

Durham Catholic District School Board
Catholic Education: Learning & Living in Faith



REGULAR BOARD MEETING

AGENDA

Monday, October 23, 2017
7:30 p.m.

Catholic Education Centre



Catholic Education Centre, 650 Rossland Road West, Oshawa, Ontario L1J 7C4
Main Telephone Number: (905) 576-6150; Toll Free: 1-877-482-0722
Main Fax Number: (905) 576-0953 - Board Web Site: www.dcdsb.ca

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Durham Catholic District School Board

REGULAR BOARD MEETING

Monday, October 23, 2017

Open Session 7:30 p.m.

Durham Catholic District School Catholic Education Centre
650 Rossland Road West, Oshawa, L1J 7C4

OPEN SESSION AGENDA

A.	<u>CALL TO ORDER</u>	<u>Page</u>
a.1	Motion to Move In Camera (7:00 p.m.)	
a.2	National Anthem (7:30 p.m.)	Msgr. John Pereyma CSS Choir
a.3	Acknowledgement of Traditional Territory	
a.4	Memorials and Prayer	Student Trustees
a.5	Roll Call and Apologies	
B.	<u>APPROVAL OF AGENDA</u>	
b.1	Changes to printed agenda	
b.2	Approval of Agenda	
C.	<u>ANNOUNCEMENTS</u>	
c.1	Announcement from the In Camera Session of the Board Meeting	
c.2	ShareLife Award Recognition	
c.3	Canadian Association of Communicators In Education Bravo Awards Recognition	
c. 4	Nomination for the Oshawa Chamber of Commerce Business Excellence Award Recognition	
D.	<u>NOTICES OF MOTIONS</u>	
E.	<u>DECLARATIONS OF INTEREST</u>	
e.1	Declaration of conflict of interest	
F.	<u>ACTIONS TO BE TAKEN</u>	
f.1	Approval and Signing of Minutes of the Open Session of the Regular Board Meeting of September 25, 2017	4
f.2	Business Arising from the Open Session of the Regular Board Meeting of September 25, 2017	
f.3	Approval and Signing of Minutes of the Open Session of the Special Board Meeting of September 28, 2017	13
f.4	Business Arising from the Open Session of the Special Board Meeting of September 28, 2017	
f.5	Approval and Signing of Minutes of the Open Session of the Committee of the Whole Board Meeting (Policy) of October 2, 2017	17
f.6	Business Arising from the Open Session of the Committee of the Whole Board Meeting (Policy) of October 2, 2017	

G. PRESENTATION

- g.1 EQAO Primary and Junior Assessment of Reading, Writing and Math and Grade 9 Math
- OSSLT 2016 – Gerry O'Reilly, Superintendent of Education
- g.2 Unnamed North Oshawa Catholic Elementary School Facility Report
– Bob Camozzi, Superintendent of Education
- g.3 Board Improvement Plan – Anne O'Brien, Director of Education

H. DELEGATION

I. CONSIDERATION OF MOTION

- i.1 Motion to be read in Open Session from the In Camera Session of
the Board Meeting of October 23, 2017

J. UNFINISHED BUSINESS FROM PREVIOUS MEETINGS

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- k.1.4 Finance Committee Minutes – October 16, 2017 47

k.2 Matters Referred from Committee

L. STAFF REPORTS

l.1 Student Achievement

- l.1.1 EQAO Primary and Junior Assessment of Reading, Writing and
Math and Grade 9 Math – OSSLT – 2016 52

l.2 Facilities Services

- l.2.1 Unnamed North Oshawa Catholic Elementary School Facility Report 54
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- l.2.3 Ministry of Education 2017 Capital Project Funding Submission 86

l.3 Human Resources and Administrative Services

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l.4 Director's Report

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- l.4.4 Director's Verbal Report

l.5 Chair's Report

- l.5.1 Chair's Verbal Report
- l.5.2 Student Trustees Verbal Report

M. CORRESPONDENCE

N. INQUIRIES AND MISCELLANEOUS

O. PENDING ITEMS

P. ADJOURNMENT

Q. CLOSING PRAYER



Durham Catholic District School Board

MINUTES of the **OPEN SESSION** of the Regular Board Meeting of the Durham Catholic District School Board which was held in the Catholic Education Centre, 650 Rossland Road West, in Oshawa on Monday, September 25, 2017.

Trustees Present

J. Rinella, Chair
K. LeFort, Vice Chair
T. Chapman
T. Corless
M. Forster
J. McCafferty
J. Oldman
P. Pulla (teleconference)

Staff Present

A. O'Brien, Director
T. Barill
J. Bastarache (teleconference)
J. Bowyer
B. Camozzi
S. Grieve
M. Hammond
T. Keay
R. Leclair
J. McVeigh
L. Morgulis

J. Mullins
G. O'Reilly
R. Putnam
R. Rodriguez

Student Trustees

A. Paul
M. Malkin

A. OPEN SESSION CALL TO ORDER

Chair Rinella called the Open Session to order at 6:30 p.m.

a.1 MOTION TO MOVE IN CAMERA

Motion No. B2017-09-25-01

Motion to Move In Camera

Moved by T. Corless seconded by J. Oldman

"THAT the Durham Catholic District School Board Meeting move into In Camera Session."

Carried

RESUMPTION OF OPEN SESSION (7:30 p.m.)

Chair Rinella called the Meeting to order and welcomed all in attendance.

a.2 NATIONAL ANTHEM – O CANADA

Monsignor John Pereyma Catholic Secondary School choir sang O Canada.

a.3 ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

Chair Rinella acknowledged Traditional Lands and Territory.

a.4 MEMORIALS AND PRAYERS

Student Trustees Paul and Malkin offered the opening prayer.

ITEM a.3 ROLL CALL AND APOLOGIES

All trustees in attendance. Trustee Pulla attended by teleconference.

B. STUDENT AFFIRMATION OF FAITH

Director O'Brien conducted the Affirmation of Faith with Student Trustees, Aaron Paul and Maggie Malkin.

C. APPROVAL OF AGENDA

ITEM c1. CHANGES TO THE PRINTED AGENDA

Addition of Item m.4.2 Out of Province Travel.

ITEM c.2 APPROVAL OF AGENDA

Motion No. B2017-09-25-02

Approval of Agenda

Moved by J. McCafferty seconded by T. Corless

“THAT the Durham Catholic District School Board approve the agenda of the Monday, September 25, 2017 Regular Board Meeting as amended.”

Carried

D. ANNOUNCEMENTS**d.1. ANNOUNCEMENTS FROM THE IN CAMERA SESSION OF THE REGULAR BOARD MEETING OF SEPTEMBER 25, 2017**

Vice Chair LeFort made the following announcements:

APPOINTMENT OF PERMANENT PROBATIONARY ELEMENTARY VICE PRINCIPAL

Effective October 2, 2017

<u>Name</u>	<u>New Appointment</u>	<u>Effective Date</u>
Melissa Vickery	Father Fénelon CS	October 2, 2017

ELEMENTARY VICE PRINCIPAL TRANSFERS

Effective October 2, 2017:

<u>Name</u>	<u>Current Placement</u>	<u>New Placement</u>
Veronica Boyden	St. Elizabeth Seton C.S.	St. Mark the Evangelist C.S.
Angela Rancourt	St. Mark the Evangelist C.S.	St. Elizabeth Seton C.S.

RESIGNATIONS

<u>Name</u>	<u>Current Position</u>	<u>Effective Date</u>
Shauna Carpinelli	Teacher, Elementary School	August 21, 2017
Christine Lamb	Teacher, St. Isaac Jogues C.S.	August 31, 2017
Samantha L. Smith	Teacher, St. Monica C.S.	August 31, 2017

RETIREMENTS

<u>Name</u>	<u>Current Position</u>	<u>Effective</u>
Maria K. Borysiak,	Teacher, St. Bridget C.S.	November 30, 2017
Candace Chalmers	Teacher, Holy Family C.S.	June 30, 2017
Alicia Hynes	Teacher, St. Mary C.S.S.	June 30, 2017
Michael Sinnott	Teacher, Secondary School	December 1, 2017

E. NOTICES OF MOTIONS

None.

F. DECLARATION OF INTEREST

None.

G. ACTIONS TO BE TAKEN

APPROVAL AND SIGNING OF MINUTES – JUNE 12, 2017 REGULAR BOARD MEETING

Motion No. B2017-09-25-03

Approval and Signing of Minutes

Moved by J. McCafferty seconded by T. Corless

“THAT the Durham Catholic District School Board approve the Minutes of the Open session of the June 12, 2017 Regular Board Meeting.”

Carried

BUSINESS ARISING FROM THE OPEN SESSION OF THE REGULAR BOARD MEETING OF JUNE 12, 2017

Trustee Forster asked that the Minutes indicate her absence for the June 12, 2017 Board meeting. She also noted typographical error on page 18 (Directed instead of Director).

H. PRESENTATIONS

h. 1 CODE SUMMER LEARNING PROGRAM

Gerry O'Reilly, Superintendent of Education and Susan McKenna, Program Coordinator, provided a summary of summer learning activities across the Board. Ms. McKenna noted that the Council of Ontario Directors of Education (CODE), in partnership with the Literacy and Numeracy Secretariat, provided full funding for the Board's 2017 Summer Rays Learning Program. She indicated that this summer the Board supported 147 Kindergarten to Grade 2 students from 26 elementary schools through the program which was offered in Oshawa, Whitby and Ajax. The program supports student achievement in Literacy and Numeracy, reducing summer learning loss and increasing confidence. CODE also provided special funding for Robotics, allowing for the purchase of Lego kits, motors and basic software for students so they could build their own moveable machines. Trustee Forster inquired about the criteria for the program. Superintendent O'Reilly noted that students are nominated by school administration, ideally students who are below provincial level.

h.2 NUMERACY ACTION PLAN

Superintendent of Education, Tracy Barill, and members of the Teaching and Learning Numeracy Team, Michael Jacobs, Allen, Christine Corso and Natalie Reid, provided an update on the Board's implementation of the Ontario Ministry of Education's Renewed Math Strategy (RMS) through our local DCDSB Numeracy Action Plan. The RMS was introduced in September 2016, along with a change in the funding formula for various initiatives around professional learning with greater focus on Numeracy and Math. Staff shared the four goals of the three-year ministry plan, noting that the Board is entering year two of its Numeracy Action Plan.

Ministry Goals:

1. Increased student achievement, well-being and engagement in Mathematics.
2. Increased educator knowledge and pedagogical expertise.
3. Increased leader use of knowledge of effective Mathematics pedagogy to provide the necessary supports and conditions for school and system improvement.
4. Increased parent engagement in their children's mathematical learning.

The Board's Numeracy Action Plan Goals for 2016-2017:

1. To use a variety of sources of data and strategies to begin to systematically identify which Mathematical concepts students in our Board find difficult and why.
2. To establish structures and norms to facilitate focused professional learning for all system leaders to ensure that all participants in school and system improvement have sufficient content knowledge to effectively support implementation of the plan.
3. To ensure that principals, vice-principals, Math curriculum Chairs and Math lead teachers possess sufficient content knowledge in Mathematics to function effectively as instructional leaders.

For Year Two, staff has analyzed the most current data available, reviewed successes and challenges from Year One, met with the Mathematics Leadership Team, consulted with the Board's Numeracy Specialist Team and have made adjustments for the year ahead to further build on the successes to date. Superintendent Barill noted that EQAO results for DCDSB schools showed an increase in Mathematics overall for 2016-2017. Trustees inquired about measuring student success and changes in strategies of teaching Math. Superintendent Barill noted that student success is measured by varying strands and new strategies included eliminating cramming and using life skills to keep knowledge of Math.

J. CONSIDERATION OF MOTION

j.1 MOTIONS TO BE READ IN OPEN SESSION FROM THE IN CAMERA SESSION OF THE BOARD MEETING SEPTEMBER 25, 2017

Vice Chair LeFort deemed the Motions read from the In Camera session of the June 12, 2017 Regular Board Meeting.

K. UNFINISHED BUSINESS FROM PREVIOUS MEETINGS

None

L. COMMITTEE REPORTS

I.1.1 IPRC REPORT FOR MAY 2017

Motion No. B2017-09-25-04

IPRC Report for June 2017

Moved by K. LeFort seconded by J. Oldman

“THAT the Durham Catholic District School Board accept the IPRC Report for the month of June 2017”

Carried

I.1.2 SPECIAL EDUCATION ADVISORY COMMITTEE MEETING – SEPTEMBER 12, 2017

Motion No. B2017-09-25-05

Special Education Advisory
Committee Meeting – September
12, 2017

Moved by K. LeFort seconded by J. Oldman

“THAT the Durham Catholic District School Board accept the report of the September 12, 2017 Special Education Advisory Committee meeting.”

Carried

I.2. MATTERS REFERRED FROM COMMITTEE

None

M. STAFF REPORTS

m.1. STUDENT ACHIEVEMENT

m.1.1 CODE: SUMMER LEARNING PROGRAM 2017

Motion No. B2017-09-25-06

CODE: Summer Learning
Program 2017

Moved by J. McCafferty seconded by J. Oldman

“THAT the Durham Catholic District School Board receive and file the CODE: Summer Learning Program 2017 report.”

Carried

m.2 TEACHING AND LEARNING

m.2.1 NUMERACY ACTION PLAN

Motion No. B2017-09-25-07

Numeracy Action Plan

Moved by P. Pulla seconded by M. Forster

“THAT the Durham Catholic District School Board accepts the verbal report and update regarding year two of the three-year Numeracy Action Plan of the Board.”

Carried

m.3 FACILITIES SERVICES

m.3.1 LONG TERM ACCOMMODATION PLAN 2017-2021 UPDATE

Motion No. B2017-09-25-08

Long Term Accommodation Plan
2017-2021 Update

Moved by T. Corless seconded by M. Forster

“THAT the Durham Catholic District School Board receive as information the report entitled Long Term Accommodation Plan 2016-2020 Update dated September 25, 2017.”

Carried

M. 4 DIRECTOR'S REPORT**m.4.1 OUT OF PROVINCE TRAVEL**Motion No. B2017-09-25-09Out of Province Travel

Moved by K. LeFort seconded by T. Corless

“THAT the Durham Catholic District School Board approve the attendance of a staff member to travel to France on November 6 – 10, 2017 for the purpose of development and design of educational programing.”

Carried

m.4.2 DIRECTOR'S VERBAL REPORT

Director O'Brien thanked Father Bob O'Brien and everyone who attended the annual Opening Mass and blessing of our Year of Service statue of Jesus in front of the Catholic Education Centre. She extended an invitation to the upcoming System-Wide Mass which will officially mark the Year of Service on Monday, October 2 at 4:30 p.m. at Holy Family Catholic Parish in Whitby.

The Director noted that she visited schools this month along with Chair Rinella and was pleased to see many student and staff initiatives in place last week for Safe and Accepting Schools Week.

Director O'Brien indicated that at the CEC and in our schools, we were proud to raise the Franco-Ontarian Flag in recognition of the significant contributions of the French-speaking community in Ontario and the rich culture which the Francophone community brings to us.

The Director advised that later this week on Wednesday, September 27, all were invited to join the St. James school community for a special Opening and Blessing of the school's recent expansion. She asked all students and staff to participate in Orange Shirt Day on September 29, a legacy of the St. Joseph Mission residential school commemoration event held in Williams Lake, BC, Canada, in the spring of 2013. It is also an opportunity for First Nations, local governments, schools and communities to come together in the spirit of reconciliation and hope for generations of children to come. This leads into the month of October, which we are pleased to recognize across the system as Aboriginal Awareness Month.

Director O'Brien acknowledged that our staff, community partners and friends who continue to support the Durham Catholic Children's Foundation through the annual golf tournament. She extended her thanks to the organizers of the 4th Annual Fore-the-Kids Golf Classic and noted that over \$34,000 was raised this year that will support our most vulnerable students.

M.5 CHAIR'S REPORT**m.5.1 CHAIR'S VERBAL REPORT**

Chair Rinella welcomed Maggie Malkin and Aaron Paul to their first official Board meeting as Student Trustees and noted that we are blessed to have our student voice at the table. He extended his thanks to all school administrative staff for their warm welcome and hospitality he received this month as he visited schools with Director O'Brien and noted that he looks forward to further opportunities to engage with our students and staff.

The Chair added that in this Year of Service and our Foundation activities, this September we were called to serve for Hurricane Relief. The recent hurricane activity around the world was a series of unexpected tragic events, yet the response from our students and staff to step up and help has been tremendous. He extended his thanks to all for their demonstration of love, hope, charity and leadership.

The Chair invited members of the Board on October 11 at 6:30 p.m. to celebrate all our schools for their EcoSchools certification.

Chair Rinella congratulated all students and staff for a successful start of the 2017-2018 school year and extended his blessings for a wonderful faith-filled year of learning and growing together in faith.

m.5.2 STUDENT TRUSTEES' REPORT

None

MOTION TO RESUME IN CAMERA (9:32 p.m.)

Motion No. B2017-09-25-10

Motion to Resume In Camera

Moved by T. Corless seconded by T. Chapman

"THAT the Durham Catholic District School Board Meeting resume the In Camera Session."

Carried

RESUMPTION OF OPEN SESSION (10:30 P.M.)

Q. ADJOURNMENT

Motion No. B2017-09-25-11

Adjournment

Moved by J. McCafferty, seconded by P. Pulla

“THAT the Durham Catholic District School Board adjourn the Regular Board Meeting of Monday, September 25, 2017.”

Carried

John Rinella, Chair of the Board
Durham Catholic District School Board

Anne O'Brien, Director of the Board
Durham Catholic District School Board

(10:30 p.m.)

V. Kunar, Recording Secretary



Durham Catholic District School Board

MINUTES of the **OPEN SESSION** of the Special Board Meeting of the Durham Catholic District School Board which was held in the Board Room of the Catholic Education Centre, 650 Rossland Road West, in Oshawa on Thursday, September 28, 2017.

Trustees Present

J. Rinella, Chair
K. LeFort, Vice Chair
T. Chapman
T. Corless
M. Forster
J. McCafferty
J. Oldman
P. Pulla (Teleconference)

Staff Present

A. O'Brien
T. Barill
J. Bowyer
B. Camozzi
M. Gray
R. Leclair
G. O'Reilly
R. Putnam

CALL TO ORDER

Chair Rinella called the Open Session to order at 5:15 p.m.

a.1 MEMORIALS AND PRAYERS

Chair Rinella offered the opening prayer.

a.2 ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

Chair Rinella acknowledged Traditional Lands and Territory.

a.3 ROLL CALL AND APOLOGIES

Trustee Pulla attended by teleconference.

APPROVAL OF AGENDA

b.1 CHANGES TO THE PRINTED AGENDA

None

b.2 APPROVAL OF AGENDA

Motion No. SB2017-09-28-01

Approval of Agenda

Moved by T. Corless, seconded by J. McCafferty

“THAT the Durham Catholic District School Board approve the agenda for Open session of the Special Board Meeting of Thursday, September 28, 2017 as printed.”

Carried

ITEM c.1 DECLARATION OF CONFLICT OF INTEREST

None.

BUSINESS

MOTION TO MOVE IN CAMERA

Motion No. SBI2017-09-28-02

Move to Move In Camera

Moved by T. Corless, seconded by J. McCafferty

“THAT the Durham Catholic District School Special Board Meeting move In Camera.”

Carried

RESUMPTION OF IN OPEN SESSION (8:20 P.M.)

MOTIONS DEEMED READ

Motion No. SBI2017-09-28-03

Motion Deemed Read

Moved by P. Pulla, seconded by J. Oldman

“THAT the Durham Catholic District School Board motions are deemed read from the In Camera Session of the Special Board meeting of September 28, 2017.”

Carried

ADJOURNMENT

Motion No. BI2017-09-28-09

Adjournment

Moved by P. Pulla seconded by J. Oldman

“THAT the Durham Catholic District School Board adjourn the Special Board Meeting of Thursday, September 28, 2017.”

Carried

John Rinella, Chair of the Board
Durham Catholic District School Board

Anne O'Brien, Director of the Education
Durham Catholic District School Board

(8:22 p.m.)

Recording Secretary: V. Kunar



Durham Catholic District School Board

MINUTES of the **OPEN SESSION** of the Policy Committee of the Whole Board Meeting Board Meeting of the Durham Catholic District School Board which was held in the Board Room of the Durham Catholic District School Board, 650 Rossland Road West, Oshawa, Ontario on Monday, October 2, 2017.

Trustees Present

K. LeFort, Vice-Chair
M. Forster
T. Chapman
J. McCafferty (teleconference)
T. Corless (teleconference)
J. Oldman

Staff Present

R. Putnam
J. Bowyer
B. Camozzi
M. Gray
R. Leclair
G. O'Reilly

Regrets

J. Rinella
A. O'Brien
P. Pulla

OPEN SESSION CALL TO ORDER

Vice-Chair LeFort called the Open Session to order at 7:31 p.m.

ITEM a.1 MOTION

ITEM a.2 MEMORIALS AND PRAYERS

K. LeFort offered the opening prayer.

ITEM a.3 ROLL CALL AND APOLOGIES

None

APPROVAL OF AGENDA

ITEM b.1 CHANGES TO THE PRINTED AGENDA

None

ITEM b.2 APPROVAL OF AGENDA

Motion No. B2017-10-02-01

Approval of Agenda

Moved by J. Oldman, seconded by M. Forster

“THAT the Durham Catholic District School Board approve the agenda of the October 2, 2017 Regular Board Meeting.”

Carried

ANNOUNCEMENTS

None

NOTICES OF MOTIONS

None

DECLARATIONS OF INTEREST

ITEM e.1 DECLARATION OF CONFLICT OF INTEREST

None

ACTIONS TO BE TAKEN

Superintendent Camozzi pointed out that PO512 and AP512-1 – Student Excursions and/or Exchanges for Educational Purposes was re-identified this year due to a Ministry requirement for all Boards to re-examine their excursions policies in relation to safety. He pointed out that new federal regulations were in place regarding the flying of drones in communities and that an Administrative Procedure related to drone safety was being drafted. Trustee Corless made inquiries regarding drone safety, privacy and drones used for business purposes. Superintendent Camozzi responded that all noted would be referenced in the Administrative Procedure.

PRESENTATION

None

DELEGATIONS

None

CONSIDERATION OF MOTION

None

UNFINISHED BUSINESS FROM PREVIOUS MEETINGS

None

COMMITTEES

ITEM k.1 Committee Reports

None

ITEM k.2 MATTERS REFERRED FROM COMMITTEE

None

STAFF REPORTS

ITEM I1.1 POLICIES AND ADMINISTRATIVE PROCEDURES

ITEM I1.1 ROSTER OF POLICIES AND ADMINISTRATIVE PROCEDURES

Motion No. B2017-10-02-02

Roster of Policies and Administrative Procedures

Moved by J. Oldman, seconded by J. McCafferty

“THAT the Durham Catholic District School Board receive and file as information the Roster of Policies and Administrative Procedures – October 2, 2017.”

Carried

ITEM I1.2 REVISED INCLUSION POLICY

Superintendent Camozzi and Superintendent Bowyer commented on the revisions to the Inclusion Policy and the Applied Behavioural Analysis AP804-1 and the Safe Physical Interventions with Students (AP804-2). Trustees Forster and Corless inquired about students remaining until the age of 21 years old and Superintendent Camozzi and Superintendent Bowyer clarified that students with special needs may attend school until June of the calendar year the student turns 21.

Motion No. B2017-10-02-03

Revised Inclusion Policy

Moved by T. Corless, seconded by M. Forster

“THAT the Durham Catholic District School Board approve the First Reading of the revised Inclusion Policy (PO804).”

Carried

ITEM I1.3 REVISED APPROPRIATE DRESS FOR PUPILS ADMINISTRATIVE PROCEDURE

Superintendent Camozzi highlighted the revisions made to this Administrative Procedure based on staff and parental feedback received in June of 2017.

Motion No. B2017-10-02-04

Revised Appropriate Dress for Pupils Administrative Procedure

Moved by J. Oldman, seconded by M. Forster

“THAT the Durham Catholic District School Board receive and file as information the revised Appropriate Dress for Pupils Administrative Procedure (AP610-2).”

Carried

ITEM I1.4 WORKPLACE HARASSMENT AND WORKPLACE SEXUAL HARASSMENT POLICY – ANNUAL REVIEW

Motion No. B2017-10-02-05

Workplace Harassment and Workplace Sexual Harassment Policy

Moved by M. Forster, seconded by J. Oldman

“THAT the Durham Catholic District School Board approve the Annual Review of the Workplace Harassment and Workplace Sexual Harassment Policy (PO320).”

Carried

ITEM I1.5 WORKPLACE HARASSMENT AND WORKPLACE SEXUAL HARASSMENT ADMINISTRATIVE PROCEDURE – ANNUAL REVIEW

Motion No. B2017-10-02-06

Workplace Harassment and Workplace Sexual Harassment Administrative Procedure – Annual Review

Moved by M. Forster, seconded by J. Oldman

“THAT the Durham Catholic District School Board receive and file as information the Annual Review of the Workplace Harassment and Workplace Sexual Harassment Administrative Procedure (AP320-1).”

