



# THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

REGULAR BOARD MEETING  
**MONDAY, JANUARY 25, 2010 - 4:00 P.M.**  
BOARD OFFICE, 87 MILL STREET, DUBLIN, ONTARIO

## AGENDA

1. OPENING PRAYER – Father R. Bester
2. CALL TO ORDER AND RECORDING OF ATTENDANCE
3. APPROVAL OF AGENDA
4. DECLARATION OF INTEREST
5. PRESENTATIONS

2010 Canada's Outstanding Principals Award Winner - JoAnn MacGregor, Superintendent of Education, will introduce and congratulate Joanne Lombardi, Principal of St. James, who was chosen as one of thirty 2010 Canada's Outstanding Principals.

Leaders & Learners – Winter 2009/2010 edition - *Leaders & Learners* is the official magazine of the Canadian Association of School Administrators. The Winter 2009/2010 edition focuses on Engaging Young Children in Our Schools. JoAnn MacGregor will introduce Literacy Coordinator Dawne Boersen. Together, JoAnn and Dawne wrote an article on "Combining Technology with Critical Thinking to Engage Students". (Enclosed)

6. Approval of Minutes of Regular Board Meeting of November 23<sup>rd</sup>, 2009 and the Inaugural Board Meeting of December 7<sup>th</sup>, 2009 (Enclosed)
7. BUSINESS ARISING FROM THE MINUTES
8. REPORTS

I COMMITTEE OF THE WHOLE, IN CAMERA

II EDUCATION

1. Early Learning Report - Two schools in the HPCDSB have been chosen to offer a full day of learning program to four and five-year-olds starting in September 2010. Superintendent JoAnn MacGregor and Literacy Coordinator Dawne Boersen will make a presentation on the program.
2. E-learning Homework Help Resource Teacher - The Ministry of Education has offered the HPCDSB the opportunity and the funds to pilot the position of E-learning and Math Homework Help Contact. Andrea Leroux has been appointed to this role and will present the details.

3. Revisions to Board Policy 3D:10 - Progressive Discipline and Student Conduct - In June 2008 the Ontario Legislature passed Bill 157, the *Keeping our Kids Safe at School Act*. The new legislation requires changes to our policy 3D:10. Superintendent Dan Parr will outline the proposed revisions to our policy.
4. Approval of Board Policy 3E:27 - Media Relations - Recognizing the public has a right to information regarding the Board's policies, programs, activities and celebration of events in our schools and Board, Policy 3E:27 - Media Relations has been proposed. Superintendent Dan Parr will describe the contents of this policy.

### III MANAGEMENT (Enclosed)

The following items will be presented to the Board:

1. Report regarding the 2009-2010 Revised Estimates.
2. Memorandum from Ministry of Education regarding Capital Updates.
3. Memorandum from Ministry of Education regarding Long-Term Financing Arrangements for Good Places to Learn Capital Projects.

### IV PERSONNEL

### V OTHER

## 9. ITEMS FOR ACTION

## 10. ITEMS FOR INFORMATION

- Condolences on behalf of the HPCDSB for the months of December and January were sent to Maureen Lang, EA at St. Michael CSS on the death of her brother-in-law, Al French; the family of Crystal Thibeault, daughter Ella attends St. Aloysius; Trish Edye, EA at St. Michael on the death of her father, Martin Van deWetering; Chris McClure, retired teacher from St. James on the death of her father, Jim Delaney; Olga Green, custodian at St. Ambrose on the death of her niece, Sydney Evans; Stephanie Scholten, teacher at St. Anne's CSS on the death of her mother-in-law, Dora Scholten; Susan Newman, custodian at St. Patrick's, Dublin, on the death of her son-in-law, Darryl Bennett; Jacqui Timmermans, teacher at St. Columban on the death of her mother-in-law, Toni Timmermans; Louise Lefebvre, teacher at St. Mary's, Goderich, on the death of her father, Leo Lefebvre; Peter Dykstra, custodian at St. Mary's, Goderich, on the death of his brother, Bill Dykstra. Get Well flowers were sent to Steve Manzo, teacher at St. Anne's CSS, and Marg Van Bakel, secretary at the Board Office.
- Cards of thanks were received from the following persons: Maureen Lang, Chris McClure, Ellen Van Moorsel, and Crosby's Challenge for Children's.
- Catholic Education Team Highlights (M. Miller)
- OCSTA Chair and Vice-Chair Seminar Conference (M. Miller, B. Murray)
- November and December Director's Newsletter (to be distributed)

11. CORRESPONDENCE
12. FUTURE BUSINESS
13. STUDENT TRUSTEE REPORTS
14. QUESTION PERIOD  
– Highlights of Board Activity (Enclosed)
15. ADJOURNMENT
16. CLOSING PRAYER – Father R. Bester

Aboriginal foods, languages and cultures. The students also enjoyed mentorship of respected members of the Sudbury Aboriginal Community who engaged the students with their stories and keen understanding of Aboriginal culture.

In the 2009-10 school year, Sudbury Catholic Schools continues to provide quality programs, services and resources to help create learning opportunities for First Nation, Métis and Inuit students that support improved academic achievement and identity building. ○

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### **SELF-IDENTIFICATION PROCESS (SIP) ORAL LANGUAGE PROJECT Northwest Catholic District School Board**

*By Mary-Catherine Kelly, Director of Education. Prepared by Kim Anderson, Curriculum Coordinator*

The Northwest Catholic District School Board continues to be actively involved in the *Northern Ontario Education Leaders (NOEL) Self-Identification Process (SIP) Oral Language Project* for the third year. International Researcher Dr. Carmel Crévola leads this research project that is the first of its kind in North America.

During the 2008-09 school year, all Junior Kindergarten (JK), Senior Kindergarten, Grade 1 and Grade 2 students in our board, were administered a series of Oral Language assessments several times during the school year. Teachers, school administrators, board-level Literacy Coaches, as well as our Superintendent of Education, participated in regional professional learning sessions where strategies (Read To, Generating a Discussion, and Guided Reading with an Oral Language approach) to reach our youngest “at risk” learners were shared. Classroom teachers return to their schools to apply the newly taught strategies in their own classrooms.

The Board’s Literacy Coaches work in the schools and provide “at the elbow support” for teachers. We have been able to build both lateral and vertical capacity with our colleagues across our own school board. Teacher practices have improved and the data confirms that our youngest

students’ oral language skills show strong improvements over the school year. This project involves all of the Catholic and Public Boards in Northwestern Ontario.

Dr. Peter Hill’s Oral Language report on our students’ achievement in oral language is hot off the press. One of the key goals of the *Oral Language Project* is to better understand the differences between our Aboriginal and Non-Aboriginal students as they begin school. Some of our Aboriginal students do not score as well as our Non-Aboriginal students on their entry to school in JK; there appears to be a nine month schooling gap between these two groups. We are very confident that the strategies taught to us by Dr. Carmel Crévola have enabled us to help close this gap. According to Dr. Hill, this is not an enormous gap, but one that remains a challenge to those of us involved in the project. The goal is to see the improvement of the oral language skills from JK to Grade 3. We are grateful for the financial support we have received from the Ministry of Education, Literacy & Numeracy Secretariat.

One of our board’s newest initiatives is the *Welcome to Kindergarten* program. We were pleased to partner with The Learning Partnership, a non-profit organization that strengthens public education, in part by delivering such amazing programs as *Welcome to Kindergarten*. All of our schools that offer Junior Kindergarten hosted an evening for parents and children. Families received an early learning resources bag during the orientation session at the school, while learning strategies for using the resources at home were introduced. The orientation session provided opportunity for parents to connect with kindergarten teachers, school resource personnel and staff from community support agencies who provided training on why family planned activities using the resources in the bag will help their children be better prepared for school and learning.

The Northwest Catholic District School Board also prepared and distributed board-wide Kindergarten registration packages to all of the primary schools in our board. These brightly coloured bags included both parent and student handbooks for Junior Kindergarten, tips for parents, bookmarks, activities and games for our newest students, as well as a video entitled, “*I Love When You Read*”.

The staff of the Northwest Catholic District School Board continues to work hard to offer our youngest learners the best possible beginning to their education. We are proud of our staff’s commitment to learning and for continuing to strive to meet the needs of every student who walks through the doors of our Catholic schools. ○

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### **TECHNOLOGY IS GOOD, BUT NOT GOOD ENOUGH (COMBINING TECHNOLOGY WITH CRITICAL THINKING TO ENGAGE STUDENTS) Huron-Perth Catholic District School Board**

*By Dawne Boersen, Coordinator of Curriculum for the Huron-Perth CDSB, AND JoAnn MacGregor, Superintendent of Education for the Huron-Perth CDSB*

We all know that in the beginning of the 21<sup>st</sup> Century, literacy means something different than it did at the beginning of the 20<sup>th</sup> Century. The world we live in is quite different. Yet, we still teach using some of the same strategies as teachers did in the early 1900s. Many classroom environments are the same—students in rows, chalkboard at the front. Some concessions have been made, chairs are no longer bolted to the desks and sometimes it is a whiteboard instead of a chalkboard. And of course, we now have technology in the form of computers, interactive white boards and clickers, an expense justified by the idea that it will ensure our students are engaged in their learning.

Technology has most certainly transformed the way our students think and learn. It has transformed the global economy. Our students do not need to be prepared to work primarily in the manufacturing and service industries, but in the information, technology and communications industries. They need to be able to read fluently at a high level, locate and process information quickly, synthesize and evaluate the tremendous amount of information they come across in a day, and discard any extraneous information.

Using technology will certainly engage our students in something in the classroom, but in order to engage them in their learning, we need to use the

technology not only as a teaching tool, but as a learning tool. Students need challenging activities that allow them to collaborate, create and innovate. Many "educational" computer software programs are simply low level blackline masters on a screen. After the initial interest in using the computer wears off, so does the engagement.

Students are engaged in their learning when it is relevant, purposeful and intellectually challenging. In other words, they learn best when they can use critical thinking skills to discover new information, rework it, and share it with others who have similar interests. Technology can be used to publish their work and share it with authentic audiences, to hook up with other students

around the world who are passionate about the same topics, or to interact and learn with experts. It can be used to incorporate audio, visual and kinesthetic modalities into lessons and shift the wellspring of information from the limits of the teacher in the classroom, to the entire global population.

Many boards around the province have spent a great deal of money on equipping

classrooms with computers, internet service and all of the paraphernalia associated with it. But on any given day, how often are they used? In an ideal world, it would be 100 percent of the time. In reality, it is far less. Take a walk through your school at different points in the day. Are computers being used in a lab situation, where individual students are doing the same thing at the same time? Or are several students huddled around a computer, collaborating on projects? Are students animated, discussing their ideas, or does every student wear a set of

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**Are computers used only as word processors to transcribe written materials? Or, are they being used by students to delve into worlds they didn't know existed?**

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headphones, cutting them off from learning what their peers are doing around them? Are computers used only as word processors to transcribe written materials? Or, are they being used by students to delve into worlds they didn't know existed? Are students exploring topics that interest and excite them and are they creating multimedia demonstrations of their learning?

In the Huron-Perth Catholic District School Board, we are trying to emphasize the engagement of students through their learning, not just the flashy technology. Teachers are using podcasts to allow students to demonstrate their learning through oral communication. The reading, writing and oral skills needed to create a podcast reflects student research and the ability to synthesize the information they have collected; these skills are far greater than those required to simply write a research report. Some teachers are using wikis and blogs to allow students to answer open-ended questions, before, during and after learning, and to build their learning on the learning of other students. Polls and surveys are used so teachers can get some immediate feedback from students about their learning.

Other teachers are using moodles, or online learning environments, to enable students to collaborate with each other and as a tool to give rich feedback about the work they submit. Interactive white boards are also a feature in many classrooms. They are most successfully used when students have the opportunity to use them to explore and demonstrate their learning, rather than exclusively being used as a teaching tool.

