

REGULAR BOARD MEETING
Tuesday, September 27, 2022 at 7:00 p.m.
Windsor Essex Catholic Education Centre
St. John Paul II Board Room

A G E N D A

Page

1. Call To Order
2. Opening Prayer
3. Land Acknowledgment
4. Recording of Attendance
5. Approval of Agenda
6. Disclosure of Interest - Pursuant to the Municipal Conflict of Interest Act.
7. Presentations: None
8. Delegation:
By-Law 3:09: Any person(s) wishing to appear before the BOARD and speak to an item appearing on the agenda of the BOARD meeting has until noon the day before the BOARD meeting to make a request to the SECRETARY. They shall explain briefly the matter on which the presentation is to be made, the organization or interested parties to be represented, the identity, and if applicable, the authority of the spokesperson. A Delegation Form, located on the BOARD's website, must be completed and forward to the SECRETARY.
9. Action Items:
 - a. Previous Meeting Minutes
 - i) Minutes of the Regular Board Meeting of June 21, 2022 1-10
 - ii) Minutes of the Special Regular Board Meeting of September 13, 2022 11-14
 - b. Items from the Committee of the Whole Board In-Camera Meeting of September 13, 2022 --

10. Communications:
 - a. External (Associations, OCSTA, Ministry): *None* --
 - b. Internal (Reports from Administration):
 - i. Report: Summer Learning Program 2022 (M. Farrand) 15-16
 - ii. Report: Summer School 2022 (J. Ulicny) 17-20
 - iii. Report: Focus on Youth Summer Program 2022 (M. Farrand) 21-22
 - iv. Report: Trustee Attendance January to August 2022 (E. Byrne) 23-24
 - v. Report: 2021-22 Third Interim Financial Variance Report (P. King) 25-41
 - vi. Report: 2021-22 Fourth Quarter Procurement Report (P. King) 42-44
 - vii. Report: Fourth Year of the Five-Year Policy Review Plan 2021-22 (J. Ulicny) 45-49
 - viii. Report: Strategic Directions and System Priorities for the Director of Education and Senior Administration 2022-2023 (E. Byrne) 50-55
 - ix. Verbal Report: Preliminary Enrolment/Staffing School Organization Information for Elementary and Secondary Schools September 2022 (J. Ulicny) --
11. Committee Reports:
 - a. Report: Audit Committee Minutes – Public Meeting of February 3, 2022 (P. King) 56-59
 - b. Report: 2022 Municipal Election – Appointment of Compliance Audit Committee Members (P. King) 60-61
 - c. Report: Special Education Advisory Committee Minutes of the May 19, 2022 Meeting (M. Farrand) 62-66
12. Unfinished Business: None
13. New Business:
 - a. Report: Draft Policy T:07 Trustee Code of Conduct, approval in principle (E. Byrne) 67-79
 - b. Report: Draft New Policy H:22 Electronic Monitoring of Employees, approval in principle (J. Ulicny) 80-84
 - c. Report: Draft Policies A:28 Advertising Expenditures and A:29 Advocacy Expenditures, approval in principle (E. Byrne) 85-91
 - d. Report: Draft Policy SC:05 Blessing and Official Opening of Schools and Major Additions, approval in principle (E. Byrne) 92-95
 - e. Report: Draft Policy SC:18 Bullying Prevention and Intervention, approval in principle (M. Farrand) 96-113
14. Notice of Motion:
15. Remarks and Announcements:
 - a. Chairperson of the Board
 - b. Director of Education
 - c. Board Chaplain

16. Remarks/Questions by Trustees
17. Pending Items: *None*
18. Future Regular Board Meetings: *Unless stated otherwise, all meetings will be held on the fourth Tuesday of the month at the Windsor Essex Catholic Education Centre - 1325 California Avenue, Windsor beginning at 7:00 p.m.*
- Tuesday, September 27, 2022
 - Tuesday, November 1, 2022 (Revised – Previously October 25)
 - **Tuesday, November 22, 2022 Organizational Meeting**
 - Tuesday, November 29, 2022
 - Tuesday, December 13, 2022
 - Tuesday, January 31, 2023
 - Tuesday, February 28, 2023
 - Tuesday, March 28, 2023
 - Tuesday, April 25, 2023
 - Tuesday, May 23, 2023
 - Tuesday, June 13, 2023
 - Tuesday, June 20, 2023

Committee of the Whole Board In-Camera Meetings will be held on the second Tuesday of the month at 6:00 pm (closed sessions).

19. Adjourn to In-Camera meeting, if required:
20. Closing Prayer
21. Adjournment

Fulvio Valentinis
Chairperson of the Board

Emelda Byrne
Director of Education & Secretary of the Board



1325 California Avenue
Windsor, ON N9B 3Y6
CHAIRPERSON: Fulvio Valentinis
DIRECTOR OF EDUCATION: Emelda Byrne

REGULAR BOARD MEETING
Tuesday, June 21, 2022 at 7:00 p.m.
Windsor Essex Catholic Education Centre
St. John Paul II Board Room

DRAFT MINUTES

PRESENT

Trustees:

F. Alexander (<i>electronically</i>)	B. Mastromattei
K. Bouchard	T. Polifroni
M. DiMenna	L. Soulliere, <i>Vice-Chair</i>
F. DiTomasso	F. Valentinis, <i>Chair</i>
M. Heath	

J. Malott, Student Trustee
G. Touma Student Trustee

Regrets:

Administration:

E. Byrne (Resource)	K. Bull	G. McKenzie
J. Ulicny	S. Fields	C. Norris
P. King	J. Ibrahim	J. Tawil
M. Farrand	R. Lo Faso	

Board Chaplain: Rev. L. Brunet

Others:

Recorder: B. Marshall

1. Call To Order – Chair Valentinis called the meeting to order at 7:01 pm.

2. Opening Prayer – Fr. Brunet opened the meeting with a prayer.

3. Land Acknowledgment

While it is a well-traveled land, we would like to respectfully acknowledge that the land on which we gather today is the traditional territory of the Three Fires Confederacy of First Nations, comprised of the Ojibway, the Odawa, and the Potawatomi Peoples. We are grateful to work, learn and live in this area.

4. Recording of Attendance – All Trustees are present. Trustee Alexander participated electronically.
5. Approval of Agenda – No amendments to the agenda.

Moved by Trustee DiTomasso and seconded by Trustee Polifroni that the June 21, 2022 Regular Board meeting agenda be approved as distributed. *Carried*

6. Disclosure of Interest - Pursuant to the Municipal Conflict of Interest Act: **None**

7. Presentations:

- a. Director's Award: Catholic Character Development Initiative "Our Journey to Holiness" – Elementary and Secondary

2021-2022 Director's "Our Journey to Holiness" Awards to the following recipients:

- o Goodness, Kindness, Belonging, Gratitude and Faithfulness to Julie Zanetti, Grade 2 student from Notre Dame Catholic Elementary school;
- o Compassion, Respect and Knowledge to Nathan Giliana, grade 4 student at Christ the King Catholic Elementary school;
- o Wisdom and Courage to Nicholas Kantarjian grade 7 student at St. William Catholic Elementary school;
- o Integrity and Discipleship to Christina Nakhle, grade 10 student at St. Thomas of Villanova Catholic Secondary School;
- o Humility and Justice to Alaina Nicholson, grade 12 student at St. Anne Catholic Secondary School.

- b. Catholic School Elementary Leadership Award (*presented at the June 14, 2022 Regular Board Meeting*)

Recipient Michela La Porta was unable to attend this evening's presentation. Her award, the Catholic School Elementary Leadership, was acknowledged at the June 14, 2022 Regular Board meeting.

- c. Catholic School Secondary Student Council Leadership Award

This award is presented annually to a WECDSB secondary student who holds a position on student council and demonstrates leadership and excellence in the execution of their duties.

Co-recipients of the Catholic School Secondary Student Council Leadership Award is Krista Abdel Sater and Alaina Nicholson from St. Anne Catholic Secondary School.

- d. Outstanding Catholic School Council Leadership Award

This award is presented annually to a member of a WECDSB School parent council who best demonstrates exemplary leadership and excellence in the performance of their duties.

The recipient of the Outstanding Catholic School Council Leadership Award is Judi Romanko from St. Anne French Immersion Catholic Elementary School.

e. Catholic School System Achievement Award

This award is presented annually to a person within the WECDSB who best demonstrates dedication to the system, excellence in the performance of their duties, involvement with the community and cooperation with their co-workers.

The recipient of the Catholic School System Achievement Award is Mike St. Pierre, Teacher Consultant for the board's Pathways, Specialist High Skills Majors (SHSM), Science, Technology, Engineering and Math (STEM), Outdoor and Physical Education.

f. The Tim Halford Steward in Catholic Education Award

This award is presented annually to a person within the WECDSB who promotes the ongoing faith development of students and staff as well as the vision for Catholic education.

The recipient of the Tim Halford Steward in Catholic Education Award is Betty Brush, the board's Religion Consultant.

g. Recognition of Outgoing 2021-2022 Student Trustees

The mission of student trustees in Ontario is to advance the student vision. As **Catholic** student trustees, Jada and Gina were elected by their peers to provide student voice to the Windsor-Essex Catholic District School Board. Almost immediately, they showed their capability to work as a team and their skills complemented each other throughout the year. They have both done a wonderful job working together and presenting the student perspective in order to improve the quality of education for the students of our school system.

We would like to thank them for their dedication and support of the mission and goals of the Windsor-Essex Catholic District School Board. As student trustees, their leadership made possible a student faith day with the theme, "**Actions in Catholic Service: Uplifting Our Youth**". Their efforts provided an opportunity for valuable community partners to introduce their programs to our student leaders. Inspired student councils were able to meet and discuss ways to motivate and provide creative ideas to bring their faith into action and take care of those in need in our community.

Jada and Gina have both done an outstanding job representing the students of our board and acting in the best interest of students. Despite all of the challenges this year they conducted Student Senate meetings and contributed valuable insight to benefit their peers always with a smile, confidence and great energy. They were an effective voice for change and through that voice contributed positively to decisions that improved student life. They have taken their responsibilities seriously and with great diligence and performed their duties for our Catholic Faith community in an exceptional manner during exceptional times.

We thank them for all of their work and proficient leadership of the student senate, and we also thank them for being outstanding Catholic role models for students across our system.

Congratulations on a job well done Jada and Gina. May grace, mercy and peace be yours as you continue your educational journey. We wish you much success in your future endeavours.

h. Introduction and Commissioning of Incoming 2022-2023 Student Trustees

It gives me great pleasure to have the opportunity at this time to welcome our two student trustees for the 2022-2023 school year, Maya Mikhael and Adrian Yonan.

Both of the 2022-23 student trustees have distinguished themselves as leaders in their respective schools and will represent the student voice of the Windsor-Essex Catholic District School Board.

This honour, bestowed upon them, reflects their service at the school level and a discernment process where they were selected by their student council and student senate peers.

Congratulations to both Maya and Adrian and we wish them much success in their role as student trustees for the 2022-2023 school year as they contribute to building our community in faith, hope and service.

Board Chaplain Fr. Brunet led the incoming student trustees in the commissioning ceremony.

8. Delegations: None

9. Action Items:

a. Previous Meeting Minutes

i) Minutes of the Regular Board Meeting of June 14, 2022

Moved by Trustee DiMenna and seconded by Trustee DiTomasso that the Minutes of the Regular Board meeting of June 14, 2022 be adopted as distributed. Carried

10. Communications:

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

b. Internal (Reports from Administration):

i. Verbal Report: Summer Learning

Executive Superintendent Farrand provided a brief overview of the summer learning plans funded through the Council of Ontario Directors of Education (CODE).

Literacy and numeracy will be offered to grades 2 and 3 students and tutoring sessions for grades 7 and 8. The program will run from July 4 to July 22.

Superintendent Tawil listed the schools participating.

ii. Verbal Report: Summer School

Executive Superintendent Ulicny provided a brief overview of in person and e-learning Summer School options. This year's Summer School Principal is Ryan Coristine.

Through the Reach Ahead Program, grade 8 students are able to earn their first High School credit.

Mainstream asynchronous e-learning courses will be offered during Summer School. A full report will be presented in the fall.

11. Committee Reports:

- a. Report: Indigenous Education Advisory Committee Minutes of the March 2, 2022 Meeting

Moved by Trustee Alexander and seconded by Trustee Heath that the Board receive the Minutes of the March 2, 2022 Indigenous Education Advisory Committee meeting as information. Carried

- b. Report: Joint Health and Safety Committee Annual Report

Moved by Trustee DiMenna and seconded by Trustee Mastromattei that the Board receive the Joint Health and Safety Committee (JHSC) 2022 Annual Report as information. Carried

- c. Report: Parent Involvement Committee - Annual Report on Activities 2021-22

Moved by Trustee Heath and seconded by Trustee DiTomasso that the Board receive the 2021-22 annual report on the activities of the Parent Involvement Committee. Carried

12. Unfinished Business: *None*

13. New Business:

- a. Report: Amended Draft Policy T:06 Honoraria for Trustees, *final approval*

Moved by Trustee DiMenna and seconded by Vice Chair Soulliere that the Board provide final approval of amended Draft Policy T:06 Honoraria for Trustees. Carried

- b. Report: New Draft Policy H:21 Disconnecting from Work, *final approval*

Moved by Vice Chair Soulliere and seconded by Trustee Bouchard that the Board provide final approval to the New Draft Policy H:21 Disconnecting from Work. Carried

- c. Report: Tender Approval – St. André French Immersion Catholic Elementary School: Building Upgrades Phase 2

Moved by Trustee Heath and seconded by Trustee DiMenna that approval be given to the award of tender and the issuance of a purchase order contract for phase 2 building upgrades at St. André French Immersion Catholic Elementary School in the amount of \$1,519,213.00 plus HST to Vince Ferro Construction Ltd. to be funded from the School Condition Improvement budget. Carried

d. Report: 2022-23 Final Budget Approval

Executive Superintendent King explained the requirements and process of the In-year Deficit Elimination Plan.

Vice Chair Soulliere commented on the importance of the Budget as it reflects the Board's priorities and Catholic faith in partnership with our community partners.

Chair Valentinis thanked administration for the 2022-23 Budget.

Moved by Trustee Mastromattei and seconded by Trustee DiTomasso that the 2022-23 Final Budget Estimates be approved and that administration be directed to submit the Budget Estimates to the Ministry of Education by the June 30, 2022 submission deadline; and

That the In-Year Deficit Elimination Plan be approved and that administration be directed to submit the Plan to the Ministry of Education by the June 30, 2022 submission deadline.
Carried

14. Notice of Motion: None

15. Remarks and Announcements:

a. Chairperson Valentinis provided the following comments:

As I mentioned last week, this time of year is a time of celebration and we had a taste of this celebration earlier this evening. All of us, with our respective schools, have a sense of that celebration and joy. Congratulations to retirees and to this year's student graduates; best of success in the years to come.

Congratulations to student trustees Jada and Gina. We have witnessed tremendous growth and maturity in your role as student trustee and wish both of you much success in your future. As Fr. Larry mentioned, student trustees, are guaranteed future happiness and success. Best wishes to both of you.

To further support provincial school board leaders throughout the province, on behalf of the Board of Trustees, another letter will be sent to the Minister of Education and the Minister of the Treasury Board, addressing the inequity of executive compensation for senior leaders in Ontario. Trustees, you will receive a copy of the letter after the Premier swears in his new cabinet on Friday. The letter will be emailed to the Ministers on Monday.

As this is our last scheduled meeting until September, I wish administration and fellow Trustees all staff a well deserved restful and enjoyable summer.

b. Director of Education

To honour the National Indigenous Day, today the Catholic Education Centre staff were offered to participate in a Lunch and Learn celebrating Indigenous History, Culture and Customs. In a "carousel" fashion, First Nations, Metis and Inuit tradition of music, ingenuity, art and creativity

was explored. Thank you for the board's Indigenous Education Lead Darlene Marshall and Consultant Daniela Koppeser who worked in collaboration with Superintendent Lo Faso for the celebration.

Thank you to our retirees. Each one of you, whether your role as a teacher, support staff or custodian, you made a difference in the lives of so many children. May your retirement be filled with joy, hope and laughter.

Congratulations to our graduates and to all students. It was another year of uncertain times, shifting of learning modes and varying protocols and yet once again, your resilience, your strength and your kindness towards others prevailed. We applaud your community awareness and your commitment to Catholic education. May you have a wonderful summer.

As Trustees are aware, our theme this year has been all about Building Relationships and every month we ask our schools to submit photos and videos demonstrating how they have been building relationships with their schools, their staff, their parishes and their communities.

A few highlights in this month's video include:

- Our secondary Day of Champions held at St Anne High School
- The Carrousel of Nations held at St. Michael's Adult School
- Our staff and student attending the Indigenous Pow Wow held at St. Clair College
- Students from the FJ Brennan culinary program who set up a food booth at Art in the Park
- Pride Month activities at various schools
- Closing ceremonies at Catholic Central High School

[Building Relationships video](#)

In closing, to all staff, students and Trustees, I wish you a healthy, safe and enjoyable summer.

- c. Board Chaplain commented on our gift from God – the planet Earth. We should try to follow the example of Pope Francis and do our part to be responsible stewards of this great planet. God bless all of you and I wish you a blessed and safe summer.

16. Remarks/Questions by Trustees

Trustee Alexander wished his colleagues a happy and peaceful summer and see you in the fall. Trustee Alexander also announced he will not seek re-election for the upcoming October 2022 Municipal Election as Trustee of the Windsor-Essex Catholic District School Board.

Chair Valentinis thanked Trustee Alexander for his wisdom, guidance, knowledge and historical background of this Board. You will certainly be missed. The Board wishes you the best in your secondary retirement.

Trustee Bouchard attended school end of the year masses. In light of Trustee Alexander's announcement, looking forward to graduations next week. It will be an honour to represent Trustee Alexander and myself at the graduations.

Thank you student trustees for sharing many your many gifts and representing your peers well. Trustee Bouchard wished all a relaxing, healthy summer.

Trustee Mastromattei congratulated Trustee Alexander for his many years of service beginning as the Catholic Board representative on the Public Board.

Trustee Polifroni congratulated all of the award recipients and thanked the student trustees for their service to Catholic education. He wished them all the best in the future. He also wished everyone a safe and restful summer.

Trustee Heath commented it was a pleasure to receive Principal invitations to attend school functions. Catholic education is alive and active in our schools. She thanked principals, teachers and all staff for their daily faith examples for the students to see. Looking forward to St. André's first Grade 8 graduation.

Congratulations to the school advisory leadership award recipients. Parents volunteer their time with not only fundraising activities but also onsite assistance. It is a marvelous gift to our Board that parents are involved. Trustee Heath publicly thanked parents for their support to their schools and Catholic education.

Trustee DiMenna wished everyone a relaxing and enjoyable summer and congratulated the Student Trustees; "we will hear of all your successes that you will achieve."

Trustee DiTomasso wished everyone a healthy and safe summer. Thanked Director Byrne for the Building Relationship videos and congratulated the Student Trustees: "you bring a bright face to Board."

Vice Chair Soulliere mentioned that Trustee Alexander's announcement is an end of an era. Both began serving as Trustees 22 years ago; he will be missed.

Vice Chair Soulliere commented on the National Indigenous Day and the items displayed in the boardroom for the staff lunch and learn. She encouraged Trustees to view the displays.

Student Trustee Malott provided the following comments:

It has been an honour to serve the Windsor-Essex Catholic District School Board as a student trustee for the past two years. I would like to thank senior administration and all members of the Board, especially Trustee Bouchard for her support last year in crafting our menstrual equity motion; Chair Valentinis for his advice and guidance; and Communications Coordinator Stephen Fields for his help with media appearances. I would also like to thank Mr. Ibrahim, Mrs. Marshall, and Mrs. Brush for their continuous support and guidance throughout this experience. The experiences that I have gained from this role has been like no other. I was blessed with improvements to my social skills and forever friendships from the Ontario Student Trustees' Association.

I would like to congratulate Adrian and Maya for their commissioning and I have no doubt that they will excel in filling this role next year!

Thank you again and I have been beyond grateful for this opportunity.

Have a wonderful summer.

Student Trustee Touma provided the following comments:

It has truly been an honour to serve as a student trustee for the Windsor-Essex Catholic District School Board. It is a bittersweet moment sitting here and reading this in front of you, as it feels like yesterday Jada and I were introduced as the student trustees for the 2021-2022 school year. I would like to thank all the Board members and senior administration. A special thank you to Mr. Ibrahim, Mrs. Marshall, Chair Valentinis and Director Byrne, your kindness and guidance during this period has been so helpful and inspiring. This experience has provided me with wonderful opportunities, and allowed me to grow as a student and within my faith. However, most importantly, my time as a student trustee and a student within the Windsor-Essex Catholic District School Board has allowed me to know, inspire and empower and has provided me with tools to live a purposeful and meaningful life with Christ.

I would like to congratulate Maya and Adrian, our incoming student trustees. I know you will do a great job next year, and will be a great representation of the student body.

Once again, thank you for this opportunity, I am truly grateful.

17. Pending Items: *None*
18. Future Regular Board Meetings: *Unless stated otherwise, all meetings will be held on the fourth Tuesday of the month at the Windsor Essex Catholic Education Centre - 1325 California Avenue, Windsor beginning at 7:00 p.m.*
 - Tuesday, September 27, 2022
 - Tuesday, October 25, 2022
 - **Tuesday, November 22, 2022 Organizational Meeting**
 - Tuesday, November 29, 2022
 - Tuesday, December 13, 2022
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 - Tuesday, April 25, 2023
 - Tuesday, May 23, 2023
 - Tuesday, June 13, 2023
 - Tuesday, June 20, 2023

Committee of the Whole Board In-Camera Meetings will be held on the second Tuesday of the month at 6:00 pm (closed sessions).

19. Adjourn to In-Camera meeting, if required: Not Required
20. Closing Prayer – Fr. Brunet closed the meeting with a prayer.

21. Adjournment – There being no further business, the Regular Board meeting of June 21, 2022 adjourned at 8:44 p.m.

Draft for Approval

Fulvio Valentinis

Chairperson of the Board

Emelda Byrne

Director of Education & Secretary of the Board



1325 California Avenue
Windsor, ON N9B 3Y6
CHAIRPERSON: Fulvio Valentinis
DIRECTOR OF EDUCATION: Emelda Byrne

**SPECIAL
REGULAR BOARD MEETING
Tuesday, September 13, 2022 at 7:00 p.m.
Windsor Essex Catholic Education Centre
St. John Paul II Board Room**

DRAFT MINUTES

PRESENT

Trustees:	K. Bouchard M. DiMenna F. DiTomasso M. Heath	B. Mastromattei T. Polifroni (<i>electronically</i>) L. Soulliere, <i>Vice-Chair</i> F. Valentinis, <i>Chair</i>
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Regrets: Trustee Alexander

Administration:	E. Byrne (Resource) J. Ulicny P. King M. Farrand	K. Bull S. Fields J. Ibrahim R. Lo Faso	C. Norris J. Tawil
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Board Chaplain: Rev. L. Brunet (*absent*)

Others:

Recorder: B. Marshall

1. Call To Order – Chair Valentinis called the meeting to order at 7:19pm.
2. Opening Prayer – Trustee Heath opened the meeting with a prayer.
3. Land Acknowledgment
While it is a well-traveled land, we would like to respectfully acknowledge that the land on which we gather today is the traditional territory of the Three Fires Confederacy of First Nations, comprised of the Ojibway, the Odawa, and the Potawatomi Peoples. We are grateful to work, learn and live in this area.

4. Recording of Attendance – Trustee Alexander sent his regrets. Trustee Polifroni is participating electronically. Fr. Brunet sends his regrets due to a prior commitment.
5. Approval of Agenda – No amendments to the agenda.

Moved by Trustee Mastromattei and seconded by Trustee DiTomasso that the September 13, 2022 Special Regular Board meeting agenda be approved as distributed. *Carried*

6. Disclosure of Interest - Pursuant to the Municipal Conflict of Interest Act: **None**

7. Presentation:

- a. Loran Scholars Teachers Building Leaders Award: Teacher Recipients Carolann Zanet, Julia Berthiaume and Mike Carosella

The Loran Teachers Building Leaders Award recognizes primary and secondary school teachers who provide early inspiration, guidance and growth opportunities for Loran scholars.

Every year, the Loran Scholars Foundation provides deserving students with a four-year, \$100,000 scholarship to attend university based on evidence of character, commitment to serving their communities and long-term leadership potential.

Each year, graduating Loran Scholars are invited to show gratitude to the teachers who impacted their lives by nominating them for a Loran Teachers Building Leaders Award.

This evening we are pleased to have two Windsor-Essex Catholic District School Board Loran Scholarship recipients who are here with us to present those awards to the teachers who inspired them.

In 2018, Natalie Pallisco and Nick Harris were among 34 young Canadians selected from an initial pool of 5,023 applications to receive a Loran Scholarship. It is uncommon for two students from the same school board to win the Loran award in the same year. This is truly a remarkable accomplishment for both Natalie and Nick as well as a testament to our Catholic education within our Board.

