



WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD

*Director's Annual Report
to the Community - 2011*

Go forth and move one
in His name

Our Journey to Holiness
www.wecdsb.on.ca

A Message from the Director of Education



.....In the quiet and emerging light of pre-dawn the Apostles see a lone figure on the beach calling to them to cast their nets one more time....

Together in Faith Day 2011 commissioned all of us to **“tend My sheep, feed My lambs”**. This call to servant leadership was brought to us in a very special way by Marc Keilburger, Bob Upgren and Fr. Dwayne Adam. These three dynamic speakers cast away their notes and trusted in the Spirit to speak through them. The abundance of their catch is likely impossible to measure.

Staff was asked to share our collective abundance by filling buckets with donations to ease the suffering of those in East Africa ravaged by famine. Nearly \$25,000 was raised, a true testament to “Together in Faith and Service.”

As we began the 2011-2012 school year, we were asked to consider, when facing a difficult student, a conflicted colleague or an upset parent, the words of Jesus to Peter...

“Do you love Me?”

A handwritten signature in black ink that reads "Paul A. Picard". The signature is written in a cursive style and is positioned over a faint background graphic that includes the word "Respect" and a stylized sun or gear.

Paul A. Picard
Director of Education

About our Board

Number of Elementary Schools: 40

Elementary Enrolment: 14,868 nominal enrolment

Elementary FTE enrolment: 13,922

Percentage of Primary classes at 20 students or fewer: 91%

Proportion of Elementary Learners whose First Language is not the Language of Instruction: 2.5%

Proportion of Elementary First Nation, Métis, and Inuit Students: <1%

Elementary Enrolment Full-Day Learning: 533

Number of Secondary Schools: 9

Secondary Enrolment: 8,805 nominal enrolment

Secondary Enrolment FTE – Under 21 years of age: 8,384.03

Secondary Enrolment FTE – Over 21 years of age: 308.50

Secondary Total FTE Enrolment: 8,692.53

Proportion of Secondary Learners whose First Language is not the Language of Instruction: 2.2%

Proportion of Secondary First Nation, Métis and Inuit Students: <1%

Number of Teachers: 868 Elementary and 561 Secondary = 1,429

Number of Support Staff: 713

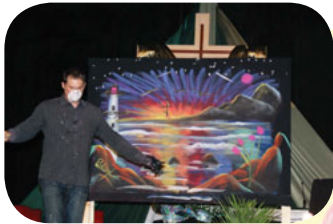
Number of Principals & Vice Principals: 40 Elementary Principals, 23 Elementary Vice Principals, 9 Secondary Principals, and 25 Secondary Vice Principals: 97

Together in Faith Day

To begin our school year, all employees of the Windsor-Essex Catholic District School Board were once again blessed with a day to gather together in faith and worship. "If you love Me, tend My sheep, feed My lambs" was the theme of this year's celebration. Fr. Dwayne Adam, Vicar General, in his reflections on the Gospel reading, challenged all present to continue Jesus' mission to help those most in need. The employees were further inspired by the words of both Marc Kielburger of "Free the Children" and Chalk Artist and Motivational Speaker Bob Upgren. Marc and Bob reminded us of our moral obligation to provide assistance to those suffering from poverty.



Employees took up the challenge and with matching funds from the government, \$25,000.00 was collected for the cause in the *Horn of Africa*.



Eucharistic Adoration Pilot Project

Over the past couple of years there has been a longing by some Bishops of Ontario to bring back the practice of Eucharistic adoration with our young Catholics. Pope John Paul II, "urged priests, religious and lay people to continue and redouble their efforts to teach the younger generations the meaning and value of Eucharistic adoration and devotion. How will young people be able to know the Lord if they are not introduced to the mystery of His presence?" Through this encouragement from our Bishops, a pilot project was created with four of our schools and four of our parishes. Pastors, principals and teachers came together for catechesis provided by Bishop Daniels, Sr. Loretta Manзара (diocesan liturgist) and Betty Brush (religion consultant). Grade 3 and Grade 7 classes in each of the pilot schools visited their church three times from January-June 2011 for Eucharistic adoration. The pilot was such a success and a meaningful activity for our students that the program will be expanded next year.

Ontario Catholic Graduate Expectations (OCGE)

The Institute for Catholic Education (ICE) has refreshed the OCGE. A spiral bound booklet has been designed including a new and fresh looking DVD. Catholic Studies department heads have been presented with the new OCGE's and several teachers have participated in an in-servicing opportunity.

Student Senate Faith Day

On December 15th, the Windsor-Essex Catholic District School Board's Student Senate hosted a Faith Development Day with the theme of Equity and Inclusion: Celebrating Diversity: Social Justice. Secondary school student leaders who serve on Student Council came together for the celebration of mass led by Fr. Larry Brunet, followed by an inspiring presentation by guest speaker, Terry Nelson Johnson. This event is a great opportunity for student leaders to share ideas and experiences on how to make their school communities more welcoming and inclusive. Their hope for the day was to return to their respective schools to encourage their peers to do the same.

Focus on Youth Program

The Focus on Youth initiative offered engaging summer programming for the youth of Windsor and Essex County for the third consecutive year. The Board, in partnership with ten not-for-profit community organizations, offered summer programs in twelve of our schools that included arts, recreational, social, leadership development, and tutoring/academic type activities. Secondary students, from within our system, were employed as student leaders and assisted the not-for-profit community organizations in delivering these community programs.

First Nation, Métis and Inuit Education Initiative (FNMI)

In 2007, The Ontario Ministry of Education embarked upon an initiative to strengthen and support families and students of First Nation, Métis and Inuit ancestry. A policy framework was released and school boards were asked to begin a collaborative process with their local First Nation, Métis and Inuit communities. One important goal was the development of Board policy to allow voluntary, confidential self-identification of First Nation, Métis and Inuit ancestry by parents and students. The Board approved its policy on June 8, 2010. As of November 2010, parents of children under 18 years of age, students 16 and 17 who are living independently, and students 18 and older are able to identify their First Nation, Métis and Inuit ancestry.

Self-identification is voluntary and all information gathered through the self-identification process is treated as confidential. No proof of status or ancestry is required as a condition of self-identification. The Board will use the information as a tool to assist in program and curriculum development. Our intention is to improve the quality of the educational experiences for our First Nation, Métis and Inuit students. We continue to provide these families the opportunity to participate in our School Board's self-identification process.



Our commitment to our First Nations, Métis and Inuit students is continuing. In 2011 we have identified a school that will take part in our first Native Studies Course. We have formed a Professional Learning Community focused on the design of this course, which will be introduced at Holy Names High School in second semester.

Board Initiatives - 2011

Equity and Inclusive Education Strategy

Promoting and supporting equity & inclusion within our Catholic community has been a key focal point during the past school year. The Board policy is based on the Ministry of Education's Guiding Principles of Equity and Inclusive Education, which states that equity and inclusive education:

- is foundational for excellence
- meets individual needs
- identifies and eliminates barriers
- promotes a sense of belonging
- involves the broader community
- builds on and enhances previous and existing initiatives
- is demonstrated throughout the system.

Through funding from the Ministry of Education, the Board was able to bring in renowned guest speaker Robert Pio Hajjar to bring forth awareness of the limitless possibilities that all of our students have within them, particularly those with special needs. The event was organized and promoted by our secondary school Parent's Umbrella Group as a Parent Engagement Initiative. Other programs designed for the health, safety and well-being of students included the *Friends for Life Program*, workshops at the Board's Summer Institute and Getting Along Digitally internet safety program. Inclusivity took on a new look on our Board website with the translation function to multiple languages.

The implementation of the policy also included our Board-wide professional development day on September 1, where guest speaker Marc Kielburger, addressed all Board employees on the topic of social justice, inclusion and our responsibility to help those from other parts of the world who are experiencing dire circumstances and lack of the basic needs. In-servicing was also done as a key component of the Principal and Vice-Principal Mentoring Program in the area of Human Rights. Other strategies included presentations to our parents at the School Council Chairperson's Commissioning Ceremony and for our student leadership at the annual Student Senate Faith Day Retreat.

Catholic Character Development – "Getting Along Digitally"

"Getting Along Digitally" (GAD) is a peer-led student delivery model designed to capture what youth define as problematic social networking use, and what can be effective in reducing these problems. The model was developed and tested with youth from Holy Names Catholic Secondary School and began with an opportunity to share, candidly among themselves, about their online experiences and provide each other with guidance that takes into account just how important (but not exclusive) online activities are to youth. Two main questions guided these discussions:

How does your online presence reflect on your Catholic Character?

How does your online presence reflect the person you are and want to be?

Secondary students were encouraged, as part of their course curriculum requirements, to write, perform, and produce both a video and live presentation on a topic of their choice. Older students presented to younger students about their online experiences and provide them with non-judgmental information that takes into account just how important the 'Net' is to their social relationships. The project focussed on ways in which youth communicate with their peers online. The intent of the program is to enhance and support school-based anti-bullying and Catholic Character development programs already existing in our schools.

Mentoring For Newly Appointed School Leaders

"School leadership matters." In September of 2008, the Windsor-Essex Catholic District School Board launched a Ministry funded initiative for newly appointed Principals and Vice Principals. This two-year program is part of the comprehensive Ontario Leadership Strategy designed to support student achievement by attracting and developing passionate and skilled leaders in School Boards across the province. For 2011, our 14 newly appointed school leaders were provided with a mentor to advise, challenge

and guide them as they embarked on their career as a Catholic school leader. Participants in the program attended a number of sessions throughout the year designed to assist them in their spiritual, personal and professional development. The sessions included: School Improvement, Instructional Leadership, Developing Strong Parish/School Relationships, Finance, School Organization, Safe Schools, Staffing, Legal Responsibilities and numerous other topics. Participants in the program were provided with the opportunity to attend leadership seminars and to purchase resources and research materials relevant to their new leadership role in Catholic Schools. The program continues in 2011-12 with a total of thirty-nine participants.

Ontario English Catholic Teachers Association/Ontario Catholic School Trustees Association (OECTA/OCSTA)

Religious Education Courses

With the support of Senior Administration, Several Parish Pastors and our Dedicated Teaching Staff, part two of the OECTA/OCSTA Religious Education course was offered this fall. A true community of believers was formed among the teachers participating on a weekly basis for four months of learning. Teachers were instructed on such topics as Sacraments and Liturgy, Sacred Scripture, Morality, and Faith Formation and Learning. Technology has also been incorporated into the course with an online portion of delivery. Assignments encouraged teachers to utilize the *Ontario Catholic Graduate Expectations* and to explore ways of teaching Catholicity across the curriculum.

Parents Reaching Out (PRO) Initiatives

Ontario Ministry of Education *Parents Reaching Out* grants are designed to encourage parents to become involved in their children's education and to support student learning at the school. Within the Windsor-Essex Catholic District School Board, a number of our School Councils submitted proposals and were successful in receiving up to \$1000 to support their parent engagement activity.

Cardinal Carter – Empowering Our Students
Catholic Central – Community Parent-Engagement Event
St. Anne – Social Networking Websites –
 The Dangers and How to Connect with your Teen
Christ the King – Creating an Equitable and Inclusive Community
St. John the Baptist – Growing Parent Involvement
St. Louis – Parents for Health/Technology and Careers for Kids
St. Mary – Parenting Information Evening

Parent Involvement Committee (PIC)

The Windsor-Essex Catholic District School Board, in response to Regulation 612/00, introduced a Parent Involvement Committee (PIC) in 2011. The PIC is an important advisory body to school boards and actively supports school councils by enhancing their role in fostering parent engagement, building capacity and sharing information. The PIC is a formal structure and a key vehicle at the board level that enhances parent involvement and supports student achievement, faith formation and well-being. The PIC provides an important link between parents and the Board's Director of Education and Trustees. There are ten parent representatives with three alternate parent representatives, a diocesan representative, a post-secondary representative, and a community-at-large representative; all of whom have voting rights. In addition, there is a Trustee representative and two Director's representatives; all of whom do not have voting rights.



Full-day Early Learning Kindergarten Program (FDELKP)

We are currently offering a *Full-day Early Learning Kindergarten Program* in 11 elementary schools in the Windsor-Essex Catholic District School Board. Throughout the course of 2011 we also launched the Extended Day component of the FDELKP in four schools, establishing third party agreements with the existing child care providers in those sites. In collaboration with the coterminous Board and the Municipalities, we have selected sites to be included in the next three phases in the implementation of *Full-day Early Learning Kindergarten*. In some instances it will be necessary to build additions and retrofit space to adequately accommodate four and five year olds in a full-day program for Phase Three implementation that will take place in September 2012. The preliminary planning required to begin this process was initiated.

The following Catholic elementary schools currently offer *Full-day Early Learning Kindergarten Programs*.

- H. J. Lassaline
- Our Lady of the Annunciation
- Our Lady of Perpetual Help
- St. Angela
- St. James
- St. Louis
- W. J. Langlois
- St. John the Baptist
- St. Bernard
- Queen of Peace
- St. John



meetings, which were hosted by schools that would be launching new *Full-day Early Learning Kindergarten Programs* in their schools in September 2011. These sessions were well attended and provided an excellent venue for our Board lead, principals and teachers to answer questions or concerns that parents had regarding the *Full-day Early Learning Kindergarten Program*.

We continue to mentor our *Full-day Early Learning Kindergarten Teams* to ensure that the educational experiences we provide our four and five year olds are enriching.



Jumpstart Students Nutrition Programs

In 2011, twenty-nine elementary and secondary schools operated *Jumpstart Student Nutrition Programs* offering nutritious foods to their students three to five days per week. In most instances, nutritious snacks were offered, primarily fruits and vegetables. In some instances breakfast was prepared for students. Many schools also provide nutritious foods to students through an Emergency Food CupBoard.



