Dear Parents, Caregivers, and Community Members,

During Holy Week (Monday, March 29th to Thursday, April 1st, 2010), each of our grades will be praying the Stations of the Cross as individual classes. In addition, on Holy Thursday, we will be praying the Stations of the Cross as a school community. There will be 2 assemblies in the gym: the G4 to G8 assembly will be held at 9:30 am and the one for G1 to G3 will be at 1:15 pm. On Tuesday, April 20th, OLW school community will come together with our two sister schools, at Annunciation Church, to celebrate mass at 10:00 am.

... à la prochaine!

Justice

April, with its celebration of Easter, has been assigned the virtue of JUSTICE. At this time we celebrate the Resurrection of Jesus who is the Just One who died for the sake of the unjust, that He might lead people back to God. But justice is also an important part of Catholic teaching beyond Christ’s Death and Resurrection. The need to do justice comes from the obligation to respect the dignity of every human person. This dignity comes from being created in God’s image. Failing to respect human dignity, including failing to do justice, is a failure to respect the image of God in others. This month’s quote is, “Let justice flow like a stream, and righteousness like a river that never goes dry.” - Amos 5:24.

Prayer for Vocations

To All Ministries

Father in heaven, we praise you for calling us to be your people.
Send more workers into your harvest to share your truth and to lead us all to salvation. Make your people strong with your word and your sacraments.

We ask this grace in the name of Jesus our Lord. Amen.

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**FRENCH SUMMER CAMP 2010**

Camps Loisirs la Colombe offers excellent program of diversified activities adapted to children from 5 to 12 years old, encouraging them to make good use of the French language time during the summer time will be held at several locations including Scarborough, Ajax, Maple, North York and Thornhill.

Camp fees: $165 per child/per week.

For additional information, please contact Marie-Georgette
e-mail: info@dovelacolombe.com
or mgambassa@yahoo.fr
www.dovelacolombe.com
Tel: 416-446-1993
Fax: 416-446-0586

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**Early Learning Program and Early French Immersion:**

*An opportunity for FSL program growth*

On October 27, 2009 Premier Dalton McGuinty announced the first phase of Ontario’s plan for a province-wide Early Learning Program (ELP) with the implementation of full-day early learning. Up to 35,000 four and five year olds or 15% of Junior and Senior Kindergarten students will be going to school for a full day beginning in September 2010. Pilot classes will be selected by the school boards and the Ministry of Education in January 2010 for the initial school-year implementation, including a small subset of classes from the Early French Immersion programs.

Canadian Parents for French (Ontario) is supportive of early learning and recognizes the many benefits of the introduction of all-day/everyday kindergarten and before and after school daycare. We wish to ensure that the quality and access to the many JK/SK French programs is maintained and enhanced.

**GOAL:**
The Ministry goal is to have all Junior and Senior Kindergarten programs on a full-day schedule by 2015-2016. At the same time, it is imperative that access to and quality of Junior and Senior Kindergarten French programs is maintained and that the momentum and growth pattern of these programs continues.

There are a number of background factors that set the stage to increase participation rates in early immersion across Ontario as early learning is implemented:
- Enrolment in French Immersion is at an all-time high in both real numbers and relative to overall enrolment in Ontario and Canada and the demand for this program is not likely to abate.
- There are presently 17,446 students enrolled in JK/SK French Immersion programs in 37 of the 60 English-language school boards in Ontario.
- A new Protocol Agreement on Official Languages in Education Programs requires renewed focus on access, accountability and proficiency.
- JK/SK French Immersion is the best practice model in second/subsequent language acquisition, providing the best French proficiency outcomes and the most universal, equitable entry point.

**OPPORTUNITY:**
Early French Immersion programs are built upon the research and foundation of early learning acquisition. The best and most consistent outcomes in second and subsequent language acquisition are achieved when immersion begins at an early age.

In reviewing published Ministry of Education documents on early learning, no mention is made of Early French Immersion and school boards are not always agile when it comes to supporting growth in French Immersion and Extended French programs.

**RISK:**
Some of the risks if French Immersion is not added to the ELP planning and the first years of implementation include:

- Parents who need all-day/everyday JK/SK will not have access to Early French Immersion, forfeiting the one and only early entry point.

This could lead to:
- a decline in enrolment in early immersion with long-term effects on the viability of programs;
- an increase in capping and lotteries over space requirements;
- an increase in the number of split classes;
- a reduction of course selection in high school due to smaller numbers of students;
- claims of elitism.

**CONSULTATION and PLANNING:**
CPF Ontario and its local Chapters are uniquely positioned to provide information on the challenges that face enrolment in French Immersion kindergarten. Our Chapters participate in many of the kindergarten registration information nights, promote these programs, and are very familiar with the logistical challenges that face the parents, the programs and the sites.

