



REPORT TO BOARD OF TRUSTEES January 24, 2012

Paul Wubben, Director of Education

SUBJECT: Director's Annual Report 2011

PREPARED BY: Paul Wubben, Director of Education

BACKGROUND:

The Education Act S283(3) requires that the Director of Education submit a report of Board activities annually to the Board of Trustees and the Minister of Education. In recent years, the Ministry of Education has become very prescriptive in outlining the content to be reported. Some of the highlights for the 2011 report include:

- EQAO results, including the Board's latest results and results for each of the previous four years and the corresponding results for the highest scoring board, the lowest scoring board, the provincial average and results for girls, boys and students with special needs;
- An indication of whether the Board is on track to achieve by 2012 the government's target of 75% on EQAO assessments for grade 6 reading, writing and math;
- The percentage of students who have completed 16 credits as of June 30th of their second year of high school;
- A hyperlink to the Board's multi-year plan;
- Specific measures pursued in the past year to improve outcomes for students with low levels of achievement and to assist students unable to attend regular school programs;
- Accomplishments in improving student learning and achievement through special education programs;
- Notable accomplishments in student, parent and community engagement and in student safety and health;
- Information regarding the implementation of Ontario's Equity and Inclusive Education strategy; and a summary of progress in the implementation of the Ontario First Nation, Métis and Inuit Education Policy Framework;
- Percentage of primary classes at 20 students or fewer, using data from October of the current school year; and
- Enrolment data.

The pages of the report are a tribute to the tremendous work of everyone who serves Catholic education in the St. Clair district.

The *Director's Annual Report 2011* is required to be submitted to the Ministry of Education and to be posted on the Board's website, effective January 31, 2012.

RECOMMENDATION:

That the St. Clair Catholic District School Board receive the report: *Director's Annual Report 2011*, for information.

2011



ST. CLAIR CATHOLIC
DISTRICT SCHOOL BOARD
Lighting the Way – Rejoicing in Our Journey

DIRECTOR'S ANNUAL REPORT

Catholic Education: The Pearl of Great Price

By Paul Wubben, Director of Education



When asked to write this piece for the Diocesan newsletter, my thoughts immediately went to a discussion with Bishop Fabbro, during which he called Catholic education the “pearl of great price.” In the gospel of Matthew, a merchant recognizes a pearl as being nearly flawless and willingly sells all that he owns in order to possess it. That, of course, is what our ancestors did, when they agreed to the terms outlined by the Fathers of Confederation. The “pearl of great price” they received in return was the right to educate their children in Catholic schools.

The fact that Catholics have something that other taxpayers do not have is, of course, ground zero of the anti-Catholic schools debate, which is our greatest challenge. Is it fair? Based on the metric of some people having something that others do not have; it may seem

patently unfair that we have our own school system. This rings louder and truer for those increasing numbers of our friends and neighbours who emigrate from nations that are not Christian. On its face, our school system is a privilege which others do not have. That cannot be denied. But can fairness be realized by removing the constitutional rights of a religious minority? How is the agreement that our Catholic ancestors struck as a pre-condition to Confederation less valid or less binding, than those signed by the ancestors of other peoples in our country? Equity and equality are not the same thing, and removal of the rights of a minority in the name of equality is counter to the interests of everyone in our society. Who would be next?

The need for Catholic education lies in understanding the complex nature of human beings. This appreciation for complexity has taken place in the health care sector with the broadening of acceptable treatments for ailments. At one time, nutrition, exercise, massage, vitamins, relaxation techniques and acupuncture would have been eschewed by the medical community. Now, they are accepted as legitimate alternatives, which are complementary and necessary supplements to modern medicine. We believe this same holistic approach is a necessary component of education.

Catholic schools teach the student as a spiritual, physical, social, cognitive and emotional being. At this time and place, when many say that faith and religion have no place in a secular world, we rely on our faith as our greatest hope. Our Catholic schools manifest the positive, healthy and proper contributions that religion can make to our society. Our argument is bolstered by evidence of the effectiveness of Catholic schools. Student achievement, graduation rates and standardized test scores are all objective indicators. Many of our country's leaders, Prime Ministers, Ministers, Premiers, MPs, MPPs and judges are the products of Catholic education.

A less demonstrable, but nonetheless compelling argument in support of Catholic schools, is our rapidly changing world. The knowledge base is both growing and shifting at a tremendous rate.

We must provide students with enduring ethical and moral understandings – that will be the most valuable form of education.

(Continued)

Live Like Jesus ... Rooted in God's Word

Live Like Jesus ... Rooted in God's Word is the Board theme for 2011-2012. It was developed from the Diocesan Pastoral Plan entitled, *Embracing a Future Full of Hope*.

The phrase *The Word of God* occurs nearly 50 times in the New Testament, and is used times without number by Christian writers, in sermons and in ordinary speech.

The two phrases in the theme, *Live Like Jesus* and *Rooted in God's Word* really mean the same thing. We are called to immerse ourselves in the Word of God, just as Jesus did; and we are called to deepen our understanding of Scripture through prayer and contemplation ... just as Jesus did.

How can we become rooted in God's word? Quite simply by reading it. In this New Year, let's be intentional about deepening our roots in the Word of God!



ST. CLAIR CATHOLIC
DISTRICT SCHOOL BOARD

(Continued from Page 1)

Catholic education seeks to equip each student with a moral compass that holds true north as being a reverence for human life and an obligation to act as stewards of God's creation. This is our enduring gift to our children.

Finally, as our province focuses on the mental health of children and youth, it will become increasingly known that a contributing factor to good mental health and resiliency is a life of faith and spirituality. Faith is good for kids – something that Catholic parents and educators have known for more than 167 years.

It is my obligation and yours to hold onto the “pearl of great price” for the sake of those who have gone before us and most of all, for those who are to follow.