These programs continue to be funded through the *Ontario Student Nutrition Program, Pathway to Potential, Breakfast for Learning, Breakfast Clubs of Canada* as well as numerous fundraising opportunities sponsored by the Jumpstart Community Partnership Committee and individual schools. Through a generous fund established through the *Do Good Divas, Student Nutrition Programs* continue to provide equipment and appliances. We would also like to acknowledge the generous support of the *Teacher's Have Heart* organization, the employees of *Hotel Dieu-Grace Hospital, the Windsor Lawyers' Association* as well as the *CARE Committee* of the Windsor-Essex Catholic District School Board.



The Board also chose to implement a *Full-day Kindergarten Program* at St. John the Evangelist Catholic Elementary School in the 2011-2012 school year.

This implementation strategy included several Parent Information

Board Initiatives - 2011

Environment – Green Update!

The following are some environmental-friendly projects that took place in our Catholic elementary and secondary schools...

Students in the Cardinal Carter greenhouse planted native plant seeds for habitat restoration at the park.

Students from Assumption College designed, constructed and planted a community garden. They watered and weeded the garden throughout the summer months and harvested the crops as they matured.

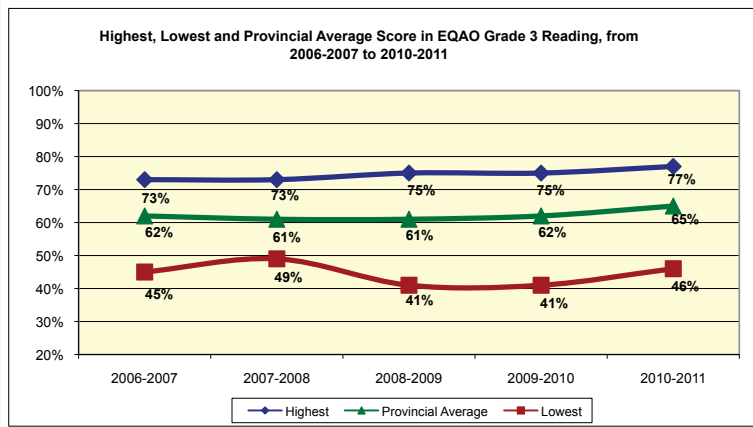
St. Anne French Immersion School organized a highly successful planting day on Saturday, May 28, 2011. The *Pepsi Refresh* Challenge money was put to good use as 103 plants, trees and shrubs were planted to help beautify the school grounds.



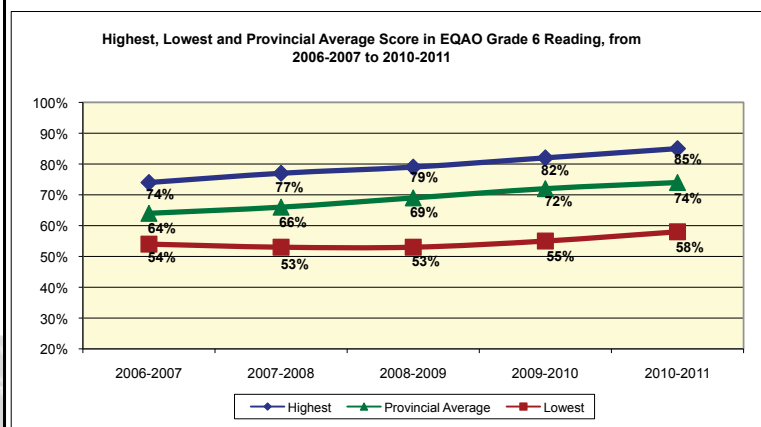
EQAO Assessment – Grades 3 and 6: Provincial English-Language Board Level Results

Highest, Lowest and Provincial Average English-Language Board Level Results based on Percentage of Students at Levels 3 and above, 2006-2007 to 2010-2011

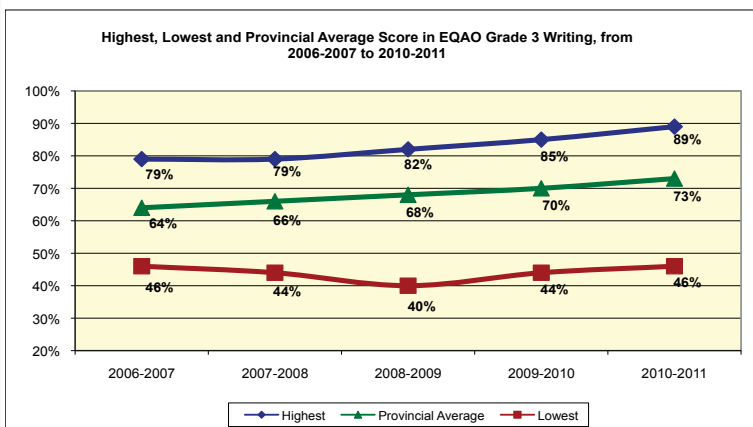
Grade 3 Reading	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Highest	73%	73%	75%	75%	77%
Provincial Average	62%	61%	61%	62%	65%
Lowest	45%	49%	41%	41%	46%



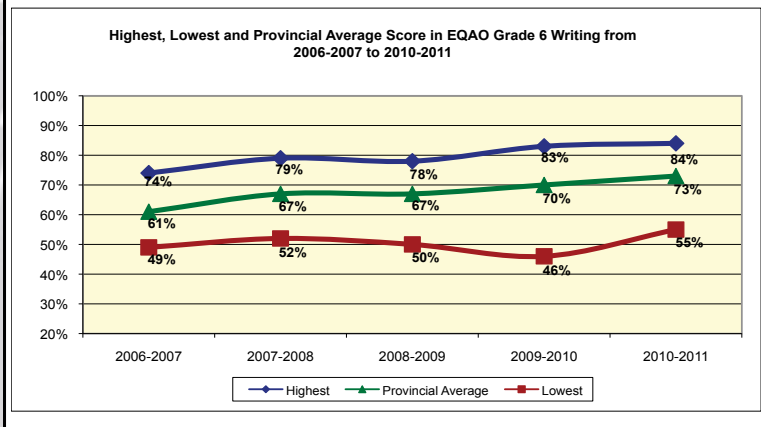
Grade 6 Reading	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Highest	74%	77%	79%	82%	85%
Provincial Average	64%	66%	69%	72%	74%
Lowest	54%	53%	53%	55%	58%



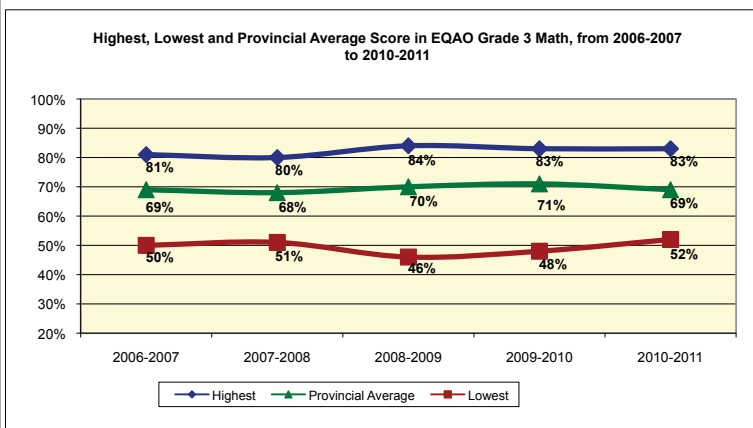
Grade 3 Writing	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Highest	79%	79%	82%	85%	89%
Provincial Average	64%	66%	68%	70%	73%
Lowest	46%	44%	40%	44%	46%



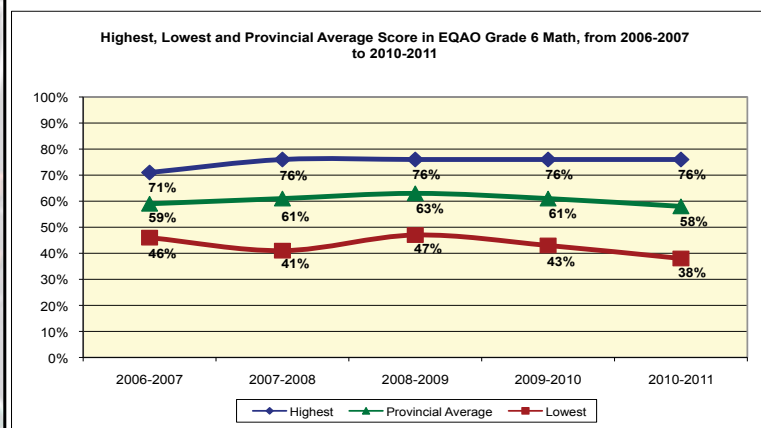
Grade 6 Writing	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Highest	74%	79%	78%	83%	84%
Provincial Average	61%	67%	67%	70%	73%
Lowest	49%	52%	50%	46%	55%



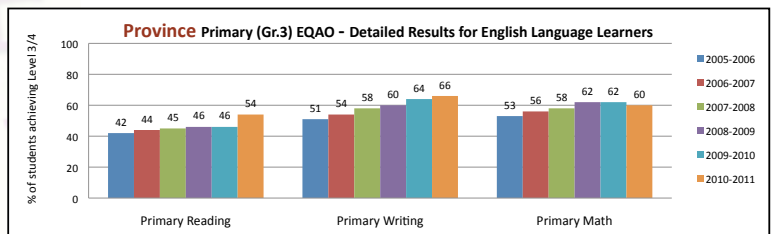
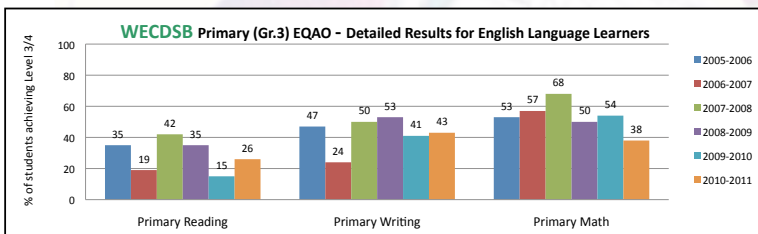
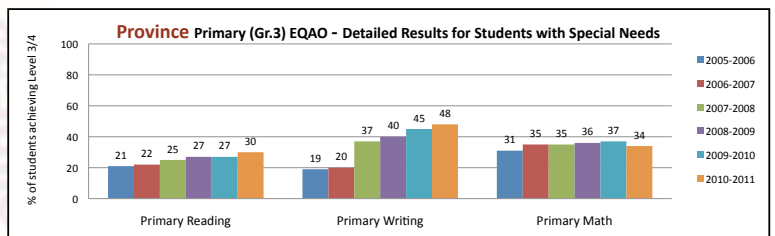
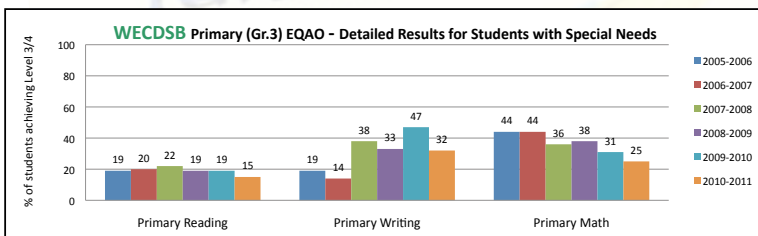
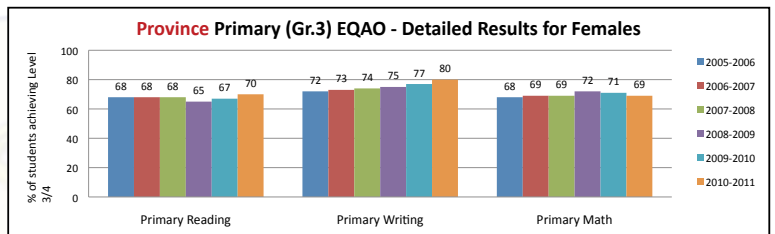
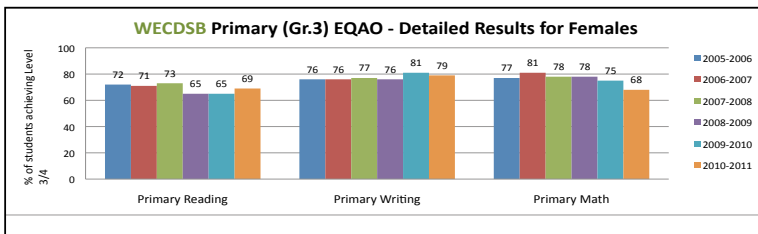
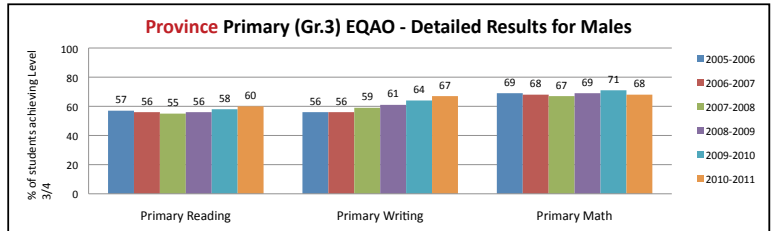
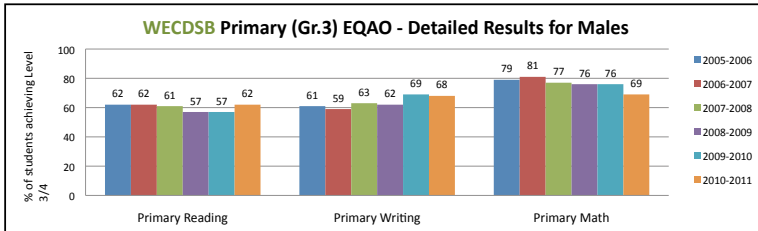
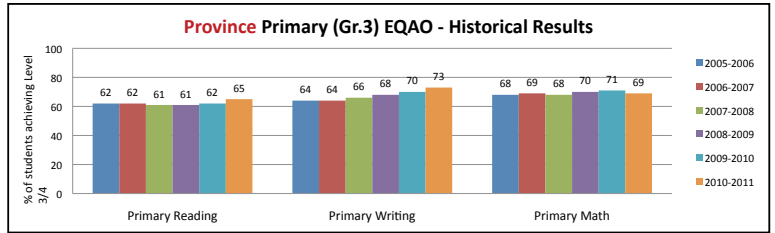
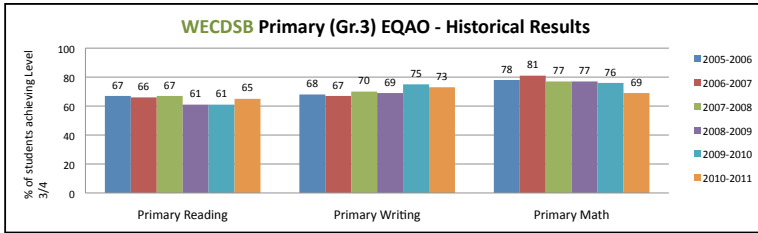
Grade 3 Math	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Highest	81%	80%	84%	83%	83%
Provincial Average	69%	68%	70%	71%	69%
Lowest	50%	51%	46%	48%	52%



