



Windsor-Essex Catholic District School Board

1325 California Avenue, Windsor, Ontario N9B 3Y6

Telephone: (519) 253-2481
Michael B. Moher, Director of Education

Fax: (519) 253-0620
John Macri, Board Chairperson

REGULAR BOARD MEETING Tuesday, October 25, 2005 at 7:00 p.m. Windsor Essex Catholic Education Centre John Paul II Boardroom

AGENDA

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

1. Call To Order
2. Opening Prayer
3. Recording of Attendance
4. Approval of Agenda
5. Questions Pertaining to Agenda
6. Disclosure of Interest - Pursuant to the Municipal Conflict of Interest Act
7. Presentations
 - a. Building a Culture of Excellence: Successes and Challenges Related to EQAO Achievements, 2005 (J. Ouellette/K. Power)
8. Delegations
 - a. Delegation Regarding Items Not on the Agenda
3:11.1 Any person(s) wishing to make a formal presentation to the Board shall make their intent known, in writing, to the Secretary at least one week prior to the regular meeting. They shall briefly explain in their petition the nature of their business. Discussion shall be limited to the petition and shall be not longer than ten (10) minutes. The time limit can be waived by the consent of the majority of the Board.
 - b. Delegations Regarding Items On the Agenda
3:11.2 Any person(s) wishing to appear before the Board and speak on an item appearing on the agenda of the Board Meeting has until NOON of the day of the Board meeting to make a request to the Secretary. They shall explain briefly the nature of their business. The discussion shall be limited to the item on the agenda and shall be no longer than ten (10) minutes.

| | |
|--|---------|
| 9. Action Items | |
| a. Approval of Minutes | |
| i) Minutes of In-Camera Meeting, October 11, 2005 | |
| ii) Minutes of Regular Meeting, October 11, 2005 | 1 - 6 |
| b. Items From In-Camera Meeting of October 25, 2005 | |
| 10. Communications | |
| a. External (Associations, OCSTA, Ministry) | |
| i) Memorandum from Ontario Catholic School Trustees' Association (OCSTA) dated October 13, 2005 re: 2006 AGM & Conference Resolutions | 7 - 13 |
| ii) Correspondence from CAW-Canada Local 2458 (Custodial and Maintenance) and (Office, Clerical and Technicians) re Notice to Negotiate | 14 - 16 |
| b. Internal (Reports from Administration) | |
| i) Report: Administrative Staff Report (J. Berthiaume) | 17 - 18 |
| ii) Report: Report of Trustee Expenses 2004 - 2005 (P. Marchini/K. Gignac) | 19 - 20 |
| iii) Verbal Report: Update - Video Security Surveillance Policy Implementation (T. Robins) | -- |
| 11. Unfinished Business | |
| a. Deferred from August 30, 2005: Notice of Motion - Trustee Soulliere: <i>"At the next Board meeting, I shall move or cause to be moved that the Board add two (2) more psychologists to its psychology department for a total of four (4), and that the cost be applied to the general budget to offset the cost of educational assistant lunch supervisor to the Special Education budget."</i> | |
| 12. New Business | |
| a. Report: Special Education Plan - 2005 (J. Ouellette/C. Geml) | 21 - 25 |
| b. Report: Annual Playground Equipment & Repair Program (P. Marchini/T. Robins) | Handout |
| c. Report: Quote - "Sub-Structure And Erection Of Pre-Purchased Catholic Education Centre Storage Building" (P. Marchini/T. Robins/C. Marier) | 26 - 27 |
| d. Fieldtrips: | |
| i) St. Thomas of Villanova Secondary School - Orlando, Florida | 28 - 38 |
| ii) St. John de Brebeuf Catholic Elementary School - Muskoka | 39 - 43 |
| 13. Committee Reports | |
| a. Report: Special Education Advisory Committee (SEAC) Minutes of September 8, 2005 (J. Ouellette/C. Geml) | 44 - 49 |
| 14. Notice of Motion | |
| 15. Remarks and Announcements | |
| a. Chairperson | |
| b. Director of Education | |
| c. Board Chaplain | |

16. Remarks/Questions by Trustees

17. Pending Items

- a. Deferred from June 27, 2005: Board Policy Review Committee – Board Policy Revisions: *A:12 Code of Ethics / Conflict of Interest (Amended Policy)*

18. Continuation of In-Camera, if required

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

- Tuesday, November 8, 2005
- Tuesday, November 22, 2005
- Tuesday, December 6, 2005
(Organizational Meeting begins at 7:30 p.m.
– Mass at 6:45 p.m. in Assumption Chapel)
- Tuesday, December 13, 2005
- Tuesday, January 17, 2006
- Tuesday, January 31, 2006
- Tuesday, February 14, 2006
- Tuesday, February 28, 2006
- Tuesday, March 28, 2006
- Tuesday, April 11, 2006
- Tuesday, April 25, 2006
- Tuesday, May 9, 2006
- Tuesday, May 23, 2006
- Tuesday, June 13, 2006
- Monday, June 26, 2006

20. Closing Prayer

21. Adjournment

John Macri
Board Chairperson

Michael Moher
Director of Education & Secretary



Windsor-Essex Catholic District School Board

1325 California Avenue, Windsor, Ontario N9B 3Y6

Telephone: (519) 253-2481
Michael B. Moher, Director of Education

Fax: (519) 253-0620
John Macri, Board Chairperson

REGULAR BOARD MEETING Tuesday, October 11, 2005 at 7:00 p.m. Windsor Essex Catholic Education Centre John Paul II Boardroom

MINUTES

PRESENT

Trustees:

| | |
|---------------------------------------|-----------------|
| F. Alexander | P. Keane |
| J. Courtney, Vice-Chair | J. Macri, Chair |
| M. DiMenna | S. Porcellini |
| B. Holland | L. Soulliere |
| C. Janisse | |
| A. Kishek, Student Trustee | |
| J. Devos, Student Trustee (Alternate) | |

Regrets:

Fr. L. Brunet, Board Chaplain

Administration:

| | |
|---------------------|------------|
| M. Moher (Resource) | S. Freeman |
| J. Berthiaume | T. Halford |
| P. Marchini | E. Poirier |
| J. Ouellette | W. Wong |
| | L. Staudt |

Recorder:

D. Steffens

1. Call To Order - Chair Macri called the meeting to order at 7:20 p.m.
2. Opening Prayer – The meeting opened with a prayer.
3. Recording of Attendance – All trustees present. Fr. Brunet sent regrets.
4. Approval of Agenda

Moved by Trustee Holland and seconded by Trustee Keane that the October 11, 2005 Regular Board meeting agenda be approved as distributed. *Carried.*

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

- a. Summer Institute 2005

Elaine Poirier, Supervisor of Curriculum provided an overview of the 2005 Summer Institute which was held August 22 to 26. During the five days, 1,030 registrants, including teachers, principals, parents and trustees, attended over thirty workshops. A wide range of topics was provided with an emphasis on literacy and numeracy and each day began with an element of faith development. Director Moher noted the level of capacity building, with our principals and teachers voluntarily participating, demonstrates an exemplary commitment to the Board's goal of enhancing student achievement. The cost for the Summer Institute was covered through a Local Initiative Project funded by the Literacy/Numeracy Secretariat that the Board applied for last spring.

8. Delegations

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

9. Action Items

- a. Approval of Minutes

- i) Minutes of In-Camera Meeting, September 27, 2005
Moved by Trustee DiMenna and seconded by Trustee Courtney that the minutes of the In-Camera meeting of September 27, 2005 be adopted as distributed. Carried.
- ii) Minutes of Regular Meeting, September 27, 2005
Moved by Trustee Keane and seconded by Trustee Janisse that the minutes of the Regular Meeting of September 27, 2005 be adopted as distributed. Carried.

- b. Items From In-Camera Meeting of October 11, 2005

Vice-Chair Courtney reported the Windsor-Essex Catholic District School Board convened a closed Committee of the Whole meeting on October 11, 2005, pursuant to the Education Act - Section 207, to consider specific personnel and real property issues and other matters permitted or required to be kept private and confidential under the Freedom of Information and Protection of Privacy Act.

Moved by Trustee Courtney and seconded by Trustee Janisse that the recommendations and directions of the Committee of the Whole Board at its meeting of October 11, 2005 be approved. Carried.