Improving Outcomes for Elementary School Students

- **Data** — Principals and teachers continue to have access to a growing database for the purpose of gaining a deeper understanding of individual students' learning.
 - **Network Learning Communities** — The 26 elementary schools are divided into three networks, each led by a superintendent. These networks provide the opportunity for discussing common instructional and learning issues to increase student performance. School visits by network teams provide collaborative support and descriptive feedback to teachers and administrators and support schools in identifying next steps on the improvement journey.
 - **Teacher Professional Development** — Examination of student data determined that the most significant student learning needs were in the areas of primary reading and junior math. Teachers participate in network learning opportunities to support professional learning in these areas. Schools determine specific targets to ensure professional learning is effective. Professional learning is job-embedded, as research has proven that this is the most effective model for professional learning. Co-teaching, which is an effective professional learning strategy, was explored more particularly in the math professional learning opportunities.
 - **Elementary Curriculum Team** — School-based support for teachers and principals is provided through the Curriculum Team and was based on identified school needs.
 - **Professional Learning Communities** — Schools continue to work in professional learning communities. School teams examined student work to determine student learning needs and next steps for instruction.
 - **Interpreting Student Data** — SK-Grade 8 student data is tracked and analyzed at targeted periods throughout the year to determine next steps in student learning.
 - **Small Group Instruction** — Teachers use a variety of data to personalize instruction to meet the needs of all students.
 - **Student Portfolios** — Student writing is collected throughout the year to show growth. Teachers give students specific feedback on writing pieces and next steps so students can improve their work.
 - **Tutoring** — Many elementary schools offer tutoring in reading, writing and math.
 - **Growing Success** — Teachers examined the ministry document for assessment and explored the use of lesson goals and success criteria to clarify expectations for instructional tasks and ensure that students know what they are to do and why they are doing it.
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Improving Outcomes for Secondary School Students

- **Cross-Panel Learning Teams** — Grade 7 to 10 math and language teachers meet in two committees for professional learning about the adolescent learner and work towards aligning literacy and numeracy instructional practices across the panels. Teachers co-teach in each other's classrooms and learn about intervention strategies for those students who are struggling in these subjects.
- **Blended Learning** — Students in all of our secondary schools and nine of our elementary schools are incorporating the use of online learning and digital tools in all subjects as part of the ministry's new e-learning strategy.
- **Homework Help** — This is a free, live, online math tutoring program for Grade 7 to 10 students who need assistance with their math assignments. Ontario certified teachers are available from Sunday through Thursday evenings to assist students. Teachers, parents and students also have access at any time to the numerous videos, math games and archived tutoring sessions that are available online.
- **Outreach to Elementary Schools** — Secondary school Student Success Teachers visit each elementary partner school to assist students with the transition to secondary school. Grade 6, 7 and 8 students are given opportunities to partner with secondary schools to build a sense of belonging as they prepare to transition into Grade 9.

- **Student Achievement Teachers** — Secondary schools have Student Achievement Teachers (SATs), who provide support for curriculum teachers, with literacy instruction in all subjects. Grade 9 and 10 students complete a reading comprehension assessment to determine their needs in understanding the reading materials for their subjects and to develop strong literacy skills for the Grade 10 Ontario Secondary School Literacy Test (OSSLT). Teachers are provided with intervention strategies to assist the students, who struggle with this diagnostic assessment. The SATs prepare practice test materials for Grade 10 students prior to the OSSLT. The SATs support teachers in the planning and implementation of literacy strategies in all subject areas and in the planning of special events, to celebrate the love of reading.
- **Secondary System Numeracy Support Teacher** — The Secondary System Numeracy Support Teacher provides supports for all secondary math teachers by co-planning, co-teaching and providing resources needed for their courses. TIPS4RM math resources are used in Grade 9 and 10 applied math courses to assist the students in understanding the concepts more easily. Teachers are provided with professional development in the effective use of technology, such as interactive whiteboards and manipulatives.
- **Supports for Aboriginal Students and Culture** — Students participate in many activities that build partnerships with community members and improve student understanding of First Nations culture and spirituality. Aboriginal students attend the Muskoka Woods leadership camp and resource kits are provided for all schools to support learning in social studies, history and world religion courses.
- **Specialist High Skills Major Programs** — The SHSM programs have expanded to include Arts and Culture, Non-Profit and Environmental, in addition to Health and Wellness, Manufacturing, Construction and Information Technology, which were previously offered. Courses in all post-secondary destinations are offered.
- **Student Success Teachers and Teams** — The Student Success Teams at each secondary school meet in the spring of each year to review Grade 8 at-risk student profiles and to develop individualized supports for students as they enter the secondary schools. The team continues to monitor the progress of all struggling students to ensure that targeted interventions and supports are in place. The Student Success Teacher meets with the students and curriculum teachers regularly, to provide support for success.
- **Professional Development** — Teachers are supported in the implementation of best practice to ensure success for all students through incorporating literacy and numeracy strategies, differentiated instruction and effective use of technology. Teachers meet regularly in professional learning communities to investigate effective instructional practices and meet school and departmental goals, with a focus on student learning.
- **Summer School Co-op** — Summer school cooperatives continued in the 2009-2010 school year and students in the Sarnia area earned an additional 20 credits through this opportunity.
- **Dual Credits** — Students taking co-operative education courses attend classes at Lambton College or St. Clair College, to achieve a credit in both the secondary program and the college program. Examples of these courses include Welding, Hairdressing, Baking and Pastry, Electrical Installation and Early Childhood Education.
- **Link Crew Program** — This program, now implemented in two of our secondary schools, is providing student mentorship for Grade 9 students, to help them develop a sense of belonging and encourage their participation in extra-curricular activities.

Improving Outcomes for Students with Special Needs

- **Teacher Toolkit for Students with a Mild Intellectual Disability** — The 2009-2010 programs and services review for students identified with an intellectual or mild intellectual disability resulted in the development of a teacher toolkit to assist with programming for this population of students. Information in the toolkit focuses on planning for instruction, targeting areas of difficulty and utilizing differentiated instruction strategies to meet student needs.
- **Phonological Awareness Screening** — Speech and language pathologists and program resource teachers administer the phonological awareness screening to every student in senior kindergarten. Each October, speech and language pathologists complete the screening and share results with the principal, classroom teacher and program resource teacher. The class profile is analyzed and used to program for phonological skill development. Reassessment of all senior kindergarten students is completed in April, to monitor progress.
- **Assistive Technology** — After school sessions in the use of assistive technology were held for parents and school staff in a number of schools across the district. Training on Premier Suites, Dragon, Naturally Speaking and Word Q were provided. Ongoing training is available throughout the school year to assist students, staff and parents with acquiring skills.
- **Positive Behaviour Support** — School-wide Positive Behaviour Support (PBS) continues in four of our schools. The focus of PBS is to develop school-wide expectations for appropriate positive behaviours through modeling and reinforcement. Skills such as attentive listening and respect are broken down into teachable components to ensure understanding of expectations by all students. Staff are committed to working collaboratively to identify and reinforce students who are exhibiting positive behaviours throughout each day. This positive emphasis and explicit teaching of appropriate behaviours results in positive effects on school culture.