These teachers are using technology with approaches that give students choice and voice, thus making their learning relevant. The learning expectations are clearly articulated which makes student learning purposeful, especially when demonstrations of their learning are connected with authentic audiences. Student learning is intellectually challenging when teachers ask open-ended questions to activate prior learning and ask for opinions that are backed up with evidence; this is enhanced through the medium of technology. Make no mistake though, the technology alone isn't good enough. It is when technology is used as a tool to facilitate, support and engage learning that technology moves from good to "good enough". ○

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## **A TRIAL MODEL OF SUPPORT LEADS TO STUDENT SUCCESS IN THE FULL DAY SENIOR KINDERGARTEN PROGRAM AT THE TORONTO CATHOLIC DISTRICT SCHOOL BOARD**

*By Colleen Tovey-Shackleton, Superintendent of Education*

With the exciting possibility of full day early learning pending in the province of Ontario, the Toronto Catholic District School Board is well poised to apply proven strategies from our *Full Day Senior Kindergarten Program* to a future early learning framework. In September 2004, the Toronto Catholic District School Board implemented full day, everyday *Senior Kindergarten Programs* in seven schools in high needs areas across our system through Learning Opportunities Grant funding. The program has yielded positive outcomes for students and their families. A triad model of support for students, their parents and families, and classroom teachers is foundational to program success.

The importance of a child's early learning experiences on their development and future participation in society is well documented (McCain, Mustard, Shanker 2007). With a view to improving outcomes for young children in priority neighbourhoods, the *Full Day Senior Kindergarten Program* focuses on developmentally appropriate, play-based learning experiences with ample opportunities for oral language, literacy, numeracy and social skills development. The full day provides the time for a deeper exploration of the curriculum as outlined by *The Kindergarten Program* (Ministry of Education, 2006). A Kindergarten support team consisting of speech-language, psychology and social work staff collaborate with classroom teachers to provide a range of prevention and intervention supports for students. A speech-language pathologist supports oral language and literacy development in the classroom and provides a preventive program for students requiring support and reinforcement in grasping basic phonemic awareness

TO: Members of the Huron-Perth Catholic District School Board

RE: **MONDAY, JANUARY 25, 2010 EDUCATION REPORT**

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**PRESENTATIONS:**

1. **Early Learning Report**

Premier Dalton McGuinty announced on Tuesday, January 12, 2010 that Ontario will provide a full day of learning to four and five-year-olds as part of the province's plan to build a stronger school system and a well-educated workforce. The program will be phased-in over time, starting in September 2010.

In full-day learning classrooms, teachers and registered early childhood educators will work together to help children learn and develop emotional, social and academic skills that are crucial for healthy development. Schools will also offer extended day programs led by early childhood educators. Parents can enroll their child in these integrated programs for a reasonable fee, giving children even more opportunities to learn, play and grow.

Full-day learning for four and five-year-olds will be available at St. Ambrose Catholic School, Stratford and St. Joseph's Catholic School, Clinton in September 2010.

Superintendent JoAnn MacGregor is responsible and will make a presentation with Dawne Boersen, Coordinator of Literacy.

2. **E-learning Homework Help Resource Teacher**

The Ministry of Education has chosen to offer the HPCDSB the opportunity, and the funds, to pilot the position of E-Learning and Math Homework Help Contact. Ours is one of 15 boards piloting this resource. Andrea Leroux, a math, geography, and guidance teacher, has been appointed. Andrea's new role will be to help students, parents, and teachers become more familiar with the resources of the eLearning Ontario, especially the online after-school math homework help for grade 7 to 10 students.

Superintendent responsible is Dan Parr. Andrea Leroux will present details.

A. **ITEMS FOR ACTION**

1. **Revisions to Board Policy 3D:10 – Progressive Discipline and Student Conduct**

In June 2008, the Ontario Legislature passed Bill 157, the *Keeping our Kids Safe at School Act*. This legislation, which comes into effect on February 1, 2010, made changes to the Education Act. The changes are outlined in detail in the Ministry of Education's Policy/Program Memoranda 144 and 145, and require changes to our policy on student discipline and conduct.

Superintendent Dan Parr outlined the changes at the November board meeting, and will describe the proposed revisions to board policy 3D:10.

2. **Approval of Board Policy 3E:27 – Media Relations**

The Huron-Perth Catholic District School Board recognizes that the public has a right to information regarding its policies, programs, and activities, and also recognizes the opportunity to communicate and celebrate the events of our schools and our board through our relations with the media. We therefore support open and accurate communication with the media, to enable us to keep the public informed.

Proposed Policy 3E:27 will, if adopted, provide procedures for the effective and accurate sharing of information with the media. Superintendent Dan Parr will describe the contents of this policy.

**RECOMMENDATION:**

*That the board approve the revisions to Board Policy 3D:10 – Progressive Discipline and Student Conduct, effective January 26, 2010 and that the board adopt Board Policy 3E:27 – Media Relations, effective January 26, 2010.*

B. **ITEMS FOR INFORMATION AND DISCUSSION**

1. nil


C. **ITEMS FOR INFORMATION**

1. nil

Respectfully submitted:

Area Chairperson – Jim McDade



JMcD/nc



**Early Learning Program**



Fall 2010 Implementation

Presentation by  
Dawne Boerssen, Coordinator of Literacy  
and  
JoAnn MacGregor, Superintendent of Education  
January 25, 2010



**Initial sites – September 2010**

- St. Joseph's Catholic Elementary School, Clinton, 2 classrooms
- St. Ambrose Catholic Elementary School, Stratford, 2 classrooms


**Rationale**

- Enrolment numbers indicate the student allocation will be full
- No capital costs are necessary
- Student achievement data indicates a need
- Child care providers in the community are least affected

**Extended Day Component**

- ELP includes a core component (e.g., 9 a.m. to 3:30 p.m.) and an extended day component (e.g., 7 - 9 a.m. & 3:30 - 6 p.m.)
- Child may be enrolled in one or both parts (before and after school)
- Funded by revenue from parent fees, with some subsidies available



## Extended Day Component

- A board program, delivered by employees of the board
- Community-based partnerships can continue to play a role in serving other age groups and in meeting the needs of children outside the regular school year
- A program guide, outlining how the extended day program would complement the core day program, to be developed by the ministry
- Transportation related to extended day programs a parental responsibility



## Extended Day Staffing

- Led by registered ECEs
- Ratio of staff to students 2:26
- Possible second adult (where more than 13 children in the extended day program) would not be required to be a registered ECE



## Next steps

- Curriculum feedback session (January 18)
- Effective, strategic, clear communication plan
- Parent information meetings (TBA)
- Staffing for Huron-Perth
  - 4 full-time kindergarten teachers
  - 8 Early Childhood Educators
- Training for teachers, registered ECEs, Principals, Superintendents and Director
- Planning for Year Two



**D R A F T**  
**THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD**

**SUBJECT:**

PROGRESSIVE DISCIPLINE AND STUDENT CONDUCT

3D:10



**POLICY STATEMENT:**

The Huron-Perth Catholic District School Board is committed to working with families, parishes, and community partners in maintaining safe and orderly Christ-centred learning environments. The Board has determined that progressive discipline will be the framework for all discipline in its schools, and that building a safe and caring school environment through appropriate interactions between all members of the school community is the responsibility of all staff.

Each school will develop, maintain, and communicate high standards of behaviour in order to help students and staff establish appropriate behaviours and discipline strategies.

**PROCEDURE:**

**1. Definition**

Progressive Discipline is a whole-school approach that utilizes a continuum of interventions, supports, and consequences to address inappropriate student behaviour and to build upon strategies that promote positive behaviours. It includes a response to misbehaviour which shifts the focus from punitive to corrective and supportive. It also includes a range of responses that include learning opportunities for reinforcing positive behaviour while helping students make good choices.

**2. Range of Responses**

The components of an in-school progressive discipline continuum include but are not limited to:

- verbal or non-verbal messages from teacher or adult in authority
- re-location within the classroom or learning environment
- private consultation with student, to cause student to reflect (orally or in writing), to develop alternative behaviours and to reprimand if necessary
- collaboration with parent or guardian
- detention or loss of privileges
- collaboration with other school personnel (for instance, principal or vice-principal)
- referral to other school personnel
- peer mediation
- restitution, restorative justice, or community service
- suspension
- expulsion

*continued*

### **3. School Code of Conduct**

- a) The principal, in consultation with school staff and school council, will develop a School Code of Conduct which incorporates the standards of behaviour outlined in the *Provincial Code of Conduct 2007*, found in the *Procedures Manual* of this policy.
- b) On an annual basis, the principal will review the School Code of Conduct with school council and with all teachers and educational assistants.
- c) On an annual basis, the principal will communicate the School Code of Conduct to all students, parents, and staff.

### **4. Dealing with Specific Incidents**

- a) The principal, in dealing with specific incidents of student misbehaviour, will act in accordance with the School Code of Conduct as well as the *Provincial Code of Conduct 2007*, *Police / School Board Protocol*, and *Dealing with Specific Incidents*, which are found in the *Procedures Manual* of this policy.
- b) All staff, in dealing with incidents of student misbehaviour, will act in accordance with the definition of progressive discipline and its range of responses.
- c) All staff, in dealing with incidents of misbehaviour by students with special needs, will respond in a manner consistent with the expectations of the student's IEP.
- d) All staff are required to respond to incidents of student behaviour that may have a negative impact on school climate. This behaviour includes, but is not limited to, racist, sexist, bullying, or harassing comments. Responding may include asking a student to stop the inappropriate behaviour, naming the type of behaviour and explaining why it is inappropriate and/or disrespectful, and asking the student for a change in future behaviour.
- e) All staff are required to report to the principal if they become aware that a student may have engaged in an activity for which suspension or expulsion must be considered. Behaviours for which suspension must be considered are listed in Board Policy 3D:1; behaviours for which expulsion must be considered are listed in Board Policy 3D:2.

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- f) The principal will inform the parents/guardians of the students who have been harmed as a result of any incident for which suspension or expulsion must be considered, unless:
- i. the student is 18 years of age or older, or
  - ii. the student is 16 or 17 years of age and has withdrawn from parental control, or
  - iii. in the principal's opinion, informing the parent would put the victim at risk of harm from the parent.
- g) The principal, when notifying parents/guardians of the victim, will provide information about the nature of the incident, the nature of the harm to the student, the steps taken to protect the student, and the steps taken to discipline other students involved in the incident. The principal will invite parents/guardians to contact them immediately, if bullying or mistreatment persists. The principal must not share the name(s) of the aggressor(s).

**BOARD APPROVAL:**

September 24, 2001  
Reviewed August 2004  
Reviewed May 22, 2006  
January 28, 2008

**EFFECTIVE DATE:**

September 25, 2001  
Reviewed August 2004  
May 23, 2006  
January 29, 2008

**D R A F T**  
**THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD**

**SUBJECT:**

MEDIA RELATIONS

3E:27



**POLICY STATEMENT:**

The Board desires to celebrate and share information about its policies, programs, and activities. The Board also recognizes that the public has a right to information regarding its policies, programs, and activities. The Board therefore supports open communications with all news media in an effort to keep the public informed about Catholic Education.

**PROCEDURE:**

1. The Board recognizes the Director of Education or her/his designate as the official spokesperson on all matters of Board policies, programs, and activities.
2. The Director of Education will ensure that the news media is informed on a timely basis regarding matters of Board policies, programs, and activities. Only the Director or her/his designate will issue Board or School media releases.
3. Disclosure of information will not be made when such information would:
  - i. Violate the privacy rights of individuals or groups, as defined in the Municipal Freedom of Information and Protection of Privacy Act, and Board Policy 3A:17 -- Freedom of Information and Protection of Privacy.
  - ii. Violate the confidentiality of Board matters considered during in-camera sessions, according to the provisions of the Education Act and By-Laws of the Board.
4. The Director of Education may delegate responsibilities to Superintendents, to communicate with media on matters related to their portfolios.
5. The Director of Education or Superintendents of Education may delegate responsibilities to principals or to coordinators, to communicate with media on matters related to their schools or their portfolios.
6. When delegation has been given by the Director or Superintendent, the school principal becomes the media spokesperson for programs, activities, or events of his/her school. Other staff members are not authorized as media spokespersons and as such, may join the principal in joint communications to the media but may not engage individually in media communications. An exception to this procedure is made in the case of teachers who, as extracurricular coaches, may be asked to provide a comment about a game or athletics event.