Carried

ITEM I1.6 WORKPLACE VIOLENCE POLICY – ANNUAL REVIEW

Motion No. B2017-10-02-07

Workplace Violence Policy – Annual Review

Moved by M. Forster, seconded by J. Oldman

“THAT the Durham Catholic District School Board approve the Annual Review of the Workplace Violence Policy (PO324).”

Carried

ITEM I1.7 WORKPLACE VIOLENCE PREVENTION ADMINISTRATIVE PROCEDURE – ANNUAL REVIEW

Motion No. B2017-10-02-08

Workplace Violence Prevention Administrative Procedure – Annual Review

Moved by M. Forster, seconded by J. Oldman

“THAT the Durham Catholic District School Board approve the Annual Review of the Workplace Violence Prevention Administrative Procedure (AP324-1).”

Carried

ITEM I1.8 OCCUPATIONAL HEALTH AND SAFETY POLICY – ANNUAL REVIEW

Motion No. B2017-10-02-09

Occupational Health and Safety Policy – Annual Review

Moved by M. Forster, seconded by J. Oldman

“THAT the Durham Catholic District School Board approve the Annual Review of the Occupational Health and Safety Policy (PO318).”

Carried

ITEM I1.9 STUDENT ATTENDANCE POLICY – ANNUAL REVIEW

Motion No. B2017-10-02-10

Student Attendance Policy – Annual Review

Moved by M. Forster, seconded by J. Oldman

“THAT the Durham Catholic District School Board approve the Annual Review of the Student Attendance Policy (PO613).”

Carried

ITEM I1.10 STUDENT ATTENDANCE – ELEMENTARY ADMINISTRATIVE PROCEDURE – ANNUAL REVIEW

Motion No. B2017-10-02-11

Student Attendance – Elementary Administrative Procedure – Annual Review

Moved by M. Forster, seconded by J. Oldman

“THAT the Durham Catholic District School Board receive and file as information the Annual Review of the Student Attendance – Elementary Administrative Procedure (AP613-1).”

Carried

ITEM I1.11 STUDENT ATTENDANCE – SECONDARY ADMINISTRATIVE PROCEDURE – ANNUAL REVIEW

Motion No. B2017-10-02-12

Student Attendance – Secondary Administrative Procedure – Annual Review

Moved by M. Forster, seconded by J. Oldman

“THAT that Durham Catholic District School Board receive and file as information the Annual Review of the Student Attendance – Secondary Administrative Procedure (AP613-2).”

Carried

CORRESPONDENCE

None

INQUIRIES AND MISCELLANEOUS

PENDING ITEMS

None

ADJOURNMENT

Motion No. B2017-10-02-13

Adjournment

Moved by J. McCafferty, seconded by M. Forster

“THAT the Durham Catholic District School Board adjourn the Regular Board Meeting of Monday, October 2, 2017.”

Carried

CLOSING PRAYER

Trustee LeFort closed the meeting with a prayer.

Kathleen LeFort, Vice-Chair of the Board
Durham Catholic District School Board

Anne O'Brien, Director of Education
Durham Catholic District School Board

(7:54 p.m.)



Durham Catholic District School Board

MEMORANDUM

To: Board of Trustees

From: Anne O'Brien, Director of Education

Date: October 23, 2017

Subject: **I.P.R.C. Report for September 2017**

Origin: Janine Bowyer, Superintendent of Education – Student Services

RECOMMENDATION

Moved by _____, seconded by _____

“THAT the Durham Catholic District School Board accept the I.P.R.C. report for the month of September 2017.”

RATIONALE

I.P.R.C. REPORT FOR SEPTEMBER

Number of Pupils Referred to I.P.R.C.:	0
Number of Pupils Identified as Exceptional:	0
Number of Pupils Reviewed by I.P.R.C.:	1

FROM SEPTEMBER 2017 TO JUNE 2018

Total Number of Pupils Referred to I.P.R.C.:	0
Total Number of Pupils Identified as Exceptional:	0
Total Number of Reviews:	1
Total Number of Parent Requested Deferments:	0

AOB/JB:eb

MEMORANDUM

RECOMMENDATION

“THAT the Durham Catholic District School Board accept the report of the October 3, 2017 Special Education Advisory Committee meeting.”

AOB:JB:eb
Attach.



Durham Catholic District School Board

MINUTES of the **SPECIAL EDUCATION ADVISORY COMMITTEE** meeting of the Durham Catholic District School Board which was held in the North Board Room of the Catholic Education Centre, 650 Rossland Road West, in Oshawa on **Tuesday, October 3, 2017.**

Present

L. Smart
K. LeFort
J. Oldman (teleconference)
L. McInnes
A. Shields
L. Cook
Emily Van de Klippe
C. Nosseir
T. McGarry
M. LePage
J. McCafferty (teleconference)

Staff

J. Bowyer
C. Baetz
T. Esquerra
D. Mullane

With Regrets

V. Adamo

Absent

B. Cummins
M. Feeheley
C. Pegler

S.E.A.C. Representatives

B. Larson, APSSP
M. Lacy, Principal/Vice Principal Association

CALL TO ORDER

Item a.1 **Memorials and Prayer**

Chair Lynne Smart called the meeting to order at 7:31 p.m. and offered the opening prayer. She welcomed everyone to the meeting.

Item a.2 **Roll Call and Apologies**

APPROVAL OF AGENDA

Item b.1 **Changes to Printed Agenda**

None

Item b.2 **Approval of Agenda**

Motion No. SS-2017-10-03-01 Approval of Agenda

Moved by L. Cook, seconded by L. McInnes

“THAT the Special Education Advisory Committee approve the agenda of the Tuesday, October 3, 2017 meeting as printed.”

Carried

ANNOUNCEMENTS

CONSIDERATIONS OF MOTIONS

DECLARATIONS OF INTEREST

Item e.1 **Declaration of Conflict of Interest**

None

ACTIONS TO BE TAKEN

Item f.1 **Approval of Minutes of the Special Education Advisory Committee Meeting of September 12, 2017**

Motion No. SS-2017-10-03-02

Approval of Minutes

Moved by L. Cook, seconded by C. Nosseir

“THAT the Special Education Advisory Committee approve the
Minutes of the September 12, 2017 meeting as submitted.”

Carried

Item f.2 **Business Arising from the Minutes of the Special Education Advisory Committee September 12, 2017**

None

PRESENTATIONS

Item g.1 **LDAO Presentation, LD@School**

C. Perras

October is LD awareness month. Cindy Perras presented SEAC with information on LD@School, a bilingual online no cost resource pertaining to learning disabilities. This online resource has been funded by the Ministry of Education for 5 years. Cindy also briefly presented on LD@home. LD@home is intended for families and individuals with learning disabilities. A trillium grant has been applied for. At this time, there has only been a soft launch of this resource. A pdf version of the presentation will be forwarded to the Committee.

Item g.2 **Special Education in Ontario; Kindergarten to Grade 12 T. Esquerra**
Policy and Resource Guide

Teresa Esquerra, Student Services Coordinator, presented the draft Special Education in Ontario; Kindergarten to Grade 12 Policy and Resource Guide which was released in September. The Guide can be found on the Ministry website. It is a combination of old materials as well as new information. There are hyperlinks within the document that make it very user-friendly. Materials that were once only available in hard copy are now available online. There are no significant changes to regulation. The Guide will be shared with PSTs at the next meeting. The Ministry is taking feedback from all stakeholders at this time.

DELEGATIONS

None

NOTICES OF MOTIONS

None

UNFINISHED BUSINESS FROM PREVIOUS MEETINGS

Approval of Special Education Plan

Motion No. SS-2017-10-03-03 Approval of Special Education Plan

Moved by K. LeFort, seconded by M. LePage

“THAT the Special Education Advisory Committee approve the Special Education Plan.”

Carried

STAFF REPORTS**Item k.1** **Coordinator’s Report – T. Esquerra**

Once again, the Durham Catholic DSB and SEAC present Pathways to the Future...Looking Beyond Secondary School. It will take place at the Pope Francis Centre on Tuesday November, 7. Parents, students and staff are invited to drop in between 2 and 6 pm to speak with representatives from various community agencies about post-secondary services. They will learn more about recreational, employment and educational opportunities available for students with exceptional needs. From 6:15 to 7:15 pm, a member from the Ontario Disability Employment Network will make a presentation and answer questions. Please contact Lisa Coghlan (x 22128) if you have any questions. We hope to see members from SEAC at the event which will take place just prior to the monthly SEAC meeting.

Two upcoming parent workshops will be offered by DCDSB in partnership with Lake Ridge Community Support Services:

October 26th – Get Angry: A how to lesson on coping strategies for children with ASD

Parents of children with ASD often struggle with how to teach their children positive ways to cope with stress. The focus of this workshop is to provide practical strategies in order to help children cope with anger and frustration. Topics that will be covered include; teaching children to identify anger cues, recognizing anger triggers, and appropriate replacement behaviours.

Parents will participate in interactive hands-on activities and will receive resources to help support your child at home.

November 23rd – Changing Bodies....Changing Lives

This sexual education workshop assists parents to increase their awareness of ages and stages of sexual development; issues of public and private behaviour; and social relationships and personal boundaries. A variety of teaching resources will be provided to parents that attend.

Friendship Lab – a social skills and theory of mind training program for children with Autism Spectrum Disorder is beginning tonight at Sir Albert Love catholic school, and tomorrow night at St. Bernard catholic school and will run for 9 weeks. This program had great success last spring and the team is looking forward to another successful Friendship Lab!

Assistive Technology

We had a wonderful start up to the school year with students receiving their Assistive Technology equipment during the first few days of school. Program Support Teachers also received a September Start-Up Reference Package to support students with Assistive Technology. Another newsletter was sent out to PSTs in October to provide various pieces of information from supporting students with Assistive Technology with their electronic texts to sharing information from Learning Disabilities of Ontario about their upcoming workshop series.

At the September Program Support Meeting, all Program Support Departments across the system received a refurbished PC laptop to support students who are preparing to receive Assistive Technology. This was well received by Program Support Teachers and was reported that this was a good support for our students.

Secondary and Elementary Program Support Teachers are working with Kate Remiz to organize this year's 'Students with Assistive Technology Transition Trip'. (S.W.A.T.T.T.) This transition trip supports students across the system who are transitioning from Elementary School to Secondary School with their Assistive Technology. Students experience what it is like to be a student in Secondary School by participating in two secondary school classes, including a Learning Strategies course. Students participate in a One Note presentation, as well as learn how Program Support runs at the Secondary level. S.W.A.T.T.T. trips will start at the end of October and carry through all of November.

Renewed Math Strategy

Student Services spent September releasing the report on their Research Study on “School-based Professional Development Numeracy Intervention for Students with Learning Disabilities.” Under the direction of Dr. Carla Baetz, Dr. Amanda Fuentes, Psychologist with DCDSB, and Kate Remiz, Student Services Coordinator, conducted a research study on supporting students in mathematics who have a Learning Disability. The results of the Research Study will be presented at the December SEAC meeting.

Secondary Program Support Teachers are working closely with the Ultimate Potential Math Teachers, Grade 9 Applied Math Teachers, and Psychological Services to ensure a common understanding on the students’ class profiles of the students enrolled in these two courses. Educators and the psychologists will delve into understanding those students whose profile includes a Learning Disability to better understand where the students’ strengths and weaknesses lie in their psychological processes.

Item k.1 **Mental Health Leader’s Report – D. Mullane**

I wanted to remind you about the parent evening this Thursday (October 5, 2017) at Ontario Shores Centre for Mental Health Sciences – “Growing Up in a Body Obsessed Culture.” Flyers were provided at the last meeting with information and registration details. There's still time to register.

This year, our Staff Wellness Committee is focusing on the mental and physical well-being of our staff, and trying to do it in a more intentional way. One of the things we're doing is running a workshop series, which will be widely advertised to all staff. We're also looking at a board-wide campaign, which, if everything goes as planned, will be shared in the coming months.

October is a big month for mental health inservices, workshops and student events:

- Four new DECES (from St. Luke, Monsignor Philip Coffey, St. Hedwig and St. Joseph Uxbridge) will participate in training on Oct 10, 11 and 12 to deliver the Roots of Empathy program in their kindergarten classrooms.
- A new series: Supporting Minds @ School – Mental Health Literacy series will be offered as part of the Sharing of Excellence series on Oct 10, 19 and 26.
- We're also offering a 3-part Infant/Early Year webinar series, as part of Sharing of Excellence on Oct 5, with follow up sessions in November and December
- There is a MHFA session being offered on our PA days in October and November targeting EAs, occasional EAs and occasional teachers
- We're doing safeTALK training for all school secretaries on the October 20 PD Day
- Grade 7 and 8 teachers from the 9 elementary schools who are running the TAMI classroom program this year will receive training on October 24

- ASIST training is being offered in the beginning of November
- The Durham Youth Drug Awareness Committee (DYDAC) is hosting their annual student conference on October 18

Item k.3 **Superintendent's Report - J. Bowyer**

Superintendent Bowyer presented Special Education EQAO data for 2016-2017. She promised to share the Board's Numeracy Action Plan at our next SEAC.

Last month Superintendent Bowyer announced that we will be participating in an ABA pilot program that will provide significant capacity building opportunities to up to 30 of our educational assistants. Targeted 40-hour online training module for Educational Assistants designed by Board Certified Behaviour Analysts (BCBA) and based on the Behaviour Analyst Certification Board (BACB) Registered Behaviour Technician (RBT) task list.

The Ministry of Education has partnered with the Geneva Centre for Autism to design and deliver the program. Set to begin in the new year. Last week the Ministry of Education informed us that we will be able to hire a Board Certified Applied Behaviour Analyst as part of this pilot to help support the work that these Educational Assistants will be doing.

We were just informed that we received \$8000 in our Pro Grant Application. The money will be used to support the Pathways to the Future even and other parent presentations.

Yesterday was World Teacher's Day. We celebrated our system wide mass last night at Holy Family Parish. It began our celebration of the year of Service and we also had a commissioning ceremony for all of our new staff. It was also Custodian Appreciation Day. Celebrated for their special role in supporting and building community.

October is Child Abuse Prevention Month. We will be turning the Durham Catholic District School Board into a wave of purple on October 24, 2017 which is Child Abuse Prevention Day. Child Abuse Prevention Month is an event sponsored by the Ontario Association of Children's Aid Societies.

1. Policy Input – One of the roles of SEAC is to provide input on the policies affecting special education programs. At last night's Policy Board meeting, the Policy on Inclusion was brought forward with some minor changes and clarifications. I would encourage everyone to follow the steps below to view the current policies and administrative procedures and use the email address or board mailing address noted on the site, if you would like to submit your input:

1. Go to: www.dcdsb.ca
2. Click on: Our Board
3. Click on: Board Policies
4. Click on: View our draft policies and procedures for input here
5. Click on: policyinput@dcdsb.ca if you would like to submit input

Motion SS-2017-10-03-04

Approval of the Oct. 3, 2017 Verbal Coordinator,
Mental Health Leader and Superintendent Reports

Moved by K. LeFort, seconded by L. Cook

“THAT the Special Education Advisory Committee accept the verbal Coordinator, Mental Health Leader and Superintendent Reports at the October 3, 2017 Meeting.”

Carried

ASSOCIATION REPORTS

Grandview Kids – C. Nosseir

Upcoming Meetings or Conferences: Grandview will be presenting our Family Engagement strategy at the upcoming Ontario Association for Children's Rehabilitation Services Conference November 26-28.

Grandview's 3rd annual accessible Halloween event is tentatively scheduled for Oct. 30 at Clarington Central Secondary School in Bowmanville. Stay tuned to Grandview's social media channels for more info coming soon.

New Programs or Services: Paperwork Party and Binder Bootcamp Workshops: An opportunity for parents to schedule time into their evening to complete the paperwork tasks that often come with raising a child with special needs. Come together with other parents, eat snacks and network while filling out your SSAH, ACSD, Disability Tax credit

forms etc. We will help you start and/or tidy up your medical binder. Keeping the mountain of reports and paperwork organized can reduce stress, ease information sharing and keep things manageable.

Autism Ontario – C. Pegler

Autism Ontario in partnership with Kerry's Place is offering a Girl's Group for girls aged 11-15 years old. The sessions take place Mondays from 4:15pm - 6:15 pm September 25-November 6th with a \$40 cost.

Please note: An intake meeting with a Kerry's Place staff is required to determine eligibility for the program

Register using the link below.

<https://secure.kerrysplace.org/community/Programs.aspx...>

Just a reminder that all previously recorded webinars are available for viewing on our website. Some recently recorded include a 3 part series with Ed Mahony on getting the best out of the IPRC process, How to build social skills with children with ASD and Self regulation and well being. These webinars and more can be found at;

<http://www.autismontario.com/client/aso/ao.nsf/web/Autism+Ontario+Webinars>

Help Autism Ontario raise \$25,000 by walking or running at this year's Scotiabank Toronto Waterfront Marathon on October 22nd.

Be sure to use our discount codes when you register - 17AUTISMON42k for a discounted rate on the marathon or half-marathon and discount code 17AUTISMON5k for the 5k run or walk. Here's a helpful hint – you enter this code AFTER you've provided most personal information and selected the Charity Challenge!

Questions? Contact Monica Richardson by email at monicarichardson@rogers.com or by phone 416-903-6942.

DDSA – A. Shiels

2017 Special Needs Fair

October 22. 12-3 @ Heydenshore Pavilion in Whitby. Includes therapeutic, Recreational, informational and supportive services in Durham for those with Special Needs. Free event. Please forward attached poster to SEAC secretaries.

Saturday, November 4 in Brooklin. Annual Down Syndrome Awareness Walk to recognize Canadian Down Syndrome Week November 1-7. Poster will be sent out soon

Cystic Fibrosis Canada – M. LePage

Cystic Fibrosis Canada – Durham Chapter – Volunteer and Information Event
Sunday, November 12, Oshawa Golf & Curling Club @ 2:00 p.m. (?)

Sick Kids CF Family Teaching Day – Saturday, November 18 – 8:00 a.m. – 5:00 p.m.
Double Tree Hotel – 108 Chestnut Street, Toronto. Louise.taylor@sickkids.ca for more Info.

CORRESPONDENCE

None

INQUIRIES AND MISCELLANEOUS

PENDING ITEMS

None

ADJOURNMENT

The meeting adjourned at 8:44 p.m.

Motion No. SS-2017-10-03-05 Adjournment

Moved by E. Van de Klippe, seconded by L. McInnes

“THAT the Special Education Advisory Committee meeting of
October 3, 2017 adjourn.”

Carried

CLOSING PRAYER

The closing prayer was offered by L. Smart

Lynne Smart
Chair, Special Education Advisory Committee

Janine Bowyer
Superintendent of Education

Recording Secretary: Candice Cavalier



Durham Catholic District School Board

MEMORANDUM

To: Board of Trustees

From: Durham Catholic Parent Involvement Committee

Date: October 16, 2017

Re: **Durham Catholic Parent Involvement Committee
– September & October 2017**

Origin: Rosemary Leclair, Superintendent of Education – Durham Catholic Parent Involvement Committee

RECOMMENDATIONS

Moved by _____, seconded by _____

“THAT the Durham Catholic District School Board accept the written report from the Durham Catholic Parent Involvement Committee Meeting of Thursday, September 14 2017 and Thursday, October 5, 2017.”

RATIONALE

As per the attached minutes.

AOB/RL/lj



Durham Catholic District School Board

MINUTES of the **OPEN SESSION** of the **DURHAM CATHOLIC PARENT INVOLVEMENT COMMITTEE MEETING** of the Durham Catholic District School Board which was held at Catholic Education Centre, North & South Boardroom, 650 Rossland Road West, Oshawa, on **Thursday, September 14, 2017.**

Committee Members

Kim Beatty
 Melissa Bevan
 Tom Brennan
 Camilla Brown
 Theresa Corless
 Rose Lo Presti
 Melanie O'Neill
 Kamille Rambally
 Rodney Romain
 Amanda Roffey
 Josephine-Dora Spitale
 Andrea Sullivan

Regrets

Trevor Aitcheson
 Bibi Ally
 Judy Bear
 Linda Dodson Trchala
 Erin Groat
 Sofie Kehdi
 Kim Kehoe
 Hannah Kent
 Ken Lyons
 Babajide Ogundare
 Caroline Ogundare
 John Rinella
 Chris Szent-Ivany

Staff Present

Rosemary Leclair
 Lori Jones

CALL TO ORDER

Item a.1

OPENING PRAYER

Vice-Chair Rose Lo Presti opened with the Acknowledgement of Traditional Territory and M. O'Neill offered the opening prayer.

Item a.2

WELCOME AND COURTESIES

Vice-Chair Lo Presti called the meeting to order at 7:21 p.m. and welcomed all committee members to the September 14, 2017 meeting.

APPROVAL OF AGENDA

Item b.1 **APPROVAL OF AGENDA**

Motion No. DCPIC2017-09-14-01 **Approval of Agenda**

Moved by M. Bevan, seconded by J. Spitale

“THAT the Durham Catholic Parent Involvement Committee approve the September 14, 2017 Durham Catholic Parent Involvement Committee Meeting Agenda as printed.”

Carried

ANNOUNCEMENTS

Item c.1 The next Durham Catholic Parent Involvement Committee meeting will be held Thursday, October 5, 2017.

ACTIONS TO BE TAKEN

Item d.1 **APPROVAL AND SIGNING OF THE MINUTES OF THE OPEN SESSION OF THE DURHAM CATHOLIC PARENT INVOLVEMENT COMMITTEE MEETING OF May 11, 2017**

Motion No. DCPIC2017-09-14-02 **Approval of Minutes**

Moved by M. Bevan seconded by J. Spitale

“THAT the Durham Catholic Parent Involvement Committee approve the Minutes of the May 11, 2017 Durham Catholic Parent Involvement Committee Meeting.”

Carried

PRESENTATION

Item e.1 **Review of Committee Member Terms/Vacancies**

Vice-Chair Lo Presti reviewed position terms of the Committee members, in order to identify vancancies. Six vacancies were identified for the position of Parent Representative and one vacancy for the position of Community Representative. Two resignations were received. Amanda Roffey will proceed to advertise openings.

REPORTS/INFORMATION/DISCUSSION ITEMS

F.1 **Standing Items**

Item f.1.1 **CHAIR'S REPORT**

Deferred.

Item f.1.2 **TRUSTEE REPORT**

Trustee Corless thanked the Committee members for their service with a special mention to Kim Beatty and Rodney Romain for their contributions to the Committee.

She shared the date of the first Regular Board Meeting of the DCDSB to be held on September 25, 2017. All are welcome and encouraged to attend.

She shared information on the Faith in Our Future Video Contest for students in grades 4 to 12 being offered by the Ontario Catholic School Trustee Association, directing members to www.ocsta.on.ca (Media Centre tab) for further details.

Item f.1.3 **RESOURCE REPORT**

Superintendent Leclair welcomed Lori Jones, her new Sr. Administrative Assistant, who will be assisting on the DCPIC Committee.

She introduced the Board's spiritual theme of the Year of Service under the New Evangelization Plan. Staff, students and families will be encouraged to reflect on our shared commitment to serve others, as Jesus did, through a variety of activities throughout the year.

She shared information from Diane Mullane, DCDSB Mental Health Lead, promoting a Family Night on October 5, 2017 at Ontario Shores Centre for Mental Health Sciences (Growing Up in a Body Obsessed Culture) which is being presented in partnership with DCDSB.

She also shared information from James MacKinnon, DCDSB Indigenous Education Lead Consultant, who is organizing a featured speaker event for parents with Dr. Niigaan Sinclair on October 26th, 2017. Further details to be shared at the next meeting.

She offered special thanks to the members of the DCPIC for their service and dedication last year, making special mention of Karolina Baker for her contributions to the committee.

Item f.1.4 **PRO GRANT SUB-COMMITTEE REPORT**

Deferred

Item f.1.5 COMMUNICATIONS SUB-COMMITTEE REPORT

Kim Beatty provided an update on plans for the DCPIC Newsletter during the 2017/18 academic year. Members were encouraged to submit content for the Fall edition prior to September 22nd, 2017. The scope of the newsletter will be based on feedback from the DCPIC year-end survey (June 2017), and content areas identified as important to parents. A Fall, Winter and Spring edition will be prepared over the course of the year.

Social media account management was discussed as the sub-committee begins planning for a new year.

Item f.1.6 SCHOOL COUNCIL OUTREACH SUB-COMMITTEE REPORT

Melissa Bevan provided an update on the annual Commissioning Mass/Orientation for Catholic School Council Chairs being held on October 25, 2017 at 8:30 am at the Pope Francis Conference Centre.

The newly revised DCPIC Handbook for CSC Chairs will be shared. The committee discussed opportunities for DCPIC members to provide an orientation through the sharing of this resource.

Item f.1.7 FAITH FORMATION SUBCOMMITTEE REPORT

Melanie O'Neill provided information on proposed activities to support faith formation throughout the upcoming year, including an Lenten Family Craft Night, A Family Movie Night and a learning session with Dr. Josephine Lombardi. The committee expressed support to move forward in the next stages of planning for these proposed events, with details to follow.

Item f.1.8 POLICY SUBCOMMITTEE REPORT

Deferred

Item f.1.9 BUDGET SUBCOMMITTEE REPORT

Deferred

ADJOURNMENT

The DCPIC meeting adjourned at 8:08 p.m. M. O'Neill offered the closing prayer.