- **HELP** — The Hawaii Early Learning Profile (HELP) is utilized for students working outside of the Ontario curriculum. HELP is a curriculum-based assessment, which is used for identifying needs, tracking growth and development and determining next steps or target objectives. It offers activities and intervention strategies for each behaviour or skill. The HELP assessment can be used to identify learning gaps for children and to assist educators in providing programs to address these areas. HELP includes checklists which educators can use to track skill development over time for reporting and to identify future program goals. It is comprehensive and developmentally sequenced, building on strengths and providing activities for working on specific needs.

Student Leadership Development — The Muskoka Woods Experience

The Muskoka Woods experience provides personal growth and develops confidence, leadership skills and builds community in a Christian environment, which challenges our students to “be their best” and recognize their responsibility to develop the gifts that God has given them. The first trip to Muskoka Woods was organized in the spring of 2008, with Ursuline College and a handful of elementary partner schools. In 2011, with a program that is now highly organized and much anticipated by Grade 7 students across Chatham-Kent, the Muskoka Woods experience expanded to St. Patrick’s Catholic High School and its elementary partner schools.

This year, Ursuline College student leaders and Grade 7 students from every elementary school in Chatham-Kent attended the Muskoka Woods Camp from May 6th to 10th. Student leaders from St. Patrick’s and St. Christopher also attended the camp along with Grade 7 students from Holy Trinity, Sacred Heart (Port Lambton), Sacred Heart (Sarnia), St. Joseph (Corunna) and St. Matthew.

Muskoka Woods brings together student leaders from the Catholic high schools with Grade 7 students. It is an opportunity for the younger students to bond with their secondary mentors, to make connections with their high school community and to grow. This leadership camp provides young students with the opportunity to challenge themselves mentally, physically and spiritually in a safe and encouraging environment. They learn more about themselves, their high school and God over four days of faith, fun and fellowship.



The activities are endless — zip lines, giant swing, mountain biking, high and low ropes, canoeing, pyramids, skateboarding, in-line skating, drama, dance, archery, music, rugby, guided prayer and more! Students — secondary and elementary — are also challenged to bring back to their schools the many positive attributes that they modeled at Muskoka Woods. Tolerance, leadership, acceptance, compassion, positive reinforcement, standing up for what’s right and caring for others are qualities of character that are nurtured and developed. The message to all participants is, *“Do your best at whatever you choose to do, and you will be successful in life!”*



Carley Wilkins above with the Minister of Education and at right with her MSAC colleagues from across Ontario.

UCC Student Named to Minister’s Student Advisory Council

Grade 12 Ursuline College Chatham Catholic Secondary School student Carley Wilkins was selected as one of just 60 students, from more than 800 applicants across the province, to be named to the Minister’s Student Advisory Council. Carley met with then Minister Leona Dombrowsky and her student colleagues at two workshops, focused on how to help Ontario’s high school students become more engaged. Several issues were identified, including bullying, improved access to technology, multi-cultural awareness, discipline and career awareness.



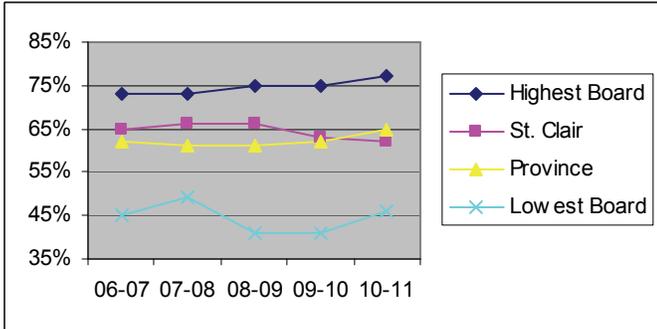
Carley has brought information from the conference back to her school to share with students. She has also reported to the Board of Trustees and will bring a follow-up report back to the Board, at a later date.

EQAO — Helping to Track Student Success

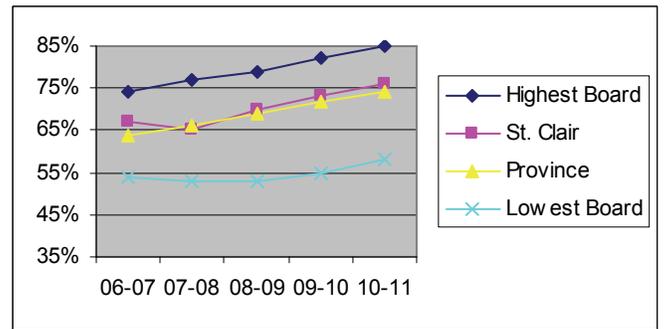
Results show that student achievement is strong for most Education Quality and Accountability Office (EQAO) assessments. However, it is always important to remember that EQAO is just one statistical indicator of student achievement and that results should be viewed over time and in correlation to other student success data. Each year, results from the assessments, along with other student achievement data, are analyzed and used to develop improvement plans under the direction of the Catholic Curriculum and Learning Services teams.

School principals and staff are also required to report their improvement plans to the Board, based on the results of a variety of student achievement indicators, including EQAO.