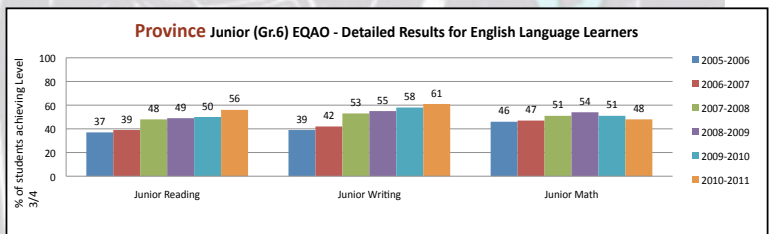
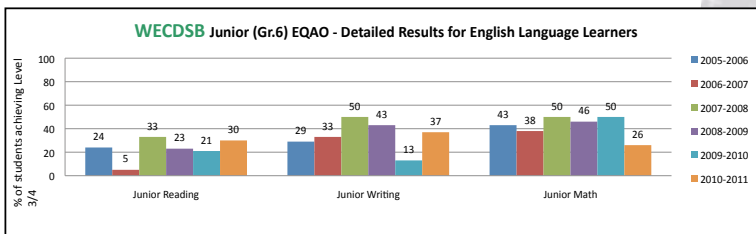
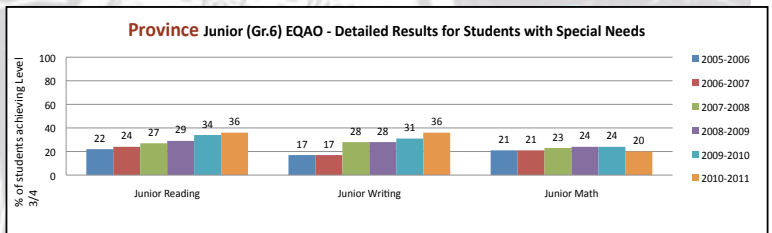
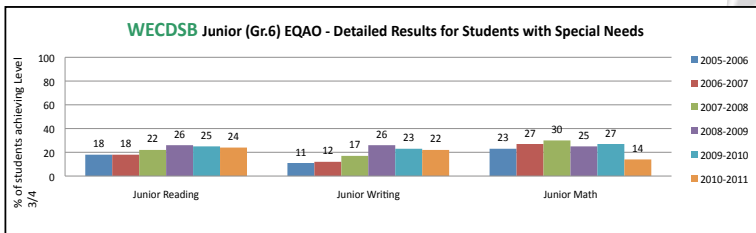
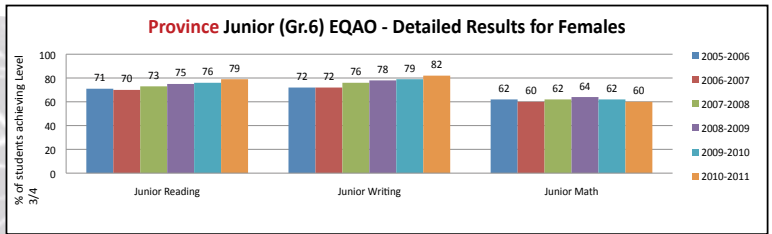
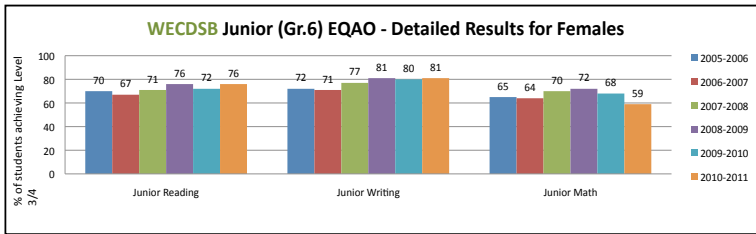
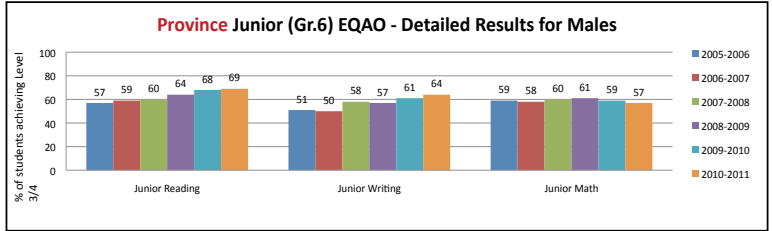
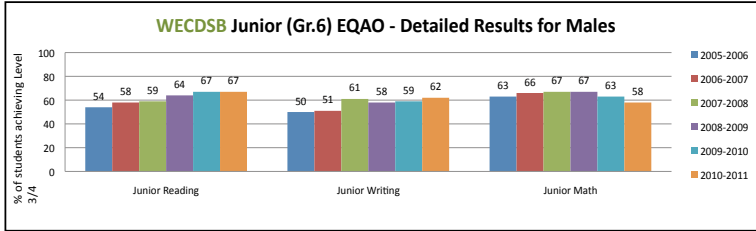
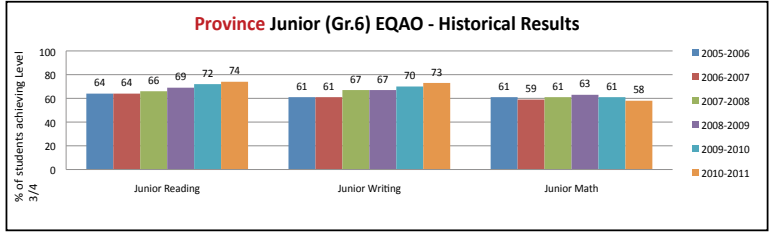
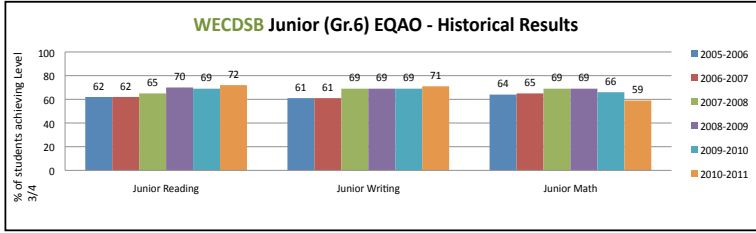
Grade 6 Math	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Highest	71%	76%	76%	76%	76%
Provincial Average	59%	61%	63%	61%	58%
Lowest	46%	41%	47%	43%	38%



EQAO Assessment – Grade 3: Windsor-Essex Catholic District School Board and Provincial Results



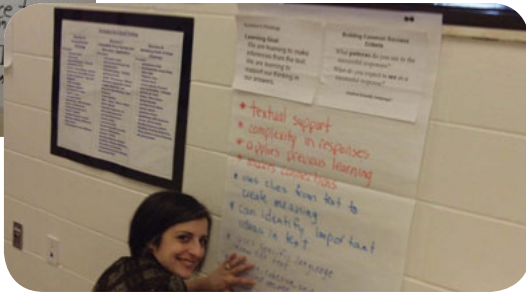
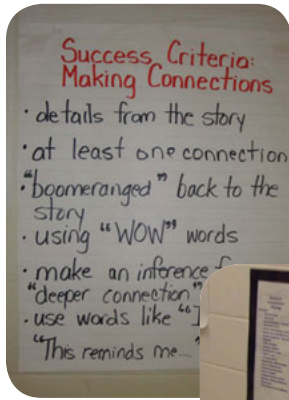
EQAO Assessment – Grade 6: Windsor-Essex Catholic District School Board and Provincial Results



Innovative Programs to Support Success for all Students K-12

School Effectiveness Framework (SEF):

Principals and teachers continue to focus on evidence-based strategies in both Literacy and Numeracy. Two areas of focus from the framework include, "Curriculum, Teaching and Learning" and "Assessment for, as and of Learning". SMART goals were developed and aligned with the Board Improvement Plan. Developing Learning Goals and Success Criteria in the areas of critical literacy were introduced to our teachers and principals.



Schools Helping Schools

Throughout the school year, some schools were involved in "Professional Learning Communities". Teachers participated in moderated marking, working collaboratively with other colleagues on consistency in assessment and evaluation of leveling student work. Other activities include job-embedded professional learning as well as co-planning, co-teaching and co-debriefing with Board support personnel. Students were also engaged in "critical thinking skills" and rich tasks.



A display of student work from our Cycles of Instruction – Literacy sessions.



Schools in the Middle

The Ministry of Education identified "Schools in the Middle" through Education Quality Accountability Office (EQAO) and assessment results over time. Schools that were achieving in the Level Two range participated in a "Collaborative Inquiry", which included a focus on Literacy or Numeracy. Through the collaborative inquiry, school teams reflected on student learning that involved effective questioning, assessment and evaluation and feedback.



Student Learning Scans

Throughout the past year, twelve school communities were engaged in "Student Learning Scans" conducted by the Superintendents, SEF Lead Principals and Vice-Principals. The format designed through the implementation of the scans allowed for the opportunity to dialogue with teachers regarding students' strengths, weaknesses and instructional practices. The scan also afforded us the opportunity to engage students in discussion regarding their own learning and to celebrate the tremendous growth in evidence-based strategies.

Student Work Study Initiative

The purpose of the *School Work Study Initiative (SWSI)* is to learn about:

- The characteristics of student work from Level One through Level Two and into Level Three.
- The type of feedback to students that results in improved work.
- The type of tasks and prompts that result in students improving their learning towards the provincial standard.
- How students who are achieving Level Two work and think in reading, writing and math.



The *Student Work Study Teacher (SWST)* collaborates with the classroom teacher to share observations of how students approach their work, determine the learning needs of the students and provide specific feedback and coaching to students in order to improve their work. It is a co-learning model whereby the teachers learn from the student work.

iPod Project via Schools in the Middle

Students have been incorporating the iPods in their writing process to help with peer revision.

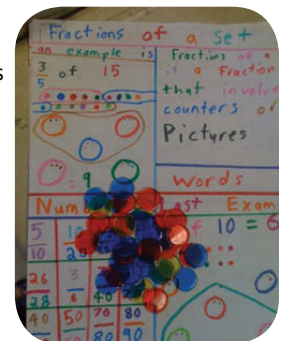


Priority Schools

Throughout our system, schools have been designated as priority schools requiring additional support and attention. The designation is assigned after scrutiny of EQAO data, PM Benchmark data, Comprehensive Assessment Survey Instrument (CASI) data, Ontario Focused Intervention Partnership (OFIP) designation as well as School Improvement Plans. Board Strategy Team (BST) members and Consultants work collaboratively with Principals to design effective professional learning community meetings focused on evidence-based classroom strategies, effective assessment and evaluation practice, as well as other capacity-building activities.

S.T.A.R. Tutoring Program (Student Tutoring Achieving Results)

Our partnership with the Windsor-Essex Chapter of the Learning Disabilities of Ontario continued throughout 2011. As a result, we have hosted tutoring programs for students in Grade 4, 5 and 6 in schools throughout our Board. Students attended two-hour sessions, two nights per week, in two different locations throughout Windsor and Essex County. There was also an Adaptive Technology Facilitator at each site, who worked with teachers and students to provide direct instruction on how to effectively integrate adaptive software in a learning environment.



Activities that support these strategies may include job-embedded professional learning as well as co-planning, co-teaching and co-debriefing through accessing Board support.

The Learning Disabilities Association of Ontario (LDAO) also designed a program for students with learning disabilities in conjunction with the Focus on Youth Program. This initiative focused on literacy and incorporated the use of

Innovative Programs to Support Success for all Students K-12

technology to strengthen students' willingness and ability to use technology to support their learning. These "Technology Camps" were offered in one city and one county location throughout the summer months.

This year we also formed a partnership with Frontier College who facilitated an After-School Homework Club at Queen of Peace Catholic Elementary School in Leamington. This camp was designed to support students in Grade 4 - 7 with the completion of their homework. It was very successful and well received in the school community.

Summer Success Literacy Camp

Throughout the month of July 2011, sixty students from Grade 1 to Grade 6 participated in a *Literacy Camp*. This *Literacy Camp* is designed to provide students with extra literacy instruction. Several teachers employed in this camp utilized technology in order to engage and motivate students integrating their learning styles into the delivery of the instruction. Seven teachers diligently prepared excellent learning opportunities with an emphasis on literacy skill development for the students enrolled in this program. Pre and post assessment data clearly indicated that the *Literacy Camp* had a positive impact on student literacy skill development as well as self-confidence and attitudes toward reading.



The Yellow School Bus Camp

In conjunction with the Focus on Youth Initiative, a number of students from three urban school communities were involved in a very exciting "camp" offered at Assumption College High School. The camp incorporated a number of highly engaging arts activities, recreational activities as well as learning experiences, which emphasized the development of a love of literacy. These highly engaging activities were designed and delivered under the guidance of teachers and student leaders.

