

REGULAR BOARD MEETING

AGENDA

Monday, June 10, 2019

7:30 p.m.

Catholic Education Centre
650 Rossland Road West
Oshawa, ON L1J 7C4

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REGULAR BOARD MEETING

Monday, June 10, 2019

7:30 p.m.

Durham Catholic District School Board

Catholic Education Centre

650 Rossland Road West, Oshawa

OPEN SESSION AGENDA

A.	CALL TO ORDER	<u>Page</u>
a.1	Motion to Move In Camera (7:00 p.m.)	
a.2	National Anthem (7:30 p.m.)	All Saints Catholic Secondary School Choir
a.3	Acknowledgement of Traditional Territory	
a.4	Memorials and Prayer	Student Trustees
a.5	Roll Call and Apologies	
B.	DECLARATION AND OATH OF TRUSTEE	Anne O'Brien
C.	APPROVAL OF AGENDA	
c.1	Changes to printed Agenda	
c.2	Approval of Agenda	
D.	ANNOUNCEMENTS	
d.1	Announcements from the In Camera Session of the Board Meeting	
d.2	Exceptional Student Award – Student Recognition	
d.3	Skills Canada Achievement – Student Recognition	
d.4	Ontario Student Trustees' Association (OSTA-AECO) – Student Trustee Recognition	
d.5	Business/Community Accessibility Improvement Award	
d.6	Healthy Schools Award	
E.	NOTICES OF MOTIONS	
F.	DECLARATIONS OF INTEREST	
f.1	Declaration of Conflict of Interest	
G.	ACTIONS TO BE TAKEN	
g.1	Approval and Signing of Minutes of the Open Session of the Special Board Meeting of May 22, 2019	5
g.2	Business Arising from the Open Session of the Special Board Meeting of May 22, 2019	
g.3	Approval and Signing of Minutes of the Open Session of the Regular Board Meeting of May 27, 2019	46
g.4	Business Arising from the Open Session of the Regular Board Meeting of May 27, 2019	

OPEN SESSION AGENDA
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H. PRESENTATIONS

- h.1 Expanding Pathways – John Mullins, Superintendent of Education
- h.2 Intermediate Guidance Teacher Initiative – Tracy Barill, Superintendent of Education
- h.3 The Student Well-Being and Achievement Balanced Scorecard 2018-2019 – Anne O'Brien, Director of Education

I. DELEGATION

J. CONSIDERATION OF MOTION

- j.1 Motion to be read in Open Session from the In Camera Session of the Board Meeting of June 10, 2019

K. UNFINISHED BUSINESS FROM PREVIOUS MEETINGS

L. COMMITTEES

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 - m.5.3 Out of Province Travel 162
 - m.5.4 Director's Verbal Report
- m.6 Chair's Report**
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O. INQUIRIES AND MISCELLANEOUS

P. PENDING ITEMS

Q. ADJOURNMENT

R. CLOSING PRAYER

Student Trustee

Durham Catholic District School Board

DECLARATION AND OATH**I. Declaration**

I _____ solemnly declare that I am not disqualified under any Act from being a member of the Durham Catholic District School Board.

I _____ solemnly declare that I will truly, faithfully, impartially and to the best of my ability execute the office of board member, and that I have not received and will not receive any payment or reward or promise thereof for the exercise of any partiality or malversation or other undue execution of the said office and that I will disclose any pecuniary interest, direct or indirect, as required by and in accordance with the *Municipal Conflict of Interest Act*.

II. Oath

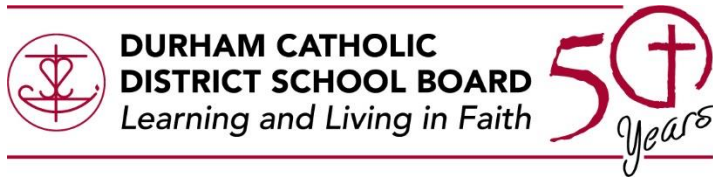
I _____ swear that I will be faithful and bear true allegiance to Her Majesty, Queen Elizabeth II.

Taken and subscribed before the Secretary of the Board on this the _____ day of _____

Signature
Member of the Board

Signature
Director of Education and
Secretary/Treasurer





MINUTES of the **OPEN SESSION** of the Special Board Meeting of the Durham Catholic District School Board which was held in Board Room of the Catholic Education Centre, 650 Rossland Road West, in Oshawa on Wednesday, May 22, 2019.

Trustees Present

J. Rinella, Chair
T. Chapman, Vice Chair
M. Forster
K. LeFort
J. McCafferty
J. Oldman
M. Ste Marie

Staff Present

A. O'Brien, Director
T. Barill
J. Bowyer
B. Camozzi
M. Gray
R. Leclair

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

A. OPEN SESSION CALL TO ORDER

Chair Rinella called the Open Session to order at 6:00 p.m.

a.1 ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

Chair Rinella acknowledged Traditional Territory.

a.2 MEMORIALS AND PRAYERS

Trustee Oldman offered the opening prayer.

a.3 ROLL CALL AND APOLOGIES

All Trustees in attendance.

B. APPROVAL OF AGENDA

b.1 CHANGES TO THE PRINTED AGENDA

None

ITEM b.2 APPROVAL OF AGENDA

Motion No. SB2019-05-22-01

Approval of Agenda

Moved by K. LeFort seconded by J. McCafferty

“THAT the Durham Catholic District School Board approve the agenda of the Wednesday, May 22, 2019 Special Board Meeting as printed.”

Carried

C. DECLARATIONS OF INTEREST

c.1 DECLARATION OF CONFLICT OF INTEREST

None

D. BUSINESS

d.1 TRUSTEE SELECTION

- Director O'Brien welcomed all 13 candidates to the meeting and thanked them for applying for public office.
- She noted that Trustees received copies of candidate packages which included their speech (Appendix 1), covering letter and resume at the start of the public meeting.
- Director O'Brien read the Trustee Vacancy Voting Procedures (Appendix 2). She appointed Superintendent Putnam, Superintendent Camozzi and Superintendent O'Reilly as Returning Officers for the ballot process.
- She advised that each candidate would be called forward to read their prepared speech by the order of lot number (Appendix 3), that they received prior to the start of the Board meeting.
- Each candidate was then called forward to read their speech, according to their lot number. Following the speeches, Director O'Brien commended the candidates and extended her thanks on behalf of the Board of Trustees.
- Ballots were handed to each Trustee for voting. Following completion of the ballots for the round of voting, the Returning Officers collected and provided the Director with the results. The Director read the results.

First Round of Voting

<u>Trustee</u>	<u>Candidate Voted</u>
T. Chapman	Theresa Corless
M. Forster	Theresa Corless
K. LeFort	Robert De Souza
J. McCafferty	Theresa Corless
J. Oldman	Robert De Souza
J. Rinella	Robert De Souza
M. Ste. Marie	Michael Schneider

Results: Michael Schneider (1); Theresa Corless (3); Robert De Souza (3)

Second Round of Voting

<u>Trustee</u>	<u>Candidate Voted</u>
T. Chapman	Theresa Corless
M. Forster	Theresa Corless
K. LeFort	Robert De Souza
J. McCafferty	Theresa Corless
J. Oldman	Robert De Souza
J. Rinella	Robert De Souza
M. Ste. Marie	Michael Schneider

Results: Michael Schneider (1); Theresa Corless (3); Robert De Souza (3). As per Voting Procedure, candidate(s) with the least amount of votes are eliminated. Michael Schneider was eliminated.

Third Round of Voting

<u>Trustee</u>	<u>Candidate Voted</u>
T. Chapman	Theresa Corless
M. Forster	Theresa Corless
K. LeFort	Robert De Souza
J. McCafferty	Theresa Corless
J. Oldman	Robert De Souza
J. Rinella	Robert De Souza
M. Ste. Marie	Robert De Souza

Results: Robert De Souza (4); Theresa Corless (3).
Robert De Souza was elected as Trustee, City of Oshawa. Director O'Brien extended her congratulations on behalf of the Board of Trustees and welcomed Mr. De Souza.

DESTRUCTION OF BALLOTS

Motion No. SB2019-05-22-02

Destruction of Ballots

Moved by K. LeFort, seconded by J. Oldman

“THAT the ballots cast for Trustee of the Durham Catholic District School Board be destroyed.”

Carried

E. ADJOURNMENT

Motion No. SB2019-05-22-03

Adjournment

Moved by M. Ste. Marie, seconded by K. LeFort

“THAT the Durham Catholic District School Board adjourn the Special Board Meeting of Wednesday, May 22, 2019.”

Carried

F. CLOSING PRAYER

The meeting closed with a prayer.

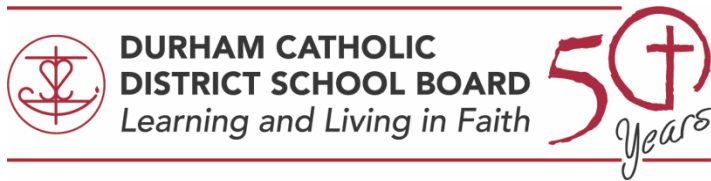
John Rinella, Chair of the Board
Durham Catholic District School Board

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

Recording Secretary: Liz Beckstead
(7:50 p.m.)

APPENDIX 1

Trustee Candidates Speeches
May 22, 2019



Applicants for the Position of Trustee May 22, 2019

NAME	PAGE NUMBER
Sheila Archer	1
Kim Beatty	2
Melissa Bevan	3
Glenn Bryant	4
Lateasha Chevers	Ineligible
Theresa Corless	5
Michael D'Agrosa	6
Rob De Souza	7
Sami ElHajjeh	Withdrew
Josie Giancroce	8
Sean Jackson	Withdrew
(Mary) Paula McDonald	9
Gerald Wayne McLeod	10
Rose Morrison	11
Loraine Price	Ineligible
Michael Schneider	12
Steven Soos	13

Hello, I am Sheila Archer and I would like to be your next DCDSB Trustee to help continue build upon the successes that our great board has achieved so far.

I attended Catholic schools throughout my academic years: elementary, secondary and university, attending St. Michael's College at the University of Toronto many years ago. My husband and I have resided in Pickering for over 20 wonderful years. We started off as a young couple who moved to the Durham area to begin our married life together. Some time has passed since that young couple bought a house in Pickering. We are now the proud parents of three children who have come through the DCDSB system. Our oldest daughter graduated two years ago, and now attends university. Our two younger children attend St. Mary CSS in Pickering. All three benefitted from the Extended French and French Immersion programs.

As a Financial Education Specialist at Manulife within Group Retirement Solutions, I have the privilege of helping Canadians improve their financial literacy. I help them gain a better understanding of their financial situation, their company's group retirement plans, including their pensions and how to reach their retirement goals. I educate employees of Manulife's corporate clients to show them how to use tools and resources so they can achieve their financial goals. This is not always an easy task; however, it is absolutely rewarding for me when individuals take steps towards improving their financial future.

A few weeks ago I was presented the "Living the Mission" award at Manulife. This award recognizes top performers across the Group Retirement Solutions sector in Canada. I accepted this honour as the top Financial Education Specialist at our Achieving Continuous Excellence 2019 recognition conference which was held in Cartagena, Colombia this year. The award recognizes an individual who goes above and beyond the regular scope of their role to provide outstanding client experiences, contribute to business growth and productivity, and works with exceptional collaboration with colleagues and partners. I have told my co-workers that I attribute much of my success to the support and collaborative efforts of our team. I believe we are much more successful working together than on our own.

I truly enjoy my role as a Financial Education Specialist and I want to contribute to the DCDSB community. I want to use my professional experience to continue building upon the board's success in providing rich learning experiences in a caring and safe environment. I will share my passion and education experience in the financial sector to contribute to our Durham Catholic community.

I have facilitated Junior Achievement programs to promote financial literacy with Grade 7 & 8 students. Helping our children understand the importance of saving and gaining financial literacy will help them be better prepared for the real world of budgets and saving for life goals. When we think about our personal finances earlier in life, we are more likely to be actively involved with our financial future throughout our lives.

Working in the financial services industry provides me with the understanding of working within legislative requirements while maintaining an agile approach. I understand the importance of being fiscally responsible and efficient with resources. As we continue to move towards a digital and technological future, we must be adaptable and know how to be creative within the parameters and budgets provided.

I am proud to be a parent in the DCDSB community. As a participant in the recent community consultation session for the board's strategic planning process, I appreciate the need for parent involvement. Parent and community input is valued to help define and drive the priorities for the upcoming years ahead.

Excellence, equity and new evangelization are goals within the existing plan which we can continue to explore and build on. We need a diverse approach to ensure all children have an opportunity to succeed no matter what their background or experiences may be. Numeracy, arts, literacy and STEM within a positive learning environment are important for our children. My professional and personal experiences as a parent will provide a valuable outlook to keep improving our children's learning outcomes.

I would be honoured to serve our DCDSB community. I am passionate about preserving our Catholic education and ensuring we support our students to be successful, resilient and caring citizens. My children have thrived within the DCDSB and I would sincerely love to contribute back to the community to continue the strong Catholic education and culture within our schools.

I greatly appreciate the opportunity to apply for the position of Trustee. Thank you for your time, consideration and kind attention.

Good evening.

**Chair Rinella, Esteemed Trustees, Director O'Brien,
Superintendents, Staff and Honoured Guests**

Hi! I am Kim Beatty and I want to thank you for allowing me the opportunity to speak with you this evening.

I have had a long-term interest in our local Catholic schools. I have spent almost 20 years continuously volunteering in a variety of roles. I have volunteered on various school and regional school councils including as community representative of the DCPIC. I think over time I have proven to be a strong proponent for Catholic education.

While I was Community Representative, I arranged for the Knights of Columbus to participate at the Distinguished Catholic Volunteer Awards ceremonies to encourage community involvement.

Currently, I am the Education Chair for the Durham Regional CWL. One of my jobs is to organize the CWL Youth Program, a series of contests, which are intended to support Catholic youth to hone their skills in becoming people of faith. These contests are good confidence builders for the students and an opportunity for them to share their views and values on important Catholic teachings. We had many students participating and I completed a variety of tasks with the assistance of many, from Superintendent Leclair, to my CWL sisters, Trustee Forster, along with Trustee Chapman. All Saints Chaplaincy Team Leader, Eileen McGowan and teacher Vince Accardi organized over 76 student writing submissions. This is a wonderful example of how an engaged community worked together to the benefit of our students. I was able to arrange the Awards Presentation for the winners of our Mary Matthews Public Speaking Contest and the Mary Dobell Pro-life Essay and Poetry contest at All Saints. It was a joyful presentation enthusiastically welcomed by the students. I hope to expand the program to have more students and more schools participating next year.

Eileen McGowan said that our students need us to affirm the value of their faith and service. That to stand firm in their Catholic faith during adolescence is a much greater challenge for our students than it was for many of us growing up. Our students are brave and courageous to do so in the current world they are inheriting.

With the recent provincial announcements affecting our education system across the province, I feel that it is critical that we, as a Catholic community, be engaged partners and supportive to our board, teachers, staff and parents to ensure our students can learn and succeed in the best possible environment.

I'm committed to a fully funded Catholic education system that provides our children a quality education, teaches them social justice values and nurtures their faith, gives them the resources to cope with the challenges of the future, in our ever changing world, to the benefit of the whole community and more importantly, to ensure our Catholic values and traditions endure. My involvement in our schools has helped me grow in my own journey of faith.

I was a candidate in the 2010 and 2014 elections so that I could further serve our Catholic community. I also twice applied to trustee appointments in the past. In 2018 I ran as a candidate for Regional Council for Ward 5, one of the areas that contained neighborhoods identified by the Durham Health department as being Priority Neighborhoods. In March 2019 I participated in the Durham Workforce Authority's first Data Walk along with students from All Saints. A Data Walk is an interactive way for diverse stakeholders to engage in dialogue around research findings about their community.

I would bring a South Oshawa community perspective to the board table, having lived there for 30 years.

If appointed, I would join fellow trustees in nurturing the level of support for our school system using the connections I have established and to increase awareness of what Catholic schools contribute to our whole community. I would work hard, providing support in whatever is necessary to move the vision of the board forward.

I believe my volunteer and business experience, a flexible daily schedule, my familiarity with policy development and parliamentary procedures, and my connections in the community, makes me the logical choice for Trustee, representing Oshawa.

Mother Theresa is quoted as saying that "Not all of us can do great things. But we can do small things with great love".

Again, thank you for the opportunity to serve our Catholic community.

Good Evening,

Thank you Director O'Brien, Chair Rinella and the Board Trustees for having me here tonight.

My name is Melissa Bevan. I'm a parent of 2 beautiful children who attend St. Kateri Tekakwitha as well as the Chair for DCPIC and St. Kateri's parent council.

As an alumna of the Durham Catholic District School Board, I have a comprehensive understanding of the value of Catholic education and what this board provides to students through the Catholic Graduate expectations.

I personally thrived in this environment. I developed a great work ethic, a strong moral compass and effective interpersonal skills. These facets of my personal and professional life continue to support and guide me every day.

As a parent and as a Catholic, I know the importance of a Catholic education to my children's lives. This board, and its value system, are essential components for the future success of our young learners.

To that end, I would value the opportunity to play a greater role in helping the board continue to build on its amazing history, and to be a guiding force in helping the board position itself for the future.

There is no question that our board is facing a challenging time, including a potential reduction in teachers, less funding, and bigger class sizes. We have to find ways to manage in an environment that will test our skills.

To that end, we must see ourselves as more than just administrators – we have to see ourselves as strong, focused visionaries, prepared to do what we can to give our children the Catholic education they deserve.

That having been said, I am confident we are up to the task. We cannot shy away, explain away or avoid these challenges. We must face them head on. And I am pleased to say I am ready *to do just that*.

With my Business Analyst background, I am confident that I would add value to the board of trustees. In a demanding, multifaceted workplace, my professional knowledge and experience help me to see the big picture, and these components would help me to identify areas where value could be added, or improved, in all areas of the board's work.

As well, the deeply-rooted values of my Catholic faith, and my support not only for this board but for Catholic education as a whole, underscore my commitment to be a strong champion for Catholic education, now and in the future.

As a parent, a professional, a team player and a committed Catholic, I am focused on helping our school board navigate these challenging, sometimes tumultuous times.

To that end, I am committed to doing absolutely everything I can to help keep us united, as we face our future as a caring and dynamic Catholic community, always keeping in mind that publicly funded Catholic education is an essential part of our lives *and the lives of our children*.

Thank you.

To whom it may concern:

I'm applying for School Board Trustee for many reasons. I have been part of the education system for over 25 years as a parent and most importantly as a post-secondary teacher. I have been involved with my children on a yearly basis during their academic progress through elementary and secondary schooling.

From a post-secondary view point, I saw students who were ready for life after high school and I also saw students who were not ready for life after high school. As a student advisor during the summer months, I consulted a lot of students regarding academics, past experiences and how they were prepared for post-secondary. We talked about their future, careers and planned for their stay at college and after college. I feel that our board needs to work with all parties involved within our community, schools, teachers, parents but most importantly our students to prepare them for not only post-secondary education but preparing and giving them life skills to be productive individuals within their community. We need to instill academics and also instill our values of the Catholic Faith through the whole process.

I want to help students by showing encouragement for their successes and how to deal with their failures. This can be done by showing students that our schools are safe and that we create a safe environment for all students no matter what the students' background is. We need to develop and deliver programs during the school hours and after school hours that will enhance their development.

With social media today it is so readily available to use in a productive way but also so readily available to be used in a disruptive method and as a community we need to be part of that structure that monitors and analyzes information regarding bullying policies within our system.

Students need to see what goals they can reach but more importantly they need the tools to reach their goals. As a board we need to provide those tools, again through our leadership within our community, teachers, parents. We need to listen to all partners and not just what we think.

Henry Ford once said – a strong successful company should be surrounded with great quality people but more importantly a leader's needs to listen and act regarding what those people are saying.

Again I thank you for your time to allowing me to speak with you tonight.

Sincerely Yours,

Glenn Bryant

"Be still, listen and follow God's lead" (Proverbs 31)

Director O'Brien, Members of the Board of Trustees, friends and family of Catholic Education. Good evening.

My name is Theresa Corless, and tonight I am here because after much reflection I am following God's lead and my passion for Catholic Education.

Having served as a Trustee with the Durham Catholic District School Board for the past 8 years, I was able to share my passion and commitment to preserving and promoting Catholic Education. As a resident of Oshawa for over 30 years, my husband and I raised our children in this diverse community. Our seven daughters have all successfully attended and graduated from the Durham Catholic School system which led them to post-secondary studies. Their journeys bear witness to the effectiveness of this school system and assurance that our students are being provided with the tools they need to succeed in life.

I believe I have proven myself to be a strong leader and advocate for Catholic education in my role as Trustee. A role that is more than just meetings. It is about being firm in faith, and living the Gospel so that decisions are made through the Catholic lens. It is about ambassadorship and shining the light brightly on Catholic education as a cornerstone in our society. Working with Members of the Board, the Director and Senior Admin Team we accomplished many good things as we worked well together as a collaborative team. This not only benefitted our Board and individual communities, but also enhanced Catholic education in our Region. As Board members, we were united together in solidarity and challenged each other when necessary in order to become better reflections of the divine and ensuring the success of this Catholic Board.

Although under regrettable circumstances the opportunity to pursue my passion for Catholic Education has presented itself. It is with great sadness and joy that I am applying for the appointment for the Catholic Trustee for the City of Oshawa.

I have know and worked with Trustee Pulla for 20 years—as a parent, Chair of the DCPIC, a Trustee on this Board, and Oshawa Trustee partner. It was a partnership in which we worked well together for our Oshawa community and Catholic Education. I believe that together and united we are strong, and I will work alongside Oshawa Trustee St. Marie in fellowship for our Oshawa faith communities and Catholic Education.

I have been a member of many Board committees, which gave me the opportunity to work more closely with the Board of Trustees, the Director, the administrative staff, teachers, clergy, students and parents. I have been active at the municipal, regional and provincial level representing this Board on various Committees.

I have successfully completed the Certificate in Board Governance from St. Michael's College, University of Toronto as well as completed the Trustee Governance Certificate from OCSTA.

I have faithfully served my community and the Durham Catholic Board for 20 years of uninterrupted service. Even while my life's journey took me elsewhere for a period of time, I continued to work and participate on committees of this Board—St. Phillips Christmas lunch, the Children's foundation and the 50th Anniversary Committee. In this year of Joy and the 50th Anniversary of Catholic Education in Durham Region, I am proud to be part of a committee that is not only planning celebrations throughout the Board and our communities but is shining the light brightly and Joyfully on Catholic Education.

I am confident that I have the skills to be the new Durham Catholic Oshawa Trustee. I will work hard as a collaborative and compassionate team member with the end goal being Student Achievement and well-being as well as accessible quality Catholic Education for all.

Pope Francis reminds us that "Catholic schools strive to join their work of education with the explicit proclamation of the Gospel, and are a most valuable resource for the evangelization of culture."

Catholic Education is a precious gift entrusted to us to protect and preserve. I am passionate about my faith, Catholic education and the visionary philosophy and teachings of this Board, and I am strongly committed to see that Catholic education not only survives but that it flourishes for generations to come. A strong relationship of the Home, School and Church are the foundation of Catholic School Boards. I believe that we need to continue to nurture and strengthen this Triad.

I believe that through my experiences in the community and on this Board I have learned and grown both personally and professionally. As a Trustee, I found that my strengths and most rewarding work were working in the communities, communications and public relations. I am more than ready to move forward. As a passionate visionary leader, I believe in and will work hard towards fostering positive and collaborative relationships and a work environment where we are all given equal opportunities for growth.

I have taken the time to deeply reflect on God's plan for me, and where I am supposed to be. With continued prayer and reflection, it has become clearer to me, that my decision to seek the appointment for the Durham Catholic Oshawa Trustee is reaffirmed.

Thank you for considering me for the position of Catholic Trustee for the City of Oshawa. May God Bless the Durham Catholic District School Board and all those committed to Catholic Education.

ORAL ADDRESS TO:

**BOARD OF TRUSTEES of the DURHAM CATHOLIC DISTRICT
SCHOOL BOARD – May 22, 2019**

Good evening Mr. Chair and Board Trustees.

My name is Michael D'Agrosa, and I stand before you to declare my candidacy for the vacant Durham Catholic District Board Trustee position. I am seeking this appointment for what I believe is the same reason that each of you are serving... which is to do all that is possible to not only preserve our Catholic school community as it currently exists, but to actively contribute to our community's continued evolution.

I am honoured to have been given this opportunity to state my desire to work with each of you in shepharding the constituents of the Durham Catholic community in the pursuit of an education system that not only facilitates, but one that evangelizes the life lessons of Christ through an education system that delivers the spiritual guidance of our Holy Roman Catholic Church.

Like so many members of our Catholic school community, and like many present in this chamber, my parents emigrated to Canada with what was of far more value than any material pocession... unwavering dedication to their family and their Catholic faith. They made a choice to raise and educate their children in the Catholic faith when, in those early years, doing so was neither the most convenient nor least costly.

To understand my reasons for seeking your vote, you have to better know me, and although we can't realistically expect that to happen in the few minutes that I have, I will do my utmost to share highlights about me that will demonstrate an alignment of my skills, temperament, and experience with what is required of a Trustee.

I'd like to start with what has become the cornerstone of all else for me... *I am a very good listener.* Over the years, I have learned to recognize the merits of others' opinions and counsel and the superior outcome that results from collaboration. I confess that although I have had many successes in my life that were the result of decisions that did not embrace input from others, I have had what are probably an equal if not greater number of failures

because of it. My wife and my children, and even my grandchildren remind me that I am not always right, and that my way is not always the only way.

I am a financial services executive with decades of senior level management experience in diverse areas, including but not limited to operations, risk management, regulatory compliance, governance and policy development and deployment.

I create 'constituent focus' by promoting timely responsiveness to requests for guidance/solutions to both functional and individual needs. Through pro-active engagement of all stakeholders, channels of communication are established to foster the most favourable outcome that is achievable within fiscal, policy, and regulatory guidelines.

I drive for results by consistently being professional, accountable, and by engaging others to join in undertaking initiatives to overcome obstacles. As circumstances require, I initiate the need for change and I collaboratively focus others to make quality process improvements.

