to improve overall efficiency and meet targeted objectives.

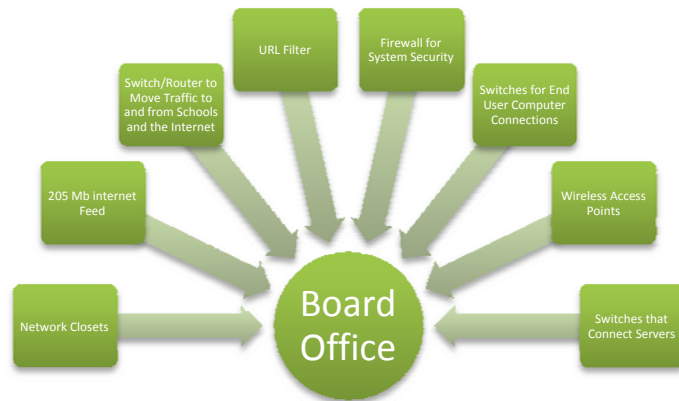
In order to create engaging learning environments the WECDSB is in the process of updating infrastructure, utilizing new technology, creating professional digital learning communities and building staff capacity at all levels to mobilize, share and link knowledge in support of faith development and student achievement.

### Wide Area Network (WAN)

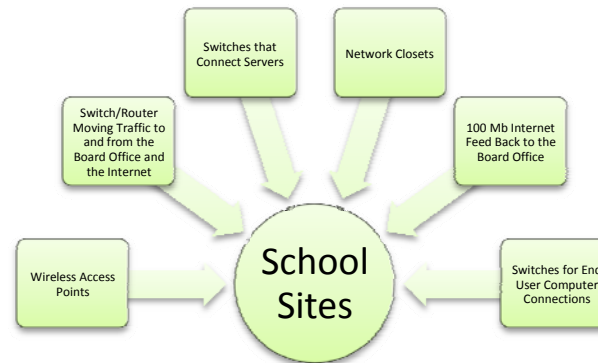
The WECDSB is a member of WEDnet (Windsor-Essex Development Network), a consortium of health, education, municipal and industry stakeholders. The WEDnet WAN backbone spans across Windsor and Essex County. The connectivity to each Board site is a dedicated 100 Mb fiber feed. The Board office has a 1000 Mb fiber feed.

### Network Infrastructure

**Figure 10.1:** Board Office Network Infrastructure



**Figure 10.2:** School Sites Network Infrastructure





## Our Information Technology

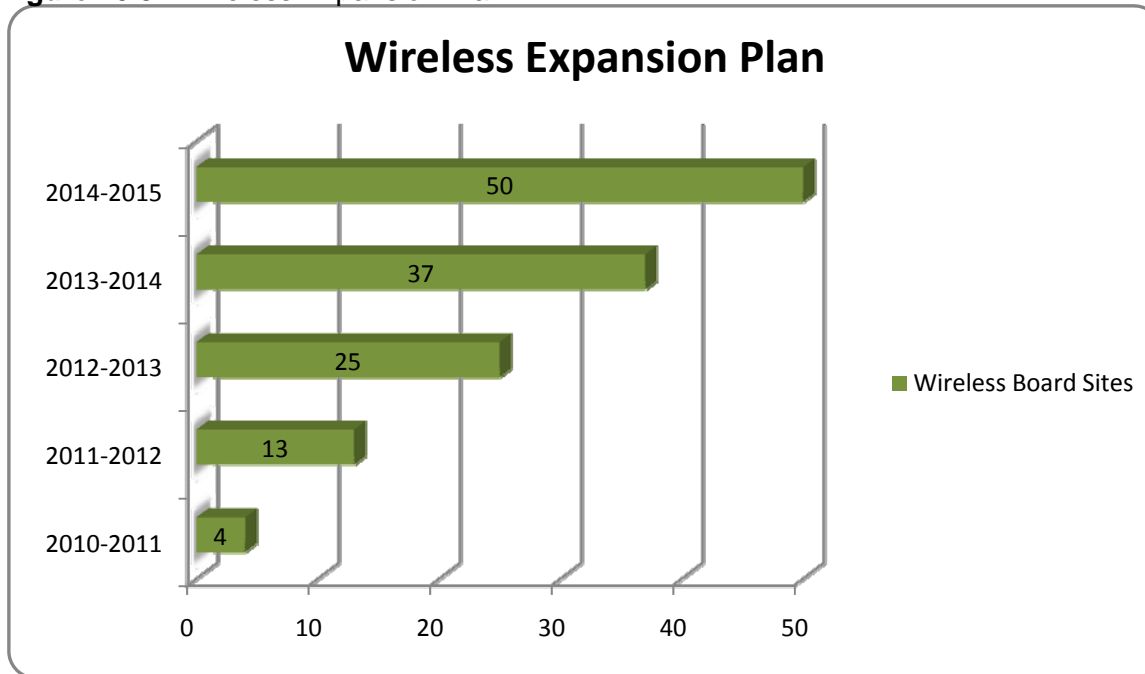
### Network Capacity

The current network is able to meet current bandwidth demands at all sites. The network is near capacity and dated. New hardware infrastructure will be required across the Board to facilitate future bandwidth demand and the introduction of newer technology as the current infrastructure will not support a connection greater than 100 Mb.

### Wireless Network

The Board envisions the wireless network to grow as schools integrate technology to support curriculum expectations and as “Bring Your Own Device” (BYOD) grows in popularity.

**Figure 10.3:** Wireless Expansion Plan



\* All secondary schools are fully wireless. Two elementary schools are fully wireless and all other elementary schools have wireless access in their library. Future expansion is dependent upon appropriate funding.

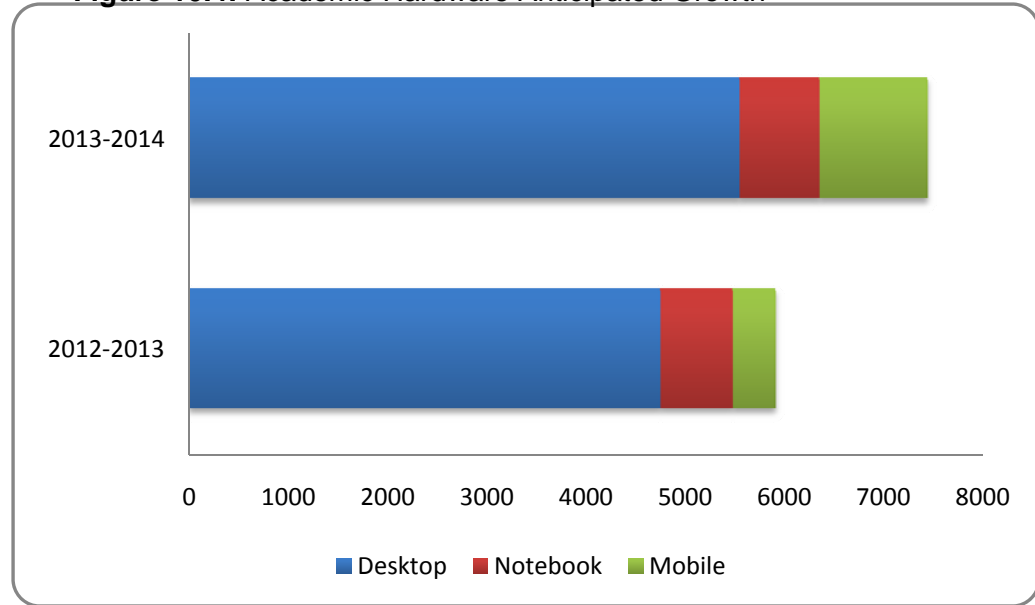
## Our Information Technology

### Academic Hardware Anticipated Growth

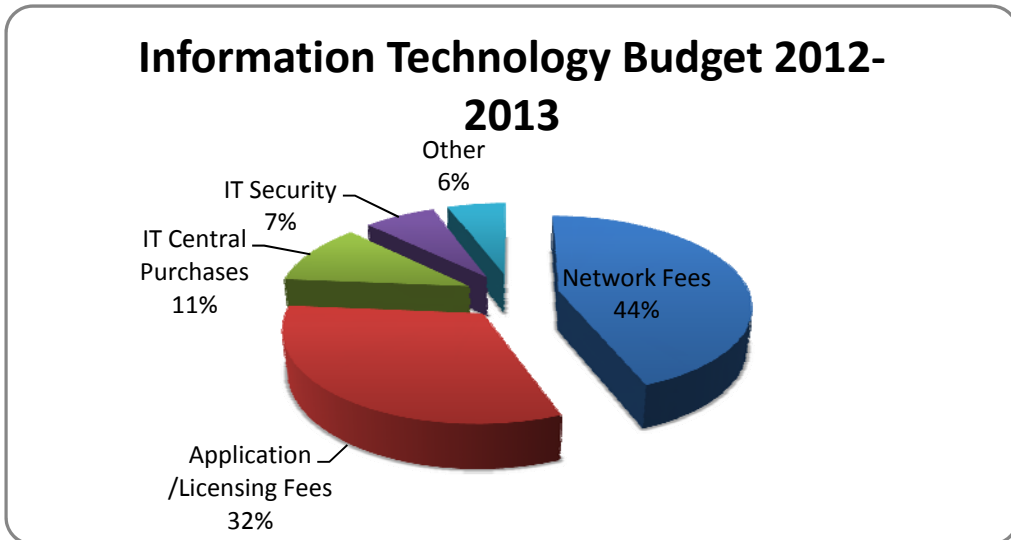
**Trend:**

- Strong growth in mobile devices and an increase in BYOD for staff and students is the anticipated future direction.

**Figure 10.4: Academic Hardware Anticipated Growth**



**Figure 10.5: Information Technology Budget 2012-13**



## Our Information Technology

### Learning Technologies in the Classroom 2012-2013 and Beyond

The WECDSB is committed to implementing technology in support of student learning to meet and exceed the expectations set out in the Ontario curriculum. The strategic integration of technology into the curriculum allows WECDSB students to be prepared for the digital world. Each day, students access the Board's technological infrastructure working on projects like the following:

**Figure 10.6:** Learning Technologies in the Classroom



In addition, focused pilot projects are occurring in elementary that are designed to enhance literacy, numeracy and critical thinking skills. The following are examples:

- **Collaborative Learning in Mathematics** has students using various mathematical Apps on iPads to record their thinking as they work through mathematical problems. Teachers are documenting student learning and thinking through the use of videos and photos.
- **Student Work Study** has students using iPads and iPods as research tools to support inquiry into various disciplines of the curriculum. The Student Work Study teacher is documenting student learning and thinking through the use of videos and photos.
- **Early Primary Collaborative Inquiry** has teachers using cameras and videos to support the documentation of student work and making students' thinking visible. This allows for a deeper analysis and conversation around student assessment (i.e. assessment for/as/of learning).

## Our Information Technology

### Information Technology and School Libraries

School libraries have become communal areas that allow staff and students the ability to focus on higher order critical thinking skills emphasized in classroom instruction.

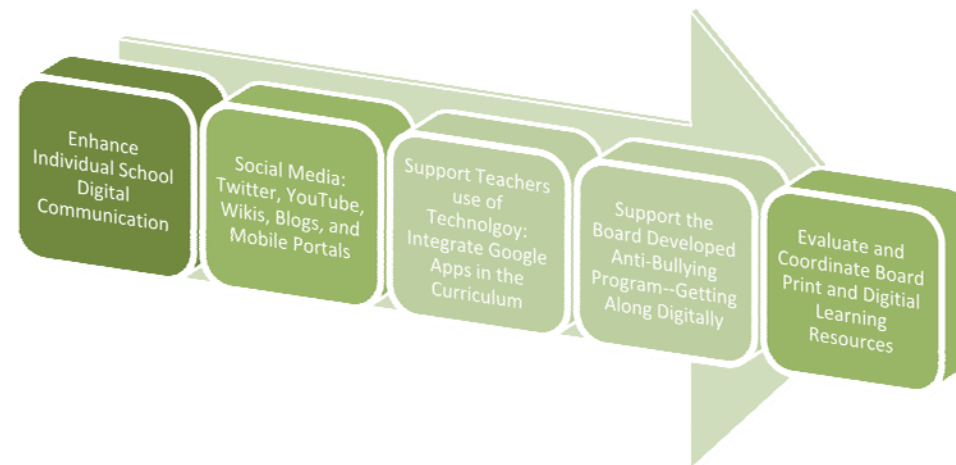
**Figure 10.7:** Information Technology and School Libraries



### New Information Technology Staff 2012-2013

The Board added two Education Technology/Library Resource Support personnel and a Library Media Coordinator to help move the following priorities forward:

**Figure 10.8:** New Information Technology Staff 2012-13



## Our Information Technology

### Key Challenges for Information Technology

- A new communications network infrastructure will be required to support future technological advancements
- There is a need to further train and support staff in the implementation of new technology since effective implementation involves a pedagogical shift in practice.
- Traditional information technology assets at many sites (i.e. phones, public address systems) are old and outdated and need to be refreshed.
- There is a growing need to ensure that data is protected and secure in accordance with privacy legislation.
- A formal refresh cycle needs to be implemented for all information technology systems and equipment.
- As technology evolves resources need to be allocated for technological advancements and to ensure that technology is infused into all classrooms and accessible to all.
- A long-term, cost effective plan aligning information technology with the Board vision and strategic plan needs to be articulated.