*continued*

- 7. When a principal has been delegated the authority to become the media spokesperson for her/his school, the principal is expected to develop and maintain a direct and positive relationship with the local media. Every opportunity should be taken to highlight positive events and achievements about Catholic Education.
  
- 8. When a superintendent or principal or coordinator has been delegated the authority to become the media spokesperson for her/his portfolio or school, he/she must remember that:
  - i. he/she is perceived to be expressing the view of the board, and therefore must not express views which are inconsistent with the Board's Statement of Direction or Board policies or procedures;
  - ii. it is incorrect to provide personal opinions or to speak off the record;
  - iii. media communication must not include judgmental, critical, or disparaging comment or inference about other individuals or groups.

**BOARD APPROVAL:**

**EFFECTIVE DATE:**

**TO: Members of the Huron-Perth Catholic District School Board**  
**RE: MONDAY, January 25, 2010 MANAGEMENT REPORT**

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#### **A. ITEMS FOR ACTION**

#### **B. ITEMS FOR INFORMATION AND DISCUSSION**

1. Report regarding the 2009-2010 Revised Estimates (attached).
2. Memorandum from Nancy Whynot, Director of Capital Programs Branch dated January 15, 2010, regarding Capital Updates (attached).

This memorandum provides a number of updates regarding capital related issues. The decision regarding our Primary Class Size Project application (Jeanne Sauvé) is expected to be announced by the end of January.

3. Memorandum from Nancy Whynot, Director of Capital Programs Branch dated December 4, 2009, regarding Long-Term Financing Arrangements for Good Places to Learn Capital Projects (attached).

This memorandum sets out the process for the next debenture issue by the Ministry of Education. The board will have \$866,439 in Good Places to Learn Projects that will be eligible for this long-term financing. The board will be required to pass the necessary authorizing by-laws at the February 2010 meeting.

#### **C. ITEMS FOR INFORMATION**

1. Tips on Serving Customers with Disabilities (attached).

We have attached the brochure on Tips on Serving Customers with Disabilities that has been prepared by the Ontario Education Services Corporation. This provides an excellent resource for trustees in ensuring that the objectives of the Policy: 22 Accessibility Standards for Customer Service are met on an ongoing basis.

Respectfully submitted:

Area Chairperson – Ron Marcy

GHT/vb  
Att.

# The Huron-Perth Catholic District School Board

## 2009 - 2010 REVENUE & EXPENDITURE ESTIMATES

	ESTIMATES		REV ESTIMATES		Difference	%
	09 - 10	09 - 10	09 - 10	09 - 10		
2009 - 2010 EXPENDITURE REVISED ESTIMATES						
Salary	\$ 33,567,433	\$ 33,667,325	\$ 99,892	0.3%		
Benefits	3,804,180	3,790,332	(13,848)	-0.4%		
<b>Sub-total</b>	<b>37,371,613</b>	<b>37,457,657</b>	<b>86,044</b>	<b>0.2%</b>		
School Instruction and Management	785,127	785,127	-	0.0%		
Program Support	2,331,752	2,331,752	-	0.0%		
Central Administration	135,100	135,100	-	0.0%		
Business Administration	385,370	385,370	-	0.0%		
Human Resources	111,200	111,200	-	0.0%		
Facilities Management	1,830,730	1,830,730	-	0.0%		
Ministry EPO Grants	-	361,201	361,201	0.0%		
Transportation	5,264,531	5,214,531	(50,000)	-0.9%		
<b>Subtotal</b>	<b>10,843,810</b>	<b>11,155,011</b>	<b>311,201</b>	<b>2.9%</b>		
Capital and Other						
Principal & Interest	1,754,192	1,772,662	18,470	1.1%		
Pupil Accom, School renewal	695,131	695,131	-	0.0%		
<b>Subtotal</b>	<b>2,449,323</b>	<b>2,467,793</b>	<b>18,470</b>	<b>0.8%</b>		
<b>TOTAL EXPENDITURES</b>	<b>\$ 50,664,746</b>	<b>\$ 51,080,461</b>	<b>\$ 415,715</b>	<b>0.8%</b>		

# The Huron-Perth Catholic District School Board

## 2009- 2010 REVENUE ESTIMATES

2009 - 2010 REVENUE ESTIMATES	ESTIMATES		REV ESTIMATES		Difference	%
	09 - 10	\$	09 - 10	\$		
<b>REVENUE (Grants &amp; Taxes)</b>						
Grants for Student Needs - Operating	\$	47,017,719	\$	46,952,911	\$ (64,808)	-0.1%
Grants for Student Needs - School Renewal		695,131		697,095	1,964	0.3%
Grants for Student Needs - Good Places		142,520		147,322	4,802	3.4%
Grants for Student Needs - New Pupil Places		1,361,947		1,373,954	12,007	0.9%
Grants for Student Needs - Permanent		135,868		135,868	-	0.0%
		<b>49,353,185</b>		<b>49,307,150</b>	<b>(46,035)</b>	<b>-0.1%</b>
<b>OTHER REVENUE</b>						
Other Ministry of Education Grants ( Schedule1)	\$	889,013	\$	1,436,222	547,209	61.6%
		<b>889,013</b>		<b>1,436,222</b>	<b>547,209</b>	<b>61.6%</b>
Interest		10,000		10,000	-	0.0%
Land and Other Rental		30,000		30,000	-	0.0%
Transfer from Reserve - Capital		113,857		-	(113,857)	-100.0%
Transfer from Working Fund Reserves/Other Revenue		268,691		297,089	28,398	10.6%
<b>TOTAL OTHER REVENUE</b>		<b>422,548</b>		<b>337,089</b>	<b>461,750</b>	<b>109.3%</b>
<b>TOTAL REVENUE</b>	\$	<b>50,664,746</b>	\$	<b>51,080,461</b>	\$ 415,715	0.8%
<b>Projected Surplus (Deficit) - current year</b>		-		-	-	0.0%
<b>prior year surplus</b>		-		-	-	0.0%
<b>Projected Surplus (Deficit) - end of year</b>		-		-	-	0.0%

# Huron-Perth Catholic District School Board

Enrolment Projections 2009-2010  
 Board Revised Estimates 09-10  
 Elementary & Secondary

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Revised Dec 2, 2009

Enrolment Projections 2009-2010	Revised Estimates 2009-2010	Estimates 2009-2010	Change	% Change
<b>Elementary</b>				
JK/SK	301.00	288.00	13.00	4.32%
Grades 1 - 3	929.50	931.50	(2.00)	-0.22%
Grades 4 - 8	1,662.50	1,663.50	(1.00)	-0.06%
<b>Elementary</b>	<b>2,893.00</b>	<b>2,883.00</b>	<b>10.00</b>	<b>0.35%</b>
<b>Secondary</b>				
Day School	1,499.30	1,492.25	7.05	0.47%
Independent Study	1.00	1.00	-	0.00%
<b>Secondary</b>	<b>1,500.30</b>	<b>1,493.25</b>	<b>7.05</b>	<b>0.47%</b>
	<b>4,393.30</b>	<b>4,376.25</b>	<b>17.05</b>	<b>0.39%</b>

Ministry of Education

Ministère de l'Éducation

Capital Programs Branch  
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Direction des programmes d'immobilisations  
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2010: SB2

**MEMORANDUM TO:** Directors of Education  
School Business Officials

**FROM:** Nancy Whynot  
Director  
Capital Programs Branch

**DATE:** January 15, 2010

**SUBJECT:** Capital Updates

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I am writing to provide school boards with an update on various capital related issues including:

1. New Accountability Measures for Capital Projects
2. Primary Class Size Capital Wrap-up Process
3. New Capital Liquidity Template
4. Updated School Facilities Inventory System (SFIS)
5. Ontario Regulation 444/98 "Disposition of Surplus Real Property"
6. Demolition of a School Facility - Reminder
7. Ministry of Energy and Infrastructure "Revitalizing Ontario's Infrastructure" Public Website
8. Energy Efficiency and Renewable Energy Program
9. Contact

### 1. New Accountability Measures for Capital Projects

As announced in **Memorandum 2009 : SB32**, as of November 1, 2009, new accountability measures will apply for all new capital projects. As you are aware, since June 12, 2006, the Ministry has required school boards to obtain a transfer from reserves approval from the Minister before undertaking any new major capital projects. This approval point was put in place as an accountability measure to ensure that school boards have sufficient financial capacity to undertake any new capital projects. In addition, a number of other good practices have been identified by the Expert Panel and others that school boards should follow as part of the process to plan and construct new capital projects.

As a result, the Ministry has modified the current process as shown in Appendix A. We encourage school boards to contact their Capital Analyst for more details on these new accountability measures.

## **2. Primary Class Size Capital Wrap-up Process**

As announced in **Memorandum 2009 : B9**, the Ministry is planning to wrap-up and report on the Primary Class Size (PCS) capital program. Consequently, the Ministry has been working with boards to confirm:

- PCS related capital projects and expenditures that have been completed and entered into the SFIS system and/or reported in EFIS
- PCS capital expenditures that need to be long term financed in the upcoming OFA debenture issue
- PCS capital projects planned by the school board including expected timing and amount of PCS capital to be used

This process is expected to be concluded by the end of January and final decisions will be communicated to school boards at that time.

## **3. New Capital Liquidity Template**

Since it was announced in **Memorandum 2007 : SB01**, the Capital Liquidity Template has been used by the Ministry of Education and updated and validated jointly by the boards and the Ministry. This template provides a consistent format for reviewing a board's existing and proposed capital-related financial position. It provides a depiction of each board's current financial position, with respect to capital projects the board has undertaken as well as the board's capacity to take on new capital debt for planned projects. As such, it is an important tool in the analysis and approval of new transfers from Capital Reserves.

In early 2010, we will be releasing a new version of the template to all school boards, along with a user manual. This template will be preloaded with each board's current approved Capital Liquidity Template data. The pre-loaded data will be reviewed by your school board's Capital Analyst and Financial Officer to ensure completeness and accuracy and make any necessary changes. It will then be sent to your board for review. The Ministry anticipates that the transition from the current template to the newer version will be seamless and will require minimal efforts.

### *Enrolment Projections*

Until further notice, the Ministry will not be accepting revised enrolment projections from school boards for the purposes of updating the Capital Liquidity Template due to an evaluation of the on-going status of the New Pupil Places (NPP) funding model that is currently underway. As part of this evaluation the Ministry needs to freeze the changes that are happening with future NPP revenue projections, which

are directly impacted by changing enrolment projections. This means for the time being any new transfer from reserve approvals for projects requiring funding from a board's NPP grant will be based on the existing enrolment projections that the schools board has provided within the most recent version of their Capital Liquidity Template.

#### **4. Updated School Facilities Inventory System (SFIS)**

Since 2008, the Ministry has been working on revamping SFIS. Although the conceptualization of SFIS 2.0 is still underway, the Ministry in conjunction with a working group (composed of representative of six school boards and three different committees of the Ontario Association of School Business Officials (OASBO)), has been working on establishing a vision and detailed needs and requirements for the future application.

As the first step in the implementation of SFIS 2.0, the Ministry launched a new version of SFIS on November 23, 2009. The following new technological and business features were included in this new version of SFIS:

- A higher security protocol by using the latest available technologies (each page protected by an encrypted token)
- A new system design layout increasing the user working area and improving navigation
- A number of functional system enhancements such as:
  - Facility related enhancements including:
    - searching capabilities, custom queries, filtering of facility data, default views
    - Sorting and paging capabilities for the facility dataset elements which allows the user to sort by facility grid columns and to specify how many records the user wants to view per page
    - Export to Excel capabilities for the facility datasets with user defined search criteria or sorting applied (including the custom queries results, favorite searches or default view)
    - Add/update facility (new layout tabs based)
    - Real-time loading capacity changes when the space type is changed
  - New Excel export capabilities at the Rooms, Permanent Space and Non-Permanent Space levels (facility and board levels)
- Data input validation
  - Validate all user input for correctness and clearly specify in a message what is wrong and how it should be corrected
- Retire the Capital Plan "Facility" section – add the GIS integration related functionality in SFIS "Facilities"
- Online User Guide in PDF format

By introducing these improvements to SFIS, the Ministry is offering a high quality application with an improved user experience. These changes to SFIS will result in

a better understanding of its functionalities and of its potential. To help the users, a User Manual is available online at: <http://tpfr.edu.gov.on.ca/CapitalPrograms.htm> as well as in the “What’s New” section sorted by date.