Motion No. DCPIC2017-09-14-03

Adjournment

Moved by K. Beatty, seconded by T. Brennan.

“THAT the Durham Catholic Parent Involvement Committee meeting of
Thursday, September 14, 2017, adjourn.”

Carried

Linda Dodson-Trchala
Chair, Durham Catholic Parent
Involvement Committee

Rosemary Leclair
Superintendent of Education

Recording Secretary: Lori Jones



Durham Catholic District School Board

MINUTES of the **OPEN SESSION** of the **DURHAM CATHOLIC PARENT INVOLVEMENT COMMITTEE MEETING** of the Durham Catholic District School Board which was held at Catholic Education Centre, North & South Boardroom, 650 Rossland Road West, Oshawa, on **Thursday, October 5, 2017.**

Committee Members

Trevor Aitcheson
 Kim Beatty
 Melissa Bevan
 Tom Brennan
 Theresa Corless
 Linda Dodson Trchala
 Erin Groat
 Babajide Ogundare
 Caroline Ogundare
 Rose Lo Presti
 Melanie O'Neill
 Amanda Roffey
 Josephine-Dora Spitale
 Chris Szent-Ivany

Regrets

Bibi Ally
 Judy Bear
 Camilla Brown
 Hannah Kent
 Ken Lyons
 Kamille Rambally
 John Rinella
 Andrea Sullivan

Staff Present

Rosemary Leclair
 Lori Jones

CALL TO ORDER

Item a.1

OPENING PRAYER

Vice-Chair Rose Lo Presti opened with the Acknowledgement of Traditional Territory and M. O'Neill offered the Opening Prayer.

Item a.2

WELCOME AND COURTESIES

Chair Dodson-Trchala called the meeting to order at 7:21 p.m. and welcomed all committee members to the October 5, 2017 meeting.

APPROVAL OF AGENDA

Item b.1 **APPROVAL OF AGENDA**

Motion No. DCPIC2017-10-05-01 **Approval of Agenda**

Moved by M. Bevan, seconded by T. Brennan

“THAT the Durham Catholic Parent Involvement Committee approve the October 5, 2017 Durham Catholic Parent Involvement Committee Meeting Agenda as printed.”

Carried

ANNOUNCEMENTS

Item c.1 The next Durham Catholic Parent Involvement Committee meeting will be held Thursday, November 9, 2017.

ACTIONS TO BE TAKEN

Item d.1 **APPROVAL AND SIGNING OF THE MINUTES OF THE OPEN SESSION OF THE DURHAM CATHOLIC PARENT INVOLVEMENT COMMITTEE MEETING OF September 14, 2017**

Motion No. DCPIC2017-10-05-02 **Approval of Minutes**

Moved by C. Szent-Ivany seconded by K. Beatty

“THAT the Durham Catholic Parent Involvement Committee approve the Minutes of the September 14, 2017 Durham Catholic Parent Involvement Committee Meeting.”

Item d.2 **ELECTION/SELECTION OF PARENT AND COMMUNITY REPRESENTATIVES**

Superintendent Leclair reviewed the vacancies for the position of Parent Representative and conducted a call for nominations. The following members were acclaimed to the position of Parent Representative for a two-year term commencing October 2017 to October 2019: Adedoyine Adesemowo, Candice Belmontes, Nancy Henry, Natalie John, and Cynthia Scott.

Melanie O'Neill and Tom Brennan were congratulated on their appointment to the position of Community Representative for a one-year term commencing October 2017 to October 2018.

PRESENTATION

Item e.1 **Planning for Annual Commissioning Mass and Orientation October 25, 2017**

Melissa Bevan provided background information to new members on the role of the Durham Catholic Parent Involvement Committee in providing support and resource to local Catholic School Councils. A review of the plans to date in preparation for the upcoming Commissioning Mass and Orientation Session for Principals and Catholic School Council Chairs was presented. A general overview of the planned Agenda was provided, as well as an overview of the content of the new Catholic School Council Handbook which is being printed for the schools. Members of the DCPIC were encouraged to attend the session.

REPORTS/INFORMATION/DISCUSSION ITEMS

F.1 **Standing Items**

Item f.1.1 **CHAIR'S REPORT**

Chair Dodson-Trachala shared an update from the Ontario Association of Parents in Catholic Education (O.A.P.C.E.). O.A.P.C.E. is hosting a Conference entitled Mental Wellness: Developing Your God-Given Potential on Friday, October 13, 2017 and Saturday, October 14, 2017. O.A.P.C.E. is sponsoring up to ten parents wishing to attend the Conference. Chair Dodson-Trachala also shared information about the People for Education Annual Conference entitled Making Connections 2017 on Saturday, November 11, 2017. The featured speaker will be Dr. Jean Clinton. DCPIC members were encouraged to participate.

Chair Dodson-Trachala expressed appreciation for Kim Beatty, thanking her for her years of service in the role of Community Rep.

Item f.1.2 **TRUSTEE REPORT**

Trustee Corless reported via teleconference, providing information following the October Policy Meeting of the Board of Trustees. She shared that the Board of Trustees recently approved Administrative Procedure 610-2 *Appropriate Dress for Pupils*, which outlines the procedures Catholic School Councils will follow in reviewing school Dress Codes. She encouraged members of the DCPIC to continue to provide valuable feedback on policy development through the input process outlined on the Board website at dcdb.ca.

She reiterated that all parents are welcome to attend any Board Meetings and shared the date of the next Regular Board Meeting on October 23, 2017.

Item f.1.3 RESOURCE REPORT

Superintendent Leclair welcomed all new and returning members to the committee and thanked them for their commitment to promoting parent engagement and their strong support for Catholic education.

Superintendent Leclair shared an update on the activities in the Board and in the schools to promote the Year of Service. She mentioned that our focus on a Board-wide spiritual theme, through the three-year New Evangelization Plan, has been impactful. Through the course of this year she would be seeking the input of the DCPIC on the development of the next three-year plan for the system.

Superintendent Leclair shared an invitation to all members of the DCPIC to attend a workshop hosted by the Indigenous Education Department on October 26, 2017 beginning at 6:30 pm. at Notre Dame CSS. The Board is pleased to welcome Niigaan Sinclair, Associate Professor from the University of Manitoba, who will speak to the question, "What does Reconciliation look like?". The registration link has been posted on the Board website banner. All are welcome.

Item f.1.4 PRO GRANT SUB-COMMITTEE REPORT

Josephine Dora-Spitale shared the Ministry of Education has awarded the DCPIC a PRO-Grant in the amount of \$12,500. In addition to our Regional Grant, 33 schools have been awarded PRO-Grants for a total of \$32,532. Implementation of the PRO-Grant priorities including the creation of a digital storybook (celebrating the diversity of the families in the Durham Catholic District School Board), a Math Café for Parents on November 22, 2017, and possible Spring Symposium are being planned.

Item f.1.5 COMMUNICATIONS SUB-COMMITTEE REPORT

Kim Beatty provided an update that the DCPIC Fall Newsletter was almost at completion. Candice Belmontes-Deonarayan will step into the role of Chair of the Communications Sub-Committee.

Item f.1.6 SCHOOL COUNCIL OUTREACH SUB-COMMITTEE REPORT

Information as shared in **Item e.1.**

Item f.1.7 FAITH FORMATION SUBCOMMITTEE REPORT

Melanie O'Neill provided update on a proposed Advent Family Movie at the Landmark Theatre in Whitby. She sought consensus from the committee on moving forward with

this planned event, with the majority of the committee in favour. Lori Jones will secure the theatre booking with a guarantee of a minimum of 150 seats.

Item f.1.8 **POLICY SUBCOMITTEE REPORT**

Josephine Dora-Spitale explained the mandate of the Policy Subcommittee and invited members interested in joining to contact her.

Item f.1.9 **BUDGET SUBCOMMITTEE REPORT**

Rose LoPresti provided a summary of the final reconciliation of funds at year-end and provided the committee with an opening balance in the amount of \$44,516.20.

ADJOURNMENT

The DCPIC meeting adjourned at 9:10 p.m. C. Szent-Ivany offered the closing prayer.

Motion No. DCPIC2017-10-05-03 **Adjournment**

Moved by everyone.

“THAT the Durham Catholic Parent Involvement Committee meeting of
Thursday, September 14, 2017, adjourn.”

Carried

Linda Dodson-Trchala
Chair, Durham Catholic Parent
Involvement Committee

Rosemary Leclair
Superintendent of Education

Recording Secretary: Lori Jones



Durham Catholic District School Board

MEMORANDUM

To: Board of Trustees

From: Anne O'Brien, Director of Education

Date: October 23, 2017

Subject: **Finance Committee Minutes – October 16, 2017**

Origin: Ryan Putnam, Superintendent of Business & CFO

RECOMMENDATION:

Moved by _____, seconded by _____

“THAT the Durham Catholic District School Board receive and file the minutes of the October 16, 2017 Finance Committee meeting.”

RATIONALE:

See attached.

AOB:RP:cc
Attachment



Durham Catholic District School Board

MINUTES of the **OPEN SESSION** of the **FINANCE COMMITTEE** meeting which was held at the Catholic Education Centre on Monday, October 16, 2017.

Committee Members

T. Corless (Chair)
M. Forster (Vice-Chair)
J. McCafferty
J. Rinella

Staff

R. Putnam

Regrets

A. CALL TO ORDER

Chair Corless called the meeting to order at 7:06 p.m.

a.1 Memorials and Prayers

T. Corless offered the opening prayer.

a.2 Roll Call and Apologies

Noted above.

B. APPROVAL OF AGENDA

b.1 Changes to the Printed Agenda

None.

b.2 Approval of Agenda

Motion No. FC-2017-10-16-01

Approval of Agenda

Moved by J. McCafferty, seconded by M. Forster

“THAT the Finance Committee approve the October 16, 2017 agenda.”

Carried

C. ANNOUNCEMENTS

None.

D. NOTICE OF MOTIONS

None.

E. DECLARATIONS OF INTEREST

None.

F. ACTIONS TO BE TAKEN

f.1 Approval and Signing of Minutes of the June 5, 2017 Finance Committee Meeting

Motion No. FC-2017-10-16-02

Approval of Minutes

Moved by J. McCafferty, seconded by J. Rinella

“THAT the Finance Committee approve the minutes of the June 5, 2017 Finance Committee meeting.”

Carried

f.2 Business Arising from Minutes of the June 5, 2017 Finance Committee Meeting

None.

G. PRESENTATIONS

None.

H. REPORTS/DISCUSSION ITEMS

h.1 Enrolment and Staffing Update

Superintendent Putnam provided the Finance Committee with an update with respect to September enrolment numbers and the related staffing complement required to comply with current class size legislation. It was noted that the increase in enrolment subsequent to passing the budget in June was sufficient to offset the cost of the additional teachers required to maintain class size compliance. No additional ECEs were required based on class sizes. In addition, Superintendent Putnam highlighted that the Board realized a net overall increase in enrolment for the second consecutive year.

Motion No. FC-2017-10-16-03

Staffing and Enrolment Update

Moved by J. McCafferty, seconded by M. Forster

“THAT the Finance Committee receive as information the Enrolment and Staffing Update as at October 16, 2017.”

Carried

h.2 Operating Budget Factors

Superintendent Putnam reviewed potential cost pressures with regards to the current and future operating budgets. Such factors include employee benefits, actuarial liabilities, utilities costs and student transportation. Staff will continue to monitor the foregoing in relation to year end results, current year adjustments and cost pressures to be addressed in future budgets.

Motion No. FC-2017-10-16-04

Operating Budget Factors

Moved by J. McCafferty, seconded by M. Forster

“THAT the Finance Committee receive as information an overview of potential operating budget factors which may impact the current and/or upcoming budget.”

Carried

h.3 Strategic Directions

Superintendent Putnam indicated that the 2017/2018 Board Improvement Plan will be provided to the Board of Trustees at the upcoming October 23, 2017 Board meeting. He further noted that two areas of focus for the upcoming year are in the areas of Equity and Technology in addition to the emphasis on Numeracy. It was requested that Superintendent Bowyer attend a future Finance Committee meeting to provide an overview of the Poverty Strategy with a focus on current and anticipated resource requirements. Staff will also provide an overview of the multi-year Technology Enhancement and Equalization Strategy at a future Finance Committee meeting.

Motion No. FC-2017-10-16-05

Strategic Directions

Moved by J. Rinella, seconded by J. McCafferty

“THAT the Finance Committee receive as information the Strategic Directions discussion on October 16, 2017.”

Carried

h.4 Budget Process

Finance Committee meetings have been scheduled for the 17/18 school year as follows: December 11, January 15, February 12, April 9, May 14 and June 4. Superintendent Putnam reviewed the intended purpose of each meeting. Chair Corless suggested that future topics align with the Board Improvement Plan and could be finalized with the 2018 Finance Committee members following Board elections and committee appointments in December 2017.

Motion No. FC-2017-10-16-06

Budget Process

Moved by J. McCafferty, seconded by J. Rinella

“THAT the Finance Committee receive as information the Budget Process discussion on October 16, 2017.”

Carried

I. ADJOURNMENT 8:12 p.m.

Motion No. FC-2017-10-16-07

Adjournment

Moved by J. Rinella, seconded by M. Forster

“THAT the October 16, 2017 meeting of the Finance Committee be adjourned.”

Carried

J. CLOSING PRAYER

Closing prayer was offered by M. Forster

Theresa Corless, Chair

R. Putnam, Resource

FUTURE MEETING DATES:

Monday, December 11, 2017; Monday, January 15, 2018; Monday, February 12, 2018;
Monday, April 9, 2018; Monday, May 14, 2018; Monday, June 4, 2018

Recording Secretary: C. Cavalier



Durham Catholic District School Board

MEMORANDUM

To: Board of Trustees

From: Anne O'Brien, Director of Education

Date: October 23, 2017

Subject: **EQAO Primary & Junior Assessment of Reading, Writing and Mathematics and Grade 9 Math – OSSLT - 2016**

Origin: G. O'Reilly, Superintendent of Education – Student Achievement

RECOMMENDATION

Moved by _____, seconded by _____

<p>“THAT the Durham Catholic District School Board receive and file the verbal report with respect to the EQAO Primary & Junior Assessment of Reading, Writing and Mathematics and Grade 9 Math – OSSLT- 2016”.</p>

BACKGROUND

The latest results from Education Quality and Accountability Office (EQAO) and Ontario Secondary School Literacy Test (OSSLT) show continued gains for Durham Catholic District School Board students in the areas of Math, Reading and Writing.

In 2017, a total of 1180 Grade 3 students wrote the Primary assessment and 1511 Grade 6 students wrote the Junior EQAO assessment.

At the secondary level, 99 per cent of the 1081 students enrolled in Grade 9 academic math and 99 per cent of the 367 students enrolled in Grade 9 applied math participated in the EQAO testing.

A total of 1570 eligible Grade 10 students participated in the one-day Ontario Secondary School Literacy Test (OSSLT) focused on key skills in reading and writing.

Below are the Board and provincial averages for each area of testing.

EQAO Test	Board Average	Provincial Average
Grade 3 Reading	77%	74%
Grade 3 Writing	80%	73%
Grade 3 Math	67%	62%
Grade 6 Reading	87%	81%
Grade 6 Writing	87%	79%
Grade 6 Math	52%	50%
Grade 9 Math (Academic)	79%	83%
Grade 9 Math (Applied)	39%	44%
Grade 10 Literacy Assessment	80%	81%

AOB/GOR:pjr



Durham Catholic District School Board

MEMORANDUM

To: Board of Trustees

From: Anne O'Brien, Director of Education

Date: October 23, 2017

Subject: **Unnamed North Oshawa Catholic Elementary School
Facility Report**

Origin: Bob Camozzi, Superintendent of Education, Facilities Services
Lewis Morgulis, Manager of Planning, Admissions & Partnerships

RECOMMENDATIONS

Moved by _____, seconded by _____

"THAT the Durham Catholic District School Board receive as information the Unnamed North Oshawa Catholic Elementary School Facility Report dated October 23, 2017."

RATIONALE

In July 2016 the Durham Catholic District School Board submitted a funding request to the Ministry of Education to create a new North Oshawa Catholic Elementary school to serve 412 students. This new school was also to include a Child Care centre with capacity for 73 children and a Family Centre. On November 16, 2016 The Ministry granted funding to create this new school on the school site located on the East side of Bridle Road, north of Britannia Road in the City of Oshawa.

In January 2017 the Board issued a Request for Expression of Interest to its architects to design the Unnamed North Oshawa Catholic School. The firm of Moffett and Duncan Architects was selected to undertake the design of the project on the site and began work in February 2017.

Board staff reviewed recent school designs prepared by the firm, and visited several recently constructed elementary schools including St. John Paul II CS in Brooklin to develop the program and the basic design elements for the school. The attached facility report prepared by the architect addresses the following:

To: Board of Trustees

Page 2 of 2

Re: **Unnamed North Oshawa Catholic Elementary School Facility Report**

Date: October 23, 2017

- The ability to create a street presence for the building which creates a strong Catholic identity;
- The location of the school building, outdoor play spaces, parking areas and the adjacent park;
- Provision of access to pick up and drop off students at the school for child care, the main entrance and the family centre;
- The distribution of rooms and functions on each floor of the two storey school;

Project Timelines

The Unnamed North Oshawa Catholic Elementary School project remains on track for a September 2019 opening. Between now and the opening date the Board has several steps to undertake including the following:

- The architect must submit the site plan to the City of Oshawa for review and approval a number of agencies;
- The project must be reviewed by a third party cost consultant in accordance with Ministry of Education requirements;
- The working drawings are underway so that the Board will be able to tender the project in January 2018;
- Once tenders are received the Board will need an approval to proceed letter from the Ministry of Education;
- Once this letter is in place, the General contractor will commence construction in the spring of 2018;

NEXT STEPS

Staff will continue to provide updates with respect to this project on an ongoing basis

FACILITIES REPORT

UNNAMED NORTH OSHAWA CATHOLIC ELEMENTARY SCHOOL 2465 Bridle Road South, Oshawa, Ontario



MOFFET & DUNCAN ARCHITECTS INC.

October, 2017

UNNAMED NORTH OSHAWA CATHOLIC ELEMENTARY SCHOOL
for
DURHAM CATHOLIC DISTRICT SCHOOL BOARD

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**UNNAMED NORTH OSHAWA CATHOLIC ELEMENTARY SCHOOL
for
DURHAM CATHOLIC DISTRICT SCHOOL BOARD**

PART A - BUILDING / SITE AREA

1. GROSS FLOOR AREA:

- .1 Total GFA: 5502.9 square metres (59,233 square feet)
- .1 Ground Floor GFA: 3437.7 square metres
- .2 Second Floor GFA: 2065.2 square metres

2. SITE AREA: 2.439 hectares (6.026 Acres)

PART B - GENERAL DESCRIPTION

1. PROJECT DESCRIPTION

- .1 Two storey elementary school with child care. Building area is 5502.9 square metres (59,233 square feet). The school is classified as a Type A2 Assembly Occupancy in accordance with the Ontario Building Code and is required to be constructed of non combustible construction facing one street for fire fighting access and must be sprinklered.

2. PROGRAMME DESCRIPTION

- .1 The school Instruction Space includes 4 Kindergartens, a Special Education Classroom, an Art Classroom, a Science Classroom, an Instrumental Music Room, a Resource Room and 11 Regular Classrooms. There are two shared resource spaces; an informal learning space, with a computer area, and a "maker space" for creative projects. In addition to the academic rooms, there is a double Gym and a Library/Learning Commons.
- .2 The Community Use components include a Child Care facility and a Community Hub space. The Child Care has 2 preschool rooms, a toddler room and an infant room. The Community Hub includes a kitchen at the north side and incorporates a folding partition which will close off the south end as a separate meeting room. The meeting room would accommodate 60 people and can be accessed directly from the main entrance lobby.
- .3 The Gymnasium, Community Hub, and main entrance foyer can be secured from the Academic wing for weekend and evening use.
- .4 The Child Care can be secured from the remainder of the school during the summer months.

3. CATHOLICITY

- .1 The cross will be incorporated into the front facade of the Community Hub, in glass block, reflecting the Catholic faith both outward to the community and inside the meeting room, illuminated by natural light inside during the day and glowing outside when the interior is lit at night.
- .2 The design of the meeting room in the Community Hub will allow it to also be used by the school and the community as a worship space. The room is designed to accommodate 60 people but the folding partition at the rear of the room will open it up to the Community Hub to accommodate more than twice that number.

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4. ZONING AND URBAN DESIGN GUIDELINES

- .1 The school lies within a CIN (Community Institutional) zone and is in compliance with the City of Oshawa Zoning By-Law for this property which limits the height to 12.0 metres and requires a minimum 6.0 metre frontyard setback and 3.6m metre interior sideyard setbacks for a 2 storey building.
- .2 Municipal urban design guidelines require reference to Windfields Farm Heritage, so the aim is to integrate Farm Heritage themed elements in design of the site and building. Examples of site elements include: barn type wood wall around the transformer; wood farm fencing and gates; stone pillars; and a Windfields heritage inspired exterior sign.

5. SITE DESCRIPTION

- .1 The site is located on 6.026 acres of land at 2465 Bridle Road South in the City of Oshawa, within a new subdivision. The proposed site is on the east side of the street and is bordered to the north by a new municipal park, Gulfstream Park. The park contains a soccer field and playground equipment, and is connected by pedestrian links to the City's recreational trail system.

6. STUDENT AND VEHICULAR ACCESS AND PARKING

- .1 Students coming from the north may enter the site via a concrete sidewalk on the north side of the exit driveway leading to the asphalt play area or via asphalt walkways through the park connecting to the asphalt play area. Students from the east may enter the site via asphalt paved pass-throughs between houses connecting either through the park or directly connected to the asphalt play area. Students from the south will enter the site via a concrete walkway system, including a marked crosswalk at the driveway, leading to the asphalt play area.
- .2 Bus and car drop off and pick up areas have been separated. The bus drop off is at the front of the school where visitor parking is also provided. A separate car drop off located on the south side of the site offers safe drop off adjacent to a concrete sidewalk and the Kindergarten and Child Care play areas.
- .3 There are a total of 83 parking spaces including four barrier-free parking spaces. 24 standard spaces and two barrier-free spaces are allocated to visitors at the front of the school. 55 standard spaces and two barrier-free spaces are provided for Staff parking and short term visitor parking, for Kindergarten and Child Care drop off, on the south side of the school.
- .4 Discussions have taken place with the City of Oshawa regarding a joint use agreement with the Board to allow Community Hub users to park in the community parking lot in the park to the north of the school.

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7. OUTDOOR PLAY AREAS

- .1 Outdoor play areas include an asphalt play area and two mini soccer fields. The play areas are safely fenced off from adjacent residential properties and vehicular areas and are away from the street. The property line adjacent to the park will remain unfenced and two asphalt walkway connections will be provided to the existing park pathways.
- .2 Separate, fenced off, asphalt and soft surface play areas are provided for Kindergartens and Child Care.

8. LANDSCAPING

- .1 A landscaped area at the main entrance of the school has been provided, with boulder seating and a planter with a shade tree and decorative planting.
- .2 A 3m landscape and tree planting strip wraps around the exterior play areas, separating them from the drop-off sidewalk and driveways and acts as a buffer from the parking/drop off area and shade the play areas from the sun at both southern and western exposures.
- .3 Trees in planters are incorporated into a patio area in front of the Community Hub, providing a shaded area in summer afternoons and evenings.
- .4 A row of coniferous trees will be planted along the southmost edge of the parking area, in front of a wooden fence which will shield neighbours from the glare of headlights.
- .5 Trees will be planted at the perimeter of the site. This will offer shaded areas for students and staff, and provide visual appeal to the school grounds.
- .6 Wooden fences with decorative elements are proposed in several locations to reflect the Windfields Farm imagery required by the City of Oshawa's urban design guidelines for the Windfields community.

9. BUILDING LAYOUT

- .1 The building layout provides a clarity between the "public side" and "academic side". The splayed building footprint maximizes outdoor play area and visually opens up the area for passive surveillance and monitoring.
- .2 The interior of the school has been designed so that the main access to both wings can be viewed from the main office. The academic wing is a simple double loaded corridor, on both floors, which allows for ease of supervision.

10. SUSTAINABILITY

- .1 The proposed school has been designed for maximum daylighting. All classrooms and specialty rooms, including the Gymnasium, have been designed with natural light. Interior rooms on the second floor will have tubular skylights for daylighting.
- .2 The interior colours have not been selected, however the intent is to provide light colours which will reflect natural daylight and use a limited palette of bright colours as accents where appropriate.

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- .3 Materials used in the building will be selected for sustainability and environmentally friendly characteristics.
 - .1 Indoor air quality will be a prime consideration; paint will be low VOC emitting products; wood products will be without added urea formaldehyde; adhesives will be formaldehyde free.
 - .2 A moisture vapour reduction admixture will be used in concrete slabs-on-grade to stop moisture migration from the slab and reduce the risk of mould and bacteria growth. Additionally, it will accelerate the slab curing time and permit the use of low VOC, water based adhesives for application of flooring.
 - .3 Materials will be selected for durability, which is an essential component of sustainability, reducing not only the cost but the environmental impact of replacement materials and work.
 - .4 Windows will have a low emissivity coating on the second surface to minimize the amount of ultraviolet and infrared energy entering the building, while also reducing heat loss from the building in winter months.
 - .5 The roof surface will be white aggregate, with a high solar reflectance, to decrease heat gain in the building.
- .4 The HVAC system is designed to maintain good indoor air quality.
- .5 The roof structure is designed to accommodate a potential future photovoltaic solar panel system.
- .6 The site design includes a space allocated to a future outdoor classroom.