## Our Financial Overview

This section provides detailed information on net expenditures, other revenue, and the Ministry Grants for Student Needs (GSN).

### Overall Revenues and Expenditures

The Provincial funding formula establishes the total revenues available to school boards to provide programs and services to their students. The calculation and grants that fund school boards are based on a very broad range of factors – the most important being enrolment (see Section Our Schools, Elementary and Secondary Enrolment for detailed enrolment patterns and definitions).

Table 11.1 details WECDSD's overall financial information.

**Table 11.1<sup>1</sup>: Financial and Other Details for WECDSD**

<b>BUDGET</b>	<b>Million</b>
<b>Operating Expenses (includes amortization expense)</b>	<b>\$256.2</b>
<b>Capital Expenses</b>	<b>\$7.5</b>
<b>Total Grants for Student Needs (including Debt Servicing Grants)</b>	<b>\$248.9</b>
<b>Total Funding for Specific Ministry Initiatives</b>	<b>\$4.6</b>
<b>STAFF AND STUDENTS</b>	<b>FTE</b>
<b>Total Enrolment – Pupils less than 21 years (ADE)</b>	<b>22,161</b>
<b>Total Enrolment – Pupils 21 years and over (ADE)</b>	<b>284</b>
<b>Total Teachers including Teaching VP</b>	<b>1,398.5</b>
<b>Total Special Education Educational Assistants</b>	<b>277.0</b>
<b>Total Principals and Vice-Principals (administrative portion only)</b>	<b>73.1</b>
<b>Total Custodians</b>	<b>177.0</b>
<b>Total School Office Clerical</b>	<b>83.0</b>

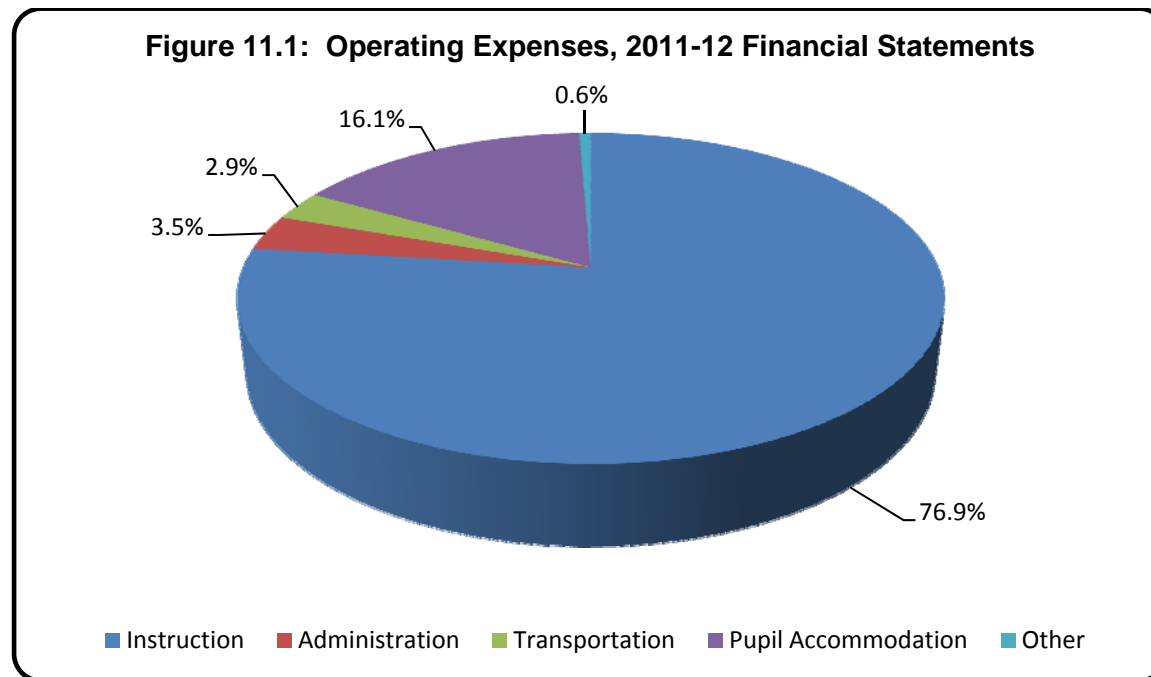
<sup>1</sup>Actual figures taken from 2011-12 WECDSD financial statements.

## Our Financial Overview

### Total Expenses

The total operating expenses for 2011-12 are \$256.2 million.

- School Board spending is largely (77%) comprised of instructional expenses, which typically represents classroom and non-classroom expenses. The instructional costs can be further categorized into teacher costs, principals, vice-principals, professional/paraprofessionals, coordinators and consultants, library and guidance, school office, department heads, textbooks, computers and supplies expenses.

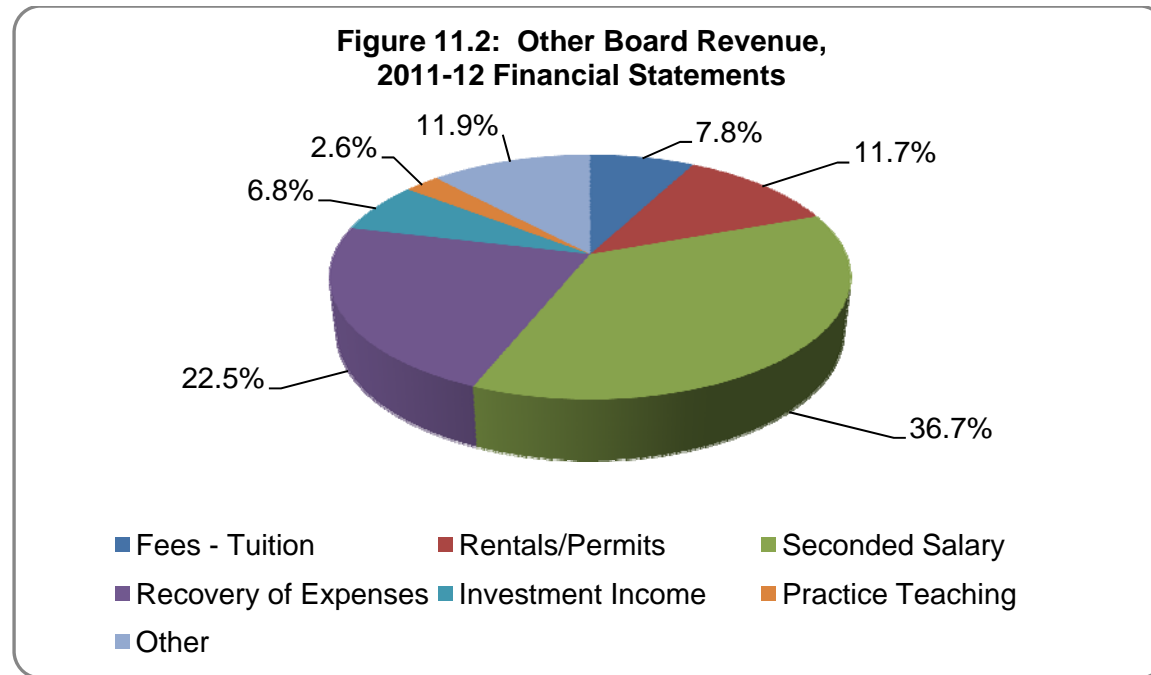


## Our Financial Overview

### Other Revenue

The majority of WECDSB's additional revenue is generated by the following:

- Tuition fees from International Students
- Rental and permit income from facilities
- Salary recoveries for seconded employees
- Investment income including interest on sinking fund assets
- Rebates and revenues received to offset and recover expenses





## Our Financial Overview

### Ministry Grants for Student Needs

The Windsor-Essex Catholic District School Board also receives Grants for Student Needs (GSN) generated by student enrolment. Figure 11.3 shows the provincial GSN model which includes the following:

**Pupil Foundation Grant:** Funding for core educational programs and services (textbooks, learning materials, educational assistants and professionals)

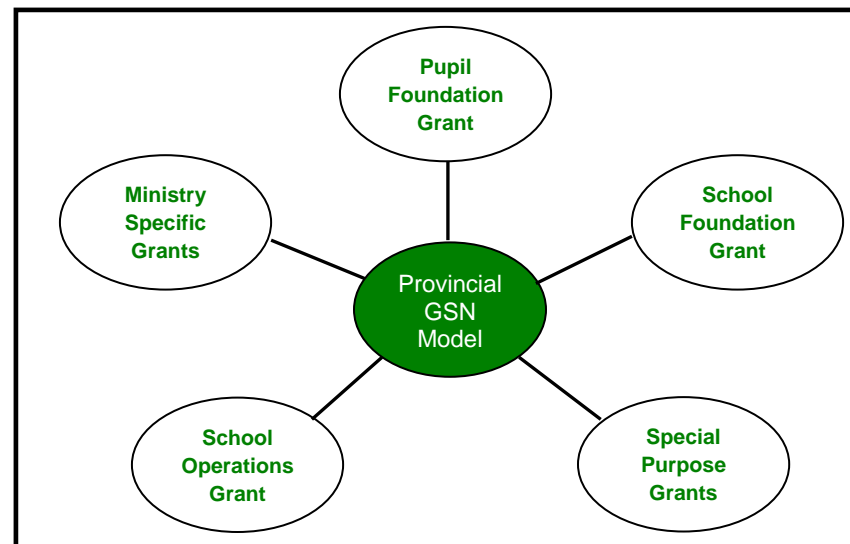
**School Foundation Grant:** Funding for school office administration

**Special Purpose Grants:** Supplementary funding for special programs and students with Special Needs (Special Education grants, English as a Second Language, French and Native Language Grants)

**School Operations Grant:** Caretaking, utilities, and general maintenance

**Ministry Specific Grants:** Ministry targeted initiatives (commonly one-time only grants)

**Figure 11.3: Provincial Grants for Student Needs**



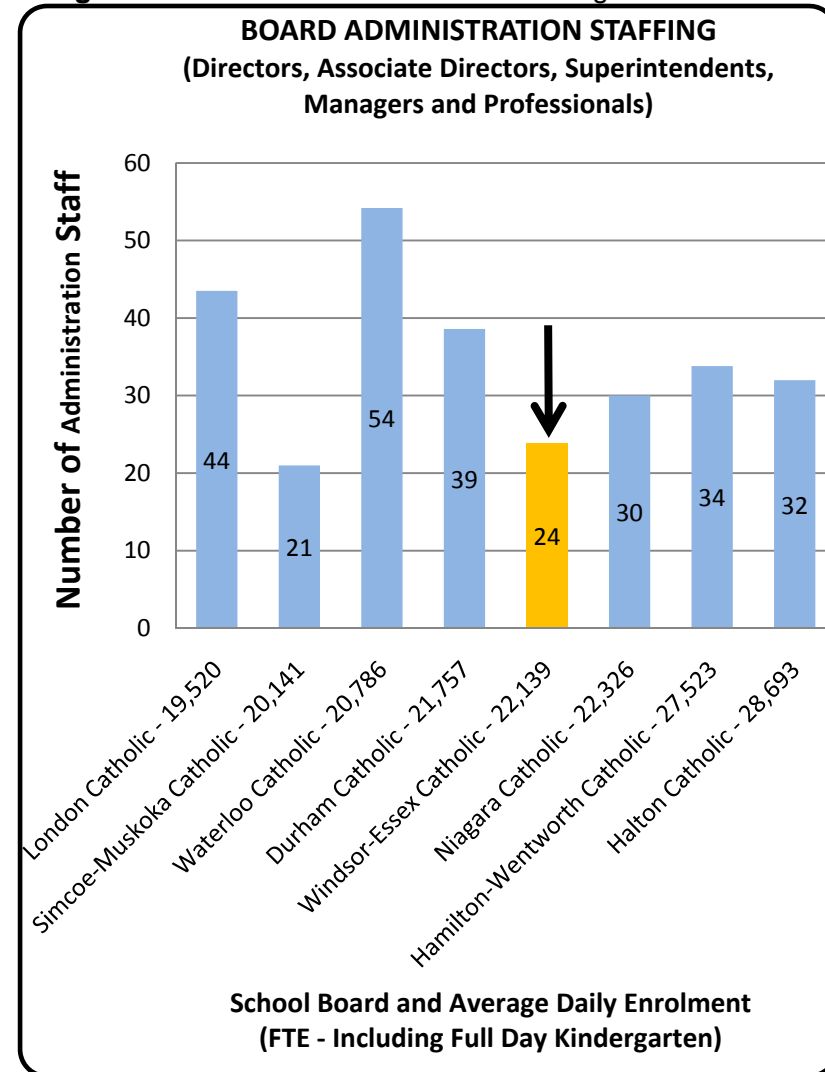
## Our Financial Overview

### Management

#### Key Facts

- WECDSB's management staffing (excluding school-based staff) consists of senior administration which includes the Director, Associate Director, Superintendents plus the managers and professionals involved in general administration of the Board and in school operations and maintenance.
- WECDSB's total management complement of 24 staff is lower than all Catholic school boards with comparable enrolments except one whose enrolment is lower by more than 2,000.