SFIS is a dynamic system and relies on timely and accurate data. Below, is an outline of timelines to follow when updating SFIS:

Sections	Timelines for updating
Facility Details:	Ongoing
Room Details/Summary:	Ongoing, however Fall would reflect entire school year
Permanent GFA/Age:	
Non-Permanent GFA/Age:	
Funded Projects:	Ongoing, should be in-line with the information approved under the Capital Liquidity Template
Enrolment Projections:	At least once a year – End of February
Capital Plan:	When requested by the Ministry

Although not exhaustive, these sections are the core of SFIS and should be maintained accurately and recurrently.

#### **5. Ontario Regulation 444/98 “Disposition of Surplus Real Property”**

When a property or a portion of a property is declared surplus to the needs of the school board and it is circulated either for sale or for lease, Ontario regulation 444/98 must be followed.

After a circulation process is completed (90 days), if the school board receive no offers, and decides to dispose of the property or lease it on the private market, an approval from the Minister is required. To request such an approval, please provide by email a copy of the letters to and the responses received from each agency to which the surplus property was circulated to your Capital Analyst.

Please allow approximately 3 weeks to process these requests.

#### **6. Demolition of a School Facility – Reminder**

If the board decides to demolish a facility, even when a school board has a funding allocation to rebuild a school, an approval from the Minister is required under subsection 194(4) of the Education Act. To request such an approval, please provide the following information by email to your Capital Analyst:

- SFIS ID and name of the school facility to be demolished or partially demolished
- Project scope and explanation to why it is being demolished
- The age and size of the portion to be demolished
- Costs and sources of revenue to cover this demolition

Please allow approximately 3 weeks to process these requests.

## 7. Ministry of Energy and Infrastructure “Revitalizing Ontario’s Infrastructure” Public Website

The Ministry of Energy and Infrastructure (MEI) has launched the “Revitalizing Ontario’s Infrastructure” website. This website will help all Ontarians to find out more about infrastructure projects in their community and sustainable energy generation projects for Ontario's future. Currently, the projects featured on the website are projects that received federal-provincial stimulus funding. More information about the progress of the province’s infrastructure spending will be added over the coming months. The website can be found at: <http://www.infrastructureapp.mei.gov.on.ca/en/>.

In the coming months, the Ministry will provide you with additional details in regards to what information will be posted on MEI’s “Revitalizing Ontario’s Infrastructure” website as well as what method will be used to update, on a quarterly basis, the information presented in this website. Most likely, the basic information for this website will come from your board’s Capital Liquidity Template and SFIS. We encourage all school boards to keep these two tools updated as some of the information they capture will be made public.

## 8. Energy Efficiency and Renewable Energy Program

### Energy Efficiency

Boards have been flowed their allocations for Energy Efficiency Funding for the 2009-10 year for Operational Efficiency and Renewal of Major Building Components. Boards are reminded that they will **not** receive the 2010-11 allocations unless they meet the following reporting requirements:

- To complete the form attached to **2009 : SB19** as Appendix A about the use of the Operational Efficiency (small equipment) by **January 31, 2010** and submit it to [bsb.gpl@ontario.ca](mailto:bsb.gpl@ontario.ca)
- To identify in ReCAPP Energy Efficiency projects that are approved, active or complete for the entire amount of their 2009-10 funding allocation for Operational Efficiency and Renewal of Major Building Components
- To identify in ReCAPP the completion of projects whose costs represent at least 70% of the board’s 2009-10 allocation

The latest that school boards can complete these requirements is December 15, 2010, which will enable boards to receive the full allocations for 2010-11 in February 2011. The Ministry is unable to flow funding for these projects after the 2010-11 fiscal year. Boards should inform us by email at [bsb.gpl@ontario.ca](mailto:bsb.gpl@ontario.ca) when these reporting requirements are met.

## Renewable Energy

In response to **SB Memo 2009: SB 31** entitled "Renewable Energy Funding for Schools", school boards applied for \$50M in funding available for solar, geothermal and wind projects. Under this program, school boards that submitted urgent projects by the early deadline of September 15, 2009 have received a response to their proposals. Proposals received conditional approval, were declined, or a decision was deferred.

The Ministry is currently reviewing deferred proposals and those that were submitted by the October 31, 2009 deadline. The procurement process is still being developed by the government, but the government will be pre-qualifying vendors. Boards should be aware that if they submit a proposal that is designed with a specific product in mind, they will not be able to acquire that product if it is not from a qualified vendor. We will keep boards informed about the procurement process. Please be reminded that funding for this program will not flow until April 2010 at the earliest.

### **9. Contact**

Please contact the Ministry's capital analyst for your board (Appendix B) if you have any questions.

Sincerely,



Nancy Whynot  
Director  
Capital Programs Branch

## APPENDIX A – New Accountability Measures Summary

### Pre-Design phase (before an architect is engaged):

<p>A) Requiring the completion of a Facility space template as the first approval point for new schools and major additions or retrofits that cost more than 50 per cent of the value of the existing school.</p> <p><i>Material to be submitted: Facility Space Template in Microsoft Excel Format – This template can be downloaded at: <a href="http://tpfr.edu.gov.on.ca/CapitalPrograms.htm">http://tpfr.edu.gov.on.ca/CapitalPrograms.htm</a></i></p> <p><i>Method of submission: By email directly to your school board Capital Analyst and their manager</i></p> <p><i>Ministry Turn-Around: approximately 4 weeks if the submitted package is complete</i></p>
<p>B) Requiring the appointment of a Project Manager (either internal staff or external resource) for each capital project whose responsibilities will include monitoring the budget and project timelines, ensuring processes are in place for issue such as change orders and other internal approvals, and serve as a point of contact between the school board and the Ministry of Education.</p> <p><i>Material to be submitted: Name and contact information</i></p> <p><i>Method of submission: By email directly to your school board Capital Analyst and their manager</i></p> <p><i>Ministry Turn-Around: N/A</i></p>

### Pre-Tender phase:

<p>A) Requiring that an Independent Cost Consultant be retained by the board to review the design, provide objective costing analysis and advice, and report to the school board on options to ensure that the proposed capital expenditure is within the approved budget, prior to tendering a project.</p> <p><i>Material to be submitted: Letter from a senior board official confirming that the project estimate by the cost consultant is within the approved budget. This email should include the executive summary in PDF format.</i></p> <p><i>Method of submission: By email directly to your school board Capital Analyst and their manager</i></p> <p><i>Ministry Turn-Around: N/A</i></p>
<p>B) Requiring that school boards continue to obtain transfer from reserves approval from the Minister prior to tendering a new school, addition or major retrofit.</p> <p><i>Material to be submitted: A transfer from reserves request</i></p> <p><i>Method of submission: By email directly to your school board Capital Analyst and their manager</i></p> <p><i>Ministry Turn-Around: approximately 4 weeks if the submitted package is complete</i></p>

### Post-tender Phase:

<p>A) Requiring that school boards continue to insure that tendered amounts are consistent with pre-tender transfer from reserves approval, and, if the tendered amounts surpass the approved amount, requiring that the school board identify a source of funding to offset the higher costs and obtain an additional transfer from reserves approval for the higher amount before a contract can be awarded.</p> <p><i>Material to be submitted: An additional transfer from reserves request (if needed)</i></p> <p><i>Method of submission: By email directly to your school board Capital Analyst and their manager</i></p> <p><i>Ministry Turn-Around: 4 to 6 weeks</i></p>
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## APPENDIX B – Capital Analyst Per School Board

School Board	Analyst	Telephone	Email
Algoma DSB	Daniel Castaldo	416-325-2022	Daniel.Castaldo@ontario.ca
Algonquin and Lakeshore CDSB	Hemwanti Dobbs	416-326-9445	Hemwanti.Dobbs@ontario.ca
Avon Maitland DSB	Michael Wasyluk	416-326-9924	Michael.Wasyluk@ontario.ca
Bluewater DSB	Mersad Fard	416-325-2018	Mersad.Fard@ontario.ca
Brant Haldimand Norfolk CDSB	Michael Wasyluk	416-326-9924	Michael.Wasyluk@ontario.ca
Bruce-Grey CDSB	Mersad Fard	416-325-2018	Mersad.Fard@ontario.ca
CDSB of Eastern Ontario	Cameron Whitehead	416-325-4297	Cameron.Whitehead@ontario.ca
CÉCLF du Centre-Est	Alexandre Beaudin	416-212-4818	Alexandre.Beaudin@ontario.ca
CÉP de l'Est de l'Ontario	Alexandre Beaudin	416-212-4818	Alexandre.Beaudin@ontario.ca
CSC du Nouvel-Ontario	Alexandre Beaudin	416-212-4818	Alexandre.Beaudin@ontario.ca
CSC Franco-Nord	Alexandre Beaudin	416-212-4818	Alexandre.Beaudin@ontario.ca
CSCD des Grandes-Rivières	Alexandre Beaudin	416-212-4818	Alexandre.Beaudin@ontario.ca
CSD du Centre-Sud-Ouest	Alexandre Beaudin	416-212-4818	Alexandre.Beaudin@ontario.ca
CSDC Centre-Sud	Alexandre Beaudin	416-212-4818	Alexandre.Beaudin@ontario.ca
CSDC de l'Est Ontarien	Alexandre Beaudin	416-212-4818	Alexandre.Beaudin@ontario.ca
CSDC des Aurores boréales	Alexandre Beaudin	416-212-4818	Alexandre.Beaudin@ontario.ca
CSDÉC du Sud-Ouest	Alexandre Beaudin	416-212-4818	Alexandre.Beaudin@ontario.ca
CSP du Grand Nord de l'Ontario	Alexandre Beaudin	416-212-4818	Alexandre.Beaudin@ontario.ca
CSP du Nord-Est de l'Ontario	Alexandre Beaudin	416-212-4818	Alexandre.Beaudin@ontario.ca
DSB of Niagara	Patrizia Del Riccio	416-326-9667	Patrizia.DelRiccio@ontario.ca
DSB Ontario North East	Daniel Castaldo	416-325-2022	Daniel.Castaldo@ontario.ca
Dufferin-Peel CDSB	Diamond Tsui	416-325-2017	Diamond.Tsui@ontario.ca
Durham CDSB	Hemwanti Dobbs	416-326-9445	Hemwanti.Dobbs@ontario.ca
Durham DSB	Hemwanti Dobbs	416-326-9445	Hemwanti.Dobbs@ontario.ca
Grand Erie DSB	Michael Wasyluk	416-326-9924	Michael.Wasyluk@ontario.ca
Greater Essex DSB	Diamond Tsui	416-325-2017	Diamond.Tsui@ontario.ca
Halton CDSB	Mersad Fard	416-325-2018	Mersad.Fard@ontario.ca
Halton DSB	Mersad Fard	416-325-2018	Mersad.Fard@ontario.ca
Hamilton-Wentworth CDSB	Patrizia Del Riccio	416-326-9667	Patrizia.DelRiccio@ontario.ca
Hamilton-Wentworth DSB	Patrizia Del Riccio	416-326-9667	Patrizia.DelRiccio@ontario.ca
Hastings and Prince Edward DSB	Hemwanti Dobbs	416-326-9445	Hemwanti.Dobbs@ontario.ca
Huron-Perth CDSB	Michael Wasyluk	416-326-9924	Michael.Wasyluk@ontario.ca
Huron-Superior CDSB	Daniel Castaldo	416-325-2022	Daniel.Castaldo@ontario.ca
Kawartha Pine Ridge DSB	Hemwanti Dobbs	416-326-9445	Hemwanti.Dobbs@ontario.ca
Keewatin-Patricia DBS	Catherine Morris	416-326-9932	Catherine.Morris@ontario.ca
Kenora CDSB	Catherine Morris	416-326-9932	Catherine.Morris@ontario.ca
Lakehead DSB	Catherine Morris	416-326-9932	Catherine.Morris@ontario.ca
Lambton Kent DSB	Diamond Tsui	416-325-2017	Diamond.Tsui@ontario.ca
Limestone DSB	Hemwanti Dobbs	416-326-9445	Hemwanti.Dobbs@ontario.ca
London DCSD	Michael Wasyluk	416-326-9924	Michael.Wasyluk@ontario.ca
Near North DSB	Daniel Castaldo	416-325-2022	Daniel.Castaldo@ontario.ca
Niagara CDSB	Patrizia Del Riccio	416-326-9667	Patrizia.DelRiccio@ontario.ca
Nipissing Parry Sound CDSB	Daniel Castaldo	416-325-2022	Daniel.Castaldo@ontario.ca
Northeastern CDSB	Daniel Castaldo	416-325-2022	Daniel.Castaldo@ontario.ca
Northwest CDSB	Catherine Morris	416-326-9932	Catherine.Morris@ontario.ca
Ottawa CSB	Cameron Whitehead	416-325-4297	Cameron.Whitehead@ontario.ca
Ottawa-Carleton DSB	Cameron Whitehead	416-325-4297	Cameron.Whitehead@ontario.ca

