



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

**SUPERVISED
 DELEGATION MEETING
 Tuesday, March 26, 2013 at 7:00 p.m.
 Windsor Essex Catholic Education Centre
 John Paul II Board Room**

Revised v3

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: <i>None</i>	
8.	Action Items:	
	a. Previous Meeting Minutes	
	i) Minutes of Supervised In-Camera Meeting of February 26, 2013	--
	ii) Minutes of Supervised Delegation Meeting of February 26, 2013	1-6
	b. Items from the Supervised In-Camera meeting of March 26, 2013	--
9.	Communications:	
	a. External (Associations, OCSTA, Ministry):	--
	i) Memorandum from the Ontario Catholic School Trustees' Association (OCSTA) re: Resolutions to be Considered at the 2013 Annual General Meeting and Conference dated March 8, 2013	7-39
	b. Internal (Reports from Administration)	
	i) Report: Administrative Staff Report (J. Bumbacco)	40-41
	ii) Report: Long Term Occasional Teacher Roster / Hiring Pool (J. Bumbacco)	42-47

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|------|--|----------------|
| iii) | Report: 2013-14 Budget Pressures and Challenges (M. Iatonna) | <i>Handout</i> |
| 10. | Unfinished Business: <i>None</i> | -- |
| 11. | New Business: <i>None</i> | -- |
| 12. | Committee Reports: | |
| a. | Report: Special Education Advisory Committee (SEAC) Minutes of November 22, 2012 (C. Geml) | 48-51 |
| b. | Report: Parent Involvement Committee (PIC) Minutes of November 29, 2012 (P. Picard) | 52-74 |
| c. | Report: French Immersion Advisory Committee (FIAC) Minutes of January 17, 2013 (C. Geml) | 75-79 |
| 13. | Remarks and Announcements: | |
| 14. | Pending Items: <i>None</i> | |
| 15. | Continuation of In-Camera, if required. | |
| 16. | Future Delegation Meetings: <i>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.</i> | |
| | <ul style="list-style-type: none"> • Tuesday, April 30, 2013 - Please note the change in the date. • 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



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**SUPERVISED
DELEGATION MEETING
Tuesday, February 26, 2013 at 7:00 p.m.
Windsor Essex Catholic Education Centre
John Paul II Board Room**

MINUTES

PRESENT

Supervisor N. Hartmann

Regrets:

Administration: P. Picard M. Iatonna
C. Geml

Recorder: B. Marshall

1. Call To Order – Supervisor Hartmann called the meeting to order at 7:11 p.m.
2. Opening Prayer – Executive Superintendent Iatonna opened the meeting with a prayer.
3. Recording of Attendance - All present

Statement from Supervisor Hartmann:

As you are aware the plan for the Supervision of the Board was designed as a seven stage process:

- initial consultations with stakeholders on design of an open and transparent decision-making process
- progress report of initiatives to strengthen organizational capacity, financial reporting and controls
- stakeholder input on issues that need to be addressed to ensure financial stability and restore public confidence
- Environmental Scan of the Board
- discussion paper on Alternative Futures
- public consultation
- budget plan to support future directions

The first four elements have been completed. This month we were scheduled to deliver the discussion paper on Alternative Futures. At the request of the Deputy Minister of Education we have postponed the finalization and release of this document until such time as the new Minister has had an opportunity to

familiarize herself with the issues at Windsor-Essex Catholic District School Board and consider policy alternatives that may need to be addressed provincially in moving this process forward. I will keep you apprised of the new time frame as soon as possible.

4. Approval of Agenda – Director Picard noted that the Handout report for agenda item 11a) Long-Term Financing Arrangements for Ministry Support Not Permanently Financed Capital Debt has been distributed and provided electronically.

WITHDRAWN:

- Item 9b(iv) Public Salary Disclosure Act, 1996 – Disclosure for 2012

That the February 26, 2013 Supervised 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:
 - a. Mental Health and Summary of Initiatives

Mental Health Team members, Associate Director Geml, Dr. Erin Picard, Consultant of Student Mental Health Mary-Lou Cortese, and Vice Principal of Safe Schools Rosemary Lo Faso presented a summary of the three year mental health initiatives implemented thus far.

The Supervisor congratulated staff on the development of an integrated community focused support system for identifying and addressing mental health issues for WECDSB students.

7. Delegations: *None*
8. Action Items:
 - a. Previous Meeting Minutes
 - i) Minutes of Supervised In-Camera Meeting of January 29, 2013

That the minutes of the Supervised In-Camera meeting of January 29, 2013 be adopted as distributed.

Received by Supervisor Hartmann

- ii) Minutes of Supervised Delegation Meeting of January 29, 2013

That the minutes of the Supervised Delegation meeting of January 29, 2013 be adopted as distributed.

Received by Supervisor Hartmann

- b. Items from the Supervised In-Camera meeting of February 26, 2013

Supervisor Hartmann reported that the Windsor-Essex Catholic District School Board convened a closed Supervised in-camera meeting on February 26, 2013 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.

That the recommendations and directions of the Supervised in-camera meeting of February 26, 2013 be approved.

Approved by Supervisor Hartmann

Supervisor Hartmann indicated that the following items were considered at the in-camera session:

- receipt of the Administrative Staff Report on hiring, leave of absences, return from leave of absences, retirement and resignation of staff, dated February 26, 2013;
- approved the Essex Civic Centre 2013 Building Operating Fund budget;
- approved the Parking Lease Agreement for Christ the King Elementary School – 1201 Grand Marais Road West, Windsor.

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 Windsor-Essex Catholic District School Board.

Decision:

That the Administrative Staff Report on hiring, retirement and resignation of staff dated February 26, 2013 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: 2013-14 Budget Schedule

Issue:

In order to provide an orderly process for the preparation of the 2013-14 Budget, a proposed schedule has been developed.

Decision:

That the report on the 2013-14 Budget Schedule be received for information.

Rationale:

As recommended by a Ministry review, a budget schedule has been prepared to assist in the development of the 2013-14 budget that is consistent with the supervision process and provides for significant levels of public engagement.

- iii) Report: 2011-12 Employee Purchase Card Use

Issue:

In accordance with Board Procedure PR A: 27 Purchasing Cards, this report summarizes Board purchasing cards (P-Cards) use for the 2011-12 budget year.

Decision:

That the Employee Purchasing Card Use 2011-12 report be received for information.

Rationale:

Questions pertaining to purchase cards versus purchase orders, credit limits, and significant variations of employee use indicated that appropriate safe guards and controls related to the use of purchase cards are in place and that they provide an effective manner of responding to

immediate needs for supplies and services.

- iv) **WITHDRAWN FROM THE AGENDA: Handout Report:** Public Salary Disclosure Act, 1996 – Disclosure for 2012

10. Unfinished Business: *None*

11. New Business:

- a. **Handout Report:** Long-Term Financing Arrangements for Ministry Supported Not Permanently Financed Capital Debt

Issue:

The Ministry requires all school boards to participate in the long-term capital financing arrangements for the Good Places to Learn (GPL) Renewal and Capital Priority (CP) programs through Ontario Financing Authority (OFA).

Decision:

That the execution of By-Law 2013-01 deemed to be read three times pertaining to the loan agreement between the Ontario Financing Authority and the Windsor-Essex Catholic District School Board in the amount of \$1,425,226.00 for the long term financing of expenditures incurred up to August 31, 2012 under both the Good Places to Learn Renewal and Capital Priority programs be approved.

Rationale:

The Good Places to Learn (GPL) program was launched by the Ontario government in 2005 to address the backlog of urgent school renewal needs and the need for new schools around the province. Projects included building new schools and expanding and retrofitting existing school facilities. The financing for this capital renewal program has been accomplished through debenture issues under the OFA. To date, the Board has long-term financed a total of \$18,746,934 of GPL expenditures.

- b. Report: Draft Policy A:32 Integrated Accessibility Standards, *final approval*

Issue:

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

Decision:

That the Draft New Board Policy A: 32 Integrated Accessibility Standards receive final approval; and That the supporting Administrative Procedure Pr A: 32 Integrated Accessibility Standards be received for information.

Rationale:

The above draft policy and procedure followed Board Policy Procedures. During the public consultation period, the Board's sign language interpreters provided input and their suggestions will be considered in the implementation process.

- c. Report: Draft Policy B:09 Playgrounds and Playground Equipment, *final approval*

Issue:

This policy development proposal is recommended to recognize the need to promote positive play experiences within a safe school environment; to address the budget implications of increasing maintenance costs of play structures/structure surfaces; and to incorporate sound risk management practices relating to playground equipment.

Decision:

That the Draft New Board Policy B: 09 Playgrounds / Playground Equipment receive final approval.

Rationale:

The above draft policy followed Board Policy Procedures. Concerns were received by elementary principals, which was reviewed by the Policy Working Subcommittee and addressed.

- d. Report: Amended Board Policies – ST:05 Student Discipline, SC:15 Code of Conduct, and SC:18 Bullying Prevention and Intervention, *final approval*

Issue:

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.

Decision:

That the following draft amended policies receive final approval:

- **ST: 05 Student Discipline (as approved in principle, subject to amendment, as per draft attached);**
- **SC: 15 Code of Conduct (as approved in principle);**
- **SC: 18 Bullying Prevention and Intervention (as approved in principle);**

and That the amended administrative procedure Pr ST: 05 Student Discipline be received for information.

Rationale:

The above draft policy and procedure followed Board Policy Procedures. As noted, amendments to Policy and Procedure to ST: 05 Student Discipline from the January 29, 2013 approval in principle were incorporated.

12. Committee Reports:

- a. Report: French Immersion Advisory Committee (FIAC) – Minutes of December 3, 2012

That the French Immersion Advisory Committee meeting - Minutes of the December 3, 2012 be received for information.

Received by Supervisor Hartmann

13. Remarks and Announcements:

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

Catholic Faith Formation: The Employee Lenten retreat will be held at Holy Family Retreat House in Oxley on March 1st; and Salt & Light T.V. production will be filming a new segment about the Rosary

on March 7th and will include students from Assumption College High School Rosary Club.

Employee Development And Student Achievement Initiatives: Principals' Technology Workshop on February 28th; Primary and Junior Reading sessions took place during the month of February for our principals and teachers involved in Schools in the Middle; The Collaborative Inquiry Learning in Math initiative involving students and teachers continues in grades 3-6 in nine of our sites, problem solving at its best; Two Student Achievement Officers from the Ministry of Education: Literacy, Numeracy Secretariat (LNS) were not only present at one of our Catholic schools on February 15th, but also videotaped and highlighted our Catholic board's work related to Student Work Study by acknowledging our Study Work Study Teacher, principals from Our Lady of Mount Carmel, H.J. Lassaline, St. Pius X and St. Angela as well as twelve teachers from the respective schools. St. Angela hosted the event, also showcasing our work with students in Mr. McMahan's grade 6 class.

Community Engagement and Partnerships: Last Friday morning, February 22, students from six secondary schools attended the Six-String Nation project concert in conjunction with the Windsor Symphony. This project combines music, media, community-building, Canadian history and multicultural identity to invite the many voices and perspectives that together define the spectrum of Canada. Students from Catholic Central had the opportunity to have their picture included in the Canadian story and as the project continues their faces will be woven into the story of Canada; and a Parent Forum hosted by EQAO was offered in Windsor last Saturday, February 23rd and ten of our parents were in attendance.

14. Pending Items: *None*
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 Avenue, Windsor with the In-Camera Session beginning at 6:00 p.m. and the Public Session beginning at 7:00 p.m.*
 - Tuesday, March 26, 2013
 - Tuesday, April 23, 2013
 - Tuesday, May 28, 2013
 - **MONDAY**, June 24, 2013
17. Closing Prayer – Executive Superintendent Iatonna closed the meeting with a prayer.
18. Adjournment - There being no further business, the Supervised Delegation meeting of February 26, 2013 adjourned at 8:27 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



Ontario Catholic School
Trustees' Association

2013 AGM & CONFERENCE

RESOLUTIONS

Explanation of Committee Recommendations & Resolution Session Procedures

Resolution sessions will be conducted using “**Robert’s Rules of Order**” and the provisions of the OCSTA Constitution. The chairperson of the session will ensure compliance with their rules.

Explanation of Committee Recommendations

The Conference Committee will study the resolutions and offer recommendations on the best way to meet their intent. The recommendations and their implications are:

- i. **Approve**
The direction given in the “therefore be it resolved” section of the resolution will be carried out.
- ii. **Approve and refer to the committee for appropriate implementation.**
The resolution will be forwarded to the designated committee for implementation.
- iii. **Receive and refer to the committee for study.**
The resolution will be forwarded to the designated committee for study. Following the study and receipt of the committee’s recommendation, the Board of Directors will determine whether or not the resolution will be implemented.
- iv. **Not approve**
No action will be taken.
- v. **No recommendation**
The committee is not making any recommendation with respect to the resolution.
- vi. **No action required**
The intent of the resolution has been met. No further action will be taken.

Resolution Session Procedures

Delegates wishing to speak to a resolution must go to one of the floor microphones and state their name and the name of the board they represent.

The mover of a resolution will have the opportunity to be the first and last to speak to that resolution. Other trustees may speak **once** to a resolution.

The chairperson may declare a motion out of order giving the reasons for doing so. The chairperson’s decision may be challenged by a majority vote of those voting delegates present **at the session** when the vote is called.

Voting will be by a show of hands. Delegates carrying proxies must have and show proper identification - i.e. proxy badge. Ballots will be provided in the event that a vote by ballot is called for.

Note Re Quorum: *A quorum for the transaction of business at any general meeting of Members shall consist of not fewer than forty (40) individuals entitled to vote, present in person.*

Grouped Resolutions

- a. the chair of the session will ask for a mover and seconder to approve the **grouping** of various related resolutions.
- b. the chair of the session will ask for movers and seconders for the committee recommendation for each group.
- c. delegates will vote on the committee recommendation for each group.

Delegates may request that any resolution(s) be removed from a “group” to be handled individually. These will be addressed when the group from which they have been removed has been dealt with.

Resolutions Handled Individually

These will include resolutions removed from the groups, resolutions for which the committee has not made any recommendation and resolutions from the floor.

A. Resolutions with committee recommendations

1. The chair of the session will announce the resolution number and the name of the sponsoring board:
 - the chair will call for the sponsoring board to move and second **the committee recommendation;**
 - delegates will speak to the committee recommendation;
 - delegates will vote on the committee recommendation.
2. If the sponsoring board does not move the committee recommendation from the floor:
 - the chair will call for the sponsoring board to move their **original resolution;**
 - delegates will speak to the resolution;
 - delegates will vote on the resolution.
3. If the original resolution is not moved by the sponsoring board, the resolution will be withdrawn.

B. Resolutions without committee recommendations

1. These resolutions will be handled as follows:
 - the chair will call for the sponsoring board to move their **original resolution;**
 - delegates will speak to the resolution;
 - delegates will vote on the resolution.
2. If the original resolution is not moved by the sponsoring board, the resolution will be withdrawn.

C. Amendments from the Floor

Amendments made on the floor relate to the “therefore be it resolved” section of the resolution and **must be written out** and handed to the chairperson. The chairperson will consider the amendment and, if necessary, discuss it with the parliamentarian or others to ensure that it is clearly understood.

- the chair will **read** the amendment;
- delegates will speak to the amendment;
- delegates will vote on the amendment;
- delegates will vote on the resolution as amended.

If the amendment is defeated:

- delegates will be asked to speak to the original resolution;
- delegates will vote on the original resolution.

D. Resolutions Presented from the Floor

After resolutions presented by the committee have been dealt with, other resolutions may be presented from the floor. The following rules apply:

- 2/3 of the voting delegates present at the session must consent to consider the resolution;
- sufficient copies of the resolution (and background material) must be provided for all those present at the resolution session;
- these resolutions will be handled as outlined above.

The provincial office will distribute, in the delegate kits, resolutions to be presented from the floor provided a minimum of 225 copies of each resolution (and background material, if applicable) are received in the Provincial Office by **April 18, 2013**.