I build relationships by actively contributing and supporting team efforts to establish positive working relationships with peers, subordinates, superiors, and Regulator representatives. Through freely sharing information that is not subject to restriction because of regulatory or organizational confidentiality requirements, clear and open communication is employed to promote ideas persuasively and to generate consensus by collaboration and cooperation.

I demonstrate enthusiasm, optimism, responsibility and a strong work ethic, and I do so with integrity by always tapping into the guidance of my Roman Catholic upbringing and the imperative of ethics and honesty, and I am careful not to judge others while at the same time holding them accountable to societal values.

I communicate effectively... which means I actively listen and clearly and contextually express ideas in written and oral communication. I share relevant supportive and contrary perspectives.

I take informed positions on matters only after conducting thorough and systematic investigation of all relevant issues and problems. Through multiple information inputs, I create and deliver clear and organized strategies that can be easily understood and executed.

By staying current on evolving trends, areas of regulatory focus, and relevant technological developments, and using what I learn, I challenge myself to continually seek ways of doing things more efficiently.

In my submission letter to the Director of Education, I stated that although not a career Educator, I am a member of the Durham Catholic community who is concerned about the fiscal and moral challenges being faced by Boards such as ours, and that my decades of senior level management experience dealing with what are often competing demands for resources and a very onerous regulatory environment have prepared me appropriately for taking on the stewardship responsibilities of Trustee.

I have personally lived the continuum of a Catholic education. From the elementary through to the post-secondary level, a Catholic education was afforded to me by my parents because they wanted to ensure that the values of our family would be re-enforced in a Catholic school community. I benefitted from their conviction, and my wife and I have continued in that belief by making the same path available to our children and grandchildren. As parents, grandparents, and Catholic community members, we have a fiduciary duty and a vested interest to ensure that the children of our Catholic families continue to have the option of the Catholic school community available to them.

I will end by saying "*Thank-you*" for the work you do, and that I hope to have the opportunity to work alongside you.

Good evening members of the board, Chair Rinella, Vice-Chair Chapman

My name is Rob De Souza and I thank you for the opportunity to address all of you this evening.

I'm a husband and a proudly practicing Catholic father of three. I volunteer my time as a youth baseball coach and I serve as a Knight of Columbus in the St. Leo the Great parish council. I have an especially vested interest in the success and well-being of this school board as I was born and raised in Durham Region. I graduated from both Elementary and Secondary schools governed by the Durham Catholic District School Board. I would like to see Catholic Education and Catholic student achievement continue, grow and succeed especially in Durham Region and I would like to play a role in strengthening the relationship between school, church and community.

I have a background in business with 18 years of experience in product and brand development and in sales and merchandising strategy having worked alongside major Canadian and US retail corporations. I'm also fortunate enough to have some personal insights into entrepreneurial requisites which have helped me develop a work ethic to which I can attribute my current success. In my present career I'm a business and account manager for an apparel company in Markham. I am trusted daily with critical planning, analytics and strategy but more importantly, I work as part of a team. I collaborate daily with colleagues and outside business partners across a range of responsibilities with a common vision and work in tandem towards achieving long term goals. I believe the new Catholic School Board Trustee should be able to be an active and contributing member of your team from day one and I believe I can do that.

In this time of fiscal constraint from the province, I feel it is important for the next trustee of the board to have the experience of managing budgets and to keep in mind the human factor. Catholic Social Teachings state that we are all brothers and sisters with the responsibility to care for one another, and this responsibility of care needs to be reflected in the priorities of our budget. My extensive experience in managing people and budgets will be an asset to the board.

Perhaps now, more than ever, I believe in the importance of living each day with a Catholic lens to work on building a better community. I think our best success as a community comes from the relationship between all of its parts and I strongly feel that the long term vitality of this school board relies on strengthening the three-way bond between church, school and community. If I'm privileged enough to work alongside you to improve the education outcomes for our students, I will work with all of you to find ways to reach out to the parents and challenge them to be engaged in our schools and parishes. I've been actively engaged in my children's school and parish and I hope to bring this perspective to the board.

Thank you for your time and commitment to Catholic education. Your leadership has demonstrated how much importance you all place in Catholic education and it is greatly appreciated by me and all members of the Catholic community here in Durham.

Josie Giancroce Trustee Speech

Thank you Staff and Trustee's for allowing me to be here this evening. My Name is Josie Giancroce and I have applied to fill the Vacant Trustee Position for the City of Oshawa. Since being a student at a Catholic school myself I have always dreamed of being in the education field and being able to work with children in an environment that allows them to grow and develop their skills.

Unfortunately, I did not have this opportunity as my parents were unable to afford post secondary education. Instead I built a career on the skill sets that I had obtained and became a manager in of risk management underwriting at the largest Insurance company in Canada. These skills gave me the opportunity to volunteer on various community boards such as the East York Soccer club where we effectively created a strategic plan that promoted inclusiveness athlete achievement and well being.

However, when I became a mother I was finally able to work with my own children (Jonathan, Sabrina and Leanna) in growing their skill and achieving their personal goals. When I became a single mother, life was a little more difficult as I was raising three children with no assistance. Thankfully my prayers were answered, and they were in great environment at the catholic school that they attended. There they were encouraged to purpose their educational goals and in a mostly positive environment. As a single mother I also had the challenge of my son being bullied and my daughter being diagnosed with depression which despite its challenges has turned out to be a positive experience.

As we all know May is Mental health awareness month, something that I am a strong supporter of. Since my daughter has been diagnosed with depression I have become a strong advocate of mental in the communities I am a member by razing awareness and discussing my experiences with raising a child with depression. In being a trustee, I would like to continue my advocacy for raising awareness for mental health so that we can stop the stigma.

My children and their experiences in the catholic school system were my motivation for submitting my name forward for the position of Catholic School Board Trustee during the 2018 Elections where I was blessed to have 1,404 support my bid which placed me 3rd behind Trustee St. Marie. When asked why I wanted to be trustee, I told voters that I want to be able to support the growth of the Durham Catholic District School Board. I want help create a positive, inclusive environment for all students so that we as School board can continue to promote student achievement and well being throughout Durham Region.

As I discussed with the 1,404 voters who supported me for trustee in the 2018 election, I know my experience in risk management, my passion for the success of children, my advocacy for mental health will be an asset to the Board of trustees. Once again, I would like to thank the Board of Trustee's for allowing me this opportunity to speak to you today. I hope I can count on your support. God Bless.

Josie Giancroce

Good evening ladies and gentlemen. I Paula MacDonald, intend this evening to represent myself as a worthy candidate to be a Catholic School Board Trustee. I look forward to the Trustee stewardship duties of promoting our Catholic faith in the Catholic school system.

As a candidate to be a Catholic School Board Trustee, I want to express my belief in the values and philosophy instilled in our schools of the Catholic persuasion and my personal adherence to the Catholic faith. Students with a Catholic moral base are stronger ethically and are more cognizant of the respect, dignity and the worth of all human life no matter their creed, race, or social position. Our education stresses a multicultural vision and accountability for their actions

I am at home talking to large groups of people as this skill has been instilled in me from my Toastmaster training and many years teaching to students of diverse ages. I am a Catholic and I have placed my four children as well in Catholic schools. I have travelled extensively with my family and we have been fortunate enough to experience different cultures in North America as well as Overseas as expatriates. Through exposure to different cultures, races, and creeds in different schools systems, I am able to more objectively compare Catholic Schools to the Public School system's philosophy. Also, theoretically my Masters of Arts degree majoring in Education-Bilingual-Bicultural has instilled a necessary sensitivity to multiculturalism.

As a Real Estate salesperson in good standing now for 10 years, I have exercised my due diligence in communicating with clients of diverse persuasions and respecting their needs. I am a lifelong learner and participate in several book clubs and I facilitate a Public library book club in my area. I am involved in my community and participate in charities and many diverse organizations. I am a mother of four and a grandmother. I am a concerned, responsible citizen, a taxpayer, and a supporter of the Catholic school system.

I firmly believe we need to create a climate in our schools that is conducive to our students' achievement and well being. We need to encourage our students in accordance with our Catholic School Mission statement to be the best they can be according to their God given talents and encourage service to others in a Christian way of life. It is our responsibility to make sure our schools are a safe, caring, and accepting environment in order to maximize the student's learning potential. Pursuant to the Education Act, in order to create a safe learning environment disciplinary procedures should specially support immutable conditions in our student body. In accordance with an appreciation of students' differences; such as, physical appearance, race, and disabilities, we will be better able to encourage acceptance. Students need to learn to respect differences and variety of human life so that they will be better able to discourage their fearful reactions of differences that sometimes result in bullying behaviour. By accepting and learning about different cultures, our students will be receptive to changes and respect the dignity of human life. In this manner, we can instill and teach our students to respect differences and to embrace a multicultural way of life within a caring, humane environment in a Christian manner. These immutable conditions in our student body are protected by adverse reactions through the disciplinary measures of the Human Rights Code, the Education Act, Provincial bills, and Constitutional Amendments that advocate preventative and progressive codes of conduct. In this way we model how our students will become future responsible citizens. Our Catholic school system promotes spirituality, responsibility, respect, civility and academic excellence in a safe learning, accepting, and teaching environment.

Once again in closing I want to reiterate the Catholic Board' Mission as this is indicative of the stewardship we need to follow as Trustees. As followers of Jesus our Catholic learning community is committed to educating students to contribute their God given talents in service of others in line with the Human Rights Code, the Provincial Code of Conduct, and the Durham District Catholic School Board's Education Act.

Thank you and good evening everyone

MY LORD & GOD LET ME KNOW VERY EARLY IN
LIFE I WOULD BE DESTINED TO BE IN

HIS SERVICE. I WAS THE 'KING OF THE CASTLE' IN
MY NEIGHBOURHOOD BECAUSE I

WAS THE BIGGEST KID FOR MY AGE. AND I HAD
THE FASTEST TRICYCLE. ALL MY

FRIENDS KNEW I WOULD PROTECT THEM FROM
ANY BIG BAD WOLF. EVEN IN

ELEMENTARY SCHOOL THE NUNS PICKED ME OUT
FOR GREATER THINGS BECAUSE I

WAS IDENTIFIED AS THE CLASS ARTIST. FROM
THEN ON I HAD TO HAVE A HAND IN

DECORATING EVERY TEACHERS' BULLETIN
BOARDS WHETHER INSIDE THE

CLASSROOM OR IN THE HALL OF THE SCHOOL.
THAT WAS THE BEGINNING OF THE

LABEL AND TAUNTING AS "TEACHER'S PET".

AS IF THAT WASN'T BAD ENOUGH, I HAD TO
PHYSICALLY DEFEND MYSELF

EVERY SCHOOL DAY BECAUSE I WAS CANADIAN
INDIAN. ONLY UNTIL THE OTHER

IMMIGRANT CHILDREN CAME ALONG THE DID I
ESCAPE THE RACISM. I WAS THE

ONLY ONE WHO MOVED INTO A WHITE ANGLO
SAXON PROTESTANT COMMUNITY.

FOR THE REST OF MY EDUCATION IT WAS A
CONSTANT NEMESIS TO DEFEND & TO

PROVE MYSELF WORTHY. SO TO CONTINUE TO
SURVIVE & SUCCEED I HAD TO BE

BETTER THAN EVERYONE ELSE AT EVERYTHING.
IF IT WERE NOT FOR THE NUNS &

LAY TEACHERS I WOULD NEVER HAVE SUCCEEDED
THE WAY I DID. I BECAME AN

ALTER BOY AND CHOIR MEMBER. MY LORD & GOD
LEAD THE PATHWAY I WAS TO

FULFIL ALL THE WAY THROUGH CATHOLIC HIGH
SCHOOL

DESTINED TO BE A 'PEOPLE PLEASER' , I
EXCEEDED EVEN MY OWN

EXPECTATIONS, AS I CAME FROM GOOD STOCK:
HARD-WORKING PARENTS WHO

PUSHED ME TO GET AN EDUCATION AND PRACTISE
BECOMING A GOOD CITIZEN.

THE SOCIETY I WAS RAISED IN STILL MADE IT
DIFFICULT TO SURVIVE, BUT WITH

THE LORD & MY PARENTS WANTING TO BE
ACCEPTED & INTEGRATED/ASSIMILATED

INTO WHITE SOCIETY, I OWE THEM THE CREDIT
FOR INSTILLING THE CATHOLIC

FAITH IN ME.

AFTER GRADUATING GRADE THIRTEEN I WAS
STILL IN A QUANDARY AS TO WHAT

TO DO. AGAIN THROUGH MY PARENTS
FRIENDS, IT WAS CHUCK YATES, OUR LOCAL

CATHOLIC SCHOOL BOARD TRUSTEE, , WHO
WORKED WITH MY DAD, THAT

INVITED THE LORD AGAIN TO INTERVENE IN MY
LIFE. HE ADVISED MY PARENTS TO

SEND ME TO STRATFORD TEACHERS' COLLEGE AS
THERE WAS GOING TO BE A

TEACHER SHORTAGE. IT WAS THEN ONLY UP TO
ME TO GRADUATE FROM THE

UNIVERSITY OF WATERLOO TO FULFIL MY
CAREER ASPIRATIONS BY ATTENDING

CLASSES AT NIGHT SCHOOL PART-TIME OVER THE
NEXT FEW YEARS. THE LORD

HAD SAVED ME AGAIN. OR HAD HE OTHER
OPPORTUNITIES IN MIND.

THAT BRINGS ME TO TODAY. IF IT WAS NOT
FOR MY FELLOW TRUSTEES

THROUGH THE LORD'S HANDS & THEIR
COLLABORATION THAT I WOULD NOT BE

WHERE I AM TODAY...SURROUNDED BY AN
INCLUSIVE SOCIETY, IN THE CITY OF

OSHAWA, IN DURHAM REGION, IN HOLY CROSS
PARISH, & IN THE DURHAM

CATHOLIC SCHOOL BOARD, WHERE I CAN
SUCCEED & PURSUE GOD'S PLAN FOR

OUR SALVATION. SO IT IS WITH GREAT PLEASURE I
ASPIRE TO BE COME YOUR

CATHOLIC ADVOCATE & AMBASSADOR FOR OUR
CATHOLIC STUDENTS, PARENTS

AND RATEPAYERS...TO SERVE THEIR NEEDS &
THAT OF THE LORD THROUGH THE

AUSPICES OF THE DURHAM CATHOLIC SCHOOL
BOARD THAT I COMMIT MYSELF.

PLEASE STAND & MAKE THIS PLEDGE WITH ME...

SCHOOL BOARD,

SPEECH TO BOARD OF TRUSTEES ON MAY 22, 2019

BY: ROSE MORRISON

GOOD EVENING TO MEMBERS OF THE DURHAM CATHOLIC DISTRICT SCHOOL BOARD OF TRUSTEES AND FELLOW CANDIDATES.

MY NAME IS ROSE MORRISON. I HAVE LIVED IN PICKERING FOR MORE THAN 20 YEARS. I AM MARRIED WITH TWO CHILDREN AGES 13 AND 11 ATTENDING ST. ISAAC JOGUES CATHOLIC SCHOOL IN PICKERING.

MY EXPERIENCE WITHIN THE DURHAM CATHOLIC SCHOOL SYSTEM INCLUDES:

- SUPERVISING THE JK-SK CLASS AS A LUNCH MONITOR AT HOLY REDEEMER ON LIVERPOOL.
- PARENT REPRESENTATIVE FOR HOLY REDEEMER DURING THE PUPIL ACCOMODATION REVIEW COMMITTEE PROCESS.
- HOLY REDEEMER PARENT INVOLVEMENT COMMITTEE CHAIR FOR TWO YEARS.
- CURRENTLY A MEMBER OF THE ST. ISAAC JOGUES' PARENT INVOLVEMENT COMMITTEE.

I STRONGLY BELIEVE THAT LEARNING AND LIVING IN FAITH THROUGH A CATHOLIC EDUCATION BENEFITS STUDENTS DURING THEIR TIME AT SCHOOL AND PREPARES THEM TO BECOME CARING FAMILY MEMBERS AND COLLABORATIVE CONTRIBUTORS TO THE COMMON GOOD OF SOCIETY. I WAS INSPIRED TO COME FORWARD FOR THE TRUSTEE POSITION BY THE LONG SERVING COMMITMENT OF PAUL PULLA. I WAS SADDENED TO LEARN OF HIS PASSING AND AS CHAIR RINELLA SAID, HIS DEDICATION TO CATHOLIC LEARNING WILL BE REMEMBERED FOR GENERATIONS TO COME. IT IS A SIGNIFICANT TORCH TO BEAR.

MY DIRECT INVOLVEMENT WITHIN THE SCHOOL SYSTEM DRIVES ME TO BECOME AN ADVOCATE FOR STUDENTS AND FAMILIES. ONE EXAMPLE WHERE I WAS COMPELLED TO TAKE ACTION INVOLVED A HUNDRED KINDERGARTEN STUDENTS AT HOLY REDEEMER USING ONE TOILET, GIRLS AND BOYS, BECAUSE THE OTHER CLASSROOM TOILETS WERE NOT WORKING FOR A PERIOD OF SIX MONTHS.

AFTER REPEATEDLY TELLING THE SCHOOL ADMINISTRATION ABOUT THE PROBLEM WITHOUT RESOLVE, I RAISED THE ISSUE TO THE APPROPRIATE DEPARTMENT AT THE SCHOOL BOARD. I EXPLAINED THE UNSANITARY CONDITIONS THAT THE ISSUE HAD CREATED. THE BOARD SENT A PLUMBER TO RESOLVE THE ISSUE IN A TIMELY FASHION. I WOULD LIKE TO PROVIDE THAT LEADERSHIP AND ACTION-ORIENTED APPROACH TO CATHOLIC SCHOOL FAMILIES IN THE CITY OF OSHAWA.

THE MANDATE OF A SCHOOL TRUSTEE GOES WELL BEYOND CLASSROOM CONDITIONS AND STUDENT ACCOMODATIONS.

I WOULD CONTINUE TO BUILD AND NUTURE THE BOARD'S PARTNERSHIP WITH LOCAL PARISHES TO STRENGTHEN THE RELATIONSHIP BETWEEN SCHOOL, HOME AND CHURCH.

I WOULD TAKE A FORWARD LOOKING APPROACH TO EMERGING ISSUES FOR STUDENTS AND FAMILIES SUCH AS THE LEGALIZATION OF CANNIBIS AND ITS RELATIONSHIP TO BODY, MIND AND SPIRIT. AND THE APPROPRIATE AND THOUGHTFUL USE OF TECHNOLOGY AND COMMUNICATION DEVICES TO FOSTER THE SEARCH FOR KNOWLEDGE AS AN ACADEMIC JOURNEY.

AS THE SUN SETS ON THE 2018/19 SCHOOL YEAR, SCHOOL BOARDS ACROSS THE PROVINCE ARE FACING SOME CHALLENGES IN THE YEAR AHEAD.

THE BOARD IS FACING REDUCTIONS IN GRANTS FOR STUDENT NEEDS FUNDING, THE POTENTIAL FOR LARGER CLASSES AND IMPACTS TO STAFFING AND PROGRAMMING. AS WELL, TEACHERS WILL BE NEGOTIATING THE RENEWAL OF THEIR COLLECTIVE BARGAINING AGREEMENT IN THE FALL. THERE IS ALSO WELCOME CHALLENGES WITH THE DURHAM CATHOLIC SCHOOL FAMILY EXPANDING WITH THE NEW ST. ANNE CATHOLIC SCHOOL IN NORTH OSHAWA EXPECTED TO OPEN AT CHRISTMAS TIME.

I HAVE WORKED FOR VARIOUS CORPORATIONS AS WELL AS FOR GOVERNMENT AND NOT FOR PROFIT ENTITIES. MY WORK EXPERIENCE IS IN HUMAN RESOURCES AND REGULATORY COMPLIANCE.

I WOULD PROVIDE THOUGHTFUL CONSIDERATION AND PRESPECTIVE TO EXISTING POLICIES AND PROGRAMS AS WELL AS NEW PROPOSALS TO CONTRIBUTE TO BOARD DECISIONS THAT ARE FISCALLY RESPONSIBLE AND CONTINUE TO UPHOLD THE CORE PRINCIPLES OF EXCELLENCE, EQUITY AND NEW EVANGELIZATION IN OUR DISTINCT CATHOLIC EDUCATION SYSTEM.

I AM READY TO CONTRIBUTE TO THE DURHAM CATHOLIC DISTRICT SCHOOL BOARD WHERE I CAN ADVOCATE FOR STUDENTS IN THE CITY OF OSHAWA USING MY CORPORATE EXPERIENCE, TECHNICAL EXPERTISE AND OPERATIONAL UNDERSTANDING.

I WOULD ALSO SERVE OSHAWA FAMILIES WITH FAITH, COMMITMENT AND COMPASSION AS MANY FACE PRESSURES AT HOME AS THE COMMUNITY'S LEADING EMPLOYER ADJUSTS ITS LINES OF BUSINESS WITH A SMALLER LOCAL WORKFORCE.

THROUGHOUT MY CAREER I HAVE BEEN REQUIRED TO LISTEN AND ADDRESS EMPLOYEES CONCERNS. I HAVE BEEN SUCCESSFUL IN RESOLVING MANY ISSUES WHILE REMAINING IN COMPLIANCE

WITH COMPANY POLICIES, AND GOVERNMENT LEGISLATION AND REGULATIONS. I THINK THOSE EXPERIENCES PREPARE ME WELL TO LISTEN TO PARENTS, COMMUNITY MEMBERS AND SCHOOL ADMINISTRATORS AND ADDRESS THEIR CONCERNS AND STRIVE FOR A SUITABLE RESOLUTION.

I ALSO HAVE EXPERIENCE WORKING FOR PROVINCIAL ELECTIONS RECRUITING STAFF FOR ELECTION DAY. I ALSO MADE MYSELF AVAILABLE TO CONSTITUENTS IN THE ELECTORAL RIDING TO HELP ADDRESS CONCERNS AND QUESTIONS ABOUT THE VOTING SYSTEM.

I THINK I WOULD BE ABLE TO DRAW ON THESE EXPERIENCES TO HELP THE DURHAM CATHOLIC DISTRICT SCHOOL BOARD TO CONTINUE TO STAND AS THE HEART AND THE ANCHOR OF CATHOLIC EDUCATION AND ADVOCATE FOR CATHOLIC FAMILIES IN THE CITY OF OSHAWA TO CELEBRATE WHAT MATTERS MOST — FAITH, INCLUSIVITY, DIVERSITY, AND ACADEMIC EXCELLENCE.

Good Evening,

I thank you for the opportunity to address you as part of the selection appointment. For those of you who do not know me, I was a teacher with our board for 30 years primarily as first Department head of Drama and Performing Arts from 1991 – 1999, and then Curriculum Chair of the Arts at Msgr. Paul Dwyer from 1999 until my retirement in 2016. I also had a brief stint as Vice Principal at Fr. Leo J. Austin in 2001 prior to the opening of All Saints. But I present myself not only to you as a former educator within our system but also one who has experienced the other important stakeholder sides of Catholic Education being both student and parent.

My commitment to a strong, flourishing and ongoing Catholic Education System is what has prompted me at this time to put my name forward for consideration. It is no secret that our system is continually under scrutiny by those who wish to strip us of our constitutional right to survive. I submit my name for your consideration because I believe I can be a strong, articulate and effective voice in support of our system – who believes in not only the right for our system to exist but the moral necessity for our existence.

I am most aware of the challenges that our system faces both inside and out, and although I have the majority of my experience as an educator I am confident in my ability to examine issues from an objective perspective to determine what is in the best interests of our students and our system. I believe my experience as an educator provides me with the background to understand complex issues of curriculum, staff development, training and administration coupled with my duties on other boards of directors that have versed me in the areas of budget, forecasting and long term planning make me well suited for a position as a trustee.

I must add I am a strong advocate for Arts Education; in my time at Dwyer I initiated and developed the Board's first Performing Arts Program in 1990 and perhaps what I am most proud of the Board's first Media Arts program in 2000 where I successfully lobbied to introduce an Apple based learning environment into our system. I also lobbied for an Arts based school program and although I did not see it in my time, I am so pleased in the eventual development in the All Saints Arts and Media Program and I applaud the Administrative Staff and Board who moved forward to make this a reality.

In summation I believe that my nearly 45 years involvement in Catholic Education makes me a strong candidate for this position. I thank you for your time.

Steven Soos, B.A.,

DCDSB Trustee Candidate

2155 Denby Dr
Pickering, ON, L1X 1Z4
905-714-5483
stevensoos2018@outlook.com

May 15, 2019

Dear DCDSB Trustees,

I am honoured and humbled to be considered for the vacant DCDSB Trustee seat in the resilient city of Oshawa. My name is Steven Soos, I am a 24-year old Residential Counsellor in the Adult Developmental Field, a person of Metis background, and a devoted Catholic. After reviewing the speeches, the board will select a new Trustee; it is imperative that they look toward the future when doing so. A youth-Trustee is a strong signal to the future- and the future is what education is all about. I am not far removed from that realm having graduated from Trent University in 2016 with a Bachelor of Arts Degree in International Development Studies in the Human Services field. As a young person, I understand the many challenges our students face today. As a Residential Counsellor, I also understand the importance of promoting the values of social inclusion, individuality, dignity and respect, and independence. These are the values that I live by, I fight for everyday in my Counsellor role, and these are the unwavering values that I would fight for as Trustee- for the students that I am seeking to represent. Assisting the board in continuing to foster a school community where everyone belongs; that promotes dignity and respect is essential to the well-being of every student and staff member. I have faced marginalization in my own life; I have experienced the opposite of the values that I am promoting in this speech today- which leads me to my main point:

That the goal of being a Trustee is to instill a sense of self-worth in every student that we represent. To ensure that our students have the tools that they need to succeed, such as digital education, culturally relevant programming, and so forth. We must continue to ensure fair and just resource allocation to give marginalized students, and students with special needs the opportunities to live the lives that they want. We must pass good policy that move students forward, and we must ensure that no student is ever left behind. We must ensure as Trustees that the Director of Education and staff have the resources necessary to fulfill the mission statement- "We are called to celebrate and nurture the God-given talents of each student as we serve with excellence in the light of Christ.

As a board we also have to continue planning for future growth, recognizing funding comes from the province based on current numbers, looking to always maximize current resources at the Board.

