

Catholic Curriculum Corporation

Members' Handbook

Revised May 2010



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Section 1

Our History, Our Mission, Our Vision, Our Goals

Our History

The 1980's brought hope and excitement for Ontario Catholic educators with the passage of Bill 30 and the extension of funding in our Secondary Schools to the Grade 12 / O.A.C. level. With the accompanying Ministry of Education funding, boards could create and produce quality Catholic curriculum resources for all grades. During this period, many boards attempted to implement long-term strategies to develop curriculum to support Catholic schools. However, the task became challenging and, in the end, unattainable as the Ministry constantly changed their curriculum direction and reduced funding.

In 1990, an informal survey of Catholic boards in the GTA revealed that most boards would welcome a collective solution to the task. All Catholic boards in Southern Ontario were invited to a "Think Tank" session held at St. Francis Xavier Catholic Secondary School in Mississauga. Emerging from this meeting was a desire to pursue the concept of forming a partnership of Catholic boards in the greater Toronto area.

In the spring of 1991, a two-day conference was held at Queen of Apostles Retreat Centre in Mississauga. Most boards responded positively and sent at least one delegate, if not two or three. During an opportunity for input at the closing session of the conference, most delegates indicated strong support for the concept. However, the process and procedure for obtaining commitment from member boards was quite varied. Some of those present had the authority to commit immediately while others required time to process the information back at their home boards. Initially, five Catholic boards including Dufferin-Peel, Durham, York, Lincoln and Halton, plus members from the Ontario Catholic Supervisory Officers Association and the Ontario Catholic School Trustees' Association formed the first consortium. During this time, the Ministry announced that monies from the Transition Assistance Fund would be available to boards for the purpose of improving education. The first successful talk of the newly formed consortium was the acquisition of \$170,000 from this fund.

By the fall of 1992, the consortium had grown in number as more boards embraced the notion of collective sharing. A seconded principal from Dufferin-Peel CDSB, Michael McPhee, was assigned to oversee the many projects that the new “Community of Catholic School Boards” (CCSB) had successfully begun. CCSB had been instrumental in developing Catholic curriculum frameworks for Outcome Based Education and curriculum projects supporting the Catholic Common Curriculum. With increased grants came increased curriculum projects and interest from the wider Catholic educational community. During this time, the CCSB grew to include all of the Catholic Boards in Central Ontario as well as representation from Eastern Ontario including Ottawa, and Western Ontario including Oxford Catholic School Board.

In 1996, the consortium underwent major changes in organizational structure, size and financial policies. The CCSB had grown in complexity and an Executive Director was hired to oversee the various projects and the day-to-day operations of the consortium. In January 1996, Dr. Don Mullin, retired Associate Director from Dufferin-Peel CDSB, assumed this position. In time, the structure of CCSB matured to include both a Board of Representatives and an Executive Council that continues to be elected at the Annual General Meeting in May.

With the growth of the CCSB, it was decided that the Chair of the Executive Council would be an elected position and that this person would also chair the Board of Representatives. Don Drone from Wellington Catholic School Board was the first elected Chair of the CCSB.

The growing and ongoing success of the CCSB and the previous membership of Oxford Catholic District School Board led to discussions about the advantage and viability of the Central and Western regions amalgamating under one administration. A position paper was presented to both organizations and subsequently a new organization was approved. The amalgamation reduced the overall cost of administration and provided for greater funding for curriculum projects.

The early years of the CCSB were primarily financed by Ministry grants i.e. T.A.F. and “in kind” services provided by member boards. In 1995 a small levy was assessed to each member board. By June 1996, monies from Ministry grants had been exhausted leaving only the small levy to cover all CCSB costs. With the ending of grant monies, the CCSB was able to transfer all financial activity from Dufferin-Peel to its own banking procedures. A new funding model designed to meet the financial obligations of the organization was adopted based on three factors:

- a) Administrative costs charged equally to all member boards-based on the concept of one board, one vote.
- b) A per pupil curriculum projects levy - based on the concept that the greater the size, the greater the benefit.
- c) A maximum total levy – based on the concept that bigger boards provide substantial in-kind support to the CCSB.

Early in 1996, the CCSB changed its name to the Catholic Curriculum Cooperative (CCC) to better reflect its purpose and goals. Currently, the CCC has four curriculum councils; one for Secondary curriculum, one for Elementary curriculum, one for Computers in Education and one for Catholic Faith in Education. In addition, there is the *When Faith Meets Pedagogy* Conference Planning Committee. Each of these councils reports to the Board of Representatives who decides annually on the scope and nature of the curriculum projects to be undertaken. Since its inception in 1990, the CCC has delivered over 170 curriculum projects to Catholic school boards.