APPROVE

RESOLUTION # 1

Moved By: David Howard

Renfrew County Catholic District School Board

Seconded By: Anne Haley

Topic: Publicly Funded Catholic Education

Whereas: four publicly funded education systems are currently supported by all major political parties in Ontario; and

Whereas: the publicly funded Catholic system consistently provides high academic standards, a values-based and distinctive educational curriculum and the strong financial stewardship of its collective resources; and

Whereas: education sector economic realities continue to result in increased public pressure to look for multiple efficiencies in boards and to reduce any perceived duplication of services.

Therefore Be It Resolved That:

OCSTA will petition the provincial government to continue to publicly support the Catholic system as an integral partner in the realization of a robust future for the province of Ontario.

Committee Recommendation

Approve.

APPROVE & REFER

RESOLUTIONS # 2-3

Moved By: John Del Grande

Toronto Catholic District School Board

Seconded By: Maria Rizzo

Topic: School Board Supervision

Whereas: the Ministry of Education has granted itself substantially more powers to impose supervision of school boards through Bill 177; and

Whereas: Toronto Catholic District School Board was in supervision from May 2008 to January 2011; and

Whereas: Windsor Essex Catholic District School Board is currently under Ministry supervision; and

Whereas: supervision creates a democratic deficit within the school board district affecting Catholic ratepayers, students and parents; and

Whereas: every decision, program and budget line of a Catholic School Board occurs through a Catholic lens; and

Whereas: Catholic governance rights have historically been and could further be infringed under supervision.

Therefore Be It Resolved That:

OCSTA solicit a legal opinion on the constitutionality of complete Ministry Supervision on Catholic School boards as an infringement of denominational rights in Catholic Education.

Committee Recommendation

Approve and refer to Legislation & Finance Committee

Moved By: Anthony Piscitelli

Waterloo Catholic District School Board

Seconded By: Manuel da Silva

Topic: **Audit Committee**

Whereas: the Audit Committee's role is to aid the Board of Trustees in decision making; and

Whereas: non-Board members Audit Committee members provide financial expertise and credentials that are not always among the elected Trustees; and

Whereas: Audit Committees should be independent of management and seen to be independent of management; and

Whereas: the Ministry of Education has the power to amend Education Act Regulations.

Therefore Be It Resolved That:

OCSTA petition the Ministry of Education to amend Ontario Regulation 361/10 Audit Committees to provide school boards the option to have three members of the audit committee who are not trustees;

OCSTA petition the Ministry of Education to amend Ontario Regulation 361/10 Audit Committees to increase the number of Trustees on selection committees from one to three;

OCSTA petition the Ministry of Education to amend Ontario Regulation 361/10 Audit Committees to allow non-trustees members of the audit committee to chair the audit committee.

Committee Recommendation

Approve and refer to Legislation & Finance Committee.

RECEIVE & REFER
GROUP 1
RESOLUTIONS # 4-7

Moved By: Garry Tanuan

Toronto Catholic District School Board

Seconded By: Maria Rizzo

Topic: **Increased Faith Enrichment in Ontario Catholic Schools**

Whereas: “Papal interventions and Roman documents repeatedly emphasize that certain characteristics must be present for a school to be considered **authentically** Catholic. Like the marks of the Church proclaimed in the Creed – one, holy, catholic, and apostolic – so, too, does the Holy See identify the principal features of a school as *Catholic*: a Catholic school should be inspired by a supernatural vision, founded on Christian anthropology, animated by communion and community, imbued with a Catholic worldview throughout its curriculum, and sustained by Gospel witness”; and

Whereas: the specific purpose of a Catholic education is the formation of boys and girls who will be good citizens of this world, loving God and neighbour and enriching society with the leaven of the gospel, and who will also be citizens of the world to come, thus fulfilling their destiny to become saints; and

Whereas: in today's pluralistic world, the Catholic educator must consciously inspire his or her activity with the Christian concept of the person, in communion with the Magisterium of the Church. (Ref.: Vatican’s [*Lay Catholics in Schools: Witnesses to Faith*](#)); and

Whereas: “The gospel of Jesus Christ and His very person are to inspire and guide the Catholic school in every dimension of its life and activity – its philosophy of education, its curriculum, its community life, its selection of teachers, and even its physical environment. Christ is *the* Teacher in Catholic schools. Nevertheless, this conviction, in its very simplicity, can sometimes be overlooked. Catholic schools have the task of being the living and provocative memory of Christ. All too many Catholic schools fall into the trap of a secular academic success culture, putting their Christological focus and its accompanying understanding of the human person in second place. Christ is "fitted in" rather than being the school's vital principle.”

“Catholic education is above all a question of communicating Christ, of helping to form Christ in the lives of others.” **Authentic Catholic educators** recognize Christ and his understanding of the human person as the measure of a school's catholicity. He is "the foundation of the whole educational enterprise in a Catholic school," and the principles of his gospel are its guiding educational norms. - John Paul II wrote in his 1979 Message to the National Catholic Educational Association; and

Whereas: **Sustained by Gospel Witness.** A final indicator of a school's authentic Catholicity is the **vital witness** of its teachers, administrators, and trustees. With them lies the primary responsibility for creating a Christian school climate, as individuals and as a community. Indeed, "it depends chiefly on them whether the Catholic school achieves its purpose." Consequently the Holy See's documents pay a great deal of attention to the vocation of teachers and their participation in the Church's evangelizing mission. Theirs is a supernatural calling and not simply the exercise of a profession. "The nobility of the task to which teachers are called demands that, in imitation of Christ, the only Teacher, they reveal the Christian message not only by word but also by every gesture of their behaviour." More than a master who teaches, a Catholic educator is a person who gives testimony by his or her life. Shortly after his election, Pope Benedict XVI spoke about the kind of **witness required of all teachers of the Faith, including those in Catholic schools:**

*"The central figure in the work of educating . . . is specifically the form of **witness**. . . . The witness never refers to himself but to something, or rather, to Someone greater than he, whom he has encountered and whose dependable goodness he has sampled. Thus, every educator and witness finds an unequalled model in Jesus Christ, the Father's great witness, who said nothing about himself but spoke as the Father had taught him."*
[cf. John 8:28]; and

Whereas: for us Lay Catholics in the school system as Witnesses to the Faith:
24. The Lay Catholic educator is a person who exercises a specific mission within the Church by living, in faith, a secular vocation in the communitarian structure of the school: with the best possible professional qualifications, with an apostolic intention inspired by faith, for the integral formation of the human person, in a communication of culture, in an exercise of that pedagogy which will give emphasis to direct and personal contact with students, giving spiritual inspiration to the educational community of which he or she is a member, as well as to all the different persons related to the educational community. To this lay person, as a member of this community, the family and the Church entrust the school's educational endeavour. Lay teachers must be profoundly convinced that they share in the sanctifying, and therefore educational mission of the Church; they cannot regard themselves as cut off from the ecclesial complex.
65. For the Catholic educator, religious formation does not come to an end with the completion of basic education; it must be a part of and a complement to one's professional formation, and so be proportionate to adult faith, human culture, and the specific lay vocation. This means that religious formation must be oriented toward both personal sanctification and apostolic mission, for these are two inseparable elements in a Christian vocation. "Formation for apostolic mission means a certain human and well-rounded formation, adapted to the natural abilities and circumstances of each person" and requires "in addition to spiritual formation, ... solid doctrinal instruction ... in theology, ethics and philosophy".⁴⁸ Nor can we forget, in the case of an educator, adequate formation in the social teachings of the Church, which are "an integral part of the Christian

concept of life";⁴⁹ and help to keep intensely alive the kind of social sensitivity that is needed.^{50/}

References:

1. THE SACRED CONGREGATION FOR CATHOLIC EDUCATION
http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19821015_lay-catholics_en.html
2. Five Essential Marks of Catholic Schools by ARCHBISHOP J. MICHAEL MILLER, CSB
<http://www.catholiceducation.org/articles/education/ed0395.htm>

Therefore Be It Resolved That:

OCSTA invests more time, effort, and resources to increase the scope and frequency of Catholic Faith enhancement events and retreats for trustees, so all Lay Catholic educators be *better versions of themselves* and be effective Witnesses to the Faith for our students, parents, and the Catholic community.

Committee Recommendation

Receive and refer to Catholic Education Committee.

Moved By: John Del Grande

Toronto Catholic District School Board

Seconded By: Sal Piccininni

Topic: OCSTA Communications to School Boards

Whereas: OCSTA represents Ontario Catholic School Trustees; and

Whereas: all trustees take an oath respecting privacy and confidential information; and

Whereas: all trustees in the province have email addresses; and

Whereas: requests for information from board staff would normally be requested by Ministry of Education or by way of a Board resolution.

Therefore Be It Resolved That:

All communications and requests for information between OCSTA and local boards be directed and facilitated through the Chair of the Board or their trustee designate; and

That all trustees be included in OCSTA communications to ensure timely updates and transparent communications on the activities of OCSTA.

Committee Recommendation

Receive and refer to Communications Committee.

Moved By: Thomas Thomas**Dufferin-Peel Catholic District School Board****Seconded By:** Peter Ferreira**Topic: Programs and Services for Students with Diverse Learning Needs Including Special Education Needs**

Whereas: the changing framework for Special Education and Support Services is internationally and provincially aligned with the Ministry's mandate to promote success for all students with diverse learning needs including special education needs; and

Whereas: the principles of the draft Ministry resources *Learning for All: K-12*, the aligned Inter-Ministerial Provincial Transition Framework, and commitments to supporting successful transitions for all students are founded on beliefs that all students can succeed and that student achievement, engagement and well being need to be supported in an inclusive learning environment; and

Whereas: Boards continue to be challenged as they design effective system improvement plans when pressures may arise in delivering a Ministry mandated criterion-referenced curriculum with related expected practices while adhering to a universal design for learning approach which honours success for all through personalized instruction; and

Whereas: building capacity through professional learning in support of all diverse learners is critical to student achievement and well being recognizing the need for staff to have adequate time for consolidation and practice of new learning; and

Whereas: a Ministry of Education, Ministry of Child and Youth Services and Ministry of Health initiative has been established to support Children's Mental Health and will need sustainable commitments to keep pace with growth communities and to respond to changing needs and societal demands in equitable and transparent ways.

Therefore Be It Resolved That:

OCSTA petition the Ministry of Education to review on-going commitments and aligned supports for student achievement, engagement and well-being for all diverse learners including learners with special education needs.

OCSTA petition the Ministry of Education to continue to address the changing nature of student needs including needs identified through a variety of student transitions and as evidenced in the need for on-going enhanced prevention/intervention supports for students with mental health challenges.

Committee Recommendation**Receive and refer to Legislation & Finance Committee.**

This Resolution was submitted in 2011 & 2012. In 2011 OSCTA wrote a letter to the Minister and received a response. The response was sent to all boards. In 2012 the AGM Decision was "No Action Required" because the resolution had already been dealt with in 2011. The submitting board has indicated that they have submitted the resolution again to reflect the on-going needs regarding Support Services. (See background information attached.)

BACKGROUND FOR RESOLUTION #6-13**Ministry of Education**

Minister

Mowat Block
Queen's Park
Toronto ON M7A 1L2
Telephone (416) 325-2600
Facsimile (416) 325-2608

Ministère de l'Éducation

Ministre

Édifice Mowat
Queen's Park
Toronto ON M7A 1L2
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Télécopieur (416) 325-2608



August 31, 2011

Ms. Nancy Kirby
President
Ontario Catholic School Trustees' Association
PO Box 2064, Suite 1804
20 Eglinton Avenue West
Toronto ON M4R 1K8

Dear Ms. Kirby,

Nancy

Thank you for your letter about the Ontario Catholic School Trustees' Association Resolution regarding Programs and Services for Students with Diverse Learning Needs. I appreciate the opportunity to respond.

This ministry is committed to supporting student achievement and the well-being of all students, including students with special education needs and diverse learners. As you may know, the ministry is leading the development of the draft resource guide *Learning for All K-12 (L4All)* that builds on the guiding principles outlined in *Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students With Special Education Needs, Kindergarten to Grade 6 (2005)*.

L4All is an integrated framework for assessment and instruction that is designed to share information with educators about research-informed education approaches that have proven to be effective in supporting all students' learning from Kindergarten to Grade 12. One of the key principles behind the guide is personalization, and providing an education that is tailored to the diverse learning needs of a student. The ministry continues to provide boards with funds to support the use of the draft L4All, and to sustain and facilitate knowledge dissemination through professional learning communities.

Further, this ministry continues to work with other ministries to support all students. The Student Support Leadership Initiative (SSLI) is one example of a collaborative initiative between the Ministry of Education, the Ministry of Children and Youth Services, and the Ministry of Health and Long-Term Care. The goals of SSLI are to improve the understanding of each cluster member's services, improve joint decision-making processes, and improve pathways to services and supports for students and their families.

BACKGROUND FOR RESOLUTION #6-13

- 2 -

Last year, the SSLI clusters successfully deepened partnerships to include appropriate health sector partners (e.g. hospitals that offer child and youth services, Family Health teams, Community Health Centres, addictions service providers), as well as invited representation from Section 23 programs (education programs in care, treatment, custody and correctional facilities).

On June 22, 2011, our government released *Open Minds, Healthy Minds: Ontario's Comprehensive Mental Health and Addictions Strategy*. It follows the 2011 Budget commitment to invest in a comprehensive Mental Health and Addictions Strategy. *Open Minds, Healthy Minds* takes a long-term view toward a comprehensive approach to transforming the mental health system to a clear mission, a forward-thinking vision and long-term strategies for change.

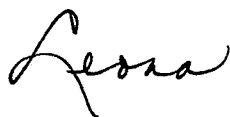
While educators do not provide direct mental health and addictions services, they are in a unique position to recognize when children and youth may need supports. Educators cannot diagnose children with mental health and addiction needs, but can support students and families through referrals to community service agencies. For children and youth, the first signs that they are struggling with mental health issues may be at school – in the form of changes in behaviour, inability to focus, or a drop in their marks. To help schools and teachers see these first signs and act, Ontario will:

- implement mental health literacy and cross-sector training on early identification and intervention for educators;
- implement programs through schools and community-based agencies to enable early identification and referral for treatment; and
- enhance mental health resources at schools.

While we have come a long way, we recognize that there is more to do to strengthen mental health and addictions supports for all Ontarians. The safety and well-being of the province's children and youth is a priority for this ministry, and we will continue to work hard to enhance mental health services for them.

Thank you again for writing.

Sincerely,



Leona Dombrowsky
Minister of Education

Moved By: Roy Mantle

London District Catholic School Board

Seconded By: Mary Wolfs

Topic: Fee Payments to Ontario Catholic School Trustees' Association (OCSTA) by Member Boards

Whereas: member boards are facing challenging and changing financial circumstances; and

Whereas: many member boards are being impacted by the effects of declining enrolment; and

Whereas: member boards also pay a Special Levy for the Promotion and Protection of Catholic Education of \$0.25 per student.

Therefore Be It Resolved That:

The Ontario Catholic School Trustees' Association review and amend the present formula for payment of annual fees by member boards to more accurately reflect both the financial circumstances of boards and more particularly enrolment decreases of member boards.

Committee Recommendation

Receive and refer to Office Management Committee.

RECEIVE & REFER

GROUP 2

(Re: Representation on OCSTA Board of Directors)

RESOLUTIONS # 8-12

Moved By: Rick Petrella **Brant Haldimand Norfolk Catholic District School Board**

Seconded By: Dennis Blake

Topic: **Representation on the OCSTA Board of Directors**

Whereas: the current management structure of OCSTA permits dual representation from larger Boards and single representation from a geographical collection of smaller boards based on a regional system. This structure can prevent smaller member boards from ever having representation on the OCSTA Board of Directors and, therefore, not having a voice within the organization or access to information in a timely fashion; and

Whereas: the current voting allocation at OCSTA Annual General Meetings and resulting representation on the OCSTA Board of Directors is not reflective of the population that the Trustees represent.