Natalie Pallisco attended St. Thomas of Villanova Catholic High School from 2014 to 2018. She is a recent graduate from the University of Western Ontario and later this month will be attending her first year at Cambridge. Director Byrne congratulated Natalie on her achievements and wished her much success in the future.

Nick Harris attended F. J. Brennan Catholic High School from 2015 to 2018. Nick recently graduated from the University of King's College and later this month will attend Oxford as a Rhodes Scholar. Director Byrne welcomed and congratulated Nick on his achievements and wished him much success in the future.

Ms. Pallisco and Mr. Harris eloquently expressed their gratitude and highlighted the way the award recipients profoundly impacted them academically and spiritually.

On behalf of the Board of Trustees, Chair Valentinis commended Carolann Zanet, Julia Berthiaume and Mike Carosella for going above and beyond to develop leaders in their classroom and our community. Each one of them obviously had an impact on not only Nick and Natalie but countless other students. Congratulations!

8. Delegations: *None*
9. Action Items: *None*
10. Communications:
 - a. External (Associations, OCSTA, Ministry): *None*
 - b. Internal (Reports from Administration): *None*
11. Committee Reports: *None*
12. Unfinished Business: *None*
13. New Business: *None*
14. Notice of Motion: *None*
15. Remarks and Announcements:
 - a. Chairperson Valentinis commented the presentations were a wonderful start to the school year. He also mentioned students are excited to be back to school, parents are excited their children are back and teachers are happy to be back in the classroom.
 - b. Director of Education – No comment this evening.
 - c. Board Chaplain sent his regrets.
16. Remarks/Questions by Trustees

Trustee Bouchard – No comment this evening.

Trustee Mastromattei mentioned he enjoyed this evening immensely. It is a reminder of why we are Trustees.

Trustee Polifroni congratulated the recipients and wished all a great school year.

Trustee Heath is looking forward to another school year.

Trustee DiMenna commented on the wonderful presentations - outstanding students and outstanding teachers. We cannot thank you enough.

Trustee DiTomasso thanked the teachers for helping students grow to their potential.

Vice Chair Soulliere mentioned the students spoke exceptionally well and is looking forward to hear about their next chapter. She also thanked the teachers for all their efforts.

17. Pending Items: ***None***

18. Future Regular Board Meetings: *Unless stated otherwise, all meetings will be held on the fourth Tuesday of the month at the Windsor Essex Catholic Education Centre - 1325 California Avenue, Windsor beginning at 7:00 p.m.*

- Tuesday, September 27, 2022
- Tuesday, November 1, 2022 (Revised – Previously October 25)
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- Tuesday, June 20, 2023

Committee of the Whole Board In-Camera Meetings will be held on the second Tuesday of the month at 6:00 pm (closed sessions).

19. Adjourn to In-Camera meeting, if required: **Not Required**

20. Closing Prayer – Trustee Heath closed the meeting with a prayer.

21. Adjournment – There being no further business, the Regular Board meeting of September 13, 2022 adjourned at 7:45pm.

Draft for Approval

Fulvio Valentinis
Chairperson of the Board

Emelda Byrne
Director of Education & Secretary of the Board



1325 California Avenue
Windsor, ON N9B 3Y6
CHAIRPERSON: Fulvio Valentinis
DIRECTOR OF EDUCATION: Emelda Byrne

Meeting Date:
September 27, 2022

BOARD REPORT

Public ☒ **In-Camera** ☐

PRESENTED FOR: Information ☒ Approval ☐

SUBMITTED BY: Emelda Byrne, Director of Education

PREPARED BY: Melissa Farrand, Executive Superintendent of Education - Student Achievement K-12
Joumana Tawil, Superintendent of Education – Student Achievement K-12

SUBJECT: **SUMMER LEARNING PROGRAM 2022**

RECOMMENDATION:

That the Board receive the Summer Learning Program 2022 as information.

SYNOPSIS:

This report provides highlights of key aspects of the Board's 2022 Summer Learning Program.

BACKGROUND COMMENTS:

For the past eight years, a Summer Learning Program, supported and funded by the Council of Ontario Directors of Education (CODE) has provided Ontario students with the opportunity to enhance their literacy and numeracy skills while also engaging in recreational activities. This year the summer learning program was offered in person. One program was designed for students in Grades 2 and 3 and the other for students in Grades 7 and 8. Students from 15 elementary schools and 2 middle schools took part in the summer learning program. Due to the ongoing partnership between the Council of Ontario Directors of Education (CODE) and Boards, schools are able to continue offering a range of opportunities to support students as they increase their literacy and numeracy skills as well as their confidence in learning.

In compliance with the letter of agreement between the Windsor-Essex Catholic District School Board and the Council of Ontario Directors of Education, the Summer Learning Program was offered during the month of July 2022 and was designed to provide additional support for students in the areas of Literacy and Numeracy.

In addition the Board provided:

- Five hours of daily student instruction in each Grade 2 and 3 class and 2 hours of daily student instruction in each Grade 7 and 8 class;

- Opportunities and activities for parents to be engaged in their child(ren)'s learning;
- Qualified teachers to instruct the students in the Summer Learning Program;
- A Summer Learning Program Lead to act as a liaison to the regional lead(s);
- Communication to parents about the program and their child(ren)'s participation; and
- Reports to schools on students who attended the Summer Learning Program.

FINANCIAL IMPACT:

CODE provided the Windsor-Essex Catholic District School Board with \$75,000 in funds for the Summer Learning Program. Funding from the Ministry of Education's Tutoring Supports as well as Special Education funding were also used to support the program.

TIMELINES:

The students attended the program from July 4, 2022 to July 22, 2022.

APPENDICES:

None

REPORT REVIEWED BY:

<input checked="" type="checkbox"/>	EXECUTIVE COUNCIL:	Review Date:	September 20, 2022
<input checked="" type="checkbox"/>	EXECUTIVE SUPERINTENDENT:	Approval Date:	September 20, 2022
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date:	September 20, 2022



1325 California Avenue
Windsor, ON N9B 3Y6
CHAIRPERSON: Fulvio Valentinis
DIRECTOR OF EDUCATION: Emelda Byrne

Meeting Date:
September 27, 2022

BOARD REPORT

Public ☒ **In-Camera** ☐

PRESENTED FOR: Information ☒ Approval ☐

SUBMITTED BY: Emelda Byrne, Director of Education

PREPARED BY: John Ulicny, Executive Superintendent of Education / Human Resources

SUBJECT: **SUMMER SCHOOL 2022**

RECOMMENDATION:

That the Board receive the Summer School 2022 report as information.

SYNOPSIS:

An overview and summary of Summer School 2022 program.

BACKGROUND COMMENTS:

Historically, summer school programming has offered secondary students in Grades 9-12 the opportunity to earn a credit that they were unsuccessful in during the school year, improve upon a grade received, 'reach ahead' in obtaining a credit in the next grade level and / or register for credit courses that support their initial post-secondary destination.

For the summer of 2022, the Board offered a variety of programming including: Full Credit, English as a Second Language (ESL) for both secondary and adult students, Cooperative Education, Reach Ahead, Credit Recovery and Dual Credit – *refer to Appendix A: Summer School Programs* for descriptions.

Programs were delivered in-person and through virtual means using eLearning modules to meet the needs of a variety of different learners.

FINANCIAL IMPACT:

Class size and its associated staffing was commensurate with Continuing Education benchmark funding through the Ministry of Education.

TIMELINES:

Summer School 2022 took place between July 4 – July 29 for all programs with the exception of:

- | | |
|--------------------------------------|-----------------------------------|
| • Credit Recovery | July 4 – July 15 and July 18 - 29 |
| • Cooperative Education (two-credit) | July 4 – August 12 |
| • Dual Credit | July 5 – July 15 |

APPENDICES:

Appendix A: *Summer School 2022: Programs*

Appendix B: *Summer School 2022: Retention and Success Rates*

REPORT REVIEWED BY:

<input checked="" type="checkbox"/> EXECUTIVE COUNCIL:	Review Date:	September 20, 2022
<input checked="" type="checkbox"/> EXECUTIVE SUPERINTENDENT:	Approval Date:	September 20, 2022
<input checked="" type="checkbox"/> DIRECTOR OF EDUCATION:	Approval Date:	September 20, 2022

Appendix A
Summer School 2022: Programs

Program	Duration	Description
Full Credit Grades 9-12	110 hrs*	Ministry approved credit courses as offered in day school programs
English as a Second Language (ESL)	110 hrs	Full credit ESL classes for secondary school students and adult students
Cooperative Education	110 / 220 hrs	Full credit experiential learning classes designed for career exploration through single credit and two credit opportunities
Reach Ahead Grade 9	110 hrs	Full credit classes for recent elementary school graduates entering grade 9 at a WECD SB secondary school
Credit Recovery	Up to 60 hrs	Upgrading classes designed to gain missed credits for students who were previously unsuccessful during the school year
Dual Credit	50 hrs	Dual credit programs allow eligible students in high school to take college or apprenticeship courses that count towards their Ontario Secondary School Diploma and a postsecondary certificate, diploma, degree or a Certificate of Apprenticeship

Appendix B
Summer School 2022: Retention and Success Rates

Program	Initial Enrolment	Final Enrolment	% Retention	% Success
eLearning (Full Credit)	528	453	86%	99%
Full Credit (In-Person)	92	59	64%	100%
Reach Ahead (In-Person)	42	42	100%	100%
Reach Ahead (eLearning)	129	118	91%	99%
English as a Second Language (In-Person)	84	62	74%	100%
Credit Recovery (In-Person)	82	70	85%	100%
Cooperative Education (In- Person)	97	84	87%	100%
Dual Credit (In-Person)	17	13	76%	95%
Total	1071	901	84%	99%



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DIRECTOR OF EDUCATION: Emelda Byrne

Meeting Date:
September 27, 2022

BOARD REPORT

Public ☒ **In-Camera** ☐

PRESENTED FOR: Information ☒ Approval ☐

SUBMITTED BY: Emelda Byrne, Director of Education

PREPARED BY: Melissa Farrand, Executive Superintendent of Education, Student Achievement K-12

SUBJECT: **FOCUS ON YOUTH SUMMER PROGRAM - 2022**

RECOMMENDATION:

That the 2022 Focus on Youth Summer Program report be received as information.

SYNOPSIS:

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

BACKGROUND COMMENTS:

In March 2022, the Board received a commitment from the Ministry of Education to offer their Focus on Youth Grant of \$250,000 and worked in conjunction with community partners to offer summer programming to meet the needs of children and youth in Windsor and Essex County.

Highlights of the 2022 Program:

Forty-seven (47) secondary students and two (2) senior leaders were hired. Seven (7) community partnerships were created. The summer programs were offered at fourteen (14) sites.

The following table provides an overall summary of the 2022 Focus on Youth programs:

Community Provider	Program Sites	Approximate Number of Participants
Autism Services Inc.	Holy Name Elementary School Our Lady of Perpetual Help Elementary School	60
Core City Hoops	St. Angela Elementary School	200
Corporation of the Town of Tecumseh	St. Peter Elementary School	195
Learning Disabilities Association of Windsor-Essex County	Our Lady of Mount Carmel Elementary School	30
Tecumseh Saints Basketball Club	St. Anne Secondary School	180
Town of LaSalle	Vollmer Complex	316
WECD SB Minds On Learning	Cardinal Carter Middle School Immaculate Conception Elementary School Sacred Heart Elementary School St. James Elementary School St. John Vianney Elementary School St. Peter Elementary School W.J. Langlois Elementary School	175

FINANCIAL IMPACT:

The Focus on Youth Program is fully funded by the Ministry of Education in the amount of \$250,000. The Program remained within the funding allocation.

TIMELINES:

The Focus on Youth program ran from July 11 – August 19, 2022.

APPENDICES:

N/A

REPORT REVIEWED BY:

<input checked="" type="checkbox"/> EXECUTIVE COUNCIL:	Review Date:	September 20, 2022
<input checked="" type="checkbox"/> EXECUTIVE SUPERINTENDENT:	Approval Date:	September 20, 2022
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1325 California Avenue
Windsor, ON N9B 3Y6
CHAIRPERSON: Fulvio Valentinis
DIRECTOR OF EDUCATION: Emelda Byrne

Meeting Date:
September 27, 2022

BOARD REPORT

Public ☒ **In-Camera** ☐

PRESENTED FOR: Information ☒ Approval ☐

PRESENTED BY: Senior Administration

SUBMITTED BY: Emelda Byrne, Director of Education

SUBJECT: **TRUSTEE ATTENDANCE – JANUARY TO AUGUST 2022**

RECOMMENDATION:

That the Board receive the report Trustee Attendance – January to August 2022 as information.

SYNOPSIS:

In accordance with the Board motion of December 16, 2003, this report provides a summary of Trustee and Student Trustee attendance at regularly scheduled board meetings during the months of January to August 2022.

BACKGROUND COMMENTS:

A total of seven (7) Regular Board meetings were held during the months of January to June 2022.

On March 18, 2020 amended Ontario Regulation 463/97 permitted all Trustees and the Director of Education to participate in Regular and Committee of the Whole Board meetings electronically. In 2022, the regulation was extended to participate virtually until the end of the Trustees' term, November 14, 2022. During this reporting period, virtual meetings were held from January through to March. In-person meetings began in April and continued to June with the option for Trustees to participate virtually.

The chart provided below summarizes attendance during the reporting period.

Trustee	Meetings Attended
Fred Alexander	6
Kim Bouchard	6
Mary DiMenna	7
Frank DiTomaso	6
Mary Heath	7
Bernie Mastromattei	7
Tony Polifroni	7
Lisa Soulliere	6
Fulvio Valentinis	7

Student Trustees 2021-22	Meetings Attended
Jada Malott	7
Gina Touma	7

FINANCIAL IMPACT:

Not applicable.

TIMELINES:

The Trustee attendance for the period of January to August 2022 submitted to the Board at its September 27, 2022 meeting.

APPENDICES:

- None

REPORT REVIEWED BY:

- ☒ EXECUTIVE COUNCIL:
☐ EXECUTIVE SUPERINTENDENT:
☒ DIRECTOR OF EDUCATION:

Review Date: August 31, 2022
 Approval Date: - -
 Approval Date: August 31, 2022



1325 California Avenue
Windsor, ON N9B 3Y6
CHAIRPERSON: Fulvio Valentinis
DIRECTOR OF EDUCATION: Emelda Byrne

Meeting Date:
September 27, 2022

BOARD REPORT

Public ☒ **In-Camera** ☐

PRESENTED FOR: Information ☒ Approval ☐

SUBMITTED BY: Emelda Byrne, Director of Education

PREPARED BY: Penny King, Executive Superintendent of Business
Susan Swiatoschik, Senior Manager of Finance

SUBJECT: **2021-22 THIRD INTERIM FINANCIAL VARIANCE REPORT**

RECOMMENDATION:

That the 2021-22 Third Interim Financial Variance Report be received as information.

SYNOPSIS:

This report is being presented to provide a status of the current year's budget versus actual expenses and revenues to date and an outlook for the remainder of the year.

BACKGROUND COMMENTS:

All variances calculated and analyzed are in comparison to the 2021-22 Budget Estimates which were approved by the Board and submitted to the Ministry of Education in June 2021. The 2021-22 Revised Estimates, submitted in December 2021, represent the latest financial submission to the Ministry of Education and are provided for information purposes only.

Interim Financial Variance Reporting Cycle

This third Interim Financial Variance Report covers the ten-month period from September 1, 2021 to June 30, 2022. It also shows comparatives for the same time period in the 2020-21 fiscal year. As at June 30, 2022, 83% of the fiscal year and 100% of the school year have elapsed. Therefore, it would be expected that the percent of expenditure forecast spent and revenue forecast received to be between 83% and 100%. Both revenues received (84%) and expenses incurred (89%) approximate this range, and therefore the 2021-22 fiscal year-to-date figures appear reasonable.

Interim Financial Variance Report Format

The Interim Financial Variance Report attached in the appendices is comprised of four sections: (1) A financial results summary presented in Appendix A which provides a high level summary of the Board's 2021-22 Estimates and Revised Estimates and forecast of financial results; (2) a summary of enrolment presented in Appendix B; (3) a summary of staffing presented in Appendix C, and (4) detailed schedules of revenues and expenses presented in Appendices D and E which provide information on changes from budget to forecast and year-to-date comparisons.

Summary Schedules (see Appendices A, B and C)

The summary schedules present three key indicators for the Board, namely financial results, enrolment and staffing. New projections of expenses were forecast to year-end, along with forecasted changes to pupil-based grant revenues, enrolment and staffing.

Detailed Schedules of Revenues and Expenses (see Appendices D and E)

These schedules contain detailed information on the forecast of revenues and expenses included in the Financial Results Summary. Each detailed report presents both a Budget Assessment and a Risk Assessment. The Budget Assessment compares the year-end forecast to the original Board approved budget, identifying both dollar and percentage variances that have occurred since the budget was prepared. The Risk Assessment compares the prior year results to the current year actual. Specifically, it compares the prior year's year-to-date spending and revenue received as a percentage of actual to the current year-to-date spending and revenue received as a percentage of the forecast.

I. Financial Highlights – Appendix A:

The forecast financial results for 2021-22 include an increase in revenue of \$6.2M mainly due to increased enrolment and increased Priorities and Partnership Funding (PPF) to support a safe and healthy school environment for students and staff in response to the COVID-19 pandemic.

There is an anticipated increase of \$1.2M in total expenses forecast due to increased expenditures to support a safe and healthy school environment including additional teachers, temporary custodial cleaners, ECE's, mental health workers and technology staff. These increased expenditures are offset by a decrease in post-retirement benefit expenses as a result of a change in the discount rate used in the annual actuarial report.

Overall, at June 30, 2022, the forecast reflects a projected in-year surplus of \$2.7M, which, when added to the prior year (2020-21) accumulated surplus of \$26.0M, results in a \$28.7M forecast accumulated surplus at 2021-22 year-end.

II. Enrolment Highlights – Appendix B:

The Budget Estimates were based on projected October 31, 2021 and March 31, 2022 full-time equivalent (FTE) enrolment. At this time, there are 442 additional FTE pupils projected at year-end compared to what was presented in the 2021-22 Budget Estimates due to a

conservative estimate of enrolment. This projection reflects the actual October 31, 2021 and March 31, 2022 enrolment count.

III. Staffing Highlights – Appendix C:

The staff establishment forecast currently reflects, in total, 69 more FTE than budget primarily due to additional teachers, ECE's, mental health professionals, technology staff and temporary custodial cleaners hired to support a safe and healthy school environment in response to the COVID-19 pandemic. The majority of these expenditures are funded by COVID-19 Priorities and Partnership Funding.

IV. Revenue Highlights – Appendix D:

The 2021-22 Estimates contain \$270.9M of revenues. For the period ending June 30, 2022, total revenues of \$232.9M (or 84.1% of forecast revenues) have been received consisting of \$222.9M from legislative grants, \$7.3M from other provincial grants (Priorities and Partnerships Fund), and \$2.7M from other revenue sources such as tuition revenue, rental revenue, fees, recovery of expenses, etc.

As noted in the Enrolment Highlights section above, at 2021-22 year-end, the Average Daily Enrolment (ADE) of total pupils of the board is expected to be higher than Estimates by 442 FTE pupils. This factor is contributing to a projected net increase of \$1.31M in pupil-based general legislative operating grant revenue at year-end.

There is also a forecasted increase in Other revenue as a result of additional Priorities and Partnership Funding, provided by the Ministry, to support a safe and healthy school environment in response to the COVID-19 pandemic. Overall, total revenues are forecast to be higher than budget by \$6.2M.

V. Expense Highlights – Appendix E:

Total forecast expenses are expected to be higher than Estimates by \$1.2M primarily due to increased expenditures to support a safe and healthy school environment in response to the COVID-19 pandemic. These increased expenditures include additional teachers, ECE's, mental health professionals, technology staff and temporary custodial cleaners. Offsetting these increases is a decrease in post-retirement benefit costs as a result of an increase in the actuarial discount rate.

In any given year the Board receives grant revenues in the form of the Grants for Student Needs (GSN) and Priorities and Partnership Funding (PPF) transfer payments. PPF's represent funding for key programs provided by the Ministry of Education to support its priority initiatives. For purposes of this report, PPF expenses were not considered to generate a net variance at year end as the expense is offset by an equal amount of revenue provided by the Ministry of Education.

Appendix E provides a schedule of detailed expenses by various categories. A further explanation of each of these categories, and the forecast expense and variance at year-end, is provided below.

CLASSROOM TEACHERS**What does this category include?**

- This category includes all current salary, benefits, and service/supplies expenses related to direct instruction of day school pupils such as classroom and school based teachers, home instruction teachers and preparation time. Also included in this category is automobile reimbursement, travel/expense allowances, classroom teacher retirement gratuities and teacher grievance settlements.

How are expenses incurred?

- All elementary teachers are paid over 12 months or 26 pays. All secondary teachers are paid over 10 months or 22 pays, with 100% of their salary charged to the salary expense account during these 10 months. Most retirement gratuities are paid in the summer.

What is the projected variance at year-end?

- This category is forecasting a \$1.43M surplus at year-end compared to Estimates due to a decrease in average salary rates which is a result of retired teachers being replaced by teachers that are lower on the salary grid. This decrease is offset by increased teacher staffing as a result of enrolment increases and programming needs.

SUPPLY STAFF**What does this category include?**

- This category includes all current salary and statutory benefit costs related to direct instruction of day school pupils provided by occasional teachers including those covering short-term and long-term illness, and those hired to provide release time for teachers assisting with school programs. Also included in this category are all supply staffing expenses for Educational Assistants (EAs) and Early Childhood Educators (ECEs).

How are expenses incurred?

- These costs are incurred over the school year or 10 months (September to June).

What is the projected variance at year-end?

- This category is forecasting a deficit of \$1.68M at year-end due to forecasted COVID-19 related absences.

EDUCATIONAL ASSISTANTS**What does this category include?**

- This category includes all current salary and benefit costs related to Educational Assistants. Vacation payouts for these employees are also included.

How are expenses incurred?

- Teacher (Educational) Assistant salary and benefit costs are incurred over 10 months from September to June, with 100% of their salary charged to the salary expense account during these 10 months.

What is the projected variance at year-end?

- This category is forecasting a \$361K surplus at year-end compared to Estimates mainly due to decreased post-retirement benefit expenses and decreases related to staffing efficiencies.

EARLY CHILDHOOD EDUCATORS**What does this category include?**

- This category includes all current salary and benefit costs related to Early Childhood Educators. Vacation payouts for these employees are also included.

How are expenses incurred?

- Early Childhood Educators salary and benefit costs are incurred over 10 months (September to June).

What is the projected variance at year-end?

- This category is forecasting a \$200K deficit at year-end compared to Estimates due to additional ECE staff required to support a safe and healthy school environment in response to the COVID-19 pandemic.

COMPUTERS**What does this category include?**

- This category includes instructional computer hardware and related software expenses, as well as the associated network costs. Also included are the costs related to telephone data lines.

How are expenses incurred?

- The costs in this category are typically incurred over 12 months.

What is the projected variance at year-end?

- This category is forecasting a \$792K deficit at year-end compared to Estimates due to PPF funded technology expenditures to support network connectivity and cyber protection, as well as increased chromebook purchases to support student needs.

TEXTBOOKS / CLASSROOM SUPPLIES**What does this category include?**

- The Textbook/Supplies category is for items used within the classroom directly by students. It includes textbook supplies and fees and services directly related to the curriculum of a grade or course.
- The textbook supplies category contains most of the accounts that are used to populate the school budgets. It includes textbooks and learning materials, instructional supplies, application software (except software that is included with the purchase of a piece of computer hardware), printing and photocopying, field trips/excursions (including associated transportation, entrance fees and parking) and certain furniture and equipment expenses.
- This category also includes certain fees and services related to Sports Academies, and the International Baccalaureate Programme.

How are expenses incurred?

- The costs in this category are typically incurred over either 10 or 12 months depending on the object of expenditure.

What is the projected variance at year-end?

- This category is forecasting a \$42K surplus at year-end compared to Estimates mainly due to reduced spending of the athletics budget due to lengthy periods of COVID-19 restrictions experienced in the 2021-22 school year.

PROFESSIONALS, PARAPROFESSIONALS & TECHNICIANS**What does this category include?**

- This category includes all expenses such as salaries, benefits and supplies (travel/expense allowance and automobile reimbursement) relating to the provision of psychological, speech, sign language, social and community services. Also included are salaries, benefits and related expenses for computer technicians and other personnel providing technical support for the operation of instructional/school based computers and other technical services for students. Expenses relating to the support and training for student administration systems are also captured here.

How are expenses incurred?

- The costs in this category are typically incurred over 12 months.

What is the projected variance at year-end?

- This category is forecasting a \$468K deficit at year-end compared to Estimates mainly due to increased staffing funded through COVID-19 PPF programs to support student mental health and well-being.

LIBRARY / GUIDANCE**What does this category include?**

- This category includes expenses relating to library and guidance services within schools, including salaries and benefits of library technicians and guidance teachers.