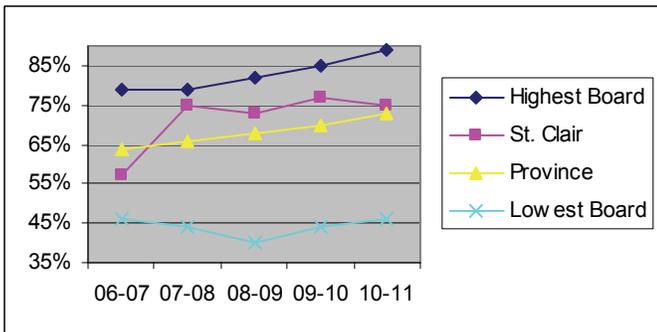
Grade 3 Reading



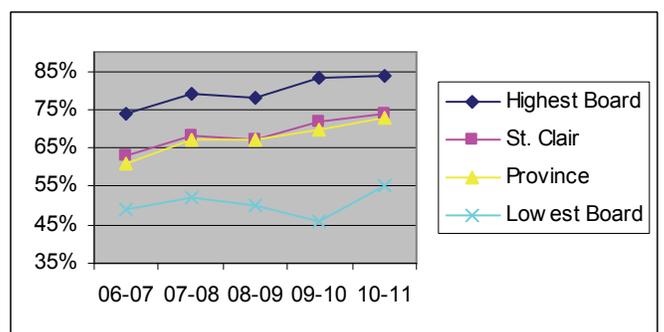
Grade 6 Reading



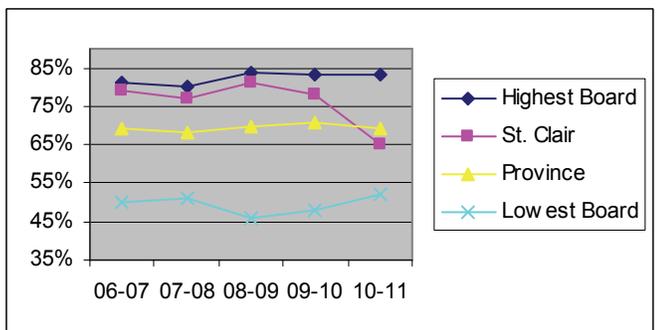
Grade 3 Writing



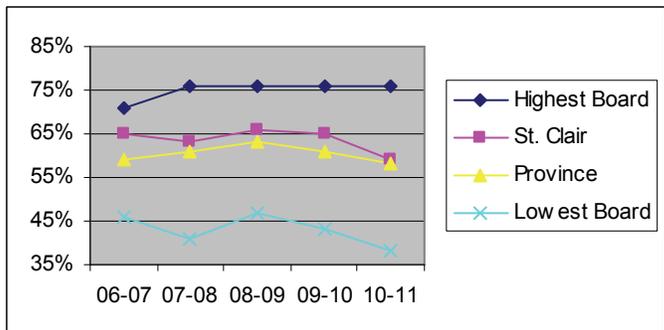
Grade 6 Writing



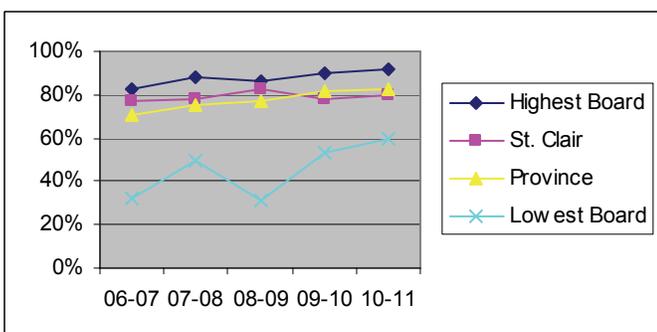
Grade 3 Math



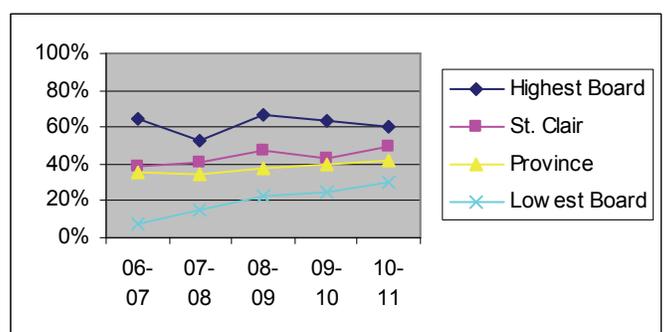
Grade 6 Math



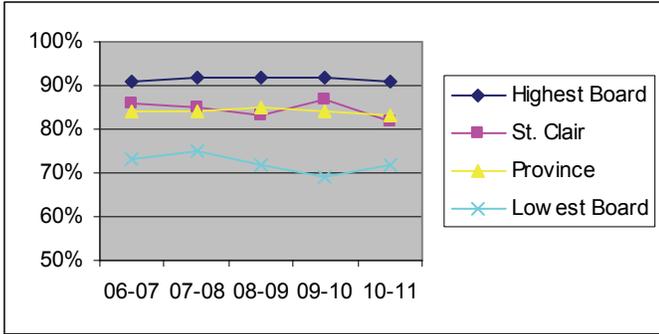
Grade 9 Math — Academic



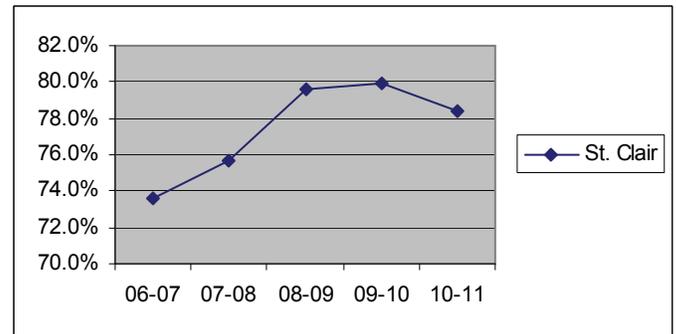
Grade 9 Math — Applied



Grade 10 Ontario Secondary School Literacy Test

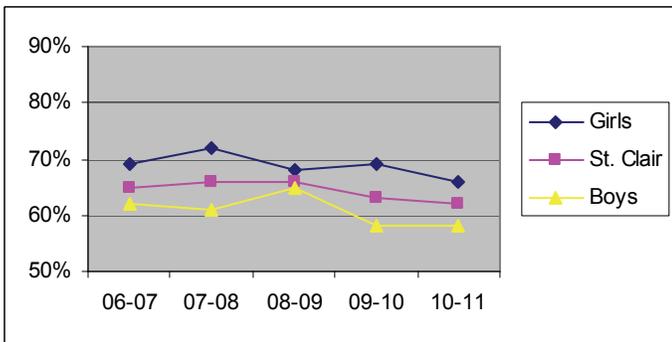


Credit Accumulation

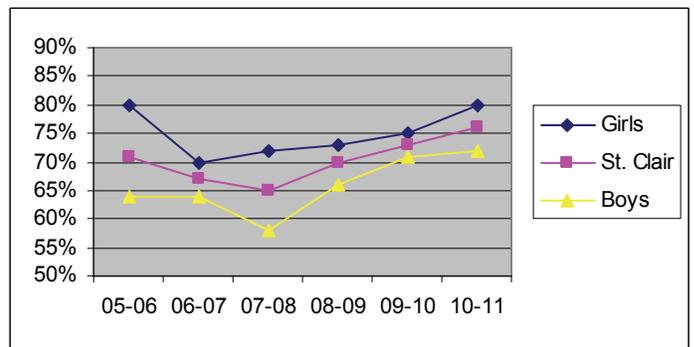


Gender Specific EQAO Results — Elementary School Students

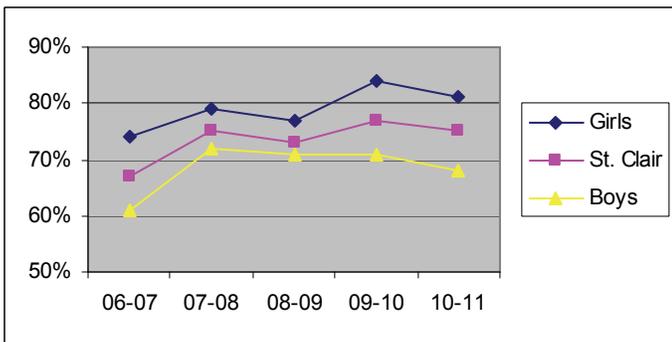
Grade 3 Reading



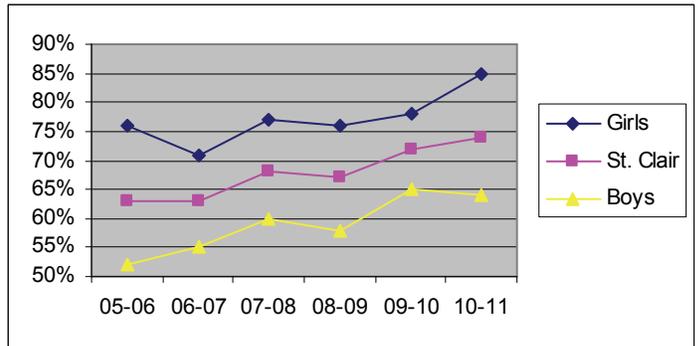
Grade 6 Reading



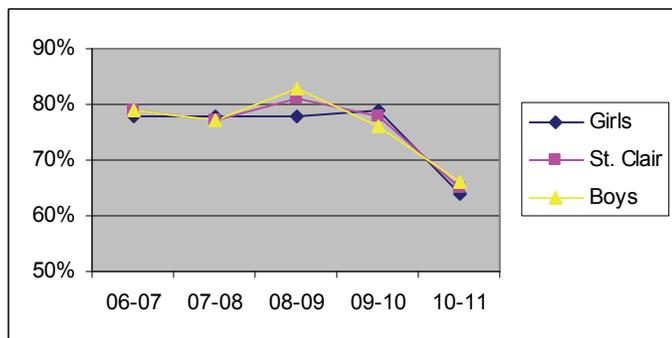
Grade 3 Writing



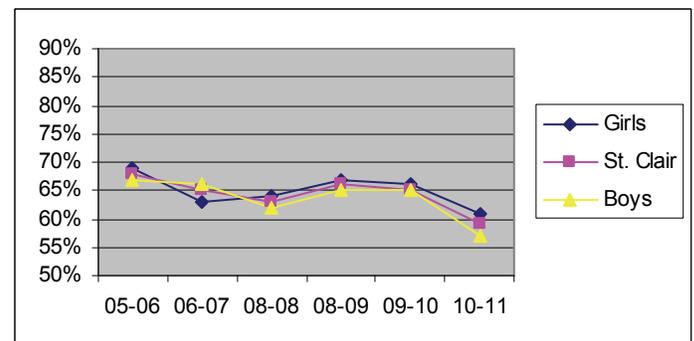
Grade 6 Writing



Grade 3 Math

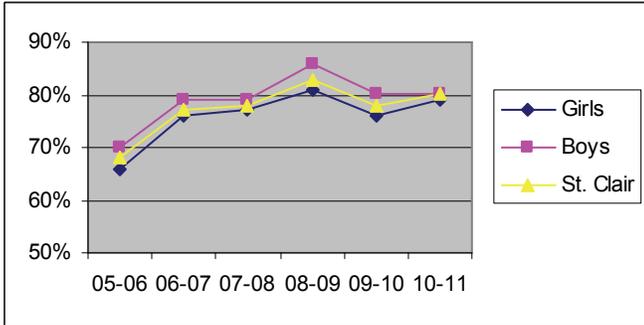


Grade 6 Math

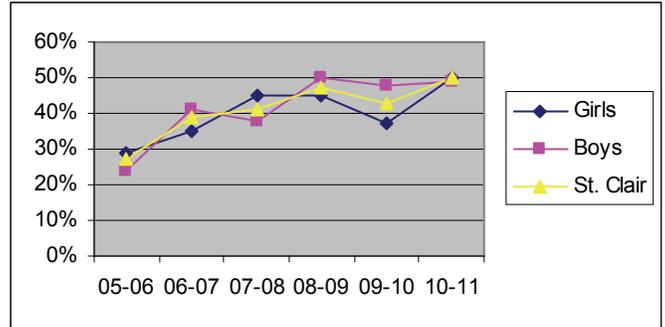


Gender Specific EQAO Results — Secondary School Students

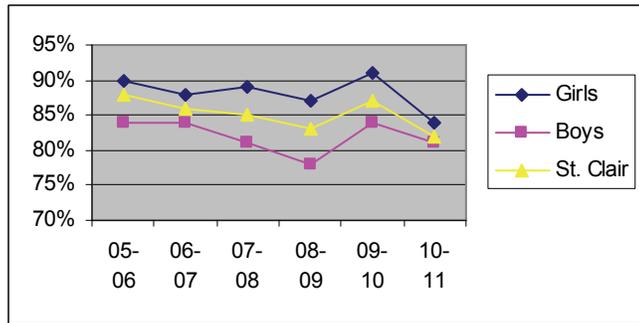
Grade 9 Math — Academic



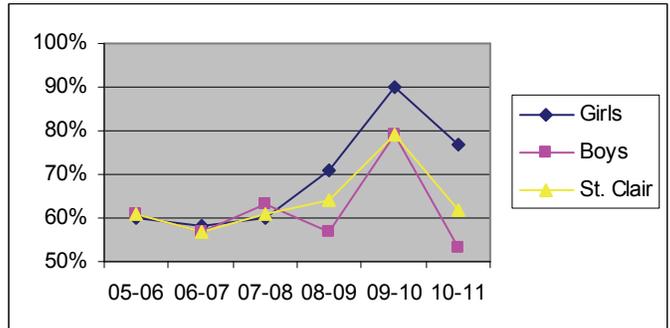
Grade 9 Math — Applied



OSSLT — First Time Eligible

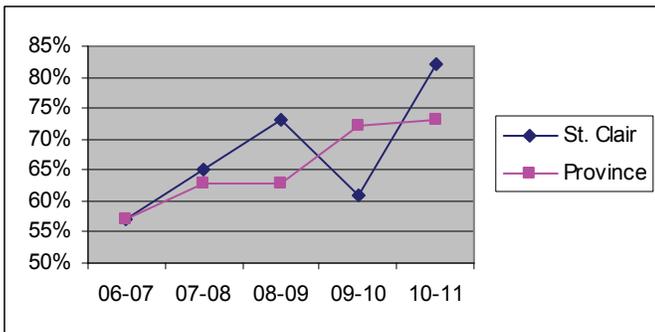


OSSLT — Previously Eligible

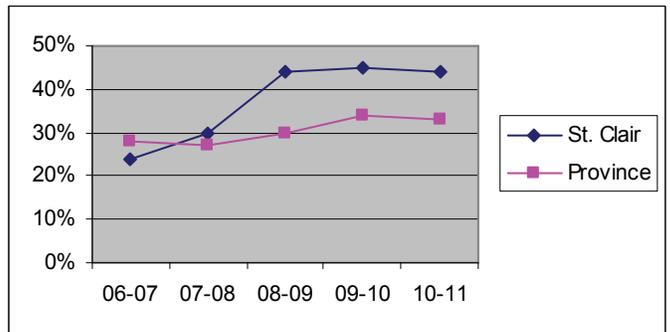


Results for Students with Special Needs — Excluding Gifted

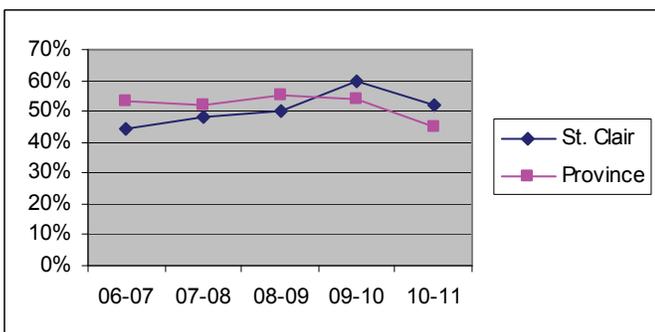
Grade 9 Math — Academic



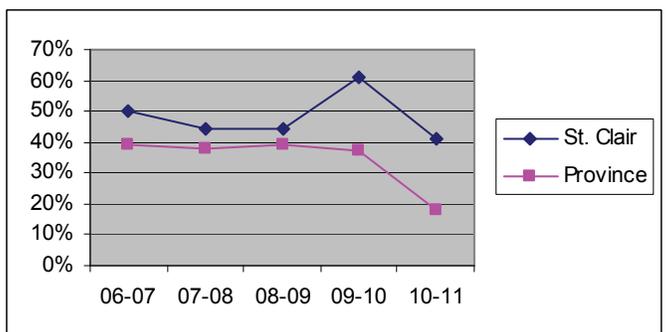
Grade 9 Math — Applied



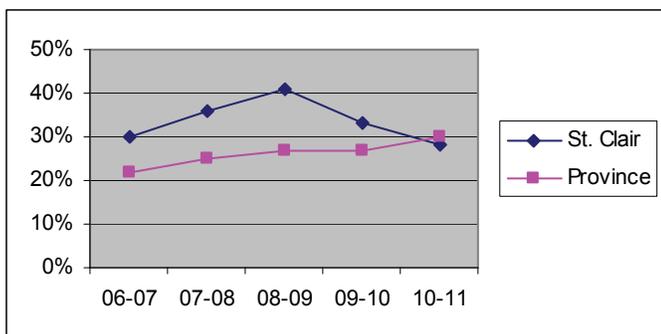
OSSLT — First Time Eligible



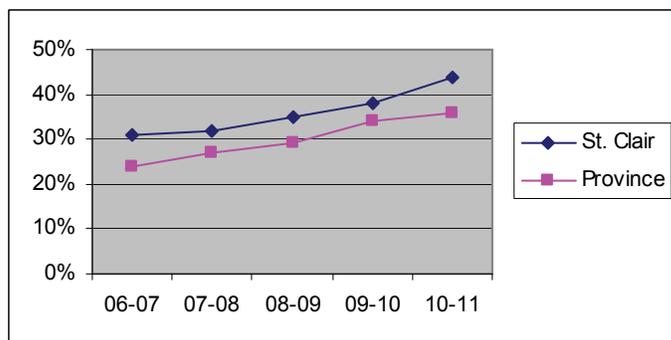
OSSLT — Previously Eligible



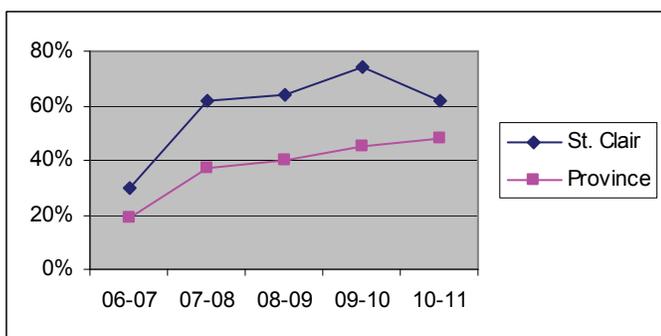
Grade 3 Reading



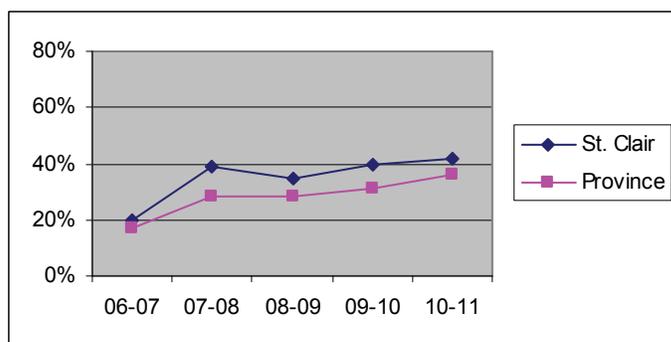
Grade 6 Reading



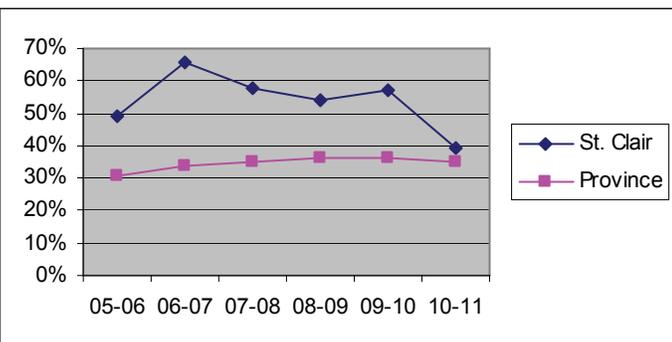
Grade 3 Writing



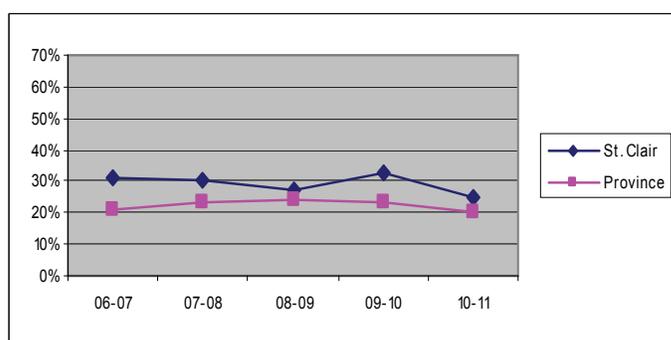
Grade 6 Writing



Grade 3 Math



Grade 6 Math