10. Communications

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

b. Internal (Reports from Administration)

i) Report: Administrative Staff Report

Moved by Trustee Janisse and seconded by Trustee DiMenna that the Board receive the *Administrative Staff Report* on hiring, resignation and retirement of staff dated October 11, 2005 for information. Carried.

ii) Report: Summer School Program 2005

Superintendent Ouellette provided an overview of the 2005 Summer School Program that operated from Holy Names, St. Anne's and Catholic Central high schools. Trustees sought clarification on the availability of student transportation, access to classes for county students and the process used to communicate the program to students. Superintendent Ouellette will follow up with communication processes and timelines with respect to the availability of courses that would enable "bridging" from applied to academic programs and the on-line eLearning program.

Moved by Trustee Soulliere and seconded by Trustee Keane that the Board receive the report Summer School Program 2005 as information. Carried.

iii) Report: St. Joseph's Catholic High School "Construction Manager at Risk" - Status Report

Moved by Trustee Holland and seconded by Trustee Alexander that the Board receive the St. Joseph's Catholic High School – "Construction Manager at Risk" – Status Report as information. Carried.

11. Unfinished Business – None.

12. New Business

a. Fieldtrips:

i) Muskoka Woods Leadership Experience – Secondary Schools

Moved by Trustee Holland and seconded by Trustee DiMenna that the Board approve the Muskoka Woods Secondary Leadership Experience field trip of November 2 – 4, 2005 for the following schools: Assumption College Catholic High School and Catholic Central High School. Carried.

ii) St. John Vianney Catholic Elementary School – Ottawa

Moved by Trustee Courtney and seconded by Trustee Holland that the Board approves the St. John Vianney Catholic Elementary School field trip to Ottawa, Ontario for February 7 – 9, 2006. Carried.

13. Committee Reports

a. Report: Ad Hoc Elementary Uniform Committee

As members of the Ad Hoc Elementary Uniform Committee, Trustees Janisse and Porcellini responded to trustee questions pertaining to the report, including the need to mandate a system-wide policy versus school-by-school implementation, the timing of the implementation of the parental survey, policy enforcement challenges and the suppliers' exposition that has been scheduled during the week of October 24. Trustees provided feedback on the content and wording of the information to be provided in the two sets of parent communications. Of particular concern was that communications sent to parents do not imply that the Board has already approved either a mandatory uniform policy or any supporting policies such as enforcement of uniform regulations. Jim Byrne, administrative resource to the Committee, will assist in incorporating the suggested amendments into the correspondence provided to parents.

Moved by Trustee Alexander that the Board receive the Ad Hoc Elementary Uniform Committee Report and that the report be amended to remove any and all reference to mandatory and further that the parents, in consultation with the principals, be allowed to decide if there should be uniforms allowed in their schools. *No seconder.*

Moved by Trustee Janisse and seconded by Trustee Keane that the Board receive the Ad-Hoc Elementary Uniform Committee Report as information. *Carried.*

Opposed: Trustees Alexander and Soulliere.

14. Notice of Motion – None.

15. Remarks and Announcements

- a. Chairperson – No remarks this evening.
- b. Director of Education Moher announced that a Blessing and Dedication of the new St. Anthony Catholic Elementary School (Harrow) will be held on October 28 at 2:00 p.m. Director Moher indicated that the EQAO Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics will be provided to school boards on October 18th. Learning Support Services is expected to release the Board results locally either October 19 or 20.
- c. Board Chaplain – Sent regrets this evening.

16. Remarks/Questions by Trustees

- Trustee Porcellini indicated she attended the recent Principals/Vice-Principals Retreat where she enjoyed Father Fragomeni's presentation. Trustee Porcellini reported that the committee to co-ordinate student artwork for the Catholic Education Centre has begun the planning process. Trustee Porcellini encouraged parents to attend the upcoming public consultation sessions on the possibility of expanding the Board's elementary French Immersion program into the county.
- Trustee Keane congratulated Assumption College Catholic High School upon being chosen as one of 35 schools across Canada to receive a \$10,000 musical instrument grant from the

Canadian Academy of Recording Arts and Sciences. Trustee Keane indicated the Daily Quality Physical Education Program currently piloted at St. Francis Catholic Elementary School has been very successful and encouraged trustees to visit the school to see it in action.

- Trustee Courtney inquired into the status of a report to the Board on the implementation of the Board's Video Security Surveillance Policy.
- Student Trustee Kishek reported that she and several secondary students across the system will be taking a leadership role in facilitating discussions at the upcoming Youth Town Hall meeting that has been organized by Windsor's Mayor Francis. Student Trustee Kishek encouraged trustees to attend the upcoming Student Senate Faith Development Day that will be held on November 2 at the Fogolar Furlan Club.

17. Pending Items

- a. Deferred from June 27, 2005: Board Policy Review Committee – Board Policy Revisions: *A:12 Code of Ethics / Conflict of Interest (Amended Policy)*
- b. Deferred from August 30, 2005: Notice of Motion - Trustee Soulliere: *“At the next Board meeting, I shall move or cause to be moved that the Board add two (2) more psychologists to its psychology department for a total of four (4), and that the cost be applied to the general budget to offset the cost of educational assistant lunch supervisor to the Special Education budget.”*

18. Continuation of In-Camera - Not required.

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

- Tuesday, October 25, 2005
- Tuesday, November 8, 2005
- Tuesday, November 22, 2005
- Tuesday, December 6, 2005
(Organizational Meeting begins at 7:30 p.m.
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- Tuesday, May 9, 2006
- Tuesday, May 23, 2006
- Tuesday, June 13, 2006
- Monday, June 26, 2006

20. Closing Prayer – The meeting closed with a prayer.
21. Adjournment - There being no further business, the Regular Board Meeting of October 11, 2005 adjourned at 8:50 p.m. at the call of the Chair.

John Macri
Board Chairperson

Michael Moher
Director of Education & Secretary



Ontario Catholic School
Trustees' Association

P.O. Box 2064, Suite 1804
20 Eglinton Avenue West
Toronto, Ontario M4R 1K8

Telephone: 416-932-9460

Fax: 416-932-9459

E-mail: ocsta@ocsta.on.ca

Website: www.ocsta.on.ca

President: Paul C. Whitehead

Vice-President: Bernard Murray

Executive Director: John Stunt

October 13, 2005

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

FROM: Margaret Binns, Office Administrator

RE: **2006 AGM & Conference Resolutions**

The 2006 OCSTA Annual General Meeting will once again offer an opportunity for delegates to consider and vote on all resolutions received from our members.

The resolution process provides member boards with the opportunity to bring important issues, which have provincial implications, to the attention of all trustees in the province.

The processing of member board resolutions is a fundamental responsibility of the Association.

Attached please find guidelines to assist you in the preparation of your resolution(s).

Guidelines for Preparing Resolutions

To improve the effectiveness of the resolution process, we ask boards to review the following guidelines.

Resolutions are your opportunity to address problems, solutions or concerns, which affect Catholic education in Ontario. A resolution approved by the membership at the Annual General Meeting calls for priority action by OCSTA and the commitment of OCSTA resources to address the particular issue outlined in the resolution.

A. Criteria for Submitting a Resolution

A resolution should:

- a. Address an area of concern for the province's Catholic school boards.
- b. Concern a matter which requires attention or action.
- c. Be written in language appropriate for province-wide consideration (language contained in resolutions is often incorporated into subsequent communications to the government or other relevant parties).
- d. Be accompanied by substantiated rationale.

B. Steps in Preparing a Resolution

1. Identify the concern. Be sure the concern is a matter of **province-wide** scope.
2. Research and gather sufficient supporting background materials to substantiate the resolution. If the concern has been presented/dealt with in a previous resolution, review the outcome of that process to assess what changes in approach/additional information might be useful.
3. Write the resolution in the following proposed format taking care to ensure that:
 - a. Each "*Whereas*" is accompanied by adequate background material.
 - b. The "*Therefore Be it Resolved*" directs OCSTA to take specific action.

C. Writing A Resolution

Structure

The resolution should be assigned a succinct title that identifies the problem or issue (or its proposed solution). There should be two parts to the resolution: a preamble followed by a resolving clause (or clauses).

1. Preamble

The preamble is a brief statement of background or rationale coming before the resolving clause(s).

The purpose of the preamble is to provide information without which the point or the merits of a resolution are likely to be poorly understood.

Each clause in a preamble is written as a separate paragraph, beginning with the word "WHEREAS".

2. Resolving Clauses

A resolving clause indicates what action(s) is to be taken given the “WHEREAS” clause(s) in the preamble. If more than one action is being recommended, the “Therefore Be It Resolved” portion should be divided into a), b), c), etc.

3. Submission Statement

Please include the following information in the submission statement.

[Mover’s Name]
[Secunder’s Name]
[Board Name]
[Topic]
[Date]

D. Submission Deadline Date

The deadline date for receipt of resolutions in the OCSTA office is **January 6, 2006**. We encourage boards to submit their resolutions by email to Jane Ponte at jponte@ocsta.on.ca.