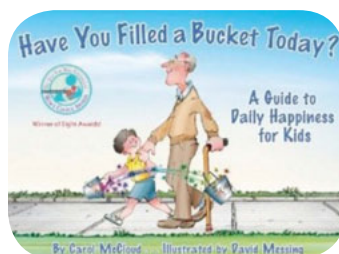
Summer Institute



Over 800 educators participated in our three-day WECD SB *Summer Institute*. Many sessions included a "Make and Take" component in the areas of Catholicity, Literacy, Numeracy, Assessment, Kindergarten, Combined Grades, Special Education, Differentiated Instruction, Technology and Tips for Classroom Routines.

In August at our *Summer*

Institute, the Board held a parent evening highlighting Carol McCloud, the author of "Have You Filled a Bucket Today?". The evening was engaging and each family received a signed copy of Carol's book.



Peer-Assisted Learning Strategies (P.A.L.S.)

The Ontario Psychological Association (OPA) student assessment project (2007) provided school Boards across the province with a unique opportunity to address growing waitlists and wait times for psychological assessment services. The Board, like many other school boards within the province, had been experiencing a backlog of referrals for psychological assessment for many years when the OPA project funding was introduced. The emphasis of the WECD SB OPA plan was to implement and evaluate the success of a pilot reading intervention/prevention program as a means by which to reduce waitlist numbers and wait times for services. Reading was specifically targeted, as reading problems have traditionally been the primary presenting reason for referral for psychological assessment. Through a combination of early screening, progress monitoring, and instruction that is responsive to emerging learning problems, many later diagnosed Learning Disabilities can be prevented. The *Peer-Assisted Learning Strategies (PALS)* reading program was chosen as being best suited to meet the unique needs of our system. It is consistent with the inclusion philosophy of the Board, and can be used to meet the needs of all learners.

Our experience with the PALS reading programs has been an overwhelmingly positive one. We have come to appreciate its versatility and its many applications. Countless examples of the potential of the programming now exist. Used properly and with good fidelity, PALS has proven to be effective in preventing and remediating reading difficulties. The data is unequivocal. In the years since its inception, it has become the cornerstone of a broader system emphasis on early intervention and prevention programming in reading: that is, as a Tier 1 intervention in a Response to Intervention (RTI) model. This year the intention is to ensure that the programming is indeed being used remedially as a Tier 2 intervention and that data is collected to demonstrate gains made. As we learned through the Council of Ontario Directors of Education (CODE) project in 2010, instruction that is responsive to needs and provided at a young age can bridge the skill gap demonstrated by at-risk students. Five-week blocks of intervention accomplished this goal.

Data remains key to instructional decision making. To determine whether appropriate interventions have been implemented and whether instruction is responsive to individual needs, we have moved away from using summative measures for decision making purposes. Formative assessment tools are currently being used. These Curriculum Based Measurement (CBM) tools are better suited to the goals of monitoring student progress and making decisions about the timeliness and appropriateness of interventions recommended. As these are quick and easy-to-administer, these do not take away from valuable intervention time. It has become clear that the CBM tools used provide unique data that enhance the interpretability of other Board data collected. We have been able to set targets by Grade, revise these each year, and add measures to evaluate the essential components of reading.

SEA (Special Equipment Amount) Funded Assistive Technology

SEA funded computer technology provides students with the opportunity to access curriculum through the use of specialized software. All training sessions are adapted to meet the individual learning needs of students. Peer teaching in the form of Computer Leadership Groups and SEA Technology Fairs have been used to increase awareness of computer applications and create a sense of inclusion among students using SEA funded computer technology. Students work together to share their knowledge with others and gain self-confidence about their abilities. Individual and small group lessons also help students refine their skills with text to speech and organizational software. Practice sessions for students participating in the Grade 3 and 6 Assessment of Reading and Writing and the Ontario Secondary School Literacy Test are held each winter and spring. Students use assistive computer technology to complete literacy activities in preparation for EQAO testing. Voluntary workshops and individual sessions are offered for teachers, parents and support staff to provide an opportunity to review and become familiar with the software that students use to access curriculum. Software manuals, videos and information sheets have also been created to aid in the professional development of staff.

Innovative Programs to Support Success for all Students K-12

Leading Student Achievement Project (LSA)

Leading Student Achievement (LSA) is a project developed by the provincial principals' associations (ADFO, CPCO, and OPC) in partnership with and funded by the Student Achievement Division, Ministry of Education, and supported by Curriculum Services Canada. In 2011, the Windsor-Essex Catholic District School Board began an LSA project with a principal learning team consisting of six elementary principals. An action research project is being conducted in two schools examining the utilization of diagnostics, gap closers, and differentiated instruction and assessment practices to assist in increasing student achievement through a pilot project in the Grade 7 numeracy program. The principal learning team will engage in the collaborative inquiry process to effectively use data to inform and drive the strategies used to engage the learners to increase student achievement.

e-Learning, Blended Learning, Homework Help, Digital Resources

The Homework Help Grade 7-10 Math project that was introduced in 2010 has expanded to include the promotion of *e-learning, blended learning, and the use of digital resources*. The eLC (e-Learning Contact) will co-ordinate and lead the Board's continuation of the provincial e-learning strategy, the implementation of blended learning; the continuation of Homework Help; and the distribution of digital resources and tools provided by the Ministry including Ontario Educational Resource Bank (OERB) resources and Ontario Software Acquisition Program Advisory Committee (OSAPAC) resources. The Board through the eLC will examine our current e-learning opportunities and will explore providing access to courses that are otherwise inaccessible. The Board will pursue increasing the capacity of teachers to provide blended learning opportunities for students (up to 25% of Grade 7-10 teachers in 2011-12). The Board will continue to provide equal access to the Homework Help site for our Grade 7-10 math students to assist in improving student achievement in mathematics. The Board will promote the use of Ministry-provided digital resources to increase digital literacy among the stakeholders and to develop 21st century learning skills in teacher and student practice.



Paths to Peace Initiative

The Paths to Peace: War of 1812 Arts Legacy Project is an international education and art program commemorating the bicentennial of the War of 1812. Stella Maris Elementary School's Grade 7 - 8 students, their teachers and their principal in collaboration with the Board's Arts & Social Science Differentiated Instruction (DI) consultant, are working with students and teachers from the Greater Essex County District School Board and Bellevue City School District, Bellevue, Ohio. The community partners include National Park Service Perry's Victory and International Peace Memorial and Artrain, Inc. along with Chatham-Kent and Windsor Essex – 1812 Southwest Ontario Region, the City of Amherstburg, Fort Malden National Historic Site, Parks Canada and Six Nations Legacy Consortium. Paths to Peace aims to provide a life-long learning experience while educating future generations

about an important piece of North American history that is fairly unknown to both American and Canadian residents. It will connect students to the concrete historical sites, the social and cultural milieu of the time, the war's outcome of 200 years of peace and result in the creation of artworks both visual and performing, speaking to that legacy. Students and staff from the Windsor-Essex Catholic District School Board traveled to Put-in-Bay, Ohio, in October to meet with their American counterparts and the American students and staff will travel to Windsor in May. In the interim, students will keep in touch through technology and spend six months researching their respective community's ties to the War of 1812, artists/craftsmen of the times, peace movements and international relations. Students will explore various art forms – visual, media, performing and literary - to create work reflecting their observations and interpreting their experience. *Paths to Peace* will culminate in May, 2012 with Paths to Peace Art Fests where the students will present their artwork to the general public at the War of 1812 historical sites in Canada (Fort Malden) and the USA (Perry's Victory and International Peace Memorial).

Parent Reaching Out Regional Grant

The Parent Reaching Out (PRO) Grant is designed to "support parents in identifying barriers to parent engagement in their own community and to find local solutions to involve more parents in support of student achievement and well-being". This year's project was done in collaboration with the Board and *Ensemble* to develop a DVD entitled, "Did You Know?". The goals and objectives of the DVD project was to create an increased level of sensitivity in school around the impact of having a child with special learning needs, to produce a tool that could be used as part of ongoing training and professional development that would assist Board personnel in recognizing the stresses, hurdles, challenges and issues that families encounter throughout their child's life, and to strengthen the relationship, including communication and trust, between parents and school/ Board personnel.

The DVD was launched in the Fall of 2011 and was well received by the Board of Trustees, Parents, Board Personnel, Special Education Advisory Committee and Community Partners. It has since been posted on the Board's website, YouTube and Windsor-Essex Community Living website.

Student Mental Health and Well-Being

In the 2010-11 school year, the Board began with the first stages of a long term implementation plan to create a system-wide awareness of mental health issues effecting children and youth within our school communities. To date, the Board supported the addition of a Consultant of *Student Mental Health and Well-Being*, held our first system-wide webcast featuring Dr. Leonardo Cortese, Chief and Clinical Director of Specialized Mental Health Programs; collaborated with OZAD, community partners and school Boards via our Student Support Leadership Initiative (SSLI) to host a second annual Mental Health Symposium; implemented a proactive social/emotional program entitled *Friends For Life* in nine pilot sites and now in all Grade 4 classes; trained school/Board-based personnel in the Friends For Life program; implemented "My Health" online magazine in all secondary schools; provided workshops at the Summer Institute and various professional development sessions; collaborated with public health nurses, Windsor-Essex Community Health Centre and Family Services Windsor; and continue to support Getting Along Digitally and What's With Weed program.

In the 2011-12 school year, the intention is to go deeper and educate school and system personnel on what they can do in their daily encounters with students and



Innovative Programs to Support Success for all Students K-12

what is available within our community. A second system-wide webcast was held on November 18, 2011 that included a panel of six experts from the Board and the *Community Health Providers* in the area of student mental health.

Collaborative Inquiry Learning in Math – CIL-M:

Sixteen teachers and four principals/vice-principals from four schools are involved in a new Ministry initiative with Board support in learning about Math through a “lesson study” format. The Math Curriculum and Big Ideas associated with the three-part Math lesson, problem solving, student work and student voice are the key features in this numeracy initiative. Teachers co-plan, co-teach and co-debrief while networking with other colleagues.

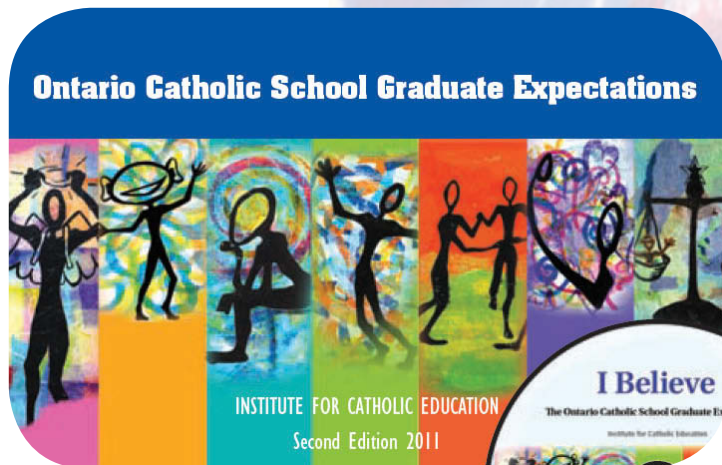
French Immersion Program

The *French Immersion Program* in both elementary and secondary schools continues to grow. St. Mary Catholic Elementary School in Maidstone offers full-day, every-day French Immersion classes from Junior Kindergarten to Grade 6 this year. St. Anne Elementary School, in the Walkerville area continues to flourish.

St. Thomas of Villanova, Cardinal Carter, St. Anne and St. Joseph’s Secondary French Immersion students continue to work closely with our two elementary French Immersion schools. Our French Immersion students have participated in many activities showcasing our French heritage.

NTIP – New Teacher Induction Program

The *New Teacher Induction Program* supports new elementary and secondary teachers in their professional learning. Participants benefit from professional development opportunities in the areas of Classroom Organizational Strategies, Mentoring, Assessment and Evaluation, Safe Schools, and Special Education. As part of our differentiated approach to professional development, new teachers are able to participate in a session of their choice, such as Effective Practices for French as a Second Language (FSL), Differentiated Instruction, Kindergarten, Effective Literacy and Numeracy Blocks, and Using Technology. Catholicity is an important facet of each session. Participants also receive professional resources and have chosen a mentor who will be available to offer practical support throughout the program.



Education Quality Accountability Office (EQAO)

Grade 3 & 6 – Literacy/Numeracy:

Reading, Writing and Mathematics, Primary Division (Grades 1-3)

In our Grade 3 cohort 65% of our students achieved a level three or level four in the area of Primary Reading, 73% in Writing and 69% in Mathematics. In all areas of Reading, Writing and Math, Grade 3 students met the provincial achievement level.

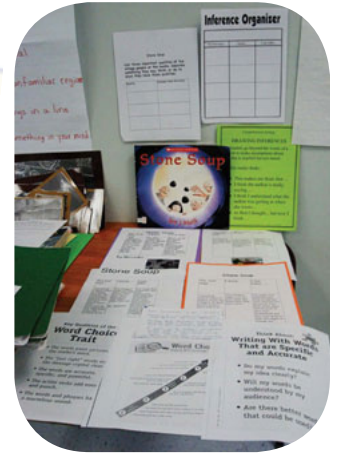
Reading, Writing and Mathematics, Junior Division (Grades 4-6)

In our Grade 6 cohort 72% of our students achieved a level three or level four in

Reading, 71% Writing, and 59% in Mathematics. Our Grade 6 students exceeded the provincial level of achievement in the area of Mathematics.

Key Board/school strategies implemented during the 2010-2011 school year to support reading and writing instruction included:

- Professional Learning Community (PLC) meetings, which focused on student work, teacher moderation and instructional strategies.
- Implementation of Cycles of Instruction to engage teachers in higher order thinking strategies such as making connections, making inferences and point of view.
- Board Strategy Team supporting teachers and students in the analysis of data and implementation of evidence-based strategies through job embedded professional development.
- Implementation of Collaborative Inquiry in collaboration with the Schools in the Middle Ministry initiative and support from the Literacy Numeracy Secretariat.
- Developing the capacity of educational leadership.