CPF Ontario has prepared a preliminary list of questions for consideration and for possible recommendations based on what we currently know but there is a need to establish best practices at the school board and Ministry level. Preparing for the growth of the ELP and French Immersion classes will require discussion and planning on challenging issues such as equitable access, transportation, accommodation, funding and daycare, as well as the provision of qualified teachers and early childhood educators.

**CONCLUSION:**
French Immersion needs to be as inclusive as any other publicly-funded program. The inclusion of French
Immersion as part of the ELP must begin now or parents that have the greatest need for daycare and all-day/everyday kindergarten will be denied the opportunity to access French Immersion programs. It is essential that French Immersion and early learning be offered on an equitable basis with the regular English programs and that the 37 boards who offer JK/SK French Immersion include as many French Immersion classes in the first year of implementation as possible in order to develop best practices for the future growth of the program.

CPF Ontario wants to participate at every opportunity to help make the early learning initiative successful and, with this in mind, we are encouraging CPF Ontario Chapters and members to open a discussion on the topic with their schools and school boards to help plan for this opportunity for Early French Immersion program growth.

CPF Ontario News, Winter 2010

The Toronto Catholic Parent Involvement Committee (CPIC) will be holding elections in each of the Toronto Catholic District School Board's Wards in May 2010!

CPIC is made up of elected parent representatives, working with trustees and TCDSB staff. With a large city such as Toronto, this is a great opportunity for you, to become part of an important committee where parents are vital partners in their child's education. Parent representatives and alternate representatives are elected by their peers from each of the Board's 12 Trustee Wards. Meetings are held up to 6 times a year - a great way to meet new people, parents like you that are an important link between home and school; discuss and identify issues related to parent and community involvement; and contribute directly to board planning consultations and parent leadership initiatives.

If you are interested in joining the Toronto Catholic Parent Involvement Committee, contact your local school principal and CSAC for more information as dates and locations of the meetings will be coming soon! And keep up to date by visiting: www.tcdsb.org/parents/cpic.htm

Carla Marchetti
Coordinator
Community Relations/International Languages/ Parent Engagement
CEC
Tel: 416-222-8282 Ext. 2591
Cell: 416-452-1200

April 13
SAINT MARTIN I

Martin was born in Todi, Italy. In his youth he served the church as a lector and later as a deacon. There were many contacts between the Roman Church and the Eastern Church and the Eastern Empire in the seventh century, and Martin was appointed as the papal legate in Constantinople. He succeeded Theodore I as pope in 649. Martin opposed the monothelite heresy which held that Christ had only one will, the divine will, and not a human will as well. Since the emperor, Constans II, favoured the heresy, Martin was arrested on various charges and exiled to Constantinople where he was stripped of his honours and condemned to death. He later died in misery and hunger in the Crimea, the last pope to be martyred. In the Eastern Liturgy, Martin is hailed as a "glorious defender of the Orthodox faith."

April 17
BLESSED KATERI TEKAKWITHA

Tekakwitha was born in 1656, on the southern bank of the Mohawk River at Ossernenon (Auriesville, NY). Her mother was a Christian Algonquin from Trois-Rivières, Québec, and her father was a non-Christian Mohawk Turtle chief. When she was four years, a smallpox epidemic killed her parents and her brother, and left her disfigured. Inspired by Jesuit missionaries from an early age, Tekakwitha was baptized on Easter Sunday, 1676 and assumed the name Kateri, probably in honour of Saint Catherine of Siena. The following year, due to persecution in her community, Kateri escaped to Kahnawake on the saint Lawrence River opposite Tiohtiake (Montreal).
She had a strong devotion to the eucharist and a deep concern for others. She died on April 17, 1680 and was beatified in 1980. The first Native American to be beatified, she is called the “Lily of the Mohawks” and the “Apostle of the Indians.”

April 23

SAINT GEORGE

Little is known about George, killed for his faith at Lydda, in Palestine, at the beginning of the fourth century. It seems that he was a soldier in the Roman army, was quite involved in the organization of a Christian community at Urmiah (modern Iran), and visited Britain on an Imperial expedition. During the reign of Edward III (14th century), he was made patron of the kingdom. George is also patron of several Mediterranean countries and cities, and the Boy Scouts. In the Middle East, he is linked with the prophet name El Khader (the living). Until modern times George played an important role in popular feasts and folklore: 12th-century literature hails him as the dragon-slayer! During the Middle Ages, he was a popular patron of knights, soldiers and Crusaders, who adopted “St. George’s Arms,” a red cross on a white cross appears on the modern Union Jack.