How are expenses incurred?

- The costs in this category are typically incurred over 10 months.

What is the projected variance at year-end?

- This category is forecasting a \$67K surplus at year-end compared to Estimates mainly due to decreased post-retirement benefit costs.

STAFF DEVELOPMENT**What does this category include?**

- This category includes the cost of all professional development (P.D.) for teaching personnel and other categories of employees providing instructional support services. Costs include registration, tuition fees, transportation, accommodation and meal expenses related to professional development. This category also includes charges for supply teachers hired in order to provide release time for a teacher to participate in professional development or in-service activities. This release time is often funded by the Ministry of Education through PPF transfer payments received throughout the year. Any unbudgeted increase in expense due to P.D. resulting from a PPF has equal and offsetting revenue and therefore has no net effect to the Board.

How are expenses incurred?

- The costs in this category are typically incurred over 10 months. While costs are ongoing throughout the year, they are generally unpredictable in their timing.

What is the projected variance at year-end?

- This category is forecasting a \$304K surplus at year-end compared to Estimates due to a reallocation of PPF expenditure budgets to other categories.

DEPARTMENT HEADS**What does this category include?**

- This category includes secondary department head allowances and associated benefits.

How are expenses incurred?

- The costs in this category are typically incurred over 10 months.

What is the projected variance at year-end?

- No material variances are projected in this category at year-end as actual expenses for the year are expected to approximate the budget.

PRINCIPALS & VICE-PRINCIPALS**What does this category include?**

- This category includes principal and vice-principal salaries, benefits, professional development and supplies (travel/expense allowance and automobile

reimbursement) relating to the management and administration of schools. Only the administrative portion of salaries are included here. The cost of teaching time provided by principals and vice-principals is included in the classroom teacher category.

How are expenses incurred?

- The costs in this category are typically incurred over 10 months.

What is the projected variance at year-end?

- This category is forecasting a \$307K deficit at year-end compared to Estimates mainly due to PPF funded expenditures to support a safe and healthy school environment as a result of the COVID-19 pandemic. Principal supply costs also contributed to the deficit in this category.

SCHOOL OFFICE

What does this category include?

- This category includes all school based secretarial and clerical salaries, benefits and related supplies and services. Secondary school Administrative Assistants are included here as well.

How are expenses incurred?

- The costs in this category are typically incurred over either 10 or 12 months depending on the object of expenditure.

What is the projected variance at year-end?

- This category is forecasting a \$527K surplus at year-end compared to Estimates mainly due decreased post-retirement benefit costs and staffing efficiencies.

CO-ORDINATORS AND CONSULTANTS

What does this category include?

- This category includes all expenses relating to coordinators and consultants, curriculum development and program support. Costs associated with PPF's granted to provide program support are included in this category.

How are expenses incurred?

- The costs in this category are typically incurred over 12 months.

What is the projected variance at year-end?

- This category is forecasting a \$179K deficit at year-end compared to Estimates mainly due to additional PPF expenditures.

CONTINUING EDUCATION / SUMMER SCHOOL / INTERNATIONAL LANGUAGES

What does this category include?

- This category includes all current salary, benefits, and service/supplies expenses related to the delivery of continuing education, summer school and international language programs (non-day school programs).

How are expenses incurred?

- The costs in this category are the result of different programs offered at varying points throughout the year. For the most part, the costs in this category are incurred over 10 months or in the case of summer programs, over the summer months.

What is the projected variance at year-end?

- No material variances are projected in this category at year-end as actual expenses for the year are expected to approximate the budget.

TRUSTEES

What does this category include?

- This category includes expenses related to the governance function of the Board. It includes honoraria, travel and professional development for trustees. Secretarial and office expenses relating to this function as well as trustee association fees are included in the Board Administration category.

How are expenses incurred?

- The costs in this category are typically incurred over 12 months.

What is the projected variance at year-end?

- No material variances are projected in this category at year-end as actual expenses for the year are expected to approximate the budget.

DIRECTORS AND SUPERVISORY OFFICERS

What does this category include?

- This category includes direct expenses (salaries and benefits) for staff assigned duties outlined in Section 286 of the Education Act (*Duties of Supervisory Officers*). Costs to support these functions such as secretarial support are included in the Board Administration category.

How are expenses incurred?

- The costs in this category are typically incurred over 12 months.

What is the projected variance at year-end?

- This category is forecasting a \$41K surplus at year-end compared to Estimates mainly due to decreased post-retirement benefit expenses.

BOARD ADMINISTRATION

What does this category include?

- This category includes all expenses related to the following:
 - General and Business Administration includes public relations, corporate planning, and all business functions including finance (treasury), budget, accounting, payroll, benefits, purchasing, non-plant related warehousing and administrative services.
 - Human Resources Administration includes expenses related to the human resource management function of the board including staffing, contract negotiations or dealings with various unions. Also included is the central administrative support for coordination of professional development throughout the Board.
 - Information Technology Administration includes expenses relating to the provision and management of administrative information technology throughout the Board, including general support to school secretaries and principals. This category also includes the initial purchase and implementation of administrative systems, including student administrative systems.
 - Non-Instructional Operations & Maintenance includes expenses related to the operation, maintenance, repair and renovation of property and non-school buildings such as the Catholic Education Centre.
- Costs to support the Trustee, Director and Supervisory Officer categories such as secretarial and office expenses are included here as well.
- Board Administration includes the cost of short-term operating interest expense, legal and audit fees. Board Administration also includes costs related to travel, conferences, professional development and association fees for Board Administration staff.

How are expenses incurred?

- Salary and benefit costs contained in this category are typically incurred over 12 months. The costs of other items (particularly fees and contractual services) are somewhat intermittent and can be unpredictable.

What is the projected variance at year-end?

- The funding allocation for Board Administration as provided by the Ministry of Education in the 2021-22 Estimates is \$6.5M. The Board budgeted net expenses of \$5.5M in this category, resulting in funding of \$1.0M to be used for other programs of the Board.
- A projected surplus of \$81K at year-end is anticipated in this category, mainly due to decreased post-retirement benefit expenses and decreased CEC facility operating expenses.

TRANSPORTATION**What does this category include?**

- This category includes the Board's share of contractual costs associated with the operation of the Windsor-Essex Student Transportation Services (WESTS) legal entity.
- WESTS incurs costs to transport pupils from home to school and from school to school, and expenses related to transportation that are not included under instruction.

How are expenses incurred?

- The majority of costs in this category are typically incurred over 10 months.

What is the projected variance at year-end?

- This category is forecasting a \$739K deficit at year-end compared to Estimates mainly due to incremental costs associated with addressing pressures related to transporting students as a result of COVID-19. In addition, CPI increases inherent in subcontracted bus costs were higher than anticipated.

SCHOOL OPERATIONS & MAINTENANCE (FACILITY SERVICES)**What does this category include?**

- School Operations includes all expenses related to the daily operation of instructional buildings and sites, such as custodial services, food services, security services, building systems, building and grounds maintenance, utilities, computer hardware and related software, and property and related liability and vehicle insurance. Also included are certain department managers and supervisory personnel, secretarial and clerical staff salaries, benefits and related supplies and services.
- School Maintenance includes all expenses related to the periodic work performed to maintain instructional buildings and sites in a good state of repair. These functions would normally be performed by building professionals such as maintenance electricians, mechanics, plumbers, etc.

How are expenses incurred?

- The costs in this category are typically incurred over 12 months but are also affected by certain seasonal anomalies such as weather.

What is the projected variance at year-end?

- This category is forecasting a \$638K deficit at year-end compared to Estimates mainly due to increased expenditures to support a safe and healthy school environment in response to the COVID-19 pandemic including additional temporary custodial cleaning staff, and HVAC expenditures. These increases were offset by decreased post-retirement benefit expenses.

SCHOOL RENEWAL - OPERATING

What does this category include?

- The School Renewal Allocation can fund both capital expenses as well as operating expenses. This category considers all expenses related to School Renewal projects that are not capitalized expenses, plus improvements to school sites. School renewal project expenses normally cost more than \$10,000, and unspent funds at year-end are deferred to the following year for future school renewal expenses.
- To protect school renewal funding for use on capital expenses, regulations now limit any increase in boards' spending on school operations using the School Renewal Allocation. The maximum increase is limited to an additional 5 percent of each board's average spending of the School Renewal Allocation on activity that is operating in nature for the three years preceding 2014–15.
- This category also includes the financing costs associated with the Board's unsupported pupil-place debt until such time that the debt is repaid.

How are expenses incurred?

- The costs in this category follow no particular pattern as they are dependent on the nature of the planned projects and work to be completed. The timing of these expenses is unpredictable but controllable.

What is the projected variance at year-end?

- This category is forecasting a \$9K deficit at year-end compared to Estimates which will be offset by increased school renewal operating funding.

OTHER PUPIL ACCOMMODATION

What does this category include?

- This category includes operating type expenses relating to pupil accommodation, specifically the cost of all interest payments on outstanding debentures to finance various capital projects.

How are expenses incurred?

- The interest expenses are predictable but occur at varying points throughout the year depending on when the debenture was issued. Usually two payments of principal and interest are made annually for a debenture. These debenture payments are, for the most part, fully funded by the Ministry of Education.

What is the projected variance at year-end?

- No material variances are projected in this category at year-end as actual expenses for the year are expected to approximate the budget.

AMORTIZATION AND WRITE-DOWNS

What does this category include?

- Amortization expense is a non-cash expense that reduces the value of an asset as a result of wear and tear, age or obsolescence. It is also known as depreciation, and represents an expense which is incurred over the period of the asset's useful life. Prior to 2009, the entire cost of a tangible capital asset was expensed in the year it was purchased, but now these assets are expensed, through an annual amortization charge, over the asset's expected lifetime which can range from 5 to 40 years depending on the type of asset.
- Write-downs result when the value of an asset is impaired which means that the asset can no longer contribute to the Board's ability to provide service at the previously anticipated level and that the impairment is permanent in nature.

- Included in this category is the amortization expense related to instructional, administrative and pupil accommodation assets.

How are expenses incurred?

- Amortization expense is calculated twice annually by the Board – once at March 31st for consolidated reporting to the Ministry of Education and also at year-end.

What is the projected variance at year-end?

- Amortization expense is forecasting to be \$32K lower at year-end compared to Estimates which will be offset by reduced DCC revenue.

OTHER NON-OPERATING EXPENSE

What does this category include?

- This category includes the 55 School Board Trust, costs associated with the Board's wellness program, and miscellaneous claims or settlements, should they occur. Also included are salary expenses related to staff seconded to a non-teaching position.
- The 55 School Board Trust includes the cost of principal and interest on debenture payments for capital debt outstanding at the time of amalgamation which had not yet been permanently financed (debentured).

How are expenses incurred?

- The 55 School Board Trust is the same amount each year (\$1,612,745), and grant revenue is received to fully offset the cost. Costs associated with the wellness program are incurred at varying points throughout the year as activities are offered to staff.

What is the projected variance at year-end?

- This category has a \$1.3M deficit at year-end compared to Estimates mainly due to increased PPE expenditures to support a safe and healthy school environment in response to the COVID-19 pandemic.

PROVISION FOR CONTINGENCY

What does this category include?

- This category includes an annual contingency that the Board must include in its operating budget per Board By-law s.13:05 "*Plan for Balanced Budget*".
- The annual contingency amount is set at a level up to 0.5% of the Board's operating allocation for the budget year being approved.

How are expenses incurred?

- Use of the contingency can occur at varying points throughout the year depending on the object of expenditure.

What is the projected variance at year-end?

- At 2021-22 Estimates, \$1.6M of PPF funded expenditures relating to the announced COVID-19 funding were included in this category. At 2021-22 Revised Estimates and all subsequent Interim Financial Reports, these expenditures were allocated to the various envelopes based on the expenditure type. Additionally, half of the contingency provision (equal to \$0.6M) has been adjusted to reflect actual and forecasted expenditures in excess of budget. These combined factors contribute to the forecast surplus in this category.

Overall, total expenses are forecast to be higher than budget by \$1.2M.

FINANCIAL IMPACT:

Discussed throughout the report.

Trustees should be cautioned that the actual budget variance may vary significantly from the projected amount identified in this report. Other factors to be considered include the timing of transactions, and year-end accruals and adjustments resulting from annual reconciliations and valuation of liabilities.

Administration continues to monitor the budget on an ongoing basis to assess whether revenues and expenses are in line with budget. This financial report only considers actual results for the period ending June 30, 2022 – the first ten months of the fiscal year. Continued use of estimates, historical knowledge and judgment were used in projecting budget versus actual variances to year-end, and material fluctuations in the projected variances can occur if any unforeseen activity is experienced.

TIMELINES:

Interim Financial Reports are provided quarterly to the Board. Administration plans to produce one additional Financial Variance Report for 2021-22 as follows:

- Report as of August 31st (12 months actual activity) – to the Board in November 2022.

APPENDICES:

- Appendix A - Financial Results Summary
- Appendix B - Enrolment Summary
- Appendix C - Staffing Summary
- Appendix D - Detailed Revenues
- Appendix E - Detailed Expenses

REPORT REVIEWED BY:

<input checked="" type="checkbox"/>	EXECUTIVE COUNCIL:	Review Date:	September 20, 2022
<input checked="" type="checkbox"/>	EXECUTIVE SUPERINTENDENT:	Approval Date:	September 20, 2022
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date:	September 20, 2022

APPENDIX A - FINANCIAL RESULTS SUMMARY
Windsor-Essex Catholic District School Board
2021-22 Interim Financial Report
For the Period Ending June 30, 2022
Summary of Financial Results

(\$Thousands)	Estimates (June 2021)	Revised Estimates (Dec.2021)	Forecast	In-Year Change (Estimates to Forecast)	
				\$	%
REVENUE					
Operating	241,452	241,174	242,766	1,313	0.5%
Capital	22,859	22,844	22,844	(15)	(0.1%)
Other	6,609	10,154	11,497	4,888	74.0%
Total Revenue	270,921	274,172	277,107	6,187	2.3%
EXPENSES					
Instruction	203,672	205,780	205,026	1,355	0.7%
Administration	7,048	6,865	6,803	(245)	(3.5%)
Transportation	9,726	11,017	10,466	739	7.6%
Pupil Accommodation & Other	49,971	50,318	51,535	1,565	3.1%
Provision for Contingency	2,804	1,195	604	(2,200)	(78.4%)
Total Expenses	273,222	275,175	274,435	1,214	0.4%
In-Year Surplus/(Deficit)	(2,301)	(1,003)	2,672	4,973	
Prior Year Accumulated Surplus	20,919	26,034	26,034	5,115	24.4%
In-Year Surplus/(Deficit)	(2,301)	(1,003)	2,672	4,973	
Accumulated Surplus	18,618	25,031	28,705	10,088	54.2%

Changes in Revenue

- The increase in forecast operating revenue of \$1.3M is due to grant increases as a result of increased enrolment offset by reduced teacher Q&E grant as a result of reduced experience ratings for new teachers. The decrease in forecast capital revenue of \$15K relates to a decrease in Deferred Capital Contributions which is offset by decreased Amortization expense. The increase in forecast other revenue of \$4.89M is mainly a result of increased PPF funding to support a safe and healthy school environment for students and staff in response to the COVID-19 pandemic.

Change in Expenses

- The increase in forecast Instruction expenses of \$1.36M is attributable to increased expenditures to support a safe and healthy school environment for students and staff in response to the COVID-19 pandemic. These increased expenditures include additional teachers, ECE's, EA's, mental health professionals and technology staff. These increases were offset by reduced average teacher salaries due to retirements offset by new hires, and reduced post-retirement benefit costs.
- The decrease in forecast Administration expenses of \$245K is mainly due to decreased post-retirement benefit costs and reduced amortization expense.
- The increase in forecast Transportation expenses of \$739K is mainly due to increased contractual operator costs tied to CPI compared to Estimates as well as additional COVID-19 PPF funded expenditures.
- The increase in forecast "Pupil Accommodation & Other" category of \$1.56M is attributable to increased expenditures to support a safe and healthy school environment in response to the COVID-19 pandemic, including additional temporary custodial cleaning staff, HVAC costs and Ministry provided PPE. These increases were offset by a decrease in post-retirement benefit costs, and decreased amortization expense.
- The forecast decrease in the "Provision for Contingency" line of \$2.2M is a result of a \$1.6M reallocation of COVID-19 expenditures from this line at 2021-22 Estimates to a variety of envelopes in the forecast based on the nature of expenditures. In addition, the contingency account was reduced by \$0.6M, also contributing to the reduction.

Change in Surplus/Deficit

- The 2021-22 Estimates were developed with a contingency reserve of \$1.21M and a \$2.3M in-year deficit. The current forecast projects an in-year surplus of \$2.7M which is \$5.0M better than planned due primarily to a decrease in post retirement benefit expenses as a result of a change in the discount rate used in the annual actuarial report and increased enrolment.

Risks & Recommendations

- Administration will continue to closely monitor all variances for the remainder of the fiscal year.

APPENDIX B - ENROLMENT SUMMARY

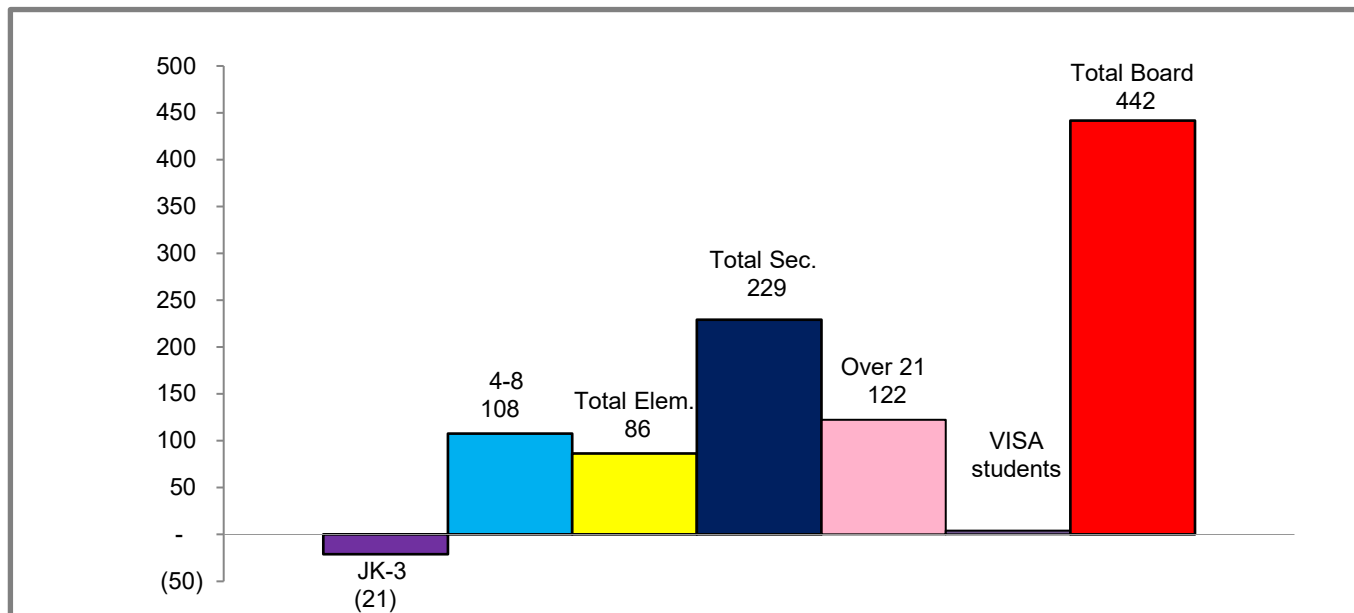
Windsor-Essex Catholic District School Board 2021-22 Interim Financial Report For the Period Ending June 30, 2022

Summary of Enrolment

ADE	Estimates (June 2021)	Revised Estimates (Dec.2021)	Forecast	In-Year Change (Estimates to Forecast)	
				#	%
Elementary					
JK-3	6,254	6,182	6,233	(21)	(0.3%)
4-8	6,896	6,968	7,004	108	1.6%
Total Elementary	13,150	13,150	13,236	86	0.7%
Secondary < 21					
Grade 9 to 12	7,009	7,135	7,238	229	3.3%
Total Secondary < 21	7,009	7,135	7,238	229	3.3%
Secondary > 21	212	300	334	122	57.7%
VISA students	85	85	89	4	4.7%
Total Board	20,456	20,670	20,897	442	2.2%

Note: Forecast based on actual October 31, 2021 and March 31, 2022 count date. FTE's include High Credit students.

Changes in Enrolment: Budget (Estimates) v. Forecast



Highlights of Changes in Enrolment:

- Decrease in Elementary enrolment, JK-3, is due to an unexpected enrolment decline as a result of the continued impact of the COVID-19 pandemic.
- Increase in Elementary enrolment, Grade 4-8, is due to a conservative estimate of enrolment at budget development.
- Increase in Secondary enrolment for pupils under 21 years of age is due to a conservative estimate of enrolment at budget development.
- Increase in Secondary enrolment for pupils over 21 years of age is due to a conservative estimate of enrolment at budget development.
- Increase in VISA enrolment is due to a conservative estimate of enrolment at budget development.

APPENDIX C - STAFFING SUMMARY

Windsor-Essex Catholic District School Board 2021-22 Interim Financial Report For the Period Ending June 30, 2022

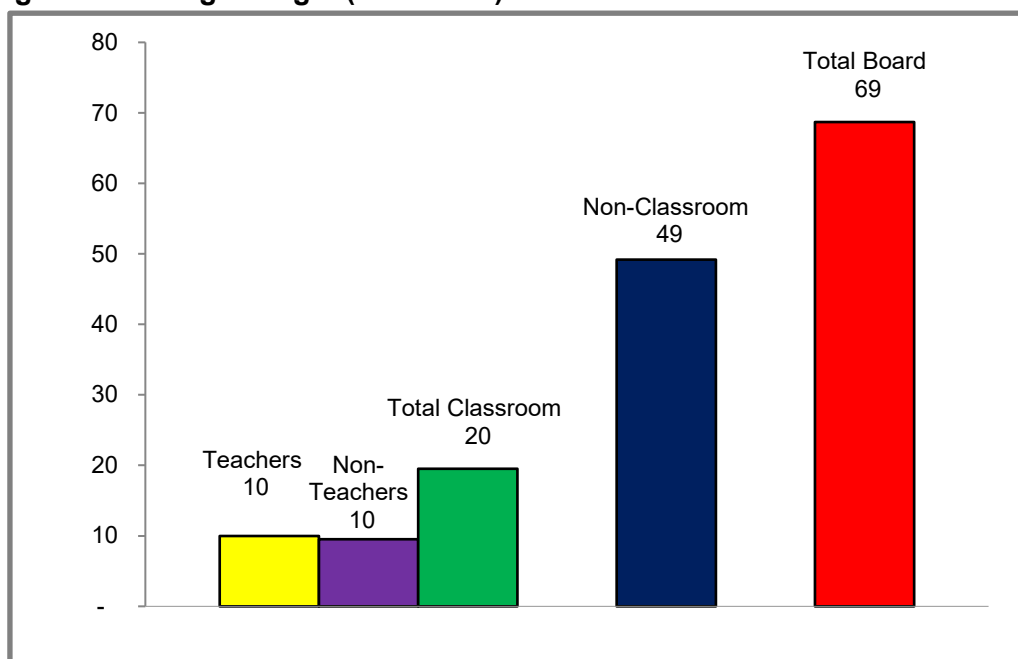
Summary of Staffing

Full-Time Equivalent (FTE)	Estimates (June 2021)	Revised Estimates (Dec.2021)	Forecast	In-Year Change (Estimates to Forecast)	
				#	%
Classroom					
Teachers	1,217	1,223	1,227	10	0.8%
Non-Teachers	658	664	668	10	1.4%
Total Classroom	1,875	1,887	1,895	20	1.0%
Non-Classroom	225	273	274	49	21.9%
Total Board	2,100	2,160	2,169	69	3.3%

Revised Estimate staffing based on October 31, 2021 count date.

Forecast staffing is the projected staff establishment to be reported at year-end.

Changes in Staffing: Budget (Estimates) v. Forecast



Highlights of Changes in Staffing:

- The 10.0 FTE increase in teachers is due to increased enrolment, as well as additional teachers hired to support measures to strengthen student well-being in response to the COVID-19 pandemic.
- The 10.0 FTE increase in non-teachers relates to a 4.0 FTE increase in ECEs, 3.0 FTE Mental Health support staff, and 3.0 FTE additional technology positions relating to cyber protection and the student information system implementation.
- The 49.0 FTE increase in non-classroom staff is a result of the hiring of additional temporary custodial cleaning staff to support safe and healthy schools in response to the COVID-19 pandemic. These positions are funded by COVID-19 PPF funding.