Early Primary Collaborative Inquiry

Our *Early Primary Collaborative Inquiry* was a continuation of the inquiry we began in the 2009-2010 school year. The seven teachers involved the previous year were able to work with additional teachers from their school sites to provide support and the ‘voice of experience.’ Collaboration was facilitated by the use of various types of groupings; at times the teachers met in school-based groups, and at other times in Grade-level groups.

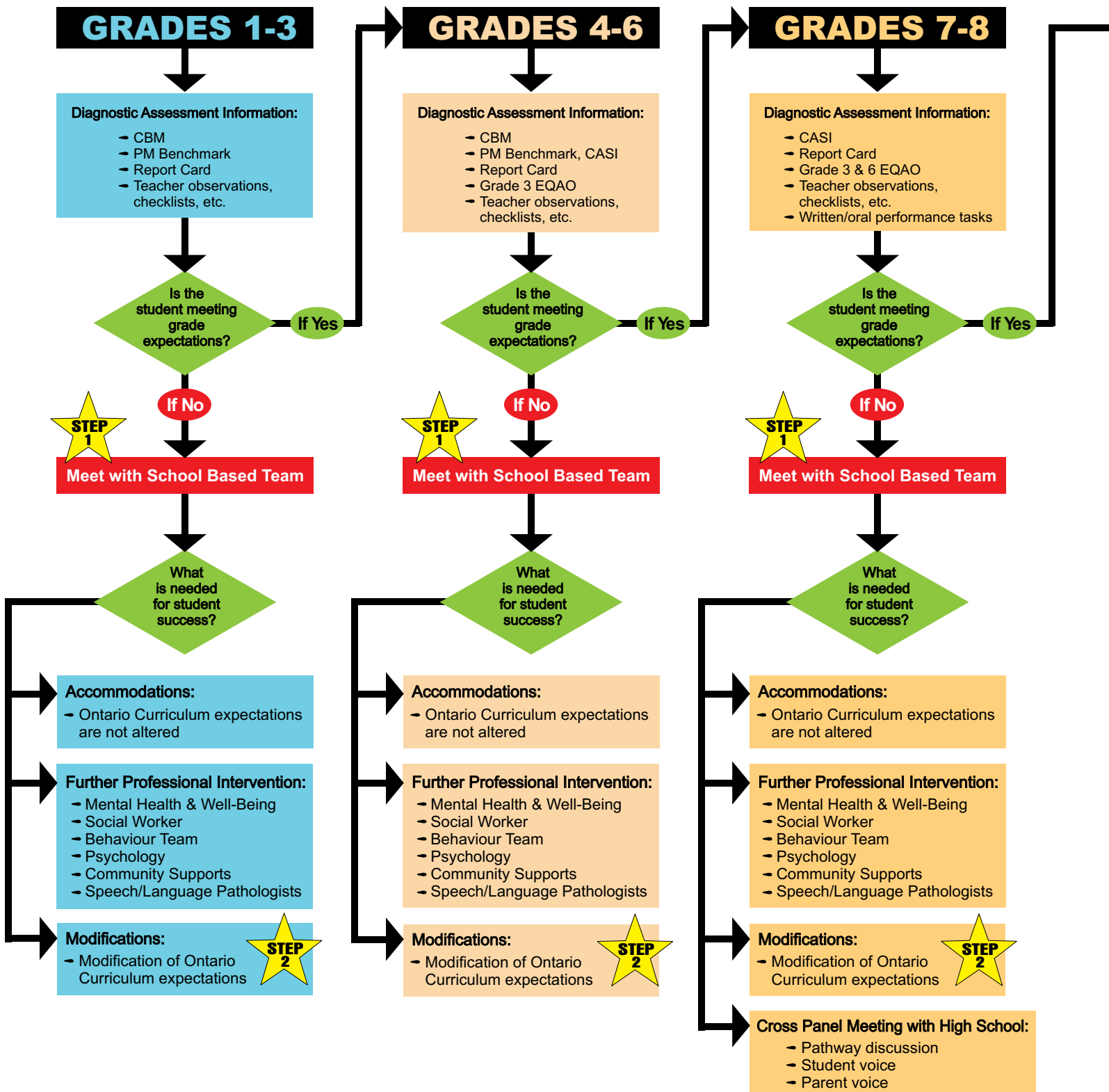
In our inquiry, we continued to focus on the development of high-level vocabulary related to the themes of Belonging, Kindness, and Goodness, and we added the theme of Gratitude. Many of the students were involved for a second year, therefore we also developed additional sets of literature-based lessons. We continued to follow the model demonstrated in the Literacy Numeracy Secretariat (LNS) Webcast, Kindergarten Matters: Planned, Purposeful and Playful Talk. The read-aloud lessons were designed to be completed within the literacy block (Grade 1 and 2) or during the read-aloud learning opportunities incorporated into the Kindergarten program.



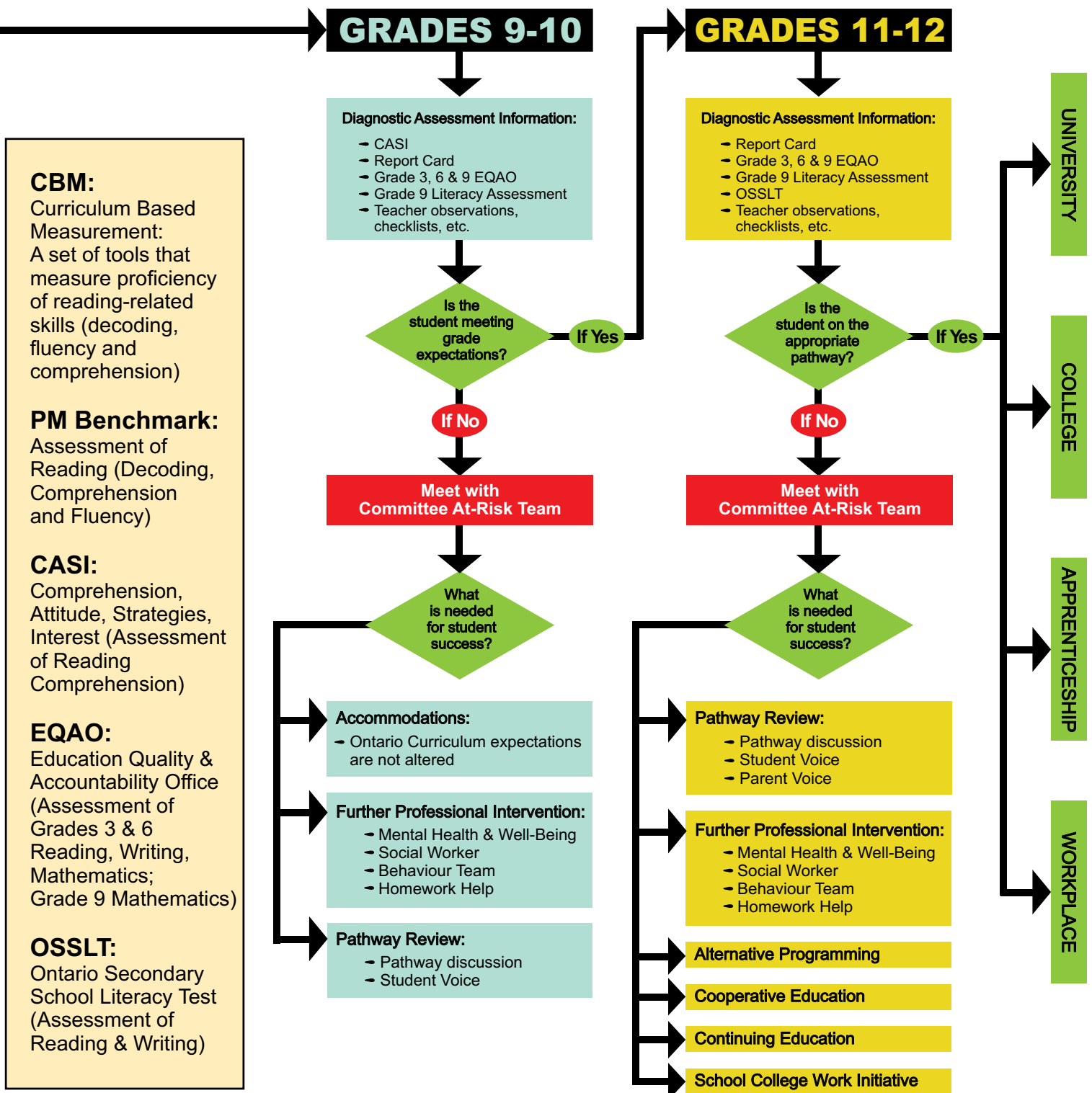


WINDSOR-ESSEX
CATHOLIC
DISTRICT SCHOOL BOARD

WECDSB Model of



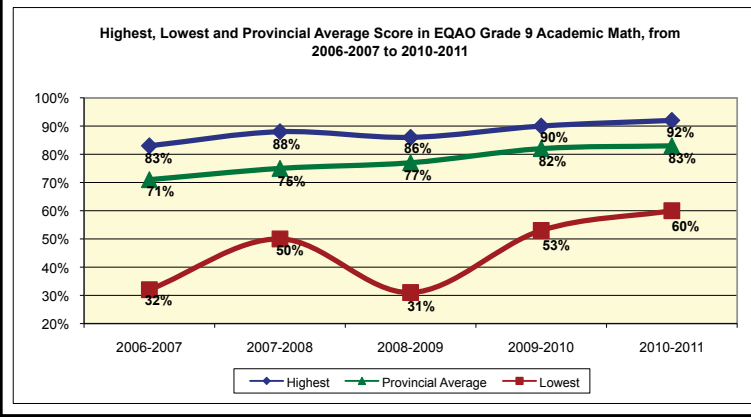
Diagnostic Decision Making



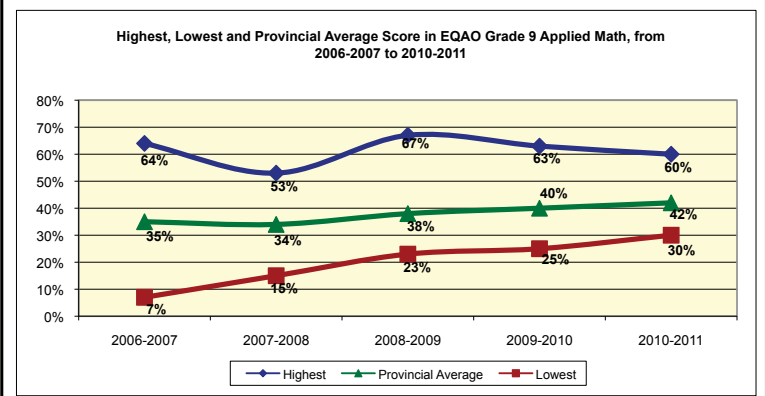
EQAO Assessment Grade 9 and 10: Provincial English-Language Board Level Results

Highest, Lowest and Provincial Average English-Language Board Level Results based on Percentage of Students at Levels 3 and above, 2006-2007 to 2010-2011

Grade 9 Academic Math	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Highest	83%	88%	86%	90%	92%
Provincial Average	71%	75%	77%	82%	83%
Lowest	32%	50%	31%	53%	60%



Grade 9 Applied Math	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Highest	64%	53%	67%	63%	60%
Provincial Average	35%	34%	38%	40%	42%
Lowest	7%	15%	23%	25%	30%



Source: Data for Grades 3, 6 and 9 is sourced from the Education Quality and Accountability Office (EQAO) and is based on suppressed data.

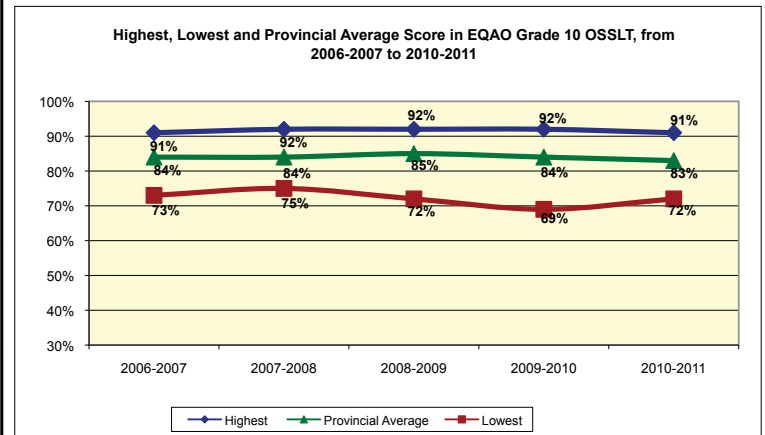
* Percentages are represented as a percent of all students (method 1) within the context as per EQAO with suppression rules applied.

This report has been provided for the purpose of updating Directors' Annual Reports.