School Board	Analyst	Telephone	Email
Peel DSB	Diamond Tsui	416-325-2017	Diamond.Tsui@ontario.ca
Peterborough VNCCDSB	Hemwanti Dobbs	416-326-9445	Hemwanti.Dobbs@ontario.ca
Rainbow DSB	Catherine Morris	416-326-9932	Catherine.Morris@ontario.ca
Rainy River DSB	Catherine Morris	416-326-9932	Catherine.Morris@ontario.ca
Renfrew County CDSB	Cameron Whitehead	416-325-4297	Cameron.Whitehead@ontario.ca
Renfrew County DSB	Cameron Whitehead	416-325-4297	Cameron.Whitehead@ontario.ca
Simcoe County DSB	Paul Bloye	416-325-8589	Paul.Bloye@ontario.ca
Simcoe Muskoka CDSB	Paul Bloye	416-325-8589	Paul.Bloye@ontario.ca
St. Clair CDBS	Diamond Tsui	416-325-2017	Diamond.Tsui@ontario.ca
Sudbury CDSB	Catherine Morris	416-326-9932	Catherine.Morris@ontario.ca
Superior North	Catherine Morris	416-326-9932	Catherine.Morris@ontario.ca
Superior-Greenstone DSB	Catherine Morris	416-326-9932	Catherine.Morris@ontario.ca
Thames Valley DSB	Michael Wasyluk	416-326-9924	Michael.Wasyluk@ontario.ca
Thunder Bay CDSB	Catherine Morris	416-326-9932	Catherine.Morris@ontario.ca
Toronto CDSB	Sarosh Yousuf	416-325-9796	Sarosh.Yousuf@ontario.ca
Toronto DSB	Sarosh Yousuf	416-325-9796	Sarosh.Yousuf@ontario.ca
Trillium Lakeland DSB	Hemwanti Dobbs	416-326-9445	Hemwanti.Dobbs@ontario.ca
Upper Canada DSB	Cameron Whitehead	416-325-4297	Cameron.Whitehead@ontario.ca
Upper Grand	Mersad Fard	416-325-2018	Mersad.Fard@ontario.ca
Waterloo CDSB	Patrizia Del Riccio	416-326-9667	Patrizia.DelRiccio@ontario.ca
Waterloo Region DSB	Patrizia Del Riccio	416-326-9667	Patrizia.DelRiccio@ontario.ca
Wellington CDSB	Mersad Fard	416-325-2018	Mersad.Fard@ontario.ca
Windsor-Essex CDSB	Diamond Tsui	416-325-2017	Diamond.Tsui@ontario.ca
York CDSB	Paul Bloye	416-325-8589	Paul.Bloye@ontario.ca
York Region DSB	Paul Bloye	416-325-8589	Paul.Bloye@ontario.ca

Please note, that we have reassigned some school boards to different analyst to reflect the addition of new staff members. Over the next few months, we will be transitioning these school boards from their current capital analyst to their new analyst.

Ministry of Education

Ministère de l'Éducation

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2009: SB47

**MEMORANDUM TO:** Senior Business Officials

**FROM:** Nancy Whynot  
Director  
Capital Programs Branch

**DATE:** December 4, 2009

**SUBJECT:** Long-Term Financing Arrangements for Good Places to Learn Capital Projects

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This memo provides information on the process and timelines for boards to transition Good Places to Learn (GPL) capital projects to long-term financing through the Ontario Financing Authority (OFA) in March 2010 - similar to the process outlined in Memorandum 2008:SB29.

This reflects our ongoing commitment to work with school boards and the OFA to provide an effective long-term financing vehicle. This approach reduces the cost of financing capital projects, helping school boards make the most efficient use of capital funds. In addition, the standardized loan application and administration process simplifies school board borrowing.

#### Eligible Programs

Construction costs incurred by boards under the following capital programs will be eligible for long-term financing arrangements through the OFA, (less any amounts that have already been long-term financed):

- Good Places to Learn (GPL) Renewal Stage 1, Stage 2, Stage 3, and Stage 4
- Prohibitive to Repair (PTR)
- Primary Class Size (PCS) Capital
- Growth Schools
- Capital Transitional Adjustment Program for French-language boards
- Capital Priorities

The Ministry will be communicating the maximum allocations and eligible amounts remaining to be long-term financed, by program, for each school board under separate e-mail.

Please note that New Pupil Places-based and Best Start capital projects are not eligible for this long-term financing issue.

## Financing of Eligible Projects

The Ministry requires all school boards to participate in the long-term financing arrangement for these capital programs through the OFA.

- Boards are to access long-term financing for projects supported by the capital programs mentioned above up to the maximum principal amount allocated to their board for each program, less any amounts that have been previously long-term financed. Boards will be required to ensure costs under each of these programs do not exceed the maximum allocation. Once the long-term financing has been set, the Ministry will reimburse boards for their actual principal and interest costs associated with the long-term financing.
- Boards may pool the costs of projects within a specific capital program, but not across programs (unless otherwise specified for individual project approvals). For example, a board may use under spending on a single growth school project to offset additional costs on another growth school project. However, boards may not use under spending in one capital program to offset costs in a different capital program. For example, a board may not use under spending on a growth school project to support additional spending on a PTR project.

The principal amount eligible for long-term financing should reflect the value of work for permanent improvements undertaken **prior to August 31, 2009** under each of the eligible capital projects. Only projects **substantially completed (95%)** by August 31, 2009 are eligible for financing under PCS, PTR, French Capital Transitional, Growth Schools, and Capital Priorities programs. GPL Renewal Stage 1, Stage 2, Stage 3, and Stage 4 projects **completed or underway** by August 31, 2009 are eligible for transition into a long-term financing vehicle. The Ministry requests that boards make every attempt to fully long-term finance those GPL Renewal projects funded under the "oldest" stages of funding before bringing other GPL Renewal projects forward (e.g. projects funded by Stage 1 funding should be fully long-term financed ahead of those funded by Stage 2 funding, etc.)

It is imperative that boards also strive to ensure that GPL Renewal project expenditures are updated in ReCAPP and are consistent with expenditures reported in the Financial Statements and amounts previously long-term financed through the OFA. Since the introduction of GPL Renewal, the Ministry has advised boards of their obligation to record all GPL Renewal-related project expenditures in ReCAPP. In Memorandum **2009:SB19**, we requested that all projects or events that had been approved, active, or completed as of August 31, 2009 were to be updated in ReCAPP by October 31, 2009. As a result, the Ministry will be reviewing all requests for long-term financing against the latest ReCAPP project reports to ensure that boards are meeting their obligations, and the Ministry may not recommend forwarding long-term financing requests to the OFA until we are satisfied that ReCAPP data is up-to-date.

Please note that the Ministry used boards' data as reported in the 2008-09 Financial Statements for determining the remaining amounts of Primary Class Size-funded projects eligible to be long-term financed. If a board's 2008-09 Financial Statements has not been received, the 2008-09 Revised Estimates data was used.

Boards are required to complete the template attached in **Appendix A** to identify the total amounts by capital program that are eligible to be long-term financed in March 2010. For

capital projects funded by PTR, PCS, French Capital Transitional, Growth Schools, and Capital Priorities, please also indicate the specific project (school) name and the associated amount requested to be long-term financed. These should also match the costs reflected in transfer approvals supported by the capital liquidity template. For further instructions about the information requested from boards in **Appendix A**, please see Memorandum **2008:SB29**. Please note there are three (3) worksheets to complete in the attached **Appendix A** excel file.

The maximum principal amount of the financing cannot exceed the total allocation for each of the capital programs. As noted above, the Ministry will be communicating these amounts to each board under separate e-mail. As has been the case previously, the OFA will prepare loan documentation for the use of all school boards for these programs. Individual terms will not be negotiated.

### **Timeline for the Transition to Long-Term Financing**

Listed below is the estimated timeline for the transition from short-term to new long-term financing. It is important that school boards meet the deadlines for providing information. The immediate priority, as described in detail below, is for school boards to confirm the value of substantially completed capital projects in order to enable the OFA to begin making arrangements for the long-term financing. These amounts should be consistent with information that has been or will be provided in your board's 2008-09 Financial Statements.

- |                                    |  |
|------------------------------------|--|
| December 4, 2009                   | <b>2009:SB 47</b> Memo is sent to school boards.   |
| January 15, 2010                   | All school boards are required to submit the information (see <b>Appendix A</b> ) requested in this memo to the Ministry ( <a href="mailto:bsb.gpl@ontario.ca">bsb.gpl@ontario.ca</a> ).   |
| Week of February 15, 2010          | Pre-filled, personalized loan agreement packages will be sent directly to each school board by the OFA.  |
| February 22, 2010 to March 4, 2010 | School boards are required to pass the necessary authorizing by-laws, review and verify the loan agreement and other documents, and then sign and return all loan agreement packages to the OFA. OFA contact information and address will be provided when the documents are sent. <b><i>Please ensure that the long-term borrowing approvals are on the agenda early in this process to allow for changes identified during the board meetings.</i></b> |
| March 10, 2010                     | Funds flow from OFA to school boards.  |

## **Assistance**

Ministry staff are available to answer questions and provide support throughout this transition process. School boards are encouraged to contact staff if they require further clarification during any stage of this process.

For further clarification, please direct any questions to Mathew Thomas, Capital Programs Branch, at (416) 326-9920 or [Mathew.P.Thomas@ontario.ca](mailto:Mathew.P.Thomas@ontario.ca).



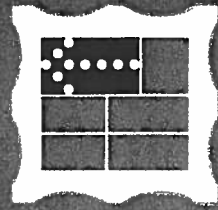
Nancy Whynot  
Director  
Capital Programs Branch

cc. Michael Smith, OFA  
Susan Guinn, OFA

**Maximum GPL Program Allocations and Remaining Eligible Amounts to be Long-Term Financed**  
**36 Huron-Perth Catholic District School Board**

PROGRAM NAME	Approved Maximum Allocation	Amounts Already Financed Through OFA			Remaining Eligible Amount to be Long-Term Financed
		Nov:2006	Mar 2008	Mar 2009	
<b>Good Places to Learn</b>					
Stage 1	\$ 1,120,758	\$ 1,120,758	\$ -	\$ -	\$ -
Stage 2	\$ 954,589	\$ -	\$ 954,589	\$ -	\$ -
Stage 3	\$ 590,500	\$ -	\$ -	\$ -	\$ 590,500
Stage 4	\$ 369,927	\$ -	\$ -	\$ -	\$ 369,927
<b>Total</b>	<b>\$ 3,035,774</b>	<b>\$ 1,120,758</b>	<b>\$ 954,589</b>	<b>\$ -</b>	<b>\$ 960,427</b>
<b>Primary Class Size</b>					
Maximum Allocation	\$ 1,481,607				
Less Amount Previously Long-Term Financed by Board (non-OFA)	\$ -				
Less Cash 2005-06 to 2007-08 (from financial statements)	\$ -				
Less Cash 2008-09 (from financial statements)	\$ -				
<b>Total</b>	<b>\$ 1,481,607</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 1,481,607</b>
<b>Prohibitive to Repair</b>					
Phase 1	\$ -	\$ -	\$ -	\$ -	\$ -
Phase 2	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>French Capital Transition</b>					
<b>Total</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Growth Schools</b>					
<b>Total</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

# Tips on Serving Customers with Disabilities.



Accessible Schools.  
Leading the Way.