11. FUTURE ADDITION

- .1 Future expansion would occur at the east end of the Academic wing. A future eight classroom addition is outlined on the site plan.
- .2 A location for six portables for interim growth has been provided at the north side of the play area, adjacent to the gym.

PART C - OUTLINE SPECIFICATION

1. STRUCTURE - GENERAL

- .1 Assuming the soils conditions are satisfactory, the building will be constructed with load bearing concrete block walls on concrete block foundation wall construction and poured footings. Non-load bearing walls will be constructed of lightweight concrete block. Refer to Part D, below, for further discussion of building structure.

2. EXTERIOR WALL ASSEMBLIES / CLADDING

- .1 The exterior walls will be cavity wall construction, consisting of structural concrete block, air/vapour barrier, 114mm of mineral wool insulation (R-19.35), air space, and cladding in a combination of brick, steel siding, and aluminum panels. Brick will be the primary cladding, and siding will be provided in some locations around upper levels. Aluminum panels are proposed at a curved wall adjacent to the main entrance, the south face of the Community Hub.

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- .2 Exterior colours have not been finalized, however, to address municipal urban design guidelines some reference to the Windfields Farm imagery will be incorporated into building elevations. This suggests a buff or cream masonry colour scheme.

3. FLOOR / ROOF

- .1 The ground floor will be constructed as a 125mm thick reinforced concrete slab on grade with perimeter insulation to maintain a thermal break to the interior. The concrete will incorporate a moisture vapour reduction admixture which will make the cured concrete impervious to water, strengthening it and protecting the internal steel reinforcing, protecting the floor finishes from moisture, and speeding the curing process.
- .2 The second floor and roof structure in the academic wing will be precast concrete hollow core planks with a 50mm concrete topping. The low roof over the main foyer will also have a hollow core plank roof structure. The roof structure at the Gymnasium and Community Hub wing will consist of acoustic steel deck over OWSJ's.
- .3 The roofs of both wings will be built-up bituminous roofing, consisting of an organic membrane and four glass plies over 140mm thickness of polyisocyanurate insulation, applied in two layers and with an insulation value of R-31, over an air/vapour barrier. Roof ballast will be white calcite aggregate.

4. FIRE SAFETY

- .1 The roof and floor structures will be protected with a sprinkler system.
- .2 Large beams will be spray fireproofed, or otherwise fire protected, as required by code.

5. WINDOW / DOOR OPENINGS

- .1 Exterior windows shall have aluminum frames with double glazed low E high performance glass. Accent colour glass will be provided in special locations such as the Library.
- .2 Exterior doors and frames will be heavy duty 16 gauge. Interior doors and frames in high traffic areas (gymnasium, Community Hub, stairwells, corridors and utility rooms) will also be heavy duty 16 gauge hollow metal. Classroom doors will be plastic laminate veneered doors. All door hardware will be equipped with lever handles and 50% of exterior doors will be equipped with barrier free operators in compliance with the Ontario Building Code.

6. FINISHES

- .1 The ground floor corridors, kitchens, and all washrooms will be finished with porcelain tile. Community Hub, offices, Classrooms and second floor corridors will be finished with vinyl composite tile. The Gymnasium and Kindergarten classrooms will be finished with cushioned vinyl flooring. Rubber flooring will be used on stair treads/risers and intermediate landings.
- .2 Walls will be painted with low VOC paints; high gloss finish where scrubability is required, such as washrooms and kitchens, and semi gloss finish elsewhere, including corridors and classrooms. Ceramic tile will be provided in limited areas on the washroom walls. Acoustic block will be used for sections of the gymnasium walls.

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- .3 Ceilings will generally be finished with suspended acoustic tile except in accent areas where gypsum board will be provided. The Gymnasium and Community Hub ceilings will be exposed painted acoustic deck.
- .4 Millwork will be constructed with "green" particle board cores and adhesives, with melamine finish. Countertops will be plastic laminate finished.
- .5 Washroom toilet partitions will be solid phenolic.

PART D - STRUCTURAL DESIGN CONCEPT

1. GENERAL

- .1 The following is a description of Structural Systems proposed for the above noted project, Unnamed North Oshawa Catholic Elementary School. Structural Systems indicated are selected on the base of cost, functional and loading requirements, as well as structural efficiency and durability.

2. SOIL CONDITIONS

- .1 A Geotechnical Investigation has been commissioned and a report is expected shortly. The report provided by Geotechnical engineers will be required to determine the best suited foundation system for the building as well as to determine required lateral loads for earthquake analyses.

3. STRUCTURAL PLANNING

- .1 The proposed building is a two story school without basement. Structural Systems selected must fulfill a wide range of requirements – various design loadings for different areas of floors and roofs including drift snow allowances, fire ratings and sound attenuation requirements. Due to the proposed building shape we require an expansion joint through the building to separate the different wings. We propose that the expansion joint be located between the Entrance Foyer and the Gymnasium wing.

4. DESIGN LOADS

- .1 Live/Snow Loads:
 - .1 Roof Snow Load: 2.24kN/m^2 plus drift snow as per the Ontario Building Code 2012; The snow load will be multiplied with Importance factor "high".
 - .2 Floor Live Load: $2.40\text{kN/m}^2 + 1.0\text{kN/m}^2$ partition allowance for classrooms 4.80kN/m^2 for corridors, stairs, storage, service and all assembly areas throughout the building.
 - .3 Mechanical Rooms: 7.20kN/m^2
- .2 Dead Loads: To be determined for each area with consideration of the selfweight of the structure, finishes, ceilings, partitions, mechanical and electrical installations, etc.

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- .3 Lateral Loads: The structure will be designed to meet the requirements of O.B.C. 2012, incl. Importance factor is "high".
- .4 Wind: Primary structure will be designed on a return period of 1 in 50 years with allowance for shape, height and gust effects.
- .5 Seismic: Designed for requirements of Ontario Building Code 2012, based on Site Classification indicated in the required Geotechnical Report.

5. STRUCTURAL MATERIALS AND STANDARDS

- .1 Compliance with the Ontario Building Code 2012
- .2 Concrete: latest addition of CAN3-A23.1, CAN3-A23.2 and CAN3-A23.3.
- .3 Reinforcing Steel: Grade 400 in accordance with CSA Standard G30.12
- .4 Structural Steel and Steel Joists:
 - .1 Structural Sections – G40.21M Grade 350W
 - .2 Hollow Sections - G40.21M Grade 350W Class H
 - .3 To comply with latest addition and Supplements of CAN3-S16.1, CAN3-S136 and all required Codes for connections, cleaning and painting.
- .5 Steel Deck: CSSBI 101 Grade A
- .6 Masonry:
 - .1 All structural masonry walls shall be constructed as "engineered masonry" in accordance with CSA Standard S304.1.
 - .2 Based on the earthquake parameters, Site Classification, usually identified in the Soil Report we will establish Hazard Index. It is highly possible for this site that the Hazard Index will be higher than 0.35 and all masonry walls including masonry partitions will have to be reinforced to comply with the requirements of CSA Standard S304.1.

6. STRUCTURAL SYSTEMS

- .1 Horizontal Structural System:
 - .1 The proposed roof over the classroom wing of the building is a flat roof with slight slope for water drainage. The roof structure will be framed using precast slabs supported on exterior and corridor masonry walls or steel beams where required.
 - .2 The Roof over the Gym wing and the building link will be framed using steel joists or beams/purlins and 38mm steel deck spanning perpendicular to the supporting joists or beams. Steel deck in the Gym and the Learning Commons area shall be acoustic deck. The joists/purlins spacing will vary to accommodate all required loads including the drift snow where applicable.
- .2 Vertical Load Carrying System:
 - .1 The roof and floor structure described above will be supported on a system of load bearing reinforced masonry walls, in some instances steel columns with beams depending on the walls available and loads produced by the structure.

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- .3 Lateral Load Resisting System:
 - .1 The selected exterior and interior masonry walls will be designed to resist all required lateral forces from wind and earthquake. Masonry walls will be reinforced and filled solid where required.
- .4 Foundations:
 - .1 At this point of design we do not have any information about Site soil conditions; the Geotechnical Report is not available and therefore it is impossible to accurately establish the foundation system.
 - .2 As long as the site soil conditions do not require deep foundation system (caissons, piles, raft etc) we can assume that the proposed building will be supported on masonry foundation walls with concrete strip footings and spread footings where steel columns or masonry piers are utilized. Thickness of foundation walls shall generally match thickness of cavity walls or masonry walls above. Footing depth and width will vary depending on available soil pressure, finished grade, and buried mechanical services, finished floor elevations and loads imposed.
 - .3 Exterior footings shall be placed min. 1200mm below finished grade.

PART E - MECHANICAL DESIGN BRIEF

1. GENERAL

- .1 The mechanical design will comply with the requirements of OBC, NFPA, ASHRAE Standard 90.1-2013 (Energy Efficient Design of New Buildings Except New Low Rise Residential Buildings), ASHRAE Standard 62-2013 (Ventilation for Acceptable Indoor Air Quality) and any Durham Catholic District School Board (DCDSB) design standards.

2. HEATING, VENTILATION & AIR CONDITIONING

- .1 Design Criteria:
 - .1 Mechanical systems will be based on climate conditions outlined in the OBC, designed to good engineering practice to achieve indoor conditions of 22°C/30% RH in winter and 24°C/50% RH in summer.
 - .2 All occupied areas will be provided with individually controlled heating/cooling/ventilation systems. Vestibules will be heated only. Washrooms, change rooms, mechanical, electrical and service rooms, loading areas, etc. will be heated/ventilated only.
- .2 Heating:
 - .1 A central boiler plant will be the heat source for the entire facility. The plant will comprise two gas-fired heating water boilers with a pumped heating loop. Each boiler will have 90% thermal efficiency, condensing cast iron type (equal to PK boilers) sized at approximately 60% of total building load and equipped with a forced-draft burner. Burners will utilize linkage-less modulating control. Staged control to be provided in lieu of linkage-less modulating control. PK and Buderus boilers are acceptable.
 - .2 All heating elements will be supplied with hot water from the heating water loop. The heating water loop will be equipped with multiple variable frequency drive vertical in-line pumps with 100% stand-by capability in the event of operating pump failure.

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for
DURHAM CATHOLIC DISTRICT SCHOOL BOARD

- .3 The main heating loop will be located in the ceiling of the first floor and the finned tube radiation on the second floor, and the ceiling radiant panels on the first floor will be fed from the same loop. All equipment will have heating independently controlled.
 - .4 Occupied zones on the first floor on the building perimeter will be equipped with ceiling radiant panel units along the perimeter wall.
 - .5 Occupied zones on the second floor on the building perimeter will be equipped with finned-tube radiation units along perimeter walls. Interior occupied zones will be equipped with finned-tube radiation to maintain room temperature. All heaters will be controlled.
- .3 Cooling:
- .1 The school will be provided with multiple Packaged Gas-Fired Rooftop units (approximately eight [8] units) for the following areas:
 - .1 Pre-School and Infant
 - .2 Kindergarten
 - .3 First Floor Classrooms
 - .4 General Office and Foyer
 - .5 Community Hub/Meeting Room
 - .6 Gymnasium,
 - .7 Second Floor
 - .8 Learning Commons
 - .2 An energy recovery ventilator will be provided to suit Building Code requirements.
 - .3 The LAN rooms on the first and second floors will be provided with split type air conditioning units operating 24/7.
- .4 Air Distribution:
- .1 Air distribution will be provided throughout the school and distributed into each room. Swirl type diffusers will be utilized to reduce the amount of outdoor air required by the Building Code. The reduction in outdoor air of approximately 25% will reduce the energy cost of the school.
 - .2 Independent variable air volume (VAV) or constant volume (CV) air handling systems will be provided to serve various areas within the building.
 - .3 Carbon Dioxide (CO₂) monitoring will be provided in the return air main on all units and will be used to reduce the minimum outdoor air levels whenever possible as an energy savings measure.
 - .4 Humidification will NOT be provided.
 - .5 Semi-central exhaust systems will be provided for washroom groups. Dedicated exhaust system will be provided for remote washrooms.

UNNAMED NORTH OSHAWA CATHOLIC ELEMENTARY SCHOOL
for
DURHAM CATHOLIC DISTRICT SCHOOL BOARD

- .6 All high ceiling areas (e.g. Gymnasium) will be equipped with ceiling fans. Ceiling fans will be complete with full guards.
- .7 Air/Water Balancing: This work will be tendered, co-ordinated and paid by the Commissioning Agent.
- .5 Building Automation System Controls:
 - .1 A full state-of-the-art Direct Digital Control (DDC) Building Automation System (BAS) will be provided to control the mechanical systems. System vendors will be approved by the Board. The BAS will be capable of integrating multiple building functions, including equipment supervision and control, alarm management, energy management and trend data collection, and will comprise the following:
 - .1 Network Control Units.
 - .2 Standalone Application Specific Controllers.
 - .3 Sensing devices, relays, switches, indicating devices, etc. required to perform functions listed.
 - .4 Monitoring and control wiring.
 - .5 Set-up of Board's central office terminal, including graphics.
 - .2 The BAS will be the top of the line system available from the Vendor that has been previously reviewed and accepted by the DCDSB.
 - .3 Computer Room: Power for computers will be enabled/disabled (time schedule) via BAS and will be complete with override button.
 - .4 Security System: Status input will be provided to the BAS.
 - .5 Metering: Electrical and gas metering will be via BAS. Water metering via BAS is not required. Water metering via BAS is required.
 - .6 AHU Override: For Administration/Library and Gym air handling units "unoccupied mode" override timers will be provided for each unit.

3. PLUMBING AND DRAINAGE

- .1 Sanitary Drainage System: Gravity system connected to the street sanitary sewer.
- .2 Storm Drainage System: Gravity system connected to the street storm sewer. Building will utilize controlled flow roof drains.
- .3 Sanitary and Storm Drainage Piping:
 - .1 Above Ground: DWV copper, cast iron or approved DWV PVC drainage pipe.
 - .2 Buried Below Ground: Cast iron, DWV PVC or SDR PVC drainage pipe.
- .4 Domestic Water:
 - .1 City water supply with Municipal water meter complete with Premise isolation BFP, located in the Sprinkler/Meter Room. Pipe distribution system of copper Type 'L' pipe and fittings with lead-free solder joints.

UNNAMED NORTH OSHAWA CATHOLIC ELEMENTARY SCHOOL
for
DURHAM CATHOLIC DISTRICT SCHOOL BOARD

- .2 Backflow preventors will be provided on both hot and cold water supplies to Janitor sinks and Science Classrooms.
- .3 Daycare to be supplied with separate domestic cold water feed, complete with check water meter.
- .5 Plumbing Fixtures:
 - .1 C.S.A. Approved commercial quality plumbing fixtures throughout the building. Barrier-free fixtures as required.
 - .1 Water Closets: Wall hung, flush valve for students and staff. Floor mounted tank type with round front in Kindergarten and Preschool. Floor mount tank type 'baby bowl' in Infants/Toddlers.
 - .2 Urinals: wall hung with manual flush valves.
 - .3 Washfountains: Manual pushbuttons for students' washrooms, no soap dispensers. (Acorn with protective lens)
 - .4 Lavatories: Vitreous china wall hung and countertop lavatories for staff and Daycare.
 - .5 Stainless steel single wall hung drinking fountains (barrier free), with water bottle filler.
 - .6 Precast terrazzo 36" x 24" x 12" deep service sinks (floor mounted).
 - .7 Hand-held and wall mounted eyewash units (blended water).
 - .8 Community Hub and Daycare kitchen sinks to discharge through grease interceptor.
 - .2 American Standard plumbing fixtures, Franke Commercial stainless steel sinks and Chicago Faucet trim will be specified as Base Bid. Other manufacturers such as Zurn, Crane, Eljer, Kohler and Cambridge Brass (Teck) trim will be indicated as Acceptable Alternatives.
- .6 Domestic Hot Water:
 - .1 Two (2) high efficiency Bradford White or A.O. Smith gas fired storage type water heaters (direct vent closed combustion), storage capacity of 100 US Gal. each and a recovery of 239 gph each.
 - .2 Hot (60°C/140°F) water and cold water will be supplied for all Washrooms, Classrooms, Staff Rooms, Health Room, Work Rooms, Custodian Rooms and Kitchens.
 - .3 Mixed water through a mixing valve will be supplied to all emergency eyewash units.
 - .4 Daycare to be provided with separate hot water heaters, Bradford White or A.O. Smith gas-fired storage type (direct vent), storage capacity of 60 US Gals. And a recovery of 138 US Gals. complete with recirculation system.

**UNNAMED NORTH OSHAWA CATHOLIC ELEMENTARY SCHOOL
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4. FIRE PROTECTION

.1 Sprinkler Protection:

.1 The building will be fully sprinklered to meet Code and NFPA requirements. Sprinkler design shall follow FM/Global Standards:

- .1 Concealed pendent sprinkler heads with white cover plates in public spaces (corridors, drywall ceiling, etc.). Extra plates to be provided for replacement purposes.
- .2 Semi-recessed pendent sprinkler heads with white two-piece escutcheons will be used in all other areas with dropped ceilings.
- .3 Areas without dropped ceilings, upright sprinkler heads complete with wire guards will be used.

.2 Fire Extinguishers:

.1 Portable fire extinguishers to meet Code requirements shall be provided throughout the building. In the corridors and gym, portable fire extinguishers in cabinets shall be provided.

PART F - ELECTRICAL DESIGN BRIEF

1. GENERAL

.1 Code and References:

.1 The Electrical design for this project shall comply with the requirements of O.B.C., NFPA, Ontario Electrical Safety Code (latest edition), and the Durham Catholic District School Board Standards.

2. POWER SUPPLY

- .1 The main incoming primary electrical service will be brought underground to the 500 KVA pad mounted transformer and secondary feeders underground to the main electrical room. Data/phone drop will be provided if required by Hydro. Service will be adequate to handle future expansion and portables.
- .2 Primary duct bank, transformer pad foundation and secondary duct bank, complete with secondary cables will be under Electrical Division as per Hydro and Electrical Safety Standards. Primary feeders will be by Hydro at the Owner's expense.
- .3 For future portables; multiple empty conduits will be provided for P.A., F.A., security and power supply (4 - 51mm for fire alarm, security, computer and PA systems, and 2 - 100mm for power).
- .4 Secondary voltage will be 347/600 volt for mechanical equipment, and 120/208 volt for lighting, receptacles and miscellaneous power. Voltage for lighting will be 120V to suit LED light fixtures and control.

**UNNAMED NORTH OSHAWA CATHOLIC ELEMENTARY SCHOOL
for
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- .5 Part of Electrical Division will be to provide three (3) 100mm (4") ducts, from property line and terminate in LAN room for telephone, cable TV and fibre optics on ground floor.
- .6 For exterior sign provided by the Owner, power and one (1) 27mmc conduit for future computer wiring will be provided

3. MAIN SWITCHBOARD

- .1 The main switchboard will be free-standing, metal enclosed with 600A frame with 600A trip rated main breaker for 347/600, 3Ø volt main incoming service.
- .2 Distribution panels will be of the fused switch type, with HRC fuses.
- .3 School Board confirmed that check meter will not be required for Daycare area and Community Hub area.

4. POWER/LIGHTING PANELS

- .1 Power and lighting panels will be of the breaker type with bolt-on breakers similar to NF and NQOD type respectively. Power panels NF type will have a voltage rating of 347/600 volt, while NQOD panels will be 120/208 volt.

5. EMERGENCY LIGHTING

- .1 Emergency lighting will be complete with 24 volt sealed lead emergency battery units and emergency LED remote heads designed to suit building code standards.

6. WIRING MATERIALS AND METHODS

- .1 In general, all wiring will be installed in conduit.
- .2 EMT will be used for branch circuits installed in furred ceiling spaces and in masonry or drywall partitions. An insulated ground wire will be installed in all conduits.
- .3 Conductors will be copper. Insulation for feeders will be RW90. Type T90 will be used for 15, 20 and 30 amp branch circuits.
- .4 Basket type cable tray system will be provided in corridors for Computer, P.A./Telephone, Security, and Cable TV wiring.
- .5 Conduit sleeves will be provided in lieu of cable tray at penetrations through regular/ rated walls.

7. WIRING DEVICES

- .1 All wiring devices and switches shall be of specification grade.
- .2 Location of power outlets shall be as required to suit application.
- .3 Receptacles in corridors will be 15/20A combination type.

UNNAMED NORTH OSHAWA CATHOLIC ELEMENTARY SCHOOL
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- .4 Combination of duplex receptacle and USB charger devices will be provided in required areas as per School Board requirements.

8. HAND DRYERS

- .1 Hand dryers will be provided by Electrical Division where shown on the architectural drawings (semi-recessed electronic type).

9. LIGHTING

- .1 Lighting in entire school, will be L.E.D. 2' x 4' and 1' x 4' fixtures
- .2 In the gym, LED fixtures (suitable for gym purpose) will be provided. Lighting level will be average 45-50 FC maintained.
- .3 In typical classrooms, two (2) digital dimmer switches will be provided for two (2) lighting zone controls.
- .4 Quantity of light switches for other areas will be provided as required by OBC.
- .5 In Corridors, 1' x 4' L.E.D. fixtures will be provided. Lighting level will be average 20-25 FC maintained.
- .6 For stairs landing, wall mounted fixtures will be provided; if landing ceiling will be high.
- .7 Occupancy sensors will be provided in classrooms, washrooms, library, storage rooms, change rooms, etc. to suit OBC requirements.
- .8 Under-cabinet light fixtures will be provided as per Architectural drawings and School Board requirements.
- .9 Fixtures parallel to exterior windows will be controlled with light sensors if required by OBC.
- .10 Exit lights will be LED energy saving type (4.5 watts per unit).
- .11 Exterior parking lot lighting will be part of the electrical subcontract and will be complete with full cut-off LED fixtures (347 volt). Exterior building lighting will be full cut-off LED fixtures (347 volt). Fixtures will be controlled via photocell and Building Management System.

10. FIRE ALARM SYSTEM

- .1 The fire alarm system will be addressable, single stage, class 'A' electrically supervised ULC/CSA approved system, complete with all equipment and accessories to suit code requirements (i.e. F.A. Control Panel, F.A. annunciator complete with active graphic, smoke detectors, F.A. pull stations, hold open devices etc.).
- .2 F.A. control panel will be located in Caretaking Services Room (Simplex, Edwards, and Mircom).

**UNNAMED NORTH OSHAWA CATHOLIC ELEMENTARY SCHOOL
for
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- .3 F.A. annunciator will be located in main entrance and general office.
- .4 Signal devices will be FA cone speakers.
- .5 Strobe lights will be provided where required by Ontario Building Code.

11. INTEGRATED P.A./TELEPHONE SYSTEM

- .1 Integrated P.A./telephone system and devices (i.e. speakers, call switches, master unit, etc.) complete with outlet boxes, speaker back boxes withing and necessary components will be supplied and installed by Electrical Division. School board to provide integrated P.A./telephone system specification per latest School Board Standards.
- .2 P.A. handsets will not be provided. Only P.A. call switches will be provided.

12. GYM SOUND SYSTEM

- .1 Gym sound system and devices (i.e. speakers, amplifiers, CD player, iPod dock, etc.) complete with wiring and all necessary components will be supplied and installed by Electrical Division.

13. ASSISTIVE LISTENING SYSTEM

- .1 Assistive listening system complete with all components will be provided by Electrical Division.

14. THEATRICAL LIGHTING SYSTEMS

- .1 LED type theatrical lighting system will be supplied and installed as part of Electrical Division.
- .2 LED luminaires will be provided complete with full spectrum colour mixing LED engine.
- .3 Wall mounted DMX control master station, complete with preset programmed button station, will be provided on stage,
- .4 DMX input/output connectivity outlet will be provided; one at stage and second at back of Gym area beside sound system jack station.

15. CABLE TV SYSTEM

- .1 Empty conduit (4") will be provided from the street to the LAN room. TV outlets, complete with empty conduits, will be provided in areas to suit the Board's requirements. School Board to advise regarding location of TV outlets in all areas.

16. VOICE/DATA SYSTEM

- .1 Voice/data system and associated devices, complete with wiring and all necessary components, will be supplied and installed by Electrical Division.

**UNNAMED NORTH OSHAWA CATHOLIC ELEMENTARY SCHOOL
for
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- .2 School Board to advise for quantity/location of computer drops per room/area.
- .3 Provision of IVP's (Integrated Video Projectors) will be provided as part of Electrical Division to suit School Board standards. School Board to confirm if cables, plates, and connection to be included as part of Electrical contract.
- .4 School Board to provide Voice/Data System specification per latest School Board standards.

17. CLOSED CIRCUIT TELEVISION (CCTV) SYSTEM

- .1 Closed circuit television system complete with all associated componenets will be supplied and installed as part of a Cash Allowance.
- .2 Part of electrical contract will be to provide outlet boxes and conduit sleeves in required areas as per School Board requirements.