In particular, the CCC sponsored the writing (by Larry Trafford of OECTA) of the Education Foundation Document: “Educating the Soul”. A funding model regarding the creation of course profiles for secondary schools was forwarded by CCC to the Institute of Catholic Education (ICE) in the hopes of obtaining Ministry funding. Guide books for writing secondary school curriculum called *Blueprints* was a summer project initiated and funded by the CCC. This all led to the eventual production of the highly acclaimed Catholic Course Profiles for secondary schools developed in cooperation with Sister Joan Cronin, Executive Director of the Institute for Catholic Education.

Dr. Don Mullin, Executive Director, presented a proposal to the Board of Representatives that the CCC sponsor and promote a Catholic faith-based curriculum conference to celebrate and affirm Catholic education in Ontario. At this time, there was a perceived need to gather as Catholic educators to share best practices and be inspired by motivational, thought-provoking speakers. Don Drone, Chair of the CCC, and the Board of Representatives warmly supported the notion of an annual Catholic curriculum conference and consequently, *When Faith Meets Pedagogy* was born.

The CCC held its first annual conference for Catholic educators – *When Faith Meets Pedagogy* – in the fall of 1996 at the International Plaza in Toronto. At this inaugural event, Sidney Wicks, keynote speaker, was well received by 400 registrants. Today, this annual Catholic educational and leadership conference, named *When Faith Meets Pedagogy*, runs 2½ days and welcomes 1600 delegates from Catholic boards in Ontario. It has become the leading Catholic educational conference in the province of Ontario and has witnessed such keynote speakers as Prof Thomas Groome, Lt. Gen. Romeo Dallaire, Sister Clare Fitzgerald and Mark McGowan.

In the spring of 2005, the CCC was restructured from an unincorporated association to a not-for-profit corporation without share capital. This incorporation limits the liability of its members, provides for governance by way of by-laws and membership agreements and allows us to apply for charitable registration in the future if circumstances warrant same.

Today, the CCC has two sister Catholic Curriculum Cooperatives – the Eastern Curriculum Cooperative and the Northern Curriculum Cooperative – each with a mission to develop Catholic curriculum and resource supports for teachers. These three cooperatives are strong, relevant and central to the delivery of high quality Catholic educational learning materials. Together, with the *Institute for Catholic Education*, the *Ontario English Catholic Teachers’ Association*, the *Catholic Principals’ Council of Ontario* and the *Catholic Association of Religious and Family Life Educators of Ontario*, these Cooperatives partner in creative ways to ensure that our teachers have meaningful Catholic learning materials in the province of Ontario. The CCC is proud of our partnerships and cherishes the foundation of ‘sharing’ that has been the hallmark of our organization.

Today, the CCC includes the following member Catholic school boards and partners that make it a strong, vibrant and necessary cooperative:

Brant Haldimand Norfolk Catholic District School Board
Bruce Grey Catholic District School Board
Dufferin-Peel Catholic District School Board
Durham Catholic District School Board
Halton Catholic District School Board
Hamilton Wentworth Catholic District School Board
Huron Perth Catholic District School Board
London Catholic District School Board
Niagara Catholic District School Board
Peterborough Victoria Northumberland & Clarington Catholic District School Board
Simcoe Muskoka Catholic District School Board
St. Clair Catholic District School Board
Toronto Catholic District School Board
Waterloo Catholic District School Board
Wellington Catholic District School Board
Windsor Essex Catholic District School Board
York Catholic District School Board
Institute for Catholic Education
Ontario English Catholic Teachers' Association
Catholic Principals' Council of Ontario
Catholic Association of Religious and Family Life Educators of Ontario

Our Guiding Principles

Our Guiding Principles describe how we interact with each other as an organization in the public arena. Derived from our history and beliefs, these principles are intended to assist us in living out our mission and goals.

Gospel Values call us to a way of life in which God's grace gives focus to our faith, hope, love and mission. They are the underlying values we hold as a Catholic educational faith community and they inspire and inform our mission and goals and serve as the basis of our decision-making. We witness these Gospel values by who we are and what we do.

Sharing The Catholic Curriculum Cooperative promotes and strongly encourages an approach that fosters a sharing of resources among boards within the cooperative. Resources that are shared should be free of charge to member Boards.

Collaboration calls us to work together in a spirit of mutual trust and cooperation for the common good. It empowers all members to contribute their unique gifts and recognizes the value of sharing our talents and resources.

Excellence is the promotion of high expectations and enhanced performance. It calls us to ensure that the resources we produce are of the highest quality and that we recognize our common intellectual property.

Lifelong Learning recognizes the natural capacity of all people to learn and grow throughout their lives. It calls us to discover, to explore and to embrace the delight of learning and sharing.

Our Purpose, Mission, Vision and Goals

The purpose of the Catholic Curriculum Corporation is stated succinctly in our mission statement. As an important partner in Catholic education, we recognize that Catholic education exists to provide a holistic formation of people as living witnesses of our Catholic faith. We demonstrate our mission when we engage and support our member boards in sustained, substantive school improvement and student growth that is reflective of a Catholic professional learning community.