439 University Avenue  
18th floor  
Toronto, ON M5G 1Y8  
Tel: (416) 340-2540  
Fax: (416) 340-7571  
E-mail: [aodaproject@oesc-cseo.org](mailto:aodaproject@oesc-cseo.org)  
Website: [www.oesc-cseo.org](http://www.oesc-cseo.org)

Ontario Education  
Services Corporation  
La corporation des  
services en éducation  
de l'Ontario



ACCESSIBLE ONTARIO CUSTOMER SERVICE

Ontario Education  
Services Corporation  
La corporation des  
services en éducation  
de l'Ontario



# How to Welcome Customers with Disabilities.

Did you know that just over 15.5% of Ontarians have a disability?

That's 1 in every 7 Ontarians and as the population ages that number will grow.

People with disabilities, along with their families and friends, travel, shop, do business, engage in activities in the community, send their children to the local school and attend school events, just like everyone else. By providing service that welcomes people with disabilities, you can offer better service to everyone.

Treating all the people who come to our schools and board offices with individual respect and courtesy is at the heart of excellent customer service.

Here are some ways you can provide better service to your customers with disabilities:



- Treat people with disabilities with respect and consideration.
- Patience, optimism, and a willingness to find a way to communicate are your best tools.
- Smile, relax, and keep in mind that people with disabilities want to experience helpful customer service.
- Don't make assumptions about what type of disability or disabilities a person has.
- Some disabilities are not visible. Take the time to get to know your customers' needs.
- Be patient. People with some kinds of disabilities may take a little longer to understand and respond.
- If you're not sure what to do, ask your customer, "How May I help you?"
- If you can't understand what someone is saying, just politely ask again.
- Ask before you offer to help – don't just jump in. Your customers with disabilities know if they need help and how you can provide it.
- Find a good way to communicate. A good start is to listen carefully.
- Look at your customer, but don't stare. Speak directly to a person with a disability, not to their interpreter or someone who is with them.
- Use plain language and speak in short sentences.
- Don't touch or address service animals – they are working and have to pay attention at all times.
- Ask permission before touching a wheelchair or a piece of equipment.
- Every business should have emergency procedures for customers with disabilities. Make sure you know what they are.

## Understanding Disabilities

There are many kinds of disabilities. They can be visible, hidden, permanent or occur only at certain times. Here are some types of disabilities:

- deaf-blind
- hearing
- intellectual
- developmental
- learning
- mental health
- physical
- speech or language
- vision

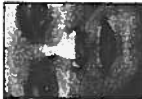
Disabilities vary. Being hard of hearing is different from being Deaf. Having low vision is different from being legally blind. A disability can happen to anyone at anytime. Some people are born with a disability. For others, the disability results from an illness or an accident. Sometimes it happens because the person is getting older. In fact, as our population ages, many of us may eventually face some kind of limitation. According to Statistics Canada, by 2031, seniors will account for between 23% and 25% of the total population. That's double the current senior proportion of 13%.

## Deaf-Blind Disabilities

A person who is deaf-blind cannot see or hear to some extent. This results in greater difficulties in accessing information and managing daily activities. Most people who are deaf-blind will be accompanied by an intervenor, a professional who helps with communicating. Intervenors are trained in special sign language that involves touching the hands of the client in a two-hand, manual alphabet or finger spelling, and may guide and interpret for their client.



Here are some tips on serving customers who are deaf-blind:

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Don't assume what a person can or cannot do. Some people who are deaf-blind have some sight or hearing, while others have neither.</li> <li>• A customer who is deaf-blind is likely to explain to you how to communicate with them or give you an assistance card or a note explaining how to communicate with them.</li> <li>• Speak directly to your customer as you normally would, not to the intervenor.</li> </ul> |  <ul style="list-style-type: none"> <li>• Identify yourself to the intervenor when you approach your customer who is deaf-blind.</li> <li>• Don't touch or address service animals – they are working and have to pay attention at all times.</li> <li>• Never touch a person who is deaf-blind suddenly or without permission unless it's an emergency.</li> </ul> |
|--|---|

# Hearing Impairments

People who have hearing loss may be deaf or hard of hearing. Like other disabilities, hearing loss has a wide variety of degrees. People who are hearing impaired may require assistive devices when communicating. They may also use e-mail, pagers, TTY telephone service or Bell Canada Relay Service.



Here are some tips on serving customers who are deaf or hard of hearing:

- Always ask how you can help. Don't shout.
- Attract the customer's attention before speaking. The best way is a gentle touch on the shoulder or gently waving your hand.
- Make sure you are in a well-lit area where your customer can see your face.
- Look at and speak directly to your customer. Address your customer, not their interpreter.
- If necessary, ask if another method of communicating would be easier, for example a pen and paper.
- Don't put your hands in front of your face when speaking.
- Be clear and precise when giving directions, and repeat or rephrase if necessary. Make sure you have been understood.
- Don't touch or address service animals – they are working and have to pay attention at all times.
- Any personal (e.g., financial) matters should be discussed in a private room to avoid other people overhearing.
- Be patient. Communication for people who are deaf may be different because their first language may not be English. It may be American Sign Language (ASL).
- If the person uses a hearing aid, try to speak in an area with few competing sounds.

# Intellectual or Developmental Disabilities

People with intellectual or developmental disabilities may have difficulty doing many things most of us take for granted. These disabilities can mildly or profoundly limit one's ability to learn. You may not be able to know that someone has this disability unless you are told, or you notice the way people act, ask questions or use body language.

Customers with an intellectual or developmental disability may understand more than you think. They will appreciate the respect and consideration that you show them.



Here are some tips on serving customers who have an intellectual or developmental disability:

- Don't assume what a person can or cannot do.
- Use plain language and speak in short sentences.
- Make sure your customer understands what you've said.
- If you can't understand what's being said, don't pretend. Just ask again.
- Provide one piece of information at a time.
- Be supportive and patient.
- Speak directly to your customer, not to their companion or attendant.



# Learning Disabilities

Learning disabilities can result in a host of different communications difficulties for people. They can be subtle, as in having difficulty reading, or they can be more pronounced. They can interfere with a person's ability to receive, express or process information. You may not be able to know that someone has a learning disability unless you are told, or notice the way a person acts, asks questions or uses body language.



Here are some tips on serving customers who have learning disabilities:



- Patience and a willingness to find a way to communicate are your best tools.
- When you know that someone with a learning disability needs help, ask how you can best help.
- Speak normally and clearly, and directly to your customer.
- Take some time – people with some kinds of learning disabilities may take a little longer to understand and respond.
- Try to find ways to provide information in a way that works best for them. For example, have a paper and pen handy.
- If you're dealing with a child, be patient, encouraging and supportive.
- Be courteous and patient and your customer will let you know how to best provide service in a way that works for them.



## Mental Health Disabilities



It is possible that you will not recognize a person with a mental health disability unless you are informed of it. Therefore, usually, it will not affect customer service at all.

But if someone is experiencing difficulty in controlling their symptoms or is in a crisis, you may need to help out. Be calm and professional and let your customer tell you how you can best help.

 <p>Here are some tips on serving customers who have mental health disabilities:</p>	 <ul style="list-style-type: none"> <li>• Treat a person with a mental health disability with respect and consideration.</li> <li>• Be confident and reassuring. Listen carefully and work with your customer to meet their needs.</li> <li>• If someone appears to be in a crisis, ask them to tell you the best way to help.</li> </ul>
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## Physical Disabilities



There are many types and degrees of physical disabilities, and not all require a wheelchair. People who have arthritis, heart or lung conditions or amputations may also have difficulty with moving, standing or sitting. It may be difficult to identify a person with a physical disability.

 <p>Here are some tips on serving customers who have physical disabilities:</p>	 <ul style="list-style-type: none"> <li>• Speak normally and directly to your customer. Don't speak to someone who is with them.</li> <li>• People with physical disabilities often have their own ways of doing things. Ask before you help.</li> <li>• Be patient. Customers will identify their needs to you.</li> <li>• Don't touch assistive devices, including wheelchairs, unnecessarily unless it's an emergency.</li> <li>• Provide your customer information about accessible features of the immediate environment (automatic doors, accessible washrooms, etc.).</li> <li>• Remove obstacles and rearrange furniture to ensure clear passage.</li> </ul>
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## Speech or Language Impairments

Some people have problems communicating. It could be the result of cerebral palsy, hearing loss, or another condition that makes it difficult to pronounce words, causes slurring or stuttering, or not being able to express oneself or understand written or spoken language. Some people who have severe difficulties may use communication boards or other assistive devices.

 <p>Here are some tips on serving customers with speech or language impairments:</p>	 <ul style="list-style-type: none"> <li>• Just because a person has one disability doesn't mean they have another. For example, if a customer has difficulty speaking, don't assume they have an intellectual or developmental disability as well.</li> <li>• If you don't understand, ask your customer to repeat the information.</li> <li>• If you are able, ask questions that can be answered 'yes' or 'no'.</li> <li>• Be patient and polite, and give your customer whatever time he/she needs to get his/her point across.</li> <li>• Don't interrupt or finish your customer's sentences. Wait for them to finish.</li> <li>• Patience, respect and a willingness to find a way to communicate are your best tools.</li> </ul>
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## Vision Disabilities

Vision disabilities reduce one's ability to see clearly. Very few people are totally blind. Some have limited vision such as tunnel vision, where a person has a loss of peripheral or side vision, or a lack of central vision, which means they cannot see straight ahead. Some can see the outline of objects while others can see the direction of light.

Impaired vision can restrict a person's ability to read signs, locate landmarks or see hazards. In some cases, it may be difficult to tell if a person has a vision disability. Others may use a guide dog or a white cane.



Here are some tips on serving customers who have vision disabilities:

- Identify yourself when you approach your customer and speak directly to them.
- Speak normally and clearly.
- Never touch your customer without asking permission, unless it's an emergency.
- If you offer assistance, wait until you receive permission.
- Offer your arm (the elbow) to guide the person and walk slowly.
- Don't touch or address service animals – they are working and have to pay attention at all times.
- If you're giving directions or verbal information, be precise and clear. For example, if you're approaching a door or an obstacle, say so.
- Don't just assume the individual can't see you.
- Don't leave your customer in the middle of a room. Show them to a chair, or guide them to a comfortable location.
- Identify landmarks or other details to orient your customer to the environment around them.
- Don't walk away without saying good-bye.
- Be patient. Things may take a little longer.



# Disabilities: Myths and Realities

People without disabilities often don't understand what it is like to live with a disability and the barriers that people with disabilities face on a daily basis.

Here are some of the common myths about people with disabilities and the reality.



## MYTH

People with disabilities are inferior to "normal" people and their lives are very different.

What is "normal?" We all have different abilities, talents, interests and personalities. You name it! People with disabilities go to school, get married, work, have families, play, do laundry, go shopping, eat out, travel, volunteer, vote, pay taxes, laugh, cry, plan and dream – just like everyone else.

## REALITY

We need to feel sorry for people with disabilities.

That's patronizing. People with disabilities don't need pity. They need access to opportunities.

People with disabilities are brave and courageous.