18. INTRUSION ALARM SYSTEM

- .1 Intrusion alarm system and devices, complete with wiring and all necessary components will be supplied and installed by Electrical Division. School Board to provide complete Intrusion Alarm System specification per latest School Board Standards.

19. CARD ACCESS SYSTEM

- .1 Card access system will be provided by others as part of Cash Allowance.
- .2 School Board to advise quantity/location of keypad and card readers at exterior doors.
- .3 Part of electrical contract will be to provide outlet boxes and empty conduit in required locations as per School Board requirement.

20. MASTER CLOCK SYSTEM

- .1 Battery operated wireless synchronized clock devices complete with wiring and master clock system equipment will be supplied and installed by Electrical Division as part of PA/Telephone System.

21. CLASSROOM CONTROL PANEL

- .1 Classroom control panels will be supplied and installed under the Architectural Division per School Board standards. Provisions for P.A. system, clock system, switches, thermostat etc. will be provided to suit School Board's requirements.

22. SCOREBOARD

- .1 For the Scoreboard, empty conduits provisions and 15A circuit connection outlet will be provided as part of Electrical Division.
- .2 School Board to advise the scoreboard location in gym area.

**UNNAMED NORTH OSHAWA CATHOLIC ELEMENTARY SCHOOL
for
DURHAM CATHOLIC DISTRICT SCHOOL BOARD**

23. MECHANICAL SYSTEM

- .1 Motor starters will be supplied by Mechanical Division. Mechanical Division will install starters located in motor control centre and Electrical Division will install all remote starters.
- .2 Motor control centre will be provided by Mechanical Division and installed by Electrical Division in location as shown on drawings. Main feeders to motor control centres and branch wiring to the disconnect switches/motors will be by Electrical Division.
- .3 Motor disconnect switches will be supplied and installed by Electrical Division, unless mechanical unit is complete with control panel and/or main switch.
- .4 All low voltage control wiring will be by Mechanical Division (automatic controls).
- .5 Electrical Division will provide contactors for controls of: lighting, fans, heaters, etc. to suit Mechanical Design.

PART G - CONSULTANT TEAM

Architect: Moffet & Duncan Architects Inc.
 Structural: Ravens Engineering Inc.
 Mechanical: Ellard Willson Engineering Ltd.
 Electrical: Ellard Willson Engineering Ltd.
 Civil: WSP
 Landscape: Fleisher Ridout Partnership Inc.

PART H - SCHEDULE

Milestone	Date
Design Development Complete	October 6, 2017
Board Presentation	October 23, 2017
Design Drawing Costing	October 23, 2017
Site Plan Approval Submission	October 24, 2017
Tender Document Costing (80%)	January 18, 2018
Ministry Approval	February 1, 2019
Issue Tender Documents	February 9, 2018
Apply for Building Permit	February 9, 2018
Close Tenders	March 2, 2018
Board Approval	March 6, 2018
Start Construction	April, 2018
Substantial Performance	July 12, 2019
Occupancy / School Start	September 3, 2019

**UNNAMED NORTH OSHAWA CATHOLIC ELEMENTARY SCHOOL
for
DURHAM CATHOLIC DISTRICT SCHOOL BOARD**

PART I - COST ESTIMATE / BUDGET

	<u>Amount</u>	<u>Cost PSF</u>
Construction Cost (EST)	\$ 10,384,675.00	\$ 175.00
Contingency Amount	\$ 152,794.26	2.0%
Architect/Consultant Fees	\$ 649,042.19	3.75%
Studies and other professional fees	\$ 40,000.00	
Permits and Sundry	\$ 100,000.00	
Furniture and Equipment School	\$ 275,000.00	
Furniture and Equipment CC	\$ 60,000.00	
Computer technology	\$ 75,000.00	
<hr/>		
Total Project Cost	\$ 11,736,511.45	

Revenues

School Allocation	\$ 7,639,713.00
FDK Allocation	\$ 1,008,340.00
Child Care Allocation	\$ 2,016,680.00
Family Centre Allocation	\$ 504,170.00
Site Works (EDC Portion) *	\$ 513,000.00
<hr/>	
Total Revenue	\$ 11,681,903.00
<hr/>	
Difference	\$ (54,608.45)

* based on \$95,000 per acre



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Perspective Rendering
Unnamed North Oshawa Catholic Elementary School
Durham Catholic District School Board
Not to Scale
October 6, 2017





- LANDSCAPE LEGEND
- TREE IN PAVING
 - CONIFEROUS / DECIDUOUS TREE
 - PEDESTRIAN CONCRETE PAVING
 - UNIT PAVING ON CONCRETE BASE
 - ASPHALT PAVING
 - ARTIFICIAL TURF
 - MULCH PAVING
 - SOD
 - PERENNIAL / ORNAMENTAL GRASS PLANTING BED
 - CAFE STYLE SEATING
 - LIMESTONE BOULDER SEATING
 - BENCH
 - LANDSCAPE WALL

OCT. 6 2017	ISSUED FOR REVIEW	REVISIONS
UNNAMED NORTH OSHAWA CATHOLIC ELEMENTARY SCHOOL 2485 BRIDLE ROAD OSHAWA, ONTARIO		
DRAWING PRELIMINARY LANDSCAPE PLAN		
TRUE NORTH	DWG. NORTH	JOB NO.
		171394
SCALE		DATE
NOT TO SCALE		SEPTEMBER 2017
PRINTED		DWG. NO.
L.1		

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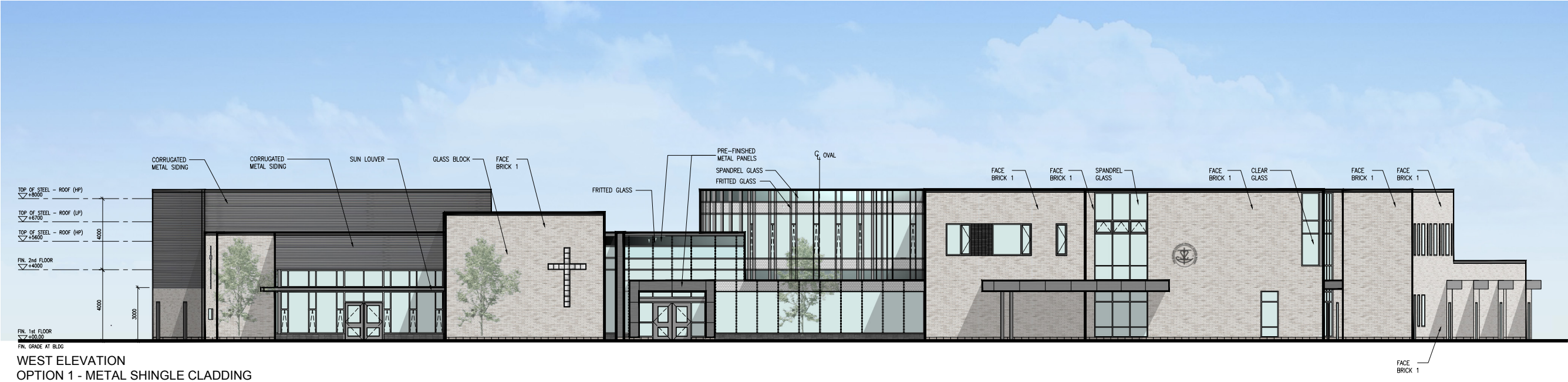
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First Floor Plan
Unnamed North Oshawa Catholic Elementary School
Durham Catholic District School Board
Scale 1:400 (printed at 11" x 17")
October 6, 2017



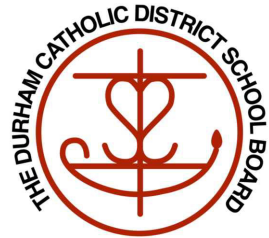


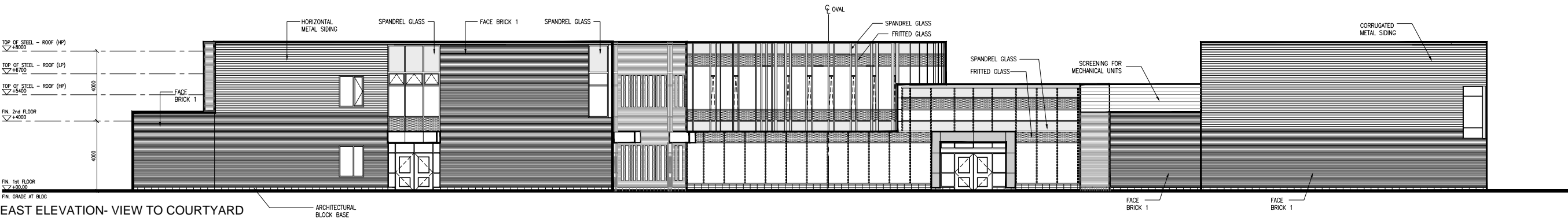
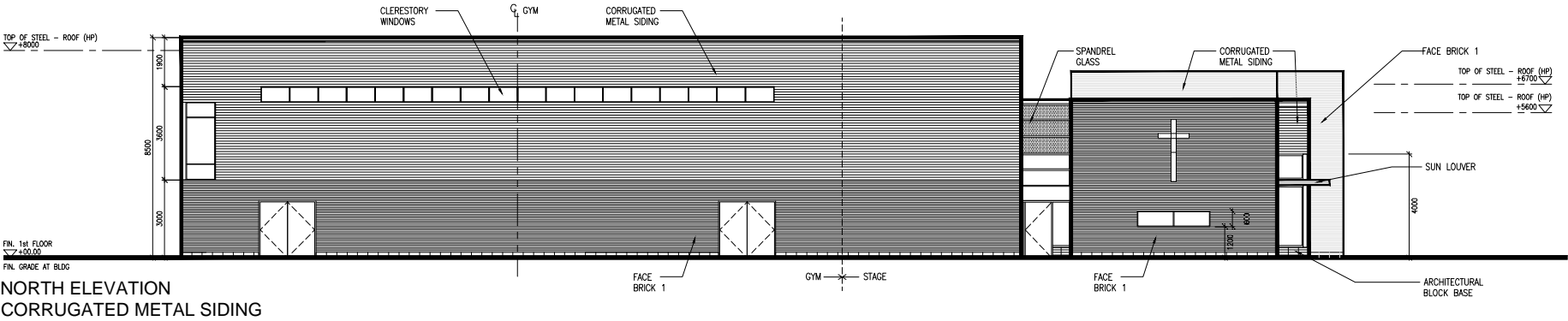


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Elevations -West and South
Unnamed North Oshawa Catholic Elementary School
Durham Catholic District School Board
Scale 1:250 (printed at 11" x 17")
October 6, 2017

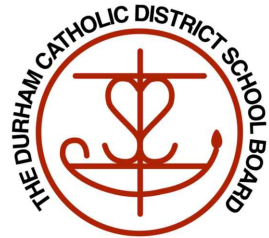


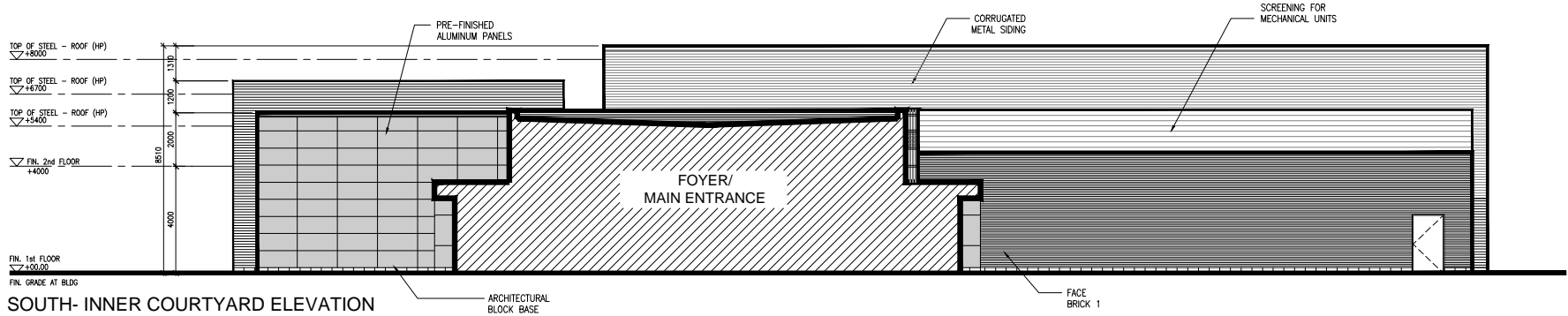
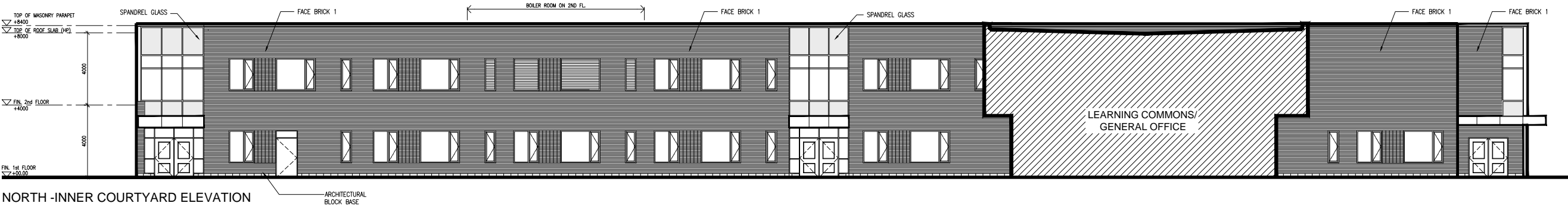


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Elevations - North and Courtyard East
Unnamed North Oshawa Catholic Elementary School
Durham Catholic District School Board
Scale 1:250 (printed at 11" x 17")
October 6, 2017





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Elevations - Courtyard - North and South
Unnamed North Oshawa Catholic Elementary School
Durham Catholic District School Board
Scale 1:250 (printed at 11" x 17")
October 6, 2017





Durham Catholic District School Board

MEMORANDUM

To: Board of Trustees

From: Anne O'Brien, Director of Education

Date: October 23, 2017

Subject: **All Saints Catholic Secondary School Arts and Media Program Report**

Origin: Bob Camozzi, Superintendent of Education, Facilities Services
Tracy Barill, Superintendent of Education, Teaching and Learning
Lewis Morgulis, Manager of Planning, Admissions & Partnerships

RECOMMENDATIONS

Moved by _____, seconded by _____

"THAT the Durham Catholic District School Board receive as information the All Saints Catholic Secondary School Arts and Media Program (AMP) report dated October 23, 2017."

RATIONALE

In January 2017 the Durham Catholic District School Board approved the recommendations of the Whitby Secondary School study. One of the recommendations was to create an Arts program at All Saints Catholic Secondary School. This new program is intended to serve students in Grade 7-12 starting in September 2018. A preliminary feasibility study was undertaken in December and January 2017 to determine if the school was capable of offering the required spaces for an arts program.

In February 2017 the Board issued a Request for Expression of Interest to its architects to design the renovations required to create an arts program at All Saints Catholic Secondary School. The firm of CS&P Architects was selected to undertake the design of the project on the site and began work in March 2017.

To: Board of Trustees

Page 2 of 2

Re: **All Saints Catholic Secondary School Arts and Media Program**

Date: October 23, 2017

The first two phases of work were completed during the summer of 2017 and involved changes to the server and the gymnasium in advance of broader required changes to the arts program areas within the school.

The Arts school will include the following:

- The provision of a 350 seat auditorium with entry areas, fixed raked seating, stage, control booth and ancillary facilities;
- Provision of a new dance studio, theatre arts room, music rooms, complete with change rooms, practice rooms and required storage;
- Provision of a new media arts lab and visual arts rooms;
- Creating a new barrier free unisex washroom for the school;

NEXT STEPS

Staff will continue to provide updates with respect to this project on an ongoing basis

AOB:BC:TB:LM:tc



Durham Catholic District School Board

MEMORANDUM

To: Board of Trustees

From: Anne O'Brien, Director of Education

Date: October 23, 2017

Subject: **Ministry of Education 2017 Capital Project Funding Submission**

Origin: Bob Camozzi, Superintendent of Education, Facilities Services
Lewis Morgulis, Manager of Planning, Admissions and Partnerships

RECOMMENDATIONS

Moved by , **seconded by**

"THAT the Durham Catholic District School Board receive as information the Ministry of Education 2017 Capital Project Funding Submission report dated October 23, 2017."

BACKGROUND

Purpose

The purpose of this report is to provide Trustees with information related to the list of Capital projects that were submitted to the Ministry of Education for review and approval as part of the 2017 Request for Capital Project Funding Submission. The Board's requests for Child Care projects and Child and Family projects were submitted to the Ministry of Education in August 2017. The capital projects for new school construction or replacement schools were submitted in priority order in September 2017.

The funding sources for these projects include a combination of Ministry Capital Grants for new school construction, Ministry Capital Grants for Child Care and Early Years construction and Educational Development Charges funding.

This report summarizes the factors used to develop the project priorities, provides details related to each proposed project and provides a ranked priority order for submission to the Ministry of Education.

To: Board of Trustees

Re: Ministry of Education 2017 Capital Project Funding Submission

Date: October 23, 2017

RATIONALE

Factors Considered

In compiling the list of priority projects for submission to the Ministry of Education staff considered the following factors:

- The work undertaken to develop the Board's approved Long Term Accommodation Plan 2017-2021 (LTAP) including all studies that took place in the 2016-2017 school year;
- The Ministry's requirements for project submission of all new schools, replacement schools, additions, and major renovations contained in Ministry Memorandum 2017:B07;
- The Ministry's requirements for project submission of all child care and child and family centre projects contained in Ministry Memorandum 2017:B06
- The Board's short and long term ability to accommodate additional growth within existing facilities; and
- Facility condition studies undertaken to date.
- The updated 2014 Education Development Charge Bylaw Background Study and related 15 year projections;

Project Priority for New and Replacement Pupil Places Projects

After reviewing all of the factors outlined above staff are recommending that the following projects be submitted in priority order for consideration by the Ministry of Education as outlined below:

1. Monsignor Paul Dwyer Catholic High School Replacement - New grade 7 – 12 dual track;
2. St. Marguerite D'Youville Catholic School – Replacement;
3. Unnamed Seaton Catholic Elementary School – New School;
4. Unnamed Brooklin Catholic Secondary School – New grade 7-12 School;

Project Details

A brief summary of each project is prepared below including details with respect to the program requirements, number of pupil places being proposed for construction, the proposed date of opening, site details, source of funding etc. The location of all capital projects is contained in the Boards LTAP document.

To: Board of Trustees
 Re: Ministry of Education 2017 Capital Project Funding Submission
 Date: October 23, 2017

**Monsignor Paul Dwyer Catholic High School Replacement:
 Option A – new 1,200 pupil place Grade Dual Track 7-12 School**

- The existing Monsignor Paul Dwyer Catholic High School operates at 87% of its capacity with 852 students located in a building which has a capacity for 981 students. Significant portions of the school were originally constructed in 1963 and the building is not located in close proximity to growth or the balance of the feeder schools and students that will sustain the school in the future;
- The Board requires a replacement school of 1,200 pupil places to serve a Grade 7-12 Dual Track population, with the provision that a multi-storey addition to the school also be part of the planned long term expansion;
- A new Catholic Secondary School site is required to facilitate the relocation and reconstruction of the existing Monsignor Paul Dwyer Catholic High School for 2019. This site is located on Harmony Road North and measures 14 acres in size;
- Upon approval, the Board would proceed to acquire the site and proceed through the design and construction process.

St. Marguerite D'Youville Catholic School – Replacement:

- The Board initially submitted this project in 2012 for consideration following a feasibility study to examine whether to rebuild at the existing school or to relocate the school to an adjacent site. The existing school was constructed in 1988 with relocatable classroom modules (RCM's) clad in brick;
- The St. Marguerite D'Youville CS site measures 4 acres and rebuilding on site will require the original building to be demolished, and the students to be relocated prior to the new building being constructed;
- The proposed reconstruction would create a school with 323 pupil places to serve a grade JK-8 population. In addition, the Board will be requesting funding for a Childcare room to support 16 pre-school students and a Child and Family Centre to replace the existing spaces that will be lost when the existing school is demolished;
- If approved in the Fall of 2017 or Winter of 2018, the Board would retain an architect to design the replacement school and site plan. Once the original building is demolished and the site is cleared, It will be possible to open the school for December 2019 with an early approval date;
- The Board is requesting approval from the Ministry for replacement school funding at the existing capital benchmark amounts, plus the cost of demolition and site remediation of the existing building footprint.

To: Board of Trustees
 Re: Ministry of Education 2017 Capital Project Funding Submission
 Date: October 23, 2017

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Unnamed Seaton Catholic Elementary School – New School:

- The Board initially submitted this project in 2012 for consideration to the Ministry of Education since development of the area was imminent. Staff had proposed a 2015 opening date on that basis. Given that the community has now begun construction of new homes in 2017, a new 608 pupil place elementary school should be constructed with a September 2020 opening date;
- The Board has 4 designated sites within the Seaton community and are working to secure an option to purchase each of these sites from developers. Each site is eligible for EDC funding;
- Staff are requesting that a 73 space Child Care facility and a Child and family Centre be added to the project to provide space for an infant, toddler, and preschool childcare;
- If approved by the Ministry of Education, the Board would retain an architect and begin design and site plan submission immediately to the City of Pickering. It will take approximately 2 years from the approval of the project to design the new school and complete construction;
- The Board is requesting approval from the Ministry for Growth School funding at the existing capital benchmark amounts. In addition the site purchase and all eligible site works will be paid for using the Educational Development Charges funding collected by the Board.

Unnamed Brooklin Catholic Secondary School – New grade 7-12 School:

- The Board requires a Catholic Secondary School to serve the three existing and three future planned Catholic elementary schools in the Brooklin Community. This new school is intended as a grade 7-12 facility which will provide for a range of programs. The facility will include regular classrooms to serve grade 7-12 students, an elementary and secondary gymnasium, cafeteria, servery, 21st century learning commons, science labs, art rooms, music rooms, technological education spaces, special education classrooms, a chapel, computer labs, family studies rooms, administration area, student services and all required ancillary spaces.
- The Board currently owns a 15 acre secondary school site in Brooklin located at the northwest corner of Cachet Boulevard and Winchester Road.
- The intended capacity of the school is a combined 800 pupil places and would have both an elementary and secondary component. The pupil places will be added proportionally to the Board's elementary and secondary capacities.
- If approved in the Fall of 2017, the Board would retain an architect and begin design and site plan submission immediately. It will be possible to open the school for September 2019.
- The Board is requesting approval from the Ministry for Growth School funding at the existing capital benchmark amounts. In addition all eligible site works will be paid for using the Educational Development Charges funding collected by the Board.

To: Board of Trustees

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Re: Ministry of Education 2017 Capital Project Funding Submission

Date: October 23, 2017

Project Priority for Child Care and Child and Family Centre Projects

The Ministry has asked the Board to work with the Region of Durham to request a list of additional child care and child and family centre projects to be constructed at existing schools as either renovations to existing space, or as additions to those schools.

The Board worked with the Regional Consolidated Municipal Service Manager to develop a list of requested locations and forwarded them to the Ministry of Education on August 4, 2017 for review and approval. These projects did not have to be prioritized.

- Good Shepherd Catholic School – New Child Care addition and Child and Family Support Centre renovations
- Monsignor Philip Coffey Catholic School – New Child Care addition and Child and Family Support Centre renovations
- St. Thomas Aquinas Catholic School – Child and Family Support Centre renovation
- St. Teresa of Calcutta - New Child Care addition and Child and Family Support Centre renovations
- St. Theresa Catholic School – Child Care expansion and renovations
- Archbishop Anthony Meagher Continuing Education Centre – 850 Thornton Road – New Child Care

Project Details

A brief summary of each project is prepared below including details with respect to the program requirements, number of pupil places being proposed for construction, the proposed date of opening, site details, and source of funding.

Good Shepherd Catholic School, Port Perry – Child Care and Child and Family Support Centre

- Staff have requested that the Ministry approve the construction of a 73 child capacity Child Care centre
- Staff also requested that the Ministry approve the construction of a Child and Family Support Centre through renovations to the existing child care rooms in the school;
- The Board is requesting approval from the Ministry for renovation funding at the existing capital benchmark amounts.

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Re: Ministry of Education 2017 Capital Project Funding Submission
Date: October 23, 2017

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Monsignor Philip Coffey Catholic School, Oshawa – Child Care and Child and Family Support Centre

- The Board does not have any child care, recreational, or family and parent programs to serve the area south of Highway #401 in the City of Oshawa. The creation of a program at this location will provide essential family supports to a neighbourhood identified by the Region of Durham as high priority;
- Staff will request that the Ministry approve the creation of a 73 child capacity Child and Family Support Centre through the renovation of existing unused classroom space in the school;
- This project if approved will reduce the capacity at the school by up to 46 pupil places;
- The Board is requesting approval from the Ministry for renovation funding at the existing capital benchmark amounts.