These are ultimately the mechanisms that are essential to a healthy and prosperous education system. The supports must be in place to promote student achievement and student success. We must challenge policy that hurt our students and others in the school community, whether it is on the Board-level or in the upper chambers of government. We must fight for the future; because we know that one day, these same students will care for and fight for us- they cannot do that from a position of strength without a strong education- an education that the Board of Trustees, along with staff assists in providing.

There is a special thing about a Catholic education; a Catholic education means that students turn to God to help them during challenging times, and that students thank-God when they have been blessed with positive achievement. As Catholic Trustees, we must do the same. I have followed, and follow the teachings of Christ, and I always try to project the teachings into everything I do in my daily life. I believe that the Trustee position is about continued service to him; it is about giving back for everything that he has given me- and it is about serving his students, his teachers, his front-line staff, his Board, and his administration.

My involvement in politics began at the age of 19; and for me, it has always been about a simple philosophy, "How can I help?" Whether that was from taking a stand against animal abuse, fighting for an increase in government resources for the families of missing loved ones, fighting to get a special needs and marginalized students back into school after being kicked out, or authoring a motion for all area-school boards to offer preventative education in the dangers of opioids in collaboration with Regional government- it has always been about that same principal; No matter how big or how small, it's "How can I help." Being a Trustee is not a 9 to 5 job, it's a commitment to to ensure that all stakeholders in our DCDSB community are being represented to the best of our ability. As an individual well-versed in procedural by-laws, Ministry of Education and Ministry of Community Services guidelines- I pledge to continue to introduce those innovative solutions, so together; we can continue to solve challenges we face laterally while also adhering to board policies, and the relevant legislation governing the Board of Education.

It goes without saying that schools are the heart of the community, we rely on our schools to properly educate our children to become the future leaders, thinkers, innovators, **skilled workers** and active citizens.

I end with stating that as the Board of Education, there are unique tests in which we must continue to address in a modern society. Therefore as Trustees, we must ensure our teachers and front-line staff are given the knowledge and resources to continue to help students prosper in a world of advancing technology, social media, and cyber-bullying. We confront these labouris issues through a team approach- always putting the safety and well-being of our students first. I hope that I can be part of this dynamic team of Trustees, tackling the big picture issues. Finally, we must always ensure we inform the community of the crucial board decisions being made, and explaining the reasoning behind them in a tentative and innovative manner, as the policy touches the entire community as a whole in some way, shape or form.

For Trustees: Summary and Commitments if selected as Trustee:

As I trustee I pledge too:

- 1. Make the well being, progress and achievement of students a top priority.*
- 2. Work to build and maintain a strong positive relationship between the board and the communities.*
- 3. Will reflect a positive educational image while actively representing the whole community with respect to school issues.*
- 4. Listen with an open mind and respond to delegations and those most affected by a decision.*
- 5. Take the time to examine all the facts and options before making a decision.*
- 6. Insist on consultation which embraces a difference of opinion rather than a predetermined outcome.*
- 7. Attempt to get feedback not only from administration and frontline staff, but also from community associations, marginalized communities, parents and others affected by a decision.*
- 8. Make sure that the whole community is made aware of decisions and the reasoning behind them.*
- 9. Will strive to do my best to make sure Your Community Voice Matters.*

God-bless, I thank-you for your time and look forward to the result.

Steven Soos,

DCDSB Trustee Candidate.

APPENDIX 2

Vacancy Voting Procedure May 22, 2019



Durham Catholic District School Board

Appendix 3

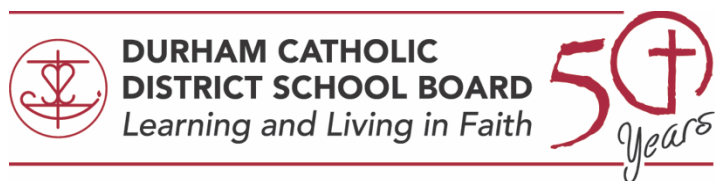
Board General Working By-Law 2.11.1

Trustee Vacancy Voting Procedure

1. Each candidate is given 5 minutes to present to the Board of Trustees the reason(s) why he or she should be selected to fill the vacant trustee position.
2. The order of speeches will be determined by each candidate drawing a number.
3. After the speeches, the trustees may have discussion.
4. Voting shall take place during the Open Session of a Board Meeting, and as follows:
 - a. Each trustee will vote for the candidate whom they wish to select on a ballot which shall be distributed at the meeting.
 - b. The Presiding Officer will appoint two returning officers to distribute and count the ballots.
 - c. The candidate(s) with the majority of the trustees' vote will be selected as the new trustee. For example, if all trustees are present during the meeting, the successful candidate must have a minimum of four (4) votes in order to fill the vacancy.
 - d. If after the first round of voting, no candidate receives the majority of votes, the process is repeated.
 - e. In the event that no candidate receives the majority of votes during the first round of voting:
 - i. Those with no votes are eliminated.
 - ii. Those with at least one (1) vote moves forward into the next round of voting. For greater clarity, any candidate with one (1), two (2) or (3) votes moves into the next round of voting and all other candidates are eliminated.
 - iii. This process is repeated until we have one candidate with at least 4 votes.
 - f. For subsequent rounds of voting, trustees will continue to vote in favour of the candidate of their preference. However, in each round of voting, the candidate(s) with the least amount of votes will be eliminated as follows:
 - i. Those with no votes are eliminated.
 - ii. If there is a tie amongst the candidates with the least amount of votes, the trustees shall vote to eliminate one of those candidates with the least votes.
 - iii. If the tie cannot be broken, the candidates with the least amount of votes shall be eliminated by the drawing of lots. The candidate who draws the shortest lot is eliminated.
5. In each round of voting, after the ballots have been counted, both the vote count and how each trustee voted shall be announced the Presiding Officer of the meeting.
6. The Presiding Officer will announce the name of the successful candidate.

APPENDIX 3

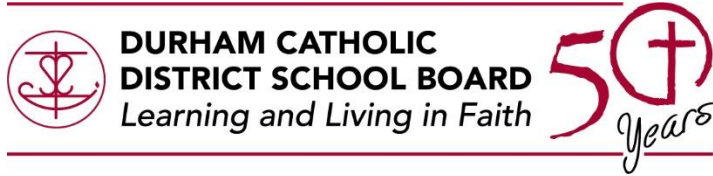
Trustee Candidates - Lot Number
May 22, 2019



Trustee Candidates

Lot Number

Candidate Name	Number
(Mary) Paula McDonald	1
Glenn Bryant	2
Theresa Corless	3
Sheila Archer	4
Gerald Wayne McLeod	5
Rose Morrison	6
Steven Soos	7
Michael Schneider	8
Michael D'Agrosa	9
Melissa Bevan	10
Kim Beatty	11
Josie Giancroce	12
Rob De Souza	13



MINUTES of the **OPEN SESSION** of the Regular Board Meeting of the Durham Catholic District School Board which was held in the Pope Francis Centre, 652 Rossland Road West, in Oshawa on Monday, May 27, 2019.

Trustees Present

J. Rinella, Chair
T. Chapman, Vice Chair
M. Forster
K. LeFort
J. McCafferty
J. Oldman
M. Ste. Marie

Staff Present

A. O'Brien, Director	T. Keay
T. Barill	R. Leclair
J. Bastarache	J. McVeigh
J. Bowyer	L. Morgulis
B. Camozzi	G. O'Reilly
M. Gray	R. Putnam
S. Grieve	R. Rodriguez
M. Hammond	

Student Trustees

J. Cara
S. Zamorano

A. OPEN SESSION CALL TO ORDER

Chair Rinella called the Open Session to order at 7:00 p.m.

a.1 MOTION TO MOVE IN CAMERA

Motion No. B2019-05-27-01

Motion to Move In Camera

Moved by K. LeFort seconded by J. McCafferty

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

Carried

RESUMPTION OF OPEN SESSION (7:32 p.m.)

Chair Rinella reconvened the meeting to order and welcomed all in attendance.

a.2 NATIONAL ANTHEM – O CANADA

Students from Sir Albert Love Catholic School opened the meeting with O Canada.

a.3 ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

Chair Rinella acknowledged Traditional Lands and Territory.

a.4 MEMORIALS AND PRAYERS

Student Trustees Zamorano and Cara offered the opening prayer.

a.5 ROLL CALL AND APOLOGIES

All Trustees in attendance.

B. APPROVAL OF AGENDA

b.1 CHANGES TO THE PRINTED AGENDA

Chair Rinella noted there was an amendment to Item m.4.3 – 2019/2020 Schedule for Board and Committee Meetings. Amended copies were distributed.

ITEM b.2 APPROVAL OF AGENDA

Motion No. B2019-05-27-02

Approval of Agenda

Moved by J. McCafferty seconded by M. Forster

“THAT the Durham Catholic District School Board approve the agenda of the Monday, May 27, 2019 Regular Board Meeting as amended.”

Carried

C. ANNOUNCEMENTS**c.1 ANNOUNCEMENTS FROM THE IN CAMERA SESSION OF THE REGULAR BOARD MEETING OF MAY 27, 2019**

Vice Chair Chapman made the following announcements:

ELEMENTARY PRINCIPAL TRANSFERS

Name	Current Placement	New Placement
Hadden, Kathryn	St. Bernard Catholic School	St. Catherine of Siena Catholic School
Harvey, Jennifer	St. Josephine Bakhita Catholic School	St. Bernard Catholic School
Wheeler, Norma	St. Jude Catholic School	St. Elizabeth Seton Catholic School."

ELEMENTARY VICE PRINCIPAL TRANSFERS

Name	Current Placement	New Placement
Accardi, Stefania	St. Joseph Catholic School (Oshawa)	St. Kateri Tekakwitha Catholic School.
Hardy, Stephanie	Monsignor Philip Coffey Catholic School	Father Joseph Venini Catholic School / St. Anne's Catholic School
MacInnis, Rick	St. Bridget Catholic School	St. James Catholic School
Tynan, Cathy	St. Thomas Aquinas Catholic School	St. Joseph Catholic School (Oshawa)."

SECONDARY PRINCIPAL TRANSFERS

Name	Current Placement	New Placement
Chambers, Dave	Archbishop Denis O'Connor Catholic High School	Archbishop Anthony Meagher Catholic Continuing Education Center
DiVizio, John	Archbishop Anthony Meagher Catholic Continuing Education Center	Archbishop Denis O'Connor Catholic High School."

SECONDARY VICE PRINCIPAL TRANSFERS

Name	Current Placement	New Placement
Duranjo, Mark	Monsignor Paul Dwyer Catholic High School	Notre Dame Catholic Secondary School
Gardner, Christopher	Father Donald MacLellan Catholic Secondary School (Acting Secondary Principal)	All Saints Catholic Secondary School
Zupan, Krista	Fr. Leo J. Austin Catholic Secondary School	Father Donald MacLellan Catholic Secondary School."

APPOINTMENT TO ELEMENTARY VICE PRINCIPAL ROSTER

<u>Name:</u>	<u>Current Placement:</u>
McBride, Cory	Elementary Teacher (Arts & Media Program), All Saints Catholic Secondary School."

APPOINTMENTS TO ELEMENTARY PRINCIPAL ROSTER

Name	Current Placement
Rancourt, Angela	Elementary Vice Principal, St. Patrick Catholic School
Remiz, Kate	Secondary Vice Principal at Notre Dame Catholic Secondary School
Smith, Ana	Elementary Vice Principal at St. Kateri Tekakwitha Catholic School."

APPOINTMENT OF PERMANENT PROBATIONARY ELEMENTARY PRINCIPALS

Name	Current Placement	New Placement
MacLean, Joni	Elementary Vice Principal, St. James Catholic School	Elementary Principal, St. Jude Catholic School
Remiz, Kate	Secondary Vice Principal, Notre Dame Catholic Secondary School	Elementary Principal, St. Josephine Bakhita Catholic School
Smith, Ana	Elementary Vice Principal, St. Kateri, Tekakwitha Catholic School	Elementary Principal, St. Kateri, Tekakwitha Catholic School."

APPOINTMENT TO SECONDARY VICE PRINCIPAL ROSTER

<u>Name:</u>	<u>Current Placement:</u>
Kelly, Mary	Ottawa Catholic District School Board."

APPOINTMENT OF INTERIM SECONDARY VICE PRINCIPAL

Name	Current Placement	New Placement
Kelly, Mary	Ottawa Catholic School Board	Interim Secondary Vice Principal at Monsignor Paul Dwyer Catholic High School."

CONVERSION TO PERMANENT PROBATIONARY SECONDARY PRINCIPAL

Name	Current Placement
DiVizio, John	Archbishop Anthony Meagher Catholic Continuing Education Center."

TRANSFER FROM ELEMENTARY PRINCIPAL TO SECONDARY VICE PRINCIPAL

<u>Name:</u>	<u>Current Placement:</u>	<u>New Placement</u>
O'Neill, Michael	Elementary Principal St. Kateri Tekakwitha CS	Secondary Vice Principal St. Mary CSS"

CONVERSION – INTERIM TO PERMANENT

Name	Current Position	New Position
Allen, Dan	Interim Secondary Vice Principal - St. Mary CSS	Permanent Secondary Vice Principal - St. Mary CSS
Langstaff-Mullett, Janel	Interim Secondary Vice Principal- Archbishop Denis O'Conner CHS	Permanent Secondary Vice Principal at Archbishop Denis O'Conner CHS
Michelin, Manuela	Interim Elementary Principal- St. James Catholic School	Permanent Elementary Principal- St. James Catholic School
Neubauer, Lindsey	Interim Elementary Vice Principal- St. John Bosco Catholic School	Permanent Elementary Vice Principal- St. John Bosco Catholic School
Plommer, Corrie	Interim Secondary Vice Principal- Monsignor John Pereyma CSS	Permanent Secondary Vice Principal- Monsignor John Pereyma CSS
Sorhaitz, Paula Mary	Interim Secondary Principal- Notre Dame CSS	Permanent Secondary Principal- Notre Dame CSS."

RETIREMENTS

Name	Current Position	Effective
Cudini, Irene A.	Teacher, Father Leo J. Austin Catholic Secondary School	June 30, 2019
Giulietti, Robert	Teacher, St. Christopher Catholic School	June 30, 2019
Luciw, Stephen Wayne	Teacher, St. John Bosco Catholic School.	June 30, 2019
McAdam, Janet	Teacher, St. Joseph Catholic School. (Uxbridge)	June 30, 2019
Mistele, Margaret A	Teacher, St. Luke the Evangelist Catholic School	June 30, 2019
Montgomery, Chris	Teacher, Archbishop Denis O'Connor Catholic Secondary School	June 30, 2019
Sheehan, Patrick	Teacher, All Saints Catholic Secondary School	June 30, 2019
Whyte, Larry	Teacher, Monsignor John Pereyma Catholic Secondary School	January 31, 2020

c.2 50-YEAR HISTORY TRIBUTE – DURHAM CATHOLIC DISTRICT SCHOOL BOARD

- Director O'Brien spoke about the Board's 50-Year History Tribute that took place earlier in the evening, with the launch of the book *"People of the Beatitudes"*. She introduced historian and author, Dr. Robert Dixon.
- In his presentation, Dr. Dixon spoke about:
 - The opening of the Board's first school, St. Gregory Catholic School in 1855 and the first school in Whitby, St. Bernard Catholic School in 1860.
 - The Contribution of the religious Orders: The Sisters of St. Joseph, the Felicians, the Grey Sisters of the Immaculate Conception and the Sister Servants of Mary Immaculate.
 - The amalgamation of public and separate school boards passed in 1969 and the challenges the new Board faced.
 - Separate School Act
 - Legislation passed in 1984 to complete the separate school system to the end of high school
- Dr. Dixon shared that it was a pleasure to write the book.
- Student Trustees Cara and Samorano, said they are grateful for the 50-year history of our Catholic school system, and that they appreciate the important role that faith plays in our educational journeys. They thanked Dr. Dixon for sharing his story this evening.

D. PRESENTATIONS OF AWARDS

- Awards were presented to recipients of the Board Award of Merit; Trustees' Youth Awards; Reverend John Markle Memorial Trophy for Outstanding Home/School Communication 2018-2019; Student Senators Recognition 2018-2019 and 25 Years' Service in Catholic Education.

E. NOTICE OF MOTIONS

None.

F. DECLARATION OF INTEREST

f.1 DECLARATION OF CONFLICT OF INTEREST

None.

G. ACTIONS TO BE TAKEN

g.1 APPROVAL AND SIGNING OF MINUTES OF THE OPEN SESSION OF THE REGULAR BOARD MEETING OF APRIL 29, 2019

Motion No. B2019-05-27-03

Approval and Signing of Minutes

Moved by M. Forster seconded by M. Ste. Marie

“THAT the Durham Catholic District School Board approve the Minutes of the Open session of the April 29, 2019 Regular Board Meeting.”

Carried

g.2 BUSINESS ARISING FROM THE OPEN SESSION OF THE REGULAR BOARD MEETING OF APRIL 29, 2019

None

g.3 APPROVAL AND SIGNING OF MINUTES OF THE OPEN SESSION OF THE REGULAR BOARD MEETING (POLICY) OF MAY 6, 2019

Motion No. B2019-05-27-04

Approval and Signing of Minutes

Moved by J. Oldman seconded by M. Forster

“THAT the Durham Catholic District School Board approve the Minutes of the Open session of the Regular Board Meeting (Policy) of May 6, 2019.”

Carried

f.4 BUSINESS ARISING FROM THE OPEN SESSION OF THE REGULAR BOARD MEETING (POLICY) OF MAY 6, 2019

None

H. PRESENTATIONS

h.1 2019/2020 BUDGET ESTIMATES – FIRST DRAFT

- Ryan Putnam, Superintendent of Business, presented the first draft of the 2019/2020 Budget Estimates. Highlights from his presentation include:
 - Public consultation and stakeholder input
 - Alignment with key strategic plan goals and priorities.
 - Board's strategic priorities and goals, budget complies with ministry funding and legislative requirements, reflects input received through the annual budget consultation process, and supports student well-being and achievement.
- Student Trustee Zamorano asked how many teacher retirements and related sections are anticipated to be lost in subsequent years due to class size. Superintendent Putnam indicated if the 28:1 ratio is maintained provincially, approximately 20 teachers and 120 sections per year over the next three to four years.
- Student Trustee Cara asked if additional e-learning courses were being considered to offset the loss of electives. Director O'Brien responded that e-learning courses have always been an option and these will increase over the next number of years. Superintendent Barill added that staff is reviewing opportunities for future offerings.
- Vice Chair Chapman asked for an update on the impact of having less sections and if staff had a strategy to minimize the impact in the future. Director O'Brien indicated the Board has a specific strategy around assigning sections in the high schools, supported by Superintendent Mullins and Superintendent Gray working 1:1 with each high school. She further said the Board is providing any updates to the Ministry and OCSTA as required.
- Superintendent Putnam indicated that some efficiencies have been identified, now that the Priorities and Partnerships Fund grants have been released.

MOTION TO EXTEND CURFEW OF THE OPEN SESSION (10:00 p.m.)

Motion No. B2019-05-27-05

Motion to Extend the Open Session

Moved by J. McCafferty seconded by M. Forster

“THAT the Durham Catholic District School Board extend the Open Session.”

Carried

h.2 DISCOVERY 2023: RENEWING THE VISION – STRATEGIC PLAN

- Director O'Brien provided an update on the strategic planning consultation sessions that have taken place with key stakeholders, including staff, employee group representatives, community members, committees, Catholic partners and students.
- Superintendent Barill and Lewis Morgulis, Manager, Planning and Admissions facilitated sessions involving a SWOT analysis, demographic overview and a look at outcomes data such as Early Development Index, Student Well-Being and Achievement data, Taking Stock data, and key indicators from School Climate Surveys.

I. DELEGATION

None.

J. CONSIDERATION OF MOTION

j.1 MOTIONS TO BE READ IN OPEN SESSION FROM THE IN CAMERA SESSION OF THE BOARD MEETING OF MAY 27, 2019

Motion No. B2019-05-27-06

Motions Read

Moved by J. McCafferty seconded by J. Oldman

“THAT the Durham Catholic District School Board approve the Motions as read from the In Camera session of the May 27, 2019 Regular Board Meeting.”

Carried

K. UNFINISHED BUSINESS FROM PREVIOUS MEETINGS

None

L. COMMITTEES

I.1 COMMITTEE REPORTS

I.1.1 IPRC REPORT FOR APRIL 2019

Motion No. B2019-05-27-06

IPRC Report for April 2019

Moved by J. Oldman seconded by M. Ste. Marie

“THAT the Durham Catholic District School Board accept the I.P.R.C. report for the month of April 2019.”

Carried

I.1.2 SPECIAL EDUCATION ADVISORY COMMITTEE MEETING – MAY 7, 2019

Motion No. B2019-05-27-07

Special Education Advisory Committee
Meeting – May 7, 2019

Moved by J. Oldman seconded by M. Ste. Marie

“THAT the Durham Catholic District School Board accept the report of the May 7, 2019 Special Education Advisory Committee meeting.”

Carried

I.1.3 FINANCE COMMITTEE MINUTES – MAY 13, 2019

Motion No. B2019-05-27-08

Finance Committee Minutes - May 13, 2019

Moved by J. Oldman seconded by M. Ste. Marie

“THAT the Durham Catholic District School Board receive as information the minutes of the May 13, 2019 Finance Committee meeting.”

Carried

I.2 MATTERS REFERRED FROM COMMITTEE

None

M. STAFF REPORTS

m.1 BUSINESS

m.1.1 2019/2020 BUDGET ESTIMATES

Motion No. B2019-05-27-09

2019/2020 Budget Estimates

Moved by K. LeFort seconded by M. Ste. Marie

“THAT the Durham Catholic District School Board receive the first draft of the 2019/2020 Budget Estimates for information and discussion.”

Carried

m.2 FACILITIES SERVICES

m.2.1 LONG TERM ACCOMMODATION PLAN 2019-2023 UPDATE

- Vice Chair Chapman requested a status update on St. Marguerite d'Youville Catholic School.
- Superintendent Camozzi provided an update and indicated that the Ministry has received a new approval to proceed template as requested by them, and staff are awaiting a decision on the approval to proceed request.

Motion No. B2019-05-27-10

Long Term Accommodation Plan 2019-2023 Update

Moved by J. Oldman seconded by M. Ste. Marie

“THAT the Durham Catholic District School Board receive and file as information the report entitled Long Term Accommodation Plan 2019-2023 Update dated May 27, 2019.”

Carried

m.2.2 ST. CHRISTOPHER CATHOLIC SCHOOL AND ST. THOMAS AQUINAS CATHOLIC SCHOOL FINAL BOUNDARY REPORT

Motion No. B2019-05-27-11

St. Christopher Catholic School and St. Thomas Aquinas Catholic School Final Boundary Report

Moved by K. LeFort seconded by J. Oldman

“THAT the Durham Catholic District School Board receives, for information the St. Christopher Catholic School and St. Thomas Aquinas Catholic School Final Boundary Report dated May 27, 2019.”

Carried

Motion No. B2019-05-27-12

St. Christopher Catholic School and St. Thomas Aquinas Catholic School Final Boundary Report

Moved by K. LeFort seconded by J. Oldman

“THAT the Durham Catholic District School Board approves the proposed boundary revisions for St. Christopher Catholic School and St. Thomas Aquinas Catholic School outlined in the report dated May 27, 2019.”

Carried

m.3 STUDENT SUCCESS

m.3.1 CATHOLIC STUDENT TRUSTEES 2019/2020

- Student Trustee Cara announced the 2019/2020 successful candidates: Annika Dela Torre, Notre Dame Catholic Secondary School and Sofia Zamorano, All Saints Catholic Secondary School.
- Trustee LeFort congratulated Trustee Zamorano on returning for a second term.

Motion No. B2019-05-27-13

Catholic Student Trustees 2019/2020

Moved by J. Oldman seconded by M. Forster

“THAT the Durham Catholic District School Board receive and file the verbal and written report regarding the Catholic Student Trustees for 2019-2020.”

Carried

m.4 DIRECTOR’S REPORT

m.4.1 DISCOVERY 2023: RENEWING THE VISION – STRATEGIC PLAN

Motion No. B2019-05-27-14

Discovery 2023: Renewing the Vision –
Strategic Plan

Moved by J. Oldman seconded by M. Ste. Marie

“THAT the Durham Catholic District School Board receive and file as information the Discovery 2023: Renewing the Vision Strategic Plan.”

Carried

m.4.2 TRUSTEES AUDITED EXPENSES – JANUARY – DECEMBER 2018

Motion No. B2019-05-27-15

Trustees Audited Expenses – January –
December 2018

Moved by K. LeFort seconded by J. Oldman

“THAT the Durham Catholic District School Board receive and file as information the Report of the Trustee Audited Expenses for the period January to December 2018.”

Carried

m.4.3 2019/2020 SCHEDULE FOR BOARD AND COMMITTEE MEETINGS

- An amended copy of the 2019/2020 Schedule was distributed.

Motion No. B2019-05-27-16

2019/2020 Schedule for Board and Committee Meetings

Moved by K. LeFort seconded by J. Oldman

“THAT the Durham Catholic District School Board approve the Schedule of Board and Committee Meetings for the 2019/2020 school year.”

Carried

m.4.4 DIRECTOR’S VERBAL REPORT

- Director O’Brien thanked Dr. Bob Dixon, historian and author of the People of the Beatitudes, for sharing a historical tribute in honour of the 50-year history of the Durham Catholic District School Board.
- The Director acknowledged the many celebrations hosted in May with Catholic Education Week to various awards and recognition of ceremonies that have taken place and our System-Wide Mass for all staff.
- The Director congratulated friends and colleagues who were called upon to receive their 25-year service awards at the meeting, and to Annette Eldridge, a volunteer at St. Hedwig Catholic School in Oshawa, for receiving the 2019 Durham Catholic District School Board Award of Merit.
- Director O’Brien congratulated the DCDSB Distinguished Catholic Educators who were announced earlier this month at a special presentation at the Pope Francis Centre, at which time Lisa Sarna, Principal of St. Matthew the Evangelist Catholic School, recipient of the 2019 Distinguished Catholic Leader Award was announced.
- The Director expressed her gratitude to everyone who contributed to the 6th Annual Durham Catholic Children’s Foundation Dinner on May 2.
- Director O’Brien thanked all members of the community who were involved in the annual Community Run for Hope and Student Walk for Hope. She thanked our Catholic school leaders for their ongoing support.
- The Director invited all to the 50th Anniversary picnic at Lakeview Park and Jubilee Pavilion in Oshawa on June 2.
- Director O’Brien mentioned that the Supervised Alternative Learning Committee (SAL) is seeking a community representative to join the team. This is a regulatory committee of the board and details are available at dcdsb.ca.