Windsor-Essex Catholic District School Board
2021-22 Interim Financial Report
For the Period Ending June 30, 2022
 (\$ thousands)

	Budget Assessment					Risk Assessment			
	Current Year: 2021-22					to June 30, 2022	to June 30, 2021		
	2021-22 Estimates (June 2021)	2021-22 Revised Estimates (December 2021)	2021-22 Forecast (August 2022)	Change (between Estimates & Forecast)		% of Forecast Received	% of Actual Received	Year-to year Increase (Decrease)	Forecast vs. Prior year YTD
				\$ Increase (Decrease)	% Increase (Decrease)				
REVENUES									
Operating Grants									
Pupil Foundation	114,186	114,819	115,928	1,742	1.5%				
School Foundation	15,202	15,340	15,445	243	1.6%				
Special Education	28,812	28,766	28,911	100	0.3%				
French as a Second Language	3,027	3,096	3,096	70	2.3%				
English as a Second Language	4,429	4,429	4,429	0	0.0%				
Remote and Rural Allocation	33	33	33	(0)	(0.3%)				
Rural and Northern Boards	100	100	100	-	0.0%				
Learning Opportunities	4,424	4,478	4,485	61	1.4%				
Continuing Education	774	757	754	(20)	(2.5%)				
Adult Education	761	1,077	1,201	440	57.8%				
Teacher Q&E	25,415	24,047	24,250	(1,165)	(4.6%)				
ECE Q&E	1,048	975	987	(61)	(5.8%)				
Transportation	9,464	9,458	9,485	22	0.2%				
Admin and Governance	6,227	6,250	6,284	57	0.9%				
School Operations	21,159	21,365	21,588	429	2.0%				
Restraint Savings	(89)	(89)	(89)	-	0.0%				
First Nation, Métis and Inuit	400	265	265	(135)	(33.7%)				
Mental Health & Well Being Grant	1,128	1,132	1,154	25	2.2%				
Community Use of Schools Grant	282	282	282	-	0.0%				
New Teacher Induction Program	124	124	124	0	0.0%				
Declining Enrolment	249	153	153	(96)	(38.4%)				
Temporary Accommodation	155	155	155	(1)	(0.4%)				
School Renewal - Operating Portion	1,645	1,654	1,654	9	0.6%				
Supports for Students Fund	2,051	2,051	2,051	-	0.0%				
Program Leadership Grant	999	999	999	-	0.0%				
Trustee Fees	55	55	55	-	0.0%				
Adjustment for mTCA and other	(608)	(598)	(1,015)	(407)	66.9%				
Total Operating Grants	241,452	241,174	242,766	1,313	0.5%				
Debt Servicing Grants									
Permanent Financing of NPF	1,613	1,613	1,613	-	0.0%				
Amortization of DCC	16,302	16,287	16,287	(15)	(0.1%)				
Capital Debt Support Payment - Interest	4,944	4,944	4,944	-	0.0%				
Short Term Interest	-	-	-	-	0.0%				
Total Debt Servicing Grants	22,859	22,844	22,844	(15)	(0.1%)				
Total Legislative Grants	264,311	264,018	265,610	1,299	0.5%	83.9%	84.4%	(0.4%)	On Forecast
Other (PPFs & Non-Grant Revenue)									
Priority Partnership Funding (PPF's)	3,699	7,208	8,490	4,791	129.5%				
Investment Income	240	240	250	10	4.2%				
Tuition Revenue	1,092	1,092	1,106	14	1.3%				
Rental Revenue	210	202	172	(38)	(18.2%)				
Recovery of staff on loan	620	614	718	98	15.9%				
Other	749	798	762	13	1.7%				
Total Other Revenue	6,609	10,154	11,497	4,888	74.0%	86.5%	86.5%	(0.0%)	On Forecast
TOTAL REVENUE	270,921	274,172	277,107	6,187	2.3%	84.1%	84.5%	(0.4%)	On Forecast

APPENDIX E - DETAILED EXPENDITURES

Windsor-Essex Catholic District School Board
2021-22 Interim Financial Report
For the Period Ending June 30, 2022
(\$ thousands)

	Budget Assessment					Risk Assessment			
	Current Year: 2021-22					to June 30/ 2022	to June 30/ 2021	Year-to year Increase (Decrease)	Forecast vs. Prior Year YTD
	Estimates (June 2021)	Revised Estimates (December 2021)	Forecast (August 2022)	Change (between Estimates & Forecast)		% of Forecast Spent	% of Actual Spent		
				\$ Increase (Decrease)	% Increase (Decrease)				
EXPENSES									
Instruction									
Teachers	135,946	135,318	134,512	(1,435)	(1.1%)	92.2%	90.4%	1.7%	Forecast Pressure
Supply Staff	5,832	6,487	7,509	1,677	28.8%	93.3%	93.1%	0.2%	Forecast Pressure
Educational Assistants	18,651	18,918	18,290	(361)	(1.9%)	97.4%	97.3%	0.1%	Forecast Pressure
Early Childhood Educators	4,147	4,300	4,347	200	4.8%	99.2%	97.0%	2.3%	Forecast Pressure
Classroom Computers	918	1,434	1,710	792	86.3%	123.8%	211.0%	(87.3%)	Savings Forecast
Textbooks and Supplies	5,657	5,816	5,615	(42)	(0.7%)	89.2%	74.6%	14.6%	Forecast Pressure
Professionals and Paraprofessionals	7,233	7,956	7,701	468	6.5%	89.2%	83.9%	5.3%	Forecast Pressure
Library and Guidance	2,572	2,495	2,505	(67)	(2.6%)	93.1%	82.2%	10.8%	Forecast Pressure
Staff Development	1,180	1,061	876	(304)	(25.8%)	50.0%	79.7%	(29.7%)	Savings Forecast
Department Heads	698	698	693	(5)	(0.7%)	100.0%	98.0%	2.0%	Forecast Pressure
Principal and Vice-Principals	9,286	9,594	9,593	307	3.3%	103.1%	99.2%	3.9%	Forecast Pressure
School Office	6,822	6,280	6,295	(527)	(7.7%)	90.6%	77.3%	13.3%	Forecast Pressure
Co-ordinators and Consultants	3,877	4,150	4,056	179	4.6%	82.7%	83.8%	(1.1%)	Savings Forecast
Continuing Education	394	344	395	1	0.2%	25.5%	15.9%	9.6%	Forecast Pressure
Amortization and Write-downs	457	928	928	471	102.9%	49.5%	62.5%	(13.0%)	Savings Forecast
Total Instruction	203,672	205,780	205,026	1,355	0.7%	92.7%	90.7%	2.0%	Forecast Pressure
Administration									
Trustees	132	132	124	(8)	(6.2%)	79.3%	87.1%	(7.7%)	Savings Forecast
Director/Supervisory Officers	817	779	775	(41)	(5.1%)	83.8%	79.2%	4.6%	Forecast Pressure
Board Administration	5,932	5,901	5,851	(81)	(1.4%)	83.0%	83.8%	(0.8%)	Savings Forecast
Amortization and Write-downs	167	52	53	(114)	(68.2%)	88.5%	63.9%	24.6%	Forecast Pressure
Total Administration	7,048	6,865	6,803	(245)	(3.5%)	83.1%	83.0%	0.1%	Forecast Pressure
Transportation	9,726	11,017	10,466	739	7.6%	96.6%	98.9%	(2.3%)	Savings Forecast
Pupil Accommodation									
School Operations & Maintenance	25,089	25,820	25,727	638	2.5%	84.4%	77.3%	7.1%	Forecast Pressure
School Renewal	1,130	1,139	1,139	9	0.8%	55.0%	84.4%	(29.4%)	Savings Forecast
Other Pupil Accommodation	4,949	4,949	4,948	(1)	(0.0%)	100.0%	100.0%	0.0%	Forecast Pressure
Amortization and Write-downs	16,367	15,978	15,978	(389)	(2.4%)	56.5%	57.1%	(0.6%)	Savings Forecast
Total Pupil Accommodation	47,534	47,886	47,792	257	0.5%	76.0%	73.5%	2.5%	Forecast Pressure
Other Non-Operating	2,436	2,432	3,744	1,307	53.7%	24.9%	12.5%	12.4%	Forecast Pressure
Provision for Contingencies	2,804	1,195	604	(2,200)	(78.4%)	0.0%	0.0%	0.0%	Savings Forecast
TOTAL EXPENSES	273,222	275,175	274,435	1,214	0.4%	88.6%	86.6%	2.0%	Forecast Pressure



1325 California Avenue
Windsor, ON N9B 3Y6
CHAIRPERSON: Fulvio Valentinis
DIRECTOR OF EDUCATION: Emelda Byrne

BOARD REPORT

Meeting Date:
September 27, 2022

Public ☒ **In-Camera** ☐

PRESENTED FOR: Information ☒ Approval ☐

SUBMITTED BY: Emelda Byrne, Director of Education

PREPARED BY: Penny King, Executive Superintendent of Business
Susan Swiatoschik, Senior Manager of Finance

SUBJECT: **2021-22 FOURTH QUARTER PROCUREMENT REPORT**

RECOMMENDATION:

That the 2021-22 Fourth Quarter Procurement Report be received as information.

SYNOPSIS:

This report is being presented to provide a summary of the procurements awarded in excess of \$100,000, including taxes, for the quarter ending August 31, 2022.

BACKGROUND COMMENTS:

Pursuant to section 3.9 of Administrative Procedure: Pr F:02 *Purchasing/Disposal of Assets*, a quarterly report shall be presented to the Board of Trustees for information for all procurements accepted with a value in excess of \$100,000 including taxes.

FINANCIAL IMPACT:

All procurements presented in the attached activity report were conducted in accordance with the Board's Purchasing Policy within approved budget limits.

TIMELINES:

The procurements listed in the attached report are for the period June 1, 2022 to August 31, 2022. A 2022-23 first quarterly procurement report for the period September 1, 2022 to November 30, 2022, will be presented to the Board in December.

APPENDICES:

- Procurement Activity Report for the Period June 1, 2022 to August 31, 2022.

REPORT REVIEWED BY:

<input checked="" type="checkbox"/> EXECUTIVE COUNCIL:	Review Date:	September 20, 2022
<input checked="" type="checkbox"/> EXECUTIVE SUPERINTENDENT:	Approval Date:	September 20, 2022
<input checked="" type="checkbox"/> DIRECTOR OF EDUCATION:	Approval Date:	September 20, 2022

WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD PROCUREMENT ACTIVITY REPORT FOR THE PERIOD June 1, 2022 - August 31, 2022 (IN EXCESS OF \$100,000 INCLUDING HST)							
	Budget Holder	Location	Procurement Name and Details	Awarded Vendor	Number of Bids Received	Total Value (including HST)	Funding Source
Board Issued Tenders, RFPs, RFQs							
1.	Facilities Services	St. William and Christ the King Catholic Elementary Schools and Assumption College Catholic Secondary School	Tender 731 - Paving Projects at St. William and Christ the King Catholic Elementary Schools and Assumption College Catholic Secondary School. <i>Parking lot repaving at St. William and Christ the King Catholic Elementary School and Assumption College Catholic Secondary School.</i>	Fuller Construction (1986) Inc.	3	\$1,985,636.00	School Condition Improvement and School Renewal
2.	Facilities Services	St. Andre French Immersion Catholic Elementary School	Tender 724 - HVAC Upgrades, Window Replacement and Vestibule Addition at St. Andre French Immersion Catholic Elementary School. <i>Install new HVAC systems in 6 classrooms, replace exterior windows in 16 classrooms and addition of a child care vestibule.</i>	Vince Ferro Construction Ltd.	3	\$1,716,710.69	School Condition Improvement
3.	Facilities Services	St. Louis Catholic Elementary School	Tender 729 - Municipal Combined Sewer Re-Location at St. Louis Catholic Elementary School. <i>Relocation of the existing sewer layout to accommodate the planned addition at the school.</i>	Sterling Ridge Infrastructure Inc.	4	\$790,435.00	Capital Priorities
4.	Facilities Services	Assumption Dormitory	Tender 732 - Assumption Residence Renovations - Phase 3. <i>Servery, common area and stairwell renovations.</i>	Vince Ferro Construction Ltd.	2	\$472,950.20	School Condition Improvement

WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD
PROCUREMENT ACTIVITY REPORT FOR THE PERIOD June 1, 2022 - August 31, 2022
(IN EXCESS OF \$100,000 INCLUDING HST)

	Budget Holder	Location	Procurement Name and Details	Awarded Vendor	Number of Bids Received	Total Value (including HST)	Funding Source
5.	Facilities Services	Stella Maris Catholic Elementary School	Tender 725 - Site Improvement Project at Stella Maris Catholic Elementary School. <i>Playground paving and playfield construction including field drainage.</i>	Matassa Inc.	6	\$404,992.00	School Condition Improvement
6.	Facilities Services	Holy Names Catholic Secondary School	Tender 722 - Door Replacements at Holy Names Catholic Secondary School. <i>The replacement of doors at Holy Names Catholic Secondary School.</i>	Vince Ferro Construction Ltd.	4	\$238,379.88	School Condition Improvement
Collaborative Tenders - OECM, Ontario VOR, Kinetic GPO							
1.	Information Technology	Board Wide	OECM Agreement - PO 866220020945 <i>600 Chromebooks plus licensing.</i>	Northern Micro Inc.	1	\$250,860.00	Operating Funds
2.	Information Technology	Board Wide	OECM Agreement - PO 866220020801 <i>672 Chromebooks plus licensing.</i>	Northern Micro Inc.	1	\$218,695.68	Operating Funds



1325 California Avenue
Windsor, ON N9B 3Y6
CHAIRPERSON: Fulvio Valentinis
DIRECTOR OF EDUCATION: Emelda Byrne

Meeting Date:
September 27, 2022

BOARD REPORT

Public ☒ **In-Camera** ☐

PRESENTED FOR: Information ☒ Approval ☐

PRESENTED BY: Emelda Byrne, Director of Education

PREPARED BY: John Ulicny, Executive Superintendent of Education/Human Resources
Colleen Norris, Superintendent of Human Resources

SUBJECT: **FOURTH YEAR OF THE FIVE-YEAR POLICY REVIEW PLAN - 2021-22**

RECOMMENDATION:

That the Board receive as information the Status of the Five Year Policy Review Plan – 2021-22

SYNOPSIS:

This report provides the status of the five-year policy review plan previously presented to the Board September 28, 2021.

BACKGROUND COMMENTS:

Section A of the attached plan is a list of those policies that have been approved or amended pursuant to the Board's current policy development process during 2021-2022 school year.

Section B of the attached plan is a list of those policies that are under review and are in varying stages of policy development. The policies are being applied with general effectiveness and are compliant with legislation/regulation. Reviews will be undertaken and brought forward to the Board on a priority basis, with some requiring substantive amendments to reflect current practice and others formatting/minor amendments for consistency with current conventions of Policy A: 01 Policy Review Process.

Section C is a list of new policy proposals currently in development. At this point in time, no new policies are required.

Section D is a list of policies currently in the public consultation process and anticipate Board approval in principle and final approval prior to December 2022.

In addition, in accordance with Procedure A:01 Policy Development, Review and Approval, section 3.8:

The Director of Education shall detail in the annual plan for policy review all policy proposals from the previous school year that were considered and subsequently declined.

In February 2022, a grade 7 student from Assumption Middle School proposed to Trustees and Administration that the Policy A: 34 Flag Protocol to be updated to include the Every Child Matters flag. The intended outcome of the student's proposal would be a revision to Board Policy A: 34 Flag Protocol which would provide for the flying of the Every Child Matters Flag on the outdoor flag pole at each school in lieu of, or in addition to, the National Flag of Canada.

As per Procedure A:01 Policy Review, Appendix A Flowchart of Procedure for Development of Policies, should a student, parent, staff or community member bring forward a proposal, the Superintendent of Human Resources and Policy Development form a policy sub-committee to review the request and provide a recommendation to the board's Executive Council. A policy sub-committee consisting of Superintendent Rosemary Lo Faso, Superintendent Colleen Norris and Executive Assistant to the Board Beth Marshall was formed.

Consistent with the guiding principles of Board Policy A: 34 Flag Protocol, which reserves the outdoor flag pole for the honouring of the National Flag of Canada, the sub-committee did not recommend to the board's Executive Council to amend the existing policy and procedure to include Every Life Matters flag flown on outdoor flag poles. Executive Council supported the recommendation and the proposal was declined.

To support the student's request for the recognition of the Every Child Matters flag, Superintendent Lo Faso consulted with the Board's Indigenous Education team to review the possibility of flying the Every Life Matters flag inside the schools. The Indigenous Education team has procured the appropriate Every Child Matters flag and in consultation with Principals, during a designated period during the school year, schools may display the Every Child Matters flag inside the school, as defined by the Board's Flag Policy A:34.

FINANCIAL IMPACT:

N/A

TIMELINES:

Reviews will be under taken and brought forward to the Board on a priority basis. The Plan, and implementation timelines, may be adjusted from time to time, based on legislation, regulation, guidelines, and stakeholder feedback.

APPENDICES:

Status of the 2021-2022 Policy Plan Review.

REPORT REVIEWED BY:

<input checked="" type="checkbox"/>	EXECUTIVE COUNCIL:	Review Date:	September 20, 2022
<input checked="" type="checkbox"/>	EXECUTIVE SUPERINTENDENT:	Approval Date:	September 20, 2022
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date:	September 20, 2022

Windsor-Essex Catholic District School Board

STATUS OF FIVE YEAR POLICY REVIEW PLAN

SECTION A: The following are policies which have been approved or amended through the Board's current policy development process in 2021-2022.

Policy No.	Policy Name
A:21	Child Care
A:21 PR	Child Care Procedure
H:21	Disconnecting from Work (new)
IT:01	Acceptable Use of Information Technology Resources
IT:01A PR	Acceptable Use of IT Resources
IT:01B PR	User Access Management
IT:01C PR	Passwords for User Accounts
IT:01D PR	Procurement and Disposal of Information Technology Resources
IT:01E PR	Personal Electronics Devices
IT:01F PR	Privacy and Information Management
IT:01G PR	Email and Electronic Communication
IT:01H PR	Cloud Services (new)
SC:01	Catholic School Advisory Councils
SC:01 PR	Catholic School Advisory Councils Procedure
SC:15	Code of Conduct
ST:10	Supervised Alternative Program - <i>Revoked</i>
ST:19	School Dress Codes
ST:19 PR	School Dress Codes Procedure
ST:22	Home Instruction
ST:22 PR	Home Instruction Procedure
ST:26	Concussions
ST:26 PR	Concussions Procedure
T:01	Student Trustees
T:06	Honoraria for Trustees
T:08	Use of Board Resources for Trustees Seeking Re-Election
T:08 PR	Use of Board Resources for Trustees Seeking Re-Election Procedure

SECTION B: The following is a list of policies currently under review which require formatting/minor amendments or anticipated substantive amendments for consistency with current conventions of Policy A: 01 Policy Review Process. These policies will be brought forward as amended, on a priority basis.

Windsor-Essex Catholic District School Board

STATUS OF FIVE YEAR POLICY REVIEW PLAN

Policy #	Policy Name
A:05	Pupil Accommodation Review Policy
A:09	Educational Materials De-selection
A:13	Board Solicitor
A:18	Continuing Education/Summer School Programs
A:24	Criminal Background Checks for Service Providers and Others (Non-Employees)
A:30	Privacy
A:31	Accessibility Standards for Customer Service
A:32	Integrated Accessibility Standards
A:33	Copyright-Fair Dealings
B:03	Vehicles on School Property During School Hours
B:05	Property Damage/Vandalism/Theft
B:06	Facility Maintenance
B:07	Access to School Premises
B:08	Community Planning and Partnerships
B:09	Playgrounds/Playground Equipment
F:01	Donations/Sponsorships/ Partnerships
F:05	Fees for Learning Materials and Activities
H:02	Employee Wellness Program
H:02	Attendance Support Program
H:04	Criminal Reference Check
H:06	Health and Safety of Employees
H:09	Assault on Employee
H:10	Employee Injuries/Illness
H:11	Drug and Alcohol Abuse By Employees
H:13	HIV Presence in Employees
H:14	Teacher Exchanges
H:15	Transfer of Principals and Vice-Principals
SC:04	Field Trips
SC:10	Crisis/Trauma Response Plan
SC:11	Trespassing
SC:12	Co-Instructional Activities
SC:13	Release of Student Information
SC:14	Emergency Measures Plan
SC:16	Opening / Closing Exercises
SC:17	Video Security Surveillance
SC:19	Environmental Education
ST:01	Student Admission - Elementary
ST:02	Student Admission - Secondary
ST:04	Attendance and Punctuality

Windsor-Essex Catholic District School Board

STATUS OF FIVE YEAR POLICY REVIEW PLAN

ST:08	Grade 8 Graduation Celebrations
ST:11A	Anaphylaxis Policy
ST:11B	Ensuring Asthma Friendly Schools, Ryan's Law
ST:11C	Diabetes/Epilepsy
ST:13	Safe Arrival
ST:14	New Academic Programs
ST:15	Accidents/Students
ST:16	HIV Presence in Students
ST:20	Collection of Personal Information
ST:23	Assessment, Evaluation and Reporting, Grades 1 to 12
T:02	Trustee Expenses and Board Services

SECTION C: New Policy Proposals: To date, no new policies.

SECTION D: Policies currently in the public consultation process and anticipate Board approval in principle and final approval prior to December 2022.

Policy #	Policy Name
A:28	Advertising Expenditures
A:29	Advocacy Expenditures
H:22	Electronic Monitoring of Employees (New)
SC:05	Blessing and Official Opening of Schools and Major Additions
SC:18	Bullying Prevention and Intervention
T:07	Trustee Code of Conduct



1325 California Avenue
Windsor, ON N9B 3Y6
CHAIRPERSON: Fulvio Valentinis
DIRECTOR OF EDUCATION: Emelda Byrne

Meeting Date:
September 27, 2022

BOARD REPORT

Public ☒ **In-Camera** ☐

PRESENTED FOR: Information ☒ Approval ☐

SUBMITTED BY: Emelda Byrne, Director of Education

PREPARED BY: Emelda Byrne, Director of Education

SUBJECT: STRATEGIC DIRECTIONS AND SYSTEM PRIORITIES FOR SENIOR ADMINISTRATION 2022-2023

RECOMMENDATION:

That the Board receive the Strategic Directions and System Priorities for Senior Administration 2022-2023 as information and that it be used in the evaluation of the Director of Education's performance management process as outlined in Board Policy H: 20 Performance Management – Director of Education.

SYNOPSIS: The approved Multi-Year Strategic Plan 2020-2024 forms the basis for the goals and objectives presented by the Director of Education and Senior Administration. As per Policy H: 20 Performance Management – Director of Education, *The Director shall file an annual report identifying areas of focus for attention for the upcoming school year to the Board of Trustees* – herein is the Director of Education's report outlining the Strategic Directions and System Priorities for 2022-2023 and also includes those of Senior Administration.

BACKGROUND COMMENTS: In January 2020, the Board of Trustees approved a four year Multi-Year Strategic Plan (2020-2024) for the Windsor-Essex Catholic District School Board that outlines its goals and objectives. The Plan has five foundational system priorities. They are Our Students, Our Faith, Our Team, Our Resources, and Our Community. The Director of Education and Senior Administration will continue to implement the Multi-Year Strategic Plan by directing Superintendents to rely on its governing principles by defining goals and objectives for the Strategic Directions and System Priorities being presented to the Board.

Board Policy H: 20 Performance Management – Director of Education was formally approved by the Board of Trustees on June 23, 2008 and subsequently amended and approved by the Board of Trustees on November 26, 2019. This policy allows the Director of Education to begin the formal process of performance appraisal as outlined in said policy. The

Performance Management process begins with the Director of Education presenting an annual plan for the school year to the Board of Trustees.

FINANCIAL IMPACT: n/a

TIMELINES: The Performance Management process for the Director of Education will be completed in 2023.

APPENDICES:

- Appendix A - Strategic Directions and System Priorities for Senior Administration 2022-2023

REPORT REVIEWED BY:

☒ EXECUTIVE COUNCIL
☐ EXECUTIVE SUPERINTENDENT
☒ DIRECTOR OF EDUCATION:

Review Date: September 7, 2022

Approval Date: -----

Approval Date: September 7, 2022

WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD



Strategic Directions and System Priorities for Senior Administration 2022-2023

Mission Statement

In keeping with the virtues of our Catholic faith, we are called to **KNOW** every student, to **INSPIRE** them to follow the example of Jesus, and to **EMPOWER** them with the knowledge and skills they need to live purposeful, meaningful lives.

Vision Statement

Building communities of faith, hope and service

In January 2020, the Board of Trustees for the Windsor-Essex Catholic District School Board approved its Mission Statement, a new Vision Statement, and a four year (2020-2024) Multi-Year Strategic Plan. The Multi-Year Strategic Plan revised the five foundational system priorities as follows: Our Students, Our Faith, Our Team, Our Resources and Our Community.