Tracking Student Success at St. Clair Catholic — What the Data Tells Us

Grade 3 Trends — St. Clair Catholic has met the provincial target in Grade 3 writing and scores remain stable. The use of success criteria and performance walls in classrooms will enable students to examine and upgrade their work. Reading scores in Grade 3 have been maintained. The Board continues to place emphasis on primary reading, with a focus on targeted small group instruction, to meet the needs of all children. The Board is also exploring options for intervention strategies in early primary, with the intention of moving to the provincial standard.

Grade 3 math scores have decreased this year; however, over the past five years the Board has maintained primary math scores above the provincial standard. Professional development in the area of primary math, with an emphasis on conceptual understanding on the developmental continuum will be the focus this year.

Grade 6 Trends — The Board has met the provincial standard in reading. In Grade 6 writing, the Board has experienced results in an upward trend and is expecting to meet the standard next year. In math, scores have remained below the provincial standard; however, continued exploration of problem solving will help to address this issue in coming years.

St. Clair Catholic's [multi-year plan](#) can be viewed or downloaded by visiting the Board's website.

Providing Assistance for ALL Learners

- ***Autism Transitional Classroom*** — The Autism Transitional Classroom provides specialized, short-term placement for students with a dual diagnosis; autism and a developmental disability. Students entering this program have unmet treatment needs, which are provided for in a clinically supervised program. Students in this program have uniquely designed treatment and educational goals, based on Applied Behaviour Analysis, specifically Intensive Behaviour Intervention. While our goal is always to promote independence in our students, most of the students in the program require direct support for the majority of their day, especially during teaching table activities, personal care, life skills and data collection. Extensive transitional support is provided to these students as they move out of the classroom and back into their home schools.