St. Thomas Aquinas Catholic School, Oshawa - Child and Family Support Centre

- The Board does not have any child care, recreational, or family and parent programs to serve the St. Thomas Aquinas area of the City of Oshawa. The creation of a program at this location will provide essential family supports to a neighbourhood identified by the Region of Durham as high priority;
- Staff requested that the Ministry approve the construction of a Child and Family Support Centre through the renovation of existing classroom spaces in the school;
- This project if approved will reduce the capacity at the school by 23 pupil places;
- The Board is requesting approval from the Ministry for renovation funding at the existing capital benchmark amounts

St. Teresa of Calcutta Catholic School, Ajax - Child Care and Child and Family Support Centre

- Staff have requested that the Ministry approve the construction of a 73 child capacity Child Care centre;
- Staff also requested that the Ministry approve the construction of a Child and Family Support Centre through renovations to the existing child care rooms in the school;
- This project if approved will reduce the capacity at the school by 46 pupil places;
- The Board is requesting approval from the Ministry for renovation funding at the existing capital benchmark amounts.

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St. Theresa Catholic School, Whitby - Child Care

- The Board constructed a 73 child capacity Child Care centre at the school in 2014 as part of the Schools First Child Care retrofit program. Since its creation, the space has operated at capacity;
- Staff have requested that the Ministry approve the construction of an expansion to the Child Care for an additional 48 spaces of licensed capacity;
- This project if approved will reduce the capacity at the school by 46 pupil places;
- The Board is requesting approval from the Ministry for renovation funding at the existing capital benchmark amounts.

Archbishop Anthony Meagher Continuing Education Site – 850 King Street, Oshawa - Child Care Centre

- The Ministry of Education has created a new Child Care category for licensing which allows for multi aged groupings of children. The students who are served by the programs at Archbishop Anthony Meagher have identified child care requirements. These requirements change each term as students on site are there for varying lengths of time and for short term programs and credit requirements;
- Both the Board and Region support creating a Multi Age Grouping that allows students maximum flexibility in providing child care for infants to preschool students;
- Staff have requested that the Ministry approve the creation of a Child care through the renovation of an existing classroom space in the space;
- The Board is requesting approval from the Ministry for renovation funding at the existing capital benchmark amounts.

NEXT STEPS

Following Ministry announcements and/or approval(s) staff will return to the Board of Trustees with additional information.



Durham Catholic District School Board

MEMORANDUM

To: Board of Trustees

From: Anne O'Brien, Director of Education

Date: October 23, 2017

Re: **Offence Declarations 2017/2018**

Origin: Superintendent of Education - Human Resources/Administrative Services and International Education, Michael T. Gray

RECOMMENDATION

Moved by _____, seconded by _____

"THAT the Durham Catholic District School Board receive and file the report regarding Offence Declarations for 2017/2018."
--

RATIONALE

In accordance with a statutory obligation under Ontario Regulation 521/00 - *Collection of Personal Information, (Regulation 521/00)*, which flows from the *Safe Schools Act, 2000*, the Board is required to collect a current Criminal Background Check with vulnerable sector from all employees. The Board is also required to collect an Offence Declaration from all employees by September 1st each year.

The Board leverages technology; i.e. E-Serve, to administer the collection of Offence Declarations from employees. This system also offers comprehensive data reporting system that facilitates the generation of more time efficient reporting in terms of identifying employees who have failed to complete the annual Offence Declaration.

This report is to confirm that Board employees continue to complete and submit their Offence Declaration as required under law.

AOB:MTG:KB



Durham Catholic District School Board
MEMORANDUM

To: Board of Trustees
From: Anne O'Brien
Date: October 23, 2017
Subject: **Out of Province Travel**

RECOMMENDATION

Moved by _____, seconded by _____

<p>"THAT the Durham Catholic District School Board approve the Out of Province travel for a staff member to attend the TED-Ed Educational Summit in the United States.</p>
--

RATIONALE

The Attendance of Board Employees at Conventions, Conferences and Seminars policy (PO 319) and its attendant Administrative Procedure (AP 319-1) requires that out of province travel be brought by the Director to the Board for approval.

A staff member is seeking approval to attend a Summit in the United States that will support the ongoing implementation of the annual TED-Ed Student Conferences that have been run for students across the Durham Catholic District School Board since 2012.

Attendance at this event will allow for professional learning and collaboration with other participants from around the world. The request is supported by the individual's direct supervisors.

Costs associated with attendance at the Summit will be supported by the home school and central departments.

AOB/TB



Durham Catholic District School Board

MEMORANDUM

To: Board of Trustees

From: Anne O'Brien, Director of Education

Date: October 23, 2017

Subject: **Enrolment and Staffing Update**

Origin: Ryan Putnam, Superintendent of Business & Chief Financial Officer

RECOMMENDATION:

Moved by _____, seconded by _____

"THAT the Durham Catholic District School Board receive as information the Enrolment and Staffing Update as at October 23, 2017."

RATIONALE:

At the time of preparing the 2017/2018 Estimates in June 2017 projected enrolment and related staffing was based on information as of the end of May 2017. Over the course of the summer and through September additional students have enrolled in the system. As of the end of September actual enrolment was 226 students (148 elementary, 78 secondary) above what was included in the budget in June. The increased enrolment offsets an anticipated decline of 215 students based on initial projections in May. This result is extremely positive as it is the second consecutive year that there has been an overall net positive growth in enrolment from one year to the next (11 student increase from last year). In conjunction with the additional enrolment is the need for additional teaching staff in order to maintain compliance with legislation and collective agreement provisions with respect to class size. At this time of year all incremental funding associated with a student is directed to support the additional teaching staff required as basic overhead and operating costs have already been established. As such every 15 students supports the addition of a teacher using average funding and salary benchmarks. The increased enrolment of 226 students essentially funds the equivalent of 15 teachers. Of note Early Childhood Educators are also enrolment driven and consequently every 2 ECE's is equivalent to 1 teacher from a cost perspective. In order to maintain compliance with the various class size requirements an additional 14.57 teachers have been added and were able to be fully funded from within the incremental revenue from the increase in enrolment. No additional ECEs were required based on class sizes. As such the budget position of the Board remains balanced without reliance on operating reserves following September start-up.

AOB:RP:cc



Durham Catholic District School Board

MEMORANDUM

To: Board of Trustees

From: Anne O'Brien, Director of Education

Date: October 23, 2017

Subject: **2017-2018 Board Improvement Plan**

RECOMMENDATIONS:

Moved by _____, seconded by _____

"THAT the Durham Catholic District School Board receive and file as information the 2017-2018 Board Improvement Plan."

RATIONALE:

As attached.

AOB:vk

The Student Well-Being and Achievement Board Improvement Plan

Academic and Corporate
2017–2018



DURHAM CATHOLIC DISTRICT SCHOOL BOARD
Catholic Education: Learning and Living in Faith



Our Mission

We are called to celebrate and nurture the God-given talents of each student as we serve with excellence in the light of Christ.

Our Vision

Each student in our Catholic learning community embodies excellence and equity by embracing the Ontario Catholic School Graduate Expectations—to be:

- a discerning believer;
- a reflective, creative and holistic thinker;
- a collaborative contributor;
- a responsible citizen.
- an effective communicator;
- a self-directed, responsible lifelong learner;
- a caring family member; and

Our Catholic Values

By living these values with an open mind and a faithful heart we bear witness to these words: “You are the hope of the Church and of the world. You are my hope.”
– Saint John Paul II

As a Catholic Learning Community, we value:

Faith, evangelizing ourselves and others through scripture, sacrament, prayer and action in service with the home, school and parish.

Hope, giving witness to the belief that we can become who we are called to be.

Love, being present to others with care, compassion, solidarity, community and joy.

Peace, creating opportunities for contemplation, spirituality, reconciliation and forgiveness.

Wisdom, listening and responding to the Holy Spirit.

Inclusion, ensuring a sense of belonging by promoting the dignity and worth of each human life.

Excellence, building on God’s grace to achieve our earthly and eternal vocations.

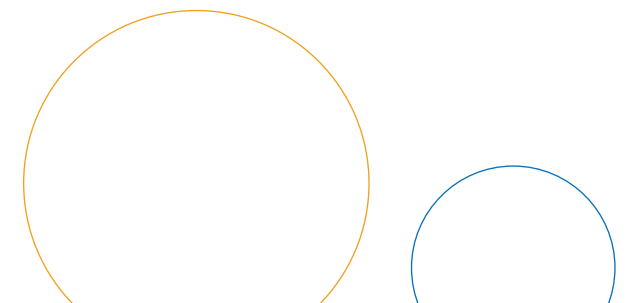
Creativity, celebrating diverse and innovative expressions of God’s gifts.

Service, seeking out and responding to local and global needs with prudence, fortitude, humility and charity.

Stewardship, shepherding God’s creation and resources for the common good.

Responsibility, demonstrating accountability and fidelity in our thoughts, words and deeds.

Justice, acting and serving with integrity in communion with the Gospel and teachings of Jesus.





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Overview

The Student Well-Being and Achievement Board Improvement Plan 2017 – 2018 has been developed to enable our system and school level staff to identify key priorities and establish common goals for the 2017 – 2018 academic year. These goals reflect, enliven and align with the goals in Achieving Excellence: A Renewed Vision for Education in Ontario:

- Achieving Excellence;
- Ensuring Equity;
- Promoting Well-Being; and
- Enhancing Public Confidence.

This plan aligns with key principles identified in Durham Catholic District School Board's *Discovery 2020: Strategic Plan 2014 – 2019*. Each of the 10 themes discovered through the strategic planning process have been established to promote:

Excellence: Children and students of all ages will achieve high levels of academic performance, acquire valuable skills and demonstrate good citizenship. Educators will be supported in learning continuously and will be recognized as among the best in the world.¹

Equity: All children and students will be inspired to reach their full potential, with access to rich learning experiences that begin at birth and continue into adulthood.²

New Evangelization: Students will embrace the Catholic Church's renewed efforts to meet the spiritual needs of today's society, as witnesses to the Gospel values in their everyday lives.³

1. Achieving Excellence: A Renewed Vision for Education in Ontario, Ontario Ministry of Education
2. Achieving Excellence: A Renewed Vision for Education in Ontario, Ontario Ministry of Education
3. Religious Education, Ontario Catholic Elementary Curriculum Policy Document Grades 1 – 8

With this in mind, the development and implementation of the Student Well-Being and Achievement Board Improvement Plan is based on the following beliefs and understandings:

- All students in the Durham Catholic District School Board are competent and capable, and can learn and achieve given the proper conditions and supports.
- All educators in the Durham Catholic District School Board can teach to high standards of excellence, given the right conditions and assistance.
- Setting high expectations for achievement, holding students to rigorous performance standards with early and on going interventions through a highly personalized and precise approach, are essential to student success.
- Educators must be able to articulate what they do and why they teach the way they do, which is reflective of Gospel values, the Ontario Catholic School Graduate Expectations, and 21st century skills.



The Central Focus of the Board and School Improvement Plan

The Instructional Core: Both the Board and resulting School Improvement Plans focus on strategies that improve the learning experiences of students each and every day. What happens daily in the classroom between the student and the educator, in the presence of curriculum, is the only avenue to influence and improve student achievement. Therefore, the learning experiences that students are exposed to lie at the centre of the instructional core, and the centre of *The Student Well-Being and Achievement Board Improvement Plan*. The primary goal in Board improvement for student well-being and achievement is to influence the choices and instructional decisions educators make to ensure that all students are challenged by quality experiences. Such rich experiences will further learning, growth and development in the attainment of the Ontario Catholic School Graduate Expectations.

The Three Inter-Connected Priority Areas:

- Catholic Community Culture and Caring;
- Teaching and Learning; and
- Pathways Thinking and Integration.

Three priority areas surround the instructional core, which focus and align the efforts of all educators in school and Board improvement planning for student well-being and achievement. The detailed plan explains specific goals that will be addressed this year for each area, and the data used to inform the goals:

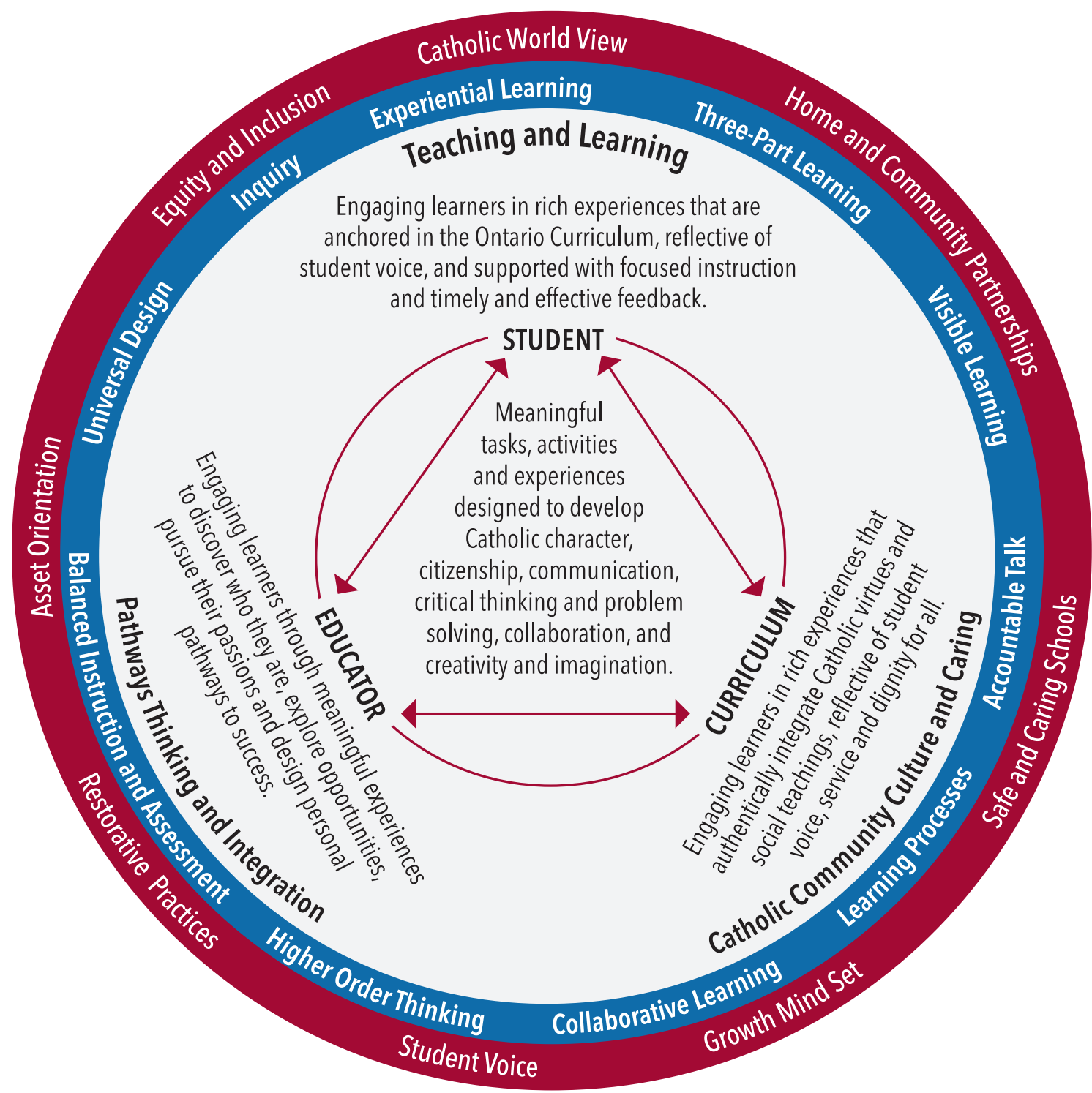
- the School/District Effectiveness Framework Indicators that relate to each goal;
- the strategic actions that will be implemented to enliven the goals;
- the means used to monitor the implementation of the goals; and
- the intended outcome for each goal.

Each goal will be evaluated at the end of the year to reflect on the actual results and outcomes.

Evidence-Based Practices: Evidence-based practices indicated in the blue circle are the main practices the Durham Catholic District School Board will use in each priority area to promote well-being and improve student achievement. These practices represent the best available research in school improvement, and therefore, they will serve as a focus for Board and school level professional learning. They are research-based, supported by either Ontario Ministry of Education policies or Literacy and Numeracy Secretariat resources and support documents.

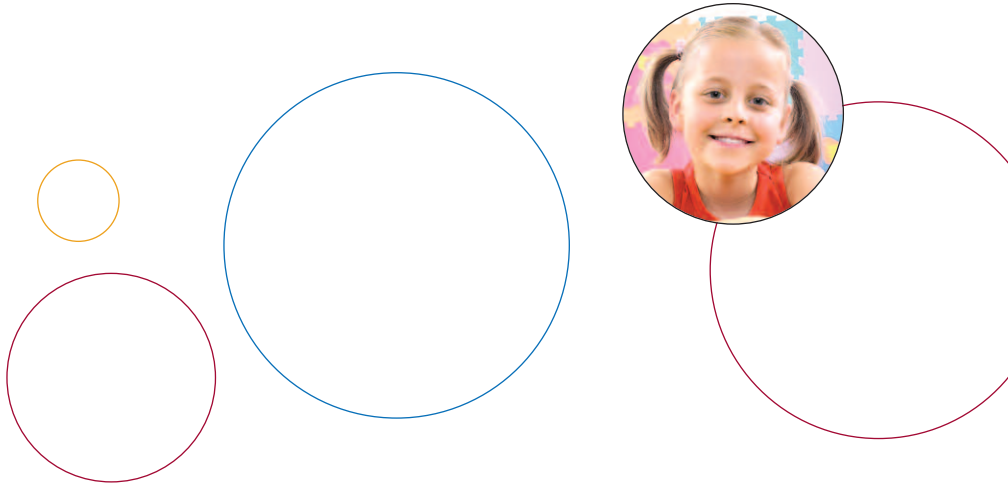
The Habits of Mind: The Habits of Mind listed in the outer burgundy circle represent the non-negotiable set of beliefs that all educators adopt to promote student well-being and achievement. A habit of mind is a pattern of intellectual behaviours (a way of thinking) that leads to productive actions. System level capacity building sessions and school based job embedded learning will focus on habits of mind as necessary to the promotion of Board and school improvement goals.





Student Well-Being And Achievement Board Improvement Plan

The Student Well-Being and Achievement Board Improvement Plan has been synthesized into an infographic to represent the Board’s approach to school improvement.



“We look both inward and outward in our focus, ever mindful that the education provided in the classroom must extend beyond the walls of our schools to make a difference in the lives of all those we encounter each and every day.”
– His Eminence Thomas Cardinal Collins,
Archbishop of Toronto



Witnessing Faith

Celebrating Equity, Excellence and
New Evangelization

Strategic Priorities

1. Creating and Sustaining a Caring Catholic School Culture
2. Building Relationships and Developing People
3. Teaching and Learning in the Formation of a Distinct Catholic Identity

CREATING AND SUSTAINING A
CARING CATHOLIC SCHOOL CULTURE

Strategic Goal

To promote staff, student and community engagement in the implementation of the New Evangelization theme of service.

Data Used To Inform This Goal

- Data from the New Evangelization Think Tank.
- Publications of Pope Francis and Assembly of Catholic Bishops of Ontario.
- Input of Student Summit Steering Committee.
- Feedback from the Adult Faith Formation Committee.
- Feedback from student participants gathered at the Year of Community Student Summit 2016–2017.

School Effectiveness Framework Indicator

7.1. A Catholic culture is intentionally designed and planned for to ensure that Gospel values animate everything that transpires in the school.

Strategic
Actions

- Develop resources and support materials to promote the spiritual theme of service in all schools and work locations.
- Embed the theme of service in board and school communications throughout the year.
- Host a Year of Service Secondary Student Leadership Summit.
- Encourage staff and student participation in Days of Service at the local level.
- Document and celebrate our commitment to service and community outreach through social media.
- Encourage the integration of the spiritual theme of service across all departments of the board.

Monitoring
Each Action

- Findings of Catholic Conversation Teams (annual Catholic School Audits).
- Follow-up actions from Year of Service Leadership Summit Teams (submission of impact reports).
- Family of Schools monitoring visits and discussion at monthly meetings.
- Social media audit of system and school-based activities (#DCDSBService).

Results and
Outcomes

- Increased capacity of staff and students to articulate the importance of service as an essential element of New Evangelization.
- Year of Service student voice video will be created and shared with the system and community.
- Learning materials have been developed and broadly shared.
- Student Summit Leadership Teams have created awareness campaigns leading up to the World Day of the Poor.
- Days of Service have been shared via social media.
- Evidence of integration across board initiatives is gathered through inter-departmental sharing.



BUILDING RELATIONSHIPS
AND DEVELOPING PEOPLE

Strategic Goal

To collaborate with local, provincial and national partners to align goals and best practices in Catholic education.

Data Used To Inform This Goal

Results of the Renewing the Promise provincial consultation (Insights Report).

Feedback from Catholic School Audit Teams.

Feedback from local clergy, faith ambassadors and chaplains.

Data from the New Evangelization Think Tank.

School Effectiveness Framework Indicator

6.2. Students, parents, parish representatives and community members are engaged and welcomed, as respected and valued partners in student learning and faith formation.

Strategic
Actions

Establish local Renewing the Promise consultation team to participate in provincial dialogue and discern local follow-up action.

Re-engage the New Evangelization Think Tank to assess the impact of the three-year New Evangelization Plan and establish the focus for the next three years.

Encourage local parish priest participation in Catholic conversation teams through learning partnership opportunities and annual Catholic School Audits.

Seek stakeholder feedback on the New Evangelization Plan through surveys and feedback tools.

Monitoring
Each Action

Minutes and recommendations of Renewing the Promise Board Team.

Reports to Administrative Council on the progress of the New Evangelization Think Tank planning and consultation process.

Data from Catholic School Audit Teams.

Family of Schools monitoring visits.

Stakeholder survey results.

Results and
Outcomes

Through provincial dialogue, our local Renewing the Promise Team will have developed recommendations for board level action.

New Evangelization Think Tank will have gathered to assess the impact of its three-year focus on Witness, Community and Service and to identify a focus for the next three years.

Increased awareness of the Catholic School Audit tool, at the schools and in the parishes, to promote dialogue and strengthen the spiritual dimension in schools.

Catholic School Audits have taken place and findings are shared at the Family of Schools level.



TEACHING AND LEARNING IN THE FORMATION OF A DISTINCT CATHOLIC IDENTITY

Strategic Goal

To promote faith formation initiatives that support a culture of teaching and learning which nurtures and reflects the Ontario Catholic School Graduate Expectations (CGEs).

Data Used To Inform This Goal

- Renewing the Promise provincial consultation Insights Report.
- Feedback from our Chaplains and Faith Ambassador learning sessions.
- Feedback of the Adult Faith Formation Steering Committee meetings.
- Feedback from our Student Summit leadership teams.
- Exit surveys of parents (Grade 8 and Grade 12).

School Effectiveness Framework Indicator

7.1. A Catholic culture is intentionally designed to ensure that Gospel values animate everything that transpires in the school.

Strategic Actions

- Continue to support adult faith formation programs for Catholic educators.
- Continue to support implementation of secondary religion curriculum through resource and learning partnerships with chaplaincy leads, religion departments and parish priests.
- Implement Institute for Catholic Education (ICE) resources developed to integrate Catholic Faith and Indigenous Perspectives to support staff and student learning.
- Enhance leadership training for new and future administrators and system leaders with a focus on personal faith formation in the service of others.

Monitoring Each Action

- Collect participant impact of learning statements from the various learning sessions.
- School monitoring visits and dialogue at Family of Schools meetings.
- Progress updates to Administrative Council on actions to date.

Results and Outcomes

- Commitment to faith formation initiatives and learning opportunities have been fulfilled.
- Staff can articulate the importance of spirituality in personal well-being.
- Increased networking within and between Religion departments, school chaplains and parish priests to build understanding of new Religion curriculum.
- Evidence of implementation of new ICE resources at the classroom level.
- Faith formation is prioritized in Board leadership development programs.





Teaching and Learning

Leading and Learning in the 21st Century Classroom

Strategic Priorities

1. Achieving Instructional Excellence
2. Instruction for the 21st Century
3. Assessment, Evaluation and Reporting



ACHIEVING INSTRUCTIONAL EXCELLENCE

Strategic Goal

To improve student achievement, engagement and well-being through a whole system approach to improved Numeracy teaching, leading and learning.

Data Used To Inform This Goal

Current and over time individual and board results on EQAO assessments of Mathematics Grades 3, 6 and 9 report card data.

Elementary and secondary 2016–2017 student achievement and school improvement planning data from intensive and increased support schools.

Feedback and reflections from the Mathematics Leadership Team regarding year one of the DCDSB Numeracy Action Plan.

Evidence of success in meeting 2016–2017 goals of the Numeracy Action Plan.

Administrator attitudinal data from April 2017 post survey.

Compass for Success student data warehouse information tool.

School Effectiveness Framework Indicator(s)

4.2. In recognition of each student’s dignity, a clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school.

Strategic Actions

Build on tri-level structures to support system and school improvement in the area of Mathematics.

Revise and refine the Numeracy Action Plan which outlines the structures and initiatives in place for year two to address the four goals of the Ontario Renewed Mathematics Strategy.

Continue to build Math content knowledge of principals, vice-principals and system leaders.

Identify specific curriculum areas that students find difficult and the best instructional strategies to address these areas of need.