Highest, Lowest and Provincial Average English-Language Board Level Results based on Percentage of Students that Successfully Passed the OSSLT, 2006-2007 to 2010-2011

Grade 10 OSSLT (First-Time Eligible)	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Highest	91%	92%	92%	92%	91%
Provincial Average	84%	84%	85%	84%	83%
Lowest	73%	75%	72%	69%	72%

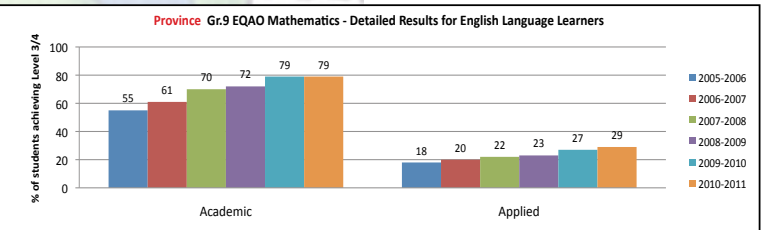
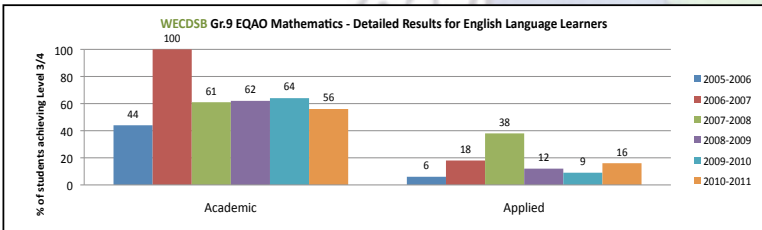
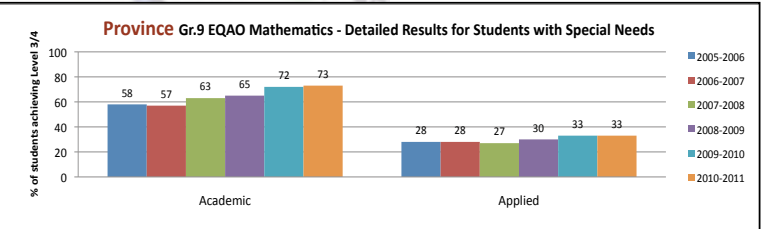
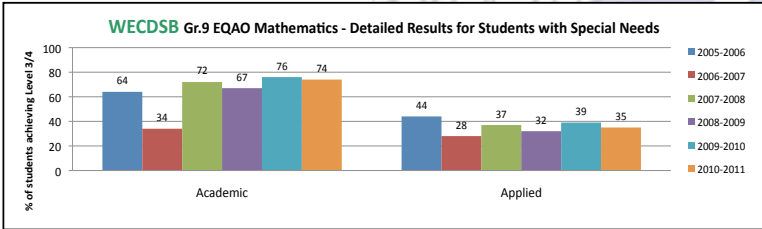
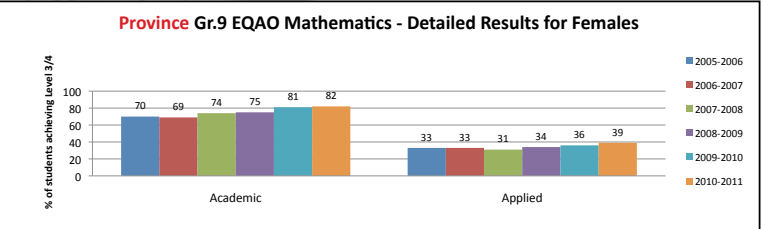
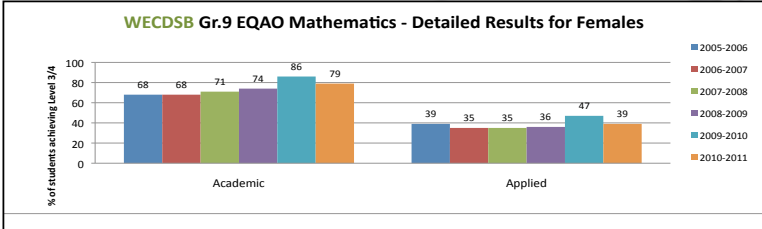
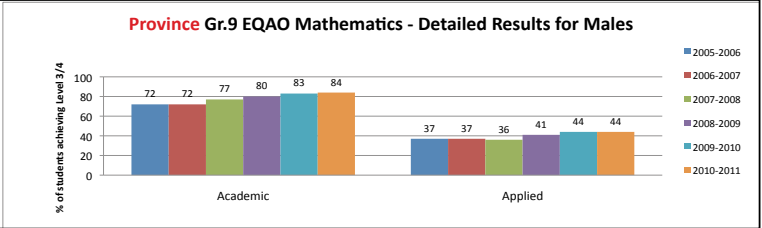
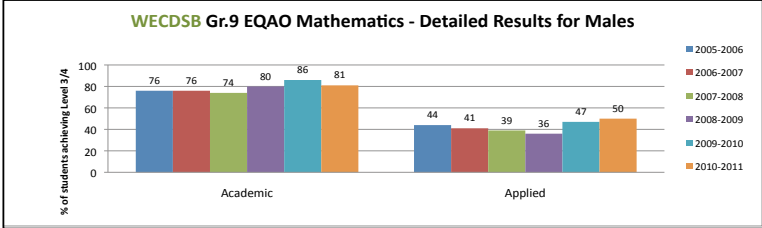
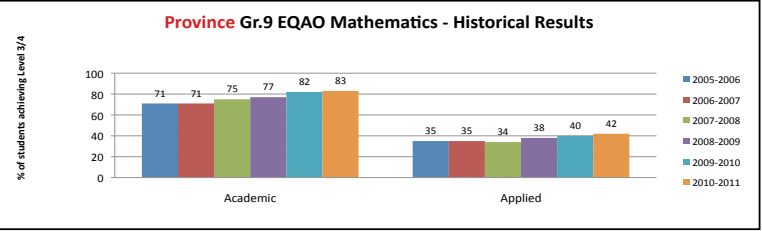
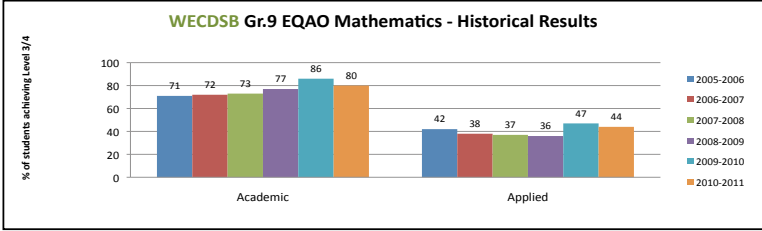


Source: Data for Grade 10 OSSLT is sourced from the Education Quality and Accountability Office (EQAO) and is based on suppressed data.

* Percentages are represented as a percent of all participating students (method 2) within the context as per EQAO with suppression rules applied.

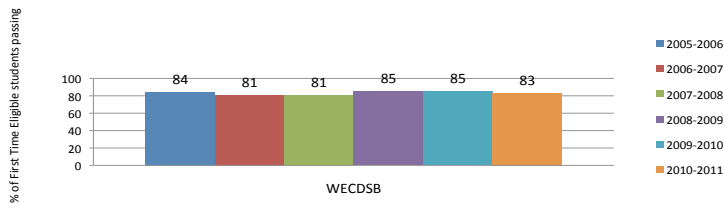
This report has been provided for the purpose of updating Directors' Annual Reports.

EQAO Assessment – Grade 9: Windsor-Essex Catholic District School Board and Provincial Results

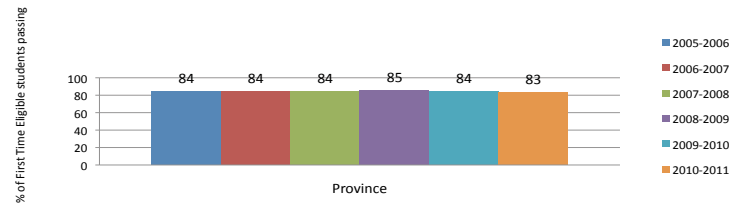


EQAO Assessment – OSSLT: Windsor-Essex Catholic District School Board and Provincial Results

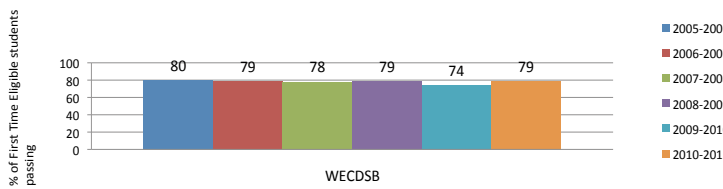
WECDSB OSSLT/EQAO - Historical Results



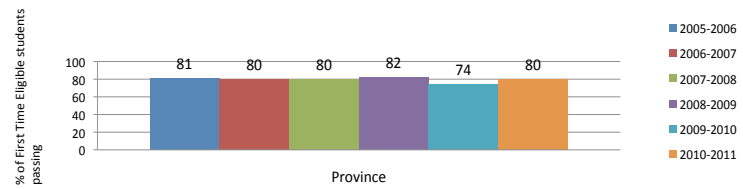
Province OSSLT/EQAO - Historical Results



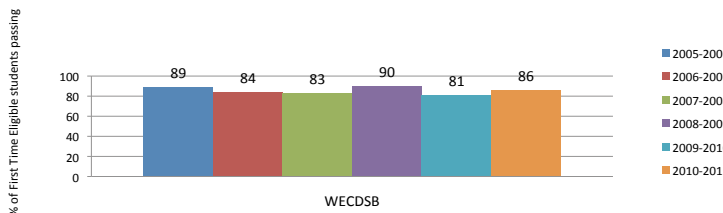
WECDSB OSSLT/EQAO - Detailed Results for Males



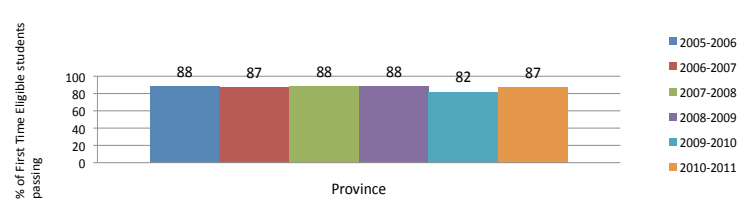
Province OSSLT/EQAO - Detailed Results for Males



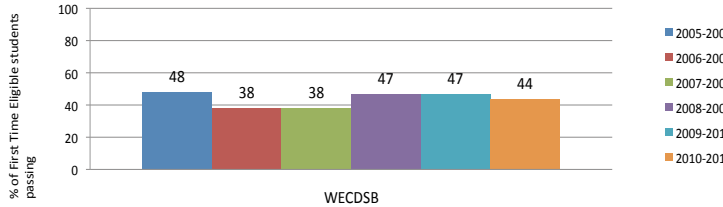
WECDSB OSSLT/EQAO - Detailed Results for Females



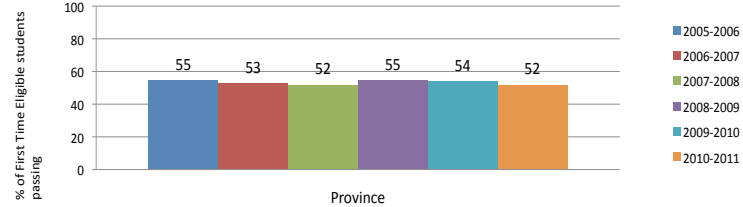
Province OSSLT/EQAO - Detailed Results for Females



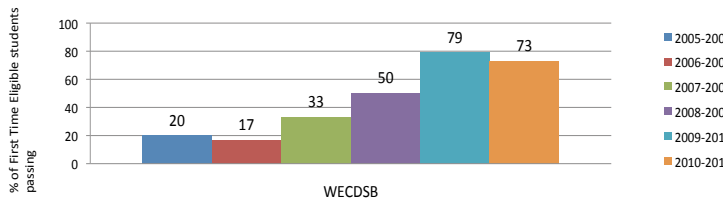
WECDSB OSSLT/EQAO - Detailed Results for Students with Special Needs



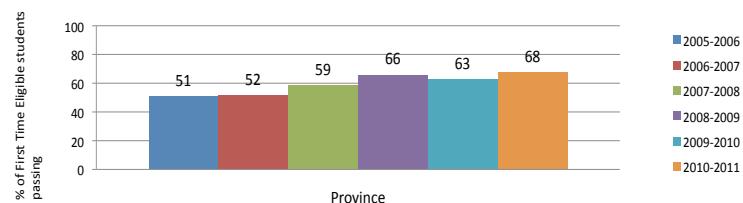
Province OSSLT/EQAO - Detailed Results for Students with Special Needs



WECDSB OSSLT/EQAO - Detailed Results for English Language Learners

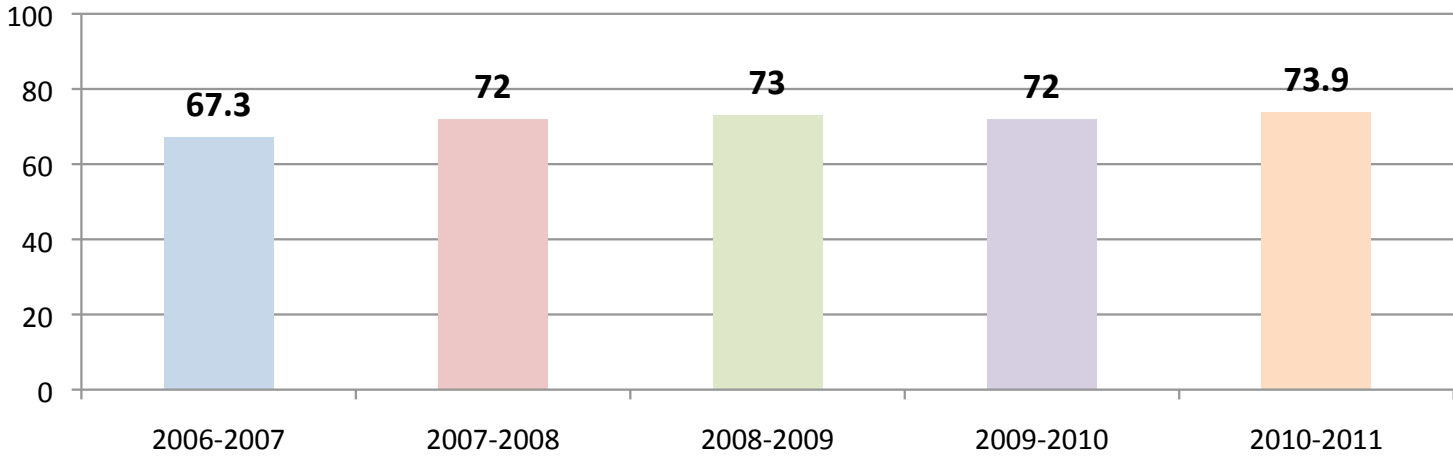


Province OSSLT/EQAO - Detailed Results for English Language Learners



Grade 10 Credit Accumulation

WECDSB Grade 10 Credit Accumulation - Historical Results
% of Students Achieving 16 credits by the end of Grade 10



Innovative Programs to Support Success for all Students K-12

Ministry of Education Teaching Learning and Leadership Program projects (TLLP)

The *Teacher Learning and Leadership Program* (TLLP) is an annual Ministry of Education funded project-based professional learning opportunity for experienced classroom teachers.

