

2013

St. Clair Catholic District School Board

Director's Annual Report

A Message from the Director of Education

I am pleased to present the 2013 *Director's Annual Report*, and am privileged and honoured to serve as the newly appointed Director of Education for this impressive Catholic school system.

The mission of the St. Clair Catholic District School Board is:

Walking together in Christ's light with parish and family, we are called to build an inclusive Catholic learning community and to serve as partners in the formation of life-long learners by:

- *Living our faith;*
- *Promoting educational achievement and innovation;*
- *Fostering stewardship, leadership and social justice.*

It is this mission that provides focus and direction for our daily work in our classrooms and schools and throughout our Catholic school system. It also proudly proclaims who we are, what we aspire to and what we stand for in this community.

I am proud of this report, which outlines just a few of the many initiatives and professional activities of 2013, all of which bring us closer to the realization of the Board's mission.

Paralleling the importance of the Mission Statement, is the statement of the *Ontario Catholic Graduate Expectations*, which are also listed on this page.

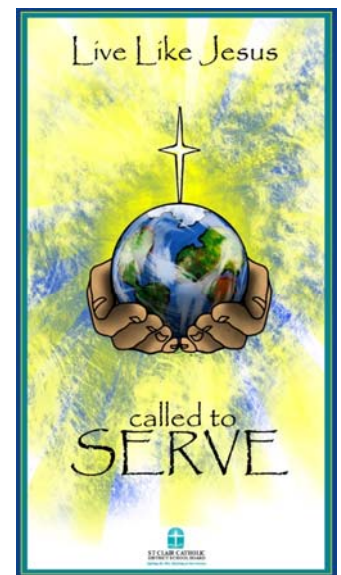
These expectations of Catholic education throughout the province come to life in the classrooms of our schools every day. This report contains just a small sampling of

the work of our teachers and support staff, as they strive to equip our students and graduates with the skills, knowledge and values of the *Ontario Catholic Graduate Expectations*.

In closing, I would like to thank the members of the Board of Trustees for their wise stewardship of Catholic education in the St. Clair District.

We are truly a Catholic community committed to providing the best possible education for our students, in a learning environment where faith is central to our presence and celebrated every day.

God Bless,
Dan Parr
Director of Education



The Ontario Catholic Graduate Expectations

Catholic education views human life as an integration of the body, mind and spirit. Rooted in this vision, Catholic education fosters the search for knowledge as a life-long spiritual and academic journey. The expectations of Catholic graduates, therefore, are described not only in terms of knowledge and skill, but in terms of values, attitudes and actions.

A discerning believer — formed in the Catholic faith community, who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection and moral living.

An effective communicator — who speaks, writes and listens honestly and sensitively, responding critically in light of Gospel values.

A reflective, creative and holistic thinker — who solves problems and makes responsible decisions with an informed moral conscience for the common good.

A self-directed, responsible, life-long learner — who develops and demonstrates their God-given potential.

A caring family member — who attends to family, school and parish and the wider community.

A responsible citizen — who gives witness to Catholic social teachings by promoting peace, justice and the sacredness of human life.

A collaborative contributor — who finds meaning, dignity and vocation in work, which respects the rights of all and contributes to the common good.



ST. CLAIR CATHOLIC
DISTRICT SCHOOL BOARD

Lighting the Way – Rejoicing in Our Journey

School Community Events

St. Michael Catholic School, Bright's Grove, Pays It Forward to Fight Idling



Carol Bryden, Chair of the Board and St. Michael Principal Anna Giuliani with the St. Michael Student Parliament.

Students from the St. Michael Catholic School (Bright's Grove) Student Parliament attended a Board meeting in May to speak to Trustees about idling — an issue which students have focused on this year.

Members of the Student Parliament say there are a number of students in their school who have breathing problems, due to asthma and Cystic Fibrosis.

As part of a public awareness campaign, the school developed a survey and produced posters to

make staff, students and the wider community more aware of the problems caused by vehicles that are left idling when parked.

The students also wanted to spread their message farther — to other school communities. They presented Carol Bryden, Chair of the Board, with a cheque for \$274, which was then passed along to another school community, to help fund an awareness campaign about the health effects of idling.

The students also spoke to Trustees about an anti-bullying campaign launched at the school this year.

Career Day Held at Holy Family Catholic School

Thirty-five members of the Wallaceburg community volunteered their time to participate in a career fair at Holy Family Catholic School, for students in Grades 6 to 8.

"We were so pleased to have such tremendous support for our career fair," says Gloria Grieve, Principal of Holy Family Catholic School.

"Our students were excited to have the opportunity to learn about some of the many vocations and careers that are available to them, as they

begin to think about their futures and occupations they might wish to pursue," says Mrs. Grieve.

Various fields were represented, including health, service, arts, media and the trades.

The students learned about the education and special skills required, as well as the benefits and challenges involved for work in each of the many vocations.

"I want to thank the members of our community, who made time available to speak to our students," says Mrs. Grieve.



Holy Family Catholic School students pose in the rear of an ambulance with a local paramedic.

St. Clair Catholic's Secondary School Students Reach Out to Those Who Need Our Help

St. Clair Catholic's annual secondary school food drives were a great success once again this year.

Each year, St. Christopher's Cyclone Aid during Lent; *We Scare Hunger* at Ursuline College during Halloween; and *Irish Miracle*, at St. Patrick's during Advent, gather thousands of non-perishable food items, which are donated to local food banks.

They are events which receive tremendous support from students, staff, parents and school community volunteers.

"These events carry on a tradition of service that is rooted in the very mission of Catholic education — which is to be the hands and feet of Christ," says Dan Parr, Director of Education. "They are also central to the Board's theme *Live Like Jesus ... Called to Serve.*"

The food collected at all three Catholic high school events this year was donated to the Inn of the Good Shepherd and the St. Vincent de Paul Society in Sarnia-Lambton; and Chatham Outreach for Hunger, as well as various other community food banks in Chatham-Kent.



Clockwise from top: *We Scare Hunger* (UCC); *Cyclone Aid* (St. Christopher) and *Irish Miracle* (St. Patrick's).

School Community Events

System-Wide Mass Dedicates Service of New Employees to Catholic Education

A district-wide Mass was held in September at Our Lady Help of Christians Church in Wallaceburg to celebrate God's gift of Catholic education, to ask for His blessing on our new employees and to dedicate their service to the mission of Catholic education.

To commemorate the day, new employees were presented with bibles.

Father Jim Higgins, Episcopal Vicar for the

Sarnia Deanery, was principal celebrant and Father Greg Bonin, Episcopal Vicar for the Kent Deanery, delivered the homily.

Deacons Jerry Lozon, Board Chaplain, and Cyril Cogghe, of the Holy Redeemer Parish Cluster, assisted.

The Board's theme *Live Like Jesus ... Called to Serve* was also the theme for the celebration; and each school community was presented with a banner, depicting the theme.



Chair of the Board Carol Bryden (centre) presents bibles to new employees Tracy Adams, Secretary, Our Lady of Fatima Catholic School (left) and Lisa Burden, Health and Safety Administrator.