- ***Eagle Rock*** — This is a Section 23 ministry approved custodial and care facility. Educational programs are delivered to youth while attending this open custody facility. The classroom teacher works collaboratively with the clinical partner to provide academic and social skills programming for these students. The classroom teacher is hired by the St. Clair Catholic District School Board.
- ***Positive Alternative to School Suspension (PASS) Program*** — The PASS Program is an alternative program for students in Grades 7 to 10 who are on suspension. The program provides academic support through homework supervision, access to resources such as the internet and one-on-one tutoring. PASS helps students to develop conflict resolution skills, decision-making strategies and communications skills. Students attending the program during suspension are supported in their re-entry to their home school.
- ***Re-engagement Initiative*** — Through this initiative, a caring adult contacts students, who have left our schools before graduation, and identifies their needs for attaining their graduation requirements. Individualized programs are developed to support these students and their progress is regularly monitored throughout the year.
- ***Paid Co-op Education*** — For some at-risk learners, who have left school, we are able to reconnect and offer a specialized cooperative placement, which allows them to earn school credits and an income at the same time.
- ***E-Learning*** — E-Learning is available at all three St. Clair Catholic secondary schools and is offered to students through E-learning Ontario.

Implementation of First Nations, Métis and Inuit Education at St. Clair Catholic