Director of Education and Executive Superintendents

Our Students:

- To continue to ensure effective strategies are aligned with those of the Ministry of Education in working toward the goals of achieving excellence, ensuring equity and promoting well-being for all students and to enhance public confidence in our Catholic education system.
- To continue to improve all initiatives relative to Student Mental Health and Well-being as critical supports to student achievement in partnership with families and community agencies.
- To continue to support our students with special education needs in an inclusionary model, while providing a safe, caring, responsive and accepting school environment in which every student can achieve to their potential.
- To continue to support students from diverse, under-represented and historically disadvantaged populations in the classrooms and in the community.
- To continue to implement health and safety measures in schools that promote a respectful, welcoming and inclusive environment for all individuals who choose to use personal protective equipment (PPE).
- To advance student achievement through the development and implementation of the Board Improvement and Equity Plan (BIEP), and the alignment of School Improvement and Equity Plans (SIEP), with a focus on:
 - Student Achievement
 - Human Rights and Equity
 - Mental Health, Well-Being and Engagement
 - Transitions and Pathways
 - Catholic Faith Formation
- To continue to provide diverse opportunities for student learning through programs such as Cooperative Education, Ontario Youth Apprenticeship Program (OYAP), Dual Credits, School Within a College (SWAC) and Specialist High Skills Major (SHSM).
- To continue to ensure academic opportunities by offering the International Baccalaureate Program (PYP, MYP and DP) as well as French Immersion programming.
- To continue to create a culture of innovation that embraces the realities of a changing world and expose students to experiential learning that is related to exciting career paths in a variety of sectors, while being ever mindful of the potential for expansion into new areas that provide even greater opportunities for students.
 - Sports Academies
 - STEM (Science, Technology, Engineering and Math)
 - Robotics/Coding
 - Construction and Masonry
- To continue to market, develop and expand the International Education Program.

Our Faith:

- To continue to enhance our distinctive Catholic education system and build positive relationships with families, parishes, our local Bishops, Deaneries and the broader Catholic Christian community in support of Catholic Education.
- To continue the cultivation of holistic school environments that focus on the well-being, academic and spiritual growth of both staff and students, and to provide meaningful and ongoing opportunities for Catholic faith formation.
- To continue the affirmation of our mandate as stewards of Catholic education and to celebrate our success in the areas of Faith Development and Social Justice in both our Catholic Community and the entire Windsor-Essex region.
- To continue to teach and exemplify the Ontario Catholic School Graduate Expectations as the desired outcomes for all of our students as they pursue educational excellence.
- To continue to enhance and support inclusionary practices and provide opportunities to engage in social justice experiences as an expression of faith in action.
- To continue to work with all of our partners to foster a welcoming Christian environment for all who choose Catholic education.

Our Team:

- To continue to support the Board's Mission, Priorities and Goals with an emphasis on student achievement and faith development through strategic leadership and service delivery in order that all may realize their full potential.
- To continue the development of succession plans to ensure the achievement of top performance by offering mentoring programs to enhance leadership competencies.
- To continue with ongoing support of professional development for all employees through training, mentoring and sharing best practices in order to support the mental health and well-being of all of our students and to enrich their educational experiences to improve student achievement.
- To demonstrate ongoing commitment to Employee Wellness and Health and Safety Programs towards creating a working environment that supports the physical, spiritual and social well-being of employees.
- To support policies and initiate practices that promote employee integrity, respect in the workplace, performance excellence and accountability.
- To continue to adhere to equitable hiring, employment and promotion practices in order to foster an inclusive and diverse workplace.
- To continue to work with all employee groups in administering collective agreements and employment contracts.

Our Resources:

- To establish a multi-year Financial Plan that provides for a budget that is balanced with available resources.
- To continue to strengthen policies and processes in order to ensure sustainable financial stability.
- To promote positive learning and working environments for students and staff by directing resources that support student achievement, safety and well-being.
- To dedicate resources to further the use of advanced technology in our schools to foster creativity and empower student learning in an ever-changing environment.
- To maintain an effective and efficient operation that provides high quality schools and learning environments in the face of increasing regulatory changes, competing costs, aging buildings and funding challenges.
- To continue to implement initiatives to reduce energy usage and to enhance environmental sustainability throughout the Board's facilities.
- To plan and promote improved accessibility at all sites to position the Board to achieve compliance with the Accessibility for Ontarians with Disabilities Act (2025), while continuing the practice of identifying, removing and preventing barriers to people who work, learn and participate in the Windsor-Essex Catholic District School Board Community including students, staff, parents, guardians and visitors.
- Utilize long term enrolment projections and comprehensive accommodation plans to maximize efficiency of facility use and programming.

Our Community:

- To strengthen our Catholic partnerships with local Parishes, Windsor-Essex Deaneries and other Catholic organizations in order to support faith formation opportunities for students and staff.
- To continue to enhance public engagement through the Parent Involvement Committee and the Catholic School Advisory Councils.
- To enhance accountability, transparency and public confidence through the ongoing implementation of our Communications Policy.
- To support partnerships with service providers as a proactive measure to building inclusive school climates that focus on developing healthy and respectful relationships throughout the whole school and surrounding community.
- To continue to work collaboratively with community providers who support students and their families with early childhood development, mental health and well-being, medical and /or physical and therapeutic needs.
- To explore opportunities with business, industry, government and academia to create exciting experiences for students in the areas of Innovation and Entrepreneurship, STEM (Science, Technology, Engineering and Math), Sports and Skilled Trades.

Emelda Byrne

Director of Education

Melissa FarrandExecutive Superintendent
Student Achievement K-12***Penny King***Executive Superintendent
Business***John Ulicny***Executive Superintendent
Education / Human Resources



1325 California Avenue
Windsor, ON N9B 3Y6
CHAIRPERSON: Fulvio Valentinis
DIRECTOR OF EDUCATION: Emelda Byrne

Meeting Date:
September 27, 2022

BOARD REPORT

Public ☒ **In-Camera** ☐

PRESENTED FOR: Information ☒ Approval ☐

SUBMITTED BY: Emelda Byrne, Director of Education

PREPARED BY: Penny King, Executive Superintendent of Business
Susan Swiatoschik, Senior Manager of Finance

SUBJECT: **AUDIT COMMITTEE MINUTES –
MEETING OF FEBRUARY 3, 2022**

RECOMMENDATION:

That the Board receive the Minutes of the February 3, 2022 Audit Committee meeting as information.

SYNOPSIS:

The Audit Committee is submitting to the Board, for information, the Minutes of its February 3, 2022 meeting.

BACKGROUND COMMENTS:

The Audit Committee is a standing committee of each school board as mandated through the *Education Act*. The role of the Audit Committee is to assist the Board of Trustees in fulfilling its responsibilities related to governance and oversight as prescribed by Ontario Regulation 361/10 – Audit Committees. O. Reg. 361/10 requires Audit Committees to meet at least three times each fiscal year. A portion of meetings may be held in-camera in accordance with the *Education Act*.

FINANCIAL IMPACT:

N/A

TIMELINES:

Minutes of the Wednesday, June 15, 2022 Audit Committee meeting will be received by the Board of Trustees following the Committee's approval at its next meeting.

APPENDICES:

Audit Committee Minutes of February 3, 2022

REPORT REVIEWED BY:

<input checked="" type="checkbox"/>	EXECUTIVE COUNCIL:	Review Date:	September 20, 2022
<input checked="" type="checkbox"/>	EXECUTIVE SUPERINTENDENT:	Approval Date:	September 20, 2022
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date:	September 20, 2022



1325 California Avenue
Windsor, ON N9B 3Y6
BOARD CHAIRPERSON: Fulvio Valentinis
DIRECTOR OF EDUCATION: Emelda Byrne

**AUDIT COMMITTEE
MINUTES - PUBLIC SESSION
Thursday, February 3, 2022 at 4:30 p.m.
Google Meet Virtual Meeting**

PRESENT:

Audit Committee Members:

Peter Wasylyk (Community member - Chair)
Vanessa DaDalt (Community member)
Mary DiMenna (Board member)

Tony Polifroni (Board member)
Fulvio Valentinis (Board member)

Administrative Resource Personnel:

Penny King, Executive Superintendent of Business
Susan Swiatoschik, Senior Manager of Finance
Dave Lennie, Manager of Finance (A)

Recorder: E. Grubestic

1. Call to Order and Opening Prayer - Chair Wasylyk called the meeting to order at 4:31 p.m. and opened the meeting with prayer.
2. Recording of Attendance - All Committee members were present.
3. Approval of Agenda

Moved by: V. DaDalt

Seconded by: T. Polifroni

THAT the February 3, 2022 Audit Committee meeting agenda be approved as presented. Carried.

4. Disclosure of Interest Pursuant to the *Municipal Conflict of Interest Act* - None.
5. Resolve into Closed Session

Moved by: V. DaDalt

Seconded by: M. DiMenna

THAT the Audit Committee meeting of February 3, 2022 resolve into Closed Session at 4:33 p.m., pursuant to the Education Act – Section 207 to consider security of the property of the board matters, and specific matters permitted or required to be kept private and confidential under the Freedom of Information and Protection of Privacy Act. Carried.

6. Closed Session
7. Rise and Report into Open Session

Moved by: T. Polifroni

Seconded by: V. DaDalt

THAT the Audit Committee meeting of February 3, 2022 reconvene into Open Session at 4:42 p.m. Carried.

Moved by: F. Valentinis

Seconded by: V. DaDalt

THAT the Minutes of the November 15, 2021 Audit Committee Closed Session Meeting be approved as distributed 6a. Carried.

Moved by: M. DiMenna

Seconded by: F. Valentinis

THAT the Audit Committee approve the recommendation regarding a matter exempt from access under the security of the property of the board matters; and, specific matters permitted or required to be kept private and confidential under the Freedom of Information and Protection of Privacy Act, item 6b(i). Carried.

8. Open Session Items

a) Approval of Minutes - November 15, 2021 Public Session

Moved by: V. DaDalt

Seconded by: M. DiMenna

THAT the Minutes of the November 15, 2021 Audit Committee Public Session Meeting be approved as distributed. Carried.

9. Other Open Session Business / Questions – None.

10. Next Meeting Dates

- Wednesday, April 13, 2022 at 6:00 p.m. (*Tentative, only if required*)
- Wednesday, June 15, 2022 at 6:00 p.m.

11. Closing Prayer and Adjournment - The meeting adjourned at 4:44 p.m. at the call of the Chair.



Peter Wasylyk

Audit Committee Chairperson



1325 California Avenue
Windsor, ON N9B 3Y6
CHAIRPERSON: Fulvio Valentinis
DIRECTOR OF EDUCATION: Emelda Byrne

Meeting Date:
September 27, 2022

BOARD REPORT

Public ☒ **In-Camera** ☐

PRESENTED FOR: Information ☐ Approval ☒

SUBMITTED BY: Emelda Byrne, Director of Education

PREPARED BY: Penny King, Executive Superintendent of Business

SUBJECT: **2022 MUNICIPAL ELECTION – APPOINTMENT OF COMPLIANCE AUDIT COMMITTEE MEMBERS**

RECOMMENDATION:

That the Board approve the appointment of Ferruccio Da Sacco, Randy Laforest and Peter Wasylyk to the Compliance Audit Committee, and that all powers and functions of the Board under the *Municipal Elections Act, 1996* in respect of compliance audit applications be delegated to the committee, for a four-year term effective November 15, 2022 to November 14, 2026.

SYNOPSIS:

In accordance with the *Municipal Elections Act, 1996 (MEA)*, prior to October 1 of an election year, district school boards are required to establish a Municipal Election Compliance Audit Committee to consider compliance audit applications with regard to candidates' financial statements filed under Section 88 of the *Municipal Elections Act* for the 2022 election. This report provides a recommendation regarding the appointment of three members to the Board's Compliance Audit Committee for the 2022 municipal election.

BACKGROUND COMMENTS:

The MEA requires the Election Compliance Audit Committee to be composed of between three and seven people who cannot be members of the school board, an employee of the school board, or a candidate in the election.

At its meeting held on May 24, 2022, the Board established the Committee, to consist of three members, and authorized administration to solicit volunteers for membership with the intent of submitting a list of applicants to the Board for consideration prior to the October 1, 2022 legislated deadline.

Subsequently, a public notice seeking community volunteers for the Committee was placed in the July 16 edition of the Windsor Star newspaper. Notice to the public was also provided via the Board's website and communicated through the Board's social media.

Three individuals indicated an interest and submitted completed applications. The Board can comply with the legislation by appointing all three to the committee. Based on the information supplied by the applicants, each complies with the noted conditions.

It is recommended the Board approve the appointment of the following community volunteers to its Municipal Election Compliance Audit Committee, for a four-year term beginning on November 15, 2022 and ending November 14, 2026:

- Ferruccio Da Sacco, CPA, CA, Partner with BDO Canada (serving third term)
- Randy Laforest, CISA, CIA, CFE, MBA, SOX Compliance Director at Samsara (serving first term)
- Peter Wasylyk, CPA, CA, Chief Financial Officer at The Windsor Mold Group (serving first term)

FINANCIAL IMPACT:

The Board is responsible for costs related to the operation of the committee. Other costs may apply, as noted in Section 88 of the *Act*, if an application is granted by the committee or if a decision of the committee is appealed to the Ontario Court of Justice. Expenses related to the operations of the committee, if any, will be funded from the School Board Administration and Governance Grant. It is further recommended that membership on the Committee be viewed as a public service, and therefore no stipend, per diem or reimbursement of expenses, such as mileage, by members be considered.

TIMELINES:

Members must be appointed to the committee by October 1, 2022 pursuant to the MEA. Members of the Committee serve, on an as needed basis, for a four-year term beginning on November 15, 2022 and ending November 14, 2026, to deal with compliance audit applications arising from the 2022 municipal election and any by-elections during the Board's election term.

APPENDICES:

- None.

ON-LINE RESOURCE:

- Municipal Elections Act, 1996:
<https://www.ontario.ca/laws/statute/96m32>

REPORT REVIEWED BY:

<input checked="" type="checkbox"/>	EXECUTIVE COUNCIL	Review Date:	September 20, 2022
<input checked="" type="checkbox"/>	EXECUTIVE SUPERINTENDENT	Approval Date:	September 20, 2022
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date:	September 20, 2022



1325 California Avenue
Windsor, ON N9B 3Y6
CHAIRPERSON: Fulvio Valentinis
DIRECTOR OF EDUCATION: Emelda Byrne

Meeting Date:
September 27, 2022

BOARD REPORT

Public ☒ **In-Camera** ☐

PRESENTED FOR: Information ☒ Approval ☐

SUBMITTED BY: Emelda Byrne, Director of Education

PREPARED BY: Melissa Farrand, Executive Superintendent of Education, Student Achievement K-12
Kelly-Ann Bull, Superintendent of Education, Student Achievement K-12

SUBJECT: **SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)**
MINUTES OF THE May 19, 2022 MEETING

RECOMMENDATION:

**That the Board receive the Minutes of the Thursday, May 19, 2022
Special Education Advisory Committee Meeting as information.**

SYNOPSIS:

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

BACKGROUND COMMENTS:

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

FINANCIAL IMPACT:

N/A

TIMELINES:

The May 19, 2022 SEAC Minutes were approved at the September 15, 2022 meeting. The next SEAC meeting is scheduled for October 20, 2022.

APPENDICES:

Special Education Advisory Committee Minutes of Thursday, May 19, 2022

REPORT REVIEWED BY:

<input checked="" type="checkbox"/>	EXECUTIVE COUNCIL:	Review Date:	September 20, 2022
<input checked="" type="checkbox"/>	EXECUTIVE SUPERINTENDENT:	Approval Date:	September 20, 2022
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date:	September 20, 2022



Windsor-Essex Catholic District School Board

1325 California Ave., Windsor, ON N9B 3Y6

Phone: (519) 253-2481 Fax: (519) 253-0620

SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

DATE: Thursday, May 19, 2022 TIME: 6:00 p.m.

VIRTUAL: GoogleMeet

Trustees

Mary DiMenna, Vice Chair - Trustee Member

Lisa Soulliere - Trustee Member

Administration

Kelly-Ann Bull - Superintendent of Education, Student Achievement K-12

Principal's Association

John Riberdy, Principal

Ministry of Education

Joy Antoniuk - Education Officer

Association Representatives

Sarah Stanton, Chair - Up About Down (Windsor-Essex Down Syndrome Association)

Melanie Allen - VIEWS (Canadian National Institute for the Blind)

Joanna Zeiter - Easter Seals

Colleen Switzer - Community Living Essex County / Windsor

Anne Marie Domsic - Learning Disabilities Association of Windsor-Essex

RoseMarie Lamug - Inclusion Action In Ontario

Tera Kimball - Autism Ontario

MINUTES

1. Call to order and Opening Prayer

Vice Chair, Trustee Mary DiMenna called the meeting to order at 6:04pm. Opening prayer was led by Trustee Mary DiMenna.

2. Recording of Attendance

Regrets: Colleen Switzer, RoseMarie Lamug, Joanna Zeiter

3. Approval of Agenda

The motion to approve the May 19, 2022 SEAC Agenda was made by Anne Marie Domsic; seconded by Lisa Soulliere. Carried.

4. Welcome/Introductions - Mary DiMenna introduced Ken McCarthy, Special Education Coordinator.

5. Disclosure of Pecuniary Interest - None

6. Presentation by Ken McCarthy - Planning For Success

7. Approval of the April 21, 2022 Minutes

The motion to approve the Minutes of April 21, 2022 was made by Anne Marie Domsic; seconded by John Riberdy. Carried.

8. Information Items

Correspondence received:

- a. Upper Grand District School Board letter to Deputy Minister of Education, Nancy Naylor; Deputy Minister of Health, Dr. Catherine Zahn; Deputy Minister of Children, Community and Social Services, Denise Cole re: Policy/Program Memorandum No. 81, Provision of Health Support Services in School Settings in 2021-22: New Expectations
- b. Superior-Greenstone District School Board letter to Minister of Education, Stephen Lecce in regard to making Regulation 632/20 a permanent amendment which would allow meetings to occur virtually
- c. Kenora Catholic District School Board letter to Minister of Education, Stephen Lecce, regarding the decrease in Special Incidence Portion funding
- d. Letter from Laurie McNelles, Interim Director, Digital and Online Learning Branch, Student Achievement Division of the Ministry of Education to Sue Wilson, SEAC Chair for the Catholic District School Board of Eastern Ontario
- e. Conseil Scholaire Viamonde letter to Nancy Daylor, Deputy Minister of Health, Dr. Catherine Zahn; Deputy Minister of Children, Community and Social Services, Denise Cole re: Policy/Program

Memorandum No. 81, Provision of Health Support Services in School Settings in 2021-22: New Expectations

The motion to accept the communication items as information was made by Lisa Soulliere; seconded by John Riberdy. Carried.

9. Report from Chair, Sarah Stanton - No report

10. Report from Trustees

- a. Trustee Mary DiMenna - No report
- b. Trustee Lisa Soulliere - As an update on the financial projection for 2021/2022 year end, Trustee Soulliere reported that the WECDSB is projecting a slight surplus. As well, registration numbers at both the elementary and secondary levels are doing well.

11. Report from the Superintendent of Education - Student Achievement K-12, Kelly-Ann Bull

- a. The Student Information System is transferring from Trillium to Aspen. The Learning Support Services Teachers (LSST) will receive training on the new system and will be entering all student IEP data. Aspen will be live in September.
- b. The Special Education Regional Coordinator/Consultant Council (SERCC) conference is taking place on June 2 and 3, 2022. Diane Tope-Ryan will be presenting our After School Skills Development program. Special Education Coordinators will be in attendance.
- c. The Elementary Day of Champs took place on May 12, 2022 at St. Thomas of Villanova High School. It was very successful. Everyone enjoyed the in-person event. [Elementary Day of Champs](#)
- d. The Secondary Day of Champs is scheduled to take place on June 10, 2022 at St. Anne Secondary School.
- e. The Ministry of Education announced early intervention and special needs services funded by the Ministry of Children, Community and Social Services beginning in April 2022. The aim is to connect families to child development services. Families will be led into appropriate assessment and services as early as possible. The Children's Treatment Centres begin the planning for implementation. WECDSB will collaborate with local organizations. WECDSB will direct families to find access to these services.
- f. The Ministry of Education provided funding for tutors who are presently in schools during the day and after school.
- g. The Ministry of Education has provided funding for the WECDSB to offer summer learning at 7 sites, targeting grades 2 and 3. Each classroom will run for 5 hours/day for 3 weeks in July. The classrooms will be staffed by teachers Learning Support Services Teachers (LSSTs) and Child and Youth Workers (CYWs).

12. Association Reports

- a. **UP ABOUT DOWN** - No Report
- b. **VIEWS** - No Report
- c. **EASTER SEALS** - No Report
- d. **COMMUNITY LIVING WINDSOR/ESSEX** - No Report
- e. **LDAWE** - Registration for summer camp opened this week. The focus of the camps will be Math, Literacy, Technology and social skills for children with diagnosed or suspected learning disabilities entering grades 2-6 in September 2022. The program runs from July 11, 2022 to August 12, 2022.
- f. **INCLUSION ACTION IN ONTARIO** - No Report
- g. **AUTISM ONTARIO** - Speech pathology services will be offered free of charge, however, there is only one speech pathologist available for our area. Both local and regional summer funding has opened. In-house, in-person events are expected to return soon.

The motion to accept the association reports as information was made by Sarah Stanton; seconded by Lisa Soulliere. Carried.

13. Unfinished Business - None

14. New Business**a. Selection of SEAC meeting dates for 2022/2023 school year**

The motion to accept the SEAC Meeting dates for 2022/2023 school year as presented was made by Tera Kimball; seconded by Sarah Stanton. Carried.

b. Special Education Plan Amendments 2022

The motion to accept the Special Education Plan Amendments 2022 as presented was made by John Riberdy; seconded by Anne Marie Domsic. Carried.

15. Next Meeting Date - June 16, 2022

16. Closing Prayer - A closing prayer was given by Trustee, Lisa Soulliere.

17. Adjournment - Chair, Trustee Mary DiMenna adjourned the meeting at 6:34pm.



1325 California Avenue
Windsor, ON N9B 3Y6
CHAIRPERSON: Fulvio Valentinis
DIRECTOR OF EDUCATION: Emelda Byrne

Meeting Date:
September 27, 2022

BOARD REPORT

Public ☒ **In-Camera** ☐

PRESENTED FOR: Information ☐ Approval ☒

SUBMITTED BY: Emelda Byrne, Director of Education

PREPARED BY: John Ulicny, Executive Superintendent of Education/Human Resources
Colleen Norris, Superintendent of Human Resources

SUBJECT: **DRAFT POLICY T:07 TRUSTEE CODE OF CONDUCT**

RECOMMENDATION:

That the Board approve in principle Draft Policy T:07 Trustee Code of Conduct and Schedule A: Windsor-Essex Catholic District School Board Trustee Code of Conduct

SYNOPSIS:

Draft Policy T: 07 Trustee Code of Conduct is recommended for approval in principle, to be returned for final approval November 1, 2022 subject to amendments arising out of the public consultation process.

BACKGROUND COMMENTS:

A Trustee position is an elected position which carries with it the understanding that the electorate will decide at election time its support for the effectiveness of a Trustee. At the same time, it is important to recognize the public trust and responsibility the collective body carries and that this trust and responsibility is honoured through determining and enforcing norms of acceptable behaviour.

A code of conduct policy contributes to confidence in public education and respect for the integrity of Trustees in the community. It deals with acceptable and respectful behaviours.

Following board policy process, in April 2016 and then again in April 2019, the Board of Trustees for the Windsor-Essex Catholic District School Board approved the adoption of a code of conduct that applies to Trustees and Student Trustees.

In accordance with the Education Act, O.Reg 246/18, every board:

- a) shall adopt a code of conduct that applies to the members of the Board on or before May 15, 2019 and every school board must review its Trustee Code of Conduct **by May 15th every fourth year thereafter;**
- b) must pass a board resolution confirming that either: (a) no changes are required and therefore must confirm the existing code of conduct, or (b) changes are required and shall be made.

The current Trustee Code of Conduct is scheduled for review in the 2022-23 cycle. To comply with Regulation 246/18, the existing policy was brought forth for consultation to align with the four-year cycle. Administration thought it was necessary to review the Trustee Code of Conduct prior to the start of the Board of Trustees new term of office commencing November 15, 2022.

Proposed Changes to Existing Policy/Procedure:

Minor changes to the Trustee Code of Conduct to reflect current practices and requirements set out in the Education Act, Ontario Regulation 246/18.

Source and Rationale for the Proposals:

To maintain a policy in compliance with the Board's mission and vision and legislation/regulation.

Results of Public Consultation Process:

As part of the consultation process, the Draft Policy T:07 Trustee Code of Conduct was forwarded to Board of Trustees, Student Trustees, Principals/Vice Principals who were instructed to forward to their Catholic School Advisory Council Chair, Parent Involvement Executive Committee and union/federation presidents. The draft was also posted to the board's public web site for feedback. In compliance with Ontario Regulation 361/10 s.9 (5)(3), the draft policy was also forward to the Board's Audit Committee.

A grammatical error in Schedule A, section 27 was brought to the sub-committee's attention by an employee and has been corrected. To date, received no other suggested amendments to the draft policy.