Expert in Social Networking Safety Speaks to Students and Parents



Social networking expert Paul Davis spoke to parents and students in Grades 4 to 8 at St. Ursula and Georges P. Vanier Catholic Schools in October.

The St. Ursula and Georges P. Vanier Catholic School communities held a social networking safety presentation for students and parents in October.

Paul Davis, who has presented on the topic to more than 130,000 students and 13,000 parents from Ontario to Alberta, says speaking on the subject of cyber safety is not a job... because it's so rewarding.

"I want to teach young people and their parents how to be safe online," he says. "And the best way to do that is to educate them."

Mr. Davis talked to students about

cyber bullying and which electronic games are appropriate for their age groups. His topics also covered Facebook, Twitter, Instagram and texting.

Mr. Davis brings more than 24 years of experience in Information Technology to his seminars. In addition to parents and educators, he has also presented to the Department of National Defense. In February 2013 he spoke at the *Safe Schools Conference* in Mississauga; and in April 2013 he was guest speaker at a conference of the Catholic Principals' Council of Ontario

Student Forum Provides Input into Accessibility Plan

Students from across the St. Clair Catholic District School Board participated in an annual forum in March, to provide input into the Board's accessibility plan.

"Student input in the design and implementation of our annual plan is vital," says Steve DeGurse, Principal of St. John Fisher Catholic School and Chair of the working group for the plan.

The guest presenter for the session

was Beau Cockburn, a computer technician for the Board, who is deaf. Lauri Doig, a resource teacher for the deaf and hard of hearing, was on hand to interpret for Mr. Cockburn.

The students' input was recorded and reviewed by members of the working group in the development of the annual plan.

The Accessibility Plan was presented to the Board of Trustees in September.



Lori Doig (left) and Beau Cockburn (right) pose with a student from St. Patrick's Catholic High School, who participated in the annual accessibility plan student forum.

St. Clair Catholic and LKDSB Share \$60,000 From Noelle's Gift



(L-R) Jim McKenzie, Associate Director, St. Clair Catholic; Sue Serratore, Jackie Major-Daamen and Lynn Paquette of the Noelle's Gift Charitable Fund; and Jim Costello, Director of Education, Lambton Kent District School Board.

The St. Clair Catholic and Lambton Kent district school boards were presented with \$60,000 from the *Noelle's Gift* charitable fund in September. The money will be shared by the two school boards, to support students who are in need.

Funds will be used to purchase eye-glasses, clothing, food, medicine — anything that will help children and families in crisis.

The *Noelle's Gift* charitable fund was established in memory of Noelle Paquette, a former Kindergarten teacher with St. Clair Catholic, who

passed away last January.

The Paquette family has chosen a very special and meaningful way to honour Noelle's memory," says Jim McKenzie, Associate Director of Education for St. Clair Catholic. "Those who knew Noelle and worked with her have spoken of her kindness, her generosity and her tenderness towards children, especially those who are in need. It is fitting that this charity in her name reaches out to those same children."

The funds from *Noelle's Gift* will be dispersed independently through the two school boards.

St. Joseph Catholic School Chatham says 'Thank You' to RM Group for \$20,000 Donation

Students at St. Joseph Catholic School in Chatham had an opportunity to say a special 'thank you' to the RM Group of companies for a \$20,000 donation, which was used to purchase i-Pad minis for the school.

"This is a very special gift," says Laura Callaghan, Principal of St. Joseph Catholic School. "On behalf of our entire school community, we want to express our appreciation to Mr. Rob Myers and RM Group for this generous donation."

Katherine McFadden, the press

officer for RM toured the school in October, to see first-hand how the technology is being used in a classroom setting. Mr. Myers was unable to attend.

Later staff and students from the entire school and members of the schools' parent council gathered in the gym for a brief program. They presented Ms. McFadden with a giant thank you card signed by every student, while the school's glee club, along with music teacher Rocco DeSantis and custodian Carl Machacek, led a rousing rendition of Supertramp's *Give a Little Bit*.



(L-R) Principal Laura Callaghan, Lonney Butler and (far right) Krystle-Lynn Gummow present a thank you card to Katherine McFadden, representing the RM Group of Companies.

Partnership Provides New Red Maples for Chatham-Kent Catholic Schools



Ursuline College received ten red maple trees in October through *Tomorrow's Greener Schools ... Today*, which is a partnership among the St. Clair Catholic District School Board, Chatham-Kent Public Health, the Lower Thames Valley Conservation Authority and the TD Friends of the Environment Foundation.

The new trees were planted by students enrolled in the Specialist High Skills Major environmental program.

Several St. Clair Catholic elementary schools also

participated in the program, including St. Anne, Blenheim; Monsignor Uyen, Chatham; St. Agnes, Chatham; and St. Joseph, Tilbury.

The nursery stock provided was about six feet tall at the time of planting.

Schools selected red maples, which are native to southwestern Ontario.

In the photo at left, students from the Specialist High Skills Major environmental program help plant the trees at UCC with (*second from left*) Dan Drouillard, CK Public Health and (*far right*) Chantal Lucarelli, SHSM teacher at UCC.

Community Partnerships

Community Threat Assessment Protocol Signed in Chatham-Kent and Sarnia-Lambton

The signing of the Community Threat Assessment Protocol (CTAP) in Sarnia-Lambton and Chatham-Kent in April was an historic event. For several months leading up to the occasion, a partnership of school boards and community agencies worked cooperatively to reduce the risk of violence and threats of violence and to help make schools and communities safer.

St. Clair Catholic, the Lambton Kent District School Board and the French Catholic Board of south-western Ontario, in partnership with law enforcement and community agencies across Lambton County and the Municipality of Chatham-Kent, worked to establish a protocol to manage threats of violence and promote individual, school and

community safety. In the year previous to the signing, 470 people were trained in violence and threat risk assessment, through the Canadian Centre for Threat Assessment and Trauma Response.

Under the terms of the protocol, a Community Threat Assessment Team (CTAT), whose membership is drawn from appropriate community agencies, police and the school boards, will share relevant child and youth information, which will enable CTAT members to make a comprehensive evaluation of all factors, to determine whether there is a risk for violence. Whenever the CTAT is activated, the team is able to collect sufficient relevant information, often within one or two hours, in order to determine the immediate level of risk for violence.

Public signing ceremonies were held at the St. Clair Catholic Education Centre in Wallaceburg and at the



Lambton Kent District School Board Education Centre in Sarnia. The group photos above show members of the agencies, who were signatories to the Community Threat Assessment Protocol documents.

Science Education Partnership Celebrates 20th Anniversary



(L-R) Paul Wubben, former Director of Education, St. Clair Catholic; Judy Krall and Krista Gladstone, Lambton Kent Agriculture in the Classroom; and Jim Costello, Director of Education, Lambton Kent District School Board.

The Science Education Partnership (SEP) is a unique collaboration between education and business, providing “Hands-on Minds-on” science learning opportunities for 22,000 students within the Lambton Kent and St. Clair Catholic district school boards. This year, the SEP celebrates 20 years of making science come alive in the classroom.