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

- Chair Rinella noted that at a public meeting on Wednesday, May 22, 2019, the Durham Catholic District School Board of Trustees appointed Robert De Souza as Trustee for the City of Oshawa. A graduate of our system and father of three children, Mr. De Souza currently serves as a member of the Knights of Columbus with the St. Leo the Great parish council. He said the Board of Trustees look forward to working together to advocate for our Catholic school system and the needs of our students. He will be sworn in by oath at the Regular Board Meeting of June 2019.
- Chair Rinella thanked staff for organizing and participating in Catholic Education Week celebrations with students, and for welcoming trustee visits in their schools. He added that there has been a great deal of activity in our Catholic schools this spring, promoting student well-being and success. Some of these events have been Board-wide, involving multiple schools such as:
 - Catholic Education Week activities;
 - Forest of Reading and White Pine celebrations;
 - Children's Mental Health Week;
 - EQAO Testing; and
 - Math Café with a focus on problem-solving skills. Thanks to members of the Durham Catholic Parent Involvement Committee for hosting.
- The Chair congratulated the new St. Anne Catholic School community on celebrating the groundbreaking ceremony on May 9. He said it was a prayerful afternoon with His Excellency, Our Most Reverend Bishop Vincent Nguyen.
- Chair Rinella reminded all parents and guardians to complete the Durham Catholic Parent Involvement Committee Parent Survey. It can be found on the homepage at dcdsb.ca and is an important tool for the committee in making plans to help strengthen parent engagement for 2019-2020 and years to come.

m.5.2 STUDENT TRUSTEES' VERBAL REPORT

- Student Trustee Cara announced that Annika Dela Torre, Notre Dame Catholic Secondary School is the new incoming Student Trustee for 2019/2020, as well as Sofia Zamorano, All Saints Catholic Secondary School who will be returning for a second term.
- The Student Trustees along with the Student Senate have completed the final draft of the Student Senate Handbook. The handbook includes the responsibilities of a senator and student trustee as well as how to keep minutes, note attendance and much more.
- Student Trustees Cara, Zamorano and incoming Student Trustee Dela Torre, attended OSTA-AECO's Annual General Meeting. They heard from a variety of informative speakers such as Minister Lisa Thompson and Leader of the NDP Jagmeet Singh.
- Student Trustee Cara announced that at the OSTA-AECO conference, Trustee Zamorano was elected to the role of Catholic Board Council Vice President. Congratulations!

N. CORRESPONDENCE

None

O. INQUIRIES AND MISCELLANEOUS

None

P. PENDING ITEMS

None.

Q. ADJOURNMENT

Motion No. B2019-05-27-17

Adjournment

Moved by M. Forster seconded by J. McCafferty

“THAT the Durham Catholic District School Board adjourn the Regular Board Meeting of Monday, May 27, 2019.”

Carried

R. CLOSING PRAYER

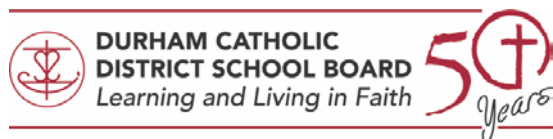
Student Trustees offered the closing prayer.

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

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

(10:40 p.m.)

L. Beckstead, Recording Secretary



Memorandum

To: Board of Trustees

From: Anne O'Brien, Director of Education

Date: June 10, 2019

Subject: **I.P.R.C. Report for May 2019**

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 May 2019.”

RATIONALE

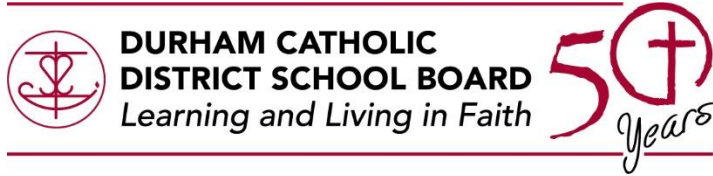
I.P.R.C. REPORT FOR MAY

Number of Pupils Referred to I.P.R.C.:	0
Number of Pupils Identified as Exceptional:	1
Number of Pupils Reviewed by I.P.R.C.:	2

FROM SEPTEMBER 2018 TO JUNE 2019

Total Number of Pupils Referred to I.P.R.C.:	0
Total Number of Pupils Identified as Exceptional:	9
Total Number of Reviews:	17
Total Number of Parent Requested Deferments:	0

AOB:JB:cc



Memorandum

To: Board of Trustees

From: Durham Catholic Parent Involvement Committee

Date: June 10, 2019

Subject: Durham Catholic Parent Involvement Committee Meeting
May 16, 2019

Origin: Rosemary Leclair, Superintendent of Education

RECOMMENDATION

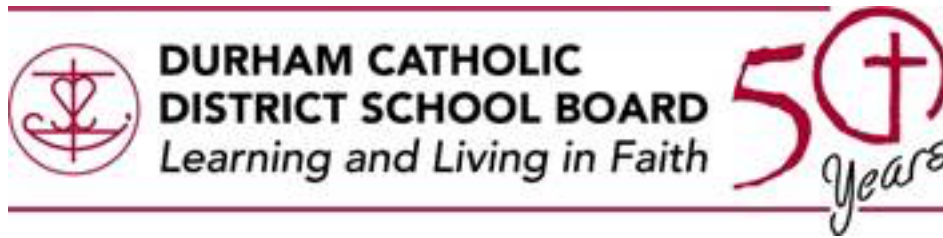
Moved by _____, seconded by _____

<p>“THAT the Durham Catholic District School Board accept the written report from the Durham Catholic Parent Involvement Committee Meeting of Thursday, May 16, 2019.”</p>
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RATIONALE

As per the attached minutes.

AOB:RL/lj
Attachment



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, May 16, 2019.**

Committee Members

Trustee Tricia Chapman
 Melissa Bevan
 Erin Groat
 Rose Lo Presti
 Candice Belmontes
 Camilla Brown
 Andrea Gagliardi
 Angela Kielbowski
 Josie Mullin
 Cynthia Scott
 Tom Brennan
 Maryanne Obwaka
 Adedoyin Adeseowo
 Madonna Augustus
 Andrea Sullivan
 Lara Spiers
 Amanda Roffey

Regrets

Linda Dodson-Trchala
 Christine Melick
 Nancy Henry
 Melanie O'Neill
 Chris Szent-Ivany
 Kimberly Chisholm

Staff Present

Rosemary Leclair
 Lori Jones

CALL TO ORDER

Item a.1

OPENING PRAYER

Chair Bevan opened with the Acknowledgement of Traditional Territory and Erin Groat offered the Opening Prayer.

Item a.2 **WELCOME AND COURTESIES**

Chair Bevan called the meeting to order at 7:36p.m. and welcomed all committee members to the May 16, 2019 meeting.

APPROVAL OF AGENDA

Item b.1 **APPROVAL OF AGENDA**

Motion No. DCPIC2019-05-16-01 **Approval of Agenda**

Moved by Angela Kielbowski, seconded by Josie Mullin.

“THAT the Durham Catholic Parent Involvement Committee approve the May 16, 2019 Durham Catholic Parent Involvement Committee Meeting Agenda as printed.”

Carried

ANNOUNCEMENTS

Item c.1 The next Durham Catholic Parent Involvement Committee is scheduled for Thursday, June 13, 2019.

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 April 4, 2019.**

Motion No. DCPIC2019-05-16-02 **Approval of Minutes**

Moved by Erin Groat, seconded by Cynthia Scott.

“THAT the Durham Catholic Parent Involvement Committee approve the Minutes of the April 4, 2019 Durham Catholic Parent Involvement Committee Meeting.”

Carried.

PRESENTATION

Item e.1 Catholic Mom's Group – Cathy Haynes & Analisa Athaide

Cathy Haynes spoke to the process involved in starting a Catholic Moms Group in her local parish at St. Bernadette Catholic Church in Ajax. Over the last 10 years the Catholic Moms Group has grown to have over 120 mothers participating. There are currently 4 groups in the Durham region at the following parishes: St. Bernadette, St. Francis de Sales, Holy Family and St. Leo. Cathy encouraged people to attend and spread the word of the upcoming workshop to be held on May 31st on "How to start a Catholic Mothers Group". She noted that the Archdiocese of Toronto supports this Ministry in the parishes. More information is available at www.CatholicMomsGroup.com.

Item e.2 DC Children's Foundation Annual Report – Stan Karwowski and Brian Miettinen

Stan Karwowski and Brian Miettinen gave a presentation on the mission and vision of the Durham Catholic Children's Foundation and shared information about how the Foundation supports families in need in our local schools. They also shared the Durham Catholic Children's Foundation Annual Report: A Year of Service 2018 which gives an overview of the Foundation's annual fundraising initiatives including the Student Walk for Hope, the Community Run for Hope, the Durham Catholic Children's Foundation Gala and the #FORETheKids Golf Tournament. Through the work of the Foundation in 2018 90 students and families received assistance through the Direct Family Assistance program and Emergency Support Fund and eight secondary students received \$500 bursaries. The bursary program will be extended to 16 Catholic secondary school graduates this year. More information about the good works of the Foundation can be found at durhamcatholicfoundation.ca.

Item e.3 Budget Update – Superintendent Ryan Putnam

Superintendent Putnam provided an update to the budget overview he provided to the committee at the April meeting. He reviewed some of the information that has been shared at the Finance Committee meetings and provided information on the financial impact of education funding changes to date and the challenges associated with achieving a balanced budget based on these changes.

Item e.4 Renewing the Vision Strategic Plan Consultation – Director Anne O'Brien

On behalf of Director O'Brien, Superintendent Leclair invited members of the committee

to provide their feedback on the Discovery 2023: Renewing the Vision Strategic Plan Consultation. Committee members participated in a working session whereby they shared their individual feedback on six broad questions that have been shared with a variety of stakeholders across the system through the consultation process. Consultation questionnaires were completed and collected for review in order to help the board develop a new strategic plan for the system.

REPORTS/INFORMATION/DISCUSSION ITEMS

Item f.1 **Standing Items**

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

Chair Bevan thanked Camilla Brown, Amanda Roffey and Lori Jones, along with the Teaching and Learning Consultants – Mike Jacobs, Christine Corso and Brian Chen, for all the hard work they put in to organizing our Math Cafes this year. She noted there was a strong core group of parents that attended each regional session and to date the livestream recordings have been viewed 564 times and counting. This initiative, together with the promotion of the Math at Home Kits, has been of great benefit to our parents. The live sessions and resources are posted at dcpic.ca, and she invited members who may not have been able to attend in person to take a look at the broadcasts and resources online.

Chair Bevan reminded the committee that we look forward to the upcoming strategic planning session upcoming on June 13th. At this meeting the committee would have the opportunity to reflect on this year and set direction for next year, taking into account the parent feedback we will receive from our year-end survey data and based on committee input.

Chair Bevan concluded by thanking everyone for their commitment to the committee this year. She expressed that she believed it has been a highly successful year, with a cohesive group, and was extremely proud of the accomplishments of the DCPIC in supporting parent engagement in our system.

Item f.1.2 **TRUSTEE REPORT**

Trustee Chapman congratulated the DCPIC on hosting a very successful series of Math Cafés for Parents across the system this year. She noted that the four sessions on the fundamentals of math, fractions, spatial reasoning and problem-solving were very well received. She further noted that the DCPIC's promotion of the Teaching and Learning Department's Math at Home Kits, would have continued impact for years to come. She thanked the organizers for supporting parent engagement and addressing the needs identified in last year's year-end parent survey.

Trustee Chapman shared that the Board of Trustees, through the Chair, expressed their concerns in writing to the Ministry of Education, regarding the recent funding announcements in education.

Trustee Chapman thanked the DCPIC for supporting the installation of a Peace Garden at the St. Francis of Assisi Catholic Education Centre, noting that their support would be very much appreciated by the staff, students and parents who visit the St. Francis of Assisi Catholic Education Centre.

Trustee Chapman reminded the committee that as 50th Anniversary celebrations draw to a close, we are looking forward to celebrating in the spirit of community at the upcoming DCDSB Family Picnic. The picnic takes place on Sunday, June 2nd at Lakeview Park in Oshawa, beginning at 11:00am with an outdoor mass, followed by games and activities. She further invited all of the members of the committee to attend the Regular Board Meeting on Monday, May 27th which would include the formal book launch of the recorded history of the DCDSB as written by Catholic historian, Bob Dixon.

Trustee Chapman congratulated to the DCPIC for supporting the Durham Catholic Children's Foundation at their annual gala on May 2nd. She noted that this support for the foundation was most appreciated. She encouraged committee members to consider attending the upcoming Community Run for Hope – May 26th at 11:30 – 2:30pm (start photo at 12pm) at Dwyer and later in the summer the annual #FOREthekids Golf Classic on August 20, signature events that also support the Durham Catholic Children's Foundation. For more information, she directed committee members to visit durhamcatholicfoundation.ca

In conclusion, Trustee Chapman indicated that the process to fill the vacancy in the position of Trustee for the City of Oshawa would take place at a Special Board Meeting on May 22nd.

Ite.m f.1.3 RESOURCE REPORT

Superintendent Leclair noted that it has been a busy and joyous time in the system, with the celebration of Catholic Education Week last week and all of the outreach activities that took place in our local schools and parishes. She encouraged committee members to search the hashtag #DCDSBJoy and also #CatholicEducationWeek to be inspired by the wonderful activities that have been shared through social media, and across the system.

Superintendent Leclair reported that she was very proud to participate in the official ground-breaking ceremony of St. Anne Catholic School, together with Bishop Vincent Nguyen, Director O'Brien, Trustee Ste. Marie and various dignitaries from all levels of government on May 9th. St. Anne is the newest Catholic elementary school that is being built on Bridle Road in North Oshawa. It was wonderful to offer prayers for the construction workers, architects and staff who are working diligently to build a state of the art facility for our students, and to also see the progress in construction at the school site.

Looking ahead to next year, Superintendent Leclair informed the committee of the relocation of the DCPIC Resource/Meeting space which is currently located at the Giffard Centre in Whitby to a classroom space at St. John XXIII Catholic School in Oshawa. This new space will provide greater flexibility for evening use and sub-committee meetings and will provide much needed space for the Con Ed programs that are growing in Whitby. The resource centre relocation will take place at the end of June.

Superintendent Leclair expressed her thanks and appreciation to the committee members for their commitment to supporting parent engagement this year. She noted that it has been an absolute pleasure working with the DCPIC and she looks forward to building on their successes next year.

Item f.1.4. PRO GRANT SUBCOMMITTEE REPORT

Camilla Brown reported that the parent feedback on the Math Cafés to date has been excellent. Parents reported they are very pleased with what they have learned.

PRO-Grants will be happening next year, according to the recent GSN announcements from the Ministry of Education, but we are awaiting further information from the Ministry as to the application process and when that portal may open for submissions.

Item f.1.5 COMMUNICATIONS SUB-COMMITTEE REPORT

Candice Belmonte reported the final edition of the DCPIC Newsletter for Parents is currently in development. Candice encouraged the committee to email her with any suggested submissions they may have.

The DCPIC Parent Survey was shared with the committee for review. She invited member to share any suggested changes to the survey with Amanda Roffey via email. The DCPIC Year-End survey would be sent out electronically to parents later in May with results to be shared at the committee's strategic planning session in June.

Item f.1.6 SCHOOL COUNCIL OUTREACH SUB-COMMITTEE REPORT

Erin Groat noted that plans are underway to co-plan the annual Catholic School Council Commissioning Mass and Orientation together with the Faith Formation sub-committee.

Through her role as secretary, Erin reminded committee members that a number of individuals' terms on the committee would come to an end in September and she read those names aloud as a reminder. She further reminded members that annual elections will be held in October.

Item f.1.7 **FAITH FORMATION SUBCOMMITTEE REPORT**

Camilla Brown gave an update on plans for the Annual Commissioning Mass in October. The subcommittee is planning a full day event for the Catholic School Council Chairs and considering inviting Father Matthew from Holy Family Parish in Whitby as a speaker. They are also considering offering information on charitable fundraisers that support the spiritual dimension in the schools, perhaps inviting our Catholic partners to share information with the Catholic School Council Chairs to generate ideas for the new school year.

Item f.1.8 **POLICY SUBCOMMITTEE REPORT**

Cynthia Scott gave an update on the activities of the Policy subcommittee. The next meeting will be held in two weeks to review the newly posted policies and administrative procedures up for input, and in order to provide feedback through the policy input page prior to the deadline in May. Sub-committee members were asked to watch for emails about the next scheduled meeting.

Item f.1.9 **BUDGET SUBCOMMITTEE REPORT**

Deferred

ADJOURNMENT

The DCPIC meeting adjourned at 9:34 p.m.. Erin Groat offered the closing prayer.

Motion No. DCPIC2019-04-04-03 **Adjournment**

Moved by Erin Groat seconded by everybody.

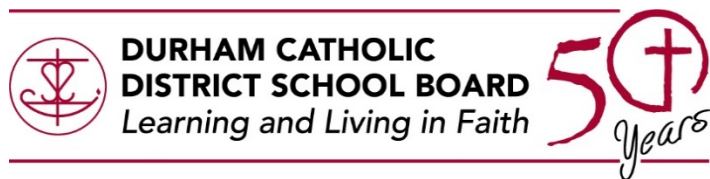
“THAT the Durham Catholic Parent Involvement Committee meeting of Thursday, May 16, 2019, adjourn.”

Carried

Melissa Bevan
Chair, Durham Catholic Parent
Involvement Committee

Rosemary Leclair
Superintendent of Education

Recording Secretary: Lori Jones



Memorandum

To: Board of Trustees

From: Anne O'Brien, Director of Education

Date: June 10, 2019

Subject: **Finance Committee Minutes – June 3, 2019**

Origin: Ryan Putnam, Superintendent of Business & CFO

RECOMMENDATION

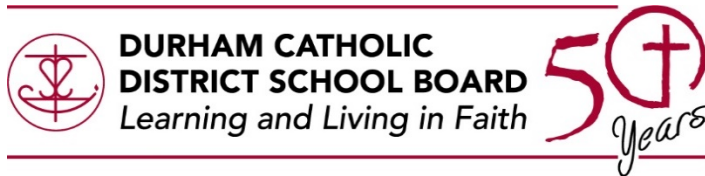
Moved by _____, seconded by _____

"THAT the Durham Catholic District School Board receive as information the minutes of the June 3, 2019 Finance Committee meeting."

RATIONALE:

See attached.

AOB:RP:dm
Attachment



MINUTES of the **OPEN SESSION** of the **FINANCE COMMITTEE** meeting which was held at the Catholic Education Centre on Monday, June 3, 2019.

Committee Members

M. Ste. Marie (Vice-Chair)
J. Rinella (Trustee)

Staff

A. O'Brien
R. Putnam
M. Hammond

Guests

J. Cara (Student Trustee)

Regrets

M. Forster (Chair)

A. CALL TO ORDER

M. Ste. Marie called the meeting to order at 7:06 PM

a.1 Memorials and Prayers

J. Cara 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-2019-06-03-01

Approval of Agenda

Moved by J. Rinella, seconded by M. Ste. Marie

"THAT the Finance Committee approve the June 3, 2019 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 from the May 13, 2019 Finance Committee Meeting

Motion No. FC-2019-06-03-02

Approval of Minutes

Moved by J. Rinella, seconded by M. Ste Marie

“THAT the Finance Committee approve the minutes of the May 13, 2019 Finance Committee Meeting.”

Carried

f.2 Business Arising from Minutes of the May 13, 2019 Finance Committee Meeting

None

G. REPORTS/DISCUSSION ITEMS

g.1 2019/2020 Budget Estimates – Final Draft

Vice-Chair Ste. Marie invited Director O'Brien and Superintendent Putnam to review the final draft of the 2019/2020 Budget Estimates with a focus on any changes between the first draft and the final draft.

Discussion followed with respect to: updated student enrolment projections; Ministry funding and technical paper; supply costs and attendance management; staffing, attrition and displacement; corporate vacancies and restructuring; and the multi-year capital and technology programs.

The final budget will be presented to the Board of Trustees for approval at the June 10, 2019 Regular Board meeting. Director O'Brien thanked the Finance Committee, Senior Administration and staff for their work on this year's budget.

Motion No. FC-2019-06-03-03

2019/2020 Budget Estimates – Final Draft

Moved by J. Rinella, seconded by M. Ste. Marie

“THAT the Finance Committee receive as information the 2019/2020 Budget Estimates – Final Draft.”

Carried

Motion No. FC-2019-06-03-04

2019/2020 Budget Estimates – Final Draft

Moved by J. Rinella, seconded by M. Ste. Marie

“THAT the Finance Committee recommend that the Durham Catholic District School Board approve the 2019/2020 Budget Estimates.”

Carried

H. MOTION TO MOVE IN-CAMERA (8:09 PM)

Motion No. FC-2019-06-03-05

Move In-Camera

Moved by J. Rinella, seconded by M. Ste. Marie

“THAT the Finance Committee meeting of June 3, 2019 move into In-Camera.”

Carried

(Open Session resumed at 8:52 PM)

I. ADJOURNMENT 8:53 PM

Motion No. FC-2019-06-03-05

Adjournment

Moved by J. Rinella, seconded by M. Ste. Marie

“THAT the June 3, 2019 meeting of the Finance Committee be adjourned.”

Carried

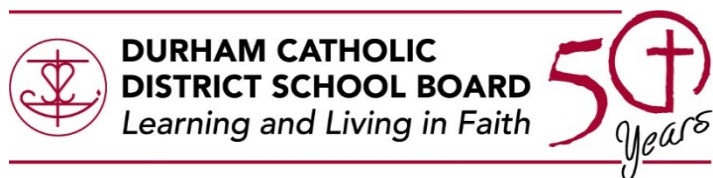
J. CLOSING PRAYER

Closing prayer was offered by J. Rinella

M. Ste. Marie, Vice-Chair

R. Putnam, Resource

Recording Secretary: D. Morton



MEMORANDUM

To: Board of Trustees

From: Anne O'Brien, Director of Education

Date: June 10, 2019

Subject: **Approval of 2019/2020 Budget Estimates**

Origin: Ryan Putnam, Superintendent of Business and CFO

RECOMMENDATIONS:

1. Moved by _____, seconded by _____

"THAT the Durham Catholic District School Board receive and file the 2019/2020 Budget Estimates."

2. Moved by _____, seconded by _____

"THAT the Durham Catholic District School Board approve the 2019/2020 salaries and benefits budget in the amount of \$216,543,078."

3. Moved by _____, seconded by _____

"THAT the Durham Catholic District School Board approve the 2019/2020 departmental operating budgets in the amount of \$33,929,407."

4. Moved by _____, seconded by _____

"THAT the Durham Catholic District School Board approve the 2019/2020 total operating budget in the amount of \$250,472,485."

5. Moved by _____, seconded by _____

“THAT the Durham Catholic District School Board approve the 2019/2020 non-operating budget in the amount of \$17,685,337.”

6. Moved by _____, seconded by _____

“THAT the Durham Catholic District School Board approve the 2019/2020 Budget Estimates in the total amount of \$268,157,822.”

RATIONALE:

Staff presented the first draft of the 2019/2020 Budget Estimates at the May 27, 2019 Board meeting. Attached is the final draft of the 2019/2020 Budget Estimates for approval by the Board of Trustees.

Staff is pleased to present a balanced budget without reliance on operating reserves which continues to provide for programs, supports, and services in accordance with the themes, priorities, goals and actions identified in the Board’s Strategic Plan: Discovery 2020.

Highlights from the 2019/2020 Budget Estimates include the following:

- Incorporates Provincial funding, policy and program directives
- Resources the Board’s key Strategic Plan goals and priorities
- Ongoing investment in Religion and Faith Formation resources
- Continuation of Advancing Communication strategies
- Maintains critical Student Services and Special Education supports
- Continuation of Safe and Healthy Schools initiatives
- Supports the Student Well-Being and Achievement mandate
- Continues to provide Pathways to Success opportunities for all students
- Continuation of the Ministry of Education’s Province-wide Math Strategy
- Maintains supports for Equity, Diversity and Indigenous Studies initiatives
- Provides core Staff Development and Capacity Building opportunities
- 21st Century Learning strategies and Emerging Technology initiatives
- Continuation of French Immersion and Music program offerings

- Resources to support English as a Second Language students
- Revisioning of Alternative Education supports and services
- Enhancement and integration of International Student programs
- Growth in Continuing Education, Partnerships and Community Use
- Incorporates multi-year contract with School Bus Operators
- Allocation of School Support Staff based on equity factors
- Staff recruitment and retention strategies to better serve students
- Corporate restructuring to address risk factors and leverage efficiencies
- Reflects ongoing implementation of the Long Term Accommodation Plan
- Consistent with expiring Provincial terms and conditions
- Compliant with Ministry funding and enveloping requirements
- Consistent with proposed Ministry class size requirements
- Compliant with Provincial Employment Standards Act legislation
- Balanced budget without reliance on operating reserve fund
- Maintains a base level of reserves for contingency purposes

The final draft of the 2019/2020 Budget Estimates was reviewed with the Finance Committee on June 3, 2019 after which the Committee passed a motion recommending that the Board of Trustees approve the 2019/2020 Budget Estimates.

Following approval of the 2019/2020 Budget Estimates, staff will facilitate the necessary submissions to the Ministry of Education and a copy of the final budget will be posted on the Board's website for public information.

AOB:RP:dm
Attachment



Excellence | Equity | New Evangelization

Durham Catholic District School Board

Catholic Education: Learning & Living in Faith

2019/2020 Budget Estimates (Final - June 2019)



Message from the Finance Committee

Dear Partners in Catholic Education,

The Finance Committee is pleased to recommend the 2019/2020 school year budget. You will see in the budget highlights that the Board continues to generate the seamless alignment between its budget and strategic plan, which involved extensive research and input from various communities.

The 2019/2020 Budget Estimates continues to provide for enhanced programs and services while maintaining a balanced budget during times of fiscal constraint. Such financial stability will provide the Board with the opportunity and capacity to advance the strategic directions outlined in the *Discovery 2020* strategic plan, ensuring that students and staff will be provided with the resources and supports necessary to foster positive student well-being and achievement now and into the future.