Therefore Be It Resolved That:

- a) OCSTA investigates a new method for allocating votes at the Annual General Meetings to ensure equity amongst boards; and
- b) OCSTA investigates a new method for determining representation on the Board of Directors whereby consideration is given to the number of representatives on the Board, specifically the opportunity for every member board to have at least one representative on the Board of Directors; and
- c) the new format be in effect for the 2014 AGM.

Committee Recommendation

Receive and refer to Legislation & Finance Committee.

Moved By: Mario Pascucci

Dufferin-Peel Catholic District School Board

Seconded By: Sharon Hobin

Topic: Investigation of a New Method of Vote Allocation at the Annual General Meeting of the Ontario Catholic School Trustees' Association (OCSTA)

Whereas: the current management structure for the Ontario Catholic School Trustees' Association (OCSTA) permits representation from each Ontario Catholic school board; and

Whereas: the current voting procedure at the Annual General Meeting permits one vote per trustee; and

Whereas: the current OCSTA vote allocation is not reflective of the population that trustees represent.

Therefore Be It Resolved That:

OCSTA investigate a new method for vote allocation to each Board and/or trustee for implementation at the 2014 Annual General Meeting, which considers representation reflective of population which trustees represent.

Committee Recommendation

Receive and refer to Legislation & Finance Committee.

Moved By: Jo-Ann Davis**Toronto Catholic District School Board****Seconded By:** Maria Rizzo**Topic:** **Weighted Voting for the Annual General Meeting of the Ontario Catholic School Trustees' Association (OCSTA).**

Whereas: There are 29 Catholic Boards or Districts in Ontario of varying size, student population and ratepayers. There is a provincial election process that provides representation according to population. It would be beneficial for all members of OCSTA to participate in an open, transparent and representative process when making decisions which have a provincial impact on Catholic education. Models cited are CCSTA and OPSBA.

Whereas: the current management structure for Ontario Catholic School Trustees' Association (OCSTA) permits representation from each Ontario Catholic school board and

Whereas: the current voting procedure at the Annual General Meeting permits one vote per board regardless of size; and

Whereas: the current OCSTA vote allocation is not reflective of the population that trustees represent.

Therefore Be It Resolved That:

OCSTA investigate and develop a new method and policy for vote allocation for voting at Annual General Meetings which considers Trustee representation reflective of Catholic population by Board or District for implementation at the 2014 Annual General Meeting.

Committee Recommendation**Receive and refer to Legislation & Finance Committee.**

Moved By: Maria Rizzo**Toronto Catholic District School Board****Seconded By:** Sal Piccininni**Topic:** **Representation and Weighted Voting Board of Directors.**

Whereas: A new model for membership on the Board of Directors of OCSTA to allow all Catholic District School Boards to allow a minimum of one full voting member. A sliding scale should be developed and based on the student enrollment of Boards.

Whereas: the current management structure of OCSTA permits dual representation from larger Boards, and single representation from a geographical collection of smaller boards based on a regional system. This structure prohibits some member boards from having equal representation on the Board of Directors and therefore excluding their voice within the organization; and

Whereas: the current OCSTA vote allocation and corresponding representation on the Board of Directors is not reflective of the population that the Trustees represent.

Therefore Be It Resolved That:

OCSTA investigate a new method of vote allocation and individual board representation on the Board of Directors for implementation as soon as possible but no later than the 2014 OCSTA AGM. This new method will consider the number of representatives for each member Board and will allow all member Boards to have individual representation on the Board of Directors as of the AGM of 2014.

Committee Recommendation**Receive and refer to Legislation & Finance Committee.**

Moved By: Elizabeth Crowe

York Catholic District School Board

Seconded By: Carol Cotton

Topic: OCSTA Representation Model

Whereas: fair representation at the OCSTA Board table and at the AGM is a fundamental to the democratic process; and

Whereas: membership in OCSTA may become mandatory if the association is given the legislative authority to bargain on behalf of the school Boards, as employers; and

Whereas: the current system of electing Directors, Executive members and passing motions does not allow for every Board to be truly represented, based on student and/or ratepayer distribution, and does not give a fair voice to every Board at the table; and

Whereas: OPSBA has a more equitable model that should be evaluated and considered for adoption in its current form or in a form modified as determined by OCSTA's Board of Directors; and

Whereas: there could be other models that should be investigated for their appropriateness;

Therefore Be It Resolved That:

OCSTA investigate and develop a new, fairer model of representation both for the Board of Directors and for voting at the AGM.

Committee Recommendation

Receive and refer to Legislation & Finance Committee.

TO BE CONSIDERED INDIVIDUALLY

RESOLUTIONS # 13-17

Moved By: Sal Piccininni**Toronto Catholic District School Board****Seconded By:** Angela Kennedy**Topic:** **Trustee Benefits**

Whereas: the Province of Ontario solely legislates Trustee compensation; and**Whereas:** elected school trustees in Ontario are exempt in legislation from receiving any benefits provided to other levels of elected office; and**Whereas:** a need exists within this level of elected body.**Therefore Be It Resolved That:**

- a. OCSTA lobby the Minister of Education to amend the Education Act to expressly provide that Trustees may purchase at their own expense through their local Boards, hospital, medical, dental, prescription drugs, and other benefits.
- b. OCSTA simultaneously secure an independent group benefits plan carrier. These benefits may be purchased by trustees at their own expense.
- c. OCSTA explore opportunities for partnerships with other organizations and associations such as Public School Trustees, retired Principals, Teachers etc. by the end of June 2013.

Committee Recommendation

- a. Approve and refer to OCSTA Table Officers.
- b. No action required.
- c. No action required.

*A similar resolution was received in 2012. The AGM Decision was to **Receive & Refer to OCSTA Table Officers**. OCSTA's benefits consultant was contacted to determine options. A survey was sent to all trustees to determine level of interest. Survey results were provided to Buffet Taylor who prepared a report based on our requirements. Based on that report, a memo was sent to all trustees to advise that OCSTA is unable to provide group benefits to trustees (see background information attached).*

BACKGROUND FOR RESOLUTION 13-13

Ontario Catholic School
Trustees' Association

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

Marino Gazzola, *President*
Kathy Burtnik, *Vice President*
Kevin Kobus, *Executive Director*

September 19, 2012

TO: All Trustees
FROM: Kevin Kobus, Executive Director
RE: Benefits for Trustees

Based on a resolution passed at the 2004 Annual General Meeting, OCSTA was in a position to make a group insurance plan available to trustees of member school boards, on a voluntary basis. It included life insurance, extended health care and dental coverage. Participants were responsible for their own premiums. That plan was subsequently terminated effective January 1, 2007. The reason given was low and insufficient enrolment even though both the Ontario Public School Boards' Association (OPSBA) and OCSTA were participating.

There have been numerous exchanges with the Ministry in recent years requesting a change to legislation that would permit trustees to participate, at their own expense, in Board plans. Those lobbying efforts have thus far been unsuccessful.

A resolution was received at the 2012 OCSTA Annual General Meeting as follows:

That OCSTA lobby the Minister of Education to amend the Education Act to expressly provide that Trustees may purchase at their own expense through their local Boards, hospital, medical, dental, prescription drugs, and other benefits; and
That OCSTA simultaneously look into researching options for an independent group benefits plan carrier. These provider benefits may be purchased by trustees at their own expense.

As a result of the 2012 resolution, we have been working with Buffet, Taylor Employee Benefits Consulting to determine the feasibility of securing a carrier to provide benefits to trustees, with participation on a voluntary basis, and with the cost being borne by the participants. We have been informed that the current industry standard for required participation is 75%.

In order to determine feasibility, please respond no later than Wednesday, September 26th to the two survey questions through the link below.

<http://www.surveymonkey.com/s/KYY52HF>



Ontario Catholic School
Trustees' Association

BACKGROUND FOR RESOLUTION 13-13

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

Marino Gazzola, *President*
Kathy Burtnik, *Vice President*
Kevin Kobus, *Executive Director*

October 15, 2012

TO: All CDSB Trustees
CC: Directors of Education, Board Secretaries (for information)
FROM: Kevin Kobus, Executive Director
RE: **Resolution #17-12 - Trustee Benefits**

Resolution #17-12 requested that OCSTA look into researching options for an independent group benefits plan carrier to provide medical/dental benefits for trustees. A survey was conducted by OCSTA to determine the level of interest. The survey was sent to 237 trustees and there were 114 responses. 49 trustees indicated an interest in participating in a benefit plan.

The survey results were shared with our benefits account manager at Buffet Taylor Employee Benefits Consulting. The information we have received from Buffet Taylor is printed below.

A carrier's minimum requirements are based on the "eligible" lives under the group, the eligible number in this case being 237 and the minimum industry standard for participation is 75%. The 49 responses indicating an interest in participating equate to 20.7% of the eligible number which is well below the industry standard for minimum participation.

Given that less than half of those eligible responded to the survey, there is a good chance that many individuals already have coverage elsewhere and do not require additional coverage, especially if it would incur an additional cost to them.

As the directive was specific to a completely voluntary program it is unlikely that a quote could be obtained from any carrier. The voluntary nature of the program would cause rates to be increased and if the rates were so high that no one wanted to purchase it, the minimum participation requirements would not be met. The parameters of the program are too broad and will not be a good risk for a carrier to pick up if it goes out to market.

It is suggested that the Ontario Catholic School Trustees' Association provide its members with access to the Sun Life individual health/dental plan. This is completely voluntary and is 100% paid by the member. Below is the link to the site. The rates are set across the carrier's entire block of business, so there is greater stability in the rates (there has been little change of rates on these plans over the past 3 years). This approach may prove to be a more cost effective option for those interested in obtaining coverage. Anyone applying will need to supply medical evidence.

http://www.sunlife.ca/Plan/Health/Health+insurance+summary?vgnLocale=en_CA

Based on the information received from Buffet Taylor, OCSTA is unable to offer group benefits to its trustee members.

If you have any questions, please contact Margaret Binns (mbinns@ocsta.on.ca or 416-932-9460 ext. 228).

Moved By: Catherine MacDonald **Simcoe Muskoka Catholic District School Board**

Seconded By: Trustee Connie Positano

Topic: **Home, School and Church**

Whereas: Catholic schools are an integral part of the Church's mission to evangelize youth; and

Whereas: the Ontario Catholic School Trustee's Association pamphlet "Becoming a Catholic School Trustee" states our call to service and stewardship in Christ, but gives no reference to the working relationship between schools and parishes; and

Whereas: the home and school are engaged to build a connection and report to each other with some consistency and outlined guidelines; and

Whereas: engagement between parishes and schools is variable and could be developed and strengthened; and

Whereas: sacramental preparation in our schools varies according to the guidelines of the diocese; and

Whereas: our Catholic identity is being challenged; and

Whereas: as Catholic Trustees, we must speak with clarity and confidence about our system's long standing tradition of supporting, serving and affirming the dignity and diversity of all our students in our schools.

Therefore Be It Resolved That:

The Ontario Catholic School Trustees' Association create forums for discussion and dialogue with the clergy on ways for schools and parishes to form stronger working relationships.

Committee Recommendation

Not approve - this is a local matter.

*A similar resolution was submitted in 2012 – AGM Decision was **Not Approve – Local Matter not Provincial**. An OCSTA staff committee, with the title Pontifex Committee, chaired by the OCSTA Director of Catholic Education, and comprised of two current Pastors, and two representatives from the Ontario Catholic Principals Council, have been discussing the nature of the relationships between Pastors and Principals with a view to publishing a list of working best practices.*

The committee prepared a White Paper on the topic which it shared with all the partners that make up the ICE table and with the executive of the Catholic Student Trustees. Responses were received from all of the partners.

The Pontifex committee is very aware that what is involved is a relationship between two people with differing roles and differing personalities, and that one size will not fit all. The relationship is of critical importance for the school and the parish, and the current project has the support of the Bishops of Ontario and our Catholic Directors of Education.

It is the intention of the committee to have a document ready for the 2013-2014 school year.

Moved By: John Del Grande

Toronto Catholic District School Board

Seconded By: Angela Kennedy

Topic: OCSTA Declarations & Positions of Substance

Whereas: local district school board trustees are democratically elected and charged with the protection of Catholic Education; and

Whereas: OCSTA is made up of member boards and exists to serve member boards at the provincial level; and

Whereas: some OCSTA Directors are directly appointed by boards while others are elected to represent regions; and

Whereas: OCSTA Directors representing school boards may only speak to established policies/positions. Directors must solicit direction from their Board of Trustees on matters where there are no established Board policies or positions; and

Whereas: OCSTA must ensure it properly represents the positions and opinions of local boards; and

Whereas: OCSTA may have made representations historically that were not reflective of a local board's position.

Therefore Be It Resolved That:

OCSTA prior to making any new public statement, policy or position of significance on behalf of its members must ensure it has consensus of its member boards shown by way of a local Board vote.

Committee Recommendation

Not approve.

RESOLUTION #16-13

Moved By: John Del Grande

Toronto Catholic District School Board

Seconded By: Sal Piccininni

Topic: OCSTA AGM

Whereas: OCSTA represents Ontario Catholic School Trustees; and

Whereas: OCSTA AGM includes pertinent business of the corporation, resolution sessions and voting for Director positions; and

Whereas: CODE represents Council of Directors of Education; and

Whereas: trustees are not present at CODE AGMs; and

Whereas: Directors of Education are educational partners of Catholic trustees.

Therefore Be It Resolved That:

OCSTA AGM business sessions, specifically Resolutions sessions, be restricted to Ontario Catholic School Trustees to ensure open communications and discussions by Catholic School Trustees.

Committee Recommendation

Not approve.

Moved By: John Del Grande

Toronto Catholic District School Board

Seconded By: Nancy Crawford

Topic: Compensation Structure

Whereas: the Province of Ontario provides sunshine laws requiring public sector salary disclosure; and

Whereas: publicly traded companies require annual executive compensation disclosure; and

Whereas: most members of OCSTA executive staff are and have been former supervisory officers of various school boards; and

Whereas: OCSTA is fully funded through member school boards with financial support provided through grants from public tax dollars.

Therefore Be It Resolved That:

In the spirit of open and transparent governance, OCSTA provide annually following the AGM to its trustee members the ranges of compensation provided to all contract and staff employed at OCSTA.

Committee Recommendation

No action required.

A similar resolution was submitted in 2011 & 2012. In 2011 the AGM Decision was, "Not Approve". In 2012 the resolution was considered by the OCSTA Board of Directors. A motion regarding the distribution of staff compensation was approved at Sep. 2012 Board Meeting and a memo was sent to boards. To date, 3 boards have requested the information (see background information attached).

BACKGROUND FOR RESOLUTION 17-13

**Ontario Catholic School
Trustees' Association**

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

Marino Gazzola, *President*
Kathy Burtnik, *Vice President*
Kevin Kobus, *Executive Director*

September 21, 2012

TO: Chairpersons & Directors of Education
FROM: Kevin Kobus, Executive Director
RE: Disclosure of Compensation Levels for OCSTA Staff & Outside Contractors

The following resolution was considered at our 2012 Annual General Meeting:

That: In the spirit of open and transparent governance, OCSTA provide annually to its trustee members the ranges of compensation provided to all contract and staff employed at OCSTA.

The resolution was received and referred to the Office Management Committee. It was discussed at the May 23 and August 29 meetings of the committee. The outcome was a recommendation to the OCSTA Board of Directors which met on September 14.

The motion approved by the Board of Directors on September 14 is provided below.

- Whereas:** disclosure of the document will be made on a confidential basis to a school board following a request by a Board of Trustees; and
- Whereas:** the onus is on the school board to maintain the confidentiality of the information disclosed to them regarding the OCSTA salary grid for employees or rates for consultants; and
- Whereas:** the disclosure is made to the school board on a confidential basis and requires the school board pursuant to section 10 of the Municipal Freedom of Information Act, R.S.O. 1990, c. M.56, to protect the confidentiality of the information.