Figure 11.4: Board Administration Staffing



Source Data: Ontario Catholic School Trustees Association School Board Financial Data - 2011-12 Revised Estimates (excluding Transportation staffing)

Source Data: Ontario Catholic School Trustees Association School Board Financial Data - 2011-12 Revised Estimates (excluding Transportation staffing) (Note: Data reporting protocols may differ between school boards.)

## Our Financial Overview

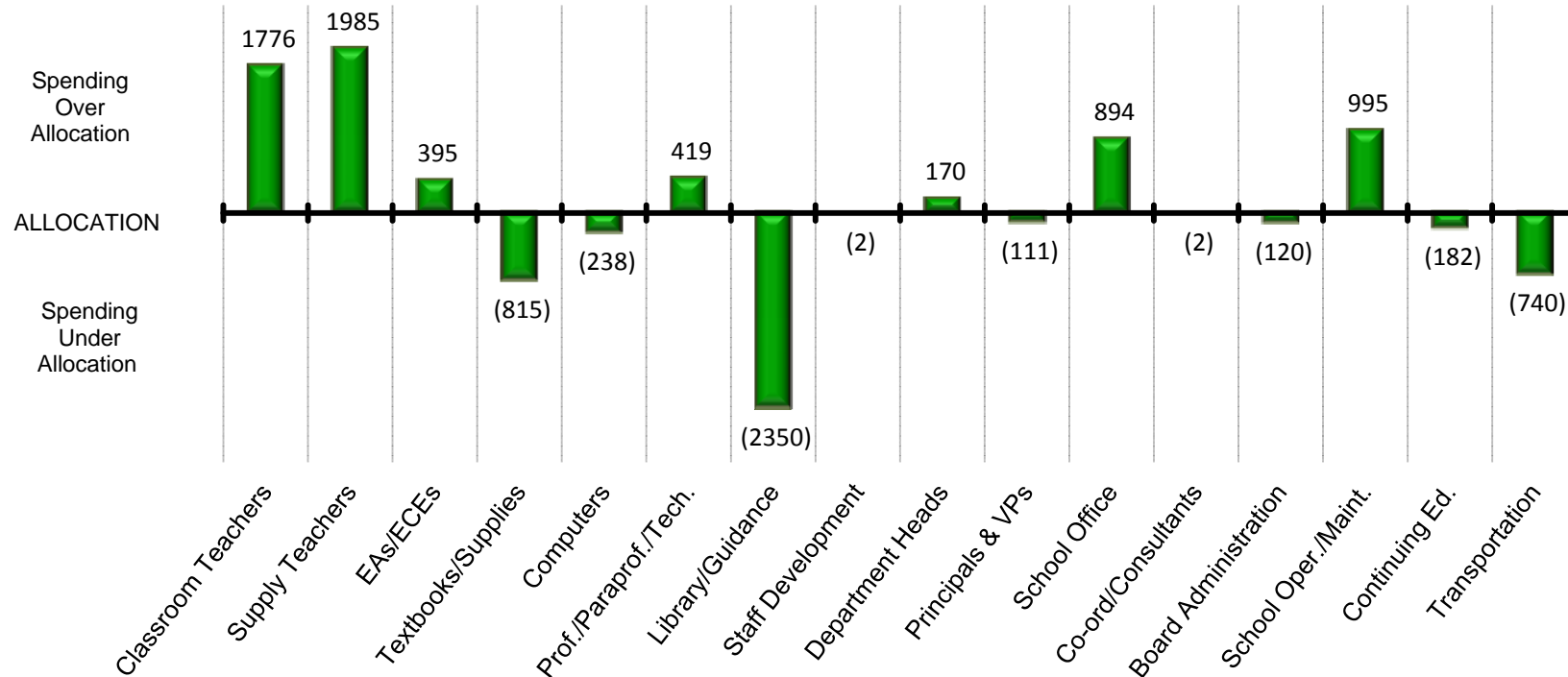
### Spending and Allocation Comparison

The Ministry of Education provides funding allocations each year for school board operating and capital expenditures. A comparison of WECDSB's current 2012-13 operating budget (also known as Revised Estimates) versus the Ministry's funding allocation for designated operating categories is provided in the table below.

**Figure 11.5: Operating Spending and Ministry Allocation Comparison**

2012-13 Revised Estimates

Estimated Spending (Under) / Over Allocation (\$ thousands)



## Our Financial Overview

### Spending and Allocation Comparison

#### Key Facts

- School boards have flexibility to expend Ministry allocated funds as they see fit based on local circumstances and needs, provided that the requirements of the Education Act and associated regulations are met.
- There are some areas that are protected through legislation or regulation, so that all of the allocated funding must be spent in those areas (e.g. special education, school renewal).
- For those areas that are not protected, boards can under spend in certain categories so that funds are available to address needs in other categories.
- In WECDSB's 2012-13 budget, specific categories have been budgeted for spending above the allocation, with the largest spending over allocation being in Classroom Teachers, Supply Teachers, School Office and School Operations/Maintenance.
- Similarly, specific categories have been budgeted for spending under the allocation, including Principals/Vice-Principals and Board Administration, among others.
- Under spending in these categories, offsets over spending in the other categories.

## Our Financial Overview

### Financial Status

The financial management of a major organization such as WECDSB, with annual operating expenditures in the order of \$256 Million, is highly complex. Planning to ensure the ongoing financial health of the organization year after year is impacted by many factors, many of which are beyond the control of WECDSB. The current financial status is summarized in the following points.

#### Key Facts

- As is the case with school boards across the province, WECDSB continues to transition to a more constrained fiscal environment, while continuing to respond to the needs of our students.
- Ministry of Education grants have generally been held stable in 2012-13, notwithstanding that many costs (e.g. utilities, supplies) continue to increase.
- Enrolment is the most important factor in the provincial funding formula that establishes the total revenues available to school boards.
- WECDSB's enrolment is expected to continue to decline at a rate of approximately 3.7% per year, which is far in excess of the provincial projected rate of only 0.4% per year.
- In broad terms, the WECSB is currently graduating in the order of 2,000 students from Grade 12, but only about 1,000 new students are currently entering junior kindergarten each year. This trend is expected to continue into the foreseeable future.
- This reality continues to result in reductions in Ministry allocations, which WECDSB must meet with corresponding reductions in expenditures.
- WECDSB has proceeded with school consolidations to, in part, address the financial situation resultant from excess school capacity.
- Ongoing planning and action is critical to maintaining WECDSB's financial health.

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1325 California Avenue  
Windsor, ON N9B 3Y6  
CHAIRPERSON: Barbara Holland  
DIRECTOR OF EDUCATION: Paul A. Picard

**Supervised  
Meeting Date:**  
January 29, 2013

## BOARD REPORT

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

**PRESENTED FOR:** Information  Approval

**PRESENTED BY:** Senior Administration

**SUBMITTED BY:** Paul A. Picard, Director of Education  
Cathy Geml, Associate Director of Education

**SUBJECT:** **NEW POLICY A:32 INTEGRATED ACCESSIBILITY STANDARDS**  
**- APPROVAL IN PRINCIPLE**

### RECOMMENDATION:

**That the Board approve, in principle, Draft New Board Policy A:32 Integrated Accessibility Standards.**

### SYNOPSIS:

Integrated Accessibility Standards passed under the Accessibility for Ontarians with Disabilities Act, 2005, (AODA) require the establishment of Board policy to address the needs of people with disabilities in accessing Board services, including those related to information and communication, employment, and student transportation.

### BACKGROUND COMMENTS:

**Proposed Changes to Existing Policy/Procedure:** The proposal is for the development of a new policy that complies with the requirements of the Integrated Accessibility Standards.

**Source and Rationale for the Proposals:** The Board is committed to meeting, in a timely manner, the accessibility needs of people with disabilities in the provision of services, including those related to information and communication, employment, and student transportation.

**Results of Public Consultation Process:** On December 3, 2012, the draft policy and draft supporting procedure was forwarded for consultation to Principals, Vice-Principals, Catholic School Councils, the Parent Involvement Committee (PIC), Board Trustees, Student Trustees, Federation/Union Leaders and Managers/Supervisors. The drafts were also reviewed with the Board's Accessibility Committee.

The Policy Working Sub-Committee has received valuable input from the Board's sign language interpreters related to training and implementation of the policy principles and will consider those suggestions in the implementation process.

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

**Timetable For Implementing Policy and Procedure:** The Policy will be effective immediately upon approval. Training instructions and materials are being forwarded to principals and will be discussed at the January 30, 2013 Principals' meeting. It is proposed that accessibility awareness training related to accessible programming and course delivery and instruction will be provided to all educators through the Principal at each school site on the February 8, 2013 Professional Development (PD) day, in compliance with training requirements detailed within the AODA Integrated Accessibility Standards.

**Benefits of the Policy Proposals:** The proposed Board policy complies with the requirements of the AODA and is consistent with the Mission, Vision, Values, and Goals of the Windsor-Essex Catholic District School Board.

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

**Impact on Stakeholders and Plan For Communicating the Policies:** Upon final approval, the policy and supporting procedure will be communicated to all stakeholders and implemented in all board facilities.

**FINANCIAL IMPACT:** N/A

**TIMELINES:**

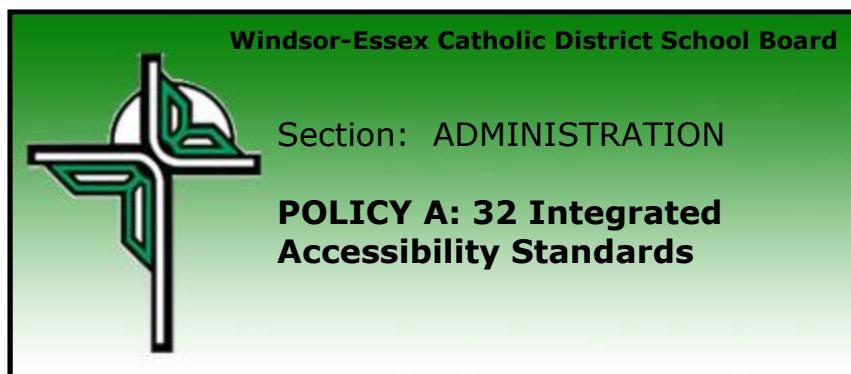
A report recommending final approval of the new Policy will be presented at the February 26, 2013 Supervised Delegation Meeting.

**APPENDICES:**

- Draft Policy A: 32 Integrated Accessibility Standards

**REPORT REVIEWED BY:**

<input checked="" type="checkbox"/>	EXECUTIVE COUNCIL:	Review Date:	January 21, 2013
<input checked="" type="checkbox"/>	EXECUTIVE SUPERINTENDENT:	Approval Date:	January 21, 2013
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date:	January 21, 2013



<b>NUMBER:</b>	A: 32
<b>EFFECTIVE:</b>	
<b>AMENDED:</b>	
<b>RELATED POLICIES:</b>	See References
<b>REPEALS:</b>	
<b>REVIEW DATE:</b>	2016-2017

**DRAFT**

## **1.0 OBJECTIVE:**

- 1.1 To facilitate compliance with the Integrated Accessibility Standards (IAS) of the Accessibility for Ontarians with Disabilities Act.

## **2.0 GUIDING PRINCIPLES:**

- 2.1 In keeping with its Mission, Vision, Values, and Goals, the Windsor-Essex Catholic District School Board is committed to providing an environment that fosters independence, dignity and respect in all of its facilities.
- 2.2 The Windsor-Essex Catholic District School Board is committed to providing services that are free of barriers and biases to our students, parents/guardians, the public and our staff.
- 2.3 The Board strives to ensure that the principle of equity of opportunity is reflected and valued in our learning and working environments.
- 2.4 The conduct of Board staff and students should demonstrate the belief that diversity strengthens Catholic school communities.
- 2.5 The Board is committed to ensuring that people with disabilities have the same opportunity of access to our services in a similar way as these services are available to all others we serve.
- 2.6 The Board is committed to meeting, in a timely manner, the accessibility needs of people with disabilities in the provision of services, including those related to information and communication, employment, and student transportation.