The Committee would be remiss if it did not note that this has been a particularly challenging budget to formulate given recent changes to Provincial policy and funding by the Ministry of Education. The 2019/2020 Budget Estimates incorporates and is consistent with Ministry mandates and directives, while still maintaining effective programming, pathways opportunities, resources and supports for all students.

Throughout the strategic planning and budget consultation processes, the collective voice of internal and external stakeholders – parents, students, clergy, staff, elected officials and community – was heard through surveys, public consultation meetings, student voice forums and individual feedback. Through this process, the Board's current strengths, challenges and opportunities were affirmed. The Finance Committee is grateful to all who participated in these processes and sessions.

Finally, the Finance Committee would like to thank the Director of Education, Chief Financial Officer and Senior Administrative Team for their leadership, support and guidance throughout the budget process and for ensuring student well-being and achievement is at the forefront of the budget plan at all times.

Yours in Catholic Education,

Monique Forster, Chair, Finance Committee

Morgan Ste. Marie, Vice-Chair, Finance Committee

John Rinella, Trustee and Chair of the Board

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

Our Catholic Values

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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Mission Statement

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



2019/2020 Budget Overview

- Incorporates Provincial funding, policy and program directives
- Resources the Board's key Strategic Plan goals and priorities
- Ongoing investment in Religion and Faith Formation resources
- Continuation of Advancing Communication strategies
- Maintains critical Student Services and Special Education supports
- Continuation of Safe and Healthy Schools initiatives
- Supports the Student Well-Being and Achievement mandate
- Continues to provide Pathways to Success opportunities for all students
- Continuation of the Ministry of Education's Province-wide Math Strategy
- Maintains supports for Equity, Diversity and Indigenous Studies initiatives
- Provides core Staff Development and Capacity Building opportunities
- 21st Century Learning strategies and Emerging Technology initiatives
- Continuation of French Immersion and Music program offerings
- Resources to support English as a Second Language students
- Revisioning of Alternative Education supports and services
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- Reflects ongoing implementation of the Long Term Accommodation Plan
- Consistent with expiring Provincial terms and conditions
- Compliant with Ministry funding and enveloping requirements
- Consistent with proposed Ministry class size requirements
- Compliant with Provincial Employment Standards Act legislation
- Balanced budget without reliance on operating reserve fund
- Maintains a base level of reserves for contingency purposes

Table One – Projected Enrolment

Panel	2019/2020	2018/2019	Variance
Elementary	14,846	14,912	(66)
Secondary	6,466	6,383	83
Total	21,312	21,295	17

Table Two – Operating Revenue

Category	2019/2020	2018/2019
Ministry Grants (GSN)	\$237,955,168	\$240,735,289
Ministry Funding (PPF/EPO)	1,434,665	1,915,902
Recoveries – Secondments	989,628	999,573
Government of Canada	437,924	437,924
Other Provincial Agencies	791,800	791,800
Community Use of Schools	750,000	350,000
Continuing Education Fees	200,000	200,000
International Students	443,300	487,500
Partnership Agreements	600,000	600,000
Other Revenue	170,000	170,000
School Generated Funds	6,700,000	6,700,000
Operating Reserve Fund	<u>Not required</u>	<u>Not required</u>
	<u>\$250,472,485</u>	<u>\$253,387,988</u>

Table Three – Operating Reserve Fund

Anticipated balance end of 2018/2019	\$1,630,323
Applied towards 2019/2020 Operations	<u>Not required</u>
Balance Available for Future Use	<u>\$1,630,323</u>

Planned Operating Expenses

Category	2019/2020	2018/2019
Salaries and Benefits	\$216,543,078	\$219,208,797
Student Transportation	7,766,667	7,366,667
Facilities Services	7,656,048	7,156,048
School Budgets	2,253,839	2,246,009
Information and Communication Technology	2,784,600	2,828,100
Academic Services	3,949,053	4,616,688
Business Services	642,608	745,608
Human Resources & Administrative Services	285,900	441,515
Mileage and Travel Allowances	563,472	536,640
Director's Office and Board Administration	194,954	234,954
Legal and Professional Services	360,109	364,109
Trustees and Student Representatives	212,017	212,017
Staff Development and Capacity Building	439,140	609,836
Corporate Communications	121,000	121,000
School Generated Funds	<u>6,700,000</u>	<u>6,700,000</u>
	<u>\$250,472,485</u>	<u>\$253,387,988</u>

Academic Services includes:

- Program Services
- Student Services
- Equity and Diversity
- Indigenous Studies
- Faith Formation
- French Immersion
- Early Years (FDK)
- Safe & Healthy Schools
- Student Success
- Student Achievement
- Continuing Education
- Alternative Education
- International Education

Staffing Summary by Position

Employee Group	2019/2020	2018/2019	Difference
<i>Elementary Teachers*</i>	865.83	881.53	(15.70)
<i>Secondary Teachers*</i>	404.00	436.00	(32.00)
Coordinators and Consultants	21.00	27.50	(6.50)
<i>Principals and Vice-Principals</i>	72.50	74.50	(2.00)
Secondments (External/Capital)	8.33	8.33	0.00
Director of Education	1.00	1.00	0.00
Supervisory Officers	8.00	8.00	0.00
Middle Management	41.00	38.00	3.00
Non-Union	12.00	15.50	(3.50)
Chaplains and Faith Animator	7.00	7.60	(0.60)
Student Services	42.10	47.90	(5.80)
Educational Assistants	290.00	285.50	4.50
<i>Early Childhood Educators*</i>	94.00	106.00	(12.00)
Custodial and Maintenance*	178.50	184.00	(5.50)
<i>Secretarial/Clerical/Technical*</i>	105.50	109.00	(3.50)
Trustees	8.00	8.00	0.00
Total	2,158.76	2,238.36	(79.60)

Note 1 – categories in *italics* have an enrolment component to the annual allocation.

Note 2 – positions with an asterisk (*) are primarily determined by legislation or collective agreement.

Note 3 – positions on Secondment are fully recoverable from the external agency or capital fund.

Note 4 – compliant with Ministry funding for Administration, Special Education, Student Achievement.

2019/2020 Non-Operating Budget

Table One – Revenue Sources

School Renewal Allocation	\$3,020,599
School Condition Allocation	5,495,240
Ministry Funded Debenture Payments	6,683,107
Multi-Year Technology Program	486,391
Educational Development Charges	<u>2,000,000</u>
	\$17,685,337

Table Two – Planned Expenses

School Renewal Program	\$3,020,599
School Condition Program	5,495,240
Debenture Principal Payments	4,514,336
Debenture Interest Payments	2,168,771
Multi-Year Technology Program	486,391
Transfer to EDC Reserve	<u>2,000,000</u>
	\$17,685,337

Appendix One - Detailed Operating Expenses

Category	2019/2020	2018/2019
Salaries and Benefits		
Salaries – Teaching	\$136,955,704	\$137,968,898
Salaries – Support Staff	43,192,887	43,935,142
Statutory Benefits	11,355,070	11,776,408
Employee Benefits	19,789,917	20,278,849
Supply Teacher Costs	4,850,700	4,850,700
Lunch Hour Supervisors	398,800	398,800
Subtotal	\$216,543,078	\$219,208,797
Student Transportation		
Elementary	\$3,986,857	\$3,778,394
Secondary	2,192,648	2,078,000
Special Education	1,470,495	1,393,606
Administrative	116,667	116,667
Subtotal	\$7,766,667	\$7,366,667
Facilities Services		
Utilities	\$4,739,329	\$4,539,329
Maintenance	1,375,085	1,375,085
Snow Removal	800,000	650,000
Portable Moves	376,634	226,634
Custodial Supplies	365,000	365,000
Subtotal	\$7,656,048	\$7,156,048
School Budgets		
Elementary	\$1,081,757	\$1,086,377
Secondary	1,172,082	1,159,632
Subtotal	\$2,253,839	\$2,246,009

Appendix One - Detailed Operating Expenses (cont'd)

Category	2019/2020	2018/2019
Information Technology		
Software Licenses	\$852,000	\$852,000
Wide Area Network	639,000	639,000
Telephone Services	160,000	160,000
Multi-Year Program	650,000	650,000
Cellular Technology	150,000	150,000
Remaining	333,600	377,100
Subtotal	\$2,784,600	\$2,828,100
Academic Services		
Teaching and Learning	\$381,664	\$308,443
Student Services	671,523	753,552
Faith Formation	261,775	267,150
System/Regional Programs	95,000	240,000
Safe & Healthy Schools	45,000	64,600
Student Success	508,676	560,484
Student Achievement	39,378	97,523
Continuing Education	1,318,701	1,304,974
Alternative Education	121,500	121,500
International Education	46,000	46,000
Aboriginal Education	143,038	88,766
Parent Involvement	45,010	64,703
Outdoor Education	185,182	115,811
Assistive Technology	86,606	583,182
Subtotal	\$3,949,053	\$4,616,688

Appendix One - Detailed Operating Expenses (cont'd)

Category	2019/2020	2018/2019
Business Services		
Insurance	\$438,664	\$438,664
Audit and Actuarial Fees	60,000	60,000
Cafeteria Equipment	93,500	93,500
Remaining	50,444	153,444
Subtotal	\$642,608	\$745,608
Human Resources		
Health and Safety	\$49,100	\$49,100
Summer Students	0	106,965
CPCO Membership	119,600	119,600
Employee Assistance Program	55,000	55,000
Remaining	62,200	110,850
Subtotal	\$285,900	\$441,515
Mileage and Travel Allowances		
Mileage Reimbursement	\$265,104	\$252,480
Travel Allowances	298,368	284,160
Subtotal	\$563,472	\$536,640
Director's Office		
Board Memberships	\$54,000	\$54,000
System Celebrations	50,000	70,000
Partnerships	25,000	25,000
Remaining	65,954	85,954
Subtotal	\$194,954	\$234,954

Appendix One - Detailed Operating Expenses (cont'd)

Category	2019/2020	2018/2019
Legal and Professional Services	\$360,109	\$364,109
Subtotal	\$360,109	\$364,109
Trustees and Student Representatives		
OCSTA Membership	\$104,017	\$104,017
Student Trustees	25,000	25,000
Professional Development	40,000	40,000
Other	43,000	43,000
Subtotal	\$212,017	\$212,017
Staff Development and Capacity Building		
Teacher Release Time	\$439,140	\$609,836
Subtotal	\$439,140	\$609,836
Corporate Communications		
Public Relations	\$50,000	\$50,000
JK/FI Registration	25,000	25,000
Trustee Initiatives	10,000	10,000
Website	20,000	20,000
Remaining	16,000	16,000
Subtotal	\$121,000	\$121,000
School Generated Funds		
Elementary	\$3,950,000	\$3,950,000
Secondary	2,750,000	2,750,000
Subtotal	<u>\$6,700,000</u>	<u>\$6,700,000</u>
	<u>\$250,472,485</u>	<u>\$253,387,988</u>

Strategic Plan Themes and Priorities

Witnessing Faith



Celebrating Equity, Excellence and New Evangelization

Creating and Sustaining a Caring Catholic School Culture

Building Relationships and Developing People

Teaching and Learning in the Formation of a Distinct Catholic Identity

Teaching and Learning



Leading and Learning in the 21st Century Classroom

Achieving Instructional Excellence

Instruction for the 21st Century

Assessment, Evaluation and Reporting

Expanding Pathways



Differentiating Opportunities for Every Student's Future

Adopting a Pathways Planning Mindset

Assisting Students with Transitions Planning

Promoting Student Engagement

Inspiring Leadership



Promoting a Culture of Professional Growth

Employee Performance Growth

Capacity Building

Board Leadership Strategy

Celebrating Inclusion



Personalization, Precision and Professional Development

Universal Design for Learning

Differentiated Practice

Precise and Personalized Intervention

Strategic Plan Themes and Priorities (cont'd)

Serving in Partnership



Building Connections to Enhance Catholic Education

Classroom, School and Board

Outreach and Programs

Parents, Stakeholders and Community Involvement

Emerging Technology



Empowering Today for a Changing Tomorrow

Infrastructure, Security and User Experience

Information Management

Ministry Compliance – Managing Information for Student Achievement (MISA)

Advancing Communications



Strengthening Relationships to Enhance Student Achievement

Collaborative Communication

Branding and Visual Identity

Community Engagement

Managing Resources



Establishing Sustainable Priorities and Raising Stakeholder Confidence

Financial Stability

Resource Management

System Accountability

Continuing Education



Serving the Needs and Interests of All Learners

Career Training and Personal Development

Expanding and Extending Programs

Promoting Student Engagement

Glossary – Ministry Funding

Grants for Student Needs (GSN)

The Ministry provides funding to School Boards based primarily on an enrolment based funding model on a per pupil basis to support the basic operations of a school system (eg – Teachers, Utilities, Consumable Supplies). Special purpose grants are provided to support specific students (eg – Special Education), services (eg - Transportation) or programs (eg – French Language Instruction). Certain funding areas have specific spending criteria (called envelopes) as outlined below.

Priorities and Partnerships Fund (PPF) / Education Programs Other (EPO)

The Ministry provides funding through the various divisions (eg – Student Achievement, Special Education, Student Success) to support specific targeted initiatives in support of current education priorities. These initiatives can change depending on the Provincial priorities and must be spent in support of the specific initiative. The funds support specified staffing, professional development (eg - teacher release time) and resources and typically require a dedicated report back to the Ministry with respect to expenditure and outcomes.

Ministry Funding Envelopes/Restrictions

Special Education

Funds may only be used for Special Education related expenditures.

Board Administration

Expenditure may not exceed Board Administration funding.

Operating Funds

May be used to support Operating or Capital Expenditures.

Capital Funds

May only be used to support Capital related expenditure.

Balanced Budget

The Operating budget does not require reliance on reserves.

Operating Reserves

Ministry requirement to maintain 1-2% for unexpected events.

Glossary – Academic Program Definitions

Student Achievement

Using the school effectiveness framework educators learn more about instructional strategies, student assessment and effective practice through observation, analysis and collaboration. The framework is also used as a tool to inform School and Board Improvement Plans. The Board has incorporated school effectiveness related funding into its Student Achievement and Professional Development programs and portfolios.

Teaching and Learning

Provides for curriculum related resources and supports for all subject areas including Music/Arts, Literacy, Numeracy, Religion, Sciences/Technology, Indigenous Studies, Health and Physical Education, 21st Century Learning/Innovation and e-Learning.

Student Success

The Student Success portfolio focuses on providing every student in Grades 7-12 with various pathways and opportunities to reach their ultimate potential and goals through such initiatives as Specialist High Skills Majors, Dual Credit, Transitions, Reengagement and Alternative Education programs.

Safe and Accepting Schools

The Ministry and Board believe that a safe, inclusive and accepting school environment is a necessary condition for student well being and achievement. Building a positive and inclusive school climate requires healthy and respectful relationships among and between students, staff, parents and the community.

Faith Formation

The Board budget provides for various faith formation related activities, retreats and celebrations in addition to the purchase of religion textbooks, Many Gifts resources and Bibles for our Grade 4 students.

Parent Involvement

The Ministry and Board recognize that student achievement improves when parents play an active role in their children's education and that parent engagement is a key factor in the enhancement of student well-being. The Ministry provides funding to Boards to support parent involvement activities at the district and school level through a base annual allocation as well as through specific application based grants (PRO – Parents Reaching Out).



Memorandum

To: Board of Trustees

From: Anne O'Brien, Director of Education

Date: June 10, 2019

Subject: International Student Fees 2019/20 & 2020/21-Update

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

RECOMMENDATION

Moved by seconded by

"THAT the Durham Catholic District School Board receive and file, for information, the International Student Fees 2019/20 and 2020/21 Report dated June 10, 2019."

Moved by , seconded by

"THAT the Durham Catholic District School Board establishes International Student Fees in the amount of \$13,800 for an elementary school student and \$14,900 for a secondary school student for the 2019/20 school year."

Moved by , seconded by

"THAT the Durham Catholic District School Board establishes International Student Fees in the amount of \$14,550 for an elementary school student and \$15,550 for a secondary school student for the 2020/21 school year."

To: Board of Trustees
Re: International Student Fees 2019/20 & 2020/21
Date: June 10, 2019

Page 2

PURPOSE

In accordance with provisions of the *Education Act*, a Board must charge tuition fees to International students to cover the cost of their education within our school system. At the time of staffs' report, the Board had 90 visa students count to date during the 2018/19 school year. The purpose of this report is to review the current fee amount and recommend International Student Fees for the 2019/20 school year.

RATIONALE

As the Board of Trustees will recall, at the Regular Board Meeting of March 25, 2019, the Board of Trustees approved an International student fee of \$13,250.00 for elementary students and \$14,250.00 for secondary students. These revised international student fees were to take effect for the 2019/20 school year. This was an increase from the international student fees charged during current school year, i.e. \$12,500.00 and \$13,750.00, respectively. The revised international student fees were based on staff surveying eight (8) other school boards in the Greater Toronto Area.

On April 26, 2019, the Ministry of Education released its B14 Memorandum regarding Grants for Student Needs (GSN) Funding for the 2019/20 school year. Section H- International Student Recovery Amount (ISRA) stated the following:

“Beginning in 2019/20, a school boards total GSN operating grants should be reduced by the amount equal to a flat fee of 1,300 multiplied by the international student enrolment, pro-rated where the students are not full time. School boards continue to be responsible for setting tuition fees for international students per the tuition fees regulation which sets the minimum amount that must be charged to non-resident students.”

As a result of the Ministry's funding decision per above, staff would reasonably recommend that the fees charged to international elementary and secondary students for the 2019/20 be amended to \$13,800 and \$14,900, respectively. However, staff believe that phasing in the \$1,300.00 surcharge fee per International Student over period of two (2) school years, i.e., 2019/20 and 2020/21, would establish a strategic advantage relative to larger school boards in the GTA, whom most likely cannot afford such an approach and would most likely for financial reasons need to levy 100% of the \$1,300.00 of the surcharge immediately for 2019/20 school year.

To: Board of Trustees

Re: International Student Fees 2019/20 & 2020/21

Date: June 10, 2019

Page 3

As such, staff recommend that the International fees as follows:

	<u>2019/20 School Year</u>	<u>2020/21 School Year</u>
Elementary	\$13,800 [50%]	\$14,550 [100%]
Secondary	\$14,900 [50%]	\$15,550 [100%]

AOB:MTG:MP

To: Board of Trustees

From: Anne O'Brien, Director of Education

Date: June 10, 2019

Subject: **Policies and Administrative Procedures**

Roster of Policies and Administrative Procedures

“THAT the Durham Catholic District School Board receive and file as information the Current Roster of Policies and Administrative Procedures – June 10, 2019.”

“THAT the Durham Catholic District School Board approve the First Reading of the revised Policy Development and Implementation Policy (PO210).”

“THAT the Durham Catholic District School Board receive and file as information the revised Policy Development and Implementation Administrative Procedure (AP210-1).”



Current Roster of Policies and Administrative Procedures 2018-2019

DEPARTMENT	TITLE	POLICY/ADMIN. PROCEDURE	IDENTIFIED	DRAFTING	ADMIN. COUNCIL	BOARD -1 ST READING (P) -FOR INFO. (AP)	BOARD -2 ND READING (P) -FOR INFO. (AP)	LEGAL COUNSEL INPUT	BOARD -3 RD READING (P) -FOR INFO (AP)	DISTRIBUTION
						COMMUNITY INPUT				
BUSINESS & FINANCE	Hospitality Expenses	PO107	X							
	Hospitality Expenses	AP107-1	X							
	School Generated Funds	PO104	X	X	X					
	School Generated Funds	AP104-1	X	X	X					
GOVERNANCE	Naming of Catholic Schools	PO203	X							
	Naming of Catholic Schools	AP203-1	X							
	Board Award of Merit	PO209	X							
	Board Award of Merit	AP209-1	X							
	Policy Development and Implementation	PO210	X	X	X					
	Policy Development and Implementation	AP201-1	X	X	X					
	Equity and Inclusive Education	PO216	X	X	X	X	X	X	X	
	Equity and Inclusive Education	AP216-1	X	X	X	X	X	X	X	
	Religious Accommodation	AP216-2	X	X	X	X				
	Student Groups	AP216-3	X							
OPERATIONS	Records Management	AP	X	X						
	Anti-Spam	PO444	X	X						
	Anti-Spam	AP444-1	X	X						
	Ontario Student Record (on hold pending MOE direction)	PO418	X							
	Ontario Student Record (on hold pending MOE direction)	AP418-1	X							
	Modified Calendar		X							
	Disease Management and Prevention	PO408	X	X	X	X	X	X	X	
	Disease Management and Prevention	AP408-1	X	X	X	X	X	X	X	
	Fire Safety	AP414-1	X	X	X	X	X		X	

DEPARTMENT	TITLE	POLICY/ADMIN. PROCEDURE	IDENTIFIED	DRAFTING	ADMIN. COUNCIL	BOARD -1 st READING (P) -FOR INFO. (AP)	BOARD -2 ND READING (P) -FOR INFO. (AP)	LEGAL COUNSEL INPUT	BOARD -3 rd READING (P) -FOR INFO (AP)	DISTRIBUTION
						COMMUNITY INPUT				
OPERATIONS (Cont'd)	Pupil Accommodation Review (on hold pending MOE direction)	PO430	X							
	Pupil Accommodation Review (on hold pending MOE direction)	AP430-1	X							
	Community Planning and Partnerships (on hold pending MOE direction)	PO435	X							
	Community Planning and Partnerships (on hold pending MOE direction)	AP435-1	X							
	Smoke and Tobacco Free Environment (Interim)	PO407	X	X	X	X	X	X	X	
	Smoke and Tobacco Free Environment (Interim)	AP407-1	X	X	X	X	X	X	X	
	Accessible Student Transport.	AP434-10	X	X	X	X	X	X		
	School Boundary	PO415	X							
	Exceptions to School Attendance Areas	PO428	X							
	Exceptions to School Attendance Areas	AP428-1	X							
	Admissions to Schools	PO410	X							
	Admission of Students	AP410-1	X							
	Community Use of Schools	PO412	X	X	X	X				
	Community Use of Schools	AP412-1	X	X	X	X				
	Admin. Computer and Peripherals	AP501	X	X						
PROGRAM & INSTRUCTION	Catholic Curriculum and Education	PO517	X	X	X	X	X	X		
	Catholic Curriculum and Education	AP517-1	X	X	X	X	X	X		

DEPARTMENT	TITLE	POLICY/ADMIN. PROCEDURE	IDENTIFIED	DRAFTING	ADMIN. COUNCIL	BOARD -1 st READING (P) -FOR INFO. (AP)	BOARD -2 ND READING (P) -FOR INFO. (AP)	LEGAL COUNSEL INPUT	BOARD -3 rd READING (P) -FOR INFO (AP)	DISTRIBUTION
						COMMUNITY INPUT				
	Family Life Education and the Fully Alive Program	AP517-2	X	X	X	X				
	Student Excursions and/or Exchanges for Educational Purposes	PO512	X	X	X	X	X	X	X	
	Student Excursions and/or Exchanges for Edu. Purposes	AP512-1	X	X	X	X	X	X	X	
HUMAN RESOURCES	Substance Abuse Prevention/Intervention	AP312-2	X	X	X	X	X	X	X	
	Employee Conflict of Interest	PO317	X	X	X	X	X	X	X	
	Employee Conflict of Interest	AP317-1	X	X	X	X	X	X	X	
	Application to the Leadership Position of Curriculum Chair	AP325-1	X	X						
	Application to the Leadership Position of Consultant/Coord.	AP325-2	X	X	X	X	X	X	X	
	Workplace Harass. and Workplace Sexual Harass. (Annual Review)	PO320	X	X	X	X	X	X	X	
	Workplace Harass. and Workplace Sexual Harass. (Annual Review)	AP320-1	X	X	X	X	X	X	X	
	Workplace Violence (Annual Review)	PO324	X	X	X	X	X	X	X	
	Workplace Violence Prev - General (Annual Review)	AP324-1	X	X	X	X	X	X	X	
	Workplace Violence Prev – Students	AP324-2	X	X	X	X	X	X	X	
	Occupational Health and Safety (Annual Review)	PO318	X							
	Hearing Protection	AP318-1	X	X	X	X	X	X	X	
	Indoor Envir. Quality (IEQ)	AP318-7	X	X	X	X	X	X	X	
	Teacher Recruitment & Hiring	AP328-2	X	X	X	X	X	X	X	
	Employees Running for, and/or Elected to Public Office	PO301	X	X	X	X	X	X	X	

DEPARTMENT	TITLE	POLICY/ADMIN. PROCEDURE	IDENTIFIED	DRAFTING	ADMIN. COUNCIL	BOARD -1 st READING (P) -FOR INFO. (AP)	BOARD -2 ND READING (P) -FOR INFO. (AP)	LEGAL COUNSEL INPUT	BOARD -3 rd READING (P) -FOR INFO (AP)	DISTRIBUTION
						COMMUNITY INPUT				
	Teacher Transfers	AP328-3	X	X	X	X	X	X	X	
	Allocation of Teaching Staff	AP328-4	X	X	X	X	X	X	X	
	Modified Work Program	AP328-6	X	X	X	X	X	X	X	
	Vacation Requests and Approvals: CEC Staff and School Secretarial Staff	AP328-7	X	X	X	X				
	Change in Teaching Time	AP328-8	X	X	X	X				
STUDENT CONDUCT & SAFETY	Student Attendance (Annual Review)	PO613	X	X	X	X				
	Student Attend. – Elementary (Annual Review)	AP613-1	X	X	X	X				
	Student Attend. – Secondary (Annual Review)	AP613-2	X	X	X	X				
	Safe Arrivals – Elementary	PO603	X							
	Exceptional Health Conditions	PO606	X							
	Student Protection (Interim)	PO607	X	X	X	X	X	X	X	
	Student Protection (Interim)	PO607-1	X	X	X	X	X	X	X	
	Code of Conduct (Interim)	PO610	X	X	X	X	X	X	X	
	Code of Conduct (Interim)	AP610-1	X	X	X	X	X	X	X	
	Student Discipline (Interim)	PO611	X	X	X	X	X	X	X	
	Student Discipline (Interim)	AP611-1	X	X	X	X	X	X	X	
	Bullying Prevention and Intervention	PO612	X	X	X	X	X	X	X	
	Bullying Prevention and Intervention	AP612-1	X	X	X	X	X	X	X	
STUDENT SERVICES	Incorporating Applied Behavioural Analysis Methods for Students with Autism Spectrum Disorder	AP804-2	X	X	X	X	X	X	X	
	Safe Physical Interventions For Student Behaviours Causing a Risk of Injury	AP804-3	X	X	X	X	X	X	X	

DEPARTMENT	TITLE	POLICY/ADMIN. PROCEDURE	IDENTIFIED	DRAFTING	ADMIN. COUNCIL	BOARD -1 st READING (P) -FOR INFO. (AP)	BOARD -2 ND READING (P) -FOR INFO. (AP)	LEGAL COUNSEL INPUT	BOARD -3 rd READING (P) -FOR INFO (AP)	DISTRIBUTION
						COMMUNITY INPUT				
	Health Support Services in School Settings (on hold pending MOE direction)	PO800	X							
	Health Support Services in School Settings (on hold pending MOE direction)	AP800-1	X							



Durham Catholic District School Board

"The Board"

Policy

Title: Policy Development and Implementation		Policy #: PO210
Policy Area:	Governance	
Source:	Superintendent of Education – Policy Development	
Date Approved:	January 23, 2006	
Dates of Amendment:	February 10, 2014	

1.0 Introduction

The Durham Catholic District School Board recognizes its corporate responsibility to set policy. Therefore, in keeping with its mandate as a Catholic School Board and Governance policy framework the Board affirms its duty to develop, approve and implement policies that are consistent with the Gospel of Jesus.