Therefore be it resolved that:

OCSTA Directors authorize the disclosure of the OCSTA Salary Progression chart and per diem rate for Outside Contractors on a strictly confidential basis at the request of the Board of Trustees of any school board represented by OCSTA.

I:\usr\kevin\boards\disclosure of compensation levels.docx



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

**Supervised
Meeting Date:
March 26, 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 March 26, 2013 for information.

SYNOPSIS:

BACKGROUND COMMENTS:

FINANCIAL IMPACT:

TIMELINES:

APPENDICES:

- Administrative Staff Report dated March 26, 2013

REPORT REVIEWED BY:

<input checked="" type="checkbox"/> EXECUTIVE COUNCIL:	Review Date:	March 19, 2013
<input checked="" type="checkbox"/> EXECUTIVE SUPERINTENDENT:	Approval Date:	March 19, 2013
<input checked="" type="checkbox"/> DIRECTOR OF EDUCATION:	Approval Date:	March 19, 2013

March 26, 2013

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

Employee Name	Position	Date
---------------	----------	------

HIRING

RETIREMENT:	Daoust, Mark	Secondary Teacher	June 30, 2013
	Projic, Ann	Elementary Teacher	March 31, 2013
RESIGNATION:	Beecroft, Katherine	Social Worker	February 22, 2013
	Bevan, Mary Ellen	Social Worker	February 20, 2013
	Gelinas, Anne	Social Worker	January 31, 2013
	Lewis, Lisa	Learning Commons Specialist	March 4, 2013
	Mactier, Katie	Attendance Secretary	February 25, 2013
	McLean, Catherine	Learning Commons Specialist	March 2, 2013
	Switzer, Jim	Social Worker	January 31, 2013

LONG TERM OCCASIONAL TEACHER ROSTER / HIRING POOL - EFFECTIVE MARCH 18, 2013

Allan, Audrey	Brown, Justin	D'Amore, Michael	Hindermeier, Warren	Marinelli, Lia	Paterson, Dianne	Rumble, Jessica
Atkins, Melanie	Burford Mactier, Tricia	Elliott, Mary	Hogan, Laurie	Marois, James	Pavao Chevalier, Jennifer	Savo, Michael
Bauer, Matthew	Callery Donna	Filbey, Anne	Jacobs, Lisa	Marra, Maria	Pavlovic, Katy	Scholey, Stephanie
Bertram, Diane	Cappucci, Deanna	Floresca, Mary Grace	Jacobs, Richard	Marra, Serafina	Perissinotti, Tina	Simone, Kevin
Blondin, Margaret	Carmichael, Michelle	Gagnier, Sharon	Langley, Lauren	Martinez, Ana Maria	Piunno, Andrea	Talerico, John
Bondy, Matthew	Caulfield, Pat	Gibson, Sherry	Lemay, Sherri-Lynn	Marvelli, Chantal	Plante, Jessie	Winiarski, Emilia
Bontorin, Diano	Citron, Sherry	Grando, Jessica	Lopez, Laura	Mencarelli, Christine	Quaglia, Stephanie	Woodall, Kelly
Bourdane, Laurice	Colicchia, Ezio	Grossi, Michael	Lopez, Tania	Menzies, Matthew	Quinlan, James	Zanutto, John
Brown, Chad	Colucci, Stefanie	Guarasci, Amy	Marcuzzi, Stacey	Palumbo, Monalissa	Quinn, Brittney	Zazula, Jennifer



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

**Supervised
Meeting Date:
March 26, 2013**

BOARD REPORT

Public **In-Camera**
PRESENTED FOR: Information Approval
PRESENTED BY: Senior Administration
SUBMITTED BY: Paul Picard, Director of Education
 Jamie Bumbacco, Executive Superintendent of Human Resources
SUBJECT: **LONG TERM OCCASIONAL TEACHER ROSTER / HIRING POOL**
RECOMMENDATION:

That the Long Term Occasional Teacher Roster / Hiring Pool – Appendix A be received for information.

SYNOPSIS:

As per the Memorandum of Understanding (MoU) between the Ministry of Education and the Ontario English Catholic Teachers' Association and subsequently Regulation 274/12, a Long-Term Occasional Teacher Roster was to be established for both long term assignments and for future permanent teaching positions.

BACKGROUND COMMENTS:

The roster was generated by following the directive of the MoU and Regulation 274/12. Only Occasional Teachers having a minimum of 10 working months seniority and having worked a minimum of 20 days were eligible to apply to a posting that was generated October 11, 2012, with a deadline of October 26th for the receipt of applications. Concurrently, our Principals were asked to recommend occasional teachers that they felt merited an interview. Of the possible 400 Occasional Teachers, 208 occasional teachers applied for an interview. A database which included the applicants' name, date of hire, number of long term assignments, principal recommendations and qualifications was distributed to the Superintendents of Education. Superintendents thoroughly reviewed the applicants' profiles and considered the future needs of the Board and the best interests of students. Consequently, from that list, 65 were chosen by the Superintendents of Education for an official interview.

Three teams of two Superintendents conducted the interviews which were held on January 18th, 2013. Based on the interviews, 63 individuals were successful. The Long-Term Occasional Teacher Roster will include the teachers listed in Appendix A and this roster will be effective March 18, 2013.

FINANCIAL IMPACT:

N/A.

TIMELINES:

Effective March 18, 2013

APPENDICES:

Appendix A

REPORT REVIEWED BY:

<input checked="" type="checkbox"/>	EXECUTIVE COUNCIL:	Approval Date: March 4, 2013
<input checked="" type="checkbox"/>	EXECUTIVE SUPERINTENDENT:	Approval Date: March 4, 2013
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date: March 4, 2013

Qualifications:

P - Primary I - Intermediate

J - Junior S - Senior

APPENDIX A**LONG TERM OCCASIONAL TEACHER ROSTER / HIRING POOL**

CANDIDATE #:	DATE OF HIRE with WECD SB	QUALIFICATIONS
1	Sept. 5, 2006	P/J Special Ed. 1 &2
2	Sept. 5, 2006	P/J Special Ed. 1
3	Sept. 28, 2009	I/S Business-Accounting, History, Religion
4	Feb. 13, 2003	P/J , Special Ed.Specialist
5	Sept. 5, 2006	P/J ESL Pt. 1, Special Ed. 1&2,Religion Pt. 1, Kindergarten, Reading 1&2
6	Sept. 28, 2009	J/I/S Geography, Senior Soc. Sciences, Tech. Design, CAD
7	Dec. 14, 2009	P/J/I/S Math, Science, Physics, Phys. Ed., Sp. Ed. 1, Mfg.Tech. diploma
8	Oct. 12, 2010	P/J/I Intermediate French
9	Nov. 24, 2004	J/I/S Math, History, Special Ed. Pt. 1
10	Sept. 5, 2006	P/J Special Ed. Pt. 1, Kindergarten
11	April 24, 2003	J/I/S Phys. Ed., Sp. Ed. 1, Religion Pt. 1, Dance Pt. 1
12	Feb. 3, 2004	P/J Special Ed. Specialist, Kindergarten
13	Oct. 1, 2007	I/S Science, Biology, Religion Pt. 1, Geography, ESL Pt. 1
14	Dec. 16, 1999	P/J/I Social Science,Sp. Ed. 1&2, Computers in the Classroom
15	Dec. 14, 2009	P/J/I/S Math, Computer Science, Instrum/ Music Pt. 1, Special Ed.1, Computer Studies
16	Sept. 28, 2009	P/J Special Ed. Pt. 1, Religion Pt. 1, Librarianship Pt. 1

Qualifications:

P - Primary I - Intermediate

J - Junior S - Senior

APPENDIX A**LONG TERM OCCASIONAL TEACHER ROSTER / HIRING POOL**

CANDIDATE #:	DATE OF HIRE with WECD SB	QUALIFICATIONS
17	Oct. 12, 2010	P/J/I/S Math, Science, Physics, Special Ed.Pt. 1, Religion Pt. 1
18	Sept. 6, 2005	P/J Special Ed. Specialist, Religion Pt. 1
19	Nov. 29, 2010	P/J/I/S Business, Phys. Ed., ESL Pt.1, Special Ed.Pt. 1,Religion Pt. 1
20	Jan. 5, 2009	I/S History, Religion, E.S.L. Pt. 1
21	Oct. 17, 2005	P/J
22	Sept. 6, 2005	P/J Special Ed. Specialist, Religion Pt. 1
23	Mar. 20, 2000	P/J Special Ed. Pt. 1
24	Sept. 6, 2005	P/J/I Special Ed.Pt. 1, Religion Pt. 1
25	Jan. 5, 2009	J/I/S Math, Science, Biology, Chemistry, Special Ed.Pt. 1
26	Sept. 6, 2007	Specialist, ESL Pt. 1, Guidance and Career Education Pt. 1
27	Nov. 9, 2009	J/I/S Math, F.S.L.Pt. 1
28	Sept. 5, 2006	J/I Phys. Ed., Special Ed.Pt. 1
29	Sept. 5, 2006	P/J/I/S Business, Marketing & Merchandising, Special Ed.Specialist, ESL Pt. 1, Religion Pt. 1
30	Oct. 1, 2007	P /I/S English, Drama, ESL Pt. 1
31	Oct. 1, 2007	J/I/S Science, Biology, Business, Phys. Ed., ESL Pt. 1
32	Sept. 28, 2009	P/J Special Ed.Pt. 1, ESL Pt. 1, Kindergarten Pt. 1

Qualifications:

P - Primary I - Intermediate

J - Junior S - Senior

APPENDIX A**LONG TERM OCCASIONAL TEACHER ROSTER / HIRING POOL**

CANDIDATE #:	DATE OF HIRE with WECD SB	QUALIFICATIONS
33	Sept. 28, 2009	P/J/I/S English, Drama, Religion, Soc. Sciences, Sp. Ed. 1, Religion Pt. 1, Kindergarten
34	Sept. 6, 2005	J/I/S History, Special Ed.Pt. 1, E.S.L. Pt. 1
35	Sept. 6, 2005	P/J Special Ed. Pt. 1
36	Oct. 1, 2007	P/J/I/S Business - Accounting, Geography, Sp. Ed. 1&2, Religion Pt. 1
37	Oct. 11, 2011	I/S English, Math, Sp. Ed. 1
38	April 2, 2007	P/J/I/S Phys. Ed., FSL Pt. 1, Special Ed. Pt. 1
39	Jan. 5, 2009	J/I/S Math, Science, Special Ed. 1&2, Computer Science, Religion Pt.1
40	Jan. 5, 2009	J/I/S Math, Science, Special Ed. 1&2, Religion Pt. 1
41	Sept. 28, 2009	P/J/I/S FSL Pt. 1, Phys. Ed., ESL Pt. 1, Special Ed.Pt. 1
42	Oct. 17, 2011	P/J FSL Pt. 1
43	Sept. 5, 2006	P/J/I/S Science, Biology, Phys. Ed., Religion Pt. 1, ESL Pt. 1
44	Jan. 5, 2009	I/S Math, Computer Science
45	Nov. 11, 2009	P/J/I Phys. Ed., FSL Pt. 1
46	Dec. 1, 2005	P/J/I Music-Vocal Pt. 1 (P/J), Special Ed. Pt. 1, The Blind Pt.1
47	Nov. 11, 2009	P/J Special Ed.Pt. 1
48	Oct. 1, 2007	P/J Special Ed.Pt. 1, Religion Pt. 1

Qualifications:

P - Primary I - Intermediate

J - Junior S - Senior

APPENDIX A**LONG TERM OCCASIONAL TEACHER ROSTER / HIRING POOL**

CANDIDATE #:	DATE OF HIRE with WECD SB	QUALIFICATIONS
49	Oct. 11, 2011	I/S French, History
50	Oct. 11, 2011	P/J/I/S English, Religion Pt. 1, Special Ed.Pt. 1, Reading Pt. 1
51	Sept. 28, 2009	P/J/I/S Phys. Ed., Special Ed. Pt. 1
52	Feb. 26, 2008	P/J/I/S Social Sciences, Religion Specialist, Special Ed.Pt. 1
53	Sept. 5, 2006	P/J/I History
54	Sept. 28, 2009	P/J/I/S Business, Computer Science,Special Ed.Pt. 1, ESL Pt. 1
55	Jan. 14, 2008	P/J/I Dramatic Arts, Religion Pt. 1, Special Ed.Pt. 1, ESL Pt. 1, Kindergarten
56	Oct. 22, 2007	P/J/I/S Business - Marketing and Merchandising, Special Ed.Pt. 1&2, Religion Pt. 1, ESL Pt. 1
57	May 1, 2001	P/J Has E.C.E. and Sign Language
58	Sept. 5, 2006	P/J FSL Pt. 1
59	Oct. 29, 2009	ESL Pt. 1&2, Guidance & Career Education Pt. 1,CoOp Education Pt. 1
60	Jan. 12, 2005	P/J Special Ed.Pt. 1, Religion Specialist
61	Sept. 5, 2006	P/J Special Ed.Pt. 1, Religion Specialist, Reading Pt. 1
62	Sept. 5, 2006	P/J/I/S Phys. Ed., Religion Specialist, Social Science, Special Ed.Pt. 1,Co-Op Education Pt. 1&2
63	Sept. 5, 2006	J/I/S Science, Special Ed.Pt. 1, Religion Specialist



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

HANDOUT BOARD REPORT

**Supervised
Meeting Date:**
March 26, 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: **2013-14 BUDGET PRESSURES AND CHALLENGES**

RECOMMENDATION:

That the report on 2013-14 Budget Challenges and Pressures be received as information.

SYNOPSIS:

In order to enhance communication and consultation with the community with respect to the Board's progress in budget development and in order to bring budget parameters to the attention of the Board early in the budget process, this report identifies the Provincial and local contexts in which the 2013-14 budget is being developed and outlines the pressures and challenges that must be considered in bringing a balanced budget to the Board.

BACKGROUND COMMENTS:

The Board's strategic plan is key to its sustainability. Just as important to the Board's long-term sustainability is its budget. In fact, the development of the Board's annual budget is one of the most strategic, but also the most time consuming and labour intensive functions undertaken by Administration.

The budget is the Board's fiscal plan that supports the delivery of educational programs and services and is the Board's strategic plan for the upcoming academic year. It also provides the authority for Administration to spend funds on a variety of programs and services. It is important that the budget be developed in a thoughtful manner and that decisions respecting the expenditure of funds carefully weigh the impacts and benefit to stakeholders across the near and long-term horizons. Further, when developing the budget, both the provincial and local context must be considered.

PROVINCIAL CONTEXT:

The Provincial context must be considered by WECD SB as it proceeds through budget development. Some of the key considerations are as follows:

- The challenging Provincial fiscal outlook that impacted the development of the 2012-13 budget will continue into the 2013-14 budget development process.
- While the focus of the 2012-13 budget discussions centered on the Drummond Commission recommendations, the focus of the 2013-14 budget discussions will centre around the impacts of the on-going implementation of Bill 115 - The Putting Students First Act.
- The Province has three core priorities for Education in Ontario, which need to be considered by WECD SB when developing its budget. These priorities are as follows:
 - High levels of student achievement
 - Reduced gaps in student achievement
 - Increased public confidence in publicly funded education
- Historically, the Ministry of Education's grant announcement has been made in late March following the release of the provincial budget. This year it is expected that the provincial budget will be presented in mid to late April. It is not certain how (if at all) this will impact budget development timelines. In addition, while it is unknown what specific increases or reductions will be announced in 2013-14, it is expected that funding from the Province will not increase significantly in 2013-14.
- Special Education Funding Reform – While the Ministry of Education has been considering a comprehensive review of special education funding for quite some time, the funding model has been revised only slightly in the past.
- Administration and Governance Grant Advisory Group – The Ministry of Education developed a workgroup in the fall of 2010 to undertake a comprehensive review of administrative funding and spending. The goal of the group was to develop a replacement funding model that better reflects key administrative cost drivers and structures. The Ministry was considering introducing a new funding model for school board administration in 2013-14. The Ministry has reduced this funding by 2% in each of the last three years.
- Capital projects are funded through an application and approvals process. Therefore it is uncertain when approval will be received for specific projects.