The program funds proposals from classroom teachers who seek a peer leadership role in curriculum, instructional practice or supporting other teachers. The three goals of the program are to create and support opportunities for teacher professional learning, foster teacher leadership and facilitate the sharing of exemplary practices with others for the broader benefit of Ontario's students. The Windsor-Essex Catholic District School Board is the recipient of two TLLP project grants. New this year to the 2011-2012 TLLP program are the following:

Holy Names Catholic High School TLLP: "Equal is Not the Same: Differentiated Instruction and the Middle Learner".

The mandate of the TLLP is one of a Professional Learning Community (PLC) that is exploring the use of Differentiated Instruction (DI) to improve the engagement and involvement of the middle learner at Holy Names Catholic High School in Windsor, Ontario. The focus is on middle learners, or students in any level from *Locally Developed Programming* to the University pathway who are "getting by" in their achievement and/or engagement but are not actively involved or engaged in many lessons and activities. The PLC will do a pre and post survey and each PLC member will use the same four DI strategies and structures to see if they increase student engagement and involvement. The goal is to share the lessons, assessment strategies and DI activities with schools Board-wide.

St. Joseph's Catholic High School:

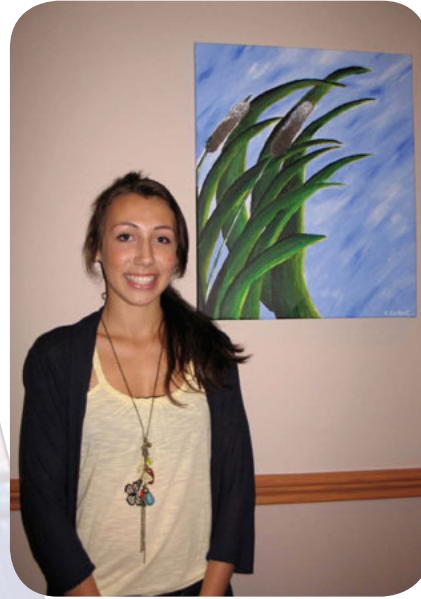
This TLLP Project centers around the pathway of Community Culture and Caring. Three School Climate Surveys were developed to gather information about bullying, harassment, diversity, and safety in the school and will be administered to students, parents and teachers. Reports will then be generated to share with the school administrative team and a plan of action will then be developed for the school.

Based on the action plans, teams will be lead by Grade 12 Social Justice students and will include representation from each Grade level. The students will be challenged to become involved in meaningful solutions that will become part of the school's programs and policies. Guest speakers will help to raise awareness as well as create informational posters, flyers, and brochures about the programs in order to address the needs expressed through the surveys.

Arts, Social Science, Differentiated Learning and Faith

Stewardship and faith was the focus of many of our *Arts and Social Science initiatives* for 2010-2011. We began a number of community partnerships and collaborations beginning with Assumption University. Students from F. J. Brennan High School created "Light" an exhibition of photographs illustrating the hope of Advent. Following this we focused on the bioregion with the Ojibway stories, paintings by students of St. Anne High School. Students drew attention to the beauty of God's creation. The

theme of stewardship was the chief focus of a collaborative project between Cardinal

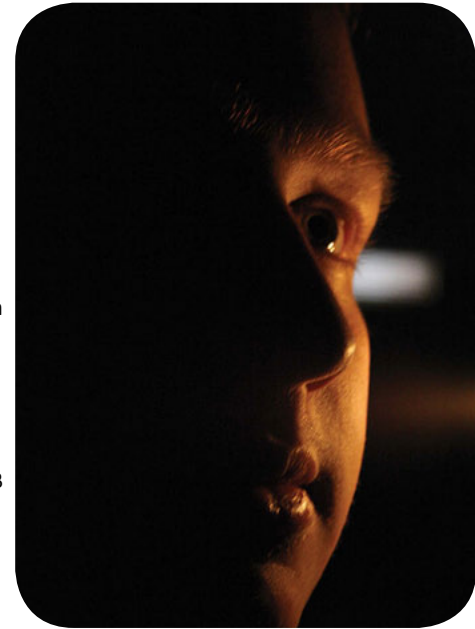


Park.

Carter High School and Point Pelee National Park in Leamington. This cross curricular collaboration with the Arts, Social Science, Technology teachers and students and the staff of the Park, involved the restoration of the dunes on the West Beach. Students catalogued and illustrated endangered species of plants for the Park literature at the visitor centre. Over the winter, in the greenhouse the students propagated seed collected in the park and then transplanted the small plants at the Park in the Spring. Students learned the importance of responsible stewardship and their story was featured in Canadian Geographic Magazine in April. They were also honoured with a national volunteer award by Parks Canada for their stewardship in Point Pelee National

WECD SB was one of a group of School Board partners who participated with the CAW to develop the first Environmental Art Exhibition for the Windsor Essex Region. The exhibition took place at Devonshire Mall followed by a Gala evening at Mackenzie Hall. Our students from Holy Names and F. J. Brennan Secondary Schools received both of the top awards for best in show for this inaugural event.

The Stratford Festival and WECD SB joined together to present an integration of English, Drama and History with teachers from St. Joseph's, Assumption College, St. Anne and Cardinal Carter Secondary Schools participating in workshops at the Catholic Education Centre (CEC) and presented by Stratford Festival actors. Teachers learned how to employ a collaborative integrated learning approach to teaching the novel addressing differentiated learning. Actors then visited individual classrooms and brought new techniques to students. This was followed by an integrated unit of study and a trip to the Stratford Festival Theatre to see *The Grapes of Wrath*, by Steinbeck, followed by a session with the play's cast. The teachers said, "It was a great reminder how to be creative and engaging in the classroom".



Innovative Programs to Support Success for all Students K-12



SPECIALIST HIGH SKILLS MAJOR (SHSM) PROGRAMS

The *SHSM* is a Ministry approved specialized program that allows students to focus their learning on a specific economic sector while meeting the requirements for the Ontario Secondary School Diploma (OSSD) and assists in their transition from secondary school to apprenticeship training, college, university, or the workplace.

Every *SHSM* must include the following five components:

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

Benefits to students enrolled in a SHSM Program:



- Gain important skills on the job with actual employers, at skills training centers and at school
- Earn valuable industry certifications, including first aid and CPR qualifications



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

- **Agriculture:** Cardinal Carter
- **Arts and Culture:** F.J Brennan
St. Joseph’s
- **Business:** Holy Names
- **Construction:** Cardinal Carter
- **Energy:** St. Anne
- **Environment:** St. Anne
- **Health and Wellness:** St. Joseph’s
- **Hospitality and Tourism:** Assumption College
- **Information and Communication Technology:** St. Anne
St. Thomas of Villanova
- **Sports:** F.J. Brennan



Urban and Priority High School Grant

Catholic Central High School is the recipient of The *Urban and Priority High School Grant* made possible by the Ministry of Education. The *Urban and Priority High School Grant* funding allowed the Board and the school to put in place a variety of additional academic programming and extra-curricular opportunities for students. As a result of the additional funding, Catholic Central has implemented an English Language Learner Support Centre to close the achievement gap for English Language Learners (ELL) in literacy and numeracy and serve as a bridge between English as a Second Language/ English Language Development (ESL/ELD) program teachers and mainstream classroom teachers. Support is provided that not only meets the specific needs of English Language Learners, but also addresses the specific dynamics of a mainstream classroom. Funding from the grant also enabled the school to run enhanced summer academic programming and leadership experiences for the students of Catholic Central. This past summer three groups of students were offered unique summer programming opportunities:

- Sixty-five students had the opportunity to be enrolled in a specialized summer school program that consisted of Physical Education for Grade 8 students transitioning into Grade 9 and a Physical Education course for English Language Learners. Another was the Guidance Peer Leadership course for students from Grade 10 to Grade 12.
- 100 students have been and will continue to be involved in “Challenge Day”. The goal is to build empathy and compassion in students. Community building and the lowering of incidences of bullying has been the outcome of this initiative.
- The Grant allows the school to continue to partner with community agencies to offer programs like “Co-Options” provided by the Teen Health Centre. Grade 11/12 students are involved in workshops that included communication, stress management, conflict management, nutrition, making good choices, and other life skills. The activities emphasized the importance of teamwork and physical fitness, as well as our global responsibility to the environment.

Innovative Programs to Support Success for all Students K-12

Urban and Priority High School Grant cont'd

The grant has allowed for the G.A.I.N.S. room (Guidance, Academics, Independence, Next Steps and Success) to be staffed by a behaviour specialist and a Student Success teacher to serve both the academic, behavioural and social needs of students in order to support success in the mainstream classes. The Student Success Teacher (SST) works with students on the academic component and issues related to classes.

The program allows for alternative to suspensions, individual and group counseling for attendance, tardiness and homework completion, as well as developing organizational and effective communication skills. In this role, the behaviour specialist also provides specific strategies to teachers to support a positive classroom environment. In addition, information, strategies and tips are provided to staff that are specific to the socio-cultural context of the school.

The grant allows for additional professional development for staff to occur in areas that are relevant to the lives of our students. The entire staff received training on strategies to identify and deal with mental health issues that directly affect student performance. Teachers have also received training in implementing the "Friends for Life" adolescent program to enhance pro-social skills and good decision-making strategies.

Differentiated Instruction – Job Embedded Professional Development

Secondary differentiated instruction support teachers were assigned to facilitate job-embedded professional development. These teachers play a key role in supporting classroom teachers as they demonstrate differentiated instructional and assessment strategies to support Grade 9 and 10 applied classes. Examples of these strategies include tiering, using anchor charts, and creating choice boards to engage the learner by facilitating paired and grouped activities. The coaching model of co-planning, co-teaching and co-debriefing has assisted the secondary teachers in the Literacy and Numeracy area in Grade 9 Mathematics and from a cross-curricular perspective in Grade 10 applied History, Grade 10 open Catholic Studies, Grade 10 applied Science.

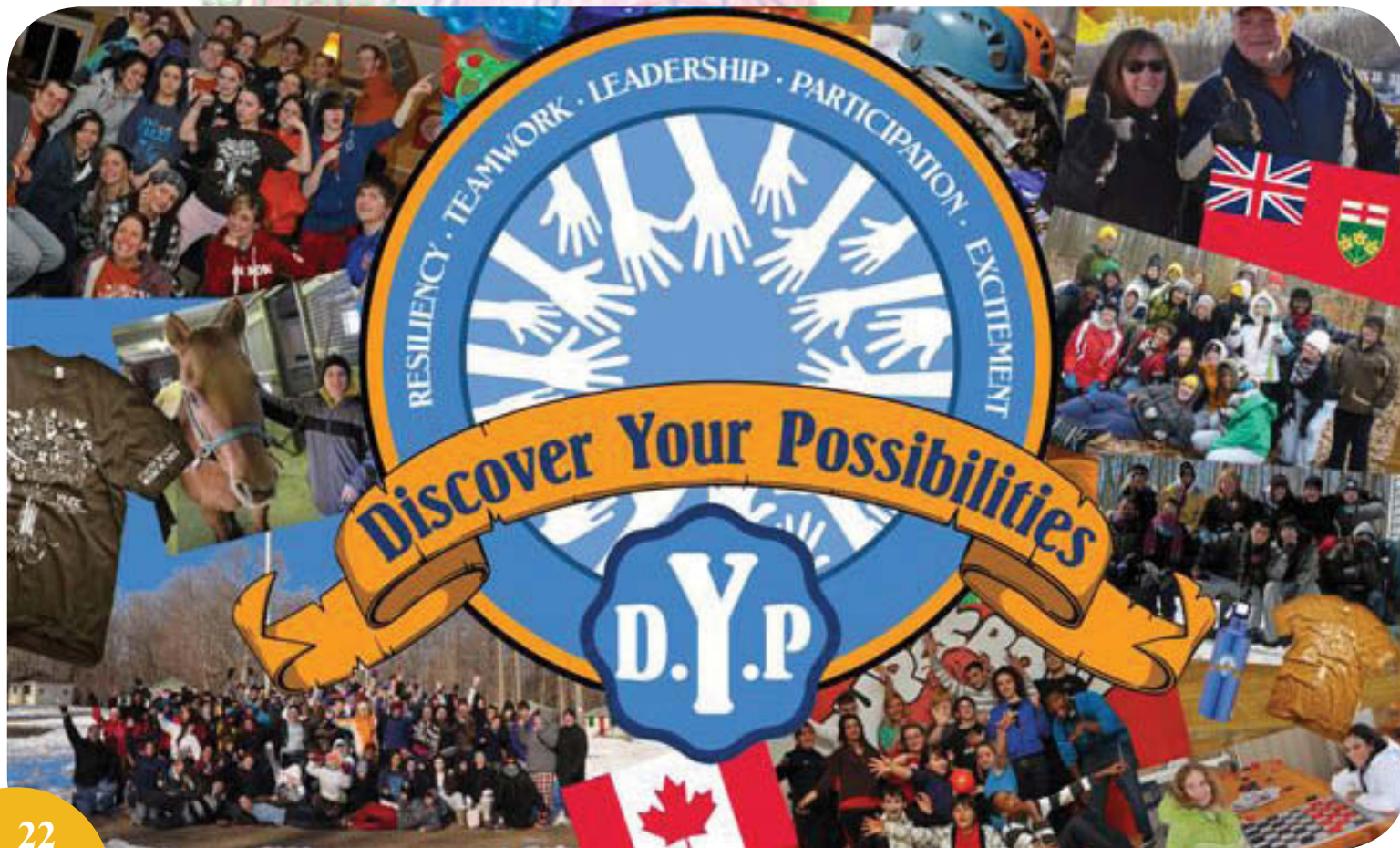
In Grade 9 applied Mathematics, teachers participate in a Professional Learning Cycle (PLC) along with the Numeracy Support Teachers to create an "open response" question along with strategies to support their learners. They continue to focus on student achievement in all areas of the Grade 9 program through diagnosing, providing interventions to close the gaps, and particularly focusing on "problem solving" by collaborating with colleagues in student moderated marking sessions.

