Dufferin-Peel Catholic District School Board

AGENDA

Faith and Program Committee Meeting

Tuesday, January 16, 2024, 7:00 P.M.

Boardroom, Catholic Education Centre

Mission: Disciples of Christ, nurturing mind, body, and soul to the fullness of life.
Vision: Changing the world through Catholic education.

L. **Report from In Camera**

M. **Future Meetings**
March 5, 2024

May 14, 2024

N. **Adjournment**

Faith and Program Committee Meeting

January 16, 2024

<u>Opening Prayer</u>

Creator God,

Here in this moment of winter's darkness, we pause to reflect on your light.

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clarification about the expectations to schools to have consistency, and to improve access for parents?

Associate Director Amaral: At the minimum, the chair and the principal have to be present at CSC meetings. We have just sent a communication out to the system with these expectations.

2. Trustee Brea Corbet: In light of the recent events and violence in the Middle East, this is understandably a difficult time for many of the families in our school communities. As a Catholic community we continue to pray for peace and for those impacted. We have a duty to care for all students and families and ensure that support and mental health services are available. Can we send out communication to our parents/guardians?

   Associate Director Amaral: General Manager Campbell is working on a *Community Information Bulletin* which will be sent to all DPCDSB employees and families with reference to support and resources.

3. Trustee Stefano Pascucci: Previously, I had requested that a pamphlet regarding parent involvement in CSC be distributed to incoming parents/guardians at Welcome to Kindergarten events. This is an opportunity for new parents/guardians to become informed of opportunities to engage. Has this occurred?

   Associate Director Amaral: The pamphlet was part of the nomination package for CSC, and we ŏI·y˜Ŝyãdz№Ŝ ƛŭ ƛă I·ØI·ƛfI·ōfŜ I·ŭ ŭKŜ / / / { / CI·Y˜ƛfè 2₹ {ŏK22fă /KI·ƛ№ăΩ Y˜ŜŜŭƛy∃ 2y˜hŏŭ2ōŜ№ мфφ ² Ŝ øƛff review the distribution.

4. Student Trustee Nathan Nguyen: How do we ensure that teachers are following the action plan and covering the new curriculum?

   Associate Director Amaral: This is their professional duty as teachers. There are mechanisms in place to ensure teachers follow curriculum i.e., principals do walk-abouts and conduct teacher performance appraisals (TPA).

5. Student Trustee Nathan Nguyen: If there are no locally developed Geography courses offered at I· ăŭdzŘŜyŭΩă ăŏK22f℡ ŏI·y˜ŭKŜè ŭI·ʔŜ ŭKŜ ŏ2dz№ăŜ 2yƒƛyŜK

   Associate Director Amaral: The school Guidance Department or the board Guidance staff would ensure that all students' needs are met at the school.

Trustee Bruno Iannicca passed the chair to Trustee Luz del Rosario.

6. Trustee Bruno Iannicca: Can we ensure that Regional Schools send out their advertisements/communications regarding their specialty programs to the entire DPCDSB community to safeguard that every student/family is aware of opportunities within the board?

   Associate Director Amaral: We will ensure that occurs.

7. Trustee Bruno Iannicca: Can we ensure that secondary schools reach out to their elementary feeder schools to ensure there are no conflicts around Secondary Open House evenings and Elementary Progress Report evenings?

   Associate Director Amaral: We can communicate your request.

8. Trustee Bruno Iannicca: Commented that he is working on another presentation of *Human Trafficking Awareness* evening.

9. Trustee Stefano Pascucci: Is it our practice to invite parish priests to Open House events?

   Associate Director Amaral: It is our practice to include parish priests. We will remind our administrators.

J. Declared Interest Items ς Nil

K. In Camera Session

Moved by Thomas Thomas

Business Arising from
Faith and Program Committee Meeting
October 10, 2023

F 2	Math Achievement Action Plan - Supporting Mathematics Teaching and Learning

		https://www.dcp.edu.gov.on.ca/en/icd2o-guide Grade 10 Civics and Citizenship: https://www.dcp.edu.gov.on.ca/en/chv2o-parent-guide
I.	Questions Asked by Trustees	
Q 3	Trustee Stefano Pascucci: Previously, I had requested that a pamphlet regarding parent involvement in CSC be distributed to incoming parents/guardians at Welcome to Kindergarten events. This is an opportunity for new parents/guardians to become informed of opportunities to engage. Has this occurred?	Ongoing.
Q 6	Trustee Bruno Iannicca: Can we ensure that Regional Schools send out their advertisements of their specialty programs to the entire DPCDSB community to safeguard that	

Grade 1: Students learn to recognize Canadian coins and bills and compare their values.