## **3.0 SPECIFIC DIRECTIVES:**

- 3.1 The Director of Education will issue Administrative Procedures for the implementation of this Policy.

## **4.0 RESPONSIBILITY:**

- 4.1 The Director of Education shall be responsible for ensuring that this policy and any supporting administrative procedures are implemented system-wide.



**POLICY A: 32 Integrated Accessibility Standards**

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- 4.2 The Principal/Manager of each Board facility shall be responsible for ensuring that this policy and any supporting administrative procedures are implemented at his or her site.

**5.0 REVIEW AND EVALUATION:**

- 5.1 This effectiveness of this policy shall be assessed through trustee, staff and community satisfaction measures.
- 5.2 This policy will be reviewed in the 2016 – 2017 policy review cycle.

**6.0 REFERENCES:**

Accessibility for Ontarians with Disabilities Act, 2005 (AODA)  
Accessibility Standard for Customer Service, Ontario Regulation 429/07  
Integrated Accessibility Standards, Ontario Regulation 191/11  
Ontario Human Rights Code  
Ontarians with Disabilities Act, 2001  
Workplace Safety and Insurance Act

Related Board Policies:

A: 31 Accessibility Standards for Customer Service  
A: 14 Promoting and Supporting Equity & Inclusion within a Catholic Community  
H: 03 Hiring and Promotion  
A: 20 Transportation



1325 California Avenue  
Windsor, ON N9B 3Y6  
CHAIRPERSON: Barbara Holland  
DIRECTOR OF EDUCATION: Paul A. Picard

**Supervised  
Meeting Date:  
January 29, 2013**

## BOARD REPORT

**Public**  **In-Camera**   
**PRESENTED FOR:** Information  Approval   
**PRESENTED BY:** Senior Administration  
**SUBMITTED BY:** Paul A. Picard, Director of Education  
 Paulette Littlejohns, Senior Manager Facilities Services  
**SUBJECT:** **NEW POLICY B: 09 PLAYGROUNDS/PLAYGROUND  
EQUIPMENT**

### RECOMMENDATION:

**That the Board approve, in principle, Draft New Board Policy B: 09  
Playgrounds/Playground Equipment.**

### SYNOPSIS:

On April 10, 2012, the Board approved a number of recommendations relating to school playgrounds and equipment. It was also recommended at that time that the Board develop a policy based on the recommendations and that the policy be reviewed annually with Catholic School Councils. The draft policy B: 09 Playgrounds/Playground Equipment is recommended for approval in principle in compliance with the Board resolution and recommendation.

### BACKGROUND COMMENTS:

#### Proposed Changes to Existing Policy/Procedure:

The proposal is for the development of a new policy and supporting procedure that recognizes the need to promote positive play experiences within a safe school environment; addresses the budget implications of increasing maintenance costs; and incorporates sound risk management practices.

#### Source and Rationale for the Proposals:

The following resolution was approved by the Board on April 20, 2012:

That the Board approve the following recommendations:

1. That on an annual basis, the Board will conduct an inspection of all play structures at Board cost; and,

2. That reports on play structures and surfaces noted in Recommendation #1 will be provided to the Principal for discussion with the School Council; and,
3. That play equipment deemed to be of no play value and/or beyond repair will be removed at Board cost; and,
4. That for the 2012-2013 school year, the Board will maintain the play structure surfaces in order to ensure safety and regulatory compliance. This recommendation does not include those structures contemplated in Recommendation #3; and,
5. That subsequent to the 2012-2013 school year, the cost of the repair and maintenance of play structures will be borne by the school; and,
6. That subsequent to the 2012-2013 school year, an ongoing maintenance program for the play surfaces will be established and paid for by the school; and,
7. That School Councils may elect to have structures removed at anytime, at Board cost; and,
8. That effective immediately, no new play structures will be installed on any Board property.

**Results of Public Consultation Process:** On January 15, 2013 the draft policy and draft supporting procedure were forwarded for consultation to Principals, Vice-Principals, and Catholic school councils, the Parent Involvement Committee (PIC), Board Trustees, Student Trustees, Federation/Union Leaders and Managers/Supervisors. The Drafts remain posted to the web site inviting public consultation

The Policy Working Sub-Committee has not received input on the draft policy as of the time of this report. Feedback has been received on the supporting procedure and is being considered by the Committee as part of implementation. All input received will be considered prior to the recommendation for final approval.

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

**Timetable For Implementing Policy and Procedure:** The Policy will be effective immediately upon final approval.

**Benefits of the Policy Proposals:** The policy proposal provides clear directives and Board expectations with respect to playgrounds and playground equipment.

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

**Impact on Stakeholders and Plan For Communicating the Policies:** Upon final approval, the policy and supporting procedure will be communicated to all stakeholders and implemented in all board facilities.

**FINANCIAL IMPACT:**  
N/A

**TIMELINES:**


A report recommending final approval of the new Policy, subject to amendment that may result from continuing consultation, will be presented at the February 26, 2013 Supervised Regular Board Meeting.

**APPENDICES:**

- Draft Policy B: 09 Playgrounds/Playground Equipment

**REPORT REVIEWED BY:**

<input checked="" type="checkbox"/>	EXECUTIVE COUNCIL:	Review Date:	January 21, 2013
<input checked="" type="checkbox"/>	EXECUTIVE SUPERINTENDENT:	Approval Date:	January 21, 2013
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date:	January 21, 2013



**Windsor-Essex Catholic District School Board**

Section: Trustees

**POLICY B:09**  
PLAYGROUNDS/PLAYGROUND  
EQUIPMENT

<b>NUMBER:</b>	B: 09
<b>EFFECTIVE:</b>	
<b>AMENDED:</b>	DRAFT
<b>RELATED POLICIES:</b>	See References
<b>REPEALS:</b>	
<b>REVIEW DATE:</b>	DRAFT

DRAFT

## 1.0 OBJECTIVE:

- 1.1 To recognize the need to promote positive play experiences within a safe school environment as per the requirements of current legislation, and to incorporate sound risk management practices, which include consideration for the recommendations of the Board's insurer.

## 2.0 DEFINITIONS:

- 2.1 "Playground equipment" for the purpose of this policy, shall include all school playground equipment, whether provided by the Board or acquired through fundraising activities and/or donation to the Board.

## 3.0 GUIDING PRINCIPLES:

- 3.1 Students using playground equipment are owed a "Duty of Care". The Board expects that a reasonable standard of safety and care will be provided, facilitated by Board procedures that will address inspection, compliance with standards as required, maintenance, record keeping, supervision, and staff/ student instruction.

## 4.0 SPECIFIC DIRECTIVES:

- 4.1 Administration shall develop procedures to comply with the objective and guiding principles of this policy

## 5.0 RESPONSIBILITY:

- 5.1 It is the responsibility of the Senior Manager, Facilities Services Department to administer and monitor this policy.
- 5.2 It is the responsibility of a Principal to implement this policy in his or her school.

## 6.0 REVIEW AND EVALUATION:

- 6.1 This effectiveness of this policy shall be assessed through trustee, staff and community satisfaction measures.
- 6.2 This policy will be reviewed in the 2016-2017 policy review cycle.

**POLICY B: 09 Playgrounds/Playground Equipment**

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**7.0 REFERENCES:**

Education Act

The Canadian Standards Association's (CSA) Children's Play Spaces and Equipment

The Ontario School Boards Insurance Exchange (OSBIE) Risk Management Advisories


Other related policies of the Board which support this policy are:

Pr B:09 Playground/Playground Equipment Procedures

A:21 Child Care/PrA:21 Child Care Procedures

SC: 02 Fundraising

F:01/Pr F:01 Donations/Sponsorships/Partnerships



**Windsor-Essex Catholic District School Board**

Section: Schools

**ADMINISTRATIVE PROCEDURE:  
PR B: 09  
PLAYGROUNDS/PLAYGROUND  
EQUIPMENT PROCEDURE**

<b>NUMBER:</b>	PR B: 09
<b>EFFECTIVE:</b>	
<b>AMENDED:</b>	DRAFT
<b>RELATED POLICIES:</b>	See References
<b>REPEALS:</b>	
<b>REVIEW DATE:</b>	DRAFT

**DRAFT**

## **1.0 NEW PLAY STRUCTURES**

- 1.1 Acknowledging the Board's financial inability to install and maintain new play structures that meet the most current Canadian Standards Association (CSA) safety standards, the Board will no longer install any new play structures on Board property. This will include any structures purchased through fundraising and/or donated.

## **2.0 ANNUAL INSPECTIONS**

- 2.1 All existing playground equipment and surfaces will be inspected annually by a qualified playground inspector retained by the Board.
- 2.2 The relevant provisions of the annual inspection report on equipment and surfaces will be provided to the Principal for discussion with the Catholic School Council.

## **3.0 REMOVAL OF EQUIPMENT**

- 3.1 Any playground equipment deemed to be of no play value and/or beyond repair by the Senior Manager of Facilities Services, after consultation with the principal, will be removed at Board cost. Unsafe equipment shall be removed from service immediately pending repair and/or removal.
- 3.2 School Councils may elect and request that structures be removed at anytime, at Board cost.

## **4.0 INSPECTION**

- 4.1 The Principal shall ensure that a daily visual inspection is done for each play structure and that the attached Daily Playground Safety Checklist (appendix "A") is completed.
- 4.2 The Principal shall also complete the attached Monthly Playground Hazards Checklist (appendix "B").

## **5.0 MAINTENANCE**

- 5.1 For the 2012-2013 school year, the Board will maintain the play structures, not subject to removal under section 3.0 (above), in order to ensure safety and regulatory compliance.
- 5.2 Subsequent to the 2012-2013 school year, the cost of the repair and maintenance of play

**ADMINISTRATIVE PROCEDURE PR B: 09 PLAYGROUNDS/PLAYGROUND EQUIPMENT DRAFT**

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structures will be borne by the school.

- 5.3 Subsequent to the 2012-2013 school year, an ongoing maintenance program for the play surfaces will be established and paid for by the school.
- 5.4 Principals shall maintain sufficient funds for the ongoing maintenance of the equipment and play surfaces.

**6.0 SAFE USE OF EQUIPMENT**

- 6.1 The Principal shall establish rules for use of the equipment that address the following:
- a) Safety protocols (examples: no pushing, throwing of objects, fighting, or running around structures; taking turns; no scarves, loose drawstrings, skipping ropes permitted).
  - b) Students are not using the equipment beyond their physical ability.
  - c) Monitoring and control of number of students accessing the equipment.
  - d) Play equipment should be placed “off limits” when the following winter conditions exist:
    - i) Ground cover is frozen;
    - ii) Snow build-up on and around equipment;
    - iii) Ice or freezing rain;
    - iv) Students are wearing winter clothing in winter conditions (synthetic materials, such as nylon, reduces resistance, particularly on plastic slide beds)
- 6.2 At the beginning of each school year, the Principal shall communicate the playground rules to students, staff and volunteers and shall ensure that the rules are enforced throughout the year.

**7.0 REVIEW WITH CATHOLIC SCHOOL COUNCILS**

- 7.1 Reports on the condition of playground equipment and the terms of the Board Policy and Procedure B: 09 Playgrounds/Playground Equipment shall be reviewed annually with the Catholic School Council.





## Windsor - Essex Catholic District School Board Daily Playground Safety Checklist

On a daily basis each school playground area is to be checked to ensure that:

1. There is no hazardous debris or litter present;
2. Vandalism or the destruction of equipment has not occurred;
3. Any animal feces have been removed;
4. The playground area appears to be safe and free of hazards.

***Please initial the appropriate box upon completion of your visual inspection.  
Report deficiencies to the site manager for corrective actions.***

School: \_\_\_\_\_

Month/Year: \_\_\_\_\_

	Week of _____	Week of _____	Week of _____	Week of _____	Week of _____
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

When daily checklist is completed, please date and sign in the appropriate area.

Principal/Site Manager's Signature: \_\_\_\_\_

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

Upon completion of this form, it is to be kept on site.



## Windsor - Essex Catholic District School Board Monthly Playground Hazards Checklist

*Note: This document is to remain on-site.  
It is the responsibility of the site manager to ensure that corrective actions are  
taken for any deficiency noted on the equipment.*

		Yes	No			Yes	No
1	Are there broken or missing handrails or protective barriers?			10	Are there rusted, rotted or cracked surfaces or equipment.		
2	Are there damaged benches or fences with holes that could lead to head entrapment?			11	Is there any unstable or loosely anchored equipment?		
3	Are there sharp protrusions on the fence or gate?			12	Are there moving parts that are worn?		
4	Are there crush or grind points between moving pieces?			13	Are there loose or worn connecting, covering or fastening hardware devices (S-hooks at both ends of device)?		
5	Are there sharp points, corners or edges (i.e. bolts, hooks, metal and screws) on equipment?			14	Are there any obstacles or hazards in the fall zone around playground equipment?		
6	Are there wood splinters or protruding nails or parts?			15	Is there adequate depth of protective surface cover under the equipment?		
7	Are there missing or damaged protective caps or plugs?			16	Do paved areas contain loose gravel, stones or other debris?		
8	Are there clothing entanglement hazards such as open S-hooks?			17	Is there broken glass or animal feces in the play area?		
9	Are there trip hazards such as exposed footings, rocks or roots?			18	Is the overall condition of the equipment satisfactory?		