E. Regulations

See the enclosed attachment for current regulations regarding submission and presentation of resolutions at the AGM.

These guidelines (and the enclosed template) have been provided as a reference that we hope you will find useful in preparing effective resolutions for your Association and Catholic education in Ontario.

Thank you.

TEMPLATE

The following example is provided for your reference. Please **do not use** tables, text boxes or any type of graphic. The type of font to be used in this document is **Times New Roman 11pt**.

MOVED BY: Mover's Name **RESOLUTION #:**
SECONDED BY: Seconder's Name **BOARD NAME:**
TOPIC: Funding-Special Education **DATE:**

WHEREAS: the Ministry of Education has recognized the importance of Early Literacy & early intervention in the realization of student achievement; and

WHEREAS: the support of speech and language development in young children is critical to their development of literacy skills; and

WHEREAS: the provision of speech and language interventions in children over the age of four years of age is the reality of school boards that have implemented JK and SK; and

WHEREAS: the provision of speech and language interventions for children in Junior and Senior Kindergarten is not funded by the Ministry of Education.

THEREFORE BE IT RESOLVED THAT:

OCSTA petition the Ministry of Education to provide direct additional funding for speech and language interventions for students in Junior and Senior Kindergarten as opposed to relying on other Ministries to provide such services.

If you have any question regarding this template please contact **Jane Ponte either by telephone (416) 932-9460 ext. 23 or by e-mail jponte@ocsta.on.ca**.

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 action required**
The intent of the resolution has been met. No further action will be taken.
- vi. **No recommendation**
The committee is not making any recommendation with respect to the resolution.

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 recorded vote 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 **March 20, 2006**.



Windsor-Essex Catholic District School Board

1325 California Avenue, Windsor, Ontario N9B 3Y6
Telephone (519) 253-2481 Fax: (519) 253-0620

Michael B. Moher, Director of Education

John Macri, Board Chairperson

BOARD REPORT

Meeting Date:
October 25, 2005

Public **In-Camera**

PRESENTED FOR: Information Approval

PRESENTED BY: Senior Administration

SUBMITTED BY: Michael B. Moher, Director of Education
Joseph Berthiaume, Superintendent of Human Resources
Paulette Littlejohns, Manager of Human Resources

SUBJECT: **External Communications: CAW Custodial & Maintenance and Office, Clerical & Technicians Notice to Bargain**

RECOMMENDATION:

That the Board enter into negotiations with CAW Custodial & Maintenance.

and, that the Board enter into negotiations with CAW Office, Clerical & Technicians.

BACKGROUND:

The collective agreements with both bargaining units of CAW Local 2458 expire December 31, 2005.

FINANCIAL:

COMMENTS:

Either party to the agreements may file written notice to the other party three (3) months in advance of the expiration of the collective agreement that it desires to amend or revise the agreement at the expiration date.

TIMELINES:

APPENDICES:

- Letter from CAW Local 2458 (re Custodial & Maintenance)
- Letter from CAW Local 2458 (re Office, Clerical & Technicians)

BASIL 'Buzz' HARGROVE
National President
Président national

LUC DESNOYERS
Quebec Director
Directeur québécois

JIM O'NEIL
National Secretary-Treasurer
Secrétaire-trésorier national

2345 CENTRAL AVENUE, 2ND FLOOR, WINDSOR ON N8W 4J1
TEL: (519) 944-5866 • FAX: (519) 944-6431
1-800-465-0974 • www.caw.ca

October 14, 2005

REGISTERED MAIL

Ms. Paulette Littlejohns, Human Resource Manager
WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD
(Custodial and Maintenance)
1325 California Avenue
Windsor, Ontario
N9B 2Z8

Dear Ms. Littlejohns:

This letter is to express the Union's desire to terminate the Collective Agreement between the National Automobile, Aerospace, Transportation and General Workers Union of Canada (CAW-Canada) and its **Local 2458, Windsor-Essex Catholic District School Board (Custodial and Maintenance)** in accordance with **Article 25**.

We hereby request that you meet and confer with us at a mutually agreeable time for the purpose of negotiating the terms and conditions of the new Collective Agreement, the proposals for which will be submitted by the Union when the parties meet.

Please be further advised that the Union hereby gives notice that the current Collective Agreement shall terminate on its expiry date, **December 31, 2005**.

Sincerely yours,



MICKEY BERTRAND
National Representative
CAW-Canada

MB:mg:cope343

cc: **Bruce Dickie, President CAW Local 2458**
Ron Riberdy, Chairperson

1985  2005
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ANNIVERSARY
ANNIVERSAIRE

OCT 18 2005

BASIL 'Buzz' HARGROVE
National President
Président national

LUC DESNOYERS
Quebec Director
Directeur québécois

JIM O'NEIL
National Secretary-Treasurer
Secrétaire-trésorier national

2345 CENTRAL AVENUE, 2ND FLOOR, WINDSOR ON N8W 4J1
TEL: (519) 944-5866 • FAX: (519) 944-6431
1-800-465-0974 • www.caw.ca

October 14, 2005

REGISTERED MAIL

Ms. Paulette Littlejohns, Human Resource Manager
WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD
(Office, Clerical and Technicians)
1325 California Avenue
Windsor, Ontario
N9B 2Z8

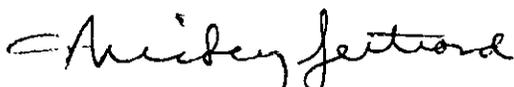
Dear Ms. Littlejohns:

This letter is to express the Union's desire to terminate the Collective Agreement between the National Automobile, Aerospace, Transportation and General Workers Union of Canada (CAW-Canada) and its **Local 2458, Windsor-Essex Catholic District School Board (Office, Clerical and Technicians)** in accordance with **Article 32**.

We hereby request that you meet and confer with us at a mutually agreeable time for the purpose of negotiating the terms and conditions of the new Collective Agreement, the proposals for which will be submitted by the Union when the parties meet.

Please be further advised that the Union hereby gives notice that the current Collective Agreement shall terminate on its expiry date, **December 31, 2005**.

Sincerely yours,



MICKEY BERTRAND
National Representative
CAW-Canada

MB:mg:cope343

OCT 18 2005

1985  2005
20
ANNIVERSARY
ANNIVERSAIRE

cc: **Bruce Dickie, President CAW Local 2458**
Frank Ieropoli, Chairperson



Windsor-Essex Catholic District School Board

1325 California Avenue, Windsor, Ontario N9B 3Y6
Telephone (519) 253-2481 Fax: (519) 253-0620

Michael B. Moher, Director of Education

John Macri, Board Chairperson

BOARD REPORT

Meeting Date:
October 25, 2005

PRESENTED FOR: **Public** **In-Camera**
 Information Approval

PRESENTED BY: Senior Administration

SUBMITTED BY: Michael B. Moher, Director of Education
 J. Berthiaume, Superintendent of Education
 P. Littlejohns, Manager of Human Resources
 P. Picard, Supervisor of Human Resources, Academic

SUBJECT: **ADMINISTRATIVE STAFF REPORT**

RECOMMENDATION:

That the Board receive the *Administrative Staff Report* on hiring, and resignation of staff dated October 25, 2005 for information.

BACKGROUND:

FINANCIAL:

COMMENTS:

TIMELINES:

APPENDICES:

- Administrative Staff Report dated October 25, 2005

October 25, 2005

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

| | Employee Name | Position | Location | Date | Reason |
|---------------------|----------------------|--------------------|---------------------------|--------------------|---------------|
| HIRING: | Andrea Berlingieri | Occasional Teacher | Supply | October 17, 2005 | |
| | Elizabeth Fahringer | Occasional Teacher | Supply | October 10, 2005 | |
| | Anne Filbey | Occasional Teacher | Supply | October 17, 2005 | |
| | Cindy Georges | Occasional Teacher | Supply | October 17, 2005 | |
| | Leslie Hamulecki | Occasional Teacher | Supply | October 3, 2005 | |
| | Katherine Sleiman | Occasional Teacher | Supply | October 17, 2005 | |
| | Jeanelle Spratt | Secondary Teacher | St. Michael's (Victoria) | October 6, 2005 | |
| | Ferdinanda VanGennip | Occasional Teacher | Supply | October 3, 2005 | |
| | Sonia Villamil | Occasional Teacher | Supply | October 17, 2005 | |
| | Jennifer Whynott | Occasional Teacher | Supply | October 13, 2005 | |
| RESIGNATION: | Kristin Nantais | Psychometrist | Learning Support Services | September 28, 2005 | |
| | Sonia Obeid | Occasional Teacher | Supply | October 6, 2005 | |



Windsor-Essex Catholic District School Board

1325 California Avenue, Windsor, Ontario N9B 3Y6
Telephone (519) 253-2481 Fax: (519) 253-0620

Michael B. Moher, Director of Education

John Macri, Board Chairperson

BOARD REPORT

Meeting Date:
October 25, 2005

PRESENTED FOR: **Public** **In-Camera**
Information Approval

PRESENTED BY: Senior Administration

SUBMITTED BY: Michael B. Moher, Director of Education
Peter S. Marchini, Superintendent of Business
Ken Gignac, Controller of Finance

SUBJECT: **REPORT OF TRUSTEE EXPENSES 2004 - 2005**

RECOMMENDATION:

That the Board receive the Report of Trustees Expenses 2004 - 2005 as information.