Adjusting to a disability requires adapting to a lifestyle, not bravery and courage.

It's not a good idea to hire people with disabilities. They have a higher turnover rate and they take sick days more often.

Many studies show that employees with disabilities are often more productive, dependable and loyal than their co-workers without disabilities and that staff retention is 72% higher among persons with disabilities. That adds up to savings of millions of dollars every year in hiring and training costs.

The experiences of large corporations such as DuPont and the Royal Bank of Canada show that when business hires people with disabilities:

- the pool of potential employees becomes larger
- staff retention rates increase
- absenteeism decreases

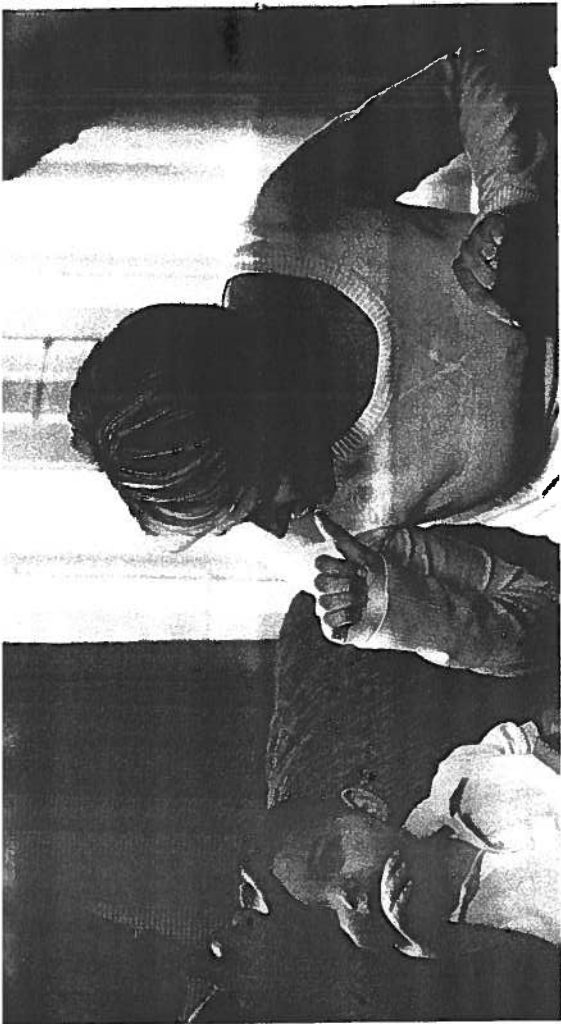
You have to be careful when you're talking to a person with a disability, because they are easily offended if you use the wrong word.

You just need to be as polite and respectful as you would when speaking to anyone. If you're not sure what to say or do, it's okay to ask.

It's difficult serving customers with disabilities.

Customers with disabilities have the same preferences, perceptions, attitudes, habits, and needs as customers without disabilities, and they are looking for the same quality of products and services.

Everyone, regardless of ability, deserves to be treated with the same dignity and respect.



## Talking about Disabilities: Choosing the Right Words

Words can influence and reinforce perceptions of people with disabilities. They can create either a positive view of people with disabilities or an indifferent, negative description.

Here are some tips that can help make your communication with or about people with disabilities more successful

- Use "disability" not "handicap."
- Put people first. "Person with a disability" puts the focus on the person instead of their disability.
- For specific disabilities, say "person with epilepsy" or "person who uses a wheelchair."

- Avoid statements that make it seem like a person with a disability should be pitied such as "victim of," "suffers with," or "stricken with" a particular illness or disability.



The following preferred words and phrases will help you choose language that is neither demeaning nor hurtful:

INSTEAD OF	PLEASE USE
Aged (the), the elderly	Seniors
Autistic	A person with Autism A person with Autism spectrum Disorder
Birth defect, congenital defect, deformity	A person who has a congenital disability A person with a disability since birth
Blind (the), visually impaired (the)	A person with vision loss A person who is blind A person with low vision
Brain damaged	A person with a brain injury A person with an acquired brain injury
Confined to a wheelchair, wheelchair-bound	A person who uses a wheelchair
Crazy, insane, lunatic, psycho, mental, mental patient, maniac, neurotic, psychotic, unsound mind, schizophrenic	A person with a mental illness A person with a mental disorder A person with a mood disorder (for example, a person with depression, a person with bipolar disorder) A person with a personality disorder (for example, a person with antisocial personality disorder) A person with an anxiety disorder (for example a person with obsessive-compulsive disorder) A person with an eating disorder (for example a person with anorexia nervosa, a person with bulimia) A person with schizophrenia
Cripple, crippled, lame, physically challenged	A person with a disability A person with a physical disability A person with a spinal cord injury A person who uses a walker A person who uses a mobility aid A person with arthritis

*continued next page*

INSTEAD OF	PLEASE USE
Deaf (the), hearing impaired (the)	<p>A person who is deaf (for example, a person with profound hearing loss)</p> <p>A person who is deafened (for example, a person who has become deaf later in life)</p> <p>A person who is hard of hearing (for example, a person with hearing loss)</p> <p>When referring to the deaf community and their culture (whose preferred mode of communication is sign language) it is acceptable to use "the Deaf"</p>
Deaf and dumb, deaf-mute	A person who is deaf
Deaf-Blind (the)	A person who is deaf-blind (for example, a person who has any combination of vision and hearing loss)
Epileptic	A person who has epilepsy
Fits, spells, attacks	Seizures
Handicapped (the), invalid, patient, the disabled	A person with a disability
Hidden disability, invisible disability	Non-visible disability
Learning disabled, learning disordered, dyslexic	A person with a learning disability or people with learning disabilities
Mentally retarded, idiot, simple, retarded, feeble minded, imbecile	A person with an intellectual disability A person with a developmental disability
Midget, Dwarf	<p>A little person</p> <p>A person of short stature</p> <p>A person who has a form of dwarfism</p>
Mongoloid, Mongolism, Downs	<p>A person with Down Syndrome</p> <p>A person with an intellectual or developmental disability</p>
Normal	<p>A person without a disability</p> <p>A person who is not disabled</p> <p>Specially, a person who is sighted, a hearing person, a person who is ambulatory</p>
Spastic	A person who has muscle spasms
Stutterer	<p>A person who stutters</p> <p>A person with a communication disorder</p>



## Understanding Barriers

Barriers are obstacles – things that stand in the way of people with disabilities doing many of the day-to-day activities that most of us take for granted.

Barriers make shopping, working, going to a movie or taking public transit difficult, sometimes impossible, for people with disabilities.

There are many kinds of barriers:

### Architectural and Physical Barriers

These are features of buildings or spaces that cause problems for people with disabilities. Examples are:

- hallways and doorways that are too narrow for a person using a wheelchair, electric scooter or walker
- counters that are too high for a person of short stature
- poor lighting for people with low vision
- doorknobs that are difficult for people with arthritis to grasp
- parking spaces that are too narrow for a driver who uses a wheelchair
- telephones that are not equipped with telecommunications devices for people who are Deaf, deafened or hard of hearing

# What You Need to Know when Dealing with Customers with Disabilities Over the Phone



Here are some tips on serving customers with disabilities on the phone:

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• Speak normally, clearly and directly.</li><li>• Don't worry about how their voice sounds. Concentrate on what's being said.</li><li>• Be patient, don't interrupt and don't finish your customer's sentences. Give your customer time to explain him/herself.</li><li>• Don't try to guess what your customer is saying. If you don't understand, don't pretend. Just ask again.</li></ul> | <ul style="list-style-type: none"><li>• If you're not certain what was said, just repeat or rephrase what you've heard.</li><li>• If a telephone customer is using an interpreter or a TTY line, just speak normally to the customer, not to the interpreter.</li><li>• If your customer has great difficulty communicating, make arrangements to call back when it's convenient to speak with someone else who can be of help.</li></ul> |
|--|---|

The content of this booklet is courtesy of: [www.accesson.ca](http://www.accesson.ca)

ACCESSIBLE ONTARIO CUSTOMER SERVICE



**OESC**  
**CSEO**

Ontario Education  
Services Corporation  
La corporation des  
services en éducation  
de l'Ontario



Ontario

## Information or Communications Barriers

These happen when a person can't easily understand information. Examples are:

- print is too small to read
- websites that don't support screen-reading software
- signs that are not clear or easily understood

## Attitudinal Barriers

These are barriers that discriminate against people with disabilities. Examples are:

- thinking that people with disabilities are inferior
- assuming that a person who has a speech impairment can't understand you

## Technology Barriers

These barriers occur when a technology can't be modified to support various assistive devices. An example is:

- a website that doesn't support screen-reading software

## Systemic Barriers

These barriers occur when an organization's policies, practices or procedures discriminate against people with disabilities. An example is:

- a hiring process that is not open to people with disabilities



# Huron-Perth Catholic District School Board

Mail PO Box 70 Dublin ON N0K 1E0 Website [www.huronperthcatholic.ca](http://www.huronperthcatholic.ca)

Phone 519 345 2440 Fax 519 345 2449

## Highlights of Board Activity – January 2010

### 1. Individual Education Plan Review

On November 24th, 2009 four members of the HPCDSB IEP Development Team met, along with several school boards in our region, with the **Ministry of Education** to give input to the development of a resource that will be a revision of *The Individual Education Plan (IEP), A Resource Guide (2004)*. (Strategic Priority: School teams and community agencies will work in collaboration to support all student needs within the classroom).

### 2. Bridging the Gap

Bridging the Gap, a program affiliated with the **Ontario Wheelchair Sports Association**, came to HPCDSB schools on December 10th & 11th. This disability awareness program allows students to “have a go” at wheelchair sports in an organized and inclusive athletic setting. The program is familiar to HPCDSB and has been at a number of schools and sporting events over the past two years. St. Mary’s, Goderich, St. Joseph and St. Anne’s, Clinton, St. Aloysius and St. Ambrose, Stratford and St. Patrick’s, Kinkora will welcome Bridging the Gap this winter! (Strategy: Support a deeper understanding of inclusion).

### 3. A Day on Dual Diagnosis

On November 6th, 2009 Psychiatrists Dr. Kerry Boyd and Dr. Jay Rao presented at the River Garden Inn in Stratford, Ontario. Speaking on the topic of Dual Diagnosis, the doctors shared their expertise to a group of over one hundred guests from the region, including five special education staff members from our district, who learned about the complex issues associated with supporting individuals with Dual Diagnosis. Dr. Boyd spoke about common challenges and approaches while Dr. Rao focused his talk on how the brain regulates behaviour and the implication for treatment and support. (Strategy: Support Special Education Resource Teachers in developing a knowledge base in Special Education to support principals, classroom teachers, parents and students).

### 4. Dragon 10 - Assistive Software

On November 25th, 2009 several staff members came together at our board office to dialogue about the great benefits that the new version of *Dragon 10* has for our students. *Dragon 10* is a voice-to-text computer software that allows students to express their ideas and opinions and engage in curriculum tasks independently. This brainstorming group of educators laid out plans for implementation, training, file storage, alignment with other assistive software and possible expanded applications. (Strategy: Provide professional learning opportunities in assistive/adaptive technology for staff).

### 5. The Ontario Eco-Schools Program

All of our Huron-Perth Catholic schools are participating in the *Eco-Schools* program to develop ecological literacy, plan for school ground greening projects, minimize waste and conserve energy. Schools are working online to complete their initial Eco-Reviews which provide direction for school action planning. By following the *Eco-Schools* program, students and staff members take an active role to improve environmental practices in their schools and in turn, take this green knowledge and positive environmental practices into their homes and communities. (Strategic Priority: Continue to ensure Catholic faith permeates all areas of the curriculum).

### 6. Project Hope: Keeping Everybody Warm

The Huron-Perth Catholic DSB held a one-day coat collection on December 1st, 2009, at all Catholic schools in Huron and Perth counties. Local parishes were invited to participate and promote this event through their weekly bulletins. This Advent project demonstrated care and love for our neighbours by being beacons of hope in our world today. Our schools and parishes collected over 700 winter coats, donated to the Salvation Army in Huron and Perth counties, to help keep everybody warm within our local communities. (Strategic Priority: Our staff and students are better informed about Catholic social teachings and are encouraged to speak out on contemporary social justice issues).