Inspector's Signature:

Date:

Principal/Site Manager's Signature:

Date:



1325 California Avenue  
Windsor, ON N9B 3Y6  
CHAIRPERSON: Barbara Holland  
DIRECTOR OF EDUCATION: Paul A. Picard

**Supervised  
Meeting Date:**  
January 29, 2013

## BOARD REPORT

**Public**  **In-Camera**   
**PRESENTED FOR:** Information  Approval   
**PRESENTED BY:** Senior Administration  
**SUBMITTED BY:** Paul Picard, Director of Education  
 Mario Iatonna, Executive Superintendent of Business  
**SUBJECT:** **2013 TEMPORARY BORROWING RESOLUTION  
 – ANNUAL EXPENDITURES**

### RECOMMENDATION:

**That the Board approve the 2013 Temporary Borrowing Resolution (deemed to be read three times) authorizing the Board to borrow up to \$50,048,000 to meet, until current revenues are collected, the current expenditures of the Board for 2013.**

### SYNOPSIS:

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

### BACKGROUND COMMENTS:

Short-term loans are required, in part, to bridge finance the Board's capital expenditures that will ultimately be debentured or funded by the Ministry of Education at a later date. At January 1, 2013, the Board had approximately \$12,760,000 of capital expenditures that are not permanently financed. Further, in 2013, the Board anticipates borrowing requirements resulting from the following:

<b>Program</b>	<b>Estimated Amount</b>
Good Places to Learn Renewal <sup>1</sup>	\$1,423,000
GPL Other (Capital Priorities) <sup>2</sup>	\$3,000
Full Day Kindergarten <sup>3</sup>	\$5,362,000
Capital Priority – major capital (new elementary school)	\$500,000
<b>TOTAL</b>	<b>\$7,288,000</b>

**Notes:**

<sup>1</sup>The Board has applied for long-term financing of this amount with the Ministry of Education and anticipates funding will flow to the Board in mid-March 2013.

<sup>2</sup>This amount represents expenses related to the four classroom addition at St. James that remain not-permanently financed. The Board has applied for long-term financing of this amount with the Ministry of Education and anticipates funding will flow to the Board in mid-March 2013.

<sup>3</sup>The Full Day Kindergarten capital program operates on a modified grant payment process, with payments flowing to boards on a bi-annual basis to reimburse expenditures incurred at March 31<sup>st</sup> and August 31<sup>st</sup>. Short-term borrowing is required to finance the capital investments between these two payment dates.

Short-term loans are also required to finance operations when expenses exceed revenues. This situation typically occurs at the end of every calendar quarter due to the time lag in receiving the tax levy payments from municipalities. The 2013 expected maximum exceedance has been established at \$30,000,000.

Therefore, the 2013 combined cash requirements are estimated to be \$50,048,000 broken down as follows:

<b>Particulars</b>	<b>Amount</b>
Previous Capital Spending, Not-Permanently Financed	\$12,760,000
Previous Capital Spending, to be financed in March 2013	\$1,426,000
2013 In-Year Capital Spending (FDK + New School)	\$5,862,000
Tax Levies and Ministry Transfers	\$30,000,000
<b>Total Temporary Borrowing</b>	<b>\$50,048,000</b>

**FINANCIAL IMPACT:**

As noted in Background Comments section.

**TIMELINES:**

The Temporary Borrowing Resolution - Annual Expenditures is approved annually.

**APPENDICES:**

- 2013 Temporary Borrowing Resolution – Annual Expenditures

**REPORT REVIEWED BY:**

<input checked="" type="checkbox"/>	EXECUTIVE COUNCIL:	Review Date:	January 21, 2013
<input checked="" type="checkbox"/>	EXECUTIVE SUPERINTENDENT:	Approval Date:	January 21, 2013
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date:	January 21, 2013

**WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD  
2013 TEMPORARY BORROWING RESOLUTION – ANNUAL EXPENDITURES**

RESOLUTION duly passed by the Windsor-Essex Catholic District School Board at the meeting duly called on the 29th day of January 2013.

ON MOTION it was resolved as follows:

WHEREAS the Windsor-Essex Catholic District School Board (the “Board”) considers it necessary to borrow the amount of up to \$50,048,000 to meet, until current revenues are collected, the current expenditures of the Board for 2013.

AND WHEREAS the total amount borrowed pursuant to this Resolution together with the total of any similar borrowing is not to exceed the uncollected balance of estimated revenues of the Board.

THEREFORE, BE IT RESOLVED THAT:

1. The Supervisor, Secretary or Treasurer of the Board are hereby authorized on behalf of the Board to borrow from time-to-time by way of Promissory Note a sum or sums not exceeding the aggregate \$50,048,000 to meet the current expenditures of the Board until the current revenues have been received and to give on behalf of the Board a Promissory note or notes under the corporate seal of the Board signed by the Supervisor of the Board and the Secretary or Treasurer for the monies borrowed hereunder;

Provided, however, that the interest and any other charges connected therewith do not exceed the interest that would be payable at the prime lending rate on the date of borrowing of banks listed in Schedule 1 to the Bank Act minus 0.25% per annum.

2. The Supervisor, Secretary or Treasurer of the Board is hereby authorized and directed to apply in payment of all sums borrowed as aforesaid, together with interest thereon, all monies comprising the current revenues of the Board hereafter received.
3. The Supervisor, Secretary or Treasurer of the Board is hereby authorized and directed to deliver to the bank from time-to-time upon request a statement showing the total amount of unpaid previous borrowings of the Board for current expenditures together with debt charges, if any, and also the uncollected balance of the estimated revenues for the current year or, where the estimates have not been adopted, the estimated revenues of the previous year less any current revenues already collected.

WE HEREBY CERTIFY that the foregoing is a true and complete copy of a Resolution passed at a meeting of the Board duly called and held as aforesaid, which resolution remains in full force and effect unamended on the date hereof.

AS WITNESS, the Corporate Seal of this Board this 29<sup>th</sup> day of January 2013.

\_\_\_\_\_  
Supervisor, Norbert Hartmann

\_\_\_\_\_  
Witness

\_\_\_\_\_  
Secretary, Paul A. Picard

\_\_\_\_\_  
Witness



1325 California Avenue  
Windsor, ON N9B 3Y6  
CHAIRPERSON: Barbara Holland  
DIRECTOR OF EDUCATION: Paul A. Picard

**Supervised  
Meeting Date:**  
January 29, 2013

## BOARD REPORT

**Public**  **In-Camera**   
**PRESENTED FOR:** Information  Approval   
**PRESENTED BY:** Senior Administration  
**SUBMITTED BY:** Paul Picard, Director of Education  
 Mario Iatonna, Executive Superintendent of Business  
**SUBJECT:** **2013 TEMPORARY BORROWING RESOLUTION  
 – PERMANENT IMPROVEMENTS**

### RECOMMENDATION:

**That the Board approve the 2013 Temporary Borrowing Resolution – Permanent Improvements (deemed to be read three times) authorizing the Board to borrow \$20,048,000 to bridge finance the permanent improvements as detailed of the Board for 2013.**

### SYNOPSIS:

A Temporary Borrowing Resolution authorizing the Board to borrow money pursuant to the provisions of Section 247 of the Education Act to finance capital expenditures is required by the Board's banker, the Canadian Imperial Bank of Commerce.

### BACKGROUND COMMENTS:

On January 29, 2013, the Board is expected to approve a Temporary Borrowing Resolution for \$50,048,000 as a line of credit to finance the Board's expenditures for the calendar year 2013. A separate resolution is required to segregate the capital portion of the borrowing.

The bridge financing requirements for 2013 for the total cost of permanent improvements made by the Board is estimated at \$20,048,000 as detailed below:

Particulars	Amount
Good Places to Learn Renewal <sup>1</sup>	\$1,423,000
GPL Other (Capital Priorities) <sup>2</sup>	\$3,000
Full Day Kindergarten <sup>3</sup>	\$5,362,000
Capital Priority – major capital (new elementary school)	\$500,000
<b>Sub-Total</b>	<b>\$7,288,000</b>
Previous Capital Spending, Not-Permanently Financed	\$12,760,000
<b>TOTAL</b>	<b>\$20,048,000</b>

**Notes:**

<sup>1</sup> The Board has applied for long-term financing of this amount with the Ministry of Education and anticipates funding will flow to the Board in mid-March 2013.

<sup>2</sup> This amount represents expenses related to the four classroom addition at St. James that remain not-permanently financed. The Board has applied for long-term financing of this amount with the Ministry of Education and anticipates funding will flow to the Board in mid-March 2013.

<sup>3</sup> The Full Day Kindergarten capital program operates on a modified grant payment process, with payments flowing to boards on a bi-annual basis to reimburse expenditures incurred at March 31<sup>st</sup> and August 31<sup>st</sup>. Short-term borrowing is required to finance the capital investments between these two payment dates.

**FINANCIAL IMPACT:**

Bridge financing in the amount of \$20,048,000 will be required in 2013 until debentures are issued or Ministry of Education funding is received to permanently finance the capital expenditures.

**TIMELINES:**

The Temporary Borrowing Resolution - Permanent Improvements is approved annually.

**APPENDICES:**

- 2013 Temporary Borrowing Resolution – Permanent Improvements

**REPORT REVIEWED BY:**

<input checked="" type="checkbox"/>	EXECUTIVE COUNCIL:	Review Date:	January 21, 2013
<input checked="" type="checkbox"/>	EXECUTIVE SUPERINTENDENT:	Approval Date:	January 21, 2013
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date:	January 21, 2013

**WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD  
2013 TEMPORARY BORROWING RESOLUTION – PERMANENT IMPROVEMENTS**

RESOLUTION duly passed by the Windsor-Essex Catholic District School Board at the meeting duly called on the 29<sup>th</sup> day of January 2013.

ON MOTION it was resolved as follows:

WHEREAS the Windsor-Essex Catholic District School Board (the “Board”) is permitted to borrow money pursuant to the provisions of Section 247 of the Education Act (the “Act”) for the raising of funds to finance certain permanent improvements as more particularly described in this Resolution.

AND WHEREAS:

- A. The Board has authorized the permanent improvements in the amount of \$20,048,000;
- B. The Board wishes to apply to the Canadian Imperial Bank of Commerce (“CIBC”) for a capital loan for the purpose of financing the permanent improvements;
- C. The total cost of the permanent improvements is within the Board’s Debt and Financial Obligation Limit as established by the Ministry of Education and Training.

THEREFORE, BE IT RESOLVED THAT:

- 1. The Supervisor, Secretary or Treasurer of the Board are hereby authorized on behalf of the Board to borrow \$20,048,000 for permanent improvements in accordance with the Act, plus interest at a rate to be agreed upon from time to time with CIBC.
- 2. The Supervisor, Secretary or Treasurer of the Board are hereby authorized for and on behalf of the Board to execute and deliver all such other documents and to do such other acts and things as may be necessary to give full effect to the Resolution.

WE HEREBY CERTIFY that the foregoing is a true and complete copy of a Resolution passed at a meeting of the Board duly called and held as aforesaid, which Resolution remain in full force and effect unamended on the date hereof.

AS WITNESS, the Corporate Seal of this Board this 29<sup>th</sup> day of January 2013.

\_\_\_\_\_  
Supervisor, Norbert Hartmann

\_\_\_\_\_  
Witness

\_\_\_\_\_  
Secretary, Paul A. Picard

\_\_\_\_\_  
Witness





1325 California Avenue  
Windsor, ON N9B 3Y6  
CHAIRPERSON: Barbara Holland  
DIRECTOR OF EDUCATION: Paul A. Picard

## WALK-ON BOARD REPORT

**Supervised  
Meeting Date:  
January 29, 2013**

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

**PRESENTED FOR:** Information  Approval

**PRESENTED BY:** Senior Administration

**SUBMITTED BY:** Paul A. Picard, Director of Education  
Mario Iatonna, Executive Superintendent of Business

**SUBJECT:** Deferral of the Closure of St. John the Evangelist Catholic Elementary School and the Boundary Review for the Woodslee/Essex/Belle River Area

**RECOMMENDATION:**

That approval be given to the negotiation and execution of an agreement between the Windsor-Essex Catholic District School Board and the proposed Woodslee Community Association (WCA), for the joint use of St. John the Evangelist Catholic Elementary School; and

That, subject to and upon execution of the agreement, approval be given to the following:

- Deferral of the closure of St. John the Evangelist from June 2013 to June 2019; and
- Deferral of the boundary review for the Woodslee/Essex/Belle River area, including St. John the Evangelist, Holy Name (Essex), St. William and St. John the Baptist, from the 2012-13 school year to the 2017-18 school year; and
- That, upon examination of the results of the boundary review on or before May 31, 2018, including the utilization rates and population forecasts for St. John the Evangelist, Holy Name (Essex), St. William and St. John the Baptist, consideration be given to a possible further deferral of the closure of St. John the Evangelist or to confirm the closing of the school and allow for the establishment of a Joint Integration Committee, to facilitate the transition of the St. John Evangelist students into the St. John the Baptist Elementary School community by September 2019.