2.0 Definitions

Governance is the process and framework used to manage the business and affairs of the Board by defining the division of power and the mechanisms for achieving accountability.

A **Policy** is the written document that provides the governance framework for dealing with global issues affecting the Board.

Policy Governance refers to the process for managing the business and affairs of the Board on the basis of a framework that articulates the belief system associated with issues that are broad in scope.

An **Administrative Procedure** is a written document that provides the framework for implementing policy by framing how the intended purpose of the policy shall be achieved. Administrative procedures provide the Board staff with the means to deal with issues that are narrow in scope and specific to the day-to-day operations of the organization.

A **Guideline** is a resource document which supports an administrative procedure and its attendant policy by providing details of the policy implementation process.

An **Employee** is anyone who is on the Board payroll, except for a Trustee of the Board.

A **Supervisor** is a person who has charge of a workplace or authority over a worker.

3.0 **Purpose**

The purpose of this policy is to establish a framework and process for developing and implementing policies.

4.0 **Application/Scope**

This policy applies to the development and implementation of all policies and its attendant administrative procedures and any associated guidelines.

5.0 **Principles**

5.1 The Board believes that:

- 5.1.1 the development and implementation of policies ~~and its attendant administrative procedures~~ must be part of a transparent process that engages key stakeholders within the Catholic learning community;
- 5.1.2 it has a duty to set policy within the framework of a Policy Governance Model;
- 5.1.3 the Director of Education is responsible for developing administrative procedures that provide the mechanisms for the implementation of policy.

6.0 **Requirements**

- 6.1 Prior to September 1st annually, and thereafter as required, the Director of Education shall recommend to the Board, the policies to be developed and reviewed. Such recommendation shall be based on the needs of the system, current issues and input received from stakeholder groups and members of the Catholic learning community.
- 6.2 The Board shall review and approve annually the roster of policies to be developed and reviewed.
- 6.3 The organizational framework for the Board's Policies shall include the following categories;
 - Business and Finance
 - Governance
 - Human Resources and Administrative Services
 - Operations
 - Teaching and Learning
 - Student Conduct and Safety
 - Student Services
- 6.4 All policies, new and revised shall be forwarded to the Board for first reading.

- 6.5 Following first reading of the policy, it shall be vetted for input through stakeholder groups as determined by the Director following approval at first reading until the completion of third reading. Where the province has introduced regulation or legislation that significantly changes or affects a policy or administrative procedure that is going through the public vetting process, the board reserves the right to reintroduce the affected policy or administrative procedure to first reading to allow for renewed public input.
- 6.6 Revisions may be made following the stakeholder input.
- 6.7 All policies shall return to the Board for second reading approval.
- 6.8 A legal opinion shall be sought at the discretion of the Director or designate for policies and the attendant administrative procedures prior to third and final reading and approval.
- 6.9 The Director of Education shall issue administrative procedures to support this policy and to amend it thereafter as the need may arise.
- 6.10 ~~The Board shall receive and file administrative procedures with the first reading of the policy, for all new policies or as the administrative procedures are developed, where a policy may initially not have required an administrative procedure.~~
- 6.1~~2~~¹ The Director shall ~~develop and~~ approve administrative procedures attendant to a policy once the policy has received third and final reading and approval by the Board unless the policy has been declared an interim policy. ~~in which case the administrative procedures may also be considered interim administrative procedures.~~
- 6.1~~3~~² Notwithstanding this policy, the Board reserves the right to wave the policy development and implementation process for reasons including, but not limited to, meeting the timelines due to legislative requirements and issues of safety.

7.0 **Sources**

- Education Act, R.S.O. 1990, Chapter E.2

8.0 **Related Administrative Procedures**

- Policy Development and Implementation Administrative Procedure (AP210-1)



Durham Catholic District School Board

"The Board"

Administrative Procedure

Title: Policy Development and Implementation	Procedure #: AP210-1
Administrative Area: Governance	Policy Reference: Policy Development and Implementation (PO210)
Date Approved: January 23, 2006	Dates of Amendment: February 10, 2014

1.0 Purpose

This administrative procedure supports the implementation of the Policy Development and Implementation Policy (PO210).

2.0 Definitions

Governance is the process and framework used to manage the business and affairs of the Board by defining the division of power and the mechanisms for achieving accountability.

A **Policy** is the written document that provides the governance framework for dealing with global issues affecting the Board.

Policy Governance refers to the process for managing the business and affairs of the Board on the basis of a framework that articulates the belief system associated with issues that are broad in scope.

An **Administrative Procedure** is a written document that provides the framework for implementing policy by framing how the intended purpose of the policy shall be achieved. Administrative procedures provide the Board staff with the means to deal with issues that are narrow in scope and specific to the day-to-day operations of the organization.

A **Guideline** is a resource document which supports an administrative procedure and its attendant policy by providing details of the policy implementation process.

An **employee** is anyone who is on the Board payroll, except for a Trustee of the Board.

A **Supervisor** is a person who has charge of a workplace or authority over a worker.

3.0 **Procedures**

- 3.1 All policies of the Board shall be developed to include the following headings as organizers:
- Introduction
 - Definitions
 - Purpose
 - Application/Scope
 - Principles
 - Requirements
 - Sources
 - Related Administrative Procedure
- 3.2 All administrative procedures of the Board shall be developed to include the following headings as organizers:
- Purpose
 - Definitions
 - Procedures
 - Sources
 - References
 - Related Forms
- 3.3 The process for developing policy shall engage the Board and vetting by the stakeholders following approval at first reading until the completion of third reading and will include legal input at the discretion of the Director as per Appendix A.
- 3.4 Policies approved by the Board shall be posted on the Board web-site and distributed internally to staff including but not limited to Principals, managers and supervisors.
- 3.5 Each policy will be implemented in a manner determined by the Director that may include in-servicing as deemed appropriate.
- 3.6 Administrative procedures approved by the Director shall become effective on the day that its attendant Policy or interim Policy is approved by the Board.
- 3.7 Each administrative procedure will be implemented in a manner determined by the Director that may include in-servicing as deemed appropriate.
- 3.8 Where a policy and/or its administrative procedures requires an annual acknowledgement and/or confirmation of policy or administrative procedure review, the Director or Designate shall initiate a process for the manual and/or electronic acknowledgement and confirmation by all staff. The record of acknowledgement and confirmation shall be maintained by the supervisor until directed otherwise.

4.0 **Sources**

- Policy Development and Implementation (Policy PO210)

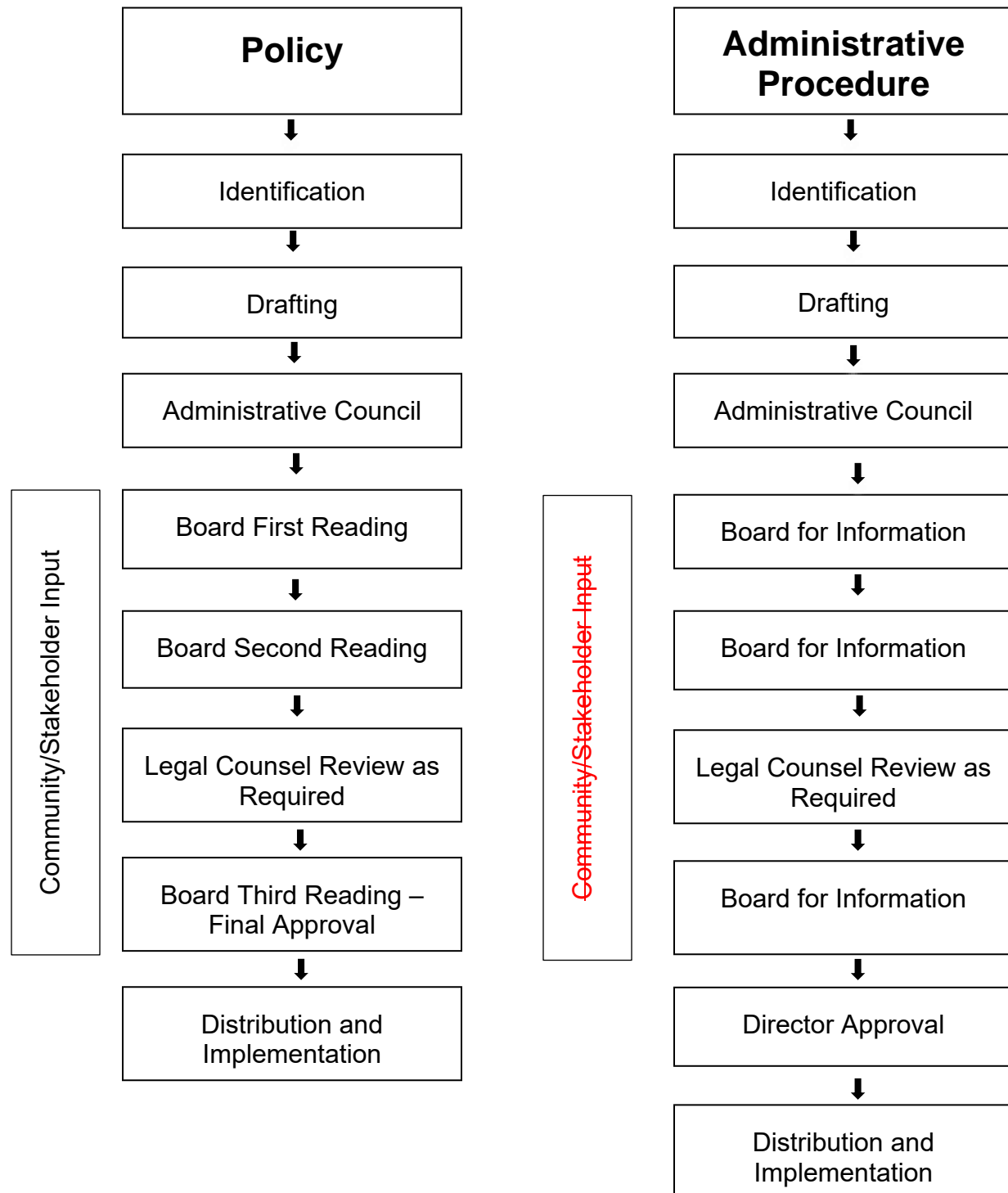
5.0 **References**

- Appendix A – Policy and Administrative Procedure Development and Implementation Process



Appendix A

Policy and Administrative Procedure Development and Implementation Process





Durham Catholic District School Board

"The Board"

Administrative Procedure

Title: Accessible Student Transportation	Procedure #: AP434-10
Administrative Area: Operations	
Policy Reference: Accessibility (PO434)	
Date Approved: November 11, 2013	
Date of Amendments:	

1.0 **Purpose**

The Durham Catholic District School Board is committed to ensuring that people with disabilities have the same opportunity of access to our services in a similar way as these services are available to all others we serve. We are committed to meeting, in a timely manner, the accessibility needs of students with disabilities in the provision of services related to student transportation.

It is the policy of the Durham Catholic District School Board to ensure that accessible school transportation services are provided for students with disabilities in a manner that meets their unique needs and ensures their safety. Where appropriate and practicable, integrated accessible school transportation services will be provided.

The provision of accessible student transportation services will include the development of an individual school transportation plan for each student who has a disability that affects their transportation to and from school. The plan will be developed by the Board's Student Services in collaboration with the Transportation Provider and in consultation with the student's parents or guardians and/or student where appropriate.

2.0 **Definitions**

Individual Student Transportation Plan - a detailed plan that provides details of the arrangements required to meet the needs of an individual student who has a disability, medical needs or special education needs such that he/she requires specialized transportation.

Operator - the driver of the school transportation vehicle

Transportation Safety Plan – the components of a Student's Safety Plan that's required by the driver to ensure the student is safe while using transportation services.

Transportation Provider – the entity or person who has entered into an agreement with the board for the transportation of students in accordance with the *Education Act*.

2.0 **Definitions (cont'd)**

Transportation Services - transportation that a board provides for students in accordance with the *Education Act*

3.0 **Procedures**

3.1 **Responsibility**

- 3.1.1 The Board will ensure that the provisions of this Administrative Procedure are in place by ~~January 1, 2014~~ September 1, 2019.
- 3.1.2 The Director of Education or designate responsible for student transportation will ensure that the provisions of this administrative procedure are implemented.

3.2 **Individual Student Transportation Plans**

- 3.2.1 The Superintendent responsible for Student Services, or designate, will, in consultation with parents or guardians, annually identify students with disabilities or special education needs or medical needs who require specialized transportation services; such identification will, wherever possible, be made prior to the commencement of the school year.
- 3.2.2 Following consultation with parents or guardians, the Superintendent of Student Services, or designate, will work with the Student Transportation Manager, or designate, to develop an Individual Student Transportation Plan for each student who requires specialized transportation services.
- 3.2.3 An Individual Student Transportation Plan shall include the following:
 - 3.2.3.1 Details of the student's assistance needs with respect to transportation to and from school;
 - 3.2.3.2 Provisions for the boarding, securement and de-boarding of the student as applicable; and
 - 3.2.3.3 Any safety/medical concerns that the bus operator needs to know to ensure the safety of the student and/or the driver.
- 3.2.4 The request for specialized transportation is completed at the school level using IOL (IEP OnLine). Once approved by the Principal, the request is approved by the Family of Schools Coordinator, the Superintendent of Student Services and then the Business Superintendent of Business/Chief Financial Officer.
- 3.2.5 The Individual Student Transportation Plans are completed in IOL and where needed, may include a Transportation Safety Plan.
- 3.2.6 The Superintendent of Student Services and, where appropriate, the Student Transportation Manager, will identify and communicate roles and responsibilities with regard to the implementation of the Individual Student Transportation Plan to the following:
 - 3.2.6.1 The Transportation Provider;
 - 3.2.6.2 The parents or guardians of the student with the disability;
 - 3.2.6.3 The operator (driver) of the student transportation vehicle;
 - 3.2.6.4 The appropriate members of the school staff (e.g., principal, teacher, educational assistant); and
 - 3.2.6.5 The student receiving specialized transportation.

4.0 **References**

- Accessibility for Ontarians with Disabilities Act, 2005 (AODA)
- Integrated Accessibility Standards, Ontario Regulation 191/11
- Ontario Human Rights Code
- Durham Student Transportation Services Transportation Policies and Procedures

5.0 **Related Policies and Administrative Procedures**

- Inclusion Policy (PO804)
- Accessibility Policy (PO434)



Durham Catholic District School Board

"The Board"

Policy

Title: Catholic Curriculum and Education	Policy #: PO517
Policy Area:	Program and Instruction
Source:	Superintendent of Education - Teaching and Learning
Date Approved:	April 26, 2010
Dates of Amendment:	

1.0 Introduction

The Durham Catholic District School Board mission statement reads:

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 mission statement reflects Gospel values, the Catholic Social Teachings and Ontario Catholic School Graduate Expectations. This mission is accomplished through explicit instruction in religion and family life, full integration of the Catholic worldview into instructional practices across all curriculum and participation in faith-based activities in the home, school, parish and community. The implementation of Catholic Curriculum will respect the denominational rights of Roman Catholic schools as set out in Section 93 of the Constitution Act, 1867 and the Education Act.

In our Catholic schools we seek to create a community that:

- Accompanies;
- Builds Relationships;
- Encourages Engagement and Instils Hope; and
- Forms Joyful Disciples.

2.0 Definitions

Catholic Curriculum – in its broadest sense is a moral based education, where every student is seen as a gift from God to be nurtured and cherished. It involves a joint effort between parents/**guardians**, teachers, trustees, administrators and our entire Catholic community to educate our children in a manner that is permeated by the Catholic faith. It includes, but is not limited to, Religious and Family Life Education which forms the core of the Catholic curriculum.

2.0 Definitions (Cont'd)

Catholic Social Teachings - the Catholic doctrines on matters of human dignity and common good in society. The ideas address oppression, the role of the state, subsidiarity, social organization, concern for social justice, issues of wealth distribution.

Family Life Curriculum - the expectations associated with Family Life are outlined in the *Ontario Catholic Elementary Curriculum Policy Document, Grades 1-8 – Family Life Education*. This curriculum is based on the vision that the knowledge, skills, attitudes and values acquired in the Family Life program will benefit students throughout their lives and help them to thrive in an ever-changing world by enabling them to acquire a Christian vision of personhood, relationships, sexuality and to develop the comprehension, capacity and commitment needed to lead fully human lives.

Learning Resources - refers to any material or a person with instructional content or function that is utilized for formal or informal teaching or learning purposes. Learning resources include but are not limited to human resources, print and/or digital materials, artwork, audio/visual, and eLearning resources.

Ontario Catholic School Graduate Expectations - are used as a framework for designing Ontario Catholic curriculum, in the development of youth leadership, teacher education and administrative programs containing seven overall and fifty-two specific expectations.

Religious Education Curriculum - the expectations associated with Religion are outlined in the *Ontario Catholic Elementary Curriculum Policy Document, Grades 1-8 – Religious Education* and the *Ontario Catholic Secondary Curriculum Policy Document, Grades 9-12 – Religious Education*. This curriculum is rooted in sacred scripture, catechism of the Catholic Church, and creedal statements and is a kind of map of the rich treasury which is the deposit of faith.

3.0 Purpose

The purpose of this policy is to articulate the connection between the Catholic faith, daily instruction and related teaching resources in order to promote the development of religious knowledge, understanding and the skills necessary for lifelong learning and spiritual development among all for which this policy applies. Additionally, this policy will serve as a framework for related administrative procedures.

4.0 Application/Scope

This policy applies to all staff and stakeholders responsible for the planning and implementation of Catholic curriculum and education in the Durham Catholic District School Board.

5.0 Principles

5.1 The Board believes that:

5.1.1 Parents register their children in the Catholic school system because of their belief in the value system and religious concepts being promulgated.

5.0 Principles (Cont'd)

- 5.1.2 All students are to be educated in an environment whereby instructional practices support a faith-filled Catholic education that integrates the teachings of the Gospel across all curriculum subject areas. This instruction is supported by the Catholic Social teachings, Catholic Graduate Expectations and current elementary and secondary Religious and Family Life Education curriculum documents.
- 5.1.3 The guidance and direction provided by the local ordinary, the Assembly of Catholic Bishops of Ontario, the Canadian Conference of Catholic Bishops and the Institute for Catholic Education is essential as it relates to the implementation of Catholic curriculum and education.
- 5.1.4 Within the framework of the Ontario Catholic School Graduate Expectations (OCSGE), our graduates will strive to be effective communicators, reflective thinkers, lifelong learners, collaborative contributors, caring family members, responsible citizens and discerning believers formed in the Catholic faith community.
- 5.1.5 The home, the Church and the school cooperate in partnership with one another to fully educate the child through a holistic approach.

6.0 Requirements

- 6.1 The Director of Education or designate shall:
 - 6.1.1 issue administrative procedures to support this policy and amend them thereafter as the need may arise.
 - 6.1.2 support decision making processes that recognize the foundational triad of home, school and parish.
 - 6.1.3 ensure that the selection of Catholic teaching resources will be consistent with the most current Religious and Family Life Education curriculum documents and Ministry of Education guidelines.
 - 6.1.4 ensure that all teaching, administrative and support staff in schools are made fully aware of the Ontario Catholic School Graduate Expectations and the essential nature of these expectations for graduates from the Durham Catholic District School Board.
 - 6.1.5 ensure that Catholic educators are trained to teach the Religious Education Program.
 - 6.1.5 ensure that this policy is aligned with the Board's multi-year strategic plan.
- 6.2 All students are expected to participate fully in the complete Religious Education program, the prayer and liturgical life of the school and be respectful of all religious observances.
- 6.3 The Durham Catholic District School Board will accept exemption requests related to the above requirement pursuant to applicable legislation.

7.0 Sources

- Canadian Conference of Catholic Bishops
- Assembly of Catholic Bishops of Ontario
- Institute for Catholic Education
- Ministry of Education
- *The Ontario Catholic Elementary Curriculum Policy Document, Grades 1-8 – Religious Education (2012)*
- *The Ontario Catholic Secondary Curriculum Policy Document, Grades 9-12 – Religious Education (2016)*
- *The Ontario Catholic Elementary Curriculum Policy Document, Grade 1-8 – Family Life Education (2012)*
- *Renewing the Promise - A Pastoral Letter for Catholic Education*



Durham Catholic District School Board

"The Board"

Administrative Procedure

No changes

Title: Catholic Curriculum and Education	Procedure #: AP517-1
Administrative Area:	Program and Instruction
Policy Reference:	Catholic Curriculum and Education (PO517)
Date Approved:	
Dates of Amendment:	

1.0 Purpose

The purpose of this administrative procedure is to provide clarity for Board staff, parents/guardians, pastoral teams, students and community members regarding roles and responsibilities related to Catholic Curriculum and Education which includes, but is not limited to the approved Religious and Family Life Education curriculums. The implementation of Catholic Curriculum will respect the denominational rights of Roman Catholic schools as set up in Section 93 of the Constitution Act, 1867 and the Education Act.

2.0 Definitions

Catholic Curriculum – in its broadest sense is a moral based education, where every student is seen as a gift from God to be nurtured and cherished. It involves a joint effort between parents, teachers, trustees, administrators and our entire Catholic community to educate our children in a manner that is permeated by the Catholic faith. It includes, but is not limited to, Religious and Family Life Education which forms the core of the Catholic curriculum.

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2.0 Definitions (Cont'd)

Learning Resources - refers to any material or a person with instructional content or function that is utilized for formal or informal teaching or learning purposes. Learning resources include but are not limited to human resources, print and/or digital materials, artwork, audio/visual, and eLearning resources.

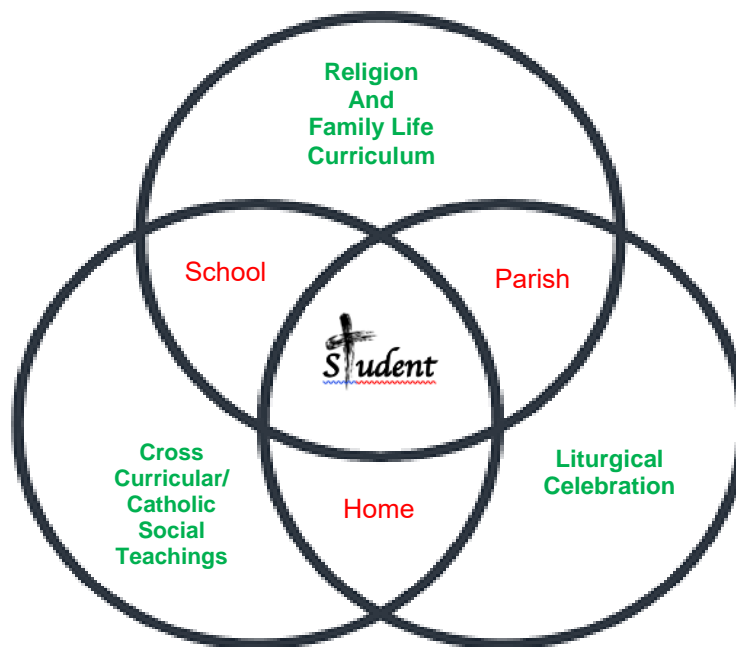
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3.0 Procedures

- 3.1 Catholic Education is accomplished through a combination of direct teaching and learning through Religious and Family Life Education Curriculum, community participation in liturgical celebrations and learning through Gospel values and Catholic social teachings across the curriculum. The foundation of this learning is the triad of Home, School and Parish.

Catholic Education is only fully realized through the support and efforts of the whole Catholic community.



3.0 Procedures (Cont'd)

- 3.2 All students are expected to participate fully in the complete Religious Education program, the prayer and liturgical life of the school and be respectful of all religious observances.

4.0 Roles and Responsibilities

- 4.1 The Superintendent of Education responsible for Religious and Family Life Education shall:
- 4.1.1 work collaboratively with Family of Schools Superintendents and Teaching and Learning Consultants to provide resources and supports to schools for this policy and its related administrative procedures.
 - 4.1.2 work collaboratively with the Director, Superintendents, Clergy, Principals and Vice Principals, Educators, Chaplains, Support Staff, Managers, Federations, Unions and non-union groups to build capacity of all staff to support this policy and associated administrative procedures.
- 4.2 All Principals shall:
- 4.2.1 ensure that all teaching staff are utilizing the most current Religious Education and Family Life Education curriculum documents as referenced by The Institute for Catholic Education (ICE) and related resources from the DCDSB Teaching and Learning Department.
 - 4.2.2 ensure that any locally developed curricula and courses of study supplemental to Archdiocesan/Ministry of Education curriculum and/or guidelines, will incorporate an appropriate Catholic dimension.
 - 4.2.3 ensure that students participate in the compulsory Religious and Family Life Education Curriculum that consists of no less than four (4) thirty (30) minute periods or Religious Education per week and one (1) thirty (30) minute period of Family Life Education per week at the elementary level (Grades 1-8) and one hundred and ten (110) hours of Religious Education (i.e., one full credit course) each year at the secondary level (Grades 9-12).
 - 4.2.4 ensure that all Kindergarten students are encouraged, through their play-based learning environment, to appreciate their life in the image of God.
 - 4.2.5 endeavour to meet with the local parish priest at least once per term or semester in order to coordinate masses, liturgical celebrations and faith-based school and church events.
 - 4.2.6 support the program of sacramental preparation in collaboration with the local parish priest, for the sacraments of First Reconciliation, First Communion and Confirmation.