Grade 2: Students build on their understanding that money has value and identify different ways to represent the same amount of money. For example, how different combinations of coins can add up to $1, and how different combinations of loonies, toonies and bills can add up to $100.

Grade 3: Students continue to develop their understanding of money by calculating the change required for simple transactions involving whole-dollar amounts.
Grade 4: Students learn that there are different ways to pay for goods and services. Students also learn how consumers determine whether an item is good value for the price.

Grade 5: Students learn about different ways to transfer money between people and organizations, such as e-transfers and cheques. They calculate the total cost and change required for cash transactions involving items priced in dollars and cents, using mental math and other strategies. Students learn how to determine the best value for an item – for example, *five apples for $1.00 versus three apples for 75 cents. Students prepare basic budgets and learn about the concepts of credit and debt.*

The advantages and disadvantages of using different methods of payment for goods and services are explored. Students investigate different types of financial goals, identify and describe factors that could affect these goals, and outline steps to achieve them. Students explain the concept of interest rates and identify interest rates and fees offered by banks and other financial institutions. They also learn how trading, lending, borrowing and donating are different ways to distribute resources.

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Dufferin-Peel
Catholic District
School Board

Dufferin-Peel Catholic District

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All delegations are required to submit a Re- gistration Form outlining the key points to be pres

considered. The written presentation and materials must be submitted by 12:00 p.m. of

prior to the meeting. Truste

business day

the meeting. Pho

90-0705, Ext.

[redacted]

Signature:

REGISTRATION FORM FOR DELEGATIONS

All delegations are required to submit a Registration Form outlining the key points to be presented by no later than 1:00 p.m. five (5) business days before the date of the applicable meeting for the request to be considered. The written presentation and materials must be submitted by 12:00 p.m. one (1) business day prior to the meeting.

7.1 : The DPCDSB encourages the public to provide advice and information to the Board of Trustees to assist Trustees in making informed decisions. Written and in person delegations to the Board of Trustees may be made in accordance with the following:

a) Subject to Section 7.1(e), delegates are required to register using the prescribed form no later than 1:00 p.m. five (5) business days before the date of the applicable meeting. A failure to complete the registration requirement, including failure to provide their speech, will result in the delegation request being declined unless otherwise permitted in this Article

Dufferin-Peel Catholic District School Board
Procedural By-

C 1 - Delegate Tony Whelan ς Christian Perspective on Sport

Steven H. Miles, MD and Shailendra Prasad, MD, MPH, American Journal of Bioethics, Oct. 30, 2015. They make the argument that it is particularly problematic in schools where there is subtle pressure to participate: "Cognitive dysfunction or neuron injury occurs after repetitive mild to moderate athletic concussions. Catastrophic injuries or instances of prolonged loss of consciousness are not required to cause such harm." http://www.bioethics.net/2015/10/medical-ethics-and-school-football/ , accessed 5/7/20

A study from University of Rochester published in Sciencemag.org, Aug 7, 2019 "In the new study, researchers at the University of Rochester (U of R) in New York followed 38 of the school's football players. The athletes wore helmets outfitted with accelerometers to track the number and force of hits during practices and games. Before and after each season, the scientists took MRI scans of the players' brains. The researchers looked specifically at the midbrain, a region on the brain stem that governs primitive, thoughtless functions such as hearing and temperature regulation. When a player's head is hit from any angle, the brain ripples like the surface of a pond after a rock is thrown, explains study author Adnan Hirad, a medical student at U of R. Although the forces can affect many regions of the brain, the midbrain's central location makes it likely to sustain damage. The results were striking. Although only two of the 38 players received a concussion, more than two-thirds of them showed changes to the integrity of the white matter c ŭ ʹ their midbrains." https://www.sciencemag.org/news/2019/08/just-one-season-playing-football-even-without-concussion-can-cause-brain-damage , accessed 5/7/2020