7. **Fully Alive Refreshed**  
The Huron-Perth Catholic DSB purchased the Grade 5 & 6 refreshed versions of the *Fully Alive* program. Religion & Family Life Coordinator, Lori Lynn Stapleton, presented these revisions to the program to the Board of Trustees. She also held an in-service for Grade 5 & 6 teachers to review the changes to the *Fully Alive* program. Literacy Coordinator, Dawne Boersen, also discussed ways to integrate *Fully Alive* into the daily balanced literacy block. (Strategy: Incorporate Literacy development tasks from the Religion/Family Life programs in language instruction).
8. **Religion Advisory Teachers**  
Our Religion Advisory Teachers and our two Chaplaincy Leaders from our secondary schools gather together on a regular basis to share resources and ideas related to our faith. They are a vital link in communicating information and sharing resources and expertise from the board to the school and parish. (Strategic Priority: The religion advisory teachers make the transition to faith ambassadors in their schools).
9. **Kindergarten Capacity Building Project**  
Kindergarten and grade 1 teachers from Jeanne Sauvé Catholic School are involved in a collaborative inquiry project that focuses on the question of how teachers can set up numeracy centers that will promote the use of oral language. Their knowledge will be shared with colleagues locally through a networking session in the spring, as well as colleagues in the province through a monograph that will be published later next year. (Strategic Priority: All teaching staff will focus on the improvement of literacy and mathematical literacy).
10. **French as a Second Language Curriculum Review**  
The new elementary FSL curriculum documents are complete. A team of two elementary teachers and Literacy Coordinator, Dawne Boersen, attended a ministry session December 3, 2009 to review the final draft and give more input. Elementary and Secondary Core French teachers met on January 6, 2010 to review the draft document and give feedback via the online survey about the new draft document. The final version will be implemented in September 2011. The draft is a shift to an emphasis on functional French and the ability to communicate in our second language, rather than a heavy emphasis on memorizing grammatical structures. (Strategic Priority: French language opportunities will be enhanced with the "Renewal of French Second Language").
11. **Math GAINS**  
Intermediate teachers of mathematics in our elementary and secondary schools are engaging in activities to learn more about effective methods of teaching mathematics to our intermediate students. An enthusiastic face-to-face meeting, on December 2nd, 2009, led to the development of project ideas that will give teachers an opportunity to think about current instructional practices and future directions. (Strategic Priority: All teaching staff will focus on the improvement of literacy and mathematical literacy).
12. **School Improvement Plans**  
Teachers and principals in all our schools have been spending the last few months working towards realizing the goal of their school improvement plan for improved student learning. Two strategies that many teachers have used to focus their efforts are: providing more specific feedback to students on their work and working with other teachers to look at student work and identify next steps. These strategies are known to have a high impact on improved learning for students. (Strategy: Deepen understanding in instructional strategies and practices that will target all student needs in a precise and focused approach).
13. **Grade One Choir at the Board Office**  
On Monday morning of every week the board office staff comes together to pray, sing and share weekly updates. During the last week of school in December 2009, Linda Kistner's grade one class from St. Pat's, Dublin, was invited to come and sing some Christmas songs for our Advent prayer service. It was a wonderful way to celebrate the coming of Christ with some of our students. (Strategy: Continue to ensure Catholic faith permeates all areas of the curriculum and the student's academic, social and physical well-being).

14. **December Leaders' Learning Council**  
On December 15th, members of the LLC celebrated Mass with Father Bester before the beginning of their monthly meeting. This was a wonderful way to pray and sing together as leaders in Huron-Perth during the season of Advent. (Strategic Priority: Develop the skills of current leaders through ongoing supports and professional development).
15. **Hockey Day in Canada**  
The annual **Tim Hortons/CBC Hockey Day in Canada** will be held in Stratford on Saturday, January 30th. In the week leading up to the event there will be a host of community activities which will also include presentations to Stratford schools. Huron Perth Catholic DSB is hosting one of these presentations at St. Michael School for the students of Jeanne Sauvé, St. Ambrose, St. Aloysius, and St. Joseph's School on Wednesday, January 27th. (Strategic Priority: Develop strategies for cross curricular activities that embrace all faces of the Arts).
16. **Fully Alive Catholic Learning Resources**  
In the process of renewing the *Fully Alive* Catholic learning resource, which began in June of 2006, the grade seven drafts have been approved by the Assembly of Catholic Bishops of Ontario and will be published in the spring of 2010. (Strategic Priority: Our Catholic faith/teachings are infused across all curriculum areas).
17. **Haitian Earthquake Appeal**  
In response to the tragedy in Haiti, our schools are coordinating their efforts through their partnerships with their parishes to raise funds that will be collected, sent to the Bishop's office in London and then forwarded to the **Canadian Catholic Organization for Development and Peace** to bring relief to Haiti. (Strategic Priority: Our staff and students are better informed about Catholic social teachings and are encouraged to speak out on contemporary social justice issues).
18. **Faith Development Day**  
On February 1st, all Huron-Perth elementary school staffs will have an opportunity to foster and enhance the spirit of our Catholic beliefs and traditions and to focus on the faith life of each individual. There are many resources available as well as additional support for the board theme "Rejoicing in Hope." (Strategic Priority: Staff is provided with opportunities for spiritual formation).
19. **Swim to Survive Program**  
This is the fourth year that we have been able to offer the program and we look forward to continued success with it this year. This program has been designed for students in grade 3 classrooms to teach water survival skills and has been developed in partnership with The Lifesaving Society and The Ministry of Education. (Strategic Priority: A healthy school environment will be fostered with an emphasis on nutrition, wellness and daily physical activity).
20. **OECTA/OCSTA Religious Education Course**  
Huron-Perth Catholic DSB's request for a Fall/Winter 2009 Additional Qualifications Course in Religious Education has been approved by the Administration Committee for the OECTA/OCSTA Religious Education Courses. Stephanie Scholten will be the course director for our board. New courses will begin in March. (Strategic Priority: Staff is provided with opportunities for spiritual formation).
21. **Mid-Year Conversation**  
Representatives from the **Student Achievement Division** visited us on January 13th for the ministry check-in with our Director, Superintendents and Learning Coordination Team. Our conversation centered on the Board Improvement Plan, specifically the progress we have made in meeting our SMART goals in Literacy and Numeracy, and on the targets we have set for our board's achievement on the provincial assessments this year. (Strategic Priority: All teaching staff will focus on the improvement of literacy and mathematical literacy).

- 22. Arts Curriculum Training**  
A team of secondary teachers and our secondary learning coordinator, Karen Tigani, attended a two-day training session on the new Arts Curriculum for grades 9-12 in early December. This curriculum will be implemented in September but teachers are already putting some of their learning into action. The training included comprehensive training in assessment, with emphasis on students being able to clearly articulate the learning goals of each lesson. The goal is for students to become excellent self-assessors as well as articulate providers of feedback between themselves, as they continually strive to improve their skills. (Strategic Priority: All elements of “The Arts” will be reviewed and renewed).
- 23. Secondary School-based Faith Day**  
The staffs of our secondary schools celebrated their school-based faith day on the December 4th PD day. St. Michael staff explored the topic of human trafficking, and the exploitation of human beings that results in this practice. This topic was the focus of the school’s advent campaign. St. Anne’s faith reflection day was based upon the theme of finding hope and being messengers of hope. (Strategic Priority: Staff and students will deepen their understanding and appreciation of the sacred space, culture and environment of the Catholic school).
- 24. Secondary School Open Houses and Open Doors**  
Our Catholic secondary schools have engaged in a variety of opportunities to open their doors and reach out into the community to welcome potential students for next September. This has included evening Open Houses designed to welcome students and parents from grades 6, 7 and 8. This has also included teams of secondary staff members including the principals, guidance counsellors, student success teachers and students who are graduates of each partner school conducting presentations in our Catholic elementary schools. (Strategic Priority: By being proactive and systematic about creating meaningful links amongst home, school, and community, parental and community involvement in our schools will increase).
- 25. St. Anne’s Brick by Brick Campaign**  
St. Anne’s Brick by Brick campaign is designed to raise \$25,000 to build a high school for girls in Maasai Mara, Kenya. This campaign got a huge boost through the school’s African Culture night on December 3rd. 300 participants enjoyed a traditional African meal and entertainment, and had the opportunity to support this project through purchase of gifts and through a silent auction. Approximately \$11,000 was raised that evening. (Strategic Priority: Our staff and students are better informed about Catholic social teachings).
- 26. Catholic School Advisory Council Dinner Meeting**  
Thirty-nine Catholic school council members and principals from across the system participated in the second dinner meeting of the 2009-10 school year, on January 14th. This event, planned by the board’s **Parent Involvement Committee**, provided opportunity for discussion and planning on celebrating and strengthening our parish-home-school connections and our elementary-secondary relationships. (Strategic Priority: Parental and community involvement in our schools will increase).
- 27. Catholic Curriculum Corporation**  
The CCC serves Catholic school boards through its core function of facilitating the development and sharing of Catholic learning resources. Curriculum projects that have been completed recently and are available to our board include:
- Called to Change the World: units of study for grades 7, 10, and 11, incorporating the goals and ideals of the Kielburgers’ “Free the Children” foundation;
  - Ethical and Responsible Use of Information and Communication Technology: teaching strategies to achieve ethical use of IT communications;
  - Robust Thinking Tasks for the Catholic Graduate Expectations: elementary literacy-based lessons based on the OCGE’s;
  - Grade 7 and 8 Family Life Supplemental resources: video resources complementing the Fully Alive: Refreshed program.
- (Strategic Priority: Our Catholic faith and teachings are infused across all curriculum areas).

**28. Ministry Speak-up Grants**

The **Ministry of Education** has invited schools to apply for grants to fund innovative projects designed to increase student engagement in their schools. This year, over 2200 applications were submitted province-wide. Our board received funding approval for all five applications submitted:

1. Our Lady of Mount Carmel: Social Justice project #1: \$1200.
2. Our Lady of Mount Carmel: Social Justice project #2: \$900.
3. St. Anne's: Writers' Guild project: \$780.
4. St. Anne's: Eagles that Soar project: \$792.
5. St. Boniface: Peer Pals project: \$900.

(Strategic Priority: Implement the Catholic Community of Caring program to continue to enhance character and citizen development).

**29. Blended Learning Project**

In June 2009, Huron Perth CDSB responded to a call for proposals for a new **Ministry of Education** pilot in Blended Learning. Our board was selected as one of six pilot projects.

Blended learning is defined as using the provincial e-learning resources to facilitate cross-school communication and complement the instruction to students in regular classrooms. Four teachers from St. Anne's Catholic secondary school and five teachers from three elementary schools, St. Joseph's, Precious Blood, and Mt. Carmel, will bring their classes into the Blended Learning Pilot. Participating teachers in both boards have received Professional Development from staff from E-Learning Ontario. (Strategic Priority: E-Learning will be explored as a new alternative strategy to serve the needs of students).

**30. Operational Review**

In December and January members of the business team spent time reviewing the Operational Review Guide for Ontario District School Boards in anticipation of the operational review that the Board will undergo in March 2010. The Operational Review will focus on the school boards' operations in the following four functional areas:

1. Governance and School Board Administration.
2. Human Resources Management and School Staffing/Allocation.
3. Financial Management.
4. School Boards' Operations and Facilities Management.

These operational reviews are being undertaken by the Ministry to:

- strengthen management capacity in boards, with recommendations that support improvement in non-academic operations;
- highlight existing successful business practices used by the boards, to the sector and to school board communities;
- leverage "best practices" across the education sector;
- provide support and assistance to ensure that boards are financially healthy, well-managed, and positioned to direct optimum levels of resources to support student success;
- provide the Ministry with important input on board capacity and capabilities, for the ongoing development of policy and funding mechanisms.

The efforts of the business team will be to focus on each of these areas in the next two months.