Mission Statement

Building and sustaining the Catholic capacity of educators through the development and provision of high quality Catholic curriculum, resources, support and professional development.

Vision Statement

(Consultation and visioning process 2008, approved by Board of Representatives, AGM May 2009)

Faith Through Learning ~ A Distinctive Catholic Curriculum

Our Goals

To provide member Catholic boards with high quality Catholic curriculum resources, support materials and professional development reflective of our Ontario Catholic School Graduate Expectations and the Ministry of Education policy documents. To also provide the opportunity to share and support each other through discussion, ideas and best practices.

To provide Catholic curriculum leadership through venues such as our annual *When Faith Meets Pedagogy* conference.

To provide member Catholic boards with opportunities for sharing resources, ideas, and successful practices.

To work in partnership with the Institute for Catholic Education, the Ontario Conference of Catholic Bishops, the Ontario English Catholic Teachers Association, the Catholic Principals' Council of Ontario and the Ontario Catholic Supervisory Officers' Association and the Catholic Association of Religious and Family Life Educators of Ontario to fulfill the mission of Catholic education.

To liaise with the Ministry of Education and the Education Quality and Accountability Office.

Ontario Catholic School Graduate Expectations

Purpose

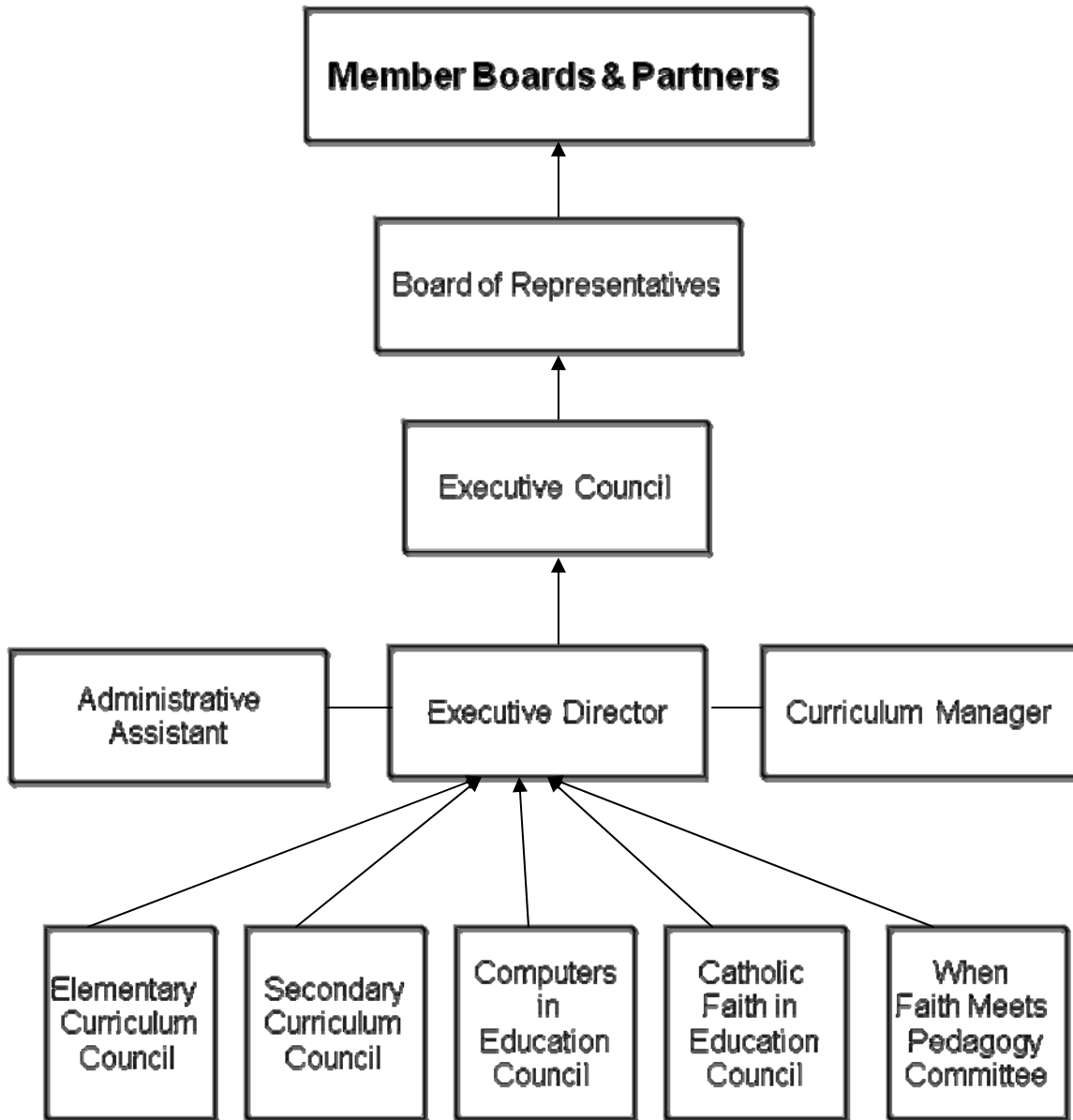
The starting point for the design of a provincial curricular framework begins with distinctive expectations, which define what all students will be expected to know, to do, and to value when they graduate from secondary school. These graduate expectations create a common reference point from which Catholic curriculum writers can develop more comprehensive and specific curriculum in each subject area. Therefore, Catholic curriculum and resource materials at all grade levels contribute to achieving these expectations for graduating students.