BACKGROUND:

The following report represents the honorarium and expenses for Board Trustees for the fiscal period ending August 31, 2005.

FINANCIAL:

COMMENTS:

TIMELINES:

APPENDICES:

- Report of Trustee Expenses for the Fiscal Year Ended August 2005

THE WINDSOR ESSEX CATHOLIC DISTRICT SCHOOL BOARD
 REPORT OF TRUSTEE EXPENSES
 FOR THE FISCAL YEAR ENDED AUGUST 31, 2005

| Trustee | Honorarium | Professional Development | Total |
|--------------|--------------------|--------------------------|--------------------|
| ALEXANDER | 5,000.00 | 5,000.00 | 10,000.00 |
| COURTNEY | 7,500.00 | 5,000.00 | 12,500.00 |
| DIMENNA | 5,000.00 | 5,000.00 | 10,000.00 |
| HOLLAND | 5,000.00 | 5,000.00 | 10,000.00 |
| JANISSE | 5,000.00 | 5,000.00 | 10,000.00 |
| KEANE | 5,000.00 | 4,893.00 | 9,893.00 |
| MACRI | 10,000.00 | 5,000.00 | 15,000.00 |
| PORCELLINI | 5,000.00 | 3,598.59 | 8,598.59 |
| SOULLIERE | 5,000.00 | 5,000.00 | 10,000.00 |
| TOTAL | \$52,500.00 | \$43,491.59 | \$95,991.59 |



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Michael B. Moher, Director of Education

John Macri, Board Chairperson

BOARD REPORT

Meeting Date:
October 25, 2005

PRESENTED FOR: **Public** **In-Camera**
Information Approval

PRESENTED BY: Senior Administration

SUBMITTED BY: Michael B. Moher, Director of Education
Janet Ouellette, Superintendent of Education
Cathy Geml, Supervisor – Special Education

SUBJECT: **SPECIAL EDUCATION PLAN 2005**

RECOMMENDATIONS:

That the Board approve the 2005 Special Education Plan, and forward it to the Ministry of Education for approval.

and, that the Board receive the Minority Report regarding the 2005 Special Education Plan, from the Learning Disabilities Association of Windsor-Essex County.

BACKGROUND:

In accordance with Regulation 306 under the Education Act, the Ministry of Education requires that school boards develop and maintain a Special Education Plan every two years. Each board is required to maintain, review annually, and amend their Plan from time to time to meet the current needs of its students.

The 2005 Special Education Plan has been developed under the requirements of the Ministry of Education document, "Standards for School Boards' Special Education Plans 2000." Through this document the Ministry has developed directions that must be closely followed in order to adhere to the proper reporting format.

FINANCIAL:

N/A

COMMENTS:

The proposed 2005 Special Education Plan was approved by motion at the October 6, 2005 meeting of the Board's Special Education Advisory Committee. A Minority Report from the Learning Disabilities Association of Windsor-Essex County was received by motion at this SEAC meeting.

In response to a request from the Special Education Advisory Committee, the Plan has been placed on the Board's web site to allow public accessibility.

APPENDICES:

- Minority Report from the Learning Disabilities Association of Windsor – Essex County dated October 6, 2005.
- The 2005 Special Education Plan was provided to all trustees through the Board's web site, and made available in print if requested. (www.wecdsb.on.ca/speced)

/psh/M05/10 13 2005

**Minority Report from the Learning Disabilities Association of Windsor- Essex County
Regarding the Windsor Essex Catholic District School Board's
Revision to the Special Education Plan 2004 – 2005**

To Whom It May Concern,

The author would like to preface this minority report by saying that its content is in no way a reflection of the professionalism, hard work and dedication demonstrated by the special education board staff that I have had the pleasure of working with this year. Many of the Board staff have been extremely approachable, helpful and caring in their dealings with this association representative.

However, The Learning Disabilities Association of Ontario cannot support a special education plan that includes the following:

The only option available for students with Learning Disabilities in the W.E.C.D.S.B. is the regular classroom. “The Windsor-Essex Catholic District School Board employs an inclusionary model where all exceptional students are placed in regular classroom settings with their age appropriate peers with varying degrees of support from the Learning Enrichment Teacher and/or other services as required (Speech & Language, Social Work, CYW/behavioural specialists, etc).”

1. Background

Policy G5 Range of Special Education Placement Options

LDAO advocates that, in accordance with Ontario legislation and Ministry of Education directions, a full range of special education placement options, including referral to a Demonstration School, self-contained special education class, withdrawal programming, in class resource support from a special education and regular class placement, be available to all students with learning disabilities for the purposes of special education program delivery, regardless of currently offered placement options at his/her school board.

Different students require different special education placements to ensure that their strengths and needs are met. Although Regulation 181/89 states that integration, i.e. regular classroom placement, be the first choice of the IPRC, this is only deemed appropriate if such placement meets the needs of the students in accordance with parental wishes. Most school boards have eliminated their self-contained special education classes, citing IPRC Regulation and the lack of adequate funding, as the reasons for this step. However, Regulation 298, s31 still sets out maximum class sizes for self- contained special education classes, s170 of the Education Act holds school boards accountable for the provision or purchase of the appropriate special education programming for their exceptional students and the Ministry's funding formulae include a process for funding small classes as well as forms of special education program delivery.

References

Education Act, ss1 and 170, Ontario, 1990
Regulation 181/89
Regulation 298, s31
Ministry memorandum re the integration of exceptional students, Ontario, 1994-2000
Responses to the Ministry consultations on special education, LDAO 1995-2001
Ministry of Education reports and documents related to Demonstration schools, Ontario, 1995-2001
Reynold's Cascade Model of Service Delivery

Policy G12 Placement of Students with Learning Disabilities

LDAO advocates that students identified as having learning disabilities that are placed in a special education class or are withdrawn to a part time special education class or are withdrawn to a part time special education program be placed only with other students identified as having learning disabilities.

Self-contained congregated classes and resource withdrawal groupings consisting solely of students with learning disabilities can provide more specific and therefore more effective educational assistance.

References

Regulation 298, 231
Response to the consultation on the IPRC process, LDAO, 1995

Policy G9 Withdrawal Class Size

LDAO advocates that the maximum number of students (identified with a learning disability) in a withdrawal placement not exceed (at any given time) the full time equivalent of eight.

Inclusion has become the goal for certain individuals and groups who oppose any and all forms of special education programming that is categorical or may take place in a congregated setting rather than in a regular age appropriate classroom. Some students with learning disabilities do well in a regular age appropriate classroom, provided that they have access to the requisite accommodations and differentiated teaching methodologies set out in their IEP. Many students are most successful if their regular classroom placement is augmented by regular withdrawal into smaller unit for purposes of more direct small group instruction. Others may benefit considerably from an individualized program delivered in a small class setting by a teacher knowledgeable in the field of learning disabilities. For others with complex and severe needs, access to an even more intensive program, such as those offered by the demonstration schools, is the only way to affect positive changes which in the long run will facilitate true integration. As such, the most enabling environment may not in the short term be the "least restrictive" or the most inclusive.

References

Eaton v Brant County Board of Education, Supreme Court of Canada, 1997
Identification of Issues on Integration, Ministry of Education, 1993
Statement on the Integration Initiative, Ministry of Education, 1994
Response to the consultation on the IPRC process, LDAO, 1995
Statement on Inclusion, LDAO, 2001

Policy G3 Most Appropriate Placement

LDAO advocates that the term “appropriate” in the Education Act be interpreted to mean “in the best interest of the student”.

The term “appropriate” is not defined in the legislation. Tribunal decisions set a precedent for a “best interest” standard, i.e. special education programs, which meet the current needs of an exceptional student. The courts have indicated that the word “appropriate” should be interpreted in a special education context as “satisfying the needs of the student”.

