



Trustee News

CATHOLIC DISTRICT SCHOOL BOARD OF EASTERN ONTARIO

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Todd Lalonde, Chair (Cornwall-Glengarry)
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Early Development Instrument

The Early Development Instrument is a survey tool that was developed at the Offord Centre for Child Studies at McMaster University in 1998. The tool was designed to measure the ability of groups of children to meet developmental expectations that are considered age appropriate as they enter grade one. It is intended to help communities assess how well they are doing in supporting young children and their families. Research data collected has shown that all children are born ready to learn, and that the impact of positive, nurturing experiences in the early years can last a lifetime. The EDI assesses children's readiness to learn when they enter school by looking at five key areas of child development including: physical health and well-being, social competence, emotional maturity, language and cognitive development, and communication skills.

The EDI is now mandated by the Ministry of Education. Some preliminary Board training has been provided, and all senior kindergarten teachers will receive additional training in February 2018. The data will be used by various community service providers to support healthy child development, by school boards to set improvement goals and to plan programming, and by provincial, national and international governments to monitor the developmental well-being of their youngest citizens.

Financial Statements 2016-2017

The Catholic District School Board of Eastern Ontario has reviewed and approved the financial statements for the fiscal period of September 1, 2016 to August 31, 2017. Ashley Hutchinson, Manager of Finance, presented the Financial Statements for the 2016-2017 school year, followed by Rob Clayton, partner with KPMG, who presented an unqualified Auditor's Report to the Board of Trustees. Revenue for the year was \$176 million, and expenses totalled \$175.7 million.

In 2016-2017, the Board met its obligations for the year concerning balanced budget compliance as per the Education Act, and had an operating accumulated surplus of \$194,000 as a result of additional grant revenue and annual budget savings.



As you journey through Advent to Christmas to celebrate the birth of Jesus, may the peace of Christ, the renewal of hope, and the joy found in family and friends be yours this Christmas Season and in the New Year.

CDSBEO Well-Being Strategy

The Ministry of Education recognizes the value and need of incorporating the concept of well-being into Ontario schools. When students don't feel as though they are safe, or that they belong, learning becomes very difficult. Last year, the Ministry released a new Well-Being Strategy for Ontario students that emphasizes the relationships between equity and inclusion, safe and accepting schools, healthy schools and positive mental health. The CDSBEO has reviewed its own initiatives and programs and created a personalized CDSBEO Well-Being Strategy.

The Well-Being Strategy encompasses four main areas: Healthy Schools, Positive Mental Health, Equity and Inclusive Education and Safe and Accepting Schools. Under the Healthy Schools umbrella, the CDSBEO actively participates in initiatives which promotes both physical and mental health. Participation in the Defeat Depression campaign, which encourages student and staff in schools to participate in a physical activity to raise funds for local mental health agencies is one such initiative. In addition, schools host Special Olympics, Jump Rope for Heart, Relay for Life, and poverty walks.

Under the Positive Mental Health area, CDSBEO has created the Sources of Strength program that seeks out leaders and influential students from across schools and trains them to spread hope, strength and help-seeking to their peers.

Several other initiatives exist that support a safe learning environment, including training as many people as possible throughout the Board in safeTALK suicide prevention training. This training has been offered to parents, community coaches, staff, bus drivers and senior students.

The work we're doing around student well-being coincides with three of our overall Board Mental Health Action Plan goals which include: guiding staff in supporting students through the Resiliency and Mental Health Frameworks, implementing the Action Plan through school mental health teams, and supporting the student Well-Being Strategy with the Safe School Bully Prevention and Intervention Continuum and Resiliency and Mental Health frameworks.