4.0 Roles and Responsibilities (Cont'd)

- 4.2.7 work with staff, the local parish priest and community members to develop an annual pastoral plan in accordance with current guidelines which includes liturgies, masses and other faith-based activities.
 - 4.2.8 if applicable review current resources for an appropriate Catholic dimension by completing a process as outlined through the Reconsideration of a Learning Resource Policy and Administrative Procedure PO508 and AP508-1
 - 4.2.9 Receive and process exemption requests in accordance with applicable legislation.
- 4.3 Consultants responsible for Religious and Family Life Education shall:
- 4.3.1 provide leadership in the implementation of the *Ontario Catholic Curriculum Grades 1-8, 9-12 Religious Education and Family Life Education*.
 - 4.3.2 liaise with Catholic associations (Institute for Catholic Education, Catholic Curriculum Corporation, Catholic Association of Religious and Family Life Educators of Ontario) to obtain support and Catholic resources and learning materials.
 - 4.3.3 partner with Catholic associations in the identification and development of Catholic resources.
 - 4.3.4 provide support to teachers in the delivery of the *Ontario Catholic Curriculum, Grades 1-8, 9-12 Religious Education and Family Life Education*.
- 4.4 All Teachers shall:
- 4.4.1 work in collaboration with the school Principal, consultants, staff, parents/guardians, parish and community members to ensure that students receive instruction, participate in faith-based activities and experience an environment that is consistent with PO517 - Catholic Curriculum and Education.
 - 4.4.2 support the catechetical efforts of the parish and the home in guiding student growth and development on their faith journey.
 - 4.4.3 integrate Catholic Social Teachings across all curriculums.
 - 4.4.4 use the Ontario Catholic School Graduate Expectations to Guide programming.

4.0 Roles and Responsibilities (Cont'd)

4.5 All Kindergarten Educators shall:

- 4.5.1 support our early learners in answering their essential question, Where is God?, through the four frames of the most current Ontario Kindergarten Program document.
- 4.5.2 support the catechetical efforts of the parish and the home in guiding student growth and development on their faith journey.
- 4.5.3 work in collaboration with the school Principal, consultant, staff, parents/guardians, parish and community members to ensure that students receive instruction, participate in faith-based activities and experience an environment that is consistent with PO517 - Catholic Curriculum and Education.
- 4.5.4 use the Ontario Catholic School Graduate Expectations and Catholic Social Teachings to guide programming.

4.6 Classroom Teachers of Religious Education & Family Life Education shall:

- 4.6.1 utilize the most current Ontario Catholic Curriculum Policy Documents for planning and instruction
- 4.6.2 use the bible and learning materials (teacher guides, textbooks, articles, documents, etc.) approved by Catholic associations to provide students with authentic, meaningful and relevant instruction in Religious and Family Life Education.
- 4.6.3 carefully review any additional support resources (print, human, online) to ensure that materials are consistent with Catholic faith traditions and respectful of the pastoral role as educators and witnesses of the faith.
- 4.6.4 deliver the compulsory Religious and Family Life Education Curriculum that consists of no less than four (4) thirty (30) minute periods of Religious Education per week and one (1) thirty (30) minute period of Family Life Education per week at the elementary level (Grades 1-8) and one hundred and ten (110) hours per year at the secondary level (Grade 9-12)
- 4.6.5 use appropriate and effective instructional strategies to assist students in achieving the expectations found within the *Ontario Catholic Curriculum Policy Documents, Grades 1-8, 9-12 Religious Education* as well as appropriate methods for assessing and evaluating student learning.
- 4.6.6 communicate with parents and guardians regarding content and delivery of the Religious Education and Family Life Education Curriculum
- 4.6.7 employ a pastoral care approach with students as related to the delivery of the Religious and Family Life Education Curriculums and utilize the school team meeting process to provide additional supports as appropriate when a student is struggling with a sensitive issue.

4.0 Roles and Responsibilities (Cont'd)

4.7 Parents/Guardians, as primary educators of their child(ren) shall:

- 4.7.1 work in collaboration with the school and parish community to nurture and develop their child's God given talents and support their spiritual and academic progress.
- 4.7.2 engage with school and parish in support of the development of their child's faith journey (e.g., sacramental preparation)
- 4.7.3 review school communication and online resources to become familiar with the Religious Education & Family Life Education curriculum

4.8 The Clergy and Pastoral teams shall:

- 4.8.1 endeavour to encourage and support an active participation of children and youth in the life of the parish.
- 4.8.2 work in collaboration with the home and school in support of the student's faith journey

4.9 The Student shall:

- 4.9.1 seek to develop their God-given talents as they serve with excellence in the light of Christ;
- 4.9.2 reflect on the value and meaning of the Ontario Catholic School Graduate Expectations and how the development of these expectations supports their lifelong personal faith journey.

5.0 Secondary Religious Exemption Requests

5.1 Religious Exemption requests which are made pursuant to applicable legislation shall be submitted in writing to the local secondary school Principal.

5.2 The *Education Act* provides for the following exemption from religious courses and programs for "open access" students:

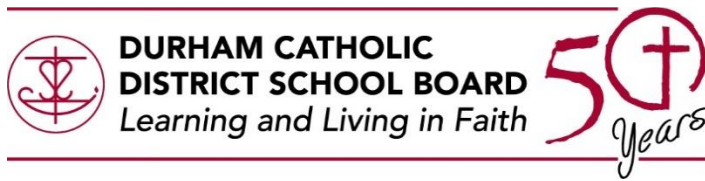
- "[...] no person who is qualified to be a resident pupil in respect of a secondary school operated by a public board who attends secondary school operated by a Roman Catholic Board shall be required to take part in any program or course of study in Religious Education on written application to the Board of,
- a) The parent or guardian of the person;
 - b) In the case of a person who is 16 or 17 years old who has withdrawn from parental control, the person himself or herself;
 - c) In the case of a person who is 18 years or older, the person himself or herself."

5.0 Secondary Religious Exemption Requests (Cont'd)

- 5.3 “Open access” students are “persons who are qualified to be resident pupils in respect of a secondary school operated by a public board who attend a secondary school operated by a Roman Catholic Board.” For clarity, among other indications, “open access” students are students who attend a Catholic Secondary School, but whose parents have been public school supporters.
- 5.4 Students who are not “open access” students are not eligible to obtain a religious exemption under the *Education Act*.
- 5.5 Students with exemptions from religious courses and programs will be treated with dignity and respect.

6.0 Sources

- Canadian Conference of Catholic Bishops
- Assembly of Catholic Bishops of Ontario
- Institute for Catholic Education
- Ministry of Education
- *The Ontario Catholic Elementary Curriculum Policy Document, Grades 1-8 – Religious Education (2012)*
- *The Ontario Catholic Secondary Curriculum Policy Document, Grades 9-12 – Religious Education (2016)*
- *The Ontario Catholic Elementary Curriculum Policy Document, Grade 1-8 – Family Life Education (2012)*
- *Renewing the Promise - A Pastoral Letter for Catholic Education*



Memorandum

To: Board of Trustees

From: Anne O'Brien, Director of Education

Date: June 10, 2019

Subject: **Expanding Pathways**

Origin: John Mullins, Superintendent of Education

RECOMMENDATION

Moved by _____, seconded by _____

"THAT the Durham Catholic District School Board receive and file as information the verbal report regarding Expanding Pathways dated June 10, 2019."

RATIONALE

Purpose

The purpose of this report is to provide an update on Pathways Programming, and to provide data to the Board of Trustees regarding indicators of Student Success.

Specialist High Skills Major Program

The Specialist High Skills Major Program (SHSM) is a Ministry funded student success initiative that provides students an opportunity to focus their education in grades 11 and 12 on one of 19 'economic sectors'. Students in the SHSM program complete a number of required courses related to their economic sector, earn 6 to 8 industry related certifications and participate in a number of reach-ahead activities with post-secondary and community partners. In addition, SHSM students complete a 2 or 4 credit Cooperative Education program. The Durham Catholic District School Board offers 27 SHSM programs covering 8 economic sectors. Provincially, 16% of grade 11 and 12 students are enrolled in the SHSM program. The Durham Catholic District School Board SHSM footprint for the 2018-2019 school year is 21.4%. SHSM students provincially achieve a credit completion rate of 96%. SHSM students pursuing the college pathway have a 5% higher credit achievement rate than non-SHSM students. For students pursuing the university pathway, the credit achievement rate for SHSM students is 7% higher than those who are not enrolled in the SHSM program.

To: Board of Trustees
Re: Expanding Pathways
Date: June 10, 2019

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Dual Credit Program

The Dual Credit program is a highly successful student success model that helps students achieve their OSSD and give them direct exposure to the college pathway. Dual credit programs give students the opportunity to earn a college credit while still in high school. Dual credit programs take different forms. In the Centre for Success program, students spend a full semester learning on the campus of Durham College. Students are taught by a high school teacher who supports them as they earn the credits they require for graduation. Students also take one college course that is instructed by a Durham College faculty member. The college credit earned also counts as a high school credit.

The latest data on dual credit participation shows that 4.5% of grade 11 and 12 students were enrolled in a dual credit course in the province of Ontario. In the Durham Catholic District School Board, 17% of grade 11 and 12 students participated in a dual credit course in the 2018-2019 school year.

Cooperative Education

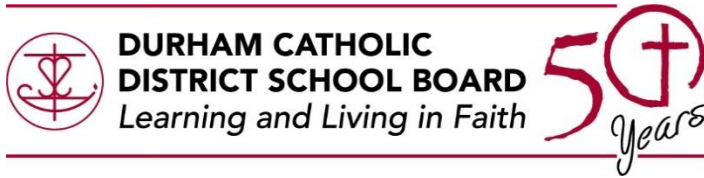
The cooperative education program is a student success initiative funded by the Ministry of Education. This program provides all students with an opportunity to earn secondary school credits while participating in a work placement. Students can count two cooperative education credits as compulsory credits towards their Ontario Secondary School Diploma (OSSD). There is no limit on the number of optional credits that may be earned through co-op. During the 2017-18 school year, 96% of potential cooperative education credits were achieved with the majority of students participating in placements in education law and social community and government services.

Ontario Youth Apprenticeship Program (OYAP)

The Ontario Youth Apprenticeship Program allows students in Grades 11 and 12 to gain training, through a cooperative education course, in an apprenticeship trade of interest to them as a potential career. The program is designed to increase the number of secondary school students exploring the trades and to set the groundwork for participants to successfully pursue careers in the trades, as well as to enable more students to graduate from high school.

During the 2018-19 school year over 250 students participated in the OYAP program. The percentage of DCDSB students participating in OYAP exceeded the provincial average. DCDSB also exceeded the provincial average for the percentage of OYAP participants who complete OYAP. In addition, DCDSB exceeded the provincial average for number of girls with program participation in non-traditional trades.

AOB/JM/lj



Memorandum

To: Board of Trustees

From: Anne O'Brien, Director of Education

Date: June 10, 2019

Subject: **Intermediate Guidance Teacher Initiative**

Origin: Tracy Barill, Superintendent of Education, Teaching and Learning

RECOMMENDATION

Moved by _____, seconded by _____

"THAT the Durham Catholic District School Board receive as information the verbal report regarding Intermediate Guidance dated May 29, 2019.

Purpose

The purpose of this verbal report is to share information with the Board of Trustees regarding Intermediate Guidance Teacher initiative currently underway in the Durham Catholic District School Board.

Background

Recognizing the importance of students becoming architects of their own learning, having the knowledge and skills associated with making choices about education and career/life planning as well as the need to support transitions of students as they move from grade 7 to Grade 8 as well as from grade 8 to Grade 9, the Intermediate Guidance Teacher initiative was created to support students and educators with this work.

In June 2018, the Board received funding to support the hiring and assignment of Intermediate Guidance Teachers to work with all Grade 7 and 8 classes for the 2018-19 school year.

Intermediate Guidance Teachers were hired/assigned to support the Grade 7 & 8 classes as follows:

- St Mary and its feeder schools (Jennifer Brown)

To: Board of Trustees
Re: **Intermediate Guidance Teacher Initiative**
Date: June 10, 2019

- Archbishop Denis O'Connor & Notre Dame and their feeder schools (Julia Brien)
- Austin & All Saints and their feeder schools (Mary Campisi)
- All Saints Grade 7 & 8 Arts & Media Program Students (Ben Dionne)
- Msgr Paul Dwyer and its feeder schools (Lissa Paiment)
- Msgr John Pereyma Grade 7 & 8 (Maya Ilasz)
- Holy Family & St Joseph's, Uxbridge (Maureen Donald)

Additionally, Tish Sheppard was hired as a K-12 Curriculum Consultant in the Teaching and Learning Department to support the development and implementation of the program and related positions.

In 2018-19, the primary goal of the new Intermediate Guidance Teacher (IGT) initiative was to foster strong, collaborative relationships with key stakeholders to ensure that each student is able to consider the various pathways that support their God-given talents so that they experience a positive transition from elementary to secondary and beyond. The introduction of the IGT has directly supported and complemented the current work that is being done at the secondary level with respect to pathways and transition planning.

Fundamental to this process was the collaboration among students, educators and support staff to deliver a variety of learning opportunities that equipped students with a greater knowledge of themselves and their opportunities and a growing understanding of how they can successfully shape their future.

The following 4 essential questions from the *Creating Pathways to Success Policy Document* "Four Step Inquiry Framework" formed the central focus of the ongoing work of the Intermediate Guidance Teachers:

1. Who Am I?
2. What are my opportunities?
3. What are my plans for achieving my goal?
4. Who do I want to become?

The role has resulted in all stakeholders having a greater understanding of education and career/life planning due to the intentional supports for transitions, and connection of experiential learning to the Four-Part Inquiry Framework questions which has helped to nurture and develop all of our students' ability to answer their vocational calling as a Catholic student in a secular world.

The benefits of beginning education and career/life planning at an earlier age:

- Creates a sense of belonging and builds strong, positive relationships
- Encourages creative outlets and possibilities
- Develops knowledge and skills needed to set short-term and long-term goals in planning for the future
- Builds resiliency in students

To: Board of Trustees
Re: **Intermediate Guidance Teacher Initiative**
Date: June 10, 2019

- Supports continuity and seamless transitions for students entering Gr 9
- Improves and increases interaction between all stakeholders, providing opportunities for this learning both in and outside the classroom
- Develops self-knowledge and awareness of opportunities
- Develops ability to set goals and make plans
- Helps students to make connections between their learning in school and opportunities outside schools through field trips, simulations and authentic tasks
- Increases student engagement
- Increases parent awareness of the full range of pathways, programs, options and supports

Programs and Partnerships

- Cross panel: secondary guidance, secondary PST, SHSM students, Tech Teachers, Student Success Teachers
- Elementary: Intermediate Educators, Elementary ESL/PST/TLs
- SIP Planning supports
- Parents: Parent nights, information pamphlets
- Skills Ontario: Delivering learning about the skilled trades to intermediate classes
- Habitat for Humanity
- Local Colleges/Universities (Durham College, Ontario Tech University, Fleming College)
- DDSB: Gold Collar

History & Needs Assessment

Career Cruising:

- Gaps in the completion rate of Career Cruising in past years
- This year, with the introduction of the Intermediate Guidance Teacher role, Career Cruising completion rate is 100%

Survey results:

- 2017-18 cross-panel survey showed gaps in pathways knowledge pertaining to apprenticeship and pathways in the 156 skilled trades in Ontario
When asked, the majority of intermediate students could not answer the question: What is a skilled trade?
- End of 2018-19 school year trades surveys to intermediate students showed majority of students know what a skilled trade is and understand pathways and apprenticeship opportunities associated with them

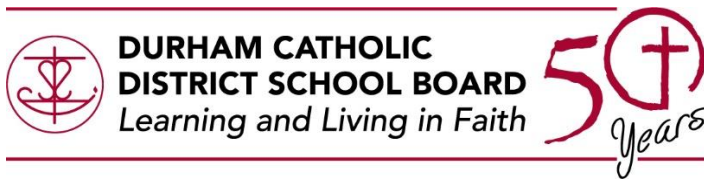
To: Board of Trustees
Re: **Intermediate Guidance Teacher Initiative**
Date: June 10, 2019

A comprehensive education and career/life planning program is:

- **knowledge- and skills-based:** Program-related learning activities focus on helping students acquire knowledge and skills in education and career/life planning.
- **inquiry-based:** Program-related learning is structured around the four questions of the education and career/life planning inquiry process (*Who am I? What are my opportunities? Who do I want to become? What is my plan for achieving my goals?*) (see Chapter 3).
- **developmentally appropriate:** Teaching and learning activities are appropriate to the interests, strengths, needs, and aspirations of students at every stage of development.
- **holistic:** Programming takes the whole student into account, recognizing that, for every student, success is influenced by many factors (e.g., cognitive, emotional, social, physical).
- **transformational:** The program moves beyond the transmission of information to focus on helping students grow and reach their potential.
- **inclusive:** The program is designed to engage all students, consistent with Universal Design for Learning (UDL) principles.⁴
- **differentiated:** Teaching and learning activities are personalized to meet students' particular learning and motivational needs.⁵
- **varied in its methods of delivery:** The program employs a wide range of delivery methods in the context of curriculum-related activities and programs, school-wide activities, and activities in the community (see Chapter 5).
- **deeply embedded or "infused":** School and community stakeholders work collaboratively to embed education and career/life planning across all subjects, courses, and daily learning activities.
- **based on a whole-school approach:** School staff, students, parents, and the community are involved in the development, implementation, and evaluation of the program.
- **well-documented:** Information about the program is shared on an ongoing basis, in written form, with parents and other stakeholders (see Chapter 6).
- **accountable:** Program goals are included in school board⁶ and school improvement plans (e.g., the Board Improvement Plan for Student Achievement [BIPSA], the School Improvement Plan for Student Achievement [SIPSA]), and are related to the School Effectiveness Framework (SEF).

~from Creating Pathways to Success Policy Document, p 9-10

~from Creating Pathways to Success Policy Document, p 9-10



Memorandum

To: Board of Trustees

From: Anne O'Brien, Director of Education

Date: June 10, 2019

Subject: **Discovery 2023: Renewing the Vision Strategic Plan**

RECOMMENDATION

Moved by _____, seconded by _____

"THAT the Durham Catholic District School Board receive and file as information the Discovery 2023: Renewing the Vision Strategic Plan."

RATIONALE

At our March 25, 2019 Board meeting, we outlined our 2019 Strategic Planning Timelines. Over the past three months, we have held various focus and employee consultation sessions as well as seven student voice forums.

Focus Consultation Sessions

March 7 – The Most Reverend Bishop Vincent Nguyen
April 15 – Union Presidents and Chairs
April 17 – Principals and Vice Principals
April 29 – DCDSB Learning Council
May 23 – Durham Catholic Partners
June 5 – Clergy

Employee Consultation Sessions

March 25 – Strategic Planning Brainstorming Session
April 23 – Demography of the DCDSB
May 22 – Data Analysis of the DCDSB
June 11 – Preparing the "Renewing the Vision 2023"

To: Board of Trustees
Re: Discovery 2023: Renewing the Vision – Strategic Plan
Date: June 10, 2019

Page 2

Student Voice Forums

March 28 – Msgr. Paul Dwyer CHS	April 16 – Fr. Leo J. Austin CSS
April 2 – Arch. Denis O'Connor CHS	April 18 – Msgr. John Pereyema CSS
April 9 – Notre Dame CSS	April 24 – St. Mary CSS
	May 8 – All Saints CSS

Consultation Session Committees

April 8 – Audit Committee
April 29 – Student Senate
May 16 – Durham Catholic Parent Involvement Committee
June 4 – Special Education Advisory Committee
June 14 – Indigenous Circle

Public Consultation Sessions

May 8 – West (held at Notre Dame CSS)
May 9 – East (held at Msgr. Paul Dwyer CHS)

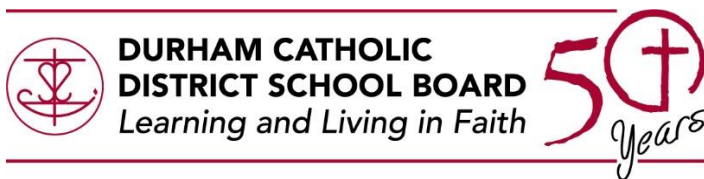
Next Steps

Information has been gathered from a variety of sources outlining various areas for consideration. Over 1,000 directly responded to the survey regarding strategic planning for our Board. The following questions were asked:

1. The ***Discovery 2020 Strategic Plan*** is based on the guiding principles of Excellence, Equity and New Evangelization. Building on these guiding principles, what do you believe are the key ideas that should drive our future directions as a Catholic school board?
2. How can we further support the faith formation and well-being of each student and staff member?
3. What can we do to strengthen home-school-parish connections?
4. What are the skills, knowledge and values that students need to be successful?
5. What can we do differently to close gaps and increase equity to better support each learner?
6. How can we enhance student engagement?

The information from all the strategic planning consultations are being reviewed and consolidated into four broad themes for the Board: Excellence, Equity, New Evangelization and Engagement. Staff, Trustees and the broader community will continue to work on the strategic plan to be presented in September 2019.

AOB/eb



Memorandum

To: Board of Trustees

From: Anne O'Brien, Director of Education

Date: June 10, 2019

Subject: **The Student Well-Being and Achievement Balanced Scorecard
2018-2019**

RECOMMENDATION

Moved by _____, seconded by _____

"THAT the Durham Catholic District School Board receive and file as information the Student Well-Being and Achievement Board Balanced Scorecard 2018-2019."

RATIONALE

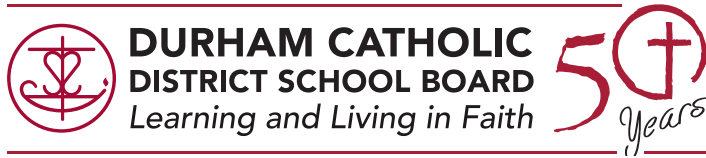
As per attached.

AOB/eb
Attach.

The Student Well-Being and Achievement Balanced Scorecard

2018 – 2019





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;
- an effective communicator;
- a responsible citizen.
- a reflective, creative and holistic thinker;
- a self-directed, responsible lifelong learner;
- a collaborative contributor;
- 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.” – Pope 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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Message from the Director of Education

As we complete another successful school year, it is important that we take the time to reflect on our accomplishments and assess the results and outcomes of our *Discovery 2020 Strategic Plan* and *Student Well-Being and Achievement Board Improvement Plan*. I am pleased to share our progress through the 2018 – 2019 Balanced Scorecard.

In our commitment to our Board's strategic goals and priorities which are guided by the principles of Excellence, Equity and New Evangelization, we offer the Balanced Scorecard as a reflective reporting tool that holds us accountable to the goals we set out for this school year. Through a continuous cycle of review and monitoring, we are able to articulate to all stakeholders, the goals we have accomplished, and the areas in which we continue to make progress.

Every member of our learning organization demonstrates a deep commitment to achieving our mission and vision for the Durham Catholic District School Board. I wish to express my sincere gratitude to everyone who has played a role in supporting our students during the 2018 – 2019 Year of Joy — families, clergy, partners, community members, trustees, and staff. Thank you to each one of you for your dedication to achieving excellence in our school communities; we have witnessed success in many areas of our educational system.

Yours in Catholic Education,
Anne O'Brien
Director of Education and
Secretary/Treasurer of the Board





Witnessing Faith

Celebrating Equity, Excellence and New Evangelization

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 joy.

Results and Outcomes Achieved

- ✓ A committee was created to develop support materials to promote the spiritual theme of joy throughout the system.
- ✓ The theme of joy was embedded in communications throughout the year.
- ✓ Approximately 100 student leaders attended the Year of Joy Student Summit, developed school action plans and documented their focus on joy through the Student Success newsletter.
- ✓ Learning materials focused on Renewing the Promise, Year of Joy and DCDSBs 50th anniversary were developed and shared.
- ✓ Evidence of integration of the spiritual theme of joy across board initiatives was gathered by inter-departmental sharing.
- ✓ Over 2,300 employees attended the Year of Joy system wide Faith Day with Bishop Bergie and Michael Pautler as keynote presenters.

In Progress

- Social media audit to inform assessment of integration of the spiritual theme for trustees and staff.

Building Relationships and Developing People

Strategic Goal

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

Results and Outcomes Achieved

- ✓ Pastoral plans were developed and shared with key stakeholders, including parish priests, Catholic School Council Chairs and Family of Schools superintendents.
- ✓ Institute for Catholic Education (ICE) Discussion Guide was shared with system leaders through the Board Learning Council to promote ongoing learning and discussions to support staff understanding of *Renewing the Promise*.
- ✓ School administrators facilitated shared learning on *Renewing the Promise* at each secondary and Family of Schools meeting.
- ✓ Awareness of the key messages of *Renewing the Promise* and calls to action for students increased through participation in the Year of Joy Student Summit.

In Progress

- A *Renewing the Promise* retreat for Catholic School Council Chairs was deferred until 2019–2020.

Teaching and Learning in the Formation of a Distinct Catholic Identity

Strategic Goal

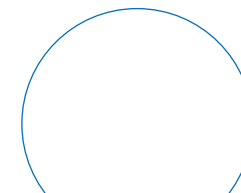
To promote faith formation initiatives that support a culture of teaching and learning which nurtures and reflects the Ontario Catholic School Graduate Expectations (CGEs).

Results and Outcomes Achieved

- ✓ Advent/Lenten twilight and overnight retreats were held for staff members in support of adult faith formation programs for Catholic educators.
- ✓ Themes from *Renewing the Promise* were incorporated into the New Teacher Induction Program (NTIP) and Aspiring Leaders.
- ✓ Staff can articulate the importance of *Renewing the Promise* as a foundational document guiding Catholic education.
- ✓ Increased networking between the Faith Formation and Leadership Development Teams.
- ✓ Student actions reflect their joyful discipleship.