Vision

The Graduate is expected to be:

- 1. 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.
- 2. An effective communicator** who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.
- 3. A reflective, creative and holistic thinker** who solves problems and makes responsible decisions with an informed moral conscience for the common good.
- 4. A self-directed, responsible, lifelong learner** who develops and demonstrates their God-given potential.
- 5. A collaborative contributor** who finds meaning, dignity and vocation in work which respects the rights of all and contribute to the common good.
- 6. A caring family member** who attends to family, school, parish, and the wider community.
- 7. A responsible citizen** who gives witness to Catholic social teaching by promoting peace, justice, and the sacredness of human life.

Section Two
Organizational Overview



Board of Representatives

Membership

Each member board appoints one voting representative on the Board of Representatives.

It is strongly recommended that representatives be from senior administration in each member board with responsibility for curriculum and professional learning.

The Board meets at least three times a year, including an Annual General Meeting.

Term

The representatives serve as appointed by their board.

Role

The representative:

- Acts as a communication liaison between member boards and the CCC.
- Monitors the completion of projects.
- Approves direction and budget for the CCC as related to Catholic curriculum writing projects or other undertakings.
- Approves any change in policies.
- Approves the direction of the *When Faith Meets Pedagogy* annual conference and responds to issues and challenges related to the improvement of Catholic education.

Executive Council

Membership

The Executive Council consists of five board members and the Executive Director :

- Five members elected at large.
- The Executive Director as staff resource and non-voting member.

Term

All positions are two years in length as follows: Members are elected for a two year renewable term.

- Members can have their names stand.
- The term begins with election at an AGM and ends two years later at an AGM.

Role

The Executive Council:

- Acts as a strategy committee with regard to policy and budget directions that are presented to the Board of Representatives for approval.
- Oversees planning and operations.
- Reviews and recommends staff roles, responsibilities and salary levels.

Chair of Executive Council and Board of Representatives

The Chair of Executive Council also serves as the Chair of the Board of Representatives.

Membership

The chair must:

- Be a member of Executive Council.
- Be nominated and elected by the Board of Representatives.

Term

This is a two-year commitment with an optional one-year renewal.

Role

The Chair:

- Is a signing officer.
- Meets regularly with the Executive Director.
- With the Executive Director, sets agenda for the Executive Council and the Board of Representatives meetings.

Staff Structure

Executive Director

Term

The position of Executive Director is a .5 (50%) time for a two year term with an optional renewal as recommended by the Executive Council and approved by the Board of Representatives for a third year. The Board of Representatives recruits and hires the Executive Director.

Role

Under the direction and supervision of the Executive Council, the Executive Director for the Catholic Curriculum Corporation – Central & Western Ontario Region – has the following responsibilities:

Administrative Duties:

- Oversees the routine operations of the CCC office.
- Arranges CCC Board of Representatives general meetings (including preparation of agenda in consultation with Executive Council).
- Deals with correspondence in an appropriate manner.
- Establishes and maintains liaison with the Institute for Catholic Education, the Executive Directors of the other Cooperatives, the Ministry of Education and Training, Ontario English Catholic Teachers Association, Catholic Principals' Council of Ontario, Catholic Association of Religious and Family Life Educators of Ontario, and other organizations as deemed appropriate by the CCC Executive and the Board of Representatives.
- Attends meetings of the various CCC Councils and supports the Chair of each Council in collaboration with the Curriculum Manager.

- Develops and implements policies and procedures for the CCC.
- Coordinates and assists with all CCC projects in collaboration with the Curriculum Manager, Administrative Assistant and partners as required.
- Hires and supervises CCC staff as approved by CCC Board of Representatives.
- Reports to the Board of Representatives at all general meetings.

Financial Duties:

- Acts as signing officer for the CCC and oversees banking arrangements.
- Ensures Board Membership Fees are collected and recorded.
- Prepares an annual budget for approval by the Board of Representatives.
- Gives interim reports to the CCC Executive Council and the Board of Representatives on the financial status of the budget.
- Maintains proper accounting procedures in collaboration with a designated book keeper and auditor.

General Duties:

- Cooperates with the CCC Executive Council in the Executive Director’s annual performance review.
- Assumes the leadership and Chair position of the CCC’s Annual Conference – *When Faith Meets Pedagogy*.
- Carries out other duties/tasks as assigned by the Executive Council.
- Keeps current of curriculum trends and issues generating from Ministry of Education initiatives.
- Liaises with educational agencies, including publishers, to maintain an understanding of current curriculum thrusts.