LOCAL CONTEXT:Declining Enrolment

A preliminary enrolment forecast has been developed for 2013-14. Enrolment projections were established based on historical data, updated for current developments. The projections are conservative in nature, and have been reviewed and approved by Executive Council for use in 2013-14 budget development. The projected full-time equivalent (FTE) enrolment for 2013-14, with a comparison to 2012-13 is as follows:

	2012-13 Revised Estimates (FTE)	2013-14 Estimates (FTE)	Decline in Enrolment
Elementary Day School (ADE) - funded from GSN	13,123.50	12,469.00	(654.50)
FDK Pilot Schools (ADE) – funded from EPO grant	630.50	755.50	125.00
TOTAL ELEMENTARY PUPILS	13,754.00	13,224.50	(529.50)
Secondary Day School (ADE) < 21 yrs	7903.43	7,450.00	(453.43)
Secondary Day School (ADE) > 21 yrs	254.46	210.00	(44.46)
TOTAL SECONDARY PUPILS	8,157.89	7,660.00	(497.89)
TOTAL ENROLMENT (Pupils of the Board)	21,911.89	20,884.50	(1,027.39)
Other Elementary Pupils (Visa)	7.00	6.00	(1.00)
Other Secondary Pupils (Visa)	21.00	18.00	(3.00)
TOTAL OTHER PUPILS	28.00	24.00	(4.00)

(Note: ADE – Average Daily Enrolment
EPO – Educational Program, Other

GSN – Grants for Student Needs
FDK – Full Day Kindergarten)

For the purposes of the 2013-14 budget estimates, a decline of 1,027 pupils from the Board's 2012-13 Revised Estimates (or 4.7%) is being projected for overall WECDSB enrolment, bringing total FTE enrolment down to 20,885 pupils from 21,912. It is emphasized that the enrolment decline would have been larger if not for the impact of full day kindergarten (FDK) classes being added in 2013-14, thereby increasing the overall FTE numbers.

Based on the enrolment identified above, Finance has prepared a preliminary funding forecast. As the final Grant for Student Needs (GSN) announcement is not traditionally made until late March, the funding forecast is based on applying the projected enrolment to the current year's (i.e. 2012-13) funding formulas, adjusted for any 2013-14 grant changes known at this time. When the final GSN announcement is made following the release of the provincial budget, Finance will revise the funding forecast and communicate any changes to impacted departments and ultimately to the Board.

The Board's funding is mostly contingent on the GSN, which is in turn largely based on enrolment levels. The projected decline of 1,027 FTE pupils is estimated to result in approximately \$7.6M of reduced grant revenues (based on 2012-13 funding formulas). This funding decrease is comprised of a \$9.3M projected decline in GSN funding offset by an anticipated \$1.7M increase in the FDK EPO (Education Program – Other) grant which funds the additional 0.5 day of full day kindergarten. The FDK EPO grant is increasing with the addition of 10 schools that will begin to offer the full day kindergarten program in 2013-14.

The declining enrolment trend is expected to continue to place significant pressure on the Board's budget in future years. Looking at very preliminary nominal (i.e. head count) enrolment projections in the chart on the following page gives an indication of the magnitude of the dilemma facing the Board.

Grade	2013-14 Projected Nominal Enrolment (i.e. Head Count)
Junior Kindergarten	841
Senior Kindergarten	1,137
1	1,171
2	1,309
3	1,391
4	1,387
5	1,456
6	1,528
7	1,601
8	1,637
9	1,582
10	1,850
11	1,910
12	2,351
NOMINAL ENROLMENT	21,151

Note: Table does not include Secondary Day School > 21 yrs of age.

The Board is projected to graduate 1,510 more students at the end of 2013-14 than the number of students projected to be enrolled in JK during the year. It is evident from the data that the downward trend in enrolment is projected to continue year-over-year. If the projected Junior Kindergarten enrolment for 2013-14 stays fixed for each year into the future and no other factors change, the Board would decline to a nominal enrolment of 11,774 in 2026-27, a drop of 9,377 or 44%.

However, the local economy is still at the earliest stages of a potential recovery. The tenuous nature of world, Ontario and local economies make forecasting the strength and timing of a full recovery very difficult to predict. The Ministry of Education had previously projected that the downward trend in Junior Kindergarten enrolments would bottom out in approximately 2014-15. The noted economic factors may push this date further into the future, with more significant negative consequences for the Board's enrolment than noted above.

Shortfall from Prior (2010-11) Year:

In 2010-11 the Board reported a total accumulated deficit of \$2.48M. In 2011-12, the Board achieved an in-year surplus of \$190K, reducing the accumulated deficit to \$2.29M. With the decline in enrolment and other pressures facing the Board (described further below) it is expected that balancing the 2013-14 budget will present a challenge which will require necessary restraint measures and a solid financial recovery plan to put the Board on a strong financial footing for the future. Further updates will be provided as new information becomes available.

Pressures:

- **Technology:** Technologies have become tools of learning and necessities to function effectively and efficiently on both the administrative and academic operations of the Board. For the past three years, funding provided through the Classroom Computers per-pupil allocation has been reduced by \$25M, and starting in 2012-13, this constraint was made permanent. Reductions in Ministry funding to support technology continue to add pressure to the Board's operating budget as computer hardware and software quickly become obsolete and must be refreshed to operate properly and maintain overall effectiveness. The end of support for Windows XP in April 2014 necessitates the need for a hardware refresh of academic desktops. In addition, core network infrastructure challenges that require upgrades to servers and switches will place further strain on the budget. Many of these information technology infrastructure costs are fixed in nature and are increasingly difficult to manage in a declining enrolment environment where the majority of funding is generated on a per-pupil basis.
- **34 Credit Cap:** Last spring the Ministry announced funding changes beginning in the 2013-14 school year for pupils who have crossed the 34 credit threshold. Effective September 2013, when students exceed a limit of 34 successfully earned secondary school credits, those additional credits will no longer be funded at the Day School rate, but rather at the lower, Continuing Education rate. The intent is to encourage students and schools to plan courses appropriately and more effectively use education resources while still allowing students to seek additional or upgraded credits. In 2012-13 the secondary per-pupil funding was \$5,747, while the funding for continuing education students was \$3,344 per pupil. While the full financial impact will not be determined until student enrolment, course selections and credit accumulation are verified in October 2013, preliminary estimates indicate an overall reduction in Ministry funding could be in the range of \$350,000 to \$500,000.
- **Capital Deficit:** Under prior administrations, the Board undertook the construction of school facilities not fully supported by New Pupil Place revenues. As a result, there is unsupported debt, meaning capital debt that is not supported with grant revenues from the Province to meet principal and interest payments. This debt affects the Board each year in the form of unsupported amortization expense, which is projected to be approximately \$722K per year. The Ministry of Education has previously recommended that the majority of this debt, which relates to pupil places, be funded from the School Renewal Grant, which would commit approximately 21.5% of this grant annually for an estimated 22 years. While Administration is aggressively working to reduce this debt, it continues to crowd out spending that could be used for other priorities.
- **Facilities:** As of the 2012-13 Revised Budget Estimates, the Board had 3,818 surplus pupil spaces or 15% excess capacity in all of its schools. This represents an approximate equivalent of 9 average-sized elementary schools that would have to close for the Board to address this excess capacity. By Ministry standards, 47% of the schools are underutilized, using less than 85% of the available space. Schools which are below the 85% utilization threshold do not generate full School Operations and Renewal grant funding. Therefore, WECDSB is not maximizing the benefit it could be receiving from the allocation, which is causing a budget pressure. Also, as previously noted, a large portion of school renewal is being used for the Board's existing capital deficit, which creates a further budget pressure.

- **Special Education:** WECDSB's inclusive model of Special Education service delivery expresses its commitment to educate each child to the maximum extent appropriate in the classroom he or she attends. It involves bringing the support services to the child rather than moving the child to the services. This model however causes budget pressures as the number of students with special needs continues to increase each year, notwithstanding that overall student enrolment is decreasing significantly. WECDSB's total annual special education expenditures since 2002-03 have increased by \$11.1M or 60% while the annual grant allocation has only increased by \$5.1M or 20%. While the Province has been considering a comprehensive review of special education funding for quite some time, no significant changes are expected for 2013-14. With 97% of the expenses relating to staffing (salaries and benefits), any reduction in this area would require a reduction in staffing.
- **Full-Day Kindergarten:** This program is being funded by the Province outside of the GSN through an EPO grant. For the additional 0.5 day funded through the EPO grant, the Ministry caps the program per pupil funding at a certain level. In 2012-13 this level was 1,196 pupils. With a count of 1,261 actual pupils on October 31, 2012, WECDSB has a total of 65 pupils above the Ministry funding cap, resulting in a funding shortfall of approximately \$353,000. There is a possibility that a similar funding shortfall could occur in 2013-14.
- **Faith Formation:** WECDSB's strategic priorities consist of Faith Formation and Student Achievement. Integrating faith into the curriculum and promoting faith formation of students and staff are critical to fulfilling the mission of Catholic Education and preserving the Catholic identity. This is an area however for which there is no direct funding source to support the costs, and it remains unlikely that the Board will receive direct funding to support this pressure. The Board must carve out funding from other grants or find savings elsewhere to fund this priority.
- **Other:** There have been limited budget increases (if any) over the past few years and each year discretionary expenses have been reviewed to identify decreases where necessary. While Administration continues to review these expenses for further savings, each year it becomes more and more difficult to identify the deeper reductions that are needed to maintain last year's level of educational programs and services. There is constant pressure to maintain the Board's successes with student achievement while staffing, resources and Ministry funding are all being reduced. Each year presents less and less room to absorb pressures. Additionally, the Board has no working reserves. Furthermore, approximately 80% of the total Board budget (or 86% of the Board's operating budget) consists of salaries & benefits, with a significant portion of the remaining expenses either being mandatory (e.g. amortization, debenture interest, contractual fees, etc.) or revenue neutral (e.g. EPO's with corresponding funding sources, etc).

Summary:

All of the above is being provided for the information of the Board at this time. Administration will continue to develop the 2013-14 budget with due consideration to the factors that have been identified.

FINANCIAL IMPACT:

Discussed throughout the report.

TIMELINES:

The detailed 2013-14 budget process, including timelines, has previously been submitted to the Board. A further update report is anticipated to be provided to the Board in late April. The final budget is due for submission to the Ministry of Education by June 30, 2013.

APPENDICES:

N/A.

REPORT REVIEWED BY:

<input checked="" type="checkbox"/>	EXECUTIVE COUNCIL:	Review Date:	March 26, 2013
<input checked="" type="checkbox"/>	EXECUTIVE SUPERINTENDENT:	Approval Date:	March 26, 2013
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date:	March 26, 2013



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

**Supervised
Meeting Date:
March 26, 2013**

BOARD REPORT

Public **In-Camera**
PRESENTED FOR: Information Approval
PRESENTED BY: SEAC Committee – Trustee Members
SUBMITTED BY: Paul A. Picard, Director of Education
 Cathy Geml, Associate Director of Education Student Achievement K-12
SUBJECT: **SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)
 Meeting of Thursday November 22, 2012**

RECOMMENDATION:

That the Minutes of the Thursday November 22, 2012 Special Education Advisory Committee meeting be received as information.

SYNOPSIS:

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

BACKGROUND COMMENTS:

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

FINANCIAL IMPACT: N/A

TIMELINES:

The next SEAC meeting occurred on Thursday January 17, 2013 at the Catholic Education Centre.

APPENDICES:

- Special Education Advisory Committee Minutes of Thursday November 22, 2012.

REPORT REVIEWED BY:

EXECUTIVE COUNCIL: Review Date: March 19, 2013
 EXECUTIVE SUPERINTENDENT: Approval Date: March 19, 2013
 DIRECTOR OF EDUCATION: Approval Date: March 19, 2013



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

SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

Thursday November 22, 2012– 6:00 P.M.

**Windsor Essex Catholic Education Centre
1325 California Avenue, Windsor**

MINUTES

Present:

Melanie Allen	IEWS (SEAC Vice-Chair)
Mary DiMenna	Trustee
John McMahon	Community Living
Rose Lamug	Autism Ontario Windsor-Essex
Joseph Colella	Learning Disabilities Association
Danielle Desjardins-Koloff	Principal Representative
Trudy Richards	Autism Ontario Windsor-Essex
Cathy Geml	Associate Director of Education (ex-officio)
Terri Maitre	Recorder

1. Call to Order – Melanie Allen
2. Opening Prayer – Melanie Allen
3. Welcome – Melanie Allen, Cathy Geml, Associate Director of Education introduced Joseph Colella newest SEAC member from Learning Disabilities Association and introduced Kevin Bellaire,
4. Recording of Attendance: Regrets: Lisa Soulliere
5. Approval of Agenda - November 22, 2012
Motion by Mary DiMenna and seconded by Trudy Richards that the Agenda be approved as printed and circulated. *Carried*
6. Agenda Questions from Observers - None
7. Disclosure of Pecuniary Interest - None
8. Approval of Minutes – October 23, 2012
Motion by Mary DiMenna and seconded by Trudy Richards that the Minutes be approved as printed and circulated. *Carried*
9. Business Arising - None

10. Information Items

- (a) Engaging our Future – A presentation was held at St. Thomas of Villanova on November 13th, 2012. Guest speaker was Bob Uppgren faith-based leadership expert. Rose Lamug who attended the presentation gave a brief overview. “Walk your faith”, calling on the community to be engaging with all. Those who attended stated it was a powerful presentation. Brief overview of the Care Committee was given by Danielle Desjardin-Koloff.
- (b) Mr. Norbert Hartmann, Board Supervisor forwarded the Ministry’s first report to the community entitled “Engaging the Future”.
- (c) Letter from Near North DSB to the Hon. John Millroy – proposed cuts to Special Services at Home Funding (SSAH).
- (d) Ministry of Education Special Education Update October 2012 presented as information.
- (e) Renfrew County District School Board – Letter to Hon. L. Broten – Special Education funding – fair allocation.
- (f) An information bulletin regarding the Community Living Annual Commence Conference to be held January 23-24th, 2013 in Toronto was presented.

Motion by Mary DiMenna and seconded by John McMahon that the Information Items be accepted. *Carried*

11. Report from Chair – N/A

12. Report from Trustees – Two delegation meeting dates were provided to SEAC:

*November 27th

*December 18th

The delegation meetings will be held at the Board office at 7:00 p.m. and will be chaired by Norbert Hartmann, Supervisor of the Board.

Motion by Trudy Richards and seconded by Erin Earls that the report from Trustees be accepted as information. *Carried*

13. Report from Associate Director of Education:

- (a) EQAO data presentation- information received shows a steady decrease in students being identified. Special education student are participating in EQAO under special conditions. EQAO scores in reading and writing are increasing. EQAO math scores are decreasing. A gender gap is still present mainly at lower grade levels. Additional supports are being put in place to address the issue of gender gap with new technology and resources. A discussion ensued on the benefits of technology for all students.

Motion by John McMahon and seconded by Danielle Desjardins-Koloff that the reports from the Associate Director be accepted as information. *Carried*

14. New Business - None

15. Association Reports – Rose Lamug, Alternate from Autism Ontario Windsor-Essex shared information on Bill S-206 – An Act respecting world Autism Awareness Day.
Erin Earls- Up about Downs – A request was made regarding networking with families through the Board. Cathy Geml, Associate Director stated that information may be forwarded to the Board, and approval must be granted through the Director's office.

Motion by Mary DiMenna and seconded by Danielle Desjardins-Koloff that the reports from the Associations be accepted as information.
Carried

16. Closing Prayer – Melanie Allen (Vice Chair)

Meeting adjourned: 6:50 p.m.