The SEP was formed for the purpose of expanding a quality science program for students from Kindergarten to Grade 8. Science is best learned by

doing and the SEP provides local educators with three programs that make learning science fun and as “hands on” as possible — Science Kit program; Adopt-A-Scientist program; and innovative science supports linking school to community.

All science education programs made available for teachers through the SEP provide students with learning opportunities that develop and encourage collaboration, creativity, problem-solving and science literacy, through the use of hands-on materials.

Good Shepherd Catholic School Participates in Farm Credit Canada’s ‘Drive Away Hunger’

Students and staff at Good Shepherd Catholic School in Thamesville participated in Farm Credit Canada’s annual *Drive Away Hunger* campaign in October. The 350 pounds of food was donated to local food banks.

FCC Drive Away Hunger is a unique food drive that focuses on reducing hunger in rural Canada. The first tour took place in 2004. Since that time, the event has

collected more than 11-million pounds of food for food banks across the country.

It has grown to become the largest employee-led food drive in Canada.

“I want to thank all of our students and families who worked so hard to make a difference in the lives of people who need our help,” says Principal Phil Bedard.

In the photo at right, students from Good Shepherd Catholic School pose with the food items collected in this year’s drive.



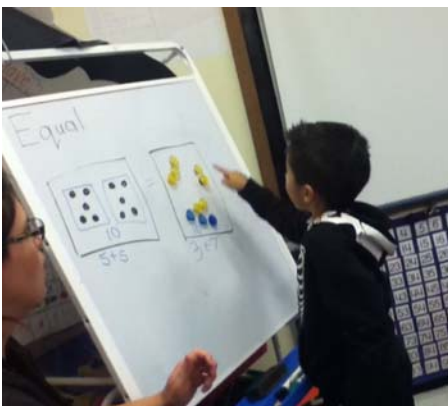
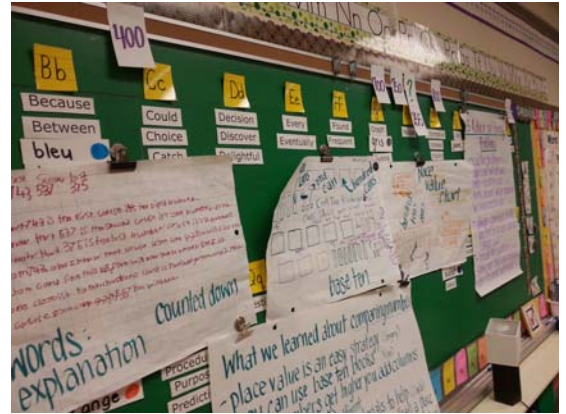
Focus on Student Achievement — Mathematics

Building Capacity for Teachers in Pedagogy and Content Knowledge to Support Students

Numeracy Support Teachers — Numeracy support teachers provide support through co-planning, co-teaching in the classroom and developing effective instruction in mathematics for all elementary and secondary schools. Teachers can receive support in lesson planning, investigating math resources as well as analyzing student work for the next steps in instruction, which is focused on goals identified in the school improvement plan. The use of technology to support math programs is also provided.

There is also cross-panel support in collaboration with secondary numeracy support teachers for alignment of effective practice in mathematics for our Grade 7 to 10 teachers. Teachers are building an understanding of the learning trajectory from Grades 7 to 10.

Teachers receive support to investigate EQAO results in math and determine student needs and then collaborate on strong instructional strategies and current pedagogy in order to further students' abilities to work independently, problem-solve, use appropriate strategies and judge the reasonableness of solutions.



After School Math Sessions — On a voluntary basis, teachers come together for after school sessions focussed on developing content knowledge and strong classroom pedagogy. It's an opportunity to collaborate with educators on components of effective math instruction. There will be six sessions throughout the year.

Mathematics — Primary and Junior Part I AQ Course — This additional math qualification for teachers is being offered this year. It's an opportunity for teachers to build their pedagogical and content knowledge in mathematics.

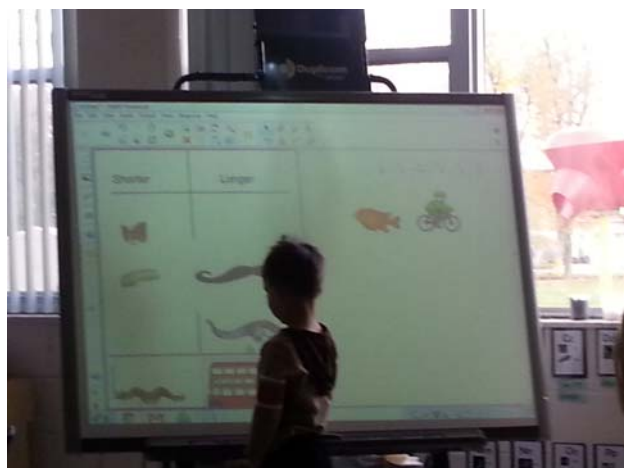
Homework Help for Math — This free on-line math tutoring program for Grade 7 to 10 students is accessed regularly in our Board. Ontario certified teachers are available from Sunday to Thursday evenings to assist students. Teachers, parents and students have access any time to the various videos, games and archived tutoring sessions that are available on this site.

Focus on Student Achievement — Support for Learners K-12

Literacy and Numeracy Focus — All primary educators participate in collaborative inquiry cycles, which examine primary reading to improve student achievement in reading. Teachers from all divisions participate in similar cycles in the area of numeracy. These explorations are framed by particular student learning gaps and determine strategies to improve achievement for all students.



Assessment for Learning — Schools are exploring learning goals and success criteria to support students in developing clear understanding of what they are learning, why they are learning it and what they need to do to demonstrate they have learned it.



Focus on Student Achievement — Support for Learners K-12

Student Success Teachers and Teams — Grade 9 at-risk students in each elementary school are supported by a Student Success Teacher, who reviews the information provided by the Grade 8 teachers, collaboratively prepares with the School Student Success team a transition plan and program for each of them and provides continuing support throughout the school year. They also monitor and support at-risk students in all other grades. “Taking Stock” reports are completed each year as a monitoring tool to ensure that the students are successful in their credit attainment. School teams meet on a regular basis to discuss progress of individual students to ensure that they are provided with the appropriate support in the schools.

Student Achievement Teachers — Two teachers provide support for their colleagues in the areas of literacy, formative assessment and student engagement. They support the implementation of the Ontario Comprehension Assessment and assist teachers in developing intervention strategies for students who are lagging in any of the targeted skills. They also assist students in the preparation for, and completion of, the Ontario Secondary School Literacy Test (OSSLT).

21st Century Learning Student Achievement Teacher — This position is dedicated to providing support for teachers in the implementation of 21st century learning skills and effective use of technology in their curriculum instructional plans.

Reading Comprehension Assessment — This assessment is administered twice a year to all Grade 9 students. This diagnostic tool provides teachers with achievement levels of four key literacy skills, which are linked to OSSLT skills, and can then be the focus of targeted intervention for these students. After-school tutoring in literacy skills is provided for students who need additional support.