In consultation with our First Nations communities, a voluntary Aboriginal Self-Identification Policy was developed in the Spring of 2011 and implemented in September. Continuous work will be done to build awareness of the Voluntary Self-Identification Policy in our schools and communities.

Many of our activities focus on fostering First Nations student leadership, building partnerships with our First Nations communities and increasing awareness of Aboriginal perspectives in the classroom. Many of our First Nations students at the secondary level attended leadership camps and have now become leaders in their schools. Elders, artists, dancers and First Nation speakers in our community have been invited into our schools to share their expertise and to demonstrate their culture.

Efforts were made to bring awareness of residential schools into our schools through presentations to both teachers and students. Curriculum connections were made to residential schools in the intermediate classes and supported with literacy resource materials. In our secondary schools, we focused on integrating authentic Aboriginal content into the history curriculum.



Equity and Inclusive Education

The St. Clair Catholic District School Board recognizes that all people are created equal, in the image of God, each with inimitable characteristics deserving of dignity (Genesis: 1:27). In accordance with the Church's teachings, it is the policy of the Board to provide, in all its operations, an educational environment which supports and enables diversity within its Catholic community. Through [Policy 2.6 — Equity and Inclusive Education](#), St. Clair Catholic recognizes that any form of social or cultural discrimination is incompatible with Catholic moral principles and is in violation of the Ontario Human Rights Code. The Board and its staff are committed to the elimination of discrimination as outlined in Ontario's Equity and Inclusive Education Strategy and the Ontario Ministry of Education Policy/Program Memorandum No. 119.