In Progress

- Continued focus on the implementation of Religion and Family Life Programs and Curricula, with updated resources and supports.



Achieving Instructional Excellence**Teaching and Learning****Leading and Learning in the
21st Century Classroom****Strategic Goal**

To improve student achievement and engagement through the understanding and implementation of Focusing on the Fundamentals of Math.

Results and Outcomes Achieved

- ✓ Principals and vice-principals report higher levels of confidence in leading Math-based professional learning with their staff on instructional strategies that support fundamental concepts.
- ✓ Improved results in administrator attitudinal data in the area of Numeracy.
- ✓ Classroom teachers have increased capacity to use effective strategies in supporting students in learning fundamental Math concepts and skills.
- ✓ Ultimate Potential (UP) Math is refined and firmly established in all secondary schools and taught by staff members who are confident in their understanding of the program and ability to improve student achievement.
- ✓ Professional learning focused on Numeracy is more precise and effective.
- ✓ Program support teachers are effectively able to support Math programming for students with learning disabilities in Math.
- ✓ The Numeracy Action Plan has been refined to address the goals of Ontario's Focus on Fundamentals of Mathematics.

Achieving Instructional Excellence (Cont'd)

- ✓ Numeracy coaches in every secondary school were identified to support and enhance professional learning.
- ✓ Student Math Councils continue to bring the student voice to the table on Math-related matters.
- ✓ Math Cafés hosted by the Durham Catholic Parent Involvement Committee (DCPIC) offered parents and guardians opportunities to learn how they can support their children's learning at home.

In Progress

- Improving student achievement and engagement outcomes in Mathematics.
- Increasing leader content knowledge for administrators, Math curriculum chairs, Math lead teachers and system leaders.



Instruction for the 21st Century

Strategic Goal

To increase the frequency and quality of authentic experiential learning opportunities for students from Kindergarten to Grade 12 and adult learners.

Results and Outcomes Achieved

- ✓ A Call for Proposal (CFP) was issued for Innovative Experiential Learning Projects to support inquiry-based and/or service learning opportunities to enhance Indigenous Education and/or Outdoor Education initiatives.
- ✓ Student participation in community connected experiential learning activities that are age/developmentally-appropriate, culturally responsive and safe has increased.
- ✓ Meaningful participation in experiential learning that involves connecting to local, national or global communities has increased.
- ✓ Students participate in and learn from interactions with community partners both in school and in community settings.
- ✓ Students had increased exposure to information about Skilled Trades and Careers in Technology via Skills Ontario programs.

In Progress

- Student continue to demonstrate an understanding of the relationship between what they are learning, why they are learning it and how it connects to their lives.
- Visible signs of students demonstrating curiosity and a positive and productive disposition to learning.

Assessment, Evaluation and Reporting

Strategic Goal

To effectively implement the Revised Social Studies, History and Geography and Canada and World Studies curriculums in a manner that authentically reflects the Calls to Action of the Truth and Reconciliation Committee.

Results and Outcomes Achieved

- ✓ Students are taught a Social Studies, History and Geography curriculum that is reflective of the revisions made in accordance with the Truth and Reconciliation Commission Calls to Action numbers 62 and 63.
- ✓ Visible signs of respect for our commitment to Indigenous Education is present within schools.
- ✓ Indigenous students have a venue for providing input and voice regarding system level supports and activities through the establishment of the Indigenous Education Student Advisory Circle.
- ✓ Educators work collaboratively with Indigenous community members to plan and facilitate learning.

- ✓ Meaningful participation in local community, provincial and national events in support of Indigenous peoples is increased.
- ✓ Increase in learning resources in schools reflect and support the Indigenous community.
- ✓ Important days, months and events in connection with the Indigenous community are recognized.
- ✓ Indigenous Education awareness is incorporated into all professional learning meetings with administrators, educators and support staff.
- ✓ Learning about Indigenous education is facilitated with the Durham Catholic Parent Involvement Committee (DCPIC).

In Progress

- Continued efforts to deepen relationships with the local Indigenous community through the work of the Indigenous Education Advisory Circle and participation in community events.





Expanding Pathways

Differentiating Opportunities for Every Student's Future

Adopting a Pathways Planning Mindset

Strategic Goal

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

Results and Outcomes Achieved

- ✓ The Pathways component in the School Improvement Plan is improved.
- ✓ An increased number of Grade 7 to 12 students are exploring pathways in Skilled Trades through formal courses, in addition to programs that allow students to develop skills in the trades. Other activities such as Habitat for Humanity Youth Build, Taste of the Trades Days, Girls in Trades, Gold Collar Workshops, and participation in Skills Canada highlighted various pathways options for students.
- ✓ More experiential learning opportunities are available for students through co-operative education, OYAP, Specialist High Skills Majors and Dual Credit programs.
- ✓ Increased partnerships between schools, colleges and community partners have been established.

In Progress

- All Grade 7 to 12 students continue to develop an Individual Pathways Plan.



Assisting Students with Transitions Planning

Strategic Goal

To facilitate elementary to secondary transition planning.

Results and Outcomes Achieved

- ✓ Results from formal participant feedback in the Grade 9 Only First Day of School indicate the day was successful in providing students with a positive transition to Grade 9.
- ✓ All Grade 7 and 8 students have reviewed their Individual Pathways Plan at least twice throughout the year.

In Progress

- Staff continues to review feedback from Grade 9 students to further enhance the transition to secondary school.

Promoting Student Engagement

Strategic Goal

To create a positive culture about Student Success.

Results and Outcomes Achieved

- ✓ Increased enrolment in Student Success initiatives, such as SHSM programs, Dual Credits and OYAP programs.
- ✓ New plans are implemented for new Dual Credit programs.
- ✓ Areas of growth of SHSM programs are identified and implemented.
- ✓ Student leaders represent Student Voice in province-wide events, such as the Ontario Catholic Student Leadership Conference and the Ontario Student Trustee Association Fall General Meeting, bringing new strategies and ideas for student well-being and achievement.





Inspiring Leadership

Promoting a Culture of Professional Growth

Capacity Building

Strategic Goal

Prepare for the next round of local collective bargaining for renewal of the eight collective agreements between the board and its bargaining agents.

Results and Outcomes Achieved

- ✓ Grievance activity and trends during contract administration periods has been reviewed.
- ✓ Sick leave data and absenteeism trends have been analyzed.
- ✓ Disability management case load tends to determine nature of claims, time lost from work averages and challenges related to facilitating timely return to work plans were reviewed monthly.
- ✓ WSIB claims to determine trends with source of claims, time lost from work due to injury/illness, healthcare costs and the challenges to facilitating timely return to work plans were reviewed monthly with quarterly reports to the Joint Health and Safety Committee.
- ✓ Review of workplace accident and injury data with respect to root causes were completed quarterly through the Employee Health, Safety and Wellness portfolio.
- ✓ Data trends on the frequency and timing of job postings due to natural attrition and sick leave utilization have been assessed consistently throughout the year to inform potential bargaining proposals.
- ✓ Bargaining teams for the re-negotiation of all eight collective agreements have been finalized. The Human Resources Department is in the process of meeting with the teams to best inform the development of collective bargaining proposals.

Capacity Building (Cont'd)

- ✓ At the time of this report, Central collective bargaining under the *School Boards Collective Bargaining Act* has commenced for only one union representing three bargaining units. Subject to central bargaining outcomes, local collective bargaining will commence during the 2019–2020 school year.

In Progress

- Sick leave data will continue to be monitored and analyzed at the conclusion of the year for comparison by employee group and in relation to previous school years.

Board Leadership Strategy

Strategic Goal

To support and promote school level and system level leadership in the board.

Results and Outcomes Achieved

- ✓ Support is available for newly hired administrators through the mentoring program.
- ✓ Protocols have been established, by which mentee and mentor-coaches work together, develop and collaborate on professional development.
- ✓ Increased opportunities are available for newly hired administrators to meet with those in similar positions to network.
- ✓ Opportunities to integrate leadership and management through professional development were created.

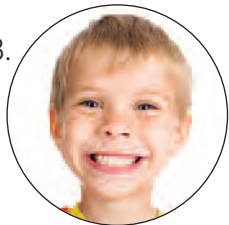
Promoting a Culture of Professional Growth

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.

Results and Outcomes Achieved

- ✓ Completion of the New Teacher Induction Program (NTIP) for 52 educators in 2017–2018.
- ✓ Increased leadership practices that build collaborative cultures.
- ✓ Inspiring Leadership series graduated 23 individuals who participated in the program.
- ✓ Increased levels of offerings in the monthly Sharing of Excellence Series for all educators in the board.



Universal Design for Learning

Strategic Goal

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

Results and Outcomes Achieved

- ✓ Social-emotional learning programs were delivered in various schools as required, including 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 included specific well-being goals under the Catholic Culture, Community and Caring pillar. These were developed in alignment with the Aligned and Integrated Model from School Mental Health Ontario.
- ✓ Increased parent and youth engagement by hosting three parent engagement evenings, including Creating a Sense of Connectedness – an important protective factor for building resiliency and preventing mental health problems in youth.

In Progress

- The expansion of the Roots of Empathy program is in progress.



Celebrating Inclusion

Personalization, Precision and Professional Development



Differentiated Practice

Strategic Goal

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

Results and Outcomes Achieved

- ✓ Effective use of Grade 7/8 Guidance Teachers in the ongoing transition of students from Grade 8 to 9.
- ✓ Learning sessions and book studies were delivered to educators in schools on trauma sensitive pedagogy. All secondary school staff had trauma sensitive pedagogy training from Dr. Kristen McLeod.
- ✓ Review of the Empower reading intervention pilot took place in five elementary schools.
- ✓ Learning sessions were delivered to educators on Applied Behaviour Analysis including more intensive programming for specific PSTs, classroom teachers and Educational Assistants.
- ✓ PSTs provided professional learning sessions at staff meetings to help educators: support students with behavioural challenges; use Applied Behaviour Analysis for students diagnosed with Autism Spectrum Disorder.



Precise and Personalized Intervention

Strategic Goal

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

Results and Outcomes Achieved

- ✓ Learning sessions were delivered to Ultimate Potential (UP) Math and Grade 9 Applied Math teachers on supporting students with IEPs, specifically students with learning disabilities.
- ✓ The role of Psychological Services staff in supporting students with Learning Disabilities in both elementary and secondary school was enhanced.

In Progress

- Continued work on the use of learning profiles to support Numeracy instruction in Numeracy capacity building sessions.
- Full implementation of learning profiles for students transitioning from Grade 8 to 9.





Serving in Partnership

Building Connections to Enhance Catholic Education

Outreach and Programs

Strategic Goal

To maximize community use of board facilities to enhance community engagement and student well-being and achievement.

Results and Outcomes Achieved

- ✓ Additional advertising and promotion of under-utilized schools resulted in increased rentals for the remaining school locations.
- ✓ The partnership advisory committee met and information was shared with departments of the board regarding unused school spaces and possible partnership opportunities.
- ✓ The annual Community Partnership public meeting was held to engage partners and to implement stakeholder input for the expansion of Community Use of Schools (CUS) opportunities.
- ✓ CUS Guidelines were updated based on feedback from clients and other provincial staff and community members.
- ✓ CUS hours have been streamlined.
- ✓ Staff has been trained in promoting a welcoming culture in schools to support partners and school communities.

In Progress

- Improving CUS partner satisfaction and matching of partner requests with schools that best meet their needs is ongoing.



Parents, Stakeholders and Community Involvement

Strategic Goal

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

Results and Outcomes Achieved

- ✓ DCPIC hosted Regional Math Cafés in Pickering, Ajax, Whitby and Oshawa with a specific focus for each session. Topics included fundamentals, fractions, spatial reasoning and problem solving.
- ✓ Sessions increased parent knowledge of what happens in Mathematics classrooms.
- ✓ Math Cafés were available via livestream broadcasts/recordings and viewed by over 580 unique users.
- ✓ Take-home Math tasks were developed and shared with elementary schools to improve communication between the home and school with respect to Math learning.



Classroom, School and Board

Strategic Goal

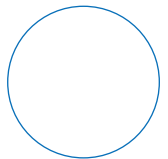
To identify and engage with potential partners to expand partnership opportunities and enhance community engagement and student well-being and achievement.

Results and Outcomes Achieved

- ✓ Over four new partnerships have been added to the database.
- ✓ Details and terms for all existing partnerships have been updated to ensure effectiveness and overall benefit to the board.
- ✓ Inter-departmental dialogue continues through the board Partnership Advisory Committee with a focus on expanding partnership opportunities.
- ✓ Annual community engagement meetings took place to engage in ongoing dialogue with potential partners throughout the year.

In Progress

- Increasing engagement with potential partners at the Durham Chamber of Commerce and Durham Beset Start Network.
- Regular meetings with community partners and departments of the board to build relationships that are beneficial to stakeholders.
- Developing enhanced communication strategies to support community outreach.



Infrastructure, Security and User Experience

Strategic Goal

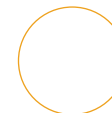
To plan and implement technology upgrades that support student achievement.

In Progress

- Currently conducting an analysis of technology at each school.
- Students are having the best experience when using the most up-to-date technology.
- The goal is to have 100% of DCDSB classrooms using Interactive Video Projections.
- Continuing to implement access to the newest technology for students.



Emerging Technology Empowering Today for a Changing Tomorrow



Infrastructure, Security and User Experience

Strategic Goal

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

In Progress

- Ongoing work with teachers to promote the Learning Management System to promote student engagement.
- The goal is to engage all students in building their own portfolio and evidence of learning through the Learning Management System.
- Parent/guardian participation in using the Learning Management System continues to increase, improving communication and awareness of school activities and student progress.



Infrastructure, Security and User Experience

Strategic Goal

To implement an integrated system to improve productivity and efficiency.

In Progress

- Request for Proposal for an integrated system was created, but implementation of the project was placed on hold due to funding.

Infrastructure, Security and User Experience

Strategic Goal

To implement a Broadband Modernization Program.

Results and Outcomes Achieved

- ✓ Staff worked with the Ministry Broadband Modernization Program team to architect the next generation broadband network to support student achievement and 21st century learning.
- ✓ Completed a proof of concept of SD-WAN hardware, acquired the new hardware and rolled it out to all schools.

In Progress

- Negotiating internet speed with vendor.
- Anticipating a completion date of the project in 2019.

Community Engagement

Strategic Goal

To promote the board's 50th anniversary key messages, events and activities.

Results and Outcomes Achieved

- ✓ A communications plan for the anniversary was established and implemented for August 2018 through June 2019.
- ✓ 50th Anniversary-branded banners and flags were prominently displayed in schools and at significant board-wide events.
- ✓ Past and present members of the Durham Catholic learning community were informed about anniversary events and celebrations through multiple forms of communications.
- ✓ Communication was shared with stakeholders through various channels, emphasizing the significance of the 50th anniversary milestone year and related events.



Advancing Communications

Strengthening Relationships to Enhance Student Achievement

Branding and Visual Identity

Strategic Goal

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

Results and Outcomes Achieved

- ✓ The DCDSB logo was refreshed with a professional design that maintains the dignity of the current logo with improved visibility on board communications.
- ✓ Logo guidelines were updated to reflect the refreshed look and shared with users.
- ✓ DCDSB letterhead with the refreshed logo was created.

In Progress

- A plan to educate and train staff on the importance of creating accessible communications and how to use available tools is being developed.

Collaborative Communication

Strategic Goal

To develop and implement communications policies and procedures.

Results and Outcomes Achieved

- ✓ Current communications policies and administrative procedures have been reviewed by staff.
- ✓ Communications staff has created draft updates to current policies for consideration in alignment with best practices.

In Progress

- Policy updates will be considered by Administrative Council for inclusion on the policy roster for review, consultation and approval.





Managing Resources

Establishing Sustainable
Priorities and Raising
Stakeholder Confidence

Resource Management

Strategic Goal

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

Results and Outcomes Achieved

- ✓ Integrated funds allocated by the Durham Catholic Children's Foundation into the overall financial planning model at the school level.

In Progress

- Establishing a School Finances Working Group to assess the financial capacity of each school.
- Reviewing the annual school budget allocation and school generated funds activity.
- Adjusting the annual school budget allocation as required to equalize financial capacity at the school level.
- Developing a school level multi-year technology equalization strategy in collaboration with the Information Technology Advisory Committee.



Financial Stability

Strategic Goal

To efficiently utilize board facilities to accommodate programs and services.

Results and Outcomes Achieved

- ✓ Maintained a consistent and equitable school space allocation model.
- ✓ Provided the annual accommodation and utilization report to the Board of Trustees.
- ✓ Updated and refined the multi-year Long-Term Accommodation Plan and provided to the Board of Trustees.

In Progress

- Monitoring the board's French Immersion programs and locations.
- Ongoing consideration of community hubs, child care and partnership opportunities.
- A comprehensive analysis of Continuing Education programs and services.
- Ongoing boundary/accommodation reviews.



System Accountability

Strategic Goal

To enhance system capacity with respect to financial literacy.

Results and Outcomes Achieved

- ✓ Provided comprehensive information to the Audit Committee, Finance Committee and Board of Trustees with respect to the board's overall financial position, opportunities and challenges.
- ✓ Led ongoing discussion of finance related topics with Administrative Council, school administrators and corporate managers.
- ✓ Information sessions were provided to the Special Education Advisory Committee (SEAC), Durham Catholic Involvement Committee (DCPIC), Student Senate and employee groups with respect to the board's finances and education funding.

In Progress

- Ongoing training for school administrative assistants and operational support from the school support administrator.
- Assessing the various financial systems to ensure relevant reports, processes and tools.





Continuing Education

Serving the Needs and Interests of All Learners

Promoting Student Engagement

Strategic Goal

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

To promote the Catholic faith in a diverse community.

Results and Outcomes Achieved

- ✓ Increased success in transitional pathways attracts future students.
- ✓ Flexible scheduling through hybrid learning and eLearning helps students achieve credits and graduate.
- ✓ Wrap-a-round supports with 1:1 guidance counselling and community partners on site supports the challenges that adult learners experience when balancing home-work-school commitments.
- ✓ Increased opportunities for eLearning and hybrid learning provides flexibility in student schedules and supports credit accumulation for OSSD.
- ✓ Increased guidance promotes student engagement with improved intake and referrals that supports planning transitional pathways.

In Progress

- Increased academic support for students in Grade 8 to 9 transitions and Grades 7 to 12 Literacy and Numeracy programs improves student Literacy/Numeracy and EQAO/OSSLT results.
- Support for low-income families demonstrates Catholic values.

Career Training and Personal Development

Strategic Goal

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

Results and Outcomes Achieved

- ✓ Increased enrolment in continuing education courses and programs.
- ✓ Increased number of PLAR and maturity credit assessments, and number of credits earned.
- ✓ Increased enrolment in courses and Pathways and employment training programs.
- ✓ Regular meetings with community partner managers and educational institution leaders.
- ✓ Continued collaboration with community partners to develop programming that reflects the needs of the community and increases client referrals in continuing education courses and employment training programs.

- ✓ Positive anecdotal feedback from students, community partners and employees received.
- ✓ Administration and coordinators attend business community meetings.

In Progress

- Focus on fiscally responsible programming to sustain viable programs and provide support for those that are growing or could expand in the future.
- Continued focus on increasing enrolment through ongoing social media and digital marketing plans.
- Increased graduation rates and number of graduates applying for post-secondary education.



Expanding and Extending Programs

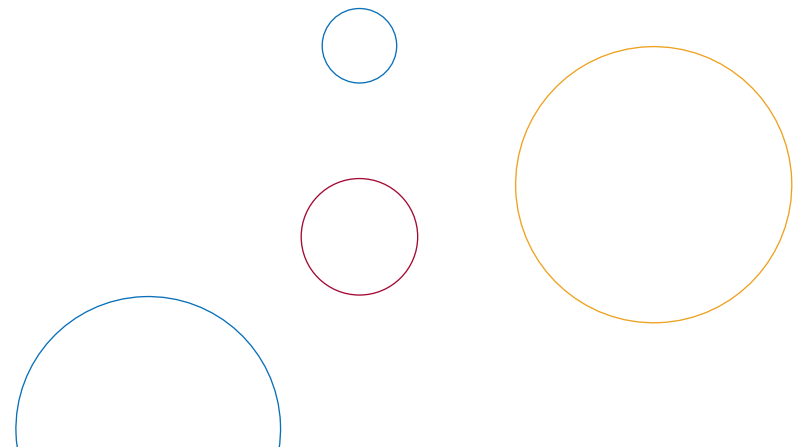
Strategic Goal

To build on the partnership between the Passport to Excellence: International Education Program and Archbishop Anthony Meagher Catholic Continuing Education Centre.

Results and Outcomes Achieved

- ✓ Expanded the number of Travel for Credit Courses from two to four, with a focus on the development of global competencies and cross-cultural learning.
- ✓ Student enrolment for the four Summer 2019 experiential learning courses is 72.
- ✓ The Summer 2019 Experiential Learning course offerings were a reflection of feedback from the Summer 2018 participants, honouring student voice.

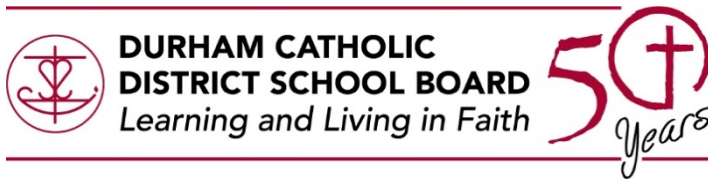
- ✓ Information sessions for experiential learning courses took place with students, parents and guardians in multiple locations to ensure equity of access. This input helped to establish the 2019 course offerings.
- ✓ The International Education website, social media and marketing efforts were refreshed as part of the overall communication plan. Additional materials highlighting the board's secondary schools were published and shared with education agents in which the board has signed partnership agreements.





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Memorandum

To: Board of Trustees

From: Anne O'Brien, Director of Education

Date: June 10, 2019

Subject: **Out of Province Travel**

RECOMMENDATION

Moved by _____, seconded by _____

<p>"THAT the Durham Catholic District School Board approve the attendance of a staff member at the <i>Strategic Leadership Program</i> scheduled for August 7-8, 2019 in Cambridge, Massachusetts."</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.

The Director of Education or designate as part of their professional development, will be participating in the *Strategic Leadership Program*. This program is designed for leaders who will learn strategies and facilitate techniques for developing and implementing a strategic plan.

The program analyzes the symbiotic relationship between leadership and decision making. It combines theory and practice to inform participants on how effective decisions are made. This program will outline the qualities that make for an outstanding leader will be discussed, especially in terms of strategic decision making and implementation to maximize results for the organization. Tools and strategies learned will be shared with principals as they implement the new Discovery 2023: Renewing the Vision strategic plan.

Expenses will be offset by the Ontario Director Mentorship Program, the Ontario Catholic Supervisory Officers Association Professional Development funds and the Director Professional Development funds.

AOB/ml



Memorandum

To: Board of Trustees

From: Anne O'Brien, Director of Education

Date: June 10, 2019

Subject: **Catholic Student Senate Year End Report 2018-2019**

Origin: John Mullins, Superintendent of Education

RECOMMENDATION

Moved by , seconded by

"THAT the Durham Catholic District School Board receive and file the verbal report from the Student Trustees regarding the Catholic Student Senate Year End Report for 2018-2019."
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RATIONALE

AOB/JM/pjr

To: Board of Trustees

From: Anne O'Brien, Director of Education

Date: June 10, 2019

Subject: **Correspondence**

Moved by _____ seconded by _____

AOB:eb
Attach.



May 28, 2019

Ms. Anne O'Brien
Director of Education
Durham Catholic District School Board
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Municipality
of Durham

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Dear Ms. O'Brien:

Durham Region Health Department would like to recognize and celebrate the achievements of 30 schools (26 elementary and 4 secondary) from Durham Catholic District School Board as 2018-2019 Healthy School Award recipients. This is an increase from 21 schools awarded in the previous school year.

While working with the school community throughout the year, the public health nurse nominates schools that create an environment supportive of health and well-being encouraging students, educators and parents to adopt lifelong healthy living behaviours. Healthy schools provide health education in the curriculum, support student engagement and leadership and develop partnerships with parents and community partners with the goal of preventing chronic diseases and reducing injuries and substance misuse. The award complements the Ontario Ministry of Education *Foundations for a Healthy School* framework.

Durham Region Health Department congratulates all 30 schools that received the Healthy School Award this past school year. We will celebrate these schools through a media release and through our social media platforms. Public health nurses will award the schools individually at the school as well. We encourage you to join us in celebrating this achievement at the board level!

Thank you for your continued collaboration in working with the Health Department in promoting the health and well-being of your school communities.

Sincerely,

A handwritten signature in dark ink, appearing to read 'R. J. Kyle'.

R. J. Kyle, MD, MHSc, CCFP, FRCPC
Commissioner & Medical Officer of Health

cc: Janine Bowyer

If this information is required in an accessible format, please contact the Accessibility Co-ordinator at 1-800-372-1102 ext. 2009.



DCDSB Elementary Schools

1. Father Fenelon Catholic School
2. Father Joseph Venini Catholic School
3. Good Shepherd Catholic School
4. Holy Family Catholic School
5. Monsignor Philip Coffey Catholic School
6. Sir Albert Love Catholic School
7. St Andre Bessette Catholic School
8. St. Bernadette Catholic School
9. St. Bridget Catholic School
10. St. Catherine Of Siena Catholic School
11. St. Christopher Catholic School
12. St. Hedwig Catholic School
13. St. James Catholic School
14. St. John Bosco Catholic School
15. St. John Paul 11 Catholic School
16. St. John The Evangelist Catholic School
17. St. John XXIII Catholic School
18. St. Josephine Bakhita Catholic School
19. St. Jude Catholic School
20. St. Kateri Tekakwitha CS
21. St. Marguerite D'Youville
22. St. Patrick Catholic School
23. St. Theresa Catholic School
24. St. Thomas Aquinas Catholic School
25. St. Joseph Catholic School (Oshawa)
26. St. Joseph Catholic School (Uxbridge)

DCDSB Secondary Schools

27. Monsignor John Pereyma
28. Monsignor Paul Dwyer
29. Notre Dame C.S.S.
30. St. Mary Catholic Secondary School