**SYNOPSIS:**

It is being recommended that the closure of St. John the Evangelist and the boundary review for the Woodslee, Essex, Belle River Area be deferred, and that the Board enter into a joint use agreement with the proposed Woodslee Community Association, for the joint use of the school facility. The joint-use agreement, together with Administration's intention to "twin" St. John the Evangelist and St. John the Baptist, by appointing a "shared" principal and a teaching vice-principal at St. John the Evangelist, effective September 2013, will assist the Board in mitigating the costs of maintaining St. John the Evangelist through June 2019, and will provide time for the realization of the forecasted population growth in the area, and for a more informed boundary review process.

**BACKGROUND COMMENTS:**

On June 26, 2012, The Board approved the closure of St. John the Evangelist Elementary School, effective June 2013, and the recommendation that the school community at St. John the Evangelist be accommodated at St. John the Baptist elementary school, effective September 2013. The approval was subject to the following:

- That the board conduct a boundary review for Holy Name Elementary, St. John the Baptist, St. John the Evangelist and St. William Elementary Schools, to determine whether enrolment at the schools could be balanced, so that each school met the Ministry of Education utilization funding threshold;
- That administration enter into discussions with the Municipality of Lakeshore toward arriving at a mutually agreeable joint use agreement, through which the Municipality would lease a portion of the St. John the Evangelist facility;
- That on or before May 2013, the Board examine the results of the boundary review, including the utilization rates and the Board's 2013-14 student population forecasts for St. John the Evangelist, Holy Name (Essex), St. William and St. John the Baptist, to consider a further deferral of the closure of St. John the Evangelist, based on the Board's determination of the viability of each of the four (4) schools.

Through the summer and fall of 2012, administration was involved in discussions with the Municipality of Lakeshore. Although administration believed that the parties were close to reaching a mutually beneficial agreement, in December 2012, the Municipality notified the Board that it was terminating negotiations.

Shortly after that notification, the Board was contacted by a local community group proposing the formation of a not-for-profit organization, The Woodslee Community Association (WCA), indicating an interest in pursuing a joint use agreement with the Board for the purpose of establishing a community/recreational centre and/or library for use by the community in a dedicated portion of St. John the Evangelist school.

It was indicated that the WCA was proposed to be established by members of the Woodslee community and the St. John the Evangelist parish for the purpose of advancing the physical, educational and general well-being of the Woodslee community.

A representative of the community group has presented to the Board a proposal for joint use which is similar to that which had been discussed with the Municipality, and which the Board had indicated to the Municipality it would be prepared to accept. The proposal includes (but is not limited to):

- A five year lease commencing September 1, 2013 for the use of three classrooms; the gym (the Board reserving the rights to specific use); and the playground outside of school hours;
- The right to renew for a further five (5) years at terms to be negotiated, with a cancellation clause of nine (9) months notice by either party in the extended five (5) year term;
- Lease payments of \$50,000 per annum to be paid by the Association to the Board commencing September 1, 2013;
- The Board undertakes to continue to operate St. John the Evangelist through, at a minimum, the 2018-2019 school year, and to give nine (9) months notice if it intends to close the school at the end of June 2019, or any subsequent date thereafter.

The representative of the community group has indicated that it has raised funds through the donations of its members and community and is able to meet the commitments of a joint use agreement with the Board through the initial five (5) year term of the agreement.

Administration has closely examined the feasibility of such a proposal, as it did when the original discussions took place with the Municipality, and has determined that the proceeds of such a joint use agreement will not fully offset the unfunded operating costs of the school that result from underutilization. However, for the following reasons administration recommends the deferral of the closure and boundary review process, and the negotiation of a joint use agreement with the proposed WCA:

- The efforts of the proposed WCA have been recognized and endorsed by the Diocese of London. Correspondence was received from Bishop Ronald Fabbro on January 21, 2013 (attached), congratulating the Woodslee community for their commitment; noting that each of the four schools in the boundary review area are “blessed since each parish continues to enjoy the presence of a Catholic School within its boundaries”; identifying St. John the Evangelist as enjoying “a unique place within the separate school system”; and endorsing a process to examine the possibility of correlating school boundaries with new parish boundaries.
- Through the Accommodation Review Process, a population projection report was submitted, indicating the possibility of population growth in the Belle River, Emeryville and Woodslee area. This possibility of growth was also voiced by many in the Woodslee community. A deferral of the closure and boundary review process would allow for the possible realization of this growth and allow for a more meaningful boundary review study.
- The Board has commissioned a study and report of enrolment projections. A deferral of the closure and boundary review will allow time for its completion and for the consideration of its results.
- Administration has met with school councils from each of the four (4) schools involved in the boundary review. From input received, administration anticipates great difficulty in proposing boundary adjustments at this time that would realize full facility utilization at each or any of these schools. All have experienced declining enrolment in the past year. There is a concern that such a review at this time would yield little result and would have a negative impact on enrolment.
- Administration believes that in “twinning” St. John the Evangelist and St. John the Baptist, in the appointment of a “shared” principal and a teaching, vice-principal at St. John the Evangelist, effective September 2013, the Board can assist in mitigating the costs of maintaining St. John the Evangelist through June, 2019. By keeping the

school open and “twinning”, the Board secures funding equivalent to a principal’s salary, however, decreases the actual salary costs incurred.

**FINANCIAL IMPACT:**

A portion of the operating costs of St. John the Evangelist will continue to place a budgetary pressure on the system, however, the benefits of the joint use agreement and the savings from “twinning” the school with St. John the Evangelist will assist in offsetting the unfunded costs.

**TIMELINES:**

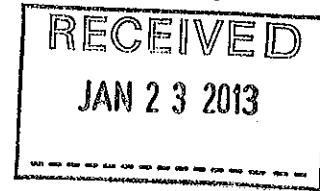
As detailed above.

**APPENDICES:**

- Correspondence of Bishop Ronald Fabbro, January 21, 2013

**REPORT REVIEWED BY:**

<input checked="" type="checkbox"/>	EXECUTIVE COUNCIL:	Review Date:	January 28, 2013
<input checked="" type="checkbox"/>	EXECUTIVE SUPERINTENDENT:	Approval Date:	January 29, 2013
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date:	January 29, 2013



**DIOCESE OF LONDON**

OFFICE OF THE BISHOP  
1070 Waterloo Street  
London, Ontario N6A 3Y2  
Canada

Tel: (519) 433-0658  
Fax: (519) 433-0011

January 21, 2013

Mr. Paul Picard, Director of Education  
Windsor-Essex Catholic District School Board  
1325 California Avenue  
WINDSOR ON N9B 3Y6

Dear Paul,

I understand that the Windsor-Essex Catholic District School Board undertook a process to examine the best option to continue to provide Catholic education services to the area served by St. John the Evangelist School. The outcome of that process led the Board to accept the input of the school community, which requested that the Board grant an extension of one year during which a boundary review could be undertaken and the potential for a joint-use agreement with the Town of Lakeshore could be negotiated.

The Town has rejected any joint-use agreement for use of the gym and excess space in the school, but the Board is undertaking the boundary review commencing in February. This boundary review may impact three adjacent schools and their parishes – St. John the Baptiste in Belle River, St. William in Emeryville, and Holy Name in Essex.

All four parishes are blessed since each parish continues to enjoy the presence of a Catholic school within its boundaries. I am encouraged that the Board is proceeding with the boundary review and that a local process has been initiated to examine the possibility of correlating new parish and school boundaries, with the hope of better serving all these schools.

St. John's has an additional challenge because it is a small rural community. The Diocese recognizes the vulnerability of small communities and encourages such efforts to reinforce their continued viability.

I have been advised that that St. John the Evangelist Parish has undertaken the extraordinary commitment to create a not-for-profit community organization to be called the Woodslee Community Association. This organization is committed to leasing surplus space from the Board to provide physical, social, recreational and educational services to the entire Woodslee community. The Woodslee Community Association intends to rent from the Board the surplus space for up to ten (10) years to enable the Board to implement a long term boundary adjustment strategy. Over 90 individuals within the community have pledged their financial support. I congratulate this community for their commitment.

*Office of the Bishop*

St. John the Evangelist School enjoys a unique place within the separate school system. In 1874, it was established as the first separate school within the Diocese of London. It has continued providing Catholic education uninterrupted for almost 140 years. For many decades it also operated a Catholic high school under the dedicated service of the Ursuline Sisters.

I completely support the creative initiative being undertaken by the Windsor-Essex Catholic District School Board to ensure the future viability of this very special school.

The project undertaken by St. John the Evangelist Parish to support the continued existence of the parish school is truly remarkable.

Sincerely yours in Christ,



Most Rev. Ronald P. Fabbro, C.S.B.  
Bishop of London

RPF/bk

c: Reverend David Boutette, Pastor, St. John the Evangelist Roman Catholic Church, Woodslee, ON



1325 California Avenue  
Windsor, ON N9B 3Y6  
CHAIRPERSON: Barbara Holland  
DIRECTOR OF EDUCATION: Paul A. Picard

<b>Supervised Meeting Date:</b> January 29, 2013
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## WALK-ON BOARD REPORT

**Public**       **In-Camera**   
**PRESENTED FOR:**    Information       Approval   
**PRESENTED BY:**     Senior Administration  
**SUBMITTED BY:**    Paul A. Picard, Director of Education  
                               Cathy Geml, Associate Director of Education  
                               John Ulicny, Superintendent of Education  
**SUBJECT:**            **DRAFT AMENDED POLICIES – ST:05 Student Discipline, SC:15 Code of Conduct and SC:18 Bullying Prevention and Intervention**

**RECOMMENDATION:**

**That the Board approve, in principle, draft amended policy ST: 05 Student Discipline;**

**That the Board approve, in principle, draft amended policy SC: 15 Code of Conduct;**

**and, That the Board approve, in principle, draft amended policy SC: 18 Bullying Prevention and Intervention**

**SYNOPSIS:**

On June 5, 2012, Bill 13, the Accepting Schools Act, was passed, amending the Education Act effective September 1, 2012. The new legislation and Policy/Program Memorandums (PPMs) issued by the Ministry of Education pursuant to that legislation, require the Board to review and amend current Policy ST: 05 Student Discipline, SC: 15 Code of Conduct, and SC: 18 Bullying Prevention and Intervention.

**BACKGROUND COMMENTS:**

A Policy Working Subcommittee, including the Superintendent of Education overseeing student discipline, has reviewed Board policy to ensure compliance with the new amendments to the Education Act, and recommends for approval in principle, amendments to the following Board Policies:

- ST: 05 Student Discipline Policy, approved January 29, 2008, and last amended February 9, 2010;
- SC: 15 Code of Conduct, approved January 29, 2008;

- SC: 18 Bullying Prevention and Intervention, approved January 29, 2008 and last amended February 9, 2010.

### **Proposed Changes to Existing Policy/Procedure:**

#### **Draft Amended ST: 05 Student Discipline:**

- Administrative procedure has been removed from the policy document to avoid redundancy with Pr ST: 05 Student Discipline Procedure, and for consistency with other Board policy and with the Board's Policy Development Process;
- The goal of the policy has been revised and guiding principles added, as required within Ministry of Education Policy/Program Memorandum No. 145 Progressive Discipline and Promoting Positive Student Behaviour;
- The provision of a specific directive that administration review and amend existing administrative procedure Pr ST: 05 Student Discipline Procedure, to ensure compliance with the amendments to the Education Act and Ministry of Education revised PPMs.

#### **Draft Amended SC: 15 Code of Conduct:**

- The addition of the prevention of bullying as an objective to the Provincial and Board Code of Conduct;
- A revised and current definition of "school climate";
- Clarification of language to comply with directives of PPM No. 128 The Provincial Code of Conduct and School Board Codes of Conduct;
- Revision to ensure Code of Conduct is reviewed at least every three (3) years;
- That where the Board enters into an agreement with a third party with respect to the rental of school space, that a requirement is included in the agreement providing that the third party follow standards that are consistent with the Provincial/Board Code of Conduct.