Curriculum Manager

Term

The position of Curriculum Manager is a .4 (40%) time, for a two year term with an optional renewal for a third year as recommended by the Executive Director to the Executive Council and approved by the Board of Representatives.

Role

Under the direction of the Executive Director, the Curriculum Manager has the following responsibilities:

Duties

- CCC Developed Curriculum Resources:
 - Manages writing projects: surveying, preparing, and submitting project proposals to Board of Representatives for approval, maintaining contact with project leads and writing teams, facilitating the Writing Catholic Curriculum workshop, working with lead during the development and revision process, and overseeing the publication and sharing of completed documents.
 - Tracks and reports on the finances of each approved project.
 - Reports to the Curriculum Councils and Board of Representatives on projects’ status.

- Shares access information about resources by working with CCC Webmaster to the post pdf format to the Catholic Curriculum Corporation website and working with appropriate publishing companies to provide hard copy to boards through an ordering process.
- Writes documents as required.
- Reviews CCC resources for revision/updating.
- Other Resources:
 - Reviews resources submitted to CCC for endorsement.
 - Catalogues resources produced by the other Cooperatives and Ministry of Education and shares information with the Councils.
 - Works with partners (NOCCC, EOCCC, ICE, OECTA, CPCO) and other cooperatives on joint projects to produce or review Catholic resources for teachers.
- CCC Curriculum Councils:
 - Works with Elementary, Faith in Education and Information and Communication Technology and Secondary Councils to develop agendas and track minutes of meetings.
 - Works to develop and post agendas for plenary sessions of all councils, communicate with guest speakers and facilitate the flow of the day.
 - Works with Council chairs to prepare a report to the membership and the Board of Representatives at AGM listing key items of discussion, presentations, and resources shared by member boards at the Council meetings.
- WFMP:
 - Serve on the WFMP Sub-Committee in the role of Workshop Selection.
 - Work with all CCC Curriculum project leads to develop a WFMP workshop presentation to promote and share the CCC developed resources.
 - Provide a store-front presence, with NOCCC and EOCCC, to promote Catholic resources.
 - Work with the Executive Director and Administrative Assistant to prepare and host the Directors' Annual Dinner at WFMP.
- CCC Website and First Class System:
 - Work with the Executive Director, WFMP Event Planner and the Webmaster to ensure that the design and function of the website is meeting CCC needs.
 - Work with the CCC Webmaster to ensure that all CCC Resources and Upcoming events are posted in a timely manner.
 - Work with the First Class Administrator and member boards and partners to update our conferences, email accounts and changes to the system on an ongoing basis.
- Other Duties:
 - Liaise with ICE Curriculum Council to share and present information about the CCC curriculum projects.
 - Attend appropriate meetings and conferences to promote and share the work of the CCC.
 - Serve on various committees as assigned by the Executive Director.

Administrative Assistant

Term

The position is a maximum of .8 (80%) time and is appointed by the Executive Director, in consultation with Executive Council.

Role

The Administrative Assistant works .8 time or less as determined by the Executive Director and has the following responsibilities:

General Duties

- Assists with meeting preparation for all CCC Councils (i.e. hospitality), AGM, WFMP & other meetings as required.
- Prepares all correspondence.
- Prepares and distributes agendas.
- Prepares and distributes minutes.
- Manages office procedures such as computer maintenance, filing, phone calls.
- Prepares newsletters.
- Facilitates bulk buys.

Section 3

Councils & Committees

Curriculum Councils

Purpose of Curriculum Councils

The Curriculum Councils, which include Elementary, Faith in Education, Information and Communication Technology and Secondary, are sub-committees of the Catholic Curriculum Corporation. As Catholic curriculum leaders, members agree to act in an advisory capacity to the Executive Director, the Curriculum Manager and to the Board of Representatives.

Member boards will share committee information with superintendents and other members of the Curriculum department in the member board.

Objectives:

- To promote communication and share experiences and resources.
- To present project proposals to the members for input and to the Board of Representatives for approval.
- To address issues unique to member boards.
- To make recommendations to the Board of Representatives.

Term

Council members are encouraged to commit, in principle, to a minimum 2-year involvement.

Committee Participation

Membership for the Curriculum Councils may include up to 2 representatives from each member board and from each of our Catholic partners; Catholic Association of Religious and Family Life Educators of Ontario, the Ontario English Catholic Teacher's Association, and the Catholic Principals' Council of Ontario

- Meetings will be convened on a regular basis throughout the year as directed by the Curriculum Manager in consultation with the Executive Director or at the call of the Chair.
- The Executive Director will provide administrative support to Councils through the Curriculum Manager.

Council Chair Role

- The Chair will be elected from the Council annually at the last meeting of the academic year.
- The Chair will establish the agenda with input from council members.
- The Chair will report back to the Board of Representatives.
- The Chair may rotate among committee members every two years.