Establish a numeracy coach in every secondary school to support and enhance the professional learning of the Math department.

Ensure 20 minutes of Daily Physical Activity in all elementary classrooms to support effective student learning and well-being.

Further refine and develop the Ultimate Potential (UP) Math in every Catholic secondary school and network teachers of this course to share best practice.

Focus professional learning to increase alignment between schools and across panels.

Utilize and share knowledge of best practices gained through 2016–2017 research project on serving the needs of students with Math-related learning disabilities.

Monitoring Each Action

Review of ongoing development and submission of School Improvement Plans — all schools.

Use of Ministry electronic tool: Planning and Reporting for Improved Student Achievement (PRISA) for intensive support schools.

Use of Ministry electronic tool: Achieving Excellence in Applied Courses (AEAC) tool for all secondary schools.

Pre and post surveys.

Exit tickets from professional learning sessions.

Monitoring visits with supervisory officers, consultants and coordinators.

Review of data such as CBM and EQAO.

Learning logs/reflections from educator and leader participants in ongoing capacity building.

Results and Outcomes

Improved student achievement and engagement outcomes in Mathematics.

Principals and vice-principals will report higher levels of confidence in leading Math-based professional learning with their staff.

Improved results in administrator attitudinal data in the area of Numeracy.

Increased leader content knowledge for administrators, Math curriculum chairs, Math lead teachers and system leaders.

System and school leaders and educators are able to confidently identify the concepts/ideas that students find difficult and why.

Professional learning focused on Numeracy is more precise and effective.

All elementary school students from Grades 1–8 receive 20 minutes of moderate to vigorous exercise daily.

UP Math is firmly established in all secondary schools and taught by staff who are confident in their understanding of the program and ability to improve student achievement.

Program support teachers are effectively able to support Math programming for students with learning disabilities in Math.

Classroom teachers have increased capacity to use effective strategies in Mathematics to better support students with Math-based learning disabilities.

INSTRUCTION FOR THE 21st CENTURY

Strategic Goal

To engage all learners in rich experiences that are anchored in the Ontario Catholic Graduate Expectations and Ontario Curriculum that promote 21st Century Learning across subject areas and grades.

Data Used To Inform This Goal

- Feedback and reflections from the 2016–2017 School teams’ involvement in the Learning Commons Inquiry project.
- Innovation project report backs from 2016–2017.
- Information, Communication Technology department inventory of technology in schools.
- Feedback and reflections from schools involved in 3D printing inquiry in 2016–2017.
- Student engagement in robotics-based competitions and events.

School Effectiveness Framework Indicator(s)

- 4.3. Teaching and learning in the 21st Century is collaborative, innovative and creative within a global context.
- 4.4. Learning is deepened through authentic, relevant and meaningful student inquiry.

Strategic Actions

- Expand the student learning experience by taking students and educators into virtual spaces beyond the walls of the school as we explore 21st century learning commons.
- Provide a differentiated approach to working with teacher librarians, school administrators and staff to establish a learning commons model in all schools.
- Develop essential Global Competencies such as critical thinking, communication, collaboration and citizenship as we explore learning commons which provide boundless opportunities for growth.
- Continue to expand elementary and secondary school exposure and participation in robotics through educator professional learning opportunities and the promotion of local and regional events.
- Expand 3-D printing inquiry project to encompass all secondary schools.
- Build cross-curricular capacity to utilize 3D printing capabilities to provide rich and re-imagined learning opportunities for students.

Monitoring Each Action

- Pre and post surveys from participants in facilitated learning commons and 3D printing inquiries
- Observation of frequency and nature of student access of the learning commons space.
- Number of schools and staff members involved in learning sessions.
- Qualitative analysis of professional dialogues happening through networked learning in support of the implementation of learning commons.
- Number of participants in Robotics and Future City competitions.
- The type of tasks being assigned to students for which 3D printing is being accessed.

Results and Outcomes

- All schools will adopt a learning commons approach to their school resource area.
- The learning commons will be utilized as spaces intended for student collaboration, research and inquiry.
- School learning commons will be active and flexible spaces that accommodate varied learning needs.
- There will be an increase in the number of schools/students actively involved in robotics and robotics competitions.
- 3D printing technology will be accessed by multiple departments in all high schools.
- Educators will actively share ideas and rich learning activities that promote student problem solving and engagement.

ASSESSMENT, EVALUATION
and REPORTING

Strategic Goal

To Increase the knowledge and awareness of all educators and students about Indigenous histories, cultures and perspectives.

Data Used To Inform This Goal

Student self-identification data.

Bawajijawin Report on Indigenous community in the Durham Region.

Feedback and input from the members of the board's Indigenous Education Advisory Circle.

Pre and Post Board Assessment Tool on Indigenous Education indicates the need to:

- Enhance collaboration with First Nation, Métis, and Inuit parents and communities to enhance communications on progress related to Indigenous student achievement and success.
- Increase formalization of board planning process to identify resources and supports aimed at improving the engagement, learning achievement and well-being of First Nation Métis and Inuit students.

School Effectiveness Framework Indicator(s)

3.1. The teaching and learning environment is inclusive, promotes the intellectual engagement of all students and reflects individual student strengths, needs, learning preferences and cultural perspectives.

4.6. Resources for students are relevant, current, accessible, inclusive and monitored for bias.

Strategic
Actions

Establish and maintain effective relationships with Indigenous education partners in the Durham region through our Indigenous Education Advisory Circle.

Continue the development of curriculum resources on Indigenous perspectives and related training, supporting educators’ and school leaders’ professional development.

Participate in local Indigenous community events.

Provide resources and train school Indigenous lead educators to address Indigenous perspectives in the classrooms and provide opportunities for lead educators to share that knowledge with all staff.

Increase opportunities for knowledge sharing, collaboration, and issue resolution among Indigenous communities within our school board and region.

Integration of educational opportunities to significantly improve the knowledge of all students and educators within our board about the rich ways of knowing and histories of First Nation, Metis and Inuit peoples.

Use board communication tools to promote Indigenous events, education, resources and ways of knowing.

Build understanding of Indigenous peoples with a particular focus on Treaty education, residential schools and Indigenous Spirituality.

Monitoring
Each Action

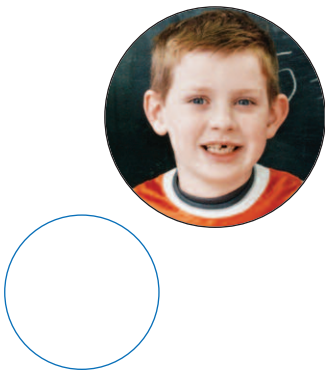
Feedback and ongoing communication with the members of the Indigenous Education Advisory Circle.

Student Self-identification data.

Communication with the local representatives of the First Nation, Métis and Inuit communities, and particularly parents.

Board Assessment Tool on Indigenous Education (Post Assessment).

Exit tickets and staff surveys.



Results and
Outcomes

Strengthen positive relationships with the members of the board’s Indigenous Education Advisory Circle who will play an increasingly visible role in providing guidance and assistance in the full implementation of Indigenous Education in all schools.

All schools will demonstrate awareness and respect for the ways of knowing and spirituality of First Nation, Métis and Inuit communities as well as an “open to learning” stance.

The board and individual schools will embrace opportunities to collaborate with members of our local First Nation, Métis and Inuit communities to build understanding of student learning needs.

Increased school participation in local community, provincial and national events in support of Indigenous peoples.

Increased system/school leader and educator knowledge regarding Indigenous education, particularly with respect to Treaty education, residential schools, and Indigenous Spirituality.



Expanding Pathways

Differentiating Opportunities for Every Student's Future

Strategic Priorities

1. Adopting a Pathways Planning Mindset
2. Assisting Students with Transitions Planning
3. Promoting Student Engagement



DIFFERENTIATING OPPORTUNITIES
FOR EVERY STUDENT’S FUTURE

Strategic Goal

To develop the necessary knowledge and skills to support pathways planning opportunities.

Data Used To Inform This Goal

Exit survey data:

- Grade 8 students
- Grade 12 students
- Parents

Ministry data:

- Dual Credit
- EQAO
- Ontario Youth Apprenticeship Programs
- OSSLT
- Specialist High Skills Majors

School Effectiveness Framework Indicator

5.2. Opportunities for authentic learning experiences and experiential learning exists in all classrooms and programs.

Strategic
Actions

Increase the number and types of experiential learning opportunities and programs.

Increase the board footprint in the following programs:

- Centre for Success
- Dual Credit
- Ontario Youth Apprenticeship Program (OYAP)
- Specialist High Skills Major (SHSM)

Monitoring
Each Action

Review Ministry data:

- Credit Accumulation
- Graduation Rates
- Taking Stock Report
- EQAO
- OSSLT

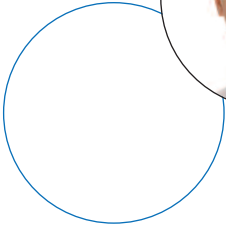
Audit school improvement plans.

Results and
Outcomes

Experiences are provided to help students explore future learning or career/life opportunities.

Authentic tasks and experiential learning enables students to apply subject specific knowledge and skills to work related situations, explore subject related education and career/life options and become competent self-directed planners.

Students are able to set goals and set appropriate activities, courses, programs and pathways that reflect their interests, skills and aspirations.



ASSISTING STUDENTS WITH TRANSITIONS PLANNING

Strategic Goal

To encourage well-being and achievement.

Data Used To Inform This Goal

Exit survey data:

- Grade 8 students
- Grade 12 students
- Parents

39% of students in Applied Level Math reached provincial standard.

Graduation rates:

- 4 Year Rate – 88.8%
- 5 Year Rate – 91.7%

School Effectiveness Framework Indicator

5.2. Comprehensive education and career/life planning programs meet the learning needs, interests and aspirations of all students.

Strategic Actions

Student Voice Forums take place in each secondary school.

School Transition Teams are in place to facilitate grade to grade, elementary to secondary and secondary to post-secondary transitions.

Review of the data and implementation of Ultimate Potential (UP) Math in all secondary schools.

Ensuring equitable access to post-secondary education outcomes.



Monitoring Each Action

Review of board-wide exit survey.

Monitoring of Transition Plans.

Review Ministry data:

- Credit Accumulation
- Graduation Rates
- Taking Stock Report
- EQAO
- OSSLT
- Supervised Alternative Learning data (SAL)

Results and Outcomes

A variety of classroom and school-wide opportunities meet the diverse needs, interests and aspirations of all students to help them develop the knowledge and skills to make informed education career/life choices.

Students develop awareness of themselves and their opportunities to make decisions, set goals and create plans for achieving their goals.

Students can demonstrate awareness and respect for various Pathways and destinations.



PROMOTING STUDENT ENGAGEMENT

Strategic Goal

To implement Ministry of Education policies and initiatives.

Data Used To Inform This Goal

Exit survey data:

- Grade 8 students
- Grade 12 students
- Parents

Ministry data:

- Dual Credit
- EQAO
- Ontario Youth Apprenticeship Programs
- OSSLT
- Specialist High Skills Majors
- Supervised Alternative Learning (SAL)

Youth-In-Care data.

School Effectiveness Framework Indicator

5.3. Students, parents, families and educators understand the full range of Pathways programs and options available.

Strategic Actions

- Conduct Student Voice Forums.
- Continue to conduct Exit surveys.
- Sharing of Student Success Data through media:
 - Credit Accumulation
 - Graduation Rates
 - SHSM
 - Dual Credit participation
- Conduct workshops for educators to increase awareness on Ministry policies and initiatives.

Monitoring Each Action

- Analyze and monitor the survey data.
- Analyze and monitor the Career Cruising data.
- Analyze and monitor feedback from Student Voice Forums.

Results and Outcomes

- Educators demonstrate respect and support for all Pathways demonstrations.
- Connections are made between the Ontario Curriculum and the full range of education career/life options.
- Students are able to demonstrate a growing awareness of themselves and the full range of opportunities available to them based on their skills, interest and aspirations.





Inspiring Leadership

Promoting a Culture of Professional Growth

Strategic Priorities

1. Capacity Building
2. Employee Performance Growth
3. Board Leadership Strategy
4. Promoting a Culture of Professional Growth

CAPACITY BUILDING

Strategic Goal

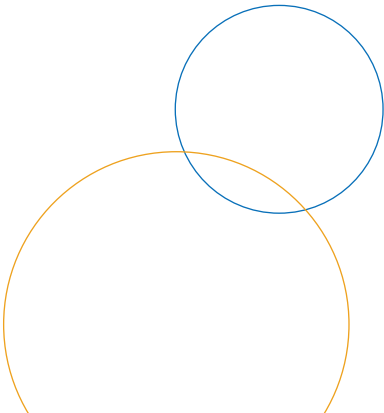
To improve staff attendance for all employee groups through an enhanced system capacity to manage absenteeism.

Data Used To Inform This Goal

- Absenteeism rates for all employee groups over a five-year period.
- Absenteeism rates at other school boards.
- Employee/Family Assistance utilization rates.
- Leave of Absence requests.
- Long Term Disability rates.

District Effectiveness Framework Indicator(s)

- 4.3. Job-embedded and inquiry-based professional learning builds capacity, informs instructional practice and contributes to a culture of learning.
- 7.2. Priority focus on developing subsets of the personal leadership resources and practices based on local circumstances at particular times.



Strategic Actions

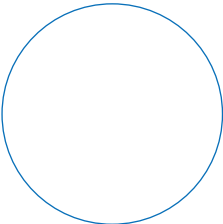
- Sharing of Excellence sessions offered to managers and principals to build their capacity in managing human resources.
- Conduct professional development sessions for principals at Director’s meetings.
- Review all relevant leave of absence data to determine trends.
- Hire a Human Resources professional who will focus day-to-day responsibilities on managing the Board’s attendance support program related to educational support workers.

How We Will Monitor Each Action

- Regular review of sick leave data by work location and employees entered into the attendance support program.
- Reports to Administrative Council.
- Collaborate and share data with system stakeholders, including various employee groups.

Results and Outcomes

- Improved employee attendance records.
- Reduced case load within the employee attendance support program.
- Cost savings in utilizing supply staff to backfill permanent staff on sick leave.
- Enhanced managerial capacity to manage human resources who have issues in maintaining regular attendance.



EMPLOYEE PERFORMANCE GROWTH

Strategic Goal

To implement a revised performance management tool and Annual Growth Planning process for education support workers.

Data Used To Inform This Goal

- Current processes and tools for education support workers.
- Current processes and tools for teachers and Early Childhood Educators.
- Current processes and tools for middle management and non-union staff.
- Processes and tools from other school boards within Ontario.
- Best practices which consider equitable and inclusive Human Resources issues.

District Effectiveness Framework Indicator(s)

7.2. Well developed and implemented performance appraisal procedures and regular feedback about practices and improvement efforts.

Strategic Actions

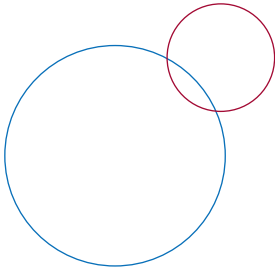
- Draft proposed tools and processes for each education worker employee group.
- Consult with the respective bargaining units on the development and implementation of tools, including at the respective labour-management committee meetings.
- Consult with management staff and their representatives on the development and implementation of tools.
- Present draft tools to Administrative Council.

How We Will Monitor Each Action

- Establish project timeline norms.
- Seek direction and input from Administrative Council.
- Share final products with the respective employee group representatives.

Results and Outcomes

- Revised tools and processes are piloted during the 2017–2018 school year.
- Full roll-out of revised tools and processes for the 2018–2019 school year.
- Development and implementation of Board policy and administrative procedure which supports the revised tools and processes.



BOARD LEADERSHIP STRATEGY

Strategic Goal

Review job evaluation tools and processes for middle management, non- union and CUPE-represented employee groups.

Data Used To Inform This Goal

Current tools, processes and Terms of Reference.
Practices and tools researched from other school boards.
Salary survey of comparable positions at other school boards in Ontario.

District Effectiveness Framework Indicator

6.1.Allocation of resources aligned with a focus on improving instruction and student achievement.

Strategic Actions

- Meet with system stakeholders to review current practices, tools and issues.
- Engage an independent and third party service provider with an expertise in job evaluation and pay equity to advise the Board on a recommended action plan.
- Create a salary survey template for relevant positions and engage school boards in the survey to solicit appropriate data and information.
- Identify any internal and/or external equity issues by job classification.
- Determine budgetary resources that may be need to be allocated to address any issues of pay equity and/or market adjustments.

How We Will Monitor Each ActionResults and Outcomes

- Reports to Administrative Council.
- In-camera reports to the Board of Trustees.
- Revised job evaluation processes and tools for each applicable employee group.



Promoting a Culture of Professional Growth

Strategic Goal

To create a structure which builds and sustains effective leadership which is one of the critical foundations to sustain and enhance system-wide improvement.

Data Used To Inform This Goal

District Effectiveness Framework Indicator

2.1. Collaborative instructional leadership builds capacity to strengthen and enhance teaching and learning.

Strategic Actions

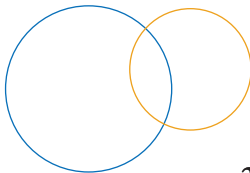
- Provide professional learning series for educators that provide information about current research and evidence based strategies aligned with the Ontario Leadership Framework.
- Expand and promote the Sharing of Excellence program for all employee groups
- Provide a culture of collaborative professionalism through Principal Learning Teams.

How We Will Monitor Each Action

- Working groups will report findings from research and share best practices.
- Increased participation in leadership programs offered to the system.
- Monitor attendance at after school sessions.
- Family of Schools monitoring visits and discussion at monthly meetings.

Results and Outcomes

- Increased capacity of staff to articulate the importance of instructional leadership.
- Increased leadership practices that build collaborative cultures.
- Additional processes that can be adapted/used for improvement in any context.
- Evidence of integration across Board initiatives is gathered through inter-departmental sharing.





Celebrating Inclusion

Personalization, Precision and Professional Development

Strategic Priorities

- 1.** Universal Design for Learning
- 2.** Differentiated Practice
- 3.** Precise and Personalized Intervention

Strategic Goal

To implement and assess the strategies, programs and services of the board’s Mental Health and Addictions Strategic Plan.

Data Used To Inform This Goal

Results of School Mental Health ASSIST Board Mental Health and Addictions Scan, which provides a high level snapshot of board progress in focus areas.

Results of the 2016 School Climate Surveys, which indicate that verbal is the most common form of bullying among students in Grades 4 to 12.

District Effectiveness Framework Indicator

2.5. Staff, students, parents and school communities promote and sustain student well-being and positive student behaviour in a safe, accepting, inclusive and healthy learning environment.

Strategic Actions

Expand and implement standard programs and capacity building to support educators in general wellness promotion, social-emotional learning, self-regulation and resilience.

Support schools in using the results of their 2016 School Climate survey to inform their own school improvement planning process.

Use educator professional learning opportunities to make explicit the connection between physical health and mental well-being.

Expand parent and youth engagement by creating additional opportunities for parents and students to become authentically involved in mental health initiatives, opportunities to support racialized students and poverty reduction opportunities.

How We Will Monitor Each Action

Review of school improvement plans by stakeholders (System Improvement Team, Safe Schools Steering Committee, Mental Health Steering Committee).

Reports to Administrative Council, Special Education Advisory Committee (SEAC) and Board Trustees.

Educator, parent and student feedback from professional learning sessions or engagement opportunities.

Results of 2017 Compass Surveys completed in secondary schools.

Results of 2018 Mental Health surveys.

Audit of Daily Physical Activity practices and commitments.

Results and Outcomes

Social-emotional learning programs delivered in various schools as required, including Roots of Empathy, mindfulness programs, Zones of Regulation, Stress Lessons/Kids Have Stress Too.

Inclusion of general wellness promotion, including physical activity and movement breaks at all professional learning sessions.

School improvement plans include specific well-being goals under the Catholic Culture, Community and Caring pillar.

Increased parent and youth engagement will create a sense of connectedness, an important protective factor for building resiliency and preventing mental health problems in youth.



Strategic Goal

To support educators in implementing effective strategies that meet the diverse learning needs of all students.

Data Used To Inform This Goal

- IEP audit data.
- Safety Plan Audit data.
- Data collected by Behaviour Resource Team and Durham Catholic Autism Resource Team.

District Effectiveness Framework Indicator

4.5. Instruction and assessment are differentiated in response to student strengths, needs and prior learning.



Strategic Actions

- Explore opportunities to focus professional learning opportunities for administrators, program support teachers (PSTs) and educators in priority schools to understand trauma informed pedagogy.
- Support educators in the implementation of the resource "Fostering Student Independence: An Educator's Guide" with emphasis on the framework for gradual release of responsibility and prompting hierarchy.
- Provide PSTs with assessment tools to develop transition goals that support All About Me portfolios and Individual Pathway Plans.
- Provide specialized interventions for students with special programming needs based on applied behaviour analysis.

How We Will Monitor Each Action

- Review and analyze ABA assessment data.
- Reports to Administrative Council, SEAC and Board Trustees.
- Educator feedback from professional learning series and capacity sessions.
- Family of Schools monitoring visits.

Results and Outcomes

- Learning sessions are delivered to educators in priority schools on trauma informed pedagogy.
- Learning sessions are delivered to all educators on the components of Applied Behaviour Analysis and more intensive programming for specific PSTs, classroom teachers and Educational Assistants.
- Enhanced role of Psychological Services staff to support transitional programming at elementary schools is enhanced.
- Parents are confident that Applied Behavioural Analysis strategies are being implemented for students diagnosed with Autism.

PRECISE AND PERSONALIZED
INTERVENTION

Strategic Goal

To foster continued improvement of Individual Education Plans (IEPs).

Data Used To Inform This Goal

Results of IEP audit.

Results of Special Education data on 2016–2017 EQAO.

Results of Research Project.

District Effectiveness Framework Indicator

4.5. Instruction and assessment are differentiated in response to student strengths, needs and prior learning.

Strategic
Actions

Continue to enhance leadership skills of the PST and administrators regarding programing and services for students with special education needs, especially the impact of learning disabilities in Numeracy.

Focus educators’ professional learning on the effective use of Learning Profiles in Numeracy instruction by focusing on student processing strengths and deficits.

Explore opportunities to expand Numeracy programming for students on an Alternative curriculum.

How We Will Monitor
Each Action

Implementation of a Collaborative Inquiry for Supporting Students with Learning Disabilities in Grade 9 UP Math and Grade 9 Applied Math.

Pre-and Post assessment data and report card data for Grade 9 UP Math and Grade 9 Applied level students.

Educators’ feedback from professional learning series and capacity sessions, including monthly self-reflections of PSTs.

Family of Schools monitoring visits.

Collection and analysis of IEPs and report card marks for students with IEPs.

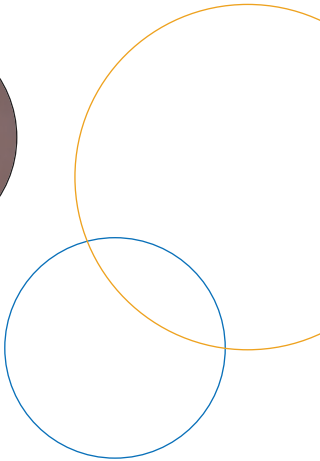
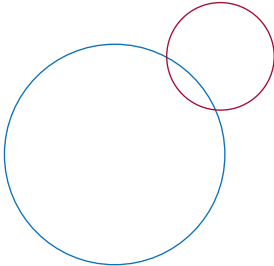
Results and
Outcomes

Learning sessions are delivered to Grade 9 Math teachers on supporting students with learning disabilities.

Inclusion of the use of Learning Profiles to support Numeracy instruction in all Numeracy Capacity Building sessions.

Role of Psychological Services staff to support students with learning disabilities in both elementary and secondary school is enhanced.

Parents are confident that special education programming is being delivered in Numeracy based on individual student Learning Profiles.





Serving in Partnership

Building Connections to Enhance Catholic Education

1. Classroom, School and Board
2. Outreach and Programs
3. Parents, Stakeholders and Community Involvement

OUTREACH AND PROGRAMS

Strategic Goal

To establish a Corporate Partnership Development program.

Data Used To Inform This Goal

Feedback from annual community engagement meeting (June 2016).

Table discussions of the Board Partnership Advisory Committee.

District Effectiveness Framework Indicator

9.1. Regular communication through the system nurtured by structures that encourage strong relationships and collaborative work based on a shared vision for student learning and well-being among staff, principals, system leaders, parents, community groups, trustees and ministry.

Strategic Actions

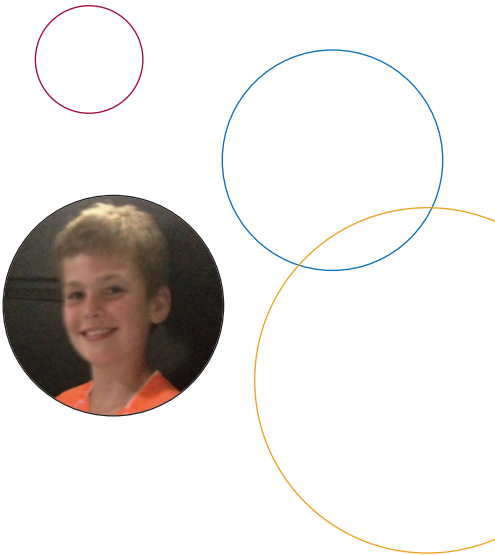
- Create networking opportunities with various district school board partnership departments and all local municipalities, colleges, universities and other stakeholders.
- Attend regional and provincial meetings to network and share best practices in promoting Community Use of Schools and partnership development.
- Conduct inter-departmental partnership development training to remove duplication and foster increased awareness of partnership opportunities.
- Develop training materials to support partnership development across the board.

