



CDSBEO Framework for Policy Development

Our Board Vision

Inspired by the teachings of Jesus Christ, we transform the world with justice and peace through Catholic education.

Our Board Mission Statement

We proclaim our Catholic faith by: Nurturing and celebrating the hearts, minds, bodies and souls of our students. Learning through faith, living with hope, loving in Christ. Teaching wisdom, teaching love... creating a world in God's Image. ***Learning and Growing Together in Christ***



Multi-Year Strategic Plan

The Catholic District School Board of Eastern Ontario is a Catholic educational institution comprised of students, families, staff, parishes, and community members whose voices are consulted, celebrated, and encompassed through our Strategic Plan for 2020-2025.

Cultivating the heart, mind, body, and soul is the foundation of the strategic plan, and each of these components is carefully woven into the fabric of its mission. The plan is anchored by four tenets: believing, protecting, learning, and nurturing. Foremost, the tenet of believing responds to the universal human hunger to know and foster an intimate relationship with God. Protecting calls us to act wisely and justly in promoting actions that ensure the protection of God's creation. We show our respect for our Creator through stewardship of creation. The tenet of learning acknowledges our commitment to support all students and staff on their faith and learning journey with Christ. Finally, the tenet of nurturing reflects our priority of creating welcoming, Christ-centered communities that foster safe, loving, and inclusive learning for all members of our Catholic school families.



Goals

The strategic plan and goals of the Catholic District School Board of Eastern Ontario must be rooted in the development and maintenance of Board policies and organizational structures that support student achievement, equity and wellbeing, and educational goals. These policies must be monitored and evaluated for their effectiveness in achieving these goals (*Good Governance: Guide for Trustees, School Boards, Directors of Education and Communities, 2022*).

Differentiated Roles and Responsibilities of Trustees and the Director

The Board of Trustees must comply with provincial government directives related to balancing the budget, codes of conduct, municipal freedom of information and protection of privacy. There are mandated aspects of their own policies which boards cannot change. These are in addition to their roles of governance that include strategic planning, student accommodation, and Board goals. The Board of Trustees is also responsible for its role in developing policy which expresses overall direction and purpose. The Director of Education then develops, implements, and monitors administrative procedures which provide detailed direction to staff, and which must be consistent with Board policies.

Reconciliation with First Nations, Métis, and Inuit People

Residing on Indigenous Lands, we support the ongoing work of reconciliation with Indigenous peoples. Together, we repeatedly revisit and explore our historical narratives at the CDSBEO. As such, the CDSBEO responds to the articles from the United Nations Declaration on the Rights of Indigenous Peoples, the Calls to Action from the Truth and Reconciliation Commission, and the Calls for Justice for Missing and Murdered Indigenous Women, Girls and 2SLGBTQI+ people.

The CDSBEO continues to recognize the need to explicitly acknowledge and address the history and ongoing impacts of colonialism on Indigenous peoples and communities. Understanding our privilege and responsibilities as a Catholic community, we focus on listening to authentic voices and integrating the realities of Indigenous lived experiences within education. Although this work can be uncomfortable at times, we continue with teaching and educating that supports Indigenous peoples' traditions, cultures, and worldviews. We also support First Nations, Métis, and Inuit communities in their work of remembrance, reclamation, and resurgence. The



CDSBEO aspires to provide a holistic and safe educational learning and working experience for all to belong.

The CDSBEO is committed to inclusive policy development processes. To best serve the needs of our community, in its diversity and fullness, the CDSBEO engages in policy development processes that are committed to stepping into “right relationships”. The CDSBEO collaborates with First Nations, Métis, and Inuit people in a process of co-creating new ways of being and knowing together. This includes actively consulting Indigenous peoples, valuing their input in actions and decision-making, and reviewing, and revising policies to better reflect Indigenous perspectives, experiences, and needs. We focus on embodying the teachings and reciprocity with Indigenous community partners. The CDSBEO understands that reconciliation is a continuous journey that we must actively engage and explore.

Faith and Equity

The Catholic faith is the foundation of the CDSBEO. For this reason, it is imperative that policies are consistent with the teachings and traditions of the Catholic Church. The CDSBEO recognizes that there is a duty to spiritually nourish its community, providing opportunities to develop relationships with Christ, and to understand the teachings and traditions of the Catholic Church. Catholicism is practiced diversely and inclusively across the CDSBEO. The CDSBEO is a Catholic community that recognizes and accepts Catholics who are on their unique faith journeys. We also acknowledge that some of our students, employees, and stakeholders are not Catholic but value the tradition and morals practiced within the Catholic faith and respectfully work, learn, and belong with our educational setting. As a faith-filled Catholic community, our policies must reflect this commitment and provide opportunities for all to deepen, explore, and live their faith.