After School Literacy and Numeracy Support — At-risk students are encouraged to attend one hour sessions after school for additional support with literacy and numeracy skills. Tutors provide individual support based on the information provided by the classroom teachers.

Specialist High Skills Major — These programs offer students the opportunity to specialize their course selections, according to their interest for future careers. Numbers of students taking these courses continue to increase each year. Ten programs continue to be offered in our two secondary schools:

- ◇ St Patrick’s Catholic High School — Construction, Health and Wellness, Arts and Culture, Information and Communication Technology
- ◇ Ursuline College Chatham Catholic Secondary School — Arts and Culture, Environment, Health and Wellness, Manufacturing, Non-Profit

Building Capacity for Administrators — To assist our administrators in their roles as instructional leaders, professional development opportunities on the components of effective instruction, instructional leadership and school improvement planning are provided through our Cluster Meetings.

Link Crew Programs — This program, implemented in our secondary schools, provides student mentorship for Grade 9 students to help them develop a sense of belonging and ease their transition into secondary school.



At-Risk Co-operative Education — For at-risk students who require more support in successfully completing co-operative education credits, a co-op teacher at one of our secondary schools provides this individualized monitoring and guidance.

Career and Pathways Education — The Individual Pathways Plan using *MyBlueprint* is available for all Grade 7 to 12 students to assist them in recognizing their interests and talents. Students explore career choices, post-secondary destinations and requirements to assist them in selecting appropriate courses and certification requirements for their chosen pathway. A K-6 plan for developing an “All About Me” portfolio will be prepared for implementation in September 2014.



Focus on Student Achievement — Support for Learners K-12

K-12 Blended Learning and e-Learning — All elementary schools and 140 teachers are now participating in the Blended Learning Initiative, using the online learning management system, *Desire 2 Learn*. Teachers are provided with in-school support by the Board e-learning contract and have attended several professional development sessions throughout the year. E-learning courses are continuing in our secondary schools, providing opportunities for students to have access to courses that are not offered in their own buildings.

K-12 Supports for Aboriginal Students — Funding for various supports and cultural awareness events continues for our Aboriginal students. A First Nations Leadership Club has been established in one of our schools. In addition, students have attended leadership camps, several trips to Aboriginal education sites and mission sites were arranged, resources were purchased to promote cultural awareness for every school and cultural activities were also provided. Brochures for self-identification by Aboriginal students have been sent to each school.

Dual Credits — Students continue to attend classes at St. Clair College and Lambton College, to obtain credits in both the secondary program and the college program. Examples of these courses include Welding, Baking and Pastry, Hairdressing, Electrical Installation, Web Design, Photojournalism, Professional Computer Applications and Heating and Cooling Systems, to name a few.

Professional Development for Secondary Teachers — Teachers are supported in the implementation of effective instruction strategies for all students through incorporating literacy, numeracy, assessment and technology strategies. Teachers meet in professional learning cycles, during PD days and during workshop sessions specifically prepared for these topics. Department Heads meet throughout the year to build capacity in their roles as curriculum leaders.

Mental Wellness Programs — Our teachers and students participate in training for programs such as *iMatter* and *Safe Talk*, which provide support for students, who are struggling with mental health issues and provide direction for assistance from outside agencies.

Alternative Education — Two sites are provided for students who are not successful in the traditional school setting. Students are supported individually in completing their courses by a secondary teacher and educational assistant with the goal of an eventual return to the regular classroom. The secondary school continues to monitor their success and guidance teachers, administrators and social workers provide supports as needed.

School Within A College Program (SWAC) — Students who are not successful in the traditional school setting, but are within reach of graduation (22 credits or more) can attend Lambton College for courses taught by a secondary school teacher and also take Dual Credits at the college. A similar program in Chatham-Kent is being provided in 2013-2014.

12 and 12+ Re-engagement Support — Each summer, a teacher or support staff member, is hired to connect with those students who have left our schools before completing their graduation requirements. An individualized plan is prepared for the students, who agree to return to our schools — either in a traditional setting, at the Alternative Education sites, at the School Within a College site, or through correspondence courses.

Innovative Teaching Partnerships — secondary teachers, who are provided within-depth professional learning sessions on the components of focused instruction, open their doors for other teachers to observe their practices and learn together as partners.



Student Achievement — Support for Learners with Special Needs

Phonological Awareness Screening — Speech-Language Pathologists and Program Resource Teachers administered the Phonological Awareness Screening to every student in Senior Kindergarten. In October, Kindergarten teachers attended planning meetings along with the Principal, Program Resource Teacher and the Speech-Language Pathologist. At this meeting, the class profile was analyzed and used to program for all students with skills ranging from at-risk to advanced. Reassessment of all students is completed in April to track progress and devise next steps.

IEP Audit — A provincial audit of Individual Education Plans (IEP) occurred in the spring. Improvements in the quality of student IEPs have been significant since the Ministry's initial audit in 2006. Ongoing professional development pertaining to the adherence of Ministry IEP standards is a focus at all Program Resource Teacher meetings. Creating measureable learning expectations for students working on alternative programs and supporting transition planning remain areas of focus. The IEP is a critical tool in driving student achievement and well-being for students with special education needs.



Friends for Life Anxiety Prevention Program — The *Friends for Life Anxiety Prevention Program* will be implemented in Grade 4 classrooms by the Student Support Services Team. The *Friends for Life* program 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 every day activities, including interpersonal relationships, social competence, peer relations and school adjustment. If left untreated, childhood anxiety may develop into a chronic anxiety disorder; or, in some cases, clinical depression. Anxiety prevention must begin early so that children develop effective strategies to deal with worry, stress and change.

Mental Health Lead — The Board's Mental Health Lead has conducted a scanning and mapping process both within the Board and community. This will assist in the collection of data from various stakeholders. The

results of this needs assessment will be used to develop the Mental Health and Addictions Strategy for March 2014.

Itinerant Behaviour and Autism Teams — The Board's Itinerant Behaviour and Autism teams provide support for students experiencing difficulty with self-regulation. Both teams work closely with school staffs to assess student needs, provide in-class support and strategies and devise plans tailored to meet individual needs. Both teams are accessed through an internal referral process.

Hearing Awareness Workshops — These workshops occur twice yearly in conjunction with the Robarts Provincial School and are open to parents, teachers and support staff. Through hearing loss simulations, these workshops provide opportunities for people to understand the challenges faced by our students, who are deaf or hard of hearing. Practical strategies are demonstrated to assist teaching staff and parents better meet the needs of these students in the classroom and at home.

The IMAGINE Gifted Program — The IMAGINE Gifted Program involves approximately 75 students who have qualified for the program through a Board-wide Canadian Test of Cognitive Skills screening, which occurs in Grade 4. In Grades 5 through 8, the students attend the congregated program once per month, either at Monsignor Uyen Catholic School in Chatham; or at St. Anne Catholic School in Sarnia. While in the IMAGINE program, students participate in a variety of activities, which encourage problem-solving skills, critical thinking, technological skills, independent thinking and creativity.



Programs for Students Unable to Attend Regular School

Autism Transitional Classroom — The Autism Transitional Classroom provides a 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 the Autism Transitional Program have uniquely designed treatment and educational programs, 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.