Policy E1 Provision of Special Education Programs and Services

LDAO endorses s8 (3) of the Education Act, which requires all school boards in Ontario to provide appropriate special education programs and services for all students identified as exceptional.

The right to free public education for all students is enshrined in Canadian and Ontario legislation. Students with learning disabilities (and in fact all students identified as exceptional) have the same right. Implicit in the "right" is the notion that the education received will be of benefit. As such, students identified as exceptional must be guaranteed, by law, the provision of special education and other support services necessary to ensure that they also receive this benefit.

References

Education Act s8 (3)
Ontario Human rights Code, 1981
Regulation 181/89
Guidelines for Assessing Accommodation Requirements for Persons with Disabilities, Ministry of Citizenship, 1989
Report of the Interministerial Working Group on Learning disabilities, 1992



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Michael B. Moher, Director of Education

John Macri, Board Chairperson

BOARD REPORT

Meeting Date:
October 25, 2005

Public **In-Camera**

PRESENTED FOR: Information Approval

PRESENTED BY: Senior Administration

SUBMITTED BY: Michael B. Moher, Director of Education
Peter Marchini, Superintendent of Business
Tim Robins, Controller of Facilities Services
Claude Marier, Manager of Purchasing & Administrative Services

SUBJECT: QUOTE – “SUB-STRUCTURE AND ERECTION OF PRE-PURCHASED CEC STORAGE BUILDING”

RECOMMENDATION:

That the Board approve the quoted bid from Artisan Masonry and that a purchase order contract be issued upon Board approval.

BACKGROUND: Quotes were acquired for “Sub-Structure and Erection of Pre-Purchased CEC Storage Building” on Thursday, October 6, 2005. Three companies were sent a package. Two of them submitted quotations and the other a “no quote”.

FINANCIAL:

| <u>Company</u> | <u>Contract Price (GST Incl.)</u> |
|--------------------|-----------------------------------|
| Artisan Masonry | \$ 150,683.82 |
| Oscar Construction | \$ 207,451.60 |

- The structure was purchased at approximately \$ 60,000.00
- This sub-structure and erection costs are 150,683.82
- The G.S.T. rebate on this project will be - 10,000.00
- Total Project Costs: \$200,683.82
- The 2005/6 Budget for this Project was \$150,000.00
- Over budget expenses: \$ 50,683.82

The \$50,000.00 over budget expenditure will be funded through savings from school renewal projects completed or school renewal contingency funds.

TIMELINES: Require Board approval at the Board Meeting October 25, 2005 so work can be performed prior to the onset of winter conditions.

APPENDICES: Quote Results Spreadsheet.

Quote Results

Project: Storage Building CEC
Scope: Sub-structure and erection of pre-purchased building
Closing Date and Time 6-Oct-05 4:00 PM

Source 05/06 Renewal
Account # 42 43013 6 000 866
Budget \$ 150,000 Superstructure was pre-purchased for \$ 48,270 USD

| Contractor | Quote | PST | GST | Alternate Price | Comments |
|------------------------|----------------|-----|--------------|-----------------------|--|
| Gulf Construction | no quote | | | | |
| Oscar Construction | 193,880 | | 13,571.60 | | |
| Artisan Masonry | 140,826 | | extra | (3,800) credit | provide for a block wall fdn in lieu of concrete, piers to remain as concrete |

RECOMMENDATIONS

- there were 3 invited vendors
- 1 vendor did not quote
- 2 vendors submitted quotes

Artisan was the lowest of the submitted quotes

Recommend that the award to Artisan, and FS work with Artisan to look for cost savings

Since the total cost are over \$100,000 , a report to board is required.

cc
 Claude Marier
 Tim Robins
 File



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Michael B. Moher, Director of Education

John Macri, Board Chairperson

BOARD REPORT

Meeting Date:
October 25, 2005

PRESENTED FOR: Public In-Camera
Information Approval

PRESENTED BY: Senior Administration

SUBMITTED BY: Michael B. Moher, Director of Education
Joseph Berthiaume, Superintendent of Education

SUBJECT: **ST. THOMAS OF VILLANOVA SECONDARY SCHOOL**
- Orlando, Florida - May 17 to 22, 2006

RECOMMENDATION:

That the Board approve the St. Thomas of Villanova Secondary School field trip to Orlando, Florida for May 17 to 22, 2006.

BACKGROUND:

This trip is in relation to the students' program/courses.

FINANCIAL: None.

COMMENTS:

This field trip request is in compliance with the Field Trip Policy (SC:04). All procedures with regard to the policy have been followed.

TIMELINES:

APPENDICES:

- Request for Approval of Field Trip – SC:04 Form A
- Letter from N. Palazzolo dated October 17, 2005
- Preliminary Itinerary
- Curriculum Expectations



Request for Approval of Field Trip

| | | | | | |
|-------------------------------|-------------------------|----------------------------------|-------------------------------|---------------------------------------|---|
| School | St. Thomas Of Villanova | | Date of Trip | Ex. mm/dd/yyyy May 17/06-May 22/06 | |
| Destination | Orlando, Florida | | Mode of Transportation | coach | |
| School Departure Time | 6:30 pm | School Arrival Time | 6:00 pm | Name of Carrier | TBA |
| # of Male Students | 25 | Grade of Students | 9-12 | Number of Supervisors | Female <input type="text" value="2"/> Male <input type="text" value="2"/> |
| # of Female Students | 25 | Personal Cost Per Student | \$350.00 | Travel Company Involved | School Voyageurs |
| Total Cost Per Student | \$850.00 | | | | |

EDUCATIONAL RATIONALE

Name of Teacher Nino Palazzolo

Purpose of Trip Disney's Magic Music Days, Performance & clinics; musical presentations

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

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

Follow-Up Activities Planned critique of performances and concerts

If Activity is Occuring over a Weekend Indicate Plans for Students to Attend a Eucharistic Celebration Sat.5:00 pm RC mass, Mary, Queen of The Universe Shrine

| | | | |
|-----------------------|------------|--|--------------------|
| Date Submitted | 10/12/2005 | Name of Teacher | Nino Palazzolo |
| Approval Date | 10/13/2005 | Name of Principal | Mr. Michael Seguin |
| Approval Date | | Name of Superintendent | |
| Approval Date | | Board of Trustees Approval (per Superintendent) | |

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

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

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

October 19, 2005

Superintendent of Education
Academic Human Resources - Secondary
Board Trustees
Mr. Mike Seguin

To Who It May Concern ,

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

The Group, after a successful audition, would be participating in Disney's Magic Music Days performances and workshop clinics specifically targeting areas for skill improvement. The students will also have the opportunity of being an audience for Cirque de Soliel including production workshops and a Latin /Cuban Concert or musical.

With your approval , we would like to begin a fund raising campaign in order to offset the costs. Students participating will submit \$350.00 as an initial deposit and different fundraisers such as talent shows, chocolate bars, cookie dough, pasta nights, bandathons, etc. will help with the remaining costs. We remain aware of students with financial difficulties and will discretely offer assistance so that any student who works toward the trip will not be forgotten.

Find enclosed a package of pertinent information; Preliminary Itinerary, Ministry of Education Arts Document Overall and Specific Expectations of our program as it relates to performance on field trips. Thank you for your consideration.

Sincerely,

N.J.P

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

cc: Mrs. L. Bastien

Preliminary Itinerary

St. Thomas of Villanova SS

Orlando

Wednesday, May 17, 2006 to Monday, May 22, 2006

Wednesday, May 17, 2006

NOTE: Please abide by US Federal laws regarding your coach driver's on-duty hours. Your driver can be on duty a daily maximum of 15 hours, driving a maximum of 10 of those hours. (On-duty hours include servicing, cleaning and travel time prior to your first pick-up time and after your last drop-off at night.) Your driver is required to have a minimum of 8 hours sleep nightly.

6:00 pm Arrival at your school of an air-conditioned, washroom equipped, climate controlled highway motor coach.

6:30 pm Depart on a continuous overnight drive, rest and meal stops will be made en route.

7:00 pm SPECIAL INSTRUCTIONS: Ensure each passenger has readily available either a valid Canadian passport OR a government issued photo identification along with a proof of citizenship to be presented at the border crossing. Non-Canadian residents need to contact the US Embassy prior to their departure for their entry

Expectation:

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

Thursday, May 18, 2006

7:30 am Breakfast and lunch at your own cost en route.

3:30 pm Approximate time of arrival at the Travelodge Hotel Main Gate East. LOCATION: 5711 West Irlo Bronson Memorial Highway (U.S. 192), Kissimmee. PHONE: 407-396-4222.