Elementary Council

- To identify areas that require support and development in our Elementary Catholic Schools.
- To discuss local responses to Ministry and EQAO directives.

Faith in Education Council

- To provide support for Religion and Family Life programs and facilitate Catholicity across the Curriculum JK-12.

Information and Communication Technology Council

- To enhance the integration of technology in our Catholic Schools.
- To ensure information currency and congruency between and among member boards in matters related to the implementation of ICT strategies.

Secondary Council

- To identify areas that requires support and development in our Secondary Catholic Schools.
- To address issues dealing with post secondary destinations and links for all students.

When Faith Meets Pedagogy Conference Planning Committee (WFMP)

Purpose of WFMP Conference Planning Committee

To organize an annual conference that features workshops and speakers focusing on Catholicity throughout the curriculum.

Objectives:

- The committee is encouraged to present, and introduce to Ontario, dynamic keynote and feature speakers who bring a meaningful message to Catholic educators.
- The committee must be mindful of providing a balance of multicultural, clergy and non-clergy, male and female, Canadian and non-Canadian speakers.
- Similarly, workshops should reflect participation of all member boards and a variety of interest and all grade levels.

Date and Location

The conference is held annually in late October. This time slot facilitates the time necessary for the registration process.

Finance

The cost of registration is based on:

- Providing for Catholic educators at all levels, an outstanding and meaningful conference experience that respects the Mission and Vision of the Catholic Curriculum Corporation.
- Having revenues higher than expenses. Ensuring that revenues minimally cover all costs of providing a Catholic professional development experience for all registrants.
- Ensuring that any applicable tax provisions as required by Canada Revenue Agency are applied to the registration cost.

Any surplus revenue should be used to support CCC projects.

The annual WFMP budget is prepared by the Executive Director and approved by Executive Council at the AGM preceding the WFMP conference.

Term

Committee members are encouraged to commit, in principle, to a minimum 2-year involvement.

Committee Participation

Membership for this committee may include up to 2 representatives from each member board, including sponsoring bodies such as Ontario English Catholic Teachers' Association and Catholic Association of Religious & Family Life Educators of Ontario and the Catholic Principals' Council of Ontario.

- Meetings will be held regularly throughout the year.
- The Executive Director will chair.

Committee Chair Role

The Executive Director will act as Chair of this committee.

The Chair will establish the agenda with input from the Event Planner and committee members.

The Chair will be responsible for the preparation and administration of the WFMP budget which is developed in consultation with the Event Planner and WFMP planning committee.

The Chair will report to the Board of Representatives on matters related to the management of the WFMP conference.

Section 4

Annual General Meeting and Elections

Annual General Meeting

The Annual General Meeting is held annually in mid-May.

Purpose

At the AGM, the Board of Representatives:

- Approves the budget for the next year.
- Approves the WFMP budget for the conference to be held in October following the AGM.
- Approves the coming year's writing projects.
- Approves the appointment of the auditor for next fiscal year.
- Sets the general direction for the coming year.
- If appropriate, hires staff, approves salaries, and reviews contracts.
- If required, elects members to the Executive Council.
- Receives and reviews reports from the Curriculum Manager, councils chairs and committees as required.

Election

The Executive Council is elected at the AGM:

- The Executive Director chairs the election and arranges for ballots and scrutineers.
- Members of the Board of Representatives who wish to serve on Executive Council must submit nominations to the Executive Director prior to the AGM or from the floor at AGM.
- Each board in good standing receives one vote for each position to be elected.
- A nominated member of Board of Representatives need not be present to be elected.
- If only one person is nominated from a particular region, then that person is deemed acclaimed.
- In the event of a tie, a re-vote will occur for that position only.
- Each Board's regular member of the Board of Representatives is the voting member for the purpose of electing the Executive Council.

Section 5

Process and Protocol

Process for Approving CCC-Funded Projects

The Catholic Curriculum Corporation facilitates the production of resources for teachers that support the implementation of Ministry of Education policy.

Types of Projects

There are two types of projects that can receive CCC funding:

CCC Projects

- These projects are designed and directed by the CCC as approved by the Board of Representatives.
- Project ideas can be generated from the Executive Council, Board of Representatives, Curriculum Council members or Member Boards.
- In each case, a lead must be identified, seek the support of their CCC Board of Representatives member and work with the CCC Curriculum Manager, to prepare a proposal and budget for the funding of the project. The budget, including expenses, must be approved by the CCC.
- If approved, the writing takes place in the lead board, while seeking review from another member board or CCC representative.
- The lead board is responsible to ensure the completion of a high quality Catholic classroom resource within the approved timeline and budget.