Positive Alternative To School Suspension (PASS) Program — The PASS Program provides an alternative to home suspension for youth in Grades 7 to 10. The program provides academic support to students through one-on-one tutoring, supervised homework support and completion and access to resources, such as the internet. The program also works with youth in the development of positive social and cognitive skills, such as communication, decision-making and conflict resolution. The student attends the program during the suspension and is supported in the re-entry to regular class.

Focus on Student Achievement — Improving Outcomes for Students K-12

School Improvement Planning — School teams work collaboratively to identify student needs in literacy and numeracy and then collaborate to identify research-based strategies to support student achievement.

Principals lead school teams to develop a plan and support teacher collaborative inquiry with the school staff. Principals revisit their school improvement plan with their colleagues at each leadership team meeting. School support is focussed on the co-created goals.

Principal Learning Teams — Principals work in learning teams to support implementation and monitoring of School Improvement Plans and the School Effectiveness Framework and continue to build capacity as instructional leaders, supporting their teachers and learning with and from each other.

Building Capacity for Teachers in their Pedagogical and Content Knowledge — Our curriculum team provides support for effective instructional practice. Some key areas include: literacy, numeracy, inquiry-based teaching, technology and implementing new curriculum policy.

Support is school-based and aligned with identified student needs and goals developed in school improvement plans. Teachers work in collaboration with their colleagues to reflect on student work and thinking in order to inform instructional design.

Pedagogical Documentation Network — Educators engage in the pedagogical documentation process as they capture and analyze student thinking individually, in small groups and as a network in order to shape next steps for learning. Learning opportunities are shaped through the student voice. Students make their thinking about their learning visible as they reflect and communicate individually, in small groups and as a class.

Reading Intervention — Reading intervention blocks are provided through the Curriculum Team at multiple sites throughout the system for Grade 1 and 2 struggling readers.

Phonological Awareness Screening — Students are screened to identify and track emergent literacy skills in Kindergarten and Grade 1. Screening results give educators and speech and language pathologists specific short term goals for whole class and small group instruction, to support precise teaching strategies to meet the developmental needs of all students.

Before and After School Tutoring — Many elementary schools offer tutoring in primary reading. Tutors receive specific training to support struggling readers using a variety of research-based strategies.



Full Day Learning — St. Clair Catholic and Community Partners

The Ministry of Education's Vision for Early Years — Ontario's children and families are well-supported by a system of responsive, high quality, accessible and increasingly integrated early years programs and services, which contribute to healthy child development today, and a stronger future tomorrow. We are moving forward this vision of a collaborative approach to the development and delivery of early years services for children and families in our school communities. For more information go to <http://www.edu.gov.on.ca/childcare/index.html>

Full Day Learning — We are in year four of a five year roll out plan for Full Day Early Learning in Ontario schools. Twenty out of 26 of our elementary schools offer full day kindergarten and the remaining schools will begin in September 2014. For specific locations of FDK programs go to: <http://www.st-clair.net/early-learning-full-day-kindergarten.aspx>

Learning in full day kindergarten is play-based and inquiry-driven. In the early learning program, children are involved in many different kinds of activities designed to help young learners explore, discover and grow. They will have opportunities to initiate learning and play, as well as take part in more structured play-based learning under the guidance of a teacher and early childhood educator.

Extended Day Programs — The integrated before- and after-school program provides children with more opportunities to learn and grow and provides a seamless day with fewer transitions for children and families.

Registered early childhood educators are responsible for the before- and after-school programs. They plan a play-based program that is connected to the learning that will occur during the regular school day.

The Board currently offers extended day programs at St. Joseph, Corunna; Sacred Heart, Sarnia; St. Joseph, Tilbury; and Holy Trinity, Sarnia. For more information, go to: <http://www.st-clair.net/child-care-services.aspx>

Full Day Child Care and Before and After School Care — The St. Clair Catholic District School Board believes that welcoming, school-based child care programs give our families the advantage to access seamless learning and care for their children, within a single location. There is more information on the Board's website at: <http://www.st-clair.net/child-care-services.aspx>

Best Start Hubs — Local hubs are located primarily in select elementary schools and they offer a single, integrated, seamless point of access to services and supports based on local needs and available resources.

Hubs offer a range of core programs to enhance the healthy early development of children. Hubs available in St. Clair Catholic schools are located at St. Philip, Petrolia; St. Elizabeth, Wallaceburg; St. Joseph, Corunna. For more information on Best Start, go to:

<http://www.ourbeststart.ca/Lambton/Locations/Hubs/Pages/default.aspx> or

<http://www.chatham-kent.ca/BESTSTART/Pages/BestStart.aspx>



Tracking EQAO Trends — What the Data Tells Us

Grade 3 Trends — Reading scores in Grade 3 have increased slightly. The Board continues to place emphasis on primary reading and continues to provide opportunities for teachers to collaborate to determine effective strategies to meet student learning needs. The Board is also providing reading intervention at four sites across the district in Grades 1 and 2, to support students to achieve grade level reading benchmarks. Primary mathematics will remain a strong focus for the Board. Professional learning opportunities for primary teachers will continue to emphasize problem-solving and communication in mathematics.

Grade 6 Trends — The Board has matched the provincial average in reading and surpassed the provincial average in writing. Junior mathematics will remain a strong focus for the Board; with a continued emphasis on problem-solving and communication in math, through job-embedded professional learning. There has been an increase in Junior Division reading and writing. In Junior reading, writing and mathematics, there was an increase in the percentage of students achieving Level 4.

Math — As is the case across much of the province, we have work to do in mathematics. We have lost some of the strong gains made just last year and we are now reviewing practices to determine the reasons for that. In addition, our Board is collaborating with curriculum teams from across the province in the development of math strategies to address this important area of concern. Additional math supports have been made available through the Ministry of Education, which will focus on teacher professional development and teacher practice with students in the classroom. The Board's Catholic Curriculum Services team will also work to develop math improvement strategies, which will form the basis of the Board Improvement Plan.

Trends for Grade 9 Math and the Ontario Secondary School Literacy Test (OSSLT) — EQAO results must be viewed over time and St. Clair Catholic's general trend in Grade 9 mathematics has been upward. We will continue our work to build on this trend as math remains a major focus in our Board Improvement Plan for Student Achievement and in our secondary school improvement plans. OSSLT results for St. Clair Catholic remain strong for both first time eligible and previously eligible students. Although we are pleased with these results, on-going strategies for continued progress will be implemented in both our Board Improvement Plan for Student Achievement and school improvement plans.