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www.schoolvoyageurs.com

P.O. Box
Bedford, NS

- 3:45 pm your NOTE: Upon arrival at your hotel, you will not have use of your motor coach today - transfers are at own cost or by foot.
- 4:00 pm Enjoy the amenities of the hotel.
- 7:30 pm Dinner at Pizza Hut.
- 9:00 pm Students will settle into their rooms for the night.

Overall Expectation:

- 10. demonstrate an understanding of the function of music in society;
- 11. identify connections between music education and various careers;
- 18. demonstrate an understanding of basic elements of arts project design

Friday, May 19, 2006

- 7:30 am Buffet breakfast at the Travelodge Hotel Main Gate East.
- 9:00 am Set-up and warm-up for your performance.
- 10:00 am Performance at a venue site which has been selected based on criteria provided by you.
- 11:00 am Pack-up and load your equipment onto your coach. Remember to double check that you have all of your
- 12:00 pm Lunch at your own cost.

Overall Expectations:

- 1. demonstrate the ability to read and understand musical notation;
- 2. demonstrate an understanding of the broad overview of the historical and stylistic context of music;
- 18. demonstrate an understanding of basic elements of arts project design
- 13. describe the distinctive nature of participating in the various roles associated with music activities (e.g., soloists and accompaniments, ensemble members or leaders);

Friday, May 19, 2006

- 1:30 pm 3-Day Park-Hopper admission to Magic Kingdom, Epcot, Disney-MGM Studios, & Disney's Animal Kingdom.
- Your package includes 1 performance at a Disney Park. (subject to an audition tape) It also includes a

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P.O. Box
 Bedford, NS

Disney Magic Music Days T-shirt and lapel pin.

- 1:45 pm
99 Visit your choice of one of the 4 Disney Theme Parks: The Magic Kingdom, Disney-MGM Studios, Epcot or Disney's Animal Kingdom.
- 7:00 pm Dinner at the Olive Garden.
- 9:00 pm Performance of Cirque du Soleil "La Nouba" at Walt Disney World - \$59.00 US Ticket Value (subject to schedule and availability)
- 11:00 pm Transfer by local coach to the Hotel.

Overall Expectations:

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

Specific Expectations:

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

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

Saturday, May 20, 2006

- 7:30 am Buffet breakfast at the Travelodge Hotel Main Gate East.
- 10:00 am Performance in one of the Walt Disney World Attractions - subject to audition.
- 11:00 am Visit your choice of one of the 4 Disney Theme Parks: The Magic Kingdom, Disney-MGM Studios, Epcot 99 or Disney's Animal Kingdom.
- 12:00 am Lunch at your own cost at the theme park.
- 5:00 pm Attend mass at a local church
- 6:30 pm Dinner at the Golden Corral.
- 8:00 pm Depart by coach for your accommodation where students will settle into their rooms for the night.

Overall Expectations:

4. play or sing technical exercises and diverse repertoire (including their own creations when appropriate) that reflect the theory expectations;
5. make artistic decisions that affect the stylistic accuracy of their playing or singing (e.g., articulation, phrasing, posture, dynamics, tone quality, intonation, rhythm, balance, blend);
6. demonstrate the effective use of analog and /or digital technology in music applications;
7. demonstrate an understanding of music literacy, at a level appropriate for the grade, using the creative process (perception, production, and reflection);
9. demonstrate the ability to listen attentively and with discernment to live and recorded music, using stages of critical analysis (initial reaction, description, analysis, interpretation and judgment);
10. demonstrate an understanding of the function of music in society;
11. identify connections between music education and various careers;
12. demonstrate an understanding of rehearsal, performance, and audience etiquette;

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13. describe the distinctive nature of participating in the various roles associated with music activities (e.g., soloists and accompaniments, ensemble members or leaders);
14. demonstrate an understanding of the relationship of the audience and performer (e.g., attend a live performance and respond to it orally or in writing, using terminology appropriate to the grade);
15. identify how skills developed in music are applied in various music/ related careers;
16. analyse, orally and in writing, the quality and impact of a variety of live and/ or recorded performances, using appropriate music vocabulary;
17. analyse the quality of their own and their peer's performances, using appropriate music vocabulary to suggest ways of improving those performances (e.g., style/ groove, intonation, tone quality, dynamics, articulation, phrasing, rhythm, balance and blend, overall effect);
18. demonstrate an understanding of basic elements of arts project design

Specific Expectations:

1. perform musical works proficiently in a variety of styles for various ensembles;
2. demonstrate the specific technical skills necessary for the expressive performance of repertoire (e.g., skills in handling articulation, phrasing, intonation, dynamics, tempi, rhythms, balance, blend) through the performance of studies (e.g., solo studies, studies for small or large ensembles);
3. accurately play or sing notated or stylistically correct articulations (e.g., accent, *staccato*, slur);
4. play or sing with an understanding of musical phrase structure (i.e., notated, improvised, or stylistically correct);
5. demonstrate consistently correct body posture;
6. control notated or stylistically correct dynamics while maintaining good tone quality;
7. play or sing with tone quality appropriate to the repertoire being performed;
8. play or sing with accurate pitch;
9. play or sing with accurate intonation both melodically and harmonically;
10. play or sing maintaining a consistent tempo;
11. play or sing in simple and compound metres (e.g., 4/4, 3/4, 2/4, 6/8);
12. accurately play or sing notated or improvised rhythms (e.g., sixteenths through whole notes and rests, including dotted values);
13. play or sing with sensitivity to balance and blend;

Sunday, May 21, 2006

- 7:30 am Buffet breakfast at the Travelodge Hotel Main Gate East.
- 8:30 am Room inspection and loading of luggage onto the coach.
- 10:00 am Visit your choice of one of the 4 Disney Theme Parks: The Magic Kingdom, Disney-MGM Studios, Epcot 99 or Disney's Animal Kingdom.

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P.O. Box
Bedford, NS

- 12:00 pm Lunch at your own cost at the theme park.
- 6:00 pm Dinner at your own cost.
- 9:00 pm Meet your coach and depart on a continuous overnight drive, rest and meal stops will be made en route.

Overall Expectations:

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

Monday, May 22, 2006

5:30 pm SPECIAL INSTRUCTIONS: Ensure each passenger has readily available either a valid Canadian passport OR a government issued photo identification along with a proof of citizenship to be presented at the border crossing. Permanent residents of Canada, who are landed immigrants returning to Canada are reminded that they must have a Permanent Resident Card. Lead teacher to have a list of student names, as they appear on their travel identification, and citizenship to present at the border. ****ALL passengers may be required to disembark the coach and individually present their I.D. along with all receipts for purchases made while in the United States. Have receipts and I.D. available in your carry-on bag and not in the luggage bays.**

6:00 pm Approximate time of arrival at your school.

VANCOUVER
 ATLANTIC CANADA
 402 West Pender St., Suite 306
 48134
 Vancouver, BC V6B 1T6

TORONTO
 55 Eglinton Ave E., Suite 406
 Toronto, ON M4P 1G8
www.schoolvoyageurs.com

P.O. Box
 Bedford, NS

Ministry of Education Curriculum Expectations Synopsis - Performance Field Trips

Taken from the 3 strands: Theory, Creation, Analysis

A.) Overall Expectations relating to performance:

Students will:

1. demonstrate the ability to read and understand musical notation;
2. demonstrate an understanding of the broad overview of the historical and stylistic context of music;
3. explain methods of production and editing of musical recording (e.g., analog, digital, Midi);
4. play or sing technical exercises and diverse repertoire (including their own creations when appropriate) that reflect the theory expectations;
5. make artistic decisions that affect the stylistic accuracy of their playing or singing (e.g., articulation, phrasing, posture, dynamics, tone quality, intonation, rhythm, balance, blend);
6. demonstrate the effective use of analog and /or digital technology in music applications;
7. demonstrate an understanding of music literacy, at a level appropriate for the grade, using the creative process (perception, production, and reflection);
8. demonstrate an understanding of music history and its cultural context;
9. demonstrate the ability to listen attentively and with discernment to live and recorded music, using the stages of critical analysis (initial reaction, description, analysis, interpretation and judgment);
10. demonstrate an understanding of the function of music in society;
11. identify connections between music education and various careers;
12. demonstrate an understanding of rehearsal, performance, and audience etiquette;
13. describe the distinctive nature of participating in the various roles associated with music activities (e.g., soloists and accompaniments, ensemble members or leaders);
14. demonstrate an understanding of the relationship of the audience and performer (e.g., attend a live performance and respond to it orally or in writing, using terminology appropriate to the grade);
15. identify how skills developed in music are applied in various music/ related careers;