Next meeting: Thursday January 17, 2013 6:00 p.m.



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

**Supervised
Meeting Date:**
March 26, 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: **PARENT INVOLVEMENT COMMITTEE (PIC) -
Minutes of Meeting held November 29, 2012**

RECOMMENDATION:

**That the Minutes of the November 29, 2012 Parent Involvement
Committee Meeting be received as information.**

SYNOPSIS:

This report is intended to provide an update to the Board on the activities of the permanent Parent Involvement Committee (PIC) members that was established pursuant to *Ontario Regulation 612/00 School Councils and Parent Involvement Committees*. The Parent Advisory Committee is submitting, as information, the Minutes of its November 29, 2012 meeting.

BACKGROUND COMMENTS:

The Interim PIC developed the Terms of Reference By-laws governing the conduct of the PIC's affairs, which were approved by the Board at the May 24, 2011 meeting. This was in compliance with the requirements of the amended regulation prior to the transition to a permanent PIC in the fall of 2011.

Amendments to Regulation 612/00, while providing for some flexibility to suit local needs, provides specific direction on the purpose of the PIC and provides for their composition, mandate and function.

FINANCIAL IMPACT:

N/A

TIMELINES:

The next Parent Involvement Committee meeting occurred on Thursday, February 21, 2013 at the Catholic Education Centre. Minutes will be provided to the Board following approval by the PIC.

APPENDICES:

- Minutes – November 29, 2012

REPORT REVIEWED BY:

<input checked="" type="checkbox"/>	EXECUTIVE COUNCIL:	Review Date:	March 4, 2013
<input checked="" type="checkbox"/>	EXECUTIVE SUPERINTENDENT:	Approval Date:	March 4, 2013
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date:	March 4, 2013



1325 California Avenue
 Windsor, ON N9B 3Y6
 CHAIRPERSON: Barbara Holland
 DIRECTOR OF EDUCATION: Paul A. Picard
 Telephone: (519) 253-2481 FAX: (519) 253-0620

**PARENT INVOLVEMENT COMMITTEE MEETING
 MINUTES**

Thursday, November 29, 2012 at 6:30 p.m.

John Paul II - Board Room
 Catholic Education Centre

PRESENT:

F. Favot, Trustee

Board Representatives:

Paul Picard, Director of Education
 Mario Iatonna, Executive Superintendent of Business
 R. LoFaso, Vice-Principal, Safe Schools

Elementary Parent Representatives:

S. Bolger – Holy Names Family Rep.
 D. Tonus – St. Thomas of Villanova Family Rep.

Position Vacant – F. J. Brennan Family Rep.

Secondary Parent Representatives:

H. McAuley – Assumption Family Rep.

*Position Vacant – Catholic Central Family Rep.
 Position Vacant – Alt. Secondary Rep.*

A. Carlini – Special Needs Representative
 M. Houston - Post Secondary Representative
 C. Switzer - Representative at Large

Position Vacant – ELL Representative

REGRETS:

J. St. John - St. Joseph’s Family Rep. and Chair of PIC
 D. Thachuk - Cardinal Carter Family Rep.
 A. Mason – St. Anne Family Rep.
 H. Sawyer - Elementary Alternate Rep.
 J. Blevins - Elementary Alternate Rep.
 Rev. Fr. B. Remark – Diocesan Representative

Recording Secretary:

Simone Lira

AGENDA ITEM	DECISION/ACTION TAKEN
CALL TO ORDER AND OPENING PRAYER -Vice-Chair Tonus in the absence of	Meeting called to order at 6:40 p.m. and opened with the PIC Prayer.

Chair St. John	
RECORDING OF ATTENDANCE -Vice-Chair Tonus	The vice-chair welcomed and thanked Superintendent Mike Seguin for attending the meeting.
APPROVAL OF AGENDA -Vice-Chair Tonus	Motion by: Heather McAuley Seconded by: Shelley Bolger That the November 29, 2012 PIC Meeting Agenda be approved. Carried
DISCLOSURE OF INTEREST – PURSUANT TO THE MUNICIPAL CONFLICT OF INTEREST ACT -Vice-Chair Tonus	None
APPROVAL OF MINUTES – -Vice-Chair Tonus	Motion by: Colleen Switzer Seconded by: Heather McAuley That the September 13, 2012 PIC Meeting minutes be approved. Carried
PRESENTATION -Mike Seguin, Superintendent of Faith Formation	Superintendent Mike Seguin spoke on Bill 13 – The Accepting Schools Act. He supplied documents for PIC members, with additional information for their perusal. These documents are included as appendices to these minutes. Most of Bill 13 is centered on Safe Schools legislation including bullying, discrimination and harassment. Superintendent Seguin gave a brief summary of the obligations and expectations of all school boards by the Ministry of Education, which were to be in place by September 2012. Board policies that are impacted by Bill 13 need to be reviewed and updated by February 1, 2013. The Ministry of Education will provide direction regarding the changes to Policy/Program Memorandum 144 (Bullying Prevention and Intervention) and 145 (Progressive Discipline and Promoting Positive Student Behaviour) and boards will be expected to have their revised policies in place by the February 2013 timeline. Some of the items included in the policy changes are communication protocol surrounding suspension and expulsion, reporting by professionals such as psychologists and social workers, conducting school climate surveys of students, staff and parents at least every two years. Our board has already addressed some of these initiatives through awareness programs for students and parents on topics such as sexting, bullying, relationships, alcohol and drugs and getting along digitally (GAD). Under Bill 13, students may request groups to address bullying issues and inclusive schools may use the name gay-straight alliances or another name. Our plan is to provide guidance and supports to schools with a structure in place that has a Catholic dimension based on the Ontario Catholic School Trustees' Association <i>Administrative Guidelines for Student Groups in Catholic</i>

	<p><i>Schools</i>, dated September 17, 2012. All of the obligations in Bill 13 would promote a safe and inclusive learning environment, the acceptance of and respect for others and the creation of a positive school climate.</p> <p>To date, the WECDSB has had two requests for gay/straight alliances in our secondary schools. The Board has provided training of board personnel including clergy, administrators, campus ministers, teachers and other employee group representatives who were in-serviced regarding board policy about Social Justice/Equity Clubs and Safe and Accepting Schools. Superintendent John Ulicny and Vice-Principal of Safe Schools Rosemary LoFaso who currently work with safe schools issues, are key personnel for the bullying portion of the policy. There was a question about parents being included or at least being informed when there are presentations at the schools. Ms. LoFaso spoke to the group about the Values, Influence & Peers (VIP) program in the elementary schools and presentations that take place at the secondary level regarding the BRAD program (bullying, relationships, alcohol, drugs) in partnership with local police services. She advised that information is disseminated to parents but varies from school to school. There are often opportunities for parents to hear the messages that are being heard by the students through evening sessions for parents. Although these are widely publicized, the challenge is to get the parents out to these sessions.</p> <p>A question was brought up about the existence of any board policy in place about what would be considered appropriate or inappropriate displays for Halloween. Mr. Seguin advised that these school types of events are handled at the discretion of the schools and school principals. There was also a question of possible inappropriate reading material or books in the schools and regulating what is acceptable for students. Superintendent Seguin advised that he would look into these matters.</p>
<p>ACTION ITEMS</p> <p>- Vice-Chair Tonus</p> <p>- C. Switzer</p> <p>- Vice-Chair Tonus</p>	<p>a) PIC Vacancies D. Tonus advised that in the absence of Chair St. John the PIC vacancies item on the agenda must be deferred and moved forward to the next meeting, as she may be in possession of other parent applicants. Applicant Stephanie Kirk, the Chair at St. Rose School introduced herself to the committee. She has applied for the Brennan Family of Schools Representative on PIC.</p> <p>b) Business Cards Colleen investigated the pricing for producing business cards for PIC members and advised that it is costly, as there is a minimum order required. She suggested that like OAPCE members who print their own cards, PIC have the cards printed by someone at the Board if this is a possibility. Vice-Chair Tonus asked the Director if this was possible, and he thought it would be. Motion by: Heather McAuley Seconded by: Shelley Bolger That once the new PIC logo is approved, the Board have one sheet of business cards per PIC member printed. Carried</p> <p>c) Formation of by-law (Terms of Reference) review and budget committee formation</p>

	<p>Dana asked for volunteers to serve on a committee to review the Terms of Reference. Dana Tonus volunteered to chair the committee and Michael Houston offered to assist. ACTION ITEM: They agreed to meet before the meeting in February and come back to the committee with suggestions for changes.</p> <p>It was determined and agreed by all that there is no need for a budget committee, as long as the finances are reported on at each meeting.</p> <p>d) Composition of letter to Barbara Holland welcoming attendance of Trustees at all school council meetings and distribution to CSAC chairs ACTION ITEM: The committee will follow up with Julie St. John at the next meeting.</p> <p>e) Contact information forms completed by CSAC chairs ACTION ITEM: The committee will follow up with Julie St. John at the next meeting.</p> <p>f) PIC Letter to the Editor ACTION ITEM: The committee will follow up with Julie St. John at the next meeting.</p>
<p>SUB-COMMITTEE REPORTS</p>	<p>Parent Engagement – H. McAuley Heather reported that she is still trying to pull something together for the spring, 2013. She and Shelley are looking at some topics for engaging parents, with the assistance of the material ordered through the Regional PRO grant. Heather promised to determine some dates as well. There was a comment made that it is sometimes difficult to get parents out at night, however there were suggestions made around the table for topics. ACTION ITEM: Heather, Colleen and Michael Houston have committed to working on an information night on scholarships for February 2013.</p> <p>Parent Reaching Out (Regional) – S. Bolger Shelley reported on the resource kits purchased with the funding, which will be piloted at certain schools sometime soon. Heather McAuley is looking at one of them for a workshop. Shelley’s school Principal has agreed to distribute them and house them at her school until they are requested by school CSAC chairs or principals. Shelley has courier bags as well as descriptors for each kit for principals and council chairs. A memo went out to all CSAC chairs about the kits, as well as information on completing a survey to get some feedback on the kits for Ministry reporting on the PRO grant which provided the funding for the kits. Included in the funding from the Ministry were monthly newsletters and calendars entitled <i>Parents Make the Difference</i>, which are now live on the Board website-PIC webpage today. As they are sent from the Parent Institute, the information will be sent out to Principals, CSAC chairs and PIC members electronically for upload to individual school websites.</p> <p>A large portion of the Regional PRO grant from the Ministry is being used to create a new PIC website by Wired Solutions, which will include a large range of information for parents, including the Parents Make the Difference newsletters, calendars, the ability to blog and communicate and hopefully the capability of linking to each school website. It was determined that there is no need to vote on approval of the site, as the Regional PRO grant sub-committee was given approval to submit their request to the Ministry of Education. It is hoped that the website is</p>

	<p>up and running by mid-January. At the moment, Shelley is working with Superintendent E. Byrne, Elaine Carr, Jessica Owcher and some of the students at Assumption College High School to produce a new logo for PIC to be used on the website. The final logo project submissions designed by students will be voted on December 17, 2012.</p> <p>ACTION ITEM: Colleen Switzer and Anita Carlini volunteered to assist with choosing the new logo on that date.</p> <p>The final project initiated to utilize the PRO grant with the assistance of Superintendents Byrne and Shea, is the creation of three-fold pamphlets of information for parents. Shelley handed out rough drafts to the committee to peruse. Possible topics may include: a) Promotion of PIC, b) Primary, Junior, Intermediate and High School Reading and Math, c) University Scholarships (M. Houston agreed to assist with this topic) and Transition to High School from Gr. 7 & 8. Timelines are tight as feedback is required soon for Ministry reporting.</p> <p>ACTION ITEM: Shelley requested assistance from PIC members for content suggestions.</p>
<p>UPDATES/ REPORTS -Vice-Chair Tonus</p>	<p>a) Email communication – FirstClass Alternative/ Options This topic has been discussed at various PIC meetings. Most members have advised that they would rather use personal email addresses to conduct PIC and school board business, or at least have a FirstClass email address that includes their name so that they are recognizable to PIC and CSAC chairs. Director Picard explained that the IT Dept. personnel are risk-focused. The concern is trying to find a generic way to get information disseminated to all involved when there are personnel changes from year to year. Also being considered is the problem of hackers getting in and getting access to sensitive documents and parts of the mainframe. To change from FirstClass would mean having someone responsible to change email address lists and groupings from year to year. It was determined that we put the discussion on hold and once the new website is up and running, perhaps we can use email through the website.</p> <p>ACTION ITEM #1: Shelley Bolger will ask the designer of the website about email and blogging. Heather McAuley offered to look into the issue with Shelley.</p> <p>ACTION ITEM #2: PIC representatives are asked to contact their chairs and make sure they are up and running on FirstClass.</p> <p>There was a request by Anita Carlini to contact SEAC and Special Education personnel so that she can attend a meeting. She would like to share Special Education issues and information parents may not have access to on the new website. D. Tonus asked Anita to obtain that information which she feels should be on the new website in order for parents to access it on the PIC website once up and running.</p> <p>b) Follow-up from Bob Upgren- Engaging our Future It was reported that the event was very positive, but more could be done to relay the message to parents. It was suggested that there be more meetings in the schools to gather families together because the communication has to begin at home and there is a need to act on the message presented. There was a suggestion to have prayer among staff members each morning. There was discussion about faith within the Board, but there is a need for more prayer. Our children must learn what their spiritual gifts are as this will carry them throughout life in good times and bad.</p>

<p>NEW BUSINESS</p> <ul style="list-style-type: none"> - Director Picard - Director Picard - C. Switzer 	<p>a) Playground Equipment and Board Policy Director Picard advised that recommendations will come out within the next few weeks. There has been a change of the policy to priority status in terms of policy review process and there will be more to discuss as the Board moves forward insofar as consultation involving redundant or unsafe playground equipment. He advised that all policy reviews involve parents, Principals and relevant parties as it progresses to the final version on the website.</p> <p>b) Elementary Sports Council The Director advised that the elementary sports council has been in existence for a number of years, with a mandate to provide an environment for sport that downplays competition and moves more toward participation. To ensure compliance of the fundamentals, there is a group of volunteers, Principals, VPs and teachers that put together the schedules and act if it is determined there is too much competition. Further discussion involved the issue of parent volunteers, the risks involved and the Board policy which allows parents to coach if there is a teacher unavailable to oversee the program. The Director suggested that volunteer coaching is a very delicate and sensitive issue. It is welcomed, but there are certain expectations involved, both contractually for teachers and involving the safety of the children. In the future Boards will be grappling with co-curricular issues as communities, and whether or not they will even exist. The whole concept requires tact and respect to deal with the issue. ACTION ITEM: The Director suggested that at some point PIC invite Dan LaPorte, the Chair of the Sports Council to a meeting to discuss long-term mandates.</p> <p>c) Ontario Association of Parents and Catholic Education (OAPCE) Colleen Switzer Director of OAPCE for the Windsor and Essex Region gave a broad overview of OAPCE and their mandate, as many parents are unaware of the organization and its purpose. The organization meets 4 times a year and they also hold Skype meetings. A memo went out to all CSAC chairs in the schools in an attempt to update OAPCE records and to assure schools receive information from the organization. Information dissemination to parents includes curriculum and policy-based, fully entrenched Ministry of Education facts and data. The goal is to communicate and be effective leaders in education so that the Ministry is aware that Catholic schools are important. OAPCE’s focus is on funding for Catholic schools, including regulation 612. There are 24 regional directors in Ontario. Their next annual conference is in Peterborough on May 25 – 25, 2013 and includes amazing workshops. Colleen gave examples of some of the workshops that both inform and advocate for parent engagement in schools. It is hoped that all parents will be informed and will send representatives. ACTION ITEM #1: Colleen is hopeful that at the next PIC meeting two members will agree to attend the conference in May, using parent engagement funding.</p>
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<p>-C. Switzer & Director Picard</p>	<p>ACTION ITEM #2: Colleen is requesting that the sub-committee involved in reviewing the Terms of Reference, include a statement that there be a representative from OAPCE as a member on PIC.</p>
<p>-Director Picard</p>	<p>d) How to identify and incorporate families that have special talents Colleen believes that there is far more room for families to stick together and assist within the schools and at the Board level if they have talents or businesses that could be used to bring communities together and even save money for projects in the system. It is goodwill on the part of the Board to reach out to these families.</p> <p>The Director advised that he believes this must be approached delicately in view of the perception of favouritism. He admits that this is a critical component of Catholic education, but in our highly legalized society, we must be cognitive of the optics involved and we must be very sensitive as to how this is approached. The concept of bringing the community together by sharing in their talents is a fine concept, but it must be approached sensitively so that the Board is not accused of preferential treatment.</p> <p>e) Major challenges facing the Board In order to begin the discussion, the Director strongly suggests that it would be most beneficial for this group to meet as a group and discuss the challenges they feel are being faced in order to identify the solutions, opportunities and future direction. It is critical that all the constituent groups are involved in a culture of open, honest and straight-forward consultation and discussion because he believes it involves massive culture changes. The Director believes that the time is ripe for such a discussion.</p>
<p>-Vice-Chair Tonus</p>	<p>Dana Tonus suggested that the committee choose a date when they can meet and discuss the challenges facing the Board. She suggested a date in mid-December for submission of ideas. It was further suggested that committee members contact each school to consider the challenges and report on them.</p> <p>ACTION ITEM: Heather McAuley offered to send a Google calendar to schedule a meeting. Dana suggests that everyone come forward with a positive input item and encourage their family of schools to do the same by sending a personalized email to each chair.</p> <p>f) PD – Parent outreach workshop There was discussion again about holding a tangible session to train parents on a topic of interest. Heather McAuley will spearhead this project for sometime in 2013, with assistance from Shelley Bolger, Anita Carlini, Colleen Switzer and any other interested parents. A decision was made to defer this topic to the next PIC meeting when a possible topic, date and place can be determined. Some topic suggestions included:</p> <ul style="list-style-type: none"> ➤ school councils – running effective council meetings ➤ scholarships – university college (for February 2013) ➤ transitioning into high school (March 2013) ➤ transitioning from KP to grade 1