In early 2011, the Equity and Inclusive Education Committee began a process of policy review, using the lens of Equity and Inclusion, to ensure that diversity was recognized and that incident reporting was timely and safe. The committee also reviewed the Board's assessment and evaluation policies and practices to ensure that E and I strategies were embedded. The committee reviewed the Board's procedures for reporting incidents of bullying and harassment and a revised [form](#) for reporting incidents of bullying and harassment was made available to parents and students on the Board's website. The Board also published a handbook [Valuing Diversity: A Framework for Equity and Inclusive Education in the Curriculum](#) and a brochure entitled [Equity and Inclusive Education: Realizing the Promise of Diversity](#), both of which are available on the Board's website.

Community Engagement and Student Health and Safety

- **Food and Beverage Policy Community Consultations** — Community food service vendors were invited to three public consultations, which were held in Sarnia, Wallaceburg and Chatham. At these meetings, the new food and beverage policy was presented in draft form. Vendors were informed of the process that would be undertaken to ensure that all foods sold in schools met the new policy, effective September 1, 2011. St. Clair Catholic developed [Policy 3.23 — Food and Beverage](#) in partnership with the Lambton Kent District School Board and the local health units in the County of Lambton and Chatham-Kent, which made possible a single and effective communications strategy to make our food vendors aware of the changes.
- **Kids Help Phone** — Representatives of the Kids Help Phone, a crisis line for youth, were invited to speak to parents at a Board Advisory Council Meeting and to principals at an Administrators Meeting. St. Clair, in partnership with the Lambton Kent District School Board, also donated \$500 to the Kids Help Phone, and pledged on-going support. Information regarding Kids Help Phone was also placed in all student planners for 2011-2012.
- **Focus on Mental Health** — This year, the system-wide September newsletter *Helping Your Child to Succeed at School* focused on the mental health of children and youth. The system-wide newsletter is distributed to every family in elementary school. The document can also be downloaded from the Board's website or by clicking on [Helping Your Child to Succeed at School](#). Follow-up inserts on this important topic are also being provided to each principal for their school newsletters, throughout the year.
- **Suicide Prevention** — All Grade 7 teachers participated in a suicide prevention professional development session in September. Research has shown that an educated awareness of suicide allows students to identify a peer at risk. Teachers were provided an opportunity to explore a series of three lessons dealing with this sensitive issue and to discuss beliefs and misconceptions regarding suicide. The lessons complement the Family Life Program and are developed by the Ontario Conference of Catholic Bishops, the Catholic Curriculum Cooperative and the Catholic Association of Religion and Family Life Educators of Ontario.
- **ASIST Training** — The Applied Suicide Intervention Skills Training (ASIST) gives participants a deeper understanding of suicide and an ability to assess students for their potential 'risk for suicide' through examples shared by Canadian Mental Health Association trainers, as well as through guided practice. The ASIST program is used by St. Clair Catholic, the Lambton Kent District School Board and children's mental health providers in Chatham-Kent and Sarnia-Lambton, when assessing children at risk for suicide.
- **Friends for Life Anxiety Prevention Program** — *Friends for Life* is an early intervention and prevention program, targeted at reducing childhood anxiety through the building of emotional resilience. Anxiety significantly interferes with a child's ability to cope with a variety of everyday activities and, if left untreated, it may develop into a chronic anxiety disorder; or, in some cases, clinical depression. Effective anxiety prevention must begin early, so that children develop effective coping strategies. *Friends for Life* will be implemented in Grade 4 classrooms by the Student Services Support Team.
- **iMatter and Safe-Talk Training** — Secondary teachers and senior students participated in this suicide prevention program on empathy-building and using tools and resources, which help identify and assist those who are struggling with depression and possible thoughts of suicide, by applying steps that connect them with suicide first aid and intervention caregivers. Training will be ongoing this year as we expand the program to include more teachers and students.

1 800 668 6868
KidsHelpPhone.ca

Kids Help Phone

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Investing in Catholic Education

In addition to the on-going schedule of maintenance and upgrades to our facilities, a major renovation was undertaken this year at Holy Rosary Catholic School. Just over \$1.7 million was invested in a portapak replacement and upgrades throughout the building. An Opening and Blessing Ceremony (photo below) was held in October.

There were also a number of other projects at schools throughout the district, which are listed below.

School	Project Description	Cost
Good Shepherd	Lighting Upgrades	\$6,313
Gregory A. Hogan	Lighting Upgrades	8,678
Holy Rosary	Major Renovations & Upgrade, Portapak Replacement	1,726,500
Holy Trinity	Parking Lot Expansion	44,342
Sacred Heart, Sarnia	Air Handling Unit, Lighting Upgrades	69,315
St. Anne, Sarnia	Lighting Upgrades	3,584
St. John Fisher	Lighting Upgrades	11,754
St. Joseph, Corunna	Door Replacement, Lighting Upgrades	37,369
St. Joseph, Tilbury	Boiler Replacement, Building Management System, Asphalt Replacement	392,618
St. Michael, Brights Grove	Boiler Replacement, Lighting Upgrades	196,104
St. Peter Canisius	Lighting Upgrades	13,711
St. Philip	Door Replacement, Lighting Upgrades	15,889
St. Ursula	Boiler Replacement	212,438
St. Christopher	Door Replacement, Lighting Upgrades	30,161
Ursuline College	Boiler Replacement, Building Management System, Partial Roof Replacement	767,147

Early Learning Program Data — Phase 1 and 2 Schools and Enrolment

- Holy Family Catholic School, Wallaceburg 56 students
 - Holy Trinity Catholic School, Sarnia 97 students
 - St. Agnes Catholic School, Chatham 34 students
 - St. Joseph Catholic School, Chatham 31 students
 - St. Matthew Catholic School, Sarnia 54 students
- TOTAL 272 students**

Percentage of Primary Classes at 20 Students or Fewer — 91.1%

Enrolment as at October 31, 2011

	Head Count	Full Time Equivalent
Elementary	6,490	5,912.5
Secondary	2,953	2,923.5
TOTAL	9,443	8,836.0



Official blessing ceremony at Holy Rosary Catholic School.

From left, Father Tony DelCiancio, Director of Education Paul Wubben, Chair of the Board Carol Bryden and Holy Rosary Catholic School Principal Bill Nelson.