Dr. Ann McKee, Boston University published her research in The Journal of the American Medical Association: Dr. Ann McKee, chief of neuropathology at the VA Boston Healthcare System at Boston University, examined 202 donated brains from the families of deceased football players. Of those, 177 – 87 percent – showed signs of chronic traumatic encephalopathy, or C.T.E. 110 of the 111 brains from ex-NFL players were diagnosed with C.T.E. "Linemen knock heads on most plays, and those who study brain trauma say the accumulation of seemingly benign, non-violent blows – rather than head-jarring concussions alone – probably causes C.T.E. Data compiled by researchers at Stanford showed that one college offensive lineman sustained 62 of these hits in a single game. Each one came with an average force on the player's head equivalent to what you would see if he had driven his car into a brick wall at a speed of 30 m.p.h." "The study found that the high school players had mild cases, while college and professional players showed more sever effects. But even those with mild cases exhibited cognitive, mood and behavioral symptoms." https://www.nytimes.com/interactive/2017/07/25/sports/football/nfl-cte.html , accessed 12/9/2020

Malcolm Gladwell podcast, Revisionist History, *Burden of Proof*.

where we are only recently learning about the harmful effects of a particular sport to the body, including damage to the brain, it is important for persons from all segments of society to make decisions regarding these sports that place the dignity of the human person and his or her well-being first." Giving the Best of Yourself: A Document on the Christian perspective on sport and the Human Person, from the Vatican Dicastery for Laity, Family and Life, 01.06.2018, par
4. https://press.vatican.va/content/salastampa/en/bollettino/pubblico/2018/06/01/180601b.html , accessed 5/7/2020

Current Compliment of Principals and Vice-Principals:

	Breakout Sessions: Cases Studies & Mentor/Mentee Networking
Session #7 ς April 9, 2024	Presentation: OCSTA Breakout Sessions: TPA Completion
Session #8 ς May 28, 2024	Presentation: Catholic School Councils Breakout Sessions: Mentor/Mentee Revisiting Goal Setting & Exit Ticket

The DPCDSB community is one that encompasses a diverse complement of staff and students, culturally, socio-economically, and physically. Diversity is celebrated in DPCDSB. It is our differences that give us strength. In order to build on this strength, DPCDSB leaders must reflect on the community in which they serve. To ensure that this reflection continues to happen, the inclusion of candidates with diverse

"For it is written, he will command his angels concerning you, to protect you."
Luke 4:10

The purpose of this report is to provide a summary of the presentations made by schools and other program areas to the *Extended Excursion Committee* on November 10, 2023.

The Associate Director, Instructional Services, shall establish the *Extended Excursions Committee* on an annual basis. The Committee will:

- be composed of the Associate Director, Instructional Services (or designate), and two administrators;
- review annually the policies and procedures for extended excursions and make appropriate

4) Schools do not sign any contracts, deposit student/parent funds, or make any form of commitment to the students and families until the *Extended Excursions Committee Report* is approved by the Associate Director, Instructional Services, the Legal Department through the Chair of the Extended Excursion Committee and is presented to the Board of Trustees for receipt.

5) That all procedures are reviewed and adhered to at the local level and communicated with the Family of Schools Superintendent, student participants, parents/guardians, and supervisors.

6) That appropriate steps are in place to ensure that students have o

1) The trip organizer and school principal must check with Foreign Affairs Canada and International Trade Canada to receive the latest reports outlining countries or areas of countries that are deemed unsafe by the Government of Canada.

   If the school administration and trip organizer learn that the destination is dangerous for travelers, the school administration must contact their Family of Schools Superintendent to discuss the potential delay or cancellation of the international excursion.

2) The trip organizer and the school administrator must ensure that the tour operator provides cancellation options to the families who commit to the international excursion, to reduce the financial impact of a cancellation or delay of an international excursion. Cancellation insurance is mandatory for international excursions.

   The trip organizer must inform participants of the DPCDSB Policy and cancellation options, if any. The trip organizer must also inform participants of any risks associated with the international excursion and that the excursion may be cancelled or delayed at some time in the future, if there is the threat of; political unrest, war, insurrection, or terrorism, as well as if, there is a health threat or environmental disaster at the destination. In the case of cancellation of out-of-country excursions, organizers are made aware that there is no guarantee of any reimbursement of funds from DPCDSB.

summarize the school requests for extended Excursions as presented on November 10, 2023.

DPCDSB has a rich tradition of offering students the opportunity to participate in extended excursions as an enhancement to their regular program of study. Local schools offer these through educational travel, social justice,

Appendix A-1 Extended Excursions

	SCHOOL	PRINCIPAL	DESTINATION	TRAVEL DATES	NUMBER OF MISSED SCHOOL DAYS	COST OF TRIP PER STUDENT	SUNDAY MASS