<p>DIRECTOR & SENIOR ADMIN. REPORT</p> <p>- P. Picard</p>	<p>Director Picard gave an overview of the public consult which is taking place and will be on the board website in the next week. It will involve the Board's strategic priorities, which are different this year due to the whole supervision piece. It is an attempt to give everyone a picture of the direction the Board is going in. The Board is facing major challenges at present and strategic priorities are a key component to turning things around. He spoke about the Bob Upgren presentation and the value of having parents from all schools, Principals, Vice-Principals, Trustees, priests, the entire senior administration, PIC and SEAC members together to work on the challenges. Three hundred individuals came together as a Catholic community connected and committed to the process of education. They were made to understand just how critical the situation is for Catholic education as we look at the secularization of the school system in Ontario, despite our constitutional rights. They were advised that it is imperative to think about five years down the road and the challenges for the future of Catholic education. There is a need to recommit ourselves to Catholic education. We need to stop where we are, look at the value of our education system and cease fighting one another on issues. We must be a united front and we must stand together committed to this gift. There is constantly damaging information in our social media regarding education and it seems to fly faster than the good. One critical component is JK/SK registration when parents bring children to consider their future within our schools. We need to relate differently to these individuals, engage them in the enthusiasm of our Catholic faith-based schools.</p> <p>The other critical component is speaking to our parents and students about Catholic high schools in grade 7 instead of waiting to grade 8. We must send out the message of the academic integrity within our secondary schools and tout it in public. We have amazing educators and programs in our schools. A major example of this excellence is our IB program at Assumption College High School. There is excitement in the air and it was very evident at the open house last week.</p> <p>Our school administrators, staff and other critical partners are being asked to engage all concerned and to move forward with positive, confident thinking. Norbert Hartmann will tell our story and then engage everyone once again, until the final report including the restructure of the Director's strategic priorities for the Windsor-Essex Catholic District School Board.</p>
<p>-M. Iatonna</p>	<p>Budget Report – Mario Iatonna advised that the year end is being completed. It looks positive and Business will be sending statements to Mr. Hartmann on December 18th. The Board is presently preparing revised budget estimates based on October numbers, which are due to the Ministry of Education on December 15th. The Board is cautiously optimistic that we are not dropping in enrolment as quickly as what had been predicted earlier, as we are still over 20,000 students. Schools do not have their budgets at present but have been advised that they can spend up to 80% of last year's budget until they get their numbers. There is nothing in writing yet until Mr. Hartmann and the Trustees are advised.</p>

	PIC budget with the carryover included shows a budget of \$15,212 with \$13,476 remaining. He will send out a report to the committee.
CORRESPONDENCE & CURRENT PIC INFORMATION	No discussion required. All information in PIC Information Folder on FirstClass.
VICE-CHAIR'S REPORT - Vice-Chair Tonus	Vice-Chair Tonus reported that there is no need for the formation of a PIC budget committee as long as the members are updated on the budget at each meeting. The committee will move forward with this protocol from here on. She suggested that if anyone was interested in attending the upcoming OAPCE or Ministry conference (once we have information), that they advise the committee at the next meeting. ACTION ITEM: Dana requested that the dates of the upcoming supervisory meetings be put in the minutes for next meeting.
NEXT MEETING DATE - Vice-Chair Tonus	Thursday, February 21, 2012 at 6:30 p.m. at the Catholic Education Centre
CLOSING PRAYER & ADJOURNMENT -Vice-Chair Tonus	Closing Prayer and Adjournment at 9:00 p.m. Moved by Shelly Bolger Seconded by Anita Carlini That the meeting be adjourned. Carried

NOTE: PLEASE SEE ATTACHED INFORMATION FROM THIS MEETING

“Learning together in faith and service”

Creating Safe and Accepting Schools: Information for Parents about the Accepting Schools Act (Bill 13)

We know that a safe, inclusive and accepting school is essential for student achievement and well-being.

That is why the government introduced Bill 13, the *Accepting Schools Act*, which has now been passed into law.

What is Bill 13?

Bill 13 requires school boards to prevent and address inappropriate and disrespectful behaviour among students in our schools. These behaviours include bullying, discrimination and harassment. The new law makes it clear that these behaviours are unacceptable in our schools. It promotes respect and understanding for all students regardless of race, gender, sexual orientation or disability or any other factor.

How does Bill 13 help schools and boards prevent and address inappropriate behaviour, including bullying?

It builds on the work already done by school boards and schools. Bill 13 requires boards to:

- Have policies in place on progressive discipline, bullying prevention and intervention, and on equity and inclusive education.
- Consider tougher consequences for students who bully others. This can include suspending and considering expulsion if:
 - the student has already been suspended for bullying and the student's presence in the school creates an unacceptable risk to the safety of others or
 - the bullying was motivated by bias, prejudice or hate.

The Education Act already requires supports for suspended and expelled students:

- If students are expelled or on long-term suspension (more than five school days), they will receive academic/non-academic support through a [suspension/expulsion program](#).

Students who are suspended for up to five school days will receive a homework package.

- Provide training and information to teachers and other school staff on an annual basis about bullying prevention and promoting positive school climates.
- Include goals around positive school climate and bullying prevention in their multi-year plans and make these plans available to the public.

Does Bill 13 change the role of principals?

- The bill gives principals new, specific responsibilities. They are now required to:
 - Investigate any incident reported by a board employee which could lead to a student being suspended or expelled, including bullying.
 - Notify the parent/guardians of students who have harmed another student about the incident, when the students' behaviour could lead to them being suspended or expelled. Also invite the parents to discuss the supports that will be provided to their child.
 - Invite the parents/guardians of the student who was harmed in the incident to discuss the supports that will be provided to their child. Principals were already required to notify these parents.
 - Communicate with teachers and where appropriate, other board employees, who reported an incident which could lead to a student getting suspended or expelled. Principals will be required to inform them about the results of their investigation into the incident.

How does Bill 13 support boards and schools to engage parents, students and other staff and stakeholders?

The bill helps parents to learn more about the support available to their children through the school and the efforts the school is making to build a more positive school climate.

Boards are required to:

- Set up a process for parents to follow if they have concerns about the support their child is receiving.
- Develop a procedure that allows students, parents and others to safely report incidents of bullying.
- Conduct school climate surveys of staff, students and parents at least every two years.
- Offer parents more opportunities to learn about student safety and school climate.

How does Bill 13 support students?

Bill 13 requires:

- Schools to provide support to students who have engaged in inappropriate behaviour or been affected by inappropriate behaviour.
- Schools to provide programs, interventions or other supports to both victims and bullies, and to those who witness the incident.
- Schools to provide ways for students to safely report incidents of bullying.
- Boards and schools to allow students to form groups at their school to raise awareness and understanding of all students on topics such as:
 - anti-racism;
 - people with disabilities;
 - gender equity;
 - sexual orientation and gender identity.
 These groups may include Gay-Straight Alliances (GSAs).

Boards and principals will not be able to prevent students from using the name GSA or another name the students may choose for these groups.

Students may form other types of groups based on the needs of their school.

- The name of the student-led group must help promote a positive school climate that is inclusive and accepting of all students.

How does Bill 13 affect organizations that rent space in public schools?

Bill 13 requires third parties, such as sports leagues and community groups, to follow standards of behaviour that are consistent with the Provincial Code of Conduct when they use space in public schools. The Code helps ensure that all members of the school community are treated with respect and dignity. It has been in place for many years.

How does a “whole school approach” make schools better places to learn?

Building a positive and inclusive school climate requires a “whole school approach” that is based on healthy and respectful relationships throughout the whole school and the community.

Safe, inclusive and accepting schools support students to do their best in the classroom and beyond. Everyone has a role to play in achieving safe, inclusive and accepting schools, including the government, school boards, school staff, parents, students and community members.

Together we can create positive school climates that help all students learn, grow and thrive.

Bill 13 is part of a comprehensive action plan

The legislation builds on our Equity and Inclusive Education and Safe Schools Strategies. The legislation is part of a larger action plan which includes:

- Introducing more mental health workers in schools and expanded video counselling services with a psychiatrist for kids in rural and remote communities.
- Finding ways to include more equity and inclusive education principles and bullying prevention strategies throughout the curriculum, building on recommendations from the Ontario Curriculum Council.
- Conducting a public awareness campaign to highlight that all Ontarians have a role in preventing bullying.
- Creating an Accepting Schools Expert Panel to provide advice on resources and practices that focus on a whole school approach, including bullying prevention and intervention.

More questions?

Parents can learn more online about Ontario’s:

- Action Plan for Accepting Schools at www.ontario.ca/acceptingschools
- Safe Schools Strategy at www.edu.gov.on.ca/eng/parents/safekit.html
- Equity and Inclusive Education Strategy at www.edu.gov.on.ca/eng/policyfunding/equity.html
- Provincial Code of Conduct at www.edu.gov.on.ca/eng/safeschools/standards.html



**Administrative Guidelines
for Student Groups in Catholic Schools**

September 17, 2012



Ontario Catholic School
Trustees' Association

Administrative Guidelines for Student Groups in Catholic Schools

The Catholic faith respects all individuals. The goal of each Catholic School is to create for all of its students a loving and positive learning environment accepting of all students and consistent with Catholic teachings.

As such, the Board considers violence, harassment and/or bullying on the basis of race, colour, ethnicity, culture, citizenship, ancestry, origin, religion, creed, family status, sexual orientation, gender identity, socio-economic status, disability and/or any ground protected by the *Human Rights Code* or any other immutable characteristic to be unacceptable. Please see also the Board's Code of Conduct, Bullying Prevention and Intervention Plan, and Safe Schools Policy.

The Board supports the use of positive practices to prevent such behaviour and recognizes that student groups and activities may assist in creating a positive, loving learning environment consistent with Catholic teachings and free of bullying, harassment and violence motivated by bias, prejudice or hate and supports such groups and activities.

Students may establish "Respecting Difference" groups and are permitted by the *Education Act* to establish 'gay-straight alliances' consistent with the following objectives.

OBJECTIVES

The objectives of such students groups and activities to promote a positive, loving learning environment consistent with Catholic teachings and free of bullying, harassment and bias, prejudice or hate motivated violence are as follows:

- To support and affirm the dignity of all students in all aspects of school life regardless of their immutable characteristics;
- To improve understandings of the lives of all students and find ways to increase respect for the dignity of each other in ways appropriate to the school setting;
- To clarify and give definition to appropriate terms, behaviours and actions to promote greater awareness of and responsiveness to, the deleterious effects of bullying, harassment and hate motivated violence;
- To promote timely and effective responses to prevent and respond to bullying, harassment and hate motivated violence to ensure the maximization of safety for all pupils;
- To provide education for all students consistent with the Catholic faith with respect to bullying, harassment and hate motivated violence prevention in schools;
- To provide resources consistent with the Catholic faith to support pupils who are impacted by bullying, harassment and hate motivated violence;
- To provide opportunities for pastoral and spiritual guidance for young people;
- To encourage students to report incidents of bullying, harassment and bias, prejudice or hate motivated violence safely in a manner that minimizes the possibility of reprisal or breach of

OCSTA - Administrative Guidelines for Student Groups in Catholic Schools

confidentiality and is consistent with best practices in relation to counselling and/or Chaplaincy involvement;

PRINCIPLES

All student groups and activities to support positive, loving learning environments consistent with Catholic teachings and free of bullying, harassment and bias, prejudice or hate motivated violence shall comply with the following principles:

- **All activities and groups shall be opened to all students who wish to participate in an appropriate manner;**
- **The activities and groups must be respectful of and consistent with Catholic teachings;**
- **All mentors and supervisors of student groups and activities must know and be committed to Catholic teachings; and**
- **All outside speakers invited to speak to a group or to provide a school activity must respect Catholic teachings.**

PROCEDURE FOR APPROVAL OF A STUDENT GROUP OR ACTIVITY

1. One or more students who desire to establish a student group or to organize a specific student activity must submit a written proposal in the form attached as Appendix A for the review and consideration of the principal. The nature, purpose and mandate of the student initiated group or activity shall be clearly articulated.
2. The principal, in consultation with other school staff, as appropriate, shall review and consider the written proposal with respect to the following:
 - a. The purpose and goal(s) of the activity or group;
 - b. The allocation of student supervision, school space, and other resources needed; and
 - c. Whether or not the proposal is consistent with the principles identified in this procedure.
3. The principal is responsible for ensuring that each approved student group and activity is supervised and supported.
4. Prior to an initial meeting of the student group, the principal shall:
 - a. Carefully consider which staff volunteer is most appropriate to supervise and support the group and its activities. The staff advisor must be an individual who is knowledgeable about and committed to Catholic teaching;
 - b. Invite the Chaplaincy leader to participate in group meetings whenever possible;

OCSTA - Administrative Guidelines for Student Groups in Catholic Schools

- c. Clarify the objectives of the group with the staff advisor and provide any necessary in-service:
 - i. See: Pastoral Guidelines to Assist Students of Same-Sex Orientation (2004) and the Canadian Conference of Catholic Bishops statement, “Pastoral Ministry to Young People with Same-Sex Attraction” (2011).
5. The principal must ensure that vulnerable students have access to support from Social Workers, Child and Youth Workers, and/or Chaplaincy staff members, where deemed necessary by the principal or staff advisor.
6. The principal must ensure that student groups and activities are not used for protest against or advocacy for anything that is not in accord with the Catholic faith foundation of the school.
7. All materials for group use must be reviewed and approved by the staff advisor and all materials for school/community awareness must be reviewed and approved by the staff supervisor and administration.
8. All students involved must agree to respect the personal privacy of student participants. Restrictions shall be placed on the use of personal electronic devices during meetings, posting personal information on social media sites or disclosure of personal information in any other manner. Failure to comply may result in the suspension of the group and/or one or more group members.
9. The staff advisor must be present for each meeting in its entirety.
10. If a matter arises that requires the involvement and/or intervention of outside agencies (such as, Children’s Aid, Children/Youth Mental Health, or law enforcement) these services should be sought at the earliest opportunity. Please refer to the Board’s procedures regarding Reporting a Child in Need of Protection and Police Protocol.
11. The principal shall recommend that groups established under these guidelines be named “Respecting Difference” groups; however, when requested by one or more students, the principal shall permit, in accordance with the *Education Act*, the group to be named ‘gay-straight alliance’ or by another similar name.