#### **Draft Amended SC: 18 Bullying Prevention and Intervention:**

- A revised definition of "Bullying" as set out within subsection 1(1) of the Education Act;
- A revised definition of "school climate" as directed in Ministry PPM No. 144 Bullying Prevention and Intervention;
- Requirement detailing when a Principal must consider suspension and possible expulsion of a student for bullying;
- Requirement that the Board provide supports for those bullied, for those bullying, and for those who have witnessed bullying;
- Requirement for the establishment in every school of a Safe and Accepting Schools Team;
- Establishment of annual professional development programs to educate teachers and other school staff about bullying prevention and strategies for promoting a positive school climate;
- As part of the monitoring of this policy, the Board shall conduct anonymous school climate surveys of students, staff, and parents at least once every two (2) years.

**Source and Rationale for the Proposals:** The recommended revisions are based upon the amendments to the Education Act, as per Bill 13, the Accepting Schools Act, as well as revised Ministry of Education PPMs, No. 128 The Provincial Code of Conduct and School Board Codes of Conduct; No.144 Bullying Prevention and Intervention; and No. 145 Progressive Discipline and Promoting Positive Student Behaviour.



**Results of Public Consultation Process:** The revised PPMs were issued by the Ministry on December 5, 2012, with a requirement that revised policies be in place by February 1, 2013. The Policy Working Subcommittee has consulted with members of administrative staff to frame the draft revised policies to comply with the directives of the PPMs. Due to the timelines required by the Ministry and the fact that many of the revisions are prescribed, the Subcommittee recommends approval in principle prior to public consultation. Upon approval in principle, the Committee will forward the proposals, together with revised supporting administrative procedures, reflecting amendments to the legislation and PPMs, to Principals, Vice-Principals, and Catholic School Councils, the Parent Involvement Committee (PIC), Board Trustees, Student Trustees, Federation/Union Leaders and Managers/Supervisors, for feedback. The drafts will be posted to the public website for input until the policies are returned for final approval, subject to proposed amendment(s) that may arise out of the consultation process.

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

**Timetable For Implementing Policy and Procedure:** Training for staff with respect to Safe and Equitable Schools and Identifying Bullying and Implementing Preventions and Interventions has been scheduled to be delivered by Principals on the February 8, 2013 Professional Development Day.

**Benefits of the Policy Proposals:** The proposed Board policy amendments ensure compliance with the amendments to the Education Act and revised Ministry of Education Policy/Procedure Memorandums.

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

**Impact on Stakeholders and Plan For Communicating the Policies:** Upon final approval, the policy and supporting procedure will be communicated to all stakeholders and implemented in all board facilities.

**FINANCIAL IMPACT:**

N/A

**TIMELINES:**

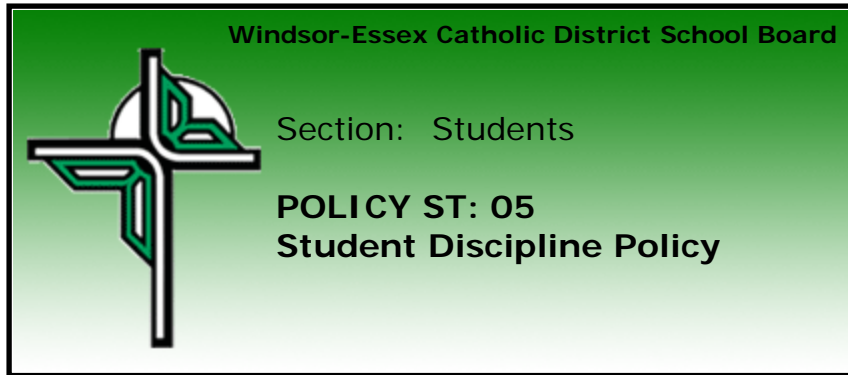
A report recommending final approval of the new Policy proposals, subject to amendments that may arise from the consultation process, will be presented at the February 26, 2013 Supervised Delegation Meeting.

**APPENDICES:**

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

**REPORT REVIEWED BY:**

<input checked="" type="checkbox"/>	EXECUTIVE COUNCIL:	Review Date:	January 28, 2013
<input checked="" type="checkbox"/>	EXECUTIVE SUPERINTENDENT:	Approval Date:	January 28, 2013
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date:	January 28, 2013



<b>NUMBER:</b>	ST: 05
<b>EFFECTIVE:</b>	January 29, 2008
<b>AMENDED:</b>	February 9, 2010
<b>RELATED POLICIES:</b>	See References
<b>REPEALS:</b>	
<b>REVIEW DATE:</b>	2015-2016

## 1.0 OBJECTIVES:

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

The goal of the policy is to support a safe, inclusive, and accepting learning and teaching environment in which every student can reach his or her full potential.

## 2.0 GUIDING PRINCIPLES:

- 2.1 The Provincial Code of Conduct, the Windsor-Essex Catholic District School Board Code of Conduct and the *Education Act* create expectations for behaviour for all persons on school property.
- 2.2 It is important that all pupils have a safe, caring and accepting school environment in order to maximize their learning potential and to ensure a positive school climate for all members of the school community.
- 2.3 All inappropriate student behavior, including bullying, must be addressed.
- 2.4 Pursuant to the *Education Act*, principals are required to maintain proper order and discipline in schools, and pupils are responsible to the principal for their conduct and are required to accept such discipline as would be exercised by a reasonable, kind, firm and judicious parent.
- 2.5 Responses to behaviours that are contrary to the Board's code of conduct must be developmentally appropriate.
- 2.6 The Board does not support discipline measures that are solely punitive. Schools are encouraged to implement proactive positive practices and corrective supportive practices when necessary.
- 2.7 Progressive Discipline is an approach that makes use of a continuum of prevention programs, interventions, supports, and consequences, building upon strategies that build skills for healthy relationships and promote positive behaviours.

- 2.8 The range of interventions, supports, and consequences used by the Board and all schools must be clear and developmentally appropriate, and must include learning opportunities for students in order to reinforce positive behaviours and help students make good choices.
- 2.9 Information in the student's IEP must be considered in the determination of interventions, supports, and consequences for students with special education needs.
- 2.10 The Board, and school administrators, must consider all mitigating and other factors, as required by the Education Act and regulations.
- 2.11 In order to promote a positive school climate, school boards must provide opportunities for all members of the school community to increase their knowledge and understanding of such issues as bullying; violence; inappropriate sexual behaviour; bias, stereotyping, discrimination, prejudice, and hate; critical media literacy; and safe Internet use. Ontario's curriculum provides many opportunities for students to develop an understanding of these topics and the skills to make safe and healthy choices.
- 2.12 The Board shall provide special education programs and services for students with special education needs in a caring, safe, and inclusive environment.

### **3.0 SPECIFIC DIRECTIVES:**

- 3.1 Administration shall establish procedures to achieve the objective of this policy, in accordance with the guiding principles detailed above, and in compliance with the Education Act and its regulations and Ministry of Education Policy/Program Memorandums.

### **4.0 RESPONSIBILITY:**

- 4.1 The Director of Education shall be responsible for the implementation of this policy.
- 4.2 The Director shall put in place a training strategy on the Board's Student Discipline Policy for all administrators, teachers, and non-teaching staff, and shall work with the Windsor-Essex County Children's Aid Society to develop and implement annual training for Board staff concerning their duty to report under the Child and Family Services Act.

### **5.0 REVIEW AND EVALUATION:**

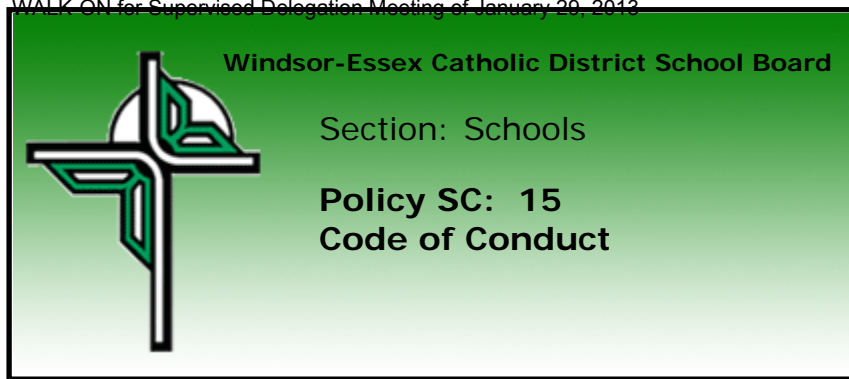
- 5.1 This policy shall be reviewed during the 2015 – 2016 policy review cycle

## **6.0 REFERENCES:**

Education Act R.S.O. 1990, c. E.2 Part XIII Behaviour, Discipline and Safety  
Ontario Regulation 181/98 Identification and Placement of Exceptional Pupils  
Ontario Regulation 472/07 Suspension and Expulsion of Pupils  
Ontario Regulation 474/07 Access to School Premises  
Ontario Regulation 181/98 Identification and Placement of Exceptional Pupils  
Ministry of Education Policy/Program Memorandum No. 119 Developing and Implementing Equity and Inclusive Education Policies in Ontario's Schools, 2009  
Ministry of Education Policy/Program Memorandum No. 141 School Board Programs for Students on Long-Term Suspension  
Ministry of Education PPM No. 142 School Board Programs for Expelled Students  
Ministry of Education PPM No. 145 Progressive Discipline and Promoting Positive Student Behaviour  
Ministry of Education PPM No. 128, The Provincial Code of Conduct and School Board Code of Conduct  
Ministry of Education PPM No. 144 Bullying Prevention and Intervention  
Ministry of Education PPM No. 119 Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools  
Ontario First Nation, Métis, and Inuit Education Policy Framework, 2007  
English Language Learners: ESL and ELD Programs and Services, 2007

### Related Board Policies/Procedures:

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



POLICY:	SC: 15
EFFECTIVE:	Jan 29, 2008
AMENDED:	
RELATED POLICIES:	(references detailed in section 7.0)
REPEALS:	
REVIEW DATE:	2015-2016

## DRAFT

### 1.0 Objectives

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

### 2.0 Definitions

- 2.1 ~~*School Climate* – the sum total of all of the personal relationships within a school. A positive climate exists when all members of the school community feel safe, comfortable and accepted.~~  
may be defined as the learning environment and relationships found within a school and school community. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions. Principles of equity and inclusive education are embedded in the learning environment to support a positive school climate and a culture of mutual respect. A positive school climate is a crucial component of bullying prevention.

### 3.0 Guiding Principles

- 3.1 The Board shall remain faithful to its Vision and Mission Statement, which call students, parents, teachers, staff and the community to work together as a partnership

- of school, family and parish to provide an education that is rooted in the teachings of Jesus in the Gospel.
- 3.2 A school should be a place that promotes responsibility, respect, civility, and academic excellence in a safe learning and teaching environment. ~~A positive school climate exists when all members of the school community feel safe, comfortable, and accepted.~~
- 3.3 All students, parents, teachers, and staff members have the right to be safe, and to feel safe, in their school community. With this right comes the responsibility to contribute to a positive school climate. The promotion of strategies and initiatives such as Student Success and character development, along with the employment of prevention and intervention strategies to address inappropriate behaviour, fosters a positive school climate that supports academic student achievement and the well-being of ~~for~~ all students.
- 3.4 Responsible Christian citizenship involves appropriate participation in the faith and civic life of the school community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others.

#### **4.0 Specific Directives**

- 4.1 The Principal of each school shall review their school's local code of conduct and modify it where necessary to ensure that it is consistent with the Provincial Code of Conduct and the Board's Code of Conduct.
- 4.2 Appendix A is the WECDSB Code of Conduct. It sets out minimum requirements for each school's local Code of Conduct. These are mandatory for inclusion in each school's local code of conduct and are based on requirements of the Ministry of Education.
- 4.3 The provincial Code of Conduct and the Board's Code of Conduct set clear standards of behaviour that shall be incorporated into each school's local Code of Conduct and shall be applied not only to students, but also to all individuals involved in the publicly funded school system – parents, volunteers, teachers, ~~and other~~ staff members, and visitors, whether they are on school property, on school buses, at school-related events or activities, or in other circumstances that could have an impact on the school climate.
- 4.4 In reviewing and developing the school's local Code of Conduct, the principal must take into consideration the views of the school council. In addition, he or she should:
- Seek input from students, staff, parents, and members of the school community;
  - Include procedures and timelines for review. The School's Code of Conduct shall be reviewed annually at least every three (3) years, in accordance with Board Policy;

- Develop a communications plan that outlines how these standards of behaviour and the Code of Conduct will be made clear to everyone.

- 4.5 Each school's code of conduct shall encourage members of the school community to develop knowledge of God and the teachings of Jesus Christ in a faith atmosphere.
- 4.6 The Principal of a school shall maintain a Principal's Handbook that shall include the School's Code of Conduct.
- 4.7 The local codes of conduct shall be communicated to all members of the school community.
- 4.8 The Principal shall file with the Superintendent of Education a current copy of the school's local Code of Conduct.