Catholic Social Teaching

Catholic Social Teaching provides a foundation for policy development, implementation, and review through its expression of the following tenets:

- Dignity of the Human Person
- Preferential Option for the Poor
- Participation of All
- Fostering Peace



- Common Good
- Stewardship of God's Creation
- Rights and Responsibilities
- Solidarity
- Subsidiarity and the Role of Government
- Economic Justice

Equity

Equity is foundational to the CDSBEO policy process. The CDSBEO has a duty to provide a safe and accessible learning and working community, where human rights are protected, and everyone has the opportunity to succeed. As part of our responsibility to challenge colonial systems and practices, we focus on eliminating disparities through our policy development process and supporting previously silenced voices. In doing so, we are understanding our privilege and responsibilities as a Catholic community to create an educational space for all to belong.

The CDSBEO is committed to promoting and practicing equity in all aspects of the policy development process, including the identification and elimination of systemic barriers. The CDSBEO practices equity in the policy development cycle by promoting continuous inquiry into the challenges from community and letting these challenges create and guide the policy development process. Multiple iterations of policies are critiqued, collaborated on, and consulted by a diverse group of stakeholders to ensure representation, reflections of/on power, considering who the policy benefits, and who is left out.

Purpose of the Ontario Human Rights Code

The Gospel, which is expressed in Catholic Social Teaching, is the foundation of teaching and learning at CDSBEO. The Ontario Human Rights Code gives everybody equal rights and opportunities without discrimination. As such we all have a duty to uphold these legal rights and express this duty through our solidarity with each other. Human rights recognize the dignity and worth of every person and mutual respect. The safety and dignity of staff, students, and stakeholders is an essential and legal responsibility of the CDSBEO.



Defining Policy

Policy development should be life giving and affirming and based upon the principles of the common good toward spaces of belonging in our schools, churches, and families. It should be based upon sound guiding principles, an ethical approach to its development, and the achievement and measurement of goals. It should establish the conditions for belonging for every student and staff member through the integration of equity, diversity and inclusion, and Catholic Social Teaching.

It is the responsibility of the Board of Trustees to monitor and evaluate how efficiently the Board's policies are implemented and how effective they are in achieving the Board's goals.

Policies at the CDSBEO serve as an intentional response to challenges faced in our public educational environment with the intention of resolving and formalizing decisions and actions focused on the collaborative whole. Policies also serve an important purpose to support student well-being and maintaining public confidence in education.

CDSBEO policies ensure alignment with the Board mission, vision, Catholic social teachings, traditions, and legislation. CDSBEO policies provide roadmaps for decision making, establishing expectations for conduct, guiding the implementation of programs and initiatives, consistency across the CDSBEO, and serving as a communication tool. The CDSBEO aims to have transparency and accountability in its policies. The Board reviews and evaluates policies on a regular basis to ensure their continued effectiveness and relevance.

Policy should provide direction that will be operationalized through administrative procedures. As such, one falls under the governance of the Board of Trustees and the other under the leadership of the Director of Education.

Differentiating Between Policy and Administrative Procedure

The elected Board governs and the Director manages the Board on a daily basis. The Board exercises its role through the adoption of policy, establishing goals, monitoring progress and engaging with its communities. The job of the Director of Education is to provide leadership in turning the Board directives into reality throughout all operations of the district school board. It is up to the Director, delegated through supervisory officers, to develop appropriate procedures and processes to ensure effective implementation of policy and strategic plans.



Given the complexity of these relationships, it is critical that policy development, implementation, review, and reform take place cyclically and in keeping with social, cultural, and political changes, and that adequate time be provided for review, consultation, and implementation.

The physical geography of CDSBEO is vast, its schools and regions distinct. Sound directional policy development and administrative procedures establish expectations, assist in meeting legislative requirements, and provide a unified approach to both the direction and operations of the school board.

Directional Policy Guiding Principles

- The Board of Trustees provides direction through these policies.
- These policies are aligned with the mission, vision, and the strategic plan.
- Directional policies are wide in scope and few in numbers.
- They establish responsibilities that range from governance to students.
- Directional policy provides coherence and defines priorities, goals, and progress indicators, which are measurable.