OCSTA - Administrative Guidelines for Student Groups in Catholic Schools

Appendix A

Student Group and/or Activity Proposal

Student Name _____

Student Grade _____

Request for Student Group

Please identify the nature of the group, its purpose and objectives:

Please identify the estimated number of participants: _____

Please identify the frequency with which the group wishes to meet: weekly, bi-weekly, monthly, or once each semester.

Please identify the nature of the meetings:

Please provide any other information that would assist the principal to make a decision regarding whether or not to permit the student group:

OCSTA - Administrative Guidelines for Student Groups in Catholic Schools

Request for Student Activity

Please identify the nature of the activity, its purpose and objectives (i.e. external speaker; mentorship; fundraising; awareness campaign):

Please identify the estimated number of student organizers: _____

Please identify the estimated number of student participants (whole school; particular grade:

Please identify the frequency of the activity: (once; once each semester etc.:

Please provide any other information that would assist the principal to make a decision regarding whether or not to permit the student activity:

Bill 13 – Accepting Schools Act

Summary of Legislative Requirements: Compliance Statement

The ministry believes that the following new obligations will require adjustments to current local board procedures and are expected to be in place in **September 2012**.

- 1) Principal's duty to investigate any incident reported under section 300.2
 - *currently being adhered to ... review for the fall*
- 2) Principal's notification to parents/guardians of students who engaged in behavior for which the student could be suspended or expelled and which resulted in harm to another student.
 - *Following the protocol – review for fall*
- 3) Principal's duty to invite parents of victims and parents of those students who have engaged in any behavior for which the student could be suspended or expelled that resulted in harm to another pupil to discuss with the principal the supports that will be provided to their children.
 - *Currently being practiced ... safe schools involved with serious/repetitive incidents. Dr. Picard and Marylou Cortese have been involved in these meetings as well regarding interventions . Under review*
- 4) Supports for students who want to establish and lead activities or organizations that promote a safe and inclusive learning environment, the acceptance of and respect for others and the creation of a positive school climate. This may include activities and organizations that promote gender equity, anti-racism, awareness and understanding of and respect for people with disabilities and people of all sexual orientations and gender identities, including organizations with the name Gay-Straight Alliance or another name. - done
 - *Direction/support required where requests for Gay-Straight Alliances (or another name) exist. There will be ongoing in-servicing of school administration. We are planning for a structure that has a Catholic dimension to it - OCSTA "Administrative Guidelines for Student Groups in Catholic Schools".*
- 5) Requiring organizations using school property to follow standards consistent with the Provincial Code of Conduct –
 - *There will need to be a policy review/update regarding this (PPM 128).*

The ministry expects that the following legislative requirements will result in school boards making more significant changes to their local policies and procedures. For this reason, it is expected that these requirements will be operationalized by February 1, 2013, to give boards time to provide training to principals and notice to students and parents regarding new consequences, these include:

- 1) New definition of bullying
 - *under review – policy update as well*
- 2) Changes to Section 310(1) of the *Education Act* (which set out the circumstances in which a pupil must be suspended and considered for possible expulsion) which now includes certain circumstances related to bullying and to activities that are motivated by bias, prejudice or hate
 - *under review - definitions of what constitutes bullying (definitions)*
- 3) Amending board multi-year plans to include the goals set out in Bill 13 around a positive school climate and bullying prevention.
 - *under review - we are already doing this – school climate surveys etc.*

Bill 13 has a number of legislative requirements that cannot be accomplished until the ministry has provided policy direction to school boards through changes to Policy/Program Memoranda 144 (Bullying Prevention and Intervention) and 145 (Progressive Discipline and Promoting Positive Student Behaviour). The ministry expects to get these policy changes to boards shortly, and boards will be expected to have their revised policies in place by **February 2013**. Some of these include:

- 1) Principal's duty to communicate with teachers and where appropriate, other board employees who reported an incident for which suspension and expulsion must be considered following a principal's investigation.
 - *We already do this - To be reviewed once Ministry provides policy direction*
- 2) Reporting by professionals such as psychologists and social workers
 - *to be included in review/policy update – need clarity from Ministry regarding what this “reporting” looks like*
- 3) Conducting school climate surveys of their students, staff and parents at least every two years.
 - *Students were surveyed March 2012. Reviewing staff and parent surveys currently. Staff/Parent surveys have been conducted by individual administrators.*
- 4) Supports for students; awareness raising opportunities for parents.
 - *Researching initiatives that would interest our communities (i.e. through the police liaison committee, a joint venture between GECDSB and WECDSB in which Mr. M. Neuts would speak to bullying and Melissa James from the Diversion program would address sexting.)examples: The BRAD program with Windsor Police already in place (Bullying, Relationships, Alcohol & Drugs) GAD (Getting Along Digitally)*
- 5) Professional development programs for teachers and other staff.
 - *Looking at offering drug education and online offence education (sexting, threats, hate motivated violence etc.) to administrators in the fall of 2012. Looking at PD training for other staff.*

**Parent Engagement - Board Amount
Program #305
2012-13 Revised Estimates**

Grant:

Board Amount	\$ 5,000
Enrolment based amount	3,576
Total Allocation	<u>\$ 8,576</u>

<u>Expenditures:</u>	Budget	Actual Spending at Nov. 29/12	Remaining
Board Amount - Text & Learning Materials	\$ 2,000	\$ 236	\$ 1,764
Board Amount - Supplies	3,576	-	3,576
Board Amount - Food & Beverage	3,000	1,484	1,516
Sub-total 2011-12 Board Based Amount	<u>8,576</u>	<u>1,720</u>	<u>6,856</u>
Add: Prior-year (2011-12) carryforward ⁽¹⁾	<u>6,636</u>	<u>16</u>	<u>6,620</u>
Total Funds available	<u>\$ 15,212</u>	<u>\$ 1,736</u>	<u>\$ 13,476</u>

Notes:

(1) Represents allocation provided in 2011-12 that was not spent (and therefore carried forward at year-end).



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

SUPERVISED DELEGATION MEETINGS SCHEDULE 2012 – 2013 School Year

Tuesday, September 19, 2012 - Special
Tuesday, September 25, 2012
Tuesday, October 23, 2012
Tuesday, November 13, 2012 - Special
Tuesday, November 27, 2012
Tuesday, December 4, 2012 - Special
Tuesday, December 18, 2012
Tuesday, January 29, 2013
Tuesday, February 26, 2013
Tuesday, March 26, 2013
Tuesday, April 23, 2013
Tuesday, May 14, 2013
Tuesday, May 28, 2013
Tuesday, June 11, 2013
MONDAY, June 24, 2013

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

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

The agenda and supporting documentation will be available electronically on the Board's website the Wednesday preceding the scheduled meeting at: www.catholicboard.ca



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

**Supervised
Meeting Date:**
March 26, 2013

BOARD REPORT

Public **In-Camera**

PRESENTED FOR: Information Approval

PRESENTED BY: Senior Administration

SUBMITTED BY: Paul Picard, Director of Education
Cathy Geml, Associate Director of Education
Emelda Byrne, Superintendent of Education

SUBJECT: **FRENCH IMMERSION ADVISORY COMMITTEE (FIAC)**
- Minutes of Thursday, January 17, 2013

RECOMMENDATION:

That the Minutes of the January 17, 2013 French Immersion Advisory Committee meeting be received as information.

SYNOPSIS:

In accordance with Board By-Laws, *Section 5:00 Committee Reports*, the French Immersion Advisory Committee (FIAC) is submitting to the Board the Minutes of its January 17, 2013 meeting as information.

BACKGROUND COMMENTS:

The French Immersion Advisory Committee came into existence as a result of a recommendation made at a Special Board meeting on February 3, 2009. The role of the French Immersion Advisory Committee is to promote and support the system-wide French Immersion program, exchange information and points of view about the French Immersion program and provide advice, recommendations, and feedback to the Board on French Immersion.

FINANCIAL IMPACT:

N/A

TIMELINES:

The next French Immersion Advisory Committee meeting occurred on Tuesday, March 19, 2013 at the Catholic Education Centre. Minutes will be provided to the Board following approval by the French Immersion Advisory Committee.

APPENDICES:

- French Immersion Advisory Committee Minutes of January 17, 2013

REPORT REVIEWED BY:

<input type="checkbox"/>	EXECUTIVE COUNCIL:	Review Date:	--
<input checked="" type="checkbox"/>	EXECUTIVE SUPERINTENDENT:	Approval Date:	March 20, 2013
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date:	March 20, 2013



WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD

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

FRENCH IMMERSION ADVISORY COMMITTEE

Thursday, January 17, 2013 at 6:00 p.m.
CEC – Video Conference Room

Present: Jim McMahon - Trustee
Bernie Mastromattei - Trustee
Emelda Byrne - Superintendent of Education
Elisa Houston - Consultant
Lisa Boudreau, Principal – St. Anne French Immersion
Carm Casalena, Principal - St. Mary School
Tish Hedderson, Principal – St. Joseph’s Secondary
Jeremy Schiller, Vice-Principal - St. Thomas of Villanova
Maggie Bénéteau - Dept. Head, Mod. Lang. - St. Thomas of Villanova
Renée Saad - Dept. Head, Mod. Lang. - St. Joseph’s High School
Kim Koekstat - Dept. Head, Mod. Lang. - St. Anne Secondary
Marc Larocque- Parent Representative - St. Anne French Immersion
Brenda Verkoeyen - Parent Representative – St. Anne Secondary

Regrets: Lou Conte - Principal - Cardinal Carter Secondary School Michael
Jim Minello - Principal – St. Anne’s Secondary School
Pat Hickson - Principal - St. Thomas of Villanova Secondary
Michael Cusinato - Principal – Queen of Peace School
Michael Jraiche - Dept. Head, Mod. Lang. - Cardinal Carter Secondary
Francine Mastronardi– Parent Representative – Queen of Peace School
Mike Garganta - Parent Representative – Cardinal Carter Secondary
Josie Culmone - Parent Representative – St. Joseph’s High School
Gary Wigfield - Parent Representative – St. Thomas of Villanova
Marie O’Neil - Parent Representative - St. Mary School

Recording: Simone Lira, Executive Assistant

NOTES

- 1. Call to Order**
Chairman McMahon called the meeting to order at 6:10 p.m.
- 2. Opening Prayer** – Elisa Houston
- 3. Approval of Agenda**
Motion by Renée Saad and seconded by Kim Koekstat that the Agenda be approved. *Carried*
- 5. Approval of Minutes for Monday, December 3rd 2012**
Motion by Brenda Verkoeyen and seconded by Marc Larocque that the Minutes be approved. *Carried*

6. Report from Emelda Byrne

- Superintendent Byrne reported that Lisa Boudreau, Carm Casalena and Michael Cusinato met with Dr. Picard and the LSSTs to get more background information on PALS to make sure there is consistency among the schools. In April (tba), they will hold a follow-up PD session for the LSST staff on PALS.
- The brochures for all of the French Immersion schools (elementary and secondary) are being reworked to make sure the information is current and consistent. We have worked with the I/T Department to make sure the webpage is current and precise with links to each of the F/I schools. A radio blitz was developed for JK/SK registration as well as a CTV commercial running throughout the day, which makes reference to the dynamic F/I programs in our schools. These are running from Jan. 21 through Feb. 15th.
- There was brief discussion regarding the possibility of holding JK/SK registration the same date as the Français board. A different date would require input from the public board and it would have to be determined whether it is beneficial to both boards. It was mentioned that families that are not Francophone can sometimes find it overwhelming with children in Français versus the F/I.
- Superintendent Byrne responded to the concern involving qualified F/I teachers. She spoke with personnel in Human Resources regarding the interview process. Boards have different hiring practices but must comply with the MOU 2012-14 on fair hiring practices. Human Resources will determine how many are qualified in French and continue to look at what their qualifications mean for F/I sites.
- Recommendation was made by Trustee McMahon to approach Human Resources with the rationale that a FSL teacher is different from a F/I teacher and that for the program, new teachers should be interviewed specifically for French Immersion.
- Superintendent Byrne explained the level of support for French Immersion students in the secondary panel. The LST and classroom teacher work together to ensure the student's needs are met with respect to literacy strategies in French as well as acquisition of the target language.

7. Report from Elisa Houston

- Elisa Houston also spoke to Faculty personnel about the competency test. She was told that changes will be made to the test in the future and should actually be in place by the spring. The Ontario College of Teachers is putting together a French Immersion ABQ with a prerequisite of courses and either an undergrad in French or a minor.
- CEFR in-service was held last Friday for secondary FSL and F/I. Teachers had a chance to discuss the lessons, work in a school group and come up with their own lessons to better suit the CEFR. They had a dynamic guest speaker Cathy Lundy speak to the group on *Talking to Learn*, which involved how to develop oral language in the classroom (in French).
- Elementary PD is coming up at the end of the month, January 28 – 29, 2013. As well as working with the different resources we have, they will work with the software program XpressLab introduced last year and will create their own oral activities with student interaction.
- Video cameras were purchased with the grant money from OLE (Ontario Languages in Education) in order to document evidence of oral interaction and communication for assessment.

- Ministry update –The Board is waiting for FSL & F/I curriculum. The Ministry released the new secondary core and F/I course descriptions and elementary are soon to follow. The document is said to be out next month.

8. New Business

a) Round Table Discussion-school communication and events

- St. Anne High School – There was a wonderful teacher presence from both the English and the F/I program for the grade 8 open house. On February 19th the students are coming to see Joseph and the Amazing Technicolour Dreamcoat.
- Villanova – It was reported that the open house last week, including the French Immersion went very well and they had at least 25 people in the F/I room. To date, there are 12 registrations and 2 more expected of the 35 applications handed out.
- On February 15th a group of 35 Villanova F/I students leave for Quebec until Feb. 19th. They are pleased to be able to offer the trip to Europe this year.
- Cardinal Carter – is hosting their grade 8 open house tonight.
- Queen of Peace- Principal Cusinato is working on a banner for the entrance of the school. He is hoping to have it ready for the Grade 8 open house.
- St. Mary School – The Principal is working hard at promoting the importance of oral communication in her building. The presence of senior administration at Grade 8 open houses is very positive and important. The school will be holding Carnival again with the various events, including the Bonhomme. They are pleased to report they have had 3 more registrations at the school.
- St. Joseph's High School – It was reported that the school will hold its second F/I open house on February 4th. A newsletter was created and printed for use at the open house to advertise upcoming events. They're going to see Les Miserables. The trip to Europe will take place in April and the students will attend Easter Mass at Notre Dame in Paris.
- St. Anne French Immersion – Principal Boudreau had very positive news all around. It was advised that the school is involved in a venture with TV Cogeco involving a partnership with General Motors to bring an engineering project for the science curriculum to the grade 8 class.

Superintendent Byrne advised the committee that Director Picard asked that senior administration support the open houses at the schools and they have been very impressed with the caliber of talent from teachers and school administration working with students at the various locations. Director Picard would like to congratulate everyone for their work with the Grade 8 Open Houses.

Trustee Mastromattei believes that it is important that we maintain our identity although we are competing for students in our F/I programs. He feels the competition is great but believes we must continue to work hard in order to maintain our students in our high schools. He is pleased with the amazing commitment and hard-work of the staff and this committee.

- b) Due to a conflict in scheduling, the next meeting will take place Tuesday, March 19, 2013 at 6:00 p.m. at the CEC.

9. Closing prayer and adjournment at 7:45 p.m.