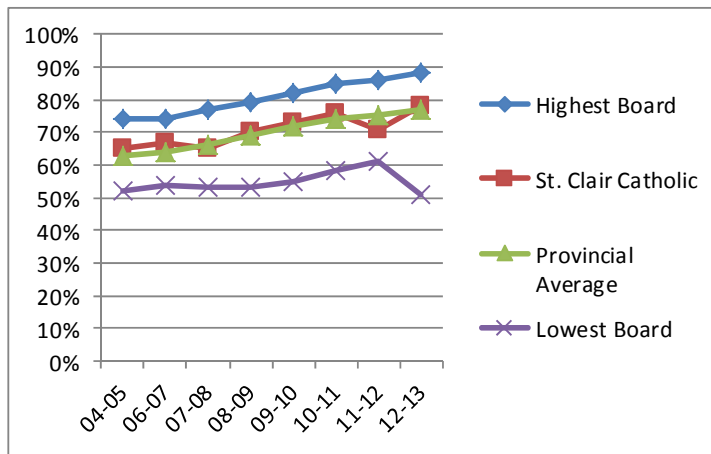
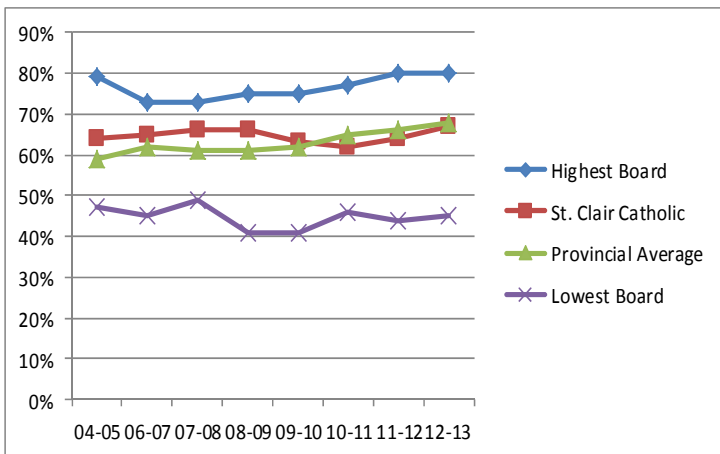
To view the *Board Improvement Plan for Student Achievement* [click here](#).



EQAO Data—Tracking Student Success in St. Clair Catholic

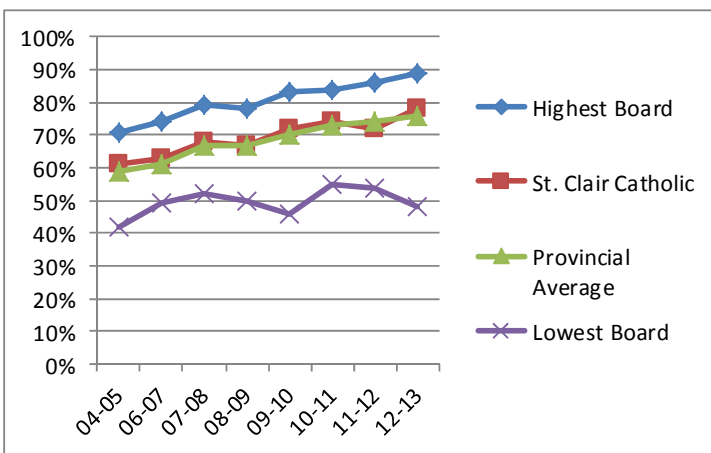
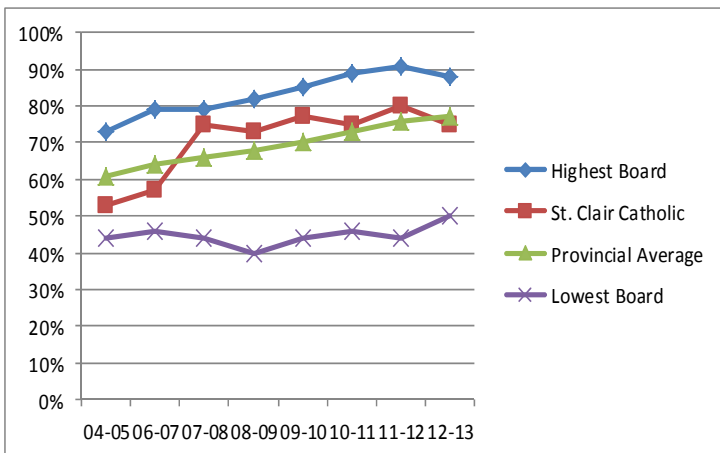
It is always important to remember that EQAO is just one statistical indicator of student achievement and that results should be viewed over time and in correlation to other student success data.

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.



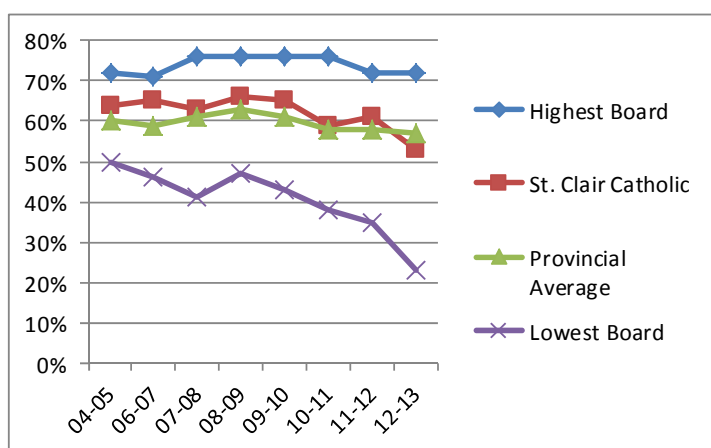
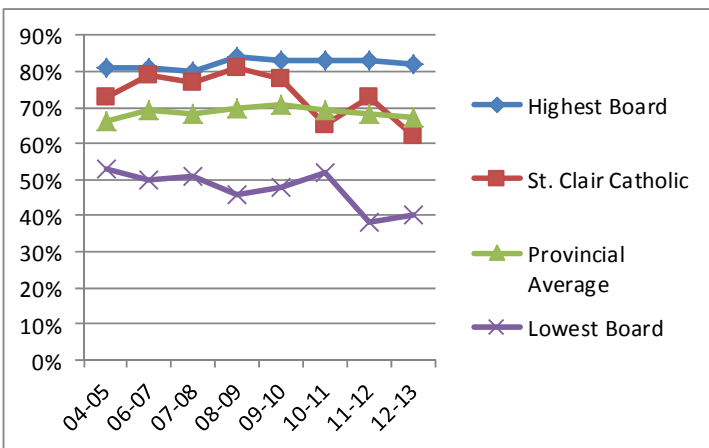
Grade 3 Reading