## 5.0 Responsibility

- 5.1 The Director of Education and the Principal of each school shall be responsible for the implementation of this policy.
- 5.2 The Director of Education (or Designate) shall ensure that where the Board enters into an agreement with a third party with respect to the rental of school space, that a requirement is included in the agreement providing that the third party follow standards that are consistent with the Provincial/Board Code of Conduct.

## 6.0 Review and Evaluation

- 6.1 This policy and the Board's Code of Conduct shall be reviewed at least every three years and shall be scheduled for review during the 2015-2016 policy review cycle.

## 7.0 References

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

Related Board Policies/Procedures:

A: 12 Code of Ethics

A: 14 ~~Antiracism and Ethno-Cultural Equity Promoting a~~ Promoting and Supporting Equity & Inclusion within a Catholic Community

- A: 20 Transportation Policy/Procedures
- A: 31 Accessibility Standards for Customer Service
- A: 32 Integrated Accessibility Standards
- B: 06 Access to School Premises
- B: 01 Smoke Free Schools and Sites
- B: 05 Property Damage/Vandalism/Theft
- H: 08 Workplace Harassment
- H: 19 Violence Prevention in the Workplace and Program for Violence Prevention
- SC: 03 Acceptable Use of the Internet (students)
- SC: 04 Field Trips Policy/Procedure
- SC: 18 Bullying Prevention and Intervention Policy/Procedure
- ST: 04 Attendance and Punctuality
- ST: 05 Student Discipline Policy/Procedure
- ST: 18 Physical Intervention
- ST: 19 Appropriate Dress

## Appendix “A”

### **CODE OF CONDUCT WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD**

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

#### **1.0 Guiding Principles and Purposes of the Code**

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



## 2.0 Roles and Responsibilities

### 2.1 Parents

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

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

### 2.2 Students

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

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

### 2.3 Principals

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

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

### 2.4 Teachers and School Staff

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

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

## 2.5 The Campus Ministers

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

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

## 2.6 School Board

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

- develop policies that set out how their schools will implement and enforce the Provincial Code of Conduct and all other rules that they develop that are related to the provincial standards that promote and support respect, civility, responsible citizenship, and safety;
- seek input from school councils, their Parent Involvement Committee, their Special Education Advisory Committee, parents, students, staff members, and the school community;
- review these policies regularly with students, staff, parents, volunteers and the community;
- establish a process that clearly communicates the Provincial Code of Conduct and school board codes of conduct to all parents, students, staff members, and

members of the school community in order to obtain their commitment and support;

- ensure an effective intervention strategy and response to all infractions related to the standards for respect, civility, responsible citizenship and safety;
- provide opportunities for all staff to acquire the knowledge, skills and attitudes necessary to develop and maintain academic excellence in a safe learning and teaching environment;
- Wherever possible, boards should collaborate to provide coordinated prevention and intervention programs and services, and should endeavour to share effective practices.

## 2.7 Police, Parish and Community Partners

- Through outreach, partnerships already in place may be enhanced and new partnerships with community agencies and members of the community may also be created. Community agencies are resources that the Board can use to deliver prevention or intervention programs. Protocols are effective ways of establishing linkages between the Board and community agencies and of formalizing the relationship between them.
- The police play an essential role in making our schools and communities safer;
- Police investigate incidents in accordance with the protocol developed with the Board. These protocols are based on a provincial model that was revised in 2011 developed by the Ministry of Community Safety and Correctional Services Solicitor General and the Ministry of Education.

## 3.0 Standards of Behaviour

### 3.1 Respect, Civility & Responsible Citizenship

All members of the school community must:

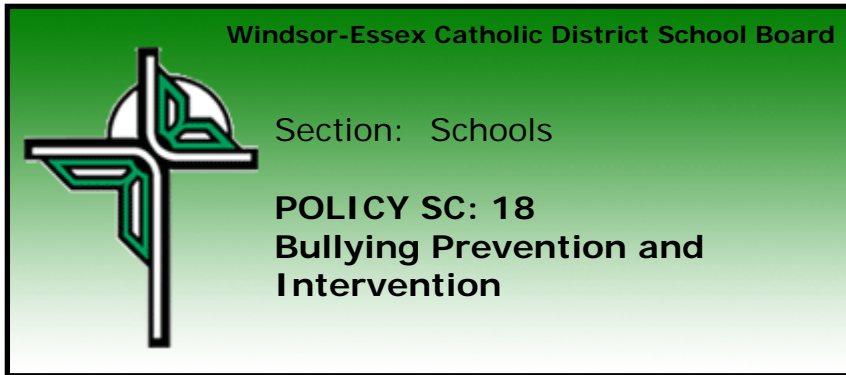
- respect and comply with all applicable federal, provincial and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas and opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability;
- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- respect all members of the school community, especially persons in positions of authority;
- respect the need of others to work in an environment that is conducive to learning and teaching;

- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- not swear at a teacher or at another person in a position of authority.

### 3.2 Safety

All members of the school community must not:

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



NUMBER:	SC: 18
EFFECTIVE:	January 29, 2008
AMENDED:	February 9, 2010
RELATED POLICIES:	See References
REPEALS:	
REVIEW DATE:	2015-2016

## DRAFT

### 1.0 OBJECTIVES:

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

### 2.0 DEFINITIONS:

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

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

Bullying is a dynamic or homophobic comments), or social (e.g., excluding others from a group, spreading gossip or rumours). It may also occur through the use of technology (e.g., spreading rumours, images, or hurtful comments through the use of e-mail, cell phones, text messaging, Internet websites, or other technology).

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

of unhealthy interaction that can take many forms. It can be physical (e.g. hitting, pushing, tripping), verbal (e.g., name calling, mocking, or making sexist, racist,

“Bullying” means aggressive and typically repeated behaviour by a pupil where,

(a) the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,

(i) causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or

(ii) creating a negative environment at a school for another individual, and

(b) the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education;

For the purposes of the definition of "bullying" as detailed above, behaviour includes the use of any physical, verbal, electronic, written or other means.

2.2 **Cyber-bullying** for the purposes of the definition of "bullying" as detailed above, bullying includes bullying by electronic means (commonly known as cyber-bullying), including,

- (a) creating a web page or a blog in which the creator assumes the identity of another person;
- (b) impersonating another person as the author of content or messages posted on the internet; and
- (c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

2.3 **Aggressive behaviour** may be intentional or unintentional, direct or indirect. It can take many forms, including physical, verbal, and social. If aggressive behaviour is physical, it may include hitting, pushing, slapping, and tripping. If it is verbal, it may include name calling, mocking, insults, threats, and sexist, racist, homophobic, or transphobic comments. If it is social, or relational, aggression, it is more subtle and may involve such behaviours as gossiping, spreading rumours, excluding others from a group, humiliating others with public gestures or graffiti, and shunning or ignoring. Social aggression may also occur through the use of technology (e.g., spreading rumours, images, or hurtful comments through the use of e-mail, cell phones, text messaging, Internet websites, social networking, or other technology).

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

The school climate may be defined as the learning environment and relationships found within a school and school community. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours

and interactions. Principles of equity and inclusive education are embedded in the learning environment to support a positive school climate and a culture of mutual respect. A positive school climate is a crucial component of bullying prevention.

### **3.0 GUIDING PRINCIPLES:**

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

### **4.0 SPECIFIC DIRECTIVES:**

- 4.1 The Board shall ensure that a comprehensive bullying prevention strategy is developed and implemented that includes expectations for appropriate student behaviour.
- 4.2 The Board shall ensure that a comprehensive intervention strategy is developed and implemented to address incidents of bullying, including appropriate and timely responses. Intervention should be done in ways that are consistent with a progressive discipline approach as set out within the Board's Student Discipline Policy and supporting Procedures.
- 4.3 The Board shall ensure that procedures are developed and implemented that allow students and members of the school community to report incidents of bullying behaviour safely and in a way that will minimize the possibility of reprisal, accordance with Board policy, procedure, legislation and Ministry Policy/Program Memorandum.
- 4.4 Board employees who work directly with students, including administrators, teachers and non-teaching staff (including staff in social work, child and youth work, psychology, and related areas, and educational assistants) must respond to any student behaviour that is likely to have a negative impact on the school climate in accordance with the Student Discipline Policy and Procedure. Such inappropriate behaviour may involve bullying.
- 4.5 ~~Any employee of the board or transportation provider who becomes aware that a student at a school may have engaged in an activity for which suspension or expulsion must be considered, must report the matter to the principal as required and directed within the Student Discipline Policy and Procedure.~~  
Principals must suspend a student for bullying and consider referring that student for expulsion if (1) the student has previously been suspended for bullying, and (2) the student's continuing

presence in the school creates, in the principal's opinion, an unacceptable risk to the safety of another person. When both of these conditions are met, the principal must suspend the student and consider referring the student for an expulsion hearing. Principals must also suspend a student, and consider referring that student for expulsion, for any incident under subsection 306(1) of the Education Act, including bullying, that is motivated by bias, prejudice, or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor (e.g., socio-economic status, appearance).

- 4.6 The Board must establish a bullying prevention and intervention plan for the schools of the board, and must require that all schools implement the board's plan in accordance with the Education Act and regulations.
- 4.7 ~~The Board shall ensure that support is provided for students who have felt bullied and their parents, members of the school community who have felt bullied, for students who have bullied others, and for students and members of the school community who have been affected by observing bullying.~~ The Board shall provide or make available programs, interventions, and other supports for students who have been bullied, students who have witnessed incidents of bullying, and students who have engaged in bullying. The programs, intervention, and other supports may be provided by psychologists or other professionals who have training in similar fields, either internally or through community-based services providers as determined by the board.
- 4.8 The Board shall put in place training strategies for all principals, vice-principals, teachers, and non-teaching staff (including staff in social work, child and youth work, psychology, and related areas, and educational assistants). The training strategies must include ways of responding to gender-based and homophobic bullying that are consistent with equity training on cultural sensitivity, on respect for diversity, and on special education needs.
- 4.9 The Board shall actively communicate its policy and procedures on bullying prevention and intervention to students, parents, teachers and other school staff, school councils, volunteers, and school bus operators/drivers. The roles and responsibilities of all members of the school community shall be clearly articulated and understood.
- 4.10 Each school must have in place a safe and accepting schools team responsible for fostering a safe, inclusive, and accepting school climate that should include at least one student and must include at least one parent, one teacher, one non-teaching staff member, one community partner, and the principal. An existing school committee (e.g., the healthy schools committee) can assume this role. The chair of this team must be a staff member.

## **5.0 RESPONSIBILITY:**

- 5.1 The administration of the Bullying Prevention and Intervention Policy is the responsibility of the Director of Education or designate(s).
- 5.2 The Director of Education or designate shall establish and provide annual professional development programs to educate teachers and other school staff about bullying prevention and strategies for promoting a positive school climate, in accordance with the Education Act.
- 5.3 It is the responsibility of trustees, senior administration, principals, vice-principals,



supervisors, staff and the school community to foster an environment of respect, dignity and trust.

- 5.4 All policies, procedures, guidelines, and practices of the Board shall promote the principles of bullying prevention.

## **6.0 REVIEW AND EVALUATION:**

- 6.1 As part of the monitoring of this policy, the Board shall conduct anonymous school climate surveys of students, staff, and parents at least once every two years.
- 6.2 This policy shall be reviewed during the 2015 –2016 review cycle.

## **7.0 REFERENCES:**

Education Act R.S.O. 1990, c. E.2 Part XIII Behaviour, Discipline and Safety  
Ontario Regulation 181/98 Identification and Placement of Exceptional Pupils  
Ontario Regulation 472/07 Suspension and Expulsion of Pupils  
Ministry of Education PPM No. 145 Progressive Discipline and Promoting Positive Student Behaviour  
Ministry of Education PPM No. 119 Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools  
Ontario's Equity and Inclusive Education Strategy, 2009  
Ministry of Education PPM No. 128 The Provincial Code of Conduct and School Board Code of Conduct  
Ministry of Education PPM No. 144 Bullying Prevention and Intervention  
Ontario First Nation, Metis, and Inuit Education Policy Framework  
English Language Learners: ESL and ELD Programs and Services

Related Board Policies/Procedures:

- A: 12 Code of Ethics  
A: 14 ~~Antiracism and Ethno-Cultural Equity~~ Promoting and Supporting Equity & Inclusion within a Catholic Community  
A: 20 Transportation Policy/Procedures  
SC: 03 Acceptable Use of the Internet (students)  
SC:04 Field Trips Policy/Procedure  
~~SC: 07 Safe Schools (Violence Free)~~  
SC: 15 Code of Conduct  
ST: 05 Student Discipline Policy/Procedure  
H: 08 Workplace Harassment  
H: 19 Violence Prevention in the Workplace