Timetable For Implementing Policy and Procedure:

It is proposed that a final draft policy be presented for final approval at the November 1, 2022 Regular Board meeting.

Benefits of the Policy Proposals:

To comply with current legislation and practices.

Risks of Policy Direction and Mitigation Strategies:

N/A

Impact on Stakeholders and Plan For Communicating the Policies:

Upon final approval, the policy will be forward to the Board of Trustees, Student Trustees, Principals/Vice Principals, Catholic School Advisory Council Chairs and posted on the Board's public web site.

FINANCIAL IMPACT:

N/A

TIMELINES:

Public consultation: September 8 to October 14, 2022
Board Approval in Principle: September 27, 2022
Board Final Approval: November 1, 2022

APPENDICES:

- Draft Policy T:07 Trustee Code of Conduct
- Schedule A: Windsor-Essex Catholic District School Board Trustee Code of Conduct

REPORT REVIEWED BY:

<input checked="" type="checkbox"/>	EXECUTIVE COUNCIL:	Review Date:	September 20, 2022
<input checked="" type="checkbox"/>	EXECUTIVE SUPERINTENDENT:	Approval Date:	September 20, 2022
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date:	September 20, 2022

SCHEDULE “A”
BOARD POLICY T: 07 TRUSTEE CODE OF CONDUCT

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

DRAFT

Catholic Faith Community and Culture

1. Each Windsor-Essex Catholic District School Board (WECDSB) Trustee shall, within the duties prescribed in the *Education Act*, its regulations, and other applicable legislation, and reflecting a ministry within the Church:
 - a) Acknowledge that Catholic schools are an expression of the teaching mission of the Church;
 - b) Facilitate the best possible Catholic education according to the programs approved by the Canadian Conference of Catholic Bishops and the provincial Minister of Education;
 - c) Recognize and defend the constitutional right of Catholic education and the democratic and corporate authority of the Board;
 - d) Ensure the affairs of the Board are conducted with openness, justice and compassion;
 - e) Work to improve personal knowledge of current Catholic educational research and practices;
 - f) Affirm a strong sense of Christian Catholic Community; and
 - g) Provide support, encouragement and prayer for the efforts of all persons engaged in the ministry of Catholic education in Canada.

Integrity and Dignity of Office

2. Trustees of the Board shall discharge their duties loyally, faithfully, impartially and in a manner that will inspire public confidence in the abilities and integrity of the Board.
3. Trustees of the Board shall recognize that the expenditure of school board funds is a public trust and endeavour to see that the funds are expended efficiently, in the best interests of the students.
4. Trustees, as leaders of the Board, must uphold the dignity of the office and conduct themselves in a professional manner, especially when attending ~~Board~~ WECDSB events, or while on ~~Board~~ WECDSB property.
5. Trustees shall ensure that their comments are issue-based and not personal, demeaning or disparaging with regard to ~~Board~~ WECDSB staff or fellow ~~Board members~~ Trustees.
6. Trustees shall endeavour to participate in trustee development opportunities to enhance their ability to fulfill their obligations.

Avoidance of personal advantage and conflict of interest

7. No Trustee shall accept a gift from any person or entity that has dealings with the ~~Board~~ WECD SB if a reasonable person might conclude that the gift could influence the Trustee when performing ~~his or her~~ their duties to the ~~Board~~ WECD SB. However, this does not for example preclude a Trustee from accepting a free ticket or admission to a charitable event or professional development event. Trustees shall refer to and abide by Board Policy A: 12 Code of Ethics/Conflict of Interest when considering an offer of a “gift” and Policy F:02 Purchasing and Disposal of Assets.
8. A Trustee shall not use ~~his or her~~ their office to advance the Trustee's interests or the interests of any family member or person or organization with whom or with which the Trustee is related or associated.

Employment with the Board

9. Consistent with the Board’s Hiring and Promotion Policy, a Trustee, or a family member of a Trustee, is not precluded from applying for a job with the Board, however, a Trustee shall not use ~~his or her~~ their position, authority or influence to obtain employment with the Board for the Trustee or a family member. Should a Trustee become an employee of the Board in the course of their term of office, they shall immediately be required to resign, being disqualified to act as a member of the Board while being an employee of the Board as set out within *section 219 of the Education Act*.

Compliance with Legislation

10. A Trustee of the Board shall discharge his or her duties in accordance with the *Education Act* and any regulations, directives or guidelines thereunder and comply with the *Municipal Freedom of Information and Protection of Privacy Act*, and any other relevant legislation.
11. Every Trustee of the Board shall uphold the letter and spirit of this Code of Conduct.
12. Every Trustee shall respect and understand the roles and duties of the individual Trustees, Board of Trustees, the Director of Education and the Chair and Vice Chair of the Board.

Civil Behaviour

13. No Trustee shall engage in conduct during meetings of the Board of Trustees or committees of the Board, and at all other times that would discredit or compromise the integrity of the ~~Board~~ WECD SB.
14. A Trustee of the Board shall not advance allegations of misconduct and/or a breach of this Code of Conduct that are trivial, frivolous, vexatious, made in bad faith or vindictive in nature against another Trustee of the Board.
15. When expressing individual views, Trustees shall respect the differing points of view of other Trustees on the Board, staff, students and the public.

16. Trustees shall at all times act with decorum and shall be respectful of other Trustees of the Board, staff, students and the public.
17. All Trustees of the Board shall endeavour to work with other Trustees of the Board and staff of the Board in a spirit of respect, openness, courtesy, and co-operation.

Respect for Confidentiality

18. Every Trustee shall keep confidential any information disclosed or discussed at a meeting of the Board or committee of the Board, or part of a meeting of the Board or committee of the Board, that was closed to the public, and keep confidential the substance of deliberations of a meeting closed to the public, unless required to divulge such information by law or authorized by the Board to do so.
19. No Trustee shall use confidential information for either personal gain or to the detriment of the Board.
20. Trustees shall not divulge confidential information, including personal information about an identifiable individual or information subject to solicitor-client privilege that a Trustee becomes aware of because of ~~his or her~~ their position, except when required by law or authorized by the Board to do so.

Upholding decisions

21. All Trustees of the Board shall accept that authority rests with the Board of Trustees, and that a Trustee has no individual authority other than that delegated by the Board of Trustees.
22. Each Trustee shall uphold the implementation of any Board resolution after it is passed by the Board of Trustees. A proper motion for reconsideration or rescission, if permitted by the Board's Rules of Order, can be brought by a Trustee.
23. A Trustee should be able to explain the rationale for a resolution passed by the Board of Trustees. A Trustee may respectfully state ~~his or her~~ their position on a resolution, however as set out in *Section 218.1(e) of the Education Act*: “A member of the Board shall uphold the implementation of any Board resolution after it is passed by the Board” and shall not in any way undermine the implementation of the resolution.
24. Each Trustee shall comply with Board policies, procedures, By-Laws, and Rules of Order.
25. The Chair of the Board is the spokesperson to the public on behalf of the Board, unless otherwise determined by the Board. No other Trustee shall speak on behalf of the Board unless expressly authorized by the Chair of the Board or Board to do so. When individual Trustees express their opinions in public, they must make it clear that they are not speaking on behalf of the Board of Trustees or WECDSB.

ENFORCEMENT OF CODE OF CONDUCT

Identifying a Breach of the Code of Conduct

26. A Trustee who has reasonable grounds to believe that a Trustee of the Board has breached the ~~Board's~~ Trustee's Code of Conduct may bring the alleged breach to the attention of the Board of Trustees. This is done through the Chair of the Board.
27. Any allegation of a breach of the Code must be brought to the attention of the Chair of the Board no later than six (6) weeks ~~calendar days~~ after the breach comes to the knowledge of the Trustee reporting the breach. Notwithstanding the foregoing, in no circumstance shall an inquiry into a breach of the Code be undertaken after the expiration of nine (9) months from the time the contravention is alleged to have occurred.
28. Any allegation of a breach of the Code of Conduct shall be investigated following the *Informal and/or Formal* Complaint Procedures below, as the case may be.
29. It is expected that whenever possible, allegations of a breach of the Code of Conduct by a Trustee shall be investigated following the Informal Complaint Procedure. It is recognized that from time to time a contravention of the Code may occur that is trivial, or committed through inadvertence, or an error of judgment made in good faith. In the spirit of collegiality and the best interests of the Board, the first purpose of alerting a Trustee to a breach of the Code is to assist the Trustee in understanding ~~his/her~~ their obligations under the Code. Only serious and/or reoccurring breaches of the Code by a Trustee should be investigated following the *Formal Complaint Procedure*.

Chair/Presiding Officer

30. The Code of Conduct applies equally to the Chair of the Board. In the case of an allegation ~~of a breach of the Code by that~~ the Chair breached the Code of Conduct, wherever a process requires action by the Chair, it shall be modified to read the Vice-Chair of the Board.
31. Each year two alternate Trustees shall be chosen by the Board to be used when the circumstances warrant that one or both Trustees are needed in place of the Chair and/or Vice- Chair of the Board to carry out any of the duties required under this Code of Conduct and Enforcement Procedures. In no circumstance shall the Trustee who brought the complaint of a breach of the Code of Conduct be involved in conducting any Formal Inquiry into the complaint, except if it does not involve them personally and they are simply bringing an alleged breach of the Code of Conduct to the attention of the Board.
32. Nothing in this Code prevents the Chair or Presiding Officer of any meeting of the Board or committee of the Board from exercising their power pursuant to s. 207(3) of the *Education Act to expel or exclude from any meeting any person who has been guilty of improper conduct at the meeting*. For greater certainty, this may be done at the sole discretion of the Chair or Presiding Officer, as the case may be, and without the necessity of a complaint or conducting an inquiry before an expulsion or exclusion from a meeting. The rationale for this provision is that a Chair or Presiding Officer must have the ability to

control a meeting. Any Trustee who does not abide by a reasonable expulsion or exclusion from a meeting is deemed to have breached this Code.

33. The Chair of the Board or Presiding Officer of any meeting of the Board or committee of the Board shall exercise their powers in a fair and impartial manner having due regard for every Trustee's opinion or views.
34. The Chair of the Board or Presiding Officer shall follow the special rules of order of the Board and/or the adopted Rules of Order and meeting procedures contained in any Policy or By-Law of the ~~Board~~ WECD SB. A breach of a rule of order should be dealt with at the meeting in question by a Trustee rising to a point of order or appealing a ruling of the Chair in accordance with any applicable rule of order. Once such a motion is dealt with by the Board of Trustees, all Trustees shall abide by that decision and no further action shall be undertaken pursuant to the *Enforcement of the Code of Conduct*, except for persistent improper use of the applicable rules of order by the Chair or Presiding Officer.

Informal Complaint Procedure

35. The Chair of the Board on ~~his/her [its]~~ their own initiative, or at the request of a Trustee of the Board (without the necessity of providing a formal written complaint) who alleges a breach of the Code has occurred, shall consult with the Vice-Chair, and may meet informally with a Trustee of the Board who is alleged to have breached the Code, to discuss the breach. The purpose of the meeting is to bring the allegation of the breach to the attention of the Trustee and to discuss remedial measures to correct the offending behaviour. The Informal Complaint Procedure is conducted in private and restorative justice practices are encouraged.
36. The remedial measures may include, for example, a warning, an apology, and/or the requirement of the Trustee to engage in the successful completion of professional development training such as that offered by the Ontario Education Services Corporation *Professional Development Program for School Board Trustees*. If the Chair of the Board and the Trustee alleged to have breached this Code cannot agree on a remedy, then a formal complaint may be brought against the Trustee alleged to have breached this Code and that complaint will be dealt with in accordance with the Formal Complaint Procedure below.

Formal Complaint Procedure

37. A Trustee who has reasonable grounds to believe that another Trustee of the Board has breached the ~~Board's~~ Trustee's Code of Conduct may bring the breach to the attention of the Board of Trustees by first providing to the Chair of the Board, a written, signed complaint setting out the following:
 - (i) the name of the Trustee who is alleged to have breached the Code;
 - (ii) the alleged breach or breaches of the Code;
 - (iii) information as to when the breach came to the Trustee's attention;
 - (iv) the grounds for the belief by the Trustee that a breach of the Code has occurred; and
 - (v) the names and contact information of any witnesses to the breach or any other persons who have relevant information regarding the alleged breach.

Except as provided below, if a written complaint is filed with the Chair of the Board then a formal inquiry shall be undertaken, unless the complainant subsequently withdraws the complaint or agrees that the complaint may be dealt with in accordance with the Informal Complaint Procedure.

38. In an election year for Trustees, a Code of Conduct complaint respecting a Trustee who is seeking re-election shall not be brought during the period commencing two months prior to election day and ending after the first Board meeting after the new term of office of the Board commences. If the Trustee accused of a breach of the Code is not re-elected, no inquiry into the alleged breach of the Code by that Trustee shall be undertaken. The limitation period for bringing a complaint shall be extended as necessary.
39. The Chair of the Board shall provide to ~~all the Trustees of the Board~~ alleged to have breached the Code, a confidential copy of the formal complaint within ten (10) days of receiving it. The Chair shall advise the Board of Trustees that a formal complaint has been received and the general nature of it. The complaint, any response to the complaint and the investigation of the complaint shall be confidential until it is before the Board of Trustees for a decision as to whether or not the Trustee has breached this Code.

Refusal to Conduct Formal Inquiry

40. If the Chair and Vice-Chair of the Board are of the opinion that the complaint is out of time, trivial, frivolous, vexatious or not made in good faith, or that there are no grounds or insufficient grounds for a formal inquiry, a formal inquiry shall not be conducted and a confidential report stating the reasons for not doing so shall be provided to all Trustees of the Board.
41. If the Chair and Vice-Chair of the Board cannot agree on the above then a full formal inquiry shall be conducted.
42. If an allegation of a breach of the Code of Conduct on its face is with respect to the non-compliance with a more specific Board Policy with a separate complaint procedure, the allegation shall be processed under that procedure.

Inquiry

43. If a formal inquiry of an allegation of a breach of the Code of Conduct is undertaken, it shall be done by an independent third party chosen by the Chair and Vice-Chair in consultation with the Director of Education or Designate.

Steps of Formal Inquiry

44. The *Statutory Powers Procedure Act* does not apply to anything done regarding the Enforcement of this Code of Conduct. No formal trial-type hearing will be conducted.

45. Procedural fairness shall govern the formal inquiry. The formal inquiry will be conducted in private.
46. The formal inquiry may involve both written and oral statements by any witnesses, the Trustee bringing the complaint and the Trustee who is alleged to have breached the Code of Conduct.
47. The Trustee who is alleged to have breached the Code of Conduct shall have an opportunity to respond to the allegations both in a private meeting with the person(s) undertaking the formal inquiry and in writing.
48. It is expected that the formal inquiry will be conducted within a reasonable period of time which will depend on the circumstances of the case. The Trustee who is alleged to have breached the Code of Conduct shall provide a written response to the allegations within 10 days of receiving the written allegation, or such extended period of the time as the investigators deem appropriate in the circumstance.
49. If the Trustee who is alleged to have breached the Code of Conduct refuses to participate in the formal inquiry, the formal inquiry will continue in ~~his/her~~ their absence.
50. The final report shall outline the finding of facts, and may contain a recommendation or opinion as to whether the Code of Conduct has been breached if requested to do so by the Chair in consultation with the Vice-Chair.

Suspension of Formal Inquiry

51. If the investigators, when conducting the formal inquiry, discover that the subject-matter of the formal inquiry is being investigated by police, that a charge has been laid, or is being dealt with in accordance with a procedure established under another *Act*, the formal inquiry shall be suspended until the police investigation, charge or matter under another *Act* has been finally disposed of. This shall be reported to the rest of the Board of Trustees.

Decision

52. The final report shall be delivered to the Board of Trustees, and a decision by the Board of Trustees as to whether or not the Code of Conduct has been breached and the sanction, if any, for the breach shall be made as soon as practical after receipt of the final report by the Board of Trustees.
53. Trustees shall consider only the findings in the final report when voting on the decision and sanction. No Trustee shall undertake their own investigation of the matter.
54. If the Board of Trustees determine that there has been no breach of the Code of Conduct or that a contravention occurred, although the Trustee took all reasonable measures to prevent it, or that a contravention occurred that was trivial, or committed through inadvertence, or an error of judgment made in good faith, no sanction shall be imposed.

55. ~~The Both the~~ determination of a breach of the Code of Conduct and the imposition of a sanction with respect to a complaint investigated in accordance with the Formal Complaint Procedure must be done by resolution of the Board of Trustees at a meeting of the Board of Trustees, and the vote on the resolutions shall be open to the public. The resolutions shall be recorded in the minutes of the meeting. The reasons for the decisions shall be recorded in the minutes of the meeting. Both resolutions shall be decided by a vote of at least 2/3 of the Trustees of the Board present and voting.
56. Despite s. 207 (1) of the *Education Act*, the part of the meeting of the Board of Trustees during which a breach or alleged breach of the ~~Board's~~ Trustee's Code of Conduct is considered may be closed to the public when the breach or alleged breach involves any of the matters described in clauses 207(2) (a) to (e) and section 207 (2.1) being:
- (a) the security of the property of the board;
 - (b) the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or ~~his or her~~ their parent or guardian;
 - (c) the acquisition or disposal of a school site;
 - (d) decisions in respect of negotiations with employees of the board; ~~or~~
 - (e) litigation affecting the board;
 - (f) a matter in which the WECDSB appointed legal counsel has advised a strong indication of probable litigation or an investigation by the Ontario Ombudsman, which may affect the WECDSB; and
 - (g) an ongoing investigation by the Ontario Ombudsman affecting the WECDSB.
57. The Trustee who is alleged to have breached the Code of Conduct shall not vote on a resolution to determine whether or not there is a breach or the imposition of a sanction. The Trustee who brought the complaint to the attention of the Board of Trustees may vote on those resolutions.
58. The Trustee who is alleged to have breached the Code of Conduct may be present during the deliberations regarding the above but shall not participate in the deliberations, and shall not be required to answer any questions at that meeting.
59. The Trustee who is alleged to have breached the Code of Conduct shall not in any way, after the final report is completed, influence the vote on the decision of breach or sanction, except as permitted below in section 64 (b) after these decisions have been made.

Sanctions

60. If the Board determines that the Trustee has breached the Board's Code of Conduct, under the authority of section 218.3 of the Education Act, the Board may impose one or more of the following sanctions:
- (a) Censure of the Trustee.
 - (b) Barring the Trustee from attending all or part of a meeting of the Board or a meeting of a committee of the Board.

- (c) Barring the member from sitting on one or more committees of the Board, for the period of time specified by the Board.
61. The Board shall not impose a sanction that is more onerous than the above but may impose one that is less onerous such as a warning or a requirement that the Trustee successfully complete specified professional development courses at the expense of the Board. The Board has no power to declare the Trustee's seat vacant.
 62. A Trustee who is barred from attending all or part of a meeting of the Board or a meeting of a committee of the Board is not entitled to receive any materials that relate to that meeting or that part of the meeting and that are not available to members of the public.
 63. The imposition of a sanction barring a Trustee from attending all or part of a meeting of the Board shall be deemed to be authorization for the Trustee to be absent from the meeting and therefore, not in violation of the *Education Act* regarding absences from meetings.

Reconsideration

64. If the Board determines that a Trustee has breached the Board's Code of Conduct the Board shall,
 - (a) give the Trustee written notice of the determination, the reasons for the decision and any sanction imposed by the Board;
 - (b) the notice shall inform the Trustee that ~~he or she~~ they may make written submissions to the Board in respect of the determination or sanction by the date specified in the notice that is at least fourteen (14) days after the notice is received by the Trustee; and
 - (c) consider any submissions made by the Trustee and shall confirm or revoke the determination or sanction within fourteen (14) days after the submissions are received.
65. If the Board revokes a determination, any sanction imposed by the Board is revoked.
66. If the Board confirms a determination, the Board shall, within the fourteen (14) days above, confirm, vary or revoke the sanction.
67. If a sanction is varied or revoked, the variation or revocation shall be deemed to be effective as of the date the original determination was made.
68. The Board decisions to confirm or revoke a determination or confirm, vary or revoke a sanction shall be done by resolution at a meeting of the Board and the vote on the resolution shall be open to the public. Both resolutions shall be decided by a vote of at least 2/3 of the Trustees present and voting. The resolutions shall be recorded in the minutes of the meeting together with the reasons for confirming or revoking a determination. The Board shall provide to the Trustee alleged to have breached the Code of Conduct written notice of the decision to confirm or revoke the determination together with reasons for the decision and written notice of any decision to confirm, vary or revoke a sanction. The Trustee alleged

to have breached the Code of Conduct shall not vote on those resolutions. The Trustee who brought the complaint may vote.

69. The Trustee who is alleged to have breached the Code of Conduct may be present during the deliberations regarding the above but may not participate in the deliberations and shall not be required to answer any questions at that meeting.
70. If appropriate, the original sanction may be stayed pending the reconsideration by the Board of the determination or sanction.

ACKNOWLEDGEMENT AND UNDERTAKING

I confirm that I have read, understand and agree to abide by the Board's Code of Conduct and the Enforcement Procedures.

DATE: _____ **SIGNATURE:** _____

Please Print Name: _____



1325 California Avenue
Windsor, ON N9B 3Y6
CHAIRPERSON: Fulvio Valentinis
DIRECTOR OF EDUCATION: Emelda Byrne

Meeting Date:
September 27, 2022

BOARD REPORT

Public ☒ **In-Camera** ☐

PRESENTED FOR: Information ☐ Approval ☒

SUBMITTED BY: Emelda Byrne, Director of Education

PREPARED BY: John Ulicny, Executive Superintendent of Education/Human Resources
Colleen Norris, Superintendent of Human Resources

SUBJECT: **NEW POLICY H:22 ELECTRONIC MONITORING OF EMPLOYEES**

RECOMMENDATION:

That the Board approve in principle New Policy H:22 Electronic Monitoring of Employees

SYNOPSIS:

New Policy H:22 Electronic Monitoring of Employees is recommended for approval in principle, to be returned for final approval November 1, 2022 subject to amendments arising out of the public consultation process.

BACKGROUND COMMENTS:

Proposed Changes to Existing Policy/Procedure:

Recent Employment Standards Act, 2000 (ESA) amendments require employers with 25 or more employees to have a written policy on electronic monitoring of employees. These amendments were included in Bill 88, Working for Workers Act, 2022.

On July 13, 2022, the Ontario Ministry of Labour, Training and Skills Development (Ministry) updated its online guide to the Employment Standards Act, 2000 to include a chapter on written policy on electronic monitoring of employees.

The Policy must state whether or not the employer electronically monitors employees. If the employer does, the Policy must include:

- a description of how and in what circumstances the employer may electronically monitor employees;

- the purposes for which the information obtained through electronic monitoring may be used by the employer;
- the date the Policy was prepared and the date any changes were made to the Policy; and
- such other information as may be prescribed.

An employer must, within the specified timeframes, provide a copy of the Policy to all of its employees and to all assignment employees who are assigned to perform work for that employer.

Source and Rationale for the Proposals:

The new draft policy H:22 Electronic Monitoring of Employees addresses the requirements set out in Bill 88, *Working for Workers*, 2022.

Results of Public Consultation Process:

As part of the consultation process, the new policy was forwarded to Principals/Vice Principals who were instructed to forward to their staff folders, Board Trustees, Executive Superintendents, Superintendents, Managers/Supervisors and union/federation presidents. The draft was also posted to the board's public web site for feedback.

To date, received no feedback from the public consultation.

Timetable For Implementing Policy and Procedure:

It is proposed that the draft policy be presented for final approval at the next Board meeting.

Benefits of the Policy Proposals:

In compliance with *Employment Standards Act*, 2000 and Bill 88, *Working for Workers Act*, 2022.

Risks of Policy Direction and Mitigation Strategies:

N/A

Impact on Stakeholders and Plan For Communicating the Policies:

Upon final approval, the policy will be forward to all employees of the Windsor-Essex Catholic District School Board and posted to the Board's public web site.

FINANCIAL IMPACT:

N/A

TIMELINES:

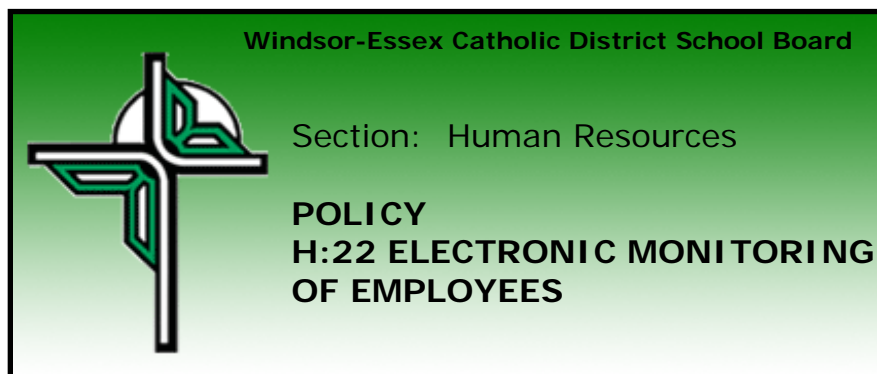
Public consultation:	September 7 to October 14, 2022
Board Approval in Principle:	September 27, 2022
Board Final Approval:	November 1, 2022

APPENDICES:

- New Draft Policy H:22 Electronic Monitoring of Employees

REPORT REVIEWED BY:

<input checked="" type="checkbox"/> EXECUTIVE COUNCIL:	Review Date:	September 20, 2022
<input checked="" type="checkbox"/> EXECUTIVE SUPERINTENDENT:	Approval Date:	September 20, 2022
<input checked="" type="checkbox"/> DIRECTOR OF EDUCATION:	Approval Date:	September 20, 2022



NUMBER:	H: 22
EFFECTIVE:	
AMENDED:	
RELATED POLICIES:	See References
REPEALS:	
REVIEW DATE:	2025-2026

DRAFT AinP

1.0 OBJECTIVE:

- 1.1 This Policy describes how and in what circumstances the Windsor-Essex Catholic District School Board may electronically monitor its employees, the mechanisms that may be used for doing so, and the purpose(s) for which the information may be used.