Grade 6 Reading



Grade 3 Writing

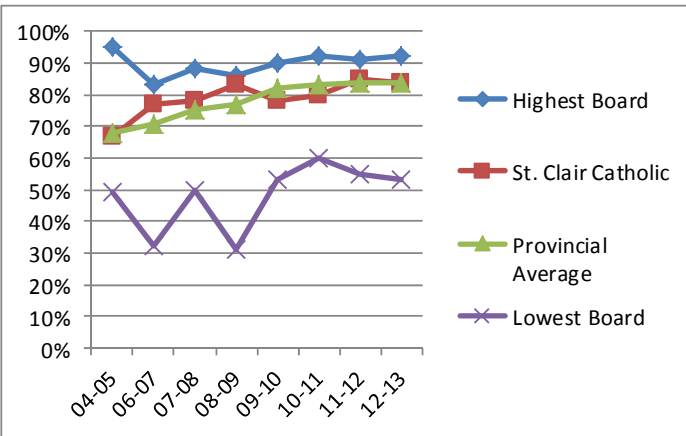
Grade 6 Writing



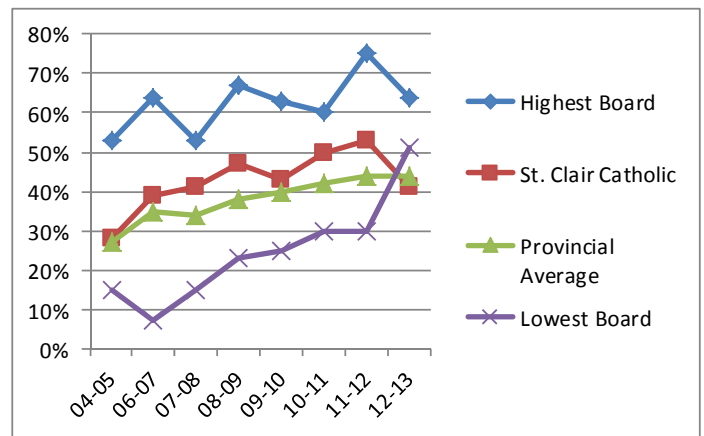
Grade 3 Math

Grade 6 Math

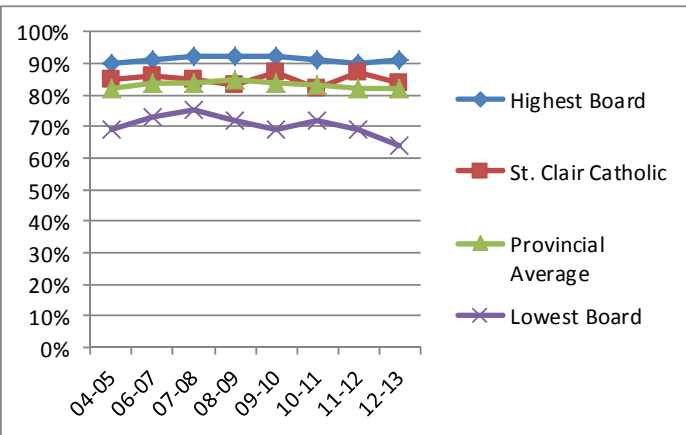
EQAO Data—Tracking Student Success in St. Clair Catholic