Partnership Projects

- These projects are initiated by a CCC member board, a CCC partner, the Institute for Catholic Education or the Ministry of Education, with the involved parties sharing the funding of the project.
- A lead for the Partnership Project will be determined by the partnership and work with the CCC Curriculum Manager to complete the following tasks:
 - Prepare and present a project proposal to the Board of Representatives.
 - Develop and maintain a budget as approved by the Board of Representatives.
 - Communicate with all partners.
 - Ensure the project is completed in a timely and fiscally responsible manner.
 - Facilitate the sharing of the resource with all Catholic partners.
 - Report back to the Board of Representatives.

Both types of projects go through the established CCC funding approval process.

Approval Process

Projects go through the following approval process:

- The needs of member boards, in light of new Ministry initiatives, must be reviewed to determine possible projects.
- The Curriculum Councils of the CCC begin to consider possible projects early in the year and provide draft proposals to elicit value-added comments for revisions.
- After consultation, the proposals are shared with the Curriculum Council to determine which projects should be submitted for approval to the Board of Representatives.
- A project proposal is submitted for each of these projects and must include the signature of the board's CCC Board of Representative Superintendent of Program. The projects are prioritized according to which projects are most important to the council at AGM.
- The Curriculum Manager presents the proposals to Board of Representatives for approval at AGM and, if approved, funding is allocated to each project. (Note: For most projects final funding approval takes place at the Annual General Meeting, although projects may be submitted on a needs basis throughout the year as long as time has been allowed for Council input and Board of Representative approval.)
- All project leads, writers and reviewers sign a letter of agreement outlining the roles, responsibilities and parameters of the approved project.
- A budget is created for each project and the CCC Curriculum Manager monitors the budget for the project and submits a final budget report, with payment made to the writers, reviewers and project lead, by the Executive Director, upon completion of the project.

Proposal Format

Each proposal includes the following components:

Rationale for the Project:

The rationale includes a description of the proposed project and how the project will meet the Criteria for Project Proposals (November 2009):

- To what degree does the project proposal respond to the CCC mandate, “Faith Through Learning-A Distinctive Catholic Curriculum”?
- To what degree does the project proposal import a practical application for the classroom practitioner, the Catholic teacher?
- To what degree is the project proposal a “new initiative”, i.e. due diligence to determine whether or not there is pre-existing similar curricula originated by other member boards?
- To what degree has there been preliminary consultation with essential Catholic partners, i.e. ICE, EOCCC, NOCCC, the Assembly of Bishops, etc. to determine a validation process within Catholic teachings as a framework for the working group?

Note: The project lead is required to meet with their CCC Board of Representative member to review and provide a signature of support for the submission prior to the presentation and approval process at AGM.

Specifics of the Project

Audience:

Specify grade levels for which the lessons are designed.

Project Lead:

List the name of the person who has taken the responsibility to write the proposal and to lead the project if approved. The lead will report to the Curriculum Manager, serve as the contact person, coordinate the efforts of the writers and reviewers, review submissions for content, quality and completion of work, and implementation strategies. The project lead will ensure that writers and reviewers complete the letters of agreement and submit the required invoices for payment.

Writing Team:

Based on the scope of the proposed project, estimate the number of writers and the number of days required to complete the project. Names may be included if the team has been tentatively identified.

Review Team:

Based on the scope of the proposed project, estimate the number of reviewers and the number of days required to complete the feedback review (pedagogically and theologically).

Timeline:

All writers and reviewers will participate in a one day Writing Catholic Curriculum Course before beginning the writing and reviewing. Based on the scope of the proposed project, estimate the number of days to write and the number of days required to review the project. As well the number of days required for the writers to revise the project, based on reviewer feedback, need to be considered. The timeline should include: Writing Catholic Curriculum Course, Writing, Reviewing, Revisions, Final Submission to Curriculum Manager and approximate dates.

Budget:

Based on the scope of the proposed project estimate a budget for which you are seeking approval. Rates are based upon a fee per day (Project Lead \$350, Writers \$250, Reviewers \$250). Other expenses such as light meals must also be included. Neither travel within the board nor accommodations are covered. If a planning meeting is required, supply costs must be approved in advance by the CCC Executive Director, included in the budget or covered by the lead board.

Document Formats:

All CCC projects will produce:

- A pdf downloadable format on the CCC website
- A means of ordering multiple hard copies through a third party vendor.

Project Lead:

The Project Lead will ensure that the criteria for the development of the project and the timelines are met. To this end, the Project Lead will:

- Enlist the support and signing of their Board of Representatives Superintendent of Program for the proposal prior to approval of project at AGM
- Report to the Curriculum Manager on all aspects of the project.
- Serve as official contact person for the project.
- Create a timeline.
- Attend planning meetings and assist in the preparation of the session on Writing Catholic Curriculum.
- Coordinate the efforts of the writers and reviewers.
- Review submissions of writers for content and quality of work.
- Track project expenses and collect all documentation as required.
- Organize a theological and a curriculum review for the submissions.
- Share feedback from the reviewers with the writers and supervise revisions.
- Ensure editorial work is completed.