2.0 DEFINITIONS:

- 2.1 “Electronic monitoring” includes all forms of employee monitoring that is done electronically.

3.0 GUIDING PRINCIPLES:

- 3.1 The Board is committed to being transparent with employees as required under the *Ontario Employment Standards Act (ESA)*, in disclosing how and in what circumstances that electronic monitoring may occur and the purposes for which the information obtained may be used. Within Appendix “A” to this Policy, the Board provides its employees information regarding electronic monitoring in compliance with the requirements of the *ESA*.
- 3.2 The Windsor-Essex Catholic District School Board is committed to the principles of equity and inclusive education, consistent with our Catholic teachings, which value and promote human rights and social justice in all Board policies, programs, guidelines, operations and practices.

4.0 SPECIFIC DIRECTIVES:

- 4.1 This policy applies to all employees of the Windsor-Essex Catholic District School Board as defined by the Ontario Employment Standards Act, 2000 (“ESA”).
- 4.2 Employees shall abide by the provisions of the Ontario Municipal Freedom of Information and Protection of Privacy Act (MFIPPA), related privacy legislation and the Board's Privacy policy (A:30) when collecting, using, retaining and disclosing personal information in the course of meeting their work obligations.

Policy H: 22 Electronic Monitoring of Employees

5.0 RESPONSIBILITY:

5.1 The Director of Education, or designate shall ensure that:

- Administrative procedures are developed as necessary to support this policy and amend them thereafter as the need may arise;
- All employees are provided with a copy of this policy within 30 calendar days of implementation;
- Any changes to this policy or any related administrative procedures will be communicated to all employees within thirty (30) days of any such changes; and
- A copy of this policy and any related administrative procedures shall be provided to all new employees within thirty (30) days of the date of employment.

5.2 It shall be the responsibility of each employee to be aware of and abide by all of the provisions of the board's policies, procedures and regulations.

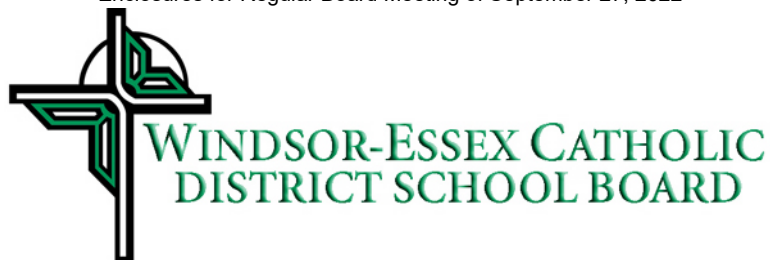
6.0 REVIEW AND EVALUATION:

- 6.1 The effectiveness of this policy shall be assessed through Trustee, staff and community satisfaction measures.
- 6.2 This policy shall be reviewed at least every three years and shall be scheduled for review during the 2025-2026 policy review cycle.

7.0 REFERENCES:

Bill 88, Working for Workers Act 2022
 Ontario Employment Standards Act, 2000
 Ontario Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)
 The Education Act of Ontario
 Applicable Collective Agreements and Terms of Employment

Related Board Policy and Resources:
 IT:01 Acceptable Use of Information Technology Resources
 SC:17 Video Security Surveillance
 A:30 Privacy
 Vehicle Handbook



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Windsor, ON N9B 3Y6
519-253-2481

DRAFT

APPENDIX A

H:22 ELECTRONIC MONITORING OF EMPLOYEES

CIRCUMSTANCES OF ELECTRONIC MONITORING

Tool	What is Monitored	How	Purpose
Web filtering	All internet traffic when authenticated with WECDSB user accounts on premise or roaming	Edge security	Protect from harmful and inappropriate content
E-Mail filtering	All e-mail traffic when authenticated with WECDSB user accounts on premise or roaming	Safety and Security	Prevent the transmission of inappropriate/confidential data over insecure e-mail including investigations as required
Wired/Wireless network Monitoring	All board owned and personal devices	Packet analysis/log collection	Protect the integrity and availability of the network
Account Authentication	All authentication traffic when using WECDSB accounts on premise or roaming	Authentication Server	Protect against unauthorized access
Device Management (iPad/Mac OS, Chromebook, Windows laptops/Desktops)	Board owned devices on premise or roaming	Management Console	Protect against loss/ theft, and enforce security settings
Various SaaS/cloud applications – Aspen, K212 etc.	Per vendor/per application	Built into application	Login audits and activity
Photocopiers/ Printers	Board owned devices	Management Console	Login audits and activity
GPS	Board owned vehicles		Detect and report on vehicle location of all vehicles during on shift use, driver behaviour (hard braking, rapid acceleration, etc.) and engine diagnostics for the purpose of fleet management and driver safety and security. For more information, refer to Vehicle Handbook.
Video Surveillance	All board owned buildings and premises		Video Security Surveillance systems continuously monitor schools and facilities, owned by the Board, deemed necessary by the Director of Education for the safety and security of employees, students and community members. For more information, see our Video Security Surveillance Policy



1325 California Avenue
Windsor, ON N9B 3Y6
CHAIRPERSON: Fulvio Valentinis
DIRECTOR OF EDUCATION: Emelda Byrne

Meeting Date:
September 27, 2022

BOARD REPORT

Public ☒ **In-Camera** ☐

PRESENTED FOR: Information ☐ Approval ☒

SUBMITTED BY: Emelda Byrne, Director of Education

PREPARED BY: Stephen Fields, Communications Coordinator
Colleen Norris, Superintendent of Human Resources

SUBJECT: **DRAFT POLICY A:28 ADVERTISING EXPENDITURES
AND A:29 ADVOCACY EXPENDITURES**

RECOMMENDATION:

That the Board approve in principle Draft Policy A:28 Advertising Expenditures and A:29 Advocacy Expenditures

SYNOPSIS:

Draft Policy A:28 Advertising Expenditures and A:29 Advocacy Expenditures is recommended for approval in principle, to be returned for final approval November 1, 2022 subject to amendments arising out of the public consultation process.

BACKGROUND COMMENTS:

Proposed Changes to Existing Policy/Procedure:

The draft Policies A:28 Advertising Expenditures and A:29 Advocacy Expenditures represent minor revisions to the existing policies that was reviewed as part of the board's policy review cycle.

Source and Rationale for the Proposals:

In compliance with Ministry of Education Memorandum 2006: B:15 re: School Board Expenditure Guidelines, the Broader Public Sector Accountability Act, 2010 and the Ontario Regulation 298 (24) (1).

Results of Public Consultation Process:

As part of the consultation process, the Draft Policy A:28 Advertising Expenditures and A:29 Advocacy Expenditures was forwarded to Board of Trustees, Principals/Vice Principals who were instructed to forward to their Catholic School Advisory Council Chair, Parent

Involvement Executive Committee and union/federation presidents. The draft was also posted to the board's public web site for feedback.

To date, received no suggested amendments to the draft policy.

Timetable For Implementing Policy and Procedure:

It is proposed that a final draft policy be presented for final approval at the November 1, 2022 Regular Board meeting.

Benefits of the Policy Proposals:

In comply with current legislation and practices.

Risks of Policy Direction and Mitigation Strategies:

N/A

Impact on Stakeholders and Plan For Communicating the Policies:

Upon final approval, the policy will be forward to the Board of Trustees, Principals/Vice Principals, Catholic School Advisory Council Chairs and posted on the Board's public web site.

FINANCIAL IMPACT:

N/A

TIMELINES:

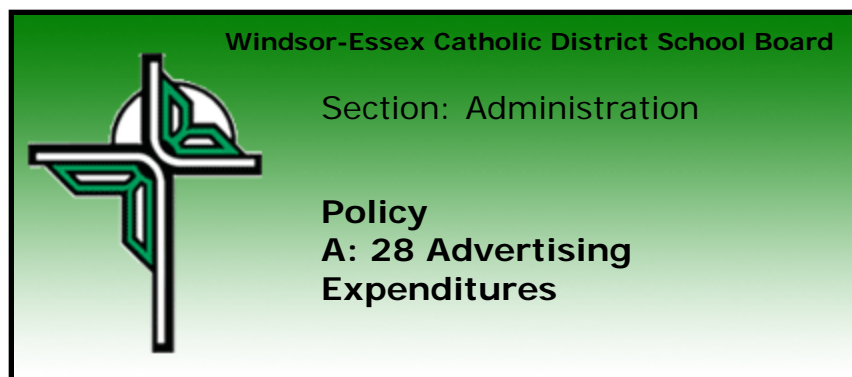
Public consultation:	September 14 to October 21, 2022
Board Approval in Principle:	September 27, 2022
Board Final Approval:	November 1, 2022

APPENDICES:

- Draft Policy A:28 Advertising Expenditures and A:29 Advocacy Expenditures

REPORT REVIEWED BY:

<input checked="" type="checkbox"/> EXECUTIVE COUNCIL:	Review Date:	September 20, 2022
<input checked="" type="checkbox"/> EXECUTIVE SUPERINTENDENT:	Approval Date:	September 20, 2022
<input checked="" type="checkbox"/> DIRECTOR OF EDUCATION:	Approval Date:	September 20, 2022


DRAFT AinP

NUMBER:	A: 28
EFFECTIVE:	June 25, 2007
AMENDED:	
RELATED POLICIES:	A: 16 F: 02 A: 29
REPEALS:	
REVIEW DATE:	<u>2017-2018</u> <u>2027-2028</u>

1.0 OBJECTIVE:

To establish guidelines regulating advertising expenditures by the Windsor-Essex Catholic District School Board.

2.0 GUIDING PRINCIPLES

- 2.1 Advertising expenditures should be for the purposes of informing and educating the public, as well as creating awareness of education programs, services, issues, events and community activities of specific interest or benefit to students and families.
- 2.2 The level of expenditure should be appropriate to school board status as a taxpayer funded organization whose primary purpose is to educate students.
- 2.3 All Board advertising should present objective, factual and explanatory information based on verifiable facts in an unbiased, fair and equitable manner.
- 2.4 All Board Advertising Campaigns shall comply with all applicable laws and regulations.
- 2.5 The Windsor-Essex Catholic District School Board is committed to the principles of equity and inclusive education, consistent with our Catholic teachings, which value and promote human rights and social justice in all Board policies, programs, guidelines, operations and practices.

3.0 SPECIFIC DIRECTIVES:

- 3.1 The Board will exercise due diligence in determining the advertising medium that maximizes cost efficiency.
- 3.2 The Board shall utilize the processes within the Board's Purchasing Policy to ensure that advertising expenditures are competitively placed.
- 3.3 All advertising expenditures shall be managed by the Communications Coordinator and/or responsible department designate, who shall ensure the appropriateness and measure the effectiveness of Board advertising.

Policy A: 28 Advertising Expenditures

3.4 Suitable uses for Board advertising include, but are not limited to:

- a) School registration including kindergarten registration
- b) Program offerings
- c) Extracurricular activities
- d) Public consultations
- e) Employment opportunities
- f) Requests for tenders for goods and services
- g) School Board accountability to the public (for example, annual publication of Board financial statements)
- h) Information to Catholic right holders about their constitutional rights and the availability of Catholic education in their community.

3.5 The following are examples of inappropriate uses of Board advertising:

- a) Recruiting students from other school boards or schools
- b) Providing unverifiable or inaccurate information or comparisons
- c) Using paid advertising or communications with parents, teachers, or students for the sole purpose of advocating the government or other education partners
- d) Using advertising that is not targeted to appropriate groups
- e) Advertising in cooperation with private organizations (this shall not preclude cooperative advertising with the Ministry of Education or with other School Boards.)

4.0 RESPONSIBILITIES:

- 4.1 The Director of Education and/or designate Communications Coordinator shall have the responsibility of implementing the Policy.
- 4.2 The Director of Education shall ensure that if necessary, administrative procedures are developed if that are in compliance with the principles and directives of this policy, and within relevant legislation/regulation.

5.0 REVIEW AND EVALUATION:

- 5.1 The effectiveness of this policy shall be assessed through trustee, staff and community satisfaction measures.
- 5.2 This policy will be reviewed during the ~~2017-2018~~ 2027-2028 policy review cycle.

6.0 REFERENCES:

Municipal Freedom of Information and Protection of Privacy Act

Policy A: 28 Advertising Expenditures

Ministry of Education Memorandum 2006: B:15 re: School Board Expenditure Guidelines
Broader Public Sector Accountability Act, 2010

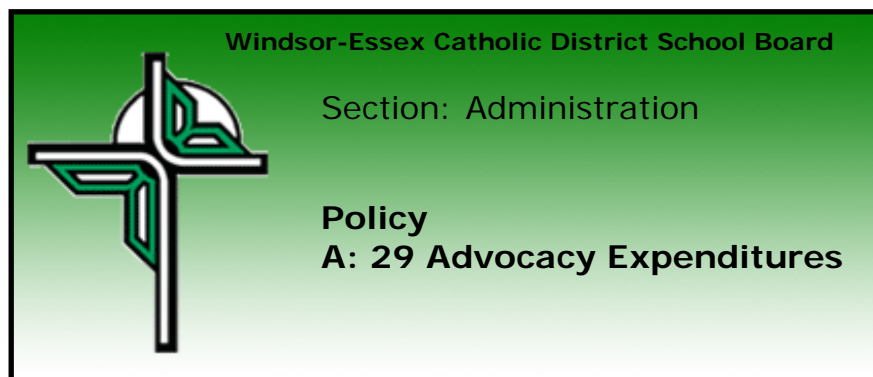
Board Policies:

Policy A: 16 Information/Materials Distribution to Parents/Guardians

Policy A: 29 Advocacy Expenditures

Policy F: 02 ~~Purchasing of Furniture, Equipment, Supplies and Services~~ Purchasing Disposal of Assets

Policy T: 02 ~~Conventions, Meetings, Out-of-Pocket Expenses~~ Trustee Expenses and Board Services



POLICY:	A: 29
EFFECTIVE:	June 25, 2007
AMENDED:	
RELATED POLICIES:	A: 16, T: 02, A: 28
REPEALS:	
REVIEW DATE:	<u>2017-2018</u> <u>2027-2028</u>

DRAFT AinP

1.0 OBJECTIVE:

To establish guidelines to govern the advocacy expenditures of the Windsor-Essex Catholic District School Board.

2.0 GUIDING PRINCIPLES:

- 2.1 The Windsor-Essex Catholic District School Board recognizes the importance of ongoing and effective communication among the Board, education partners, including parish and diocese representatives, and the Ontario government to the development of an effective education system.
- 2.2 Board communication with the Ontario government is an important activity, which assists in identifying, discussing and finding solutions to policy and financial issues.
- 2.3 The Board is committed to utilizing the effective education governance structure available to ensure that there is open and ongoing communication between school boards and the province of Ontario, including partnership tables, regular meetings and other vehicles established by the government.
- 2.4 The Windsor-Essex Catholic District School Board is committed to the principles of equity and inclusive education, consistent with our Catholic teachings, which value and promote human rights and social justice in all Board policies, programs, guidelines, operations and practices.

3.0 SPECIFIC DIRECTIVES:

- 3.1 ~~The Board will support expenditures for advocacy initiatives directed to Governments and Ministries, which further the Board's Mission and Goals.~~
In accordance with the Broader Public Sector Accountability Act, 2010, the Board will not engage a lobbyist to provide lobbyist services where the compensation for the services is paid from public funds.
- 3.2 The Board may pay membership dues and fees to organizations which support the tenets of the Roman Catholic Faith, and when desirable and appropriate advocacy

Policy A: 29 Advocacy Expenditures

initiatives will be implemented through the appropriate provincial organizations (i.e. Ontario Catholic School Trustees' Association).

- 3.3 There shall be no reimbursement to Trustees or employees of the Board for ~~to~~ political contributions or fund raising activities for specific political parties or candidates. Expenditures related to attending events for specific political parties or candidates ~~are prohibited and~~ will not be reimbursed by the Board.
- 3.4 Placing content intended to advocate for a particular position within report cards and annual reports is prohibited.

4.0 RESPONSIBILITIES:

- 4.1 The Director of Education ~~and the Communications Coordinator~~ and/or designate shall oversee the implementation of this policy.
- 4.2 This policy will be reviewed during the ~~2017-2018~~ 2027-2028 policy review cycle.

5.0 REFERENCES:

Ministry of Education Memorandum 2006: B15 with School Board Expenditure Guidelines.

Bill 122 Broader Public Sector Accountability Act, 2010

Board Policies:

Policy A: 16 Information/Materials Distribution to Parents/Guardians

Policy A: 28 Advertising Expenditures

Policy T: 02 ~~Conventions, Meetings, Out-of-Pocket Expenses~~ Trustee Expenses and Board Services

Pr T: 02 ~~Conventions, Meetings, Out-of-Pocket Expenses~~ Trustee Expenses and Board Services Procedure



1325 California Avenue
Windsor, ON N9B 3Y6
CHAIRPERSON: Fulvio Valentinis
DIRECTOR OF EDUCATION: Emelda Byrne

Meeting Date:
September 27, 2022

BOARD REPORT

Public ☒ **In-Camera** ☐

PRESENTED FOR: Information ☐ Approval ☒

SUBMITTED BY: Emelda Byrne, Director of Education

PREPARED BY: Stephen Fields, Communications Coordinator
Joseph Ibrahim, Superintendent of Human Resources

SUBJECT: **DRAFT POLICY SC:05 BLESSING AND OFFICIAL
OPENING OF SCHOOLS AND MAJOR ADDITIONS**

RECOMMENDATION:

**That the Board approve in principle Draft Policy SC:05 Blessing and
Official Opening of Schools and Major Additions**

SYNOPSIS:

Draft Policy SC:05 Blessing and Official Opening of Schools and Major Additions is recommended for approval in principle, to be returned for final approval November 1, 2022 subject to amendments arising out of the public consultation process.

BACKGROUND COMMENTS:

Proposed Changes to Existing Policy/Procedure:

The draft Policy SC:05 Blessing and Official Opening of Schools and Major Additions represents minor revisions to the existing policy that was reviewed as part of the board's policy review cycle.

The procedure provides "general guidelines" to the Program Committee that will allow more flexibility in planning the events while complying with the principles and directives approved by the board within the amended policy.

Source and Rationale for the Proposals:

To maintain a policy in compliance with the Board's mission and vision.

Results of Public Consultation Process:

As part of the consultation process, the Draft Policy SC:05 Blessing and Official Opening of Schools and Major Additions was forwarded to Board of Trustees, Student Trustees,

Principals/Vice Principals who were instructed to forward to their Catholic School Advisory Council Chair, Parent Involvement Executive Committee and union/federation presidents. The draft was also posted to the board's public web site for feedback.

To date, received no suggested amendments to the draft policy.

Timetable For Implementing Policy and Procedure:

It is proposed that a final draft policy be presented for final approval at the November 1, 2022 Regular Board meeting.

Benefits of the Policy Proposals:

To review and prepare for the upcoming opening of the new Catholic Central High School.

Risks of Policy Direction and Mitigation Strategies:

N/A

Impact on Stakeholders and Plan For Communicating the Policies:

Upon final approval, the policy will be forward to the Principals/Vice Principals, Catholic School Advisory Council Chairs and posted on the Board's public web site.

FINANCIAL IMPACT:

N/A

TIMELINES:

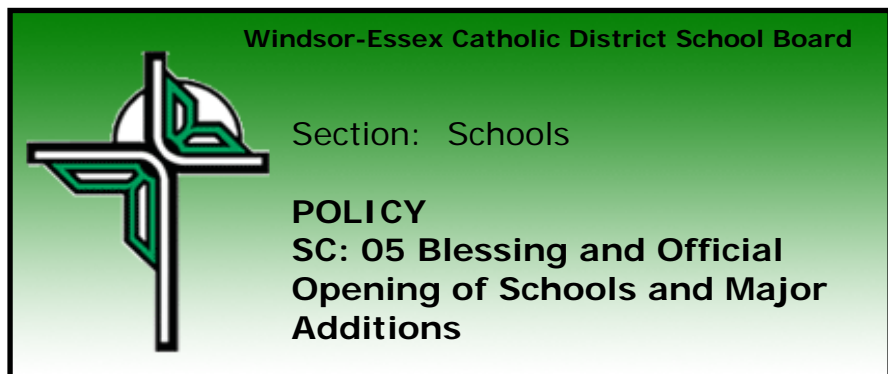
Public consultation:	September 14 to October 21, 2022
Board Approval in Principle:	September 27, 2022
Board Final Approval:	November 1, 2022

APPENDICES:

- Draft Policy SC:05 Blessing and Official Opening of Schools and Major Additions

REPORT REVIEWED BY:

<input checked="" type="checkbox"/> EXECUTIVE COUNCIL:	Review Date:	September 20, 2022
<input checked="" type="checkbox"/> EXECUTIVE SUPERINTENDENT:	Approval Date:	September 20, 2022
<input checked="" type="checkbox"/> DIRECTOR OF EDUCATION:	Approval Date:	September 20, 2022



NUMBER:	SC: 05
EFFECTIVE:	Oct. 13, 1998
AMENDED:	Feb. 8/2011
RELATED POLICIES:	A: 11; Pr SC:05
REPEALS:	
REVIEW DATE:	2014 – 2015 <u>2027-2028</u>

DRAFT AinP

1.0 OBJECTIVE:

- 1.1 The Windsor-Essex Catholic District School Board shall dedicate new schools or major additions to schools with a solemn blessing and official opening ceremony.

2.0 GUIDING PRINCIPLES:

- 2.1 A school blessing is a milestone event in the life of a Catholic school community. It is an occasion that marks:
- commitment to Catholic education
 - establishment of school structure
 - celebration of a new school community
 - completion of a major school addition project
- 2.2 As a Catholic community, the Windsor-Essex Catholic District School Board supports the expression of faith as the central focus of the Blessing and Opening/Dedication Ceremony for all new schools and major additions to schools or other Board facility.
- 2.3 The Windsor-Essex Catholic District School Board is committed to the principles of equity and inclusive education, consistent with our Catholic teachings, which value and promote human rights and social justice in all Board policies, programs, guidelines, operations and practices.

3.0 SPECIFIC DIRECTIVES:

- 3.1 The Blessing and Official Opening/Dedication Ceremony shall be held as soon as possible after a new school or major addition to an existing school is completed and occupied.
- 3.2 A Program Committee comprised of ~~the local school Trustee(s), the appropriate Superintendent,~~ the Principal, other designated school staff, ~~parish priest,~~ Chair of the Catholic School Advisory Council, President of the Student Council (if applicable), and Communications Coordinator will be established to plan and organize the appropriate event. Where a Catholic School Advisory Council or Student Council has not been established, a representative may be selected by the Principal.

POLICY SC: 05 Blessing and Official Opening of Schools and Major Additions

The Superintendent of the school, local school Trustee and Parish Priest will be apprised of the plans throughout the process.

- 3.3 A central budget for the costs of the Blessing and Official Opening/Dedication Ceremony shall be established. ~~and the costs will be covered centrally.~~
- 3.4 ~~The Bishop/Auxiliary of the Diocese will be invited to officiate, with the assistance of the Parish Priest(s), at the Blessing and Opening of a new school. The Auxiliary Bishop/Episcopal Vicar (or local Parish Pastor) will be invited to officiate at the Blessing and Dedication of a major addition to a school or other Board related facility.~~

4.0 RESPONSIBILITY:

- 4.1 The Director of Education shall be responsible for preparing general guidelines to implement the requirements of the Blessing and Official Opening of Schools and Major Additions policy.

5.0 REVIEW AND EVALUATION:

- 5.1 The effectiveness of this policy shall be assessed through Trustee, staff and community satisfaction measures.
- 5.2 This policy will be reviewed in the ~~2014-2015~~ 2027-2028 policy review cycle.