In Grade 10 applied Science, History, and open Catholic Studies, teachers participate in a Professional Learning Cycle (PLC) along with the Literacy Support Teachers to support the Grade 10 applied English learners through teaching explicit reading strategies so that students are helped in their development of "making connections," summarizing and inferring by collaborating with colleagues in student moderated marking sessions.

Discovering Your Possibilities Project (DYP)

DYP is a Student Success initiative that focuses on building resilience and protective factors in disengaged Grade 10 students who are identified as being in risk situations. The project is a joint partnership with the University of Windsor's Faculty of Education (LEAD teacher candidates) the Faculty of Kinesiology students, and from the Windsor-Essex Catholic District School Board, the Student Success teachers and Kathy Furlong, Principal of St. Thomas of Villanova Secondary School. The Grade 10 students are mentored both academically and socially by the LEAD teachers and the Kinesiology students through opportunities to participate in organized activities designed to enhance self-esteem, develop resiliency skills, experience leadership opportunities and promote healthy and active lifestyles.

Such activities include the Ropes course, therapeutic horseback riding, P.A.R.T.Y. program and Challenge Cup. In 2011, the DYP benefitted from a generous



Innovative Programs to Support Success for all Students K-12

grant from the Ministry of Correctional Services allowing the Windsor Police Services community liaison officers to attend a leadership camp in Orillia with the Grade 10 student participants as well as the rest of the DYP team.

Dual Credits

Dual credit programs are intended to assist secondary school students in the completion of their Ontario Secondary School Diploma (OSSD) and provide a successful transition to college and apprenticeship programs. As well, students in Specialist High Skills Major (SHSM) programs and the Ontario Youth Apprenticeship Programs (OYAP) are eligible to enrol. Enrolment in half or full-day Co-op allows greater flexibility to participate. To participate, the student must be referred to the program through the School Student Success Team. St. Clair College will not accept applications directly.



In 2011, 72 students from various secondary schools in the Windsor-Essex Catholic District School Board participated in the dual credit program in such course offerings as Photojournalism, Electrical Installation, Home Renovation Trade Skills, Positive Child Guidance, Radio Reporting, Early Childhood Education, Baking, Health and Wellness and Welding.



International Baccalaureate Programme (IB)

The International Baccalaureate Programme at Assumption College Catholic High School is designed as an academically challenging and balanced programme of education with final examinations that prepare students, 16-18, for success at university and life beyond. The programme is normally taught over two years and has gained recognition and respect from the world's leading universities. The IB Programme at Assumption is open to all students throughout Windsor and Essex County and begins in Grade 9 with a two-year pre-IB Programme leading into the 2-year formal IB Programme. In 2011, the IB Programme at Assumption College experienced a successful five-year review.



SpeakUp Grants – Student Voice

SpeakUp projects are grants that provide opportunities for students to creatively address issues and express themselves with the goal of positively strengthening student engagement. SpeakUp projects are intended to provide students an opportunity to lead and/or participate academically or socially in a project in order to:

- Examine and understand what helps or hinders their engagement in their learning;
- Strengthen their academic and social sense of belonging;
- Connect with the world outside the walls of their school.

SpeakUp Grant applications were successful for the following Secondary Schools:

Assumption College

Assumption Community Growers Market
Kids Helping Kids

Cardinal Carter

Inspiring Greatness in Youth

Catholic Central

CCH Carnival
Semi-Pro Intramural Soccer Tournament

Holy Names

Achievement Banners
Life Skills Community-based Phys. Ed. Class
"You're Not the Boss of Me" – Media Production

St. Anne

"Saintastic" – Student newspaper

St. Joseph's

Forest of Reading Program
Fight the Stigma
Homework Buddy Program Reloaded

St. Thomas of Villanova

DECA Debate Business Club/Villanova Green Team

WECDSB Students are Upstanders When Confronting Bullying

Throughout the school year, students participate in programs that deal with identifying and confronting bullying as well as building positive peer relationships. Through initiatives such as *Getting Along Digitally* and the *VIP* program, students are asked to consider positive choices and to do the right thing for themselves and each other.



Special presentations also give students the opportunity to consider how bullying affects the individual and the community. We have been so fortunate to have guest speakers such as Mike Neuts who recounts his very personal story about bullying. In addition, this year the Canadian Half-Pints brought their basketball skills and challenged our students to think of one another as equals and to appreciate differences.

Our commitment to ending bullying, cyberbullying in particular, was demonstrated by a flashmob performance by students from Holy Names, Catholic Central and Cardinal Carter Secondary Schools at Devonshire Mall. WECDSB educators, students and community members are dedicated to making a difference and it has not gone unnoticed.



Innovative Programs to Support Success for all Students K-12

Muskoka Woods Leadership Experience

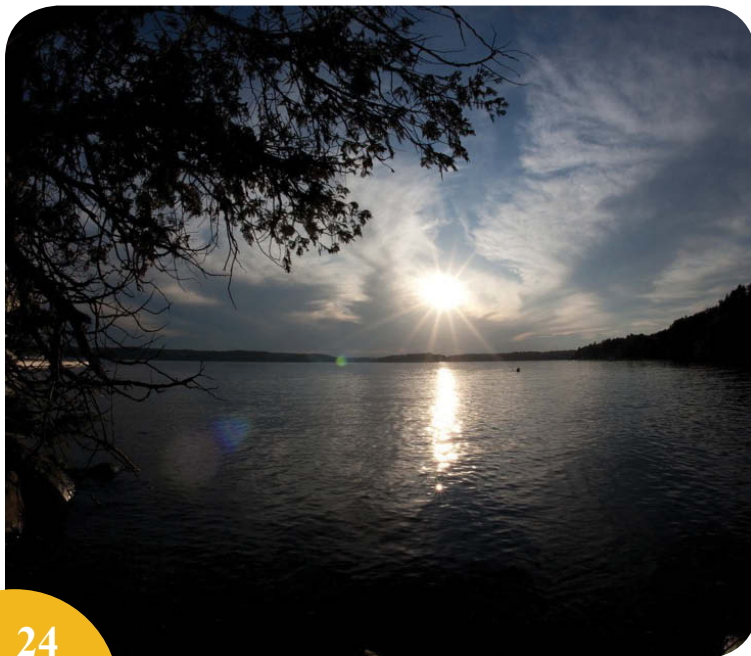
2011 celebrated the 18th year the WECDSD has partnered with the *Muskoka Woods Resort* to provide a life-changing experience for our elementary students and secondary leaders. This year over 1400 Grade 8 students under the leadership of 280 secondary students participated in a 4 day/3 night outdoor recreation experience designed to nourish the body and spirit.

So how does it happen?

How has something created 18 years ago continue to...

- provide our students with an opportunity to grow spiritually, physically, mentally and socially?
- inspire our students to change their world?
- challenge our students to be everything God created them to be?

Well, for 18 years support staff, teachers, administrators and trustees have supported and encouraged the *Muskoka Woods Experience* for the children we all serve. It is all of YOU that have made it happen – THANK YOU!



Successful Programs Implemented to Assist Students Unable to Attend Regular School that have been Suspended or Expelled

Turning Point

This is a supervised Academic Program instituted by our coterminous Board, for students to attend while they are on a long-term suspension. Students will have the opportunity to examine the reason for their suspension and to develop better ways to handle similar situations in the future. The opportunity is available for students to keep up with course work as assigned by the home school — students are requested to bring all school books with them. This program also offers the opportunity to explore problem solving techniques using the Turning Point computer program.



New Beginnings cont'd

Adolescence is a difficult time of adjustment and change for the healthiest of youth. One of the elements that can affect this developmental process is the support of a stable environment. *New Beginnings* provides our youth the opportunity to make positive adjustments through this period and supports him/her to explore positive life changes.

A Program for Expelled Students - Compass

The *Compass Program for Expelled Students* is a collaborative partnership between the Greater Essex District School Board (GECDSB), the Windsor-Essex Catholic District School Board (WECDSB) and New Beginnings (Essex County). This program is designed to address the academic and non-academic needs of expelled students from both Boards of Education. The program is designed to motivate students to understand the consequences of their behaviour, and to eliminate the negative behaviours that contributed to the expulsion. This program places a strong emphasis on counselling support with academic work. Once students reach their goals, they will be recommended for reintegration into the regular school system. The program is staffed with teachers, counsellors, social workers, and an administrator.

New Beginnings

Our Board has partnered with this community based program for the purpose of providing non-academic programs and support services for students who are suspended.



Board Polices and Procedures

In support of the Board's Multi-Year Plan, the Windsor-Essex Catholic District School Board follows a regular Policy Development, Approval and Review process. Input from staff and the community on the policy review plans or any of the policies under review is welcomed, and is of great assistance in the policy development process. Policy Development is one of the most important responsibilities of the Board of Trustees. It is a vital process in carrying out our mission of "Learning Together in Faith and Service." Policies and procedures can be viewed at the following link:

www.wecdsb.on.ca/Board-policies.asp

2011-12 Strategic Priorities Plan for Senior Administration

In support of the Board's Multi-Year Plan, the Strategic Priorities Plan for Senior Administration can be found at the following link:

<http://www.wecdsb.on.ca/pdf/senioradmin/strategic%20priorities%2020112012.pdf>



WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD

Foundations of Faith and Learning System Priorities 2009-2014

Faith Development

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

* *Our Journey to Holiness.*

Windsor-Essex Catholic District School Board

* *Ontario Catholic School Graduate Expectations.*
Institute for Catholic Education

"We will strive, as a partnership of school, family and parish, to provide our students with a quality Catholic education rooted in Gospel teachings, enabling all to grow to their potential."

Student Achievement

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

* *Healthy Active Living Education.*
Ontario Ministry of Education

"Learning together in faith and service"

The Board's Multi-year Plan can be found at the following link:

www.wecdsb.on.ca/Board-mission.asp

Catholic Graduate Expectations

A Discerning Believer Formed in the Catholic Faith Community

- illustrates a basic understanding of the saving story of our Christian faith;
- participates in the sacramental life of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
- actively reflects on God's Word as communicated through the Hebrew and Christian scriptures;
- develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good;
- speaks the language of life... "recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it." (Witnesses to Faith)
- seeks intimacy with God and celebrates communion with God, others and creation through prayer and worship;
- understands that one's purpose or call in life comes from God and strives to discern and live out this call throughout life's journey;
- respects the faith traditions, world religions and the life-journeys of all people of good will;
- integrates faith with life;
- recognizes that "sin, human weakness, conflict and forgiveness are part of the human journey" and that the cross, the ultimate sign of forgiveness is at the heart of redemption. (Witnesses to Faith).

An Effective Communicator

- listens actively and critically to understand and learn in light of gospel values;
- reads, understands and uses written materials effectively;
- presents information and ideas clearly and honestly and with sensitivity to others;
- writes and speaks fluently one or both of Canada's official languages
- uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

A Reflective and Creative Thinker

- recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
- creates, adapts, evaluates new ideas in light of the common good;
- thinks reflectively and creatively to evaluate situations and solve problems;
- makes decisions in light of gospel values with an informed moral conscience;
- adopts a holistic approach to life by integrating learning from various subject areas and experience;
- examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A Self-Directed, Responsible, Life Long Learner

- demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
- demonstrates flexibility and adaptability;
- takes initiative and demonstrates Christian leadership;
- responds to, manages and constructively influences change in a discerning manner;
- sets appropriate goals and priorities in school, work and personal life;
- applies effective communication, decision-making, problem-solving, time and resource management skills;
- examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
- participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Collaborative Contributor

- works effectively as an interdependent team member;
- thinks critically about the meaning and purpose of work;
- develops one's God-given potential and makes a meaningful contribution to society;
- finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;
- respects the rights, responsibilities and contributions of self and others;
- exercises Christian leadership in the achievement of individual and group goals;
- achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
- applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

A Caring Family Member

- relates to family members in a loving, compassionate and respectful manner;
- recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;
- values and honours the important role of the family in society;
- values and nurtures opportunities for family prayer;
- ministers to the family, school, parish, and wider community.

A Responsible Citizen

- accepts accountability for one's own actions;
- seeks and grants forgiveness;
- promotes the sacredness of life;
- witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society
- respects and affirms the diversity and interdependence of the world's peoples and cultures
- respects and understands the history, cultural heritage and pluralism of today's contemporary society;
- exercises the rights and responsibilities of Canadian citizenship;
- respects the environment and uses resources wisely;
- contributes to the common good.

*If you love Me,
tend My sheep, feed My lambs.*



Move one in His name

Lord, I ask you to Move in our youth.

Just as you healed the leper, I ask you to Move and reach the student who needs your touch.

Just as you restored sight to the blind, I ask you to Move and allow our children to see who you are and understand everything you created them to be.

Lord, I ask you to Move in our adults.

Move in the lives of our parents. Give them the faith of Abraham, the courage of Joshua, but most of all the guidance of your Spirit.

Move in the lives of our servants. Empower them to lead, love and serve others in the image of Christ. Give them hope to understand their work is worthy of your calling.

Lastly, Lord, I ask you to Move in me.

Move in my heart, so I may be more attune to your love and forgiveness.

Move in my mind, that I may be more aware of the blessings you give.

Move in my soul, that I may be instilled with a relentless passion to find the lost sheep, the lost coin, and the lost son.

Lord, as you Move in our lives today, I humbly ask that I too may Move One in your Name.

By Bob Upgren



WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD

www.wecdsb.on.ca