April 29

SAINT CATHERINE OF SIENA

Catherine was born in Siena, Italy, in 1347. She was the twenty-fifth and youngest child of Jacopo and Lapa Benincasa. At the age of seven, following a vision of Christ in glory, she is reported to have vowed her virginity to God. She joined the Dominican Third Order in 1365 and spent some years in seclusion from the world, fasting and praying. In 1368, after a vision where Christ accepted her as his “bride,” she felt called to carry this love to others. She cared for the poor and tended the sick; she corresponded with people from all walks of life, even counselling princes and popes; she was renowned as a peacemaker. She is especially remembered for her spiritual reflections.

She died in Rome in 1380, at the age of 33, in agony over the schism in the Church at that time. This great Christian mystic was canonized in 1461, became patroness of Italy in 1939, and was declared a doctor of the Church in 1970. With St. Bridget of Sweden and St. Teresa Benedicta of the Cross (Edith Stein), she is co-patroness of Europe.

Our Lady of Wisdom Catholic School - Centre for early French Immersion learning - 10 Japonica Road, Toronto (Scarborough), ON M1R 4R7 Telephone: (416) 393-5273 Fax: (416) 393-5234

Please find below the remaining dates for the CSAC STUDENT PIZZA LUNCHES for this academic year:

Tuesday, April 20, 2010
Tuesday, May 11, 2010
Tuesday, May 25, 2010

Thank you.

Ann Marie Robertson
Parent Volunteer

WORDS OF WISDOM

"Undertake not what you cannot perform, but be careful to keep your promise."

--George Washington, 1st U.S. president
RESEARCH STUDY

The Employment Benefits of Official Language Bilingualism

A SURVEY OF SUPERVISORS OF BILINGUAL EMPLOYEES

Despite sustained expressions of public support for linguistic duality and second-language education, the strong enrolment gains of past decades have not been maintained. Core French enrolment is declining in most provinces and territories, while French Immersion (FI) enrolment has made only slight gains. In a paper presented at the Office of the Commissioner of Official Languages' 2004 symposium on official languages: Vision and Challenges in the 21st Century, Jack Jedwab notes that "When it comes to language learning there appears to be a growing gap between attitudes and behaviour.... Many may like the idea of expanded bilingualism in theory but be unprepared in practice to invest the time and resources to make inroads." (Jedwab, 2004).

CPF believes that parents, students, and educators who are convinced that there are substantial academic and employment benefits associated with official-language bilingualism are more likely to view the completion of high school FI programs as an asset and to turn support for linguistic duality into action. Stakeholders across the country have called for initiatives to promote the employment benefits of bilingualism to students and parents. Unfortunately, the lack of evidence-based information on the career advantages of bilingualism makes French-Second-Language (FSL) education promotion a difficult task for advocates, who can do little more than assert that bilingual career opportunities are not limited to the federal public service. To learn more about the nature of the job market in Canada, outside of Quebec and outside of the federal public service, for workers who can communicate in both English and French, CPF commissioned Ipsos Reid to conduct a small labour market survey of Canadian employers regarding bilingual positions in selected occupations in the service (tertiary) sector, which is currently experiencing significant growth.

SURVEY OF SUPERVISORS OF BILINGUAL EMPLOYEES – HIGHLIGHTS

Methodology
Ipsos Reid conducted an online survey among a sample of 476 supervisors of bilingual employees who reside outside Quebec and outside the federal public service, between July 7 and July 15, 2008. The sample obtained during this research is not a probability sample: the findings of this research provide directional, not definitive, information about the market for bilingual workers in Canada. In other words, survey results suggest what the bilingual labour market may look like, but more extensive research is required.

Profile of bilingual employees
Among the approximately 17,400 employees supervised by the respondents, approximately one in five is bilingual. Of these bilingual employees, nearly one in three is required to be bilingual as a condition of employment. Bilingual employees are equally represented in entry- and mid-level positions, at 40% and 39% respectively, and 21% are senior-level positions requiring significant experience or training in the industry prior to employment.

It is interesting to compare these findings with commonly held beliefs that bilingual employment opportunities are limited to entry-level retail sales positions and with the results of an earlier survey of private-sector employers in the Toronto area, which suggested that most available employment was for entry-level positions for immersion graduates with post-secondary education, and that bilingualism became less important as one moved up in the company (Hart, Lapkin, and Swain, 1998).

The educational attainment of bilingual employees supports the finding that bilingual employees are equally represented in entry and mid-level positions. Sixty-four per cent of the bilingual employees supervised by respondents have at least some post-secondary education at the community college (26%) and university (30%) levels.

Not surprisingly, 42% of respondents were not able to specify a required level of French-language competence. This suggests that, like post-secondary institutions and ministries of education, Canadian businesses have no standardized tools with which to define proficiency.