The Ontario Curriculum Gr.9-12

The Arts 1999 & 2000; pg. 36-42; pg. 56-67 respectively

Ministry of Education Curriculum Expectations Synopsis - Performance Field Trips

16. analyse, orally and in writing, the quality and impact of a variety of live and/ or recorded performances, using appropriate music vocabulary;
17. analyse the quality of their own and their peer's performances, using appropriate music vocabulary to suggest ways of improving those performances (e.g., style/ groove, intonation, tone quality, dynamics, articulation, phrasing, rhythm, balance and blend, overall effect);
18. demonstrate an understanding of basic elements of arts project design

B) Specific Expectations:

1. perform musical works proficiently in a variety of styles for various ensembles;
2. demonstrate the specific technical skills necessary for the expressive performance of repertoire (e.g., skills in handling articulation, phrasing, intonation, dynamics, tempi, rhythms, balance, blend) through the performance of studies (e.g., solo studies, studies for small or large ensembles);
3. accurately play or sing notated or stylistically correct articulations (e.g., accent, *staccato*, slur);
4. play or sing with an understanding of musical phrase structure (i.e., notated, improvised, or stylistically correct);
5. demonstrate consistently correct body posture;
6. control notated or stylistically correct dynamics while maintaining good tone quality;
7. play or sing with tone quality appropriate to the repertoire being performed;
8. play or sing with accurate pitch;
9. play or sing with accurate intonation both melodically and harmonically;
10. play or sing maintaining a consistent tempo;
11. play or sing in simple and compound metres (e.g., 4/4, 3/4, 2/4, 6/8);
12. accurately play or sing notated or improvised rhythms (e.g., sixteenths through whole notes and rests, including dotted values);
13. play or sing with sensitivity to balance and blend;



Windsor-Essex Catholic District School Board

1325 California Avenue, Windsor, Ontario N9B 3Y6
Telephone (519) 253-2481 Fax: (519) 253-0620

Michael B. Moher, Director of Education

John Macri, Board Chairperson

BOARD REPORT

Meeting Date:
October 25, 2005

PRESENTED FOR: Public In-Camera
Information Approval

PRESENTED BY: Senior Administration

SUBMITTED BY: Michael B. Moher, Director of Education
Joseph Berthiaume, Superintendent of Education

SUBJECT: ST. JOHN DE BREBEUF CATHOLIC ELEMENTARY SCHOOL
- Muskoka Woods - June 7th to 9th, 2006

RECOMMENDATION:

That the Board approve the St. John de Brebeuf Catholic Elementary School field trip to Muskoka Woods for June 7th to 9th, 2006.

BACKGROUND:

This trip is in relation to the students' program/courses.

FINANCIAL: None.

COMMENTS:

This field trip request is in compliance with the Field Trip Policy (SC:04). All procedures with regard to the policy have been followed.

TIMELINES:

APPENDICES:

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



Request for Approval of Field Trip

| | | | | | |
|-------------------------------|---|----------------------------------|-------------------------------------|--|---|
| School | <input type="text" value="St. John de Brebeuf School"/> | | Date of Trip | <input type="text" value="June 7th to 9"/> | |
| Destination | <input type="text" value="Muskoka"/> | | Mode of Transportation | <input type="text" value="bus"/> | |
| School Departure Time | <input type="text" value="6:30AM"/> | School Arrival Time | <input type="text" value="6:00PM"/> | Name of Carrier | <input type="text" value="Erie Coach"/> |
| # of Male Students | <input type="text" value="21"/> | Grade of Students | <input type="text" value="8"/> | Number of Supervisors | Female <input type="text" value="2"/> Male <input type="text" value="2"/> |
| # of Female Students | <input type="text" value="21"/> | Personal Cost Per Student | <input type="text" value="\$0.00"/> | Travel Company Involved | <input type="text" value="none"/> |
| Total Cost Per Student | <input type="text" value="\$270.00"/> | | | | |

EDUCATIONAL RATIONALE

| | |
|---|---|
| Name of Teacher | <input type="text" value="DOn Garant, Tom Fuerth"/> |
| Purpose of Trip | <input type="text" value="Cooperative Learning, Physical Education Activites"/> |
| Relationship to Students' Program/Course | <input type="text" value="group activites, decision making, interpersonal skills"/> |
| Pre-Trip Preparation(s) by Students | <input type="text" value="stress leadership and group cooperation"/> |
| Follow-Up Activities Planned | <input type="text" value="journal writing of events"/> |
| If Activity is Occuring over a Weekend Indicate Plans for Students to Attend a Eucharistic Celebration | <input type="text"/> |

| | | | |
|-----------------------|---|--|---|
| Date Submitted | <input type="text" value="11/10/2005"/> | Name of Teacher | <input type="text" value="Don Garant, Tom Fuerth"/> |
| Approval Date | <input type="text" value="03/09/2005"/> | Name of Principal | <input type="text" value="Ester Wilson"/> |
| Approval Date | <input type="text"/> | Name of Superintendent | <input type="text" value="Joe Berthiaume"/> |
| Approval Date | <input type="text"/> | Board of Trustees Approval (per Superintendent) | <input type="text"/> |

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

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

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



St. John de Brebeuf Catholic School Council
43 Spruce Street South
Kingsville, Ontario
N9Y 1T8

"Learning together
in faith and service."
*Learning together in
faith and service.*"

tel: (519) 733-6589
fax: (519) 733-6580

October. 11, 2005

Dear Mr. Berthiaume,

I am writing this letter on behalf of the Grade 8 class at St. John de Brebeuf School for permission to attend Muskoka Woods from June 7 to 9, 2006.

Our program objectives include:

- ☺ promoting the awareness and importance of youth participation in outdoor recreational activities"
- ☺ providing the opportunity for leadership training and the development of cooperative skills
- ☺ providing the opportunity for personal growth and self-esteem

An itinerary of activities is attached.

The grade 8 students have organized hotdog days for our students for the year, in order to raise money for this event, as well as, chocolate bar sales and candle sales. Therefore, their personal cost will vary depending on the amount of sales they generated.

Please feel free to contact us if you have any questions or concerns. Thank you for your time and consideration.

Sincerely,

Ester Wilson, principal

Don Garant, grade 8 teacher

Tom Fuerth, grade 8 teacher

ST. JOHN DE BREBEUF SCHOOL MUSKOKA WOODS GRADE 8 TRIP

| WEDNESDAY | |
|------------------|--|
| Departure | 6:30AM sharp |
| 1:00pm | Welcome lunch and group orientation |
| 2:00pm | Activity period # 1 |
| 3:00pm | Activity period # 2 |
| 4:00pm | Activity period # 3 |
| 5:00pm | Activity period # 4 |
| 6:00pm | Dinner |
| 7:00pm | Night hike |
| 9:00pm | Evening entertainment |
| 10:00pm | Journal writing and snack |
| 11:00pm | Lights out |
| THURSDAY | |
| 7:00am | Fresh air wake up/grooming/cabin cleaning/inspection |
| 8:00am | Breakfast |
| 9:00am | Activity period # 5 |
| 10:00am | Activity period # 6 |
| 11:00am | Activity period # 7 |
| 12:00pm | Activity period # 8 |
| 1:00pm | Lunch |
| 2:00pm | Activity period # 9 |
| 3:00pm | Activity period # 10 |
| 4:00pm | Activity period # 11 |
| 5:00pm | Activity period # 12 |
| 6:00pm | Dinner |
| 7:00pm | Freshen-up |
| 8:00pm | Evening Entertainment |
| 10:00pm | Journal Writing and Snack |
| 11:00pm | Lights out |

| | |
|---------------|--|
| FRIDAY | |
| 7:00am | Fresh air wake up/grooming/cabin cleaning/inspection |
| 8:00am | Breakfast and Boarding of bus |
| 9:00am | Departure from Muskoka |
| 7:00pm | Arrival at St. John de Brebeuf School, Kingsville |

Proposed activities:

- | | | |
|--------------------------------|--------------------------|-----------------------------|
| High and low ropes | Tennis | Mountain Biking |
| Canoeing | Team Building Activities | Roller Skating |
| Campfires | Skate boarding | Folk Dance |
| Low Organizational Games | Hiking | In-door ropes |
| Scooter Mania | Beach Volleyball | Spirit Night |
| Co-operative games | Ultimate Frisbee | Orienteering |
| Archery | Physical Change | Initiative Games |
| Badminton | Music/drama | Golf |
| Aerobics | Lacrosse | Astronomy |
| Basketball | Flag football | Roller Blading |
| Rocket Design and Construction | | Extreme Biking and Boarding |



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Michael B. Moher, Director of Education

John Macri, Board Chairperson

BOARD REPORT

Meeting Date:
October 25, 2005

Public **In-Camera**
PRESENTED FOR: Information Approval
PRESENTED BY: Senior Administration
SUBMITTED BY: Michael B. Moher, Director of Education
Janet Ouellette, Superintendent of Education
SUBJECT: **SPECIAL EDUCATION ADVISORY COMMITTEE MEETING
- SEPTEMBER 8, 2005**

RECOMMENDATION:

That the Board receive the minutes of the September 8, 2005 Special Education Advisory Committee (SEAC) meeting as information.