Administrative Procedure Guiding Principles

- The Director of Education is responsible for administrative procedure development.
- Administrative procedures are aligned with directional policy and the mission, vision, and strategic plan.
- Administrative procedures are narrow in scope and large in numbers.
- They establish responsibilities that range from governance to students.
- Administrative procedures provide clear operational guidance and establish expectations for staff and students.

Policy Register of CDSBEO

The policy register of CDSBEO must be made available to the public through its website. Accompanying administrative procedures, which provide direction to all employees from the Director, must also be made public with the distinction that directional policies provide governance, and administrative procedures operations.



The posting of newly-developed or revised policies and procedures is to be placed publicly on a separate space on the website in keeping with a five-year policy review cycle.

Directional Policies

- 100 Governance, Vision, and Strategic Priorities
- 200 Nurturing & Protecting Catholic Education
- 300 Belonging in Catholic Schools
- 400 Safe, Inclusive, & Progressive Schools
- 500 Student Transportation
- 600 Nurturing & Developing Human Resources
- 700 Healthy Schools & Workplaces
- 800 Nurturing Employee Relations
- 900 Parent Support & Relations
- 1000 Positive Communications
- 1100 Nurturing & Protecting Resources
- 1200 Nurturing Community Partnerships

Key Elements of Directional Policy

- 1) Board Logo
- 2) Title and Policy Number
- 3) Approval Date
- 4) Projected Review Date
- 5) Policy
- 6) Purpose and Scope
- 7) Alignment with Multi-Year Strategic Plan
- 8) Assignment of Responsibilities
- 9) Progress Indicators
- 10) Definitions
- 11) References



Key Elements of Administrative Procedures

- 1) Board Logo
- 2) Title and Policy Number
- 3) Approval Date
- 4) Projected Review Date
- 5) Directional Policy Alignment
- 6) Alignment with Multi-Year Strategic Plan
- 7) Purpose and Action Required
- 8) Assignment of Responsibilities
- 9) Progress Indicators
- 10) Definitions
- 11) References

Responsibilities:

The Board of Trustees is responsible for:

- Good governance, including recognizing the statutory legislative authority school boards hold.
- Defining, articulating, and directing the CDSBEO mandate to support student well-being, achievement, and maintaining public confidence in the CDSBEO Catholic learning community.
- Reviewing and considering for approval all new and revised policies brought forward.
- Clearly and transparently understanding and communicating the content, decisions, and actions resulting from CDSBEO policies.
- Entrust responsibility to the Director of Education for operationalizing and managing ongoing policy through administrative procedures.
- Monitoring and holding accountable the Director of Education and one another as Trustees for respecting and abiding by the policies.
- Recognizing the influence and responsibility to policy as held as a Trustee.

The Director of Education is responsible for:

- Implementing and operationalizing details of CDSBEO policies through the development of administrative procedures.



- Ensuring the policy framework is adhered to by stakeholders in the creation, review, management, and development of policies.
- Being accountable and transparent with the policy operations, evaluations, and review.

Superintendents are responsible for:

- Completing the policy and administrative procedure cycle as required for the development, management, and evaluation of policies.
- Providing and seeking input, engaging, and being curious about challenges within the CDSBEO community.
- Iteratively returning to the policy cycle to ensure policies are impactful, effective, and efficient.

System Leaders, Principals, Vice-Principals, are responsible for:

- Providing and seeking input, engaging, and being curious about challenges within the CDSBEO community.
- Leading departments and schools in communicating, understanding, implementing, and adhering to policies.

Progress Indicators

- Consistent use of the policy framework for the policy cycle.
- Growing familiarity and comfort for all stakeholders with the policy cycle within the CDSBEO.
- Increased efficiency through regular review.

Review

Policies and procedures will be placed on a five-year review cycle.



References

[Compendium of the Social Doctrine of the Church](#)

[Development and Peace, Caritas Canada](#)

[The Education Act, RSO 1990](#)

[Ontario Human Rights Code](#)

[OESC Good Governance Guide 2022-2026](#)

<https://www.cccb.ca/document/the-struggle-against-poverty-a-sign-of-hope-in-our-world/>

Canadian Conference of Catholic Bishops. (2022) Walking Together Toward Truth, Healing, Reconciliation, and Hope. CCCB Publications.

[Truth and Reconciliation Commission Calls to Action](#)

[Missing and Murdered Indigenous Women, Girls, and 2SLGBTQI+ People](#)

[United Nations Declaration on the Rights of Indigenous Peoples United Nations Declaration on the Rights of Indigenous Peoples](#)