A recent parliamentary committee reported that the federal government, Canada's largest employer, expects to hire between 12,000 and 15,000 new employees each year, of which 5,000 to 6,000 positions are designated bilingual.
Employers value bilingualism

Nearly half the respondents who are involved in hiring decisions (49%) consider bilingualism to be either very (15%) or fairly (34%) important when making hiring decisions. Eighty-one per cent consider bilingual employees to be a valuable asset to their company, 71% say even a basic ability to communicate in French is an asset, and more than half agree that bilingual employees make their company more competitive. More than two in five (43%) say their company encourages employees who wish to acquire French-language proficiency to do so. Twenty-one per cent offer financial support, 14% provide time off, and 5% offer in-house French-language classes.

Looking to the future

Findings suggest that the demand for bilingual employees outside Quebec and the public service is increasing, with one in five respondents anticipating greater demand. Respondents who anticipated greater demand expected to hire a median number of five new employees in the next three years. Nearly half the respondents (46%) agree that it is hard to find employees who are bilingual, which suggests a need to offer more opportunities for, and to engage more students in, post-secondary FSL education.

Supervisors expect that 54% of new bilingual hires will be entry-level, 34% mid-level, and 12% senior-level. The greater proportion of entry-level positions makes intuitive sense, since business expansion is usually more dependent on entry-level positions. The 35% anticipated increase in mid-level hires (lower than their current proportion) suggests that businesses often promote bilingual employees from within. New bilingual employees are most often expected to be hired in sales and service occupations (38%), occupations in the natural or applied sciences (18%) and business, finance, or administrative occupations (13%). The proportion of new hires in natural and applied sciences (18% versus 12%) is greater than the proportion currently employed in this category.

CONCLUSION

We trust that this survey will provide factual bilingual labour market information for evidence-based promotion of the benefits of official-language bilingualism, and that it will encourage the Government of Canada and the business community to support further research into labour-market demand for bilingual employees.

REFERENCES


St. Agnes Catholic School and Parenting Network presents...

What Parents Can Do for Their Child’s Success at School... and NOT do!

Did you know that children do better in school and in life, when their parents are involved in their education?

Well, research shows these positive results for children:
- they get better grades and test scores
- do more homework
- have better attendance
- are more involved in extracurricular activities
- and, demonstrate a more positive attitude and better behaviour all around!

Join us on Thursday, April 8th and learn how to help your child find more academic success at this engaging presentation...

"What Parents Can Do for Their Child’s Success at School ... and NOT do!"

Learn the six key areas where you can make a significant difference with your child. Some ideas will take you less than a minute to implement! There will be time for question and answers. Comprehensive handouts will be provided.

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<th>Date</th>
<th>Thursday, April 8th</th>
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| Location| St. Agnes Catholic School  
280 Otonobee Avenue, North York |
| Cost    | ** FREE ** Refreshments will be offered |

Since there is limited seating for this exceptional evening, the CSAC encourages parents to respond by April 1st to reserve a seat. Please call St. Agnes C.S. at 416-393-534, or e-mail St. Agnes CSAC Chair at nick@svabinsurance.com or return the attached form with your child to reserve your seat today!!!

We at St. Agnes Catholic School are making an all-out effort to invite as many parents as possible. So mark your calendar NOW and bring another parent with you! You’ll be glad you came and so will your child. See you then!


This workshop is funded by a grant from the Ministry of Education, and applied for by St. Agnes Catholic School CSAC.
St. Agnes Catholic School and Parenting Network presents...

What Parents Can Do for Their Child’s Success at School … and NOT do!

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**PLEASE RETURN FORM BELOW BY THURSDAY, APRIL 1ST**

NAME (please print): __________________________________________________________

E-Mail Address (optional): ________________________________________________

☐ Yes! I’m looking forward to attending this exceptional workshop!!

☐ I’m bringing some friends too!

Number of friends: ________________
STUDENT EXCHANGES
During The School Year

3 MONTHS: French Language
France (all regions) - Switzerland (French)
Other Languages
Germany - Italy - Spain

2 MONTHS: French Language
Belgium (for secondary students)
France or Switzerland (for elementary students)

SUMMER PROGRAMS
Exchanges During The Summer

1 MONTH: France - Spain - Quebec

ADVENTURE PROGRAMS

NEW
Costa Rica in March
France or Britain in July

PLEASE VISIT www.iseontario.on.ca
or contact ISE ONTARIO

Tel 705 722 9440  Fax 705 722 9441  E-mail info@iseontario.on.ca
In cooperation with EN FAMILLE, our partner in France, ISE is now offering 6-month exchanges for students ages 9 to 13, in France, beginning September 2010.

Please visit our website for details:
www.iseontario.on.ca