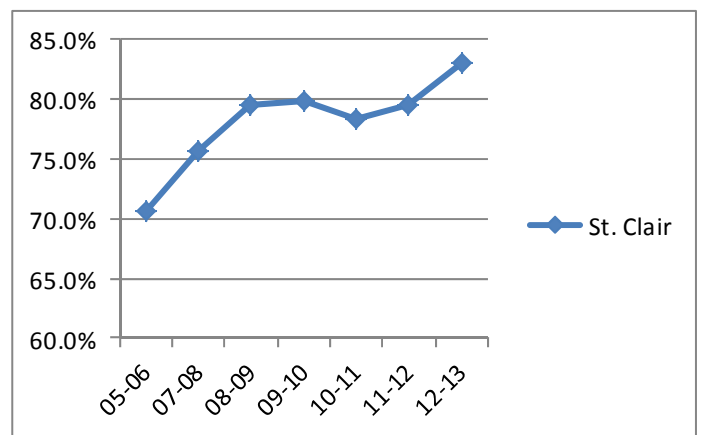
Grade 9 Math – Academic



Grade 9 Math – Applied

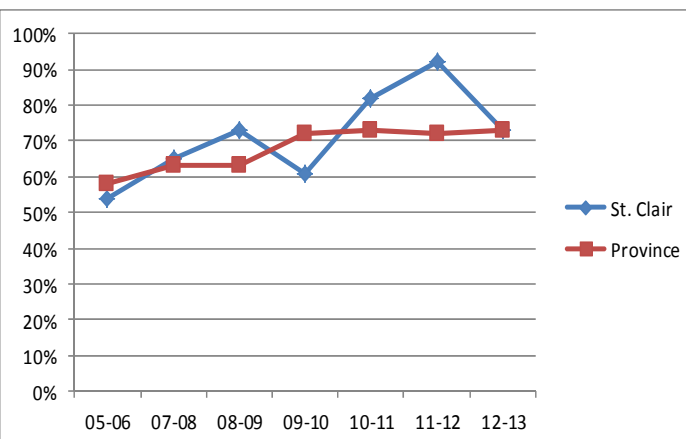


Grade 10 Ontario Secondary School Literacy Test

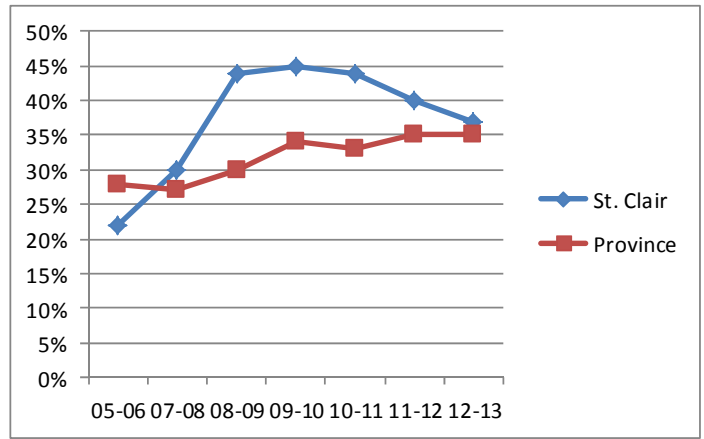


Credit Accumulation – Students with 16 Credits by Age 16

EQAO Results for Students with Special Needs

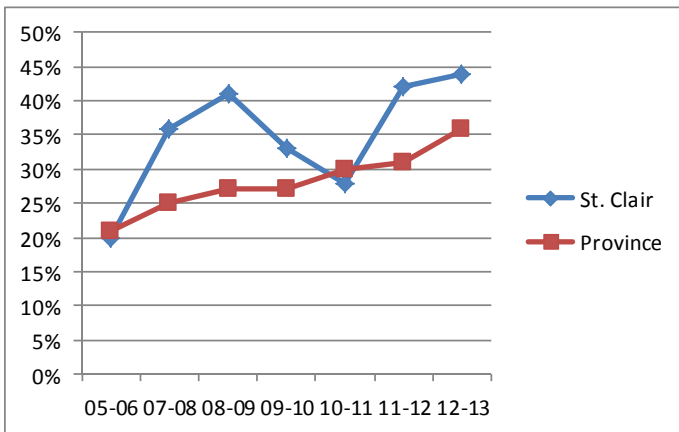


Grade 9 Math – Academic

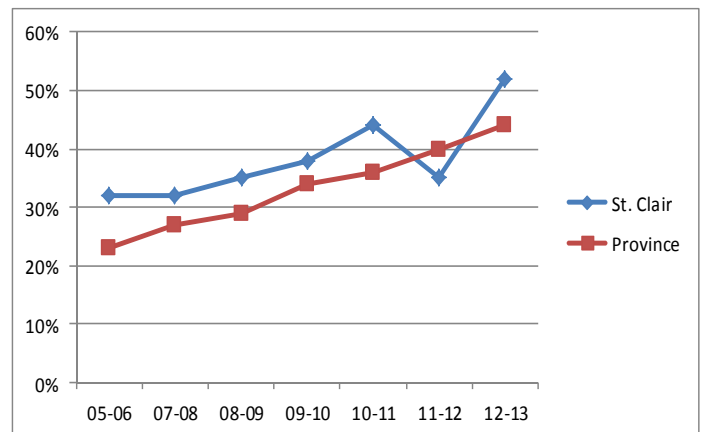


Grade 9 Math – Applied

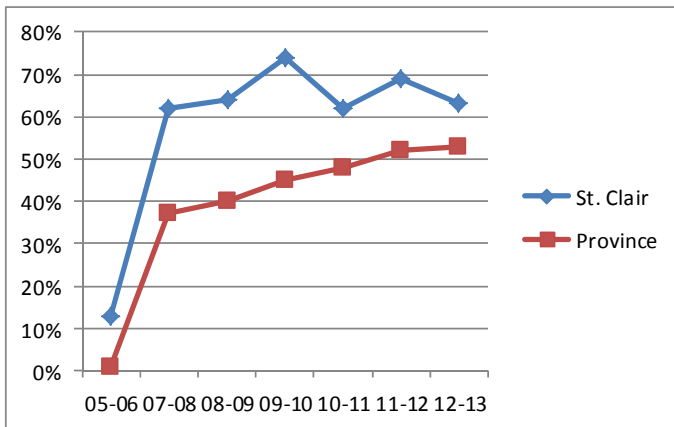
EQAO Results for Students with Special Needs



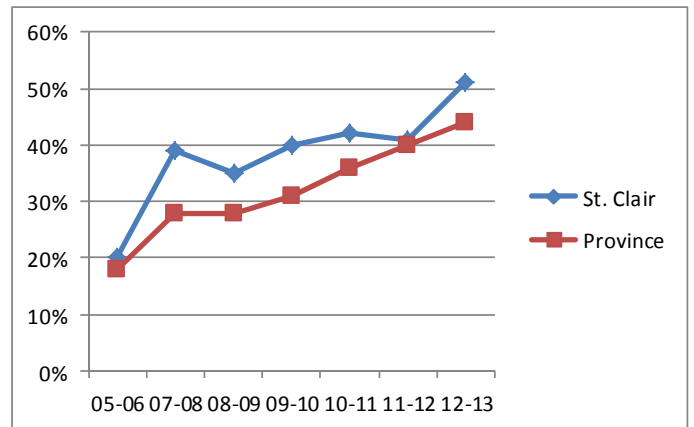
Grade 3 Reading



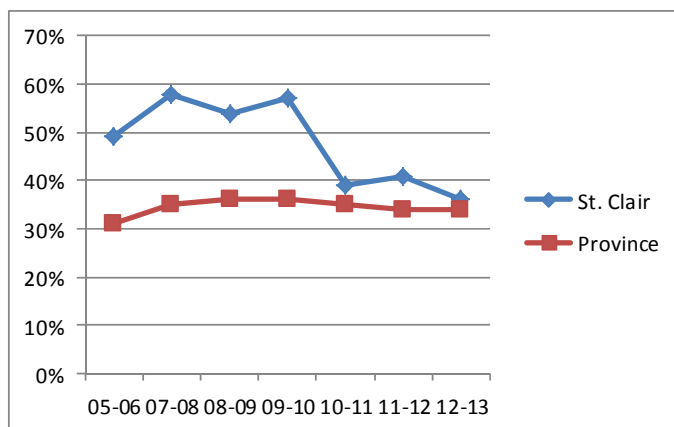
Grade 6 Reading



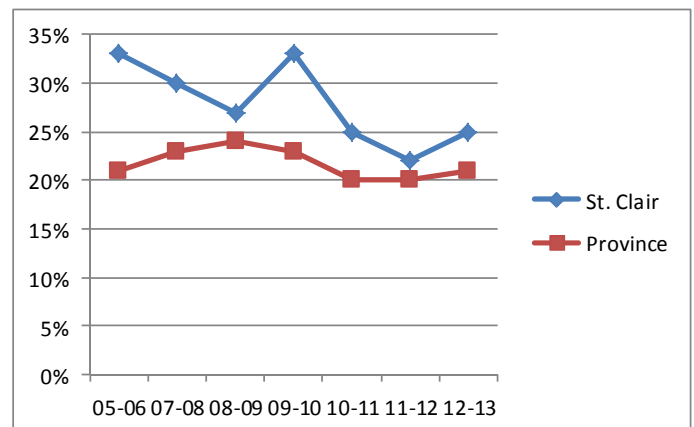
Grade 3 Writing



Grade 6 Writing



Grade 3 Math



Grade 6 Math

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The New St. Patrick's Catholic High School



Much work has been completed since the 2009 decision by the Board of Trustees that Sarnia's two Catholic high schools would be consolidated into one campus at the site on The Rapids Parkway, to be named St. Patrick's Catholic High School.

Construction began in spring 2013 on a 60,000 square foot addition and extensive renovations throughout the existing building, totaling \$12 million. The result will be an amazing, first-rate Catholic high school, which will meet our students' learning needs into the future.

During the year-long construction period, for reasons of student safety, program delivery and to expedite the Board's ambitious plans, the building is closed to staff and students. In September 2013 all Lambton County Catholic high school students were relocated to the existing St. Patrick's campus on East Street. The new St. Patrick's Catholic High School will be open and ready for students in September 2014.

Early Learning Program Data — Phase 1, 2, 3 and 4 Schools and Enrolment



Christ The King, Wallaceburg — 34 Students	Sacred Heart, Sarnia — 86 Students	St. Matthew, Sarnia — 74 Students
Georges P. Vanier, Chatham — 41 Students	St. Agnes, Chatham — 28 Students	St. Michael, Ridgetown — 28 Students
Good Shepherd, Thamesville — 17 Students	St. Elizabeth, Wallaceburg — 44 Students	St. Michael, Bright's Grove — 29 Students
Holy Family, Wallaceburg — 37 Students	St. John Fisher, Forest — 40 Students	St. Peter Canisius, Watford — 49 Students
Holy Rosary, Wyoming — 20 Students	St. Joseph, Chatham — 25 Students	St. Philip, Petrolia — 40 Students
Holy Trinity, Sarnia — 99 Students	St. Joseph, Corunna — 69 Students	St. Ursula, Chatham — 51 Students
Sacred Heart, Port Lambton — 24 Students	St. Joseph, Tilbury — 33 Students	St. Vincent, Chatham — 33 Students

Percentage of Primary Class Sizes at 20 Students or Fewer — 92.4%

Enrolment as at October 31, 2013

	Head Count	Full-Time Equivalent
Elementary	6,239	5,615.50
Secondary	2,715	2,674.50
TOTAL	8,954	8,290.00



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

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