6.0 REFERENCES:

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

A: 11 Naming of Schools

Pr SC:05 Blessing and Official Opening of Schools and Major Additions Procedures



1325 California Avenue
Windsor, ON N9B 3Y6
CHAIRPERSON: Fulvio Valentinis
DIRECTOR OF EDUCATION: Emelda Byrne

Meeting Date:
September 27, 2022

BOARD REPORT

Public ☒ **In-Camera** ☐

PRESENTED FOR: Information ☐ Approval ☒

SUBMITTED BY: Emelda Byrne, Director of Education

PREPARED BY: Melissa Farrand, Executive Superintendent of Education – Student Achievement K-12
Rosemary Lo Faso, Superintendent of Education – Student Achievement K-12

SUBJECT: **DRAFT POLICY SC:18 BULLYING PREVENTION AND INTERVENTION PLAN**

RECOMMENDATION:

That the Board approve in principle Draft Policy SC:18 Bullying Prevention and Intervention Plan

SYNOPSIS:

Draft Policy SC:18 Bullying Prevention and Intervention Plan is recommended for approval in principle, to be returned for final approval November 1, 2022 subject to amendments arising out of the public consultation process.

BACKGROUND COMMENTS:

Proposed Changes to Existing Policy/Procedure:

The policy is brought forward as per the policy review cycle.

The policy objectives were met by updating the existing policy with minor revisions. However, significant changes to the appendices were necessary to comply with legislation and current practices.

The following revisions to the existing policy comply with regulation Program/Policy Memorandum (PPM) 144 (updated November 25, 2021):

- The elimination of discretionary suspensions for students in junior kindergarten to grade 3. Incidents of bullying involving students from junior kindergarten to grade 3 should be addressed with the appropriate positive

behaviour supports in the school setting. (Revised in Policy ST:05 Student Discipline, but also impacts this policy).

- Expanded the focus on cyber-bullying to include social-media accounts and platforms.
- Appendix A: Bullying Prevention and Intervention Plan was developed in accordance with section 4.6 of the policy: *The Board must establish a bullying prevention and intervention plan for the schools of the board, and must require that all schools implement the board's plan in accordance with the Education Act and regulations.*
- Appendix B: Revisions to the Bullying Prevention/Intervention Model poster reflect current initiatives and practices.
- Appendix C: This new reporting tool provides an additional means of reporting incidents.

Source and Rationale for the Proposals:

To maintain a policy in compliance with the Board's mission and vision and legislation/regulation.

Results of Public Consultation Process:

As part of the consultation process, the Draft Policy SC: 18 Bullying Prevention and Intervention was forwarded to Board of Trustees, Principals/Vice Principals who were instructed to forward to their Catholic School Advisory Committee Chair, Parent Involvement Executive Committee and union/federation presidents. The draft was also posted to the board's public web site for feedback.

To date, received no suggestions for amendments to the draft policy.

Timetable For Implementing Policy and Procedure:

It is proposed that a final draft policy be presented for final approval at the November 1, 2022 Regular Board meeting.

Benefits of the Policy Proposals:

To comply with current legislation and practices.

Risks of Policy Direction and Mitigation Strategies:

N/A

Impact on Stakeholders and Plan For Communicating the Policies:

Upon final approval, the policy will be forward to Principals/Vice Principals, Catholic School Advisory Committee Chairs and posted on the Board's public web site.

FINANCIAL IMPACT:

N/A

TIMELINES:

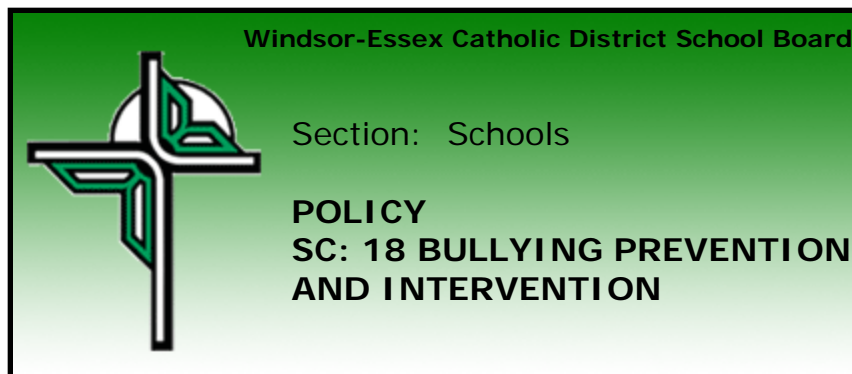
Public consultation:	June 15 to September 30, 2022
Board Approval in Principle:	September 27, 2022
Board Final Approval:	November 1, 2022

APPENDICES:

- Draft Policy SC: 18 Bullying Prevention and Intervention

REPORT REVIEWED BY:

<input checked="" type="checkbox"/>	EXECUTIVE COUNCIL:	Review Date:	September 20, 2022
<input checked="" type="checkbox"/>	EXECUTIVE SUPERINTENDENT:	Approval Date:	September 20, 2022
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date:	September 20, 2022



NUMBER:	SC: 18
EFFECTIVE:	Jan. 29, 2008
AMENDED:	Feb. 9/10 Feb. 26/12
RELATED POLICIES:	See References
REPEALS:	
REVIEW DATE:	2015-2016 <u>2027-2028</u>

DRAFT

1.0 OBJECTIVE:

- 1.1 To ensure that the school environment is one of respect, dignity and trust, consistent with the Gospel Values.
- 1.2 To develop and implement comprehensive board-wide bullying prevention strategies.
- 1.3 To develop and implement comprehensive board-wide intervention strategies to address incidents of bullying.
- 1.4 To empower all students and the entire school community to create schools free from bullying.

2.0 DEFINITIONS:

- 2.1 **“Bullying”** is defined in the Education Act and Ministry of Education Policy/Program Memorandum (“PPM”) 144 as ~~means~~ aggressive and typically repeated behaviour by a pupil where,
 - a) the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,
 - i. causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual’s reputation or harm to the individual’s property, or
 - ii. creating a negative environment at a school for another individual, and
 - b) the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education.

For the purposes of the definition of “bullying” as detailed above, behaviour includes the use of any physical, verbal, electronic, written or other means.

POLICY SC: 18 Bullying Prevention and Intervention

2.2 **Cyber-bullying** for the purposes of the definition of “bullying” as detailed above, includes bullying by electronic means, commonly known as cyber-bullying, including:

- a) creating a web page, ~~or a blog,~~ social media account or post in which the creator assumes the identity of another person;
- b) impersonating another person as the author of content or messages posted on the internet;
- c) communicating material (text messages, on chat platforms or other social media platforms) electronically, to more than one individual or posting material on a website that may be accessed by one or more individuals; and
- d) filming or taking pictures of an individual and posting them without their consent.

2.3 **Aggressive behaviour** may be intentional or unintentional, direct or indirect. It can take many forms, including physical, verbal, and social. If aggressive behaviour is physical, it may include hitting, pushing, slapping, and tripping. If it is verbal, it may include name calling, mocking, insults, threats, and sexist, racist, homophobic, or transphobic comments. If it is social or relational aggression, it is more subtle and may involve such behaviours as gossiping, spreading rumours, excluding others from a group, humiliating others with public gestures or graffiti, and shunning or ignoring. Social aggression may also occur through the use of technology (e.g., spreading rumours, images, or hurtful comments through the use of e-mail, cell phones, text messaging, Internet websites, social networking, or other technology).

2.4 **School Climate**, according to the Ministry of Education PPM 144, ~~may be~~ is defined as the learning environment and relationships found within a school and school community. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions. Principles of equity and inclusive education are embedded in the learning environment to support a positive school climate and a culture of mutual respect. A positive school climate is a crucial component of bullying prevention.

3.0 GUIDING PRINCIPLES:

- 3.1 Bullying behaviours contradict the Gospel values, which are centered in the teachings of Christ. Accordingly, the Board believes that all forms of bullying are unacceptable behaviours.
- 3.2 Bullying adversely affects students’ ability to learn.
- 3.3 Bullying adversely affects healthy relationships and the school climate.
- 3.4 Bullying adversely affects a school’s ability to educate its students.
- 3.5 ~~Bullying will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g., online) where engaging in bullying will have~~

POLICY SC: 18 Bullying Prevention and Intervention

~~a negative impact on the school climate. Bullying, including cyber-bullying, is a serious issue and is not acceptable in the school environment (including virtual), in a school-related activity, or in any other circumstances that will have an impact on the school climate.~~

- 3.6 The Windsor-Essex Catholic District School Board is committed to principles of equity and inclusive education, consistent with our Catholic teachings, which value and promote human rights and social justice in all Board policies, programs, guidelines, operations and practices.

4.0 SPECIFIC DIRECTIVES:

- 4.1 The Board shall ensure that a comprehensive bullying prevention strategy is developed and implemented that includes expectations for appropriate student behaviour.
- 4.2 The Board shall ensure that a comprehensive intervention strategy is developed and implemented to address incidents of bullying, including appropriate and timely responses. Intervention should be done in ways that are consistent with a progressive discipline approach as set out within the Board's Student Discipline Policy and supporting Procedures.
- 4.3 The Board shall ensure that procedures are developed and implemented that allow students and members of the school community to report incidents of bullying behaviour safely and in accordance with Board policy, procedure, legislation and Ministry Policy/Program Memorandum.
- 4.4 Board employees who work directly with students, including administrators, teachers and non-teaching staff (including staff in social work, child and youth work, psychology, and related areas, and educational assistants) must respond to any student behaviour that is likely to have a negative impact on the school climate in accordance with the Student Discipline Policy and Procedure. Such inappropriate behaviour may involve bullying.
- 4.5 Principals must suspend a student for bullying and consider referring that student for expulsion if (1) the student has previously been suspended for bullying, and (2) the student's continuing presence in the school creates, in the principal's opinion, an unacceptable risk to the safety of another person. When both of these conditions are met, the principal must suspend the student and consider referring the student for an expulsion hearing. Principals must also suspend a student, and consider referring that student for expulsion, for any incident under subsection 306(1) of the Education Act, including bullying, motivated by bias, prejudice, or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor (e.g., socio-economic status, appearance). Incidents of bullying involving students from junior kindergarten to grade 3 should be addressed with the appropriate positive behaviour supports in the school setting.

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- 4.6 The Board must establish a bullying prevention and intervention plan for the schools of the Board, and must require that all schools implement the board's plan in accordance with the Education Act and regulations. (Appendix A)
- 4.7 The Board shall provide or make available programs, interventions, and other supports for students who have been bullied, students who have witnessed incidents of bullying, and students who have engaged in bullying. The programs, intervention, and other supports may be provided by psychologists or other professionals who have training in similar fields, either internally or through community-based services providers as determined by the Board.
- 4.8 The Board shall put in place professional development for all principals, vice-principals, teachers, and non-teaching staff (including staff in mental health, child and youth work, psychology and related areas, and educational assistants). The professional development must include ways of responding to gender-based and homophobic bullying motivated by bias, prejudice, or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor (e.g., socio-economic status, appearance), that is consistent with equity education on cultural sensitivity, respect for diversity, and special education needs.
- 4.9 The Board shall actively communicate its policy and procedures on bullying prevention and intervention to students, parents, teachers and other school staff, school councils, volunteers, and school bus operators/drivers. The roles and responsibilities of all members of the school community shall be clearly articulated and understood.
- 4.10 Each school must have in place a safe and accepting schools team responsible for fostering a safe, inclusive, and accepting school climate that should include at least one student and must include at least one parent, one teacher, one non-teaching staff member, one community partner, and the principal. An existing school committee (e.g., sub-committee of the Catholic School Advisory Council or school emergency response team) can assume this role. The Chair of this team must be a staff member.

5.0 RESPONSIBILITY:

- 5.1 The administration of the Bullying Prevention and Intervention Policy is the responsibility of the Director of Education or designate(s).
- 5.2 The Director of Education or designate shall establish and provide annual professional development programs to educate teachers and other school staff about bullying prevention and strategies for promoting a positive school climate, in accordance with the Education Act.
- 5.3 It is the responsibility of trustees, senior administration, principals, vice-principals, supervisors, staff and the school community to foster an environment of respect, dignity and trust.
- 5.4 All policies, procedures, guidelines, and practices of the Board shall promote the principles of bullying prevention.

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6.0 REVIEW AND EVALUATION:

- 6.1 As part of the monitoring of this policy, the Board shall conduct anonymous school climate surveys of students, staff, and parents at least once every two years.
- 6.2 This policy shall be reviewed during the 2027-2028 review cycle.

7.0 REFERENCES:

Education Act R.S.O. 1990, c. E.2 Part XIII
 Behaviour, Discipline and Safety
 Ontario Regulation 181/98 Identification and Placement of Exceptional Pupils Ontario
Ontario Regulation 472/07 Suspension and Expulsion of Pupils
Ontario Regulation 440/20 Suspension of Elementary School Students (2020)
 Ministry of Education PPM No. 145 Progressive Discipline and Promoting Positive Student Behaviour
 Ministry of Education PPM No. 119 Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools
Ministry of Education PPM No. 120 Reporting Violent Incidents to the Ministry of Education
 Ontario's Equity and Inclusive Education Strategy, 2009
 Ministry of Education PPM No. 128 The Provincial Code of Conduct and School Board Code of Conduct
 Ministry of Education PPM No. 144 Bullying Prevention and Intervention, revised November 25, 2021
 Ontario First Nation, Metis, and Inuit Education Policy Framework English Language Learners: ESL and ELD Programs and Services

Related Board Policies and Procedures:

A: 12 Code of Ethics
 A: 14 Promoting and Supporting Equity & Inclusion within a Catholic Community
 A: 20 Transportation Policy/Procedures
 SC: 03 Acceptable Use of the Internet
 SC:04 Field Trips Policy/Procedure
 SC: 15 Code of Conduct
 ST: 05 Student Discipline Policy/Procedure
 H: 08 Workplace Harassment
 H: 19 Violence Prevention in the Workplace



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APPENDIX A SC:18 BULLYING PREVENTION AND INTERVENTION

BULLYING PREVENTION AND INTERVENTION PLAN

1.0 OBJECTIVE:

- 1.1 To provide guidance to school communities to be well positioned to respond to all forms of bullying, educate students on bullying prevention, promote healthy relationships, notice troubling changes in behaviour, address instances of bullying, and connect with students.

2.0 SCHOOL CLIMATE SURVEYS:

- 2.1 As required by PPM 144 Bullying Prevention and Intervention, the Board is required to conduct anonymous School Climate Surveys of students, staff, and parents at least once every two years. These surveys must include questions on bullying/harassment related to sexual orientation, gender identity, and gender expression, as well as questions on sexual harassment. Each school principal will provide information gathered from the School Climate Surveys to the respective Safe Schools team for review and input into the School Improvement Plan. The results of the School Climate Survey will be shared with the school community.

The Board will inform parents that the School Climate Surveys are voluntary and they can choose to opt out on behalf of their child. The Board will not collect any name or identifying number, symbol, or other particular assigned to a person, in accordance with subsection 169.1 (2.2) of the *Education Act*.

3.0 STRATEGIES IN SUPPORT OF BULLYING PREVENTION AND INTERVENTION:

- 3.1 The Windsor-Essex Catholic District School Board's elementary and secondary schools will establish programs, such as bullying prevention and citizenship development, as well as positive activities designed to promote the building of healthy relationships and respectful behaviour.
- 3.2 Schools will focus on prevention and early intervention as a key to maintaining a positive school environment where students can learn.
- 3.3 Schools will develop prevention measures and initiatives that include the whole school and all aspects of school life.

Bullying Prevention and Intervention Plan – Appendix A of Policy SC:18

3.4 A positive “school climate” is a crucial component of prevention; it may be defined as the learning environment and relationships found within a school and school community. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions. Principles of equity and inclusive education are embedded in the learning environment to support a positive school climate and a culture of mutual respect. A positive school climate is a crucial component of the prevention of inappropriate behaviour (PPM 144).

3.5 Teaching Strategies

- i. Teaching strategies will support the school-wide bullying prevention strategies.
- ii. Teaching strategies will focus on developing healthy relationships by including bullying prevention throughout the curriculum in daily classroom teaching.
- iii. In every grade, curriculum expectations will include bullying prevention strategies, such as conflict resolution and peer mediation. Educators will be provided with resources to promote acceptance, inclusion, respect and empathy, all of which are important components of bullying prevention.

3.6 Opportunities for Bullying Prevention Education

- i. All students will have the opportunity to participate in bullying prevention education and leadership initiatives within their own school.
- ii. In addition to teachers and administrators, opportunities for bullying prevention and intervention education will be provided to other staff, such as educational assistants, child and youth workers, school support staff, and other members of the community, who all play an important role in supporting students and contributing to a positive learning and educational environment.
- iii. A positive school climate also includes the participation of the school community, including parents, as well as the broader community in understanding the importance of and contributing to a healthy school environment.

3.7 Intervention Strategies

- i. Intervention to stop bullying is a community responsibility including school administrators, teachers, support staff, board professional staff, parents, students, parish teams and community agencies.
- ii. The goal of intervention measures is to identify, address and prevent incidences of bullying and to foster a positive learning environment that supports academic achievement and well-being for all students, so that each student can reach their full potential.
- iii. Intervention will be consistent with a progressive discipline approach that utilizes a continuum of supports and consequences to address inappropriate student behaviour and builds upon strategies that promote positive behaviour.
- iv. Intervention strategies range from early interventions to more intensive interventions in cases of persistent bullying, with possible referral to community or social agencies.
- v. Ongoing intervention/monitoring may be necessary to sustain and promote positive student behaviour.

Bullying Prevention and Intervention Plan – Appendix A of Policy SC:18

- vi. Information about reporting incidences of bullying safely and in a way that will minimize the possibility of reprisal will be provided to students and parents.
- vii. The WECD SB Bullying Prevention/Intervention Model (Appendix B) will be posted in schools and on the WECD SB website in the Safe Schools section. Both the model and the website will include a link to an anonymous bullying incident reporting form (sample of form Appendix C).

4.0 EDUCATION AND PROFESSIONAL DEVELOPMENT FOR MEMBERS OF THE SCHOOL COMMUNITY:

- 4.1 Educational resources will be made available on the board's website for school community members.

5.0 PROFESSIONAL DEVELOPMENT STRATEGIES FOR ADMINISTRATORS, TEACHERS, AND OTHER SCHOOL STAFF:

- 5.1 The Board will establish and provide annual professional development programs to educate administrators, teachers and other school staff about bullying prevention and strategies for promoting a positive school climate. The professional development must include ways of responding to bullying motivated by bias, prejudice, or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor (e.g., socio-economic status, appearance), that is consistent with cultural sensitivity, respect for diversity and special education needs.
- 5.2 The Board will put in place, curriculum-linked, culturally responsive and relevant pedagogy training strategies on bullying prevention and intervention to provide administrators, teachers, and other school staff the resources and support they need to disrupt and dismantle systemic barriers and to address all forms of bullying.

6.0 COMMUNICATIONS AND OUTREACH STRATEGIES:

- 6.1 The Board will provide a culturally relevant and accessible communication and outreach strategy that takes into account the linguistic, ethnocultural and accessibility considerations to help ensure that all parents have access to the Board's Bullying Prevention and Intervention Policy and Plan. The Board will establish ongoing processes to meaningfully engage parents so that they feel heard and are valued partners in their child's education.
- 6.2 The Board shall actively communicate their policies and guidelines on bullying prevention and intervention to principals, teachers, and other school staff, students, parents, the Special Education Advisory Committee, the Indigenous Education Advisory Committee, Catholic School Advisory Councils and school bus operators and drivers (reference PPM 144).

Bullying Prevention and Intervention Plan – Appendix A of Policy SC:18

- 6.3 The Board should also provide this information to their Parent Involvement Committee, Equity and Inclusion Advisory Committee and other appropriate community partners. It is important that the roles and responsibilities of all members of the school community, including principals, teachers, other school staff, students, and parents be clearly articulated and understood.

7.0 MONITORING AND REVIEW

- 7.1 School boards must monitor, review and evaluate the effectiveness of board policies and guidelines, using indicators established in consultation with teachers, other school staff, students, parents and school councils. To support this review process, school boards must develop or enhance existing strategies and processes to track and monitor all instances of reported bullying, including cyber-bullying, to guide and inform school and board strategic planning.
- 7.2 At least once every two years each school board must conduct anonymous school climate surveys of students, staff, and parents.
- 7.3 School boards are also required to collect and analyze data on the nature of violent incidents to support the development of Board policies and to inform Board and school improvement plans.

BULLYING PREVENTION/INTERVENTION MODEL

Bullying:

Physical, Verbal, Electronic, Written, or Other Means

- As per the Ontario Education Act, bullying is: aggressive and typically repeated behaviour directed at an individual or individuals that is intended to cause (or ought to be known to cause) harm, fear or distress, including physical, social, psychological, academic, or reputational harm to another person or their property. Bullying occurs in a context where there is either a real or perceived power imbalance.

Cyberbullying:

Includes bullying by electronic means including:

- creating digital content in which the creator assumes the identity of another person;
- communicating material electronically to more than one individual or posting material that may be accessed by one or more individuals

WECD SB

provides education and resources to staff, students, parents and community members to support and engage the entire community in bullying prevention and intervention.



5-Step response to bullying:

- 1 REPORT BULLYING
- 2 INVESTIGATION
- 3 COMMUNICATION
- 4 INTERVENTION
- 5 MONITORING

Report bullying in the following ways:

Students:

Tell a staff member or administrator
OR use the link on the school website to report anonymously

Parents:

Report to staff or administration
OR use the link on the school website to report anonymously

Staff:

Verbal report to administration

HELP STOP BULLYING
Click Here to report an incident:



wecdsb.on.ca



WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD

"Building communities of faith, hope and service"

Appendix C: SC:18 Bullying Prevention and Intervention

Bullying Incident form

Although we always encourage students to talk to an adult that they trust, this anonymous reporting form is another way to make schools even safer, fairer and more caring learning environments for everyone. Speaking to the school about incidents of bullying is always encouraged.

Definition of Bullying:

"Bullying is typically **a form of repeated, persistent, aggressive** behaviour that is directed at an individual(s) that is likely to have the effect of:

- 1) Causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation, or harm to the individual's property, creating a negative environment at a school for another individual, and;
- 2) The behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education. Bullying behaviour includes the use of any physical, verbal, electronic, written or other means."

Notice: If you are a parent submitting a form on behalf of your child please complete the form as applicable. We take all responses very seriously and will investigate reported incidences. It is unlawful to include false information and accusations.

*** Required**

1. I am a: *

Mark only one oval.

☐ WECD SB student

☐ WECD SB Parent/Guardian

☐ Community member

☐ Other: _____

2. How do you know about this incident? (check all that apply) *

Check all that apply.

- ☐ I saw it happen
- ☐ Someone told me about it

☐ Other: _____

3. Please identify the school where the incident occurred. *

Check all that apply.

- ☐ Assumption College Middle School
- ☐ Assumption College High School
- ☐ F.J. Brennan Secondary School
- ☐ Cardinal Carter Middle School
- ☐ Cardinal Carter Secondary School
- ☐ Catholic Central Secondary School
- ☐ Corpus Christi Middle School
- ☐ Holy Names Secondary School
- ☐ St. Anne Secondary School
- ☐ St. Joseph's Secondary School
- ☐ St. Michael's Secondary School
- ☐ St. Thomas of Villanova Secondary School
- ☐ Christ the King Elementary
- ☐ H.J. Lassaline Elementary
- ☐ Holy Cross Elementary
- ☐ Immaculate Conception Elementary
- ☐ L.A. Desmarais Elementary
- ☐ Notre Dame Elementary
- ☐ Our Lady of the Annunciation Elementary
- ☐ Our Lady of Mount Carmel Elementary
- ☐ Our Lady of Perpetual Help Elementary
- ☐ Sacred Heart Elementary
- ☐ St. Andre French Immersion Elementary
- ☐ St. Angela Elementary
- ☐ St. Anne French Immersion Elementary
- ☐ St. Anthony Elementary
- ☐ St. Christopher Elementary
- ☐ St. Gabriel Elementary
- ☐ St. James Elementary
- ☐ St. John de Brebeuf Elementary
- ☐ St. John the Baptist Elementary
- ☐ St. John the Evangelist Elementary
- ☐ St. John Vianney Elementary
- ☐ St. Joseph French Immersion Elementary
- ☐ St. Louis Elementary
- ☐ St. Mary French Immersion Elementary

- ☐ St. Peter Elementary
- ☐ St. Pius X Elementary
- ☐ St. Rose Elementary
- ☐ St. Teresa of Calcutta Elementary
- ☐ St. William Elementary
- ☐ Stella Maris Elementary
- ☐ W.J. Langlois Elementary

4. List the names of the students involved in the incident (if known).

5. Please identify the location where the incident occurred (eg. classroom, playground, gym, washroom, hallway, etc.)

★

6. Date of incident:

Example: January 7, 2019

7. Indicate when the incident occurred: *

Mark only one oval.

- ☐ Before school
- ☐ During class
- ☐ During recess/nutrition break
- ☐ During lunch
- ☐ On the way home from school
- ☐ In the evening
- ☐ On the weekend

8. Describe what happened: *

9. Would you like someone from the school to contact you? *

Mark only one oval.

- ☐ Yes
- ☐ No

10. If so, please include your name and a contact number.