BACKGROUND:

All minutes of the Special Education Advisory Committee (SEAC) are to be received by the Board.

FINANCIAL:

n/a

COMMENTS:

n/a

TIMELINES:

Meeting date: September 8, 2005

APPENDICES:

- Minutes of the September 8, 2005 Special Education Advisory Committee (SEAC) meeting



Windsor-Essex Catholic District School Board

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SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

Thursday, September 8, 2005 – 7:00 P.M.

Windsor Essex Catholic Education Centre

1325 California Avenue, Windsor

MINUTES

| | | |
|----------|----------------------|---|
| Present: | Jennifer Jaco-McKay | Association for Bright Children (Chair) |
| | Lisa Soulliere | Trustee Member (Vice-Chair) |
| | Mary DiMenna | Trustee Member |
| | Michelle Mastellotto | Down Syndrome Parent Association |
| | Melissa-Jo Meyer | Autism Society (alternate) |
| | Bev Clarke | Learning Disabilities |
| | Michelle Friesen | Integration Action for Inclusion |
| | Dave Beresford | Community Living (alternate) |
| | Rita Raniwsky | Principals' Association |
| | Janet Ouellette | Superintendent of Education |
| | Cathy Geml | Supervisor of Special Education |

1. Call to Order – Chair, J. Jaco-McKay
2. Opening Prayer – SEAC prayer together
3. Welcome/Introductions
Rita Raniwsky was introduced as the Principals' Association representative to SEAC, and Laurie Golocevac was welcomed as an observer.
4. Recording of Attendance – no regrets noted.
5. Approval of Agenda
Additions under New Business:
Question concerning Coaching to Inclusion workshop – M. Friesen
Question concerning the HUBB program – M. Mastellotto
Motion by L. Soulliere and M. J. Meyer that the Agenda be approved with the above additions. Carried.
6. Disclosure of Pecuniary Interest - None

7. Presentations - None
8. Approval of Minutes – June 8, 2005
Motion by M. DiMenna and M. Mastellotto that the Minutes of the June 8, 2005 SEAC meeting be approved as presented. Carried.
9. Business Arising
- Notice of Motion by J. Jaco-McKay that the Board reassess the psychological services issue.
- No motion was forthcoming.
- J. Jaco-McKay spoke about SEAC's presentation to the Board on June 27th regarding two motions on Psychological Services. She also noted, from Ministry Memorandum No. 59, the appropriate use of terms related to Psychological Services.
- Notice of motion by Bev Clarke that SEAC approve break out committees to review the Special Education Plan.
- Motion by B. Clarke and M. DiMenna that SEAC members meet with break out groups of school staff directly involved with specific exceptionalities to review sections and provide input on the Special Education Plan. Carried.**
- The Chair asked that B. Clarke recruit one or two other members to meet and determine the logistics of the motion, for the next Special Education Plan.
- Claudio Del Duca joined the meeting and was introduced as the new member for High School Council, replacing Jane Wysman. The alternate member will be Michelle Del Duca.
- SEAC meeting schedule 2005-06 school year
- The Chair and recording secretary will meet to determine SEAC meeting dates and notify the members by email.
- Assessment survey – J. Ouellette
- Facilities Services responded to the question concerning why some schools did not respond to the assessment survey, noting that the survey is now two years old, and that lack of response does not mean they were not accessible. J. Ouellette also indicated that the Board received application forms from the Accessibility Advisory Council for positions on this Council, if any SEAC members are interested.
10. Information Items
- A letter has been received from Kawartha Pine Ridge School Board regarding funding.
11. Report from Chair - None

12. Report from Trustees

M. DiMenna reported that the Board approved the appointments of new SEAC representatives from High School Council, Claudio and Michelle Del Duca.

L. Soulliere noted that J. Jaco-McKay gave an excellent presentation at the June 27th Board meeting, which was also attended by M. Mastellotto and M. Friesen. A Notice of Motion was made at that meeting to debate the SEAC motions at the August 30th Board meeting, but the issue was not debated.

Discussion was held on the fact that the LOG grant not being included in the Special Education budget.

Discussion was held on how the decrease in the number of Educational Assistants and the increase in Learning Enrichment Teachers affects certain students (e.g., students with Autism). In response to questions, C. Geml described the new initiatives and training for Learning Enrichment Teachers that will enhance program delivery; e.g., system support teams, LETs trained in specific divisions. Two of the new LETs, called Program Planners, will assist classroom teachers, E.A.s and parents with Individual Education Plans, instruct staff on the use of ISA I equipment, offer afternoon and evening workshops for parents and teachers. Summer Institute sessions focused on behaviour, Autism, and curriculum.

Discussion was again held on budget issues, and a request was made to discuss effective ways of using Educational Assistants, as an independent review outside of budget talks. A request was also made to change the word “psych” in the budget to the appropriate term.

13. Report from Superintendent/Supervisor

J. Ouellette reported on an excellent start to the school year, that the E.A. Allocation Committee has proven to be beneficial, and will meet again on September 26th to review staffing as several new students with high needs have come into the Board this week. She thanked the Coordinators for their dedication over the past school year, and congratulated Fil Greco on a successful ISA I audit. The Board is receiving a \$50,000 grant to assist in developing a plan to support improved achievement in literacy and numeracy for students with special needs. This plan will be used as the foundation for a proposal being developed to acquire a further grant not to exceed \$200,000.

C. Geml noted that interviews are being held for an itinerant teacher for the deaf and hard-of-hearing to replace Sherry Marentette who has returned to the classroom. Also, the Special Education course was filled within five days and has begun with an excellent group of teachers.

In response to a question about the process for hiring additional staff if needed, J. Ouellette responded that if the student numbers do not balance out after school profiles are done again, administration will ask the Board for additional staff.

C. Geml responded to a question about enhanced programming for students who are gifted, stating that the new Ministry document, Education for All, takes both ends of the spectrum into consideration.

14. New Business

HUBB Program:

J.Ouellette stated that the word “HUBB” is the name given at one school for that school’s approach to differentiated instruction for students with special needs. Other schools are also trying creative models for grouping students, provided there is a need, a committed staff, and parents willing to participate. Groupings include all levels, with high functioning students mentoring others as well as receiving additional programming at their level.

Coaching to Inclusion:

Information has been sent to staff members, and C. Geml will attend a planning meeting next week. Following this meeting staff will receive further information.

15. Association Reports

M. Mastellotto:

- ✓ Down Syndrome Parent Association has received funding from Green Shield for the purchase of four packages to be offered this year.
- ✓ Community Living Essex has received a grant from Green Shield for after school programs for children with special needs over the age of fourteen. The program is being developed by a committee represented by various groups; e.g., MCSS, Child Care, etc., and the pilot will be at St. Anne High School.
- ✓ The Down Syndrome library of resources is available for loan.

M. J. Meyer:

- ✓ The Board can request inclusion in the Autism Research Library located in the Autism building on Curry.

M. Friesen:

- ✓ Integration Action for Inclusion and Windsor-Essex Family Network are hosting a session on understanding the IEP and Special Education, tentatively scheduled for October 3rd. She will send a flyer to C. Geml.
- ✓ Family Network partners with the University of Windsor Nursing Department regarding community placements. Interested families that have complex medical needs should contact the Windsor-Essex Family Network.

Bev Clarke:

- ✓ Learning Disabilities’ is holding six-week program for adults on transition planning, with the focus on social skills.

- ✓ L.D.A. will also hold an event at the Ciociaro Club on September 21st to highlight the need for transition planning and what services are available.
- ✓ The C.Y.W. students from St. Clair College would like to attend the November SEAC meeting.

16. Closing Prayer – Hail Mary.

17. Adjournment

On motion by M. J. Meyer and M. Friesen, the meeting adjourned at 9:15 p.m. Carried.

**NEXT MEETING
CATHOLIC EDUCATION CENTRE**

**OCTOBER 6, 2005
7:00 P.M.**

Patricia Hickmott
Recording Secretary

/psh/M06seac/2005 09 13