How We Will Monitor Each Action

- Minutes of meetings with stakeholder groups.
- Minutes of meetings of Partnership Advisory Committee.
- Regular updates to Administrative Council on progress.
- Ongoing consultation with existing partners.
- Continuous intake of stakeholder feedback from community engagement meetings.

Results and Outcomes

- Increased opportunities for networking and relationship building with potential partners, building understanding of our mandate and their needs.
- Increased understanding within and between departments of the board with respect to partnership development and their role in promoting and sustaining partnerships.
- Stakeholder feedback is carefully considered to enhance partnership development opportunities.



PARENTS, STAKEHOLDERS AND
COMMUNITY INVOLVEMENT

Strategic Goal

To enhance opportunities for parent involvement and engagement that support student well-being and achievement.

Data Used To Inform This Goal

Data from Durham Catholic Parent Involvement Committee (DCPIC) year-end survey.

Ministry and board goals for supporting student well-being and achievement.

District Effectiveness Framework Indicator

6.1. The Catholic School Council has a meaningful role in supporting learning and wellbeing, faith formation and achievement for students.



Strategic
Actions

- Enhance existing program of orientation and ongoing support for Catholic School Council Chairs and school administration to support effective operation of Catholic School Councils.
- Expand resources (Catholic School Council Handbook and web-based resources) to support effective parent engagement in the schools.
- Continue to build awareness and prioritize the role of Catholic School Councils in the promotion of the spiritual dimension in our schools.
- Continue to develop outreach activities to support Ministry and board priorities including Equity and Inclusive Education focus and the Renewed Math Strategy.

How We Will Monitor
Each Action

- Planning sessions of Durham Catholic Parent Involvement Committee sub-committees.
- Regular reports at Durham Catholic Parent Involvement Committee meetings.
- Feedback from the annual Catholic School Council Commissioning Mass/Orientation session.
- Ongoing communication with Catholic School Councils.

Results and
Outcomes

- Durham Catholic Parent Involvement Committee has developed new resources to support Catholic School Council chairs and members.
- Durham Catholic Parent Involvement Committee communications address priorities identified in parent year-end survey.
- Durham Catholic Parent Involvement Committee and local Catholic School Councils have prioritized faith formation activities and supported Year of Service initiatives.
- Board level staff has coordinated parent outreach opportunities and materials to support Mathematics learning for parents.
- We continue to promote a culture that recognizes the significant role that parent engagement plays in student well-being and achievement.

CLASSROOM, SCHOOL
AND BOARD

Strategic Goal

To strengthen our partnerships among colleges, universities, employers and community agencies.

Data Used To Inform This Goal

Feedback from annual community engagement meeting (June 2016).

Table discussions of the Board Partnership Advisory Committee.

District Effectiveness Framework Indicator

9.1. Regular communication through the system nurtured by structures that encourage strong relationships and collaborative work based on a shared vision for student learning and well-being among staff, principals, system leaders, parents, community groups, trustees and ministry.

Strategic
Actions

- Develop partnership agreements with local colleges and universities to enhance student success.
- Enhance inter-departmental sharing through regular Partnership Advisory Committee meetings.
- Secure additional partnerships including but not limited to expanded/new childcare and family centres, community hubs, and initiatives that support diversity, equity and inclusive education.
- Streamline and maintain a database that captures new and existing partnerships across the departments of the board.

How We Will Monitor
Each Action

- Minutes of meetings with potential partners.
- Regular meetings of the Partnership Advisory Committee.
- Continuous updates to the partnership database.
- Updates on progress reported to Administrative Council.
- Feedback from community consultation session and outreach contacts.

Results and
Outcomes

- Database is continuously updated and reflects a range of partnerships across departments.
- Partnership Advisory Committee is meeting regularly to review existing and potential partnership opportunities.
- Annual community engagement session is held and feedback is carefully considered.
- DCDSB continues to make ongoing contacts with community partners to build partnership opportunities.





Emerging Technology

Empowering Today for a Changing Tomorrow

Strategic Priorities

1. Infrastructure, Security and User Experience
2. Information Management
3. Ministry Compliance — Managing Information for Student Achievement (MISA)



Strategic Goal

To plan and implement technology upgrades that support student achievement.

Data Used To Inform This Goal

Review technology in the classroom and learning commons for equalization strategy.

District Effectiveness Framework Indicator

Ensure that all students have access to emerging technology.

Strategic Actions

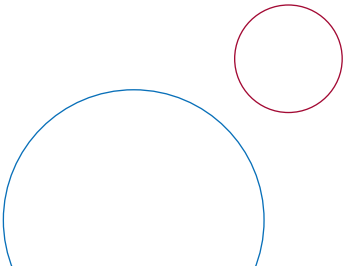
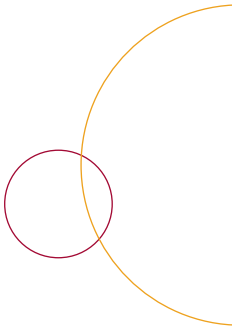
- Ensure that technology inventory is accurate in the Asset Management System.
- Perform a technology audit to identify technology gaps in the classrooms and learning commons.

How We Will Monitor Each Action

- 99% of assets must be in the new Asset Management system by August 31, 2018.
- Reporting will determine any technology deficiencies in the classroom.

Results and Outcomes

- All secondary schools have a learning commons.
- All elementary schools have started the implementation strategy of a learning commons.
- Increase the number of mobile devices where needed based on the equalization strategy study.



INFRASTRUCTURE, SECURITY
AND USER EXPERIENCE

Strategic Goal

To continue implementation of emerging technology, enabling 21st century education.

Data Used To Inform This Goal

Implement a Learning Management System (LMS) to engage teachers, students and parents.

District Effectiveness Framework Indicator

Reinforce the growing success strategy of the teaching and learning environment.



Strategic
Actions

Integrate the LMS with our Student Information System (SIS).

The implementation team will come up with the deliverables for year one, year two and year three.

How We Will Monitor
Each Action

Participation of teachers, students and parents.

Higher student engagement when using the new LMS.

21st century blended learning is achieved.

Streamline communication between teachers, students and parents.

Results and
Outcomes

LMS year 1 is implemented.

Blended and personalized learning is available.

Support for teachers, parents and students is in place.

LMS integration with the SIS is completed.

MINISTRY COMPLIANCE – MANAGING
INFORMATION FOR STUDENTS
ACHIEVEMENT (MISA)

Strategic Goal

To improve security and system integration, enhancing end-user experience and productivity.

Data Used To Inform This Goal

Review the network infrastructure to provide high availability and high performance of services.

District Effectiveness Framework Indicator

The goal is to provide 99.999% of system availability and capacity.

Strategic
Actions

Replaced firewalls to support high speed Internet and increase security.

Increase the Internet bandwidth to meet the requirements of today and the future.

Guarantee Internet load balancing and failover.

Increase Wide Area Network (WAN) bandwidth if necessary.

Strengthen our Wi-Fi capacity.

Perform a Cyber Security assessment in the board’s Internet and external network.

How We Will Monitor
Each Action

Review current usage to indicate upgrades.

Ongoing upgrades and testing.

Results and
Outcomes

Met the 99.999% of system availability.

Student and staff Internet and network experience met expectations.

Firewalls, Wi-Fi, WAN and Internet bandwidth were upgraded.

Cyber defence strategies are maintained.





Advancing Communications

Strengthening Relationships
to Enhance Student Achievement

Strategic Priorities

- 1.** Collaborative Communication
- 2.** Branding and Visual Identity
- 3.** Community Engagement

Strategic Goal

To deliver timely, effective and open communication using the most appropriate tools and technology available.

Data Used To Inform This Goal

The 21 Clicks survey indicated that parents want to engage with their schools online and want to hear directly from school communities.

District Effectiveness Framework Indicator

9.1. Regular communication through the system nurtured by structures that encourage strong relationships and collaborative work based on a shared vision for student learning and well-being among staff, principals, system leaders, parents, community groups, trustees and ministry.

Strategic Actions

- Promote the use of school websites as a home-school communications tool.
- Promote the subscribe feature on board and school websites to increase direct content with audiences to school staff and communities.
- Review tips on how to increase subscribers with principals along with benefits of subscribing.
- Use social media tools to increase outreach for sharing school and board news and engaging in dialogue with the broader community through the continued use of DCDSB hashtags on social media sites.
- Promote the use of social media affiliate accounts among various departments and subject experts across the board (DCPIC, French as a Second Language, Student Services, Teaching and Learning).

How We Will Monitor Each Action

- Audit school websites for regular updates with fresh content.
- Monitor the number of subscribers to board and school websites.
- Information on the subscribe feature is shared with principals at the start of the school year with periodic reminders and review of numbers throughout the year.
- Review the use of hashtags developed to align with the board’s Strategic Plan and New Evangelization Plan:
 - #DCDSBExcellence
 - #DCDSBEquity
 - #DCDSBFaith
 - #DCDSBWellbeing
 - #DCDSBService
- Monitor and share content posted by affiliate accounts.

Results and Outcomes

- School websites are updated regularly with newsletters and calendars shared online.
- Number of subscribers have increased by 10%.
- School staff has shared the importance of subscribing with school communities and can see on websites that people are engaging in the process.
- Schools and affiliates are using DCDSB hashtags.
- Various departments and subject experts have created social media accounts and are actively engaging with audiences and increasing followers.



Strategic Goal

To prioritize areas of focus for advancing communications.

Data Used To Inform This Goal

A review of new and existing priorities and initiatives for the board.

District Effectiveness Framework Indicator

1.2. Mission, vision and goals developed transparently through a strategic planning process and brought alive and sustained through consistent use as decision-making tools and beacons for the future.

Strategic Actions

Develop and support communications plans for various system wide initiatives of the board including:

- Year of Service
- Arts and Media Program
- Daily Physical Activity
- Indigenous Education
- Mental Health Strategic Plan
- Student Enrolment
- French Immersion
- Student Success
- Long-Term Accommodation Plan
- Other plans merging from the Long-Term Accommodation Plan
- Employee Wellness
- Durham Catholic Children’s Foundation

How We Will Monitor Each Action

Areas of focus are identified early in the school year and guide priorities for Communications staff.

Review timelines, milestones and progress.

Results and Outcomes

Priorities are followed and communications tactics are complete.

BRANDING AND VISUAL IDENTITY

Strategic Goal

To ensure the board’s and schools’ branding and visual identity is consistent in all forms of communication.

Data Used To Inform This Goal

School logos were reviewed and updated as part of the website redesign process. All schools have access to high quality images of their school academic and athletic logos.

District Effectiveness Framework Indicator

1.2. Mission, vision and goals developed transparently through a strategic planning process and brought alive and sustained through consistent use as decision-making tools and beacons for the future.

Strategic Actions

New high quality logos to be used for all school print and online communications for consistent implementation of branded materials.

How We Will Monitor Each Action

Audit school communications by randomly selected checks on how new logos are being used.

Results and Outcomes

Print and online communications appear consistent with school and board branding with a professional and identifiable look.





Managing Resources

Establishing Sustainable Priorities
and Raising Stakeholder Confidence

Strategic Priorities

1. Financial Stability
2. Resource Management
3. System Accountability

Strategic Goal

To ensure efficient and equitable allocation of school finances and resources.

Data Used To Inform This Goal

- Centralized school budgets.
- School generated funds revenue and expenditure.
- Allocation of funds information from the Durham Catholic Children’s Foundation.
- School by school technology inventory.
- Poverty reduction strategy survey results.
- Report on Priority Neighbourhoods.

District Effectiveness Framework Indicator

- 6.1. Allocation of resources aligned with a focus on improving instruction and student achievement.
- 8.1. Board of trustees focused on strategic planning and ensuring district mission and vision for student achievement and well-being drive the district’s improvement efforts.

Strategic Actions

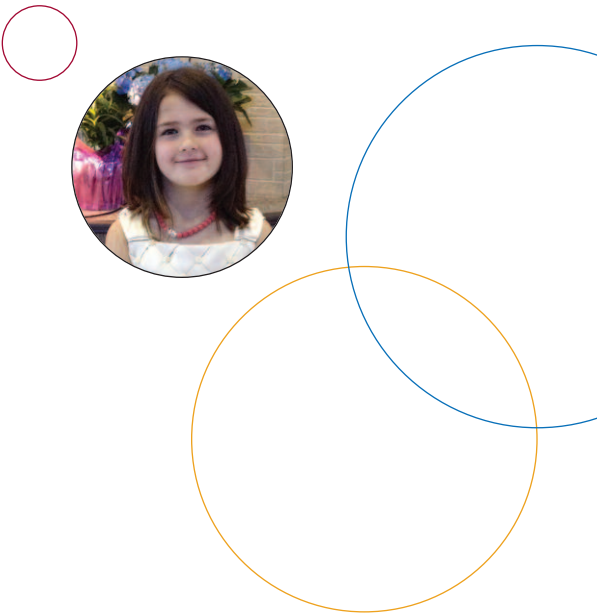
- Establish a School Finances Working Group to assess the financial capacity of each school.
- Review of the annual school budget allocation and school generated funds activity.
- Integrate funds allocated by the Durham Catholic Children’s Foundation into the overall financial planning model at the school level.
- Adjust the annual school budget allocation as required to equalize financial capacity at the school level.
- Develop a school level multi-year technology equalization strategy in collaboration with the Information Technology Advisory Committee.

How We Will Monitor Each Action

- Ongoing meetings of the respective working groups and committees with defined timelines and action items.
- Regular reports and recommendations to Administrative Council and school administrators.

Results and Outcomes

- Each school community has been assessed and the annual school budget allocations have been adjusted.
- The multi-year technology equalization strategy has been developed.



Strategic Goal

To efficiently utilize board facilities to accommodate programs and services.

Data Used To Inform This Goal

- Demographic trends.
- Student enrolment projections.
- Survey results.
- School profiles.
- Socio-economic data.
- Input received through public consultation.
- Research of educational models serving both elementary and secondary panels.
- Ministry announcements with respect to Capital Priorities submissions and approved projects.
- Information derived in accordance with the Board’s Accommodation Review and Community Partnerships policies.

District Effectiveness Framework Indicator

- 6.1. Allocation of resources aligned with a focus on improving instruction and student achievement.
- 8.1. Board of Trustees focused on strategic planning and ensuring district mission and vision for student achievement and well-being drive the district’s improvement efforts.

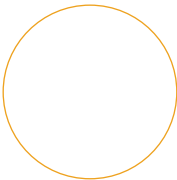
Strategic Actions

- Implement the Regional Arts and Media Program resulting from the Whitby Secondary Schools study.
- Continued monitoring and study of the board’s French Immersion programs and locations.
- Ongoing consideration of community hubs and partnership opportunities.
- Complete a comprehensive analysis of Continuing and Alternative Education programs and services.
- Maintain a consistent and equitable school space allocation model.
- Prepare the annual accommodation and utilization report for review with trustees.
- Update and refine the board’s multi-year Long-Term Accommodation Plan.
- Initiate boundary and/or accommodation reviews as required to maintain effective school sizes and utilization levels in support of program related strategic directions.



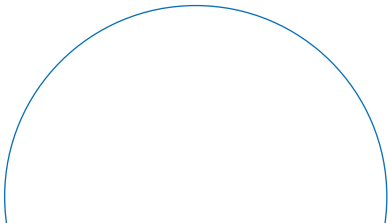
How We Will Monitor Each Action

- Regular meetings of the various study groups with ongoing updates to Administrative Council and the Board of Trustees.
- Review input and feedback from system stakeholders throughout the various information and consultation sessions.



Results and Outcomes

- Studies are completed and opportunities are reviewed regarding the following:
 - French Programs
 - Continuing Education
 - Alternative Education
- Recommended actions are approved by the Board of Trustees.
- Annual accommodation report is provided to the Board of Trustees.
- Updated Long-Term Accommodation Plan is provided to the Board of Trustees.
- Boundary reviews and/or accommodation reviews are initiated and/or completed.



SYSTEM ACCOUNTABILITY

Strategic Goal

To enhance system capacity with respect to financial literacy.

Data Used To Inform This Goal

School generated funds revenue and expenditure.

Centralized school and departmental budgets.

Various analysis to support specific areas of operations.

District Effectiveness Framework Indicators

5.1. Professional learning aligned with board and school improvement initiatives differentiated to meet needs of schools, leaders and teachers and aimed at transferring learning into practice.

8.1. Board of Trustees focused on strategic planning and ensuring district mission and vision for student achievement and well-being drive the district’s improvement efforts.

Strategic Actions

Provide comprehensive information to the Audit Committee, Finance Committee and Board of Trustees with respect to the board's overall financial position, opportunities and challenges.

Lead ongoing discussion of financial related topics with Administrative Council, school administrators and corporate managers.

Provide in-service to school secretaries based on needs identified during school visits and internal/external audits.

Develop reports, processes and tools to assist end users in performing their respective financial duties.

Hold information sessions with various stakeholders with respect to the board’s finances and education funding.

How We Will Monitor Each Action

Ongoing dialogue with trustees and committee members to receive feedback.

Regular updates and working sessions with senior staff and school administrators.

Monitor progress of school secretary in-service sessions and receive feedback.

Monitor the various stages of the implementation of the new financial systems to ensure relevant reports, processes and tools are being generated.

Provide updates to the Board of Trustees with respect to information provided at the various sessions.

Results and Outcomes

Trustees are informed of Ministry funding, school board finances and education sector based business policies and procedures.

Senior staff and school administrators are able to effectively manage their respective cost centres.

School secretaries have received targeted in-service and operational support from the school support administrator.

Senior staff and school administrators are able to make informed decisions through access to timely and relevant information.

Information sessions are provided to the Special Education Advisory Committee (SEAC), Durham Catholic Parent Involvement Committee (DCPIC), Student Senate and employee groups during the year.





Continuing Education

Serving the Needs and
Interests of All Learners

Strategic Priorities

1. Career Training and Personal Development
2. Expanding and Extending Programs
3. Promoting Student Engagement

CAREER TRAINING AND
PERSONAL DEVELOPMENT

Strategic Goal

To maintain and develop programs which reflect the interests and needs of the community.

Data Used To Inform This Goal

Number of PLAR and Maturity Credit Assessments that assist adult learners to achieve OSSD in support of their Individual Pathways Plan (IPP).

Enrolment data for programs and courses for adult day school, night school, summer school and language classes.

Student Voice and student pathways surveys indicating programming needs.

Labour market data from Durham Workforce Authority (DWA).

Perceptual data and communication regarding the needs of clients from community partners who send their clients to Continuing Education.

Ongoing perceptual and exit surveys.

Retention rates in courses and programs.

District Effectiveness Framework
Indicators

6.3.The school and community build partnerships to enhance learning opportunities and well-being of students.

Strategic
Actions

Continue to assess the financial viability of current and new programs.

Refine the business and marketing plan to support visibility in the community, growth of programs and increased enrolment.

Increase career/education counselling, PLAR and Maturity Credit Assessments with additional guidance support.

Guidance counsellor support for apprenticeships, college and university applications.

Expand cooperative education opportunities: employment training programs (PSW, Child Care Assistant, Hospitality) and Work-4-Credits Co-op.

Develop post-secondary preparation and employment training programs (in collaboration with community partners that reflect the needs of the community (customer service, trade skills).

Develop and expand partnerships with educational institutions and community agencies and provide office space at adult education locations for support and client referrals to increase enrolment at the Oshawa and Ajax campuses.

How We Will Monitor
Each Action

Guidance counsellor to track the number of PLAR and maturity credit assessments, total number of credits earned and OSSD achievement as a result of PLAR and maturity credits.

Review enrollment data at the end of each month.

Collect student employment feedback (community partners, employers) at annual Personal Support Worker (PSW) advisory meeting.

Coordinators report monthly status of federal and provincial contracts and share possible opportunities.

Feedback from community manager meetings.

Results and
Outcomes

Increased enrollment in continuing education courses and programs.

Focus on fiscally responsible programming sustains viable programs, identifies programs that are no longer viable and provides support for programs that are growing or could expand in the future.

Increased enrolment through increased marketing and exposure of continuing education courses and programs through social media and digital marketing.

Increase in number of PLAR and maturity credit assessments and credits earned.

Increased graduation rates and number of graduates applying for post-secondary education.

Increased enrollment in courses and pathways & employment training programs.

Regular communication and staff from educational institutions and community partners on site.

Regular meetings with community partner managers and educational institution leaders.

Continue to collaborate with community partners to develop programming that reflects the needs of the community and increase client referrals in continuing education courses and employment training programs.

Positive anecdotal feedback from students, community partners and employers.

Attendance by administration and coordinators at business community meetings.

PROMOTING STUDENT ENGAGEMENT

Strategic Goals

To provide transitional pathways which reflect the needs of all learners.

To promote the Catholic faith in a diverse community.

Data Used To Inform This Goal

Student perceptual data and satisfaction surveys.

Student surveys indicating pathways and post-secondary programs of choice.

Perceptual data from community partners (Ontario Works, Rose of Durham).

District Effectiveness Framework Indicators

5.3. Students, parents, families and educators understand the full range of pathways, programs, options and supports that are available.

3.4. Students demonstrate a wide range of transferable skills, such as teamwork, advocacy, leadership and global citizenship.

Strategic Actions

Provide guidance counselling to support transitions to enter the world of work, college, university, apprenticeship and the community.

Enhance existing programs through flexible scheduling and course offerings (new opportunities for hybrid learning, Raising Healthy Children).

Refine elementary to secondary programming.

Integrate values and practices that reflect the Catholic faith, culture and identity.

How We Will Monitor Each Action

Guidance support for student exit surveys and feedback.

Feedback from community partners.

Student voice and feedback regarding existing programs.

Enrolment data for all programs.

Review programming in summer programs (Head Start, Grade 8 Numeracy camps, Grade 9/10 credit recovery) and after school Grades 7 to 12 Literacy and Numeracy programs.

Increased student involvement in community service.

Family support with increased use of child minding on site.

Results and Outcomes

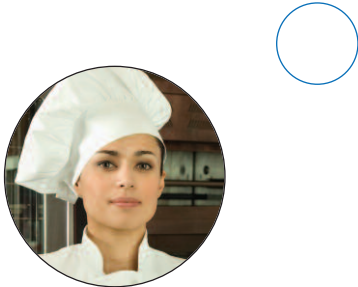
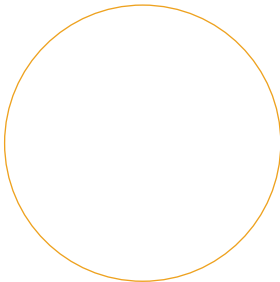
Increased success in transitional pathways attracts future students.

Flexible scheduling through 1:1 guidance counselling supports the challenges that adult learners experience when balancing home-work-school commitments.

Increased guidance promotes student engagement with improved intake and referrals that supports planning transitional pathways.

Increased academic support for students in Grade 8 to 9 transitions and Grade 7 to 12 Literacy and Numeracy programs improves student Literacy/Numeracy and EQAO/OSSLT scores.

Support for low-income families demonstrates Catholic values.



EXPANDING AND EXTENDING PROGRAMS

Strategic Goal

Within an international context, provide enhanced course offerings and experiential learning opportunities which allow students to build their global competencies to be successful in a 21st century economy.

Data Used To Inform This Goal

- Ministry of Education’s Strategy for K–12 International Education in Ontario.
- Research the practices at other school boards in Ontario and Canada whom offer such experiential learning opportunities to students.
- Conduct surveys via electronic communication boards provided through CAPS-I and OASDI.
- Identify third party service providers which specialize in collaborating with school boards to provide such learning opportunities for students.

School Effectiveness Framework Indicator

6.3. The school and community build partnerships to enhance learning opportunities and well-being for students.

Strategic Actions

- Develop and offer experiential for-credit course opportunities.
- Develop and implement an international education certificate program similar to a SHSM program.
- Survey students and teachers to identify possible course offerings and locations that would be of interest to students to select and for teachers to lead.
- Meet with third party providers who can partner with the board to facilitate such learning opportunities.
- Consult with the appropriate system stakeholders, including secondary school principals and the OECTA Secondary Unit.
- Establish a working group between the Continuing and International Education Departments.
- Release job posting inviting teachers to express an interest in recommending and leading experiential for-credit course offerings.
- Conduct information meetings with parents, students and teacher course/trip leaders.
- Establish curriculum writing teams where necessary.
- Amend current marketing materials and tools to include new course offerings and certificate program.
- Establish sister school partnerships in countries where the experiential learning courses will occur.

How We Will Monitor Each Action

- Provide regular updates to Administrative Council.
- Regular meetings of the working group.
- Track uptake in course offerings by school location.
- Monitor enrolment of international education students.

Results and Outcomes

- Enrolment in experiential for-credit course offerings outside of the regular instructional year.
- Increased enrolment of international students.



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