The project Lead will be paid at a rate of \$350.00 per day.

Writer:

The Writer will:

- Report to the Project Lead.
- Attend a session on Writing Catholic Curriculum.
- Write a manuscript as directed by the Project Lead.
- Revise the manuscript as directed by the Project Lead.
- Track hours of work and provide an invoice to the Project Lead.

The writer will be paid at a rate of \$250.00 per day.

Reviewer:

The manuscript Reviewer will:

- Report to the Project Lead.
- Review a manuscript as directed by the Project Lead.
- Track hours of work and provide an invoice to the Project Lead.

If appropriate, the Reviewer will participate in a Writing Catholic Curriculum session prior to the beginning of writing.

The Reviewer will be paid at a rate of \$250.00 per day.

Protocol for Sharing Member Board Resources

The Catholic Curriculum Cooperative promotes and strongly encourages an approach that fosters a sharing of resources developed by member boards within the cooperative. Resources that are shared should be free of charge to member Boards.

Sharing should address the concern that users adhere to certain guidelines, including:

- Copyright.
- Intellectual property.
- Recognition of development effort.
- Courtesies such as informing the original board of use made of the document (other than photocopying and distributing) and providing the originating board with a copy of the enhanced document.

A. Resources Shared by Member Boards

1. Copying a Complete Document

Materials are to be used as presented and:

- Credit is given to the originating board.
- The logo of the originating board should be dominant and appear on the title page.
- A statement should be included about permission to copy, eg: “This document has been produced by_____ and distributed through the Catholic Curriculum Corporation”.

No sharing of the document with another jurisdiction can take place unless written permission is received from the originating board. This includes posting on individual Boards’ publicly accessible websites.

2. Copying Part of Document to Insert into a Local Board Document

The originating board must be contacted for permission to use the section. It is recommended that permission be obtained in writing. Credit is given to the originating Board.

B. Resources Created in Partnership between the Catholic Curriculum Corporation and its Partners (a Member Board, OECTA, ICE, OCSSA, and/or other entities.

- Member Boards may use as presented. The intellectual property remains with the originators.
- For permission to copy or adapt sections, contact the Executive Director of the Catholic Curriculum Corporation.

C. Catholic Curriculum Corporation Produced Materials

- Materials may be adapted, revised, expanded to meet the needs of member boards.
- Content of CCC-produced resources may be used in future CCC projects without seeking permission from the Executive Director of the CCC.
- Include credit to CCC and display the CCC logo.
- Intellectual property remains with the CCC.
- Seek permission from the Executive Director of the CCC to share with other jurisdictions.

Section 6

Finances

Board Levies

Levies are based on the following three guiding principles:

- Since, regardless of size, boards benefit somewhat equally from the administration of the CCC, i.e. one vote per board, the cost of administration will be shared equally amongst the member boards.
- Since there is a direct relationship between the size of the board and the value of curriculum materials provided to member boards.
- A levy cap recognizes the contribution of the larger boards in their sharing of board-produced resources.

The Board of Representatives at the May Annual General Meeting approves the budget and levies.

Spending Approvals

- The Executive Director has the authority to spend up to \$1000.00 without the prior approval of Executive Council.
- Expenditure exceeding \$1000.00, up to \$2999.00, require Executive Council approval.
- Expenditure exceeding \$3000.00 require Board of Representatives approval.

Signing Authority

- All cheques require two signatures.
- Signing officers include the Executive Director, the Chair of Executive Council, and the Vice Chair of Executive Council.

Audit

- The fiscal year is September 1st to August 31st.
- The previous year's audit of CCC finances shall be presented to the Board of Representatives no later than December of the year following.
- Appointment of the auditor, for the next fiscal year, shall take place at the May Annual General Meeting.

Section 7

Communication

How We Communicate

The Catholic Curriculum Corporation communicates through various venues:

Reports to the Board of Representatives

The Executive Director and the Curriculum Manager, report to the Board of Representatives regularly and the Chairs of the Curriculum Councils report to the Board of Representatives annually.

Council and Committee Meetings

The Executive Director and Curriculum Manager make regular reports at all council meetings.

Newsletters and Brochures

Information in the form of newsletters may be distributed to member boards on a regular basis in either electronic or hard copy format. The newsletters summarize activities and outline upcoming events. The Executive Director and Curriculum Manager will consult on matters related to communication in order to effect accurate and reliable information on behalf of the CCC. Brochures are developed on a needs basis to promote the work and resources of the CCC.

Website

The CCC website: www.catholiccurriculumcorp.org contains current information about upcoming events, our organization, When Faith Meets Pedagogy and our Catholic resources.

Directors' Dinner at When Faith Meets Pedagogy Conference

The Directors' Dinner is an informal opportunity to communicate with Directors of Education and Superintendents of member boards, and our various Catholic partners including the Northern Catholic Curriculum Cooperative and Eastern Catholic Curriculum Cooperative.